

1.0 Introduction

Surendranath Law College Policy toward Social Commitment is based on three pillars.

Academic commitment

Surendranath Law College must ensure equal access to learning opportunities for students coming from all academic backgrounds.

Economic commitment

Commitment Policy must provide the privilege of higher education to students from all economic backgrounds.

Social commitment

Commitment Policy must provide the privilege of higher education to students from all social backgrounds.

This policy is designed to ensure that the College develops a comprehensive approach to meeting the needs of all students, including those who may encounter barriers to learning in whatever form. It also aims at fostering amongst College students an appreciation of the differences between individuals be it through gender, race, disability or age and the notion of supporting each other, regardless of these differences through College life.

2.0 Scope

This policy will apply to the Surendranath Law College management, staff, students, and others associated with it.

3.0 Principles

3.1 The College is committed to provide appropriate access to learning opportunities for all those who are able to benefit from them. These opportunities must however be delivered within the constraints of available resources and meet any necessary statutory requirements.

3.2 The College will offer as wide a range of programs as possible, with clear progression routes between them and effective articulation with the opportunities offered by other providers such as Universities, providing coherent learning pathways.

3.3 The College recognizes all learners as individuals and will as far as possible meet the specific needs of each individual through clear pre-entry guidance, ongoing specific and general academic guidance, pre-exit guidance, and arrange of other forms of support such as finance, accommodation and counseling.

3.4 The College is committed to maximising skills for work, skills for life and skills for work through implementation of curriculum for excellence and the of the four capacities of responsible citizen, effective contributor, successful learner and confident individual..

3.5 The College will develop individual's key or core skills such as IT, Communication and Numeracy. A process of core skills screening and resultant actions (if required) will be used to achieve this.

3.6 The College recognizes that for some individual students, the nature of their learning need is such that dedicated provision is necessary as a prelude to progression to other provision. The College will provide effective pre-entry guidance to ensure that each individual student is placed on a course which matches his/her individual needs, abilities and aspirations and allows appropriate progression to maximize potential.

3.7 The College recognizes that there are individuals with particular individual learning needs who require additional support or special arrangements, and is committed wherever possible to providing the required support and arrangements, so that all individuals can be included as fully as possible in opportunities that the College can offer. The resources of the College's Learning Development Centre will be deployed to provide the necessary support, within the constraints of funding and statutory requirements.

3.8 The College will invite students to identify any additional learning requirements at the time of application/booking, and/or when they enroll, will additionally take

action to respond to needs identified by staff or by students after they have commenced their courses.

3.9 To ensure smooth transition and effective articulation between the College and other providers, the College will maintain close liaison with external agencies involved in provision for, or representation of, students with additional learning requirements.

3.10 The College recognizes its responsibility in terms of offering access to learning opportunities to fragile learners and those who would not normally engage with education, employment or training.

3.11 The College recognizes its wider community role and will offer a portfolio of courses that meets the needs of students in their local area.

3.12 In recognition of the needs of employers the College will offer a portfolio of work based courses that meet immediate employment needs.

3.13 The College recognizes the potential in the use of technology to break down barriers to learning opportunities and will continue to develop practical strategies to optimize this within given funding constraints.

3.14 All College staff will be offered relevant development opportunities around commitment and where these necessarily underpin particular roles this development will be mandatory.

4.0 Implementation

4.1 Strategic responsibility for commitment rests with the Principal.

4.2 Responsibility for strategic planning for commitment across the curriculum and student support lies with the Principal

4.3 Responsibility for the development of coherent curriculum pathways lies with the Principal.

4.4 Responsibility for comprehensive arrangements for supporting students with additional support requirements rests with the Principal.

4.5 Responsibility for ensuring staff to understand their duties with regard to students with disabilities, through appropriate training and development, rests with the IQAC Coordinator.

4.6 Responsibility for overseeing provision and support services to ensure they are appropriate and effective rests with the teacher mentors.

5.0 Admissions

On-line Admission is provided exclusively on the basis of merit, although the reservation policies of the government are strictly followed. All the notices, instructions, Admission forms, Merit Lists are available in college website.

6.0 Support for Learners

All students will have an entitlement to appropriate learner support and will receive full details of how to access these services during their induction

7.0 Physical Access to College Campuses

The college management will review, on an annual basis, physical access to and within the College, to ensure continued compliance with legislative requirements.

8.0 Students with Additional Support Requirements

The College will encourage the integration of students with additional support requirements. As part of a wider commitment to equal opportunities the College is committed to promoting and improving opportunities for students and staff with disabilities to enable them to achieve their potential. This policy applies to any present or potential student or member of staff who has additional needs arising from a disability, for example, through sensory or physical impairment, medical or mental health conditions or specific learning difficulties. Equality of Opportunity in accessing the Curriculum is the aim of the institution. The College will provide opportunities for flexible and online learning.

10. Equality of Opportunity in Accessing the Curriculum

The College will provide opportunities for flexible learning.

11. Financial Support for Students

The application process for financial support will not discriminate against any students or groups. Decisions for the granting of the support will be made according to the relevant guidance received annually from the Finance Sub Committee.

12. Staff Recruitment

The actual Recruitment and Recruitment policy of the college is designed to prevent any discrimination of any groups. The College has a policy of open and fair recruitment.

13. Publicity, Marketing and Curriculum Materials

All publicity and marketing materials will be designed to be free from bias and to include positive imagery. This will apply equally to all devised curriculum materials used to support the learning & teaching process.

14. Harassment, Discrimination and Bullying (HDB)

The college is committed to provide an environment free from harassment, discrimination or bullying and will ensure that policies exist to ensure that everyone is treated with respect and dignity. Such behavior will be dealt with through the Colleges disciplinary procedures and, in serious cases, may result in offenders being expelled or dismissed