

Child Development & Social relationship Department

Universal Declaration of Human Rights, the United Nations has proclaimed that Childhood is entitled to special care and assistance. (CRC-November1989)

We want justice for every child, we want a healthy environment for appropriate development of all children of Bangladesh" Faculty and student of Child Development & Social Relationship Department:



Introducing the department of Child Development & Social relationship:

Child Development & Social Relationship is one of the strongest departments of Akij College of Home Economics under Dhaka University which is established in 2017. First batch of 2017-2018 are running with the co-operation of teacher student participation. In this department 4 year B.SC (Hon's) Course on Child Development & Social relationship has been established with similar curriculum of Government Home Economics which is affiliated by Dhaka University.

In present situation Child Development is a burning issue all over the world. Light of the current policy context, early childhood educators are being asked to have a complex understanding of child development and early education issues and provide rich, meaningful educational experiences for all children and families in their care. Accountability for outcomes is high, and resources for professional support are limited. But Children constitute foundation of a nation. Provisions for Fundamental rights of all citizens of Bangladesh including the children are included in the Constitution of the Peoples' Republic of Bangladesh. The Chapter three of the Charter contains guarantee of basic human rights of all citizens. In the Article 28(4) particular emphases have been given in making concerning the advancement of the children. And also the provisions for free and compulsory education of the children including meeting basic needs, equality of opportunity, rights and duties, public health and morality have been emphasized in running the affairs of the state. Children Act 1974 was passed to ensure overall protection of the children and their rights. Initiatives have been taken already to update this piece of Legislation consistent with the multidimensional development. In 1990, Bangladesh is one of the countries that signed and ratified the Convention on the Rights of the Child [CRC] 1989. The National Child Policy was made in 1994. Is essential that the rights and status of the child to be upheld in all related areas beginning from the family and educational institutions. The Government of Bangladesh has been caring and active in building up honest, patriotic and able future generation through ensuring comprehensive development and preservation of child rights. The populations under 18 in Bangladesh constitute 45% of the total population i.e. 630 million¹. So

Government has undertaken different action plan and programs to ensure facilities and amenities like alleviation of poverty, nutrition, health care services, safe shelter and sewerage for the larger segment of the children. Different programs are in operation to ensure the rehabilitation of the dead poor and uprooted children, mitigation of child labor in phases, prohibition exploiting children in political purposes, and appropriate opportunities of education and recreation for physical and mental development of the children. In 2006 the UN Charter concerning the rights of the disabled has ensured the enjoyment of fundamental and human rights of the disabled child. The global changes taking place, new and often arising needs .Bangladesh has decided to prepare a modern and timely child policy by updating the National Child Policy adopted in 1994. The National Child Policy 2011 has been a far reaching vision in building the present and future of the children of Bangladesh. In making all national development policies, planning, program implementation and budgeting shall take into due consideration the contextual importance of the National Child policy 2011.

Child Development & Social Relation department has been design the curriculum according to the child rights policy. Akij College of Home Economics has set up their mission from the department of Child Development & Social Relationship to build skilled professionals for Bangladesh to protect all children from any discrimination. The student of this faculty should be highly skilled after their four year graduation and post graduation degree .They will be able to work all of the area of child development.

Excellent Career as a Child Development Specialist:

Government sector:

A student of Child Development & Social Relationship department is eligible for any government circular like BCS exam or any other circular by public service commission (PSC) of Bangladesh. They can easily apply for Government School and college. In government hospital they have the opportunity to work with special need children as a child development specialist. Another excellent opportunity they have in day care center of all over Bangladesh under the Ministry Of Children and Women Welfare (MOWCA). They can also apply for any government Bank if they want to be a banker.

Non Government sector:

A child development specialist has lot of opportunity to work in nongovernment organizations who are working with disadvantage children. In Bangladesh some international and national organization is working for early childhood development care and education. Here need the Child Development specialist, Child counselor, Curriculum development specialist, Child nutritionist, and Mother & child health counselor. All of these designation are suitable who are completed their B.SC (Hon's) M.SC from Child Development & Social Relationship department. Here is some leading international & national organization list of Bangladesh who works for children where they can apply:-

42 ORGANIZATIONS THAT HELP CHILDREN IN NEED:

1. **UNICEF**
from distributing lifesaving aid to children in the aftermath of World War II to fighting Ebola, UNICEF has been serving children for almost 70 years.
2. **Smile Foundation**
Smile Foundation is a national level development organization directly benefitting over 400,000 children and their families every year, through more than 200 live welfare projects on education, healthcare, livelihood, and women empowerment, in over 950 remote villages and slums across 25 states of India.
3. **Defense for Children**
Defense for Children International (DCI) is a leading child-rights-focused and membership-based grassroots Movement, founded in 1979, the first International Year of the Child.
4. **Save the Children**
the people of Save the Children help children every day, in times of crisis and for our future. In the United States and around

the world, they give children a healthy start, the opportunity to learn and protection from harm. By transforming children's lives now, they change the course of their future and ours.

5. **Kids Go Global**
Kids Go Global is a place for elementary, junior and senior high schools to explore global issues and then work alone or with NGOs to take action locally and internationally. It also supports students acting out the issues using theatre and provides opportunities to share student work and projects.
6. **CRY**
CRY want to enable people to take responsibility for the situation of the deprived Indian child and so motivate them to seek resolution through individual and collective action thereby enabling children to realize their full potential.
7. **Plan International**
Founded in 1937, Plan International is a development and humanitarian organization that advances children's rights and equality for girls. They strive for a just world, working together with children, young people, our supporters, and partners.
8. **Amnesty**
Amnesty International is a global movement of more than 7 million people who take injustice personally. They are campaigning for a world where human rights, including those of children, are enjoyed by all.
9. **Child Fund**
the people behind Child Fund aim to help children by strengthening relationships among children, parents, community members, local organizations, teachers and schools, governments and others.
10. **Keeping Children Safe**
Keeping Children Safe represents a commitment by organizations worldwide to help children by developing and promoting a set of robust and comprehensive safeguarding standards that all organizations can and should follow.
11. **John Humphrey Centre for Peace and Human Rights**
The John Humphrey Centre for Peace and Human Rights envision a world that manifests a culture of peace and human rights in which the dignity of every person is respected, valued and celebrated.
12. **Kids Cancer Care**
Kids Cancer Care is passionately dedicated to helping young people affected by cancer and their families survive and thrive in body, mind, and spirit.
13. **One Child's Village**
they are a non-governmental, non-religious charitable organization whose primary goal is to provide support for HIV/AIDS orphans in Africa. They identify the children of the world as among the most vulnerable members of our global family.
14. **Save a Child's Heart**
Save A Child's Heart (SACH) is one of the largest undertakings in the world, providing urgently needed pediatric heart surgery and follow-up care for indigent children from developing countries.
15. **Ainembabazi Children's Project**
Through a holistic, multi-disciplinary and child-centered approach to development, they aim to help children and support families and communities to uphold the rights of the child and meet the needs of orphans and vulnerable children, particularly those affected by the AIDS pandemic.
16. **Education Beyond Borders**
Education Beyond Borders is a non-profit, non-denominational NGO devoted to closing the global education divide through teacher professional development and community education.
17. **Say Yes to Education**
Say Yes to Education is a non-profit that revitalizes communities by helping them give every public high school graduate access to college or other post-secondary scholarships. Say Yes community partnerships also make available supports and services to develop the gifts and talents of each child.
18. **Civicus**
CIVICUS is an international alliance dedicated to strengthening citizen action and civil society around the world. To do so, they focus on three priority areas: protecting the rights of civil society, strengthening civil society good practices and increasing the influence of civil society.
19. **Educate a Child**
EAC is, at its heart, is a commitment to help children who are out of school by providing them with opportunities to learn and as such, it contributes to the UN's Sustainable Development Goal 4: to ensure inclusive and quality education for all and promote lifelong learning.
20. **BRAC**
Through the use of boat schools and single classroom urban schools, BRAC is working in partnership with Educate a Child to increase access to education for children living in hard to reach areas of Bangladesh's Haor floodplain, and in the slums of Bangladesh's cities.
21. **Youth for Understanding**
YFU advances intercultural understanding, mutual respect, and social responsibility through educational exchanges for youth, families, and communities.

22. **Ministry of Women and Child Affairs**
The goal behind the establishment of Ministry of Women and Child Affairs was the creation of the Sri Lankan society that is sensitive to the needs of women and children would work for their betterment to achieve this goal.
23. **Bernard van Leer Foundation**
Since its inception, the Bernard van Leer Foundation has worked in more than 50 countries and invested over half a billion dollars toward their mission: to help children by improving opportunities for growing up in circumstances of social and economic disadvantage.
24. **War Child International**
They, just like us, believe no child should be part of war. Ever. Children have the right to grow up in peace, free from fear and violence. War Child helps to develop their full potential and let them become the person they want to be.
25. **KidsRights**
KidsRights promotes the wellbeing of very vulnerable children across the world and advocates the realization of their rights. KidsRights sees children as change makers in this process.
26. **World Vision**
They're continuously building relationships. By planning and working alongside local leaders, they're finding solutions to change the future for kids and the next generation.
27. **Projects Abroad**
One of the largest volunteer abroad organizations in the world. Founded in 1992, they send 10,000 people abroad each year on a variety of service projects and internships overseas.
28. **Dignitas International**
They believe that good health care is powered by people and by science and are dedicated to improving health care, both locally and globally.
29. **Feed The Children**
They exist to end childhood hunger. It's the cause upon they we were founded 35 years ago and the one that they continue to fight for each and every day.
30. **Action Against Hunger**
Continuously saving lives while building long-term strategies for self-sufficiency. Their global efforts save hundreds of thousands of lives each year, but millions of malnourished children remain in need of lifesaving treatment.
31. **Amref**
They are committed to improving the health of people in Africa by partnering with and empowering communities, and strengthening health systems.
32. **Health Systems Global**
HSG is the first international membership organization fully dedicated to promoting health systems research and knowledge translation.
33. **Water Ambassadors Canada**
The mission at Water Ambassadors Canada (WAC) is to respond to the global need for clean water and reach the desperately poor people in developing countries in the name of Jesus Christ.
34. **Cuso International**
A development organization that works to reduce poverty and inequality through the efforts of highly skilled volunteers, collaborative partnerships and compassionate donors.
35. **Medical Teams International**
They medical and dental care, humanitarian aid, and holistic development programs to all people in need, regardless of religion, nationality, sex, or race.
36. **Humanitarian Coalition**
The Humanitarian Coalition strives to maximize Canadian fundraising efforts in support of members' assistance programs for the survivors of international humanitarian disasters. By working together, the members seek to increase the awareness of needs, reduce the duplication of costs and take the guesswork out of giving for Canadians.
37. **Fig Tree Foundation**
In 2006, the Fig Tree Foundation obtained its status as a charitable foundation and has since then, thanks to countless hours of volunteer support, built an organization that has been focused on improving the quality of international development initiatives that come out of the Calgary community while supporting a network of organizations that deliver them.
38. **Stephen Lewis Foundation**
The Stephen Lewis Foundation (SLF) works with community-level organizations which are turning the tide of HIV & AIDS in Africa by providing care and support to women, orphaned children, grandmothers and people living with HIV & AIDS.
39. **Red Cross**
The International Federation of Red Cross and Red Crescent Societies (IFRC) is the world's largest humanitarian organization, providing assistance without discrimination as to nationality, race, religious beliefs, class or political opinions.
40. **The Aga Khan Foundation (AKF)**
Alongside its sister AKDN agencies, they have implemented innovative, community-driven solutions to development challenges for more than 45 years.

41. **MasterCard Foundation**

All people, no matter their starting point in life, should have an equal chance to succeed. They believe that with access to education and skills training, people can have that chance.

CARE International

CARE works around the globe to save lives, defeat poverty and achieve social justice.

Working area with special need children NGO:

1. **The Bangladesh Protibondhi Foundation (BPF):** special schools for the intellectually disabled, cerebral palsy and autistic children.

2. **The Society for the Welfare of the intellectually Disabled-Bangladesh' (SWID-Bangladesh):** Most of the children and young adults are with intellectually problems along with few cerebral palsy and autistic types.

3. **Autism Welfare Centre:** Society for the Welfare of the Autistic Children, Society for the Education of the Intellectually Disabled- Trust, Caring Glory, School for the Gifted etc. catering mostly for autistic as well as children having intellectual disability and cerebral palsy.

4. **The Centre for Rehabilitation of the Paralyzed (CRP):** a special need organization primarily for children with cerebral palsy. CRP is involved to promote quality health care and rehabilitation for people with disabilities.

5. **Handicap international:** started 8. **Baptist Mission Integrated School (BMIS):** BMIS is an institution of Bangladesh Baptist Church Sangha (BBCS). Baptist Sangha School for Blind Girls (BSSBG) began in 1977 with five blind girls at a rented house in Mirpur in Dhaka city, Bangladesh

Working area in individual level of a child developmental specialist:

1. Established Day care center.
2. Shishoo Bikash kendro.
3. Mother and child health program.
4. Parent education programm & Children counseling programme.
5. Training center for Teacher, parents and caregiver.
6. School for normal and special need children.
7. Advocacy organization for established child rights.

Goal of Child Development & Social Relationship department:

Child Development & Social Relation department has a **Long-term goal** is to facilitate the acquisition of specific learning and social-emotional competencies in children, and in many cases, to promote important family-specific attitudes or abilities to support children's learning and development in Bangladesh by educate student using creative and modern scientific teaching learning method with practical based work.

In other words, the **desired long-term goal**, is indirect outcomes of all childhood professional development from the student of Child Development & Social Relationship department initiatives involve enhancing children's learning across cognitive, communicative, social-emotional, and behavioral domain and such outcomes are the ultimate measure of successful professional development initiatives in Bangladesh.

Objective of this Department:

- It is anticipated that professional development from the student of Child Development & Social relationship department will advance the knowledge skills, dispositions, and practices of childhood providers in their efforts to educate children and support families.
- Understand theories and major concepts in applied psychology.
- Recognize psychological principles and theories pertaining to children.
- Understand the challenges facing children with developmental disabilities and their families.
- Recognize socio-cultural diversity, including key concepts for children development.
- Promote a culture for ongoing professional growth in individuals and systems.
- Give all of the support to the student of this department for understand the curriculum for achieving the greater success and give a guideline for their future career.

Special Skilled Obtaining from Child Development & Social Relationship Department:

- ✚ Developing and managing health education programs for children and families
- ✚ Evaluating and monitoring children to determine physical and mental development, including social, motor development, self-help, cognitive and language skills
- ✚ Documenting activities, tracking progress and formulating therapy plans, including exercises and activities for parents to administer
- ✚ Conduct groups and workshops to educate parents in the area of child development through materials and curriculum developed for this purpose.
- ✚ Provides developmental assessments of children birth through kindergarten-age; teach parents ways to enhance their child's developmental potential.
- ✚ Keeps confidential records and writes reports essential to this work.
- ✚ Assists in the selection, preparation, and distribution of materials on child development which will further the purpose of this program.
- ✚ Provides in-service training in the areas of child development and parenting to staff at Head Starts, day care, preschool programs, or other programs as necessary.
- ✚ Counsels' individuals and families on topics related to parenting and child development.
- ✚ Recruits clients for child development programs through contracts with community organizations such as health clinics, hospitals, child care centers, civic organizations, pediatricians and the news media.

- ✚ Collaborates with other community agencies as well as plans and conducts community wide efforts to promote the health, development, and behavioral well being of young children and families.
- ✚ Participates as a member of a multidisciplinary/transdisciplinary team by staffing individual cases and groups and in developing treatment plans or Individual Family Service Plan (IFSP) pertaining to child development.
- ✚ Supervises the work of subordinate staff.
- ✚ Provide services to children and families in the Child's natural environment or the environment determined most appropriate by the child's early intervention team.
- ✚ Initiate and implement steps necessary for smooth transition services from the early intervention program.
- ✚ Disability, Education, and Public Policy.
- ✚ Language Acquisition.
- ✚ Foundation Literacy Skills and Phonics.
- ✚ Special Education Cognition and Learning.
- ✚ Teaching Students with Special Needs.
- ✚ Assessment in Special Education.
- ✚ The Inclusive Classroom.
- ✚ Differentiating Instruction.
- ✚ Implications of Special Education.
- ✚ Children with Exceptionalities.

Scope for Higher study on Child Development & Social Relationship department:

- 8 institutions offering Postgraduate Home Economics courses abroad
<https://www.hotcoursesabroad.com> > ... > Food and Drink Production
- 8 postgraduate Home Economics courses and universities all over the world. ... Malaysia. THE World Ranking: 601. English courses available.
- The Institute of Home Economics (IHE) is a girls' college of the University of Delhi. ... The Institute has an All India Charter catering to students from various countries of Asia and Africa. There are about 800 students attending at present. Campus: Urban, Principal: Dr. Geeta Trilok Kumar, Director: Dr. Kumud Khanna, Location: Delhi, India
- Home Economics Education, M.A. - at University of British Columbia ..
<https://www.mastersportal.com/studies/92410/home-economics-education.html>
- Graduate studies in Home Economics Education is a small but very lively program at the University of British Columbia. Sep 1, 2019, Home Economics Education ...
- College of Home Economics Gulberg, Lahore: Cheche.edu.pk/Institute of Home Economics
www.ihe-du.com/

Major Component of Child Development & Social Relationship Department:

Child Development (CD):

Child development refers to the sequence of physical, language, thought and emotional changes that occur in a child from birth to the beginning of adulthood. During this process a child progresses from dependency on their parents/guardians to increasing independence. Child development is strongly influenced by genetic factors (genes passed on from their parents) and events during prenatal life. It is also influenced by environmental facts and the child's learning capacity.



Early Childhood Care for Development (ECCD):

Early Childhood Care and Development (ECCD) can be defined as the holistic development of children including physical, cognitive, language, social and emotional development from conception to age five. Care means something additional rather than education, such as children's health and nutrition, their evolving emotional and social abilities, as well as their minds, to move policy makers and program providers away from thinking exclusively in terms of pre-schooling. Enhancing the quality of young children's lives is now a national and international priority. "Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children," is number 1 goal of the Dakar Framework for Action (2000) on 'Education for All'. Early Childhood Care and Development (ECCD) programs help to improve school performance as well as reduce dropout and repetition rate, which ultimately reduce cost and improve efficiency of primary education. It also has a long term impact on country's education, health, moral and social values and children's development as a whole.

Importance of ECCD

- ECCD is an opportunity to avoid or reduce developmental problems, thereby bringing lasting benefits to individuals and society
- Early years are crucial in the formation of intelligence, personality and social behavior.
- Children are born with physical, social and psychological capacities which allow them to communicate, learn and develop. If these capacities are not recognized and supported, they will never be developed.
- Proper care at early age can do much to create an enabling environment that ensures protection and support for more broad-based issues such as children's health, nutrition, psycho-social and cognitive development.
- ECCD stresses the importance of child-friendly, family-focused and community-based programs that not only serve to strengthen ongoing social service programs, but improve the physical and mental capacity of children.
- Investments in Early Childhood Development can further help to modify inequalities rooted in poverty as well as social, religious or gender discrimination.



Early Childhood needs care for Development:

Early Childhood Care & Education (ECCE):

Early childhood care and education (ECCE) is more than preparation for primary school. It aims at the holistic development of a child's social, emotional, cognitive and physical needs in order to build a solid and broad foundation for lifelong learning and wellbeing. ECCE has the possibility to nurture caring, capable and responsible future citizens.

In this way ECCE is [one of the best investments a country can make](#) to promote human resource development, gender equality and social cohesion, and to reduce the costs for later remedial programs. For disadvantaged children, ECCE plays an important role in compensating for the disadvantages in the family and combating educational inequalities.

UNESCO's approach is reinforced in the [Education 2030](#) agenda and in particular in target 4.2 of [Sustainable Development Goal 4](#) which aims to 'By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.'

Different aspect of Early Childhood Care & Education:



Middle childhood (6-8years):

Middle childhood brings many changes in a child's life. By this time, children can dress themselves, catch a ball more easily using only their hands, and tie their shoes. Having independence from family becomes more important now. Events such as starting school bring children this age into regular contact with the larger world. Friendships become more and more important. Physical, social, and mental skills develop quickly at this time. This is a critical time for children to develop confidence in all areas of life, such as through friends, schoolwork, and sports. To achieve optimal growth and development, children need to eat a variety of healthy foods and participate in physical activity. Physical activity can

- Give children a feeling of accomplishment.
- Reduce the risk of certain diseases (e.g., coronary heart disease, hypertension, colon cancer, and diabetes mellitus), if children continue to be active during adulthood.
- Promote mental health.



- Cognitive development, Gender typing, food having is an important part of middle childhood development:



Stress, anxiety in middle childhood:

Healthy Environment is essential for healthy development of middle childhood:



Late Childhood & Adolescent:

Late childhood – meaning, characteristics and developmental tasks of late childhood years, physical development and motor skills and factors affecting the same, handed-ness and hazards, cognitive development, Piaget’s stages, changes in cognitive abilities, factors influencing and ways of promoting cognitive development and moral development, socio-emotional development, socialization, gang functions and its characteristics, sex role development, pattern of emotional development, emotional dominance, balance, control of catharsis and hazards, role of family, school and peer in promoting various developments, educational and vocational guidance.

Adolescence introduction, characteristics, developmental tasks, difficulties during transitional period and measures to help, pubertal changes and its physical and psychological implications, transition in emotions, heightened emotionality, common emotional pattern, coping mechanism, maturity and adjustment, socialization – difficulties in social transition, social attitudes and behavior, influence of peers, conformity and self assertiveness, morality and personality development and aspirations,

gender, identification and sexual behavior, identity crises and personality integration, transition in family relations, problems during adolescence, counseling for adolescents. In recent years a higher proportion of youth have experienced arrests by their early 20s than in the past for the cause of juvenile delinquency, although some scholars have concluded this may reflect more aggressive criminal justice and [zero-tolerance](#) policies rather than changes in youth behavior. Juvenile crimes can range from [status offenses](#) (such as underage smoking), to [property crimes](#) and [violent crimes](#). A youth violence rate in Bangladesh is now highly increasing which is alarming for family and the society.

Vocational Training is essential in this period:



Juvenile Delinquency is one of the most harmful parts:



Special need Children:

Special needs is an umbrella term for a wide array of diagnoses, from those that resolve quickly to those that will be a challenge for life and those that are relatively mild to those that are profound. It covers developmental delays, medical conditions, psychiatric conditions, and congenital conditions that require accommodations so children can reach their potentials. No matter the reason, the designation is useful. It can help you obtain needed services, set appropriate goals, and gain an understanding of your child and the stresses your family may face. A child with a disability has a federally protected right to special education and related services when he or she needs them to benefit from education. The term "disability" is not limited to physical disability but rather includes mental disability, including mental retardation, serious emotional disturbance, autism, traumatic brain injury, specific learning disabilities, and other health impairments. A parent may request that a child be evaluated by the school district for special education and related services.



Theory for practicing Child Psychology:

Child development theories focus on explaining how children change and grow over the course of childhood. Such theories center on various aspects of development including social, emotional, and cognitive growth. The study of human development is a rich and varied subject. We all have personal experience with development, but it is sometimes difficult to understand how and why people grow, learn, and act as they do. Why do children behave in certain ways? Is their behavior related to their age, family relationships, or individual temperaments? [Developmental psychologists](#) strive to answer such questions as well as to understand, explain, and predict behaviors that occur throughout the lifespan. In order to understand human development, a number of different theories of child development have arisen to explain various aspects of human growth. Though many scientists and researchers have approached the study of child development over the last hundred or so years, only a few of the theories that have resulted have stood the test of time and have proven to be widely influential. Among this core group of theories are five that will serve as the basis for the documents in this series. These are: Freud's psychosexual stage theory, Erikson's psychosocial stage theory, Kohlberg's moral understanding stage theory, Piaget's cognitive development stage theory, Bronfenbrenner's ecological systems theory.



Mother and Child Health program me:

Bangladesh has made significant improvements in the health of women and children and has achieved its Millennium Development Goal (MDG) 4 (to reduce child mortality) and is on track to MDG 5a (to reduce maternal mortality). In 2010, the United Nations recognized Bangladesh for its exceptional progress towards MDG 4 and 5a to reduce child and maternal mortality in the face of many socioeconomic challenges. The activities of population program in Bangladesh started during early 1950s from a small clinic-based initiative by health professionals and social worker. A platform was established as Family Planning Association of Bangladesh (FPAB) and the government in 1958 recognized the voluntary activities of this FPAB. Following this initiative, in 1960, the government established the Directorate of Family Planning and began their first national FP program (MOHFW, 2000). The following seven strategies were included in the HPSP (MOHFW, 1998): Focus on Emergency Obstetric Care for reducing maternal mortality, Provision of Essential Obstetric Care/Basic maternity care services for promotion of “good practices” including early detection and appropriate referral of complications, Addressing the needs of women through a woman friendly hospital initiative, Communication for behavior change and development, Involvement of professional bodies, Stakeholder participation, Promotion of innovation [other new approaches], theoretical framework of what is necessary and expected for improvement of maternal health situation in national level. It includes some of the previous provision and new maternal services such as emergency obstetric



Nutrition for the Child:

Of the 15 million children under 5 years of age in Bangladesh, approximately 6.2 million (41%) are stunted. These undernourished children have an increased risk of mortality, illness and infections, delayed development, cognitive deficits, poorer school performance, and fewer years in school. • The mortality rate for children under 5 in Bangladesh is 53 per 1,000 live births—nearly 45% of these child deaths are attributable to various forms of under nutrition. • Malnutrition undermines human capital and economic productivity and can limit progress in achieving at least 6 of the 8 Millennium Development Goals and the World Health Assembly targets. • Investing in nutrition in Bangladesh can significantly reduce child mortality, improve children’s school performance, and result in greater economic productivity for the nation.



Child welfare:

Children's welfare has also been a priority of the government. Bangladesh was one of the first signatories to the UN charter on children's rights. Vigorous efforts are being undertaken by the government at national, regional and International levels to promote health, nutrition, education and socio-cultural interests of children Bangladesh Shishu (Children's) Academy with a countrywide network is engaged in 50cm-cultural programs for children. A 25-member National Children's Council has been reconstituted by the government for children's development and protection of children's rights. A national action plan is also being drawn up for children's development. It is essential that the rights and status of the child to be upheld in all related areas beginning from the family and educational institutions. The Government of Bangladesh has been caring and active in building up honest, patriotic and able future generation through ensuring comprehensive development and preservation of child rights. Every child deserves a life free from abuse, neglect, violence and exploitation.



Family Welfare and parenting:

Child and family services is a [government](#) and/or [non-profit organization](#) designed to better the well being of individuals who come from unfortunate situations, *environmental* or *biological*. People who seek or are sought after to participate in these

homes have no other resource to turn to. Children might come from [abusive](#) or [neglectful](#) homes, or live in very poor and dangerous communities. There are also agencies that cater to people who have [biological deficiencies](#). Families that are trying to live in stable lives come to non-profit organizations for hope of a better future. Child and family services cater to many different types of people who are all in different situations. These services might be mandated through the courts via a governmental [child protection agency](#) or they might be voluntary. Child and family services may be mandated if there is domestic violence in the home; there is abuse or neglect in the home, constant negativity amongst family members which could lead to violent behavior-[Physical abuse](#), [Emotional abuse](#), and [Sexual abuse](#).

Parenting or child rearing is the process of promoting and supporting the [physical](#), [emotional](#), [social](#), and [intellectual development](#) of a [child](#) from [infancy](#) to [adulthood](#). Parenting refers to the intricacies of raising a child and not exclusively to the biological relationship. The most common caretaker in parenting is the [biological parent\(s\)](#) of the child in question, although others may be an older sibling, a grandparent, a [legal guardian](#), aunt, uncle or other family member, or a family friend. Governments and [society](#) may also have a role in child-rearing. In many cases, [orphaned](#) or abandoned children receive parental care from non-parent blood relations. Others may be [adopted](#), raised in [foster care](#), or placed in an [orphanage](#). Parenting skills vary, and a parent with good parenting skills may be referred to as a *good parent*. Parenting styles vary by historical time period, race/ethnicity, social class, and other social features. Additionally, research has supported that parental history both in terms of attachments of varying quality as well as parental [psychopathology](#), particularly in the wake of adverse experiences, can strongly influence parental sensitivity and child outcomes.

Experience has shown that this happens most often when the child is loved and cared for in a safe family environment:

