

प्रगति पथ

विश्वविद्यालय समाचार

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School of Social Work

Professional Education, Field Learning, and Social Impact



Faculty members of the School of Social Work, IGNOU

About the School

The School of Social Work (SOSW), Indira Gandhi National Open University, established in the year 2007, has developed a distinctive model of professional social work education by combining the reach and flexibility of Open and Distance Learning with structured field training. As the first School in India to offer professional social work education through ODL and online, SOSW has opened access for learners in remote and underserved areas, working professionals and grassroots functionaries who may otherwise have limited opportunities to enter higher education.

The School offers programmes from certificate and diploma levels to undergraduate, postgraduate and doctoral study. Its academic work brings together **social work knowledge, professional values, supervised practice, learner support** and **research**. This approach prepares students to work with individuals, families, groups, communities and institutions in varied social settings.

ACADEMIC PORTFOLIO



Administrative staff supporting the School's academic work

A Broad Professional Programme Portfolio

SOSW provides multiple entry points into social work education. Its portfolio includes the Bachelor of Social Work under the four-year undergraduate framework, Bachelor of Social Work Online, Master of Social Work, Master of Social Work Online, Master of Social Work Counselling, Post Graduate Diploma in Counselling, PhD and certificate and diploma programmes in areas such as Criminal Justice Social Work, tribal studies, HIV and family education

Learning Through Practice

Field education is central to the School's programmes. Students undertake supervised concurrent fieldwork, block placement and internship, supported by individual and group conferences. Their learning takes place in communities and in organisations working in health, education, correctional services, rehabilitation, counselling, child and family welfare, rural and urban development, corporate social responsibility and humanitarian response. Through this engagement, learners apply social casework, social group work and community organisation methods. They also build competencies in counselling, programme planning, research, documentation, social welfare administration and professional communication. The integration of knowledge, values and practice helps graduates respond to social concerns with professional competence and ethical sensitivity.

Programme Coordination as Shared Academic Work

Ten faculty members collectively coordinate the School's programmes and courses. Their work covers curriculum design, self-learning materials, online and broadcast content, counselling, assignment evaluation, fieldwork supervision, doctoral guidance and institutional responsibilities. Shared coordination allows the School to serve learners at scale while retaining programme-specific academic oversight.

STUDENT ENGAGEMENT

Learner Reach and Support

4,472
fresh admissions
in July 2026

8,000+
learners
supported

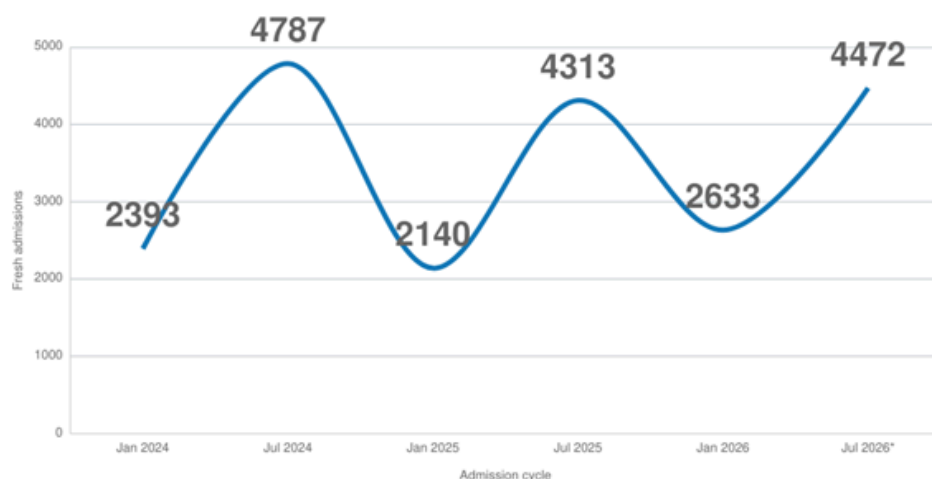
150+
counselling
sessions

30+
PhD enrolment

The July 2026 admission cycle recorded **4,472 fresh admissions** across the School's programmes, based on figures available on 1 September 2026. The total was **3.7 per cent higher** than July 2025. MSW accounted for the largest share, followed by BFSW, MSW Counselling and BSW online. January 2026 admissions also **increased by 23 per cent** over January 2025.

SCHOOL OF SOCIAL WORK • IGNOU

Fresh admissions across admission cycles



*July 2026 is provisional.

4,472

fresh admissions in July 2026
as on 1 September

+3.7% over July 2025

+23.0% Jan 2026 over Jan 2025

30+

PhD enrolment

ACADEMIC CONTRIBUTION 2024 TO 2026

Curriculum Development and Digital Learning

The School's ten faculty activity reports record **172 major academic content actions** during July 2024 to July 2026. These include **eight new single-author units, editorial work on 117 units and major revision of 44 units**. Together, these contributions support new programmes as well as the renewal of existing curricula.

172
content actions

42+
MOOC and four
quadrant contributions

192+
e-content modules
and videos

Digital development has expanded alongside print-based self-learning materials. Faculty contributed to MOOCs and four-quadrant course development and prepared more than **192 e-content modules** and videos for SWAYAM, SWAYAM PRABHA and online programmes. The combination of **print, broadcast and digital resources** allows learners **to study through formats suited to their circumstances**.

Research, Policy and Professional Leadership

Faculty members published **31 research articles** and **13 book chapters** during the reporting period and participated in three funded research projects. Their research and supervision cover social work education and practice, **counselling, tribal and rural communities, ageing, corporate social responsibility, social welfare administration** and **other areas of direct relevance to social policy and services**.

SOSW faculty also provided academic leadership in three Ministry of Education workshops for developing the Learning Outcomes-based Curriculum Framework for Social Work. Faculty engagement beyond the University included **professional training, doctoral committees, invited lectures, conference leadership, public communication** and **institutional assignments**. These activities keep programme development connected with current academic and practice concerns.

Research and policy engagement strengthen the evidence base of professional education

PROFESSIONAL OUTCOMES

Education Linked with Employment

SOSW graduates work in **non-government organisations, government services, international organisations, hospitals, schools, counselling centres, correctional and rehabilitation institutions, corporate social responsibility initiatives, community development projects and humanitarian organisations.** Their roles include counsellor, project officer, community organiser, programme coordinator, social welfare administrator, academic counsellor, fieldwork supervisor and development professional.

Some former students have established non-government and community-based **organisations of their own.** Their work shows how professional education can lead not only to employment but also to social entrepreneurship and local institution building. These alumni mobilise resources, develop services and respond to the needs of vulnerable and marginalised communities.

A Multi-Channel Support System

SOSW faculty support learners through Gyan Darshan teleconferences, Interactive Radio Counselling, online orientation and counselling sessions, email, telephone, WhatsApp, learning platforms and fieldwork conferences. During the reporting period, the School supported more than 8,000 learners and conducted over 150 teleconference, radio and online academic counselling sessions, including more than 50 sessions for online programmes.

The support extends across the student journey. Faculty guide learners on programme requirements, assignments, examinations and field practice, while also responding to individual queries and coordinating evaluation. For professional programmes, this sustained contact is particularly important because learners must connect independent study with supervised practice.

ALUMNI IMPACT

From IGNOU Learner to NGO Founder and Child Welfare Leader

Testimony

Joining the MSW programme at IGNOU at the age of 31 was a turning point in my life. The course helped me restart my professional journey with renewed confidence and purpose. Through its strong theoretical base and practical exposure, I developed the knowledge, values, and skills required to work effectively in the field of social work. After completing the course, I founded Agape Blessed Foundation Trust, an organisation dedicated to child rights advocacy, education, and mental health. The learning and mentorship I received at IGNOU also enabled me to become an Academic Counsellor for BSW/MSW students at IGNOU. Moreover, I was later selected as a Bench of Magistrate, Child Welfare Committee, which further strengthened my commitment to child protection and welfare. IGNOU's MSW programme truly transformed my life and helped me grow both professionally and personally.



Bindiya Sarkar
MSW(2015-2017)

Bindiya Sarkar, MSW 2015–2017, Founder of Agape Blessed Foundation Trust and Member of a Child Welfare Committee

Alumni experience shows how accessible professional education can strengthen community leadership

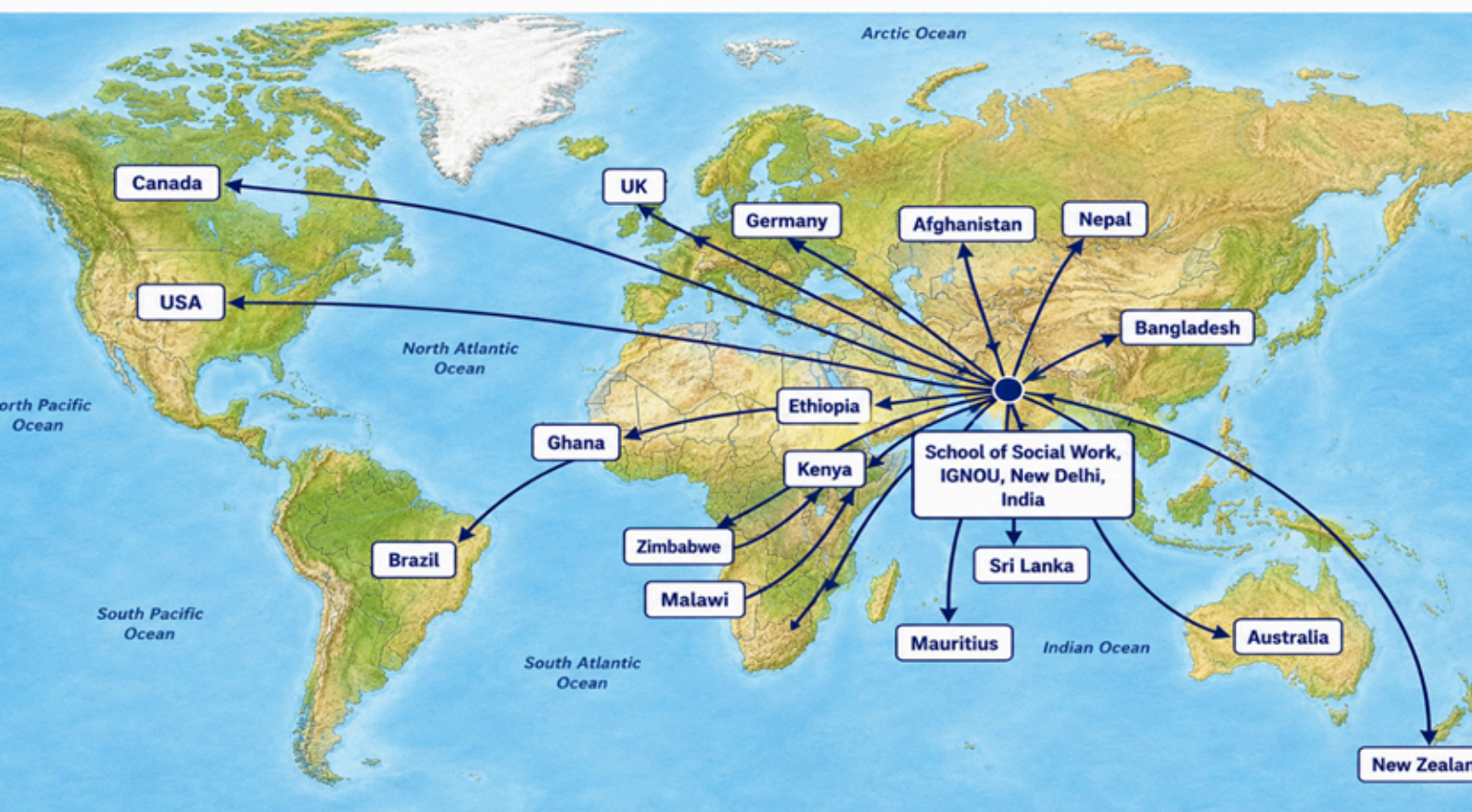
GLOBAL REACH

Professional Mobility Across Borders

IGNOU social work graduates have used their qualifications and fieldwork records while seeking **professional registration, employment and higher education outside India**. Alumni have reported successful registration or recognition processes in countries including **the United Kingdom, Ireland, Canada, USA and Australia**. As requirements differ across jurisdictions and may change, each graduate completes the assessment prescribed by the relevant professional or regulatory body.

The School estimates that **about 40 to 50** graduates moved abroad during the **past two years**. SOSW learners are also located across **North America, Europe, Africa, Asia and the Asia-Pacific region**. The programme's flexible structure enables learners to continue their education while managing work and family responsibilities, while supervised field training provides evidence of practice learning.

Global Presence of IGNOU's SOSW Programmes



IGNOU IMPACT: GLOBAL RECOGNITION & LEARNER VOICES

A Registered Social Worker in Canada

Syeda Saba Farheen completed the MSW while working as a healthcare professional. The programme's flexibility allowed her to continue her education, while its academic and field components prepared her to work with diverse communities. After moving to Canada, she became a **Registered Social Worker** and joined a **charitable organisation**. She says the knowledge and hands-on learning gained at IGNOU helped her support clients with greater confidence and sensitivity.



*Syeda Saba Farheen
Registered Social Worker in
Canada*

From IGNOU to Social Work England and HOPE Qatar

"I completed my Master of Social Work from IGNOU as part of the 2022–2024 batch. IGNOU played a significant role in shaping my professional journey, especially through the **1,200 hours of practical experience**. This gave me valuable hands-on exposure and strengthened my confidence as a social work professional.

Obtaining registration with **Social Work England** was a challenging process involving extensive documentation and verification by the University. I would like to express my heartfelt gratitude to **Prof. Saumya** for her invaluable guidance, timely support and assistance throughout this process.

Today, I am proud to be working with **HOPE Qatar** and applying the knowledge and skills I gained through IGNOU. I will always be grateful to the University for giving me more than a qualification. It gave me the strong professional foundation that helped me take my social work career beyond borders.

With heartfelt gratitude to IGNOU and Prof. Saumya for being an important part of my journey."



*Abdul Shakir V V
MSW, IGNOU 2022 to 2024
Registered Social Worker Social Work
England
Currently working with HOPE Qatar*

ALUMNI VOICES

Alumni Contributions to Communities and Learner Support

Learning That Strengthened Community Practice

"Pursuing my Master of Social Work at IGNOU was **one of the most enriching experiences of my life**. The programme deepened my understanding of social issues and enabled me to engage closely with communities. Its flexible structure allowed me to study while remaining rooted in the values of empathy, dignity and empowerment.

After completing my MSW, I contributed to two community-based projects at IIT Delhi. In **a UNDP-supported livelihood project in Jhajjar, Haryana**, I worked with village women to establish and sustain home-based businesses. In another project supported by the Ministry of DoNER, I worked for **the empowerment of handloom weavers in Assam**. My responsibilities included personalised support, counselling and skill development.

Serving as an **academic counsellor and fieldwork counsellor for IGNOU's MSW programme** at the Jamia Millia Islamia Study Centre has also allowed me to teach and mentor learners. The foundation I received at IGNOU, together with the support of teachers of SOSW, continues to guide my work."



*Mitali Das Talukdar
MSW 2017
Enrolment No. 150291460*

Promoting Volunteerism and Social Responsibility

"I joined the Master of Social Work Counselling programme in January 2016 and completed it in January 2018 **at the age of 74 years**. It is difficult to express in a few words how much I gained during my learning at the School of Social Work, IGNOU. The programme strengthened my understanding of the role that social skills, dignity and justice play in society.

I have since visited colleges and universities as a guest speaker through the National Service Scheme, speaking about volunteerism and selfless service. Some of our volunteers were inspired to enrol in and complete IGNOU's BSW and MSW programmes."



*Krishan Kumar Gupta
MSWC January 2016 batch*

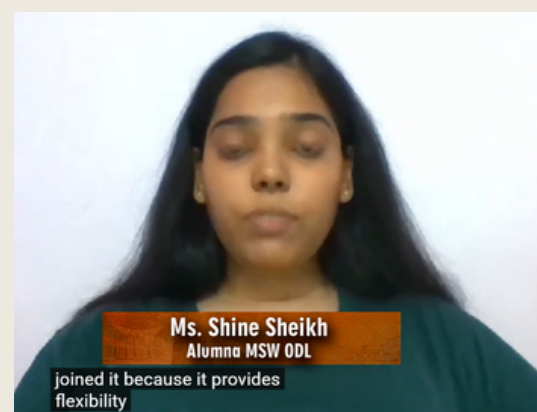
ALUMNI VOICES

***Krishan Kumar Gupta** was honoured with the Golden World Records – Certificate of Excellence in recognition of his outstanding achievement and contribution to the field of social work. The honour reflects his dedication, service and meaningful impact on the community.*



Learners Speak About Flexibility and Professional Growth

For working professionals, access often depends on whether a programme can accommodate employment, family responsibilities and geographical distance. Alumni accounts repeatedly identify **flexibility, accessible learning resources, field exposure** and **faculty guidance** as important parts of their experience.



Sheikh, MSW online alumna, speaks about the flexibility of the programme

Alumni Registered in Global Professional Bodies

Graduates pursuing work overseas engage directly with the professional bodies operating in their destination country or region. Examples include Social Work England, the Australian Association of Social Workers, the Canadian Association of Social Workers, CORU in Ireland and the Council on Social Work Education in the United States. Many IGNOU social work graduates have successfully secured registration with these social work councils and are working abroad.



The examples above illustrate the range of bodies that alumni are registered with. They do not imply identical recognition arrangements across countries.

EVIDENCE OF GLOBAL PROGRESSION

What the SED Transcript Data Shows

A review of the transcript records compiled by the Student Evaluation Division for 2020-2026 provides clear institutional evidence that SOSW qualifications are being used for **academic and professional progression beyond India**. The compilation contains **585** listed transcript entries across Bachelor and Master level social work programmes.

585
listed transcript
entries

453
MSW and MSWC
entries

132
BSW and BSWG
entries

2020-26
period covered

Programme Profile of the Requests

Programme level	Listed entries	Share of total
Master level social work	453	77.40%
Bachelor level social work	132	22.60%

Patterns Emerging from the Records

Canada is the most frequently recorded overseas destination by a wide margin, indicating a sustained pathway for SOSW graduates seeking further study, credential assessment or professional opportunities there.

The records also show movement towards the United States, the United Kingdom (including England), Ireland, Australia and New Zealand, along with a small number of other international destinations. More than three-fourths of the listed entries relate to MSW or MSWC qualifications, highlighting the importance of postgraduate social work education in international progression. The requests continue across the full 2020-2026 period and include both recent graduates and alumni from earlier cohorts, showing the long-term value and portability of SOSW qualifications.

SED records show sustained demand for SOSW credentials in international academic and professional pathways

KNOWLEDGE EXCHANGE

International Academic Engagement

International engagement during **2024–26** included a **Swissnex-supported Knowledge2Action mobility programme** at the University in Geneva and Lausanne in June 2025. The visit supported academic exchange on **online social work education, Indigenous knowledge, field practicum, services for older persons and possible institutional collaboration.**

Faculty members also participated in international academic events in the Philippines and Sri Lanka. Over the years, SOSW faculty have undertaken academic visits and fellowships in several countries, contributing to the exchange of ideas on social work education, research and practice.

Faculty's International engagement



Knowledge2Action mobility

Swissnex-funded engagement at HES-SO, Geneva and Lausanne • June 2025

Academic exchange

Invited lectures on MSW Online and Indigenous Knowledge & Social Work; discussions on practical training and online collaboration; Elder care etc.

Wider global presence

International conference engagement in **Philippines, Sri Lanka** in the period 2024-26. However, faculty has received several fellowships in past and travelled to **UK, China, US, Pakistan, Vietnam, South Korea, Ethiopia** etc.

ROAD AHEAD

Preparing for 2026 and 2027



The School's immediate plans include a **training programme on substance abuse with the National Institute of Social Defence** in October 2026. plans to launch the **online Bachelor of Social Work** and the **fourth year of of BFSW** under the four-year undergraduate framework in **January 2027**.



Programmes planned for July 2027 include the revised Master of Social Work Counselling, revised Post Graduate Diploma in Counselling, MSW in Labour Welfare and Personnel Management and a one-year MSW programme for eligible learners. The School has also initiated an institutional collaboration with the Ministry of Justice and Empowerment and plans to undertake two funded research projects during 2026–27.

SED records indicate sustained demand for SOSW credentials in international academic and professional pathways.