


**SUMMARY:** The state of Telangana got separated from Andhra Pradesh on 2nd J  
2014, having Hyderabad as its capital. The first chief minister of this new sta  
K.Chandra shekhar Rao. This state is outstanding in terms of history, culture  
literature. It has important historical landmarks



Such as Osmania University founded by Nawab Osman Ali Khan, the seventh Nizam of Hyderabad in 1918. It has colleges of Sciences, Arts, Commerce and Technology, and has departments for Indian and foreign languages. Students from all over the world come to study in this university. In addition, Osmania University has a pioneer role in the formation of Telangana State.

Another landmark of Telangana State is Dairatul Ma'arif-al-Osmania: Established in 1888 during the reign of the 7th Nizam, Mir Osman Ali Khan. Over the years it has been procuring, transcribing, collating, editing and publishing rare Arabic manuscripts of prominent scholars belonging to the classical era of Islam. Almost all its hundreds of publications are of seminal importance and serve as an indispensable source for research.

Another historic monument of the state is Charminar, an original monument of Hyderabad city built by the founder of Hyderabad Mohammed Quli Qutub Shah in 1591.

There is also Salar Jung Museum that was established in 1968 by one man, Nawab Mir Yousuf Ali Khan. The museum contains a collection of antiques from all over the world containing thousands of rare manuscripts in Arabic, Urdu and Persian engraved on animals' skins and tree leaves etc.

Another historic monument is Golconda Fort, one of the magnificent fortress complexes in India founded by king Mohammed Quli Qutb Shah in 1512. It has a historical significance as it was a field for fierce battles. It was known for high buildings and palaces.

In addition, there is Birla Mandir Science Museum. This museum contains an artificial astronomical tomb, a scientific investigation center and an art gallery.

There is also Medak Cathedral known as India's largest and most magnificent cathedral churches.

Another attraction is the district of Warangal known as the city of bonds and it contains ruins of the Kakatiya era such as the one-thousand pillar Hindu Temple.

In Nalgonda, Yadagirigutta temple and Nagarjuna Sagar Dam are two important attractions.

Karimnagar is another destination known for Singareni Colliries Company.

The district of Khammam has heavy water plant for generating nuclear energy.

The district of Ranga Reddy is famous for handloom.

And there is also Mahbubnagar district. The city of Hyderabad is rich with its historical landmarks and universities.

**SUMMARY :** Hyderabad is the home town of Sarojini Naidu, a renowned orator, writer and an accomplished poet who actively took part in India's independence movement. Sarojini Naidu was born in a well-educated Bengali Family on February 3, 1879, in Hyderabad. She was passionate about literature and showed thirst for acquiring knowledge since her early childhood. At the age of 12, she wrote the play Maher Muneer. Her collection of poems 'The Golden Threshold' was published in 1905. She wrote many books in poetry and articles and essays including "collections of articles" and Indian People's Thoughts". She helped Gandhi, Tagore, Jinnah, and Jawaharlal Nehru in the national liberation movement. She was elected as the president of Indian National Congress Party in 1930. She participated in the Salt March in 1931 with Gandhi and she assisted him in the round table Conference in London.

She was jailed many times by the British Authorities. One of her important achievements is the Women's Indian Association which she helped found in 1917. She was the first to help patients and take care of them during plague outbreak in India. She was awarded the King George V Medal by the British Government in recognition of her efforts. She passed away in 1949. She was nicknamed as the "Nightingale of India".

خلاصہ : شہر حیدرآباد بہت سے مقبول ترین، بنیادی اہم شخصیتوں (رہنماؤں) کا پیدائشی مقام ہے جنہوں نے ہندوستان کی جنگ آزادی میں حصہ لیا۔ انہیں میں سے ایک مایہ ناز شخصیت ہے سروجنی نائیڈو کی جو کہ اک وقت میں زبردست مقررہ، غیر معمولی ادیبہ اور ایک قابل داد شاعرہ تھیں، جنہوں نے ہندوستان کی تحریک آزادی میں فعال انداز میں حصہ لیا۔ سروجنی نائیڈو کی پیدائش 3 فروری 1879ء میں شہر لارڈ بازار کے علاقہ میں نہایت تعلیم یافتہ بنگالی گھرانے میں ہوئی۔ انکے والد کا نام اگھور ناتھ چٹوپادھائے اور والدہ کا نام براداسندری دیوی تھا۔ انھیں بچپن ہی سے علم و ادب حاصل کرنے کا شوق و ذوق تھا۔ بارہ سال کی عمر میں انھوں نے اپنا پہلا ڈرامہ ”مہر منیر“ لکھا۔ انکی نظموں کا مجموعہ کلام ”سنہری ابتداء دہلیز“ کے نام سے 1905ء میں

سَوِيٍّ، وَلَا أَعْتَبِرُهُمْ تَأْفَهُ حَفِيرًا، بَلْ إِزْدَادُ مَعِ الْإِيَّامِ أَعْيَ حَفْوِيهِمْ رَمْرَمٍ بِبِهِمْ وَرَمْرَمٍ بِبِهِمْ،  
يُ لَا أَعْدُ نَفْسِي شَيْئًا دُونَ بِلَادِي وَ أُمَّتِي وَ أَهْلِي، وَ إِنِّي أَبْذُلُ كُلَّ مَا فِيَّ مِنْ طَاقَاتِي وَ خَبْرَاتِي  
إِفَادَتِهِمْ،

وَ إِنِّي أَحَبُّ يَدًا مُنْفَقَةً، لَا مُقْتَرَةً وَ لَا مُبْخَلَةً، لِأَنَّ الْيَدَ الْعُلْيَا خَيْرٌ مِنَ الْيَدِ السُّفْلَى، وَ إِنِّي بِهَذِهِ  
سَائِرَةِ السَّائِرَةِ الدَّارِجَةِ ارْتَقَى إِلَى حَيَاةٍ أَعْلَى وَ أَعَزَّ وَ هُوَ حَيَاةُ الْآخِرَةِ، وَ رَبَّنِي بِذَلِكَ صَرَحًا لِي فِي  
ة، اِفْتَخَرَ بِهَا فِي يَوْمِ الْقِيَامَةِ، يَوْمًا لَا يَنْفَعُ فِيهَا مَالٌ وَ لَا بَنُونَ إِلَّا مَنْ أَتَى اللَّهَ بِقَلْبٍ سَلِيمٍ.

**SUMMARY OF THE POEM :** The poet says, I have beautified my life with v  
and good principles, and the aim of my life is to attain noble means and ends. This  
because any human lives for a purpose and certain ambitions. Any human b  
anywhere lives to fulfill noble means and to assume responsibilities. Every hu  
experiences a sense of happiness when assuming his own responsibilities.

The poet also speaks about the blessings and gifts bestowed on human being  
the Almighty God. Of these blessings and gifts given to a human is that he never r  
enemies with other fellow beings, and that he deals with people with mutual respect  
affection, and that he values all people around him/her and never be little any on  
goes on to say that with the passage of time he becomes fully aware of people valu  
positions. The poet mentions that without my country, nation and people, I am no  
and that I do my best to be of service to them.

He says I like helping and giving because giving means selflessness  
humanity. He concludes that good deeds in this present life are just a means to p  
for the Hereafter life where nothing, except good deeds and pure hearts, counts.

ناعر کہتا ہے کہ میں اپنی زندگی کو اقدار اور اچھائیوں اور خوبیوں کے ذریعہ آراستہ کیا اور سنوارا۔ اور میں اپنی زندگی کے  
ض و مقاصد کو حاصل کرنے کا ارادہ کیا۔ کیونکہ زمین پر رہنے والا ہر انسان زندہ رہتا ہے تاکہ وہ اپنے اغراض اور اپنی

كَمَا يَقُولُ الشَّاعِرُ مُخَاطِبًا النُّجْمَ : أَنْتَ أَيُّهَا النُّجْمُ الصَّغِيرُ جَمِيلٌ جِدًّا، بِضِيَائِكَ تَحْسُنُ  
لِقَلْبٍ بِالْبُرُودَةِ، وَأَنْتَ تَلْمَعُ كَالْمَاسِ فِي السَّمَاءِ.

**SUMMARY OF THE POEM :** The writer composed this text where he said addressing the star: O little star, you illuminate the world and you are seen so beautiful high in the sky. You appear at night in the dark and your light guides us in dark way and paths. The sailor is guided by you to reach the shore. You guide those who lost the ways. Your twinkling light pleases me and brings me joy.

The poet addresses the star : O little twinkling star, your light makes the heart happy and you twinkle as a diamond in the sky.

ص: ادیب یہ نظم لکھا

پس وہ کہتا ہے جبکہ وہ ستارہ سے مخاطب ہے، اے چھوٹے ستارے تو دنیا کو منور و روشن کرتا ہے۔ تو فضاء میں بلند ظاہر ہے۔ اور ہم آسمان میں تیرا خوبصورت منظر دیکھتے ہیں۔ اور تو رات کے گھٹا ٹوپ اندھیرے میں ظاہر ہوتا ہے۔ اور تیری ہی نئی سے ہمارے لئے راستہ عیاں و نمایاں ہوتا ہے۔ ہم تجھ سے ہدایت و رہنمائی طلب کرتے ہیں۔ اور ہم تیری مدد سے راستہ ہیں۔ ناخدا اپنی کشتی سمندر کے کنارے لیجاتا ہے۔ تو راستہ بھٹکے ہوئے کو راستہ بتاتا ہے۔ اور جو راستہ میں حیران ہے اسکو بھی بتاتا ہے۔ تیری خوبصورت عمدہ روشنی جھکو، ہانک لیتی ہے۔ جیسا کہ تیرے دیدار کی خوشی جھکو ڈھانک لیتی ہے۔ جیسا کہ شاعر ستارے کو مخاطب کر کے کہتا ہے: اے چھوٹے ستارے تو بہت خوبصورت ہے۔ تیری روشنی سے دل ک محسوس کرتا ہے۔ اور تو آسمان میں ہیرے کی طرح چمکتا ہے۔

## تہریبات EXERCISES

مُفْرَدَاتُ: Vocabulary:

# تاريخ الأدب العربي

## History of Arabic Literature

### الْوَحْدَةُ الثَّالِثَةُ

### UNIT-III

#### I. الأدب الاسلامي في العصر العباسي

#### ISLAMIC LITERATURE DURING THE ABBASID PERIOD

One of the most distinguished developments taken place during the Abbasid Period is Theological literature. Theological literature has a great importance for the growth and development of Islamic Thought and Culture. Some of the prominent figures of theological literature during the Abbasid period, are:

##### Imam Malik (ؒ):

Imam Malik is considered as one of the earliest theologitians of Islam. His collection and codification of Islamic law has historically been one of the most important, and challenging tasks that the Muslim community has ever seen in Islamic History. He was one of the giants of Islamic law in the 8th century. His original name is Malik bin Anas. He came into the action when the Muslim community desperately needed for Fiqh and Hadith. His legacy is manifested in his continued influence throughout the Muslim world, both through his own works and the works of those who helped for the guidance on a path of scholarship and Islamic devotion.

##### Imam Bukhari (ؒ):

Another notable Islamic theologitians was Imam Bukhari his original name was Abu Abdullah Muhammad bin Ismail bin Ibrahim bin Al-Mughirah bin Bardizba Al-Jufi Al-Bukhari. He was born on 19th July, 810 and died on September 870 in Bukhara, a district of Uzbekistan. Imam Bukhari was a Persian Islamic Scholar who authored the Hadith collection of Sahih al-Bukhari. It is considered as one of the most authentic Hadith compilations during the Abbasid period. He was also authored the book Al Adab Al-Mufrad.

##### Imam Muslim (ؒ):

Another most prominent Islamic theologian is Imam Muslim. His original name is Abul Husain Asakiruddin Muslim bin Hajjaj Al-Qushairi An-Naisaburi. He belonged to the Qushair tribe of Arabia. He was born in 819 at Nishapur, a well known place and a centre of Arabic learning and a township of Iran. His parents were religious people and so he was brought up in a pious environment as he spent most of his time with a pious and righteous person. A distinguishing attribute of his excellent character is that he never indulged in backbiting, which is a common human shortcoming.

## II. أبرز المحدثين في العصر العباسي

### THE MOST PROMINENT MODERNISTS IN THE ABBASID PERIOD

#### A. Imam Malik (ؓ):

Imam Malik is considered as one of the earliest theologitians of Islam. His collection and codification of Islamic law has historically been one of the most important, and challenging tasks that the Muslim community has ever seen in Islamic History. He was one of the giants of Islamic law in the 8th century. His original name is Malik bin Anas. He came into the action when the Muslim community desperately needed for Fiqh and Hadith. His legacy is manifested in his continued influence throughout the Muslim world, both through his own works and the works of those he helped for the guidene on a path of scholarship and Islamic devotion.

#### His early life and education:

Imam Malik was born at Madinah the city of Prophet Muhammad (PBUH), in 711 A.D. his birth is taken place seventy nine years after the death of the Prophet of Islam. His family and his forefathers were originated from Yemen. His grandfather moved to Madinah during the reign of Umar and settled there down. His grandfather and his father studied Islamic religion. So, young Malik was brought up in an environment of Islamic scholarship. He took his early learning from his father and uncle.

Nafi, Imam Malik's uncle, was an eminent scholar of Islamic Theology and Hadith Literature. He narrated Hadith, the Prophetic Tradition from Hazrat Aisha, Hazrat Abu Hurairah and Hazrat Abdullah bin Umar, who were noted for their vast knowledge on Hadith Literature. Imam Malik (ؓ) had mastery in Hadith, Tafsir and Islamic Fiqh.

Imam Malik conducted his classes in the Mosque of the Prophet at Madinah. The most unique characteristic of Imam Malik's methodology in Fiqh was his reliance on the practices of the people of Madinah as a source of law. In the study of Fiqh, there are numerous sources that are used to derive laws. The first and second most important sources are always the Quran and Sunnah. After these two, the great scholars of Fiqh differed on the next most important source of law. Imam Malik believed that the practices of the people of Madinah should be seen as an important source. It had been spared the political and social upheaval that much of the rest of the Muslim woradealt with. The people living in the city had been taught Islam by their relatives who had been Companions of the Prophet of Islam or students of the companions of the prophet. He thus reasoned that if all of the people of Madinah practised a particular action and it did

not contradict the Quran and Sunnah, then it can be taken as a source of law. He is unique among the four great imams of Fiqh in this opinion.

In order to study the Fiqh and the Hadith, Imam Malik compiled a book named Al-Muwatta (The Approved). This was the first book that attempted to compile only sound and reliable sayings of Prophet Muhammad (ﷺ) into one book. Imam Malik said that he showed his book to seventy scholars in Madinah, who all approved it, then he gave it the name Al-Muwatta (The Approved).

Al-Muwatta was a landmark book in the history of Islam and Arabic language and literature. It helped to establish Hadith, particularly the judging of chains of narrations for the Hadith. Imam Malik was so careful in selection of Hadith that it has been placed on the same level to the Hadith compilations of Imam Bukhari and Imam Muslim. Imam Shafi'i categorically stated that there is no book on the earth, after the Quran that is more authentic than Al-Muwatta.

Imam Malik's work was as powerful as a book of Fiqh that the caliph Harun Al-Rashid, demanded that it be mass printed and made the official book of Fiqh for the Abbasid Empire. But Imam Malik refused this proposal because he knew that his interpretation is perfect and all encompassing.

## A. امام مالک رحمۃ اللہ علیہ

امام مالکؒ کا شمار اولین مذہبی ادب نگار کے طور پر ہوتا ہے، آپ کا اسلامی قانون و تاریخ کی جمع و ترتیب میں باہر حصہ رہا ہے، اور آپ نے مسلم طبقہ کے انتہائی پیچیدہ مسائل کو بھی حل کیا، اسی لئے آپ کا شمار آٹھویں صدی کے زادبائے میں ہوتا ہے، آپ کا اصلی نام مالک بن انس تھا اور آپ ٹھیک اسی وقت منصف شہود پر فائز ہوئے جب مسلم طبقہ فقہ اور حدیث میں اشد ضرورت تھی، آپ کی میراث آج تک دنیائے مسلم کو تحیر میں مبتلا کی ہوئی ہے۔

## رائی زندگی و تعلیم:

آپ شہر مدینہ میں 711ء میں پیدا ہوئے، آپ کی پیدائش ٹھیک 79 سال بعد وصال مصطفیٰ ﷺ کے ہوئی، آپ کے آباء و اجداد کا تعلق یمن سے تھا، آپ کے دادا حضرت عمرؓ کے دور میں مدینہ منورہ میں آکر بس گئے، آپ کے دادا والد نے اسلامی مذہب کی تعلیم حاصل کی، اسی وجہ سے امام مالکؒ کی مکمل اسلامی اقدار و افکار میں تربیت و پرورش ہوئی، اور آپ ابتدائی تعلیم اپنے والد اور چچا سے حاصل کی۔

نانی جو کہ ایک مشہور و معروف مذہبی ادب کے ماہر اور فن حدیث میں نمایاں مقام رکھتے تھے وہ آپ کے چچا تھے، نانی نے حضرت عائشہؓ، حضرت ابو ہریرہؓ اور حضرت ابو عبد اللہ بن عمرؓ سے روایات کی ہیں، آپ کے چچا ہونے

امام مالکؒ مسجد نبوی میں درس دیا کرتے تھے، آپ فقہ کی تدوین و مسائل کے استنباط میں مدینہ کے لوگوں کے عمل کو اعتماد کے طور پر قبول کرتے تھے، فقہی مسائل کے استنباط میں کئی کئی مصادر کو استعمال کیا جاتا ہے، پہلا اور دوسرا مصدر قرآن اور حدیث ہے اس کے بعد امام مالکؒ سب سے اہم مدینہ کے لوگوں کے عمل کو مصدر کے طور پر قبول کرتے تھے، کیونکہ یہاں کے لوگ اپنے آباء سے اسلامی تعلیمات حاصل کئے ہیں اور وہ لوگ حضور علیہ الصلاۃ والسلام کے صحابہ تھے یا شاگرد تھے آپ ﷺ کے صحابہ کے، اسی وجہ سے آپ کا اعتقاد تھا کہ مدینہ کے لوگ قرآن و حدیث کے علاوہ عمل نہیں کرتے، اسی لئے اس کو مصدر کی طرح آپ نے استعمال کیا اسی لئے آپ دوسرے ائمہ سے اس مسئلہ میں الگ فکر رکھتے ہیں۔

فقہ اور حدیث کی تعلیم کیلئے امام مالکؒ نے ایک کتاب بنام مؤطا لکھی، یہ پہلی حدیث کی موثوق کتاب ہے، امام مالکؒ کہتے ہیں کہ اس کتاب کو میں نے 70 علماء کو بتلایا، اور تمام نے اس کو قبول کیا، اسی کی بناء پر آپ نے اس کا نام مؤطا رکھا۔

المؤطا اسلامی تاریخ و عربی ادب میں تاریخی شان کی حامل ہے، یہ فن حدیث کی تدوین میں مددگار ثابت ہوئی، خاص کر حدیث کی روایت کے تسلسل کو جانچنے کے لئے آپ نے حدیث کے انتخاب میں انتہائی چابکدستی و جانفشانی سے کام لیا ہے جس طرح کے امام بخاریؒ و امام مسلمؒ نے کیا ہے، امام شافعیؒ کہتے ہیں کہ روئے زمین میں قرآن کے بعد کوئی اصح الکتب نہیں ہے سوائے المؤطا کے۔

## B. Imam Bukhari ( ) :

Another notable Islamic theologitians was Imam Bukhari his original name was Abu Abdullah Muhammad bin Ismail bin Ibrahim bin Al-Mughirah bin Bardizbah Al-Jufi Al-Bukhari. He was born on 19th July, 810 and died on September 870 at Bukhara, a district of Uzbekistan. Imam Bukhari was a Persian Islamic Scholar who authored the Hadith collection of Sahih Al-Bukhari. It is considered as one of the most authentic Hadith compilations during the Abbasid period. He was also authored the book Al Adab Al-Mufrad.

Ismail ibn Ibrahim, the father of Imam Bukhari, a scholar of Hadith, was a student and associate of Imam Malik. Bukhari's greatgrandfather, Al-Mughirah, settled in Bukhara after accepting Islam at the hands of Bukhara's governor, Yaman Al-Jufi. As was the custom, he became a mawla of Yaman, and his family continued to carry the surname Al-Jufi. According to most scholars and historians of Islamic theology and Arabic language and literature, Al-Mughirah's father, Bardizbah, is the earliest ancestor of al-Bukhari.

## His education and collection of Hadith:

Imam Bukhari took his early education at his native place and he began studying Hadith in the year 205 A.H. He memorized the works of Abdullah bin al-Mubaarak while he was still a child. He was raised by his mother because his father died when he was an infant. He traveled with his mother and brother in the year 210 after having heard the narrations of his region. He began authoring books and narrating Hadith in a tenderly age.

At age of sixteen, Imam Bukhari went to Mecca to perform Hajj along with his brother and widowed mother. In order to increase his knowledge on Hadith he travelled around country and visited the important centres of Islamic learning and exchanged information on hadith with other notable scholars of Hadith. It is said that he heard from over 1,000 men, and learned over 600,000 traditions during his journey.

After his long journey of sixteen years Imam Bukhari returned to Bukhara, and there drew up his Al-Jami Al-Sahih, a collection of 7,275 tested traditions, arranged in chapters so as to have enough information for a complete system of jurisprudence without the use of speculative law.

His book is highly regarded among the Sunni Muslims, and considered as the most authentic collection of Prophet Traditions, even ahead of Al-Muwatta of Imam. Most Sunni scholars consider it second only to the Quran in terms of authenticity.

## His works on Hadith:

Two of Bukhari's hadith works have survived till today, they are Al-Adab Al-Mufrad Sahih Al-Bukhari.

## Sahih Al-Bukhari:

Imam Bukhari travelled widely throughout the Abbasid empire from the age of 16. During this travel he collected many traditions which he thought of trustworthy. He collected over 300,000 Hadith but he included 7,275 traditions in his Sahih occurring repeatedly. It has been said that this, number excluding repeated hadith is 2,230.

This book covers almost all aspects of life in providing proper guidance to Islam i.e. the method of performing prayers and other actions of adoration directly from the prophet of Islamic. Imam Bukhari finished his work around 846, and spent the last twenty-four years of his life visiting other cities and teaching the student on the Hadith.

During this period of twenty-four years, Imam Bukhari made minor revisions to his book, notably the chapter headings. Each version is named by its narrator.

According to Ibn Hajar Al-Asqalani in his book Nukat, the number of hadiths in all versions is the same. The most famous one today is the version narrated by Al-Firabri, a trusted student of Imam Bukhari.

Firabri is not the only transmitter of Sahih Al-Bukhari. There were many others that narrated that book to later generations, such as Ibrahim bin Ma'qal Hammad bin Shaker, Mansur Burduzi and Husain Mahamili. There are many books that note differences between these versions, the best known being Fath Al-Bari.

سولہ سال کی عمر سے امام بخاریؒ نے عباسی مملکت کے تقریباً علاقوں کا اکتساب و روایت حدیث کیلئے سفر کیا اور جہاں ان کے قوانین کے لحاظ سے صحیح حدیث دیکھی اس کو قلمبند کیا، اور وہ ذخیرہ تقریباً 3 (تین) لاکھ احادیث پر محیط تھا لیکن آپ نے صرف 7275 کو ہی اپنی کتاب کا حصہ بنایا پھر مکررات کو نکال دیں تو 2230 احادیث ہی بچتی ہیں۔

یہ کتاب اسلامی اصول حیات کیلئے ایک دستاویز کی حیثیت رکھتی ہے جیسا کہ نماز کا طریقہ، زکوٰۃ و روزہ کا طریقہ وغیرہ اور آپ اپنی زندگی کے آخری چوبیس (24) سال تصنیف و تالیف حدیث و تعلم حدیث نبوی ﷺ میں گزار دی۔

اور ان چوبیس سالوں میں آپ نے کئی مرتبہ اپنی کتاب میں تبدیلیاں کی اور ابواب میں تقسیم کیا اور سرخیوں کو ترتیب دیا، ابن حجر عسقلانی کے بموجب امام بخاریؒ کے تمام نسخوں میں احادیث کی تعداد یکساں ہے اور سب سے مشہور نسخہ جو کہ آپ کے خاص شاگرد ”الفرابری“ کا ہے وہ قابل اعتماد تصور کیا جاتا ہے۔

فرابری ہی صحیح البخاری کو منتقل کرنے والے نہیں ہے اس کے علاوہ بھی دوسرے علماء نے آنے والی نسلوں کیلئے اس کی تشریح و توضیح کے ساتھ سہل انداز میں پیش کیا جن میں قابل ذکر ابراہیم بن معقل، حماد بن شاہر، منصور بردوزی اور حسین مہاملی ہے، مگر سب سے مشہور ان سب میں فتح الباری لابن حجر العسقلانی ہے۔

### C. Imam Muslim (ؒ):

Another most prominent Islamic theologian is Imam Muslim. his original name is Abul Husain Asakiruddin Muslim bin Hajjaj Al-Qushairi An-Naisaburi. He belonged to the Qushair tribe of Arabia. He was born in 819 at Nishapur, a well known place and centre of Arabic learning and a township of Iran. His parents were religious people and so he was brought up in a pious environment as he spent most of his time with a pious and righteous person. A distinguishing attribute of his excellent character is that he never indulged in backbiting, which is a common human shortcoming.

Imam Muslim travelled far and wide to collect the Prophetic traditions around the Arabian countries like Egypt, Iraq and Syria, and got benefitted from the prominent Hadith scholars of his time. By attending the lectures and classes of his teachers included Ishaq bin Rawaih, Ahmad bin Hanbal, Ubaidullah Al-Qawariri, Qutaibah bin Said, Abdullah bin Maslamah, Harmalah bin Yahya and others he became a famous scholar of Islamic Theology.

At Nishapur, he came into contact with Imam Bukhari. Seeing the vast knowledge and deep insight of him in the Hadith of the Prophet, Imam Muslim remained attached with him until the end of his life. He also attended the lectures of

another scholar of Hadith, Muhammad bin Yahya Al-Dhuhli, but when the difference of opinion arose between Imam Bukhari and Muhammad bin Yahya on the issue of the creation of the holy Qur'an, Imam Muslim favored Imam Bukhari and left the company of Muhammad bin Yahya.

Imam Muslim compiled many books and treatises on Hadith, the most important of his works is the compilation of the Hadith collection Al-Jami Al-Sahih, which is famous by the name of Sahih Muslim. Some scholars of Hadith opined that in some respects it is the best and most authentic collection of Hadith collections. He laboriously collected 3,00,000 Traditions, but after a critical study on those traditions, he selected only 4,000 Traditions for his collection. Other contributions of Imam Muslim on the subject of Hadith are: *Kitab al-Musnad al-Kabir 'Ala al-Rijal, Jami' Kabir, Kitab al-Asma' wal-Kuna, Kitab al-Illal, Kitab al-Wijdan*, etc.

## Sahih Muslim:

It is one of the six major books on Hadith of the Sunni Muslims. It is the second most authentic Hadith collection after Sahih Al-Bukhari, and is highly acclaimed by Sunni Muslims. It was collected by Imam Muslim.

Out of 300,000 traditions which Imam Muslim evaluated, approximately 4,000 were extracted for inclusion into his collection based on stringent reception criterion. Each report in his collection was checked and the veracity of the chain of reporters was painstakingly established. Sahih Muslim is divided into 43 books, containing a total of 7190 narrations. However, it is important to realize that Muslim ibn al-Hajjaj never claimed to collect all authentic traditions as his goal was to collect only traditions that all Muslims should agree on about accuracy.

## C. امام مسلم رحمۃ اللہ علیہ

مذہبی ادب کی ایک اور شخصیت امام مسلمؒ تھے، آپ کا حقیقی نام ابوالحسین عسا کر الدین مسلم بن حجاج قشیری نیشاپوری ہے، آپ کا تعلق عرب کے قبیلہ قشیر سے تھا، وہ 819 میں نیشاپور میں پیدا ہوئے، جو کہ عربی سیکھنے کا ایک مشہور مقام اور مرکز اور ایران کا ایک علاقہ ہے، آپ کے والدین مذہبی شخصیات تھے، اس لئے آپ کی پرورش ایک پرہیزگار حوال میں ہوئی، کیونکہ وہ اپنا زیادہ تر وقت ایک متقی اور صالح شخص کے ساتھ گزارا، آپ کے بہترین کردار کا ایک امتیازی صف یہ ہے کہ آپ نے کبھی غیبت نہیں کی، جو کہ ایک عام انسانی کمی ہے۔

امام مسلمؒ نے احادیث کی روایات کو جمع کرنے کیلئے مصر، عراق اور ملک شام جیسے عرب ممالک کے اطراف و

# M A T E R I A L

## FOR PREPARATION OF EXAMINATION

### ANSWER THE FOLLOWING QUESTIONS IN ARABIC

<p>اسْمُهُ كَي جَنْدَرُ شَيْكْهَرُ رَاؤُ. His name is K. Chandra shekhar Rao.</p>	<p>1. مَا اسْمُ أَوَّلِ كَبِيرِ الْوَزَرَاءِ لِيُولَايَةِ تَلَنْغَانَةَ ؟ What is the name of the first chief minister of Telangana State?</p>
<p>الْمَلِكُ مِيرُ عُثْمَانَ عَلِيَّ خَانَ أَسَّسَ الْجَامِعَةَ الْعُثْمَانِيَّةَ. Nawab Meer Osman Ali Khan, founded Osmania University.</p>	<p>2. مَنْ أَسَّسَ الْجَامِعَةَ الْعُثْمَانِيَّةَ ؟ Who is the founder of Osmania University ?</p>
<p>السُّلْطَانُ قُلِي قُتُبُ شَاهُ أَسَّسَ بِنَايَةَ تَشَارْمِينَارُ. It was built by Mohammed Quli Qutub Shah.</p>	<p>3. أَيُّ سُلْطَانٍ أَسَّسَ بِنَايَةَ تَشَارْمِينَارُ ؟ Who built the Charminar Monument ?</p>
<p>مَسْجِدٌ جَمِيلٌ يُوجَدُ عَلَى سَطْحِ تَشَارْمِينَارُ. A Magnificent masjid is there on top of the Charminar.</p>	<p>4. أَيُّ مَسْجِدٍ يُوجَدُ عَلَى سَطْحِ تَشَارْمِينَارُ ؟ Which Masjid is there on top of Charminar structure ?</p>
<p>أَسَّسَ قُلِي قُتُبُ شَاهُ قَلْعَةَ غُولْغَنْدَةَ سَنَةَ 1512 . Quli Qutub Shah founded Golconda Fort in 1512.</p>	<p>5. فِي أَيِّ سَنَةِ أَسَّسَ قُلِي قُتُبُ شَاهُ قَلْعَةَ غُولْغَنْدَةَ ؟ When did Quli Qutub Shah found Golconda Fort ?</p>
<p>مَعْنَاهَا قَلْعَةٌ فِي لُغَةِ تَلْغُو. It means fort in Telugu</p>	<p>6. مَا مَعْنَى غُولْغُونْدَةَ فِي لُغَةِ تَلْغُو ؟ What does Conda mean in Telugu ?</p>
<p>تُوجَدُ آثَارُ عَهْدِ كَاكَاتِيَّةَ فِي مُدِيرِيَّةِ وَرَنْغَلُ. The Kakatiya monuments are found in Warangal district.</p>	<p>7. فِي أَيِّ مُدِيرِيَّةٍ مِّنْ وِلَايَةِ تَلَنْغَانَةَ تُوجَدُ آثَارُ عَهْدِ كَاكَاتِيَّةَ ؟ In which district of Telangana are the Kakatiya monuments found ?</p>
<p>يُوجَدُ سِنْغَارِينِي لِمَنَاجِمِ الْفَحْمِ فِي مُدِيرِيَّةِ كَرِيمِ نَغْرُ. The Singareni Colliries Company is found in Karimnagar district.</p>	<p>8. فِي أَيِّ مُدِيرِيَّةٍ يُوجَدُ سِنْغَارِينِي لِمَنَاجِمِ الْفَحْمِ ؟ In which district is the Singareni Colliries Company found ?</p>
<p>مَدِينَةُ " غَدْوَالِ " مَشْهُورَةٌ بِمُنْتَاجَاتِ الْقَمَاشِ. Gadwal is famous for weaving.</p>	<p>9. أَيُّ مَدِينَةٍ مَشْهُورَةٌ بِمُنْتَاجَاتِ الْقَمَاشِ ؟ Which city is famous of weaving ?</p>

<p>لُقِّبَتْ سَرُوجِينِي نَائِيدُو "بُلْبُلَ الْهِنْدِ". Sarojini Naidu was nicknamed as the Nightingale of India</p>	<p>10. مَنْ لُقِّبَ "بُلْبُلَ الْهِنْدِ" ؟ Who was nicknamed as the Nightingale of India?</p>
<p>وُلِدَتْ سَرُوجِينِي نَائِيدُو فِي حَارَّةٍ لَارْدُ بَازَارِ. Sarojini Naidu was born in Laad Bazar, hyd</p>	<p>11. فِي أَيِّ حَارَّةٍ وُلِدَتْ سَرُوجِينِي نَائِيدُو ؟ In which colony was Sarojini Naidu born ?</p>
<p>اِسْمُ دِيَوَانِهَا الْاَوَّلُ "مَهْرٌ مُنِيرٌ". Her first collection of poems is 'The Golden Threshold'.</p>	<p>12. مَا اِسْمُ دِيَوَانِهَا الْاَوَّلُ ؟ What is the name of her first collection of poems ?</p>
<p>نَعَمْ، هِيَ مُؤَسِّسَةُ جَمْعِيَّةِ الْمَرْأَةِ الْهِنْدِيَّةِ. Yes, she was the founder of the Women's India Association</p>	<p>13. هَلْ هِيَ مُؤَسِّسَةُ جَمْعِيَّةِ الْمَرْأَةِ الْهِنْدِيَّةِ ؟ Was she the founder of the Women's India Association ?</p>
<p>نَعَمْ، نَالَتْ جَائِزَةَ "قَيْصِرِ الْهِنْدِ" مِنْ الْحُكُومَةِ الْبَرِيْطَانِيَّةِ. Yes, she received the Hind Kesari Medal from the British government.</p>	<p>14. هَلْ نَالَتْ جَائِزَةَ "قَيْصِرِ الْهِنْدِ" مِنَ الْحُكُومَةِ الْبَرِيْطَانِيَّةِ ؟ Did she receive the Hind Kesari Medal from the British government?</p>
<p>اِسْمُهَا "رِيْشَةُ مِنَ الْفَجْرِ". The Feather of Dawn is the name of her collection of poems compiled by her daughter after her death.</p>	<p>15. مَا اِسْمُ دِيَوَانِهَا الَّذِي جَمَعَتْ الْاَبْيَاتِ فِيهِ بِنْتُهَا بَعْدَ وَفَاتِهَا ؟ What is the name of her collection of poems compiled by her daughter after her death ?</p>
<p>نَعَمْ، هِيَ وَاقَفَتْ حَرَكَةَ الْاِسْتِقْلَالِ وَعَاوَنْتُ مَعَ غَانْدِي. Yes, she agreed with movement of independent and cooperated with Gandhi,</p>	<p>16. هَلْ هِيَ وَاقَفَتْ حَرَكَةَ الْاِسْتِقْلَالِ وَعَاوَنْتُ مَعَ غَانْدِي ؟ Did she agree with movement of independent and cooperated with Gandhi?</p>
<p>اِسْمُ اُمِّهَا "وَرَنْدَةُ سُنْدَرِي دِيُوِي". Her mother's name is Barada Sundari Devi</p>	<p>17. مَا اِسْمُ اُمِّهَا ؟ What is her mother's name ?</p>
<p>اِسْمُ اَبِيْهَا "اَغُورُ نَاثَةُ جَاثُ اُوْبَادِيَايِي". Her father's name is Aghore Nath Chattopadhyay.</p>	<p>18. مَا اِسْمُ اَبِيْهَا ؟ What is her father's name ?</p>
<p>تُوْفِيَتْ سَنَةَ 1949 م. She passed away in 1949.</p>	<p>19. وَ اَذْكُرْ سَنَةَ وَفَاتِهَا ؟ When did she pass away ?</p>

يَعْلُو النَّجْمُ الصَّغِيرُ فِي الْفَضَاءِ.	6	أَيْنَ يَعْضُو النَّجْمُ الصَّغِيرُ ؟
The little star appear high in sky and space.		Where does the little star appear ?
يُظْهَرُ النَّجْمُ الصَّغِيرُ جَمِيلًا وَ وَسِيمًا فِي السَّمَاءِ.	7	أَيْنَ يَظْهَرُ النَّجْمُ الصَّغِيرُ جَمِيلًا وَ وَسِيمًا ؟
The little star looks beautiful in the sky.		Where does the little star look beautiful ?
النَّجْمُ الصَّغِيرُ يَظْهَرُ فِي ظَلَامِ اللَّيْلِ.	8	مَاذَا يَظْهَرُ فِي ظَلَامِ اللَّيْلِ ؟
We can see the star in the dark of the night		What can we see in the dark of the night?
نَعَمْ، النَّجْمُ هَادِي لِلْمَلَّاحِ.	9	هَلِ النَّجْمُ هَادِي لِلْمَلَّاحِ ؟
Yes, the star guides the sailors		Does the star guide sailors?
يُرِينَا النُّورَ يَبْهَرُ، وَ النُّورُ يُرَى بَرِيقًا وَ صَفَاءًا.	10	مَاذَا يُرِينَا النُّورَ، وَ النُّورُ كَيْفَ يُرَى ؟
Light can be seen as twinkles and bright.		How can we see light?

### FILL IN THE BLANKS

2. بِلَادِي أُمَّتِي أَهْلِي.

4. وَ كُلُّ سَعَادَتِي إِنِّي.

6. سَرْنِي مِنْكَ الضِّيَاءِ

8. وَ دَلِيلٌ فِي الْبُؤَادِي.

1. أَحَبُّ يَدِي إِذَا أُعْطَتْ.

3. لِأَنِّي لَسْتُ عَادِيًا

5. فِي ظَلَامِ اللَّيْلِ تَظْهَرُ.

7. أَنْتَ لِلْمَلَّاحِ هَادِي.

9. بِكَ اعْجَابِي كَبِير.

10. إِنَّ وَايَةَ تَلَنْغَانَةَ انْفَصَلَتْ عَنْ وَايَةَ أَنْدَرَابَرَادِيْشَ فِي الثَّانِي مِنْ يُونِيُو سَنَةَ 2014 م.

11. مُدِيرِيَّةُ نِظَامِ آبَادُ : وَ تُعْرَفُ هَذِهِ الْمُدِيرِيَّةُ بِ " جَامِعَةِ تَلَنْغَانَةَ "

12. مُدِيرِيَّةُ رَنْغَارِيْدِي : هَذِهِ الْمُدِيرِيَّةُ شَهِيْرَةٌ جَدًّا لِلنُّوْلِ الْيَدَوِيِّ ،

13. قَلْعَةُ غُولْكَنْدَةَ : إِنَّهَا تُعْتَبَرُ مِنَ الْحُصُونِ الشَّهِيْرَةِ فِي الْهِنْدِ الَّتِي أَسَّسَهَا السُّلْطَانُ

أَبْرَاهِيْمُ قَلِي قُطْبُ شَاهُ.

14. مُدِيرِيَّةُ وَرَنْغَلُ ذَاعَ صِيْثُ هَذِهِ الْمَدِيْنَةِ كَمَدِيْنَةِ الْبَرْكِ ،

# THE SINGULAR AND PLURAL

Capitals	عَوَاصِمٌ	+	Capital	عَاصِمَةٌ	1.
Ministers	وُزَرَآءُ	+	Minister	وَزِيرٌ	2.
States	وِلَايَاتٌ	+	State	وِلَايَةٌ	3.
Monuments	آثَارٌ	+	Monument	أَثْرٌ	4.
Arts	فُنُونٌ	+	Art	فَنَّ	5.
Colleges	كُلِّيَّاتٌ	+	College	كُلِّيَّةٌ	6.
Departments	أَقْسَامٌ	+	Department	قِسْمٌ	7.
Sides / Areas	أَطْرَافٌ	+	Side / Area	طَرَفٌ	8.
Libraries	مَكْتَبَاتٌ	+	Library	مَكْتَبَةٌ	9.
Treasures	خَزَائِنٌ	+	Treasure	خَزِينَةٌ	10.
Areas / Sides	أَنْحَاءٌ	+	Area / Side	نَاحِيَةٌ	11.
Manuscripts	مَخَاطِيطٌ	+	Manuscript	مَخْطُوطَةٌ	12.
Authors	مُؤَلِّفَاتٌ	+	Author	مُؤَلِّفٌ	13.
Museums	مَتَاحِفٌ	+	Museum	مَتْحَفٌ	14.
Trees	أَشْجَارٌ	+	Tree	شَجَرٌ	15.
Leaves	أُورَاقٌ	+	Leaf	وَرَقٌ	16.
Animals	حَيَوَانَاتٌ	+	Animal	حَيَوَانٌ	17.
Battles	مَعَارِكٌ	+	Battle	مَعْرَكَةٌ	18.
Skins	جُلُودٌ	+	Skin	جِلْدٌ	19.
Ponds	بِرْكٌ	+	Pond	بِرْكَةٌ	20.
Walls	جُدْرَانٌ	+	Wall	جِدَارٌ	21.
Forests	غَابَاتٌ	+	Forest	غَابَةٌ	22.

Answer the following questions

1. أَجِبْ عَنِ الْأَسْئَلَةِ الْآتِيَةِ :

<p>السَّعَادَةُ فِي تَحْمُلِ مَسْئَلَتِهِ الْمُلَقَاةِ عَلَى كَوَاهِلِهِ.</p> <p>Happiness is in assuming our own responsibilities.</p>	<p>- فِي أَيِّ شَيْءٍ السَّعَادَةُ ؟</p> <p>Where is happiness found ?</p>
<p>نُلاقِي النَّاسَ بِرُوحٍ أَحْسَنَ.</p> <p>You should deal with people with mutual respect and good intentions</p>	<p>-2 كَيْفَ نُلَاقِي النَّاسَ ؟</p> <p>How should you deal with people ?</p>
<p>الْيَدُ الْمُعْطِي خَيْرٌ.</p> <p>Giving is better.</p>	<p>-3 هَلِ الْيَدُ الْمُعْطِي خَيْرٌ أَمْ مُقْتِرٌ ؟</p> <p>Which is better, giving or being miser?</p>
<p>تَبْنِي حَيَاتِي الْآخِرَةَ بِخَيْرِ حَيَاتِي الدُّنْيَا.</p> <p>I prepare for the Hereafter life with good deeds.</p>	<p>-4 كَيْفَ تَبْنِي حَيَاتِكَ الْآخِرَةَ ؟</p> <p>How do you prepare for your Hereafter life?</p>
<p>نَعَمْ، أَقْدِرُ مِنْ حَوْلِي.</p> <p>Yes, I do value those who is around</p>	<p>-5 هَلُ أَنْتَ تُقَدِّرُ مِنْ حَوْلِكَ ؟</p>

Factories	مَصَانِعُ	+	Factory	مَصْنَعٌ	.23
Universities	جَامِعَاتُ	+	University	جَامِعَةٌ	.24
Cities	مُدُنٌ	+	City	مَدِينَةٌ	.25
Movements	حَرَكَاتٌ	+	Movement	حَرَكَةٌ	.26
Families	أُسْرٌ	+	Family	أُسْرَةٌ	.27
Divan/Collection of Poems	دَوَائِينُ	+	Divan/Collection of Poems	دِيْوَانٌ	.28
Books	كُتُبٌ	+	Book	كِتَابٌ	.29
Dramas	مَسْرِحِيَّاتٌ	+	Drama	مَسْرِحِيَّةٌ	.30
Authorities	سُلْطَاتٌ	+	Authority	سُلْطَةٌ	.31
Services / Works	خَدَمَاتٌ	+	Service / Work	خَدَمَةٌ	.32
Models	نَمَازِجٌ	+	Model	نَمُوذَجٌ	.33

## WORDS MEANING

Meaning in English	Meaning in Arabic	Words	S.No.
Separated	استقلت.	انفصلت	1
Choice, Election	انتخاب	اختيار	2
Capital	المدينة، تطلق على قاعدة القطر.	عاصمة	3
Responsibilities	التزام الشخص بأمر.	مسؤوليات	4
Prepare, Consider	تعدّ.	تعتبر	5
Old buildings, Archaeology	المباني القديمة.	الآثار	6
Well established, an old	قديمة.	عريقة	7
Establishing, Build up	تأسيس.	انشاء	8
It means	يتوجه.	يقصد	9
They entered	دخلوا.	خاضوا	1
Loving, Fond of	محباً.	مولعاً	1
Took place, continued	جرت.	دارت	1
Crypt, ground way	البناء التحتي، و السبيل الأرضي.	سرداب	1

	يشمل	يضم	14
Featuring	يختار	يعالج	15
Treat	الزراعة	اللقاح	16
Farming, the vaccine	ولدت	أنجبت:	17
I was born	نادرة	مبدعة:	18
Creative, unique	التحرير	استقلال:	19
Independence	ساهمت	شاركت:	20
I participated	تنسب	تنتمي:	21
Belong, affiliated	قصة معدة للتمثيل	مسرحية:	22
A play, story made for acting	حامت	واقفت:	23
I stood up	ساعدت	عاونت:	24
I helped	حامى، دافع و تكلم عنه	تناضل:	25
Struggles	تقتدى	يحتذى:	26
Emulated	عم	انتشر:	27
Spreaded	الاهتمام	العناية:	28
Care	لحقتها	أدركتها:	29
I caught her, I got it	(و) قيمة: الأخلاق الحسنة	قيم	30
Good manners	(و) غاية، منتهى، المطلوب	غايات	31
The ultimate goal	الشعور بالحسن	الوعي	32
Feeling good	أعطاني العز و الكرامة	كرمني	33
He gave me honour & dignity	أصاب خيرا، مزّين	أحلى	34
Well done, decoratet	من يجعل الناس عدوا لنفسه	عادي	35
One who makes enemy to himself	فافلح	ففاض	36
So he won, so it worken	الكوكب	النجم	37
The star, the planet	ضد الكبير	الصغير	38
Litte, Small	مشرق	منير	39
Bright			

High	مرتفع.	عال
The space, Atmosphere	الجو.	الفضاء
Lovely, handsome	وسيم.	جميل
Cheer me up	أبهجني.	سرّني
Senna, bright light (sun light)	السنا.	الضياء
Flash, luster.	وميض.	بريق
Clean	نظيف.	صفاء
Sky, ark	فلک.	سما
Darkness	ظلمة.	ظلام
Appear	تبرز.	تظهر
Exposure	تعرض.	ترينا
The light (moon light)	الضياء.	النور
Shines, dazzles	يبرق.	يبهر
Navigator, the sailor	الفلاح.	الملاح
Leader, guide	قائد.	هادي
Proof	ارشاد.	دليل
Villages	قرى.	البوادي
Big	ضد صغير.	كبير

### TRANSLATE AND GIVE THE REFERENCE OF THE FOLLOWING

ان ولاية تلنگانہ انفصلت عن ولاية آندرا پراديش في الثاني من يونيو سنة 2014 م ، لتكون ولاية مستقلة وتم اختيار مدينة حيدرآباد كعاصمتها ، وقد اختير كى جندر شيكھر راؤ اول سير الوزراء لهذه الولاية الجديدة ،

**TRANSLATION:** The state of Telangana got separated from Andhra Pradesh on 2 June, 2014. and became an independent state having Hyderabad as its capital. The first chief minister of this new state is K. Chandra shekhar Rao.

جمہ: یقیناً ریاست تلنگانہ آندھرا پرادیش سے 2 جون 2014ء میں الگ ہوئی۔ تاکہ وہ مستقل اور علیحدہ ریاست بنی۔ شہر حیدرآباد کو اسکے دارالحکومت کی حیثیت سے منتخب کیا گیا۔ اور اس نئی ریاست کے پہلے وزیر اعلیٰ کی حیثیت سے جناب جندر شیکھر راؤ کو منتخب کیا گیا۔

Reference

جواب: هذه العبارة أخذت من الدرس " آثار تلنگانہ "