

TECHNICAL REPORT ON
STUDENT INDUSTRIAL WORK EXPERIENCE SCHEME
(SIWES)

OBSERVED AT

OSUN STAE LIBRARY BOARD
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REPORT OVERVIEW

This report provides the details of the experience I gained in various section/division in Osun 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 History and Background of SIWES

The Students' Industrial Work Experience Scheme (SIWES) was introduced by the Federal Military Government of Nigeria in 1974 as part of the undergraduate curriculum in higher institutions to primarily bridge the gap between theory and practical training. The skills training program was designed to expose students in Polytechnic and other tertiary institution to real life work after graduation.

Before the inception of the Scheme, there was a growing concern among Nigerian industrialists that graduates of institutions of higher learning lacked adequate practical background experience necessary for employment. So, employers were of the opinion that the theoretical education provided by higher institutions did not meet nor satisfy the needs of the economy. It was against this background that the ITF during its formative years, introduced SIWES to provide students with the opportunity of exposure to handle equipment and machinery in Industry to enable them acquire prerequisite practical knowledge and skills (ITF and UNIJOS, 2011).

This program (SIWES) is a four credit unit course in some polytechnics and other tertiary institution which must be met by students before graduation in order to gather practical knowledge of the theoretical aspect that they have learnt during the course of their study in polytechnic. This is the reason why it is mandatory for the students in the department of Library and Information Science, Kwara State Polytechnic, Ilorin to go to different libraries to acquire practical knowledge of librarianship.

1.2. Objectives of SIWES

The objective of SIWES includes:

- i. Providing an avenue for students in institutions of higher learning to acquire industrial skills and experience in their approved course of study;
- ii. Prepare students for the industrial works situation that they are likely to meet after graduation.
- iii. Expose students to work methods and techniques in handling equipment and machinery in their institutions.
- iv. Provide students with an opportunity to apply their knowledge in real work situation thereby bridging the gap between theory and practices. It enables the student to have working experience.
- v. Promote the acquisition of skill and manpower development as well as to cater for the training of middle level cadre in both the public and private sectors.
- vi. It affords students the opportunity of being familiar and exposed to the needed experience in industrial skills, training and development to meet human resource needs for rapid industrialization and sustainable economic development of Nigeria

CHAPTER TWO

2.1 Description of the Establishment of Attachment

Osun State Library is a public library located in Osun State, Nigeria. The library was established soon after the state was created in 1967. The library was renovated in 2003, establishing the administrative, technical, and acquisition division. It was established with the aim of providing qualitative and adequate reading resources for the people of the state, irrespective of age, educational background, status, religion and gender.

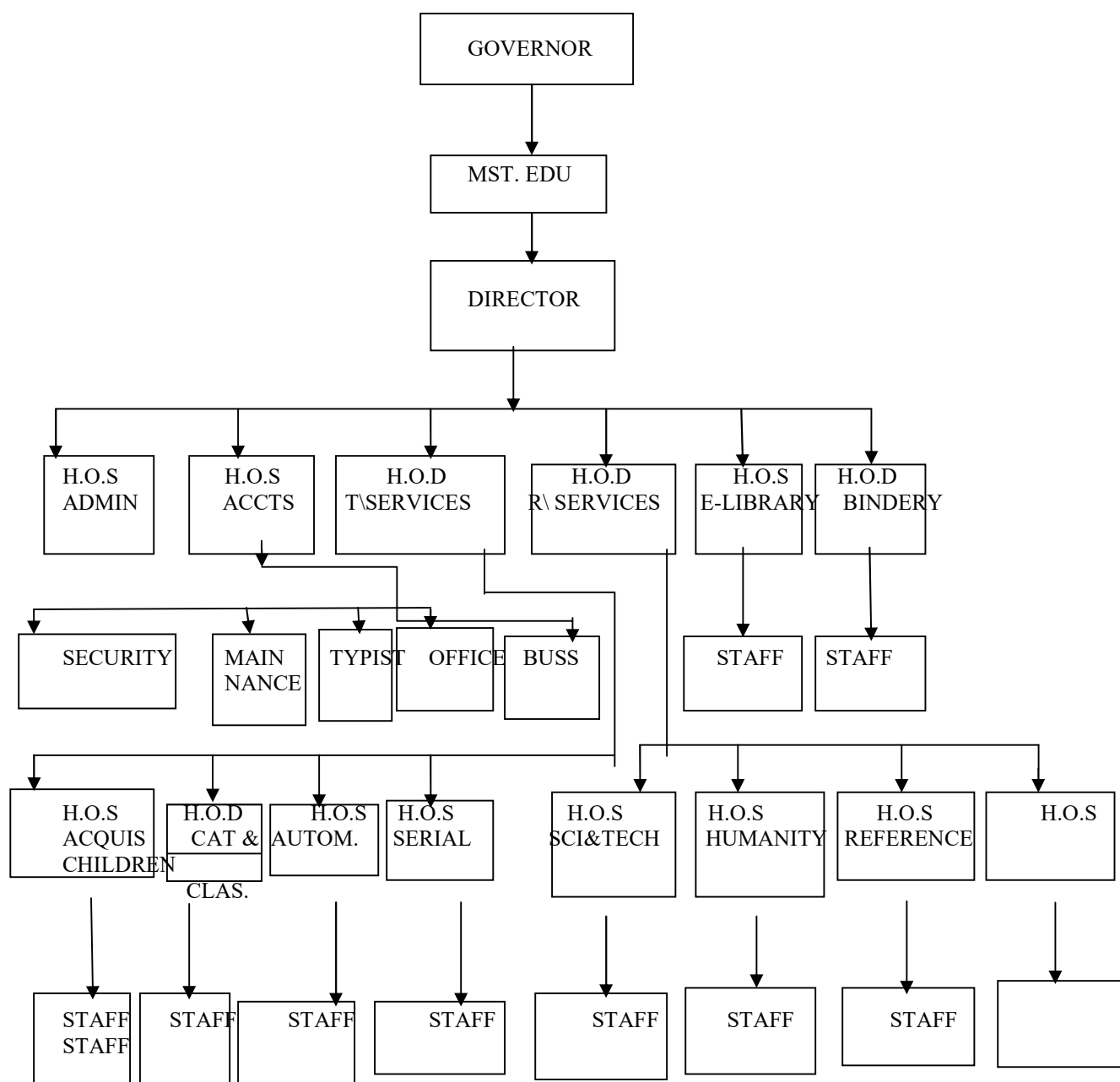
Osun State library Board liaises with other libraries and related organizations in the provision of information services. Provision of selected annotated bibliographies as may be required to meet the educational and research needs of users, most of whom are civil servants, government officials, lecturers, professionals of all types and students. Monitoring periodic exhibitions and display on topical national and educational interest. Compilation of list of books, newspapers, journal and rare books for binding. Stock taking of the Collections; weeding and update of stock to enrich information services. More so, Selective dissemination of information (SDI) and other awareness services. Photocopying services to curb theft and mutilation, Preservation and conservation of materials in the collection. Keeping statistics of work output and maintaining the public Card Catalogue

2.2 Objectives of the Establishment

The following are the objectives of the establishment:

1. To provide every user with access to as much information, establishment, and resources as possible regardless of age, financial situation or any other variables.
2. To contribute to the achievement of the society
3. To enhance the quality of life by providing user access to resources and services that promote the personal growth, cultural enrichment and lifelong learning for every member of the society
4. To offer a free, comfortable and secure place for the general public to come and learn.
5. To create awareness about important and uses to library.

2.3 Organizational Structure



Osun State library has two main departments which are:

Reader service department

Technical department

And also one special department for the physically challenged people called the "Disable section"

Sections under these departments are:

Reading department:

Humanity

Science and technology

Reference

Children

Technical department:

Bindery section

Classification section

Cataloguing section

Serial section

Functions of Each Section in the Osun State Library

CATALOGUING SECTION

Cataloguing is a process by which the bibliographic details of available materials in the library are entered into the catalogue cards. Cataloguing remains as indispensable in library. Cataloguing remains the same purpose as index. Catalogue will tell you where you can get particular information in the library.

In Osun State library any newly arrival materials must be passed to cataloguing section so that the bibliographic details of the material will be imputed in the catalogue card.

The main three entries are:

1. Authorship
2. Title entry
3. Subject entry

Author can serve as the main entry as the same time the title can serve as the main entry. In a situation where by we have three authors, the first author will remain as the main entry. But if we have more than three authors the prominent author will be the main author and the remaining authors will be {et al...}

The moment the book arrived to cataloguing, the first thing to do is to produce a worksheet. In a situation whereby you couldn't get in touch with the real book you then make use of the entry made in the worksheet.

The general name for these unit or section is called technical section. More also this section (cataloguing section) is the soul (heartbeat) of librarianship and it is act of describing a publication either book or non-book materials in card approximately 3 by 5 inches, book shelf or computer (automate).

I learned that Osun State library have some element which the cataloguer should consider when cataloguing a material such as:

- 1 Heading
- 2 Statement of responsibility
- 3 Imprint
- 4 Collation
- 5 Note
- 6 ISBN
- 7 Tracing
- 8 Publication details

How Osun State library Catalogue their Materials

- 1 books meant for cataloguing are normally received through the acquisition session of the library, material such as book must have accessioned, stamp with the date and ownership label
- 2 uses of punctuation
 - i. the surname and the other name of the author are separate by a comma
 - ii. the title and the sub-title will be separated by a colon
 - iii. A diagonal slash is used at the end of the title and subtitle
 - iv. A bracket indicated at the top in itself is no longer follow by a full stop
 - v. After abbreviation, a full stop is employed.
- 3 I learned that they catalogue under author entry, subject entry ,title entry and also classified added entry card
 I learned that when a book is written by more than three authors the main entry should be made under the title of the material.
 However, in the Osun State library they adopt word by word approaches in their filling of their catalogue cards.
 This is the description of book written by joint author.

RANDALL, Sarriah Alikubba Sexual Transmitted Disease and contraception/by Sarriah Alikubba. – 2 nd ed. – United Kindom: Petroc publisher, 1998. viii, 105p. :ill. Diagram, Map ISBN 19-006-003160 1. Biology i. title	
41582 RAN	510.2

A TYPICAL EXAMPLE

ACQUISITION SECTION

Acquisition can be defined as the process of acquiring library material into the library. Acquisition remains as an agent between library and the users because they are in charge of conducting community analysis of users in the state, they formulate policy that will guide the appropriate selection of materials so as to know the information needs of the people, they also process the materials before sending it to the cataloging department.

Problems of acquiring material

1. The materials or publications to acquire are so numerous
2. Fund are always limited
3. The number of language to be comprehended at large is a great variety of document ranging from book to video tapes
4. Lack of bibliography control as a result of the job of book selection become extremely difficult.

Criteria for mechanization of acquire materials

- ❖ Authority of the book
- ❖ Up to date
- ❖ Format
- ❖ Style and authors graphical typographic
- ❖ Scope

Process for new arrived materials in the library

- ❖ After verification

- ❖ Collation
- ❖ Stamping
- ❖ Accession number

Major stamp in acquisition section

- ❖ Ownership stamp
- ❖ Accession stamp and reference stamp
- ❖ Legal deposit stamp
- ❖ Donation stamp

NOTE: -Every page 19 in the library material is a security page.

REFERENCE SECTION

Reference department of Osun State library Board, Ilorin is there majorly to serve users with system (laptop) because this is the only section where systems are allowed in the library and there are a lot of materials which users can consult to extract their information from and also bridge their information gap. The reference unit of the library houses materials that cut across every area of knowledge. The reference librarian does most of the work in the reference unit because of the curiosity exhibited by users of the library and could only be attended to by the reference librarian. The librarian in the unit commits to memory some facts he discovered as relevant to user and knows where tools that are of use are kept so as to facilitate easy retrieval. Materials housed in this section are encyclopedia, yearbook, dictionary, directory, bibliography and many others. However, it is very important to note that question expected in the unit are arranged from all human endeavours and the library serves the general public. The question to be answered in the unit has to be factual enough to enable the librarian satisfy the curiosity of users on a given subject. The services in the library cannot be restricted to only the tools but also to diverse strategies such as telephone, email, etc.

CLASSIFICATION SECTION

Classification is a process of grouping knowledge into different subject matter. Classification is also a discipline of arranging materials on the shelf by subject matters. Classification scheme are various in nature and the major classification scheme widely adopted is LC (library of congress classification scheme) and DDC (Dewey decimal classification scheme). The library adopts the DDC classification scheme in grouping their materials on the shelf.

Division of DDC

- 000 – GENERAL WORKS
- 100 – PHILOSOPHY AND RELATED DISCIPLINE
- 200 – RELIGION
- 300 – SOCIAL SCIENCE
- 400 – LANGUAGES
- 500 – PURE SCIENCE
- 600 – TECHNOLOGY
- 700 – ART AND RECREATION
- 800 – LITERATURE
- 900 – HISTORY AND GEOGRAPHY

How to determine a subject

When we are classifying books: The name and subject written on the book is to be used to determine the subject heading. To determine the subject matters open the content, go through the table of the content, and then read through the preface of the book to get the subject matters of the material.

Preface: the preface of the book is what the writer or Author write about the book. It will tell us what the book is all about and ideal.

The bibliographic of the book is the reference at the back of the book and index

What to know about book before we classify

Their rules of application

Rules of two's

Rules of Three

Rules of Zero

The rule of application:-When you are given a book and the the book contain more than one subject. the first rule applicable is to check how much each subject is applicable to the material e.g

<u>Geo</u>	—————	<u>Physics</u>
1		2

1. The rule of two: When books deals with more than two subject equally. Classify the book using the one that appear first in D.D.C e.g physics, Biology.
2. The rule of 3 when a book deals into three subject equally, place it according to the one that appears first in the DDC
3. The rule of zero: If a book have a class no. 222. sub-division 0012 look for the specific sub-division in other to omitted 001 i.e 222.12 or 222.22

Three ways of classifying material by using DDC

1. Subject
2. Elementary
3. Table

Junior elementary: should first start with 372 before for their sub-division notation after decimal point (372.1 etc)

Senior elementary: Are classified direct under general work of classes with sub-division but 372 should come after the class – No.

CHAPTER THREE

WORK CARRIED OUT

The actual work carried out include

- i. Shelving, re-shelving and shelf-reading
- ii. Charging and Discharging
- iii. Book recording
- iv. Cataloguing of library materials
- v. Classification of library materials
- vi. Accession of library new holdings
- vii. Newspaper cutting
- viii. Newspaper clipping
- ix. Information Delivery
- x. Attaching of Date-due label
- xi. Monitoring reserve collection
- xii. Fixing of physically damaged books at the bindery unit

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. The experience I gained during my training is outline below:

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 Dewey Decimal 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

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary of Attachment Activities

The development of a nation i.e. economic, social and political growth is based on the level of their industrial growth. During my training I realized that education in the school is not an end itself, but a way of learning the basics of a field of study. This is because school training alone cannot teach the skills, values, experience and attitude necessary to be making it in our various fields. There is need to balance the gap between the school system and industry in raising the technical literacy of the students that their course involve practical activities. So with all the knowledge gathered through this training I am now well equipped with skills, value, experience and attitude necessary to make it in my field of study. Particularly being exposed to a work environment, the way workers are expected to dress and behave in the environment and also the punctuality of workers.

5.2 Problems encountered during the programme

Some of the problems encountered during my programme include:

1. The problem of securing attachment in an establishment that has quality equipments.
2. Incentives should be provided for the students when necessary during their training.
3. Lack of adequate staff in the establishment of my attachment.
4. The competency and level of training of the staff in my establishment is below expectation.
5. Presence of obsolete and out of date materials in the institution of my attachment.
6. Lack of maintenance of the library building and even the library materials which actually make the library and materials so dusty.

5.3 Observations

I noticed that the library is not using the Card Catalogue at all. The users just go to the shelf and pick any book they are in need of. Even the online catalogue has not been completed as at the time I was leaving the library. Also there are no enough books on some specific field like religion, Sociology and library science in the library.

I also observed that the library don't organize any orientation program for their users. The users just come, register and begin to use the library which is so very wrong, and this has lead to the users picking books from the shelf and returning the book to another shelf.

Lastly, many library users are not adhering strictly to the library rules and regulation in their usual habit of eating, chatting, and receiving phone calls in the reading hall. These ugly trend need to be checked for the goals and mission of the library to be feasible and achievable.

5.5. Recommendations

Osun State library board, Ilorin needs to improve in some ways to ensure they serve the needs of its library clientele in a community environment.

- i. Osun State government should increase the fund allocated to Osun State Library. And if the fund is increased, the library board must ensure that they make good use of the fund.
- ii. Provision should be made to automate the library fully
- iii. In terms of staffing, professional staff should be employed in the state library in order for some routines line classification, cataloguing, and processing of library materials to be done properly and effectively
- iv. In collection development, selection of material should cover every discipline so as to make the library more efficient in its provision of information to the Osun State community.
- v. Obsolete library materials should be replaced with updated one.