From behind the curtain: a study of girls' madrasa in India
Winkelmann, M.

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Appendices
APPENDIX I

1. Translated admission papers of the Madrasatul Niswan (2001)

Family data
- Educational standard (talimi liaqat)
- Character certificate
- Caste (qaumiat)
- School of thought, sect (madhab)
- Nationality
- Parents — orphans
- Age — birth certificate
- Father’s name and educational background
- Father’s occupation and annual income
- Fax, cell phone numbers, and email
- Signature of the guardian (sarparast)

Rules and regulations
- The student must attend all classes (at least 75% attendance to pass unless she has been ill)
- If the student has to go out, permission of the head teacher and the hostel warden has to be asked
- Students must always wear the school uniform during class hours
- The students must remember that the Jamia is a centre of morality (ikhlaq)
- The aim of the Jamia is the reform (islah) of the morality (ikhlaq) and actions (amal)
- The students’ behaviour should be in accordance with the shariah
- The students’ clothes should be in accordance with Islam
- Purdah is to be observed at all times

Holidays
- Besides the regular holidays, fifteen days of extra holidays can be granted with permission of the Manager
- Students who go to fairs (melas), cinemas, or other places of entertainment will be expelled from the Jamia
- The students are strictly prohibited to wear jewellery (zewar)
- The students must observe the obligatory rituals (ibadat)
- The students have to attend the daily gathering (majlis) on the Virtues of Everyday Actions (Fazail-e-Amal)
- The students must fully respect the teachers, founders, and ulama behind the Jamia
- The students must stay away from trial (fitna) at all times
- Three rounds of exams are held per year, plus one annual exam

**Student's pledge**

I promise that I shall observe the rules and regulations and that I shall study with great dedication and that I shall stay away from those things that are a waste of time and that I shall never display any immoral behaviour. I promise that I shall dedicate twenty four hours a day to studies in accordance with the timetable of the Jamia and that I shall obey the command of those in charge of the Jamia and accept any punishment if I break any of the rules and regulations.

**Scholarships**

For poor students, the Jamia offers scholarships for those who have 80% attendance or more and reach at least 60% of the full marks during exams.

**Contact with parents**

During set timings, parents are allowed and encouraged to call the Jamia to inquire about the student's progress. The student is allowed to speak on the phone for three minutes. On the first Thursday of every month, the students can go home to visit their parents. When they are picked up from the Jamia, the students must be accompanied by a mahrem man whose photo is with the Jamia. A woman cannot fulfil that function. A student cannot meet a ghair mahrem man, even if he is a close relative of hers. One can come and meet the students on Thursdays after 12pm and on Fridays from 9-12am. Parents are expected to check with the Jamia regularly about the student's advancement and regarding possible problems. After every round of exams, there is a meeting for the parents/guardians, during which the students display their aptitude.
The father also has to promise to abide by the rules and regulations as laid out above. Finally, there is a recommendation of the Jamia committee, deciding which class to send the girl to.
Translated curriculum of the Madrasatul Niswan

‘Under the Supervision of Mohammad Rabey Hasani Nadwi (Secretary General of the Darul Ulum Nadwatul Ulama, Lucknow)

Preparatory, Primary, and Senior Secondary Education
The curriculum for primary, secondary, and higher learning is in accordance with the Kulliat Usul ul-Din (Faculty of Theology), Kulliat ul-Adab (Faculty of Arts), and the Mahad ud-Dawah (Institution of Dawah).

Establishment of institutions and faculties:
1. Nursery School
2. Primary School
3. Secondary School
4. Faculty of Teacher’s Training

Besides Islamic studies with emphasis on tafsir and ahadith, modern sciences are also taught in the Madrasatul Niswan.

Al-Sanat-ul-Idadia
Preparatory Year (Arabic class)

Quran recitation and memorization

1. Memorization of Surah Al-Qaria to Al-Nas
   Al-Tajwid and Al-Qirat
2. The entire Holy Quran
3. Rehmani Arabic Qaida

Daily Routine:
Memorization of Dua e-Mathura;
   supplications are recited in daily prayers
   and at different times during day and night.

Islamic Upbringing:
1. Memorization of the fundamentals of prayer
   (namaz); its conditions, bathing, ablution,
   and other Islamic fundamentals
2. Training in stitching and cooking, etc.

Arabic:
Miftahul-Quran (Part I-II)

Urdu:
1. Rehmani Urdu Qaida
2. Urdu Zuban (Part I-II) by Muhammad Ismail Merthi

3. Reading, writing, dictation and letter writing are taught

English:
Al-Qalam Islamic Primer

Mathematics:
1. Memorization of Urdu tables
2. Multiplication

Home Science:
Respect for teachers and author, regard for books, classroom, and discipline are taught

Remark:
Weekly Urdu Al-Nadi is held on Thursday under the supervision of female teachers

Al-Sanat-ul-Ibtidaiah
Primary Class (Pre-Senior Secondary School)

Al-Tajwid and Al-Qirat:
1. Memorization of tajwid from Moin-ut-Tajwid along with its basic grammar
2. Memorization of Surah Al-Fil to Al-Nas

Daily Routine:
Memorization of Dua e-Mathura, narrated by Prophet Muhammad for different times of day and night from Masnun Duain by Muhammad Ashique Ilahi Buland Shahri. Besides, the students also learn about Islamic etiquette.

Islamic Upbringing:
1. Ladkion ka Islami Course (Part I-V) by Sheikh Maqbul-ur-Rehman Bijnori
2. Dini Talim ka Risala
3. Students are trained in stitching, cooking, etc.

Islamic law (Al-Fiqh):
1. Bahashti Samar (Part I-II)
2. Talimul Islam by Mufti Muhammad Kifayatullah Dehlavi

History (Al-Tarikh):
Tarikh ul-Islam (Part III) by Mufti Muhammad Miyan Dehlavi

Arabic:
1. Rehmani Qaida Arabic
2. Miftahul Quran (Part I-III)
3. Arabic Sifwatul Masadir. Memorization of names of days, months, and years in Arabic.
<table>
<thead>
<tr>
<th>Subject</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urdu:</td>
<td>The teacher selects a book as per ability of the students.</td>
</tr>
<tr>
<td>English:</td>
<td>The teacher selects a book as per ability of the students.</td>
</tr>
<tr>
<td>Mathematics:</td>
<td>The teacher selects a book as per ability of the students.</td>
</tr>
<tr>
<td>Home Science:</td>
<td>Respect of teachers and author, regard for books, classroom, and discipline are taught.</td>
</tr>
<tr>
<td>Remark:</td>
<td>Weekly Urdu Al-Nadi is held on Thursday under the supervision of female teachers</td>
</tr>
</tbody>
</table>

**Al-Sanat-ul-Ula al-Alia**

1st Year of Senior Secondary

*Al-Tajwid and Al-Qirat:* 1. The Holy Quran is taught with tajwid and basic grammar. The teacher recommends the grammar book.

2. Memorization of *Surah Al-Zoha* to *Al-Adiyat Taqwiat ul-Iman*

*Dogmatics (Al-Aqidah):* Memorization of *Dua e-Mathura* – narrated by Prophet Muhammad for different times of day and night from *Masnun Duain* by Muhammad Aashique Ilaahi Buland Shahri.

*Daily Routine:* 1. *Khawatein aur din ki khidmat* by Maulana Abul Hasan Ali Nadwi (for study)

2. Training in stitching, cooking, etc.

2. *Bihishti Zewar* (selected lessons)


2. *Minhaj ul-Arabia* (Part II-III)

3. *Qisasun Nabiyin* (Part II-III)

4. *Al-Tamrin Al-Takallum bil-Lughati Arabia*

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APPENDIX II

5. Memorization of Sifwatul Masadir
6. Qismul Masadir
7. Miftah ul-Quran (Part III-IV)

Arabic Essay:
1. Translation and essay writing
2. Arbi Ka Muallim (Part I-II)
3. Muallim ul-Insha (Part I)

Grammar (Al-Sarf):
Ilm ul-Sarf al-Awwal by Mushtaque Ahmad
Jarthawli (Tamrin ul-Sarf for study and exercise)

Syntax (Al-Nahw):
Ilm un-Nahw by Mushtaque Ahmad
Jarthawli (Tamrin un-Nauh for study and exercise)

Urdu:
Dini Talim Ka Risala (Parts I-XI) by Muhammad Miyan Dehlavi

English:
The teacher selects a book as per ability of the students

Mathematics:
The teacher selects a book as per ability of the students

Remark:
Weekly Arabic and Urdu Al-Nadi is held on Thursday under the supervision of female teachers

Al-Sanat-al-Sania al-Alia
2nd Year of Senior Secondary

Al-Tajwid and Al-Qirat:
1. Tashil ut-Tajwid by Qari Muhammad Siddique Bandwi
2. Al-Tamrin bit-Tajwid wal Hadar

Exegesis (Al-Tafsir):
Tarjamatul Quran and its commentary (Part I-XV) along with exercises in grammar and syntax

AI-Aqidah:
Taqwiat ul-Iman

Prophetic traditions (Al-Hadith):
Tahzib ul-Akhlaque

AI-Fiqh:
1. Nur ul-Izah
2. Quduri (Kitab ul-Boyu)

Usul al-Fiqh:
1. Tashil ul-Usul
2. Usul al-Shashi

Rhetoric (Al-Balaghat):
Tashil al-Balaqghah
## Al-Sanah al-Salisa al-Alia

**3rd Year of Senior Secondary**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Content</th>
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<tbody>
<tr>
<td><strong>Al-Tafsir</strong></td>
<td><em>Tarjamatul Quran</em> (Para 16-30) and its commentary with exercise of <em>Al-Sarf</em> and <em>Al-Nahw</em></td>
</tr>
<tr>
<td><strong>Al-Aqidah</strong></td>
<td><em>Al-Aqidat-ul-Hasanah</em></td>
</tr>
<tr>
<td><strong>Al-Hadith</strong></td>
<td>1. Selected chapters from <em>Mishkat ul-Masabih</em></td>
</tr>
<tr>
<td></td>
<td>2. <em>Hayat us-Sahaba</em> (Part I)</td>
</tr>
<tr>
<td><strong>Usul Al-Fiqh</strong></td>
<td><em>Nur ul-Anwar</em></td>
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<tr>
<td><strong>Arabic Literature</strong></td>
<td>1. <em>Qisas un-Nabeyin</em> (Part IV)</td>
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<tr>
<td></td>
<td>2. Mansurat</td>
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<tr>
<td><strong>Al-Insha</strong></td>
<td>1. <em>Arbi ka Maollim</em> (Part IV)</td>
</tr>
<tr>
<td></td>
<td>2. <em>Al-Tamrin at-Takkallum bil-Lughatil Arabia</em></td>
</tr>
<tr>
<td><strong>Upbringing</strong></td>
<td>Stitching, embroidery, and cooking are taught</td>
</tr>
</tbody>
</table>

1.. Lisan ul-Quran; Juzan Mukhtar ul-Mohalemin wal Moallimat  
2. Mihtahul Quran (Part V)  
3. Qisassun-Nabiyin (Part III)  

**Al-Insha:**  
1. *Arbi ka muallim* (Part III)  
2. *Al-Tamrin at-Takallum bil-Lughatil Arabia*  
3. *Muallim ul-Insha* (Part II)  

**Islamic Upbringing:**  
1. Training in stitching, cooking, etc.  
2. Students are also trained in Islamic etiquette  

**Daily Routine:**  
Drill of daily routine on Islamic foundations  

**Al-Tarikh:**  
*Tarikh ul-Islam wa-Sirat un-Nabawiah* (for study)  

**Al-Sirah:**  
*Sirat un-Nabi* by Allama Shibli Nomani  
(Part I-II for study)  

**Al-Sarf:**  
*Kitab us-Sarf* by Abdur Rehman Amritsari  
(for study)  

**Al-Nahw:**  
*Tashil Hidayat un-Nauh*  

**English:**  
The teacher selects the chapters from the books  

**Remark:**  
Urdu and Arabic *Al-Nadi* is held on Thursday under the supervision of teachers
Al-Tajwid and Al-Qirat: Revision of Tashil ut-Tajwid along with Tajwid and Hadar

Daily Routine: Teacher selects matter
Al-Tariikh: Teacher selects chapters
Al-Sirah: Sirat un-Nabi by Allama Shibli Nomani (Part III-IV for study)
Al-Sarf: IIm us-Sigha by Sheikh Muhammad Rafi Usmani
Al-Nahw: Al Nahw ul-Wazeha (Part I-III)
Rhetoric (Al-Balaghat): 1. Dorus ul-Balaghah
2. Al-Balaghat ul-Wazeha

English: The teacher selects chapters from the book
Remark: Urdu and Arabic Al-Nadi on Thursday is organized under the supervision of teachers

Al-Sanah al-Rabia al-Alia
4th Year of Senior Secondary

Al-Tajwid and Al-Qirat: The teacher chooses chapters from selected Surahs
Al-Tafsir: Al-Jalalain (Part I-II)
Usul ut-Tafsir: Al-Fauz ul-Kabir fi Usul ut-Tafsir
Al-Aqidah: Risalatu Tawhid and Al-Aqidat ut-Tahawia or summary of Al-Aqidat ut-Tahawia
Al-Hadith: Selected chapters from Mishkat ul-Masabih
Usul ul-Hadith: Moqaddama Tanqih ul-Lamat by Abdul Haque Mohaddis Dehlavi
Al-Fiqh: Hidaya Awwalain
Al-Mirath: 1. Tashil ul-Faraedh fil-Mirath
2. Seraji

Arabic Literature: Mukhtarat (Part I)
Upbringing: Students are trained in stitching, embroidery, and cooking
Daily Routine: The teacher selects a chapter from a recommended book
Al-Tariikh: The teacher chooses a chapter from a book
Al-Sirah: 1. Sirat un-Nabi by Allama Shibli Nomani
2. The teacher selects chapter for study
**Al-Nahw:**

*Al-Nahw ul-Wazeha al-Thaniwia*

(Part I-II-III for study)

**English:**

The teacher selects a chapter from a prescribed book

**Remark:**

1. Children are taught astronomy, so that they may find out namaz timings and the qibla (direction of prayer)
2. Urdu and Arabic *Al-Nadi* is held on Thursday under the supervision of teachers

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**Al-Sanah al-Khamisah al-Alia**

5th Year of Senior Secondary

**Al-Tafsir:**

*Maarif ul-Quran*

**Al-Hadith:**

1. *Sahih ul-Bukhari*
2. *Sahih ul-Muslim*
3. *Sunan al-Nasai*
4. *Sunan Abi Daud*
5. *Al-Jame ut-Tirmidhi*
6. *Sunan Ibn Majah*
7. *Sharh Mani al-Asar lit-Tahawi*
8. *Al-Moatta lil-Imam Malik*
9. *Al-Moatta lil-Imam Mohammad*
10. *Al-Shamail lit-Tirmidhi*

**Al-Tarikh:**

*Tarikh Dawat o-Azimat* (for study)

**Remark:**

Weekly Urdu and Arabic *Al-Nadi* on Thursday is held under the supervision of teachers

Further, daily reading of the *Fazail-e-Amal* is prescribed for the entire duration of the course.
III The current dars-e-nizami

Exegesis (tafsir)

Tafsir al-Jalalain
Anwar al-tanzil
Al-Kashshaf an Haqaiq al-Tanzil

Methods of exegesis (usul al-tafsir)

Fauz al-kabir fi usul al-tafsir

Methods of Prophetic traditions

Sharh Nukhbat al-Fikr

Hadith

Al-Bukhari
Muslim
Al-Muwatta
Al-Tirmidhi
Abu Daud
Al-Nasai
Ibn Majah
Masabih al-sunnah

Islamic law (fiqh)

Sharh Wiqaya
Al-Hidaya
Khulasa Kaidani
Kitab Muniyat al-Musalli wa Ghuniyat al-Mubtadi
Nur al-idah ilkh
Mukhtasar al-Quduri
Kanz al-Daqiq
Al-Fara'id al-sirajiya

Basis of Islamic law (usul al-fiqh)

Nur al-anwar
Al-Tawdih fi hall jawamid al-Tanqih
Al-Talwih ila kashf haqaiq al Tanqih
Musallam al-Thubut
Husami al-Muntakhab fi Usul al-Madhab
Usul al-shashi

Grammar (sarf)

Mizan al-sarf
Munshaib
Sarf-e Mir

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'FROM BEHIND THE CURTAIN'

Panj Ganj
Dastur al-mubtadi
Ilm al-Sigha
Fusul-e Akbari
Zarawi or Uthmaniya
Al-Tasrif al-Zanjani or Al-Tasrif al-Izzi
Sarf Bahai
Marah al-Arwhah

Syntax (nahw)

Nahw-e Mir
Kitab al-Awamil al-Miat or Miat amil
Sharh Miat amil
Hidayat al-nahw
Al-Kafiya fil nahw
Al-Fawaid al-diyaiya or Sharh Jami
Tashil al-Kafiya
Hashiya Sharh Jami

Literature

Nafahat al-yaman
Sab muallaqat
Diwan al-Mutanabbi
Maqamat al-Hariri
Al-Hamasa
Mufid al-talibin
Nafahat al-Arab

Logic

Al-Risala al Sughra fil mantiq
Al-Risala al Kubra fil mantiq
Kitab al-Isaghuji
Mirqat
Mizan al-Manqiq
Tahdhib fi ilm al-mantiq
Sharh al-Risala al-Shamsiya or Qutbi
Mir Qutbi
Sharh Sullam al-Ulum or Mulla Hasan
Sharh Sullam Hamd Ullah
Sharh Sullam Qadi Mubarak or al-Munhiya
Al-Hashiya al-Zahidiya al-Qutbiya called Risala Mir Zahid
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<tr>
<td>Philosophy</td>
<td>Sharh Hidayat al-Hikmat or Maybudhi</td>
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<td>Sadra</td>
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<td>Shams Bazigha</td>
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<td>Al-Hidaya al-saidiya</td>
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<td>Theology</td>
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<td>Al-Hashiya ala Sharh al-Aqaid or Khayali</td>
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<td>Hashiya ala I-Umur al-amma min Sharh al-Mawaqif called Mir Zahid</td>
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<td>Sharh Mawaqif or Sharh al-Izzi</td>
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<td>Khulasat al-Hisab</td>
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<td>Tasrih fi Tashrih al-Aflak</td>
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<td>Sharh Chaghmini</td>
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<td>Metrics</td>
<td>Arud al-miftah</td>
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<td>Rhetoric</td>
<td>Mukhtasar al-Maani</td>
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<td>Talkhis al-Miftah</td>
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<td>Debate</td>
<td>Al-Adab al-Rashidiya fi ilm al-munazara</td>
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IV Interview Questions

The following questions were used as guidelines for the interviews and informal conversations that took place during fieldwork. The respondent groups to the questions were:

- Students in girls’ madrasas
- Teachers in girls’ madrasas
- Students’ and teachers’ families
- Founders of girls’ madrasas
- People otherwise involved in madrasa education for girls
- People referred to as ‘marginal cases’, such as visiting friends of teachers and students

**Students/Teachers**
- Did a female relative of yours studied in a madrasa?
- Did a male relative of yours studied in a madrasa?
- Where were you born?
- What kind of work does your father do?
- How did you find out about this particular madrasa?
- Did you go to school before you began to study in this madrasa?
- Was it your wish to study/teach in this madrasa?
- When you visit your family’s home, do people treat you differently because you study/teach in a madrasa?
- Has anyone outside the madrasa ever asked your opinion on an Islamic matter?
- Do you travel to do dawah/tabligh? If not, would you like to do so? If so, how do you travel?
- How do you pass time during vacations at home?
- What do you think about cinema, movies, and popular music?
- Which festivals does your family celebrate?
- Do you attend prayers or meetings in a mosque?
- What would you like to do after you graduate?
- Are you married? Would you like to get married?
- What constitutes a good husband or a good wife?
- Did you observe purdah prior to enrolment in this madrasa?
- Will you continue to do so after you graduate?
Would you like for your daughter to observe purdah in the same way?

In addition to the above, the teachers were asked the following questions:

- Did you work prior to taking up teaching in this madrasa?
- Did you ever think of pursuing any other profession?
- What is your qualification?
- What would you like your students to do after they graduate?

**Families**
- How did you find out about this madrasa?
- Has any male or female relative of yours studied in a madrasa?
- Do you recall any of your female relatives being taught about Islam at home?
- Were any of your relatives involved in the establishment of this madrasa?
- Has your relative's studying/teaching in this madrasa affected your family life?
- What would you like your relative to do after she graduates?
- Do you think your relative would in turn encourage her daughter to study in a madrasa?
- How do you feel about women doing dawah/tabligh? What precautions would you like your relative to take if she went travelling?

**Founders**
- Did you graduate from a madrasa? If so, which madrasa did you graduate from?
- What made you think of establishing a girls' madrasa?
- Did this idea find support from the outset?
- How did you try to convince people in your surroundings that a girls' madrasa was needed?
- How is the madrasa funded?
- Who determines the curriculum taught in this madrasa?
- What would you like your students to do after they graduate?
V List of girls’ Madrasas in Delhi

Secondary level girls’ madrasas
- Madrasatul Niswan, Nizamuddin
- Jamiatul Banaath, Okhla
- Jamiatus Salehat, Old City
- Madrasa Aminiya Islamia, Old City
- Madrasatul Banaath, Old City
- Qaumi Madrasa Niswan, Old City
- Madrasa Rahimia, Old City (has a girls’ section)

Madrasas with a ‘dual curriculum’
- Khadijatul Kubra, Okhla
- Aminia School, Old City (established in the early 1920s by Maulana Mohammad Amin, now run by the great-granddaughter of Urdu writer Nazeer Ahmad)
- Zohra Girls’ School, Old City (established in 1983 by the Qaum-e-Punjabian, around 200 students from I-X Standard, not recognized because of dual curriculum, building given as donation by the lady who lived in that house after she died, as she used to teach the Quran to girls in her neighbourhood)
- Madrasatul Iqrah, Old City (recently established, was said to teach a maulvi course for girls)
VI Overview map of India
VII Glossary

Amal
action

Adab
synonymous with etiquette, manners, or value education in the case of lessons in adab as held in the madrasa

Ahl-e-kitab
lit. transl. people of the book; denoting the followers of the Abrahamic faiths, viz. Judaism, Christianity, and Islam

Alim/alima; pl. ulama/alimat
m./f. scholar of Islam

Amir (Tablighi Jamaat)
highest position in the hierarchy of the Tablighi Jamaat

Anjuman
voluntary association

Ansari
(1) 'Helpers'; i.e. those who welcomed the Prophet and his followers in Medina; (2) low-caste converts to Islam from the north Indian caste of weavers

Aqidah
dogmatics; list of beliefs

Badi appa
lit. transl. 'big elder sister'; respectful address used for the Principal of the Jamiatul Banaath

Bahu
daughter-in-law

Balaghat
rhetoric

Basti
settlement

Bayan
lecture

Bazaar
market

Burqa
ankle length manteau worn by women living in purdah when venturing outside the home

Chhote log/ham log/voh log
lit. transl. small people/we/they

Dargah
Sufi shrine erected around the grave of a holy man, where people of different faiths worship; also associated with miracles such as healings of barren women and mentally challenged people

Dars-e-nizami
standardized eighteenth century → madrasa curriculum of Mulla Nizamuddin Sahalvi

Dawah
call to faith; i.e. missionary work

Dervish
lit. meaning 'one who sits in a doorway'; term used for the dedicated Sufi 'monk'

Dhimmi
non-Muslim living in an Islamic environment for whom special laws are applicable

Din/dini/diniat
faith/matters pertaining to faith
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dini talim</td>
<td>religious education</td>
</tr>
<tr>
<td>Diwali</td>
<td>annual Hindu festival of lights, celebrated to welcome Lakshmi, the goddess of wealth and prosperity</td>
</tr>
<tr>
<td>Diya</td>
<td>traditionally small earthen oil lamp lit on the occasion of → diwali</td>
</tr>
<tr>
<td>Duniyavi</td>
<td>transl. as matters pertaining to the world or worldly, secular</td>
</tr>
<tr>
<td>Dupatta</td>
<td>long scarf completing the → salwar kameez; used for various purposes, such as covering the bosom, the head, carrying a baby in a sling, or used as a baby hammock</td>
</tr>
<tr>
<td>Eid-ul-Adha; Eid-ul-Fitr</td>
<td>Islamic festivals marking the end of the month of → ramzan and the commemoration of the Abrahamic sacrifice respectively</td>
</tr>
<tr>
<td>Farz a liyan</td>
<td>positive obligation</td>
</tr>
<tr>
<td>Farz kifayah</td>
<td>sufficiency obligation</td>
</tr>
<tr>
<td>Fatwa/fatawa</td>
<td>sg./pl. legal decree</td>
</tr>
<tr>
<td>Fazail</td>
<td>virtues</td>
</tr>
<tr>
<td>Filmi</td>
<td>matters pertaining to Bollywood films, such as music and gossip about actors</td>
</tr>
<tr>
<td>Fiqh</td>
<td>jurisprudence; Islamic Science of law and its commentaries</td>
</tr>
<tr>
<td>Firangi</td>
<td>foreigner</td>
</tr>
<tr>
<td>Fitnah</td>
<td>trial</td>
</tr>
<tr>
<td>Gali</td>
<td>alley</td>
</tr>
<tr>
<td>Ghair mahrem</td>
<td>denotes a man whom a girl could marry in theory, in whose company the girl should veil or whose company is even forbidden for her</td>
</tr>
<tr>
<td>Guru</td>
<td>teacher</td>
</tr>
<tr>
<td>Hadith/ahadith/muhadditha</td>
<td>sg./pl. traditions of the Prophet of Islam; a woman recounting such collections of traditions</td>
</tr>
<tr>
<td>Hajj</td>
<td>pilgrimage to Mecca; one of the five Pillars of Islam</td>
</tr>
<tr>
<td>Halal</td>
<td>something permitted by Islamic law</td>
</tr>
<tr>
<td>Haram</td>
<td>something forbidden by Islamic law</td>
</tr>
<tr>
<td>Haveli</td>
<td>mansion, the rooms of which characteristically open toward a spacious courtyard</td>
</tr>
<tr>
<td>Hijab</td>
<td>veil</td>
</tr>
<tr>
<td>Hindutva</td>
<td>fundamentalist Hindu politics</td>
</tr>
</tbody>
</table>
Ijaza
lit. permission; also the diploma obtained by a teacher with whom one has studied a particular book or subject to the teacher’s satisfaction, who in turn gives his or her ijaza to the student to teach this book or subject

Ijtihad
contested concept implying that after acquiring the required knowledge, one is authorized to deduce rules of Islamic law through juristic reasoning

Ikhlaq
morality

Ilm
knowledge

Ilm mahmood
praiseworthy knowledge

Ilm mazmoom
blameworthy knowledge

Islah
reform

Isnad
authoritative chain of narrators of → ahadith or Prophetic traditions

Jamaat
lit. transl. gathering

Jamia
university

Jihad
concept denoting the ‘Holy War’, interpreted as both the external war against non-Muslim unbelievers waged if and when circumstances so require, as well as the inner war to overcome one’s shortcomings

Kaaba
holiest place of worship in Islam situated in Mecca; lit. ‘cube’, due to its cubical structure

Kafir/kafirun
sg./pl. unbeliever

Kalimah
Islamic profession of faith; one of the five Pillars of Islam

Kebab
meat dish, the most popular form of which is seasoned minced meat grilled on a skewer

Khanqah
Persian for house or abode of Sufis and → dervishes; Sufi order

Kuji
itch (Hindi)

Kurta pajama
male dress consisting of long trousers (pajama) and a straight knee length shirt (kurta)

Madhab/madhahib
sg./pl. system of → fiqh; also rendered as sect, school of thought

Madrasa
Islamic seminary; derived from the Arabic root ‘dars’, which means lesson, and hence the madrasa is the place where the lesson is held, thus denoting the school in general
<table>
<thead>
<tr>
<th>Term</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mahr</td>
<td>dowry</td>
</tr>
<tr>
<td>Mahrem</td>
<td>A man forbidden for a woman in marriage, who then is assigned the role of guardian over her, prior to her marriage</td>
</tr>
<tr>
<td>Maktab/makatib</td>
<td>sg./pl. Islamic primary school wherein mainly reading Arabic and reciting the Quran are taught</td>
</tr>
<tr>
<td>Markaz</td>
<td>centre</td>
</tr>
<tr>
<td>Masail</td>
<td>questions pertaining to Islamic law</td>
</tr>
<tr>
<td>Masjid</td>
<td>mosque</td>
</tr>
<tr>
<td>Mehendi</td>
<td>henna; used as a paste to decorate women's hands and feet on festive occasions, especially weddings, and for dying one's hair or beard</td>
</tr>
<tr>
<td>Millat/milli</td>
<td>community/matters pertaining to the community</td>
</tr>
<tr>
<td>Mufti</td>
<td>scholar of Islamic law authorized to issue → fatawa</td>
</tr>
<tr>
<td>Naat</td>
<td>Islamic Urdu poetry</td>
</tr>
<tr>
<td>Nahw</td>
<td>syntax</td>
</tr>
<tr>
<td>Namaskar</td>
<td>formula of polite greeting among Hindus</td>
</tr>
<tr>
<td>Nazim</td>
<td>Manager</td>
</tr>
<tr>
<td>Niqab</td>
<td>face veil</td>
</tr>
<tr>
<td>Pan</td>
<td>mixture of aracea nut, chutney, and condiments wrapped in a betel leaf</td>
</tr>
<tr>
<td>Parantha</td>
<td>fried bread, either with filling or plain, eaten as a side dish</td>
</tr>
<tr>
<td>Purdah</td>
<td>concept denoting both female segregation and donning 'modest dress', i.e. the → burqa or manteau and veil</td>
</tr>
<tr>
<td>Qaum</td>
<td>caste</td>
</tr>
<tr>
<td>Qawwali</td>
<td>devotional music of the Sufis and → dervishes</td>
</tr>
<tr>
<td>Radd</td>
<td>Islamic texts in which 'alien' philosophies are refuted</td>
</tr>
<tr>
<td>Rakshabandhana</td>
<td>annual Hindu festival on the occasion of which sisters are supposed to give gifts and tie strings or bracelets around their brothers' wrists and bless them, for which they in turn receive gifts, thus ensuring their good-will for the next year</td>
</tr>
<tr>
<td>Ramzan</td>
<td>month of fast; one of the five Pillars of Islam</td>
</tr>
<tr>
<td>Saas</td>
<td>mother-in-law</td>
</tr>
<tr>
<td>Sahaba</td>
<td>Companions of the Prophet</td>
</tr>
<tr>
<td>Term</td>
<td>Translation/Definition</td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Salwar kameez</td>
<td>female dress consisting of loose trousers (salwar) and a long blouse (kameez or kurta)</td>
</tr>
<tr>
<td>Sarf</td>
<td>grammar</td>
</tr>
<tr>
<td>Shariah</td>
<td>Islamic law</td>
</tr>
<tr>
<td>Sirah</td>
<td>biography</td>
</tr>
<tr>
<td>Subhan allah</td>
<td>transl. all glory be to God</td>
</tr>
<tr>
<td>Sufi/tasawwuf</td>
<td>mystical tradition and practice</td>
</tr>
<tr>
<td>Sunnah</td>
<td>traditions on the practice of the Prophet</td>
</tr>
<tr>
<td>Tabligh/tablighi</td>
<td>preaching or propagation of Islam/matters pertaining to such activities of preaching</td>
</tr>
<tr>
<td>Tafsir</td>
<td>Quranic exegesis</td>
</tr>
<tr>
<td>Taqlid</td>
<td>adherence to one of the schools of Islamic law or → madhaib</td>
</tr>
<tr>
<td>Tarana</td>
<td>anthem</td>
</tr>
<tr>
<td>Tarikh</td>
<td>history</td>
</tr>
<tr>
<td>Tawhid</td>
<td>concept denoting the unity of God</td>
</tr>
<tr>
<td>Ummah</td>
<td>universal Muslim community</td>
</tr>
<tr>
<td>Vina</td>
<td>lute</td>
</tr>
<tr>
<td>Wahy</td>
<td>revelation</td>
</tr>
<tr>
<td>Wala</td>
<td>transl. as support, love, help</td>
</tr>
<tr>
<td>Waqf/awqaf</td>
<td>sg./pl. endowment</td>
</tr>
<tr>
<td>Wudu</td>
<td>ritual ablutions</td>
</tr>
<tr>
<td>Zakat</td>
<td>alms; one of the five Pillars of Islam</td>
</tr>
<tr>
<td>Zenana</td>
<td>women's quarters of the house</td>
</tr>
</tbody>
</table>