Relationship among research trend, research interest and curriculum design in LIS: An analysis

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1 Introduction:

Curriculum design plays an important role in any academic course. Curriculum development is defined as "planned, a purposeful, progressive and systematic process to create positive improvements in the educational system. Every time there are changes or developments happening around the world... a need to update them to address the society's needs" (Alvior 2014). As Library and Information Science (LIS) is a very dynamic discipline and it produces professionals according to society's needs so design and development of LIS curriculum is a challenging task. To see the dynamisms of this discipline, research trends in different facets of LIS, distinction in syllabi in different institute some work has done here and how the finding information are inherent to curriculum design has discussed here with relating from students' entry to LIS course.

2 Objectives:

This study includes following objectives-

1. To find out current research trend in LIS.
2. To see variations in current LIS syllabi of two selected universities.
3. To search growth and obsolescence rate of subject content in LIS curriculum.
4. Finding out basic relationship among research trends research interest and LIS curriculum design from students' entry to LIS course.

2 Methodology:

To understand current trend of LIS research Three Journals, namely IASLIC Bulletin, SRELS Journal of Information Management and Information Studies have been selected from top seven LIS Journals identified by Sen (2014). All the articles from selected journals during a time span of last five years (2012-16) has been analysed deeply to identify subject contained in the articles. Finding subject terms are modified and categorized according to Dewey Decimal Classification (DDC) 23rd edition. Many articles have more than one subject domain but weight has been given to that subject category which is mostly discussed and root concept in the article. Syllabi of two selected universities have been analysed deeply to draw comparison and growth rate.

4 Literature Review:

Different modes of LIS Education in India have been studied by Chakraborty and Sarkhel (2009). It is found from their study that regular courses as well as distance education courses in LIS are offered by regular and open universities. Some specialized courses and certificate courses is also provided by some organizations. They analyses these courses to LIS professionals' market needs. Chu (2006) analysed almost 3000 courses in USA. On the other hand, approximately 10 percent of all the LIS courses sound new in that they are designed to deal with emerging subjects and latest developments in the field besides reflecting the growing interdisciplinary nature of LIS. This research also shows that catalysts for LIS curricular transformations do not come from technology alone, but also originate from the cultural and societal dimensions. In other words, a holistic approach should be taken for enhancing LIS curricular contents to prepare information professionals for leadership in the time to come. Library schools of Indian universities during pre-independence and post-independence era have been also discussed by Dasgupta (2009). He noted role of universities in development of LIS professionals with referring from Williamson's report in 1923 and an article written by Stieg (1992). He recommended some suggestions about preparation of future librarians in India in 21st century. Mangla (1994)

reviewed postgraduate LIS programmes in four countries namely, India, Pakistan, Bangladesh and Sri Lanka. He compared courses, admission requirements and duration, enrolment, main features of the curricula and teaching faculty of each country.

5 Data Analysis:

5.1 Research Trend in LIS:

Table 1: Research Trend in LIS

Sl. No.	Subject Category (with Class Number According to DDC Scheme)	Journal wise No Of Papers in the Subject Category			Total (with %)	Rank
		IASLIC	SRELS	Information Studies		
1	LIS research (Bibliometrics/ Informetrics/ Scientometrics)*	14	83	18	115 (23.81%)	1
2	Use of books and other information media as sources of information (028.7)	5	48	5	58 (12.00%)	2
3	Classification (025.42)	5	29	15	49 (10.14%)	3
4	Information storage and retrieval systems (025.04)		19	5	24 (4.97%)	4
5	College & university library(027.7)	4	19		23 (4.76%)	5
6	Reference and information service/ Virtual reference services (025.52)	2	12	8	22 (4.56%)	6
7	Education and library (lis education)(020.1)	4	8	3	15 (3.11%)	7.5
8	Orientation and bibliographic instruction for users (025.56)	4	10	1	15 (3.11%)	7.5
9	Library use studies (025.58)	4	6	4	14 (2.9%)	9.5
10	Digital preservation /conservation (025.84)	5	9		14 (2.9%)	9.5
11	Public library (027.4)	2	9	2	13 (2.70%)	11
12	Acquisition and Collection development(025.2)	1	8		9 (1.86%)	12.5
13	Copyright /acquisition through exchange (025.26)	3	6		9 (1.86%)	12.5
14	Professional positions (023.2)	1	7		8 (1.66%)	14.5

15	Digital library (025.042)		5	3	8 (1.66%)	14.5
16	Computer applications (025.30285)	2	5		7 (1.45%)	17
17	Services for users (025.5)	3		4	7 (1.45%)	17
18	Special library (027.6)	4	2	1	7 (1.45%)	17
19	Subject indexing and cataloguing (025.47)	1		5	6 (1.24%)	19
20	Job description (023.7)	2	2	1	5 (1.04%)	21
21	Treatment of serials (025.1732)	4		1	5 (1.04%)	21
22	Acquisition and collection development of e resource (025.284)	3		2	5 (1.04%)	21
23	Community information role(021.28)		4		4 (0.83%)	24
24	Online catalogue (025.3132)	3	1		4 (0.83%)	24
25	Machine-readable record formats (025.316)	4			4 (0.83%)	24
26	National organizations (020.62254)	2		1	3 (0.62%)	27.5
27	Elements of personal management (023.9)	3			3 (0.62%)	27.5
28	Search engines (025.04252)	3			3 (0.62%)	27.5
29	Resource management (025.21)	2		1	3 (0.62%)	27.5
30	Information science (020)	2			2 (0.41%)	34
31	Relationships with the community (021.2)	2			2 (0.41%)	34
32	Personal management (023)	2			2 (0.41%)	34
33	Internet searching (025.0425)	2			2 (0.41%)	34
34	Weeding (025.216)	2			2 (0.41%)	34
35	Data files and databases (025.30285574)	1		1	2 (0.41%)	34
36	Union catalogue 025.35)	2			2 (0.41%)	34
37	National Library (027.5)	2			2 (0.41%)	34
38	Knowledge Society(303.4833)			2	2 (0.41%)	34
39	Administration of physical plant (022)		1		1 (0.21%)	40
40	DDC (025.431)			1	1 (0.21%)	40
41	School library (027.8)		1		1 (0.215)	40
Total		105	294	84	483 (100 %)	

*Articles on Bibliometrics /Informetrics/Scientometrics are categorized together under LIS research for convenience of interpretation.

All the research articles are categorized under 41 LIS subject categories with DDC class number (23rd ed.) and they are arranged according to their rank. From the above table it is found that 23.81% research article has published on the topic of Bibliometrics, Scientometrics or Informetrics, where as 12% paper published on resource use media including books, e-resource etc. Classification and information storage and retrieval systems hold 3rd and 4th rank respectively. Subject categories having 4th, 5th and 6th rank have very near number of research articles and after that number of article has fallen significantly. Nineteen subjects have less than 1% research article each. Almost 60% articles are based on top six subject category.

5.2 Study of LIS Syllabi:

Two significant universities from West Bengal - University of kalyani (KU) and Vidyasagar University (VU) has been selected and a comparison has made between their LIS syllabus of the concerned universities. At present KU provides two years integrated Master of Library and Information Science (MLIS) degree through four semester examination pattern where as VU provides one year Bachelor of Library and Information Science (BLIS) and one year MLIS degree separately with each degree having two semester examination pattern and it is interesting to point out that both the university has total 1800 marks examination in two years duration. Detailed syllabi of both universities have been presented in Table-2. Each paper of KU carries 100 marks where as each paper of VU carry 50 marks. KU has nineteen papers including two electives where as VU has thirty six papers with BLIS and MLIS courses altogether. Again eight papers of KU ([ML-CC-102], [ML-CC-104], [ML-OC-105], [ML-CC-204], [ML-CC-303], [ML-CC-304], [ML-OC-305] and [ML-CC-402]) formed with theoretical and practice or practical components where as theory and practice or practical components are presented in separate papers of VU syllabus. A detailed comparison has made in Table -3.

Table -2: Distribution of LIS Syllabi of KU and VU up to 2016-17 sessions

Sl. No.	KU		VU		
				BLIS	MLIS
1	S E M E S T E R I	Library, Information and Society [ML-CC-101]	S E M E	Library and Society-I [IA]	Information and Communication [MLI-101]
2		Knowledge Organization [ML-CC-102]		Administration of Library and Information Centres-I [IIA]	Knowledge Organization (Theory) [MLI-102]
3		Resource Description [ML-CC-103]		Library Classification (Theory) [IIIA]	Content Designation and Metadata Encoding [MLI-103]
4		Library Information Technology [ML-CC-104]		Resource Description (Theory) [IVA]	Information Sources, Products and Services [MLI-104]
5		Information Sources and Products [ML-OC-105]		Dewey Decimal Classification (Practice) [VA]	Information Retrieval-I [MLI-105]
6	S	Information Systems, Services and Users [ML-CC-		Information Sources and	Planning and Management of Information Systems and

	E M	201]	S T	Services (Theory) [VIA]	Services [MLI-106]
7	E S T E R II	Document Classification [ML-CC-202]	E R I	Information Services (Practice) [VIIA]	Information and Communication Technology (Theory)- I
8		Document Cataloguing [ML-CC-203]		Library Automation and Networking (Theory) [VIIIA]	Information and Communication Technology (Practice)- I
9		Content Designation and Metadata Encoding [ML-CC-204]		-	Research Methodology [MLI-109]
10	S E	Library System Management [ML-CC-301]		-	Technical Writing [MLI-110]
11	M E S T E R III	Information Retrieval [ML-CC-302]	S E M E S	Library and Society-II [IB]	Information and Society [MLI-201]
12		Automated Library System [ML-CC-303]		Administration of Library and Information Centres-II [IIB]	Knowledge Organisation (Practice) [MLI-202]
13		Digital Resource Management [ML-CC-304]		Universal Decimal Classification (Practice) [IIIB]	Resource Description (Practice) [MLI-203]
14		Open Knowledge System [ML-OC-305]		Anglo-American Cataloguing Rules (Practice) [IVB]	Open Knowledge System and Academic Evaluation [MLI-204]
15	S E M E	Research Methodology [ML-CC-401]		MARC-21 (Practice) [VB]	Information Analysis and Consolidation (Practice) [MLI-205]
16		Digital Library System [ML-CC-402]		Study and Evaluation of Information Sources (Practice) [VIB]	Information Retrieval-II [MLI-206]
17		Electives (any one): Community Information System [ML-CC-403A] Informetrics [ML-CC-403B]		Field Survey [VIIB]	Studies of Academic Metrics [MLI-207]
18		Guided Research Project [ML-CC-404]		Library Automation and Networking (Practice) [VIII B]	Information and Communication Technology (Theory)-II [MLI-208]
19					Information and Communication

	S T	-	T E	-	Technology (Practice)-II [MLI-209]
20	E R IV	-	R II	-	Quantitative Techniques in Library and Information Centres [MLI-210]

Table-3: Comparative Study of LIS Syllabi of KU and VU

	Matching No (Mn)	Course Title with Course Code	No of Matched Keywords (With %)	No of Partially Matched Keywords (With %)	No of Distinct Keywords (With %)	Total (With %)
CONTENT	M1	**KU** : Library, Information and Society [ML-CC-101]	118 (88.06%)	2 (1.49%)	14 (10.45%)	134 (100%)
		VU: Library and Society - I [IA], Library and Society -II [IB], Information and Communication [MLI-101], Information and Society [MLI-201]	118 (55.66%)	13 (6.13%)	81 (38.21%)	212 (100%)
	M2	**KU:** Knowledge Organization [ML-CC-102]	64 (77.11%)	10 (12.05%)	9 (10.84%)	83 (100%)
		VU: Library Classification (Theory)-[IIIA], Knowledge Organization (theory) [MLI-102]	64 (62.14%)	1 (0.97%)	38 (36.89%)	103 (100%)
		KU: Resource Description [ML-CC-103]	58	7	37	102

	M3		(56.86%)	(6.86%)	(36.27%)	(100%)
		VU: Resource description (theory) [IVA]	58 (77.34%)	7 (9.33%)	10 (13.33%)	75 (100%)
	M4	**KU:** Library Information Technology [ML-CC-104]	57 (39.31%)	56 (38.62%)	32 (22.07%)	145 (100%)
		VU: Library Automation And Networking (Theory) [VIIIA]	57 (79.17%)	1 (1.39%)	14 (19.44%)	72 (100%)
	M5	**KU:** Information Sources And Products [ML-OC-105], Information Systems, Services and Users [ML-CC-201]	150 (58.82%)	27 (10.59%)	78 (30.59%)	255 (100%)
		VU: Information Sources and Services (theory) [VI-A], Information sources, products and services [MLI-104]	150 (63.29%)	3 (1.27%)	84 (35.44%)	237 (100%)
	M6	**KU:** Content Designation And Metadata Encoding [ML-CC-204]	53 (63.10%)	9 (10.71%)	22 (26.19%)	84 (100%)
		VU: Content designation and metadata encoding [MLI-103]	53 (74.65%)	6 (8.45%)	12 (16.90%)	71 (100%)
	M7	**KU:** Library System Management [Ml-CC-301]	84 (72.41%)	4 (3.45%)	28 (24.14%)	116 (100%)
		VU: Administration of Library and information Centres-1 [paper IIA], Administration of Library and information Centres-2				

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R S		[paper IIB], Planning and management of Information systems and services [MLI-106]	84 (52.50%)	12 (7.50%)	64 (40.00%)	160 (100%)
	M8	**KU:** Information Retrieval [Ml-CC-302]	55 (35.71%)	67 (43.51%)	32 (20.78%)	154 (100%)
		VU: Information Retrieval-1 [MLI-105], Information Retrieval-2 [MLI-206]	55 (44.00%)	4 (3.20%)	66 (52.80%)	125 (100%)
(T H E O R Y)	M9	**KU:** Open Knowledge System [ML-OC-305]	11 (13.25%)	18 (21.69%)	54 (65.06%)	83 (100%)
		VU: Open knowledge system and scholarly evaluation [MLI-204]	11 (17.46%)	24 (38.10%)	28 (44.44%)	63 (100%)
	M10	**KU:** Research Methodology [ML-CC-401]	46 (37.70%)	28 (22.95%)	48 (39.35%)	122 (100%)
		VU: Research Methodology [MLI-109]	46 (67.65%)	2 (2.94%)	20 (29.41%)	68 (100%)
	M11	**KU:**Informetrics [Ml-CC-403 B (Elective)]	35 (35.00%)	3 (3.00%)	62 (62.00%)	100 (100%)
		VU: Studies Of Academic Metrics [MLI-207], Quantitative Techniques In Library And Information Centres [MLI-210]	35 (27.13%)	10 (7.75%)	84 (65.12%)	129 (100%)
CO NTE NT	**KU**	Automated Library System [ML-CC-303]	-	-	62 (100%)	62 (100%)
		Digital Resource Management [ML-CC-304]	-	-	81 (100%)	81 (100%)
		Digital Library System	-	-	102(100%)	102(100%)

		[ML-CC-402],				
DIFFERED		Community Information System [ML-CC-403 A]	-	-	90 (100%)	90 (100%)
	VU	Information and Communication Technology (Theory)-I [MLI-107]	-	-	44 (100%)	44 (100%)
PAPERS (THEORY)		Technical Writing [MLI-110]	-	-	34 (100%)	34 (100%)
		Information and Communication Technology (Theory)-II [MLI-208]	-	-	54 (100%)	54 (100%)
Total			1462 (46.27%)	314 (9.93%)	1384 (43.80%)	3160 (100%)
CONTENT		**Course Title with Course Code**			**Significant Common Practice Area (with weight value)**	**Significant Distinct Practice Area (with weight value)**
MATCHED PAPERS	M12	**KU:** Document Classification [ML-CC-202]			DDC, UDC (100)	
		VU: Dewey Decimal Classification (Practice) [VA], Universal Decimal Classification (Practice) [IIIB]			DDC, UDC (100)	
(PRACTICAL OR PRACTI	M13	**KU:** Knowledge Organization [ML-CC-102]			CC (40)	
		VU: Knowledge Organisation (Practice) [MLI-202]			CC (50)	
	M14	**KU:** Document Cataloguing [ML-CC-203]			AACR (50)	CCC (50)
		VU: Anglo-American Cataloguing Rules (Practice) [IVB]			AACR	

CE **)**		Resource Description (Practice) [MLI-203]	(100)	
	M15	**KU:** Content Designation and Metadata Encoding [ML-CC-204]	MARC 21 (20)	CCF/B, Dublin Core (20)
		VU: MARC -21 (Practice) [VB]	MARC 21 (50)	
	M16	**KU:** Library Information Technology [ML-CC-104], Automated Library System [ML-CC-303]	... (40)	... (40)
		VU: Library Automation and Networking (Practice) [VIIIB], Information and Communication Technology (Practice)-I [MLI-108]	...(50)	...(50)
CONTENT **DIFFERED** **PAPERS** **(PRACTICAL** **OR** **PRACTICE)**	KU	Digital Resource Management [ML-CC-304]		... (40)
		Digital Library System [ML-CC-402]		... (40)
		Guided Research Project [ML-CC-404]		... (100)
	VU	Study and Evaluation of Information Sources (Practice) [VIB]		... (50)
		Field Survey [VIIB]		... (50)
		Information and Communication Technology (Practice)-II [MLI-209]		... (50)
		Information Analysis and consolidation (Practice)[MLI-205]		... (50)
Total			600 (52.63%)	540 (47.37%)

Theoretical and practical component has been analysed separately in Table-3. Content matching papers has been kept together with matching number to see magnitude of content matching of similar papers of both universities. Though some content of papers from KU ([ML-CC-303], [ML-CC-304], [ML-CC-402] and [ML-CC-403 A]) matched with some papers of VU, but as quantity of matching is slight and

scattered so they are treated separately in the above table. Weight value is given on the basis of marks allotted to the practical, practice or project paper. From the above table it is depicted that magnitude of similarity and dissimilarity of LIS syllabi of two universities are 56.20% (including partially matched keywords) and 43.80% theoretically and 52.63% and 47.37% practically. Average similarity and dissimilarity of LIS syllabi are 54.42% and 45.58%. Quantity of dissimilarity has increased more in new born papers like Open Knowledge System, Study of Academic Metrics and so on.

Table-4: MLISC current (2016-17 session onward) and previous (up to 2015-16 session) curriculum of VU

Sl. No.	Semester -I		Semester -II	
	Current Syllabus	**Previous Syllabus**	**Current Syllabus**	**Previous Syllabus**
1	Information and Communication [MLI-101]	Information and Communication [MLI-101]	Information and Society [MLI-201]	Information and Society [MLI-201]
2	Knowledge Organization (Theory) [MLI-102]	Knowledge Organization (Theory) [MLI-102]	Knowledge Organization (Practice) [MLI-202]	Knowledge Organization (Practice) [MLI-202]
3	Content Designation and Metadata Encoding [MLI-103]	Resource Description (Theory) [MLI-103]	Resource Description (Practice) [MLI-203]	Resource Description (Practice) [MLI-203]
4	Information Sources, Products and Services [MLI-104]	Information Sources, Products and Services [MLI-104]	Open Knowledge System and Academic Evaluation [MLI-204]	Information Analysis and Consolidation (Practice) [MLI-204]
5	Information Retrieval – 1 [MLI-105]	Information Retrieval – 1 [MLI-105]	Information Analysis and Consolidation (Practice) [MLI-205]	Information Retrieval –II [MLI-205]
6	Planning and Management of Information Systems and Services [MLI-106]	Planning and Management of Information Systems and Services [MLI-106]	Information Retrieval-II [MLI-206]	Research Methodology and Quantitative Techniques [MLI-206]
7	Information and Communication Technology (Theory)-I [MLI-107]	Information and Communication Technology (Theory)-I [MLI-107]	Studies of Academic Metrics [MLI-207]	Information and Communication Technology (Theory)-II
8	Information and Communication Technology (Practice)-I [MLI-108]	Information and Communication Technology (Practice)-I [MLI-108]	Information and Communication Technology (Theory)-II [MLI-208]	Information and Communication Technology (Practice)-II

9	Research Methodology [MLI-109]	-	Information and Communication Technology (Practice)-II [MLI-209]	-
10	Technical Writing [MLI-110]	-	Quantitative Techniques in Library and Information Centres [MLI-210]	-

MLIS current and previous syllabus of VU has been analysed to draw the growth rate of LIS subject.

From the Table-4 it is seen that current syllabus of VU contains twenty papers (including fifteen theoretical papers and five practical papers) where as previously it has sixteen papers (including eleven theoretical papers and five practical papers). As there are no changes in the contents and numbers of practical papers therefore only theoretical papers have been analysed in Table-5.

Table-5:

Comparative study of MLISC current (2016-17 onward) and previous (up to 2015-16) curriculum of VU

	Matching No (Mn)	Current (Cur) and Previous (Pre) MLIS syllabus of VU	No of Matched Keywords (With %)	No of Partially Matched Keywords (With %)	No of Distinct Keywords (With %)	Total (With %)
THEORE	M1	**Cur:** Information and Communication [MLI-101], Information and Society [MLI-201]	97 (68.31%)	0 (0.00%)	45 (31.69%)	142 (100 %)
		Pre: Information and Communication [MLI-101], Information and Society [MLI-201]	97 (100%)	0 (0.00%)	0 (0.00%)	97 (100 %)
	M2	**Cur:** Knowledge organization (Theory)[MLI-102]	34 (73.91%)	0 (0.00%)	12 (26.09%)	46 (100 %)
		Pre: Knowledge organization (Theory)[MLI-102]	34 (100.00%)	0 (0.00%)	0 (0.00%)	34 (100 %)

TICALLY CONTENT	M3	**Cur:** Content Designation and Metadata Encoding [MLI-103]	15 (25.00%)	0 (0.00%)	45 (75.00%)	60 (100 %)
		Pre: Resource Description (Theory) [MLI-103]	15 (68.18%)	4 (18.18%)	3 (13.64%)	22 (100 %)
	M4	**Cur:** Information Sources, Products and Services [MLI-104]	115 (91.27%)	0 (0.00%)	11 (8.73%)	126 (100 %)
		Pre: Information Sources, Products and Services [MLI-104]	115 (100.00%)	0 (0.00%)	0 (0.00%)	115 (100 %)
	M5	**Cur:** Information Retrieval-I [MLI-105], Information Retrieval-II [MLI-206]	81 (71.69%)	5 (4.42%)	27 (23.89%)	113 (100 %)
		Pre: Information Retrieval-I [MLI-105], Information Retrieval-II [MLI-205]	81 (65.85%)	20 (16.26%)	22 (17.89%)	123 (100 %)
	M6	**Cur:** Planning and Management of Information Systems and Services [MLI-106]	64 (88.88%)	4 (5.56%)	4 (5.56%)	72 (100 %)
		Pre: Planning and Management of Information Systems and Services [MLI-106]	64 (64.65%)	0 (0.00%)	35 (35.35%)	99 (100 %)
	M7	**Cur:** Information and Communication Technology (Theory)-I [MLI-107], Information and Communication Technology (Theory)-II [MLI-208]	101 (100.00%)	0 (0.00%)	0 (0.00%)	101 (100 %)
		Pre: Information and Communication Technology (Theory)-I [MLI-107], Information and Communication Technology (Theory)-	101 (100.00%)	0 (0.00%)	0 (0.00%)	101 (100 %)

M		II [MLI-207]				
A		**Cur:** Research Methodology [MLI-109], Studies of Academic Metrics [MLI-207], Quantitative Techniques in Library and Information Centres [MLI-210]	69 (34.85%)	8 (4.04%)	121 (61.11%)	198 (100 %)
T						
C						
H						
E						
D	M8	**Pre:** Research Methodology and Quantitative Techniques [MLI-206]	69 (94.52%)	4 (5.48%)	0 (0.00%)	73 (100 %)
P						
A						
P						
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R						
S						

CONTENT	**DIFFERED**		**PAPERS**	
Cur: Technical Writing [MLI-110]	-	-	34 (100 %)	34 (100 %)
Cur: Open Knowledge System and Academic Evaluation [MLI-204]	-	-	66 (100 %)	66 (100 %)
Total	1152 (71.03%)	45 (2.77%)	425 (26.20%)	1622 (100%)

From the Table-5 it is found that subject contents of eleven papers of previous syllabus scattered in thirteen papers of current syllabus. Two papers - Technical Writing [MLI-110] and Open Knowledge System and Academic Evaluation [MLI-204] are new in current syllabus. Significant information may be found from Table-5A that growth rate and obsolescence rate of LIS theoretical subject contents is 44.28% and 9.04% respectively.

Table-5A

Total Keywords in Previous Syllabus (A)	Total Keywords in Current Syllabus (B)	Total Separated Keywords in Previous Syllabus (C)	Growth rate of Subject Content =(B-A)*100/A	Obsolescence Rate of Subject Content= (C/A)*100
664	958	60	44.28%	9.04%

6 Discussions and Conclusion:

As LIS course is a professional course so curricula should be designed according to market's needs. To cope up with current and future information need scope and content of LIS curricula should be updated time to time. Good quality of research work must be carried out continuously because only new born research topic can change and extend scope of LIS, a dynamic subject. 9.04% obsolescence rate and 44.28% growth rate proves the dynamic nature of the subject. As growth rate is very high so it can be said that at present LIS is its young stage of development. Present study suggests that curricula should be reviewed or edited at five years duration.

Due to its interdisciplinary characteristics now a day's much research work published on with combining of LIS and other disciplines. In the internet and digital era though all library works are gradually depending to the application of Information and communication technologies (ICT) and emphasis is given on library automation, digital library education etc, but core areas of LIS like classification, cataloguing, reference service, information storage and retrieval etc should be well covered in the LIS curricula. LIS professionals must be well knowledgeable with the core concepts of the subject, which will be needful to execute their service otherwise they have lost their identity to computer professionals.

With the study of other papers covered in Master degree curriculum a student enters to research world through research project study or dissertation paper, a much needed and almost covered in all Master curricula. Based on analysis of keyword (theoretical papers) and weight value generated by topic wise assigned marks (practical or practice papers) it is found that there are almost 45.58% average content dissimilarity between two university curricula. There are a negative relationship between content dissimilarity and uniformity in curriculum. Many people opine that it would be better if all the universities in our country provide same curriculum. But there are some practical problems to this concept. Variations in syllabus may occur and necessary due to the various opinion of syllabus designers and their opinion may varies due to local needs, availability and variations of specialized and interested areas within the teaching faculties of concerned universities etc. From students' entry to LIS course and their research output in LIS field and its coherent impact on curriculum design has been represented with following diagram.

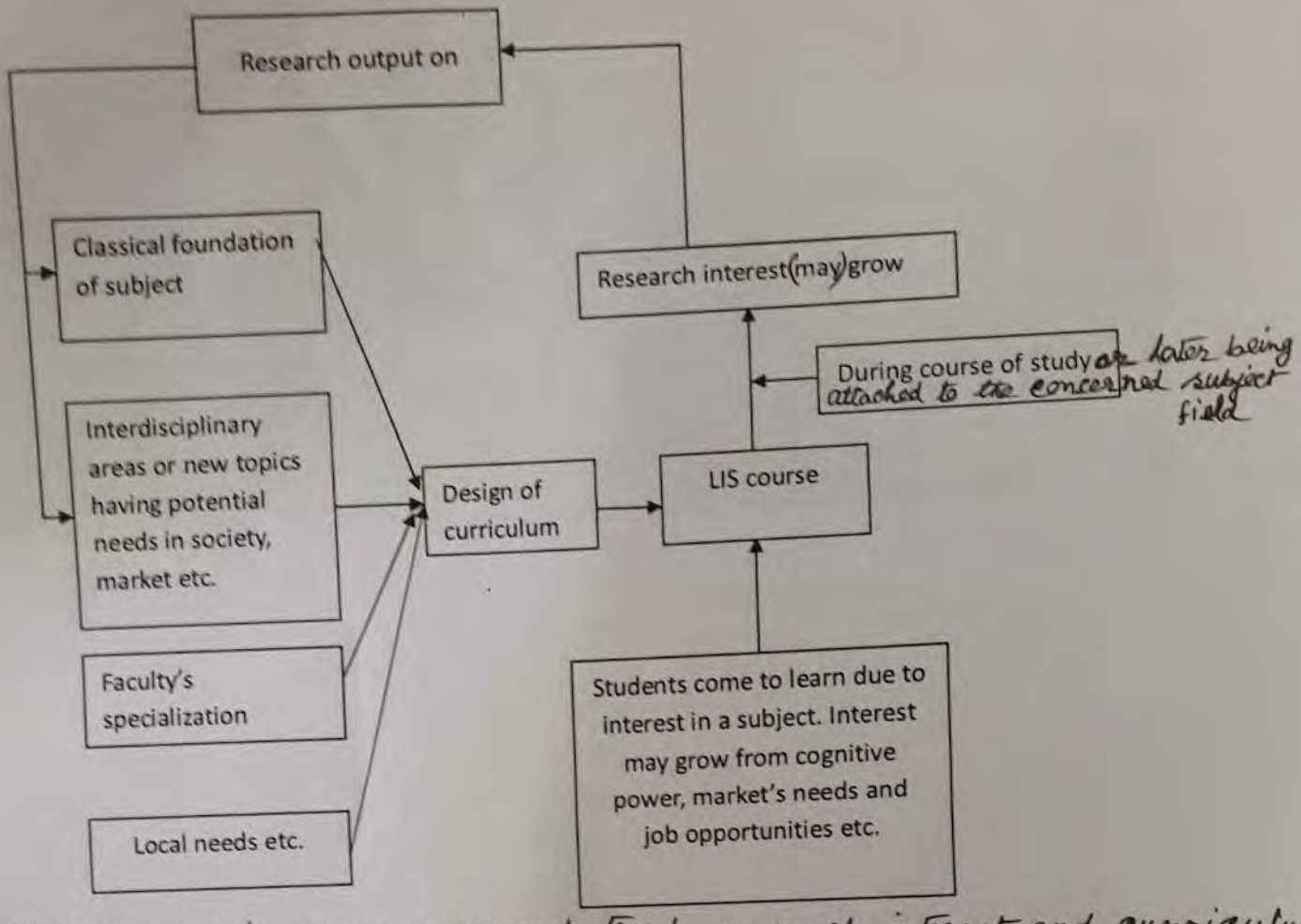

Fig1: Inter-relationship among research trend, research interest and curriculum design in LIS field, starting from a student's entry to the course of study.

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