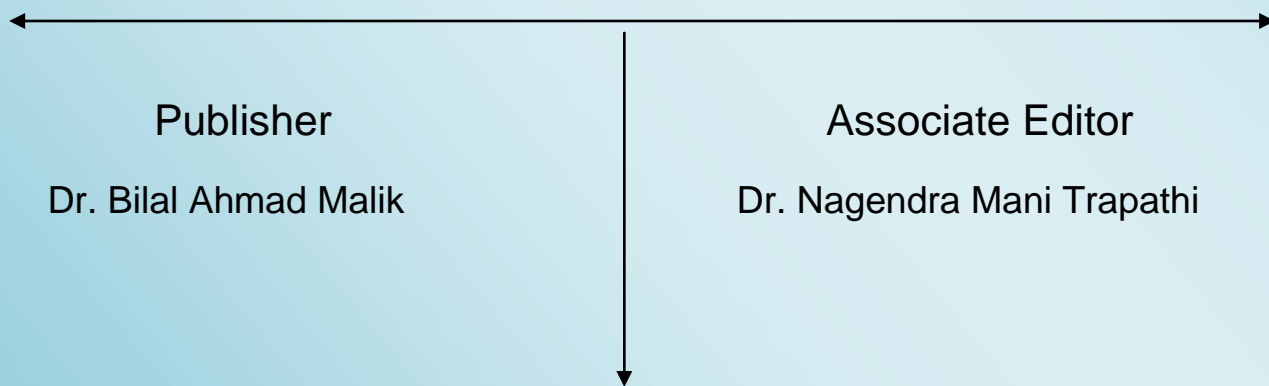


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WOMEN EDUCATION OF MUGHAL PERIOD (1526-1707) IN INDIA

DR. BIMAN MITRA*

*Assistant Professor in Education, Govt. Teachers' Training College, Malda.

ABSTRACT:

The Mughal period was an important chapter (1526-1707) in 650 years Muslim dynasty. The Mughal period, especially those of Akbar (1556-1605 A.D.), Jahangir (1605-628 A.D.) and Shah Jahan (1628-1658 A.D.) were the period of peace and prosperity. This helped the Mughal rulers for their creative works in education and culture. The Mughal rulers were patrons of education. No Muslim Government in India had a separate department for imparting education to the people till Babur entrusted his public works Department with the task of establishing schools and colleges and publishing gazette. Humayun had a passion for study. During his rule, astronomy and geography, the two branches of science made a considerable progress. Akbar's reign was marked by the growth of an extensive and sound system of education through schools and colleges. He set up many new colleges at Fathpur Sikri, Agra and other places. Akbar encouraged education of the harem girls for which he built a Zenana School in the palace. He took great interest in the education of the royal princes. Akbar stressed upon the practical side of education, and tried to make education effective and efficient. He introduced the study of medicine, history, geography, agriculture, economics, law, mathematics in higher studies curriculum. Jahangir paid special attention towards the welfare and education of women. Agra was a great centre of learning during the reign. Shah Jahan was himself a learned man and he respected the learned. He founded an Imperial College at Delhi and patronized female education. Aurangzeb took steps for the education of the princess in the harem. Aurangzeb was well educated. He was a very orthodox Muslim but he realized that education should be linked with vocation. On this point Akbar and Aurangzeb were of the same opinion. Aurangzeb gave liberal grants to poor children belonging to Muslim families. Women education existed during this period girls received their education at home or in the house of some teachers living in close proximity. Education amongst women class was not so common. Since the small girls did not observe Pardah (seclusion), therefore they sat with boys in elementary schools. Most of the girls would attend Maktab as it was customary. Some of learned royal ladies of the Mughal period were Gulban Begum, Noorjahan, Mamtaj, etc.

Key words: Muslim dynasty, Imperial college, Astronomy, Geography.

INTRODUCTION:

The Mughal period was an important chapter (1526-1707) in 650 years Muslim dynasty. The Mughal period, especially those of Akbar (1556-1605 A.D.), Jahangir (1605-628 A.D.) and Shah Jahan (1628-1658 A.D.) were the period of peace and prosperity. This helped the Mughal rulers for their creative works in education and culture. The Mughal rulers were patrons of education. No Muslim Government in India had a separate department for imparting education to the people till Babur entrusted his public works Department with the task of establishing schools and colleges and publishing gazette. Humayun had a passion for study. During his rule, astronomy and geography, the two branches of science made a considerable progress. Akbar's reign was marked by the growth of an extensive and sound system of education through schools and colleges. He set up many new colleges at Fathpur Sikri, Agra and other places. Akbar encouraged education of the harem girls for which he built a Zenana School in the palace. He took great interest in the education of the royal princes. Akbar stressed upon the practical side of education, and tried to make education effective and efficient. He introduced the study of medicine, history, geography, agriculture, economics, law, mathematics in higher studies curriculum. Jahangir paid special attention towards the welfare and education of women. Agra was a great centre of learning during the reign. Shah Jahan was himself a learned man and he respected the learned. He founded an Imperial College at Delhi and patronized female education. Aurangzeb took steps for the education of the princess in the harem. Aurangzeb was well educated. He was a very orthodox Muslim but he realized that education should be linked with vocation. On this point Akbar and Aurangzeb were of the same opinion. Aurangzeb gave liberal grants to poor children belonging to Muslim families. Women education existed during this period girls received their education at home or in the house of some teachers living in close proximity. Education amongst women class was not so common. Since the small girls did not observe Pardah (seclusion), therefore they sat with boys in elementary schools. Most of the girls would attend Maktab as it was customary. Some of learned royal ladies of the Mughal period were Gulban Begum, Noorjahan, Mamtaj, etc. The main theme of this research is to study the nature of women education in the Mughal period. Women's position in a society is an index of progress in any country of the world. In a society, women's role in social, economic, cultural, religion, political aspects, role in educational field and women's literacy rate is important for all round development of society. One of the important views of this study is to find out the conventions, rules, facilities and role of learned royal ladies in women education of the Mughal period. For these reasons the researcher selects the problem as a topic of research women education of Mughal period (1526-1707 A.D.) in India.

BACKGROUND OF THE STUDY

Indian history of Muslim dynasty divided into two parts –Sultani period (1206-1526) and Mughal period (1526-1707). Sultani period was the period of non development from the view of creativity. The Sultani period was barren period. The Mughal period is considered as a new era for Islamic and world history. Mughal period was influenced by modern civilization. In political system also Mughal period started a new age. Economic growth and cultural inspiration enhanced in state during Mughal period. Religion thought, painting, architecture and wealth made Indian culture a new from during Mughal period. Besides this, liberalism, tolerance was observed in this period.

STATE AND PEOPLE

The geographical area of Mughal dynasty was the North Himalayan range to the South Indian Ocean, in the west Afghanistan, Baluchistan, in the east. Cartogram and Arakan, within the boundary of Mughal empire there remained Bijaynagar of Amahadabad population of Mughal period cannot be agriculture, vocational education is related to the old age apprenticeship system of learning vocational education sometimes referred to as technical education as the learner directly expertise in the particular group of techniques or technology. Vocational education is a distinct stream, intended to prepare students for identified occupations.

WOMEN EDUCATION

Ensure access to educational opportunities for women to minimize disparity in education among men and women. Women education should provide women access to the same curricula, Examinations and quality teaching staff as boys and improved quality of life for women and to reduce the female illiteracy rate. Women education promote enrolment and retention rates of girls.

Statement of the Problem:

The problem of the present study may thus be stated as “A Study on vocational education and women education of Mughal period (1526-1707 A.D.) in India.

REVIEW OF THE RELATED LITERATURE:

Research work had been done in different aspects of Mughal period but emphasis had not been given so far on vocational education and women education of that period. According to the study of Parviz Mohammad Salahi Azami in 1997. A comparative study of the history of Education in India and Iran with a reference to the period between 1565 and 1665. The findings of elementary education was provided in primary schools and private schools. In Junapur, Lahor, Gujrat and Kashmir. As per the article “A historical review on the development of Mughal period military education for the princes, vocational education and fine arts education was in practice. There were important centres of education in India such as Agra, Delhi, art and female education during Muslim regimes in India” by Gujjar, Bajwa, Shaheen & Mushtaq (2011), this study focused on the development in art and female education during the regime of Great Mughals in India from 1526-1707 A.D. Ramkumar (2011) has conducted study on “Industrial Economy: Technology used in sugar industry during Mughal period”. So there is a scope of studies on vocational education and women education in Mughal period.

OBJECTIVE OF THE STUDY:

- Knowledge is power. The objective of this study is to satisfy the knowledge of the inquisitive minds.
- Evaluation of educational status of women in the Mughal period and role of Mukhtabs and Madrasas in women education is to be assessed through this work.
- To know about the learned women of the royal family of that age and their contribution in education.
- To know the drawbacks of women education in the Mughal period.

RESEARCH QUESTIONS:

This study will try to focus on the development of vocational education and women education during the regime of great Mughals in India from 1526 to 1707 A.D. The following research questions are formulated for the present study.

- What were the attitudes of the Mughal emperors regarding women education.
- What kind of arrangements available for women education in the Mughal period.

- What are the causes for the backwardness of women education in the Mughal period?
- What are the educational qualities of the learned women of that period?

METHODOLOGY OF RESEARCH:

The present research work is a historical research. This study will follow historical method of research. In this method, the researcher discovers, describes and interprets what existed in the past. Here, researcher may formulate questions that are most appropriate for the past events je is investigation and then directs his research towards seeking answer to these questions with help of evidence. Historical criticism like external and internal criticism is essential for such study. Conventionally historical information sources are categorized as primary sources and secondary sources. Historical deeds of Mughal period, autobiographies of the Mughal emperors, books written by emperors etc. Different articles, research reports and published books regarding the study. The used sources will be included in the list of Bibliography.

RESULT AND FINDINGS:

Ensure access to educational opportunities for women to minimize disparity in education among men and women. Women education should provide women access to the same curricula, Examinations and quality teaching staff as boys and improved quality of life for women and to reduce the female illiteracy rate. Women education promote enrolment and retention rates of girls. There are various kinds of education process and various types of education in Mughal period . Mughal Emperors are very much conscious for their society .They also believe that to enrich the society it is necessary to educate the womens. After all the society also like to avoid the women education for their prejudices. For this prejudice they liked '*Parda Protha*'. In this period many women became educated , who are the ideals of women in modern India.

Delimitation of the study:

For the purpose of studying the present problem systematically and completing it within a stipulated time, the investigator has to delimit it in the following way.

In this research work Mughal period means from 1526 A.D. to 1707 A.D. i.e. from Mughal Emperor Babur to Aurangzeb's time period indicates.

Vocational education and women education during the period of great Mughal rulers (especially the time period of Akbar, Jahangir, Shahjahan and Aurangzeb) and the contribution of learned women and the causes of backwardness of women education of that period will be investigated.

This study is confined on the main occupations (agriculture, industry, trade) of the common people of that age.

IMPLICATION OF THE STUDY:

Mughal period was the brightest chapter in the history of Muslim Rule in India. Several reforms were introduced in this period like revenue system law and justice expansion of education, formation of provincial Govt. which are still relevant in the present day.

- To know the condition and nature of women education in the Mughal period, in respect of present women educational condition.
- To know the causes of backwardness of women education in Mughal India and how far it is relevant with present day problem of women education. The primary education, higher education and the role of “Zenna school” for women of the period can be known.
- To know the importance of apprenticeship for vocational education of the period which is still in practice? The findings of this work will be help to make future educational plans considering the past experience.

CONCLUSION:

Women’s position in a society is an index of progress in any country of the world. In a society, women’s role in social, economic, cultural religion, political aspects and role in educational field is important. One of the important views of this study is to find out the conventions, rules facilities of women education in Mughal period. For these reasons the researcher selects the problem as a topic of research - A study on women education of Mughal period (1526-1707 A.D.) in India. After all the works we conclude that mughal emperours belived that are very much interested for the society. And they always want to enrich more. For this cause they always encouraged to enrich themselves education and they know that that if women are not educated the society cannot be educated. Because women built the back bone of the society .Mughal empourours belived that if the women became educated they will be educated also. And if the society is educated there will be no illegal works in the society, and the society will be peaceful society.

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