



وزارت تعلیم و تربیت

مركز معلومات دہلی

تعلیمی دستاویز

2015

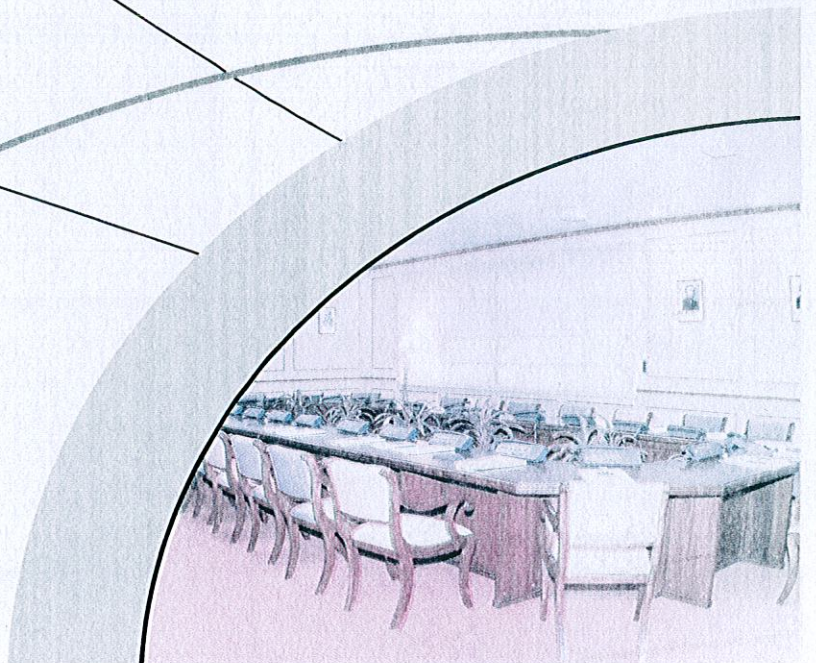
تعلیمی دستاویز کے مقاصد، اہمیت، اہداف، اہلیت، اور دیگر اہم امور کے بارے میں

6/2008 (پہلا دورہ) کے تحت 1 ویں ایڈیشن کے تحت شائع کیا گیا ہے

تعلیمی دستاویز کے بارے میں مزید معلومات کے لیے

26 اگست 2015

تعلیمی دستاویز: 75/1ع/2015-م-2



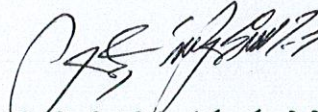
26 آگست 2015 کی تاریخ پر 8 ویں اجلاس کے ذریعے منظور کی گئی ہے

دستخط شدہ قرارداد، جس پر 6/2008 (پندرہ ویں اجلاس) کی قرارداد 1 کی تاریخ پر
قرارداد منظور کیا گیا ہے اور اس کی تاریخ 99 ویں اجلاس (1) کی

تاریخ پر منظور کیا گیا ہے اور اس کی تاریخ 99 ویں اجلاس (1) کی
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تاریخ پر منظور کیا گیا ہے اور اس کی تاریخ 99 ویں اجلاس (1) کی

26 آگست 2015


نائب صدر، قومی ادارہ برائے اعلیٰ تعلیم، اسلام آباد

تاریخ پر منظور کیا گیا ہے اور اس کی تاریخ 99 ویں اجلاس (1) کی

تاریخ پر منظور کیا گیا ہے اور اس کی تاریخ 99 ویں اجلاس (1) کی

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ



تألیف کتاب ریاضیات پایه نهم

فصل اول

مجموعه اعداد صحیح

1. مجموعه اعداد صحیح را با نماد \mathbb{Z} نشان می‌دهیم. هر عدد صحیح a را می‌توانیم به صورت $a = +a$ یا $a = -a$ یا $a = 0$ بنویسیم.

2. در مجموعه اعداد صحیح، هر دو عدد صحیح a و b را می‌توانیم با هم جمع کنیم و حاصل یک عدد صحیح است. همچنین می‌توانیم هر عدد صحیح a را با عدد صحیح b ضرب کنیم و حاصل یک عدد صحیح است. همچنین می‌توانیم هر عدد صحیح a را با عدد صحیح b تقسیم کنیم و حاصل یک عدد صحیح است.

فصل دوم

مجموعه اعداد گویا

3. مجموعه اعداد گویا را با نماد \mathbb{Q} نشان می‌دهیم. هر عدد گویا a را می‌توانیم به صورت $a = \frac{p}{q}$ بنویسیم که p و q اعداد صحیح و $q \neq 0$ است. هر عدد گویا a را می‌توانیم با عدد گویا b جمع کنیم و حاصل یک عدد گویا است. همچنین می‌توانیم هر عدد گویا a را با عدد گویا b ضرب کنیم و حاصل یک عدد گویا است.

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4. مجموعه اعداد گویا را با نماد \mathbb{Q} نشان می‌دهیم. هر عدد گویا a را می‌توانیم با عدد گویا b تقسیم کنیم و حاصل یک عدد گویا است. همچنین می‌توانیم هر عدد گویا a را با عدد گویا b توان بگیریم و حاصل یک عدد گویا است.

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(س) گویا که ما در این کتاب می‌خوانیم که:

(س) این کتاب در این کتابخانه است.
کتابخانه

2. این کتاب در این کتابخانه است.

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9. $\frac{1}{x^2} = x^{-2}$ $\frac{d}{dx} x^{-2} = -2x^{-3} = -\frac{2}{x^3}$

10. $\frac{d}{dx} x^2 = 2x$

(a) $\frac{d}{dx} x^3 = 3x^2$
 $\frac{d}{dx} x^4 = 4x^3$
 $\frac{d}{dx} x^5 = 5x^4$

$\frac{d}{dx} x^n = nx^{n-1}$

$\frac{d}{dx} x^{-1} = -x^{-2} = -\frac{1}{x^2}$
 $\frac{d}{dx} x^{-2} = -2x^{-3} = -\frac{2}{x^3}$
 $\frac{d}{dx} x^{-3} = -3x^{-4} = -\frac{3}{x^4}$
 $\frac{d}{dx} x^{-4} = -4x^{-5} = -\frac{4}{x^5}$
 $\frac{d}{dx} x^{-5} = -5x^{-6} = -\frac{5}{x^6}$

(b) $\frac{d}{dx} x^6 = 6x^5$
 $\frac{d}{dx} x^7 = 7x^6$
 $\frac{d}{dx} x^8 = 8x^7$
 $\frac{d}{dx} x^9 = 9x^8$
 $\frac{d}{dx} x^{10} = 10x^9$

$\frac{d}{dx} x^n = nx^{n-1}$

(c) $\frac{d}{dx} x^{-6} = -6x^{-7} = -\frac{6}{x^7}$
 $\frac{d}{dx} x^{-7} = -7x^{-8} = -\frac{7}{x^8}$
 $\frac{d}{dx} x^{-8} = -8x^{-9} = -\frac{8}{x^9}$

$\frac{d}{dx} x^n = nx^{n-1}$

1. $\frac{d}{dx} x^3 = 3x^2$
 $\frac{d}{dx} x^4 = 4x^3$
 $\frac{d}{dx} x^5 = 5x^4$

تعمیر و ترمیم

تعمیر و ترمیم از جمله کارهای اساسی است که در هر پروژه ساختمانی باید در نظر گرفته شود. این کارها شامل تعمیرات جزئی و کلی، ترمیم مصالح و اجزای مختلف ساختمان است. هدف از این کارها، افزایش عمر مفید ساختمان و جلوگیری از خسارتهاست.

تعمیر و ترمیم باید با دقت و تخصص انجام شود. استفاده از مصالح باکیفیت و رعایت اصول فنی در این کارها بسیار مهم است. همچنین، برنامه ریزی دقیق و نظارت مستمر در طول فرآیند تعمیر و ترمیم، از بروز مشکلات جلوگیری می کند.

تعمیر و ترمیم در ساختمانها، به دلیل فرسودگی مصالح و اجزای مختلف، نیازمند توجه ویژه است. این کارها باید به صورت منظم و دوره ای انجام شود تا از بروز مشکلات بزرگتر جلوگیری شود.

تعمیر و ترمیم در ساختمانها، به دلیل فرسودگی مصالح و اجزای مختلف، نیازمند توجه ویژه است. این کارها باید به صورت منظم و دوره ای انجام شود تا از بروز مشکلات بزرگتر جلوگیری شود.

(۱)

تعمیر و ترمیم در ساختمانها، به دلیل فرسودگی مصالح و اجزای مختلف، نیازمند توجه ویژه است.

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في الميزانية العامة للدولة للعام 2011م

18. في ضوء ما ذكره من قبل، فإن الميزانية العامة للدولة للعام 2011م، لا تخضع لتدقيق من قبل جهة خارجية مستقلة، بل تخضع لتدقيق من قبل الجهاز المركزي للمحاسبات، وهو الجهة المختصة بذلك وفقاً للمادة 147 من الدستور، وذلك في إطار مهامه الوظيفية المتمثلة في مراقبة تنفيذ الميزانية العامة للدولة، وإعداد تقريره السنوي عنها، وذلك وفقاً للمادة 148 من الدستور، والتي تنص على أن الجهاز المركزي للمحاسبات "يعد تقريراً سنوياً عن تنفيذ الميزانية العامة للدولة، ويحيله على مجلس الوزراء، الذي يحيل بدوره التقرير على مجلس الشعب، الذي يقره في نهاية كل سنة".

تأثير الميزانية العامة
على الاقتصاد

19. (أ) الميزانية العامة للدولة للعام 2011م (60.000/-) (مئة وستون ألفاً فقط) مليوناً.

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(ب) الميزانية العامة للدولة للعام 2011م (30.000/-) (ثلاثون ألفاً فقط) مليوناً.

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(ج) الميزانية العامة للدولة للعام 2011م (6000/-) (ستة آلاف فقط) مليوناً.

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(د) الميزانية العامة للدولة للعام 2011م (300/-) (ثلاثمائة فقط) مليوناً.

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الميزانية العامة
للحكومة

20. في ضوء ما ذكره من قبل، فإن الميزانية العامة للدولة للعام 2011م، لا تخضع لتدقيق من قبل جهة خارجية مستقلة، بل تخضع لتدقيق من قبل الجهاز المركزي للمحاسبات، وهو الجهة المختصة بذلك وفقاً للمادة 147 من الدستور، وذلك في إطار مهامه الوظيفية المتمثلة في مراقبة تنفيذ الميزانية العامة للدولة، وإعداد تقريره السنوي عنها، وذلك وفقاً للمادة 148 من الدستور، والتي تنص على أن الجهاز المركزي للمحاسبات "يعد تقريراً سنوياً عن تنفيذ الميزانية العامة للدولة، ويحيله على مجلس الوزراء، الذي يحيل بدوره التقرير على مجلس الشعب، الذي يقره في نهاية كل سنة".

تأثير الميزانية العامة
على الاقتصاد

في ضوء ما ذكره من قبل، فإن الميزانية العامة للدولة للعام 2011م، لا تخضع لتدقيق من قبل جهة خارجية مستقلة، بل تخضع لتدقيق من قبل الجهاز المركزي للمحاسبات، وهو الجهة المختصة بذلك وفقاً للمادة 147 من الدستور، وذلك في إطار مهامه الوظيفية المتمثلة في مراقبة تنفيذ الميزانية العامة للدولة، وإعداد تقريره السنوي عنها، وذلك وفقاً للمادة 148 من الدستور، والتي تنص على أن الجهاز المركزي للمحاسبات "يعد تقريراً سنوياً عن تنفيذ الميزانية العامة للدولة، ويحيله على مجلس الوزراء، الذي يحيل بدوره التقرير على مجلس الشعب، الذي يقره في نهاية كل سنة".

بج ترقی 2

تلاخ نازیر سو انڈیا ویڈیو سروس میں کسی ایک ویڈیو کے لئے 13 (تین) ڈیٹا پوائنٹس کی ضرورت ہے۔

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(۲) ویڈیو کے لئے (انڈیا ویڈیو سروس) سروس کے لئے ڈیٹا پوائنٹس کی ضرورت ہے۔

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(۸) نئے نئے سروس کے لئے ڈیٹا پوائنٹس کی ضرورت ہے۔

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(۹) نئے نئے سروس کے لئے ڈیٹا پوائنٹس کی ضرورت ہے۔

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(۱۰) نئے نئے سروس کے لئے ڈیٹا پوائنٹس کی ضرورت ہے۔

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1. نئے نئے سروس کے لئے ڈیٹا پوائنٹس کی ضرورت ہے۔

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3. نئے نئے سروس کے لئے ڈیٹا پوائنٹس کی ضرورت ہے۔

تلاخ کی ضرورت ڈیٹا پوائنٹس کی ضرورت ہے۔

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7. انہوں نے نادر شاہ کے ساتھ ساتھ...

انہوں نے نادر شاہ کے ساتھ ساتھ... انہوں نے نادر شاہ کے ساتھ ساتھ...

مَنْ دَخَلَ بَيْتَنَا مِنْ بَابٍ غَيْرِ هَذَا كَانَ كَمَا كَانَ يَوْمَئِذٍ.

وَمَنْ دَخَلَ بَيْتَنَا مِنْ بَابٍ غَيْرِ هَذَا كَانَ كَمَا كَانَ يَوْمَئِذٍ.
وَمَنْ دَخَلَ بَيْتَنَا مِنْ بَابٍ غَيْرِ هَذَا كَانَ كَمَا كَانَ يَوْمَئِذٍ.
وَمَنْ دَخَلَ بَيْتَنَا مِنْ بَابٍ غَيْرِ هَذَا كَانَ كَمَا كَانَ يَوْمَئِذٍ.
وَمَنْ دَخَلَ بَيْتَنَا مِنْ بَابٍ غَيْرِ هَذَا كَانَ كَمَا كَانَ يَوْمَئِذٍ.
وَمَنْ دَخَلَ بَيْتَنَا مِنْ بَابٍ غَيْرِ هَذَا كَانَ كَمَا كَانَ يَوْمَئِذٍ.

Academic Audit for Granting Degree Awarding Powers and University/College Title

Evaluation Criteria for Degree Awarding Powers/University Registration/College Registration

Introduction

Department of Higher Education (DHE) is responsible for granting Degree Awarding Powers, University registration and College registration in the Maldives.

An organization that wishes to award its own degrees will be required to demonstrate that it meets the criteria that follow. Scrutiny by Department of Higher Education establishes whether or not an applicant organization has reached a secure level of fitness for the powers being sought. The applicant must clearly demonstrate that there can be public confidence, both present and future, in its systems for assuring the quality and standards of its degrees.

The criteria for degree awarding powers, university registration and college registration are outlined in this document. The criteria are designed to establish that the applicant organization has a well found, cohesive and self-critical academic community that demonstrates firm guardianship of its standards. The academic audit process seeks to establish methods for monitoring academic standards, to spread good practice and to keep the system under review. Thus providing confidence that can be placed soundness of the institute's arrangement for the management of the quality of its programmes, integrity and reliability of the information published about the institute's quality standards. Hence, the Academic Audit serves for organizational improvement as well as public accountability.

The following stages list and explain the criteria against which an application for the grant of degree-awarding powers, university registration and college registration will be considered.

Stage 1: Basic Criteria

Stage 2: Proforma

If the applicant meets the basic criteria at Stage 1 the applicant is further scrutinized in stage 2.

Under the stage 2 the following criteria will be evaluated:

- 1) Governance and Academic Management
- 2) Academic standards and quality assurance
- 3) Scholarship and the pedagogical effectiveness of academic staff
- 4) The environment supporting the delivery of taught higher education programmes

1. Governance and Academic management:

The applicant organization will be required to provide evidence that:-

- its financial planning, quality assurance, and resource allocation policies are coherent and relate to its higher education mission, aims and objectives;
- its higher education activities take full account of relevant legislation, the Academic Infrastructure, and associated guidance;
- its higher education mission and associated policies and systems are understood and applied consistently both by those connected with the delivery of its higher education programmes and, where appropriate, by students;
- there is a clarity of function and responsibility at all levels in the organisation in relation to its governance structures and systems for managing its higher education provision;
- there is depth and strength of academic leadership across the whole of its higher education provision;
- it develops, implements and communicates its academic policies and systems in collaboration with those who have responsibility for the delivery of its higher education programmes, and with relevant stakeholders;
- its academic policies, systems and activities are monitored and reviewed and that appropriate and timely action is taken when deficiencies are identified;
- its academic risk and change management strategies are effective;
- it has in place robust mechanisms to ensure that the academic standards of its higher education awards are not put at risk; and
- it has the capability of managing successfully the additional responsibilities that would be vested in it were it to be granted taught degree-awarding powers.

2. Academic Standards and Quality Assurance

The applicant organization will be required to provide evidence that:-

- the regulatory framework governing its higher education provision (covering, for example, student admissions, progress, assessment, appeals and complaints) is appropriate to its current status and is implemented fully and consistently; and
- it has in prospect a regulatory framework appropriate for the granting of its own higher education awards.
- its higher education awards are offered at levels that correspond to the relevant levels of the MNQF;
- the management of its higher education provision takes appropriate account of the MQA's Code of Practice, relevant subject benchmark statements, national guidance on programme specifications, and the requirements of any relevant professional and statutory bodies;
- in establishing, and then maintaining, comparability of standards with other providers of equivalent level programmes, it explicitly seeks advice from external peers and, where appropriate, professional and statutory bodies;

- its programme approval, monitoring and review arrangements are robust, applied consistently, have at all levels a broadly based external dimension and take appropriate account of the specific requirements of different levels of award and different modes of delivery; and
- there is an explicit and close relationship between academic planning and decisions on resource allocation.
- its strategies for learning and assessment are consistent with stated academic objectives and intended learning outcomes;
- relevant staff are informed of, and provided with guidance on, its policies and procedures for programme design, monitoring and review;
- responsibility for amending or improving new programme proposals is clearly assigned and subsequent action is carefully monitored;
- coherence of programmes with multiple elements or alternative pathways is secured and maintained;
- close links are maintained between learning support services and the organisation's programme planning, approval, monitoring and review arrangements;
- robust arrangements exist for ensuring that the learning opportunities provided to those of its students that may be studying at a distance from the organisation are adequate;
- through its planning, approval, review and assessment practices, it defines, monitors, reviews and maintains its academic standards;
- its assessment criteria and practices are communicated clearly to students and staff;
- its assessment practices fully cover all declared learning objectives, learning outcomes and modes of delivery;
- appropriately qualified external peers are engaged in its assessment processes and that consistency is maintained between internal and external examiners' marking;
- the reliability and validity of its assessment procedures are monitored and that its assessment outcomes inform future programme and student planning; and
- clear mechanisms are in place for use when a decision is taken to close a programme or programme element, and that, in doing so, the interests of students are safeguarded.
- critical self-assessment is integral to the operation of its higher education provision and that action is taken in response to matters raised through internal or external monitoring and review;
- clear mechanisms exist for assigning and discharging action in relation to the scrutiny, monitoring and review of agreed learning objectives and intended outcomes;
- ideas and expertise from within and outside the organisation (for example on programme design and development, on teaching, and on student learning and assessment) are drawn into its arrangements for programme design, approval and review; and
- effective means exist for encouraging the continuous improvement of quality of provision and student achievement.

3. Scholarship and the pedagogical effectiveness of academic staff

The applicant organisation will be required to provide evidence that all teaching staff engaged with the delivery of its higher education programmes have relevant:-

- academic and/or professional expertise;
 - engagement with the pedagogic development of their discipline (through, for example, membership of subject associations, learned societies and professional bodies);
 - knowledge and understanding of current research and advanced scholarship in their discipline area and that such knowledge and understanding directly inform and enhance their teaching; and (in the case of those teaching on doctoral programmes offered wholly or in part by courses of instruction) active personal engagement with research and/or advanced scholarship to a level commensurate with the degrees being offered; and
 - staff development and appraisal opportunities aimed at enabling them to develop and enhance their professional competence and scholarship.
- In addition, the applicant organisation will be required to provide evidence that staff with key programme management responsibilities (for example, programme leaders and assessment coordinators) have relevant:-
- experience of curriculum development and assessment design; and
 - engagement with the activities of providers of higher education in other organisations (through, for example, involvement as external examiners, validation panel members, or external reviewers).

4. The environment supporting the delivery of taught higher education programmes.

The applicant organisation will be required to provide evidence that:-

- the effectiveness of its learning and teaching activities is monitored in relation to stated academic objectives and intended learning outcomes;
- students are informed of the outcomes of assessments in a timely manner;
- constructive and developmental feedback is given to students on their performance;
- feedback from students, staff, (and where possible) employers and other institutional stakeholders is obtained and evaluated and clear mechanisms exist to provide feedback to all such constituencies;
- students are advised about, and inducted into, their study programmes in an effective way and account is taken of different students' needs;
- available learning support materials are adequate to support students in the achievement of stated purposes of their study programmes;
- the effectiveness of any student and staff advisory and counselling services is monitored and any resource needs arising are considered;
- its administrative support systems are able to monitor student progression and performance accurately and provide timely and accurate information to satisfy academic and non-academic management information needs;

- it has in place effective and confidential mechanisms to deal with all complaints regarding academic and non-academic matters;
- the staff involved with supporting the delivery of its higher education provision are given adequate opportunities for professional development;
- the information that it produces concerning its higher education provision is accurate and complete; and
- equality of opportunity is sought and achieved in its activities.

Academic Audit for Granting Degree Awarding Powers/University and College Registration

Stage I – Basic Criteria

The following basic criteria has to be met before applications are scrutinized further at Stage II

Criteria	Met	Not Met	Remarks
Institution is registered with the department of higher education			
The applicant is a private company, foundation which is registered, if a foreign investor registered as a foreign investment			
It has been successfully conducting national qualification level 7 and 8 courses continuously for the past 5 years			
It is financially sustainable and can expand in the foreseeable future.			
It has at least 500/350 full time students enrolled in at least 3 programmes every year during that period			
Produces a satisfactory output of graduates in reaching success rate of at least 75% per cohort			
It has academic staff, at least 50% holding Masters' degree qualification			
It has academic staff at least 50% holding Master's degree or PhD qualification (for research			

degree and Master's degree approval)			
It has its academic staff, at least 50% holding Masters' degree qualification with 2 years of work experience in the relevant field and also either have supervised 3 thesis or published articles as international publications (for PhD degree approval)			
It has been consistently upholding its mission and objectives			
It has been conducting its own degree programmes of level 7 and 8 with appropriate facilities and resources			
Self-Analysis Report containing the following			
A ten year business plan of the institution			
The prospectus of the institution			
Teaching quality handbooks			
Staff handbooks			
Academic regulations			
Schemes of studies			
Enrolment manual			
Rules relating to admission of students			
Rules relating to eligibility to sit for an examination			
The fees payable by students			
Refund Policy			

The duration of the programme			
The steps taken by the institution to provide tutorials and make regular assessments of the students' performance			
The setting of the examination papers, the conduct of the examination and the marking of examination scripts			
Steps taken to ensure that an independent body will conduct the examination			
Justification for the change of status for the proposed institute			
Major achievements and successful work			
Percentage of graduates in employment			
Strengths and weaknesses			
Where the applicant is operating in collaboration with its parent institution, it must provide the Commission with all information relating thereto together with all supporting documents.			
Details of the past research works conducted in the institute			

Detailed Proforma for granting Degree Awarding Powers/ University Registration/ College Registration

The proposal for university registration should be based on the following proforma

Proforma		Main areas to be included
1. Self analysis report	Self analysis report of the existing institute stating justifications for change of status	Features of university that has already been established
		indicators of quality education
		Available facilities to cater for university education
		Ensures that its programs of study meet the stated objectives and outcomes
		Students evaluation reports indicating satisfactory performance
		Development in research
		Justification for change of status to a university
		Major achievements and successful work
2. The project	Executive summary of the proposed project	A short outline of the whole project accurately presented
	Description	The project is adequately described with its background, aims and objectives clearly stated
		Objectives / Philosophy
	Justification with socio-economic benefits to the country	Objectives, Philosophy, Vision and Mission statement relevant to a University.
		Justifications clearly articulated
		The justifications and the socio-economic benefits relevant to a University
	Facilities proposed to be created.	Justifications and the socio-economic benefits relevant to the Maldivian context
		Proposed facilities adequate to conduct the proposed Programs of Study
		Adequate facilities to cater to the proposed student population
	Organizational set up	Adequate facilities to cater to the proposed staff population
		Appropriate organization structure with relevant titles including department names and divisions

3. Governance and monitoring	Registered body, trust, foundation, etc. OR	<ul style="list-style-type: none"> · Academic head, full time, PhD Degree level with experience in relevant field. · Department/faculty academic head/Dean (for each faculty), employed full time. · Administrative head/registrar with appropriate academic qualifications (minimum MNQF Level 7 and 1 year experience) employed. · Other teaching staff, with appropriate academic levels, meeting 50% full time 50% part time ratio, with minimum 1 year experience employed.
		<ul style="list-style-type: none"> · Registered with DHE. · Registered company or business enterprise. · Established organization with a history of 5 years of service · Appropriate numbers of graduate output for the duration of service · Management in partnership with other established businesses/organizations · New contributions to the society
		Takes appropriate account of MQA's code of practice
		Governing body
		<ul style="list-style-type: none"> · Governing body established for 2 or more years · Academically experienced governing board members · Governing board functional and regular meetings convened · Institute functions as per governing board decisions
	Admissions, Recruitment and Selection	<ul style="list-style-type: none"> · List of new programs and existing programs published on website etc. · Availability of admission policy and guidelines on website · Admission criteria to all programs available on website · Implementation of MQA guidelines for pre-requisites · Adequate staff and facilities to cater for the smooth running of student admissions · procedure to ensure fairness when applications exceed slots · Selection processes are underpinned by transparent entry requirements · Recruitment, selection and admission are conducted in a professional manner · Admission numbers appropriate with existing structure facility, proposed plans, financial capacity, professional/academic HR strength etc.) · Orientation programs for newly admitted students
		Students
		<ul style="list-style-type: none"> · Maintenance of student enrolment statistics, level-wise / Output of students level-wise for the next 5 years.
		records of dropouts and Efforts to minimize student dropout
		<ul style="list-style-type: none"> · Practicing grievance policy for 5+years. · Student welfare services announced, published and in place for 5+ years · Effectiveness of student engagement is monitored and reviewed · Have accessible appeals and complaints procedures

		<ul style="list-style-type: none"> . Provide opportunities to raise concerns without risk of disadvantage . Monitor and evaluate the effectiveness of their appeals and complaints procedures . Academic appeals and complaints procedures are conducted in a timely and effective manner
		<ul style="list-style-type: none"> . Arrangements exist for effective representation of the collective student voice
		student numbers enrolled is appropriate
	Staff	<ul style="list-style-type: none"> . Academic Staff strength . Maintenance of staff enrolment statistics, year- wise, Part-time, fulltime staff, associates and their qualifications in accordance with the statistics required by DHE . Pay scales, criteria for appointment / promotion published and in practice . staff social security-pension and benefits . Academic Staff: Student ratio . sports officer . Administrative and supporting staff.
4.Finance	Student fees	<ul style="list-style-type: none"> . Fees for individual courses maintained at average market level or below . Revision of fees only on an annual basis . Fee waived (fully and or partially) . Full scholarships offered . Other benefits for students (managed by the institute)
	Funding Sources and Financial forecast	<ul style="list-style-type: none"> . Student fees . Income from company support . Income from donor agencies . Individual support . Foreign support <p>endorsement funds are available</p> <p>Evidence of the financial capability to ensure successful management of institution</p>
	Investment	<ul style="list-style-type: none"> . Initial investment appropriate to cater for existing student population . Investment for research development . Proposed investments appropriate for proposed number of students . Regular investments for updating technology and innovation etc . Investment potential of the management
	Recurring expenses	<ul style="list-style-type: none"> . Recurring expenses for updating technology and innovation . Recurring expenses on development of library . Recurring expenses for research development . Recurring expenses appropriate for existing student population . Recurring expenses appropriate for maintenance

5.Research*	Established research institute, Research funds and publication	<ul style="list-style-type: none"> · Areas identified for research · Presence of Qualified full time staff for promoting research activities · Guidelines for research and supervision published · Presence of research labs and other facilities · Research relevant to local environment/focused national interest · Access to most recognised international journals · Designated space for research students · strength of students in masters or higher level research · Presence of/plan of international collaborations in research · Future plans for establishing research funds · Sources of research funds · International publications · publications of research work locally in college journals · New contributions to the society . clear and readily available regulations for research degrees . developed Codes of practice for research degrees implemented and reviewed . Admission procedures for research degrees are clear, consistently applied and demonstrate equality of opportunity . Mechanism to admit appropriately qualified and prepared research applicants . Appoint supervisors with appropriate skill and knowledge . Each student has a supervisory team . opportunities for developing research, personal and professional skills for students exists . Mechanism to collect, review and respond as appropriate to evaluations from those concerned with research degrees . Criteria used to assess research degrees are clear and readily available . Final assessment procedures clear, operated rigorously, fairly and consistently . Mechanism to ensure the individual supervisors have sufficient time
6.Physical facilities	Land / Building	<ul style="list-style-type: none"> · Space or floor area is adequate for the service of the existing students · Building exclusively available or secured for the college · Building insured. · Building secured with fire exits and fire safety standards . Copies of licenses issued by relevant authorities available . Environment the institution is located is conducive to teaching and learning . complies to laws relating occupational health and safety of the persons on the premises · Available of a students' room or space for students use (excluding the library space)

Building	· Easy stair case
	· Adequate space at door /entrance/walkways
	· Adequate ventilation and light
	· Lift or easy access available for disabled students
	· Adequate open area available for students
	· Administrative staff adequate for general administrative purposes for existing number of students
	· Administrative office area and wait area adequate for general administrative purposes for existing number of students
	· Furniture and Equipment adequate for general administrative purposes for existing number of students
	· Adequate administrative services available for the staff
	· Other administrative facilities adequate
Academic, lecture halls /class / tutorial rooms.	Adequate for general academic purposes of college with given number of students and number increase in 3 year plan.
	· Adequate ventilation and light
	· Lift or easy access available for disabled students
	· Adequate open area available for students
	· Adequate class rooms, lecture halls, tutorial rooms for general academic purposes of college for existing number of students
· Adequate space for students easy maneuver into and out of the classrooms, lecture halls etc.	
Auditorium , seminar room,	· Appropriate size of individual rooms to cater for the existing class numbers
	· Easy maneuver within the room for students and staff
	· Presence of adequate and appropriate furniture
	· Presence of auditorium adequate for conducting mass lectures
	· Presence of multimedia for teaching
· Adequate for general academic purposes of college	
Staff rooms,	Adequate for general academic purposes of institution with given number of staff and number increase in 3 year plan.
	· Not available
	· Weak
	· Minimally sufficient
	· Satisfactory
	· Good
· Excellent	
Toilets, drinking water, first aid	Adequate for given number of students (separate for male and female) with reference to the number increase in 3 year plan.
	· Not available
	· Weak
	· Minimally sufficient
	· Satisfactory
	· Good
· Excellent	

Library,	Adequate for student population existing 10 year plan, courses and levels of study for existing and with reference to 3 year plan.
	· Not available
	· Weak
	· Minimally sufficient
	· Satisfactory
	· Good
Laboratories,	Adequate for student population existing and 10 year plan, courses, fields and levels of study for existing and with reference to 3 year plan.
	· Not available
	· Weak
	· Minimally sufficient
	· Satisfactory
	· Good
Independent group discussion areas for students	Adequate for student population existing and 10 year plan, courses and levels of study existing and with reference to 3 year plan.
	· Not available
	· Weak
	· Minimally sufficient
	· Satisfactory
	· Good
Independent group discussion areas for students	Adequate for student population existing and 3 year plan, courses and levels of study existing and with reference to 3 year plan.
	· Not available
	· Weak
	· Minimally sufficient
	· Satisfactory
	· Good
Equipments	· Computers, internet facilities for staff.
	· Computers, internet facilities for students.
	· photo copying, printing for students,
	· multimedia in all rooms
Books, journals	· Other (relevant to college, studies, students, staff).
	· Related to field/s of study
	· Access to recent publications of books and journals
	· Access to the relevant books in each of the faculties
	· Access to a journal for each of the faculties
	· Adequate for the existing and proposed students in all ongoing and proposed courses

	Furniture	Appropriate for college level institution for students or staff population (existing and with reference to 3 year plan).
		· Not available
		· Weak
		· Minimally sufficient
		· Satisfactory
		· Good
		· Excellent
	Other facilities	Appropriate for the level institution for students or staff population (existing and with reference to 3 year plan).
		· Not available
		· Weak
		· Minimally sufficient
		· Satisfactory
		· Good
		· Excellent
7. Curriculum	Programs, Relevance, Implementation	Appropriate for the level institution for students or staff population (existing and with reference to 3 year plan).
		· Appropriate (half or more) programmes fully offered by the institute
		· Appropriate (half or more) programmes are at MNQF level 6 or above
		· Appropriate and flexible duration of study for all programs
		· Availability of part time mode delivery
		· International affiliation or affiliation to Maldives National University
		· Curriculum formulation addresses the national training needs
		· Existing approved curriculum for all MQA approved courses
		· Curriculum/Structure/Schemes published and accessible for students
		· Practical training or workshops for teaching staff to familiarize with curriculum and guidance for high achievement of results.
		· Arrangement for work placement/ exp. for students
		· Recognition of prior learning opportunities available and are supported
		· HE awards correspond to the relevant levels of MNQF*
		· Enable staff and other participants to contribute in program development and approval
		· Maintain strategic oversight of the process and outcomes
		· A process to protect academic interest of students when a program is closed exists
		· Involve students in program monitoring and review process
· Evaluate the program monitoring and review process		
· Make use of reference points and expertise from local and international peers		
· Program approval, monitoring and review arrangements are robust		
· Takes into account the MQA code of practice		

	<ul style="list-style-type: none"> . A regulatory framework appropriate for granting of its own higher education award exists*
	<ul style="list-style-type: none"> . Responsibility for amending or improving programs clearly designed and subsequent action carefully monitored
	<ul style="list-style-type: none"> . Programs with multiple elements or alternative pathways secured and maintained
	<ul style="list-style-type: none"> . Implementation of curriculum to achieve full learning outcome
	<ul style="list-style-type: none"> . Practical training for students where applicable
National and International Collaboration	<ul style="list-style-type: none"> . Guideline in place and practicing for 6+ months.
	<ul style="list-style-type: none"> . Collaborating institutions/organizations / agencies
	<ul style="list-style-type: none"> . Nature of collaboration /linkage.
	<ul style="list-style-type: none"> . Method and extent of collaboration / linkage
	<ul style="list-style-type: none"> . Close links are maintained between learning support services and program planning, approval, monitoring and review
	<ul style="list-style-type: none"> . Comparability of standards with local and international peers is established and maintained
	<ul style="list-style-type: none"> . If affiliate, accredited status of the institution.
Examination and Assessment	<ul style="list-style-type: none"> . Information on assessment system, regulation of examinations are transparent and published
	<ul style="list-style-type: none"> . Information on assessment system, regulation of examinations are systematically followed
	<ul style="list-style-type: none"> . Assessment system caters to assess the skills outlined in the MNQF level descriptors
	<ul style="list-style-type: none"> . Mechanism of assessment and examinations
	<ul style="list-style-type: none"> . Assessment tasks provide students with an equal opportunity to demonstrate their achievement
	<ul style="list-style-type: none"> . Feedback on assessment is timely, constructive and developmental
	<ul style="list-style-type: none"> . The volume, timing and nature of assessment enable students to demonstrate the extent to which they have achieved the intended learning outcomes
	<ul style="list-style-type: none"> . Define, monitor, review and maintain academic standards through assessment practices
	<ul style="list-style-type: none"> . Qualified external peers are engaged in assessment process and consistency is maintained
	<ul style="list-style-type: none"> . Reliability and validity of assessment procedures are monitored and the outcomes inform the future program and student planning
	<ul style="list-style-type: none"> . Ensure that academic standard for each award of credit is rigorously set and maintained and student performance is equitably judged
	<ul style="list-style-type: none"> . Assure that everyone involved in the assessment process is competent in their roles and responsibilities
	<ul style="list-style-type: none"> . Assessment is carried out securely
	<ul style="list-style-type: none"> . Degree Awarding Bodies assure that the standards are not compromised by conducting the assessment other than English Language*

		<ul style="list-style-type: none"> . Board of examiners/assessment panels apply fair and consistent regulations
		<ul style="list-style-type: none"> . Degree Awarding Bodies clearly specify the membership procedures, powers and accountability of examination boards and assessment panels*
		<ul style="list-style-type: none"> . Decisions of examination boards are recorded and communicated to students
		<ul style="list-style-type: none"> . Strategies for learning and assessment are consistent with academic objectives and learning outcomes
		<ul style="list-style-type: none"> . Guidelines to assess projects/ Thesis (viva where applicable).
	Internal Supervision, arrangement of supervision of student performance, quality assurance and quality enhancement, administrative	<ul style="list-style-type: none"> . Guideline for internal supervision published . Presence of quality and relevant staff for supervision . Guideline for internal supervision systematically followed for all the courses offered . Guideline for internal supervision systematically followed for a three year period . Presence of records of monitoring quality of classroom teaching
	and technical support for quality assurance and quality enhancement	<ul style="list-style-type: none"> . Presence of records of monitoring learning (students feedback evaluation) . Presence of records of analysis of student/s performance including graduate out put and dropouts . Access of quality staff for outer island batches (where applicable). . Admin support (staff, support for visits to outer islands etc.)
		<ul style="list-style-type: none"> . Quality enhancement support (relevant training, professional staff, affiliation etc.)
	Other Activities	<ul style="list-style-type: none"> . Engagement in continuing education . Provision of service –e.g. consultancy, medical, paramedical, etc. . Student exposure to social work. . Policy and practice of inclusiveness. . Policy and practice of Environment /sustainability /social issues /Dhivehi Language development. . Maintain records (by type and category) of all arrangements . carrier guidance and counseling
8.Statutes	Academic Calendar	<ul style="list-style-type: none"> . Academic calendar compiled with appropriate numbers of working days
	University council	<ul style="list-style-type: none"> . council with representatives from all relevant areas including student body . council members duties, composition, term and appointing procedures , etc
	Other program committees, boards	<ul style="list-style-type: none"> . Presence of an academic council duties and composition . Presence of an appeal committee duties and composition . Other relevant committee-duties and composition

	Student Association	<ul style="list-style-type: none"> · Presence and composition of a student body · Duties and selection procedures for members of student body · Student body functional-engaged activities for past 3 years
	Academic and administrative staff	<ul style="list-style-type: none"> · Teacher student ratio of academic staff maintained at a reasonable level · Presence of sufficient numbers of administrative and ancillary staff · Recruitment procedure, responsibilities and duties of teachers clearly stated · Recruitment procedure, responsibilities and duties of faculty heads clearly stated · Recruitment procedure, responsibilities and duties registrar clearly stated · Recruitment procedure, responsibilities and duties of finance head clearly stated · Recruitment procedure, responsibilities and duties academic head clearly stated · Responsibilities and duties of librarian clearly stated · Responsibilities and duties of Examination officer clearly stated · Responsibilities and duties of Admissions officer clearly stated · Recruitment procedure, responsibilities and duties of other staff clearly stated · Rules for giving leave for teaching and non teaching staff clearly stated · Resignation procedure for staff · Rules on misconduct/unprofessional behavior of teachers and other staff · Procedure for resignation of teachers and other staff · Procedure for disqualification of teachers and staff · Disciplinary measures for students, conditions for dismissal · Personal tutoring · examination regulations and re-sits · procedure for taking extra credits during a program · policy on fees-Notification in advance if fees to be increased · procedure for calculating the grade point average and the award ranking · Policy and guidelines for grievance procedures published · Students rights and responsibilities · Policy and procedures of harassment · Ensure the staff are appropriately trained, competent and up to date and supported · Admission criteria
9. Financial Plan		<ul style="list-style-type: none"> · Ten year financial plan. An analytical descriptive plan both for sources and utilization of recurring and non-recurring expenditures · Sources of yearly income · Capital estimates · Return on investment

		. The institution has a stable financial position that will enable it to maintain operational continuity
		. Plan for disposal of profits/surplus income
10. Additional facilities		. Tuck Shop / Cafeteria
		. Hostel/Accommodation (students /staff)
		. Printing photo copying
		Presence of campuses in the outer islands
		. Career Guidance
		. Any others
11. Ten year Business plan		Academic objectives of the business plan
		. Expansion of courses/fields of studies
		. Expansion of Land, development of Buildings/ additional campuses
		. Expansion and upgrading Equipment & Furniture
		. Expansion of student strength
		. Expansion of Administrative and Academic Staff
		. Expansion of Other amenities and relevant facilities

- 1 = Weak; – insufficient presence / description/ explanation; irrelevant provision.
- 2 = Minimally sufficient; - Minimal presence / description / explanation; Provision / description / explanation is minimally relevant.
- 3 = Satisfactory; Present / described / explained to a satisfactory degree; relevant to the task to be performed.
- 4 = Good; Present/ described / explained to a good degree; very relevant to the task to be performed.
- 5 = Excellent; Present/ described / explained to a high degree; highly relevant to the task to be performed.

انٹرنیٹ سروس پراجیکٹ کے لیے سروس پروگرام کی سرکاری کاپی، ڈیڑھ ستمبر 2008

(پہلے ڈیڑھ ستمبر 2008) جے ڈی 1 کی رٹورننگ ڈیٹا کی سرکاری کاپی

تاریخ کو سروس پروگرام کی رٹورننگ ڈیٹا کی سرکاری کاپی

✓ سروس پروگرام کی رٹورننگ ڈیٹا کی سرکاری کاپی
- سروس پروگرام کی رٹورننگ ڈیٹا کی سرکاری کاپی

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