Sustainable Development of Library and Information Science Education in Nigeria: An Update

Abstract

The paper explores remarkable development, obstacles and prospects in Library and Information Science Education (LISE) in Nigeria. Development of Library and Information Science Education in Nigeria began with the establishment of library school at University of Ibadan to commence postgraduate programme in 1960 and eight years later at Ahmadu Bello University, Zaria in 1968. Since then sustainable development has taken place in various aspects of LISE in Nigeria notably in the of areas of curriculum review, establishment of more library schools and LIS programmes , distance learning programme, student industrial work experience scheme(SIWES) programme beyond the four-walls of library and entrepreneurship/employment opportunities for prospective graduates, specialized fields, etc. Despite these sustainable development that have taken place, there are obstacles to LISE notably in :proliferation of library schools and LIS programmes; disparity in curriculum and nomenclature in diploma and degree awarded; de-listing of Bachelor degree (LIS) programme of some university -based library schools from Joint Admissions and Matriculation Board (JAMB) website; mentoring problem; staffing issues; inadequate physical/infrastructural facilities ;promotion prospects of library practitioners especially in university system and problem of degree nomenclature . Empirical study revealed between 2015 and 2019, 11 university and two polytechnic-based library schools have commenced undergraduate and National Diploma programmes while there exist variations/disparity in admission requirements and duration of undergraduate programme of the existing and new university-based library schools. Despite these shortcomings, there is hope that in the near future LIS Schools shall be upgraded to Faculty/School of Library and Information Science. The implication is that there are still gaps to be filled in library and information science education in Nigeria .The paper recommends among others that for the sustainable development of Library and Information Science Education in Nigeria, stakeholders in LIS sector should ensure strict compliance to Librarians’ Registration Council of Nigeria (LCRN) standards in terms of establishment of LIS schools and programmes and physical/ infrastructural facilities.

**Keywords**: Development, Challenges. Prospects; Library Education, Library Schools, Nigeria

**Link: http:s//www.fla.org/news/set-july-bulletin.**

**Introduction**

Library Education in Nigeria began with the establishment of library school at the university of Ibadan to commence postgraduate programme (PG) in 1960 and eight years later it was followed by Ahmadu Bello University Zaria in 1968.The second library school was established to run undergraduate programme following Sharrs (1960) report that recommended the need for the establishment of library school in Northern Nigeria (Olden, 1982) though Aguolu and Aguolu(2002)posits that the establishment of the second library school created crisis between librarians in South and those of North in Nigeria as librarians in the South were strongly in support of PG programme while those of the North were of the opinion and in strong support of undergraduate (BLS) programme of Ahmadu Bello University, Zaria. Since 1960 to date library schools have been established in universities, polytechnics and monotechnics, while those established in colleges of education were affiliated to some university-based library schools.

With the prominence attached to information being essential commodity and ingredient to decision making, and enhancement of higher productivity in organizations, the concept of information was not only placed as the fifth factor of production but important in all spheres of life. It was added to the diploma, bachelor and higher degree programmes of various library schools as well as inclusion of Information/Information Management component in the programme of medical school sub-sector in Nigeria. For example, New Gate College of Health Technology Minna, Niger State runs a course in Health Information Management; a course that deals with the study of management of the medical records of patients using the concept of information.

Within the context of this paper, library and information science education fall within tertiary education as enshrined in the National Policy on Education (2013) section 5 sub-section 80 which maintain that tertiary education is the education that is offered in institutions such as: Universities, Inter-university centres, Colleges of education, monotechnics, polytechnics and specialized institutions such as Colleges of Agriculture, Schools of Health and Technology and the National Teachers Institutes (NTI). As such LISE programme is offered virtually in all the mentioned institutions. LIS Education covers the aspects of reading and writing which Okebukola(2012) posits that literacy is one of the three indicators to national development. This is because library schools are training grounds for future LIS professionals. They are to put them true by way of teaching, training and assessment (test, assignment, term paper presentation and examinations).

The massive establishment of libraries was as a result of the demand for more librarians couple with the creation of various establishments and organizations and institutions of higher learning as every organization/institution require the services of information professionals. For example, as at 5th October, 2020 there are 171 universities (NUC 2020); while as at 7th November, 2020 there are 70 Polytechnics, 44 Monotechnics and 152 Colleges of Education (Wikipedia, 2020). Each of these institutions of higher learning require library and/or establishment of library school or running of LIS programme. With this issue, there has been proliferation of LIS schools and programmes without due regard to standards in terms of staffing, accommodation, facilities, nomenclature, etc (Ochogwu and Nwokwocha, 2014). As part of standards for the establishment of library schools and preparation for resource verification for the proposed undergraduate and postgraduate programmes, a minimum of six academic staff with at least one Professor/Reader, two senior lecturers and three lecturers 1 and below are required. For PG programmes the requirements are: a minimum of six academic staff with at least one Professor and two senior lecturers while the rest should be PhD holders capable of teaching any PG degree. It has been discovered that some library schools are established without mounting or commencing the programme; typical examples are Ibrahim Badamasi Babangida University, Lapai (IBBUL) in Niger State and Baze University in Federal Capital Territory (FCT) Abuja.

Saka and Mohammed (2006) wrote a position paper on LISE in Nigeria and maintain that the growth and development of library schools in Nigeria was negatively being affected by acute shortage of teaching staff at professorial cadre; facilities, attitude of government and Nigerian societies, divergent curriculum, funding, etc.

Education is the largest sub-sector of the social services and as such **National Policy on Education** (**2013)** maintain that financing the sector should be collaborative responsibility of the three tiers of government; while local communities, individuals and organizations can also contribute to the funding of the sector. To achieve this policy statement, at least 26% annual national budget from the three tiers of government (as recommended by UNESCO) should be devoted for funding education. However, poor or inadequate funding of education sector in Nigeria has been a problem hence the budgetary allocation ranges between 10-13% which is contrary to the UNESCO benchmark of 26% annual national budget allocation to education sector ( primary, junior and senior secondary schools, polytechnics, monotechnics, universities, non-formal education programmes, etc). The ineffective implementation of UNESCO benchmark of 26% annual national budgetary allocation to education sector means the quality of educational programme would be affected such that the system will produce ill-equipped school leavers and graduates leading to high rate of unemployment which can further result to social vices ( Kingdom and Maeakae, 2013; Adida and Asinde, 2020).

Despite this setback, the writers further maintain that library schools in Nigeria have made concerted effort by running postgraduate programmes and inclusion of some ICT components in the curriculum of library school programmes. After 14 years, the writers of this paper have identified the increase in number of problems in LISE notably in the areas of de-listing of LIS undergraduate programmes of some specialized universities; crisis in the promotion prospects for library practitioners to the rank of professor as well as inadequate infrastructural/ICT facilities. In the same vein, some sustainable development have been discovered due to the design and regular review of curriculum which has positively affected the areas of SIWES programme beyond the four walls of library, entrepreneurship as a course unit and employment opportunities for future LISE professionals

**Sustainable Development Indices**

The concept of ‘‘Development’’ denote growth, progress, or improvement in the life of individuals and citizens in all aspects of social, economic, educational, scientific and technological perspectives. National Development refers to the positive changes, growth, improvement or achievement of success in a country with respect to its economic, social, political, educational, scientific and technological ramifications (Mathew.et.al, 2018; Mudi,et.al, 2020). The improvement in all ramifications of a country without interruption, stoppage or alteration but by maintaining high degree of improvement in economic, social, political, religious, science, technology and education is referred to as sustainable development. The continuous progress and improvement in Library and Information Science Education without interruption as regards curriculum, programmes, resources, etc can be referred to as sustainable development in Library and Information Science Education.

Sustainable development in LIS education is the ability to provide continuous training for prospective LIS professionals; facilities to support the curriculum and for conducive teaching-learning environment for survival of LIS education. By so doing, a number of innovations, progress and remarkable development have been achieved and taken place. These innovations and development include: restructuring of curriculum to accommodate job market needs of labour, increase in number of library schools, etc although the problem of education in Nigeria according to Kingdom and Maekae (2013) include those of inadequate funding/budgetary allocation, changes in educational policies, politicizing of appointment, etc.

This brings us to policy or blueprint known as Sustainable Development Goals (SDGs) being initiated by the UNDP (2015). They are blueprint that address the challenges faced worldwide in terms of poverty, inequality, climate change, etc. The SDGs consists of 17 global goals to be achieved globally in future between year 2020 or 2030. Among these 17 global goals is Goal Number 4which addressed **Quality Education** tagged: *“Ensure inclusive and equitable education and promote lifelong learning opportunities for all”.* Although this goal number 4 centered on access and equal education at primary school level for both boys and girls hence the need to teach this category of learners, library education at primary school level becomes important as it serve as foundation for future LIS professionals/educators.

**Establishment of more Library Schools and commencement of LIS Programmes**

As part of sustainable development in LISE, between 2015 to 2019 reasonable number of library schools have been established and commenced undergraduate and ND programmes as contain in Table 1.

**Table 1: List of Library Schools in Nigeria with their Year of Commencement (2015-2019)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S/N** | **Name of Institutions** | **Year of Commencement** | **Ownership** | **Degree/Diploma Awarded** |
| 1 | University of Port-Harcourt  | 2015 | Federal  | BLIS |
| 2 | Ignatius Ajuru University of Education, Rumuolumeni, Port-Harcourt | 2015 | State | BLIS |
| 3 | Yusuf Maitama Sule University, Kano | 2015 | State | BLIS |
| 4 | Chukwuemeka Odumegwu Ojukwu University, Igbarian  | 2016 | State | BLIS |
| 5 | University of Abuja, FCT | 2017 | Federal  | BLIS |
| 6 | Rivers State University, Port-Harcourt  | 2017 | State | BLIS |
| 7 | Delta State Polytechnic Ogwashi-Uku | 2017 | State | ND |
| 8 | Federal University, Lafia | 2018 | Federal | BLIS |
| 9 | Ebonyi State University, Abakiliki | 2019 | State | BLIS |
| 10 | Kebbi State University, Aliero  | 2019 | State | BLIS |
| 11 | Niger Delta University, Wilberforce Island, Yenogoa  | 2019 | State | BLIS |
| 12 | Ajayi Crowther University, Oyo | 2019 | Private  | BLIS |
| 13 | Osun State College of Technology, Esa Oke | 2019 | State | ND |

**Source**: Directory of NALISE members and list of Library & Information Science Schools in Nigeria (2020) pp. 159-164.

Between 2015 and 2019, 13 library schools have commenced BLIS/ND (LIS) programmes in various institutions in Nigeria out of which 11 are university-based while two are polytechnic-based. From these 13 library schools, three Federal, seven State and one Private Universities, and two state polytechnics have also commenced BLIS degree and National Diploma in library and information sciences programmes respectively. Some of the below universities and polytechnics have established and commenced LIS undergraduate and ND programmes, while some have undergone NBTE/NUC resource assessment and have gotten approval to commence the programmes few years back. On the other hand some polytechnics and universities have proposed the establishment of library schools/ programmes and have undergone resource assessment, some are expecting NBTE/NUC resource assessment and accreditation as the case may be, thus the universities and polytechnics affected are as follows:-

University of Jos, Jos

Federal University, Lokoja

Federal University Dutsin-Ma

Federal University,Wukari

Saleem University, Lokoja

Al-Hikimah University, Ilorin

Kano University of Science and Technology, Wudil

Bauchi State University, Gadau

National Open University of Nigeria (NOUN), Abuja

Usman Danfodio University, Sokoto

Federal University,Dutse

Atiba University, Oyo

Federal College of Education, Zaria (Affiliated to A.B.U Zaria)

Federal Polytechnic, Bida

Niger State Polytechnic, Zungeru

***Source:*** Correspondence with professional colleagues. (November, 2020)

The NOUN Abuja library school has commenced its four-year BLIS programme domiciled in Faculty of Education. Furthermore some of these library schools have graduated sets of students while some have undergone resource assessment in November, 2019 and 2020 respectively, scaled through and now ready for inclusion in the JAMB website in 2020/2021 session. Some universities (not in this list) are waiting for their respective university senate approval to enable them prepare for and undergo resource assessment to be conducted by National Universities Commission. The library school of Niger State Polytechnic with campus in Bida is awaiting NBTE resource assessment and accreditation.

Not only the establishment of the new library schools but also new programmes have been established in the new and old library schools. The new programmes cover specialization areas and postgraduate programmes respectively. For example, FUT Minna library school commenced postgraduate programmes (PGD, and MTECH) in 2013/2014 and PhD in 2015/2016 sessions respectively. University of Agriculture, Makurdi library school started with master degree programme. Umudike, FUTMinna, ATBU Bauchi and MAUTECH Yola library schools that are running the undergraduate programmes have been de-listed by JAMB in 2017.

**Distance Learning System**

As part of the sustainable development in LIS education sub-sector, some university-based library schools are engage in open and distance learning system leading to the award of Bachelor degree in Library and Information Science. Some of these universities with approved distance learning centres running LIS programme

1. National Open University of Nigeria, Abuja
2. University of Ibadan, Ibadan
3. University of Abuja, Abuja
4. University of Maiduguri, Maiduguri
5. Ahmadu Bello University, Zaria
6. University of Nigeria, Nsukka

**Curriculum Design and Review**

As part of the planning for the establishment of new library school and expansion of the existing programme, the NUC BMAS (especially for undergraduate programme) is usually consulted and used as a guide for tool. At this stage the academic brief is normally designed to include minimum core, electives, and Information Technology (IT) and SIWES courses. Most library schools have gone beyond the NUC/NBTE Benchmark by incorporating more ICT and knowledge management courses so as to meet the target. As for the existing programmes, the curricular are subjected to review, restructure and incorporation of ICT courses taken into consideration the existing NUC/BMAS 2018 edition. Curriculum content has taken care of core, electives, IT, SIWES and Entrepreneurship courses which are also contained in Librarians’ Registration Council of Nigeria (LRCN) uniform curriculum for library schools in Nigerian Universities (LRCN, 2016).

**SIWES Programme beyond the 4-walls of Library**

The current undergraduate curriculum /academic brief contain SIWES as a core course and is 2-credit units and apart from the fact that it is now being graded by supervisors and employers; students are encouraged to observe their 6-month SIWES exercise not only in libraries but also information centres as well as organizations that are ICT inclined. LIS/LIT students now observe their SIWES in banks, hospitals, private organizations especially in the ICT units –all geared towards meeting the requirement of curriculum content, reality of the 21st century as well as employers job market needs.

**Employment Opportunities**

Unlike 20th century librarianship when employment was confined to the four walls of libraries with the provision of traditional core –library services, the 21st century library schools have designed curriculum that prepares prospective LIS/LIT graduates and information professionals for employment opportunities in organizations other than libraries. Such jobs include: digital librarianship, information broker, information business, public relations, records/archival management, etc.

**Entrepreneurship**

Before the oil boom in Nigeria, prospective school leavers and graduates were offered employment but today the story has changed such that thousands of school leavers and graduates are produced yearly basis and roaming the street. In order to reduce the problem of un-employment in the country, Mudi, Bashari and Magaji (2020:243) posits that :

*in the year 2006, the federal government of Nigeria directed*

*that entrepreneurship education be incorporated as mandatory*

*components of all programmes run by tertiary institutions in the country*

This mandate by federal government in 2006 was supported and **buttressed** by Yerima et.al (2016) who posits that institutions of higher learning should not only include entrepreneurship in their curriculum but should also embark on the teaching of the course to enable graduates to be self-employed or job creators upon their graduation. The library schools’ curricular coupled with General Studies (GST), Entrepreneurship as a course unit is being taught at undergraduate level more so that there **is** no aspect of library and information science /technology courses that is not entrepreneur inclined. LIS/LIT graduates can be self-employed as cataloguers, classifiers, information business managers, indexers, abstractors, publishers, bibliographers, etc more so that Amidu et.al, (2019) reported available entrepreneurship opportunities to include: lecturing, library networking and digitization.

**Field of Specializations**

Librarianship is a multidisciplinary field such that every aspect gives birth to a number of specialized fields. Ibadan library school has the following specialized fields: Library science, Archival studies, Publishing, Information science, etc. In some library schools that are running postgraduate programmes, specialization normally comes during student thesis write-up.

**Obstacles to Sustainable Development of Library and Information Science Education in Nigeria**

**Proliferation of LIS schools and programmes:**

This is a serious problem to LISE in Nigeria as new library schools and programmes were established without due process or due regard to standards in terms of resources, staffing, structure, location, and curriculum. This situation has led to massive enrolment of students, inadequate classroom accommodation and failure in accreditation such as interim or denied (Saka, Garba and Zarmai, 2018).

**Disparity Issues**

The development of LISE has negatively been affected by disparity in the curricular of library schools (polytechnics, monotechnics and universities).There is disparity in some library schools regarding core, elective and ICT courses as opposed to the content of the NBTE/NUC Benchmark. In some library schools, core courses contained in NUC/NBTE can be found in their curricular as electives and vice-versa

The second aspect of disparity is the admission requirements for candidates with ‘o’ level subjects ND, HND into degree programmes. The ‘O’ level credit/subject credit combination varies from university to university which is contrary to UTME, and NUC/BMAS guidelines particularly the 2018 edition.

The table contains variations in ‘O’ level subjects requirements at credit level and UTME cut-off point for admission in selected new and old university-based library schools in Nigeria for 2019/2020 admission exercise.

**Table 2: UTME/O Level Subjects Admission Requirements**

|  |  |  |
| --- | --- | --- |
| Library Schools  | ‘‘O’’ level subjects at credit level | UTME cut-off point |
| Federal University Lafia | 5 ‘‘O’’ credits in Mathematics, English and any other three subjects | 180 |
| University of Jos, Jos | 5 ‘‘O’’ level credits in English, Mathematics, and any other three subjects | 180 |
| Abubakar Tafawa Balewa University,Bauchi | 5 ‘‘O’’ level credits in English, Mathematics, and any 3 subjects which include science commercial and Art subject | 180 |
| Federal University of Technology, Minna | 5 ‘‘O’’ level credits in English, Mathematics, Physics and any 2 of Economics, chemistry, or Biology  | N/A |
| Michael Opara University of Agriculture, Umudike | 5 ‘‘O’’ level credits in English, Mathematics, Agric Science, Chemistry or Physics; Geography or Economics | 180 |
| Ignatius Ajuru University of Education, Port-Harcourt  | 5 “O” level credits in English, Mathematics and any other three subjects  | 180 |
| Federal University, Dutsin-Ma | 5 “O” level credits in English, Mathematics and any other three subjects. | 160-170 |
| Nasarawa State University ,Keffi | 5 “O” level credits in English. Mathematics and any other three subjects from Art, Science or Commercial subjects |  160 |
| Kebbi State University of Science and Technology, Aliero | 5 “O” level credits in English. Mathematics and any three **science** subjects because it is a University of Science and Technology. | 160  |
| Federal University, Wukari | English. Mathematics and any other three subjects | N/A |

*Source:* GSM correspondence with professional colleagues, June/July, 2020.

The NUC/BMAS (2018) for undergraduate programmes in Nigerian universities with particular reference to LIS programme states the basic admission requirements for undergraduate program as : credit passes in senior secondary certificate examination (SSCE) or equivalent in five(5) subjects at not more than two(2) sittings in addition to acceptable pass in Unified Tertiary Matriculation Examination (UTME). The BMAS did not specify any other three (3) subjects (from art, social science, pure science or commercial) apart from English language and Mathematics as well as the number of UTME scores. Therefore there is disparity in admission requirements between NUC/BMAS( 2018) and library schools as well as among library schools respectively.

The third aspect of disparity is the diploma and degree being awarded by library schools. Universities running diploma (DLS) in library science e g A.B.U Zaria used to award DLS; diploma in library and information management, while F.U.T Minna awards Diploma Library Information Management (DLIM). Accredited polytechnic-based library schools such as Kaduna, Nasarawa just to mention but few award National Diploma (ND) in library science, while non-accredited polytechnics-based library schools e.g. College of Administrative and Business Studies, Bida campus of Niger State Polytechnic Zungeru award ordinary Diploma or Diploma in library science .This disparity has caused problem for candidates seeking admission into degree programme. For example, while A.B.U Zaria accepts holders of its DLS for direct admission to BLIS programme, those with ordinary diploma or diploma in library science from other institutions are denied direct admission into BLIS programme. The implication is that those with ordinary diploma in library science apply for one year programme to nationalize their diploma thus converting to national diploma in library science which can qualify them for admission into HND or Bachelor degree programme in LIS of polytechnics or universities respectively.

Nomenclature of degrees being awarded by various university-based library schools are: - BA/B.Sc library science, B.LIS, BLS, B.Sc library science, B.Tech Library and Information Technology, B.Ed Library science. Holders of various nomenclature of degree awarded might appear in labour market for job; some employers might prefer holders of B.Tech(Library and Information Technology) to holders of BLIS (Library and Information Science) for employment opportunities because of “technology” being included in the degree awarded.

The fourth disparity is the duration of undergraduate programme. While Federal University of Technology, Minna; Abubakar Tafawa Balewa University, Bauchi and Modibbo Adama University of Technology, Yola library schools run 5-year undergraduate (B.Tech) programme; other specialized university-based library schools such as Michael Opara University of Agriculture, Umudike; Kano University of Science and Technology, Wudil and, Kebbi State University of Science and Technology, Aliero run 4-year undergraduate (BLIS) programme respectively.

**De-listing of LIS programme from JAMB Website**

In 2017, bachelor degree programmes of some universities, more especially specialized ones were de-listed from JAMB website by the order of federal government of Nigeria because LIS Programme is not part of the mandate of these universities as at the time of their establishment. University –based library schools of Minna, A.T.B.U Bauchi, Federal University of Agriculture Umudike and MAUTECH Yola **were** affected by the de-listing thus not able to admit candidates to degree programme through UTME and direct entry. Some of these library schools as at 2020 have last batch of undergraduate students in 400level and 500level. A.T.B.U Bauchi later applied to be merged to the department of science education as library and information science unit while FUT Minna library school have re-designed and revised its curriculum and modified its department name to reflect “Department of Library Information Technology ” with proposed undergraduate and review postgraduate curriculum to reflect “**Library Information Technology** ”-meaning application of technology (ies) in library operations and services (FUTMinna, 2019).Other library schools are struggling to regain their department/programme.

**Promotion prospects of Library practitioners in University System**

In some universities with library schools, library practitioners especially those on the rank of Deputy University Librarian now teach/lecture and supervise undergraduate and postgraduate courses research works in library schools or department of library and information science. Some Universities governing council accept and promote them to the rank of professor; some do not work with this system. This is a problem and crisis among LIS professionals in universities –hence the existing confusion is the status of academic librarian and lecturer as well as academic status and academic privileges.

**Inadequate Facilities**

This has been a long term issue as some institutions of higher learning experience acute shortage of classroom /staff accommodation and ICT laboratories **of** some library schools are not adequate enough to accommodate teaming population of students. ICT facilities such as computers, electronic photocopiers, printers, telecom facility, multimedia projectors and slides, overhead projectors and Internet facilities are not available in some library schools and non –availability of these facilities has an adverse effect on students’ education (Ojoboh and Oserada, 2018).

**Staffing issue**

This has been a long time issue that has been deliberated. Acute shortage of LIS educators especially at **professorial** cadre **is** a problem to LISE such that both old and new library schools rely on part-time lecturers.(Aguolu and Aguolu, 2002; Saka, 2015; Saka, Garba and Zarmai, 2018). This situation is worse in some library schools to the extent of using library practitioners in university libraries to teach some professional/technical library science courses such as cataloguing classification, indexing, etc. The effect of the acute shortage of LIS educators is that there will be absence of close monitoring of students’ performance (Ojoboh and Oserada, 2018) even though some senior academics have been mentoring the younger ones while some are not. So many factors could be the reasons but the culture of mentorship is desirous to enable the younger academics grow. Adamu (2019) reported that lecturers teaching technical courses are holders of Master’s degree in other fields of librarianship as opposed to cataloguing and classification.

**Mentoring issue**

In every organization there must be some knowledgeable, skillful and experienced individuals that are expected to train, coach, instruct and guide the less-knowledgeable and experienced people. The challenge of mentoring in LISE is that the old and experienced professors are dying; some have retired, while some have left library schools for greener pasture (**Saka, 2020**). **Prospects for Library and Information Science Education in Nigeria**

Despite the enumerated obstacles, there is prospect for LISE in Nigeria. In near future LIS schools located in universities and polytechnics will have their own faculty and school thus named as Faculty/School of Library and Information Science or Faculty/School of Information Science. While Faculty will be for library schools in conventional universities, School will be for those in specialized universities, and polytechnics respectively. Within faculty or school in university and polytechnic respectively, there will be various Departments e.g Department of Library Science; Information Science; Archival Studies; Communication Science, Information and Communication Technology, e t c. Within each department, it is hoped that there will be options, units or /and areas of specialization at undergraduate and postgraduate levels.

**Conclusion**

There are some gaps to be filled in the LISE in Nigeria. Library Schools have to carry the regulatory bodies along in matters of establishment of Library Schools, curriculum design and review, admission requirements and appropriate institutions to run diploma programme. Mentorship is another area to be addressed through motivation of the existing professors in our library schools, while those on retirement be offered contract appointment and with this, they can mentor the younger LIS educators. The National Commission for Colleges of Education (NCCE) in conjunction with LRCN needs to design a document for the establishment of library school or department to run NCE Library and Information Science programme.

**Recommendations**- For sustainable development in LISE, stakeholders in the LIS sector should ensure strict compliance to NUC/NBTE and LRCN standards with respect to establishment of Library Schools and Programmes, staffing, accommodation, and guidelines on promotion of librarians (practitioners and educators)

- Adequate funding by government (Federal and State) is a function of sustainable development in LISE sub-sector. Government and the concerned authority and the stakeholders in information profession should ensure and commit government in funding LISE in Nigeria.

- The NUC should come out with clear cut uniformed requirement for promotion to the professorial cadre to be strictly followed by all governing councils in Nigerian Universities.

- Senior Academics such as professors should be encouraged to mentor the younger ones especially Graduate Assistants, to lecturer I.

- Younger academics should be willing to learn and to be humble thus facilitating mentorship relationship with the Senior Academics.

- Library Schools should establish working relationship with their libraries where practical skills are impacted on the students.

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