

**STUDENT INDUSTRIAL WORK EXPERIENCE SCHEME (SIWES)**

**REPORT**

**UNDERTAKEN AT  
NIGERIAN TELEVISION AUTHORITY HEADQUARTERS, ABUJA FCT  
BY**

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## **DEDICATION**

I dedicate this work to my beloved family and friends, whose unwavering support and encouragement have been my guiding light throughout this journey. To my mentors and colleagues, thank you for sharing your knowledge and wisdom, which have greatly enriched my experience. This work is a testament to our collective efforts and the values you have instilled in me.

## **ACKNOWLEDGEMENT**

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I am also grateful to my colleagues at Nigerian Television Authority (NTA) HEADQUARTERS Abuja FCT who welcomed me warmly and shared their knowledge and experiences with me. The collaborative environment fostered by the team made my training not only educational but also enjoyable. Thank you for your patience and willingness to assist me whenever I faced challenges.

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This report is a reflection of the collective efforts of all those mentioned, and I am truly grateful for each of you.

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## **1.1 INTRODUCTION**

Since its establishment in 1971, the Industrial Training Fund (ITF) has been run steadily and carefully in compliance with its enabling laws, Decree 47 of 1971 as amended in the 2011 ITF ACT. The Fund has been actively and successfully working towards its original purpose. Throughout its 40 years of existence, the ITF has increased awareness of the value of training in the economy. It has also contributed to the development of a pool of skilled indigenous workers who are employed and in charge of various sectors of the national economy. It provides human resource development information and training technology service to industry and commerce to enhance their manpower capacity and in-house training delivery effort. The main thrust of ITF programs and services is to stimulate human performance, improve productivity, and induce value-added production in industry and commerce. Through its SIWES and Vocational and Apprentice Training Programs, the Fund also builds capacity for graduates and youth self-employment, in the context of Small-Scale Industrialization, in the economy.

The Students Industrial Work Experience Scheme (SIWES) is a skills training program created to expose and prepare university, polytechnic, technical, agricultural, and educational students for the industrial work environment they will likely encounter after graduation. The program gives students the chance to become acquainted with and gain experience with machinery and equipment that are typically unavailable in their educational institutions. There was growing concern prior to the Scheme's creation that our higher education institutions' graduates lacked sufficient practical knowledge and that the theoretical instruction in these institutions did not adequately address the demands of the employers of labour.

The Industrial Training Fund (ITF) created and implemented the SIWES Scheme in 1973 to teach students how to operate industrial machinery and equipment in light of this.

During its early years, the Scheme was entirely financed by the Industrial Training Fund (ITF). However, in 1978, the Fund left the Scheme because of financial difficulties. The National Universities Commission (NUC) and the National Board for Technical Education (NBTE) were given control of the Scheme in 1979 by the Federal Government, which recognised the importance of skill development. In November 1984, the ITF once more took over management and execution of the Scheme, with the Federal Government providing all funding.

## **1.2 AIMS AND OBJECTIVES OF SIWES**

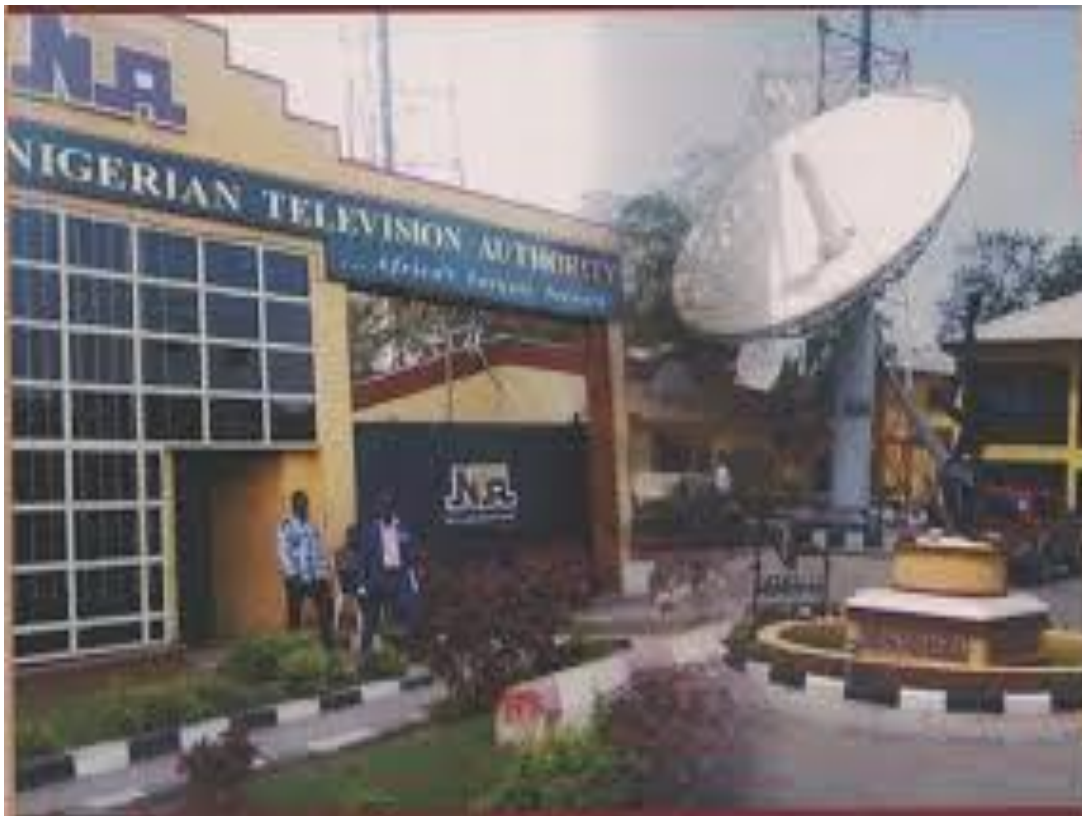
Student industrial work experience scheme (SIWES) has a valuable asset of our learning because it enhances and provides a practical training field for the students. The SIWES aims to introduce students in part of practical that he compiled which may not be available in the institutions. It also exposes students to the industrial situation that they are likely to face after graduation. This scheme also expose the students to know how to handle equipment that may not be available in education institution and to equip the students with necessary notation and capabilities to specify systems requirement and prove that this requirement are fulfilled by practical implementation.

## **1.3 ADVANTAGES OF SIWES**

1. SIWES will provide students the opportunity to test their interest in a particular career before permanent commitments are made.
2. SIWES students will develop skills in the application of theory to practical work situations.
3. SIWES students will develop employment records/references that will enhance employment opportunities.
4. SIWES students will develop skills and techniques directly applicable to their careers.
5. SIWES will aid students in adjusting from college to full-time employment.

6. SIWES will provide students the opportunity to develop attitudes conducive to effective interpersonal relationships.
7. SIWES will increase a student's sense of responsibility.
8. SIWES students will be prepared to enter into full-time employment in their area of specialization upon graduation.
9. SIWES will provide students the opportunity to understand formal organizational interrelationships.
10. SIWES students will acquire good work habits.
11. SIWES Students will be able to outline at least five specific goals with several staff | members by comparing performance with job duties and develop a draft plan with staff to accomplish performance needs, supervision plan and rewards.

### Nigerian Television Authority



#### **1.4 HISTORY AND BACKGROUND OF NIGERIAN TELEVISION AUTHORITY BROADCASTING STATION**

In May 1977, the Nigerian Television Authority was established by Decree 24 of 1977, which went into effect retroactively in April 1976. By the Decree, the NTA, which was the only organisation with the authority to regulate TV broadcasting in Nigeria, took control of all 12 regional television stations that had been established in the nation between October 1959 and 1974.

Television, including Plateau State TV, switched from black and white to colour in 1976. In April 1976, the Federal Government took over the responsibility of funding the stations, and news networks began to be established through domestic satellite. Since its founding in 1977 with 12

stations, NTA has continued to grow steadily over time. As of right now, NTA has roughly 100 stations spread across all senatorial districts and the state capital. The Federal Ministry of Information houses the NTA as a parastatal. It was created by the Cap 24 of 1976 Nigerian Television Act. The National Television Broadcasting Network for Nigeria was created with the specific purpose of serving the Nigerian public interest by providing independent and unbiased television broadcasting for widespread consumption in Nigeria. However, the government's changes and revisions to the enabling Act have resulted in corresponding adjustments to the NTA's public service (non-profit) operations.

The National Television Authority (NTA) has a division called NTA Yoruba that specialises in Yoruba storytelling and presentation. They feature a large number of Yoruba culture, history, and practice-related stories, documentaries, and presentations. NTA Yoruba also offers viewers informative programs, news, and commentary. By providing presentations that educate people about their heritage and community, this branch is crucial to the Yoruba people's history and culture.

## **CHAPTER TWO**

### **2.1 INTRODUCTION TO THE DEPARTMENT**

NTA Abuja FCT has different department: There are currently NTA News 24, NTA Sports 24, NTA Knowledge, NTA Hausa, NTA Igbo, NTA Yoruba and NTA Entertainment on the NTA/Star-times bouquets. NTA Multi channels (NTA Yoruba) is responsible for creating News programming such as Newscast, News interviews and shows.

1. Broadcasting News: This department is responsible for providing timely and relevant news coverage to Yoruba-speaking audiences. It covers local news, national updates, and international stories that affect the community. They make sure that viewers are informed about events that are important to them by concentrating on news that speaks to them.

2. Cultural Programming: NTA Yoruba promotes and preserves Yoruba culture. This department creates documentaries, dramas, and music shows that celebrate Yoruba culture, language, and heritage. They give viewers a sense of pride and identity by honouring cultural customs and storytelling.

3. Educational Content: The educational programming department seeks to inform and educate the audience about a variety of important topics. These programs cover a variety of topics, including health awareness, agricultural practices, social issues, and more. By providing useful information, they enable viewers to make informed decisions and live better lives.

4. Community Engagement: This department is responsible for establishing connections with the local community. NTA Yoruba addresses local issues, promotes discussion, and provides a forum for community voices to be heard. Engaging with the audience ensures that the network remains relevant and responsive to the Yoruba people's needs and concerns.

5. Entertainment: The entertainment department produces a wide variety of shows for the Yoruba audience, such as films, music videos, and talk shows. This variety not only entertains but also reflects the community's cultural nuances and interests, which keeps viewers engaged and entertained.

### **2.2 OBJECTIVES OF NTA**

1. To provide high-quality television broadcasting services to the Nigerian public.
2. To promote Nigerian culture, values, and national unity.

3. To inform, educate, and entertain the public through diverse programming.
4. To broadcast accurate, unbiased, and timely news and current affairs programs.
5. To produce and broadcast educational programs that promote learning and skills development.
6. To showcase Nigerian arts, culture, and entertainment.
7. To provide a platform for public discourse and debate.
8. To promote national integration and unity.
9. To facilitate public awareness and understanding of government policies and programs.
10. To provide emergency broadcasting services during national crises or disasters.

## **2.3 RULES OF THE DEPARTMENT**

1. The student must be punctual at all time
2. The student must maintain a clean and organized environment
3. The student must report to assigned station or department on time
4. The student must participate in student organizations and activities
5. The student must dress honorably
6. The student must refrain from damaging NTA property

## **2.4 OBSERVATIONS OF THE DEPARTMENT**

1. Reporters going out for assignment
2. News production
3. Make sure to inject new ticker everyday
4. News bulletin must be typed before closing up for the day
5. Filling of the News logbook
6. Punctual arrival at work from 8am to 5pm every day
7. Punctual arrival for editorial meeting on Thursday

## **2.5 DEPARTMENT MATERIALS AND THEIR USES**

1. News logbook
  2. News bulletin
  3. Camera: we used DSLR camera to practice
  4. Microphone: bi- directional, uni-directional mic & omnidirectional mic
  5. Monitor : Hp & Mac book
  6. Keyboard
  7. Printer
  8. Lightning equipment
  9. Lens and accessories
  10. Editing software
  11. Audio equipment: mixer, audio console
  12. Research material: mostly found in the library and Master control room.
  13. Communication devices: telephone
  14. Creative thinking: Ability to be able to translate news to Yoruba
- 
1. News logbook: A news logbook is a record-keeping tool used to document news events, articles, or broadcasts. It typically includes details such as the date, time, source, summary of the news, and any relevant notes or observations. Journalists and news organizations use

logbooks to track stories, monitor coverage, and organize information for future reference. It can also help in maintaining a timeline of events and ensuring that important stories are not overlooked.

2. News bulletin: A news bulletin is a brief report or summary of the latest news, often presented on television, radio, or online platforms. It typically covers important events and updates in a concise format, allowing audiences to quickly catch up on current affairs. News bulletins may include headlines, key stories, and sometimes weather updates or sports news. They are designed to inform the public about significant happenings in a timely manner.
3. Camera/ microphone: Camera and microphone are essential tools for capturing audio and video. The camera is used to record visual content, while the microphone captures sound. Together, they are commonly used in various applications, such as video conferencing, filmmaking, and content creation.
4. Keyboard: The keyboard is essential for journalists and editors to write articles, scripts, and reports. It allows for quick typing and editing of content, enabling real-time updates and communication within the team.
5. Printer: Printers are used to produce hard copies of documents, press releases, or scripts for broadcasts. They can also print labels for organization purposes or any other materials needed for on-the-go reference during live reporting.

## **CHAPTER THREE**

### **3.1 Activities and problems Encountered and problems solved**

#### **EXPERIENCE GAINED**

I was placed in the News Department at NTA Yoruba Ikanni Oodua during my SIWES program, where I was supervised by Mr. Rafiu Adediran. My primary responsibilities was to assist the department.

#### **WEEK 1**

I was introduced to all the departments, assigned to my supervisor, followed my supervisor to the studio, I was taught the three step of production, how to inject ticker in the play-out center and also taught how to use the 5W's and H in writing a report.

#### **WEEK 2**

I was taught how to translate a copy news to Yoruba, went to the sound booth where narration are taken, I was taught how to edit a news using adobe premiere pro also watched my supervisor presenting a life program titled oju mo ire and I was taught what directing is all about in a control room.

#### **WEEK 3**

I was asked to write a report, I was taught how to write a script also participated in a little program and also taught on how to do Vox pop.

#### **WEEK 4**

I was taught how to playlist a news and program, how to handle camera, how to monitor a program, how to make a report about a program and more about the process of television production.

#### **WEEK 5**

I was taught how to use the computer as a preview monitor during a live program in the studio, different type of shots and microphone also asked to do a Vox pop about the meaning of prayer and asked to write a report about it.

#### WEEK 6

I was taught on how to write a news log, went to the master control room to export film, I witness a discussion program titled lagbala ife (9-10am), I was asked to write a ticker for the day.

#### WEEK 7

We did shoutout program called Faaji repete (entertainment), I was asked to write about my district so it can be used as filler, I learnt the importance of double checking equipment settings and connection before going live.

#### WEEK 8

I monitor the news for the day, wrote a report on the high cost of fuel, taught how to use DSLR camera, engaged in a youth program, learnt how news are narrated and also write a report about the live program ojumo ire (9-10am).

#### WEEK 9

I learnt what makes News (News value) which are prominent, proximity, human interest etc I learnt about different types of programs, what advertisement is , chroma, RGB, AOC.

#### WEEK 10

I learnt that television is called electronic media not just broadcast media, the meaning of end credit and sign out. I wrote a news log and also work as a library officer.

#### WEEK 11

I learnt what script over S/O and Track Up is, followed my supervisor to the studio, record a program for my colleagues using the camera movement in which I learnt , copied that film that was used for the whole day, I edit using adobe premiere pro and used adobe photoshop for the chest caption.

#### WEEK 12

I learnt what montage, Outside Broadcast is and checked it out. I wrote a report and also write a script on documentary. My supervisor explained further on what we understand by log teaser bulletin and story/script.

### **3.2PROBLEM ENCOUNTERED**

1. Chair problem: The whole NTA headquarters do not have enough Chairs for staff so we are always asked to stand up for staff so they can sit.
2. Lack of resources: NTA multi-channels do not have enough computer for us to be able to practice what we have learnt. Only one monitor is working very well and we use it to edit videos. They are scared that we can spoil it so we only watch while editing we are not giving the chance to practice on our own.
3. Mentorship avoidance: The staffs are not ready to call you while working they believe if there's any mistake they will be hold accountable for it so they rather stay alone while working.
4. Poor communication skills :Not all the student are ready to teach me what I don't know.

5. Transportation: The staff bus provided doesn't reach where I am staying so I was the one funding it.

### **3.3 PROBLEM SOLVED**

1. The organization makes complaints about the chair issues and they promise to make amendments.
2. During my leisure time I went to other departments to learn more and also respect them in order to acquire more knowledge.
3. I went to NTA knowledge that was where I first learnt how to use adobe photoshop for chest caption even before I was taught in my workplace. I also went to NTA news 24 to watched their live program "Good morning Nigeria" that was when I understand the usefulness of directors in a control room because I was with director Kabirat in the control room and knew that they make use of V-mix software to live stream their program and NTA international make use of wire cast software while some other television stations make use of OBS studio, X spilt, PRISM etc.

## **CHAPTER FOUR**

### **4.1 SUMMARY**

During the SIWES at NTA Abuja, I gained hands-on experience in various aspects of broadcasting and media production. I was involved in assisting with news gathering, editing video content, and operating studio equipment. The experience allowed me to understand the workflow of a news station, from scripting to live broadcasting. I also had the opportunity to learn about the importance of teamwork and communication in a fast-paced environment. Overall, the internship provided valuable insights into the broadcasting industry and enhanced my skills in media production.

### **4.2 CONCLUSION**

Reflecting on my twelve weeks experience in NTA, I can say it has been incredibly enriching. I've gained valuable insights into the workings of the organization, developed new skills, and built meaningful connections with my colleagues. The hands-on experience allowed me to apply theoretical knowledge in real-world scenarios, enhancing my understanding of the industry. Overall, this journey has not only contributed to my professional growth but has also solidified my passion for the field.

### **4.3 RECOMMENDATION**

Personally, as a person who has undergone three months training in the aspect of mass communication which was done in Nigerian Television Authority NTA, I strongly believe that university students who do not engage in the Student Industrial Work Experience Scheme (SIWES) should be encouraged to participate in internships like those offered at NTA.

### **4.4 REFERENCE**

HISTORY AND BACKGROUND OF NIGERIAN TELEVISION AUTHORITY BROADCASTING STATION

[https://en.wikipedia.org/wiki/Nigerian\\_Television\\_Authority#:~:text=NTA%20was%20founded%20in%201977,and%20General%20Manager%20of%20NTA.](https://en.wikipedia.org/wiki/Nigerian_Television_Authority#:~:text=NTA%20was%20founded%20in%201977,and%20General%20Manager%20of%20NTA.)

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