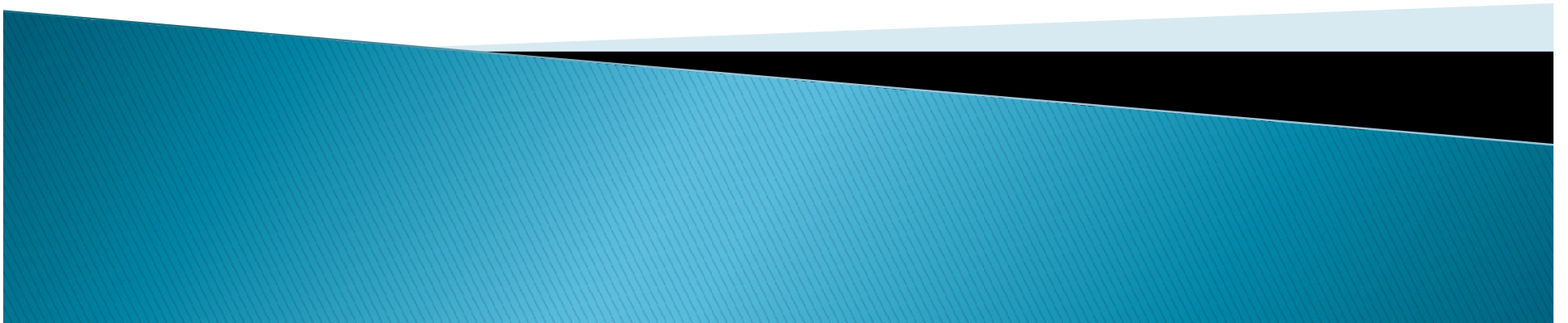


*EDUCATION IN MUSLIM
PERIOD (1200-1757)*



INTRODUCTION

Prophetic Mohammad pronounced the Islamic faith in the 17th century. It was 300 yrs later that Muslim leaders 23 or rulers of central Asian countries started invading India with the defeating of prithviraj chawhan.

Muslim supremacy was establishment in India. It was Mohammed Ghauri who laid the foundation of the Muslim rule in India. Later kutbuddin Aibek took charge on this country's Administration afterwards the Muslim rule in India were completely Established Muslim education system was essentially religious tic

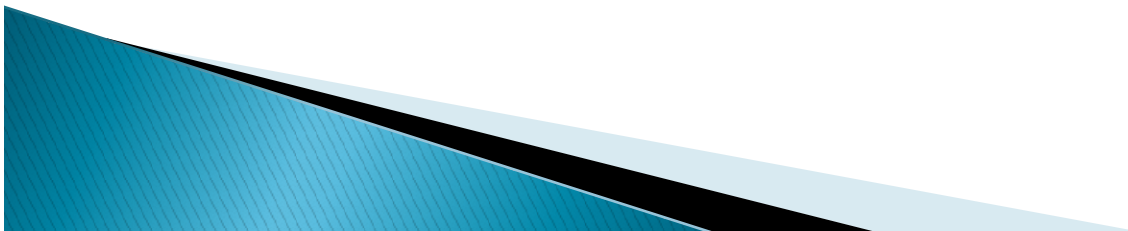
In nature.



AIMS OF EDUCATION

1. **Spread of learning** –The main aim was spread of religion among Muslims because they thought that knowledge is the only way of salvation .They thought that only knowledge can help a person to distinguish between right and wrong. They thought that it is better to educate one's children than giving alms. 'Student's pen's ink is better than martyrs' blood.
2. **Spread of Islam-** Muslims thought spread of religion as their pious duty .
3. **Spread of Muslim culture** – Daily 5 time Prayer, Rosa, Kalima is God, Haz vatre,

4. Infusion of distinct morality
5. Formation of character.
6. Achievement of worldly pleasure- They had no faith in REBIRTH. (PunarJanma) Therefore they believed in enjoying all comforts and wealth.
7. Propagation of teaching of “**Quran**” and tenets of Islam
8. To make the children allowed Muslim

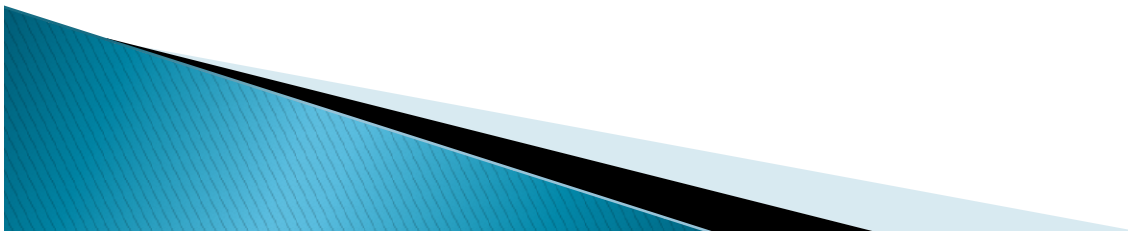


ORGANIZATION OF EDUCATION

▶ Patronage of the rulers

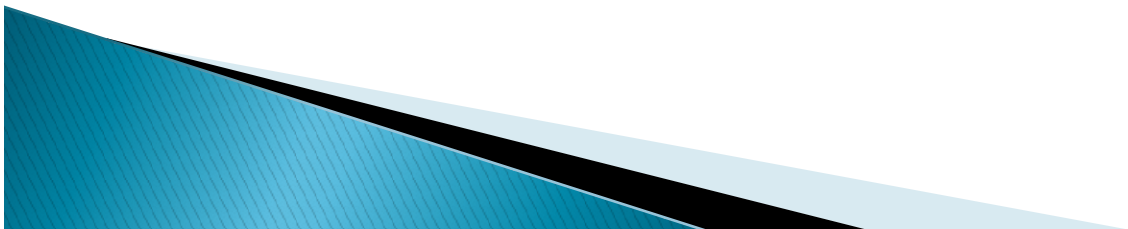
Since acquiring knowledge was religious obligation. The rulers helped in spread of education. They built educational universities and institutions. They endowed them with funds. The rulers patronized the men of learning
There was two systems of education

Primary and **Higher** education.



PRIMARY EDUCATION


1. **Education centre**:- Main centre for primary education was Maktab. Maktab was an elementary school which was usually attached to a mosque (Masidi)
2. **'Maktab'** is derived from an Arabic word **'kutab'** which means 'writing'. Thus it was a place where writing was taught or it was a place of books.
3. Teaching was done by **'Maulvi'** or **'Maulana'**
4. Here only Muslim children were taught.



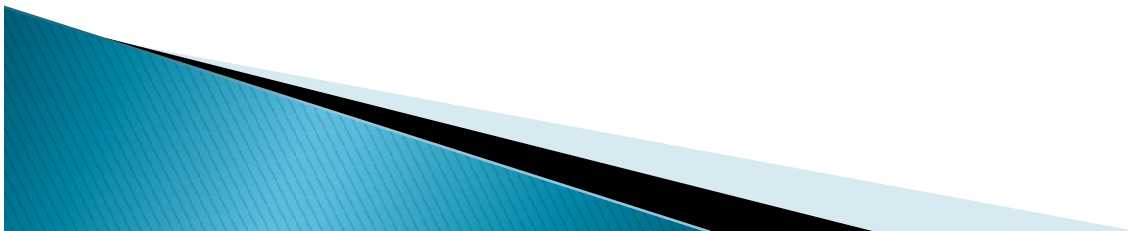
ENTRANCE TO PRIMARY EDUCATION

1. In Muslim period child's education was started after a ritual named'. **Bismillah khani'** It was performed when the child becomes **4years, 4months and 4 days old.**
2. The call his child was presented before the Maulvi in new attire in the presence of all relatives. Maulvi used to read **AYATS** of **Holy Quran** and child had to repeat it. If the child was unable to repeat that then he had to say only **BISMILLAH.**
3. Other centers of primary education were **KHANQUAH** and **DARGAHAS.**

CURRICULUM

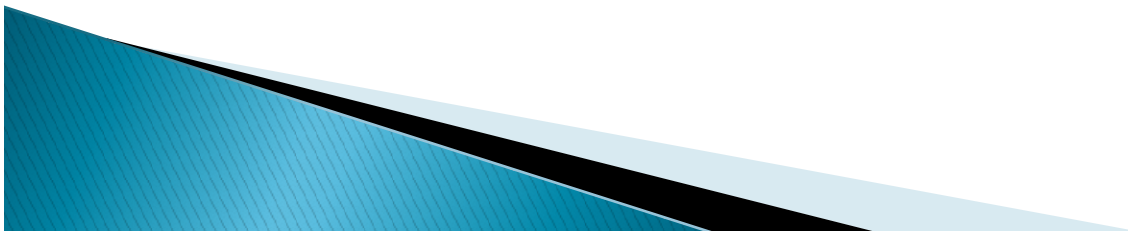
1. In Maktabas students were taught 3 R's i.e. Reading, Writing and Arithmetic.
 2. At first they had taught the letters of alphabet.
 3. Students had to learn by heart those portions of Quran that would be necessary to perform their religious duties.
 4. It was not essential to understand the meanings but correct pronunciation and memorization were emphasized.
 5. Students were taught grammar, Persian, Arabic, Urdu.
 6. Special attention was paid to good handwriting.
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7. Arithmetic, conversation poetry. good manners were included in the curriculum.
8. Gulistan and Sadi's famous book Bostan was prescribed as text books for moral education.
9. Children of rich people get education from home tutors.



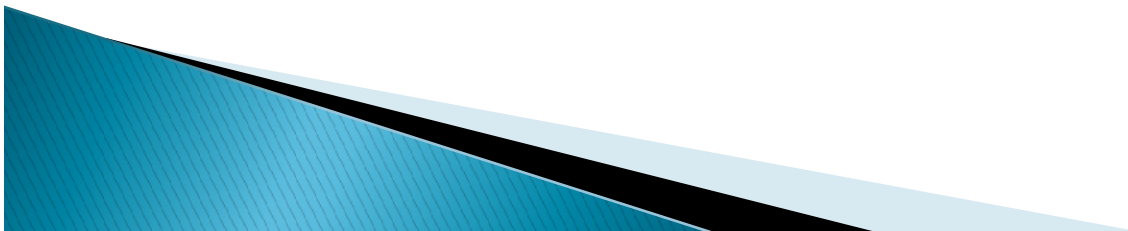
TEACHING METHOD

1. In Maktabas teaching method was direct and oral.
2. Memorization and rote-learning was main factor of teaching method.
3. Children used wooden piece for writing initially and after practice they write on papers.



HIGHER EDUCATION

1. The centre for higher education is called Madrasa. The word Madrasa is derived from an Arabic word 'Dars' which means 'lecture'. Thus it was a place where lecture is given.
2. A Madrasa was an educational institution which imparted **higher education especially Islamic.**
3. After completing primary education students used to go Madrasa.

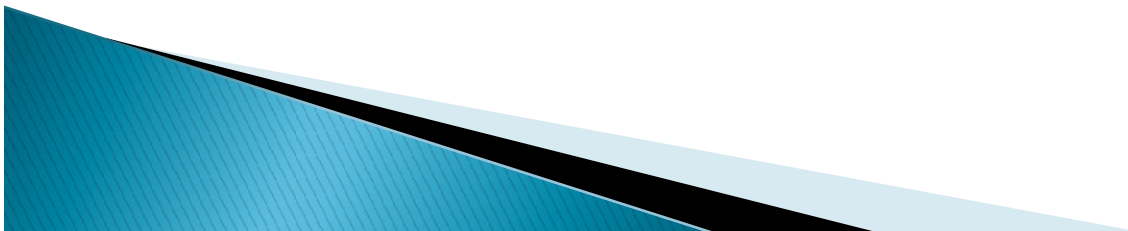


4. Centers for higher learning were spread all over the country.

Among them Agra, Delhi, Lahore, Multan, Ajmer, Lahore, Syalkot, Murshidabad were famous.

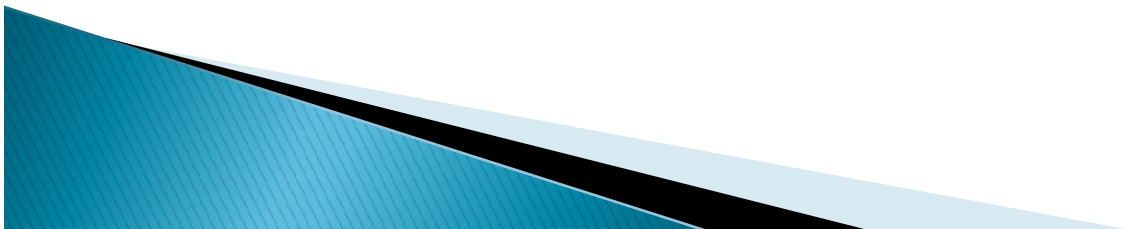
5. Students from other Muslim countries also studied here.

6. Institutions of higher learning were established in principle cities because specialized scholars in good numbers being available there only.

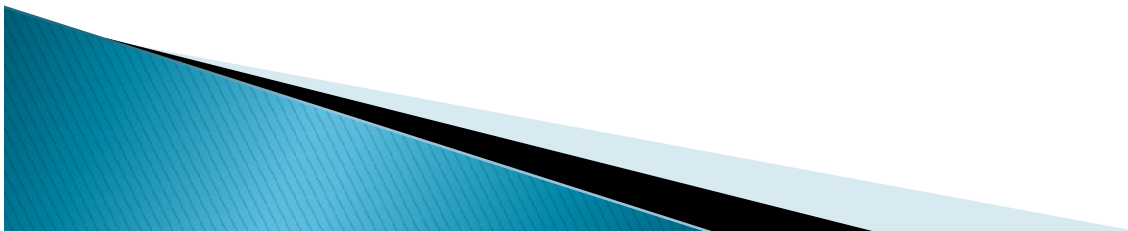


CURRICULUM


1. Curriculum was both religious and secular.
2. The period of higher education was 10 to 12 years.
3. The curriculum was divided into two parts:
 - 1) **Religious education-** It includes deep study of Quran, Islamic law and Sufism.
 - 2) **Worldly education-** It includes study of Literature, Logic, History, Geography, Astronomy, Arithmetic Agriculture and Medicine.



4. All subjects were not taught in all madrasas.
5. Generally only two subjects are taught in each Madrasa. For e.g. Poetry and music were taught in Delhi, mathematics and astronomy in Syalkot etc.
6. Some Madrasas had hostels attached to them which provided free boarding and lodging.
7. In some big towns like Gopuram, Oudh, Agra Lahore Multan, Delhi etc there were arrangements for studying advanced subjects.



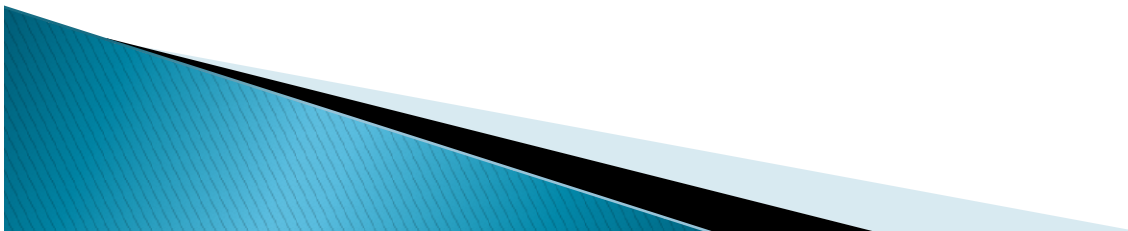
METHOD OF TEACHING

1. The method of teaching was oral in higher education
Teachers used lecture method.
 2. There was Monitorial –System in the class.
 3. The inductive and deductive methods were used for teaching Religion, Philosophy ,Logic and Political Science.
 4. There was proper arrangement of practical teaching for Music, Handicraft, Drawing and Medical Science.
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5. Students were encouraged for self- study
6. Their problems were solved by teachers.
7. Writing was more preferred than reading.
8. The medium of instruction was Persian because this was the court language.
9. Knowledge of Persian was essential for getting Royal job.
10. Arabic was compulsory for muslims.
11. Hindus could study their religious books.

OTHER ASPECTS OF EDUCATION

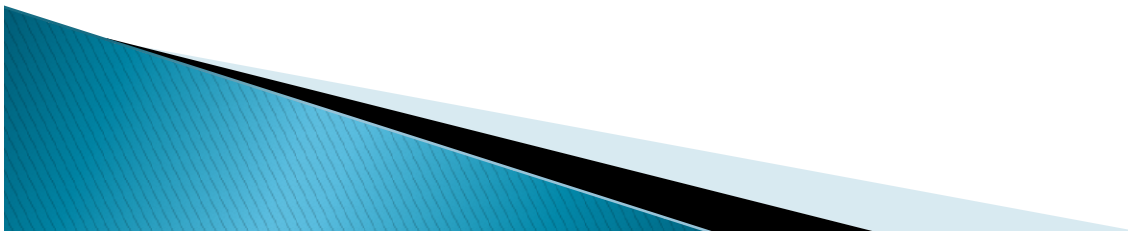
Women's education- Due to **purda-system** only small girls were allowed to get education in Maktabas. There was no facility for higher education for women because state had not established separate institution for women. Lower class women had to forgo education. Rich class women's education were arranged either at home or they go to Maktabas or Madrasas run by women. They learn religion ,literature, dance ,music and other fine arts.



▶ Famous educated ladies of that time are -

Raziya Sultana, Chand Sultana, Gulbadan Begum who had written Humayun-Nama, Noorjahan ,Jubbennisan .

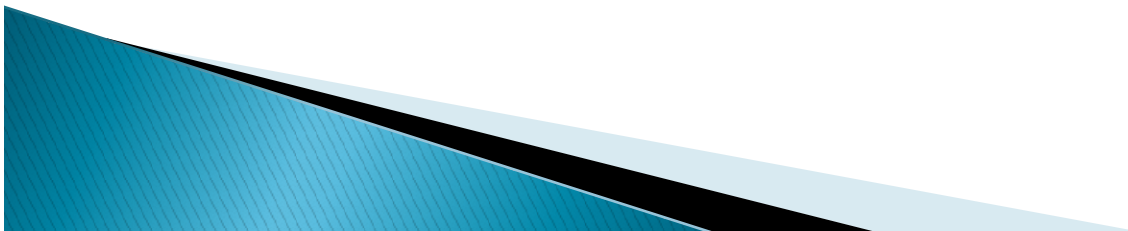
The ruler of Malwa Giyasuddin Tugluq had established a Madrasa at Sarangpur for women of all classes. Even though women education was in poor condition.




VOCATIONAL EDUCATION

- ▶ Muslim rulers were interested in vocational education in one way or the other, therefore, vocational education was developed. They were-
- ▶ Military education- The aim of all Muslim rulers was to make their kingdom strong and permanent, so they stressed on military education. This education was different for ordinary people and princes.
- ▶ Soldiers were trained to use arrow ,spears,
 - ▶ fighting sitting on horses and elephants and fortifying
 - ▶ They were also trained for shooting.

- ▶ Princes were trained to co-ordinate, organize and to lead the military along with above mentioned training. This education was provided by experienced military men.
- ▶ Muslim rulers did not believe Hindus because they were foreigners and of different religion.
- ▶ Medical education – In order to provide proper education Sanskrit books were translated into Persian. Medical education was provided in Madrasa or special institutions of Agra and Rampur.



- ▶ Education in handicraft- Most of muslim rulers spend the life of luxury which led to immense development of life related handicrafts like embroidery, wooden and elephant's tusk work ,silk ,malma, curtains,jewellery etc.
 - ▶ There were thousand of workshops where boys were trained in particular art and craft.
 - ▶ Education in fine art- All muslim rulers had wonderful aesthetic sense.They were eager to increase the beauties of their castles which led to development of fine arts. Music Drawing and Dance were taught by experts.
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TYPES OF EDUCATIONAL INSTITUTIONS

- ▶ **Khanquahs**
 - ▶ **Dargahas**
 - ▶ **Quran school**
 - ▶ **Persian**
 - ▶ **Persian Quran school**
 - ▶ **Arabic school**
- 

MERIT OF MUSLIM EDUCATION :

1. The Education was compulsory, especially for boys.
2. There was proper co-ordination between religious values and material or worldly needs and well being.
3. Great stress was laid on character building.
4. There was a personal contact between the teacher and taught.
5. Curriculum is diversified.
6. Given importance to practical utility.
7. There was an arraignment for rewards and scholarships for meritorious and intelligent students.
- 8.
- 9.



DEMERITS OF MUSLIM EDUCATION

1. Neglect of women education.
2. Neglect of vernaculars.
3. Neglect of women education.
4. Lack of stability in education.
5. Lack of universality.
6. Severe corporal punishment.
7. Student's love of luxury.
8. Non development of mental power.
9. Rigid and non creative education.
10. Bookish knowledge.