



**KWARA STATE POLYTECHNIC, ILORIN  
INSTITUTE OF INFORMATION AND COMMUNICATION  
TECHNOLOGY  
DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE**

**REPORT ON  
STUDENTS INDUSTRIAL WORK EXPERIENCE SCHEME (SIWES)**

**HELD AT  
NATIONAL LIBRARY OF NIGERIA, KWARA STATE BRANCH  
(AUGUST, 2024 – NOVEMBER, 2024)**

**BY  
ADEBAYO RUFUS OLAMILEKAN  
ND/23/LIS/FT/0024**

**SUBMITTED TO  
THE DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE  
INSTITUTE OF INFORMATION AND COMMUNICATION  
TECHNOLOGY**

**MARCH, 2025**

<b>TABLE OF CONTENTS</b>	<b>PAGES</b>
<b>CHAPTER ONE</b>	
Introduction	
1.1 Background-----	1
1.2 Objectives-----	2
<b>CHAPTER TWO</b>	
2.3 Organizational Structure (including organogram)-----	3
2.4 The various departments/divisions in the establishment and their functions-----	4-14
<b>CHAPTER THREE</b>	
3.0 Report on work actually carried out-----	15-19
<b>CHAPTER FOUR</b>	
4.0 Experience gained in the various sections-----	20-23
<b>CHAPTER FIVE</b>	
5.0 Summary, Conclusion and Recommendations	
5.1 Summary of attachment activities-----	24
5.2 Problems encountered during the programme-----	24
5.3 Suggestions for improvement of the scheme-----	25

## **REPORT OVERVIEW**

*The Student Industrial Work Experience Scheme (SIWES) is a program that is meant to train student to gather practical experience in their various departments. Students are to be exposed to their place of work (attachment) during the training period. This report contains the experience gathered during the 16 weeks training program which was held at National Library of Nigeria, Kwara State Branch. It also entails information pertaining to where I carried out my SIWES i.e description of the establishment/institution of my attachment.*

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1. History of Industrial Training Fund (ITF)**

The Industrial Training Fund was established in 1971. It has operated consistently and painstakingly within the context of its enabling laws and Decree 47 of 1971 as Amended in the 2011 ITF ACT. The objective for which the fund was established has been pursued vigorously and efficaciously. In the four decades 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.

Over the years, pursuant to its statutory responsibility, the ITF has expanded its structures, developed training programs, and reviewed its strategies, operation and services in order to meet the expanding and changing demands for skilled manpower in the economy. Beginning as a Parastatal “B” in 1971, headed by a Director, the ITF became a Parastatal “A” in 1981, with a Director- General as the Chief Executive under the aegis of the Ministry of Industry. The Fund has a 13-member Governing Council and operates with 10 Departments and 4 Divisions at the Headquarters, 33 Area Offices, 3 Skill Training Centers, and a Centre for Industrial Training Excellence. Participation in SIWES has become a necessary pre-condition 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.

#### **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:

- i. Provision of avenue for students in the Nigerian universities to gain industrial skills and experience in their course of study.
- ii. To prepare students for the work situation they are likely to meet after graduation.
- iii. To expose students to work methods techniques in handling equipment and machinery that may not be available in the universities.
- iv. To make the transition from the university to the world of work easier, and thus enhance students contacts for later job placement.
- v. To provide students with an opportunity to apply their theoretical knowledge in real work situation, thereby bridging the gap between university work and actual practice.

## CHAPTER TWO

### DESCRIPTION OF THE ESTABLISHMENT OF ATTACHMENT

#### **2.1 Location and Brief history of National Library of Nigeria, Kwara State Branch**

The Kwara State Branch of National Library of Nigeria was established on 13th of October 1980 among the second generation branches under the administration of the first indigenous National Librarian Dr. Simeon B. Aje. Prior to establishment of the branch, the kwara State Library Board met with her supervising Ministry to request from the State Government to request for establishment of Kwara State Branch. When approval was given by the State government knowing well the conditions that must be met before the branch is established, the State library board was instructed to secure an apartment to accommodate the Branch and assisted to set up the library.

Today, it is an impressive of literacy and with enough space to accommodate the researchers and administrative offices. In 1980, the branch Library purchased its first furniture, received books from Lagos head office and two library Assistants were employed to commence work immediately. Some members of Staff were seconded to the branch from the headquarters of National Library of Nigeria in Lagos and the Kwara State Library Board for effective take off. By 1981, the branch had acquired a land for its building, keeping hope with architectural design of the prototype.

While seeking funds for construction, the piece of land was revoked for non-development. In 1984, another piece of land was reallocated to build the prototype permanent structure. The branch first library accommodation occupied in 1980 became less spacious as the library continues to grow. The increasing volume of books and rates of circulation forced the library to move to larger space on the same Offa road, Ilorin. The branch moved to former SDP Secretariat at Kulende Estate Ilorin in 1996, under Ilorin East Local government Area. In

2003, the Education Trust Fund supported the library with computer systems and internet connectivity. This led to change in information search and retrieval and one "of the first libraries in the nation featuring Internet service. The branch provides public computer access, Wi-Fi accessible, and offer free programs and activities for users.

In 2013, the Branch recorded a huge in-person visits, circulated an unprecedented number of items, set a record of over 1,400 participants throughout its Readership Promotion Campaign both in town and at the grass root communities at her expense. This federal-owned library offers free services to the public, with a wide range of quality books and learning materials in stock. It's accessible to students, teachers and researchers. National Library of Nigeria offers a serene and quiet environment which makes studying attractive. The library's book collection contains current books, journals, periodicals and reports. The library has an array of books and journals useful for wide range of researches. The serene environment makes way for easy assimilation too.

The total stock is as follows:

<b><i>MATERIALS</i></b>	<b><i>TITLES</i></b>	<b><i>VOLUMES</i></b>
<i>1. Nigerian monographs</i>	<i>130240</i>	<i>171898</i>
<i>2. Foreign monographs</i>	<i>112470</i>	<i>141041</i>
<i>3. Newspapers</i>	<i>101</i>	<i>1396998</i>
<i>4. Federal govt. rare books</i>	<i>335</i>	<i>1387</i>
<i>5. Official doc. &amp; Gazettes</i>	<i>647</i>	<i>2452</i>
<i>6. Divisioned Nations doc.</i>	<i>4131</i>	<i>81561</i>
<i>7. Canadian doc.</i>	<i>10100</i>	<i>15243</i>

## **2.2 Division and Sections of National Library of Nigeria, Lagos State Branch**

The library comprises of three (3) main divisions and ten (10) sections.

- 1. Selection and Acquisition Division:** It is responsible for acquiring materials through subscriptions/purchases in accordance with the guideline provided in the acquisitions policy. Its sections includes:

- Selection Section
  - Receipt and Processing Section
  - Database Management Section
  - Preservation and Conservation Section
2. **Cataloguing and Classification Division:** The division is statutorily responsible for the central technical processing of intellectual resources acquired through purchases and gifts. This division encompasses 4 sections:
- Nigerian Monographs Section
  - Non-Book/Serial Section
  - Foreign Monograph Section
  - Shelf Preparation Section
3. **Gifts and Exchange Division:** It is responsible for acquiring books and non-book materials through gifts and exchanges as well as donations from well-meaning individuals and organizations. It is also charged with the responsibility of soliciting for gifts from foreign donors for distribution to educational institutions. Sections:
- Gifts Section
  - Exchange Section



## **CHAPTER THREE**

### **DESCRIPTIONS OF THE ACTIVITIES DONE**

#### **3.1 Selection and Acquisition Division**

Acquisition division also known as collection Development Division is part of the Technical Services Section of the library. The division is devoted to activities concerning the selection, acquisition and management of the library information materials. I was involved in the activities of the Division 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 Division.

#### **3.2 Cataloguing and Classification Division**

Cataloguing and Classification Division 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.

In cataloguing and classification division, I was exposed to the physical description of materials using the bibliographic elements such as name of author, title, name of publisher, place of publication, year of publication, pagination, ISBN(International Standard Book Number) or the ISSN (International Standard Serial Number),this is called MANUAL

CATALOGUE. I was told to catalogue some materials which the name of materials is ESSENTIAL IMMUNOLOGY by/ROITT, IVAN and BIOLOGY TEACHING METHODS EDITED BY ISAAC, OLAKANMI ABIMBOLA which the correction was made by head of cataloguing section. I catalogued books of various types' i.e books with authorship, edited books, books in volume and also some in series.

In classification i was engaged in how to determine the subject heading of materials that have been catalogued. Subject heading are determined by reading through the introduction or preface of information material not from the title of the materials. I also learnt how to assign classification number to the material from the classification scheme used by the library that is the Library of Congress Classification Scheme, also learnt how to use the cutter table. I also taught how to input 3x5 cards that contains information descriptive works done manually to KOHA at E-library, which i also part took on entered cards into KOHA software.

### **3.3 Documents Section**

The Documents Section houses government publications and other publications emanating from bodies. This section engaged of having legal backing and it could originate from individuals or any government. A government publication is a document that is printed at government's expenses or published by the authority. The Federal State, Executive, Legislative and Judiciary could be the issuing agencies. Document may appear in a wide variety of format.

Functions which include:

- i. Harvesting of documents from government agencies and corporate bodies;
- ii. Classifying the harvested publications.

- iii. Maintaining the records of documents in the section.
- iv. ensuring that documents are made available to users on request; and
- v. Keeping statistics and generating reports of documents consulted.
- vi. Documents can only be consulted in this section except for the purpose of photocopying. However, permission must be sought from the Librarian in charge of the section before such documents can be taken out of the purpose of photocopying.

## **CHAPTER FOUR**

### **EXPERIENCED GAINED DURING THE INDUSTRIAL TRAINING**

#### **4.1 CATALOGUING AND CLASSIFICATION DIVISION**

- i. I can able to catalogue and classify information materials manually.
- ii. I also learnt how to make use of the cutter table.
- iii. I can now determine subject heading of information materials.
- iv. I learnt about the tools used in cataloguing and classification which are schedule, subject heading list and cutter table.
- v. I learnt that KOHA is the university of Ilorin software and with the help of this, books catalogued manually can be viewed online through OPAC.
- vi. I also learnt how to distinguished between edited work and main authorship

#### **4.2 EXPERIENCE GAINED IN DOCUMENT SECTION**

- i. Ability to cut and paste key information extracted from the newspaper in album cotton.
- ii. I learnt how to extraction of key information from the newspaper.
- iii. I learnt that materials in this section are not bought or ordered for but they collect the materials or it's been brought from government agencies.
- iv. I learnt that in this section harmonized scheme for government publication is used in classifying materials.
- v. I also learnt that in this section, we only classify but not catalogue.

#### **4.3 EXPERIENCE GAINED IN CIRCULATION SECTION**

- i. Keeping records of daily statistics in the library.
- ii. Ability to renew materials borrowed by users that are still needed.
- iii. I can now attend to users to their utmost satisfaction.
- iv. I can clear out the cards of the cleared students with ease.
- v. I can now differentiate between shelving and shelf-reading.
- vi. I now know all the processes involved in charging and dis-charging of materials.

#### **4.4 EXPERIENCE GAINED IN SELECTION AND ACQUISITION DIVISION**

- i. Ability to process daily newspapers acquired.
- ii. I now have knowledge on the various methods used to acquire information materials.
- iii. I learnt all processes involved taken to acquire new materials in the library.
- iv. I also learnt how accession numbers are given to newly acquired materials.
- v. I know the various the stamps used in the library and what they represent.

## **CHAPTER FIVE**

### **CONCLUSION AND RECOMMENDATIONS**

#### **5.1 SUMMARY**

In the course of my attachment at National Library of Nigeria, Kwara State Branch, I learnt how to shelve, re-shelve, catalogue, classify, 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 National Library of Nigeria, Kwara State Branch. 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.
- Experienced staff should be assigned to the users.
- 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.