



REPORT OF THE
NATIONAL
CURRICULAR FRAMEWORK
FOR
SOCIAL WORK EDUCATION

**Prepared by the
National Curriculum Resource Group
(A Voluntary Initiative of Social Work Professionals)**

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**Developed by the National Curriculum Resource Group
formed by the National Campaign Committee for
a National Council for Social Work Education**

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PREFACE

We are very happy to present the report of the National Curricular Framework for Social Work Education which has been a voluntary initiative of social work professionals. During the nationwide awareness campaign organised by the National Campaign Committee (NCC) on the functions of the proposed National Council for Social Work Education (NCSWE), some colleagues suggested the need to develop a national level curricular framework for social work education and faculty development programmes to implement it. The need for such a curricular framework was wholeheartedly accepted in the context of the National Education Policy (NEP), in the absence of a social work council to work on such a document. Consequently, the NCSWE Working Group formed a National Curriculum Resource Group (NCRG) to develop a comprehensive national curricular framework for social work education, as a function of the proposed NCSWE, in the context of the NEP, 2020.

The NCRG has prepared this report in three months with a country-wide online consultative process. The drafting committee has tirelessly worked as they were aware that the new academic programme has to be started by the next academic year and many departments and universities have to rush to meet the deadlines of finalising their four years undergraduate programme in social work. The main report of the National Curricular Framework for Social Work Education is divided into two parts: (i) National Curricular Framework for Social Work Education and (ii) National Curriculum Framework for Social Work Education by Qualification Levels. In this report, we have focused on all the levels of social work education, from certificate to the doctoral levels, in a comprehensive manner, on one hand, whereas it has placed social work education in the framework of student-centered learning outcome-based education on the other.

The report has captured the changing social realities and applied/ inter-disciplinary social science theories as well as changing social work ideologies and development policies. While the report has been prepared within the ambit of the guidelines of the University Grants Commission and the NEP, it draws from social work practice wisdom, innovations, and practice-based research, at the international as well as national levels. As a result, it aims to improve the quality of social work education programmes, through rigour, relevance, and focus, internationalised as well as indigenised.

We are sure that this report will provide an important reference document to the many departments and colleges throughout 181 universities where Social Work is being offered as an academic programme. The report provides a curricular framework with scope for inclusion and innovation in the regional and local context. We profoundly thank the different stakeholders who contributed to this gigantic task.

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INTRODUCTION

Background

Social work education in India is more than 85 years old and has made significant achievements. However, it also faces several challenges in the absence of a regulatory statutory body for maintaining and enhancing its quality. In this context, a voluntary Working Group (WG) came together to develop a National Council of Social Work Education (NCSWE) Bill, 2021, in order to enhance the quality of social work education in India. The WG finalised the Bill, based on consultation with social work professional associations, schools of social work, and social work practitioners. In the second phase, the WG formed a National Campaign Committee (NCC) with zonal conveners and committees for creating awareness and carrying out advocacy for the enactment of the Bill, with the help of state coordinators and committees. In the third phase, the WG has started the process of organising a discussion series to demonstrate the functions of the NCSWE, linking them to the National Education Policy (NEP), 2020. This project focuses on the NCSWE function of development of a national curricular framework for social work education.

So far, the University Grants Commission (UGC) has sponsored the following reports on curriculum development for social work education in India:

- *Report of the Curriculum Development Centre in Social Work Education*, in 1990.
- *Model Curriculum for social work education*, in 2001.
- Learning Outcomes based Curriculum Framework (LOCF) for Bachelor of Social Work (BSW), in 2019.

These reports have either focused on the master's level or on the bachelor's level. For the first time, this report focuses on development of a curricular framework covering all the levels, from certificate to the doctoral levels, in a comprehensive manner. For this purpose, the NEP provides a valuable opportunity with the relevant guidelines. However, while applying the NEP guidelines to social work education, it was observed that the NEP addresses the changes needed in the liberal arts programmes in arts, science, commerce, etc., however, social work is a profession, with practice at its core. Efforts have therefore been made to adapt the NEP guidelines to the specific needs of curricular framework for social work education.

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The NEP (2020, pp. 47-48) notes that “The professional councils... will act as Professional Standard Setting Bodies (PSSBs)... These bodies, after restructuring as PSSBs, will continue to draw the curricula, lay down academic standards and coordinate between teaching, research, and extension of their domain/discipline, as members of the GEC. As members of the GEC, they would help in specifying the curriculum framework, within which institutions of higher education (HEIs) may prepare their own curricula. Thus, PSSBs would also set the standards or expectations in particular fields of learning and practice while having no regulatory role. All HEIs will decide how their educational programmes respond to these standards, among other considerations, and would also be able to reach out for support from these standard-setting bodies or PSSBs, if needed.”

Subject-wise implementation committees of experts in cooperation and consultation with other relevant Ministries are being set up at both the Central and State levels to develop detailed implementation plans for each aspect of this Policy in accordance with the above principles to

National Curricular Framework for Social Work Education

achieve the goals of the Policy in a clear and phased manner (NEP, p. 62). Social work neither has a national council nor a PSSB and hence no subject wise implementation committee has been set up at the national level. The NCSWE WG has formed a National Curriculum Resource Group (NCRG) to develop a comprehensive national curricular framework for social work education, as a function of the proposed NCSWE, in the context of the NEP, 2020. The criteria used for selection of the members for the NCRG are expertise, experience, interest, and availability, and representation of zones and different types of educational institutions.

Goals

As mentioned earlier in this section, for the first time this report focuses on all the levels of social work education, from certificate to the doctoral levels, in a comprehensive manner. This Report on the National Curricular Framework for Social Work Education also progresses from the previous ones with references to the following contextual changes:

- Changing social realities and applied/ inter-disciplinary social science theories linked to them,
- Changing social work ideologies, influenced by thinkers, social and political ideologies, social movements, and activism,
- Developments in social welfare and development policies,
- Social work practice wisdom, innovations, and practice-based research, and
- UGC and NEP guidelines.

Based on the changing context, the major updating and innovations carried out in this curriculum framework for enhanced relevance are:

- Placed social work education in the framework of student-centred learning outcome-based education.
- Updated indigenous and international interdisciplinary social work knowledge areas, values and attitudes, and competencies, techniques, and skills in the learning outcomes.
- Sequenced curricular frameworks by qualification levels with multiple entries and exits to facilitate transfer of credits and employability.
- Placed emphasis on options for schools of social work for adaptation in the regional and local context and choices for students based on their interests and aptitudes.
- Updated nomenclatures of some of the existing social work courses and specialisations and added the newly emerging ones.
- Added a section on periodic curriculum review by all the stakeholders.

These changes aim to improve the quality of the social work education programmes, through rigour, relevance, and focus. Thus, this report will provide an important reference document for schools of social work in India for curriculum planning in the context of the guidelines given by the UGC and NEP, to be adapted in their regional and local context.

The earlier three UGC-sponsored curriculum development reports for social work education also developed syllabus plans for each course listed. This Report has not developed such syllabus plans. Although this Report aims at enhanced employability of graduates at each level, it does not include the specific jobs that they may be recruited for, as that requires a separate human power planning for professional social workers in various systems.

Process and Schedule

The NCRG started its work in January 2022 and met three times online to discuss various aspects of the framework. The drafting committee worked in between these meetings, to prepare, revise, and circulate drafts. The final report was shared with the NCC, NCRG and state coordinators, for their feedback.

The Report

The main report of the National Curricular Framework for Social Work Education is divided into the following two Parts:

1. Overall National Curricular Framework for Social Work Education
2. National Curriculum Framework for Social Work Education by Qualification Levels

The Background of Social Work Education in India, highlights of the relevant UGC and NEP Guidelines for Higher Education in India and References are placed in the Appendixes.

Overall National Curricular Framework for Social Work Education

Part 1 of the Report focuses on the Overall National Curricular Framework for Social Work Education. Based on the norms of social work education, and UGC and NEP guidelines, the NCRG has developed an overall comprehensive national curricular framework for social work education in the following format:

- 1) Purpose
- 2) Graduate Attributes
- 3) Learning Outcomes
- 4) Subject Areas
- 5) Pedagogy
- 6) Assessment/ Evaluation
- 7) Fieldwork Practicum
- 8) Research Project/ Dissertation/ Thesis
- 9) Curriculum and Credit Structure
- 10) Curriculum Review

The purpose of social work education is articulated as follows:

1. Ensure inclusive, equitable and accountable quality social work education at all levels.
2. Prepare a cadre of professional social workers and provide lifelong learning opportunities to them for achievement of social development goals and social welfare/ justice for socially excluded groups to work with the state, non-government organisations, health centres, schools, industries, criminal justice systems, etc.
3. Undertake field action projects for innovations and demonstration of the role of social work professionals in neglected areas of social work practice, together with administration, training and practice-based research and provide fieldwork placement to students.
4. Develop and disseminate knowledge for research informed social work practice and practice informed research, administration, education, training, and research. The methodology used is an integration of knowledge and action, based on a critical inquiry into multidisciplinary and applied social science knowledge, practice wisdom, practice-based and participatory research, documentation of best practices, policy analysis and so on.

5. Promote an egalitarian, participatory and democratic educational system and denounce a hierarchical, authoritarian, and alienating educational system. Make a commitment to praxis, which is an ongoing process of moving between a critical perspective, one's teaching, field action, research, administration and consultation, and evaluative reflection and back again to a critical perspective.
6. Provide consultation on social work, social welfare/ justice and social development policies and programmes, teaching and research, to the voluntary, government, international and other academic organisations; and strengthen professional associations in social work.
7. Enhance skills required for the employability of students in the social welfare/ justice and social development sectors.

National Curriculum Framework for Social Work Education by Qualification Levels

Part 2 of the Report focuses on the National Curriculum Framework for Social Work Education by Qualification Levels.

Undergraduate Programmes in Social Work

The undergraduate degree offered in social work is varyingly called Bachelor of Arts (BA) in Social Work and Bachelor of Social Work (BSW). While both may offer the same syllabus, the former aligns social work with liberal arts disciplines and the latter focuses on social work as a profession. While this report will use the term BSW, its curricular framework is relevant for BA in Social Work as well. In this document on social work education, the BSW programme is kept generic, without selection of major and minor subjects, as it is the first professional degree in social work.

Based on the NEP guidelines, the schools of social work will have a choice among the following two options to offer at the undergraduate level:

1. Only a three-year BSW degree with the following Multiple Entry and Exit Points:
 First Year: Certificate in Social Work
 Second Year: Diploma in Social Work
 Third Year: BSW Degree
2. A three-year BSW degree as well as a four-year BSW Honours degree with the following Multiple Entry and Exit Points:
 First Year: Certificate in Social Work
 Second Year: Diploma in Social Work
 Third Year: BSW Degree
 Fourth Year: BSW Honours Degree

The students will have a choice to select one of the two options.

As far as the undergraduate Honours degree is concerned, the NEP emphasises research whereas social work is a practice profession so the BSW Honours will focus on linking research with practice in students' fieldwork setting. It is important to note here that most of the social work students are going to work as practitioners and not researchers.

Master's Degree in Social Work Programmes

Based on the NEP guidelines, the schools of social work will have a choice among the following options to offer for the MSW degree programme:

1. A Two-Years MSW Degree programme (with a bachelor's degree from any discipline).
2. Integrated five-year MSW degree with the following Multiple Entry and Exit Points:
 First Year: Certificate in Social Work
 Second Year: Diploma in Social Work
 Third Year: BSW Degree
 Fourth and Fifth Year: MSW Degree
3. Integrated five-year MSW Degree with the following Multiple Entry and Exit Points:
 First Year: Certificate in Social Work
 Second Year: Diploma in Social Work
 Third Year: BSW Degree
 Fourth Year: BSW Honours Degree
 Fifth Year: MSW Degree

Ph.D. Degree in Social Work Programme

Ph.D. in Social Work Degree will aim to prepare social work professionals as educators, researchers, policy-makers, practitioners, and fieldwork supervisors at advanced levels, who may be employed in education, research, training, policy making and practice systems.

Format for Curricular Framework

At each of the above level, curricular framework is developed in the following format:

- Purpose
- Entry Requirements
- Duration: Number of Years/ Semesters
- Learning Outcomes
- Credit Allocation
- Core and Elective Courses/ Specialisations
- Fieldwork Practicum
- Research Project/ Dissertation/ Thesis

PART 1: OVERALL NATIONAL CURRICULAR FRAMEWORK FOR SOCIAL WORK EDUCATION

Introduction

This section focuses on the Overall National Curricular Framework for Social Work Education. Based on the norms of social work education, and UGC and NEP guidelines, the NCRG has developed an overall comprehensive national curricular framework for social work education in the following format:

- 1) Purpose
- 2) Graduate Attributes
- 3) Learning Outcomes
- 4) Subject Areas
- 5) Pedagogy
- 6) Assessment/ Evaluation
- 7) Fieldwork Practicum
- 8) Research Project/ Dissertation/ Thesis
- 9) Curriculum and Credit Structure
- 10) Curriculum Review

Purpose

According to the NEP (2020, p. 34), “A university will mean a multidisciplinary institution of higher learning that offers undergraduate and graduate programmes, with high quality teaching, research, and community engagement.” In its Introduction, the NEP (p. 3) states that “The global education development agenda reflected in the Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development, adopted by India in 2015 - seeks to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030. Such a lofty goal will require the entire education system to be reconfigured to support and foster learning, so that all of the critical targets and goals (SDGs) of the 2030 Agenda for Sustainable Development can be achieved.” Leave no one behind (LNOB) is the central, transformative promise of the 2030 Agenda for Sustainable Development and its SDGs. According to the UGC report on the National Curricular Framework and Guidelines for “Fostering Social Responsibility and Community Engagement” of HEIs in India, the HEIs can play significant roles by teaching about SDGs and undertaking locally prioritised research for communities around them (UGC, 2019a).

Social work is the only profession whose goal is social development, besides social welfare/ justice. So, meeting the goals of the SDG are important aims for social work profession and education. Poverty and hunger eradication, good health and well-being, quality education, gender equality, clean water and sanitation, affordable and clean energy, decent work, and economic growth, reduced inequality, sustainable and responsible consumption, and building strong peace and justice institutions have been the focus of social work education and practice for a long time.

The NEP further states on page 33, “Higher education plays an extremely important role in promoting human as well as societal wellbeing and in developing India as envisioned in its Constitution - a democratic, just, socially conscious, cultured, and humane nation upholding liberty, equality, fraternity, and justice for all.” This harmonizes completely with the aims of

social work profession which are achievement of social welfare/ justice for socially excluded groups.

Based on the above, the purpose of social work education is articulated as follows:

1. Ensure inclusive, equitable and accountable quality social work education at all levels in institutions of higher education.
2. Prepare a cadre of professional social workers and provide lifelong learning opportunities to them for achievement of social development goals and social welfare/ justice for socially excluded groups to work with the state, non-government organisations, health centres, schools, industries, criminal justice systems, etc.
3. Undertake field action projects for innovations and demonstration of the role of social work professionals in neglected areas of social work practice, together with administration, training and practice-based research and provide fieldwork placement to students.
4. Develop and disseminate knowledge for research informed social work practice and practice informed research, administration, education, training, and research. The methodology used is an integration of knowledge and action, based on a critical inquiry into multidisciplinary and applied social science knowledge, practice wisdom, practice-based and participatory research, documentation of best practices, policy analysis and so on.
5. Promote an egalitarian, participatory and democratic educational system and denounce a hierarchical, authoritarian, and alienating educational system. Make a commitment to praxis, which is an ongoing process of moving between a critical perspective, one's teaching, field action, research, administration and consultation, and evaluative reflection and back again to a critical perspective.
6. Provide consultation on social work, social welfare/ justice and social development policies and programmes, teaching and research, to the voluntary, government, international and other academic organisations; and strengthen professional associations in social work.
7. Enhance skills required for the employability of students in the social welfare/ justice and social development sectors.

Graduate Attributes

According to UGC (2020, p. 2), the graduate attributes reflect the particular quality and feature or characteristics of an individual, including the knowledge, skills, attitudes, and values that are expected to be acquired by a graduate through studies at the HEIs such as a college or university:

- The graduate attributes include capabilities that help strengthen one's abilities for widening current knowledge base and skills, gaining new knowledge and skills, undertaking future studies, performing well in a chosen career, and playing a constructive role as a responsible citizen in the society.
- The graduate attributes define the characteristics of a student's university degree programme(s) and describe a set of characteristics/competencies that are transferable beyond study of a particular subject area and programme contexts in which they have been developed.
- Graduate attributes are fostered through meaningful learning experiences made available through the curriculum, the total college/university experiences, and a process of critical and reflective thinking.
- The graduate attributes reflect both disciplinary knowledge and understanding, generic skills, including global competencies that all students in different academic fields of study should acquire/attain and demonstrate.

Some of the characteristic attributes that a graduate should demonstrate are listed by UGC (2020, p. 3) as follows: Disciplinary knowledge, communication skills, critical thinking, problem solving, analytical reasoning, research-related skills, scientific reasoning, cooperation/teamwork, reflective thinking, information/digital literacy, self-directed learning, multicultural competence, moral and ethical awareness/reasoning, leadership readiness/qualities, and lifelong learning.

The NEP (p. 3) notes that “With the quickly changing employment landscape and global ecosystem, it is becoming increasingly critical that children not only learn, but more importantly learn how to learn. Education thus, must move towards less content, and more towards learning about how to think critically and solve problems, how to be creative and multidisciplinary, and how to innovate, adapt, and absorb new material in novel and changing fields.” According to the NEP (p. 33), “Given the 21st century requirements, quality higher education must aim to develop good, thoughtful, well-rounded, and creative individuals. It must enable an individual to study one or more specialized areas of interest at a deep level, and also develop character, ethical and Constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service, and 21st century capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects. A quality higher education must enable personal accomplishment and enlightenment, constructive public engagement, and productive contribution to the society. It must prepare students for more meaningful and satisfying lives and work roles and enable economic independence.” Commitment to ethical and Constitutional values, constructive public engagement, and productive contribution to the society have always been the core of social work education.

Based on the UGC and NEP guidelines, the following are identified as graduate attributes for social work graduates:

- Self-awareness and self-esteem
- Intellectual curiosity
- Logical, critical, analytical, and reflective thinking skills
- Flexible and creative thinking skills
- Learning skills
- Decision-making, time management, and problem-solving skills
- Emotional intelligence
- Social sensitivity and social intelligence
- Recognition of social prejudices and respect for plurality and diversity
- Moral integrity, character, and ethical values
- Leadership skills
- Self-directed lifelong learning approach
- Information/digital literacy
- Capability of economic independence

Learning Outcomes

The overall learning outcomes for social work education may be identified for knowledge, values, and competencies, techniques, and skills as given below to be adapted in the regional, local, and socioeconomic context.

Knowledge Outcomes

The knowledge outcomes for social work graduates are to be able to study, reflect and critically evaluate multidisciplinary knowledge, to understand the contemporary social realities in the historical context and local social reality in the national and international context, with specific reference to the following aspects:

1. History of religion-based charity, social welfare, social movements, social services, philanthropy, thinkers, and voluntary social work at regional and national levels in India
2. History and ideologies of social work profession in the west, concepts, values, and ethics and arrival of the profession in India and professionalisation and indigenisation of social work in India through education, practice, ethics, literature, and professional associations
3. International social work associations, branches, and tasks
4. Psychosocial, ecological, and critical theories of human development in the context of theories of family, community, nation, and the global environment.
5. Social stratification and inequality with reference to age, gender, disabilities, ethnicity, economic background, sexual orientation, and other such attributes, leading to social exclusion.
6. Political economy of industrialisation, colonisation, liberalisation, globalisation, and privatisation, etc., and their implications.
7. International political economy of economic development and emergence of social development and its indicators.
8. Social development policies, programmes and indicators in India for poverty eradication, food and nutrition security, water and sanitation, livelihood and employment, health, housing, environmental sustainability, literacy and basic education, social justice-oriented correctional systems, etc.
9. Social welfare/ justice policies, laws, and programmes for socially excluded groups such as women, Dalits, tribals, landless and small farmers, the organised and unorganised labour, children, adolescents, older persons, persons with disabilities, religious, ethnic/ racial, and sexual minorities.
10. Governance systems for policy making and implementation for social welfare/ justice and social development at the central, state, and local levels.

Attributes, Values, and Ethical Outcomes

The attributes, values, and ethical outcomes for social work graduates may be to develop critical self-awareness, and professionalism with reference to:

1. Personal psychosocial attributes of integrity, self-awareness and self-esteem, flexible and creative, and logical and critical and positive thinking skills, emotional intelligence, and social intelligence comprising respect for diversity, sensitivity, collaborativeness and dialogue in interpersonal communication, and relationship and teamwork skills.
2. Commitment to values of the Indian Constitution, namely, secularism, democracy, social justice, liberty, and equality; the Fundamental Rights and the Directive Principles of State Policies; and the various United Nations conventions and treaties to which India is a signatory.
3. Values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), Sarvodaya (rise of all) Antyodaya (rise of the last person) and respect for plurality and diversity.
4. Sensitivity to and respect for thinking and feelings of others, understand behaviours, avoid stereotypes, celebrate differences, and recognise uniqueness in every person.

5. Nurture values of social responsibility, professionalism, and inclusion in delivery of services and capacities of integrating knowledge, attitude, and practices.
6. Ethical behaviour with reference to self, socially excluded groups, society and the state, colleagues and the employing organisation, education, training, and research, and towards the profession.

Competencies, Techniques, and Skill Outcomes

The competencies, techniques, and skill outcomes for social work graduates may be developed in the following areas:

1. Rights-based, culture-sensitive, strengths-based, gender-sensitive, egalitarian, people-centred, participatory and empowerment approaches of intervention.
2. Rights-based comprehensive/ integrated/ systemic, preventative and rehabilitative, universal community-based approaches for delivery of services/ programmes.
3. Social work stages of outcome-based assessment, ability to link micro-level problems with macro-level problems, planning, implementation, monitoring, evaluation, and termination.
4. Social work with individuals, children, adolescents, and adults, for counselling and system linkages.
5. Family-centred social work, comprising family life education, family counselling, and family service centres for convergence of schemes and interventions for children, adolescents, women, couples, and older persons, etc.
6. Social work with groups such as classrooms, associations, psychoeducational groups, self-help groups, groups in institutions, communities, etc.
7. Social work with communities, community organisation/ mobilisation/ engagement.
8. Developmental and preventive social work such as life skills education, gender and sex education, childcare/ parenting education, family life education, health and nutrition education, multicultural education, peace education, human rights education, etc.
9. Assessment of indicators of human/ sustainable development at the community level (urban/ area/ village/ rural/ tribal) and plan community development for improvement of the indicators.
10. Integrated approach for social action and advocacy with systems such as the state, international organisations, and civil society.
11. Interventions with people affected by emergencies such as environmental disasters, armed conflict, displacement, statelessness, etc.
12. Social work in schools/ health systems such as hospitals, health centres/ mental health settings/ criminal justice systems such as police stations, courts and institutions.
13. Integration of social work knowledge and interdisciplinary theories, values and skills, to social work practice.
14. Management of non-profit organisations, relevant government schemes, and development projects, including policy and human and financial resource planning and carrying out capacity building programmes.
15. Accessing, understanding, using research and datasets and emerging technologies.
16. Practice-based research, participatory action research, need assessment, monitoring and evaluation of social policies, programmes and interventions, documentation and report writing.
17. Skills of praxis, which is an ongoing process of moving between a critical perspective, one's teaching, field action, research, administration and consultation, and evaluative reflection and back again to a critical perspective.
18. Carry out fieldwork supervision for students placed for fieldwork practicum.

19. Promote networking among social work professionals, other professionals and like-minded individuals and organisations, at the micro- and macro-levels, for people-centred development.
20. Work towards the development of the profession, in order to ensure its credibility, integrity and relevance.

Subject Areas

UGC (2019a) recommends a two credit Compulsory Community Engagement Course, with at least 50% in the field, in each faculty and discipline for all UG and PG students in HEIs. In fact, social work subject areas focus systematically on community well-being through its knowledge, values, and skill subject areas. The Social Work discipline-specific Core Courses and discipline-specific multidisciplinary Elective Courses and Open General Elective Courses/ Social Work Specialisations/ Concentrations, and Ability Enhancement Courses may be identified from the following subject areas, and adapted based on the learning outcomes at each qualification level and contextualised.

It is important to note that in this report, the social work methods and specialisations have used the term ‘social work’, as some of them have been overlapping with terms used by other disciplines.

Social Work Discipline-specific Core Subject Areas

In social work discipline, the core courses may be identified from the following core areas, important for translating the graduate attributes and learning outcomes. These may be adapted at each level of social work education, and in the regional, local, and socioeconomic context:

1. Life Span Development and Behaviour
2. Social Science Concepts for Social Work
3. History and Philosophy/ Ideologies/ Paradigms/ Values and Ethics of Indian/ international Social Work Profession
4. UN Human Rights Law and Indian Constitutional Rights
5. National/ International Social Welfare/ Social Justice Policies, Legislation and Programmes (for socially excluded groups such as women, Dalits, tribals, landless and small farmers, the organised and unorganised labour, children, adolescents, older persons, persons with disabilities, religious, ethnic/ racial, and sexual minorities, etc.)
6. National/ International Social Development Policies, Programmes and Indicators (comprising education, health, poverty eradication, food and nutrition security, water and sanitation, environmental protection and conservation, livelihood and employment, housing, and literacy and basic education, etc.)
7. Central, State and Local Governance of Social Welfare/ Justice and Social Development
8. Social Work with Individuals/ Social Casework
9. Family-centred Social Work (family life education, family counselling, family service centres, etc.)
10. Social Work with Groups (psychoeducational groups, self-help groups, classrooms, groups in institutions, associations, treatment groups, etc.)
11. Social Work with Communities (community organisation/ mobilisation/ engagement)
12. Running Community Development Centres (urban/ area/ village/ rural/ tribal for convergence of all the social development schemes and interventions)

13. Developmental and Preventive Social Work (such as life skills education, gender and sex education, childcare/ parenting education, family life education, health and nutrition education, multicultural education, peace education, human rights education, etc.)
14. Integrated Approach for Social Action and Advocacy with Systems (such as the state, international organisations, civil society, schools, hospitals/ health centres, criminal justice systems, industries, etc.)
15. Management of Non-Profit Organisations, Government Schemes, and Development Projects
16. Social Work Interventions in Emergencies (environmental disasters/ pandemics/ armed conflicts/ displacement/ statelessness, etc.)
17. Social Work Research (policy analysis, assessment of human/ sustainable development indicators, practice-based research, participatory action research, etc.)

Fieldwork Practicum is also a core component of social work education, discussed later.

Interdisciplinary Elective Subject Areas from Other Departments

Interdisciplinary Elective Subject Areas useful for social work education from which elective courses may be selected are categorised below into social science courses, applied social science courses, interdisciplinary courses, and other courses:

Social Science Courses	Applied Social Science Courses
<ol style="list-style-type: none"> 1. Psychology 2. Sociology 3. Anthropology 4. Political Science 5. Economics 6. Statistics 	<ol style="list-style-type: none"> 1. Developmental Psychology 2. Applied Psychology 3. Social Psychology 4. Applied Sociology 5. Cultural Sociology 6. Social Anthropology 7. Political Economy 8. Development Economics 9. Media Communication
Interdisciplinary Social Science Courses	Other Courses
<ol style="list-style-type: none"> 1. Women's Studies 2. Dalit and Tribal Studies 3. Development Studies 4. Management Information System 	<ol style="list-style-type: none"> 1. Yoga, Sports, Performing Arts, Dance, Music etc. Courses

Social Work Discipline-specific Multidisciplinary Elective Subject Areas

Discipline-focused Elective Subject Areas to be offered by Schools of Social Work from which elective courses may be selected are mainly categorised below into developmental and preventive social work, social work for social development and social work with socially excluded groups:

<p>Developmental and Preventive Social Work</p> <ol style="list-style-type: none"> 1. Life Skills Education 2. Gender and Sex Education 3. Childcare/ Parenting Education 4. Family Life Education 5. Health and Nutrition Education 6. Multicultural Education 7. Peace Education 8. Human Rights Education 	<p>Social Work for Social Development</p> <ol style="list-style-type: none"> 9. School Social Work 10. Health-centred Social Work 11. Mental Health-centred Social Work 12. Community Development 13. Criminal Justice Social Work 14. Corporate Social Responsibility 15. Environmental/ Green Social Work 16. Poverty Eradication 17. Food and Nutrition Security 18. Water and Sanitation 19. Livelihood and Employment 20. Housing 21. Literacy and Basic Education 22. Social Entrepreneurship
<p>Social Work with Socially Excluded Groups</p> <ol style="list-style-type: none"> 23. Child and Adolescent-centred Social Work 24. Women-centred Social Work 25. Gerontological Social Work 26. Social Work with Persons with Disability 27. Occupational Social Work (with Organised/ Unorganised/ Migrant Labour) 28. Dalit-centred Social Work 29. Social Work with Tribals/ Indigenous Communities 30. Social Work with Sexual Minorities 31. Social work with other Vulnerable Groups 	<p>Other</p> <ol style="list-style-type: none"> 32. Spirituality and Social Work 33. Counselling

Universities/ Schools of social work that do not have foundation courses may develop them from the above.

Social Work Specialisations

Schools of social work may plan social work specialisations from the following list in the fifth year of the integrated programme or second year of the two-year MSW programme. They are mainly categorised into social work for social development and social work for social justice for socially excluded groups:

Social Work for Social Development

1. School Social Work
2. Health-centred Social Work (Preventive Health, Public Health, Physical Health, Deaddiction, etc.)
3. Mental Health and Counselling
4. Community Development

5. Environmental/ Green Social Work (Food Security, Water and Sanitation, Protection, Conservation, etc.)
6. Criminal Justice Social Work (Social Work at Police Stations, Courts, Correctional Institutions, etc.)
7. Corporate Social Responsibility
8. Management of NGOs/ Development Projects

Social Work for Social Justice for Socially Excluded Groups

9. Child and Adolescent-centred Social Work
10. Women-centred Social Work
11. Gerontological Social Work
12. Social Work with Persons with Disability
13. Occupational Social Work (with Organised/ Unorganised/ Migrant Labour)
14. Dalit and Tribal-centred Social Work

Other

15. International Social Work
16. Counselling

Ability Enhancement Courses

According to UGC (n.d.), “The Ability Enhancement (AE) Courses may be of two kinds: Ability Enhancement Compulsory Courses (AECC) and Skill Enhancement Courses (SEC). “AECC” courses are the courses based upon the content that leads to Knowledge enhancement; i. Environmental Science and ii. English/MIL Communication. These are mandatory for all disciplines. SEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.

3.1 Ability Enhancement Compulsory Courses (AECC): Environmental Science, English Communication/MIL Communication.

3.2 Skill Enhancement Courses (SEC): These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based knowledge.”

General Ability Enhancement Courses

- English and state/ local language
- Environmental Education
- Global Citizenship Education
- Information/Digital Literacy/ Computer/ ITeS (Information Technology Enabled Services)

Skill Enhancement Courses for Social Work

- Development of Personal Psychosocial Attributes (such as self-awareness and self-esteem, flexible and creative and logical and critical and positive thinking skills, emotional intelligence, and social intelligence comprising respect for diversity, sensitive and collaborative interpersonal communication, and relationship and teamwork skills.)
- Social Work Techniques and Skills Workshops/ Labs (to coordinate with the courses taught in a respective semester (for example, interviewing, community mobilisation, facilitating groups, resource mobilisation, leadership skills, conducting meetings, training staff, budgeting, financial literacy, etc.)

Pedagogy

According to the NEP (p. 3), “Pedagogy must evolve to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centred, discussion-based, flexible, and, of course, enjoyable.” It further states that “High-quality pedagogy is ... necessary to successfully impart the curricular material to students; pedagogical practices determine the learning experiences that are provided to students, thus directly influencing learning outcomes. The assessment methods must be scientific, designed to continuously improve learning and test the application of knowledge.” (p. 38).

In this document, pedagogy is used to mean teaching-learning methods. Student-centred methods for teaching-learning for each course may be identified from a range of methods facilitating different learning experiences, appropriate to the learning outcomes of the same:

- Knowledge-focused topics may be learnt through interactive lectures by faculty or guest speakers, audio-visual aids, local creative literature, songs, etc. and individual/ group study and seminar presentations.
- Attitude-focused topics may be learnt through reflective self-assessment and small group discussions.
- Skill-based topics may be learnt through experiential methods such as simulations and role-plays, through skill workshops/ labs.
- Field-based topics may be learnt through fieldwork practicum, discussion of video films and case studies, field visits and observations, and inviting field practitioners to class.
- All the methods need to be followed by self-reflection and discussion in small and large groups.

Assessment Methods

According to the NEP (2020, p. 38), “All assessment systems shall also be decided by the HEI, including those that lead to final certification. The Choice Based Credit System (CBCS) will be revised for instilling innovation and flexibility. HEIs shall move to a criterion-based grading system that assesses student achievement based on the learning goals for each programme, making the system fairer and outcomes more comparable. HEIs shall also move away from high-stakes examinations towards more continuous and comprehensive evaluation.” In this document, the terms assessment and evaluation are used synonymously.

The UGC report of 2009 recommends the following:

- Faculty members may carry out internal evaluation of specified components at every level of the programmes through essays, tutorials, term-paper, seminar, laboratory work, workshop practice, etc. Relational weightage assigned to internal evaluation may range from 25 to 40%.
- Evaluation at the end of each semester, can be in the form of written examination, laboratory work or workshop assignment.

According to the UGC (2020) report, progress towards achievement of learning outcomes will be assessed using the following:

- Time-constrained examinations;
- Closed-book and open-book tests;
- Problem based assignments; practical assignment laboratory reports; observation of practical skills;

- Individual project reports (case-study reports);
- Team project reports;
- Oral presentations, including seminar presentation;
- Viva voce interviews; computerised adaptive testing;
- Peer and self-assessment etc. and any other pedagogic approaches as per the context.

Fieldwork Practicum

Concept

The NEP (2020, 37) notes that “...as part of a holistic education, students at all HEIs will be provided with opportunities for internships with local industry, businesses, artists, crafts persons, etc.... and, as a by-product, further improve their employability.” Fieldwork practicum is a closely supervised educational internship, and more, in a social work setting that provides planned opportunities to apply theory taught in courses to actual situations, which, in turn, enhances classroom learning. Fieldwork practicum comprises two days/ 14-15 hours per week and one-third of the total credits.

Objectives

The fieldwork practicum may have the following objectives:

1. Observation and understanding of the interaction between human behaviour and the social, economic, and political systems, systemic marginalisation of the socially excluded groups, at the micro level and the alternate viewpoints by different stakeholders, including social workers.
2. Development of critical self-awareness about one’s attributes, values, and sensitivities with reference to the ideology of social justice and human rights and ethical requirements of social work profession, through experience.
3. Learning and practice of social work techniques and skills of work with individuals and the systems of family, community, state, corporate sector, mass media and non-profit organisations, drawing linkages across them, to prevent and ameliorate social problems.
4. Learn to document intervention and write reports.

Components

The fieldwork practicum comprises the following components:

- Organisational Visits: Visits to voluntary NGOs/ projects implementing government schemes in the respective city/ district for observations, interviews and discussions
- Concurrent/ continuous fieldwork
- Study Tour: Visits to voluntary NGOs/ projects implementing government schemes in another state
- Rural Camps: Camps for engagement with rural non-tribal or tribal communities and local self-governance institutions
- Fieldwork seminars: Seminars to share activities. Achievements, and challenges in fieldwork practicum and camps
- Block fieldwork at the end of the programme for one or two months

Fieldwork Settings

For students to carry out their concurrent fieldwork practicum, a range of diverse fieldwork settings may be selected, depending on the courses offered and selected, including community, government, civil society, and corporate sector. Specifically, they will include the following:

- Community development centres/ Open communities
- Schools
- Hospitals, health centres and mental health settings/ Organisations working on specific health issues such as substance abuse/ HIV/AIDS/ Corona
- Family service/ counselling centres/ family courts
- Government schemes/ Voluntary organisations for socially excluded group: children/ women/ older persons, persons with disability/ labour/ Dalits/ tribals/ religious, ethnic/ racial, and sexual minorities, etc.
- Institutions for children, women, older persons, persons with disability, etc.
- Self-Help Groups/ Cooperatives/ Farmers' Producers' Organisations/ Associations
- Government schemes/ Voluntary organisations working on social development issues such as livelihood, poverty eradication, food and nutrition security, water and sanitation, livelihood and employment, housing, environmental sustainability, literacy, and basic education, etc.
- Government schemes/ Voluntary organisations working on issues such as displacement/ social conflicts/ disasters/ livelihoods/ forced migration, etc.
- Industries/ Workplaces/ Unorganised Sector
- Criminal justice systems: police stations/ courts/ institutions

Research Project/ Thesis/ Dissertation

Concept

Social work research project/ thesis/ dissertation needs to link theories and practice to research, through qualitative and quantitative methods and the participatory approach, for knowledge development for practice, policy planning, and teaching for improved policy and practice. It includes:

- Research at the stages of situational assessment in order to build knowledge on the problem situation
- Research on resource availability for practice to feed into planning
- Monitoring at the stage of implementation to build knowledge on methods and techniques of implementation and the process of change
- Evaluation research at the stage of conclusion to assess the outcome of social work practice
- Follow up research at the stage of a time gap after conclusion, to assess the impact of social work practice

Objectives

At the BSW Honours level, a research project may be required, with the objective to link research and theories to practice in the students' fieldwork practicum.

At the MSW level, a thesis may be required with the following objectives:

Knowledge Objectives: The knowledge objectives of the thesis comprise understanding of the following:

1. Research methodologies that guide linking social work ideologies, theory, research, and policy/ practice.
2. the quantitative methodology and their application to social work research.
3. Learn the methodologies of qualitative research, and participatory and action research.

Attitudes and Ethics Objectives: The attitudes objectives of the thesis comprise the following commitments:

1. Research to be considered an integral part of practice.
2. Social work research should study social work policies and practice so that people's social realities can be improved.
3. Social work research facilitates accountability of social work practitioners and voluntary organisations to the people they work with, the sponsors and the society at large.
4. People whose lives are being studied should be considered co-researchers in the participatory approach.
5. Plurality of methods is necessary for understanding social issues and interventions and their impact holistically.
6. Follow ethical practices in all aspects of research and development, including avoiding practices such as fabrication, falsification or misrepresentation of data or committing plagiarism, and not adhering to intellectual property rights.

Skills Objectives: The skills objectives of the thesis comprise the following:

1. Skills of types of research for improving social work practice, through need assessment, monitoring, and evaluation of policies, programmes, and interventions, according to the stage of programme/ practice.
2. Skills to carry out literature review, develop a research problem, and prepare a research proposal.
3. Skills to assess human development and sustainable development indicators at the community level and plan community development accordingly.
4. Skill to use the participatory approach with plurality of methods.
5. Skills to develop tools to collect primary as well as secondary and quantitative as well as qualitative data, selection of the sampling design and measurement in social work research.
6. Skills to use the statistical packages for quantitative/ qualitative social science research, data processing, analysis, and interpretation.
7. Skills to use the research finding for improved practice and policies, report writing, and dissemination to the stakeholders.
8. Carry out research-informed practice and practice-informed research, participatory action research, need assessment, monitoring and evaluation of social work interventions.

The doctoral dissertation may aim at theorisation from practice besides the above learning outcomes.

Curriculum and Credit Structure

The curriculum structure for social work education programmes includes the components of courses, fieldwork practicum, and research, allocation of credits, and their scheduling into semesters and years. The credit requirements by qualification type suggested by the UGC Guidelines for Multiple Entry and Exit in Academic Programmes offered in Higher Education

Institutions (2021, p. 12), is 36 to 40 credits per year. The credit structure for social work education will comprise the following:

- Social work being a professional course, the NCRG recommends 40 to 50 credits per year.
- One-third of the total credits, that is 16 credits need to be allocated for fieldwork practicum
- Two-thirds of the total credits, that is 30 credits will be allocated to core and elective courses, research project/ thesis, and an overall viva.

According to the UGC Regulations (2003) regarding the Minimum Standards of Instruction through Formal Education, the number of actual teaching days should not be less than 180 days in an academic year, implying 90 days or 15 weeks per term or semester. These Regulations also require that the total of contact teaching shall not be less than 30 hours per week and time provided for practicals, fieldwork, library utilization of computer and other such facilities shall not be less than 10 hours per week. This amounts to a total of 40 hours a week, or seven hours per day (9 to 4 or 10 to 5) for six days a week or eight hours per day (9 to 5) for five days a week.

Curriculum Review

According to the NEP (p. 38), “The curriculum must be interesting and relevant, and updated regularly to align with the latest knowledge requirements and to meet specified learning outcomes.” Curriculum review and revisions may be carried out as follows:

1. At the end of each year, students may be asked to share written and oral review of the courses, fieldwork practicum, research, etc. Based on this review, minor modifications in the curriculum may be facilitated every year.
2. Annually or every two years, curriculum review may be carried out by the schools of social work in the following manners:
 - Each social work course may be annually reviewed and revised based on reflections, new reading and new understanding gained by the teacher, and written and oral feedback from students.
 - After each term/ semester, groups of educators teaching related subjects may review their subjects together.
 - All the students and all the faculty members may review the whole curriculum at the end of the year and revise it.
 - Agency fieldwork instructors and other practitioners may be invited annually to give feedback on the developments in the field, which need accentuation in the class.
3. Every five years or so, workshops may be organised with all the faculty members of the social work programme, alumni, employers, and other programmes for social work education, for a comprehensive review and renewal of the curriculum, in the context of changing social realities, development in knowledge, research-practice linkages, emerging job opportunities and so on.

PART 2: NATIONAL CURRICULAR FRAMEWORKS FOR SOCIAL WORK EDUCATION PROGRAMMES BY QUALIFICATION LEVELS

Introduction

Qualification Levels of Programmes

Undergraduate Programmes in Social Work

According to NEP (2020, pp. 37-38). “The undergraduate degree will be of either three or four-year duration, with multiple exit options within this period, with appropriate certifications, e.g., a certificate after completing one year in a discipline or field including vocational and professional areas, or a diploma after two years of study, or a Bachelor’s degree after a three-year programme. The four-year multidisciplinary Bachelor's programme, however, shall be the preferred option since it allows the opportunity to experience the full range of holistic and multidisciplinary education in addition to a focus on the chosen major and minors as per the choices of the student. The four-year programme may also lead to a degree ‘with Research’ if the student completes a rigorous research project in their major area(s) of study as specified by the HEI”.

The undergraduate degree offered in social work is varyingly called Bachelor of Arts (BA) in Social Work and Bachelor of Social Work (BSW). While both may offer the same syllabus, the former aligns social work with liberal arts disciplines and the latter focuses on social work as a profession. While this report will use the term BSW, its curricular framework is relevant for BA in Social Work as well. In this document on social work education, the BSW programme is kept generic, without selection of major and minor subjects, as it is the first professional degree in social work.

Based on the NEP guidelines, the schools of social work will have a choice among the following two options to offer at the undergraduate level:

1. Only a three-year BSW degree with the following Multiple Entry and Exit Points:
 - First Year: Certificate in Social Work
 - Second Year: Diploma in Social Work
 - Third Year: BSW Degree
2. A three-year BSW degree as well as a four-year BSW Honours degree with the following Multiple Entry and Exit Points:
 - First Year: Certificate in Social Work
 - Second Year: Diploma in Social Work
 - Third Year: BSW Degree
 - Fourth Year: BSW Honours Degree

The students will have a choice to select one of the two options.

As far as the undergraduate Honours degree is concerned, the NEP emphasises research whereas social work is a practice profession so the BSW Honours will focus on linking research with practice in students’ fieldwork setting. It is important to note here that most of the social work students are going to work as practitioners and not researchers.

Master's Programmes

The NEP (2020, p. 38) observes that the HEIs will have the flexibility to offer different designs of Master's programmes:

- a) there may be a 2-year programme with the second year devoted entirely to research for those who have completed the 3-year Bachelor's programme;
- b) for students completing a 4-year Bachelor's programme with Research, there could be a 1-year Master's programme; and
- c) there may be an integrated 5-year Bachelor's/Master's programme.

Based on the NEP guidelines, the schools of social work will have a choice among the following options to offer for the MSW degree programme:

1. A Two-Years MSW Degree programme (with a bachelor's degree from any discipline).
2. Integrated five-year MSW degree with the following Multiple Entry and Exit Points:
First Year: Certificate in Social Work
Second Year: Diploma in Social Work
Third Year: BSW Degree
Fourth and Fifth Year: MSW Degree
3. Integrated five-year MSW Degree with the following Multiple Entry and Exit Points:
First Year: Certificate in Social Work
Second Year: Diploma in Social Work
Third Year: BSW Degree
Fourth Year: BSW Honours Degree
Fifth Year: MSW Degree

Doctoral Programme

The NEP (p. 38) states that "Undertaking a Ph.D. shall require either a Master's degree or a four-year Bachelor's degree with Research." For the Ph.D. programme, the NEP (p. 43) notes that "All fresh Ph.D. entrants, irrespective of discipline, will be required to take credit-based courses in teaching/ education/ pedagogy/ writing related to their chosen Ph.D. subject during their doctoral training period. Exposure to pedagogical practices, designing curriculum, credible evaluation systems, communication, and so on will be ensured since many research scholars will go on to become faculty or public representatives/communicators of their chosen disciplines. Ph.D. students will also have a minimum number of hours of actual teaching experience gathered through teaching assistantships and other means. Ph.D. programmes at universities around the country will be reoriented for this purpose."

Based on the NEP guidelines, Ph.D. in Social Work Degree will aim to prepare social work professionals as educators, researchers, policy-makers, practitioners, and fieldwork supervisors at advanced levels, who may be employed in education, research, training, policy making and practice systems.

Overview

The National Skill Qualification Framework (NSQF) organises qualifications according to a series of levels of knowledge, skills, and aptitude. For higher education, it comprises 5 to 10 levels, representing increasing levels of complexity in terms of the knowledge, competence and autonomy that must be demonstrated by the learner. The following table lists the range of qualification levels of Social Work Education Programmes with multiple entry and exit

National Curricular Framework for Social Work Education

options, with appropriate certifications, entry requirements, duration and specialization, and research requirement.

Qualification Level	Social Work Certification	Entry Requirement	Duration & Specialisation	Research Requirement
5	Certificate in Social Work	Passing 12 th standard	One year	Nil
6	Diploma in Social Work	Social Work Certificate	One year	Nil
7	Bachelor of Social Work Degree	Social Work Diploma	One year	Nil
8	BSW Honours Degree	BSW Degree	One year	Research Project Required
9	MSW Degree in the Integrated Programme	BSW Degree	Two years First year general and Second year focus on a Specialisation	Thesis Required
9	MSW Degree in the Integrated Programme	BSW Honours Degree	One year Focus on a Specialisation	Thesis not Required
9	Two Years MSW Degree	Any Bachelor's Degree	Two years both generic or the second year focus on a Specialisation	Thesis Required
10	Ph.D. Degree in Social Work	MSW Degree/ BSW Honours	Three to six years	Dissertation Required

In order to match the students' background with the qualification offered at any entry level, the schools of social work may offer bridge courses. For example, students of a two-year MSW programme with a Bachelor's degree in any discipline, other than social work, may be required to take some bridge courses that may be offered online.

Format for Curricular Framework

At each of the above level, curricular framework is developed in the following format:

- Purpose
- Entry Requirements
- Duration: Number of Years/ Semesters
- Learning Outcomes
- Credit Allocation
- Core and Elective Courses/ Specialisations
- Fieldwork Practicum
- Research Project/ Dissertation/ Thesis

Undergraduate Programmes in Social Work

Certificate in Social Work Programme: First Year at Level 5

Purpose

According to the NHEQF (UGC, n.d., p. 48), the certificate (in a field of learning or a disciplinary area) qualifies students who can apply technical and theoretical concepts and specialized knowledge and skills in a broad range of contexts to undertake skilled or paraprofessional work and/or to pursue further study/learning at higher levels.

The purpose of the Certificate in Social Work programme may be to prepare paraprofessional social workers at level 1. The paraprofessional social workers carry out preventive and developmental work such as awareness building, at the preprofessional level. In the field, they are varyingly known as frontline workers, social mobilisers, social animators, extension workers, etc.

Entry Requirements

Passed 12th Standard or equivalent level of education

Duration

First year of the BSW/ Integrated Five-Year Programme: One year/ two semesters

Learning Outcomes

Knowledge Outcomes: The graduates of Certificate in Social Work programme should be able to critically evaluate multidisciplinary knowledge, with specific reference to the following aspects:

1. History and ideologies of social work profession in the west, concepts, values, and ethics and arrival in India.
2. Psychosocial, ecological, and critical theories of human development in the context of theories of family.
3. Social science concepts for social work such as stratification and inequality with reference to age, gender, disabilities, ethnicity, economic background, sexual orientation, and other such attributes, leading to social exclusion.
4. Local self-governance institutions and processes

Attributes, Values and Ethical Outcomes: The graduates of the Certificate in Social Work programme should be able to demonstrate critical self-awareness with reference to the following attributes, values, and ethics:

1. Personal psychosocial attributes of integrity, self-esteem, flexible and creative, and logical and critical and positive thinking skills, emotional intelligence, and social intelligence comprising respect for diversity, sensitivity, collaborativeness and dialogue in interpersonal communication, and relationship and teamwork skills.
2. Commitment to values of the Indian Constitution, namely, secularism, democracy, social justice, liberty, and equality; the Fundamental Rights and the Directive Principles of State Policies; and the various United Nations conventions and treaties to which India is a signatory.

3. Values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), Sarvodaya (rise of all), Antyodaya (rise of the last person) and respect for plurality and diversity.
4. Sensitivity to and respect for thinking and feelings of others, understand behaviours, avoid stereotypes, celebrate differences, and recognise uniqueness in every person.
5. Nurture values of social responsibility, professionalism and inclusion in delivery of services and capacities of integrating knowledge, attitude and practices.
6. Ethical behaviour with reference to self, socially excluded groups, society and the state, colleagues and the employing organisation, education, training, and research, and towards the profession.

Competencies, Techniques, and Skill Outcomes: The graduates of the Certificate in Social Work programme should be able to demonstrate the following competencies, techniques, and skills:

1. Rights-based, culture-sensitive, strengths-based, gender-sensitive, egalitarian, people-centred, participatory and empowerment approaches.
2. Rights-based comprehensive/ integrated/ systemic, preventative and rehabilitative, universal community-based approaches for service delivery/ programmes.
3. Social work stages of outcome-based assessment, planning, implementation, monitoring, evaluation, and termination.
4. Social work with groups such as classrooms, associations, psychoeducational groups, self-help groups, groups in institutions, etc.
5. Developmental and preventive social work such as life skills education, gender and sex education, childcare/ parenting education, family life education, health and nutrition education, multicultural education, peace education, human rights education, etc.
6. Use of media for creating public awareness.

Credit Allocation

The credit allocation for the Certificate in Social Work programme may be carried out as follows:

Semester	Social Work Core Courses x 2 credits	Social Work Elective Courses x 2 credits	Open General Elective Courses x 2 credits	Ability Enhancement Courses x 2 credits	Fieldwork Practicum	Total Credits
1	3 courses 6 credits	2 courses 4 credits	1 course 2 credits	1 course 2 credits	8 credits	22 credits
2	3 courses 6 credits	2 courses 4 credits	1 course 2 credits	1 course 2 credits	8 credits	22 credits
Total	12 credits	8 credits	4 credits	4 credits	16 credits	44 credits

List of Courses

Following is the list of courses for the Certificate in Social Work programme.

Type of Courses	Semester 1	Semester 2
Social Work Core Courses (compulsory)	<ol style="list-style-type: none"> 1. History and Ideologies of Social Work Profession 2. Life Span Development and Behaviour 3. Social Science Concepts for Social Work 	<ol style="list-style-type: none"> 1. UN Human Rights Law and Indian Constitutional Rights 2. Local Self-Governance 3. Social Work with Groups
Social Work Elective Courses (select two Social Work Elective courses in Semester 1 and two courses in Semester 2)	<ol style="list-style-type: none"> 1. Life Skills Education 2. Gender and Sex Education 3. Childcare/ Parenting Education 4. Family Life Education 5. Health and Nutrition Education 6. Multicultural Education 7. Peace Education 8. Human Rights Education 	
Open General Elective Courses (select one Applied/ Interdisciplinary Social Science course in Semester 1 and one in Semester 2)	<ol style="list-style-type: none"> 1. Applied Psychology 2. Social Psychology 3. Cultural Sociology 4. Social Anthropology 5. Political Economy 6. Media Communication 	
General Ability Enhancement Courses	<ul style="list-style-type: none"> • English/ state/ local language 	<ul style="list-style-type: none"> • Social Work Skill Lab for the skills covered by the core courses in the respective semester

Fieldwork Practicum

Fieldwork objectives at each level should contribute to the learning outcomes for that level.

Components: The fieldwork practicum for the Certificate in Social Work programme comprises the following components:

- Organisational Visits: Visits to voluntary NGOs/ projects implementing government schemes in the respective city/ district for observations, interviews and discussions
- Concurrent/ continuous fieldwork
- Fieldwork seminars: Seminars to share activities, achievements, and challenges in fieldwork practicum and camps

Fieldwork Settings: The fieldwork settings for the Certificate in Social Work programme will include the following:

- Community development centres/ Open communities
- Schools
- Hospitals, health centres and mental health settings/ Organisations working on specific health issues such as substance abuse/ HIV/AIDS/ Corona
- Family service/ counselling centres/ family courts

- Government schemes/ Voluntary organisations for socially excluded group: children/ women/ older persons, persons with disability/ labour/ Dalits/ tribals/ religious, ethnic/ racial, and sexual minorities, etc.
- Institutions for children, women, older persons, persons with disability, etc.
- Self-Help Groups/ Cooperatives/ Farmers' Producers' Organisations/ Associations
- Government schemes/ Voluntary organisations working on social development issues such as livelihood, poverty eradication, food and nutrition security, water and sanitation, livelihood and employment, housing, environmental sustainability, literacy, and basic education, etc.
- Government schemes/ Voluntary organisations working on issues such as displacement/ social conflicts/ disasters/ livelihoods/ forced migration, etc.
- Industries/ Workplaces/ Unorganised Sector

Diploma in Social Work Programme: Second Year at Level 6

Purpose

According to the NHEQF (UGC, n.d., p. 48), the diploma (in a field of learning or a disciplinary area) qualifies students who can apply specialized knowledge in a range of contexts to undertake advanced skilled or paraprofessional work and/or to pursue further learning/study at higher levels.

The purpose of the Diploma in Social Work programme may be to prepare paraprofessional social workers at level 2. The paraprofessional social workers carry out preventive and developmental work such as awareness building, at the preprofessional level, mainly for implementation of select government schemes. In the field, they are varyingly known as frontline workers, social mobilisers, social animators, extension workers, etc.

Entry Requirements

Graduated with a Certificate in Social Work

Duration

Second year of the BSW/ Integrated Five-Year Programme: One year/ two semesters

Learning Outcomes

Knowledge Outcomes: The graduates of Diploma in Social Work programme should be able to critically evaluate multidisciplinary knowledge, to understand the contemporary social realities in the historical context, with specific reference to the following aspects:

1. History of religion-based charity, social welfare, social movements, social services, philanthropy, thinkers, and voluntary social work at regional and national levels in India.
2. International political economy of economic development and emergence of social development and its indicators.

Attributes, Values and Ethical Outcomes: The graduates of the Diploma in Social Work programmes should be able to demonstrate critical self-awareness with reference to the following attributes, values, and ethics:

1. Personal psychosocial attributes of integrity, self-esteem, flexible and creative, and logical and critical and positive thinking skills, emotional intelligence, and social intelligence comprising respect for diversity, sensitivity, collaborativeness and dialogue in interpersonal communication, and relationship and teamwork skills.
2. Commitment to values of the Indian Constitution, namely, secularism, democracy, social justice, liberty, and equality; the Fundamental Rights and the Directive Principles of State Policies; and the various United Nations conventions and treaties to which India is a signatory.
3. Values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), Sarvodaya (rise of all), Antyodaya (rise of the last person) and respect for plurality and diversity.
4. Sensitivity to and respect for thinking and feelings of others, understand behaviours, avoid stereotypes, celebrate differences, and recognise uniqueness in every person.
5. Nurture values of social responsibility, professionalism and inclusion in delivery of services and capacities of integrating knowledge, attitude and practices.
6. Ethical behaviour with reference to self, socially excluded groups, society and the state, colleagues and the employing organisation, education, training, and research, and towards the profession.

Competencies, Techniques and Skill Outcomes: The graduates of the Diploma in Social Work programmes should be able to demonstrate the following competencies, techniques, and skills:

1. Social work with individuals, children, adolescents, and adults, for counselling and system linkages.
2. Family-centred social work, comprising family life education, family counselling, and family service centres for convergence of schemes and interventions for children, adolescents, women, couples, and older persons, etc.
3. Social work with communities, community organisation/ mobilisation/ engagement.
4. Learn to use the emerging technologies.

Credit Allocation

The credit allocation for the Diploma in Social Work programme may be carried out as follows:

Semester	Social Work Core Courses x 2 credits	Social Work Elective Courses x 2 credits	Open General Elective Courses x 2 credits	Ability Enhancement Courses x 2 credits	Fieldwork Practicum	Total Credits
3	3 courses 6 credits	2 courses 4 credits	1 course 2 credits	1 course 2 credits	8 credits	22 credits
4	3 courses 6 credits	2 courses 4 credits	1 course 2 credits	1 course 2 credits	8 credits	22 credits
Total	12 credits	8 credits	4 credits	4 credits	16 credits	44 credits

List of Courses

Following is the list of courses for the Diploma in Social Work programme.

Type of Courses	Semester 3	Semester 4
Social Work Core Courses (compulsory)	<ol style="list-style-type: none"> 1. Role of Religions, Thinkers, and Social Movements for People's Welfare in India 2. International Social Development 3. Social Work with Individuals 	<ol style="list-style-type: none"> 1. Social Work with Families 2. Social Work with Communities 3. School Social Work
Social Work Elective Courses (select two courses in Semester 3)	<ol style="list-style-type: none"> 1. Life Skills Education 2. Gender and Sex Education 3. Childcare/ Parenting Education 4. Family Life Education 5. Health and Nutrition Education 6. Multicultural Education 7. Peace Education 8. Human Rights Education 	
(select two courses in Semester 4)	<ol style="list-style-type: none"> 1. Child-centred Social Work 2. Women-centred Social Work 3. Social Work with Persons with Disability 4. Occupational Social Work (with Organised/ Unorganised/ Migrant Labour) 5. Gerontological Social Work 	
Open General Elective Courses (select one Applied/ Interdisciplinary Social Science course in Semester 1 and one course in Semester 2)	<ol style="list-style-type: none"> 6. Applied Psychology 7. Social Psychology 8. Cultural Sociology 9. Social Anthropology 10. Political Economy 11. Development Economics 	
Ability Enhancement Courses	<ul style="list-style-type: none"> • Social Work Skill Lab for the skills covered by the core courses in the respective semester 	<ul style="list-style-type: none"> • Information/Digital Literacy/ Computer/ ITeS (Information Technology Enabled Services)

Fieldwork Practicum

Fieldwork objectives at each level should contribute to the learning outcomes for that level.

Components: The fieldwork practicum for the Diploma in Social Work programme comprises the following components:

- Organisational Visits: Visits to voluntary NGOs/ projects implementing government schemes in the respective city/ district for observations, interviews and discussions
- Concurrent/ continuous fieldwork
- Fieldwork seminars: Seminars to share activities. Achievements, and challenges in fieldwork practicum and camps

Fieldwork Settings: The fieldwork settings for concurrent fieldwork practicum for the Diploma in Social Work programme will include the following:

- Community development centres/ Open communities
- Schools
- Hospitals, health centres and mental health settings/ Organisations working on specific health issues such as substance abuse/ HIV/AIDS/ Corona
- Family service/ counselling centres/ family courts
- Government schemes/ Voluntary organisations for socially excluded group: children/ women/ older persons, persons with disability/ labour/ Dalits/ tribals/ religious, ethnic/ racial, and sexual minorities, etc.
- Institutions for children, women, older persons, persons with disability, etc.
- Self-Help Groups/ Cooperatives/ Farmers’ Producers’ Organisations/ Associations
- Government schemes/ Voluntary organisations working on social development issues such as livelihood, poverty eradication, food and nutrition security, water and sanitation, livelihood and employment, housing, environmental sustainability, literacy, and basic education, etc.
- Government schemes/ Voluntary organisations working on issues such as displacement/ social conflicts/ disasters/ livelihoods/ forced migration, etc.
- Industries/ Workplaces/ Unorganised Sector

Bachelor of Social Work Degree Programme: Third Year at Level 7

Purpose

According to the NHEQF (UGC, n.d., p. 48), “The bachelor’s degree qualifies students who can apply a broad and coherent body of knowledge and skills in a range of contexts to undertake professional work and/or for further learning.”

In social work education, the BSW degree is the first professional degree and aims to prepare generalist professional social work practitioners.

Entry Requirements

Graduated with a Diploma in Social Work

Total Duration

Third year of the BSW/ Integrated Five-Year Programme: One year/ two semesters

Learning Outcomes

Knowledge Outcomes: The graduates of the BSW Degree programme should be able to demonstrate the acquisition of knowledge in the following areas:

1. Professionalisation and indigenisation of social work in India through education, practice, ethics, literature, and associations.
2. Governance systems for policy making and implementation at the central and state levels.
3. Social welfare/ justice policies, laws, and programmes in India.
4. Social development policies, programmes, and indicators in India.

Attributes, Values and Ethical Outcomes: The graduates of the BSW Degree programmes should be able to demonstrate critical self-awareness with reference to the following attributes, values, and ethics:

1. Personal psychosocial attributes of integrity, self-esteem, flexible and creative, and logical and critical and positive thinking skills, emotional intelligence, and social intelligence comprising respect for diversity, sensitivity, collaborativeness and dialogue in interpersonal communication, and relationship and teamwork skills.
2. Commitment to values of the Indian Constitution, namely, secularism, democracy, social justice, liberty, and equality; the Fundamental Rights and the Directive Principles of State Policies; and the various United Nations conventions and treaties to which India is a signatory.
3. Values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), Sarvodaya (rise of all), Antyodaya (rise of the last person) and respect for plurality and diversity.
4. Sensitivity to and respect for thinking and feelings of others, understand behaviours, avoid stereotypes, celebrate differences, and recognise uniqueness in every person.
5. Nurture values of social responsibility, professionalism and inclusion in delivery of services and capacities of integrating knowledge, attitude and practices.
6. Ethical behaviour with reference to self, socially excluded groups, society and the state, colleagues and the employing organisation, education, training, and research, and towards the profession.

Competencies, Techniques and Skill Outcomes: The graduates of the BSW Degree Programmes should be able to demonstrate the following competencies, techniques, and skills:

1. Assessment of indicators of human/ sustainable development at the community level and plan community development accordingly.
2. Assessment of indicators of human/ sustainable development at the community level (urban/ area/ village/ rural/ tribal) and plan community development for improvement of the indicators.
3. Integrated approach for social action and advocacy with systems such as the state, international organisations, and civil society.
4. Interventions with people affected by emergencies such as environmental disasters, armed conflict, displacement, statelessness, etc.
5. Accessing, understanding, using research and datasets and emerging technologies.
6. Skills of praxis, which is an ongoing process of moving between a critical perspective, one's teaching, field action, research, administration and consultation, and evaluative reflection and back again to a critical perspective.

Credit Allocation

The credit allocation for the BSW Degree Programmes may be carried out as follows:

Semester	Social Work Core Courses x 2 credits	Social Work Elective Courses x 2 credits	Open Elective Courses x 2 credits	Ability Enhance ment Courses x 2 credits	Fieldwork Practicum	Total Credits
5	4 courses 8 credits	1 course 2 credits	1 course 2 credits	1 course 2 credits	8 credits	22 credits
6	4 courses	1 course	1 course	1 course	8 credits	22 credits

	8 credits	2 credits	2 credits	2 credits		
Overall Viva						02 credits
Total	16 credits	4 credits	4 credits	4 credits	16 credits	46 credits

List of Courses

Following is the list of courses for the BSW degree programme.

Type of Courses	Semester 5	Semester 6
Social Work Core Courses (compulsory)	<ol style="list-style-type: none"> 1. Professionalisation and Indigenisation of Social Work in India 2. Systems for Social Welfare/ Justice and Development Administration 3. Social Development Policies and Programmes 4. Social Welfare/ Justice Policies and Programmes 	<ol style="list-style-type: none"> 5. Community Development 6. Integrated Approach for Social Action and Advocacy with Systems 7. Poverty Eradication 8. Social Work Interventions with Emergencies/ Disasters
Social Work Elective Courses (select any one of the following courses in Semester 5 and one course in Semester 6)	<ol style="list-style-type: none"> 1. Health-centred Social Work 2. Mental Health-centred Social Work 3. Criminal Justice Social Work 4. Environmental Social Work 	
Open General Elective Courses: Applied/ Interdisciplinary Social Science Courses (select any one course in Semester 5 and one course in Semester 6)	<ol style="list-style-type: none"> 1. Women's Studies 2. Dalit Studies 3. Tribal Studies 4. Development Studies 5. Management Information System 	
Ability Enhancement Course	<ul style="list-style-type: none"> • Social Work Skill Lab for the skills covered by the core courses in the respective semester 	<ul style="list-style-type: none"> • Global Citizenship Education in Semester 5

Fieldwork Practicum

Fieldwork objectives at each level should contribute to the learning outcomes for that level.

Components: The fieldwork practicum for the BSW Degree Programmes comprises the following components:

- Organisational Visits: Visits to voluntary NGOs/ projects implementing government schemes in the respective city/ district for observations, interviews, and discussions
- Concurrent/ continuous fieldwork

- Study Tour: Visits to voluntary NGOs/ projects implementing government schemes in another state
- Rural Camps: Camps for engagement with rural non-tribal or tribal communities and local self-governance institutions
- Fieldwork seminars: Seminars to share activities, achievements, and challenges in fieldwork practicum and camps

Fieldwork Settings: Fieldwork settings for concurrent fieldwork practicum for the BSW Degree Programmes may include the following:

- Community development centres/ Open communities
- Schools
- Hospitals, health centres and mental health settings/ Organisations working on specific health issues such as substance abuse/ HIV/AIDS/ Corona
- Family service/ counselling centres/ family courts
- Government schemes/ Voluntary organisations for socially excluded group: children/ women/ older persons, persons with disability/ labour/ Dalits/ tribals/ religious, ethnic/ racial, and sexual minorities, etc.
- Institutions for children, women, older persons, persons with disability, etc.
- Self-Help Groups/ Cooperatives/ Farmers' Producers' Organisations/ Associations
- Government schemes/ Voluntary organisations working on social development issues such as livelihood, poverty eradication, food and nutrition security, water and sanitation, livelihood and employment, housing, environmental sustainability, literacy, and basic education, etc.
- Government schemes/ Voluntary organisations working on issues such as displacement/ social conflicts/ disasters/ livelihoods/ forced migration, etc.
- Industries/ Workplaces/ Unorganised Sector
- Criminal justice systems: police stations/ courts/ institutions

Bachelor of Social Work (Honours) Degree Programme: Fourth Year at Level 8

Purpose

According to the NHEQF (UGC, n.d., p. 48), the purpose of a Bachelor's degree (Honours) is to prepare individuals who can apply a body of knowledge in a specific context to undertake professional work and for research and further learning.

The purpose of BSW (Honours) may be to prepare generalist professional social work practitioners trained in social work research.

Entry Requirements

Graduated with a BSW Degree

Total Duration

Fourth year of the BSW/ Integrated Five-Year Programme: One year/ two semesters

Learning Outcomes

The graduates of the BSW (Honours) degree programme should be able to demonstrate the following learning outcomes.

Knowledge Outcomes: The graduates of the BSW (Honours) degree programme should be able to demonstrate the following knowledge outcomes:

1. Research methodologies that guide linking social work ideologies, theory, research, and policy/ practice, to generate new knowledge and solutions.
2. the quantitative methodology and their application to social work research.
3. Learn the methodologies of qualitative research, and participatory and action research.
4. Exploratory, explanatory and confirmatory designs for use in social work research.

Attributes, Values and Ethical Outcomes: The graduates of the BSW (Honours) degree programme should be able to demonstrate critical self-awareness with reference to the following attributes, values, and ethics:

1. Personal psychosocial attributes of integrity, self-esteem, flexible and creative, and logical and critical and positive thinking skills, emotional intelligence, and social intelligence comprising respect for diversity, sensitivity, collaborativeness and dialogue in interpersonal communication, and relationship and teamwork skills.
2. Commitment to values of the Indian Constitution, namely, secularism, democracy, social justice, liberty, and equality; the Fundamental Rights and the Directive Principles of State Policies; and the various United Nations conventions and treaties to which India is a signatory.
3. Values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), Sarvodaya (rise of all), Antyodaya (rise of the last person) and respect for plurality and diversity.
4. Sensitivity to and respect for thinking and feelings of others, understand behaviours, avoid stereotypes, celebrate differences, and recognise uniqueness in every person.
5. Nurture values of social responsibility, professionalism and inclusion in delivery of services and capacities of integrating knowledge, attitude and practices.
6. Ethical behaviour with reference to self, socially excluded groups, society and the state, colleagues and the employing organisation, education, training, and research, and towards the profession.

Skills Outcomes: The graduates of the BSW (Honours) degree programme should be able to demonstrate the following skills:

1. Skills to engage in practice-informed research and research- informed practice.
2. Skills of situational assessment, monitoring, and evaluation of policies, programmes, and interventions, according to the stage of practice.
3. Skills to evaluate practice with individuals, families, groups, organizations, and communities.
4. Skills to carry out literature review, develop a research problem, and prepare a research proposal.
5. Skill to use the participatory approach with plurality of methods.
6. Skills to develop tools to collect primary as well as secondary and quantitative as well as qualitative data, selection of the sampling design and measurement.
7. Skills to use the statistical packages for quantitative/ qualitative social science research, data processing, analysis, and interpretation.

8. Skills to use the research finding for improved practice and policies, report writing, and dissemination of the same to different stakeholders.
9. Skills to carry out participatory action research.
10. Skills of praxis, which is an ongoing process of moving between a critical perspective, one's teaching, field action, research, administration and consultation, and evaluative reflection and back again to a critical perspective.

Credit Allocation

The credit allocation for the BSW (Honours) Degree programmes may be carried out as follows:

Semester	Social Work Core Courses x 2 credits	Social Work Elective Courses x 2 credits	Open Elective Courses x 2 credits	Skill Enhancement Courses x 2 credits	Fieldwork Practicum	Research Project	Total Credits
7	3 courses 6 credits	1 course 2 credits	1 course 2 credits	1 course 2 credits	6 credits	4 credits	22 credits
8	3 courses 6 credits	1 course 2 credits	1 course 2 credits	1 course 2 credits	4 credits	6 credits	22 credits
Overall Viva							02 credits
Total	12 credits	4 credits	4 credits	4 credits	10 credits	10 credits	46 credits

List of Courses

Following is the list of courses for the BSW (Honours) Degree programme.

Type of Courses	Semester 7	Semester 8
Social Work Core Courses (Compulsory)	<ol style="list-style-type: none"> 1. Quantitative Social Work Research 2. Qualitative Social Work Research 3. Participatory Action Research 	<ol style="list-style-type: none"> 4. Policy and Programme Analysis, Monitoring and Evaluation 5. Evidence-based Practice 6. Management Information System
Social Work Elective Courses (select any one of the following courses in Semester 7 and one course in Semester 8)	<ul style="list-style-type: none"> • Dalit-centred Social Work • Social Work with Tribals/ Indigenous Communities • Social Work with Sexual Minorities • Social Entrepreneurship 	
Skill Enhancement Course for Social Work	<ul style="list-style-type: none"> • Social Work Skill Lab for the skills covered by the core courses 	<ul style="list-style-type: none"> • Social Work Data Analysis and Report Writing Skills

Fieldwork Practicum

The fieldwork practicum may be planned for BSW (Honours) students in such a way that the linkages between practice and research are facilitated, to contribute to the learning outcomes for this level.

Fieldwork Settings: Fieldwork settings for the BSW (Honours) degree programme may include the following:

- Community development centres/ Open communities
- Schools
- Hospitals, health centres and mental health settings/ Organisations working on specific health issues such as substance abuse/ HIV/AIDS/ Corona
- Family service/ counselling centres/ family courts
- Government schemes/ Voluntary organisations for socially excluded group: children/ women/ older persons, persons with disability/ labour/ Dalits/ tribals/ religious, ethnic/ racial, and sexual minorities, etc.
- Institutions for children, women, older persons, persons with disability, etc.
- Self-Help Groups/ Cooperatives/ Farmers' Producers' Organisations/ Associations
- Government schemes/ Voluntary organisations working on social development issues such as livelihood, poverty eradication, food and nutrition security, water and sanitation, livelihood and employment, housing, environmental sustainability, literacy, and basic education, etc.
- Government schemes/ Voluntary organisations working on issues such as displacement/ social conflicts/ disasters/ livelihoods/ forced migration, etc.
- Industries/ Workplaces/ Unorganised Sector
- Criminal justice systems: police stations/ courts/ institutions

Research Project

The research project for the BSW (Honours) Degree programme must be carried out by the students in the fourth year of the Integrated Five-Year programme, linked with the fieldwork practicum. The schedule of the research project is recommended as follows:

Semester	Tasks
7	<ul style="list-style-type: none"> • Skill Workshop-1 for literature review, field study and preparation of the research proposal. • Presentation of the research proposal at Research Seminar-1.
8	<ul style="list-style-type: none"> • Data collection and data analysis. • Skill Workshop-2 on Data Analysis by using relevant soft wares. • Skill Workshop-3 on Report Writing. • Writing the report and its presentation at the Research Seminar-2. • Encourage students to publish an article based on the research that they conducted

Master's Degree in Social Work Programmes

Master's Degree in Social Work Programme: Fourth and Fifth Years at Level 9

Purpose

According to the NHEQF (UGC, n.d., p. 48), the Master's degree qualifies students who can apply an advanced body of knowledge in a range of contexts for professional practice, research, and scholarship and as a pathway for further learning. Graduates at this level are expected to possess and demonstrate specialized knowledge and skills for research, and/or professional practice and/or for further learning.

In social work education, the purpose of the Two Years Master of Social Work (MSW) Degree Programme, in the Five-Year Integrated Programme, may be to prepare specialised professional social work practitioners.

Entry Requirement

Graduated with a BSW Degree

Duration

Fourth and fifth year in the Five-Year Integrated Programme, with the first year general and second year focus on a specialisation.

Learning Outcomes

Knowledge Outcomes: The graduates of the two-years MSW Degree Programme should be able to demonstrate the acquisition of knowledge in the following areas as applied to the selected specialisation:

1. International social work associations, branches, and tasks and working for international Organisations.
2. Understanding the State in the context of the civil society, the functioning of the central and state governments in India.
3. Understanding the functioning of the socio-legal justice systems.
4. Application of the management principles to management of non-profit organisations, relevant government schemes, and development projects.
5. Importance and the process of social work research.
6. Requirements of corporate social responsibility.
7. Advanced knowledge of a social work specialization, by critically evaluating multidisciplinary knowledge, to understand the contemporary social realities in the historical context and local social reality in the national and international context.

Attributes, Values and Ethical Outcomes: The graduates of the MSW Degree Programme should be able to demonstrate critical self-awareness with reference to the following attributes, values, and ethics:

1. Personal psychosocial attributes of integrity, self-esteem, flexible and creative, and logical and critical and positive thinking skills, emotional intelligence, and social intelligence comprising respect for diversity, sensitivity, collaborativeness and dialogue in interpersonal communication, and relationship and teamwork skills.

2. Commitment to values of the Indian Constitution, namely, secularism, democracy, social justice, liberty, and equality; the Fundamental Rights and the Directive Principles of State Policies; and the various United Nations conventions and treaties to which India is a signatory.
3. Values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), Sarvodaya (rise of all), Antyodaya (rise of the last person) and respect for plurality and diversity.
4. Sensitivity to and respect for thinking and feelings of others, understand behaviours, avoid stereotypes, celebrate differences, and recognise uniqueness in every person.
5. Nurture values of social responsibility, professionalism and inclusion in delivery of services and capacities of integrating knowledge, attitude and practices.
6. Ethical behaviour with reference to self, socially excluded groups, society and the state, colleagues and the employing organisation, education, training, and research, and towards the profession.

Competencies, Techniques and Skill Outcomes: The graduates of the two-years MSW Degree Programmes should be able to demonstrate the following competencies, techniques and skills:

1. Social policy and programme analysis, formulation, and implementation, through rights-based comprehensive/ integrated/ systemic, preventative and rehabilitative, universal community-based service delivery/ programmatic approaches.
2. Management of non-profit organisations, relevant government schemes, and development projects, including policy and human and financial resource planning and carrying out capacity building programmes.
3. Practice-based research, participatory action research, need assessment, monitoring and evaluation of social work interventions, documentation and report writing.
4. Fieldwork supervision for students placed for fieldwork practicum.
5. Networking among social work professionals, other professionals and like-minded individuals and organisations, at the micro- and macro-levels, for people-centred development.
6. Contribute to development of the profession, in order to ensure its credibility, integrity and relevance.
7. Competencies, techniques, and skills for a social work specialisation.

Credit Allocation

The credit allocation for the Two-Years MSW Degree with a Specialisation in the Fifth Year, in the Integrated MSW Programme may be carried out as follows:

Semester	Social Work Core Courses x 2 credits	Social Work Specialisation Courses x 2 credits	Open General Elective Courses x 2 credits	Skill Enhancement Courses x 2 credits	Fieldwork Practicum	Thesis	Total Credits
7	4 courses 8 credits	1 course 2 credits	1 course 2 credits	1 course 2 credits	8 credits	0	22 credits
8	3 courses 6 credits	1 course 2 credits	1 course 2 credits	1 course 2 credits	8 credits	2 credits	22 credits

9	1 course 2 credits	3 courses 6 credits	1 course 2 credits	1 course 2 credits	8 credits	2 credits	22 credits
10	1 course 2 credits	3 courses 6 credits	1 course 2 credits	1 course 2 credits	8 credits	2 credits	22 credits
Overall Viva							02 credits
Total	18 credits	16 credits	8 credits	8 credits	32 credits	6 credits	90 credits

List of Courses

Following is the list of courses for the MSW Degree programme.

Types of Courses	Semester 7	Semester 8	Semester 9	Semester 10
Social Work Core Courses (compulsory)	<ol style="list-style-type: none"> 1. International Social Work 2. Understanding the State: Functioning of the Central and State Governments 3. Policy and Programme Formulation 4. Social Work Research 1 	<ol style="list-style-type: none"> 1. Socio-Legal Justice Systems and Process 2. Management of Non-Profit Organisations 3. Corporate Social Responsibility 	<ol style="list-style-type: none"> 1. Social Work Research 2 	<ol style="list-style-type: none"> 2. Fieldwork Supervision
Skill Enhancement Courses	<ul style="list-style-type: none"> • Social Work Practice Skills Lab 	<ul style="list-style-type: none"> • Social Work Practice Skills Lab 	<ul style="list-style-type: none"> • Social Work Research Skills Lab 	<ul style="list-style-type: none"> • Social Work Research Skills Lab

Social Work Specialisation Courses

Will depend on the specialisation selected. The list of specialisations is provided in the end of this section.

Fieldwork Practicum

Fieldwork objectives at each level should contribute to the learning outcomes for that level.

Components: The fieldwork practicum for the MSW Degree Programme comprises the following components:

- Organisational Visits: Visits to voluntary NGOs/ projects implementing government schemes in the respective city/ district for observations, interviews and discussions
- Concurrent/ continuous fieldwork
- Study Tour: Visits to voluntary NGOs/ projects implementing government schemes in another state

- Rural Camps: Camps for engagement with rural non-tribal or tribal communities and local self-governance institutions
- Fieldwork seminars: Seminars to share activities, achievements, and challenges in fieldwork practicum and camps
- Block fieldwork at the end of the programme for one or two months

The settings for fieldwork practicum for students of the MSW Degree Programmes will depend on the field of specialisation selected.

Thesis

Knowledge Objectives: The knowledge objectives of the MSW thesis comprise understanding of the following:

1. Research methodologies that guide linking social work ideologies, theory, research, and policy/ practice, to generate new knowledge and solutions.
2. the quantitative methodology and their application to social work research.
3. Learn the methodologies of qualitative research, and participatory and action research.
4. Exploratory, explanatory and confirmatory designs for use in social work research.

Attributes, Values and Ethical Objectives: The attributes, values and ethical objectives of the MSW thesis will include the following:

1. Personal psychosocial attributes of integrity, self-esteem, flexible and creative, and logical and critical and positive thinking skills, emotional intelligence, and social intelligence comprising respect for diversity, sensitivity, collaborativeness and dialogue in interpersonal communication, and relationship and teamwork skills.
2. Commitment to values of the Indian Constitution, namely, secularism, democracy, social justice, liberty, and equality; the Fundamental Rights and the Directive Principles of State Policies; and the various United Nations conventions and treaties to which India is a signatory.
3. Values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), Sarvodaya (rise of all), Antyodaya (rise of the last person) and respect for plurality and diversity.
4. Sensitivity to and respect for thinking and feelings of others, understand behaviours, avoid stereotypes, celebrate differences, and recognise uniqueness in every person.
5. Nurture values of social responsibility, professionalism and inclusion in delivery of services and capacities of integrating knowledge, attitude and practices.
6. Ethical behaviour with reference to self, socially excluded groups, society and the state, colleagues and the employing organisation, education, training, and research, and towards the profession.

Skills Outcomes: The skill objectives of the MSW thesis will comprise the following:

1. Skills of situational assessment, monitoring, and evaluation of policies, programmes, and interventions, according to the stage of practice.
2. Skills to carry out literature review, develop a research problem, and prepare a research proposal.
3. Skill to use the participatory approach with plurality of methods.
4. Skills to develop tools to collect primary as well as secondary and quantitative as well as qualitative data, selection of the sampling design and measurement.
5. Skills to use the statistical packages for quantitative/ qualitative social science research, data processing, analysis, and interpretation.

6. Skills to use the research finding for improved practice and policies, report writing, and dissemination of the same to different stakeholders.
7. Skills to carry out participatory action research.

Students may carry out a thesis in the field of their specialisation.

Master's Degree in Social Work Programme: Fifth Year at Level 9

Purpose

According to the NHEQF (UGC, n.d., p. 48), the Master's degree qualifies students who can apply an advanced body of knowledge in a range of contexts for professional practice, research, and scholarship and as a pathway for further learning. Graduates at this level are expected to possess and demonstrate specialized knowledge and skills for research, and/or professional practice and/or for further learning.

In social work education, the purpose of the One-Year MSW Degree Programme, in the Five-Year Integrated Programme, may be to prepare specialised professional social work practitioners.

Entry Requirement

Graduated with a BSW Honours Degree

Duration

Fifth year in the Five-Year Integrated Programme, with focus on a Specialisation.

Learning Outcomes

Knowledge Outcomes: The graduates of the One-Year MSW Degree Programme should be able to demonstrate the acquisition of knowledge in the following areas as applied to the selected specialisation:

1. Understanding the State in the context of the civil society, the functioning of the central and state governments in India.
2. Advanced knowledge of social work and a social work specialization, by critically evaluating multidisciplinary knowledge, to understand the contemporary social realities in the historical context and local social reality in the national and international context.

Attributes, Values and Ethical Outcomes: The graduates of the MSW degree programmes should be able to demonstrate critical self-awareness with reference to the following attributes, values, and ethics:

1. Personal psychosocial attributes of integrity, self-esteem, flexible and creative, and logical and critical and positive thinking skills, emotional intelligence, and social intelligence comprising respect for diversity, sensitivity, collaborativeness and dialogue in interpersonal communication, and relationship and teamwork skills.
2. Commitment to values of the Indian Constitution, namely, secularism, democracy, social justice, liberty, and equality; the Fundamental Rights and the Directive Principles of State Policies; and the various United Nations conventions and treaties to which India is a signatory.

3. Values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), Sarvodaya (rise of all), Antyodaya (rise of the last person) and respect for plurality and diversity.
4. Sensitivity to and respect for thinking and feelings of others, understand behaviours, avoid stereotypes, celebrate differences, and recognise uniqueness in every person.
5. Nurture values of social responsibility, professionalism and inclusion in delivery of services and capacities of integrating knowledge, attitude and practices.
6. Ethical behaviour with reference to self, socially excluded groups, society and the state, colleagues and the employing organisation, education, training, and research, and towards the profession.

Competencies, Techniques, and Skill Outcomes: The graduates of the One-Year MSW Degree Programmes should be able to demonstrate the following competencies, techniques, and skills:

1. Management of non-profit organisations, relevant government schemes, and development projects, including policy and human and financial resource planning and carrying out capacity building programmes.
2. Promote networking among social work professionals, other professionals and like-minded individuals and organisations, at the micro- and macro-levels, for people-centred development.
3. Work towards the development of the profession, in order to ensure its credibility, integrity and relevance.
4. Specific competencies, techniques, and skills needed by a social work specialisation.

Credit Allocation

The credit allocation for the One-Year MSW Degree with a Specialisation in the Integrated Five-Years Programme may be carried out as follows:

Semester	Social Work Core Courses x 2 credits	Specialisation Courses x 2 credits	Open Elective Courses x 2 credits	Skill Enhancement Courses x 2 credits	Fieldwork Practicum	Total Credits
9	1 course 2 credits	4 courses 8 credits	1 course 2 credits	1 course 2 credits	8 credits	22 credits
10	1 course 2 credits	4 courses 8 credits	1 course 2 credits	1 course 2 credits	8 credits	22 credits
Overall Viva						02 credits
Total	4 credits	16 credits	4 credits	4 credits	16 credits	46 credits

List of Courses

Following is the list of courses for the MSW Degree programme.

Types of Courses	Semester 9	Semester 10
Social Work Core Courses	1. Understanding the State: Functioning of the Central and State Governments	2. Management of Non-Profit Organisations
Skill Enhancement Courses	• Social Work Practice Skills Lab	• Social Work Practice Skills Lab

Social Work Specialisation Courses

Will depend on the specialisation selected. The list of specialisations is provided in the end of this section.

Fieldwork Practicum

Fieldwork objectives at each level should contribute to the learning outcomes for that level.

Components: The fieldwork practicum for the MSW Degree Programme comprises the following components:

- Organisational Visits: Visits to voluntary NGOs/ projects implementing government schemes in the respective city/ district for observations, interviews, and discussions
- Concurrent/ continuous fieldwork
- Study Tour: Visits to voluntary NGOs/ projects implementing government schemes in another state
- Rural Camps: Camps for engagement with rural non-tribal or tribal communities and local self-governance institutions
- Fieldwork seminars: Seminars to share activities, achievements, and challenges in fieldwork practicum and camps
- Block fieldwork at the end of the programme for one or two months

The settings for fieldwork practicum for students of the MSW Degree Programmes will depend on the field of specialisation selected.

Two-Years Master's Degree in Social Work Programme at Level 9

Purpose

According to the NHEQF (UGC, n.d., p. 48), the Master's degree qualifies students who can apply an advanced body of knowledge in a range of contexts for professional practice, research, and scholarship and as a pathway for further learning. Graduates at this level are expected to possess and demonstrate specialized knowledge and skills for research, and/or professional practice and/or for further learning.

In social work education, the purpose of the Two-Years MSW Degree Programme, may be to prepare professional social work practitioners.

Entry Requirement

Graduated with Bachelor's Degree in any discipline

Duration

Two years, with the first year general and second year focus on a Specialisation.

Learning Outcomes

Knowledge Outcomes: The graduates of the Two-Years MSW Degree Programme should be able to demonstrate the acquisition of knowledge in the following areas in general and as applied to the selected specialisation:

1. History and ideologies of social work profession in the west, concepts, values, and ethics and arrival in India
2. History of religion-based charity, social welfare, social movements, social services, philanthropy, thinkers, and voluntary social work at regional and national levels in India
3. Professionalisation and indigenisation of social work in India through education, practice, ethics, literature, and associations
4. International social work associations, branches, and tasks
5. Psychosocial, ecological, and critical theories of human development in the context of theories of family, community, nation, and the global environment.
6. Social science concepts for social work such as stratification and inequality with reference to age, gender, disabilities, ethnicity, economic background, sexual orientation, and other such attributes, leading to social exclusion.
7. Political economy of industrialisation, colonisation, liberalisation, globalisation, and privatisation, etc., and their implications.
8. International political economy of economic development and emergence of social development and its indicators.
9. Social development policies, programmes and indicators in India.
10. Social welfare/ justice policies, laws, and programmes for socially excluded groups.
11. Governance systems for policy making and implementation at the central, state, and local levels.
12. Focused knowledge of a social work specialization, by critically evaluating multidisciplinary knowledge, to understand the contemporary social realities in the historical context and local social reality in the national and international context.

Attributes, Values and Ethical Outcomes: The graduates of the MSW degree programmes should be able to demonstrate critical self-awareness with reference to the following attributes, values, and ethics:

1. Personal psychosocial attributes of integrity, self-esteem, flexible and creative, and logical and critical and positive thinking skills, emotional intelligence, and social intelligence comprising respect for diversity, sensitivity, collaborativeness and dialogue in interpersonal communication, and relationship and teamwork skills.
2. Commitment to values of the Indian Constitution, namely, secularism, democracy, social justice, liberty, and equality; the Fundamental Rights and the Directive Principles of State Policies; and the various United Nations conventions and treaties to which India is a signatory.
3. Values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), Sarvodaya (rise of all), Antyodaya (rise of the last person) and respect for plurality and diversity.
4. Sensitivity to and respect for thinking and feelings of others, understand behaviours, avoid stereotypes, celebrate differences, and recognise uniqueness in every person.

5. Nurture values of social responsibility, professionalism and inclusion in delivery of services and capacities of integrating knowledge, attitude and practices.
6. Ethical behaviour with reference to self, socially excluded groups, society and the state, colleagues and the employing organisation, education, training, and research, and towards the profession.

Competencies, Techniques and Skill Outcomes: The graduates of the Two-Years MSW Degree Programmes should be able to demonstrate the following competencies, techniques and skills:

1. Rights-based, culture-sensitive, strengths-based, gender-sensitive, egalitarian, people-centred, participatory and empowerment approaches.
2. Rights-based comprehensive/ integrated/ systemic, preventative and rehabilitative, universal community-based approaches for service delivery/ programmes.
3. Social work stages of outcome-based assessment, planning, implementation, monitoring, evaluation, and termination.
4. Social work with individuals, children, adolescents, and adults, for counselling and system linkages.
5. Family-centred social work, comprising family life education, family counselling, and family service centres for convergence of schemes and interventions for children, adolescents, women, couples, and older persons, etc.
6. Social work with groups such as classrooms, associations, psychoeducational groups, self-help groups, groups in institutions, etc.
7. Social work with communities, community organisation/ mobilisation/ engagement.
8. Developmental and preventive social work such as life skills education, gender and sex education, childcare/ parenting education, family life education, health and nutrition education, multicultural education, peace education, human rights education, etc.
9. Assessment of indicators of human/ sustainable development at the community level (urban/ area/ village/ rural/ tribal) and plan community development for improvement of the indicators.
10. Integrated approach for social action and advocacy with systems such as the state, international organisations, and civil society.
11. Interventions with people affected by emergencies such as environmental disasters, armed conflict, displacement, statelessness, etc.
12. Social work in schools/ health systems such as hospitals, health centres/ mental health settings/ criminal justice systems such as police stations, courts and institutions.
13. Social policy and programme analysis, formulation, and implementation, through rights-based comprehensive/ integrated/ systemic, preventative and rehabilitative, universal community-based service delivery/ programmatic approaches.
14. Management of non-profit organisations, relevant government schemes, and development projects, including policy and human and financial resource planning and carrying out capacity building programmes.
15. Accessing, understanding, using research and datasets and emerging technologies.
16. Carry out practice-based research, participatory action research, need assessment, monitoring and evaluation of social work interventions, documentation and report writing.
17. Skills of praxis, which is an ongoing process of moving between a critical perspective, one's teaching, field action, research, administration and consultation, and evaluative reflection and back again to a critical perspective.
18. Carry out fieldwork supervision for students placed for fieldwork practicum.

19. Promote networking among social work professionals, other professionals and like-minded individuals and organisations, at the micro- and macro-levels, for people-centred development.
20. Work towards the development of the profession, in order to ensure its credibility, integrity and relevance.

Credit Allocation

The credit allocation for the Two-Years MSW Degree Programme may be carried out as follows:

Semester	Social Work Core Courses x 2 credits	Social Work Specialisation Courses x 2 credits	Open Elective Courses x 2 credits	Skill Enhancement Courses x 2 credits	Fieldwork Practicum	Thesis	Total Credits
1	4 courses 8 credits	1 course 2 credits	1 course 2 credits	1 course 2 credits	8 credits	0	22 credits
2	4 courses 8 credits	1 course 2 credits	1 course 2 credits	1 course 2 credits	8 credits	2 credits	22 credits
3	1 course 2 credits	4 courses 8 credits	1 course 2 credits	1 course 2 credits	8 credits	2 credits	22 credits
4	1 course 2 credits	4 courses 8 credits	1 course 2 credits	1 course 2 credits	8 credits	2 credits	22 credits
Overall Viva							02 credits
Total	20 credits	20 credits	8 credits	8 credits	32 credits	6 credits	90 credits

List of Courses

Following is the list of courses for the MSW Degree programme.

Types of Courses	Semester 1	Semester 2	Semester 3	Semester 4
Social Work Core Courses (compulsory)	1. History and Philosophy/ Ideologies of Social Work Profession 2. Social Development 3. UN Human Rights Law and Indian Constitutional Rights	5. Social Work with Groups 6. Community Organisation and Development 7. Social Policies and Programmes 8. Social Work Research	9. Systems for Social Welfare/ Justice and Social Development Administration	10. Management of Non-Profit Organisations/ Development Projects

	4. Social Work with Individuals and Families			
Open General Elective Courses (Select one course in each of the four Semesters)	<ol style="list-style-type: none"> 1. Applied Psychology 2. Social Psychology 3. Cultural Sociology 4. Social Anthropology 5. Political Economy 6. Media Communication 7. Management Information System 			
Skill Enhancement Courses	• Social Work Practice Skills Lab	• Social Work Practice Skills Lab	• Social Work Research Skills Lab	• Social Work Research Skills Lab

Social Work Specialisations

Schools of social work may plan Social Work Specialisation from the list of specialisations provided in the end of this section.

Fieldwork Practicum

Fieldwork objectives at each level should contribute to the learning outcomes for that level.

Components: The fieldwork practicum for MSW Degree Programme comprises the following components:

- Organizational Visits: Visits to voluntary NGOs/ projects implementing government schemes in the respective city/ district for observations, interviews and discussions
- Concurrent/ continuous fieldwork
- Study Tour: Visits to voluntary NGOs/ projects implementing government schemes in another state
- Rural Camps: Camps for engagement with rural non-tribal or tribal communities and local self-governance institutions
- Fieldwork seminars: Seminars to share activities, Achievements, and challenges in fieldwork practicum and camps
- Block fieldwork at the end of the programme for one or two months

Fieldwork Settings: The settings for fieldwork practicum for students of the MSW Degree Programmes will depend on the field of specialisation selected.

Thesis

Knowledge Objectives: The knowledge objectives of the MSW thesis comprise the following:

1. Research methodologies that guide linking social work ideologies, theory, research, and policy/ practice.
2. the quantitative methodology and their application to social work research.

3. Learn the methodologies of qualitative research, and participatory and action research.
4. Exploratory, explanatory and confirmatory designs for use in social work research.

Attitudes and Ethics Objectives: The attitudes and ethics objectives of the MSW thesis may comprise the following:

1. Consider research an integral part of practice.
2. Study social policies and practice so that they positively improve the social realities of the socially excluded groups.
3. Analyse different practice methods and make a comparative analysis of different practice approaches.
4. Facilitate accountability of social work practitioners and voluntary organisations to the people they work with, the sponsors and the society at large.
5. Consider people whose lives are being studied co-researchers in the participatory approach.
6. Use plurality of methods for understanding social issues and interventions and their impact holistically.
7. Follow ethical practices in all aspects of research and development, including avoiding practices such as fabrication, falsification or misrepresentation of data or committing plagiarism, and not adhering to intellectual property rights.

Skills Objectives: The skill objectives of the MSW thesis may comprise the following:

1. Skills of situational assessment, monitoring, and evaluation of policies, programmes, and interventions, according to the stage of practice.
2. Skills to carry out literature review, develop a research problem, and prepare a research proposal.
3. Skill to use the participatory approach with plurality of methods.
4. Skills to develop tools to collect primary as well as secondary and quantitative as well as qualitative data, selection of the sampling design and measurement.
5. Skills to use the statistical packages for quantitative/ qualitative social science research, data processing, analysis, and interpretation.
6. Skills to use the research finding for improved practice and policies, report writing, and dissemination of the same to different stakeholders.
7. Skills to carry out participatory action research.

Students may carry out the MSW thesis in the field of their specialisation.

List of Social Work Specialisations

Schools of social work may plan Social Work Specialisations from the following list in the second year of the MSW degree programme and fifth year of the integrated MSW Programme:

Social Work for Social Development

1. School Social Work
2. Health-centred Social Work
3. Mental Health-centred Social Work and Counselling
4. Community Development
5. Environmental/ Green Social Work
6. Criminal Justice Social Work
7. Corporate Social Responsibility
8. Management of NGOs/ Development Projects

Social Work for Social Justice for Socially Excluded Groups

9. Child and Adolescent-centred Social Work
10. Women-centred Social Work
11. Gerontological Social Work
12. Social Work with Persons with Disability
13. Occupational Social Work
14. Dalit and Tribal-centred Social Work

Other

15. International Social Work

A generic MSW may also be proposed as an option for students, when selecting a specialisation. It may comprise a range of elective courses.

Ph.D. Degree in Social Work Programme at Level 10

Purpose

According to the NHEQF (UGC, n.d., p. 48), “The Doctoral degree qualifies students who can ask relevant and new questions and develop appropriate methodologies and tools for collecting information in pursuit of generating new knowledge and new data sets; and apply a substantial body of knowledge to undertake research and investigations to generate new knowledge, in one or more fields of inquiry, scholarship or professional practice. Graduates at this level is expected to have systematic and critical understanding of a complex field of learning and specialized research skills for the advancement of knowledge and/or professional practice and making a significant and original contribution to the creation of new knowledge relating to a field of learning or in the context of an area of professional practice.”

In social work education, the purpose of the Ph.D. Degree in Social Work will be to prepare social work professionals as educators, researchers, policy-makers, practitioners, and fieldwork supervisors who may be employed in education, research, training, policy making and practice systems.

Entry Requirements

The entry requirements for Ph.D. Degree in Social Work Programme are:

- MSW Degree
- BSW (Honours) if approved by UGC
- Two years’ practice experience in the field desirable
- A tentative brief dissertation proposal on linking theories, research, and policy/ practice on a select topic

Duration

According to the UGC document of 2019, the doctoral duration should be minimum three years and maximum six years.

Learning Outcomes

Knowledge Outcomes: The graduates of the Ph.D. in Social Work programme should be able to demonstrate acquisition of knowledge in the following areas:

1. Review the theories of science, knowledge and social research and their linkage with social work research.
2. Develop highly specialised knowledge, linking social work ideologies, theory, research, policy and practice on the chosen social work topic.
3. Review the positivist paradigm and the quantitative methodology and their application to social work research.
4. Learn about the progressive social work research paradigm with reference to qualitative research, and participatory and action research.
5. Master the established research methods and techniques applicable to social work.

Attitudes and Ethical Outcomes: The graduates of Ph.D. in Social Work programme should be able to demonstrate the following ethical practices:

1. Consider research an integral part of practice.

2. Study social policies and practice so that they positively improve the social realities of the socially excluded groups.
3. Analyse different practice methods and make a comparative analysis of different practice approaches.
4. Facilitate accountability of social work practitioners and voluntary organisations to the people they work with, the sponsors and the society at large.
5. Consider people whose lives are being studied co-researchers in the participatory approach.
6. Use plurality of methods for understanding social issues and interventions and their impact holistically.
7. Follow ethical practices in all aspects of research and development, including avoiding practices such as fabrication, falsification or misrepresentation of data or committing plagiarism, and not adhering to intellectual property rights.

Skill Outcomes: The graduates of the Ph.D. in social work programme should be able to demonstrate the acquisition of the following skills:

1. Most advanced and highly specialized cognitive and technical skills required for performing and accomplishing complex tasks related to research and development that make original contribution to knowledge, professional practice, and innovations.
2. Cognitive and technical skills required for conceptualizing, designing, and implementing fundamental and/or applied research at the forefront of social work to generate original knowledge.
3. The ability to conduct original and high quality disciplinary or multidisciplinary or interdisciplinary research to generate evidence-based solutions to complex problems, relating to social work.
4. Skills of situational assessment, monitoring, and evaluation of policies, programmes, and interventions, according to the stage of practice.
5. Skills to carry out literature review, develop a research problem, and prepare a research proposal.
6. Skill to use the participatory approach with plurality of methods.
7. Skills to develop tools to collect primary as well as secondary and quantitative as well as qualitative data, selection of the sampling design and measurement.
8. Skills to use the statistical packages for quantitative/ qualitative social science research, data processing, analysis, and interpretation.
9. Skills to use the research finding for improved practice and policies, report writing, and dissemination of the same to different stakeholders.
10. Skills to carry out participatory action research.
11. Skills of the methodologies of social work knowledge development and dissemination, curriculum planning, teaching pedagogy, and fieldwork supervision.

Requirements

According to the NHEQF level descriptors UGC (n.d.), “The major feature of all doctorate degrees is original research. The body of work that leads to the award of a doctorate degree will include course work and a thesis with published work and/or creative work (for example, in the case of visual or performing arts).” For the Ph.D. programme, the NEP (p. 43) notes that “All fresh Ph.D. entrants, irrespective of discipline, will be required to take credit-based courses in teaching/ education/ pedagogy/ writing related to their chosen Ph.D. subject during their doctoral training period. Exposure to pedagogical practices, designing curriculum, credible evaluation systems, communication, and so on will be ensured since many research scholars will go on to become faculty or public representatives/communicators of their chosen

disciplines. Ph.D. students will also have a minimum number of hours of actual teaching experience gathered through teaching assistantships and other means. Ph.D. programmes at universities around the country will be reoriented for this purpose.”

The pre-dissertation requirements of the doctoral programme in social work are: coursework, skills workshops for research, teaching pedagogy and fieldwork supervision, work as teacher for one course or teaching assistant for two social work courses, dissertation based on original research, and published work.

Pre-Dissertation Requirements

The pre-dissertation requirements of the Ph.D. in Social Work Degree Programme are:

1. Take five two-credit courses on:
 - 1) Theories of Science and Social Work Research
 - 2) Quantitative Social Work Research
 - 3) Qualitative Social Work Research
 - 4) Policy and Programme Analysis
 - 5) Participatory Action Research
2. Participate in Skills Workshops for Research, Teaching Pedagogy and Fieldwork Supervision.
3. Work as Teacher for one course or Teaching Assistant for 2 Social Work Courses.

According to the UGC document of 2019, the minimum number of credit requirement for Ph.D. programme should be at least 12 credits up to a maximum of 16 credits. The credit allocation for the pre-dissertation requirements of the Ph.D. in Social Work Degree Programme is done as follows:

Pre-Dissertation Requirements	No of Credits
5 Courses @ 2 credits	10
3 Skills Enhancement Workshops for Research, Teaching Pedagogy, & Fieldwork Supervision @ 2 credits	04
Teaching one Course/ Teaching Assistant for 2 courses	02
Total Credits	16

According to the UGC (2019), “After completion of the course work and before the end of two years from the date of admission, a comprehensive and rigorous qualifying examination shall be conducted by a committee recommended by the Research Advisory Committee. It should test the comprehensive knowledge and research methodology in the broad discipline. The minimum score/grade that the student should obtain in the qualifying examination may be set by the institutions/universities.” Students of Ph.D. in social work will also appear for a comprehensive and rigorous qualifying examination.

Dissertation Requirements

The dissertation requirements of the Ph.D. in Social Work Degree Programme are:

4. Prepare and present the dissertation proposal on linking theories, research, and policy/practice on a select topic.
5. Review of the proposal by a panel of experts and revise.
6. Carry out the dissertation.
7. Write and publish two papers in a peer reviewed journal/book.

8. Make a presentation of the dissertation in the Department before the Research Advisory Committee. The feedback and comments obtained from them may be suitably incorporated into the draft dissertation/thesis in consultation with the Research Advisory Committee.
9. Review of the dissertation by a panel of experts followed by a viva voce.

Schedule

Semester	Tasks
1	<ul style="list-style-type: none"> • Coursework and Skill Workshops
2	<ul style="list-style-type: none"> • Teaching and Fieldwork Supervision • Preparation of a Dissertation Proposal
3	<ul style="list-style-type: none"> • Present the Proposal in the Department and revise
4-5	<ul style="list-style-type: none"> • Carry out the Dissertation • Write and Publish two Papers
6	<ul style="list-style-type: none"> • Present the Dissertation in the Department and revise. • Review of the Dissertation by a Panel of Experts and Viva voce/ Defence

APPENDIXES

APPENDIX A: BACKGROUND OF SOCIAL WORK EDUCATION IN INDIA

Definitions of Social Work Profession

Social service has been an age-old tradition, promoted by religions and philanthropists, all over the world. However, for more than a century now, social work is an internationally recognised interdisciplinary academic discipline and profession where social workers are trained through classwork and field practicum, based on a scientific body of knowledge, values and ethics, and skills of working with people and systems.

The Global Definition of Social Work jointly prepared by the International Federation of Social Work and the International Association of Schools of Social Work in 2014 states that “Social work is a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility, and respect for diversities are central to social work. Underpinned by theories of social work, social sciences, humanities and indigenous knowledge, social work engages people and structures to address life challenges and enhance wellbeing.”

The National Council for Social Work Education (NCSWE) Bill (2021) defines professional social work as “‘Professional Social Work’ is an internationally recognised academic discipline and practice-based profession, based on knowledge, methods, and skills of working with people and systems. It is built on the foundation of values and ethics of human dignity, sensitivity to structural realities, and respect for diversities. It promotes social justice and social development, guided by the Indian Constitution, and by India’s commitment to the International Human Rights Law. Professional social work contributes to community and social development through rights-based universal provision for basic needs and adopts culture-sensitive, strengths-based, gender-sensitive, collaborative, and participatory approaches to facilitate empowerment and inclusion of the socially excluded groups, for achieving social justice. Professional social workers also carry out policy analysis and programme development, conduct capacity building programmes, initiate and manage civil society organisations, implement interventions at the micro, meso and macro levels, and carry out their monitoring and evaluation.”

Status of Schools of Social Work

Social work education is the foundation on which social work profession is based. The International Association of Schools of Social Work notes that in 2010, social work was being taught in 2110 social work programmes in more than 125 countries. In India:

- The first professional school of social work, namely the Sir Dorabji Tata Graduate School of Social Work (now known as the Tata Institute of Social Sciences) was established in Mumbai in 1936. It is also the first school of social work in Asia.
- India is the second largest country in the world imparting social work education. It has more than 526 Social Work Education Programmes, affiliated to 181 universities, in most of the states and many union territories of the country.
- As per the report of the All-India Survey of Higher Education, more than one lakh students were enrolled in BSW and MSW programmes in 2018-19.

- Over five lakh professional social workers are estimated to be currently working with civil society organisations, government, the corporate sector, schools, hospital, health and mental health settings, criminal justice systems, as well as with the other welfare/developmental agencies at the state, regional, national, and international levels.
- Social work in India is one of the best job-oriented courses in the university system. Most of the students get jobs soon after their graduation, in government and non-government social sectors as well as in the corporate sector.
- Social work is offered as a subject at the higher secondary level in states such as Kerala.

Government of India's Support to Social Work Education

The Government of India has supported social work education through its different bodies as listed below.

The University Grants Commission (UGC):

- In 1965, the UGC and the Ministry of Education, Government of India jointly published a review on *Social Work Education in Indian Universities*.
- In 1980, the second report of UGC on social work education, called *Review of Social Work Education in India*, was published.
- From 1989 to 2005, the UGC sponsored Refresher Courses for Social Work Educators.
- In 1990, the UGC sponsored preparation of a *Report of the Curriculum Development Centre in Social Work Education*.
- UGC had appointed a Panel on social work education.
- In 2001, the UGC sponsored preparation of a *Model Curriculum for social work education*.
- In 2019, the UGC sponsored development of a Learning Outcomes based Curriculum Framework (LOCF) for Bachelor of Social Work (BSW).

Other Government Systems:

- In 1950, an Advisory Board on Social Welfare, set up by the Ministry of Education, prepared a uniform syllabus for a two-year social welfare course at the postgraduate level.
- In 1968, the Planning Commission published the first edition of *Encyclopaedia of Social Work in India*.
- In 1976, the Ministry of Education and Social Welfare of the Government of India published a *Handbook on Social Work Education Facilities in India*.
- In 1987, the Ministry of Welfare published the second edition of *Encyclopaedia of Social Work in India*.
- In 1995, the Ministry of Welfare published a *Directory of Social Work Education Facilities in India*.
- In 2005, the National Assessment and Accreditation Council (NAAC) sponsored development of a Manual For Self-Study Of Social Work Institutions.

Professional Social Work Practice

While individuals without social work qualifications have also made significant contribution to the field of social justice and social development, professional social workers have made a niche for themselves based on their knowledge and value-based training.

- Professional social workers have made significant contribution to social justice policies and programmes for socially excluded groups such as women, Dalits, tribals, landless and small farmers, the unorganised and migrant labour, children, adolescents, older persons, persons

with disabilities, and victims of displacement, statelessness, social conflict, and environmental disasters.

- Professional social workers have made valuable contribution to social development policies and programmes for poverty eradication, food security, water and sanitation, livelihood and employment, health, housing, environmental sustainability, literacy and basic education, etc.
- Professional social workers have made pathbreaking contribution to interventions in schools, health systems such as hospitals, health centres, and mental health settings, criminal justice systems such as police stations, and institutions set up under various legislation, run by state and civil society organisations, industries/ corporate sector, etc.
- Professional social workers have always been proactive in their response during calamities and disasters. For example, their contribution to survey, relief and rehabilitation during Bhopal Gas Tragedy, Kutch and Latur Earthquake, Tsunami in South India and Andaman and Nicobar Islands, Diviseema Cyclone, etc. are noteworthy.
- During COVID-19, the community of professional social workers have made a significant contribution for providing essential and emergency support services including awareness.
- Professional social workers develop and demonstrate innovative field practice, several of which have influenced national level social policies and programmes. for example, Childline, a national helpline service for children, was started by a professional social worker.
- Professional social workers have also contributed to a range of policies and programmes as consultants to various bodies of the UN as well as multilateral and international organisations.

Challenges of Social Work Education

In spite of all these achievements, and the fact that popularity of social work is increasing as a job-oriented degree, social work profession in India faces the following challenges of a fragmented higher education eco system due to the following factors:

- Lopsided growth of schools of social work with mushrooming in some cities/ states and limited number in socio-economically disadvantaged areas
- Absence of a standard-setting body to regulate quality in schools of social work, through accreditation of social work education institutions and programmes.
- No development of model curriculum in social work after 2001.
- Less emphasis on research informed practice and practice informed research.
- Inadequate libraries for social work education.
- No system to conduct continuing education programmes (refresher course) for social work educators after 2005.
- Inadequate awareness about Professional Social Work in the university system. For instance, some universities have non-social work persons heading the social work boards of studies and social work programmes, which affects the core components of the social work education programme such as fieldwork practicum. As a result, they do not recognise fieldwork guidance as an important role of Social Work Educators.
- Inadequate awareness about Professional Social Work in the social work employment sector. Social work job advertisements invite and appoint candidates with non-social work qualifications also. Social work practitioners often work in under resourced and underpaid settings.

- As a result, social workers are losing out jobs in traditional sector as well as in newer emerging areas, by parallel streams such as home science, development studies, management, etc., especially in higher positions.
- Challenge to avail new job opportunities likely to be created under the NEP such as that of school social workers and new responsibilities casted upon social workers by the Mental Healthcare Act, 2017 and the National Commission for Allied and Healthcare Professions Act, 2021, and regain positions lost under the Rehabilitation Council of India Act, 1992.

Function of Curriculum Framework in the National Council of Social Work Education Bill

In the context of the achievements and challenges of social work education in India, a voluntary Working Group (WG) developed a National Council of Social Work Education (NCSWE) Bill, 2021, to enhance quality of and regulate social work education. Section 13 of the NCSWE Bill, 2021 states that “Formulation of Curriculum Framework for Social Work Education Programmes Under this Act, the Council shall formulate a curriculum framework for social work education programmes as follows:

- a) The Council shall develop a sequential continuum of curriculum framework based on graduate attributes and learning outcomes, for Pre-Bachelor certificate and diploma, Bachelor's, Bachelor's Honours, and Master's programmes, and integrated five-year programme with provision for multiple-entry and multiple-exit possibilities. The Council shall also develop a curriculum framework for the post-Master's certificate and diploma programmes, and Doctoral Degree Programmes in social work. These frameworks shall be reviewed and revised every five years, in the context of the changing social realities.
- b) At each level, the curriculum framework shall comprise aims and learning outcomes, common core social work courses, elective courses comprising interdisciplinary social sciences, development studies, and elective social work courses/ specializations/ concentrations, field practicum, skill labs, social work research projects, credit arrangements of the course, co-curricular seminars, range of relevant methods of teaching-learning and evaluation, and recommended reading.
- c) The curriculum framework shall be flexible to include emerging areas of work and be adapted to meet the differential requirements in the region, state, and local contexts.”

Reference Documents

For preparing the national curricular framework for social work education, the following government-sponsored documents on social work education for planning for social work curriculum are useful:

1. Recommendations of the Second Review Committee for Social Work Education of the University Grants Commission (UGC, 1980)
2. Model Curriculum on Social Work Education (UGC, 2001)
3. Standards for Social Work Education: An Outcome of Seminar sponsored by the National Assessment and Accreditation Council (NAAC, 2005)
4. UGC e-PG Pathshala on Social Work Education
5. Learning Outcomes based Curriculum Framework (LOCF) for Bachelor of Social Work (BSW)/ Bachelor of Arts Honours (BA Honours) Undergraduate Programme: A Template (UGC, 2019b)
6. National Council for Social Work Education Bill, 2021

The Global Standards for Social Work Education and Training, jointly prepared by the International Federation of Social Workers and the International Association of Schools of Social Work (https://www.iassw-aiets.org/wp-content/uploads/2020/11/IASSW-Global_Standards_Final.pdf) is also useful.

Appendix B: Highlights of the Learning Outcome-based Curriculum Framework

According to Spady (1994, p. 1), who was the founder of outcome-based education (OBE), outcomes are clear learning results that we want students to demonstrate at the end of the significant learning experiences. OBE means clearly focusing and organising everything in an educational system around what is essential for all students to be able to do successfully at the end of their learning experiences.

A paradigm shift from education based on inputs towards education based on outcomes is taking place. It shifts the focus in education from providers to users of education (https://www.education.gov.in/sites/upload_files/mhrd/files/NSQF%20NOTIFICATION.pdf). UGC (2019b) has prepared the Learning Outcomes-based Curriculum Framework (LOCF). On page 1, the report mentions that “The fundamental premise underlying the learning outcomes-based approach to curriculum planning and development is that higher education qualifications ... are awarded on the basis of demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and academic standards expected of graduates of a programme of study. Learning outcomes specify what graduates completing a particular programme of study are expected to know, understand and be able to do at the end of their programme of study. The expected learning outcomes are used as reference points that would help formulate graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes which in turn will help in curriculum planning and development, and in the design, delivery, and review of academic programmes. They provide general guidance for articulating the essential learnings associated with programmes of study and courses within a programme.”

UGC (2020, p. 2) notes that the LOCF is not intended to promote designing of a national common syllabus for a programme of study or learning contents of courses within each programme of study or to prescribe a set of approaches to teaching-learning process and assessment of student learning levels. Instead, they are intended to allow for flexibility and innovation in:

- (i) Programme design and syllabi development by higher education institutions (HEIs),
- (ii) Teaching-learning process,
- (iii) Assessment of student learning levels, and
- (iv) Periodic programme review within a broad framework of agreed expected graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes.

The UGC (2020, p. 2) lists overall objectives of the LOCF as follows:

- Help formulate graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes that are expected to be demonstrated by the holder of a qualification.
- Enable prospective students, parents, employers, and others to understand the nature and level of learning outcomes (knowledge, skills, attitudes, and values) or attributes a graduate of a programme should be capable of demonstrating on successful completion of the programme of study.

- Maintain national standards and international comparability of learning outcomes and academic standards to ensure global competitiveness, and to facilitate student/graduate mobility.
- Provide higher education institutions an important point of reference for designing teaching-learning strategies, assessing student learning levels, and periodic review of programmes and academic standards.

Appendix C: Highlights of the National Education Policy, 2020

According to the National Education Policy 2020 (pp. 5-6), the fundamental principles that will guide both the education system at large, as well as the individual institutions within it, with specific reference to higher education are:

- Recognizing, identifying, and fostering the unique capabilities of each student, by sensitizing teachers as well as parents to promote each student's holistic development in both academic and non-academic spheres;
- Flexibility, so that learners have the ability to choose their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests;
- No hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams, etc. In order to eliminate harmful hierarchies among, and silos between different areas of learning;
- Multidisciplinarity and a holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge;
- Emphasis on conceptual understanding rather than rote learning and learning-for-exams;
- Creativity and critical thinking to encourage logical decision-making and innovation;
- Ethics and human and constitutional values like empathy, respect for others, cleanliness, courtesy, democratic spirit, spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality, and justice;
- Promoting multilingualism and understanding the power of language in teaching and learning;
- Life skills such as communication, cooperation, teamwork, and resilience;
- Focus on regular formative assessment for learning rather than the summative assessment that encourages today's 'coaching culture';
- Extensive use of technology in teaching and learning, removing language barriers, increasing access for *divyang* students, and educational planning and management;
- Respect for diversity and respect for the local context in all curriculum, pedagogy, and policy, always keeping in mind that education is a concurrent subject;
- Full equity and inclusion as the cornerstone of all educational decisions to ensure that all students are able to thrive in the education system;
- Synergy in curriculum across all levels of education from early childhood care and education to school education to higher education;
- Teachers and faculty as the heart of the learning process – their recruitment, continuous professional development, positive working environments and service conditions;
- A 'light but tight' regulatory framework to ensure integrity, transparency, and resource efficiency of the educational system through audit and public disclosure while encouraging innovation and out-of-the-box ideas through autonomy, good governance, and empowerment;
- Outstanding research as a corequisite for outstanding education and development;

- Continuous review of progress based on sustained research and regular assessment by educational experts;
- A rootedness and pride in India, and its rich, diverse, ancient, and modern culture and knowledge systems and traditions;
- Substantial investment in a strong, vibrant public education system as well as the encouragement and facilitation of true philanthropic private and community participation.

The UGC 2021 reports notes that “The Academic Bank of Credits (ABC), a national-level facility will promote the flexibility of the curriculum framework and interdisciplinary/multidisciplinary academic mobility of students across the HEIs in the country with appropriate “credit transfer” mechanism. It shall be a mechanism to facilitate the students to choose their own learning path to attain a Degree/ Diploma/Certificate, working on the principle of multiple entry and exit as well as anytime, anywhere, and any level of learning. ABC shall enable the integration of multiple disciplines of higher learning leading to the desired learning outcomes including increased creativity, innovation, higher order thinking skills and critical analysis. ABC shall provide significant autonomy to the students by providing an extensive choice of courses for a programme of study, flexibility in curriculum, novel and engaging course options across a number of higher education disciplines/ institutions.

The UGC 2021 reports further states that “The multiple entry and exit options for students is facilitated at the undergraduate and Master’s levels. It would facilitate credit accumulation through the facility created by the ABC scheme in the “Academic Bank Account” opened for students across the country to transfer and consolidate the credits earned by them by undergoing courses in any of the eligible HEIs. The ABC allows for credit redemption through the process of commuting the accrued credits in the Academic Bank Account maintained in the ABC for the purpose of fulfilling the credits requirements for the award of certificate/diploma/degree by the authorized HEIs. Upon collecting a certificate, diploma or degree, all the credits earned till then, in respect of that certificate, diploma or degree, shall stand debited and deleted from the account concerned. HEIs offering programmes with the multiple entry and exit system need to register in the ABC to enable acceptance of multidisciplinary courses, credit transfer, and credit acceptance.”

Appendix D: National Higher Education Qualification Framework and Level wise Learning Outcomes

The National Skill Qualification Framework (NSQF) is a nationally integrated education and competency-based framework that enables persons to acquire desired competency levels. The NSQF organises qualifications according to a series of levels of knowledge, skills and aptitude. These levels, graded from one to ten, are defined in terms of learning outcomes which the learner must possess regardless of whether they were acquired through formal, non-formal or informal learning. It is, therefore, a nationally integrated education and competency-based skill and quality assurance framework that will provide for multiple pathways, horizontal as well as vertical, including vocational education, vocational training, general education and technical education, thus linking one level of learning to another higher level. This will enable a person to acquire desired competency levels, transit to the job market and at an opportune time, return for acquiring additional skills to further upgrade their competencies. NSQF in India was notified on 27th December 2013 (https://www.education.gov.in/sites/upload_files/mhrd/files/NSQF%20NOTIFICATION.pdf)

According to the NEP (p. 47), "A National Higher Education Qualification Framework (NHEQF) will be formulated by the GEC and it shall be in sync with the National Skills Qualifications Framework (NSQF) to ease the integration of vocational education into higher education. Higher education qualifications leading to a degree/diploma/certificate shall be described by the NHEQF in terms of such learning outcomes." UGC (n.d.) has developed NHEQF that has been referred to for this report.

The NHEQF is an instrument for the development, classification, and recognition of qualifications along a continuum of levels from 5 to 10, with levels 1 to 4 of the National Skills Qualifications Framework (NSQF) covering school education. Each level is structured based on the defined learning outcomes, i.e., statements of what the learner is expected to know, understand and/or be able to do on the successful completion of an approved programme of study/learning at a specified level. Students on completion of the chosen programme (s) of study under the NHEQF must possess and demonstrate the graduate profile/attributes defined in terms of the expected learning outcomes, whether they were acquired through one mode of learning or the other, or through a combination of different modes of learning such as direct in-person/face-to-face instruction, open and distance learning, online education, and hybrid/blended modes (UGC, n.d.).

Learning Outcomes for Level 5

Knowledge and Understanding: According to the NHEQF (UGC, n.d., p. 32), the graduates of the certificate programmes "... should be able to demonstrate the acquisition of:

- knowledge of facts, concepts, principles, theories, and processes in broad multidisciplinary learning contexts within the chosen fields of learning in a broad multidisciplinary learning,
- understanding of the linkages between the learning areas within and across the chosen fields of study,
- procedural knowledge required for performing skilled or paraprofessional tasks associated with the chosen fields of learning."

Skills required to perform and accomplish Tasks: According to the MHEQF (UGC, n.d.), the graduates of the certificate programmes should be able to demonstrate the acquisition of:

- a range of cognitive and technical skills required for accomplishing assigned tasks relating to the chosen fields of learning in the context of broad multidisciplinary contexts.
- cognitive skills required to identify, analyse and synthesize information from a range of sources.
- cognitive and technical skills required for selecting and using relevant methods, tools, and materials to assess the appropriateness of approaches to solving problems associated with the chosen fields of learning.

Application of Knowledge and Skills: The MHEQF (UGC, n.d.) further states that "The graduates should be able to demonstrate the ability to apply the acquired operational or technical and theoretical knowledge, and a range of cognitive and practical skills to select and use basic methods, tools, materials, and information to generate solutions to specific problems relating to the chosen fields of learning."

Generic Learning Outcomes: According to the MHEQF (UGC, n.d., p. 33), the graduates of the certificate programmes should be able to demonstrate the ability to:

- listen carefully, read texts related to the chosen fields of study analytically and present information in a clear and concise manner to different groups/audiences.

- express thoughts and ideas effectively in writing and orally and present the results/ findings of the experiments carried out in a clear and concise manner to different groups.
- meet one's own learning needs relating to the chosen fields of learning.
- pursue self-directed and self-managed learning to upgrade knowledge and skills required for higher level of education and training.
- gather and interpret relevant quantitative and qualitative data to identify problems,
- critically evaluate principles and theories associated with the chosen fields of learning.
- make judgement and take decision, based on analysis of data and evidence, for formulating responses to issues/problems associated with the chosen fields of learning, requiring the exercise of some personal responsibility for action and outputs/outcomes.

Constitutional, Humanistic, Ethical, and Moral Values: According to the MHEQF (UGC, n.d., p. 33), the graduates of the certificate programmes should be able to demonstrate the willingness to:

- practice constitutional, humanistic, ethical, and moral values in one's life, and practice these values in real-life situations,
- put forward convincing arguments to respond to the ethical and moral issues associated with the chosen fields of learning.

Employment-ready Skills, and Entrepreneurship Skills and Mindset: According to the MHEQF (UGC, n.d., p. 33), the graduates of the certificate programmes should be able to demonstrate the acquisition of

- knowledge and a basket of essential skills, required to perform effectively in a defined job relating to the chosen fields of study,
- ability to exercise responsibility for the completion of assigned tasks and for the outputs of own work, and to take some responsibility for group work and output as a member of the group.

Learning Outcomes for Level 6

Knowledge and Understanding: According to NHEQF (UGC, n.d., p. 34), the graduates of a diploma programme should be able to demonstrate the acquisition of:

- theoretical and technical knowledge in broad multidisciplinary contexts within the chosen fields of learning,
- deeper knowledge and understanding of one of the learning areas and its underlying principles and theories,
- procedural knowledge required for performing skilled or paraprofessional tasks associated with the chosen fields of learning.

Skills required to perform and accomplish Tasks: The MHEQF (UGC, n.d.) further states that “The graduates should be able to demonstrate the ability to apply the acquired operational or technical and theoretical knowledge, and a range of cognitive and practical skills to select and use basic methods, tools, materials, and information to generate solutions to specific problems relating to the chosen fields of learning.”

According to NHEQF (UGC, n.d., p.34), the graduates of a diploma programme should be able to demonstrate the acquisition of:

- cognitive and technical skills required for performing and accomplishing complex tasks relating to the chosen fields of learning,

- cognitive and technical skills required to analyse and synthesize ideas and information from a range of sources and act on information to generate solutions to specific problems associated with the chosen fields of learning.

Application of Knowledge and Skills: The NHEQF (UGC, n.d., p.34) further states that the graduates of a diploma programme should be able to demonstrate the ability to:

- apply the acquired specialized or theoretical knowledge, and a range of cognitive and practical skills to gather quantitative and qualitative data,
- select and apply basic methods, tools, materials, and information to formulate solutions to problems related to the chosen field(s) of learning.

Generic Learning Outcomes: According to the MHEQF (UGC, n.d., p. 35), the graduates of the diploma programmes should be able to demonstrate the ability to:

- listen carefully, read texts related to the chosen fields of learning analytically and present complex information in a clear and concise manner to different groups/audiences,
- communicate in writing and orally the information, arguments, and results of the experiments and studies conducted accurately and effectively to specialist and non-specialist audience.
- meet one's own learning needs relating to the chosen field(s) of learning, work/vocation, and an area of professional practice,
- pursue self-paced and self-directed learning to upgrade knowledge and skills required for pursuing higher level of education and training.
- critically evaluate the essential theories, policies, and practices by following scientific approach to knowledge development.
- make judgement and take decision, based on the analysis and evaluation of information, for determining solutions to a variety of unpredictable problems associated with the chosen fields of learning, taking responsibility for the nature and quality of outputs.

Constitutional, Humanistic, Ethical, and Moral Values: According to NHEQF (UGC, n.d., p. 35), the graduates of a diploma programme should demonstrate the willingness and ability to:

- embrace the constitutional, humanistic, ethical, and moral values, and practice these values in life, and take a position regarding these values,
- formulate arguments in support of actions to address issues relating the ethical and moral issues relating to the chosen fields of learning, including environmental and sustainable development issues, from multiple perspectives.

Employment-ready Skills, and Entrepreneurship Skills and Mindset: According to NHEQF (UGC, n.d., p. 35), the graduates of the diploma programme should be able to demonstrate the acquisition of knowledge and essential skills set that are necessary to:

- take up job/employment relating to the chosen fields of study or professional practice requiring the exercise of full personal responsibility for the completion of tasks and for the outputs of own work, and full responsibility for the group task/work as a member of the group/team.
- exercise self- management within the guidelines of study and work contexts.
- supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities.

Learning Outcomes for Level 7

According to the NHEQF (UGC, n.d., pp. 36-38), the Bachelor's degree is awarded to students who have demonstrated the achievement of the outcomes located at level 7 on the NHEQF.

Knowledge and Understanding: The graduates should be able to demonstrate the acquisition of:

- comprehensive, factual, theoretical, and specialized knowledge in broad multidisciplinary contexts with depth in the underlying principles and theories relating to one or more fields of learning.
- knowledge of the current and emerging issues and developments within the chosen field(s) of learning.
- procedural knowledge required for performing and accomplishing professional tasks associated with the chosen fields of learning.

Skills required to perform and accomplish Tasks: The graduates should be able to demonstrate the acquisition of:

- cognitive and technical skills required for performing and accomplishing complex tasks relating to the chosen fields of learning.
- cognitive and technical skills required to evaluate and analyse complex ideas,
- cognitive and technical skills required to generate solutions to specific problems associated with the chosen fields of learning.

Application of Knowledge and Skills: The graduates should be able to demonstrate the ability to:

- apply the acquired specialized technical or theoretical knowledge, and cognitive and practical skills to gather and analyse quantitative/ qualitative data to assess the appropriateness of different approaches to solving problems,
- employ the right approach to generate solutions to problems related to the chosen fields of learning.

Generic Learning Outcomes: The graduates should be able to demonstrate the ability to:

- listen carefully, to read text related to the chosen fields of learning analytically and present complex information in a clear and concise manner to different groups/audiences.
- communicate in writing and orally the constructs and methodologies adopted for the studies undertaken relating to the chosen fields of learning,
- make coherent arguments to support the findings/results of the study undertaken to specialist and non-specialist audience.
- meet one's own learning needs relating to the chosen field(s) of learning,
- pursue self-paced and self-directed learning to upgrade knowledge and skills that will help adapt to changing demands of workplace and pursue higher level of education and training.
- critically evaluate evidence for taking actions to generate solutions to specific problems associated with the chosen fields of learning based on empirical evidence.
- make judgement and take decisions based on the analysis and evaluation of information for formulating responses to problems, including real-life problems,
- exercise judgement across a broad range of functions based on empirical evidence, for determining personal and/or group actions to generate solutions to specific problems associated with the chosen fields of learning.

Constitutional, Humanistic, Ethical, and Moral Values: The graduates should be able to demonstrate the willingness and ability to:

- Embrace the constitutional, humanistic, ethical, and moral values, and practice these values in life.
- identify ethical issues related to the chosen fields of study,
- formulate coherent arguments about ethical and moral issues, including environmental and sustainable development issues, from multiple perspectives.
- follow ethical practices in all aspects of research and development, including avoiding unethical practices such as fabrication, falsification or misrepresentation of data or committing plagiarism.

Employment-ready Skills, and Entrepreneurship Skills and Mindset: The graduates should be able to demonstrate the acquisition of:

- knowledge and essential skills set and competence that are necessary to take up a professional job relating to the chosen field of learning and professional practice,
- entrepreneurship skills and mindset required for setting up and running an economic enterprise or pursuing self-employment requiring the exercise of full personal responsibility for the outputs of own work, and full responsibility for output of group,
- the ability to exercise management and supervision in the contexts of work or study activities involving unpredictable work processes and working environment.

Learning Outcomes for Level 8

According to the NHEQF (UGC, n.d., pp. 38-41), the Bachelor's degree (Honours/Research) is awarded to students who have demonstrated the achievement of the outcomes located at level 8 on the NHEQF.

Knowledge and Understanding: The graduates should be able to demonstrate the acquisition of:

- advanced knowledge about a specialized field of enquiry, with depth in one or more fields of learning within a broad multidisciplinary/ interdisciplinary context.
- a coherent understanding of the established methods and techniques of research and enquiry applicable to the chosen fields of learning.
- an awareness and knowledge of the emerging developments and issues in the chosen fields of learning,
- procedural knowledge required for performing and accomplishing professional tasks associated with the chosen fields of learning.

Skills required to perform and accomplish Tasks: The graduates should be able to demonstrate the acquisition of:

- a range of cognitive and technical skills required for performing and accomplishing complex tasks relating to the chosen fields of learning,
- cognitive and technical skills relating to the established research methods and techniques,
- cognitive and technical skills required to evaluate complex ideas and undertake research and investigations to generate solutions to real-life problems,
- generate solutions to complex problems independently, requiring the exercise of full personal judgement, responsibility, and accountability for the output of the initiatives taken as a practitioner.

Application of Knowledge and Skills: The graduates should be able to demonstrate the ability to:

- apply the acquired advanced technical and/or theoretical knowledge and a range of cognitive and practical skills to analyse the quantitative and qualitative data gathered drawing on a wide range of sources for identifying problems and issues relating to the chosen fields of learning,
- apply advanced knowledge relating to research methods to carry out research and investigations to formulate evidence-based solutions to complex and unpredictable problems.

Generic Learning Outcomes: The graduates should be able to demonstrate the ability to:

- listen carefully, read texts and research papers analytically and present complex information in a clear and concise manner to different groups/ audiences,
- communicate technical information and explanations, and the findings/ results of the research studies relating to specialized fields of learning,
- present in a concise manner one's views on the relevance and applications of the findings of research and evaluation studies in the context of emerging developments and issues.
- meet own learning needs relating to the chosen fields of learning,
- pursue self-paced and self-directed learning to upgrade knowledge and skills that will help accomplish complex tasks and pursue higher level of education and research.

The graduates should be able to demonstrate:

- a keen sense of observation, enquiry, and capability for asking relevant/ appropriate questions,
- the ability to problematize, synthesize and articulate issues and design research proposals,
- the ability to define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inference based on the analysis and interpretation of data, and predict cause-and-effect relationships,
- the capacity to develop appropriate tools for data collection,
- the ability to plan, execute and report the results of an experiment or investigation,
- the ability to acquire the understanding of basic research ethics and skills in practicing/doing ethics in the field/ in own research work, regardless of the funding authority or field of study,
- examine and assess the implications and consequences of emerging developments and issues relating to the chosen fields of study based on empirical evidence.
- make judgement in a range of situations by critically reviewing and consolidating evidences,
- exercise judgement based on evaluation of evidence from a range of sources to generate solutions to complex problems, including real-life problems, associated with the chosen field(s) of learning requiring the exercise of full personal responsibility and accountability for the initiatives undertaken and the outputs/outcomes of own work as well as of the group as a team member.

Constitutional, Humanistic, Ethical, and Moral Values: The graduates should be able to demonstrate the willingness and ability to:

- Embrace and practice constitutional, humanistic, ethical, and moral values in life.
- adopt objective, unbiased, and truthful actions in all aspects of work related to the chosen field(s) of learning and professional practice.
- present coherent arguments in support of relevant ethical and moral issues.

- participate in actions to address environmental and sustainable development issues.
- follow ethical practices in all aspects of research and development, including avoiding unethical practices such as fabrication, falsification or misrepresentation of data or committing plagiarism.

Employment-ready Skills, and Entrepreneurship Skills and Mindset: The graduates should be able to demonstrate the acquisition of knowledge and skills required for:

- adapting to the future of work and to the demands of the fast pace of technological developments and innovations that drive shift in employers' demands for skills, particularly with respect to transition towards more technology-assisted work involving the creation of new forms of work and rapidly changing work and production processes.
- managing complex technical or professional activities or projects, requiring the exercise of full personal responsibility for output of own work as well as for the outputs of the group as a member of the group/team.
- exercising supervision in the context of work having unpredictable changes.

Learning Outcomes for Level 9

Knowledge and Understanding: According to the NHEQF (UGC, n.d.), the graduates of the master's degree programmes "...should be able to demonstrate the acquisition of:

- advanced knowledge about a specialized field of enquiry with a critical understanding of the emerging developments and issues relating to one or more fields of learning,
- advanced knowledge and understanding of the research principles, methods, and techniques applicable to the chosen field(s) of learning or professional practice,
- procedural knowledge required for performing and accomplishing complex and specialized and professional tasks relating to teaching, and research and development."

Skills required to perform and accomplish Tasks: According to the NHEQF (UGC, n.d.), the graduates of the master's degree programmes "... should be able to demonstrate the acquisition of:

- advanced cognitive and technical skills required for performing and accomplishing complex tasks related to the chosen fields of learning.
- advanced cognitive and technical skills required for evaluating research findings and designing and conducting relevant research that contributes to the generation of new knowledge.
- specialized cognitive and technical skills relating to a body of knowledge and practice to analyse and synthesize complex information and problems."

Application of Knowledge and Skills: The NHEQF (UGC, n.d.) further states that the graduates of the master's programmes should be able to demonstrate the ability to:

- apply the acquired advanced theoretical and/or technical knowledge about a specialized field of enquiry or professional practice and a range of cognitive and practical skills to identify and analyse problems and issues, including real-life problems, associated with the chosen fields of learning.
- apply advanced knowledge relating to research methods to carryout research and investigations to formulate evidence-based solutions to complex and unpredictable problems.

Generic Learning Outcomes: According to the NHEQF (UGC, n.d.), the graduates should be able to demonstrate the ability to:

- listen carefully, read texts and research papers analytically and present complex information in a clear and concise manner to different groups/audiences,
- communicate, in a well-structured manner, technical information and explanations, and the findings/results of the research studies undertaken in the chosen field of study,
- present in a concise manner views on the relevance and applications of the findings of recent research and evaluation studies in the context of emerging developments and issues.
- evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others; analyse and synthesise data from a variety of sources; draw valid conclusions and support them with evidence and examples, and addressing opposing viewpoints.
- meet one's own learning needs relating to the chosen fields of learning, work/vocation, and an area of professional practice,
- pursue self-paced and self-directed learning to upgrade knowledge and skills, including research-related skills, required to pursue higher level of education and research.
- problematize, synthesize and articulate issues and design research proposals,
- define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inference based on the analysis and interpretation of data, and predict cause-and-effect relationships,
- develop appropriate tools for data collection for research,
- the ability to use appropriate statistical and other analytical tools and techniques for analysis of data collected for research and evaluation studies,
- plan, execute and report the results of an investigation,
- follow basic research ethics and skills in practicing/doing ethics in the field/ in one's own research work.
- make judgements and take decisions regarding the adoption of approaches to solving problems, including real-life problems, based on the analysis and evaluation of information and empirical evidence collected.
- make judgement across a range of functions requiring the exercise of full responsibility and accountability for personal and/or group actions to generate solutions to specific problems associated with the chosen fields/subfields of study, work, or professional practice.

Constitutional, Humanistic, Ethical, and Moral Values: According to the NHEQF (UGC, n.d.), the graduates should be able to demonstrate the willingness and ability to:

- embrace and practice constitutional, humanistic, ethical and moral values in one's life,
- adopt objective and unbiased actions in all aspects of work related to the chosen fields/subfields of study and professional practice,
- participate in actions to address environmental protection and sustainable development issues,
- support relevant ethical and moral issues by formulating and presenting coherent arguments,
- follow ethical principles and practices in all aspects of research and development, including inducements for enrolling participants, avoiding unethical practices such as fabrication, falsification or misrepresentation of data or committing plagiarism.

Employment-ready Skills, and Entrepreneurship Skills and Mindset: According to the NHEQF (UGC, n.d.), the graduates should be able to demonstrate the acquisition of knowledge and skills set required for:

- adapting to the future of work and responding to the demands of the fast pace of technological developments and innovations that drive shift in employers' demands for skills, particularly with respect to transition towards more technology-assisted work involving the creation of new forms of work and rapidly changing work and production processes.
- exercising full personal responsibility for output of own work as well as for group/team outputs and for managing work that are complex and unpredictable requiring new strategic approaches.

Learning Outcomes for Level 10

Knowledge and Understanding: According to the NHEQF level descriptors (UGC, n.d., p. 45), at the end of the doctoral programme, the graduates should be able to demonstrate the acquisition of:

- highly specialized knowledge, including knowledge at the most advanced frontiers of the chosen fields of study.
- mastery of the established research methods and techniques applicable to the chosen fields of learning.
- procedural knowledge required by personnel engaged in complex research and development activities.

Skills required to perform and accomplish Tasks: According to the NHEQF level descriptors (UGC, n.d., p. 45), the doctoral graduates should be able to demonstrate the acquisition of:

- most advanced and highly specialized cognitive and technical skills required for performing and accomplishing complex tasks related to research and development that make original contribution to knowledge, professional practice, and innovations.
- cognitive and technical skills required for conceptualizing, designing, and implementing fundamental and/or applied research at the forefront of the chosen field(s) of learning to generate original knowledge.
- cognitive and technical skills required for doing transdisciplinary research.

Application of Knowledge and Skills: According to the NHEQF level descriptors (UGC, n.d., p. 45), the doctoral graduates should be able to demonstrate the ability to apply the acquired highly specialized knowledge, skills, and methods of research to design and conduct original and high quality disciplinary or multidisciplinary or interdisciplinary research to generate evidence-based solutions to complex problems, including real-life problems, relating to the chosen field(s) of study.

Generic Learning Outcomes: According to the National Higher Education Qualification Framework (NHEQF) (UGC, n.d., p. 46), the generic learning outcomes are stated as below: "The graduates should be able to demonstrate the ability to:

- listen carefully, read texts and research papers analytically and present complex information in a clear and concise manner to non-specialist and specialist groups/audiences.
- present, in a well-structured and logical manner, technical information and explanations pertaining to the results /findings of research studies undertaken.
- present views on the relevance and application of recent research and their applications in the context of the emerging developments and issues related to the chosen field(s) of study or professional practice.

- meet own learning needs relating to research and investigations in the chosen fields of study.
- pursue self-paced and self-directed learning to upgrade knowledge and skills, including research-related skills, required to pursue higher level of research related to new frontiers of knowledge.
- critically analyse and synthesize a body of knowledge in their major and allied fields, identify critical gaps and ask new questions, develop new tools and techniques of data gathering and analysis, and at the end of it be able to conduct research independently.
- evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others; analyse and synthesise data from a variety of sources; draw valid conclusions and support them with evidence and examples and addressing opposing viewpoints.
- make judgements and take decisions regarding the formulation of responses to problems, including real-life problems, based on the analysis and evaluation of information and empirical evidence relating to the problems.
- make significant judgement across broad range of functions requiring the exercise of responsibility for determining personal and/or group actions to generate solutions to specific problems associated with the chosen field(s) of study, work, or professional practice.”

Constitutional, Humanistic, Ethical and Moral Values: According to NHEQF (UGC, n.d., p. 46), the constitutional, humanistic, and ethical and moral values are stated as below: “The graduates should be able to demonstrate the willingness and ability to:

- practice constitutional, humanistic, ethical, and moral values in life, adopt objective and unbiased actions in all aspects of work,
- identify ethical issues related to the chosen fields of research, including those relating to environmental and sustainable development issues,
- follow ethical practices in all aspects of research and development, including avoiding practices such as fabrication, falsification or misrepresentation of data or committing plagiarism, and not adhering to intellectual property rights,
- acquire the understanding of basic research ethics and skills in practicing/doing ethics in the field/in own research work, regardless of the funding authority or field of study.”

Employment-Ready, and Entrepreneurship Skills and Mindset: According to NHEQF (UGC, n.d., p. 47), employment-ready, and entrepreneurship skills and mindset are stated as below: “The graduates should be able to demonstrate the acquisition of knowledge and essential skills set required for:

- adapting to the future of work and respond to the demands of the fast pace of technological developments and innovations that drive shift in skill needs relating to work and professional practices, including those relating to teaching, research, and development,
- exercising full personal responsibility for outputs/outcomes of own work and outputs/outcomes of group efforts,
- exercising substantial authority, innovation, autonomy, professional integrity, and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research.”

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The Global Definition of Social Work

“Social work is a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility, and respect for diversities are central to social work. Underpinned by theories of social work, social sciences, humanities and indigenous knowledge, social work engages people and structures to address life challenges and enhance wellbeing.”

- **Jointly prepared by
International Federation of Social Work and
International Association of Schools of Social Work in 2014**

The Indian Definition of Social Work

Professional Social Work is an internationally recognized academic discipline and practice-based profession, based on knowledge, methods, and skills of working with people and systems. It is built on the foundation of values and ethics of human dignity, sensitivity to structural realities, and respect for diversities. It promotes social justice and social development, guided by the Indian Constitution, and by India's commitment to the International Human Rights Law. Professional social work contributes to the community and social development through rights-based universal provision for basic needs and adopts culture-sensitive, strengths-based, gender-sensitive, collaborative, and participatory approaches to facilitate empowerment and inclusion of the socially excluded groups, for achieving social justice. Professional social workers also carry out policy analysis and programme development, conduct capacity building programmes, initiate and manage civil society organisations, implement interventions at the micro, meso, and macro levels, and carry out their monitoring and evaluation.

**The National Council for Social Work Education (NCSWE) Bill
(2021) proposed by National Campaign Committee for
National Council for Social Work Education**