



ACADEMIC HONESTY POLICY

IB LEARNER PROFILE

As is the aim of IB, IB learners strive to be

INQUIRERS: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS: We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED: We critically appreciate our own cultures and personal histories as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.



BALANCED: We understand the importance of balancing different aspects of our lives-intellectual, physical, and emotional-to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development. (REF: academic integrity, IBO.org, October 2019)

SCHOOL PHILOSOPHY

The Academic Honesty Policy of C P Goenka International School has been designed to meet the two ends of education. The two guiding lights are the School Mission Statement and the Academic Honesty Policy guidelines of the IBO as enshrined in the Handbook of Procedures and Practices

C P Goenka International Mission Statement:

The school provides a conducive environment to help students realize their true potential by nurturing in them skills, such as creative thinking, teamwork, effective communication, problem-solving and being a lifelong learner which will help them blend in seamlessly into an ever-changing society. To enable our students in realizing that a true global citizen is one who respects diversity of gender and cultural background.

At C P Goenka International school, we put a premium on ethical behaviour and practices as an integral part of our core values and beliefs in educational practices. We uphold, completely, that Academic Honesty is the hallmark of a well-educated and conscientious student and therefore, we promote Academic Honesty from the highest level of the Core Management Team of the School right up to every member of our staff – academic as well as administrative, students and parents. We endeavour towards shaping our students towards becoming ‘Principled’, ‘Balanced’, ‘Knowledgeable’, and ‘Caring’ global citizens.



When resources are cited, care must be given to give all due credits to the originator of the work.

In general, it has been observed that the trials and tribulations of modern-day education are somehow compelling the young students to take the shorter means to achieve academic excellence. In this pursuit the educational fraternity finds themselves lured to resort to educational malpractices like.

- **Plagiarism:** It implies the direct copying of academic material and information from a multitude of available resources like encyclopedia's, textbooks, reference books, journals, magazines, internet sites, published papers, and search engine and subsequently, 'passing off' the copied work as one's own
- **Duplication:** The presentation of the same work for different assessment components and / or IB requirements.
- **Fabricating:** It includes the deliberate misinterpretation of information or records with the purpose of misrepresenting records to accrue unwarranted benefits
- **Cheating:** This can be done in many ways like gaining unauthorized access to question papers, bringing material, which is not permitted to the Examination centre, copying from various sources, impersonating candidature, and forging of documents.
- **Collusion:** Supporting malpractice by another student, as in allowing one's work to be copied or submitted for assessment by another

The concept and practices of Academic Honesty are conveyed to the members of the educational fraternity at C P Goenka International School on a regular basis through various modes of communication. This begins at the time of registration and is taken up further at the orientation and continued in interaction between the school and the student and her / his parents.

RESPONSIBILITIES OF THE SCHOOL COMMUNITY

SCHOOL ADMINISTRATORS

All members of the school community must strive to represent the IB learner profile and set an example for academic honesty for all students.

The school administrators at C P Goenka International school confirms that all students, teachers, and parents are acquainted with and support this policy.



TEACHER RESPONSIBILITIES

At C P Goenka International School, the teachers and the pedagogical staff plays an integral part into ensuring that academic honesty is practiced and implemented.

Teachers inspire suitable practice among students. The following are few of the measures that need to be adopted to avoid malpractice.

1. Perform the prime responsibility in advising and guiding students in always following academic integrity
2. Ensure that correct citation and acknowledgement is done by students in all submissions including class presentations and written assignments
3. Guiding students and actively encouraging a culture of academic honesty
4. Monitor the writing process by authenticating the writing process using drafts, peer review and interactive supervision
5. Plan a manageable workload so students can allocate time effectively to produce work according to IB's expectations
6. No candidate should be provided with undue assistance that does not follow the IB programme guideline
7. Promote a classroom environment that encourages academic honesty and critical thinking

STUDENT RESPONSIBILITIES

It is the duty of the students to endeavour towards global mindedness and be an IB learner in line with the IB learner profile.

Students need to make themselves very well aware of what constitutes as an offence against academic honesty and what repercussions follow each.

Students are strongly encouraged to comply with the following guidelines:

1. Students are expected to not indulge in any kind of academic collusion, plagiarism, duplication of work and all other forms of dishonesty
2. Learn and practice academic honesty as part of their ATL skill development and be aware that the coordinator, librarian, and teachers are available to offer further advice and guidance



3. Students must Engage in inquiry and ethically use information to construct new learning based on what they know and learn from other sources
4. Follow age-appropriate expectations and practices regarding references, citations, quotations, and paraphrasing
5. Students should take the examination in all honesty and not resort to taking any sort of assistance or undue advantage
6. Students are expected to be responsible for ensuring that all work submitted for assessment is authentic, with work or ideas of others fully and correctly acknowledged

PARENT RESPONSIBILITIES

Parents play an important role in supporting academic honesty at the school.

Parents/ guardians hold the responsibility of supporting students through the following:

- Support the ethical values of honesty and integrity
- Constructively discuss academic honesty with teachers and administrators and contribute to the school discourse about academic honesty and how to promote it
- encouraging students to plan each assessment beforehand
- As educators of academic honesty, the most important role of the administrators, teachers and parents is to teach students about academic honesty
- Encourage students to ask their teacher for advice in case they face any difficulties with their work.

(Ref: academic honesty in the diploma program, IB resource centre,)

CONSEQUENCES OF ACADEMIC DISHONESTY

Students who join C P Goenka International School Pune will have to strictly follow the school Academic Honesty Policy and therefore expected to follow it religiously. Failure to do so will face the severe consequences

- 1. (a) First- time and minor offences in class work and homework assignments:**



- The concerned subject teacher will provide the erring student with the necessary feedback, pointing out why the work is unacceptable.
- The student will re-submit the work, incorporating the feedback provided by the teacher.

1. (b) Repetition of minor offences in class work and homework assignments:

- The subject teacher will report the matter to the coordinator, who will counsel the student appropriately
- The student will re-submit the required work
- The student will submit a signed declaration letter of his (her) intent to adhere to the principles of academic honesty in future. This will be placed in the student's personal file. The student and his (her) parents will be warned in writing that further offences may lead to disciplinary action. This warning will also be placed in the student's personal file

2. Malpractice in work submitted for internal (school) assessments:

- Assignments, reports, projects, research papers with a high degree of plagiarized material and / or evidence of collusion will not be graded.
- Subject teachers will inform the classroom teacher, who will record the Transgression after counselling the student. Coordinator will be informed.
- The student will be given one opportunity to re-submit the work with the required modification, within a specified deadline with one verbal warning.
- If the students fail to do so, their work will not be graded
- A letter will be sent to the parent of the student from the coordinator by explaining why the assessment has not been graded. Same will be informed to the Head of School and Founder-Principal & Head of School (Overall).

3. Misconduct during an internal written examination of the school:

- The concerned invigilator will deal with the issue (confiscate illicit material; warn examinees who are talking or distracting others) quietly and with minimum distraction to other candidates.
- The invigilator will submit a verbal/written report of the incident to the coordinator immediately after the examination.
- The coordinator will convene a meeting with the invigilator and the subject teacher of the student to examine evidence and decide upon the



seriousness of the transgression and submit the report to Head of School and other concerned authorities.

- Head of School will be consulted to confirm the nature of the transgression and the severity of the sanction to be administered.
- The student and parents will be informed of the decision
- The matter will be recorded in the student's personal file

4. Misconduct during an external examination of the IB:

- Any misconduct during an external IB examination, the school will strictly follow the rules prescribed by IB regarding malpractice and its consequences.
- Serious misconduct at this level may lose the student's diploma

Procedure to be followed for Academic Misconduct

Any student reported for any type of academic misconduct to the Head of School along with IBCP Coordinator will be involved in an investigation process to determine the student's intent. C P Goenka International School recognizes that there are different levels of severity regarding academic misconduct. The investigation will take into consideration the age-appropriateness of the student and consequences will reflect the level of intent. The findings from the investigation will be noted as an academic memo into the student's personal file for future reference.

1. Students suspected of malpractice will be invited, through the coordinator, to present a written explanation or defence. Cases of suspected malpractice will be presented to the final award committee. After reviewing all the evidence collected during the investigation, the committee will decide whether to dismiss the allegation, uphold it, or ask for further investigation to be made
2. The student may be asked to redo the work, but he/she may not receive full credit for the work
3. A warning letter may be issued, a copy of which is placed in the student's file.
4. If a case of malpractice is very serious, either because of its nature or because the student has already been found guilty of malpractice in a previous session, the HOS or IBCP Coordinator is entitled to decide that the student will not be permitted to register for examinations in any future sessions
5. The student may be placed on probation for one or more semesters.



The work and development of the student is then carefully monitored by the respective subject teacher. The teacher is at liberty to entail any segment of the work that they may feel does not reflect originality or hasn't been credited appropriately. The work may be sent back to the student to be corrected.

GENERAL GUIDELINES FOR CITATION

In spirit of good academic practice, it is expected that students should appropriately acknowledge any ideas, words or works of other people and create an authentic piece of work. Towards this goal, students are expected to

- undertake research on what is already known
- analyse the research in the context of the work to be produced
- compare and/or contrast existing knowledge against our own findings/thoughts/opinions
- synthesize and present the document in an appropriate way for the expected audience
- acknowledge all contributing sources appropriately.

(Ref: effective citing and referencing, IBO resource centre, August 2014)

There are two main types of citing. The reader must be able to clearly distinguish between words/work of the student and the words/work of others. Quotations—the exact words as used by others—are indicated either by quotation marks or by displaying (indenting) the quotation. Paraphrase and summary of others' work should similarly be distinguishable from student's own work.

More information on examples of how to cite can be seen on the IB guide for 'effective citing and referencing', august 2014, available on the IB resource centre.

Why cite: it is important to cite and reference the work of others so as to

- show respect for the work of others
- to make it easy for the reader to follow up on the references
- to assist the reader, distinguish between the work of the creator and that of others.
- To help the reader check the validity of the creator's interpretation and to cross-reference
- To receive proper credit for the research process
- To help author establish a credibility and authority for their own knowledge and ideas.



What to cite: As Creators we are expected to recognize any source materials or ideas that are not ours and that have been used in any way, such as a paraphrase, summary, or quotation. The term materials mean oral, written, or electronic products and may include:

- Text
- Visual
- Audio
- Graphic
- Lectures
- Interviews
- Broadcasts
- Maps

When to cite: it is important to cite in the following manner

- In written work, we should cite in text where we have used external source. The inclusion of a reference in a bibliography at the end of the paper is not enough
- In other forms of work, we are expected to acknowledge use of external sources appropriately
- In presentation we can provide our audience with a handout of our references, or list our sources on the final slide
- Creator must make their own work distinctly distinguishable from that of others.

POLICY REVIEW

C P Goenka International School strives to be up to date at all times and hence commits to policy review annually. The panel for the review will consist of the head of school, IBCP coordinator and DP staff.



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