**A TECHNICAL REPORT ON STUDENT INDUSTRIAL WORK EXPERIENCE SCHEME**

FEDERAL COLLEGE OF EDUCATION BICHI LIBRARY, KANO

BY

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BEING A SIWES REPORT *SUBMITTED* TO THE DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE FACULTY OF EDUCATION YUSUF MAITAMA SULE UNIVERSITY, KANO.

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DECLARATION

This Student Industrial Work Experience Scheme (SIWES) report was compiled by MARYAM IBRAHIM ABUBAKAR with registration number UG19LIS1151 and that it has not been presented anywhere in any form.

APPROVAL PAGE

This Student Industrial Work Experience Scheme (SIWES) report has been supervised and approved as meeting the requirement of the Department of Library and Information Science of the Yusuf Maitama Sule University, Kano, for the award of Degree in Library and information Science.

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Praise is to Allah, the Lord of the world and the owner of the Dominions of the heavens and earth who has given us the opportunity and guidance to have undertaken this practical attachment. Blessings and peace be upon the last of the Prophets and Messenger Muhammad (PBUH).

To my beloved parents I recognizing your effort and support in my academic pursuit. May Allah (SWT) continue to keep you all alive to enjoy the fruit of your labour. Ameen.

I recognize the support of F. C. E. Bichi Library Management and staff towards the success of my attachment exercise. May Allah reward you all? (Ameen).

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**CHAPTER ONE**

**1.0 INTRODUCTION**

The field experience is a mandatory academic exercise, usually carried out outside the school formal setting of teaching and learning, yet it constitutes a six unit course in the department of library and information science. This industrial training started on 20th November, 2017 and. It was a whole six month of hardworking and experience gathering.

**1.1 Purpose of SIWES**

One of the significant features of advanced industrial societies is the degree to which they have achieved progress in the field of science and technology. This had enabled the citizens to enjoy a good standard of living, which exceeds that of the developing Countries. Thus, formal education comprising of field or industrial work is vital for the production of graduates with increasingly specialized skill. Therefore, Students Industrial Work Experience Scheme (SIWES) is relevant for;

1. Improvement of science and technological education

2. Skilled manpower development

3. Creation of a community with increased standard of living

4. Development of critical and scientific approach to problems and their solutions.

5. New innovations in the field of science and technology.

As a matter of fact, the student industrial work experience scheme (SIWES) is a promotion for the growth of science and technology, Engineering, Agriculture, Medical, Management, Information work and other professional program in the Nigerian tertiary Institution.

**1.2 Brief history of SIWES**

The SIWESprogramme, popularly called the field experience, is a programme designed by the federal government of Nigeria in order to help students in technical and professional fields of studies to acquire more skills and experience, so as to be more productive in matching theory with the practical work.

This Student Industrial Work Experiment Scheme (SIWES) is a planned and supervised training intervention based on stated and specific learning and career objectives, and geared towards developing the occupational competencies of the participants. It is a program required to be undertaken by all students of tertiary institutions in Nigeria pursuing courses in “specialized engineering, technical, business, pure and supplied sciences and applied acts”(ITF, 2004), Therefore, SIWES is generic, cutting across over 60 programs in the universities, over 40 programs the polytechnics and about 10 programs in the college of education. Thus, SIWES is not specific to any one courses of study or discipline.

The objectives of Scheme are to:

(1) Provide avenues for students to acquire industrial skills and experiences during their course of study.

(2) Prepare student for industrial work situation they are likely to meet after graduation

(3) Expose students to work method and techniques in handling equipment and machineries that may not be available in the university.

(4) Provide students with the opportunities to apply their educational knowledge in real work situations, thereby bridging the gap between theory and practice.

(5) To make transition from the schooling to world of work easier through enhancing students contact for later job placement.

**INDUSTRIAL TRAINING FUND (ITF)**

The industrial training fund (ITF) was established in 1971 in accordance with constitution of the Federal Republic of Nigeria. Industrial Training Fund has operated consistently within the context of its enabling laws Decree 47 of 1971bs Amended in the 2011 ITF ACT. The objective for which the fund was established has been pursuit vigorously and officiously, in the four decades of its existences. The ITF has not only raised training consciousness in the economy, but has also help to generating corps of skills indigenous manpower which has been manning and managing various sectors of the national economy.

Over the years, pursuant to its statuary responsibility, the ITF has expanded its various developed training reviewed its strategies, operation and services in order to meet the expanding and changing demand for skilled man power in the economy. Beginning as a parastatal “B” in 1971 headed by a director, the ITF become 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 units at the head quarters, 33 area offices, 3 skills training centers, and a center for industrial training excellence.

**KEY FUNCTIONS OF ITF/SIWES PROGRAMS:**

* Industrial training need identification
* Development implementation of training intervention address gaps indentified during the identification of training needs
* Industry base research activities
* In depth diagnostic studies of small and medium scale enterprises
* Productivity and efficiency improvement training (PETT)
* Safety training industry

**THE NEED FOR INDUSTRIAL TRAINING (SIWES)**

Theoretical knowledge alone would not alone usually prepare an educated person for the word of work. The worker or productive individual must not only be knowledgeable but must also be versatile in the application of skills to perform defined jobs or work. The main criticism is that employees believe that graduates bring sufficient theoretical knowledge to the job but that they generally lack hand-on or practical skills that would make them productive.

It became clear that student needed to support lament their education with practical experience and training in industry for them to be effective and productive workers in the execution of specific jobs after graduation. This need for combine theoretical knowledge with practical skills in order to produce results in the form of goods and services or to be productive is the essence and rationale for industrial training (SIWES)

**BENEFITS OF INDUSTRIAL TRAINING**

The major benefits accruing to students who participate conscientiously industrial training are the skills and competencies they acquire. These relevant production skills (RPS) remain a part of the recipients of industrial training as life-long assets which cannot be taken away from them. This is because the knowledge and skills acquire through training are internalized and become relevant when required to perform jobs or functions (Mafe, 2009).

This benefit includes:

* Opportunity for students to blend theoretical knowledge acquired in the class-room with practical hands-on application of knowledge required to perform work in industry.
* Exposure of students to the environment in which they will eventually work, thereby enabling them to see how their future professions are organized in practice.
* Minimization of the bewilderment experienced by students, particularly those form a no-technological background, pursuing courses in science, engineering and technology with regard to different equipment, processes, tools e.t.c available in industry.
* Enabling students to appreciate work methods and given experience in handling equipment and machinery which may not be available in their institution.
* Preparation students to contribute to the productivity of their employers and national development immediately after graduation.
* Provision of an enabling environment where students can develop and enhance personal attribute such as critical thinking, creativity, initiative, resourcefulness, leadership, time management, presentation skills and interpersonal skills, amongst others.
* Preparing student for employment and making the transition from school to the world of work easier after graduation.
* Enhancing student’s contacts with potential employers while on training.
* Enabling Students Bridge the gaps between the knowledge acquire in institutions and the relevant production skills required in work organizations.
* Enabling students appreciate the connection between their courses of study and other related disciplines in the production of goods and services (Mafe, 2010).

**1.4 AIMS AND OBJECTIVES**

* Participate in the SIWES orientation program before proceeding on industrial training.
* Be regular and punctual at respective places of industrial attachment.
* Avoid unilateral change of place of attachment except in special circumstances and only with the permission/approval of the institutions SIWES coordinator and the employer.
* Comply with the employers rules and regulations
* Keep proper records of training activities and other assignments in the log book.
* Arrange on living accommodation during the period of attachment.
* Submit to the ITF, through the institution, the evaluation form (ITF form8) duly completed by the student, the employer and the institution.
* Submit log books, reports and other SIWES documents required by the respective institutions at the end of the training program.
* Be diligent, honest and conscientious in all activities. Protect and safeguard employer‟s property throughout the training.
* Safety and standards of operations must be adhered to.

**1.5 BODIES INVOLVED IN MANAGEMENT OF SIWES**

There are various bodies involved in the management of SIWES in Nigeria and each of them has its respective roles.

These bodies work seriously and together to ensure an effective administration of the training programme in Nigeria:

**1.4.1. Federal Government of Nigeria**

To provide adequate funds to the I.T.F through the Federal Ministry of Trade & Investment for the scheme

To make it mandatory for all ministries, companies and parastatals, to offer places for the attachment of students under Decree No. 47 of 1971 as amended in 2011

**1.4.2. The Industrial Training Fund (I.T.F)**

To plan policies and guidelines on SIWES for distribution to all taking part bodies, institutions and companies involved in the scheme.

**CHAPTER TWO**

**2.1 HISTORICAL BACKGROUND OF FCE [T] BICHI LIBRARY**

Federal college of Education [Technical], Bichi library was initiated at the same time with the establishment of the institution by the federal Government [Decree No, 4: 1986] and amended by [Decree No, 6; 1993].The federal Government established the college with the aim of producing specialist teachers in Technical, vocational, Business and sciences subjects for the then 6-3-3-4 system of Education. The college is situated at Bichi town of Kano state. It specific location is about 2.7 kilometers off Kano – Katsina road, along the old Bichi – Bagwai road. From its inception to date the college was led by five different provosts. The college has been transformed into a center of excellence with 100 percent of its programs accredited by the National commission for college of education [NCCE].FCE [T] Bichi runs NCE part time programs in all areas of the regular NCE courses. Recently, it has gotten approval to commence degree program in the areas of Technical Education in affiliation with Abubakar Tafawa Balewa University Bauchi [ATBU], and it has also gotten approval in sciences, Business and vocational Education with Ahmadu Bello University Zaria (ABU).

**2.2. Vision of the college:**

* To run Nigerian certificate in Education [NCE] programs in Technical ,vocational, sciences, Business and primary Education which will produce confident and dynamic teachers that will successfully perform teachers roles as en and enshrined in the National Policy on Education and fit into the world of work and Degree programs in their chosen lines of endeavor.

**2.3 Mission of the college:**

* To produce qualitative teachers in Technical, vocational, sciences, business and primary Education studies for Basic Education system and rapid technological development of the nation.

The college Library is committed to the provision of quality information resources and services in support of teaching, learning, research and creative work in the college. This is to achieve through the liberalization and democratization of access to recorded knowledge in print and electronic forms as well as on the internet .Also the mission of the library is hereby adumbrated:

* Support the teaching , learning ,creative, and research activities of federal college of Education [Technical], Bichi through the:
* Systematic acquisition and organization of books and journal.
* Rationale distribution of books and journals among the academic programs on the basis of need. The need to be determined by the population of students per academic programs, vis-à-vis available financial resources.

During the 2005 accreditation exercise, the stock in the college library stood at about 11,930 with 96 journal titles. The library also had 300 seating capacity. Today the college has a new virtual library just completed after the last accreditation exercise .Comparatively the library has now about 16,000 processed books and 2000 books yet to be processed. It also has 137 numbers of journals on different subjects and seating capacity of 354. Besides , there are also daily newspapers in addition to other services including inter library loans, e-library and e-referencing that are offered by the library .The college Library is operationally divided in to six division namely ;Administrative, collection Development, Technical services ,Readers services ,serial and online/media cyber cape.

**2.4 RULES AND REGULATION OF F.C.E [T] BICHI LIBRARY**

The college library has stated some rules and regulation governing the use of the library by patrons as;

All the library user must register with the circulation section of the library or take permission from the college librarian.

* No person is allowed to borrow any book or material until they have properly charge out.
* There should be no mutilation, defensing or theft of the library resources by the user.
* On leaving the library, all patrons must surrender their books and papers to the library 0fficial at the circulation desk for inspection.
* Patrons are not allowed to reshelf a book once taken off the shelf, the books should be left on the table.
* Staff may barrow a book for a period of two weeks and on week for students with subject to renewal.
* Fines are to be levied on all over due books.
* Patrons are allowed to barrow two books at a time.
* Admission of students into library is granted through college identity card.
* No briefcase or handbag is allowed into the library.
* Smoking, eating or drinking is not permitted inside the library.
* Pets must not be taken into the library.
* Group discussion is prohibited in the library.
* Library patrons are advised not to reserve seats also reading tables and chairs must not be moved from their position.
* Absolute silent must be maintained in the library.
* Children less than eight years unless escorted by an adult are not allowed into the library.
* Users belonging kept on the counter are on their own risk and are advised to take them when they are leaving the library.
* Stealing of library materials attracts expulsion from the college.
* Reference resources are not to be taken out of the library.

**2.6 OPERATIONAL PERIOD OF FCE (T) BICHI LIBRARY**

Federal college of education Bichi library has a specific time of session as the f0llowing:

MONDAY TO FRIDAY 8.00am to 9.00pm

SATURDAY 8.00am to 5.00pm

**2.7 THE LIBRARY LAYOUT**

All the entrance, there is counter where by library attendants check the going in and coming out of the library users. Once passed there are various catalog drawers or boxes arranged in order to help the patrons to eas\ily locate their needed available materials in the library .Beside the counter, is a circulation desk where the staff provides lending services and other circulation desk duties to the left side is the route leading to the various sections of the library as reference, reserves well as serial sections. The left side is a route leading to circulation, technical and virtual library sections etc.

CHAPTER THREE

**3.1 Introductions**:

The main purpose of carrying out practical attachment is to put into practice the theoretical knowledge impacted into us by our lecturers in the classroom. The knowledge and the experience acquired during the class work may not reconcile with all the practical principles and policies due to some environmental factors peculiar to F.C.E Library, Kano. Those factors may include policies, space, time and money.

**3.2 READERS’ SERVICES DIVISION**

Readers’ Services Division establishes direct contact with library users. Reader services divisions take custody of materials that have been processed in the Technical Services Division and make them available to users in an organized and control system. Readers’ Services Division functions as the Public Relations section of the library and this is because patrons meet library staff for services. The division coordinates the activities of sections under it. No matter the effectiveness and efficiency of the technical services division, a library is considered a failure if it is unable to embark on effective and efficient Readers’ Services. While technical services are universal to all types of libraries, readers’ services are numerous and vary from one type of library to another and among similar libraries depending on the capacity of each.

Basically, Readers’ Services include routines in the Circulation, Reference, and Reserve among other units. Some have wondered why services to users in the serials unit cannot be categorized as reader’s services. Though the serials unit also provides direct services to users, it appears that the highly technically and difficult processes of serials management in general are responsible for the traditional categorization of serials work under technical rather than reader’s services. The Readers’ Services Divisions of F.C.E Library include;

 Circulation Section

 Reference Section

 Reserve Section

 Serial units

**3.3 Circulation Unit**

The circulation unit is the first place of contact for new students or any user of the library. The unit is responsible for registering all new users of the library; issuing borrowing tickets to the users, clearing of outgoing students and staff living the services of the university, monitors the library’s exit by verifying all persons coming into the library checking their belongings while leaving as well as the opening and closing hours of the library. The unit is the center of trafficking which discharge borrowed books and receive them on return using the Browne charging system which is the system succinctly regarded all over the world especially in the core of academic libraries.

Firstly, the daily task of the unit is shelving of all books consulted by library users the previous day by sorting them according to their subject classes where statistics are taken and the books are systematically and accurately shelved so as to ease the location of books by the users. Because accurate shelving collocates books on related subjects on the shelves in a logical sequence, as well as makes the efforts spent on building of library catalogue to direct users to the shelf in locating materials are not in vain, close to the shelves there is a reading area which has adequate sitting facilities where users do their readings and consultations.

3.2.4 Functions of the Circulation Unit

 Registration Of Users: The registration of users is divided into that of undergraduate student, post graduate students and staff where in identifying him/ herself as a student during the registration, a fresh student gives the photocopy of his or her admission letter, online registration form and a passport photograph while for an old student who is just registering issues his or her identity card after wards given a membership form to fill and issued a number of borrowing tickets. For staff their letter of appointment and identity card is issued before they are registered.

 Clearance of Users

Graduating students or staff living service are cleared in the circulation unit , for graduating students they are to go first to the old campus library where they are cleared ascertaining they have no library book in their possession, there their clearance form is attached with a slip which is stamped with the old campus library stamp afterward they come back to the main library where they registered if at all they have, and present their five borrowing tickets and if they haven’t registered, and do not have any ticket to present the card tray is checked thoroughly to ascertain that they haven’t. Afterward their clearance form is signed.

 Charging and Discharging

The circulation desk in the circulation unit is the point at which the loan transaction takes place. Every library has a system of giving out books on loan to users (charging) and receiving the books back from users at the expiration of the loan period (discharging). And the system used to lend books to users and receive them back is known as the charging system.

 Shelf-Labeling

Shelf- labeling is an aspect of library guiding where the shelves are labelled at the outer sides and edges of the inner bays. The label on the horizontal edge of the shelf bears class symbols of materials located on the shelf. This is done so as to enable the clientele locate the materials they want at the quickest possible time. This is because, it is the primary responsibility of the library to ensure that the time of the user is not wasted and the right book gets to the right user at the right time.

 Shelf – Reading

This entails going through the shelves and checking the arrangement to ensure that every book is in its proper position serially and alphabetically, this is done every morning as a continuous exercise throughout the service period in the library. It is essential to shelf –read at all times so that books that are wrongly shelved by users who are in the habit of hiding books in order to achieve their selfish ends can be returned to their actual positions and for the fact that only constant shelf- reading and vigilance can foil the practice of hiding books on wrong shelves by the clienteles, help in identifying damaged books so that they can be withdrawn and taken to the bindery unit as well as spotting books which the class mark pasted on the spine have fallen or been robbed off so as to be taken to the cataloguing unit for re-lettering.

**3.5 RESERVE UNIT**

Reserve unit is a unit under the readers’ services. Materials kept in this unit are those that are of high demand, few in number, expensive, out of print and rare and some special collections; such as Qur’an, Dictionaries, Bibles, (both Hausa and English translation), list of projects on 8 subject fields; (Hausa, Arabic, Library Science, History, English, Accounting and Technology) as well as all other subjects offered in the university so as to ensure that all accredited library users who desire to consult them have equal opportunity of doing so, as well as save them from theft and mutilation, artificial or natural disasters. The collections are on a closed access such that users are not permitted to walk up to the shelves to pick what they need. Instead lists of materials available on reserve are made in a special catalogue close to the borrowing desk.

Books in the unit can only be used within the reading area available for just two hours the books in this unit cannot be taken out of the library. When borrowing the students’ issues the call number and the title of the book he or she wants and the staff goes to check for it on the shelf enclosed in a room, he checks for the book brings it and gives the book slip to the user to fill by collecting his or her identity card and attaching to the book slip filled and afterward filing it in a tray.

**Functions of the Unit**

The responsibilities of this unit are numerous, such as:

1. **Assisting Patrons Seeking For Information:-**The unit gives assistance to patrons in search of information; the reference librarian undertakes reference services in order to achieve its objective, which is providing the adequate information that will satisfy the user’s query.
2. **Responding To Queries:-** This is one of the important tasks of the reference librarian by engaging in enquiries so that proper information will be provided to users. This is usually achieved through reference/users interactions.
3. **Collecting Statistical Information:-**This unit also takes the statistics of number of materials consulted daily and the number of users that consult the material border to fashion out the proper use of the material.

**Preparation of Material for Re-Binding:-**The unit also ensures the proper binding of its wear and tear materials in order to enhance the life span of reference materials.   
**E-Record: -** The unit also engage in the keeping of record which are not physical and also the e-statistic of users of the library.

# SERIALS UNIT

This unit deals with periodical publications which are published daily, weekly, monthly, annually; issued in successive parts at regular or irregular intervals and intended to be continued indefinitely. Examples of which includes journals, newspapers, newsletters, magazines, and government publications. The materials are registered in the main unit before they are given or distributed to other units. Materials are not taken out of the section, you have to register for the materials to be loaned to the users, and this is after you have rendered your I.D. Card to the serial librarian on duty. Newspapers are gotten daily and registered in a file and stamped. Materials are classified and catalogued here.

The unit is divided into sub-units as follows which make it to be nicknamed “library in a library”

* **Circulation Desk:** This sub-unit is responsible for the display, charging and discharging of serials publication as well as answering user’s question and query.
* **Technical Services:** This sub-unit on the other hand is saddle with the responsibility of processing the acquired serials publications which involve activities such as stamping with unit stamp, cataloguing, classification and display of serials publications on the shelves.
* **E-Records:** This involves performing the activities of the unit electronically such as keeping e- record, e-cataloguing among others.

**3.6.1 Miscellaneous Operations carried out in the Unit**

* + Registering and Stamping of new arrivals on daily basis
  + Charging and discharging of materials
  + Shelving and reshelving of journals and newspapers
  + Taking statistical records of users
  + Sending torn and damaged newspapers and journals for rebinding

**CHAPTER FOUR**

**4.1 CONCLUSION**

The image contributions of all the academic, professional and para-professional librarian in the library is highly commendable particularly their relentless services to humanity despite all the difficulties they passes through. In conclusion, there is nothing goods where better is possible. The library is been commended for tremendous achievements over the years particularly its narrowing survival by the marginalization and subjective approaches of its parent institution over sector that valued more important to them than the library. Despite this rude acts, the library was been able to writes out soliciting for donations, gift and exchanges which allows to developed its stock adequately and effectively too.

So, as the library is been denied to run its account independently from that of its parent institution, the problem ranges from space, stock development, staff and other maintenance as well as infrastructural development has hampered the growth and the development of the library in general over years.

In an academic library, four major problems undermine its growth duly to unhealthy situations in both the policies and environments. This major four problems without exceptions engulf Federal College of Education Bichi, Kano Library which shown itself at glance on arrival to each units of the library during my attachment. These problems are; professional, financial, administrative and technological problems to be specific. The library survival in peculiar to the polytechnic is not by it constituted 1.0% grants as it is diversify occasionally but dues to donations either in cash or kinds from various philanthropies organization and individual person e.g. P.T.F, P.D,F and Mac Arthur donations etc.

Above all, majority of users to the library passes through its pai1ent institution freely without allowing the institution to passes through them, hearing library by names but not knowing the sections of the library as well as the various services it performs for an academic development.

Reasons to this illness are not far to touched; it is the academic librarian that supposed given orientation to the new students entering to the institution on admission. This responsibility is channels to the wrong profession whom are not having single training in librarianship in a semester’s integrated courses called G.S.E every year. Some of these students only visit the library at only a time for clearance on graduation.

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