

# Awareness of Plagiarism among the Students and Research Scholars of Delhi University (DU) and Jawaharlal Nehru University (JNU): A Comparative Study

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## Abstract

*Plagiarism is a massive issue in today's academic field due to the information overflow. It can be noticeable at every level of the academic career. Many academicians take shortcuts when working, which leads them to use plagiarism because they are unaware of plagiarism, do not want to break the copy-and-paste culture or are pressed for time. Plagiarism is when someone takes someone else's work and passes them off as their own. Plagiarism is strongly linked to forgery and piracy, both of which are illegal under copyright laws. This is a significant problem for university students and research scientists; everyone must be extremely cautious with their academic work to solve it. This study shows the awareness of plagiarism among the students of two renowned universities in Delhi. It also shows the reason behind the adoption of plagiarism. A quantitative survey was conducted in Delhi with a sample of 100 students from Delhi University (DU) and Jawaharlal Nehru University (JNU). The first main finding of the report is that the reasons for plagiarism are a lack of willingness to study and a copy-paste culture. Second, most students learn about plagiarism through lecturers or other sources like web sources. Nowadays, plagiarism has become a punishable offence, so we need to be extra careful about plagiarism.*

**Keywords:** Plagiarism; Anti-Plagiarism Software; Academic Dishonesty; Copyright; University Library; User Awareness.

## Introduction

Plagiarism is becoming an essential topic of discussion in the worldwide education system, particularly in higher education. Plagiarism is a massive issue in today's academic field due to the information overflow. It can be noticeable at every level of the academic career. Because of the lack of knowledge of plagiarism, copy-paste culture, or time limit, many academicians use shortcuts for their work, that is why they adopt the plagiarism route. Plagiarism is when someone takes someone else's work and passes them off as their own. Plagiarism is strongly linked to forgery and piracy, both of which are illegal under copyright laws. Plagiarism is essentially a sort of dishonesty. Plagiarism occurs when someone does not acknowledge the source they used to produce a paper or construct a project. This is a critical issue for university students and research scholars; everyone must be extremely cautious with their academic work to solve it. Plagiarism is a multifaceted and ethically complex problem in educational contexts. However, to be helpful to administrators, faculty, and students, any definition of plagiarism must be as simple and direct as possible within the context for which it is intended.

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The foundation of the academic world revolves around ethics and integrity, where new ideas and theories are created, confirmed, and re-confirmed. Experiments and research works are carried out and published for the benefit of humanity with a genuine desire for acknowledgement. Current and coming generations can benefit from these creative works and theories and advance this knowledge and scholarship through indigenous research, giving credit and exposure to original authors where it is due. However, with enhanced access to a vast amount of knowledge and resources, academic dishonesty and plagiarism are increasing in institutions of higher learning around the globe (Brimble and Stevenson-Clarke, 2005).

### **Definition**

Plagiarism is 'the act of using another person's words or ideas without giving credit to that person; the act of plagiarising something,' according to Merriam-Webster.'(www.merriam-webster.com)

'Plagiarism is the practice of taking someone else's work or ideas and passing them off as one's own, according to the Oxford English Dictionary.'(www.oxforddictionaries.com)

According to Kent State University, 'in an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or another original (not common knowledge) material without acknowledging its source.'

### **Scope of the Study**

Plagiarism is not limited to research; it affects all aspects of human activity, including the film industry, music, journalism, fine arts, and creative and critical writing. However, this study focused entirely on plagiarism in the academic field. Students from two Delhi universities, Jawaharlal Nehru University (JNU) and Delhi University, were involved in this study (DU).

### **Review of Literature**

**Chandere, Satish & Narayanan (2021)** this study mainly talk about anti-plagiarism software and its use; it also shows the comparison among the various online anti-plagiarism software, their mode of access, subscription, year, developer, and website plagiarism detection software for research and academic institutes, and the community in detail. **Perkins, Ulas & Roe (2020)** purpose of this study is to improve the academic writing standards of students at the university level, reduce their plagiarism, and detect cases of contract cheating in academics. **Abad-Garcia (2019)** study reveals that plagiarism range from the unreferenced use of other published and unpublished ideas to an analysis of the concept of plagiarism to show the broad scope of manifestations. **Oyewole, Rasheed & Ogunsina (2018)** in their study investigated distance learning students' awareness, perception, and attitude toward plagiarism at the University of Ibadan in Nigeria. The study was conducted among 1762 distance learning students at the university of Ibadan in Nigeria. Plagiarism was viewed negatively by the majority of distance learners (89.6%), who saw it as a crime. The results also revealed that a significant number of distance learners had a negative attitude toward plagiarism, with 90.1% indicating that they would ensure that their sources of information are adequately acknowledged. **Stowe (2017)** studied the link between plagiarism and the theory of planned behaviour. It talks about how the behaviour of the academician toward plagiarism. **Thomas (2017)** paper explores international students' understanding of plagiarism. The study shows the level of understanding of plagiarism among university students. And also shows the reasons behind the adoption of plagiarism. **Chitra & Anupriya (2016)** reveal a monolingual plagiarism detection technique that has been developed to tackle cases of paraphrased plagiarism. **Dalal (2016)** presents practical wisdom from several years of experience handling plagiarism in two Information System (IS) courses with the exploratory use of reflection, such as dialogues and essays. **Kumari & Lakshmi (2015)** revealed that the main aim was to explore the awareness level of plagiarism among the research scholars of Sri

Venkateswara University in Tirupati. It also talked about aspects of plagiarism, like awareness of plagiarism, citation tools, and anti-plagiarism software.

**Research Methodology**

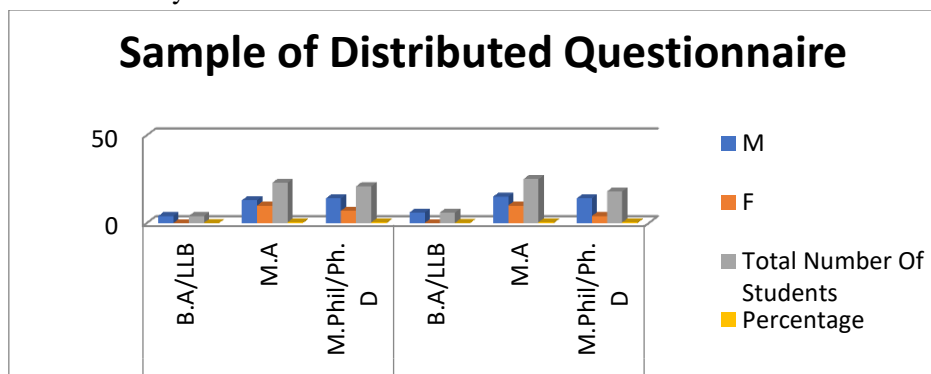
For this study, data was collected through a questionnaire which was used as a tool to succeed in the survey research method. The first step was making a questionnaire on the topic to do an investigation or get information from the users. Collected data were tabulated in an excel sheet and presented for analysis in a table, bar, and graph.

**Objectives**

- 1) To check the student’s understanding level of plagiarism and related aspects;
- 2) To find out the reason behind their adaptation of plagiarised work;
- 3) To know the student’s understanding of anti-plagiarism software;
- 4) To check which university students are more aware of plagiarism;
- 5) To study the library’s role in making users awareness & using anti-plagiarism software.

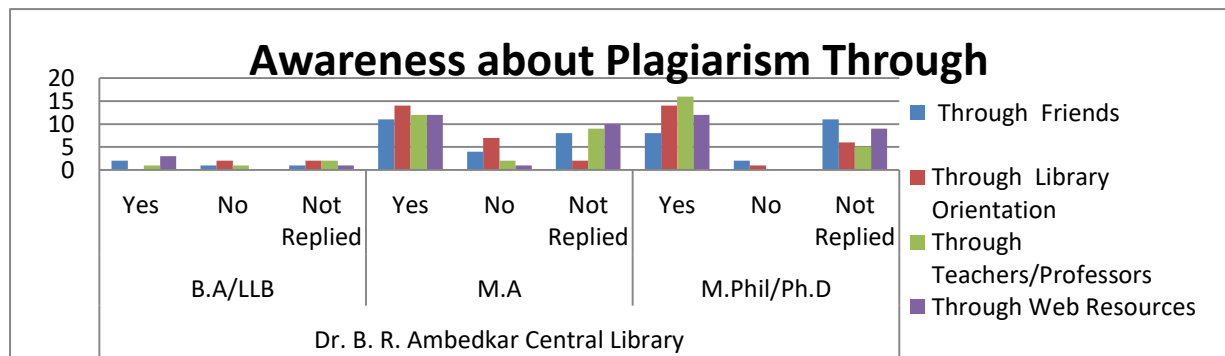
**Data Analysis**

Data was collected through a questionnaire from the library users of the universities under study. The two libraries distributed 50 x 50 questionnaires from libraries and received 48 responses from Dr. B.R.Ambedkar Central Library (JNU) and 49 responses from the Central Library(DU). Data were analyzed statistically.



**Figure 1: Sample of the Distributed Questionnaire**

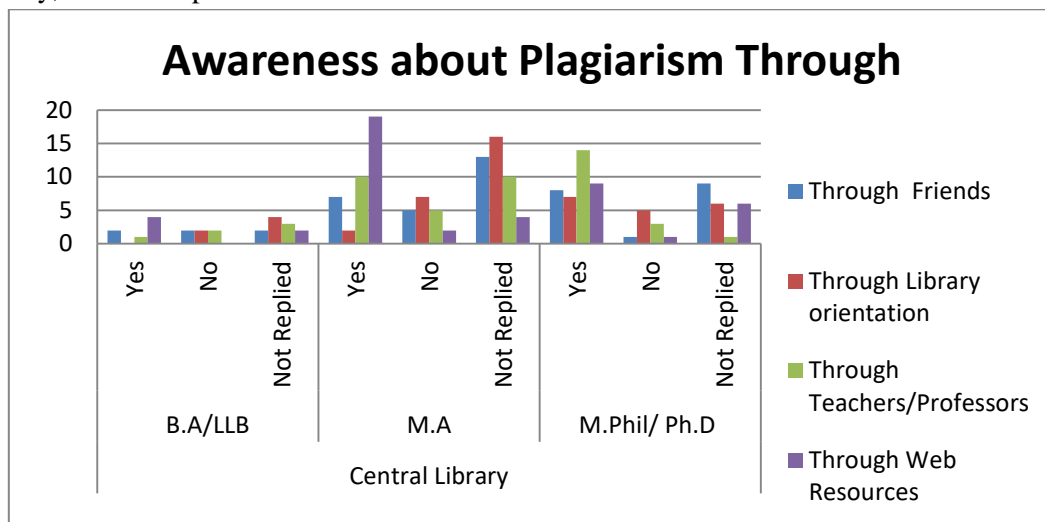
The distribution of different users in the two libraries is shown in the table above. The statistic indicates the total number of students in JNU in other courses out of 50 users in the Dr. B. R. Ambedkar Central Library, i.e., BA/LLB-8.33%, MA-47.91%, and M.Phil./Ph.D-43.75%. Out of 50 users, the total number of users at the DU Central Library in various courses was 12.24% for BA/LLB, 51% for M.A., and 36.73% for M.Phil./Ph.D.



**Figure 2: Awareness of Plagiarism Through**

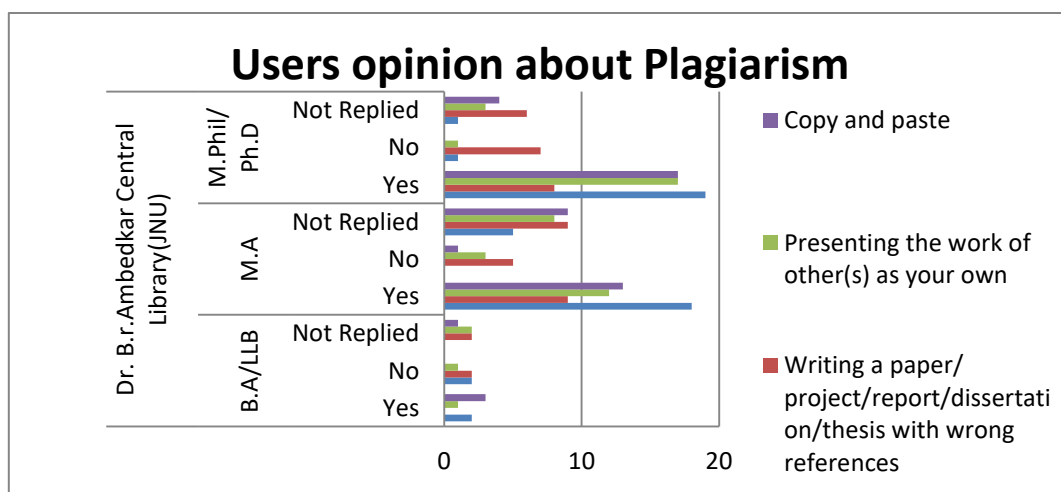
The figure depicts the level of plagiarism awareness among JNU's Dr. B. R. Ambedkar Central Library users. Most B.A./LLB students are taught about plagiarism from the internet, their

peers, and their teachers/professors. Most M.A. users are aware of plagiarism due to library orientation, teachers/professors, and web resources. Most M.Phil./Ph.D scholars learn about plagiarism through their teachers/professors, from library orientation and web resources, and, ultimately, from their peers.



**Figure 3: Awareness of Plagiarism Through**

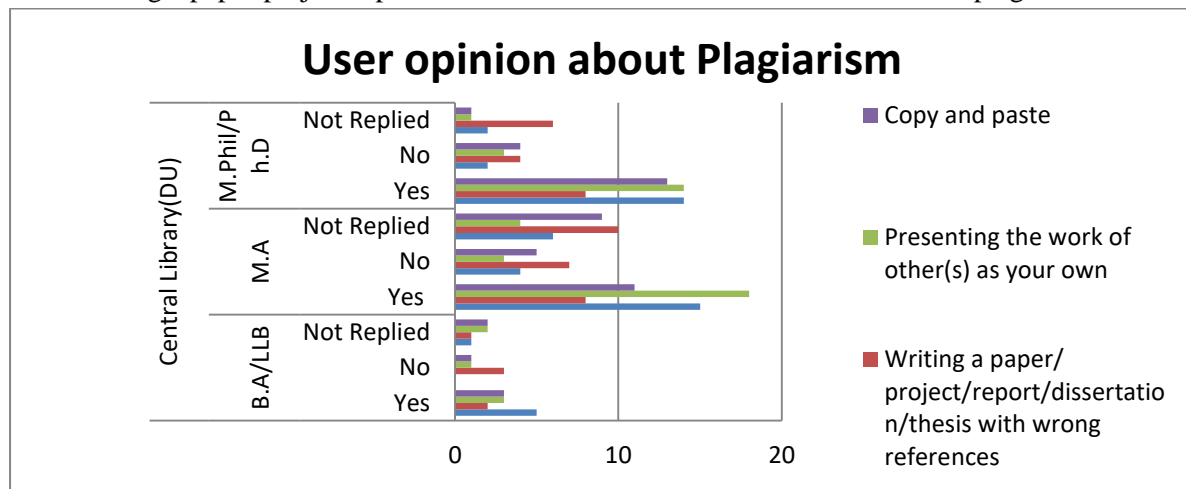
The figure illustrates the level of plagiarism awareness among DU Central Library customers. The majority of B.A./LLB students learn about plagiarism from online resources, next from friends, and finally from teachers/professors. The majority of M.A users learn about plagiarism via web resources, then from teachers/professors, then from friends, and finally from library orientation. Most M.Phil./Ph.D. students learn about plagiarism through their teachers/professors, online resources, friends, and library orientation.



**Figure 4: Users'opinions about Plagiarism**

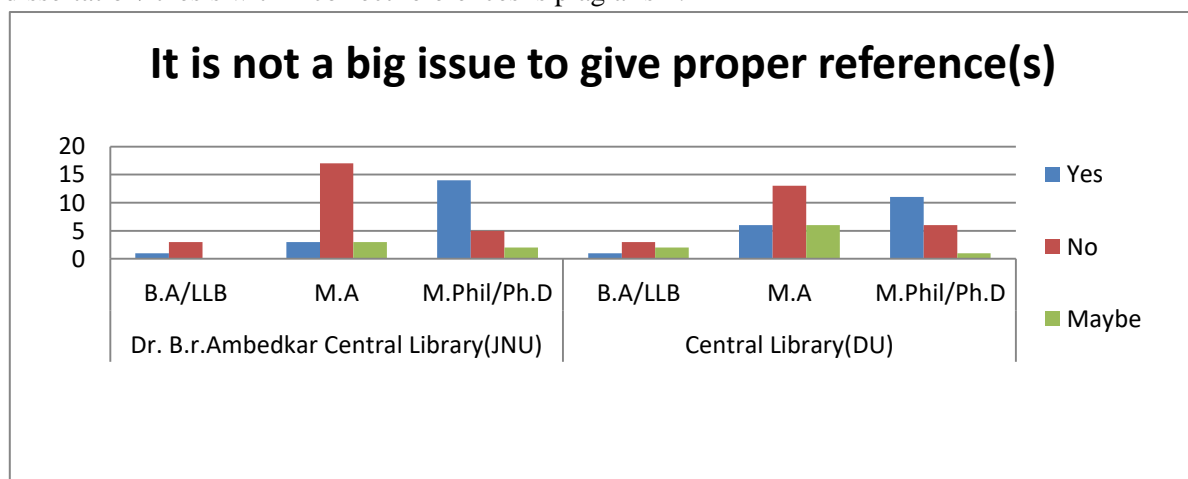
The view of Dr. B. R. Ambedkar Central Library (JNU) users on plagiarism are depicted in this graph. Most B.A./LLB users believe copying and pasting someone else's work is plagiarism. In contrast, others believe that copying someone else's work without correctly referencing it is plagiarism, and finally, presenting someone else's work as their own is plagiarism. Most M.A. users believe that plagiarising someone else's work without providing adequate sources is plagiarism, while some believe that copying and pasting is plagiarism; following that, few individuals believe that presenting someone else's work as their own is plagiarism, and even fewer users believe that writing a paper/project/report/dissertation/thesis with incorrect references is plagiarism. Most M.Phil/ Ph.D.

users believe copying someone else's work without giving proper credit is plagiarism. In contrast, others believe that presenting someone else's work as their own and copy-pasting is plagiarism. Few think writing a paper/project/report/dissertation/thesis with incorrect references is plagiarism.



**Figure 5: Users' opinions about Plagiarism**

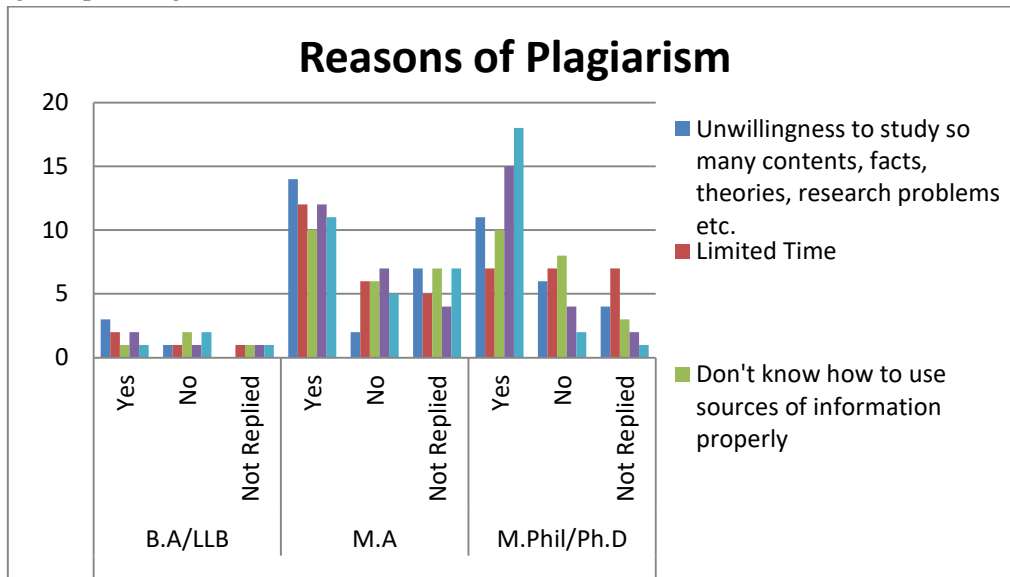
This graph depicts the Central Library's (DU) users' views on plagiarism. Most B.A./LLB users believe plagiarising someone else's work without correctly referencing it is plagiarism. In contrast, others believe that presenting someone else's work as their own and copying and pasting it is plagiarism. Few users believe writing a paper/report/dissertation/thesis with incorrect references is plagiarism. In M.A., the majority of users believe that presenting someone else's work as their own is plagiarism, followed by some who think that copying someone else's work without providing proper references is plagiarism, a few who believe that copy and paste is plagiarism and a minimal number of users who say that writing a paper/project/report/dissertation/thesis with incorrect references is plagiarism. Most M. Phil/ Ph.D. users believe that plagiarising someone else's work without giving proper credit and presenting someone else's work as their own is plagiarism; some users believe that copy and pasting is plagiarism, and only a few users think that writing a paper/ project/ report/ dissertation/ thesis with incorrect references is plagiarism.



**Figure 6: It is not a big issue to give proper reference (s)**

The figure shows the opinion about giving proper references to their works. In Dr. B.R. Ambedkar Central Library (JNU), maximum users doing B.A./LLB don't think giving adequate references to their jobs is necessary; very few believe that providing a proper connection is essential. In M.A also, most users believe not provide giving references to their works is a big issue, and some think it is a big problem not to give appropriate authority. In M.Phil./Ph.D, most users believe not

providing proper references to their works is a huge issue, and everyone should provide appropriate references for their jobs. Some of them think not giving good connections to their careers is essential. In Central Library (DU), maximum users doing B.A/LLB don't think giving proper references to their works is necessary; very few believe giving good relations is essential. In M.A also, most users think not providing valuable references to their jobs is a big issue, and some believe that it is a big problem not to give proper authority. In M.Phil./Ph.D, most users think not providing good references to their works is a huge issue, and everyone should give proper references to their jobs. Some do not believe providing adequate regard to their careers is essential.

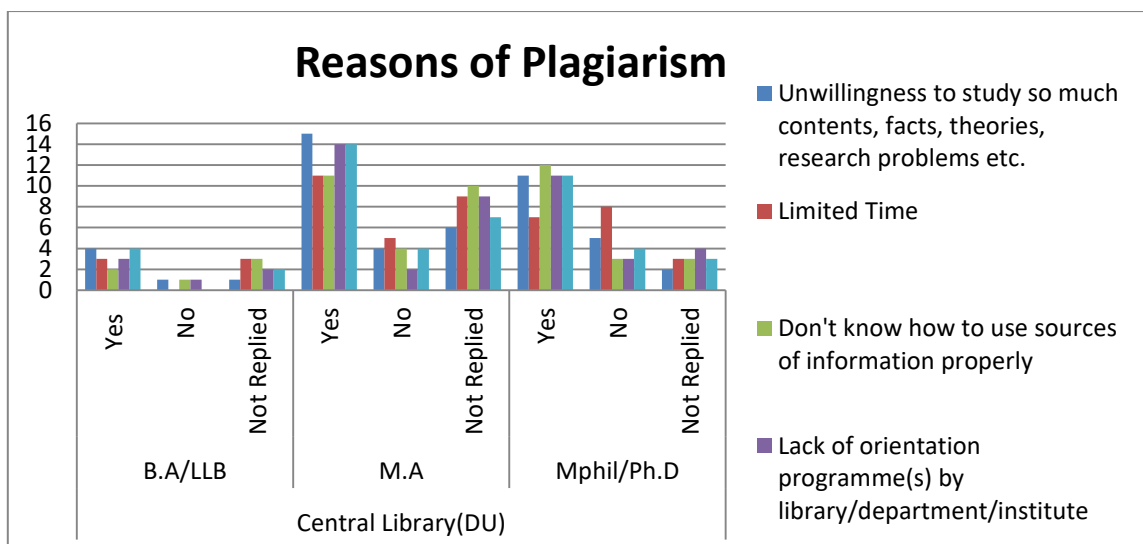


**Figure 7:Reasons for Plagiarism**

This figure shows the reasons behind plagiarism according to the users of B. R. Ambedkar Central Library in JNU. The users from B.A/LLB, most of them think Unwillingness to study so many contents, facts, theories, research problems, etc., is the reason behind the plagiarism, some think limited time and lack of orientation program (s) by library/department/institutes are the reason behind plagiarism, and few users believe lack of knowledge of using a source of information and lack of understanding and awareness about the use of the standard of citation styles to avoid plagiarism is the reason behind plagiarism.

In M.A, maximum users also think that unwillingness to study so many contents, facts, theories, research problems, etc., is the reason for plagiarism. Some think limited time and lack of orientation program (s) by libraries/departments/institutes are the reason behind plagiarism, and few users' lacks of understanding and awareness about the use of the standard of citation styles to avoid plagiarism are the reason behind plagiarism. Lastly, very few think a lack of knowledge of using the source of information is the reason behind adopting plagiarism.

In M.Phil./Ph.D., maximum users think the reason behind plagiarism is a Lack of understanding and awareness about the use of the standard of citation styles to avoid plagiarism, then few users think lack of orientation program (s) by library/department/institute is the reason behind plagiarism. Some users think the unwillingness to study so many contents, facts, theories, research problems, etc., is the reason behind adopting plagiarism; lastly, very few users think limited time is the reason behind adopting plagiarism.

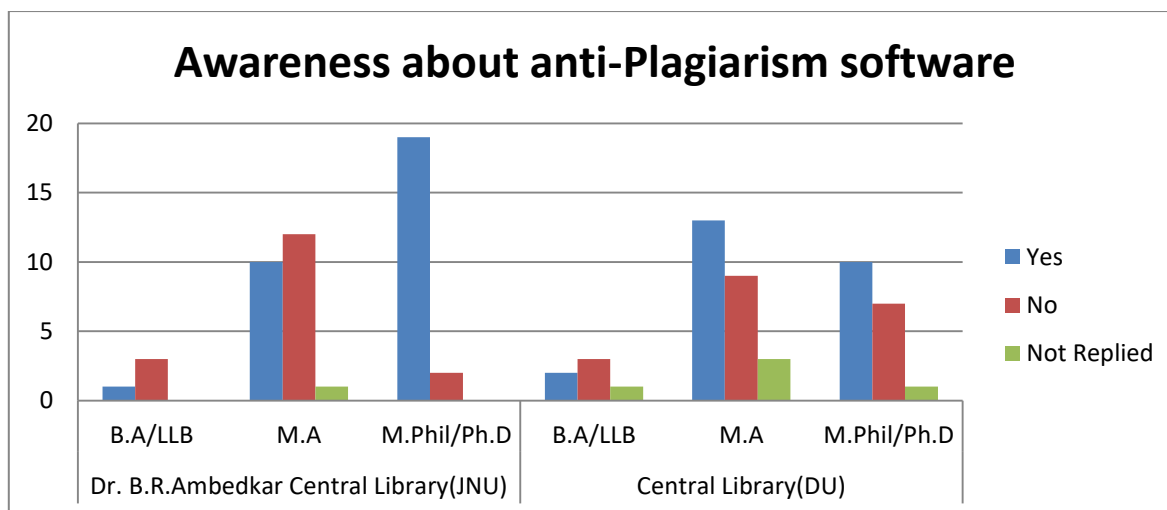


**Figure 8: Reasons for Plagiarism**

This figure shows the reasons behind plagiarism according to the users of the Central Library at DU. In B.A./LLB, most of them think that the Unwillingness to study so many contents, facts, theories, research problems, etc. and lack of understanding and awareness about the use of the standard of citation styles to avoid plagiarism is the reason behind plagiarism. Some think limited time and Lack of orientation programs by libraries/departments/institutes are the reason for plagiarism. Few users believe lack of knowledge of using a source of information is the reason behind plagiarism. In M.A. also maximum users think that Unwillingness to study so many contents, facts, theories, research problems, etc., is the main reason behind plagiarism, then some users think lack of orientation program (s) by library/department/institute and Lack of understanding and awareness about the use of the standard of citation styles to avoid plagiarism is the cause of plagiarism. Lastly, very few users think limited time and lack of knowledge of using a source of information are the reason behind adopting plagiarism. In M.Phil./Ph.D, maximum users believe the reason for plagiarism is a lack of knowledge of correctly using sources of the information. Some users think lack of understanding and awareness about the use of the standard of citation styles to avoid plagiarism, lack of orientation program (s) by library/department/institute is the reason behind plagiarism and unwillingness to study so many contents, facts, theories, research problems, etc. are the reasons behind adopting plagiarism, lastly very few users think limited time is the reason behind adopting plagiarism.

**Table 1: Awareness of Anti-Plagiarism Software:**

Library Name	Dr. B. R. Ambedkar Central Library (JNU)			Central Library (DU)		
	B.A./LLB	M.A.	M.Phil/Ph.D	B.A./LLB	M.A.	M.Phil/Ph.D
Course						
Yes	1	10	19	2	13	10
No	3	12	2	3	9	7
Not Replied	0	1	0	1	3	1



**Figure 7:** Awareness of anti-Plagiarism software

The table-1 and figure-9 show the awareness of anti-plagiarism software among the users. In Dr. B.R. Ambedkar Central Library (JNU), most of the users from B.A./LLB are unaware of the anti-plagiarism software, and very few are aware of anti-plagiarism software. In M.A, some people are aware of plagiarism, and some are unaware of anti-plagiarism software. In M.Phil./Ph.D., maximum users know the anti-plagiarism software. Very few users don't become aware of anti-plagiarism software.

In Central Library (DU), most of the users from B.A./LLB are unaware of the anti-plagiarism software, and very few are aware of anti-plagiarism software. In M.A, most of the users are aware of the anti-plagiarism software, and few users are not mindful of anti-plagiarism software. In M.Phil./Ph.D., maximum users are aware of anti-plagiarism software, and very few are unaware of anti-plagiarism software.

### Findings

1. Dr. B.R. Ambedkar Library (JNU) was established in 1969, and the Central Library (DU) was established in 1922.
2. Dr. B.R. Ambedkar Library (JNU) doesn't have a different section for checking plagiarism work, while Central Library (DU) has a separate area for doing plagiarism checks, which started in 2015.
3. In Dr. B.R. Ambedkar Central Library of JNU, out of 50 users, i.e., BA/LLB-8.33%, MA-47.91%, and M.Phil./Ph.D.-43.75%. The total number of users in the Central Library of DU in different courses out of 50 users, i.e., BA/LLB-12.24%, MA-51%, M.Phil./Ph.D.-36.73.
4. Both library users, most of the users of B.A./LLB are aware of plagiarism through web resources and then friends after teachers/professors. Most of M.Phil./Ph.D. users are aware of plagiarism through teachers/ professors.
5. In both libraries, users of B.A./LLB think that giving proper references to their works is not necessary, but most of the users of M.A, M.Phil./Ph.D. think that giving appropriate references to others' works is very necessary.
6. In both libraries, the users from B.A./LLB and M.A. most of them think Unwillingness to study so many contents, facts, theories, research problems, etc. is the reason behind the plagiarism, M.Phil./Ph.D. maximum users think the reason behind plagiarism is Lack of understanding and awareness about the use of the standard of citation styles to avoid plagiarism.



7. In both libraries, a maximum number of users of M.A. M.Phil./Ph.D. are aware of anti-plagiarism software.

### Conclusion

Submitting someone else's work as one's own or attempting to incorporate one's ideas or words with all those borrowed from another source. Despite various shortcomings, both libraries play a significant role in educating their users about plagiarism and preventing them from engaging in plagiarised work. In this sense, the Dr. B.R.Ambedkar Central Library (JNU) is more advanced than the Central Library (DU) in that they provide information on its website as well as orient its users regularly, whereas the Central Library orients its customers regularly. Because of the fast-increasing literary work and the high likelihood of recurrence of the same work, plagiarism awareness has been increasingly vital to debate in recent years.

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