



# The Changing Landscape in Modern Librarianship for Uplifting Culture

**Santosh Singh Rathore**  
Research Scholar  
SOS Library & Information  
Science  
Jiwaji University Gwalior M.P.

**Prof. Hemant Sharma**  
Dean Faculty of Arts,  
Chairman, SOS Library  
& Information Science  
Jiwaji University Gwalior M.P.

## Abstract

Those in publishing are not the only ones experiencing drastic changes in job responsibilities and industry due to technology and economic issues. The session titled “Libraries and Librarians: A Changing Landscape” explored the changing roles of libraries in the support of researchers and knowledge sharing. It also addressed ways for librarians, publishers, and editors to work together to improve scholarly communications for the uplifting of culture.

It is increasing quantities of information and research, how will universities keep up with the “data deluge” and maintain data in ways that keep them both manageable and accessible to researchers according to Bart Ragon, associate director for knowledge integration, research, and technology at the University of Virginia’s Claude Moore Health Sciences Library it was discussed unique challenges presented by budget cuts and reduced funding opportunities as the library strives to meet needs for collaborative networked science. The concepts of data storage, data curtain, the data life cycle, intellectual property, translational science, and data sharing are affecting how science is conducted to relate various landscape mannerism.

Ragon discussed libraries are embracing changes and adjusting service models to meet the needs of highly networked and technology-savvy patron groups. He addressed the look of libraries in the future and explored the evolving nature of science and technology.

According to Jean Shipman, director, University of Utah Spencer S Eccles Health Sciences Library, also serves as principal investigator for the National Network of Libraries of Medicine, Mid Continental Region and the NLM Training Center. Shipman addressed the shift of libraries from repositories for stored information to vibrant centers of discovery and knowledge creation in her presentation titled “Librarians Supporting Research”. At the University of Utah, the administrative offices associated with the university’s Clinical and Translational Science Award and a biomedical-device innovation center are housed in the library.

**Keywords:-** Librarians, Information, Knowledge, Virginia's, Translational, Discussed, Repositories, Clinical

## Research Paper

The library leads the university's health-sciences inter-professional education initiatives, and an inter-professional student organization is also headquartered in the library. Librarians support all those occupants by conducting traditional literature reviews and offering new services, including data management, presentation-skill development, and training on federated clinical database searching and statistical database design. Libraries are changing their focus from organizing materials to organizing people, inasmuch as librarians are members of many mission-based teams to enable the effective use of high-quality, relevant, and timely information.

This essay examines the relationship between the development of landscape law and policy, and the changing nature of academic library and instructional services in the digital environment. The subject is particularly relevant in Canada, because the federal government has been undertaking consultation and study geared toward amending. The Bill contains a number of proposed amendments to the Act that are of interest to librarians, educators, administrators, and students. Before delving into the details of these proposals, some general background on the importance of changing landscape issues to the academic and library communities will be discussed. Traditionally, Changing landscape issues were somewhat peripheral to the operation and functioning of the typical college or university. Students read textbooks and went to classrooms where lectures were the usual mode of instruction, supplemented by discussion groups, lab sessions, or fieldwork.

**Table-1**

### Adoption of technological innovation in managing e-resources

S. No	Measure of Perception	Yes (%)	No (%)
1.	According and impact of adopting technological innovation in managing and organizing electronics resources and services	100	0
2.	Accordance of Library automation	100	0
3.	Web discovery services as an innovative approach to managing and facilitating e-resource/services	100	0

The campus represented a sense of place, segmented into classrooms, offices, and libraries, each with their own particular function. The library performed various set services, but mainly provided the academic community with a collection of books which could be borrowed; a collection of magazines, newspapers, and periodicals which could be read in the library; and an array of reference materials and services to help the patron find her way. Some larger libraries also housed collections of government documents, special collections and archives, or other matters of local interest.

*In this environment, changing landscape issues were not generally of great concern to administrators, faculty, library staff, and students. The introduction of the photocopy machine began to raise concern and awareness about Changing landscape matters.<sup>1</sup> As stated by the Association of Universities and Colleges of Canada (AUCC), engaging in the act of copying is central to the activities of the modern college*

or university: Every day across Canada, university professors, staff and students make thousands of photocopies. Books, journal articles, speeches, sections from plays — they're all being copied.

Figure-1

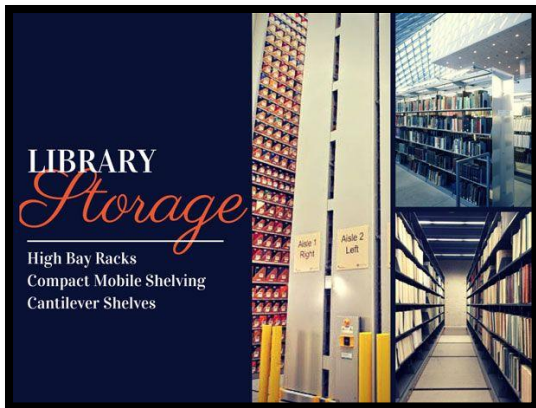
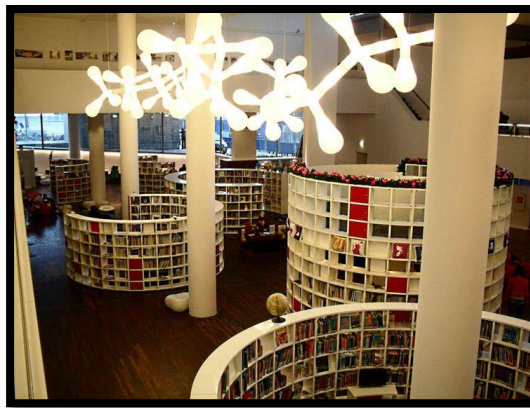


Figure-2



### Changing landscape of library-

The copies help students learn, assist professors in their teaching and research, and facilitate the smooth running of the university. Nevertheless, compared to the challenges posed by the digital environment, photocopy issues remained relatively simple and contained. In recent years however, Changing landscape issues have become wide-spread in many aspects of campus library services.

*The breakdown of traditional functions through the convergence of libraries, classrooms, and living space, concurrent with the introduction of computer networks, has made the circulation and flow of digital information resources pervasive in the networked university<sup>2</sup>.* As well, the boundaries between separate campuses are also blurring as more libraries enter joint arrangements and consortia, and distance education allows students to obtain educational services regardless of their physical location.

Much public attention has focused on the downloading of music files by students through university networks, and indeed much of the press attention given to changing landscape revision has centered on music file-sharing. However, most of the emerging academic and library-related Changing landscape issues involve the delivery of educational content. There are many examples of how new applications of modern information and communications technology intersects with Changing landscape issues in the campus environment.

*The infusion of multimedia resources into the classroom through direct Internet hookups that enable in-class web browsing, the use of sophisticated presentation software packages, and the presence of VCRs, CD-ROM, and DVD players all converge to make the modern classroom very different from the traditional low-tech world of the lecture, chalkboard, and flip-chart. In the library<sup>3</sup>, the physical card catalogue has been replaced by online catalogues, which are increasingly linked to the content itself through a complicated web of electronic networks and licensing agreements. Likewise, the introduction of electronic course reserves, together with the availability of a variety of courseware packages and the instructors' growing ability to create their own course-specific websites, continue to magnify the complexity of campus Changing landscape issues with respect to the delivery of course content. Add to this mix the ability of students to seamlessly access the Internet in a variety of locations, first through Internet hookups and more recently*

*through wireless networks, and it is evident that the educational experience can be enriched by technology-enabled means of interaction and communications.*<sup>4</sup>

At the same time, the instances of potential copying, communicating, distributing, or performing works that are protected by changing landscape are greatly magnified. A full discussion of the Changing landscape implications of all of these changes in educational technology is beyond the scope of this essay. However, it is important to begin with recognition of the magnitude of these changes in higher education. Policymakers who are grappling with amendments to the Changing landscape Act need to proceed with extreme caution lest the potentials of this wide range of technology-enhanced learning opportunities be stifled.

*It is an overly simplistic analysis to look at modern technological changes with respect to the issue of music file-sharing, and reach the conclusion that expanding Changing landscape restrictions are imperative across the board.*<sup>5</sup> This expansionary argument starts with the assumption that as technology makes it easier for users of information resources to share content, there is a corresponding need to match such technological changes with increased restrictions on user access through new forms of technological controls, increasing the scope and reach of Changing landscape, restricting exceptions and limitations on enforcement, and increasing penalties as well as modes of enforcement. Unfortunately, this line of reasoning has been prevalent throughout much of the policy discussions leading up to the tabling of specific amendments to the Changing landscape Act. This tendency was most notable throughout the discussion and recommendations contained in the Interim Report on Changing landscape Reform (the Bulte Report), which was issued by the Standing Committee on Canadian Heritage in May of 2004.

*This document stands as an exemplar of the type of one-dimensional, overly simplistic, and unbalanced reasoning that should be rejected as a mode of policy analysis. In each of the areas it considers, the Bulte Report engages in an analysis that inevitably reaches the conclusion that more Changing landscape restrictions are needed in order to keep pace with the threats posed by modern information technology.*<sup>6</sup> A better approach would recognize that modern information technology provides many opportunities for advances in learning, teaching, research, and scholarship. Rather than attempt to inhibit the use and further development of these new educational tools and strategies that leverage such advances, public policies should be crafted to encourage innovation by carefully balancing the needs of creators, users, and rights holders.

As recently noted by the Canadian Federation for the Humanities and Social Sciences (CFHSS): Balancing the rights of users and creators is difficult, not only because they are often the same persons in different capacities, but because the distribution of their works increasingly depends on transferring Changing landscape interests to third party rights-holders who are not necessarily involved in the creative process .... Humanists and social scientists take as their primary objects of study works that are or have once been Changing landscaped.

The dissemination of knowledge, through teaching, publication and conferences, is the core outcome of our disciplines. Our primary products, beyond the education of graduate and undergraduate students, are in the form of changing landscaped works. The deeper level of policy analysis needed to achieve this balance

requires an accounting of the social costs and losses that result from an overly-ambitious Changing landscape regime, and a recognition of the costs of “overprotection.” To simply focus on the “under-protection” that large right holders claim is destructive of their revenue streams only considers part of the problem. As the Canadian Supreme Court observed in 2002, the proper balance to be applied to Changing landscape policy “lies not only in recognizing the creator’s rights but in giving due weight to their limited nature. In crassly economic terms it would be as inefficient to overcompensate artists and authors for the right of reproduction as it would be self-defeating to undercompensate them.” The court also made it clear that “*control by holders of Changing landscapes and other forms of intellectual property may unduly limit the ability of the public domain to incorporate and embellish creative innovation in the long-term interests of society as a whole, or create practical obstacles to proper utilization.*”<sup>7</sup>

More recently, the court continued this line of reasoning; in a unanimous decision they reiterated that “the purpose of Changing landscape law was to balance the public interest in promoting the encouragement and dissemination of works of the arts and intellect and obtaining a just reward for the creator.” In ruling on the appropriate threshold of originality required for Changing landscape to subsist, they rejected setting the standard too low because it would “tip the scale in favor of the author’s or creator’s rights, at the loss of society’s interest in maintaining a robust public domain that could help foster future creative innovation.” This logic carried into their discussion of fair dealing, where they made this very significant pronouncement.

It is important to clarify some general considerations about exceptions to changing landscape infringement. Procedurally, a defendant is required to prove that his or her dealing with a work has been fair; however, the fair dealing exception is perhaps more properly understood as an integral part of the Changing landscape Act than simply a defense. Any act falling within the fair dealing exception will not be an infringement of changing landscape. The fair dealing exception, like other exceptions in the Changing landscape Act, is a user’s right. In order to maintain the proper balance between the rights of a Changing landscape owner and users’ interests, it must not be interpreted restrictively.

These recent judicial pronouncements all demonstrate the need for such a deeper level of policy analysis when trying to balance the tension between new forms of information technologies and existing proprietary interests. Without undertaking the massive task of cataloguing and evaluating all of the emerging forms of educational technologies and strategies, which are often referred to as “technology enhanced learning,” this essay will focus on the provision of electronic interlibrary loan services by academic libraries and will also address similar issues being raised by electronic course reserves and technology-enabled distance education.

All of these areas provide examples of how policy issues arise as universities enter the electronic networked environment. The ability of library and educational institutions to effectively utilize and implement technology-enabled strategies such as electronic interlibrary loan, electronic reserves, and distance education programs is especially acute for Canada’s remote and rural communities, particularly in the North.

With respect to these issues, I will argue that the provisions of Bill C-60 fall short of promoting the balance necessary in Changing landscape reform, and fail to account for the broader scope and nature of the fair dealing provisions that exist already. The Bill also introduces an unacceptable level of complexity and uncertainty into the Changing landscape Act at a time when more people need to be able to understand it.

It is hoped that this discussion will contribute to an understanding that music-file sharing is neither the only, nor the most significant Changing landscape issue facing Canadian higher education and its stakeholders. Music file sharing is merely one use of technology that is present in the Changing landscape and those that are used to promote teaching and research should not be painted with the same brush. It is important that Changing landscape policy be viewed through a multidimensional lens, and never be reduced to a simple one-size-fits-all example, regardless of how interesting or controversial that example might be.

Interlibrary loan services take on a number of forms. One form of the service is where a patron wishes to borrow a book and their home library does not hold it. In that case the home library tries to obtain a circulating copy of the work from another library with which it has an interlibrary loan agreement.

This type of interlibrary loan transaction does not involve any additional Changing landscape-relevant events. The second, and more common, form of interlibrary loan is where the patron needs an article, or a passage from a book, and the work that contains it is unavailable in their home library. In this case, the interlibrary service will attempt to procure a copy of the work for the patron, just as if it were held in the home library. Rather than send out a non-circulating item such as a journal or magazine, the providing library will send a copy of the requested material to the requesting library.

## References

1. *Berge v. Galerie d'Art du Petit Champlain inc.*, 2002 p.31
2. *Ibid.* at p. 32.
3. *CCH v. Law Society of Upper Canada*, 2004 p. 23
4. *Ibid.* 46
5. *Ibid.* at p. 48.
6. David Vaver, *Changing landscape Law* (Toronto: Irwin Law, 2000) p.49
7. Judith Mc Ananama, *Changing landscape Law: Libraries and Their Users Have Special Needs.* P. 75