

Original Article

Academic Integrity in the Age of Generative AI

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Abstract

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Academic integrity has been a principle of education for many years now. Academic integrity has always been one of the bases of respect in the education system where researchers know what academic results of an honest academic work and a quality learning opportunity are. But that, with the proliferation of generative AI tools, which can generate text as human-like, solutions to problems, or creative content, new ethical and practical problems seem likely to arise. This paper aims to explore generative AI's impact on academic integrity, its recent forms of misuse, institutional response, ethical issues, and ways to uphold integrity in an AI informed educational setting. The paper suggests that academic integrity should be redefined and strengthened through policies, pedagogy, and ethical AI literacy.

Keywords: Academic Integrity, AI, Education

Introduction

Academic integrity is a commitment to honesty, trust, justice, respect, and accountability in academic activities (International Center for Academic Integrity [ICAI], 2021). These principles promote the quality of academic experiences and instill confidence in an individual's qualifications. Plagiarism, cheating, falsification, and unauthorized collaboration have all often been accepted as cheating. Colleges and universities have used honor codes, proctoring, and plagiarism detection software to deter and spot wrongful practices, for much of the years. In recent years, generative AI technologies such as large language models (e.g. ChatGPT), automatic essay generators or AI problem solvers have gained significant popularity (Kasneci et al., 2023). Within moments, these systems can craft intricate, pertinent, and coherent text responses. Tools like these can be useful for helping students learn, but also easier to manufacture. Traditional lines between academic misconduct and proper support get muddled as generative AI starts to do the math. If AI is not used transparently or with supervision, its potential misuse can compromise academic integrity. So, politicians, teachers and our students should tackle such things as: What is plagiarism in AI-generated content? How can learning outcomes be accurately assessed? What are the moral responsibilities of educators and students when it comes to the moral use of AI? This study seeks to analyse these issues by exploring the implications of AI on academic integrity, reviewing the literature on new issues, assessing institutional responses, and creating comprehensive plans that will serve to promote moral AI implementation in the classroom.

1 Definition and Capabilities

Definition: Generative AI is the idea of AI systems that are trained on a massive data set which can produce a new text, photo or code automatically using the patterns learned. These systems — not least large language models (LLMs) — employ deep learning techniques to generate human-like outputs from user input. Generative AI synthesizes material, which is distinct from traditional educational tools that extract information. For example, an AI can write an essay, code or describe difficult concepts in natural language. Tools such as ChatGPT evaluate context, form arguments, and structure information in similar formats as student writing (Kasneci et al., 2023).



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2 Educational Uses

AI in education personalizes learning with adaptable platforms, automates grading and admin tasks for free teachers, grants 24/7 student support through chatbots, offers data insights for better teaching, and improves education for a wider range of needs (like text-to-speech). It simplifies curriculum, identifies students who are at-risk and ensures it features interactive experiences, along with ethical considerations like privacy, equity and job impact that continue to define the thoughtful integration, say UNESCO and University of San Diego Online Degrees. Generative AI Tools have infused into Education Practices for: Personalized learning and tutoring : Reflection of some concepts in different way based on student questions. Feedback and support in revisions: Facilitating students' development of drafts by proposing revisions or improved language. Idea generation : Assisting brainstorming and planning. Language support : Writing help for non-native speakers. The uses offer certain instructional gains but also raise uncertainty around the distinction between support and replacement of students' effort. Academic Integrity Challenges Generative AI tools pose multiple challenges that traditional approaches to academic integrity fail to solve.

1 Plagiarism and Misrepresentation:

Plagiarism has historically been described as passing someone else's work or ideas off as one's own without attribution. And traditional plagiarism detection software contrasts text with familiar sources to detect plagiarized content. But AI-created text is often original in composition and won't match the writing of other papers or sources. Consequently, this AI-generated work may evade plagiarism detection whilst still being displayed disingenuously by students (ICAI 2021). Misrepresentation is when students turn in work produced by AI without disclosure, that is, they assume that the output demonstrates their own knowledge and skills. This kind of behaviour violates honesty and can misrepresent student learning.

2 Contract Cheating

Traditional Contract cheating is when a person is hired to "Do the homework." With generative AI, contract cheating is likely to happen at no cost. Students may be using AI to write essays or work out problems, then submit these in an attempt to pass it off to oneself as their work--creating a new kind of misconduct that is relatively easy to cover up and harder yet to detect.

3.3 Erosion of Learning Outcomes

When students use AI tools to complete assignments without actually doing the basic intellectual work behind them, it will likely weaken important skills such as critical thinking and writing proficiency (Kasneji et al., 2023). It can cause a great loss of knowledge and diminish the value of what gets published.

3 Detection and Enforcement Limitations

There is still a great deal of difficulty identifying content produced by AI. Because their methods have numerous disadvantages like a prone to false positives, present AI detection technology raises moral issues of bias, fairness and rights of students. The overuse of detection can also engender mistrust when taught in isolation and inhibit the development of ethical reasoning (Eaton, 2023).

Ethical Considerations and Philosophical Debates

1 Transparency and Attribution

Transparency is also the first and foremost ethical issue: does it require that users identify their usage of AI tools? If yes, how should they be validated in a programmatic way? Students should be able to separate aid from substitution and understand where student work comes from when there is clarity about access and the quality of care. Some argue that AI need to be treated in the same way as other resources at school (e.g. arithmetic calculators) - approved for specific assignments but acknowledged in student assignments (UNESCO, 2023). But disclosure remains patchy and arbitrary, and remains so without clearly defined rules.

2 Responsibility and Accountability

AI programs can produce biased, incorrect, or inaccurate output. When students use Artificial Intelligence in their academic work, it is difficult to place blame for things done wrong. However, ethical use demands students verify AI outputs without assuming they are accurate and take ownership of their own final work.

3 Access And Equity Access to AI differs by socioeconomic status.

Students with access to premium AI technologies may benefit unfairly when peers do not have similar resources. The issue of having equitable access to educational technologies is an ethical one that institutions must address (UNESCO, 2023).

Institutional Responses

Schools are already updating academic integrity frameworks in response to generative AI. Responses range from restrictive policies to proactive pedagogical incorporation.

1 Policy Development

AI-specific academic integrity policies typically contain the following: Clear rules and procedures for the use of AI tools: when and how AI tools may be used (e.g., for brainstorming, not final submission). Disclosure requirements: Mandatory reporting of AI contributions by users. Penalties for misuse: laying out penalties for submitting work that is AI-generated without attribution. Good policies walk the fine line between enforcement and education. There is a

danger for institutions which only adopt punitive methods that will cause harm toward students and not develop moral reasoning

2 Faculty Training and Support

Programs for Faculty Development have become vital. Instructional staff are challenged to navigate the complexities of the AI capabilities and limitations, to design tools and assessments that reduce potential misuse, and to outline their expectations transparently. In the absence of such training, changes to policy may be applied haphazardly.

3 Technological Tools

Although detection tools are sometimes insightful, they are not conclusive and should be used judiciously to avoid false accusations.

Pedagogical Strategies

For Upholding Integrity Policy cannot maintain academic integrity; pedagogical innovation is imperative.

1 Redesigning Assessments:

Home-based assessments and traditional essays are prone to the potential abuse of AI. Teachers would be able to employ real-time, in-class tests that require real-time student responses to encourage on-the-job practice.

- Add oral presentations or defenses in which students offer reasons.
 - Request process logs, drafts, and reflections from students that provide evidence of their growth over time.
 - Develop tasks that require personal or local context, which limits the effectiveness of general AI-generated solutions.
- So, the techniques are less about final output and more about proof of what they're learning.

2 Fostering AI Literacy:

AI Literacy Students can use these tools as appropriate if they are trained on how AI works, its pros and cons, and ethical issues. So the AI literacy should include: Identify bias and error; Understand how models generate content Citing and disclosing the sources of content and understanding when AI assistance is necessary For AI literate students, the way forward is to work with technology to gain experience with it—and are still on their own terms for the success of the learning. AI literacy helps students build on these systems to learn what technology can do and maintain mastery over their own learning.

3 Promoting Integrity Education

Academic integrity education can be more important than just playing by the book. It has discussions on ethics, the reason why we ask assessments, and what the student must learn authentically. When students comprehend the significance of integrity, students may more readily adopt it.

Case Examples and Emerging Practices

Some educational organizations have a few promising examples and are now establishing policy that balances AI integration with transparency. E.g.: Permitted AI for brainstorming only, but required disclosure and reflection on how AI helped to assist the work. AI-augmented assignments — where students analyze or modify AI outputs rather than submit them as final. Rubrics that do not assess the final product but assess process just. These practices illustrate that there is no need to sacrifice integrity in the face of AI's educational potential.

Recommendations

1 For Educational Institutions

Develop AI guidelines for flexible and unambiguous policies which will be co-designed with faculty and students to include themselves into the policy process. Create AI literacy training for all stakeholders. Design curriculum with stakeholder support. Promote pedagogical innovation that aligns assessment practices with authentic learning.

2 For Educators

Translate expectations for use of AI and communicate clearly and consistently. Design assessments that demand critical engagement, reflection, and personal insight. Incorporate AI literacy in your coursework wherever applicable.

3 For Students

Utilize AI responsibly as a learning tool, not a shortcut. Disclose AI use transparently how and when it is used in academic work. Consider the ethical implications of using AI and maintain good practice in academic integrity

Conclusion

Generative AI is, in my view, a challenge for education but also an opportunity. It offers potential for the advancement of learning—yet it disrupts our established ways of approaching authorship, originality, and assessment. Such integrity must be cultivated into the culture of education, be it in a policy, pedagogical innovation, ethical education, or AI literacy, in this age of AI. And academic integrity cannot be merely a matter of enforced rules. It should be developed as a value-based system that can train students who are responsible for their learning and ethics of learning. Embracing generative AI mindfully and transparently as such will allow educational communities to realize the benefits of technology to be drawn from technology and keep the base ideas that help to maintain the core values that make learning important and to give academic work significance.



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