Choithram International- Academic Integrity Policy 2022-23

Last Reviewed: July 2021, February 2023
Next Review: November 2023

Location of the policy:
Google Drive
Handbook
Website

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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 programs of international education and rigorous assessment.

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

Choithram International Mission Statement

Choithram International, through its holistic education, aims to nurture lifelong learners, who will become responsible, compassionate and open-minded individuals keen on accepting the differences in the world and striving to create a global community grounded in ethics and values.

Choithram International Vision Statement

To be a centre of academic excellence and nurture young learners into resilient, optimistic and responsible citizens of the world.

IB Learner Profile

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.

https://www.ibo.org/contentassets/fd82f70643ef4086b7d3f292cc214962/learner-profile-en.pdf

Standards and Practices

Culture 3: The school implements, communicates and regularly reviews an academic integrity policy that creates cultures of ethical academic practice. (0301-03)

Culture 3.1: The school implements and reviews an academic integrity policy that makes the school's philosophy clear and is aligned with IB guidelines. (0301-03-0100)

Culture 3.2: The school clearly describes in its academic integrity policy the rights and responsibilities of all members of the school community, what constitutes good practice and misconduct, and the actions that are to be taken if there are transgressions. (0301-03-0200)

Culture 3.3: The school articulates responsibilities for teaching a variety of practices related to academic integrity, and reflects its five fundamentals: honesty, trust, fairness, respect and responsibility. (0301-03-0300)

Culture 3.4: The school ensures that relevant support materials, resources and structures related to the academic integrity policy are implemented. (0301-03-0400)

Culture 3.5: The school monitors and evaluates the impact of the academic integrity policy to ensure that it regularly informs learning and teaching across the curriculum and that school's procedures are transparent, fair and consistent. (0301-03-0500)

Approaches to teaching 5.3: Teachers use IB-mandated policies to support students. (0403-05-0300)

Academic Integrity Policy

Academic honesty and integrity is an indispensable part of the International Baccalaureate Organization and also of Choithram International. The Academic Integrity Policy of CI closely follows the IB publication, Academic Honesty: Guidance for Schools and the IB Academic Integrity document. The purpose of this policy is to clearly state the expectations that the faculty has from the students and role and responsibilities of the teachers and parents, to ensure that the learners present authentic work. Academic integrity should be viewed positively by all the stakeholders and they must act with integrity and honesty, taking responsibility for their actions and their consequences. Thus, striving to be "Principled", the school community members are expected to act honestly, responsibly and ethically.

Expectations should be clearly communicated and modelled at an age appropriate level so that all IB students understand:

Academic integrity

Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work. This is needed to ensure fairness, trust and credibility and develop respect for others.*[1]

It is a set of values and behaviours informed by the attributes of learner profile in teaching learning and assessment.

Balance of probabilities approach

"Balance of probability" means that the decision maker(s) with appropriate subject matter expertise is/are satisfied that an event or account is more likely than not to have occurred. It is used when deciding on a penalty for an alleged case of student's academic misconduct or school maladministration where evidence beyond reasonable doubt is not available.[2]

Conflict of interest

This occurs where an individual's ability to exercise judgement or act in one role is, or could be, impaired or otherwise influenced by his or her involvement in another role or relationship. The individual must not need to exploit his or her position or obtain an actual benefit, financial or otherwise. A potential for competing interests and/or a perception of impaired judgement or undue influence can also be a conflict of interest. It is advisable that shortcomings on the part of students are not punished immediately. It is preferable to generate a supportive environment that allows students to learn while developing the required skills and understanding of good academic practice.

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[1] Academic integrity,IBO,2019.
[2] Academic Integrity ,International Baccalaureate Organization, 2019

ACADEMIC MISCONDUCT

Definition:

"Academic Misconduct is a behavior (whether deliberate or inadvertent) that results in, or may result in, the student or any other student gaining an unfair advantage (or that disadvantages other students) in one or more assessment components".[3]

Academic misconduct includes the following:

1. **Plagiarism:** Plagiarism is defined as the representation, intentionally or unwittingly of the ideas, words or work of another person without proper, clear and explicit acknowledgement"[1].

Types of Plagiarism

    a. Not acknowledging the original source of information or ideas:
    All information/ideas that are not part of common knowledge that one obtains from someone else must be cited. Use footnotes or endnotes to acknowledge the source. If the source of the idea emerged as an idea expressed by the fellow student or while listening to a fellow student/ teacher/ person one needs to specify it in the footnotes.

    b. Not using Proper In-text citations:
    When one uses the words exactly as that of the author's, in the assignment, then **always** in-text cite the sources either within the text or as a footnote. *

    Paraphrased material should be in – text cited: Paraphrasing is the rendition of another person's words or ideas presented in a new style and integrated grammatically into the writing. Since paraphrasing uses the ideas of another person, it is still necessary to acknowledge the source.

2. **Collusion:** Collusion means allowing one's work to be copied by another. Both parties will be considered guilty and will have to bear similar consequences. There are occasions when collaboration with other candidates is permitted or actively encouraged; however, unless instructed by the teacher, the work must be produced independently, despite the fact that it may be based on similar data.

3. **Duplication of work**: The presentation of the same work for different assessment components should not be entertained during submissions.

4. **Faking websites in citations:**
    The presentation of work where the students have not been recording the links

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[3] Academic Integrity ,International Baccalaureate Organization ,2019

originally used and hence, look for alternative websites with similar information and fake citations.

Malpractice also includes any other behavior that gains an unfair advantage for a candidate or that affects the results of another candidate like taking unauthorized material into an exam room or misconduct during an examination or taking undue advantage from an external tutor while preparing home assignments. falsification or fabrication of data which involves unauthorized creation, alteration or reporting of information.

Responsibilities of teachers

Teachers are the main agents of academic integrity in the classroom and their role is as important as that of the programme coordinators. Teachers should be aware that their conduct sets an important example to students and hence model the integrity practices. Teachers must understand that students are expected to produce work autonomously and should not receive additional help, such as multiple edits of a piece of work. *

- The students would be oriented on research skills and tools once at the beginning of the session.
- The resource coordinator and subject teachers must help the students to develop research skills and practice citations.
- Opportunity to practice academic integrity should be given in all assessments.
- The teachers must be vigilant in identifying and preventing malpractice at all grade levels and in all subjects.
- The teachers must ensure that assignments and tests are structured to minimize the opportunity for student dishonesty and malpractice.
- Teachers must make the students aware of what constitutes academic dishonesty in their respective classes and how it undermines the learning process.
- Teachers must make the students aware of the consequences of academic dishonesty.
- Teachers must ensure that the students learn to use the words and ideas of others appropriately to support their own oral and written communication.

The resource coordinator and the subject teachers collaboratively ensure that the students are aware of evaluating the resources and submit quality work by using only authentic resources available on the internet.

Responsibilities of Students:

A candidate must bear the consequences / be held accountable if they submit any work that is not their own, regardless of whether the plagiarism was unintentional or deliberate. Students participating in IB programmes are expected to act honestly, responsibly and ethically.

[4]Students are expected:
- not to indulge in any kind of academic collusion, plagiarism, duplication of work or any other form of academic malpractice.
- to make responsible use of information technology and social media .

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[4] Academic integrity,IBO,2019.

- to inform the concerned teacher/Coordinator when any other student has committed any of the above mentioned academic dishonesty.
- to present authentic work by ensuring that they have used proper citations and using authentic websites by evaluating the resources.
- to present work that acknowledges all the sources used in the work submitted without faking the websites or missing any references.
- to submit all the work/ tasks along with the checklist to ensure proficient research skills practiced and academic honesty policy implemented as signed.
  - to sign an academic integrity agreement.

The candidate is ultimately responsible for ensuring that all work submitted for assessment is authentic, with work or ideas of others fully and correctly acknowledged.

Responsibilities of parents/Legal guardians:

- To develop a sense of academic integrity in their ward and be viewed positively.
- To guide their wards to an extent rather than helping beyond limit.
- To always ensure and encourage their ward to present authentic work.
- To encourage their ward to acknowledge all the sources referred to for the completion of the work and to use proper in-text citations.
- To guide their ward in evaluating authentic resources or identifying quality resources.
- To support the school staff in developing a sense of responsibility in their child to become principled.

Responsibilities of IB coordinator/administration/HOS:

- Understand the reason and develop the attitude of being principled through academic integrity, producing an authentic piece of work and the proper use of intellectual property

- ensuring compliance with secure storage of confidential IB material policy and the conduct of IB examinations
- Train teachers to comply with the policy and exam procedures

- Receive guidance on academic writing and study skills, conducting proper research and to acknowledge sources
- Understand what constitutes academic misconduct (particularly plagiarism, collusion and misconduct during an examination)
- To understand and know the consequences of being found guilty of malpractice.
- Promote good academic practice and a school culture that actively encourages academic integrity.
- arrange for counselling of the student found to be indulging in malpractice.

Enforcement of the policy:

PYP expectations:

While it is recognized that not all PYP learners engage in standardized assessment and/or examinations, the principle of academic integrity and its five fundamentals—honesty, trust, fairness, respect, and responsibility—apply to all elements of learning, teaching and assessment. These concepts are relevant to all members of the learning community. From an early age, learners can begin to construct an understanding of what these five fundamentals mean as they explore them through the programme elements, the units of inquiry, school events, the learning environment and their interactions with peers and the broader school community.

Lower primary school

• Learners can acknowledge ideas that have come from different sources of information, e.g. coloured dots for different types of sources, giving credit to the author/a friend.

Middle primary school

• Learners begin to record some information sources in an agreed format.

Learners state where their information came from in simple terms, e.g. a book, the name of a person. •

Ask consent to use photos when sharing ideas.

Upper primary school

• Learners begin to use online referencing tools, e.g. SLASA, NoodleTools.

• Use media ethically to communicate, share and connect with others.

Learners ask for consent before sharing material that includes other people's work or ideas (e.g. their friend's work).

PYP Educators Expectation

• Teachers introduce a formal citation tool to help generate a source list.

• Teachers plan for learning engagements that allow students to make connections between copyright, plagiarism and fair use in an educational context.

• Students can also discuss different scenarios and reflect on what they would do in situations that require academic integrity. Students can also create a variety of scenarios based on real-life examples.

The school reserves all rights to check the student-submitted work for authenticity. The method of checking can range from use of external websites to other methods which the teacher deems fit in order to verify the originality of student work.

Measures / Processes to ensure Academic Integrity at CI:

● Academic integrity is emphasized right from the orientation for teachers, students and parents.
● It is reinforced with every possible assignment
● The formative as well as summative assessments are designed in a manner giving scope for the students to follow the Academic Integrity Policy
● In all other assessments like any extended piece of work, projects, any lab reports, commentary, explorations etc, the scope for Academic Integrity should be exhibited.
● Academic Integrity sessions and research skills sessions for teachers and students are frequently conducted to revise and reinforce the Academic Integrity Policy.

● Teachers monitor the work in progress, and through collaborative meetings and Professional Development programs the practice on the implementation of Academic Integrity is discussed.

Process of Identification of authenticity of work:

● Teachers can identify originality of work by observing the level of each student during any informal classroom conversations and while going through the assignments.

- Interim meetings before the task submission help the teachers in gauging the authenticity of work.

● Teachers can test the understanding level of the student during the formal interviews or viva after submission of the work.
● Use of Turnitin wherever required and appropriate

Consequences of violation of Academic Integrity policy:

The students need to be principled and maintain the norms of Academic integrity.
Malpractice incidents will be discussed with the student and then reported to parents, counselor, and Coordinators.
The action against malpractice will be taken in three phases from MYP1 onwards:
1 First violation of norms will call for no grades(0) in the assignment / assessment under consideration. Parents would be called to the school and intimated verbally about the same.
2 Second violation of norms will call for no grades(0) in the assignment / assessment under consideration. Parents would be called to the school and intimated about a written warning issued to their wards.
3. Third violation of norms calls for expulsion from school.
For further clarification, refer to the Penalty matrix given in the Appendix.

Referencing:

The school has adapted MLA 9 format as its citation standard. Methods of referencing is taught by all the subject teachers in dedicated class-time as well as intermittent sessions taken by the resource coordinator on identifying primary and secondary resources, evaluation of resources, how to write the bibliography for each resource like books, videos, electronic resources etc in MLA 9 format and use proper in-text citations format.

Selection of resources:

● Generic information on unauthentic or improbable websites like Wikipedia, Sparknotes, Answers.com, Yahoo answers, Ask Me, About, Shmoop, Gradesaver and such must not be relied on.
● Blogs and personal web-pages must be read carefully. Students must be aware of quoting from sources which display subjective opinion or dubious information as blogs, web forums, materials published by an entity that may have an ulterior motive

are often considered to be less credible.

- Students are encouraged to do their research from a variety of authentic sources like literary journals, magazines, documentaries, books etc. Given here are the examples of some highly credible resources like
    - ❖ reputable news sources eg:timesofindia.com,
    - ❖ official government websites eg: http://ibm.nic.in/,
    - ❖ institutional sites that represent universities or respected organizations eg: https://www.mphasis.com/home/corporate/about-mphasis.html
- Students are encouraged to practice effective online search skills (for example, use of Booleans encouraged to use primary resources and print materials on a regular basis.

AI Tools:

The IB does not ban the use of AI software. But students need to be aware that the IB does not regard any work produced by such tools to be their own. Therefore, as with any quote or material from another source, it must be clear that any AI-generated text, image or graph included in a piece of work has been copied from such software. The software must be credited in the body of the text and appropriately referenced in the bibliography. If this is not done it will be considered as a form of academic misconduct.

Guidelines for using the AI tool:

· If the use of the text or any other product produced by an AI tool—be that by copying or paraphrasing that text or modifying an image—they must clearly reference the AI tool in the body of their work and add it to the bibliography.

· The in-text citation should contain quotation marks using the referencing style already in use by the school and the citation should also contain the prompt given to the AI tool and the date the AI generated that text

Mode of Communication:

The academic integrity policy is published on the school website, mailed to all parents and students at the beginning of year, excerpts added in the handbook and discussed in all grade levels in detail by the resource coordinator and reinforced in classrooms by subject teachers

Academic Integrity Agreement:

For the PYP exhibition, Summative Assessments, Personal Projects, e-Portfolios, Extended Essays, Theory of Knowledge, Written tasks and assignments and Internal Assessments, the students will have to sign the academic integrity agreement.

Review of Policy:

Academic Integrity policy is reviewed <mark>once every year</mark> by all the staff and revised when needed by the Resource Coordinator in consultation with Programme Coordinators. The policy was last reviewed in July 2021 and again updated in March 2023 (regarding AI tools).

अकादमिक सत्यनिष्ठा नीति

अंतर्राष्ट्रीय स्तर के संगठन और चोइथराम इंटरनेशनल द्वारा शैक्षणिक दृढ़ नैतिकता नीति का ईमानदारी और सत्यनिष्ठा से पालन करना एक अनिवार्य हिस्सा है। शैक्षणिक ईमानदारी को सभी हितधारकों द्वारा सकारात्मक रूप से देखा जाना चाहिए और उन्हें अपने कार्यों और उनके परिणामों की जिम्मेदारी लेते हुए दृढ़ नैतिकता और ईमानदारी के साथ कार्य करना चाहिए। इस प्रकार, "सिद्धांतवादी" होने का प्रयास करते हुए, स्कूल समुदाय के सदस्यों से ईमानदारी, जिम्मेदारी और नैतिक रूप से कार्य करने की अपेक्षा की जाती है।

अकादमिक ईमानदारी

अकादमिक सत्यनिष्ठा शिक्षा का एक ऐसा मार्गदर्शक सिद्धांत है और एक जिम्मेदार तरीके से कार्य करने का विकल्प भी है, जिससे दूसरे व्यक्ति हम पर विश्वास कर सकें। यह वैध, प्रामाणिक और विद्वतापूर्ण कार्य के उत्पादन में नैतिक निर्णय लेने और व्यवहार की नींव है। निष्पक्षता और विश्वसनीयता सुनिश्चित करने और दूसरों के प्रति सम्मान विकसित करने के लिए इसकी आवश्यकता है।

शैक्षणिक कदाचार

अकादमिक कदाचार एक ऐसा व्यवहार है (जो चाहे जानबूझकर या अनजाने में) जिसके परिणामस्वरूप एक या एक से अधिक मूल्यांकन घटकों में छात्र या किसी अन्य छात्र को अनुचित लाभ (जो अन्य छात्रों को नुकसान पहुंचाता है) प्राप्त होता है।

शैक्षणिक कदाचार में साहित्यिक चोरी, मिलीभगत, काम का दोहराव, उद्धरणों में नकली वेबसाइटें शामिल हैं। कदाचार में कोई अन्य व्यवहार भी शामिल है, जो एक उम्मीदवार के लिए अनुचित लाभ प्राप्त करता है या जो किसी अन्य उम्मीदवार के परिणामों को प्रभावित करता है जैसे, परीक्षा कक्ष में अनधिकृत सामग्री ले जाना या परीक्षा के दौरान कदाचार या होम असाइनमेंट तैयार करते समय बाहरी ट्यूटर से अनुचित लाभ उठाना। डेटा का हेरफेर या निर्माण जिसमें अनधिकृत निर्माण, परिवर्तन या सूचना की रिपोर्टिंग शामिल है।

शिक्षक की ज़िम्मेदारी

- सत्र की शुरुआत में शिक्षकों द्वारा छात्रों को अनुसंधान कौशल और उपकरणों के प्रति उन्मुख किया जाना चाहिए।
- संसाधन समन्वयक और विषय शिक्षकों को छात्रों को अनुसंधान कौशल विकसित करने और उद्धरणों का अभ्यास करने में मदद करनी चाहिए।
- शिक्षकों को यह सुनिश्चित करना चाहिए कि छात्रों की बेईमानी और कदाचार के अवसर को कम करने के लिए असाइनमेंट और मूल्यांकन संरचित हैं।
- शिक्षकों को उनकी संबंधित कक्षाओं में छात्रों को इस बात से अवगत करवाना चाहिए कि अकादमिक बेईमानी क्या है और यह सीखने की प्रक्रिया को कैसे कमजोर करती है?
- शिक्षकों को छात्रों को अकादमिक बेईमानी के परिणामों से अवगत कराना चाहिए।
- शिक्षकों को यह सुनिश्चित करना चाहिए कि छात्र स्वयं के मौखिक और लिखित कार्य का समर्थन करने के लिए दूसरों के शब्दों और विचारों का उचित रूप से उपयोग करना सीखें।

छात्रों की जिम्मेदारियां:

एक उम्मीदवार को जवाबदेह ठहराया जाना चाहिए यदि वे कोई ऐसा काम प्रस्तुत करते हैं जो उनका अपना नहीं है, भले ही उनके द्वारा साहित्यिक चोरी अनजाने में या जानबूझकर की गई हो।

छात्रों से अपेक्षा की जाती है:

- उसे किसी भी प्रकार की अकादमिक मिलीभगत, साहित्यिक चोरी, काम के दोहराव या किसी अन्य प्रकार के शैक्षणिक कदाचार में लिप्त नहीं होना चाहिए।
- जब किसी अन्य छात्र ने उपर्युक्त शैक्षणिक बेईमानी में से कोई भी कार्य किया हो तो संबंधित शिक्षक/समन्वयक को सूचित करना चाहिए ।
- यह सुनिश्चित करके प्रामाणिक कार्य प्रस्तुत करना चाहिए कि उन्होंने संसाधनों का मूल्यांकन करके उचित उद्धरणों और प्रामाणिक वेबसाइटों का उपयोग किया है।
- ऐसा कार्य प्रस्तुत नहीं करना चाहिए जो प्रस्तुत किए गए कार्य में उपयोग किए गए सभी स्रोतों को नकली वेबसाइटों के बिना या किसी संदर्भ को छोड़े बिना स्वीकार करता है।
- अभ्यास किए गए कुशल अनुसंधान कौशल और हस्ताक्षरित रूप में लागू की गई अकादमिक ईमानदारी नीति को सुनिश्चित करने के लिए चेकलिस्ट के साथ सभी कार्य करना चाहिए

माता-पिता/कानूनी अभिभावकों की जिम्मेदारियां:

- अभिभावक द्वारा बच्चे में अकादमिक ईमानदारी की भावना विकसित करना और सकारात्मक रूप से उसे प्रामाणिक कार्य प्रस्तुत करने के लिए प्रोत्साहित करना । सीमा से ज्यादा मदद करने के बजाय अपने बच्चे का एक हद तक मार्गदर्शन करना । साथ ही अपने बच्चे में सिद्धांतवादी बनने के लिए जिम्मेदारी की भावना विकसित करने में स्कूल के कर्मचारियों का समर्थन करना चाहिए ।

सीआई में अकादमिक सत्यनिष्ठा सुनिश्चित करने के लिए उपाय/प्रक्रियाएं:

- शिक्षकों, छात्रों और अभिभावकों को उन्मुखीकरण द्वारा अकादमिक अखंडता पर जोर दिया जाता है। इसे हर संभव असाइनमेंट के साथ सुदृढ़ किया जाता है।
- रचनात्मक और साथ ही योगात्मक मूल्यांकन इस तरह से बनाए जाते हैं कि छात्रों को अकादमिक सत्यनिष्ठा नीति का पालन करने की गुंजाइश मिले।
- अकादमिक सत्यनिष्ठा नीति को संशोधित करने और सुदृढ़ करने के लिए शिक्षकों और छात्रों के लिए अक्सर अकादमिक सत्यनिष्ठा सत्र और अनुसंधान कौशल सत्र आयोजित किए जाते हैं।
- शिक्षक कार्य की प्रगति की निगरानी करते हैं, और सहयोगी बैठकों और व्यावसायिक विकास कार्यक्रमों के माध्यम से अकादमिक सत्यनिष्ठा नीति के कार्यान्वयन पर चर्चा की जाती है।
- शिक्षक किसी भी कक्षा में अनौपचारिक बातचीत के द्वारा और असाइनमेंट के दौरान प्रत्येक छात्र के स्तर को देखकर काम की मौलिकता की पहचान कर सकते हैं।
- जहां भी आवश्यक हो टर्निटिन का उपयोग करना उपयुक्त है।

अकादमिक सत्यनिष्ठा नीति के उल्लंघन के परिणाम:

कदाचार की घटनाओं होने पर छात्र के साथ चर्चा की जाएगी और फिर माता-पिता, परामर्शदाता और समन्वयकों को रिपोर्ट की जाएगी। एम॰वाई॰पी॰ में कदाचार के विरुद्ध तीन चरणों में कार्रवाई की जाएगी:

1. मानदण्डों का पहले उल्लंघन पर विचाराधीन असाइनमेंट/मूल्यांकन में कोई ग्रेड (0) नहीं दिया जाएगा। अभिभावकों को स्कूल बुलाकर इस बारे में मौखिक रूप से सूचित किया जाएगा।
2. मानदंडों का दूसरे उल्लंघन पर विचाराधीन असाइनमेंट/मूल्यांकन में कोई ग्रेड (0) नहीं दिया जाएगा। माता-पिता को स्कूल बुलाया जाएगा और उनके बच्चे को जारी की गई लिखित चेतावनी के बारे में सूचित किया जाएगा।
3. मानदंडों का तीसरा उल्लंघन करने पर स्कूल से निष्कासन किया जाएगा।

अधिक स्पष्टीकरण के लिए, स्कूल की अकादमिक सत्यनिष्ठा नीति देखें

References:

1 Academic honesty guidance for Schools, IB publication, IB OCC,
http://www.ibo.org/globalassets/digital-tookit/brochures/academic-honesty-ib-en.pdf,
[Accessed: 15/3/2015]

2 OWL Purdue university, https://owl.english.purdue.edu/owl/section/2/ [Accessed
15/3/2015]

3 Effective citing and referencing, IB publication, IB, OCC

4.Academic Integrity ,International Baccalaureate Organization ,2019
https://www.ibo.org/contentassets/76d2b6d4731f44ff800d0d06d371a892/academic-integrity-poli
cy-english.pdf [Accessed 31/01/2022]

5 Cebu International School, Academic Honesty, 2014, https://cis.edu.ph/wp
content/uploads/2013/06/Academic-Honesty.pdf

ANNEXURE

ANNEXURE 1:

Sample Bibliography Page

1. Broer, Lawrence R., and Gloria Holland. *Hemingway and Women: Female Critics and the Female Voice*. Tuscaloosa: U of Alabama P, 2002.

2. *Flannery O'Connor Collection*. 7 July 2006. Georgia College and State University. 31 August 2006. <http://library.gcsu.edu/~sc/foc.html>.

3. Harbord, Janet. *The Evolution of Film: Rethinking Film Studies*. Cambridge: Polity, 2007.

4. Jeromack, Paul. *"This Once, a David of the Art World Does Goliath a Favor."* New York Times 13 July 2002, late ed.: B7.

ANNEXURE 2:

SAMPLES OF ACADEMIC MISCONDUCT

PLAGIARISM : The student has copied a portion of the text and did not acknowledge the original source claiming his/her own work.

> However, if this same area of knowledge is explored further, a contrasting result comes to be achieved. The noted religion of Paganism does not have a lot of followers however what is interesting is the manner in which they pray. Even though there aren't any established places of worship however they don't use language extensively as other religions do. Pagans worship mostly using their thoughts however these aren't worded and hence language doesn't hold significance in the religion. Instead sense perception is widely used as a way of knowing the religion. Meditation, dance and music is considered a way of worship and thus not much use of language exists. Moreover, no form of ancient religious texts exist that are universally used and followed. Hence, we can say that in this religion in the same area of knowledge, language doesn't hold major significance in understanding and practicing the religion and hence there is no effect or possibility of interpreting the information differently.

A sample text taken out of a TOK essay. The student has written about Paganism. However, the bibliography below clearly indicates that the paragraph has no acknowledgement. Paganism and black bible is not a common knowledge. Hence, the above passage is Plagiarised and if this is the scenario, a sure case of Zero and the student will not be awarded the IB Diploma.

Bibliography:

1) "The Bombing of Hiroshima and Nagasaki." Hiroshima & Nagasaki Atom Bombs. Atom Central. Web. 05 Dec. 2015.

2). "The India-Pakistan War of 1965 - 1961–1968 - Milestones - Office of the Historian." The India-Pakistan War of 1965 - 1961–1968 - Milestones - Office of the Historian. Web. 12 Dec. 2015.

The bibliography is shown above where no acknowledgement of the source related to Paganism is mentioned.

ANNEXURE 3:

Sample example of Collusion:[2]

Student 1 prepares a data as shown below:

Strategy	Low Price	High Price
Low Price	0,0*	20,-1
High Price	-1, 20	15, 15

Student 2 prepares a data as shown below:

Strategy	Low Price	High Price
Low Price	0,0	20,-1
High Price	-1, 20	15, 15*

Both the students' data collection report has the same results which is the matter of concern.

ANNEXURE 4:

Sample example of closely paraphrasing:

The student has changed the synonym for a few words, however, the sentence and the meaning has not been changed as shown below.

Example: Movies can be divided into three categories.
Films can be divided into three types.

Or in the second example as shown below:

> 1women, who walked the streets carrying sheet to lay on the ground. There were women who worked out of lodgings, apartment like rooms with a solitary window. However there were also madams

2 Credit and Thanks to Source: http://slideplayer.com/slide/3829569/

ANNEXURE 5:

Sample example for in-text citation:

> And they found the stone rolled away from the tomb, but when they went in they did not find the body of the Lord Jesus

In the example above the text has been copied word to word from the bible. However, the source has not been in-text cited. Even if the student has cited the source in the bibliography, if he/she has failed to do the in-text citation or acknowledge in the footnote, it is plagiarised.

The sample shown below is one of the correct ways of writing an in-text citation.

> 5Luke 24:2-3 "And they found the stone rolled away from the tomb, but when they went in they did not find the body of the Lord Jesus"

ANNEXURE 6:

Sample example for faking the citation:
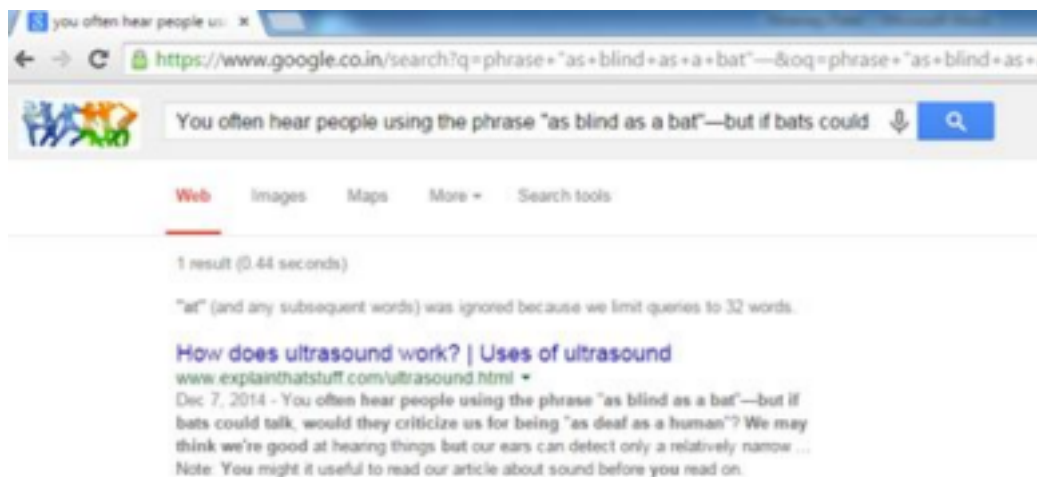
In the screenshot shown below, the student has referred to only one website to complete his assignment. The entire document is from the link shown below.

Bibliography:-
http://www.explainthatstuff.com/ultrasound.html
http://www.gitam.edu/eresource/Engg_Phys/semester_1/ultrason/appl.htm
https://answers.yahoo.com/question/index?qid=20071018034219AAdDoRO

However, he has written many websites in his bibliography to prove that he has done a great research work with various websites. The sample is as shown below.

ANNEXURE 7:

CHECKLIST TO HELP YOU PREVENT PLAGIARISM IN YOUR WORK

S.No	Check	Mark a √ if done
1	Paraphrased correctly. Referenced all parts of your work including the ideas that were not originally written by you.	
2	Used direct quotations sparingly and in-text cited	
3	Acknowledged every image, diagram or figure (unless you created it).	
4	Included bibliography for all the resources used	

5	Maintained a copy of the original sources that has been used	
6	Unless it is a direct quote with in-text citation, not copy and pasted the text from another source	
7	Used your own work and not submitted another student's work	
8	Used your own work and not worked by someone else or submitted by someone's work as your own.	
PLAGIARISM CAN BE AVOIDED BY FOLLOWING THE ABOVE CHECKLIST		

ANNEXURE 8:

Choithram International
An IB World School

Cambridge Assessment
International Education
Cambridge International School

Distinguished School

ACADEMIC INTEGRITY AGREEMENT

I_____, a student of _____ do hereby declare that I have read the Academic Integrity Policy and am aware of the general code of conduct in this regard. I shall, in no way, indulge in plagiarism, collusion or any other academic malpractice. If I do so, I will be ready to face the consequences which may even lead to "No award of the MYP Certificate / Diploma".

Signature of the Candidate   Signature of the Parent

Date:

Appendix 1

Penalty matrices

This section contains the IB penalty matrices detailing infringements by the student and the level of penalty which may be applied by the IB. In the event of an unprecedented and/or extraordinary incident please see "Good practice for investigating academic misconduct."

Written and oral coursework and examinations

Infringements	Level 1 penalty **Warning letter to the student**	Level 2 penalty **Zero marks for component**	Level 3a penalty **No grade for subject(s) concerned—see note 1**	Level 3b penalty **No grade for "parallel" subjects —see note 2**
Plagiarism *Copying external sources.*	Not applicable.	Between 40–50 consecutive words and incomplete acknowledgement of copied source(s).	More than 51 consecutive words copied and no acknowledgement of source(s) given—see note 3.	Not applicable.
Peer plagiarism *Copying work from another student.*	Not applicable.	Between 40–50 consecutive words with no acknowledgement and/or attempt to cite the copied source(s).	More than 51 consecutive words copied or submitting somebody else's work as one's own.	Not applicable.
Peer plagiarism *Student lending or facilitating their work.*	Student took reasonable steps to prevent their work being copied.	Student took no steps to prevent their work being copied or actively encouraged the copying of their work.	Student actively tried to sell their work to be submitted by others.	Student actively tried to sell the work of third parties to be submitted by others.
Collusion *Coursework only and when working collaboratively.*	Work of students show close similarity.	Work of students has similarities— less than 30%— and/or identical sections.	Work of students has extensive similarities—more than 31%—and/or identical sections.	Not applicable.
Submitting work commissioned, edited by, or obtained from a third party —see note 4	Not applicable.	Student submits work heavily edited by a third party to circumnavigate the rules on teacher support. *A penalty will be applied for any student in the same or different school providing the service or facilitating work.*	Student submits work that was entirely produced or edited by a third party. *A penalty will be applied for any student in the same or different school providing the service or facilitating work.*	For a student in the same or another IB World School providing the service.

Infringements	Level 1 penalty **Warning letter to the student**	Level 2 penalty **Zero marks for component**	Level 3a penalty **No grade for subject(s) concerned—see note 1**	Level 3b penalty **No grade for "parallel" subjects —see note 2**
Inclusion of inappropriate, offensive, or obscene material	Minor offence—see note 5.	Moderate offence—see note 6.	Major offence—see note 7.	Major offence.
Duplication of work	Not applicable.	Presentation of the same work for different assessment components or subjects. *Partial reuse of materials; penalties will be applied to both subjects with reused materials.*	Presentation of the same work for different assessment components or subjects. *Complete reuse of materials; penalties will be applied to both subjects with reused materials.*	Not applicable.
Falsification of data	Not applicable.	Presentation of work based on false or fabricated data.	Not applicable.	Not applicable.

Conduct during an examination

Infringements	Level 1 penalty **Warning letter to the student**	Level 2 penalty **Zero marks for component**	Level 3a penalty **No grade for subject(s) concerned—see note 1**	Level 3b penalty **No grade for "parallel" subjects —see note 2**
Possessing unauthorized material in the examination room —see note 8	In candidate's possession but surrendered or removed during the first 10 minutes of the examination.	In candidate's possession but no evidence of it being used during the examination.	In candidate's possession and evidence of it being used during the examination.	Not applicable.
Exhibiting misconduct or disruptive behaviour during an examination— see note 9	Not applicable.	Non-compliance with the invigilator's instructions during one component.	Repeated non-compliance with the invigilator's instructions during one examination or non-compliance during two or more examinations. *Penalties could be applied to multiple subjects if incidents happen during the completion of*	Not applicable.

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned—see note 1	Level 3b penalty No grade for "parallel" subjects —see note 2
			different subject papers.	
Exchanging, passing, obtaining or receiving verbal or written information from other students during the examination completion time— or attempting to	Not applicable.	Not applicable.	When candidates try, successfully or not, to share answers and/or examination content with others. *Penalties will be applied to all candidates participating in the incident.*	For a candidate in the same or another IB World School aiding other candidates.
Removal of secure materials such as examination papers, questions and answer booklets, from the examination room	Not applicable.	Candidate attempting to remove secure materials, but identified by invigilators before leaving examination room.	Candidate successfully removing secure materials from the examination room.	Not applicable.
Impersonating an IB candidate— both impersonator and person allowing impersonation	Not applicable.	Not applicable.	For both candidates allowing or conducting an impersonation.	For the candidate conducting the impersonation. *If the impersonator is not an IB student, the IB will try to establish their identity and inform the relevant awarding body that impersonator is or was registered for. If the impersonator is an IB graduate, the IB will apply penalties retrospectively.*
Failing to report an incident of academic misconduct	Not applicable.	Not applicable.	When student is aware of the act of misconduct, but decides not to report it to their school administrators.	When student is aware of the act of misconduct, but decides not to report it to their school administrators.

Conduct that threatens the integrity of the examination

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned—see note 1	Level 3b penalty No grade for "parallel" subjects —see note 2
Gaining access to IB examination papers before examination's scheduled time	Not applicable.	Not applicable.	Candidate in possession of partial or complete live examination content.	When in possession of partial or complete live examination content.
Sharing of IB examination paper content before or during the examination's scheduled time, or within 24 hours after the examination	Not applicable.	Not applicable.	Candidate sharing partial or complete live examination content through any means, including but not limited to, email, text messages and the internet, even when shared information is general.	Assisted the sharing of partial or complete live examination content.
Assisting another student(s) in committing an act of academic misconduct—see note 10	Not applicable.	Not applicable.	When a student assists the act of misconduct.	When a student assists the act of misconduct.
Failing to report an incident of academic misconduct	Not applicable.	Not applicable.	When student is aware of the act of misconduct, but decides not to report it to their school administrators.	When student is aware of the act of misconduct, but decides not to report it to their school administrators.

Interfering with an academic misconduct investigation

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned—see note 1	Level 3b penalty No grade for "parallel" subjects —see note 2
Not cooperating with an investigation, whether involved or not	Not applicable.	Not applicable.	When a student shows any of these behaviours and/or refuses to submit a statement.	When a student shows any of these behaviours and/or refuses to submit a statement.

Infringements	Level 1 penalty	Level 2 penalty	Level 3a penalty	Level 3b penalty
	Warning letter to the student	**Zero marks for component**	**No grade for subject(s) concerned—see note 1**	**No grade for "parallel" subjects —see note 2**
Providing misleading or demonstratively false information	Not applicable.	Not applicable.		
Attempting to influence witnesses	Not applicable.	Not applicable.		
Showing threatening behaviour to the person carrying out investigation or to witnesses	Not applicable.	Not applicable.		

Forgery or falsification of IB grades or certificates

Infringements	Level 1 penalty	Level 2 penalty	Level 3a penalty	Level 3b penalty
	Warning letter to the student	**Zero marks for component**	**No grade for subject(s) concerned—see note 1**	**No grade for "parallel" subjects —see note 2**
Forgery or falsification of IB grades or certificates *Attempt to fraudulently amend a result in a subject —electronic or hard-copy certificates and transcripts.*	Not applicable.	Not applicable.	Students may receive additional sanctions depending on the number of subjects affected.	