

Where Teachers are Learners

by Siddiqua Taufiq Khan

GOOD teachers are born. True. But they can be made too. Colleges of education all over the world are living proof of this fact.

Teacher education has the potential for improving the way teachers learn the skill of their profession. It has the ability to provide them the technique to prepare a meaningful learning environment for children. This training is to demonstrate in a field setting, not merely through memorising the skills of learning process.

As the society prepares to enter the twenty-first century, the consensus of the forecasters is that 'Learning' will play a dominant role. More money will be spent on educating and more 'people' will be involved in the delivery system. As early-childhood educators, we should be prepared to take our proper place.

Today, the teachers are trained to work with both parents and children, to develop curriculum material and utilise other personnel engaged as teachers' aids. Colleges in many countries are changing over to training in field setting. 'Student teaching' is no more kept for the final semester. Because it may be then to late to discover that 'student teacher' does not like teaching or being with the children at all.

Textbooks, journals, and all kinds of printed material, concerning his or her profession, to improve his or her ideas and points of view. Discussing matters among colleagues and supervisors also helps. There should be a platform for mixing teachers of different institutions (Teacher's clubs and Parents' Teachers' associations) are wonderful places.

A good teacher must have a philosophy of her/his own. This will guide her/him to determine when she/he helps children to do things for themselves or does things for them.

Learning is a lifelong process. We, as teachers, stimulate students to become thinking individuals. We, ourselves, cannot stop being learners. There can never be an end to improve our efforts to improve our abilities to teach. We must keep abreast of current innovations in teaching. In-service trainings and refresher courses are good opportunities should be availed spontaneously.

In a country where training for primary and secondary schools is inadequate, training for pre-school teachers is unimaginable. Still some small efforts were made by individuals but were discontinued for all.

Teaching has always been considered as a noble profession. Presently, it is counted as one of the 'helping' professions. Saying a kind word to a child is 'helping'. It helps him or her build better self-image. Teachers help parents to bring up their children as useful persons and the nation to have good citizens.

Thorough training for teachers and especially for pre-school teachers is a must. A good teacher is to seek every opportunity to have new experiences, select course and trainings (to be made available by concerned agencies), to strengthen his/her weak areas. She/he should read books,

several reasons. To fill up the vacuum, a group of child educators have formed a group and designed a training course for pre-school teachers. To test the content of the course a short course has recently been started. This course gives emphasis on enjoyment in learning. The programme follows child-oriented and activity-based trend. Topics like child development, health and hygiene and methodology are not left out.

The spontaneous response from in-service and pre-service teachers and mothers is an indicator to the demand for such professional training.

The supply of such trained personnel will definitely improve the quality of early-childhood education in the country.

This attempt will need encouragement and participation from those working in the field of childhood education. Mothers — first teachers of children — will also get benefited. Short training of this nature can never cater for details. They show the path. Now it is up to the learner (the teacher), an adult, to add to her/his knowledge and look for sources for reinforcements. Good teaching/learning

needs help of audio-visual help to make it interesting, effective and meaningful. The Worldview Institute of Childhood Education (WICE) under whose umbrella the trainings are going to be imparted, is contemplating to function as resource centre for supply of all types of educational aids and teachers manuals etc., for teacher's help. School authorities, if interested, can be in contact with the above organisation. This contact will help the Institute in selecting teaching aids according to their priority and need of such educational (pre-primary) institutions.

Unless demand for good schools with better management, appropriate curriculum and good teachers becomes a movement, a remarkable change cannot be expected in near future (Time is running fast). Working mothers, less educated parents and under-privileged class need good schools with proper learning environment.

Let us all wake up and do something constructive to be part of a campaign which will improve the society and bring back lost good values. Only good schooling can promise well adjusted responsible future citizens to the motherland we all love.



Helen Keller, the most famous blind person of the world was born on 27 June 1880 in Alabama, USA. On the occasion of her 116th anniversary of birth, today, we take the opportunity of reprinting one of her own write-ups, slightly edited, published in The New York Times Magazine on 6 January 1952.

Light-Bearer to the World of Darkness

by Helen Keller

A hundred years ago in Coupvray, a little French village about twenty-five miles from Paris, Louis Braille died — a complete human being, though blind, and great because he had greatly used his loss of sight to liberate his afflicted fellow creatures. He had both lived and died in the glorious light of a victorious spirit and a brilliant, inventive intellect.

Braille was, I believe, among the forerunners of unimagined changes in society and the views which cement it. For he wrought his will through an invention so to mold the world of the blind that today their spirit and mind are different. Their outlook upon life is different because a blind man dared to assert his manhood and to establish for them a practical system of writing and reading that they could use for educational purposes.

Louis was born in 1809 while the turmoil of revolution was sweeping over France. He was in the thick of events when Napoleon imposed levies of bread, cows, mares and hay upon the countryside for the Grand Army after its terrible defeat in Russia, and the people were assessed for money. Simon Rene, Louis' father, paid a tax of 340 francs. Later, the Russian grenadiers

thirteenth year when his father took him to the institution, and it was never extinguished throughout his life. Despite his horror of violence, he believed in the republic and its new implications, and after he was appointed as a professor at the institution, he actively applied the freedom proclaimed in the Rights of Man to his blind fellows who had not known before how to use the initiative and self-determination that are essential to individual development. His invention of a dot system as a tool for their education was a means by which their intellectual release was effected.

I have read all the facts about Louis' outlook on the world I could secure, and I find no statement of his "Philosophy of life." However, when he was a professor at the institution, he taught his pupils Braille as a means to their own intellectual development, nurtured their love and pursuit of knowledge and trained them to be skillful and efficient, either as workers or as musicians. He was a modern educator in the best sense — he recognized the right and the need of the blind to evolve personalities as natural and resourceful as those of the seeing. He seems never to have thought of himself as a creature set apart from seeing

modified and perfected his system for the writing of music, and by that step he placed the musical blind on a footing of equality with the seeing. Under the benign directorship of M. Pignier, he taught the subjects of grammar, geography, history, mathematics and music. His splendid powers of teaching delighted M. Pignier and inspired confidence. Finally, he brought out a written explanation of his ingenious procedure of point writing. The first edition was embossed in 1829 and displayed at the Exposition of Industrial Products in 1834. There was a second Braille edition of Louis' pamphlet in 1837.

He was now sure of his triumph, but he remained humble and absorbed in his work. To escape interruptions he devoted himself to his experiments during the early morning hours and sometimes far into the night. The mental picture of him carrying paper, slate, stiletto and other tools of labor to his bedroom and falling asleep in their midst moves me inexpressibly. He was literally warring himself out. He was a prey to pulmonary tuberculosis, and at times he had a presentiment of his early death. He never murmured, however. When a hemorrhage overtook him he went home with the warm-hearted wishes of the institution for a holiday of weeks or

months or even years.

On his return to the institution, he took up his work again with brave cheer, braced his pupils "in the dark hours and crooked passages" and maintained a gentle, yet firm discipline among the children.

It seemed impossible that in the peace and benevolent shelter of the Institution de Jeunes Aveugles anything could occur to destroy Louis Braille's happiness. Yet, a sorrow befell him more cruel than blindness had ever been.

His devoted friend, M. Pignier, was dismissed from the institution in 1840 and the new director, M Dufau, was hostile to Louis Braille's system. He honestly believed that the use of an alphabet engineered by the blind would segregate them more completely than they already were, and he knew that seeing teachers feared the loss of their positions if it was rendered possible for those without sight to teach the pupils by means of the Braille procedure. After Louis came back from one of his enforced vacations in 1843, he found that Dufau had changed the dimensions of the Valentin Hall, embossed letters and burned all the institution's old books. Unwittingly, he had prepared his own Waterloo, but for the time being it looked as if Louis had been defeated. Considering the mental travail he had undergone, it is a wonder that he did not succumb. But he was not a fighter by temperament, and, Christlike, he suffered in silence. Serenely, he continued his classes and waited for the day of his vindication.

There was an intelligent man, John Gaudet, acting as

One hundred years ago Louis Braille died, but his alphabet remains precious to the blind.

came through Coupvray, and Simon Rene was forced to give up his cow. Afterward, there was an invasion of Prussian soldiers, and he was compelled to provide billeting for them for seventy-four days. Louis could not help sensing the hardships of the people around him or hearing their often excited political discussions.

At the age of three Louis accidentally pierced his eye with a sharp instrument in the shop of his father, who was a harnessmaker, and as a result he never beheld the light of day again. There is very little known regarding the effects of his blindness upon Louis as a small child. But, judging from the brilliancy of his mind displayed later at school, I picture him as an exceptionally bright little boy, full of curiosity concerning everything he could touch. Beside, he was blessed with affectionate parents, and I am sure that he responded to their love as a plant to sunshine.

It is a fact that he attended the village school with seeing children, where he was recognized as a pupil of unusual promise, and it is easy to surmise how he sensed an atmosphere charged with social ferment and unpredictable events. No doubt he caught something of the white-hot energy that was stirring in the souls and minds of the French people. Possibly, it was owing to this circumstance that arrangements were made for his enrollment as a pupil at the Institution des Jeunes Aveugles de Paris.

Certainly, the driving force of a new France — as it proved, of world change — was aroused in Louis before his

humanity.

The blind were then only just emerging from the degradation which had pursued them down the ages. Although the pupils at the Institution des Jeunes Aveugles de Paris received affectionate care and the best possible instruction, yet as a whole the blind were still avoided and regarded as victims of divine wrath.

Charles Barbier, an army official who had been much occupied with various modes of communication and of correspondence, invented a method in which words were represented by signs composed of dots arranged in different positions, punched on paper with a simple contrivance.

The base of the Barbier system was twelve dots and he thought that from it all sorts of combinations might be made for all purposes. But it presented grave drawbacks. It occupied much space and was too cumbersome for the service of the finger to seize. Besides, Barbier did not follow the rules of orthography, his code was phonetic, and therein lay an obstacle for the pupils and a threat to their chance of attaining high scholarship.

It was Louis Braille who, with the neat French faculty of adaptation, reduced the base of twelve dots to six and demonstrated that six dots were sufficient for the alphabet and marks of punctuation, mathematics and music. Thus, his rapidly flowering genius from that amazing seed of ingenuity wrought the greatest achievement of the blind.

After his appointment as professor at the institution, he

the human heart! I am convinced that my mission on earth is finished." This passed from earth one of the bravest, purest revelations of genuine angelhood.

Another legacy is the beams which have been spreading ever since Louis Braille's death for the searchlight he kindled. One of those rays fell upon me when I was a little girl, only just escaped from the dungeon of deaf-blindness. By one of the small ironies of life it was not the system Louis Braille had originally conceived but a mixed version called American Braille.

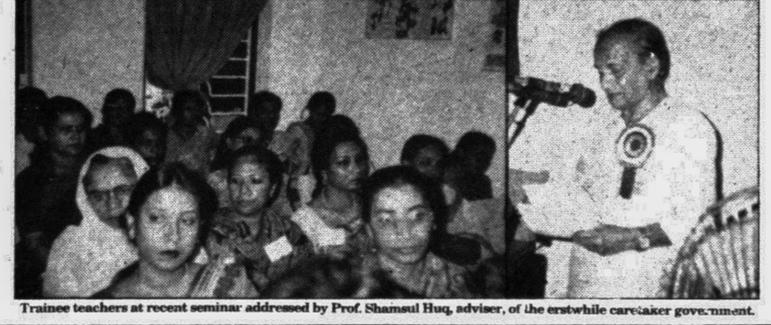
Later, on receiving some books from England, I was delighted with the well-arranged dots of the alphabet and other excellent qualities that made it a pleasure for me to read European Braille. Years later, I studied at Radcliffe college with the ablest of European Braille books, not only in English, but also French, German and Greek. The world around me shone afresh with treasures of poetry and thought on philosophy, history and literature in other lands.

As for blind children, they simply cannot be properly taught without Braille. The process of imparting information to them would otherwise be slow, clumsy and helter-skelter. Louis Braille's method gave the education of the young blind a stability and an ease undreamed of before.

Out of my personal experience I give the deepest thanks for Louis Braille, who dropped upon the Sahara of blindness his gift of inexhaustible fertility and joy.

(Abridged)

Secure at last in the knowledge that his supreme service to the blind was accomplished, Louis resumed his task of improving his Braille musical notation, but his failing body prevented him from perfecting it, and he reluctantly let others steer to port the ship he had so faithfully commanded. Nevertheless, his soul was at peace. As he lay in the infirmary a month before his death, he said to a friend, "Oh, unsearchable mystery of



Trainee teachers at recent seminar addressed by Prof. Shamsul Haq, adviser, of the erstwhile caretaker government.

A Deadly Addiction with a Deadlier Consequence

by Shamsad Mortuza

IN 1990, of the total 1108 patients treated at the Central Drug Addiction Treatment Centre, the number of drug-addicts who shot TD Zesic injection was zero. The figure remained nought until 1992. In the following year, the figure rose to 18 and in 1994 it became 110 — nearly 10 per cent of the total 1059 patients of the centre that year.

TD Zesic injection is the new addition to the drugs list which is already heavy with names like heroin, phensedyl, cannabis, pethidine, alcohol etc. Until late 1992, this injection was not available to local drug-addicts. The seizure of narcotic substance also provides a similar picture. The Department of Narcotics Control seized 756 ampoules of TD Zesic in 1993. The number of ampoules became 4303 in 1994, 3806 in 1995 and 675 up to April, 1996.

If numbers are any indication, one thing is obvious, there is a rise of intravenous drug users (IVDU).

Traditionally, drug users tend to avoid injectable drugs mainly because of the hazards associated with it.

Even those who take heroin prefer 'agona chasing' — inhaling heroin smoked in a pipe. It takes a whole lot of effort to turn the heroin dust (i.e. brown sugar) into an injectable form.

The opiate TD Zesic has probably eased the troubles of drug-addicts but at the same time it has pushed them as well as others to a greater risk transmission of AIDS. Intravenous drug users are an integral part of the HIV transmission chain. They pose risks not only for each other but also for their sexual partners and children.

On the occasion of UN day against illicit drugs that was observed on June 26, special attention should be paid to primary prevention of IV drug use in the context of HIV prevention. This would require an understanding of the complex behaviours and life-styles of IVDUs.

Mainly, two types of behaviour of drug-using population are linked with AIDS: 1) sharing contaminated needles and other injection equipments, 2) unnatural sexual habits that are known to transmit HIV.

Both drugs and sex are treated as taboos in our socio-cultural context. But the present crises demand a thorough investigation of the nature of IVDU and its impact on sexual behaviour. But the primary concern should be preventing 'agona chasing' drugs, which are abused mainly because they are found in abundance. The DNC people know, the police know, who

are the vendors and where do they sell drugs. They are familiar with the names like 'Jamal', 'hossain' who roam about in Sayedabad, Dholai Khal and Chankarpur areas. The seizure amount is far from satisfactory and it reflects only a portion of the drug lot that permeates into the local drug market.

When the TD Zesic first appeared in the local market, it was said that it would reduce drug dependency. It proved the other way round," said one recovering addict who wanted to remain incognito.

"One thought that crossed all addicts (drug-taking sessions) is the necessity to leave drugs. (In sober state such thought seldom appears). So, when TD Zesic, a better known as Madrazee liquid heroin, was prescribed as a cure for addiction, many addicts jumped for it," the young man, working as a drug counsellor at a treatment centre, informed. "The injection soon proved highly addictive," he added.

These IVDUs find buying injection syringes as sheer wastage of money. This trend was supported by a doctor, who conducted a study, and found that syringes were being supplied to these addicts by corrupt government-hospital employees.

Seldom an addict starts taking drugs or IV drugs on

his/her own. They are led to drugs by their peers with negative influences. To overcome the fear associated with needle penetration, a novice on the order of addiction takes help of his 'friends' and thereby form a group. Sharing needles become one of the means to show that they belong to the same group. They ignore the possibility of HIV, Hepatitis B, malaria or other soft-tissue infection. They also induce themselves in unusual sexual practice, partly to subdue their momentarily heightened sexual urge entailed by drug-use. This temporary sexual increase is often mistaken as increase of sexual power by the addicts.

In a country where drug users are stigmatised, the chances of rehabilitating an addict are slim. But one cannot sit idle to see the IVDU, heading towards a greater risk of getting AIDS. The safe-sex campaign should also include 'safer-injection' programmes. The developed countries are distributing needles among addicts against the receipt of used needles and also chalking out programmes to teach needle sterilisation. These are highly debatable programmes which need to be assessed and reviewed before implementation. But something concrete should be done before it is too late.

Street 9:30 The X-Files 10:30 The Bold and the Beautiful 11:00 Santa Barbara 12:00m Hard Copy 12:30 Beverly Hills 90210 1:00 The Fall Guy 2:30 Entertainment Tonight 3:00 The Oprah Winfrey Show 4:00 Hard Copy 4:30 Home and Away 5:00 The Sullivan 5:30 Casualty

3:00 Tivvler White Mitchell 18 (Arabic Subtitles) 3:30 Action: Emigna 18 (Arabic Subtitles) 5:30 Action: Across the Tracks 18 (Arabic Subtitles)

5:30am Inletment TMM 8:00 Nwt 6:30 Jagran 7:00 ZED Management 7:30 ZED Networking 8:00 ZED Naya A To Z 8:30 Mere Ghar Aao Zindag 9:00 Ghoanta Aana 9:30 HFF 12:00 Commander 12:30 Rasna Spread Ek Minute 1:00 ZED Chota Byle 1:30 Aasan Sky Shop 2:30 Tara 3:00 Gana Chakkar 3:30 Captain Cook Shah Dawat 4:00 ZED Governance 4:30 Jaanbar 5:00 ZED Management 5:30 Haingi Ka Vee 6:00 Hum Houge Kaamyab 6:30 Ad Mad Show 7:00 Zake Ka Satar 7:30 Gaane Anand 8:00 Rasna Kyz Scene Ha 8:30 Gopula 9:00 Golgote Gel Foundice 9:30 Desarg 10:00 Dumya 10:30 The News 11:00 Mono Ya Na Mono 11:30 Hum Paanch 12:00 Tara 12:30 Parmpara 1:00 Aasan Paints Yaddon Ke Rang 1:30 Film Chakkar 2:00 Celeste

3:40 Taleem Malsomat 4:35 Aurat Aur Danson 5:05 Home Economics 5:25 Humaray Saath 5:55 Varna 6:25 Auro Courses 7:05 Mughal Hai Aana 7:20 Aankh Wala Jinn 7:45 English News 8:05 Jagan Sangeet 8:45 Fremdian (Drama Serial) 9:00 Break for Headline News 10:00 Khabarnamee & Commercial News 10:35 Masti Masti Sanyo 11:15 Urdu Feature Film & Khas Khis Khabari Cluse down

The Daily Star Entertainment Guide

Thursday 27th June
All programmes are in local time. We recommend programmes printed in bold. There may be changes in the programmes.

BTV
3:00 Opening...
3:10 Recapitulation from the Goets 3:15 Retraction of selected programme from TV Archive 4:00 News in Bangla 4:15 Parashrami 4:45 Cartoon Film: Tom And Jerry 5:00 News in Bangla 5:25 Natpoul Television School Debate 6:00 News in Bangla 6:30 Esho Para Shikhi Mass Education 7:00 News 7:05 Jibon Alo 7:25 Nazm Songs 8:00 News in Bangla 8:40 E-Shapthari Natok 10:00 News in English 10:25 Janmathoni 10:35 Film Show: The Equalizer 11:30 News in Bangla 11:35 Friday's programme 11:40 Close down

Foot in the Past 11:00 The World Today 1:00 BBC World Headlines 1:05 Correspondent 2:00 BBC World News 2:30 Time Out 2:40 Tomorrow's World 3:00 BBC World Report 4:00 World Business Report 24 Hours 5:00 BBC World News 5:10 Newswatch

CHANNEL V
7:00am Revamp VJ Sopyia 7:00am Jam Start VJ Tray 10:00 Frame by Frame 12:00noon The Vibe VJ Laka 1:00 By Demand VJ Tray 2:00 Revamp VJ Sopyia 3:00 Big Bang VJ Alessandra 4:30 By Demand VJ Tray 5:00 Music Update Tokyo 6:00 Revamp VJ Sopyia 6:30 The Vibe VJ Laka 7:30 First Day First Show 8:00 Big Bang VJ Alessandra 8:00 Videocam Flashback 9:30 Classic Rock 10:30 First Day First Show 11:00 Revamp VJ Sopyia 11:30 The Ride VJ Tray 12:00 Over The Edge VJ Sopyia 12:30 Big Bang VJ Alessandra 2:00 By Demand VJ Tray 3:00 Billboard US Countdown 4:30 Frame by Frame

STAR PLUS
6:30am Voltara 7:00 Teenage Mutant Ninja Turtles 7:30 GJ Joe 8:00 Sabar Rider And The Star Sheriff 8:30 The Adventures Of Black Beauty 9:00 Aerotics Dz Style 9:30 Navy and The Professor 10:00 Mr. Belvedere 11:00 El Ti 11:30 Gubelle 12:30 Santa Barbara 1:30 The Bold & the Beautiful 2:00 Oprah Winfrey Show 3:00 Remington Steele 5:00 Teenage Mutant Ninja Turtles 5:30 The Adventures Of Black Beauty 6:00 Navy and The Professor 6:00 Navy and The Professor 6:00 Navy and The Professor 6:00 Navy and The Professor

STAR Sports
7:30am Wimbledon Lawn Tennis Championships HL 2nd Round 8:30 The Asian Football Show 9:30 Gillette World Sport Special 10:45 Wimbledon Lawn Tennis Championships 1996 From London, G. B. Day 3 2nd Round 4:00 International Motorsports 5:00 A 7 Of Sport 10:00 1996 Omega Tour 7:00 Live Wimbledon Lawn Tennis Championships 1996 From London, G. B. Day 3 2nd Round 1:00 Metrobar League '96 CNFL Hits 1:30 Cricket 96: Natwest Trophy Round 1 Glamorgan v Worcestershire @ Cardiff via Sky 4:30 Gillette World Sport Special 5:00 International Motorsports News

STAR MOVIES
7:30am Family: Grand Canyon 15 (Arabic Subtitles) 10:00 Classic: It's Not Cricket PG (Arabic Subtitles) 11:30 Comedy: The Hit Rock 12 (Hindi Subtitles) 1:30 Comedy: Doctor In The House 12 (Hindi Subtitles) 3:30 Classic: The Big Trail PG (Hindi Subtitles) 5:30 Family: The Christmas Martians PG (Hindi Subtitles) 7:30 Family: King Of The Wind (Hindi Subtitles) 9:00 US Top Ten 9:30 Gold: China Moon 18 (Hindi Subtitles) 11:30 100 Years of Cinema Germany: Metropolis PG (Sloven)

ZEE TV
5:30am Inletment TMM 8:00 Nwt 6:30 Jagran 7:00 ZED Management 7:30 ZED Networking 8:00 ZED Naya A To Z 8:30 Mere Ghar Aao Zindag 9:00 Ghoanta Aana 9:30 HFF 12:00 Commander 12:30 Rasna Spread Ek Minute 1:00 ZED Chota Byle 1:30 Aasan Sky Shop 2:30 Tara 3:00 Gana Chakkar 3:30 Captain Cook Shah Dawat 4:00 ZED Governance 4:30 Jaanbar 5:00 ZED Management 5:30 Haingi Ka Vee 6:00 Hum Houge Kaamyab 6:30 Ad Mad Show 7:00 Zake Ka Satar 7:30 Gaane Anand 8:00 Rasna Kyz Scene Ha 8:30 Gopula 9:00 Golgote Gel Foundice 9:30 Desarg 10:00 Dumya 10:30 The News 11:00 Mono Ya Na Mono 11:30 Hum Paanch 12:00 Tara 12:30 Parmpara 1:00 Aasan Paints Yaddon Ke Rang 1:30 Film Chakkar 2:00 Celeste

EL TV
00:30am Jeevan Ke Rang 1:30 Mohd. Rafi Special 2:30 Nasir Hussain Special 3:30 Anuradha Bachchan Special 4:30 Dance Dance 10:30 The Music Show 11:00 Narmada 11:30 Sharanaj 12:00 Jugal Jodi 1:00 R D Burman Special 2:00 Parity Time 3:00 Wonder Wings Amar Prem 3:30 Tarangam 4:00 Ortem Hit The Hit Hai 4:30 Song Yatra 5:00 Young Buzz 5:30 Tarane 6:30 Dev Anand

SONY ET
8:30am Yasoon Ki Baraat 9:00 The Three Stooges 9:30 Dennis The Menace 10:00 I Dream Of Jeannie 10:30 Erik Rang Lande Hazar 11:00 Ghaave (Serial) 11:30 Cine Matinee-Hindi Feature Film 2:30pm Kismet (Serial) 3:00 Zameen Aasmaan (Serial) 3:30 Mere Message Meri Geet 4:00 Surf - Wheel Of Fortune (Game Show) 4:30 Faasle 5:00 O'Mania (Serial) 5:30 The Three Stooges 6:00 Dennis The Menace 6:30 I Dream Of Jeannie 7:00 Mere Message Meri Geet 7:30 Premier 8:00 Surf - Wheel Of Fortune (Game Show) 8:30 Ravan 9:30 Hospital 10:00 Aahat 10:30 Taak Jhaak 11:00 Dekh Tamasha Dekh 11:30 Yeh Sadi Nahi Ho Sakti (Serial) 12:00 Zamana Badal Gays (Serial) 12:30am Ravan 1:30 Mere Message Meri Geet 2:00 Yasoon Ki Baraat

PTV
8:00am Talawat Aur Tarajmal Hindi/Nat 8:20 Garton 8:30 Khabar 8:45 Cut Pace 9:00 Aahang & Roshni 9:45 Pheel Chandi 10:05 Sona Chandi (Drama Serial) 10:30 Buttons & Rustys (Eng. Film) 10:55 Mili-Naghma 11:00 Khabar 11:10 Aashra (Music Programme) 11:55 Tele Play (Drama Serial) 12:45pm Gawayal 12:55 Duran-e-Halkem & Bismillah 1:15 Muqaddar (Drama Serial) 2:00 Puthar (Drama Serial) 2:45 Perspective & Health Forum

DD 7
8:10am Shastree Sangeet 8:20 Binodini 8:30 Sur Sangeet 9:00 Janam 9:30 Naksha 10:00 Nazrul Geeti 10:15 Lokgeet 10:30 Chuti Chuti 12:00noon ETV Programme 12:30 Naha Ganga Batiya (Serial) 1:00 Janani (Serial) 1:30 Bengali

BBC
6:00am BBC Newsroom inc. World Business Report/Asia Today/24 Hours 9:00 BBC World Headlines 9:05 The Tourist 10:00 BBC Newsday 1:00 BBC World Headlines 1:05 Under The Sun 2:00 BBC World News 2:30 Time Out Auction 3:00 BBC World News 3:30 Time Out: Top Gear 4:00 BBC Newsweek 6:00 BBC World Headlines 6:05 Horizon 7:00 BBC World News 7:15 World Business Report 7:30 BBC Newsday Asia and Pacific 8:30 Time Out: More Windows Around 9:00 BBC World News Headlines 9:05 The Tourist 9:50 BBC World News 10:30 Time Out: One

STAR Sports
7:30am Family: Grand Canyon 15 (Arabic Subtitles) 10:00 Classic: It's Not Cricket PG (Arabic Subtitles) 11:30 Comedy: The Hit Rock 12 (Hindi Subtitles) 1:30 Comedy: Doctor In The House 12 (Hindi Subtitles) 3:30 Classic: The Big Trail PG (Hindi Subtitles) 5:30 Family: The Christmas Martians PG (Hindi Subtitles) 7:30 Family: King Of The Wind (Hindi Subtitles) 9:00 US Top Ten 9:30 Gold: China Moon 18 (Hindi Subtitles) 11:30 100 Years of Cinema Germany: Metropolis PG (Sloven)

ZEE TV
5:30am Inletment TMM 8:00 Nwt 6:30 Jagran 7:00 ZED Management 7:30 ZED Networking 8:00 ZED Naya A To Z 8:30 Mere Ghar Aao Zindag 9:00 Ghoanta Aana 9:30 HFF 12:00 Commander 12:30 Rasna Spread Ek Minute 1:00 ZED Chota Byle 1:30 Aasan Sky Shop 2:30 Tara 3:00 Gana Chakkar 3:30 Captain Cook Shah Dawat 4:00 ZED Governance 4:30 Jaanbar 5:00 ZED Management 5:30 Haingi Ka Vee 6:00 Hum Houge Kaamyab 6:30 Ad Mad Show 7:00 Zake Ka Satar 7:30 Gaane Anand 8:00 Rasna Kyz Scene Ha 8:30 Gopula 9:00 Golgote Gel Foundice 9:30 Desarg 10:00 Dumya 10:30 The News 11:00 Mono Ya Na Mono 11:30 Hum Paanch 12:00 Tara 12:30 Parmpara 1:00 Aasan Paints Yaddon Ke Rang 1:30 Film Chakkar 2:00 Celeste

EL TV
00:30am Jeevan Ke Rang 1:30 Mohd. Rafi Special 2:30 Nasir Hussain Special 3:30 Anuradha Bachchan Special 4:30 Dance Dance 10:30 The Music Show 11:00 Narmada 11:30 Sharanaj 12:00 Jugal Jodi 1:00 R D Burman Special 2:00 Parity Time 3:00 Wonder Wings Amar Prem 3:30 Tarangam 4:00 Ortem Hit The Hit Hai 4:30 Song Yatra 5:00 Young Buzz 5:30 Tarane 6:30 Dev Anand

Garfield by Jim Davis

THERE ARE FOUR GLOBAL DISASTERS...

THERE ARE FOUR NATIONAL EMERGENCIES...

AND THEN THERE'S JON

WELL, I WAS FLOSSING, AND...

EMERGENCY

James Bond BY IAN FLEMING DRAWING BY MORRIS

THE ROOM'S BUGGED - THIS'LL HELP TO COVER OUR VOICES

NOW THEN, MARY... WHAT IS SHE DOING HERE?