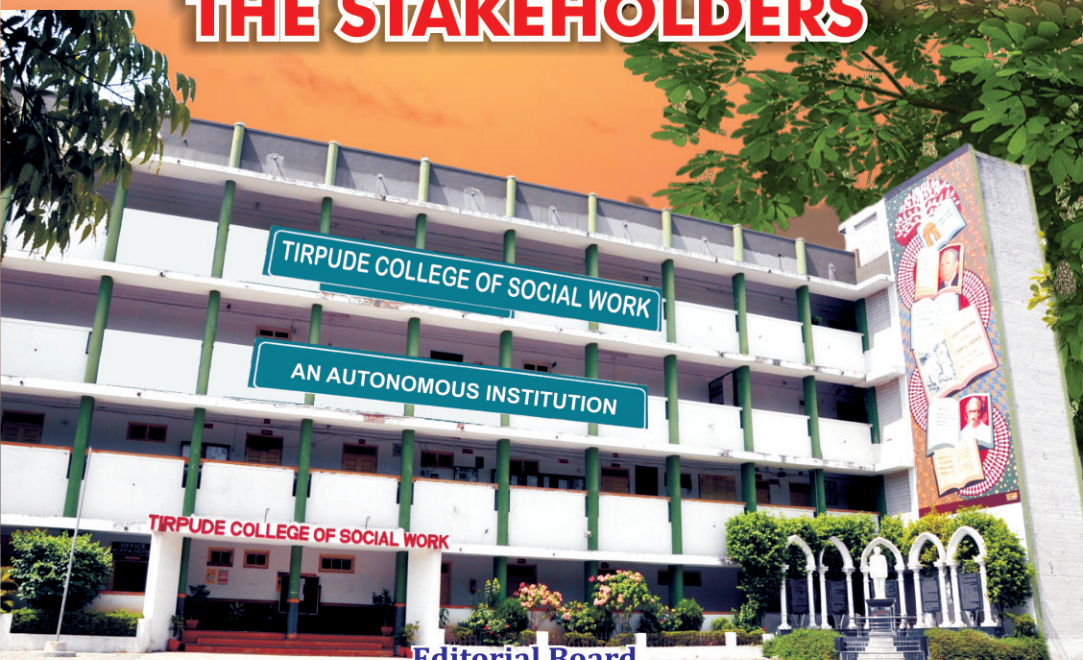Yugantar Education Society's

TIRPUDE COLLEGE OF SOCIAL WORK

(AN AUTONOMOUS INSTITUTION)

Balasaheb Tirpude Marg, Civil Lines, Nagpur- 440 001

Accredited with A+ Grade by the NAAC, Bangalore
Affiliated to R.T.M. Nagpur University, Nagpur

ETHICS AND VALUES FOR THE STAKEHOLDERS

Editorial Board

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Civil Lines, Sadar, Nagpur,
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TIRPUDE COLLEGE OF SOCIAL WORK
AN AUTONOMOUS INSTITUTION
Balasaheb Tirpude Marg, Sadar, Nagpur

A HANDBOOK

ON

ETHICS AND VALUES
FOR THE STAKEHOLDERS INVOLVED
IN HIGHER EDUCATION INSTITUTES

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**A Handbook On
Ethics And Values For The Stakeholders
Involved In Higher Education Institutes**

Dr. K. S. Patil
Editor in Chief

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PREFACE

All through the world, education has always been considered as a process of development of the individual's intellect and thinking in a direction in which the human society would benefit. Lofty ideals have been associated with the process of education of the individual. Dr. Sarvapalli Radhakrishnan, who was the First citizen of the Country, is considered as the architect of modern educational reforms in post-independent India.The purpose of education is not only to impart knowledge and skill, but it is to help us to live for others and with others.

The institutions governed by codes of conduct and ethics, written or un-written, administered by academicians of repute, enjoying autonomy and not being subjected to political influences and activities of pressure groups are the ideal ones. If this idealism is considered as asking for too much, the institutions are bound to degenerate with time and lose their academic stature.

The teachers and those concerned with administering the institutions for higher education have obligations to the society. These obligations are incomparable to those involved with institutions of higher learning to be role models. The high expectations are justified because as a group, the institutions of higher learning directly deal with vital human resource.

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The society expects ethical behaviour of highest order from certain section of citizens. Teachers and administrators associated with institutions of higher education are amongst them. Self assessment and

regulations are the accepted norms for persons associated with academic institutions for maintenance of high ethical standards. The self regulatory norms are evolved through codes of good practices which form the parameter for performance appraisal by peer groups. The codes to be adopted are based entirely on ethical principles. When the privileged groups of society fail to adhere to accepted ethics, the society is needed to step in and intervene. It is in this context, all the major stakeholders involved in higher learning centers need to evolve codes of conduct and ethics which will be used as machinery for assessment and a process for accountability.

Tirpude College of Social Work, Nagpur, being one of the pioneer institutes imparting social work education in India considers it as a primary responsibility to imbibe ethical values in the society and therefore, is coming out with the present handbook designed separately for the major stakeholders involved in this institution. We hope, the intent behind this exercise will be appreciated by the society and stakeholders as well.

Dr. K. S. Patil
Principal

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CODE OF ETHICS AND CONDUCT
FOR GOVERNING BODY

An Introduction:

All through the world, education has always been considered as a process of development of the individual's intellect and thinking in a direction in which the human society would benefit. Lofty ideals have been associated with the process of education of the individual. Dr. Sarvapalli Radhakrishnan, who was the First citizen of the Country, is considered as the architect of modern educational reforms in post-independent India.

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Code of Conduct for the Governing Body

The Institute shall be managed by a regularly constituted Governing Body. The composition, functions and other condition pertaining to the Governing Body shall be as prescribed in the Directive Principles made and accepted by the Management.

Code of Conduct

• Decisions and resolutions made by the Governing Body, Executive Body and all the Trust Units are obligatory.

• The members of Governing Body shall maintain their character, transparency, mannerisms and good image.

• No property of Trust will be used for personal benefits.

• The members of the Governing Body can obtain service from the Trust employee as and when required.

• Any member of Governing Body will not express non-satisfaction with any decision made by the Executive Body, it will be discussed or expressed in the meeting only, one must respect majority taking the decisions.

• Any member of Governing Body if needs any primary information from Institute, he/she will communicate to the Principal and will not have any oral or written communication with the employee.

• If any misbehavior and action by the employee defames the Institute, it will be communicated to the Secretary orally or in writing.

• All shall mind that no person is greater than Institute.

• The Governing Body will receive all communication in writing only from the Principal, in the same way the Governing Body will reciprocate their decision through principal.

• Respect other member's opinion and give them a chance to express, if necessary permit to register contradictory opinion.

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CODE OF ETHICS AND CONDUCT
FOR PRINCIPAL

Principal is one the most important functionary in the academic and general administration of a higher learning institute. He is expected to perform duties concerned with administration of academic activities keeping in mind the interest of students, teachers, management and other stakeholder agencies. Overall Performance of a principal creates a large overall impact in the society. Acceptance of these responsibilities and a commitment to work and adhere to the basic ethics on part of a principal is the basic requirement for an institution to perform as per expectation of the society. The principals are expected to follow certain code of ethics with respect to --

Recruitment and Admission

It is desired to promote the highest standards of ethical practice and professional behavior in the recruitment of faculty and administrative staff as well as while admitting students for various courses available in the institution. Acceptance of standard prescribed procedure and a commitment to adhere to the principles laid down for a transparent process on merit is expected from the institutional heads.

Publications and Promotion for Admissions of Students

Promotional materials used with students shall be clear, accurate, and current and should emphasize the educational programs and services available. Any material created for the promotion of admission of students shall not, by any commission or omission, provide false, incomplete, or misleading information.

Electronic and print versions of promotional materials should be reviewed frequently to ensure they are consistent and that they objectively and truthfully reflect the programs and offerings of the institution. It is also expected from the principal to provide enough candid and pertinent information that students are generally unfamiliar with.

Non-discrimination

A Principal shall not discriminate with regard to race, colour, gender, religion, sexual orientation, age, political opinion, or disability

relating to his subordinates and students. They are also expected to understand and protect the civil and human rights of all individuals and refrain from putting undue pressure on any individual working under him.

Principal should:

- Discharge their professional responsibilities according to the existing rules and adhere to procedures and methods consistent with their profession;

- To play a key role in the formulation of policies of the institution by accepting various offices and discharge responsibilities which such offices may demand.

- Be well versed with the latest UGC guidelines/ University acts so as to arrive at a legitimate decision whenever the situation demand;

- Co-operate with the stakeholders for the betterment of the institutions keeping in view the interest and in conformity with dignity of the profession;

- Respect the right and dignity of the subordinates and students in expressing his/her opinion;

- Deal justly and impartially with the subordinates and students regardless of their religion, caste, economic, social and physical characteristics;

- Recognize the difference in aptitude and capabilities among the subordinates and students and try to meet their individual needs;

- Make himself available to all the stakeholders even beyond office hours and provide guidance or help whenever needed without any remuneration or reward;

- Not have any bias against subordinates while allotting work, assigning responsibilities and should promote decentralized work system;

- Provide equal opportunities to all the working staff in terms of career advancement and promotion;

- Address the grievances of all the stakeholders through prevailing lawful procedure.

- Chalk out a policy and plan to execute the vision and mission;

- Promote industry-institution interaction and inculcate research development activities;
- Ensure that the staff and students are aware of rules, policies and procedures laid down by the college and enforce them fittingly;
- Monitor, manage and educate the administration of the institution and take remedial measures/actions based on the stakeholder's feedback;
- Execute any other qualitative and quantitative work for the welfare of the institution;
- Be fair in his disciplinary action for all the members of faculty, non-teaching staff and students;
- Empower all his staff and students to reach their maximum potential;
- Carry himself with the highest integrity and he has to exhibit outstanding and strong leadership skills.

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CODE OF ETHICS AND CONDUCT
FOR TEACHERS

Statement

Teachers demonstrate, Inspire and Guide, through their own conduct, that learning is a noble character building and nation- building activity.

1.   To be trustworthy and build trustworthiness in students by

a.   Demonstrating professional competence to teach and learn

The student trusts that the teacher possesses basic, professional competence in the subject matter taught (content competence) and in the ability to teach (pedagogical competence). This trust has to be built by maintaining a high level of subject knowledge. Students reflect the attitude of the teacher; therefore, if the students are expected to be learning-oriented, teacher has to demonstrate a high inclination towards continuous learning.

Standards for Practice for Content Competence

i.   Accepting responsibility for teaching a course/subject only if the teacher possesses thorough knowledge of subject matter and demonstrates an enthusiasm for it;

ii.   Demonstrating learning orientation by continuously keeping the course content current, accurate, authoritative and appropriate to the level of the student's program of studies;

iii.   Going beyond the curriculum so that the student gets a comprehensive understanding of the subject;

iv.   Going beyond the standard/prescribed text book or course materials and providing a list of books, journals, magazine, articles and internet resources, mapped to each topic to encourage the students to get multiple perspectives, think critically and form own viewpoints based on reason;

v.   Creating a learning experience that makes various aspects of subject matter meaningful to students;

vi.   Doing research and developing important and original thoughts on the subject;

vii. Pondering about the discipline, analyzing its nature and evaluating its quality;

viii. Following regularly intellectual developments/ research in the discipline and related fields;

ix. Taking strong interest in broader issues and building intellectual strength;

x. Meeting periodically with the subject experts/ practitioners to build up the knowledge repertoire.

Standards of Practice for Pedagogical Competence

i. Aligning instruction with curriculum scope and sequence;

ii. Communicating the objectives of the course to students;

iii. Adjusting instruction based on current assessment of students' mastery and understanding as well as their learning styles;

iv. Selecting instructional goals that reflect high expectations and encourages mastery of facts, development of skills, and understanding of underlying concepts;

v. Being aware of alternative instructional methods or strategies;

vi. Selecting methods of instruction that are effective in helping students to achieve the course objectives;

vii. Selecting or designing learning activities that are clearly connected to instructional goals and objectives;

viii. Planning lessons that are clear, logical, and sequential;

ix. Differentiating instruction to accommodate the learning needs of all students;

x. Incorporating activities and teaching innovations that promote the development of critical thinking, problem solving, and performance skills;

xi. Reviewing and revising the methods of teaching on a regular basis, based on feedback from students and an objective assessment of learning outcomes.

b. Being honest and encouraging honesty in all academic and other human activities

i. Honestly admitting when required that 'I do not know' and stating that 'I will find out'.

ii. Acknowledging the sources of all teaching resources such as presentations, videos, cases, assignments, exercises,

activities, games, role plays;

iii. Acknowledging the contribution of colleagues and other members of teaching fraternity, industry or society;

iv. Acknowledging term papers and other assignments and returning them to students after evaluation;

v. Acknowledging use of student work and scholarly assistance in any research or publication;

vi. Briefing students on what is academic honesty and setting up appropriate institutional and individual processes to ensure that plagiarized work is not accepted/ rewarded.

vii. Using the institution's resources and facilities only for institutional purpose and not for personal, commercial or any other purpose.

viii. Displaying utmost integrity in all financial dealings with management and with third parties.

c. Honestly in work by not indulging in copyright/IPR violation

i. Refraining from plagiarism, by not representing ideas, words, or data of another person or persons as one's own;

ii. Giving appropriate credit for information from all sources including electronic resources;

iii. Acknowledging the source(s) of data and accurately describing the method by which their data was gathered;

iv. Refraining from any fabrication or falsification of data or results constituting a violation of ethical standards;

v. Disclosing publicly the sources of funding and the intent of the research;

vi. Conducting research in a manner consistent with the ethical standards for investigation in the respective disciplines;

vii. Seeking informed consent for research involving human subjects, ensuring that they are aware of the nature of the research and voluntarily agree to be a part of such research;

d. Making services available at all times for the development of students, the institution and the Society

i. Maintaining working hours as per terms of appointment;

ii. Refraining from taking up any unauthorized, non-institutional work during office hours;

iii. Duly recording official duty outside the institutional premises;

iv. Starting and ending the class on time every time and insisting on students being punctual;

v. Functioning as mentors to the students and extending all possible help for their development;

vi. Attending all meetings, lectures and functions on invitation and demonstrating passion and commitment to cause;

vii. Cooperating with colleagues whenever such cooperation is sought;

viii. Participating in and encouraging students to participate in community work.

ix. Standing by students, colleagues and management by going beyond the call of duty.

e. Providing honest and objective feedback that will help students to assess their learning and progress towards their goals

i. Ensuring that assessment of students is valid, open, fair, and congruent with course objectives;

ii. Being aware of research (including personal or self-reflective research) on the advantages and disadvantages of alternative methods of assessment;

iii. Communicating clearly to the students, expectations for learning, assessment procedures and grading standards at the beginning of the course;

iv. Using a variety of assessments that align with concepts and skills taught;

v. Assessing and reporting student progress in a manner that is understandable to students, parents, and colleagues;

vi. Being prompt and accurate in providing feedback on their performance at regular intervals with explanation as to how their work was graded and constructive suggestion to improve their standing in the course;

vii. Allocating adequate opportunity to learn and practice the skills that are to be evaluated.

f. Demonstrating the courage to speak the truth and do the right thing

i. Taking on the role of a whistle-blower without hesitation, if any unethical practices are observed or brought to notice;

ii. Proactively taking corrective action to set right wrong behavior or practice.

2. To earn respect and help students earn respect by

a. Treating students, colleagues and management with respect

    i. Students:

Encouraging students to question, in their pursuit of learning; adhering to one's professional role as guide and mentor; respecting confidentiality of information about students and refraining from making negative comments about students to faculty colleagues; refraining from making negative comments about faculty colleagues and management to students; refraining from entering the class late, cancelling classes at short notice or at the request of a few students in class; presenting before the students with enthusiasm, drive, initiative and open mindedness; maintaining emotional stability.

    ii. Teachers:

Speaking respectfully of colleagues and rendering assistance for professional development of junior colleagues; refraining from soliciting criticisms of colleagues from students; referring to authorities any voluntary complaint from students; being objective in professional judgment of colleagues; investigating thoroughly and consulting privately, if a colleague has shown incompetence or ethical violation in teaching before taking further action;

    iii. Management:

Speaking respectfully of management with colleagues and students; promptly fulfilling reporting and administrative obligations; giving due notice of intention to quit the service, recognizing the effect of the decision on management and students; refraining from actions which are in conflict with institutional mission, goals and policy.

b. Accepting that each individual is different

    i.   Encouraging diverse abilities and talents and enhancing their self-worth;

    ii. Encouraging the students to be open to peer learning and dissuading them from criticizing their peers in the classroom and outside;

    iii. Using a range of pedagogical tools that will cater to students with diverse learning styles;

    iv. Refraining from comments based on gender, ethnic group, religious belief or physical handicap which are inappropriate in the classroom environment;

3.   To demonstrate and guide students to take responsibility for their actions by

a.   Planning carefully to achieve desired results

Planning demonstrates sincerity of purpose and goal orientation.

i.   Scanning the environment for latest technology, tools, books, journals, e-learning material, cases, activities and such resources ahead of each cycle of teaching and selecting those most appropriate for achieving instructional goals and learning outcomes;

ii.   Defining Learning objective for each course and Learning Outcomes for each session;

iii.   Drawing up a detailed Session Plan for each session which includes a description of concept/topic, Learning Outcome, pre-read material, reference books, articles, etc., case/ activity/exercises/role play or any such learning tool to be used in the session, proposed evaluation tool to assess learning outcome;

iv.   Drawing up a detailed Evaluation Plan for the entire course listing evaluation components (such as quiz, test, class participation, project, group assignment, seminar), planned date of administration, weightage, parameters for evaluation (such as content, analytical skills, written communication skills, clarity of concept, etc.)

v.   Communicating to students at the commencement of the course, not only the session plan and evaluation plan but also the rules to be enforced on punctuality, attendance, behavior in class, timely submission of assignments, academic honesty and make-up tests/assignments if any evaluations are missed; feedback mechanism; commitment to dates by which evaluations will be completed and marks and feedback given; consequences of non-compliance with rules.

b.   Demonstrating a passion for excellence

Passion for excellence is demonstrated in setting very high expectations from students and refusing to accept poor quality work turned in by students; it is also reflected in self-imposed, high standards of academic scholarship and delivery and constantly raising the bar. Passion for excellence is to be seen and felt in every action and behavior inside and outside the classroom, positively infecting and influencing student and colleagues.

Eye for detail coexists with passion for excellence, passion for perfection and passion for creating an environment for learning sans aberrations which distract the mind; an environment for clear communication to achieve the desired objectives.

i.   Aligning instruction with curriculum scope and sequence;
ii.   Adjusting instruction based on current assessment of students' mastery and understanding;
iii. Selecting instructional goals that reflect high expectations and encouraging mastery of subject, development of skills and understanding and assimilation of underlying concepts;
iv.   Selecting or designing learning activities that are clearly connected to instructional goals and objectives;
v.   Differentiating instruction to accommodate the learning needs of all students;
vi.   Managing classroom procedures that maximize efficient use of student and teacher time and effort;
vii. Using materials, technology, and resources that promote the development of critical thinking, problem solving, and performance skills;
viii. Incorporating activities and teaching innovations that promote independent thinking and develop problem-solving skills among students;

c.   Taking actions after duly considering the possible outcomes

Evaluating possible outcomes prior to taking action helps in building critical thinking skills, decision-making skills and paves the way for success as well as prepares one for accepting failure.

d.   Being accountable for my words, actions and behavior

i.   Periodically checking on whether promises/commitments on paper are being kept in terms of progress in course delivery, evaluation, achievement of learning outcomes;
ii.   Periodic self-assessment to check if behavior displayed is in line with proclaimed values and is worthy of emulation;

e.   Setting a good example by being responsible for my own actions

4. **To demonstrate fairness in dealings by**

   a. **Being objective in evaluation and show no bias or preference on the basis of race, color, creed, religion or gender;**

      i. Communicating clearly in advance, tools, methods, parameters for evaluation and weight   age   for each evaluation component and each parameter, timing of evaluation, dates for announcing the marks and for giving feedback;

      ii. Being very conscious about not allowing any bias on the basis of race, color, creed, areligion or gender to influence evaluation of student's performance;

      iii. Creating a safe and positive environment for students by implementing disciplinary procedures with fairness and consistency;

   b. **Maintaining relationships with students which will not interfere with fair evaluation**

      i. Keeping relationships with students focused on pedagogical goals and academic requirements;

      ii. Maintaining objectivity in situations, whereby the perception of favoritism on the part of other students is minimized, as this could be as disastrous as actual favoritism or unfairness;

      iii. Refraining from any form of close personal relationship, giving or accepting gifts from a current student;

      iv. Responsibly notifying the higher authorities if in spite of efforts to counsel, such relationships prevail, so that alternative arrangements can be made for supervision or evaluation of the student;

   c. **Openly accepting my shortcomings through transparency of my actions.**

5. **To demonstrate caring by**

   a. **Emotionally connecting with students, to understand their aspirations and anxieties and help them reach their highest potential**

      i. Mentoring students to help them make important academic/professional decisions;

    ii.   Incorporating knowledge and understanding of students' physical, social, emotional and cognitive development in instructional design;

    iii.   Recognizing and celebrating the achievements of students;

    iv.   Creating a supportive learning environment for all students that encourages social interaction, self-motivation, active engagement in learning and nurtures basic human values.

b.   Maintaining confidentiality of student information unless there is legitimate ground for disclosure

    i.   Disclosing upfront, rules and policies followed with respect to confidentiality of student records;

    ii.   Maintaining confidentiality of individual student grades;

    iii.   Student records and private communications to be treated as confidential materials and released only with consent of student or as per disclosed policy where there is reasonable ground for disclosure and such disclosure is in the interest of the student or to prevent harm to others.

    iv.   In the absence of adequate grounds (i.e., student consent, legitimate purpose, or benefit to student) any of the following could be construed as a violation of confidentiality:

    1.   Providing student academic records to a potential employer, researcher, or private investigator;

    2.   Discussing a student's grades or academic problems with another faculty member;

c.   Providing a safe and open environment for discussion and dealing with sensitive issues

    i.   Acknowledging from the outset that a particular topic is sensitive, and explaining why it is necessary to include it in the course curriculum;

    ii.   Identifying his or her own perspective on the topic and comparing it to alternative approaches or interpretations, thereby providing students with an understanding of the complexity of the issue and the difficulty of achieving a single objective conclusion;

    iii. Providing a safe and open environment for class discussion by:

- Inviting all students to state their position on the issue;
- Setting ground rules for discussion;
- Being respectful of students even when it is necessary to disagree; and
- Encouraging students to be respectful of one another.

d. Inculcating a spirit of caring towards all fellow human beings

    i. Developing reciprocity and cooperation among students;

    ii. Encouraging team effort to enhance collaborative learning;

    iii. Communicating that it is cooperation and not competition which leads to success;

    iv. Demonstrating an attitude of genuine caring for students

6. To demonstrate that the knowledge gained is not merely forfulfilling materialistic ambitions but also to serve the society by

- Working in harmony with management and colleagues to make my institution and community better place for work
- Getting involved in community development by applying my knowledge through carefully and systematically planned activities
- Being a good neighbor to my fellow citizens
- Complying with the laws of the land and respecting authority
- Protecting the environment for posterity.

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CODE OF ETHICS AND CONDUCT FOR ADMINISTRATIVE STAFF

Administrative staff of any higher education institution plays a key role in day to day affairs of the college and is a vital factor in maintaining overall standard. It can said to be the backbone of the institution.

The following traits are expected from the Non-teaching staff. He/ she must

- Remain on duty during college hours.
- Adhere strictly to the laws and regulations of the college.
- Respect and maintain the hierarchy in the administration.
- Maintain honesty, integrity, fairness in all activities,
- Exercise self-discipline and restrain at all ties and deal positively with staff, students and the general public,
- Must not divulge official secrets, mutilate, expunge, conceal, alter or forge official documents/ receipts.
- Must not intercept or misappropriate college money.
- Must not be absent from duty without official approval.
- Avoid personal use of social networking sites such as face-book, what's app etc during the working hours.
- Be impartial and non discriminative against students.
- Interact with the students in a friendly manner,
- Abide by the rule and regulations of the institution.
- Collaborate with staff members.
- Be responsible and interact positively with parents and other stakeholders.
- Be good counselors and facilitators for students.
- Help, guide, encourage and assist students in their co-curricular activities.
- Deal with all aspects of admission, financial aid and on-campus support.
- Make certain that appropriate information and support services are provided to students in order to ensure a smooth transition to a new educational and cultural environment.

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STUDENTS' CODE OF ETHICS AND CONDUCT ALONG WITH STANDARD PROCEDURES

1. Preamble

This Handbook indicates the standard procedures and practices of Tirpude College of Social Work for all students enrolling with the Institute for pursuing varied courses. All students must know that it is incumbent upon them to abide by this Code of Ethics and Conduct and the rights, responsibilities including the restrictions arising from it.

All Students are requested to be well conversant with this Code.

2. Jurisdiction

1. The Institute shall have the jurisdiction over the conduct of the students associated /enrolled with the college and to take cognizance of all acts of misconduct including incidents of ragging or otherwise which are taking place on the Institute campus or in connection with the Institute related activities and functions.

2. Institute may also exercise jurisdiction over conduct which occurs off-campus violating the ideal student conduct and discipline as laid down in this Policy and other regulations, as if the conduct has occurred on campus which shall include

   a) Any violations of the Sexual Harassment Policy of the Institute against other students of the Institute.

   b) Physical assault, threats of violence, or conduct that threatens the health or safety of any person including other students of the Institute;

   c) Possession or use of weapons, explosives, or destructive devices off campus

   d) Use or distribution of prohibited drugs, alcohol etc.

   e) Conduct which has a negative impact or constitutes a nuisance to members of the surrounding off-campus community.

3. The college, while determining whether or not to exercise such off-campus jurisdiction in situations enumerated hereinabove, shall consider the seriousness of the alleged offense, the risk

of harm involved, whether the victim(s) are members of the campus community and/or whether the off campus conduct is part of a series of actions, which occurred both on, and off-campus.

3. **Ethics and Conduct**

    1. This Code shall apply to all kinds of conduct of students that occurs on the Institute premises that has or may have serious consequences or adverse impact on the Institute's Interests or reputation.

    2. At the time of admission, each student must sign a statement accepting this Code and by giving an undertaking that

        a) He/she shall be regular and complete his/her studies in the College.

        b) In the event, a student is forced to discontinue studies for any legitimate reason; such a student may be relieved from the Institute subject to written consent of the authority.

        c) As a result of such relieving, the student shall be required to pay dues and if a student had joined the Institute on scholarship, the said grant shall be revoked.

    3. The college believes in promoting a safe and efficient climate by enforcing behavioural standards. All students must uphold academic integrity, respect all persons and their rights and property and safety of others etc.

    4. All students must refrain from indulging in all forms of misconduct including indulging in any activity off-campus which can affect the Institute's interests and reputation substantially.

    5. Various forms of misconduct include

        a. Any act of discrimination (physical or verbal conduct) based on an individual's gender, caste, race, religion or religious beliefs, colour, region, language, disability, or sexual orientation, marital or family status, physical or mental disability, gender identity, etc.

        b. Intentionally damaging or destroying college property or property of other students and/or faculty members

        c. Any disruptive activity in a class room or in an event sponsored by the college.

d. Unable to produce the identity card, issued by the college, or refusing to produce it on demand by campus security guards

e. Participating in activities including
   i. Organizing meetings and processions without permission from the Institute.
   ii. Unauthorized possession, carrying or use of any weapon, ammunition, explosives or potential weapons, fireworks contrary to law or policy.
   iii. Unauthorized possession or use of harmful chemicals and banned drugs
   iv. Smoking on the campus of the college.
   v. Possessing, Consuming, of alcohol in the College.
   vi. Parking a vehicle in a no parking zone or in area earmarked for parking other type of vehicles.
   vii. Rash driving on the campus that may cause any inconvenience to others.
   viii. Theft or unauthorized access to others resources.
   ix. Misbehaviour at the time of student body elections or during any activity of the Institute.
   x. Engaging in disorderly, lewd or indecent conduct, including, but not limited to creating unreasonable noise; pushing and shoving; inciting or participating in a riot or group disruption at the Institute.

6. Students are expected not to interact, on behalf of the Institute, with media representatives or invite media persons on to the campus without the permission of the Institute authorities.

7. Students are not permitted to either audio or video record lectures in class rooms or actions of other students, faculty, or staff without prior permission.

8. Students are not permitted to provide audio and video clippings of any activity on the campus to media without prior permission.

9. Students are expected to use the social media carefully and responsibly.
   They cannot post derogatory comments about other individuals from the Institute on the social media or indulging in any such related activities having grave ramifications on the reputation of the Institute.

10. Indulging in any form of harassment which is defined as a conduct that is severe and objectively, a conduct that is motivated on the basis of a person's race, colour, national or ethnic origin, citizenship, sex, religion, age, sexual orientation, gender, gender identity, marital status, ancestry, physical or mental disability, medical condition.

If there is a case against a student for a possible breach of code of conduct, then the matter shall be referred to the concerned committee which shall recommend a suitable disciplinary action that shall inquire into the alleged violation and accordingly suggest the action to be taken against the said student. The committee may meet with the student to ascertain the misconduct and suggest one or more of the following disciplinary actions based on the nature of misconduct.

1. WARNING- Indicating that the action of the said delinquent student was in violation of the Code and any further acts of misconduct shall result in severe disciplinary action.
2. RESTRICTIONS -Reprimanding and restricting access to various facilities on the campus for a specified period of time.
3. EXPULSION - Expulsion of a student from the Institute permanently. Indicating prohibition from entering the Institute premises or participating in any student related activities or campus residences etc.
4. SUSPENSION- A student may be suspended for a specified period of time which will entail prohibition on participating in student related activities, classes, programs etc. Additionally, the student will be forbidden to use various Institute facilities unless permission is obtained from the Competent Authority. Suspension may also follow by possible dismissal, along with the following additional penalties.
5. Withholding the mark sheet or certificate for the courses studied or work carried out.

4   Appeal*:*

If the delinquent student is aggrieved by the imposition of any of the aforementioned penalties, he/she may appeal to the Principal to decide on one of the following:

1   Accept the recommendation of the committee and impose the punishment as suggested by the Committee or modify and impose any of the punishments as stipulated in this Code which is commensurate with the gravity of the proved misconduct, Or

2   Refer the case back to the committee for reconsideration.

In any case the Principal's decision is final and binding in all the cases where there is a possible misconduct by a student.

5   Academic Integrity

As a premier institution for advanced social work education and research, the Institute values academic integrity and is committed to fostering an intellectual and ethical environment based on the principles of academic integrity. Academic Integrity encompasses honesty and responsibility and awareness relating to ethical standards for the conduct of research and scholarship. The Institute believes that in all academic work, the ideas and contributions of others must be appropriately acknowledged. Academic integrity is essential for the success of the Institute and its research missions, and hence, violations of academic integrity, constitutes a serious offence.

Scope and Purpose

a.   This Policy on academic integrity, which forms an integral part of the Code, applies to all students at the college and is required to adhere to the said policy.

b.   The purpose of the Policy is twofold—To clarify the principles of academic integrity, and ensuring that the highest standards of academic integrity are upheld.

6.   Anti-ragging mechanism

The College has a coherent and an effective anti-ragging policy in place which is based on the 'UGC Regulation *on Curbing the Menace of Ragging in Higher Educational Institutions, 2009* [hereinafter referred to as the 'UGC Regulations']'. The UGC Regulations have been framed in view of the directions issued by the Hon'ble Supreme Court of India to prevent and prohibit ragging in all Indian Educational Institutions and Colleges. The said UGC Regulations shall apply mutatis mutandis to the college and the students are requested to adhere to the same.

1   Ragging constitutes one or more of the following acts*:*

a)   any conduct by any student or students whether by words spoken or written or by an act which has the effect of teasing, treating or handling with rudeness any student;

b) indulging in rowdy or undisciplined activities by any student or students which causes or is likely to cause annoyance, hardship, physical or psychological harm or to raise fear or apprehension thereof in any other student;

c) asking any student to do any act which such student will not in the ordinary course do and which has the effect of causing or generating a sense of shame, or torment or embarrassment so as to adversely affect the physique or psyche of such a student;

d) any act by a senior student that prevents, disrupts or disturbs the regular academic activity of any student;

e) exploiting the services of a student for completing the academic tasks assigned to an individual or a group of students;

f) any act of financial extortion or forceful expenditure burden put on a student by other students;

g) any act of physical abuse including all variants of it: sexual abuse, stripping, forcing obscene and lewd acts, gestures, causing bodily harm or any other danger to health or person;

h) any act or abuse by spoken words, emails, post, public insults which would also include deriving perverted pleasure, vicarious or sadistic thrill from actively or passively participating in the discomfiture to any other student ;

i) any act that affects the mental health and self-confidence of any other student with or without an intent to derive a sadistic pleasure or showing off power, authority or superiority by a student over any other student.

2   Anti-ragging :

The Anti-Ragging Committee, as constituted by the Principal shall examine all complaints of anti-ragging and come out with recommendation based on the nature of the incident.

7.   Committee Against Sexual Harassment

The College Policy on prevention and prohibition of sexual harassment at workplace shall apply to the students of the Institute. Students should note that sexual misconduct or harassment encompasses a range of conduct, including but not limited to sexual assault, unwanted touching or persistent unwelcome comments, e-mails, or pictures of an insulting or degrading sexual nature, which may constitute harassment, which shall depend of the circumstances of each case.

With regard to the Supreme Court Judgment and guideline issued in 1997 to provide for the effective enforcement of the basic human right of gender equality and guarantee against sexual harassment and abuse, more particularly against sexual harassment at work places, the University Grant Commission (UGC) has issued circulars since1998, to all the universities advising them to establish a permanent cell and a committee and to develop guidelines to combat sexual harassment, violence against women and ragging at the universities and colleges. It has further advised the universities to be proactive by developing a favorable atmosphere in the campus, where the status of woman is respected and they are treated with respect and dignity.

Keeping the above guidelines in view Tirpude College of Social Work, Nagpur has constituted a committee against Sexual Harassment under Women Development Centre of the College.

8   Student Grievance Procedure

Any student of the Institute aggrieved by any acts of sexual harassment, misconduct or ragging as defined and summarized hereinabove can approach the Student Grievance Redressal cell at the Institute. Further, any student who is aware of any violations must report the same to the Cell. The Cell shall consist of members as appointed by the Principal. Said grievance must be in writing and should be made within 60 days from the day of the alleged violation. The Cell shall take cognizance of the grievance and inform the Committee formed to enforce this Code or the Internal Complaints Committee, in cases of any sexual harassment complaints.

9   Student Participation In Governance

As Students are members of the college campus, they have a substantial interest in the governance of the Institute. The Code, policies and the varied procedures laid down herein intends that the principle of student involvement in governance in both administrative and academic areas is essential and it is pivotal that Students must be, at all junctures,be encouraged to put forth their views and advice, for an informed decision making. Student Participation is encouraged and must be strengthened through the involvement of students in all levels. Therefore, all students who are a part of the Institute and who are going to be enrolled in the College are advised to uphold the policy and inform the Institute of any violations and assist individually and collectively to improve the quality and effectiveness of this Code .

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CODE OF ETHICS AND CONDUCT
FOR PARENTS

Families and communities have a shared responsibility for every student's education. Through a collaborative approach, it is expected that effective and on-going communication enhances family engagement, resulting in a direct impact on improving student achievement. We support family engagement by guiding parents and guardians who seek assistance; welcome parents who wish to help the college, and empower the voice of parents who are potential transformers of our system.

The students and their parents are the most crucial group of individuals who can contribute towards better functioning of academic institutions and turn them into centre of academic excellence. The students as well as their parents have an important stake in the functioning of academic institutions and are bound by code of ethics. The parents particularly should intervene and correct the behaviour and attitude of their wards if they are found to be responsible for disturbing campus peace.

As major stakeholders, we are all aware of the importance of good working relationships and all recognise the importance of these relationships to equip the student with the necessary skills for their education. For these reasons we will continue to welcome and encourage parents and carers to pay attention to academic activities.

The purpose of this code of conduct is to provide the expectations around the conduct of all parents, care takers and visitors connected to the college.

We are committed to resolving difficulties in a constructive manner, through an open and positive dialogue. However we understand that everyday misunderstandings can cause frustrations and have a negative impact on our relationships. Where issues arise or misconceptions take place, please contact your ward's teacher or the Principal, who will be available to meet with you and go through the issue and hopefully resolve it. Where issues remain unresolved, please follow the college complaints procedure. This is available on the college website or a copy can be requested from the college office.

This code aims to clarify the types of unacceptable behaviour and seeks parental agreement to these expectations.

The code of conduct also sets out the actions the college can take should this code be ignored or where breaches occur.

Communication between teachers and parents

- Telephone and email communication will be used for extended discussion related to student performance and/or well-being.
- All parents/guardians will provide the college with a current telephone contact number and/or email address.
- The college will provide parents/guardians with contact information for each teacher, counselor, and administrator, including their email address and telephone extension, if available.
- College staff and parents/guardians will respond to phone messages and emails promptly.

The student planner is an essential tool for establishing efficient and effective organizational habits in the students. In addition to the expectation that the planner will be used for recording student learning goals, assignments and special events, the staff working in the college will try to facilitate easy access to the parents.

College office staff will:

- Greet visitors in a positive and professional manner.
- Maintain a clean and tidy front office, demonstrating a focus on students and families
- Provide a high quality up-to-date website that includes:
- college name, and logo
- college mission statement

Teachers will:

- Maintain up-to-date and accurate records of student grades and attendance in Focus
- Communicate with parents/guardians when their ward is found wanting or, has shown improvement, or does something exceptional.
- The college is committed to partnering with families to support student learning at home, college, and in the community.

College staff will:

- Foster positive relationships with parents to insure open communication with regard to any administrative matter.
- Spare time for a parent when they want to visit the college for whatever reason.

Parents/guardians are expected to:

- Create a home learning center, which is a dedicated space for their ward to complete college work and read daily.
- Insure their ward reads for at least 30 minutes a day, even if it means that a family member or friend reads with them.
- Ask their ward open ended questions about the college every day (suggestions below).
- What did you learn about at college today?
- What activities did you do at college today?
- What did you read at college today and what about it interested you?
- What did you do at college today that you enjoyed the most?
- Was there anything at college today that you didn't enjoy, and if so, what was it and why?
- Contact the college if you need assistance related to your ward.
- Contact the teacher if your ward is struggling in the classroom.
- Monitor their ward's academic activities and college attendance
- Limit their ward's television and computer time to emphasize the importance of college work and health.

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CODE OF ETHICS AND CONDUCT
FOR THE ALUMNI

Code of Conduct for Alumni

As a volunteer leader of Alumni Association, you are an ambassador of Tirpude College of Social Work. To maintain the reputation for professional excellence of the college and the Alumni Association, volunteer leaders are expected to display good judgment, diplomacy, and courtesy when interacting with alumni, friends, the college staff and the community.

For the staff towards alumni -

Provide the best possible customer service: We pride ourselves in offering high-quality service and programs with integrity and honesty.

Be innovative: We aspire to keep our programs and services relevant to our constituents by employing creativity, innovation and flexibility.

Nurture loyalty, pride and tradition: We work to strengthen the powerful attributes of loyalty, pride, and tradition that we see in our alumni, students, and friends who contribute to the excellence of the college.

Communicate openly: We value open communication, both within the Alumni Association members and among the college alumni, students, faculty, staff and friends.

Promote collaboration: We seek partnerships with individuals and organizations, both on and off-campus, to advance our mission and support our students.

Build a positive team and family spirit: We value and respect each other as individuals, work well together as a team and respect each other's work/life balance. We work smart and play smart to cultivate a fun and exciting work environment.

Be passionate: We are passionate about our alma mater and about our work and responsibilities.

Be relevant: We strive to be THE organization people turn to for alumni relations assistance and expertise.

We look forward to you for adhering to the highest standards of personal and professional ethics.

As a Volunteer, I will:

- Represent the college Alumni Association and the college with professionalism, dignity and pride, and be responsible for conducting myself with courtesy and appropriate behavior.
- Display respect and courtesy for employees, other volunteers, other alumni and friends of the college, event participants and friends and property.
- Keep personal opinions and actions separate from those made as a representative of the college and the TCSW Alumni Association.
- Use information and contact information about any alumni and friends of the college within the guidelines of the Alumni Association and Information will never be used for soliciting or marketing personal products or services.
- Keep the college staff informed of progress, concerns and problems within the program(s) in which I participate.
- Avoid conduct which would jeopardize the community and the TCSW Alumni Association's effectiveness.
- Practice responsible behavior at community events and TCSW Alumni Association-sponsored events.
- Strive to create a positive and enjoyable experience for myself, fellow board members and local alumni.
- Make every effort for all actions of self and fellow network leaders to be within the guidelines and policies of the TCSW Alumni Association and college.

As a Volunteer, I will not:

- Be under the influence of illegal drugs at TCSW Alumni Association sponsored events.
- Use vulgar or inappropriate language while representing the college.
- Hold events at inappropriate venues; such venues that do not uphold the integrity of the college or the TCSW Alumni Association.

- Post inappropriate pictures and/or comments on group or emails, or online social networks.
- Discriminate on the basis of race, color, national origin, religion, sex, pregnancy, marital status, sexual orientation, gender identity, age, physical or mental disability, or covered veteran status.

The success of TCSW Alumni Association depends upon volunteers located nationwide in a variety of roles. The association values its volunteers and works to create services and programs to support and enhance their involvement. However, volunteers of the association conducting himself or herself in a manner inconsistent with the mission of the association, or this code, may be removed from their position.

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CODE OF ETHICS AND CONDUCT
FOR ORGANIZATIONS

Code of Conduct for Organizations or Agencies

A code of ethics serves as a central guide for day-to-day professional practice and the decision making at work. It clarifies the cornerstones of any profession - its mission, values and principles - helping the stakeholders to understand how these cornerstones translate into everyday decision making, behavior and action. While some may believe that the codes are designed to limit one's actions, the best codes are actually structured to liberate and empower people to make more effective decisions with greater confidence.

Code of Ethics are framed at Tirpude College of Social Work for agencies, organizations, and bodies such as licensing and regulatory boards, agency boards of directors, Government agencies, Social Action Group, Social Work Agency, Citizen's Group, Self-Help Organization, Welfare Organization, Community Development Organization, village communities, women's groups and other professional groups that choose to adopt it or use it as a frame of reference. Violation of standards in this Code does not automatically imply legal liability or violation of the law.

The college has adopted core values that guide us in our everyday actions. These values are:

- Integrity - We keep our promises. Our reputation rests on honesty, fairness, and treating everyone with respect.
- Service - We go the extra mile. We provide the highest levels of service to our members, the university, and all alumni.
- Quality - We pursue excellence in what we do and how we do it.
- Diversity - We are strengthened by nurturing and embracing individual differences.
- Innovation - Our success depends on continuous improvement and openness to new ideas.

Ethical Standards: The following ethical standards are relevant to the professional activities of all social workers. These standards concern

- social workers' ethical responsibilities to clients,
- social workers' ethical responsibilities to colleagues,
- social workers' ethical responsibilities in practice settings,
- social workers' ethical responsibilities as professionals,
- social workers' ethical responsibilities to the social work profession, and
- social workers' ethical responsibilities to the broader society.

Responsibilities of the Field Coordinator

- Recruit agencies to provide practicum and informing students of the possibilities;
- Define intended learning outcomes for the field practicum that are in keeping with the students' abilities and the agencies' resources.
- Prepare the students for the field practicum, including reviewing their responsibilities to the agency, the Program, the profession and themselves;
- Provide a bi-weekly integrative seminar where student share experiences in a confidential setting and actively integrate theoretical material and their individual experiences;
- Offer supervisory assistance through regularly scheduled conferences, at least one site visit during the semester, and telephone calls to maintain contact as necessary;
- Trouble-shoot emergencies and unusual occurrences;
- Assign the student's grade with input from the Field Supervisor;
- Provide Field Supervisor orientation and recognition for their efforts and for the cooperation of the practicum sites.

Standards with Regard to Field Education

With regard to standards regarding programme curricula, the College should consistently aspire towards the following:

- The curricula and methods of instruction being consistent with the college's programme objectives, its expected outcomes and its mission statement.
- Clear plans for the organization, implementation and evaluation of the theory and field education components of the programme.

- Involvement of service users in the planning and delivery of programmes.
- Recognition and development of indigenous or locally specific social work education and practice from the traditions and cultures of different ethnic groups and societies, insofar that such traditions and cultures do not violate human rights.
- Specific attention to the constant review and development of the curricula.
- Ensuring that the curricula help social work students to develop skills of critical thinking and scholarly attitudes of reasoning, openness to new experiences and paradigms, and commitment to life-long learning.
- Field education should be sufficient in duration and complexity of tasks and learning opportunities to ensure that students are prepared for professional practice.
- Planned co-ordination and links between the college and the agency/field placement setting.
- Provision of orientation for fieldwork supervisors or instructors.
- Appointment of field supervisors or instructors who are qualified and experienced, as determined by the development status of the social work profession in any given country, and provision of orientation for fieldwork supervisors or instructors.
- Provision for the inclusion and participation of field instructors in curriculum development.
- A partnership between the educational institution and the agency (where applicable) and service users in decision-making regarding field education and the evaluation of student's fieldwork performance.
- Making available, to fieldwork instructors or supervisors, a field instruction manual that details its fieldwork standards, procedures, assessment standards/criteria and expectations.

Ideal Practices for Social Worker

- Social workers should undertake to carry out their duties diligently according to the standards of the code of ethics

and strive to ensure such are upheld, respected and complied with by the organizations for which they work.

- Social workers should address any potentially conflicting goals or ethical differences between themselves and the organization for which they work and try to find solutions to such problems in accordance with the code of ethics.

- Social workers should strive for working conditions within their organization satisfactory to all concerned that promote integrity and protect health, and for the continuous development and improvement of quality.

- Social workers who provide supervision or consultation should have the necessary knowledge and skills appropriately and should do so only within their areas of knowledge and competence. Those who provide supervision or consultation are responsible for setting clear, appropriate and culturally sensitive boundaries.

- Social worker should carefully consider the client's needs before agreeing to provide services, especially, when he/she is receiving services from another agency or colleague and contacts him for his/her services. They should discuss with potential clients the nature of the clients' current relationship with other service providers and the referral service is required. Social workers those who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility.

- Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues. They should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior.

- Social workers should contribute to the education and training of colleagues by sharing knowledge and practice wisdom. They should identify, develop, use and disseminate knowledge, theory and practice.

Expectation from agencies:

- Agree with intended learning outcomes for the practicum and be willing to assign tasks that will help the student fulfill the outcomes;

- Designate one qualified social worker to be primarily responsible for direction of the student's work. The Field Supervisor will have an MSW or BSW degree from an accredited program and a commitment to direct the learning of a student (when the Fieldwork Instructor is not a professional social worker, she/he will work closely with the Field Coordinator to ensure a social work practice perspective);

- Designate space to be used by the student that is appropriate for the tasks assigned with appropriate equipments.

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NAAC ACCREDITATIONS

Professional Social Work

Professional Social Work is based on a body of Knowledge and Skills rooted in democratic values and implemented though the methods of Social Case Work, Social Gmitp Work, Community Organization, Social Welfare Administration, Social Research and Social Action. Its purpose is to help individually and in groups through problem solving activity.

The value system of Social Work Profession embraces a belief in the worth and dignity of human being on the conviction that the individual is the primary concern of our society. A commitment to furthering his potential for self-fulfillment and a feeling of responsibility for social change. Social Worker today must contribute to community leadership as active and creative practitioner in helping people in changing world to achieve healthy society, in scientific manner.