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

DEPARTMENT OF SOCIAL WORK

Report Submission: 06/02/2026

Semester:	ODD	Academic Year:	2025–26	Venue:	AI012F42, ANA Block
Event Date:	02/02/2026	Time:	11:00AM TO 01:00PM	Duration:	2 Hours

TYPE OF EVENT: Workshop

EVENT NAME: "Orientation To Fields of Social Work"

Target Audience:	1st SEM MSW Students	Number of Participants: 22

Objectives:

1. To orient MSW students to various fields of social work practice through structured reflection on fieldwork orientation visits.
2. To enhance students' analytical and comparative understanding of different social work practice settings and institutional interventions.
3. To develop students' ability to critically observe professional roles, best practices, emerging trends, and challenges in social work practice.
4. To strengthen students' professional identity and prepare them for academic evaluation, including Viva Voce.

Program Introduction:

The Department of Social Work, Acharya Institute of Graduate Studies, organized a workshop titled "Orientation to Fields of Social Work" on 02/02/2026 from 11:00 AM to 01:00 PM at AI012F42, ANA Block, Acharya Institutes. The workshop was conducted as part of the MSW curriculum following the completion of fieldwork orientation visits. The session aimed to facilitate experiential learning by enabling students to reflect upon and analyze the practice settings they had visited.

The workshop served as a collaborative academic platform that encouraged students to engage in peer learning, critical reflection, and professional discussion regarding different fields of social work practice. The program was coordinated and facilitated by Dr. Mirshad Rahman T M, Associate Professor & Head, Department of Social Work, AIGS, who also served as the resource person for the

workshop. The session was structured to strengthen students' understanding of professional roles, intervention strategies, and institutional functioning within diverse social work settings.

Theme of the Event: Exploring the Fields of Social Work Practice

The theme emphasized the importance of experiential and reflective learning in professional social work education. Social work as a profession involves intervention across diverse sectors such as healthcare, community development, child welfare, mental health, rehabilitation, and organizational settings. Understanding the functioning of these sectors through field exposure enables students to develop contextual knowledge and professional competence.

The workshop focused on helping students analyze real-life practice environments by identifying service delivery models, institutional best practices, and professional roles of social workers. The session reinforced the integration of theoretical knowledge with field realities, enabling students to understand emerging trends, challenges, and opportunities within the profession. The workshop also aligned with the broader objective of preparing students for professional practice and academic assessment through reflective learning and analytical discussions.

Resource Person:

Dr. Mirshad Rahman T M

Associate Professor & Head

Department of Social Work

Acharya Institute of Graduate Studies, Bengaluru

Detailed Report:

The workshop commenced with Dr. Mirshad Rahman T M addressing the students and explaining the scope and significance of fieldwork orientation visits as an integral component of the MSW curriculum. He highlighted the importance of field exposure in bridging theoretical concepts with practical social work interventions. The resource person briefed students about the objectives of the workshop and explained how reflective and comparative learning enhances professional competence. The workshop was conceptualized as a comprehensive collaborative learning platform aimed at strengthening experiential learning among MSW students. The session particularly emphasized peer learning and participatory reflection, enabling students to share diverse fieldwork experiences. The workshop created an academic environment where students could collectively analyze and compare various social work practice settings they were exposed to during their orientation visits. This approach helped students understand the similarities and variations in institutional functioning, service delivery mechanisms, and intervention strategies across organizations.

A major focus of the workshop was to encourage critical reflection on social work practice. Students were guided to move beyond descriptive observations and engage in analytical thinking regarding professional interventions, ethical considerations, and contextual challenges within different practice settings. The session also enabled students to identify emerging trends in the field of social work, including interdisciplinary collaboration, community-based interventions, rehabilitation approaches, and evolving service delivery models. Additionally, the workshop fostered professional identity development by helping students recognize the responsibilities, competencies, and values required to function effectively as social work practitioners.

Prior to the workshop, students were instructed to prepare structured reflections based on their fieldwork orientation visits. They were encouraged to document their observations, learning experiences, and institutional exposure to facilitate meaningful participation in group discussions and presentations. The workshop maintained a strong emphasis on active student participation, and attendance along with engagement in discussions and group activities was made mandatory to ensure effective collaborative learning.

As part of the preparatory tasks, students were assigned specific analytical components to guide their learning process. They were required to conduct a detailed analysis of the fields of social work practice observed in the organizations visited during their fieldwork orientation. This included examining the nature of services provided, target beneficiaries, intervention methods, and organizational objectives. Students were also instructed to conduct a comparative analysis of similar organizations functioning within the same field, with particular attention to identifying innovative and effective best practices in service delivery and professional interventions.

Furthermore, students were guided to make critical observations regarding the role of social workers in the visited organizations. They examined professional functions such as case management, counselling, community mobilization, rehabilitation services, advocacy, and program implementation. Students also analyzed the professional competencies required in practice, including communication skills, ethical decision-making, interdisciplinary collaboration, and problem-solving abilities. They reflected upon the challenges faced by social workers, such as resource limitations, institutional constraints, client-related complexities, and socio-cultural barriers in service delivery.

Following the introductory briefing, Dr. Mirshad Rahman introduced students to the key thematic areas on which they were required to work collaboratively. Students were divided into groups and were assigned structured tasks based on their fieldwork visits. To facilitate participatory learning, students were provided with charts and instructed to present their group findings visually and analytically. The activity promoted teamwork, collaborative learning, and structured reflection.

During the one-hour group activity session, students actively engaged in discussions, shared field observations, and documented their analytical findings. Following the group activity, each group presented their findings before the class. The presentations included comparative analysis of organizations working in similar fields, identification of innovative intervention strategies, and observations regarding the professional roles of social workers. Students demonstrated critical thinking by reflecting upon organisational strengths, service gaps, and challenges encountered in practice settings.

After each presentation, other students contributed additional perspectives and shared their observations based on their field experiences. This peer-to-peer learning approach enriched the discussion and enabled students to gain exposure to multiple practice settings beyond their individual field visits. The interactive discussions helped students understand diverse professional roles and institutional approaches in social work practice.

Throughout the workshop, Dr. Mirshad Rahman facilitated discussions by guiding students to critically evaluate organisational functioning, ethical considerations, and professional competencies required in different fields of social work. He also emphasized the importance of documentation, reflective practice, and analytical skills in professional social work education.

The workshop concluded with a summary by the resource person, highlighting key learning outcomes, emerging trends, and challenges identified during the student presentations. Dr. Mirshad Rahman emphasized that the workshop served as both a curriculum-based academic activity and a preparatory platform for students' Viva Voce examination, as it strengthened their ability to articulate field experiences, analyze practice settings, and demonstrate professional understanding.

The session successfully achieved its objective of fostering experiential learning, reflective analysis, and professional identity development among MSW students. The workshop also encouraged collaborative knowledge sharing and strengthened students' confidence in presenting and discussing their fieldwork experiences.

PHOTOS

Opening Remarks by Dr. Mirshad Rahman T M
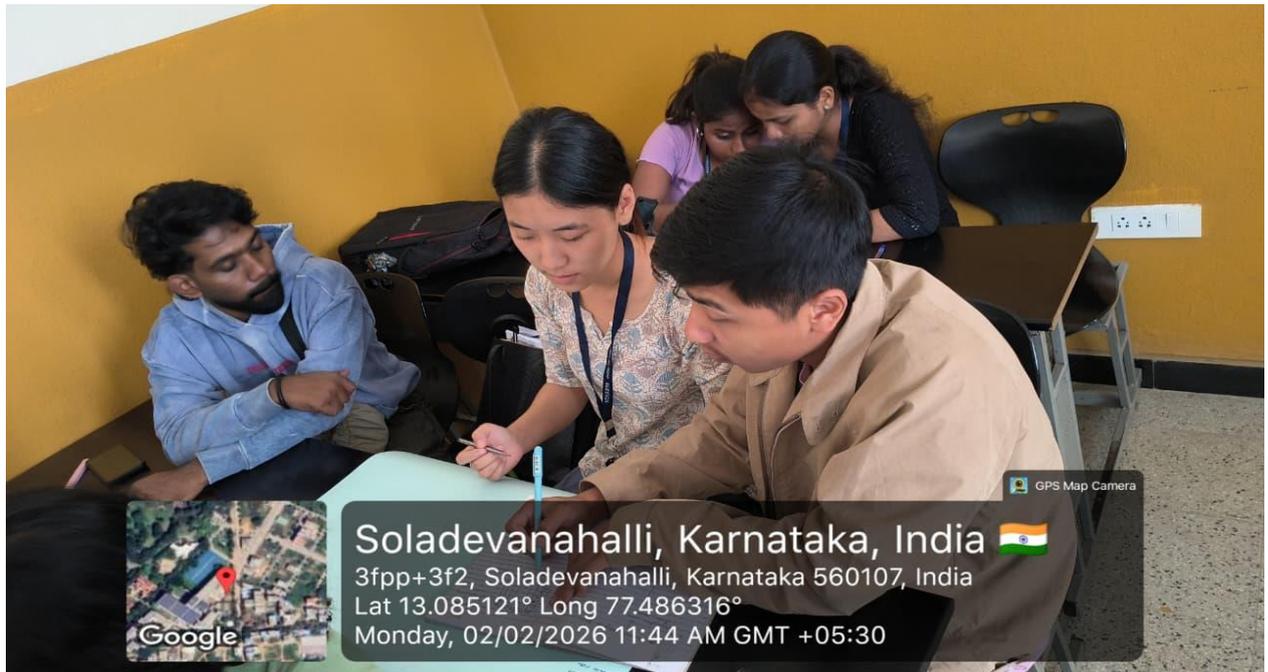

Briefing about the Group Activity

Students involved in peer discussion

Students involved in peer discussion
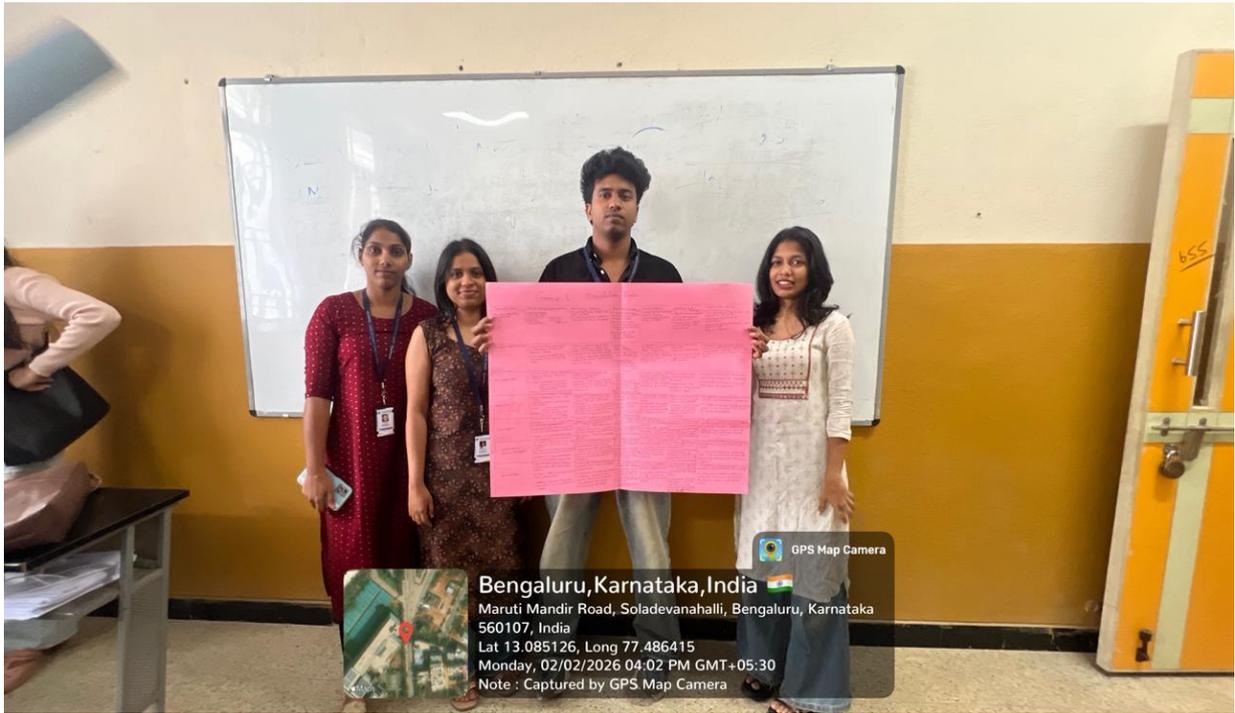
Group Activity
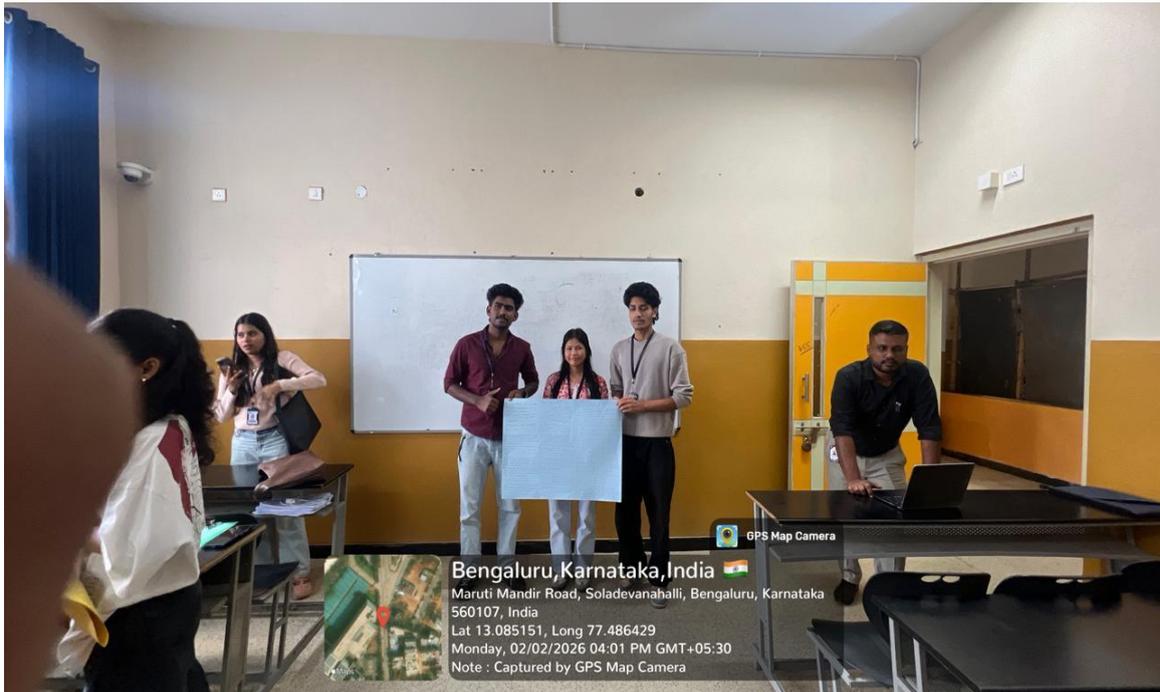

Group Activity

Group Activity

Group Activity

Group presentation by Team 1

Group presentation by Team 2

Group presentation by Team 3

Group presentation by Team 4

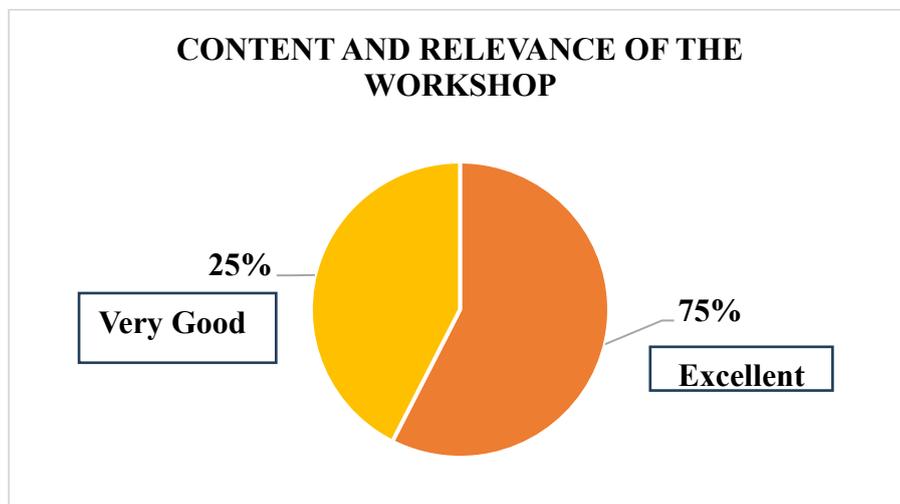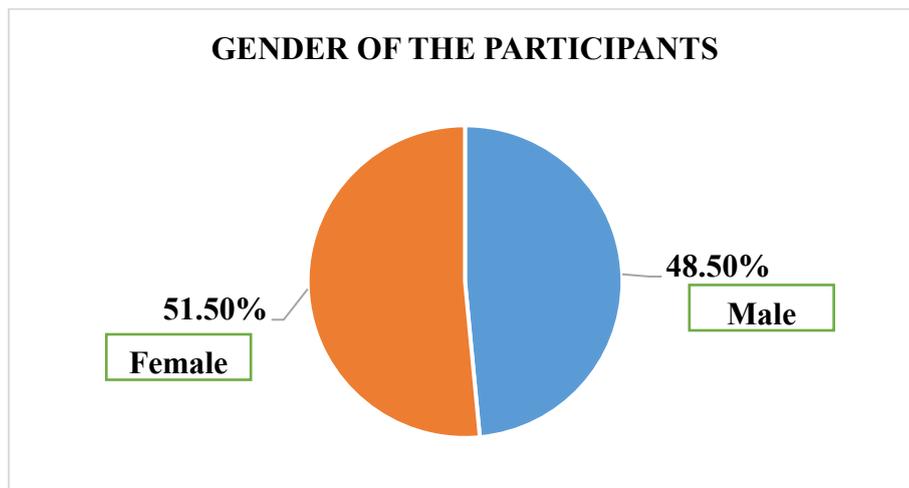**Group presentation by Team 5**

Outcome:

- Students developed a better understanding of various fields of social work practice through reflection on fieldwork orientation visits.

- Participants enhanced their ability to analyze and compare different social work practice settings and organisational interventions.

- Students gained exposure to identifying best practices adopted by organisations in service delivery and client interventions.

- The workshop strengthened students' critical thinking and reflective learning regarding professional social work practice.

- The session helped students build confidence in presenting fieldwork experiences and prepared them for Viva Voce and professional evaluation.
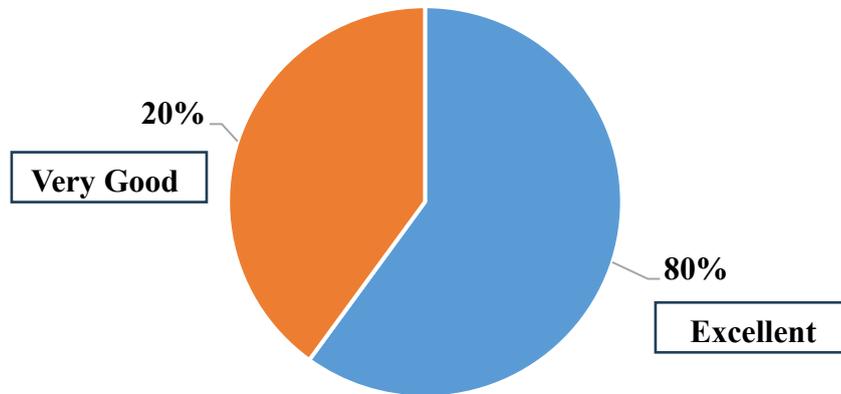
Conclusion:

The workshop on "Orientation to Fields of Social Work" provided a meaningful and experiential learning opportunity for first-year MSW students. Dr. Mirshad Rahman T M adopted a participatory and reflective teaching approach that encouraged students to systematically analyze their fieldwork orientation visits. The session enabled students to connect theoretical knowledge of social work practice with real-time institutional experiences, thereby enhancing their understanding of diverse practice settings and professional roles.

The collaborative group activities and peer-to-peer discussions significantly contributed to students' analytical and comparative learning. The structured tasks helped students critically examine service delivery models, organisational best practices, and the competencies required for professional social work practice. The workshop also enabled students to identify emerging trends and challenges in the field, thereby broadening their professional perspective and strengthening their reflective learning skills.
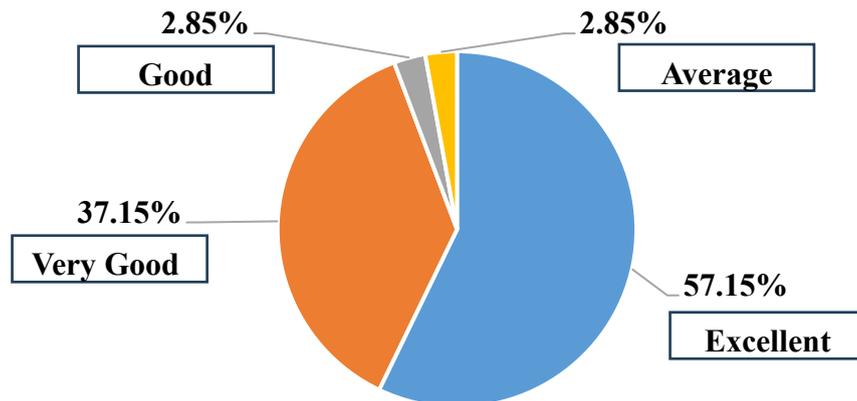
Student feedback summary

GENDER OF THE PARTICIPANTS

48.50%
Male

51.50%
Female

CONTENT AND RELEVANCE OF THE WORKSHOP

25%
Very Good

75%
Excellent

ENGAGEMENT AND INTERACTION

20%

Very Good

80%

Excellent

PRACTICAL INSIGHTS AND APPLICATIONS

2.85%

Good

2.85%

Average

37.15%

Very Good

57.15%

Excellent

OVERALL EXPERIENCE

8.57%

Average

11.42%

Good

34.28%

Very Good

45.71%

Excellent