

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

**OBSERVED AT**  
**TAI SOLARIN UNIVERSITY OF EDUCATION LIBRARY**  
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## **REPORT OVERVIEW**

This report showcases the experience I gained during my Students' Industrial Work Experience Scheme (SIWES). SIWES is an Industrial Training program that assists in making students gather practical experience in their various fields of study. Students are to get attachments in institutions where they can undergo their training. This report entails the experience I gathered as well as information pertaining to where I carried out my Students' Industrial Work Experience Scheme.

It contains, also some valuable and important information and description of the establishment/institution of my attachment. Some of this information in this report includes the location and brief history of the establishment, the objectives of the establishment of my attachment, the organisational structure/hierarchy of the establishment and the various departments/sections in the establishment and their functions.

Finally, the report contains some challenges I encountered or took notice of during the period of my attachment and some recommendations that could help improve the Scheme in the future.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1. Background**

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**

### **DESCRIPTION OF THE ESTABLISHMENT OF ATTACHMENT**

#### **2.1 Location and Brief history of Tai Solarin University of Education Library**

Tai Solarin University of Education Library came into operation on Monday 20th February, 2017. Situated on the basement of the Administrative cum Senate Building, it has capacity for Two Hundred (200) readers. It is well illuminated and fully air conditioned a beauty to behold in its serene environment. The Library is a repository of classified print, audio-visual and electronic data stored in software and hardware kept in a building for consultation to enhance human development. The library uses the Library of Congress Classification (LC) scheme as obtainable in all academic libraries. The library aims to make it a world class library with relevant current and retrospective information accessible to all our clientele physically and electronically

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. It is not an over statement to say that the university library is one of the most transformed unit in Tai Solarin University of Education Library.

The Tai Solarin University of Education Library is segmented into the following Departments in order to enhance systemic synergy and productivity in service delivery via:

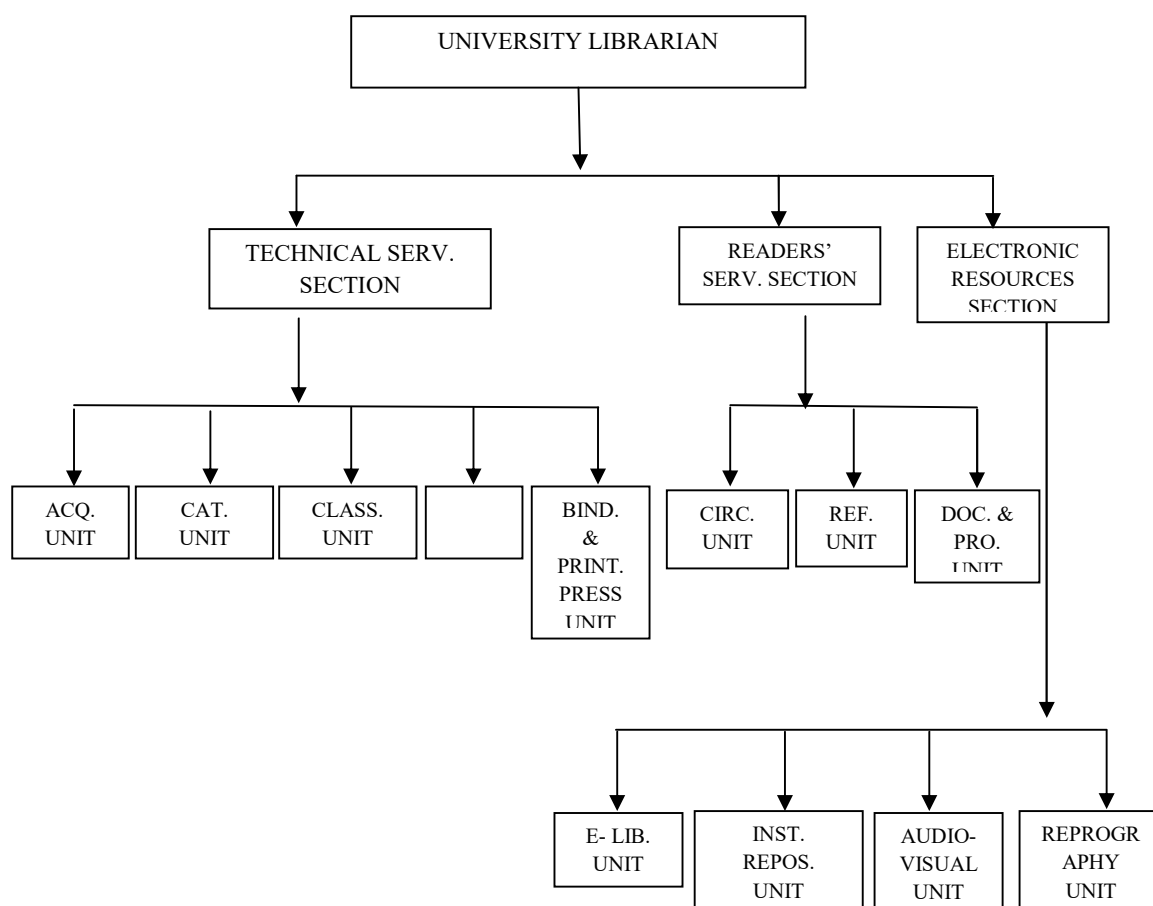
- Administration
- Circulation and Reader Services

- E-Library
- Reference
- Technical Services (Cataloguing and Classification)
- Serials Services
- Reserved Unit
- Photocopying Services
- Collection Development

## 2.2 Structure/Organogram of the Library

### TAI SOLARIN UNIVERSITY OF EDUCATION LIBRARY

#### ORGANOGRAM



## **CHAPTER THREE**

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

#### **3.1 Technical Department**

##### **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.

##### **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 Medicine" was assigned class number R5 130. Information materials in other classes such as classes J – Political Science, T - Technology, Q - Sciences, H - Social Sciences, etc., were also classified.

### **3.2 Circulation and Readers Services**

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.

### **3.3 Reference Department**

Reference Department is a part of Research and Serials Section of the library. This department houses information materials that are meant for consultations and not be read from page-to-pages. The services majorly render in this department 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.

### **3.4 Research Unit**

Research Unit is a part of the Readers' Section. The Unit houses the projects of students submitted to the library. The Unit has registers for each department and the registers are classified according to the programme – ND/HND – projects are submitted for. Once the projects were received, they will be stamped and recorded into the appropriate register. The register contains the following information:

1. Serial number
2. Title of the project
3. Name of student(s)
4. Matriculation number(s)
5. Year the project is submitted

### **3.5 Serial Services**

Serials services 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.

### **3.6 E-Library Department**

The E-library Unit is another part of the Electronic Services Section. The department 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 department because the department don't have enough resources to leverage the automation activities that can improvise the library services. The department is just filled with computers and some ICT facilities that can be used for the automation project.

## **Audio Visual Unit**

Audio Visual Unit is a part of the Electronic Services Section. The Unit houses information materials whose contents can be accessed through the human sense of hearing - ears - or seeing - eyes. Information materials in this Unit include: Televisions, radios, speakers, CDs, VCDs, DVDs, microfilms, microfiches, floppy disks, memory cards, projectors and digital dishes.

The projector was projected to the screen for viewers during several meetings. I was involved in setting up the projector by connecting its HDMI cord to a compatible laptop, followed by switching on the projector, wait for it to come up and display on the screen and launch the slides intended to be displayed for viewers.

### **3.7 Reserved Unit**

Reserved 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 University 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.

## **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. In classifying books one has to disregard the title of materials because it can be misleading.
12. I learnt more about the Dewey Decimal Classification Scheme.
13. The catalogue card is 3" by 5" or 12.5cm by 7.5cm.
14. Cataloguing tool use in the establishment to catalogue is AACR2.
15. Through the behavioral patterns of the workers I also learnt how to behave in a work environment

## **CHAPTER FIVE**

### **CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Conclusion**

This 16 weeks exercise has deeply exposed me to various activities and routines being performed in the Tai Solarin University of Education Library to ensure that the library is supporting the achievement of the University's objectives. During the exercise, I am proud to be a part of the efficiency and effectiveness of the library towards providing quality information to the students, researchers, academic and non-academic staff of the University. This was achievable through my engagement in users' registration, shelving and shelf reading, binding, charging and discharging, reference services, selection and acquisition, serials and indexing, automation and provision of audio visual services to the users.

#### **5.2 Recommendations**

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

1. Management of Tai Solarin University of Education Library should adequately fund the library in order to reduce the financial burden limiting the library from serving its users efficiently and effectively.
2. Management of Tai Solarin University of Education Library should consider exploiting other means of funding through consultation, fund raising and other services.
3. Management of Tai Solarin University of Education Library should ensure that the library is staffed with qualified and competent personnel who can deploy their skills to transform the library services.
4. Staff of Tai Solarin University of Education Library should always develop their skill-sets in order to be providing 21<sup>st</sup> century library services to users.



5. The Industrial Training Fund should ensure proper payment of students' remunerations when undertaken the exercise. This will motivate the students to be committed to the programme during this challenging time.