

A STUDY OF COPYRIGHT LITERACY AND RESEARCH ETHICS ON  
THE STUDENTS OF GOA UNIVERSITY

A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENT  
OF THE GOA UNIVERSITY FOR THE DEGREE OF MASTERS LIBRARY AND  
INFORMATION SCIENCE

BY

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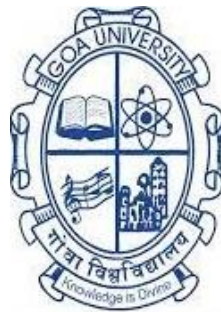
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2022-2023

## **DECLARATION BY STUDENT**

I hereby declare that the data presented in this Dissertation / Internship report entitled, “A STUDY OF COPYRIGHT LITERACY AND RESEARCH ETHICS ON THE STUDENTS OF GOA UNIVERSITY” is based on the results of investigations carried out by me in the Master of Library and Information Science at the D D Kosambi School of Social Sciences and Behavioural Studies , Goa University under the Supervision/Mentorship of Dr. Shamin Pereira and the same has not been submitted elsewhere for the award of a degree or diploma by me. Further, I understand that Goa University or its authorities will be not be responsible for the correctness of observations / experimental or other findings given the dissertation.

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STUDIES

Date:

Place: Goa University

## CERTIFICATE

This is to certify that the dissertation / internship report “**A STUDY OF COPYRIGHT LITERACY AND RESEARCH ETHICS ON THE STUDENTS OF GOA UNIVERSITY**” is a bonafide work carried out by **Ms/Mr** Vincella Silvestry Ferrao under my supervision/mentorship in partial fulfilment of the requirements for the award of the degree of **Master of Library and Information Science** in the Discipline **Library and Information Science** at the D D Kosambi School of Social Sciences and Behavioural Studies, Goa University.

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# CHAPTER 1

## INTRODUCTION

### 1.1 INTRODUCTION

The two elements or requirements for participants in research projects are copyright literacy and research ethics. The primary factor that determines what is right and wrong is ethics. Its decisive elements require us to base our decisions on the knowledge and wisdom we have acquired throughout our lives. One of the gifts that humans have given to humanity is copyright. It only grants the right to register or copyright studies or ideas that would advance human knowledge.

The ability to recognise materials that are copyright-protected, understand the concepts of fair use and fair dealing, obtain permissions or negotiate licences when necessary, spot instances of copyright law infringement, and use copyrighted materials ethically are all examples of copyright literacy. Copyright, a kind of intellectual property, protects original works of authorship as soon as the author fixes the work in a tangible form of expression. In the context of copyright law, paintings, images, graphics, musical compositions, sound recordings, computer programmes, novels, poetry, blog posts, movies, architectural works, plays, and much more are all regarded as works. An original work is one that was solely produced by a human creator and shows some degree of ingenuity. Independent creation is just the term for a unique, unaffected invention. The Supreme Court has ruled that a piece of art must possess both a "spark" and a "modicum" of creativity in order to qualify as creative. However, some elements, such as titles, names, one-word phrases, and slogans; well-known symbols or designs; minor variations in typographic ornamentation, font, or color; and straightforward ingredient or content lists, lack inventiveness. And never forget that only language is protected by copyright; ideas, concepts, principles, systems, practises, protocols, methods, or discoveries

are not. When a piece of work is preserved (either by the author or with their consent) on a medium that is long-lasting enough to permit long-term perception, reproduction, or communication, it is said to be "fixed." For instance, whatever is recorded or written down is fixed. (United States Copyright Office, n.d.)

Copyright is part of the broader area of law known as Intellectual Property Rights (IPR). Todorova (2016), the study's author, established the term "copyright literacy," which is a component of a larger awareness that interacting with copyright information in the digital age necessitates a rising set of knowledge, skills, and attitudes. "Acquiring and demonstrating the appropriate knowledge, abilities, and behaviours to permit the ethical creation and use of copyright content" is how copyright literacy is defined. The concept of "copyright literacy" was regarded by the students as involving not just learning about copyright but also acquiring the abilities and attitudes required for its efficient application. (Hossain, 2020)

Researchers and practitioners are interested in copyright and legal concerns in the digital sphere, as well as the function of libraries, educational institutions, and cultural organisations. The goal of copyright legislation globally is to adapt to these advances, keep up with change, and provide the required legal framework. Libraries, educational institutions, and cultural organisations should implement copyright policies (CP) to clarify the enforcement of copyright and related rights in connection to new concerns in the traditional and online provision of services. Managers and professionals must have a high level of copyright literacy to be aware of the most recent copyright regulations. (Todorova, 2020)

Nearly all facets of the information profession are impacted by copyright, including collection development, local policy making, and patron education. The building and sharing of collections by librarians and other information workers, including the lending of materials through interlibrary loan and patron reserves, must adhere to copyright laws. Contracts with

vendors are impacted by copyright issues since libraries licence much of their digital content rather than buying it. (Saunders & Estell, 2019)

The information society and constantly changing digital technologies make high demands for adequate knowledge and skills to meet these changes. Among others, students and staff of higher education institutions are required to have excellent competencies for dealing with copyright issues. On college campuses, copyright education is frequently fragmented and managed by several units. similar to many small- to medium-sized colleges. As a result, the library has been given the responsibility of assisting the university with copyright-related inquiries. Both the various help desks and specific liaison librarians receive inquiries. Teaching staff frequently contact the academic department in charge of the learning management system with issues about using materials in lessons, especially online. (Rodriguez, et al., 2014)

The concept of literacy was once only associated with reading and writing, but as society and communities change, it is now necessary to learn and use a variety of literacies. This includes new ways to create, transfer, copy, and use information, as well as copyright policies and procedures. Additionally, the need for citizens to master information literacy skills and the ethical use of this knowledge has increased due to the growing social need for free and open access to information. Additionally, the standards and obligations of information professionals have also evolved due to the openness of the digital world. Additionally, users of information need to be educated on how to use content responsibly.

Copyright is defined as the amount of legal rights referred to as property or rights that grant exclusive rights to the inventor of the ideas. Legislators throughout the world are constantly attempting to keep up with the spread of digital knowledge, making it easier to infringe on copyright in personal writing and projects. The digital era has made it easy to copy copyrighted works or modify them to build something new or unique. Copyright literacy is the ability to

recognise resources that are protected by copyright, manage their usage and truthful dealing, obtain permission and licences as needed, and spot violations of copyright law. Governments and legislators have been working to defend the rights of artists by revising and updating laws like cyber laws and intellectual property rights.

Libraries today struggle to strike a balance between facilitating information access and defending authors' rights. Copyright law knowledge, understanding, and application are becoming increasingly important for information professionals. Additionally, the demand for users' understanding and education on copyright issues has increased due to the open access movement and growth in digital information resources projects. Investigating information professionals' awareness of and attitudes toward copyright issues is crucial. (Nawazish & Batool, 2021)

The conflict between the desire to restrict the production and dissemination of literary and artistic works and the core function of libraries, which is to provide free access to information, has been reflected in copyright laws since the first ones were derived from the British censorship regulations of the sixteenth and seventeenth centuries. Although the UK's 1956 Copyright Act established specific exemptions for librarians (known as "Library Privilege"), it was mostly the development of photocopying in the 1970s and digital copying in the 1990s that fueled the demand for librarians to be aware of copyright. conducted a study on copyright exemptions in 184 countries for the World Intellectual Property Office, highlighting special rights for librarians that permit the duplication of works for things like research and private study, material preservation and replacement, document supply, and interlibrary lending. There are very few elements of the work that librarians do where copyright is not important, whether they are managing their digital resources or digitising and providing access to their print holdings. (Morrison & Secker, 2017)

The phrase "copyright literacy" was first used in Bulgaria in 2012 by Tania Todorova, who conducted a survey of librarians' levels of copyright literacy. The poll was subsequently conducted in 14 countries, underscoring the need for the library profession to be more aware of copyright issues. Researchers have tried to offer a more complex definition of the term since this time and as the poll expanded to additional nations, most notably the UK. The Statute of Anne in Britain is largely acknowledged as having established copyright in 1710. Historical Estimates of World Population (US Census Bureau n.d.) estimates that in 1710, the world's population was about 7% of what it is today and that a considerable fraction of the much smaller population was illiterate.

Copyright as a legal notion has not had a long history in the 5,000-year span of human history. The history of copyright has been relatively brief, but it has undergone a lot of rapid change in the second half of this time. The discovery and quick expansion of printing, as well as the gradual growth and expansion of libraries' roles as collectors and keepers of printed works, coincided with early modifications in copyright regulation. The idea of universal access to basic education, suffrage, and a variety of health and public services was unheard of or in its infancy in the British context. The concept of copyright, as well as the invention and effects of the printing press, have a significant impact on libraries' goals and functions.

To understand the origins of copyright, it is important to look at the two centuries that preceded the first Statute, known as the "pre-modern era". Copyright protection applied to printed works, including maps, music scores, drawings, and artistic reproductions, until new methods of reproduction and copying emerged in the 19th century. (Cochrane, 2022)

This paper will present a summary of the key findings of this web-based survey that includes questions about familiarity, knowledge, awareness, and opinions on copyright-related issues, but also seeks demographic information on respondents. The findings are intended to be a

starting point for the LIS education community to take actions to fill possible gaps in copyright skills.

A growing amount of literature is available on the process of reviewing research ethics, which can and does have a significant impact on how modern research is conducted (Fitzgerald, 2005). Since it establishes the parameters for ethical research conduct and helps to improve management and administration of research, research ethics continues to be a pillar of the scientific enterprise. Additionally, it helps maintain the credibility of research in the eyes of the general public. Over the past two years, there have been more opportunities for people in Low- and Middle-Income (LMIC) Countries to receive training in research ethics. The requirement for greater consideration of the interests and concerns of research populations and human subjects who participate in behavioural and clinical research in LMICs has contributed to this growth. (Ntseane et al., 2019)

The conduct of valid research, respect for research participants and their communities in all respects appropriate to the particular context, the development of socially beneficial policies, and the effectively disseminating and applying of findings are all examples of morally desirable and acceptable behaviour in the context of research. How are these behaviours learned by college students? Researchers have urged universities to become involved and promote ethical behaviour in research on a proactive basis rather than reacting to incidents of misbehaviour. However, very few studies have concentrated on understanding the ethics of social and behavioural sciences research. The ability to analyse ethical problems, particularly those that arise in research, requires ethical sensitivity, but discipline-specific research has not been able to identify the exact elements of university teaching practises that foster ethical sensitivity. According to research, ethical sensitivity is a skill that can be learned and taught. This study investigates students' ideas about research ethics and the elements of their learning environment

that support the formation of these ideas. The primary idea of this research is ethical awareness, which can be viewed as a more constrained version of ethical sensitivity. (Löfström, 2012)

The values that research ethics education aspires to uphold and those that society really values diverge. For instance, despite the fact that educators warn students about the dangers of ignoring "conflicts of interest" when conducting research, "actual" society often disregards the necessity of handling such conflicts of interest. We worry occasionally that some kids who have learned about "internal whistle-blowing" may just do so in order to apologise for their disadvantage. It appears that the disparity is a result of cultural and value system disparities. (Nho, 2016)

Ethics is a system of moral standards that determine what is right or wrong based on predetermined rules or principles. Research ethics and values need to be encouraged among library and information science (LIS) researchers in the 21st century and beyond, according to several studies. Research must be conducted according to a set of rules or principles since it is essential for innovation and research to support sustainable development. LIS scholars only have a limited understanding of research ethics, particularly with regard to issues like data falsification, fabrication, cooking, gifted authorship, ghost authorship, neglected authorship, lack of ethics approval, nondisclosure, "salami" publication, conflicts of interest, auto-citation, duplicate submissions, duplicate publications, and plagiarism. Policymakers, library and information managers, as well as university management are in a position to disseminate reasonable information about standards of practise through harmonised guidelines of research ethics that state explicitly how research processes should be carried out in order to control unethical conduct in research practises.

This scoping review looks at a decade's worth of research ethics in Library and Information Science (LIS) in the Scopus and Library and Information Science Sources databases. It is



envisioned that this review can identify research gaps in studies focusing on research ethics and practises in LIS, including the absence of studies conducted in Africa as reflected in the domain of "research guidelines and research ethics in knowledge and information management, promotion, and innovation for sustainable development". It is important to make research and publication ethics norms and policies publicly available at all research levels in order to prevent unethical research, publication misconduct, manipulation of the communication of research to practitioners, and the deterioration of public trust. It is also important to promote research ethics and an evaluation, as developed countries have not experienced research ethics and the use of ethical considerations in research practises in the 21st century to the same extent as developed countries. (Ibinaiye, et al., 2021)

Undergraduate research with and by students presents a unique set of ethical difficulties. Because it is considered that undergraduate student researchers have little influence on the research community and that their projects do not involve research that raises substantial ethical concerns, the research community frequently ignores these difficulties. (Richman & Alexander, 2006)

Because qualitative research sometimes involves using human participants, some of whom are minors, and because it frequently takes place in educational settings, ethical issues frequently arise (e.g., data collected in primary education classrooms). Young researchers may find it challenging to plan their research topic with an eye toward potential ethical issues. So what are some queries a researcher may think about? Doing no harm is a researcher's fundamental guiding principle. It is crucial for the researcher to consider any negative outcomes the study might have on any of the subjects. Although the researcher will undoubtedly make every effort to foresee any potential ethical problems, unanticipated negative effects may still arise, in which case the study should be stopped or adjusted. Researchers should also think about how they will protect the participants' confidentiality and privacy. Anyone participating in a study

should reasonably expect some level of anonymity; however, some participants might not think this is a big deal (especially among the younger generation of "public-face" social media users). With the study's participants, it is important to thoroughly discuss whether identities will be exposed as well as potential uses for photos and other identifying information. Of course, informed consent has a direct connection to this. A research study's subjects have a right to sufficient information about the study to enable them to make an informed choice regarding participation. For minors, parental consent should be obtained (typically through the schools). When evaluating the study's findings, researchers ought to make every effort to uphold moral principles. Researchers should try to avoid overinterpreting or misinterpreting the data and accurately represent any potential conclusions. In order to accomplish this, researchers can employ triangulation techniques or confirm their findings with the subjects themselves through interviews and other methods suggested by qualitative methodologies. (Dooly et al., 2017)

The Nuremberg trials, which took place in Nazi Germany in 1946, served as a catalyst for the development of ethical guidelines in medical practise and health research. This led to the Nuremberg Code, which mandated informed consent and voluntary involvement, and the Helsinki Declaration of 1964. Despite these, there have also been atrocities, such as the Tuskegee Syphilis Study in the US, which included 600 black men and lasted for 40 years. In social science and the humanities, there are several classic instances of severe ethical transgressions, some of which are documented and others of which are not. Stanley Milgram's "obedience to authority" study, conducted in the US in 1963 with the intention of determining whether administering shocks would improve learning, is an often cited example.

The Metropolitan Research, a 1960s Norwegian study involving schoolchildren, may have been the turning point in the development of ethics in the social sciences. It focused on tracking males from the age of 11 through adulthood in order to provide better social and career guidance in the future. However, the researchers' resistance to revising the project resulted in a

harsh backlash. The Norwegian Research Council for Science and Humanities established a data protection secretariat in the late 1960s and early 1970s, which sparked the development and codification of ethics in Europe and the US. Social scientists have long noted that the discussion of ethics was always an implicit component of sociology's founding figures, such as Durkheim and Weber, as well as later scholars. However, attempts to codify ethics have encountered significant opposition.

Some social scientists have made a strong case that the social sciences should escape the "Imperialism of a research ethics established for the goal of managing biomedical research." India has not seen significant progress in the formulation of ethics in the social sciences, with ethical rules for social science research being uncommon in universities and lacking at the Indian Council for Social Science Research (ICSSR). The Research Development and Innovation Programs Implementation Guidelines published by the University Grants Commission in 2017 cover a wide range of topics but offer little in the way of detail. Ethics is a set of rules that define what is right and wrong, and moral codes are also regarded as ethical codes. Research ethics is a complex collection of principles, rules, and institutional frameworks that support and govern scientific endeavour. The foundation of ethics is based on human and humanitarian concerns, and science's practises and guiding principles serve as the foundation of research ethics.

The pursuit of truth is the ultimate duty of scientific inquiry in the social sciences, and a crucial aspect of research ethics is scientific honesty. Poor scientific research cannot be expected to be ethically sound. Research-related scientific standards or standard operating procedures (SOPs) have an impact on how ethical duties are carried out. Ethics exists within a social environment and must be taken into account separately in each situation without diluting the content of the ethical principle. New scientific techniques and equipment are always being developed.

The study's lack of adherence to ethical standards is caused by the use of less suitable conceptual frameworks and methodologies. It is important to continuously examine procedures and methodologies and consider the value assumptions underlying each paradigm. Academic integrity and high-caliber research are essential to conducting ethical research. Codification of research ethics is crucial for ensuring the applicability, significance, and utility of social scientific research. However, research ethics are constantly changing and should not be applied carelessly. (Prakash, 2021)

## **1.2 DEFINITION**

### Copyright Literacy

IFLA defines copyright literacy as: ... sufficient copyright knowledge to be able to take well informed decisions on how to use copyrighted materials. It includes understanding the structure, functioning and implications of the copyright system, as laws, practices, and user expectations evolve. (International Federation of Library Association and institutions, 2018)

According to Frederiksen (2016) copyright literacy can be defined as the ability to identify copyright-protected materials; to be familiar with exceptions and limitations provided for by national copyright legislation; to obtain permission or to negotiate the use of works when necessary; to recognize the risks of infringement of copyright law and to promote the ethical use of copyright-protected works

Morrison and Secker (2015) define it as the “Acquiring and demonstrating the appropriate knowledge, skills and behaviours to enable the ethical creation and use of copyright material”.

## Research Ethics

The Merriam-Webster Online Dictionary defines research in more detail as "studious inquiry or examination; especially: investigation or experimentation aimed at the discovery and interpretation of facts, revision of accepted theories or laws in the light of new facts, or practical application of such new or revised theories or laws"(Merriam-Webster, 2023)

Research ethics involves the application of fundamental ethical principles to research activities which include the design and implementation of research, respect towards society and others, the use of resources and research outputs, scientific misconduct and the regulation of research. (University of Stirling, n.d.)

The application of moral rules and professional codes of conduct to the collection, analysis, reporting, and publication of information about research subjects, in particular active acceptance of subjects' right to privacy, confidentiality, and informed consent (Oxford Reference, 2015).

### **1.3 OBJECTIVES**

1. To understand the level of awareness of copyright literacy among the students of Goa University.
2. To find out the awareness about research ethics among the students of Goa University.
3. To find out whether the students are practicing research ethics.

## **1.4 SCOPE**

The study is based on the students of Goa University to know the level of awareness among students of copyright literacy and research ethics. The study aims to study copyright literacy which is one of the primary components of research ethics. All researchers should have fair knowledge about the research ethics and the consequences of not accommodating research ethics in their research work. This will boost their confidence level in publishing quality scholarly work.

## **1.5 HYPOTHESIS**

1. The students are not aware of copyright literacy.
2. Few students are aware of research ethics.

## **1.6 RESEARCH METHODOLOGY**

The study is conducted at Goa University among Post Graduate students to find out about the level of awareness of copyright literacy and research ethics. The research is conducted through survey-based methodology. The data is collected through random sampling from all the departments of Goa University postgraduate students. Random sampling is a part of the sampling technique in which each sample has an equal probability of being chosen. One of the advantages of random sampling is that sample chosen randomly is meant to be an unbiased representation of the total population. The total number of students i.e., 2043 out of which a sample size of 100 students is randomly selected. The questionnaire is prepared based on the objectives of the topic and distributed to the Post Graduate students of Goa University. The data is collected using Google form as well as in printed form. 99 students responded to the

questionnaire and the analysis of the data presented is based on the responses received from these students. The response rate is 99% and the data collected is analyzed with the help of tables, charts, and graphs created using MS excel to arrive at a conclusion.

## **1.7 LIMITATIONS**

1. The study is limited to Goa University.
2. Time of study is limited.
3. The research's target audience is limited to students.
4. For the study, only 100 students are used as a sample.

## **1.8 FINDINGS**

The following findings are reported after due analysis of the data collected from the students of Goa University on the topic related to the copyright literacy and research ethics.

1. The majority of the 61 students (62%) are aware of the copyright validity, which is 60 years after the author's death.
2. It is found that the majority of 68 students (69%) said no, we can't use internet content without referencing the original source. where 19 students believe that it is not necessary to cite or reference original sources. So, it can be concluded that the students are aware that content from the internet can't be copied or used without citing or referencing the original source.

3. It is found out that the majority of the students are not aware if the copyright law is violated if they email a digital copy (book, article, essay, etc.) to a classmate that was downloaded from the university library.
4. The study indicates that maximum of the students chose Published resources as key source of information covered under copyright law. So we can conclude that students are aware what type of content is covered under copyright laws.
5. There are no doubts in saying today's students believe internet is fastest and contents widest range of information and data for any type of information retrieval. And it is well highlighted in the results of survey as maximum students chose internet/website to find out information on intellectual property and copyright law. So we can say that maximum of the students prefer websites to find out information on intellectual and copyright law.
6. The study shows that 56 students (56.6%) selected the right option, i.e., for educational purposes the copyright documents can be used. While 43 students selected the wrong options, which indicates that many of the students are not much aware of the purpose of copyright documents.
7. The findings shows that the knowledge of students on principles of conducting research studies are not understood by the majority of the students as they are not aware of ethical research hence it will be advisable to conduct a class or a guest lecture by university on research ethics



8. The findings suggest that the students of Goa University are not aware about the ethical issues which are to be considered during the research studies.
9. The study shows that the students do not carry out their study in a responsible manner and they are not aware about ethical responsibility.
10. It is found that 47 students said that they had not encountered any ethical issues or challenges while they were conducting their research. Whereas 30 students said yes, they did face some ethical issues or challenges. We can conclude that most of the students did not face any ethical issues or challenges while conducting their research studies.
11. The analysis shows that 34 of the students felt plagiarism was the main problem or challenge to be encountered during their research study. Followed by conflict of interest, 27 students said 17 students faced problems with fabrication and falsification. So we can conclude that the majority of the students felt that plagiarism was the main problem faced by students during their research study.
12. We can say that the majority of the students have some knowledge about research ethics and can identify and address the ethical issues. A very small percentage of students, i.e., 4 percent, disagree, which shows a lack of confidence among a very small section of students to identify and address ethical problems in research work.
13. It is found that the majority (66 or 67%) of the students have participated in research studies, either as participants or researchers.

14. The study shows that most of the students (47%) conducted their research projects in accordance with ethical principles and guidelines. where 15 (20%) of the students always adhere to ethical principles and guidelines when doing research, 15 (20%) of them follow the ethical principles and guidelines sometimes, so, we can conclude that the students who have participated in research studies try to follow the ethical principles and guidelines while conducting research.

15. It is found that majority of the students said they report the result accurately and fairly. So, we can state that the students report the result accurately and fairly in their research studies.

## **1.9 CHAPTERIZATION**

- Chapter 1: Introduction
- Chapter 2: Review of Literature
- Chapter 3: Explanation of Concept
- Chapter 4: Copyright Literacy and Research Ethics at National and International Level
- Chapter 5: Data Interpretation and Analysis
- Chapter 6: Findings, Suggestions and Conclusion
- Chapter 7: Bibliography

## CHAPTER 2

### REVIEW OF LITERATURE

#### 2.0 REVIEW OF LITERATURE

1. This research intended to assess the levels of copyright "literate" based on a survey of UK library and information professionals and individuals who work in the cultural heritage sector, conducted in December 2014. The study looked at the understanding of institutional copyright policies as well as national and worldwide copyright concerns. The survey investigated the demand for copyright training for both new and seasoned professionals and proposed themes for training exercises. The results indicate that UK professionals have greater knowledge levels than professionals from other nations who took part in the project's initial phase. Additionally, UK institutions are much more likely to possess a copyright policy as well as a designated copyright officer. (Morrison & Secker, 2016)
2. The ease with which modern digital technologies enable the discovery, repurposing, and sharing of intellectual property worries educators. To ensure that all students are aware of these issues, librarians have the ability to supervise copyright-related training on campus and can offer both of the point-of-need instruction and expertise. This article also describes the creation of a relevant, active learning online course that focuses on students' competencies as both users and creators of creative content, and it discusses the significance of developing copyright education for students as part of a larger information literacy curriculum. (Rodriguez et al., 2014)

3. University students, as both creators and users of works protected by copyright, are directly impacted by copyright legislation in their daily work. In this situation, it is essential for students to possess some foundational knowledge that will enable them to respond appropriately to issues or queries that arise while they use or develop intellectual works. In order to assess Spanish university students' awareness of copyright and copyleft, especially in relation to academic activities, this study surveyed them and the findings reveal a level of understanding considerably below that needed to appropriately use another person's copyrighted works or to protect and disseminate one's own original creations resulting from activities while a university student. (Muriel-Torrado & Fernández-Molina, 2015)

4. Due to the influence of the digital environment, the intimate connection between copyright laws as well as the growth of library activities has grown more intensive and complicated in recent years. The study aims to identify the types of copyright training provided, along with its depth and concentration, to students enrolled in master's programmes in library and information studies. The findings also reveal that very few LIS schools offer the fundamental instruction needed for professionals to understand copyright. There aren't many courses that are primarily focused on copyright issues because these topics are typically covered in-depth in broader courses on information policy, information ethics, or legal challenges relating to information in an overly general and superficial way. The conclusion is that very few LIS graduates receive the minimal training needed if we additionally take into account the fact that the majority of these courses are electives rather than mandatory. Since copyright issues are on the list of essential competencies needed to be accredited, US and Canadian colleges accredited by the American Library Association (ALA) consistently produce the best

outcomes. It's possible that two complementing strategies will help to solve this issue. (Fernández-Molina et al., 2022)

5. The article draws its inspiration from the opening panel on copyright education at the World Library and Information Congress off-site meeting of the International Federation of Library Associations (IFLA), which took place in Poland in August 2017. Researchers from the United Kingdom, Sweden, Turkey, Romania, and Norway made up the panel, which discussed the results of a global survey on the levels of copyright literacy of librarians and individuals working in the cultural heritage industry. The panellists thought about the purpose of copyright education, why it may be seen as a component of larger information literacy initiatives, and the unique opportunities and challenges that it brings. education efforts. In order to expand this work outside the library industry, the article also makes an argument for a more critical and comprehensive approach to copyright education.(Secker et al., 2019)
  
6. The challenge of establishing a balance between author rights protection and information access is one that libraries today are constantly dealing with. The necessity to be informed about reliable information and its owners' rights has been eliminated by the recent and developing phenomena of misinformation and disinformation. As a result, copyright law is now something that information professionals must know, understand, and apply. An investigation on the degree of understanding, perceptions, and usage of copyright laws among information professionals in Pakistan was conducted using a cross-sectional survey. The results show that most respondents had a basic understanding of intellectual property rights. (Nawazish & Batool, 2021)

7. A quantitative national study titled "Copyright Literacy of Bangladeshi LIS Professionals," which was a component of a global study titled "Copyright Literacy of professionals from libraries and other cultural institutions," was used to illustrate how familiarity, knowledge, and awareness of copyright-related issues, as well as opinions about them, were perceived by LIS professionals in Bangladesh. The findings reveal that Bangladeshi LIS professionals are conceptually aware of copyright concerns and have some knowledge about them, but they generally lack an applied strategy and practical experience. These professionals' weaknesses are even more obvious when they work for non-academic organisations (Hossain, 2020).
  
8. The results of a study on the copyright literacy abilities of Library and Information Studies (LIS) students in Norway are presented in this paper. It polled undergraduate, graduate, and doctoral students at Oslo Metropolitan University, the only school in Norway that provides LIS instruction at all levels. This online study was carried out in April 2018. It was based on a global study called "Copyright Literacy of LIS Students (CoLIS)" that aims to collect information about the understanding and awareness of LIS students in numerous nations regarding copyright-related issues. The survey results demonstrate a discrepancy between the perceived and real degree of knowledge, and they will serve as a starting point for talks with the LIS education community (Gastinger & Landøy, 2019).
  
9. Nearly all facets of the information professions are impacted by copyright, including collection development, local policy making, and patron education. The research on the

copyright literacy of librarians, largely relying on their own assessments of it, and hardly any on the copyright knowledge or instruction of LIS students. The study build on earlier research by polling LIS students about their knowledge of certain copyright topics and their perceptions of their level of professional readiness with reference to copyright law and practise. The findings of this study interest to librarians who are concerned about the copyright knowledge and training of new professionals. They may also guide curriculum choices for LIS programmes that want to make sure their students are adequately prepared (Saunders & Estell, 2019).

10. The findings of an online survey of Indian library and information science workers' knowledge and awareness of a variety of copyright-related topics are presented in this research. The findings of this study show how well-versed Indian LIS professionals are in copyright. Few respondents and professionals have any experience with copyright-related concerns. Most of the respondents cite websites as their primary source for information on copyright, followed by books and articles. After reviewing the overall results, it is concluded that Indian LIS professionals are less knowledgeable than they should be about copyright-related issues (Naheem, 2017).

11. The report stresses the value of copyright education and literacy for information professionals. These are to be used in updating the educational material and teaching methods in academic education and ongoing professional development training programmes. For LIS (Library and Information Science) and cultural heritage professionals, acquiring high levels of copyright literacy (knowledge, skills, and

behaviours) and the capacity to apply institutional copyright policy is crucial. The findings from an international study on copyright literacy of professionals from libraries and other cultural organisations serve as the foundation (Todorova, 2020).

12. This study assessed the infrastructure for communicating copyright information in a way that fosters stakeholder harmony in Ghanaian academic libraries. The findings indicate a lack of understanding of copyright infrastructure for communicating copyright information. Both students and library staff were unsure whether the library had a designated copyright centre or expert, where the designated centre or expert was located, or if there was any department tasked with educating the university community on how to use copyrighted materials. The most frequently used medium for communicating copyright information was faculty connection. However, students preferred "Online tutorials" for spreading awareness of the use of copyrighted materials. This study supports the poor understanding of copyright and highlights challenging issues in stakeholder harmony in Ghanaian academic libraries (Adu & Van der Walt, 2021).

13. Copyright awareness and understanding are essential in the proper administration of copyright in academic libraries. In a sequential explanatory mixed methods approach, data from 38 library staff and four head librarians were used to assess the level of awareness and understanding of copyright laws among library staff in Ghana. Questionnaires and qualitative interviews were used to collect data. Though awareness of all copyright laws was high, regardless of staff educational status, the level of



understanding was lower. Work experience, work schedule, and current position of staff all had a significant impact on the level of understanding. (Adu & van der Walt, 2021)

14. In order to gauge respondents' needs for copyright and intellectual property knowledge on a daily basis in comparison to their actual knowledge and education in this field, a survey was given to professionals working in academic, public, school/media, and special libraries in the United States. The survey's findings were then compared with a review of course content from online course descriptions in current ALA accredited LIS programmes in the United States to see if there was any indication that the curriculum of LIS programmes needed to be changed in order to better prepare graduates students for the copyright and intellectual property requirements they will encounter at work. (Schmidt & English, 2015)

15. The research's objective was to illustrate the scope of digital piracy among adolescents (focused on file downloading) from the viewpoint of accelerating and protecting factors. The study was carried out in 2017 in Poland with 4121 teenagers, the average age of whom was 15.81. Based on the data gathered, it was drawn that following conclusions: the use of download-supporting software, peer-to-peer file sharing, and a lack of parental control are the three variables that increase digital piracy the most. A little over twelve pupils regularly engage in piracy, which is most frequently associated with downloading music. Boys are far more likely than girls to download copyrighted files illegally. The findings show that the statistics indicate that, from the standpoint of educational practises, there is still a need to improve digital literacy in relation to legal considerations. (Tomczyk, 2019)

16. The article speaks about how most people are partially aware of research ethics and how it needs to be implemented whenever there is research conducted. As there are times when a lot of falsification is happening. At the same time, the article even shows that there is a study done on research ethics by the library of information science / social studies. It informs that there is more need to have a study on research ethics and create awareness about it. (Ibinaiye et al., 2021)

17. Research is increasingly becoming more and more integrated with community participation. "Community-engaged research" (CEnR) brings in fresh stakeholders and presents particular difficulties for maintaining participant safety and the authenticity of the research process. A group of representatives from CTSA-funded institutions and others with knowledge of research ethics and CEnR, have found gaps in the literature with regard to (1) ethical issues specific to CEnR, (2) the specific educational requirements of academic researchers, community research partners, and IRB members, and (3) the most effective methods for teaching research ethics. This study outlines what they already know and what they still have to discover in order to provide high-quality educational resources on research ethics that are suited to all relevant stakeholders in CEnR. (Anderson et al., 2012)

18. A growing corpus of literature is available on the process of reviewing research ethics, which can have a significant impact on how research is conducted. However, responses of researchers and committee members to the review process may be impacted by this lack of understanding. This article walks the reader through some of the common

elements of the research ethics review process, including some of the kinds of narratives that influence decision making, based on ethnographic research on the ethics review process in 5 countries (Australia, Canada, New Zealand, the United States, and the United Kingdom). In order to effectively address committee answers, researchers may benefit from a deeper knowledge of the review process' structure and the narrative that frequently comprise its heart. (Fitzgerald et al., 2006)

19. Standards for the conduct and dissemination of research are provided by research ethics, which are significant and essential. A thorough literature review was conducted, and the annual numbers of publications in the STEM, social science, and social work disciplines were compared in order to better understand the current condition of the debate on research ethics in social work. Social work has not developed a discipline-specific research ethics subfield, despite many other professions doing so. For the years covered by the study (2006–2016), there were fewer publications than in other fields. The need for greater involvement, teaching, research, and support for a new discipline of social work research ethics is highlighted, along with implications and future directions. (Ferguson & Clark, 2018)

20. The goal of this study was to evaluate the short-term efficacy of ethics courses in advancing graduate students in health-related disciplines' knowledge of responsible conduct of research (RCR) and moral judgement. At the start and conclusion of a semester-long ethics course, 48 graduate students completed questionnaires regarding their research experiences, their knowledge of and opinions on ethical research techniques, and a standardised test of moral judgement. RCR knowledge rose

dramatically in several areas, but not moral judgement. The findings are reviewed in terms of their significance for RCR instruction as well as for upcoming studies aimed at enhancing RCR instruction. (Schmaling & Blume, 2009)

21. The ethical conduct of research, particularly research involving humans, has drawn the attention of ethicists, researchers, and policy officials. Undergraduate research with and by students presents a unique set of ethical difficulties. Because it is considered that undergraduate student researchers have little influence on the research community and that their assignments do not involve research that raises substantial ethical concerns, the research community frequently ignores these difficulties. The study supports incorporating instruction in research ethics wherever undergraduates are conducting research, with special emphasis on selective small liberal arts schools, an important sector of higher education in the US. (Richman & Alexander, 2006)

22. As it establishes the parameters for ethically appropriate research conduct, research ethics continues to be a pillar of the scientific effort. The goal was to rigorously find, evaluate, and test the research ethics online training programmes that would be most useful for University of Botswana training in the future (UB). Ten publicly available online research ethics classes were evaluated for their merits, shortcomings, and suitability using an evaluation technique that incorporated both informative and evaluative criteria. Then, Focus Group Discussions (FGDs) to involve the UB community in choosing the top 2-3 online courses that are thought to be most appropriate for inclusion in UB's future research ethics training. Our research demonstrates that academic institutions with limited resources, like UB, have a

restricted ability for research ethics instruction. The solution to this problem could be found in online training alternatives. (Ntseane et al., 2019)

23. The study was concentrated on how college students conceptualised and understood ethical dilemmas in research. The test was carried out on students' awareness of ethical dilemmas. A regional institution in the United States received responses from 269 undergraduate and graduate students. The most difficult ethical challenges for the students were participant withdrawal, debriefing research participants, sharing findings, and giving credit to co-authors. Professional and organisational socialisation, as well as viewpoint taking, were found to predict ethical awareness. The pupils' capacity to identify ethical problems was significantly enhanced by contextualization. The methods for teaching pupils about the ethical concerns considered problematic include simulations and role-playing. (Löfström, 2012)

24. Research ethics in higher learning has received little attention, particularly in low- and middle-income nations. The Faculty of Biology at the University of Belgrade conducted a thorough assessment of undergraduate, graduate, and doctorate students' knowledge of, experiences with, and attitudes toward research integrity. An anonymous self-administered online survey was employed for the study, and it included open-ended, numerous, and type-scale items to gauge participants' levels of awareness and knowledge of research integrity. Prior ethics training and research experience among students were linked to improved knowledge of research misconduct, faculty

regulations governing it, and attitudes and views of significant concerns relating to research integrity. (Zeljic, 2021)

25. Academic academics are extremely uneasy about the growth of research governance systems at universities. Many people have experienced a mismatch between their continuing ethical research practises and the procedure for getting approval from research ethics committees as a result of the uncritical adoption of a medical model of ethical assessment based on positivist methodological assumptions (REC). The paper also reveals a gap between the goals and values of the major figures in research governance inside the contemporary university, and it concludes by posing the question of whether this gap can be bridged in order to integrate a cooperative method of ethical review into a revitalised academic research culture. The alternative, would result in people becoming more and more disappointed with "ethics," which could have damaging effects on the moral requirements of social science. (Mcareavey & Muir, 2011)

26. This article seeks to accomplish two goals. First of all, it raises some questions about general research ethics. Second, it is noted that there is a lack of examination on post-research ethics when moving beyond a general concept of ethics. The researcher's "ethics of care" should take into account relationships with the community being examined that go beyond the scope of the study process. It is argued that one can support ethical research by returning kindness in modest but useful ways. (Zhang, 2016)

27. An anonymous self-administered questionnaire was used in this quasi-experimental pre-post evaluation to gauge the knowledge of research ethics and responsible conduct of research (RCR) among Egyptian medical students. The findings indicated that the majority of pre-campaign respondents were unfamiliar with the fundamental ideas and terminologies of RCR. Following the campaign, a rise in RCR awareness across all mentioned issues was observed. According to the findings, existing medical school curricula should include an educational awareness campaign to raise medical students' understanding of RCR. (El-Shinawi et al., 2015)

## **CHAPTER 3**

### **EXPLANATION OF CONCEPTS**

#### **3.1 INFORMATION LITERACY**

According to the American Library Association, "Information literacy is a set of abilities requiring individuals to 'recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.'" (Public Library Association (PLA),2023).

The Alexandria Proclamation defined the term as a human rights issue: "Information literacy empowers people in all walks of life to seek, evaluate, use and create information effectively to achieve their personal, social, occupational and educational goals". Information Literacy lies at the core of lifelong learning. It empowers people in all walks of life to seek, evaluate, use and create information effectively to achieve their personal, social, occupational and educational goals. It is a basic human right in a digital world and promotes social inclusion of all nations. (IFLA, n.d.).

Information literacy is the ability to recognize the extent and nature of an information need, then to locate, evaluate, and effectively use the needed information. (University of North Texas, 2022).

The Association of College & Research Libraries defines information literacy as a "set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued and the use of information in creating new knowledge and participating ethically in communities of learning". (Loyola Marymount University, 2023)



### **3.2 GOA UNIVERSITY**

The Goa University was founded by the Goa University Act of 1984 (Act No. 7 of 1984) and officially opened its doors on June 1st, 1985. Postgraduate studies are offered in Goa by universities. This college is located on the Taligao plateau. The Portuguese era is when Goa's university tradition began. There are numerous higher education institutions. The Goa Medical College, founded in 1691, and Goa College of Pharmacy, established in 1842, are the two oldest institutions. These organisations served as the goa university's founding foundation.

At response to a request from the Goa government, the University of Mumbai built its Center for Postgraduate Instruction and Research (CIPR) in Panjim with the assistance of the Goa administration. After six to seven months following liberation in 1962, the CIPR granted affiliation to the first college to be founded in Goa. Since 1985, the Goa University has assumed the CIPR's duties as suggested by the committee and has encouraged the institution's progressive transformation into a full-fledged university. According to the committee's recommendations, the Goa Board, which was established by the Goa government with the cooperation of Mumbai University, took over the administrative duties of CIPR. In addition, it was suggested that CIPR be moved to a more appropriate place in light of Goa's historical geographic and cultural position. Thus, it was transferred to the 175 Hector Campus on the Taligao Plateau.

Graduate, postgraduate, and other research programmes are offered by the Goa University. It received an A rating from NAAC in 2014. assessment. The university has an academic and financial committee as well as an executive council that oversees the administration of Goa University. It has 53 affiliated institutions with it, 29 of which are for general education and 24 are for professional education; these colleges enrol over 27000 undergraduate students and about 2000 postgraduate students. Goa University recognises a number of institutes, including

the National Center for Antarctic and Ocean Research (Vasco), the Director of Archives (Panjim), the National Institute of Oceanography (Dona Paula), the Xavier Center for Historical Research (Porvorim), the Malaria Center (Panjim), the Thomas Stephens Konkani Kendra (Porvorim), the Fishery Survey of India (Mormugao), All India Institute of Local self Government, panjim. (Goa University - Wikipedia, 2022)

The Goa University Library has a sizable collection of books and adds about 3000 new titles and more than 350 journals each year. Languages other than English that it has titles in include Konkani, Portuguese, French, and Spanish. The Goa University Library now has more than 158,000 books. Additionally, it contains the late PSS Pisurlekar's rare book collections on Indo-Portuguese history and culture. Currently, the university comprises 5 schools, 16 departments, and 1 centre. that offer programmes leading to undergraduate degrees of 3, master's degrees of 35, M. phil. degrees of 20, and doctoral degrees of 25. Additionally, 9 recognised institutions in the state of Goa are recognised for research profession programmes across a variety of fields. In the academic year 2013–2014, Goa University additionally acquired visiting research profession programme to invite other professionals to educate students, provide lectures, and provide courses. This line of work produces and generates knowledge.

### **3.3 COPYRIGHT**

A copyright is a sort of intellectual property that, typically for a certain period of time, grants its owner the sole authority to reproduce, transmit, adapt, exhibit, and perform a creative work. The creative work could take the form of something musical, artistic, educational, or literary. A creative work's original expression of a concept is what copyright is meant to protect, not the idea itself. A copyright may be subject to restrictions based on factors of public interest, such as the fair use doctrine.

In some jurisdictions, copyrighted works must be "fixed" in a physical form. It is frequently written by several authors, known as rights holders, who each have a different set of rights to use or license the work. Common examples of these rights include those related to reproduction, distribution, public performance, control over derivative works, and moral rights like attribution.

Copyrights may be given under public law, in which case they are referred to as "territorial rights." This indicates that any copyrights issued by a state's legal system are limited to the boundaries of that state. These copyrights differ by nation; several nations, and occasionally a sizable group of nations, have signed agreements with other nations on the procedures to be followed when works "cross" national borders or when national rights are in conflict.

Depending on the jurisdiction, a copyright often expires 50 to 100 years after the creator passes away. Some nations have specific copyright formalities that must be followed in order to establish copyright, whereas others accept copyright in any work completed without a formal registration. A work becomes public domain when its copyright expires. (Copyright - Wikipedia, 2018)

The TRIPS agreement stipulates that Indian copyright legislation is on par with international standards. The Berne Convention for the Protection of Literary and Artistic Works, 1886, and the Universal Copyrights Convention, to which India is a party, are completely reflected in the (Indian) Copyright Act, 1957, in accordance with the revisions in 1999, 2002, and 2012. Additionally, India is an active member of the World Intellectual Property Organization (WIPO), the United Nations Educational, Scientific, and Cultural Organization, and is a signatory to the Geneva Convention for the Protection of Rights of Producers of Phonograms (UNESCO). (Dalmia, 2017)

### **3.3.1 DEFINITION**

IFLA defines copyright literacy as: ... sufficient copyright knowledge to be able to take well informed decisions on how to use copyrighted materials. It includes understanding the structure, functioning and implications of the copyright system, as laws, practices, and user expectations evolve. (International Federation of Library Association and institutions, 2018)

### **3.3.2 ORIGIN AND HISTORY**

The Statute of Anne, passed in England in 1710, served as the world's first copyright law. It also established set durations of protection, introducing for the first time the idea that a work's author is its copyright owner. Following the passage of this Act, copyrighted works had to be registered at Stationers' Hall and deposited in particular copyright libraries. Unpublished works were not always afforded copyright protection.

The Copyright Act of 1790 in the United States is one example of legislation based on the Statute of Anne that progressively emerged in other nations, but copyright legislation was not coordinated internationally until the 19th century. However, the Berne Convention was adopted in 1886 to facilitate the creation of worldwide norms for copyright protection and to allow reciprocal recognition of copyright across member states. The Berne Convention, which has been ratified by nearly all of the world's countries, eliminates the need to register works separately in each nation (over 140 of the approximately 190 nation states of the world). Since the United States ratified the Convention in 1988, practically all major nations are now parties to it. The Berne Convention is still in effect today and serves as the cornerstone of global copyright law.

The extension of copyright protection to unpublished works and the elimination of the registration requirement were two of the most significant changes brought about by the passage of the Berne Convention. In nations that have ratified the Berne Convention, this means that everyone (or the company they work for) owns the copyright to any work they make as soon as it is captured on paper, in a drawing, on film, or in another way. (Intellectual Property Rights office, n.d.)

### **3.3.2.1 EVOLUTION OF COPYRIGHT LAW IN INDIA**

#### Pre-Independence Copyright Law In India

The British province of India passed the Copyright Law, which, like other laws at the time, was a copy of English law.

In 1847, under the rule of the East India Company, India passed its first copyright law. According to the statute, the copyright was valid for either 42 years or 7 years of the author's lifetime. If the copyright holder declined, the government had the authority to give the publishing licence after the author's passing. The highest municipal civil court has jurisdiction over all lawsuits and instances of copyright infringement. The copyright statute of 1914 took the place of the previous law.

The first "modern" copyright law in India was the act of 1914. It was the first statute to extend copyright protection to all literary and artistic creations. It was an exact duplicate of the 1911 English law. The British took this action to facilitate the spread of literature across the colonial subcontinent. (Tripathi, 2020)

#### Post- Independence Copyright Law In India

On January 21, 1958, the Copyright Legislation of 1957 took effect, superseding the 1911 act. Along with making significant revisions to the copyright legislation, the act also established provisions for the establishment of a copyright office under the supervision of the Registrar of Copyright for the registration of books and other works of art. In order to resolve copyright issues, a copyright board was also established. (Tripathi, 2020)

### **3.3.3 WORKS PROTECTED UNDER COPYRIGHT**

Section 13, under Chapter III of the Copyright Act, 1957, provides for provisions related to the different types of works protected by Copyright in India. The different types of works protected by copyright are as follows:

- **LITERARY WORK**

The term "Literary Works" refers to any original or distinctive work of literature, including fiction, technical publications or papers, biographies, plays, theses, scripts, research projects, compilations, tables, and computer programmes, including databases. It may be asserted regardless of the work's literary worth, style, or quality.

- **DRAMATIC WORK**

Another kind of literary work is the dramatic work. Any arrangement of playing a play, or a part for recitation, or choreographing work, or stupid show entertainment, or a picturesque arrangement, or acting work based on a fixed literary work is included in the category of dramatic works. But there are no cinematograph films included in the dramatic works.

- **MUSICAL WORK**

A musical work is a unique creation that is protected by copyright. There are no sounds or lyrics in The Musical Works. Despite the fact that musical works are a prerequisite for the

creation of works linked to sound recordings, each musical work must be registered with the Copyright Office separately in order to be protected. The creator of a sound recording is not obligated to ask the creator of a musical work for permission. It is not necessary for a musical work to be written down in order to receive Copyright protection.

- ARTISTIC WORK

The provisions pertaining to artistic works covered by copyright in India are outlined in section 2 of the Copyright Act, 1957. Sculptures, paintings, cartoons, graphics, lithographs, etchings, sketches, plans, photographs, diagrams, models of buildings, charts, buildings, maps, moulds, and casts for sculptures are all considered original artistic works under Section 2 of the Copyright Act of 1957.

- CINEMATOGRAPH FILMS

An analogue or digital method, including video films, can be used to create a cinematograph film, which combines sound and visual recordings. Additionally, it includes any type of medium and method of storage for visual recordings. According to the definition of a cinematograph film, any recorded work that contains moving images or visuals will be regarded as a cinematograph.

- SOUND RECORDINGS

Any audio recording, regardless of the medium used for storage, qualifies as a sound recording. Examples of sound recordings include songs with or without music that have performers singing, recorded speeches or audio, and podcasts. If the sound recording also includes music, the author of the musical work's consent must be secured in order to maintain the sound recording's copyright.

### **3.3.4 FOREIGN WORKS PROTECTED BY INDIAN COPYRIGHT**

The copyright pertaining to foreign works is likewise protected in India. Foreign works' copyright is safeguarded in India as well. India protects the copyright of citizens of nations that have ratified the Universal Copyright Convention, Berne Convention for the Protection of Literary and Artistic Works, and TRIPS Agreement. Through the International Copyright Order, these foreign nationals are granted copyright protection. By applying the International Copyright Order to the works of these nationalities, the works are deemed to be Indian works and are therefore protected by copyright under the terms of the Indian Copyright Act, 1957. Only inside the boundaries of the nation do such works have validity. India has joined a number of international conventions on copyright and other related rights in order to ensure the protection of Indian works in other nations.

### **3.3.5 WORKS NOT COVERED UNDER COPYRIGHT**

The different things which are not included in the type of works protected by copyright are as follows:

- IDEAS, METHOD OR SYSTEM

The Copyright Act of 1957 does not include ideas, methods, or systems when it comes to copyright protection. Building or making things, using technical or scientific methods, making technical or scientific discoveries, using mathematical principles, conducting business operations, using algorithms or formulas, or any other process, idea, or method of operation are all examples of ideas, methods, and systems.



- COMMONLY KNOWN INFORMATION.

The term "generally known knowledge" refers to ideas, concepts, or things that are thought to be anonymous or to be common property. Height and weight charts, standard calendars, tape measurements and rulers, telephone directories, and tables or lists drawn from any public papers are a few examples of such information that is widely recognised. The phrase "The sky is blue" falls within the aforementioned category because there is no known author or owner linked with it.

- NAMES, TITLES, SHORT PHRASES OR EXPRESSIONS

The names, titles, brief phrases or expressions, such as any creative slogan someone came up with for his or her firm, product descriptions, work titles, pseudonyms and business names. The Copyright Act of 1957 does not protect the names, titles, short phrases, or expressions stated above. However, if the above items are related to someone's company, such as goods and services, they may be protected with a trademark under the Trademark Act of 1999.

- CHOREOGRAPHIC WORKS

Any choreographic work, original or not, is not covered by copyright until it has been notated or recorded on video. The same applies to performances of any kind, including speeches, that have not been prerecorded or postrecorded.

- FASHION

Fashion, or a dress, shirt, or any other piece of apparel, is not covered by copyright legislation. Fashion is all about accessories and apparel, which are regarded as useful or valuable products under Copyright Law despite the fact that Copyright Law protects things like works of visual art or architectural design work. However, a certain fabric pattern could be covered by a

copyright but not the actual clothing. Additionally, it should be emphasised that while designs may constitute a class of works in India that are copyrighted in a certain format. (Sharda, 2020)

### **3.4 COPYRIGHT LITERACY**

Literacy is characterised as expertise or understanding in a certain field. Although there isn't a dictionary definition of copyright literacy, we understand it to mean significant skills and knowledge, such as:

- Recognizing the fundamentals of copyright law.
- Recognizing content from outside sources that is copyrighted.
- Being aware of copyright or licencing difficulties and asking for help.
- Understanding that copyright law is complex and that each situation's specific facts will often determine how it is applied.
- Understanding the copyright laws' provisions for libraries, archives, museums, educational institutions, and other organisations about fair use or fair dealing.
- Obtaining licences and permits as required.
- Adhering to conditions and commitments in licence agreements.
- Being aware of the implications of copyright infringement and licencing violations.
- Staying up to date on court rulings and changes to copyright legislation. (Copyright laws, 2023)

Copyright Literacy is defined as “Acquiring and demonstrating the appropriate knowledge, skills and behaviours to enable the ethical creation and use of copyright material.” (Secker & Morrison, 2019)

### **3.4.1 COPYRIGHT LITERACY PROTECTS AGAINST INFRINGEMENT AND ENCOURAGES CREATIVE USE OF CONTENT**

Understanding the various layers of copyright and their place within it is made easier for stakeholders by copyright literacy. It enables students to:

- Apply that knowledge to their usage of works that are copyright-protected.
- Participate actively in copyright administration.
- lower chances of copyright infringement.

Infringement can be avoided with the use of knowledge and understanding. Unauthorized or unlawful use of copyright-protected materials is considered infringement.

It's crucial to recognise that not knowing copyright and being afraid of violation can limit you from using freely available materials in original and creative ways.

### **3.4.2 COPYRIGHT LITERACY IN THE LIBRARY**

Many people hold the belief that copyright literacy starts in libraries.

First, librarians and information specialists need to understand the fundamentals of copyright law and licencing digital content. Practically speaking, this is crucial so they can respond to inquiries about copyright and licencing compliance on a daily basis.

Secondly, librarians are in the obvious position of educating others about copyright law and ensuring that content obtained through the use of licences from aggregators and online publishers is used lawfully as gatekeepers to information.

### **3.4.3 IFLA POLICY STATEMENT ON COPYRIGHT EDUCATION**

The policy statement on copyright literacy and education was been released by the International Federation of Library Associations (IFLA). Governments, libraries, library associations, and library instructors are the target audience for the statement. It highlights how crucial copyright knowledge is for libraries. "Librarians and other information workers need to be copyright literate," the statement goes.

Copyright literacy is described by IFLA as having "adequate copyright knowledge to enable sound judgement on the appropriate use of copyrighted materials." As laws, practises, and user expectations change, it also entails comprehending the copyright system's structure, operation, and repercussions. The process of developing copyright literacy is known as copyright education.

The declaration outlines situations in which copyright literacy is essential in public and school libraries, including when producing copies for educational purposes and in forms that are accessible to those with disabilities. Additionally, it offers illustrations for libraries with greater responsibilities, such as mass-digitization initiatives and negotiating rights for digital content like databases and periodicals. According to the paper, ignorance may lead to incorrect legal interpretation, which could result in infringement or too stringent usage restrictions.

The usage of copyright-protected content in institutions is often shaped by librarians, who educate the public and exert influence over others. Librarians are frequently the copyright leaders in their organisations. The declaration also highlights the disparities in copyright understanding among librarians and the critical need for copyright training among information workers. According to the statement, more users' questions can be swiftly, assuredly, and intelligently answered if there is a higher degree of copyright literacy among professionals as a whole. The IFLA policy statement exhorts everyone to foster copyright literacy among all information workers and to be aware of it.

### **3.4.4 SUGGESTIONS FOR SUCCESSFUL COPYRIGHT EDUCATION INITIATIVES**

Many times, libraries and resource centres at businesses of all sizes and sectors (private, public, and government) are in charge of securing copyright clearances and disseminating knowledge about copyright law. Education about copyright may also fall under the purview of libraries. A copyright office with a copyright librarian or copyright officer, as well as a team or committee, may be the focal location for copyright administration and education in some organisations.

### **3.4.5 COPYRIGHT EDUCATION**

The role of copyright education is to increase the enterprise's level of copyright literacy.

Educating stakeholder departments and people about subjects like:

- The fundamentals of copyright law will help you achieve this goal.
- Adhering to both external and internal copyright policies.
- Adequate clearance processes.
- legal use of protected works. (Copyright laws, 2023)

### **3.5 ETHICS**

The term ethics may refer to the philosophical study of the concepts of moral right and wrong and moral good and bad, to any philosophical theory of what is morally right and wrong or morally good and bad, and to any system or code of moral rules, principles, or values. The last may be associated with particular religions, cultures, professions, or virtually any other group that is at least partly characterized by its moral outlook.

The term ethics is derived from the Greek word "ethos," which means "way of living." Ethics is a subfield of philosophy that deals with human conduct, particularly how people behave in social settings. In order to understand what is morally right or wrong, just or unjust, ethics explores the intellectual justifications for our moral judgments.

In a broader sense, ethics considers how people interact with one another and with nature, as well as their own freedom, responsibility, and sense of justice. When ethics concentrates on the interaction that exists between people and the rest of the world, it can be claimed that ethics is generally concerned with human independence. In any objective appraisal of the facts and in ethical decision-making, this independence is a prerequisite. When someone makes a decision to distance oneself as much as possible from their indoctrination, they are displaying independence. It will be understood that choosing an ethical course of action is challenging insofar as this operation demands a level of lucidity that enables us to appraise something objectively and choose an appropriate course of action. (Government of Canada, 2015)

The study of ethics, often known as moral philosophy, "involves systematising, defending, and endorsing conceptions of good and bad action," according to Wikipedia. Axiology is a subfield of philosophy that consists of the fields of ethics and aesthetics. These fields are concerned with issues of value. Through the definition of terms like good and evil, right and wrong, virtue and vice, justice and crime, ethics aims to answer concerns about human morality. Moral

philosophy has connections to value theory, descriptive ethics, and moral psychology as areas of academic study.

The following are the top three recognised areas of research in ethics today:

- Meta-ethics, which focuses on the theoretical significance and framework of moral claims and how their potential truth values might be assessed;
- Normative ethics, which deals with the methods for deciding what is morally right to do;
- Applied ethics, which deals with what a person is required (or allowed) to do in a particular circumstance or field of endeavor.

### **3.6 RESEARCH ETHICS**

Our expectations of our own and other people's behaviour are governed by a set of principles called ethics. The collection of moral principles known as research ethics serve as a guidance for how scientific research should be carried out and communicated. The behaviour expectations for scientists are governed by research ethics. It serves as a roadmap for conducting research in a responsible manner. Human subjects or contributors are involved in research, which raises unique and complex ethical, legitimate, societal, and administrative considerations. Research ethics is certainly concerned with the investigation of ethical issues that arise when people are involved as study participants. The Institutional Review Board (IRB) or a research ethics committee evaluates whether the study is ethical enough to preserve the respondents' rights, dignity, and welfare. (Wagle, 2020)

### **3.6.1 DEFINITION**

#### **DEFINITION OF ETHICS**

Ethics are a personal code of conduct based on respect for one's self, others and surroundings and is governed by the principles or assumptions underpinning the way individuals or organisations ought to conduct themselves. Research ethics involves the application of fundamental ethical principles to research activities which include the design and implementation of research, respect towards society and others, the use of resources and research outputs, scientific misconduct and the regulation of research. (University of Stirling, n.d.)

#### **DEFINITION OF RESEARCH**

The University of Stirling applies the Frascati definition of research. "Research and experimental development comprise creative and systematic work undertaken in order to increase the stock of knowledge - including the knowledge of humankind, culture and society - and to devise new applications of available knowledge. (University of Stirling, n.d.)

### **3.6.2 OBJECTIVE OF RESEARCH ETHICS**

The primary and most important goal is to safeguard and protect human participants' rights, dignity, and wellbeing.

The second goal is to ensure that research is carried out in a way that promotes the welfare of individuals, groups, and/or society as a whole.

The third goal is to evaluate specific research events and plans for their ethical viability, taking into account concerns like risk management, privacy protection, and the development of informed consent.



### 3.6.3 PRINCIPLES OF RESEARCH ETHICS

#### ○ MINIMIZING THE RISK OF HARM

It's important to reduce any harm that might be done to the participants. Participant exposure to danger can take many different forms. They are:

- Physical injury to participants.
- Psychological suffering and shame.
- Social disadvantage
- Invasion of participant privacy and confidentiality.
- The researcher or data collector should: Obtain participants' informed consent in order to reduce the risk of harm.
- Preserving the participants' confidentiality and anonymity.
- Refraining from deceptive tactics when organising research.
- Granting participants, the option to leave.

#### ○ OBTAINING INFORMED CONSENT.

The concept of informed consent is one of the foundational principles of research ethics. A person must offer informed permission in order to engage in a study; this means they must do it voluntarily, knowingly, and intelligently.

- In order to give their informed consent, participants must be aware of the following:
- Introduction and objective of the research.
- Purpose of the discussion.
- Expected advantages, benefits, or harm from the research (if any).
- Use of the research.

- Their role in the research.
  - Methods which will be used to protect the participant's anonymity and confidentiality.
  - Freedom to not answer any question/withdraw from the research
  - Who to contact if the participant needs additional information regarding the research.
- PROTECTING ANONYMITY AND CONFIDENTIALITY
- Another important aspect of research ethics is preserving the confidentiality and anonymity of participants.
  - Keeping the participant's identity hidden is the act of protecting anonymity. It entails refraining from disclosing the participant's name, caste, or any other details that would expose his or her identity.
  - Maintaining confidentiality: This refers to making sure that the participant's information is kept private and is only shared with the study team. Additionally, keeping the information a secret from others is important.
- AVOIDING THE MISLEADING PRACTICES
- The researcher needs to steer clear of any dishonest or misleading tactics that could mislead the responder.
  - It entails refraining from all actions such as conveying incorrect signals, providing false assurance, providing deceptive information, etc.
- PROVIDING THE RIGHT TO WITHDRAW

Participants must have the option to leave the study at any time. Whenever a respondent chooses to stop participating in the study, they shouldn't be pressured or otherwise prevented from doing so.

### **3.6.4 ADVANTAGES OF RESEARCH ETHICS**

- The goals of research are promoted by research ethics.
- It boosts confidence between the researcher and the respondent.
- It's crucial to uphold moral standards in order to safeguard the welfare, rights, and dignity of research participants.
- Researchers are subject to accountability and repercussions for their decisions.
- Ethics uphold moral and social principles.
- Promotes research goals like comprehension, truthfulness, and avoiding errors.
- Ethical standards preserve principles like faith, accountability, respect for one another, and impartiality that are essential to collaborative work.
- Research ethics guidelines also help to build public support for the field.
- When people can believe the value and dependability of the study, they are more inclined to trust the research effort.

### **3.6.5 LIMITATIONS OF RESEARCH ETHICS**

- Physical integrity risks, including those associated with use of experimental substances, illegal drug trading, and other activities that will be used in the study (e.g. measures used to observe research participants, such as blood sampling, X-rays or lumbar punctures).
- Psychological risks: For instance, a questionnaire may indicate a risk if it expresses apprehension about traumatic events or particularly traumatic occurrences.
- Social, legal, and financial risks include, for instance, the possibility of stigmatization and judgement if private data obtained for a study is unintentionally disclosed.

- Certain indigenous or tribal communities may experience stigmatization or prejudice as a result of study, usually if members of those groups are identified as having a higher-than-average risk of contracting a certain disease.
- The research might have an impact on the current healthcare system; for instance, resources like time and money may be diverted away from more pressing community needs for health care. (Wagle, 2020)

### **3.6.6 TYPES OF ETHICAL VIOLATIONS IN RESEARCH**

- Plagiarism.
- Submitting/ publishing same paper to different journals.
- Avoid collaborators of the paper while publishing it.
- Include a person as a co-author on a paper even he did not make contribution to the paper.
- Using an inappropriate statistical technique in order to enhance the significance of research.
- Bypassing the peer review process.
- Conducting a review of literature that fails to acknowledge the contributions.  
(Nasirudheen & Sreelatha, 2021)

## CHAPTER - 4

# **COPYRIGHT LITERACY AND RESEARCH ETHICS AT NATIONAL AND INTERNATIONAL LEVEL**

### **4.1 NATIONAL COPYRIGHT LITERACY**

Copyright literacy refers to the principles and laws governing copyright in India, which apply to artistic works such as music, literature, and visual art as well as software, motion pictures, and other forms of expression.

The law that regulates copyright protection in India is the Copyright Act, 1957. The law ensures the preservation of unique literary, musical, and artistic works as well as the authors' sole authority to control how their works are used. The law also provides protection for computer programmes, visual media, and audio recordings.

It is essential for both people and organisations in India to comprehend their rights and obligations under Indian copyright law, as well as the procedures involved in registering and enforcing their copyright. This necessitates understanding the procedures for obtaining a licence or permission to use a copyrighted work as well as the fair use provisions of the act, which allow for the restricted use of a copyrighted work without the owner's permission.

#### **4.1.1 NATIONAL INTELLECTUAL PROPERTY RIGHTS**

The Indian government's 2016 introduction of the National Intellectual Property Rights (IPR) Policy places a strong emphasis on the importance of IPR education and awareness in promoting and protecting innovation. The National Intellectual Property Rights (IPR) Policy,

introduced by the Indian government in 2016, emphasises the value of IPR education and awareness in fostering and safeguarding innovation and calls for "steps to promote IPR awareness among all stakeholders" and "an effective IPR system is vital to supporting innovation, entrepreneurship, and competitiveness in the country." The policy notes that "an effective IPR system is crucial to fostering innovation, entrepreneurship, and competitiveness in the country" and calls for "measures to enhance IPR awareness among all stakeholders."

In order to promote an innovative and creative culture, India published its first National Intellectual Property Rights (IPR) Policy in 2016. The policy recognises the importance of copyright education and awareness while encouraging the general population to foster copyright literacy. (Gupta, 2016)

#### **4. 1. 2 COPYRIGHT EDUCATION AND AWARENESS PROGRAM**

In order to inform the public about copyright law and its significance, the Indian Copyright Office has started the Copyright Education and Awareness Program (CEAP). Students, instructors, and other stakeholders can take advantage of the program's workshops and training sessions.

Beginning in January 1958, the Copyright Act of 1957 (the "Act") went into effect. Since then, the Act has been altered five times: in 1983, 1984, 1992, 1994, 1999, and 2012. The most significant of these is the Copyright (Amendment) Act, 2012. The WIPO Copyright Treaty ("WCT") and WIPO Performances and Phonograms Treaty ("WPPT"), which were both signed in 1996, are the main reasons for the amendments to the Copyright Act of 1957. Additional reasons include protecting the music and film industries and addressing their concerns, addressing the needs of the physically disabled, incidental changes, removing operational facilities, and enforcement of rights. In 2012, the Copyright Act underwent significant changes,

including the extension of copyright protection to the digital environment, the introduction of statutory licences for cover versions and broadcasting organisations, penalties for violating technological protection measures and rights management information, and the liability of internet service providers. These changes also ensured that authors and music composers have the right to receive royalties as well as exclusive economic and moral rights to their works. (Copyright Office Government of India, 2023)

#### **4. 1. 3 COPYRIGHT AWARENESS WORKSHOP**

To raise understanding of copyright laws and their effects, the Indian Performing Rights Society (IPRS) holds workshops and seminars all over the nation. The workshops go over subjects like licencing, copyright infringement, and registration. (Akhtar, J., n.d.)

#### **4. 1. 4 COPYRIGHT e-FILING SYSTEM**

To make the copyright registration procedure simpler, the Indian Copyright Office has introduced an electronic filing method. Applying online and keeping track of the status of their applications are both features of the system. (Rana, s., n.d.)

#### **4. 1. 5 NATIONAL DIGITAL LIBRARY**

Millions of books, periodicals, and other items can be found in the National Digital Library of India, which is a free resource for the general public. The library encourages appropriate use of copyrighted items and advocates for open access to information. (Ganguli, et al., 2021)

## **4. 2 INTERNATIONAL COPYRIGHT LITERACY**

The term "international copyright literacy" refers to the knowledge and comprehension of the rules, policies, and procedures relating to copyright enforcement and protection in different countries. This includes being aware of the copyright's fundamentals and restrictions, as well as the procedures for obtaining and enforcing copyrights in various nations.

Because copyright laws differ from nation to nation, it is crucial for people and organisations engaged in the production, distribution, or use of copyrighted works to be aware of the pertinent rules and laws in each country where they conduct business. Understanding the different kinds of works that can be protected by copyright, the length of copyright protection, and the duties and rights of copyright owners and users are all part of this.

Understanding the methods for enforcing copyrights, such as the procedures for registering copyrights, bringing legal action against infringers, and requesting restitution, is another aspect of being literate in international copyright. Additionally, it necessitates familiarity with international conventions and treaties pertaining to copyright protection, such as the WIPO Copyright Treaty and the Berne Convention for the Protection of Literary and Artistic Works.

International copyright literacy is crucial for those who produce, distribute, and utilise copyrighted works because it enables them to navigate the complicated and constantly changing copyright legal and regulatory environment and make wise choices regarding their use of copyrighted works.

### **4. 2. 1 IFLA**

Governments, libraries, library associations, and library educators are advised by the IFLA to limit the liability of librarians and other information workers, make sure that government-



sponsored copyright education programmes pay attention to exceptions, limitations, and other user rights, concentrate on what users can do, and support campaigns that both highlight the opportunities for users and the rights of right holders. Long-term, copyright rules should offer a clear and straightforward framework of restrictions and exceptions that allows libraries to carry out their mandates and missions. Also, libraries ought to provide patrons with focused guidelines that explain how to properly use copyrighted content.

The International Federation of Library Associations (IFLA) Code of Ethics for Librarians and Other Information Workers should promote stronger exceptions and limitations to maximise access to information, and all professional library staff should have a basic understanding of copyright law and consider appointing a specialist copyright librarian. This is a resource that offers advice on copyright issues for libraries and other cultural institutions around the world. It provides details on copyright policies and guidelines in various nations as well as recommendations for handling copyright in the digital era. The group has produced materials like the IFLA Copyright and Libraries Toolkit and the IFLA Copyright Exceptions and Restrictions for Libraries and Archives handbook that offer advice on copyright for libraries. (International Federation of Library Association and Institutions, 2018)

The resource provides guidance on copyright issues for libraries and other cultural institutions around the world. It includes information on copyright laws and regulations in different countries, as well as best practices for managing copyright in the digital age. The organization has developed resources such as the IFLA Copyright and Libraries Toolkit, which provides guidance on copyright for libraries, and the IFLA Copyright Exceptions and Limitations for Libraries and Archives booklet. (International Federation of library Association and Institution, 2023)

#### **4. 2. 2 BERNE CONVENTION FOR THE PROTECTION OF LITERARY AND ARTISTIC WORK**

Based on three fundamental tenets, the Berne Convention for the Protection of Literary and Artistic Works (1886) includes a number of clauses that specify the minimal level of protection that must be provided. (Summary of the Berne Convention for the Protection of Literary and Artistic Works (1886), n.d.) It provides creators, including writers, composers, poets, painters, and others, with the means to regulate how, by whom, and under what conditions their works are utilised. (Bajpai et al., 2020)

These are the three fundamental ideas:

- Each of the other Contracting countries must provide the same level of protection for works that originated in one of the Contracting countries.
- Protection is automatic, not contingent upon observing any formalities or requirements.
- Protection must be autonomous and exist in the nation where the work was first created. After the work's protection in the nation of origin expires, however, if a Contracting Country provides for a longer period of protection than the minimum required by the convention, protection may be revoked.

It also specifies how long authorised works are protected, with a minimum of 50 years after the work is made accessible to the general public. The Agreement also permits several restrictions and exemptions on commercial rights, such as unrestricted use of works that are protected, payment, and quasi-voluntary licencing in some circumstances for translation and reproduction of works. (WIPO, n.d.)

Outside of their own nation, authors had virtually limited protection prior to the Berne Convention. An artist is protected under the Berne Convention for the Protection of Literary and Artistic Works when their work is published or created outside of their country of origin.

Their right to consent to the translation, replication, adaptation, performance, broadcast, or other form of communication of their work is safeguarded. (Bajpai et al., 2020)

### **A SIGNATORY AT THE BERNE CONVENTION IS INDIA**

The Berne Convention imposes a duty that nations respect the copyrights held by residents of all other convention parties. This means that regardless of where the work was initially created, Indian copyright law is applicable to everything that is published or performed in India.

- Copyright protection for literary works, including books, scripts, screenplays, novels, and lyrics: A thorough explanation of the legal protections for literary works is provided in the convention.
- Copyright Protection in India: One of the developments in copyright law is the gradual transition from a common law to a statutory one. Although the federal Copyright Act has always existed, up until recently, judges viewed it more as a call to action than as rigid restrictions. (Bajpai et al., 2020)

### **4. 2. 3 WORLD INTELLECTUAL PROPERTY ORGANISATION (WIPO)**

World Intellectual Property Organization (WIPO): WIPO provides education and resources on intellectual property rights, including copyright. The organisation has developed a number of resources, including the Copyright Toolkit and the WIPO Academy, which provide instruction on intellectual property and copyright for libraries and archives, respectively. In accordance with the WIPO Copyright Treaty, authors are granted the right to distribute, rent out, and communicate their works to the general public. The World Copyright Treaty (WCT) establishes an Assembly of Contracting Parties to discuss issues pertaining to the upkeep and growth of

the Treaty and extends the "three-step" test of the Berne Convention to all rights. It also offers legal defences against circumvention. (WIPO, n.d.)

The WIPO's characteristics are as follows:

- 1996 was the year of signing
- Clearly states that databases and computer programmes are covered under copyright protection
- Admits that copyright, which the creator of the work originally had, includes an exclusive right to transmit works through the Internet and other similar networks.
- Identifies as copyright violations
- The evasion of technological security measures used to protect works
- The elimination of embedded rights management data from the work. (Bajpai et al., 2020)

#### **4.2.4 THE UNIVERSAL COPYRIGHT CONVENTION (UCC)**

The Universal Copyright Convention (UCC) protects works created by authors who are citizens or residents of countries that are signatories to these agreements, as well as works that were initially published in one of those nations or published within 30 days of the first publication in a Berne Union nation. According to the UCC, a notice of copyright in the format and place required in the UCC must be used to satisfy any formality in national law.

The UCC notice must include the letter C in a circle, the year of the work's initial publication, and the name of the copyright holder. This notice must be placed in a way that provides reasonable notice of the copyright claim. (Bajpai et al., 2020)

#### **4.2.5 ROME AGREEMENT**

- Actors, musicians, singers, dancers, and others who perform literary or creative works are protected from individual acts for which they have not given their authorization, such as broadcasting and communicating a live performance to the public.
- Phonogram creators have the right to permit or forbid direct or indirect phonogram reproduction. According to the Rome Agreement, "phonograms" are any solely aural fixations of musical or other sounds.
- Broadcasting organisations have the authority to permit or forbid specific actions, such as the rebroadcasting of their broadcasts, the fixation of their broadcasts, and the reproduction of such fixations. (Bajpai et al., 2020)

#### **4. 2. 6 CREATIVE COMMONS**

Authors can use free, industry-standard licences provided by a non-profit organisation called Creative Commons for distributing their works. The licences uphold openness, sharing, and collaboration while simultaneously safeguarding the artists' rights. (Creative Commons, n.d.)

#### **4. 2. 7 UNESCO:**

In order to increase access to knowledge and information, UNESCO supports the creation of national copyright laws and policies and promotes the balanced protection of copyright and access to information. The organisation has produced documents, such as the UNESCO Copyright Handbook for Libraries and Archives, to provide copyright guidance. (UNESCO, n.d.)

### **4. 3 NATIONAL RESEARCH ETHICS**

The terms "Indian research ethics" and "research participant treatment" refer to the values and guidelines that govern scientific research in India. It entails conducting research in a respectful and responsible manner while keeping in mind the rights and welfare of people, groups of people, and the environment.

The National Ethical Guidelines for Biomedical and Health Research Involving Human Participants were created in India by the Indian Council of Medical Research (ICMR), and they offer direction to researchers on ethical issues in biomedical and health research. Important topics including informed permission, privacy and confidentiality, the protection of vulnerable groups, and the appropriate use of research data and results are all covered by these principles.

In addition to the ICMR rules, a number of other institutions and organisations in India, such as universities, hospitals, and medical research organisations, have also created their own research ethics guidelines.

It is crucial for researchers in India to be aware of the pertinent ethical standards and laws as well as to follow the best practises for doing research. This makes it easier to guarantee that research is carried out responsibly, with respect, and that study participants' rights and welfare are safeguarded.

The responsible and respectful conduct of scientific research in India while taking into account the rights and welfare of people, communities, and the environment is known as Indian research ethics. National ethical standards and the best practises for conducting research serve as its guiding principles.

#### **4.3.1 UNIVERSITY GRANTS COMMISSION (UGC)**

To encourage research ethics among students, researchers, and faculty members in India, a number of educational efforts have been implemented. These initiatives include, among others:

**Research ethics as part of the curriculum:** A number of Indian institutions and colleges have incorporated research ethics into their curricula, particularly in courses on research techniques and ethics. This aids in the development of ethical awareness and sensitivity in students and helps them realise the significance of conducting ethical research.

**Organizing workshops and seminars on research ethics:** To encourage ethical research practises and improve awareness, many educational institutions in India host workshops and seminars on the subject. These workshops include subjects including informed consent, confidentiality and privacy, ethical research practises, and conflicts of interest.

**Creating Ethics Committees:** A number of educational institutions in India have created Ethics Committees to assess research ideas and guarantee that they adhere to ethical norms before being authorised. These panels are made up of academics, scientists, and research ethics specialists.

**Online courses and modules:** Students and researchers can access online courses and modules on research ethics that have been created by some educational institutions in India. These courses offer chances for self-learning and assessment while covering a variety of research ethics-related subjects.

**Mentoring and guidance:** Students and researchers in India have access to mentorship and advice from several educational institutes about research ethics. This supports ethical research behaviour and offers support and direction to researchers who may face moral conundrums.

In conclusion, a number of initiatives have been made at the educational level in India to promote research ethics. These initiatives include the inclusion of research ethics in the curriculum, holding workshops and seminars on the subject, creating ethics committees, developing online courses and modules, and providing mentorship and guidance. These programmes aid in fostering ethical research practises among academics, researchers, and students. (Patwardhan & Thakur, 2019)

#### **4. 4 INTERNATIONAL RESEARCH ETHICS**

The term "international research ethics" refers to the values, norms, and criteria that regulate how research involving people or animals is conducted in many nations and cultural settings. Informed consent, secrecy, privacy, human dignity, and the protection of vulnerable groups are just a few of the ethical concerns it covers.

International research ethics seeks to guarantee that all research is carried out in a manner that is morally sound, socially responsible, and scientifically rigorous. This entails ensuring that the research is done in a transparent and accountable manner, as well as that the rights and wellbeing of every research participant are respected.

The World Medical Association's Declaration of Helsinki, the International Conference on Harmonization's (ICH) Good Clinical Practice guidelines, and the Nuremberg Code are just a few examples of international standards and codes of conduct that offer guidance on research ethics. Also, a lot of nations have national research ethics committees that are in charge of approving and monitoring research initiatives.

Cultural, sociological, and legal distinctions that may affect how research is carried out in other nations are also taken into account when discussing international research ethics. Differences



in views about secrecy and privacy, for instance, as well as in the legal protections that study participants are entitled to, may exist.

The field of international research ethics is crucial in ensuring that research is carried out responsibly, ethically, and with the protection of study participants' rights and welfare. It necessitates a thorough comprehension of the ethical rules and regulations that govern research as well as awareness to the cultural and legal variations that may affect how research is carried out in other nations.

#### **4. 4. 1 WORLD ASSOCIATION MEDICAL EDITORS (WAME)**

The World Association of Medical Editors (WAME), a non-profit group of medical journal editors and allied experts, aims to advance moral publishing practises. In order to advance research ethics in the field of medical publishing, WAME has launched a number of projects. These initiatives include, among others:

- **Creating ethical standards:** WAME has created a set of standards for medical journals that offer advice on moral behaviour in scientific publishing. These rules encompass things like authorship, peer review, conflicts of interest, and unethical behaviour in research.
- **Advancement of editorial integrity:** WAME supports editors who struggle with ethical issues by offering tools and assistance. It also encourages editors to follow ethical principles and rules.
- **Education and training:** WAME provides chances for editors and publishers to learn about and receive training in ethical publishing procedures. In order to comprehend and apply ethical concepts and rules, editors and publishers might benefit from workshops, webinars, and other tools.

- **Cooperation with other organisations:** WAME works with other groups to advance ethical standards in scientific publishing, including the Committee on Publication Ethics (COPE) and the International Committee of Medical Journal Editors (ICMJE). This includes collaboration on projects and involvement in industry-wide dialogues on research ethics.

WAME promotes transparency, rigour, and reproducibility in research as part of its advocacy for research integrity. This entails supporting initiatives to avoid research misconduct and enhance scientific reporting, as well as pushing for open data and open access to research.

In conclusion, WAME has undertaken a number of initiatives to advance research ethics in medical publishing, including the creation of ethical guidelines, encouragement of editorial integrity, support for education and training, partnership with other organisations, and advocacy for research integrity. These programmes aid in ensuring that medical research is carried out in an ethical manner and that the highest ethical standards are promoted in scientific publishing. (WAME. n.d.) Principles of Transparency and Best Practice in Scholarly Publishing

#### **4. 4. 2 COMMITTEE ON PUBLICATION ETHICS (COPE)**

A non-profit organisation called the Committee on Publication Ethics (COPE) offers direction and assistance to editors, publishers, and other people involved in scholarly publication. In order to advance research ethics in the world of scholarly publishing, COPE has launched a number of projects. These initiatives include, among others:

- **Establishment of ethical standards:** COPE has created a set of standards for publishers and editors that offer advice on moral behaviour in scholarly publishing. These rules

encompass things like authorship, peer review, conflicts of interest, and unethical behaviour in research.

- **Education and training:** Publishers, editors, and other people involved with scholarly publication can take use of COPE's educational and training possibilities. To learn and apply ethical concepts and rules, publishers and editors might benefit from workshops, webinars, and other tools.
- **Investigating and resolving ethical problems:** Publishers and editors that run into ethical problems can turn to COPE for advice and help. This entails giving guidance on how to address particular ethical dilemmas as well as aiding inquiries into and settlement of ethical conflicts.
- **Cooperation with other organisations:** COPE works with other groups to advance ethical standards in scholarly publication, including the World Association of Medical Editors (WAME) and the International Committee of Medical Journal Editors (ICMJE). This include collaboration on projects and involvement in industry-wide dialogues on research ethics.

Supporting transparency, rigour, and reproducibility in research, COPE works to uphold the integrity of such research. This entails supporting initiatives to avoid research misconduct and enhance scientific reporting, as well as pushing for open data and open access to research.

In conclusion, COPE has undertaken a number of initiatives to advance research ethics in scholarly publishing, including the creation of ethical guidelines, instruction and training, research and problem-solving of ethical issues, cooperation with other organisations, and advocacy for research integrity. These programmes support the promotion of the highest ethical standards in scholarly publishing and the ethical and open conduct of research. (Committee on Publication Ethics, n.d.)

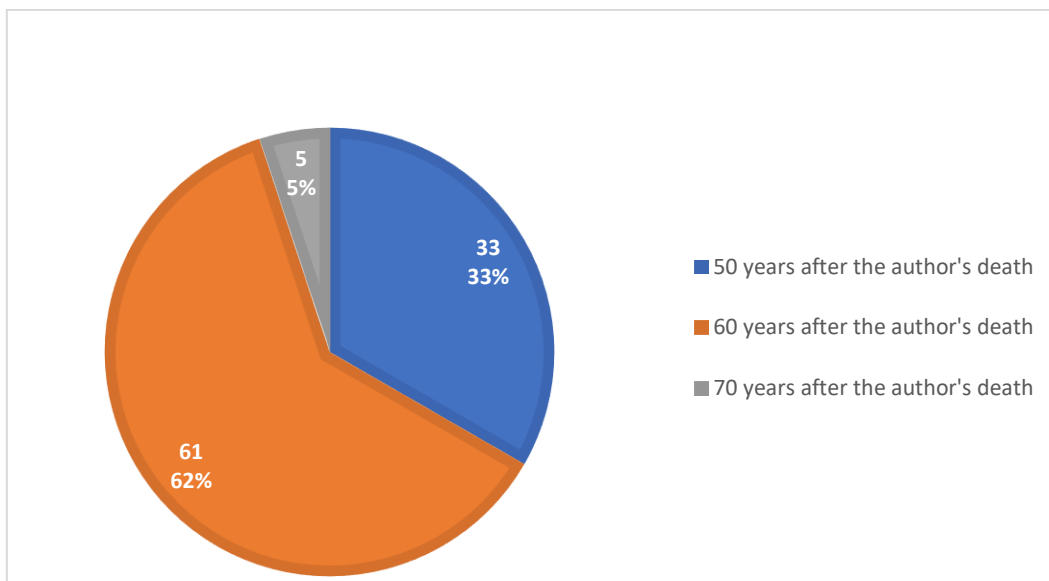
CHAPTER 5  
**DATA INTERPRETATION AND ANALYSIS**

5. 1. DATA INTERPRETATION

The objective of this questionnaire is to learn about students' awareness of copyright literacy and research ethics, as well as how much they practise it. The data acquired from Goa University students is based on responses from 96 students, and this data is suitably analysed in this chapter utilising tables, charts, and graphs.

5. 1. 1. COPYRIGHT VALIDATION

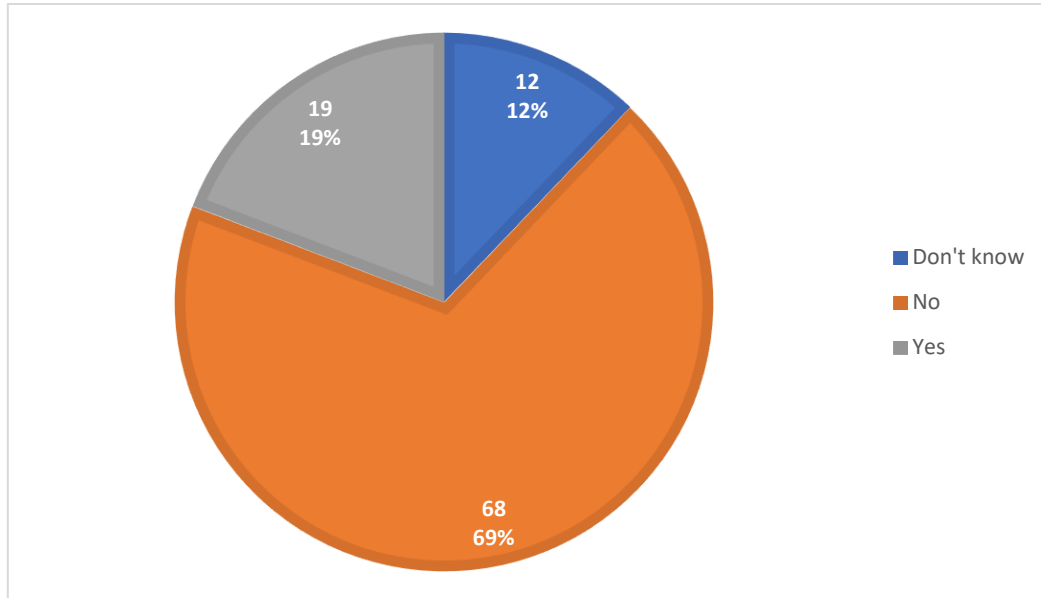
*Figure 5.1. Copyright Validation*



This question is designed to determine whether students are aware of how long the copyright is valid. And the responses are depicted in Figure 5.1 above. It depicts those 61 (62%) students who stated that copyright is valid 60 years after the author's death, 33 (33%) students who stated that copyright is valid 50 years after the author's death, and the remaining 5 (5%) students who stated that copyright is valid generally 70 years after the author's death.

5. 1. 2. USE OF INTERNET CONTENT WITHOUT REFERENCING THE ORIGINAL SOURCE:

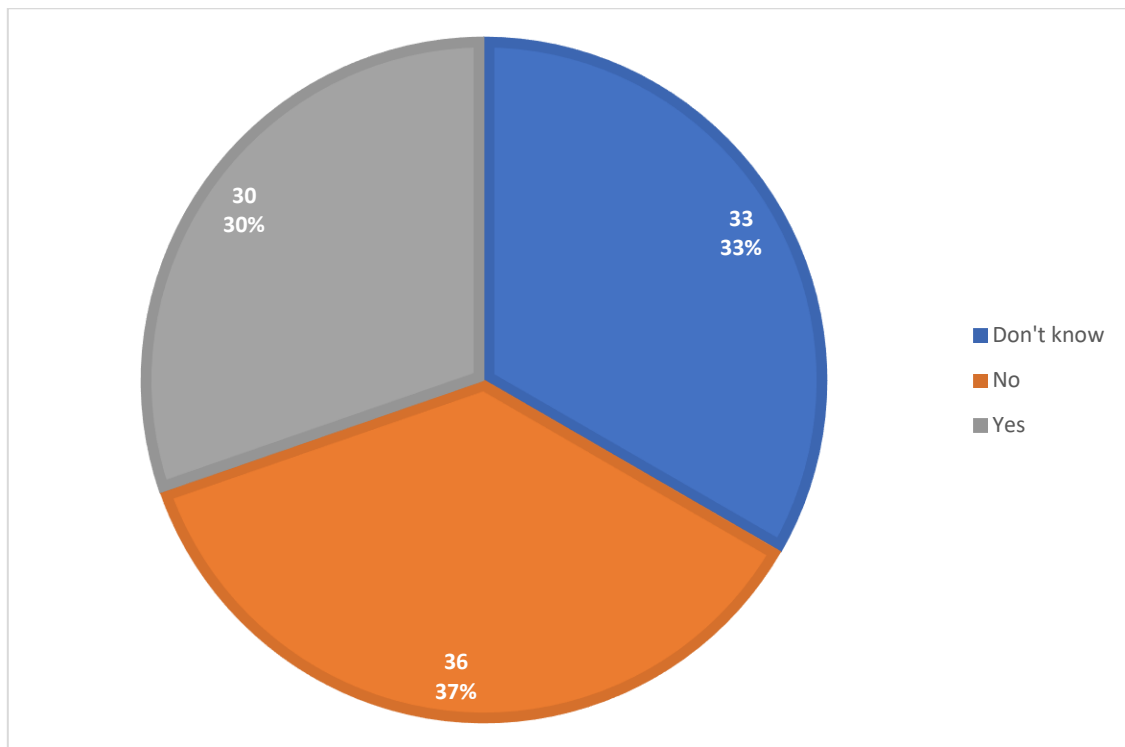
*Figure 5.2. Use Of Internet Content*



The students were asked if they may use internet content without citing/referencing the original source, and their responses are shown in Figure 5. 2. It is clear that 68(69%) of the students said no, and they are aware that internet content cannot be used without referencing the originating source. Whereas 19(19%) students believe that it is not required to cite the original source, and 12(12%) students are unsure. Therefore, it is safe to conclude that students are aware that content from the internet cannot be used or copied without referencing or citing the original source.

### 5. 1. 3. VIOLATION OF COPYRIGHT IF DIGITAL COPY IS SHARED

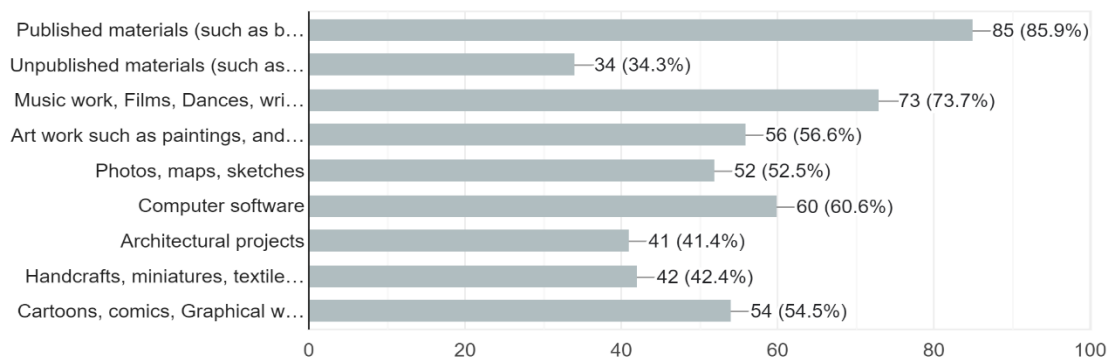
*Figure 5. 3. Violation of Copyright*



If a student emails a classmate a digital copy that they have lawfully downloaded from a university library or database, they are in violation of the copy right. According to figure 5.3 above, 30(30%) of students believe that sharing digital copies of their work constitutes a copyright violation, while 36(37%) disagree and 33(33%) are unsure whether sharing digital copies of books, articles, essays, and other works is a violation of copyright. We can infer that the majority of students are unaware of whether sending a classmate a digital copy of a work they got from the university library is infringing on their copyright.

#### 5.1.4. MATERIALS PROTECTED BY COPYRIGHT:

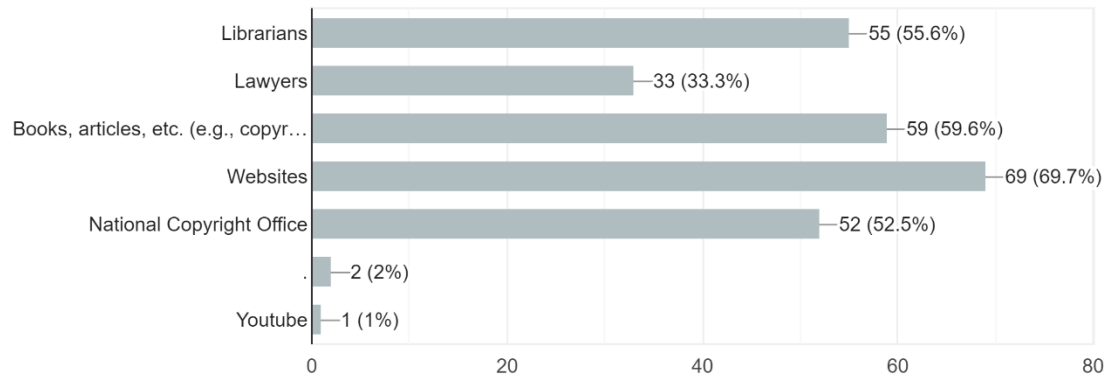
*Figure 5.4. Protected by Copyright*



This question was intended to gather student opinions on the types of content that are covered by copyright laws. The responses of the students are shown in figure 5.4 above. According to the data, 34 (34.3%) students chose unpublished items (like theses), which were the least popular among students who chose protected copyright works, while 85 (85.4%) students chose published resources (like books and articles), which were the most popular among students. Students chose music work, films, dances, and written choreography to highlight the same 73 (73.7%), making it the second-most chosen response under the heading of protected copyright property. 41 (41.4%) students, the second-lowest percentage among the possibilities, chose the architectural project as being subject to copyright because it requires imagination to turn an idea into an image. However, it is also clear that 42 students out of 99 respondents chose the subject of copyrights to be handicrafts, miniatures, textiles, and fashion designs, bringing the overall number to 42.4%. The categories highlighted include Photographs, Maps, Sketches at 52 (52.5%), Cartoons, Comics, and Graphical Work at 54 (54.5%) among the others that received votes between 50 and 60. 56 chose art pieces like paintings and sculptures to bring the total to (56.6%). Finally, 60 students chose the third-most popular option, computer software, which had a selection rate of 60.4%. In conclusion, I believe that students grasp the value of copyrights in published content.

### 5.1.5. TO UNDERSTAND MORE ABOUT INTELLECTUAL PROPERTY/COPYRIGHT:

*Figure 5.5. Understanding Intellectual Property/Copyright*

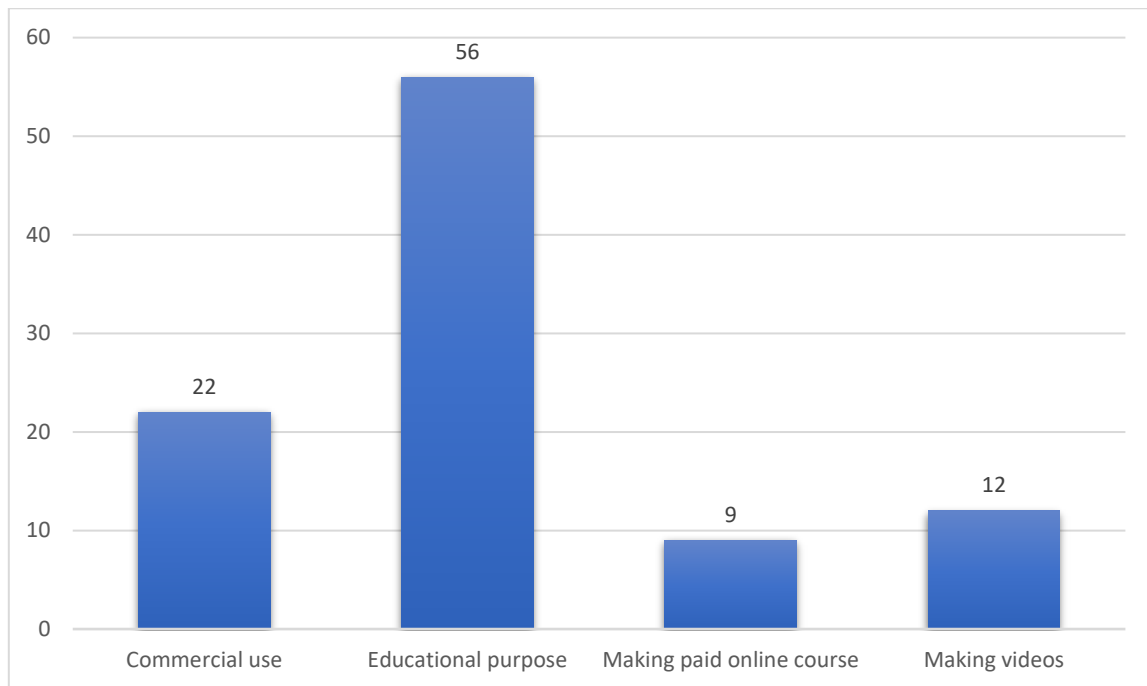


The question centred on understanding intellectual property and copyright and asking the students to identify the sources they would consult to learn more. And the same was asked of university students to write their opinion on what they think is the most used tool for above question figure 5.5 as source of information generator, to which 69 students selected Website claiming it is most important for the information generation, making it achieve (69.7%) highest in the options offered. Books were the conventional information supplier before the internet, and according to 59 out of 99 respondents, they are the best source of knowledge, bringing their percentage to (59.6%) and placing them second on the list. 1% of the students, however, believe that YouTube is the best source of information nowadays. the National Copyright Office at 52 (52.5%), lawyers at 33(33.3%), and librarians at 55 (55.6%) of the remaining respondents whom they feel are the sources from where they could get information.



### 5. 1. 6. FAIR USE OF COPYRIGHT WORK:

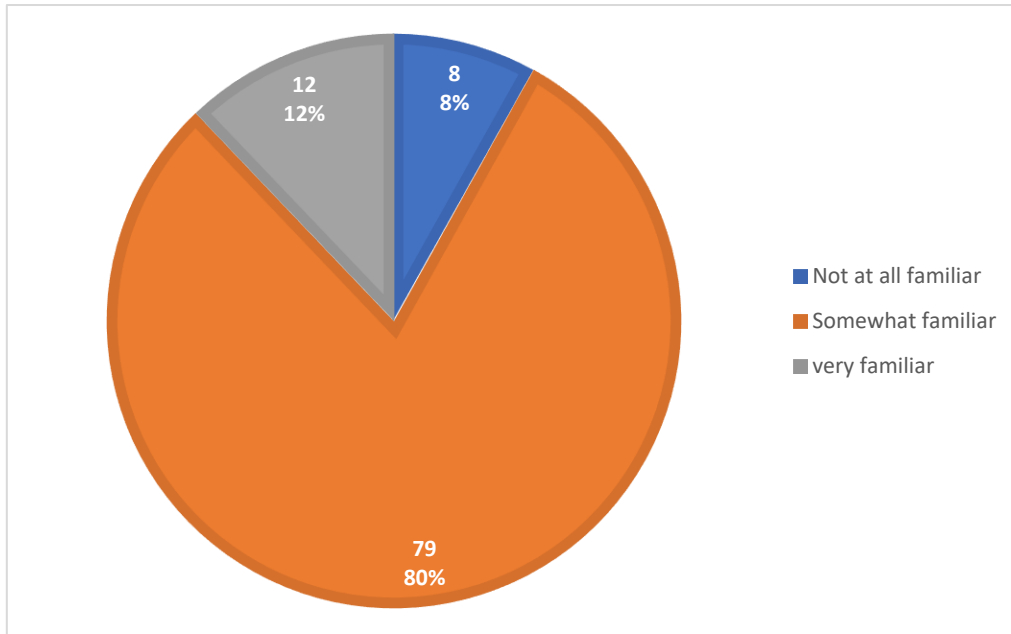
*Figure 5.6. Use of Copyright Work*



The students were asked in the question above what purpose the copyright documents can serve. Figure 5.6 shows the responses that were given. It appears that 56(56.6%) of students selected the right option, which was for educational purposes, while 43(43.4%) of students made the incorrect selections, demonstrating a lack of understanding of fair use of copyright.

### 5.1.7. UNDERSTANDING OF ETHICAL PRINCIPLES FOR CONDUCTING OF RESEARCH:

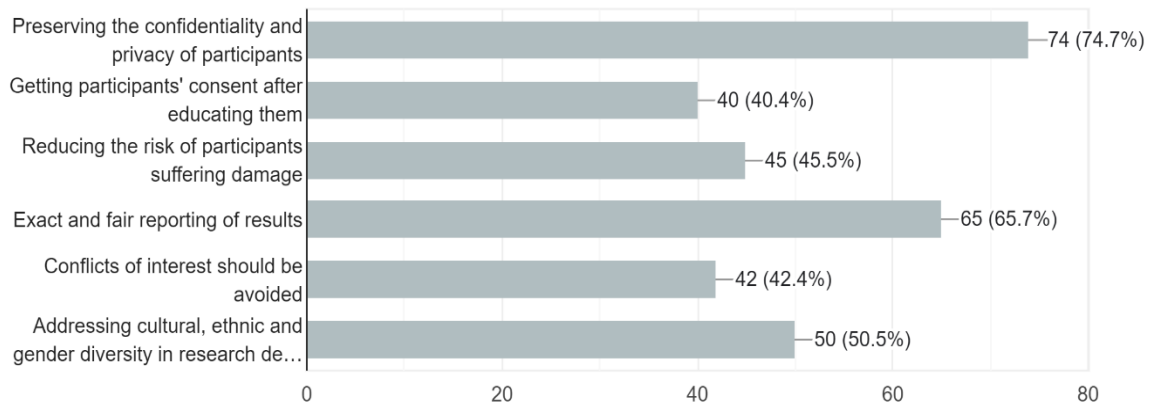
*Figure 5. 7. Understanding Ethical Principles*



The purpose of the inquiry is to ascertain whether the students are aware of the ethical principles for conducting research in their area of study. The results are shown in figure 5.7 above. The data shows that 79 (80%) of students have some familiarity with ethical principles for doing research, while 12 (12%) have a high level of familiarity, and the remaining 8 (8%) have no familiarity at all.

### 5.1.8. IMPORTANT ETHICAL ISSUES TO BE CONSIDERED DURING RESEARCH STUDIES:

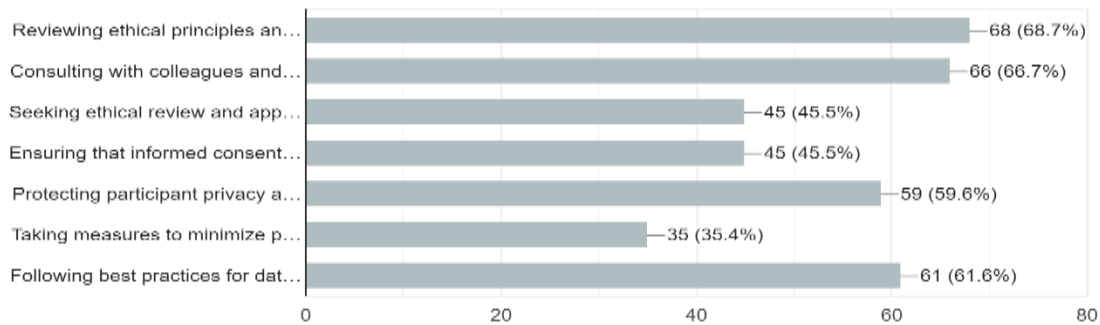
*Figure 5. 8. Important Ethical Issues*



To know which are the ethical issues are most important when conducting research to be considered the data was collected. The collected data is depicted in the above figure 5.8 Preserving the confidentiality was Said to be the highest priority where 74 (74.7%) students feel was utmost needed. While on the other hand 65(65.7%) of the Survey population among them feel that exact and fair reporting is needed when doing ethical issues to the Survey. It's important to consider every point in research students recommended that Addressing Cultural Ethics with overwhelming response at flat 50% which only shows us that half the sample size of the Survey feels it is necessary to follow this aspect in research while the other 50% feels it's not so important to have research Conducted. As the two other options Conflicts of interest and Reducing the risk of participants share the percentage between 40 to 45 it respectively creates an impact to the Survey as it also reflects to the fact that as a researcher we need to understand what Important to be added in research questions and what are the key things needed to keep questions as neutral as possible.

5.1.9. TO FIND OUT IF THE STUDY IS CARRIED OUT IN A REPOSIBEL AND ETHICAL MANNER:

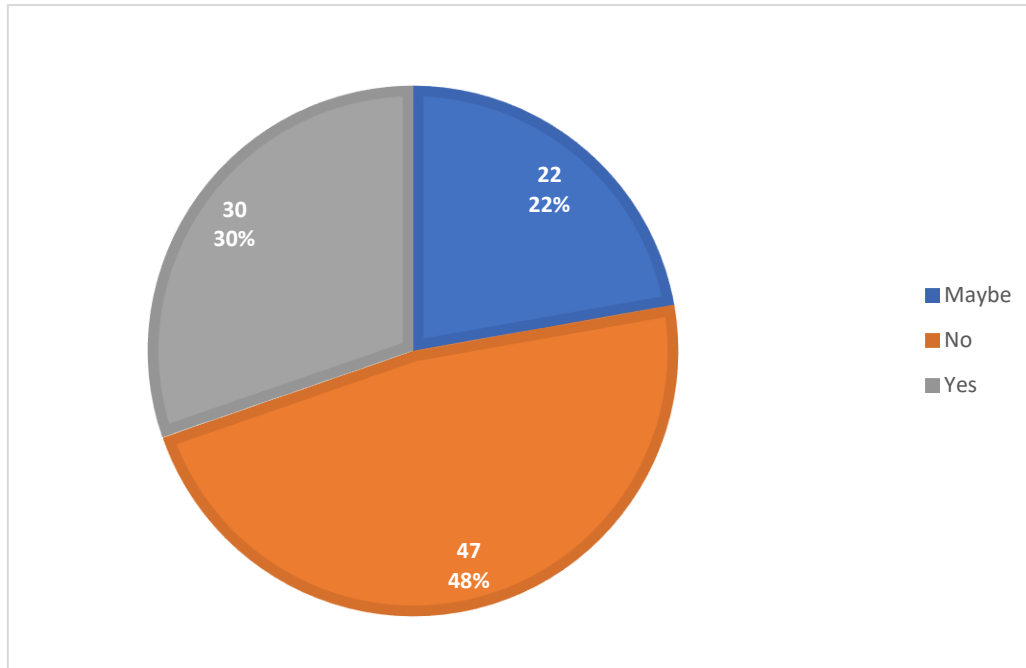
*Figure 5.9. Responsible and Ethical Manner*



The analysis was carried out to find out if the study is carried out in ethical manner by the students of Goa University. The above figure 5.9 displays the result of the study. 66 (66.7%) of the students stated it was more crucial to consult with colleagues and subject-matter experts. Yet, with just 2% more, Reviewing Ethical Principles and Guidelines in my Field would rise to 68 (68.7%), making it a crucial component of this field of study. While adhering to best practises for data security and confidentiality was ranked third with 61.6% of the vote, students believed that the methods employed in research had a significant impact on both the research and the researcher throughout data collecting. A very less number of the students, 35 (35.4%), believe that it is challenging to take precautions to limit potential injury to participants because doing so could negatively impact not just the data collection process but also the overall research's final result. Out of the crowd surveyed, 59 (59.6%) of the crowd believes that having protected participants' privacy and confidentiality and ensuring it is maintained 100% not only helps researchers gain participants' trust but can also help in genuine data collection in the future, which is why it was the 4th most popular choice from this specific sample question, and with 45(45.5%) and 45(45.5%) percent each student feel that seeking ethical review and making sure that informed Consent is obtained.

5.1.10. FINDING OUT IF ETHICAL ISSUES OR CHALLENGES FACED DURING RESEARCH STUDIES:

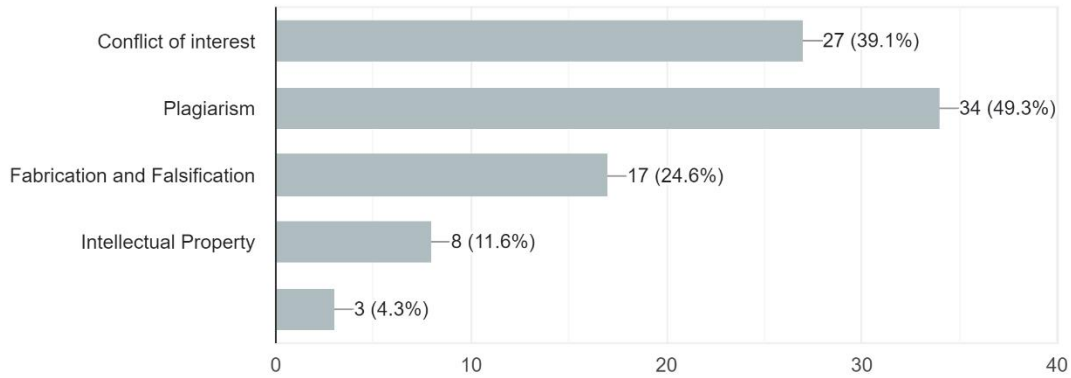
*Figure 5.10. Ethical Issues / Challenges*



This question tries to determine whether the students encountered any ethical issues or challenges while conducting their research. The answers are shown in figure 5. 10. displays the data. According to the data, students 47(48%) claimed they had not encountered any ethical problems or difficulties throughout their research projects, while 30(30%) said they had. The remainder respondents i.e., 22(22%) suggested they might have encountered some problems or difficulties.

5.1.11. TO FINDOUT THE DIFFERENT ETHICAL ISSUES OR CHALLENGES FACED:

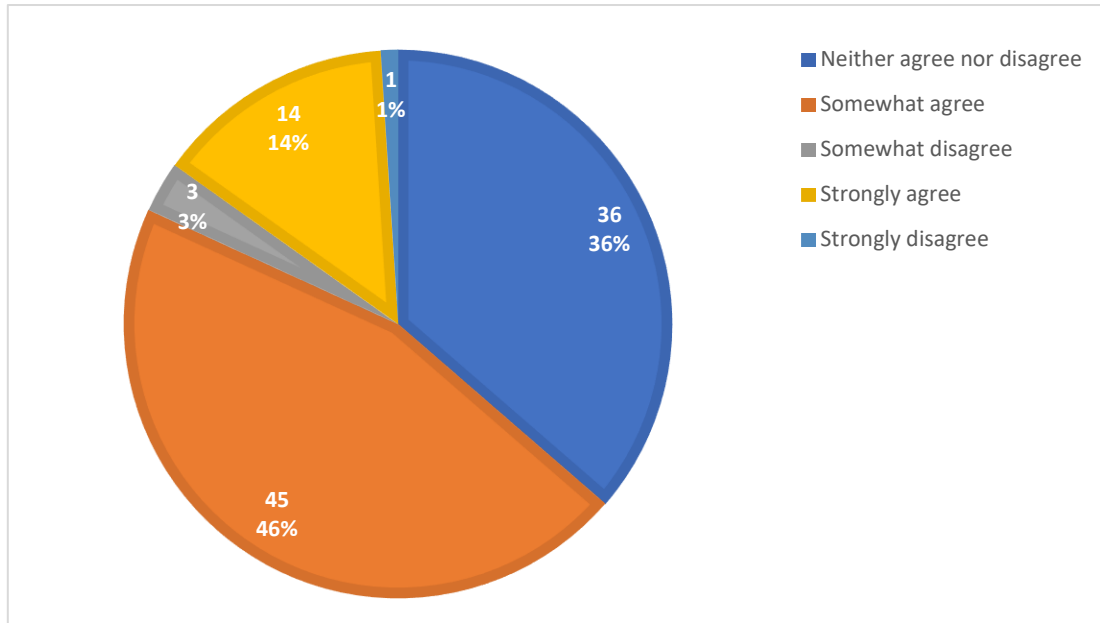
*Figure 5.11. Different Ethical Issues/challenge*



In response to the previous question, this one was asked. Figure 5.11 above shows the responses that were offered. According to the response, "Plagiarism" is the primary problem or challenge encountered during the research study, according to 34 (49.3%) of the students. After that, 27 (39.1%) feel conflict of interest, 17 (24.6%) students experience problems with fabrication and falsification, and 8 (11.6%) students believe intellectual property is a problem.

5.1.12. RECOGNIZING AND ADDRESSING OF THE ETHICAL ISSUES IN YOUR RESEARCH:

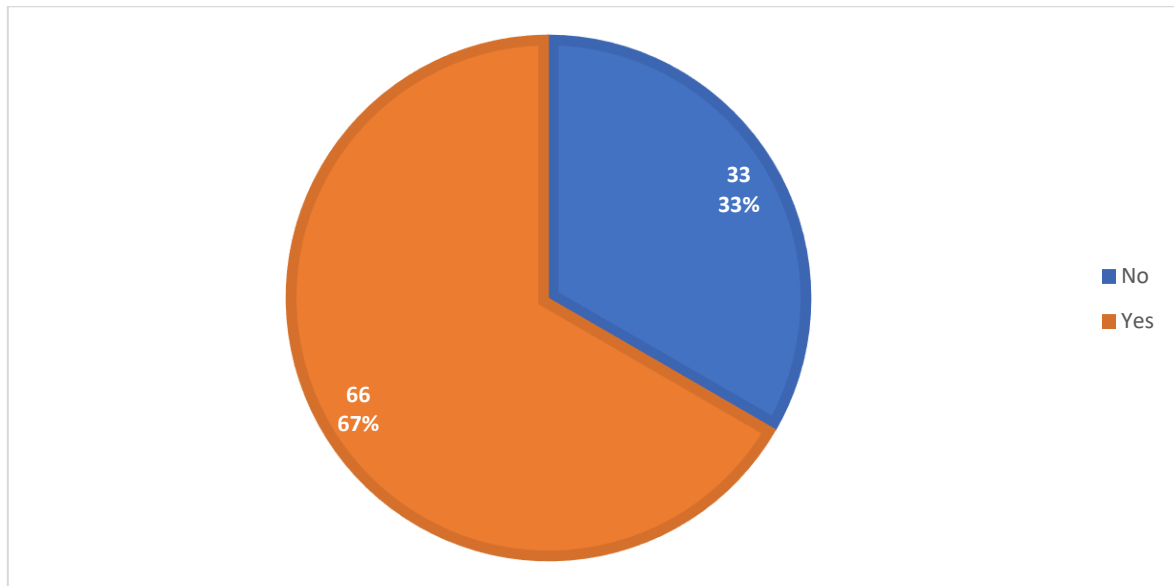
*Figure 5.12. Recognizing and Addressing Ethical Issues*



In figure 5.12. We can see that 14(14%) of students say they are extremely confident in their ability to identify and address ethical issues in their research work, while 45(46%) of students only somewhat agree with this statement. 36(36%) of students said they were neither in agreement with this statement nor disagree with it. And the very smallest percentage, or 4(4%), that they somewhat disagree, shows that they lack the confidence to identify and handle ethical problems in their research work.

### 5.1.13. TO FIND OUT IF STUDENTS HAVE PARTICIPATED IN RESEARCH STUDIES:

*Figure 5.13. Participation in Research Studies*

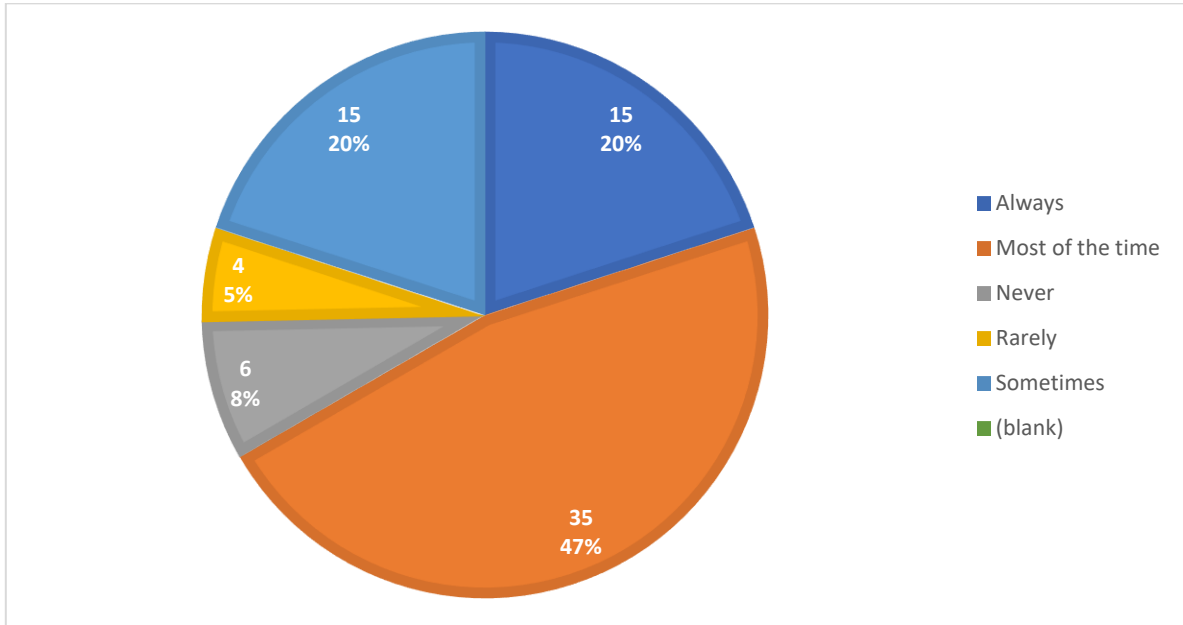


The responses to this question, which tries to determine how many students have really participated in research studies as either participants or researchers, are shown in Figure 5.13. It demonstrates that 66 (67%) of students have actually participated in research studies as participants or researchers, compared to 33 (33%) of students who have never done so.



5.1.14. TO KNOW IF FOLLOWED ETHICAL PRINCIPLES AND GUIDELINES:

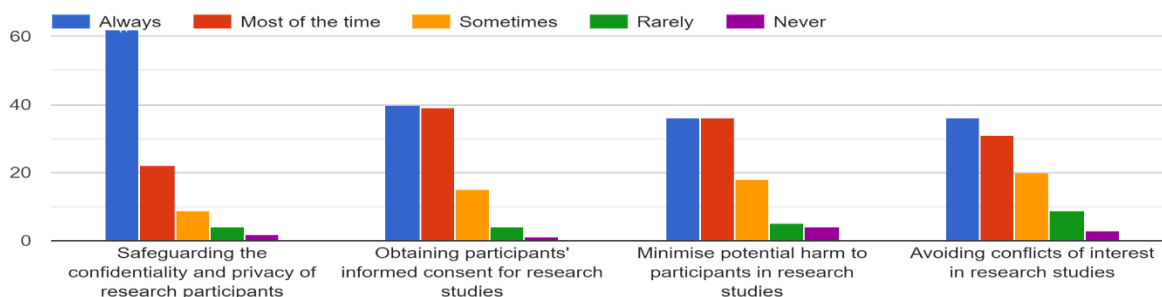
*Figure 5.14. Followed Ethical Principles and Guidelines*



In response to the previous question, this one was asked. Figure 5. 14. above shows the responses that were offered. It demonstrates that 35 (47%) of students conduct their research projects in accordance with ethical principles and guidelines. 15(20%) always adhere to ethical principles and guidelines when doing their research studies. 15(20%) follow ethical principles and guidelines sometimes, while a very small number i.e. 10 (13%) rarely or never do so in their research activities by following the proper ethical principles and guidelines.

### 5.1.15 FOLLOWING DIFFERENT METHODS FOR PARTICIPANTS IN RESEARCH STUDIES:

*Figure 5.15 Methods for Participants in Research Studies*

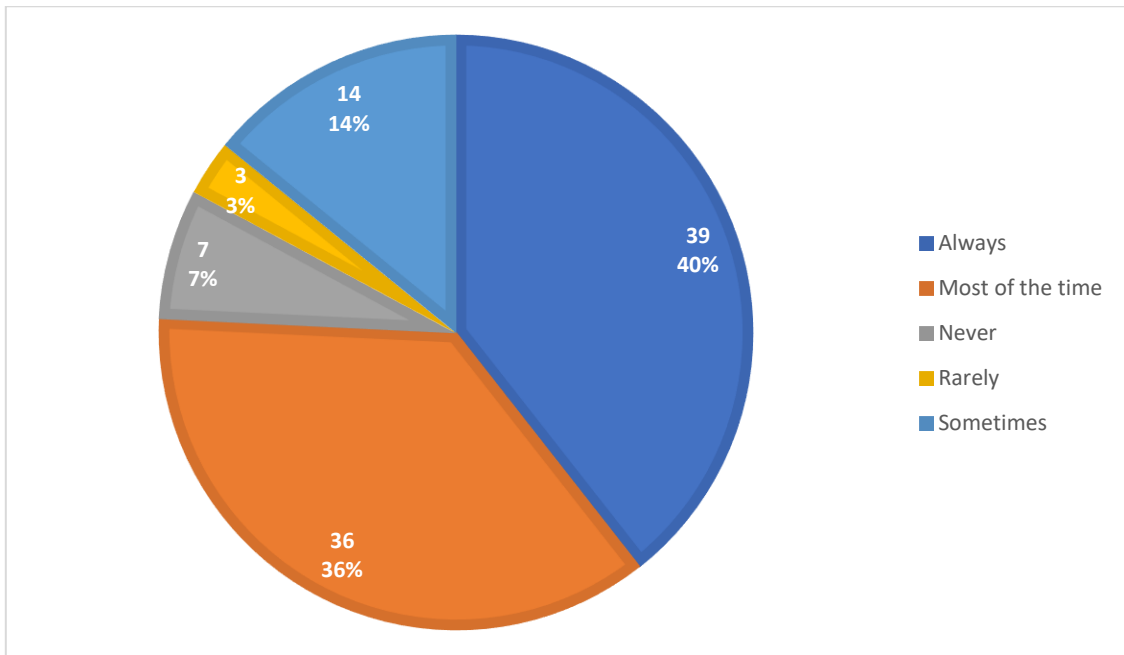


	[Safeguarding the confidentiality and privacy of research participants]	[Obtaining participants' informed consent for research studies]	[Minimise potential harm to participants in research studies]	[Avoiding conflicts of interest in research studies]
Always	62, (63%)	40, (41%)	35, (35%)	36, (37%)
Most of the time	22, (22%)	39, (39%)	36, (37%)	31, (31%)
Sometimes	9, (9%)	15, (15%)	19, (19%)	20, (20%)
Rarely	4, (4%)	4, (4%)	5, (5%)	9, (9%)
Never	2, (2%)	1, (1%)	4, (4%)	3, (3%)

The Goa University students undertake several research studies in their specialised fields, and while doing so, the researchers follow a set of ethical principles and guidelines. Similar to that, as a researcher, he or she must adhere to certain procedures for study participants. The goal of the study was to determine whether or not students considered the ethical principles and guidelines regarding the research subjects in their investigations. The responses are logged in figure 5.15 above. The majority of students, 62(63%), stated that they make an effort to protect the privacy and confidentiality of research participants. 40 (41%) of the students reported getting informed consent from study subjects. 36 (37%) of the students claimed that most of the time they make an effort to limit any potential harm to research participants. 36 (37%) of the students make an effort to avoid conflict of interests in research studies.

### 5.1.16 REPORTING OF THE RESULT ACCURATELY AND FAIRLY:

*Figure 5.16. Reporting Accurately and Fairly*



This question aims to find out that if the students report the result they found are reported accurately and fairly. The responses are recorded in the figure 5. 16. Shows that 39 (40%) always report the results accurately and fairly. 36(36%) said they report the result accurately and fairly most of the time and 14 (14%) record the result sometimes. Only 3(3%) of the students rarely report the result accurately and fairly and 7(7%) of the students never record the result accurately and fairly.

## **5.2. HYPOTHESIS TESTING**

Hypothesis 1: The students are not aware of copyright literacy.

Figure no. 5.1 shows that students know that copyright validity lasts for 60 years after the author's death. Figure no. 5.2 also indicates that the students are aware that content from the internet can't be copied or used without citing or referencing the original source. Therefore, hypothesis "the students are not aware of copyright literacy" is proved to be incorrect.

Hypothesis 2: Few students are aware of research ethics.

Figure 5.12 and figure 5.14 indicates that the majority of the students have some knowledge about research ethics and can identify and address the ethical issues. They also seem to do their research work in accordance with the ethical principles and guidelines. This is further proved by figure 5.16 that the students report their research results accurately and fairly. Therefore the hypothesis "few students are aware of research ethics" is proved to be incorrect.

## CHAPTER – 6

### FINDINGS, SUGGESTIONS AND CONCLUSION

This chapter details the major findings of the study, provides suggestions and conclusion drawn from the present study.

#### 6.1 FINDINGS:

The following findings are reported after due analysis of the data collected from the students of Goa University on the topic related to the copyright literacy and research ethics.

1. The majority of the 61 students (62%) are aware of the copyright validity, which is 60 years after the author's death.
2. It is found that the majority of 68 students (69%) said no, we can't use internet content without referencing the original source. where 19 students believe that it is not necessary to cite or reference original sources. So, it can be concluded that the students are aware that content from the internet can't be copied or used without citing or referencing the original source.
3. It was found out that the majority of the students are not aware if the copyright law is violated if we email a digital copy (book, article, essay, etc.) to a classmate that was downloaded from the university library.
4. The study indicates that maximum of the students chose Published resources as key source of information covered under copyright law. So, we can conclude that students are aware what type of content is covered under copyright laws.

5. There were no doubts in saying today's students believe internet is fastest and contains widest range of information and data for any type of information retrieval. And it was well highlighted in the results of Survey as maximum students chose internet/website to find out information on intellectual property and copyright law. So, we can say that maximum of the students prefers websites to find out information on intellectual and copyright law.
6. The study shows that 56 students (56.6%) selected the right option, i.e., for educational purposes the copyright documents can be used. While 43 students selected the wrong options, which indicates that many of the students are not much aware of the purpose of copyright documents.
7. The findings shows that the knowledge of students on principles of conducting research studies are not understood by the majority of the students and they are not aware of ethical research hence it will be advisable to conduct a class or a guest lecture by university on research ethics
8. The findings suggest that the students of Goa University are not aware about the ethical issues which are to be considered during the research studies.
9. The study shows that the students do not carry out their study in a responsible manner and they are not aware about ethical responsibility.

10. It is found that 47 students said that they had not encountered any ethical issues or challenges while they were conducting their research. Whereas 30 students said yes, they did face some ethical issues or challenges. We can conclude that most of the students did not face any ethical issues or challenges while conducting their research studies.
11. The analysis shows that 34 of the students felt plagiarism was the main problem or challenge to be encountered during their research study. Followed by conflict of interest, 27 students said 17 students faced problems with fabrication and falsification. So, we can conclude that the majority of the students felt that plagiarism was the main problem faced by students during their research study.
12. We can say that the majority of the students have some knowledge about research ethics and can identify and address the ethical issues. A very small percentage of students, i.e., 4 percent, disagree, which shows a lack of confidence among a very small section of students to identify and address ethical problems in research work.
13. It is found that the majority (66 or 67%) of the students have participated in research studies, either as participants or researchers.
14. The study shows that most of the students (47%) conducted their research projects in accordance with ethical principles and guidelines. where 15 (20%) of the students always adhere to ethical principles and guidelines when doing research, 15 (20%) of them follow the ethical principles and guidelines sometimes, so, we can conclude that

the students who have participated in research studies try to follow the ethical principles and guidelines while conducting research.

15. It is found that majority of the students said they report the result accurately and fairly. So, we can state that the students report the result accurately and fairly in their research studies.

## **6.2 SUGGESTIONS:**

1. An orientation program is conducted by the University on the courses students have enrolled for and since today our courses consists of project works and research in various topics which are important and where things like digital information, online studies, books, consulting professional experts etc. is used widely, hence having a knowledge on research ethics and copyright plays an important role. It is then important that university conducts an orientation program for all students as a part of curriculum studies to educated students more about copyright literacy and research ethics.
2. Through this program, university can also inculcate knowledge on referencing and citation formats amongst students. To achieve this appropriately faculty members in each department can form a committee where students can come and consult and discuss on their topics and project progress.
3. Today digital information is the most used information source (example Google) in almost every field. Digital media has vast range of information not all sites are available with right of free of cost information hence students should be educated by conducting



course organised by university on what is the copyright act on digital copies. Also, university can provide students with legal site access which can help both university and students to obliged to copyright norms without any breach.

4. It is understood that handling a students strength of over 20 per class is practically difficult, HOD of respective courses can take charge and give a project as group studies on various topics of copyrights and research ethics to be considered as projects. To make it further more simpler for students and faculty I would suggest that if students are given 1 topic each as a part of their project on different topics that copyright covers it can be easier for all students to understand copyright and research ethics as by doing this a group of students will work together rather as an individual student. Allowing students have a group discussion which in turn will help the students to understand the concepts in better way. Making it a win win situation for teachers cum students to save on time and get best needed information on above topics.
  
5. As project work sometime 1 needs to conduct a survey hence as a surveyor it is important to know correct means of conducting survey to generate right information and also keep the confidentiality of on whom the survey is conducted. Students should also be guided by the course coordinator of the respective subject by whom the project is given, to achieve this regular monitor can be done by the coordinator on specific days of the week and monitor can last upto 30 mins max. In doing this faculty can keep a check on students progress and also help students by guiding them on time-to-time bases where students should focus on it.

### **6.3 CONCLUSION:**

As suggested academic project on "A Study Of Copyright Literacy And Research Ethics On The Students Of Goa University," the copyright was created to honour and safeguard the original work of individuals while granting the owner an exclusive right. In a similar vein, research ethics, which may be summed up as the planning, carrying out, and reporting of research, also offer rules and guidelines for your research investigations. Based on the results of a survey to ascertain student knowledge and awareness of copyright literacy and research ethics, I would like to draw a conclusion. A few decades ago, there was a lack of understanding regarding copyright, and an individual's efforts were never recognised or valued. Education on copyright is the most crucial first step for anybody who wants to conduct ethical research. Since, following the adoption of copyright, a person can fully claim the efforts and time put into a particular field. Therefore, it's crucial to give proper acknowledgement to the sources of all information. During the investigation, it was discovered that Goa University students were still not fully informed about research ethics and copyright. It is crucial that one be well informed about this, as today's sources of information have grown into a very large network from many sources of information. Any kind of study material, for instance, is available from sources like online libraries and experienced specialists. Information gathered from the survey focuses on key areas where students can concentrate on study with the correct guidance and by professors through holding seminars, field trips, etc. (visiting the library by the students and interacting with the librarian to know more about copyright). During the research interval timing, the faculty can periodically assess a student's progress. The teachers might offer regular coaching to the students in this regard, as it can occasionally get confusing and lead to unintentional errors on the part of the pupils. A student should do the research in order to make it as easy as possible and to ensure that the survey is done correctly. Students can be guided, educated, and informed about the proper steps to be followed during the research. Therefore,

by making their job and task simple and keeping the faculty informed of a certain student in a given sector, the students will be able to understand concepts more clearly. The survey has certain drawbacks because the majority of the questions were closed-ended. Despite the small sample size for this study, the findings are nevertheless very significant. Additionally, care is taken when inferring the survey results into generalisations due to the low response rate in several areas.

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