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سولہواں اجلاس ڈیپارٹمنٹ 2023 فیس ادا کرنے والے طلبہ کے نمائندوں کی طرف سے
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پروٹوکول کی برسرِ موقع تصدیق کے ساتھ ساتھ، اُن کے ساتھ ساتھ 2 دوسرے تصدیقی جھڑپے ہوئے۔
 اُن کے ساتھ ساتھ 22 جنوری 2023 کو 3 اُن کے ساتھ ساتھ 3 دوسرے تصدیقی جھڑپے ہوئے۔
 برسرِ موقع۔

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

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- Ensure all staff at MNU have the necessary training & skills to support students with disabilities
- Mandatory training will be provided for all staff at MNU to ensure they are equipped to provide the best possible support for these students

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Supporting Students with Disability Policy

As the leading university in the Maldives, The Maldives National University (MNU) recognises the need to provide an inclusive and accessible working, learning and social environment in which the rights and dignity of all its students are respected in assisting them in reaching their full potential.

The [Disability Act 8/2010](#) of Maldives place a positive duty on all public bodies, including the University, to eliminate discrimination and to promote equal opportunities for all persons with disabilities.

To address these matters, MNU provides reasonable steps to support all persons with disabilities in physical, learning and social spaces and in delivering academic courses and programs, without any form of discrimination

Faculty: Institutes, centres, schools or other academic units with a major responsibility for teaching students.

Learning disabilities: a permanent disorder that affects the manner in which individuals with normal or often above average intelligence acquire, retain, and express information.

Student: A person who is admitted to an Award Program or Non-award Program offered by the University and is: currently enrolled in one or more Courses or study units; or not currently enrolled but is on an approved Leave of Absence or whose admission has not been cancelled.



Study Period: The period during which a Course or study unit is offered, semesters, blocks, blended and sessions.

University: The Maldives National University (MNU).

Persons with disabilities: a person who has a long-term physical, mental intellectual or sensory impairment that substantially limits one or more major life activity

3. Statement of Policy

The purpose of this Policy is to:

1. Promote, create awareness and foster an environment which encourages positive, informed and unprejudiced attitudes towards people with a Disability.
2. Implement procedures for any reasonable adjustments needed by students with a Disability.
3. Ensure that positive and practical steps will be undertaken to enable people with disabilities to seek employment or student enrolment within the MNU
4. Employ all reasonable and appropriate teaching strategies and methods without compromising the essential content of a course or the course-requirement to demonstrate required skills or knowledge.
5. Ensure that the needs of people with a disability are met in relation to the physical environment of each campus, including buildings, facilities and grounds.

4. Scope

This policy applies to all students and staff at MNU.

5. Policy Implementation

The Policy implementation will be overseen by the Vice-Chancellor.

6. The process to support student with a disability

The University commits to the provision of a study environment where students will not be subject to discrimination or harassment because of a Disability. For Further details refer to the MNU's Student Code of Conduct and Appeals' Process.

6.1. Disclosure and Registering of Students with a Disability.

- 6.1.1 Students with a Disability, wishing the University to adjust a process, policy or procedure or wish the University to provide reasonable adjustments, must first inform the Faculty via their batch/course coordinator disclosing the nature and extent of the Disability. The student is responsible for informing the batch/course Coordinator and providing the Disability notification.
- 6.1.2 Documentation provided by students to support their Disability must be dated and signed by the appropriate health or Disability professional, and should be:
 - a. No more than two weeks old for temporary conditions.
 - b. No more than six months old for fluctuating conditions.
 - c. No more than three years old for a learning Disability.
- 6.1.3 The documentation provided should be specific and:
 - a. State the impairment, mental health or medical condition.
 - b. Indicate whether the Disability is permanent, temporary, or fluctuating.
 - c. Recommend reasonable accommodations.
 - d. Clearly identify the health professional and their credentials



- e. Be legible, on a letterhead, dated and signed.
- 6.1.4 At the Faculty -level each student will be assessed based on the provision of appropriate medical documentation and a detailed interview with the student.
- 6.1.5 The Faculty then inform, with all necessary documentations, of these students to be registered as ‘Students Needing Disability Support’ with the Student Support Services (SSS).
- 6.1.6 Throughout the student's course the course/batch coordinator is responsible for notifying new lecturers each semester and students are responsible to ensure the lecturers are aware of their conditions.
- 6.1.7 All information collected by the University on the student's disability will adhere to the University’s policies and guidelines.

6.2. Reasonable adjustment.

- 6.2.1 Measures taken by the University to enable students to have full access to the provision of all educational services on the same basis as students without a disability include, support in services such as:
 - a. Admission and enrolment
 - b. Participation in a course or program
 - c. Use of facilities and services
- 6.2.2 The adjustment may take the form of financial aid, provision of a facility or a service that the student requires because of his or her Disability.
- 6.2.3 Adjustments provided for students with disabilities must meet the academic requirements of the course or program studied as well as any inherent or essential requirements or components of the course of study, including the attainment of MNU’s Graduate Attributes.

6.3. Examination adjustments for students with disabilities.

- 6.3.1 knowledge and competency for assessment purposes, the University will make adjustments to examinations for students with a Disability.
- 6.3.2 Students must first comply with the requirements stated under Section 6.1 of this policy and the timeframes for exam adjustment requests.
- 6.3.3 Alternate arrangements for examinations will be recommended after considering standard practices that redress the impact of a student's Disability on their performance in examinations. These may include adjustments such as:
 - a. Extensions of time
 - b. Use of assistive technology
 - c. A separate room
 - d. Use of reader, scribe or computer where necessary
 - e. Use of ergonomic chair
 - f. Alternative formatting of exam papers
 - g. Negotiation of an alternative assessment.

6.4. Exceptions under the policy

- 6.4.1 Before refusing a student's request for a reasonable adjustment, the Faculty must be satisfied that the grounds for refusal can be justified. All refusals of reasonable adjustments must be documented.



6.4.2 The following can be identified as exceptions to the requirement for provision of all necessary measures and reasonable adjustments for students with a Disability:

- a. Where, even with the provision of all appropriate adjustments, the student remains unable to fulfil the requirements of a course of study;
- b. Where the provision of adjustments or measures would undermine the academic integrity of the course of study, assessment or accreditation process; and
- c. Where a student with a Disability has an infectious disease or other condition that requires isolation in order to protect their health and welfare or the health and welfare of others, and where the University is unable to provide reasonable adjustments that will enable the student to receive relevant services and facilities so that they may continue with their studies.

6.5. Grievances

Students seeking to resolve issues of discrimination and harassment can seek support and information from the Course/Batch Coordinator and/or the Student Support Services.

Complaints of discrimination and harassment will be treated seriously by the University and will be managed promptly in a thorough and confidential manner.

For Further details refer to the MNU's Student Code of Conduct and Appeals' Process

7. Roles and Responsibilities

Role	Responsibility
Course/Batch Coordinator	<ul style="list-style-type: none"> Gather evidence of students who have a disability as stated in 6.1, and as per the Roles and Responsibilities of the Batch Coordinator Work with the Faculty to determine the nature of assistance required by the student as stated in 6.2. Ensure all lecturers teaching the student during the course of the study period are aware of the assistance the student needs and adjustments are made accordingly. Make regular records of the students' progress.
Subject Lecturer	<ul style="list-style-type: none"> Subject lecturers must make reasonable adjustments to teaching and forms of assessment accordingly. Discussions must be held with the subject coordinator with regard to such changes. Keep records of such reasonable adjustments made and inform the Batch Coordinator, Subject Coordinator and the HoD.
Faculty	<ul style="list-style-type: none"> A registry of students who have a disability must be kept in the Faculty and shared with SSS. The form of reasonable adjustment must be decided during the first month of the first semester of the course, approved by the Faculty Curriculum Committee or ARC and the



	information shared with SSS and the Examinations Controller as stated in 6.1 above
Examinations Department	<ul style="list-style-type: none"> • A registry of students requiring assistance during Examination must be maintained and adjustments must be made according to 6.3 above.
Student Support Services (SSS)	<ul style="list-style-type: none"> • Collect information on students requiring reasonable adjustments in the first month of each intake. • Ensure the list is shared with the Registrar, Revenue and the Examinations Controller. • Maintain a record of all students needing reasonable adjustments. • Periodically check the status of the reasonable adjustments made to the students on the register of 'Students Needing Disability Support' and follow-up where necessary. • Provide help to the Faculty when additional support is required.
Student Administrative Services (SAS)	<ul style="list-style-type: none"> • The registry of students requiring tuition fee help (see 6.2.2) must be sent to the Revenue Section and amendments made on the Self Service accordingly.
Revenue Section	<ul style="list-style-type: none"> • Ensure that the subsidised tuition fee is charged from students needing reasonable adjustments.
Facilities Management	<ul style="list-style-type: none"> • Ensure all Facilities related adjustments are catered to. • Ensure all MNU buildings have wheelchair access and they are maintained.
Student	<ul style="list-style-type: none"> • It is the responsibility of the student to familiarise themselves with the University policies, abide by them, and when needed, seek help from the MNU community.
TDU	<ul style="list-style-type: none"> • Ensure all staff at MNU have the necessary training & skills to support students with disabilities • Mandatory training will be provided for all staff at MNU to ensure they are equipped to provide the best possible support for these students

8. Policy Review

This Policy shall be reviewed periodically to ensure adequacy and relevance to all University quality assurance interventions in its academic provision. The Policy shall be reviewed at least every five years or more frequently if the need arises.



Academic Senate Approval Date:	05 th February 2023
Policy Effective Date:	12 th February 2023
Revision History:	First Version: xxxxxx

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#	سُورَةُ	دُكْرُو	اَیَاتُ
1	سُورَةُ اَلْاٰیٰتِ الْكَافِرَةِ	اَیَاتُ	اَیَاتُ اَلْاٰیٰتِ الْكَافِرَةِ ۱۰
2	سُورَةُ اَلْاٰیٰتِ الْكَافِرَةِ	اَیَاتُ	اَیَاتُ اَلْاٰیٰتِ الْكَافِرَةِ ۱۱
3	سُورَةُ اَلْاٰیٰتِ الْكَافِرَةِ	اَیَاتُ	اَیَاتُ اَلْاٰیٰتِ الْكَافِرَةِ ۱۲
4	سُورَةُ اَلْاٰیٰتِ الْكَافِرَةِ	اَیَاتُ	اَیَاتُ اَلْاٰیٰتِ الْكَافِرَةِ ۱۳
5	سُورَةُ اَلْاٰیٰتِ الْكَافِرَةِ	اَیَاتُ	اَیَاتُ اَلْاٰیٰتِ الْكَافِرَةِ ۱۴
6	سُورَةُ اَلْاٰیٰتِ الْكَافِرَةِ	اَیَاتُ	اَیَاتُ اَلْاٰیٰتِ الْكَافِرَةِ ۱۵
7	سُورَةُ اَلْاٰیٰتِ الْكَافِرَةِ	اَیَاتُ	اَیَاتُ اَلْاٰیٰتِ الْكَافِرَةِ ۱۶
8	سُورَةُ اَلْاٰیٰتِ الْكَافِرَةِ	اَیَاتُ	اَیَاتُ اَلْاٰیٰتِ الْكَافِرَةِ ۱۷
9	سُورَةُ اَلْاٰیٰتِ الْكَافِرَةِ	اَیَاتُ	اَیَاتُ اَلْاٰیٰتِ الْكَافِرَةِ ۱۸
10	سُورَةُ اَلْاٰیٰتِ الْكَافِرَةِ	اَیَاتُ	اَیَاتُ اَلْاٰیٰتِ الْكَافِرَةِ ۱۹
11	سُورَةُ اَلْاٰیٰتِ الْكَافِرَةِ	اَیَاتُ	اَیَاتُ اَلْاٰیٰتِ الْكَافِرَةِ ۲۰
12	سُورَةُ اَلْاٰیٰتِ الْكَافِرَةِ	اَیَاتُ	اَیَاتُ اَلْاٰیٰتِ الْكَافِرَةِ ۲۱



ප්‍රශ්න 12 ක් ඇතුළත් වේ | 2023 | පිටුව: 300

සමස්ත පරීක්ෂණ පිළිබඳව විකල්ප ප්‍රශ්න රැස්වීමක් ඇතුළත් වේ. ප්‍රශ්න 12 ක් ඇතුළත් වේ.

#	ප්‍රශ්න	පිටුව	පිටුව
1	සමස්ත පරීක්ෂණ පිළිබඳව විකල්ප ප්‍රශ්න	2	පිටුව
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3	සමස්ත පරීක්ෂණ පිළිබඳව විකල්ප ප්‍රශ්න	4	පිටුව
4	සමස්ත පරීක්ෂණ පිළිබඳව විකල්ප ප්‍රශ්න	5	පිටුව
5	සමස්ත පරීක්ෂණ පිළිබඳව විකල්ප ප්‍රශ්න	6	පිටුව
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7	සමස්ත පරීක්ෂණ පිළිබඳව විකල්ප ප්‍රශ්න	8	පිටුව
8	සමස්ත පරීක්ෂණ පිළිබඳව විකල්ප ප්‍රශ්න	9	පිටුව
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10	සමස්ත පරීක්ෂණ පිළිබඳව විකල්ප ප්‍රශ්න	11	පිටුව
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Approved on: 12th February 2023
Approved by: Academic Senate
Contact Person:

The Maldives National University (MNU) values the importance of creating a culture of contextualised quality learning and teaching distinguished by collaboration, innovation and excellence. Hence, the University is committed to support student-centred learning, evidence-based instructional practices and assessment environments, where professional academic and services staff focus on providing an excellent student experience.

The purpose of this policy is to provide academic direction to enhance the quality of learning and teaching at The Maldives National University (MNU). The primary aspiration for teaching and learning is to develop globally focused graduates who are rigorous scholars, capable of leadership and functional in a global community. The specific objectives of the policy are:

- To ensure that all the courses equip the students with the knowledge, skills and experiences needed to flourish and continue to learn in a complex world and enhance



the ability of students to think critically, apply their skills and knowledge, behave ethically, and make informed decisions both as professionals and citizens;

8. To ensure learning and teaching practices are reviewed through a systematic approach; and
9. To ensure that learning and teaching are continuously improved via the quality assurance system.

3. Scope

This is an overarching policy for all related policies in the area of learning and teaching at the University. It applies to all members of the University community and all MNU qualifications.

4. Definitions

Assessments: Evidence of actual learning outcomes and capabilities achieved by the student. Assessment methods can be both formative and summative and are designed to ensure progress in all learning outcomes can be demonstrated and verified.

Attributes: The qualities, skills, dispositions and understandings that a student should gain as a result of the learning and experiences they engage with while at MNU.

Constructive alignment: an approach to learning design where the intended learning outcomes are clearly identified, and the alignment between the said intended learning outcomes, assessments and the learning and teaching activities are ensured (Biggs, 2014).

Faculty: Institutes, centres, schools or other academic units within the University with a major responsibility for teaching students.

Learning-centred approach: A learning-centred approach to teaching is focused on learning as a partnership, where students are seen as co-creators of knowledge and learning environments. In a learning-centred approach, teaching activities facilitate knowledge-building and actively engage students in their own learning.

Learning outcomes: The learning outcomes are the areas of knowledge, understanding, skills, and attributes students are expected to achieve as a result of engagement with the content of a subject course/program leading to a qualification.

Student-centred learning: Student-centred learning is an educational philosophy or approach to learning that places students' needs and interests at the forefront of the operations and decision-making. The focus is to make students co-creators of their own education and to engage them in decisions about what, when, and how they learn.

University: The Maldives National University (MNU).

5. Principles of quality teaching

Teaching and learning at MNU should be framed around the following ten principles.

1. Align teaching and learning to MNU strategic goals
2. Focus on developing MNU graduate attributes
3. Engages students in active learning
4. Builds on students' existing knowledge
5. Links learning to professional, disciplinary, industry and/or personal contexts



6. Challenges and supports student learning
7. Communicates expectations and requirements
8. Caters for student diversity
9. Monitor student progress and provide quality feedback
10. Refines teaching and learning through evidenced based teaching practices supported by reflection and feedback.

6. Policy directives

6.1. Engaging Students in Learning

Student engagement must be achieved through the implementation of active learning pedagogy. The observable indicators are:

- a. teaching is designed using constructive alignment;
- b. learning activities are intellectually challenging, stimulate curiosity and develop critical awareness;
- c. meet the diverse needs of students from different life experiences and recognise individual learning needs and extend the student's range of approaches to learning;
- d. respect, recognise and build on students' current knowledge and experience and provide appropriate opportunities for the formal recognition of prior learning;
- e. provide a variety of meaningful strategies and contexts to enable students to construct and apply new knowledge and skills;
- f. encourages and enables students to learn and practice attributes, or vocational competencies which underpin graduate/or industry setting through apprenticeship opportunities for contextualised workplace learning in industry and other relevant settings;
- g. create opportunities for regular feedback about learning progress which acknowledges individual learning achievements;
- h. provide opportunities for self-assessment and peer-assessment in both the physical and virtual environment; and
- i. encourages and enables students to take responsibility for their own learning.

6.2. Creating Supportive Learning Communities

A supportive learning community is evidenced by the following observable indicators:

- a. establish a functional Academic Support System which delivers sustained, effective academic guidance and support to both staff and students;
- b. provide access to high quality and well provisioned pastoral support within Faculties and from specialist support services to ensure the physical and emotional welfare of students and staff;
- c. employ assessment and feedback strategies that deliver constructive and supportive dialogue between students and staff that focus on students' learning progress
- d. provide peer support for learning;



- e. provide functional physical and digital infrastructure and learning environments to support and enhance safe and high-quality learning and teaching and interaction between staff and students;
- f. use learning analytics systems to help Personal Tutors/lecturers to provide effective academic support and enhance learning;
- g. offer responsive, flexible courses that increase the level of student-centeredness, control and access through a range of delivery options including flexible and online learning, and the inclusion of workplace and work integrated learning; and
- h. establish responsive mechanisms to ensure employer and industry engagement to support apprenticeship delivery whether on the job or off the job.

6.3. Enhancing and Recognizing Excellence in Teaching

Enhancing and recognizing Excellence in Teaching is evidenced by the following observable indicators:

- a. celebrate and reward the innovative teaching practices and showcasing success in teaching in University's internal and external communications;
- b. recognise student education as a key element in staff recruitment, promotion and annual review processes;
- c. develop robust sources of evidence on the quality of teaching;
- d. build communities of practice which encourage innovation and diffuse good ideas across the University;
- e. embed professional development in learning and teaching as a routine feature of academic work;
- f. pursue the aspiration that every educator is a digital educator, and that all teaching staff are supported in the appropriate use of the full breadth of learning technologies;
- g. ensure opportunity for reflection, development and innovation in teaching in workload modelling;
- h. provide support for innovative and inclusive learning and teaching practices;
- i. promote critical inquiry and research into aspects of teaching, education and training which links teaching practice with research; and
- j. integrate discipline specific research, based on the Maldivian context in teaching and learning.

6.4. Reviewing and Evaluation of Learning and Teaching Practices

Review and evaluation of learning and teaching practices is evidenced by the following observable indicators:

- a. use peer enhancement models that are embedded throughout existing learning and teaching related roles, and referenced in relevant policy and procedures;
- b. publish standard and procedures related to learning and teaching to support quality assurance processes which lead to the integrity of assessment and awarding of Testamurs;



- c. continuously review the link between professional development, research and scholarship and learner outcomes and other relevant survey data;
- d. conduct cyclic course and subject reviews by the relevant stakeholders;
- e. acknowledge and capitalise on the educative expertise and judgement of lecturers in their fields;
- f. review the nature and duties of the academic role;
- g. conduct summative peer review of teaching (including people, practices, and resources) framed around the principles highlighted in this policy; and
- h. share a summary of reviews and evaluations conducted with the respective academic staff at the end of each term or as agreed.

7. Roles and responsibilities

Role	Responsibility
Academic staff	<ul style="list-style-type: none"> Deliver quality courses for academic success and retention. The responsibilities of academic staff shall be directed by the Academic Workload Policy and their relevant job descriptions. Ensure the policy principles, directives, and quality assurance standards are followed.
Dean of Faculty	<ul style="list-style-type: none"> Offer leadership and facilitate deliberations on issues affecting decisions and processes related to learning and teaching in their faculty. Establish quality assurance processes across departments (at course level) in their faculty to ensure that the policy principles and directives are met. Facilitate infrastructural facilities and services for delivery of courses internally or by distance including IT, production, printery and learning spaces. Ensure the policy principles, directives, and quality assurance standards are followed.
Policy and Quality Control Unit (PQCU)	<ul style="list-style-type: none"> Quality assurance of study resources such as paper descriptions, paper guides and online learning environments, and any other materials. Conduct periodic review and evaluation of teaching and learning practices. Recommend the necessary training to ensure standardisation. Ensure the policy principles, directives, and quality assurance standards are followed.
Training & Development Unit (TDU) /Centre for Educational Technology	<ul style="list-style-type: none"> Professional and teaching development support provided to staff in the preparation, delivery and ongoing revision and quality assurance of qualifications, courses and material. Conduct training for all the relevant staff on possible ways in which the principle highlighted in this policy can be



Excellence (CETE)	<p>demonstrated in Face to Face, and online synchronous and asynchronous teaching.</p> <ul style="list-style-type: none"> • Conduct training regularly to ensure that all teaching staff undergo the same training to ensure standardisation.
Student Support Service	<ul style="list-style-type: none"> • Ensure students have access to appropriate pastoral care, academic advice and student learning support regardless of mode or locus of study.
Students Administrative Services	<ul style="list-style-type: none"> • Ensure students have proper guidance and support related to all central administrative functions involved in the student lifecycle, including Registration/Enrolment, Graduation Ceremonies and Research Degree Administration; and provide a central point of contact for students. • Provide administrative support for the course, including collection and compilation of data required for monitoring student progression and recognition of learning. • Present a professional, helpful atmosphere and positive attitude for students, staff, visitors and callers.
Deputy Vice Chancellor of Administration and Finance	<ul style="list-style-type: none"> • Offer high-level strategic leadership on matters pertaining to teaching and learning resources, infrastructure, and human resource, taking into account the national context and developments within it as well as a broad understanding of the institutional context and particularly the challenges within it.
Deputy Vice Chancellor of Research and Enterprise	<ul style="list-style-type: none"> • Offer high-level strategic leadership on matters pertaining to connecting research and teaching and learning at MNU, taking into account the national context and developments within it as well as a broad understanding of the institutional context and particularly the challenges within it.
Deputy Vice Chancellor of Academic Affairs	<ul style="list-style-type: none"> • Offer high-level strategic academic leadership on matters pertaining to teaching and learning across all the Faculties, taking into account the national context and developments within it as well as a broad understanding of the institutional context and particularly the challenges within it.
Vice Chancellor	<ul style="list-style-type: none"> • Offer high-level strategic academic leadership to support the development of quality teaching learning across all the Faculties, including the development of teaching and learning practices, enhancement of teaching and learning related infrastructure (physical and virtual), human resource and services and the establishment of monitoring mechanism to ensure accountability and quality assurance of teaching and learning, taking into account the national context and developments within it as well as a broad understanding of



The SSS, headed by the Dean of Students, offers a wide range of student support, in academic and, pastoral care to all students at MNU. These services and complement those provided by the Faculties and Campuses

1.13. 7.2 3 ވަނަ ބަންދުވާ ދަރިވަރުންނަށް ދޭ ފޯމު ފުރިހަމަކުރުމަށް

Students can seek support in person, via email or by phone.

2. ބަންދުވާ 8 ވަނަ ބަންދުވާ ދަރިވަރުންނަށް ދޭ ފޯމު ފުރިހަމަކުރުމަށް ދޭ ފޯމު ފުރިހަމަކުރުމަށް

<p>"ދަރިވަރުންނަށް ދޭ ފޯމު ފުރިހަމަކުރުމަށް"</p>	<p>AS 2023-18</p>
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ދަރިވަރުންނަށް ދޭ ފޯމު 2023 | 302 ވަނަ ބަންދުވާ

1. ބަންދުވާ 8 ވަނަ ބަންދުވާ ދަރިވަރުންނަށް ދޭ ފޯމު ފުރިހަމަކުރުމަށް ދޭ ފޯމު ފުރިހަމަކުރުމަށް

ބަންދުވާ 8 ވަނަ ބަންދުވާ ދަރިވަރުންނަށް ދޭ ފޯމު ފުރިހަމަކުރުމަށް



ދަރިވަރުންނަށް ދޭ ފޯމު 2023 | 302 ވަނަ ބަންދުވާ ދަރިވަރުންނަށް ދޭ ފޯމު ފުރިހަމަކުރުމަށް ދޭ ފޯމު ފުރިހަމަކުރުމަށް

ދަރިވަރުންނަށް ދޭ ފޯމު 2023 | 302 ވަނަ ބަންދުވާ ދަރިވަރުންނަށް ދޭ ފޯމު ފުރިހަމަކުރުމަށް ދޭ ފޯމު ފުރިހަމަކުރުމަށް

ބަންދުވާ 8 ވަނަ ބަންދުވާ ދަރިވަރުންނަށް ދޭ ފޯމު ފުރިހަމަކުރުމަށް ދޭ ފޯމު ފުރިހަމަކުރުމަށް

1. ބަންދުވާ 8 ވަނަ ބަންދުވާ ދަރިވަރުންނަށް ދޭ ފޯމު ފުރިހަމަކުރުމަށް



اَلْحَمْدُ لِلّٰهِ الَّذِي جَعَلَ لِكُلِّ شَيْءٍ قَدْرًا ۝ وَبَارِكُ الَّذِي جَعَلَ لِكُلِّ شَيْءٍ مَّزْجًا ۝ وَلَهُ الْحُكْمُ يَوْمَ تَنْفَخُ الْسُفُوفُ فَتَكُونُ أَكْخَادًا ۝

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

مَدَامَ قَوَامَتِ كَوْنِ	مَدَامَ قَوَامَتِ كَوْنِ	مَدَامَ قَوَامَتِ كَوْنِ
مَدَامَ قَوَامَتِ كَوْنِ 2-3، 11-13	25%	مَدَامَ قَوَامَتِ كَوْنِ 2-3، 11-13
مَدَامَ قَوَامَتِ كَوْنِ 2-3، 11-13	25%	مَدَامَ قَوَامَتِ كَوْنِ 2-3، 11-13
1-14	50%	مَدَامَ قَوَامَتِ كَوْنِ 1-14

3. دَترِیَمَرَسْ قِرَبَوَنَمَرَسْ نِمَدِجَمَرَسْ رُتُرُسْ سَرْ (قِرَب-ج-قِرَب) کُزَسْ اِسْ عَمَدِنِی دَقْرُقُسْ 2 (قِرَب) قِرَب
سَرْ سَوْسَلِو.

4. ٢٠-٢١-٢٢-٢٣-٢٤-٢٥-٢٦-٢٧-٢٨-٢٩-٣٠-٣١-٣٢-٣٣-٣٤-٣٥-٣٦-٣٧-٣٨-٣٩-٤٠-٤١-٤٢-٤٣-٤٤-٤٥-٤٦-٤٧-٤٨-٤٩-٥٠-٥١-٥٢-٥٣-٥٤-٥٥-٥٦-٥٧-٥٨-٥٩-٦٠-٦١-٦٢-٦٣-٦٤-٦٥-٦٦-٦٧-٦٨-٦٩-٧٠-٧١-٧٢-٧٣-٧٤-٧٥-٧٦-٧٧-٧٨-٧٩-٨٠-٨١-٨٢-٨٣-٨٤-٨٥-٨٦-٨٧-٨٨-٨٩-٩٠-٩١-٩٢-٩٣-٩٤-٩٥-٩٦-٩٧-٩٨-٩٩-١٠٠-١٠١-١٠٢-١٠٣-١٠٤-١٠٥-١٠٦-١٠٧-١٠٨-١٠٩-١١٠-١١١-١١٢-١١٣-١١٤-١١٥-١١٦-١١٧-١١٨-١١٩-١٢٠-١٢١-١٢٢-١٢٣-١٢٤-١٢٥-١٢٦-١٢٧-١٢٨-١٢٩-١٣٠-١٣١-١٣٢-١٣٣-١٣٤-١٣٥-١٣٦-١٣٧-١٣٨-١٣٩-١٤٠-١٤١-١٤٢-١٤٣-١٤٤-١٤٥-١٤٦-١٤٧-١٤٨-١٤٩-١٥٠-١٥١-١٥٢-١٥٣-١٥٤-١٥٥-١٥٦-١٥٧-١٥٨-١٥٩-١٦٠-١٦١-١٦٢-١٦٣-١٦٤-١٦٥-١٦٦-١٦٧-١٦٨-١٦٩-١٧٠-١٧١-١٧٢-١٧٣-١٧٤-١٧٥-١٧٦-١٧٧-١٧٨-١٧٩-١٨٠-١٨١-١٨٢-١٨٣-١٨٤-١٨٥-١٨٦-١٨٧-١٨٨-١٨٩-١٩٠-١٩١-١٩٢-١٩٣-١٩٤-١٩٥-١٩٦-١٩٧-١٩٨-١٩٩-٢٠٠-٢٠١-٢٠٢-٢٠٣-٢٠٤-٢٠٥-٢٠٦-٢٠٧-٢٠٨-٢٠٩-٢١٠-٢١١-٢١٢-٢١٣-٢١٤-٢١٥-٢١٦-٢١٧-٢١٨-٢١٩-٢٢٠-٢٢١-٢٢٢-٢٢٣-٢٢٤-٢٢٥-٢٢٦-٢٢٧-٢٢٨-٢٢٩-٢٣٠-٢٣١-٢٣٢-٢٣٣-٢٣٤-٢٣٥-٢٣٦-٢٣٧-٢٣٨-٢٣٩-٢٤٠-٢٤١-٢٤٢-٢٤٣-٢٤٤-٢٤٥-٢٤٦-٢٤٧-٢٤٨-٢٤٩-٢٥٠-٢٥١-٢٥٢-٢٥٣-٢٥٤-٢٥٥-٢٥٦-٢٥٧-٢٥٨-٢٥٩-٢٦٠-٢٦١-٢٦٢-٢٦٣-٢٦٤-٢٦٥-٢٦٦-٢٦٧-٢٦٨-٢٦٩-٢٧٠-٢٧١-٢٧٢-٢٧٣-٢٧٤-٢٧٥-٢٧٦-٢٧٧-٢٧٨-٢٧٩-٢٨٠-٢٨١-٢٨٢-٢٨٣-٢٨٤-٢٨٥-٢٨٦-٢٨٧-٢٨٨-٢٨٩-٢٩٠-٢٩١-٢٩٢-٢٩٣-٢٩٤-٢٩٥-٢٩٦-٢٩٧-٢٩٨-٢٩٩-٣٠٠-٣٠١-٣٠٢-٣٠٣-٣٠٤-٣٠٥-٣٠٦-٣٠٧-٣٠٨-٣٠٩-٣١٠-٣١١-٣١٢-٣١٣-٣١٤-٣١٥-٣١٦-٣١٧-٣١٨-٣١٩-٣٢٠-٣٢١-٣٢٢-٣٢٣-٣٢٤-٣٢٥-٣٢٦-٣٢٧-٣٢٨-٣٢٩-٣٣٠-٣٣١-٣٣٢-٣٣٣-٣٣٤-٣٣٥-٣٣٦-٣٣٧-٣٣٨-٣٣٩-٣٤٠-٣٤١-٣٤٢-٣٤٣-٣٤٤-٣٤٥-٣٤٦-٣٤٧-٣٤٨-٣٤٩-٣٥٠-٣٥١-٣٥٢-٣٥٣-٣٥٤-٣٥٥-٣٥٦-٣٥٧-٣٥٨-٣٥٩-٣٦٠-٣٦١-٣٦٢-٣٦٣-٣٦٤-٣٦٥-٣٦٦-٣٦٧-٣٦٨-٣٦٩-٣٧٠-٣٧١-٣٧٢-٣٧٣-٣٧٤-٣٧٥-٣٧٦-٣٧٧-٣٧٨-٣٧٩-٣٨٠-٣٨١-٣٨٢-٣٨٣-٣٨٤-٣٨٥-٣٨٦-٣٨٧-٣٨٨-٣٨٩-٣٩٠-٣٩١-٣٩٢-٣٩٣-٣٩٤-٣٩٥-٣٩٦-٣٩٧-٣٩٨-٣٩٩-٤٠٠-٤٠١-٤٠٢-٤٠٣-٤٠٤-٤٠٥-٤٠٦-٤٠٧-٤٠٨-٤٠٩-٤١٠-٤١١-٤١٢-٤١٣-٤١٤-٤١٥-٤١٦-٤١٧-٤١٨-٤١٩-٤٢٠-٤٢١-٤٢٢-٤٢٣-٤٢٤-٤٢٥-٤٢٦-٤٢٧-٤٢٨-٤٢٩-٤٣٠-٤٣١-٤٣٢-٤٣٣-٤٣٤-٤٣٥-٤٣٦-٤٣٧-٤٣٨-٤٣٩-٤٤٠-٤٤١-٤٤٢-٤٤٣-٤٤٤-٤٤٥-٤٤٦-٤٤٧-٤٤٨-٤٤٩-٤٥٠-٤٥١-٤٥٢-٤٥٣-٤٥٤-٤٥٥-٤٥٦-٤٥٧-٤٥٨-٤٥٩-٤٦٠-٤٦١-٤٦٢-٤٦٣-٤٦٤-٤٦٥-٤٦٦-٤٦٧-٤٦٨-٤٦٩-٤٧٠-٤٧١-٤٧٢-٤٧٣-٤٧٤-٤٧٥-٤٧٦-٤٧٧-٤٧٨-٤٧٩-٤٨٠-٤٨١-٤٨٢-٤٨٣-٤٨٤-٤٨٥-٤٨٦-٤٨٧-٤٨٨-٤٨٩-٤٩٠-٤٩١-٤٩٢-٤٩٣-٤٩٤-٤٩٥-٤٩٦-٤٩٧-٤٩٨-٤٩٩-٥٠٠-٥٠١-٥٠٢-٥٠٣-٥٠٤-٥٠٥-٥٠٦-٥٠٧-٥٠٨-٥٠٩-٥١٠-٥١١-٥١٢-٥١٣-٥١٤-٥١٥-٥١٦-٥١٧-٥١٨-٥١٩-٥٢٠-٥٢١-٥٢٢-٥٢٣-٥٢٤-٥٢٥-٥٢٦-٥٢٧-٥٢٨-٥٢٩-٥٣٠-٥٣١-٥٣٢-٥٣٣-٥٣٤-٥٣٥-٥٣٦-٥٣٧-٥٣٨-٥٣٩-٥٤٠-٥٤١-٥٤٢-٥٤٣-٥٤٤-٥٤٥-٥٤٦-٥٤٧-٥٤٨-٥٤٩-٥٥٠-٥٥١-٥٥٢-٥٥٣-٥٥٤-٥٥٥-٥٥٦-٥٥٧-٥٥٨-٥٥٩-٥٦٠-٥٦١-٥٦٢-٥٦٣-٥٦٤-٥٦٥-٥٦٦-٥٦٧-٥٦٨-٥٦٩-٥٧٠-٥٧١-٥٧٢-٥٧٣-٥٧٤-٥٧٥-٥٧٦-٥٧٧-٥٧٨-٥٧٩-٥٨٠-٥٨١-٥٨٢-٥٨٣-٥٨٤-٥٨٥-٥٨٦-٥٨٧-٥٨٨-٥٨٩-٥٩٠-٥٩١-٥٩٢-٥٩٣-٥٩٤-٥٩٥-٥٩٦-٥٩٧-٥٩٨-٥٩٩-٦٠٠-٦٠١-٦٠٢-٦٠٣-٦٠٤-٦٠٥-٦٠٦-٦٠٧-٦٠٨-٦٠٩-٦١٠-٦١١-٦١٢-٦١٣-٦١٤-٦١٥-٦١٦-٦١٧-٦١٨-٦١٩-٦٢٠-٦٢١-٦٢٢-٦٢٣-٦٢٤-٦٢٥-٦٢٦-٦

[illegible]

4.2. $\frac{1}{\sqrt{2}} \begin{pmatrix} 1 & i \\ -1 & i \end{pmatrix}$

[illegible]

6. $\frac{1}{2} \times \frac{1}{3} = \frac{1}{6}$

[illegible]

سرف:

- [illegible]

- [illegible]

- [illegible]



Procedure

- The student panel will meet once a month (4 times a semester).
- The Head/Dean of the Faculty/School/Centre or the campus manager is the moderator of this panel
- It is the responsibility of the Head/Dean of the Faculty/School/Centre or the campus manager to follow-up on these meetings with the relevant parties/bodies at the University.
- The Head/Dean of the Faculty/School/Centre or the campus manager will enter the meeting dates to the Faculty Calendar and share with all students (via email, noticeboard) and all staff.
- Campus managers are advised to share any academic matters that arise from these meetings with the respective Deans
- Below are the some suggested talking points for each meeting and the follow-ups. **It is not required to ask exactly these questions**, but it is recommended that points and the information each question seeks to address need to be gathered.

Meeting 1 – introductory meeting of the semester

1. Date: End of Week 3
2. Address the following:
 - a. Has the batch coordinator met with the students explaining the students' progress and the subjects for the semester?
 - b. Has the registration process been completed?
 - c. Has the timetable been shared?
 - d. Have you met all the subjects' lecturers?
 - e. Have all subject outlines been shared?
 - f. Are all assessments for all the subjects clear?
 - g. Are Moodle pages available?
 - h. Do all students have access to students' emails?
 - i. Do all students have got the student card?
 - j. Are all students aware of the tuition fees for the semester and free-degree students working with the Ministry of Higher Education (MoHE) about their payments?
 - k. Are all students aware of the registration and course fee payment deadlines?
 - l. Do all students have access to Self-Service?
 - m. Have all the students registered to MNU Libraries?
 - n. Are all students clear of how to use Moodle?
 - o. Are you all aware that the official mode of communication to the University is via student e-mail?
 - p. Are you aware of the communication process at MNU?

Meeting 2 – Check-in meeting

Date: End of Week 7

(Prior to the meeting – One week before the meeting, the Dean/Campus manager is to email all students at the faculty/campus to inform their class/batch reps if they have any issues that needs addressing).



2. Address the following:

- a. Are all students happy at MNU?
- b. Have the students met with the batch coordinator as a group?
- c. Have the students met with the batch coordinator individually?
- d. Have the classes been conducted as per the schedule in the timetable?
- e. Do the classes start on-time?
- f. Do classes go on for the scheduled duration? (Do some classes finish early or late?)
- g. Do you have access to the necessary reading materials for your classes? (e.g.: Library, Moodle)
- h. Is the content delivery in your classes student-centred? (Dean/Head/Campus manager needs to follow-up on this point based on students' responses).
- i. Are lecturers reachable to your queries? How do you communicate with them?
- j. How often do you check your student-email?
- k. How do you communicate to the Faculty/School/Centre and subject lectures?
- l. How many University events (e.g.: Speaker Series, Ilmy Foavahi) have you attended?
- m. Are you participating in any events organised by the MNU Student Union?
- n. Are you using any of the learning spaces available at MNU premises?
- o. Are the physical facilities (eg toilets) available at MNU premises?

The Head (faculty/school/centre as well as the campus managers) will compile the Semesterly Mid-Term Report based on this feedback, ensuring anonymity of the students.

Faculty/School/Centre need to endorse this report by their respective FQMC and sent to PQCU by end of Week 8.

Campus reports need to be endorsed by their respective FMC and sent to PQCU by end of Week 8.

Meeting 3 – Check-in meeting

1. Date: End of Week 12

(Prior to the meeting – One week before the meeting, the Dean is to email all students at the faculty/campus to inform their class/batch reps if they have any issues that needs addressing).

2. Address the following:

- a. Are all students happy at MNU?
- b. Have the students met with the batch coordinator as a group?
- c. Have the students met with the batch coordinator individually?
- d. Have the classes been conducted as per the schedule in the timetable?
- e. Do the classes start on-time?
- f. Do classes go on for the scheduled duration? (Do some classes finish early or late?)
- g. Do you have access to the necessary reading materials for your classes? (e.g.: Library, Moodle)
- h. Is the content delivery in your classes student-centred? (Dean/Head/Campus manager needs to follow-up on this point based on students' responses).
- i. Have the classes been going as per the schedule in the subject-outline?
- j. How much content has been covered so far? Are you aware that it is also your responsibility to check this?



- 1.4. "අ.ප.ස.ව. සේවා කොමිෂන් සභාව" විසින් පවත්වාගෙන යාමට ලක්වනු ලබන පාලන ක්‍රියාමාර්ග සහ ප්‍රතිපත්ති සම්බන්ධව ප්‍රධාන අමාත්‍යවරයා විසින් ප්‍රකාශයක් පිළිබඳව විමර්ශනය කිරීම.
- 1.5. පාලන ක්‍රියාමාර්ග සහ ප්‍රතිපත්ති සම්බන්ධව ප්‍රධාන අමාත්‍යවරයා විසින් ප්‍රකාශයක් පිළිබඳව විමර්ශනය කිරීම.
- 1.6. ප්‍රධාන අමාත්‍යවරයා විසින් ප්‍රකාශයක් පිළිබඳව විමර්ශනය කිරීම.

FC-2023-16 - FC-2023-01 : ප්‍රධාන අමාත්‍යවරයා විසින් ප්‍රකාශයක් පිළිබඳව විමර්ශනය කිරීම.

MQA හි ප්‍රධාන අමාත්‍යවරයා විසින් ප්‍රකාශයක් පිළිබඳව විමර්ශනය කිරීම.	FC 2023-01
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07 වන දින සිට 01 වන දින දක්වා : 01

ප්‍රධාන අමාත්‍යවරයා විසින් ප්‍රකාශයක් පිළිබඳව විමර්ශනය කිරීම.

EHL හි ප්‍රධාන අමාත්‍යවරයා විසින් ප්‍රකාශයක් පිළිබඳව විමර්ශනය කිරීම.	FC 2023-02
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07 වන දින සිට 01 වන දින දක්වා : 01

EHL හි ප්‍රධාන අමාත්‍යවරයා විසින් ප්‍රකාශයක් පිළිබඳව විමර්ශනය කිරීම.

ICEISTSD (2023) හි ප්‍රධාන අමාත්‍යවරයා විසින් ප්‍රකාශයක් පිළිබඳව විමර්ශනය කිරීම.	FC 2023-03
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07 වන දින සිට 01 වන දින දක්වා : 01

ප්‍රධාන අමාත්‍යවරයා විසින් ප්‍රකාශයක් පිළිබඳව විමර්ශනය කිරීම.



FC
2023-04

2023-04

07 2023 | 01

2 2023 | 01

Details		Estimated Total (in USD)
Accommodation	At the rate of USD 100 per day for 2 days per person	400
Food	At the rate of USD 40 per day for 2 days per person	160
Internal Transport	Local Taxi	50
Huraa Trip		
Accommodation	At the rate of USD 100	300
Food	At the rate of USD 40 per day	240
Internal Transport	Local Taxi & Sea Transport	100
TOTAL		1,250

FC
2023-05

2023-05

07 2023 | 01

2023 | 01

Details		Estimated Total (in USD)
Ticket	At the rate of USD 360 per person	720
Pocket Money	At the rate of USD 300 per person	600
Total		1,320.00

FC
2023-06

2023-06

07 2023 | 01

2023 | 01



FC
2023-07

UN4DRR
 زهتر تهر دهر بر دهر سو.

#	Description	Qty	Rate	Amount (MVR)
1	Geospatial Lab Opening ceremony refreshments for 30 people	1	3,600.00	3,600.00
2	Training Lunch	3	6,850.00	20,550.00
3	Social Dinner for 35 people	1	11,500.00	11,500.00
4	Ferry from Male' to Dhigurah	5	4,00.00	2,000.00
5	Ferry from Dhigurah to Male'	5	4,00.00	2,000.00
6	Dhigurah room (2 nights, 5 people)	10	750.00	7,500.00
7	Meals – Dhigurah (Lunch and Dinner – 2 days for people)	10	200.00	2,000.00
8	Petty Cash	1	3,000.00	3,000.00
Total				52,150.00

**FC
2023-08**

۱- بسم الله الرحمن الرحيم
 ۲- الحمد لله رب العالمين
 ۳- والصلوة والسلام على سيدنا محمد وآله
 ۴- وبعد
 ۵- انما هذا كتاب
 ۶- من كتب الله
 ۷- على نبيه
 ۸- صلى الله عليه وسلم
 ۹- ان يبين
 ۱۰- الحقائق
 ۱۱- والحقائق
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FC
2023-09

[illegible]

**FC
2023-10**

[illegible]

**FC
2023-11**

[illegible]

<p>2023 ମସିହା ମାର୍ଚ୍ଚ ୨୯ ତାରିଖରୁ ୩୧ ତାରିଖ ପର୍ଯ୍ୟନ୍ତ</p> <p>ମାର୍ଚ୍ଚ ୨୯ ତାରିଖରୁ ୩୧ ତାରିଖ ପର୍ଯ୍ୟନ୍ତ</p>	<p>FC</p> <p>2023-12</p>
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[illegible]

**FC
2023-13**

[illegible]

**FC
2023-14**

[illegible]

#	موضوع	مبلغ
1	MQA ۽ ۱۰ ساله ڊگھي ڌوري (2022/R-79) ۽ 10 ساله ڊگھي ڌوري (س)	37,500.00
2	MQA ۽ ۱۰ ساله ڊگھي ڌوري (2022/R-79) ۽ 10 ساله ڊگھي ڌوري (س) ۽ ۱۰ ساله ڊگھي ڌوري (س) ۽ ۱۰ ساله ڊگھي ڌوري (س) ۽ ۱۰ ساله ڊگھي ڌوري (س)	35,000.00
3	۱۰ ساله ڊگھي ڌوري (س) ۽ ۱۰ ساله ڊگھي ڌوري (س) ۽ ۱۰ ساله ڊگھي ڌوري (س) ۽ ۱۰ ساله ڊگھي ڌوري (س)	15,000.00
	ڪل	87,500.00

**FC
2023-15**

[illegible]

