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Articles submitted for publication must be original i.e not yet published or intended to be published in any other journal in exactly the same forms.

Articles which should be in duplicate, must be type written double spaced and in quarto size paper. Manuscripts should range in length between 2,000 and 5,000 words. Titlte of the article, name of author, rank/status and the address of the author plus an abstract of between 100 and 150 words, which should precede the text of the article.

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E D I T O R I A L

The Library Focus has reached its 10th edition i.e volume 10, 1993. This edition is a combination of two volumes for 1992 and 1993. This is because it was not possible for us to publish in 1992. We therefore apologise to our numerous readers.

This edition contain seven articles in the areas of Computer, information needs and seeking behaviours, universal availability of publications and classification schemes. The rest are on library education, and sperifically on non-degree programmes.

Dr. Mohammed undertook a research on information Technology and Soused his work on Research Libraries in Nigeria. He concluded that in order to be effective, Research libraries should automate their services especially these financial situations has improved.

Information needs and seeking behaviour is quite important for any academic library. O. B. Ikoro observed that there was need to take stock of these information needs in the Kaduna Polytechnic Library Complex. He used the academic staff as his population. He concluded that the library facilities are not well patronised by the academic staff of the institution.

For centuries, bibliographics are produced with the object of locating information scattered in documents. The biggest problem however, is whether these documents are really available to use. M. M. Zaki however, looked at problem universally to see how it could be solved. He concluded that Library Cooperation should be taken up seriously. This is so because no library is self sufficient especially in a third world country Nigeria.

Library Classification is one of the major functions of any library. In Nigeria however, we are faced with using foreign classification schemes that do not satisfy our needs completely. In the Universal decimal classification, S. Adewole looked at the areas of livestock especially for African species.

He observed that the numbers allocated did not mention any African species of the annuals and suggested expansion. In the same view, J. A. Abu observed that in the Library of Congress Classification Scheme, there is need to expand the numbers in the area dealing with African Folklore in order to use it effectively in Nigeria Libraries.

Library Education is very important at this level of our history. H. M. Daudu and V. A. Ayebanji both looked at non-degree programmes in the Ahmadu Bello University, Zaria. The former dealt with the Diploma in Library Science Programme in the Institute of Education; while the later looked at the Junior Staff Training Programme of the Kashim Ibrahim Library of the same University. They both concluded that there was the need to restructure the programmes to suit the latest demands in the field of Library and Information Science.

D. D. BOMAN
Editor-In-Chief.

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AN APPRAISAL OF THGE DIPLOMA IN LIBRARY AND INFORMATION SCIENCE PROGRAM OF THE INSTITUTE OF EDUCATION AHMADU BELLO UNIVERSITY **ZARIA**

BY

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A.BSTRACT

This research article- states the objectives of the Diploma in Library Science- Programme of the .Institute of Education, Ahmadu Belle University, Saria; describes the programme including' the enrolment pattern; evaulates the programme and identifies the. problems facing the programme. Suggested solutions to the problems are also given.

INTRODUCTION

Unlike older professions such as law and Medicine, formal education in Librarianship is a recent development in Nigeria. Due to the growth of education and literature, opening of new colleges, universities and public libraries, the need for formal library education was felt. Bouazza has observed that since the education of librarians will aid effective management of libraries, there is the need for a steady application of experience and library training because librarianship is a complex academic and technical subject. Hence, the need for training in librarianship can not be over emphasized.

Due to the nature of the serice offered in Libraries, especially school and college libraries, Davis 2 fears that librarians who work there may be at a disadvantage because their employers are not always willing to release those of them who wish to go for further training to improve themselves. It is to overcome this problem that the Institute of Education has come up with the part-time courses in librarianship at different levels. This study is set to look at the part-time diploma in Library Science programme of the Institute of Education, Ahmadu Bello University, Zaria.

The objective of the diploma in Library Science (DLS) programme is to educate and train Library Officers. According to Udoh"3 and prospectus of the Institute of Education, Ahmadu Bello University,4 the objectives of the programme are:

1. "To guide, instruct and develop intermediate staff, inculcating in them the intermediate skills necessary for the effective and efficient running of a Library.

2. It is also hoped that on completion of the programme, the graduates should be able to perform the following:

   i) Administer school, college and public libraries,

   ii) Work in academic, large public and special libraries,

   iii) Select, acquire and process materials for libraries,

   iv) Conduct reference interviews and information searches to queries and producing desired results,

   v) Display effective communication skills as appropriate to behavioural aspects of Librarianship.

Scope of the Study

Attention is focussed on the Institute of Education part-time diploma programme only. However, a brief mention is made of other diploma programmes such as the full-time diploma in Library Science of Ahmadu Bello University, Zaria, the Diploma in Library Science offered by Bayero University Kano, and University of Maiduguri. The paper only made mention of the objectives and entry requirements of the above mentioned programmes to reflect their resamblance with that of the Institute of Education.

Entry Requirements

Like any other diploma programme, the diploma in Library Science of Ahmadu Bello University, Bayero University, Kano, and University of Maiduguri run for two academic sessions. It is designed to prepare para-professional staff to work in any kind of library. Requirements for admission into this course include:

1. G. C. E. in five subjects at ordinary level
2. WASC with five credits or distinctions
3. Grade II Certificate with five merits or credit other than teaching practice.5

For the Institute of Education Part-Time Diploma in Library Science, candidates are expected to meet one of the following requirements;

a) Passes in at least five subjects in GCE (O/L) or WASC with five credits or distinctions, or Teachers Grade II Certificate with five merits or credits other than teaching practice.

b) Or, a candidate must have been a graduate of Assistant Library Officer (ALO) of the Institute of Education, Ahmadu Bello University or equivalent, plus one year post qualification working experience.

c) Or, three credits at G.C.E. WASC/SSCE or Grade II level plus five years working experience.6

It is important to note here that working experience is accepted because this is, to a great extent, an in-service programme. Hence, the Institute, apart from preparing candidates for further education, is also committed to improving staff on the job.

Duration

The programme is three long vacations terms (LVT) in duration. Each long vacation is 8 weeks. This arrangement enables students who are already working in libraries or teaching in schools to retain their jobs.

The Programme

In the first, year, student are required to offer the following courses:

1. History of Libraries
2. Interpersonal Communication
3. Library Service for Young People
4. Reference Services
5. Cataloguing and Classification.

In the second year, students are required to offer the following courses:

1. Reference Service
2. Cataloguing and Classification
3. Community Librarianship
4. Collection Development
5. Publishing.

In the third and final year, students are required to offer the following course unit:

1. Cataloguing and Classification
2. Reference Service
3. Bibliography - Indexing
4. Administration of Libraries
5. Educational Foundations
6. Practicum

Enrolment Pattern

Selection into this programme is based, first and foremost, on merit, then on catchment area, and finally on special requests.

Table 1 presents the distribution of the students, from the inception of the course to date by state of origin. From the table, it is clear that students from Benue State have benefitted most from the programme in terms of admission, with 96 (or 22.48%) followed by Kwara State with 64 (or 14.99%) and the host state, Kaduna with 44 (or 10.3%).

Table 1 - Geographical Distribution of Students by State of Origin.

State of Origin	Number	Percentage
1. Akwa Ibom	9	2.11
2. Anambra	20	4.68
3. Bauchi	2	0.47
4. Bendel	39	9.13
5. Benue	96	22.48
6. Borno	4	0.94
7. Cross River	9	2.11
8. Gongola	12	2.81
9. Imo	37	8.67
10. Kaduna	44	10.30
11. Kano	2	0.47
12. Katsina	4	0.94
13. Kwara	64	14.99
14. Lagos	5	1.17
15. Niger	6	1.41
16. Ogun	6	1.41
17. Ondo	21	4.92
18. Oyo	24	5.62
19. Plateau	16	3.75
20. Rivers	2	0.47
21. Sokoto	5	1.17
Total	428	100

It must be observed that these three states are generally regarded as educationally advantaged states. Despite the fact that the programme was established to meet the manpower needs of the Northern States, many of the Northern States were lowly represented. These are Bauchi 2 (or 0.47%). Katsina 4 (or 0.94%) Niger 6 (or 1.41) and Sokoto States 5 (or 1.17%). This is because not many candidates apply from these states.

Since the beginning of the programme, two sets of diploma classes have graduated. The first set of the Diploma class numbering ninety-seven (97) graduated in 1990 while the second set numbering one hundred and ten (110) graduated in 1991. So far, a total of two hundred and seven (207) graduates have been produced.

The distribution of the 207 graduates of the programe reveals that 50 (or 24.2%) were females. This result points to the fact that the majority of candidates admitted into the programme were men. This also suggests that for this cadre of library staff, there are more men than women produced for the various libraries.

At the inception of the programme in 1988, many libraries were not aware of its existence. However, as libraries got to know of the existence of the programme, there were more applicants and the number of enrolments increased. In 1988, there were 97 students that enrolled, in 1989 the figure rose to 110, in 1990, 108 students enrolled, while in 1991, 113 students enrolled making a total of 428 students in four years.

With regards to entry qualifications of students, the 628 students that have so far been registered in the programme, 103 (or 24.1%) had five credits and above at WASC, GCE, or Teachers Grade Two Certificate, 85 (or 19.9%) entered the programme with four credits, 59 (or 13.87%) entered with 3 credits, 111 (or 25.9%) entered with Assistant Library Officer (ALO) Certificate, while 70 (or 16.4%) entered the programme with less than 3 Credits.

The analysis of the 207 students that have so far graduated, only 30 (or 114.49%) had five credits and above in WASC or GCE or Teachers' Grade Two Certificate. 45 (or 21.74%) entered the programme with Assistant Library Officer (ALO) Certificate, 30 (or 14.49%) entered with 3 Credits while 67 (or 32.37%) entered with less than 3 Credits. From these findings, there is no doubt that there is need to raise the entry requirements as less than 50% entered the programme with 4 Credits and above. Raising the entry requirement is to raise the standard of the programme and to give the candidates opportunity to meet the admission requirement into the department of Library Science for Bachelor of Library Science (BLS).

Teaching and Learning Resources

Teachers for the various courses in the programme are recuited from the librarians working in libraries in the Ahmadu Bello University Library complex, lecturers of the Department of Library Science, Ahmadu Bello University, Zaria and from libraries outside the University system. Classrooms in the various faculties and school of General and Remedial Studies are used for teaching purposes while the libraries within the University are used for practical and demonstration purposes. The library science collection in Kashim Ibrahim Library serves as the core collection for learning.

Problems and Their Solutions

A number of problems are presently facing the programme. Solutions to these problems would rather strengthen the programme.

The first problem is that of the entry qualification of candidates. This study found that 70 (or 16.4%) students that registered in the programme had less than 3 Credits passes while several others who entered the programme with A.L.O. Certificates had less than three Credits passes. This does not augur well for the programme as many of its graduates may intend pursuing degree programme later. It is therefore suggested that as a first step in improving the quality of the programme, the entry requirement must be reviewed:
The following entry qualifications are suggested to replace the existing one:

a) Passes in at least five subjects in G.C.E. (O/L) WASC OR SSCE with credits or distinction - Teachers' Grade Two Certificate with five merits or credits excluding teaching practice.

b) A graduate of Assistant Library Officer (ALO) programme of the Institute of Education, Ahmadu Bello University or equivalent with at least three credits at G.C.E. (O/L) WASC or SSCE including English Language plus one year's post qualification working experience.

c) Three credits/distinctions at G.C.E, WASC, SSCE OR Teachers Grade Two Certificate plus years working experience.

The second problem is that of geographical spread of candidates admitted into the programme. This study found that the admission exercise favoured candidates from some states more than others. It also found that many states in the North have been poorly represented. This problem is attributed to lack of publicity of the programme in those states. However, there is no doubt that the present picture will change with states from the Northern part of the country fully benefiting from the programme.

Another problem facing the programme is the lack of adequate teaching staff. As reported in this study, the teaching staff is largely drawn from the libraries in the University with a few lecturers from the Department of Library Science of the University also participating in the teaching exercise. Although all of them are qualified to teach in the programme, lack of workshops on how to teach courses is a gap that must be filled. Being a graduate of Library Science is one thing and knowing how to teach the course is another matter. Library Science has it's teaching methodologies. Teachers in the programme should be monitored to ensure that they are doing effective teaching. Course outlines should be prepared and copies kept by the co-ordinator of the programme. Co-ordinator should ensure quality teaching. What teachers do in the classroom including class attendance should be monitored.

A final important problem is the non-moderation of the examinations by external examiners. When the programme is moderated by external examiners, examination questions, examination results, teaching facilities assessed and recommendation made for their improvement, than there will be brighter opportunities for the product of the programme.

Equally important is the problem of inadequate teaching tools for teaching students in the programme. Such teaching tools include Dewey Decimal Classification, current editions, Library of Congress Classification, Universal Decimal Classification sears list of subjects Headings, Library of Congress subject Heading, used in the teaching of cataloguing and classification. A solution to this problem is for the Institute of Education, Ahmadu Bello University to acquire copies of these tools for teaching purpose to minimize teachers' problems in teaching practical-oriented courses.

One other problem is the timing of the practicum that students have to do in the third year. They are expected to offer six courses in their third year. One wonders how the practicum is effectively done when students had to offer

in a library should not be less than six weeks duration. It must be admitted that the present arrangement does not provide for a meaningful practicum, it is therefore suggested that students be made to do the practicum in approved libraries between the second and third year.

Also facing this programme is the problem of lack of full time staff of the Institute of Education. There is a great need for full time staff to be recruited in order to form a stable and core staff who will be teaching the programme. In other words, there is need to de-emphasise part-time lecturing.

Conclusion

An attempt has been made in this study to describe the Diploma in Library Science Programme of the Institute of Education, Ahmadu Bello University, Zaria in terms of the objectives and entry requirements of the programme, enrolment pattern of students in the programme, and problems facing the programme and their possible solution. Despite the problems presently facing the programme, it is worth noting that its popularity is gradually increasing. With the Department of Library Science of Ahmadu Bello University no longer admitting students for the Diploma in Library Science it therefore becomes the responsibility of the Institute of Education to ensure that the gap left by the Department of Library Science is filled by the Institute of Education of Ahmadu Bello University. Since the programme is yet to be accredited by an external body its quality would be enhanced if steps are taken for accreditation.

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