

**ACADEMIC INTEGRITY IN THE ERA OF ARTIFICIAL
INTELLIGENCE: CHALLENGES, OPPORTUNITIES AND A CASE
STUDY WITH REFERENCE TO CHATGPT****Mr. Imran Khan Jehangeer Khan¹, Dr. Mayur Mahendra Sonawane²**

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Abstract

The emergence of sophisticated language models [Machine Learning (ML), Deep Learning (DL) and Generative AI (Gen AI) like ChatGPT, Perplexity, DeepSeek etc. has dramatically altered the educational environment, creating a multitude of challenges and dilemmas related to academic integrity. This article discusses the effects of the use of generative artificial intelligence on academic writing, assessment, and integrity. It also discusses the risks and opportunities associated with the use of artificial intelligence in the academic environment and provides a case study to demonstrate the challenges associated with this issue.

Keywords: Academic Integrity, Higher Education, Generative AI, ChatGPT, Misconduct, Ethics.

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Introduction:

Academic integrity is central to the purpose of educational institutions, focusing on honesty, accountability, and trust in the development and assessment of knowledge, it is a moral code or ethical policy of academia. Academic integrity supports the enactment of educational values through behaviors such as the avoidance of cheating, plagiarism, and contract cheating (Lancaster, Thomas -2019 (Clarke, R., & Lancaster, T. -2006) as well as the maintenance of academic standards; honesty and rigor in research and academic publishing. Alison, Kirk (1996-11-30).

The growing use of generative AI technology such as ChatGPT, which has the ability to create well-structured essays, summaries, and responses, has heightened concerns about what constitutes authentic student work. Although AI technology has the potential to enhance learning and writing, it also has the potential to create problems in areas such as plagiarism, cheating, and learning outcomes. This article will assess these issues and offer a case study on the realities of academic integrity in the age of AI.

Literature Review:

According to "Library & Information Science Academic Blog" (LIS Education Network) "Academic integrity is the cornerstone of ethical behavior in educational and scholarly settings, reflecting a commitment to honesty, respect, responsibility, fairness, and trust in all academic

endeavors. It upholds the principle that one's work, whether a research paper, exam, or collaborative project, should be original and authentically represent the individual's understanding, effort, and critical thinking. Upholding academic integrity means avoiding dishonest practices like plagiarism, cheating, fabrication, and falsification of data or information. It also involves accurately crediting the ideas, research, and contributions of others, fostering an environment of respect for intellectual property".

Academic integrity traditionally refers to the ethical engagement in scholarly activities, characterized by honesty, fairness, trust, respect, and responsibility (ICAI, 2014). Violations such as plagiarism, cheating, and fabrication undermine the validity of academic credentials.

Generative AI in Education:

The generative AI system like ChatGPT can write text, respond to questions, and have a conversation (OpenAI, 2023). Although research in education emphasizes their ability to speed up idea generation and personalized learning (Popenici & Kerr, 2017), there is concern about their misuse.

Ethical Issues:

It is noted that the application of AI raises not only issues of plagiarism but also of authorship, transparency, and equity (Jones & English, 2021). There is a lack of clarity in the definition of whether AI-generated content is inherently unethical or whether it can be ethically integrated with clear guidelines.

Chat GPT's Influence on Academic Integrity:

Positive Influence:

- **Writing Assistance:** Students can enhance their writing, develop ideas, and increase clarity.
- **Personalized Feedback:** AI technology can provide immediate feedback to improve the revision process.
- **Accessibility:** Students with language difficulties or disabilities can use AI technology to assist in writing.

Negative Influence/Challenges:

- **Plagiarism and Misrepresentation:** Students can present AI-generated work as their own.
- **Validity of Assessment:** Conventional assessment methods cannot distinguish between the student's understanding and AI-generated work.
- **Policy Vacuum:** There is a lack of policy guidelines on the appropriate use of AI technology in academic settings.

Case Study: Institutional Assignment Incident:

Context:

In a higher education institution students were assigned an analytical research paper. The professor stressed critical thinking and reflection on course concepts.

Incident:

Some papers turned in by students had very sophisticated language, complex arguments, and citations to esoteric academic literature. Notably, the writing quality did not match class performance on previous assignments. Manual analysis revealed that much of these papers was written by ChatGPT.

Investigation:

Follow-up was conducted by the institutional committee. Students admitted to using ChatGPT to write parts of their papers without citation or attribution. Some students defended their actions as a “study aid,” not plagiarism. Others assumed a lack of policy statement meant it was permissible.

Outcome:

The academic committee decided that the use of AI without attribution was a breach of academic integrity. Penalties included resubmitting papers with proper citation for AI use, attendance at an academic integrity workshop, and new course policies mandating attribution of AI use in future assignments.

Discussion:

This case illustrates the underlying conflicts: students' need to harness technology versus the requirement for genuine authorship. It exemplifies the shortcomings of current policies and the requirement for:

AI Use Guidelines:

- Institutions must articulate what constitutes acceptable and unacceptable use of generative AI.
- Redesigning Assessments: Tasks should focus on reflection, individualized content, and in-class synthesis that cannot be easily generated by AI.
- Educational Programs: Students must be taught about responsible AI use, proper citation, and self-authoring.

Recommendations:

For Educators

- AI literacy must be incorporated into the curriculum.
- Assessments should limit opportunities for misusing AI.
- Rubrics should encourage critical thinking over superficial presentation.

For Administrators

- Institutional AI policies should be developed in accordance with principles of academic integrity.
- Professional development should include AI detection and teaching strategies.

For Students

- All uses of AI tools must be fully disclosed.
- Learning outcomes should be prioritized over completing assignments.
- Edutopia (November 9, 2023) recommends...

1- Understand When to Use AI:

- **Red Light:** No AI collaboration is allowed. This applies to assessments designed to evaluate individual understanding, such as quizzes and exams. Students should rely solely on their knowledge and skills in these situations.
- **Yellow Light:** AI can be used with caution. This may include using AI for brainstorming ideas or gathering information, but students should ensure that their final work reflects their own understanding and effort.
- **Green Light:** AI is encouraged as a tool for learning. This includes using AI for research, drafting, or enhancing creativity, provided that students acknowledge its use and integrate their own insights.

2- Ethical Adoption of AI:

- Students ages 13 to 18 should be trained to use AI tools ethically to support their learning and creativity. This includes understanding the limitations of AI and recognizing when it may not provide accurate or reliable information.
- Schools are encouraged to ask students to provide a Statement of AI Use to describe and justify their use of AI tools in their assignments. This promotes transparency and accountability in their work.

3- Citing AI Sources:

- As AI tools become more integrated into education, students should learn to cite AI-generated content appropriately. This may involve providing links to sources or explaining how AI contributed to their work.

Conclusion:

The integration of generative AI in the educational setting is both a challenge and an opportunity. Rather than dismissing AI, institutions need to adjust their policies and practices to ensure academic integrity.

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