

# REINVIGORATING LIBRARY AND INFORMATION SCIENCE (LIS) CURRICULUM IN A FAST CHANGING SOCIETY

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## Abstract

*This paper discussed the need for reinvigoration of Library and Information Science (LIS) curriculum in a fast changing society. Reinvigorating LIS curriculum is not only a necessity but mandatory if the prospective LIS graduates would be employers of labour rather than job seekers in a continuously fast changing society of the 21<sup>st</sup> century. To train LIS students in entrepreneurship requires the development of a comprehensive but dynamic curriculum that responds to changing needs in the field. The implementation of this curriculum will enable beneficiaries to be self-employed by carrying out such entrepreneurial activities like abstracting, indexing, publishing, database development and management, collection management, knowledge management, organisation of knowledge, current awareness services, staff recruitment and development, conduct of researches, bibliographic and metadata searching, journals and book business, material conservation and preservation, generation of ideas, etcetera.*

**Keywords:** *Changing; Curriculum; Fast; Information Science; Library; Reinvigorating, Society.*

## Introduction

Reinvigorating of Library and Information Science(LIS) curriculum for enhanced job opportunities is not only a necessity but mandatory in this rapidly changing society. The need to infuse life giving ingredients into LIS curriculum in the information age cannot be over emphasised. The 21<sup>st</sup> century is characterized with: stiff competition in the information/labour market; dwindling job opportunities; general economic recession, ubiquitous unrest, unemployment and prevalent global hunger amongst others. There is the urgent need for library

schools in Nigeria and across the globe to produce graduates who would be able to cope with the exigencies and the unpleasant scenarios that are rapidly unfolding in information/labour market of the digital age. One of the major avenues by which library schools would be able to achieve this mission is through the reinvigoration of LIS curriculum. Graduates from library schools should be trained to be self-reliant, creative, innovative, productive and becoming job creators rather than job seekers in this information driven age. Adequate attention should be given to: entrepreneurial oriented, information broking services, publishing, book trade and a good number of other information related courses. All these courses should be handled from an Information and Communication Technology perspective with adequate exposure to practicals with the ultimate aim of making prospective LIS graduates employers of labour rather than job seekers. It should be added that there appears to be endless job opportunities for prospective LIS graduates in spite of the ubiquitous dwindling job opportunities. Graduates of LIS schools could work as publishers, archivists, record managers, information brokers, system analysts, information consultants and they could establish different types of profit making information organisations. For prospective LIS graduates to operate maximally and profitably in this age of rapid changes, acquisition of requisite skills is mandatory.

A pragmatic way of reducing poverty and youth restiveness in Nigeria and globally is by ensuring that all able-bodied, qualified, skilful young men and women are gainfully employed. People that are employed are assets in any economy. Rather than operating as mere consumers of what others are producing, they are zealously engaged in contributing their own significant quota in form of per capita income to the economy. If every able-bodied man/woman is gainfully employed, the income per head (per capita income) would under normal circumstances increase and this would indirectly reduce poverty and stimulate economic resurgence (revival). This will be made possible if proper pedagogy on self-reliance, creativity, innovativeness and enhanced productivity has been given to LIS professionals in training while they were in library schools.

There should be a systematic and continuous revision of LIS curriculum in tandem with current trends in the profession. The LIS profession should not be seen as a dumping ground where drop outs find solace. It is true that LIS courses are not taught in secondary schools, like many other courses that students do in universities; LIS professionals should make deliberate efforts to advertise LIS courses in secondary schools so that prospective candidates would out of love for the profession select it from the onset; than canvassing for students to change to LIS, or LIS departments admitting leftovers or rejects from other departments. LIS profession should not be a dumping ground for rejects. The profession should be made attractive, to be envied by others. Innovation, creativity and amenability to current changes is mandatory if LIS would take its pride of place among other noble professions..When librarians and other information professionals render quality, relevant and timely services, the profession is beckoning recognition. LIS professionals should make themselves relevant in the society. There are many services the profession is rendering, and could render, that are not known in the society. The government does not even know the extent to which LIS professionals could work. The professionals are better placed to educate the government on the viability of LIS. LIS curriculum is so rich that anybody who is in this profession can do varieties of unknown functions in different organisations. In some institutions like University of Ibadan, the Department is called the Department of Library, Archival and Information Studies. Four degrees are offered at the Master Degree level namely, Master of Library and Information Studies (MLIS), Master of

Archives and Records Management (MARM), Master of Health and Information Management (MHIM), and Master of Publishing and Copyrights Studies (MPCS) (Department of Library, Archival and Information Studies, 2006). These four professional areas of specialisation in librarianship indicate many different areas a graduate of this profession could be employed. A graduate from this department could work virtually in any organisation. He/she can work in a library (there are many of them - public, school, academic, special libraries); he/she can work in any company that generates records. This means that graduates of this profession can work anywhere. He can work in a hospital or in a health organisation keeping and maintaining health documents. He/she can work in a publishing company, employed as an editor or as a records manager. Application of ICT in the profession is an assurance of continuous existence of this profession in this digital age. LIS should train her students on how to adopt and adapt the new technologies in their workplace. To be relevant in the society of this 21st century would depend on an individual versatility on the use of ICT. The twenty-second century will bring its own technology but until then let this profession use what is in vogue and be ready to change whenever the need arises.

Academic qualification or apprenticeship is good but it is not enough. Relevant education should include the capacity to embrace new technologies in the field. If a LIS professional does not know how to apply Information Communication Technology (ICT) in the place of work, something is wrong in the person's personal development. There is no profession in this era that does not apply ICT in the discharge of her duties. In fact, when ICT is mentioned, two professions that come in mind are Computer Science and Information Science. Mass Communication is regarded as the consumer of the outcome or the product generated by Information Scientists. They utilise ICT as a means to convey their message while ICT is one of the tools used by Information Scientists in discharging their duty. Onuoha and Atulomah (2011) conducted a research that showed that some librarians still lack the knowledge of online social networks. To have real personal development, LIS should embrace change. Change is a sign of progress and development. Change is inevitable because the world is not stagnant and there is continuous acquisition of new knowledge. In some organisations, it is very hard for the managers to allow their employees to go for personal development even though it enhances professional development. Sometimes it is because of the monetary involvement. In such a case, the employee needs to spend his personal money to improve him/herself, otherwise someone more qualified may oust him/her out.

Recession is a word that appeared in many publications and economic experts' vocabulary. It is a period characterised by deep financial crisis, and evokes in all and sundry an intuitive idea about what it means for the economy. It is a necessary component of the business cycle, but the word itself seems to represent so much more than that. Yet it is interesting to note that despite all discourse on recession, there is not yet a consensus on how to measure one. According to NBER (2003) economic recession is a significant decline in economic activity spread across the economy, lasting more than a few months, normally visible in real GDP growth, real personal income, employment, industrial production, and wholesale-retail sales. The impact of economic recession on Library and Information Science profession (LIS) has become a serious issue in the recent past. Prompted by editorials and news stories from around the country, the Library Research Service (LRS) undertook a survey on "Libraries and the Economic Recession." The goal of this survey was to gather input from librarians in the field on how their libraries and

careers have been impacted by the current economic situation. Nearly 500 people working in public, academic, school, and special libraries responded. The results indicated that while public libraries are seeing much of the increase in traffic and library use, employees in all types of libraries are feeling the pressures of the economic recession. For libraries economic recession or downturn means increased use of and strain on library resources, all while coping with budgetary restrictions. The past response to economic recession should help guide Library and Information Science (LIS) Professionals in response to the current economic recession. Librarians and Information professionals should take action and be proactive in response to the challenges that lay before them so as to improve the services they render to their respective patrons.

In a recessed economy, reducing poverty and optimising human development require more than simply raising national incomes. It involves people being able to realise those basic capabilities that could be harnessed to develop their full potentials and lead productive and creative lives. United Nations Development Programme (UNDP) outlines four basic capabilities for human development which are:

- 1) To lead long and healthy lives
- 2) To be knowledgeable
- 3) To have access to adequate resources needed for a decent standard of living
- 4) To be able to participate in the life of the community (UNDP 2006).

This paper will highlight how Library and Information Science curriculum can be re-invigorated to enhance job opportunity and reduce poverty in a recessed economy.

### **Library and Information Science**

Education is the process of imparting knowledge, skills and judgment into the learners or individuals. It is in a continuum and is seen as a lifelong process. There are informal and formal systems of education. The formal educational system in Nigeria has been organised into primary, secondary and tertiary education. Etim (2002) sees library and information science as the study of issues related to library and information services.

### **Curriculum**

Curriculum is the totality of the content of an area of study to be imparted to its intended learners. In its simplistic definition, the Websters Universal Dictionary and Thesaurus (2007) views curriculum as “a prescribed course of study.” Lunenburg (2011) summarised curriculum experts’ conceptions and definitions of the topic as the content of what is to be learned, the learning experiences, the behavioural objectives to be achieved, by bringing about the desired behaviours in the learners, the plan for instruction, and the non-technical approach, which include the aesthetic, pluralistic/diverse, spiritual, etcetra aspects of curriculum.

### **Economic Recession**

The National Bureau of Economic Research (2008) defines an economic recession as a significant decline in economic activity spread across the economy; lasting more than a few months, normally visible in real G D P, real income, employment, industrial production and whole sale- retail sale. Economic recession is, therefore, a period of general economic decline and is typically accompanied by a drop in the stock market, an increase in unemployment, and a decline in the housing market. Generally, a recession is less severe than a depression. The blame

for a recession generally falls on the federal leadership, often either the president himself, the head of the federal reserve, or the entire administration.

### **Poverty Reduction**

Poverty reduction involves the strategic use of tools such as education, economic development, health and income redistribution to improve the livelihoods of the world's poorest people by governments and internationally approved organisations.

### **Reinvigorating**

In its simplistic definition, the Websters Universal Dictionary and Thesaurus (2007) views "Invigorating" as reviving, vitalising, bracing and energizing something in a dying state.

### **Characteristics of a recessed economy**

There is very little doubt, however, that the economic recession which started in 2007 could be characterised as the most serious global crisis since the great depression of the 1930s with long term and in some areas devastating consequences. According to Simai(2010), some of the characteristics of a recessed economy are: rapid increase in unemployment; poverty and hunger; deceleration of growth; economic contraction; negative effects on trade balance and balance of payments; dwindling levels of foreign direct investment; large and volatile movements in exchange rates; growing budget deficits; falling tax revenues and reduction of fiscal space; contraction of international trade; increased volatility and falling prices for primary commodities; declining remittances to developing countries; sharply reduced revenues from tourism; massive reversal of private capital inflows; reduced access to credit and trade financing; reduced public confidence in financial institutions; reduced ability to maintain social safety nets and provide other social services such as health and education; increased infant and maternal mortality; collapse of housing markets etcetera. Despite the ubiquitous adverse effects of economic recession on all professions including library and information science profession, there are enviable career paths available to prospective library and information science professionals. With these career path they would be able to cope with the ugly challenges of recession and contribute their own significant quota to national development.

### **Career Paths for LIS professionals**

Library and Information Science (LIS) professionals have a lot of potentials to develop the knowledge and skills required to sustain and survive in the present day knowledge society. Globalisation and liberalisation have opened up multiple career options to the LIS professionals. The traditional roles of LIS have changed with the advances in Information and Communication Technologies. LIS professionals are expected to be academics of higher order with competence to work in a hypertext, networked and digital environments. Hence, the LIS education should impart the learners with the necessary skills to gain employment upon graduation and to develop the vision and understanding to help them cope better with the rapidly changing world (Sinha and Pandey, 2014). Nowadays, a number of career prospects are available in Library and Information Science. The qualified and trained professionals are employed in various libraries and information centres. LIS professionals can select the type of library as per their own interest. Thus, there is a very bright future prospect for LIS professional. It is only the trained personnel in LIS that can have employment opportunities in the various sectors (Unegbu and Unuoha, 2013). Some of the available career paths in LIS profession includes: publishing, development of

computer software, production and sales of library equipment, information brokerage, consultancy services, bookselling business, record manager, indexing and abstracting services, system analyst, operation of business centres and cybercafé business, editorial services, authoring books etcetera.

### **Need for LIS education in a recessed economy**

Mohammed (2003) noted the need for provision of library and information science education and the acquisition of relevant knowledge techniques and skills for effective library and information work in the 21st century in order to drive the needed development and expectations of the society. The increasing need for information and rapid developmental changes in Nigeria and across the globe has accorded a primordial role to Library and Information Science profession above any other professions. Thus, library and information science education like in allied disciplines, must be viewed as driver of Nigeria's sustainable development as no society can develop without entrepreneurs. Library and information science schools at all levels are expected to brace up to the challenge by providing the relevant knowledge and skills that are premised on the entrepreneurial needs of their students. Library and information science educators have a pivotal role to play in realising Nigeria's developmental goals. By virtue of their training and experience, they can employ their vast knowledge to advance entrepreneurial training in library and information science by establishing information consultancy and business enterprises that have multiplier effects on Nigeria growth and development.

The present economic recession coupled with unemployment woe is the deliberate failure by successive governments to realise the importance of a robust entrepreneurial education. In the desperate quest to equip and empower students in Nigerian higher institutions, entrepreneurship education was introduced to address the growing rate of unemployment, poverty and allied social ills. Entrepreneurship education has the ultimate goal of achieving self-reliance among Nigerian youths. The development of entrepreneurial skills and competencies through entrepreneurial education holds the key to socio- economic development of the nation. Today, the high unemployment rate in Nigeria is no doubt a collective tragedy. Youth unemployment has become intractable and surely cancerous in Nigeria economic history. It is apt to state that entrepreneurial education remains the potent economic arsenal, weaponry, bailout and strategy for employment generation, poverty reduction and social service provision. Nigeria natural and human resources though in abundance, majority of the citizenry lived in abject poverty. It is worrisome that Library and Information science graduates at all levels are among the unemployed. A possible solution to this is self-employment through the acquisition of entrepreneurial skills.

Library and Information Science (LIS) programmes are mounted at National Diploma, Higher National Diploma, Degree, Master's and Doctoral levels. Thus, these programmes are mounted by Colleges of Education, Polytechnics and Universities. From the foregoing, there has been increase in number of library schools in Nigeria at all levels. Adducing to this fact, the Joint Admission and Matriculation Board (2012) affirmed the exponential growth of Library Schools in Nigeria. This development has resulted in explosion in Students enrollment and turning out of teeming Library and information Science graduates who by sheer providence find themselves among army of unemployed graduates; a scenario that has led to survival of the fittest syndrome. In order to keep both body and soul alive, some Library and Information Science graduates get themselves engaged in menial jobs with low financial returns and fortunes. This development

ought not to be so with the numerous career paths available to LIS professionals. On the need to reinvigorate LIS curriculum so that prospective library and information science professionals in Nigerian tertiary institutions could be equipped with the necessary skills to withstand any economic situation and contribute their quota to national development, the LIS Programme stated that it is intended to circumvent unemployment of librarians in the public and private sectors, thus, encouraging their graduates to be self-employed and create employment for others as well (University of Ilorin, 2014).

### **Ingredients for reinvigorating LIS curriculum in a recessed economy**

Entrepreneurial education was introduced by the National Board for Technical Education in 2007 to help train entrepreneurs in library related and non-library related enterprises. Some of the entrepreneurial ventures in librarianship include: bookshop management; indexing and abstracting services; editing books and journals; records management; exhibitions; publishing and reprography; video recording; information brokerage; document screening and control fee-based writing amongst others. In order to accentuate employment, reduce unemployment, underemployment, poverty and youth restiveness, entrepreneurship education was introduced as a compulsory course which is receiving global attention. Musa (2009) stated that indigenous entrepreneurship through provision of enabling environment, technical education and financial assistance as well as skill acquisition opportunities has been a cardinal thrust for employment generation. Aladekomo (2004) remarked that Nigeria policy on education emphasised the need for functional education that is relevant, practical and with particular emphasis on the acquisition of appropriate skills and development of competencies and equipment for the individuals to live in and contribute to the development of his/her society. Amoor (2008) stated that entrepreneurship education will provide the students with the opportunities to identify and develop a range of skills and attributes that will be of use to creating and shaping their future by experiencing both business and work environment. Nnadozie, Akanwa and Nnadozie (2013) revealed that diminishing job openings and exposure to entrepreneurship education should make the library and information science graduates explore the opportunities in other sectors where they can put their specialised training to their best advantage. Fakuade (2015) noted that entrepreneurship means ownership and self-determination as opposed to simply being dependent on somebody else for one's livelihood and future. Effective entrepreneurial education is not possible without the right lecturers, students, supporting technology, laboratory equipment and allied infrastructures. Career paths for LIS students could be shaped and encouraged by entrepreneurial education provided. The information age no doubt provides the LIS students with contours of entrepreneurial options within and outside the library walls.

Today all Nigerian universities now offer one entrepreneur course called GST 311 at least theoretically, with very few having entrepreneurship centres where students could learn practical skills. Even among those with entrepreneurship centres, not all are equipped for the acquisition of practical skills. The zonal centres that were proposed have also not taken off. This position is supported by Dantani and Ibrahim (2014) who observed that the paucity of qualified instructors/teachers, instructional equipment/materials and well equipped laboratories are capable of frustrating entrepreneurial education in Nigeria. Borrowing from the general entrepreneurship studies course, and desiring to develop a tailor-fit programme for students of library and information science, Departments of Library and Information Science in Nigerian universities, have also come up with LIS-related entrepreneurial courses. A look at the course

descriptions of about 25 approved LIS programmes in Nigerian universities indicates that entrepreneurship courses peculiar to the field are hardly offered presently, apart from the general studies course. Among the few LIS departments offering entrepreneurship courses, are those of Federal University of Technology, Minna, University of Ilorin, Ilorin; Ahmadu Bello University, Zaria; Babcock University, Ilishan, etcetera. The Federal University of Technology, Minna, for example offers LIT 524: Entrepreneurship in Library and Information Technology, LIT 324: Publishing and book trade; LIT 518: Information products and services, LIT 525: Electronic publishing and LIT 318: Data Communications and Network; LIT 319: Analysis and Design of Library Information Systems. The University of Ilorin offers LIS 402: Entrepreneurship in Information. In its justification for offering this course LIS 402, the institution stated that it is intended to circumvent unemployment of librarians in the public and private sectors, thus, encouraging prospective LIS graduates to be self-employed and to create employment for others as well (University of Ilorin, 2014). The course content of LIS 402 is as follows:

1. Options, openings and possibilities for self-employment, employment creation.
2. Requirements for establishing and managing enterprises.
3. Business plan project.
4. Introduction to small business start-up.
5. Identifying information business opportunities.
6. Lobbying, advocacy and fund raising for development of libraries and information centres.
7. Branding and marketing for changing the image of libraries.

However, in most of the twenty-five approved LIS Programmes in Nigerian Universities, there are a number of business-related courses, which are aimed at tuning (re-orienting) students' minds towards possible self-employment upon graduation. In Ahmadu Bello University, Zaria, for example, courses like LIS 220: Business Information Systems and Services; LIS 321: Marketing of Libraries and Information Centres; LIS 323: Financial Management in Libraries and Information Centres; and LIS 414: Publishing and Advertising are offered. In the University of Nigeria, Nsukka, LIS 448: Library Marketing and Public Relations is offered. At the Abubakar Tafawa Balewa University, Bauchi, the LIS Programme offers LIS 513: Library and Information Consultancy and LIS 523: Marketing of Library and Information Services. In the LIS Programme at the University of Abuja, such courses include LIS 302: Introduction to Publishing, LIS 408: Marketing Library and Information Services, LIS 409: Library and Information Consultancy, and LIS 411: Revenue Generation in Libraries and Information Centres. There is no doubt that there is growing awareness and need for entrepreneurship courses in Library and Information Science. This has led to increased literature in the area, for example, Igbeka (2008) and Issa et al. (2014) are among those that have produced materials in the field. This awareness has also been made possible by hosting of many conferences, workshops, etcetera, for example, the National Association of Library and Information Science Educators (NALISE) Conference on Entrepreneurship Education in Library and Information Science Programmes held at the Ahmadu Bello University, Zaria between 8th to 12th November, 2011. Other examples are the National Workshop on "Entrepreneurship in Librarianship", which was organized by the Librarians' Registration Council of Nigeria (LRCN) at Kuchukau in Nasarawa State between 29th July and 2nd August, 2013, and the Second International Conference of the School of Technology Education, Federal University of Technology, Minna with the theme: Innovation and Entrepreneurship in Science and Technology Education for Self-Reliance held between 12th to 15th October, 2014, amongst others. In furtherance of the need to entrench



entrepreneurial studies in LIS curriculum at the undergraduate level, some experts who were invited by the NUC to review the existing Benchmark and Minimum Academic Standards (BMAS) and come up with a new one that would meet modern realities proposed for the inclusion of a course to be known as Infopreneurship, among several other new courses that were proposed. The proposed content of Infopreneurship subject to final approval by the NUC will contain such essential aspects such as:

1. Concept of Infopreneurship.
2. Need for Infopreneurship skills.
3. Income/Revenue Generation Activities in Libraries and Information Centres.
4. Techniques for Generating Income/Revenues.
5. Establishing and Managing Revenue Generating Activities.
6. Problems and Prospects of Revenue Generation Activities

### **Reinvigorating LIS curriculum for enhancing Job opportunity and poverty reduction in a recessed economy**

#### **(1) Integrating Entrepreneurship in LIS curriculum**

The first step in reviving LIS curriculum in a recessed economy with the aim of alleviating poverty is to have a curriculum tailored towards entrepreneurship; of which most LIS departments have viable ones, at least in business related areas. However, the success or failure of these curricula in terms of whether the students internalize the values they are expected to imbibe with regard to entrepreneurship depends more on the implementation of such curricula. A good LIS curriculum should be comprehensive and dynamic to be responsive to changing needs in LIS. This is what the proposed course, Infopreneurship seeks to be (Ekoja and Odu, 2016).

#### **Proper orientation of students offering LIS courses**

Some students currently offering the General Studies Entrepreneurship merely see it as a requirement for graduation and not a means for developing their interest in entrepreneurship. The students from the outset should be convinced that they need it, they can do it, and require to hold on tenaciously to its principles; and savour the desire to be successful entrepreneurs notwithstanding likely obstacles on their path. Acknowledging the significance of the above, Bankole (2007) advised that for students to be adequately prepared to face the challenges of venturing, it is important to counsel them to adopt attitudinal reorientation towards self-employment and self-reliance.

#### **Seminars and symposia by resource personnel**

To impart entrepreneurial skills in students, there is need to have qualified people who can handle both theoretical and practical aspects. This, preferably should be people who themselves have served as consultants or entrepreneurs, and whose consulting or entrepreneurship activities have kept them in touch with the business world. LIS Departments can also bring in entrepreneurs like the Managing Director of Havillah Books, to give talks on their experiences in terms of how they started, their doggedness in the face of obstacles, and how they have been able to weather the storm (Ekoja and Odu, 2016). Reference is made to Havillah Books because she is one of the most successful in book vending in Nigeria. Since much of information and library services revolve around ICTs, there is the need for reequipping of LIS laboratories with full Internet connectivity, as well as other enabling facilities with which students can have hands-on experience. These laboratories should be made accessible to students for sufficient number of

hours in a day, and if possible 24/7. One other way of gaining practical experience is through participating in the activities of Entrepreneurship in Action and Us (ENACTUS), which until October, 2012 was known as students in Free Enterprise (SIFE). Enactus is “a global non-profit and community of students, academics and business leaders committed to using the power of entrepreneurial action to transform lives (Enactus Nigeria, 2014).

## **(2) Promoting entrepreneurship education in LIS**

It is important to create and promote entrepreneurship awareness in LIS students and make students know the opportunities that exist in terms of the activities they can engage in, how to write viable business plans, the market(s) available and the regulations guiding operations in them as well as how to maximize the benefits of operating in them. This can also touch on how to overcome likely obstacles, including risk-taking. Another important aspect of implementing the curriculum in entrepreneurship education is to let the students know about existing market linkages and how to promote such linkages. For example, a student who is interested in book vending and journal subscription business upon graduation should have the contacts of local and overseas books and journals vendors and publishers that he/she would have beneficial relationship with for his/her intended business. It is important too that students should know about the sources from which they can access funding (loans, etc) with which to start the businesses they intend going into.

## **Conclusion**

Reinvigorating LIS curriculum in a recessed economy with the ultimate goal of alleviating poverty in Nigerian tertiary institution requires pragmatic approach and sincere commitment on the part of all the stakeholders: the students, lecturers, technical staff, school management and government if the issue of unemployment must be surmounted. It is now about ten years that entrepreneurship education has been embraced as a compulsory General Studies course in most Nigerian universities with varying levels of successes. In most of the universities, this course is still taught only theoretically. In the few ones where there exist entrepreneurship centres, they are not well equipped with the requisite facilities and artisans to implement the impartation and acquisition of skills by students. Education managers must do the needful in providing the needed learning facilities and manpower that will impact positively on entrepreneurship skill acquisition capable of driving the needed jobs creation and economic development of the society. Nigeria current unemployment woe can be confronted frontally through a robust entrepreneurship education that is devoid of dilapidated or nonexistence of teaching facilities, personnel and laboratories. Despite the visible and long term benefits of entrepreneurship education, there are no requisite facilities capable of provoking the desired entrepreneurial spirit among library and information science students. It is apt to conclude that entrepreneurship education is the only ingredient for reviving LIS curriculum and remains the only potent economic arsenal and weaponry for combating unemployment and poverty in a recessed economy.

## Recommendations

This paper, however, recommends the following: -

1. There is the need to provide state of the art printing machines, photocopiers, binding and lamination machines, Internet, and library digitiation softwares to drive the needed entrepreneurial skills in library related businesses to graduates of LIS.
2. There is the need for the use of various teaching methodologies such as students and lecturers centred practicals, trend analysis, market surveys and business proposals and memo writing.
3. Construction of entrepreneurship workshops, employment of additional qualified lecturers, improved funding, reduction of students in take and the adoption of innovative pedagogical strategies on the part of lecturers in LIS in teaching entrepreneurship are strongly recommended.
4. Government ought to create favourable environment in terms of infrastructure provision, funding and regulating interest rates on bank loans, etcetera.

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