

Chapter 1

Awareness and Perception of Copyright Among Library and Information Science Professionals in Tamil Nadu, India

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ABSTRACT

This chapter describes the background, methodology, and results of a preliminary study undertaken in 2018 to determine university faculty awareness and perceptions of copyright as it affects teaching and learning. Copyright remains the cardinal bridge between creation and access to knowledge and knowledge-based materials. However, the issue of copyright awareness has now become a global concern. Since tertiary education revolves around the use of other people's copyrighted works, this study seeks to investigate the level of copyright awareness among Library and Information Science Professionals in Tamil Nadu, India. The study revealed that copyright awareness among LIS professionals is not up to the level expected due to the fact that the academic institution does not have copyright awareness policy to effectively regulate, monitor, and protect its intellectual property, academic and institutional values, as well as to defend its teaching, research, and service mission. This study shows that most of the respondents belonging to 'below 25 years' (50%) and '26 to 35 years' (41.5%) age groups use copyrighted information by 'seeking permission from copyright holder(s)', followed by 'crediting original author/authority' (respectively 37.5% and 24.4%).

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1. INTRODUCTION

According to Jonathan (2015) Awareness in all sphere of life is very challenging. In the same vein, awareness of Copyright Protection has also remained a globally controversial aspect of copyright in respect of works eligible for copyright protection, works not protected by copyright and authors' protection under the copyright protection. A lot of people have little or no knowledge in this regard. However, the objective of copyright has always been to protect the interest of creators and users together with the dissemination and access to knowledge and information. This is because copyright recognizes that authorship requires an investment of time, effort and skills. Once expressed in tangible, physical form, an idea can be copied by others; this is the reason why copyright provides protection against copying of those works that have been copyrighted. According to Strong, the regulatory scope of copyright protection keeps on expanding as the reach and power of copyright expands globally. This means, some works that were generally excluded from copyright protection are now often classified as copyrighted works.

Information professionals such as librarians have a role to play in issues relating to copyright. Copyright has a bearing on acquisition, processing, storage and dissemination of information and these are the core functions of librarians in their day to day work. When one of these functions is compromised as a result of implementation of the copyright provisions, access to much needed information can to a great degree be jeopardized. Because copyright can affect access to information which has a great influence on education, decision making and other spheres of society, it becomes important to know whether people offering the service are reliable, competent and have sufficient knowledge to offer guidance or perform the critical task of safeguarding the needs of content creators, rights owners and at the same time try to balance with the users need to get access to information.

Farrington-Darby & Wilson (2006) define expertise as the attribute that one possesses in terms of skills and knowledge in performing a task, engaging in decision making, communicating, and showing a sense of responsibility. It is a general assumption that people/professionals with great expertise will offer reliable, effective, efficient, and hence better service that maximizes a client's satisfaction. This assumption might be based on level of education, experience performing the task at hand among other criteria. However, being able to pinpoint that someone is an expert has at times been controversial because expertise can mean different things to different people. Hoffman, Shadbolt, Burton, & Klein (1995) use seven levels of expertise: Naivette, a person who has no idea about a domain; Novice, one with very little exposure to the domain; Initiate, one who has started learning about the domain; Apprentice, one who is in the domain but still undergoing guidance; Journeyman, one who is competent in performing a task but still needs some guidance; Expert, a person who is accomplished in his domain and has vast skill, knowledge and experience in his domain; Master, one regarded as having exceptional knowledge and vast experience in a domain.

2. REVIEW OF LITERATURE

People in all professions and domains of study have sought to determine which of the people working in that profession are likely to have the highest expertise. This curiosity has led to research on characteristics of individual persons, environment in which a task is performed, as well as other characteristics that can be used in order to accurately try to predict expertise in a given domain. Interest in expertise normally tends to be based on the assumption that high levels of expertise will translate to better performance in

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