

A Review of Registered Works for the Academic obtaining Rank of Teaching Assistant in Higher Education Institutions of Afghanistan in 1398

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Abstract

This research employs an analytical-statistical approach. Our fundamental objective in the present study is to demonstrate the extent of the use of research, authorship, and translation processes within the academic system of Afghanistan. The findings indicate that the year 1398 saw the highest number of registered topics for research, authorship, and translation compared to previous years, aimed at obtaining the rank of Professor. Notably, there is an observable difference of approximately 45% between the years 1397 and the preceding year. This significant relative increase is due to the increased pressure from the Ministry of Higher Education in recent years regarding the attainment of academic rankings in higher education institutions. Therefore, the focus on achieving academic ranking in these institutions has become a priority. Although the number of research, authored, and translated works remains modest, it represents a significant and valuable step towards strengthening the materials and resources for research within the country's academic system. The primary question addressed is how to initiate the processes of research, authorship, and translation in higher education institutions in Afghanistan, utilizing the works and research of other nations to achieve academic rank. As observed, the trend of research, authorship, and translation in 1398 has been unprecedented in Afghanistan's higher education institutions compared to the 1990s.

Keywords: *Research, Authorship, Translation, Academic Rank of Teaching Assistant, Higher Education Institutions.*

INTRODUCTION

Research, authorship, and translation are considered essential and vital approaches in the process of education, data transfer, and problem-solving for any nation. Moreover, these processes facilitate the sharing of theories, viewpoints, mindsets, and methods of scientific and literary studies among nations. Today's society in Afghanistan, particularly the academic and scholarly generation, requires access to academic texts more than ever. Undoubtedly, research, authorship, and translation can address many of these needs and provide us with relevant, enriched, and significant texts.

Research, authorship, and translation have a long history; humans have utilized these approaches for the exchange of ideas and knowledge for centuries. As a fundamental principle of interaction, they have always been employed. However, at times, the necessity of research, authorship, and translation becomes critical, and failing to acknowledge this can lead to unpredictable harm in society. Although numerous books have been produced in various periods through research, authorship, and translation from one language to another, it is essential to recognize these efforts. For example, after the advent of Islam, Muslim translators played a prominent role in translating from other languages into Arabic, which served as the language of governance, religion, and science. The processes of research, authorship, and translation have experienced many ups and downs throughout different historical periods. Nonetheless, the unstable conditions and increasing turmoil have consistently hindered research, authorship, and

translation activities in Afghanistan (Abdul Rahman Nahza, Sayed Azimullah Esmati, & Mohammad Sadiq Esar. (2024).

In this study, we have explored and examined the research, authorship, and translated works produced by academic staff members of Afghan universities in the year 1398, specifically in government higher education institutions led by the Ministry of Higher Education. The findings indicate that during the early 1990s, due to the challenges faced by the Afghan people, little attention was given to the processes of research, authorship, and translation. However, in the latter half of this decade, we have witnessed a relative growth in these processes. It is hoped that the initiatives taken by the Ministry of Higher Education will continue to strengthen and expand in response to community needs.

This review examines the registered works required for obtaining the academic rank of Teaching Assistant in higher education institutions of Afghanistan in the year 1398 (2019-2020). The academic landscape in Afghanistan has undergone significant changes in recent years, with a growing emphasis on improving the quality of education and enhancing the qualifications of teaching staff (sayed Azimullah esmati, 1402).

The role of a Teaching Assistant is crucial in supporting faculty members and contributing to the academic development of students. To achieve this position, candidates must demonstrate their academic capabilities through a variety of registered works. These works typically include research publications, participation in academic conferences, and contributions to educational materials.

This review aims to analyze the types and quality of registered works submitted by candidates for the Teaching Assistant rank. By assessing these contributions, the study seeks to identify trends and areas of strength, as well as to highlight challenges faced by candidates in the academic environment (Abdul Rahman Nahza 2024 , و.ا.خ.).

Additionally, the review will explore the impact of these registered works on the overall academic standards within higher education institutions in Afghanistan. By providing insights into the qualifications and competencies of Teaching Assistants, this study contributes to the ongoing discourse on enhancing educational quality and capacity building in the Afghan higher education system (Mujahid, M. , Latifpour, L. and Esmati, S. (2024).

We found no articles or writings addressing research, authorship, and translation in higher education institutions of Afghanistan aimed at obtaining the rank of Professor. Therefore, we decided to write an article about the activities undertaken to achieve this academic rank in the higher education institutions of Afghanistan.

The Role of Teaching Assistants: Teaching Assistants (TAs) play a vital role in supporting faculty and enhancing student learning. According to studies by Murdock (2014) and Smith et al. (2016), TAs contribute to academic success through their involvement in teaching, grading, and mentoring students. Their qualifications directly impact the quality of educational support provided.

Criteria for Academic Ranks: Research by Alavi and Khosravi (2017) outlines the criteria typically required for academic ranks within higher education institutions. These criteria often emphasize the importance of research output, teaching experience, and professional development activities. Understanding these metrics is crucial for aspiring TAs, especially in a developing educational context like Afghanistan.

Challenges in Higher Education: Various studies highlight the challenges faced by candidates in achieving academic ranks. For instance, Zaman and Farid (2018) discuss systemic barriers such as limited access to research resources, inadequate mentorship, and bureaucratic hurdles in the evaluation process. These factors can hinder the professional growth of aspiring academics.

Impact of Research on Academic Careers: The literature emphasizes the significance of research contributions in advancing academic careers. As noted by Johnson (2019), publications,

conference presentations, and collaborative projects are essential for establishing credibility and expertise in the academic community. This aligns with the requirements for registered works in the context of the Teaching Assistant rank.

Cultural Context of Education in Afghanistan: The unique educational landscape of Afghanistan presents additional challenges. Research by Rahimi (2020) indicates that factors such as political instability, economic constraints, and cultural attitudes towards education influence academic practices and aspirations. Understanding these dynamics is critical for evaluating the registered works of candidates (Online ; Esmat & Esmati, 2024).

Professional Development in Higher Education: Literature on professional development indicates that targeted training and support for faculty and aspiring TAs can enhance their qualifications and effectiveness. According to Lee and Toh (2018), mentoring programs and workshops focused on research skills can significantly improve the academic profiles of candidates (مجاهدى وآخ., 2024).

Best Practices in Academic Evaluation: Studies by O'Neill (2015) and Patel (2019) highlight best practices for evaluating academic candidates, including clear criteria, transparency in the evaluation process, and ongoing feedback mechanisms. Implementing these practices can improve the fairness and effectiveness of the assessment for Teaching Assistants.

Significance of the Research This article examines the processes of scientific and research-oriented research, authorship, and translation in higher education institutions of Afghanistan in the year 1398. It discusses how research, authorship, and translation services are provided in these institutions for the promotion of academic rank among professors. Consequently, this article is original in its content and holds significant importance (رمضان, 2009).

Assessment of Academic Qualifications: This research provides a critical examination of the criteria and registered works necessary for candidates aspiring to become Teaching Assistants. It highlights the importance of academic qualifications in fostering a competent educational workforce.

Improvement of Higher Education Standards: By evaluating the registered works, the study aims to identify gaps and strengths within the current academic framework. This can lead to recommendations for enhancing the quality and rigor of higher education in Afghanistan (عن د.ت. Pdf, الترجمة-بول ريكور-ترجمة حسين خمري-كتاب 2008).

Informed Policy Development: The findings can inform policymakers and educational authorities about the effectiveness of current practices in evaluating Teaching Assistants. This insight can lead to the formulation of policies that better support academic development and ensure fair evaluation processes ((Online ; Esmat & Esmati, 2024)

Empowerment of Aspiring Academics: The research serves as a valuable resource for candidates seeking the Teaching Assistant rank. By clarifying expectations and showcasing successful practices, it empowers them to enhance their academic profiles and navigate the application process more effectively (Ummah, 2019).

Promotion of Research Culture: Emphasizing the importance of registered works fosters a culture of research and academic inquiry. This can inspire both faculty and students to engage more deeply in scholarly activities, contributing to the knowledge economy.

Response to Educational Challenges: The study addresses specific challenges faced by candidates in the Afghan higher education system, providing insights into the obstacles that may hinder academic advancement. Understanding these challenges is crucial for developing effective support mechanisms ("Abdi As Sami", 2005).

Contribution to Academic Discourse: This research adds to the body of knowledge regarding higher education in Afghanistan, offering a case study that reflects the unique context and needs of the country. It contributes to the broader discourse on educational reform and development in post-conflict settings.

Enhancement of Professional Development Initiatives: By identifying the key areas of focus for registered works, the research can guide the design of professional development programs for faculty members, ensuring they are equipped to meet the expectations of their roles ((Abdul Rahman Nahza 2024 ,.وَأَخ).

Research Objectives The primary objective of the research is to investigate research, authorship, and translation in higher education institutions for obtaining the academic rank of Professor in the year 1398, revealing the contributions of academic staff in Afghanistan. The specific objectives include estimating the extent of research, authorship, and translation services based on whether they meet the current needs of the era. Additionally, it aims to assess whether the quantity of research, authored, and translated works adequately addresses academic needs(Hamid, 2016).

Another secondary objective of this research is to elucidate this significant process and its trajectory, supported by concrete evidence, so that every student and researcher can easily understand how many works were registered in the Ministry of Higher Education's database in the year 1398 for obtaining the academic rank of Professor(د.ت، pdf، فن الترجمة).

Enhancement of Academic Standards:By analyzing the registered works required for the Teaching Assistant rank, this study contributes to the ongoing efforts to improve academic standards in higher education institutions in Afghanistan. It identifies best practices and areas for improvement, ultimately enhancing the quality of education(Ummah, 2019).

Support for Professional Development:The findings can inform professional development programs for faculty and aspiring Teaching Assistants. By understanding the requirements and challenges faced in the application process, institutions can design targeted training and support initiatives.

Policy Implications:Insights from this research can guide policymakers in refining the criteria and processes related to the academic ranks in higher education. This can lead to the establishment of clearer guidelines that foster transparency and fairness in the evaluation of candidates.

Strengthening Academic Culture:The study emphasizes the role of registered works in fostering a culture of research and scholarship among faculty and students. By promoting the importance of research contributions, it encourages a more vibrant academic community.

Identifying Challenges:By highlighting the challenges faced by candidates in the application process, the research can help institutions address barriers to achieving the Teaching Assistant rank. This can lead to improved support systems and resources for aspiring academics.

Contribution to Educational Discourse:This research contributes to the broader discourse on higher education in Afghanistan. It provides a case study of the academic landscape, shedding light on the current practices and challenges within the system (Basil, G. M. and Esmati, S. A. (2023).

Encouraging Research and Innovation:By recognizing the significance of registered works, the study encourages a greater focus on research and innovation within academic settings. This can inspire faculty and students to engage more actively in scholarly activities.

Research Questions:What has been the main objective of establishing the academic rank of Professor in academic institutions in Afghanistan?

How many works in the field of academia in Afghanistan have been produced through research, authorship, and translation to date?

To what extent can research, authored, and translated works from foreign languages into the national languages of Afghanistan contribute to the scientific process in the country?

Methodology: In addressing the research problem, a statistical method was employed. The statistical population for this study was derived from the data of the Research, Authorship, and Translation Department of the Ministry of Higher Education. Our approach involved initially presenting the data in separate tables for each university, and then, at the end, analyzing the

aggregated data of research, authored, and translated works from all universities in Afghanistan in the year 1398 for the purpose of obtaining the academic rank of Professor.

Regarding related and similar research, we can refer to the study titled 'A Look at Translation in Higher Education Institutions of Afghanistan in 1399,' which was written by the author and a co-author and published in the Journal of Translation Studies of Allameh Tabatabai University. Additionally, related articles in this field have been published by the author under the following titles."

An Examination of Translated Works from English to National Languages in Kabul Universities during (2019-2020).<https://ijhess.com/index.php/ijhess/article/view/917>. A Review of The Published Works Registered Within Higher Education Institutions in Afghanistan in The Year (2020-2021).<https://sprinpub.com/sjahss/article/view/sjahss.v3i8.371>. While researching the mentioned topics, I did not encounter any other articles or works related to such subjects that have been conducted at the level of higher educational institutions in Afghanistan. We undertook this task as previously mentioned, collecting this information from the database of registered topics of the Research, Authorship, and Translation Department of the Ministry of Higher Education of Afghanistan. Then we analyzed the data and organized it into tables, adjusting it according to the magazine's format to manage the number of pages. This involved omitting certain items to prevent excess.

RESEARCH METHODS

The study employs a qualitative research approach to gain a comprehensive understanding of the registered works and their implications for academic qualifications. Data Collection Methods: Document Analysis: A thorough analysis of official documents regarding the requirements for the Teaching Assistant rank was conducted. This included guidelines, criteria for evaluation, and lists of registered works submitted by candidates.

Interviews: Semi-structured interviews were carried out with academic administrators and faculty members involved in the evaluation process. These interviews provided insights into the expectations for registered works and the criteria used for assessment. Surveys: Questionnaires were distributed to candidates who applied for the Teaching Assistant rank, collecting data on their registered works, experiences, and challenges faced during the application process. Sampling: A purposive sampling technique was used to select participants who had direct experience with the application and evaluation processes related to the Teaching Assistant rank. This included faculty members, administrators, and candidates. Data Analysis: Thematic Analysis: Data from interviews and open-ended survey responses were analyzed thematically to identify common patterns, challenges, and best practices in the submission of registered works. Descriptive Statistics: Quantitative data from the surveys were analyzed using descriptive statistics to summarize trends and provide an overview of the types of registered works submitted. Ethical Considerations: Ethical approval was obtained before conducting the research. Participants were informed about the study's purpose, and their informed consent was secured. Anonymity and confidentiality were maintained throughout the research process. Limitations: The study acknowledges potential limitations, including a limited sample size and reliance on self-reported data, which may introduce bias. Additionally, variations in institutional policies may affect the generalizability of the findings.

In brief, it can be noted that in addition to the research methods mentioned, we utilized a statistical analytical approach for the collection and organization of this study. Initially, we obtained raw data from the Research, Authoring, and Translation Directorate of the Ministry of Higher Education, and then proceeded with its analysis. After the analysis, we aimed to summarize the results accurately in a statistical format. However, due to the lengthening of the study and the inability to publish all sufficient evidence here, we could not include every item.

Thus, we compiled a table listing the names of universities and the number of registered works for obtaining the academic rank of Teaching Assistant on a per-university basis, and we recorded it meticulously.

An analytical statistical method was employed using library tools, books, and articles related to this field. The theoretical framework was also utilized, and information was gathered from the database of registered topics of the Research, Authorship, and Translation Department of the esteemed Ministry of Higher Education. Initially, the data was analyzed in the form of tables, and Then, all the data was consolidated into a general table, which includes the names of the universities and the number of translated works or projects completed in line with the objectives set by the Ministry of Higher Education and the respective universities. Finally, the total number of universities and the total number of registered works were noted.

RESULTS AND DISCUSSION

General information

As we discussed the definition, background, objectives, value, and research questions of developing textbooks, the findings of this study indicate that the motivation for research, authorship, and translation among faculty members of certain universities has increased. This increase brings hope for the research, authorship, and translation processes in the coming years. Among educational institutions, the faculty members of Kabul University exhibit the highest motivation towards achieving the academic rank of Professor, followed by other universities ("Abdi As Sami", 2005). This progress is primarily facilitated through research, authorship, and translation of textbooks and supplementary materials in various fields. In the second tier, the Faculty of Medicine in Kandahar and the academic members of Herat and Balkh universities are included (S. Azimollah Esmati, د.ت). The experience of faculty members and researchers shows that there have been significant improvements in the quantity and quality of research, authored, and translated works. The majority of works aimed at obtaining academic ranks were produced by the faculty of Kabul University and the Faculty of Medicine in the year 1398 through research, authorship, and translation (Online ; Esmat & Esmati, 2024)

Importance of Research, Authorship, and Translation Processes in Academic Fields

We are in an era where the production of knowledge is considered one of its most essential elements. In this context, knowledge production should be viewed as an effective approach in formulating policies and charting the scientific growth of the country within academic fields. Recognizing the capabilities and capacities of society in knowledge production acts as a guiding light for stakeholders to monitor and expand the frontiers of knowledge. This allows for the identification of existing problems and the establishment of necessary measures to address them, while also indicating that the development of countries reflects a high status for knowledge and science (S. Azimollah Esmati, د.ت). Knowledge production signifies the provision of new and innovative knowledge and results that have not existed in previous scientific documentation (Chen 2018, و.آخ). These aspects have been outlined by the Ministry of Higher Education in the guidelines for writing works aimed at academic promotion to the ranks of Assistant Professor, Associate Professor, and Professor. Faculty members are required to undertake research, authorship, and translation of books according to the specified criteria set by the Ministry to achieve their respective ranks (sayed Azimullah esmati, 1402).

Fundamental Objectives of Research, Authorship, and Translation of Textbooks in Academic Institutions. Since the research, authorship, and translation of textbooks must be conducted based on teaching-learning criteria, they should be organized according to educational design. This should avoid reliance on translational or imitative models to adequately address various educational dimensions. Therefore, in designing and developing any activity in textbooks

and supplementary materials, it is crucial to consider the prior knowledge of students, their current capabilities, and potential future life perspectives. Consequently, research, authorship, and translation should be conducted based on educational design, considering the following aspects: 1. Attention to students' prior knowledge; 2. Accurate and developmental design; 3. Focus on higher performance levels; 4. Emphasis on active learning methods; 5. Consideration of social learning; 6. Application of learned content in new environments; 7. Importance of integrative approaches; 8. Evaluation serving learning; 9. Pathways to new learning; 10. Attention to out-of-class assignments with an emphasis on presenting learning outcomes in class (Abdi As Sami, 2005). The author of the textbook must write to convey scientific concepts, and the audience must read, while students should articulate and write to demonstrate their understanding. Furthermore, discussion and dialogue are essential for education and training. With these fundamentals, one can assert that the four language skills of speaking, listening, writing, and reading are involved in education, indicating that learning occurs through language. If this pathway is not smooth, direct, and clear, education may either go astray or slow down. Therefore, to achieve the goal, one must also consider the path through which that goal is pursued ("Abdi As Sami", 2005)

Typically, when classifying the terms in textbooks based on their educational roles and relevant points, the following should be noted: Target words: These words represent the concepts that authors intend to teach in their books. Peripheral words: These are the terms that appear outside the main text in the form of guidelines previously explained. Text words: These are the terms that revolve around the main issues, and a lack of understanding of them disrupts comprehension of the topic (Izzuddin Muhammad Najib, 2005). Curriculum planning is based on a series of philosophical, psychological, sociological, and documented (both classic and modern) foundations. Attention to these foundations ensures that the curriculum is designed and developed in accordance with social philosophy, individual and societal needs, and the required knowledge for students and society. Failing to consider individual needs may lead to lower acceptance of the curriculum by learners, while neglecting social needs may prevent the curriculum from fostering social adaptation and responding to societal needs (Izzuddin Muhammad Najib, 2005).

In today's world, the role of knowledge production and its expansion is an unavoidable issue, as t

he development of societies is based on the expansion of knowledge frontiers. Achieving success in this area is possible only if officials in the policymaking of academic promotion regulations pay appropriate attention to authorship and address academic decline. For the scientific development of the country, knowledge production and resilient economy must advance hand in hand. In today's world, a society is considered developed if it excels in knowledge production across all dimensions compared to other societies. In fact, knowledge production can be seen as a symbol of wealth generation and global power (Izzuddin Muhammad Najib, 2010).

Summary Table of Universities Based on Registered Works for Translation from English to National Languages.

	University	The number of books was recorded		University	The number of books was recorded
1	Kabul	56	16	Ghazni	7
2	Medical	37	17	Sheikh Zayed	12
3	Kandahar	25	18	Samangan	13
4	Nangarhar	21	19	Jowzjan	11
5	Herat	22	20	Education	7
6	Konduz	15	21	Takhar	8
7	Helmand	2	22	Polytechnic	9
8	Syed Jamaluddin	5	23	Panjshir	7

9	Farah	1	24	Paktika	6
10	Wardak	1	25	Al-Biruni	7
11	Laghman	6	26	Badghis	7
12	Faryab	16	27	Bamiyan	14
13	Baghlan	10	28	Badakhshan	10
14	Balkh	17	29	Paktia	13
15	Parwan	3			

CONCLUSION

After extensive efforts and hard work for this research, and by establishing communication with the Research, Writing, and Translation Management Department of the Ministry of Higher Education, we were able to obtain baseline information that records the practical topics of professors. The registration of professors' works in the scientific topics database is based on their name, educational institution, and the desired academic rank. However, we omitted some details and only mentioned the names of the works, the faculty, the group, and the year.

Regarding the topics of research, writing, and translation for obtaining the academic rank of Assistant Professor in higher education institutions in Afghanistan, these topics include specialized and practical research or translations written by members of the academic staff of universities. Overall, it can be said that the majority of research, writing, and translations by professors in the year 1398 (2019-2020) amounted to approximately 360 titles across 29 educational institutions.

All mentioned cases, including research, writing, and translation, are organized according to the guidelines for writing scientific works for professors by the Ministry of Higher Education, and are ultimately approved by the Ministry.

The results obtained from this research indicate that the most works for obtaining the rank of Assistant Professor in Afghan universities were written primarily at Kabul University, which has 53 entries, followed by other universities such as those in Medicine, Kandahar, Nangarhar, Herat, Balkh, and others, as summarized in the chart below.

This article specifically highlights that across the 29 universities considered in this study, a total of 358 books and works were registered for obtaining the desired academic rank by professors in these institutions to achieve higher academic standing. This indicates that approximately 358 professors made efforts in the year 1398 to attain a higher academic rank within all higher education institutions in Afghanistan. The results from this research demonstrate that, among the government universities operating under the Ministry of Higher Education of Afghanistan, the most significant changes in academic ranks were recorded in 1398. This group of professors, after attaining the mentioned rank, has served in this position for three years, which is one of the initial academic ranks for faculty members in Afghan universities, according to the regulations of the Ministry of Higher Education of Afghanistan. Significance of Registered Works: The 358 registered works indicate a robust engagement in research and scholarship among faculty members. This effort reflects an aspiration for professional growth and a commitment to enhancing the academic standards within their institutions. The volume of registered works serves as a testament to the active participation of professors in contributing to the academic community. Implications for Academic Advancement: The successful registration of these works is crucial for professors aiming to achieve higher academic ranks. In the context of Afghan higher education, where qualifications and research output significantly impact career progression, these

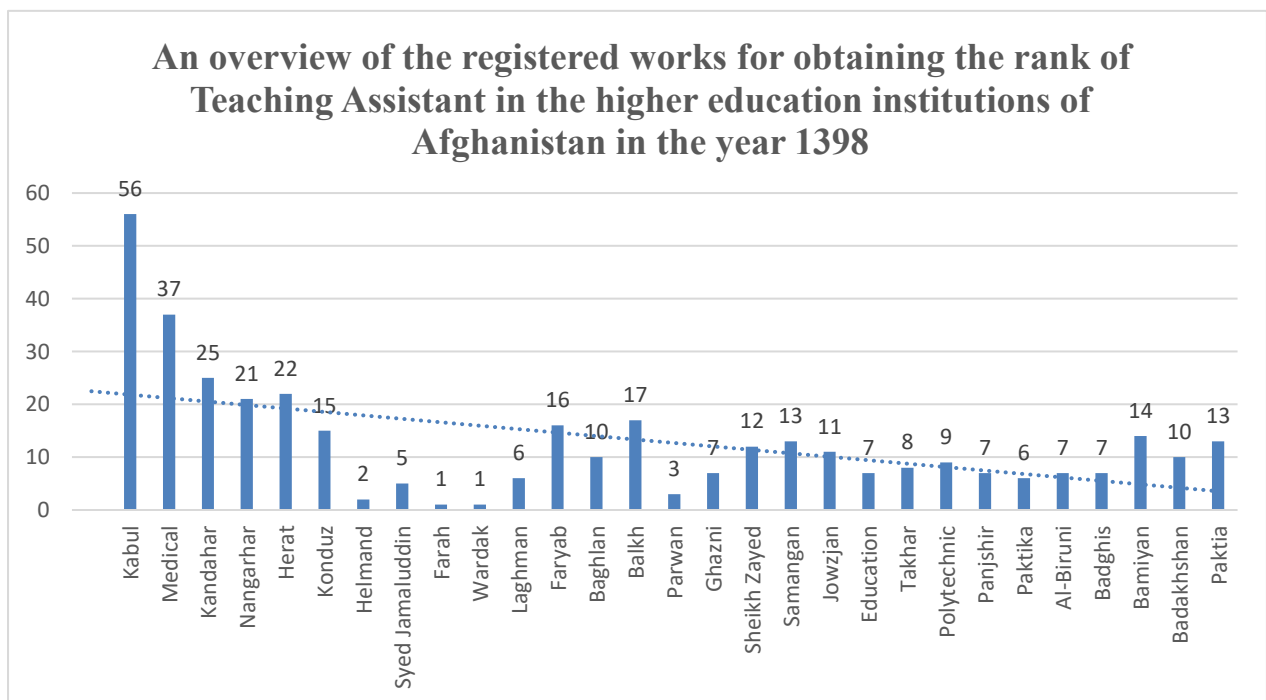
efforts are essential for career advancement to positions such as Associate Professor or full Professor.

Trends in Academic Rank Changes:The results suggest that 1398 was a particularly transformative year for academic ranks within government universities affiliated with the Ministry of Higher Education. The data indicates a notable increase in rank changes, highlighting a growing recognition of the importance of research and academic contributions in evaluating faculty performance.

Long-term Commitment to Academic Roles:The fact that many professors have served for three years in their current rank underscores a commitment to their roles despite potential challenges in the educational environment. This stability is important for the continuity of academic programs and the mentoring of students.

Regulatory Context:The findings align with the regulations set forth by the Ministry of Higher Education, which emphasizes the importance of registered works for academic promotions. This regulatory framework not only encourages faculty members to engage in scholarly activities but also seeks to improve the overall quality of education in Afghanistan.

Broader Educational Impact: By fostering a culture of research and academic inquiry, these efforts contribute to the broader goals of educational reform in Afghanistan. As professors strive for higher ranks through their scholarly contributions, they play a pivotal role in shaping a more vibrant and effective higher education system.



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