

VISION STATEMENT

GGS aims to nurture resilient, holistic, empathetic & lifelong learners in a multi- cultural environment, for a sustainable future.

MISSION STATEMENT

GGS graduates will be responsible global citizens empowered to contribute to society in various capacities by providing them the freedom to be, to act, to impress and to dream. GGS incorporates an inquiry-based curriculum and extensive co- curricular experiences, acknowledging the role of community voice and student agency.

ACADEMIC HONESTY POLICY

What is Academic Honesty?

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, students are counselled 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 do not get involved in plagiarism, duplication of work or collusion.

Academic Honesty refers to -

- Proper conduct in relation to the conduct of examinations.
- 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 (of products made in DT lab), 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) in IBDP programme.
- Making up data for an assignment
- Falsifying a CAS record in IBDP (Not applicable for CBSE)
- Taking unauthorized 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 or Cheating during the exams)
- Copying the work of another candidate
- Referring to or attempting to refer to, unauthorized 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 unauthorized calculator during an examination
- Concealing and/or using unauthorized software on a graphic calculator, particularly, but not only, during examinations
- Fabrication or altering data to suit their needs.
- Accessing of unauthorized materials in the bathroom/restroom.
- Accessing examination papers or any other relevant information using unfair means.
- A faculty member / invigilator extends any academic assistance to the examinees. At any point of time during the examination the students are left unsupervised.
- They use sign language/gestures to exchange information during the examinations.
- Writing any relevant information on their body parts/furniture/wall/ handkerchiefs , etc. during the examinations. Display of relevant information on walls or notice boards of the examination hall.
- Overlooking any malpractice by the teacher.

FURTHER EXPLANATION OF SOME TERMS

PLAGIARISM

- Any adult or student in school copies and uses any readymade text easily available on the net or other sources. The internet should ideally 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.
- Doesn't 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.
- The person does not represent the ideas or works of others as his/her own.

PARAPHRASING

- Paraphrasing is writing a piece of text out in your own words.
- 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

- The person copies ideas or language from others while attempting class activities, assignments or projects.
- The person uses 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.
- The student copies information from notes or reference material provided by teachers.
- The person translates the work from one language to another language and submits it as fresh work.

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.
- 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.

SANCTIONS IN CASE OF MALPRACTICES

Students and teachers are required to study this document on Academic Honesty thoroughly so as to understand 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, community project, and internal examinations.

Penalties are imposed on a candidate found guilty of malpractice in order 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:

Junior School:

The students are counselled to give credit to information that they have used and the teacher goes through the academic policy document with the student.

Middle and Senior School:

1 st 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 counselled by the teacher concerned to ensure that they do not repeat the malpractice. The student is required to do the work again. The parents are notified of the malpractice and the case is noted in the School records.
2 nd Offence	The student is awarded a zero in the task 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.
3 rd Offence	The student is issued a red card along with suspension. At the

	<p>discretion of the concerned Principal, the student can be asked to withdraw from the examinations. The student may be debarred from participating in important school activities for a specific period.</p> <p>Parents are notified, and the case is recorded in the School records.</p>
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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.

ACADEMIC HONESTY IN IB MYP

Developing Academic Honesty in the classroom

1. Reading the academic honesty by teachers themselves and getting doubts clarified, if any.
2. Familiarizing the students with Academic Honesty document and its requirements
3. The students will sign an agreement letter and get it endorsed by their respective parents regarding Academic honesty policy of the school.
4. Teachers to discuss and read the citation skill mapping document with the students and follow it to best of their understanding
5. Invite the Librarian of the school to support the students learning how to do citation and avoid plagiarism
6. Teachers must acknowledge their work, presentations and notes and thus, act as a role model for the students.
7. Have a short viva-voce with the students as and when there's a suspicion about student's work
8. Ensure student's presentation, research works are properly acknowledged/cited

Role of a Teacher

1. Ensuring the students are familiarized with academic honesty document and its practice is in their work
2. Acting as a role model by acknowledging citing 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 the authors of the work.
6. Inviting the Librarian occasionally to talk about the importance of academic honesty. Address the academic honesty or dishonesty in authentic contexts and particularly in the area of assessment
7. Aware of what constitutes academic dishonesty and its sanctions
8. Reports to the MYP coordinator if any plagiarized work is presented by the students
9. Handle all cases of academic misconduct with confidentiality
10. 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. Are expected to show integrity in their work
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 in time

Role of Parents:

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. 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 with the stakeholders of the school
4. Uploading the Academic honesty document on the school's official site to make it accessible to all stakeholders of the school
5. The librarian conducts professional development session on Academic honesty for the staff and the students
6. Review of the Academic honesty policy document once in two years. This needs to be done in the presence of Principal of the school, Librarian, staff.
7. 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
8. 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:

1. The MYP coordinator must ensure that 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
5. Teachers follow the standards of Academic Honesty policy of the school
6. Review of academic honesty takes place once in two years
7. Changes after review are incorporated in the policy document and the same is communicated to the school's stakeholders.
8. Academic honesty document is uploaded on the school web site for everyone's
9. access.
10. Ensure 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. Communicate the Academic honesty document with the parents via email and mention this in parents orientation events.

The Role of Teachers and the Librarian in Promoting the Policy

1. Teachers/librarian 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.
2. 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.
3. Teachers should 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.
4. 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. Software to check Plagiarism will be used to detect matches between text in students' work and text available elsewhere. However, it should be used with caution, as it may have some limitation.

Investigating Malpractice

1. The students are expected to review their own work before submission for assessment and before the cover sheet is signed.
2. When reading candidates' work teachers must be vigilant for obvious changes in a candidate's style of writing.
3. The teacher must be vigilant for familiar passages and, if necessary, check that such passages have not been copied from a textbook.
4. In case where the student pleads not guilty, the discipline committee decides on the student's guilt or innocence after evaluating the evidence and should be reasonably satisfied that the case against the student has been established.
5. Prior to imposing any penalty or making a decision on remedial action, the committee should 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 HEAD

He/she ensures that all students and teachers understand what academic honesty and an authentic piece of work is.

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.

ROLES OF STUDENT

With reference to the academic honesty, students are responsible for ensuring that work submitted is original. They acknowledge fully and correctly at all places, whenever anyone's idea or work has been referenced.

SUMMARY

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

SANCTIONS IN CASE OF MALPRACTICES

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:

Gray1 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).

Example

Gadd, E., Oppenheim, C. and Proberts, 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/

Last Reviewed in October 2020