



DEPARTMENT OF SOCIAL WORK

Report Submission: 08/06/2026

Semester:	EVEN	Academic Year:	2025-26	Venue:	Shettahalli Tribal Hamlet, Neralakuppe Grama panchayat, Hunsur, Mysuru
Event Date:	29/04/2026 to 06/05/2026	Time:	09:00AM TO 06:00PM	Duration:	8 Hrs

TYPE OF EVENT: EXTENSION ACTIVITY
EVENT NAME: ANNUAL SOCIAL WORK CAMP
“SPOORTHI 2026”

Target Audience:	2nd SEM MSW Students and 4th SEM BSW Students	Number of Participants: 40
-------------------------	--	-----------------------------------

Objectives:

- To enable students to understand the socio-economic and cultural conditions of rural/tribal life.
- To study the rural/tribal social systems, especially those involving vulnerable and poverty-stricken groups.
- To analyze regional challenges and understand social work interventions and strategies being used in such contexts

Program Introduction:

The Annual Social Work Camp SPOORTHI 2026 was organized by the Department of Social Work, Acharya Institute of Graduate Studies, from 29th April to 06th May 2026 at Shettahalli Tribal Hamlet, Neralakuppe Grama Panchayat, Hunsur. The camp was conducted as part of the MSW II Year and BSW IV Semester curriculum under Bengaluru City University, with the objective of providing students with practical exposure to tribal life, enhancing their understanding of socio-economic realities, and developing essential professional skills such as planning, teamwork, community engagement, and participatory research.

Focusing on tribal communities, **SPOORTHI 2026** provided students with an opportunity to interact directly with local residents, conduct socio-economic surveys, participate in awareness programmes, organize cultural activities, and apply various social work methods in real-life settings.



The camp was organized in collaboration with partner organizations such as Hangodu Primary Health Centre, Kaveri Hospital, and ITC Limited, with the active involvement of resource persons and community leaders. Through this immersive experience, students gained practical knowledge of tribal development, social work interventions, and the vital role of social workers in facilitating community development and social change.

Theme of the Event:

The theme of the Annual Social Work Camp SPOORTHI 2026 was “Exploring the Role of Social Work in Tribal Development and Empowerment.” The camp emphasized the importance of understanding the socio-economic conditions, cultural systems, and challenges faced by tribal communities.

Through field-based learning, the use of Participatory Rural Appraisal (PRA) tools, socio-economic surveys, and various community engagement activities, students explored how professional social work practice can contribute to community empowerment, awareness generation, social inclusion, and sustainable development in marginalized rural and tribal settings.

The camp provided a unique platform for students to integrate theoretical knowledge with field realities, fostering a deeper understanding of tribal development issues and the role of social workers in promoting participatory and people-centered development.

Resource Person:

1. Shri Rajachary
Representative, MYRADA
2. Dr. Sachin B. S.
Faculty Member, Dr. B. R. Ambedkar School of Economics University (Dr. MSBCU)
3. Prof. Chandramouli
Department of Social Work, University of Mysore, Manasagangotri, Mysuru

Detailed Report:

The Department of Social Work, Acharya Institute of Graduate Studies, Bengaluru, organized an eight-day Tribal Exposure Camp at Shettahalli Tribal Hamlet, Neralakuppe Grama Panchayat, Hunsur Taluk, as part of the MSW II Year and BSW IV Semester curriculum under Bengaluru City University. The primary objective of the camp was to provide students with experiential learning opportunities, develop their understanding of tribal life, and enhance their professional skills through field-based engagement and community interaction.



Day 1 (29/04/2026): Inauguration and Camp Orientation

The first day of the Social Work Camp commenced with the trainees traveling from Acharya Institute of Graduate Studies to Shettahalli Tribal Hamlet, Neralakuppe Grama Panchayat, Hunsur Taluk. Upon arrival, the trainees actively participated in cleaning the community hall and hostel premises to make the environment suitable for accommodation and camp activities. This activity promoted teamwork, responsibility, cooperation, and collective ownership among the students.

The inauguration ceremony formally marked the beginning of the Social Work Camp "SPOORTHI 2026." The programme was inaugurated in the presence of the wife of the local MLA, invited dignitaries, community leaders, faculty members, and local representatives. Due to unavoidable circumstances, the MLA was unable to attend the programme personally.

During the inaugural session, the guests addressed the gathering and encouraged the trainees to actively engage with the community and make effective use of the learning opportunities provided through the camp. The trainees were also oriented to the objectives of the camp, daily schedule, committee responsibilities, code of conduct, and overall camp guidelines. The first day primarily focused on settlement, coordination, adaptation to the rural field environment, and fostering a sense of unity and teamwork among the trainees, thereby laying a strong foundation for the subsequent camp activities.

Day 2 (30/04/2026): PRA Activities and Community Exploration

The second day of the Social Work Camp began early in the morning, with the trainees being divided into groups for field-based activities. One group participated in a transect walk in the village, while another group engaged in shramdan activities.

During the transect walk, the trainees observed the village surroundings, housing conditions, drainage facilities, natural resources, and the general living conditions of the people. It was observed that the village was predominantly inhabited by tribal communities such as the Yerava, Soliga, and Jenu Kuruba. The trainees also identified several community issues, including a shortage of drinking water, school dropout among girls, and the lack of toilet usage in some households.

A PRA (Participatory Rural Appraisal) theory session was conducted by Shri Rajachary, who explained the importance, methods, and practical applications of PRA techniques in community work and rural development. The session provided practical insights into community participation and data collection methods used in social work practice.

As part of the PRA community exercise, trainees actively participated in:

- Social Mapping
- Resource Mapping



The trainees interacted with community members, collected information regarding village resources and facilities, and collaboratively prepared and presented resource maps. These activities helped them understand the structure, resources, and needs of the community through participatory methods. The day also included cleaning activities, cultural programmes, and group games, which promoted teamwork, interaction, responsibility, and bonding among the trainees and community members.

Day 3 (01/05/2026): PRA Session II and Awareness Programme

The third day of the camp began with eco-meditation, newspaper reading, and regular camp activities. The trainee groups were interchanged to ensure that all participants had equal opportunities to engage in both the transect walk and shramdan activities.

A PRA Session II was conducted in the community hall under the guidance of Dr. Kumaraswamy Channabasiah, Associate Professor and Head, Department of Social Work, Acharya Institute of Graduate Studies, and Dr. Sachin B. S., Faculty Member, Department of Studies in Social Work, University of Mysore. The session focused on participatory learning methods and the practical application of PRA tools used in community assessment and rural development.

During the session, trainees learned and practiced various PRA techniques, including:

- Venn Diagram
- Seasonality Diagram
- Nutritional Matrix

The session enabled trainees to understand community relationships, seasonal patterns affecting livelihood and health, and nutritional conditions within the village. These practical exercises enhanced observation, analytical thinking, and community participation skills among the trainees. Dr. Sachin B. S also handled a session on

Later, an awareness session on “Dr. B. R. Ambedkar’s Thoughts on Education and Social Change” was delivered by Prof. Chandramouli, Department of Studies in Social Work, University of Mysore, Manasagangotri. The session highlighted the transformative role of education in achieving equality, empowerment, and social justice. The speaker emphasized Dr. Ambedkar’s contributions to social reform and the significance of education in uplifting marginalized communities. The day concluded with group discussions, interaction sessions, and cultural activities that strengthened teamwork, communication skills, and coordination among the trainees.

Day 4 (02/05/2026): Community Health Camp and Socio-Economic Survey

The fourth day of the camp focused on community health initiatives and survey-based fieldwork. The trainees undertook community mobilization activities through house visits and awareness campaigns to encourage maximum participation in the medical camp. As part of the awareness drive, the trainees



performed a mime programme highlighting the importance of health, hygiene, and regular medical check-ups.

The Medical Camp was organized in collaboration with the Neralakuppe and Hanagodu Primary Health Centre and the Kaveri Hospital team. The programme was inaugurated in the presence of healthcare professionals, faculty members, and community representatives. Approximately 100 community members participated in the camp, including a significant number of adults and children. General health screenings and basic medical services were provided to the beneficiaries.

The trainees actively assisted in organizing the camp and interacted with healthcare professionals, thereby gaining valuable exposure to community health programmes, public health interventions, and community participation strategies.

In the afternoon, a survey orientation session was conducted to familiarize the trainees with questionnaire administration and data collection procedures. The trainees were subsequently divided into groups and assigned fieldwork responsibilities to conduct a socio-economic survey among the Jenu Kuruba tribal community. Through household visits and direct interactions, information related to livelihood, education, health, family composition, housing conditions, and lifestyle patterns was collected.

Following the fieldwork, reflection and discussion sessions were conducted to review field experiences and share observations. The day concluded with cultural activities, observation-based games, and an evaluation session that enabled trainees to reflect upon the learning outcomes of the day.

Day 5: Exposure Visit and Cultural Learning

The fifth day of the camp commenced with morning physical exercise, followed by a session on survey analysis and interpretation. The trainees reviewed and analyzed the data collected during the socio-economic survey, which enhanced their understanding of community issues and data interpretation techniques used in social work research.

Later, the trainees undertook an educational exposure visit to the Gurupura Rabgayling Tibetan Settlement and Monasteries in Hunsur. The visit provided a unique opportunity to understand Tibetan culture, traditions, religious practices, and community living systems. The trainees interacted with monks and observed various aspects of the settlement, gaining insights into cultural diversity, migration, and community organization.

The exposure visit enriched the trainees' understanding of cultural sensitivity and the significance of preserving indigenous and traditional ways of life. In the evening, cultural activities



and shramdan were organized with the participation of trainees and children from the community, fostering teamwork, interaction, and community engagement.

The day concluded with reflection sessions, during which trainees shared their observations, experiences, and learning outcomes from the exposure visit.

Day 6: Mental Health Survey and Environmental Awareness

The sixth day of the camp began with eco-meditation and newspaper reading, followed by a mental health survey among tribal school-going adolescents. The trainees were divided into committees and assigned responsibilities for data collection using structured questionnaires. This activity provided practical exposure to survey methodologies and enhanced their understanding of adolescent mental health concerns within tribal communities.

An awareness session on Solid Waste Management was conducted by Mr. Prashanth C., who emphasized the importance of waste segregation, environmental hygiene, and responsible waste disposal practices. The session encouraged community members and trainees to adopt environmentally sustainable practices. Simultaneously, trainees participated in painting and beautification activities at the local school as part of their community service and shramdan initiatives.

Later in the day, an awareness programme on the Regeneration of Forests through Joint Forest Planning was conducted by Mr. Sunatha Kumar. The session focused on environmental conservation, sustainable forest management, and the role of community participation in protecting natural resources. The trainees gained valuable insights into environmental stewardship and community-based conservation approaches.

In the evening, cultural programmes were organized for children and women from the community, promoting participation, social interaction, and community bonding. The day concluded with an evaluation session and campfire programme, during which trainees reflected on their experiences, learning outcomes, and contributions to the camp activities.

Day 7: Data Analysis, PRA Gap Analysis, and Valedictory Programme

The seventh day of the camp was primarily dedicated to data analysis, interpretation, and programme closure activities. The trainees analyzed and interpreted the findings from the two major surveys conducted during the camp: the Mental Health Survey among tribal school-going adolescents and the Socio-Economic Survey of the Jenu Kuruba community.

The exercise enabled trainees to understand the process of data interpretation, identify key community issues, and appreciate the role of research in evidence-based social work practice. A PRA Gap Analysis session was subsequently conducted to identify disparities between the needs of the community and the resources available within the village. This exercise helped the trainees understand



developmental gaps and areas requiring intervention through community development initiatives and welfare programmes.

The trainees also continued their shramdan activities by undertaking painting work at the tribal hostel, thereby contributing to community development and collective responsibility.

Preparations for the Valedictory Programme were carried out with active participation from the trainees. Activities included venue arrangements, coordination with stakeholders, and mobilization of community members to attend the programme.

The Valedictory Programme of “SPOORTHI 2026” was conducted in the presence of faculty members, invited guests, community leaders, and trainees. The programme marked the formal conclusion of the camp, providing an opportunity for participants to share their experiences, learning outcomes, and feedback regarding the camp activities. The day concluded with a camp evaluation session and fellowship dinner, during which trainees reflected on their personal growth, teamwork, field experiences, and professional learning gained throughout the camp.

Day 8: Camp Evaluation and Departure

The final day of the camp began with eco-meditation, followed by the cleaning and reorganization of the campsite. The trainees collectively ensured that the premises were restored to their original condition by arranging and packing the materials used during the camp.

Following breakfast, a comprehensive Camp Evaluation and Feedback Session was conducted under the guidance of Dr. Mirshad Rahman T. M., Head of the Department of Social Work, and Dr. Kumaraswamy Channabasiah, Camp Coordinator. During the session, trainees shared their reflections on the camp, discussed challenges encountered, highlighted significant learning experiences, and evaluated their overall growth throughout the programme.

Faculty members provided constructive feedback regarding students' participation, teamwork, leadership, discipline, and engagement with the community. The evaluation session served as an important platform for assessing the effectiveness and impact of the camp.

The trainees subsequently visited the community to express their gratitude to the residents for their support, hospitality, cooperation, and active participation throughout the camp. This interaction further strengthened the relationship between the trainees and the community members. Following the farewell interaction, the trainees and faculty members departed for Bengaluru, marking the successful completion of SPOORTHI 2026.

Throughout the eight-day camp, the trainees actively engaged in community mobilization, Participatory Rural Appraisal (PRA) exercises, socio-economic surveys, mental health research, environmental initiatives, exposure visits, awareness programmes, and cultural exchange activities.



ACHARYA INSTITUTE OF GRADUATE STUDIES
(NAAC Re-accredited 'A+' and Affiliated to Dr. Manmohan Singh Bengaluru City University)
Soladevanahalli, Bengaluru-560107

The camp provided a valuable platform for integrating academic learning with field realities and enhanced the trainees' competencies in communication, leadership, teamwork, research, cultural sensitivity, and community engagement. The experience significantly contributed to the professional development of the trainees by preparing them to become socially responsible, ethically grounded, and field-ready social work professionals capable of working effectively with marginalized and vulnerable communities.

PHOTOS



DAY 1 (29/04/2026) – Started from College to Camp Site



DAY 1 (29/04/2026) – Inauguration of the Camp by the Guests



DAY 1 (29/04/2026) – Facilitating the Guests



DAY 1 (29/04/2026) – Social Media and News Paper Post about Inauguration of the Camp



DAY 2 (30/04/2026) – Eco-Meditation and Newspaper Reading



DAY 2 (30/04/2026) – Shramdhan at Tribal School Premises



DAY 2 (30/04/2026) – Transect Walk to the Tribal Hamlet



DAY 2 (30/04/2026) – PRA Session by Shri. Rajachary, MYRADA



DAY 2 (30/04/2026) – Cultural Activities for Children





DAY 3 (01/05/2026) – Shramdhan at Tribal School Premises



DAY 3 (01/05/2026) – Resource Mapping at Tribal Hamlet



DAY 3 (01/05/2026) – PRA Session at Tribal Community Hall



DAY 3 (01/05/2026) – Session on Forest Act by Dr. Sachin B S Faculty, Dr. MSBCU



DAY 3 (01/05/2026) – Awareness Session on Dr. B R Ambedkar Thoughts on Education towards Social Change by Prof. Chandramouli, DoS in Social Work. University of Mysore. Manaasagangotri, Mysuru



DAY 3 (01/05/2026) – Session on Data Collection Guidelines



DAY 3 (01/05/2026) – Cultural Programs at Tribal Hamlet



DAY 4 (02/05/2026) – Eco-Meditation and Newspaper Reading



ACHARYA INSTITUTE OF GRADUATE STUDIES
(NAAC Re-accredited 'A+' and Affiliated to Dr. Manmohan Singh Bengaluru City University)
Soladevanahalli, Bengaluru-560107



DAY 4 (02/05/2026) – Shramdhan at Tribal Community Hall Premises



DAY 4 (02/05/2026) – Inauguration of Medical Camp at Tribal Community Hall



DAY 4 (02/05/2026) – Medical Camp at Tribal Community Hall



DAY 4 (02/05/2026) – Survey 1 on Lifestyle and Socio-Economic Conditions of Jenu Kuruba Tribes



ACHARYA INSTITUTE OF GRADUATE STUDIES
(NAAC Re-accredited 'A+' and Affiliated to Dr. Manmohan Singh Bengaluru City University)
Soladevanahalli, Bengaluru-560107



DAY 4 (02/05/2026) – Session on Data Editing and Coding of Survey 1



DAY 5 (03/05/2026) – Eco-Meditation and Newspaper Reading



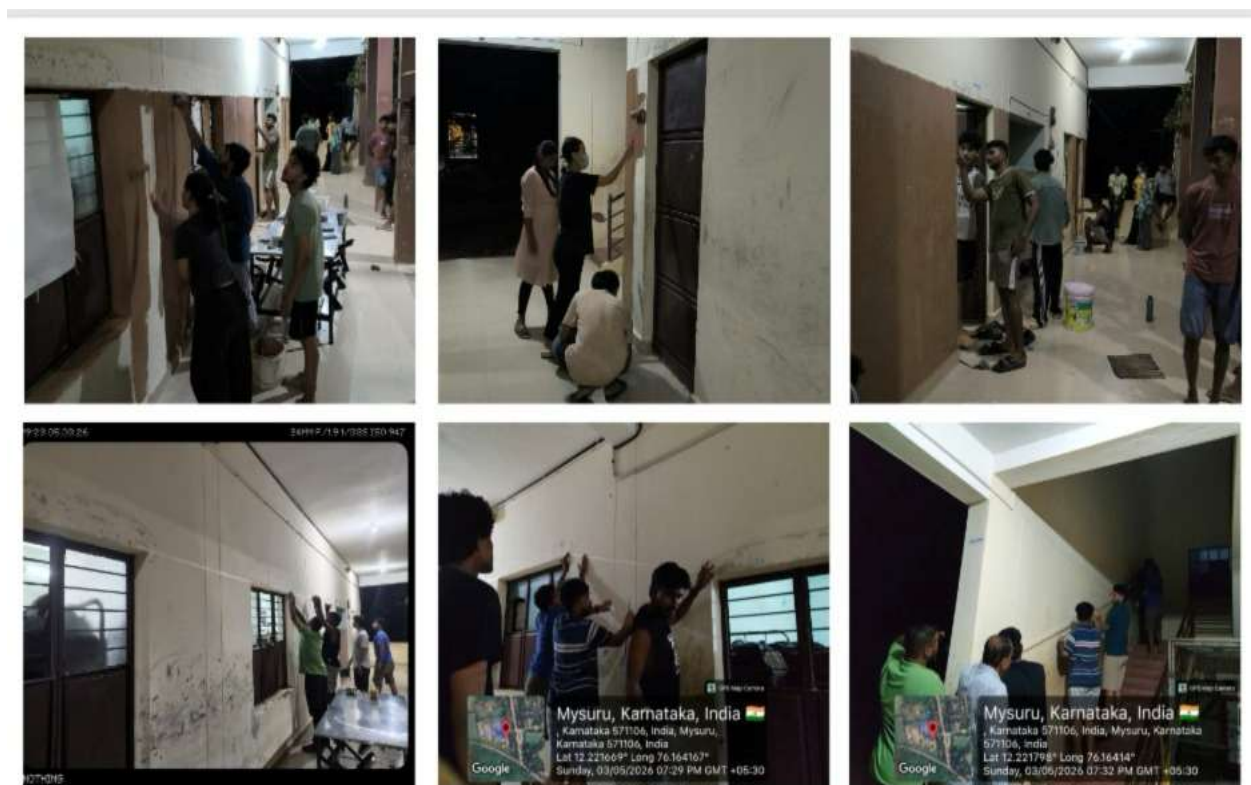
DAY 5 (03/05/2026) – Session on Data Analysis of Survey 1



DAY 5 (03/05/2026) – Exposure Visit to Guru pura – Tibetan Rabgayling Settlement



DAY 5 (03/05/2026) – Sports for Children at Tribal School Premises



DAY 5 (03/05/2026) – Shramdhan at Tribal Hostel for Painting



DAY 6 (04/05/2026) – Eco-Meditation and Newspaper Reading



DAY 6 (04/05/2026) – Survey 2 - Mental Health Status of Tribal School going Adolescents



DAY 6 (04/05/2026) – Awareness Session Solid Waste Management by ITC



DAY 6 (04/05/2026) – Published in News Paper about Awareness Session Solid Waste Management



DAY 6 (04/05/2026) – Shramdhan – Tribal Hostel Painting



DAY 6 (04/05/2026) – Survey 2 – Coding, Analysis and Interpretation



DAY 6 (04/05/2026) – Awareness Session on Regeneration of Forest through Joint Forest Planning



DAY 6 (04/05/2026) – Demonstration of Fireless Stove to Tribal Community



DAY 6 (04/05/2026) – Cultural program for Children in the Tribal Hamlet



DAY 7 (05/05/2026) – Survey 1– Analysis & Interpretation



DAY 7 (05/05/2026) – Finalized Tribal Hostel Painting



DAY 7 (05/05/2026) – Survey 2 – Analysis & Interpretation



DAY 7 (05/05/2026) – Dignitaries at the Valedictory of Camp



DAY 7 (05/05/2026) – Presenting the Overall Report of the Camp



DAY 7 (05/05/2026) – Facilitating the Stakeholders during the Valedictory of Camp



DAY 7 (05/05/2026) – Cultural Performance by students for Valedictory of Camp



DAY 8 (06/05/2026) – Overall Evaluation of the Camp



DAY 8 (06/05/2026) – Transect Walk to Tribal Hamlet express gratitude



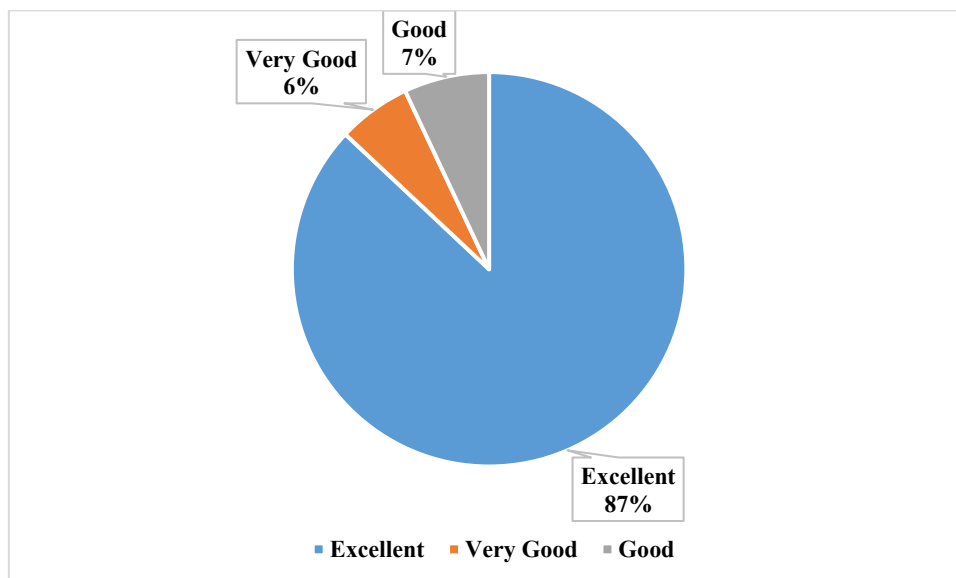
DAY 8 (06/05/2026) – Return back to College from Camp Site

Outcome:

- Developed students' understanding of the socio-economic conditions, cultural practices, and developmental challenges of tribal communities through direct field exposure and community interaction.
- Enhanced practical social work competencies in community organization, Participatory Rural Appraisal (PRA), socio-economic surveys, mental health assessment, and community mobilization.
- Strengthened research and analytical skills through data collection, survey administration, data interpretation, and community needs assessment.
- Improved leadership, teamwork, communication, and organizational abilities through active participation in camp committees, field activities, and community programmes.
- Increased awareness of public health, environmental conservation, sustainable development, and social justice issues affecting marginalized communities.
- Fostered professional values, cultural sensitivity, social responsibility, and preparedness for field-based social work practice among the trainees.



Student feedback summary



Conclusion:

The Annual Social Work Camp – SPOORTHI 2026 provided a valuable experiential learning platform for social work trainees to engage directly with tribal communities and understand their socio-economic realities, cultural practices, and developmental challenges. Through PRA exercises, surveys, health initiatives, awareness programmes, exposure visits, and community service activities, students were able to apply classroom knowledge in real-life settings. The camp significantly enhanced their professional skills, research competencies, teamwork, leadership, and cultural sensitivity. Overall, SPOORTHI 2026 contributed to the holistic development of the trainees and strengthened their commitment to working with marginalized communities as competent and socially responsible social work professionals.