



NISV

**Navrachana International
School, Vadodara**

Educating - Empowering - Enlightening

NISV

ACADEMIC INTEGRITY

POLICY



IB Mission Statement

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.

The School Mission

Educate and prepare all its students to be life-long learners.

Provide co-curricular and residential facilities of the highest standards in a safe and secure environment. Engage the very best tutors to implement proven national and international curricula.

Teach through contemporary but appropriate methodologies and technologies.

Develop qualities of tolerance, humility and compassion in an environment pervaded with the Indian ethos. Foster attributes of inquiry, critical thinking, creativity, and leadership.

Nurture inherent talents and interest of its students and make them believe in their dreams that will shape their lives into caring, responsible global citizens.

NISV ACADEMIC INTEGRITY POLICY

ACADEMIC INTEGRITY POLICY

“Academic integrity must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment.” (IB Publications)

Philosophy

The school consciously creates an environment to inculcate honest practices and ensure that they are upheld consistently. The school strives to groom character on the strength of ethical mores and academic practices.

As a school community, we promote academic integrity in a positive and practical way across our school and stress the benefits of properly conducted academic research and a respect for the integrity of all forms of work and sources of information.

In developing this policy, we encourage our school community to be:

Inquirers - who enquire, research and analyse along the principles of information literacy.
Knowledgeable - who appraise and evaluate shared concepts, ideas, and perspectives to enhance personal knowledge.
Principled - who act with integrity, taking responsibility for their actions and practising accountability.
Open-minded - who adapt to learning practices.
Risk takers - who pursue and explore their areas of interest in the school environment.
Communicator - who articulate their ideas with concision, cohesion, and coherence.
Reflective - who allow for careful consideration while evaluating their learning experience.
Balanced - who integrate and understand the importance of intellectual, physical and emotional balance.
Caring - who show compassion, empathy and respect for each other and the environment.
Thinker - who have a critical and creative approach to learning complexities to acquire a set of well-defined life skills.

Therefore, the school is committed to groom the attitude of the students towards:

1. Academic Integrity

In both conceptual and practical terms, candidates are required guidance to understand and interpret the difference between collaboration and collusion. Collaboration is defined as working together on a common aim with shared information, with an open and cooperative behaviour. However, collusion is “allowing one's work to be copied or submitted for assessment by another” and is therefore deemed a malpractice.

2. Authenticity

An authentic piece of work is one that is based on the candidate's individual and original ideas with the shared knowledge duly acknowledged. Therefore, all assignments for assessment, regardless of their format, must wholly and authentically use that

candidate's own language, expression and ideas. Where the ideas or work of another person is represented within a candidate's work, whether in the form of direct quotation or paraphrase, the source(s) of those ideas or the work must be fully and appropriately acknowledged.

3. Copyright

Although the principles of academic honesty apply equally to all subjects, there are issues that are particularly relevant to the arts, where imitation, influence and inspiration have a respectable tradition. The observation of form and its resemblance to nature, or to another artist's work is a skill to be nurtured. There is an expectation that candidates may be influenced by the work of other artists and writers, whose works may inspire the students' own creativity. Thus, there are circumstances where the creative use of the work or ideas of another person is acceptable, with due acknowledgement. [The ideas conveyed in this section are based on a paper written by Nicholas Connolly (Theater and Academic Integrity, 2008)].

4. Plagiarism

This is defined as the representation and duplication of the ideas or work of another person as the student's own. Copying a passage of text, paraphrasing, translating it into another language, and then using the translated text in their work without acknowledging its source still constitutes plagiarism.

5. Malpractice

Malpractice is defined as conduct which is likely to result in someone gaining an unfair advantage over another with questionable means or breach of code of the prescribed conduct such as:

- Plagiarism
- Collusion
- Duplication
- Fabrication of data

- Late or non-submission of assigned task
- Taking unauthorised material into an examination room
- Misconduct during an examination
- Exchanging information during examination
- Failing to comply with the instructions of the invigilator
- Stealing examination papers
- Any other behaviour that gains an unfair advantage for a student

Malpractice in Examination Sessions

Incidents of misconduct could include, but are not limited to the following:

- Bringing unauthorised material into an exam room (for example, an electronic device other than a permitted calculator, own rough paper, notes, a mobile phone)
- Misconduct during an exam (for example, disrupting the examination or distracting another candidate)
- Supporting, or attempting to support, the passing on of exam related information
- Copying the work of another candidate
- Failing to comply with the instructions of those conducting the Examination
- Impersonating another candidate
- Stealing examination papers
- Using an unauthorised calculator during an exam
- Disclosing or discussing the content of an examination paper with a person outside the immediate school community within 24 hours of the end of the examination.

How to Avoid Malpractice

Plagiarism

Individual subject teachers will discuss academic integrity in the context of their own subject areas, but generally, an authentic piece of work is based on the candidate's individual and original ideas with the ideas and work of others fully acknowledged. Assessed work includes written and oral assignments for internal or external assessment and must use the student's own language and expression must be acknowledged whether quoted directly, paraphrased, or used for ideas.

Students must acknowledge:

- Sources for all verbatim quotations of two or more consecutive words.
- Sources from which they paraphrase or summarize facts or ideas.
- Sources for ideas or information that could be regarded as common knowledge but which they think their reader might still find unfamiliar.
- Sources for materials that they might not normally consider as "texts" because they are not written.
- Sources that add relevant information to the particular topic or argument of their work. If in doubt about whether or not to cite a source, seek the librarian's assistance.

Public Domain Malpractice

The IBO states in their Academic Integrity Policy document that:

Many candidates believe that because the Internet is in the public domain and largely uncontrolled, information can be taken from web sites without the need for acknowledgement. Candidates must record the addresses of all web sites from which they obtain information during their research, including the date when each web site was accessed. The uniform (or universal) resource locator (URL) constitutes the web site address for this purpose. (Simply stating the search engine that was used to find the web site is not acceptable.) This includes the copying of maps, photographs, illustrations, data, and graphs and so on. For example, to cut and paste a graph from a website without acknowledging its source constitutes plagiarism. CD-ROMs, DVDs, e-mail messages and any other electronic media must be treated in the same way as the Internet, books and journals. The issue of plagiarism is not confined to years 1 to 5 of the Diploma Programme.

In general, copying works of art, whether music, film, dance, theatre arts or visual arts, also constitutes plagiarism. There are circumstances where the creative use of part of the work of another artist is acceptable, but the original source must always be acknowledged. Candidates must understand that passing off the work of another person as their own is not acceptable and constitutes malpractice. Copying text is not always a deliberate attempt by a candidate to present the ideas or work of another person as their own. In fact, in the experience of the final award committee, it is apparent that many candidates are not aware of when or how to acknowledge sources. Occasionally, a candidate may copy one or two sentences from a book, journal or web site without showing it as a quotation, but indicating its source in a footnote or the bibliography. Although each case requires a separate judgement, in general such cases are the result of negligence or a lack of awareness on the part of the candidate and do not warrant an allegation of malpractice. These cases may attract the penalty applied to an academic infringement, and not malpractice.

NOTE:

- **The IBO randomly checks candidates' work for plagiarism using Web-based plagiarism prevention and education systems, such as Turnitin.com**
- **Students are constantly advised to check for plagiarism only through the system provided by the school**

Malpractice in Group Work

- Allowing a member or members of the group to write any part of their assessment piece.
- Allowing a member or members of the group to write any part of another member’s assessment piece.
- Giving a copy of one student’s work with respect to that assessment to any other student within the group.

Note: It is essential that both teachers and candidates are aware of the distinction between collaboration and collusion.

According to the IBO, for most assessment components, candidates are expected to work independently with support from their subject teacher (or supervisor in the case of extended essays). However, there are occasions when collaboration with other candidates is permitted or even actively encouraged, for example, in the requirements for internal assessment.

- The final work must be produced independently, despite the fact that it may be based on similar data.
- The abstract, introduction, content and conclusion or summary of a piece of work must be written in each candidate’s own words and cannot therefore be the same as another candidate. (If, for example, two or more candidates have exactly the same introduction to an assignment, the final award committee will construe this as collusion, and not collaboration).
- Teachers are required to pay particular attention to this important distinction to prevent allegations of collusion against their candidates.

Cite and Acknowledge Sources:

Students are taught how to give citations and acknowledgements of sources.
<ul style="list-style-type: none"> ● This is initiated in IB MYP and consolidated in IB DP.
<ul style="list-style-type: none"> ● Dedicated project work and assignments encourage the students to instil these practices in their academic work, with extended support from the librarian.
<ul style="list-style-type: none"> ● However, when individual subjects/teachers have their own specific requirements, guidelines are provided by the subject teacher.
Examples of citations that NISV adopts:
- Allott, A., Mindorff, D., (2007), <i>Biology Course Companion</i> , Oxford University Press, Oxford
- Cossins, D., “China – The Future’s Red”, <i>Knowledge</i> , Vol.3 Issue 1
- McGrath, M., (2008), “Fossil fills out water-land leap”, on <i>BBC NEWS Science & Environment</i> , http://news.bbc.co.uk/1/hi/sci/tech/7473470.stm , accessed. Monday 25 th April 2011

Two basic ways of acknowledging sources of information

Footnotes

When quoting directly from someone's work, put an "identifier" next to it in superscript, subsequently writing the source at the bottom of the page with the same identifier.

E.g., "Experts believe that Ventastega was an important staging post in the evolutionary journey that led creatures from the sea to the land."¹

¹McGrath, M., (2008) "Fossil fills out water-land leap", on BBC NEWS Science & Environment, <http://news.bbc.co.uk/1/hi/sci/tech/7473470.stm>, accessed Monday 25th April 2011"

OR

Brackets

When quoting directly from someone's work, write the name and date in brackets and put the work in the bibliography. E.g., "Experts believe that Ventastega was an important staging post in the evolutionary journey that led creatures from the sea to the land. (McGrath, 2008)"

Roles and Responsibilities:

1. The Principal/ Coordinators

- Understand and actively promote academic integrity.
- Create and encourage a positive school culture.
- Provide resources to support academic integrity on the campus.
- Stay informed about the regulations and instructions as provided by the IBO that govern the conduct of each examination session.
- Inform staff and students through various media what constitutes malpractice and how it can be prevented.
- Promulgate a school culture that actively encourages academic integrity.
- Support the IBO fully in the prevention, detection and investigation of malpractice.
- Undertake any additional responsibilities required by the IBO should a candidate or staff member be investigated for malpractice.

2. The Librarian

The IB Academic Integrity document states that the Teacher Librarian explicitly teaches academic integrity as part of their teaching programme across IB MYP and IB DP.

In a cohesive and comprehensive way, students will receive instruction in:

1. Use of the Library and Internet.
2. Note taking skills.
3. Paraphrasing and adaptation of source material.

4. Ways to acknowledge informally in writing and speech.
5. Referencing of direct quotations and in-text citations.
6. Ways to acknowledge information derived from a variety of sources, including electronic.
7. Writing a bibliography.
8. Upholding academic integrity.

3. Teachers

- Provide support for implementing academic integrity across the IB programmes.
- Teachers, along with the librarian, give specific instructions as well as written examples of proper citation of a variety of sources in all subject areas.
- They emphasize acknowledgement of all sources of prior knowledge/information/data such as, works of art, computer programmes, photographs, diagrams, illustrations, maps etc.
- They ensure that the concepts of intellectual property and academic integrity include the use of footnotes or endnotes to acknowledge the source of an idea that is not the student's own.
- Teachers, in conjunction with the teacher librarian, also provide scaffolding in developing research and analytic skills consistently.
- Teachers structure assignments to encourage the development of students' own ideas through problem solving, comparison, precise hypothesis, analysis etc.
- To encourage ethical behaviour, teachers may consider having students sign a declaration as a component of enforcement of academic integrity.
- The declaration stating that the work they submit for assessment is their own authentic work.
- Teachers actively use the MLA/ Harvard style bibliographic convention when providing students with reference material and encourage the students to follow suit.

4. Parents

As stakeholders, parents are duly educated on the importance of the Academic Integrity policy which is shared on the school's website for easy access.

They are encouraged to strengthen ethical attributes while monitoring the tasks assigned to their child/ward.

They are required to be informed about the facility of media literacy in the changing academic ethos to monitor their child/ward's e-learning in conjunction with the conventional teaching-learning pedagogy.

5. Students

All students are instructed on the conventions of academic integrity and encouraged to demonstrate ethical behaviour and model digital citizenship in their studies.

Students have a responsibility to adhere to NISV guidelines and act with integrity and discipline, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities.

- Students take responsibility for their own actions and the accompanying consequences.
- All IB MYP and DP candidates should note that the IB checks the work of all candidates for plagiarism using a web-based plagiarism prevention service.

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Induction of New Staff

- All new staff members inducted in the school will be given a copy of each of the "IB Academic Integrity Guidelines" and the School's Academic Integrity Policy.
- The IB Programme Coordinator will brief the new staff and elucidate the Academic Integrity Policy of the school as per the school calendar.
- The Librarian will conduct a workshop on how to acknowledge sources, citation and about MLA 7 as per the school calendar.
- The Heads of Departments will brief the newly inducted teachers on academic integrity in their subject area.
- The HOD will discuss in detail, examples of malpractice that are subject specific and provide clarity to the teachers during the Department meetings too.

Academic Integrity Continuum

IB learner profile provides a basis for the continuum of academic integrity policy

PYP	MYP	DP
<p>PYP framework provides opportunities for the development of academic integrity</p> <ul style="list-style-type: none"> • Teachers design the ATL for the delivery of the curriculum through carefully referenced, cited and acknowledged resources. • Teachers as academically honest stakeholders, become the formative step in inculcating principles of academic integrity. 	<p>Academic integrity is integral to an effective MYP.</p> <ul style="list-style-type: none"> • Approaches to learning include a conscious grooming of academic integrity to complement enhancement of personal, social and technical skills. • Academic integrity is the responsibility of all stakeholders. • The school frames its academic integrity policy according to the guidelines provided in the IB publication (General Regulation MYP). 	<p>Academic integrity is reiterated and reinforced throughout the programme.</p> <ul style="list-style-type: none"> • Candidates must understand the meaning and significance of concepts that relate to academic integrity, intellectual property and malpractice. • The school frames its academic integrity policy according to the guidelines provided in the IB publication (General Regulation DP and Handbook of Procedures for DP).

PRIMARY YEARS PROGRAMME:

Even young learners need to understand the importance of acknowledging others' ideas and work. As teachers we are our students' greatest role models so it is essential that we lead by example. In doing so, we should make reference to the Learner Profiles and attitudes, particularly respect, integrity and principled. We need to develop the understanding that, while the sharing of ideas and work is encouraged,

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we need to recognize to whom the ideas and work belong. By the end of Grade 6 students are expected to reference their sources in a bibliography. Although we do not require very young learners to record other's work in the form of a bibliography, they are expected to recognize and state when an idea or piece of work is not their own. This is the case not only with published work/ideas, but also those of their peers.

MYP Student Guidelines

The student is expected to:

- Understand the importance of following the Academic Integrity Policy.
- Abide by the Academic Integrity Policy or face the consequences as mentioned in the Parent Student Hand book.
- Know what defines plagiarism.
- Know what defines malpractices in academics.
- Acknowledge the source of direct quotations.
- Acknowledge information taken from all sources.
- Acknowledge references in a bibliography.
- Use in-text citation.
- Follow all Test/ Examination rules.

The student is expected not to:

- Use notes during a Test/ Examination unless permitted by a teacher.
- Copy from another student during a Test/ Examination.
- Copy from the homework of another student.
- Hand in work as his/her own that has been copied.
- Do homework for another student.
- Give another student his/ her own work to copy unless allowed by a teacher.

Monitoring Process in IB MYP

Teachers will take the following actions in the light of academic dishonesty:

- For copying from/ passing off peers' work as one's own, the offence will be recorded and a copy placed in the student's file.
- For repeated copying from/ passing off peers' work as one's own, a warning letter would be issued and parents would be informed, a copy of which would be placed in the student's file.
- For cheating in class assignments/ examinations, the student's work will not be assessed.
- Repeated offences may result in suspension from regular lessons and/ or students being on academic probation as a remedial measure until improvement is evident.
- Teachers record compliance of submission dates of assigned tasks. Non-compliance of the timeline would result in warning letters sent to the parents; disciplinary action will be taken.
- For non-submission of work, no level of achievement would be awarded.
- Non-acknowledged pieces of work would not be accepted and would be penalised as per IB specification.
- Checking plagiarism through Turnitin software for Personal Project is mandatory.
- Students would be asked to rewrite/ modify the plagiarised content, failing which, the task will not be assessed.
- In-house sessions with the librarian on academic integrity and referencing material/ data are arranged regularly.

IBDP Student Guidelines

Knowledge of Examination and Internal Assessment Procedures and Guidelines:

- As per IB recommendation, the key to avoiding malpractice during examination sessions Internal Assessments, CAS and EE, is to be familiar with the rules, regulations and requirements of the assessed work.
- The teachers, Examination Committee and the IBDP Coordinator will review these at key times during the two-year program.
- The students and parents have to sign a declaration before submitting the IBDP coursework for internal assessments.
- Teachers and students have to declare that it is the student's own work before submitting IBDP Coursework to the IBO.
- Students will be advised on how to do proper citations by the librarian, the EE Coordinator and their subject supervisors.
- If malpractice is established, then no grade of achievement shall be awarded for the subject concerned.

The student agrees to:

- Keep and maintain accurate and personal course notes.
- Acknowledge explicitly and appropriately any assistance provided by another person.
- Be informed about the nature of permissible external help.
- Acknowledge, in the specified manner, any information taken from a variety of sources.
- Document source material in a formal and appropriate manner.
- Use direct quotations appropriately.
- Understand the concept of plagiarism.
- Understand the consequences of malpractice regarding both school-based work and external examinations and assessments.
- Follow all examination rules.

The student agrees not to:

- Consciously collude by giving another student his/ her work to copy.
- Submit work done by anyone else.
- Use notes during a test, unless allowed by the teacher or permitted by the examination rules.
- Purchase and submit pieces as their own, while, in fact, they are written by someone else.
- Write essays for other students.
- Present artistic or creative work in any medium that has literally been reproduced, except in a manner allowed by the teacher or permitted by the examination rules.

Monitoring Process in IBDP

Teachers will take the following actions in the light of academic dishonesty:

- For copying from/ passing off peer's work as one's own, the offence will be recorded and a copy placed in the student's file.
- For repeated copying/ passing off peer's work as one's own, a warning letter would be issued, a copy of which would be placed in the student's file, and parents would be informed.
- For cheating in class assignments/ examinations, the student's work will not be assessed
- Repeated offences may result in suspension from regular lessons and/ or students being placed on

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academic probation as a remedial measure until improvement is evident.

- All investigations of group four subjects are closely monitored, recorded and checked for authenticity.
- Teachers record compliance of submission dates of assigned tasks. Non-compliance of the timeline will result in warning letters sent to the parents; disciplinary action will be taken.
- For non-submission of work, no level of achievement would be awarded.
- Non-acknowledged pieces of work will not be accepted and penalised
- as per IB specification.
- Checking plagiarism through Turnitin software for Extended Essay, TOK Essay, Written Assignments and Internal Assessments is mandatory. Students would be asked to rewrite/ modify the plagiarised content, failing which, the task will not be assessed.
- If plagiarism is detected after final submission to the teacher or IBDP Coordinator in the school, then it must be reported to IBO.
- Students who cheat in the production of IBDP coursework will be disciplined by the Principal and may be barred from appearing for the examinations.
- The IB Coordinator will have to inform IBO, in which case an investigation will take place. This could lead to the student not being able to obtain his/ her Diploma.
- In house sessions with the librarian on academic integrity and referencing material/ data are arranged regularly.

Procedures of Investigations

The four most common circumstances that initiate investigation by the IBO are:

- The IBDP Coordinator (upon being informed by a teacher) informs IBO that they suspect that a final work submitted for assessment may be affected by malpractice.
- The IBDP Coordinator informs IBO that malpractice may have taken place during an Examination.
- An examiner suspects malpractice and provides evidence to justify his/ her suspicion to the IBO.
- An IBO member of staff identifies examination material that may not be the authentic work of a candidate and provides evidence to justify his/ her suspicion.

Diploma or Certificate may be revoked at any time if malpractice is established.

A detailed list of procedures for IBO investigations can be found at the website at this link:

<https://www.ibo.org/contentassets/76d2b6d4731f44ff800d0d06d371a892/academic-integrity-policy-english.pdf>

Sanctions in IB MYP and IBDP

Sanctions against academic dishonesty may range from warning to dismissal depending on the seriousness of the offence. The penalties may include one or more of the following:

- The offence is recorded and a copy is placed in the student's file.
- A warning letter is issued, a copy of which is placed in the student's file.
- Receiving a zero in the piece of work or examination for malpractice.
- Suspension from regular lessons.
- Being placed on academic probation until improvement is evident.

CONNECTIONS

ADMISSION POLICY

At the time of admission, it is mandatory for students and parents to sign an academic integrity contract, indicating their commitment to NISV Academic Integrity policy, and fill in the Self-Assessment Statement. The school requests the previous school to send a letter of recommendation on the school recommender's form, to complete the admission process at DP level. Also, while granting admissions, students' previous academic records are reviewed to ensure that the student has not been involved in any form of academic dishonesty. The school may, at its sole discretion, decide not to grant admission to students, who have indulged in such practices in their previous school/s.

At the time of admission in IBDP, the student and the parent are made aware of the importance of being academically honest and the consequences as per the school's policy in case of any breach.

ASSESSMENT POLICY

Academic Integrity policy is linked with assessment policy as it mentions different forms of academic misconduct related to internal and external assessment. Additionally, the Academic Integrity policy mentions the consequences of academic misconduct in various forms of assessment. Students will sign an undertaking and a contract, claiming that the work uploaded is the final version and is his/ her own original work whether written/ oral/ video-recorded, and maintain integrity during all forms of assessments.

LANGUAGE POLICY

The NISV Academic Honesty policy includes clear definitions, practices and consequences of academic dishonesty. Through their language learning, students are expected to be principled learners in furthering their language development.

At NISV, the following practices are considered dishonest with regards to language learning:

- A student claims ownership of another student's, group's or pair's work
- A student uses any online translation tools or websites to translate a phrase or text, whether it be from their own text in their home language or from any other published source, unless it is approved by the teacher
- During reading comprehension assessments, the student translates the original text to their own home language to demonstrate understanding and comprehension in English
- The student receives support from another student, parent, teacher or tutor without the approval of the teacher.

ACADEMIC INTEGRITY

Academic honesty in the IB educational context, (November 2016)

Specific learning issues, language and communication disorders.

- Speech and language issues characterized by communication problems (for example, dysphasia, and articulation problems).
- Social, emotional and behavioural issues include:
 - a. attention deficit disorder (ADD)/attention deficit hyperactivity disorder (ADHD)
 - b. autistic spectrum disorders

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- c. withdrawn
- d. depressive or suicidal attitudes
- e. school phobia
- f. substance abuse
- g. disruptive antisocial and uncooperative behaviour (ODD) and anger, frustration and violence.

Physical disabilities include a wide range of conditions that are not always immediately obvious but affect mobility.

- Sensory issues: hearing - embraces an extensive range of hearing loss from mild to profound and can present communication difficulties;
- Visual - includes difficulties with either the structure or function of the eye, affecting vision.

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STEERING COMMITTEE

The committee comprises of Member- Board of Trustees, Head of School, Parent Representative, Senior Student Representative, Programme Coordinators, HODs, Counsellors and Librarian.

References: Review dates

The policy will be reviewed every 4 years led by the Steering committee.

Last Review Date	January 2021
Next Review Date	January 2024

The review committee will make sure that any revision to the policy is coherent with the beliefs and values of the IBO requirements.

References-

- IB Publications
- Guangdong Shunde Desheng School Academic,
- Beijing City International School. Beijing, China.
- Osaka International School of KwansaiGakuin
- Apeejay School Integration, South Delhi Academic Integrity Policy
- Neev Academy Academic Integrity Policy
- Poddar academic integrity policy

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Academic Integrity Contract to be submitted by IBMYP and IBDP students

I have read and fully understood the Academic Integrity policy. I agree to abide by the same.

I understand what constitutes academic malpractice and what I must do to remain academically honest and accountable. I understand the consequences of indulging in any malpractice, which could result in stringent disciplinary action.

Student name _____

Parent/ Guardian Name _____

Student Signature _____

Parent/ Guardian Signature _____

Date _____



The Navrachana logo comprises three leaves of the Bodhi tree under which Lord Buddha attained enlightenment. The leaves signify the three vital facets of the child's physical, mental-emotional growth, and development. This translates as Navrachana, which is "New Creation".

The emblem thus symbolizes the aim of the school, which is to build, nurture, and groom these three qualities, to create well-balanced and multifaceted individuals who consistently strive to realize their true potential