

## A Discourse on the Institutions and Organizations of the Mughal Empire

<sup>1</sup>Zarwish Bint E Ishaq, <sup>2</sup>Hamza Akram

<sup>1</sup>University of Sialkot, Pakistan  
[zarwish.ishaq@uskt.edu.pk](mailto:zarwish.ishaq@uskt.edu.pk)

<sup>2</sup>North China Electric Power University, Beijing China  
[hamzaakram739@gmail.com](mailto:hamzaakram739@gmail.com)

---

### ARTICLE DETAILS

#### History

*Received* : February

*Revised Format* : March

*Accepted* : April

---

#### Keywords :

*organizational development;*  
*mughal empire;*  
*political acumen*

---

### ABSTRACTS

The institutional development of the Mughal Empire was a critical factor in its success and longevity. The empire established a highly centralized administrative system, a sophisticated revenue system, and a powerful military organization. Additionally, the Mughals had a uniform legal code, and a rich cultural heritage, which helped to create a sense of unity and identity among the diverse peoples of the empire. This abstract provides a brief overview of the institutional development of the Mughal Empire and highlights its importance in shaping Indian society and culture. The Mughal Empire, which lasted from 1526 to 1857, was one of the most powerful and influential empires in Indian history. The organizational development of the Mughals was a crucial factor in their success. The empire had a highly centralized system of government, a powerful military, a sophisticated revenue system, a uniform legal code, and a rich cultural heritage. These factors helped to create a sense of unity and identity among the diverse peoples of the empire. This abstract provides a brief overview of the organizational development of the Mughal Empire and highlights its importance in shaping Indian society and culture. The Mughal Empire was one of the most powerful and influential empires in Indian history. It was founded by Babur in 1526 and lasted until 1857, encompassing much of the Indian subcontinent, as well as parts of modern-day Afghanistan, Pakistan, and Bangladesh. The Mughals were known for their military might, political acumen, and cultural achievements, and their organizational development was a crucial factor in their success.

©2023 STIM Lasharan Jaya Makassar

---

### INTRODUCTION

The Mughals had a highly centralized system of government, with the emperor at the top of the hierarchy. The emperor had complete control over the administration, and all officials, including governors, ministers, and military commanders, were appointed by him. The empire was divided into provinces, each governed by a governor or subedar, who was responsible for maintaining law and order, collecting taxes, and defending the territory. One of the most important aspects of the Mughal organizational development was their military. The Mughal army was a formidable force, with a combination of cavalry, infantry, and artillery. The army was divided into regiments or mansabs, each commanded by a noble or a general. The mansabdars, as they were called, were also given land grants or jagirs, which they could use to support their troops. Another important aspect of the Mughal organizational development was their revenue system. The empire was divided into revenue units called sarkars, each of which was responsible for collecting taxes. The revenue system was based on the principle of diwani, where the state collected a fixed amount of revenue from each province, which was then distributed among the officials and the military. The

Mughals also had a sophisticated system of justice, with courts and judges at various levels of the hierarchy. The emperor was the ultimate authority in legal matters, but he delegated much of the work to his officials. The empire had a uniform legal code, based on Islamic law, and the judges were trained in both Islamic and local laws. Finally, the Mughals were known for their patronage of the arts and culture. They built magnificent monuments, such as the Taj Mahal and the Red Fort, and were patrons of literature, music, and painting. This cultural development was an integral part of their organizational development, as it helped to create a sense of unity and identity among the diverse peoples of the empire. In summary, the organizational development of the Mughal Empire was characterized by a highly centralized system of government, a powerful military, a sophisticated revenue system, a uniform legal code, and a rich cultural heritage. These factors were crucial to the success of the empire, and they continue to influence Indian society and culture to this day. The institutional development of the Mughal Empire was a key factor in its longevity and success. The Mughals established a highly centralized administrative system, with the emperor at the top of the hierarchy. The empire was divided into provinces, each governed by a governor or subedar, who was responsible for maintaining law and order, collecting taxes, and defending the territory.

The Mughals also had a sophisticated system of revenue collection, which was based on the principle of diwani. The state collected a fixed amount of revenue from each province, which was then distributed among the officials and the military. The revenue system was managed by a powerful finance minister called the diwan. The Mughal army was a formidable force, consisting of a combination of cavalry, infantry, and artillery. The army was divided into regiments or mansabs, each commanded by a noble or a general. The mansabdars were also given land grants or jagirs, which they could use to support their troops. This system of military organization was known as the mansabdari system. In terms of justice, the Mughals had a sophisticated system of courts and judges, with the emperor as the ultimate authority in legal matters. The empire had a uniform legal code, based on Islamic law, and the judges were trained in both Islamic and local laws.

Finally, the Mughals were known for their patronage of the arts and culture. They built magnificent monuments, such as the Taj Mahal and the Red Fort, and were patrons of literature, music, and painting. This cultural development was an integral part of their institutional development, as it helped to create a sense of unity and identity among the diverse peoples of the empire.

The Mughal Empire found and made of constructive, creative and cooperative interaction between its sovereignty, people of vast cultural systems living in it and most of Indian land under Mughal Empire. Mughal Empire ruled one third of the Europe and double of its population for over three centuries. It started after the war of 'Panipat' won by first emperor Babur in north India. The Mughal Empire got to peak as the most powerful and rich state covering the large amount of different cultures, people of different generations, strong military heads and almost one fourth of the global GDP.

The Mughal Empire made the position of power with compassion to rule the state and make growth economically, culturally and technically in those times. With the foundation of Mughal Empire, it started to expand in different states of the Asia, with consequences and significance of Empire they continue moving to south Asia with external and internal recourses and then to international markets. The history of Mughal Empire shows that how they started to lead in different aspects to rule the states, and made their specific identities (Frishta). The Mughal leads to insight into south Asia making leads with Muslims and their imperial systems with cultural identities and started to expand colonial power of Christians. Every Empire has the special identity in their aura, so Mughal made their identities with making imperial systems, sovereignty, different cultures under on Empire, different

languages, lifestyles, coming from different regions and different religions under one Empire (Fisher, 2016).

Civilizations considered as urbanization, class differentiation, society norms, cultural values, centralized or decentralized capitalism in present reign, economic growth of the state, productions and manifestation of core inventories. The Mughal empire kept all in their record according to jama (assumed revenue) and hasil (actual revenue generated) with “Jama Manfi” (ups and down in revenue and profit) calculations. It is fact that education and institutionalized systems of Mughal Empire were on different tracks as compared to the western developments but that doesn't mean it was less developed. Education was moving from up to low but with different lines of direction. Mughal empire education was brought up in intuitions “Madrasas” with basic knowledge theories. It is clear in the history of Mughal Empire that in Akbar's reign education was on frontline priority, in Akbar times emphasis of education on state preview, this was necessary to get the basic education, roots of the Islamic education for Muslim emperors and for imperial dynasties too. Some of the scholars were keen to spread the knowledge of other religions among local public to create awareness in people (Rezavi).

## **OBJECTIVES OF THE STUDY**

The main objective of this whole research is to find the history of Mughal Empire where they had established organizational and institutional developments. In every book, every paper there is discussion of Mughal History, how they conquered the subcontinent and ruled over India. They had won so many wars, process behind those wars, and what they opt to have after winning wars. The objective is to find out the gap between reality of Mughal Empires and negative image portrayed in books and articles. After 18s some of the scholars tried to write good image of Mughal Empire and cleared the mind-set of modern people about their establishments.

Mughal Empire ruled over the continent, there must had been some phenomenal developments regarding to structures, organizations, institutions, education, society cultures, religious teachings, cultural norms, military and political regulations. They must have developed these developments to rule over India. The objective of the study to dig out these developments and process adopted for developing these strategies. Mughal history has its mark on world, Islamic Empires ruled over the world, west used to follow the footsteps of Islamic Empires like Mughal Empire, so the main goal is to find out the reasons of their command on world. In Mughal Empire there were two different religious people, Islamic and Hindus and some minorities of Christians and Buddhism, how they managed to have these different kinds of people living under one empire and following their rules and regulations.

## **SIGNIFICANCE OF THE STUDY**

This study is focused to make contribution on some important factors of Mughal Empire. The organizational developments of Mughal Empire, the big change management strategies they adopted in their reign, management strategies they made to make sustainable changes and retain those changes as long as they are helpful for betterment of Empire. We tried to dig out in the best institutionalized systems of Mughal Empire they had in their reign.

They were building architectural buildings, museums, monuments, mosques and their “imperial Mahal” but on the other hand from where this big economy was coming from. There were big management systems, centralized way of ruling over continent, North India, large part of Central Asia, for all these goals how they were building educational and health institutions too. This study will contribute in the history of Mughal Empire that how every monarchs of Mughal Empire built educational schools, health clinics “Hakim Khana”

and focused on educational stability of the people too. There have always portrayed a negative image of Mughals that they were conquering world just by fighting wars and ruling over continent, and there had always been created a comparison between western developments and Mughal Developments.

There has been a long discussions on developing schools, colleges and universities like Oxford in that times, but there never been discussion on how many schools were built in Mughal era too, how they had put efforts for education of employees and labor, how they were so focused on religious education, how they were always concerned and interested in literatures, how they had made phenomenal efforts to teach their princes the religious teachings, literature and management strategies to rule the Empire. This study will make some contribution into these facts of Mughal Empire's educational and institutional developments. This study will provide you with basic knowledge of their developments on organizational establishments.

### **Civilization before Mughals**

It was the Late Medieval Period (1200-1526 CE), that had the reign of Dehli Sultanate lead by the Muslim Nomadic Clans in the north of India and the second most powerful empire was the Vijayanagara, ruled by the Hindu clans. From 13th century till 16th century, large part of India was ruled by the Pathan, known as Turko-Afgan and the Turkic dynasties, known as Turko-Indian (Talbot, 2008). Turko-Indian invaded the Northern India and established the Dehli Dynasty. Whereas, the most of the central India was conquered by the Turko-Afgan, together forcing the southern India, Hindu Dynasty to become a Vassal State (Barbara D. Metcalf, 2006).

During the Renaissance<sup>1</sup>, Indian culture (Indo-Muslim) left a fusion between art, monuments, literature, clothing and architecture ushered in the history. Indo-Islamic empire also focused on the languages, like Sanskrit, Arabic, Persian and Turkic were the local languages of that time (Hunter, 1903). It is also that time when languages mingled and created a new language known as Urdu. Although, Dehli Sultanat was an assortment of multiple cultures and societies and connecting with wide range of international networks for trading and economic means, yet there were mainly fusion of Islamic and Indian civilizations (Talbot, 2008).

They became cosmopolitan civilization, straddling large areas of Afro-Eurasia, for trading goods, ideas, technology and people. The temples of the Hindus were destructed and destroyed massively during the reign of Dehli Sultanate (Eaton, 2000). Yet the Indian Subcontinent was known for the worldwide international trading, that bought a significant impact on the culture and society of the sultanate.

In the Southern India, Vijayanagara was the last empire before Mughals captured the south India in 1565, in the battle of Talikota (Sastri, 1955). It was an empire that built the Indian history, excelled Hinduism unifying as the regional loyalty. It was the symbolic city of immense power and wealth. It was an administrative and trade centre for trading routes, thus became a royal ceremonial region. Tourist, visitors and traders were impressed by the quality and quantity of goods or commodities that was sent by the architectural majesties of the palace, as annual celebration was done to pay tribute to the Mahanavami<sup>2</sup> (Kamath, 1980). Monuments were spread all over south India as the legacy of this empire. They were focused on the architecture style in building temples making them as the symbols of their religion and culture.

Temples exhibiting huge entrance gateways, singularly developed as major political arena, making it a regional religio-political forms (Eaton R. M., 2005). They also gave importance

---

<sup>1</sup> European History period transiting from the middle ages to modernity.

<sup>2</sup> A Hindu Festival now known as Navratri, that is celebrated nine nights and ten days every year in autumn.

to the mathematics to be flourished under the protection of ` Empire. Under their administration, India found new technological systems for irrigation and water management. As the overseas trade was vigorous and efficient under their management.

The empire administered the responsibility over the provincial governors and their subordinates, specifically in business of raising and collection of taxes. They were getting strong in generating the revenue and also at the military side (Chandra, 2006). Each province was assigned a particular number of troops maintaining the value of the land and were the suppliers of revenue to the central administration. The administration developed a system for the local lords or governors, which were the most recognized were granted territorial bases to build semi-independent hereditary, although the central authority or power remained with the capital (Eaton R. M., 2005). This system was a kind of military feudalism, holdings made for the time of need if imperials get weak. Therefore, many of the royal family members were selected to be the part of the imperial rulers to sustain the power and territory.

Unfortunately, the administration became weak, as taxation was heavily charged up to half of the production as per the evidence suggests but were not completely sent to the state. Where most of the taxes came from artisans, agrarian, commercials and the foreign traders; that was firstly distributed among the lawyers of the local landholders (Wagoner, 1996). Thus, made the state weak and disloyalty grew in the imperial rulers. Thus taken advantage by the Muslim kingdom in the North to buy the disloyalty against the Vijayanagar empire and became together as a rebellion family.

Civil wars between the Hindus and Muslims was a major drawback for Dehli Sultanate and Vijayanagar Empire to fall. In 1398, Sultan Nasir-ur-Din Mehmud, was defeated by Timur the Turco-Mongol, who took the advantage of civil rebellions and spread his own men in the dynasty (Ludden, 2002). The Dehli city was badly destroyed and sacked with hundred thousand war prisoners killed in a day; it was a three day and night battle that left city ruins for Timur. But, this Mongol was still hopeful with his planning with sayyids, artists, scholars and other Muslims as he kept them saved for his reign and kingdom (Dawson., 1873).

## **LITERATURE REVIEW**

Babur (AD 1526-1530), the first emperor of Mughal conquered in 1526, the reign of Babur came in power by invading much part of North. He conquered most part of the North and made amendments for state in his early stages. During his four years of ruling over north imperial systems started to come in frontlines but in these four years none of the public people shared the central Asian ethnicity of Babur and his Commanders. People of the land never shared the basic cultural values and their land with their landholders.

The commanders of Babur's reign and military heads of his army started to take command with power and establishments to execute new rules and regulations over people. He incorporated some Indian advisors in his internal team of commanders, some were Indian Muslims from the land their military forces conquered. The people of the conquered land were not fully in cooperation with Babur's military and political administrative forces. However many Indians served in his reign and provisionally accepted his power and overlordship rather than openly opposing him (Fisher, 2016).

Humayun (AD1530-1556) had fitful career of his emperor, Humayun's political and administrative systems were mostly dependent on central Asian commanders. He initially tried to sort by conquering down Ganges into Bengal but his closest internal supporters were unable to create sustainable developments in the province. Humayun incorporated traditional and indigenous people for his upper management and administration court. Humayun faced some internal and emotional drawbacks from his own brothers and some of his court members at the very start of his reign.

They were trying to divide and break the gravity of the empire. They tried to make critical conflicts between incorporate members as well as in the local public against Humayun's reign. His blood brothers tried to take his empire and challenged his authority, critically indo-afghan rose up against him and drove him out which he managed to get through all with compassion and sustainable strategies to regain the power (Alvi, 2012). After fifteen years of his empire, shortly before his end, he reconquered most of the north India again. His last damned vision of Mughal Empire encompassed the Gangetic plain and Kabul and large land of central Asia. The start of Mughal Empire was particularly rigid, contingent and fragile with integrated systems of imperial dynasty and India.

Akbar, the third emperor of Mughal Empire, in his reign they tried to build up strong bonds between imperial dynasties and growing number of people in North India in half century of third emperor Akbar's reign. Akbar emerged as powerful emperor and strong ruler while overcoming the challenges that came in his early time of reign. He created imperial, cultural, social, constructional and social developments and made strategically implementations. He invented new strategies to make stable relationships with Local rulers of North India. He started this through marriages between imperial dynasties and Muslim/Indian ruler families, among local public of north India and people from Mughal Empire, political members and military commanders.

Akbar and his advisory team members decided to bring the Persianate political, administrative, social, and cultural strategies and build institutions on these strategies that helps them to rebuild Empire's military, provincial and civil governance (Muzaffar Alam, 2011). The third emperor, Akbar also brings out the religious and traditional norms derived from Muslims and Hindu cultures, which were bound to the local public, local rulers, political and military establishments and imperial dynasties. He made these ideologies to stay rooted with the traditional and religious values.

Akbar made some phenomenal changes and brought new traditional strategically amendments in his tenure which caused some efficient and good returns in back. The local public, rulers of local regions, landholders of conquered India, large scale of central Asia started to pay taxes, getting revenue and working for economic growth. These landholders and regional rulers became imperial functionary part of the empire. For these changes growing number of people from the local public and local rulers gradually started accepting the sovereignty of Mughal Empire. This acceptance was so good for the empire to extract resources from Indian economy and use them for good profit. Under the governance of Akbar, entire empire states of the Mughal started ruling over the entire subcontinent. Akbar started making military armies to conquer different states of the continent and gave rights to them to rule these states under the Mughal Empire regulations. They were ruling the four sides of India which surrounded by three sides of oceans. Akbar order to build entirely new political and military capitals to conquer neighboring regions. He didn't forced any political and military commands to push pressure against any other states and capitals. In the Akbar's era of reign, the Mughal Empire was well established and maintained for the good economic growth, stable capitalism structures and imperial systems (Sharma, Vol 1).

Akbar died, just before the death of Akbar, Salim, son of Akbar changed his name to "Jahangir (AD 1605-1627)", who then humbly submitted himself to the empire and served almost 22 years. His 22 years ruling tenure over the empire build some extensive imperial establishments with his own diversification. He started hiring people of his taste in incorporation team, who made changes in empire regulations and policies. They started making individualized imperial systems for different states and people from different culture and region, but kept them loosely in one tunnel of Mughal Empire. His father Akbar made tremendous efforts for the empire and won so many battles, conquered most part of subcontinent, made effective leadership ways for the empire directors and adopted best strategically methods for better establishment.

Besides these stabled policies, establishments, regulations and changes in Akbar's era, Jahangir (Salim) tried his so hard to distinguish himself from all other monarchs, even including his compassionate father Akbar. He hired some competent people in his team of political and capital directors, but with this he fired so many other people from his team and gave chance to other eligible and needed Muslims and Indians from North India region. Every king had to face criticize at the early years of their reign but Jahangir had much courage to face this criticism in times of his father's reign. He then faced his other brothers letting him down and taking him apart from the father but he managed to make it work with father, this might be the reason that he was long hoped first son of Akbar.

Akbar in his times had all in his hands but the fate to had child was not in his favor, besides this he kept wishing long after his marriage with Jodha. Jahangir redefined some rules and regulations of imperial systems of getting money from empire and revenue, tax systems of imperial dynasty with measures and weight. He made changes to increase the weight and 20 percent size of silver coins using at that times, and made largest gold coin. These changes in manufacturing and manifestation of coins caused disruption in Jagir economy of the empire and ultimately got loss in earing revenue. Some Muslim people were annoyed by the portrait of Jahangir holding a wineglass on one of the coins. Just before the enough loss, Jahangir started implementing old strategies of his father Akbar and regained the growth of jagir economy (Hasan). Shah Jahan (AD 1628-1658), fighting for six year dramatically succeeded to get the throne of Mughal Empire. He then orders to build imperial buildings including peacock throne, Taj Mahal and the entire capital with the name of "shahjahanabad". He fought for years and gained the position of power to rule the empire. He made some changes for the political and military commanders to serve long in the empire so he decreased the basic income of their mansabdars and increase their rank and tenure time for their service, so did for himself. Shah Jahan won much of battles conquering the large part of central Asia and the regions in its surrounding. His big achievement was to build the empire which ruled the central Asia and gave powers to local rulers too. Shah Jahan was more into construction of imperial buildings and museums and monuments for the imperial dynasties. He liked literature and art, for the love of art he built most monuments and museums. He ruled the big part of subcontinent and made some structural changes for the empire and imperial lifestyles. The end of Shah Jahan was worse, his four blood sons fought a civil war, in that war Aurangzeb Alamgir ended up winning the war. Aurangzeb seized the Mughal throne from his father Shah Jahan and imprisoned him for four years, till the death of Shajahan.

Aurangzeb Alamgir (AD 1658-1707) the last emperor of Mughal throne had battles with his other three brothers to get the power to rule the empire. He got to have this Mughal throne after winning hard battles and defeating his brothers and till death his father too. After his reign started to rule the empire, his commanders and local rules started campaigns against him. He got to face critical criticize from his internal and external board members. He then made strategies and started trust campaigns to gain the trust of public.

Like Babur in his reign, Alamgir also made his own book of rules and regulations, policies, rules for imperial dynasties, policies for rulers from local regions and members of political and military incorporations. He made some political goals and religious regulations for Muslims, Hindus and other minorities. He convinced the people to get part in political and military services with good return (Watson). He offered maximum seats for his teams of empire and made less communication gap between people, commanders and imperial associates. He ruled the big part subcontinent as compared to other kings and monarchs (Chand). He was interested in working for charities and fund raising campaigns. He started offering big food campaigns to the poor people and performed charitable programs. Alamgir was interested in writing the happenings of wars and history. He hired some scholars to write the life of Aurangzeb Alamgir with the name of "Alamgirnama" (Fisher, 2016).

## **Administration under Mughal Leaders/Kings**

From 1526 to 1707, Mughal Empire was known for its centralized and efficient organisation, with dedication to the emperor and nobility. Babur spent most of his time in the attending the wars and responsibilities required by the northwest and central Asia (Robb, 2002). So, he was unable to give much time to routes in India, yet his efforts visible later, as he builds semi-structure of Mughal imperial organizations and political culture. He was wise to advice Humayun to impose a tolerant religious policy, as himself appointed the local chiefs and introduced the Central Administrative institutions, to secure and safe the routes from Agra to Kabul (Begum, 1902). Sher Shah of Sur strengthen the empire in the absence of Humayun (while he exiled in Persia), by establishing a wise system of administration. He worked on the administrations of the districts and the group of villages known as Parganas, by reforming the currency, exhilarating commerce and trade, and allowing reasonable revenue settlement with unprejudiced justice (Begum, 1902).

Akbar's reign since the middle of 15th century bought a great shift to the Mughal Empire. He divided the Empire administration in 12 provinces or Subah, (Arabic Term), and so the governors of the Subah were called Subedar (Parpia, 2018). Policies were shaped and were countered to be implemented upon the countries between the Indus valley and Beas river. He developed the roads and made new routes in Gondwana to increase the trade and also abolished pilgrimage taxes and jizyah that was charged against Non-Muslims or Hindus. Considering the centralization of the state, Akbar established new forms of King-Noble Relationship to protect the dignity of various ethnic and religious groups (Smith, 1917). Therefore, he appointed the old Turani Clans to be commanders or their territories in order to balance the presiding class. He encouraged the Indian Muslims, Persians, and the Rajputs to be the part of the imperial services, including the finance.

The Mughal Empire was embedded with the socio-political system, hosting two major systems among other attributes. One, the agrarian system, to collect the revenue and surplus from the Zamindar who were appointed as the rulers of their clans and the second system was the imperial hunting culture of the elite members of the Mughals (Parpia, 2018). By introducing the elite habit of hunting Mughals used the opportunity to keep a keen eye on the production and the administration ran in the clans or sub colonies. The surplus produced was collective for the state by the administered military and was also shared with the zamindars and their emperors (Choudhary, 2017). However, corruption or nay kind of illegal activity was right away scrutinized by the authorities that was assessed by the help of hunting culture of Mughals. Mughals were smart to give respect and reward for the loyalty of zamindars, as they were granted a rank of Mansab and also gifted with some land.

Mughals encouraged the commercial activities, keeping good relationship with the merchants, by fulfilling their personal desires and escalating them with favours of several kinds. Also a good relationship patron client, ensured the efficient service and uniformity with the central state, through which Mughal empire increased their commercial activities not only in central Asia but across the Mughal India (Gilbert, 2017). As the merchant and dialects were in close interaction with the Mughal officials, for the mean of favours. Thus, merchants started representing themselves as ambassadors of Mughal Empire in other empires, that bought a tremendous increase in exports of the commodities and generating the revenue. The Mughal Court containing the royals and rulers as part of it also encouraged the commercial activities, not only for their personal interests but also for the strength of the State (Schmidt, An Atlas and Survey of South Asian History, 2015).

The imperial capitals were shifted from one city to another for the security of political and military demands. The major cities of imperial capitals were Agra, Dehli, Lahore and Fatehpur Sikri, which was specially established by Akbar as its cost was marginal (Edmund., 2008). There were some times in the reign of Mughals when two capitals were operated at the

same time simultaneously (Smith, 1917). The imperial camps were frequently used for military and the royal member's tours, serving a kind of mobile to the 'de-facto' administration capital. As the Mughal camps were enormous, carrying the governance, administration, officers and soldiers along with them (Sinopoli, 1994). They all performed a role in commercial camping in the regions outside the Mughal empire. Approaching to new merchants, and strengthening the power of the state.

In Akbar's reign, Mughal empire extended in all directions of the subcontinent and ruled almost entire Indian subcontinent for the longest time period, through diplomacy and warfare (Smith, 1917). He was the greatest leader and ruler of Mughal empire, who made India shine on the earth. By impressing his administration skills, encouraged cultural developments, agricultural growth and increased the international worldwide trading (Choudhary, 2017). India industrialized by implementation of Akbar's modern administration by leading the commercial camping and economic development, grew stronger and stable economy in the world that even stepped on the Chinese economy (Gilbert, 2017). He did not only emphasis on finances but also enhanced the cultural growth of India, by improvising art, communication of languages and by removing the religious barriers. He was a ruler who won the hearts of non-Muslims, by allowing the freedom of religion and exempting the jiziya tax, thus, bought their loyalty for India. Akbar's reign was known to be the golden age of India (Eaton R. M., 2005).

### **Economic and Organizational Stability**

Indian Economy has never reached the peak level that was achieved in the Era of Mughal Empire (Schmidt, 2015). In 17th century, India was the largest producer of the industrial goods, cutting down the GDP (Gross Domestic Product) up to 24 percent, more than the Chinese Ming, Japanese Qing and the Western Europe (Maddison, 2003). India was at the more rapidly growing than any other country of the world, as one of the British Historian W. H. Moreland, expressed that Indian industry was more advance than any other country that day (Voss, Hiemstra-Kuperus, & Meerkerk, 2010).

Indian were skilled people, while getting education in other sectors, they never gave up the skills based learning areas. They believed to make themselves more useful by reflecting what they learn. Thus, India was enriched with great land to be aggregated, and so they produced cotton, silk, spices and mined for gold, silver, copper, brass. They borrowed some skills from Persia, Turkey and Iran, and by amending them together created new and unique art that was not found anywhere else. (Gupta, 1991)The Indian weapons were of great value and expense; they were payed heavily, including the jewellery, ornaments, vessels were famous and in demand by the Europeans. Even the stone art of India was of unique value and wonder to the entire world. The ships built by the Indians, came in demand by the western world. Thus, the Mughal Indian Economy was said to be a Proto – Industrialization, even before the occurrence of industrial revolution (Asher & Talbot, 2006). As from 17th till 18th century, India was not only growing industrially, but also agriculturally and by the production of Handicrafts and was a rich country lead by its skills and talented people that contributed hand in hand for the strength of the economy and power of State.

### **Educational and Institutional Growth**

All the Mughal Emperors had a great interest in literature, poetry and the knowledge of languages. Their curiosity to explore and learn more can be seen in Sufi discourse (malfuzat), biographies and the poetic works (Sardar, 2003). So, the educational standards of India in Mughal era received a great spur. Babur (1526-1530 AD) established the religious teachings along with mathematics, geography and astronomy, build some school, colleges, Madrasahs and specially Shurat-iAmm, the General Affairs Department.

Since Babar could not do much for education, but his son Hamayun (1530-1556 A.D) worked for the education of India, by building new schools and patronize the men of art and literature (Rezavi, 2007). He liked to spend his time with scholars and people of knowledge (Alams & Ulamas), thus built beautiful libraries. Even in his absence, Sher Shah of Sur, worked for the enrichment of education; by building a Madrasa at Narnaul and became the first Muslim Emperor who worked for the education of Muslims (Sri Suyanta, 2016). Khanqah, that was known to be the guardians of the Islamic teachings, were also led by the Madrasah and mosques. The teaching of Khanqah was majorly focused on Islam, but also included the philosophy, mathematics, jurisprudence, and history.

Mughal Empire was spread almost all over Asia, covering the land, societies, clans and enormous number of population. Thus, education was not only remained in the boundaries of the central or imperial state but was limited to the young natives of Asia in the beginning (Begum, 1902). However, it was known that the Muslim Monarchs were educated, who played a vital role in flourishing literature and education in India, specifically in the reign of Akbar (Anjum, 2018). By the agreement of Akbar for educational institutes and funds for the improvement of knowledge enhancement; Discourse of science, philosophy, history, art and literature made remarkable advancement. He reformed the administration of Madrasahs, by amending the curriculum of the schools by adding mathematics, geometry, accountancy, geography, physics, pure sciences and economics (Baber, 1996). The state governance was not much involved in the educational systems. As they were private, so dealt privately by Monarch of the empire based on their own interests.

Art and literature was the most expressed form of Mughals feelings. They deeply showed their interest in painted miniatures and calligraphy that they seized the illustrators, painters, calligraphers and Iranian bookbinders from Safavid court (Blunt, 1948). Maktab Khana, a translation house, was made in Fatehpur Sikri by Akbar in 1574. He assigned the translators to work on Sanskrit to the literary language of Mughal court, Persian. Many of the great books included Razmnama, known as Mahabharata, Rajatarangini, and Ramayana (Soucek, 1987). He also worked on the biographies of the dynasty, such as Tuzk-e-Jahangiri, Babur-nama and Akbur-nama. Got Iranian bindings of calligraphic and artistic albums, known as murraga, with decorative borders, and covered with lacquered leather.

Although the Mughal era was majorly known for the political, treasury and warfare events. But they have also invested well in the learning and growth of Indian people and their culture. While trading and industrializing India, they majorly showed interests in new technologies and particularly scientific inventions (Rezavi, 2007). Therefore, education was given maximum attention during every era of the Mughal Monarch, but the most was in the reign of Akbar. To be evident of the Mughal Empire's work in educational sector, a historian K. M. Pannikar, claims that almost one hundred thousand schools were in run at the beginning of the colonial period, on the basis of a survey conducted in Bengal Presidency. His idea was that almost 400 people worked in an elementary school and almost 73 children of going age (Anjum, 2018). Even the facilities were not much in the schools yet the educational standards were not less than the schools of the other countries.

Institutions also played role in training enormous armies and making gunpowder weapons for the warfare. Persian polymath was called for developing and teaching process of such technical weapons to be built. One of the reasons of victory was assure as the warriors were always skilled and equipped with new technology (Hodgson, 2009). As in 16th century,

Akbar was the first one to launch the rockets known as bans, in the battle with Sanbal and Seige of Badar. Education was liberalised in the Era of Akbar, there was no discrimination between Hindus or Muslims, all were welcomed to learn and grow (Streusand, 2011). Such overwhelming system of education inspired Hindu scholars to learn Persian and make contribution to Indian educational system. Side by side, Patanjali (Hindu Mysticism), Vedant

(Hindu ideology and religious philosophy) and Viyakran, a Sanskrit Grammar was also studied. Along with the strength Indians received through philosophical knowledge, they never ignored the vocational subjects to improve their lives and be more useful for the land and state.

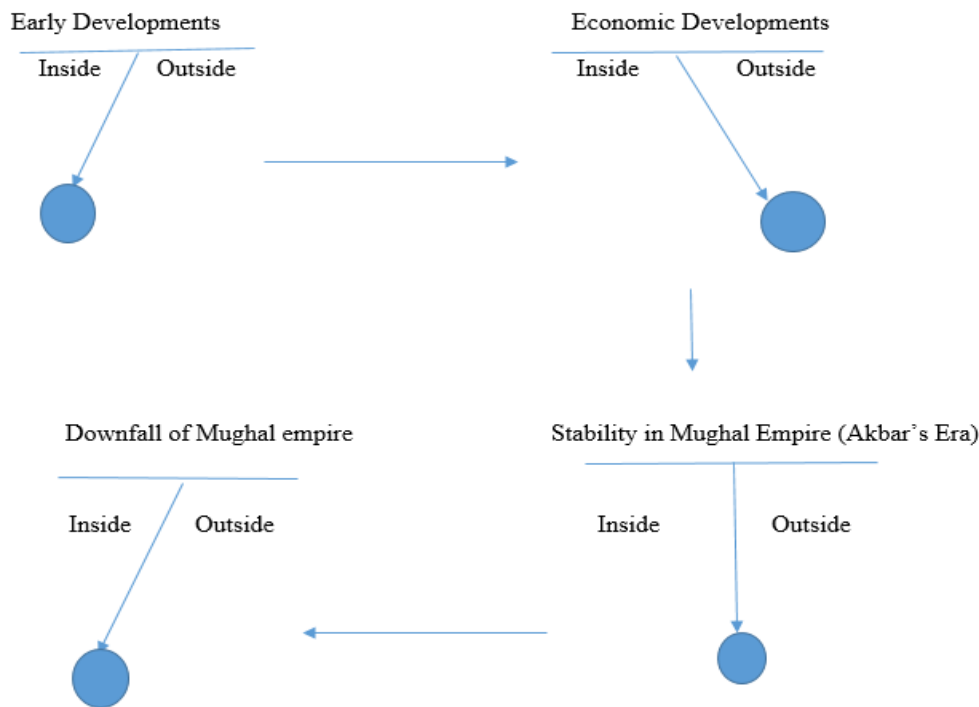
Indians were growing intellectually and creatively expressing themselves by working quality of cultural art and architecture (Hunter, 1903). Other than the educational schools, there were skilled based institutions for the people who wanted to be merchants and professionals in particular skills. Indians were free to follow their ambitions and were encouraged by the Mughals for being the best in what they can be. Thus, this brought a great change in the psychological pattern of the civilization, through which India achieved much more than they themselves did not imagine (Smith, 1917). The institutional growth in India increased by the time, as it became more useful to support the state economically. By making silk, pottery, monuments, jewellery and specifically the stone work done by the smiths was of great value with in as well as was of high demand outside India (Gupta, 1991). Specifically, the trade (exports) of such goods and ornaments was done to the European states and the other countries.

### **Pendulum Swing Theory**

The pendulum swing theory of management is a concept in organizational theory that suggests that management styles and practices swing back and forth between opposite extremes over time. This theory posits that management practices oscillate between two extremes: a strict, authoritarian style on one end and a more lenient, participatory style on the other. The theory suggests that as a reaction to the excesses of one management style, organizations will eventually shift to the opposite end of the spectrum. For example, in the early 20th century, management was dominated by a strict, authoritarian style that emphasized top-down control, discipline, and efficiency. However, this style eventually gave way to a more participatory, humanistic style in the mid-20th century that emphasized empowerment, collaboration, and engagement. In recent years, there has been a trend towards a more data-driven, results-oriented approach to management. The pendulum swing theory suggests that management styles and practices are never static and are constantly changing in response to environmental, social, and cultural factors. The theory also suggests that effective management requires a balance between the extremes, taking into account the unique needs and characteristics of each organization.

## Swings in Pendulum of Mughal Empire

Discussing about the institutional, educational, administrative, and economical developments of Mughal Empire, this will be explained through pendulum Swing theory.



## Swings of pendulum--Mughal Empire through Decann Policy

Decann policy actually was dispute between Mughal Empire and different states of India. Decann policy was made before Mughals to expand the territory of Mughal Empire to Sothern states India. "Decann policy" was covering the factors for strategic importance of administrative, educational, geographical and economic growth of Mughal Empire in Southern part of India. Babur had very little time of his reign so he did not focus on all factors of policy as his quest for conquering Chnderi in 1528 kept him busy. This was good for the geographical growth of the policy. Humayun also was so busy due to his occupation in Gujrat, Bihar and Bengal. It was only Akbar who followed decann policy, after conquering Gujrat he decided to extend the Mughal Empire in Decann states. Through this extended policy in Decann states, he first conquered Malwa, Bijagarh, March to Mandu and Ahmadnagar in to Mughal reign. During all these wars Akbar developed his military Armies and political establishments which made good impact on developments of Mughal Empire. Swings of moving pendulum from downfall to conquer the most part of south India, then pendulum move towards middle under the gravity of controlled reign of Akbar's Era (Moos, 1982).

Jahangir found it hard to retain his position in Ahmadnagar while he tried to follow his father's rule for decann policy. Later ShahJahan's reign faced two issues to rule over Ahmadnagar kingdom and Bijapur (Claimed to be seized by Decann Saltanats). During Aurangzeb's reign, the pressure of Decann saltanat was so high and later some of the decann states seized Bijapur, Gulkanda including Parendu. So through this decann policy in Mughal Empire, there are many swings of Mughal Empire pendulum while coming back to middle under centralized gravity of management (Paul E, 11th July, 2014).

When Babur attacked on India, there were Six Muslims states and one Hindu State. Muslims states were Khandesh, Ahmadnagar, Golkunda, Bidar, Berar and Bijapur while Hindu State was Vijaynagar. In the short reign of Emperor Babur, he could not pay much of his attention towards South so did Humayun as they were busy conquering different states in North India. Vijaynagar was the most popular and strongest state according to Babur.

### **Pendulum of Mughal Empire coming to the middle; a stable position under Akbar's Reign**

As in the pendulum swings of Mughal Empire, the most stable reign was of Akbar's Era. Akbar gained much of the attention due to following decann policy and conquering North India as well as most part of Southern Indian states. By the time of Akbar's reign the political, administrative and military conditions had been changed as he made "NAVRATANS" in his court.

Akbar achieved strong power in his reign over India with making Educational and institutional developments through selecting best associates in his court.

### **Akbar's "Navratans" as institutes of development in his court**

- Birbil was "Wazir E Azam" prime minister of mughal court in Akbar's reign. He was the most popular after Akbar and trustworthy for his king. He was the only person believed in "Deen E Ilahi" Islam-the religion of Akbar. Birbil was the head of military and administrative work of Akbar's reign as well as a good friend of Akbar. Akbar used to trust Birbil blind, during Akbar's reign all military and administrative developments were made under Birbil's management.
- Abdul-Fazel was the author of "Akbarnama" which Akbar made him wrote on his life. The official history of Akbar's reign was written by Abdul-Fazel in three different volumes in different time span.
- Faizi- was the literature poet of Akbar's court. He was really impressed by the poetic thoughts and literature work of Faizi. Faizi made thoughtful contributions in Persian literature. Akbar appointed Faizi as teacher for his Son and allowed him to be part of decorative Navratans. Akbar made his writings spread in Madrasas and other schooling institutes. Akbar wanted other people to read and get knowledge from his literature art.
- Miyan-Taseen was a classical musician of Akbar's reign. He composed many of famous classical compositions. He was a vocalist and instrumentalist too. He made phenomenal contribution in making "Rabab (Musical Instrument)" popular and improved. He used to have musical classes as teacher in Akbar's reign. Some of the imperial dynasties were so impressed by his work that they made their children learn music from him.
- Raja Todar Mal was "wazir e khazan" finance Minister of Akbar's court. He had experience of managing revenue estimation and calculations from sher shah's employment. All taxation amendments and revenue generating policies were made under the expertise of Raja Todar Mal.
- Raja Man Singh was "Raja" head of state Jaipur. He was the general minister of Akbar's court. Later, He was also the general assistant of Akbar's son Jahangir.

When Akbar entered in the politics of Decann, political situations totally changed. In Akbar's reign, combined Bijapur, Bidar, Ahmadnagar and Golkunda forces attacked vijaynagar and ruined the power of vijaynagar state (SOLE SANJAY SHRIVANT, 2013).

The pendulum swing theory of management is a modern organizational theory and may not apply to the Mughal Empire, which existed in the early modern period. The Mughal Empire's organizational development and management practices were shaped by its unique historical, cultural, and political context and cannot be explained by the pendulum swing theory.

## CONCLUSION

Before the Mughal Empire era there was culture of different regions, languages, norms, values and regulations. People used to speak different languages with different cultures. They started working with different languages like Sanskrit, Persian Turkish, Arabic, Hindi and Urdu. These were the local languages of those times before Mughal Empire. In that time, there were resonance period in Europe and there was Indo-Muslim culture in subcontinent and central Asia, and there were fusions of these languages and cultures.

Then Delhi Saltanat came so there started a proper administrative centralized culture in Empire of Power. In these administrations they separated cultures and religions of different regions, so people adopted different cultures with different languages and religions. They started constructed different imperial buildings with the name of monarchs and kings. They started to build gateways for different purposes of spreading their power to different regions with their constructed ways of building Empire. They started construction of big temples, mosques and monuments and occupied land for these constructions. In the Mughal era and before the Mughal era there were phenomenal developments in architectural and art growth.

Whenever they conquered any regions they started giving governance to the local rules under Mughal Empire but with the effective labor and work force empowerment from local rulers. They signed the agreement of giving profits to the state but with giving benefits to the local rulers too. This was all happening under centralized governance of Mughal Empire. They gave right to local rulers to build their army of empires and associates but under the reign of Mughal Empire, as Mughal Empire was well known for having big military armies and civil power to retain their position.

Mughal Empire started charging bog amount of taxes from foreigners, European traders, international markets of agriculture, and a small amount of taxes from local rules and imperial dynasties. This high taxation system of Mughal Empire contributed to produce high revenue of Mughal Empire and good profits for local rulers too. But when Akbar came in power he started giving relaxation in taxes, especially to the Hindu trader who were supposed to pay big amount of tax for cultivation and their services, so Akbar made changes in policies to take lands from Hindu landholders and taxes from Hindu traders. These policies were made under the administration of Mughal Empire to provide the facilities to local emperors and people of different cultures and religions. They started distribution of powers to military commanders in different regions.

Moving towards the educational teachings of Mughal Empire, they initially started building "Madrasas" the basic educational schools for religious and academic teachings. From the early ages of children, mothers were responsible for the education and learnings of the kids. So they started giving awareness to mothers to give proper education to children from the very start of their learning age. There were basically two most important types of education were providing in those times, Islamic education and mathematical learnings. The children were supposed to get education in the women "Haram" where women were specifically made to learn skills and teach their children. Especially the children of imperial dynasties were provided with high quality of education which were supposed to lead the Mughal Empire in the future, and after that children of political associates and military commanders were given the high quality of education.

Soon after reign of Akbar started, he implementing these restrictions for the children of local rulers and local public too. Proper school systems were started from Babur's time too, but Humayun made these restrictions to get the educational system high and Akbar did so too. The Mughal Empire had great interest in literature so they used to hire people with specific literature skills from Persia and Iran. They started exporting literature writing and books from their regions to the Turks and Iran for book binding process and printing those literature arts.

They were also concerned about building mosques with Madrasas for the basic Islamic education too.

## **FUTURE DIRECTIONS**

As the pendulum swing theory is a modern organizational theory, future directions could include further research into the ways in which this theory applies to contemporary organizations. This research could focus on identifying specific industries or contexts in which the pendulum swing theory is most relevant and exploring the factors that drive swings between different management styles and practices. Additionally, future research could examine the effectiveness of different management styles and practices at different points in time and in different contexts, and investigate the factors that influence their effectiveness. This could include examining the impact of technological advancements, changes in the global economy, and shifts in societal values and norms on management practices. Another area of future research could be exploring the role of leadership in managing the swings between different management styles and practices. This could involve investigating the skills and competencies that leaders need to navigate changes in management practices effectively and maintain organizational performance and sustainability.

Overall, future research into the pendulum swing theory could provide valuable insights into the dynamic nature of management practices and help organizations adapt to changes in their environment and stay competitive over time.

## **REFERENCES**

- Abisuga, I. F. (2016). Effect of path-goal leadership styles on the commitment of employees on construction projects. *International Journal of Construction Management*, 16:1, 67-76.
- Afsheen Khalid, G. M. (2012). Role of Supportive Leadership as a Moderator between Job Stress and Job Performance. *Information Management and Business Review*, Vol. 4, No. 9, pp. 487-495.
- Anjum, F. (2018). Education and Learning in Mughal India: A Critical Study of Colonial Perceptions. *Journal of the Research Society of Pakistan*, Vol. 55, No. 1.
- Asher, C. B., & Talbot, C. (2006). *India Before Europe*. Cambridge University Press.
- Baber, Z. (1996). *The Science of Empire: Scientific Knowledge, Civilization, and Colonial Rule in India*. State University of New York Press.
- Barbara D. Metcalf, T. R. (2006). *A Concise History of Modern India*. Cambridge University Press.
- Begum, G. (1902). *The history of Humayun = Humayun-nama*. London: Royal Asiatic Society.
- Bickford, M. (2005). Stress in the Workplace: A General Overview of the Causes, the Effects, and the Solutions. *Canadian Mental Health Association Newfoundland and Labrador Division*, 8(1), 1-3.
- Blunt, W. (1948). "The Mughal Painters of Natural History". . The Burlington Magazine.
- Burlakova, I. K. (n.d.). Cognitive Approach To Corporate Well-Being Management. *economics, accounting and finance*, 29.
- Chandra, S. (2006). *Medieval India: From Sultanat to the Mughals-Delhi Sultanat (1206-1526)*. New Dehli: Har-Anand Publications PVT Ltd.
- Charness, G. G. (2018). Experimental methods: Measuring effort in economics experiment. *Journal of Economic Behavior & Organization*, 149, 74-87.
- Choudhary, R. A. (2017). The Mughal and the Trading of Horses in India, 1526-1707. *International Journal of History and Cultural Studies (IJHCS)*, PP 1-18.

- Dachler, H. P. (2019). *Conceptual dimensions and boundaries of participation in organizations: A critical evaluation*. Routledge.
- Dawson., E. &. (1873). *The History of India As told By Its Own Historians*. London: Trubner AND CO. .
- DENİZ, S. (2019). Effect Of Loneliness In The Workplace On Employees' Job Performance: A Study For Hospital Employees. *International Journal of Health Services Research and Policy*, 4(3): 214-224.
- DENİZ, S. (2019). Effect Of Loneliness In The Workplace On Employees'job Performance: A Study For Hospital Employees. *International Journal of Health Services Research and Policy*, 4(3), 214-224.
- Eaton, R. (2000). Temple Desecration and Indo-Muslim States. *ournal of Islamic Studies*, 11(3), pp. 283–319.
- Eaton, R. M. (2005). *A Social History of the Deccan: 1300–1761: Eight Indian Lives, The new Cambridge history of India*. Cambridge University Press.
- Edmund., B. C. (2008). *Historic cities of the Islamic world*. Brill.
- Gilbert, M. J. (2017). *South Asia in World History*. . Oxford University Press.
- Guest, D. E. (2017). Human resource management and employee well-being: towards a new analytic framework. *Human Resource Management Journalx*, Vol 27, no 1, pages 22–38.
- Gupta, S. P. (1991). Revenue Estimation, Assessment And Realisation In Mughal Empire: Scrutiny Of Taqsim Papers From Subas Of Agra And Ajmer. *Proceedings of the Indian History Congress*, pp. 449-458.
- Hodgson, M. G. (2009). *The Venture of Islam, Volume 3: The Gunpower Empires and Modern Times*. University of Chicago Press. .
- House, R. J. (1975). *Path-goal theory of leadership*. Washington Univ Seattle Dept Of Psychology.
- Hunter, W. W. (1903). *A Brief History of Indian Peoples*. India: Clarendon Press.
- Islam Bourini, A. J.-B. (2018). Investigating the managerial practices' effect on Employee-Perceived Service Quality with the moderating role of supportive leadership behavior. *European Research on Management and Business Economics*.
- J. Darwin Princy, S. S. (2017). Ranking of Relative Importance of Productivity Factors in Indian Construction Projects. *Journal of Construction Engineering, Technology and Management*, 67-77.
- Janet Fulk Schriesheim, C. A. (1980). A Test of The Path-Goal Theory Of Leadership And Some Suggested Directions For Future Research. *Personnel Psychology*, 33.
- Johannes Albert Schmid, M. N. (2017). Associations Between Supportive Leadership Behavior and the Costs of Absenteeism and Presenteeism: : An Epidemiological and Economic Approach. *Journal of Occupational and Encironmental Medicine*.
- Johannes Albert Schmid, M. N. (2017). The impact of a workplace terrorist attack on employees' perceptions of leadership: A longitudinal study from pre- to post-disaster. *The Leadership Quarterly*.
- June Gruber, M. J. (2020). Mental health and clinical psychological science in the time of COVID-19: Challenges, opportunities, and a call to action. *American Psychologist*.
- Kamath, S. U. (1980). *A concise history of Karnataka: From pre-historic times to the present*. Bangalore: Jupiter Books.
- Kaydos, W. J. (2020). *Operational Performance Measurement: Increasing Total Productivity*. New York: Taylor & Francis, CRC Press.
- Lau, L. W. (2012). Feeling lonely at work: investigating the consequences of unsatisfactory workplace relationships. *The International Journal of Human Resource*, Vol. 23, No. 20, 4265–4282.
- Leto Copeley, C. J. (2015). *The intersection of workers' compensation and emotional distress employment claims*. California.
- Ludden, D. (2002). *India and South Asia: A Short History*. One World.
- Maddison, A. (2003). *Development Centre Studies The World Economy Historical Statistics: Historical Statistics*. OECD Publishing.

- Maryam Al-Sada, B. A.-E. (2017). Influence of organizational culture and leadership style on employee satisfaction, commitment and motivation in the educational sector in Qatar. *EuroMed Journal of Business*.
- Mishra, P. A. (2019). Linking core self-evaluation and emotional exhaustion with workplace loneliness: does high LMX make the consequence worse? *The International Journal of Human Resource*, VOL. 32, NO. 10, 2124–2149.
- Mustafa Amarat, M. A. (2018). The mediating role of work alienation in the effect of workplace loneliness on nurses' performance. *John Wiley & Sons Ltd*, 27:553–559.
- Nohria, N. &. (2010). *Handbook of leadership theory and practice*. Harvard Business Press.
- Northouse, P. G. (2013). *Leadership: Theory and Practice, (6th ed)*. Sage Publications.
- Ofei-Dodoo, S. E. (2020). Assessing loneliness and other types of emotional distress among practicing physicians. *Kansas journal of medicine*, 13, 1.
- Ofei-Dodoo, S. M. (2021). Loneliness, Burnout, and Other Types of Emotional Distress Among Family Medicine Physicians: Results From a National Survey. *The Journal of the American Board of Family Medicine*.
- Parpia, S. (2018). Hunting ground, agricultural land and the forest:sustainable interdependency in Mughal India 1526-1707. *Landscape History*, 39:2, 23-42.
- Qureshi, Z. (2016). *The Productivity Outlook: Pessimists Versus Optimists*. Global Economy and Development.
- Rezavi, S. A. (2007). The Organization Of Education In Mughal India. *Proceedings of the Indian History Congress*, 389-397.
- Robb, P. (2002). *A History of India*. New York: Palgrave. Cambridge University Pres.
- Sal, M. R. (2016). The Impact of Training and Development on Employees Performance and Productivity. *International Journal of Management Sciences and Business Research*, Vol. 5, Issue 7, 35.
- Sardar, M. (2003). "The Art of the Mughals after 1600." In *Heilbrunn Timeline of Art History*. New York: The Metropolitan Museum of Art, 2000: THE MET.
- Sastri, K. A. (1955). *A history of South India from prehistoric times to the fall of Vijayanagar*. New Delhi: Oxford University Press.
- Schmidt, K. J. (2015). *An Atlas and Survey of South Asian History*. Routledge.
- Schmidt, K. J. (2015). *An Atlas and Survey of South Asian History*. Routledge.
- Sinopoli, C. M. (1994). "Monumentality and Mobility in Mughal Capitals". *Asian Perspectives*.
- Smith, V. A. (1917). *Akbar the Great Mogul, 1542–1605*. Oxford at The Clarendon Press.
- Soucek, P. (1987). "Persian Artists in Mughal India: Influences and Transformations". Muqarnas.
- Sri Suyanta, S. I. (2016). Islamic Education at Mughal Kingdom in India (1526-1857). *Al-Ta'lim Journal*, 128-138.
- Streusand, D. E. (2011). *Islamic Gunpowder Empires: Ottomans, Safavids, and Mughals*. Philadelphia: Westview Press.
- Talbot, C. B. (2008). *India Before Europe*. Cambridge University Press.
- Voss, L. H., Hiemstra-Kuperus, E., & Meerkerk, E. v. (2010). "The Long Globalization and Textile Producers in India". *The Ashgate Companion to the History of Textile Workers, 1650–2000*. Ashgate Publishing.
- Wagoner, P. B. (1996). "Sultan among Hindu Kings: Dress, Titles, and the Islamicization of Hindu Culture at Vijayanagara". *The Journal of Asian Studies*, 55 (4): 851–880.
- Wright, S. L. (2005). *Loneliness in the Workplace*. Canterbury .
- Yuhung Shin, W.-K. O.-H.-Y. (2016). A Multilevel Study Of Supportive Leadership And Individual Work Outcomes: The Mediating Roles Of Team Cooperation, Job Satisfaction, and Team Commitment. *The Journal of Applied Business Research*.