

Integrating Disabled Children in Regular School

NTEGRATION of disabled children in regular schools has been designated by various terms having the same philosophy, meaning and actions to be taken such as, normalization. deinstitutionalization, main-

streaming and inclusive educa-

NORMALIZATION : Normalization, first espoused in Scandinavia and later popularized in the United States by Wolfensberger in 1970s is the philosophical belief that every person with a disability should have an education and living environment as close to normal as possible. No matter what the type or level of the individual's disability, normalization dictates that he or she should be integrated as much as possible into the larger society.

Normalization has, as its goal making the lives of people with disabilities as much like the lives of nondisabled people as possible. Movement toward normalization has included dropping most or all of the labels used to describe disability such as crippled retarded etc. emphasizing the civil rights of disabled people, fostering treatment of newborns with severe disabilities, developing technology that enhances the independent functioning of people with disabilities in the mass media. All of these facets of normalization are intended to enhance the integration of children and adults with disabilities into the mainstream of society.

INTEGRATION: Integration is the normalization of where and with whom people with disabilities live, work, go to school, and play. Like other aspects of normalization, integra-

tion as a broadly supported social issue began in the 1960s. Integration involves the movement of people with disabilities from institutions to community living, from special schools to regular public schools, and from special classes to regular classes. Special education and general education should, according to some, merge into a single educational system in which all students are perceived as special. Proponents of less radical views of integration suggest that we should integrate special children into communities and into general education as much as possible but that we should maintain special education-including the full range of placement options from special schools and classes to full-time placement in regular classes with help from a special resource teacher. Two aspects of integration that have been especially important issues since the late 1960s are deinstitutionalization and mainstream-

DEINSTITUTIONALIZATIO N: The first part of the twentieth century witnessed a growth in the numbers of large residential facilities. Starting in the late 1960s, however, the trend has been to place individuals with disabilities in closer contact with the community. More and more special children are being raised by their families. In addition, smaller facilities, constructed within local neighbourhoods, are now common. Halfway houses are being used as a placement for disturbed individuals who no longer need the more isolated environment of a large institution. For people with mental retardation group homes are being used to house small numbers of individuals whose retardation may range from mild to severe. One of the reasons large residential institutions are less popular today is that both the general public and the special education profession have become aware of the grossly inadequate care provided by many of them. As the negative aspects of institutionalization became more and more apparent during the 1960s, advocates for people with disabilities began developing alternative living arrangements in more normalized community settings. Deinstitutionalization has been one of the hallmarks of the normalization movement. It has the potential to improve the quality of life for most peo-

dents of institutions. **MAINSTREAMING**: Many professionals have viewed mainstreaming — the integration of handicapped students into general education classes as the primary method by which schools can help special children achieve normalization. Even though the concept of mainstreaming has been around for many years, special educators have changed their approach to the topic. Form about 1950 to 1980, they emphasized research on the effectiveness of special classes (efficacy studies) for students with mild disabilities. During the 1980s, however, they have argued for mainstreaming on ethical grounds and have tried to devise ways of making it more apt to work.

ple who in previous generations

would have been lifelong resi-

Implementing the Principle of Mainstreaming: A variety of recommendations have been

by Sultana Sarwatara Zaman

chances that mainstreaming will work. We briefly discuss six of the most common strategies: To encourage general education teachers to use teaching

made about how to better the

practices with special-needsstudents that have been found to be effective with non-disabled students.

2. To use special educators as consultants to help general education teachers cope with the special problems presented by

children with special needs. 3. To establish prereferral teams to ensure that only those who truly need special education services are identified for

4. To structure classroom activities to encourage cooperative learning among students of different ability levels. 5. To structure classroom

activities so that normal stu-

dents act as tutors for their disabled peers (peer-tutor or peerpartner). 6. To use commercially available curriculum materials

designed to change non-dis-

abled students' attitudes toward

their disabled peers. THE REGULAR EDUCATION INITIATIVE (REI): Beginning in the mid-1980s, some special educators began to suggest that special education, especially for students with mild disabilities. was too separate from general education. Their arguments came to be known as the regular education initiative (REI. sometimes also known as the general education initiative, or GEI). In essence, the goal of the REI is to make general educators more responsible for the education of students who have special needs in school, including those who are economically or socially disadvantaged and those who are bilingual, as well as those who need special education. This goal, proponents of the REI believe, can be achieved only if general and special education are "restructured" so that few students, if any, are taught outside the regular classroom for any part of the school day. Massive changes in educational policy would be required if such restructuring were to take place. The REI is a proposal for radi-

dents. EDUCATION FOR ALL: UNESCO Regional Seminar on Policy Planning and Organisation of Education for Children and Young People with Special Needs was held in Harbin, China, in 1993 as part of the implementation of policies arrived at by the 1990 World Conference on

cal change in policies governing

the education of disabled stu-

"Education for All." THE CONCEPT OF INCLU-SIVE EDUCATION : When considering educational provisions for children with special educational needs, the Harbin seminar discussions were set within the perspective of an Inclusive School - a school which caters for diversity, a school for all. Inclusive schools were defined as having a philosophy of providing education for all children, including children with special educational needs. Such schools recognize and respond to the diversity of their populations, accommodate to children's different styles and rates of learning. and ensure equality of education through appropriate curriculum. school organisation.

use of resources and partnerships with their communities the Harbin seminar culminated in a Declaration which affirmed that various strategies to serve the basic learning needs of all children should be explored through the inclusive school concept and that institutional capacities to support

RATIONALE FOR INCLU-SIVE EDUCATION : The starting point for inclusive education is that all children with special educational needs should have access to and receive an education. This requires a recognition that, without exception, all children are capable of being educated and that all children have a right to an appropriate education. This philosophy was agreed to at the World Declaration on Education for All, which included the

ngs Bank of the Province

celebrated its 100th anniver-

sary extending an invitation to

Savings Banks all over the

world to take part in an

International Congress which

was held in Milan from October

26-31, 1924 and attended by 497

This first International

Congress of Savings Banks ap-

proved two decisions: (1) an

International Savings Bank

Institute was to be founded, and

(2) World Thrift Day was to be

celebrated each year on October

31, the closing day of the

Congress. The founding resolu-

tion reads as follows: "As an ex-

pression of the importance of

thrift the Congress wishes...the

closing day of the Congress ev-

erywhere to be declared

Savings Banks World Thrift

Day. This day is not a day of

rest but of work and conduct in-

spired by the ideal of thrift with

the view to propagating its

principles by example, by word

and by pictorial demonstra-

Day is being observed every

Savings Banks and in individ-

ual countries by the banking

community as a whole, with a

View to calling public in this or and a state of the stat

sents the special opportunity to

forge and strengthen the essen-

tial links between savings

idea. It is almost as old as hu-

man nature. An involuntary

prompting has had always

been there in man, be he of

Stone Age or Space Age, to lay

by something out of his re-

sources, meagre or otherwise,

When the caveman killed a

deer, obviously he did not de-

vour the whole animal: in-

stinctively he set aside a por-

tion of his kill after satiating

his immediate hunger. So far as

the underlying idea of thrift on

the economical use or means is

concerned there is a little dif-

ference between a cave dweller

Alarm or saving gives rise to the

juestion of ability. According

Smetimes the question of

and the modern man.

for the rainy day

Thrift or saving is not a new

banks and their customers.

year internationally

Since then the World Thrift

delegates from 27 countries.

of Lombardy in Milan -

inclusive education should be

enhanced.

following statements: Every person — child, youth and adult - shall be able to benefit from educational opportunities designed to meet their basic learning needs.

The learning needs of the disabled demand special attention. Steps need to be taken to provide equal access to education to every category of disabled persons as an integral part of the education system.

Finally, it can be summarized that integration means people with disabilities living, working, playing and going to school with nondisabled people. Deinstitutionalization and mainstreaming are two aspects of integration that have been important issues since the 1960s. Deinstitutionalization requires not only moving people out of institutions but also having specific plans to integrate them into more normal community residences. Mainstreaming is the integration of students with disabilities into general education classes. For decades, arguments

for mainstreaming were centered on research showing that special classes are ineffective. Today, arguments for mainstreaming tend to focus on ethical issues. Common strategies for implementing mainstreaming are effective teaching practices in general education. teacher consultants, prereferral teams, cooperative learning, peer tutors, and curricula designed to change attitudes toward people with disabilities.

Lastly, inclusive education involves educating children with special educational needs in settings where they have the maximum association, consistent with their needs, with other children. The whole issue of integration, normalization, mainstreaming and inclusive education involves change of attitude of policy makers, teachers and parents towards the disabled person, with the purpose of creating better quality of life for them.

South Asian Regional Centre for Disability A Necessity for Improving Services for the Disabled in This Region

had once reviewed the pro grammes for the disabled in each of the countries in South Asia - Bangladesh. Bhutan, India, Maldives, Nepal, Pakistan and Sri Lanka, and found that none of the countries have reached a standard where they could cater services for all its disabled citizens. The countries however differ from each other in many respects - economically, culturally and the most important of all, in political commitment and therefore it is difficult to compare. Pearl S Buck who had a disabled child once stated that "the most progressive country is that which looks after its weakest mem-Them serve reviews

India being the largest of the South Asian countries and having achieved a level of technical development comparable to some of the industrialised nations of the world, there it is obvious that professional development in the area of disability has been the highest.

Development of specialised multi-disciplinary professionals required for intervention programme for the disabled has been achieved to a considerable extent in India. Pakistan, although started late in its services for the disabled. has done remarkably well in this field within a short period. Sri Lanka started very early its work in this area but the pace appears to have slowed down. Bangladesh has not achieved much. Nepal. Maldives and Bhutan are however lagging behind.

In December 1994 a threeday "Regional Seminar on Childhood Disability" was held in Dhaka. It was organised

jointly by Bangladesh Protibondhi Foundation, Department of Special Education, IER, Dhaka University and the Child Development Centre of the Bangladesh Institute of Child Health , Dhaka Shishu Hospital. The theme of the conference was "Ensuring Health. Education and Rights of the Disabled: from Awareness to Action."

Participants were disabled persons themselves, their parents, policy makers advocacy groups and well known experts and professionals from home and abroad. Subjects for the speakers and discussions ranged from all kinds of disabilities such as visual impairment, hearing impairment, mental retardation cerebral plasy, epilepsy, genetic counseling, etiological factors of disability, prevention to advocacy The three-day seminar ended with several recommendations.

The following were some of the recommendations forwarded in my review paper as well as the "Regional Seminar on Childhood Disability": --Government and Non-

Government organisations working in the field of disability should form a FORUM for the disabled in this region, any one country could take the leadership in this regard.

To enhance sharing of experiences exchange programmes in the areas of technology and training should be undertaken between countries of South

Asian region. Trained personnel (Govt. and Non-Govt) from India and Pakistan should extend their helping hands in training teachers. therapists and other professionals and paraprofessionals required in working with the disabled from other countries of South Asia.

Appropriate legislation should be enacted in those member countries of South Asia which are lagging behind to protect, promote and safeguard the interest of the disabled persons. Establishment of "South

Asian Pool of Technicians" or "Technical Committee on Disability" issues should be considered by the member countries to give greater emphasis on problems of disability.

import of materials and equipment's necessary to work with the disabled should be made free of taxes and duties within the countries in South

Special Education, formal or integrated should be established wherever possible (urban and rural) immediately in countries where they do not exist while special education should be expanded for the severely disabled in countries where some beginning has been made in this field

As most of the Som. Asian countries are aspiring for Universal Primary Education and Education for All' by the year 2000, it is important to stress that the disabled are also included in the programme.

People with disabilities and their families have a right to live in society with

dignity and respect. People with disabilities are valuable in themselves for the contributions to society.

People with disabilities deserve equity and equal rights within society. 12. People with disabilities and their families must be involved in all aspects of

service delivery 13. All professionals and nonprofessional need training in various skills to work with people with disabilities and their

families more effectively 14. Regional , collaboration including , ay regional training centre could bring progress in reaching our

mutual goals. 15. We should develop, adopt and implement a regional platform on prevention of disability, on the rights of persons with disability and provision of effective services to all.

A group of dedicated and

committed professionals had several follow-up meetings after the Seminar held December, 1994 for a period of one year and finally came up with a decision and formed a trust in January 1996 entitled South Asian Regional Centre for Disability" (SARCD), a networking of professionals in South Asia for helping rehabilitation of the disabled in the region. The main purpose of establishing SARCD is to promote and develop activities for the overall well being of children and adults with disability relating to motor, vision, hearing communication, cognition, behaviour problems, epilepsy and multiple and complex disabilities in Bangladesh and in other South Asian countries

Some of the objectives of SARCD are as follows:— To facilitate exchange of experts, scholars, trainees and research workers from within

Bangladesh and South Asia for developing appropriate ser vices and interventions for children and adults with disabilities

* To become a strong advocacy group for establishing the rights of the disabled persons taking into account experiences from South Asian Nations. "

"To advocate accessibility bi disabled persons into public places, public transport facilities, jobs, cultural and sports activities based upon present standards and practical considerations of each type of disability.

 To provide consultancy services to Government and Non-Government Organisations in the relevant areas of Childhood and Adult Disability

The establishment of SARCD is a landmark in the history of development of services for the disabled in this region by the professionals. We hope the joint venture of the professionals - the pediatricians, the psychologists, the psychiatrists, the neurologists. the physiotherapists and the special educators - will go a long way in this region to make the lives of the disabled better and bright.

-Sultana Sarwatara

WORLD THRIFT DAY

Calling Attention to the Importance of Thrift and Savings

by Sheikh Rezaul Karim ▼ N 1923 Cariplo — the Savi-

to some, saving increases when the meome increases Sinnig no doubt, is inseparably linked with income, but it is not always true that saving mereases with the increase of income. The main basis of saving is the will and eagerness to save in the life of an individual. Saving means a good family budget. that means spending according to earning, that means proper utilisation of income by contromne the expenditure in the sphere of national economy. savings means prosperity... checking inflation, arresting price hike, accumulation of capital, mobilisation of resources and creation of em-

ployment opportunities. Banglädesh is not a developed country; it is a developing one. Its Gross National Product (GNP) is low. Bangladesh has a high population growth rate. high density of population, a low literacy rate, poor health condition, low income and very low per capita savings. Though traditionally savings means postponement of luxury consumption, in the context of Bangladesh it might mean sacrifice in the real term by reducing essential consumption. A large number of people in the country live under subsistence level. Yet there is an affluent class which spends money on

The utilisation of small save first perceived in the United Kingdom in the days of the holocaust, World War I, and not in peacetime. So the necessity of thrift and savings was greatly felt in time of crisis and not during happiness. Started in the UK during World War 1, the National Savings Schemes made a great headway in the country during World War II. Although during the war, as was quite natural. the patriotic motive far out-weighed the gain motive, the people of Great Button had come to value the ments of the scheme and it proved to be of immense value to the nation in the sphere of post-war reconstruction.

Originating as it did in the sub-continent during the Second World War, merely as an ancillary measure for financing the war. various national savings schemes had been

adopted by India and Pakistan. and by Bangladesh after its independence, as a permanent teature of the national economy because of the great potentialities of savings. This National Savings movement has been playing a very important role in mobilising internal resources for financing the urgently needed development programme of the country. Since people with small incomes and savings constitute the largest part of our population, it is only by channeling their small savings that we can hope to maximise investment. The World Thrift Day is the

day of launching a worldwide drive to popularise the idea of thritt and savings. The observance of the day stimulates public attention and, activity and in connection with matters of importance seems to have its appeal and effectiveness. The Day, which concerns a matter of vital national interest to both developed and developing countries, deserves to be observed widely and with due earnestness in our country also every year.

An old English proverb says that it is easy to earn money but difficult to spend it. The inherent meaning of the proverb is that even if it is easy to earn of intomine value are the same of aspend www.sely. We know that that we do not actually require. We often forget that we must not live beyond our means. We can take lessons from the economic history of our peasantry. It is very pathetic. Many peasant families of Bangladesh lost

their land and homesteads and turned into landless agricultural labourers simply because they mortgaged their land and took loans from mahajans in order to meet the expenditure of either marriage ceremony of their daughters or some other festivity. So, it is simply wise to The after who was editor of

The Fire Fighter — the only fire prevention journal in Pakistan, published by the then East Pakistan Fire Services. and editor of the monthly Sanchaya, the journal (now defunct) of the Department of National Savings, is a PR prolessional.

The Daily Star Entertainment Guide

Thursday 31st October (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 Geeta 3:15 Re-telecast of selected programme from TV Archive 4:00 News in Bangla 4:15 Khelar Jagot 4:45 Cartoon Film: Tom And Jery 5:00 News in Bangla 5:25 National Television School Debate 6:00 News in Bangla 6:30 Esho Para Shikhi: Mass Education 7:00 The News 7:05 Jiboner Alo 7:25 Nazrul Songs 8:00 News in Bangla 8:40 Arabian Nights 9:00 Ittyadi: Magazine Programme 10:00 News in English 10:25 Janmabhumi 10:35 Film show: The Equalizer 11:30 News in Bangla 11:35 Friday's programme summary 11:40 Close

BBC

6:00am BBC World News 6:10 Newsnight 7:00 BBC Newsroom Inc. World Business Report/Asia Today/24 Hours 10:00 BBC World Headlines 10:05 World Focus: Around The World in 80 Days 11:00 BBC Newsday 2:00 BBC World Headlines 2:05 World Focus: the Key To The White House 3:00 BBC World News 3:30 Time Out: The Travel Show 4:00 BBC Newsdesk 6:00pm BBC World Headlines 6:05 World Focus: Horizon 7:00 BBC World News 7:15 World Business Report 7:30 BBC Newshour Asia and Pacific 8:30 Time Out: Top Gear 9:00 BBC World Headlines 9:05 World Focus: Around The World In 80 Days 10:00 BBC World News 10:30 Time Out: Film '96 11:00 BBC World News 11:30mn Time Out: Floyd's American Pie 12:00 The World Today 2:00 BBC World Headlines 2:05 World Focus: BBC Global Report 2:50 Earth Report 3:00 BBC World News 3:30 Time Out: Tomorrow's World 4:00 BBC World Report inc. World

6:00am Frame By Frame 7:00 Fram by Frame

Barbara 1:00 Baywatch Nights 2:00 Bevarly Hills 90210 3:00

Business Report/24 Hours

CHANNEL V

Rewind VJ Sophiya 8:00 Jump Start VJ Trey 9:00 Frame by Frame 11:00 The Vibe VJ Luke 12:00 Rewind VJ Sophiya 1:00 By Demand VJ Trey 2:00 Frame by Frame 2:30 First Day First Show 3:00 BPL Oye 4:00 Planet Ruby 4:30 By Demand VJ Trey 5:30 Music Update Takyo 6:00pm Rewind VJ Sophiya 7:00 Big Bang VJ Alessandra 8:00 Planet Ruby 8:30 The Vibe 9:00 Videocor Flashback 9:30 Top of the Pops 10:00 First Day First Show 10:30 Soul Curry 11:00 Classic Rock 12:00mn Jump Start VJ Trey 1:00 Haysah 2:00 By Demand VJ Trey 3:00 Big Bang VJ Alessandra 4:30 BPL Oye 5:30

STAR PLUS

6:00am Home and Away 6:30 Style 7:30 STAR News 8:00 SKY News 8:30 STAR News 9:00 SKY News 9:30 Aerobics Oz Style 10:00 Today's Gourmet 10:00 E! Behind The Scenes She's the Ons 11:00 Kats & Allie 11:30 The Oprah Wintrey Show 12:30 21 Jump Street 1:30 Santa Barbara 2:00 The Bold & The Beautiful 3:00 Khandan 3:30 Tahkikaat 4:00 Home and Away 4:30 Lost In Space 5:30 Adventures Of Black Stallion 6:00pm Kate & Allie 6:30 Today's Gourmet 7:00 Destinations "Colorado Summer" 7:30 STAR News (Hindi) 8:00 Small Wonder 8:30 The Bold & The Beautiful 9:00 Ghutan 9:30 STAR News 10:00 Fawity Towars 10:30 The X Files 11:30 The Bold & The Beautiful 12:00mn Santa



Baywatch Nights on Star Plus, Tonight at 1:00 11:30 Adventure: Time Trackers

Quincy 4:00 The Oprah Wintrey Show 5:00 Barnaby Jones

STAR SPORTS

6:00am World Cup Classics

1990 West Germany vs Argentina Final 8:00 Mumm 36 Champ. H/L Euro 8:30 The European Tour Volvo Masters 9:30 Watersports World 10:30 1Trans World Sport-43 11:30 International Motorsports News 12:30noon NBA End of Season Wrap Up 1:30 Squash Super Series Qater Int'l 2:00 the European Tour 1996 Volvo Masters Highlights 3:00 Spanish F'ball League H/L 3:30 Mariboro League CNFL H/L 4:00 Live China Open 1996 Day 2 From Dongguan, China 8:00 World Wrestling Federation Raw 9:30 Watersports World 10:00 World Cup Hall Of Fame 10:30 Futbol Mundial 11:00 US PGA Tour the tour Championship Day 4 1:00 World Wrestling Federation Raw 2:00 Prime Boxing 4:00 China Open

196 Day 2

7:30am Classic. Seance on a Wet Afternoon 15 (Arabic Subtitles) 9:30 Comedy: Making Mr. Right 15 (Arabic Subtitles)

Mano Ya Na Mano 11:30 Hum Paanch 12:00 Tara 12:30 Parampara 1:00 No Problem 1:30 Beeji Ke PG 2:00 Arabic Programme 2:30 TMM 4:00 Zee Horror Show 4:30 4 Malabar Hill 5:00 Julian

EL TV

00:30 Dil Dekhe Dekho 01:30

Sur Sargam 02:30 Pyar Hi Pyar

03:30 Jeevan Ke Rang 04:30

ince Dance 05:30 Dil Dekhe eno 06:30 Sur Sargam 07 30 Pyar Hi Pyar 08:30 Jee an Ke Rang 09:30 Dance Dance 10:30 Emami The Real Count Down 11:00 Nukkad 11:30 Shatrani 12:00 Top Of The Pops 12:30 Brigadier Balwant Bhawan 1:00 Suhana Safar 1:30 Nazrane 2:00 Jeetendra Special 3:00 Wonder Wings Amar Prem 3:30 Chehre 4:00 Akanksha 4:30 Song Yatra 5:00 Dear EL 05:30 Chalti Ka Naam Gaadi 6:30 Sorry Meri Lorry 7:00 Ortem Hit Thi Hit Hai 7:30 Hakke Bhakke 8:00 Its My Choice 8:20 Kinetic Haseen Pal 8:30 Liberty Public Demand 9:30 Gambler 10:00 D'Singer Quartz Peoples Club 10:30 Stand By 10:40 Humrahen 11:00 Casper Number One 11:30 Filmi Chaat 12:00 Kinetic Haseer Pal 12:10 News re SONY ET

8:30am Yaadon Ki Baarat 9:00

The Three Stooges 9:30 Den-

nis The Menace 10:00 | Dream

Of Jeannie 10:30 Surf-Wheel

Of Fortune (Game Show) 11:00

Ghaav (Serial) 11:30 Faasle

(Serial) 12:30pm Kismat (Serial)

1:00 Zamin Asman (Serial) 1:30

Mere Message Meri Geet 2:30

Cine Matinee-Hindi Feature Film

5:00 O'Maria (Serial) 5:30 The

Three Stooges 6:00 Mere Mes-

sage Meri Geet 6:30 Dennis

The Menace 7:00 Premier 7:30

Dream of Jeannie 8:00 Surf-

Wheel Of Fourtune (Game

Show) 8:30 Serial 9:30 Hospital

(Serial) 10:00 Cover Story

Hostel (Thriller Serial) 10:30 Ja-

nee Kaha Mera Jigar Gaya Ji

ern Django Strikes Again 18 (Arabic Subtitles) ZEE TV

PG (Hind: Subtitles) 1:30 Ro-

mance: Memories of Midnight

15 (Hindi Subtitles) 3:30 Film

Club Eight Men Out 12 (Hindi

Subtitles) 5:30 Comedy: Alice

15 (Hindi Subtitles) 7:30 Film

Club: Little Man Tate PG (Hindi

Subtitles) 9:00 US Top Ten

9:30 Romance: Blue Sky (Hindi

Subtitles) 11:30 Halloween Hor-

ror: Halloween 18 1:30 Horror:

Monolith 18 (Arabic Subtitles

3:30 After Dark: Lady In Red

18 (Arabic Subtitles) 5:30 West-

5:30 Suno Bhai Sadho 6:00 News 6:30 Jagran 7:00 ZED 8:30 All Out for no loss 9:00 Ghoomta Aaina 9:30 HFF 12:00 17 Shirley Road 12:30 Aur Ek Minute 1:00 ZED 1:30 Asian Sky Shop 2:30 Tara 3:00 Kurukshetra 3:30 Captain Cook Shahi Dawat 4:00 Helpline 4:30 Mere Ghar Ana Zindagi 5:00 ZED 5:30 Teer Kaman 6:00 Hum Honge Kamyaab 6:30 Ad Mad Show 7:00 Manasi 7:30 Gaane Anjaane 8:00 Tumhare Liya 8:30 Colgate Gel Yoodle Aeoo 9:00 Gopaljee 9:30 Dastaan 10:00 Graveria Ki

Ummed 10:30 News 11:00

(Serial) 11:00 The Young And The Restless 11:30 Yeh Sadi Fourtune (Game Show) 2:00 Premier 2:30 Closed

Nahi Ho Sakti (Senal) 12:00 Pehli Mulakat 12:30am Sunday Ki Sunday 1:00 Nirlop Rasoi Show 1:30 Surf-Wheel Of

Darpan (Serial) 3:00 Eto Tuku Basha (Serial) 5:05 Nepali Pro-

DD 7 10:30 Janmadin 10:35 Classical Music 11:00 Dance 12:00 ETV Programme 12:30 Kalkata Bishitra 1:00 Janani (Senai) 2:30

gramme 5:30 News 5:35 ithva Samiskriti 6:00 Palli Katha 6:30 Chakrir Khabar 6:55 Ajab Saja (Serial) 7:30 Bangla Sambad 8:00 Sur Sangeet 8:30 Deaw (Serial) 9:00 Janani (Serial) 9:30 Swapner Bazar (Serial) 10:00 Bengali Movie

Club F im Show 1:00 Closed ZEE CINEMA

6:30 Hit Hai Fit Hai 7:00 Pvasi Shaam (Sunil, Sharmili) 9:00 Box Office 9:30 Sitapur Ki Geeta (Rajesh K. Hema) 12:15 Bolly-

wood 12:30 Bheegi Raat (Asok K. Meena K) 3:15 Songs 3:45 Saugandh 6:30 Velu Gu Nee Dalu 9:15 Songs 10:00 Katha (Nasseruddin Shah, Dipti Naval) 12:45 Nina Ivu Chinnam (Tamil) 3:30 Najane Kyon 4:00 Devi Aur Durga

Garfield ®





by Jim Davis

Tom and Jerry





