

Marking Scheme

Strictly Confidential

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Secondary School Examination, 2026 (X)

SUBJECT NAME: Arabic (Q.P. CODE 016/24)

Maximum Time Allowed: 03hours

MM 80

General Instructions: -

1	You are aware that evaluation is the most important process in the actual and correct assessment of the candidates. A small mistake in evaluation may lead to serious problems which may affect the future of the candidates, education system and teaching profession. To avoid mistakes, it is requested that before starting evaluation, you must read and understand the spot evaluation guidelines carefully.
2	“Evaluation policy is a confidential policy as it is related to the confidentiality of the examinations conducted, evaluation done and several other aspects. Its leakage to public in any manner could lead to derailment of the examination system and affect the life and future of millions of candidates. Sharing this policy/document to anyone, publishing in any magazine and printing in Newspaper/Website, etc. may invite action under various rules of the Board and IPC.”
3	Evaluation is to be done as per instructions provided in the Marking Scheme. It should not be done according to one’s own interpretation or any other consideration. Marking Scheme should be strictly adhered to and religiously followed. However, while evaluating, answers which are based on latest information or knowledge and/or are innovative, they may be assessed for their correctness otherwise and due marks be awarded to them. In Class-X, while evaluating two competency-based questions, please try to understand given answer and even if reply is not from marking scheme but correct competency is enumerated by the candidate, due marks should be awarded.
4	The Marking scheme carries only suggested value points for the answers. These are in the nature of Guidelines only and do not constitute the complete answer. The students can have their own expression and if the expression is correct, the due marks should be awarded accordingly.
5	The Head-Examiner must go through the first five answer books evaluated by each evaluator on the first day, to ensure that evaluation has been carried out as per the instructions given in the Marking Scheme. If there is any variation, the same should be zero after deliberation and discussion. The remaining answer books meant for evaluation shall be given only after ensuring that there is no significant variation in the marking of individual evaluators.
6	Evaluators will mark (✓) wherever answer is correct. For wrong answer CROSS ‘X’ be marked. Evaluators will not put right (✓) while evaluating which gives an impression that answer is correct and no marks are awarded. This is most common mistake which evaluators are committing.
7	If a question has parts, please award marks on the right-hand side for each part. Marks awarded for different parts of the question should then be totaled up and written in the left-hand margin and encircled. This may be followed strictly.
8	If a question does not have any parts, marks must be awarded in the left-hand margin and encircled. This may also be followed strictly.
9	If a student has attempted an extra question, answer of the question deserving more marks should be retained and the other answer scored out with a note “Extra Question” .
10	No marks to be deducted for the cumulative effect of an error. It should be penalized only once.
11	A full scale of marks _____(example 0 to 80/70/60/50/40/30 marks as given in Question Paper) has to be used. Please do not hesitate to award full marks if the answer deserves it.

12	Every examiner has to necessarily do evaluation work for full working hours i.e., 8 hours every day and evaluate 20 answer books per day in main subjects and 25 answer books per day in other subjects (Details are given in Spot Guidelines). This is in view of the reduced syllabus and number of questions in question paper.
13	Ensure that you do not make the following common types of errors committed by the Examiner in the past: - <ul style="list-style-type: none"> • Leaving answer or part thereof unassessed in an answer book. • Giving more marks for an answer than assigned to it. • Wrong totaling of marks awarded on an answer. • Wrong transfer of marks from the inside pages of the answer book to the title page. • Wrong question wise totaling on the title page. • Wrong totaling of marks of the two columns on the title page. • Wrong grand total. • Marks in words and figures not tallying/not same. • Wrong transfer of marks from the answer book to online award list. • Answers marked as correct, but marks not awarded. (Ensure that the right tick mark is correctly and clearly indicated. It should merely be a line. Same is with the X for incorrect answer.) • Half or a part of answer marked correct and the rest as wrong, but no marks awarded.
14	While evaluating the answer books if the answer is found to be totally incorrect, it should be marked as cross (X) and awarded zero (0) Marks.
15	Any unassessed portion, non-carrying over of marks to the title page, or totaling error detected by the candidate shall damage the prestige of all the personnel engaged in the evaluation work as also of the Board. Hence, in order to uphold the prestige of all concerned, it is again reiterated that the instructions be followed meticulously and judiciously.
16	The Examiners should acquaint themselves with the guidelines given in the “ Guidelines for Spot Evaluation ” before starting the actual evaluation.
17	Every Examiner shall also ensure that all the answers are evaluated, marks carried over to the title page, correctly totaled and written in figures and words.
18	The candidates are entitled to obtain photocopy of the Answer Book on request on payment of the prescribed processing fee. All Examiners/Additional Head Examiners/Head Examiners are once again reminded that they must ensure that evaluation is carried out strictly as per value points for each answer as given in the Marking Scheme.

Q. No.	EXPECTED OUTCOMES/VALUE POINTS	Marks
	SECTION – A (10 Marks) Reading Skills (Unseen Passage)	
1.	Read the following paragraphs carefully and attempt any two of them by filling the blanks with appropriate words given in the brackets. <u>Distribution of Marks:</u> 5×1+5×1=10 (each correct answer has one mark). Correct answers: (A) (ألف) <div style="text-align: right;">(i) الأستاذ (ii) خبر (iii) عطلة (iv) لنزهة (v) السرور</div>	2×5=10

	<p>(ب) (B)</p> <p>(i) صغير</p> <p>(ii) ولد</p> <p>(iii) يلعب</p> <p>(iv) نبيل</p> <p>(v) خمس</p> <p>(ج) (C)</p> <p>(i) كبيرة</p> <p>(ii) مدينتان</p> <p>(iii) نظيفة</p> <p>(iv) قديمة</p> <p>(v) الحمراء</p>	
<p>SECTION – B (10 Marks)</p> <p>Writing Skills</p>		
2.	<p>Write a paragraph in about 50 words in Arabic on any one of the given topics:</p> <p>(i) عمارة تاريخية</p> <p>(ii) مكتبة المدرسة</p> <p>(iii) الأستاذ الكريم</p> <p>Distribution of Marks: 2+1+1= 04 Content/Style of expression: 2 Marks Unity/Sequence of idea/Title/Greetings: 1 mark. grammatical correctness: 1 mark.</p> <p>مثلاً:</p> <p><u>القلعة الحمراء</u></p> <p>القلعة الحمراء هي عمارة تاريخية في دلهي القديمة، بناها الإمبراطور المغولي شاهجان. كانت القلعة الحمراء مقر الحكم المغولي في الهند، وهي واقعة في وسط مدينة دلهي القديمة. بنيت القلعة الحمراء التاريخية عام ١٦٤٨م. أطلق عليها اسم القلعة الحمراء لأنها بنيت من الحجر الرملي الأحمر. وكل عام في يوم الاستقلال ١٥ من شهر أغسطس يذهب رئيس الوزراء الهندي ليرفع العلم الوطني ويلقي الخطاب الوطني.</p> <p><u>مكتبة المدرسة</u></p> <p>هذه مدرستي. مدرستي كبيرة ومشهورة في المدينة، وهي من أكبر المدارس في المدينة. وهي واقعة في وسط المدينة. فيها مكتبة كبيرة، وفيها كثير من الكتب الضرورية والمفيدة للمدرسين والمدرسات</p>	4x1=04

	<p>والطلاب والطالبات. يذهب الطلاب إلى المكتبة في ساعاتهم المختصة ويجلسون على الكراسي أمام الطاولات في قاعة القراءة لمطالعة الكتب والصحف والمجلات. وتوجد في هذه المكتبة كتب متنوعة في كل موضوع.</p> <p style="text-align: center;"><u>الأستاذ الكريم</u></p> <p>الأستاذ الكريم يحب طلابه كثيراً، ويساعدهم في فهم الدروس بسهولة. وهو يتحدث معهم بلطف واحترام. ويشرح الدروس بطريقة واضحة. ويشجعنا الأستاذ على النجاح والتفوق. أستاذنا الكريم صبور مع جميع الطلاب. وهو يحفزنا دائماً على طرح الأسئلة. ويهتم بمستقبل طلابه، كما يجعل الحصة ممتعة ومفيدة. نحن نحترم أستاذنا الكريم كثيراً.</p> <p style="text-align: center;">or</p> <p>Write a letter to your father in Arabic.</p> <p style="text-align: right;">والدي العزيز المحترم، السلام عليكم ورحمة الله وبركاته. أرجو أن تكون بخير وبصحة جيدة. أكتب إليك ليطمئن قلبك عني، فأنا أيضاً بخير والحمد لله. وأجتهد في دراستي كل يوم. أفتقدك كثيراً وأتذكر نصائحك دائماً، فهي تساعدني في حياتي. أرجو أن أراك قريباً إن شاء الله. أبلغ سلامي إلى أمي الحنون وإلى إخوتي وأخواتي وإلى جميع أفراد الأسرة. ابنك البار</p>	
3.	<p>Make two sentences with any two of following words:</p> <p style="text-align: right;">(i) القلم (ii) الكتاب (iii) الكرسي (iv) المدرسة</p> <p><u>Distribution of Marks:</u> 2x1= 02 (each correct sentence has one mark).</p> <p style="text-align: right;">مثلاً:</p> <p style="text-align: right;">القلم: القلم أداة للكتابة. الكتاب: أقرأ الكتاب كل يوم في البيت. الكرسي: أكتب الدرس في الكرسي. المدرسة: أذهب إلى المدرسة صباحاً.</p>	2x1=2

4.	<p>Fill any two of the following blanks: <u>Distribution of Marks:</u> 2x1=02 (each correct answer has one mark). Correct answers:</p> <p>(i) ذاهبات (ii) القرآن (iii) جديدة (iv) سمع</p>	2x1=2
5.	<p>Correct any two of the following sentences: <u>Distribution of Marks:</u> 2x1=02 (each correct answer has one mark). Correct answers:</p> <p>(i) هي بنت جميلة. (ii) إنّ زيدا قائمٌ. (iii) هم أولاد صغار. (iv) هن طالبات مجتهدات.</p>	2x1=2
SECTION – C (20 Marks) Grammar And Translation		
6.	<p>Define and illustrate any one of the following with examples:</p> <p>(i) الجمع السالم. (ii) الجمع المكسر. (iii) المبتدأ والخبر.</p> <p><u>Distribution of Marks:</u> 3 Marks for definition and illustration. 2 Marks for correct examples.</p> <p>Expected answers: الجمع السالم: Definition: A sound plural is a form of plural which is formed by adding ن+و for masculine plural and ت+ا for feminine plural. Examples: معلمات from طالب, طالبون etc. مفرد اسم سے جمع بناتے وقت اگر واحد کے بنیادی حروف یا اس کے حرکات میں کسی قسم کی تبدیلی نہ ہو تو اسے جمع سالم کہا جاتا ہے۔ جمع مذکر سالم، مفرد اسم کے آخر میں و+ن اور جمع مؤنث سالم، مفرد اسم کے آخر میں ا+ت لگا کر بنایا جاتا ہے۔ جیسے: حاضر سے حاضرین، طالبة سے طالبات وغیرہ۔</p> <p>الجمع المكسر: Definition: A broken plural is a form of plural which is formed by changing the internal pattern or structure of the singular noun rather than by adding regular endings. Examples: رجال from رجل, كتب from كتاب etc. اگر جمع بناتے وقت مفرد اسم کی حرفی یا حرکاتی صورت بدل جائے تو اسے جمع مکسر کہتے ہیں۔ جیسے ولد سے أولاد، بنت</p>	1x5=05

	<p>سے بنات وغیرہ۔</p> <p>المبتدأ والخبر:</p> <p>Definition: In Arabic grammar, المبتدأ is the subject of a nominal sentence, i.e. the person or thing we are talking about, and الخبر is the predicate i.e. the information or description given about the subject. Thus, they form a complete nominal sentence, i.e. (الجملة الاسمية).</p> <p>Examples: الولد ذكي، المدرسة كبيرة، الكتاب على الطاولة، وغيرها</p> <p>مبتدأ اس کلمہ کو کہتے ہیں جس کے بارے میں کوئی خبر دی جائے، اور خبر اس کلمہ کو کہتے ہیں جو مبتدأ کے متعلق کوئی خبر فراہم کرے۔ جیسے الشمس مشرق، الطالب الصالح يدرس، الحديقة أزهارها جميلة، العصفور فوق الشجرة. وغیرہ۔ مبتدأ اور خبر کے مجموعہ کو جملہ اسمیہ بھی کہا جاتا ہے۔</p>	
7.	<p>Choose any five correct answers from the brackets:</p> <p>Distribution of Marks: 5x1=05 (each correct answer has one mark).</p> <p>Correct answers:</p> <p>(i) هذه</p> <p>(ii) كبيرة</p> <p>(iii) مجتهدون</p> <p>(iv) المدرسة</p> <p>(v) على</p> <p>(vi) الأولاد</p> <p>(vii) قريب</p> <p>(viii) جلسا</p>	5x1=05
8.	<p>Translate any five of the following sentences into English:</p> <p>Distribution of Marks: 5x1=05 (each correct translation has one mark).</p> <p>Expected translation:</p> <p>(i) This school is big.</p> <p>(ii) He is a teacher.</p> <p>(iii) Are you thin?</p> <p>(iv) How are you?</p> <p>(v) These girls are going to the school.</p> <p>(vi) This is a pencil.</p> <p>(vii) The boy went out from the house.</p> <p>(viii) They are playing football. / They play football. / They will play football.</p>	5x1=05
9.	<p>Translate any five of the following sentences into Arabic:</p> <p>Distribution of Marks: 1x5=05 (each correct translation has one mark).</p> <p>Expected translation:</p> <p>(i) هذا ولد صالح.</p> <p>(ii) ما هذا؟ / ما هذه؟</p>	5x1=05

	(iii) هذا مستشفى (iv) من ذلك الرجل؟ (v) هو معلم جديد. (vi) هذه الكتب جديدة. (vii) أنت ذكي / أنت ذكية. (viii) اقرأ هذا الكتاب.	
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SECTION – D (40 Marks)
Literature – Prose & Poetry

10	<p>Translate any two of the following passages into English, Urdu or Hindi:</p> <p><u>Distribution of the marks:</u></p> <p>Accuracy in translation: 4+4=08</p> <p>Style: 1+1= 02</p> <p>Expected translation:</p> <p style="text-align: center;">(ألف) (A)</p> <p>Saeed and Nabeel went to Mohammad's house. Mohammad was waiting for Saeed. Mohammad became happy/ glad when he saw/met Saeed and welcomed him and he welcomed Nabeel also. All of them went to Mohammad's study room after they paid salaam/saluted to Mohammad's parents. All of them studied for two hours. Mohammad's Mother gave them sweets, fruits and milk etc. After that the three boys played in the garden of the house for a short time.</p> <p>سعید اور نبیل محمد کے گھر گئے۔ محمد سعید کے انتظار میں تھا۔ محمد، سعید کو دیکھ کر خوش ہوا اور اس کا استقبال کیا اور اس نے نبیل کو بھی خوش آمدید کہا۔ محمد کے والدین کو سلام پیش کرنے کے بعد سب لوگ محمد کے اسٹڈی روم میں چلے گئے۔ ان سب نے تقریباً دو گھنٹے تک مطالعہ کیا۔ محمد کی والدہ نے ان سب کو مٹھائیاں، پھل، دودھ وغیرہ پیش کیا۔ اس کے بعد تینوں نے تھوڑی دیر تک گھر کے پھولواڑی میں کھیل کود کیا۔</p> <p style="text-align: center;">(ب) (B)</p> <p>This is a school. There are teachers and students in it. There is a library, classrooms, a big ground for play and a laboratory. The school organizes sports and cultural activities from time to time. Every year on 29th October, is the school's foundation day, the school holds a lovely program. The students sat in their assigned seats, while the guests sat on the front chairs.</p> <p>یہ اسکول ہے۔ اس میں اساتذہ اور طلبہ موجود ہیں۔ یہاں ایک لائبریری، کلاس روم، کھیل کے لیے ایک بڑا سا گراؤنڈ اور ایک لیبارٹری ہے۔ اسکول وقتاً فوقتاً کھیلوں اور ثقافتی سرگرمیوں کا اہتمام کرتا ہے۔ ہر سال 29 اکتوبر کو اسکول کا یوم تاسیس منایا جاتا ہے، (اس مناسبت سے) اسکول ایک شاندار پروگرام منعقد کرتا ہے۔ طلباء اپنے اپنے متعین شدہ نشستوں پر بیٹھ گئے، جبکہ مہمان اگلی صفوں کی کرسیوں پر بیٹھے۔</p>	5x2=10
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	<p style="text-align: center;">(ج) (C)</p> <p>Shankar and Shyam study in the same school and same class. The internal test is held every month at the school. The students are habitual to write the exam every month. Shankar and Shyam entered the exam hall and sat in their seats, waiting for the question papers. The teacher entered the exam hall and distributed the question papers.</p> <p>شکر اور شیاں ایک ہی اسکول اور ایک ہی کلاس میں پڑھتے ہیں۔ داخلی امتحان اسکول ہی میں ہر مہینہ ہوتا ہے۔ طلباء ہر ماہ امتحان دینے کے عادی ہیں۔ شکر اور شیاں امتحان ہال میں داخل ہوئے اور اپنی نشستوں پر بیٹھ کر امتحان کے پرچوں کا انتظار کرنے لگے۔ استاد امتحان ہال میں داخل ہوئے اور پرچوں کو تقسیم کر دیا۔</p>	
11	<p>Read the passage (ج) of question No. 10 then answer any four of the following questions: Distribution of Marks: 4x2=08 (each correct answer has two marks). Expected answers:</p> <p>(i) یدرس شنکر و شیاں فی مدرستہ واحدہ۔ (ii) نعم، ہما یدرسان فی صف واحد۔ (iii) یجری الامتحان الداخی فی کل شہر۔ (iv) یحضر الطلاب فی الامتحان کل شہر۔ (v) نعم، شنکر و شیاں دخلا قاعة الامتحان۔ (vi) دخل الأستاذ قاعة الامتحان و وزع أوراق الأسئلة۔ (vii) جلس شنکر و شیاں فی قاعة الامتحان علی مقاعدہما۔</p>	4x2=08
12.	<p>Choose any four correct answers: Distribution of Marks: 1x4=04 (each correct answer has one mark). Correct Answers:</p> <p>I. (A) اسم لیت منصوب II. (D) اسم الإشارة III. (C) مفعول بہ IV. (A) ضمیر منفصل مرفوع V. (D) تثنیۃ مرفوع</p>	1x4=04
13.	<p>Explain any five of the following verses: المقتبس من قصيدة: "عصفور الجنة" لـ عبد الرحمن شكري</p> <p>Distribution of Marks (10+3+2=15) 10 marks for explanation or translation 3 marks for content's unity/sequence of idea. 2 marks for reference to the poem.</p> <p>Expected Explanation: This poem has been taken from the composition of Abdur-Rahman Shukri. The name of the poem is عصفور الجنة</p>	10+3+2=15

(1) أَلَا يَا طَائِرَ الْفِرْدَوْسِ قَلْبِي لَكَ بُسْتَانُ

Translation:

O, the bird of Paradise! My heart is a garden for you.

Explanation:

Paradise is the place for amazing gardens and beautiful birds. The birds love the trees in garden and forest to sing and enjoy. So, the poet is comparing his heart with garden calling the bird to come and sing.

(2) فَفِيهِ الزَّهْرُ وَالْمَاءُ وَفِيهِ الْغُصْنُ فَيَنَانُ

Translation:

The garden (heart of the poet) has water, flower and big branches.

Explanation:

Birds will come to the place where water, flowers and trees with large branches, large and spread out. So, the poet is telling that bird to come to his garden where will be everything.

فينان : Spread, big

(3) فَغَرَّدَ فِيهِ مَا شِئْتَ فَإِنَّ الْحُبَّ مِرْنَانُ

Translation:

So, you sing there as you wish; indeed, the love is Resonator.

Explanation:

The poet is telling the bird that he loves its song so whatever it sings his heart will like it and play music for it.

مرنان : Resonator

(4) وَفِيهِ مِنْكَ أَنْعَامٌ وَفِيهِ مِنْكَ أَلْحَانُ

Translation:

In it, there are tunes and melodies from you

Explanation:

The poet is telling the bird that there are tunes and melodies of the bird all around his garden.

أنغام: Tunes, ألحان: Melodies

(5) وَلِلْأَشْجَانِ أَوْتَارٌ وَنَايَاتٌ وَعِيدَانُ

Translation:

There are strings, flutes and lutes in the branches.

Explanation:

The poet is comparing branches of the trees (of the garden of his heart) with strings, flutes and lutes which will play music for bird's song.

شجن: Branch, وتر: String, نايه: Flute, عود: Lute.

(6) أَلَا يَا طَائِرَ الْفِرْدَوْسِ إِنَّ الشَّعْرَ وَجْدَانُ

Translation:

O, the bird of Paradise! Indeed, the poem is an emotion.

Explanation:

The poet is saying that poem is not mathematical or scientific thing to think, observe and write. Poem doesn't come through thinking but it comes from feeling.

وجدان: Emotion.

شاعر پرندے سے مخاطب ہو کر کہتا ہے، اے جنت سے آئے ہوئے خوشنما پرندے! تم کس خوبصورت باغ کی تلاش

	<p>میں ہو؟ آؤ، میرے قریب آؤ، میرے دل کے قریب آؤ، یہاں تمہارے لئے سب کچھ ہے۔ وہ خوبصورت باغ جس کی تلاش میں تم ہو وہ یہیں میرے دل میں ہے۔ یہاں پانی بھی ہے، پھول بھی ہیں، ٹہنیاں بھی ہیں، یہاں پر جس قدر چاہو چھجاؤ، خوشیوں بھرے گیت گاؤ، کیونکہ محبت جو کہ میرے دل میں تمہارے لیے ہے وہ اس بادل کی مانند ہے جو برستا رہتا ہے۔ میرے دل میں تمہیں نغمہ اور موسیقی بھی ملے گا، سر اور تال بھی ملے گا۔ اس باغ میں جو درخت دکھائی دے رہے ہیں ان سے تم اپنے نغمے کے لیے ساز بنا سکتے ہو، اس کی لکڑیوں سے تم عود اور سارنگی بنا کر جو راگ چاہو چھیڑ سکتے ہو۔ اے طائرِ بہشت، اے جنت کی چڑیا، غور سے سن لو! شعر میں بہت ہی سوز ہے نغمہ اور آہنگ ہے، اس لیے آؤ میرے پہلو میں بیٹھو اور میرے دل کے قریب ہو جاؤ۔</p>	
<p>14.</p>	<p>Write the central idea of any one of the following poems:</p> <p>(i) عید استقلال الہند. (ii) من حنایا الغریب. (iii) عصفور الجنة.</p> <p><u>Distribution of Marks:</u> (2+1=03) 2 marks for content's unity/sequence of idea. 1 mark for Style of expression. Expected answer:</p> <p>عید استقلال الہند</p> <p>شاعر علی عبدالظاہر حسین اپنے اس قصیدہ میں ہندوستان کی آزادی کی مناسبت پر ہندوستانی عوام کی تعریف کرتا ہے کہ انہوں نے اپنے ملک کی آزادی کے لیے بے شمار قربانیاں دیں۔ مبارکباد پیش کرتے ہوئے ان کے صبر و عزم کی ستائش کرتا ہے کہ وہ ایک فاتح، آزاد اور باوقار قوم ہیں۔ انہوں نے اپنی محنت اور قربانیوں سے استعمار کے جبر سے ملک کو آزاد کرایا۔</p> <p>Theme of the Poem “Eid-e-Istiqlalil-Hind” (India's Independence Day) The poem expresses deep patriotism and celebrates India's Independence Day with pride and admiration. The poet begins by greeting the people of India as a peaceful nation and offers them respect and blessings. A major theme of the poem is struggle and sacrifice made by the people of India. It highlights how the people of India fought bravely with patience, determination, and courage. Despite hardships and difficulties, they faced challenges with a smile. Another important theme is freedom and honour. The poet proudly declares that India has become victorious, free, and dignified. Independence is shown not only as political freedom but also as self-respect and national pride. The poet describes India as a land of glorious history and great philosophers. It is presented as a cradle of civilization, knowledge, and philosophy that has contributed wisdom to the world. India is shown as a nation rich in culture, order, and noble traditions. A further theme is hope and progress after independence. The poet believes that independence has removed the darkness of slavery and brought light, dignity, and self-respect. At the end the poet admires Mahatama Gandhi, the great freedom fighter and remembers his patience, struggle, sacrifice and painful constant fasting for the freedom of India, that's why we salute him every year with a great respect and appreciation.</p>	<p>1x3=03</p>

من حنایا الغریب

قصیدہ "من حنایا الغریب" جس کے شاعر عمریجی ہیں کامرکزی خیال ہندوستانی معاشرے میں پائے جانے والے سماجی تفاوت اور غریب عوام کی بد حالی کو بیان کرنا ہے۔ شاعر غریبوں کی محرومیوں اور امیروں کی آسائشوں کا تقابل پیش کرتا ہے اور دکھاتا ہے کہ کس طرح نادار لوگ مشکلات میں زندگی گزارتے ہیں۔ اس قصیدے میں ہمدردی، درد مندی اور اصلاح معاشرہ کا جذبہ نمایاں ہے۔

Inner Feelings of a Stranger

At the stroke of the midnight hour, when the world was sleeping, India awoke to life and freedom. Independence of the nation gave ray of hope to people. After a long struggle for freedom, their dream to live with dignity was finally realised. However, with passage of time, it was realised that only small section of society managed to enjoy the fruits of prosperity millions of others got deprived of the basic necessities of life and their dreams got shattered. So the poet here wants us to pay attention to the poverty, inequality and harsh conditions of teeming millions of our nation.

عصفور الجنة

قصیدہ عصفور الجنة از عبدالرحمن شکری کامرکزی خیال ایک خوبصورت پرندے کے ذریعے حسن فطرت، پاکیزگی اور روحانی مسرت کو بیان کرنا ہے۔ شاعر پرندے کو خوشی، آزادی اور بلند خیالات کی علامت بناتا ہے اور اس کے نعموں میں انسانی دل کی آرزوؤں اور روحانی سکون کی جھلک دکھاتا ہے۔

The poem “Uşfoor al-Jannah” (Bird of Paradise) written by Abdul Rahman Shukri describes a beautiful bird of paradise that symbolizes freedom, beauty, and happiness. The poet admires the bird’s colorful feathers and sweet voice. Through the bird, the poet reminds us to appreciate the beauty of nature and the blessings given by Allah. The poem also encourages people to live freely, peacefully, and gratefully, just like the bird that flies happily in the sky.
