

Abstracts of Urdu Articles

Words with Clear Purport and its Impact on Tafsir

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The power of a legal rule is to a large extent depends upon the language in which it is transmitted. To differentiate the clear from the ambiguous and decide the degrees of clarity/ambiguity in words also helps in Tafsir. From the viewpoint of clarity (wuduh), words are divided into the two main categories of clear and unclear words. A clear word conveys a concept which is intelligible without need of interpretation. The clear words are Zahir, Nass Mufassar and Mohkam. This article deals with the issue how this classification is important and had tangible effect on tafsir.

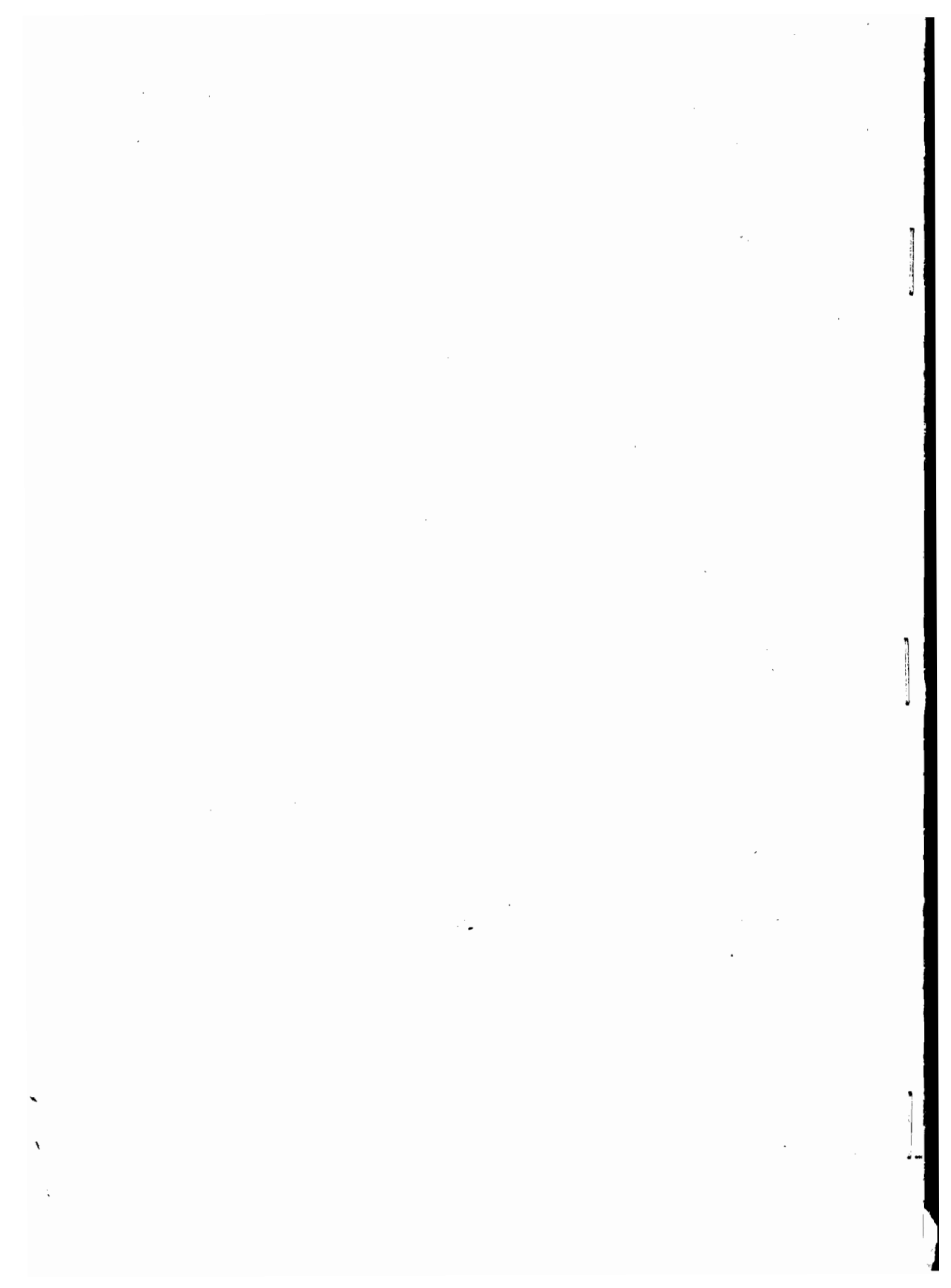
Maulana Hossein's Contribution in Understanding the Quranic Text

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This article aims at discussing the possibilities of acquisition of guidance directly from the Quranic text. Many scholars have given their input in making the Quranic text understandable to the common people, specially non-Arab ones. In this regard as the first effort dots were put on the Quranic letters, then Erab (transliteration) was introduced. For paragraphic order, the terminologies such as waqf, and Ibtida came to the light. Hizb Manzil, Ruba, Nisf Thulth are also some efforts of the same kind. Juz (Part) and, Ruku were probably something special for non-Arab reciters of the Holy Quran.,

In the late modern ages Maulana Hussain Ali a renowned Islamic scholar of sub-continent coming from Wan Bhachran, Mianwali, Punjab, has rendered ample services with regard to the understandability of the Quranic text. The terminologies and expressions employed by him and his endeavors in this regard have been mentioned in the research paper at length. His methodology of interpretation made the Quranic text easier to understand.

He has described the following terminologies: Dawā (theme of the surah), the argument behind that dawā and its different types such as Bare Intellectual Argument, Intellectual argument along with confession of the other side of the matter under discussion, arguments from tradition, revealed argument, enlightenment of Dawā, warning, glad tidings, complaint, rebuke, admission and recognition, reformative deeds (أمور مصلحة), merger (إدماج), divine diversion (إدخال الهي) consolation (ربط قلب) sole attention (إنابيت), etc. The Article concludes that Maulana Hussain Ali's effort is



References

- 1 Quran 3: 64
- 2 Muslim, Al Sahih, Hadith No 1773 Muslim, Al Sahih, Kitab al Jihad wa al Byyar, Bab Kataba al Nabi Salla Allah Alay wa Sallam, Hadith No 1773
- 3 The author of this article would like to make it clear that being a pioneer of distance learning system in an international university, almost all of his teaching experiences, commitments and devotions remained bracketed with the teachings of Islam, Islamic values, teachings and propagation of Islam through distance learning. Researchers are aware of the fact that the academic horizon of a discourse has a numerous dimensions rather it provides different beautiful and variety of colors. It is, therefore, obvious that the author must choose only an iota from unlimited canvas of the discourse of distance learning. The author started the first pace of his academic life from a university---Allama Iqbal Open University Islamabad Pakistan being first such university in Asia and second in the world--- which was established exclusively for the sake of spreading knowledge through distance learning system. The author for the propagation of Islamic sciences, with the grace of Almighty Allah, himself established distance learning departments in Dawah Academy as well as in Shariah Academy of International Islamic University whereof almost 60 nationalities are its alumnae. Equipping him with this experience and expertise, the author primarily just wants to have a profound look at the efforts made by the others seasoned academicians of this field, and simultaneously he---through this article--- wants to share his views with those who are devoted academicians and policy makers in this field and other parts of the World and are engaged in distance learning system.
- 4 http://wikieducator.org/Handbook_of_Open_Universities last visited in July 2011.
- 5 The United Kingdom Government, the UK Open University Act of 1969
- 6 Dawah Academy, Official Minutes of the Meeting with Hafiz Nazar Ahmad: 1986, Mr Nazar Ahmad did not publicize his work publicly, so, in this regard, no printed data about his achievements is available. The author has access to the record of the Academy.
- 7 The Government of Pakistan, Allama Iqbal Open University Act No. XXXIX of 1974, Islamabad
- 8 <http://www.aiou.edu.pk/> last visited in July 2011
- 9 The Government of Pakistan, International Islamic University, Ordinance XXX of 1985, Islamabad
- 10 Dawah Academy, an Introduction to Dawah Academy, Islamabad. The current brochure of the Academy.
- 11 The author has access to the official records of distance learning of both the academies--Dawah Academy and Shariah Academy of the International Islamic University, Islamabad, Pakistan—and therefore most of the data have been taken from these official sources.
- 12 Shariah Academy; Brochure, Islamabad
- 13 The Government of Pakistan, Virtual University Ordinance LII of 2002, Islamabad
- 14 As it managed to accommodate the ever biggest amount of migrants without asking the other nations for a single penny even.
- 15 See the Principles of Policy, the Constitution of the Islamic Republic of Pakistan 1973.

Keeping all these facts in mind it is suggested that at least one T.V. channel and many FM radio stations may be set up solely for the teachings of Islam on modern lines with effective scientific approach. Constitutionally(15) the state is under the obligation to provide the Muslims of the Islamic Republic of Pakistan with a way of life aligned with the teachings of Islam as laid down in the holy Quran and sunnah of the prophet¹⁶. And lives of more than 18 million Muslims of the country can be changed only by this mean as the vulnerability of the current formal educational system is known by everyone and is a talk of the town.

Level of those courses cannot be measured by modern techniques of distance learning adopted by quality institutions of the country like AIOU and Virtual University of Pakistan. At present, the distance learning system of the country holistically has grown up to the state of childhood leaving the state of infancy but the author does hope that the system, in very next future, will attain its puberty and adulthood among the global academic community, whereas likelihood of the achievement of this prophetic cause will remain debatable unless the nation acquires its political stability.

7. Future Needs: Establishment of a TV Channel and FM Radio Stations:

While looking profoundly at e learning and distance learning systems of the country it, from the very beginning, appears to the author that in the past, especially in the era of political governments, the top brains of the state system very enthusiastically aimed at achieving most modern and sophisticated technology suitable to the e learning and to the informal education system so that their descendants may travel a pace ahead of their ancestors. The state custodians very rightly thought and worked for the betterment of their off spring, and in this way it looks that they wanted to achieve whatever is available for the purpose, more specifically saying that in terms of material resources. It is, however, mentioned that the Pakistan is a different country not identical to any other country, state, kingdom or any other state set up, as unlike other nations its age is just ahead of only six decades.(14) It is crystal clear and is a lucid fact that at the time of creation of the country, 65 years back, the frail state structure was not in a position even to cater for its day to day needs.

The state, for delivery of education and its allied branches, has adopted many initiatives and effective measures and has an urge for this purpose but the amount of money required for the purpose is not allocated in the annual budgetary estimates and therefore the track record of the country is not so bright to be proud of. The author fears that this state of education will eventually increase the number of people living below the poverty line. To address this issue, distance learning system and informal techniques of teachings, beside others, will prove them to be effective as are comparatively cheaper and easily available to every one without physical presence at a formal educational institution.

Some two three decades back, the country has been an energetic source for the poor neighboring states and the Muslim countries in terms of its material gain. The Muslim world, in the past, has been proud of Pakistan's achievements in the field of its scientific advancement. The country has, no doubt, been trying its best to promote the educational set up through its limited financial resources.

5. Problems, Prospects and Future of Islamic Teaching through Distance Learning:

The author, before moving a pace ahead, shows his vulnerability that he has limited access to the policy of the government regarding distance learning system in the country, however, it is well established fact that just after taking a long and an astonishing jump in the field of distance learning system, Pakistan has been slower than many nations to move into the corridor of distance education system. Though the country has had a very short history of using print, electronic, or broadcast means for students who are not physically on site, yet the step taken by the then government proved to be an effective measure for the targeted classes of the society. But it appeared that the techniques of this newly introduced area of learning could not be disseminated in other diversified areas of education especially in Islamic science as the country could not expand this idea further.

The rapid educational techniques of learning especially linked with e-learning and its allied technology call for rapid and immediate remedial measures. Though the country remained slower in developing the informal educational institutions and in achieving the techniques of e learning and distance learning for its people, yet the top state hierarchy seems to be committed aiming at future needs and necessities of the next generation. It is also a fact that the country still has not sufficient expertise required for the purpose, as in terms of financial resources it may also be a considerable problem in the way of this noble goal.

6. An Appraisal of Islamic Sciences through Current Distance Learning:

As earlier mentioned Pakistan, in 1974 recognizing the need to adopt distance education as a part of its educational and development policies, has introduced an important initiative i.e. Allama Iqbal Open University with the hope that it may be able to create an environment of an independent informal educational culture. The University's site reveals that even in a very short span of time, it has decorated its score board with numerous achievements, though the University belongs to a poor Asian developing country. In 1986, the Dawah Academy and in 1993 the Shariah Academy of the International Islamic University established independent departments of Islamic correspondence courses aiming at to disseminate Islamic knowledge in the Pakistani community. In order to contribute this noble cause effectively and to provide the stake holders with required knowledge at their door step, both the Academies launched numerous Islamic correspondence courses in this regard.

In private sector, however, from the propagation of Islamic knowledge in Quranic teachings to general Islamic science, numerous types of correspondence courses are being run by medium to low class institutions.

offers two, one year correspondence courses every year to the legal circles. duration of both of them is one year. The details of both the courses are as under:

- (1). Elementary correspondence course in Islamic law consists of 24 small booklets, 30-35 pages each. This course has been running successfully since 1994. The enrolled participants have to prepare assignments on fortnightly basis with the help of given reading material as well as studying some recommended books mentioned in the reading material and have to return them back to the Academy for evaluation.
 - (2). Advanced correspondence course in *Usul al-Fiqh* consists of 24 small booklets, 35-45 pages each. This course has been running successfully since 2005. The enrolled participants have to prepare assignments on fortnightly basis with the help of given reading material as well as studying some recommended books mentioned in the reading material and have to return them back to the Academy for evaluation.
4. On its successful achievements during the past two decades, the Academy has planned to offer some other advanced correspondence courses in the following three aspects of Islamic law which are under process: Family law of Islam; criminal law of Islam; and civil law of Islam.(12)

4.2.4. Virtual University of Pakistan:

The Virtual University was established as a public sector university and is a not-for-profit institution to provide extremely affordable education to enrolled students all over the country. Using satellite television broadcasts and the Internet, the University allows its students to follow its rigorous programs regardless of their physical appearance. The University started its courses in 2002 and in a very short duration it has accessed over sixty cities of the country with more than a hundred associated institutions providing infrastructure support to the students. Pakistani students residing overseas in several other countries of the region are also enrolled in the University's programs.(13)

The limited space of a research journal does not allow the author to describe about the Virtual University in detail but in short, it is, to some extent, like Allama Iqbal Open University Islamabad having a fully established multimedia and e learning oriented campus detail of which do not fall within the scope of this paper and requires a full independent paper. It is hoped that someone else will pay attention to this unique in formal university of the country.

- (3). one year correspondence course in Islamic Studies (in Urdu) for the general public consists of 24 booklets of 30-40 pages each. The enrolled participants have to prepare assignments on fortnightly basis with the help of given reading material as well as studying some books recommended in the reading material and have to return them back to the Academy for evaluation.
- (4). One year correspondence course in Islamic Studies (in English) for the general public consists of 24 booklets of 30-40 pages each. The enrolled participants have to prepare assignments on fortnightly basis with the help of given reading material as well as studying some books recommended in the reading material and have to return them back to the Academy for evaluation.
- (5). One year correspondence course for the children of 8th to 12th schooling year consists 12 booklets of 50-60 pages each. The enrolled children have to prepare their assignments on monthly basis with the help of given reading material as well as guidance of the Academy given in the reading material and have to return them back to the Academy for evaluation.

The *Dawah* Academy, in near future, intends to launch some more such correspondence courses covering some other branches of Islam, whereas at the same time such more courses are in the pipe line which would be offered to the general public upon their finalization.(10)

4.2.3. Shariah Academy of International Islamic University: (11)

The *Shariah* Academy of International Islamic University Islamabad in 1994, in order to enhance the academic level of its target audiences in terms of Islamic contents, introduced a one year correspondence course in Islamic law which is being run on the basis of distance learning system. Primarily, this program is for the practicing lawyers, judges and law teachers but common graduates are also eligible for the course. On successful completion of this elementary correspondence course, the Academy offers another such program---one year Advanced Correspondence Course in Islamic Jurisprudence---for the same group of audiences on the same lines, which also proved itself a very popular among the law community and judicial circles.

The reading material of both the courses is in Urdu, however, almost 40 % material of the former course has recently been translated into English by a senior retired judge of a superior court. The aim and objective of both the courses is to create general awareness of Islamic law and to inculcate education of Islamic law and jurisprudence to the legal professional such as lawyers, members of judiciary, teachers of law colleges and all concerned with legal profession. Presently, in nutshell, the Academy

9. conducting group training workshops for post graduate level program in its main Campus and at regional centers as well.

The University started its functioning in the year 1975 with five courses and an enrolment of less than 1,000 and now it has almost 1,400 courses with an enrolment of more than a million students annually. It has 36 academic faculties and departments---including a Faculty of Islamic and Arabic Studies--- and an Institute of Mass Education offers a wide range of courses from functional non-credit to M Phil/Ph D level. At present the University offers 19 Ph D courses, 192 at M Phil/MS, 516 Masters level, 67 in Teachers Education, 282 Bachelor/Diploma, 80 Higher Secondary School, 30 Secondary School, 12 Women's Middle Education, and 114 Functional Non-Credit/Women's Basic Education courses.(8) The Faculty of Arabic and Islamic Studies of the university, besides some of its elementary courses like *Al Lisan al Arabi* offers its courses upto the level of M. Phil, and doctorate course.

4.2.2. *Dawah* Academy of International Islamic University:

The International Islamic University was established with an objective to promote and expand the knowledge especially the teachings and believes of Islam and to provide the opportunity to the different Islamic countries to get the modern and comparative studies of the religions.(9) Extending the same objectives in a different articulation the *Dawah* Academy a constituent unit of the University was also established and soon after its creation it started a number of correspondence courses for the preaching and propagation of Islam. The first drop of water was its one year correspondence course, offered in 1985, for the general public on the basis of the summary of the *Juma'h Khutbah* delivered in Arabic by the *Kahtib* at Shah Faysal Masjid Islamabad. The purpose of this *Khutbah* was to disseminate the knowledge of *Qur'anic* teachings. In the next few years, the Academy on the basis of the principles of distance learning started the following new correspondence courses including the former:

- (1). One year correspondence course in *Qur'anic* studies on the basis of Arabic speech (*Khutbah*) of *Imam* of the Shah Faysal Masjid. The enrolled participants have to complete a questionnaire provided along with the written Urdu text of the speech and have to return it back to the Academy on weekly basis for evaluation.
- (2). One year correspondence course in *Hadith* (prophetic sayings) studies for the general public consists of 24 booklets of 30-40 pages each. The enrolled participants have to prepare assignments on fortnightly basis with the help of given reading material as well as studying some books recommended in the reading material and have to return them back to the Academy for evaluation.

the 2nd open university of the World in June 1974 at Islamabad, now known as Allama Iqbal Open University.

The University, in 1974(7), started its functions by using mostly the manual tools of learning such as printed material but gradually and with the passage of time; it had established multi-method teaching techniques such as radio programs, recorded audio video cassettes and televised courses at various levels. The university offers its program throughout the country and extends its services even in some of the Middle East countries; most of its beneficiaries include the general public, disadvantageous people, professionals, house ladies and teachers as well as working classes for their educational enhancement and even in some areas like Islamic Studies the superannuated retired persons as well.

The University offers hundreds of courses on radio and television and recently it has started to broadcast educational programs on its own FM Radio and can be watched at net as well. The University has also established a video-conferencing network in seven selected regions to conduct classes online for computer science courses. The regional network, at present, consists of more than three dozen regional campuses and centers. The university, in coordination with formal educational institutions, by now, has established more than 1,200 study centers with latest computer lab facilities for the students learning in the fields of science, technology and computer sciences in all major cities of the country as well. With these facilities the University adopts various means. The campus of the University is at Islamabad, however it extends its services to almost all areas of the country by various effective means mentioned below, some of these are examples of partnership of formal learning system and distance learning system like study centers and tutorial support to its enrolled students. It provides it services by:

1. maintaining regional campuses in various parts of the country;
2. establishing study centers in the big cities of country;
3. providing printed material (readers, text books and study guides) through general mail system of the country;
4. broadcasting its programs on radio ;
5. telecasting its programs on television through satellite transmission covering near about 50 countries;
6. supplying non-broadcast material like audio cassettes, video cassettes, slides, fillip charts;
7. arranging tutorial support through contact session at study centers mostly offered in the afternoon;
8. conducting certain courses like, computer science, information technology, face-to face teaching; and

back ground and would send it to enrolled persons with a carefully designed questionnaire to be fulfilled by the candidates.

On completion of initial phase of first level they, by giving small but beautifully printed books of the teachings of Jesus to the successful enrolled persons as reward for their encouragement would offer them the next phase and likewise at the end of the series they would reward the persons with a copy of Bible.

With an enhanced level of awareness of such courses, and upon the uplift of their academic standards, the overwhelming majority of the Muslim community now does not care the existence of these courses which are now offered by their originators for their own community, mostly in order to intact it.

4.1.2. Quranic Correspondence Courses for Prisoners:

As a retaliatory initiative to the Bible correspondence courses in a Muslim country, a devoted and very pious and practicing Muslim late Hafiz Nazar Ahmad, finding no other way at state as well as community level, started him selves Quranic correspondence courses for the prisoners of the jail in the country and got it approved from the jail high ups that upon successful completion of these courses the duration of their jail period would be decreased.(6) As a result of his continuous effort, in this way, he attracted a lot of attention of the prisoners of the jail and even they changed their life pattern, but since it was an individual effort, it could not flourish or extend in other directions of life and ultimately its glow went to be faint, but later many other individuals and agencies started some other such correspondence courses for public at large.

4.2. Pakistan as a 2nd Entry in the Public Sector:

The emergence of the UK Open University at Milton Keynes vibrated the academic circles of whole of the world which eventually led towards the creation of many other open universities in the world out of those Pakistan, by establishing its own open university, proved it as the first drop of water among the following universities. Allama Iqbal Open University is the first follower of the UK Open University which within few years changed the whole academic culture of the country at grass root level.

4.2.1. Allama Iqbal Open University its Learning Techniques and Emergence of Islamic Science:

Distance learning system or commonly known as open learning system at public sector level, was introduced in Pakistan soon after the establishment of the UK Open University at Milton Keynes UK in 1969 which offered its courses to its students in 1971. Picking this golden idea and finding it suitable for the people of Pakistan, the then Prime Minister of the country upon acquiring the powers in 1972 immediately established