DAYALBAGH EDUCATIONAL INSTITUTE

(*Deemed to be University*)

CODE OF ETHICS TO CHECK

MALPRACTICES AND PLAGIARISM IN RESEARCH

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Section-I: Plagiarism-Definition and Types

Definition of Plagiarism

In the last few decades due to development of Information and Communication Technology (ICT) the availability of academic resource material is very quickly and easily accessible. The easy and fast internet access has made it possible to steal the material from internet (in the form of cut and paste known as PLAGIARISM). It is defined as disambiguation, copyright infringement, wrongful appropriation, theft, stealing and publishing another's work, language, thoughts, ideas or expressions, figures or images etc. in their own name. Plagiarism is academic dishonesty, ethically and morally wrong. It is also called the breach of journalistic ethics. It is subjected to sanction of penalties like cancellation of particular evaluation, suspension or expulsion from the institute depending on the seriousness of plagiarism.

Types of Plagiarism

Plagiarism can be classified as

A. According to the intentions of the writer [1]:
  i. Unintentional Plagiarism
  ii. Intentional Plagiarism
B. According to the work
  i. Academic
  ii. Computer games
  iii. Journalism
  iv. In Arts etc.

These are described in detail below:

A. Unintentional Plagiarism

i. Paraphrasing poorly: changing a few words without changing the sentence structure of the original, or changing the sentence structure but not the words.

ii. Quoting poorly: putting quotation marks around part of a quotation but not around all of it, or putting quotation marks around a passage that is partly paraphrased and partly quoted.

iii. Citing poorly: omitting an occasional citation or citing inaccurately.

B. Intentional Plagiarism

i. Passing off as one's own pre-written papers from the Internet or other sources.

ii. Copying an essay or article from the Internet, on-line source, or electronic database without quoting or giving credit.

Cutting and pasting from more than one source to create a paper without quoting or giving credit.

iv. Borrowing words or ideas from other students or sources without giving credit.

[1] MLA handbook for writers of research papers. (7th ed.). The Modern Language Association of America. New York: 2009. Print.

Academic Institution plagiarism constitutes the following:

i.   The material that was written (even in part) by someone other than yourself, or copied from someone else's.
ii. copying parts of an article/text book (whether in your own words or not) without proper acknowledgement of the source.
iii. Copying of figures, images or tables without acknowledgement.

Stealing another's ideas and pretending they are his/her own.

Section: II –Advice to Students

Student's Penalty

1. If it is a first-time found plagiarism and not very serious, the matter is usually resolved between the lecturer and the student. The teacher may reduce marks or grade and give warning.

2. If the student denies, or commits plagiarism again, or plagiarism is serious the matter is taken up with the Disciplinary Committee (DC). Based on the decision of DC, the action may be taken against the student.

The possible actions which DC may recommend:

a. Issue warning to student

b. Mark(s) or grade(s) may be reduced

c. A particular component may be cancelled

d. Plagiarism may be indicated on the student's record

e. The student may be suspended for one semester

f. The student may be expelled from the university

To avoid Plagiarism students are advised to write in his/her own words. If the students feel he/she really need to quote (copy directly), then quoted part needs to be put in inverted commas, and give complete reference. The Student Advisers/ Counselors may help students to prepare for what is expected to avoid plagiarism.

The **Faculty Level DC** constitutes of Dean, Head of Departments, Professors and Concern Teacher.

The **University Level DC** constitutes of Registrar, Director's Nominee, Dean of different Faculties, nominated Professors and Concern Teacher.

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┌─────────────────────┐
│ Possible Plagiarism │
│   Case Identified   │
└─────────────────────┘
          │
          ▼
┌─────────────────────┐              ┌───────────────────────────────────────┐
│  Inform to Student  │              │       Possible action may be taken    │
└─────────────────────┘              │                                       │
          │                          │           ┌──────────────┐            │
          ▼                          │           │   Innocent   │            │
     ╱─────────╲      Minor Offense  │           └──────────────┘            │
    ╱ Decision  ╲───────────────────▶│           ┌──────────────┐            │
    ╲ of Concern╱                    │           │   Warning    │            │
     ╲─────────╱                     │           └──────────────┘            │
          │                          │           ┌──────────────┐            │
          ▼                          │           │ Reduce Mark  │            │
┌─────────────────────┐ Serious      └───────────┴──────────────┴────────────┘
│Disciplinary Committee│ Offense      ┌───────────────────────────────────────┐
│   at Faculty Level  │──────────────▶│                                       │
└─────────────────────┘              │    ┌─────────────────────────┐         │
          │                          │    │  Cancel that Component(s)│         │
          ▼                          └────┴─────────────────────────┴─────────┘
┌─────────────────────┐              ┌───────────────────────────────────────┐
│Disciplinary Committee│             │   ┌─────────────────────────┐          │
│  at University Level │             │   │  Suspended for a Semester(s)│       │
└─────────────────────┘             │   └─────────────────────────┘          │
          │         Most Serious     │   ┌─────────────────────────┐          │
          ▼                          │   │ Expelled from the University│       │
┌─────────────────────┐──────────────▶│  └─────────────────────────┘          │
│   Decides Penalty   │              └───────────────────────────────────────┘
└─────────────────────┘
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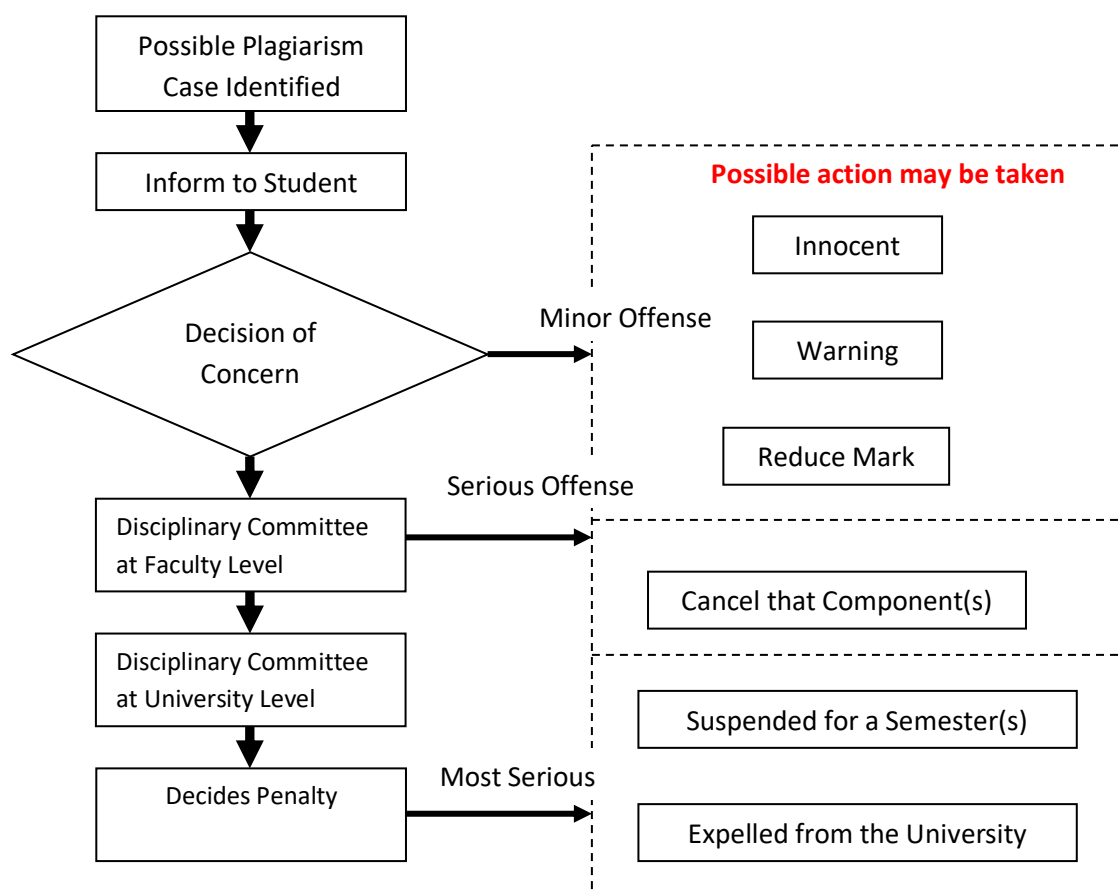
Overview of the procedures for handling Plagiarism

Plagiarism in the honors-level or postgraduate project or dissertation will normally be considered as higher level of plagiarism and the penalty is severe. Similarly, **Plagiarism in the Doctoral Thesis** will be considered as highest level of plagiarism and the penalty is most severe.

PLAGIARISM: ADVICE TO STUDENTS

Plagiarism is the "wrongful appropriation" of another author's "language, thoughts, ideas or expressions" and their representation as one's own original work". It is the "use or close imitation of the language and thoughts of another author".

(From the 1995 *Random House Compact Unabridged Dictionary* qtd. in Stepchyshyn, Vera; Nelson, Robert S. (2007). Library plagiarism policies. Assoc. of College & Research Libraries. p. 65.)

Plagiarism is defined in multiple ways in higher education institutions and universities. For example:

- Stanford sees plagiarism as the "use, without giving reasonable and appropriate credit to or acknowledging the author or source, of another person's original work, whether such work is made up of code, formulas, ideas, language, research, strategies, writing or other form." (Stanford University. 2012-07-27.)
- Yale views plagiarism as the "... use of another's work, words, or ideas without attribution," which includes "... using a source's language without quoting, using information from a source without attribution, and paraphrasing a source in a form that stays too close to the original." ("What is Plagiarism". Yale College. 2012-07-27.)
- Princeton perceives plagiarism as the "deliberate" use of "someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source."("Defining and Avoiding Plagiarism: The WPA Statement on Best Practices". Princeton University. 2012-07-27)
- Oxford College of Emory University characterizes plagiarism as the use of "a writer's ideas or phraseology without giving due credit."("Student Honor Code". Emory: Oxford College. 2012-07-27.)
- Brown defines plagiarism as "... appropriating another person's ideas or words (spoken or written) without attributing those word or ideas to their true source." ("What is plagiarism?". Brown University Library. 2012-07-27)

Plagiarism is of special significance in the academic world where it is considered to be a serious and punishable offense.

The most common forms of plagiarism are:
- cut/copy and pasted material from the Web
- copying the work of another student (past or present) including essay material, laboratory data or computer source code
- copying course material or lecture notes
- copying material out of a textbook or journal

All work submitted by students is accepted on the understanding that it is their own. Students can avoid plagiarism by ensuring that any sources used in submitted work are adequately

acknowledged and properly referenced, and that appropriate standards for academic practice in the relevant subject area are adhered to.

This should include:

1. providing full citation of all sources (books, articles, websites, newspapers, images, artefacts, lecture handouts, data sources etc.) used in the preparation of a piece of work.
2. properly referencing the sources of the arguments and ideas used in an assignment, using the recognised reference system for the subject area. Both quotations and paraphrased or summarised versions of arguments or ideas should be referenced in this way.
3. following any other guidelines for preparing and presenting coursework as provided by the subject area.

4. A source is any resource that used to collect information for coursework including text books, encyclopedias, journals, TV and radio programmes, the internet and other people. An acknowledgment is the description of a source so that someone else can find it, along with an indication that the information came from that source. Any work that is submitted for assessment must be one's own work and any sources used must be acknowledged.

Strategies for Avoiding Plagiarism

1. Put in quotations everything that comes directly from the text especially when taking notes.

2. Paraphrase, but be sure you are not just rearranging or replacing a few words. Instead, read over what you want to paraphrase carefully; cover up the text with your hand, or close the text so you can't see any of it (and so aren't tempted to use the text as a "guide"). Write out the idea in your own words without peeking. Check your paraphrase against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate.

3. Know what is common knowledge: These are facts that can be found in numerous places and are likely to be known by a lot of people.
   Example: Mahatma Gandhi was assassinated on January, 30.
   This is generally known information. You do not need to document this fact.
4. However, you must document facts that are not generally known and ideas that interpret facts.
   Example: According to the American Family Leave Coalition's new book, *Family Issues and Congress*, President Bush's relationship with Congress has hindered family leave legislation (6).
   The idea that "Bush's relationship with Congress has hindered family leave legislation" is not a fact but an *interpretation*; consequently, you need to cite your source.

5. Quotation: using someone's words. When you quote, place the passage you are using in quotation marks, and document the source according to a standard documentation style.
The following example uses the Modern Language Association's style:
Example: According to Peter S. Pritchard in *USA Today*, "Public schools need reform but they're irreplaceable in teaching all the nation's young" (14).

6. Paraphrase: using someone's ideas, but putting them in your own words. This is probably the skill you will use most when incorporating sources into your writing. Although you use your own words to paraphrase, you must still acknowledge the source of the information.

(Produced by Writing Tutorial Services, Indiana University, Bloomington, IN)

ADVICE TO STUDENTS

- **Keep track of sources; print electronic sources**

  While it's easy enough to keep a stack of books or journal articles on your desk where you can easily refer back to them, it's just as important to keep track of electronic sources. When you save a PDF of a journal article, make sure you put it into a folder on your computer where you'll be able to find it. When you consult a Web site, log the Web address in a separate document from the paper you're writing so that you'll be able to return to the Web site and cite it correctly. You should also print the relevant pages from any Web sites you use, making sure you note the complete URL and the date on which you printed the material. Because electronic sources aren't stable and Web pages can be deleted without notice, beware of directing your readers to sources that might have disappeared. Check when the Web site you're using was last updated and update the URLs as you work and once again right before you submit your essay. If an electronic source disappears before you submit your work, you will need to decide whether or not to keep the source in your paper. If you have printed the source and can turn it in with your paper, you should do so. If you have not printed the source, you should consult your instructor about whether or not to use that source in your paper.

  The library has several helpful resources for managing sources, and these must be consulted.

- **Keep sources in correct context**

  Whenever you consult a source, you should make sure you understand the context, both of the ideas within a source and of the source itself. You should also be careful to consider the context in which a source was written. For example, a book of essays published by an organization with a political bias might not present an issue with adequate complexity for your project.

The question of context can be more complicated when you're working with Internet sources than with print sources because you may see one Web page as separate from an entire Web site and use or interpret that page without fully understanding or representing its context. For example, a definition of "communism" taken from a Web site with a particular political agenda might provide one interpretation of the meaning of the word—but if you neglect to mention the context for that definition you might use it as though it's unbiased when it isn't. Likewise, some Internet searches will take you to a URL that's just one Web page within a larger Web site; be sure to investigate and take notes on the context of the information you're citing.

- **Plan ahead**

  Research can often turn out to be more time-consuming that you anticipate. Budget enough time to search for sources, to take notes, and to think about how to use the sources in your essay. Moments of carelessness are more common when you leave your essay until the last minute and are tired or stressed. Honest mistakes can lead to charges of plagiarism just as dishonesty can; be careful when note-taking and when incorporating ideas and language from electronic sources so you always know what language and ideas are yours and what belongs to a source.

- **Don't cut and paste: File and label your sources**

  Never cut and paste information from an electronic source straight into your own essay, and never type verbatim sentences from a print source straight into your essay. Instead, open a separate document on your computer for each source so you can file research information carefully. When you type or cut and paste into that document, make sure to include the full citation information for the print source or the full URL and the date you copied the page(s). For Web sources, make sure to cite the page from which you're taking information, which may not necessarily be the home page of the site you're using. Use logical and precise names for the files you create, and add citation information and dates. This allows you to retrieve the files easily, deters you from accidentally deleting files, and helps you keep a log of the order in which your research was conducted. It's a good idea to add a note to each file that describes how you might use the information in that file. Remember: you're entering a conversation with your sources, and accurate file names and notes can help you understand and engage that conversation. And, of course, always remember to back up your files.

- **Keep your own writing and your sources separate**

  Work with either the printed copy of your source(s) or (in the case of online sources), the copy you pasted into a separate document—not the online version—as you draft your essay. This precaution not only decreases the risk of plagiarism but also enables you to annotate your sources in various ways that will help you understand and use them most effectively in your essay.

- **Keep your notes and your draft separate**

  Be careful to keep your research notes separate from your actual draft at all stages of your writing process. This will ensure that you don't cut language from a source and paste it into your paper without proper attribution. If you work from your notes, you're more likely to keep track of the boundaries between your own ideas and those in a source.

- **Paraphrase carefully in your notes; acknowledge your sources explicitly when paraphrasing**

  When you want to paraphrase material, it's a good idea first to paste the actual quotation into your notes (not directly into your draft) and then to paraphrase it (still in your notes). Putting the information in your own words will help you make sure that you've thought about what the source is saying and that you have a good reason for using it in your paper. Remember to use some form of notation in your notes to indicate what you've paraphrased and mention the author's name within the material you paraphrase. You should also include all citation information in your notes.

  When you decide to use paraphrased material in your essay, make sure that you avoid gradually rewording the paraphrased material from draft to draft until you lose sight of the fact that it's still a paraphrase. Also, avoid excessive paraphrasing in which your essay simply strings together a series of paraphrases. When the ideas taken from your sources start to blend in deceptively with your own thinking, you will have a more difficult time maintaining the boundaries between your ideas and those drawn from sources. Finally, whenever you paraphrase, make sure you indicate, at each logical progression, that the ideas are taken from an authored source.

- **Avoid reading a classmate's paper for inspiration.**

  If you're in a course that requires peer review or workshops of student drafts, you are going to read your classmates' work and discuss it. This is a productive way of exchanging ideas and getting feedback on your work. If you find, in the course of this work, that you wish to use someone else's idea at some point in your paper (you should never use someone else's idea as your thesis, but there may be times when a classmate's idea would work as a counterargument or other point in your paper), you must credit that person the same way you would credit any other source. On the other hand, if you find yourself reading someone else's paper because you're stuck on an assignment and don't know how to proceed, you may end up creating a problem for yourself because you might unconsciously copy that person's ideas. When you're stuck, make an appointment with your instructor or go to the Writing Center for advice on how to develop your own ideas.

- **Don't save your citations for later**

Never paraphrase or quote from a source without immediately adding a citation. You should add citations in your notes, in your response papers, in your drafts, and in your revisions. Without them, it's too easy to lose track of where you got a quotation or an idea and to end up inadvertently taking credit for material that's not your own.

- **Quote your sources properly**

  Always use quotation marks for directly quoted material, even for short phrases and key terms.

- **Keep a source trail**

  As you write and revise your essay, make sure that you keep track of your sources in your notes and in each successive draft of your essay. You should begin this process early, even before you start writing your draft. Even after you've handed in your essay, keep all of your research notes and drafts. You ought to be able to reconstruct the path you took from your sources to your notes and from your notes to your drafts and revision. These careful records and clear boundaries between your writing and your sources will help you avoid plagiarism. And if you are called upon to explain your process to your instructor, you'll be able to retrace the path you took when thinking, researching, and writing, from the essay you submitted back through your drafts and to your sources.

(Produced by Harvard Guide to Using Sources)

Plagiarism Advice to Students of DEI

The DEI has a system of continuous evaluation in which much of the assessment of student coursework takes place through presentations and home and class assignments. It therefore becomes imperative that students understand the consequences of misconduct in the form of plagiarism. Home assignments are perhaps where the trouble begins. Even a short assignment must be original and written in the student's own words with all sources and references acknowledged. Presentations in Seminars must include the students own views and any supporting literature must be referenced. Plagiarism at this stage is an offence but in this learning phase penalties maybe light.

However at the Honours and Post-graduate level Plagiarism becomes a serious offence as it means that a student maybe passing off someone else's research as his own or freely borrowing ideas and opinions without acknowledging them. Project work essentially has to be original and must make a significant contribution to the bulk of knowledge instead of merely repeating what others have already said. Cancellation and expulsion from the course may prove to be effective deterrents in such cases.

To conclude the sooner a student realizes the gravity of this misconduct in research ethics the better it is for him/her and it is in the interest of the institute that this aspect be carefully understood by students as well as research supervisors.

Section: III Role of Teachers

Role of teachers/faculties in preventing Plagiarism

In a University set-up plagiarism may be defined as a dishonest practice when someone deliberately uses other's language, ideas, thoughts, or originals (excluding the common knowledge) in their work without acknowledging its source. While identifying plagiarism, one has to appreciate that there can be instances of a poorly documented paper, where the author has honestly attempted to cite the sources, but has done it inadequately out of ignorance. Naturally these cannot be described as plagiarism. It would be improper to accuse the student or as a matter of fact anyone of dishonesty without sufficient evidence of willful deceit.

While ascribing the role of faculties/teachers in preventing plagiarism, it is important to understand the motive behind the plagiarism and the circumstances/forces that push students towards it. In the context of DEI, especially the Faculty of Science, I have attempted to summarize my observations.

At Undergraduate and Postgraduate levels

- Preparing for various tests/examinations, students consult different books and also the information available in the internet. Often they learn the definitions and other important descriptions available there and write verbatim the same in the examinations. But, since both these sources are secondary, it does not come under plagiarizing. Very rarely do such students consult original research papers/articles in their preparation for examinations/tests.
- While preparing their scripts of Seminar and Home Assignment, few students in the class who are a bit computer-savvy and have the internet access at their residence, explore the internet and power point presentations available there for necessary information. Sometimes they come out for Test with a presentation directly downloaded from internet, rather than generating their own.
- Postgraduate students are required to submit a project dissertation on which they are evaluated. This is a course which has very high credit. Hence, high stakes are involved and often in a neck-to-neck race in deciding the topper of the class, this single course becomes the decisive. As a result, in the preparation of their dissertation, when the students consult the internet and the original research papers/articles, there is always a chance that few students may enter into plagiarism.

Motive behind Plagiarism

- The presentations available in the internet being more attractive and systematically drawn (having been prepared by professionals) make them believe that these would fetch them better marks.
- Too many examinations often held back-to-back, with very little time spacing available in-between for self-preparation. It kills students' enthusiasm to go for original presentation and forces them to indulge into short-cuts. It is clearly evident from the behaviors of first year students who had just joined and those of senior students. While the first lot of students is always bubbling with creativity and new ideas/thoughts, the senior students are interested only in fetching good marks/grades, even if it comes through short cuts.
- Postgraduate students, in their final semester when they are working for dissertation, also have to take 2-3 compulsory theory courses, where they need to enter into the same highly strenuous schedule of continuous evaluation. This schedule leaves them with very little time left for dissertation, forcing few to go for short-cuts.
- With lack of presentation skill coupled with poor language, few students find presentations directly downloaded from internet as the one which are better prepared.

Role of Faculty

- Understand that learning from text books and presenting it in tests (even if verbatim the same) is not plagiarizing. As a matter of fact, at the University level the students must be encouraged to consult as many books as possible in the subject. It will clear their concepts and broaden level of understanding.
- With regard to the preparation of manuscripts of Seminar and Home Assignments, ask the students to also present a Bibliography at the end. They also need to be educated about the desired ethical practices in academics.
- Students should be discouraged if they come out with a presentation that has been simply downloaded from the internet. Encourage them to prepare the one of their own even if it is not as attractive and perfect as the one prepared by professionals. The students may also be given a short course on power point presentations.
- A clear distinction has to be made between the deliberate dishonesty and the inadequate or lack of citations in the presentation on account of ignorance. This is an area where the Faculty Members have to apply their discretion very judiciously. Even if it is believed that the software like Turnitin yield factual information on plagiarizing, the ultimate decision on it must rest with the concerned course teacher/faculty member and they alone should be the top adjudicator on these issues.

At M.Phil. and Ph.D levels

- Students work for fixed (minimum) duration to prepare and submit a Dissertation on which they are evaluated.
- M.Phil students have to clear 2-3 theory courses also in parallel.
- In the preparation of their dissertation, students consult internet, earlier work in the area carried out at DEI and other places and the concerning original research

papers/articles. Few students may enter into plagiarism while preparing their dissertation and subsequent presentation on it.

Motive behind plagiarism

- Peer pressure to perform and yield results.
- Institutional requirement forcing students to deliver on certain pre-decided parameters within a pre-defined time. Say for Ph.D., defined number of publications in defined time etc.
- Family circumstances pushing students to complete their work quickly, even if it comes through short cuts.
- Lack of presentation skill coupled with poor language. Such students find presentations directly downloaded from internet as better prepared.

Role of Faculty

- Students must be given the confidence that at the end they would be evaluated more on their understanding in the subject and sincere, systematic and honest working rather than the pre-decided parameters like number of publications etc.
- For Ph.D., each student's work is very specific and may progress at variable rates. Accordingly the students may be given freedom to decide their parameters of progress, in consultation with their supervisors. All students cannot and must not be governed by some centrally decided parameters.
- Students must be encouraged for novel and creative ideas/thoughts (even if these fail at the end). This would require Faculty members also to react to such ideas/thoughts in a meaningful and positive manner, for which they should be given enough free time. Appreciating that the Faculty members are there mainly for academic work, they should not be burdened with non-productive paper work, committees, and administrative responsibilities.
- Students should be discouraged if they come out with a presentation that has been simply downloaded from the internet or copied from somewhere else. Encourage them to prepare the one of their own even if it is not as attractive and perfect as the one prepared by professionals. The students may also be given a short course on power point presentations.
- A clear distinction has to be made between the deliberate dishonesty and the inadequate or lack of citations in the presentation on account of ignorance. This is an area where the Faculty Members have to apply their discretion very judiciously. Even if it is believed that the software like Turnitin yield factual information on plagiarizing, the ultimate decision on it must rest with the concerned course teacher/faculty member and they should alone be the top adjudicator on these issues.
- Often the M.Phil./Ph.D. students working under a supervisor on a broad theme have some overlapping in their work, even when their specific topics are entirely different. This is natural as the progress in science and towards the scientific principles is always gradual and continuous rather than being segmented. Hence, while assessing the plagiarism in M.Phil./Ph.D. dissertations, instead of isolating and quantifying the content (or the portions) taken from other sources, emphasis should be on what new has been contributed by the student. If the student's contribution exceeds 50% of the

total presentation made and he/she has come out with some new set of experiments and the results, the charge of plagiarism must not be framed on them.

Section : IV Guidelines for Faculty

GUIDELINES FOR FACULTY

1. The teachers should be made aware of the behavioral meaning of plagiarism and also its consequences.
2. Practical exposure must be given to teachers with the help of case studies and that should be further shared with the students by them.
3. They should be given proper training about the plagiarism detection software (TURNITIN) to deal with it reasonably.
4. They should also guide their respective scholars not to be involved in such activities, intentionally or unintentionally by sharing means to avoid plagiarism and for this the scholars should know exactly what plagiarism is and to what extent things are permissible.
5. There should be interactive sessions with the students intermittently in the form of group discussions.
6. They should focus on value based academic work and it should also be attached with the reputation of the university.
7. Regular checks must be made to see the track of academic work of the students.
8. They should encourage their students to come with the source of matter whenever they approach the teacher.
9. The teachers should make their students aware of consulting them if there is any doubt and the students must learn how to cite sources.
10. The teachers should also penalise their scholars on their own accordingly or may refer the matter to disciplinary committee if due attention is not given to avoid such act.

Section: V Scale of Penalties

PLAGIARISM PENALTY SCALE			
DEGREE OF SERIOUSNESS	**All POSTGRADUATE/ Phd /M Phil (All works- including thesis/dissertation & assignments etc)**		
	1st INCIDENT	**2nd INCIDENT**	**3rd OR FURTHER INCIDENT**
SERIOUS *(More than 20% of text 'lifted')*	**Warning**-Cancellation of marks and Opportunity to resubmit (But in final exam no opportunity to resubmit)	**Warning** - Cancellation of work & marks and no Opportunity to resubmit	Disciplinary hearing
	Note on student's record	Note on student's record	Note on student's record
	Student has to consult to concerned Teacher	Student has to consult to concerned Teacher/Guide	
MODERATE *(More than 15%, but less than 20% of text 'lifted')*	**Warning** -Cancellation of marks & works (But in final exam no opportunity to resubmit)	**Warning** -Cancellation of work and marks no Opportunity to resubmit.	Disciplinary hearing
	Note on student's record	Note on student's record	Note on student's record
	Student has to consult to concerned Teacher	Student has to consult to concerned Teacher/Guide	
MINOR **More than 10 %** but *Less than 15% of text 'lifted')*	**Warning** - Cancellation of work & marks	**Warning** - Cancellation of work & marks	Disciplinary hearing
	Opportunity to resubmit (But in final exam no opportunity to resubmit)	Opportunity to resubmit (But in final exam no opportunity to resubmit)	
	Note on student's record	Note on student's record	Note on student's record

PLAGIARISM PENALTY SCALE					
DEGREE OF SERIOUSNESS	**Undergraduate (B.A, B.Sc., B.S.Sc, B. Com, BBM, B. Sc. Engg, B. Tech, and other equivalent**		**OTHER UNDERGRADUATE (Diplomas TC, Distance Diplomas etc and equivalent**		**All Undergraduate**
	1st INCIDENT	**2nd INCIDENT**	**1st INCIDENT**	**2nd INCIDENT**	**3rd OR FURTHER INCIDENT**
SERIOUS *(More than 20% of text 'lifted')*	**Warning-** Cancellation of marks and Opportunity to resubmit (But in final exam no opportunity to resubmit)	**Warning -** Cancellation of marks and n*o* opportunity to resubmit	**Warning -** Cancellation of marks & Opportunity to resubmit(But in final exam no opportunity to resubmit)	**Warning-** Cancellation of mark & *no* opportunity to resubmit	Disciplinary hearing
	Note on student's record	Note on student's	Note on student's	Note on student's	
	Student has to consult to concerned Teacher	Student has to consult to concerned Teacher	Student has to consult to concerned Teacher	Student has to consult to concerned Teacher	
MODERATE *(More than 15%, but less than 20% of text 'lifted')*	**Warning -** Cancellation of marks (But in final exam no opportunity to resubmit)	**Warning -** Cancellation of marks no Opportunity to resubmit	**Warning -**Cancellation of marks Opportunity to resubmit(But in final exam no opportunity to resubmit)	**Warning -** Cancellation of marks *and no* opportunity to resubmit	Disciplinary hearing
	Note on student's record	Note on student's	Note on student's	Note on student's	
	Student has to consult to concerned Teacher	Student has to consult to concerned Teacher	Student has to consult to concerned Teacher	Student has to consult to concerned Teacher	
MINOR **More than 10 % but** *Less than 15% of text 'lifted')*	**Warning** - Cancellation of marks & Opportunity to resubmit (But in final exam no opportunity to resubmit)	**Warning -** Cancellation of marks & Opportunity to resubmit (But in final exam no opportunity to resubmit)	**Warning -** Cancellation of marks & Opportunity to resubmit (But in final exam no opportunity to resubmit)	**Warning -** Cancellation of marks & Opportunity to resubmit (But in final exam no opportunity to resubmit)	Disciplinary hearing
	Note on student's record	Note on student's record	Note on student's record	Note on student's record	
	Student has to consult to concerned Teacher	Student has to consult to concerned Teacher	Student has to consult to concerned Teacher	Student has to consult to concerned Teacher	

PLAGIARISM PENALTY SCALE			
DEGREE OF SERIOUSNESS	**Intermediate Level (10+1, 10+2 or equivalent)**		
	1st INCIDENT	**2nd INCIDENT**	**3rd INCIDENT**
SERIOUS *(More than 20% of text 'lifted')*	**Warning** - Cancellation of marks and Opportunity to resubmit (But in final exam no opportunity to resubmit)	**Warning-** Cancellation of marks and *no* opportunity to resubmit	Disciplinary hearing
	Note on student's record	Note on student's record	Note on student's record
	Student has to consult to concerned Teacher	Student has to consult to concerned Teacher	
MODERATE *(More than 15%, but less than 20% of text 'lifted')*	**Warning-** Cancellation of marks & Opportunity to resubmit (But in final exam no opportunity to resubmit)	**Warning-** Cancellation of marks & no opportunity to resubmit	Disciplinary hearing
	Note on student's record	Note on student's	Note on student's
	Student has to consult to concerned Teacher	Student has to consult to concerned Teacher	
MINOR **More than 12 % but** *Less than 15% of text 'lifted')*	**Warning** -Cancellation of marks Opportunity to resubmit (But in final exam no opportunity to resubmit)	**Warning** - Cancellation of marks & Opportunity to resubmit (But in final exam no opportunity to resubmit)	Disciplinary hearing Note on student's record
	Note on student's record	Note on student's record	
	Student has to consult to concerned Teacher	Student has to consult to concerned Teacher	

Section: VI Suggestions for Prevention

Suggestions for Prevention of Plagiarism

Understanding the reasons for students' indulgence in plagiarism:

- Traditional coursework assignments tend to lend themselves to plagiarism, with collusion etc & be artificial
- Students spend little time on task and are not engaged in the subject, resulting in: surface approaches and shallow learning & lack of skill development
- Many students use the Internet as a source but do not acknowledge it as such.
- Lack of publicity about cheating among academics and understanding its gravity by the teaching fraternity.

Some Suggestions for Prevention

- Including Academic Integrity Instruction in the Institution Curriculum. Students are genuinely deterred when they realize that violation of this policy carries a stiff penalty.

- Explaining the meaning and fundamental nature of plagiarism. How it is unethical as well as defeats the purpose of developing the spirit of research in young minds.

- Letting students know that the web sites they use are known to teachers and then actually checking some of them out. This would make students less likely to submit a paper from the web.
- Plagiarism needs to be treated as an issue that involves fair use and respects intellectual property.

- By giving writing assignments which capture students' attention the likelihood of cheating would be lessened. Students be made to understand that merely for the purpose of filling space they should not indulge in copying but should be precise.

- Students may specifically be required to mention material that they referred including readings from web sites in the bibliographies.

- Students may be required to submit the notes or drafts along with their final paper / assignments.

- At the initial stage, if a student is suspected of downloading a paper from the web search engines to search for the source need to be done immediately.

- By allotting specific assignments calling for original thought and making them embark on untreaded path the menace of plagiarism can be addressed to a great deal.

- Education of staff and students

- Use of assessment methods that minimize the likelihood of plagiarism.

- Use of electronic aids to supplement "traditional" detection methods for maintaining academic integrity.

- Need shared understanding of what academic integrity is, why it matters, and how it can be promoted and preserved

- Providing appropriate educational resources to students including guidelines, policy documents, training sessions

- Conduct workshops for staff – stress equal importance of education, detection, response

- Ask students to brainstorm an unrelated issue in small groups, recording their ideas on whiteboard, give credit to group A for group B's ideas & vice versa

- Guiding erring students to show them how to acknowledge sources

- Responding consistently and fairly when students transgress