



# Niru

The Newsletter of Thinadhoo Campus of the Maldives National University

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## Mr Shameem appointed for a further term as the Campus Manager



Mr Mohamed Shameem Adam of Thinadhoo Campus has been appointed as the Campus Manager for the third consecutive term on January 2, 2022. Each term is for three years.

Mr Shameem envisions that the Campus will grow to be the most well managed and effective campus of all. The next three years is likely to see new physical developments including more accommodation for staff and students.



## Discussions held on assisting Women Development

A productive meeting was held between the members of Thinadhoo Women’s Development Committee (WDC) and Campus Staff. In the meeting both parties agreed to increase their cooperation in areas of mutual interest.

The strategic aims of WDC’s are to: (1) Empower women politically and economically; and promote inclusive governance, (2) Assist Local Councils in achieving Sustainable Development Goals, (3) Ensure fiscal decentralization; and assist local councils in creating vibrant local economies, (4) Make local councils accountable and responsible, (5) Leverage use of ICT for an empowered, effective and efficient

local governance system, (6) Promote community participation at local level, (7) Build trust among citizens and Government for the local governance system, and finally (8) Strengthen Local Government Authority.

At present all Island Councils have female members which would further involve women in the decision making processes that impact both the Island, women and their families.

In other Campuses of the university, important steps are being taken to assist women pursue income generating activities including market gardening and trade. Economic empowerment of women are essential for national development.



## مَسْئَلَتَا

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# Teaching to the Exam: What are the consequences?

MSA

Exam results decide best students and finest teachers. Schools give awards to teachers based on the pass percentage of their students. Top students are recognized and honored at school levels and national levels. The pressure on exam results forced teachers to teach for exam and students to learn solely for exam. As a consequence, little attention is paid to teach concepts for understanding, rather the focus is teaching for memorization. Teachers do not care about teaching values, skills or anything that is not assessed in exams. The culture of teaching and learning for the test is so widely practiced in schools. Students prefer procedural understanding rather than conceptual understanding. Understanding is regarded as only procedural thing not a conceptual thing anymore. Memorization of meanings and procedures have become most central things in teaching and learning process. One of the first thing parents do when children go to secondary schools is to get 'past-paper books' in all the

subjects for them to practice and prepare for the exam. Teachers advise students and parents to practice doing past papers repeatedly as it is believed to be a proven method for passing exams. In fact, many believes that it works.

I am not saying that doing past paper is a bad thing. Practicing problem solving, and assessing understanding help students in many ways. Assessment should be a part of learning process and should focus on gaining information about students' learning, rather than focusing on the product. When the emphasis is only on the product, doing past papers may not help students to gain knowledge or understanding, rather it only helps to learn by heart. In other words, teachers can make students to pass the exam, even though they don't understand the concept by repeatedly practicing exam questions. The question is, is this what we want?



A high school examination in progress.





There are over 6800 social housing flats in HulhuMale' providing cheap accommodation for many.

## Determining a fair price for the State in providing social housing

By Hassan Waheed, ACMA, CGMA, MBA, BECON

Most of what we purchase are private goods and services. What makes them "private" is that buyer enjoy all the benefits that these goods provide. Anyone who does not pay for a private good will not receive a benefit from it. Since a customer get all the benefits of a restaurant meal, for example, customer is generally willing to pay full cost of it.

Economy must also provide many useful other things known as public goods. The benefit of public goods must be shared, a single person should not have to pay the whole cost of them for which government provide a solution. Society gives government the power to tax, and taxing authority is the means for getting others to share the expense of public goods.

Social housing is targeted to low income households at rents that are lower than owner-occupied housing and properties (private good) available for rent from private property

owners. In this process Government is essentially subsidizing housing with an economic justification of redistributing wealth caused by the market which mostly results in unsatisfactory allocation of resources.

The exclusive usage of social housing units make it unqualified to consider it a public good as it is not a shared benefit the society derive out of it – the non-excludability character of a public good. It neither meets the second characteristics of non diminishability , as once a housing unit is occupied that reduces the amount of housing available for others to use.

Social housing is rather a merit good which justifies subsidy from Government on the ground that inequality of wealth prevents economically disadvantaged groups in affording suitable places to live from housing market. Merit goods are those private goods and services that the government feels that people will under-consume and which ought to be partially or fully subsidized.

To what extent should government

subsidize social housing? There are two factors to determine how much should it be subsidized, the value of social benefit over private benefit in providing social housing and the value of social benefit over social cost. When it comes to merit goods such as schooling young children, perhaps we can justify fully subsidized education because benefit the society gains in educating all children could easily exceed the private benefit to individual parents or children. Similarly, the society's cost in educating whole children's population cannot outweigh the benefits it would provide for generations to come. On this basis of justifying public expenditure on merit goods, we can determine a fair level of subsidy for social housing. We need to determine to what extent the benefits of social housing exceed private benefit of owners and whether the social cost of subsidy is worth the social benefit of providing owner-occupied social housing.