

Entrepreneurship Programme for Library and Information Science Graduates in South-East, Nigeria

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Abstract

The study developed an entrepreneurship programme for library and information science graduate in South East Nigeria. Six purposes of study and five research questions were designed to guide the study. The study adopted the research and development design. Population for the study was made up of 589 respondents which consisted of 450 final year students of five universities that offer library and information science in South East Nigeria for the need assessment, while the population of 53 library educators and 86 practicing librarians were used as respondents for library and information science graduates questionnaire in the five library schools studied. The entire population of 589 respondents was used for the study due to the manageable size of the respondents. Two sets of research instruments were used for data collection. They included the Need Assessment Questionnaire (NAQ), and Library and Information Science Graduate Entrepreneurship Programme (LISGEP). The data collected for the study were analyzed using mean need gap for research question one (the need gap study) while other research questions were analyzed with mean and standard deviation. Based on the data collected and analyzed, the study identified appropriate objectives, contents, instructional materials and instructional methods that were used to develop the programme. The study recommended that government at all levels and management of all universities that offer library and information science in South East Nigeria should ensure that both human and material resources needed for successful adoption and implementation of the developed programme are provided as to promote self-employment and job creation for our graduates.

Keywords

Entrepreneurship programme, Library and information science, Undergraduate students, South east.

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State Chapter

Introduction

Development of an efficient and pragmatic entrepreneurship programme has become a matter of great concern all over the world. This is informed by the fact that entrepreneurship has helped many countries of the world to create job for their unemployed graduates, create wealth and reduce poverty.

Development of entrepreneurship programme refers to a series of actions or

activities that are planned and organized to inculcate entrepreneurship skills into a person that need to establish and successfully run his or her enterprise. It involves equipping a person with the required skills and knowledge needed for starting and running the enterprise.

The major aim of developing an entrepreneurship programme is to help an individual in strengthening his or her motive in acquiring skills and capabilities needed

for playing his or her entrepreneurial role effectively. Development of entrepreneurship programme became necessary owing to the fact that entrepreneurship traits are developed and induced. Research findings have also proved that need for achievement motivates people to work hard. Developing an individual to be creative, innovative and enterprising makes the person an achiever. The ability to induce motivation and competence among the young prospective graduate is the greatest need for developing an entrepreneurship programme (Khanka, 2013).

The need for entrepreneurship programme has become important, especially these days that there is high unemployment rate amongst graduates. Many graduates roam the streets in search of white-collar jobs which are currently scarce. Every year universities and other higher institutions turnout young graduates who join the labour market (Akinawo, 2013).

According to Ologbon and Adekunle (2024), one of the major concerns of most societies in the modern time is how to stem the tide of unemployment and achieve appreciable success in wealth creation and poverty reduction and foster socio-economic development. This reform policy of the government gave insight to the increase interest and acknowledgment that entrepreneurship is a vital means for the emergence and growth of new businesses. To enhance the employability of Nigeria youth calls for the development of labour market relevant curriculum, introduction of new/youth related issues into the curriculum and educational programme and entrepreneurship skills emphasizing innovation and creativity (FGN, 2008). The above scenarios gave rise to the introduction

of entrepreneurship education in Nigerian universities in 2007 (NUC, 2007).

Entrepreneurship according to Juniad and Aliyu (2019) refers to an individual's ability to manipulate ideas and turn them into reality. Entrepreneurship prepares an individual with opportunities to survive in the worlds changing circumstance. The above assertion informed the need to acquire entrepreneurial skills and knowledge which are necessary for exploring entrepreneurial opportunities for self-employment and job creation.

In the view of Aina (2014), the philosophy behind the teaching of entrepreneurship in library and information science is that the rates of new graduates being produced at library school are far more than jobs opening in the library market. As such, it was considered necessary to inculcate into the training programme the idea of self-employment. Entrepreneurship education in library and information science is aimed at preparing graduates to acquire skills, knowledge and attitude necessary for successful operation of businesses for profit (Ejedafiru and Toyo, 2015).

Statement of the Problem

Entrepreneurship programme for library and information science graduate has been observed to play a vital role in the realization of the entrepreneurial quest of graduates. This is informed by the importance of entrepreneurship in job creation for the unemployed graduates, wealth creation and poverty alleviation. An entrepreneurship programme that is adequate in structure and course content is capable of inculcating relevant entrepreneurial skills and characteristics into graduate for self-employment. A well-developed programme is capable of creating awareness on various

entrepreneurial opportunities available in Library and Information Science profession.

In 2007, Nigerian government in a bid to stem the tide of unemployment and boost employment introduced entrepreneurship studies in universities in Nigeria. However, research findings have revealed that an increasing number of library and information science graduates in Nigeria are either unemployed, in underpaid school teaching or in dead-end job. Worse still is that most graduates are not aware of entrepreneurship opportunities within library and information science and are yet to develop the culture and mindset towards entrepreneurship.

Observations have also revealed the inadequacies and loopholes in the existing curriculum on entrepreneurship which appears not to be practically oriented and courses peculiar to library information science are not offered. Attention has not been drawn to short comings in its content and structure which makes it inadequate for graduates to acquire relevant skills that can make them compatible with and accessible to variety of entrepreneurship opportunities in the profession. Hence, the need to develop and validate an entrepreneurship programme suitable for library and information science graduates in South-East, Nigeria.

Purpose of the Study

The general purpose of this study was to develop and entrepreneurship programme for library and information science graduates in South-East Nigeria. Specifically, the work sought to:

1. Assess the needs of library and information science graduates in entrepreneurship.
2. Find out the objectives of entrepreneurship programme for

library and information science graduates.

3. Ascertain the content of entrepreneurship programme for library and information science graduates.
4. Identify the instructional resources needed for teaching entrepreneurship for library and information science graduate.
5. Determine the appropriate teaching methods for entrepreneurship programme for library and information science graduates.
6. Develop entrepreneurship programme for library and information science graduates.

Review of Literature

Unemployment situation in Nigeria especially amongst graduates has informed the introduction of entrepreneurship studies in the Nigerian university system in 2007. The introduction is aimed at inculcating entrepreneurship skills, knowledge and characteristics into students so that upon graduation they can be self-employed and as such, reduce the rate of crime and poverty in the society. With the introduction of entrepreneurship studies, it became necessary to redesign and repackage the curriculum of universities to integrate and accommodate entrepreneurship as was designed by the National University Commission (NUC, 2007).

According to Ugwu and Ezeani (2012) entrepreneurship is the process through which entrepreneurs create, nurture and grow enterprises using a reasonable degree of initiative, skills and competences necessary to transform challenges into opportunities thereby deriving personal satisfaction, monetary rewards and independence. According to them,

entrepreneurship revolves around innovation/creativity, competency, risk taking, self-reliance and rewards. The skills and characteristics are vital in the successful management of an enterprise.

The objectives of any entrepreneurship curriculum for library and information science students should be that which explains the concepts of entrepreneurship and self-employment; demonstrate the knowledge of how to start small businesses, demonstrate the skills needed to create employment, describe the different business opportunities in libraries and information centres (Aina, 2014). Observation also made by Ekoja and Odu (2016) appears to point out the inadequacies and loopholes in the current entrepreneurship curriculum of library and information science in Nigeria. According to the researchers, the curriculum is not practical oriented, that is capable of launching graduates of library and information science into self-employment. They observed that the course content of about 25 approved library and information science programme in Nigeria universities show that entrepreneurship courses peculiar to library and information science are hardly offered apart from the general studies courses. The above state of entrepreneurship curriculum is not capable of realizing the objectives of the introduction of entrepreneurship in library and information science in library schools in Nigeria.

To fully realize the objectives and philosophy behind the teachings of entrepreneurship in library and information science, the curriculum should be practical oriented and attention should be drawn to short coming in its content and structure which makes it inadequate for the purpose of managing entrepreneurship education geared towards solving the rising unemployment facing Nigeria (Ifedi and Ofoegbu, 2011).

In the view of Igwe, Uzuegbu, Aliyu and Adebayo (2014), library and information science graduate are expected to apply the knowledge of librarianship and entrepreneurship to achieve the desired objectives. They advised that library and information science graduates should be able to explain theories, principles and practice of entrepreneurship, identify entrepreneurial opportunities and markets for information products and manage a business in library and information science sector, demonstrate abilities to manage finances and lots more. Library and information science graduates are expected to be competent, skilled, dynamic, innovative, creative, and capable of competing in the global information market and capable of providing all sorts of information services that can be provided by any professional in library and information science sector in any country of the world. For Nigeria to promote entrepreneurship education in library and information science, the following thing should be done:

1. LIS schools in Nigeria should reinforce practice base teaching and learning
2. The need to prepare future Nigerian LIS entrepreneurs through diverse carrier path and adapt to changing economic situations.
3. Programmes on continuing education should be introduced in LIS entrepreneurship in Nigeria universities.
4. The need for the creation of Nigeria Association of LIS entrepreneurs under the umbrella of the Nigeria Library Association (NLA).
5. The Nigeria government and private sectors should facilitate access to loan facilities and other support services needed by LIS entrepreneurs. (Abdullahi, Barkindo and Ezeabasili (2021).

In the opinion of Junaidu and Aliyu (2019), graduates of library and information science have a lot of entrepreneurship opportunities. According to them, such opportunities could only be realized when library and information product / services are improved as a result of application of innovations or initiatives and discoveries. However, awareness of these opportunities is important for effective participation in entrepreneurship.

Entrepreneurial opportunities can also be categorized into two. They are: innovative and exploitative opportunities (Akanwa, Anyanwu and Ossai-Onah (2014). According to the researchers, the innovator is absolutely in charge of the opportunity. They opined that those with innovative ability can maximize such opportunities by virtue of their innovative insight. Exploitable opportunity according to them is open to anyone who has the capacity of seeing an exploited market through the information available.

Entrepreneurship opportunities in library and information science profession is any occasion in which products and services are rendered by means of new discovery or by virtue of innovation that culminates in transforming the landscape of library and information service. It could be different ways in which ideas are developed to improve the state of library and information services (Akanwa, Anyanwu and Ossia-Onah (2014). Before now, employment and career opportunities in library and information science in Nigeria are strong with new and exciting job vacancies and opportunities emerge each day as organization and institution continue to establish and expand the use of libraries and information system.

Akanwa, Anyanwu and Ossia-Onah (2011), made an extensive list of some library and

information science-based businesses where library school graduates can venture into. The entrepreneurial librarianship opportunities listed by the above researchers are broad and have sub-businesses. Graduate and practicing librarians can venture into one or more of them and make a good living. However, absolute care must be taken in the identification of the products and services in the opportunities that one will want to explore to avoid making mistakes. The identified opportunities must be thoroughly analyzed and practical steps taken in other to establish a profitable venture.

Research method

The design adopted for this study was Research and Development (R&D). Hall (2006) explained that research and development consist of three main activities: basic research, applied research and development research. Research and Development (R&D) utilize multiple research methodologies and design with different designs being used for different phases of the project. According to Gall, Gall and Borg (2007), Research and Development (R&D) is defined as the process of developing new product using research findings, products, textbooks, procedures, manuals and programmes. The ten steps of Research and Development (R&D) model of Gall, Gall and Borg was modified to five steps cycle which fits into this present study. This five modified Research and Development (R&D) was adopted to develop entrepreneurship programme for graduates of library and information science for self-employment and job creation

The area of the study was South East, Nigeria. Thus, five universities that offer library and information science (federal and state). The population of the study was made

up of 589, which comprises of three categories of respondents. The population of 450 was for the final year students (need assessment study), population of 53 was for the library educators while 86 was for practicing librarians in the five library schools studied.

Two sets of research instruments were used for the data collection. They included the Need Assessment Questionnaire (NAQ), and Library and Information Science Graduates Entrepreneurship Programme (LISGEP). The data collected for the study were analyzed

using Mean Need Gap for research question one (The Need Gap study), while other research questions were analyzed with mean and standard deviation.

Results

Note: Out of the 450 questionnaires for the Need Assessment study, a total of 410 were correctly filled and returned. For Library and Information Science Graduates Entrepreneurship Questionnaire, out of 139 questionnaires administered to respondents, 119 were correctly filled and returned.

Table 1: Results of Need Gap Analysis of Entrepreneurship Programme for Library and Information Science Graduates.(N = 410)

SN	Entrepreneurship Skill Clusters	$\overline{X}_i$	$\overline{X}_p$	$\overline{NG}$ $\overline{X}_i - \overline{X}_p$	RMK
1	Information skills	4.45	3.58	0.87	IN
2	Financial skills	4.37	2.64	1.73	IN
3	Risk taking skills	3.86	2.48	1.38	IN
4	Communication skills	4.61	3.75	0.86	IN
5	Motivation skills	4.20	3.40	0.80	IN
6	Marketing skills	4.55	3.06	1.49	IN
7	Time management skills	4.14	3.20	0.94	IN
8	Problem solving skills	4.07	2.66	1.41	IN
9	Creative and innovation skills	4.20	2.90	1.30	IN
10	Human relation skill	4.16	3.40	1.06	IN
11	Entrepreneurship characteristic	4.29	3.11	1.18	IN
12	Identification of business opportunity	4.24	2.81	1.43	IN
13	Feasibility studies/business plan	4.12	3.39	0.73	IN
14	Financial entrepreneurship ventures	4.03	3.19	0.84	IN
15	Management of business venture	4.33	3.06	1.27	IN
16	Entrepreneurship opportunities	4.86	3.22	1.64	IN

X_i = Mean for perceived level of importance; *X_p* = Mean for expressed level of performance; NG = Need Gap; IN = Improvement Need; N = No. of Respondents.

The results presented in Table 1 indicates that all the sixteen (16) entrepreneurship cluster items had their need gap (NG) values ranged from 0.73 to 1.73 which are positive. The positive values indicated that all the 16 entrepreneurship skill clusters identified for library and information science graduates needed improvement. From the table,

graduates of library and information science lack knowledge of entrepreneurship opportunities available in the profession. As indicated in Table 1 with the highest mean score of 4.86, while financial entrepreneurship ventures needed less improvement with mean score of 4.03.

Table 2: Results of Analyses of the Responses of the Respondents on Objectives Suitable for Entrepreneurship Programme for Library and Information Science Graduates (N = 119)

SN	Objectives of Entrepreneurship Programme	$\bar{X}$	SD	RMKS
1	Develop and strengthen the entrepreneurship quality	3.78	0.54	HR
2	Analyze environmental set up relating to small industry and small business	3.71	0.54	HR
3	Select the product/ service	3.65	0.73	HR
4	Formulate proposal for the product	3.67	0.65	HR
5	Understand the process and procedure involved in setting up a small entrepreneurship	3.81	0.47	HR
6	Know the source of help and support available for starting a small-scale industry	3.72	0.47	HR
7	Acquire the necessary skills required to run a small-scale industry	3.79	0.48	HR
8	Know the pros and cons in becoming an entrepreneur	3.68	0.49	HR
9	Appreciate the needed entrepreneurial discipline	3.63	0.62	HR
10	Set or reset objective for the enterprise and strive to accept the uncertainty in running a business	3.71	0.55	HR
11	To take a decision	3.76	0.47	HR
12	To communicate effectively and clearly	3.67	0.64	HR
13	To develop a broad vision about the business	3.77	0.46	HR
14	Subscribe to industrial democracy	3.50	0.82	HR
15	Develop passion for integrity and honesty	3.73	0.48	HR
16	Compliance with law	3.71	0.55	HR

Note: $\bar{X}$ = Mean; SD = Standard Deviation; HR = Highly Required; N = No. of Respondents

3.81. The range between 3.50 and 3.81 which were within the real limit of 3.50 – 4.00. The mean values of the 16 objective items indicated that the 16 objective items for entrepreneurship were highly required by library and information science graduates in South – East, Nigeria. From the results presented in Table 2, understanding the

process and procedure involved in setting up a small entrepreneurship with a mean score of 3.81 was the highest entrepreneurship objective needed for entrepreneurship programme, while subscribing to industrial democracy with mean score of 3.50 was the lowest objective required for entrepreneurship programme.

Table 3: Results of Analyses of the Responses of the Respondents on Contents of Entrepreneurship Programme for Library and Information Science Graduates. (N = 119)

SN	CONTENTS	$\bar{X}$	SD	RMKS
1	Information skills	3.65	0.63	HR
2	Financial skills	3.57	0.60	HR
3	Risk taking skills	3.48	0.71	AR
4	Communication skills	3.76	0.45	HR
5	Motivation skills	3.59	0.60	HR
6	Marketing skills	3.70	0.47	HR
7	Time management skills	3.63	0.53	HR
8	Problem solving skills	3.72	0.46	HR
9	Creative and innovation skills	3.63	0.52	HR
10	Human relation skill	3.59	0.55	HR
11	Entrepreneurship characteristic	3.75	0.39	HR
12	Identification of business opportunity	3.61	0.55	HR
13	Feasibility studies/business plan	3.59	0.58	HR
14	Financial entrepreneurship ventures	3.42	0.71	AR
15	Management of business venture	3.65	0.51	HR
16	Entrepreneurship opportunities	3.79	0.47	HR

Note: $\bar{X}$ = Mean; SD = Standard Deviation; HR = Highly Required; AR = Averagely Required, N = No. of Respondents

The results presented in Table 3 show the mean scores for the sixteen (16) cluster items under contents of entrepreneurship programme for library and information science graduates in South-East, Nigeria. The results show that of the sixteen cluster items, fourteen (14) had their mean scores ranged from 3.57 to 3.79 which were within the real limits of 3.50 to 4.00. These results show that those cluster items were highly required for contents of entrepreneurship

programme for library and information science graduates in South-East, Nigeria. The results in Table 3 show indicated that entrepreneurship opportunities was the highest entrepreneurship content required for entrepreneurship programme with the mean score of 3.79, while financial entrepreneurship venture was the lowest content required for entrepreneurship programme with 3.42 mean score.

Table 4: Results of the Analyses of the Respondents on Appropriate Teaching Methods for Entrepreneurship Programme for Library and Information Science Graduates (N =119)

SN	Instructional Methods	$\bar{X}$	SD	RMKS
1	Question and answer	3.63	0.50	HR
2	Buzz	3.16	0.81	AR
3	Field trip	3.53	0.61	HR
4	Lecture	3.62	0.54	HR
5	Demonstration	3.54	0.64	HR
6	Story telling	3.40	0.72	AR
7	Group discussion	3.49	0.66	AR
8	Case study	3.42	0.69	AR
9	Seminar presentation	3.55	0.62	HR
10	Group exercise	3.43	0.75	AR
11	Practical exercise	3.51	0.69	HR
12	Brainstorming	3.44	0.77	AR
13	Interactive lecture	3.58	0.60	HR
14	Debate	3.39	0.74	AR
15	Industry experience	3.58	0.62	HR
16	Project work	3.46	0.69	AR

NOTE: $\bar{X}$ = Mean; SD = Standard deviation; HR = Highly Required; AR = averagely required; N = No. of Respondents.

The results presented in Table 4 show that of the Sixteen (16) items under instructional methods for entrepreneurship programme for library and information science graduates, eight (8) had mean scores between 3.51 and 3.63 which were within the real limits of 3.50 to 4.00. These mean scores indicate that those instructional

methods were highly required. The results in Table 4 indicated that question and answer with mean score of 3.63 was highly required for appropriate teaching method for entrepreneurship programme, while buzz was the lowest required teaching method with mean score of 3.16.

Table 5: Results of Analyses of the Responses of the Respondents on Instructional Materials needed for Teaching Entrepreneurship Programme for Library and Information Science Graduates. (N = 119)

SN	Instructional Materials	$\bar{X}$	SD	RMKS
1	Text book	3.81	0.42	HR
2	Encyclopedia	3.56	0.67	HR
3	Journals	3.71	0.57	HR
4	Newspaper	3.60	0.64	HR
5	Overhead projector	3.65	0.62	HR
6	Microphone	3.51	0.71	HR
7	Public address system	3.51	0.76	HR
8	Resource person	3.69	0.55	HR
9	Chalk board	3.46	0.75	AR
10	Magnetic board	3.50	0.76	HR
11	Model	3.50	0.74	HR
12	Enterprise/Industry	3.49	0.73	AR
13	Audio visual resources	3.71	0.54	HR

NOTE: $\bar{X}$ = Mean; SD = Standard Deviation; HR = Highly Required; AR = Averagely Required; N = No. of Respondents.

The results presented in Table 5 show that the mean values of eleven (11) items under instructional materials ranged from 3.50 to 3.81 which were within the real limit of 3.50 – 4.00. The mean value of the eleven instructional materials items for entrepreneurship was highly required by library and information science graduates in South-East Nigeria. From the results presented in Table 5, text book was highly required as an instructional material for entrepreneurship programme with mean score of 3.81, while chalk board was the lowest required instructional material required with mean score of 3.46.

Discussion

The findings of study on the Need Gaps of graduates of library and information science for entrepreneurship showed that library and information science graduates need improvement in entrepreneurship characteristics and skills. The findings are in line with the Association of Collage and Research Libraries (2006), which opined that for library and information science graduates

to function effectively in a dynamic society, they need to possess entrepreneurship characteristics and skills.

The findings of the study on the objectives of entrepreneurship showed that respondents agreed to the objectives as contained in the questionnaire. This affirmation by the respondents in respect to the suitable objectives of entrepreneurship programme for graduates of library and information science is in line with Khanka (2013), who listed similar objectives as crucial for acquisition knowledge in entrepreneurship. The findings is also in tandem with Igwe, Uzuegbu, Aliyu and Adebayo (2014), who stated that the objectives of entrepreneurship programme in library and information science is to enable graduates explain theories, principles and practices of entrepreneurship, identify entrepreneurship opportunity and markets for information products, and manage business in library in information science sector, demonstrate abilities to manage finance and lots more.

The findings of this study as it pertains to the contents of entrepreneurship programme showed that it is in agreement with Ekoja and Odu (2016), who viewed entrepreneurship curriculum in library and information science as a total package of the content, activities, approaches, etc. used in imparting entrepreneurship skills to library and information science students. This will help students, on graduation they will become job creators rather than wait hopelessly in an already saturated economy both public and private, where employment opportunities are already oversubscribed.

Also, the findings of this study on appropriate teaching methods is in line Agbofor (2011), who found out that discussion method, role playing, lecture method and participatory instructional delivery are vital for learning and assimilation.

On the instructional materials appropriate for teaching entrepreneurship programme, the findings revealed that text books, encyclopedia, journals, newspapers, overhead projector, microphone, etc., are required for imparting knowledge. The above findings on appropriate instructional materials for teaching entrepreneurship programme conform to the result of the study conducted by Benson, Schroeder, Lantz and Bird (2008). The authors found that the above instructional materials are important for effective teaching and learning.

Conclusion and Recommendations

In view of the findings, the study concluded that most graduates of library and information science in South-East, Nigeria lack adequate entrepreneurship skills and knowledge for self-employment which are critical at this time of high graduates' unemployment in Nigeria, hence the need for this study. It is the belief of the researcher that the developed programme

on entrepreneurship for library and information science graduates in South-East, Nigeria will no doubt put graduates in sound footing to practice entrepreneurship, become self-employed and job creators.

Based on the findings and the conclusion drawn from this study, the following recommendations were made:

1. The entrepreneurship programme developed by the researcher should be adopted for teaching, training and development of undergraduates and graduates of library and information science in South-East, Nigeria.
2. Graduates of library and information science should embrace entrepreneurship as a mechanism for job creation, self-employment, self-reliance and poverty alleviation.
3. This study recommends that stakeholders and authorities saddled with the review of curriculum and development of education in South-East and Nigeria in general should strengthen the teaching of entrepreneurship in universities and other institutions of higher learning.
4. Government at all levels and management of all the universities that offer library and information science should make effort to ensure that both human and material resources needed for successful adoption and implementation of entrepreneurship programme in our universities are provided as to promote self-employment and job creation for our graduates.

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THE DEVELOPED ENTREPRENEURSHIP PROGRAMME, ENTREPRENEURSHIP PRACTICE IN LIBRARY AND INFORMATION SCIENCE

S/N	Specific Learning Objectives	S/N	Specific Learning Contents	Specific Learning Outcomes	Instructional Methods	Instructional Materials
1.0	By the end of this contact, trainee should be able to: explain the concept of entrepreneurship education and justify its teaching in library and information science schools.	1.1	Entrepreneurship education in library and information science	Ability to define and explain the concept of entrepreneurship education and justify its teaching in library and information science schools.	Lecture	Textbook, chalkboard and public address system
2.0	By the end of this contact, trainee should be able to: define entrepreneurship opportunity and discuss various entrepreneurship opportunities available in library and information science.	2.1	Entrepreneurship opportunity	Ability to define entrepreneurial opportunity	Lecture	Textbook, chalkboard and public address system
		2.2	Entrepreneurship in library and information science	Ability to discuss ways of identifying entrepreneurship opportunities in library and information science.	Interactive lecture	Textbook, chalkboard and public address system
3.0	By the end of this contact, trainee should be able to: highlight the various entrepreneurial opportunities available in library and information science	3.1	Entrepreneurship opportunities available in library and information science	Ability to highlight the various entrepreneurship opportunities available in library and information science	Interactive lecture	Textbook, chalkboard and public address system
4.0	By the end of this contact, trainee should be able to: elaborate upon the procedures to be followed to operate a typical entrepreneurship opportunity in library and information science.	4.1	Procedures for operating entrepreneurial opportunity	Ability to highlight the various procedures for operating entrepreneurship opportunities in library and information science	Lecture	Textbook, chalkboard and public address system
5.0	By the end of this contact, trainee should be able to: identify the skills, facilities, tools/machines, locations, staff etc required to operate a typical entrepreneurial opportunity in library and information science.	5.1	Staff, skills, facilities, etc, required to operate a typical entrepreneurship opportunity in library and information science	Ability to identify and discuss staff, skills, facilities, locations etc required to operate a typical entrepreneurship opportunity in library and information science.	Case study and seminar presentation	Public address system
6.0	By the end of this contact, trainee should be able to identify the challenges inherent in entrepreneurship practice in library and information science and suggest ways to ameliorate them.	6.1	Challenges of entrepreneurship practice in library and information science.	Ability to identify and explain some of the challenges associated with entrepreneurship practice in library and information science.	Interactive lecture, brainstorming and industry experience	Enterprise /industry
		6.2	Solution to the challenges of entrepreneurship practice in library and information science	Ability to determine and tackle challenges associated with entrepreneurship practice in library and information science	Interactive lecture, brainstorming and industry experience	Enterprise /industry
7.0	By the end of this contact, trainee should be able to; predict the future of entrepreneurship practice by	7.1	The future of entrepreneurship practice in library and	Ability to predict the prospect of entrepreneurship practice in	Interactive lecture, brainstorming	Enterprise /industry

	graduates of library and information science.		information science	library and information science	and industry experience	
8.0	By this contact, trainee should be able to: make a visit to a typical library and information science business outfit and write a report about the visit.	8.1	Visit to a library and information science business outfit and write a report.	Make a visit to a typical library and information science and allied business outfit in your locality and write a report about the visit	Field trip	Enterprise/ industry