USE OF ANTI-PLAGIARISM TOOLS BY RESEARCH SCHOLARS OF JAWAHARLAL NEHRU UNIVERSITYAND UNIVERSITY OF DELHI: A STUDY

Meera [1]; Jyoti Singh [2]

Associate professor, Department of Library and Information Science,

University of Delhi, Delhi–110007, India [1];

M.Phil. Scholar, Department of Library and Information Science,

University of Delhi, Delhi–110007, India.[2]

meeradlis@gmail.com[1]; jyotismsingh@gmail.com [2]

ABSTRACT

The main purpose of this study was to investigate the awareness about plagiarism, Anti-plagiarism tools and use of these tools in research paper or other writings medium by scholars of both Universities (University of Delhi and Jawaharlal Nehru University). Plagiarism is an act of fraud;thisinvolves both stealing someone else's work and lying about it afterward. Plagiarism is all about theft of intellectual property. It's Important to understand what Plagiarism is about and follow the rules of authentic writing by the research scholars before they write. Nowadays quality of book or research paper is day by day losing its originality and its great effect we see in the unskilled or lack of creative writing by the scholar. Many scholars are writing for own priorities or their professional growth because of this good quality of work suffer. In this regard, an attempt will made here to explain what plagiarism actually means, the types of plagiarism, reasons for committing plagiarism, repercussions thereafter, and the use of anti-plagiarism tools by the scholars of both the universities.

Keywords: Plagiarism, Anti-Plagiarism tools, Intellectual property, Citation tool and styles.

1. INTRODUCTION

Plagiarism plays and important role in any education area, it's important to have awareness about plagiarism especially for researcher. But very less people exactly know about plagiarism, rules and how to come over it. Plagiarism is very serious crime and punishments also there. So everyone should have complete knowledge about plagiarism before they write. There is many anti-plagiarism tools are available which check the originality report. Now days availability of articles are very easily accessible through web because of this scholars are adopting unethical path to write paper which impact can on authenticate

writing or creative writing. There are many definitions of what constitutes plagiarism and some of are described below:

1.1 Defining plagiarism

University of Oxford (2017)[1]Plagiarism is someone else's work or ideas as your own, with or without their consent, without it full approval by your work is present and published and unpublished material, whether in printed or electronic form, the manuscript, this is covered under the definition, Plagiarism or negligent, intentional or unintentional. Examinations under the rules for a disciplinary offence are intentional or careless plagiarism.

According to the Stanford University(2013)[2] plagiarism to use reasonable and appropriate is defined without giving credit or accept the author or source, someone else's original work, even if such work is made, sources, ideas, language, research, strategies, writing or other forms.

According to Oxford (2013)[3]stated thatthe word ' plagiarism ' plagion of Greek origin and Latin plagiarius ' it ', which means the kidnapper. Early in the 17th century, the word plagiarism English, meaning "taking someone else's work or ideas and passing them as a single practice." was adopted.

According to Hexham (1992)[4]writes academic plagiarism occurs when a writer repeatedly uses more than four words from a printed source without the use of quotation marks and a precise reference to the original source**.**

According to the Merriam-Webster Online Dictionary[5], to "plagiarize" means-Theft (stop the word ideas or other) is a (another) without crediting the source plagiarism to use to confirm themselves as to pass and a new and original an idea or product to be derived from an existing source. In other words, plagiarism is an act of fraud. It is both a work and theft and lying about it later.

Defining what is plagiarism in easy context-*This is an act of pertaining somebody else idea, thoughts, copying, by few changes in words and presented as your own work is called plagiarism.*

1.2Plagiarism: Types

Anyone who has written a paper graded or plagiarism is not always a black and white issue. The boundary between plagiarism and research is often unclear. Plagiarism, especially more obscure, to identify various forms of learning to prevent it is an important step in the fight.**(American University Beirut, n.d)[6]**

Sources not cited

1. **"The Ghost Writer**"-examined that, in another work, implementation, and the author turns his or her own.

2. "**The Photocopy**"- Author changes directly from a single source, without important copies of the text of the parts.

3. **"The Potluck Paper**"- Author sentences to make them fit together to maintain most of the original phrasing while tweaking copy from many different sources, plagiarism tries to hide.

4. **"The Poor Disguise**" - Although the author has retained the essential content source, he or she is the presence of paper slightly changed by changing key words and phrases.

5. **"The Labor of Laziness**" - The author time to paraphrase most of paper from other sources and it all together on the same effort fit original work instead of spending.

6. **"The Self-Stealer"**- Author "generously from his or her previous work, adopted by most academic institutions expect originality borrows policies relating to infringement".

Sources cited (but still plagiarized!)

1. "**The Forgotten Footnote**"- The author is a source mentions the name of an author, but the material referenced to include specific information on the location of neglects. It often masks other forms of plagiarism by obscuring source locations.

2. **"The Misinformed"**-He indicated that the author is incorrect information about formulas, it makes impossible to find them.

3. "**The Too-Perfect Paraphrase**"- He said that the author cites a source correctly, but phrases, or closing quotation mark text that has been copied neglects to put in and although the basic ideas of the source, the author falsely claim to the original presentation and interpretation of the information.

4. "**The Resourceful Citer**"-Stated thatauthor commentary all sources correctly, and properly using quotations. Catch? Paper is almost no original work! It sometimes this forms of plagiarism because it sounds like any other well-researched document is difficult.

5. **"The Perfect Crime"**- In this case he stated that the writer properly quotes and cites sources in some places, but without other arguments citation from sources found to encode. In this way, the author paraphrased material cited material off my analysis tries to pass as is.

2. LITERATURE REVIEW

Chen & Chou, (2017)[7] stated the rapid development of online resources for a huge amount of Internet allowed easy access of students to College and to some extent have increased the possibility of plagiarism issues. A number of studies have suggested that both teachers and students of plagiarism of ideas on effective behaviors students are found to be plagiarizing and perceptional differences between these two roles to explore research limited. This study conducted by the Faculty and college students increasing academic plagiarism by comparing perceptions to worry about to respond. Total 229 faculties and student perceptions of 634 in Taiwan College students study for plagiarism design completed the questionnaire. The result is that faculty students held strict standards from those shows. Results learning topics no interest, lack of knowledge, or the citation research capacity deficiencies such as plagiarism indicate various reasons. In addition it contributes significant disciplinary differences showed students ' plagiarism perception; the results show that most students towards an art or communication major plagiarism with a relatively adverse thinking. Last, this study research-based strategy to offer schools and reducing the possibility of plagiarism for faculty. **Taylor, Drielsma, Taylor & Kumar (2016)[8]** stated that many areas due to the fragmentation and loss of species Habitat are declining. If the species is reported to be stubbornly achieved, ecology, effective conservation action is required. Yet it directs to the housing reconstruction and management in a scenario to identify optimal places remains a challenge. Different scenarios instead of relying on metric that persistence of the species focused primarily on process-based evaluation method on the regional scale. This means, the quality and extent of spatial configuration species ecology, habitat suitability, to consolidate the according to the. Meta population persistence (REMP) for this purpose the rapid assessment methodology has been developed. However, until now no practical application of conservation planning REMP has been described. Integration experts we modified a highly ecological knowledge for conservation agriculture action priority of Central New South Wales to Australia extended the capabilities of REMP, meta-population persistence.**Powell & Singh (2016)[9]** examined the plagiarism in higher education have examined a broad and complex issue. Plagiarisms of your current experience the students ' understanding of institutional policies and referred to with the generic resource from learning about as a result of a combination of their first. Plagiarism is core second year undergraduate accounting course at Australian University teaching as a major issue. The purpose of this study, implement and integrate an instructive, discipline-specific learning to resolve this problem was designed to evaluate the intervention. In the study, understanding theoretical and practical components of plagiarism are identified as concept and application. Student questionnaire evaluation of the implementation of the North-East and post intervention improve both perception and application of plagiarism in their wisdom, appeared in their understanding of. In addition to evidence by students ' reflections

that they considered positive change in understanding of plagiarism post of intervention. **Crama, Grabisch & Martello (2016)[10]** has identify the ethical misconduct cases that occurred in recent years, and we have a new trick that recently published an article of heir recognition of the magazine to get through was attempting to cheat the report. **Hess-Escalante, (2015)[11]** examined the socially created and bestowed legitimacy in the event and individuals within their organizations to seek internal and external validity respectively. However, in a global business environment what are the different ideas about the society (or is not) is valid; and, as the business climate becomes more globalized, management scholars and practitioners to understand the effects of multiple, overlapping with the institutional environment. Additionally, the Organization trusted employees who want reasonable judgment about the legality of the practice. In relation to proscribed behaviours international and national students ' perceptions of the difference between these two concerns in this research by a decision in an international environment to create legitimacy with the solution.

3. SCOPE & METHODOLOGY

The scope of the study is confined to the research scholars of Jawaharlal Nehru University and University of Delhi. For the present study information about awareness on plagiarism, Anti-plagiarism tools, citation styles and tools, and how to use Turnitin: Anti-plagiarism software. For this purpose a questionnaires was designed and distributed among Research Scholars. Out of 200 total questionnaires administered 130 (65%) were returned back by the Research Scholars. Out of 130 questionnaires, 61(46.92%)were from the research scholars of DU and 69 (53%) from JNU. In most of the case informal interview was conducted to collect the required data.

4. OBJECTIVES

1. To study awareness level among the research scholars of Jawaharlal Nehru University and University of Delhi.

2. To study the different plagiarism tools used in select university by research scholars.

3. To study the awareness of citation tools among the research scholars of Jawaharlal Nehru University and University of Delhi.

4. To study the use of anti- plagiarism tools by the research scholars of Jawaharlal Nehru University and University of Delhi.

 5. To find out the problem faced by scholar in avoiding plagiarisms.

5. HYPOTHESIS

Plagiarism detection software is widely available, but it requires complexity and time of submitting the work to and reviewing the output from the plagiarism service. The primary issue is whether these detection services have a meaningful impact in reducing university plagiarism; and, if so, to what degree? In the absence of detection software, finding plagiarism is difficult or haphazard. The following hypotheses were framed:

 Ho1: There is significant degree of difference between the scholars of DU and JNU about the awareness and uses Anti-Plagiarism software.
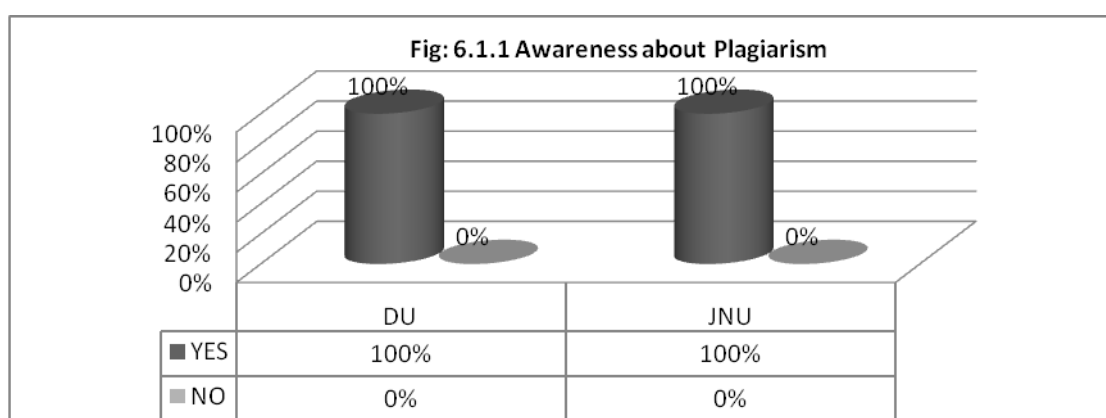
Ho2: There is significant difference between the scholars of JNU and DU regarding awareness and use of citation tools and styles.

6. DATA ANALYSIS AND INTERPRETATIONS

6.1: Awareness on Plagiarism

Table 6.1.1 Awareness about Plagiarism

Option	University		Total
	DU	JNU	
YES	61	69	130
NO	0	0	0
Total	**61**	**69**	**130**

Fig: 6.1.1 Awareness about Plagiarism

From the above table & figure it is found that 100% research scholar from DU and JNU are aware about the plagiarism and it is good sign that scholars are aware about the plagiarism.

Table 6.1.2 Sources of Awareness about Plagiarism

Options	DU	JNU	Total(DU+JNU)
Library staffs	21 (34.42%)	37 (53.62%)	58 (44.6%)
Teachers	15 (24.59%)	18 (26%)	33 (25%)
Classmates	12 (19.67%)	10 (14.4%)	22 (16%)
Friends & others	13 (21.3%)	4 (5.7%)	17 (13%)
Total	61	69	130

In this scholars were asked question related to their source of awareness about plagiarism, from DU 34.42 % out of 61 respondents says they made aware about plagiarism by Library staffs. On the other hand from JNU 53.62% out of 69 respondents says they made aware of plagiarism by library staff. Through above table it's clearly identified that maximum scholar form both the universities made aware about plagiarism by the library staffs. Which shows that library is playing important role to making the scholars of both the universities to have knowledge of plagiarism.

Table 6.1.3 Use of Anti-Plagiarism Tools

Option	University		Total
	DU	JNU	
YES	29	50	79
NO	32	19	51
Total	**61**	**69**	**130**

Fig: 6.1.3 Use fo Anti-Plagiarism Tools

	DU	JNU
■ YES	48%	72%
■ NO	52%	28%
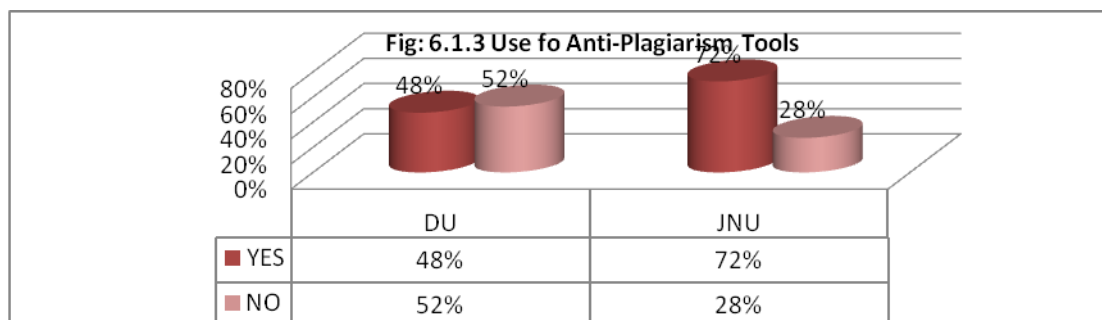
The figure no. 6.1.3 shows the maximum scholar of DU 52.45% out of 61respondants says 'NO' they did not know the features of using the anti-plagiarism tools and on other side from JNU 72.46% out of 69 respondents says 'Yes' they know the features of using the anti-plagiarism tools. On the bases of data received from JNU and DU its clearly shows that JNU maximum scholars are know the feature of using the anti-plagiarism tools but from DU maximum scholar says 'No'. Here finding shows that there is a significant difference between DU and JNU.

Table 6.1.4 Profile Creation

Option	University		Total(DU+JNU)
	DU	**JNU**	
YES	29 (47.5%)	50 (72.46%)	79 (60.7%)
NO	32 (52.45%)	19 (27.5%)	51 (39.2%)
Total	61	69	130

Form the above table shows the overall response to know how to create a user profile from both the university (DU and JNU). Above table a show that from DU 52.45% out of 61 respondents says 'No' they do not know how to create a user profile of anti-plagiarism software. From JNU 72.46% out of 69 respondents says 'Yes' they know how to create a user profile. So it's clearly shows that JNU maximum scholars know how to create a user profile as compare to DU, DU maximum respondent says 'No' they did not know to create a user profile.

Table 6.1.5 Working Process of Originality Report

Option	University		Total
	DU	JNU	
YES	52 (85.24%)	56 (81.15%)	108 (83%)
NO	9 (14%)	13 (18.84%)	22 (16.9%)
Total	61	69	130

The above Table 6.1.5 shows that the 85.24% majority of DU respondent says 'Yes' they understand the working process of originality report, only 14% respondent from DU says 'No'. On the other hand from JNU 81.15% says 'Yes' they understand the working process of originality report. This data shows that majority of both university respondent understand the working process of originality report.

Table 6.1.6 Times Generation the Originality Report

Option	University		Total
	DU	JNU	
Month	2 (3%)	1 (1.4%)	3 (2%)
Week	7 (11%)	1 (1.4%)	8 (6%)
Few minutes	11 (18%)	57 (82.60%)	68 (52%)
Few hours	41 (67.21%)	8 (11.54%)	49 (37.67%)
Don't know	0	2 (3%)	2 (1.5%)
Total	61	69	130

According to table from DU 67.21% out of 61 majorities says its takes few hours to generate the originality report and from JNU 82.60% out of 69 maximum respondents says its takes few minutes to generate the originality report. On the bases of above table its show two different opinions on a particular question by both the universities (DU &JNU). In DU majority respondent says it generate in 'few hours' and from JNU majority of respondent says it generate within few minutes.

Table 6.1.7 Seriousness of Plagiarism

Option	University		Total
	DU	JNU	
YES	52	64	116
NO	9	5	14
Total	**61**	**69**	**130**

Fig: 6.1.7 Seriousness of Plagiarism
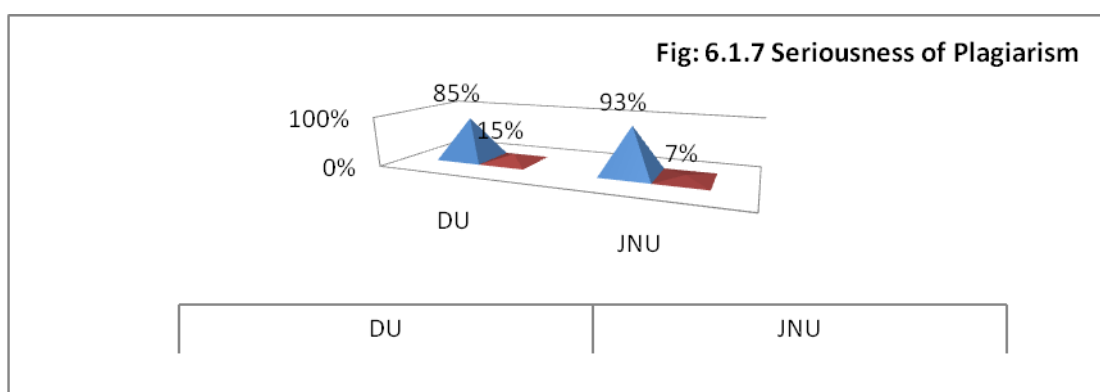
Respect to know seriousness of plagiarism from both the university scholars, The above figure 6.1.7Shows clearly that from DU 85.24% maximum respondent says 'Yes' they know the seriousness of plagiarism and from JNU 92.75% respondent says 'Yes' they know the seriousness of plagiarism. These means from both the university majority of respondent know the seriousness of plagiarism.

Table 6.1.8 Plagiarism is Illegal Activity

Option	University		Total
	DU	JNU	
Strongly agree	21 (34.42%)	29 (42%)	50 (38.46%)
Agree	15 (24.59%)	16 (23%)	31 (23.84%)
Disagree	12 (19.67%)	5 (7%)	17 (13%)
Strongly disagree	11 (18%)	15 (21.73%)	26 (20%)
Don't know	2 (3%)	4 (5.79%)	6 (4.6%)
Total	61	69	130

Above table 6.1.8 shows that form DU respondents has different opinion on this question but maximum number of respondent says they strongly agree on plagiarism is illegal around 34.42%. Quite same figure comes from JNU also every respondent have different opinion on this question but 42.02% maximum respondent says they strongly agree that plagiarism is illegal.

Table 6.1.9 Awareness about Punishments on Doing Plagiarism

Option	University		Total
	DU	JNU	
YES	56	67	123
NO	5	2	7
Total	61	69	130

Fig: 6.1.9 Awarenss about Punishment on Plagiarism
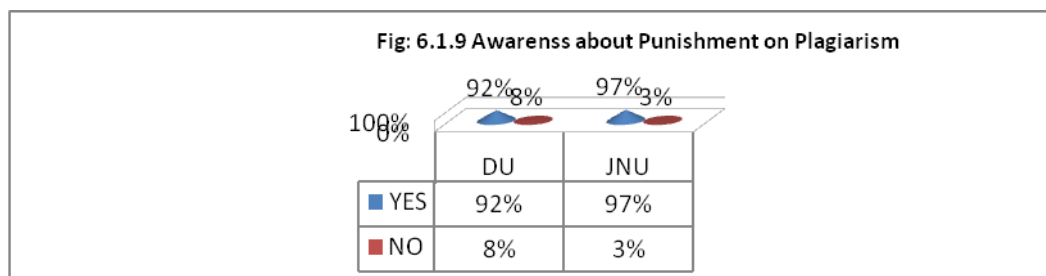
Above figure 6.1.9 awareness on punishment for doing plagiarism data received from both the university. On that bases from DU 91.80% respondents says 'Yes' they are aware of punishment for doing plagiarism and from JNU 97.10% respondents says 'Yes' they are aware of punishment for doing plagiarism. So these show that both university scholars are aware of punishment for doing plagiarism.

Table 6.1.10 Usefulness of Plagiarism

Option	University		Total(DU+JNU)
	DU	JNU	
Very useful	12 (19%)	10 (14%)	22
Somewhat useful	24 (39%)	46 (66.6%)	70
Not very useful	11 (18%)	10 (14%)	21
Not at all useful	14 (22.9%)	3 (3%)	17
Total	61	69	130

According to above table 6.1.10 shows in DU 39% maximum number of respondent feels somewhat useful to have knowledge of plagiarism and from JNU 66.66% respondent says somewhat useful to have knowledge of plagiarism. Both universities say somewhat useful to have knowledge of plagiarism.

Table 6.1.11 Orientation/Lectures on Plagiarism

Option	University		Total(DU+JNU)
	DU	**JNU**	
YES	12	61	73
NO	49	8	57
Total	**61**	**69**	**130**

Fig: 6.1.11 Orientation/ Lecures on Plagiarism

	DU	JNU
YES	20%	88%
NO	80%	12%
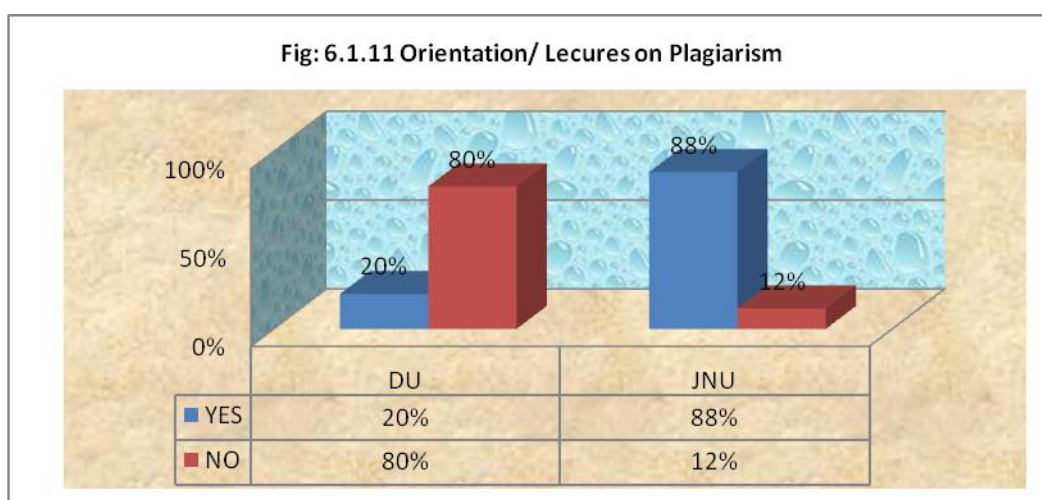
In this question scholars were asked whether they ever taken any lectures on plagiarism in class or event attend any workshop on plagiarism. As in above figure 6.1.11 shows the maximum number of respondent from DU 80% out of 61 says 'No' they did not attend any lectures on plagiarism in class or in workshops and from JNU 88% out 61 says 'Yes' they attend lectures on plagiarism in class or in workshops. According to the fact received JNU has maximum respondent attend the lectures or workshops on plagiarism as compare to DU, Its show clearly indicate that DU scholar require more to attend this kind of workshops, seminars etc. which help them to enhance their awareness about plagiarism.

6.2 Anti-Plagiarism tools

Table 6.2.1 Awareness about Anti-Plagiarism Tools

Option	University		Total(DU+JNU)
	DU	JNU	
YES	12 (19.67%)	66 (95.65%)	78 (60%)
NO	49 (80.32%	3 (4%)	52 (40%)
Total	61	69	130

According to table 6.2.1 show that from DU 80.32% out of 61 respondents says 'No' they do not know what anti-plagiarism tools. From JNU 95.65% out of 69 respondents says 'Yes' they know what anti-plagiarism tools. So it's clearly shows that JNU 95.65% maximum scholars know what is anti-plagiarism as compare to DU.

Table 6.2.2 Use of Anti-Plagiarism Tools

Option	University		Total(DU+JNU)
	DU	JNU	
YES	12 (19.6%)	66 (95.65%)	78 (60%)
NO	49 (80.32%)	3 (4%)	52 (40%)
Total	61	69	130

Form the above table 6.2.2 shows the overall response to know they use anti-plagiarism tools from both the university (DU and JNU). Table shows that from DU 80.32% out of 61 respondents says 'No' they do not use anti-plagiarism tools. From JNU 95.65% out of 69 respondents says 'Yes' they use anti-plagiarism tools. Therefore JNU scholar using the software more than DU. DU maximum respondents is not using anti-plagiarism what is main problem behind why DU scholars not using the tools it must be identify and must solve the issues.
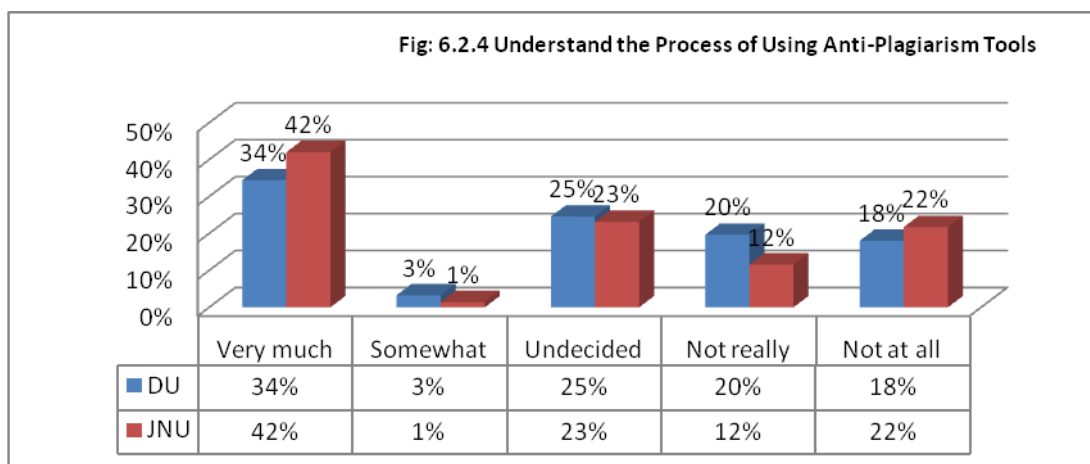
Table 6.2.3 Awareness and Uses of Anti-Plagiarism Software

Option	University Name		Total
	DU	JNU	
Dupli Checker	0	0	0
Urkund	0	0	0
Turnitin	36 (59%)	51 (73.9%)	87 (66.9%)
Plagium	0	0	0
Quetext	0	0	0
Viper	0	0	0
Paperrator	0	0	0
Plagiarism Check	2 (3%)	3 (4%)	5 (5%)
Dust ball	3 (4%)	0	3 (2%)
Quetext	0	0	0
Copyscape	0	0	0
IThenticate	0	0	0
Article Checker	0	0	0
Whitesmoke	0	0	0
DMCA scan	0	0	0
CheckForPlagiarism.Net	2 (3%)	0	2 (1%)
Other	7 (11%)	11 (18%)	18 (13%)
Don t Know	11 (18%)	4 (5%)	15 (11%)
Total	61	69	130

The above table 6.2.3 clearly showing that in DU59.16% maximum scholars say DU using Turnitn and in JNU 73.13% respondents say in their university using Turnitn. So according to above table both the university is using Turnitn software.

Table 6.2.4 Understanding the Process of Using Anti-Plagiarism Tools

Option	University		Total(DU+JNU)
	DU	JNU	
Very much	21	29	50
Somewhat	2	1	3
Undecided	15	16	31
Not really	12	8	20
Not at all	11	15	26
Total	**61**	**69**	**130**

Fig: 6.2.4 Understand the Process of Using Anti-Plagiarism Tools

	Very much	Somewhat	Undecided	Not really	Not at all
DU	34%	3%	25%	20%	18%
JNU	42%	1%	23%	12%	22%

According to the data collected in the question which are showing in the figure 6.2.4 respondent from the DU scholars 34% says"very much", 3% says "somewhat useful", 25% says "Undecided", 20% says "not really", 18% says "Not at all useful". So from DU 34.42% means maximum number of respondent says "Very much" understand the process of using anti-plagiarism tools. On the other hand respondent from the JNU scholars 42% says it's "very much", 1% says "somewhat useful", 23% says "Undecided", 12% says "not really", 22% says "Not at all" useful and from JNU 42.02% majority of respondents says they understand the process of using anti-plagiarism very much. Therefore both the university scholarssaythey very much know the process of using anti-plagiarism tools.

**Table 6.2.5 Problem with Software and Originality Report in Hindi**

Option	University		Total(DU+JNU)
	DU	JNU	
Strongly agree	6 (9.8%)	12 (17%)	18 (13.8%)
Agree	12 (19.6%)	36 (52%)	48 (36.9%)
Undecided	7 (11%)	17 (24%)	24 (18%)
Strongly disagree	6 (9.8%)	0	6 (4%)
Don't Know	30 (49%)	4 (5.7%)	34 (26%)
Total	61	69	130

According to the data collected in the question which are showing in the table respondent from the DU 49.18% means maximum number of respondent says they "do not know" that this software face difficulty to read and provide originality report in Hindi language. On the other hand respondent from the JNU scholars 52.17% means maximum number of

respondent says they "Agree"that this software face difficulty to read and provide originality report in Hindi language. So on the bases of data received that there is an significant difference between both the scholars opinions.

Table 6.2.6 Originality reports in Grade mark / Percentage

Option	University		Total(DU+JNU)
	DU	JNU	
YES	14	44	58
NO	0	0	0
Don't know	47	25	71
Total	**61**	**69**	**130**

Fig: 6.2.6 Originality Reports in Grade mark / Percentage

	YES	NO	Don't know	Total
DU	23%	0%	77%	100%
JNU	64%	0%	36%	100%
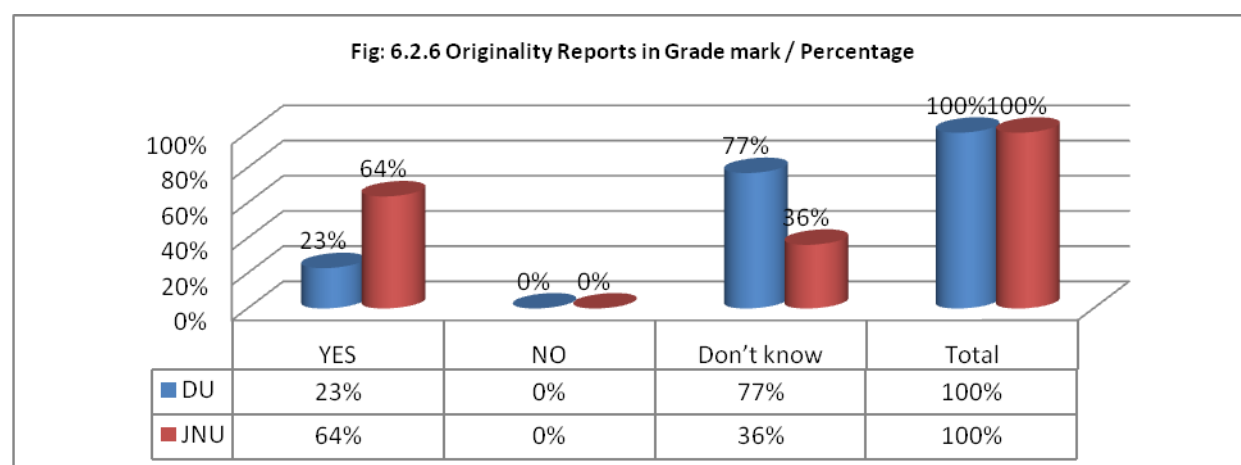
Above figure 6.2.6 shows most of Du respondent are don't know about this and in JNU 63.76% maximum respondent say 'Yes' to it. So in JNU majority of respondent say yes but in DU majority say they don't know about this.

Table 6.2.7 Page Limitation

Option	University		Total(DU+JNU)
	DU	JNU	
YES	50 (81.9%)	64 (92.75%)	114 (87.6%)
NO	0	0	0
Don't know	11 (18%)	5 (7%)	16 (12%)
Total	61	69	130

Above table 6.2.7 respondents wear asked is there is page limitation for submitting the thesis, from DU (50/61) 81.96 % say 'Yes' there is page limitation for submitting the thesis, (11/61) 18% say they don't know about this. And from JNU 92.75% say 'Yes' there is page limitation for submitting the thesis. So the above data shows in the table indicated that both DU & JNU say 'Yes' there is page limitation for submitting the thesis.

Table 6.2.8 Filtering & Setting Facility

Option	University		Total(DU+JNU)
	DU	**JNU**	
YES	4	6	10
NO	0	0	0
Don't know	57	63	71
Total	**61**	**69**	**130**

Fig: 6.2.8 Filtering & Setting Facility

	YES	NO	Don't know
■DU	7%	0%	93%
■JNU	9%	0%	91%
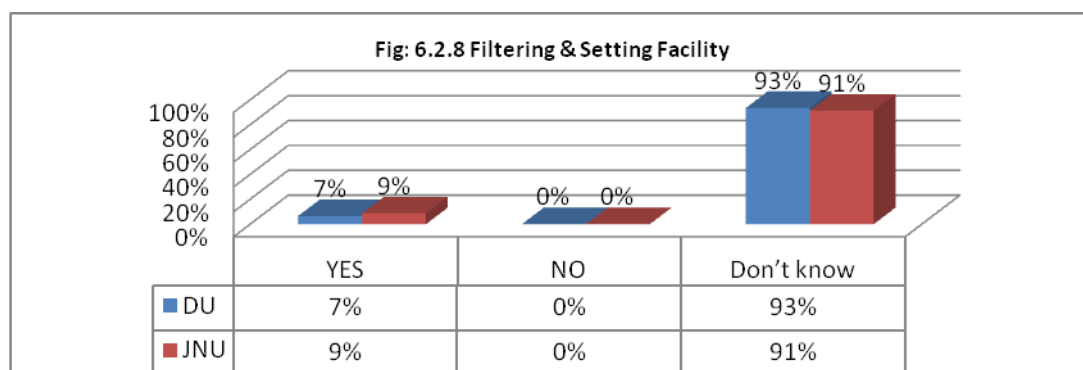
Figure 6.2.8 shows the respondent knowledge on features of anti-plagiarism software. According to above figure it's clearly shows that from DU 93.44% majority of respondent say they "don't know" that this software having a facility of filters & setting and from JNU 89.85% maximum respondents say they "don't know" that this software having a facility of filters & setting. Hence from both the universities respondents "don't know" about the features of filters & setting.

Table 6.2.9 Awareness about Similarity Index

Option	University		Total(DU+JNU)
	DU	JNU	
YES	18 (29%)	50 (72%)	68 (52.5%)
NO	14 (22%)	6 (8%)	20 (15%)
Don't know	29 (47.5%)	13 (18.8%)	42 (32%)
Total	61	69	130

Table 6.2.9 shows the respondent awareness on similarity index. According to above table it's clearly shows that from DU 47.54% of respondent say they "don't aware" of similarity index and from JNU 72.46 % maximum respondents say 'Yes' they aware of similarity index. So from DU maximum respondent don't aware of similarity index but in JNU majority of respond say they are aware of it. Here we can see the differences between both the university awareness levels.

**Table 6.2.10 Amount of Plagiarised Information**

Option	University		Total(DU+JNU)
	DU	JNU	
YES	20 (32.7%)	51 (73.9%)	71 (54.6%)
NO	9 (14.7%)	0	9 (6%)
Don't know	32 (52%)	18 (26%)	50 (38%)
Total	61	69	130

Table 6.2.10 in respect to know from respondent weather they know that, is there are any limitations of using the plagiarise information in thesis. According to table in DU 52.45% of respondent say they "don't know" there are any limitations of using the plagiarism information in thesis and from JNU 73.91 % maximum respondents say 'Yes' "they know" there are any limitations of using the plagiarism information in thesis. So from DU maximum respondent don't know there are any limitations of using the plagiarism information in thesis but in JNU majority of respond say 'Yes' they know. Here we can see the differences between both the university awareness levels.

Table No-6.2.11 Awareness about Acceptable % of Plagiarised Information

Option	University		Total
	DU	JNU	
Strongly agree	14	54	68
Agree	8	9	17
Disagree	18	6	24
Strongly disagree	21	0	21
Don't know	0	0	0
Total	61	69	130

Fig: 6.2.11 Awareness about Acceptable % of Plagiarised Information
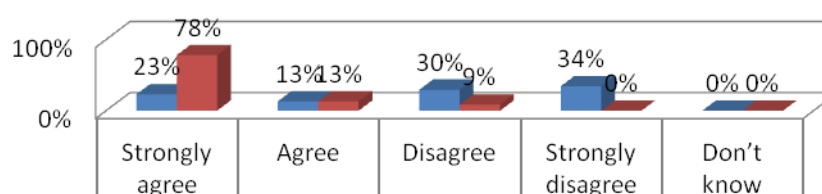
In respect to know do they awareness on uses of 20% plagiarize information acceptable in thesisfrom the scholars. According to the data collected in the question which are showing in figure 6.2.11 respondent from the DU (34.42%) means maximum

number of respondent says they "strongly disagree"that there is liberty on uses of 20% plagiarize information acceptable in thesis. On other hand respondent from the JNU scholars (78.26%) means maximum number of respondent says they strongly agree that there is liberty on uses of 20% plagiarize information acceptable in thesis. So according to above figure we clearly see the differences between both the university awareness levels.

## 6.3: Awareness-Citation tools and Citations style

Table 6.3.1 Awareness about Citation Tools

Option	University		Total
	DU	JNU	
YES	31 (50.8%)	59 (85.5%)	90 (69%)
NO	30 (49.18%)	10 (14%)	40 (30.7%)
Total	61	69	130

In respect to know do they aware of citation tools from the scholars. As above table showing that from DU there is almost miner gap received 50.8% says "yes" they are aware about citation tools and quite same scholars say "No" they do not aware about citation tools, from DU very mixed response received. On the other hand JNU 85.5% majority of scholars are having awareness about citation tools.Therefore JNU scholars having more awareness about citation tools compares to DU.

Table 6.3.2 Uses of Citation Tools

Option	Universities		Total
	DU	JNU	
YES	24	58	82
NO	37	11	48
Total	61	69	130

Fig: 6.3.2 Uses of Citation Tools

|	DU	JNU
YES	39%	84%
NO	61%	16%
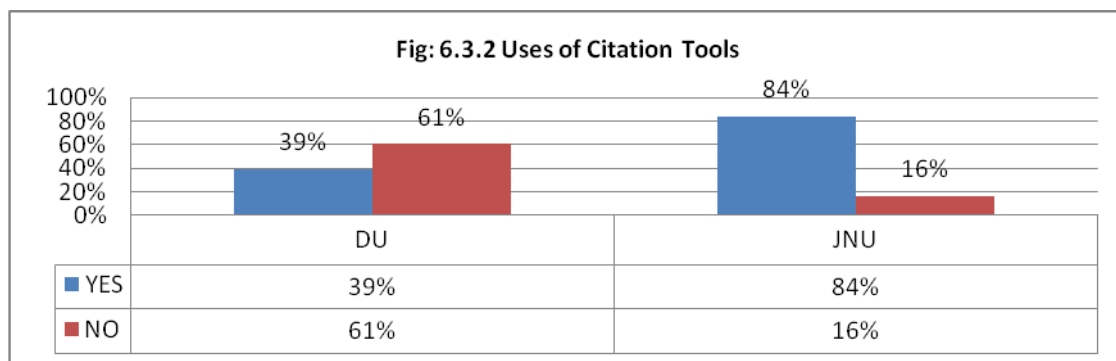
In respect to know do they use citation tools from the scholars. DU maximum (60.65%) respondents say 'No' they not using any citation tools and from JNU maximum (84.05%) respondents say 'Yes' they use citation tools. Hence we can see the differences of awareness and uses of citation have different in JNU majority of respondents using the citation tools but in DU quite less people is using the citation tools.

Table 6.3.3 Most Used Citation Tools

| Option	University Name		Total
	DU	JNU	
Easy-bib	22	2	24
BibMe	35	18	53
RefDot	0	0	0
Otto Bib	0	0	0
Docear	0	0	0
Others	4	49	53
Total	61	69	130

Fig: 6.3.3 Most Used Citation Tools
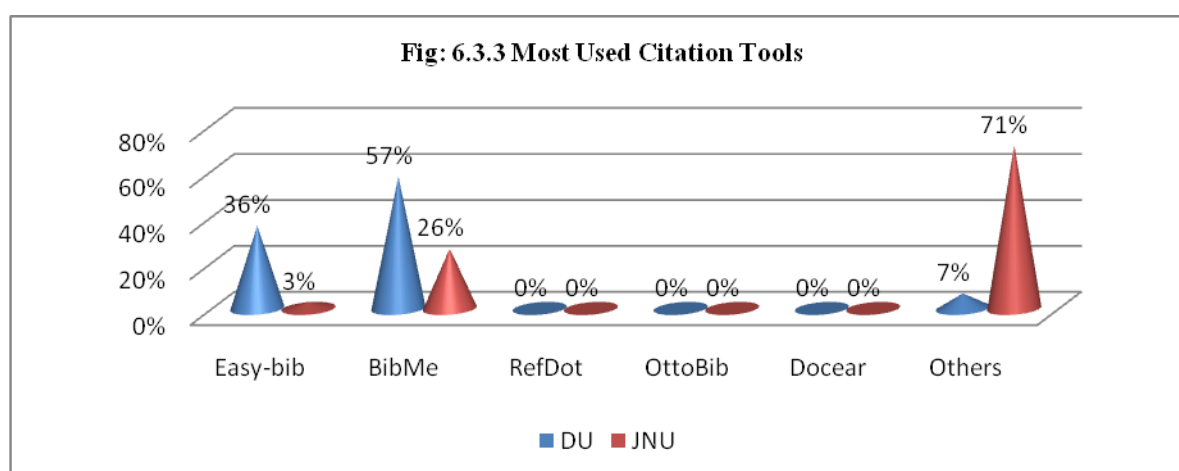
In respect to know which citation tools they used most. According to the data collected in the questions which are showing in the table respondent from the DU 57.37% scholars says they use Bib Me citation tool, 36.06% use Easy-bib and only 6.55% use some other citation tools. On the other hand respondent from the JNU 71.01% scholar says 'they use other citation tools, 26.08% use Bib Me tools and 2.8% use Easy-bib. Mixed reactions received from DU respondent but from JNU 71.01% maximum respondent using other citations tool like mendaly etc. Hence both university respondent using the citations tool only there choices of tools are different.

Table 6.3.4 Convenience and Useful of Citation Tools

Option	University Name		Total
	DU	JNU	
Easy-bib	22	2	24
BibMe	35	18	53
RefDot	0	0	0
Otto Bib	0	0	0
Docear	0	0	0
Others	4	49	53
Total	61	69	130

Fig: 6.3.4 Convenience and Useful of Citation Tools
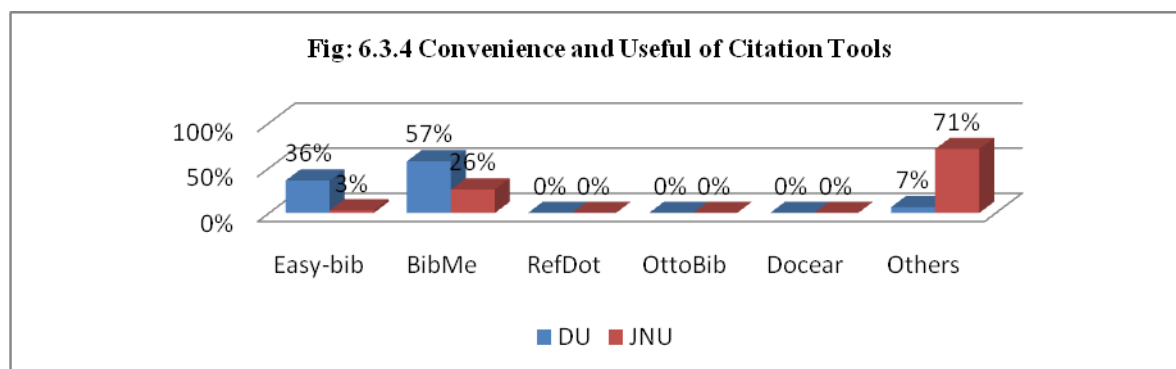
In respect to know which citation tools you find convenient and useful. According to the data collected in the questions which are showing in the table respondent from the DU scholars 57.37% says they use Bib Me citation tool, 36.06% use Easy-bib and only 6.55% use some other citation tools. On the other hand respondent from the JNU 71.01% scholar sa   ys 'they use other citation tools, 26.08% use Bib Me tools and 2.8% use Easy-bib. Mixed reactions received from DU respondent but 57.37% maximum respondents find Bib Me citation tool convenient and useful and in JNU 71.01% maximum respondent find other citation tools convenient and useful.

Table 6.3.5 Awareness about Citation Styles

Option	University Name		Total
	DU	JNU	
YES	57 (93.44%)	62 (89.85%)	119 (91%)
NO	4 (6.5%)	7 (10%)	11 (8%)
Total	61	69	130

According above table 6.3.5 shows DU 93.44% maximum respondents are aware of citations styles and form JNU 89.85% scholars are aware about citation style. So we see that majority of both university respondents are aware of citation styles.
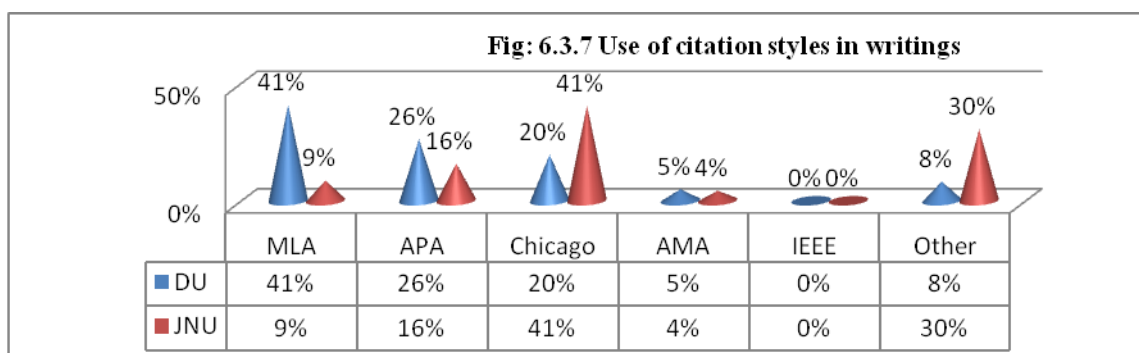
Table 6.3.6 Significance of Citation Style

Option	University Name		Total
	DU	JNU	
YES	59 (96.72%)	62 (89.85%	121 (93%)
NO	2 (3.2%)	7 (10.14%)	9 (6%)
Total	61	69	130

Respect to know important of citation styles in writing, According to the data collected in the question which are showing in the table respondent from the DU scholars 96.72% says they are aware of citation styles. On the other hand respondent from the JNU 89.85% scholar says 'Yes' they are aware of citation styles According above table 6.3.6 shows DU 96.72% maximum respondents are aware of citations tools as compare to 89/85% JNU, so we see that majority of both university respondents are aware of citation styles.

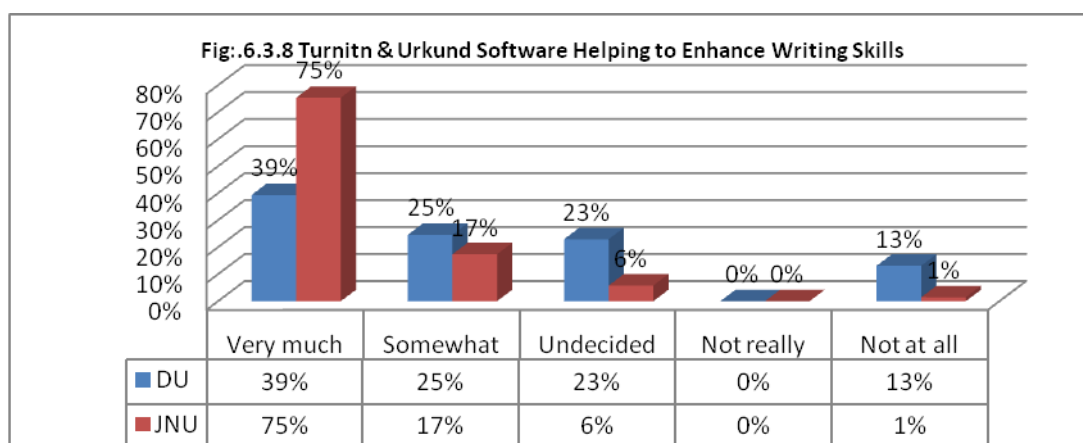**Table 6.3.7 Use of Citation Styles in Writings**

Option	University Name		Total
	DU	JNU	
Modern Language Association of America (MLA)	25	6	31
American Psychological Association (APA)	16	11	27
Chicago Manual of Style (Chicago)	12	28	40
American Medical Association (AMA)	3	3	6
Institute of Electrical and Electronics Engineers (IEEE)	0	0	0
Other	5	21	26
Total	61	69	130

Fig: 6.3.7 Use of citation styles in writings

	MLA	APA	Chicago	AMA	IEEE	Other
DU	41%	26%	20%	5%	0%	8%
JNU	9%	16%	41%	4%	0%	30%

According to above table 6.3.7 the data collected which are showing in the table respondent from the DU scholars (40.98%) says they use MLA are citation styles, 26% use APA citation style, 19.67% use Chicago, 4.9 % use AMA,8.19 % use other citation tools. On the other hand (8%) says they use MLA are citation styles, 15% use APA citation style, 40.57% use Chicago, 4.9% use AMA, 30% use other citation tools, so both the university scholars are using citation style in their research writing.

Table 6.3.8 Turnitn &Urkund Software Helping to Enhance Writing Skills

Option	University Name		Total
	DU	JNU	
Very much	24	52	76
Somewhat	15	12	27
Undecided	14	4	18
Not really	0	0	0
Not at all	8	1	9
Total	61	69	130

Fig:.6.3.8 Turnitn & Urkund Software Helping to Enhance Writing Skills

	Very much	Somewhat	Undecided	Not really	Not at all
DU	39%	25%	23%	0%	13%
JNU	75%	17%	6%	0%	1%

Respect to know is Turnitn &Urkund helping to enhance in writing skills. According to the data collected in the question showing in the figure 6.3.8 respondent from the DU scholars 39% says "Very much", 24% says "Somewhat", 22% says they "Undecided", only 13% respondent said "Not at all". On other hand JNU scholars 75% says they think "Very much, 17% says "Somewhat", 5% says they "Undecided", only 1% respondent said they "Not at all" think. From both universities scholar says they very much think Turnitn &Urkund help to enhance their writing skills.

7. HYPOTHESIS TESTING

Hypotheses 1- *"There is significant degree of differences between the scholars about the awareness and using of Anti-plagiarism software"*

It clearly showing in table no.6.2.1 and 6.2.2, in DU 80.32% of scholars is not aware and not using any anti-plagiarism tools. Other hand JNU 95.65% scholars are aware and using anti-plagiarism tools. So this hypothesis stand supported as significant degree of difference observed among DU & JNU scholars regarding aware and use of anti-plagiarism software.

Hypotheses 2-*"There are significant differences between scholar of JNU and DU regarding awareness and use of citation tools and style"*

Check table number: Table no. 6.3.1 shows DU scholars are 50.8% are aware of citation tools and 49.18% are not aware of it. From JNU 85.5% means maximum scholar are aware of citation tools. Table no.6.3.2 shows DU 60.65% scholars are not using citation tools, from JNU 84.05% uses citation tools. Table no.6.3.2 data shows that DU 93.44% scholars and from JNU 89.85% wear aware of it but DU scholars are more aware about citation style comparison to JNU. This finding of Table no. 6.3.1, 6.3.2, 6.3.2 support the hypothesis No.2

8. MAJOR FINDINGS OF THE STUDY

1. It is found that both universities scholars are 100% aware about the plagiarism and its use.
2. Through the scholars are aware about the plagiarism, but JNU scholars are more aware 95% about anti-plagiarism tools. While DU scholars are not aware about anti-plagiarism tools. It is found that both universities scholars having different awareness level.
3. In terms of profile creation JNU scholars are much more confident than DU.
4. It is found that both university scholars are (DU 85.24% and JNU 92.75%) aware about seriousness and illegality of plagiarism.
5. It is found that both university scholars having different opinions on problem with software and originality report in Hindi, 69.96% JNU scholars found problem in operating the software while 49.18% DU scholars are not aware.
6. From both the university respondent point of view on awareness and use of citation tools, according to analysis its shows that from DU equally reaction received on awareness of citation tools that is 50.8% yes and 49.18% sys no. Forms JNU 85.50% mean maximum are aware of citation tools. While it comes to use of citations tools in DU 39 % scholars are using it but from JNU 84.05% scholar is using which is more than DU scholars.
7. It is found that JNU 71.01% scholars are using other citation tools but DU 57.37% scholars using BibMe. So both university scholars are aware and using of citation tools but their choices are different from each other.

8. It is found that both the university respondent point of view on awareness about citation style, according to analysis shows that from DU 93.44% is aware of citation styles. Forms JNU 89.85% are aware of citation styles. It show DU is quite more aware then JNU.

9. Significance of citation styles, data received from DU 96.72% scholars found important of using citation style in research writing and from JNU 89.85% feels important of citation style in style writing. So both university scholars found citation style important in research writing.

10. Both university scholars are using different citation style in their writing. JNU with (40.57%) maximum scholars using Chicago citation style, while DU majority (40.98%) scholars using MLA.

11. It was found that both the university scholars think Turnitn and Urkund is enhance their writing skill and make them it identify the originality and authentic writing.

12. Regarding orientation/lectures, DU scholars need more orientation and workshop regarding anti-plagiarism tools than JNU as JNU scholars having a quite proper schedule for lectures and time to time workshops on plagiarism.

9. CONCLUSION

Plagiarism is an act of fraud. It involves both stealing someone work and lying about it later. Plagiarism is not a new topic, is only that it is neglected by the scholars several time for their own reasons. Through this study found that many scholar are actually did not know about plagiarism, even they hear the word but they don't know about it. It also found through study that scholar are not really using the anti-plagiarism tools while writhing thesis or some other writing work. According to the response received from both JNU and DU scholar they are not fully aware about the process of the software and this indicates that scholar are need to make them more competent in this area because plagiarism in not related with only a library staff it actually deal with the each and every individual scholar.

Comparisons of both DU and JNU scholar it found that JNU scholars are quite more aware about and knowing the use of anti-plagiarism tools. And it also found that JNU library is conducting workshop or small seminar on regularly bases during new sessions start that help the new student in the area of research the information found while survey. So it is found that awareness level is very low among Delhi University scholars while JNU is having better awareness level.

Workshops and seminar must be conduct time to time or whenever new session of class began student should provide such kind of programs by the department or library. And lastly effect of plagiarism mainly to those students who work hard to complete assignment honestly they can feel betrayed by those who do not the same effort. So it's very important for university to take some step to make researcher more knowledge about plagiarism.

REFERENCES

[1]. University of Oxford, "Plagiarism," Retrieved January 05, 2017. from
https://www.ox.ac.uk/students/academic/guidance/skills/plagiarism

[2].https://communitystandards.stanford.edu

[3]. Oxford dictionaries, "Definition of plagiarism in English," 2013.

[4]. Irving Hexham, "On plagiarism and integrity in scholarly activity." Humanist: Humanities Computing,1992 ,5.4

[5]. www.mtsu.edu/graduate/pdf/Plagiarism.pdf

[7]. Y. Chen andC. Chou, "Are we on the same page? College students' and faculty's perception of student plagiarism in Taiwan'', Ethics & Behaviour, vol.27 iss.1, pp.53-73, 2017.doi:http://dx.doi.org/10.1080/10508422.2015.1123630

[8]. S. Taylor, M. Drielsma, R. Taylor andL. Kumar, "Applications of rapid evaluation of metapopulational persistence (REMP) in conservation planning for vulnerable fauna species". Environmental Management, vol.57 iss.6, pp.1281-1291, 2016. doi:http://dx.doi.org/10.1007/s00267-016-0681

[9]. L. Powelland N. Singh, "An integrated academic literacy approach to improving students' understanding of plagiarism in an accounting course," Accounting Education, vol.25, iss.1, pp.14,2016. Retrieved from https://search.proquest.com/docview/1776625197?accountid=10461

[10]. Y. Crama, M. Grabisch, andS. Martello, "A brand new cheating attempt: A case of usurped identity", vol.14, iss.4, pp.333-336, 2016. doi:http://dx.doi.org/10.1007/s10288-016-0329-8

[11]. E. N. Hess-Escalante, "Understanding legitimacy: Institutional, situational, and personal influences on student perceptions of academic misconduct in a multinational setting" The University of Texas at San Antonio, 2015.

BIBLIOGRAPHY

A. Chitra, andA. Rajkumar, "Plagiarism detection using machine learning-based paraphrase recognizer," Journal of Intelligent Systems, vol.25, iss.3, pp.351-359, 2016. doi:http://dx.doi.org/10.1515/jisys-2014-0146

E. Colepicolo, "Information reliability for academic research: Review and recommendations," New Library World, vol.116, iss.11, pp. 646-660, 2015.Retrieved from https://search.proquest.com/docview/1732338165?accountid=10461

G. Hatop, Extraction, "analysis and publication of bibliographical references within an institutional repository," Library Hi Tech, vol.34, iss.2, pp.259-267, 2016. Retrieved from https://search.proquest.com/docview/1794728604?accountid=10461

A. M. E. T. Ali, H. M. D. Abdulla, and V. Snasel, "Overview and Comparison of Plagiarism Detection Tools," In DATESO, pp. 161-172, 2011.