Introduction

Due to the lack of awareness, established guideline and tools, the students and faculty in Indian institutions are not serious about plagiarism and ethical issues. That’s why standards of education and ethics in the education system are under serious threat. Such type of education system allows many students to practice wrong ways of pursuing an academic degree for which they may punish at any stage of their carrier. (The Times of India, Nov 26, 2014, & The Indian Express, Aug 4, 2018).

In most of the cases, the research guide or the academics have not accessed to research support tools (Anti-plagiarism software) to check the plagiarism cases at the level which they require as against the western countries. However, after the UGC notification on plagiarism, the scenario is changing very fast, and Institutions are now extending access to these tools to academics. Academics are also coming forward to learn the tools and implementing in their research and writing. It seems that the future of quality academic publication from India is bright. This study will help the Institutions to decide on subscribing the software to detect plagiarism cases.

Objective and Methodology

The purpose of this study is to investigate the awareness, attitudes and perception of plagiarism among faculty and Research scholars and how the available software has supported them to enhance the quality of research. Apart from this the author also wants to know the feedback of the Instructors so that the renewal of the software may be done according to the inputs.

This study utilised a typical mixed methods approach with pragmatic knowledge claims, a sequential transformative (quantitative and qualitative) strategy, both open-ended and closed-ended questions, a collection of data and information from the software as an administrator and integration of the data for final analysis.

The IT(BHU), Varanasi

The Indian Institute of Technology (Banaras Hindu University), Varanasi is one of the most prestigious institutions in India. The Institute was formerly known as (BECNO, 1919), the (TECHNO, 1923), and the (TECHNO, 1936). In 1948, three merged into one, and the IT(BHU) established. The IT-BHU converted into Indian Institute of Technology (BHU) on 29th June 2012 and became an autonomous body under the MHRD, Govt. of India separate from the Banaras Hindu University.

Access to the software

The library started trial access of software “Turnitin” from June 2016 for three months and on the basis of feedback started subscription from September 2016. Initially, the library extended the access of software to all sixteen departments with a single instructor and 15 student account each. On the feedback of users increased the instructors at four levels to each department (Professor, Associate professor, Assistant Professor and Research Scholar) so that people may contact the instructors without hierarchical feeling. Now, most of the faculties want to have an instructor account which would require an additional budget. Before going through to add an instructor, the library decided to know the perception of the instructors already using the software and their feedback so that before renewing, the appropriate decision may be taken.

Data Analysis and Interpretation

This section reports the results of the study and interpretation of the quantitative and qualitative data collected through the questionnaire, interaction with the instructors during the training session, and data gathered through the software as an administrator. Due to the nature of the questionnaire formed and the limited number of respondents, the researcher has used percentage in the round figure and other statistical measures like mean, standard deviation has not been used. The results of each questionnaire analyzed in details are given below in the bar diagram.

Presentation of results

1. Did you use any software in the past Institution for similarity report?

2. How frequently you use the software presently?

3. Purpose of use plagiarism software?

4. How important is to avoid copying and pasting from the other sources?

5. How helpful did you find the software originality reports on your assignments/writing PhD chapters and research articles?

6. Does the software influence your writing confidence?
   i) Before you started using the software, how confident did you feel about your writing?
   ii) Since you begin using the software, how confident you feel about your writing?

7. How much has the software helped you to save time to finalize an article?

8. How much has the software positively impacted your writing grades?

9. The software helped you to identify-

10. How does the software affect academic achievement?

11. Satisfaction with the library efforts to provide research tools:

Suggestions

- Students must be able to check multiple reports in a day from the software.
- The software should include the features of the grammar check as the Grammarly software provide a similarity report from the open source apart from grammar check.
- There should be a direct feature of excluding sources instead of selecting source first and then excluding it.
- Possibility to include the features of Moodle and Dropbox with the same software.
- Instead of sending the paper to the Turnitin through the administrator, the Instructors should have the right to delete the papers submitted through their ID from the repository of the software.

Conclusion

In the digital era, billions of documents are available for the students, faculty and researchers from where they can plagiarize. But, on another hand, some tools are now also available which can show the cases of similarity and by which plagiarism may be detected which was not possible earlier in print era. However, such tools should not be playing the lead role but rather a complementary aid to the researchers and faculty.

References