

## INTERNATIONAL LITERACY DAY

## Understanding Quality Education

by Shamse and Mahmood Hasan

In the past few years there has been thematic shift in the education slogan: it is no longer Universal Primary Education, or Compulsory Primary Education, or Education for All but quality Basic Education for All. This shift in favour of quality probably has its roots in the activities of Gano Sahajja Sangstha (GSS), an NGO, which started its primary education programme in the mid-eighties. It succeeded in adapting the best of child centred active learning pedagogy. This article helps understand what quality education is about.

Or it could be because of the inability or the lack of opportunity on the part of those who had the conceptual understanding to influence the decision making processes, or the lack of interest and commitment on the part of those with the necessary understanding to put in the time and the effort towards influencing the decision making processes.

Or it is because of the failure of the supervisory and the support structure which failed to ensure that — (a) the designed skills were in fact acquired by the trainee teachers at the end of the long training period; (b) that the teachers were able to use those skills in implementing a result yielding pedagogy; (c) that regular assessment of both the learner and the teacher was carried out; and (d) that systematic monitoring of progress was undertaken to ensure that weaknesses were corrected and that the objectives of Universal Primary Education and almost a decade later, the Compulsory Primary Education Programme, were realised.

**Beliefs and Assumptions:** Such beliefs and assumptions have in fact led to perpetuation of our traditional practices. The belief that success in literacy depends on how quickly children can learn the alphabets (in Bangla, English or Arabic); the numbers (1-100); the nursery rhymes; that recognition of the Arabic alphabets and ability to read the Quran is more meaningful than learning Bangla; that if you 'spare the rod, you spoil the child'; the belief that to be the 'first boy/girl' in the class is the ultimate ambition in a parent's and therefore child's life; that a good teacher will always give home work; that every child needs a house tutor to do well in exams at any level; the belief that there are 'good teachers' and that the success of the child much depends on how good the teacher is and so on.

The cultural problem has also been compounded by some of our assumptions. The assumption that children fail to attend school and/or drop-out because of poverty. Thus, it is concluded, that problems of enrolment, absenteeism and drop-out are all due to poverty. It has been assumed that enrolment, retention and completion automatically lead to sustainable literacy; the assumption that children cannot cope with more than one book when they are very young and that books are a burden; that 'foreign' methodologies are not appropriate for Bangladesh especially for the provincial towns and villages; that if the traditional method of teaching was so bad, it could not have produced so many brilliant intellectuals!

**What is Quality Education?**

Learning is instinct. The scope of what is possible in terms of making learning attractive is not clearly grasped and therefore not adequately explored especially in this part of the world. The problem started when literacy was taken literally and was thought to be synonymous with learning.

That literacy is a phase in the process of human learning and was not an end in itself was not clearly appreciated and therefore was not put in practice. Therefore, the focus was on acquisition of literacy (putting together some of the alphabets) and not on acquisition of learning skills. The pedagogy, therefore remained rote and was never really transformed into a child centred active learning environment which allowed the child as well as the teacher to learn from one another as active members of the classroom. When people are put into an environment of continued activities, they not only learn from one person (the teacher) but also from one another; and not only what they hear (as in the lecture

human potentials as well as limitations, the wonders and the fears and the acquisition of skills and competencies which allow them not only to survive but also to contribute in the field of their choice whether in language, art forms, science and invention, in the realms of philosophy or epistemology or for that matter matter relations.

Thus, literacy is not simply the ability to sign one's name, or read and write a selected number of sentences and count but in fact acquisition and retention of a set of skills which allows one to express one's ideas, thoughts and logic in spoken & written language forms; in other words, literacy allows one not only to reproduce but to create which is the

**CLASSROOM ORGANISATION:** Classroom organisation itself is a key element in quality education and the indicators of effective classroom organisation include the following — active learning and group teaching environment; teacher/student ratio, class size; teacher-learner relationship; lesson plan; efficient and quality use of lesson time; group and individual teaching; availability of wide variety of need based support materials which are: enjoyable and interesting relevant to life experience; familiar content, graded vocabulary; adequately field tested; assessment practices allowing continuous and comprehensive, lesson-based fortnightly, quarterly and annual assessment.

**Curriculum:** Although the government has done significant work in this area and a curriculum document is available, it is not clear if the learning materials recommended are adequate for meeting the suggested skills and competency levels. We include some of the key indicators of quality curriculum: learner centred; experiential and activity oriented; socially and environmentally relevant; national need-based; life-skills oriented; inter-disciplinary; integrated with co-curricular activities.

**Learning Materials:** Learning materials could take the form of books, reading games, flash cards, math games, charts, supplementary materials. GSS pioneered the use of large number of books for the children in the classroom. This was subsequently followed by some of the major NGOs. The mainstream government schools as well as the non-government schools, however, continue to use one single primer produced by the government. These schools are not known to use any supplementary materials.

**Indicators:** Quality indicators of learning materials are that these must be — age specific; relevant; interesting; attractive; durable; easily available; graded; diversified; low-priced or subsidised; allow various use of the same materials over and over.

**Management:** There may be a number of ways of looking at management but for every level of management such as School level, Community level, or Programme level, a good starting point would be to try and assess through a participatory process the qualitative needs at that level. This could be followed by a local level (Thana or District) Strategic Plan leading to a central level Strategic Plan. The Plan obviously, would envisage a vision and mission statement with clearly defined objectives and activities to be undertaken over a set time path with precise Objectively Verifiable Indicators (OVI's) and Means of Verification (MOV) to help monitor progress and direction.

**LEARNER PERFORMANCE INDICATORS:** These include the following: retention of literacy skills; independent reading; independent and creative writing; reading habit formation; mathematical thinking and reasoning; scientific and social skills; creative expression: painting, drawing, singing and performing arts.

**INDICATORS FOR QUALITY TEACHING:** The following are some of the indicators for teachers to be able to do quality teaching — general educational background of the teacher; teacher training attainment; age and experience in child centred teaching; gender; subject based knowledge; communication skills; and attitude to children and to teaching profession.

size operation, to divide the management work between 'Setting up Schools' which has a more administrative focus than 'Running Schools' which follows. Setting up Schools would include Survey on the number of non-school going children, availability and location of schools in the community, children's age group, information on the community and the expected level of their participation, availability of land (preferably donated) and so on. In terms of community participation, it is important to build proper schools (as long as no other school existed within a 2 km radius unless there are large number of non-school going children left out) firstly, because it not only creates a common ground for participation but also because it inspires those who have all their lives have dreamt of a community school; secondly, because it is important to ensure that all the non-school going children in the community irrespective of their age and class distribution are able to attend the school and not just some 30 odd children leaving the others out to take care of themselves; and thirdly, because there is only one school in every third village in Bangladesh (Muzaffer: 384: 95). Cost of quality education also becomes competitive when schools run in two shifts. Management at the 'Setting up Schools' level would also include responsibilities for construction, especially timely completion and quality of construction and quality and timely delivery of Furniture. This, however, may be commissioned or contracted out to agencies with experience and a track record in delivering such products.

At the level of 'Running Schools' management would mean maintenance, recruitment and training of teachers, providing the supplies including learning materials, putting an effective supervisory structure in place, regular individual learner assessment to help monitoring and not only having regular parent-teacher meetings but ensuring that parents raise questions and share joys of what is being achieved by their children.

Supervision is a key variable in quality education. Supervision must be designed essentially to support teacher initiative in classroom organisation and management and help build her capacity allowing her the space to learn, create and improvise. The quality indicators of an effective teacher helps but ultimately it is the classroom environment and the continued supervisory input that turns a young woman into an effective teacher. Supervision must be carried out through an efficient line management structure with clearly defined distribution of responsibilities at the School/Thana, District and the Regional levels each level.

At the school level, in the NGO model of child-centred active learning, there is no Head Teacher. There are three reasons for this: first, to help each teacher acquire the skills and competencies necessary to put child centred learning in practice and to become a creative teacher over a period of time; secondly, to make the teacher accountable for her/his performance to be measured in terms of the performance of her/his learners; and thirdly, to help reduce the cost. In the conventional school model the 'head teacher' must do for his/her school what the supervisor in the NGO model does for a number of schools, that is effectively work as a Master Teacher (staying with each of the teachers for the whole length of the class and working along with the newly trained teachers (who may have had any length of on the job training

ing on child centred learning) at the classroom level for some length of time preferably for a period of six months.

**Teacher Training:** The level of education, especially subject based knowledge of the teacher and comprehension of English are key indicators of a potentially good teacher and these are particularly important for teaching at a higher level (class III-V). In most areas it is possible to recruit women with SSC but most of them have very weak subject based knowledge or comprehension of the English language. This is posing a big challenge for NGOs which are extending, in response to community demand, the level of classes from III to V.

Major NGOs run an initial training of 12-14 days. It is absurd to think that an HSC will understand and internalise child centred active learning pedagogy in two weeks especially that the methodology involves a complete departure from what the trainee teacher has known and experienced herself as a student. Therefore although some conceptual points may be discussed and shared with the trainees, any attempt to make them understand and appreciate is best avoided. Instead, the focus may be put on learning a number of functions that the teacher must follow in course of her lesson time of two and half to three hours in a classroom situation back in the village. She follows a guideline and learns during her on the job training for half a day during her training in a training school how lesson plan is made, how time management plan is meticulously followed, how the school supervisor supports the teacher inside the classroom; she sees for herself how children sit together with the teacher first thing in the morning and exchange welfare with one another, how a story is shared with the children, how they divide themselves in groups and work on their own at one of three tables (math, reading and writing tables), how children begin to draw and write without having to learn the alphabets, how they use sticks and seeds to do additions, subtraction, multiplication and divisions, how support materials are used, projects are introduced, simple scientific experiments are made, how naturally children sing and arrange plays!

The theory of learning at this stage is not important. The trainee returns to her village with her instructional materials, joins the school and follows the newly learnt functions almost mechanically. She is supported by the Supervisor everyday during the whole length of the class in one of the two shifts.

As children inter-acts and she participates, supports and facilitates, she learns along with the children. She observes everyday how children question and respond to what they see and feel in themselves and in their natural environment — the plants, the insects, the wild flowers and the birds, the rain and the chill in the winter months. As children draw, write, create and build something new everyday and raises a million questions every hour, the perceptions of a young village woman involved in mechanically repeating her functions changes and imperceptibly she begins to be creative. Quality teachers are not born, they are raised from within our natural creative environment!

Today's Law and Our Rights page will be published tomorrow.

**Setting the Scene**

**The Achievements:** In the two and a half decades of independence, all primary schools have been nationalised (in 1973), new schools have been built in the remote areas, new classrooms have been added to existing schools, satellite schools have been started for smaller children (class 1 and 2), subvention programme for registered non-government schools has been introduced, recruitment of many female teachers by relaxing entry qualification have been made, a Food for Education programme has been introduced, and finally, to facilitate community participation, School Management Committees consisting of local leaders, local education committees (Ward committees), and Parents-Teachers Associations (PTA) have been introduced.

In terms of management, an independent Directorate of Primary Education (DPE) was set up in 1981, a separate Ministry level Division — PMED — was created in August 1992 towards improving the operational management of primary education; the National Curriculum and Text Book Board (NCTB) and the National Academy for Primary Education (NAPE) were strengthened; involvement of the Facilities Department of LGED for construction, repair and supply of furniture was encouraged, a new post of ATEO was created; and a Management Information System (MIS) was started at the DPE.

At the level of quality, competency based curriculum, a new series of books and instructional materials and text books have been introduced; in-service training for some 200,000 teachers and a revised one-year teachers education course on the new curriculum and training of about 2000 ATEOs as resource persons to help teacher training have been completed.

As a result, reports the government (PMED Aug. '96), drop out rate has been reduced from 80 per cent in 1980 to 39 per cent in 1995, completion rate has risen from 20 per cent in 1980 to 61 per cent in 1995 and enrollment has increased from 66 per cent in 1980 to 92 per cent, the latter primarily in response to the Food for Education programme.

**The Failures:** Looking at these government figures slightly differently, in spite of Constitutional commitments to education as a basic human right as well as repeated announcements both at home and abroad on the part of successive governments, writes Muzaffer Ahmad (Jomtein March 1990, New York Dec. 1993) primary education scene continues to be characterised by a low literacy rate (36.6%), very low mean years of schooling (2.0), a high drop-out rate (38%), irregular attendance, repetition in a class due to poor academic performance (between 4% and 10%), resulting in an inefficient system of primary education.

In terms of quality indicators affecting classroom organisation and management, the teacher-student ratio stands at 1:67, 70 per cent of the government schools have fewer teachers than the minimum required number with the private schools also having fewer teachers, low level of contact hours representing fewer than 400 hours out of a norm of 865 hours and about half the children having text books which continue to be the basic tool of learning for mainstream primary schools. Qualitative indicators such as group teaching, activity based learning, individual child's need based teaching-learning, availability of support materials and teaching aids, creative writing, regular project work, or such manage-

ment indicators such as lesson plan, time management, monitoring through regular individual assessment are not practiced virtually anywhere other than in those schools where child-centred active learning-teaching has been put in place.

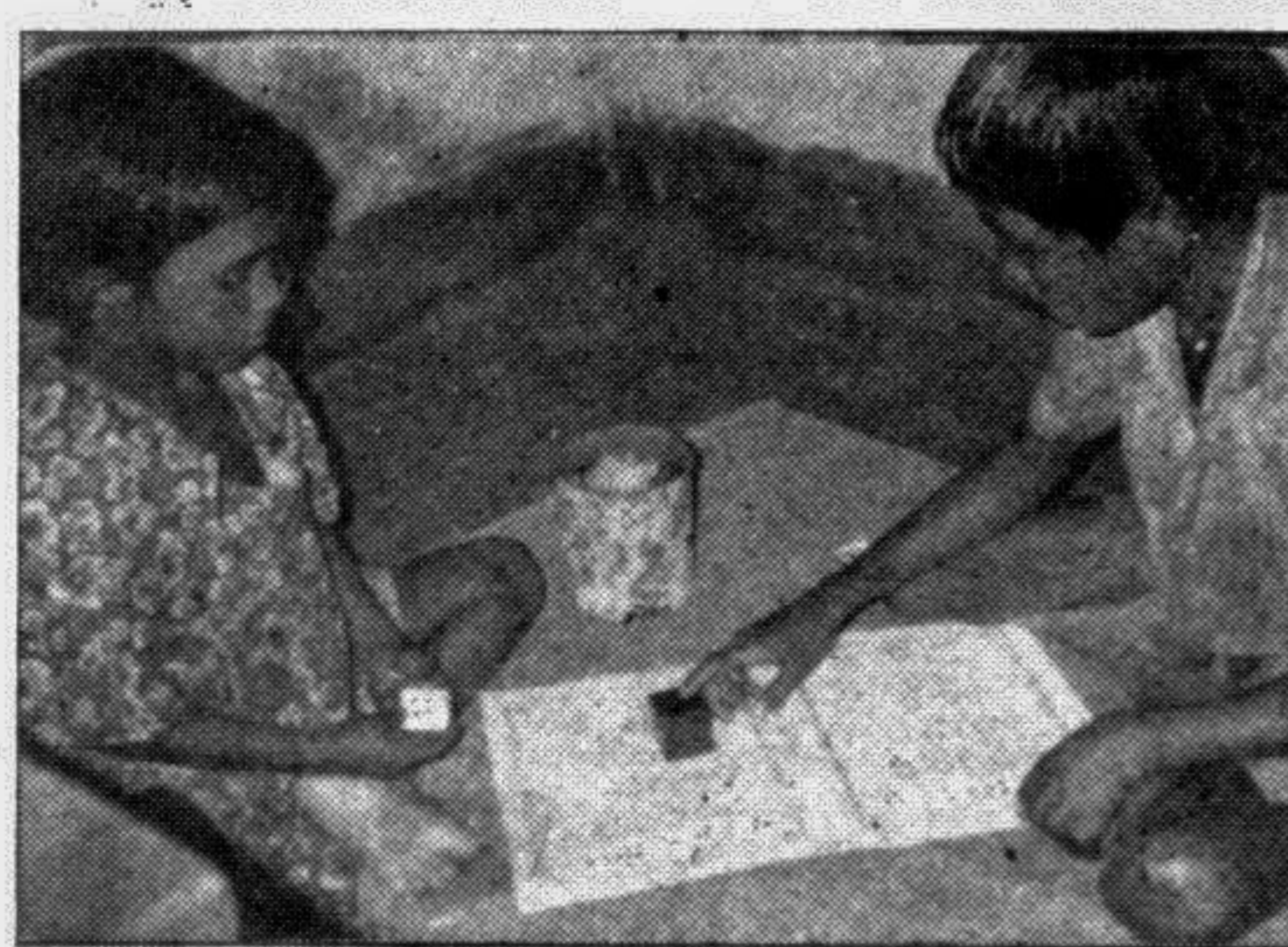
**Area of Uncertainty:** The primary education scene is characterised by a mainstream vernacular based system 'carried over from the colonial days', a mushroom growth of the religious system of education in the past two decades (from pre-primary to higher education levels), and a rapidly emerging array of English medium and pre-cadet 5-year primary schools in the metropolitan cities, and most recently the non-formal primary education programme (NFPE) pioneered by the NGOs designed to provide a safety net for the 8-14-year-old drop-out in the rural areas.

At the primary level, the number game is hazardous. The controversy is between those who claim that Bangladesh already has one school in every village and therefore does not need any more schools, and those who believe that thousands of villages are still without a school and therefore the government, in line with its election commitment, must arrange to have these schools built. The fact that there are some 30,000 non-formal education (NFPE) centres each with a life of three years run (in one rented room at the village level) primarily by NGOs, or that there are some 17,000 Ebtedayi Madrasah which claim to follow mainstream NCTB curriculum along with religious education — does not make the arithmetic of whether there are or aren't enough schools in Bangladesh any easier. While it is accepted that total number of children in the primary age group (6-10) may have stabilised if not decreased in the recent years, until we have more information from those who claim that Bangladesh has enough schools, on whether their information is based on 1:30 or 1:60 teacher/learner ratio, it would be premature to make any definitive claim on the issue.

Government policy on the future of NGO schools remains unclear. Two NGOs, GSS and Swantirva actually build and run proper schools. GSS has been adapting the best of child centred active learning pedagogy in the past nine years and now runs over 450 schools (three-room: steel/brick and some bamboo) and are building another 200. However, brick and steel this year following government guideline on distribution of schools. Until the government has decided on the future of these schools or for that matter on the status of the NFPE centres, donors will continue to raise questions on the sustainability of NGO schools.

Clearly, the government has much to decide especially on basic education and the earlier it does the more time it will have not only to monitor but to see for itself the impact of its decisions. The recent national workshop on Universal Primary Education which focused on four key areas: (a) vision, goals and strategies; (b) quality; (c) management; and (d) financing of UPE, will no doubt help the government's decision making.

One could be a little arrogant and suggest that it could be due to a lack of conceptual understanding of literacy and learning and how learning takes place; or the lack of understanding of quality education, its indicators and the ability to measure quality, and/or the ability to translate quality indicators into result yielding programmes. Clearly, there is an element of truth in the last sug-



method) but also what they see and do. Such interaction allows a lot of space for creative thinking and as a result new activities take place creating access to new knowledge. The space and scope of this learning environment is virtually unlimited. This is child-centred interactive learning-teaching environment. The creation of this environment is the key to quality education.

It is this environment which allows a child to see colour, figures, sizes and shapes observe movements, linkages, relationships; feel temperature, volume, shapes and sizes, as well as care, frustration, anger and happiness; hear sound, resonance, music and words; explore the unknown and the possibilities; and apply and learn. The scope is unlimited. It is this space, the natural habitat for children to be in, that lets them interact, question, respond and express. The forms of expression are also unlimited. They describe what they see and imagine, draw what they feel and see in their sight as well in their vision, write what they read, see and imagine, sing the words and notes which touch and move them, and they explain and put together thoughts, ideas, shapes and sizes. They express hope, logic, and joy in the abstract as well as in the realm of the reality.

Learning materials and tools are aids designed to optimise the scope of children's experience and help acquisition of skills and competencies in a systematic manner.

Quality education involves the creation of an environment which allows exploration of

**Sunday 8th September**  
(All programmes are in local time. There may be changes in the programmes).

**BTV**

3:00 Opening Announcement  
Al-Quran Programme Summary  
3:10 Recitation from the Bible  
3:15 Cartoon: Woody Woodpecker  
3:45 Rerelast of Weekly Drama 4:00 News in Bangla  
4:45 Maram: 5:00 News in Bangla  
5:25 Sports Programme  
6:00 News in Bangla  
6:30 Maaeder Janyoo 7:00 News in English  
7:05 Open University 7:25 Tagore Songs  
8:00 News in Bangla  
8:25 Jamshumi 8:30 Anar Desh  
9:00 Film Series: Akbar The Great  
10:00 News in English  
10:30 Shasthatata 10:35 Chhaya Chhanda 11:30 News in Bangla  
11:35 Monday's programme 11:40 Close down

**BBC**

6:00am BBC World News 6:30 India Business Report 7:00 BBC World News 7:25 This Week 8:00 BBC World News 8:30 India Business Report 9:00 BBC World News 9:30 Horizon 10:00 BBC World News 10:20 Britain in View 11:00 BBC World News 11:25 India Business Report 12:00noon BBC World News 12:20 This Week 1:00 BBC World News 1:05 Correspondent 2:00 BBC World News 2:30 Time Out: Building Spirits 3:00 BBC World News 3:30 Time Out: Airport 4:00 BBC World News 4:05 Heart Of The Matter 5:00 BBC World News 5:20 Whicker's World: A Taste Of Spain 6:00pm BBC World News 6:05 White Heat 7:00 BBC World News 7:05 Breakfast With Frost 8:00 BBC World News 8:30 Time Out: Jeremy Clarkson's Motorworld 9:00 BBC World News 9:05 Horizon

10:00 BBC World News 10:20 Rewind 10:30 Time Out: Raymond's Blanc Minge 11:00 BBC World News 11:20 Britain in View 12:00noon BBC World News 12:20 Window On Europe 1:00 BBC World News 1:05 BBC Global Report: USA 2:00 BBC World News 2:30 Time Out: The Farnborough Air Show 3:00 BBC World News 3:00 Business Report/24 Hours 5:00 BBC World News 5:10 The Money Programme

**CHANNEL V**

6:00am Frame by Frame 7:00 Rewind VJ Sophia 8:00 Frame by Frame 10:30 Soap Curry 11:00 BPL Oye! 12:00 Sanjay Manjia Hai 12:30 First Day First Show 1:00 Big Bang VJ Alessandria 2:00 Speak Easy 2:30 Videocam Flashback 3:00 Asian Top 20 VJ Trey 5:00 The Vibe Weekend VJ Trey 6:30 Everyday Red Alert 6:45 The Vibe Weekend 7:00 Palmolive Extra Time Pass 8:00 The Indian Top 10 9:00 Launch Pad VJ Sophia 10:00 House of Noize VJ Luke 10:30 House of Noize 11:00 Rewind VJ Sophia 12:00 Big Bang VJ Alessandria 1:00 The Ride VJ Trey 2:00 By Demand VJ Trey 3:00 Big Bang VJ Alessandria 4:30 Launched VJ Sophia 5:30 VJ Alessandria

**STAR PLUS**

6:30am Voltion 7:00 King Arthur 7:30 Classic Cartoons 8:00 Terry Toons 8:30 T-Bag 9:00 Eek! The Cat 9:30 India Business Week 10:30 The Road Show 11:00 Amul India Show 11:30 Kriket 12:30 The Fall Guy 1:30 Vegas 2:30 Best Sellers: Once An Eagle Part 2/2 4:30 Swiss Family Robinson 5:00 Kriket 6:00 The Road Show 6:30 Amul India Show 7:00 WWP-Action Zone 8:00 3rd Rock From The Sun 8:30 Beverly Hills 90210 9:30 Picket



Bournvita Quiz Contest on Zee TV, Today at 12:30 pm

Fences 10:30 Burke's Law 11:30 21 Jump Street 12:30 Chicago Hope 1:30 India Business Week 2:30 Amul India Show 3:00 The Oprah Winfrey Show 4:00 Hooperman 4:30 Home and Away 5:00 The Sullivan 5:30 Gabrielle

**STAR Sports**

6:00am Tiger Cup 1996 Group A Myanmar vs Vietnam From Jurong 7:30 World M/Cycle Champs-Irma GP Rev 8:00 Gillette World Sport Special 8:30 World Wrestling Federation Mania 9:30 Futbol Mundial 10:00 Asia Sport Show 10:30 Formula One World Championships 1996 Italian Qualifying 11:30 Marlboro League HL-14 12:30 US Open Tennis 1996 From Flushing Meadows, New York, USA Day 13 4:00 Live Marlboro League 9:30 Chinese National Football League Tianjin vs Beijing 6:00 Live Formula One World Championships Italian Grand Prix From Italy 8:00 Same Day Delay Tiger Cup 1996 Group B Thailand vs Malaysia From Nat. Stadium 10:00 The Asian Football Show 11:00 1996 Omega Tour Kuala Lumpur Open HL 12:00 Live

US Open Tennis 1996 From Flushing Meadows, New York, USA Day 14 Women's Finals Men's Finals 5:00 World M/Cycle Champs-Irma GP Rev

**STAR MOVIES**

7:30am Family: Dominick And Eugene 15 (Hindi Subtitles) 9:30 Family: The Water Babies PG (Hindi Subtitles) 11:30 Adventure: Red Flag: The Ultimate Game 12 (Hindi Subtitles) 1:30 Sunday Classic Western: Western Borderline 15 (Hindi Subtitles) 3:30 Sunday Show Time: Dick Tracy FT 7-8-9-10 (Hindi Subtitles) 4:30 Sunday Show Time: All About The Movies Ep 15-16 (English Subtitles) 5:30 Sunday Family Double Feature: Miss Firecracker 12 (Hindi Subtitles) 7:30 Sunday Family Double Feature: Robin Hood - The Movie 12 (Hindi Subtitles) 9:15 Film 96 9:30 Gold: North (Hindi Subtitles) 11:30 True Story: Rise and Walk The Dennis Byrd Story PG? (Arabic Subtitles) 1:30 After Dark: No Way Out? (Arabic Subtitles) 3:30 Horror: Eraserhead 18 (Arabic Subtitles) 5:30 Thriller: The Vanishing 18 (Arabic Subtitles)

**ZEE TV**

5:30 Surtal 6:00 The News 6:30 Jagran 7:00 Suno Bha Sadho 7:30 Maa 8:00 Mythological Film Jai Baba Anandh 10:30 Aap Ki Adalat 11:00 Galaxee 11:30 Lakme Khoobsurat 12:00 Beej Ka PG 12:30 Bournvita Quiz Contest 1:00 Namaste India 1:30 Aashy Sayi Shop 2:30 HFF Neend Hamari, Khwab Tumhare 5:00 Dhadk Ghar Apna Ghar 5:30 Inshak 6:00 Colgate Gel Yoodle Yo 6:30 Mere Ghar Aana Zindagi 7:00 Game Anjan 7:30 Ad Mad Show 8:00 Tumhare Lye 8:30 Shuno Shuno Tring

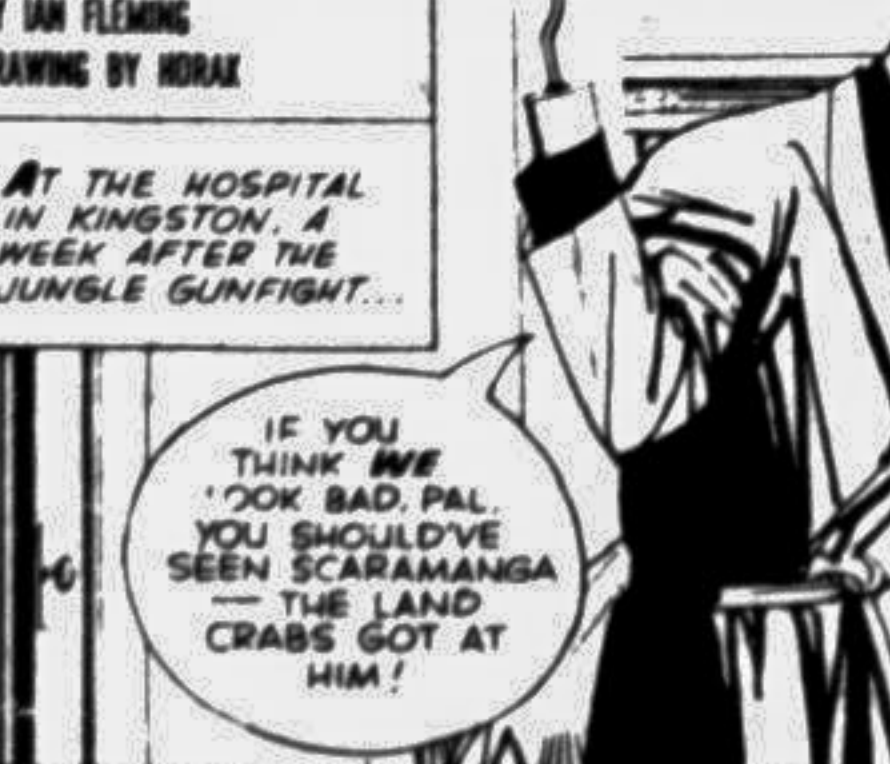
Tring 9:00 Nirma Aahaa 9:30 9 Malabar Hill 10:00 The Zee Horror Show 10:35 The News 11:00 India 11:30 Philips Top 12:30 Gopaljee 1:00 Mr Mintu 1:30 Graviera Ki Umeed 2:00 Arabic: Programme 2:30 TMM 4:00 Dastan 4:30 Goomta Ana 5:00 Jagran

**EL TV**

00:30pm Lata Mangeshkar Special 1:30 Haste Haste 2:30 Aage Dastan 3:30 Sur Sargeam 4:30 Pyar Hi Pyar 5:30 Lata Mangeshkar Special 6:30 Haste Haste 7:30 Aage Dastan 8:30 Its My Choice 9:00 Alko Ru-Ba-Ru 9:30 Fit Or Fat 10:00 Faust 10:30 Song Yatra 11:00 Sony Meri Lory 11:30 Liberty Public Demand 1:00 Number One 1:30 Moov Usha Uthup Show 2:00 Wonder Wings Amar Prem 2:30 Money Game 3:00 Instruct Purushshetra 4:00 Zandu Balm Dand-Mania 4:30 Ortem Hit Hai Hit Hai 5:00 People's Club 5:30 Hee Hee Ha Ha 6:00 Hollywood Se Bollywood 6:30 Dear El 7:00 Kal Bhi Aai Bhi 7:30 Humrahi 8:00 Kamaii Combination 8:20 Haseen Pal 8:30 The Music Show 9:00 V3-9:30 Shetrani 10:00 Alko Ru Ba Ru 10:30 Stand-by 10:40 Abhinav 11:00 Anabi 12:00 Mari Marzi

**PTV**

8:00am Tilawat Aur Tarjuma/Hamd/Naat 8:20 Cartoon 8:30 Khabraan 8:45 Fun Time 9:05 TV Encyclopedia 9:25 Khat Farmah 9:40 Sports Clinic 10:05 PTV Gold 10:30 English Film: Darkwing Duck 10:55 Mast Mast Sapno 11:00 Khabraan 11:10 Sports Hit 12:05pm Biscoop 95/Qasmi Hahani 12:55 Quran-e-Hakeem 1:02 Bismillah 1:15 Aaj Di Kahani 1:40 Aaj Di Shaam 2:00 Kinara Ep-43 (Drama Serial) 2:55 Ghost Writer 3:55 Karabar

**Garfield®****James Bond****Garfield®****James Bond****Garfield®****James Bond**