SOCIAL WORK IN FAMILY SETTING

ASSIGNMENT

Course Code: - BSW 126
Total Marks – 100

Note:

(i) Answer any **five** of the following questions in about **500 words** each.
(ii) All questions carry equal marks.

1. Critically examine the role of schools and school teachers in delivering effective sexual health education to adolescents, with emphasis on communication, awareness, and value formation. 20

2. Discuss the contribution of various agencies in promoting and imparting family life education. 20

3. Enumerate and explain the major government policies, welfare schemes, and programmes implemented for the development and well-being of families in India. 20

4. Analyze the significance of different types of values in family life education, illustrating your answer with appropriate real-life examples. 20

5. Explain the objectives, scope, and significance of family planning services in India in relation to public health and population welfare. 20

6. Describe the broad conceptual framework of sexual health education, highlighting its principles, components, and relevance in contemporary society. 20

7. Critically examine the social, psychological, economic, and legal factors that contribute to divorce in contemporary society. 20

8. Analyze the ethical, legal, medical, and socio-cultural dimensions of abortion. 20

1. Critically examine the role of schools and school teachers in delivering effective sexual health education to adolescents, with emphasis on communication, awareness, and value formation. **20**

Answer

Sexual health education is an important part of the overall development of adolescents. During adolescence, young people experience changes in their bodies, feelings, relationships and social roles. They may receive incomplete or misleading information from friends, films and the internet. Schools provide a regular setting where reliable knowledge can be shared with students from different family backgrounds. Teachers can also help students learn how to make responsible decisions and respect themselves and others. However, this work succeeds only when the school offers accurate information in a safe and supportive manner.

Schools as centres of reliable knowledge

A school can include age-appropriate sexual health education within health education, life skills, science and guidance programmes. Students need correct information about puberty, menstruation, bodily changes, reproduction, personal hygiene, prevention of sexually transmitted infections, and the importance of seeking appropriate health services. Instruction must be suitable for the age and understanding of the students. For younger adolescents, the focus may be on puberty, body awareness, boundaries and safety. Older adolescents also need accurate information about healthy relationships, contraception, prevention of infection, and responsible decision-making. Such education should be based on scientific facts rather than fear or embarrassment.

Schools also provide a chance to correct common myths. For example, a student may wrongly believe that menstruation is an illness or that only girls must take responsibility for reproductive health. A well-trained teacher can explain normal bodily processes and the shared responsibilities of people in relationships. By doing so, the school reduces confusion and unnecessary anxiety. It is especially important to make learning accessible to students with disabilities and those who face social or economic disadvantage.