

TECHNICAL REPORT ON
STUDENTS INDUSTRIAL WORK EXPERIENCE SCHEME (SIWES)

OBSERVED AT
OKE OGUN POLYTECHNIC LIBRARY, SHAKI

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REPORT OVERVIEW

This report provides the details of the experience I gained in various section/division in Oke Ogun Polytechnic Library, Shaki. Which include cataloguing, classification, serial, automation, acquisition, reference, humanities, science and technology, and children, which has expose and give me better understanding of what I was taught doing lectures. This report show the detailed information about the establishment which include the history and location and it also give information about the history of SIWES and the objectives.

CHAPTER ONE

INTRODUCTION

1.1. History of Industrial Training Fund (ITF)

ITF (Industrial Training Funds) established SIWES in 1973 in response to the issue of graduates from postsecondary institutions lacking the necessary skills for works in Nigerian businesses. In order to assist expose and prepare students at universities, polytechnics, and institutes of education for the industrial work environment they will face after graduation, the Students' Industrial Work Experience Scheme (SIWES) was established. The system helps with knowledge application and makes the job easier. Through the programme, students can learn about and gain exposure to the experience needed to handle and operate machinery and equipment that are generally unavailable in the classroom.

This problem affected thousands of Nigerians up until 1973. This backdrop served as the primary driving force behind the fund's 1973-1974 plan design and establishment. The SIWES programme was established by the Industrial Training Fund (ITF) organisation in an effort to assist all Nigerian students who expressed interest. In 1974, the federal government presented it and gave its official approval. The ITF fully backed the plan in its early years, but it withdrew in 1978 because the financial commitment was too great for it. In 1979, the federal government turned control of the programme over to the National Universities Commission (NUC) and the National Board for Technical Education (NBTE). In November 1984, the federal government turned over scheme execution and oversight to ITF. In July 1985, the Federal government assumed full responsibility for funding when the Industrial Training Fund (ITF) took over.

1.2 Aim & Objectives of Student Industrial Work Experience Scheme (SIWES)

SIWES provides avenue for student to acquire industrial skills and experience in their approved course of study. It also prepares student for their industrial work situation after graduation.

The objectives of the students' industrial training work experience scheme are:

1. Give higher education institutions' students a way to gain practical experience and industry skills related to their area of study.

2. Students should be prepared for the industrial work environment they will probably encounter after graduation.
3. Establishing a reciprocal interaction between the theoretical and practical aspects of the field in real-world scenarios
4. Introduce students to working with technology and equipment that may not be available in their institution.

CHAPTER TWO

DESCRIPTION OF THE ESTABLISHMENT OF ATTACHMENT

2.1 Location and Brief History of Oke Ogun Polytechnic Library, Shaki

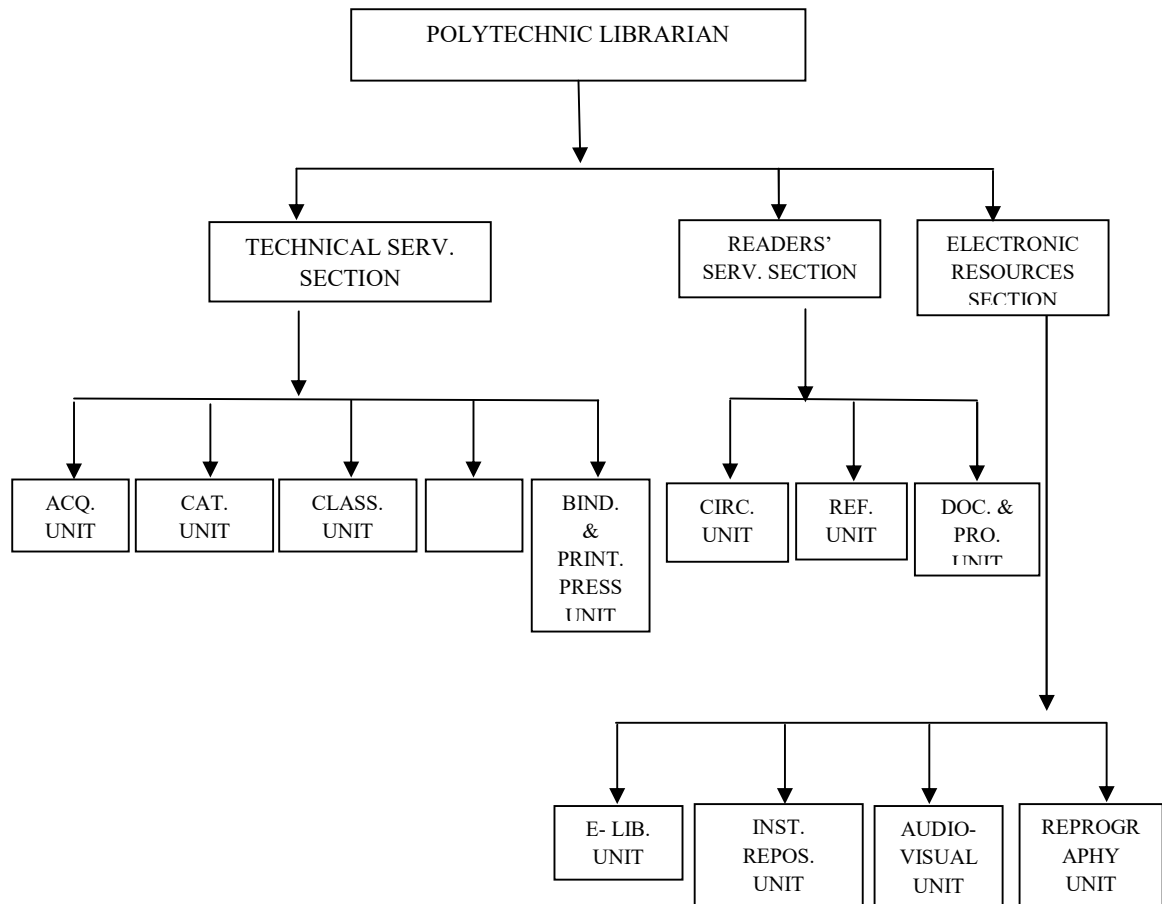
The polytechnic library, popularly known as Oke Ogun Polytechnic Library, started functioning since 2001 when the polytechnic was established vide Decree No. 33 of 25th July, 1979 as amended by Decree 5 of 1993. The institution is located in Shaki, a town in Oyo State, south-western Nigeria. It is a National Diploma (ND) and Higher National Diploma (HND) awarding institution. This library is strategically located at the centre of the campus to ease accessibility from every direction of the campus. Up to date, it has been performing its academic roles in order to support learning, teaching and research in the institution.

The library experienced a considerable growth since its establishment. There are development in area such as the size of the library building itself, the material collection, equipments, staffing and other changes which can only be measured by how relevant the library has continued to be despite the rapid development of the institution. The trend of the development of the parent institution could be said to be geometrical and as a result the library is being affected positively. The establishment follows the principle of Library of Congress Classification Scheme in their Technical unit. The Library System is divided into seven (7) major sections namely; Polytechnic Librarian Office, Technical service section (Cataloguing, Classification, Acquisition and Bindery units), Reader Service section (Serial unit, Reference unit and Circulation units) and E-library/Automation section.

2.2 Structure/Organogram of the Library

OKE OGUN POLYTECHNIC LIBRARY, SHAKI

ORGANOGRAM



2.3 Breakdown of Sections in Oke Ogun Polytechnic Library, Shaki

Technical Services Section

- i. **Acquisition Unit**
- ii. **Cataloguing Unit**
- iii. **Classification Unit**
- iv. **Bindery and Printing Press Unit**

Readers' Services Section

- i. **Circulation Unit**

- ii. **Reference Unit**
- iii. **Serial/Document and Project Unit**

Electronic Resources Sections

- i. **E-Library Unit**
- ii. **Institutional Repository Unit**
- iii. **Audio-Visual Unit**
- iv. **Reprographic Unit**

CHAPTER THREE

DESCRIPTIONS OF THE ACTIVITIES DONE

3.1 Automation Unit

The Automation Unit is another part of the Electronic Services Section. The Unit uses Koha software for automation of the library resources. I was just exposed to the basics of the automation process by the personnel manning the Unit because the Unit don't have enough resources to leverage the automation activities that can improvise the library services. The Unit is just filled with computers and some ICT facilities that can be used for the automation project.

3.2 Reference Unit

Reference Unit is a part of Research and Serials Section of the library. This Unit houses information materials that are meant for consultations and not be read from page-to-pages. The services majorly rendered in this Unit revolves around pointing or directing users to the information they need. Some of the reference resources available in this Unit include:

1. Dictionaries
2. Encyclopedias
3. Maps
4. Atlases
5. Concordances
6. Bibliographies
7. Indexes
8. Abstracts
9. Compendia
10. Directories

11. Handbooks and manuals, etc.

3.3 Circulation Unit

Circulation Unit is another part of the Readers' Section. The Unit is responsible for directly interacting with users and transferring of information materials to various Units of the library. The major functions I performed at this Unit registration of users, charging and discharging and shelving and shelf reading.

The process of registering users starts by collecting the photocopies of the students' admission letter, 2 passports with a form issued to the students to fill and sign. A library card will be issued to the students to be displayed to the porters at the entrance of the library anytime they want to be using the library.

Charging process starts when the users have picked the books they want to borrow from the shelves and present it to the personnel at the circulation desk. The personnel will check the book, take the card in the book folder and enter the necessary details about the book on both the card and the book. The library personnel will thus retain the card. The retain card will be used at the point of returning the book by collecting the book from the user and fill the necessary details before returning the card into the book and onward returning to the shelf.

Shelving is done by properly placing the books on the shelves. Users are not allowed to return the books to the shelves, they are only allowed to drop the used books on the reading tables. Shelf reading is therefore done to ensure that books are arranged according to their call number - classification number, Cutter number and accession number.

3.4 Bindery Unit

Bindery Unit is concerned with ensuring that information materials are in better shapes and conditions. The Unit receives newspaper issues from Serials and Circulation Units. Newspapers will be collated into monthly issues, sewn, glued, punched, trimmed, attached covers and lettered in accordance with how the newspaper will be described.

To sew newspapers/books, we used needles and threads and after that, we spread glue on it to ensure that the newspaper is stiffened. The newspapers/books will be placed under the punching machine and trimmed with cutting machine or scissors. Then, covers - available in different colours - will be attached to cardboards, engraved words on it and stapled or sealed.

Equipment Used for Binding:

1. Lettering
2. Punching machine
3. Cardboard
4. Leather/binding clothes
5. Laminating films and machines
6. Cutting machines, etc.

3.5 Acquisition Unit

Acquisition unit also known as collection Development Unit is part of the Technical Services Section of the library. The Unit is devoted to activities concerning the selection, acquisition and management of the library information materials. I was involved in the activities of the Unit first by understudying the Collection Development Policy of the library.

The Collection Development Policy is a document containing rules, regulations and procedures to be followed in the process of building the library's collection. The policy

contains statements on selection, acquisition and formats of information materials to be purchased by the library. The policy helps in building a balanced and quality collection for the library.

I participated in the selection process by using different selection tools such as bibliographies, abstracts, publishers' catalogues, book lists and mailing lists to pick information materials that meet the criteria of the library. The criteria used include cost, authority of the books, formats and reputation of publishers. I was also involved in the acquisition process direct purchase majorly. I was involved in sending orders to vendors/publishers, receiving orders, paying vendors, stamping, accessioning and transferring of books to the Cataloguing and Classification Unit.

3.6 Documents and Archives Unit

Document and Archives Unit houses information materials that contains enduring values and deserved to be kept for a long period of time. The materials in this Unit include government documents and records associated with the development and administration of the Polytechnic, Shaki and Nigeria at large.

Before records are transferred to this Unit, we evaluate such records or documents using the following criteria to determine their archival values:

1. Legal values
2. Historical values
3. Reference values
4. Research values
5. Academic values
6. Evidential values

7. Fiscal values
8. Financial values
9. Administrative values.

3.7 Serial and Indexing Unit

Serials and Indexing Unit is also a part of Research and Serials Unit of the library. This Unit houses information materials published at regular or periodic intervals. Such information materials include:

1. Journals
2. Newspapers
3. Magazines
4. Bulletins
5. Billboards
6. Yearbooks
7. Reports
8. Gazettes, etc.

I was also involved in indexing newspapers' articles in the Serials Unit. The ways of indexing articles start by assigning a heading to the article to be indexed, followed by the contributor's name at the beginning of a news paragraph, title of the article, date (day, month and year) and pages covered by the article.

3.8 Cataloguing and Classification Unit

Cataloguing and Classification Unit is another part of the Technical Section that are saddled with the tasks of physical description of the library's information materials and assignments of classification numbers to information materials. I used the Anglo American

Cataloguing Rules II (AACR II) for the bibliographic description of information materials. I used Section One for the bibliographic details and proper punctuations and also used the Section Two for General Rules for Description of Different Types of Information Materials - manuscripts, serials, three dimensional artefacts and relics, electronic resources, etc.

Before entering catalogue entries into the cards, I used worksheets for a rough overview of the accuracy of the bibliographic details that will be transferred to the catalogue cards. I used the author entry as the main entry for authorship works and their added entries were prepared in accordance to the nature of the works. For corporate body work, the title entry was used as the main entry and the same is applicable to works under editorial directions.

The subject headings of the catalogued information materials were determined with the Library of Congress Subject Headings. After then, the volumes of the Library of Congress Classification Scheme were consulted to confirm or ascertain the classification number of the material. The subjects were written in the tracing area of the catalogue entries. What I did next was to prepare a Cutter Number for the first three alphabets of the author's surname.

I classified the catalogued information materials with the Library of Congress Classification Scheme. For instance, information material titled "Introduction to Agriculture" was assigned class number S20. Information materials in other classes such as classes Z - Library and Information Science, T - Technology, Q - Sciences, H - Social Sciences, etc., were also classified.

000561
S20 CHE 2010

- 1. Agriculture (a/e)
- I. Cheinfu (a/e)
- II. Title (a/e)

MAIN ENTRY

CHEN John .K. S20
Introduction to Agriculture/John .K. Chen, CHE
Tina .T. Chen 4th ed. -USA: Art of Science
press; 2010.
Xxiv, 12674p, ill.
Includes bibliography and index
ISBN 0-9740635-0-9 HBK

- 1. Herbolism (a/e)
- I.Chen (a/e)
- II. Chen (a/e)
- III.Title (a/e)

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2010



CHAPTER FOUR

EXPERIENCED GAINED DURING THE INDUSTRIAL TRAINING

4.1 Actual Experienced Gained

The experience I gained during my Students' Industrial Work Experience Scheme is enormous which some includes:

1. I have the ability to shelve materials in a very neat way.
2. I can shelve read materials.
3. I understand the meaning of weeding.
4. I can attend to library users to their utmost satisfaction.
5. I know the criteria for selecting new books or materials.
6. I know how to use the accession register.
7. I have the ability to classify and catalogue materials (Books) in a much more improved fashion.
8. I understand that any book or material going to reference section does not need the book jacket and date due slip because is not meant to be lent out to library clientele.
9. Every book must have ownership and accession stamp.
10. Donated books or materials must have Donation Stamp on them to show they were donated.
11. Publishers with legal backing.
12. In classifying books one has to disregard the title of materials because it can be misleading.
13. I learnt more about the Library of Congress Classification Scheme.
14. The catalogue card is 3" by 5" or 12.5cm by 7.5cm.
15. Cataloguing tool use in the establishment to catalogue is AACR2.
16. I learnt the Braille is made of six dots which enable the blind to read them.

17. I learnt how to make a book jacket and where to place it in a new material.
18. Through the behavioral patterns of the workers I also learnt how to behave in a work environment.
19. I also learnt how to make a book cover and how to bind a book.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 SUMMARY

In the course of my attachment at Oke Ogun Polytechnic Library, Shaki, I learnt how to shelve, re-shelve, catalogue, discharge, acquire, and stamp library materials. During my course of learning, I observed that the class lectures are theory and are not complete without the SIWES training. There is need to balance the scale between the school system and the industry in raising the technical literature of the students. Also, I gained a profound knowledge, practical skills and understanding partaking to my profession.

5.2 CONCLUSION

This report covers the experience gathered during the students' industrial work experience scheme SIWES program held at Oke Ogun Polytechnic Library, Shaki. I learnt the basic practical and theoretical knowledge that I may not have gotten from the lecture room. It also gives me a feel of what it would be like after graduation, when I start working in a library organization. It is therefore an understatement to conclude that SIWES is of great benefit to students of tertiary institutions. Proper and effective administration of the scheme will go a long way in boosting and enhancing the competencies of the work force of the country.

5.3 PROBLEM ENCOUNTERED DURING THE PROGRAM

During my training, I came across challenges which hinder my training. They include;

- There is no maintenance of the ICT facilities which has caused it to break down and crash and most of the services are being rendered manually.
- There is no proper training and retraining of the staff.
- Lack of automation.
- Most materials got completely damaged as the bindery section is not functioning.

5.4 RECOMMENDATIONS

Based on my experience during the exercise, I hereby recommend the following:

- There should be alternative power supply in the library so as to not hinder the study of the student currently studying in the library.
- Experienced staff should be assigned to the students.
- The SIWES coordinator should provide Scheme of what the organization are to teach the students.
- The bindery section should be provided for to enhance the protection of materials.
- There should be proper maintenance of the ICT facilities and training of staff and also back up of data for further use.
- The SIWES officials should invigilate the students at their respective place of attachment to ensure discipline.
- Organization should accept student in order to gain the expected experience.
- Materials should be processed, checked, and dispatched immediately to ensure that the materials are available on the shelf at the needed time.

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