

**TECHNICAL REPORT ON
STUDENTS' INDUSTRIAL WORK EXPERIENCE SCHEME (SIWES)
HELD AT
KWARA STATE LIBRARY BOARD
(FROM AUGUST TO NOVEMBER 2024)**

BY

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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 gathers 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 established in 1973/1974. Prior to the establishment of the scheme, there was a growing concern among industrialists that graduates of Nigeria institutions of higher learning lacked adequate practical background studies preparatory for employment in the Industries. It is against this background that the rationale for initiating and designing the scheme was hinged. Consequently, the scheme affords students the opportunity of familiarizing and exposing themselves to the needed experience in handling equipment and machinery that are usually not available in their institutions (Information and Guideline for SIWES 2002). The scheme was designed to expose students to industrial environment and enable them to develop occupational competencies so that they can readily contribute their quota to national economic and technological development after graduation. The Scheme also enables students to acquire knowledge, skill and experience to perform jobs in their respected fields.

The Student Industrial Work Experience Scheme (SIWES) was established by ITF in 1973 to solve the problem of lack of adequate practical skills preparatory for employment in industries by Nigerian graduates of tertiary institutions. The SIWES Programmes according to Nse (2012) citing Onwuji (2004) being a skills acquisition programme blends theory with practice in the industrial and commercial activities of our national economy. ITF has as one of its key functions; (1) to work as cooperative entity with industry and commerce where students in institutions of higher learning can undertake mid-career work experience attachment in industries which are compatible with students area of study (Okorie 2002, cited in Asikadi 2003).

Nse J. (2012) citing Ugwuamji (2010) asserts that SIWES is a cooperative industrial internship program that involves institutions of higher learning, Industries, the Federal government of Nigeria, Industrial Training Fund (ITF), Nigerian Universities Commission (NUC) and NBTE/NCCEE in Nigeria.

The scheme affords students the opportunity of familiarizing and exposing themselves to the needed experience in handling equipment and machinery that are usually not available in their institutions. Thus, the students' industrial work experience scheme generally referred to I.T (Industrial Attachment) is an initiative of the Industrial Training Fund (ITF) that provides avenues

for student in institutions of higher learning to acquire practical skills that they are likely to meet after graduation.

The ITF solely funded the scheme during its formative years. But as the financial involvement became unbearable to the Fund, it withdrew from the Scheme in 1978. The Federal Government handed over the scheme in 1979 to both the National Universities Commission (NUC) and the National Board for Technical Education (NBTE). Later the Federal Government in November 1984 reverted the management and implementation of the SIWES Programme to ITF and it was effectively taken over by the Industrial Training Fund in July 1985 with the funding being solely borne by the Federal Government (Akerejola, O. 2008).

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

The objective of SIWES among others includes:

- ❖ Providing an avenue for students in institutions of higher learning to acquire industrial skills and experience in their approved course of study.
- ❖ Prepare students for the industrial works situation that they are likely to meet after graduation.
- ❖ Expose students to work methods and techniques in handling equipment and machinery in their institutions.
- ❖ 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.
- ❖ One of the objectives of the scheme is to 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. 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 the Establishment

I observed my SIWES program at a public library, Kwara State Library Board. This library is situated along Sulu Gambari Road, Ilorin, Kwara State.

The Kwara State Library Services has the Headquarters in Ilorin, Kwara State Capital of Nigeria and two Divisional Libraries at Jebba and Offa areas of Kwara State. It is a Kwara State government establishment with the sole aim of providing qualitative and adequate reading resources for the people of Kwara. State. The library was established in 1968 following the creation of the state in May 29, 1967. With the emergence of Kwara State in 1967, the former Northern region was divided into six states out of which emerged Kwara State with Ilorin as capital. Following the creation of Kwara State the federal ministry of information contacted the British ministry of Overseas Development (B.M.O.D) asked for the help of a library adviser to come and assist in dividing the assets of the regional library into six newly created Northern states Mr. Robert Pearce was therefore assigned to come to Nigeria to help in division of the regional library assets. Pearce in his submission of 1968 stated the objective of the library service which he recommended for the new state.

These objectives are that;

- There should be public library service to aid education development. To do this, the service should stock books for primary and early secondary school children to improve their reading ability in English.
- It should also attempt to provide a direct service to part-time students and those who wish to prepare themselves for further formal studies.
- In consultation with community Development officers, the service should provide books, which will support the social and educational aim of their project

As soon as it becomes apparent in 1967 that states were created, the senior Librarian in Kaduna Mrs. S. A. Mold made a decision to decentralize the services of the regional library. He deployed a qualified Librarian Mr. Popoola was deployed to Ilorin as the first Kwara State Librarian. With assistant library officer and five library clerks toward the middle of 1967, the senior Librarian in Kaduna Mr. S. A. Mold made the tour to Ilorin to meet Native Authority

Officers. As a result of his discussion, the court building of the Native Authority was vacated for the library. This was approved for the period of six months until December 1967 when the reader services division moved to Red Cross building along Offa Road leading to the government printing press. As previously mentioned, the administrative and technical section of library, having moved from one temporary location to another then settled in the former Ministry of Establishment and Training building (a fabricated building). During this period the state library services has continued to change hands from Governor's office to Ministry of information and culture vice versa, these changes of venue continued with the Ministry of information and culture. Presently library board is oversee by Kwara State ministry of Education Science and Technology.

However, the location and building of new state library service complex came into being on 1st January 1984. This new state library complex was cited along Sulu Gambari Road, Ilorin, which now houses the Administrative, Technical services and Readers services divisions. The ultra modern library complex was opened and commissioned by then commander in-chief of the Nigerian Armed forces and president of the Federal Republic of Nigeria, General Ibrahim Badamasi Babaginda on the 21st November, 1990. The library was renovated and commissioned for second time by the president Chief Olusegun Obasanjo on October 11, 2006.

2.2. Objectives Of Establishment

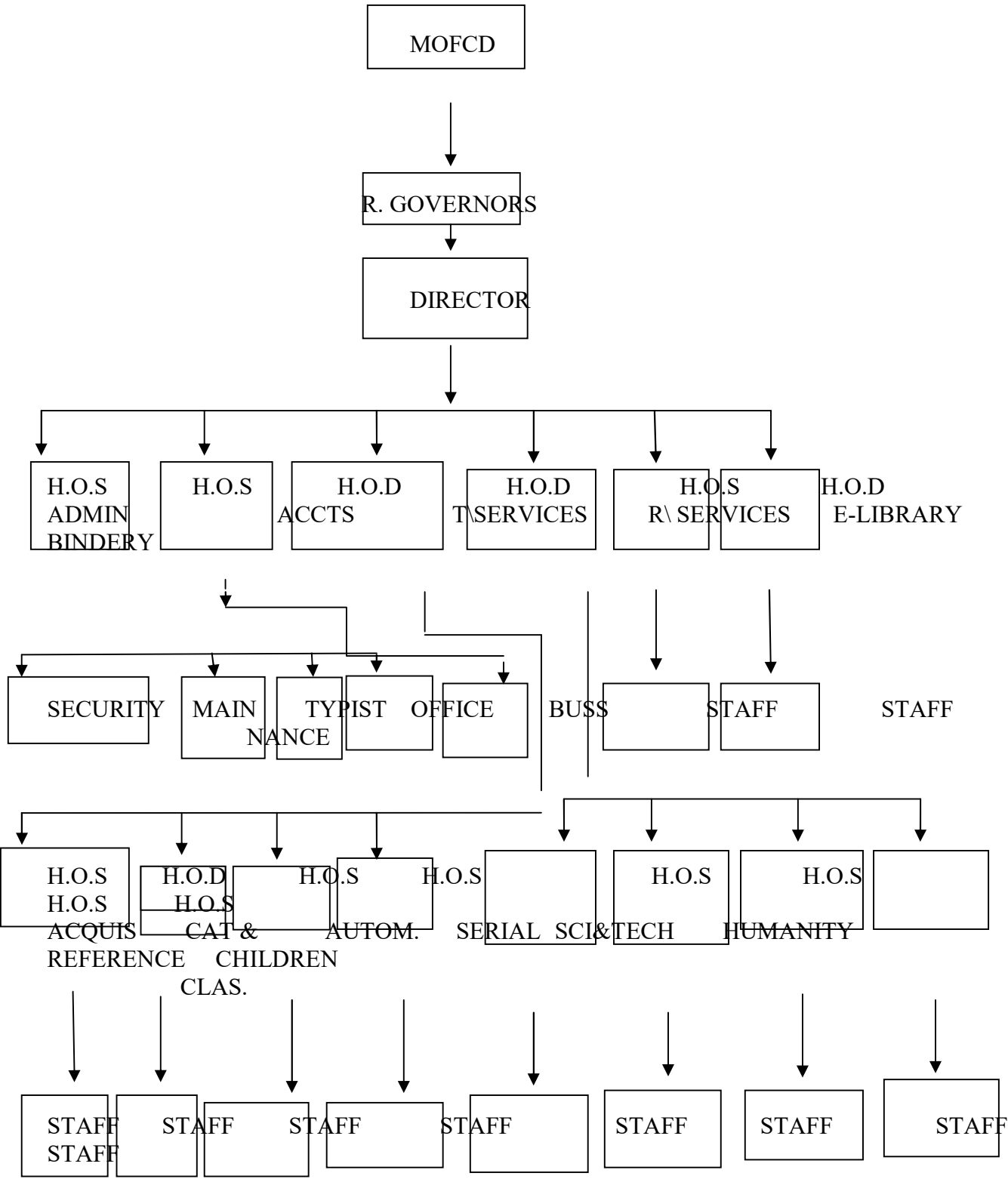
The main purpose of Kwara State library Board is to provide qualitative and adequate reading resources for the people of Kwara State.

The Library is administered by a team of Librarians and the other paraprofessionals who engage in, state-wide 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 e

2.3. Organizational Structure

ORGANIZATION STRUCTURE



2.4. The Various Departments in The Library And Their Functions

Kwara State library is a public library so its collections and functions are addressed to serve the whole community of Kwara State and purposely to always bridge every information gap of every user in the library.

A public library can be defined as a library that is owned by government in particular state government or local government and also finance and control by the government. Kwara State library is under the Kwara State ministry of education.

Kwara 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 Kwara 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 we get particular information in the library.

In Kwara 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 remains 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 Kwara 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 Kwara 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 Kwara 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	510.2
RAN	

A TYPICAL EXAMPLE

ACQUISITION SECTION

Acquisition can be defined as the process of acquiring library material into the library. According to Mr. Laro A. Lukman, 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 Kwara 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 Recommendations

Kwara 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. Kwara State government should increase the fund allocated to Kwara 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 Kwara State community.
- v. Obsolete library materials should be replaced with updated one.