Content Development and Media for Children

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisiteof the course (if any)
		Lecture	Tutorial	Practical /Practice		
Content developmentand Media for Children	2	-	-	2		

Learning Objectives

The Learning Objectives of this course are as follows:
- To explore and review current trends in media and content for children
- To plan developmentally appropriate media and content for children
- To create culturally appropriate content for learning

Learning Outcomes

The Learning Outcomes of this course are as follows:

- The student will be able to identify forms of content and media available for children
- The student will be able to understand the impact of content and media on thoughts, attitudes, and values of children
- The student will learn to create age-appropriate content and media for children

SYLLABUS

Unit 1: Content for children: Relationship and interaction   (5 weeks)

This unit will cover the different forms of content available to children and will create a linkage between children, content and context

- Exploring different forms of content for children (exposure to history and folk forms)
- Children's usage and significance of print, audio visual content
- Review and analysis of available content for children
- Enabling parents/caregivers to be able to use content appropriately with children

Unit 2: Media for Children   (5 weeks)

This unit will discuss the different forms of media available to children in the contemporary context and also focus on advances in media technology

- Different media forms available for children
- Children's use and significance of media forms
- Assessing the portrayal of children in media; assessing the quality of Print, App or TV program, website, film
- Media literacy for children, parents and caregivers

Unit 3: Developing content and media for children   (5 weeks)

This unit will enable students in developing content and media for children.

- Scripting for children: content and structure; Literature for and by children; Writing stories/poems for children (significance of humour, wonder, logic)
- Music/ Dance/Theatre/puppetry as sources for content development and dissemination
- Creating age-appropriate content for:
    - Developmental and domain specific needs
    - Children activity box/ Preschool Kit
    - Interactive Mobile applications/Digital content

Essential readings

- Condry, J. (1989). *The Psychology of Television.* Lawrence Erlbaum, Associates, Inc.
- Daniel,A.K. (2012). *Storytelling across the Primary Curriculum.* London: Routledge.
- Engel, S. (1999). *The Stories Children Tell: Making Sense of the Narratives of Childhood.* USA: W.H.. Freeman and Company.
- Honig, A. (1983). *Television and young children*. Young children 38(4).
- Joshi, P. & Shukla, S. (2019). *Child development and education in the twenty-first century.* Singapore: Springer International.
- Livingstone, S. (2002). *Young People and New Media.* New Delhi: Sage
- Prakash, S. &Mathur, P. (2000). *Children and TV.* NCERT,
- Real, M. R. (1996). *Exploring Media Culture.* New Delhi: Sage
- Singer D.G. & Jerome L. (2012). *Handbook of Children and Media.* California: Sage.

Recommended Readings:

- Calvert, S.L. & Wilson, B.J. (2008). *The Handbook of Children, media and Development.* United Kingdom: Blackwell Publishing.
- Jordan, A.B. & Romer, D. (2014). *Media and the Well-Being of Children andAdolescents.* New York: Oxford University Press.

Note: Learners are advised to use the latest edition of readings.

Examination scheme and mode:
Total Marks: 50
Internal Assessment: 25 marks
Practical Exam (Internal): 25marks
End Semester University Exam:
The Internal Assessment for the course may include Class participation, Assignments, Class tests, Projects, Field Work, Presentations, amongst others as decided by the faculty.