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# Plagiarism Awareness Among Post-Graduate Students and Research Scholars of the Jawaharlal Nehru University and University of Delhi, Delhi: A Comparative Study

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## Abstract

*The paper overtly and comprehensively presents the awareness of Plagiarism among Post Graduate Students and Research Scholars of two prominent universities viz. Jawaharlal Nehru University and University of Delhi, Delhi. The study employed the survey research methodology and a structured questionnaire was designed keeping in view the stated objectives and was distributed questionnaires among the users in each library and got a total of 296 responses from both library users. The findings of the study revealed that the level of awareness about plagiarism and related aspects among users of Jawaharlal Nehru University is very high in comparison to the University of Delhi. The findings tangibly reflects that 99% users of JNU and 97% of DU are well aware about plagiarism, 157(53.10%) users' of both universities admitted that less/no knowledge of using source properly is the main reason for plagiarism and lastly 109(24%) users' of JNU and 103(68%) of DU are also well aware about plagiarism detection software.*

**Keywords:** Jawaharlal Nehru University, University of Delhi, Plagiarism, Anti-plagiarism software, Awareness about plagiarism, Academic Writing, Research ethics.

## 1 Introduction

Plagiarism is a buzzing word in academic fraternity which disseminate a sense of responsibility and feeling of be ethical in academic writings and give proper acknowledgement to the works read, consulted, referred and used by the creator of a work. By simply following and adhering to citation style and acknowledging both in-text citation and references one can keep his/her work authentic and new addition to the field of knowledge. Plagiarism is becoming a most important phenomenon of dissemination in the global education system mostly in higher education to discuss. Plagiarism is mainly a form of cheating and occurs when a person does not give credit to the sources used by that person to write a paper or create a project. It can take the form of copying another person's work directly or changing a few words around in a sentence written by someone else or using someone else's arguments or line of thinking as if the person's original ideas.

## 2 Review of Literature

**Ali (2021)** in his study has discussed that the Plagiarism is considered one of the most critical aspects of academic misconduct and violates academic integrity. This research aimed to assess faculty members' attitudes towards plagiarism (ATP) in 40 Egyptian universities using a questionnaire designed to explore such behaviour in the academic community. In 2018, the ATP questionnaire, in an Arabic version of 25 statements, was distributed to measure positive and negative ATP as well as the subjective norms. Additionally, these attitudes were examined according to three main variables. The results revealed a moderate attitude among the respondents ( $n = 254$ ) as the mean scores for positive attitudes, negative attitudes, and subjective norms were  $28 \pm 7$ ,  $20 \pm 3$ , and  $20 \pm 4$ , respectively. There were no significant differences between the groups in terms of studying abroad and training on academic integrity and scientific writing. According to specialization, mean scores indicated that the faculty in the disciplines of basic and applied sciences had a stronger ATP than faculty from the disciplines of social sciences, education, and arts. Given the tested ATP, the study recommended several procedures by the Supreme Council of Universities, including developing an academic integrity policy, launching an obligatory training programme on plagiarism, and establishing an international publishing unit in each campus to disseminate awareness of academic integrity.

**Savitha and Krishnamurthy (2020)** studied the awareness of plagiarism among research scholars of Karnataka University Dharwad. Their findings reveal that most of the research scholars are aware of plagiarism, and they have a fair knowledge on various issues of plagiarism such as different types of plagiarism, various anti-plagiarism software, consequences of indulging in plagiarism etc, some of the factors that influence them to involve in plagiarism are also identified from the study and they found that most of the respondents have opined about the need to conduct awareness program on plagiarism.

**Farahian, et al. (2022)** explored that many scholars have recognized the cultural dependency of the concept of plagiarism and have investigated the influence of cultural attitude on university students' plagiarism; however, since the findings are inconsistent and because plagiarism is a major concern in academic institutions in Asia, questionnaire developed by Maxwell was adapted for this study. Nevertheless, further analyses revealed that the students' academic

misconduct is probably influenced by other factors including lack of proper education rather than cultural differences.

**de Lima (2022)** reviewed that previous research has shown that student plagiarism is the product of interplay between individual and situational factors. The study examined the relationship between these two sets of factors with a particular focus on variables linked to students' academic context namely, their perception of peer behaviors, their experience of adversities in academic life, and their year of enrolment. A survey was carried out in a European higher education institution, involving a sample of 427 undergraduates. The results suggest that awareness of peer plagiarizing and the experience of hardships in academic life, rather than level of academic achievement or year of study, are significantly related to plagiarizing, whereas heightened perception of the seriousness of plagiarism is associated with a lower likelihood of this type of behavior. The study also shows that students who plagiarize are more likely to be involved in other types of academic misconduct.

**Mahmud, et al. (2019)** his study aimed to determine the Students' attitudes towards plagiarism and academic misconduct have been found to vary across national cultures, although the relationship between national culture and students' perceptions of plagiarism policy remains unexplored. The study found significant differences between the UK and the three Eastern European countries for all measures except students' awareness of the penalties applied for plagiarism. Low 'power distance' and high 'individualism' were related to positive perceptions of plagiarism policy and process. The findings suggest that institutional plagiarism policy and procedures need to be responsive to the unique characteristics of national cultural context.

**Jereb, et al. (2018)** have carried out the study at the University of Maribor in Slovenia. The analysis showed that female respondents have a negative approach towards plagiarism as compared to male respondents. The researcher has attempted to trace out the respondent's awareness on plagiarism and there he has categorized three parts; first one 'students who are aware of plagiarism but do not judge it wrong or academic misconduct', secondly 'students who are not aware of plagiarism', and third part 'students who are aware of plagiarism but continue to plagiarize despite knowing it to be wrong. The study also revealed some differences between males and females in their perceptions of plagiarism which may be the result of specific personal characteristics of men and women, not only in the field of education but also in the field of working life and life in society in general.

**Kumar and Chand (2018)** have explained the status of awareness of the plagiarism concept, its relevant aspects, and other inevitable issues. They have comprehensively explained the users' know-how and understanding of the concept, usage of anti-plagiarism software and current information scenario. Their work presents 100 users' responses in terms of plagiarism and relevant aspects.

**Tripathi, et al. (2015)** identified Plagiarism as a serious problem in the research community. His paper highlights the plagiarism detection software which is freely available online, that can be downloaded free of cost. It is suggested that faculty members and research scholars can use this anti-plagiarism software in checking their theses or research papers before submitting them to universities or conferences. The software that is mentioned and referred to in his paper is all valuable resources to discover plagiarized materials. By employing these software ones can ascertain that none of the articles, documents or research work in any form and capacity, is plagiarized, and thereby the copyright of the publisher and the authors are not violated.

**Šprajc, et. al. (2017)** his study determined that the reasons that lead students to possibly commit plagiarism during their studies. By doing so, we wanted to determine the main reason for the appearance of plagiarism and how, within this main reasons, various indicators of plagiarism are judged and, finally, how demographic data and student motivation for study are associated with the reasons for plagiarism. A paper-and-pencil survey was carried out among 17 faculties of the University of Maribor in Slovenia. Parametric and nonparametric statistical tests were performed depending on distributions of the answers. The results reveal that information and communication technology is largely responsible for the plagiarism with two reasons highlighted: ease of copying and ease of access to materials and new technologies. The transmission of knowledge is the basic mission of faculties. This mission is based on moral beliefs about the harmfulness of its abuse, and plagiarism is exactly such abuse. Regardless of the students past at this point professors are those who could greatly contribute to the right set of skills to keep students off plagiarizing.

**Nguyen (2021)** has discussed that the speeding spread of the Internet, plagiarism is an emerging issue not only for the academic community but also for all educational and training institutions and organizations. However, this issue has not yet been considered comprehensively and seriously in Vietnam. To raised awareness of plagiarism and improve academic integrity, this study conducted a case study exploring this issue at a private international university in Ho Chi Minh City, Vietnam. Questionnaires were sent to 120 students in the Department of English Language. Results show that students lack appropriate understanding of plagiarism as well as skills to avoid it. The study also points out students' attitudes towards plagiarism which has not been addressed before.

**Khathayut and Walker-Gleaves (2021)** explained that the Plagiarism incidents within higher education have increased significantly in the last decade, and have persistently occupied academics and administrators in institutions worldwide. Research demonstrates that in many national contexts such behaviours are increasing or are significantly threatening the integrity of scholarship. In the country that is the subject of this research, Thailand, the nature and extent of plagiarism have been neither sufficiently researched nor understood. This study aimed to explore Thai academics' (n = 44) conceptualisation and awareness of plagiarism. Data sources included questionnaires and semi-structured interviews. The results revealed that the lecturers had both limited understanding and low awareness of plagiarism and that their conceptualisation of plagiarism both as a problem of scholarship and of moral behaviour was unsophisticated at best

and a matter of ambivalence at worst. The findings also revealed an institutional level of tolerance and ambiguity about the problem. As such, this research has implications for institutional and individual academic behaviour.

**Kokkinaki, et al. (2015)** has studied that effective plagiarism deterrence in the Republic of Cyprus, requires the identification of any gaps, best practices and case studies relating to plagiarism across the Higher Educational Institutions in the country. The paper discusses the findings of the first research conducted among university students and faculty in Cyprus and focuses on students' awareness of and perceptions of academic plagiarism.

### **3 Statement of The Problem**

The present study intends to assess the awareness level of plagiarism among the students and research scholars of the University of Delhi and Jawaharlal Nehru University. Hence, the present research problem is conceived under the title “ Plagiarism Awareness Among Post-Graduate Students and Research Scholars of the Jawaharlal Nehru University and the University of Delhi: A Comparative Study”.

### **4 Need of The Study**

The awareness of Plagiarism plays an important role in academic writing. Awareness of plagiarism will assist students in translating their ideas and effort in writing by developing writing skills as a result increase their confidence in producing quality research papers. Hence this study is to provide a better understanding of awareness of plagiarism in the context of writing papers, theses and dissertations by research scholars. The current study intends to identify the level of awareness of plagiarism among post-graduate and research scholars of the University of Delhi and Jawaharlal Nehru University. The awareness of plagiarism promotes and develops research ethics and air practices among research scholars.

### **5 Objectives of The Study**

The objectives of the study are:

- i. To explore the understanding level of plagiarism and related aspects in users;
- ii. To identify the reasons that lead students and research scholars to commit plagiarism;
- iii. To identify universities where students are more aware about plagiarism;
- iv. To find out the effective ways to prevent Plagiarism;
- v. To study the awareness of the user about plagiarism detection software;

- vi. To know about the library initiatives for making users aware of how to use good practices to stop plagiarism.

## **6 Scope of The Study**

Plagiarism is not exclusively confined to the domain of research; it affects the film industry, music, journalism, fine arts, and creative and critical writing. Therefore, this study is exclusively concerned with awareness of plagiarism in the field of research. However, research is the most prominent domain where plagiarism occurs often.

The scope of the study is confined to the students of two universities in Delhi that have been included in this study i.e. Jawaharlal Nehru University (JNU) and the University of Delhi (DU).

## **7 Research Methodology**

The methodology is important for conducting the study properly and systematically, the appropriate methodology is very much essential and research without methodology cannot be systematic. It plays an important role in the scientific investigation of any research. The scientific investigation involves careful and proper adoption of research design. The use of standardized tools and text in identifying adequate sample techniques for analyzing the data has been adopted for this study. The method followed for this study was the Questionnaire Method for the collection of data. The questionnaire was designed keeping in view the stated objectives and the structured questionnaire consisted of open and closed-ended questions and distributed questionnaires among the users in each library and got a total of 296 responses from both library users between March 2022 to May 2022, 152 responses from the users of Central Library (DU) and 144 responses from the users of Dr. B.R. Ambedkar Central Library (JNU). The references have been given according to the Modern Language Association (MLA) 9th edition with the help of Zotero and easybib for the creation of references and all bibliographical entries.

## **8 Plagiarism Concept**

Plagiarism is “an act or instance of using or closely imitating the language and thoughts of another author without authorization and the representation of that author's work as one's own, as by not crediting the original author”. Newly instigated technologies, innovations, and a plethora of availability of online information have posed inevitable challenges among the academic community, preventing intellectual asset pilferage. Nowadays, plagiarism seems a common practice due to the digital information explosion. It badly impacts distressing intellectual integrity among scholars.

### **8.1 Reasons For Plagiarism**

- i. Lack of strict academic discipline
- ii. Lack of knowledge on subject matter
- iii. Lack of research methodology
- iv. Easily availability of reading materials on the internet
- v. Poor writing and analytical skills

- vi. Ease of “cut and paste” from the web
- vii. Lack of understanding about the seriousness of plagiarism
- viii. Unaware about citation style and tools
- ix. Misconception /ignorance of plagiarism
- x. Time factor
- xi. Lack of patience & sheer lethargy

## **8.2 How To Increase The Awareness Of Plagiarism**

- i. Planning Information Literacy on Plagiarism for Postgraduate students and Research scholars.
- ii. Developing the key university plagiarism policy based on UGC guidelines that will help Postgraduate students and Research scholars to understand plagiarism.
- iii. Creation of awareness about actions that can be taken in case of plagiarism is detected.
- iv. Offering plagiarism as a mandatory introductory course for Postgraduate students and Research scholars.
- v. Encouraging public debate about plagiarism within the department or university in which students are pursuing their studies.
- vi. Invited lectures by faculty and eminent experts on Anti-Plagiarism.

## **8.3 Effective Ways To Prevent Plagiarism**

- i. Always acknowledge the contributions of others and the source of ideas and words regardless of whether paraphrased or summarized.
- ii. Use of verbatim text/material must be enclosed in quotation marks.
- iii. Acknowledge sources used in the writing.
- iv. When paraphrasing, understand the material completely and use your own words.
- v. Make sure to reference and cite references accurately.
- vi. Become familiar with the basic elements of copyright law.
- vii. Students should have better knowledge about academic writing.
- viii. The penalty for those who committed plagiarism should be severe.
- ix. It should be informed that their work will be checked for plagiarism.
- x. Avoid “copy-paste”, writing several articles of the same type and submitting to different journals at the same time.

## **8.4 Levels Of Plagiarism Given By University Grants Commission (Promotion Of Academic Integrity And Prevention Of Plagiarism In Higher Educational Institutions) Regulations, 2018 In India**

Levels of Plagiarism would be quantified into following levels in ascending order of severity for the purpose of its definition:

Level 0: Similarities up to 10% - Minor similarities, no penalty

Level 1: Similarities above 10% to 40% such students shall be asked to submit a revised script within a stipulated time period not exceeding 6 months.

Level 2: Similarities above 40% to 60% such students shall be debarred from submitting a revised script for a period of one year.



Level 3: Similarities above 60% -Such student registration for that programme shall be cancelled.( UGC 2018)

## 9 Data Analysis & Interpretation And Findings

The data collected from the respondents was calculated according to the objectives of the study to measure the central tendency or averages and the measurement of the relationship of various indicators. In the present study “**Plagiarism Awareness Among Post-Graduate Students and Research Scholar of Jawaharlal Nehru University and the University of Delhi: A Comparative Study**” the data collected by the investigators were organized and presented.

### 9.1 University-Wise Distribution

Table 9.1 University-wise distribution			
S.No.	University	No. of Responses	Percentage
1.	Jawaharlal Nehru University	144	49%
2.	University of Delhi	152	51%

The above table 9.1 shows the University-Wise Distribution of the data, the number of responses received from both the universities is 296, whereas from JNU is 144 (49%) comprising both Male and Female and responses received form DU is 152 (51%) comprising both Male and Female.

### 9.2 Gender Distribution

Table 9.2 Gender Distribution					
S.No.	Gender	JNU	Percentage	DU	Percentage
1.	Male	83	57.6%	71	46.7%
2.	Female	61	42.4%	81	53.3%

The above table 9.2 shows the gender distribution among JNU and DU. In JNU the total number of respondent’s 144 in which male population is 83 and female population is 61 and in DU University the total number of respondents 152 in which male population is 71 and female population is 81. After examining the above data the participation of the respondent’s from both the universities is almost balanced.

### 9.3 Course Distribution

Table 9.3 Course Distribution					
S.No.	Course	DU	Percentage	JNU	Percentage
1.	Masters	127	83%	77	53%
2.	M.Phil	17	11%	25	17%
3.	Ph.d	8	6%	42	30%

The above table 9.3 shows the course distribution of the respondents of JNU and DU. In master’s course 127 responses are received from DU and 77 responses are received from JNU and M.Phil course 17 responses are received from DU and 25 responses are received from JNU

and in Doctor of Philosophy (Ph.D) the responses received from DU is 8 only whereas the responses received from JNU is 42 which is quite higher in comparison to DU.

#### 9.4 Awareness of Plagiarism

Table 9.4 Awareness of Plagiarism					
S.No.	University Name	Yes	Percentage	No	Percentage
1.	DU	147	97%	5	3%
2.	JNU	142	99%	2	1%

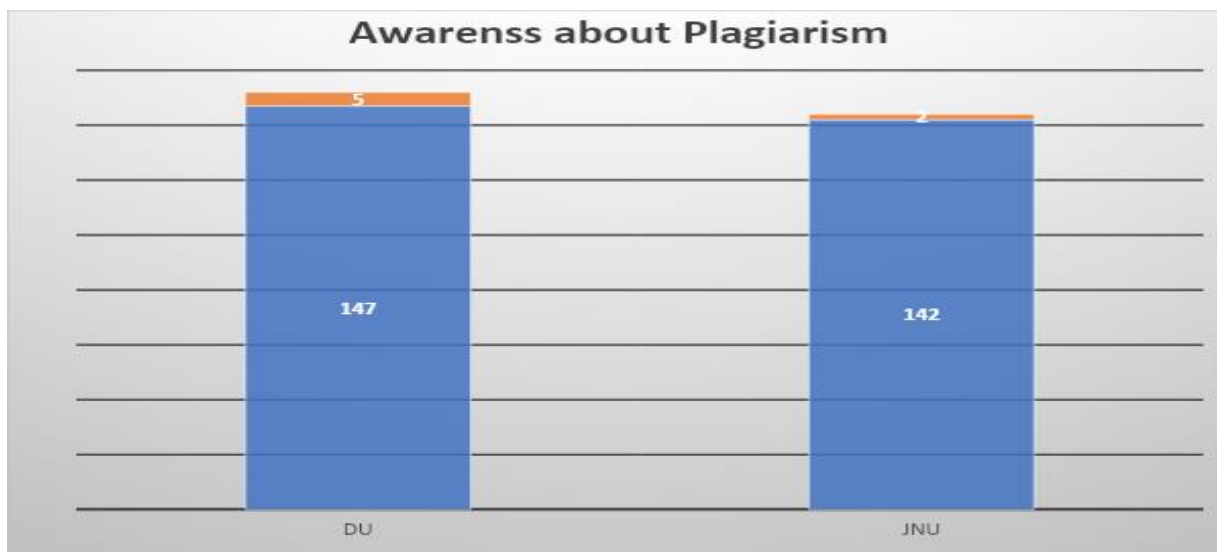
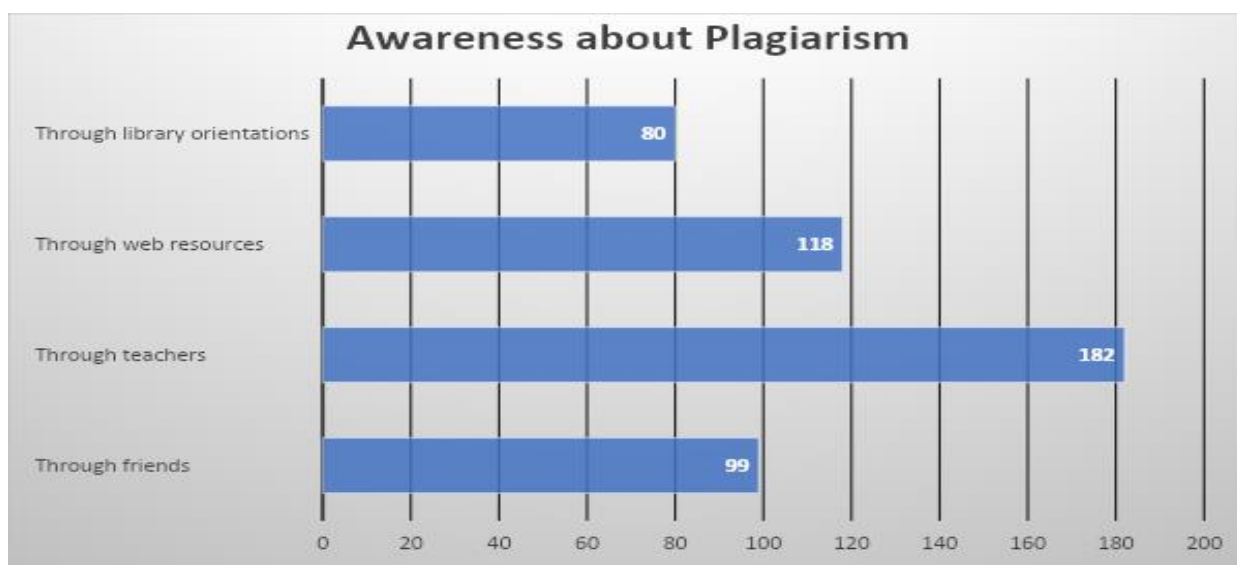


Fig 9.4 Awareness of Plagiarism

The above table 9.4 and Fig 9.4 shows the awareness about plagiarism among the users of JNU and DU. The graph shows that 97% of the users from DU are aware about the plagiarism and remaining 3% users are not aware about the concept of plagiarism whereas, 99% of the users from JNU are aware about the plagiarism and remaining 1% users are not aware.

#### 9.5 Awareness about Plagiarism

Table 9.5 Awareness about Plagiarism			
S.No.	Option given	No. of responses	Percentage
1.	Through friends	99	37.3%
2.	Through teachers	182	78.6%
3.	Through web resources	118	46.8%
4.	Through library orientations	80	27.9%



**Fig 9.5 Awareness about Plagiarism**

The table 9.5 and Fig 9.5 shows that the awareness about plagiarism among the users through friends, library orientations, teachers, web- resources and others and after interpreting the data it shows that most of the users think that awareness about plagiarism came through teachers to them. The percentage of choosing awareness about plagiarism came through teachers 78.6% and it is chosen by 182 respondents. The awareness about plagiarism through library orientation is 27.9% and it is chosen by only 80 respondents.

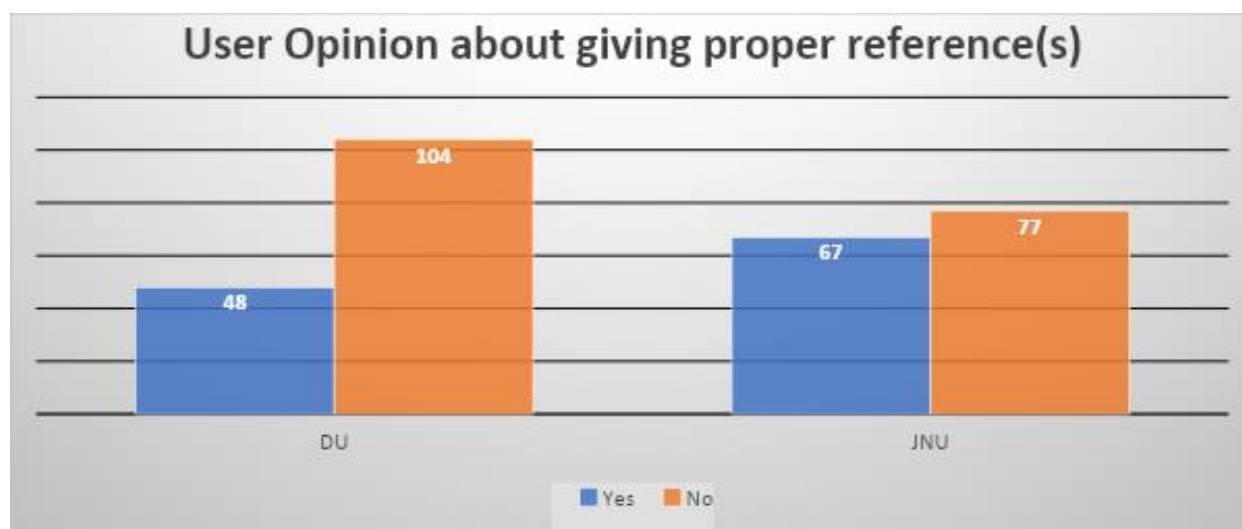
### 9.6 Users opinion about Plagiarism

S.No.	Option given	No. of responses	Percentage
1.	Copying the work of other(s) without proper references	193	82.6%
2.	Writing a paper/ project/ report/ dissertation/thesis with wrong references.	123	48.8%
3.	Presenting the work of other(s) as your own	176	74.4%
4.	Copy and paste	121	47.8%

The table 9.6 shows the opinion about plagiarism among the users of DU and JNU. From the above data, we can interpret that Copying the work of other(s) without proper references is the most selected option by the users which is accounted 82.6% and it is chosen by 193 respondents, which is followed by presenting the work of others as your own which is accounted by 74.4% and it is selected by 176 respondents and the third most selected option is writing a paper/ project/ report/ dissertation/thesis with wrong references it is selected by 48.8% which is accounted by 123 respondents and the least selected option is copy and paste which is selected by 47.8% which is accounted by 121 respondents.

### 9.7 User Opinion about giving proper reference(s)

Table 9.6 User Opinion about giving proper reference(s)					
S.No.	University Name	Yes	Percentage	No	Percentage
1.	DU	48	32%	104	68%
2.	JNU	67	47%	77	53%



### 9.7 User Opinion about giving proper reference(s)

The table 9.7 and Fig 9.7 shows the users opinion about giving proper references in their works. It is a big issue or not, from the above data we can say that 104 respondents from DU think that it is not a big issue to give proper references whereas 48 numbers of respondents think that yes, it is a big issue to give proper references. On the other hand, the 77 respondents from JNU think that it is not a big issue to give proper references whereas 67 percent of respondents think that yes, it is a big issue to give proper references.

### 9.8 Reason(s) for Plagiarism

Table 9.8 Reason(s) for Plagiarism			
S.No.	Option given	No. of responses	Percentage
1.	Unwillingness to study the source properly	146	49.30%
2.	Shortage of Time	97	32.80%
3.	Less/ No knowledge of using source properly	157	53.10%
4.	Lack of orientation/ training programme(s) by library/department/institute	142	47.80%
5.	Others	24	1%

This table 9.8 shows the reasons for plagiarism according to the users of DU and JNU. When we tried to find out the reason from plagiarism, the Less/ No knowledge of using source properly is the most selected option by the respondents and it accounted for 53.10%, which is followed by

the option of unwillingness to study the source properly, which is selected by 146 respondents and it is accounted by 49.3% and the least chosen by the respondents is shortage of time which is selected by 97 respondents and it is accounted by 32.80%.

### 9.9 Awareness of fair practice

S.No.	University Name	Yes	Percentage	No	Percentage
1.	DU	127	84%	25	16%
2.	JNU	123	85%	21	15%

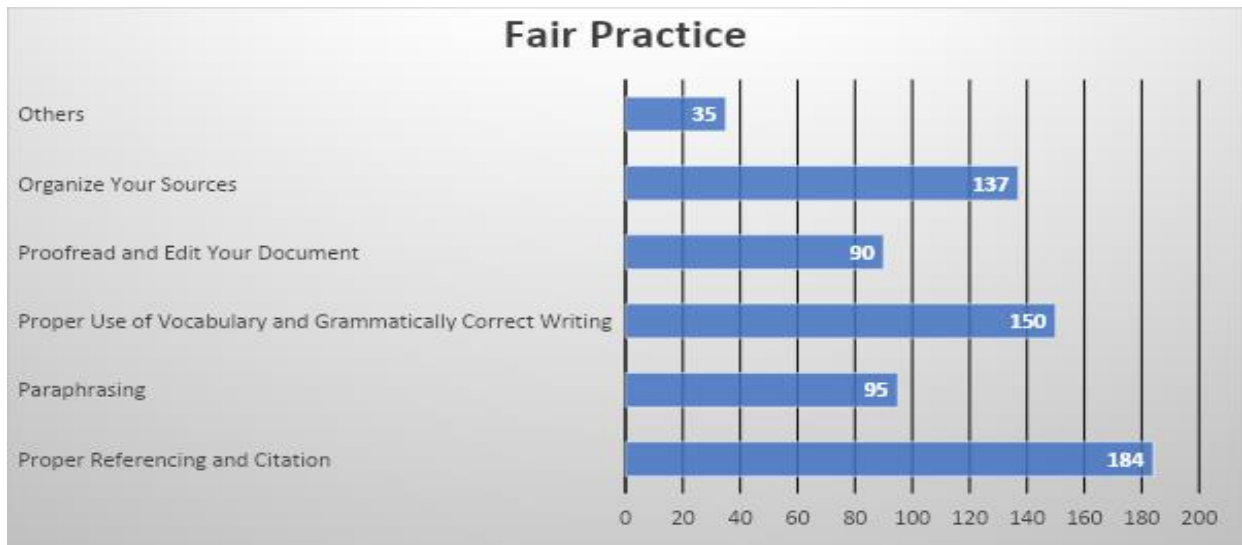


### 9.9 Awareness of fair practice

The above table 9.9 and Fig 9.9 shows the awareness of fair practice in academics. From the above table, we can say that the 127 number of respondents from DU are aware about fair practice in academics, which is accounted for 84%, and remaining 16% of the respondents are still unaware about fair practice whereas, in JNU the 123 numbers of respondents are aware about fair practice in academics, which is accounted for 85%, and remaining 15% of the respondents are still unaware about fair practice.

### 9.10 Adoption of fair practice among users

S.No.	Option given	No. of responses	Percentage
1.	Proper Referencing and Citation	184	62.10%
2.	Paraphrasing	95	32.10%
3.	Proper Use of Vocabulary and Grammatically Correct Writing	150	50.10%
4.	Proofread and Edit Your Document	90	30.50%
5.	Organize Your Sources	137	46.30%
6.	Others	35	11.80%

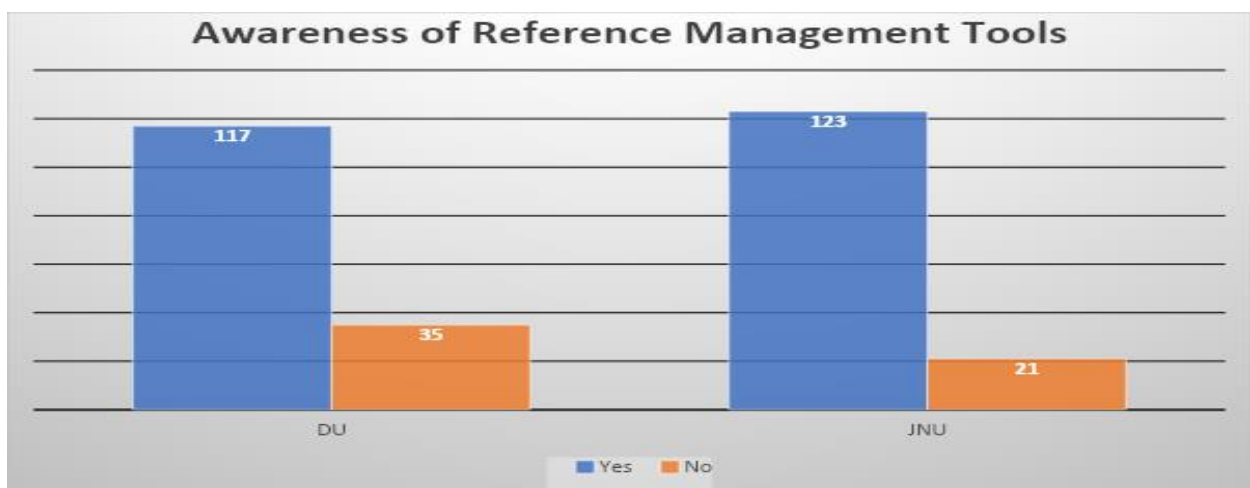


**Fig 9.10 Adoption of fair practice among users**

The above table 9.10 shows the adoption of fair practice among users in academic writing to avoid plagiarism. We can say that 184 number of users selected the option of proper referencing and citation and it accounted for 62.10%.

### 9.11 Awareness of Reference Management Tools

S.No.	University Name	Yes	Percentage	No	Percentage
1.	DU	117	77%	35	23%
2.	JNU	123	85%	21	15%



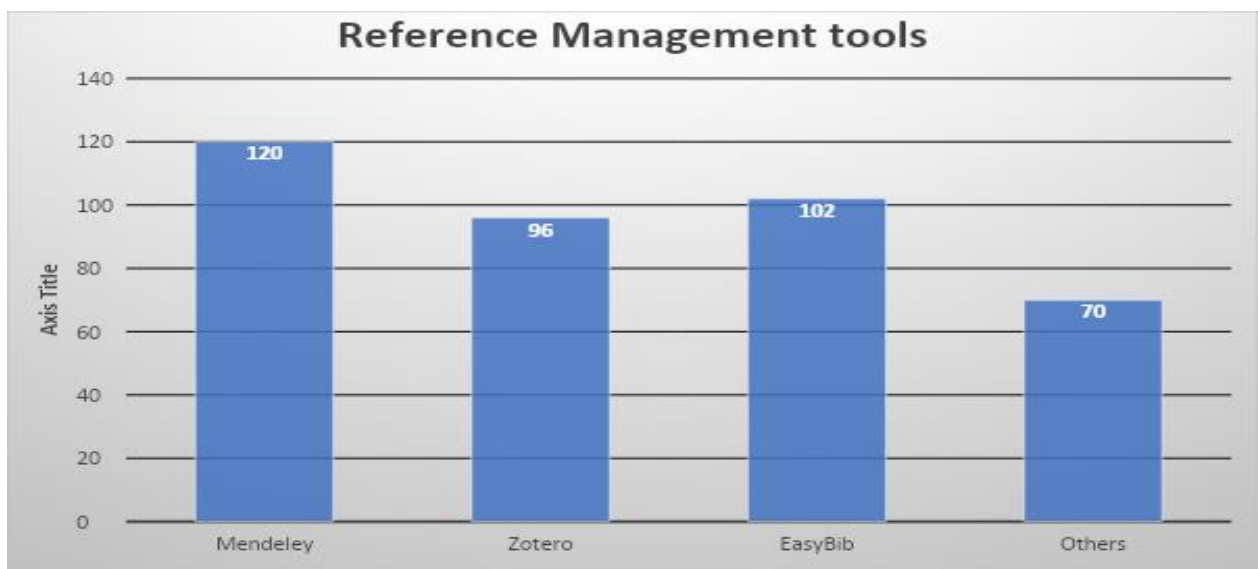
**Fig 9.11 Awareness of Reference Management Tools**

The above table 9.11 and Fig 9.11 shows the awareness of reference management tools. From the above table, we can say that the 117 number of respondents from DU are aware about reference management tools, which is accounted for 77%, and remaining 23% of the respondents are still unaware about reference management tools whereas, in JNU the 123 numbers of

respondents are aware about reference management tools, which is accounted for 85%, and remaining 15% of the respondents are still unaware reference management tools.

### 9.12 Reference Management Tools

Table 9.12 Reference Management tools			
S.No.	Option given	No. of responses	Percentage
1.	Mendeley	120	40.50%
2.	Zotero	96	32.50%
3.	EasyBib	102	34.50%
4.	Others	70	23.70%

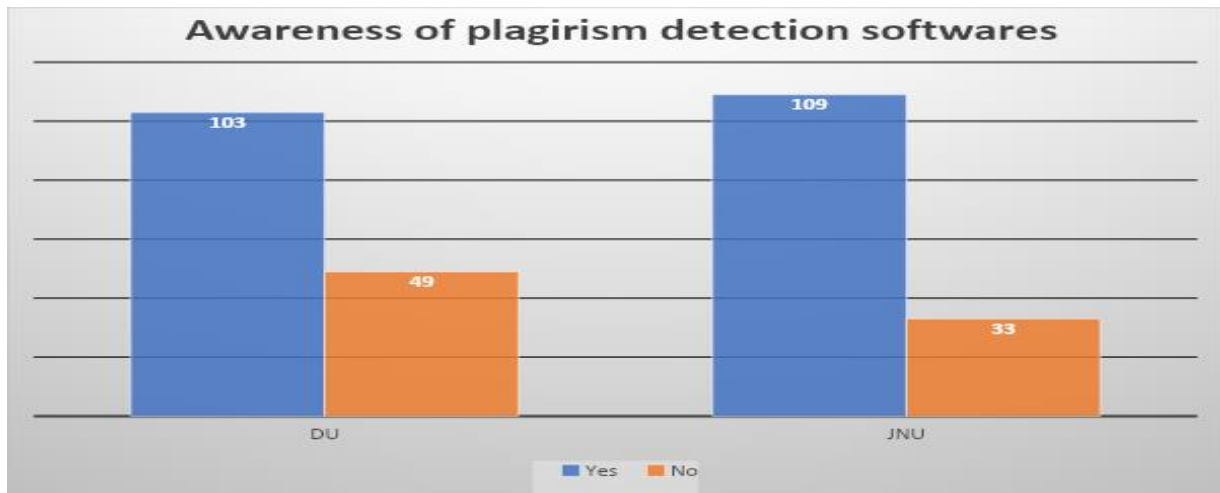


### 9.12 Reference Management Tools

The above table 9.12 and Fig 9.12 shows which reference management tools are most popular among the users. After analysing the data, we can say that Mendeley is the most preferred reference management tool among them and it is selected by 120 respondents and it accounted for 40.5%. Easybib is the second most preferred tool and it is selected by 102 respondents which accounts for 34.5% and Zotero is selected by 96 respondents which accounts for 32.5% and 23.70% respondents uses other reference management tools.

### 9.13 Awareness of plagiarism detection software

Table 9.13 Awareness of plagiarism detection software					
S.No.	University Name	Yes	Percentage	No	Percentage
1.	DU	103	68%	49	32%
2.	JNU	109	76%	33	24%

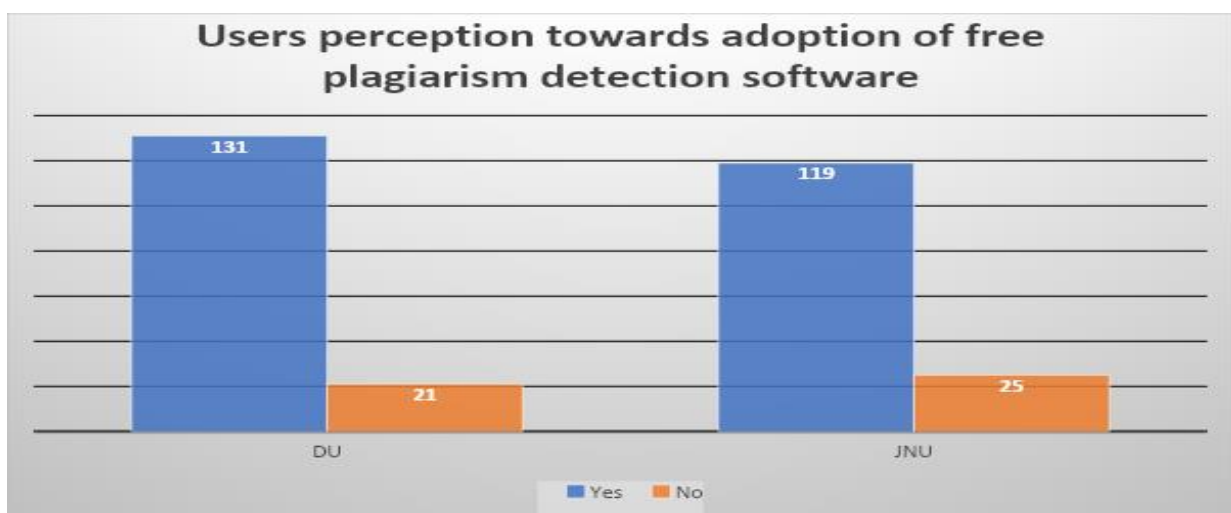


**Fig 9.13 Awareness of plagiarism detection software**

The above table 9.13 and Fig 9.13 shows the awareness of plagiarism detection software. From the above table, we can say that the 103 respondents from the DU are aware of plagiarism detection software, which accounted for 68%, and the remaining 32% of the respondents are still unaware of plagiarism detection software whereas, in JNU the 109 numbers of respondents are aware of plagiarism detection software which is accounted for 76%, and remaining 24% of the respondents are still unaware plagiarism detection software.

**9.14 Users perception towards adoption of free plagiarism detection software**

Table 9.14 Users perception towards adoption of free plagiarism detection software					
S.No.	University Name	Yes	Percentage	No	Percentage
1.	DU	131	86%	21	14%
2.	JNU	119	83%	25	17%



**Fig 9.14 Users perception towards adoption of free plagiarism detection software**

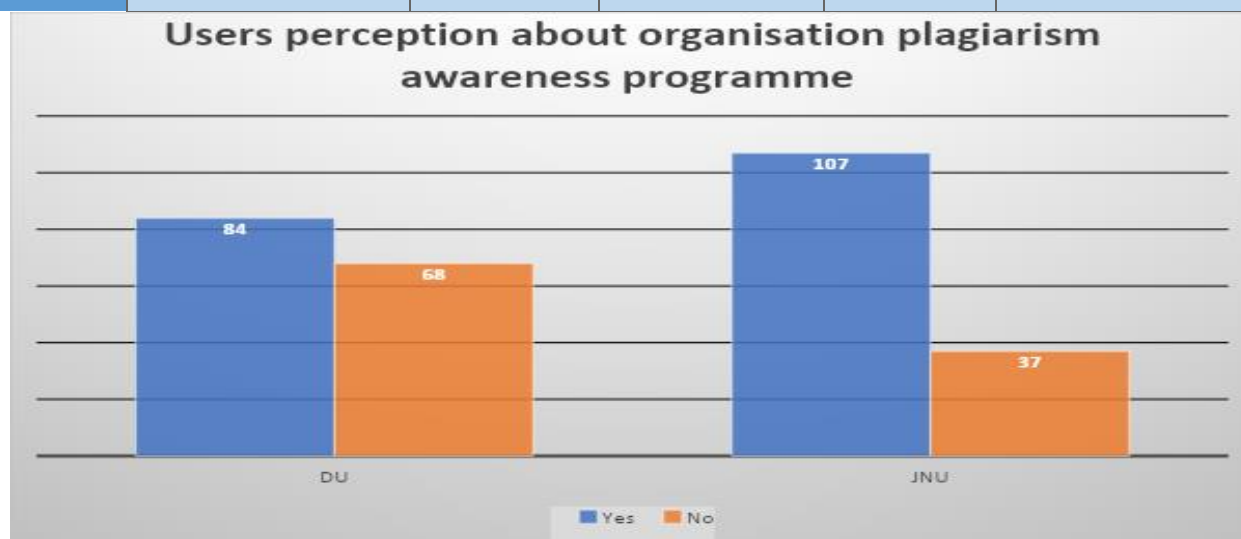


The above table 9.14 and Fig 9.14 show the awareness of plagiarism detection software. From the above table, we can say that the 131 respondents which accounted for 86% are from the DU thinks that every library should have free plagiarism detection software, and the remaining 14% of the respondents are not in the favour of free plagiarism detection software whereas, in JNU the 119 numbers of respondents which is accounted for 83% thinks that every library should have free plagiarism detection software, and the remaining 17% of the respondents are not in the favour of free plagiarism detection software in library.

### 9.15 Users perception about organisation plagiarism awareness programme

**Table 9.15 Users perception about organisation plagiarism awareness programme**

S.No.	University Name	Yes	Percentage	No	Percentage
1.	DU	84	55%	68	45%
2.	JNU	107	74%	37	26%



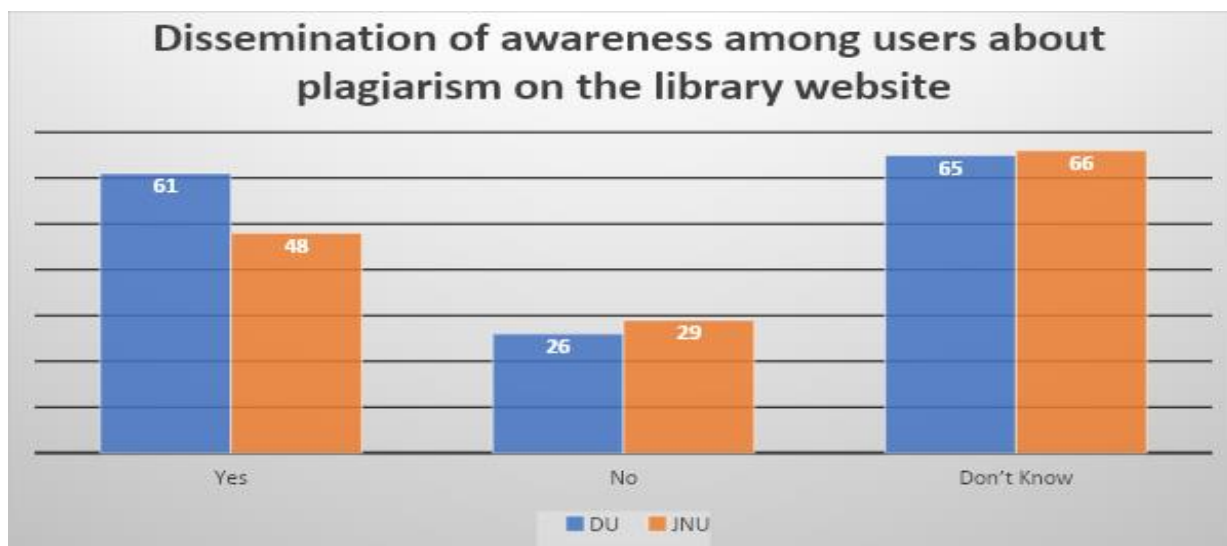
**Fig 9.15 Users perception about organisation plagiarism awareness programme**

The above table 9.15 and Fig 9.15 shows their libraries organise any anti-plagiarism awareness programme. From the above table, we can say that the 84 respondents which accounted for 55% are from the DU are aware about the anti-plagiarism programmes organise by the libraries and the remaining 45% of the respondents are not aware about it whereas, in JNU the 107 numbers of respondents which is accounted for 74% are aware about the anti-plagiarism programmes organised by the libraries and the remaining 26% of the respondents are not aware about it.

### 9.16 Dissemination of awareness among users about plagiarism on the library website

**Table 9.16 Dissemination of awareness among users about plagiarism on the library website**

S.No.	University Name	Yes	Percentage	No	Percentage	Don't Know	Percentage
1.	DU	61	40%	26	17%	65	43%
2.	JNU	49	34%	29	20%	66	46%

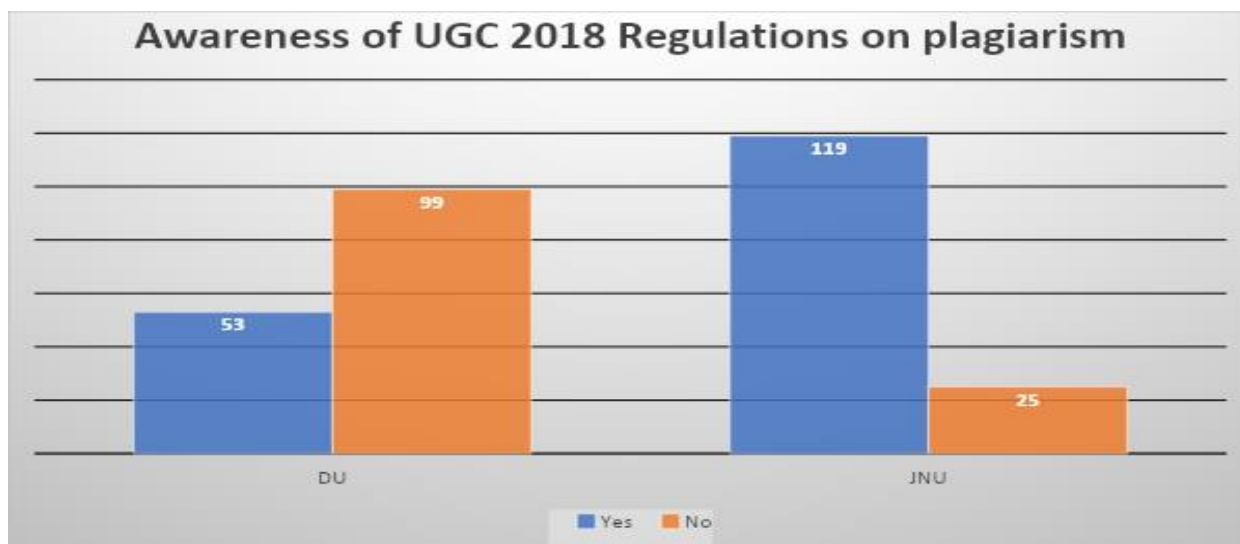


### 9.16 Dissemination of awareness among users about plagiarism on the library website

From the above table 9.16 and Fig 9.16, when we tried to analyse, DU and JNU libraries provide any information about plagiarism on the library website, 61 respondents from DU agrees that Central Library, DU provide information about plagiarism on the library website whereas 26 respondents are not aware about it which is accounted for 18%. and 65 respondents are not sure or don't know whether the library website provides this information or not. On the other hand, 49 respondents from JNU agree that Dr. B. R. Ambedkar Central Library, JNU provides information about plagiarism on the library website whereas 29 respondents are not aware about it, which accounted for 20%. and 66 respondents are not sure or don't know whether the library website provides this information or not.

### 9.17 Awareness of UGC 2018 Regulations on plagiarism

9.17 Awareness of UGC 2018 Regulations on plagiarism					
S.No.	University Name	Yes	Percentage	No	Percentage
1.	DU	53	35%	99	65%
2.	JNU	119	83%	25	27%



**Fig 9.17 Awareness of UGC 2018 Regulations on plagiarism**

The above table 9.17 shows the awareness level of UGC 2018 Regulations of plagiarism among the users of DU and JNU. We can say that the 53 respondents which accounted for 35% from the DU are aware about the UGC 2018 Regulations on plagiarism and the remaining 83% of the respondents are not aware about it whereas, in JNU the 119 number of respondents which is accounted for 83% are aware about the UGC 2018 Regulations on plagiarism and the remaining 17% of the respondents are not aware about it.

## 10 Findings

The percentage of University-Wise Distribution of JNU is 49% and for DU is 51%. The Study shows that 97% of the users from DU and 99% of the users from JNU are aware about the plagiarism. Hence, JNU students are more aware about the concept of plagiarism. Both Universities students are aware about Fair Practice in academic writing. JNU students are more aware about Reference Management Tools than DU students. Both Universities students are aware about Plagiarism detection software. The study shows that 86 users from the DU think that every library should have free plagiarism detection software and in JNU 83% users think that every library should have free plagiarism detection software. The study revealed that 55% users from the DU are aware about the anti-plagiarism programmes organised by the libraries and in JNU the 74% users are aware about the anti-plagiarism programmes organised by the libraries. JNU Library users are more aware about UGC 2018 Regulations of plagiarism than DU.

## 11 Suggestions

The following suggestion are made based on data analysis and interpretations:

- a) Some of the respondents of post-graduate courses were found uncomfortable in giving responses; therefore, it is suggested that proper orientation and training is needed to be provided by the libraries of JNU and DU at the time of admission to the PG students.

- b) It is observed that there is a high rate of awareness among the students of JNU as compared to DU. The results show that 68% of the respondents from the DU are not aware of proper references as compared to 47% of respondents from JNU. Thus, both the universities need to create awareness among the respondents.
- c) As the PG students/scholars have less knowledge about the plagiarism and its consequences it results as a major source of intentional and unintentional plagiarism. Therefore, it is required to plan and organise orientation/ training program (s) frequently.
- d) The students and scholars of the JNU students are more aware about the concept of plagiarism as compared to DU. Thus, it is suggested that the DU may impart hands-on skills to the students and scholars to raise the awareness level about plagiarism.
- e) In comparison to the respondents from the DU the respondents from the JNU such as referencing and citation properly, paraphrasing, use of vocabulary and grammatical writing, editing and proofreading etc. hence DU may also create awareness among its respondents.
- f) Most of the users of JNU are more aware about the plagiarism detection tools in comparison to the users of DU. To improve the awareness of the users about plagiarism detection softwares Central library (DU) may organise workshops.
- g) From the data analysis it was observed that Dr. B. R. Ambedkar Central Library (JNU) provides advice to its users on referencing and citations as best practice. However, Central library (DU) provides awareness about the process of peer reviewing, language editing, referencing and citations.

## 12 Conclusion

From the data analysis, interpretations and findings it can be concluded that the level of awareness about plagiarism and related aspects in users of Jawaharlal Nehru University is very high in comparison to the University of Delhi. Jawaharlal Nehru University provides more hands-on skills and awareness about fair practices in research and academic writing. Dr. B. R. Ambedkar Central Library (JNU) has started various initiatives for making users aware of how to use good practices to stop plagiarism.

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