

A TECHNICAL REPORT

STUDENT INDUSTRIAL WORK EXPERIENCE SCHEME [SIWES]

HELD AT

KWARA STATE POLYTECHNIC LIBRARY,

ILORIN, KWARA STATE

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REPORT OVERVIEW

This report is about the work done at kwara state polytechnic library, main library, I was taught different things in the library and also was enlighten on the tools and equipment used in the library. Student Industrial Work Experience Scheme (SIWES) is an industrial training program that assists student to gather practical experience in their various disciplines. It is designed to expose student to the industrial work place during their course of study. This report is about the experience I gained during my 4 months SIWES programme at Kwara State Polytechnic Library which started on the 7TH of August, 2024 and ended on the 22th of November, 2024. A period of 16 weeks. This report also includes the organisational structure, the various sections in the establishment and their functions, the work I did and experience I gained during my stay in the aforementioned establishment. More so, I also discussed some challenges I encountered during the period of my training and some recommendations that could help to improve the organization and the scheme at large.

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CHAPTER ONE

INTRODUCTION

1.1 HISTORY OF SIWES

The Student Industrial Work Experience Scheme (SIWES) is a Skills Training Program designed to expose and prepare student of University, Polytechnics/Colleges of Technology/Colleges of Agriculture and Colleges of Education for the Industrial Work situation they are likely to meet after graduation. The scheme also affords students the opportunity of familiarizing and exposing themselves to the needed experience in handling equipment and machinery that is usually not available in their Institutions. Before the establishment of the scheme, there was a growing concern among our Industrialist that graduates of our Institutions of Higher learning lacked adequate practical background studies preparatory for employment in 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 years – 1973/74 was introduced to acquaint student with the skills of handling employers' equipment and machinery.

The ITF solely funded the scheme during its formative years. But as the financial involvement became unbearable to the fund; it withdrew from the scheme in 1978. The Federal Government handed over the scheme in 1979 to both the National Universities Commission (NUC) and the National Board for Technical Education (NBTE). Later the Federal Government in November 1984 reverted the management and implementation of the SIWES program to ITF and it was effectively taken over by the Industrial Training Fund in July 1985 with the funding being solely borne by the Federal Government.

1.2 AIM AND OBJECTIVE OF SIWES

Specifically, the objectives of the Student Industrial Work Experience Scheme (SIWES) are to:

- . Provide an avenue for students in institutions of higher learning to acquire industrial skills and experience in their course of study, which are restricted to Engineering and Technology including Environmental studies and other courses that may be approved.

Arts) and NCE (Home Economics) in Colleges of Education are also included.

- . Prepare students for the industrial work situation they are to meet after graduation.
- . Expose students to work methods and techniques in handling equipment and machinery that may not be available in their institutions.
- . Make the transition from school to the world of work easier, and enhance student contacts for later job placement;
- . Provide students with an opportunity to apply their knowledge in real work situation thereby bridging the gap between theory and practice; and
- . Enlist and strengthen employers, involvement in the entire educational process and prepare students for employment in Industry and Commerce.

CHAPTER TWO

2.1 BRIEF HISTORY OF KWARA STATE POLYTECHNIC LIBRARY

The Polytechnic Library, Popularly Known as The Kwara State Polytechnic Library, started functioning since 1973, when the polytechnic was established. Except for a very short period of its life, the entire stock of the library has always been located in more than one place.

At present there are two branches of the library location at the campus of the polytechnic.

1. **Main library:** The main library is located at the permanent site of the polytechnic, it is the administrative head-quarter of the library, which house the polytechnic Librarian's office and the entire technical service section or the library.

There are four major sections in the library which are:

i Administrative section: Section consist of the Librarian, Library staff, cleaner, messenger.

ii Technical section: are section which comprises the cataloguing and classification unit

and acquisition and bindery unit.

iii E-Library: This section is majorly base on giving student adequate internet facilities.

iv Reader service unit: Which consists of Circulation section, Reference section and Reserve book section.

Both libraries have E-library section with several desktop and laptops for both staff and student use which becomes fully operation in 2012. The libraries are rich in current literature with over 19,000 volumes of book, Reference materials and different journals in Engineering, Applied science, Social Science, Environmental Management, Humanities and other Inter-disciplinary field of study.

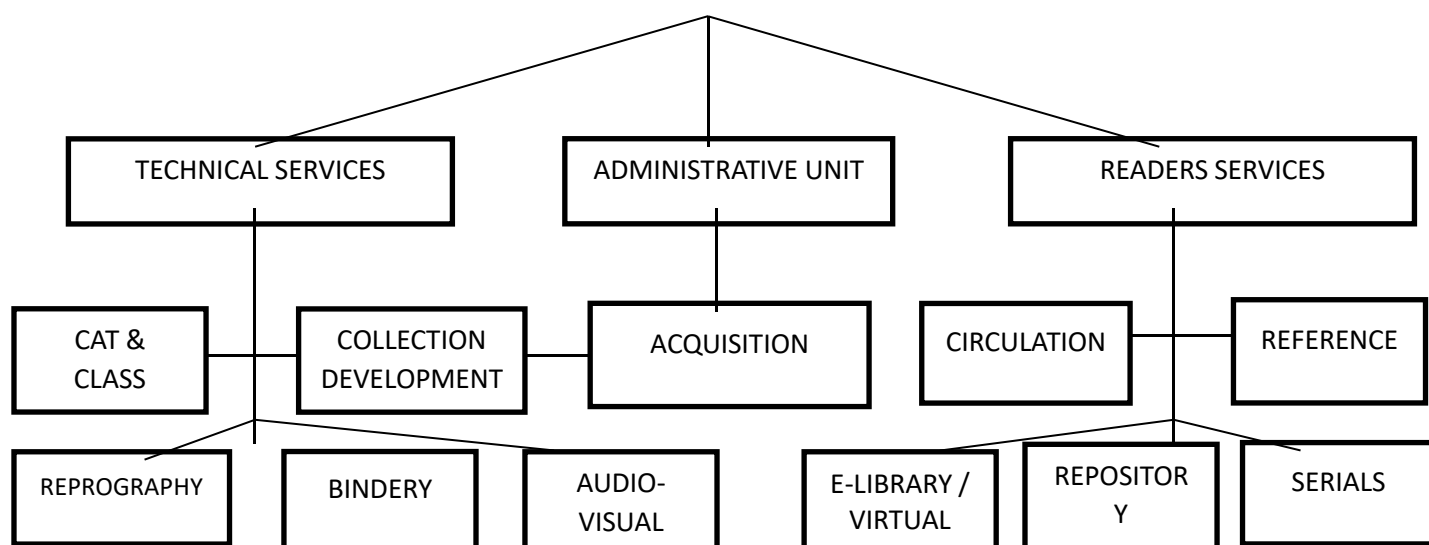
In addition, the libraries provide to user a range of information and communication technologies necessary for retrieving Information quickly from both Immediate and remote data bases.

2.2 OBJECTIVES OF KWARA STATE POLYTECHNIC LIBRARY

The objective of the polytechnic library involves the provision of resource and services in a variety of ways in order to it users in the form of:

1. Creating informal education opportunities for the citizen in the immediate community.
2. Enriching the knowledge of individual in various subjects and discipline where they undertake formal education.
3. Providing avenue to meet the information needs of the people.
4. Acquire, organize, store and make available for users all forms of material that can promote or encourage the education of the citizens
5. Providing recreational opportunities and encourage constructor use of leisure time.
6. Acquire information materials through its references service provide to users.

2.3 ORGANISATIONAL STRUCTURE OF KWARA STATE POLYTECHNIC LIBRARY



2.4 THE VARIOUS DEPARTMENT AND THEIR FUNCTION

Kwara State Polytechnic has:

- . Acquisition unit
- . Circulation unit
- . Serial unit
- . Bindery unit
- . Reference unit
- . Cataloguing and Classification
- . E-Library

ACQUISITION UNIT:

This unit is headed by MR Olaitan, I. The acquisition unit is responsible for acquiring of Library materials from different source which includes; purchases, exchange, gift or donation, request, legal deposit etc. in a third world like Nigeria, purchase constitute 98% means of acquiring Library materials. It is through this unit that all Library materials are acquired. This is a unit that IDIAGBON Library design and set for the acquiring of information materials. The unit is also very significance to the library because of the following functions:

- . Acquiring of information materials
- . Preparing of ordering slip
- . Bibliographical checking/verification
- . Carding
- . Receipt of materials in the library
- . Accessioning

CIRCULATION UNIT:

This unit is headed by A.A.Salam This section of library is under the user services division. This division of a library has physical contact to user; user came

to ask about any information material in the library. In this unit I perform activities like charging and discharging of books using Integrated Library Software (ILS) like KOHA because the library system was automated but in the absence of electricity, I used to do manual charging and discharging which requires on electricity. Other activities I partakes in this section, is the registering of new library users, taking of library users statistics every two hours, daily shelving, shelf-reading and re-shelving, reminders for overdue books and reservation of books.

FUNCTION OF THE CIRCUALTION UNIT:

- . Provides borrowers cards
- . Provides readers permit cards
- . Stamps books being discharge to the user
- . Registers list of users that came to the library

CATALOGUING AND CLASSIFICATION UNIT :

This unit is headed by MR Ridwanulahi,I.E. A building filled with books is not necessarily a Library unless the books have been organized for access and made available for the use. This unit is usually referred to as behind the scene. The unit function is to organize the total Library resources with bibliographical controls to facilitate access to the resources by users. It is a section or unit where the technical works of library is carried out. The unit is essential for preparing the public access catalogue, shelf list, and authority file. The catalogue prepare by this section is accessible to users. Its basic function is to enable users to have access to all documents in the library. Cataloguing is the bibliographical description of information materials, while Classification is an orderly arrangement of documents based on subject content into group or classes. Classification is responsible for grouping or arrangement of library material according to their similarities for easy retrieval. The units call number and class number for every library materials. The Library makes use of Dewey Decimal Classifications Scheme (DDC) for classifying its materials. Apart from cataloguing and classification of library materials, they also provide shelf list. The list provides the

records of all the holdings of the library collection according to how they are arranged on the shelves

The unit is very important to the others activities or routines in the library. Classification and cataloguing unit is actually done and handle by an expert that specialized in cataloguing often refers to as cataloguer in the library. Moreover, this unit has the following has functions. The unit prepare and provide classification number and call marks to library materials. Secondly, the unit also prepare catalogue card for the library while aid library users to know where the exact information is located on the shelves. They also carried out filling and labelling activities in the Library.

SERIAL UNIT:

This unit is headed by MR Yahaya, Idris Serial is defined as any publication issued in successive parts which are intended to be continued indefinitely. Serial section contain such information materials, such as Journals, Bulletins, Magazines, Newspaper, Accessions, Report, Memos Proceedings and Transactions of societies and other periodicals like abstracts and indexes. Serial materials are not allowed to be taken out of the library but meant to be consulted within the library. However a user may be given permissions to photocopy some relevant information needed. All kinds of serial journals are considered to be the most serious and so academic and research library's primary concern in subscriptions. Professional bodies published journal contains the most current and vital information on the various disciplines. The serials librarians must keep track of all serials developments and this is why it is generally believed that serials are not only very expensive to collate but also very difficult to manage. Every materials in serial is been shelved and arranged according to it department.

FUNCTIONS OF THE SERIAL UNIT

- . Stamping of Newspaper
- . Recording of Newspaper
- . Journal Display
- . Newspaper Display

REFERENCE UNIT

This unit is headed by Mr Suleiman, Idris The reference unit is another major area of the library where contact is made with the public. The unit store reference materials and provides space where users can conveniently sit and consult the often voluminous reference materials. Reference materials contain facts that have been assembled from many sources and organized for each quick access and use. Unlike the general textbook, reference books are consulted for specific items of information; they are not meant to be read from cover to cover. Information contained in reference books organized in such a way that retrieval is made easy. The arrangement may be made chronologically or alphabetically, depending on the nature of the book. Reference materials include encyclopaedia, dictionary, directory, abstract, indexes, handbooks, atlas, guides, gazetteers, biographies, yearbooks and bibliographies etc.

These are routine performed in reference unit

- Shelving and shelf reading of materials
- Answering of users numerous queries
- Taking statistical records of materials consulted and statistics of user
- Directing users to where they get their information requirements
- Assisting the final year student during project

E-LIBRARY UNIT

This unit is headed by Mr Jamiu, Yusuf The e-library unit means electronic library unit, it is where electronic or on-line access to books, journal, novels articles or any other information on the internet.

I was taught how to boot and shut down a computer. Booting computer means staring up a computer while shut down is when turning off computer electronically. I was also taught software suite example are micro-soft word, micro soft excel and micro-soft office Power Point. I was also taught how to use short-cut keys when working on

micro-soft office program. I help to input student data in the clearance processing collection of soft copies and save it into the computer system for the users purpose.

Electronic Library: Otherwise known as E-library is a collection of library resources in electronic formats which can be accessed electronically with ease from different location. It usually has huge amount of information. The E-library through the internet provides a 24hours information access to information-seekers in the library globally.

There is also the provision of unlimited current information

from different sources and libraries. The E-library is a times referred to by some authorizes as “a library in a library” this library requires adequate internet connectivity. Computers regular power supply and skill staff to be effectively operational.

FUNCTIONS OF E-LIBRARY

According to Brophy (1909), some of the functions of an E-library include the following:

- Access negotiation
- Resources capture, storage and access
- Resource discovery
- Resources delivery
- Resources utilization
- Resources preservation

CHAPTER THREE

MY TRAINING EXPERIENCE

The knowledge and benefits (SIWES) has given me over the sixteen weeks of extensive training cannot be over - emphasized due to experience and practices skills that I have acquired in the field of Librarianship in Kwara State Polytechnic Library Ilorin. The Library is an institution library by nature and the work carried out are as follows:

ACTIVITIES PERFORMED AT THE REFERENCE UNIT

Here in the unit, I got familiar with different reference materials such as; dictionary, bibliography, biography, yearbook, encyclopaedia, gazette etc. I was also exposed and taught various ways of answering reference questions and queries. I knew different reference questions and how to answer them. I was also aware that reference materials are not allowed to be borrowed out by users but to be consulted by user at a given period of time. Users were also enlightened on how to handle Library materials as well as the needs to obey Library rules and regulation, and more also, awareness of newly arrivals in the Library were taken care of by publishing and firmly pasting the list of new materials in the library opposite to the main entering of the Library.

ACTIVITIES PERFORMED AT CIRCULATION UNIT

My Training at the Polytechnic Library envisaged me in circulation unit of the Library, in which I went through the rigorous processes of shelving and shelf-reading. Shelving of books was done in a classified order, in such a way that library materials were arranged accurately and systematically through their call numbers. One of the rigorous aspects of the Library routine of shelving arrangement is that books were shelved following the alphabet principle of Library of Congress (LC). One of the reading which entails going through the shelves and checking the arrangement to ensure that every book is in its proper position, and this is mostly done before the Library is opened to the users. More also, registering of users was carried out as well as charging and discharging of Library materials. I also did Statistic, recording total number of student and staffs that make use of the Library materials.

ACTIVITIES CARRIED OUT AT TECHNICAL UNIT

Here, I knew and have cleared knowledge of all the classification and cataloguing tools, and I also understand vividly every step involved in the activities. Moreover, the section is typically called behind scene because the activities and routines are not exposed to users. I was also made to know that the catalogue and classification room have to be always cool, lightened, fan, or air condition and silent due to the technically and extensive concentration that have to be paid to its processing by classifier and cataloguers. In addition, Mrs Raji and Mrs Ibrahim, the classifier and catalogue librarian explained that for someone to be a good expert and professional in the field, one has to be specialised in the area of classification and cataloguing at university of higher learning. They also explained to me further that a specialized classifier and cataloguer must have knowledge in different area of specialization.

Three (3) cards were prepared for each document in the library; Author, Subject and Title entries each for every processed document.

In order to ensure uniformity and consistency in the filing catalogue entries because misfiling of entries may prevent users from accessing certain document in the collections of the Library, filings of card catalogue carried out in the strictly in alphabetically order of authors' surname, subject and title, through it appears simple but its practically tedious. Other activities I carried out in this unit of the Library entails attaching book jacket, book label, book card and call number on the processed books or materials which is referred to as labelling.

ACTIVITIES PERFORMED AT SERIAL UNIT

My SIWES programme at Kwara State Polytechnic Library exposes me another unit called serial unit where I was made to understand that this is the unit where users make use of latest and up to date information materials for their various uses, the materials here includes newspapers, magazine, government publications etc. Moreover, I understand how to subscribe for serial materials, how to stamp serials when it is received, how to hang or display them on a newspaper's rack. Indexing and abstracting of newspapers is another activities I carried out while in the unit, this was carried out on a 7.5cm by 12.5cm cards with four (4) entries; the heading (author,

reporter), caption (verbatim or summary or the item), subject heading and reference line (source, data, and page reference). The last but not the least activities I lay my hand upon in this unit is storage of a complete newspaper file which were tied up and sent to the bindery for binding which were later shelved in the serial hall for storage.

CHAPTER FOUR

SUMMARY, CONCLUSION AND RECOMMENDATIONS

SUMMARY OF ATTACHMENT ACTIVITIES

The Student Industrial Work Experience Scheme (SIWES) provided me a training ground where skill relating to how information materials can be processed, managed, preserved, retrieved and documented. This has gone a long way in equipping me in merging what has been learn in the lecture room to what was actually learnt on the field.

The Student Industrial Work Experience Scheme (SIWES) is a programme that imbibes in students the practical activities and routines of their respective courses of study at higher institution of learning. The programme develops, educates and exposes students to vivid experience that will make student to face outside challenges after their education with lesser stress.

Moreover, the attachment also provides me with opportunity to interact and expressed feelings amongst group of people from different background, instinct, education and religious in a formal setting. The programme sensitizes, educates, exposes and imbibes discipline in me so as to become a good ambassador of an institution and country at large in the future.

CONCLUSION AND PROBLEM ENCOUNTERED

The Student Industrial Work Experience Scheme (SIWES) is a skill training program, designed to exposed and prepare students in institution of higher learning for the industrial work situation they are likely to meet after graduation. However, the situation described above represent the idea, but sometimes these ideas are not achieved; as there are many problem militating against the success or its attainment.

One major problem is that sometimes we student do not get placement for the four month of attachment. The situation became so hard that some student opt to work without pay, just to gain the experience. Invariably, the job may be done half-heartedly because of lack of financial support, even for each basis needs as the transportation to and from the work.

In some cases, student are placed in a job places and environments not related to their training. This is to satisfy the compulsory of the scheme. Invariably, the experiences acquired are irrelevant to their training needs and thus make defeat to the very fundamental object of the scheme.

Other problem include inability of IT student to make necessary correction of any lapses in the Library when seen, and also bad treatment from industrial training fund (ITF) staff to students.

RECOMMENDATIONS

There are many vacuums which the scheme needs to improve upon so as to make the programme carry out its effective functions, aims and missions on student of higher education to greater height. The areas that need improvement are as follows;

Cooperation between educators and practitioners is mandatory for proper supervision of SIWES participants. In addition the two must collaborate in curriculum development and revision to ensure a curriculum that satisfied job markets.

Employers of labour are very important in the effective running of this scheme. They should try as much as possible to absorb a large number of SIWES student in their various establishments to acquire the practical training.

Library school should revise their curriculum and introduce new courses to meet the need of employers in the public and private sector and some of other courses that will expose student to area of self-employment in this time of global unemployment and personal downsizing.