

**CHILDREN'S TELEVISION IN INDIA: A SITUATIONAL ANALYSIS**  
by Binod C. Agrawal, Kiran S. Karnik, C. Lal and K. Vishwanath.,  
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When one speaks of terms like 'entertainment' and 'information', the medium of television stands out as most synonymous with these terms. Truly making the man a part of the universe, the television today has shrunk the world, thanks to the influx of satellite channels. The prominence of television in the life of the people calls for an assessment of the pivotal role it can play in educating the people, particularly children. It is this very issue which has been focussed upon in the book under review. This book makes for lucid reading and simultaneously fulfils its objective of conveying the message that adequate attention should be given to promote quality programmes for children on the television. It also goes into the details about how this can be made possible.

The book is divided into two parts. In Part I the authors come up with certain invaluable recommendations such as the 'need for a central, dedicated well equipped "mother facility" centre for children's television or a children's lab, etc. The introduction is well conceived, enlisting the steps that should be followed in order to arrive at a situational analysis of children's television. It furnishes the methodology required for this study.

Chapter I of Part II throws light on the important role which TV plays in "social education". The authors highlight the need for the

enrichment of school telecast for school children between 5 to 11 years of age. They suggest that it include programmes "which have educational content with specific learning objectives and are not directly linked with any specific syllabus.....".

The authors bring out the imperativeness of revamping obsolete technology in order to enhance the quality of the programmes. The value of 'team effort' has been rightly dealt with for improving the nature and quality of children's programmes. To make the programmes for children more useful and entertaining, it is necessary that its subject matter be chosen from various fields. To achieve this goal experts from different disciplines should be consulted and what is still more important is that they work as a team. The book draws attention to this aspect and is successful in making the reader take a serious look at the indispensability of working upon this idea if an advancement in children's programme has to be made.

In order to enhance the appeal of children's programmes use of standard technology is a must. Chapter 3 throws invaluable light on the emerging trends in video technology. The importance of very large integrated (VLSI) circuit technology, universal use of digital techniques and advancement in computer technology has been painstakingly explained. This makes for interesting reading and provides precious information for a layman who has been oblivious of these technical details.

Chapter 4 deals with the importance of qualitative research work in popularising children's programmes of TV. Focus has primarily been laid on research among rural viewers of television keeping in mind that the majority of the Indian population still lives in the villages.

Chapter 5 systematically sums up the mode and the method which should be adopted to train the personnel involved in children's television.

Overall the book is a successful portrayal of the need for giving a scientific look to children's TV in India. The indepth study made by the authors to bring out this work is indeed commendable.

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