

An Effect on Academic Integrity Due to Plagiarism: A Review

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ABSTRACT

A major issue in academic research is plagiarism. An academician's primary concentration is on research. Students are more likely to duplicate assignments from each other and since it is easier for them to complete their work. Copying decreases the time and effort needed to think and formulate the logic of programs, the coding, and debugging processes. Plagiarism, on the other hand, significantly increases the workload of the people who do the evaluation. Two-phase architecture is developed in this study that combines the advantages and disadvantages of both categories to overcome their shortcomings when implemented separately. Approaches are diverse. Plagiarism in several languages and plagiarism based on content. A new path, Plagiarism, the act of passing off someone else's work or ideas as your own without giving credit where credit is due, is a major problem in today's society. Plagiarism may manifest itself in a variety of ways and a wide range of fields. By analyzing the reasons, origins, and forms of plagiarism, plagiarism may be described in numerous ways. Direct copying of material from another source without mentioning the original author, substituting terms for synonyms, paraphrasing, altering the voice of the statement, and so on are all examples of plagiarism in writing.

KEYWORDS: Academic Misconduct, Collusion, Plagiarism Tools, Student Perceptions

INTRODUCTION

Using someone else's words or thoughts as one's own is a kind of plagiarism. Textual plagiarism is the most widespread and commonly accepted kind of plagiarism. Plagiarism is defined in this thesis as "textual plagiarism," which refers to the practice of duplicating the substance of a source text and presenting it as your work. There is a lot of bureaucracy involved with plagiarism. It's a difficult task to find plagiarism in a piece of written work, but it's not impossible to do so

with contemporary technology. Pragmatic plagiarism is commonly disguised by rewriting the original material, rearranging sentences, substituting synonyms, or summarizing it. Plagiarism is more difficult for technological solutions to detect, as a result of this. Using a set of criteria to detect semantic information in a document is extremely tough. However, lexical assessment is particularly efficient in information retrieval.

Most plagiarism detection software relies on

the structural and lexical similarity of files to identify plagiarism. To capitalize and pass off copied content as your own without even being discovered in a worldwide coverage in which the Internet is a part of everyday life and vital to education, it has become easier than ever before to do so. When studying and writing, students frequently turn to books. As a result, the Internet has become a lot more commonplace for these objectives. Many times, plagiarism goes unnoticed since a few undiscovered sources might be practically replicated from the Internet to save time and effort.

Textual plagiarism is difficult to detect since it requires a lot of time and effort. It's helpful to use computers because there are tens of millions of viable sources online. Automated plagiarism detection techniques have been accessible to both academic institutions and people for a long time now. The internal workings of these items are rarely made public because of their commercial nature. Tools in this area are constantly being improved, but as plagiarism gets increasingly difficult to detect, their accuracy suffers. When phrases are substituted with synonyms and 2 tokenized, it becomes more difficult to identify plagiarism. Complex plagiarism strategies have been addressed by a variety of methods, but very few have yet to attain a degree of accuracy that is truly high.

All of the educational gadget's levels demand a certain amount of self-published material be recognized as valid. Plagiarism detection systems for students in college and lower grades may need to be more forgiving. So long as it can be demonstrated that a final document has been presented at textual content, these should allow summaries and easy rewrites of portions. There may be certain lessons that are aware of the research work that is not anymore, the tutelage task, while others may be the other way around and need to be severe. Summaries are seldom appropriate at higher levels of instruction; however, some amount of exact copying may be possible without setting an alarm to allow for quotations. Each of these scenarios requires a lot of time and effort to find the best possible settings. Few people can fine-tune the algorithm, which is required for adjustment.

Automatic parsing of statistics from a data

collection containing pre-labeled cases of plagiarism and non-plagiarism is now possible thanks to machine learning. This means that a plagiarism tool must be tailored to the needs of each company or individual user by specifying which paragraphs, files, or words in a record set are considered to be plagiarism. Using statistics set of textual material, an examiner or instructor may categorize their cases of plagiarism and match the statistics set that can be used to test a plagiarism detector for its efficacy. It's rare to see these techniques employed in plagiarism detection studies. Because of their inability to perform successfully in real-world situations, many researchers use manual thresholds that have been calibrated to a certain record set. For those of us who are unfamiliar with the underlying technology, these techniques are difficult to adjust. Anyone may create a plagiarism detector by allowing users to specify what they consider to be plagiarized and what they consider to be not. This master's thesis label set might take a long time to create. Textual mining developments may be compared to the approach since a suitable label set is available.

Allowing the user's definition of plagiarism and non-plagiarism can let anyone develop a plagiarism detector that works for their needs. Creating this master's thesis label set could take a long time, so be patient. There is a label set that may be used to compare text mining to the technique. Plagiarism detection systems may help the academic community by checking research reports, theses, and dissertations, and there is a need to raise awareness among researchers by holding seminars, conferences, and implementing educational programs in this regard. Plagiarism must be actively combated now.

Plagiarism in educational institutions is quite rare. To complete their work on time or in a better manner, students replicate other students' assignments, including the text and source code, without hesitation. Many students don't want to spend the time and effort necessary to complete their projects from scratch when it is so much easier and more convenient to copy work already done. The distinction between original and plagiarized work is critical, though. Because of the increasing use of the internet, plagiarism is on the rise. The Internet is a massive database

of information that can be accessed from virtually anywhere. Thus, it has proven difficult to enforce plagiarism rules. Finding

plagiarism in huge databases may be tedious, thus efforts are being made to make the process more efficient.

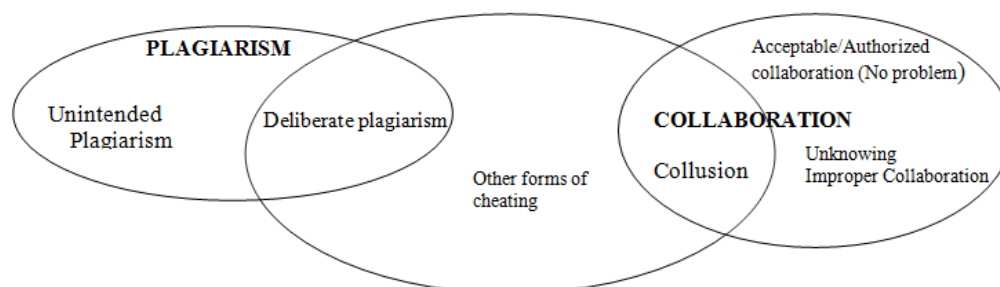


Figure 1: Plagiarism

Plagiarism

It is plagiarism to take someone else's ideas and words without providing proper credit to the source of such ideas and phrases.^{23,24} It is considered academic dishonesty if an essay or dissertation incorporates ideas from a previously published work without citing the source. The researcher must adhere to the reference method used in the work when citing sources in your acknowledgment. Copying someone else's words without attribution is a more serious offense than just borrowing ideas without citing them. A disagreement regarding how many words may be quoted without being accused of plagiarism might arise from this idea. The use of three, four, or five words is often used as a guideline. Even a tiny number of words taken from another source must be credited to the original author, and this is generally agreed upon.

- It is inappropriate to use someone else's work in academic writing for a variety of reasons. As cited on the Penn State website, there are several reasons for this:
- Intentional plagiarism is an act of dishonesty and may even be considered fraud.
- Academic research abilities are denied to the plagiarist since he or she does not have the opportunity to master and exercise these skills.
- He or she misses out on a chance to receive honest criticism' on their academic abilities when they plagiarize.

- Plagiarists risk more examination of their "integrity and performance" if they're detected.

Plagiarism is a serious offense. It is common for universities to include plagiarism as a disciplinary offense in their rules. Nevertheless, it is not always clear what penalties will be enforced on writers who have plagiarized. It has become increasingly customary for academic research to be conducted online, and this has allowed plagiarism to thrive on a massive scale. Students' work is frequently found to contain huge chunks of other people's work that have been ripped and pasted into their own without crediting the original authors. In 2015, Adams stated that "about 58 000 undergraduates had been examined by their institutions for plagiarism in the previous 4 years" in the United Kingdom. There have been instances where entire essays have been duplicated and resubmitted in the name of a different student.

Computer-based plagiarism detection methodologies and technologies have grown increasingly prominent among university academics and administrators as a result of this trend. The industry leader, Turnitin.com, maintains 10,000 clients in 135 countries, and this tool is expected to be used to check 40 million academic papers each year. Detecting and quantifying plagiarism in academic work is made simple by anti-plagiarism software. Applying a bandage or "sticky plaster" to the wound may be considered a medical and surgical intervention, though.

This raises the question of what to do if plagiarism is detected and the program results back it up. Disciplinary action may be required if a student commits plagiarism following university policy. Even so, such a reprimand is not always administered. In certain cases, plagiarism is punished by awarding a zero grade to the student's work. Resubmitting an updated version of an assignment is sometimes required by the university. To put it another way, "formal" is not enough to initiate disciplinary action. Universities are generally reluctant to take disciplinary action against students for plagiarism because formal investigations take time and money. As a result, institutions are reluctant to take students to court for minor infractions. According to Professor Mathews, an unidentified academic said, 'I'm sorry to confess that, but you just don't have the time to file a plagiarism complaint against me.'

Are universities not indirectly approving plagiarism if this is true? Regardless, plagiarism is often viewed as a misdemeanor rather than a crime. Though academic integrity is compromised by the practice of plagiarism, a degree is seen as an indication of the level of education that one has received.

It has been said that plagiarism is common in various cultures, particularly in developing countries. However, even though this is accurate, Western culture and universities are not exempt from the problem.

Types of plagiarism

Generally speaking, there are four sorts of plagiarism:

1. **Complete Plagiarism:** One or more pieces of work that have been ripped off from others.
2. **Copy and Paste:** Information that may be found online or in electronic journals.
3. **Word Switch:** No matter how many words you modify, plagiarism will still be found in your work if you copy and paste from another source.
4. **Self-plagiarism:** Reusing your own previously published work or data without properly crediting it is a form of plagiarism known as "self-plagiarism."

Other Types of Plagiarism

Plagiarism in many forms have been identified. This is what I'm talking about:

- *Copy and Paste Plagiarism*
When a complete sentence or major phrase is taken verbatim from another source, quote marks and attribution to the original author are required.
- *Word Switch Plagiarism*
Plagiarism occurs even if you only slightly alter the meaning of a statement taken from another source. The researcher must use quotation marks and provide credit to the source when quoting a piece of writing. However, you should only use a quote from a source article if the material it contains is particularly pertinent to your essay's thesis. A quote would be useless in many cases. The individual who plagiarizes may be simply too indolent to synthesize the concepts contained in the original work.
- *Metaphor Plagiarism*
Metaphors are used to either make a concept more understandable or to provide the reader with an analogy that appeal to the senses or emotions more effectively than a straightforward description of an object or activity. As a result, metaphors play a vital role in the development of an author's creative style. If you are unable to create your metaphor to demonstrate an essential concept, you may choose to utilize the metaphor from the Source Article, but you must acknowledge the author as the source of the metaphor.
- *Idea Plagiarism*
An innovative concept or solution to a problem expressed by the author of the source article must be identified as being the author's original work, and the author must be properly credited.
- *Reasoning Style/Organization Plagiarism*
Even if your sentences are not the same as those in the original report and are not in the same order as everyone else in the source article, plagiarism is still a violation if you copy and paste the source article statement from the paragraph for paragraph. In this scenario, what you are duplicating is the author's method of deducing conclusions.

Plagiarism: a cross-disciplinary approach

Plagiarism is a problem that affects all fields. Under the umbrella of copyright legislation, legal disciplinary research has contributed to an understanding of how the notions of

misconduct and punishment are used to plagiarism. Second language writing and cultural studies have also contributed to the increased corpus of information concerning plagiarism. Considering that I have a background in English as a Second Language (ESL) and a background in law, my research examines plagiarism from several perspectives. Plagiarism, in my opinion, is treated in the same manner from an EAP and legal perspective.

Mallon (1989) Plagiarism was described as "stealing the notions of another" by using the Latin term "platinum," which signifies theft or literary adoption (Mallon). Like abducting a child, plagiarizing someone else's words is considered plagiarism. 'The Statute of Anne,' established in 1709, acknowledged the author's claim to the exclusive ownership of his creative output because the text itself was a child.' The idea that words might be stolen or misappropriated with legal ramifications spawned the concept of authorship rights and plagiarism. Many universities have policies in place to protect students from plagiarism, even though the term itself is not a legal term. These policies include words like "wrongful," "stealing," "misappropriation," and even a "taking" to describe using someone else's intellectual property and claiming it as your own. The legal and EAP definitions of plagiarism should be examined in further detail.

Plagiarism: a legal perception

An author's intent to hurt another author by plagiarizing their work aligns with the way copyright law punishes copyright infringement. When a person fails to properly credit the original author, Australian law⁴ declares that the perpetrator has committed a criminal offense and that the literary work's moral property rights have been violated. England⁵ and the United States share this belief. The Berne Convention for the Protection of Literary and Artistic Works of 1886 is the earliest international agreement on copyright and many states have recognized it as an international field of law (WIPO, 1886). 119 countries have signed this pact, including China and several other countries in Southeast Asia. Members of the Berne Convention commit to supporting worldwide copyright rights and rules for authorship following the terms of the agreement According to

international copyright legislation, Mallon's (1989) portrayal of a plagiarist as a "thief" is backed up (South-erland-Smith, 2003).

Plagiarism policy at universities is governed by university laws, not only precedent. A lot is riding on the outcome of disciplinary measures taken against students suspected of intramural violations of authorship, as Jaszi (1994) points out. These processes are taken seriously by our institutions because they take on the shape and content of legal actions brought for infringements of copyright. Legal concepts of copyright protection have been included in plagiarism policies by educational institutions. Plagiarism is viewed as a kind of academic misconduct deserving of expulsion under such regulations in institutions across the UK, Australia, and the United States (Pecorari, 2002).

Plagiarism: an ESL perception

Teachers of second languages, on the other hand, view plagiarism in a very different light than their legal counterparts. Students' and instructors' views of plagiarism have been examined in a variety of studies conducted in university classrooms all around the world. Students' views on plagiarism and academic dishonesty are examined in certain research. Other research has looked for ways to help students avoid plagiarizing their work. This research indicated that students, faculty, and institutions had wildly diverse views on plagiarism.

Dant (1986), for example, found that students had a wide variety of views on plagiarism, with some seeing it as a legal activity and others as morally terrible. Matalan believes that non-Western literary traditions also have to be better understood (1985). By interviewing 50 students at Shanxi Daxue University in China, she says that "ethnocentrism is an increasingly unsuitable attitude, we need to know and appreciate rhetorical systems that are separate from our own." The conventional Western concepts of plagiarism "splinter on careful examination. A new arrangement is needed," according to Myers (1998). All writing traditions from non-Western cultures may be found here.

HOW TO PREVENT PLAGIARISM

Plagiarism is getting more and more widespread in our educational system. Internet searches for "shortcuts" to the rewarding but time-consuming chore of writing research papers are on the rise among students. In part, the difficulty is that people aren't aware of the problems. Plagiarism generally goes unnoticed by students, and those who do are often uninformed about the gravity of the violation and the ramifications it may have. Among the many factors that contribute to students plagiarizing include inadequate research abilities, a negative attitude toward grades and academics, a lack of time management skills, and the idea that their peers are cheating. To avoid plagiarism, the following requirements must be met.

When it comes to combating plagiarism, addressing the root problems is the most crucial. Addressed tactics are:

1. Learn about the reasons behind plagiarism.
2. The several types of plagiarism.
3. Use plagiarism-detection methods in your software.

LITERATURE REVIEW

For this document, the researcher characterized plagiarism as the act of providing a document that belongs accidentally or deliberately to someone else without providing suitable credit and thus misrepresents the effort put in by the submitting author, even though it can be defined and characterized in various ways (example, Park 2004; Bennett et al. 2011; Mozgovoy et al. 2010). Plagiarism can occur inadvertently, as well as on purpose. Unintentional plagiarism can be reduced by improving students' academic skills, but it can also serve as a deterrent to the minority of students who intend to gain academic advantage by engaging in any of the above-mentioned purposeful kinds of plagiarism. As a result of this paper's usage of institutional information on plagiarism detections, we cannot tell the difference between willful vs accidental plagiarism.

Because the majority of BUV students are non-native English speakers (NNES), they want to highlight the potential influence that poor English proficiency may have on plagiarism.

Bretag et al. (2018) found that students whose families speak a language other than English are more likely to engage in contract cheating. Abasi, Graves, Bretag, Chen, Ku, Goh, Jones, Li, Marshall and Garry, Perkins et al. (2018), Walker et al. (2018), and Walker and White have all established a link between English language skills and plagiarism (2016). There were methodological questions concerning the relationship's validity because students and professors self-report data on it. However, much research on this link is based on self-reported data from both instructors and students (Goh 2015; Jones 2011; Bretag 2007; Li 2015; Walker and White 2014).

There were a lot of therapies that can assist avoid plagiarism, according to the research. Students' use of novel detection software (Bradley 2015; Dawson et al. 2019) included a web-based module with a blended method on plagiarism, an online quiz through Blackboard (O'Donnell 2011, Davis 2011), and ethics-related module (Guo 2011), computer simulations and games as a preventative measure, marker training, and the use of novel detection software (Dawson et al. 2019). Plagiarism may be decreased through a variety of methods, such as structured training modules, policy implementation, and increasing the difficulty of plagiarism by requiring students to submit drawings and ensuring that plagiarism would result in penalties, as illustrated in Soto et al (2004). Additionally, Bennett discovered that plagiarism was inhibited by the dread of the consequences of being discovered as a plagiarist (2005). Even more so, Amigud and Lancaster (2019) indicated that family members may be implicated in contract cheating service purchases. The authors believe that if contract cheating is to be decreased, it has to be identified rather than prevented from occurring in the first place.

Academic dishonesty included plagiarism as a subset (Christiansen Hughes and McCabe 2006; Trost 2009). Academia's integrity is defined as a dedication to five core values: honesty, trust, fairness, respect, and accountability, especially in the face of hardship. The phrase "academic dishonesty" is used interchangeably in this research analysis. "Academic communities can transform ideas into action by adhering to these values" (Center for Academic Integrity 1999). "Literary

theft" is the legal term for plagiarism (Park 2003). According to Colon (2001), plagiarism has its origins in the Judeo-Christian tradition and is a "sin" or a transgression of the Ten Commandments (Park 2003; Standler 2012). According to Freedman (1994), plagiarism is "an attack on individuality, on nothing less from the core human right".

Plagiarism is a complicated and often difficult-to-describe act of academic misconduct that is far from being fully defined (Price 2002). Plagiarism can be interpreted in a variety of ways (Luke and Kearns 2012), including as simple as textual borrowing or as complex as erroneous citations (Batane 2010). However, some academic integrity specialists have enlarged the concept of plagiarism in recent years such that it includes not just words but also music, visuals, and art (Pecorari and Petric' 2014). This research was shown that digital outputs, including such computer programs and code, may have been included in the definition of an institution.

Ghostwriting and Guestwriting as plagiarism

There are two types of ghostwriting: "the unacknowledged authorship of papers" and "the writers who have made little input to the work" (Bosch 2011). In the medical field, guest authoring seems to be a common occurrence (Anekwe 2009; Bosch 2011). A renowned expert will allow their name to be used as an "honorary authorship," a specific sort of plagiarism, to provide legitimacy to another author's work. However, even if guest writing isn't the center of our inquiry, it illustrates the great variety of plagiarism expressions in academic and scientific settings.

Ghostwriting, which may be accomplished in two ways, is a more widespread problem among college students. When it comes to free assistance, a kind-hearted third person may be able to assist the student without any strings attached. Another option is for the student to acquire the paper from firms that are colloquially known as "paper mills." Even though term papers have been sold commercially since the 1960s, the Internet has made it easy for students to acquire papers online without any hassle. (Klein 2011; Standler 2012). It is illegal to sell academic papers designed for submission as student work in some regions in the United States

(Groark et al. 2001), although it is legal in other countries, such as Canada.

Perceptions among Professors and Students

Since the 1960s, term papers have been sold commercially. However, the Internet has made it simple for students to purchase papers online without any problem (Klein 2011; Standler 2012). Even though selling academic papers produced for presenting as academic student work is permitted in other countries, such as Canada, it is prohibited in some US jurisdictions (Groark et al. 2001).

Klein (2011) Student view of plagiarism is also affected by teachers' "ambiguous or inconsistent information" which leads them to assume that plagiarism is a "victimless crime". Teachers and institutions are partly to blame for how inadequately plagiarism is dealt with among students (McCabe 2005). Colleges and professors that don't take plagiarism seriously are viewed by students as "helping others to cheat" when it comes to plagiarism, according to students.

The Role of Institutions

An institution's influence on plagiarism definitions (Standler 2012; Glendinning 2014) is generally limited to a single university. There is a lack of information in the literature about large-scale efforts to combat plagiarism or academic dishonesty of any type. As of this writing, the framework had not been audited on a national level, although an audit tool for UK universities had been made available (Graham and Hart 2005). There is a lack of research on how academic institutions may work together to define academic dishonesty and plagiarism, in particular, in the literature. Studies on plagiarism at the policy level in Canadian universities were not discovered in the literature review. Individual Canadian universities' definitions of plagiarism are examined in this study, with special attention paid to how specific they are in describing what constitutes plagiarism.

PREVENTION AND DETECTION

Proper detection tools and appropriate sanctions can be used to deter plagiarism and ghostwriting, according to some academic institutions' viewpoints. Consequently, anti-plagiarism software has grown into a major economic area. Punishments might range from

a request for additional submission of the assignment to expulsion from the university. Universities, on the other hand, do not arbitrarily suspend or expel students. Students may get merely a stern reprimand and be required to redo their work. Although this half-hearted approach may lead to an 'arms-race' mindset among those who enable students' cheating, it may also lead to a rise in the sophistication of plagiarism-detection systems. It would be preferable for the institution to reevaluate its approach to teaching and learning.

Academic fraud may be prevented and detected more easily now that the New Zealand government has released a useful set of recommendations. The goal of the strategy is to raise students' awareness of the dangers of academic dishonesty and to reaffirm their understanding of how despicable it is. As a result, teachers must maintain constant contact with their pupils and be alert to any shifts in their progress. This necessitates spending time getting to know each learner. All of these ideas are well-intended but putting them into action will take a significant amount of time. The majority of academics believe they have a full plate and don't need any additional commitments or obligations.

Adopting the measures outlined in the New Zealand recommendations would mark a substantial departure from current general practice. As a result, many educational institutions would view the cost of such a change as a significant hardship. Not all academics would embrace such a shift, either. There's no denying that the current system is mainly acceptable to many academics.

Dissertations must be adequately overseen to maintain their integrity. Under careful monitoring, plagiarism should have minimal chance of going undiscovered throughout the writing of a dissertation. If done in tandem with a student's supervisor, it is preferable to work on a dissertation from beginning to conclusion, with both parties keeping an eye on the project's development.

If a student has ghostwritten a piece of work, they should not be allowed to pass it off as

their own. To be able to identify whether a student's written work is real or not, a supervisor must know enough about the student to be able to tell. Colleges would have been unable to identify if their students' work was written by someone else since they don't have enough time to get to know their pupils. Regrettably, this is the case when it comes to some situations.

ANTI-PLAGIARISM TOOLS

It is usual to practice using anti-plagiarism software or a plagiarism checker to prevent plagiarism. It is possible to check whether or not a piece of work has been plagiarized after it has been posted by running it through a rapid scan of the database that contains e-books, journals, periodicals, internet documents, and papers written by students (Paulson, 2002). In place of scanning through millions of papers manually, the program aids academic publications and educational institutions in detecting plagiarism. When individual critique your student's writing, you are also helping them to prevent plagiarism in the future. There are many anti-plagiarism tools, including EduTie, PlagiarismDetect.com, Viper, EduTie, PlagiarismServe, iThenticate, turnitin and WCopyfind (Ali, 2013).

Two websites may be used to take a "fingerprint" of a document and compare it to other documents in electronic repositories or on the internet, such as plagiarism.org and turnitin.com (www.turnitin.com). Peer review and published research throughout the world will be transformed by new technology, including software and web-based companies and sophisticated computer with the potential to mine huge electronic databases for plagiarism.

To avoid plagiarism, anti-plagiarism software has been developed. Turnitin and plagiarism.org are two of the most prominent anti-plagiarism applications. I Paradigms' Turnitin is the most popular Internet-based anti-plagiarism program. Among the many additional free and open-source anti-plagiarism programs accessible online are:

Table 1: Anti- Plagiarism Tools

Anti-plagiarism software	Website
ArticleChecker	http://www.articlechecker.com
Blackboard	http://www.blackboard.com
Copy Catch	http://www.copycatchgold.com
Code Match	http://www.ZeidmanConsulting.com/CodeSuite.htm
Copyscape	http://www.copyscape.com
Copy Tracker	http://copytracker.org Copy Tracker
DOC Cop	http://www.doccop.com/
Dupli checker Ephorus	http://www.duplichecker.com or http://www.ephorus.com
Essay Fraud	http://www.essayfraud.org/
EVE2	http://www.canexus.com/eve/download.shtml
Firefox	http://www.1hs.org/blog/?p=23
Glatt	http://www.plagiarism.com/self.detect.htm
Intergard	http://www.integriguard.com
iThenticate	http://www.ithenticate.com/static/home.html
JCIS	JCIS
Jplag	http://www.jplag.de
LexisNexisCopy Guard	http://www.lexisnexis.com/copyguard/
Moodle	http://moodle.org
Moss	http://www.cs.berkeley.edu/~aiken/moss.html
My Drop Box	http://www.mydropbox.com
Numly	http://numly.com/numly/default.asp
Plaggie	http://www.cs.hut.fi/Software/Plaggie/
Plagiarism	http://www.plagiarism.tk/
Plagiarism Checker	http://www.plagiarismchecker.com/
Plagiarism Detector	http://www.plagiarism-detector.com
Turnitin	http://www.turnitin.com

ADVANTAGES AND DISADVANTAGES OF USING ANTI-PLAGIARISM TOOLS

The researcher doesn't need to download the latest software to use some anti-plagiarism solutions, while others need a fee. When compared to scanning documents by hand, anti-plagiarism software speeds up the process.

An important downside of such software is that it places more focus on finding instances of plagiarism than on helping students learn. Teachers must sometimes employ search engines or tools to cross-check submitted coursework even when they uncover no copied material. When a report is submitted, some software simply compares it to a database. A paper might be plagiarized by using documents that are not within the scope of the database. Sometimes these tools can't tell the difference between purposeful cheating and mistakes made while summarizing, rephrasing, etc. With the use of anti-plagiarism programs,

there are several drawbacks:

1. In the majority of circumstances, it is not provided for free.
2. Third parties will have access to student data and student work as a result of this arrangement.
3. Only collaboration among students is detected, and content taken from the Internet is not detected by this method.
4. Students must sit down and take an exam to complete the criteria.
5. Essays for grading and reviewing must be submitted separately since formatting is lost during the verification process. It takes a lot of time and effort to input strings manually, which can be labor-intensive.

DOS AND DON'TS OF PLAGIARISM

To avoid plagiarism, it is necessary to follow a few easy guidelines. They are as follows:

1. Cite the sources of your information.
2. Explain all of the information available to them.
3. Acknowledgment is a good thing.

4. In-text citations.
5. Quotation marks should be used wherever necessary.
6. Translate or paraphrase the ascribed work in its original form.
7. Get permission from the original author or publisher before using long quotations.
8. To avoid self-plagiarism, you should obtain permission from the publisher of a prior piece that you have published.
9. People must have the express permission of the creator before using any of their work.

Is there a penalty for plagiarism in the school system? Everyone in the scientific community has a responsibility to educate themselves and others about ethical problems related to scientific publications. An investigation should be launched on any claims of plagiarism.

In the event of plagiarism, the relevant measures should be taken promptly and comprehensively. Responses to being confronted by a high-ranking official are typical of those who plagiarize:

1. Silence.
2. Denial.
3. Evasion.
4. Rationalization.

Using someone else's work without giving credit where credit is due is considered plagiarism and, as such, a major infringement of research ethics. Plagiarism is punishable by expulsion from academic or professional circles as well as the loss of research funds and sponsorship altogether. Plags weaken the credibility of research papers and the journals that publish them, as well as the scientific method itself and the public's trust in science as a whole. Plagiarism infringes on the intellectual property and literary rights of those who are plagiarized. Legal action may be taken against those who commit plagiarism for violating literary or property rights. Even though plagiarism has been there since the beginning of science, it does seem to be rising due to the ease of locating and copying other people's work on the Internet.

STRATEGIES TO TACKLE PLAGIARISM

In addition, as Delvin points out, colleges do

not want to put their reputations at risk for the sake of catching plagiarizers. As part of the process of assuring the quality of universities, it is necessary to ensure that their assessing policies and activities are beneficial enough so that their assessment can be successfully assessed in terms of its validity, reliability, and fairness. "Defining academic misconduct concerning plagiarism, cheating, identity fraud, and the use of improper information" are only a few of the plagiarism-prevention strategies advised by quality assurance companies. Students and faculty must agree on the concept of plagiarism to effectively and equitably combat it. This type of misbehavior may be eliminated if the faculty takes a proactive approach to training and monitoring its members, which is especially important for first-year students.

In addition to skill-based practical measures, interactive prevention can raise students' knowledge and sensitivity to the issue of plagiarism by teaching them how to properly reference and cite their sources.

It is the responsibility of university administrators to ensure that all university departments are free of plagiarism. The university's regulations in this area must be made explicit and widely distributed among students and faculty members, particularly on the university's website and in libraries, student deputies' offices, research centers, and dorms.

Students need to be taught about academic ethics and the importance of not plagiarizing. Writing papers, doing research, and organizing data are all abilities that students should work on. Students should be encouraged to be honest in their academic work by their professors, who should explain what plagiarism is and remind them to cite the resources they use. The university's rules and regulations might also help university employees decide how to handle plagiarism. Burke argues that institutions should focus on educating students on how to avoid plagiarism. Plagiarism is more easily avoided if students are taught the proper techniques early on, according to the study's findings. Landau says that students who aren't completely aware of plagiarism may assume that they already know everything there is to know about it, and hence don't bother to learn

more about it. Similarly, educators may mistakenly believe that students are already aware of the dangers of plagiarism, so missing an opportunity to educate them.

Although the preventive strategy is more time-consuming, it is more successful than any other method. The staff's encouragement of physical activity has resulted in positive outcomes. Examples of plagiarism include citation, quoting, paraphrasing, and the presentation of certain examples.

Sharing best practices in plagiarism control has been problematic since some Australian colleges have made an effort to conceal their policies. Even though plagiarism policies appear to be in place, there is little evidence that these measures have been successful. However, there is no empirical evidence to support Delvin's claim that "catch and persecute" leads to a diminution in plagiarism. Gallant claims that traditional techniques of combating plagiarism, such as punishment as a preventative measure, honor code systems, and teacher detection, are no longer effective anymore. To reduce plagiarism in the United Kingdom, they employ specific courses, evaluation, teaching students the essential abilities, detecting plagiarism, and particular policies, and instructional programs.

STRATEGIES TO AVOID PLAGIARISM

1. Take a look at the journal's guidelines for writers.
2. Regardless matter whether the source of thoughts and words are paraphrased or summarized, always recognize the contributions of others rather than the source of the ideas and words.
3. Quotation marks must be used whenever verbatim language or material is used.
4. Note the sources from which information was culled for this piece.
5. Ensure that individual fully comprehend the content before paraphrasing, and then write in their own words.
6. When in question about whether an idea or fact is well known, refer to it.
7. Accurately citing and referencing your sources is essential.
8. One study should not be broken up into many papers if the results are better presented as a single coherent whole.
9. Be sure to inform the editors and readers when submitting your manuscript for

publication if it includes research questions or hypotheses, methodological details (such as data sets, discussion points, or findings), or conclusions that have already been widely disseminated (e.g., published in a separate journal or on the Internet). There should be a cover letter that tells the editor, and readers should be notified by noting the previous work.

10. Authors who are submitting a manuscript for consideration for publication should notify the editors in advance of the nature of the overlap and include any other manuscripts (published, in the press, submitted, unpublished) that may be included in the manuscript under consideration if there were any other doubts or uncertainty about multiple copies or redundancy of manuscripts believed to have originated from the same study. In some cases, combining previously published data with new extra data and representing it as new research might be considered an ethical violation, and the editors should be made fully aware of the situation.
11. Consider the possibility of publication overlap while writing cover letters to the editor. Describe the overlap and earlier dissemination in your cover letter and ask for guidance on how to handle the situation.

NATIONAL POLICY ON PLAGIARISM

To combat academic paganization, the Indian government has enacted a set of restrictions. The Indian draught policy against plagiarism for academics and researchers at all levels was issued by UGC⁴⁹. Articles, theses, initiatives, etc. that share 10% of their content are not subject to a monetary penalty. There are more than 10% to 40% of similarities in level 1, 40% to 60% of similarities in level 2, and 60% of similarities in level 3. Plagiarism and other forms of academic misconduct can be curbed by the use of the aforementioned technique. A zero-tolerance policy was mandated by the UGC for essential research. If plagiarism is identified, the plagiarism disciplinary authority (PDA) of the Higher Education Institution (HEI) will be able to impose a maximum punishment. Academic misconduct panels (AMP) shall be established by HEIs to examine accusations of plagiarism and submit a report to the PDA, as indicated in the UGC's

proposed policy on the matter.

SUGGESTIONS

Consider the following suggestions to avoid plagiarism:

- Development of databases for Ph.D. theses to be presented to academic institutions.
- Mandatory submission of electronic copies in a UGC database, which should be available to the public before awarding so that anybody may discover plagiarism and report it to the respective universities.
- Prepare papers published in conferences and journals in India that are not covered by international databases for inclusion in local databases.
- Obtaining an affidavit from the candidate stating that no plagiarized material has been used.

SUMMARY AND CONCLUSION

Scholarly dishonesty impacts students as well as professors and educational institutions when it comes to plagiarism by students. Schools' reputations and the credibility of their prizes are jeopardized when they fail to handle student academic misbehavior professionally. However, even though universities have policies in place such as honor codes and education and training strategies for their staff regarding plagiarism concerns among their students, academic staff's responses to these issues of student plagiarism appear inconsistent, non-aligned, and this is of significant concern for institutions of higher learning across the country. There has been some discussion about why academic staff tends to respond inconsistently to cases of student plagiarism, and some proposals for techniques to decrease such disparities have been offered in the literature. To be sure, further study in this area is still required, which will focus on the theoretical underpinnings as well as the attitudes, views, and ethics of academic staff members.

A look at plagiarism and ghostwriting at the university level has been discussed here. The purpose of the conversation was to elicit ideas about how institutions should respond to academic dishonesty. The book does not address how these difficulties may be

compounded in university programs that incorporate e-learning or distance learning.

There seems to be an increase in the number of students using ghostwriters or plagiarizing. Even though academic dishonesty among students is thought to be a small percentage, the sheer number of students who engage in it is staggering. An alarm bell is ringing here. Cheats who succeed in "beating the system" and getting a degree that they did not acquire via their academic achievements would pose major dangers to academic integrity for departments, teachers, and the entire institution.

To protect students who rely on their intellectual abilities for academic work, plagiarism and ghostwriting must be fully eliminated.

Plagiarism is a serious offense that should not be tolerated, although it is rather easy to detect. As a type of intellectual dishonesty, persons who commit this crime should face a substantial financial penalty. While colleges and universities have the authority to do so, they don't manage to do so effectively or frequently enough.

The employment of a ghostwriter is a crime that should carry a stiffer penalty. The practice of ghostwriting is legal, however, making false accusations about a work's authorship is dishonest. In the same manner that plagiarism may be discovered by software, ghostwriting cannot be. Colleges might benefit from the use of stylometry-based products. However, teachers who are familiar with their students' talents are the best positioned to spot ghostwriting. Ghostwriting may be eliminated if more oral examinations were conducted. If this were to be implemented, the present university examination system would be incapable of handling it.

However, the general method of recognizing academic dishonesty and enforcing fines is unlikely to fix the problem on its own. A whole new perspective on prevention is needed. This would need the creation of learning environments at universities that would encourage students to immerse themselves in their subject matter and develop their creativity in such a manner that it would be clear who has succeeded and who has not

in the learning process. Students who succeed should be recognized and given a degree commensurate with their achievements, while those who do not succeed will be considered failures.

There is a significant issue here for supervisors who are connected with their students enough to discover misconduct. Anti-plagiarism software is available to most supervisors, and it is a simple thing to run a student's work through it. When it comes to the issue of ghostwriting, while a supervisor should anticipate a student's writing style to improve greatly during the dissertation writing process, an unusual improvement in writing style should be investigated. The handling of major academic misconduct must be robust enough to adequately handle the issue since it calls for a heavy penalty.

The issue of plagiarism and ghostwriting must be addressed more openly and regularly by academic organizations. There may even be instances in which the transgressors should be publicly humiliated and publicly identified.

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