



Promising Futures

## **GENESIS VISION ,MISSION & PHILOSOPHY**

### **VISION STATEMENT**

The vision of its Founders is to develop GGS into an autonomous, multicultural, multinational International School. A GGS education must be secular, relevant and continuously align with changes in the global economy, society & environment, while providing a pre-eminent intellectual and creative milieu to our community.

### **MISSION STATEMENT**

GGS will produce young men and women of exceptional calibre who will always keep in mind the global context of matters. These future leaders will keep sustainability at the core of their endeavours. The world is connected and a GGS education will always prepare students for global citizenship of an increasingly interconnected world. The School's curriculum will be purposefully aligned with globally accepted best practices which at its core will strive continuously for service to the whole human community.

The School will be receptive to ever-evolving learning and teaching practices, which will include:

- Using Music, Speech, Dance & Drama as an integral inclusion in the Curriculum.
- Differentiated Learning.
- Learning and Teaching using the multiple intelligence format.
- Collaborative Learning.
- Service Learning and Outdoor Education.
- Anytime- Anywhere Learning.

Our sense of belonging to Indian society and culture is the bedrock of our behaviour in all

matters while reaffirming our global nature. It shall recognize and celebrate the rich diversity within and between countries and its peoples, and, at the same time affirm the unity of humankind.

## **PHILOSOPHY**

GGS is imagined as an International School. Our students will travel the globe in their quest for higher learning and to find purposeful and meaningful careers. To assist them in this task the school will strive to be a healthy representation of the global community and practices. Our students must appreciate the:

- The diversity of humankind while not losing their identity.
- Understand acquired knowledge which promotes the similarity in culture and people, while continuously working for their community and country.

The underlying principle which will guide GGS into its future, will be -

A day & residential school, secular in tradition and identity, where people of all nationalities and cultures mutually learn, live and study together.

Active learning is important for us because at our focus is the Learner. This approach will be the main driver for learning at every level, age and group. With the ever-increasing advancements in learning & teaching technology, the Institution will strive to induct technologies & processes, in keeping with the needs of the student now and in the future.



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## **THE GGS ACADEMIC HONESTY POLICY**

The rationale for this policy is to encourage our students to work with integrity and produce original ideas in their work. The presentation of authentic work is essential to good character, scholarship and practice.

At the very outset, teachers counsel students on the policies that are fundamental in implementing the Academic Honesty Policy of the School, both for the students and the teachers. The school advises the students to be original and authentic in all their academic pursuits at any given time. This means that students must ensure that they don't get involved in plagiarism, duplication of work or collusion.

### **What is Academic Honesty?**

Academic Honesty refers to:

- Proper conduct in relation to the conduct of examinations.
- The full acknowledgement of the original authorship and ownership of creative material.
- The production of 'authentic' pieces of work.
- The protection of all forms of intellectual property - which include forms of intellectual and creative expression, as well as patents, registered designs, trademarks, moral rights and copyright.

### **Academic Dishonesty, therefore, involves:**

- Plagiarism.
- Collusion.
- Duplication of work.
- All forms of malpractice.

### **What is Malpractice?**

Malpractice is behaviour that results in, or may result in the candidate or any other candidate gaining an unfair advantage in one or more assessment component.

Malpractice may include:

- Plagiarism: The representation of the ideas or work of another as the candidate's own.
- Collusion: Supporting malpractice by another candidate - allowing one's work to be copied or submitted for assessment by another.
- Duplication of work: The presentation of the same work for different parts of the diploma. (An example would involve submitting the same piece of work for a History Extended Essay and the History internal assessment)
- Making up data for an assignment
- Falsifying a CAS record
- Taking unauthorised material into the examination room, including a mobile phone, an electronic device, own rough paper, notes ...
- Misbehaving during an exam, including any attempt to disrupt the examination or distract another candidate
- Copying the work of another candidate
- Referring to or attempting to refer to, unauthorised material that is related to the examination
- Failing to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of an examination
- Impersonating another candidate
- Including offensive material in a script
- Stealing examination papers
- Disclosing or discussing the content of an examination paper with a person outside the immediate community within 24 hours after the examination
- Using an unauthorised calculator during an examination
- Concealing and/or using unauthorised software on a graphic calculator, particularly, but not only, during examinations

## **FURTHER EXPLANATION OF SOME TERMS:**

### **PLAGIARISM**

- That the students do not copy and use any readymade text easily available on the net or other sources as it amounts to plagiarism and is opposed to the Academic Honesty Policy of the School. The internet can be used to enhance research work and collection of data but in no case, should the language or ideas or expressions be copied from the internet as this may also lead to violation of intellectual property rights and patent rights.
- That they clearly state the source of their information or quotes in foot notes or bibliography while attempting research based assignments / projects. For instance,

if a student has made use of a quote, paraphrase, power point presentation, documentary, map, illustration, graph or certain images from the internet, the student must acknowledge the use of this information from a defined site/source. The students should also give due credit or acknowledgement to an artist, author, columnist or essayist who has positively influenced his/her imagination. In fact, teachers at Genesis Global School encourage students to make it a habit to use quotation marks, indentation or some other accepted means to indicate that the words are not their own.

- That they do not represent the ideas or works of others as their own.
- Paraphrasing is writing a piece of text out in your own words. You can do this, but you must acknowledge the source you have used.
- Candidates must record the addresses of all websites from which they obtain information during their research, including the date when each website was visited. This record is maintained in a separate log book. Simply stating the search engine is not acceptable.
- CD ROMs, DVDs, email messages and any other electronic media are treated in the same way as journals, books and the internet.

## **DUPLICATION OF WORK**

- That students do not copy ideas or language from other students while attempting class activities, assignments or projects.
- That students do not use the same matter for two different assignments or projects as it amounts to malpractice. For example, if a candidate submits the same or a very similar piece of work for Economics internal assessment and for an extended essay in Economics, it is viewed as malpractice. However, the student can research on another dimension of the same problem and submit that work.
- That they do not copy information from notes or reference material provided by teachers.
- That they do not translate the work from one language to another language and submit it as fresh work.

## **COLLUSION**

- That the students understand the fine difference between collaboration and collusion. While discussing issues in open forums, group discussions, brain storming sessions, group activities, debates, etc. can enhance collaborative learning; students need to ensure that their works are different from each other in introduction, analysis, and conclusion. Copying someone else's work is collusion. Even if you have 'collaborated' with another student, the work you present must be your own. *Collusion is considered a malpractice and will be penalised.*

- That outside the class the students must work independently in collecting and recording data and their projects must be based on different data collected or measurements generated.

## **OTHER MALPRACTICES**

- That the students do not fabricate or alter data to suit their needs.
- That they are not allowed to carry unauthorised material into the exam room.
- That they are not allowed to leave/access unauthorised materials in the bathroom/restroom.
- That they do not misbehave during exams like disrupting and distracting other candidates.
- That they do not exchange information, or collude.
- That they comply and cooperate with the invigilators.
- That they do not impersonate another candidate.
- That they do not access examination papers or any other relevant information using unfair means.
- That they do not use unauthorised calculators/electronic devices.
- That no faculty member / invigilator extends any academic assistance to the examinees.
- That at no point of time during the examination the students are left unsupervised.
- That they do not use any sign language/gestures to exchange information during the examinations.
- That they do not write any relevant information on their body parts/furniture/wall/handkerchiefs, etc. during the examinations.
- That no relevant information is displayed on walls or notice boards of the examination hall.
- That the teacher does not conceal or overlook any malpractice.

## **SANCTIONS IN CASE OF MALPRACTICES**

Students and teachers are required to study this document on Academic Honesty thoroughly to enable a comprehensive understanding of the various forms of plagiarism and its avoidance. Students and teachers are to work closely following the continuous assessment and evaluation practices that will help them to reflect on their work. Regular feedback from teachers greatly reduces the cases of malpractices in students' work. It is the responsibility of the teachers to monitor their students' work periodically and help them ensure that it is strictly in accordance with the School's Academic Honesty Policy. To help achieve this, there are internal penalties in place for the cases of malpractices in the internal assessment work in school viz. class work, home assignments and internal examinations.

Penalties are imposed on a candidate found guilty of malpractice to:

- Ensure that the candidate does not gain an unfair advantage
- Maintain the integrity of the examination session by excluding those candidates who have abused the system
- Deter other candidates from taking the same action.

## **PENALTIES:**

These are applicable in case of malpractices detected in the School's activities such as class and home assignments, class tests, school examinations and the draft stages of course work. The malpractice is investigated by the discipline committee of the school which includes the Principals/Section Heads/Coordinators/HODs and the subject teachers. The sanctions will be as follows:

**1st Offence** - The student is given a warning by the committee and made to read and understand the academic policy document again. They will also be counseled by the teacher concerned to ensure that they do not repeat the malpractice. The student is required to redo the work.

The parents are notified of the malpractice and the case is noted in the School records.

**2nd Offence** - The student is awarded a zero in the piece of work in question. The student is issued a yellow card consequently. They will be put under constant monitoring of the teachers for a specific duration of time and must report their everyday actions through the card. The card helps as a constant reminder of the mistake made and dissuades the student to repeat it.

Parents are notified and the case is noted in the School records.

**3rd Offence** - The student is issued a red card along with suspension. At the discretion of the concerned Principal, the student can be asked to withdraw from the Diploma Programme. The student may be debarred from participating in important school activities for a specific period.

Parents are notified, and the case is recorded in the School records.

## **Academic Honesty in IB MYP**

### **Developing Academic honesty in classroom**

Reading the academic honesty by teachers themselves and getting doubts clarified, if any.

Familiarizing the students with Academic Honesty document and its requirements

Asking the students to sign an agreement letter and getting it endorsed by the respective parents.

Discussing with the students to read the citation skill mapping document and follow to best of their understanding

Inviting the Librarian of the school and getting students learn how to do citation and avoid plagiarism

Teachers acknowledging their work, presentations and notes and thus, acting as a role model for the students.

Having a short viva-voce with the students as and when there's a suspicion about student's work

Ensuring student's presentation, research works are properly acknowledged/cited thus making students principled in practice.

### **Role of a teacher**

1. Ensuring the students are familiarized with academic honesty document and its practice in their work
2. Acting as a role model by acknowledging their own work like presentations, handouts, lab work etc
3. Having activities which develop creativity
4. Valuing the process of students rather than just outcome of a task. This would enhance creativity and critical thinking in students
5. Reinforcing the importance of acknowledging the work of others and authors.
6. Inviting the Librarian occasionally to talk about the importance of academic honesty.
7. Teachers will address academic honesty or dishonesty in authentic contexts and particularly in the area of assessment
8. Aware of what constitutes academic dishonesty and its sanctions
9. Reports to the MYP coordinator if comes across any plagiarized work
10. Handle all cases of academic misconduct with confidentiality
11. Sign the form /statement "Declaration of Compliance with the IB Regulations and Academic Honesty"

### **Role of a student**

1. To read and understand the school's Academic Honesty Document
2. Must be well-familiarized with the standards of academic honesty and its requirements
3. Living up to the principles of academic honesty
4. Students are expected to show integrity in their work thus acquiring the learner profile, 'Principled'.
5. Record data and other information without failing to quote the resources
6. Learn to communicate the information in his/her own language

7. Learn to do clear and full citation
8. Work collaboratively and share information with honesty
9. Learn and bring academic honesty in practice with the increasing higher level of expectations as mentioned in the mapping of citation for MYP students.
10. Discuss with the teacher in case of any doubts.
11. Submit authentic, properly cited work and in time

### **Role of Parents:** Parents are expected to

1. Be aware of Academic honesty document of the school
2. Support student's learning integrity at home
3. Support the school's academic honesty policy, its expectations
4. Encourage students to meet the respective subject teacher for the help and support
5. Counsel them on the importance of process is more than the end result.
6. Getting low achievement level is better than getting a zero on the plagiarized work

### **Role of the School**

1. Developing a school policy on Academic Honesty and bringing in transparency in the expectations, violations and sanctions
2. Training the staff to familiarize with Academic honesty document of the school and its rules and regulations.
3. Communicating the Academic honesty document to the stakeholders of the school  
Uploading the Academic honesty document on the school's official site to make it accessible to all stakeholders of the school
4. The librarian conducts professional development session on Academic honesty for the staff and the students
5. Review of the Academic honesty policy document once in a year. This needs to be done in the presence of Principal of the school, Librarian, staff.
6. Following the review of academic honesty document, changes are to be included in the policy document and updating the stakeholders of the school, like parents, students
7. Inclusion of Academic Honesty as one of the agenda for parent orientation. This will be done at least once in a year.

### **Role of the programme coordinator**

The MYP coordinator must ensure that

1. Students understand the standards of Academic Honesty document of the school
2. Students are aware of what constitutes academic dishonesty
3. Students are aware of the consequences of academic dishonesty practice or plagiarized work
4. The Librarian of the school maps the skills required for complete and proper citation of work is divided in three different levels and the students develop citation skills gradually over a period of their MYP course. Thus, scope and sequence of IBMYP is prepared and teachers and students given orientation on the same.
5. The MYP will follow the MLA 8<sup>th</sup> edition format for citation and bibliography.
6. Teachers follow the standards of Academic Honesty policy of the school

7. Review of academic honesty takes place once in a year
8. Changes after review are incorporated in the policy document and the same is communicated to the school's stakeholders.
9. Academic honesty document is uploaded on the school web site for everyone's access.
10. Ensuring use of turnitin software as early as possible.
11. Students and parents have signed the agreement letter for following Academic Honesty standards.
12. Makes teachers aware of the Academic Honesty document of IB.
13. Discuss with parents the importance of academic honesty and the consequences of any academic misconduct
14. Communicates the Academic honesty document with the parents via email and mention this in parent orientation events.

### **External Penalties For IBDP/IGCSE Students:**

External sanctions are devised by the IBDP/IGCSE in case of malpractices in the final work submitted by the student towards the assessment for the DP/IGCSE. In such cases, if the malpractice has been detected at the preparatory stage, the internal sanctions are applied to give a chance to the student to rectify their mistake. However, if the malpractice is detected after the submission of the work or very late, the course of action will be in accordance with the IBDP/CIE guidelines.

### **Breach of conduct by Examination Coordinator or Teacher:**

In case of a Teacher or Examination Coordinator indulging in a malpractice, the concerned Principal is expected to take an appropriate action against the teacher/coordinator in question.

### **The Role of Teachers and the Librarian in Promoting the Policy**

Teachers are to provide students with a convention for acknowledging all sources. It is important that for maintaining academic honesty teachers themselves are fully aware of such conventions. Teachers must provide students with examples of how to acknowledge sources. The examples to include a variety of sources (including CD-ROM, DVD, photographs, illustrations, art work and data) in addition to journals, books and websites.

Students and teachers are to be made aware that the requirement to acknowledge sources extends beyond text. The concepts of intellectual property and academic honesty include the use of footnotes or endnotes to acknowledge the source.

Teachers are to help students by structuring assignments to avoid generalized "reports" involving little more than information gathering. Instead, teachers must give specific guidelines that encourage students to develop their own ideas.

At all times the advice to students is to acknowledge other sources honestly and accurately.

Teachers must guard against what might be described as “academic negligence” and warn students about the consequences.

### **Educating students to refer sites:**

School makes use of online databases and libraries of books and journals, especially those providing materials that have been through an editorial or peer-review process.

Turnitin will be used to detect matches between text in students’ work and text available elsewhere. Turnitin services have their limitations and should be used with caution.

### **Investigating Malpractice**

The students are expected to review their own work before submission for assessment and before the cover sheet are signed.

When reading candidates’ work teachers must be vigilant for obvious changes in a candidate’s style of writing.

The teacher must be vigilant for familiar passages and, if necessary, check that such passages have not been copied from a textbook.

The School uses Turnitin software to detect plagiarism.

In case where the student pleads not guilty, the discipline committee decides on the student’s guilt or innocence after evaluating the evidence and is reasonably satisfied that the case against the student has been established.

Prior to imposing any penalty or making a decision on remedial action, the committee is to take into account relevant considerations such as any previous offences, the offender was under duress and the nature and the extent of plagiarism.

## **ROLES OF DIFFERENT ENTITIES**

### **The Role of the Head:**

He/she ensures that all students and teachers:

Understand what academic honesty and an authentic piece of work are.

Understand what constitutes academic malpractices (plagiarism, collusion and misconduct during an exam).

Know the consequences of being found guilty of malpractices.

The head is responsible for taking a decision in this regard.

### **The Role of the Teachers:**

To be vigilant enough for obvious changes in a candidate's style of writing, especially for work which seems too mature or too error free.

To read and check candidates' work for authenticity before submission in all students' work and assessment.

To report the matter to the Head of the School if a fellow teacher is found helping in malpractice in any way.

To promote adherence to School's policy on good academic practice and provide students with advice whenever necessary.

### **The Role of the Students:**

With reference to the academic honesty, students are responsible for the following:

That the work submitted is original.

That they acknowledge fully and correctly at all places, whenever anyone's idea or work has been referenced.

That they submit their work through some software that checks for duplication/plagiarism.

That they are responsible, if academic dishonesty is suspected, to prove that all pieces of work are their own and have not been plagiarized.

### **Guide to Bibliography Citation and Referencing**

#### **Why Reference?**

From reading academic articles and books, the students should be familiar with the scholarly practice of making references in the text to other people's work and providing listings of relevant source material at the end of the text.

#### **Reasons for referencing:**

To enable someone reading the document to find the material students have referred to or consulted

To demonstrate students width of reading and knowledge about a subject

To support and/or develop points made in the text

To avoid accusations of plagiarism: using somebody else's work without acknowledging the fact

## **Terminology:**

Reference is differently made to "citations", to "reference lists" and to "bibliographies".

Citation: a reference made in the text to a source of information. This can be in the form of a direct quotation, summarizing or paraphrasing.

References list: an organized listing of the works cited in the text, placed at the end of the document.

Bibliography: a full listing of all material consulted in relation to the research, including any source material not directly cited in the text, placed at the end of the document.

## **Organizing References:**

In carrying out any piece of academic research, the process can be viewed in two main stages:

Searching for, finding and reading relevant source material.

Using and citing material in the final project/results, which may require the inclusion of a references list and/or a bibliography.

Citation:

Numeric style- Collins (2001a), Collins (2001b), Collins (2001c) etc. Material cited in the Numeric style is identified by a number, beginning with 1 for the first citation and continuing in sequence. One of three forms of noting the number may be used:

Gray<sup>1</sup> considers how to run a ...

Gray [1] considers how to run a ...

Book :

Numeric style-Author(s) - family name, initials. Title of book. Edition. Place of publication: Publisher, Year, Page or chapter number(s).

Examples- Anthony, G. UK public law and European law. Oxford: Hart, 2002. [2] Cohen, H., Rogers, G.F.C. and Saravanamuttoo, H.I.H. Gas turbine theory.4th ed. Harlow: Longman, 1996. [3] Anthony (ref. 1, p.25)

Online journal articles:

Web-based journals only; for online versions of print journals, give a reference to the print format

Author(s) - family name, initials. (Year). Title of article. [Online]. (URL) Title of online journal, volume (issue). (Date accessed).

## Examples

Gadd, E., Oppenheim, C. and Probets, S. (2003).

The RoMEO project: protecting metadata in an open access environment. [Online]. (URL <http://www.ariadne.ac.uk/issue36/romeo/>).

Ariadne, (36). (Accessed 12 February 2004).

### Web site:

Include in the reference as much of the following detail that is available from the Web page and the related home page.

Where a Web site has no identifiable author, and is not the work of an organization, leave out the author details, beginning the reference with the title of the Web page.

Author(s) - family name, initials. (Year, month, day). Title of document. [Online]. (URL). Place of publication: Publisher. (Date accessed).

Note that the Web site for this document contains no publication details, so these are not included in the reference.

Example - Benn, T. (2002, June 21). Recognition in a democracy. [Online].

(URL <http://www.tonybenn.com/reco.html>). (Accessed 12 February 2004).

### CD ROMs:

Title of product. (Year), [CD-ROM]. Place of publication: Publisher.

Example - World development indicators. (2003), [CD-ROM]. Washington, D.C.: The World Bank.

## **REVIEW AND IMPLEMENTATION OF ACADEMIC HONESTY POLICY**

Principals, Coordinators and Heads of Department to review the Academic Policy in consultation with subject teachers once in two years.

A presentation on school policies, IB Diploma Programme, IB Primary Years Programme, Cambridge IGCSE and the National CCE curriculum are special features during the Orientation Programme for parents, students and teachers on the first day of the academic session organized by the Head of School, IBDP Coordinator, the IB PYP Coordinator and the Academic Dean.

All school policies are communicated to the teachers, students and parents through regular communication and are uploaded on the school website.

All new IB subject teachers meet with the DP Coordinator for an overview of the curriculum and practices prior to classroom instruction. Also, the IB teachers and DP Coordinator provide IB in - house professional development during the school year to acquaint new teachers and refresh current teachers with the IB Diploma Programme curriculum and practices.

References:

IB docs: Academic Honesty Policy; Effective citing & referencing

Guide to Bibliographic Citation and Referencing -

[www2.warwick.ac.uk/services/library/.../guidespublications/bib\\_cit/](http://www2.warwick.ac.uk/services/library/.../guidespublications/bib_cit/)

Reviewed- January 2017