

A large, stylized globe graphic is centered on the page, featuring a green and yellow color scheme. The globe is partially obscured by the text of the title.

# IB ACADEMIC INTEGRITY POLICY

SCHOOL CODE: 062884



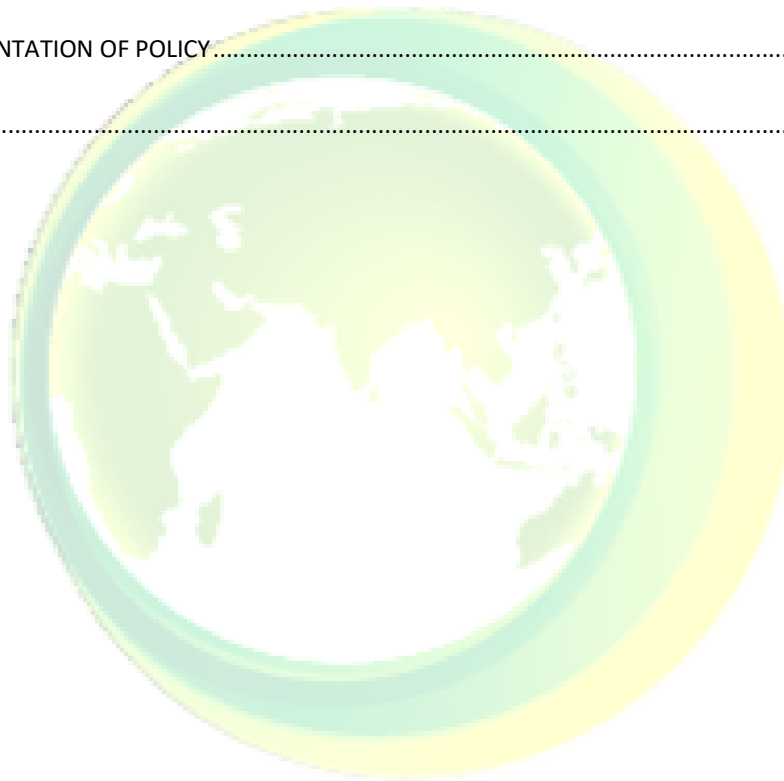
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# 1. MISSION STATEMENT

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## IB MISSION STATEMENT

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The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.<sup>1</sup>

## MELUHA'S VISION STATEMENT

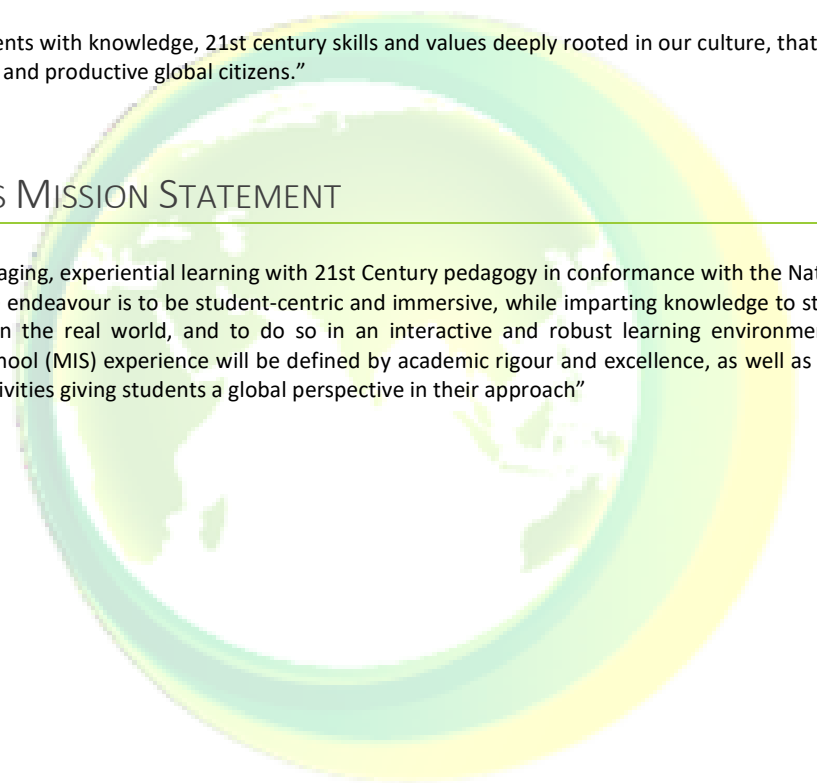
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"Empower students with knowledge, 21st century skills and values deeply rooted in our culture, that will make them lifelong learners and productive global citizens."

## MELUHA'S MISSION STATEMENT

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"To provide engaging, experiential learning with 21st Century pedagogy in conformance with the National Education Policy 2020. The endeavour is to be student-centric and immersive, while imparting knowledge to students that can be put to use in the real world, and to do so in an interactive and robust learning environment. The Meluha International School (MIS) experience will be defined by academic rigour and excellence, as well as through vibrant co-curricular activities giving students a global perspective in their approach"



## 2. IB LEARNER PROFILE

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The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be:<sup>2</sup>

### INQUIRERS

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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

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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

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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

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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

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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

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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

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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

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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

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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

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We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses to support our learning and personal development.

Our philosophy is to offer a holistic educational experience to our students with a curriculum that is global, digital, and experiential.

## 3. WHAT IS ACADEMIC INTEGRITY

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### WHAT IS ACADEMIC INTEGRITY?

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Meluha's Academic Integrity policy aims to foster our school's vision to make them lifelong learners and productive global citizens. Students, teachers, administration and staff are encouraged to take complete responsibility and ownership for their work.

It is defined as the values, ethics and conscience that ensure integrity and honesty in teaching, learning and assessment.

### WHAT IS ACADEMIC MISCONDUCT?

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Academic misconduct is any action or attempted action with the aim of gaining an unfair academic advantage in relation to any academic exercise or assessment. Misconduct may occur in various forms, such as:

- I. Cheating:**  
Cheating can take many forms, including copying another student's work, using unauthorized materials during an exam, or collaborating with others on an assignment without permission.
- II. Plagiarism**  
Plagiarism is a form of academic misconduct that involves the use of someone else's work without giving credit. Plagiarism can take many forms, including taking content from the internet, turning in someone else's work as your own, or failing to properly cite sources.
- III. Fabrication**  
Fabrication is the act of making up data or information and presenting it as fact.
- IV. Falsification**  
Falsification is the act of altering data or information in an attempt to make it more accurate or complete.
- V. Self-Plagiarism/ Duplication**  
Self-plagiarism is the act of reusing your own previously published work without giving credit.
- VI. Misrepresentation**  
Misrepresentation occurs when a student deliberately provides false information to their school, such as falsifying their transcripts or lying about their background.
- VII. Aiding and Abetting Misconduct:**  
Aiding and abetting misconduct occurs when a student helps another student commit an act of academic misconduct, such as helping them cheat on an exam or plagiarize a paper.

#### **VIII. Ghost writing**

Ghost-writing occurs when a student hires someone else to undertake assessments on their behalf. If a student is found guilty of ghost writing, their qualification will be in jeopardy and the school will come under scrutiny by the IB.

## **4. ROLE IN ENSURING ACADEMIC INTEGRITY**

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IB views academic integrity as a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. Academic integrity is the responsibility of the whole IB community with an educational goal to award reliable, fair and recognized outcomes to our students through valid assessments, this policy has been created to ensure a common understanding of the IB's academic integrity principle.<sup>3</sup>

### **ROLE OF SCHOOL**

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- i. Integrity, morality, and ethics shall be ensured at all times in the school
- ii. Ensuring that the Librarian provides the required guidance with regard to research, citation and adherence to the academic integrity policy
- iii. Parents shall be made aware about the importance of the IB policies and following through
- iv. All teachers and students will be introduced to the academic integrity policy before the commencement of the academic year and an acknowledgement will be signed by the teachers to adhere to the policy

### **THE ROLE OF ANTI PLAGIARISM SOFTWARE**

- i. To promote academic honesty and teach students about plagiarism and accountability, the school uses the anti- plagiarism software '**Unicheck**'
- ii. There will be a detailed introduction of the **Unicheck** software to the students at the beginning of the course by the Reflective Project Coordinator
- iii. The teachers will be provided with Unicheck accounts to run the assignments through and generate reports
- iv. While **Unicheck** can check for plagiarism, the report it produces must be checked by teachers and will be explained to the student
- v. All work that is part of the student's final internal assessment in the DP or CP will be run through the software to check the levels of similarity
- vi. Unicheck reports will be generated for internal assessments, reflective project report, service-learning report
- vii. Teachers and students must follow the MLA (Modern Language Association) 9<sup>th</sup> edition, for referencing and citation

## ROLE OF TEACHER

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- i. Teachers will be responsible in providing students with the necessary support, guidance and assistance.
- ii. Teachers will be trained to understand the IB philosophy, IB mission statement, IB Learner Profile and all the policies
- iii. Teacher will educate the students about plagiarism and the use of anti-plagiarism software or any other software being used by the school
- iv. Teachers will ensure that their teaching material that is not their will include necessary references and citations
- v. Teachers will ensure that students provide proper citations and reference for their work and acknowledge other's ideas and concept appropriately
- vi. Teachers must maintain record of ALL incidents of malpractices or misconduct and report the same to the Program Coordinator, Principal or Vice-principal

## ROLE OF LIBRARIAN

- vii. The Librarian under the guidance of the Reflective Project Coordinator is responsible for conducting an introductory session for all the students and teachers on effective citations and referencing
- viii. Provide support and information about open databases, resources available for research and learning

## ROLE OF STUDENT

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Students are urged to always ensure academic integrity, by ensuring the below mentioned:

- i. To fully understand the school's academic integrity policy
- ii. Respond to acts of student academic misconduct, school maladministration and report them to their teachers and/or programme coordinators
- iii. Plan and complete all assignments, tasks, examinations and quizzes in an honest manner and to the best of their abilities
- iv. Abstain from receiving non-permitted assistance in the completion or editing of work, such as from friends, relatives, other students, private tutors, essay writing or copy-editing services, pre-written essay banks or file sharing websites
- v. Abstain from giving undue assistance to peers in the completion of their work
- vi. Show responsible use of the internet and associated social media platforms
- vii. Students need to provide proper citations and appropriately acknowledge when they use the work of others, they are required to follow MLA 9<sup>th</sup> edition for citation and referencing

- viii. When working in groups, students must maintain utmost integrity and give due credit wherever necessary
- ix. All students are required to sign the academic integrity undertaking, declaring ownership and authenticity for all academic work produced by them

## ROLE OF PARENT

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- i. Parents will be made aware of the academic integrity policy through the school's website and also during the orientation sessions.
- ii. Guide students to plan their assignments to build their own ideas, conduct relevant research and spare time to work on the assignment
- iii. Encourage students to take teachers support when required

## 5. CONSEQUENCES OF ACADEMIC DISHONESTY

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- i. Students found of suspected malpractices will be dealt with based on the extent and repetitive nature of the misconduct.
- ii. Students found for the first time, may be asked to redo the work to receive full credit for the assessment and let go with a warning.
- iii. A warning letter may be sent to parents, depending on the case of misconduct in some cases or counselling may be advised.
- iv. For cases of plagiarisms or lack of citations, the issue will be referred to the librarian and the student will have to go through the session on citations and referencing.
- v. In certain cases of misconduct, students may be suspended or deferred, based on the scenario, after investigation.
- vi. In case of external assessment, sanctions will be assigned by IB. IB identifies that certain cases of misconduct can lead to expulsion and the student may be denied the diploma.

## SANCTIONS

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### I. INTERNAL EXAMINATIONS

- a. For malpractices during assessments such as assignments, teamwork, classwork etc. students may be asked to re-do their work for the first offence, if repeated the student may have to forego being marked for that assessment, and parents will be informed about every occurrence.
- b. For internal summative assessments, a formal investigation will be conducted to assess the incident and the students will be penalised based on the extent of the offence and result of the investigation.



## II. EXTERNAL EXAMINATIONS

- a. If the final copy of the Reflective Project (RP) contains plagiarized material, the supervisor will submit the report to IB and may result in the student losing their Diploma.
- b. If the students are found using any unfair means, participating or supporting any misconduct, an investigation is conducted and the student is punished accordingly, it may result in the student losing the Diploma.
- c. In consultation with IB a decision is made, whether retake is allowed or not, and the duration after which retake may be allowed.

## III. ADDITIONAL SANCTIONS

- a. In addition to the described penalties in the matrix, the IB may impose the following sanctions for repeated, multiple and/or very serious offences happening during one or multiple examination sessions, or across programmes.
- b. When the evidence is inconclusive, subject matter experts will be consulted and the final decision lies with the Program Coordinator and IB.<sup>3</sup>

## 6. IMPLEMENTATION OF POLICY

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The policy will be published on the school website and will be introduced to the entire MIS community. New staff will be familiarised during the induction and will be introduced to parents during orientation.

The policy shall be reviewed annually to incorporate any improvements and changes proposed by IB.

<b>Reviewed by</b>	<b>Date of review</b>	<b>Date of next review</b>
Director, Head of School and CPC	02 February 2023	01 February 2024
Director, Head of School and CPC	-	-

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