

TECHNICAL REPORT ON
STUDENT INDUSTRIAL WORK EXPERIENCE SCHEME
(SIWES)

HELD AT

KWARA STATE LIBRARY BOARD
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BY

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REPORT OVERVIEW

This report provides the details of the experience I gained in various section/division in Kwara State Library Board. 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 Background

SIWES was initiated by the Industrial Training Fund (ITF) in 1973. From the point of its existence, ITF has not only raised training consciousness in the economy, but has also helped in generating a corps of skilled indigenous manpower which has been manning and managing various sectors of the national economy. SIWES was established so as to complement the theoretical knowledge acquired in higher institutions with practical experience. The scheme educates students on industrial based skills essential for a smooth transition from the classroom to the world of work. It is as a result of the realization by the Federal government of Nigeria in 1973 of the need to introduce a new dimension to the quality and standard of education obtained in the country in order to achieve the much needed technological advancement.

The ITF solely funded the scheme during its formative years. But due to the elevated rate of financial involvement, it was withdrawn from the scheme in 1978. It was effectively taken over by ITF in July 1985 with the funding being solely borne by the Federal Government. The operators are; the ITF, the coordinating agencies (NUC, NCCE, NBTE), employers of labour and various institutions. The Beneficiaries are the Undergraduate students of the following: Agriculture, Engineering, Technology, Environmental, Science, Education, Medical Science and Pure and Applied Sciences. The Duration is for a period of Four months for Polytechnics and Colleges of Education, and Three or Six months for the Universities.

The growing concern among our industrialists is that graduates of our institutions of Higher learning lack adequate practical background studies preparatory for employment in industries and this led to the formation of Students Industrial Work Experience Scheme (SIWES). Partaking in this scheme has become a crucial pre-condition for the award of diploma and degree certificates in specific disciplines in most institutions of higher learning in Nigeria in line with the government education policies. One of the primary goals of the SIWES is to help students integrate leadership development into the experiential learning process. Students are expected to learn and develop basic non-profit leadership skills through a mentoring relationship with innovative non-profit leaders. Another is to promote

industrialization in Nigeria, and an avenue between the world of teaching, learning, industry and work interference to a field of study such as Microbiology, Agriculture, Engineering and other professional education programs.

Participation in Industrial Training is a well-known educational strategy. Successful internships foster an experiential learning process that not only promotes career preparation but provides opportunities for learners to develop skills necessary to become leaders in their chosen professions. However, the effectiveness of the SIWES experience will have varying outcomes based upon the individual student, the work assignment, and the supervisor/mentor requirements. Their vision is to be the foremost Skills Training Development Organization in Nigeria and one of the best in the world. While they have a mission to set and regulate standards and offer direct training intervention in industrial and commercial skills training and development, using a corps of highly professional staff modern technique and technology.

The Student Industrial Work Experience Scheme (SIWES) is an accepted skill programme done in order to prepare students for the Industrial work situation outside the institution of formal education. It has become an innovative phenomenon in human resources development and training in Nigeria. Training in all its forms is a process through which a skill is acquired or Knowledge enhanced for the efficiency and expertise of the workforce and potential leaders.

In Respect to the Librarianship profession, it is mandatory for all Students of Library and Information science to undergo the Industrial Training programme at specific points of their study. This initiative will provide a platform through which the skills and expertise needed to become a qualified and certified Librarian will be imbibed in the students studying the course.

1.2 Aims of Students Industrial Work Experience Scheme

The Students Industrial Work Experience Scheme (SIWES) Aims at:

- ❖ Provision of an avenue for students in the Nigerian higher institutions to gain industrial skills and experience in their course of study.
- ❖ To Enlist and strengthen employers' involvement in the entire educational process of preparing institutional graduate for employment in industry and commerce.

- ❖ To expose student to work methods and techniques in handling equipment and machineries that may not be available in the educational institutions.
- ❖ To prepare students for industrial work situation they are likely to meet after graduation.
- ❖ To provide students with the opportunities to apply their educational knowledge in real work situation, thereby bridging the gap between theories and practice.
- ❖ To make the transmission from schooling to the world of work easier through enhancing students contact for later job placement
- ❖ It provides students the opportunity to test their aptitude for a particular career before permanent commitments are made.
- ❖ It also provides students the opportunity to develop attitudes conducive to effective interpersonal relationships and increases a student's sense of responsibility.
- ❖ Improve the employability and production skills of students after graduation.
- ❖ To expose students to the latest developments and technological innovations their chosen professions.

CHAPTER TWO

DESCRIPTION AND HISTORY OF KWARA STATE LIBRARY BOARD

2.1 Location and Brief History of the Kwara State Library

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.

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).

2.2. Objectives of Establishment

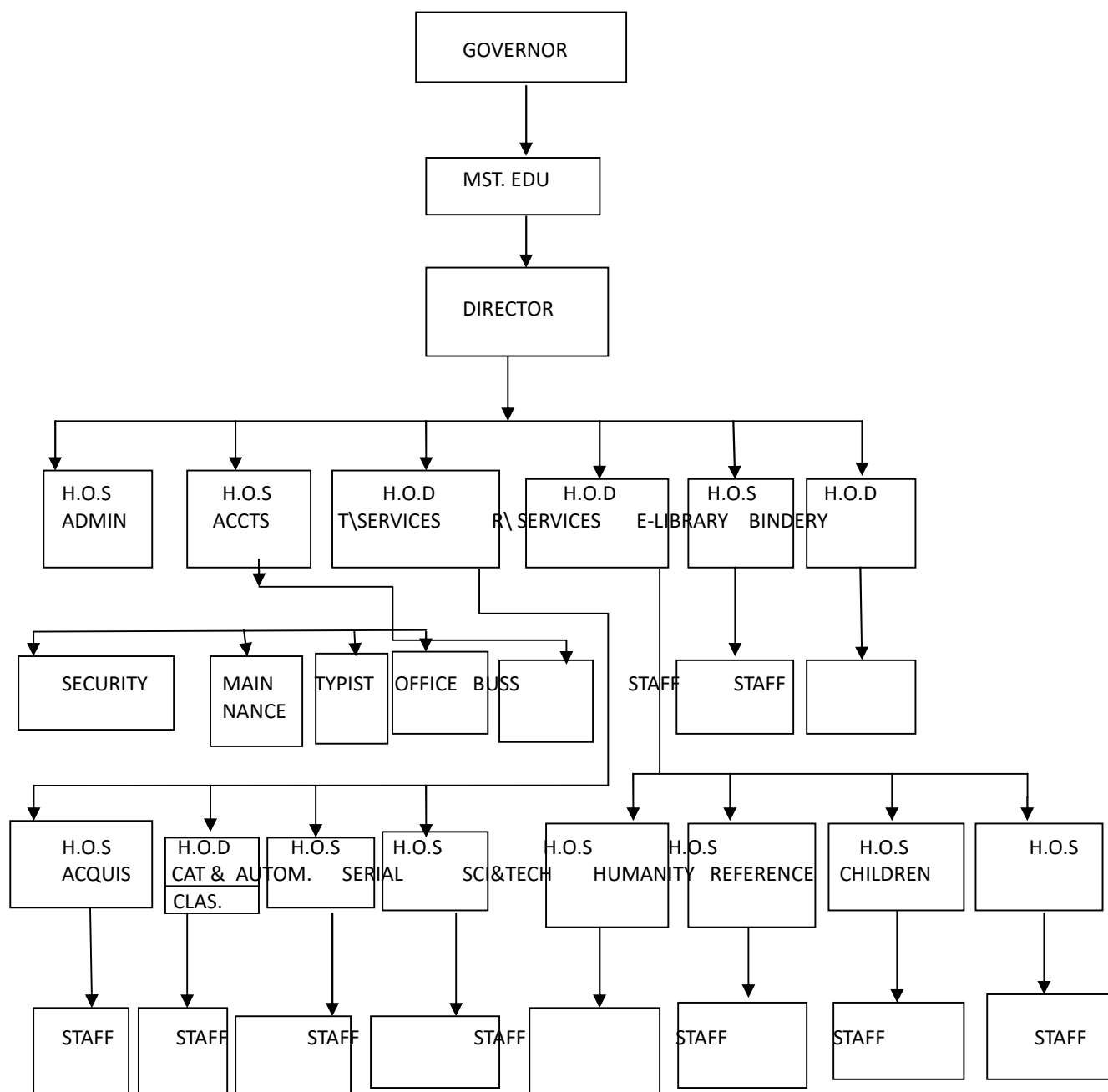
Kwara State library is a Kwara State establishment with the following objective;

The main purpose of Kwara State library is to provide qualitative and adequate reading resources for the people of Kwara State.

The Library is administered by a team of Librarians and the other paraprofessionals who engage in, statewide planning, coordination and provision of services to ensure that the people of Kwara State have equitable access to the collective knowledge and information resources in the State's libraries.

The Library Loans materials to adult users, provide reference services, constant services and internet browsing services, support unbeatable learning for Kwara State residents.

2.3. Organizational Structure



CHAPTER THREE

ACTIVITIES CARRIED OUT IN EACH SECTIONS OF THE LIBRARY

This Chapter explains the day-to-day activities I observed and fully participated in during the period of my attachment at each section of the Kwara State Library Board.

Activities at the Serial Section

1. Arrangement of serials on the shelves based on their discipline for easy retrieval by library patrons.
2. Daily statistics taking of serials consulted by patrons.
3. Displaying new arrivals in a way that will be attractive and create awareness to library patrons.
4. Weeding of obsolete materials from the shelves.

Activities at the Circulation Section

1. Daily shelving and shelf-reading of library materials. Books used by patrons which are left on the cubicle are returned back to their respective places on the shelves to ensure proper arrangement of books.
2. General statistics of users in the library is taken daily to ascertain the population of library users and the rate at which the books are consulted. This will ensure better service delivery and user's satisfaction.
3. Charging of books to library users.
4. Discharging of books. When borrowed books are returned to the circulation desk, it is the duty of a staff to verify if such user has not exceeded the

stipulated time for returning the book. If so, the user will be asked to pay a fine depending on the number of days which the user defaulted. Thereafter, the book is checked to see if it is in proper condition and the user is cleared and given a slip to serve as evidence of submission.

Activities at the Cataloguing and Classification Section

1. Acceptance of materials from the acquisition section for further processing.
The list of these materials are collected and verified to ascertain the correctness. After verification, a staff signs on the list to accept responsibility for the books.
2. Descriptive cataloguing of the newly acquired book materials which entails the bibliographic description of such books. Information such as the author's name, title of the book, name of publisher, place and date of publication, International standards book number (ISBN), number of pages and number of plates (if any), and accession number are recorded on a 3 by 5 inches' catalogue card.
3. Subject cataloguing known as classification is done on the catalogued books.
This is carried out by determining the subject heading of such book using the adopted classification scheme by the library- Dewey decimal classification scheme (DDC).

4. Location and class mark is determined using the DDC Schedule. The cutter table is used to cut the class mark in order to differentiate the book from any other book in the library.
5. Labeling of the book material is done for identification purposes on the shelves. This is achieved by typing the location and class mark on Microsoft word page and printing it out on a sticker which is pasted to the particular book.
6. Entering the bibliographic details of information materials into the library's database using the KOHA software adopted by the library for online and easy accessibility.

Activities at the Acquisition Section

1. Stamping and Recording of Newspapers that are acquired into the library daily. These newspapers are transferred to the reference section as well as Law library after it has been processed- registering, stapling and stamping with College's Identification stamp.
2. Giving accession number to newly acquired library materials. The number is given accordingly while registering the title, author's name, publisher's name, place of publication and the department that requested for that particular book.
3. Sending of book orders to vendors in case of direct purchase which is the main source of acquisition in the Kwara State Library Board.

4. Acceptance of Gifts and Donations of Book materials from Individuals and Corporate bodies into the library's collection.

Activities at the Reference Section

1. Daily shelving and shelf-reading of reference materials which have been consulted the previous day by library patrons.
2. Taking statistics of users of the reference section as well as statistics of reference materials consulted daily.
3. Answering user's queries. Some library users come directly to the reference desk for their information needs. In a situation where the question requires thorough findings, such a user will be asked to exercise patience why the answer is sought. In some other scenarios, users are directed and guided on how to sought the information themselves.
4. Recording and weeding of obsolete reference materials from the shelves to create space for new arrivals. The weeded materials are further transported into storage.

Activities at the e-Library

1. The E-library section is in charge of populating subscribed databases, both filled and unfilled-base databases.
2. Searching, Downloading and Compilation of E-Journals and E-Books for various disciplines.

3. Training users on the development of search skills and training them on how to access various databases.
4. Accommodates library patrons to use the E-Library for Online information research purposes free of charge.
5. Digitization of selected information materials in the library.
6. Provision of links and password to identified peer-review educational journal sites of various disciplines (subscribed and non-subscribed databases).

CHAPTER FOUR

EXPERIENCES GAINED IN THE DURATION OF SIWES TRAINING

4.1 Acquisition Section

1. I can process daily acquired newspapers by registering them, recording each according to their names and quantity, stamping the front page and the back page of the newspapers at the top and bottom and distributing them to the reference section for users.
2. I now recognize the various stamps used on a newly acquired material in the library and the functions they perform.
3. I learnt how accession numbers are given to newly acquired materials in the library and how to register the necessary information on the book into the accession register.

4.2 Cataloguing & Classification section

1. I can now catalogue books based on the bibliographic information I get from the book. I was able to catalogue a book of one author, double author, three and more authors, corporate works, sacred books and edited works.
2. I classified books using the Dewey Decimal Classification (DDC), Sears List of Subject Heading(SLSH) and cutter table.
3. I worked a lot on the library's KOHA software by entering the bibliographic details of books that has been manually catalogued into the library's database.

4. I had the opportunity to receive books from the acquisition section within the period of my training at the cataloguing and classification section.

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665.2	AINA, L.O.
.A258A295	Library and Information Science Text for Africa.- Ibadan: Third World Information Services Limited, 2004.
	xi, 365p.: ill.
	Includes Bibliographical references
	ISBN: 978-32836-1-8
	1. Library Science – Africa
	2. Information Science – Africa
	i. Title

Fig 4.1 A Catalogue Entry

4.3 Serial Section

1. I did daily shelving and shelf- reading of serial materials.
2. I was taught the acquisition method of acquiring journals which are through gift, purchasing, donations and bequeath.
3. I kept records and did statistics of users and serial materials.
4. I got to know that the journals are arranged by disciplines.
5. I learnt that serial materials are not written or published by one author but group of people or organization dealing with various topics
6. I learnt the two types of journals which are local and foreign journals.
7. I now know that serials materials don't have the International Standard Book Number (ISBN) but they have International Standard Serial Number (ISSN).

Advances in Remote sensing. – Vol. 1 – (1994)- Lagos: Merryll Information Services, 1994-

vi.: ill; 25cm

Twice a year

Editor: Prof. Elias M. Ibeh

ISSN 0846-3452

Fig. 4.3 Catalogue Entry of a Serial

4.4 Circulation section

1. I did daily shelving and shelf-reading of books every morning. This is a mandatory activity for all workers at the circulation section and I was not exempted from the task.
2. I now know the process of registering users in the library, both manually and electronically.
3. I can now Charge books to users.
4. I can now Discharge books that was borrowed by a user into the library.

Discharging of books is done by retrieving the three slips that were filed and crossing them to verify that such a user has returned the book in perfect condition.

4.5 Reference Section

1. I did daily shelving and shelf-reading of reference materials.

2. I can now record and index newspapers which means the extraction of relevant and key information from the newspapers for reference purposes.
3. I now know how to issue referral or introduction letter to students who intends to use resources at other institutions and also, how to attend to students with referral letters from other institutions.
4. I took statistics of users and consulted materials at the reference section periodically.
5. I can attend to direct and indirect queries of the users to their utmost satisfaction

4.6 Electronic Support Services Division

1. I can now download subject materials from subscribed databases into the library's database. I worked extensively on the EBSCOhost.
2. I now know about digitalization which is a way of transforming materials in hard copy into soft copy and I was shown how to digitalize materials.
3. I was made to understand what institutional repository means which is the online searchable collection that consists of intellectual resource of the library.
4. I can now search information Online using the search skills I learnt at the E-Library section for quality information.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 SUMMARY

In the course of my attachment at Kwara State Library Board, I have been taught on how to shelve, re-shelve, catalogue, discharge, acquire, stamping, etc. of 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. I have 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 programme held at Kwara State Library Board. 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 RECOMMENDATIONS

Base on my experience during the four months SIWES training, 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.