

Academic Honesty Policy

Academic Honesty at Modern High School for Girls defines the qualities of an MHS for Girls learner. The school will promote and support academic honesty, but will have a zero tolerance towards any instance of proven academic misconduct.

Age Appropriate Expectations Of Academic Honesty For The Students At MHS For Girls:

The school acknowledges that it plays a key role in the promotion of and expectation of academic honesty at all times. While the roles of the stakeholders in the promotion and support for academic honesty are defined in the following sections, it is imperative to state that the school and its teachers are committed to providing age-appropriate guidance to its students.

Junior School: Classes III to V

At this level, the students are expected to:

- Submit all assignments, including homework that is written in their own words.
- Acknowledge any help that is taken from others in the completion of written or oral work.
- Use quotation marks for quotes and the exact words of others. Students are expected to identify the author of the quotes.
- Create basic bibliographies which list the names of books or websites used for research.

Middle School: Classes VI to VIII

At this level the students are expected to:

- Complete all homework assignments honestly. Any material that is not their own, must be acknowledged. Failure to do so can have consequences.
- Acknowledge the sources used to complete all written and oral tasks. Teachers set aside a few marks in an assignment to ensure that research is acknowledged through citation and pictures that are used contain captions and an acknowledgement of the source of the picture.
- State the website and date accessed for all web based resources. For paper sources, the author of the book, the title, the publisher and the date of publication must be listed.
- Construct rudimentary bibliographies which are to be part of any assignment - homework, projects or research based assessments.

Secondary and Higher Secondary School: Classes IX to XII

At this level the students are expected to:

- Submit work that is written in their own words - be it work done in class, or completed at home.
- Prevent other students from copying from details on worksheets and homework assignments.
- Acknowledge any and all support received for the completion of the assigned task.

- Understand and acknowledge that projects are an integral part of the assessment for the National Curriculum. For such projects, the work must be the students' own work.
- Comply with the rules and regulations as laid down by the Council for Indian School Certificate Examination (CISCE). Failure to do so, will have consequences.
- For project based assessments in Classes XI and XII, students are expected to consistently use MLA referencing, in-text citations as necessary, create bibliographies to list sources consulted and cited.
- Comply with examination rules and regulations as laid down by the CISCE.

Communication Of The Academic Honesty Policy To The Stakeholders

At MHS for Girls, communication between the stakeholders is frequent and open. Discussions with parents will include information about academic honesty and how it will be promoted at the school. The annual school Parent Student Interaction (PSI) will be used for the purpose. An abbreviated copy of the policy will be included in the student and staff diaries. The policy will also be made available on the school's website.

Defining Academic Honesty: It is a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. It is acknowledging responsibility to produce students' own work, recognition of the work of others and maintaining trust in the learning environment.

Academic honesty refers to:

- Proper conduct during examinations (unauthorized material of any sort, should not be in the possession of students).
- 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 misconduct therefore involves:

- Plagiarism
- Collusion
- Duplication of Work
- Unfair Advantage
- All forms of Malpractice

Defining Plagiarism: The representation of the ideas or work of another person, as the candidate's own is plagiarism. Students may be motivated, for example, by laziness as well as by direct intent to obtain a qualification unfairly. In practice, it can be difficult to distinguish between deliberate plagiarism and failure to acknowledge sources appropriately. There is a

clear difference in degree between poor referencing of a quotation and the deliberate passing off an entire piece of work, with the intention of obtaining a qualification unfairly.

It should be noted, that whether intentional or not, plagiarism presents a problem, when it interferes with the accurate assessment of a student's ability – it subverts the purpose of the assessment. It cannot be condoned. Academic misconduct, once proven, will have serious consequences for the student.

Students should not:

- Copy another person's work.
- Look at another person's paper and copy their answers.
- Reword someone else's words and not give them credit for the ideas, and thereby pass someone's ideas off as their own.
- Copy directly from a printed/media source, by taking someone else's work and presenting it as their own.
- Copy directly from the Internet, by cutting and pasting someone else's work and presenting it as their own.
- Have someone do their work for them.

Defining Collusion: Supporting malpractice by another student, including allowing one's work to be accessed or copied or submitted for assessment by another student.

Examples of collusion:

- Letting someone copy one's work or assisting in their cheating in any way. Both parties are at fault.
- Letting one's partner do all of the work on a project and then putting one's name on the project as if the student had done an equal share of the work. In such an instance, the candidates are at fault.

Defining Duplication of Work: The presentation of the same work for different assessment components. All assignments should be created for the course or assessment unless discussed with the instructor in advance.

Examples of duplication:

- Submitting a paper or project in more than one course for a grade.
- Submitting a lab report for more than one course without discussing it with both teachers involved.

Defining Unfair Advantage: Any behaviour which gains an unfair advantage for a candidate or which affects the assessment results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, disclosure or receipt of confidential information about examinations, obtaining unauthorized access to examination material, the use of a calculator or other means of arriving at an answer, when this is precluded

in the syllabus/component, disruptive behaviour in the examination room, failure to abide by the instructions of an invigilator, impersonation of another person or forgery of their signature, failure to abide by the conditions of supervision designated to maintain the security of the examinations, the inclusion of offensive or obscene material in scripts or coursework) also constitutes malpractice.

Defining All Forms of Misconduct: Academic misconduct is behaviour that results in, or may result in the candidate or any other candidate gaining an unfair advantage in one or more assessment components.

Academic misconduct includes but is not limited to:

- 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.
- Failing to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of an examination.
- Referring to or attempting to refer to, unauthorized material that is related to the 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 / using a calculator during an examination.
- Concealing and/or using unauthorized software on a graphic calculator, particularly, but not only, during examinations.
- Making up data for an assignment.
- Falsifying a Creativity Activity and Service record.
- Copying the work of another candidate.

Roles in Supporting Academic Honesty at MHS for Girls:

The Role of Faculty (including administrators, teachers, counselors, media specialists, support and paraprofessionals):

- The primary role of faculty at MHS for Girls is to emphasize the importance of academic honesty and how to uphold it.
- They must communicate to students the difference between appropriate collaboration versus collusion for each assignment which also includes homework.
- They must teach a recognized citation convention for written and non-written works.

- At MHS for Girls, the citation convention to be used is MLA 8 or APA for scientific writing.
- Faculty must guide students in the use of citation websites such as www.easybib.com or <https://owl.english.purdue.edu/>
- When made available, the faculty will use Turnitin to monitor all student assessment.
- Faculty must demonstrate and model academic honesty in all presentations, teacher-presented material and information passed to students.
- Faculty must report and record academic dishonesty.
- Remind students that when they submit a task as their own, they are indicating that they have not received nor given aid on assignments or assessments.
- Minimize temptation for malpractice in assignments/assessment situations by providing appropriate timelines for the completion of the task.
- Communicate with students, parents, counselors, administrators, with concerns and malpractice offenses.
- Teachers, administrators, and counselors should involve students in reflection/discussion in the instance of malpractice.

The Role of the Librarian: The Librarian is a very useful resource for students and teachers.

- The librarian is expected to be an expert in the area of academic honesty.
- The librarian and assistant librarian are expected to provide guidance and information to students about academic honesty and how this is to be achieved.
- Display materials in the library that remind students and reinforce the idea that all material that is not their own, should be acknowledged.
- Provide ethical guidance alongside information on the most appropriate citation system to use in each assignment including internal assessments and in particular, the extended essay.

The Role of the Students:

- Confirm understanding of academic honesty with signature on Code of Conduct form each year (this code is to be signed by all students of Classes XI and XII , regardless of the curriculum that they are following).
- Understand proper citation expectations for assignments and how to use it.
- Ask for guidance when one is unsure about what and when to cite.
- Report misconduct and malpractice violations to a trusted school employee.
- Students should understand that silence, when it is known that academic misconduct has occurred, is an equally serious offence.
- They should always aim to produce work that is authentic..
- Understand that putting their name and /or signature on assignment certifies it as their own work, cited appropriately.
- Should always practise effective time management so that there is no temptation to complete work in a manner that allows for academic misconduct.

- If an incident of misconduct or malpractice occurs, intentional or unintentional, the student should complete the reflection process with their instructor.

The Role of the Administration:

- Support academic honesty policy and investigate all counselor/teacher reports of academic misconduct.
- Ensure that all staff, students, and parents understand definitions, responsibilities, and repercussions of academic misconduct and/or malpractice.
- Ensure the academic honesty policy is applied consistently throughout the school.
- Provide staff development and guidance on academic writing and referencing systems that are available.
- Maintain an account with plagiarism detection service.
- Provide teachers with material to guide students in maintaining academic honesty.
- Investigate incidents of academic misconduct.
- Make parent and student contact to reflect on malpractice incidents.

The Role of Parents, Guardians, and/or Outside Support:

- Read/sign Code of Conduct form.
- Encourage your child to practice academic honesty at all times and in all academic work.
- Encourage your child to cultivate a culture of academic honesty in school.
- Address concerns of academic misconduct/malpractice with your ward and school personnel if necessary.
- Monitor the assistance by hired tutors to ascertain that authentic student work is produced.