



The Bombay Suburban Grain Dealers' Junior
College Of Commerce, Arts And Science

Academic Honesty Policy



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Purpose of the Policy

The motivation in creating such programmes is to bring about intellectually disciplined individuals capable of actively and skilfully reflecting on the information acquired from observation, experience, reflection, reasoning, or communication. Not only for the purpose of analysis and understanding but also, when called upon to do so; to express their thinking and understanding of such concepts, that comprise of the subject matter, using multiple creative platforms.

However, in this day and age of abundantly available information, easily accessible across various avenues, it is a challenge to maintain translucency in this process of imparting & understanding of knowledge. It is essential for students to understand the process involved in creating or assembling knowledge for the purpose of study & research, and eventually leading up to a position where the students themselves may become contributors to that body of knowledge.¹

The objective of establishing such a policy at BSGD, is to ensure that academic procedures for this practice are impartial, clear & in tune with the ethics involved. It endeavours to provide a clear idea of the rights and responsibilities of all the stakeholders in the academic landscape and provides clarity on what is misconduct and consequent actions to be taken in case of such misconduct.

¹ <https://www.ibo.org/globalassets/digital-toolkit/brochures/academic-honesty-ib-en.pdf>

Academic Honesty Policy

The first and foremost objective of the programme is to ensure that the students are furnished with every opportunity to learn or inculcate, using multiple approaches and platforms, all the necessary skills vital to being a well-rounded, ethical & honest human being.

Bearing this in mind, the students at BSGD are encouraged & expected to be inquisitive and to be able to offer their line of thought in a variety of ways. They must be made capable of presenting their thoughts, opinions and/or learnings in an observable & precise manner.² In the classroom environment, students are stimulated with the help of presentations & discussions, to exhibit their sequence of thought and expound on how some ideas were accepted and some rejected. With the help of this process, it is expected that the resulting piece of work will be an acute & authentic representation of the student's understanding of the various components comprising of the subject matter.

The students are made sensible to the behaviour expected of them during summative assessment, examinations, etc. and they are tutored in the numerous nuances involved in academic honesty, to dispel any ambiguity of the process and to make a constant effort to avoid academic dishonesty. They must be encouraged to take ownership & responsibility of their own work and yet at the same time acknowledge the process involving sources external to them to reach a conclusion or draw an inference.

IN GENERAL, ACADEMIC DISHONESTY, MAY TAKE THE FOLLOWING FORMS:

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|---------------------------------|---|
| 1. Plagiarism | Presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement is termed as plagiarism. It would also apply to the work of other students in the programme. |
| 2. Collusion | When one, with the full knowledge of the same, allows their work, ideas, etc to be imitated or submitted by another. |
| 3. Replication | There are times when the same information or data may be applicable in more than one section of a student's studies & that certain capabilities can be interchanged between one area to another. Exhibiting the same work for multiple valuation modules will be considered academic dishonesty, however, it is the responsibility of the educators to ensure that all tasks and & assessments are dissimilar and may not be included in other areas. |
| 4. Falsification of Data | This is the intentional misrepresentation of research results, or manipulation of the data to reach a certain outcome or conclusion. |

² <https://bsd405.org/interlake/resources/academic-honesty/>

5. Inappropriate Examination Behaviour

This is the intentional misrepresentation of research results, or manipulation of the data to reach a certain outcome or conclusion.

6. Destruction of Intellectual Property

This is the intentional misrepresentation of research results, or manipulation of the data to reach a certain outcome or conclusion.

Student Responsibilities

During the program at BSGD, the students will be expected to develop research skills and study habits as well as inculcate professional ethical values that would eventually allow them to excel in their chosen fields. As part of this overall growth of an individual it is important to emphatically instil the segregation of right from wrong.

Based on the IBCP education framework, which interlinks the programme subjects, the four core elements of IBCP & career related study – the students will have the opportunity to nurture and grow their skills & at the same time gain the ability to recognise the expectations and responsibilities that rest on them regarding their work.

The students should be able to utilise the internet effectively, should be aware of the process of referencing or citing a work and acknowledging ownership of the same correctly. They will need to learn to take ownership and pride in their own work and thus understand the importance of acknowledging the same to others and concede that this principle will be relevant & useful throughout their life.

Students should seek the guidance of their teachers to avoid committing plagiarism, and they should not seek unauthorized forms of assistance in completing or preparing assignments-whether in-class or out-of-class-for a course.

Although students often think academic honesty violations involve only someone receiving aid (from another person or source), it is as much of a violation of academic honesty to give unauthorized assistance. If students observe cheating, lying, plagiarism, or other violations of academic integrity, they are obligated to inform the professor of the course or the relevant authority.

The students are expected to work on their tasks with enough time to research and write their papers, or to study for exams so as to avoid last minute work, when one is under more stress and is more tempted to violate the academic honesty policies.

The students are encouraged to associate themselves with students believed to be highly ethical and help create a network of students who encourage honest behaviour.

Faculty Responsibilities

A teacher is a vital role model for the students in ensuring that they are guided with patience and responsibility to become ethical individuals. The students are also exposed to teachers more than any other stakeholder, in terms of learning, in their academic life. It is, therefore, important for the faculty to be aware of ethical practices and strategies that can be utilised to avoid academic dishonesty.

According to the values of BSGD, it is the responsibility of the faculty, to keep themselves abreast of up-to-date referencing styles and methods of maintaining academic integrity. To be able to identify malpractice and guide the students through the right channels and actively encourage them to support academic honesty.

Students undergo several emotional and psychological stresses – not only in their academic life but also on a personal level as they endeavour to develop their own character and dispositions. It is important to provide a support system to help the students navigate these challenges effectively and to mould them to realise their true potential.

It is also their responsibility to promote academic honesty as a necessary principle to abide by and not only as a remedial action. They should encourage students to openly discuss their work and to foster an attitude of confidence, independence, integrity and respect.³

Faculty members have an obligation to make clear their expectations for work that is required of students in special situations such as group assignments, laboratory work, independent studies, research practical, and out-of-class assignments. Faculty members are also responsible for proctoring, or for having proctored, with due diligence all quizzes, tests, and examinations.

³https://www.roanoke.edu/inside/a_index/academic_affairs/academic_integrity/the_ai_handbook/responsibility_for_academic_integrity

Institute Responsibilities

The concept of how ideas are processed or constructed into knowledge has changed. With multiple innovations in technology and significant upheavals in the education and its interlinked industries, it is no longer acceptable to follow a lecture based or rote-learning form of education.

The most effective framework that can be then constructed would need to recognise knowledge as partial or incomplete and in constant need of being updated and changed. Thus, it is also necessary to concede that learning also, in itself, must be a lifelong process and cannot be expected to be completed or concluded at any time.

Traditional educational systems have certain shortcomings, such as its emphasis on theoretical learning rather than practical knowledge, the expectation that students should just accept & follow the information provided blindly with no scope for inquisitiveness, research and application. With the help of the IB principles and unique approaches to learning that are utilised in this programme, the institute endeavours to provide various platforms and opportunities to the students to ensure a holistic learning approach that allows the students to form an inquisitive bent of mind and understand a subject matter through thorough research and study.

The policies & values of BSGD will ensure to issue a set of guidelines, outlining the academic honesty policy, the various forms of conduct that can be considered as misconduct or malpractice and provide a clear idea of the consequences of such actions. The institute will conduct regular meetings/discussions with the faculty members, the pedagogical leadership team and other academic stakeholders like parents to ensure that they are up to date in the relevant academic honesty policies and to examine whether the policy itself needs updating and/or modernising.⁴

It is also the responsibility of BSGD, to provide direction & resources to the faculty to educate the students in the policy and maintain a safe and open environment for reporting. Parents are also encouraged to nurture a similar environment at home to foster continuous ethical growth. All violations and their subsequent consequences will be well documented and thorough records will be maintained for the same.

⁴ <https://www.ibo.org/globalassets/digital-toolkit/brochures/academic-honesty-ib-en.pdf>

Parent Responsibilities

Parents are an important stakeholder in the growth and development of a child's intellectual, emotional & cultural growth. The optimum approach to confirming a synchronised and rounded development of a child is to ensure that the parents, the faculty & the institute are in accord on the approaches to learning utilised and the various policies that are in place to govern and track the gradual progress of a student in the programme as well as their family/personal life.

With this objective in mind, it is important for the parents to understand clearly what the academic honesty policy constitutes, how to avoid malpractice in the same and the consequences of such malpractice.

It is expected that the parents would encourage the student to take responsibility for their actions and refrain from offering direct assistance to the student when they are in doubt. It is instead, expected that the parents would urge students to advocate for themselves for example ask for help when needed, attend tutorials, ask questions to improve understanding/learning, etc.

It is also the responsibility of the parents to ensure they attend regular meetings & discussions conducted on the policy and to constructively contribute to the institute discourse on academic honesty and how to promote it.

Consequences to Non-Compliance of Academic Honesty Policies

The foremost factor in deciding the consequences of a malpractice/misconduct is to identify the motive behind the malpractice/misconduct and understand whether the deed was committed through ignorance of the academic honesty policies, insufficient understanding of the subject matter or a deliberate intent for malpractice with full knowledge of the consequences.

It is expected that the faculty will maintain an open, fair and understanding environment that allows students to communicate without fear of reproach and thus play an important role in identifying the motive behind the act.

The parties involved would first need to face a Committee, comprising of the various stakeholders of the programme to put forth their side of the story for deliberation. Parents would also form a part of this discussion. Depending on the severity of the situation and the profile of the student in question, and based on IB principles, they may be required to:⁵

a. Redo their assignments, projects etc and submit it for reduced credits

b. Submit multiple assignments for that particular subject matter within a limited period of time for the same credit

c. Go through essential counselling to understand what led to such an act being committed, to ensure that the gravity of the malpractice/misconduct is recognised by the students and to make certain it is not repeated again

d. Research biographies on the lives of renowned members of the society and formulate book reports on the same.

e. After exhausting, all the above-mentioned options, if the student fails to adhere to the policy, then the final step would be to ask the student to withdraw from the programme either temporarily or permanently.

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⁵ <https://www.cabrini.edu/about/departments/academic-affairs/academic-honesty/violations-and-penalties>

Review Process for the Policy

Policies are formulated as a strategy that combines the institute's internal philosophy with good and ethical academic practice. Bearing in mind, the constant and rapid advancement in all fields, brought on by swift technological progress, the academic honesty policy needs must be a 'living document' that is continually evolving, informed by research, best practice, external requirements and by discussions within the institute comprising of all stakeholders.

This policy is intended for current/potential parents & students and the associated learning community and stakeholders; to ensure academic uprightness in all processes.

The academic honesty policy is to be reviewed and edited collaboratively every two years, to ensure it is up to date with the most recent and ethical practices in academics. It is the responsibility of the institute to ensure that this document is shared with all stakeholders and the pedagogical leadership team along with the faculty are prepared to offer further clarification or support to understand the policy.

References

1. <https://www.cabrini.edu/about/departments/academic-affairs/academic-honesty/violations-and-penalties>
2. <https://bsd405.org/interlake/resources/academic-honesty/>
3. <https://www.bauer.uh.edu/current/academic-honesty.php>
4. <https://www.ibo.org/globalassets/digital-toolkit/brochures/academic-honesty-ib-en.pdf>
5. https://www.roanoke.edu/inside/az_index/academic_affairs/academic_integrity/the_ai_handbook/responsibility_for_academic_integrity