



# ACADEMIC HONESTY POLICY

(Revised November 2014)



## **IB Mission Statement**

"The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right."

## **Our School Mission**

We are committed to provide a holistic education based on new-generation academics that create not just powerful global career options for our students, but which empowers them to become key contributors to the community and the environment in which they live. We strive to achieve nation building through character building and we do so through an approach of mentoring

## IB Learner Profile<sup>1</sup>

**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-MINDEDNESS:** 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.

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<sup>1</sup> International Baccalaureate Organisation IB Learner Profile

## **School Philosophy**

“Education is not a quest but a journey”: Dr. K.M.V. Pillai. This journey of life encompassing the entire world has its base in our educational institution, ‘Dr. Pillai Global Academy’.

The two different poles, even though contrary not only intersect the knowledge & skills but also overlap different ways of thinking. Globalization leaves its footprints in every arena/area of the student development. Teaching & Learning are now equipped with new techniques involving interacting learning environment. These skills involve multicultural influences, inclusive societal structures & a pattern of interdependency.

A student in this new world must grapple with 2 core facts of life. One is where he encounters immense competition and the other where he accesses infinite opportunities. He must be equipped well to deal with the competition efficiently. The IB Learner Profile supports the students in developing the skills required for competing and enables to develop the attributes that further aid in his holistic development. This Learner Profile permeates into the whole school life, including the formal, acknowledged curriculum, as well as the informal, holistic curriculum. Thus, every member of the school community is geared towards being internationally minded and reflecting the attributes of the Learner Profile.

Dr. Pillai Global Academy employs a unique approach to address this need, by making a paradigm shift from the textbook to the real world & labs. While skills & facts are important; the reasoning behind the facts makes for a subject of analysis. Thus, the ‘how’ & the ‘why’ gather much weight than the ‘what’. Dr. Pillai Global Academy focuses on developing the right attitude to face the challenges, learning & applying contemporary knowledge & cultivating a spirit of enterprise. As stated in the mission, Dr. Pillai Global Academy believes in an education that concentrates on a holistic development. An education that helps students imbibe, not only diversified knowledge, but also teaches them how to harness this knowledge towards building a new world.

The school fosters critical thinking while at the same time emphasizing creativity. A positive environment is developed to complement the students’ positive attitude. Right values & morals are instilled amongst the student at the same time as self-confidence & self-esteem. To this end the school strongly believes in going beyond academic development by conducting numerous extra and cocurricular activities as well as field trips. The Philosophy is made operational through the implementation of different curricula & boards as they help in developing & cultivating the skills necessary for the 21<sup>st</sup> century.

## **Philosophy**

One of the hallmarks of the IB diploma programme is the premium that the International Baccalaureate places on its Academic Honesty Policy and its uncompromising stance vis-à-vis its implementation by IB authorised schools. DPGA on its part has not only recognised the validity of such a policy, but also the necessity of such a policy being implemented. DPGA seeks to maintain and promote the highest standard of academic integrity amongst its faculty and students. The following policy has been designed and revised to develop an awareness of the importance of academic honesty within the Diploma Programme (DP).

The school mission statement, in line with the IB mission statement, reflects the above. We expect all the members of the school community to practice personal integrity and Academic Honesty. This policy also aims at promoting a school culture that reflects ethical academic practice. And in this, we have been guided by a few major attributes of the Learner Profile, namely,

**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.

**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.

**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.

DPGA expects that

- All the members of the school community, especially the IBDP, understand the value of academic honesty.
- The students know the importance of examinations and follow the proper ‘conduct of examinations’ for formal exams.
- All the assignments produced by them are original and are authenticated by them and their subject teachers.
- The ideas used from other sources have been acknowledged according to the school recommended citation method (MLA)

- Students have the knowledge of various aspects of academic honesty/dishonesty-malpractice, cheating, plagiarism etc.
- Students follow academic honesty in all the assignments.

DPGA aims to:

- Promote a school culture based on respect and ethical academic practice.
- Instil in students a sense of understanding with regard to academic honesty and academic dishonesty.
- Inculcate the understanding and importance of accurately and honestly acknowledging all sources and ideas utilised in their work.
- Ensure that the students understand the importance of producing work that is original and authentic
- Explain to the students that academic dishonesty is a serious offence and any breach to the rules of DPGA academic honesty would be strictly dealt with.
- Encourage the students to imbibe qualities from their teachers in practising academic honesty and approaching their teachers for guidance in citation and referencing.

### **Student support:**

The school believes in supporting and streamlining the students and their potential in practising academic honesty. DPGA thus communicates clearly to all the school community members about the importance and the different areas of academic honesty and the importance the authenticity of their work. During the IBDP induction program, the new students and parents will be introduced to the importance of academic honesty. During the first week of the DP session, the new students will be further informed about the areas and consequences of the breach of academic honesty. Throughout the 2 years session of the DP, the students will be assisted in the methodology of citing references by the teachers and the librarians. Constant reminders on academic honesty and its methodology of citation will be given during in-house seminars and workshops. Students and teachers will be provided by ‘Conduct of examinations’, before the IBDP examinations. Each point mentioned on it will be discussed in detail.

Additionally, this policy seeks to provide guidance to educators and students to enable them to adhere to the academic honesty principles and discourage any sort of malpractice in order to optimize the teaching – learning outcomes, thereby ensuring that students do not knowingly or unknowingly jeopardize their diploma.

### **Conceptual Understanding**

Academic honesty means ensuring that a candidate's work is authentic based on their own ideas, language and expression. Malpractice is defined by the IBO as a behaviour that results in, or may result in the candidate gaining an unfair advantage. This could take the form of anyone or a combination of the following:

Plagiarism,

**Conspiracy and Collusion,**

Misrepresentation of collaborative projects,

Cheating,

Impersonation,

Dubious research practices,

Publication dishonesty

Dissemination of information without permission.

Abuse of confidentiality

Falsification or unauthorized modification of academic documents/records

Obstruction of the academic activities of another.

### **Plagiarism**

Plagiarism according to the IBO is by far the most common type of malpractice. It is the misappropriation of the work of another by representing another person's ideas, writing or other intellectual property as one's own. This includes the presentation of all or part of another person's work as something one has written, paraphrasing another's writing without proper acknowledgement, or representing another's artistic or technical work or creation as one's own. Submitting a paper purchased from a term paper services as one's own work. Failing to accurately document information or wording obtained on the World Wide Web. Any use of the work of others, whether published, unpublished or posted electronically, attributed or anonymous, must include proper acknowledgement.

In some cases, plagiarism is not always a deliberate attempt by a candidate to present ideas as their own but rather candidates are unaware of how or when to acknowledge sources. In general, cases that involve only negligence on the part of the candidate will result in no grade being issued for the assessment component, rather than no grade for the entire subject concerned. Nonetheless, it is critical that students are taught in all grade levels the importance of citing sources correctly. Special classes on the method of citing sources are allocated particularly for the higher grades to train them in the acceptable and appropriate method. Besides, teachers are required to confirm that, to the best of their knowledge, all work submitted by the candidates for assessment is the authentic work of a candidate. The teachers should ensure that subject-specific skills required for good academic practice are developed in their respective subject areas throughout the programme. To aid teachers and students in assessing the percentage of their original thinking in their assignments, it is mandatory here at DPGA to upload all assignments particularly of the higher grades onto the “Turnitin” software. The report generated would help both teachers and students make the necessary changes in their document.

### **Conspiracy and Collusion**

The planning or acting with one or more persons to commit any form of academic dishonesty to gain academic advantage for yourself or another.

### **Misrepresentation of collaborative projects**

Any act or omission with the intent of deceiving an instructor for academic advantage. It may also include using computer programs generated by another and handing it in as your own work unless expressly allowed by the instructor; lying to an instructor to increase your grade; lying or misrepresenting facts when confronted with an allegation of academic dishonesty.

Failure to give appropriate credit to collaborators, or the listing of others as collaborators who have not contributed to the work, shall constitute a breach of academic honesty.

In the creation and presentation of all studio and performance work, and all other artistic and technical works, students who use the work of others must clearly state the extent and nature of the appropriation to their instructor. Failure to do so constitutes a breach of academic honesty.

This comes as an affirmation and clarification for the faculty members of Visual Arts of the general obligation to maintain the highest standards of academic honesty.



Since a clear sense of academic honesty policy fundamentally leads to good scholarship, this policy recognizes the general responsibility of all faculty members to foster acceptable standards of academic conduct and of the student to be mindful of and abide by such standards. This apparently requires that no candidate may be allowed to falsely claim credit for the ideas, writings or other intellectual property of others.

Whether this is stated by presenting others' works as their own or through impersonation, or even cheating, no candidate may attempt to gain an improper advantage in an academic evaluation. The above also applies to modifying, restraining, forging or formulating any research data or results, official academic record, application or document. In other words, academic honesty requires that persons do not aid or abet others to commit an offence of academic dishonesty, including intentional acts to disrupt academic activities.

### **Cheating**

Improper taking away, or tendering any information or material, that shall be used to determine academic credit. Examples include but are not limited to the following:

Copying from another student's test or homework paper.

Allowing another student to copy from a test or homework assignment.

Using unauthorized materials during a test, such as the course textbook, notebook, formula lists, notes or crib sheets, including those stored in a calculator.

Having another individual write or plan a paper, including those bought from research paper services.

Submitting the same paper/project in more than one class.

Obtaining a copy of an examination question paper before it is officially available,

Disruption of an academic evaluation by any means;

Obtaining assistance by means of documentary, electronic or other aids which are not approved by the instructor;

Changing a score or a record of an examination result;

Submitting work prepared in collaboration with another or other member(s) of a class when collaborative work on a project has not been authorized by the instructor;

Submitting work prepared in whole or in part by another person and representing that work as one's own;

Submitting work prepared in collaboration with another or other member(s)

Offering for sale essays or other assignments, in whole or in part, with the expectation that these works will be submitted by a student for appraisal;

Preparing work in whole or in part, with the expectation that this work will be submitted by a student for appraisal.

### **Impersonation**

Impersonation is to have someone impersonate one's self in class, in a test, examination or interview, or in connection with any other type of assignment or placement associated with a course or academic program. Both the impersonator and the individual impersonated will be charged.

### **Dubious research practices**

Academic research includes the collection, analysis, interpretation and publication of information or data obtained in the scientific laboratory or in the field. Forms of improper research practices include:

- Dishonest reporting of investigative results, either through fabrication or falsification of data;
- Taking or using the research results of others without permission or due acknowledgement
- Misrepresentation or selective reporting of research results or the methods used.

### **Publication dishonesty**

It is a violation of academic honesty to knowingly publish information that will mislead or deceive readers. This includes the falsification or fabrication of data or information, as well as the failure to give credit to collaborators as joint authors or the listing as authors of others who have not contributed to the work. Plagiarism is also considered a form of dishonesty in publication.

**Dissemination of information without permission.**

Information or experimental data that was collected with a member of the faculty or another student, and other works that involved the participation of a faculty member or another student, should not be submitted for publication or otherwise disseminated without their prior permission.

**Abuse of confidentiality**

Taking or releasing the ideas or data of others that were given with the expectation that they are confidential is inappropriate. This includes the ideas or data obtained via the evaluation of confidential grant proposals, award applications or manuscripts that will be or may have been submitted for possible funding or publication. Unless one is authorized to do so in writing, it is improper to obtain a password assigned to another or to copy or modify a data file or program belonging to someone else. Proper authorization means being granted permission either by the owner or originator of that material, or by an appropriate faculty member or administrator.

**Falsification or unauthorized modification of an academic document/record**

This would refer to the use of invented or fabricated information, or the falsification of research or other findings with the intent to deceive for academic advantage; also the falsification or misrepresentation of experimental data, and violating the professional ethics that are established in science labs, research projects.

It is a breach of academic honesty to falsify, fabricate or in any way modify, either through omission or commission, an application to the university or a program, course student examination or test, transcript, grade, letter of recommendation or related document, a physician's letter/form or any other document used in support of an academic application, record, petition/appeal or endeavor.

**Obstruction of the academic activities of another.**

It is a violation of academic honesty to interfere with the scholarly activities of another in order to harass or gain unfair academic advantage. This includes interference or tampering with experimental data, with a human or animal subject, with a written or other creation (e.g., a painting, sculpture or film), with a chemical used for scientific study, or with any other object of study.

Encouraging, enabling or causing others to do or attempt any of the above with intent to mislead an instructor, academic unit, program, office or committee as to a student's academic status, qualifications, actions or preparation, or knowingly aiding or abetting anyone in a breach of

academic honesty shall in itself be considered a misconduct. Taking any action which can reasonably be interpreted as intending to encourage or enable others to commit an offence of academic honesty will also be considered a misconduct.

### **Bribery**

The offering, giving, receiving, or soliciting of any materials, items or services of value to gain academic advantage for yourself or another will invite sanctions pertaining to the breach of academic honesty.

**Malpractices that could occurs across the spectrum of DP** course requirements. These could range from plagiarism in languages written assignments to fabricating data in the chemistry labs, to copying works of art in visual arts, to cheating in a maths exams.

Visual arts students' work covered by rules regarding academic honesty includes papers, research, tests, examinations and all forms of studio and production work as practiced within the institution. They should be mindful of the dangers of misappropriation and misrepresentation which are breaches of academic honesty. In the creation and presentation of all studio and performance work, and all other artistic and technical works, students who use the work of others must clearly state the extent and nature of the appropriation to their instructor. Failure to do so shall constitute a breach of academic honesty.

### **Pre-emptive Measures**

Rather than rely on punitive measures, DPGA has recourse to pre-emptive measures the salient ones are mentioned below.

For (Teachers & Students) Education / Awareness on:

“Intellectual Property Rights” / “Copy rights”

Rules & Regulations in the conduct and during examinations

Consequences of engaging in malpractices be it in exams or academic assignments

Motivate / encourage good practice among students:

Bibliography at end of written assignment

Proper punctuations marks for quotes

Referencing and acknowledgement of sources

Classes on acceptable manner of acknowledging sources (MLA, Harvard method)

## **Role of the Student**

It is expected that all the IBDP students

- Read the copy of the ‘General Regulations: Diploma Programme’
- Understand the value of academic honesty.
- Know the importance of examinations and follow the proper ‘conduct of examinations’
- Produce assignments that are authentic and in all terms original.
- Review their own work before submission and recheck whether the work they have produced is properly acknowledged and is originally theirs.
- Obey the Internal Assessment deadlines and submit the work accordingly.
- Sign the official IB cover sheet which mentions that the work submitted is originally theirs.
- Take all responsibility in submitting their work that follows the academic honesty guidelines.
- Are aware that the teachers and the IBDP coordinator have the authority to reject the work that is suspected to be plagiarized or includes malpractice or collusion
- Acknowledge ideas used from other sources and cite them according to the school recommended citation method (MLA)
- Possess the knowledge of various aspects of academic honesty/dishonesty- malpractice, cheating, plagiarism etc.
- Follow academic honesty in all the assignments.
- Are aware that they may lose a grade in the subject where the work submitted was not original.
- Are aware that they may forfeit their Diploma, if found guilty.

## **In the event of a breach of academic honesty**

While each case of breach of academic honesty will be reviewed and assessed individually, the institution views any offence against the standards of academic honesty to be a very serious matter and that the sanctions will range from a warning to dismissal depending on the seriousness of the charge.

## **Role of the Librarian:**

- To guide the students on the appropriate method of citation.
- To constantly check the students work for correct method of citation
- To inform the students about the importance of academic honesty
- To provide ethical guidance in academics at all times.
- To recheck the Extended essay and ToK essays on Bibliography and references
- To guide the students in taking ideas and not copying work/text from the library books
- To regularly remind the students and teachers about the importance of academic honesty through workshops and seminars
- To maintain a library log on students' attendance

#### **Role of the teacher:**

- Teachers will prove to be a role model in following ethical practices while helping students in academic honesty.
- Constant check on students' work with repeated reminders of citations by teachers will aid in avoiding academic dishonesty.
- The importance of intellectual property will be regularly reinforced with the proper method of the MLA referencing within the work, on footnotes or in the bibliography.
- Use Turnitin to check major assignments and final revision of Extended Essay and ToK assignments.
- In line with the IB requirements, the following may be considered as examples of unacceptable actions by teachers/guides.
  - providing candidates with undue assistance,
  - allowing additional time on examinations, and the like.
- The students can contact their subject teacher/ librarian in case of help if required.
- If a teacher still suspects a case of plagiarism or academic misconduct, she/he will take the required actions in dealing with it. This will include the following:

Action that may be taken for the violation of academic honesty could be one or other or a combination of the following.

Verbal/Written disciplinary warning or reprimand by Teacher/Principal

Lower grade on the assignment, examination.

Lower grade in the course work

Failure in the course.

Suspension/ rustication from the institution.

Withholding the diploma/report

A few instances may warrant soft penalties on the candidates, based on the extent of violation.

Basic considerations would include:

The level of the student's academic experience;

Extenuating circumstances may help explain the action taken by a student, and due weight will be attached to those circumstances;

If the student admits guilt, accepts responsibility for their action, and is amenable to educative remedies, the institution may find it justified to levy a less severe penalty.

Prior/multiple incidents:

If the offence is a second one for the student and/or is in combination with another offence, then a severe penalty will be considered.

### **IB sanctions/consequences on malpractice**

- Standard academic practices will be levied, in case a student fails to acknowledge the sources and ideas of another person using quotation marks.
- If the student has made some attempt to acknowledge the source in the bibliography or in a footnote it will be designated as ‘academic infringement’ and not ‘malpractice’. Here, the amount of plagiarism is minimal and no marks are awarded. However, the student stands to gain a grade in that assessment component.
- If a student is found to be guilty, the IB does not award any grade in that subject. Furthermore, the student even fails to achieve a diploma.
- Students not following the ‘Conduct of Examinations’ will not be awarded a grade for that particular subject
- Re-registration for the Diploma program depends on the severity of the breach.
- If the IB suspects malpractice subsequently, or upon ‘Inquiry upon results’, the IB diploma or the certificate awarded to the candidate may be withdrawn.
- Parents are expected to refer to ‘General Regulations Diploma Program’ for further information on IB sanctions and consequences on breach of academic honesty.

### **Procedure on action taken on breach of Academic Honesty**

Breach of academic honesty in any subject/ assignment involves strict action.

The procedure may include the student to be questioned and if confirmed she/he will be asked to give a written explanation. The teacher concerned will also be questioned and their statement recorded. The parents will be informed and their observations recorded. All these reports along with the observations of the IB Coordinator and the Principal will be forwarded to the respective boards for a final decision.

Pending the final decision, the school will initiate suitable action against the student or the teacher or both. Action taken may range from high to low in severity, depending upon the seriousness of the charge.

If a student is suspected of a breach in any IBDP subject, the procedure prescribed by the IB board will be followed.

This may include serious consequences as prescribed by the IB. Any work submitted by the student, if found to be plagiarised or produced by dishonest means, will fail to fetch an IB grade.

This will apply to every subject and its components of internal as well as external assessment.

Along with the other consequences, as applied by the school, the student will also fail to receive the IB diploma.

Dr. Pillai Global Academy - Gorai affirms that all members of the institution have the obligation to maintain the highest standards of academic honesty. It is the responsibility of members of faculty and staff to follow acceptable standards of academic conduct and to foster it in others, and of students to be mindful of and abide by such standards.

*This is a revised policy. The policy was last reviewed in March 2014.*

*The school governors, managers, teachers and students were involved in reviewing the current Academic Honesty policy. This policy is communicated time and again to the teachers and students and a reminder is constantly sent to the parents to be aware and alert on the academic honesty requirements. The teachers and school leaders decide on the possibility and the severity of breach of academic honesty. The MLA format of citation is reinforced time and again by the librarians and the teachers on every assignment-internal as well as external.*

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'Academic Honesty' (IBO-OCC)

Academic Honesty in the IB educational context

IB Learner Profile (IBO)

Effective citing and referencing (IBO)

General Regulations: Diploma requirements

Rules for IB world schools: Diploma Program