

**THE IMPORTANCE OF PLAGIARISM IN RESEARCH: A
STUDY**

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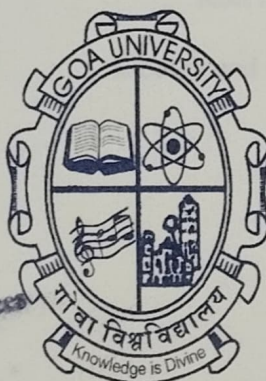
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CHAPTER 1

Introduction

1.1 Introduction

The problem of plagiarism in academia is well-known and getting worse. According to estimates, it accounts for a sizeable portion of all serious departures from ethical research practices. With up to a third of published papers containing plagiarism, it is, in fact, a severe issue for some journals. Clarifying what constitutes plagiarism becomes a pressing concern, given that it is considered a significant problem for the research community. Questions about the definition of plagiarism and whether overlapping alone constitutes plagiarism are also raised by the technological advancement of software for plagiarism detection. Even though the two are related, explaining what plagiarism is and what makes it wrong are different but equally important things. Is plagiarism a sin in all its forms? Do any legal means of plagiarism exist, if any at all? What exactly constitutes plagiarism, then?

One might anticipate agreement and a fair amount of precision regarding what constitutes plagiarism, given the significance of defining what constitutes misconduct in scientific writing and the prevalence of "plagiarism" in discussions of such misconduct. While there is consensus regarding the paradigmatic instances of plagiarism, there are fewer consensuses regarding the definition of plagiarism. In actuality, in-depth discussions of the problem are rare. (Helgesson & Eriksson, 2015) Unfortunately, there is still a heavy weight of plagiarism in thesis and research publications in India, which contribute significantly to the corrections and retractions in the country's published literature. The University Grants Commission(UGC), which published a draught of regulations to set standards controlling plagiarism identification and proper sanctioning of penalties for the same in higher education institutes(HEI) in India, has lately acknowledged this problem. (Misra, et. al., 2017)

Plagiarism is the representation of another author's language, thoughts, ideas, or expressions as one's own original work. It is considered a violation of academic integrity. ("Plagiarism" n.d.) It is subject to sanctions such as penalties, suspension,

1.8 Findings

1. The majority of the respondents know a little bit about plagiarism, very few don't even know the concept, the remaining claim they are fully aware, and are unaware. Thus the data reveals that most of them are either aware about the plagiarism.
2. It was seen that the majority of the students got to know about plagiarism during their bachelor's degree, few even got to know during this survey, among the remaining students, some got to know during their master's degree, and didn't remember. It shows that the concept of plagiarism is introduced to most students during their bachelor's degree.
3. The study states that the majority of the students feel Intentional copy and pasting is plagiarism, the least of them say it is giving your idea after referring to other's paper, as per some of students it is unintentional copy-paste, for some it was concealing the identity of the author and for others it was a repeated publication. Hence, as per students, the copy and pasting done intentionally is considered plagiarism more than any other act.
4. The study states that as per the majority of students, the conceptual meaning of plagiarism is stealing another author's language, idea, etc.; the least of them say none of the above. Few say it's a fraud; for some, it is wrongful appropriation; and for the remaining, it is writing your own work (Students have chosen more than one option, whichever applied). This study clearly shows that some respondents have no idea what plagiarism is, whereas some are fully aware.
5. The majority of the students feel using the information and not giving credit to the original author is known as plagiarism in research, some say it is quoting someone and not citing them, few also feel it is referring to previous data and working over it with a new objective, and remaining say it is the creative use of old research. This again shows that many students are unaware of plagiarism.
6. The majority of the respondents in the study know that it is mandatory to do the plagiarism check of their article; some had no idea, some were not sure, and remaining didn't know about it. It is seen that most of them are aware that a plagiarism check of their article is mandatory.

7. As per the majority of the students, to cite the sources we refer we need to put the details of the references in an appropriate format; only few of them feel there is no need to cite it, some also say giving URL of the website is enough, and remaining few say putting a star next to the information. It shows that most of them know how to cite the source, but only some think it is necessary.
8. In this study, it was seen that the majority of the students knew about direct plagiarism, very few of them knew about Mosaic Plagiarism, some knew self-plagiarism, few knew about accidental plagiarism. Some didn't know any of the above. This shows that around an average of students know about the different forms of plagiarism, from which some are widely known n some are not. And some didn't know any of them.
9. The majority of the students knew that plagiarism is a punishable offense. Only some were aware, and some were not sure. Most students know it is wrong and could be punished if caught plagiarising.
10. Most of the students feel plagiarism matters because it is unethical, some feel it does not matter much, few think that someone caught plagiarising can have some serious consequences, and some also said it matters because it is not right. Most of them know why plagiarism matters, but few still feel it does not matter.
11. It was found that for the majority of the students avoiding plagiarism is essential because it is not fair to steal someone else's work, some feel it's not necessary to avoid, few feel it is important to avoid because it impedes your reputation at your Institution, and remaining feel because the organization/institution tells you to do so. Most of them know why it is necessary to avoid plagiarism, while few feel it's unnecessary.
12. The study revealed that most students think that if caught plagiarising, the punishment is the research paper gets discarded, whereas very few think nothing happens. Some believe different institutions have different rules, few feel they get a warning, and the remaining think they get some punishment. This shows that there are no specific punishments or that students don't know about them properly.
13. When asked students' views on what the consequences should be if they are found guilty of plagiarising, some said giving a warning is enough, and few felt marking zero for all the modules. Some say retake, some believe giving

zero and no resubmission is the correct way, and the remaining say expulsion.

These are students' views on how someone plagiarising should be punished.

14. The study says the majority of the students use the internet for research work very frequently, and only very few use it rarely. Some say they use it frequently and the remaining use it occasionally. Whether they use it frequently or not, all students use the internet for research at some point.
15. The majority of the students do not give credit to the original owner after rephrasing and using the content, whereas some always avoid giving it. The remaining doesn't provide most of the time, and some never do it; they always give credit to the original owner. Some of them are genuine and always give credit to the original owner rest, skip it entirely or give it a few times n skip it the other time.
16. The study reveals that 48.4% of the students give reference to the source they use from the internet most of the time, while 19.8% give it very few times, and the remaining 31.9% give it all the time. Some might provide the reference all times and some might skip a few times, but there was no respondent who always skipped doing it.

1.9 Organization of the study

CHAPTER 1: Introduction

CHAPTER 2: Review of literature

CHAPTER 3: Explanation of concept

CHAPTER 4: Plagiarism at National and International level

CHAPTER 5: Analysis and interpretation

CHAPTER 6: Findings, suggestions and Conclusion

CHAPTER 2

Review of Literature

- i. In the article “Challenges in Addressing Plagiarism in Education,” the author discusses the challenges faced in addressing plagiarism in education. The author says plagiarism is a major academic integrity violation since it diminishes the value of authentic, original research. Educational institutions must go beyond deterrence, detection, and punishment to effectively handle plagiarism and adopt a comprehensive, multi-stakeholder strategy. Plagiarism occurs at all academic levels and compromises the integrity of education. According to research, to prevent plagiarism, both undergraduate and graduate students need training. (Bretag, 2013)
- ii. The paper “Beyond the Accusation of Plagiarism” explores the complexities of plagiarism and makes the case that, when applied to a cross-cultural setting, plagiarism must be interpreted in light of the unique traditions and cultures in academic settings. Understanding changes in students’ perceptions of plagiarism as part of their broader adaptation to the academic traditions of their host countries requires a holistic and developmental viewpoint. (Gu & Brooks, 2008)
- iii. The paper “Plagiarism in Scientific Publishing” states that institutions of higher learning and the sciences should have developed units for developing, promoting, and monitoring research. Science shouldn’t be free from plagiarism disclosures and penalties. The question of who, what (criteria, standards, norms), when, and how to proclaim someone a plagiarist is inconvenient. Then, when plagiarism is established, which organizations or scientific body committees at the national or international level can be sanctioned, and what are the sanctions? Work on strategies for early plagiarism detection is required, and reputable journals should all employ the appropriate technologies. On a global scale, a database of all instances of plagiarism should be established with the release of all identities of those who have been blacklisted for plagiarism. (Masic, 2014)

- iv. This paper, "Reducing plagiarism through academic misconduct education," has described the implementation of an intervention that aims to increase students' academic writing abilities, lower levels of plagiarism, and provide a tool to help identify contract cheating by capturing the "fingerprint" of a writing sample. The levels of detected contract cheating cases did decline after the intervention was implemented. Still, because there were so few of these cases before and after the intervention, we cannot conclude whether collecting writing samples is a useful method for identifying these cases. They are aware of the limits of this fingerprinting process and have proposed alternative solutions, such as faculty training. Given the growing emphasis on academic integrity, universities cannot afford to overlook this problem. They advise using such programs in other institutions as a way to inform students about acceptable academic behaviour and discourage plagiarism because they think the potential advantages outweigh the difficulties of implementing such a program. (Perkins, et, al., 2020)
- v. In this paper, "Plagiarism in Scientific Research and Publications and How to Prevent It" the author discusses different ways to avoid plagiarism. The author also talks about the measures that can be taken to prevent plagiarism. Various things are discussed in this paper about plagiarism, such as different types of plagiarism, different causes of plagiarism, and many other terms related to plagiarism have been explained. (Masic, 2014)
- vi. This article, "Defining and Responding to Plagiarism" suggests that editors and publishers should consider their policies for detecting and dealing with plagiarism. Such measures require a valid definition of plagiarism to be beneficial and applied consistently. This article provides some potential recommendations. Publishers must choose the best way to employ text-matching technologies and large databases to produce products like crosscheck, which can be pretty effective. (WAGER, 2014)
- vii. This article, "What is Plagiarism?" defines plagiarism and tells us about what is considered plagiarism. Its legality would depend on its intended purpose and the environment at the time it was created. The two safest courses of action are

avoiding these circumstances entirely or verifying usage authorization and correctly citing the work. (Turnitin, 2017)

- viii. This article, "Plagiarism: Facts & Stats" discusses the facts and stats of plagiarism. They have shown academic integrity at different educational levels. They have also written about scandals in different areas, with seven college cheating scandals. (turnitin, 2017)
- ix. The article, "Plagiarism in the Context of Education and Evolving Detection Strategies." states that current science is plagued by plagiarism, a symptom of pseudoscience. All science communication stakeholders must take a comprehensive approach to its detection and prevention tactics based on their knowledge of regional and local patterns in intellectual property theft. It is ineffective to rely solely on a single anti-plagiarism technique. Using manipulative paraphrasing and editing techniques by plagiarism can even trick powerful anti-plagiarism software, which tracks textual overlaps and computes similarity scores. To prevent erroneous negative and positive results, editors should hand review each paper after obtaining the software-generated similarity percentages. The human factor-based preventive anti-plagiarism techniques are probably the most reliable. (Gasparyan et. al., 2017)
- x. The study in the paper "Exploring staff perceptions of student plagiarism" examines staff perceptions of plagiarism using qualitative data from a research project. Twenty-six employees from various academic departments and schools across the institution participated in unstructured and semi-structured interviews. Analysis reveals that plagiarism has many different definitions, both in terms of what constitutes plagiarism among students and how it is equated with cheating. Although the causes of these individual definitions are unknown, the study hints that values thought to support higher education may be a significant factor. This paper presents new empirical data on staff perceptions of student plagiarism, which complements earlier studies on student perceptions. The potential consequences of different perceptions of plagiarism are also discussed, as is a discrepancy between staff and student understandings. (Flint, Clegg, & Macdonald, 2006)

right now. Since the skill of producing texts that are learned during schooling also involves using others' words, the concept of plagiarism is incredibly complicated. The concept of plagiarism and its ramifications, as well as the effects of plagiarism and potential penalties, must therefore be better understood. In order to address the issue of plagiarism in academic texts comprehensively and consistently, rules and policies will consequently be better based. This will not only prevent plagiarism but will also encourage education about how it is possible to produce texts in an original manner. (Berlinck, 2011)

- xv. In the article "Plagiarism: Software-based detection and the importance of (Human) hardware," the author argues that the UGC's proposed rules for tackling plagiarism in Indian academia are an excellent start. Still, they need to be strengthened by first creating systems for teaching academics and scholars about plagiarism and how to avoid it from an early age. The suggestion that all students have access to plagiarism-detecting software is fantastic and should be implemented at all of the nation's educational institutions. However, rather than just taking the results supplied at face value, the conclusions drawn from such a plagiarism check should be analyzed cautiously by appropriately qualified personnel and in the context. (Misra, Ravindran, & Agarwal, 2017)
- xvi. The book "A handbook for deterring plagiarism in higher education" discusses the ability to define plagiarism clearly is crucial because it makes it simpler to exclude it from assessments and impose sanctions when it occurs as an offense in academic work. According to the book, plagiarism differs from a copyright in that it protects not only written material but also other people's ideas. The book also examines how past education may contribute to plagiarism among overseas students. The detection of offenses and their consequences are also covered in the book. (Caroll, 2002)
- xvii. The main results of the study "Factors influencing plagiarism in higher education: A comparison of German and Slovene students" are that the Web and new technologies have a substantial and significant impact on plagiarism. Hence, the author says that by providing more support and advice while kids are enrolled in school, understanding the causes of plagiarism and raising

awareness of the problem among students may help prevent further academic dishonesty. Further consideration of preventive measures is necessary in this regard. In fact, concentrating on preventive measures rather than on plagiarism detection could have a positive impact on sound scientific practice in the near future. (Jereb, et al., 2018)

- xviii. The author of the paper "Does open access prevent plagiarism in higher education" says that, although plagiarism still presents a problem, it is now less difficult to detect. This is conceivable because of the environment for web-based e-publications, where access to, an inspection of, and usage of information content is growing. The authors contend that if the roles of the stakeholders are understood and carried out, open access increases the detection of plagiarism and deters it. They support this claim with their experience, observations, content analysis, and existing literature. (Ocholla & Ocholla, 2016)
- xix. The article "Awareness about plagiarism and the effectiveness of library literacy programme towards its deterrence: a perspective of postgraduate resident doctors" discusses how awareness of plagiarism is crucial for avoiding intellectual dishonesty, fostering academic integrity, and ensuring high-quality research. For higher education and research organizations, upholding high standards for academic integrity is a difficult task. (Khan, Richardson, & Izhar, 2021)
- xx. In the article "The Role of Cultural Values in Plagiarism in Higher Education," the authors discuss the more considerable consequences for higher education as well as the cultural values that students use as explanations for plagiarism. According to their findings, the majority of the surveyed respondents could defend their behaviour and point to American values that either supported or discouraged it. (Heckler & Forde, 2016)
- xxi. In the paper "Plagiarism in Research," the author says that plagiarism is a significant violation of research ethics and a type of research misconduct. It involves misrepresenting someone else's thoughts or words as one's own without giving due credit to the genuine author. Due to several factors,

plagiarism is more complex than this definition's implication would suggest. At the moment, educational tactics and plagiarism-detection technologies are the main focus of attempts to prevent plagiarism. (Helgesson & Eriksson, 2015)

- xxii. The author of the article "The problem of plagiarism" says that plagiarism is a significant violation of research ethics and a type of research misconduct. It involves misrepresenting someone else's thoughts or words as one's own without giving due credit to the genuine author. Due to several factors, plagiarism is more complex than this definition's implication would suggest. At the moment, educational tactics and plagiarism-detection technologies are the main focus of attempts to prevent plagiarism. (Anderson & Steneck, 2011)
- xxiii. This article, "Anti-plagiarism strategies for research papers," discusses strategies for preventing plagiarism, which some claim is becoming more prevalent in research papers and other student writing. Because it is now more straightforward than ever to commit plagiarism, thanks to the availability of text in electronic form. Paragraphs or entire articles can now be copied and pasted directly with a few mouse clicks. Using these techniques can inspire students to respect the assignment and do their own work. (Harris, 2007)
- xxiv. The article "Semantically detecting plagiarism for research papers" states that research articles cannot be checked manually since the designated reviewer might not be well-versed in the fields under consideration. They might have distinct subjective viewpoints, which could lead to misunderstandings. (Kharet et.al., 2013)
- xxv. The study "Awareness of Plagiarism: A Study" says that the phenomenon of plagiarism is quite complex. There is no particular easy cause for the multifaceted and frequently complex situation. Students' unclear grasp of plagiarism and how it may be avoided may be one of the elements contributing to it. (Remmy S., 2019)

CHAPTER 3

Explanation of Concept

3.1 Introduction

Plagiarism is a well-known and rising problem in the academic world. It is anticipated that it will be responsible for an amount based on all significant deviations from ethical research practices. Plagiarism is a major problem because it occurs in as much as a third of the papers published in some journals. (Helgesson & Eriksson, 2015) Considering that plagiarism is seen as a serious matter in the research community, defining precisely what plagiarism is becomes a pressing concern. Even though they are related, describing plagiarism and defining what is wrong with it are not the same.

The word plagiarism dates to the early 17th century and is derived from the Latin word *plagiarius*, which means "kidnapping". ("Plagiarism" n.d.) A well-known Roman poet named Marcus Valerius Martial (40 AD–104 AD) was the first author whose work was plagiarized. ("Tapalaga" n.d.) Poets were required to be able to recite significant works by other authors during the period. However, Martial decided to react when he discovered that Fidentinus, another poet, was reciting his compositions and claiming credit for them. (Turnitin, 2019) During the Jacobean Period, dramatist Ben Jonson coined the word "plagiarist," a derivation of "plagiarius," to designate someone who has plagiarised works of literature. Around 1620, the derivative form of plagiarism was first used in English. ("Plagiarism" n.d.)

3.2 Plagiarism

When it comes to "stealing of intellectual property", plagiarism has existed for as long as people have created works of art and scientific research. Plagiarism is now a major issue for publishers, researchers, and educational institutions as a result of easy access to the Web, massive databases, and communication in general. (Maurer, et. al., 2006) There are a number of definitions of what constitutes plagiarism. Ironically, many research scholars plagiarise without even being aware of it.

In academic contexts, numerous definitions of plagiarism are implemented, depending on the organization. Plagiarism is an offence against academic integrity. Sanctions for it include penalties, suspension and expulsion from school or the workplace, as well as hefty fines and even prison sentences. Although there is a significant overlap between plagiarism and copyright infringement, they are not the same thing. ("Plagiarism" n.d.)

3.2.1 Definitions

1. The practice of taking someone else's work or ideas and passing them off as one's own. ("Plagiarism" n.d.)
2. Plagiarism is presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement. ("Plagiarism" n.d.)

3.3 Research

Research is "a creative and methodical activity done to improve the existing knowledge." It entails the objective gathering, organizing, and analysis of data to improve comprehension of a subject or issue. A research effort could build on prior contributions to the field. Research may duplicate portions of earlier projects or the project as a whole to verify the accuracy of instruments, processes, or experiments. ("Research", n.d)

3.3.1 Definitions

1. "Research in simplest terms is searching for knowledge and searching for truth. In formal sense it is a systematic study of a problem attacked by a deliberately chosen strategy which starts with choosing an approach to preparing blue print (design) acting upon it in terms of designing research hypotheses, choosing methods and techniques, selecting or developing data

collection tools, processing the data, interpretation and ends with presenting solution/s of the problem." ("Research", n.d)

2. "Definition of research is given by John W. Creswell, who states that "research is a process of steps used to collect and analyse information to increase our understanding of a topic or issue". It consists of three steps: pose a question, collect data to answer the question, and present an answer to the question." ("Research", n.d)
3. "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, n.d)

3.3.2 Forms of Research

There are many types of research, including those in the humanities, arts, economy, social issues, business, marketing, life, and technology. Meta-research is the term for the academic study of research methodologies.

- **Original research:** Research that is not solely based on a summary, review, or synthesis of past publications on the subject of the study is referred to as "original research," also known as "primary research." This content is a primary source in nature. Instead of presenting the knowledge that already exists in a new way, the goal of the original research is to create new knowledge.
- **Scientific research:** A methodical approach to accumulating information and utilizing curiosity is scientific research. This study uses scientific data and theories to explain the world's nature and characteristics. This study uses scientific data and theories to explain the world's nature and characteristics. It enables beneficial uses. For scientific research, public agencies provide funding.
- **Research in the humanities:** Different research methodologies, such as hermeneutics and semiotics, are used in the humanities. Humanities researchers, for the most part, focus on the problems and details that surround

a subject rather than trying to find the one correct answer. Always consider the background, which can be social, historical, political, cultural, or ethnic.

- **Artistic research:** When creative works are treated as both the subject of the research and the subject of the research themselves, artistic research, also known as "practice-based research," can emerge. It is the contested school of thought that provides an alternative to research techniques that are solely scientific in their pursuit of knowledge and fact.
- **Historical research:** The historical method consists of the procedures and rules that historians follow when they conduct research and subsequently write history using historical sources and other pieces of evidence. Under the categories of external criticism, internal critique, and synthesis, there are a number of historical principles that are frequently applied by historians in their work. Low criticism and sensual criticism fall under this category. ("Research", n.d)
- **Documentary research:** The use of external sources, such as documents, to back up the thesis or contention of a written academic work is known as documentary research. Documentary research frequently involves some, all, or none of conceptualizing, using, and evaluating documents. In documentary research, the analysis of the records would be either quantitative or qualitative (or both). ("Documentary research", n.d)

3.4 Plagiarism in Research

Plagiarism in research has increased along with the expansion of academic journal articles offering different perspectives on the topic. Opinions range from rage at students who violate the rules to accusations against teachers who fail to turn in assignments free of plagiarism. There are several cutting-edge techniques for preventing plagiarism and detecting it when it occurs, most notably online plagiarism detection tools. By reviewing the literature, one can develop better justifications for each position. (Helgesson & Eriksson, 2015)

3.4.1 Types of Plagiarism

1. **Direct form:** Copy the text, digital files, audio, or visual recordings entirely or in part without citing the original source.
2. **Mosaic form:** Using a few words and phrases from the original source without citing it.
3. **Self-plagiarism:** Reuse original content without citing the original sources. (Masic, 2014)

Plagiarism is not always a simple binary choice. It can be difficult to distinguish between legitimate research and plagiarism. Recognizing the various forms of plagiarism is a crucial first step in avoiding it. (Masic, 2014)

3.4.2 Ten most common types of plagiarism:-

- **CLONE**–Submitting someone else's work, which is just transcribed, as his/hers own;
- **CTRL-C**–Contains most of the text from a single source, without alterations;
- **FIND–REPLACE**–Changing key words and phrases, but retaining a substantial part of the content of the primary sources;
- **REMIX**–Paraphrasing multiple sources which are so arranged that complement each other;
- **RECYCLE**–The use of their own work (if the article is already published somewhere and not cited);
- **HYBRID**–Combine perfectly cited sources with the copied without citation;
- **MASH UP**–Blending the copied material which is taken from multiple sources;
- **ERROR 404**–Includes quoting non-existent or inaccurate source;
- **AGGREGATOR**–Include proper citation of sources, but contains almost nothing of their own work;

RE–TWEET–Includes proper citation, but with too much text used from the original.” (Masic, 2014)

3.5 Awareness for Plagiarism

The complexity of the plagiarism problem necessitates education at all levels, from undergraduate to postgraduate students to faculty members and academic institutions, to uphold an ethical culture and prevent scientific misconduct. Everyone has to detect plagiarism and take necessary measures to preserve the academic community's integrity and the public's faith in science. (Shah, et.al. 2021)

Anti-plagiarism software often detects similarity index matches of six or more terms or phrases sequentially to published work and suspect plagiarism. (Shah et. al. 2021)

Plagiarism is a major academic integrity violation since it diminishes the value of authentic, original research. Despite the surge in study and interest in this subject, undergraduate students' plagiarism in assessments has received most of the attention. Recent studies have shown that plagiarism is a complicated problem and that various stakeholder groups need more education, training, support, and induction to ensure that they have the knowledge and abilities needed to carry out their academic responsibilities. Therefore, educational institutions must acknowledge that combating plagiarism necessitates a comprehensive and multi-stakeholder approach that aspires to cultivate a scholarly community built on common perceptions and behaviours of academic integrity. (Bretag, 2013)

3.6 Detection of Plagiarism

When there is a suspicion of plagiarism or other significant misbehaviour, such as fabrication and falsification, the journal editors should be knowledgeable and capable of: identifying misconduct; being knowledgeable about plagiarism detection software programs; and asking authors for clarification. Following internationally recognized standards, they should also be prepared to reject publication, retract it, and/or suggest academic sanctions to the appropriate authority. (Shah et. al., 2021)

The technique for detecting plagiarism might be carried out manually or automatically. Natural language processing, optical identification and biometric techniques are all quite comparable to the automated process. These all have a basis in

pattern recognition. The accuracy of an automated procedure is not perfect. So, manual inspection is still required. (Khaled & Al-Tamimi., 2021)

3.7 How to avoid Plagiarism

- Paraphrasing- When useful material is discovered, it is read and paraphrased using one's own words.
- Quote- Very effective method of preventing plagiarism. It is actually how some authors have written things, and their words are constantly surrounded by quotation marks.
- A quotation or citation in the text is denoted by a number after the citation, and beneath this number is a reference citation.
- Citing one's own work: In order to avoid being accused of plagiarism, the author of the material must cite themselves if they previously used it in another publication.
- At the end of the text, references—which include the sources from which authors derived the data in the subject article—must be mentioned.
- Always follow the guidelines for citing sources correctly, including noting concepts borrowed from conferences and formal and informal talks.
- References must contain complete bibliographic data.
- References must provide a list of all sources that are cited in the text.
- If more than six words are copied directly from another source, quotation marks should be used. (Masic, 2014)

3.8 The most common plagiarism detection tools

- MOSS (1994)
- Ithenticate (1996)
- JPlag (1997)
- GPSP - Glatt Plagiarism Screening Program (1999)
- Turnitin (2000)
- Plagiarism Checker (2006)

CHAPTER 4

Plagiarism at the International and National Level

4.1 Introduction

Understanding publishing and retraction procedures involves investigating plagiarism and duplicate publication across national boundaries. No nation is exempt from having to deal with plagiarism and duplicate publication problems, while in some nations these unethical practices might be of a greater immediate concern than in others. This may point to the necessity for various educational initiatives focused on publishing ethics or other ways to guarantee publishing integrity in various nations. (Amos, 2014)

In the worst scenario, a plagiarising author who lacks moral integrity may resort to plagiarism in order to exaggerate the number of citations. Plagiarism is tolerated in a lot of resource-poor nations, where it is allowed without consequence. The lack of consistency in the concept of plagiarism and the standards for good research practices helps it spread. In one study, one of the most significant influencing elements was personal morality. Another was the pressure of publishing for promotion. It stated that the most prevalent type of scientific misconduct was inappropriate authorship. (Rodrigues et. al., 2023)

4.2 Plagiarism at International level

4.2.1 China

China's regulations let its newspapers, journals, radio, and television programs freely present or cite previously published tales of another medium, except for cases where the author has forbidden their publishing and broadcast. However, it is seen that the news websites, including the so-called new media or digital media, are not protected by the law for the free use for reproduction of copyrighted work. According to the article, current Chinese law is relatively forgiving regarding online plagiarism, with lawsuit settlements only being capped at 500,000 yuan (about \$76,700). (Chen, 2018)

4.2.2 Australia

In Australia, if the violation is one of the authorized actions and the usage is "fair," the defense of "fair use" is permissible. The following are examples of permissible uses:

- Discussing an original work or film for research or private study
- Offering critique or a review
- Parodying or satirizing
- Reporting news
- Giving legal or patent advice

"Research or private study" refers to thoroughly investigating a topic to learn facts or principles. It must involve some sort of material appraisal. As a result, the copycat should be careful to offer some kind of commentary or analysis on the information they use. (Plagiarism checker, 2021)

4.2.3 Canada

If a student plagiarises in a paper in Canada, the institution may take disciplinary action against the student by its academic regulations. For them, it represents a danger to their intellectual integrity. The university takes plagiarism seriously when it comes to higher education. For academic dishonesty, they could award the student a failing grade. Therefore, damaging students' academic records might also negatively impact their careers. The use of plagiarised content by bloggers and content producers may subject them to legal repercussions.

Additionally, they risk losing readers because readers tend to doubt the author's trustworthiness in the wake of any plagiarism claim. Google and other search engines work to improve their customer support and take the problem of duplicate content seriously. If they find any copied content on the website or blog, they can have it removed from the search results. This could result in the content producer losing visitors. It is detrimental to the general reputation of the company for business blogs. (Copyleaks, 2020)

4.2.4 Indonesia

Although the law mentions harsh penalties for student plagiarists, plagiarism mitigation frequently focuses on teachers by enforcing more prevention and punishments for activities by faculty. However, it appears that the Ministerial level is still responsible for prosecuting students who plagiarise. Given the importance of role modelling in this situation, the emphasis on the faculty's plagiarism policy may achieve its intended goals by lowering the incidence of plagiarism among students. (Akbar & Picard, 2019)

4.2.5 United States

Most of the time, plagiarism is not considered illicit in the United States. Instead, it is seen as a breach of honour or ethical standards and may lead to disciplinary action from a person's school or place of employment. However, legal action may be necessary if plagiarism violates the original author's copyright, patent, or trademark. If plagiarism violates a contract specifying that only original work is acceptable, it may lead to legal action. (Legal Information Institute, n.d)

Courts may impose penalties and order the infringer to account for profits under Section 504(a). In addition to any damages for losses the claimant incurred due to the copyright infringement, any profits claimed may also be included. As a result, the claimant may be able to get back considerably more than they lost. Punitive damages may be used by courts to prevent future infringers. Statutory damages may be given as an alternative if a claimant's actual losses are challenging to estimate. The court may determine that these should not exceed \$30,000. For wilful violations, statutory damages may be doubled; unintentional violations may be cut to as little as \$200. Statutory damages and legal fees may not be granted if the original copyright work was not registered before publication. (Plagiarism checker, 2021)

4.2.6 United Kingdom

In the UK, "fair dealing" refers to using infringing material for an authorized purpose that is reasonable and with adequate source attribution. For private study, sufficient attribution for the original work is not necessary. Also, if offering one would be impractical, it is unnecessary for research or reporting on current affairs. Students

should consider this. The UK law exempts academic writing from the requirement to cite sources. However, this won't shield pupils from plagiarism claims. An essayist or journal author may assert that their writing is intended to be critical, insightful, or newsworthy. (Plagiarism checker, 2021)

4.3 Plagiarism at National Level

4.3.1 India

The article about plagiarism's definition and the means to deal with it was published in The Gazette of India on July 31, 2018. As per the new laws, plagiarism is defined as "the practice of taking someone else's work or idea and passing them as one's own." Plagiarism is regarded as an immoral conduct, not a crime. The Copyright Act's sections 57, 63, and 63(a) govern plagiarism, even though no specific plagiarism law exists in India. In contrast to plagiarism, which involves usage without attribution, copyright violation involves exploiting the authors' work without consent. The penalties for plagiarism under these clauses range from 6 months to 3 years in prison. (Kadam, 2018)

To address the issue of plagiarism, UGC (University Grants Commission) has put its Regulation into implementation. The regulations will aid in preserving the problem of plagiarism in the nation and in raising people's knowledge of the need to protect national integrity and stop such insulting behaviour. On the other hand, they will aid in identifying and preventing plagiarism. There are four levels of plagiarism, each of which is determined by how closely the work is identical to previously published works. The similarity in the initial plagiarism stage (Level 0) would be up to 10%. Similarity at the second level (Level 1) would range from more than 10% to 40%. The similarity would be greater than 40% to 60% in the second level (Level 2) and greater than 60% in the third level (Level 3). Only level one would blatantly demonstrate that the work is original among these levels. The degree of similarity will indeed vary depending on the subject. For instance, the degree of similarity in social science will differ from that in science. Anyone who discovers an instance of plagiarism but has sufficient evidence against the paper may file a complaint with the Department Academic Integrity Panel (DAIP) as per the regulations. In response to such a

CHAPTER 5

Data Interpretation and Analysis

5.1 Data Interpretation

Data analysis is a process of inspecting, cleansing, transforming, and modeling data to discover useful information, informing conclusions, and support decision-making. Data analysis is carried out under the objective of the study.

The study was conducted on students pursuing their Master's degree at Goa University. The data collected is based on the responses received from 91 Goa University students. And the data is appropriately analyzed in this chapter using graphs and charts.

5.1.1 Aware about Plagiarism

The purpose of this question was to know if the students know about plagiarism.

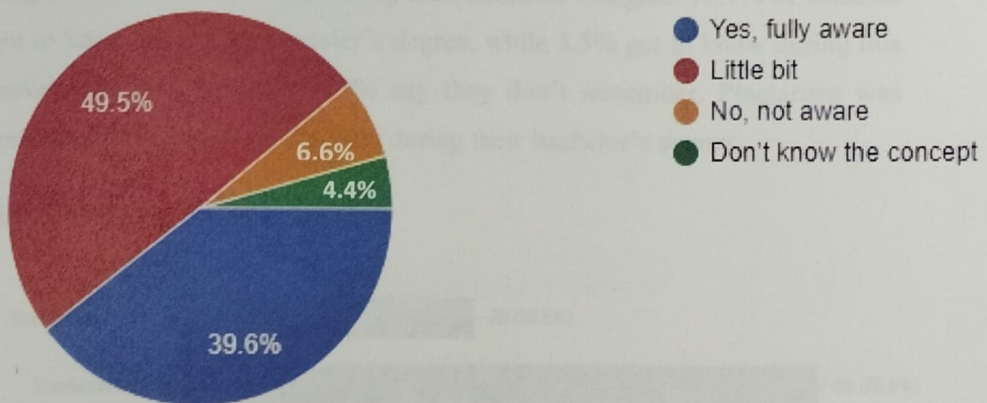


Fig. 5.1 Knowledge about Plagiarism

Figure 5.1 indicates that 39.6% of the students feel that they are fully aware of plagiarism; the majority of the students, i.e., 49.5%, feel they know a little bit,

Fig 5.3 What is Plagiarism?

Figure 5.3 above shows what is considered plagiarism by students. 30.8% of students feel plagiarism is “unintentional copy-paste,”; 75.8% feel it is “Intentional copy and paste,”; 47.3% feel “Concealing the identity of the author,”; 29.7% of them think it is “Repeated publication,”; and remaining 16.5% feel “Giving your idea after referring other’s paper.” Most of the students are unaware of what plagiarism is that can occur except intentional copy and paste.

5.1.4 Plagiarism in research

The purpose of this question was to know if the student got to know about plagiarism in research.

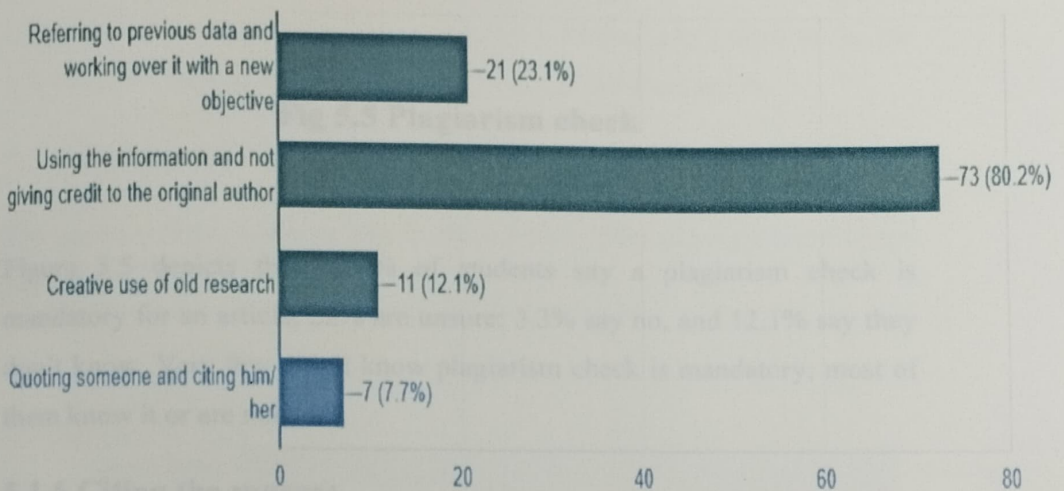


Fig 5.4 Plagiarism in research

Figure 5.4 depicts, as per 23.1% of students, plagiarism in research is “Referring to previous data and working over it with a new objective”; 80.2% say it is “Using the information and not giving credit to the original author”; 12.1% feel it is “Creative use of old research”; whereas remaining 7.7% of them think it is “Quoting someone and citing him/her.” Most students believed using information without properly acknowledging the original author constitutes research plagiarism.

Figure 5.7 says that 54.9% know Direct Plagiarism, 34.1% know Self-plagiarism, least i. e. 12.1% knew Mosaic Plagiarism, the remaining 31.9% knew Accidental Plagiarism, and 29.7% didn't know any of the above. More in-depth instruction about different forms of plagiarism is required for students.

5.1.8 Punishable offence

The purpose of this question was to know how many students know that plagiarism is a punishable offence.

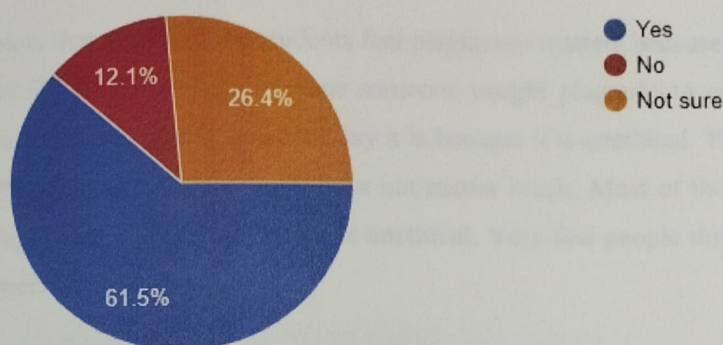


Fig 5.8 Punishable offence

Figure 5.8 says that, most of the students, i. e. 61.5% knew that plagiarism is a punishable offence. 12.1% didn't know and 24.4% were not sure.

5.1.9 Why Plagiarism matters?

The purpose of this question was to know students view on why Plagiarism matters.

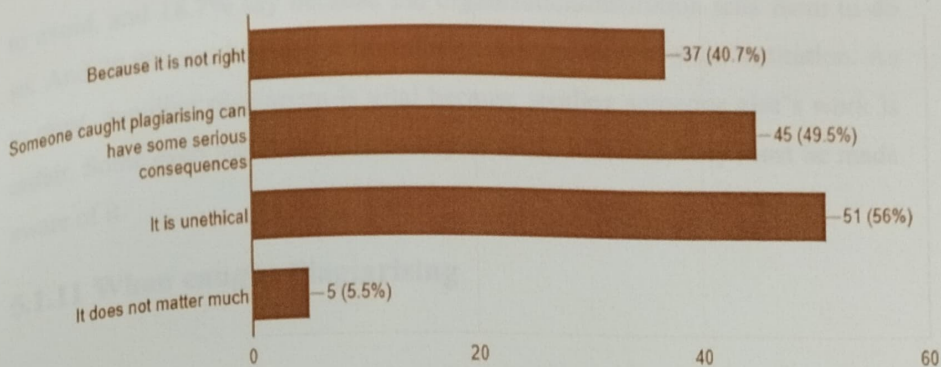


Fig 5.9 Why plagiarism matters?

Figure 5.9 depicts that 40.7% of the students feel plagiarism matters because it is not right, 49.5% feel it matters because someone caught plagiarising can have some serious consequences, and 56% say it is because it is unethical. The remaining 5.5% of the responders say it does not matter much. Most of them believe that plagiarism is essential since it is unethical. Very few people think it does not matter.

5.1.10 Why avoid Plagiarism?

The purpose of this question was to know students view on why they should avoid Plagiarism.

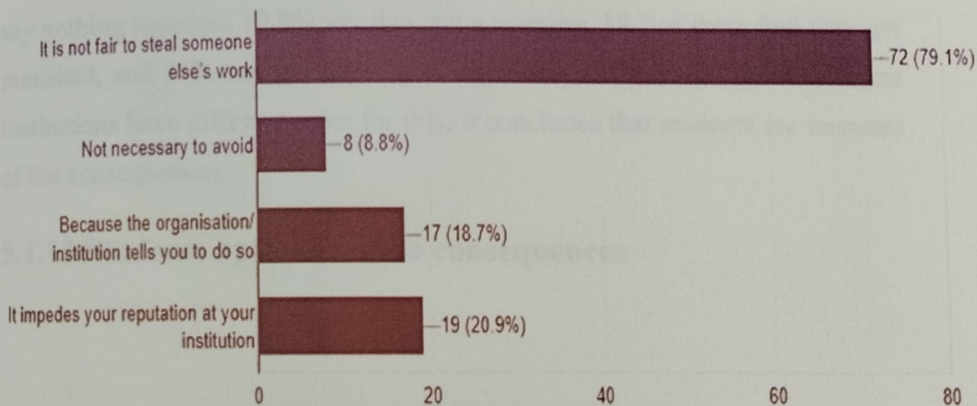


Fig 5.10 Avoiding plagiarism

Figure 5.10 says that 79.1% of students feel they should avoid plagiarism because it is not fair to steal someone else's work. 8.8% feel it is not necessary

to avoid, and 18.7% say because the organization/institution tells them to do so. And 20.9% say because it impedes your reputation at your institution. As to most, avoiding plagiarism is vital because stealing someone else's work is unfair. Some even feel it is unnecessary to avoid it; hence, they must be made aware of it.

5.1.11 When caught Plagiarising

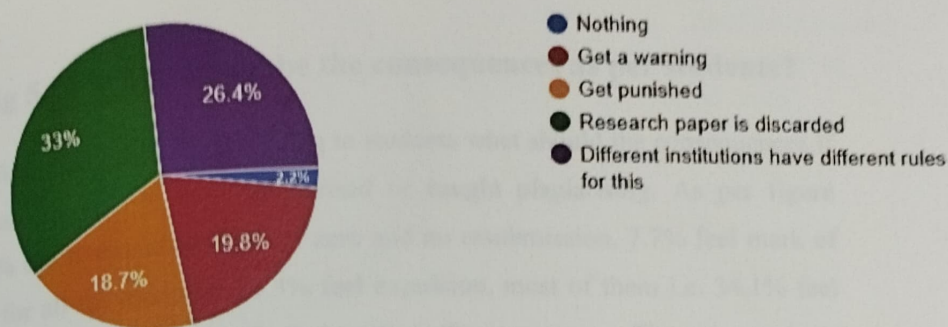


Fig 5.11 What happens when caught plagiarising?

This question aimed to know if the students know what will happen if they are caught plagiarising. The above figure 5.11 tells us what students think will happen if they are caught plagiarising. As per fig 5.12, 2.2% of the students say nothing happens, 19.8% say they get a warning, 18.7 of them feel they get punished, and 33% say the paper gets discarded, as 26.4% of them different institutions have different rules for this. It concludes that students are unaware of the consequences.

5.1.12 Students opinion on the consequences

CHAPTER 6

Findings, Suggestions and Conclusion

This chapter details the study's significant findings and provides suggestions conclusion drawn from the present study.

6.1 Findings:

The findings reported below are after due analysis of the data collected from the students of the Goa University on the topic related to plagiarism.

- i. The majority of the respondents know a little bit about plagiarism, very few don't even know the concept, the remaining claim they are fully aware, and are unaware. Thus the data reveals that most of them are aware.
- ii. It was seen that the majority of the students got to know about plagiarism during their bachelor's degree, few even got to know during this survey, among the remaining students, some got to know during their master's degree, and didn't remember. It shows that the concept of plagiarism is introduced to most students during their bachelor's degree.
- iii. The study states that the majority of the students feel Intentional copy and pasting is plagiarism, the least of them say it is giving your idea after referring to other's paper, as per some of students it is unintentional copy-paste, for some it was concealing the identity of the author and for others it was a repeated publication. (Students have chosen more than one option, whichever applied). Hence, as per students, the copy and pasting done intentionally is considered plagiarism more than any other act.
- iv. The study states that as per the majority of students, the conceptual meaning of plagiarism is stealing another author's language, idea, etc.; the least of them say none of the above. Few say it's a fraud; for some, it is wrongful appropriation; and for the remaining, it is writing your own work (Students have chosen more than one option, whichever applied). This study clearly shows that some respondents have no idea what plagiarism is, whereas some are fully aware.

- v. The majority of the students feel using the information and not giving credit to the original author is known as plagiarism in research, some say it is quoting someone and not citing them, few also feel it is Referring to previous data and working over it with a new objective, and remaining say it is the creative use of old research. This again shows that many students are unaware of plagiarism.
- vi. The majority of the respondents in the study know that it is mandatory to do the plagiarism check of their article; some had no idea, some were not sure, and remaining didn't know about it. It is seen that most of them are aware that a plagiarism check of their article is mandatory.
- vii. As per the majority of the students, to cite the sources we refer we need to put the details of the references in an appropriate format; only few of them feel there is no need to cite it, some also say giving URL of the website is enough, and remaining few say putting a star next to the information. It shows that most of them know how to cite the source, but only some think it is necessary.
- viii. In this study, it was seen that the majority of the students knew about direct plagiarism, very few of them knew about Mosaic Plagiarism, some knew self-plagiarism, few knew about accidental plagiarism. Some didn't know any of the above. This shows that around an average of students know about the different forms of plagiarism, from which some are widely known n some are not. And some didn't know any of them.
- ix. The majority of the students knew that plagiarism is a punishable offense. Only some were aware, and some were not sure. Most students know it is wrong and could be punished if caught plagiarising.
- x. Most of the students feel plagiarism matters because it is unethical, some feel it does not matter much, few think that someone caught plagiarising can have some serious consequences, and some also said it matters because it is not right (Students have chosen more than one option, whichever applied). Most of them know why plagiarism matters, but few still feel it does not matter.
- xi. It was found that for the majority of the students avoiding plagiarism is essential because it is not fair to steal someone else's work, some feel it's not necessary to avoid, few feel it is important to avoid because it impedes your reputation at your Institution, and -remaining feel because the

organization/institution tells you to do so. Most of them know why it is necessary to avoid plagiarism, while few feel it's unnecessary.

- xii. The study revealed that most students think that if caught plagiarising, the punishment is the research paper gets discarded, whereas very few think nothing happens. Some believe different institutions have different rules, few feel they get a warning, and the remaining think they get some punishment. This shows that there are no specific punishments or that students don't know about them properly.
- xiii. When asked students' views on what the consequences should be if they are found guilty of plagiarising, some said giving a warning is enough, and few felt marking zero for all the modules. Some say retake, some believe giving zero and no resubmission is the correct way, and the remaining say expulsion. These are students' views on how someone plagiarising should be punished.
- xiv. The study says the majority of the students use the internet for research work very frequently, and only very few use it rarely. Some say they use it frequently and the remaining use it occasionally. Whether they use it frequently or not, all students use the internet for research at some point.
- xv. The majority of the students do not give credit to the original owner after rephrasing and using the content, whereas some always avoid giving it. The remaining doesn't provide most of the time, and some never do it; they always give credit to the original owner. Some of them are genuine and always give credit to the original owner rest, skip it entirely or give it a few times n skip it the other time.
- xvi. The study reveals that 48.4% of the students give reference to the source they use from the internet most of the time, while 19.8% give it very few times, and the remaining 31.9% give it all the time. Some might provide the reference all times and some might skip a few times, but there was no respondent who always skipped doing it.

6.2 Suggestions

- More awareness should be made of plagiarism that will help in preventing plagiarism. Very few people know what plagiarism is and how it can affect one's writings.

- All colleges should have an orientation program for plagiarism at the bachelor's level because students do a project in the final year, and it is required there along with the master's project and a Ph.D.
- Students should be thoroughly taught about plagiarism as it plays a vital role in research.
- Students should be introduced and given access to a few Plagiarism checkers so that they can do a plagiarism check for their writings which will help them avoid plagiarism.
- Librarians/Institutions should conduct seminars and webinars on plagiarism, plagiarism checkers, and tutorials on how to use it.
- The students should be updated from time to time about the new policies or anything that comes new about plagiarism.
- If not the government, then at least institutions should individually have strict laws for students or faculties if caught plagiarising.
- Institutions should make students aware of different forms of plagiarism and how it can occur. And also about the consequences of not following the laws of plagiarism.
- Institutions can have a department with a good guide where students can check their work for plagiarism. It'll be an excellent initiative to prevent plagiarism at lower levels that usually go unnoticed.
- Academic libraries and even public libraries can have centres for plagiarism checks which could be accessed by students, faculty, and also outsiders who are doing some research work.
- Anyone found plagiarizing should be strictly warned or punished so that it becomes a lesson for others, and they follow the rules and avoid plagiarism.
- Students should not only be taught about plagiarism policies, their forms, and consequences but also the proper way to cite the source, whether they rephrase, quote, etc., as the wrong way of citation is one of the reasons for plagiarism.

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