

**A REPORT ON
STUDENTS INDUSTRIAL WORK EXPERIENCE SCHEME**

(SIWES)

UNDERTAKEN AT

OSBC ILE AWIYE OKE-BAALE OSHOGBO

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BY

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NATIONAL DIPLOMA (ND) IN MASS COMMUNICATION**

CERTIFICATION PAGE

I hereby certify that this report of Student Industrial Work Experience Scheme (SIWES) was prepared and complied by YUSUFF ABDULMUIZ OLAYEMI with the Matriculation number; ND/23/MAC/PT/0333 from the department of Mass Communication, Kwara State Polytechnic, Ilorin, Kwara State for the successful completion of SIWES undertaken at Radio Kwara State Television Authority, Ilorin.

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I thank GOD almighty and I give all the glory, honour and adoration for His mercy over my life during the course of my study and when undergoing my Industrial Training.

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Lastly, my appreciation goes to the Director of Administration in person of ***Mr. Oyegoke*** for accepting me into the organization and support, may GOD almighty be with him and his household.

DEDICATION

I dedicate this report to GOD almighty for His unlimited grace, consistent love, immeasurable faithfulness and for sparing my life throughout the period of my SIWES programme.

Secondly, I dedicate it to my parent for their undiminished support and unquantifiable assistance throughout the whole exercise and beyond.

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CHAPTER ONE

1.0 INTRODUCTION

The origin of Industrial Training could be traced to the advent of industrial revolution which ushered in steam engines, power driven machines and a new system of production in Europe. The function satisfactorily then, workers needed to depart from their craft capabilities and embrace knowledge and understanding which the new technologies offered in work – settings via practical training. Therefore, the need prompted higher citadels of learning to commence application of practical and technical affairs.

The concept thrived between 1824 and 1830 extensively to warrant the creation of technical and engineering courses. These courses were established for at Reasselea. Polytechnic institute, USA, and secondly at Colombia University to on the new scientific curriculum that necessitated the Greek or latin language indusu, the effect of this concept has been argued and it lead to the spread or escalation of science, engineering and technical education in several tertiary institutions in American and Europe towards the end of 19th century.

The products of these instructions were trained through systematic instruction with a body of knowledge in engineering and science which was theoretical and universal. Hence, they had broad ideas on fundamental knowledge to the workability of various engineering systems but lacked an indepth foundation on practical knowledge needed for effective production in certain jobs.

The gap between theoretical knowledge and practical training was therefore noticed for bridging and it necessitated, science and engineering students complementary their theoretical knowledge with practical training in industries so as to become productive in their career after graduation. This prompted the innovation that later took place in the 20th century with the introduction of cooperative education through Herman Schneider, the Dean, college of engineering, university of Cincinnat.

Therefore, engineering students started attending classes to acquire theoretical knowledge and also engaged in trainings with the same duration in companies for practical experiences.

Although studies have shown some variations in cooperative education in work settings across the globe till date, but it is still a striking fact that Schneider's innovation of 1906 serves as the foundation for all training in science, engineering and technology in developed nations such as North America and Western Europe, with little impacts in some developing countries.

1.1 HISTORY BACKGROUND OF STUDENTS' INDUSTRIAL WORK EXPERIENCE SCHEME (SIWES)

Students' Industrial Work Experience (SIWES) is a programme designed that exposed and prepare student of Universities, Polytechnics, Colleges of Technology, College of Agriculture and Education for industrial work situation which they are likely to meet after graduation. It is a skill training programme which affords students their opportunity of familiarizing, acquiring and exposing themselves with the needed experiences in handling industrial equipment and machinery that are not usually available in their institutions.

Students' Industrial Work Experience Scheme (SIWES) is a human capital formation programme through industrial attachment for which student are experienced to have a practical experience on the basis of theories and principles acquire in the teaching – learning process. However, the prevalence of inability of participant of SIWES to secure employment after the programme casts doubt on the continuing relevance of SIWES to the contemporary industrial development drives in Nigeria.

Human resources development constitutes the most critical factor in the development process and the quality must therefore be inherent in the productive capacity of people. Human societies in the quest for development have identified and developed institutional as well as structured training and educational programmes as major avenues for processing human beings to acquire the necessary skills and technical competence for their roles in the development of the society.

In this context, it is observed that, it is not only in advanced nation that science and technology and spreading, but that, they are increasingly valued. Whenever people value their nation's independence, prosperity, power and prestige, and also, where nations seek a high standard of living, improved health or better education in most discussions on human resources management, training and development represent the most significant.

SIWES was established by ITF (Industrial Training Fund) in the year 1973 to solve the problem of lack of adequate proper skills for employment of tertiary institution graduates by Nigeria. SIWES was founded to be a skill training programme to help expose and prepare student of universities, polytechnics and colleges of education for the industrial work situation to be met after graduation, this scheme serve as a smooth transition from the classroom to the world of work and further help in the application of knowledge. The scheme provide student with the opportunity of acquiring and exposing themselves to the experience required in handling and managing of equipment and machinery that are usually not made available in their institutions.

In Nigeria, SIWES was introduced in 1973 to enable undergraduate student in science and engineering acquire practical skills needed to function satisfactorily in work-setting. Industrial training commenced in the country due to the reliance of companies or industries on technical proficiencies, for production process and preservation of company resources.

In practice, it is said to originated from then Yaba Technical Institute, now Yaba College of Technology. At that point, students were being sponsored by various government owned institutions and other private forms. The practice permitted students to return to work with their employers during long vacations. Through this, students were having work – related experience and the training available in companies then must have been responsible for the quality of graduates in organizations in those early days.

However, it could be observed that the quality of the Nigerian graduates began to diminish afterwards due to the death of faculties to impact quality education on students in tertiary institutions. As military imperialists began to unleash terror on social critics, most of which were faculty members were recruited into the academics. To worsen the situation, most of the expatriates left Nigeria for their countries of origin, the vacuum created could not be filled satisfactorily with the skills of fresh graduates from the nation's educational systems.

Given this, multinational companies in Nigeria such as Flour Mill Plc Nigeria, Bagro Plc, Nigerite, Nigerian Breweries Plc, Unilever Nigeria Plc, Texaco Over Seas (TO), Chevron Nigeria Limited (CNL) established training schools; also call skill acquisition through hands on experience.

Since independence, the issue that has attracted the interest of succeeding Government in Nigeria has been that of human resource development from the beginning of Nigeria's nationhood, it was eminent that the pace of national development through technological advancement devolved not so much on the availability of mine or resources, rather, on the articulation and effective utilization of the vast human and material resources. It is on this basis that investment on training of the human factor becomes a serious challenge as science and technology related courses are requisite for national development.

Therefore, it is observed that, initial efforts aimed at achieve rapid national development were concentrated on the expansion of formal exceptional institutions, through acquire the skilled, knowledge and varied chorological expertise required to meet the needs the needs of special and vital sectors of the economy. However, the fundamental role of education in human resources development is a matter of priority for any developing country to involve functional education policy. This is necessary because only through such priority can a country lay a solid foundation for a future, stable and res-oriented human resource development. Thus, growth and development, which the result from effective organizational change, depend on a well – educated and a quality skilled human capital that is capable of applying vision, knowledge and creativity to their economic activities. Thus, industrial education which can be achieved through the formal or / and informal educational approach(es) attract the attention of Government and individuals, in contemporary development environment.

1.2 OBJECTIVES OF SIWES

The core objectives of the scheme are as follow:

- ❖ To expose the students to work method and techniques
- ❖ To provide an avenue for students to acquire industrial skills.
- ❖ Enhancing student contract with potential employers while on training.
- ❖ To help students appreciates the role their professional play in society.

CHAPTER TWO

2.0 BRIEF HISTORY OF OSBC ILE AWIYE OKE-BAALE OSHOGBO

Osun State Broadcasting Corporation(OSBC) came into being shortly after the creation of Osun State on the 27th August,1991. The pioneer staff were mainly former staffers of Broadcasting Corporation of Oyo (BCOS) of the old Oyo State who are Osun indigenes.

Chief John Arolagbade Fademi who was the General Manager of BCOS before the creation of Osun State became the General Manager of OSBC. The Corporation's First baby was the Radio Osun which kicked off on 25th November, 1991 at the Oke Itase Ile Ife booster station, a former booster station of BCOS.

The Radio Station and studio were at Oke Itase in Ile- life while the Administrative and other departments operated initially from the Presidential Hotel in Osogbo. In those days, the old but now defunct Trans Motel Ile-Ife served as the production centre for the Corporation's News and Programmes departments.

Shortly after, The government secured an office complex at Kings Square, along Ikirun road Osogbo. It is a three floor building by every means the tallest in Osogbo as at then. The building served OSBC from 1992 to 1999 when the organization finally moved to its permanent headquarters at Oke-Baale, along Ibokun road, Osogbo.

The Television arm of OSBC started on the first anniversary of the State on 27th August,1992 in Ibokun, a town 17 km from Osogbo, the state capital. This development resulted in the appointment of General Managers for OSBC Radio Service and its Television Service .

The General Managers were Mr Kayode Ajibade for the Radio Service and Prince Wole Oyebamiji as GM Television Service. While the two General Managers were operating from the headquarters, the Radio station was transmitting on 89.5 FM from Ile Ife. The television service had its transmission from Ibokun headquarters of Obokun local government on channel 22 UHF.

The Radio service later in early 1993 moved from Ile-lfe to Ita-Akogun in Osogbo still on 89.5 FM. Osun Military Administrator, then Navy Captain Anthony Udofia, laid the foundation of the permanent headquarters at Oke Baale Ibokun road, Osogbo in 1995. Upon its completion,

the two services Radio and Television moved their administrative headquarters to Oke-Baale, Ibokun road in 1999.

In January 2000, the Governor of Osun State, Chief Adebisi Akande merged the two services into one, with a General Manager. Prince Sanya Adegbayibi was appointed General Manager. Upon his retirement, the government of Chief Bisi Akande open up the General Manager position in an advert to the public. Prince Adeyeye Oyedokun became the General Manager in January 2003.

The Government of Prince Olagunsoye Oyinlola that took over from Chief Akande, upgraded OSBC to a conglomerate with OSBC Radio Orisun 89.5 FM basically transmitting only in Yoruba language while the Television in Ibokun channel 22 UHF became New Dawn TV for Education and Agriculture. The Radio and Television in Osogbo the headquarters became Living-Spring FM 104.5 FM and Channel 32 UHF Television in Osogbo.

The government of Prince Olagunsoye Oyinlola also in 2006 started work on resuscitating the long abandoned Iwo Broadcasting Village which later gave birth to Reality RadioVision Iwo in January 2008. Before then the administration had changed the headship of the broadcast outfit from that of General Manager to Director General to make it commensurate with the organization's conglomerate status.

On the 29th of May 2023, Osun State Governor, Senator Ademola Nurudeen Jackson Adeleke approved the status of the Director General to a Permanent Secretary status. Mr. Rasheed kayode Folaranmi the sitting Head of the Broadcast outfit, the first to be addressed as Director General/ Permanent Secretary.

Osun State Broadcasting Corporation (OSBC) Ile Awiye has as its official pay off, "Voice of the West". So far the following person's have served the organization in headship capacity. They are Chief John Fademi, Mr Kayode Ajibade, Prince Wole Oyebamiji, Prince Sanya Adegbayibi and Prince Adeyeyeye Oyedokun as GM. The past Director Generals are Prince Adeyeye Oyedokun, Engr.Samson Oyebanji, Prince Adesoji Fadehan, Mr. Adewale Idowu, Mr Olusanjo Owoaje and Mrs Adejumo Akinjiola.

The first Director General & Permanent Secretary of the Conglomerate is Mr. Rasheed Folaranmi. Mrs. Jolaade Victoria Igbaroola is the sitting Director General & Permanent Secretary of the Conglomerate.

2.1 DEPARTMENT IN OSBC ILE AWIYE OKE-BAALE OSHOGBO

A newspaper organization usually consists of several departments that together produce and publish news content. Specific departments can vary depending on the size and structure of the organization, but here are some common departments in the organization

- 1. ADMINISTRATION AND PERSONNEL:** This department oversees the general administrative operations of the newspaper. They manage human resources, recruiting, employee benefits, payroll, legal affairs and other administrative tasks.
- 2. EDITORIAL DEPARTMENT:** This department is responsible for the general content and quality of the magazine. This includes reporters, editors, journalists and photographers who gather news, write articles, conduct interviews and create editorial content.
- 3. NEWSROOM:** The newsroom is the heart of a newspaper's organization. It consists of reporters and editors who cover specific topics or interests such as politics, sports, business, entertainment and local news. They research, investigate and write news.
- 4. COPYWRITING AND PROOFREADING:** This department ensures that all articles and content are accurate, grammatically correct and error-free. Copywriters review and edit articles for clarity, consistency, and style, while proofreaders check for spelling, punctuation, and formatting errors before publication.
- 5. LAYOUT AND DESIGN:** This department deals with the visual side of the newspaper. Graphic artists, layout designers, and page designers work together to create the look and feel of a newspaper, choosing appropriate fonts, placing images, and organizing articles in an attractive and systematic way. **Photography and Visual Media:** This department is responsible for recording and selecting the visual elements of the newspaper. Photographers, videographers and graphic artists provide images, illustrations, infographics and videos to complement news stories and enhance visual storytelling.
- 6. ADVERTISING AND MARKETING:** The advertising department works with clients and companies to sell advertising space in the newspaper. They develop advertising

strategies, create advertising campaigns and manage relationships with advertisers. The marketing department promotes the newspaper to readers, handles orders and organizes promotional events. Circulation and Distribution: This section deals with the distribution of newspapers to subscribers, newsstands, retailers and other outlets. They coordinate deliveries, oversee distribution logistics and handle customer service related to orders and distribution issues.

7. **ONLINE AND DIGITAL MEDIA:** With the rise of digital platforms, newspaper organizations have expanded their online presence. This department manages the magazine's website, social media accounts, mobile apps and other digital platforms. This includes web developers, social media managers, content creators and digital strategists. Business and Finance: This department deals with the financial aspects of the newspaper organization. This includes accountants, financial managers and business managers involved in budgeting, financial planning, revenue generation and financial analysis.

2.2 STUDENT PRIMARY ASSIGNMENT CENTRE

2.2.1 News and Current Affair Department

- ❖ Reportorial
 - ❖ Editorial
 - ❖ Current affair
-
- ❖ **Reportorial:** It is also called correspondents and broadcast news analysis and inform the public about news and events happening internationally and locally they report the news for newspaper, magazines, website, televisions and radio.
 - ❖ **Editorial:** Editing is more important to avoid mistakes, the primary objectives of editing is to make a news story suitable for broadcast as such, a popular online journalist merum block “every writer needs an editor” so at the better edit and edit better.
 - ❖ **Current affairs:** It is a genre of broadcast journalist where the emphasis is a detailed analysis and discussion of news stories that have recently occurred or on going at the time of broadcast. The purpose of radio current affair programmes is to inform the public about issues and events.

CHAPTER THREE

3.0 TECHNICAL TRAINING EXPERIENCE

WEEK 1: Tutorial on method of sourcing information for news writing and reporting, including practical guidelines on news writing and reporting with technical involved on casting the lead in news writing and reporting with individual practice.

WEEK 2: Group trial and individual attempt on news writing and reporting with general discussion opinionated expressions and exchange of idea in news alignments.

WEEK 3: Individual attempt on news writing and reporting with general discussion opinionated expressions and exchange of idea in news alignments.

WEEK 4: General discussion with practical demonstration on “actually” in news production, with explanation and items for news commentary with practical demonstration.

WEEK 5: Principles of news alignments and news editing and practical demonstration based on what will discussed.

WEEK 6: Practical demonstration on news commentary and actually, and demonstration on news writing and reporting and news writing and reporting and news commentary.

WEEK 7: Group rehearsal for the production of magazine programme and final perfection and arrangement for the magazine programme.

WEEK 8: Special bulletin programme and recording of a special programme called “Daylight” with appraisal and evaluation and individual performance.

WEEK 9: Assessment and general discussion on specific previous lessons with gradual disengagement of the students out of the scheme at the administrative department.

3.3 Radio Station Equipment

❖ Microphone

Converts sound waves into electrical signals. Different microphones are suited for different purposes.



Microphone

Microphone Types of Microphone

Condenser Microphone: - Generally more sensitive than dynamic microphones and can capture a wider range of frequencies. They require what is known as "phantom power" to operate, which is supplied by the microphone console.

Dynamic Microphone: - More rugged than condenser microphones and less likely to be damaged by handling. They do not require phantom power to operate.

❖ Microphone Stand

Holds the microphone in place and allows for positioning.



Microphone stand

❖ Headset

Allows the DJ or host to hear program audio and speak "on-air" without needing to hold a microphone. Headset (Radio)



Headset

❖ Soundproof Booth

A room that is designed to isolate sound from entering or exiting. This is important for radio stations to prevent unwanted noise from interfering with the broadcast signal.

❖ Broadcast Console

The central control station for the radio studio. It allows the DJ or host to control the audio levels of the microphone, music, and other audio sources, as well as switch between different sources. Broadcast Console (Radio)



❖ Voice Absorber

A material that absorbs sound waves and helps to reduce echo and reverberation in the studio

❖ . Audio Monitor

Speakers that allow the DJ or host to hear the program audio with high fidelity. Audio Monitor (Radio)



Audio monitor

❖ Computer Monitor

Used to display playout software, digital audio workstation (DAW) software, or other software used for broadcasting. Computer Monitor (Radio)



Computer monitor

❖ Cart Machine

A traditional playback device that uses audio cartridges to play pre-recorded content, such as commercials, station IDs, and sound effects.



Cart machine

❖ **CD Player**

While their use is declining in the digital age, CD players are still used in some radio stations to play music CDs. CD Player (Radio)

❖ **Telephone Hybrid**

Allows callers to be integrated into the broadcast signal. It manages the complex technicalities of combining the phone audio with the program audio while preventing feedback or echo.



❖ **On-Air Light**

A visual indicator that the studio is live and on the air. This helps to prevent interruptions from entering the studio while a broadcast is in progress.

❖ **Automation System**

Software that automates the playback of music, commercials, and other audio content. This allows radio stations to broadcast 24/7 without a DJ or host being present in the studio all the time.



Automation system

❖ Audio Processor

An electronic device that enhances the audio quality of the broadcast signal. It can perform functions like limiting, compression, and equalization to make the audio sound louder, clearer, and more consistent.



Audio processor

❖ FM Transmitter

The radio station's broadcasting equipment that generates the radio waves that carry the audio signal to the listener's radio.



FM transmitter

❖ FM Antenna

The tall tower or mast that transmits the radio waves from the FM transmitter. The height and location of the antenna affect the coverage area of the radio station.



FM antenna

CHAPTER FOUR

4.0 RECOMMENDATION AND CONCLUSION

RECOMMENDATION

Going through some of the experience gained during the programme, I will recommend that there is need for improvement on some of the activities, both in the media organization where I served and the school.

The time duration for the programme should be extended for more than two months.

Media organization should create more practical knowledge for the student for them to acquire more knowledge from their versatile staff.

CONCLUSION

SIWES was established to provide opportunities for students to be involved in the practical aspect of their respective disciplines in the industries working environment. During my four (4) months industrial training, I gained a wide range of experience from the various assignment undertaken such as; news writing and reporting, news alignment, news commentary and editing process. All the experience gained help to fulfill the objectives of SIWES.

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