



Insight Into Education System: Research and Plagiarism

Sushma Singh¹ and Geeta M. Joshi²

¹Ramniranjan Jhunjhunwala College Opposite Ghatkopar Railway Station, Ghatkopar West, Mumbai, Maharashtra 400086
sushmasinghad@gmail.Com

²Ramniranjan Jhunjhunwala College Opposite Ghatkopar Railway Station, Ghatkopar West, Mumbai, Maharashtra 400086
drgeetamjoshi@gmail.Com

Abstract: Plagiarism is an act of encroaching someone else's original creative, intellectual ideas, words, pictures and presenting it as your own. it's an unethical practice and reckoned as a big problem not only in research, academic fields but also in almost all other areas of creative work. in recent times, a steady growth in plagiarism practices is witnessed in all spheres of academic work. researchers and students often resort to unethical practices of plagiarism for faster and quicker completion of assignments. it is therefore necessary to identify and address root causes to control rampant plagiarism practices. education reforms aiming towards inculcating values, ethics and critical thinking during growing or formative years of learners is one of the most important keys to the problem of plagiarism. the study draws attention and identifies correlation among teaching learning practices, curriculum, the overall education system & ethical practices.

Index Terms: Curriculum, Education Policy, Ethics, Plagiarism, Reform

I. EDUCATION SYSTEM

“Education system” refers to institutions which are concerned with teaching of all age groups including children, youth, middle- aged, and adults. It specifically includes schools from kindergarten to secondary or higher secondary level, vocational institutes, polytechnics, universities and also centres of research and adult education. The structure of

education system varies among different nations and occasionally between different regions/states in a single

country. Universally major education systems comprise formal, informal, and non-formal modules.

A. Pre-Independence Education Policy And Education System In India

In ancient times the entire gurukul education system in India revolved around the Guru or teacher, who is central to the process of teaching and learning. According to Indian mythology the auspicious mantra recited and chanted for the worship of ‘Guru’ or teacher on Guru Purnima is “Guru Brahma, Guru Vishnu, Guru Devo Maheshwara Guru sakshat, Param Brahma, Tasmai Shri Guravay Namah.” In Sanskrit, the word Guru is made up of two root words Gu and Ru. Gu means darkness, and Ru means remover. Thus, Guru stands for the teacher who is the harbinger of enlightenment. The shloka emphasizes the importance of guru in the ancient education system of India by Ved Vyas. He is considered to be the Guru of Gurus and the festival of Guru Purnima is dedicated to him. Other famous gurus from Hindu mythology include Parshuram, Dronacharya, Valmiki and Vashishtha. The Gurukul system was prevalent in ancient India, where students used to stay with gurus. The origin of the Indian gurukul system dates back to around 5000 BC which was a residential schooling system. Here students were free to choose the subjects including Sanskrit, religious scriptures, mathematics etc. Students were having freedom of choice to be with guru till their learning was accomplished. The learning

at gurukul was done in close proximity to nature, whence students were taught to respect nature and all other life forms. Learning was not confined to only rote memorization of information. Rather it was practical, full-fledged and application oriented.

Lord Thomas Babington Macaulay in the 1830s brought the modern education system to India. This new system was very different to the gurukul system where more importance was given to maths and science and least importance was given to subjects like metaphysics, philosophy. Teaching learning was confined to classrooms only. Students were deprived of outdoor learning and hence never valued environment and the resources that we derive. The sacred association between teacher and student was broken, which actually deprived the learners of the chance of developing their creativity and problem-solving and other cognitive abilities including ethics and other social etiquette. Materialistic approach was nurtured and least importance was given to values and ethics.

Ethics and values are not genetic; rather they can be inculcated into an individual through the process of teaching and learning. It is the result of character-building which occurs throughout life. It can be taught through home, school, religion and social occasions which mould and shape ethical character. The implementation of learned ethical values can successfully alter and improve our lives.

B. Post-Independence Education Policy And Education System In India

Though the education landscape of India has evolved considerably since our Independence in 1947, the intervention of technology has made it easier and much more insightful than it ever was. The benefits of imparting relevant education have been understood by the governments who endeavour their bit to boost the existing system for all sections of society. Over the course of seven decades after independence, the education system of India has evolved gradually yet phenomenally. From a literacy rate of 18% in 1951, we have moved up to 73% in 2011. Currently, the education system in India is the strongest and largest in the world accommodating more than 315 million students. (Shah, 2019) Lord Thomas Babington introduced the modern education system in India in 1830 during British rule and included English language syllabus. The syllabus was then limited to common subjects like languages, science and maths. Classroom teaching became prominent and the relation between a teacher and student evolved. The subsequent years, education system witnessed influences of various movements taking place in India. During late 19th century, the theosophical society of India and Ramakrishna Mission started to merge the Western ideas of education with the Indian roots to render within the student themuch-required ethnicity yet

imbued with a certain universal flavour much trendy with the times. Intellectuals from various parts of the world came together to help shape the education system. From 1947 the Government of India appointed three important commissions for suggesting educational reforms. The university Education Commission of 1949 made valuable recommendations regarding reorganization of courses, techniques of evaluation, medium of instruction, students' facilities and the recruitment of teachers.

The Secondary Education Commission of 1952-53 focused mainly on secondary education and teachers' training. The Kothari education commission 1964-66 made a comprehensive review of the entire field of education. It developed a uniform pattern for all stages of schools and colleges at national level. This policy was revised in 1986. The new policy emphasized educational technology, ethics and national integration. To make a uniform scheme of studies for the whole country a core curriculum was introduced. In independent India, the education, which was limited to selected few was made available for all. Two committees one for higher and the other for secondary education were established by the government's Central advisory board to address the challenges of education, formulate comprehensive education policies and improve the overall education landscape of the country. Currently, the school system consists of four levels: pre-primary, primary, secondary and higher secondary. To customise the delivery of information/knowledge as per the requirement of 21st century, schools and universities are adopting different unique practices of teaching and learning that will make learners self-dependent and achievers in their own right.

C. Draft National Education Policy 2019

The Draft NEP follows the initiative of Samagra Shiksha Abhiyan to create a more holistic, unified education system, with a focus on longer free and uninterrupted compulsory education (from age three to 18), introducing foundation stage to ensure a greater readiness among children for the primary school. It proposes a reduction in core curriculum content to allow for subjects previously perceived as co- or extra-curricular to be integrated into a curriculum that promotes a wider range of interests (including music, art and physical education) and provides for vocational subjects at higher levels. It also stresses a need to move away from rote learning and a stressful exam system with a very high stake towards a more 'constructivist', 'discovery-oriented', 'student-centered' pedagogy that involves more formative assessment of a wider range of cognitive, social and '21st century skills. (Anderson, & Lightfoot, 2019)

1) *New National Education Policy 2020*

The purpose of the education system is to develop good human beings capable of rational, logical and bilateral thinking with constructive action. They should emerge as human beings possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, topped with sound ethical moorings and values. It aims at producing engaged, productive citizens contributing towards building an equitable, inclusive, and plural society as envisaged by our Constitution. Ministry of Human Resource Development Government of India. (MHRD, National Education Policy, 2020).

II. PLAGIARISM

As Jason Chu of Turnitin once said, “Plagiarism is about putting outcomes ahead of processes.

Plagiarism is an act of stealing the words, paragraph, ideas and thoughts of others without attribution or acknowledgment. Plagiarism has many distinct aspects to it which makes it different from other kinds of academic violations. Different academic and research institutions have their own understanding and definition of plagiarism. (Thakur, 2017).

A. *Classification of Plagiarism:*

The most common type of plagiarism in education and research includes deliberate plagiarism i.e., when a person tries to take credit for others' creative work clandestinely. Accidental plagiarism happens where the author forgets to acknowledge the referred material or ignores believing it's an established fact, or inability to paraphrase the content due to language problem or content being highly technical. Self-plagiarism is about copying one's own work either partially or republish entire earlier work, mosaic plagiarism is about replacing words in original document by synonyms while the overall structure is retained. Artistic plagiarism is presenting someone else's work using different media, such as text, images, voice or video. Adding references to incorrect or non-existing original sources is misinformation of references. Translated plagiarism is cross language content translation and use without the knowledge of the original author.

B. *Reasons for Plagiarism and its current scenario in scientific literature.*

Plagiarism has become a serious problem in academia. (Guterman, 2008) has “reported on recent research revealing that “More than 70,000 articles, abstracts appeared disturbingly similar to other published work when scanned by a new search program.” (p.1). Plagiarism is a misconduct considered to be unethical and immoral regardless of who commits it.

“People risk getting caught of plagiarism because, if they get away with it, plagiarism can have many rewards. For example, the academic plagiarist might benefit at the expense of the original author in the form of public recognition based on someone else's work, promotion and/or raise in salary, and/or grants or patents. These would all be undeserved rewards. Therefore, plagiarism amounts to receiving undeserved compensation, promotion, grants, patents, or recognition. Thus, plagiarism is unethical, immoral, and if the plagiarized material is copyright protected it is clearly illegal which needs to be stopped” (Shahabuddin 2009, p.1).

Several recent studies have elaborately explained reasons for vested plagiarism in academics and research and how it can be dealt with. Through a study of Nature Journal it was revealed that Universities in China offered various benefits including cash prize etc. for publishing in high profile journals which put much unwarranted pressure on the research community which led to academic misconduct. (Qiu, 2010). Neelakantan (2009) stated that a “few years back, the Indian government was worried about India's low research output.” (p.1). The Indian higher education system revised rules for promotion of teachers, which mainly focused on the number of publications. This decision resulted in publications by any means, fair or foul resulting in academic misconduct or plagiarism in many cases. The editor of Current Science shared and confirmed about 80 cases of plagiarism among publications submitted to the journal during 2006-2008. (Chauhan, 2018) Similarly, Aggarwal; Gogtay; Kumar; & Sahni, (2016) stated that “measuring academic achievement is difficult in the scenario where promotions are assessed on the basis of different job criteria of individuals. The number of research publications is an important component of career advancement and promotion in India that encourages plagiarism in the absence of proper policy.” (p.70). Elango (2021) in his article stated that “in Biomedical literature 10,000 published articles after 2010 in top journals were retracted owing to misconduct in research, plagiarism and fake data. He also stated that while it is a commonly known fact that plagiarism is rampant in low-quality research journals, high-quality journals may not be accused of the same but contain fake data.

C. *Measures to avoid/stop plagiarism*

To curb rampant plagiarism, proper guidance and counselling can be done at various stages of studies and research. If this method doesn't work then penalties should be imposed on students pursuing research/ project at the level of Masters or any other researcher, faculty & staff of a Higher Education Institution whose academic misconduct has been established without doubt after all avenues of appeal has been exhausted and individual in question has been provided enough opportunity to defend himself or herself in a fair or

transparent manner. To detect plagiarism, various online software tools like Turnitin, Copyleaks, ProWritingAid, Plagiarism Checker X, Grammarly are readily available. However there is a prevalent fallacy about these tools. "The similarity reports of these tools must be inspected by an experienced human being, such as a teacher or an academic, because all systems suffer from false positives (correctly quoted material counted as similarity) and false negatives (potential sources were not found)". (Foltýnek, Dlabolová & Anohina-Naumeca, 2020) Consequently, University Grants Commission (India) has come up with a draft of national level policy for deterring plagiarism. This drafted policy includes different types of penalties if anyone is found guilty. The draft policy also suggested setting up Plagiarism Disciplinary Authority (PDA) and Academic Misconduct Panel (AMP) in Indian universities and colleges. (UGC, 2017). It is expected that a different kind of research would take place on the introduction of this plagiarism policy in India. (Chauhan, 2018).

III. ROLE OF EDUCATION SYSTEM

Objective of any institution is to equip the students with adequate knowledge, interpersonal skills, moral & ethical values and a strong commitment to fulfil their obligations to the society and nation at large. Institutions adopt alternative learning module to supplement book learnings such as field work, individual and group projects, assignments for students to generate new ideas but with enhanced access to a vast amount of knowledge and resources. Academic dishonesty and plagiarism are increasing in the institutions of higher learning around the globe (Brimble & Clarke, 2005). Literature on plagiarism reveals that most people assume the internet to be a source of free information in the public domain and since the information available on the Internet is not copyrighted so it is possible to be easily manipulated, used and presented as one's own work (Stebelman, 1998).

In 2015, University Grant Commission, made it mandatory to examine a Ph.D. thesis with anti-plagiarism software. On 26th June 2016, Government of India decided to bring a law to stop this activity. The educational institutions and the training centres make provision to knowledge, information and understanding amongst the individuals in such a manner that they can enhance creativity amongst them in a more efficient manner (Shaheen, 2010). NEP-2020 rightfully lays emphasis on conceptual understanding, creativity and critical thinking alongside cultivating human ethical and constitutional values. (Thakur, 2017)

It was discovered that plagiarism can be avoided through the development of higher-order cognitive processes and also through fostering creativity. (Smith, 2006). Similar finding on

Positive effect of training on creativity enhancement was also noticed by (Tsai, 2013) indicating that a proper training promises to endow young adults with a creative mind- set thereby enhancing creative thinking. If educational institutes achieve above mentioned objectives through well planned activities and educational training, plagiarism can be reduced to a great extent.

According to a study on Asian countries, (Sinlarat, 2002) is of the view that Asians are "consumers" of Western products. This has resulted in loss of "self-identity" "self-independence" and "prosperity". He goes on to say that in order to overcome the dependency there is a need for Asians to become "creative and productive persons" and hence "education that yields creativity and productivity is essential for Asia"

A. Merits of new education policy to promote research

The National Education Policy (NEP) 2020 report released by Indian government recently aims at providing the required impetus to grow the R&D agenda by way of building a research ecosystem comprising the government, universities, research institutes and industry according to the NEP. "The NRF" (National Research Fund) will work towards seeding, funding, coordinating, and monitoring research and innovation initiatives." It will also encourage quality research through merit-based peer evaluation along with incentives like awards for outstanding work.

The collaboration between academia and industry envisioned by the NEP calls for a patent policy structure at the university level to facilitate more patent applications. Such a policy will safeguard interests of all the entities involved, provide for a research environment, and ensure compliance with the national laws and regulations. A larger number of patents with commercial benefits will serve as incentives for continuous and sustained efforts in research.

A final aspect to consider is that the NEP emphasises a multidisciplinary approach in education and the need to nurture a curious and creative mind with a view to develop analytical and critical thinking abilities at an early age. These are the skills essential for framing the right research questions and for bringing about the required and relevant outcomes/solutions. This approach will, therefore, be instrumental in giving a meaningful thrust to research and innovation serving as yet another significant harbinger in the long-term and sustainable research endeavour for India. (George, 2020).

B. UGC initiatives to discourage plagiarism

As per UGC notification on promotion of academic integrity and prevention of plagiarism in higher educational institutions regulations of 2018, HEI (Higher Educational

Institutions) are requested to enforce the above said rules as incorporated by UGC. It's been instructed to students, faculties, researchers and miscellaneous staff members about granting proper attribution whenever and wherever due, seeking permission of the author wherever necessary, acknowledgement of source commensurate with the needs and specifics of different disciplines in accordance with rules, international conventions and regulations governing the source. HEI will conduct sensitization seminars/ awareness programs every semester on assuming a responsible conduct in the field of research, thesis, dissertation alongside promoting academic integrity and ethics in education. (UGC Notification ,2018).

DISCUSSION AND CONCLUSION

Maslow's triangle of hierarchy of needs identifies creativity as one of the chief ingredients of self-actualization, which sits at the top of the pyramid. It is the basic intent of all human endeavours to live up to their full potential. To climb to the top of Maslow's pyramid, individuals need to first cross all other levels and reach esteem needs like recognition, prestige, and a feeling of accomplishment. Our education system plays a significant role aiding one in climbing all levels from basic needs to that of achieving one's full potential passing through creativity on route.

Education system is expected to be designed in a way that it caters to the holistic development of individuals from basic level to the highest possible in academics, which they aspire for to attain professional growth, satisfy intellectual and creative urges and upliftment of self-esteem.

In developed countries the education system is framed in such a manner that it supports learners to acquire knowledge, to fulfil their creative instinct, develop personality, social etiquette and problem-solving skills. Education system addresses the development of all the possible learners to at least grow from their present status to a more elevated space. Motivation is one of the keys to push learners to achieve their best, where an earnest interest in the assigned duty and an ignited intrinsic passion are highly potent motivators.

But every individual is born with some limitations and strengths. Highest achievement is measured in terms of economic growth in society. Very few involve themselves in creative work to reach self-actualization the highest ladder in Maslow's hierarchy of needs. To achieve that which is considered praiseworthy as per typical social norms like recognition, status, post and position, it would require an individual to evolve passing through various levels in learning

and deriving lessons from experiences by way of school curriculum, co-curricular and extra-curricular activities.

All objectives if met with constant hard work, enthusiasm and truthfulness following ethical behaviour will add value to the creative work achieved by the learner.

Few educators and researchers are attracted towards the lucrative incentives associated with creative work like success in research or innovation. Any academic work that requires a higher level of mental abilities tend to fall in the trap of unethical practices like Plagiarism to achieve recognition and economic gains.

Those who can't achieve these goals either due to lack of abilities or not being trained properly, or not being mentored to reach their full potential or did not get opportunities in spite of having skills & creativity might adopt shortcuts to achieve their goals. Lack of ethics in co-workers may lead to adopting the wrong path, that of Plagiarism.

No system, however well designed can stop or eradicate this malpractice of plagiarism, but definitely measures can be taken to curb it to the maximum possible extent. This can be achieved by the education system of all levels right from the beginning through making teaching and learning methods more effective in inculcating creativity, critical thinking and reasoning to the optimum potential of the learner. In developed countries and in ancient India this system was very much in place for achieving above mentioned objectives along with nurturing ethical behaviour, respect and beautiful co-existing with nature. India lost the track for centuries and with (NPE) National Policy on Education 2020 we are in the process of transforming our education system, perhaps reverting back to the good old days.

The need was felt by the Education ministry to revamp education policy with emphasis on introducing critical and creative thinking, value education as well as putting proper plagiarism norms in place to bring out the best in generation Z. This would prepare them for the new age as they will be taught 21st century skills. Through our studies we have found there is a strong link between the education system and research or its side effect, that of plagiarism.

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