

A Give and Get Credit in Due Method for Plagiarism in Education

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Abstract:-Plagiarism is a severe issue of academic integrity. It destroys the value of the original and honest scholarly work. Recent research has demonstrated that plagiarism is a complex issue, with many stakeholder groups requiring much more induction, information, training, and support to ensure the researchers to have the necessary understanding and skills to fulfil the academic responsibilities. Every researcher should ensure the work or innovative idea is unique and duty to decide its outcome benefits in all dimension. Hence it is wise to check for plagiarism before getting ownership of his product. This Paper proposes a Give and Get Credit in due method for the research professionals by suggesting a new method for preparing plagiarism free document to the great extent.

Keywords: - Give and Get Credit, Plagiarism, Documentation

I. INTRODUCTION

With the inception of the Internet, a of cheating has exploded and has made it imperative for teachers and other facilitators to combat it effectively. This paper summarises the Understanding of what plagiarism is, how to prevent it, and how to prepare a plagiarism free document by dedicating the credit to all who deserve. As a Student, every student is taught with academic honesty of Dos and Don'ts Dos. These commands are termed and meant as unwritten ethics and culture for being a student. Students are strictly instructed to follow and obey the rules. Any form of academic dishonesty, whether cheating or plagiarism, undermines the value of grades for the entire student body and the College as a whole [1].

A. Plagiarism in Lower Education.

Any student attempting to gain an unfair advantage in a course will be severely penalized, up to and including suspension from classes. The actions taken against the student will also be permanently entered into the student's record in the case of repeated, flagrant, or serious incidents. For purposes of this policy, the following definitions apply: Cheating is defined as fraud, deceit, or dishonesty in an academic assignment. It may involve:

- Copying or attempting to copy from others during an examination or for an assignment;
- Communicating examination information to, or receiving such information from, another person during an examination;
- Preprogramming a calculator or computer to contain answers or other unauthorized information for examinations;
- Using, attempting to use, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment or examination in question, such as: books, Web sites, prepared answers, written notes, or concealed information;
- Allowing others to do one's assignment or a portion of one's assignment or using a commercial term paper service;
- Allowing someone else access to your secure online classroom to complete assignments or portions of assignments;
- Gaining unauthorized access to another student's online classroom account;
- Altering examination answers after an assignment has been completed or altering recorded grades; and
- Resubmitting a previously written assignment for a new course without the permission of the instructor.

B. Plagiarism in Higher Education

Cheating here is termed as Plagiarism. Plagiarism is defined as using another's work (whether printed, electronic, or spoken) without crediting him or her. Whereas cheating is almost always intentional, students sometimes plagiarize accidentally. It is vital, therefore, for students to understand the many different kinds of actions that constitute plagiarism:

- Submitting the whole of another's work as one's own (see the definition of "cheating" above: this includes submitting another student's paper or a paper obtained from a commercial term paper service as one's own);
- Using the exact wording of a source without putting that wording in quotation marks and citing it; Paraphrasing the wording of a source without citing

it;

- Inadequately paraphrasing the wording of a source (not only the words, but the sentence structure of the original must be changed);
- Summarizing the ideas of a source without citing it; and.
- Overusing the ideas of a source, so that those ideas make up the majority of work.

From discipline to discipline and course to course, students will find that seem very close to plagiarism. In cases like these, students must be aware of the "use of another's work". Indeed, given the seriousness of plagiarism accusations for a student's future, the pedagogy of plagiarism education may need to be considered ahead of the pedagogy of the discipline being studied [2].

C. Research And Development

Academic institutions and research houses around the globe have started implementing this new technique of detecting and rooting out plagiarism. Students and writers submit it to these fingerprinting engines. The software in turn generates a report of its findings and makes it available to the instructor or other concerned authority.

D. Multiple File Formats:

MS WORD (.DOC / .DOCX), WORDPERFECT (.WPS), POSTSCRIPT (.PS), PDF (.PDF), HTML (.HTM / .HTML), RTF (.RTF), AND PLAIN TEXT (.TXT).

English, Portuguese, Spanish, German, French, Italian, Danish, Hungarian, Chinese, Japanese, Korean, Arabic, etc. (any language in UTF-8 encoding can be checked through the system.

The need for plagiarism education extends to every researcher, who may not completely understand what is expected of their students or the consequences of misconduct [3].

II. REVIEW OF LITERATURE

To address this problem various tools were developed during the late 90's. Software, such as "Plagiarism-Finder" (M4-Software), "EVE2" (Canexus), "YAP" (University of Sydney), "SCAM" (Stanford University) are the more prominent ones. Research has further highlighted issues of plagiarism by students for whom English is an Additional Language (EAL) at both undergraduate and post-graduate levels. Marshall and Garry [4] concluded that EAL students are significantly more likely to have engaged in serious forms of plagiarism (83%) than non-EAL students (65%);

A. Different Types of Plagiarism[5]

There are varieties of plagiarism namely

- Idea plagiarism
- Source code plagiarism
- Self plagiarism

- Mosaic plagiarism
- Accidental plagiarism
- Text based plagiarism
- Shape based plagiarism
- Cyber plagiarism
- Citation based plagiarism
- Data base Plagiarism
- Copy & Paste Plagiarism
- Word Switch Plagiarism
- Style Plagiarism
- Metaphor Plagiarism etc.

B. Software Based Plagiarism Detection Tools.

There are many software systems that suggest that they can reliably determine if a submitted text is plagiarised or not.

- PlagAware
- PlagScan
- CheckForPlagiarism.net
- iThenticate
- PlagiarismDetection.org
- Dupli Checker
- Copyleaks
- PaperRater
- Plagiarisma
- Plagiarism Checker
- Plagium
- plagScan
- PlagTracker
- Quetext
- Viper
- URKUND Software tool and etc.,

III. ISSUES IN PLAGIARISM

1. The softwares rely excessively on the search engines to find suspect writing [6].
2. The password protected websites, makes the locking of resource site.
3. It is known that nearly 20% of the students had never heard about the academic integrity policy of the affiliated university.

IV. REASONS FOR PLAGIARISM

The author proposes the following three reasons as major factors resulting plagiarism.

1. Learning and development is a life-long self learning process which becomes harder and more over Time, Money consuming complexities makes it as a great obstacle.
2. Writing skill is required to present the research to be viewed by the reviewers and followers in the same way and to understand in the same logic as the author would like to.
3. Work pressure and social pressure for the survival of fittest in the economical complexity of technologically ever growing fast world.

V. PROPOSED GIVE AND GET CREDIT IN DUE METHOD

The objective of the Give and Get Credit in due method starts from the designing of the new idea or needy device required to the public or organization.

A. The Learning and Development Process

Development generally begins with a realization of current or future need and the motivation to do something about it for the society.

The 70/20/20 model can be deployed to find the need through the different types of learning namely experiential, social, and Formal [1].

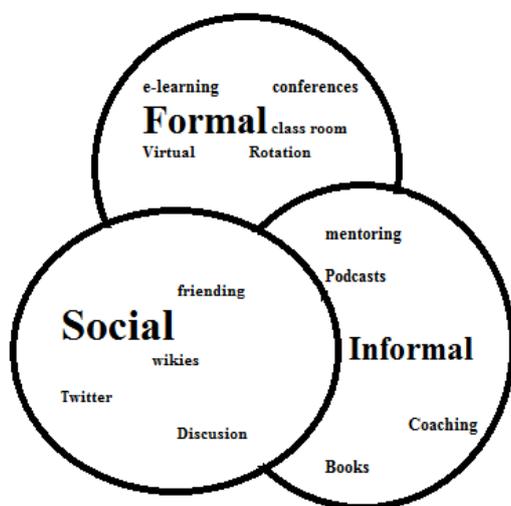


Fig.1: The L&D Process

Firstly the problem is identified using these L&D process. This phase removes 50 % of the plagiarism. Secondly from the bibliographic coupling, the database architecture is combined to collect the input data required, the connectivity; matching, storing and retrieval are analyzed and the proposed software is designed. This phase removes 20 % of the plagiarism.

Thirdly Select the Document Style based on the discipline and subject. This phase removes 10 % of the plagiarism.

The document styles may be

- American Psychological Association Documentation
- Chicago/Turabian Documentation
- Modern Language Association Documentation
- American Political Science Association Documentation
- Council of Science Editors Documentation
- Institute of Electrical and Electronics Engineers Documentation
- Numbered References

- Quoting and Paraphrasing Source

The proposed system is executed and the use of the product is identified. The applications are gathered and are recorded as document using English. Fourthly, this phase removes 10 % of the plagiarism. This Rough draft is then used as input in Give and Get Credit in Due method. This phase removes 10 % of the plagiarism.

1. Use only own wordings and sentences
2. Express the meaning of the logic and content in a simple easy understanding words
3. Always cite the source and give the credit to authors
4. Check for
 - Incite and give the credit in due
 - Bibliographic coupling length and give the credit in due
 - In text and give the credit in due
 - Integrity and give the credit in due
 - Privacy assured and give the credit in due
 - Database and give the credit in due
 - Content and concept and give the credit in due
 - Algorithm and logic and give the credit in due
 - Source code and give the credit in due
 - Shapes and images and give the credit in due
 - Tables and figures and give the credit in due
 - Graphs and charts and give the credit in due

Generally all the needed details are maintained in the prescribed format.

Finally Test the document with the software advised by the Affiliated University.

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VII. CONCLUSION

Carelessness while writing, heavy reliance on few sources, Work pressure and a lack of understanding of what plagiarism is may all lead to inadvertent intellectual theft. It is required to move beyond deterrence, detection, and punishment, and take a holistic and multi-stakeholder approach to address plagiarism. This will hopefully enhance the betterment of the society. The author would like to provide the due credit to who so ever concern and the original author and source that support in writing this monograph helping students.

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