



**A TECHNICAL REPORT ON  
STUDENT INDUSTRIAL WORK EXPERIENCE SCHEME (SIWES)**

**HELD AT:**

**KARIAYE RADIO AND TV  
No 1 Onilu Junction Oke-Ola, Ikire Osun State**

**BY**

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**SUBMITTED TO**

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## **DEDICATION**

I dedicate this report to Almighty God, who has been all in all from the beginning of my attachment to the end of the SIWES program all glory belongs to Him.

I also dedicate the SIWES report to my lovely parent for their financial support and spiritual advice during the period of attachment.

## **ACKNOWLEDGEMENT**

I thanked God for the glory, honour, mercy and adoration I received during the time of my industrial training and course of study.

I also thanked my family and friends for all their support especially financially during my SIWS program.

More so, my appreciation also goes to every individuals that contributed to the completion of my industrial training, may the God Almighty bless them all and their households.

## **PREFACE**

In presenting this work, I would like to preface it by expressing gratitude for the invaluable learning experience gained during my 3-month placement at Kariaye TV. This period has allowed me to immerse myself in the intricacies of television production, navigate challenges, and acquire practical skills that extend beyond the classroom. The exposure to diverse equipment and collaborative projects has shaped my perspective on the dynamic nature of the broadcast industry. This preface sets the context for the insights and recommendations shared, reflecting the culmination of a rewarding and hands-on experience in the realm of television media.

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## **CHAPTER ONE**

### **1.1 INTRODUCTION TO SIWES**

The Students' Industrial Work Experience Scheme (SIWES) is a program that is coordinated by the Industrial Training Fund (ITF), in conjunction with the National University Commission (NUC).

The SIWES program is designed to engage students in various degree programs in order to provide the student with practical experience in various fields of study and to expose them to actual working conditions.

This program involves the ITF, students and industries. It is meant to bridge the gap between theory and practical work, sharpen students' skills and understanding of actual work processes and also provide an avenue to acquire more knowledge.

The Student Industrial Work Experience Scheme [SIWES] is the accepted skill training program which forms part of approved medium academic standards in the various degrees program of the Nigeria tertiary institutions.

This scheme helps student in their various field to know or have knowledge and picture of what they have been studying in school which enable the student to practicalize the theoretical aspect of his profession. This scheme contributes largely to prepare the student for any future engagement exposing him to atmosphere of veracity and adaptation

## **1.2 HISTORY OF SIWES**

The early phase of science and technology in Nigeria was characterized by the theoretical lectures in polytechnics and universities which have proven to be an ill method of teaching students in Universities and Polytechnics graduate with little or no technical experience in their course of study.

In the same vein, students' inability to contribute to the society in hampering the growth and development of our country it was in this view SIWES was introduced to the industrial and Education sector.

SIWES is the acronym for Student's Industrial Work Experience Scheme. SIWES was established in the year 1973 in order to improve the standard of Education in Nigeria.

SIWES was funded by ITF (Industrial Training Funds) during its early stage not until it was difficult to continue for economic stress: then the responsibility was shared between Industrial Training Funds (ITF) and the Federal Government.

SIWES is a scheme for the duration of sixteen weeks (4 months). SIWES is done after the first year in polytechnics (ND1) and done after second year or third year in University depending on the institution.

## **1.3 AIMS AND OBJECTIVE OF SIWES**

- Student industrial work experience scheme [SIWES] provide avenue for student to acquire industrial skill and experience in their approved course

of study

- Expose students to work methods and techniques in handling equipment and machinery that may not be available in their institutions;
- Enlist and strengthen employers' involvement in the entire educational process through SIWES.
- To provide opportunity for students to apply their knowledge in real work situations thereby bridging the gap between theory and practice.
- To earnest placement and strengthen employee's involvement in the education process of preparing student for employment in industries.
- To ease the transition from school to the world of work and enhance students contact for later job.



## **CHAPTER TWO**

### **2.1 BRIEF HISTORY OF ESTABLISHMENT**

Kariaye Radio and TV, located in Osogbo, Osun State, was established to serve as a platform for information, education, and entertainment, with a focus on local engagement and upholding broadcasting standards.

#### **VISION STATEMENT**

“To be the medium transforming the world through Broadcasting by upholding our Heritage using Global Best practice”

#### **MISSION STATEMENT**

1. The station aims to educate, inform, and entertain listeners.
2. It serves as a platform for information, education, and entertainment in the community.
3. It is committed to upholding broadcasting standards and fostering local engagement.

### **2.2 DEPARTMENTS AND THEIR FUNCTIONS**

#### **1. Program Unit**

A programme or project management office is a single, central support structure, designed to aid change and delivery initiatives within an organization. This applies particularly in an organization where there is a lot of ongoing programme and project activity. Without such a PMO, an organization is forced to replicate support arrangements over and over again

as programmes and projects come and go.

## **2. Marketing Unit**

Promotes business and drives sales of its products or services in the media. It provides the necessary research to identify your target customers and other audiences. Depending on the company's hierarchical organization, a marketing director, manager or vice president of marketing might be at the helm.

## **3. Technical Unit**

The technical manager is a versatile position that requires sufficient managerial skills as well as sufficient technical skills. A technical manager should be able to perform all necessary tasks related to company systems including troubleshooting any technical issues.

## **4. Admin Unit**

Administration department is backbone of an organization. An effective administrator is an asset to an organization. He or she is the link between an organization's various departments and ensures the smooth flow of information from one part to the other.

## **5. News and Current Affairs Unit**

*Current affairs* are a genre of broadcast journalism. The news departments are responsible for putting down headline about current matters together.

## **CHAPTER THREE**

### **3.1 TECHNICAL TRAINING EXPERIENCE/ WORK DONE**

#### **NEWS GATHERING**

News gathering refers to the act of collecting information about the government, daily events, scientific discoveries, and a number of other occurrences of interest to the public. News gathering is done by analyzing and collecting information from sources. Sources can be people, documents, videos, photos, or several other things. The reliability and credibility of sources is one of the main concerns of journalists..

Sources of news can include newspapers, television, radio, online news websites, and social media. Reliable news sources aim to provide accurate and unbiased information, often through journalistic practices such as fact-checking and multiple source verification.

#### **A Reporter**

A reporter is a journalist who gathers and presents news and information to the public. Reporters often investigate, research, and interview people to create news stories. They work for various media outlets, including newspapers, TV stations, radio stations, and online platforms. Reporters play a crucial role in keeping the public informed about current events and issues.

## **Types of Reporter**

There are various types of reporters, each specializing in different areas of news coverage. Some common types include:

- News Reporters: Cover general news stories and report on current events.
- Political Reporters: Focus on political news, covering government activities, elections, and policy developments.
- Crime Reporters: Cover crime stories, police activities, and legal proceedings.
- Sports Reporters: Specialize in sports news, covering events, games, and athletes.
- Business Reporters: Cover economic and business-related news, including company developments and financial markets.
- Feature Reporters: Write in-depth, human-interest stories that go beyond the basic facts of an event.
- Entertainment Reporters: Cover news related to the entertainment industry, including movies, music, and conservation.
- Science and Health Reporters: Report on scientific discoveries, health issues, and medical advancements.
- Technology Reporters: Cover news related to the tech industry,

innovations, and digital trends.

- **Environmental Reporters:** Focus on news related to the environment, climate change, and conservation.

These are just a few examples, and many reporters may specialize further within these categories or cover a combination of topics.

## **An Editor**

An editor is an individual responsible for overseeing and managing the content of written or visual material to ensure it meets certain standards, adheres to the publication's style, and is ready for publication. Editors play a crucial role in refining and improving the quality of articles, books, news stories, or other content. They may work in various fields, including journalism, book publishing, and online media. Editors review and edit content for clarity, accuracy, grammar, and overall coherence. They can also provide guidance to writers and contribute to the overall editorial direction of a publication.

## **Editing**

Editing is the process of reviewing and correcting written content to ensure that it is accurately clear and engaging. It involves checking grammar, spelling, and punctuation for errors. This meticulous review not only enhances the overall quality of the text but also contributes to its readability. Editors play a crucial role in refining the language, structure, and coherence of the content. They focus on

maintaining a consistent style, eliminating redundancy, and ensuring that the message is conveyed effectively to the target audience. The goal of editing is to polish the written material, making it not only error-free but also compelling and well-crafted..

## **Video Editing**

Video editing is the process of manipulating and arranging video footage to create a cohesive and visually appealing final product. It involves various tasks, such as cutting and rearranging clips, adding transitions, incorporating visual effects, adjusting colors, and synchronizing audio. Video editors use specialized software to perform these tasks, enhancing the overall storytelling and visual elements of the video. The editing process allows for the removal of unnecessary content, ensuring a smooth flow and maintaining the intended narrative. It is a crucial step in the production of films, TV shows, vlogs, and other video content, contributing significantly to the final quality and impact of the visual presentation.

## **Desktop Publishing**

Desktop publishing (DTP) is the creation and arrangement of documents using specialized software on a computer. It involves designing and formatting text, images, and graphics to produce visually appealing publications such as brochures, newsletters, flyers, and magazines. Desktop publishing software allows users to control typography, layout, and overall design elements with

precision. It has become an essential tool for individuals and businesses to create professional-looking printed or digital materials. DTP enables the integration of text and visual elements, making it easier to produce polished and well-designed documents for a variety of purposes, from marketing materials to educational resources.

### **3.2 Equipment used**

During my placement at Kariaye Radio and TV, Ikire Osun State, I encounter a variety of equipment commonly used in television production. Here is a list of some them:

- ❖ Cameras: Different types of cameras for capturing video content, including professional broadcast cameras.
- ❖ Microphones: Various microphones, such as shotgun microphones and lavalier microphones, used for recording audio.
- ❖ Editing Software: Video editing software for post-production tasks to edit and enhance video content.
- ❖ Lighting Equipment: Lighting setups to ensure proper illumination for video shoots.
- ❖ Teleprompters: Devices to display scripted content for on-air personalities to read while appearing on camera.

- ❖ Video Switchers: Equipment to switch between different video sources during live broadcasts or recordings.
- ❖ Audio Mixers: Tools for adjusting and controlling audio levels during production.
- ❖ Green Screens: Chroma key setups for creating virtual backgrounds during broadcasts.
- ❖ Transmitters and Antennas: Equipment for broadcasting signals over the airwaves.
- ❖ Monitors: Screens used for previewing video content during production.
- ❖ Cables and Connectors: Various cables and connectors for interconnecting different pieces of equipment.
- ❖ Tape Decks or Digital Recorders: Devices for recording and playing back video and audio content.



### 3.3 Diagram of Some Equipment Used



**4k Camera**



**Audio Mixer**



**Microphone**



**Monitor**



**Digital Recorder**



**Headset**

## **CHAPTER FOUR**

### **4.0 Experience Gained at Kariaye Radio and TV**

During my SIWES training at **Kariaye Radio and TV**, I was exposed to various aspects of radio and television broadcasting. This experience broadened my understanding of media operations and enhanced my practical knowledge in the following areas:

#### **1. Studio Operations and Equipment Handling.**

I learned how to operate studio equipment such as microphones, sound mixers, cameras, teleprompters, and lighting systems. I assisted in setting up for live shows, interviews, and news broadcasts.

#### **2. News Reporting and Content Development**

I participated in field reporting assignments, where I observed and contributed to news gathering, interviewing techniques, and scriptwriting for both radio and TV news. I also learned how to edit news clips using software such as Adobe Premiere Pro and Audacity.

#### **3. Program Production and Scheduling**

I gained experience in pre-production planning, including script development and program structuring. I assisted in organizing and producing talk shows, entertainment programs, and educational segments.

#### **4. Broadcast Ethics and Communication Skills**

Working closely with media professionals helped me develop better communication skills, on-air presentation techniques, and an understanding of professional broadcast ethics and standards.

#### **5. Technical and Transmission Processes**

I was introduced to the transmission room where I observed how live and recorded programs are transmitted to the public. I also learned about signal monitoring, troubleshooting minor technical issues, and maintaining broadcast quality.

#### **6. Teamwork and Time Management**

I worked with different departments such as the editorial team, technical unit, and production crew. This helped me understand the importance of collaboration, meeting deadlines, and working under pressure in a media environment.

## **CHAPTER FIVE**

### **5.1 CHALLENGES ENCOUNTER**

During my 3-month placement at Kariaye Radio and TV, I encountered several challenges that enriched my learning experience. Adapting to the fast-paced and dynamic nature of live television production posed an initial hurdle as I worked on tasks such as camera operation and video editing under tight deadlines. Technical glitches, ranging from equipment malfunctions to unexpected software issues, were frequent challenges that demanded quick problem-solving skills. Additionally, coordinating with diverse team members to ensure seamless collaboration and effective communication proved essential for the smooth execution of projects. Despite these challenges, the experience provided me with valuable insights into the intricacies of broadcast media and improved my ability to navigate the demands of a professional television environment.

### **5.2 RECOMMENDATION**

Based on my 3-month placement at Kariaye Radio and TV, I recommend implementing regular equipment maintenance schedules to minimize technical glitches and downtime during live productions. Providing additional training opportunities for students in areas such as troubleshooting and quick problem-solving skills would enhance their adaptability to the fast-paced nature of

television production. Furthermore, fostering a collaborative work environment through team-building activities can strengthen communication and coordination among team members, contributing to smoother workflow and project execution. These recommendations aim to optimize operational efficiency, technical reliability, and the overall learning experience for students engaged in the Student Industrial Work Experience Scheme at the television station

### **5.3 CONCLUSION**

In conclusion, my 3-month placement at Kariaye Radio and TV has been a valuable and enriching experience. The challenges faced, including adapting to live television production dynamics and addressing technical issues, have enhanced my problem-solving skills and resilience in a professional setting. The exposure to a diverse range of equipment and tasks has broadened my understanding of broadcast media, and the collaborative environment has improved my communication and teamwork abilities. Overall, this placement has provided me with practical insights and skills that will undoubtedly contribute to my future endeavors in the field of television production. I am grateful for the opportunity to learn and grow in such a dynamic and hands-on environment.