

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

HELD AT

RADIO KWARA
KWARA STATE, ILORIN.

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DEDICATION

The report is dedicated to the almighty Allah and my parent Mr. & Mrs. Rasheed.

ACKNOWLEDGMENT

All thanks and adoration to almighty God for making this write up a successful one. I acknowledge the effort of my parent Mr and Mrs Rasheed who provided me the opportunity of passing through this third stage of education in my life, may you live long to cat the fruit of your labour.

I also acknowledge the effort of my supervisor He had always been with me from the beginning of this four month program to theend, He put me through many things, cncouraged me to be bold and vocal, He let me know all qualities of a good communicator. Sir, only God can repay you for this kind gesture.

PREFACE

The Student Industrial Work Experience Scheme (SIWES) was introduced into the nation's tertiary education curricular because of the belief that there is value in putting into practice what has been learned beforehand. There was also the belief that SIWES would help students to acquire an understanding of the society and meet to interaction with different people outside their institution.

It is in this light that the Student Industrial Work Experience Scheme for Polytechnics in Nigeria as stated in the National Board for Technical Education Syllabus aims to produce citizenry conscious of its role in a wider world, proud of its antecedent and prepared for effective leadership role in diversified or society, thereby, ensuring a positive contribution on interaction, greatness and trying or becoming effective in their field of studies or field of specialization.

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CHAPTER ONE

INTRODUCTION

1.1 DEFINITION OF SIWES

The Student Industrial Work Experience Scheme (SIWES) of the Nigeria Polytechnic and colleges of technologies is an arrangement in which practical is integrated with theory.

It was also established by the Industrial Training Fund (ITF) in 1974 to bridge the gap between theory and practicality. The programme has a nice focus on the development of industrial students in the world of work. Also how theory and practical are social skills –and insight in the world of work to create awareness and prospect are the challenges the programme tries to tackle to cope with the development process of the student.

1.2 HISTORY OF SIWES

SIWES was founded in 1973 by ITF (Industrial Training Funds) to address the problem of tertiary institution graduates' lack of appropriate skills for employment in Nigerian industries. The Students' Industrial Work Experience Scheme (SIWES) was founded to be a skill training programme to help expose and prepare students of universities, Polytechnics and colleges of education for the industrial work situation to be met after graduation.

This system facilitates the transfer from the classroom to the workplace and aids in the application of knowledge. The program allows students to become acquainted with and exposed to the experience required in handling and operating equipment and machinery that are typically not available at their schools.

Prior to the establishment of this scheme, there was a rising concern and trend among industrialists that graduates from higher education

institutions lacked appropriate practical experience for employment. Students who entered Nigerian universities to study science and technology were not previously trained in the practical aspects of their chosen fields. As a result of their lack of work experience, they had difficulty finding work.

As a result, employers believed that theoretical education in higher education was unresponsive to the needs of labor employers. Thousands of Nigerians faced this difficulty till 1973. The fund's main motivation for establishing and designing the scheme in 1973/74 was launched against this context.

The ITF (Industrial Training Fund) organization decided to aid all interested Nigerian students and created the SIWES program. The federal government officially approved and presented it in 1974. During its early years, the scheme was entirely supported by the ITF, but as the financial commitment became too much for the fund, it withdrew in 1978. The National Universities Commission (NUC) and the National Board for Technical Education (NBTE) were given control of the scheme by the federal government in 1979. The federal government handed over supervision and implementation of the scheme to ITF in November 1984. It was taken over by the Industrial Training Fund (ITF) in July 1985, with the federal government bearing entire responsibility for funding.

1.3 AIMS AND OBJECTIVE OF SIWES

- The reality of employing student is a fit in industrial and commercial development.
- To broaden the skill of student most especially on the practical aspect.
- To give an industrial experience.
- To make student have vision of what particular section they want to belong and area of specialization.

CHAPTER TWO

2.1 HISTORICAL BACKGROUND OF RADIO KWARA

Radio Kwara, fondly referred to as "The People's Station" with the slogan "My Radio...My State...", has been a cornerstone of broadcasting in Kwara State, Nigeria. Established in 1977, the station was created to serve the information and entertainment needs of the state's residents. Over the years, it has evolved, embracing technological advancements to enhance its broadcasting capabilities. The station operates from its headquarters located at Police Road, G.R.A, Ilorin, Kwara State.

2.2 AIMS AND OBJECTIVES OF RADIO KWARA

The primary aim of Radio Kwara is to build a broadcasting giant that promotes societal values and human development. This is achieved through the utilization of digital studio equipment and transmitters, coupled with performance-driven, innovative, and quality services.

2.3 MAJOR ACTIVITIES OF RADIO KWARA

Radio Kwara engages in a variety of activities to fulfill its mission:

- * **News Broadcasting:** Delivering timely and accurate news updates on local, national, and international events.
- * **Talk Shows:** Hosting interactive programs that discuss societal issues, politics, health, and more, providing a platform for public discourse.
- * **Entertainment Programs:** Offering music, drama, and cultural programs that reflect the rich heritage of Kwara State.
- * **Educational Segments:** Airing programs that educate the public on various topics, including health, agriculture, and education.

2.4 VISION AND MISSION STATEMENT

Vision

"To be the foremost radio station in Nigeria and beyond, delivering high-quality broadcasting that informs, educates, entertains, and preserves cultural heritage while fostering community development and national growth." Radio Kwara envisions a future where radio remains a powerful medium for positive change, connecting people across different backgrounds and promoting knowledge, cultural pride, and societal progress.

Mission Statement

"Our mission is to provide engaging and insightful radio programming that serves the interests of our diverse audience. Through a commitment to excellence in journalism, education, entertainment, and cultural advocacy, we strive to be the voice of the people, promoting transparency, dialogue, and development in our society."

This mission statement reflects Radio Kwara's dedication to:

- i. Maintaining journalistic integrity and accuracy in news reporting.
- ii. Celebrating Yoruba language, music, and traditions.
- iii. Using radio as a tool for social change, encouraging civic participation and public discourse.
- iv. Keeping up with technological advancements to ensure modern and engaging content delivery.

2.5 DEPARTMENTS IN RADIO KWARA

A typical broadcasting organization like Radio Kwara comprises several

key departments:

- * *News and Current Affairs:* Responsible for news gathering, reporting, and analysis.
- * *Programming:* Oversees the creation and scheduling of various shows and segments.
- * *Technical/Engineering:* Ensures the proper functioning of broadcasting equipment and technology.
- * *Marketing and Sales:* Handles advertising, promotions, and revenue generation.
- * *Administration:* Manages organizational operations, human resources, and finance.

2.6 ORGANIZATION ORGANOGRAM

This is the typical hierarchical structure of a community radio station in a similar setting can be described as follows:

- * *Station Manager/General Manager:* At the top of the hierarchy, responsible for overall leadership, strategic direction, and ensuring that the station meets its objectives. Reports to a board or a community oversight committee if applicable.

- * *Department Heads:*

- Head of Programming:* Oversees content creation and scheduling across all shows.

- * *Head of News and Current Affairs:* Manages the news team and ensures the timely delivery of accurate information.

- * *Head of Technical/Engineering:* Supervises technical operations and maintenance of equipment.

* *Head of Marketing and Sales: Directs promotional activities and advertising sales.*

* *Head of Administration/HR: Manages administrative tasks and staff welfare.*

* *Unit Managers/Supervisors:*

Each department may have sub-units managed by supervisors who coordinate specific functions (e.g., a team of reporters in the News Department or technical support teams in the Engineering Department).

* *Staff Members: Comprise the various professionals who work under the departments, including presenters, reporters, technicians, sales executives, administrative assistants, and community outreach coordinators.*

This hierarchical arrangement ensures that each department functions efficiently while contributing to the station's overall mission of serving the community through informed, educational, and culturally relevant programming.

CHAPTER THREE

3.1 EXPERIENCE GAINED IN RADIO KWARA

During my Students Industrial Working Experience Scheme (SIWES) at OLUYOLE 98.5 FM we were able to learn and gain a lot of industrial and organizational experience.

One of my major experiences in news department is that I am able to witness how reporters gathered news from several event and social issues in which it will be broadcast by the news presenter at a certain time for the audience. I observed and gained experience about writing of news, the more you write the more the level of writing improved, that is continuous exercise in writing news, stories, articles, features etc. enhance better knowledge.

The programming department is responsible for filling the entire broadcast day with programming and is therefore saddled with arguably the most challenging job in television. I have experience in the program department on how different kinds of program are presented live in the studio room. The live program is being controlled from the Master control room (MCR) By a certain specialist and trained personnel whom is saddled with the responsibility of Controlling all the studio activities on system and calling action of when the live program ought to start and end.

One of the live programs I usually witness is series of live programmes whereby different programs come up such as interviews on a certain issue by guest speaker and host, Call in by listeners, News review and others interest topics. News is another live program broadcasted to the audience Morning, afternoon and night, I have the experience of watching the News presenter reading the content of news to the viewers while a technical personnel controlling the pictures, images, videos or sounds from the master control room. The personnel is known as master control room operators.

I also have the experience of witnessing major equipment in the news

room and how it is used such as Teleprompter, Microphones, Headphones, Cameras, Tripod etc. I usually watch how camera are usedw by the technical personnel during live program and with the experience it will be more easier for me to handle camera anytime I really want to for practical work of communication.

CHAPTER FOUR

4.1 WORK ACTUALLY CARRIED OUT

The paramount importance of industrial training experience scheme is to gain additional knowledge to what a person has been taught and learnt in class before. It gives the students a chance to put in practice their beforehand knowledge. The paramount importance of industrial training experience scheme is to gain additional knowledge to what a person has been taught and learnt in class before. It gives the students a chance to put in practice their beforehand knowledge.

I also participated in writing new stories from press release, hand bills and invitation card to acquire more knowledge in writing news and reporting.

Also, I monitor different programs both on radio and television and write news stories from different beats as well as editing of any new story and interview sessions. Moreover, transcription of news was also one of the major things I do and also we learn about the instrument used in catering of news such as midget, tape recorder e.t.c. Furthermore, I worked on features desk, writing of features, articles e.t.c are part of what I do. I also participate in sourcing for news from online and newspapers.

4.2 EXECUTIVE SUMMARY

The students industrial work experience scheme (SIWES) is a training fund (ITF) in 1973 to bridge the gap between theory and practical oriented among students of engineering, technology, social science and medical science on Nigeria higher institution of learning.

It provides for the job practical experience for students as they are expose to work method and machinery that may not be Available in their institution.

At inception in 1974, the scheme started with 748 from 11 institution and 104 eligible course by 2008. 210 student participate in the course from 219

institution over the 112 eligible course. However the rapid growth and exposition of SIWES has occurred against the backdrop of successive economic crisis which have affected the smooth operation and administration of the scheme.

Most industries are operating below in storage capacity while other are completely shutdown in Nigeria. This has impacted negatively on the scheme as higher institution of learning find it increasingly difficult to secure placement for students industries where they could acquire the much practical experience.

CHAPTER FIVE

5.1 CHALLENGES FACED

The major challenge I faced during the four months program is that of transportation both scarcity of vehicles and financially. I always have a tough morning before getting a cab and later that of charges. There was competition among we SIWES students, everyone wants to be the best and thus, you fight and reconcile between one another.

Transportation, the organization did not have a transportation means to take around whenever there is an event somewhere so we are always sent out to go and cover the event with our own money and bring back stories without any compensation is another challenge I faced at RADIO KWARA.

As a journalist these challenges didn't make me weak but rather gave me more strength to work hard so that I can become a full fledged journalist in the nearest future.

5.2 CONCLUSION

The SIWES Programme was an interesting one in the organization because what I was taught as a theoretical part in school I was able to put into practical aspects. Things I don't know were being explained and shown to me. The program however prepare me for the task and discipline that I might likely meet in future.

5.3 RECOMMENDATION

As a student who has undergone the industrial training, I hereby recommend that government should continue funding this program both financially and morally.

I also recommend that if there is any way in which the government can

improve the program in order to benefit the student better and also to increase the technical and practical knowledge of the student so as to enhance the academic performance of student in the country as a whole. It would be a great benefit if the SIWES coordinator of each institute invest in the program in our higher institution, it would be a solid foundation for all.