

SOCIAL SCIENCE

OUR PASTS – II

Textbook in History
for Class VII



विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
NCERT

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

First Edition*April 2007 Vaisakha 1929***Reprinted***November 2007, January 2009,
December 2009, November 2010,
January 2012, March 2012,
October 2013, December 2014,
December 2015, December 2016,
December 2017, January 2019,
August 2019, March 2021,
July 2021 and November 2021***Revised Edition***May 2022 Jyestha 1944***PD 410T BS****© National Council of Educational
Research and Training, 2007, 2022****₹ 65.00***Printed on 80 GSM paper with NCERT
watermark*

Published at the Publication Division
by the Secretary, National Council of
Educational Research and Training,
Sri Aurobindo Marg, New Delhi 110 016
and printed at Arun Packers & Printers,
C-36 Lawrence Road Industrial Area, Delhi
110 035

ALL RIGHTS RESERVED

- ❑ No part of this publication may be reproduced, stored in a retrieval system or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise without the prior permission of the publisher.
- ❑ This book is sold subject to the condition that it shall not, by way of trade, be lent, re-sold, hired out or otherwise disposed of without the publisher's consent, in any form of binding or cover other than that in which it is published.
- ❑ The correct price of this publication is the price printed on this page, Any revised price indicated by a rubber stamp or by a sticker or by any other means is incorrect and should be unacceptable.

OFFICES OF THE PUBLICATION**DIVISION, NCERT**

NCERT Campus
Sri Aurobindo Marg
New Delhi 110 016

Phone : 011-26562708

108, 100 Feet Road
Hosdakere Halli Extension
Banashankari III Stage
Bangaluru 560 085

Phone : 080-26725740

Navjivan Trust Building
P.O.Navjivan
Ahmedabad 380 014

Phone : 079-27541446

CWC Campus
Opp. Dhankal Bus Stop
Panihati
Kolkata 700 114

Phone : 033-25530454

CWC Complex
Maligaon
Guwahati 781 021

Phone : 0361-2674869

Publication TeamHead, Publication Division : *Anup Kumar Rajput*Chief Production Officer : *Arun Chitkara*Chief Business Manager : *Vipin Dewan*Chief Editor (In charge) : *Bijnan Sutar*Assistant Editor : *Shashi Chadha*Production Assistant : *Rajesh Pippal***Cover and Layout***Art Creations***Cartography***Cartographic Designs Agency*

FOREWORD

The National Curriculum Framework, 2005, recommends that children's life at school must be linked to their life outside the school. This principle marks a departure from the legacy of bookish learning which continues to shape our system and causes a gap between the school, home and community. The syllabi and textbooks developed on the basis of NCF signify an attempt to implement this basic idea. They also attempt to discourage rote learning and the maintenance of sharp boundaries between different subject areas. We hope these measures will take us significantly further in the direction of a child-centred system of education outlined in the National Policy on Education (1986).

The success of this effort depends on the steps that school principals and teachers will take to encourage children to reflect on their own learning and to pursue imaginative activities and questions. We must recognise that, given space, time and freedom, children generate new knowledge by engaging with the information passed on to them by adults. Treating the prescribed textbook as the sole basis of examination is one of the key reasons why other resources and sites of learning are ignored. Inculcating creativity and initiative is possible if we perceive and treat children as participants in learning, not as receivers of a fixed body of knowledge.

These aims imply considerable change in school routines and mode of functioning. Flexibility in the daily time-table is as necessary as rigour in implementing the annual calendar so that the required number of teaching days are actually devoted to teaching. The methods used for teaching and evaluation will also determine how effective this textbook proves for making children's life at school a happy experience, rather than a source of stress or boredom. Syllabus designers have tried to address the problem of curricular burden by

restructuring and reorienting knowledge at different stages with greater consideration for child psychology and the time available for teaching. The textbook attempts to enhance this endeavor by giving higher priority and space to opportunities for contemplation and wondering, discussion in small groups, and activities requiring hands-on experience.

NCERT appreciates the hard work done by the textbook development committee responsible for this book. We wish to thank the Chairperson of the Advisory Group on Social Science, Professor Hari Vasudevan and the Chief Advisor for this book, Professor Neeladri Bhattacharya for guiding the work of this committee. Several teachers contributed to the development of this textbook; we are grateful to their principals for making this possible. We are indebted to the institutions and organisations, which have generously permitted us to draw upon their resources, material and personnel. We are especially grateful to the members of the National Monitoring Committee, appointed by the Department of Secondary and Higher Education, Ministry of Human Resource Development under the Chairpersonship of Professor Mrinal Miri and Professor G. P. Deshpande, for their valuable time and contribution. As an organisation committed to systemic reform and continuous improvement in the quality of its products, NCERT welcomes comments and suggestions which will enable us to undertake further revision and refinement.

New Delhi
20 November 2006

Director
National Council of Educational
Research and Training

RATIONALISATION OF CONTENT IN THE TEXTBOOKS

In view of the COVID-19 pandemic, it is imperative to reduce content load on students. The National Education Policy 2020, also emphasises reducing the content load and providing opportunities for experiential learning with creative mindset. In this background, the NCERT has undertaken the exercise to rationalise the textbooks across all classes. Learning Outcomes already developed by the NCERT across classes have been taken into consideration in this exercise.

Contents of the textbooks have been rationalised in view of the following:

- Overlapping with similar content included in other subject areas in the same class
- Similar content included in the lower or higher class in the same subject
- Difficulty level
- Content, which is easily accessible to students without much interventions from teachers and can be learned by children through self-learning or peer-learning.
- Content, which is irrelevant in the present context.

This present edition, is a reformatted version after carrying out the changes given above.

www.dreamtopper.in

TEXTBOOK DEVELOPMENT COMMITTEE

CHAIRPERSON, ADVISORY COMMITTEE FOR TEXTBOOKS IN SOCIAL SCIENCE FOR THE SECONDARY STAGE

Hari Vasudevan, *Professor*, Department of History,
University of Calcutta, Kolkata

CHIEF ADVISOR

Neeladri Bhattacharya, *Professor*, Centre for Historical Studies,
School of Social Sciences, Jawaharlal Nehru University, New Delhi

ADVISOR

Kunal Chakrabarti, *Professor*, Centre for Historical Studies,
School of Social Sciences, Jawaharlal Nehru University, New Delhi

Sunil Kumar, *Reader*, Department of History, Delhi University, Delhi

TEAM MEMBERS

Anil Sethi, *Former Professor*, DESS, NCERT, New Delhi

Bhairavi Prasad Sahu, *Professor and Head*, Department of History,
Delhi University, Delhi

Chetan Singh, *Professor*, Department of History,
Himachal Pradesh University, Shimla, H.P.

C. N. Subramaniam, *Director*, Eklavya, Kothi Bazar, Hoshangabad, Madhya
Pradesh

Farhat Hasan, *Reader*, Department of History,
Aligarh Muslim University, Aligarh, U.P.

Kesavan Veluthat, *Professor*, Department of History,
Mangalore University, Mangalore, Karnataka

Kumkum Roy, *Associate Professor*, Centre for Historical Studies,
School of Social Sciences, Jawaharlal Nehru University, New Delhi

Mily Roy, *Sr. Lecturer*, DESS, NCERT, New Delhi

Nayana Das Gupta, *Lecturer in History*, Lady Sri Ram College,
Delhi University, Delhi

Rajan Gurukkal, *Professor*, Department of History,
Mahatma Gandhi University, Kottayam, Kerala

Rajat Dutta, *Professor*, Centre for Historical Studies,
School of Social Sciences, Jawaharlal Nehru University, New Delhi

Sreela Mitra, *PGT*, History, Vasant Valley School, Vasant Kunj, New Delhi

Suchi Bajaj, *PGT*, History, Springdales School, Pusa Road, New Delhi

Vijaya Ramaswamy, *Professor*, Centre for Historical Studies, School of Social
Sciences, Jawaharlal Nehru University, New Delhi

MEMBER-COORDINATOR

Reetu Singh, *Lecturer*, DESS, NCERT, New Delhi

ACKNOWLEDGEMENTS

This book is the product of a year's cogitation: discussions, sharing comments and rewriting that relied upon the skills and commitment of all the members of the Textbook team. There was much that we learned from each other through this period and we hope that the final product manages to communicate the excitement and joy that went into its planning and production. All the members of the team received support and encouragement from their respective institutions and families and we would like to take this opportunity to thank them.

Professors J.S. Grewal, member of the NCERT Monitoring Committee and Muzaffar Alam of the University of Chicago commented on several chapters and very generously responded to all our queries. Professor Ebba Koch of the University of Vienna was kind enough to give us permission to use many of her photographs and illustrations. We are indebted to Dr. Meera Khare of PGDAV College, Delhi University, for her promptness in responding to our questions and providing us help with information and visuals.

Shyama Warner's copyediting and proofreading skills improved the book dramatically. It is certainly a visual delight thanks to the designing and layout expertise of Ritu Topa of Arrt Creations. Albinus Tirkey's technical and administrative help eased the burden at the last stages of production. Satish Maurya produced the maps for the book. We are grateful to him for his patience, promptness and efficiency. Shveta Uppal oversaw the final editing and production of the volume with great care and customary professionalism.

The Council acknowledges the valuable inputs for analysing syllabi, textbooks and the content, proposed to be rationalised for this edition by Umesh Ashok Kadam, *Professor*, Centre for Historical Studies, Jawaharlal Nehru University, New Delhi; Sunil Kumar Singh, *PGT History*, Kendriya Vidyalaya, AFS, Tughlakabad, New Delhi; Krishna Ranjan, *PGT History*, Kendriya Vidyalaya, Vikaspuri; Archana Verma, *Associate Professor*, Department of History, Hindu College, University of Delhi, Delhi; Shruti Mishra, *PGT History* and *HoD*, History, Delhi Public School, R.K. Puram, New Delhi; Gouri Srivastava, *Professor and Head*; Pratyusa K. Mandal, *Professor*; Seema S. Ojha, *Professor*, DESS; Mily Roy Anand, *Professor*, DGS and Sharad Kumar Pandey, *Associate Professor*, DCS&D, NCERT.

PHOTO AND MAP CREDITS

We would like to acknowledge the following:

PHOTO CREDITS

- . *Delhi, Agra, Jaipur: the Golden Triangle*, (Ch.4, fig. 1);
Asher, Catherine and Cynthia Talbot. *India Before Europe*,
(Ch. 8, fig. 8);
Atil, Esin. *The Brush of the Masters: Drawings from Iran and India*, (Back Cover);
Bandyopadhyay, Amiyakumar. *Bankurar Mandir*,
(Ch. 7, figs. 11, 12, 13, 14);
Bayly, C. A. *An Illustrated History of Modern India, 1600-1947*,
(Ch. 8, fig. 2);
Beach, Milo C. and Ebba Koch. *King of the World, the Padshahnama*, (Ch. 4, figs. 2, 3, 4, 5);
Centre for Cultural Resource and Training, New Delhi,
(Ch. 2, fig. 4; Ch. 7, figs. 3, 5);
Das, Anath. *Jat Vaishnava Katha*, (Ch. 6, fig. 6);
Eaton, Richard. *Sufis of Bijapur*, (Ch. 6, fig. 6);
Edwardes, Michael. *Indian Temples and Palaces*,
(Ch. 2, fig. 1);
Gascoigne, Bamber. *The Great Mughals*, (Ch. 4, fig. 6);
Goswamy, B. N. *The Word is Sacred, Sacred is the Word*,
(Ch. 2, fig. 2; Ch. 6, fig. 1; Ch. 7, fig. 2);
Hooja, Rima. *A History of Rajasthan*, (Ch. 8, fig. 5);
Kothari, Sunil. *Kathak: Indian Classical Dance Art*
(Ch. 7, fig. 6);
Lafont, Jean-Marie. *Maharaja Ranjit Singh: Lord of the Five Rivers*, (Ch. 8, fig. 6);
Masselos, Jim, Jackie Menzies, Pratapaditya Pal.
Dancing to the Flute: Music and Dance in Indian Art,
(Ch. 5, fig. 1; Ch. 6, figs. 4, 8, 9; Ch. 7, figs. 8, 9);
Michell, George. *Architecture and Art of Southern India*,
(Ch. 6, fig. 2);
Pal, Pratapaditya. *Court Paintings of India*, (Ch. 5, fig. 2;
Ch. 6, fig. 3; Ch. 7, figs. 4, 7, 8);
Safadi, Y.H. *Islamic Calligraphy*, (Ch.1, fig. 2);
Singh, Roopinder. *Guru Nanak, his Life and Teachings*,
(Ch. 6, fig. 11);
Stronge, Susan. *The Arts of the Sikh Kingdoms*,
(Ch. 6, fig. 10, pg. xii);

Thackston, Wheeler M. translated, edited and annotated,
Jahangirnama, Memoirs of Jahangir, Emperor of India,
(Ch. 4, fig. 7);
Welch, Stuart Cary. *India, Art and Culture: 1300-1900*,
(Ch. 5, figs. 4, 6, 7; Ch. 6, fig. 5);
Welch, Stuart Cary. *Imperial Mughal Painting*, (Ch. 1, fig. 1);

MAP CREDITS

Schwartzberg, J.E. *A Historical Atlas of South Asia*,
(Ch. 1, maps 1, 2);

MAPS FROM THE FOLLOWING BOOKS AND ATLASES WERE EDITED AND USED:

Asher, Catherine and Cynthia Talbot. *India Before Europe*,
(Ch. 4, map 1);
Bayly, C. A. *Indian Society and the Making of the
British Empire*, (Ch. 8, map 1, 2);
Frykenberg, R.E. ed. *Delhi through the Ages*, (Ch. 3, map 1);
Habib, Irfan. *An Atlas of the Mughal Empire*, (Ch.5, map 2);
Schwartzberg, J.E. *A Historical Atlas of South Asia*,
(Ch. 1, map 3).



Contents

Foreword	iii
Rationalisation of Content in the Textbooks In this book	v xii
1. Introduction: Tracing Changes Through a Thousand Years	1
2. Kings and Kingdoms	16
3. Delhi: 12th to 15th Century	30
4. The Mughals (16th to 17th Century)	39
5. Tribes, Nomads and Settled Communities	49
6. Devotional Paths to the Divine	61
7. The Making of Regional Cultures	79
8. Eighteenth-Century Political Formations	94

IN THIS BOOK

Each chapter is divided into sections. Read, discuss and understand each section before proceeding to the next. Look out for the following in each Chapter.

1

Definition Box

Some chapters contain definitions.

2

Additional Information

Many chapters contain boxes with interesting, *additional information.*

3

Source Box

Many chapters contain a portion from a *source*, clues from which historians write history. Read these carefully, and discuss the questions they contain.

Many of our sources are visual. Each *illustration* has a story to tell.

4



You will also find *maps*. Look at these and try to locate the places mentioned in the lessons.

5



In each chapter there are *intext questions and activities* that are highlighted. Spend some time discussing these as you go along.

6



Imagine

And there is a small section titled *Imagine*. This is your chance to go back into the past and figure out what life would have been like.

7

KEYWORDS



At the end of each chapter, you will find a list of *keywords*. These are to remind you of important ideas/ themes introduced in the lesson.



8

You will also find different kinds of activities listed at the end of each chapter — **Let's recall, Let's discuss, Let's do** and **Let's understand**.

There is a lot to read, see, think about and do in this book. We hope you will enjoy it.

