

Journal of Information Management.  
ISSN: 2348-1765 (Print), ISSN: 2348-1773 (Online)  
Volume 2, Number 2 July (2015), pp.98-110  
© Society for Promotion of Library Professionals (SPLP)  
[http:// www.splp](http://www.splp)

---

## **Awareness regarding plagiarism and fair use of copyrighted work: a survey amongst Doctoral Students of Babasaheb Bhimrao Ambedkar University, Lucknow**

AshiyaAhmadi  
M.L.I.Sc Student,  
Department of Library and Information Science,  
Babasaheb Bhimrao Ambedkar University, Lucknow -226025.  
Email: [aaashiya2007@gmail.com](mailto:aaashiya2007@gmail.com)

&

Dr.Sharad Kumar Sonkar  
(Corresponding Author)  
Assistant Professor & Supervisor,  
Department of Library and Information Science,  
Babasaheb Bhimrao Ambedkar University, Lucknow -226025.  
Email: [sksonker@yahoo.co.in](mailto:sksonker@yahoo.co.in)

---

### **Abstract**

*In this information society, the new information occurs within microseconds and is also accessible to the wide range of users. Technology is developing day-by-day, and the ways of accessing information are also getting changed. In this digital world, the information is easily available and because of this, misuse of information is increasing. This creates a threat to the original creative work. Therefore, management of copyright is a new issue. With the existence of several laws and acts, the violation of copyright is still going-on in every field and in different parts of the world. This violation of copyright is a worldwide problem, mainly due to the people are still less aware about Intellectual property Right (IPR) and especially copyright in academic world. Due to wide use of information technology, now it become possible to access the information easily through databases, Internet, electronic resources in various formats. Standing within this state of our society, the investigator selected the present topic and decided to conduct the study on doctoral students. Doctoral students are considered as the generator of new information so it cannot be overemphasized that they should be aware about copyright. This study has been conducted to investigate and explore the awareness of plagiarism and fair use among the doctoral students. The paper deals with the basic concept of copyright, fair use and plagiarism and presented the findings related to awareness of copyright, various issues of copyright, treatment of quotation, level of awareness regarding plagiarism, various anti-plagiarism software, and awareness regarding fair use.*

**Keywords:** IPR, copyright, fair use, plagiarism, anti-plagiarism software, e-resources.

## **INTRODUCTION:**

In this age of information technology, the Internet has brought tremendous changes to the academic and research world. The Internet has had a drastic effect on the creation, organization, accession, and dissemination of information. More and more students and researchers are turning to the Internet for cooked solutions and shortcuts for writing assignments, research papers and thesis. The foundation of academic and scholarly world revolves around ethics and integrity, where new ideas and theories are created, confirmed and re-confirmed, experiments and research works is carried and published for the benefits of the humanity with a genuine desire of acknowledgement. For this purpose universities and institute of higher learning are established that not only generate new ideas, theories, formulas and standards through experiments, field work and through other research methods, but also produce highly skilled and competent graduates with high standards of honesty, ethics and professionalism to serve the communities. It is presumed that due credit will be given to the authors of new ideas and revolutionary inventions. Current and coming generations can benefit from these creative works and theories and can advance this knowledge and scholarship through their indigenous research by giving credit and acknowledgement to original authors where it is due.

## **COPYRIGHT, PLAGIARISM AND FAIR USE:**

Copyright is one of the very important intellectual properties which give the author of any creative work an exclusive right to reproduce the work in any form. The aim of copyright is to protect the creative labour of the person involved in different intellectual creations. Copyright is a right given under the law to the creators of literary, dramatic, musical and artistic works and producers of cinematograph films and sound recordings. The object of copyright law is to encourage authors, composers and artists to create original works by rewarding them with the exclusive right for a limited period to reproduce the work for the benefit of the public. In fact, it is a bundle of rights including, rights of reproduction, communication to the public, adaptation and translation of the work and other related rights. As the technology is developing, the threat to the violation of copyright is also increasing. In the era of digital technology the easy accessibility of information has made infringement easy.

The word Plagiarism is taken from the word plagiaries, a kidnapper. Plagiarism is not considered as Infringement of copyright. In other words, plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it afterward. Plagiarism by students and researchers in academic and research institutions is an old but ever growing problem. The exponential growth in scholarly publications makes it harder for faculty and instructor to detect the plagiarized sources. Plagiarism can be a very serious form of ethical misconduct. For this reason, the concept of plagiarism is universally addressed in all scholarly, artistic, and scientific disciplines. Goggle as today is probably the most popular search engine and an effective tool to detect plagiarism on

the Internet. Various anti-plagiarism softwares are available to detect plagiarism. Some are commercial (EVE2, Turnitin, etc.) and some are free (viper,plagia, grammerly, plagtracker, small sean tool, and plagiarism checker).

Fair dealing is an enumerated set of possible defences against an action for infringement of an exclusive right of copyright. These include the right granted by copyright laws to reproduce limited portions of copyrighted works without infringing the legitimate interest of the authors or copyright owners. It is a legal doctrine that allows the public to make limited use of copyrighted work without permission. Fair dealing is a limitation and exception to the exclusive right granted by copyright law to the author of a creative work.

The following acts shall not constitute an infringement of copyright, namely:

- (a) a fair dealing with a literary, dramatic, musical or artistic work for the purposes of -
  - (i) research or private study;
  - (ii) criticism or review, whether of that work or of any other work;
- (b) a fair dealing with a literary, dramatic, musical or artistic work for the purpose of reporting current events —
  - (i) in a newspaper, magazine or similar periodical or
  - (ii) by broadcast or in a cinematograph film or by means of photographs.

## **1. LITERATURE REVIEW:**

Martine Courant Rife (2007) tries to make a small start to increased understanding of the fair use doctrine as it impacts teaching writing. Understanding fair use must become as second nature to writing teachers as understanding plagiarism. Rajeev Vij (2009) highlight mainly LIS professionals to plagiarism, its types, some famous cases and the numerous library web sites devoted to this important issue. He concluded that plagiarism by students and researchers in academic and research institutions is an old but ever growing problem. The easy availability of electronic information through Internet creates a challenge for librarians, who must be well informed not only to detect and deter plagiarism, but also to educate their users about its ill effects. The librarian's role in informing masses about ill effect of plagiarism is also highlighted. Maud Mundava, concluded that Librarians have a key role in helping the academic community avoid plagiarism. A combined effort among the library, the Writing Center, teaching faculty, student government and services, and the administration will build a community that respects intellectual property and academic integrity. Christine Jocoy (2006), quantifies copy-and-paste plagiarism among adult learners in an online geography course offered through Penn State's World Campus Geographic Information Systems (GIS) certificate program. They also evaluate the effectiveness of an "expectation management" strategy intended to discourage adult learners from unintentional violations. They conclude that

raising awareness and managing expectations about plagiarism may be worthwhile, but is no substitute for systematic detection and vigilant enforcement, even among adult learners. Raymond Papp concluded that Universities that have not yet constructed their Fair Use Policy will need to consider legal situations that have already occurred at other universities, other existing policies, as well as current student perceptions at their own university. Muhammad Ramzan (2012) determines the existence of plagiarism policies, detection tools, and effectiveness of the faculty and university's plagiarism detection systems and processes. The purpose of their study was to investigate the graduate and postgraduate student's awareness and understanding of plagiarism in universities of Pakistan. Shaheen E Lakhani (2008) concluded that It is clear that a deeper understanding of the laws associated with IP is essential in the education community. While some may disagree with the laws or pursue their rights through enforcement, no one can afford to ignore the issues surrounding copyright and intellectual content. Hermann Maurer (2008) tries to explain that easy access to the Web, large databases, and telecommunication in general, has turned plagiarism into a serious problem for publishers, researchers and educational institutions.

Rosemary Talab, discussed about cyber plagiarism. The article focused on plagiarism detection programs, general principle and tips of preventing plagiarism. This article provides the list of resources on plagiarism for the students with examples. Patrick M. Scanlon, surveyed that a minority of students reported that they use the Internet to copy and paste text into their papers without citation. The article concluded that computers and the Internet have changed and are changing the manner in which all of us write. Dr. Vasudevan T. M (2013) focused on copyright awareness of doctoral students in Calicut University Campus and concluded that majority of the doctoral students are aware about copyright law and its importance, but the study also revealed that a good number of the doctoral students are less aware about plagiarism. It is hoped that the present study will make a positive change among doctoral students in their attitude towards copyright and let us hope for a literary world without copyright violation.

## **2. OBJECTIVES OF THE STUDY:**

1. The purpose of this study is to examine and explore the level of awareness about plagiarism amongst the research scholars of BBAU.
2. To find out whether they are familiar with the concept of fair use and plagiarism or not?
3. To analyse the attitude of research scholars towards copyright rules and regulations.
4. To find out whether they ever use anti-plagiarism to avoid plagiarism.
5. To examine the awareness of fair use among the research scholars.
6. To find out which type of plagiarism software are being used by research scholars of BBAU, Lucknow.
7. To know the extent of violation of copyright.

### 3. METHODOLOGY

Survey research was used to get primary data for this exploratory empirical study. For this purpose, questionnaire was adopted to take the response of the respondents. Well-designed Questionnaire was filled-up by personal visits to the respondents during February- March 2015. Questionnaire consists of open and closed ended questions. The questionnaire comprised of three parts. First part dealt with the concept of copyright, the second part dealt with the concept of plagiarism, its issues and anti-plagiarism. The third part dealt with phenomenon of fair use or fair dealing. Subjects of the study were research scholars of the university. 180 research scholars were randomly selected which were taken as sample. 180 questionnaires were distributed to the research scholars and 129 questionnaires were received to them. After the data collection the process of classification, codification and tabulation has been done for the data analysis.

### 4. DATA ANALYSIS AND INTERPRETATION

**Fig. 1: Response of the questionnaire**

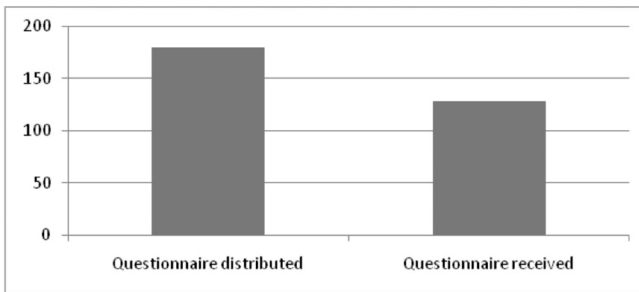


Fig.1

Above figure shows that 180 questionnaires have been distributed among the research scholars. 71.6% research scholars of Babasaheb Bhimrao Ambedkar University have been given response of questionnaire.

**Fig. 2: Awareness regarding Copyright**

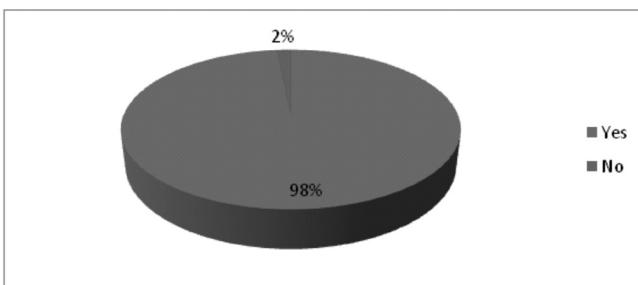


Fig.2

The above figure shows that 98.4% research scholars are aware about copyright while 1.6% of research scholars are unaware of concept of copyright.

**Fig. 3: Age-wise awareness**

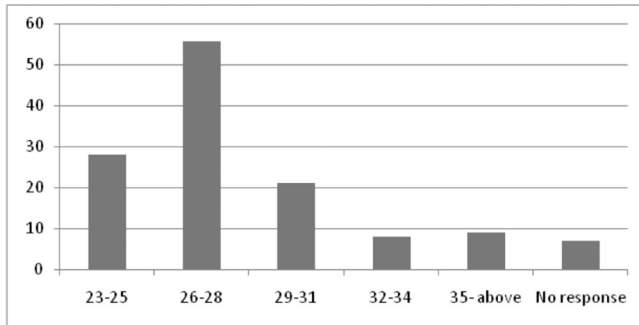


Fig.3

The above figure shows that age group between 23-25, 26-28, 29-31, 32-34, 35-above are 21.7%, 43.4%, 16.27%, 6.2%, 6.9% respectively are aware about copyright.

**Fig. 4: Gender-wise awareness**

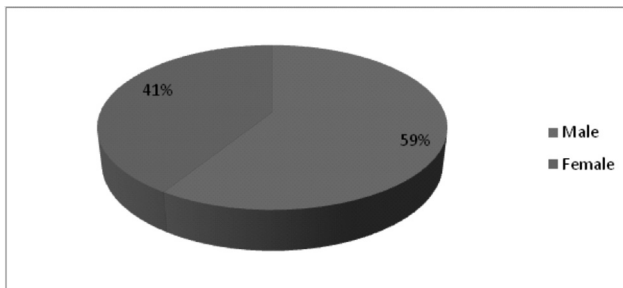


Fig.4

The above figure show that 59% male while 41% female research scholars are aware about copyright.

**Fig. 5: Department-wise Awareness**

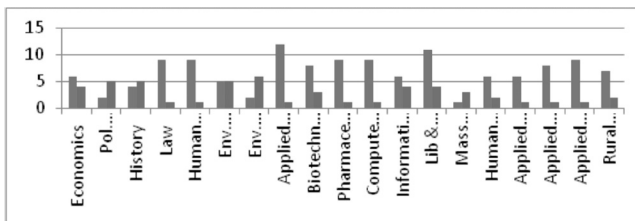


Fig. 5

The above figure show that department of applied animal science and department of library and information science are much aware of copyright while department of political science and history are least aware.

**Fig.6. No. of publication of researcher (department- wise)**

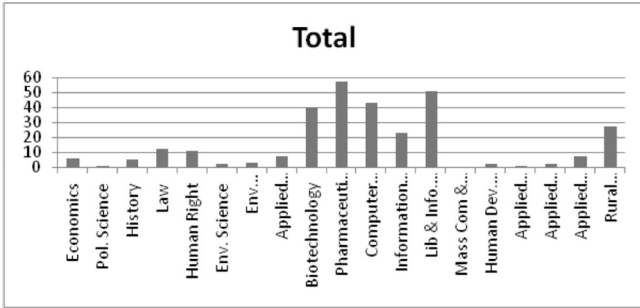


Fig.6

Above figure shows that the total number of publications of research scholars of BBAU is 300 out of which 138 publications are national while 162 are international publications.

**Fig.7. Awareness regarding Copyright Concerned**

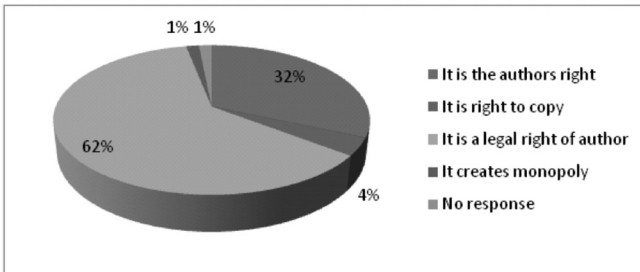


Fig.7

The above figure shows that 62% of research scholars knows that copyright is the legal right of the author but 32% says that it is the authors right and so on.

**Fig.8. Awareness regarding material protected under copyright**

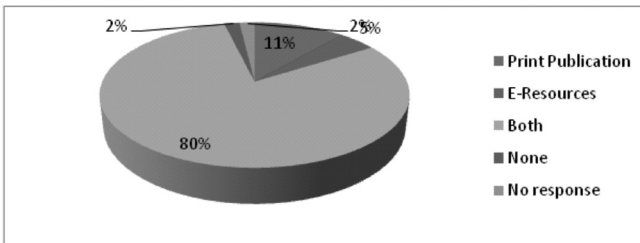


Fig.8

The above figure shows that 80% of research scholars are aware that both print publication and e-resources are protected under copyright but 20% of research scholars are unaware of the materials protected under copyright.

**Fig.9. Awareness regarding Copyright can be given to**

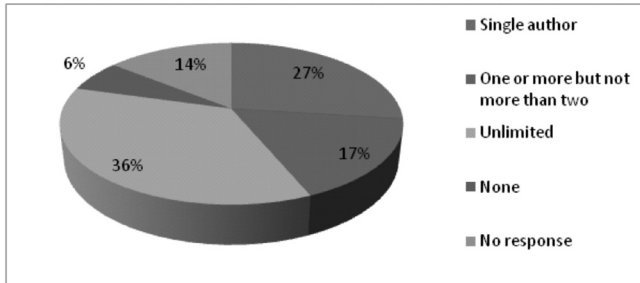


Fig.9

The above figure shows that 36% of researchers are aware that copyright can be given to unlimited authors of the work, 27% says that copyright can be given to single authors, 17% says that copyright can be given to one or more but not more than two. 14% have not responded.

**Fig. 10. Awareness regarding Plagiarism**

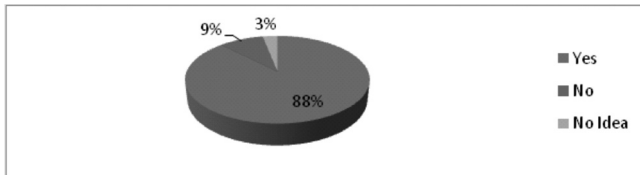


Fig. 10

The above figure shows that 88% of researchers are aware about the term plagiarism while 9% are unaware while rest are unaware.

**Fig.11. Awareness regarding Plagiarism allowed in research**

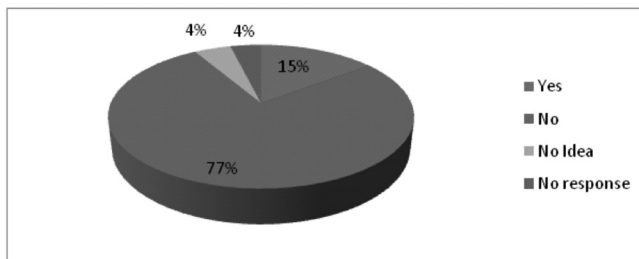


Fig.11



The above figure shows that 77% of researchers are aware that plagiarism is not allowed in research and 15% of researcher says that plagiarism is allowed in research while 5% have no idea.

**Fig. 12. Plagiarism v/s Copyright**

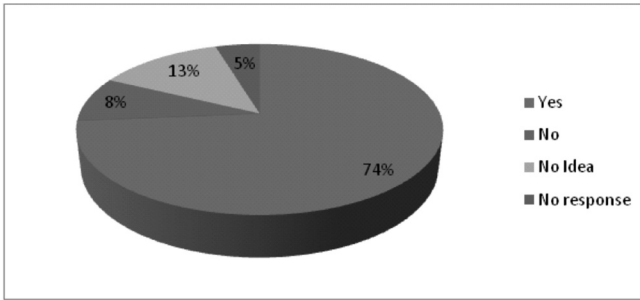
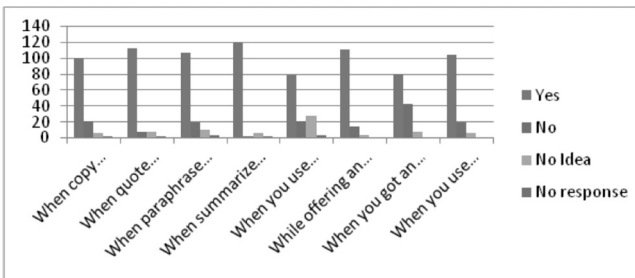


Fig.12

The above figure shows that 74% of researchers are aware that plagiarism is the violation of copyright of the authors and 9% are unaware. 13% of the researchers have no idea.

**Fig. 13. Acknowledgement of the source**



The figure shows that 78% of the researchers acknowledge the source when they copy something word-to-word while 15% does not. 5% have no idea of acknowledging the source. 88% of the researchers acknowledge the source when they quote something while 5% does not. 5% of the researchers have no idea of acknowledging the source. 77% of the researchers acknowledge the source when they paraphrase someone’s idea while 14% does not. 7% of the researchers have no idea of acknowledging the source. 93% of the researchers acknowledge the source when they summarize the ideas of other author while 1% does not. 4% of the researchers have no idea of acknowledging the source. 61% of the researchers acknowledge the source when they use any copyrighted image while 16% does not. 21% of the researchers have no idea of acknowledging the source. 87% of the researchers acknowledge the source when they offer an expert opinion while 11% does not. 62% of the researchers acknowledge the source when they got an idea from e-mail or conversation while 33% does not. 81% of the researchers

acknowledge the source when they use open access e-resources while 15% does not, and rest have not responded.

**Fig. 21. Awareness regarding treatment of quotation**

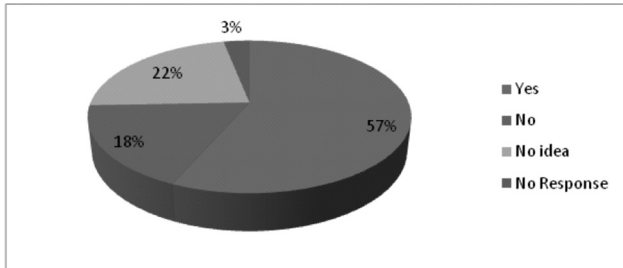


Fig. 21

The above figures show that 57% of the researchers are aware of treatment of quotation while 18% are unaware. 22% of researchers have no idea and rest have not responded.

**Fig. 22. Quotation of literature while copying word-to-word.**

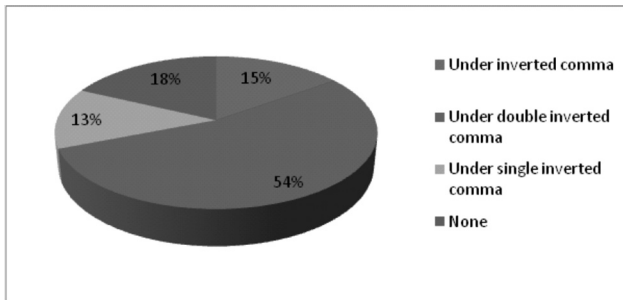


Fig. 22

The above figures show that 54% of researchers quote the literature under double inverted comma, 15% quote under inverted comma and 13% under single inverted comma, when they copy word-to-word.

**Fig. 23. Awareness regarding Plagiarism is an academic dishonesty**

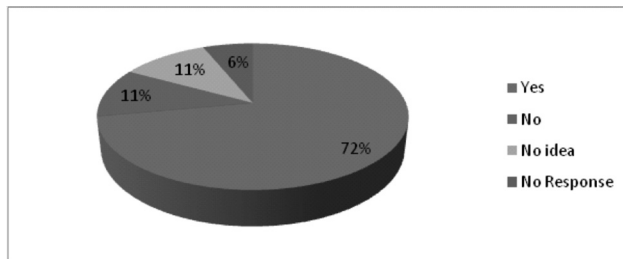


Fig. 23

The above figure shows that 72% of the researchers are aware that plagiarism is an academic dishonesty whereas 11% are unaware. 11% of the researchers have no idea and rest have not responded.

**Fig. 24. To avoid plagiarism**

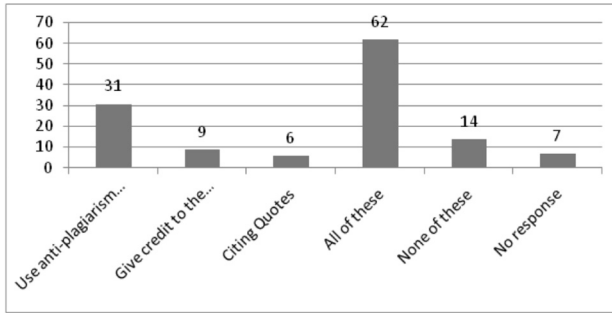


Fig. 24

The above figure show that 24% of the researchers use anti-plagiarism software, 7% give credit to the source, 5% cite the quote, 48% use all the above and 11% do not do anything to avoid plagiarism and rest have not responded.

**Fig. 25. Software/ program used by researcher to avoid plagiarism**

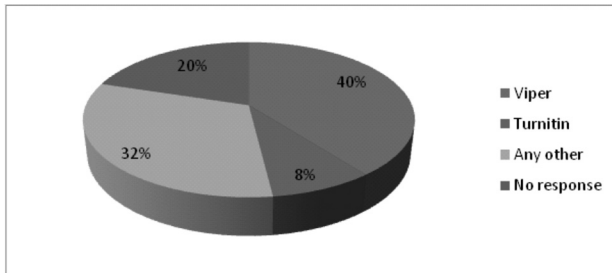


Fig. 25

The above figure shows that 40% of the researchers use viber, 8% use turnitin and 32% use anyother softwares which include plagia, grammerly, plagtracker, small sean tool, ithenticate and plagiarism checker. 20% have not responded.

**Fig.26. Awareness about use of copyrighted work for criticism or review comes under plagiarism**

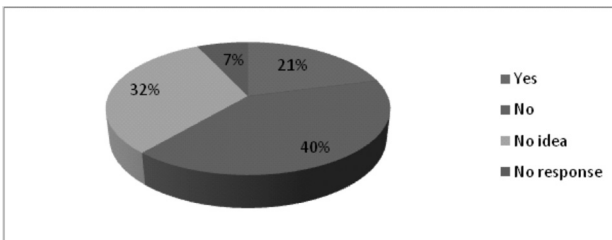


Fig. 26

The above figure show that 21% of researchers are aware that copyrighted work for criticism or review comes under plagiarism while 40% are unaware. 32% have no idea and 7% have not responded.

**Fig. 27. Awareness of fair use**

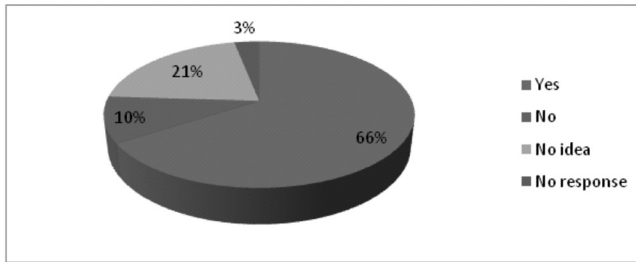


Fig. 27

The above figure shows that 66% of the researchers are aware about fair use while 10% are unaware. 21% have no idea and 3% have not responded.

**Fig. 28. Grounds of fair use**

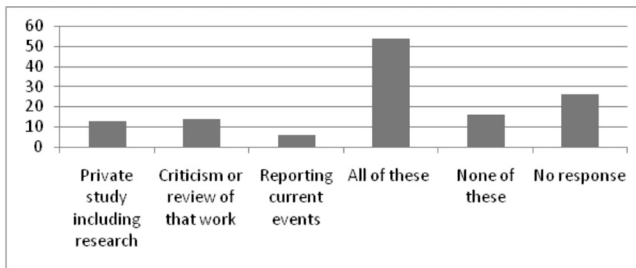


Fig. 28

The above figure shows that 10% of the researchers are aware that private study including research does not amount to infringement as it is a valid ground of fair use of copyrighted work. 11% are aware that criticism or review of the copyrighted work is a fair use. 5% are aware that reporting current events comes under fair use. 42% are aware that all of the above comes under fair use. 12% says that none of the above comes under fair use and 20% have not responded.

**Fig. 29. Permission obtained from copyright holder**

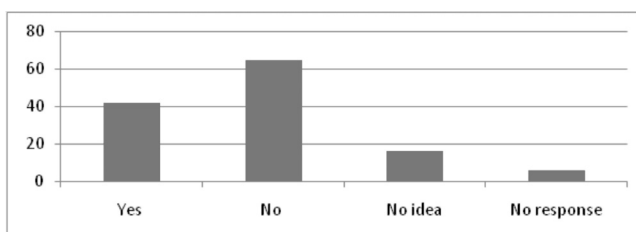


Fig. 29

The above table and its figure shows that 33% of the researchers are aware that permission should be obtained from the copyrighted holder while 50% are unaware. 12% of the researchers have no idea and the rest 5% have not responded.

## **5. CONCLUSION AND RECOMMENDATIONS**

This research work was undertaken to study the level of awareness regarding copyright, plagiarism and fair use among research scholars of Babasaheb Bhimrao Ambedkar University, Lucknow. The finding of this study reveals that maximum number of researchers is aware of copyright. Although, some of them were not aware about infringement of copyright. It was also observed that the researcher have a very little knowledge about fair use of copyrighted material. Some are of the view that there should be some awareness programme about fair use of copyright. The finding of the study revealed that the majority of researchers use anti-plagiarism tools to avoid plagiarism. They use open source anti-plagiarism softwares like Turnitin, Viper, iThenticate, Plagiarism checker, Plagia etc. On the basis of the above study following suggestions can be proposed:

1. University should organise seminar/workshop/conference on copyright, fair use and plagiarism especially for the researchers.
2. University should purchase anti-plagiarism software to increase originality of the research.
3. University should organise workshop for how to use open source anti-plagiarism software.
4. There must be a compulsory paper of Intellectual Property Rights in the Ph.D. programme.
5. Training programme should be organised by the University for How to use anti-plagiarism software.

## **References**

1. Narayanan, P. (2007). Law of copyright and Industrial design (4th ed.). New Delhi: Eastern Law House Private Ltd. (pp.14-15)
2. *ibid* (pp. 19-20)
3. Indian copyright act, 1957 available at <http://copyright.gov.in/documents/copyrightrules1957.pdf> accessed on 27/03/2015 at 04:27 P.M.
4. <http://www.du.ac.in/du/uploads/research/06122014Turnitin-WhatisPlagiarism%20.pdf>
5. Suchomel, Simon. (2011) Systems for Online Plagiarism Detection. Ph.D. Thesis Proposal. Masaryk University Faculty Of Informatics. Available At [https://is.muni.cz/th/98949/fi\\_r/thesis\\_proposal.txt](https://is.muni.cz/th/98949/fi_r/thesis_proposal.txt) Accessed On 4/6/2015 At 02: 56 P.M.

6. Bently, Lionel & Sherman, Brad. *Intellectual Property Right* (3rded.). New York. Oxford University Press.(pp.202-203)
7. Rife, martine courant. (2007) [http://www.researchgate.net/publication/222827432\\_The\\_fair\\_use\\_doctrine\\_History\\_application\\_and\\_implications\\_for\\_%28new\\_media%29\\_writing\\_teachers](http://www.researchgate.net/publication/222827432_The_fair_use_doctrine_History_application_and_implications_for_%28new_media%29_writing_teachers) accessed on 28/04/2015 at 02:39 P.M.
8. Vij, Rajiv Et. all (2009). *Encouraging Academic Honesty through Anti-plagiarism Software*. Available at [www.inflibnet.ac.in/caliber2009/CaliberPDF/55.pdf](http://www.inflibnet.ac.in/caliber2009/CaliberPDF/55.pdf) accessed on 28/04/2015 at 02:53 P.M.
9. Mundava, Maudet. all. *Understanding plagiarism: The role of librarians at the University of Tennessee in assisting students to practice fair use of information*. Available at [crln.acrl.org/content/68/3/170.full.pdf](http://crln.acrl.org/content/68/3/170.full.pdf) accessed on 28/04/2015 at 03:13
10. Jocoy, Christine et.all (2006). *Plagiarism by Adult Learners Online: A case study in detection and remediation*. Available at <http://files.eric.ed.gov/fulltext/EJ806007.pdf> accessed on 11/04/2015 at 04:04 P.M.
11. Papp, Raymond et.all. *Campus perceptions of fair use violations: implications for university policy development*. Available at [www.aabri.com/manuscripts/10570.pdf](http://www.aabri.com/manuscripts/10570.pdf) accessed on 11/04/2015 at 03:46 P.M.
12. Ramzan, Muhammad et.all (2011). *Awareness about plagiarism amongst university students in Pakistan*. Available at <https://drmramzan.files.wordpress.com/2011/10/awareness-about-plagiarism-amongst-university-students.pdf> accessed on 12/03/2015 at 04:44 P.M.
13. Lakhan, Shaheen E at.all (2008). *Intellectual property, copyright, and fair use in education*. Available at [http://cogprints.org/62511/IP\\_Copyright\\_Fair\\_Use\\_Education.pdf](http://cogprints.org/62511/IP_Copyright_Fair_Use_Education.pdf) accessed on 29/04/2015 at 05:05 P.M.
14. Maurer, Hermann et.all. *Plagiarism- A survey*. Available at [http://www.jucs.org/jucs\\_12\\_8/plagiarism\\_a\\_survey](http://www.jucs.org/jucs_12_8/plagiarism_a_survey) accessed on 28/5/2015 at 04:38 P.M.
15. Talab, Rosemary (2013). *A Student Online Plagiarism Guide: Detection and Prevention Resources (and Copyright Implications!)*. Available at <http://www.msm.nl/resources/uploads/2013/10/plagiarism1.pdf> accessed on 28/5/2015 at 04:48 P.M.
16. Scanlon, Patrick M et.all. *Internet Plagiarism among College Students*. Available at <http://www4.ncsu.edu/~ladare/eac595/readings/scanlon-neumann.pdf> accessed on 28/5/2015 at 04:48 P.M.
17. M, Vasudevan T. (2013). *Copyright awareness of doctoral students in Calicut university campus*. Available at [http://www.ijodls.in/uploads/3/6/0/3/3603729/vasudevan\\_tm\\_94-110.pdf](http://www.ijodls.in/uploads/3/6/0/3/3603729/vasudevan_tm_94-110.pdf) accessed on 28/5/2015 at 03:45 P.M.

