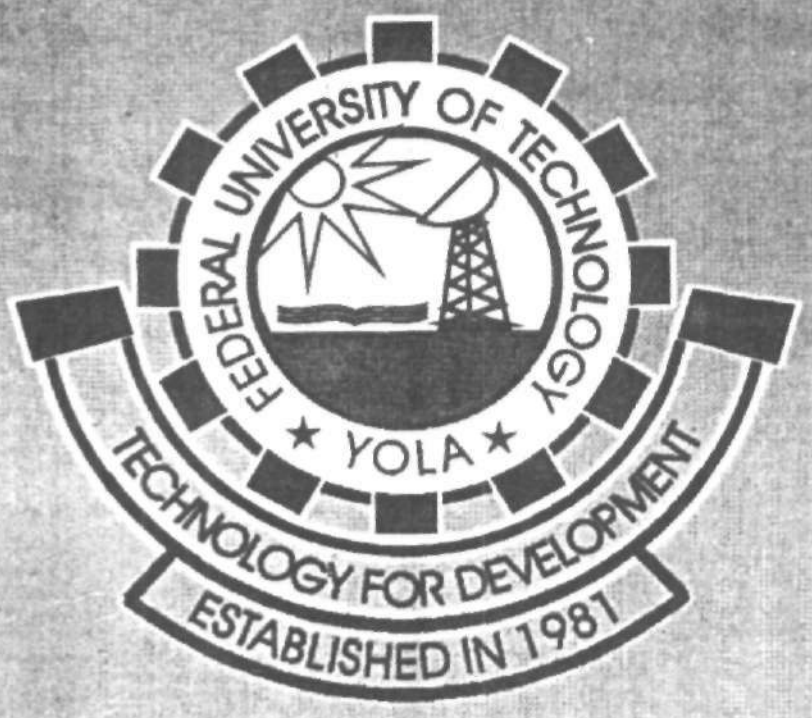
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STANDARDIZATION AND SPECIFICATION OF INSTRUCTIONAL FACILITIES IN LIBRARY AND INFORMATION SCIENCE PROGRAMME IN NIGERIA

By

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Abstract

Tracing the development of library and information science education in Nigeria, the paper reveals the inadequacy of standards for library schools at both international and national levels. Reviewing the only Nigerian standard, tlie paper establishes, as reported by otfier scholars, the defects of the statidard and tlie consistent inadequacies in the product of the existing bachelor of library science (BLS) programme.

In the light of this, the paper suppoits the timely call by the National Association of Library and Information Science Educators (NALISE) on the need to come up with more comprehensive Standards for library and information science schools in Nigeria

I lence, the paper proposes for inclusion into the compressive standards to be prepared by the National Association of Library and Information Science Educators (NALISE) the types and quantities of instructional facilities each library school in tfie country should have for adequate knowledge creation, organization and dissemination

KEYWORDS: Library Education-Nigeria, Library Schools-Nigeria, Library and Information Science Programme- Standards, Nigerian Library and Information Science Educators, library and information professionals

1.0 BACKGROUND TO THE STUDY

In the past few years there have been growing concern by individual library and information professionals on one hand and the Nigerian Library and Information Science Educators (NALISE) and Nigerian Library Association (NLA) on the other hand on the current trends in Library and Information Science profession in the country. Of great concern to these two groups are the issues of establishment of new library schools, entry qualification of students, and increase in students' enrolment, the curriculum, facilities and standards.

The need for library education in Nigeria was envisaged since 1941 when the Colonialists realized the urgent need to train indigenous library staff. Therefore, as early as this time Nigerians were sent to attend courses organized for West African Library Staff in Ghana and in Britain, where they obtained in both places British ALA Certificate.

With the passage of time, many factors such as increase in the number of libraries and subsequent rise in the demand for manpower in the library sector, coupled with the fact that not every library staff could be sponsored abroad for training. More importantly, it was observed that the British ALA training was essentially foreign oriented and therefore was not tailored towards meeting local demands. These reasons and many more were responsible for the establishment of the first library school in Nigeria.

Reviewing library and information science education in Nigeria, Mohammad (2003) in a celebrated document titled "Forty Years of Library Services in Nigeria" traced the establishment of the first library school in the country to the report of Harold Lancour (1959). This was immediately followed by another report by F.A. Sharr (1963) which paved way for the establishment of the second library school, this time in the northern part of the country.

According to Mohammad, the 1990s witnessed an upsurge in the establishment of

library and information science schools across the country in both Federal and State Universities as well as in Colleges of Education and Polytechnics. Thus by the year 2002, there were no less than 16 University based library schools in Nigeria.

Despite this long years of their establishment, library schools in Nigeria are till clearly in their early stage of development; displaying inadequacies in funding, staffing, infrastructure, e.t.c. Examining the curriculum objectives and subsequently curriculum development in the field of Library Education in Nigeria, Lawal (2003) lamented the uncoordinated design and implementation of curriculum on Library Education in the country, pointing to the considerable foreign influence (British and America) on the first two library schools' curricula as one of the genesis of their problems. Using the next sets of two library school and comparing the four schools' curricula, Lawal concludes that there are discrepancies in curriculum objectives, contents and implementation among the library schools in the country.

Agumanu (1990) painfully observes that because of these discrepancies there are consistent shortcomings in the product of the existing bachelor of library science (BLS) programme, citing Ita (1986) who describes the existing BLS programme as no more than making a virtue out of necessity and its products as rather weak and less imaginative. According to Ita, these discrepancies are not inherent in these individuals but rather the direct consequences of the weak educational base upon which their professional training has been grafted. Similarly, FME (1992) attributes lack of minimum standards for library schools in the country not only as the cause of the discrepancies but also as one of the fundamental problems militating against the emergence of an effective library system in Nigeria. Therefore to ensure that library schools are developed to satisfactory standard to enable them perform their statutory role of providing a solid framework for the realization of the Federal Government lofty objectives of making information accessible to all, some standards need to be set.

According to Encyclopedia Britannica (2005) Standards is something set up and established by authority as a rule for the measure of quantity, weight, extent, value or quality. From this definition, Standards could be seen as sets of detailed guidelines used as a means of establishing uniformity in an area. Lawal (2003) observes that the best way to ensure that guidelines are conformed to is through the provision of Standards in all aspects of professional practice.

Perusing literature of Librarianship, it is sad to note the inadequacy of literature on Standards at both international and national levels. While there is very few literatures on Standards for Libraries, there are yet much fewer on Standards for Library Schools. At the international scene the two known and most popular Standards for Library Schools are the ALA (1951) and IFLA (1976) Standards. The National University Commission (NUC, 1989) approved minimum academic standards remain the only known standards for library schools in Nigeria.

Reviewing the National University Commission approved minimum academic standards for library schools and comparing it with the IFLA (1976) Standards, Ononogbo and Falaiye (1992) highlight some defects and the likely poor impact of the standards upon postgraduate programme and the labour markets. One major defect of the standards is the assumption that the library schools are only producing librarians for school libraries, as against other types of libraries. This can clearly be seen in the area of curriculum contents, where almost half of the courses the students are required to take before graduation which are core are from education. In order to correct this defect, Ononogbo and Falaiye suggested expanding the standards to accommodate the interests of students in specializations outside school librarianship. This they said, quoting Aguolo (1990), is concurrent with the intention of Nigerian Library and Information Science Educators (NALISE), which is promoting a programme whose objective is to prepare professionally qualified personnel for our national, public, university, research, special library, and other related documentation and information centers.

In the area of staffing, the standards made only general provision for the faculty of education, without taking into consideration

the peculiarities of departments within the faculty. More seriously, the standards, while providing list of instructional facilities for other programmes in the faculty, such as Physical and Health Education, Home Economics, e.t.c, failed to provide for library and information science programme.

To remedy these defects, the National University Commission (NUC) in 1994 inaugurated a committee of three eminent professionals and charged them with the responsibility of designing a more realistic minimum academic standard in library and information science programme that could be used even for accreditation purposes. A year after, Bozimo, Fayose and Banjo (1995) submitted their draft report to the NUC, which unfortunately has not been published

The draft standard could have been better than the first one in the sense that it was able to remedy most of the defects of the first one. The draft standard was very categorical in terms of course contents; reflecting the various areas of librarianship and information science, staffing, physical facilities and equipment. It is interesting to note that the draft standard, apart from recommending each library school having a computer laboratory, further recommended that no school should have full accreditation without having at least 10 computers with accompanying accessories and relevant software.

From the above foregoing literature review, it is evident that there is no comprehensive standard for library and information science programme in Nigeria, hence the need for one. Ononogbo and Falaiye have since 1992 suggested the need for Nigerian Library and Information Science Educators (NALISE) and Nigerian Library Association (NLA) to convene a national conference in order to design a comprehensive standard that will reflect every aspect of the programme. There is no doubt that such a conference is long overdue.

Therefore the purpose of this paper is to make contribution in the ongoing conference organize by NALISE on the need for standardization of library and information science programme in Nigeria. Since there are many components to standard, the paper is specifically discussing and making proposals in the area of instructional facilities, detailing the quantity and ratio requirements.

The study is significant in view of the fact that the assessment and evaluation of any library school can best be made using known standards and since. The study is also important in the sense that it will be of practical assistance to current and emerging library schools. Apart from serving as a guide to educational planners, the study will equally serve as a guide in assessing the strengths and weaknesses of each library school in Nigeria.

2.0 INSTRUCTIONAL FACILITIES

Instructional Facilities, a concept used interchangeable with such terms as instructional materials, teaching/learning aids, or more appropriately curriculum materials is simply the sum total of all the resources needed to effectively implement a curriculum for a desired goal. According to Mohammed (2006), curriculum materials broadly cover human resources, physical facilities, time and fund. Instructional Facilities are very important to all academic programmes. This is why Mohammed (2006:34) observes that the use of curriculum materials results in more effective learning of factual information and skills in less time than mere verbalization.

Therefore, a well-equipped library school will no doubt make the following contribution:

- Support teaching and learning
- Enrich the curriculum
- Promote the development of skills acquisition and encourage long term learning habits through handling, listening to and viewing a variety of learning materials. Learning habits form the key to continuous success in school as well as personal enrichment of the students.
- Encourage students to develop their power of analytical appraisal by exposing them to varied instructional facilities

- Make the training environment a replica of the environment in which the learner would subsequently work

Similarly, when instructional materials and devices are properly used, the following are accomplished:

- Learning becomes more permanent
- Students' interest will be generated
- Self activity on the part of students will be stimulated
- Continuity of thought, especially when motion picture are used will be developed

Therefore, the greatest constraints against the successful implementation of most curricula in developing countries are inadequate supply of equipments and materials for academic programme. There is no doubt in the fact that the students without access to standards facilities would seriously be handicapped to function effectively after graduation. His academic success will be based largely on his ability to comprehend the abstracts taught to him. On the other hand, the student with access to good facilities can learn and be judged on his own skills, because he would have acquired the foundation for independent, purposeful and life-long learning, the cornerstone of the present education policy. Hence library schools should be properly equipped to promote sound and effective teaching, learning and dissemination of information.

For the purpose of this paper, Instructional Facilities would be limited to physical facilities and resources needed by library schools to effectively implement library curriculum. The Instructional Facilities are discussed under two broad categories, which are:

- BUILDING FACILITIES, and
- TEACHING/LEARNING FACILITIES

BUILDING FACILITIES: These facilities are categorized into:

LECTURE ROOM: There should be lecture rooms for undergraduate programme, which should accommodate levels 100-400, with seating capacity of not less than 100 students per class. The postgraduate programme should have lecture rooms for each of the masters and PhD programmes. Facilities to be provided in these lecture rooms include comfortable chairs and tables for students, lecture stand, magnetic board, and e.t.c. The rooms should be well ventilated and have adequate lighting system

LIBRARY: The department should have a separate library that will serve not only the information needs of both staff and students, but also as a workshop where practical could be conducted. The library should be established based on minimum standards for public library

COMPUTER LABORATORY: There should also be a place either within the Departmental library or the department that will serve as a computer laboratory. Apart from allowing both the staff and students join the information super highway, the computer laboratory should be utilized for practical purposes in the area of skills acquisition in Information and Communication Technologies.

SEMINAR ROOM: There should be at least one seminar room in the department that can seat up to 50 students at once

STAFF OFFICES: At least one office allocation to each member of staff. The office should be well furnished and have such facilities as a set of computer, black and notice boards, e.t.c

COMMON ROOM: This room should also be well furnished with Satellite Cable, Settee, Center Table, e.t.c

TEACHING/LEARNING INSTRUCTIONAL FACILITIES

The teaching/learning instructional facilities are presented and discussed in tabular form under the following sub-headings:

- Library science programme

- Information science programme
- Records and archival management programme
- Publishing and book trade programme

Attempt has been made to provide quantities and ratio for each instructional facility required. The quantities and ratio suggested are an improvement of what Bozimo, Fayose and Banjo (1995) Bozimo, Fayose and Banjo (1995) recommended in their draft standards. The ratio is based on a maximum of 100 students.

S/N	Items	Quantity	Ration	Remarks
LIBRARY SCIENCE PROGRAMME				
1	Library of Congress Classification Scheme (LCCS)	5 Sets	1: 20	
2	Dewey Decimal Classification (DDC)	10 Sets	1: 10	
3	Universal Decimal Classification (UDC)	20 Sets	1: 5	
4	Library of Congress List of Subject Headings (LCSH)	10 Sets	1: 10	
5	Anglo American Cataloguing Rule (AACR II)	20 Sets	1: 5	
6	Catalogue Cabinet (18 drawers)	2 sets	1: 50	
7	Sears List of Subject Headings (SLSH)	20 Sets	1: 5	
8	*Reference resources, such as General and Subject* dictionary and encyclopedia	2 copies each	1: 50	
9	Stylus Pen	4 sets	1: 25	
10	Card Catalogue	30 packs	1: 4	
11	Card Catalogue Sorter	10 pieces	1: 10	
12	Stripdex	1 set	1: 100	
13	Double Issue Tray	4 sets	1: 25	
14	Cardex	1 set	1: 100	
15	Transfer foil	5 rolls of *each color*	1: 20	
16	Accession machine	10	1: 10	
17	Blocking foil	5 rolls	1: 20	
18	Knife	1 dozen	1: 100	
19	Punching machine	10 pieces	1: 10	
20	6" X 3" X "8 X 5" Single sided Steel Shelf (open)	5 sets	1: 20	
21	6" X 3" X "8 X 5" Single sided Steel Shelf (closed)	5 sets	1: 20	
22	6" X 3" X "8 X 5" Double sided Steel Shelf	5 sets	1: 20	
23	Steel Book Trolley X 3 Shelves	5 sets	1: 20	
24	Book ends (normal size)	10 pieces	1: 10	
25	Book ends (large size)	10 pieces	1: 10	
26	Shelf labels	10 pieces	1: 10	
27	Stamps/Pad	10 sets	1: 10	
28	Pre-Catalogue Sheets	50 packs	1: 2	
29	Visible Index File	10 pieces	1: 10	
30	Newspaper/Magazine Display Racks	4 sets	1: 25	

INFORMATION SCIENCE PROGRAMME				
1	Multi Media Overhead Projector DECC	4 sets	1: 25	
2	Databases	2 Sets	1: 50	
3	Library Application Software (LAS)	1 Set for each	1: 100	Dummy could be use in a network
4	Networking facilities			
5	Scanners 3 size HP	2 pieces	1: 50	
6	Laser pen	10 sets	1: 10	
7	Flash Disk IG high wave	10 sets	1: 10	
8	DVD multi	10 sets	1: 10	
9	Sony Digital Cam Coder	5 sets	1: 20	
10	Computer Tables & Chairs	20 pieces	1: 5	
11	Diskettes	10 packs	1: 10	
12	Flash drive	10 pieces	1: 10	
13	DVD CD Player LG	4 sets	1: 25	
14	Log Book	20	1: 5	Each computer should have
15	Computer Laboratory Management Manual	10 sets	1: 10	This can be produced by the lab
16	Digital Camera 256 MB with ex MC	4	1: 25	Could be use by the other program mes
17	Computer & Flat Screen monitor	20	1: 5	
18	Net work printer Laset Jet 5000	4	1: 25	
19	HP Laser Jet 1320 printer	4	1: 25	
20	Flat Screen Television	2	1: 50	
21	CD-ROM	10 packs	1: 10	
22	Radio Recorder Player LG	2	1: 50	
23	5 KVA stabilizer	2	1: 50	
24	Public Address System piyano mpof	2	1: 50	
25	Manual Overhead projector	2	1: 50	
26	Sharp digital Photocopier (AR5316)	2	1: 50	
27	Refrigerator – Haier Thermocool	1	1: 100	
28	5 KVA UPS Smart	4	1: 25	
29	Software for generating Barcode	2	1: 50	
30	Barcode hand scanner	4	1: 25	
31	Microfilm Reader	2	1: 50	
32	Microfilm Card Reader	2	1: 50	
33	Microfilm Reader Printer	2	1: 50	
34	Microfiche Reader	2	1: 50	
35	Slide Overhead Projector	2	1: 50	
36	Film Projector	2	1: 50	
37	Film Strip Projector	2	1: 50	
38	Projector Screen	2	1: 50	
RECORDS AND ARCHIEVAL MANAGEMENT PROGRAMME				
1	Files Cabinet	2	1: 50	
2	Files tags	20 packs	1: 5	
3	Files	100 pieces	1: 1	
4	Mobile Filing Bays	2	1: 50	
5	Circular Filing Bays	2	1: 50	
6	Transparencies	100 pieces	1: 1	

7	Stand Veyer	2	1: 50	
8	Automated Card File	2	1: 50	
9	Chemicals			
10	Duster	10 pieces	1: 10	
11	Fumigation Chamber			
12	Laminating Machine	2	1: 50	
13	Special Boxes	10 boxes	1: 10	
14	Display notice board with glass	2	1: 50	
15	Sharp digital Photocopier (AR5316)	See above		
16	Preservatives			
PUBLISHING AND BOOK TRADE PROGRAMME				
1	Plate exposing unit with automatic timer			
2	35 mm Filmstrips			
3	Blocking machine	2	1: 50	
4	Types characters with type faces size ranging from 8pt to 72pt			
5	Trimming machine	4	1: 25	
6	Scissors	4 dozen	1: 25	
7	Heidelberg two colour cylinder letter press			
8	Heidelberg –K- offset press			
9	Kodak Transparency Viewing Mark			
10	Composing Stick			
11	Composing Tray (Galley)			
12	Proof Reading Press			
13	Plate Camera			
14	Digital Camera	See above		
15	Computer	10	1: 10	
16	Small open rubber container	10	1: 10	
17	Brush (two inches)	20	1: 5	
18	Pressing Machine	4	1: 25	
19	End sheet	10 reams	1: 10	
20	Manilla Card	10 reams	1: 10	
21	Straw board	10 reams	1: 10	
22	Mol clothe	100 yards	1: 1	
23	Buckram Binding clothe	100 yards	1: 1	
24	Binding clothe	100 yards	1: 1	
25	Glue	5 gallons	1: 20	
26	Hamol	10	1: 10	
27	Zinc Nails 4"	5 kg	1: 20	
28	Thread	10 balls	1: 10	
29	Middle	5 pack	1: 20	

NB: This list is by no means exhaustive

3.0 CONCLUSION

The issue of creating standard for library and information science programme in Nigeria is indeed long overdue. Now that the Nigerian Library and Information Science Educators (NALISE) have taken the challenge of convening a national conference on this issue, what remains is the setting up of an ad hoc committee involving the Nigerian Library Association (NLA) and Library Registration Council of Nigeria (LRCN) to fashion out from these papers presented a comprehensive standard for library schools in the country. When this is done, the product could be used for accreditation purposes by the NUC and LRCN to make the graduates of library and information schools assume their pride of place in the academic society as there won't be observable inadequacies on their part any more.

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