

## Students' Plagiarism Awareness: A Study of University of Delhi

Sanjeev Kumar Sharma\*

Manish Kumar\*\*

Plagiarism is a thumb of rule in academics as it ensures that the research work of the creator should be original and acknowledge the contributors whose contribution helped in shaping the present new output. It is the need of the hour that the students should be well acquainted with how to write qualitative papers, pursue research for higher degrees and keep their work plagiarism-free. Accordingly, the present study overtly attempts to read the minds and know their understanding pertinent to Plagiarism, its varied aspects, know-how about anti-plagiarism software and particularly the role of respective libraries/organizations for keeping their clients oriented about the pros and cons of plagiarism. The researchers collected n=410 responses and found that 382 (93%) students are well-aware of plagiarism, 23 (6%) published plagiarized work once and 397 (96.8%) admitted time constraints and Circumstances and performance factors are the main reasons for plagiarism.

**Keyword:** *Plagiarism, Anti Plagiarism Software, Fair Practice in writing, University of Delhi, Students Plagiarism Awareness.*

### 1 INTRODUCTION

Well, 'Plagiarism' sounds very familiar to the present-day generation especially in an academic environment and in other sectors. Inevitably, it is of greater importance to the academic fraternity as they directly relate to it for their research output in terms of research papers, theses, dissertations, books, chapters in books, and similar ones. Students should be well-aware of plagiarism as unawareness leads to many problems thus in every academic organization especially publishing globally, the authorities are adhering to fair practices and ensuring that the academic work published in any form should be plagiarism-free to present original and new thoughts, ideas, research output of the creator.

---

\* Librarian, Rajdhani College, University of Delhi

\*\* Associate Professor, Department of Library Information Science, University of Delhi, Delhi-110007, Email: kkmaniii2014@gmail.com

## 2 REVIEW OF LITERATURE

For the research few notable studies were read and consulted to get clarity regarding the area. Ali (2021), de Lima (2022), Farahian et al. (2022), Jereb (2018), Khathayut (2021), Kokkinaki et al. (2015), Kumar and Chand (2018), Manish and Varun (2023), Mahmud et al. (2019), Nguyen (2021), Savitha, and Krishnamurthy (2020), Šprajc (2017), Tripathi (2015), University Grants Commission (2018)

## 3 RESEARCH METHODOLOGY

The work covers the students of University of Delhi. The study was conducted in the month of July 2023 through a structured questionnaire forwarded in person randomly circulated to 500 students and only 410 (82%) responded. Hence, the students of the University of Delhi are very responsive towards research activity.

## 4 MAJOR FINDINGS

### 1. Category of User

This question is intended to examine how many M.A., M.Sc., PhD, and other courses students have responded to the survey. A total of 410 responses were taken out of which 246 (60%) responses from M.A., 67 (16%) responses from M.Sc., 52 (13%) responses from Ph.D. and 45 (11%) responses from other courses were received. The majority respondents are of arts students which shows that the students from the Faculty of Arts are more interested in and aware of plagiarism. For the research purpose, the research scholars should be aware of ethical writing. Therefore, libraries need to focus on the awareness about plagiarism and its consequences among the Ph.D. research scholars, so that they may produce the original work through their academic writing.

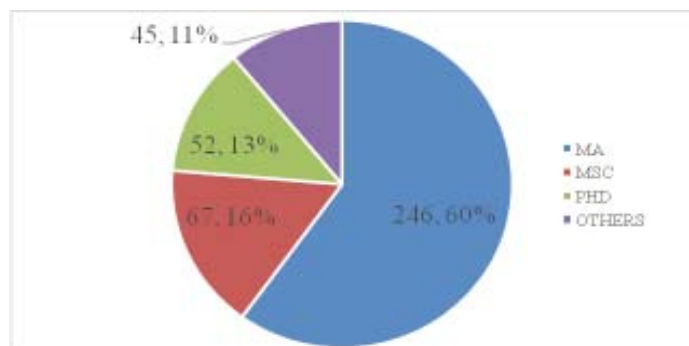
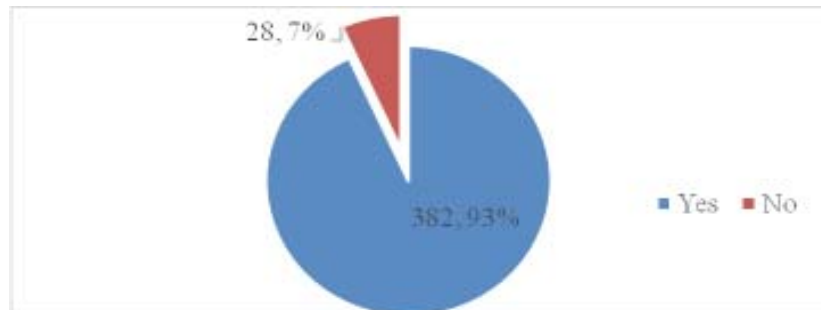


Figure 1: Category of Users

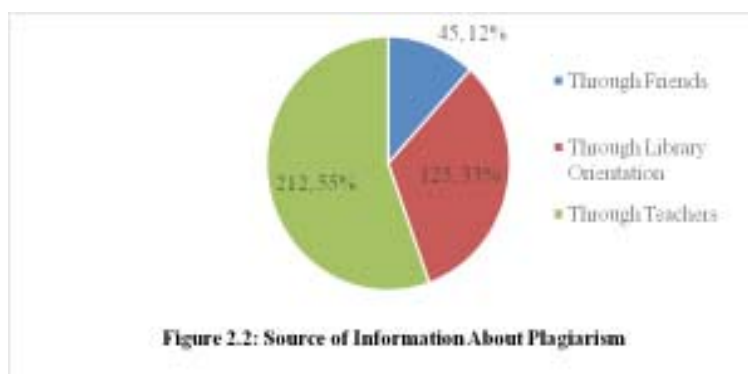
### 2. Plagiarism Awareness

Figure 2 simply denotes that 382 (93%) of the respondents are aware of the concept of plagiarism and 28 (7%) are unaware. The data shows the majority of the respondents are aware of plagiarism, therefore libraries should reach and aware those who are not aware. And, the libraries try to keep in touch with their users for their knowledge update about plagiarism and its ethics.



**Figure 2.1: Plagiarism Awareness**

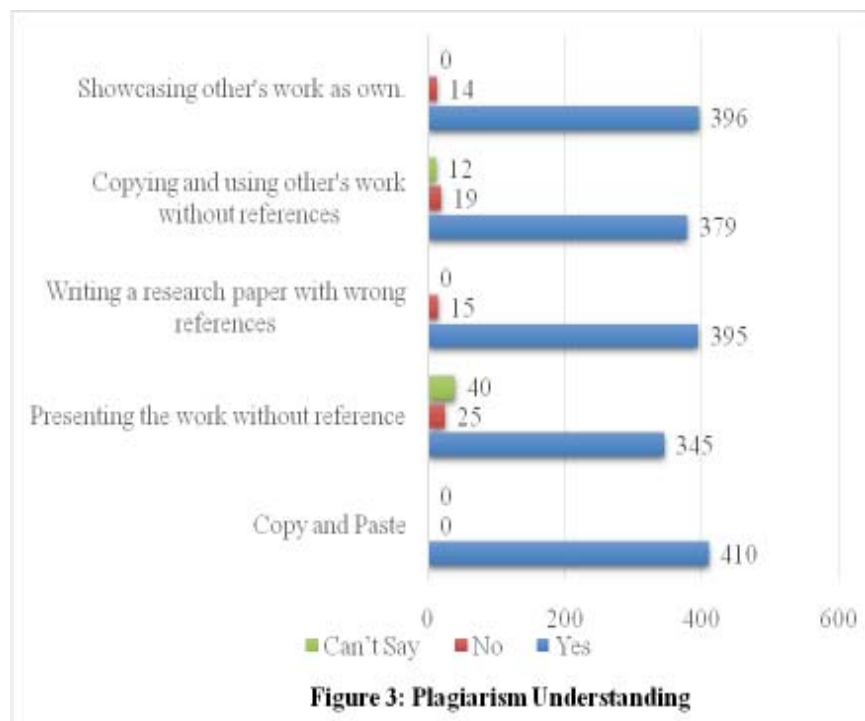
Among 382 respondents who are aware of the concept of Plagiarism, the majority of 212 (55%) respondents learned about plagiarism from their teachers, 125 (33%) respondents learned through library orientation and 45 (12%) learned through their friends and peers. Thus, teachers play an important role in spreading awareness about plagiarism among students which helps in their academics.



**Figure 2.2: Source of Information About Plagiarism**

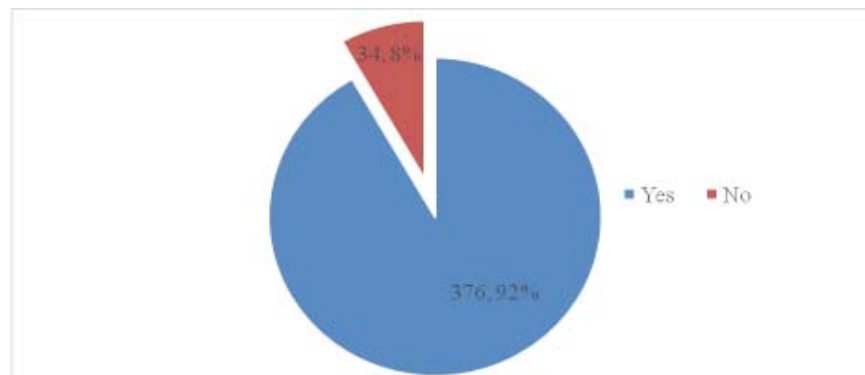
### 3. Plagiarism Understanding

From Fig. 3, it is clear that the concept of plagiarism is not clear among the respondents. Libraries play an important role but libraries should spread awareness at the graduate level so they understand the concept of plagiarism in a very efficient manner.



4. Do you know about fair practices in academic writing

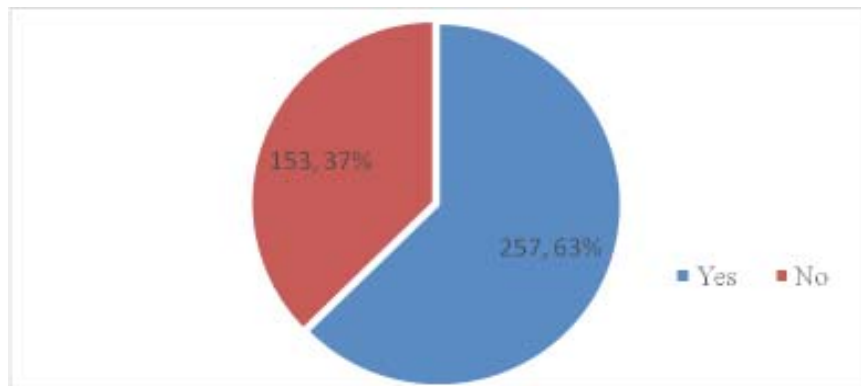
Figure 4 reveals that 376 (92%) respondents are aware and 34 (8%) are unaware of fair practices of Academic writing. The libraries and the departments should arrange orientations to the awareness of plagiarism and academic writing. Hence the respondents would come up with good academic writing.



5. Do you know about UGC Gazette about plagiarism (2018)?

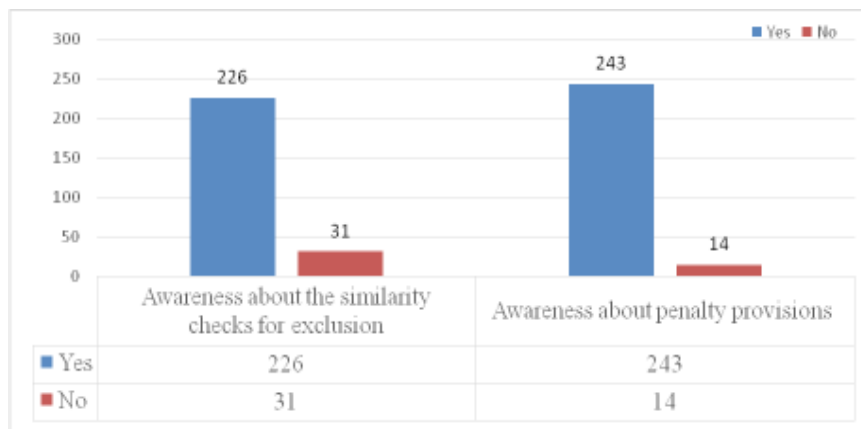
Figure 5.1 shows that 257 (63%) respondents are aware and 153 (37%) respondents are unaware of the UGC Gazette about plagiarism (2018). The fact

that a significant proportion of the participants demonstrate knowledge of the UGC Gazette is indicative of a positive trend. However, it is recommended that individuals who lack awareness of this publication get regular information and orientation sessions from their respective departments and libraries.



**Figure 5.1: Awareness of UGC Gazette**

Figure 5.2 shows that among the 257 respondents who are aware about the UGC Gazette on Plagiarism, 226 are aware and 31 are unaware about the similarity checks for exclusion from plagiarism in this regulation. Similarly, 243 respondents are aware and 14 respondents are unaware about the penalty provisions of UGC Regulations, 2018.

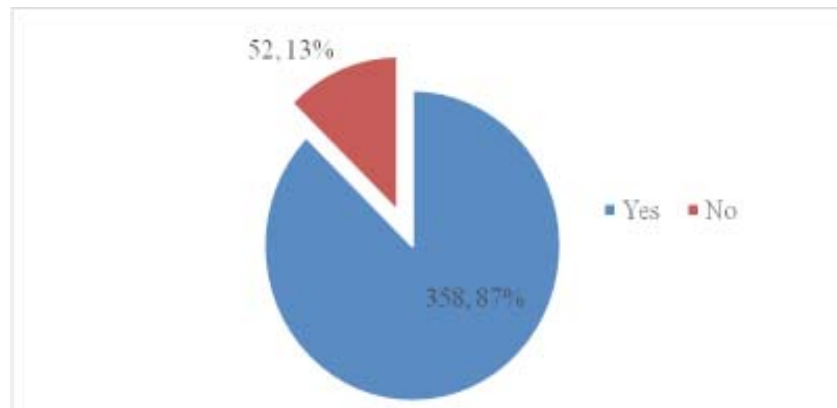


**Figure 5.2: Awareness of Similarity Checks and Penalty Provisions of UGC Regulations, 2018**

#### 6. Awareness about Reference Management Tools

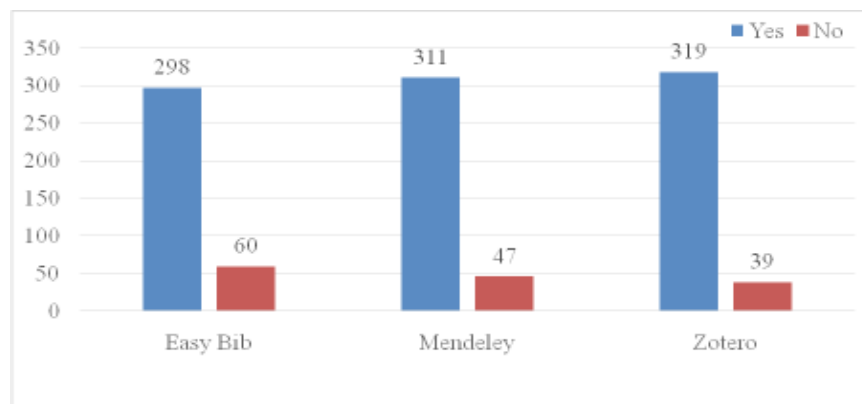
As shown in Figure 6, 358 (87%) respondents are aware and 52 (13%) are unaware of Reference Management Tools. Most of the respondents use reference management tools since they are aware of them. Libraries play a very important role in spreading awareness of the reference management tools.

Hence, libraries make aware the users through conducting seminars, orientations, etc.



**Figure 6: Awareness about Reference Management Tools**

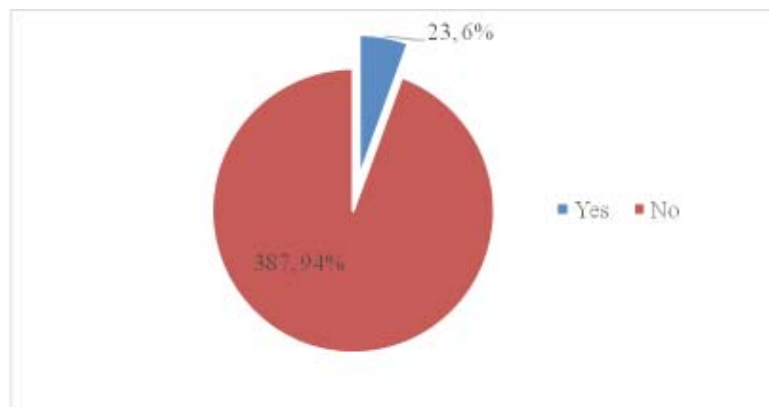
Among the 358 respondents who are aware of the Reference Management Tools, 311 (86%) are aware of Mendley, 319 (89%) are aware of Zotero and 298(83%) are aware of the EasyBib Reference Management Tool. In the contemporary era of digital technology, wherein all participants possess knowledge regarding reference management systems, a significant proportion expresses a preference for Mendeley due to its user-friendly interface and convenient accessibility.



**Figure 6.1.: Reference Management Tools**

#### 7. Do you ever publish plagiarized work

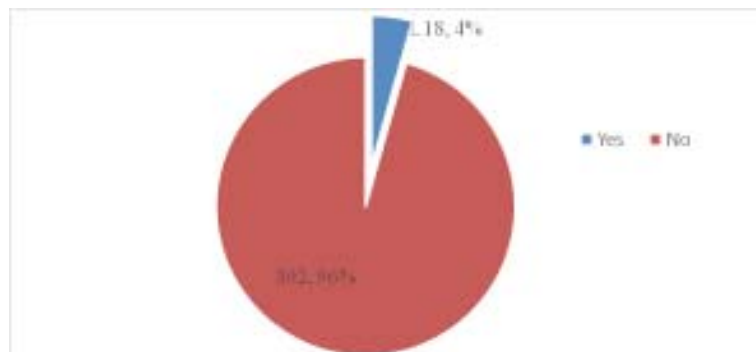
Figure 7 shows that 23 (6%) respondents admit that they have published plagiarized work and 387 (94%) respondents denied publishing any plagiarized work. The data indicates that the participants possess a strong understanding of the potential ramifications associated with plagiarism. Therefore, a significant proportion of the participants refrain from disseminating plagiarized content.



**Figure 7: Published plagiarized work**

**8. Opinion about not giving proper reference(s) is not a big matter**

Figure 8 shows that only 18 (4%) respondents think that not giving proper reference(s) is not a big matter and the majority i.e. 392 (96%) respondents denied and believed that not giving proper reference(s) can lead to problems. The majority of individuals possess an understanding of the rationale for not providing adequate references and hold the belief that this practice significantly hampers the authentication of scholarly work, resulting in instances of plagiarism.



**Figure 8: Opinion about giving proper reference(s) is not a big matter**

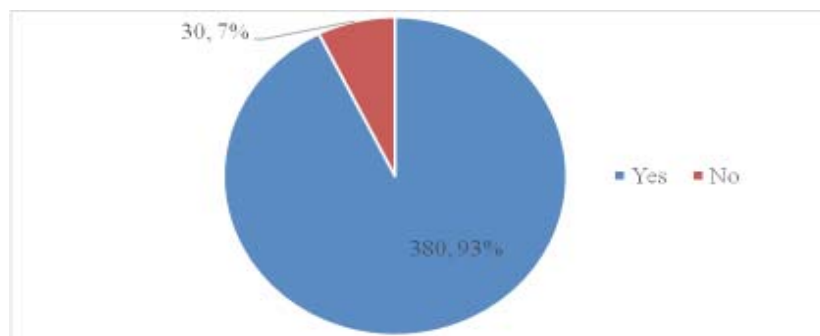
**9. Reason(s) for Plagiarism**

Reason(s)	Yes	No
Time constraint	397	13
Peer pressure	397	13
Difficult to catch	372	38
Lack of clarity and understanding of content	391	19
Lack of orientation programme(s) by library/ department/ institute	392	18
Availability of 'n' number of e-resources	383	27
Non- awareness of citation styles	392	18

**Table 1: Reason(s) for Plagiarism**

The data presented in the table suggests that a significant portion of individuals attribute the occurrence of plagiarism to various factors, primarily their circumstances and performance. Additionally, participants identified a lack of orientation programs provided by the library, department, or institute as a contributing factor. Furthermore, participants cited a lack of understanding and awareness regarding the proper use of standard citation styles to avoid plagiarism. Lastly, participants noted a lack of workshops aimed at providing practical training to enhance writing skills and promote the correct use of citations and standard citation styles. Consequently, libraries, departments, and institutes implement these arrangements for their stakeholders to optimize their performance.

10. Awareness of anti-plagiarism software(s) like Ouriginal, Turnitin, and others



**Figure 9: Awareness of anti-plagiarism software(s)**

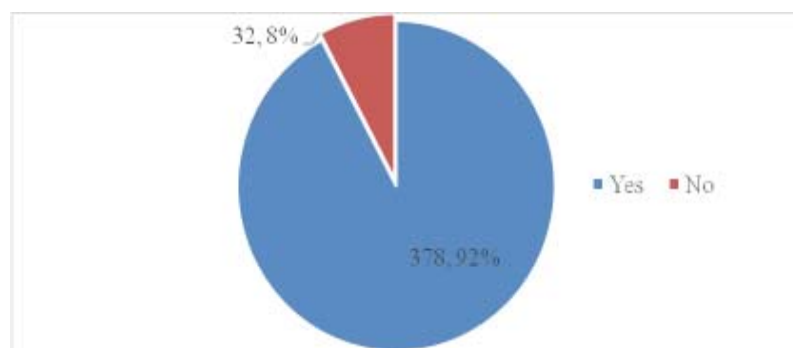
In the current era of digital technology, it can be observed from Figure 9 that a significant proportion of the participants know of the existence of anti-plagiarism software. Hence, it is evident that in the current era of technology, people possess a heightened awareness of various tools and strategies.



Nevertheless, libraries must acquaint their users with the functionality and utilization of anti-plagiarism software.

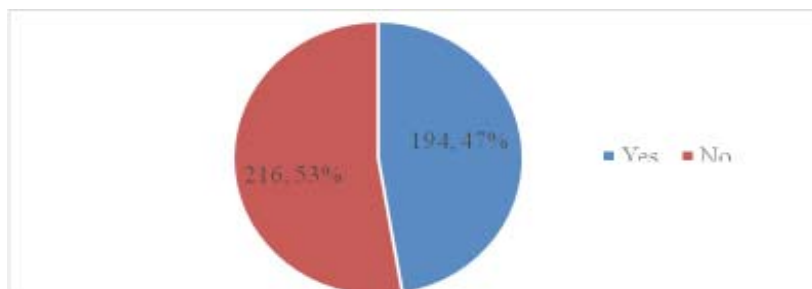
#### 11. Awareness and usage of anti-plagiarism software in University Library

The Central Library offers its patrons access to anti-plagiarism software, which can be utilized to detect instances of plagiarism in their academic works such as papers, projects, and theses. According to the data presented in Figure 10, a significant majority of the 378 respondents, accounting for 92%, demonstrate awareness of the subject matter. Conversely, the remaining 8% of respondents, totaling 32 individuals, indicate a lack of awareness. As previously mentioned, libraries must inform their patrons about the services they offer about plagiarism, enabling users to utilize this resource to enhance their scholarly work.



**Figure 10: Awareness of anti-plagiarism software in University Library**

As shown in Figure 11, 194 (47%) respondents have used the anti-plagiarism software to check for plagiarism in their paper/project/report/dissertation/thesis and 216 (53%) respondents have never used the anti-plagiarism software. A significant proportion of the participants indicated that they had not utilized any form of plagiarism detection software in their academic endeavors. Therefore, it is evident that the users exhibited either a lack of awareness regarding the anti-plagiarism software or a deliberate decision to abstain from utilizing it. Consequently, the libraries and departments implemented orientation programs, seminars, and awareness initiatives to educate users on the topic of plagiarism, enabling them to effectively utilize anti-plagiarism software in their academic endeavors and ensure the originality of their work.



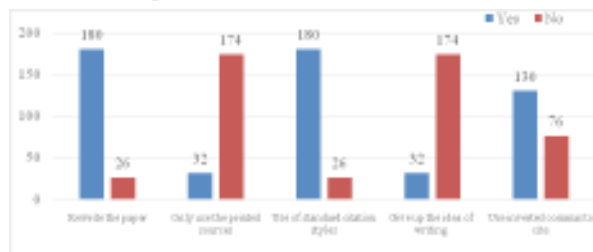
**Figure 11: Usage of anti-plagiarism software in University Library**

#### 12.Steps taken if plagiarism is detected

**Table 2: Steps taken if Plagiarism Detected**

Response	Yes	No
Rewrite the paper	180	26
Only use the printed sources	32	174
Use of standard citation styles	180	26
Give up the idea of writing	32	174
Use inverted commas to cite	130	76

Figure 12 illustrates that a significant proportion of the participants employ either standard citation styles or engages in the practice of rewording their papers, projects, reports, dissertations, or theses by the findings. Additionally, they consistently employ quotation marks when presenting cited content, indicating a commendable level of awareness regarding the need to revise their work after detecting instances of plagiarism. However, many responders abandon the concept of publication when there is evidence of plagiarism in their academic work, therefore they must know how to avoid plagiarism and properly credit other authors' work. Hence, libraries should prioritize their attention towards this aspect once more.



**Figure 12: Steps taken in case Plagiarism is detected**

#### 13.Organization of Plagiarism awareness programme

The figure 13 shows that 256 (62%) respondents agree that the library organizes awareness programme on plagiarism for its users and 154 (38%) disagree or are unaware of the fact.

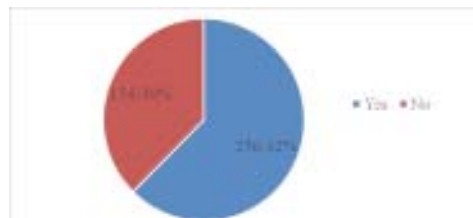


Figure 13: Organization of Plagiarism awareness programme

#### 14. Library website provides information about plagiarism

The figure 14 exemplify that 232 (54%) respondents agree that the library provides information about plagiarism through the library website and 187 (46%) disagree or are unaware of the fact. The majority of users believes that the libraries should provide the information about plagiarism and its consequences.

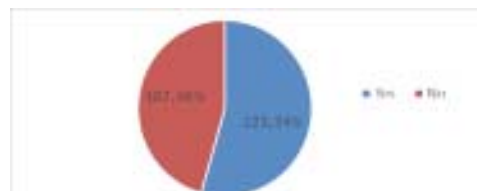


Figure 14: Library website provides information about plagiarism

## CONCLUSION

The study overtly presents the insight of students' awareness, reasons for plagiarism, know how about reference management tools, availability of anti-plagiarism software and the guidelines issued by University Grants Commission (2018) in India to prevent this academic menace. It is fairly revealed that majority of students are well aware about plagiarism and fair practices in writing and does use the anti-plagiarism software(s) to keep their work out of its ambit. Indeed, the library is playing pivotal role in students' awareness but still students have to be more proactive and read and refer the sources of information and knowledge with proper use of references for producing qualitative research papers and other research outputs.

## REFERENCES

1. ALI, MONA FAROUK. "Attitudes towards Plagiarism among Faculty Members in Egypt: A Cross-Sectional Study." *Scientometrics*, vol. 126, no. 4, Apr. 2021, pp. 3535–47. <https://doi.org/10.1007/s11192-021-03872-8>. Central Library.

- www.crl.du.ac.in/
2. DE LIMA, JORGE ÁVILA, et al. "Understanding Undergraduate Plagiarism in the Context of Students' Academic Experience." *Journal of Academic Ethics*, vol. 20, no. 2, June 2022, pp. 147–68, <https://doi.org/10.1007/s10805-021-09396-3> Dr.B.R.Ambedkar Central Library. [www.lib.jnu.ac.in/](http://www.lib.jnu.ac.in/)
  3. FARAHIAN, MAJID, et al. "Plagiarism in Higher Education across Nations: A Case of Language Students." *Journal of Applied Research in Higher Education*, vol. 14, no. 1, Jan. 2022, pp. 223–39, <https://doi.org/10.1108/JARHE-09-2020-0309>
  4. JEREB, EVA, MARKO URH, et al. "Gender Differences and the Awareness of Plagiarism in Higher Education." *Social Psychology of Education*, vol. 21, no. 2, Apr. 2018, pp. 409–26, <https://doi.org/10.1007/s11218-017-9421-y>
  5. KHATHAYUT, PHANLAPA, AND CAROLINE WALKER-GLEAVES." Academic Faculty Conceptualisation and Understanding of Plagiarism – a Thai University Exploratory Study." *Journal of Further and Higher Education*, vol. 45, no. 4, Apr. 2021, pp. 558–72, <https://doi.org/10.1080/0309877X.2020.1795093>.
  6. KOKKINAKI, ANGELIKA I., et al. "Students' Perceptions of Plagiarism and Relevant Policies in Cyprus." *International Journal for Educational Integrity*, vol. 11, no. 1, June 2015, p. 3, <https://doi.org/10.1007/s40979-015-0001-7>.
  7. KUMAR, MANISH, AND MAHESH CHAND. "User Study of Awareness About Plagiarism by Dr. B. R. Ambedkar Central Library of Jawaharlal Nehru University, Delhi." *Library Herald*, vol. 56, no. 4, 2018, p. 501, <https://doi.org/10.5958/0976-2469.2018.00041.6>
  8. MAHMUD, SAADIA, et al. "Students' Perceptions of Plagiarism Policy in Higher Education: A Comparison of the United Kingdom, Czechia, Poland and Romania." *Journal of Academic Ethics*, vol. 17, no. 3, Sept. 2019, pp. 271–89, <https://doi.org/10.1007/s10805-018-9319-0>
  9. MANISH KUMAR AND VARUN KUMAR. Plagiarism Awareness Among Post-Graduate Students and Research Scholars of the Jawaharlal Nehru University and University of Delhi, Delhi: A Comparative Study. (2023). *Library Philosophy and Practice* (e-journal). 7595. <https://digitalcommons.unl.edu/libphilprac/7595>
  10. NGUYEN, DAN TAM THI. "University Students' Understandings, Attitudes and Experiences on Plagiarism." *Kýbrýslý Editim Bilimleri Dergisi*, vol. 16, no. 4, 2021, pp. 1471–78, <https://www.ceeol.com/search/article-detail?id=1012906>.
  11. SAVITHA, SAVITHA, AND KRISHNAMURTHY KRISHNAMURTHY. "Awareness of Plagiarism among Research Scholars of Karnatak University, Dharwad: A Study." *Library Philosophy and Practice (e-Journal)*, Jan. 2020, <https://digitalcommons.unl.edu/libphilprac/4526>.
  12. ŠPRAJC, POLONA, et al. "Reasons for Plagiarism in Higher Education." *Organizacija*, vol. 50, no. 1, Feb. 2017, pp. 33–45, <https://doi.org/10.1515/orga-2017-0002>
  13. TRIPATHI, RICHA, et al. "Avoiding Plagiarism in Research through Free Online Plagiarism Tools." *2015 4th International Symposium on Emerging Trends and Technologies in Libraries and Information Services*, 2015, pp. 275–80, <https://doi.org/10.1109/ETTLIS.2015.7048211>
  14. UNIVERSITY GRANTS COMMISSION (Promotion of Academic Integrity and Prevention of Plagiarism in Higher Education Institutions) Regulations– 2018 [https://www.ugc.ac.in/pdfnews/7771545\\_academic-integrity-Regulation2018.pdf](https://www.ugc.ac.in/pdfnews/7771545_academic-integrity-Regulation2018.pdf)