



Awareness of Plagiarism among Law students of University of Delhi, Delhi: A Study

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ABSTRACT

The study explore of plagiarism among law students of University of Delhi. The survey method used and structure of questionnaire randomly sampling technique used for data collection distributed personally questionnaire and 110 received. The study finds that maximum users use of aware of plagiarism, users also used citation in his/her works. This study also indicates that users use reference management tools, mostly user's use anti-plagiarism software for detect plagiarism.

1. Introduction

Plagiarism has become a significant issue in higher education, especially in the 21st century, as academic institutions face increasing challenges in maintaining research integrity. The easy access to digital content and online resources has contributed to the rise of unethical practices such as copy-paste and misappropriation of others' intellectual work without proper citation. Plagiarism, whether intentional or unintentional, undermines the credibility of scholarly work and reflects poorly on the academic community. Various forms of plagiarism, including self-plagiarism, translation plagiarism, and mosaic writing, make detection and prevention more complex. Despite the availability of anti-plagiarism tools, a lack of awareness, poor citation skills, and pressure to publish often lead to academic misconduct. Research scholars, particularly in large and diverse academic settings like those in Tamil Nadu and Karnataka, are vulnerable to such practices. Institutions must implement comprehensive policies, training, and awareness programs to combat plagiarism effectively. Academic mentors, libraries, and seminars play a vital role in educating students about research ethics. Understanding the consequences of plagiarism is essential to discourage its occurrence. This study explores the level of awareness among research scholars regarding plagiarism and emphasizes the need for institutional support. Upholding academic integrity requires a collective effort to ensure originality, accountability, and respect for intellectual contributions. (Idiegbeyan-ose, Savitha, K. S. and Subaveerapandiyan, A.)

2. Literature Review

Linge, A., Bapte, V. D., & Kakde, B. (2023) this study examines that demonstrated differences in the attitudes of instructors and students, with teachers frequently being more forgiving. Situational explanations for plagiarism, such as workload and cultural tolerance, were mentioned in other studies, such as those conducted by Sankar and Bettaieb et al. Lei and Hu discovered that professors with foreign educations had more stringent anti-plagiarism stances. The current study, which focuses exclusively on the awareness, knowledge, and attitudes of college teachers in Maharashtra, was informed by these earlier works.

Idiegbeyan-ose, J., Nkiko, C., & Osinulu, I. (2016) discovered that, as a result of misunderstandings and inadequate instruction, postgraduate students in Nigeria had just a mediocre awareness of plagiarism. In a similar vein, the Maharashtra-based study found that although college instructors had a favorable attitude and a moderate level of understanding regarding plagiarism, awareness by itself had no discernible effect on their plagiarism conduct. These results highlight the necessity of thorough instruction and institutional oversight.

Sharaf, N., & Banu, C. V. K. (2021) this study focus on a large number of postgraduate students and research scholars are aware of plagiarism, there are still gaps in their knowledge of appropriate citation and ethical research practices. Plagiarism is caused by a number of factors, including lack of training, inadequate research abilities, and academic pressure. Though attitudes and opinions of plagiarism differ throughout

fields and organizations, awareness of and use of detection programs such as Turnitin has increased. These observations highlight the necessity of institutional regulations and systematic training in maintaining academic integrity.

According to **Savitha, K. S., & Krishnamurthy, C. (2020)** many researchers and students are aware of plagiarism, there is a notable lack of clarity on its kinds and repercussions, according to the examined literature. Research conducted in Lithuania, Nigeria, and India shows a lack of knowledge about appropriate citation styles, with several participants acknowledging inadvertent plagiarism. Time constraints, inadequate writing abilities, and a lack of familiarity with anti-plagiarism software are all contributing causes. Numerous studies emphasize that in order to close these gaps, awareness campaigns and training are required. Overall, the results highlight that without institutional support and hands-on training, awareness alone is insufficient.

Kumar, A., & Mohindra, R. (2019) This study examines the numerous global studies that have looked into student plagiarism. Park (2003) found that the main causes were limited punishment, lack of comprehension, and digital access. Babalola (2012) and Cheema et al. (2011) discovered that while there was general awareness, there was little understanding of the kinds and consequences. Ison (2015) and Jereb et al. (2018) highlighted how the internet contributes to an increase in plagiarism. Different levels of awareness were found in Indian institutions, according to other research including those by Kumari & Lakshmi (2015) and Kumar & Mohindra (2018). Overall, the research indicates that weak writing abilities and insufficient academic preparation are major contributors to the pervasive problem of plagiarism.

Sankar, P. (2020) Plagiarism is a major academic concern worldwide, according to the literature analysis in the study *"Measuring Faculty Perception on Plagiarism: A Study of Punjab Degree Colleges"*. According to studies, its rise is attributed to a lack of knowledge, inadequate academic writing abilities, and digital access. Scholars such as Park (2003) and Babalola (2012) highlighted how little students know about the different kinds of plagiarism and its repercussions. In order to prevent plagiarism, the literature emphasizes the necessity of awareness campaigns and stringent institutional regulations.

Subaveerapandiyan, A., & Sakthivel, N. (2022) this study purpose of poor citation practices and a lack of awareness are making plagiarism a growing academic concern. Researchers point to a number of varieties, including translation plagiarism, self-plagiarism, and patch writing, each of which presents different difficulties for detection. The evaluation points out that while anti-plagiarism programs like Turnitin and Urkund are crucial, their high price and restricted availability prevent their widespread use. Furthermore, the number of plagiarism cases at academic institutions is on the rise due to a lack of training and citation understanding.

Madaan, D., & Chakravarty, R., Prof D.L.I.S. (2020) The paper emphasizes how crucial higher education is becoming and how people are under more and more pressure to perform research for their academic progress, which frequently results in academic dishonesty like plagiarism. It emphasizes how crucial it is to pinpoint the obstacles to original research, especially for social science and science research academics at GNDU Amritsar and PU Chandigarh. In order to help professors, library professionals, and institutions better support researchers, the study intends to examine these issues and offer insights. By removing these obstacles, the study hopes to improve research focus and authenticity, which will ultimately cut down on repetition and raise the caliber of research.

Usman, K. P. T., & Gopakumar, V. (2024) The study looks into how well-versed Keralan engineering college library staff members who work with APJ Abdul Kalam Technological University are in using online resources and research-supporting apps. It assesses how well-versed they are in fundamental resources like plagiarism detection software, reference managers, and search engines. The skill levels of male and female librarians differ significantly, according to a gender-based examination of 210 respondents. Additionally, the study finds that different digital instruments have varying skill levels. These results provide insightful information for institutional policies and training programs aimed at improving librarians' digital competence.

Singh, M. P., & Rai, S. (2021) explore that Babasaheb Bhimrao Ambedkar University in Lucknow's undergraduate, graduate, and research scholars' attitudes, knowledge, and awareness of academic integrity are all examined in this study. It concludes that the academic community has supporting evidence and is usually aware of academic honesty. To encourage an honest academic culture, the university has put in place a number of measures. The university library also contributes to the prevention of integrity violations. Overall, the study shows that upholding academic ethics is seen favorably.

3. Objectives of the study

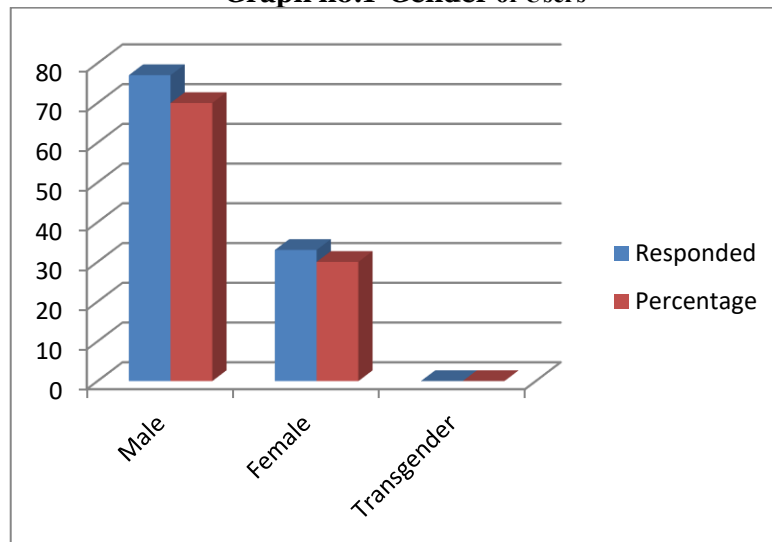
1. To know aware about plagiarism among law students of University of Delhi
2. To know which citation apply to reference in his/her work
3. To which types of tools using for reference management
4. To use of anti-plagiarism software used to detect plagiarism

4. Research Methodology

The present study employed survey method of research. A total of 150 questionnaires were distributed that include close- ended questions to collect data on demographics Plagiarism awareness among law students of university of Delhi, Delhi: A Study. Random sampling technique was used to select a representative sample of library users. 110 duly filled questionnaires by the users of laws students of university of Delhi were received back making a response rate of 73.33%. Data were analysed and interpreted by tabulating and calculating percentage values.

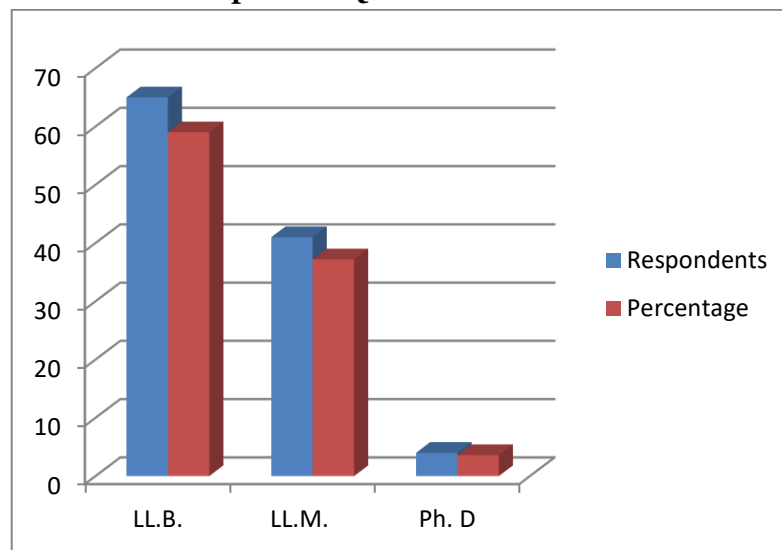
5. Data analysis and Interpretation

Graph no.1 Gender of Users

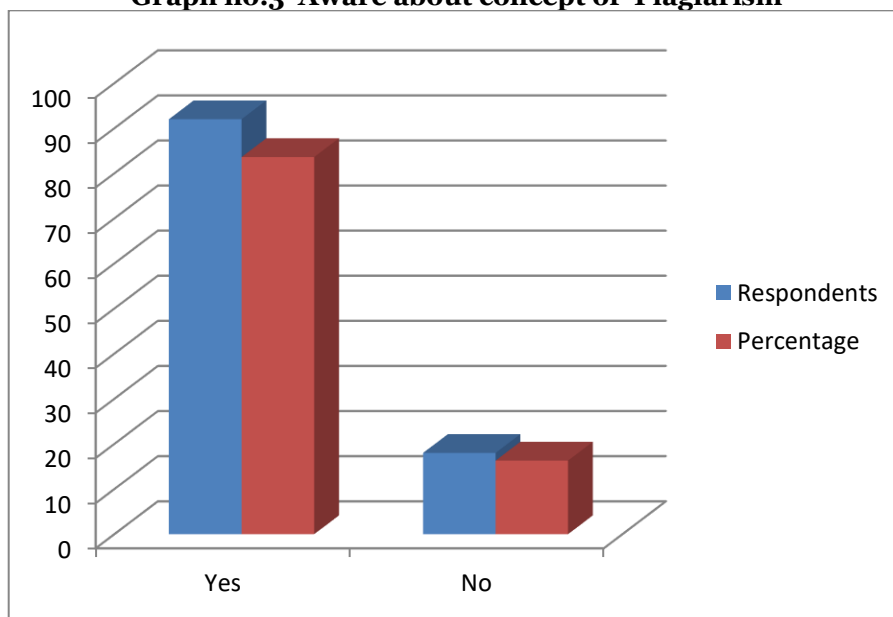


Graph no.1 shows that regarding gender wise distributed maximum responded 77(70%) responded male, while 33(30%) female.

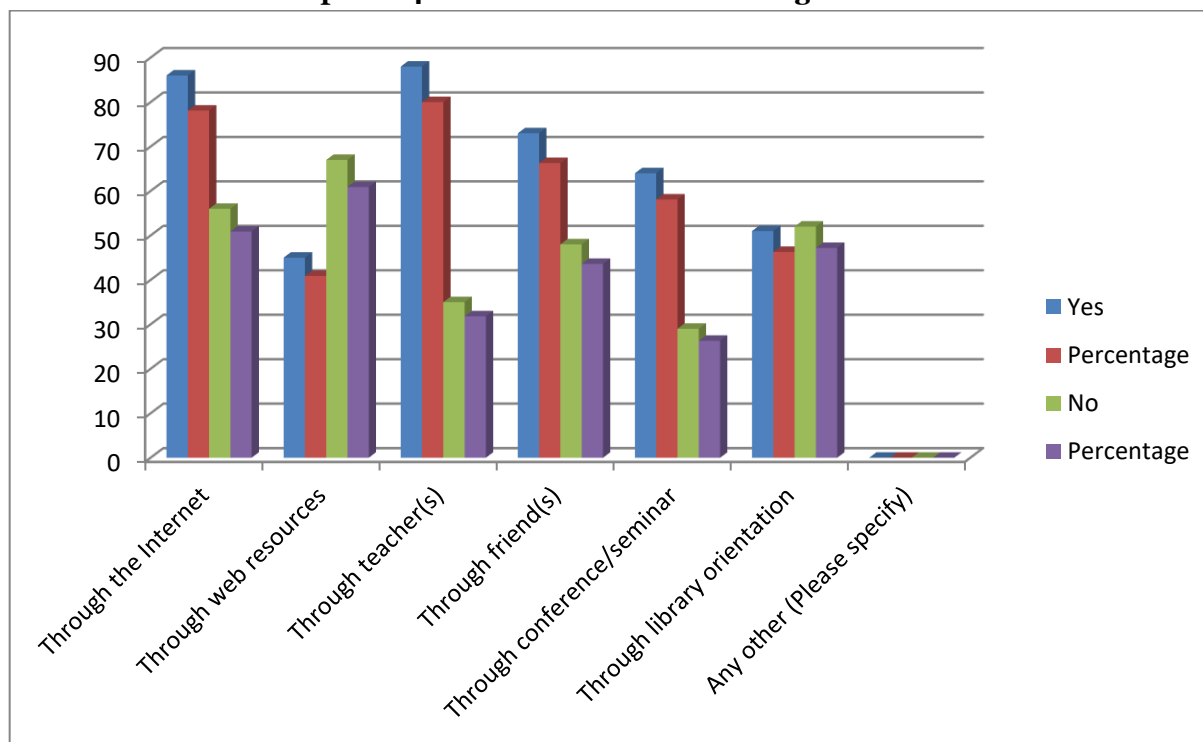
Graph no.2 Qualification of Users



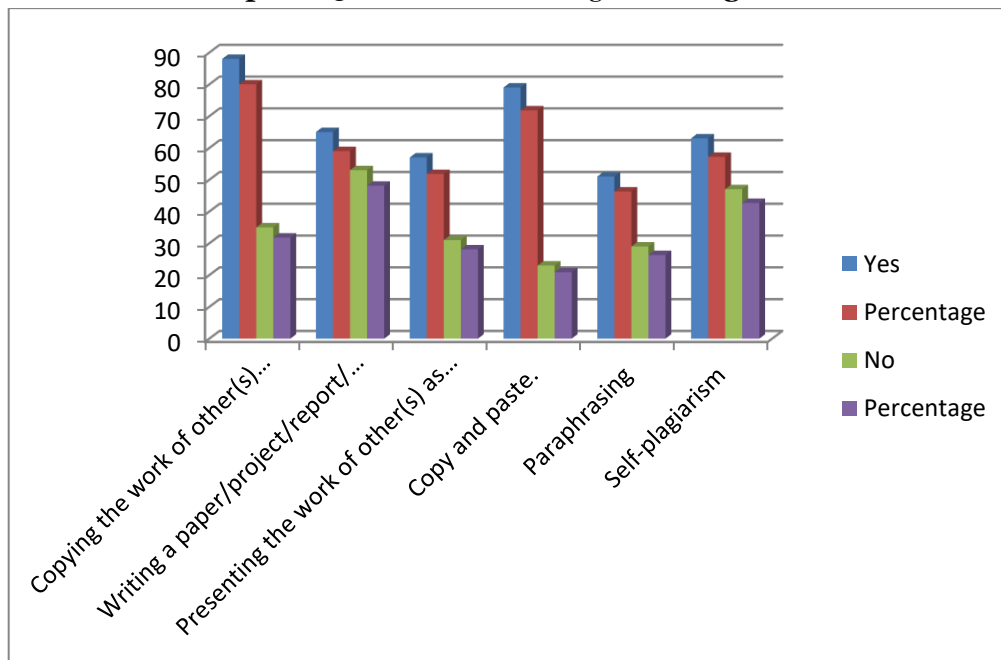
It is clear from graph no.2 pertinent qualification of users highest 65(59%) responded LLB, Seconded by 41(37.2%) LLM, and least 4(3.6%) Ph.D.

Graph no.3 Aware about concept of 'Plagiarism'

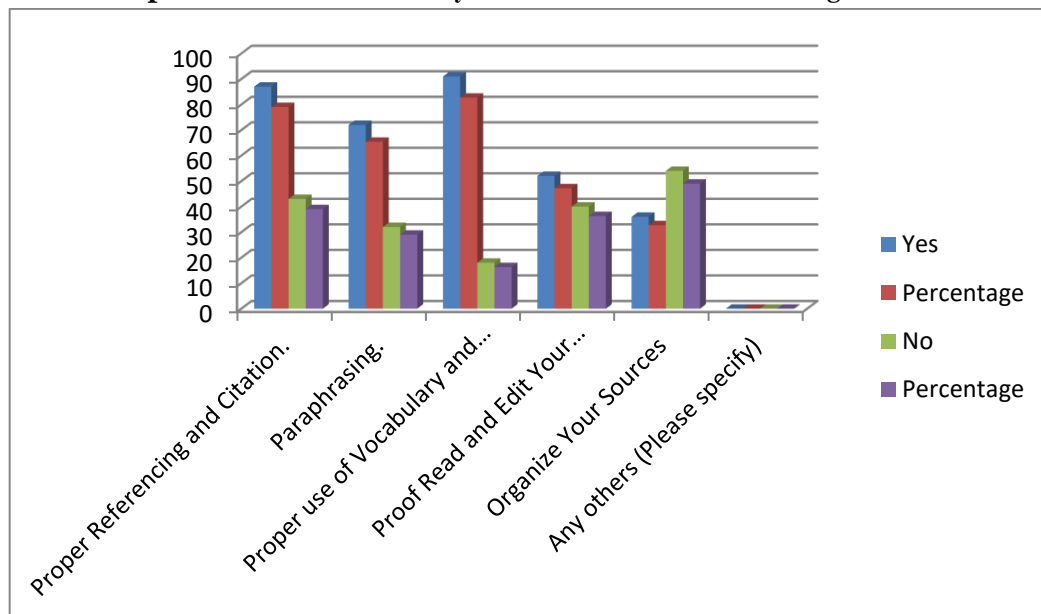
This data (graph no.3) explore that reveal to aware about concept of plagiarism majority 92(83.6%) users aware about it but 18(16.3%) not aware.

Graph no.4 Get information about Plagiarism from

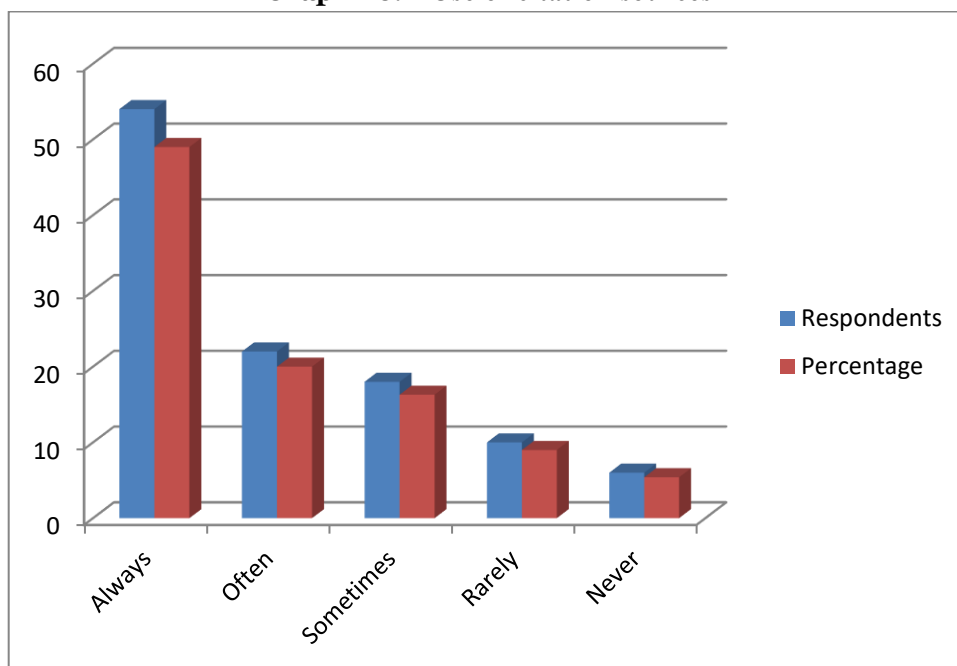
The graph no. 4 shows that regarding about know plagiarism maximum responded 88(80%) know from teachers, while 35(31.8%) users not aware about it, seconded by 86(78.1%) aware from through internet, but 56(50.9%) don't know about it, 73(66.3%) know about know from friend while 48(43.6%) users don't know, 64(58.1%) up to date from through conference/seminar while 29(26.3%) participated not aware about it, 51(46.3%) responded know from through library orientation but 52(47.2%) don't know about it, 45(40.9%) well up on through web resources while 67(60.9%) don't know about it. Any others responded 0(0%).

Graph no.5 Users Understanding about Plagiarism

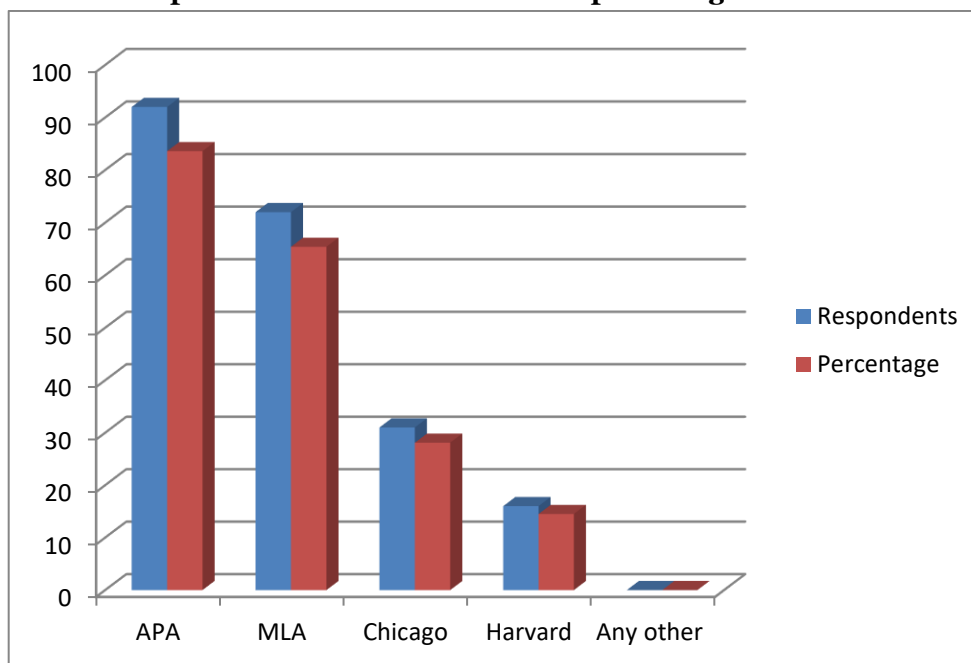
It is clear from the graph no.5 pertinent to understand by plagiarism in this maximum participated 88(80%) understand Copying the work of other(s) without proper references while 35(31.8%) don't understand about it, 79(71.8%) recognize copy and paste but 23(20.9%) not understand, 65(59%) users appreciate Writing a paper/project/report/ dissertation/ thesis without references while 53(48.1%) not recognize it, 63(57.2%) acknowledged Self-plagiarism but 47(42.7%) aware about it, 57(51.8%) know Presenting the work of other(s) as your own but 31(28.1%) responded not appreciated, 51(46.3%) participated recognize Paraphrasing while 29(26.3%) users not aware about it.

Graph no.6 User's familiarity with Ethical Academic Writing Standards

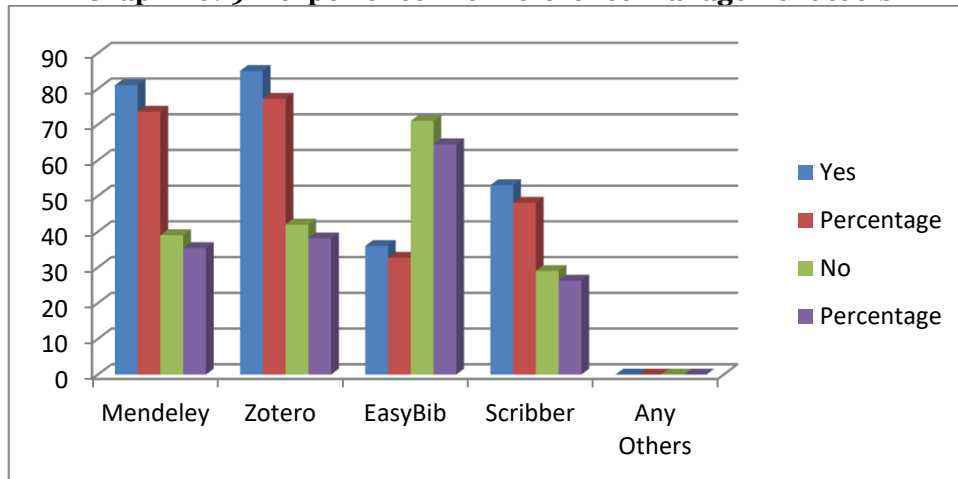
It is evident from the graph no.6 related to familiar with Ethical Academic Writing Standards majority of responded 91(82.7%) Proper use of Vocabulary and Grammatically Correct Writing while 18(16.3%) don't know, seconded by 87(79%) users used Proper Referencing and Citation but 43(39%) users not used, 72(64.4%) used Paraphrasing but 32(29%) users not used, 52(47.2%) participated Proof read and edit your document but 40(36.0%) responded not used, 36(32.7%) participated organize his/her sources while 54(49%) not to be used ethical.

Graph no.7 Use of citation sources

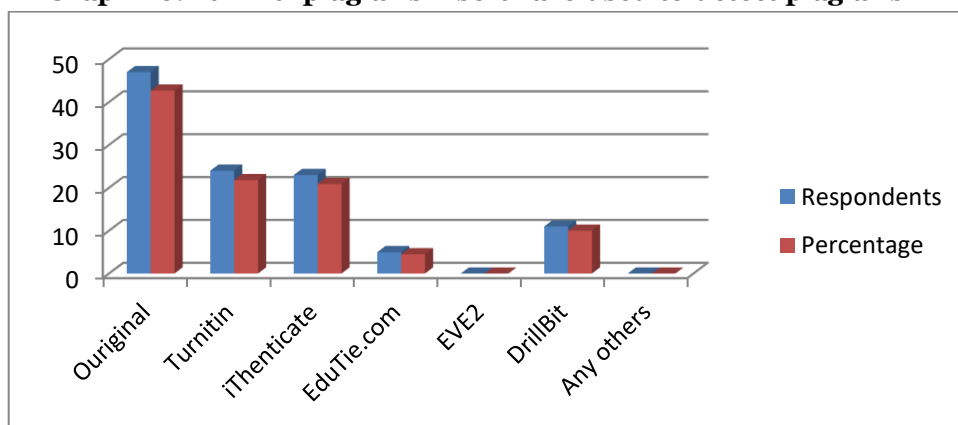
This graph no.7 explore that regarding cite source of someone work highest participated 54(49%) used always cite in work, but 22(20%) cite often, 18(16.3%) used sometimes, 10(9%) rarely used, while 6(5.4%) never cite in work.

Graph no.8 Format of Citation for providing references

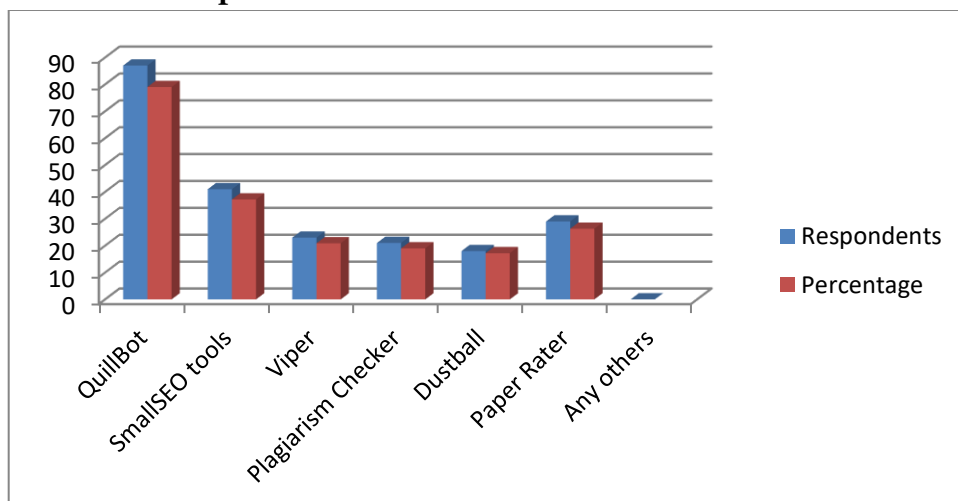
It is clear from graph no.8 regarding citation apply for reference majority 92(83.6%) users used APA, 72(65.4%) participated used MLA, 31(28.1%) responded used Chicago, 16(14.5%) users used Harvard.

Graph no. 9 Experience with reference management tools

Graph no. 9 explore that reference management tools highest 85(77.2%) users used zotero while 39(35.4%) not be used, seconded by 81(73.6%) user used Mendeley but 42(38.1%) not used, 53(48.1%) responded used scribber while 29(26.3%) not aware, 36(32.7%) used EasyBib, but 71(64.5%) not be used.

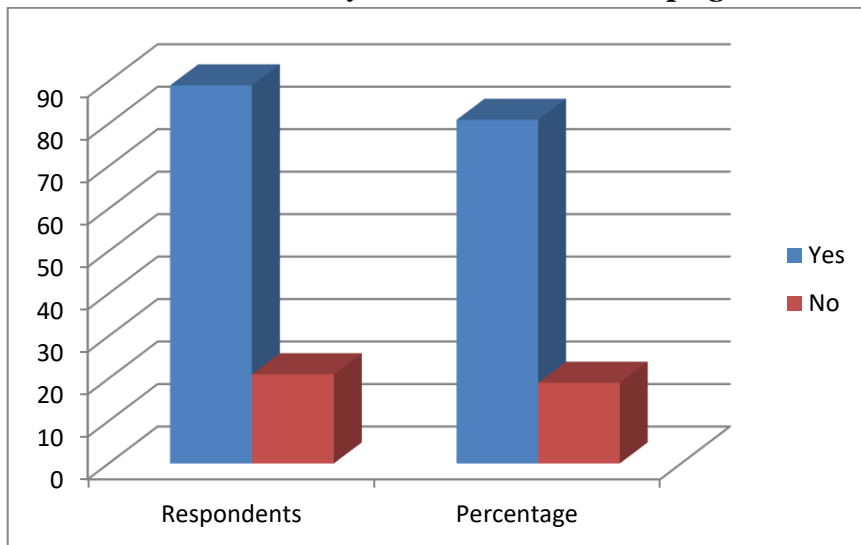
Graph no. 10 Anti-plagiarism software used to detect plagiarism

It is evident from the graph no. 10 reveal to anti-plagiarism software used to detect plagiarism maximum responded 47(42.7%) used Ouriginal anti-plagiarism software, 24(21.8%) used Turnitin, 23(20.9%) used iThenticate, 11(10%) users used Drill Bit, 5(4.5%) participated used EduTie.com. 0(0%) EVE2.

Graph no. 11 Awareness about free tools/software

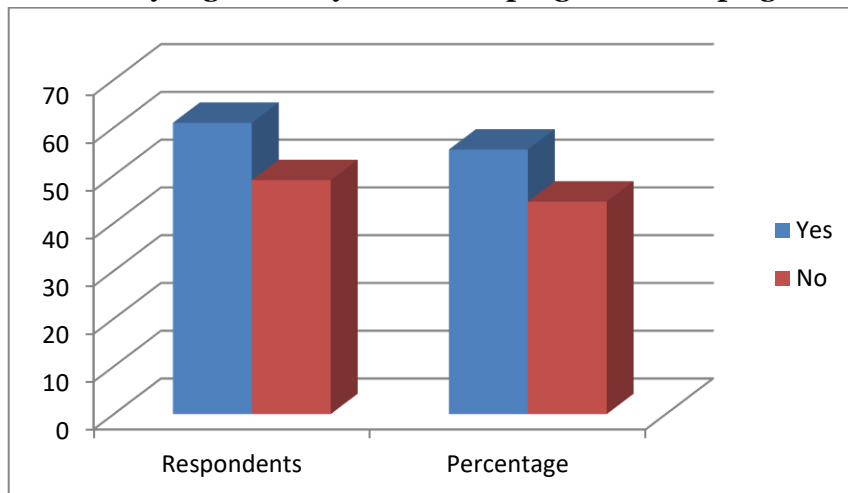
This graph 11 shows that pertinent to aware about free software 87(79%) participated QuillBot, 41(37.2%) used SmallSEO tools, 29(26.3%) used Paper Rater, 23(20.9%) used Viper, 21(19%) used Plagiarism Checker, 18(17.2%) used Dustball.

Graph no. 12 Academic library should have free anti-plagiarism software



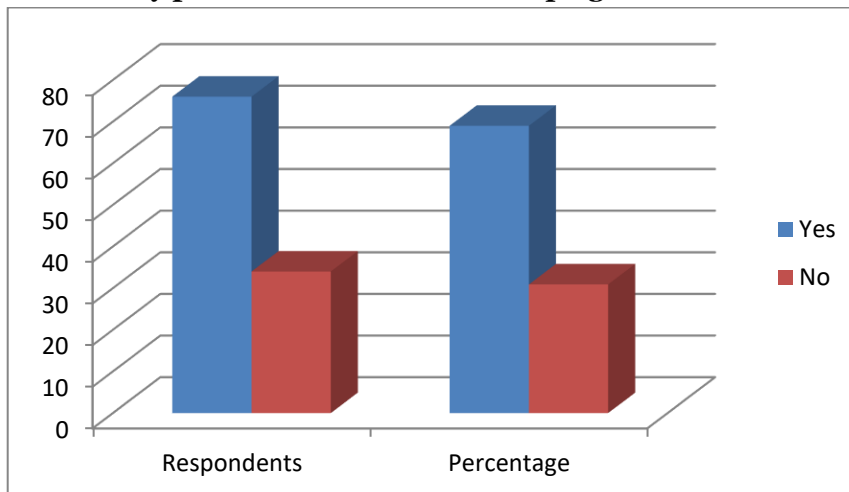
The graph no. 12 shows that every academic library should have free anti-plagiarism software 89(80.9%) users agreed but 21(19%) users not agreed.

Graph no. 13 Library organize any awareness programme on plagiarism for users



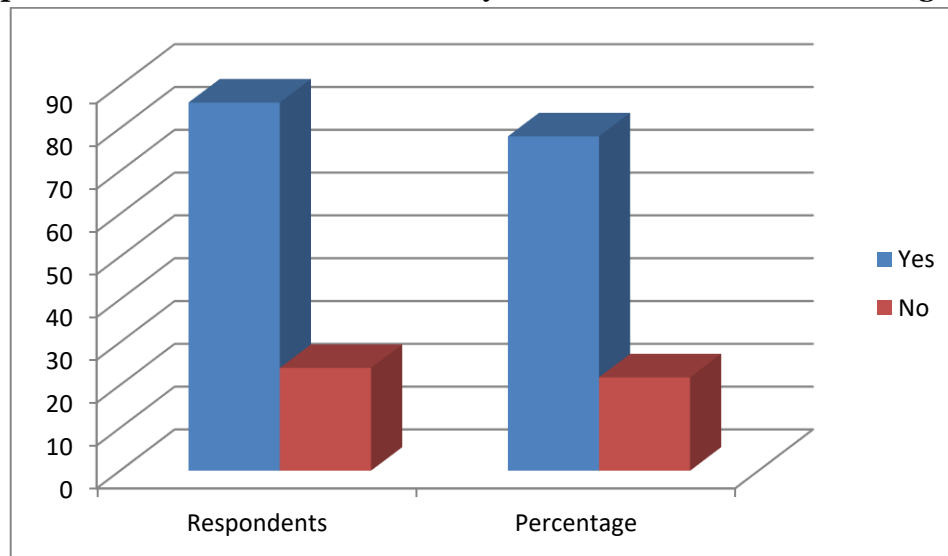
It is clear from graph no. 13 regarding library organize any awareness programme on plagiarism for users maximum 61(55.4%) users agreed but 49(44.5%) not agreed.

Graph no.14 Library provide information about plagiarism on the library website



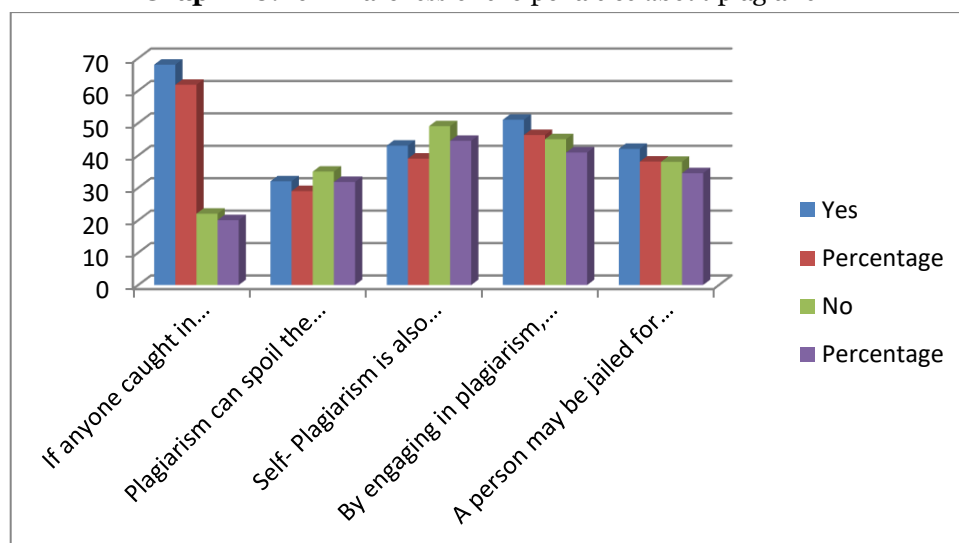
It is evident from the graph no. 14 library provide any information about plagiarism on the library website 76(69%) agreed but 34(30.9%) not agreed.

Graph no. 15 Awareness to the similarity checker for exclusion from Plagiarism



It is clear from the graph no. 15 reveals to aware to the similarity checks for exclusion from Plagiarism 86(78.1%) are aware but 24(21.8%) not aware.

Graph no.16 Awareness of the penalties about plagiarism



This graph no.16 shows that regarding aware of the penalties of plagiarism maximum users used 68(61.8%) aware If anyone caught in plagiarism, she/he will be punished while 22(20%) not aware, seconded by 51(46.3%) aware from by engaging in plagiarism, a person runs the risk of losing their job but 45(40.9%) not be aware, 43(39%) users aware Self- Plagiarism is also punishable but 49(44.5%) don't be aware, 42(38.1%) aware from A person may be jailed for engaging in plagiarism while 38(34.5%) not aware, at least 32(29%) aware from Plagiarism can spoil the career of anyone while 35(31.8%) not be aware about it.

6. Conclusion

\This study focuses on awareness of plagiarism among laws students. It is moral issues which effect to initial author. Plagiarism is basically used by Higher education students, due to lack of knowledge about plagiarism and not proper concept expand day by day plagiarism. The study found that maximum students aware about plagiarism but not with proper concept. This study explore that users are aware about plagiarism, use of citation in reference in his/her work, type of tools using for reference and various anti-plagiarism software but lack of knowledge skills and writing skills effected to plagiarism. So it is advice to administration should incentive them to avoid plagiarism.

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