

دُرُوَسُرُ هُوْ مُدِّرُدُورِ دُوْبَوْرِ مُدِّرُدِرِ دُوْبَوْرِ

- هُرُرُرُ مُنْ مُرْمُونُ مُرَّدُونِ مُرْمُونُ مُرَّدُ مُرَّدُ مُرَّدُ مُرَّدُ مُرَّدُ مُرَّدُ مُرَّدُ مُرَّدُ مُ رِسُرُدُورُ مِرْمُرُكِمُ وَسُرُكُمُ وَشُرُكُمُ وَكُورُ مُرَّدُ مُرَّدُ مُرَّدُ مُرَّدُ مُرَّدُ مُرَّدُ مُرَّدُ
- عرف المراز المر

- عَرِضَهُ بِرِرْسُوهِ فِي مَا مَعْ مُوسَهُ مِ بِرِسْوهِ فِي مِنْ مِنْ مِنْ مُورِدُ مَا مُورِدُ مُورِدُ مُورِدُ مُرْمُورُ مِنْ مُورِدُ مُرْمُورُ مِنْ مُرْمُورُ مِنْ مُرْمُورُ مُرَمُورُ مُرَمُورُ مُرْمُورُ مُرَمُورُ مُورُمُ مُورُ

ترُيرِوَ يُرْسُرْسُرُر وُمَا يَحْبُورِسُ

(م) عَرِّمُ وَحَرِّمْ عَرِّمَ مِ مِرْسُوعِ وِرْعَ دَرِ بَرْسُودَ دُوْرُدُورِ مِرْدُورِ فِرْسِ بِرُوْرُسُ 16 (صَعَ) بَرْرَيْسُ وَمِهِ دُ عَرِّمُ وَكُورُسُ مِرْرُونُ مِرْدُونُ وَرِسْ وَرِسْ وَرِسْ وَرِسْ وَرِيْدُ مَرْدُنُ وَدُ سِورِ مِرْدُنُ 16 (صَعَ) بَرْرَيْسُ وَرُرْدُ عَرْدُونُ مُرْدُدُ وَمِرْدُنُ مَا وَرُسْ مُرَدُونُ وَرِسْ مَرْدُونُ وَرِسْ مَرْدُدُ وَرُرْدُ وَمِرْوَكُونُ مُرْدُونُ هَا مِرْدُنُ مَا وَرَسْ مُرَدُونُ وَرَسْ مَرْدُونُ وَرَسْ مَرْدُونُ وَرَسْ مَرْدُونُ

 $\frac{\partial u}{\partial u} \frac{\partial u}{\partial u} \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u} \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u} \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}{\partial u}
 \frac{\partial u}$

دُهِ دُر وَسُرُوسُ الْمُ يُرْوَرُوسُ وَسُمُ يَهُ بِرَارُدُرُ وَالْمُ يَهُ بِرَارِيْ الْمُ الْمُ يَرَارُورُ وَالْمُ يَهُ بِرَارُورُ وَالْمُ يَهُ بِرَارُورُ وَالْمُ يَهُ بِرَارُورُ وَالْمُ يَارُورُورُورُ وَالْمُ يَهُ مِرْدُورُ وَالْمُ يَهُ مِرْدُورُ وَالْمُ يَهُ مِرْدُورُ وَالْمُ يَعْمُ مِرْدُورُ وَالْمُ يَعْمُ مِرْدُورُ وَالْمُ يَعْمُ مِرْدُورُ وَالْمُؤْمِدُ وَلِيدُ وَالْمُؤْمِدُ وَالْمُؤْمِدُ وَالْمُؤْمِدُ وَالْمُؤْمِدُ وَالْمُؤْمِدُ وَالْمُؤْمِدُ وَالْمُؤْمِدُودُ وَالْمُؤْمِدُ وَالْمُودُ وَالْمُؤْمِدُ وَالْمُؤْمِدُودُ وَالْمُؤْمِدُ وَالْمُؤْمِدُ وَالْمُؤْمِدُ وَالْمُؤْمِدُ ولِهُ وَالْمُؤْمِدُ وَالْمُؤْمِدُودُ وَالْمُؤْمِدُ وَالْمُؤْمِدُ وَالْمُؤْمِدُ وَالْمُؤْمِدُ وَالْمُؤْمِدُ وَالْمُؤْمِدُ وَالْمُؤْمِدُودُ وَالْمُؤْمِدُولِكُولِ وَالْمُؤْمِدُ وَالْمُودُ وَالْمُؤْمِدُامِ وَالْمُؤْمِدُودُ وَالْمُؤْمِدُومِ وَالْمُعِمُومُ وَالْمُعُ

שי אינים איני אינים שיינים אינים תיינים תיינים

رر) جَرَبَ رِمْرَ وَجَرَدُ وَرُورَ وَوَرَجَ وَرَوَدَ وَوَرَجَ وَرَدَ وَرَدَ وَرَدَ وَرَدَ وَرَدَ وَرَدَ وَرَدَ مِرْدَدُو وَرُمْرُورُ مِنْ مُؤْمِدُ مِنْ مُؤْمِدُ وَرُورُورُ وَوَرَبِي وَرَدُورُورُ وَرَدُورُ وَرَدُورُ وَرَدُ

1. وَمُنْ مُرُونُ مُرْوَمُ وَسَوْرُمُ وَسَوْرُمُونُ وَسَوْرُمُونُ وَسَوْرُمُونُ وَسَوْرُونُ وَسَوْرُونُ وَسَوْرُونُ وَسَوْرُونُ وَسَوْرُونُ وَسَوْرُونُ وَمَا مُرَدُّ وَالْمُونُ وَالْمُونُ وَالْمُونُونُ وَالْمُونُونُ وَالْمُونُونُ وَالْمُونُونُ وَالْمُونُونُ وَالْمُونُونُ وَالْمُونُونُ وَالْمُونُونُ وَالْمُونُونُ وَلَائِمُ وَلَا مُؤْمِنُ وَالْمُونُونُ وَلَائِمُ وَلِي و

- (س) مُدْرِرِ مُسْرَمُرُمُورُ مُؤْرُرُمُ وَوُرُرُمُ وَوُرُرُمُ وَوُرُرُمُ وَوُرُرُمُ وَوَرُرُمُ وَوَرُمُ

- (مر) مُجْرِدِ مُسْرَهُ رَمُورُ هُورُ رُبِّ وَمُرْمُورُ الْمُ وَمُرْدُوعُ وَمُرْمُورُ الْمُ وَمُرْدُوعُ وَمُرْمُورُ الْمُ وَمُرْمِرُ اللَّهِ وَمُرْمُورُ اللَّهِ وَمُرْمُورُ اللَّهِ وَمُرْمُورُ وَمُورُ مُرْمُورُ وَمُرْمُورُ وَمُورُ مُرْمُورُ وَمُرْمُورُ وَمُورُ مُرُورُ وَمُورُ مُرْمُورُ وَمُورُ مُرْمُورُ وَمُورُ مِرْمُورُ وَمُورُ مُرْمُورُ وَمُورُ مُرْمُورُ وَمُورُ مُرُمُورُ وَمُورُ مُرُمُورُ وَمُورُ مُرُمُورُ وَمُورُ مُرُمُورُ وَمُورُ وَمُورُورُ وَمُورُ وَمُورُ وَمُورُ وَمُورُورُ وَمُورُ وَمُورُورُ وَمُورُ وَمُورُ وَمُورُ وَمُورُ ورُورُ وَمُورُ وَمُورُورُ وَمُورُ وَمُورُورُ وَمُورُورُ وَمُورُورُ وَمُورُورُ وَمُورُورُ وَمُورُورُ وَمُورُورُ وَمُورُورُ وَمُورُ وَمُورُورُ وَمُورُ وَمُورُورُ وَمُورُورُ وَمُورُورُ وَمُورُورُ وَمُورُورُ وَمُورُورُ وَمُورُ وَمُورُورُ وَمُورُورُ وَمُورُ وَمُورُورُ وَمُورُورُ وَمُورُ وَمُ
- (س) دِخْرِی دُخِرِ کُٹِرِ مُشْرَهُوْدُ هُوُرُدُجُّ اُنگُوْدُ: اُنگُوْدُ:

رسر وَرِدُ رَسُورِدُ رَسُورِ وَرَدُ رَسُورِ وَرَدُ رَسُورِ وَرَدُ رَدُورِ رَدُورِ وَرَدُورِ وَرَدُورٍ وَمُرْدُورٍ وَرَدُورٍ وَمُرْدُورٍ وَدُورٍ وَرَدُورٍ وَمُرَدُورٍ وَمُرَدُورٍ وَمُرَدُورٍ وَمُرْدُورٍ وَمُرْدُورٍ وَمُرْدُورًا وَرَدُورًا وَرَدُورًا وَرَدُورًا وَرَدُورٍ وَالْمُورُورِ وَالْمُورُورِ وَالْمُورُورِ وَالْمُورُورِ وَالْمُورُورِ وَالْمُورُورِ وَالْمُورُورِ وَالْمُورُورِ وَالْمُورُورِ وَالْمُورُورُ وَالْمُورُورُ وَالْمُورُورُ وَالْمُورُورُ وَالْمُورُورُ وَالْمُورُورُ وَالْمُورُورُ وَالْمُورُورُ وَالْمُورُورُ وَالْمُورُ وَالْمُورُورُ وَالْمُورُورُ وَالْمُورُورُ وَالْمُورُورُ وَالْمُورُورُ وَالْمُورُورُ وَالْمُورُورُ وَالْمُورُ وَالْمُورُ وَالْمُورُورُ وَالْمُورُورُ وَالْمُورُ وَالْمُورُ وَالْمُورُ وَالْمُورُورُ وَالْمُورُورُ وَالْمُورُ وَالْمُورُورُ وَالْمُورُ وَالْمُورُورُ وَالْمُورُ وَالْمُورُورُ وَالْمُورُورُ وَالْمُورُ وَالْمُورُورُ وَالْمُورُورُ وَالْمُورُ وَالْمُورُ وَالْمُورُ وَالْمُورُورُ وَالْمُورُورُ وَالْمُورُ وَالْمُورُورُ وَالْمُورُورُ وَالْمُورُ والْمُورُ ولَالْمُورُورُ ولَالِمُورُولُ والْمُورُ ولَا

مره فرد در مره و در المروم مو و در در المروم مره و در المروم الم

عَرَضَهُ بِهِ رِسْمَ عِ عِ رُعُ عُرِدُ مِ رُودُ مَ مُورِهُ مِ رَمُودُ مِنْ مُ مُورِهُ مِنْ مُ مُورِهُ مِنْ مُ وَرَدُودُ مُ رَمِنْ وَرَبِعُ وَمُ مَ مِنْ مِنْ مِنْ مِنْ مُ مُورِعِ مِنْ مُرَّ مِنْ مُرْمِعُ مِنْ مُرْمِعُ مِن وَرَدُودُ رِمْ مِنْ وَمِنْ مِنْ مُرْمِعُ مِنْ مُنْ مِنْ مِنْ مِنْ مِنْ مُرْمُودُ وَمُنْ مِنْ مُنْ مُنْ مُنْ مُ

دُم هُدُودَر زُدُبُهُ مَرْدُد وَمِ سُرَو مُرَدِ دَمِ سُرَو مُرَّدُ هُمُ مَرَاهُ مُرَاهُ مُرَاهُ مُرَاهُ مُرَاهُ دِمْرُ سُوعِ عِدْمُ دُورُ سُرُو دُمِ سُرَو مُرْدِ دَمِ سُرَو مُرَّدُ مُرَاهُ مُرَاهُ دَمِ سُرَو مُرَاهُ مُرَاه شرر مری سرور

مر المرسود و المراق و المراق المراق

عَرَضَهُ اللهِ ال

جِ دُرِهُمْ وَرُدِ سَمِرُهُمُ وَ مُرِي مَرْدُو وَ مُدِرٍ 6

مر المراد المرد المراد المراد المراد المرد المراد المراد المراد المراد المراد المراد المراد المراد المراد

رُجِرُ عُجِرَمُ بِهِ رِمِرْسَوْهِ وَهُوَ دُوْهُ وَجِرَدُو بُرَاءُ وَهُوَ وَجِرَدُو بُرَاءُ وَهُو الْحَرَاءُ وَ وَوَا وَهُو الْمُرْدِ الْمُرْدِينَ الْمُرْدِ الْمُرْدُونِ الْمُرْدُودُ فَا لِمُرْدُودُ فَا لِمُرْدُودُ وَالْمُرَادُ الْمُرْدُودُ وَالْمُرْدُودُ الْمُرْدُودُ وَالْمُرْدُودُ الْمُرْدُودُ الْمُودُ الْمُودُ الْمُودُ الْمُرْدُودُ الْمُرْدُودُ الْمُودُ الْمُرْدُودُ الْمُرْدُودُ الْمُرْدُودُ الْمُرْدُودُ الْمُودُ الْمُودُ الْمُرْدُودُ الْمُودُ ال

- 2. ٧٨٠ كريور و و دور و
- 3. ئولاگوند برسرى بوسولار كرورلاستاش كرسورلارلارى .3 ئوركورستاش بريگاهد در برسوي بريگاهد؛
- - ל. על היינת לע של בעל הלבל הלבל הל
- 6. وَمِر وَمُرَسُونَ وَرَسُونَهُ وَدُودَ مُرْمِعِ مِرَّدُ رَمْوِ وَرُقُ دِوْمِرِيْسُ مَا كُورِّرُدِ دُاسَادِسُونُ شُوعُ وَكُرُدُ
- 8.
 \[\begin{aligned}
 \begin{

بُرُورُ وَرُدُورُ وَرُدُو وَرُدُو وَرُدُورُورُ

- 9. مِسْ عَمِسُو مَدْعٌ دُودَسُ مُرِوَرُونُ وَمُودُونُهُ!

و در فرس رو فرس موس و سرس و برس مرس مرس مرس مرس و برس و برس و برس مرس و برس و برس مرس و برس و برس مرس و برس و برس مرس و برس و

ع برے کر ہرگرے جاتے کا خررے کر مرکز کروری

- پرشر و بره بر و بره و بر و بر و بره و بره
- 1 عرفر مُّرَمَّةُ وَدُورِ سَمَرَهُمُ لَا وَ رَمِّرَةً وَوَوْرُ اللهِ المِلْمُلِمُ اللهِ المِلْمُلِي ا

10/103 63/1

- עת פות בעל בל הלים בשם בל בל בל בל בל בל היים لَا يُعْوِدُونُ مِدْ يُمْعُلِمُ وَوْدُ مِنْ وَيُودُ مِنْ اللَّهِ الْمِلْمُ اللَّهِ الل 5 مُعْرِ 6 وُ لَا الْمُؤْمُدُ اللَّهُ وَاللَّهُ وَاللَّهُ وَاللَّهُ وَاللَّهُ اللَّهُ اللَّا اللَّهُ اللَّا لَا اللَّالِي اللَّهُ اللَّهُ اللَّهُ اللَّالِمُ اللَّاللَّا اللَّهُ اللَّهُ اللَّ 2 (2) (2 יוני מוני בייני הווני נייני אוני לפינת פיינית אוני לפינת פיינית אוני לפינת פיינית אוני ליינית אוני ליינית אוני אַפּערים פֿעליקפֿרע פֿרָרעים פֿרָרעים

האת התרשפה באלים 5.50 אברים אימינפית באפים האפים אינים אינים

عُرِسْءَ پُرِ دِرِرْسُوعِ وَ هُ مَا مِنْ مُعَلِمُ لَا مُرْدُرُ دُورِ رَرْدُورِ دَرُدُورِ دُورُورُ وَ وَدُورُ و وَيُورُورُونُ مِرْوُدُورُ مِرْوَهُ لَا مُرْدُرِدٍ ، وَرُدُرِيَا سَهُ مَا رُجِ مِرْوَهُ مِنْ وَهُو مُنْ الْمُسْ عُرْدِرْدُرُدُرُسُرْسُونُ .

- غىرىمىر رىرسوچورى دۇ. دۆرو ئائىش دىرىكىسى ئىرىد
- (-) خَمْ مَدْبِودُر مَّ دُسَوْرَا مُوَمَّ رِسِدٌ شَرِسِدٌ دُمْ مُرُورُرُ رُسُرِسُوُ رِسَوْدِر (بُرِسُودُ مُحَدِّمُ)؛

- - (س) كَوْدُ وْسُ مُورِسُ مُرْسُ رُحْمِيعٍ عُوْسِوْنَدُ وْمُرْمُورُ
- (x) ئى كىر ئوسوچى كىر درگىرى ھۆۋى كەر (x) ھىلىرىن ئىلىرىد.

- (١) وَهُمَاعَةُ دُرُوهُ مُسْرَدُمِ وَرِسْرَةُ بُهُمَاهُمُونَا دُرَيْمٍ بِهِجُهُ ؛
- (س) وَيُرْبَعْ ذَا لَا صَوْبَارٍ، وَوَرْبَعْ وْسُرْسُرُ مُرْبِحُ وْسُرْسُرُ مُرْبِحُ وْسُرْسُرُ صَارَةُ وْسُرُ

- 25,000/- ئۇنىڭ ئۇرۇش ئۇرۇش ئۇرۇش ئۇرۇش ئۇرۇش ئۇرۇش كۆرۈش كۆرگى ئۇرۇش ئۇ
- (س) غَمِسَمَهِ دِسْمَ عِعِ دُعْ دُ مَا دُوْرُدُ مُوَ مِنْ مَا مُوْرُدُ دُوْرُ -/10,000 (دِرَرَّ) تُرْدِرَّ.
- رس) مَرْجِ سُوعَ ہِ لَا لَهُ وَكُرْ وَ لَهُ مِنْ مِنْ مُرَدُّ مُرْجِ سُوعَ ہِدُرُدُ دُرُوْتُ وَ مُرْوَدُ وَكُو وَكُرْسُونُ -/2,500 (وَرَّبُ وَسُومَتُونَا) لَوْدِدُّ.

مِیرُوْسُرُ گُانُ تنوع بری شریس مردد

بُرُودَ کَوْرُدُرُ مِنْ کَوْرُدُرُ رَبُرْسِرُسُوسُ سِوْرُمُدُ مِنْ کَرُدُ مُدُرِّمُ مُرْکِدُرُ مُدُرِّمُ مُرْکِدُرُ جُرِدُونِ مِنْ کَانِ مِنْ مُرْکِدُرُ مِنْ مِنْ مُرْکُرُدُ مِنْ مِنْ مُرْکُرُ مِنْ مُرْکِدُرُ مُدُرِّمُ مُرْکِدُ جِوْسِرِدُونِ

באת כל הציעית ה במא מאת הני

(-) دَ مُرِهُ مُوْمَدُ مُنْ مُوْمَةُ مُورِدُ مِنْ مُرْمُودُ مُؤْمِدُ مُرْمُودُ مُرّمُ مُرْمُودُ مُرّمُ مُرْمُودُ مُرْمُ مُرْمُودُ مُرْمُودُ مُرْمُودُ مُرْمُودُ مُرْمُودُ مُرْمُودُ مُرّمُ مُرّمُ مُرّمُ مُرّمُ مُرّمُ مُرّمُ مُرّمُ مُرّمُ مُرّمُ مُرمُ مُرمُودُ مُرمُ مُ مُ مُرمُ مُ مُرمُ مُ مُرمُ مُ مُرمُ مُ

- (۲) کُوچ کُریک کُرکر کُری سُیکی تیرکری کُریک کُ

معرفی کرکرنے _{قر}سرسر

> مرده موج رسریس

> مرده کرده مرد مروح کردرسو

 $\frac{1}{2} \frac{1}{2} \frac{1$

ئۇق ئارىرسۇدى بۇرۇدۇردى رۈپ ئۇلۇرى د ئۇرۇمۇنى ئىردۇنى ئۇرسۇ دۆلۈرى ئۇرۇد كەردى كۆلۈكۈ دى دەر ئۇرىمى ئۇرۇر ئاردۇ.

1526 20 2

سؤسرتش ويرشرش

מתפתב משיפת

كَ مَهُمَارُهُ. دِ دُهُمْ كَرُوهُ وَ مَرْدُهُ وَ مَرْدُ وَ رَدُ دُرُدُ وَرُدُ وَرُدُ وَرُدُ وَرُدُ وَمِرُ وَمِو رِسُرَ الْمُرْمُ) عَرِيمُونُرِشْ بِهِ وَسُرْوُسْ فِرُونُو 5 رِسْ دَمِيدُ وَمِدُ دَمِيدُ وَمِدُ وَمِدُونُ وَمِدُ وَمِدُونُ وَمِدُ وَمِدُونُ وَمِدُونُ وَمِدُونُ وَمِدُونُ وَمِدُونُ وَمِدُونُ وَمِدُونُ وَمِدُ وَمِدُونُ وَمِدُونُ وَمِدُونُ وَمِدُونُ وَمِدُونُ وَمِدُونُ وَمِدُونُ وَمُرْمُونُونُ وَمِدُونُ وَمِدُونُ وَمِدُونُ وَمِدُونُ وَمِدُونُ وَمِنْ وَمُرْمُونُ وَمِدُونُ وَمِدُونُ وَمِدُونُ وَمِدُونُ وَمِدُونُ وَمِدُونُ وَالْمُونُ وَمِنْ وَمُونُونُ وَمُرْمُونُ وَمِنْ وَمُونُونُ وَمُونُ وَمُرَادُونُ وَمُرْمُونُونُ وَمُرَادُونُ وَمُرْمُونُ وَمُونُونُ وَمُرَادُونُ وَمُرَادُونُ وَمُرَادُونُ وَمُرَادُونُ وَمُرَادُونُ وَمُونُونُ وَمُرَادُونُ وَمُرَادُونُ وَمُونُونُ وَمُونُونُ وَمُرَادُونُ وَمُونُونُ وَمُرَادُونُ وَمُرَادُونُ وَمُرَادُونُ وَمُونُونُ وَمُونُونُونُ وَمُونُونُ وَمُونُونُ وَمُرَادُونُ وَمُونُونُ وَمُونُونُ وَمُونُونُ وَمُونُونُ وَمُونُ وَمُونُونُ وَمُونُونُ وَمُونُونُ وَمُونُ وَمُونُ وَمُونُونُ وَمُونُ وَمُونُ وَمُونُ وَمُونُونُ وَمُونُونُ وَمُونُ وَمُونُ وَمُونُ وَمُونُ وَمُونُ وَمُونُ وَمُونُ وَمُونُونُ وَمُونُونُ وَمُؤْمُ وَالْمُونُ وَمُونُ و

مراده المراد المردود المردود

﴿ مَوْعُ الْمَدُورِ كَالْمُ عِلَمْ الْمِرْسُودُ الْمَاءِ الْمُعْمِدُونَ الْمُوْمُورُ الْمُورِدُ اللَّهِ اللَّهُ الللَّهُ اللَّالِمُ اللَّا اللَّهُ اللَّهُ اللَّهُ اللَّهُ اللَّهُ اللَّهُ اللَّهُ اللّه

מים א מקפת שנד. מיש א מחפת שנד. מינפת קבת הפשת ביתפת קבת הפשת

- 3. ئولائخىكى ئىرىن ئوسۇر ئىرى ئىلىنى دۇرۇرى دۇرۇرى دۇرۇرى دۇرۇرى ئالىلى ئۇرۇرى ئىلىنى ئۇرۇرى ئىلىنى ئۇرۇرى ئىلىنى ئۇرۇرى ئىلىنى ئۇرۇرىيى ئىلىنى ئۇرۇرىيى ئىلىنى ئۇرۇرىيى ئىلىنى ئۇرۇرىيى ئىلىنى ئۇرۇرىيى ئىلىنى ئۇرۇرىيى ئۇرۇرىيى ئۇرۇرىيى ئىلىنى ئۇرۇرىيى ئىلىنى ئۇرۇرىيى ئۇرىيى ئۇرۇرىيى ئۇرۇرىيى ئۇرۇرىيى ئۇرۇرىيى ئۇرۇرىيى ئۇرۇرىيى ئۇرۇرىيى ئۇرۇرىيى ئۇرۇرىيى ئۇرىيى ئۇرىيى
- 4. وَمِهُو هُرُهُ وَ بُرُّ مِهُ مِهِ مِهُوَ هُرُهُ وَ مُرَّ وَمُرَّوَ مُرَّهُ وَ مُرَّ وَمُرَّوَ مُرَّهُ وَ مُرَّ وَمُرَّوَ وَرَّ وَ وَرَّ وَرَدُو وَرُو وَرَدُو وَرَدُو وَرَدُو وَرَدُو وَرَدُو وَرَدُو وَرَدُو وَرَدُو وَرُو وَرُو وَرُو وَرَدُو وَرَدُو وَرَدُو وَرَدُو وَرَدُو وَرَدُو وَرَدُو وَرُو وَرُو وَرَدُو وَرَدُو وَرُو وَرُو وَرُو وَرُو وَرُو وَرُو وَرُو وَرُو وَرُورُ وَرُو وَالْمُو وَرُو وَالْورُو وَالْورُو وَالْورُو وَالْورُو وَالْورُو وَالْورُو وَالْورُو وَالْورُو وَالْورُو وَالْور
 - ישלת הע של של אל אל הלק התשה יל
- 6. وَمُرَوَّهُ مُ وَدُوْ مُ وَدُوْ مُ مُرَمِعٍ مِرَّدُ الْمُورِ وَوَ وَ مُ مُرَمِعٍ مِرَّدُ الْمُورِ وَوَ وَ م وَوَجِرِيْرُ مُ مُرِيِّرُدُ الْمُسْارِدُورُ فَي هُورُ وَ مُرَامِعٍ مِرْدُ الْمُورِدُونِ فَي وَرُوْ الْمُؤْرِدُ
- 7. كى مۇر بىرى دۇرۇرگەر بىردورورش دىر كى دەدى بىرى مۇردى كى دەدى بىرى مۇردى

- - و. دسرع برسرو مديع ديدي ميورة ومؤدوره
- 10 دُهُ وَسَمُسُ مُعَرِمِ عِرِدٌ دُهِ دُهُ وَسَمُسُوهُ وَسَمُرُهُ وَسَمُرُهُ وَسَمُرُهُ وَسَمُرُهُ وَسَمُرُهُ و رسرگنده:

(ع) عَرْمُوهُ مَرْسُودُ مَرْسُوهُ مِرْسُوهُ مَرْسُوهُ مِرْسُوهُ مَرْسُوهُ مِرْسُوهُ مَرْسُوهُ مَرْسُوهُ مِرْسُوهُ مِرْسُوهُ مِرْسُوهُ مَرْسُوهُ مِرْسُوهُ مِرْسُوهُ مِرْسُوهُ مِرْسُوهُ مِرْسُوهُ مِرْسُوهُ مِرْسُوهُ مِرْسُوهُ مِرْسُوهُ مَرْسُوهُ مِرْسُوهُ مَرْسُوهُ مَرْسُوسُوهُ مِرْسُوسُونُ مَرْسُوسُولُ مَرْسُوسُولُ مَرْسُوسُولُ مَرْسُوسُولُ مَرْسُولُ مَرْسُولُ مَرْسُولُ مَرْسُوسُولُ مَرْسُوسُولُ مَرْسُولُ مَرْسُولُ مَرْسُولُ مَرْسُولُ مَرْسُولُ مَرْسُولُ مَرْسُولُ مِرْسُولُ مَرْسُولُ مَرْسُولُ مَرْسُولُ مَرْسُولُ مَرْسُولُ مِرْسُولُ مَرْسُولُ مَرْسُولُ مِرْسُولُ مِ

> ۱۵۱۶ کرده مربر زوده مروع و کرده مربر زوده

> مرده مردره مردع د مردره

1000/3

مَوْعُ مُعِ اللَّهُ مُعَ مُعَ مُعَ مُعَ مُعَ مُعَ مُعَ مُودِدًا وَمُودِدًا وَمُودِدًا وَمُرْمُعُودُ יין כיסיר אים יוליים א 200 אוסיסם יירוט בא איס איס מקלפתב בת מדב בת מדבר איל איל איל איל איל איל באיל ביות בא שבת לפתב سَرَ رُوْسُ رُ مُوجِ عِ يُوْجُ وَسُرُجُ مُرَّهُ مُرَامِ مُعِدِّ مُعَالِمُ عُمْرُ مُعَالِمُ عُمْرُهُ برَج سوع پر تربیروسرمرو.

مَرُق مَنْ اللَّهُ مُنْ مُرْدُرُ مُرْدِ رُمُرُونُولُم لَالْوُرِمِ، وُرُمُونَا الْمُورُمِ جَرِي مُرِّدُ عُرُدِدُرُدُرُدُونَ کَانَ مُرِي مُرِي مُرِي مُرِي مُرِي مُرِي مُرِي مُرِي مُرِيدًا مُرْدُدُ 25/79 (وور مُرْفَعُ وَرِيْ رِيرُو مِرْفُو فَيْ وَيْرِيرُ وَمِرْفُ مِنْ فَيْرِيرُ وَ وَمُرْمِرُ وَالْ

? " ', ? ? ? ', ? ', ? ' (2 × 2) ' ', ' (2 ° 0))) . 'קקר הייני הפחר ב דקרב פ' עוד הייש ב מידופ ב ב דקב מידו פיידופ יידור פיידופ יידור פיידופ יידור פיידופ יידור פי

سَرْدَ دُر 02 (مُرْدُ) دِوِرَسُ مُرْوِرَدُ سُرْسُ عُرَّادُ سُرْسُ عُرُسُو وَمُرْعُو رُسُرْ وَسُرْعُ وَسُرْعُ وَيْوَ مِرْسُرُ وَمُوْوِرِهُ 3 (مِسْرُهُ) مُرَيْدُ كَسْرُؤُرِهُ وَرِسْرُسْمِ مَرُو دُيْعُ

> مرح مرم موج بر مرور 100111 3 133613 12792143 1528171 ررسرس شورودر

13. (١) مَرْجُودُ دُودُ مِنْ مُعْمِمُ مُورُدُ دُرُدُودُ لَهِ مُعْمِمُ مُنْ مُورُدُ دُرُدُودُ لَهِ مُعْمِمُ مُ وَهُوْمِرُهُ 4 (رَهُمْ) دُرُبُو دُورُوْدُ هُمِرُهُ 4 مُرِيْعُ

ئُرِسُوكِيْ وَ (فَرُوْ وَ مِرْوَهُ وَ الْمَرْوَدُ وَ الْمِرْوَدُ وَ الْمِرْوَدُ وَ الْمُرْسِدِ الْمِرْوَدُ وَ الْمِرْوَدُ وَالْمُورُ الْمَرْدُ وَ الْمُرْدُ وَ الْمُرْدُ وَ الْمُرْدُ وَ الْمُرْدُ وَ الْمُرْدُونُ وَ الْمُرْدُ وَ الْمُرْدُ وَ الْمُرْدُ وَالْمُرْدُونُ وَ الْمُرْدُونُ الْمُرْدُونُ الْمُرْدُونُ الْمُرْدُونُ الْمُرْدُونُ الْمُرْدُونُ الْمُرْدُونُ الْمُرْدُونُ اللّهُ وَالْمُرْدُونُ اللّهُ وَاللّهُ اللّهُ اللّهُ وَاللّهُ اللّهُ اللّهُ وَاللّهُ اللّهُ اللّهُ وَاللّهُ اللّهُ اللّهُ

- (مر) دِ دُرَوْدُ (مر) دَر صَرَّرَ مَرَ وَرَدُو وَ مَرَ وَرَدُو وَ مَرَدُ وَرَدُو وَ مَرَدُ وَرَدُو وَ مَرَدُ وَرَدُو وَ مَرَدُ وَرَدُو وَرَدُ

- ٠٠ ﴿ ﴿ وَمُوهُ وَمُرْدُوهُ وَهُوْ مَا هُوْ مِرْدُودُورُ اللهِ وَكُودُورُ اللهِ وَكُودُورُ اللهِ وَكُودُورُ اللهِ وَكُودُورُ اللهِ اللهِ اللهِ اللهُ وَكُودُورُ اللهُ اللهِ اللهِ اللهُ وَكُودُورُ اللهُ اللهُ اللهُ وَكُودُورُ اللهُ اللهُ وَكُودُورُ اللهُ وَكُورُورُ اللهُ وَكُودُورُ اللّهُ وَكُودُورُ اللهُ وَكُودُورُ اللهُ وَكُودُورُ اللهُ وَكُودُورُورُ اللهُ وَكُورُورُ اللهُ وَكُورُورُ اللهُ وَكُورُورُ اللهُ ولِكُورُ اللهُ وَكُورُورُ اللهُ وَكُورُورُ اللهُ وَكُورُورُ اللهُ وَكُورُورُ اللهُ وَكُورُورُ اللهُ ولِللّهُ ولَاللّهُ ولَاللّهُ ولَاللّهُ ولَا لَاللّهُ ولَا لَاللّهُ ولَاللّهُ ولَاللّ

- (٠) ئۇۋە دەر ئىرىن ئىرىكى دۆگەردۇد ھەرىكى ئۇرۇرۇ - ئۇھىلى ئىرىكى ئىرىكى ئىرىكى ئۇرۇكۇرۇكى 4 ئوچىدە دۆھىدىن ئىرىكىدۇ دىركى ئىرىكى ئوچىدى:
- ا عرس مرح مرج المركز ا
- 2 المروس عامر دس و دسور عامر عامر عامر المرود عامر عامر المرود عامر المرود عامر عامر المرود عامر عامر المرود عامر المرود المرو

- 4. ئۇرىشىرىمۇرۇ رىسى ئۇرىمۇش ئۆرجى: دۇر برۇگەر 4.

وَمُرْسَعُ مُ مُرْسُورُ وَمُرُورُ وَمُرَورُ وَمِرْسُورُ وَمِرْسُورُ وَمُرْسُورُ وَمُرُسُورُ وَمُرْسُورُ وَمُرُسُورُ وَمُرْسُورُ وَمُرُسُورُ وَمُرْسُورُ وَمُرُسُورُ وَمُرْسُورُ وَمُورُ وَمُرْسُورُ وَمُورُ وَمُرْسُورُ وَمُورُ وَمُورُ وَمُورُ وَمُورُ وَمُورُ و

عَرْهُوْ وَ دُرُو بُرُورُدُو هُرُورُدُورُو هُرُورُدُورُو هُرُورُدُورُو هُرُورُدُو بُرِيَّ الْحَرْدُرُو بُرِيْ الْمُرْسِ وَبِرْرُدُو بُرُورُو بُرُورُو بُرِيْ الْمِرْسِ وَبِرْرُدُو بُرُورُو بُرِيْ الْمُرْسِ وَبِرْرُدُو بُرُورُو بُرُدُرُو بُرِيْ الْمُرْسِ وَبِرْرُدُو بُرُورُو بُرِيْ الْمُرْسِ وَبِرُورُو بُرُورُو بُرُورُونُ بُرُورُو بُرُورُو بُرُورُو بُرُورُو بُرُورُو بُرُورُو بُرُورُو بُرُورُونُ بُرُورُو بُرُورُونُ بُرُونُ بُرُونُ بُرُورُونُ بُرُورُونُ بُرُورُونُ بُرُورُونُ بُرُورُونُ بُرُونُ بُرِونُ بُرِونُ بُرُونُ بُرِونُ بُرُونُ بُونُ بُرُونُ بُونُ بُونُونُ بُونُونُ بُرُونُ

- (ر) دُم عُدْرِدُد عد دُسَمْرُهُ دُوْمُ سِمْرُ دُرُورُ دُورُورُ رسوفرر (زُسَرُودُ مُحَرَّر)؛
- - - (١٠) څاسريو تروع مروسوونگ زيرمور؛
- פלר הפלע באפר!
 - (١) وَي سُونِ سُوسُ مُ لَا حِي اللَّهُ اللَّالَّا لَلَّهُ الللَّهُ اللَّهُ اللَّهُ اللَّهُ اللَّهُ اللَّهُ اللَّهُ اللَّهُ الل
 - (٧) ؤُرسُرْ سُورُ وُرسُ وَرَا مُرْ مُرْ مُرْ وَعِ مُرْ وَمِ وَرَا وَكُلُ وَمُرْدُهُ

جِ وَدِهُ وَكُورُ وَكُو خُرُدُ وَكُورُ وَالْمُ وَالْمُؤْمِ وَلَا لِمُ لِلْمُ لِلِهُ لِلْمُ لِلْمُ لِلْمُ لِلْمُ لِلْمُ لِلْمُ لِلْمُ لِلْمُ لِلِهُ لِلْمُ لِلْمُ لِلْمُ لِلْمُ لِلْمُ لِلِهُ لِلْمُ لِلْمُ لِلِهُ لِلْمُ لِلِهُ لِلِهُ لِلْمُ لِلِمُ لِلْمُ لِلْمُ لِلْمُ لِلْمُ لِلْمُ لِلِمُ لِلْمُ لِلْمُ لِلِمُ لِلْمُ لِلْمُ لِلْمُ لِلْمُ لِلْمُ لِلْمُ لِلْمُ لِلْمُ لِلِهُ لِلْمُ لِلْمُ لِلْمُ لِلْمُ لِلِلْمُ لِلِمُ لِلِلَّالِمُ لِلِلْمُ لِلْمُ لِلْمُ لِلِمُ لِلِلْمُ لِلِلْمُ لِلْمُ لِلْمُ لِلِ رورسوس در مره دو ورد المرور ال ל בנת ל בל היא ב בי של היא בי של היא בי אים היא בי של היא בי אל בי היא בי אל

مَرْجُ مُعْ اللَّهُ مُرْدُرُدُ 16. مَرْجُ وَ مُرْدُرُدُ مِنْ مُرْدُورُدُ مِنْ مُرْدُورُدُ مِنْ مُرْدُورُ مُرْدُ مُرْدُورُ مُرُدُورُ مُرْدُورُ مُرْدُورُ مُرْدُورُ مُرْدُورُ مُرْدُورُ مُرْدُورُ مُرُدُورُ مُرَدُورُ مُرَدُورُ مُرُدُورُ مُورُ مُرَدُورُ مُرَدُورُ مُرُدُورُ مُرُدُورُ مُرُدُورُ مُرَدُورُ مُرَدُورُ مُرَدُورُ مُرَدُورُ مُرُورُ مُرَدُورُ مُرَدُورُ مُرَدُورُ مُرَدُورُ مُورُ مُرَدُورُ مُرُورُ مُرَدُورُ مُرْدُورُ مُرَدُورُ مُورُ مُورُ مُرْدُورُ مُرَدُورُ مُرَدُورُ مُورُ مُرَدُورُ مُرَدُورُ مُرَدُورُ مُرَدُورُ مُورُ مُرْدُورُ مُرَدُورُ مُرَدُورُ مُورُ مُرَدُورُ مُورُورُ مُورُورُ مُرَدُورُ مُورُ مُرَدُورُ مُورُ مُورُورُ مُرَدُورُ مُورُورُ مُورُورُ مُورُ مُورُورُ مُورُ مُورُورُ مُورُ مُورُورُ مُورُ مُورُورُ مُورُ مُورُ مُورُورُ مُورُورُ مُورُ مُورُورُ مُورُورُ مُورُ مُورُ مُورُ مُورُورُ مُورُورُ مُورُ مُورُ مُورُورُ مُرْدُورُ مُورُورُ مُورُ י י 0 א אינט יויס נדיס טוס יויין אינט סייס הבן אבש ייש אינטעבן צאפ יונע היווע צאפט מיתב הערבות

ئەرىرى ئى ۋە ئرىروس

בנונם מוטט

- ארמת שילת ארמת שילים רצוב אבש פעל ב במפאמתים תני אלת תיתבת בקתב עת פתם. תור את תיתבת בקתב עת פת פת א
- עתפת הקיילת הייני לייני לייני לייני לייני או הייני לייני ליי
- ·\$27,77 0 6 6 6 199 100 100 100 1

وَيُرْمَعُ شُرُ مُ مُرْجُوعُ عُرِيرُونُونُ 10% (قررَ بِرِيرُ الْمُرْمُونُ) رُبُرُ المَوْرُ مِنْ مُرْسِرُ الْمُورِدُ الْمُورِدُ وَوَ دُرْسِرُسُ دُرِيدُ

مَرْجُ مُعِ سُعُمْ مِرْدُرُدُ 17. يَرْجُ وُرُوعُ مُرْدُ مُرَدُ مُرْدُ مُرُدُ مُرُدُ مُرِدُ مُرْدُ مُرْدُ مُرْدُ مُرْدُ مُرْدُ مُرْدُ مُرْدُ مُرْدُ مُرُدُ مُرُدُ مُرُدُ مُرُدُ مُرُدُ مُرُدُ مُرُدُ مُرُدُ مُرُدُ مُ مُرْدُ مُونُ مُرْدُ مُرُدُ مُرُدُ مُونُ مُونُ مُرْدُ مُرُدُ مُرَدُ مُرَدُ مُرَدُ مُرَدُ مُرَدُ مُرْدُ مُرْدُ مُرُدُ مُرُدُ مُرَدُ مُرَدُ مُرَدُ مُرَدُ مُرَدُ مُرَدُ مُرْدُ مُرَدُ مُرَدُ مُرَدُ مُرَدُ مُرَدُ مُرَدُ مُرَدُ مُرَدُ مُرْدُ مُرَدُ مُرَدُ مُرَدُ مُرَدُ مُرَدُ مُرَدُ مُرَدُ مُرَدُ مُرْدُ مُرَدُ مُرْدُ مُرَدُ مُرَدُ مُرَدُ مُرَدُ مُرِدُ مُرَدُ مُرَدُ مُ مُرَدُ مُ مُرَدُ مُ مُرّدُ مُرْدُ مُرّدُ مُرّدُ مُرّدُ مُرّدُ مُرّدُ مُ مُرّدُ مُرّدُ مُرّدُ مُ مُرّدُ مُرّدُ مُرّدُ مُرّدُ مُ مُرّدُ مُ مُرّدُ مُ مُرّدُ مُ مُردُ مُرّدُ مُ مُرّدُ مُ مُرّدُ مُرّدُ مُرّدُ مُ مرور ورور و بروور ورود مورور ورود ورود برَجِ وَمُ يُرِ وَمُرُورُ مُرَسِرُ وُسُرِرُو.

ء شرع ه کرو را توسر و شرع ه کرو را توسر

وسُوْمَارْ، مَوْجَة دُوْدُهِ مُنْ صُحْمِمُ مُرْدُو وَهُرُو وَمُرْدُ وَمُمَاعُ ادْدُرُ وَرُوْ جُدْرِدُدُ بِرُودُمُ مُرْجِ سُوعِ مِي مُرْدُورُدُ رَبِرِ بِرُورُونُو مُرْدُكُمْ وَمُرْدُدُدُ بُرَرُ وَرُوْ سُوْمُ يَ بُرُورُ مُو يِدُيْسُ وَسِوْسُ وَمِو وَوَوْدُ

المُورُورُةُ مِرْمُرُدُهِ مِنْ اللهُ الله

- (س) مَنْ فَيْ مَوْبَرُرُدُ مَنْ فِي سُعْمَدِ مَنْ وَبُرُدُ مَنْ فَي سُعْمَدِ مَنْ مَنْ وَمُرْ ...) (موبدِ مُنْ مُنْ مُرْوِرُدُ.
- (سر) سَمَعَ مُعَ مِنْ مَعَ وَرَفَعُ مَا عَرَفَهُ مَا مَعَ مَا مَعُ مَا مُعَادِدُهُ مَا مُعَادِدُهُ مَا مُعَادِدُهُ مُعَادِدُهُ مَا مُعَادِدُهُ مُعَادِدُهُ مَا مُعَادِدُهُ مُعَادِدُهُ مَا مُعَادِدُ مُعَادِدُ مَا مُعَادِدُهُ مَا مُعَادِدُهُ مَا مُعَادِدُهُ مَا مُعَادُهُ مَا مُعَادِدُهُ مَا مُعَادِدُ مَا مُعَادِدُ مُعَادِدُهُ مِنْ مُعَادِدُهُ مَا مُعَادِدُهُ مَا مُعَادِدُ مُعَادُمُ مُعَادُمُ مُعَادُوهُ مَا مُعَادُونُ مُعَادُمُ مُعَادُمُ مُعَادُمُ مُعَادُ

26 /2/2/ 06 /2/2/ 00 20 20 20 4 15/2/ 20 20 4

ڔ؉ٛڎ ٷڔۉ؆ڎۅٛڔۅٞ؆ٷۼۄؙ؆ڋ؞ۼڔۺؠڔڔۺۻۼۼۣڎۼۿٷڎۮڔ ڎٷڔڎڎڔ؋ۺۺۺۅؙڔۅٞڎۺٷڒڔ؆ۺۺٷٚڿڔڎػۺۺٷۺۮۏ؞

- ٢٠٠٤ و ٢٠٠٤ و ١٠٠٥ و ١
- ر) "وَهِ هَرْدُودْ": مِرْفُرِهُمْ يَّهُ وَهُو آلَا مَرْمُ مَرْمَهُمْ وَهُو آلَ مَرْدِ رَوْرَمُونَهُ وَمَرْدُور مُسِرِيَسِ فَيْرِدُ وَهُو 5 مِسْ وَسِرِيْسْ وَهُو آلَ مَّرِ رَوْرَمْرُ مُرْفِي مَرْدُودْ.
- (m) " $\tilde{\xi}$ $\tilde{\xi}$

مَ مُرْوَوِ 1

مَنْ وَ دُرُ مِرُورِ مِنْ مُومَرِ مُرْسُرُورُ رُسُسُرُوسُ رُسُبُ وُسُومُ:

 \tilde{a} \tilde{a}

ئَرْدٍ سَسَرَفْرَمُنْ دُسْرِيَسِ اَيْ رَوْسٌ وَوَوْ 5،6،7،8 دُورِ 9 ءَ نَاسْمَوَنَرُ رِيرَوَرِمُّ وَنَامَعُمَدِيشَ:

- (ر) كِرْهُورِي كَرْبُوهُمْ وَمِ رُونُودُ كَسَرَيْدُ، كِرْهُورِيْ كَرِّدُونْ يُرْبُدُرُكُسْ وِهِ وُرُوسْ؛ سُرْهُمُ
- (ح) ئىرتۇرى ئاڭ دە. ئۇھۇندە: ئىرتۇرە: ئىرتۇرە: ئىرتۇرى ئاردى ئارىدى ئارىدى ئارىدى ئاردىدى ئاردىدى ئاردىدى ئاردى ئاردى ئاردى ئاردى ئاردى ئىرتۇرۇدىدى ئاردى ئ

ع فرونو 2

تَرْعُ تَادُسُو دُنْوُو دُنْرُور مِيرَدُر وَالسُّنْ رَدِو 13 (مُنْر) وَسُونَا وَرُمُارُو.

- (١) كىرى ئىرى ئىرى دەرىد دۇرى دىر دەرىيى
- (م) وَرَبْ مُرْعُهُ وَرُدُ رُدُر وَسُرْبُ) سُرُوعُ رِدُر رُدِ رَسُومُهُ وَرُرُدُ وَرُدُ اللهُ وَرُدُوعُ وَمُرْدُ
 - (س) مع صح مر مروی کرمرو مرد کردون کا در کارون کردون ک

 - (ع) دَم جُرْبِرِدُر عِمْرُو وَ وَعِيْرَ رُرْمُرْمُرْمُ مُرْدُو وَعِمْرُهُ
- (c) وَشَهِ وَوَدَّدِ دَرْسِرَسْ وَوَّ رَدْوَتْرَعَارِ مَوْفِی عَنْشْ وِبِرِدُرِدِوَّ وَّرِبِّمَوْسُ، شَوْمَ دُونْرَاغَدُهِ رِشْدُ مَا مُونْدُدُ 3 وَرِبِّدُرْسُ وِبُودٍ دَفِر دُونْ وَبِّمُوْدِ.
 - 1. مُدُودِ مُرمدُ.
 - 2. ردوم باير رير ديو درمر.
 - 3. ڪوڻي رکو گاڻي گريگر.

- (١) كرم الله المروم موق مرفع مرفو الله وسوم مر المروم المر
- (س) وَرَبْ مُرْسُعُ مِرْ (رُمْنَادِرْ) سَرُومُ وَرُبُودِ مُسْوَرُورُ وَرُرُسُعُسْ دُبُوعِ وَسُرُورُدُ وَيُمْوَدُ
- (س) وَرَبْ مُرْعُ مِ (رُهُ وِسُ رُمْ وِسُرْسُ) سُرُوکَ رِوَّ رُمُ وَ وَلِهِ مُسْکَرُدُکُدُ کُوْرُرُهُ سُرُ وَسُوعَ مِنْ مُرْدِ دُرِّ مُرْکُرُدُ وَرُمُورُ وَسُرُونُ وَلَهُ مِرْدُونُ وَلَهُ مِرْدُونُ مُؤْرِدُ وَلَهِ مُرْكُودُ اللّه
 - (x) ئىچ سەھىم ئىرىم ئىرىم ئىرىكى ئىرى ئىرىكى ئىرىك
- (د) ئىرۇ ئىكۇچىدە ئورۇدى ئىرى دۇدۇد دۇرۇدى 1 (دىند) دانى دۇرۇدى ئورۇدى ئولىرى دۇرۇدى ئولىرى دۇرۇدى ئولىرى دۇرۇدى ئۇلىرى دۇرۇدى ئۇلىرى ئۇلىرى
 - (٧) ھُۇلىرىڭ بوھۇرۇ ئورھىكىدىكىرد.

ع فرونو 3

مر مردور و مردور المردور المر

- (١) دِوْرُهُ بُرُوْدُ وُسُوْمُونُونُ وَمِرِ الْحَصَّى بِدُوْ رَدْ الْمَسِوْدُ دَسُوْءُ مِنْ دِسْرُوْمُ بُرِ الْحَارِدُونُ (١) وَسُرُدُسِوْ خُنَادِ دَمُدُدُونُ رَوْرِدُوسُ،
 - (س) وَد دَو دَو وَقَامُ دُورُ رُورُورُ دُورُ (وُسْرَع وُسُوسُ).
 - (سر) مُورِيْسْ سرو عُرْمْ عِيْدِ رُيْسْ.
 - (١٠) كَرْمُوكْرُونْ سِرْسُونُونْ دُرْمُرُونُ وَسُرُونُونُ وَكُرُونُ وَكُرُورُ وَيُرْمُدُ وَيُرْمُونُ وَكُونُو
 - (a) وَبُرُونُمْرُهُ مِرْسُونُوهُ مِرْسُرِيْرُو وَمُونَبُرُ وَيُمْرِيُكُمْ لِمُنْكِمُ مِرْدُونُ مُنْرِدُونُ مُرْسِرُسُ مِرْدِوْرُسُونُ لِهُ وَسِبِهُونُونُ رَيْسُ،
 - (٤) وَبُرُو وَمُرْدُ وَ وَبُرُورُهُ وَ مُرْدُ وَهُمْ عُصْ مُرْمِ وَبُرُورُهُ وَ وَرُورُورُ وَ وَرُورُورُ وَ وَرُورُورُ وَ وَرُورُ وَ وَكُرْدُ وَرُورُ وَ وَكُرْدُورُ وَ وَكُرْدُورُ وَ وَكُرْدُورُ وَكُرْدُورُ وَكُرْدُورُ وَ وَكُرْدُورُ وَ وَكُرْدُورُ وَ وَكُرْدُورُ وَكُرْدُورُ وَكُرْدُورُ وَكُرْدُورُ وَكُرْدُورُ وَكُرُورُ وَكُرْدُورُ وَكُرُورُ وَكُرْدُورُ وَكُرْدُورُ وَكُرْدُورُ وَكُرْدُورُ وَكُرْدُورُ وَكُرْدُورُ وَكُرْدُورُ وَكُرْدُورُ وَكُرُدُورُ وَكُرُدُورُ وَكُرُدُورُ وَكُرُورُ وَكُرُدُورُ وَكُرُدُورُ وَكُرْدُورُ وَكُرُدُورُ وَكُورُ وَكُورُ وَكُورُ وَكُورُ وَكُورُ وَكُورُ وَكُرُورُ وَكُورُ وَكُورُ وَكُرُورُ وَكُورُ وَكُورُورُ وَالْمُورُورُ وَالْمُورُ وَالْمُورُورُ وَالْمُورُورُ وَالْمُورُورُ وَالْمُورُورُ وَالْمُورُورُ وَالْمُورُورُ وَالْمُورُورُ وَالْمُورُورُ وَالْمُورُورُ ورُورُورُ وَالْمُورُورُورُ وَالْمُورُورُورُ وَالْمُورُورُ وَالْمُو
- - (م) ئۇسۇھىرىدۇ ئۇھۇرىمىرىر
 - (٥) ځريش وسرمن نوده وهسريزيش
- - (عر) خَرِمُونُونُونُ عُنْوْنُونُمُ سِعِدُدُ رَبِمِ سَرَدَ خَرْمِنُونُونَمُو خَرْدِرَنَانُ دَرُدُورَبُرُ دَبُونِظُنْ عُی سِعِیدُ وَرُدُونِدُورُ رَبُونُورُ
 - (م) كَنْ فَيْ دُوْمُ مِنْ مُوْرُدُونُ وَسُرْمِيْ وَ 24 كَذِيدُ رُوْمُ رَوْمُ وَرُدُ دُيْرُدُ

سَمُعُ: عَامُوَوْ 3 دَدِ، وَجِدَدِ رِوْسِ وَرِهُ دَسَّى سَائَمْهُمَادُهُ دِهْمَرُدُ دِوْمَهُوَدُ رَمْسَرَهُمْ وَ وَوَهُمُونُوهُ مِوْسِيهُو عَهُووْدُ 5 دَدِ حَمَّمُونُهُ وَدِوْمُوسُرُهُ وَ وَجِ حَدْرِوْدُوْ وَثَرْنَاغُ مَرْصِهُمُ مِوْمُمُدُ وَسِهِوَهُمُهُ وَمِرْوَنَانُهُوْدَدِ عَالُوْدُ 5 دَدِوْ حَدِمَدُوْتُ وَمِرْوَ نَامَعُونُونُورُوْ

عُ قُرُونُو 4

مِوْرِيَّدُهُ وَيَ مَعِدُ مَعِدُ مَعْرُورُو وَي مَدْمِوْتُ وَثَمَاعُ مَنْ مُوْ مَدْمِوْدُ بِرَوْمُو وُسُورُ

.1 مرکز و و محاجر بحر تو

وَرُوْوْ مُهُرُودُ مُهُرِدُ رِدُو مِنْ مُرْ رُوْمُورُدُرُ رَبِ جُرِدِيْرُورُ وَرُوْ وَرُورُ مُرِيرٌ وَمِرْوَمُ مِنْ مُرَادُمُ مِنْ وَمُرْدُمُ مِنْ وَمُرْدُمُ مِنْ مُرْدُمُ مِنْ مُرْدُمُ مِنْ مُ رُدُرُ دُرِي دُرِي مُرْدُو دُرُورُ وَدُرُو وَدُرُو وَدُرُورُ وَدُرْبُورُمُ وَجُ جُرُورُورُ בציעם בעים הייל היינית היינית המתרבות בל המשתב בייל בייל בייל יש ביר ביר הלים ביל הלישה הלים ביל ביל הלה הלביל הלים 20 1000 C CC) 2 CC

ح فخ بستحر

2 وِرْسِوْدُ وَقُبِهُمْ وَمِ مُدْرِدُ لَهِ مِدْوُدُمُر مُرْةُ مُرْرِدُدُ وَسُوْدُهُ وَسُودُهُمْ מצבת של הל בל בל בל בל בל הל התבתבה התבלת התבל הל בל رسردُ الله مَا مُن مُؤْمِدُ المؤسِّلِ اللهِ اللهِ اللهُ اللهُ المؤرِّدُ المؤرِّدُ المؤرِّدِ المرسِّدُ المؤرِّد יורס ברו אור אירול אירו י יננננאט זו מינו יו ני אין נינוט ינינים מבן צישת מתם את מתשה מניב תממת פאמ ל הריים בל היים ל ה הריים בל היים ל היי وَعِيْرٌ عُرِيرُو وَمُرْفَرُهُ مِرْدُونُ مِنْ وَمُرْدُونُ مُرْدُ وَمُدْرِدُ وَرُوْوْوُهُ مُنْ مُعِ صُعْمِرُمُ وَمُ مُدْرِوْدٌ وَمُوْدُو وَمُرْمُوهُ وَمُرْمُوهُ وَمُرْمُوهُ وَمُرْمُ وَمُرْ المريده و درود ورسرو و دورود و

وُبُرْمُ

وْمُونْ وْمُوْدْمْ وْمُونْ مُو دُو دُورُ وَمُرْدُ مُرْدُ لِمُدِيدُ وَمُ مُدْرِدُورٌ وَمُرْدُورٌ وَمُرْدُورُ وَمُورُ وَمُورُ وَمُورُ وَمُورُ وَمُورُ وَمُورُ وَمُرْدُورُ وَمُرْدُونُ وَمُرْدُونُ ورُدُورُ وَمُورُ وَمُورُ وَمُورُ وَمُورُ وَمُورُ وَمُورُ وَمُورُ وَمُورُ وَمُورُ وَمُؤْمِ وَمُورُورُ وَمُورُ وَمُورُ وَمُرْدُونُ وَمُورُورُ وَمُورُ وَمُورُ وَمُورُ وَمُورُ وَالْمُورُ والْمُورُ ولِهُ والْمُورُ ولِي والْمُورُ والْمُورُ والْمُورُ والْمُورُ والْمُورُ والْمُورُ و

- دِ رُبِهُوْدُ وَرُرُرُ وُمُرُودُ حُوْدُرُورُ وَرَدُيْ عَرَدُهُ
- (ر) وَهِ هُرُودُورُ دُرُنَاعُ نَاسُ دُو هُرُورِدِ سَسَرَدُهُ وُسُورُدِ رَوْرِدُورُورُ دُرُونِهُ دُرِ دُسُورُهُ وَمِنْ دُرِ دُسُورُهُ وَسُرَادُودُ رَوْرِدُورُونَا مُرَدِدُورُهُ دُرِ دُسُورُ وَسُرَادُودُ سِنَا مُرَادُودُ سَنَادُهُ مِنْ دُرُورُ مِنْ دُرُورُ مِنْ دُرِ دُسُورُ وَسُرَادُودُ سِنَادُ مِنْ دُرُورُ مِنْ مُنْ اللّهِ اللّه
- (مر) وَي مُرْبِرُورٌ وَيَرْبَهُ رَسِ مِرَوُرُورُ وَيَرْبَهُ مِنْ وَيَرْبَرُونَ مِ رَدِيْوَدُو وَسُرُونُهُ مِرْدُورُ مُرْبُرُ وَيَرْدُ مِنْ مُرْدُ الْمِدْرِ وَيَرْبُونُونُ مُرْدُ الْمِدْرُورُ وَيَرْبُورُونُ مُسْرِدُ رُوْدُ دَا سَهُ صَلَّى مِرْدُ وَيَرْدُ مِنْ مُرْدُ الْمَدْرِدِ وَيَرْبُونُونُ مِنْ مُرْدُونُ مِنْ مُر

دَمِ مَدْرُودَ وَكُرْنَجُهُ وَسُرُورُ لَدِي لَا لَازُرُورُ لَا ذَكُرْنَجُ لَا وَسُومُورُ وَمُرَادُ وَسُرُورُ وَمُرَادُ وَسُرُورُ وَمُرَادُ وَسُرُورُ وَمُرِدُ وَمِرْدُورُ وَمُرِدُ وَمِرْدُورُ وَمُرِدُ وَمُرْدُورُ وَمُرِدُ وَمُرْدُورُ وَمُرِدُ وَمُرْدُورُ وَمُؤْمِرُ وَمُؤْمِرُونُ وَمُؤْمِرُونُ وَمُؤْمِرُ وَمُؤْمِرُ وَمُؤْمِرُ وَمُؤْمِرُ وَمُؤْمِرُ وَمُؤْمِرُ وَمُؤْمِرُونُ وَمُومِ وَمُؤْمِرُونُ وَمُؤْمِرُونُ وَمُومِرُونُ وَمُومِرُونُ وَمُومِ وَمُؤْمِرُونُ وَمُومِ وَمُؤْمِرُونُ وَمُومِ وَمُؤْمِرُونُ وَمُؤْمِرُونُ وَمُؤْمِرُونُ وَمُومِ ومُؤْمِرُونُ وَمُؤْمِرُونُ وَمُؤْمِرُونُ وَمُؤْمِرُونُ وَمُؤْمِرُونُ وَمُؤْمِرُونُ وَمُؤْمِرُونُ وَمُؤْمِرُونُ وَمُؤْمِرُونُ وَمُومُ وَمُؤْمِرُونُ وَمُؤْمِرُونُ وَمُؤْمِرُونُ وَمُؤْمِرُونُ وَمُومُ وَمُؤْمِرُونُ وَمُؤْمِونُ وَمُؤْمِونُ وَمُؤْمِونُ وَمُومُ وَمُؤْمِونُ وَمُومُ وَمُومُ وَمُومُومُ وَمُومُ وَمُومُومُ وَمُومُ وَمُؤْمِونُ وَمُومُ ومُومُ ومُومُ

- 1. "دِهُ مُنْ تُرْبِر"
- 2. التحري و وكري مروقة ويها
 - 3. "رِجْهُ ثَرْ سُرُمُ"

دِهُ مَنْ شَرَّهُ وَ شَرِهُ وَ دُرِ سَرِهُ وَ رَدُ اللهِ مِنْ وَ دُوَّ اللهِ مِنْ وَ دُرُ اللهِ مِنْ وَوَدُرُ شِرِسْ وَدِدِ وَمَنْ مُنْ اللهِ مِنْ اللهِ مُنْ فَرَدُوْ وَمَ مَدْرُودُوْ وَنَوْمَ عَنْ مُنْ مُنْ وَيْرٍ، בַּצָּפָׁכִתֶּפָ צָנְ 'תֹּגְ תֹּבְּתִים בְּנְנְיִנְ הַבְּעִישׁתְּתְּ תְּכִּגִּעשׁהַ בְּנֶעֶ בְּפְּתְּעִתְּפִּ. כְ בְּצָּפְרָתִּפְ צִּנְנְפָּרָתִּפְּ צִּנְ 'תֹּגְ תֹּבְּתִישׁהְתִּתְפֶּתְ תֹכִּגִּעשׁבּׁ בְּנָנְ 'תֹּגְ תֹבְּתִישׁהְתִּתְפֶּתְ תֹכִּגִּעשׁבּׁ בְּנִנְיִי בְּפָּ עִינְבָּה שִׁנְצִבְּנִם בִּינִישׁבּ בְּנִנְיִי בְּנִינְיִי בְּנִינְיִי בְּנִינְיִי בְּנִינְיִי בְּנִינְי

مراد در المراد المرد المراد المراد المرد الم

العروف و ورو كرك ره هذه له المال المروف المرود و العروب المرود و المرود و العروب المرود و العروب المرود و العرف المرود و المرك و المر

- (ر) دَى مُرْدُودُر مُرْدُمِرُدُ دَمُرَكُ لِهِ يَا الْمَرَادُ لَهُ الْمَرْدُرُدُ لَهُ الْمُرْدُرُدُ لِمُرْدُرُدُ لِمُرْدُرُدُ لِمُرْدُرُدُ لِمُرْدُرُدُ لِمُرْدُرُدُ لِمُرْدُرُدُ لِمُرْدُرُدُ لِمُرْدُرُدُ لِمُرْدُرُدُ لَا لِمُرْدُرُدُ لَا لِمُرْدُرُدُ لَالْمُرُدُورُ لَا لِمُرْدُرُدُ لَالِمُ لِمُرْدُرُدُ لَا لِمُؤْمِدُ لِمُرْدُرُدُ لَا لِمُرْدُرُدُ لِمُرْدُرُدُرُدُ لِمُرْدُرُدُ لِمُرْدُلِكُ لِمُرْدُلِكُونُ لِمُرْدُرُدُ لِمُرْدُلِكُونُ لِمُعِلِكُونُ لِمُرْدُلِكُونُ لِمُرْدُلِكُونُ لِمُعِلِكُونُ لِمُعِلِكُونُ لِمُعِلِكُونُ لِمُعِلِكُونُ لِمُعِلِكُونُ لِمُعِلِكُونُ لِمُرْدُلِكُونُ لِمُعِلِكُونُ لِمُعِلِكُونُ لِمُعِلِكُونُ لِمُعِلِكُونُ لِمُعِلِكُونُ لِمُعِلِكُونُ لِمُعِلْكُونُ لِمُعِلِكُونُ لِمُعِلِكُونُ لِمُعِلْكُونُ لِمُعِلِكُمُ لِمُعِلْكُونُ لِمُعِلِكُمُ لِمُعِلِكُمُ لِمُعِلِكُمُ لِمُعِلِكُمُ لِمُعِلْكُمُ لِمُعِلِكُمُ لِمُعِلْكُمُ لِمُعِلْكُمُ لِمُعِلْكُمُ لِمُعِلِكُمُ لِمُعِلِكُمُ لِمُعِلِكُمُ لِمُعِلْكُمُ لِمُعِلِكُمُ لِمُعِلِكُمُ لِمُعِلِكُمُ لِمُعِلِكُمُ لِمُعِلِكُمُ لِمُ لِمُعِمِلِكُ لِمُعِلِكُمُ لِمُعِلْكُمُ لِمُعِلِكُمُ لِمُعِلِكُمُ لِمُعِلِكُمُ

- رِ رَبِوْدُو وَرُدُو وَرُو وَرُو وَرُو وَرُو وَرُو وَرُو وَرُو وَرَو وَرَوْ وَرَوْ

د ۱۵۱۵ ۱۱۵۱۱)،

> הפשל תחלכל בקבת 8. בעמשת תפלכת מחלכ המשת תפלכת מחלכ המת פנניני

وَهِ هُرُودَيْ وَيُرَاعَهُ مِرْهُ هُمْ مُرَّادُونَ مِرْهُ وَهُ مِرْهُ وَهُ مِرْهُ وَهُ مِرْهُ وَهُ مِرْهُ وَهُ مِرْهُ مُرْدُرُدُ مِرْمُرُدُومُ مُرَامِدُومُ وَمُرْمَاعُ مُرَامِدُ وَمُرَاعُ مُرَامِ وَهُورُ مُرَامِ وَهُورُ مِرْمُ مُرْمُومُ وَمُرْدُورُ مِرْمُورُ وَمُرْمُورُ وَمُرَامُ وَمُرَامِعُ مُرَامِدُودُ وَيُرْمِعُ مُرَامِورُ وَمُومُومُ وَهُومُومُ وَهُومُومُ وَهُومُومُ وَهُومُومُ وَهُومُومُ وَهُومُومُ وَمُومُومُ وَمُومُومُ وَمُومُومُ وَمُومُومُ وَهُومُومُ وَهُومُومُ وَهُومُومُ وَهُومُومُ وَمُومُومُ وَمُرْمُورُ وَمُومُومُ وَمُومُ وَمُومُومُ وَمُومُ وَمُومُومُ وَمُومُ وَمُومُومُ ومُومُومُ ومُومُ ومُ

وَهِ وَدُ صَرِيرَ وَدُ مَرْ وَرُوْ وَ وَهِ مَرْ وَوَ وَ رَبِيعَ مِنْ رَوْهُ وَرَبِي وَ وَيَرِيعُ مِنْ وَهُ وَرَبِيرَ وَمُرْ وَهُ مِنْ وَهُ وَرَبِيرَ وَمُرْ وَهُ وَرَبِيرَ وَمُرْ وَوَ وَمُرْمُونَ وَمُرْمُونَ وَمُرْمُونَ مُرَا مُرَدُونَ وَمُرْمُونَ مُرَوَ مُرَا مُرَدُونَ وَمُرْمُونَ وَمُرْمُونَ مُرَا مُرْمُونُ مُرْدُونُ وَمُرْمُونُ مُرْمُونُ مُرْمُونُ مُرْمُونُ مُرَدُونُ وَمُرْمُونُ مُرْمُونُ مُرْمُونُ مُرْمُونُ مُرْمُونُ مُرْمُونُ مُرَا مُرَمُونُ مُرْمُونُ مُرْمُونُ مُرَا مُرْمُونُ مُرَا مُرْمُونُ مُرَامُ مُرْمُونُ مُرَامُونُ مُرَامُ مُرَامُ مُرْمُونُ مُرَامُ مُرَامُ مُرْمُونُ مُرَامُ مُرامُ مُرامُ مُرَامُ مُرامُ مُرَامُ مُرامُ م

رِهُوْهُ رُمُوهُ رُمُودُهُ 9. مُسرِعُ دُمْرِهُ خُسُرُدُ وَيُرْمَاجُهُ

0x44 0/37/1

دُوْرِهُوْ وَ وَسُرُ وَرَدُوْ وَ وَسُرَدُو وَ وَرَدُو وَرَدُو وَرَدِهُ وَرَدِهُ وَدَرَعُ وَدُووَ وَدُوهِ وَ وَرَدِهُ وَ وَرَدِهُ وَ وَرَدِهُ وَ وَرَدُو وَالْمُو وَا وَالْمُو وَالْمُوا وَالْمُوا وَالْمُوا وَالْمُوا وَالْمُوا وَالْمُوا وَالْمُوا وَالْمُوا و

- (م) وَهُودُ رِسُونُ عِي سُرِسُ مُ مُورِدُ مُ مُرْسُودُ وَ الْمُورُ وَ وَالْمُورُ وَ الْمُورُ وَالْمُورُ وَ الْمُورُ وَ الْمُورُ وَالْمُورُ وَ الْمُورُ وَالْمُورُ وَ الْمُورُ وَالْمُورُ وَالْمُورُ وَالْمُورُ وَالْمُورُ وَ الْمُورُولُ وَالْمُورُ وَالْمُورُ وَالْمُورُ وَالْمُورُ وَالْمُورُ وَالْمُورُ وَالْمُورُ وَالْمُورُ وَالْمُورُ وَلِي الْمُورُ وَلِي الْمُولِ وَلِي الْمُورُ وَلِي الْمُورُ وَلِي الْمُولِ وَلِي الْمُولِ وَلِي الْمُولِ وَلِي الْمُولِ وَلِي الْمُولِ اللْمُولِ الْمُولِ اللْمُولِ اللْمُ
- (۲) ئېرد مو کورو د د د د کورونو کورو

- (0) ئوھۇنى ئىزرۇردەۋدى سەھسىۋى ئۆزى دېسىگىمد بوھ ۋدۇھ ئورىش دۇئىردىدۇ دەسىئو بەدۇرىئوھۇش ئىزۇكى دۇئىۋى دىرا بولدۇندە دۇ ئىردىدۇ مەيدىدۇ دۇر دۇرۇرىئى دۇرى ئۇرۇرىئى دىرا
 - المركزة والمركزة والمركزة والمركزة
- 2. د و ترکن کاروی و و شرکر دی کو در در موجوج از موشوع از کاروی و ترکن کاروی و ترکن کاروی کاروی
- (٤) ئوشرۇنى شرېۇردىيىش ئاۋىم سېشىردۇرگە ۋە ھەردۇدى دىنىنى بىلۇرۇرۇ ئىرىدىكى ھەندىد دە ئوردۇنۇرۇ ئوس دىدۇرشىدۇ.
- 2 وَي مُدِوِدُو دُورِدُهُ مُرَدُهُ مُرَدُ سُورُدُ سَوْرِدُو سَرَوْدُو سَرَوْعُ سَاءَ عَلَيْ عِي مَا مُرَدُو مُر مُرْدُونُ مَا مُرَدُونُ مُرْدُونُ مُرْدُونُ مُرْدُونُ مُرْدُدُ مُرْدُدُونُ مُرْدُونُ مُرْدُدُونُ مُرْدُونُ مُر دِر سُرِمُ وَمُرْدُونُ مُرْدُونُ مُرْدُونُ مُرْدُونُ مُرْدُدُ مُرْدُدُونُ مُرْدُدُونُ مُرْدُونُ مُرْدُدُونُ مُرَدُونُ مُرَدُدُونُ مُرَدُونُ مُرَدُدُونُ مُرَدُدُونُ مُرَدُدُونُ مُرَدُدُونُ مُرَدُدُونُ مُرَدُونُ مُرَدُونُ مُرَدُونُ مُرَدُونُ مُرَدُونُ مُرَدُونُ مُرْدُونُ مُرَدُونُ مُرْدُونُ مُرَدُونُ مُرَدُونُ مُرْدُونُ مُرَدُونُ مُرَدُونُ مُرَدُونُ مُرْدُونُ مُرَدُونُ مُرَدُ

رُرْسِرُنگر

ع فرونو 5

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 effectives 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 robust mechanisms in place 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 MNOF;
- 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			

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 and the marking of examination scripts Steps taken to ensure that an independent body will conduct the examination	articles as international publications (for PhD	
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 and the marking of examination scripts Steps taken to ensure that an independent body	degree approval)	
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 appers, the conduct of the examination and the marking of examination scripts Steps taken to ensure that an independent body	It has been consistently upholding its mission and	
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 appers, the conduct of the examination and the marking of examination scripts Steps taken to ensure that an independent body	objectives	
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 and the marking of examination scripts Steps taken to ensure that an independent body	It has been conducting its own degree	
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 and the marking of examination scripts Steps taken to ensure that an independent body	programmes of level 7 and 8 with appropriate	
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 and the marking of examination scripts Steps taken to ensure that an independent body	facilities and resources	
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	Self-Analysis Report containing the following	
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	A ten year business plan of the institution	
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	The prospectus of the institution	
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	Teaching quality handbooks	
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	Staff handbooks	
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	Academic regulations	
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	Schemes of studies	
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	Enrolment manual	
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	Rules relating to admission of students	
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	Rules relating to eligibility to sit for an	
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	examination	
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	The fees payable by students	
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	Refund Policy	
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	The duration of the programme	
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	The steps taken by the institution to provide	
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	tutorials and make regular assessments of the	
conduct of the examination and the marking of examination scripts Steps taken to ensure that an independent body	students" performance	
examination scripts Steps taken to ensure that an independent body	The setting of the examination papers, the	
Steps taken to ensure that an independent body	conduct of the examination and the marking of	
	examination scripts	
will conduct the examination	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 1	proposal	for univ	ersity 1	registration	should be	based of	on the	following pr	oforma
--	-------	----------	----------	----------	--------------	-----------	----------	--------	--------------	--------

		T
Proforma		Main areas to be included
1. Self	Self analysis	Features of university that has already been established
analysis report	report of the existing institute	Indicators of quality education
· F · · ·	stating	Available facilities to cater for university education
	justifications for change of status	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
		Strengths and weaknesses
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	Objectives and Philosophy clearly stated with Vision and Mission statements articulated
		Objectives, Philosophy, Vision and Mission statement relevant to a University.
	Justification	Justifications clearly articulated
	with socio- economic	The justifications and the socio-economic benefits relevant to a University
	benefits to the country	Justifications and the socio-economic benefits relevant to the Maldivian context
	Facilities proposed to be	Proposed facilities adequate to conduct the proposed Programs of Study
	created.	Adequate facilities to cater to the proposed student population
		Adequate facilities to cater to the proposed staff population
	Organizational set up	Appropriate organization structure with relevant titles including department names and divisions
		 Minimum 3 different academic departments/faculties present. 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
3. Governance and monitoring	Registered body, trust, foundation, etc. OR	 experience employed. 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	 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	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	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
		 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
	_	. 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
		. Arrangements exist for effective representation of the collective student voice
		student numbers enrolled is appropriate
	Staff	· 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	 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	· Student fees
	Sources and Financial	· Income from company support
	forecast	· Income from donor agencies
	Torceast	· Individual support
		· Foreign support
		Endorsement funds are available
		Evidence of the financial capability to ensure successful management of institution
	Investment	· 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	Recurring expenses for updating technology and innovation
	expenses	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	· Areas identified for research

	research institute,	· Presence of qualified full time staff for promoting research activities
	Research funds	Guidelines for research and supervision published
	and publication	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	Land / Building	· Space or floor area is adequate for the service of the
facilities		existing students
		Building is exclusively available or secured for the college
		· Building is insured.
		Building is secured with fire exits and fire safety standards
		. Copies of licenses issued by relevant authorities available
		. Environment in which the institution is located is conducive to
		teaching and learning Complies to layer relating accounting health and sefety of the
		. Complies to laws relating occupational health and safety of the persons on the premises
		Availablity of a students' room or space for students use
		(excluding the library space)
	Building	· Easy staircase
	, <u> </u>	

1	
	· 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 waiting 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 adequate administrative facilities
Academic,	Adequate for general academic purposes of college with the given
lecture halls	number of students and number increase in 3 year plan.
/class / tutorial	· Adequate ventilation and light
rooms.	· 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,	· Appropriate size of individual rooms to cater for the existing
seminar room,	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	Adequate for given number of students (separate for male and
water, first aid	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 and 10 year plan, courses
	and levels of study for existing and with reference to 3 year plan.

	· Not available			
	· Weak			
	· Minimally sufficient			
	· Satisfactory			
	· Good			
	· Excellent			
Laboratories,	Adequate for student population existing and 10 year plan,			
Zasoratories,	courses, fields and levels of study for existing and with reference			
	to 3 year plan.			
	· Not available			
	· Weak			
	· Minimally sufficient			
	· Satisfactory			
	· Good			
	· Excellent			
Independent	Adequate for student population existing and 10 year plan, courses			
group discussion	and levels of study existing and with reference to 3 year plan.			
areas for	· Not available			
students	· Weak			
	Minimally sufficient			
	· Satisfactory			
	· Good			
	· Excellent			
Indonesials::4				
Independent	LAGEGUATE FOR STUGENT NONLIGHTON EXISTING AND A VEAR DIAN COURSES			
Independent group discussion	Adequate for student population existing and 3 year plan, courses and levels of study existing and with reference to 3 year plan.			
group discussion areas for	and levels of study existing and with reference to 3 year plan.			
group discussion	and levels of study existing and with reference to 3 year plan.Not available			
group discussion areas for	 and levels of study existing and with reference to 3 year plan. Not available Weak 			
group discussion areas for	 and levels of study existing and with reference to 3 year plan. Not available Weak Minimally sufficient 			
group discussion areas for	 and levels of study existing and with reference to 3 year plan. Not available Weak Minimally sufficient Satisfactory 			
group discussion areas for	 and levels of study existing and with reference to 3 year plan. Not available Weak Minimally sufficient Satisfactory Good 			
group discussion areas for students	and levels of study existing and with reference to 3 year plan. Not available Weak Minimally sufficient Satisfactory Good Excellent			
group discussion areas for	and levels of study existing and with reference to 3 year plan. · Not available · Weak · Minimally sufficient · Satisfactory · Good · Excellent · Computers, internet facilities for staff.			
group discussion areas for students	and levels of study existing and with reference to 3 year plan. Not available Weak Minimally sufficient Satisfactory Good Excellent Computers, internet facilities for staff. Computers, internet facilities for students.			
group discussion areas for students	 and levels of study existing and with reference to 3 year plan. Not available Weak Minimally sufficient Satisfactory Good Excellent Computers, internet facilities for staff. Computers, internet facilities for students. Photo copying and printing for students, 			
group discussion areas for students	and levels of study existing and with reference to 3 year plan. Not available Weak Minimally sufficient Satisfactory Good Excellent Computers, internet facilities for staff. Computers, internet facilities for students. Photo copying and printing for students, Multimedia in all rooms			
group discussion areas for students Equipments	 and levels of study existing and with reference to 3 year plan. Not available Weak Minimally sufficient Satisfactory Good Excellent Computers, internet facilities for staff. Computers, internet facilities for students. Photo copying and printing for students, 			
group discussion areas for students	and levels of study existing and with reference to 3 year plan. Not available Weak Minimally sufficient Satisfactory Good Excellent Computers, internet facilities for staff. Computers, internet facilities for students. Photo copying and printing for students, Multimedia in all rooms Others (relevant to college, studies, students, staff).			
group discussion areas for students Equipments	 and levels of study existing and with reference to 3 year plan. Not available Weak Minimally sufficient Satisfactory Good Excellent Computers, internet facilities for staff. Computers, internet facilities for students. Photo copying and printing for students, Multimedia in all rooms Others (relevant to college, studies, students, staff). Related to field/s of study 			
group discussion areas for students Equipments	 and levels of study existing and with reference to 3 year plan. Not available Weak Minimally sufficient Satisfactory Good Excellent Computers, internet facilities for staff. Computers, internet facilities for students. Photo copying and printing for students, Multimedia in all rooms Others (relevant to college, studies, students, staff). Related to field/s of study Access to recent publications of books and journals 			
group discussion areas for students Equipments	and levels of study existing and with reference to 3 year plan. Not available Weak Minimally sufficient Satisfactory Good Excellent Computers, internet facilities for staff. Computers, internet facilities for students. Photo copying and printing for students, Multimedia in all rooms Others (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			
group discussion areas for students Equipments	and levels of study existing and with reference to 3 year plan. Not available Weak Minimally sufficient Satisfactory Good Excellent Computers, internet facilities for staff. Computers, internet facilities for students. Photo copying and printing for students, Multimedia in all rooms Others (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			
group discussion areas for students Equipments	and levels of study existing and with reference to 3 year plan. Not available Weak Minimally sufficient Satisfactory Good Excellent Computers, internet facilities for staff. Computers, internet facilities for students. Photo copying and printing for students, Multimedia in all rooms Others (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			
group discussion areas for students Equipments Books, journals	and levels of study existing and with reference to 3 year plan. Not available Weak Minimally sufficient Satisfactory Good Excellent Computers, internet facilities for staff. Computers, internet facilities for students. Photo copying and printing for students, Multimedia in all rooms Others (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			
group discussion areas for students Equipments	and levels of study existing and with reference to 3 year plan. Not available Weak Minimally sufficient Satisfactory Good Excellent Computers, internet facilities for staff. Computers, internet facilities for students. Photo copying and printing for students, Multimedia in all rooms Others (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 Appropriate for college level institution for students or staff			
group discussion areas for students Equipments Books, journals	and levels of study existing and with reference to 3 year plan. Not available Weak Minimally sufficient Satisfactory Good Excellent Computers, internet facilities for staff. Computers, internet facilities for students. Photo copying and printing for students, Multimedia in all rooms Others (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			

1		
		· 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,	Appropriate for the level institution for students or staff population (existing and with reference to 3 year plan).
	Implementation	· 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 IJE awards correspond to the relevant levels of MNOE*
		. 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
		. A regulatory framework appropriate for granting of its own higher education award exists*
I		inghor vadadion an ara ovidu

	. Responsibility for amending or improving programs cleary designed and subsequent action carefully monitored
	. Programs with multiple elements or alternative pathways secured and maintained
	· Implementation of curriculum to achieve full learning outcome
	Practical training for students where applicable
National and	· Guideline in place and practicing for 6+ months.
International	· Collaborating institutions/organizations / agencies
Collaboration	Nature of collaboration /linkage.
	Method and extent of collaboration / linkage
	. Close links are maintained between learning support services and program planning, approval, monitering and review
	. Comparability of standards with local and international peers is established and maintained
	· If affiliate, accredited status of the institution.
Examination and Assessment	· Information on assessment system, regulation of examinations are transparent and published
	· Information on assessment system, regulation of examinations are systematically followed
	· Assessment system caters to assess the skills outlined in the MNQF level descriptors
	· Mechanism of assessment and examinations
	. Assessment tasks provide students with an equal opportunity to demonstrate their achievement
	. Feedback on assessment is timely, constructive and developmental
	. The volume, timing and nature of assessment enable students to demonstrate the extent to which they have achieved the intended learning outcomes
	. Define, monitor, review and maintain academic standards through assessment practices
	. Qualified external peers are engaged in assessment process and consistency is maintained
	. Reliability and validity of assessment procedures are monitored and the outcomes inform the future program and student planning
	. Ensure that academic standard for each award of credit is rigorously set and maintained and student performance is equitably judged
	. Assure that everyone involved in the assessment process is competent in their roles and responsibilities
	. Assessment is carried out securely
	. Degree Awarding Bodies assure that the standards are not compromised by conducting the assessment other than English Language*
	. Board of examiners/assessment panels apply fair and consistent regulations

		. Degree Awarding Bodies clearly specify the membership procedures, powers and accountability of examination boards and assessment panels*
		. Decisions of examination boards are recorded and communicated to students
		. Strategies for learning and assessment are consistent with academic objectives and learning outcomes
		Guidelines to assess projects/ Thesis (viva where applicable).
Sup arra sup stud per qua and enh adm and sup qua and	Internal	· Guideline for internal supervision published
	Supervision, arrangement of supervision of	Presence of quality and relevant staff for supervision
		· Guideline for internal supervision systematically followed for all the courses offered
	student performance, quality assurance	· Guideline for internal supervision systematically followed for a three year period
	and quality enhancement, administrative	· Presence of records of monitoring quality of classroom teaching
	and technical support for quality assurance and quality enhancement	· 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).
		· Administrative support (staff, support for visits to outer islands etc.)
		· Quality enhancement support (relevant training, professional staff, affiliation etc.)
	Other Activities	· 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	Academic calendar compiled with appropriate numbers of
	Calendar	working days
	University council	· Council with representatives from all relevant areas including student body
	Council	Council members duties, composition, term and appointing
		procedures, etc
	Other program	Presence of an academic council duties and composition
	committees,	· Presence of an appeal committee duties and composition
	boards	Other relevant committee-duties and composition
	Student	· Presence and composition of a student body

	Association	· Duties and selection procedures for members of student body
		· Student body functional-engaged activities for past 3 years
	Academic and administrative staff	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		• 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.	· Tuck Shop / Cafeteria
Additional	· Hostel/Accommodation (students /staff)
facilities	· Printing and photo copying
	Presence of campuses in the outer islands
	· Career Guidance
	· Any others
11. Ten year	Academic objectives of the business plan
Business	· Expansion of courses/fields of studies
plan	· 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.