



Scan to open on Studocu

Studocu is not sponsored or endorsed by any college or university



**A REPORT ON
STUDENTS INDUSTRIAL WORK EXPERIENCE
SCHEME
(SIWES)**

UNDERTAKEN AT

Jordan fm

Abule egba ogun state

BY

RAHMAN KHALID OLAMILEKAN

ND/23/MAC/FT/0003

**SUBMITTED TO
THE DEPARTMENT OF MASS COMMUNICATION, INSTITUTE
OF INFORMATION AND COMMUNICATION TECHNOLOGY,
KWARA STATE POLYTECHNIC, ILORIN.**

**IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE
AWARD OF NATIONAL DIPLOMA (ND) IN MASS
COMMUNICATION.**

DECEMBER, 2024

DEDICATION

I dedicate this Students Industrial Work Experience Scheme (SIWES) report to God almighty for his grace and mercy towards the completion of the SIWES programme.

ACKNOWLEDGEMENT

I thank Almighty Allah for the glory, honor, adoration and mercy I received during the course of my study and when undergoing my industrial Training

My appreciation also goes to my parent for their support during my training. may Almighty allah continue to guide and protect them.

TABLE OF CONTENT

Title Page	i
Dedication	ii
Acknowledgement	iii
Report Overview	iv
Table of Contents	v
CHAPTER ONE: Introduction	
1.1 Background to the Study	
1.2 Objectives of SIWES	
CHAPTER TWO: Description of Establishment of Attachment	
2.1 Location and Brief History of Establishment	
2.2 Objectives and Core Values of the Establishment	
2.3 Functions of the Establishment	
2.4 Organizational Structure of Establishment	
2.5 The Various Departments and Units	
CHAPTER THREE: Actual Work Done with Experience Gained	
3.1 Gathering of News	
3.1.1 Observation	
3.1.2 Telephone Conversations	
3.1.3 Research	
3.2 Granting of Interview	
3.2.1 Types of Interviews	
3.3 Writing of News	
CHAPTER FOUR: Actual Work Done with Experience Gained (Cont'd)	
4.1 Covering of Events	
4.2 Photo News and Captions	
CHAPTER FIVE: Summary and Conclusion	
5.1 Summary of Attachment Activities	
5.2 Problems Encountered	
5.3 Suggestions for Improvement of the Scheme	
5.4 Conclusion	

CHAPTER ONE

INTRODUCTION

The Students' Industrial Work Experience Scheme (SIWES) is a scheme established by the Industrial Training Fund (ITF) in 1973 to help students of tertiary institution in Nigeria acquire technical skills and practical exposure in an industrial environment based on various course of study.

Prior to the Establishment of SIWES, science and technology education in Nigeria was marred with the problem of lack of adequate practical and industrial skills and working experience that will prepare students of tertiary institution in Nigeria for employment opportunities in industries. It was in this view that the scheme was established and students in tertiary institution of Nigeria studying sciences and technology related courses were mandated to participate in the program to enable them have technical knowledge and working experience before graduating from their prospective institution and makes it a smooth transition from the lecture room to the world of work.

1.1 BACKGROUND TO THE STUDY

SIWES was established by industrial training fund to solve the problem of lack of adequate practical skills in preparation for employment in industries by Nigerian graduates of tertiary institutions.

The Students' Industrial Work Experience Scheme (SIWES) was designed, established and implemented by the Industrial Training Fund (ITF) in 1974 to ensure acquisition of field practical knowledge and skills by students before graduation, mainly coordinated by the National University Commission (NUC). The NUC recognizing the importance of job specifications in the scheme did set the necessary machinery in motion soon after the resolution was taken in 1998. However, from 1989-1993, the drawing up of the minimum academic standards documents (a major statutory of commission) owe resultant accreditation exercise and the movement of the commission secretariat to Abuja did not leave sufficient time to actualize this goal.

It was not until January 1996 at a 3 days national workshop in Jos that specification was drawn for the entire program that had industrial attachment component in the minimum academic standard documents. Participants were drawn from senior academic from universities across the country, SIWES coordinators and officers in all nine panels, each headed by a senior academic officer were constituted for the entire forty-six program. Prior to drawing job specification, however, a one-day meeting was held at which a five-day meeting was presented and the procedure content and format for presentation of the specification documents were decided.

SIWES commenced in 1974 in the aim of making education more relevant to bridge the gap between the theory and the practice of agriculture, engineering, technology and science related discipline in tertiary institutions in Nigeria.

For students in polytechnics and mono-technics and college of education, the duration of SIWES is for 4 months while university undergraduates go for a 6 months duration. Each institution is expected to have a SIWES coordinator who is in charge of all activities that pertains to students industrial training in the institution.

The production of SIWES job specification is without doubt a milestone in the development of academic activities in the national university system. The benefit derivable by the employer, universities and the students alike are immense and will go a long way to move the country forward technologically.

Operators: The ITF, the coordinating agencies (NUC, NCCE, NBTE), the employers of labor and institution.

Funding: The Federal Government of Nigeria.

Beneficiaries: Undergraduate students of the following; Agriculture, Engineering, Technology, Environmental, Sciences, Education, Medical sciences and Pure and applied sciences.

1.2 OBJECTIVES OF SIWES .

1. It provides an avenue for students in tertiary institutions to acquire industrial skills and work experience in their course of study.
2. It provides students the opportunity to test their interest in a particular career before permanent commitments are made.
3. It helps students develop skills in the application of theory to practical work situations.
4. It increases a student's sense of responsibilities
5. It prepares students to enter into full time employment in their area of specialization upon graduation
6. It provides students the opportunity to develop attitudes conducive to effective interpersonal relationships.
7. It provides students the opportunity to understand informal organizational interrelationships.
8. Makes the transition from school to the world of work easier and enhances students contacts for later job placement.
9. It helps students to develop skills and techniques directly applicable to their careers.

CHAPTER TWO

DESCRIPTION OF ESTABLISHMENT OF ATTACHMENT

2.1 LOCATION AND BRIEF HISTORY OF ESTABLISHMENT

History of Jordan FM, Abule Egba

Jordan FM was officially launched in 2016 in the heart of Abule Egba, Lagos, with a mission to bridge the gap between grassroots communities and modern radio entertainment. Founded by visionary entrepreneur Mr. Tunde Jordan, the station was born out of a passion for giving the everyday Lagosian a voice and a platform to be heard.

Starting out in a modest building with just two small studios, Jordan FM quickly captured the hearts of listeners across Alimosho, Agege, Ikeja, and even beyond. Its unique blend of Afrobeats, Hip Hop, Gospel, and Community Talk Shows made it a refreshing alternative to the mainstream stations dominating the Lagos airwaves.

By 2018, Jordan FM had expanded its reach, moving into a bigger, ultramodern facility along Old Abeokuta Road. The station became known for launching careers of top on-air personalities (OAPs) and for being deeply connected to local events, from church crusades to street carnivals and political town halls.

Jordan FM's signature programs like "Morning Vibes with J-Fam," "Abule Connect," and "Late Night Cruise" became cult favorites. The station's ability to mix music, news, culture, and humor — all delivered in a mix of English, Yoruba, and Pidgin — helped it stay relatable and vibrant.

Today, Jordan FM is not just a radio station; it's a movement, a cultural voice for the streets of Lagos, proudly representing the spirit, hustle, and dreams of Abule Egba and beyond.

2.2 OBJECTIVES AND CORE VALUES OF THE ESTABLISHMENT

The core value of the newspapers' establishment is to give the news impartially, without fear or favor (Adolph Ochs, 1858-1935).

The objectives and core values of the National Moonlight is as follows:

- Impartiality means reporting, editing, and delivering the news honestly, fairly, objectively and without personal opinion or bias.
- Credibility is the greatest asset of any news medium, and impartiality is the greatest source of credibility.
- To provide the most complete report, a news organization must not just cover the news, but uncover it. It must follow the story wherever it leads, regardless of any preconceived ideas on what might be most newsworthy.

2.3 FUNCTIONS OF THE ESTABLISHMENT

The following are functions of the establishment:

1. Information:

This is obviously the most important function but the other ones must be paid equal attention if a newspaper is to make a lasting appeal to the public. The first channel of information is the leading article or what is called, the editorial which is the best medium at the newspaper's

disposal for the interpretation of the news of the moment. The leader writer today may not have quite the same influence on the reader that he had when there were few newspapers but, nonetheless, a popular newspaper even today guides the public opinion by interpreting the news and elaborating the opinions for creating an impact on the readers.

2. Entertainment:

Modern newspapers tend to carry many light materials including articles written in light vein. These features not only indirectly influence the opinions of the readers but also fulfill the entertainment function.

Every paper by a process of trial and error must discover what form of entertainment pleases most of its readers for the greater part of the time. The tastes of the readers of different journals

vary considerably. Even serious newspapers and magazines nowadays are expected to carry strip cartoons or topical comics here and there.

3. To Present Information:

The chief and fundamental function of a newspaper is to provide information, guidance, help and entertainment to the general public. Newspapers make the common man aware of the happening of an event, even all around the world as an information. We know detail of any event through the Press, e.g., Hindu-Muslim riots in India, apartheid in South Africa, Communism degeneration in Russia, war between Arabs and Israel in Middle East, sports of Barcelona, Amsterdam or London, etc.

4. To give Comments on Daily Happenings:

In twenty-four hours, circumstances change in a short while and events happen every second after second. Newspapers present not only news regarding an event but views also. For that purpose, a special page is used in the form of editorial, column and feature. In these pages, newspaper presents different views about a news but this doesn't mean that newspaper agrees with their point of view. In this connection, only the editorial carries the responsibility of the newspaper as it also shows the policy of the newspaper.

5. Platform for People Discussion:

Newspapers form the public opinion, on the other hand, provide a comprehensive platform for people discussion. Newspaper is an open invitation to all to unite for or against any problem, event or policy. Hence, by providing such facility, newspaper enables the society to see the lighter and darker part of the picture.

6. Truth and Reality:

Newspapers have to produce news-cause or any kind of information based on truth and reality as the foremost function of newspaper is to bring out truth and reality before the people. By inducing these universals, newspaper has solved many tangible problems.

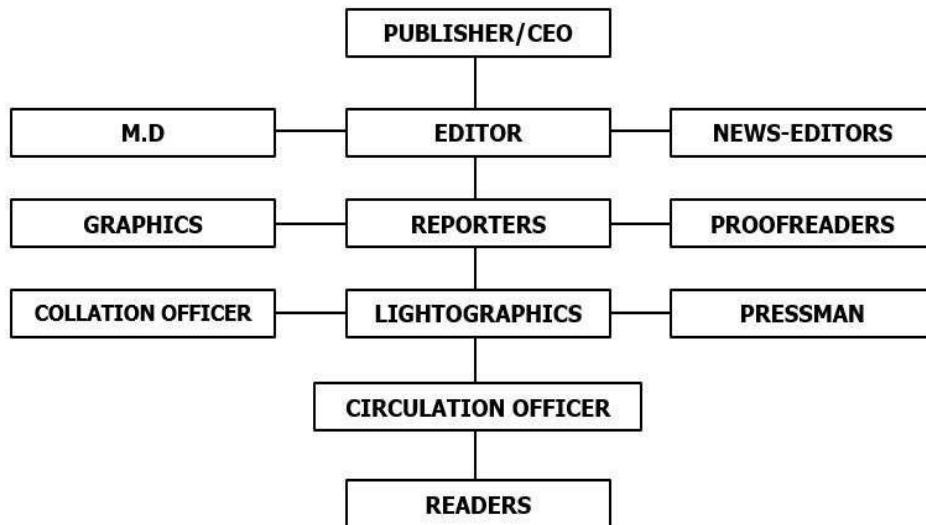
7. Spokesman of Society:

Apart from other functions, newspaper plays a positive role to promote the thoughts, customs and traditions of the society. But it does not affect impartiality. She has to promote only the good and the most flourish-able additions of the society, which really needs wide projection for the progress and prosperity.

2.4 ORGANIZATIONAL STRUCTURE OF ESTABLISHMENT

ORGANIZATIONAL STRUCTURE OF

VEROVIC PRODUCTION ORGANIZATION CHAT



OTHERS: Secretary | Accountant | Receptionist | Drivers | Cleaners | Gateman

2.5 THE VARIOUS DEPARTMENTS AND UNITS

2.5.1 EDITORIAL DEPARTMENT

Publisher: The publisher is responsible for all of the operations of the newspaper, both editorial and business. The main job of the publisher is to see that the newspaper remains financially healthy.

Editor: The editor is responsible for all of the editorial content of the newspaper and for the budgets and money spent by the editorial side of the newspaper. Often in smaller papers, the publisher and editor is the same person.

Editorial Page Editor: The editorial page editor is responsible for the editorial page and the "op-ed" page of the newspaper. These pages are where the newspaper's editorials are printed as well as letters to the editor, columns by syndicated columnists and guest columns by local people.

Managing Editor: This is the person who is in charge of the day-to-day production of the newspaper.

A Beat Reporter: covers the same subject or location all the time. The subject is generally of interest to the reporter. Various beats include legal reporting, parliamentary reporting, political reporting, etc. A general assignment reporter, on the other hand, covers any story assigned by the city editor or assistant city editor.

Copy Editor: A copy editor is specially trained to read the stories that others have written and make sure they conform with the rules of grammar and style. A copy editor also writes headlines and performs other duties that help produce the newspaper every day.

Photo Editor: A photo editor is not a photographer, although it is often the case that the photo editor is a former photographer. This editor assigns photographers and helps select the photos that the newspaper prints.

Graphics Editor: The graphics editor is the head of the graphics department, sometimes called the "art department." This editor is in charge of all of the graphics and illustrations produced for the newspaper.

2.5.2 ADVERTISEMENT DEPARTMENT

As an integral mass media vehicle, newspapers are vehicles of advertising meant to appeal to their readers. As such, the advertising department is the one which is critical because it gets in the revenue necessary to sustain the newspaper. Getting in revenue through advertising for the newspaper happens through various means. There can be several sections in this department one to look after local advertising, one for classified ads, one for general/national advertising, one for legal advertising and yet another one for preparing copy and so on. For example, there is a complete sales team in place, whose job it is to push the newspaper as an advertising vehicle of choice to advertising and media buying agencies acting on behalf of clients, as well as clients.

2.5.3 CIRCULATION DEPARTMENT

The circulation manager may have any or all of the following subdivisions under his supervision:

- a) **City Circulation:** It involves the maintenance of circulation records for the city of publication; the recruitment, supervision and reimbursement of carrier boys; the supervision of district men who oversee circulation by subdivisions of the city, taking responsibility for moving papers to the news-stands, relations with news-stand operators, etc.
- b) **Area Circulation:** Responsibilities here include getting papers destined for the surrounding area into the mail and operation of a fleet of tempos/taxis to carry the papers into surrounding areas where mail service is not rapid enough. The circulation manager is also in charge of moving the papers into the appropriate distribution channels as they move into the mailing room from the press room.
- c) **Sales Promotion:** It involves the direction of an office staff to keep records, notifying subscribers when their subscriptions need renewing, the handling of complaints, new subscriptions and renewals over the counter, by mail, etc.

2.5.4 PRINTING/PRODUCTION DEPARTMENT

This is another department in a newspaper establishment whose name simply tells people the job that they perform. This department is responsible for the printing of the newspapers. The department is in charge of everything that has to do with the production and printing of the papers, which includes, transforming journalists' stories into type and maintaining the printing machines.

2.5.5 ADMINISTRATIVE DEPARTMENT

This department is responsible for the general administration of the entire establishment. The department is in charge of certain very important duties such as planning, organizing and staffing. Thus, the department basically looks after the general administrative work pertaining to personnel their selection, training, promotion, allotment of work, maintaining leave record, liaison with government departments, general facilities and all such work that facilitates working of other departments.

2.5.6 STORES DEPARTMENT

This is a department that has one sole responsibility which is to properly store newsprint and all the raw materials used for printing. They also store all other materials that are used in the establishment.

2.5.7 INFORMATION TECHNOLOGY DEPARTMENT

This department is in charge of protecting, maintaining, and improving the technical equipment associated with running a media outlet.

This department is mostly headed by the Chief Engineer. He/she is responsible for all operations and maintenance that has to do with any and all engineering equipment used throughout the organization. Chief engineer has to manage and maintain complex integrated systems with minimum supervision and maintain and repair of all technical equipment in the organization.

CHAPTER THREE

ACTUAL WORKDONE WITH EXPERIENCE GAINED

During my Students Industrial Working Experience Scheme (SIWES) at the Verovic production, ijegun, Lagos state we were able to learn and gain a lot of industrial and organizational experience as goes:

3.1 NEWS GATHERING

Recognize the most commonly used methods of gathering news. The four most commonly used methods in news gathering used by journalists are observation, telephone conversations, research and interviews.

3.1.1 OBSERVATION

Observation consists of your actually seeing an event take place and then reporting what you have seen in the form of a news story. The difference between a good story and a poor one is often in the skill of the observer. Skilled observers use their eyes, ears, mind, notebooks and tape recorders. They make sure they get the concrete facts, specific figures and accurate information. They look for the colorful, the dramatic or the unusual in any situation.

3.1.2 TELEPHONE CONVERSATIONS

Telephone conversations may range from full-scale interviews to brief queries to verify or amplify information. But regardless of how often you use this method of news gathering, you should keep the following points in mind:

- Know what information you want before you dial. Keep your pencil and paper handy. Do not call someone and then ask that person to wait while you look for writing materials.
- Speak politely indistinct, well-modulated tones.
- Be cheerful and businesslike.
- Make sure you get your facts straight. Ask the other person to repeat figures or spell out names.
- Avoid three-way conversations among yourself, the person on the telephone and somebody else in your office.
- Recheck your information by reading it back to the person who has given it to you.
- Do not discuss classified information.

Although a telephone is a very useful instrument, remember it is not the only, and not necessarily the best, method of gathering news. It should supplement, but not replace, all other methods. Whenever it is proper and convenient, use the telephone, but do not be afraid to engage in a little legwork.

3.1.3 RESEARCH

Research is nothing more than digging out information from files and reference works. Research is used to verify or amplify facts in news stories and to give depth to feature stories and magazine articles.

3.2 GRANTING OF INTERVIEW

About 90 percent of everything in a news story is based on some form of interviewing - either in person, by telephone or occasionally by correspondence.

3.2.1 TYPES OF INTERVIEWS

Interviews are as varied as the people who grant them, the journalists who conduct them and the news that suggests them. Rarely are interviews so mechanical that they can be reduced to standard formulas or categories. Several types, however, deserve special attention because they are the ones that occur most frequently. They are as follows:

News Interview: The news interview is based on "hard news," some event or development of current and immediate interest. Suppose you are a journalist assigned to the staff of Commander, Naval Air Force, U.S. Atlantic Fleet (COMNAVAIRLANT), and a new supercarrier has been launched for the Navy. Later, you learn the earner will be assigned to the Atlantic Fleet, and you are assigned to write the story. The original news announcement released by the shipyard or naval authorities would most likely contain only the broad, straight facts - cost, size and construction details.

In any interview, try to speak to the best authority available. Do not settle for the supply clerk if the information you need should come from the CO.

Telephone Interview: The telephone interview, a modified version of the news interview, has a number of obvious advantages, and at the same time, it has several limitations that challenge a resourceful journalist. Ingenuity and clear thinking are sometimes needed to locate a news source when a big story breaks; the power of persuasion is often necessary to elicit information from a reluctant person who can easily hang up the receiver, and a sympathetic telephone voice is important when you are talking to a family where tragedy has struck

Casual Interview: An accidental encounter between a journalist and a news source on the street or at a social gathering can often result in a tip that arouses the curiosity of a writer. A major news story may be the result after you do some digging.

Personality Interview: In the personality interview an effort is made to let the reader see the appearance, mannerisms, background and even the character of the subject. Magazines like the New Yorker have developed this type of interview, called "a profile," into a high art not easily attained by daily newspapers under the pressure of deadlines. However, with preliminary research on an interviewee's background, intelligent planning of questions and skillful

interviewing, a good journalist can let a person's words and mannerisms bring that individual vividly to life in an interesting newspaper feature story.

Symposium Interview: From time to time, news developments of current interest require a journalist or a team of journalists to seek information not from one or two sources but from a dozen, or perhaps a hundred or more. For example, which of the two presidential candidates in the television debate made the best impression on the public? How do the residents of a city feel about their football team winning the Super Bowl? For some stories - as in a pre-election poll - all of the techniques of a scientific opinion sampling may be required. In other instances, reactions and comments may result in a lively feature story.

News Conference: In recent years, an increasingly popular phenomenon of journalism has developed - the news conference. By presenting news conferences "live" on television, some presidents raised them to one of the most potent forces in the public exchange of opinion between the people and their government. As in every interview story, preliminary groundwork pays off; a knowledge of the interviewee's background is indispensable. During the interview, an alertness to story possibilities often leads to unexpected results.

3.3 WRITING OF NEWS

The following are procedures on how to write and make a good news story:

1) CHOOSE A RECENT, NEWSWORTHY EVENT OR TOPIC

There are a few points that we need to discuss when it comes to this step. The first of which is, of course, knowing when something is newsworthy and when something is not.

A newsworthy story is anything happening in your community that might interest readers. It should be unique, active, and impactful. For example, covering a business (if it isn't new or offering any particular changes) isn't particularly newsworthy, especially if it's always been there. But covering a new business in the area is absolutely newsworthy, and will bring the company to the attention of your readers.

2. CONDUCT TIMELY, IN-PERSON INTERVIEWS WITH WITNESSES

The hardest part about writing a news story is getting interviews with the right people. If there was a robbery at a local grocery store, you'd need to talk to the store manager and, if possible, the cashier or employee involved. You should not ask a family that shops at the store frequently (unless they were witnesses) or a random community member. These interviews are cop-outs; gimmicks that keeps you from asking for hard answers from key witnesses. And, as always, these interviews need to happen as soon as possible (all the while giving the interviewees time to deal with the problem/event that faces them).

3. ESTABLISH THE “FOUR MAIN Ws”

Within your first paragraph, you need to establish the “who”, “what”, “when”, and “where” of your piece. The “why” and “how” can wait until the following paragraphs. Remember, a journalism piece should look like a pyramid. The most important information goes at the top. The rest is spread throughout the remaining column space.

4. CONSTRUCT YOUR PIECE

Now that you have the materials that you need to continue, start putting your piece together. Start with the necessary information, and let the rest trickle down. You’ll start to get a feeling for this process as you continue to write journalistically.

5. INSERT QUOTATIONS

Some writers choose to add quotations as they write. Others decide to add their quotations at specific points in the story, after it’s already been developed. Either way, place your quotes and be sure to identify key people in the story by their full name, occupation, and age.

6. RESEARCH ADDITIONAL FACTS AND FIGURES

When your story is nearly done, utilize Google and find additional interesting facts and figures that will make your piece stand out from the pack. Remember, you will nearly always be competing with another news source, and you’ll both be trying to feed your information to the same audience. Add that extra touch. You’re going to need it.

7. READ YOUR ARTICLE OUT LOUD BEFORE PUBLICATION

I always suggest that writers read their articles out loud before submitting to their professor or editor. It helps with sentence structure, phrasing, and the overall flow of your story.

CHAPTER FOUR

ACTUAL WORKDONE WITH EXPERIENCE GAINED (Cont'd)

4.1 COVERING OF EVENTS

Writing about live events such as meetings, press conferences, and speeches can be tricky even for seasoned reporters. Such events are often unstructured and even a bit chaotic, and the reporter, on deadline, has to make sense of what happened and present it in a story that has structure, order, and meaning. Not always easy. Here are some basic do's and don'ts for good reporting of live events:

FIND YOUR LEAD

The lead of a live event story should center on the most newsworthy and interesting thing that occurs at that event. Sometimes that's obvious: If a congressional leader announces a vote to raise income taxes, chances are that's your lead. But if it's not clear to you what's most important, or even what just happened, after the event interview knowledgeable people who can give you insight and perspective. It may be something you didn't even fully understand or a combination of a few things. Don't be afraid to ask.

AVOID LEADS THAT SAY NOTHING

Whatever the story—even a boring one, and sometimes those happen, find a way to write an interesting lead. "The Centerville City Council met last night to discuss the budget" does not pass muster, nor does, "A visiting expert on dinosaurs gave a talk last night at Centerville College."

Your lead should give readers specific information about something interesting, important, funny, or catchy that happened or was said. For example, "Members of the Centerville town council argued bitterly last night over whether to cut services or raise your taxes." Or, "A giant meteorite was probably responsible for the extinction of dinosaurs 65 million years ago, an expert said last night at Centerville College."

WATCH FOR THE UNEXPECTED

No matter how it was sold, sometimes what you expected would be the most important story of a live event turns out to be dull: a non-event. Perhaps a side story—a protest or something said unexpectedly by someone noteworthy—rises to center stage and becomes the better story. Grasp it.

Keep your ears and eyes tuned and your mind open. Be willing to shift your focus, start over and reorganize.

DON'T COVER EVENTS CHRONOLOGICALLY

When enthusiastic newbie reporters cover their first live events, they often feel an urge to tell their readers everything: Afraid of missing something important, they cover the event as it happens, from beginning to end, starting with the roll call and the approval of the minutes. This is a classic mistake that most reporters quickly learn to avoid.

INCLUDE PLENTY OF DIRECT QUOTES

Good direct quotes are like a spice in a dish: They take the readers right there on the spot, give them a sense of the person who is speaking, and lend the story flavor, energy, and music. They also lend authoritativeness and credibility to stories involving public officials (whose career a quote can break). So, great quotes are essential to the fabric of a great story.

ADD COLOR AND LEAVE OUT THE BORING STUFF

Remember, you're a reporter, not a stenographer. You're under no obligation to include in your story absolutely everything that happens at an event. If the school board members discuss the weather, it's probably not worth mentioning (though if it's all they discuss, that might be a good story). On the other hand, you are your readers' eyes and ears: Color that gives the reader a sense of the scene can take your story from ordinary to memorable. Report with your senses.

4.2 PHOTO NEWS AND CAPTIONS

Photo captions are often the first elements of a publication to be read. Writing photo captions is an essential part of the news photographer's job. A photo caption should provide the reader basic information needed to understand a photograph and its relevance to the news. It should be written in a consistent, concise format that allows news organizations to move the photo to publication without delay.

WRITING CAPTIONS

In most photo captions, the first sentence identifies the people and place in the photograph, and the date and location where it was taken. The second (and perhaps third) sentence should provide contextual information to help readers understand what they are looking at. The exact format for captions varies from publication to publication, but a basic photo caption should:

Clearly identify the people and locations that appear in the photo. Professional titles should be included as well as the formal name of the location. **SPELL NAMES CORRECTLY** (check against the spellings in the article if necessary). For photographs of more than one person, identifications typically go from left to right. In the case of large groups, identifications of only notable people may be required and sometimes no identifications are required at all. Your publication should establish a standard for its photographers.

Include the date and day the photograph was taken. This is essential information for a news publication. The more current a photo is, the better. If an archive photograph or photograph taken

prior to the event being illustrated is used, the caption should make it clear that it is a “file photo.”

Provide some context or background to the reader so he or she can understand the news value of the photograph. A sentence or two is usually sufficient.

Photo captions should be written in complete sentences and in the present tense. The present tense gives the image a sense of immediacy. When it is not logical to write the entire caption in the present tense, the first sentence is written in the present tense and the following sentences are not.

Be brief. Most captions are one or two short, declarative sentences. Some may extend to a third sentence if complex contextual information is needed to explain the image completely.

CHAPTER FIVE

SUMMARY AND CONCLUSION

5.1 SUMMARY OF ATTACHMENT ACTIVITIES

This is a complete report of an industrial training program carried out during my SIWES (2023/2024) at Verovic production, ijegun Lagos State. Activities including field work such as news writing and report, different types of interview, news editing, Advertising, photo news and caption and so on.

The experience gained has given me a sound knowledge on media house in general which has helped prepare me for the future journalism work.

5.2 PROBLEMS ENCOUNTERED

The success of my training is undisputed, but it was not devoid of rough edges. I experienced some challenges, among these are:

- The issue of expensive transportation was the problem of transportation because my place of attachment was a little bit far from my.
 - The bureaucratic system is rigid and before things are done it takes so much time. This affected the conducive working environment for the members of staff in that whenever machines are bad and need repairs it takes so much time before it gets attended to. This system made work so tedious and cumbersome.
 - Lastly the issue of industrial base I was unable to get in touch with my survive till I ended my program which gave me a lot of worry and concern.
- So many challenges was face but to mention the few

5.3 SUGGESTIONS FOR IMPROVEMENT OF THE SCHEME

- Students should be paid their allowance on time to ensure motivation
- Selection of placement should not be left to students. Polytechnics should make a means of allocating students to related companies
- Visiting of students during the program should be ensured by the ITF
- Seminars should be organized for establishments to acquaint them with their roles towards students on training
- Government should participate fully in the provision of equipment in the placement centers

5.4 CONCLUSION

The period has contributed immensely to my academic experience. Students Industrial Working Experience Scheme (SIWES) is an important program for all students. It helps in tackling the issue of unemployment amongst youth as it teaches us way to be independent. The exercise made me understood part of what is expected as a journalist in the practice. It helped groom my

relationship skills especially in areas where team work are required and communicating with the staffs and students alike. It has exposed me to work ethics and routines.

The problems, if not tackled, will make it lose its usefulness and vitality notwithstanding the benefits of it.

Finally, I do hope the program will be improved so as to enhance manpower development and student's skill in their respective field of study.

0