



REPORT ON

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

HELD AT

**KWARA STATE LIBRARY COMPLEX, ILORIN
(Period of Attachment, August 2024 to November 2024)**

BY

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Report

The students' Industrial Work Experience Scheme (SIWES) is a skill training programme designed to expose and prepare student of all tertiary institutions for the industrial work situation they are likely to meet after graduation. This Student's Industrial Work Experience Scheme (SIWES) was established by the ITF in 1973 to solve the problem of inadequate practical skills preparatory for employment in industries by Nigerian graduates of Tertiary Institutions under the umbrella of the National Board for Technical Education (NBTE). Before the establishment of the scheme there was a growing concern among industrials that graduates of our institutions of higher learning lacked adequate practical background studies preparatory for employment in the Industries, thus, the employers were of the opinion that the theoretical education going on in higher institutions was not responsive to the needs of the employers of labour.

It is against this background that the rationale for initiating and designing the scheme by the fund during its formative year 1973/1974 was introduced to acquaint students with the skills of handling employers' equipment and machine. The scheme was designed to expose students to industrial environment, to equip students with work skills, methods and processes of an industry (ITF, 2013). It also enables them to develop occupational competencies, acquire knowledge, skill and experience to perform jobs in their respected fields so that they can readily contribute their quota to national economic and technological development after graduation. The exercise usually exposed them to better knowledge of librarianship. The scheme also provides the students with the opportunity of familiarizing and exposing them to the needed

experience in handling equipment and machines that are usually not available on their institution (ITF, 2013).

The students industrial work experience scheme (SIWES) is the accepted skills training program, which forms part in of the approved minimum academic standards in the various degree programs for all Nigeria University. It is an effort to bridge the gap between theory and practice of engineering and technology, science, agriculture, medical, management and other professional educational program in the Nigerian tertiary institutions. It is aimed at exposing students to machines and equipment, professional work methods and way of safe guarding the work areas and workers in industries and other organizations. The minimum duration for the SIWES should normally be 24 weeks except for engineering and technology program where the minimum duration is 40 weeks; the scheme is a tripartite (three part) program, involving the students, the universities and the place of industrial attachment (employers of labour).

Therefore, Participation in SIWES has become a necessary precondition for the award of Diploma and Degree certificates in specific disciplines in most institutions of higher learning in the country, in accordance with the education policy of government. The student industrial work experience scheme (SIWES) is a planned and supervised training intervention based on stated and specific learning and career objectives and geared towards developing the occupational competencies of the participants; this work experience program gives students the opportunity to be part of an actual work situation outside the classroom. The Scheme has four supervising agencies as follows: The industrial training fund (ITF), the coordinating agency (NUC), the employer of labor and the institution (Osinem and Nwoji, 2010).

1.2 Objective of Students Industrial Work Experience Scheme (SIWES)

The main objective of Students Industrial Work Experience Scheme (SIWES) is to prepare students of Nigerian tertiary institution for transition from the school environment to work environment. The specific objectives are to:

- Increase the students' ability to interact better with people which is good for the business.
- To provide an avenue for students in the Nigerian universities to acquire industrial skills and experience in their course of study
- Prepare students for the work situation they are likely to meet after graduation.
- Make the transition from the university to the work of world easier and thus enhances students contact for their job placement.
- To expose to work methods and technique in handling equipment and machinery that may not be available in the universities.

1.3 Importance of Students Industrial Work Experience Scheme (SIWES)

The Importance of SIWES are

- To expose students to various working techniques.
- Since it is a learning programme, it helps the mental development of student.
- It encourages research.
- Helps in the reduction of unemployment in Nigeria, as students are allowed to prove themselves and the outstanding one usually are retained by the employers.
- Helps to provides opportunity for proper training, the issue of half-baked graduates is done away with thereby encouraging productivity.

CHAPTER TWO

DESCRIPTION OF KWARA STATE LIBRARY BOARD

2.1 Introduction

Library being referred to store house of knowledge for individual, organization and the society at large, is expected, to acquire, store, easily retrieve and disseminate information contained in published or printed manner and in the non-printed media (Audio-visual) for the benefit of its users. Library preserve existing information materials create new ones and also record oral forms for more permanent preservation. Library therefore as an information organization is a sub-system of every organization educational, commercial, social and so on. All societal activities being the political activities, economic, religion could be enhanced by supportive library service. Library therefore, is the only facility readily available to all those for whom it has been established without extra cost to the individual user irrespective of the status of information, education, research and mental recreation.

The Kwara State Library has many staffs (including professionals and non-professionals) with a Director and a Deputy Director as the head of the Library. The Professionals head each units of the library while the non-professionals (staff) assist the professionals in discharging their duties. Like every other Public Library in the country, the Kwara State Library makes adequately provision of information materials for its users as well as conducive environment. Its strict monitoring of users is till its users a sense of composure diligence in the handling of any material in their possession. Every user of the library must have the library Identity card which he or she must present at the portal before he or she is allowed in and the same way, show the card to the library unit attendant of any unit the user is visiting. This practice helps in monitoring the library users.

Being a public library, the Kwara State Library is majorly funded by the State Government and little with internal generated revenue through the leasing of offices, multi-

purpose hall used for Seminars, Conferences and Meetings and Training, registration of users, payment charged for making use of the toilet, photocopy, lamination of documents and project binding for the people at the Bindery Section of the library and support from ETF (Education Trust Fund). The Library gets its books through gift and donation, legal deposit, International books Aid (Aids for British Colonized Countries) and purchasing.

2.2 Location and Brief History of the Kwara State Library

The Kwara State Library gives a better picture of a conventional library. The State library is located in the heart of Ilorin city bearing No 1, Sulu Gambari Road, P.M.B. 1561, Ilorin, Kwara State, Nigeria. After the creation of Kwara State along with other state in 1967, the need for a public library service became necessary. The Northern regional library, Kaduna was decentralized for the new States to establish their own. The area court building was chosen as a suitable place that could accommodate the new library, before it moved to its location in October 1967. Apart from the inherited library materials from the defunct northern region, a total sum of 300 pounds was released to the Interim Administrative Council to purchase more books for the library. On 1st April 1968, the Kwara State Library commenced services to the public after it was realized that the borrowed building was quite unsuitable due to its closeness to the central market (Oja Oba) and had its annex at the old red cross building ,under the leadership of late pa J.O Popoola (chief librarian). The problem of accommodation continued for two decades during which the library moved from one building to the other. The lack of a befitting infrastructure was a setback to the library and effort were made to secure a suitable and permanent building for the library.

In November 1987, the then military Governor, Lt. Col. Ahmed Abdullahi laid the foundation of a purposefully-built library where it presently occupies. The completed building was commissioned by General Ibrahim Badamasi Babangida formal military president and commander in chief of the Federal Republic of Nigeria on 21st November, 1990. Between 1990

and 2001, the teeming reading population in the State made use of the library. Within a decade and half, the building got dilapidated, its stock became out-dated and irrelevant to the information needs of users. On assumption of duty as Governor of Kwara state, Dr. Abubakar Bukola Saraki visited the library and promised a face-lift. Renovation started on 23rd November, 2005. The transformed library building was commissioned and put back to use 1st July 2006 by His Excellency, President Olusegun Aremu Obasanjo, formal president of Nigeria (Kwara State Library Handbook, 2006, republished).

2.3 Objectives of Kwara State Library

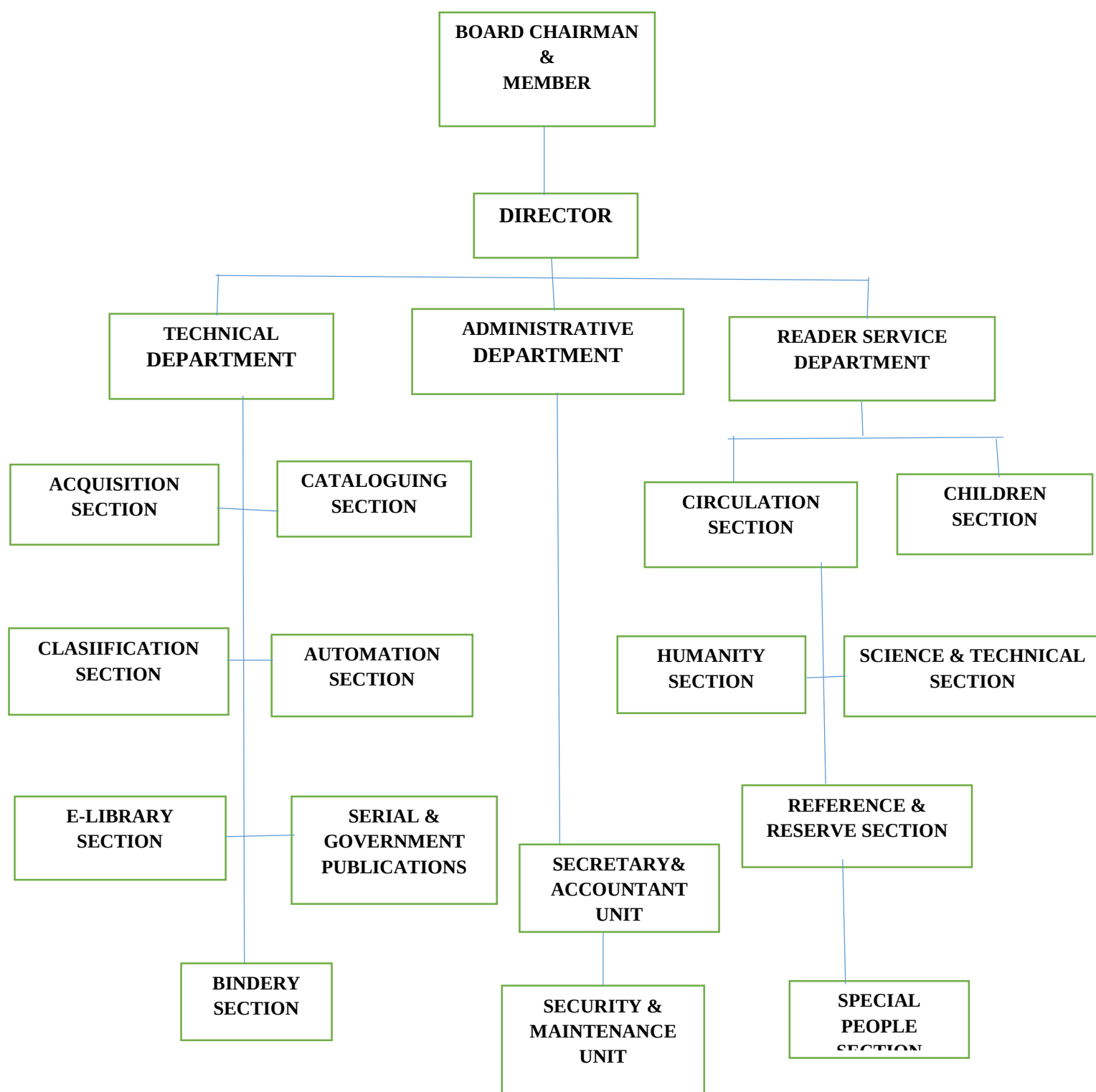
The Kwara State library as the following objectives:

- i. To acquire, organize, store and make available for users all forms of materials that can promote or encourage the education of the citizens.
- ii. To acquire information materials, through its reference service, provide to users information on virtually all matters relating to the state, government activities, tourism, commerce, health and other necessary information field of endeavor.
- iii. To acquire and preserve variety of materials on local culture, tradition, religions, history, local craft, poetry that will help to promote culture of the people of the state.
- iv. To acquire materials for mental recreation including Newspapers, Cartoons, Novels, Postal, Pictures, Cassettes and CDs to help users with recreation reading.
- v. To prepare students to work independently so that when they leave school they can carry on with their education without depending on the teachers.
- vi. To inculcate reading habit in pupils (children section) and students desire at early state of the child's development.
- vii. To aid students make reasonable use of their leisure time, thus, acquiring materials for educational and leisure reading, placed at the disposal of the students.

- viii. There should be a public library service to aid educational development. To do this, the service should stock books for primary and early secondary school children to improve their reading ability in English.
- ix. It should also attempt to provide a direct service to part-time students and those who wish to prepare themselves for further formal studies.
- x. In consultation with community Development officers, the otherwise should provide books, which will support the social and educational aim of their project.
- xi. Assembles, maintains and extends a collection of books, periodicals, pamphlets, newspapers, maps, musical scores, films and recordings and such other matter as the Board considers appropriate for a library of the highest standing.
- xii. To ensure that all that engaged in political, economical, scientific, educational, social or cultural activities receive the necessary information to enable them to render their fullest contribution to the whole community.

2.4

ORGANIZATIONAL STRUCTURE OF KWARA STATE LIBRARY



2.5 Department /Section in the Library and their Functions

The Kwara State Library has three (3) major departments which are subdivided into sections. These major departments are:

1. Administrative Department
2. The Technical Department
3. The Readers Service Department

The Administrative department: The administrative department carries out administrative duties of the library. The administrative department comprises of the following sections:

The account section

The portal (security desk)

The secretary's office

The admin office

Functions of the Administrative department

- a. The administrative department runs administrative functions of the library.
- b. Collection and maintenance of staff files.
- c. It gives necessary notice to all staffs.
- d. Staff Welfares

The Technical department: the technical department carries out all technical processes of the library. The technical processes are: collation, stamping, accessioning, cataloguing and classification, spine labeling, fixing of book pockets and book cards. This section processes all new books and journals in the library. The technical department comprises of the following sections: Acquisition section, Classification section, Cataloguing section, Automation section, Serial and government publication section and Bindery section.

Acquisition Section: This section is basically responsible for the acquisition of all library materials. The acquisition section also receives books gifts and donations from organizations,

philanthropists and prominent individuals. The section maintains a registrar called accession registrar, this registrar is used for keeping information of books such as the total number of books, date, the accession number, author's name, title, publication, year of publication, cost, source and no of copies.

Functions of Acquisition Section

- a. Acquire new resources into the library
- b. Assign accession number to books and fill accession register
- c. Fix book pocket to book

Classification section: The classification section simply identifies the subject of a new material after receiving them from the acquisition section and assigns the classification number to that subject and its treatment.

Functions of Classification Section

- a. The classification section identifies subject(s) of materials.
- b. The classification section assigns class number to information resources.
- c. The classification section organizes and manages all library resources.
- d. The classification section receives students who came for SIWES at the State Library.

Cataloguing section: Cataloguing section describes the content of a document using the author, subject and title as main entry for easy retrieval and use. The section is guided and abides by AACR II (Anglo American Cataloguing Rules II).

Functions of Catalogue Section

- a. The catalogue section helps in describing the physical content of a book.
- b. The catalogue section helps in compiling author's bibliographies.
- c. The catalogue section makes sure the materials are properly arranged.
- d. The catalogue section takes inventory of all library materials.

Automation and E-Library Section: This is a physical site that provides online access to digitized audio, video and written material. The automation section is charged with the responsibility of keeping all the library records and making it accessible in digital formats, it also serves as back up for the manual way of keeping the library data. Automation section of the library also keeps records of all the items owned by the library and the number of copies that is available at any section of the library.

Functions of Automation Section

- a. The automation section helps in creating repositories for the library.
- b. Provision of internet facilities for the users
- c. Subscription to different databases for users
- d. The automation section digitized library print materials.
- e. The automation section uses a computer to describe the contents of a book

Serial and government publication section: The serial section acquires dailies such as newspapers, journals, government reports, edict and government act. The serial and government publication section is responsible for processing materials that come at regular interval. The newspapers acquire at the state library are – The Punch, Vanguard, Herald. The Sun and Daily Trust. Some of the government publication at the section are – Constitution, KWIRS financial report, state edict and so on.

Functions of Serial and government publication Section

- a. The serial and government publication section helps to provide periodical materials to it users.
- b. The serial and government publication section helps to provide daily newspapers and display it on the table for the users to read.
- c. The serial and government publication section also houses materials such as report, gazette

The Readers Service Department: The reader's service department of the library is charged with the responsibilities of providing readers with the means of research and resources at all time. They also make users have direct contact with resources and utilize them properly in the library, it is aimed at satisfying users need. The readers' department comprises of the following sections: Reference section, Humanities section, Science & Technology section, Special unit and Children section.

Reference section: the reference section is one of the readers' sections in the library with information resources that can only be consulted on the premises but not borrowed. In the reference section books are freely available on the shelves for consultation and books consulted are to be left on the table for statistical purposes. The section is also responsible for reference and referral services. The section takes statistics of user every two hours.

Functions of Reference section

- a. The reference section helps in providing referral services to library users.
- b. The reference section answers users' queries.
- c. The reference section also educates users on how to use reference materials.

Humanities section: The humanities section is in the readers department, it provide books and space for users just like the reference section. The materials in humanities section include all classes of knowledge except Science and Technology (as grouped by Dewey Decimal Classification Scheme). The section is charged with the responsibility of registering library users, keeping the overall statistics of registered users and keeping records of all borrowed and overdue books in the library. The section also takes statistics of user every two hours.

Functions of Humanities section

- a. The Humanities section makes available materials for users only to read in the library.
- b. The Humanities section deals with all materials expect materials on sciences and technology.

- c. The Humanities section also helps users on how to use library materials.

Science & Technology section: The Science and Technology Section is a section of the Readers department that keeps information material under the class of 500 and 600. This section also provides catalogue cards for users for easy retrieval of information and location of books on the shelf.

Functions of Science & Technology section

- a. The science and technology section make available materials for users only to read in the library.
- b. The science and technology section provide information materials only on sciences and technology.
- c. The science and technology section also help users on how to find and use library materials.

Children Section: The children section is also a section in the Readers department that provides information resources to children. The section houses print books like story books, alphabetical books, pronunciations books, toys and a set of television for the children library users.

Functions of Children Section

- a. The children section provides information materials for primary school pupils and secondary school students.
- b. The children section houses playing tools like toys for pupil and devices such as television for learning.
- c. The children section educates the children on how to find and use library materials for children.

CHAPTER THREE

ACTUAL WORK CARRIED OUT AT KWARA STATE LIBRARY BOARD

Introduction

This chapter covers my experience and activities carried out at the various section at the Kwara State Library. The section and actual work I did are:

Serial and Government Publication Section

The different types of serial materials available in the section are newspapers, magazines, gazette, journals, pamphlets and conference books. I received and processed different newspapers on a daily basis. I also received and processed reports/government documents from agencies, ministry and parastatal of the government.

Actual work done and experience gained in Serial Unit

- a. I was taught on how to index serial materials for example newspaper. The below are the examples of index to a newspaper:

EDUCATION:

Why Nigeria varsities lag behind. The Herald, Monday March 21, 2011, pg. 18.

VACANCY:

The Federal University of Technology Akure, Ondo State. The Punch, Thursday March 17, 2011 pg. 58.

- b. I also learnt how to use bibliographical order, title, date and publisher to index.
- c. I did daily shelf-reading and shelving of used serial materials
- d. I did weekly shelf-tiding to ensure the materials are in good condition and free from dust.

- e. I take statistics of dailies received from the vendors.

Reference Section

Reference section houses materials that are meant for consultation. That is, cannot be read from cover to cover like textbook, newspaper, pamphlet, journals and so on. These materials are Encyclopedia, Dictionary, Yearbook, Directory, Handbook, Almanac, Gazetteer, Atlas, Globe and so on.

Actual work done and experience gained in Reference Unit

- a. I made sure that every user with laptop register their laptop being the only section laptop is allowed at the State Library.
- b. I took daily statistics of users every two-hours
- c. I did daily shelf-reading and shelving of used reference materials.
- d. I assisted users in getting materials

Classification section

Kwara State Library being a public library uses Dewey Decimal Classification (DDC) Scheme as a guide to arrange all materials on the shelves. This section is also responsible for the posting of SIWES and IT students. DDC divided knowledge into ten thus:

- 000- General works
- 100- Philosophy, psychology
- 200- Religion
- 300- Social science
- 400- Languages
- 500- Pure sciences
- 600- Technology
- 700- Art
- 800- Literature
- 900- History, Geography

General Steps for Subject Classification

Step 1. Analyse the subject content of the work by going through the title, introduction, preface, table of content, author's note, flip through the book, look at the flyer etc.

- Summarize the subject focus of the work as a whole
- Formulate the possible subject headings that express what the work is about

Step 2. Confirm the formulated possible subject from the **subject heading** in use. It is important to note that it is the descriptor written in **bold** that can be adopted for usage. If it is not in bold, it will direct you to what should be used.

Step 3. Go to the **index**. The index is a pathfinder which direct you to the scheme. Under no situation should you classify from the index. You should go to the scheme to confirm the appropriateness of the number in the index.

Step 4. The next step is to go to **classification schedule** and determine which class number will be allocated from the schedule.

Step 5. Assign class number after you have made up your mind professionally with the help of classification scheme.

Step 6. As appropriate from the scheme additional elements from classification number. Such element could be from **tables in DDC**.

Things to note when classifying

The following are things to note when classifying

- i. Do not classify Fictions to any class.
- ii. Use the author surname to classify Fiction books

Cataloguing Section

The bibliographic details of books are written on catalogue worksheet, and later transfer to card catalogue under the supervision of cataloguer. The cataloguing of the information materials is prepared in the following form of entry: Main / Author Entry, Subject Entry or Title Entry. However, the main entry could be subject or title and this when the book is written by more than three authors or is an edited work.

Actual work done and experience gained in Cataloguing Section

- a. I prepared catalogue worksheet
- b. I transferred bibliographic details on 3/5cm card catalogue.
- c. I became familiar with Anglo American Catalogue Rules II (AACR II).

Automation and E-Library Section: at the automation and e-library section;

This is a physical site that provides online access to digitized audio, video and written material. The section makes available internet facilities to users to have access to information. I learned about automation system of the library i.e. carrying out manual activities with the computer system. I learned about the online cataloguing software such as Koha and XLIB and so on. I was taught on how to search information online for valuable information and also the various databases that are used in the electronic library such as EBSCO HOST, AGORA, JSTOR etc.

Actual work done and experience gained at the E-Library

- a. Ability to search online for a require information resources.
- b. Knowledge on how to become a versatile librarian.
- c. Ability to access information faster using Boolean operators such as AND, OR, NOT etc.
- d. I learned how to digitize library materials
- e. The automation section helps in creating repositories for the library.
- f. I learnt digitization library print materials in order to make it available in electronic formats.

Acquisition Section

This is a section where reading materials are being brought into the library. There are procedures and lay down rules guiding acquisition of materials in the library. The materials brought in to the library are processed by giving the books an accession number and ensuring the books bear the necessary stamps before they are moved to the shelf. This section maintains

a registrar called accession registrar. This registrar is used for keeping information of the books such as date, the accession number, author's name, title, publication, year of publication, cost, source and no of copies. The registrar therefore takes the format below.

Accession Register

Date	Accession Number	Author	Title	Publisher	Year	Cost	Source	No of copies

At this section the processing of books are carried out in three steps. These steps are:

Step 1: Stamp the books with the Ownership Stamp

Step 2: Stamp the books with the accession stamp

Step 3: Give the books Accession Numbers.

The Acquisition Section has different types of stamps being used while processing the books. These stamps are:

1. **Accession Stamp:** This Accession Stamp is the stamp placed on every book that is being processed having received the accession number.
2. **Reference Stamp:** The Reference Stamp is given to books only going to the reference section of the Library. Thus, books at the Reference Sections are only meant for research purpose and not learnt to users but allowed to make photocopy of some parts of the books having put down their library card and mobile phone:
4. **Donation Stamp:** The Donation Stamp is the stamp given to the books that are willing donated by well-wishers to the library. In case the books are not of use to the library, the library therefore donates the books to the library whose may need the book.

5. **Ownership Stamp:** This is the most important stamp of all the stamps. It is library stamp given to all books in the library, whether legally donated, deposited or purchased by the library.

Actual work done and experience gained in Acquisition section

- a. I took delivery newly acquired materials
- b. I learnt how to check ordered materials for possible error
- c. I stamped the newly acquired materials with different stamps
- d. I gave newly acquired materials accession number
- e. I took statistics of the activities done and move the materials to classification for further processing.

Humanities Section

Humanities section is another section of the Readers section that provides books and space for users just like the Science and Technology. The materials in the Humanities section include all classes of knowledge excluding Science and Technology (as grouped by Dewey Decimal Classification Scheme). The Humanities section provides catalogue cards for the users and also carries other functions as provided by the Science and Technology Section.

Actual work done in Humanities Section

- a. I did daily shelf-reading and shelving of used materials
- b. I did weekly shelf-tiding
- c. I took hourly statistics of users at every two-hours interval
- d. I assisted users with difficult in getting materials to locate the materials on time

CHAPTER FOUR

EQUIPMENT USED IN KWARA STATE LIBRARY BOARD

Introduction

This chapter outlines the equipment used and their function in Kwara State Library Board. The equipment used in Kwara State Library Board is not much but the few that is use in some unit are:

Equipment used

- **Desktop Computers:** computer is an electronic device that accepts data, process the data and produce the output as processed information. Computers in National library are used to store and preserve library materials.

+



- **Printer:** Printer is an output device that enables your computer to produce printed copy of information. Printers are used to print materials that are stored electronically.



Classification Scheme (Dewey Decimal Classification Scheme DDC and Sears' List of Subject Heading): They are used to determine the subject of a material in order to place it in its rightful place or class or group on the shelf.



Books End: A bookend is an object which is designed as book support; this is in order to ensure an upright row of books. It is placed on either end to prevent books from falling over such as in a half filled bookshelf. In other words, they are flat iron metals that are used in holding the books from falling off.



CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of the SIWES Report

This report covers my SIWES experience and the work I carried at the various departments and sections of the Kwara State Library. The report covers the location and brief history of the State Library. It presents some of the challenges and recommendation for further improvement.

5.2 Conclusion

In conclusion Student industrial work experience has afforded me the basic practical and theoretical knowledge that I may not have gotten from the lecture room. It also gave me the opportunity to have a feel of what it would be like after graduation when I start working.

5.3 Challenges encountered during the SIWES programme

These are some of the challenges I encountered at the State Library during my six-month industrial experience:

- Distance problem: this lead to the high cost of transportation every day.
- SIWES student are given menial work like cleaning and sending on errand
- Dusty materials and environment which made me to fall sick
- Attitude of some staff to work also affect our training because at time the staff that supposed to put us through might not be available or refuse to attend to us

5.4 Recommendation

1. The place of placement should always consider the students on the time to resume work.
2. The establishment should be enjoined to pay a stipend as transportation fee to student.

3. The SIWES officials themselves should take the charge of invigilating the students at their respective places of attachment.
4. The staffs at the library should be trained and trained job effectiveness and efficiency.

LIBRARY ADVOCACY AT DR. BUKOLA SARAHI JUNIOR SECONDARY SCHOOLS, ILORIN

Library Advocacy is a programme of Kwara State Library to target the young citizen in order to develop their reading habit at a tender age. For this assignment, we were divided into group to visit secondary school of our choice within the state. We visited Dr. Bukola Saraki Junior Secondary Schools, Ilorin.



Students of Dr. Bukola Saraki Junior Secondary Schools with Library Advocators

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