

Ambedkar University Delhi

Course Outline

Winter Semester (January- May 2018)

School:	School of Education Studies (SES)
Programme with title:	MA Education
Semester to which offered: (I/ III/ V)	Semester II
Course Title:	Engaging with Families and Communities
Type of Course:	Core course (Compulsory)
Cohort for which it is compulsory:	MA Education (ECCE) and PG Diploma (ECCE)
Cohort for which it is elective: -	
Credits:	2 Credits
Course Code (new):	SES202103
Course Code (old):	SES202103
Pre-requisites:	None

Course Coordinator and Team: Monimalika Day (CC)

Email of course coordinator: monimalika@aud.ac.in

Pre-requisites: None

Aim: This course will enable students to deepen their understanding of children and their families, in the context of their socio-cultural environment, and their communities. In this course, students will become aware of socio-cultural perspective, the ecological systems theory, and the family systems theory. Moreover, students will learn how to develop a posture of reciprocity and engage with families and community members to develop culturally responsive programs for children.

1. Begin to explore how ecology and socialization influence the process of child development
2. Introduce students to the theories and research supporting a family-centred approach in early childhood education.
3. Discuss the role of cultural context in attitudes, beliefs, values, and child rearing practices.

4. Engage students to analyze their personal values, beliefs, and cultural biases that influence their work with families and communities.
5. Help students to understand the underlying principles and ways to work with families that are both effective and enabling.

Brief description of modules/ Main modules:

Unit 1: The changing nature of families and communities: ecological systems perspective (14 hours)

This unit focuses on how the family functions from a systems perspective. The relationships between family members are such that whatever happens to one member of a family influences all others. The goal is to engage students in reflective practice and provide different conceptual frameworks that will help them to understand and empathize with families.

- The importance of working with families
- Theories on children and families: the ecological theory
- Examining socialization in the context of families, education programs, and communities
- Ecology of socialization
- Family systems perspective
- Family life cycle
- Historical and current roles of families

Unit 2: Approaches to working with families and communities (12 hours)

Professionals and researchers need to be familiar with existing approaches to work effectively with families and form collaborative relationships and acquire the necessary skills.

- Appropriate methods of obtaining information from families
- Principles of family centered practices
- The process of cultural reciprocity
- The concept of third space
- Mapping resources and developing responsive programs

References:

Core Readings

Chaudhary, N. (2013). Parent beliefs, socialisation practices and children's development in Indian families. Unpublished report of a major research project funded by the University Grants Commission, New Delhi.

Harkness, S., Super, C. M., Bermudez, M.R., Moscardino, U., Rha, J., Mavridis, C.J., Bonichini, S., Huitron, B., Welles-Nystrom, B., Palacios, J., Hyun, O., Soriano, G., Zylicz, P.O. Parental ethottheories of children's learning. In *The anthropology of learning in childhood*, edited by D.F Lancy., J. Bock., S. Gaskins. U.K: AltaMira Press. Retrieved from

http://www.celf.ucla.edu/2010_conference_articles/Harkness_et_al_2009.pdf

Kagitcibasi, C. (2007). Family , self and human development across cultures: Theory and applications. New Jersey,NJ: Lawrence Erlbaum Associates.

Chapter 1: Introduction (1-23 pgs.)

Chapter 2: Development in context (27-56 pgs)

Turnbull, A., Turnbull, R., Erwin, E., & Soodak, L., Shogren, K.A.(2010) Families, professionals, and exceptionality: Positive outcomes through partnership and trust. Columbus, OH: Prentice Hall. **ISBN-13: 9780137070480**

Chapter 2: Family Interaction (27-47 pgs)

Winnicott, D.W. (1964) The child, the family and the outside world. England: Penguin Books.

A man looks at motherhood (15-18 pgs)

What about father (113-118pgs)

Needs of Under-Fives (179-188 pgs)

Mother, Teacher and the Child's Needs (189-198 pgs)

Anandalakshmy, N. Chaudhary and N. Sharma. (1999). *Researching families and children: Culturally appropriate methods.* (pp. 233 - 241). New Delhi: Sage.

Barrera. I & Corso, Kramer, L., Macpherson, D., Paris, C (2003). Skilled Dialogue: Strategies for responding to cultural diversity in early childhood (second edition). Paul.H. Brookes: Baltimore. ISBN: **978-159857164**

Chapter 4: Skilled dialogue: foundational concepts (41-51pgs.)

Chapter 5: Anchored understanding of diversity (53-74pgs.)

Chapter 6: 3rd Space (75-88pgs.)

Day, M., Demulder, E.K., & Stribling S. M. (2010). Using the process of cultural reciprocity to create multicultural, democratic classrooms. In Salili, F., & R. Hoosain (Eds.), *Democracy and Multicultural Education*. Information Age Publishing.

Tentative Assessment schedule with details of weightage:

S.No	Assessment	Date/period in which Assessment will take place	Weightage
1	Class Participation	Ongoing	15%
2	Getting to know a Community Field Work, Report and Presentation	February 2017	40%
3	Reading Reflection	March 2017	15%
4	A family story Final written assignment	April 2017	30%