Writing the Review of Related Literature[1]

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Structure:

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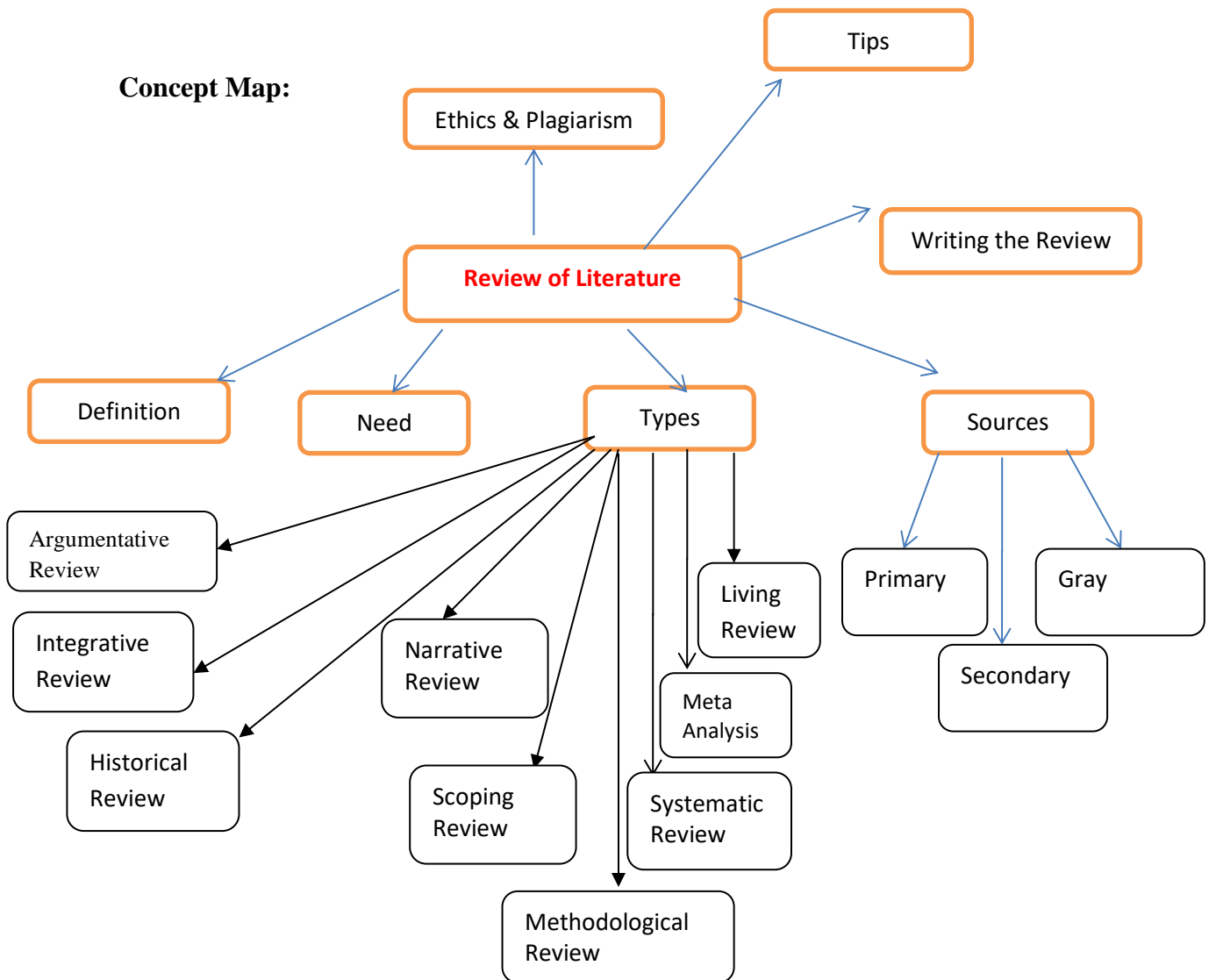
Introduction

When we begin our research, we need to read through different literature. This literature may be in the form of books for knowing the theoretical background or through different journals reporting the works and ideas of previous researchers in the same area. It is but natural that we should be curious to know what all work has been done already in our chosen area of research. Reviewing the studies helps to clarify for ourselves the field of research. It helps us to progress in the area we want to work on. Through the research gaps i.e. areas not yet looked into we may like to choose the area to work on. We also look into the methodologies adopted by others and think about the methodology to be adopted. However, writing the review is an academic exercise and how to write an effective review is what you will learn in this module.

Expected Learning Outcomes

After studying this module, you will be able to

a. Define purpose of review of related literature
b. Choose relevant literature
c. Indicate the types of reviews
d. Identify the different sources of review
e. Choose an appropriate type of review for your research
f. Use online search engines
g. Use ethical practices when writing research reviews, and
h. Critically analyse and evaluate review of research.

Definition

Literature Review may be defined as a piece of academic writing through which one's knowledge and understanding of the academic literature regarding a specific topic is demonstrated. This includes critical evaluation of the material. Because the available literature is critically evaluated, it is called a literature review and not a report.

While reviewing literature, we summarize and analyze relevant scholarly works related to our topic. It may be important to first understand the meaning of the word "literature" in this context. Literature in the world of research is a collection of relevant sources on a topic. These sources may be published documents. They can also be unpublished theses. Literature will also include theoretical, conceptual works and empirical studies. Literature review is an academic writing which shows our depth of knowledge and understanding on a topic. While working on our research projects or dissertations, the review is done usually before selecting a topic and also soon carried on after deciding the topic. When we are able to combine reading the literature with its critical analysis, we are in a better position to refine our topic and frame pertinent research questions. The purpose of review being to summarise and critique these scholarly works in reference to our study. We need to present an overview of all the sources we have studied to tell the reader where our particular research is pitched in the world of academic research; or how it fits in with other researches in the field.

When doing a review, particularly in Social Sciences, usually the pattern is to not only summarise the various studies but also to synthesize them. In other words, not only to provide a gist of what each research says but also to discuss studies thematically which reflects on how you plan to go about conducting your own research. We will talk about it in more detail subsequently. It is important to note that it is called literature *review* and not *report*. There is a difference. A report is a factual account of an event. Something like a newspaper report. A review on the other hand is an analysis of the event / published work / film etc. *preceded* by factual detailing. Maybe an example would help to clarify. We all have read or seen film reviews. What happens is that the reviewer gives a brief account of the film and then gives his or her opinion on it. That makes it a review. Incidentally, newspapers offer both reports and analyses or reviews.

So, a review of literature may involve an interpretation of old studies; it can also provide a new perspective by discussing older studies with new ones. Not simply providing a new perspective, but also tracing the development or progression in the field by not just telling the reader about the work done, but also the controversies, different (and sometimes contradictory) points of views and debates related to the particular study we have undertaken. While doing a review, we can put forward our perception of the most pertinent aspect of the research issue by evaluating studies and coming to certain conclusions on the topic. A review does not simply discuss published works in a certain area of study, but sometimes published works within a certain time frame.

Thus, the purpose of writing the literature review is to convey your familiarity with the knowledge and ideas which have been established on a topic, and what their strengths and weaknesses are. Through our review we can impress upon our reader the depth of knowledge we have attained as well as our professional competence and potential. So we may say that literature review is a piece of writing, guided by the concept of one's research objectives, the problem or issue that are being discussed or one's arguments in the thesis. It places our research in a context of earlier researches in the area. It is not just a descriptive list of the material available, or a set of summaries.

Please Check Your Progress

Q1. List 3 characteristics of a review

Ans: a) ………………………………………….

b) …………………………………………….

c) …………………………………………

Q2. Which of the following is NOT an example of a review?

    a) A school teacher writing her reflections on her classroom experiences and relating them to those of teachers teaching at the same level across the country.

    b) A journalist analysing a film on a news portal and giving it 4 stars out of 5.

    c) A senior politician discussing at length his party performance in recent elections and coming to certain conclusions and charting out the future strategy.

    d) The same politician writing a newspaper article and tracing the performance of his party *viz. a viz.* other parties in the State over the years.

Relevant Literature

The main purpose of doing a review is to establish the present state of knowledge in your area of research. A good review is not merely a log of who wrote what and when. It is rather an in-depth and detailed examination of scholarly works to seek out areas where the current understanding about the topic is unclear and so it justifies your take on the research.

It is necessary to intelligently select what to include in your literature review, and it is also useful to be able to delimit the scope of the literature which you will review for your study. You may consider these points when deciding whether or not to review a study for your research:

- Each research is set in a context. So, it is your discretion to choose a study which is pertinent to your area of research. Researches published in different parts of your country or different parts of the world can still be relevant to your study and may be included in your review provided the research concern is similar. Geographical or social contexts can also provide a fresh perspective to your viewpoint.
- Though usually it is advised to review studies done in the previous five or ten years, sometimes an older study may also be included especially in those cases where the study is a seminal work and is still referred to or those where little work has been done so far.
- The sample selected in the studies you review will also need to be congruent to your own study. For instance, if your study is examining the challenges faced by students in higher education coming from a particular medium of education in schools, then your review may include studies which examined or analysed the challenges faced and adjustments made by students who switch their medium of education. It will be relevant to delimit your review to a sample of students who study through two different mediums of education. Looking at studies where the sample is (say) pre-service teachers of a particular medium will be irrelevant.

It is also important to ascertain that each study you review need to be of good quality. As a researcher you must evaluate each study on the quality parameter before incorporating it in your review. You may make use of the following criteria to ensure that the research being reviewed is of a reliable quality:

- Each conclusion reached should be evidence based.
- The study should have a strong research design so that the findings and conclusions are reliable and valid.
- Lucid arguments, empirically derived conclusions should be presented in the results of the study.

(www.meshguides.org Adapted from Walliman, 2009)

In other words, writing a review requires finding relevant studies (such as books and journal articles, published or unpublished theses and dissertations), critiquing and explaining them to your reader.

There are five key steps to develop a good review:

1. **Search** for literature which is relevant to your area
2. **Evaluate and examine** the sources
3. **Identify** themes, various debates and gaps
4. **Outline** the structure of your chapter
5. **Finally, Write** the literature review

Please Check Your Progress

Q3. What makes a piece of related literature relevant?

Ans:

   A. ……………………………
   B. ……………………………..

Need for Review of Literature

Let us now talk about the need or purpose of doing a review of related literature. We review studies to contextualize each work and how it contributes to a better understanding of the research problem. We relate each study to every other study under consideration. We highlight both, the gaps in the studies and also the points which have been already researched. The first step is to decide or justify where to locate our own research; and the latter to avoid transgressing intellectual property rights, or duplicating an earlier research (unless of course yours is a replication study).A good review helps to give credibility and in fact, legitimacy to our research. Through the review, the reader gets to know that the researcher has done thorough ground work, is abreast with the concept, theory and significant issues regarding the problem being proposed. Further, it shows how well versed the researcher is with the issue as her critical judgments on various aspects of the problem. The review further points out the way as to how a research need can be fulfilled. Perhaps the most important role review of literature has for a research student is that it clarifies for her the need for her particular study, where to locate the research and it settles the key issues to be addressed in the proposed research.

Please Check Your Progress

Q4.   Why does one need to review other researches?

Ans:

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The first and most important step of doing any research is to read through various publications and books. This reading is very necessary at every step.

Initially it helps us to develop the basic idea about the various areas of study, the methodologies followed, the kind of tools applied and the types of analysis done. Extensive reading also helps us to look at the areas covered and the areas that are still to be looked into.

Later on literature review helps us to compare the methodology and findings with others who have done a work similar in any respect to this work.

Thus, literature review starts before starting research and extends till the conclusion is drawn.

Types of Literature Review

Knowledge in any given field is in the form of three layers: the first layer comprises the primary studies. Then there are studies which have reviewed such primary studies and interpreted them in a different light, thereby providing a fresh take on these studies. This is the second layer. The third layer comprises "perceptions, conclusions, opinions and interpretations that are shared informally that become part of the lore of the field." (Fink, 2014) In other words, the third layer comprises those publications which are loosely based on the first and second layer.

- Based on the work presented, it can be original reports or works and review reports. Review reports review several studies in a particular area and give an overview on it.
- Review articles may be narrative reviews or systematic reviews. Narrative reviews give a general overview. They may include government reports, various research reports   etc. Systematic review, on the other hand, focus on research papers which are selected according to some specific criteria. They try to focus on a specific aspect.

Based on the need or demand of the study, reviews may be of various types like.

- **Argumentative Review:** this is a review of selective literature with the objective of either refuting or supporting a view point, an assumption or even a philosophical issue which has already been established in literature. So, such a review is likely to create what is known as the 'contrarian viewpoint'. Such an approach is useful when we are planning to do a review of literature on any value laden or potentially controversial issue (for instance, innovations in education) and we want to substantiate our viewpoint with earlier researches.
- **Integrative Review:** the most commonly used approach to reviewing literature particularly in social sciences; this type of review integrates all studies related to our topic. In doing so, the integrative review ideally analyses as well as synthesises the relevant studies in an integrated manner. In fact, "a well – done integrative review meets the same standards as primary research in regard to clarity, rigor and replication." (Fink, 2014)

- **Historical Review**: focuses on examining research throughout a period of time. Often starts with the first time an issue, concept, theory, phenomena emerged in the literature, then tracing its evolution within the scholarship of a discipline. A study which would, for instance, examine the language education policy of the Government in the light of a recently announced education policy would need to review its historical precedents. Hence the historical review in this case would trace from as early a time as studies may be available, the governmental approach to the issue at hand. When was the first time that language became a policy concern? And thereon, how successive governments handled the issue and related developments right up to the current status will come under the purview of a historical review. The purpose is to locate the research in its historical context so as to better analyse the present situation.
- **Methodological Review:** Many a times a research review reviews the method of analysis adopted in the various studies. So not simply the findings and conclusions reached but the processes adopted to arrive at the results are also examined. Such a review provides reference points for understanding how the researchers used conceptual knowledge as well as various other documents for their research, how (and whether) they mixed the quantitative methods with the qualitative ones, how their sample was selected (and whether it can be justified), the process by which data was collected and finally analysed. Such a review also studies each step of each research selected and thus the ethical issues involved in the different studies about which you will read shortly.
- **Systematic Review:** Usually used in the fields of medicine and health, here we are studying researches dealing with cause and effect situations. The research questions and objectives are clearly articulated.
- **Scoping Review:** these reviews identify literature on a specific research question. Such reviews are still new and may defy specific definition. They are also called Systematic – like reviews. But they are different from Systematic Reviews because Scoping Reviews provide a mapping of the literature, an overview. In fact, they are known by a variety of names like scoping project, scoping exercise, scoping method, as also literature mapping, evidence mapping, systematic mapping, literature review, and rapid review. Mays, Roberts and Popay (2001) wrote about scoping reviews that they "aim to map *rapidly* the key concepts underpinning a research area and the main sources and types of evidence available, and can be undertaken as stand-alone projects in their own right, especially where an area is complex or has not been reviewed comprehensively before". In other words, scoping review is a quick mapping (or review) of concepts to be explored in proposed research.
- **Theoretical Review:** as the name suggests, this approach to reviewing studies examines and reviews the corpus of theoretical foundations of the topic of research. The literature in this approach will help us to find out the existing theories related our area of research, how each theory is related to others and how much research has been done on these theories. This review will help us to develop new hypotheses to test. It may also highlight how these theories are unable to explain the current or emerging context, so are inadequate and there is need for a new paradigm.

- **Meta-analysis** too tries to review existing research with the focus on specific variable and how that can be identified in various other studies that are being analysed. It is fundamentally a systematic review which uses statistical methods to study data of researches on a topic and come up with a more reliable result.
- **Living Review:** review articles which are published electronically and are updated regularly to show the latest state of research are known as living reviews. So when we read such a review, we are also aware that a newer version exists. It is important to cite different versions separately.

These types of literature reviews are also classified as **evaluative, instrumental and exploratory.** We also need to differentiate between the *process* of doing a review and the output which is the *product* (in the form of a chapter or project). The process of review is on-going and happens throughout the research. This process has often been linked to Bloom's taxonomy of cognitive domain (understanding, application, analysis, synthesis and evaluation)

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Please Check Your Progress

Q5. Choose your research topic (if not already done) and justify which of the above type or types of review will be suitable for chosen study.

Ans ………
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Sources of Research Literature

Information is created. It does not exist in nature as a natural phenomenon. People work in a specific field of knowledge, use appropriate methods and so create knowledge and information. Thus, we can say that the various disciplines produce and disseminate knowledge; the knowledge thus created is consumed and new knowledge is then produced and disseminated. Each discipline has its own logic, jargon and a unique approach to academic problems. For instance, a topic like the economic impact of school closure during the pandemic can be studied in both the disciplines: Economics as well as Education. So, in the Review one can look for studies in both the disciplines, knowing full well that each would tackle this issue from their unique standpoint. Therefore, it becomes very important that early on in our study we make decisions to focus our research topic to a manageable scope in terms of at least the discipline.

The sources for reviewing the literature can be books, the chapters therein, journal articles, theses, dissertations, conference proceedings, textbooks, official documents like annual reports, newspapers and even encyclopedias. Of course, every study does not need each of these. We include those sources which are relevant and appropriate for our singular work. The sources are found through different tools (about which you may learn through the video link given at the end of this module). There are various discovery tools like the Google Scholar. But remember that no single source whether online or offline will have all the information you

will need to write your review chapter. A comprehensive literature review collects relevant information from all possible and relevant sources.

We can divide research literature as derived from primary, secondary, sources or tertiary sources.

- A primary source is **a first-hand or contemporary account of an event or topic**. Primary sources are original materials, regardless of format. Letters, emails, diaries, minutes, photographs, artefacts, interviews, and sound or video recordings are examples of primary sources created as a time or event is occurring. Census data, original documents like birth, death, marriage certificates, Constitution are all primary sources of data. When a newspaper reports a current event that too becomes a primary source. Personal memoires and autobiographies too come in this category. Pottery (like the figure of the dancing girl found in the Indus Valley excavations) is also original and therefore primary data.
- A secondary source is **a source that provides non-original or second-hand data or information**. Secondary sources are written about primary sources. Research summaries reported in textbooks, magazines, and newspapers are considered secondary sources. In other words, they are a step removed from the actual event. For instance, critiques or commentaries, biographies, even encyclopaedias and websites are secondary sources

    Primary sources are those which report facts that can be accessed immediately or directly. When several primary sources are summarized or condensed or elaborated on or re-analysed by others they act as secondary source.

- **Tertiary Sources** are two steps removed from the original. They **are based on primary and secondary sources**. Manuals, bibliographies come in this category.

Textbooks can be considered as both secondary and tertiary sources of data.

For example, a primary source can be a research article in a journal on the role ICT tools in developing higher order thinking skills. A secondary source can be an article on the importance of life skills in a magazine published in a department. A tertiary source can be a manual for using story telling as a pedagogic device.

- Gray Literature: The reflection of practitioners about their work or practice reports in the form of essays or working papers or preprints or conference proceedings which are not available through the usual bibliographic sources like databases or indexes. It can be in the electronic format or print format.

Accessing the Web

Once we decide the kind of information we need, we realize that the required information has to be culled from various places. When we talk about accessing information for doing a literature review in education, we usually tap these five sources: internet, published and un-published theses, books, journals, gray literature, conference proceedings and papers. Let us find out more about each in detail:

- **The Web:** the internet is a rich source for information. However, one needs to ensure that we access secure sites which give reliable information and links. There are many library catalogues and databases to search. Remember to type in the keywords. We can access information, professional organisations and experts in the desired discipline. Google Scholar is a useful tool for citations

- **Open Access Journals** are as the name suggests, open to everyone. Here we have online journals free to access anytime anywhere with unrestricted use. They are different from the earlier subscription model of publication. We can access scholarly works of reliable quality which are peer – reviewed through the Directory of Open Access Journals (DOAJ), a portal which indexes and provides access to such articles.

- **Search for relevant sources:** type in your keywords and begin searching for sources. Some useful databases are:

  - Your university's library catalogue
  - Google Scholar
  - JSTOR
  - EBSCO
  - Project Muse (good for Humanities and Social Sciences)
  - Medline (may be used for Life Sciences and Biomedicine)
  - EconLit (Economics)
  - Inspec (Physics, Engineering and Computer Science)

You can also use Boolean operators to help your search better:

- **"AND"** to find sources for more than one keyword (e.g., socio economic status AND self-esteem AND adolescents)
- **"OR"** for sources that have a number of synonyms (e.g., below poverty line OR economically weaker sections OR disadvantaged groups)
- **"NOT"** to exclude results containing certain terms (e.g., jobs NOT man)

Some key words can be

- SES, youth, education, self esteem
- Social media, influencers, trends, body image, mental health
- Innovations, ICT, teacher education, changing paradigm

Read each abstract and decide whether the piece of writing is relevant for you. When you find a useful book or article, you can check the bibliography to find other relevant sources.

To identify the most important publications on your topic, take note of recurring citations. If the same authors, books or articles keep appearing in your reading, make sure to seek them out.

Please Check your Progress

Q7. A research topic is **A Critical Analysis of Student Support Services in Open Learning Institutions of Higher Education in India**

    a) Select at least 3 keywords you may use to search online.
Ans: …………………………, …………………………………, ………………………………

    b) Of the 3 which you have studied, use at least two Boolean operators to refine your search
Ans (i) ……………………………………………………………………………………………….
    (ii) ……………………………………………………………………………………………..

Writing the Review

Your task is to build an argument, not a library

~ Rudestam & Newton (1992)

According to Cohen, Manion and Morrison (2011) a literature review must be formative. All aspects of research like the specific topic, methodology, data analysis and so on should be informed by the review. In fact, they further say that it determines whether a research needs to be carried on or not!

Remember
- Your review is not a list of researches.
- It does not summarise each book and article you read on your topic.
- It is not a compilation of every publication related to your topic.
- It must be guided by your research objectives.

- The reader should understand the established knowledge in your area and its strengths and weaknesses.

Organizing the Review

Before starting out to write your review, it is always advisable to plan the structure of the review chapter. Though there can be no exact mathematical formula as each research has its own feel and therefore its own trajectory which determines *inter alia* the review of literature section, even then certain logic in presenting the arguments may help. Like any intelligent essay, it must have an introduction, a body and conclusion. We may begin by revisiting briefly the study being undertaken. Not just an overview of the study but also the objectives of doing the review. This will help us stay on track and not get carried away by the amount of literature available both online and off.

We may also indicate how we will present the different studies. We may divide the studies according to the themes or categories or the variables being examined; according to whether they support and / or are against our particular stand point or give a completely new take on the issue. Giving a review in chronological order may useful only if we wish to trace the progression of the phenomenon from the beginning to now.

Each study reviewed needs to be organically woven with each other. To put it simply, we need to keep the larger picture in mind and review and discuss studies in that context. Relating studies to each other will help you to justify their presence in your chapter.

At the end of the review we need to tie up all the threads by giving an overview of all the studies reviewed; highlighting the different perspectives and concluding on the basis of evidence. The conclusion should also give a rationale of our study and the gaps we found while doing the review, which our study would attempt to fill. "Gaps" can indicate anything from incomplete examination by earlier studies to looking at the issue in a new light which our study may attempt.

Literature reviews like most academic papers usually contain at least three basic elements: **an introduction or background information section; the body of the review containing the discussion of sources; and, finally, a conclusion and/or recommendations section to end the paper**.

Once you have finalized the structure of your review and more or less set out the different themes, finding studies and putting them under different themes becomes relatively easy. One study may fit under more than one theme and so may be discussed from all the angles.

Thus, writing a literature review makes one gain and demonstrate skills in two areas

1. **Seeking information**: the ability to scan the literature efficiently, using manual or computerized methods, to identify a set of useful articles and books
2. **Critical appraisal**: the ability to apply principles of analysis to identify unbiased and valid studies.

Once you have decided how you will organize your review, it's time to get started with writing it.

- Keep your chapter / paper based on empirical evidence: it is like a research paper and every claim that you make need to be substantiated with evidence and proper citation.
- Choose what to report: a study may be only partially relevant to your topic. It is always advisable to review and report only that bit which is relevant to your work. The rest may be mentioned so that the work being reviewed may be appropriately placed in its context.
- Retain your own voice: of course, you are reviewing the work done by others but remember that the interpretation is yours; how you weave different studies around your own, remains yours. Therefore, extensively quoting is also not required. Certain terminologies and coinage may be taken as they are; but elaborate quotations give the reader an impression that you are either not taking the trouble to interpret and synthesize or you don't know how to do it.
- Acknowledge the source: most of the time we should use our own language. We need to paraphrase what the other authors have written. Even then we need to acknowledge or cite them. Also, the words have to be yours but the source needs to be cited or acknowledged.
- Conclusion: analyzing all the studies in a global fashion and neatly relating to your work will be an appropriate conclusion. Also point out how different works which have been reviewed lead up to your proposed research. Of course, you have been summarizing within the different themes, but here you need to recapitulate and tie up the loose ends and relate the whole enterprise of the review with your study.

"The critical evaluation of each work should consider:

- ***Provenance*** *-- what are the author's credentials? Are the author's arguments supported by evidence [e.g., primary historical material, case studies, narratives, statistics, recent scientific findings]?*

- ***Methodology*** *-- were the techniques used to identify, gather, and analyse the data appropriate to addressing the research problem? Was the sample size appropriate? Were the results effectively interpreted and reported?*

- ***Objectivity*** *-- is the author's perspective even-handed or prejudicial? Is contrary data considered or is certain pertinent information ignored to prove the author's point?*

- ***Persuasiveness*** *-- which of the author's theses are most convincing or least convincing?*

- ***Value*** *-- are the author's arguments and conclusions convincing? Does the work ultimately contribute in any significant way to an understanding of the subject?"*
(Retrieved from https://libguides.usc.edu/writingguide/literaturereview)

A literature review must

- be organized around and related directly to the thesis or research question one is developing
- synthesize results into a summary of what is known and what is not known
- identify areas of controversy in the literature

- formulate questions that need further research

- Ensure that the sources in your review are related to your research problem.
- The most relevant sources deserve special attention. Review them thoroughly giving them their due space in the chapter.
- Wherever possible, include primary sources. Go that extra mile to do a rich review.
- Be critical. Examine critically all aspects of every study you include. Right from the research design, sample, data collection procedure and data analysis to interpretations, findings and conclusions.
- Don't just be satisfied with studies that are in consonance with your proposed research. Look at the contrary studies also; the controversies also.
- You may think interdisciplinarily. For instance, how do social anthropologists look at the concept of multilingualism? This will be helpful in exploring different ideas, theories and maybe even concepts.
- Don't just review which scholar said what. It is useful to examine how each scholar organized their arguments, the strategies they used, and thetheories they based their research on and how they supported their findings.

Please Check your Progress

Q8. How is a Literature review different from a research paper?

Ans: ………
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Ethics and Plagiarism: Intellectual Property Rights

Ethics has been described as the study of moral values that comprise right or wrong actions (McShane & Glinow 2005). These actions may lead to good or bad results. One of the examples of wrong or unethical actions in the world of research is plagiarism. Sinha et al. (2009) defined plagiarism as the unauthorized use or a close copy of thoughts and language of another author being presented as one's own original work. One of the reasons of less chances of research scholars being noticed in practicing unethical behaviour while reviewing related literature is because of the inadequate support by faculty for academic integrity policies. The internet has provided a big pool of information available for learners for reviewing and writing research papers (Weinstein & Dobkin, 2002). Few learners are making use of this vast pool of information to refine the quality of their work. Some others, however, are merely using it to cut and copy-paste information. With easy access to availability of information on a vast scale, learners comfortably plagiarize others' work and resort to this unethical

practice. In a society, where too much emphasis is laid on utilitarianism, where the focus is on getting a degree, where earning good grades is regarded as the greatest good to a person or to his /her family, researchers follow unethical practices to achieve the desired objectives. The undue focus on the final outcome rather than the process for achievement is one of the prime reasons for adopting immoral practices (McShane & Glinow, 2005). Many educators view that in our self-centred society, the degradation of ethical principles has led to learners engaging in acts of cheating (Bushweller, 1999). When learners notice their peers cheating and getting less or almost no punishment, they also get inclined toward this unethical act. A researcher while reviewing the literature should search, collate, appraise and comb the studies rigorously and ethically. It is imperative for the researcher to prepare abstracts, paraphrase from the original work and not merely copy paste the text. Acquaintance of electronic detection tools is essential. These tools must be utilized both by the learners and by the faculty to reduce academic dishonesty. If society's mood is shifting to dissatisfaction with the ethical climate prevailing within, it is pivotal to educate students about what constitutes ethics in research.

Intellectual property rights are the rights given to persons over the creations of their minds. They usually give the creator an exclusive right over the use of his/her creation for a certain period of time.

According to the World trade Organisation (WTO) Intellectual property rights are customarily divided into two main areas: (i) Copyright and rights related to copyright and (ii) Industrial property. We are concerned here with the first one that is Copyright and rights related to copyright. It means that "the rights of authors of literary and artistic works (such as books and other writings, musical compositions, paintings, sculpture, computer programs and films) are protected by copyright, for a minimum period of 50 years after the death of the author.

Also protected through copyright and related (sometimes referred to as "neighbouring") rights are the rights of performers (e.g.. actors, singers and musicians), producers of phonograms (sound recordings) and broadcasting organizations. The main social purpose of protection of copyright and related rights is to encourage and reward creative work."
(https://www.wto.org/english/tratop_e/trips_e/intel1_e.htm#:~:text=Intellectual%20property%20rights%20are%20the,a%20certain%20period%20of%20time)

The word Plagiarism ("plagiary") derives from the Latin word "Plagiarius" which means a kidnapper and it was first described in literature by the dramatist Ben Jonson in 1601 to describe someone guilty of literary theft. The first article on this topic was written by Halsted G.B appeared in "Science" in 1896 under the title "complement or plagiarism" and since then hundreds of articles have been written in this topic. Despite all the strict, stringent, detailed and open instructions for researchers worldwide there are occasional instances of dishonesty regarding research publications. This article gives a summary of the meaning, types, need for prevention and prevalence methods from plagiarism.

According to CSIR (2019), plagiarism is "Using other's words, results, or published work without appropriate citation. This includes using one's own published work (self-plagiarism) without appropriate disclosure/citations."

Types of Plagiarism

1) **Intentional and Unintentional plagiarism**: Intentional plagiarism occurs when the author deliberately, intentionally or knowingly copies text, paragraph or data and presents as her or his own. Unintentional occurs when the author either is not aware of such research, is unaware of the ethics of writing or does not know how to cite and thus presents similar articles.

2) **Direct Plagiarism:** Direct plagiarism is the word-for-word transcription of a section of someone else's work, without attribution and without quotation marks. In other words, it is intentional plagiarism, a simple copy – paste of other person's work. Such deliberate plagiarism of someone else's work is unethical, academically dishonest, and grounds for disciplinary actions.

3) **Mosaic Plagiarism (Patchwork Plagiarism):** Mosaic Plagiarism occurs when a student borrows phrases from a source without using quotation marks, or finds synonyms for the author's language while keeping to the same general structure and meaning of the original. Sometimes called "patch writing," this kind of paraphrasing, whether intentional or not, is academically dishonest and punishable.

Mosaic plagiarism also known as patchwork plagiarism or incremental plagiarism means copying phrases, passages and ideas from different sources and putting them together to create a new text. This includes slightly rephrasing passages while keeping many of the same words and structure as the original.

This type of plagiarism requires a little more effort and is more insidious than just copying and pasting from a source, but plagiarism checkers like Turnitin can still easily detect it.

4) **Accidental Plagiarism:** Accidental plagiarism occurs when a person neglects to cite their sources, or misquotes their sources, or unintentionally paraphrases a source by using similar words, groups of words, and/or sentence structure without attribution. Lack of intent does not absolve the student of responsibility for plagiarism. Cases of accidental plagiarism are taken as seriously as any other plagiarism and are subject to the same range of consequences as other types of plagiarism.

5) **Self-Plagiarism:** Self-plagiarism occurs when a student submits his or her own previous work, or mixes parts of previous works, without permission from all professors involved. For example, it would be unacceptable to incorporate part of a term paper you wrote in high school into a paper assigned in a college course. Self-plagiarism also applies on submitting the same piece of work for assignments in different classes without previous permission from both professors.

According to UGC "Reproduction, in part or whole, of one's own previously published work without adequate citation and proper acknowledgment and claiming the most recent work as new and original for any academic advantage amounts to 'text-recycling' (also known as 'self-plagiarism') and is not acceptable."

Why is Plagiarism bad?

- **Plagiarism affects author:** Plagiarizing amounts to far more than simply stealing a piece of work: it is claiming to be the author of that work. Theft of a work of the mind is unique in its kind: it is a serious breach of the rights of personality.

- **Plagiarism affects Readers**: Plagiarism threatens the foundations of knowledge. Plagiarism destroys the links to past knowledge by refusing readers access to sources.

- **Plagiarism infringes author's future Rights:** When original ideas are stolen from an author, not only is he robbed of the result of his/her research, but also, if he continues to publish on his research topic, he will be obliged to systematically cite his plagiarist who after all, can claim prior publication. In fact, the plagiarized manuscript is part of a chronological sequence obliging any subsequent author on the subject to cite this same manuscript.

- **Plagiarism includes pointless research:** Only rarely is plagiarism a copy-paste of an entire work. Most plagiarists borrow patchily from previous publications. Such things lead to research which is pointless with no genuine research topic and objectives which further can be traced.

- **Plagiarism encourages fake research:** Plagiarism and falsification and fabrication leads to false researches.

- **Plagiarism is unethical:** Some plagiarists know that what they are doing is not right; however, they gradually bend the rules and carelessness – or even addiction – sets in.

- **Plagiarism obstructs the work of scientific journals:** The scientific journals help us in knowing the research trends, outcomes of new researches that can be beneficial for society. But plagiarism can harm the growth of journals and fill it with false results.

- **Plagiarism harms educational establishments:** The system's credibility and public image are damaged because when the media exposes plagiarism, it harms all academic stakeholders.

- **Plagiarised research can cause harm for future researches:** all the researchers do literature review to gain deeper insight into the research they are doing. If the studies in literature review are wrong then it will impact the future of that research and researcher as well.

- **Plagiarism based research in education can play with the future of students and can result into low academic grades:** A practice of false research can lead towards a bad results like deduction in grades.

Ways to avoid Plagiarism

1. Always acknowledge the original source of the idea, text, or illustration.
2. Enclose within quotation marks, all the text that has been copied verbatim from another source.
3. When paraphrasing, use your own words.
4. When not sure if the idea/fact they wish to include is common knowledge, cite references.

5. One must cite references accurately. The writer must read the instructions to authors to know what style they need to use (Vancouver style or Harvard or APA referencing).

6. Avoid writing multiple separate articles if you can present a large complex study in a cohesive manner in a single article.

7. Along with the manuscript, submit a cover letter to the editor, clearly stating any instances of overlapping from previous publications and asking for advice.

8. If unintentionally using somebody else's ideas or text without appropriate referencing, to write to the editor of the journal for advice.

Please Check your Progress

Q9. List four ways which you think are most important to ensure an ethically sound review of literature.

Ans: a) ………

b) …….

c) …….

d) ………

Let Us Sum Up

➢ Literature Review is a piece of academic writing through which one's knowledge and understanding of the academic literature regarding a specific topic is demonstrated.
➢ The purpose of review is to summarise and critique these scholarly works in reference to one's study.
➢ While a report is a factual account of an event, a review on the other hand is an analysis of the event / published work / film etc. *preceded* by a factual detailing.
➢ A review may discuss published works in a certain area of study, or sometimes published works within a certain time frame.
➢ The purpose of writing the literature review is to convey one's familiarity with the knowledge and ideas which have been established on a topic, as well as their strengths and weaknesses. Through the review one can impress upon the reader the depth of knowledge one has attained as well as one's professional competence and potential. So we may say that literature review is a piece of writing, guided by the concept of one's research objectives, the problem or issue that are being discussed or ones arguments in the thesis.
➢ Writing a review requires finding relevant studies (such as books and journal articles, published or unpublished theses and dissertations), criticizing and explaining them to the reader.
➢ There are five key steps for a good review:

   ♦ **Searching** for literature which is relevant to one's area
   ♦ **Evaluating and examining** the sources

- **Identifying** themes, looking for various debates and gaps
- **Outlining** the structure of one's chapter
- Finally**, writing** the literature review

- We need to do review of literature in order to get a thorough ground work, know the concept, theory and significant issues regarding the problem being proposed. Further, the review shows how well versed the researcher is with the issue and how much one is able to critically analyse various aspects of the problem. The review further points out the way as to how a research need can be fulfilled and also it clarifies for the need for the particular study, i.e., the research gaps.
- Literature review starts before starting a research project and extends till the conclusion is drawn.
- Literature Review may be of various types like.
  - Argumentative Review: review of selective literature with the objective of either refuting or supporting a view point, an assumption or even a philosophical issue which has already been established in literature.
  - Integrative Review: this type of review integrates all studies related to the topic. In doing so, the integrative review ideally analyses as well as synthesises the relevant studies in an integrated manner.
  - Historical Review: focuses on examining research throughout a period of time. Often starts with the first time an issue, concept, theory, phenomena emerged in the literature, then tracing its evolution within the scholarship of a discipline.
  - Methodological Review: processes adopted to arrive at the results are also examined to provide reference points for understanding how the researchers used conceptual knowledge or various other documents, how their sample was selected (and whether it can be justified), the process by which data was collected and finally analysed. Such a review also studies each step of each research selected.
  - Systematic Review: Usually used in the fields of medicine and health, here we are studying researches dealing with cause and effect situations. The research questions and objectives are clearly articulated
  - Scoping Review: these reviews identify literature on a specific research question. They are also called Systematic – like reviews and provide a mapping of the literature. This type aims to map *rapidly* the key concepts underpinning a research area and the main sources and types of evidence available. In other words, scoping review is a quick mapping (or review) of concepts to be explored in proposed research.
  - Theoretical Review: as the name suggests, this approach to reviewing studies examines and reviews the corpus of theoretical foundations of the topic of research.
  - Meta-analysis too tries to review existing research with the focus on specific variable and how that can be identified in various other studies that are being analysed.
  - Living Review- review articles which are published electronically and are updated regularly to show the latest state of research are known as living reviews.

- **Sources**- for reviewing the literature can be books, the chapters therein, journal articles, theses, dissertations, conference proceedings, textbooks, official documents like annual reports, newspapers and even encyclopedias.
- Based on the sources we can divide it as primary sources or secondary sources or tertiary sources. Primary source is a first-hand or contemporary account of an event or topic like original materials, letters, emails, diaries, minutes, photographs, artefacts, interviews, and sound or video recordings created at a time when the event was occurring. Secondary source is a source that provides non-original or second hand data or information. Research summaries reported in textbooks, magazines, and newspapers are considered secondary sources. In other words, they are a step removed from the actual event. For instance, critiques or commentaries, biographies, even encyclopaedias and websites are secondary sources. Tertiary Sources are based on primary and secondary sources. Manuals, bibliographies come in this category. When the reflection of practitioners about their work or practice reports are in the form of essays or working papers or preprints or conference proceedings but are not available through the usual bibliographic sources like databases or indexes it is called Gray Literature.
- Accessing the Web-internet is a rich source for information leading to access of information from professional organisations and experts in the desired discipline through Google Scholar, Open Access Journals, Directory of Open Access Journals (DOAJ), University's library catalogue, JSTOR, EBSCO, Project Muse , Medline, EconLit, Inspec, etc.
- A literature review must be organized around and related directly to the thesis or research question one is developing, synthesize results into a summary of what is known and what is not known, identify areas of controversy in the literature and formulate questions that need further research.
- Plagiarism-**Is u**sing other researcher or authors or own works, results, or published work without appropriate citation or acknowledgment or disclosure. It may be Intentional and Unintentional plagiarism, Direct Plagiarism, Mosaic Plagiarism (Patchwork Plagiarism), Accidental Plagiarism and Self-Plagiarism
- Some common ways to avoid plagiarism - acknowledging the original source of the idea, text, or illustration, enclosing within quotation marks, all the text that has been copied verbatim from another source, paraphrasing in own words, citing references accurately.

Possible answers to Check Your Progress

Q1.

  a) We look up scholarly works
  b) Analyse each study
  c) Various viewpoints are presented and discussed

Q2.   C

Q3. A) Similar research concern / theme

B)   Congruent to your research

Q4. The possible answers may include personal academic reasons like delving deep in the topic of research; understanding the issue better by studying varying viewpoints; setting the field for a strong and well justified research. External academic reasons maybe giving the reader different standpoints; justifying where we posit our research; showcasing the depth of our understanding and grasp of the issue being researched and also our ability to analyse various stances on an issue.

Q5. Students may answer according to their research problem.

Q6. **Primary**

a) Darwin's notebooks
b) Pt. Nehru's 'Tryst with Destiny' speech
c) A newspaper report of yesterday's event
Secondary
a) The editor's commentary on the same event after a week
b) film reviews
c) a book on applications of quantum Physics (can also be a tertiary source)
Tertiary
a) Teachers' handbooks
b) Student's article on her experience in school internship
c) An advertisement

Q7. Possible answers may include
a) student support services, ODL, higher education
b) open learning AND higher education AND student support services
higher education OR technical OR post-secondary
open NOT online
Q8. Students may answer along the suggested line
 Main objective of a research paper is to develop a thesis and review may be a part of it. Review helps us to substantiate our interpretations, findings and conclusions. It supports our stance. A review critically analyses and synthesizes various scholarly works related to our area of research.
Q9. Possible answer may include any four of the following:
- ➢ Acknowledge the original source.
- ➢ Quote properly
- ➢ Use your own words as far as possible.
- ➢ Cite references accurately.
- ➢ Keep the editor informed about any lapses on your partor overlapping with your previous publications

https://youtu.be/lw8HPXJP1VA (for a video on writing review of literature)

Activity

Please choose any one (or more) among the three doctoral dissertations listed below, and write a critical review on review of research literature. While reviewing, please identify special features of the review, especially the appreciable strengths of the review.

1. Cruse, A.V. (2021). An Analysis of the Relationship Between School Culture and Teachers' Professional Learning. Doctoral Dissertation, Youngstown State University: Ohio. https://etd.ohiolink.edu/apexprod/rws_etd/send_file/send?accession=ysu1619470476923736&disposition=inline

2. Arena, D.A. (2012). *Commercial Video Games as Preparation for Future Learning.* [Doctoral dissertation, Stanford University] Stanford, CA. https://purl.stanford.edu/qz652xy9589 (Chapter 1)

3. Conning, A. (2018). *How People Learn to Think Globally: Mapping and Measuring the Development of Internormative Cognition.* [Doctoral dissertation, Harvard Graduate School of Education]. Harvard University, DASH. https://dash.harvard.edu/handle/1/37935835 (Pages 11-40)

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