



B. P. H. E. Society's
Centre for Studies in Rural Development (CSRD)
Institute of Social Work and Research (ISWR)
Internal Quality Assurance Cell (IQAC)

**Handbook on Code of Conduct
and Ethical Responsibilities**
[For Teachers, Students and Other Stakeholders]

Content

SN	Particulars	Page
1	Introduction	2
	Part I	
2	Code of Conduct For Students	04
3	Code of Conduct for the Director	10
3	Code of conduct for Governing Body	12
4	Code of Conduct for Teachers	13
5	Code of Conduct for Support Staff	15
	Part II	
6	Ethical Responsibilities	17

Introduction

This handbook prescribes standard code of conduct and ethical responsibilities for all the stakeholders of the institute. BPHES' CSRD Institute of Social Work and Research has a prescribed code of conduct for all its stakeholders. Being the institute offering social work education and organizing field extension programmes in the community, it recommend a professional code of ethics for the students, teachers and practitioners. The Institute code of conduct has been designed by taking into consideration of the University Statute of Savitribai Phule Pune University and the Code of Ethics prepared by National Association of Professional Social Workers in India (NAPSWI).

All the students admitted to the Institute and the other stakeholders will strictly observe all the code of conduct and maintain decorum in their behaviour in the premises of the Institutes' campus and during their functioning. Misbehaviour and violation of the rules will attract disciplinary action of fine, suspension / discontinuation from the hostel and the dining hall, or suspension / cancellation of registration as a student of the institute.

The Institute Code of Conduct includes Code of Conduct for Teachers, Director, non teaching staff, governing body, etc. The second part of this handbook has professional Code of Ethics for Social Work Teachers and Students.

Dr. Suresh Pathare
Director

PART-I
Code of Conduct
For Students, Teachers and Other
Stakeholders

Code of Conduct for Students

[A]. Conduct

The codes depicted underneath shall apply to all sorts of conduct of students within the Institute premises and their off-campus mannerisms which may have serious consequences or adverse impact on the Institution's interests or reputation. At the time of admission, each student would have to sign a statement consenting to abide by the framed codes and should also affirm undertakings that, (i) The student shall be regular in the classes and must complete his/her studies in the Institute. (ii) In the event, the student is forced to discontinue studies for any legitimate reason, he/she may be relieved from the Institution subject to the written consent of the Institute Authority. (iii) In case of relieving the student, he/she shall have to clear all pending dues and if the student had joined the Institute on a scholarship, the said grant shall be revoked.

The Institute believes in promoting a safe and efficient climate by enforcing behavioural standards. All students must uphold academic integrity, be respectful to all persons, to their rights, to the Institute property and to the safety of others.

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

The various forms of Misconduct, the Students should refrain from, include:

1. Any act of discrimination (physical or verbal) based on an individual's gender identity, caste, race, religion or religious beliefs, colour, region, language, disability, marital or family status, physical or mental disability etc.
2. Intentionally damaging or destroying Institute's property or property of other students and/or Faculty members & Support staffs.
3. Any disruptive activity in a class room or in an event sponsored by the Institute.
4. Inability to produce the identity card, issued by the Institution, or refusing to produce it on demand by campus security personnel.
5. Participating in activities including
 - i) Organizing meetings and processions without permission from the Institution.
 - ii) Accepting membership of religious or terrorist groups banned by the Institution and/or by the Government of India
 - iii) Unauthorized possession, carrying or use of any weapon, ammunition, explosives or potential weapons, fireworks contrary to law or policy.
 - iv) Unauthorized possession or use of harmful chemicals and banned drugs.
 - v) Smoking within the Institute campus.
 - vi) Possessing, consuming, distributing, selling of alcohol in the Institute and/or throwing empty bottles on the campus of the Institute.

- vii) Parking a vehicle in a no parking zone or in the area earmarked for parking of other type of motor vehicles, cycles etc.
 - viii) Rash driving on the campus that may cause any inconvenience to others.
 - ix) Not disclosing a pre-existing health condition, either physical or psychological which may cause hindrance to the academic progress of the student.
 - x) Pilfering or unauthorized access to the resources of others.
 - xi) Misdemeanour and/or exhibiting disruptive attitude at the time of Students' body elections or during any activity of the Institute.
 - xii) Engaging in disorderly, lewd or indecent conduct including, but not limited to, creating unreasonable noise, pushing and shoving, inciting or participating in a riotous or group disruption at the Institute.
6. Students are expected not to interact, on behalf of the Institution, with media representatives or invite media persons on to the campus without the permission of the Institute authorities.
 7. Students are not permitted to do recording of either audio or video of the lectures delivered in class rooms, 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 print and/or electronic media without prior permission.
 9. Students are expected to be careful and responsible and exercise restraints while using the Social Media. They should desist from posting derogatory comments about other individuals of the Institute and refrain from indulging in such other related activities having grave ramifications on the reputation of the Institute.
 10. Thievery or abuse of Institution's computers and/or other ICT instruments and Institution's services are not allowed. Unauthorized entry, tampering of property or facilities of private residences of Teaching/Support staff, offices, classrooms, LAN connectivity and other restricted facilities and interference with the work of others is punishable.
 11. Causing damage to, or destruction of any property of the Institute, or any property of others on the Institution premises would invite punishment.
 12. Making video/audio recording, taking photographs, or streaming audio/video of any person in a location causing thoroughfare into the person's privacy without his/her knowledge or consent, is punishable.

If there is a case against a student for any possible breach of the mentioned codes of conduct, then a committee will be formed, which shall inquire into the alleged violation and accordingly recommend suitable disciplinary action against the said student. The committee may give a hearing to the student to ascertain the misconduct and suggest one or more disciplinary actions based on the nature of misconduct.

[B]. Academic Integrity

Academic integrity is essential for the success of an Institution and its research missions as well, and hence its violation constitutes a serious offence. The Policy on academic integrity, forms an integral part of the Code which applies to all students of the Institution to which they should adhere. Failure to uphold these principles threatens both the reputation of the Institution and the value of the degrees awarded to its students. Every pupil of the Institution should feel responsible to ensure the highest standards of academic integrity.

The principles of academic integrity require that a student should

- i) properly acknowledges and cites use of the ideas, results, material or words of others.
- ii) Properly acknowledge all contributors to a given piece of work.
- iii) Make sure that all assignments in a course are submitted by his/her own.
- iv) Perform academic activities without the aid of impermissible materials or collaboration by obtaining all data or results by ethical means and reports them accurately without suppressing any results inconsistent with his/her interpretation or conclusions.
- v) Have right to pursue their educational goals without interference.
- vi) **Violations of this policy include, but are not limited to:**
 - (a) **Plagiarism:** Plagiarism means the use of materials, ideas, figures, codes or data as one's own, without appropriately acknowledging the original source. This may involve submission of material, verbatim or paraphrased, that is authored by another person or published earlier by oneself. Examples of plagiarism include: (1) Reproducing, in whole or part, text/sentences from a report, book, thesis, publication or the internet. (2) Reproducing one's own previously published data, illustrations, figures, images, or someone else's data, etc. (3) Taking material from class-notes or incorporating material from the internet graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources into one's class reports, presentations, manuscripts, research papers or thesis without proper attribution. (4) Self plagiarism which constitutes copying verbatim from one's own earlier published work in a journal or conference proceedings without appropriate citations. (5) Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement. (6) Paraphrasing or changing an author's words or style without citation.
 - (b) **Cheating:** Cheating includes, but is not limited to: (1) Copying during examinations, and copying of homework assignments, term papers, theses or manuscripts. (2) Allowing or facilitating copying, or writing a report or taking examination for someone else. (3) Using unauthorized material, copying, collaborating when not authorized, and purchasing or borrowing papers or material from various sources. (4) Fabricating (making up) or falsifying (manipulating) data and reporting them in thesis and publications. (5) Creating sources, or citations that do not exist (6) Altering previously evaluated and re-submitting the work for re-evaluation (7) Signing another student's name on an assignment, report, research paper, thesis or attendance sheet.
 - (c) **Conflict of Interest:** A clash of personal or private interests with professional activities can lead to a potential conflict of interest, in diverse activities such as teaching, research, publication, working on committees, research funding and consultancy. It is necessary to protect actual professional independence, objectivity and commitment, and also to avoid an appearance of any impropriety arising from conflicts of interest. Conflict of interest is not restricted to personal financial gain; it extends to a large gamut of professional academic activities including peer reviewing, serving on various committees, which may, for example, oversee funding or give recognition, as well as influencing public policy. To promote transparency and enhance credibility, potential conflicts of interests must be disclosed in writing to appropriate authorities, so that a considered decision can be made on a case-by-case basis. Some additional information is available also in the section below dealing with resources.

- (d) **Classroom Attendance:** A student should maintain a minimum of 75 per cent of class attendance in the course to become eligible to appear for the examination or be assessed through assignment in any course. A student failing to maintain 75 per cent of attendance in a course will be required to repeat it. However, if and when a student is deputed by the Institute to participate in a seminar, study tour, relief work or any other programme, approved by the Institute, such an absence will not be counted for computing the minimum required attendance. The students are required to submit the leave application in the prescribed form to the Course Coordinator.

Leave up to 7 consecutive days in a semester will be considered by the Programme Coordinator. Leave beyond 7 days will be considered by the Director on the recommendations of the Course Coordinator, provided that the total absence of the student concerned in the courses of the semester will be within 25 percent.

[C]. **Anti-Ragging**

The Institution 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 Institutes. The said UGC Regulations shall apply mutatis mutandis to the Institution.

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.

Anti-Ragging Committee: The Anti-Ragging Committee shall examine all complaints of anti-ragging and come out with recommendation based on the nature of the incident.

Anti-Ragging Squad: To render assistance to students, an Anti-Ragging Squad, which is a smaller body, has also been constituted consisting of various members of the campus community. The said Squad shall keep a vigil on ragging incidents taking place in the

community and undertake patrolling functions. Students may note that the Squad is active and alert at all times and are empowered to inspect places of potential ragging, and also make surprise raids in hostels and other hotspots in the Institute. The Squad can also investigate incidents of ragging and make recommendations to the Anti-Ragging Committee and shall work under the guidance of the Anti-Ragging Committee.

A student found guilty by the committee will attract one or more of the following punishments, as imposed by the Anti-Ragging Committee:

- a) Suspension from attending classes and academic privileges.
- b) Withholding/ withdrawing scholarship/ fellowship and other benefits.
- c) Debarring from appearing in any test/ examination or other evaluation process.
- d) Withholding results.
- e) Debarring from undertaking any collaborative work or attending national or international conferences/symposia/meeting to present his/her research work.
- f) Suspension/ expulsion from the hostels and mess.
- g) Cancellation of admission.
- h) Expulsion from the institution and consequent debarring from admission to any other institution for a specified period.
- i) In cases where the persons committing or abetting the act of ragging are not identified, the institute shall resort to collective punishment.
- i) If need be, in view of the intensity of the act of ragging committed, a First Information Report (FIR) shall be filed by the Institute with the local police authorities. The Anti-Ragging Committee of the Institute shall take appropriate decision, including imposition of punishment, depending on the facts and circumstances of each incident of ragging and nature and gravity of the incident of ragging.

Punishments: The following shall be the punishments for those who are found guilty of participation in or abetment of ragging. The quantum of punishment shall, naturally, depend upon the nature and gravity of the offence as established by the Disciplinary Committee or the court of law.

- i Cancellation of admission.
- ii Suspension from attending classes.
- iii Withholding/withdrawing scholarship/fellowship and other benefits.
- iv Debarring from appearing in any test/examination or other evaluation process.
- v Withholding results.
- vi Debarring from representing the institution in any national or international meet, tournament, youth festival, etc.
- vii Suspension/expulsion from the hostel.
- viii Rustication from the institute for periods varying from 1 to 4 semesters.
- ix Expulsion from the institute and consequent debarring from admission to any other institution.
- x Fine up to Rs. 25,000/-.
- xi Rigorous imprisonment up to three years by a court of law.
- xii While the first 10 types of punishment can be awarded by the appropriate authority of the Institute itself, the last punishment can be awarded only by a court of law.

[D]. Gender Discrimination and Allied Harassment:

The Institution's stand on prevention and prohibition of sexual harassment at workplace shall apply mutatis mutandis to the students of the Institute which can be accessed and reviewed by the students as per the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013. 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.

Code of Conduct for the Director

The chair of the Director of a Institute has got multifaceted roles to play and to shoulder multilateral responsibilities having characteristics of a patron, custodian, supervisor, administrator, adjudicator, protector, inspirer and so on. As the Academic and Administrative Head of the Institution the Director remains liable to follow certain codes of ethics in his conduct as proclaimed by the University Grants Commission (UGC) in tandem with the guidelines framed by the Ministry of Human Resource Development (MHRD) and the set of prescripts enforced by the Government of Maharashtra as in the Maharashtra Civil Service Rules. These codes of conduct are applicable, in general, for the Institute Teachers as well as for the Administrator of any organisation. Specifics of the salient and significant codes applicable in the conduct of Director, as perceived and enforced by CSRD-ISWR Institute, are jotted underneath:

1. To uphold and upkeep the ethos of inclusiveness in terms of imparting education in the institution.
2. To protect the collective interest of different sections of the institution so that each and all can perform freely and give their highest for the institution building.
3. To institute, nourish and enforce meting equal treatment to all the stakeholders in the Institute so that there remains no scope of any discriminatory and disparate practice at any level within the stretch of the Institute.
4. To uphold and maintain the essence of social justice for all the stakeholders irrespective of their caste, creed, race, sex, or religious identity as within the framework of Indian Constitution.
5. To create and maintain an unbiased gender-free atmosphere within the periphery of the Institute so that all the stakeholders enjoy equal opportunities.
6. To generate and maintain required alertness among all the stakeholder of the Institute so that the chances of incidents of sexual harassment get ever minimized and ultimately eradicated. (The Sexual Harassment of Women at Workplace: Prevention, Prohibition and Redressal Act, 2013 will provide the redressal measures of issues related to sexual harassment within the boundary of Institute campus.)
7. To initiate and propagate the spirit of welfare within all the sections of human resources attached directly or indirectly with the Institute and hence to build mutual confidence amongst them.
8. To maintain and promote academic activities in the Institute in all possible avenues already explored and thus encourage exploration of newer avenues for further academic pursuit.
9. To create an environment conducive for research oriented academic parleys and thus promote research activities in the institution to add further to the knowledge pool.
10. To uphold upkeep and enforce discipline in the behavioural manifestation of all the stakeholders of the institution and thus maintain campus-serenity required for academics.
11. To promote and maintain the practice of extra-curricular activities amongst the students and other human resources of the institution and thus adds to the societal dynamism simile to essence-of-life.
12. To endeavour for the upkeep of tranquillity of the region surrounding the Institute so that academic practices comes to gradual prevalence and only prevail, eventually.
13. To promote and maintain harmonious relationships of the Institute with the adjoining society in order to ensure spontaneous flourish and prosperity of all the students of the institution.

14. To endeavour and strive for maintaining vibrancy of attitudes of all the stakeholders of the institution and thus to nourish & enhance their capabilities.

As the academic head of the institution, the Director should ensure the existence of an academic environment within the Institute and should endeavour for its enrichment by encouraging research activities. Thus, the Director should put best efforts to bring in adequate infrastructural and financial support for the Institute. The Director should encourage the faculty members of the Institution to take up research projects, publish research papers, arrange for regular seminars and participate in conference/symposium/workshop/seminars. .

Code of conduct for Governing Body

The governing body of the Institute is responsible for ensuring the effective management of the institution and for planning its future development.

- (a) The governing body should act to approve the mission and strategic vision of the institution, long-term academic plans and ensure that these meet the interests of stakeholders, including students, local communities, Government and others representing public interests.
 - (b) The body is formed to monitor institutional performance and quality assurance arrangements which should be, where possible and appropriate, benchmarked against other institutions.
 - (c) Governing bodies ensure compliance with the statutes, ordinances and provisions regulating their institution, including regulations by Statutory bodies, such as UGC, as well as regulations laid out by the State government and affiliating university.
 - (d) The governing body should ensure that non-discriminatory systems are in place to provide equality of opportunity for staff members and students.
 - (e) The governing body should actively monitor that the Institution implements the requirements of State and National Governments for reservations of seats and staff positions and provide required support to minority groups.
 - (f) The general principle of transparency of the governing body applies that students and staff of the institution should have appropriate access to information about the proceedings of the Governing body. All sorts of agendas of meetings, draft minutes (if cleared by the chair) and the signed minutes of governing body meetings together with the papers considered at meetings should generally be available for inspection by staff and students. There may, however, be matters covered in standing orders where it is necessary to observe confidentiality. Such matters are likely to concern individuals or have commercial sensitivity.
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Code of Conduct for Teachers

Being the grant in aid institute, the teachers of this Institute should follow the code of conduct laid down in Maharashtra Government Civil Service Rules (https://finance.maharashtra.gov.in/Sitemap/finance/pdf/ActsRules/English/FIN.PUB.G.O.M.-3_1981_SECND_EDITION-3.pdf).

But they are also subject to the guidelines provided by UGC for Institute teachers. As per UGC guidelines whoever adopts teaching as a profession assumes the obligation to conduct himself/herself in accordance with the ideals of the profession. A teacher is constantly under the scrutiny of his students and the society at large. Therefore, every teacher should see that there is no incompatibility between his precepts and practice. The national ideals of education must be his/her own ideals.

The basic ethical values underlying the code are care, trust, integrity and respect; embodying those aspects relevant to the teacher, who is entrusted with social responsibility. A definitive code for this Institution encompasses the following:

[A]. Professional Values

- (i) Be concerned and committed to the interests of the students as the foremost aim of the teaching profession is to educate. This attitude should be directed towards the specific needs of each student. He should be conscientious and dedicated and if necessary, should help the students beyond class hours without accepting any remuneration.
- (ii) He shall not prevent any student from expressing his viewpoint although it may differ from that of his own. On the contrary, the student should be encouraged. Among other things, a teacher should accept constructive criticism.
- (iii) He should try to develop an educational environment. Equal treatment should be meted out to all students irrespective of caste, creed, religion, gender or socio-economic status. There should not be any partiality or vindictive attitude towards any of them.
- (iv) His aim should be to inspire students to generate more interest and develop a sense of inquiry in the pursuit of knowledge.
- (v) The teacher should instil a scientific and democratic outlook among his students, making them community oriented, patriotic and broad minded. This is a part of his social responsibility.
- (vi) Above all a teacher should conform to the ethos of his profession and act in a dignified manner. He should keep in mind that society has entrusted him with their children.

[B]. Professional Development and Practices

- (i) It may be conceded that learning has no end. It is imperative that a teacher continuously updates himself in his field and other related ones in order to upgrade himself and the student community. He must also acquaint himself with recent methodologies and other applications.
- (ii) A teacher must, alongside teaching, pursue research as innovation contributes to the continuous progress and development of a subject. He should involve himself in seminars and

- (iii) Workshops where there is interchange of academic topics. A career long professional development is therefore a necessity.
- (iv) Developing new teaching strategies and curriculum as well as planning for an upgraded academic system should be an integral part of his professional duties.
- (v) The teacher will have to carry out the Institution's educational responsibilities such as conducting admissions, Institute seminars and so on. He should also be participating in extra-curricular activities of the Institute as in sports, extension activities and cultural programmes. This will generate a holistic development and a congenial relationship with the students.

[C]. Professional Integrity

- (i) Teachers must maintain ethical behaviour in professional practice by accurately representing certifications, licenses and other qualifications.
- (ii) Honesty should not be compromised in research. Plagiarism is an evil that cannot be accepted at any cost. The aim should be to improve quality of research.
- (iii) There should be no conflict between professional work and private practice. Private tuitions should be avoided as they negatively impact upon the quality of Institute teaching.
- (iv) The teacher must respect the confidentiality of all information regarding exam affairs as well as matters dealing with colleagues and students unless legally or legitimately demanded.

[D]. Professional Collaboration

- (i) Teachers should be respectful and cooperative towards their colleagues, assisting them and sharing the responsibilities in a collaborative manner
 - (ii) Teachers should refrain from lodging unsubstantiated allegations against their colleagues in order to satisfy vested interests.
 - (iii) Teachers should discharge their responsibilities in accordance with the established rules outlined by the higher authorities and adhere to the conditions of contract.
 - (iv) Teachers should refrain from responding to unnecessary political motivations as these ruin the sanctity and smooth progress of an educational institution. This is more so as the Institution is located in a vulnerable border area.
 - (v) Teachers should accord the same respect and treatment to the non-teaching staff as they do to their fellow teachers. The Institution should hold joint meetings before upholding any decision regarding the Institute
 - (vi) There should be regular interactions with the guardians of the students as this is necessary for the improvement of the students and the Institution.
 - (vii) Despite the commuting distance, the teachers should refrain from taking unnecessary leave and maintain regularity for smooth functioning of the Institute.
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Code of Conduct for Support Staff

Being the being the grant in aid institute, all the support staff of this Institute should follow the code of conduct stipulated by the State Government. The Institute has put forward its code of ethics for the support staff along the following lines.

Professional Conduct

- (i) The support staff should acquaint themselves with the Institute policies and adhere to them to their best ability.
- (ii) Each of them should perform the duties he has been assigned sincerely and diligently as well as with accountability.
- (iii) They should avail of leave with prior intimation to the extent possible. In case of sudden contingencies, information on their absence should be promptly forwarded to the Institute Authority.
- (iv) The support staff should not, on any account, undertake any other job within the stipulated office hours. Neither shall he engage himself in any trade or business within Institute premises.
- (v) They should not hamper the functioning of the Institute by engaging themselves in political or antiseccular activities.
- (vi) They should not engage in remarks or behaviour that might be considered disrespectful to their non-teaching colleagues, teaching staff or students.

Workplace Conduct

- (i) They should be punctual as their prior presence is required daily for the commencement and smooth functioning of Institute activities.
- (ii) They should also be responsible for the proper use and maintenance of Institute equipments and furniture.
- (iii) No support staff should be under the influence of drugs or alcohol during office hours.
- (iv) The support staff often has access to confidential information regarding examination matters and other matters relating to other staff, through official records. It is expected that they respect the confidentiality of such matters.
- (v) They should perform their duties with honesty and integrity. There should be no falsification of official documents entrusted to them.
- (vi) The support staff should show no discrimination on basis of gender, caste or religion.

Professional Relationship

- (i) Interactions between support staff and students are frequent as for example during counselling, admissions, disbursement of financial aid, examinations and so on. On a regular basis the students come into contact with support staff in libraries, science laboratories and computer laboratories. It is expected that they behave in a helpful, friendly and patient manner towards the students.

- (ii) The support staff should give due respect to the decisions made by the Institute authorities. Any matter of contention should be settled amicably and not through antagonistic behaviour, as the progress of an institution depends upon mutual goodwill and trust.
- (iii) The non-teaching staff should consider the teaching staff as their colleagues and not as separate entities. It is the shared functioning that will generate a harmonious environment.
- (iv) The Support Staff are the first to come into contact with the guardians of students as during examinations. They must keep in mind the fact that their behaviour will be considered to reflect that of the institution. They should thus interact patiently and politely.

Interpretation and Formulation of Rules:

The director of the institute will be the final authority for the interpretation and formulation of rules concerning CSR-D-ISWR.

PART-II

ETHICAL RESPONSIBILITIES

[Based on the *Codes of Ethics* of the National Association of Social Workers (NASW), the British Association of Social Workers (BASW), Canadian Association of Social Workers (CASW), Australian Association of Social Workers (AASW), Avenir Social - Professional Social Work Switzerland and Singapore Association of Social Workers (SASW)]

All the social workers are expected to shoulder ethical responsibility while performing their task related to education and practice. These responsibilities may be categorized in various forms which are as follows:

A. Towards Clients

- i. Social workers should promote the wellbeing of clients and maintain the best interests of clients as a priority with due regard to the respective interests of other persons. In exceptional cases, the priority of clients' interests may be overshadowed by the interests of other persons or by legal requirements.
- ii. Social workers should respect and promote the right of clients to self-determination and their autonomy and assist and enable them in their efforts to identify their goals. They should discuss with clients their rights and responsibilities and provide them with honest and accurate available information regarding: (a) Nature of the social work service being offered; (b) Recording of information and who will have access to such information; (c) Foreseeable potential risks and benefits of proposed courses of action; (d) Their right to obtain a second opinion or to refuse or cease service; and (e) Their rights of access to records and to avenues of complaint.
- iii. Social workers should ensure that clients understand the sense of informed consent and the circumstances under which it may be required. In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding.
- iv. Social workers should build up and sustain the professional relationships based on people's right to control their own lives and make their own choices and decisions. Such relationships should be based on people's rights to respect.
- v. Social workers should provide services and represent themselves as competent only within the boundaries of their education, training and relevant professional experience.
- vi. Social workers should have a knowledge base of their clients' cultures and be able to its function in human behaviour and society. For this purpose, they should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, colour, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.
- vii. Social workers should be vigilant to and avoid conflicts of interest that interfere with the exercise of professional decision and impartial judgment. They should inform clients when a real or probable conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible.
- viii. Social workers should respect clients' right to privacy. They should not solicit private information from clients unless it is essential to providing services. They may disclose confidential information when appropriate with valid consent from a client or a person authorized to consent on behalf of a client. Thus, social workers should protect the confidentiality of all information obtained in the course of social work

assistance.

ix. Social workers should provide clients with reasonable access to records concerning to them. Those who think that clients' access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records. They should limit clients' access to their records or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client.

x. Social workers should use the authority of their role in a responsible, accountable and respectful manner. They should exercise such authority appropriately to safeguard people with whom they work and to ensure people have as much control over their lives as is consistent with the rights of others.

xi. Social workers should terminate their services to clients and professional relationships with them when such services and relationships are no longer required. They should take reasonable steps to avoid abandoning clients who are still in need of services.

B. Towards Professional Colleagues

i. Social workers should treat their professional colleagues with respect and admire accurately and fairly their qualifications, views and obligations whenever needed. They should avoid criticism of colleagues in communications with other professionals and especially with the clients. They should cooperate with colleagues and with colleagues of other professions when such cooperation is essential for wellbeing of the clients.

ii. Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. They should ensure that such colleagues understand social workers' obligation to respect confidentiality and any exceptions related to it.

iii. Social workers those who are members of team of professionals which is interdisciplinary in nature, should participate and contribute to decisions that affect the wellbeing of clients by drawing on the perspectives, values, and experiences of the social work profession.

iv. Social workers should not take any advantage of a dispute between a colleague and employer to obtain a position or otherwise advance the social workers' own interests. They should not drag their clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

v. Social workers should seek the cooperation of colleagues and consult them whenever it is in the best interests of clients. They should keep themselves well informed about colleagues' areas of expertise and competencies.

vi. Social workers should refer clients to other professionals when their specialized knowledge or expertise is needed to serve clients fully or partially, when it is believed that they are not being effective or making reasonable progress with clients and that referral service is required. Social workers those who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility.

vii. Social workers who have direct knowledge of a professional colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.

viii. 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 behaviour.

ix. 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.

C. Towards Practice Settings

i. 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 organisations for which they work.

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

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

iv. 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.

v. 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 implications, including possible benefits or risks, of entering into a relationship with a new service provider in order to minimize the possible confusion and conflict.

vi. Social workers should take appropriate steps to ensure that documentation of records is accurate and reflects the services provided. They should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.

vii. Social workers should adhere to commitments made to employers and employing organizations. They should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services. They should also take appropriate steps to ensure that employers are aware of social workers' ethical obligations as set forth in the *code of ethics* for social work practice.

viii. Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work.

ix. Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.

D. Towards Self-Employment

Social workers those who are self-employed should:

i. Inform their clients regarding monetary charges and any other costs before commencing professional service and charge only for hours and services contracted with them.

ii. Arrange appropriate temporary or substitute service for clients when unavailable or unable to continue practice.

- iii. Inform clients and offer suitable referral when their needs fall outside the practitioner's area of expertise or ability to provide services or resources.
- iv. Not solicit the clients of either their colleagues or their place of self-employment.
- v. Maintain practice records in accordance with all relevant statutory requirements.
- vi. Maintain adequate professional indemnity and public liability insurance coverage as a protection for clients.
- vii. Ensure that when their services provided are funded by third parties, they have a prime responsibility for the welfare of their clients.
- viii. Ensure that the services they provide are ethically and professionally appropriate while making negotiations to provide services to clients on behalf of an agency or funding source.

E. Towards Education and Supervision/Instruction

Social workers those who function as educators or field work supervisors/instructors of students should:

- i. Provide instruction only within their areas of knowledge and competence based on the most updated information and knowledge available in the profession.
- ii. Assess and evaluate students' performance in a manner that is based on the scientific methodology and as per the institutional rules and regulations.
- iii. Take reasonable steps to ensure that clients are routinely informed when services are being provided by students.
- iv. Not engage in any dual or multiple relationships with students in which there is a risk of exploitation or probable harm to the students. Social work educators and field work supervisors of students are responsible for setting clear, appropriate, and culturally sensitive boundaries.
- v. Arrange student field work placements only in organizations that exercise fair personnel practices.

F. Towards Research and Distribution of Its Findings

- i. Social workers those who are engaged in research should:
- ii. Undertake specific ethical responsibilities and observe the conventions of ethical scholarly enquiry.
- iii. Monitor and evaluate policies, the implementation of programs, and practice interventions.
- iv. Promote and facilitate evaluation and research to contribute to the development of knowledge.
- v. Critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.
- vi. Carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants.
- vii. Obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' wellbeing, privacy, and dignity.
- viii. Promote appropriate individual and community participation in research.
- ix. Ensure that the research has merit and integrity by demonstrating its potential benefit, utilising appropriate methods and basing it on a thorough review of the literature.
- x. Accurately and fully disseminate research findings.

- xi. Bring research results that indicate or demonstrate social inequalities or injustices to the attention of the relevant bodies.
- xii. Acknowledge and attribute fully the work of all other authors and contributors.
- xiii. Adhere to general policies on authorship and credit should be taken only for work actually performed.
- xiv. Educate themselves, their students, and their colleagues about responsible research practices.

G. Towards Administration/Management of Social Work Services

- i. Social work administrators should advocate within and outside their agencies for adequate resources to meet the needs of clients.
- ii. Social work administrators should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is non-discriminatory and based on appropriate and consistently applied principles.
- iii. Social work administrators should take appropriate steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the code of ethics.
- iv. Social work administrators should take appropriate steps to eliminate any conditions in their organizations that violate, interfere with or discourage compliance with the code of ethics.
- v. Social work administrators should take appropriate steps to provide or arrange for continuing development for all staff for whom they are responsible which should address updated knowledge and emerging trends related to social work practice.

H. Towards Oneself of Being Professional

- i. Social workers should critically assess their own practice and be aware of their impact on others. They should recognise the limits of their practice and seek advice of other professionals if necessary in order to ensure that they work in a more effective manner.
- ii. Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. They should critically examine and keep current with emerging knowledge relevant to social work. They should also routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.
- iii. Social workers should base their practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.
- iv. Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to inter in to their professional performance.
- v. Social workers should not participate in, condone or be associated with dishonesty, fraud, or deception in any manner.
- vi. Social workers should make clear distinctions between statements made and actions engaged in as a common individual and as a representative of the social work profession, a professional social work organization.
- vii. Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided or results to be achieved are accurate.
- viii. Social workers must shoulder responsibility and credit, including authorship credit, only for the work they have actually performed and to which they have contributed. They should honestly acknowledge the

work of and the contributions made by others.

I. Towards the Social Work Profession Itself

- i. Social workers must work for the promotion and maintenance of high standards of education and/or practice.
- ii. Social workers must uphold and advance the values, ethics, knowledge, mission and goals of the profession. They should protect, enhance, and improve the integrity of the profession through appropriate measures-study, active discussions & deliberations and responsible criticism of the profession.
- iii. Social workers should devote time and contribute professional expertise to activities that promote respect for the value, integrity, competence and recognition of the social work profession. These activities may include advocacy, teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.
- iv. Social workers should contribute to the body of knowledge of social work and share with colleagues their own knowledge related to practice, research, and ethics.
- v. Social workers should seek to contribute to the profession's literature and to share their knowledge at conferences, seminars, workshops and professional meetings.
- vi. Social workers must not indulge in and also act to prevent the unfair and non-professional practices of social work.

J. Towards the Society

- i. Social workers must work for the overall welfare of the society, from local to national levels, and the development of people, communities and environment. They must have faith in democratic values and uphold commitment to the constitution of the country.
- ii. Social workers must advocate for the conditions advantageous to the fulfillment of basic human needs and should promote social, economic, political, and cultural values and institutions that are well-suited with the realization of social justice.
- iii. Social workers should involve in social and political action that seeks to ensure that all people have equal access to the resources, employment opportunities and services they require to meet their basic human needs.
- iv. Social workers must provide suitable professional services in public emergencies such as - natural and manmade disasters to the greatest extent possible.
- v. Social workers must respond upon expanding choices and opportunities for all, promoting people's participation with special reference to vulnerable, disadvantaged, oppressed, and exploited people and groups in order to empower them.
- vi. Social workers within their capacities must respond to prevent and eradicate any type of injustice, exploitation and discrimination against any person, group, or class. They should expedite people participation for public opinion in shaping social policies and institutions.