Library Philosophy and Practice (e-journal)   Libraries at University of Nebraska-Lincoln

January 2021

LIBRARY AND INFORMATION SCIENCE CURRICULUM AND PERCEEPTION TOWARDS LIBARIANSHIP IN TAI SOLARIN UNIVERSITY OF EDUCATION

Moyosore Adegboye
adegboyemoyo@yahoo.com

Hajarat oyiza Abubakar
oyizaabubakar@yahoo.com

TOPIC: LIBRARY AND INFORMATION SCIENCE CURRICULUM AND PERCEEPTION TOWARDS LIBARIANSHIP IN TAI SOLARIN UNIVERSITY OF EDUCATION

AUTHOR:

First author
Adegboye, Moyosore O
The author is a postgraduate student in Library and Information Studies at the Department of Communication and General Studies, Federal University of Agriculture Abeokuta, Nigeria
Email: adegboyemoyo@gmail.com

Second author:

Abubakar, Hajarat Oyiza

National Center for Genetic Resources and Biotechnology (NACGRAB), Ibadan

Email: oyizaabubakar@yahoo.com

ABSTRACT

The goal of this study was to investigate the library and information science curriculum and student's perception of librarianship in Tai Solarin University of education, Ijebu-ode. Ogun state. 120 participating students from 400level (91) and 300level (29) of library and information science were proportionally allocated in order to have a fair representation. The findings reveal that the responding undergraduate perception of librarianship is highly positive as the least of the object of measurement had 88.3%. This is an indication that the students believe in the curriculum and contents of courses offered in their library school as one that can give them their desired future, findings in the present study also showed that the library school in Tai-Solarin university of education complied generously with the NUC minimum Benchmark. All the respondents approved the compliance of the school with NUC minimum Bechmaek. Also from the findings reveals that there are two major factors that inhibits implementation of ICTs information resource as inadequate finding and grossly inadequate ICTs infrastructures with 100% supportive response each. The research however recommends that government of Nigeria should make library and information services a part of national development initiates, efforts, and plans.

Kay words: library and information science, perception, librarianship`

Word count 204.

CHAPTER ONE

INTRODUCTION

Background of study

The system of education in any country is shaped by combination of factors, which includes "the economy system; the system of government, the educational system and the professional originations that has been constituted within the country". Library and information science education in Nigeria is not an exception as its curriculum is also built around the system of education that is shaped by the aforementioned factors. One of the most important factors responsible for the development of any profession is the system of training and retraining the practitioners of the profession. The quality of skills and knowledge acquired during educational processes has major roles to play in ensuring that the knowledge acquire are maintained optimum service delivery. As such, operating structured mode of training and re-training through the use of academic curriculum system is very germane for continuity, progression and advancement. Library and information science as a course play significant roles in equipping and preparing the professionals that are expected to man the affairs of libraries and information centers all over the world. Issa (2014) posited that education for librarianship emanated out of a concern to develop an ideal profession to provide practitioners with appropriate working frameworks. The library and information science profession is a service profession that requires the practitioners to effective at every point in time. Effective services delivery libraries require adequate knowledge and skills of the profession. The key to library development is personnel and modern librarianship requires personnel with adequate education and training.

The curriculum of the library and information science serves as a pointer that facilitates capability building in the profession. The curriculum is meant to be a well-articulated embodiment of the skills and knowledge required for optimum service delivery by all practitioners in the information profession. The curriculum is also meant to portray the philosophy, concepts, approaches and research in the library and information science profession. Nwosu. (2011) argued that the curriculum is a body of knowledge to be transmitted to achieve certain ends in students (products). Hence, curriculum is not just a set of plans to be executed; it is an active process that encompasses planning monitoring, implementation, review and evaluation.

Change is inevitable for growth and development to surface; virtually every sphere of man's life experiences it on regular interval. Development in several factors is changing the face and direction of the library and information science education and profession. The mode and system of education in library and information science as a profession need to be revised frequently to keep up with the current trends. Anyanwu, Ibibio, Ajike (2013) revealed that library and information science is undergoing immense transformation and this, Abubakar and Abbas (2014) posited that library and information science discipline has been witnessing a series of revolutionary trends, and the emergence of new areas of studies relating to knowledge management (KM), ICTs, networking, information science, information literacy, information architecture and digital library. In the same vein Megnigbeto (2007) asserted that library and information science school in the western countries update their curriculum regularly, the curricula of library and information science schools in Senegal, Benin republic and other African countries has refused to change. The new trends in the information profession are necessary for the profession to prove to be a growing organism as conceived by Dr. S. R. Ranganathan (1892-1972). Asia further emphasis on this points Edegbo (2011) concluded that development in our society technological or otherwise have brought significant changes to library and information science education all over the world. Library schools are expected to function effectively by ensuring that the curriculum taught in schools are in line with the skills and knowledge needed to function well it comes to practicing.

Statement of the Problem

The curriculum of the library science education serves as a pointer that facilitate capacity building in the profession. The curriculum is meant to be well-articulated embodiment of the skills and knowledge required for optimum service delivery by all practitioners in the information profession. The curriculum is also meant to portray the philosophy, concepts, approaches and research in the library and information science profession. Hence it is an active process that encompasses planning, acting and evaluating. The mode and system of education in library and information science as a profession has been revised frequently to keep up with the current trends as well as MDGs and this has affected the landscape of library and information science parlance. The enrollment in some Nigeria university library school seems to be dwindling. Today, a lot people in the profession feel that the frequent revision of curriculum has a toll on the current number of enrollments in some Nigeria university library schools   be associated with the perception of the curriculum of

the course? This research therefore examines the perception of student of the curriculum of the library school of TASUED.

Objectives of the study

The main objective of the study is to determine the influence of library and information science curriculum on undergraduate students' perception of the profession.

Other specific objectives of the study include;

    i.   To determine undergraduate students perception of librarianship base on the curriculum of course

    ii.   To ascertain the compliance of the study school curriculum with the N.U.C Benchmark for the library school

    iii.   To identify the challenges the school is facing in the full implementation of the curriculum

    iv.   To determine the lasting solution to the challenges identified from above

Research question

1. What are the undergraduate students' p[perception of library and information science base on the curriculum of the course?
2. What is the level of compliance of the study school curriculum with the N.U.C benchmark for library school?
3. What are the challenges facing the study library school in the implementation of the curriculum?
4. How can the challenges identified from above be solved?

CHAPTER TWO

LITERATURE REVIEW

Introduction

The chapter review literature related to the research topic. The review discusses concepts as well as theoretical and conceptual frameworks that determine the research direction. The review is presented under the following sub-headings;: concept of curriculum; composition of curriculum; benefits of curriculum use; library and information science in Nigeria; library and information curricula in Nigeria university; theory of perception.

Concept of curriculum and student's perception of librarianship

Abbott (2014) posited that curriculum as a term refers to the lessons and academic content taught in a school or in a specific course or program. In dictionaries, curriculum is often defined as the course offered by a school, but it is rarely used in such a general sense in schools. Curriculum simply refers to the knowledge from generation to generations. It includes the learning standards or learning objectives that are expected to be met; the units and lessons that teachers teaches; assignments and projects given to students; the books; materials, videos, presentation, and readings used in a course; assessment/ test and other methods used to evaluate student assimilation/learning. The curriculum of a programme would be the specific learning standard, lessons, assignments, and materials used to organize and teach that particular programmed course. Abbott (2014) also argued that when curriculum or curricula are used in educational contexts without qualification, specific examples, or additional explanation, it may be difficult to determine precisely what the terms are referring to mainly because they could be applied to either all or only some of the component parts of a school's academic program or course.

Curriculum encompasses the academic requirements for graduation, such as the various skills and knowledge that the student have to acquire during the course of training/learning on and off a formal setting (school). Curriculum is meant to be a structured document that delineates the philosophy, goals, objectives, learning experiences, instructional resources and assessment that comprise a specific educational program. It represents an articulation of skills and knowledge that should be

transmitted to students by the institution. Accordingly, curriculum is an exemplary guide that assists in planning and implementation a high-quality instructional program.

Abbott (2014) posited that institution develops their own curricula, and they often refine and improve them over years. Institutions also adapt the curriculum of an existing system to suit their own interest. Institutions use curriculum templates and guides of others to structured curriculum from established authorities. Several authorities play prominent roles in curricula development- the content outlines and sequences of topics that are to be taken. It is also essential that institutions renew, enrich and update their curriculum to support development as it was reported by Obioma (2014) that the federal government of Nigeria directly NERDC to revise the nine-year Basic Educational curriculum with the aim of sustaining the quality of education in Nigeria. Igbokwe (2014) also curriculum more practical, relevant, and to be in-line with global best practices, the 9-years BEC was revised in 2012 and started implementation in September, 2014. Obioma (2014) also noted that for quality education to be achieved, the school curriculum should be regularly renewed, enriched and updated in order to support development.

Composition of curriculum

Alonsabe (2011) asserted that curriculum plays important role in an educational system presented it as a blueprint which leads the teacher and the learner to reach the desired objectives. He hereby presented the following as the components of the curriculum.

    i.   Curriculum Aims, Goals and objectives
    ii.   Curriculum content or subject matter
    iii.   Curriculum experience
    iv.   Curriculum evaluation

He concluded by referring to these four components as essential parts of the curriculum which are interrelated to each other. In similar but slightly different form, sand. The four components of the curriculum which.

    i.   Objectives, including both behavioral and content components
    ii.   Types and quality of opportunities for learning, including organizing centers for learning
    iii.   Organizing threads and patterns of organizing centers for learning

iv.   Evaluation procedures

The components of a curriculum are distinct but interrelated to each other irrespective of where it was designed or who did the designing? The earlier stated components should be always present in every curriculum alongside posited that the curriculum is a good as it component.

Benefit of curriculum use

Coles (2003) perceived curriculum as a means to an end by referring to it as an embodiment of a programme of learning that includes philosophy, content, approach and assessment. Smith (2000) perceived curriculum as all the learning which is planned and guided by the school. Nwosu et. Al. (2013) concluded that curriculum is a body of knowledge that is meant to be transmitted to achieve certain ends in students (product) from the description given to curriculum by Nwosu et. Al, it will be logical to refer to curriculum as the means to sustaining excellence progression in the profession which is the end

Library and information science education in Nigeria

Lukeman and Njoku (2007) posited that library and information science education can be meaningfully discussed with the general context of education in the system. They argued that culture and several other factors affect the education system in every country. Since the first library school in Nigeria was establish in 1960 at the university college Ibadan, several changes have been witnessed in the society at large and in the library profession in particular (Igwe, 2005 and Nzotta, 1978). The number of libraries across the nation started multiplying and the need for more capable hands to handle the affairs of the place became very essential Ahmed (2012). Revealed that it is not enough for libraries to be establish but also to be effectively operated and managed. The quality of services rendered by the library has a lot of effect on the library's ability to withstand the test of time. Similarly, the quality of service enjoyed from a library is heavily dependent on the quality of staff works in the library. Ologbosaiye (2002) averred that the human resource of any library constitute an important component of its organization.

Library and information science curricular in Nigeria university

The seminar organized in Ibadan by UNESCO in 1953 was significant to the development of library and information science education and it serves as the bedrock of professional training in the library

and information science profession in Nigeria. The need for more professionals to man the operations of libraries in the country was stressed at the seminar participants. Issa (2014) reported that participant at the seminar expressed the need for trained library personnel who are adequate in terms of number, competence and vision for the enormous task ahead' (UNESCO, 1954), the west African library association (WALA) was one of its outcomes and aimed, among other things, at establishing professional training courses to ensure an adequate supply of trained staff in the sub-region. John Harris, its then president, obtained financial assistance from the Carnegie corporation, which sponsored Harold Lancour in 1957 to conduct a survey of library conditions in west Africa (Issa, 2004)

Curriculum as an instrument designed to be used in impacting knowledge and skills necessitated the conduct of this research exercise. Nwosu et. Al. (2013) reported that library educators at the 2007 national conference (Nigeria) only succeeded in brainstorming without effecting the need to harmonize and standardize the curriculum of used in teaching library skills across the nation. Though, the national university commission (NUC) and the national board of technical education has already provided a minimum academic standard (curriculum) for the library science education as well as many other academic disciplines. The need to have a curriculum that will help in producing graduate that can withstand the numerous technological challenges to the profession makes this study also very germane.

Oparah (2006) posited that until 1999, there was no uniform or harmonized curriculum for Nigeria university library and information science schools. The newer library schools seem to be operating a more modernized curriculum than the old library schools whose curriculum seems to be arcade. This study is hereby aimed at examining the curriculum of the selected library schools which is the combination of both old and new library schools in order to make necessary recommendations that will be of immense benefit to the practitioners of the information profession.

Lancour (1958) recommended the establishment of a library school connect with a university level institution "with the resource, personnel and prestige to develop a high quality, professional training agency". Ibadan library school was thus established in1959 to "help the development of libraries by training librarians and investigating problems of Librarianship and bibliography with special reference to west Africa and with particular attention to the west Africa and with particular attention to the leadership level" (Ibadan university annual report, 1963/64). The growing need for more

personnel to man the expanding library staff requirements led to the establishment of Zaria library school in 1968; as fallout of the 1963 Sharr's report on the library needs of northern Nigeria. By the mid-1970s, the two library schools could no longer cope with the growing demand by the fast expanding Nigerian libraries precipitated by the establishment of new academic libraries in newly established universities and other tertiary institutions.

The growing awareness of the importance of research and libraries for socio-economic and technological development also made research and libraries for socio-economic and technological development also made research institutes to expand tremendously. All these propelled a greater need for more personnel, which had to be met by expanding the existing library schools and by establishing new ones.

Bayero University, Kano   -   1977

University of Maiduguri   -   1978

Imo state University, Okigwe -   1981 (now renamed Abia state university, Uturu)

Imo State University Owerri -   1993

These numbers increased steadily while some polytechnics and colleges of education also followed suit and this is a positive development. The conventional mode of operation dominates Nigeria libraries even in recent times due to factors that are heavily caused by the curriculum taught n most library schools in the country. Adesoji (2012) argued that while some libraries in other parts of the world have transformed their services to automation and digitalization, manual techniques of information material selection, acquisition, processing, preservation, organization and service provision are still prominent in some developing countries like Nigeria. It has become imperative for the various library and information science programs to adjust and expand their programs to suit the new library and information science environment that users that are technology savvy.

Abubakar and Abbas (2014) reported that scholars and professionals in the library and information science discipline have for long reached a consensus that the emerging information market required new breed information professionals that are equipped with the requisite skills necessary for survival in the dynamic and rapidly changing library and information science environment. Xu (2003) noted that meeting the demand for the next generation of information professionals is a formidable

challenge for library and information science education and therefore the need for continuous review of the curriculum used in transfer of skills and knowledge.

Megnigbeto (2007) emphasized that, in other for the library and information science professionals to remain relevant in the present technology age, they need additional skills to be able to continuously fulfill their mission of serving as an intermediary between information seekers and the various information source. He also observed that library schools in Nigeria and other African countries do not review their curriculum as frequent as the library schools in the western countries, in the same very vein Abubakar and Abbas (2014) noted that the profession has witness series of Revolutionary trends and the emergence of new areas of studies relating to knowledge management (KM), ICTs, networking, information science literacy, information architecture and digital libraries.

CHAPTER FOUR

DATA ANALYSIS RESULTS AND DISCUSSION OF FINDINGS

Introduction

This chapter presents the analysis, interpretation of results and discussion of findings based on the research objectives, research question in respect of library and information science curriculum influence on undergraduate student perception of librarianship in Tai Solarin university of education, Ijebu-ode, Ogun state. The chapter x-ray they key numerical facts required to answer the research questions and test the research hypothesis. The result in percentage distribution and frequencies Tablets, the questionnaire shared was 135 and 120 were able to be retrieved back from the respondents which therefore was used to analyze the data.

Analysis of demographic characteristics

The demographic characteristics of the respondent displayed include sex, age, and students' academic. (see table 4.1 below for detail).

Table 4.1 the demographic Characteristics of the respondents

Variable	Observation variable	Frequency	Percentage of respondents
Sex	Male	50	44.9%

	female	70	59.1%
Level	300 level	91	78.2%
	400 level	29	21.8%
Age	15-20years	37	29.1%
	21-25years	62	53.6%
	26 and above	11	19.1%

Table 4.1 above shows that majority of the respondent 59.1% are females 44.9% are males' students. Relatively large percentages of respondents are in 300 levels 78.2% while the 400level students amount to 21.8%. Majority of the respondent 53.6% are above 26years the age bracket 21-25 years, 29.1% fall between age bracket 15-20years and 19.1% are between ages 26 and above

Answer to the research questions

Research question one: what is the undergraduate perception of librarianship?

Table 4.2: undergraduate perception of librarianship?

S/N	Satisfactory level of the curriculum	Satisfactory	%	Not satisfactory	%
1	The library and information curriculum enhances transmission of skills and knowledge	117	97.5	3	2.5
2	Library and information science curriculum is so organize to meet the required standard for 21st century	119	99.2	1	0.8
3	Library and information science curriculum is so organized to meet the required standard for 21st century	108	99.2	1	10
4	The resources used to organize and teach this programme are motivating and encouraging	113	94.2	7	5.8

5	Among the academic requirement for graduation is the acquisition of entrepreneurial skills that make the course lucrative	120	100	0	0
6	Library and information science curriculum will make me prepare for the world labor market	119	99.2	1	0.8
7	The library and information science curriculum is structure in such a way as to delineate the philosophy, goals, and objectives of MDGs.	106	88.3	14	11.7

The summary of the data analysis on the undergraduate perception of librarianship indicates that the perception of the undergraduate of librarianship is highly positive as the least of the object of measurement had 88.3%. this is an indication that the students believe in the curriculum and contents of courses offered in their library school as one that can give them their desired future. The respondents were satisfy with the content richness of the curriculum in term of its acquisition of entrepreneurial skill that makes the course lucrative (100%); enhancing transmission of skill and knowledge (97.5%; meet the required standard for 21st century (99.2%); its richness that is capable of preparing students for the world labor market. All these responses show the confidence of the respondents as meeting their needs and expectations.

Research question two: what is the level of compliance of your school curriculum to the NUC Minimum Benchmark?

Table 4.3: level of compliance of your school curriculum to the NUC Minimum Benchmark

S/N		Yes	%	No	%
1	Foundation of information science	120	100	-	-
2	Introduction to library and information resource	120	100	-	-
3	Library routine: technical and readers service	120	100	-	-
4	Introduction to information science	120	100	-	-
5	Introduction to records and information management	120	100	-	-

6	Organization of knowledge 1&2	120	100	-	-
7	Libraries in its social and cultural setting	120	100	-	-
8	Historical development of libraries in Nigeria	120	100	-	-
9	Oral tradition and cultural literature	120	100	-	-
10	Multi-media resource	120	100	-	-
11	The information user	120	100	-	-
12	Information literacy	120	100	-	-
13	Bibliography	120	100	-	-
14	Library and information service to the Rural community	120	100	-	-
15	Reference and information sources and services	120	100	-	-
16	SIWES	120	100	-	-
17	Indexing and abstracting	120	100	-	-
18	Collection development	120	100	-	-
19	Information and communication technologies in libraries (ICT) and information centers	120	100	-	-
20	Management information systems	120	100	-	-
21	Technical service in Libraries and information centers	120	100	-	-
22	Research methods in Libraries and information science	120	100	-	-
23	SIWES	120	100	-	-
24	Publishing and book trade	120	100	-	-
25	Management information systems	120	100	-	-
26	Technical service in Libraries and information centers	120	100	-	-
27	Research method library and information science	120	100	-	-
28	Publishing and book trade	120	100	-	-
29	Preservation and conservation of information resource	120	100	-	-
30	Internet and electronic libraries	120	100	-	-
31	Economics of information	120	100	-	-
32	Marketing of information product and services	120	100	-	-

The summary from the table 4.3 showed that the library school In Tai-Solarin university of education complied generously with the NUC minimum benchmark. All the respondents attested

that they are offering the required courses as stipulated by the NUC which is an indication of total compliance with NUC minimum benchmark.

Research question three: what are the challenges that inhibit the implementation of the curriculum?

Table 4.4 the challenges that inhibit the implementation of the curriculum

S/N		Yes	%	No	%
1	Inadequate funding	120	100	-	-
2	grossly Inadequate ICTs infrastructure	120	100	-	-
3	Inadequate skill manpower	50	41.7	70	58.3
4	The name given to the course which narrow down coverage of the course	78	65	42	35
5	Inadequate finance to start something with the entrepreneurial skill acquired in the school	93	77.5	27	22.5

From the above table there are two major perceived factors that inhibit the implementation of ICTs information resources as inadequate funding, and grossly inadequate ICTs infrastructures with 100% supportive response each. Inadequate finance to start something with the entrepreneurial skill acquired in the school next attracted 93% response, the name given to the course which narrow down scope of the course as attracted 78% approval while the inadequate skill man power was adjudged to be the least of all the factors inhibiting the implementation of the curriculum with 50% approval of the respondents.

Research question four: what are the solutions to the challenges that inhibit the implementation of the curriculum?

Table 4.5: the solution to the challenges that exhibit the implementation of the curriculum

S/N		Yes	%	No	%

1	More finding for the course	116	96.7	4	3.3
2	Adequate ICTs infrastructures should be made available	21	17.5	99	82.5
3	Adequate training in the prevailing ICTs resources	92	76.7	28	23.3
4	There should be change in the name given to the course to reflect the new trend information world	19	15.8	101	84.2
5	Government should give grant to graduate in this course to solve inadequate finance to start something after graduation	120	100	-	-
6	Provision of adequate ICTs infrastructures	120	100	-	-

The summary of the data in the above table revealed that government should given grant to graduate in this course to solve inadequate finance to start up something after their graduation, provision of adequate ICTs infrastructures with 100% response each support them to be the most important solution to effective and efficient implementation of the course of curriculum. More funding for the course is also adjudged to be more important with 96.7% response to make the course more lucrative and achieve the purpose for which it was established. Adequate training in the prevailing ICTs resources accounted for 76.7%. While 15.8% of respondents agreed that there should be change in the name given to the course to reflect the new trend in information world in order to make it lucrative.

Summary

This project examines library and information science curriculum influence on undergraduate student perception of librarianship this study was conducted in tai-solarin university of education, Ijebu ode. Ogun state Nigeria. The total number of the respondents that participated in the study and responded to the survey were 120.given the research objectives the researcher chose to adopt the exploratory design. the instrument of data collection used in study was a questionnaire the findings reveal that library and information science curriculum in tai-solarin university of education, Ijebu ode, Ogun state Nigeria. Has a higher compliance to the minimum benchmark of the Nigeria university commission the finding also revealed that the major challenge to the implementation of curriculum is the inadequate funding. the research however recommends that government of

Nigerian should make library and information services a part of national development initiatives, efforts, and plans

REFERENCES

Abubakar M. B., Abbas D. K. (2014). Born yesterday: The need for reconstructing

Master's Degree programme in Library Science at the Bayero Uniyersity, Kano.

Information and Knowledge Management, 4(5), 8-19

Adesoji, Francis Fabunmi (2012). Undergraduate students' perception of the effectiveness

of ICT use in improving teaching and learning in Ekiti State University, Ado-Ekiti,

Nigeria. *International Journal of Library and Information Science.* 4(7), 121-130

Aina, L. 0 (2002). *Research in information science: an African perspective*, Ibadan.

Alonsabe, C. Olga (2011). Systems of developing, implementing and assessing curriculum.

Retrieved from www.olga-syscurriculum.blogspot.com.ng/2011/05/4-components-of-

curriculum-cayadong.html

Anyanwu, E. U; Oduagwu E. A; Ossai-Onah 0. V and Amaechi N. M (2013). Repositioning

Library and Information Science Graduates in Nigeria for self-employment through

entrepreneurship education. *American International Journal of Contemporary*

Research, 3(8), 178-184

Asika, N. (1991). "Research methodology in the behaviour sciences, Ikeja: Longman

Nigerian Plc.

Buarki, Hepworth and Murray I. (2011). ICT skiits and employability needs at the LIS

programme in Kuwait: a literature review. New Library World, 112(11/12), 499-512

Coles, M (2003).The development of a curriculum for spinal surgeons.

http://www.qualityresearchinternational.com/glosary/curriculum.htm.

Edegbo, W. 0. (2011). Curriculum development in library and information science education

in Nigeria universities: Issues and prospects. Library Philosophy and Practice.

Received from http://unllibunZedu/LPP/

Hickok, Gregory (2015). The Interface Theory of Perception: The Future of the Science of

the Mind? Source: www.psychonomic.org/featured-content-detail/interface-theory-of-

perception-future-of-science-o

Igwe, I. O (2005). Harnessing information technology for the 21st century library education

in Nigeria. *Library Philosophy & Practice 7 (2).*

Olanrewaju Abdulwahab (2014). The Career Choice of Library and Information Science

Students: An Overview. Project Submitted to the Department of Library and

Information Science, The Federal Polytechnic, Offa, Kwara State

Lancour, H. (1958). *Libraries in British West Africa*. University of Illinois Library School:

Occasional Paper. 55 (Urbana: 1958)

Lawal, Olat. O. (2009). Current status of library and information science programme in

 Nigeria. *Nigerian Libraries*, 42, 1-19.

Lynn Fuchs (2016). Benefits of Curriculum-Based Measurement oft Student Progress.

 Special Education programs (OSEP). Vanderbilt University

Megnigbeto (2007). LIS curriculum in French-speaking West Africa in the age of ICTs: The

 case of Benin and Senegal. *International Information and Library Review*, 39, 158-

 165. UNESCO. (1954) *Development of Public Libraries in Africa.* The Ibadan

 Seminar. Public Library Manual, 6. (Paris: 1954): 100

Nwosu, Obiora; Eyisi Ukoma and Ekene Esther (2011). Comparative Study of Library and

 Information Science Curriculum in Tertiary Institutions in South — East Nigeria.

 Journal of Mechanical and Civil Engineering 5(5). Pp. 33 – 41

Nwosu, Obiora Chukwuma (2013).Education and Training for Library and Information

 Science ofthe 21st century in Nigerian Polytechnics. In: Libraries without Borders:

 Globalization of Library and Information Services, Nigerian Library Association.

 Abuja: HEBN Publishers.

Obioma, Godswill (2014). Nigeria Revises Basic Education Curriculum. Premium Times.

 Tuesday April 26, 2016

Ologbonsaiye, R. I. (2002). *Resources management for librarians*. Lagos: Concept

Publication.

Oparah, U. N. (2006). Integration of ICT in the reference services curricula of Nigerian

library and information science schools. *The Information Technologist* 3(1): 27-35.

Smith, M. K (2000). Curriculum theory and practice". The encyclopedia of informal

education,www.infed.org/biblio/b-curric.htm(3/23/2012).

Source:www.flinders.edu.au/teaching-strategies/curriculum-development/topic

curriculum- development/detailed-topic- design/selecting-content.cfm

UNESCO (2016). Defining the Curriculum Content. United Nations Educational, Scientific

andCulturalOrganization.Source:www.unesco.org/new/en/education/themes/strengthe

ning-education-systems/quality-framework/technical-notes/defining-curriculum-

content/

Xu, H (2003). Information technology courses and their relationship to faculty in different

professional ranks in library and information science programmes. *Library and*

Information Science Research, 25(203)