

# Plagiarism and Academic Dishonesty: Study of Users' Perceptions in the University of Hyderabad

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## Abstract

Plagiarism is an ethical issue and has been universally disapproved, especially in the academic/ research/art and literary circles. The anti-plagiarism drive in the universities after the implementation of UGC regulations brought about changes in the academic community. This study examines users' perceptions regarding plagiarism, plagiarism detection tools, similarity verification process and seeks to obtain their feedback on implementing the new practice in the University of Hyderabad and the role of the library in executing the program. This was done through an online questionnaire posted to all the students/research scholars who had got their work screened by the Library for plagiarism. The survey results indicate that around 80% of respondents were aware of the concept, functionality features of plagiarism detection tools, but mentioned their constraints in handling repeated terms, own publications etc. Further 80-90% agreed with implementing plagiarism detection process through tools and were satisfied with the information and screening services provided by the Library. Based on users expectations and results, it is suggested that institutions be proactive in promoting ethical values/ code among] students and in inculcating the best practices in writing.

**Keywords:** Anti-Plagiarism, Plagiarism, University of Hyderabad, Users Perception

## 1. Introduction

Plagiarism is an ethical issue and it has been universally condemned in the academic/ research/ art and literary circles. The easy access to textual and other materials in electronic format has made plagiarism, whether it is intentional or unintentional, easier than ever. Copying and pasting of paragraphs or even entire text can now be accomplished with a few mouse clicks. As against this increase in facility through proliferation of electronic documents, tools that can detect and measure the extent of similarity in text based documents are also emerging to control copy & paste activity in academics.

The Merriam Webster Dictionary<sup>1</sup> (<https://www.merriam-webster.com/>) defines: "Plagiarism is to steal and pass off (the ideas or words of another) as one's own: use (another's production) without crediting the source". 'Plagiarism' is a Latin word meaning the practice of claiming or implying original authorship or incorporating material from someone's written or creative work in whole or in part into one's own without proper and due acknowledgement. The Council of



(Source: Plagiarism - Google Images)

Writing Program Administrators (WPA)<sup>2</sup>, the national association of college and university faculty with professional interests in directing writing programs in US, stated that "plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not

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common-knowledge) material without acknowledging its source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers”.

## 1.1 Background

Since plagiarism is a threat to originality of academic writings and devalues the research content, in developed countries students' assignments from the level of secondary education itself are evaluated by routing them through similarity detection software. India is also affected by plagiarism. The Society for Scientific Values (SSV)<sup>3</sup> formed in 1986 in India, to consider ethical issues related to science. SSV observed that “increasing pressure on scientists and increasing value laid by all sectors of society on science - in fact, increasing dependence of our very existence on science - has put pressure on scientists that they are often unable to handle research work within a framework of accepted and reasonable norms of behaviour. This has led to unethical practices such as plagiarism and the like”. The UGC, the apex body responsible for maintaining quality of higher education in the country, passed a resolution for submitting MPhil and PhD theses online in the year 2009<sup>4</sup> stating that “it is mandatory for a candidate to submit electronic version of theses and dissertations in universities and research centres”. The INFLIBNET launched Shodhganga, a digital repository of Indian electronic theses and dissertations to provide access to theses and dissertations to all Institutions and Universities. The establishment of open digital repository of Indian research documents required a strong vigilance on the quality as well as duplication of research ensuring that they were plagiarism free. The INFLIBNET Centre<sup>5</sup> arranged for specialized similarity detection tools i.e. ‘iThenticate’, ‘Turnitin’ initially to 100 eligible universities for one year, from March 2014 up to May 2015 that are signatory of MoU on ‘Shodhganga’ with INFLIBNET Centre including University of Hyderabad to minimize plagiarism. More recently the Centre has discontinued ‘Turnitin’ and has provided software, ‘Urkund’ to these universities.

University of Hyderabad, a premiere institution among central universities in the country, was established in 1974 with 12 schools, 46 departments, over 400 faculty and 5000 students and offers around 150 interdisciplinary and integrated study programmes including doctoral, masters as well as diploma programs<sup>6</sup>. Ever since the university received access to iThenticate and Turnitin in 2014, it implemented plagiarism screening of PhD theses/ M.Phil dissertations and Post-Graduate (M. Tech/MCA, MA, MSc) projects and later continued with Turnitin software to maintain the standard procedure laid by the university. The Indira Gandhi Memorial Library is involved in the acquisition of software, administering the registrations, monitoring the usage and plagiarism screening of final submissions as well as certification of similarity report<sup>7</sup>. As per university policy, the library has been providing Turnitin registrations only to university faculty screening the student's final submission and certifying their similarity report. The maximum similarity score acceptable for final submission to university was 25%, which was recapped to 15% in December 2016. Faculty and students were provided with necessary guidelines including information about plagiarism, functionality of anti-plagiarism tools through group mails/ individual mails, through website and through awareness/orientation and demo programs. The year-wise statistics pertaining to submissions by all instructors including the library is given in Table 1.

The anti-plagiarism drive in the university and library certainly brought about a change in the whole academic community not only in the process of students' submissions, but also in their approach to the content they were submitting to the university. In the 3 years since the implementation there have been major changes.

## 1.2 User Perceptions of Plagiarism - Relevant Studies

The user group is the key component for the development of academic institutions. The user's perspective is significant for identifying gaps and to enhance quality. Plagiarism, academic dishonesty and misconduct have always been

**Table 1.** Year-wise submissions and % of similarity

Year	Total Submission count	Submissions count under Similarity Score range (%)			
		0%	Up to 24%	25-49%	> 50%
2014	623 (8 months)	47	210	185	181
2015	1417	30	851	383	153
2016	1893	56	1077	521	239
2017	799 (4 months)	34	438	232	95

threatening the originality of the output of academic/research institutions. Ocholla & Ocholla (2016)<sup>8</sup> Turnitin study on impact of plagiarism prevention and online grading at higher education institutions stated that use of open access publications is escalating because of easy availability of content. The analysis indicated that open access content is excessively detected in plagiarism screening. This should be discouraged in higher education. Many experiments/studies have been conducted by institutions, service providers, software manufacturers on user's perceptions on plagiarism, functioning of similarity detection tools etc., in order to develop tools, policies according to users expectations.

The awareness of plagiarism and plagiarism detection alerts to students have had visible impact on [the] imparting [of]writing skills by conducting training classes. Youmans (2011)<sup>9</sup> examined student's term papers in California State University for his study. He selected half of the students from two classes randomly and told them that their term papers will be checked with plagiarism software. Remaining students of each class were not given such alert presuming that the students who knew about the plagiarism screening would plagiarize less than students who were not. It was observed that the warning had no effect. In another study by him, students were made to write two papers in a series. The awareness about plagiarism detection software negatively correlated with plagiarism rates on both the papers. It was surprising to note that students were found to plagiarize material from the same sources across papers.

A survey of total 4500 students of Samford University (681 amounting to 15% return rate) by Schrimsher, Northrup and Alverson (2011)<sup>10</sup> mentioned various reasons for academic misconduct. Students felt that internet knowledge need not be cited for academic purposes as it is public information and hence free from intellectual property rights, though majority felt that it amounts to plagiarism and thus not acceptable to copy & paste information from internet also without proper citations?*(The first part of the sentence apparently contradicts the latter part)*. Most of the students opined that faculty should clarify their opinions with regard to academic integrity. Zafarghandi, Khoshroo and Barkat (2012)<sup>11</sup> conducted a survey on Iranian English as a Foreign Language (EFL) Masters Students' Perception of Plagiarism applying [the] questionnaire method. The study was based on the understanding of plagiarism, perceptions about prevailing rates of different forms of plagiarism among Masters Students of EFL studying in Universities in Iran. The results showed that plagiarism was prevalent among the students, but they had very little awareness about the different forms of plagiarism. Rates of

plagiarism prevalent were inversely correlated with both perceived seriousness of plagiarism and understanding of plagiarism. There was no substantial relationship between the understanding of plagiarism and the respondents' behaviour thus proving that recognition of different forms of plagiarism remains a challenging task for students in their academic lives. The study emphasizes the need for instructing the students about the issues related to plagiarism.

Halupa and Bolliger (2013)<sup>12</sup> studied the faculty perceptions of student self-plagiarism in two US universities. Majority of instructors (84.3 %) agreed that faculty was responsible for educating students about this concept, while the remaining felt those students had previously been educated about acceptable practices. Leonard et al. (2015)<sup>13</sup> surveyed perceptions of 4500 graduate students in Science, Technology, Engineering, and Mathematics (STEM) about plagiarism in University of Florida and reported the results. It was found that more than half of students were "not sure" about the level of academic dishonesty, whereas, one-third felt that this was a serious issue and the remaining students responded that it was negligible. The impact of internet plagiarism in higher education was examined by Gómez-Espinosa, Francisco & Moreno-Ger (2016)<sup>14</sup> to get a better understanding of the nature of plagiarism in higher education. They analysed different activities related to online university academic activities to identify those which really lead to plagiarism and concluded that activities which involved originality and creativity have lower rate of plagiarism. To reduce plagiarism, activities can be designed in a way that prompts students to devise their own ideas with the information on the internet as an instrument for their solutions instead of solutions themselves. Obeid & Hill's (2017)<sup>15</sup> study indicated that plagiarism is increasing in higher education, but some researchers were of the opinion that this is not intentional copying but occurred due to lack of knowledge about plagiarism. Other researchers felt that increase in plagiarism was due to heavy competition in college and easy access to the already completed work. When tested through a sample of undergraduate students registered in a research methods course in psychology class across three semesters, it was found that two-hour research methods classes available free online could reduce plagiarism considerably. This proves that specific training and awareness about plagiarism to students would help in avoiding plagiarism.

## 2. Objectives and Methodology of the Study

This study proposes to examine user's perceptions vis-

à-vis awareness about plagiarism as well as plagiarism detection tools, similarity verification process [;] to obtain their feedback in implementing the new practice in university and about the role of library. To identify user’s options, opinions, expectations and suggestions, an online questionnaire was designed using Google Forms and the link was posted to all the students/research scholars who got their work screened for the similarity (plagiarism) in Library before finally submitting to the university during the period 2014-2017. The receipt of responses was closed after 2 months by 30.3.2017

### 3. Survey Results

The questionnaire contains questions under the following heads:

- The Researcher’s profile (Responses and Respondents),
- Awareness of Plagiarism Concept,
- Similarity verification through Software/Tools,
- Role of Library, and
- Feedback.

#### 3.1 Responses and Respondents

Most of the questions framed permitted a single response whereas a few permitted multiple responses. 255 valid (out of 261) responses were received from students/ research scholars..

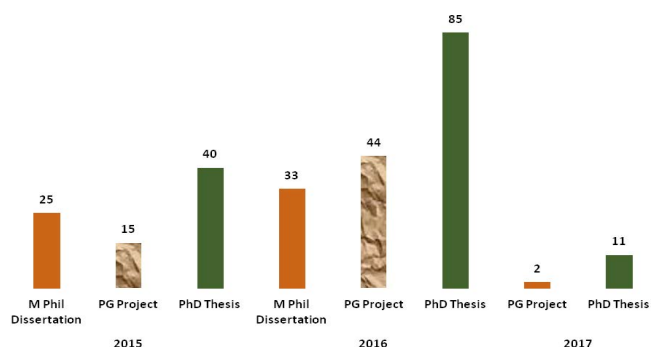
The respondents are more from science schools/ departments (55%, 140) than from social sciences (29%, 74), humanities, arts & communication (14 %, 36) and Management studies (2%, 5) (Table 2).

**Table 2.** School-wise responses

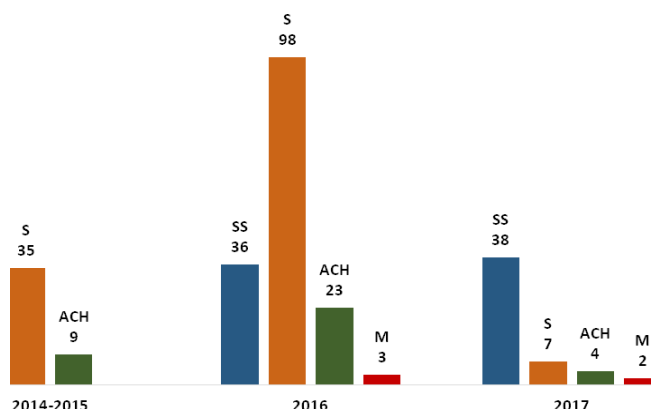
Sl. No.	School	Responses	
		Count	%
1	Chemistry	18	7
2	Communication, Performing Arts & Fine Arts	3	1
3	Computer & Information Sciences	38	15
4	Economics	23	9
5	Engineering Science and Technology (SEST)	9	4
6	Humanities	33	13
7	Life Sciences	36	14
8	Management Studies	5	2
9	Mathematics	3	1
10	Medical Sciences	16	6

11	Physics	20	8
12	Social Sciences	51	20
	Grand Total	255	100

Among respondents, PhD scholars are 53.4% (136), M.Phil scholars 22.7% (58) and PG students 23.9 % (61). Course wise and school wise responses pertaining to each year are shown in Figures 1 and 2.



**Figure 1.** Course-wise responses.



**Figure 2.** School-wise responses.

S = Sciences SS=Social Sciences M=Management Studies ACH=Arts, Communications & Humanities

#### 3.2 Plagiarism Awareness

1. With regard to “the awareness of plagiarism concept and similarity verification process through software during the course or while writing”, majority of students/research scholars 85.1% (217) have positively responded and only 2.7% (7) were negative, whereas 12.2% (31) of respondents were aware to some extent [only], and
2. From the responses “about the source/s of awareness” (multiple options could be selected), it is found that the major sources of awareness are their school/ department/centre, the supervisor and co-research scholars. It is very encouraging to note that 30.5% (78) respondents have awareness from

general sources also and only 5.8 – 15.2% (15-39) used library sources as illustrated in the Figure 3.

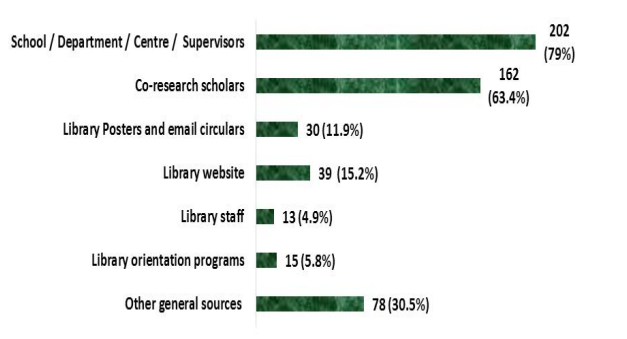


Figure 3. Source(s) of awareness (multiple options).

- For “the understanding of plagiarism concept”, multiple answers were sought. As per the responses data received against 7 options and presented in Table 3, majority of students/research scholars have indicated that they understand the different forms of plagiarism ranging from 39-85.4%, (99-218).

Table 3. Understanding of plagiarism (multiple Options)

Sl. No.	Understanding of Plagiarism	Responses	
		%	Count
1.	Stealing or theft of ideas, content, text, images	68.5	175
2.	Using others published content without acknowledging the source in their work	85.4	218
3.	Copy & paste activity	76	194
4.	Paraphrasing some, maximum or whole content	47.2	120
5.	Self-plagiarism (using own published work in another work (thesis/dissertation)	39	99
6.	None the above	1.6	4
7.	Other	1.6	4

### 3.3 Similarity Verification Through Software/Tools

- Regarding “the operation of the Turnitin software for verifying their drafts for similarity”, 34.6% (88) of respondents stated positively, 61% (156) negatively, while 4.3% (11) mentioned that they operated to some extent.
- With reference to the methods sought for applying software for verifying the draft (research) work, majority of respondents 53.8 % (137) have indicated

that they have not used the tool, the remaining did it through supervisor’s account 12.6% (32); student account created by the supervisor 8.4% (21); 9.2% (23) of respondents used free software.

- The following pie diagram shows the range of similarity score received by respondents. Maximum number of respondents 43.6% (111) received similarity between 0 -10%, whereas 14.5 % (37) of respondents were in the range of 21-25% (Figure 4).

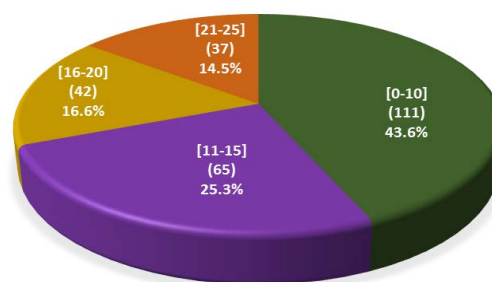


Figure 4. Responses vs. % of similarity range.

- About the number of revisions attempted before finally submitting to the university, 55.6 % respondents indicated that they had “no revision”, 22.6% had one revision, 6.5% had 2 revisions, 7.7 % indicated 3 revisions and again 7.7% respondents have undertaken 4 and more revisions.
- The counts of responses for “awareness about the following functionality features of the Anti-plagiarism tools i.e. Turnitin (multiple options were permitted) are shown in Figure 5.

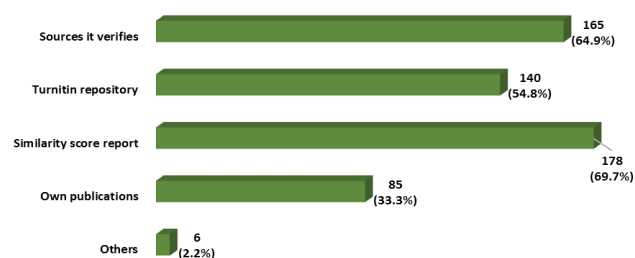


Figure 5. Awareness of functionality features of the anti-plagiarism tools.

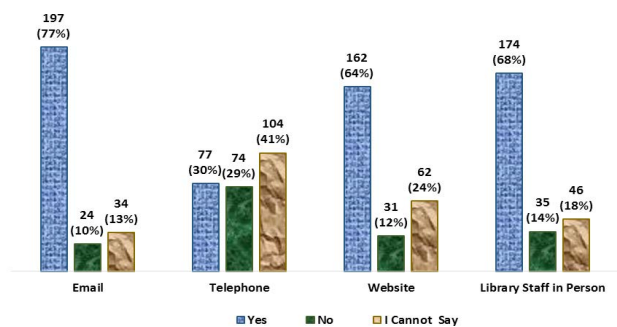
- Accordingly around (69.7%, 178) are aware of similarity screening report followed by the sources it verifies (64.9%, 165), repository (54.8%, 149) and

- 33.3% (85) about own publications.
- The responses received about “the similarity report generated by Turnitin against the document submissions”, indicated that 55.9% (143) of respondents were satisfied, 32.1% (79) were moderately satisfied and 10.1% (26) were not at all satisfied, whereas 2.9 % (7) mentioned problems they experienced.
  - Opinions about the following elements in the similarity report that caused strain (Multiple options were permitted) is presented in the Table 4.

**Table 4.** Responses received for each of the elements in similarity report

Sl. No.	The elements in similarity report	Responses	
		(%)	Count
1.	When the similarity score is above the university limit	14.3	36
2.	When the similarity score at final submission is high indicating the earlier submissions in Turnitin Repository	9.7	25
3.	Appearance of own publications	30	77
4.	Appearance of repeated terms, formulae and symbols	44.7	114
5.	Not Strained at all	33.3	85

- Respondents opinion about the extent of control of plagiarism by the software: 39.2% (100) responded that it does help in identifying plagiarized text, while 47.6% (121) felt that it does to some extent and 13.2 % (34) had no opinion about it.



**Figure 6.** Respondent's opinion about library's information.

### 3.4 About the Role of Library

- About user's satisfaction with the information/service provided by the Library with regard to checking for

- plagiarism, 79.5% (203) of respondents indicated that they are satisfied, 9.1% (23) could not indicate any opinion, whereas 11.4% (29) responded that they are not satisfied with the service provided by Library.
- Respondent's opinion about the adequacy of information provided by library via various communication channels are as below (Figure 6). 81% (206) are satisfied with the way the response mechanism operated

**Table 5.** Library services with regard to Turnitin

Library Related Activity	Yes	No	I cannot Say
Turnitin Registrations provided to only faculty	93 (36%)	106 (42%)	56 (22%)
Response Mechanism (receiving documents (manuscripts) for similarity verification and sending reports) to users	206 (81%)	21 (8%)	28 (11%)
The duration between receiving document and delivering the similarity report	211 (82%)	22 (9%)	22 (9%)
Correspondence or Counselling to students	144 (56%)	55 (22%)	56 (22%)
General orientation/ awareness programs conducted by library	119 (47%)	72 (28%)	64 (25%)
Arranging for the deletion of earlier submissions from the Turnitin Repository	117 (46%)	44 (17%)	94 (37%)

### 3.5 Users Feedback (Expectations)

Most respondents agreed with the UGC policy emphasizing the importance of originality of research writing (Table 6)

- However, there is considerable disagreement in the statement “the software /tool can totally indicate plagiarism” and “plagiarism is same as similarity of text”. However, not all feel that the software tool is able to identify plagiarized text.
- 72.5% (185) agreed that plagiarism check has improved the writing skills & quality of research

work, while a significant number were not sure of this.

**Table 6.** Anti-plagiarism policies and practices

Anti-plagiarism practises	Agree	Disagree	I cannot say
UGC imposing on originality of research writing	236 (93%)	6 (2%)	13 (5%)
University implementing the similarity verification for thesis /dissertation/PG projects through software	227 (89%)	9 (4%)	19 (7%)
The software /tool can totally indicate plagiarism	129 (51%)	82 (32%)	44 (17%)
Plagiarism is same as similarity of text	100 (39%)	109 (43%)	46 (18%)

17. Many respondents 70.9% (181) indicated that they require training to use the software, 18.3% (47) had no idea about it, while 10.8% (28) felt that there is no need for training.
18. Majority of the respondent's i.e. 82.4% accepted that it is a good mechanism for acquiring necessary feedback from their teachers, while 17.6% responded negatively.
19. About functioning of the software - 60 out of 121 respondents mentioned that there were no complaints and 10 respondents mentioned that they do not have experience with the software and cannot mention any thing. On the whole, respondents are of the opinion that software needs refinement, since it shows the text similarity alone and nothing to do with research. The interest of the respondents in providing feedback for the improvement of software indicates their interest in the use of the software. The expectations about the functionality of software and suggestions for improvising the software are summed up below:
  - The self-publications should be ignored by the software since they have already gone through the peer reviewing process.
  - Concepts and definitions when acknowledged should not be reflected in the similarity report and should not be considered as plagiarism. Moreover,

the commonly used terms, phrases such as names, repeated terms including statistical, technical terms, even basic terms such as: is, was, that etc. institutions, authors and books should be excluded from the plagiarism check or filtered. Methodology, statistical techniques, data calculations should be ignored by the software. Literature review is essential for thesis and this chapter should have separate parameters of similarity score. One of the interesting suggestions made by them is that the printed material needs to be ignored.

- Respondents felt that it is taking a long time to delete previous submissions when revisions were required.
- Writing styles of various disciplines differ and a single algorithm cannot work in all situations properly. Thus, the scanning process is random and arbitrary.
- All the research scholars and faculty members should have access to Turnitin software. It should be provided to the students by faculty through student account during the thesis writing period so that they can check their drafts.
- Awareness about thesis writing should be created by conducting workshops on plagiarism for students and faculty every year. Extensive training needs to be provided to instructors as well as students. A manual may be provided. However, the external students are unaware of the plagiarism process.
- If the similarity index is capped at 15%, a certificate specifically mentioning free of plagiarism should be issued to the students to enable them to publish their dissertations as a book or in journals. However, some students felt similarity check should be capped at 20% or 25%.
- The process of taking supervisor's signature and library certification is cumbersome and needs to be made online, which shows their interest in adopting latest methods.
- The software is helpful but not fool proof, since plagiarism report is different from similarity report. The supervisor's role in the submission of thesis is appreciated as they know the subject and writing style of the students. The University/library should use multiple software to get better results rather than depend only on Turnitin. Supervisor should have the final say with regard to plagiarism index.
- Overall the software and process are good if supported by enough training. Library staff should be more informative to guide students and more number of staff should be allotted at the time of

thesis submissions to avoid delay. The best solution to reduce plagiarism is to be self-disciplined and take care while using other's writing in one's own documents.

## 4. Discussion and Suggestions

The survey results revealed the reflections of respondents on plagiarism and various functionalities of plagiarism detection tools. The respondents' feedback pinpointing the shortcomings and suggesting measures for the improvement of software indicates their keenness in applying the software to eliminate plagiarism, if any, in their writings. The study overall reflects the user's agreement with the UGC's and university's drive to root out plagiarism from their publications stressing on originality in writings. Responses received were more from PhD Scholars from Science schools/departments in each year indicating their understanding about the topic they are dealing with. It should come as a matter of relief to the University management that more than 85% of students are aware of and understand various aspects of plagiarism.

- A significant number of respondents (53.8%) could not operate the tool, since access was limited to only faculty. Their desire to get access to use the software for their draft work is clearly understood from their feedback. However more than 25% of respondents used open source tools or other means (not explicit) for verification of draft work. Majority of respondents received 0-10% similarity score, 25.3% declared that their score ranged between 11 to 15% and more than 21% respondents received over 16% similarity necessitating revisions to be within acceptable limits. Some respondents even expressed that similarity capping can be done at 20% However, 55.6% of responses indicate 'no revisions' attempted before submitting to university. Further, it is interesting to note that respondents are also aware of the listed functionality features of Turnitin – sources (65%), repository (55%), similarity score report (70%), etc. However, nearly a third of respondents felt that the similarity figures had to do with their own earlier publications.

Overall, about 80% of the respondents were satisfied with the information/service provided by the Library, especially through email, library personnel, website and on telephone. Users have shown significant agreement with response mechanism of the library, the duration between receiving document as well as delivering the similarity report, correspondence /counselling (responding) to students,

general orientation/awareness programs conducted by library and arranging for the deletion of earlier submissions from the Turnitin repository. This despite the fact that the software is made available only to faculty.

Users provided positive response to UGC's insistence on originality of research writing and to the university implementing the similarity verification process for thesis /dissertation/PG projects. Though, users are not sure that the software/tool can fully detect plagiarism. The software is helpful but not a fool proof mechanism to fix plagiarism because plagiarism is different from text similarity. However, 72.5% agreed that plagiarism check has improved writing skills and quality of research work and also felt that it is a good mechanism for acquiring necessary feedback from their teachers. For academic institutions, maintaining a plagiarism free environment is a complex activity. Institutions should strive to bring awareness, and issue instructions from day one, about academic dishonesty/misconduct, penalties and long term impact of such dishonesty on society and nation as a whole. The University needs to consider some of the concerns expressed by the respondents:

- Excluding research scholars' own publications from similarity score;
- Plagiarism free certification for their documents, by the library as well as supervisors;
- Interacting with publishers for speedy deletion of documents from repository wherever necessary;
- Conducting orientation providing training to individuals in the library; and
- Introduce online submission system to avoid delay in the plagiarism verification process.

In view of the responses/ suggestions given by the research scholars as well as students, and the mechanism applied in screening research documents for plagiarism and resolving related issues, following suggestions may be made.

- Institutions /Faculty should be proactive in promoting ethical values/code among students. Best practises can be promoted by awarding additional credits which can improve the students' knowledge about plagiarism. It is also suggested that after every chapter if the faculty/students verify their drafts, it would make it simple at the time of final submission preventing last moment anxiety, distress and pressure.
- Academic Institutions should come forward to deposit their theses, dissertations and research papers in their Institutional Repository in digital

form to safeguard individual as well as institutional copyright while preventing the duplication or copy of research within and among institution[s] (Gayatri Devi and Navalgund, 2012)<sup>16</sup>.

- Training sessions on English language writing tools, citation styles and referencing /bibliography tools such as - end note, Mendeley, grammarly etc. can help researchers to enhance the quality of their research writing Research methodology classes conducted for research scholars should include such aspects as - extent and way of referring to content from other scholars' publications such as – paraphrasing the text, acknowledging the resources, quoting the work etc. enabling the students to differentiate referring to content from plagiarizing the same.
- Promote use of online tools like Turnitin (some more tools are also coming up) in the process of evaluation of assignments/reports/theses and dissertations in academic institutions and encourage online submission of papers by students and digital feedback by teachers; these can improve the students' academic skills.

Above all it is human integrity that holds the upper hand in creating an honest and responsible society; however, the WPA council<sup>2</sup> mentioned that most of the current discussions of plagiarism fail to distinguish between: submitting someone else's text as one's own or attempting to blur the line between one's own ideas or words and those borrowed from another source, and carelessly or inadequately citing ideas and words borrowed from another source. The similarity detection tools hopefully should be able to direct the innocent / ignorant students in the academic institutions in the right way.

## 5. Acknowledgements

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