



Master Lesson Plan

For

The Delhi Sultans

Board	Standard	Subject	Chapter	Language	Reference Link	Creation Date
CBSE	STD VII	Social Science	The Delhi Sultans	English	The Delhi Sultans	2020-12

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The Delhi Sultans

1. MS_Objectives_The Delhi Sultans

Objectives

Note to the Teachers: This asset lays down the proposed plan for transacting the chapter. It states the objectives of this lesson plan. It conveys the same in terms of expected learning outcome for each asset. This asset is only for teacher's reference and hence it need not be taught to the students.

Students will be able to:

1. Get a peek into the prominent position that Delhi held since ancient times.
2. Analyse whether birthright and gender distinction is justified.
3. Correlate the status of women in the 12th century and 20th - 21st century.
4. Discuss the social order and gender distinctions.
5. Explain the measures undertaken by Delhi Sultanate to overcome challenges faced by them during their reign.
6. Elucidate their learning about Delhi Sultans.
7. Demonstrate an understanding of the role of mosques built during Delhi Sultanate.
8. Explain the administrative methods adopted by Khaljis and Tughluqs.
9. Compare the manner in which rulers of two dominant dynasties dealt with similar challenges.
10. Explain the decline of Delhi Sultanate followed by the emergence of powerful Sur dynasty.
11. Discuss the reign of Delhi Sultanate during and post Khaljis and Tughluqs.

Time to teach	Asset Type	Theme	SubTheme
3 Minutes	Main Script	Early Kings and Kingdoms	The Delhi Sultans, The Delt

2. IA_Delhi - A City of Great Antiquity

Notes to the teacher: Teacher may introduce the asset with a question as to how old they think the city of Delhi is. After a couple of answers from them, the video titled 'Delhi - A City of Great Antiquity' may be shown.

Delhi A City of Great Antiquity

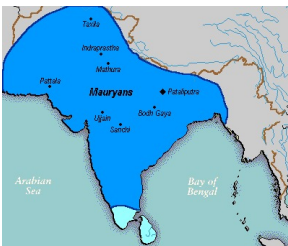
A city of great antiquity, Delhi has been traditionally credited with being the capital of the Kingdom of the Pandavas, the heroes of the Mahabharata.

Image I - The Pandavas of Mahabharata



The area around the Yamuna River (near Purana Qila) has been identified with the city of Indraprastha, mentioned in the Mahabharata as the Pandava capital.

Image II - Indraprastha - the Pandava capital



Evidence also shows that Delhi was situated along an important trunk route during the Mauryan period, and the famous geographer Ptolemy, who came to India in the second century AD, has referred to a place as "Dilli".

Image III - Delhi during Mauryan period

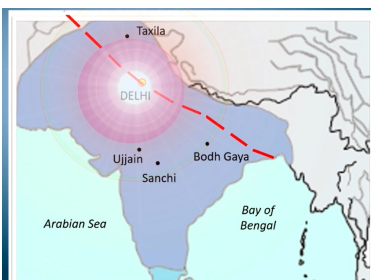


Image IV - Greek geographer - Ptolemy



According to legend, Tomar Rajputs are the descendants of Pandavas of Mahabharata - descended from Arjun, through his son Abhimanyu and grandson, Parikshit. King Yudhishtra founded Indraprastha, modern Delhi, but he later abdicated in favour of Parikshit, from Parikshit to King Dihlu Tomar.

Image V - Delhi of today



Delhi of modern times has grown around the old parts of the city. It would be interesting to learn about Delhi and the rulers who made it a prominent capital city.

Image Links:

Image I - https://commons.wikimedia.org/wiki/File:The_Pandavas_and_Draupadi_from_the_Ravi_Varma_Press,_c.1910.jpg

Image II - https://commons.wikimedia.org/wiki/File:Mauryan_Empire_Map.gif

Image III - OC- radhika.bala@gmail.com

Image IV - SSSVV gallery - https://www.srisathyaivaividyaahini.org/alfresco/d/direct/workspace/SpacesStore/c20c1c89-78ed-431a-807b-4d0b602147b7/ptolemy-greek-mathematician-astronomer-geographer-astrologer-poet-4436?ticket=TICKET_26bcf5f1d39d08f1eb325b8a79a209b1f359d9c4

Image V - OC- radhika.bala@gmail.com

Time to teach	Asset Type	Theme	SubTheme
3 Minutes	Interesting Asides	Early Kings and Kingdoms	The Rulers of Delhi, The Ru

3. MS_Delhi Gains Prominence

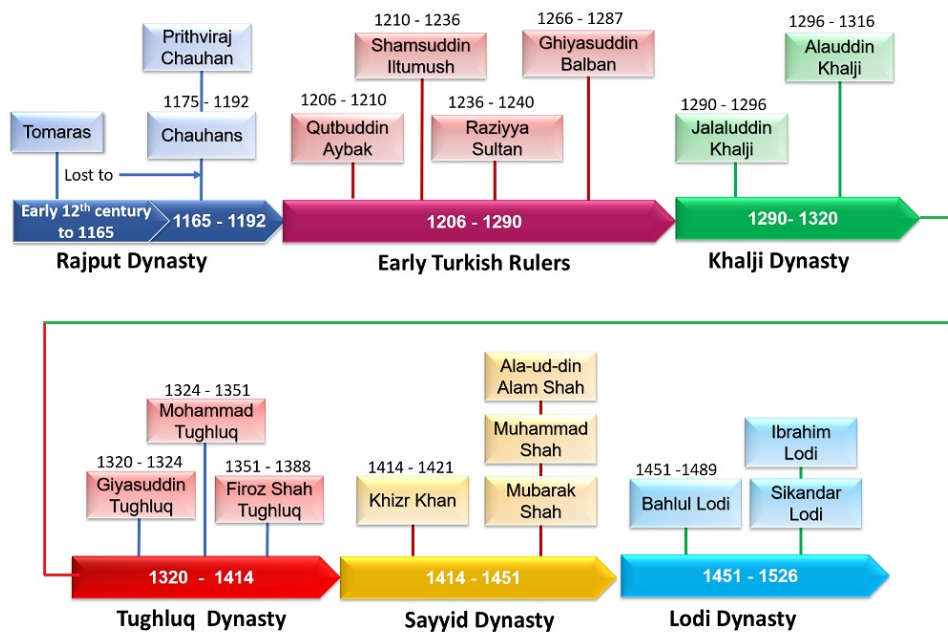
Delhi during Rajput reign

- Delhi gained importance as a **capital** for the first time in the **12th century** during Tomaras reign.
- It rose to become a prominent **commercial centre** under Tomaras and Chauhans.
- Rich **Jaina merchants*** of those times constructed many temples.
- Dehliwal coins**** minted here were widely in circulation during that period.

Jaina merchants* - The business people, who practiced 'Jainism'.

Dehliwal coins** - Coins minted around Delhi during the twelfth century.
The 'Tomaras' and 'Chauhans' ruled the area during that period.

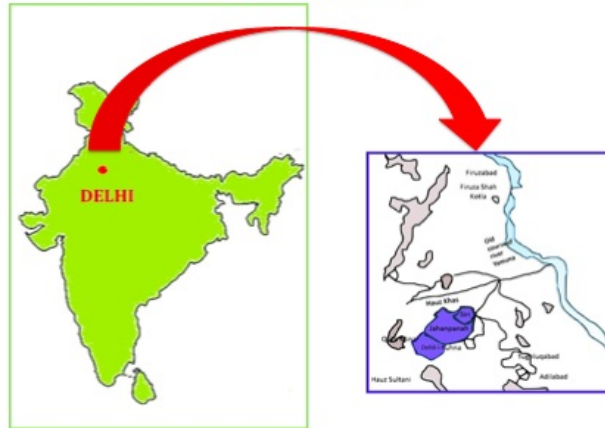
Dynasties that gave prominence to Delhi [1110 - 1526 CE]



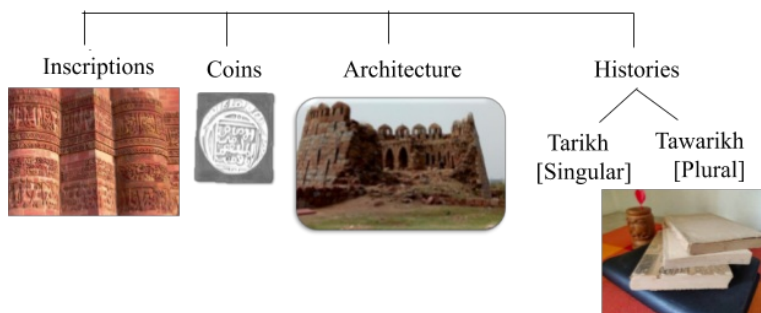
Delhi Under Early Turkish Rulers

- During the early 13th century, the Delhi Sultanate took over from Chauhans and established their rule as is seen in the timeline given above.
- Delhi became a bigger centre of power.
- They governed large parts of the subcontinent from their capital city of Delhi.

Image 1 - Delhi in 13th - 14th Century

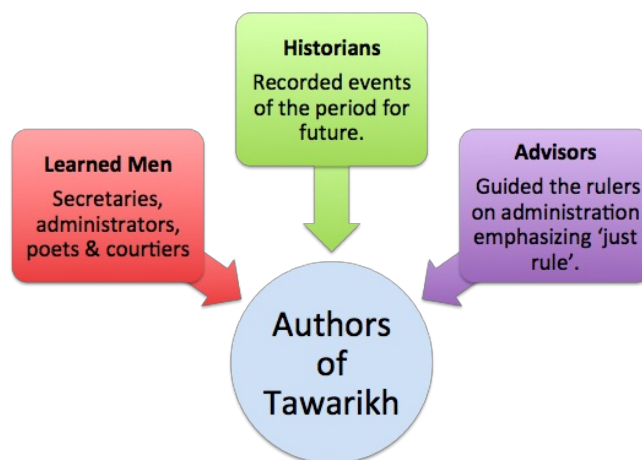
DELHI UNDER DELHI SULTANATE[13th – 14th Century]

- The shaded region in the map above [DELHI UNDER DELHI SULTANATE] comprised of the cities - Siri, Jahanpanah and Delhi i Kuhna, that were established during that period. These have become a part of the current city of Delhi.
- Various sources provide information about the Delhi Sultanate as can be seen in the image below.

Image 2 - Knowing About Delhi Sultanate**Sources of information about Delhi Sultans**

- **Tawarikh**, a literary work, gives information on the history of that period. It was written in 'Persian' - the language of the times.
- The authors of 'Tawarikh' belonged to one of the three categories.

Authors of Tawarikh



- Although 'Tawarikh' is a rich source of information about Delhi Sultanate, certain facts have to be noted about this source.

1. They lived in cities mainly Delhi and not in the villages. Hence quite unaware of conditions in them.
2. Their objective of writing was to please the rulers in return for a reward.
3. Their advice to the rulers - "Retain birthright* and gender distinctions** for a perfect social order" was a personal idea not the reflection of people's opinion.

Birthright* – A right or privilege got by being born in a particular family. For example, family wealth inheritance or rising to a position because of forefathers.

Gender Distinctions** - Biological difference between man and woman leading to social differences. This reflects in woman being considered inferior to man.

Image Links

1. Original contribution- radhika.bala@gmail.com
 2. Monuments - https://www.srisathyaiaividyavahini.org/alfresco/d/direct/workspace/SpacesStore/6553b655-3f06-48de-90d2-0984690051a1/tughlakabad-fort-7028?ticket=TICKET_26bcf5f1d39d08f1eb325b8a79a209b1f359d9c4
- Inscriptions - <https://commons.wikimedia.org/wiki/File:Qutb_Minor_Minaret_Delhi_India.jpg>
 Coins - <SSSVV GALLERY> <<https://drive.google.com/drive/folders/1qz6uT6BwWOloT1Tr6xNJk87JtytOkXa4>>
 Tawarikh Histories - <ORIGINAL (SELF CLICKED)> radhika.bala@gmail.com

Time to teach	Asset Type	Theme	SubTheme
8 Minutes	Main Script	Early Kings and Kingdoms	The Delhi Sultans, The Delt

4. IQ_Birthright and Gender Distinctions

Birthright and Gender Distinctions

(Notes to the teacher: Teacher may project the question and wait for students responses. After a discussion the answers/hints provided on the ppt could be projected)

Q 1. Should a person get some rights merely because of his birth in a certain family? Justify your answer.

Hints: Yes. Because whatever property or position the family has will naturally be passed on to the next generation.

No, a person's knowledge and skill should be a consideration not his family background alone.

Q 2. Should men and women be given the same treatment and privileges in society? Give reasons for your response.

Hints: Yes. Because they are equally intelligent and hardworking; everyone should be treated as equals; our culture has always respected women[goddess, gurus etc]; they are equal partners in the society.

No. They are weak, men are superior.

Q 3. Do women enjoy equal status in all walks of life in our day and age?

[Notes to the teacher: Teacher may show the video 'Birthright and Gender Distinctions - Women Achievers' that has been attached and then ask the students to respond.]

Hints: No. women sometimes inherit property but never inherit land, crimes against them is still high, education is lower among girls compared to boys.

Yes, women have distinguished themselves in different areas. Some examples are given below. *[The following images appear in the video]*

Positions in the Government:

Sushma Swaraj , Minister of External Affairs from May 2014 to May 2019.



Astronaut: Kalpana Chawla (The first woman of Indian origin to go to space)



Sportswomen: Saina Nehwal (Distinguished Badminton player)



Other notable sportswomen being Mary Kom (Boxer), PT Usha (Athlete), Deepika Kumari (Archer).

Missile Woman/ Rocket Scientist - Tessy Thomas, also known as the Agni putri after the launch of Agni IV appointed as Director-General, Aeronautical Systems (DG-Aero) of the Defence Research and Development Organisation (DRDO).



Pilot - Sarla Thakral became the first Indian woman to fly an aircraft in 1936.



Musicians and Instrument Players - Megha Saligrama [Saxophone] and **Bhagyalakshmi M Krishna** [Morsing][The Times of India Sat 2nd June 2018] are upcoming women instrument players on rare instruments.

M.S. Subbalakshmi (Carnatic Musician) - She was the first one to be awarded Bharat Ratna - highest civilian award to recognize services or performance of highest order.



Indian Police Service: Kiran Bedi is the first woman to join the Indian Police Service.



Image Links

https://commons.wikimedia.org/wiki/File:Sushma_Swaraj_in_2014.jpg [Attribution:By Foreign and Commonwealth Office] (Indian Diaspora event) [CC BY 2.0]

https://en.wikipedia.org/wiki/Kalpana_Chawla#/media/File:Kalpana_Chawla,_NASA_photo_portrait_in_orange_suit.jpg

https://en.wikipedia.org/wiki/Saina_Nehwal#/media/File:XIX_Commonwealth_Games-2010_Delhi_Indian_shuttler_Saina_Nehwal_in_action_against_her_Barbados_opponent_during_their_match_in_the_preliminary_round_of_badminton_event,_at_Sirifort_Sports_Complex,_in_New_Delhi.jpg Attribution: Ministry of Youth Affairs and Sports (GODL-India)

https://commons.wikimedia.org/wiki/File:Sarla_Thakral.jpg

https://en.wikipedia.org/wiki/M._S._Subbulakshmi#/media/File:Ms_subbulakshmi.jpg

https://en.wikipedia.org/wiki/Kiran_Bedi#/media/File:Kiran_Bedi_at_the_SWIM_Conference.JPG

Time to teach	Asset Type	Theme	SubTheme
6 Minutes	Inquisitive Questions	Early Kings and Kingdoms	The Delhi Sultans, The Delhi Sultanate

5. DD_Women as Leaders - Then and Now

Women as Leaders - Then and Now

Notes to the teacher - Teacher may dramatise to introduce this asset.

You are in 12th Century.

Raziya Sultan

Image 1: Raziya Sultan



1. Raziya, the daughter of Delhi Sultan Iltutmish, is a more capable ruler than her brothers, but cannot stay on in power as there is little support from the nobles.
2. Minhaj-i Siraj, a chronicler of the Turkish rule states in his book 'Tabqate Nasiri' that Sultan Raziyya is a great monarch. [Sultan before her name means she is a monarch or a ruling King] She is wise, just, and generous, a benefactor to her kingdom, a dispenser of justice, the protector of her subjects, and the leader of her armies. She is endowed with all the qualities befitting a king, but since she is **not born a man**, and for that reason, in the estimation of men, all these virtues are worthless.
3. She rules well for 4 years [1236-1240] and then is removed from power and replaced by her brother Bahram Shah. Her tomb in the Old Delhi area has an ASI [Archaeological Survey of India] plaque indicating that it is protected area as seen in the given image.

Image 2: A book by Minhaj-i Siraj

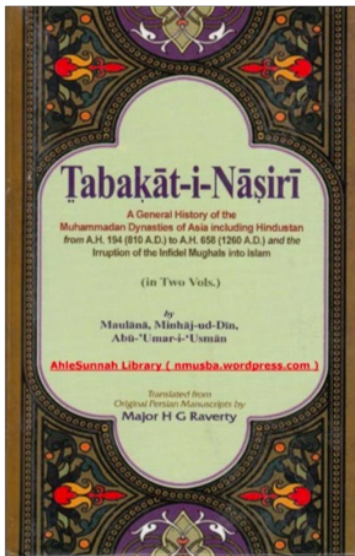
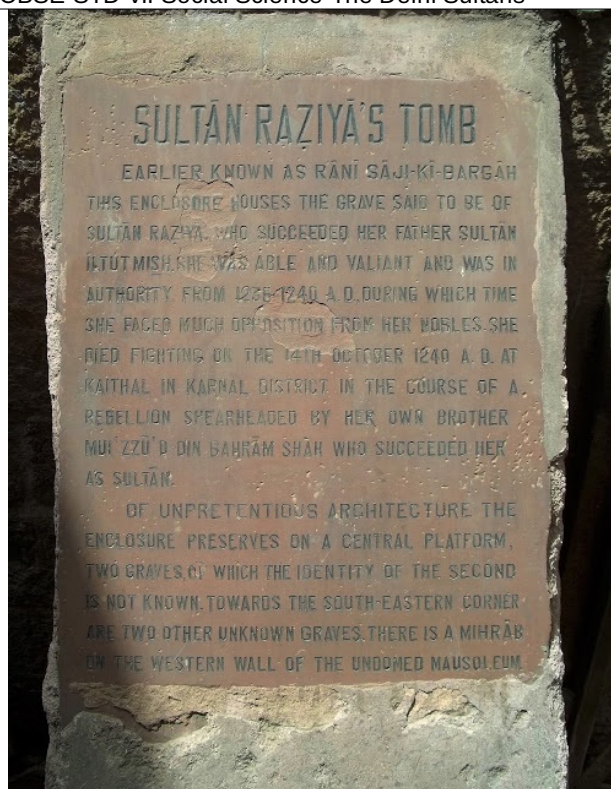


Image 3: ASI [Archaeological Survey of India] Plaque



An ASI protected monument

Image 4: Razia's grave in Old Delhi



You might be wondering why there are two graves for Raziya Sultan?

Well there are many theories regarding the two graves, some historians say that the identity of the second grave is unknown, some say that it is Raziya's husband Altunia's grave. But the most popularly known theory is that the second grave belongs to Raziya's sister Shazia as the latter loved her sister so much that she wanted to be buried next to her sister Raziya.

Now Travel into 20th Century

Indira Gandhi

Image 5: Indira Gandhi

- Indira Gandhi, daughter of the first and former Prime Minister of India 'Pt. Jawaharlal Nehru', has become the first female Prime Minister of India in January 1966 and retained the post till March 1977 - which is for 11 years. Again she comes back to power after elections in January 1980 and continues for 4 years until October 1984, when she gets assassinated by her own bodyguards.
- She served as the PM of the country for 15 long years.

Kiran Bedi

Image 6: Kiran Bedi

- She was the first woman in India to join IPS [Indian Police Service] in 1972.
- 1975 was observed as 'Women's Year' by United Nations and in view of that Kiran Bedi was the first lady officer to lead the all male contingent of Delhi Police at the Republic Day Parade.
- In 1994, as a recognition for her leadership and innovations in crime control, drug rehabilitation, and humane prison reform, she was awarded the [Ramon Magsaysay Award](#) and the [Nehru Fellowship](#).
- In 2003, Bedi became the first woman to be appointed the United Nations civilian police adviser.
- India Vision Foundation was set up after 1994 to work in the areas of police reforms, prison reforms, women empowerment and rural and community development, which includes education to children involved

in crimes.

To conclude,

- Things would be different, if Raziya were to rule in this century!!!
- Discrimination based on the gender has reduced to a great extent today. Though even now in some societies, gender inequality continues to exist and it is believed that men are superior to women.

Images Links:

1. Raziya Sultan - original creation by Smitha Naveen smitha.naveen@gmail.com
2. Tabakat-i-Nasiri-CC - https://commons.wikimedia.org/wiki/File:Tabakat-i-Nasiri_cover.jpg
3. ASI Plaque of Razia Sultan tomb- SG-
https://www.srisathyaivaividyaahini.org/images/joomgallery/thumbnails/images/razia_Sultan_20180627_1067277230.jpg
4. Razia Sultana Grave –SG -
https://www.srisathyaivaividyaahini.org/images/joomgallery/thumbnails/images/razia_Sultan_20180627_1130903822.jpg
5. Indira Gandhi- [https://commons.wikimedia.org/wiki/File:Premier_Indira_Gandhi_\(Congrespartij\)_-_NA_-_929-0811.jpg](https://commons.wikimedia.org/wiki/File:Premier_Indira_Gandhi_(Congrespartij)_-_NA_-_929-0811.jpg)
6. Dr. Kiran Bedi-<https://commons.wikimedia.org/w/index.php?curid=65814972>

Time to teach	Asset Type	Theme	SubTheme
4 Minutes	Day-to-day Relevance	Marginalised Groups	Societal Orientation towards Societal Orientation towards

6. VC_Gender Discrimination

Gender Discrimination

Teacher may read the following quote to the students and then explain what gender discrimination refers to.

"In 1236 Sultan Iltutmish's daughter, Raziyya, became Sultan. The chronicler of the age, Minhaj-i Siraj, recognised that she was more able and qualified than all her brothers. But he was not comfortable at having a queen as ruler. Nor were the nobles happy at her attempts to rule independently. She was removed from the throne in 1240."

Gender discrimination is the unfair treatment of a person because of gender. It affects both men and women.

Role play: Gender Discrimination in families

(Note to the Teachers: Slides depicting the role play are available. These may be used if required)

Sudip is in 7th Std and his sister Susheela is in 10th Standard. One day they both heard the following conversation between their father, grandfather and uncle (father's brother) in the living room.

Grandfather: Now that Susheela is completing her 10th grade, we should stop her studies and train her in household duties. After all she has to get married soon and take care of a family.

Uncle: Papa. Susheela is a bright girl. She wants to become a doctor. We should allow her to study further.

Father: Doctor? How can I invest so much money on her studies? I have lot of expenses towards her marriage, dowry, etc. Instead I wouldn't mind spending money on Sudip's education.

(Both Susheela and Sudip listen to these conversations and start discussing).

Susheela: Sudip. I don't want to stop my studies now. I really want to study further. If papa cannot afford to spend for a doctor's degree on me, he can atleast allow me to study till my masters. I would love to take up a career in corporate world.

Notes to teacher: End the role play at this point. Give the children some time to reflect and initiate a discussion on gender biased discrimination in families. Write down the points that emerge during the course of the discussion on the board.

These should include:

- opportunities for education for both boys and girls,
- opportunities for girls & boys to pursue a career of their choice,
- gender typecast within the family.

Discussion:

1. Do you think that Susheela should be given a chance to study further?
2. Is education important?
3. What is your opinion on dowry system?
4. Does this gender discrimination happen in your family? If yes, how do you deal with it?
5. It is often said, "Boys will be boys and Girls will be girls." What do they mean by that? How are boys and girls expected to behave? Do you agree with such expectations?

Time to teach	Value Type	Value Sub Type	Value Attribute
8 Minutes	Peace		Group Activities

7. MS_ Territorial Extent of Delhi Sultanate - Before and After

Territorial Extent of Delhi Sultanate - Before and after 13th

Century

Expansion of Delhi Sultanate

Instructions to the teacher:

1. Please refer to the map wherever indicated in the text.
2. The two graphic organisers used below namely 'Challenges for the Delhi Sultanate' and 'Campaigns of Delhi Sultanate' can be developed on the board as a part of teaching

- The area controlled by Delhi Sultanate expanded beyond fortified towns after the middle of the thirteenth century. This came in phases as seen below.

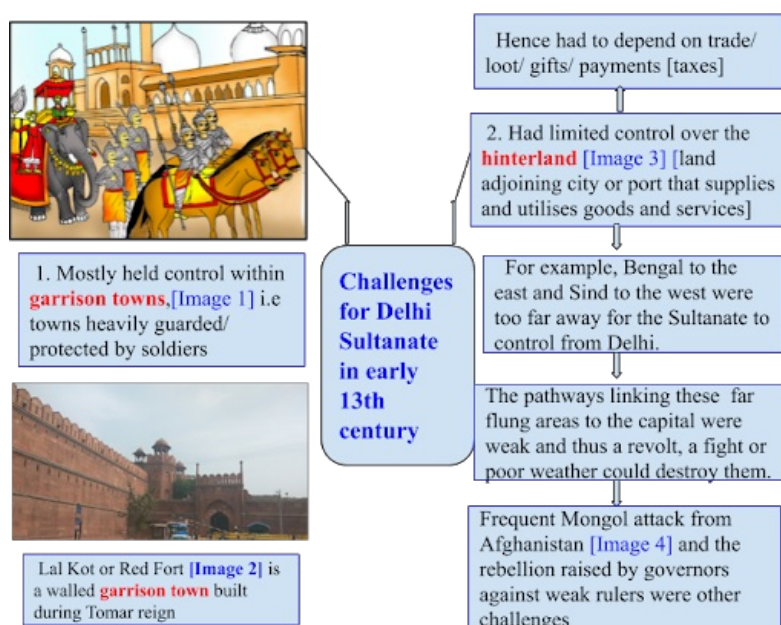


Image 3: Hinterland

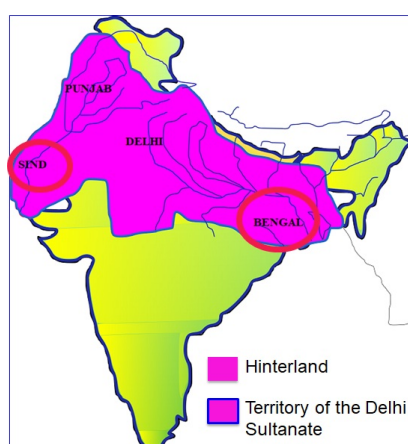
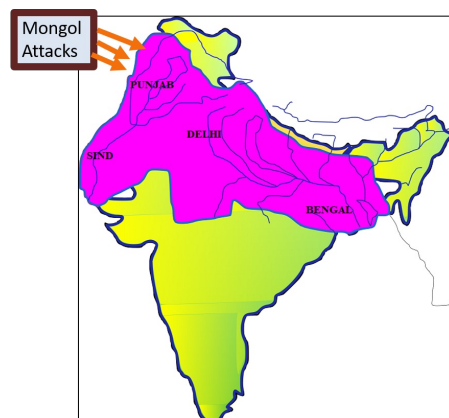


Image 4: Mongol Attacks from West

- Delhi Sultanate faced these challenges all through their reign. Under Ghiyasuddin Balban, Alauddin Khalji and Muhammad Tughluq, the territorial expansion came about.

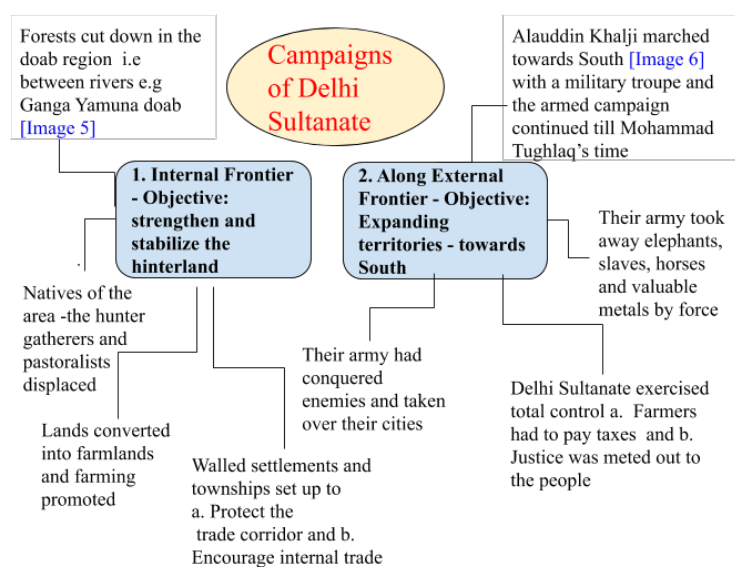
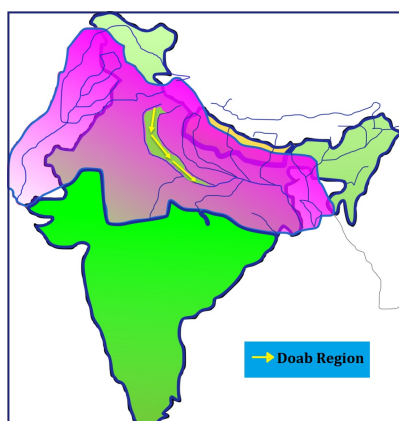
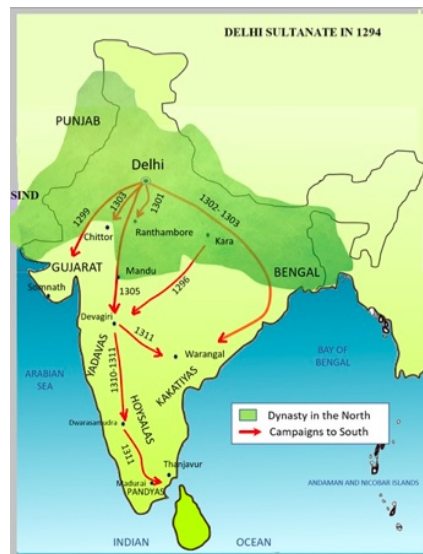
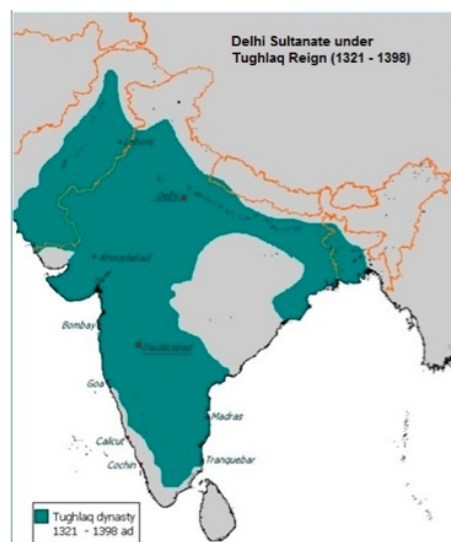
**Image 5: Ganga Yamuna Doab**

Image 6: Southward Campaigns of Alauddin Khalji**Image 7: Territorial extent under Tughluq reign**

- In about 150 years, huge territories of the subcontinent was under Delhi Sultanate. [Image 7] Administering such a vast area posed its own challenge which had to be overcome.

Image links

Image 1 - Garrisoned town – Garrison fort - SSSVV Gallery – Keyword -Garrison fort

Image 2 - Red fort - SSSVV Gallery - (Keyword - Red fort)

Image 3 - Hinterland- SSSVV gallery – (Keyword- slave dynasty)

Image 4 - Mongol Attacks from west- SSSVV gallery – (Keyword- slave dynasty)

Image 5 - Ganga Yamuna Doab - SSSVV Gallery - (Keyword - slave dynasty)

Image 6 - Southward Campaigns of Alauddin Khalji – SSSVV Gallery –(Keyword- Khilji Campaign)

Image 7 - Territorial extent under Tughluq reign -

https://commons.wikimedia.org/wiki/File:Tughlaq_dynasty_1321_-_1398_ad.PNG

Time to teach	Asset Type	Theme	SubTheme
10 Minutes	Main Script	Early Kings and Kingdoms	The Delhi Sultans, Garrison Expansion of The Delhi Sultans, Garrison Town, Expansion of Delhi Sultanate

8. QA_Rise of Delhi Sultanate - A Quick Recap

Rise of Delhi Sultanate - A Quick Recap

Notes to the teacher:

These questions can be asked / discussed orally except those where there is drawing/sketching necessary. Answers/ Hints have been provided within brackets]

I. Arrange the following sentences in chronological sequence.

- Delhi became the center of control over vast areas of the subcontinent.[early 13th century]
- A large part of the subcontinent was brought under control during Mohammad Tughlaq's reign.[Mid 14th century]
- The Delhi Sultanate territory expanded southwards during Alauddin Khalji's rule. [early 14th Century]
- Farmlands replaced forests and the natives were chased out of their homelands. [After mid 13th century]
- Chauhans of Ajmer defeated Tomara Rajputs. [Mid 12th Century]

[Hints: e; a; d; c; b]

II. Choose the correct answer.

- The language of administration under Delhi Sultans was _____. [Arabic/ Persian/ Urdu]
- Qutbuddin Aibak was the founder of _____ dynasty. [Tughluq/ Slave/ Sayyid]
- Minhaj-i Siraj, the chronicler has written about Sultan _____. [Bahlul Lodi/ Alauddin Khalji/ Razziya]
- Coins minted and circulated during Rajput dynasty are called _____. [Pana/ Kuntala/ Dehliwal]
- The dynasty that became the end for Delhi Sultanate is _____. [Lodi/ Khalji/ Tughluq]

[Hints:1- Persian; 2 - Slave; 3 - Razziya; 4 - Dehliwal; 5 - Lodi]

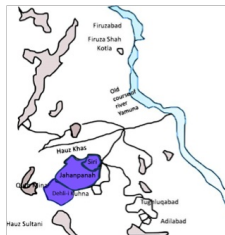
[Additional notes for teacher's reference - *Karshapanas* or *Pana* are the ancient coins that were in use during 7th and 6th century BCE/BC [i.e Before Common Era or Before Christ] . *Mahajanapada* kingdoms of ancient India [*Indian Iron Age*] which flourished during 6th to 4th century BCE, minted their own coins namely *Gandhara*, *Kuntala*, *Kuru*, *Panchala*, *Shakya*, *Surasena* and *Surashtra*.]

III. Answer the following questions briefly.

1) What are the sources of information about Delhi Sultanate?

[Coins, Inscriptions, Architecture and history/Tawarikh during that period]

2) Draw a sketch and mark the cities made by the Sultanate that have together become a part of Delhi today.



3) Is the history given in Tawarikh always true or at times exaggerated? Give reason for your answer.

[Facts in Tawarikh could be exaggerated. The reason is that these were written for pleasing the king and to gain rewards in return]

4) How did the Delhi Sultanate manage the requirements of the towns they ruled over?

[Gifts from the surrendered kings, by means of trading and through attack and looting]

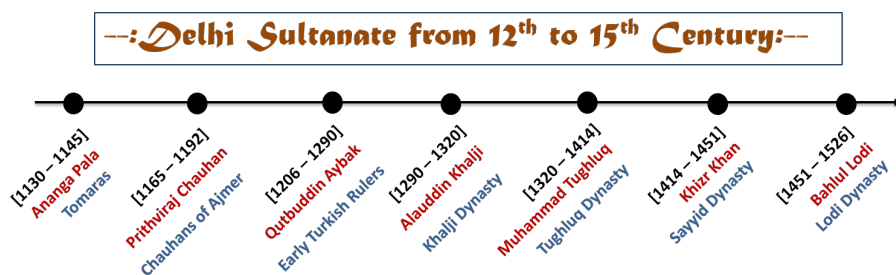
5) Why did the learned men of the Delhi Sultanate emphasize on the need for 'just rule'?

[Only when the king promotes justice, the subjects can generate enough revenue for the benefit of all- Circle of justice]

IV. Draw a timeline from 12th to 15th Century to show the prominent dynasties of Delhi Sultanate and name on e prominent ruler of each dynasty.

[Hint: 1. One example has been shown on the timeline. Teacher may consider name of any other ruler of the dynasty.]

2. The timeline drawn should be in this order]



1. [1130 – 1145] - Tomaras
2. [1165 – 1192] - Chauhans of Ajmer
3. [1206 – 1290] - Early Turkish Rulers
4. [1290 – 1320] - Khalji Dynasty
5. [1320 – 1414] - Tughluq Dynasty
6. [1414 – 1451] - Sayyid Dynasty
7. [1451 – 1526] - Lodi Dynasty

V. Identify the dynasty by the period of these monuments

A. The tomb of Muhammad Shah - 1414 - 1451



B. Qutub Minar - an early 13th century monument



C. Bara Gumbad 1490



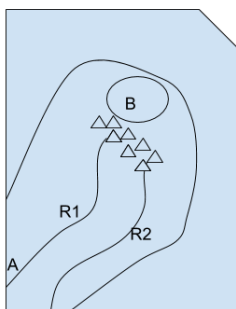
D. Alai Darwaza 1311



E. A Massive Fort - 1321

{**Hints** - A. Sayyid Dynasty [Tomb of Muhammad Shah at Lodhi Gardens] ; B. Slave Dynasty [Qutub Minar] ; C. Lodi Dynasty [Bara Gumbad] ; D. Khalji Dynasty[Alai Darwaza] ; E. Tughlaq Dynasty[Tughlaqabad Fort] }

VI. Colour and Label the following image.



Colour the image using mentioned colours.

1. Blue for the river
2. Black for the towns

3. Green between the rivers
4. Light brown in the dotted area
5. Dark brown around the town B

Label the image choosing the appropriate words from the word bank given below.

1. Hinterland
2. Fortified Garrison Town
3. Doab

Hint:

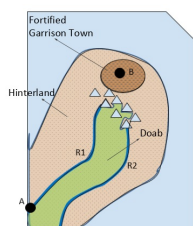


Image Links

Tomb of Muhammad Shah – Creative Commons - <https://pxhere.com/en/photo/154606>

Qutub Minar– Creative Commons -<https://pixabay.com/en/qutub-minar-delhi-india-landmark-249956/>

Bara Gumbad - Original content – Devesh Tyagi (dev.tyg@gmail.com)

Alai Darwaza – Original Contribution - Bharathy Sriram

Tughlaqabad Fort – Original Content - Surekha Sarathy

Image – Original Content – Mayank Sahu (mayankmps91@gmail.com)

Time to teach	Asset Type	Theme	SubTheme
20 Minutes	Assessments	Early Kings and Kingdoms	The Sultanate in the Fifteen Centuries, The Rulers of De Sultans, Garrison Town, Ex Delhi Sultanate, The Sultan Fifteenth and Sixteenth Cen Rulers of Delhi, The Delhi S Town, Expansion of The De

9. SA_Role of Masjid during Delhi Sultanate

Notes to the teacher: Teacher may begin the activity with an introduction that Delhi Sultans built many mosques during their rule. Let us know more about these mosques through a role play.

Aim: Students will be able to explain the various terms associated with a mosque and the significant role they had during the reign of Delhi Sultans.

Resources Required: PPT to project images of mosques; Activity sheets

Setting for the Activity: Indoor

Type of Activity: Role Play

Procedure: 1. Teacher to share the script of the role play with a group of student volunteers/ select students at least two days before the day of the activity. *[Script for the role play attached]*

2. The participants **[5 students for the role play]** should learn their dialogues and practice in front of the teacher the next day.

3. PPT has to be used during the scene I of the role play. It will provide the required backdrop.

4. The video is shown at the end of the scene II.

5. After the role play, groups may be formed with 4 students in each group for the follow up activity.

6. The participants in the role play may be split between groups. They can provide support if the group fails to find answers.

7. The follow up activity is to ensure that every student has gained an understanding about terms associated with the mosques.

8. The teacher guides the students during the rehearsals and allows students to take over in the class.

Observation: Teacher to check if the activity sheets are filled in correctly. The teacher to go around to find out if both participants and students have learnt about masjids through this enjoyable activity.

Conclusion: Students learn about mosques and various related terms through the role play and a follow up activity sheet.

Script for Role Play

Scene I [*Notes to the teacher: PPT to be shown here. It provides the required backdrop for the play*]

Three friends are walking to school and come across a mosque on their way.

Shyam: Can we meet in the school playground tomorrow morning for a game of cricket? Are all of you free?

Amir: What day of the week is tomorrow?

Shyam: Friday. Why?

Amir: Oh. Rahim and I have to go to **Masjid**.

Shyam: Masjid? What do you do there?

Amir: Masjid is the Arabic word for a mosque. We go there to pray.

Rahim: My father said the word Masjid means a place where a devout follower of Islam called a Muslim prostrates to Allah in reverence.

Satish: I have heard about **Jama Masjid**. When do you call a masjid 'Jama Masjid'?

Amir: Jama Masjid means a **congregational mosque** where members of a specific group gather to say **Namaz** collectively.

Shyam: Namaz?

Amir: Namaz in other words is Muslim prayers.

Rahim: And another name for Jama Masjid is Masjid - i - Jami.

Satish: Do you also have a priest in the Jama Masjid?

Rahim: Yes. **Imam** leads the rituals in a masjid and he also delivers **Khutba** or sermons during Friday prayers.

Shyam: How does one become an Imam?

Amir: The most learned and respected man in the group or congregation is selected as the Imam.

Satish: Oh, now I get it.

Rahim: Amir, it is prayer time now. Shall we pray?

Amir: Yes. Excuse us for a while friends.

[Rahim quickly turns around and faces a particular direction.] Amir, this is west. [The two of them spread their mats facing west and settle down to pray.]

After they finish

Shyam: Why is it that you face west while saying your prayers?

Amir: ***Qibla*** is the direction in which a Muslim faces while offering his prayers. Since Kaaba in Mecca - the holy land is to the west of India, we turn towards west while offering prayers.

Satish: Ok. My house is here. See you all tomorrow.

All say byes and disperse.

Scene II [The images added here are part of the video. The video may be shown at the end of this scene]

The History teacher is discussing the chapter 'Delhi Sultanate'.

Shyam: Ma'am, I have a question. Can I ask please?

Teacher: Yes Shyam. What is it?

Shyam: Amir mentioned about congregational mosques for collective prayers. Did the Delhi Sultans build one?

Teacher: Yes. Quwwat al-Islam is a congregational mosque built towards the end of 12th century.

Satish: Can we visit the mosque if we go to Delhi?

Teacher: Yes you can. It was built by the Delhi Sultans in Dehli-i-Kuhna which is in the old part of the present city of Delhi.

Quwwat al Islam



Shyam: And which ruler built this mosque?

Teacher: It was built under many rulers. This huge complex was built in stages. The mosque was built during the rule of Qutbuddin Aybak, the first Sultan of Slave dynasty and expansion continued under the reign of Iltutmish and even Alauddin Khalji.

Satish: That is interesting. Are there more mosques built by the Delhi Sultans?

Teacher: In fact many more were built by them. Begumpuri Mosque built during Firoz Shah Tughlaq's rule between 1351 and 1388 was considered an architectural masterpiece.

Begumpuri Mosque



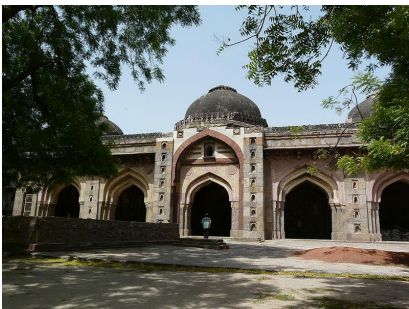
Amir: Was this mosque also built in Delhi?

Teacher: It was built in the Sultan's new capital city called 'Jahanpanah', which means 'Sanctuary of the world'.

Rahim: Were mosques constructed till the Delhi Sultanate came to an end?

Teacher: Yes. Another mosque called 'Moth Ki Masjid' was built during the reign of Sikandar Lodi who ruled between 1517 to 1526.

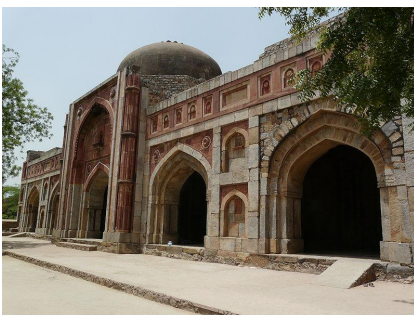
Moth Ki Masjid



Satish: Did the mosque architecture evolve with time?

Teacher: You should see Jamali Kamali Mosque built in 1528-1529 to know how construction of mosques evolved with time.

Jamali Kamali Mosque



Teacher: Let us take a video tour of these mosques.

[Teacher shows the video titled 'Mosques built during Delhi Sultanate']

Amir: That was fun to watch. Thank you teacher. But why did the Delhi Sultans built so many mosques across the subcontinent?

Teacher: [Turning towards the class] Can anyone among you answer this question?

Rahim: Perhaps by building mosques they wanted to convey that they were patrons of Islam and guardians of Muslims.

Teacher: That is correct. Anything more?

Rahim: Mosques became centres for the believers to come together and unite in a common belief system.

Teacher: Well said. And they came together to follow the established practices. For example when and how to celebrate a festival.

Satish: Ma'am, a common place of worship also brings in a sense of oneness. Isn't it?

Teacher: You are right Satish. Muslims were coming in from different backgrounds and this idea of community was a need and a necessity. Mosques created this feeling of oneness among the group.

[The play ends]

Teacher gives out the following 'Activity sheet' to the students to fill up. It can be an individual / group activity.

Activity Sheet

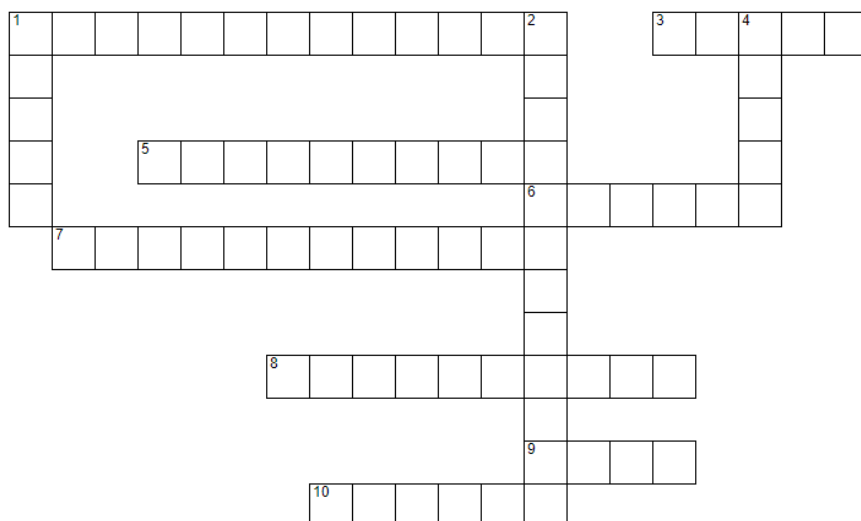
1. Identify the words and find them on the crossword puzzle.

{Hints: Provided below the crossword puzzle. Answer can be displayed using the last slide of the ppt after the students have completed the exercise.}

2. What made Delhi Sultans build mosques during their reign?

[Hints: 1. To create a feeling of oneness among divergent groups of Muslims; to unite the followers of Islam; to create a common place for community worship; to give a feeling that they were protectors of Muslims and followers of Islam..]

Crossword:



Crossword Clues:

ACROSS

1. Qutb Minar is a part of this mosque
3. Muslim prayers
5. City built during Tughluq dynasty meaning 'Sanctuary of the world'
6. Sermons delivered during prayer time
7. Mosque built in the 16th century
8. Congregational mosque
9. Leads prayer in a congregational mosque
10. Mosque in Arabic

DOWN

1. Direction in which Muslims turn to pray
2. Mosque built during Lodi period
4. Holy place for Muslims

Crossword Answers:

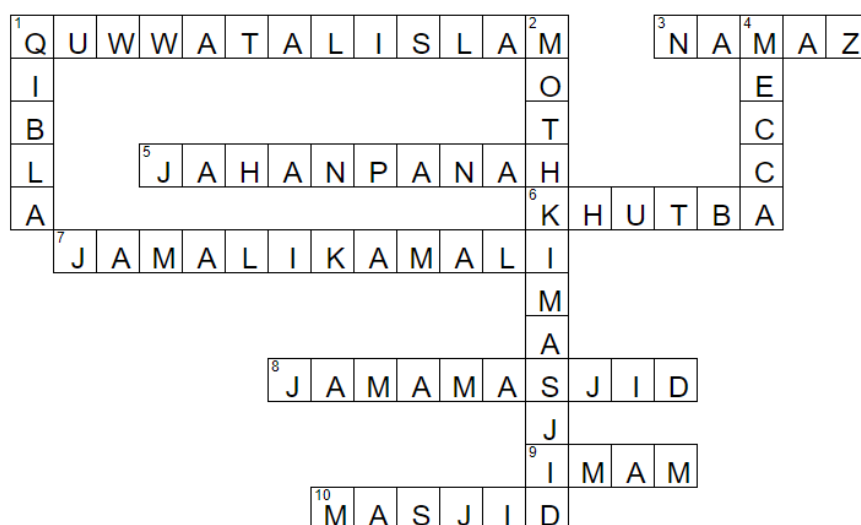


Image Links

Quwwat al Islam -CC - https://commons.wikimedia.org/wiki/File:Corbelled_arched_screen,_Quwwat_ul-Islam_mosque,_Qutub_Minar_complex,_Delhi.jpg (Attribution: Chopra)

Begumpuri Mosque -CC -

[https://commons.wikimedia.org/wiki/File:Begumpuri_Masjid_Central_pishtaq_\(3363434742\).jpg](https://commons.wikimedia.org/wiki/File:Begumpuri_Masjid_Central_pishtaq_(3363434742).jpg) (Attribution: Varun Shiv Kapur)

Moth Ki Masjid -CC - [https://commons.wikimedia.org/wiki/File:Moth_Ki_Masjid_\(3548340476\).jpg](https://commons.wikimedia.org/wiki/File:Moth_Ki_Masjid_(3548340476).jpg) (Attribution: Varun Shiv Kapur)

Jamali Kamali Mosque - CC

-https://commons.wikimedia.org/wiki/File:Jamali_Kamali_mosque1.jpg (Attribution: Varun Shiv Kapur)

Time to teach	Asset Type	Theme	SubTheme
20 Minutes	Suggested Activity	Art & Architecture	Building tombs, Building tanks , Buildings in Brick and mosques , Building Forts, Building temples , Building in Brick and Stone, Building Forts

10. MS_ Governance under Khajis and Tuglaqs

Governance under Khaljis and Tughlaqs

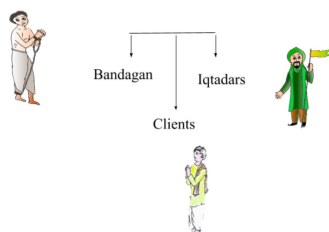
Challenges of governance

- The huge kingdom under Delhi Sultanate had to be governed from Delhi. In those days only animal driven transport was in use and the route traversed through forests and across rivers.

Map I - Delhi - The Capital of Delhi Sultanate



Image I - Governance under the Sultans



- Instead of engaging rich landlords to govern these areas, the rulers went ahead and appointed their special slaves. These slaves called '**Bandagan**' were purchased to serve in the military. Away from their place of birth, these slaves were dependent on the Sultans and served them with unconditional loyalty.
- They underwent watchful training to take on responsible positions in the kingdom.
- Sultan trusted these loyal slaves completely and in turn they relied on their masters.
- The practice of raising slaves to important positions of generals and governors was given prominence by Iltutmish. The practice continued under Khaljis and Tughlaqs.

Clients

- In addition to this, the Khaljis and Tughluqs also raised people of lower class, who were dependent upon them, to high political position. These were referred to as '**clients**'.
- This category included barbers, gardeners, cook, etc.
- Their appointment too created some political upheaval and uncertainty.
- The historians and nobles were disturbed by this move and disapproved the decision of the ruler to appoint low born to high offices.

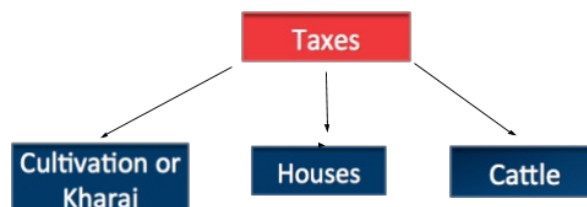
The slaves and clients were faithful to their Sultan but not to their sons who relied more on their own slaves. Therefore every time the ruler changed, there would be unrest due to emerging differences between old and new.

Iqtadars

- Land areas of varied sizes called **iqtas** were governed by the military commanders appointed by the Sultans.
- These governors called **iqtdar** or **muqtis** were responsible for law and order in their iqtas. Besides they also were leading military campaign.
- Their salary came as revenue collections, out of which they had to pay the soldiers as well.
- The muqtis served for a short term in one iqta and then they were shifted out. The post of iqtdar was not inheritable either. Such extreme measures were adopted to keep them under control. Both Alauddin Khalji and Mohammad Tughlaq maintained these controls strictly.
- The muqtis had to adhere to the dictates of the State regarding revenue collection and accountants were engaged to regularly check the amount of taxes collected by them.
- Number of soldiers that they could engage was also fixed by the central authority.

Controlling Hinterland

- Once the Delhi Sultanate took control over the hinterland of the cities, the warrior chiefs and rich landlords[zamindars] also known as samanta aristocrats of those parts had to accept their lordship.
- In fact during Alauddin Khalji's period, the state took over land assessment and collection of revenue under its control and had their administrators to do the job. While some of the old landlords had to assess and collect taxes for the Sultan, other local chiefs had to pay taxes themselves.
- Taxes were collected on three possessions



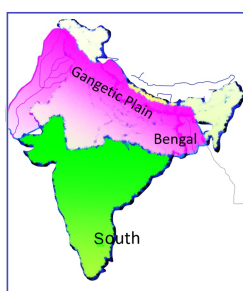
- Kharaj was as high as 50% of what the farmers produced.

Areas Beyond Control

Having said that, there were parts of India that were beyond the control of the sultanate as mentioned below.

- Distant parts of hinterland such as Bengal were too far away for Sultan to control from Delhi.
- Likewise parts of Gangetic plains were covered with forests and so difficult to penetrate. These remained under local chieftains except when forces of Alauddin Khalji or Muhammad Tughluq took it away for short periods.
- Similarly southern parts of India remained independent for most part.

Map 2 - Areas beyond the control of the Sultanate



Ibn Battuta, the 14th century traveller from Morocco states that, the chieftains of these areas found natural protection in rugged mountains and thick bamboo forests.
They grew crops, had rain water and lived independently with their cattle.

Image links

Map 1 - CC - https://commons.wikimedia.org/wiki/File:Tughlaq_dynasty_1321_-_1398_ad.PNG

Map 2 - OC- Radhika.bala@gmail.com

Image I - Governance under the Sultans

Bandagan – OC – Radhika.bala@gmail.com

Iqtadar - OC – Radhika.bala@gmail.com

Client - OC – Radhika.bala@gmail.com

Time to teach	Asset Type	Theme	SubTheme
10 Minutes	Main Script	Early Kings and Kingdoms	The Delhi Sultans, Administ Kingdoms, The Delhi Sultar in the Kingdoms

11. SA_Delhi Sultanate and Mongol Attacks

Delhi Sultanate and Mongol Attacks

Notes to the Teacher: Teacher may begin with an introduction that two rulers of Delhi Sultanate had to face a major challenge -attack by a common enemy. Let us find out how they dealt with Mongol attacks. Later we can compare their approaches.

Aim: To gain a deeper understanding of the diverse approaches taken by two Delhi Sultans namely Alauddin Khalji and Mohammad Tughluq to deal with Mongol attacks.

Materials required: PPT, 5 slips with topic written

Type of Activity: Group Activity split over 2 days.

Procedure: [Duration: 10 -15 min on Day 1 and 15 min on Day 2]

Day 1

1. The ppt is used to convey the content.
 2. Students are divided into 5 groups*. Each group to attempt a comparison between two rulers on one of the following aspect. They have to present it in the form of questions. At least one of the two/three questions should be thought provoking. [starting with “Why/ How] [Max duration 5 min for creating questions]
- *{This step should be completed in 1 or 2 min. Groups may be created around the student’s seating position itself to avoid losing out on time}
3. Slips may be prepared in advance with 1 of the following 5 points on each one. One student from each group picks out a slip and that group creates questions on the given heading. They should prepare answers for the questions too. Interaction within the team will help completing this task on time.

Points for slips

- i. Dealing with attacks of Mongol army
- ii. Garrison town for protection
- iii. Taxes to feed the army
- iv. Salary to the soldiers
- v. Administrative measures

4. After completing the exercise, the question sheets are passed on to the teacher. These may be scanned by the teacher to check for accuracy and adequacy.

[Notes to the teacher: Sample questions have been given at the end as suggestions. The teacher could check the relevance of the questions created by the students or guide them to create similar to those given in the sample list]

Day 2

5. The questions are passed out by the teacher to the groups the following day. Each group writes responses for the questions of 2 other groups. [Duration: 10 min]

The questions of the remaining groups can go as home assignment. This will ensure that every student has answered all the questions.

6. The group that created the questions can assess the response sheets of the other groups. [Duration: About 5 min]

7. Teacher may look into the response sheet to assess the level of student understanding. The ppt can be shown again if required for clarification.

Content on the ppt

- Mongolian army led by Genghis Khan marched into north east Iran in 1219 and captured Transoxiana*. [Map 1] This victory paved way into the territory of Delhi Sultanate, which came under attack next. [Refer to the Map 2]

- It was when Alauddin Khalji and Mohammad Tughlaq were ruling in Delhi, that the mongol attacks increased. Both the rulers had to step up their military capabilities to deal with the situation. The huge army that was raised, in turn threw up new problems that had to be tackled.
- 1219 Mongols begin a campaign against Transoxiana, comprising parts of Uzbekistan, Tajikistan, Kyrgyzstan and Kazakhstan.

Map 1 - Transoxania



Map 2 - Mongol invasions



Alauddin Khalji's approach

Was attacked twice [in 1299-1300 & 1302 -1303] and hence raised a large army to defend his territory.

Siri - a *garrison town was constructed for the soldiers to live in.

A tax in the form of land produce was collected from the farmers to feed the soldiers. Those growing crops between rivers Ganga and Yamuna had to pay upto 50% of their total production as taxes.

Soldiers were paid salaries in cash and not in the form of **iqtas. To ensure that they were not overcharged by merchants in Delhi, prices were fixed by Alauddin. Officers were engaged to survey prices in the market and punish merchants who raised charges for the goods.

Easy availability of goods at low cost were result of skillful administrative measures. These were spoken of very highly by the ***chroniclers. Alauddin dealt with mongol attack successfully.

***Garrison Town** - These are towns that are fortified i.e strengthened to protect against attack.

****Iqta** – Territories of different sizes that were allotted to military commanders to govern by the Delhi Sultans.

*****Chroniclers** – Those who were recording events for future. They were creating history.

Mohammad Tughluq Approach

Mongols lost to Tughluq's army when he had just started ruling. With this victory, his confidence in the army and in his own resources went up. He raised a large army to attack Transoxiana.

The old city of Dehli i Kuhna was evacuated to convert it into a garrison town for soldiers. New capital named Daulatabad was constructed to the south of Delhi and residents of the old city were shifted there.

Taxes were collected in the form of crops cultivated from the area around. Since the size of the army was big, additional taxes had to be collected to feed them. People were facing a severe famine at that time which added to their suffering.

A token currency was circulated during this period in place of gold/ silver coins. This currency was used for paying taxes and salary to the soldiers. People had no trust in these coins as it was easy to duplicate them. They preserved gold and silver coins.

Mohammad Tughlaq lost out on Kashmir campaign and he dissolved the army withdrawing the plans to conquer Transoxiana. Meanwhile his administrative measures resulted in problems. People were unhappy about the shifting of capital to Daulatabad. In addition to this, high taxes and famine resulted in major revolt in the Ganga Yamuna belt.

Note: Famine refers to food shortage due to crop failure.

Mohammad Tughluq was the first among Delhi Sultans who dared a offensive campaign against Mongols. Despite all efforts, he remained unsuccessful in taking over their territory.

Observation: Teacher to go around when students are creating questions to observe and check if it is going in the right direction. Guidance and support may be extended if necessary.

Students may be encouraged to discuss to find answers but informed in advance that they lose marks if the group is noisy.

Conclusion: Students get an insight into the alternate approaches taken by two great Sultans to tackle a similar challenge.

Sample Questions [Suggestions]

I. Dealing with attacks of Mongol army

1. What made Mohammad Tughluq become confident about his strength?
2. Why did Mohammad Tughluq feel a need to raise a huge army?
3. How was it different from the purpose of Alauddin Khalji?

II. Garrison town for protection

1. What are garrison towns?
2. How did the two rulers manage to create living space for their huge army?
3. Which of the two rulers took a wiser decision for the stay of soldiers? Give reasons for your response.

III. Taxes to feed the army

1. How were the resources for feeding the soldiers collected?
2. Who pays army, navy and airforce personals of today and what is the source of this income?
3. Why did people suffer more due to taxes during Tughluq's reign?
4. Is tax collection of 50% from the farmer's produce fair? Justify your answer.

IV. Salary to the soldiers

1. In what form did the two rulers pay salaries to the soldiers?
2. Which of these two methods was more effective and why?

V. Administrative measures

1. Why was Alauddin's administrative measure considered successful?
2. Why were Tughluq's administrative measures considered a failure?
3. What is the criteria for judging the success or failure of an administrative measure?

Image Links

Map 1 - <Transoxiana> - <OC> <MM Volunteer swarnamurali@yahoo.co.in>

Map 2 - <Transoxiana> - <OC> <MM Volunteer swarnamurali@yahoo.co.in>

Time to teach	Asset Type	Theme	SubTheme
25 Minutes	Suggested Activity	Early Kings and Kingdoms	The Delhi Sultans, The Delt

12. MS_Delhi Sultanate - Fifteenth and Sixteenth centuries

Delhi Sultanate - Fifteenth and Sixteenth centuries

1. Delhi Sultanate had shrunk considerably after Tughluq dynasty.
2. Sayyid and Lodi dynasties that followed Tughluq dynasty ruled over smaller territories until 1526 as is seen in the maps below.



Fig. Territory under Tughluqs

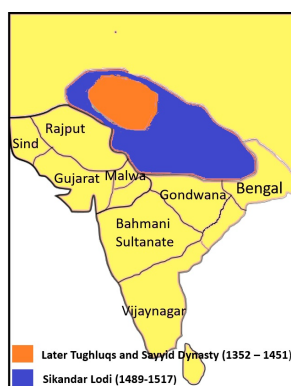
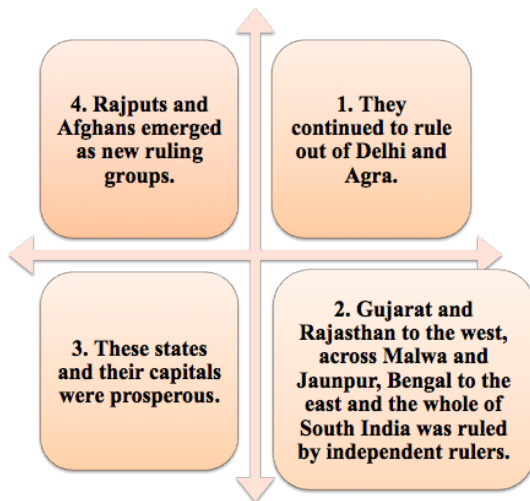


Fig. Territory under Sayyids & Lodis

3.The following image outlines the political scenario of that period.



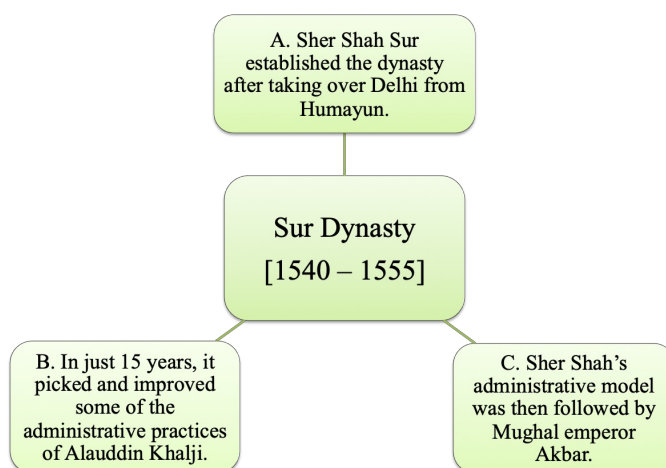
4.The following map shows the states that were ruled by independent rulers.



- New states emerged during this period. Some of these were small and powerful but very well administered territories.
- Take the example of Sur dynasty. Sher Shah Sur was managing a small territory for his uncle in Bihar.
- He grew strong enough to defeat Mughal emperor Humayun, who ruled between 1530 – 1540 and then 1555 -1556.



Fig. Sher Shah Sur



- Mughal Empire was later consolidated by Akbar [1556 - 1605]. He borrowed from administrative model of Sher Shah during his reign.

Time to teach	Asset Type	Theme	SubTheme
5 Minutes	Main Script	Early Kings and Kingdoms	The Sultanate in the Fifteen Centuries, The Sultanate in Sixteenth Centuries

13. QA_Administration under Delhi Sultanate - A Review

Administration under Delhi Sultanate - a Review

Notes to the teachers - 1. Matching questions, very short answers, expand the terms and map based question could be discussed orally while the rest can be written in the class or given for home work. 2. Have students re

spond to the questions before revealing the answers on the ppt.

I. Match the terms under column A with those under column I.

Column A	Column I
i. Quwwat-al Islam	a. West of India
ii. Begumpuri mosque	b. Imam
iii. Moth ki Masjid	c. Raziya Sultan
iv. Mecca	d. Qutb Minar
v. Khutba	e. Muhammad Tughluq
	f. Sikander Lodi

[Hint: i - d; ii - e; iii - f; iv - a; v - b]

II. Answer the following questions in one/two sentences.

Q.) Who were 'iqtdars' and what was their role in the administration?

[Hint: Military commanders appointed by Sultans as governors of territories [iqta] were iqtadars/muqtis. They had to lead military campaign and keep law and order under control.]

Image 1 - Iqtadar



Q.) What do you know about Ibn Battuta?

[Hint: He was a traveller who came from Morocco in 14th century and his travel account has detailed information on the rulers and their administration.]

Q.) Why was the capital changed by Mohammad Tughluq? Name the old and new capital of his Sultanate.

[Hint: He wanted a garrison town to station the soldiers. Hence he got the old capital Delhi i.e. Kuhna vacated to accommodate them and built a new capital at Daulatabad.]

Image 2 - Delhi and Daulatabad



Q.) Name the ruler who floated a ‘token currency’. How did the currency fare?

[Hint: Mohammad Bin Tughluq floated a new currency. It had to be withdrawn soon as it could be faked easily.]

Q.) Who led the mongol army and from which direction did they attack the Delhi Sultanate?

[Hint: Genghis Khan was the leader of mongol army. They came from Transoxiana which is to north east of Iran. They entered from Afghanistan, north west of India.]

Image 3 - Genghis Khan



III. Answer the following questions in about 3-4 sentences.

Q.) Explain ‘birthright’ and ‘gender distinctions’ in your own words with one example.

[Hint - Birthright - When a certain right is sought by birth in a family/ caste/ position...etc. Gender Distinctions - There are differences in social responsibility that a man and a woman are expected to take in society. It is based on their biological differences. Students may give any suitable example]

Q.) What were the challenges faced by the Sultanate while ruling out of Delhi?

[Hint - Controlling distant areas from Delhi; weather/ rebellion by a small group/ war among small rulers or tribes could cause a breakdown in communication routes; mongol attacks from Afghanistan; occasional revolt by the Sultan’s governor]

Q.) Differentiate between Masjid and Jama Masjid. Give one example of each built during Delhi Sultanate. Name one of each that has been built in your town.

[Hint: While Masjid is a place of worship where Muslims bow down to Allah, Jama Masjid refers to a place where they get together[congregate] to read their prayers or Namaz. Additionally, in Jama Masjid, Imam leads the prayer and also delivers sermon on Friday.]

Quwwat al Islam was a congregational mosque and **Moth ki Masjid** a Masjid.

Image 4 - Quwwat al Islam



Image 5 - Moth ki Masjid



[Name of the two examples built in the surrounding may be discussed by the teacher.]

Q.) Write a short note on ‘clients’.

[Hint: Clients were Sultan’s dependents who were frequently elevated to high political positions as governors or generals. They remained loyal to the Sultans and were trusted in turn. However raising gardeners and cooks or barbers to administrative posts did not go well with the nobles and the upper class. This in turn caused political disturbances.]

Q.) What role did Samanta aristocrats play during Alauddin Khalji’s rule?

[Hint: They were old landlords or chieftains with limited powers. Some among them would inspect, assess and collect taxes on land for the Sultan. While some others had to pay taxes.]

IV. Write short paragraphs of about 5-6 sentences to answer the following questions.

Q.) Compare the campaign along the ‘internal frontier’ of the Sultanate with that along the ‘external frontier’.

[Hint: 1. Campaign along internal frontier was aimed at unifying the hinterlands of the garrisoned towns while expansion of the existing territory was the reason for campaign along the external frontier.

2. Internal campaigns resulted in clearing forests to convert them into agricultural lands while campaign along the external frontier concluded in taking control over royal possessions.

3. Natives were driven away from their lands after an internal campaign while the royals were stripped of their controls and assets after an external campaign.]

Q.) Why did Delhi Sultans build numerous mosques during their reign? Can you suggest a mosque around you or in your town that serves the same purpose?

[Hint: 1. They had to consolidate the Muslims, who had come from different directions.

2. They wanted to prove that they were custodians of Islam and Muslims.

3. It was to build a bond among those who shared a common faith and followed same principles in life.

4. Name of the mosque will depend upon the place]

Q.) Delhi Sultans were advised that a 'worthy and experienced slave' is better than a son. Discuss.

[Hint: 1. Slaves were bought when they were young in age. They were trained and groomed for appointing in high political positions. Over time they gained experience too. After all this attention and support, they became worthy resources.

2. They had no one else to turn to and hence trusted their Sultans completely as their guardian. In turn they remained loyal to the Sultans all their life. They did not have any personal ambition and therefore worked for the interest of their ruler.

3. The sons of a ruler may have their own aspirations/desires.

4. The sons may also not be interested in getting trained or becoming worthy since they grow up in luxury and take royalty for granted.

5. For both these reasons, the sons may not remain loyal to the ruler.]

Q.) Why were some areas within the Sultanate beyond the control of Sultans?

[Hint: 1. Far flung areas, e.g., Bengal and Sindh were difficult to control out of Delhi. Communication links to these distant areas would be affected due to weather, war or at times by revolting groups.

2. The chieftains living in the dense forests of Gangetic plains had natural protection and therefore remained independent.

3. The mountainous terrain offered boundaries and these were difficult to cross over. The army of the powerful Sultans could overtake these areas only occasionally and that too for short duration only.]

Q.). Who was Sher Shah Sur and what were the strengths of his administration?

[Hint: 1. Sher Shah Sur was an employee of his uncle in Bihar, managing a small territory.

2. He revealed his power when he fought and won against the Mughal emperor Humayun.

3. He ruled out of Delhi and had an efficient administration that was partly borrowed from Alauddin Khalji.

4. His 15 short years of reign became a model for the great emperor Akbar when he brought a large territory under Mughal empire.]

V. Expand the terms

Q.) Garrison town

[Hint: Towns that are heavily guarded and protected by the soldiers]

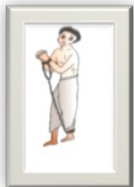
Image 6 - Garrison Town

**Q.) Hinterland**

[Hint: Land around a city or a port that supplies goods and services to meet its requirement or for export. This land also utilises the goods and services brought in through the port or produced in the city.]

Image 7 - Hinterland**Q.) Bandagan**

[Hint: Special slaves bought for fighting in the army and at times elevated to high political positions by the Delhi Sultans.]

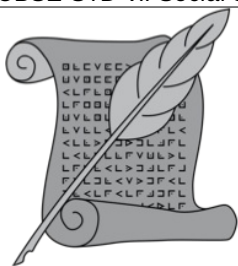
Image 8 - Bandagan**Q.) Iqta**

[Hint: Iqta was a term used for land areas of varied sizes that were given to a military commander to govern.]

Q.) Tawarikh

[Hint: Histories written in Persian by learned men of the Delhi Sultanate.]

Image 9 - Tawarikh



VI. Read the map and answer the questions given below.

Image 10 - Delhi Sultanate in 1294



Q.) Describe the territorial extension of the Sultanate in 1294.

[Hint: From Sind and Punjab in the west to Bengal in the east covering the entire Gangetic plains.]

Q.) Name the area where southward campaign begin.

[Hint: Gujarat]

Q.) Explain the route taken by the army to reach the east coast.

[Hint: From Delhi across Ganga plains to Bengal and then southwards along the east coast]

Q.) When did the campaign conclude?

[Hint: In 1311]

Q.) Name the dynasties against which campaigns were led in 1311.

[Hint: Hoysalas, Kakatiyas, Pandyas]

Image Links

1. Iqtadar – SSSVV Gallery(Keyword: Iqtadar)
2. Map – CC - https://commons.wikimedia.org/wiki/File:Tughlaq_dynasty_1321_-_1398_ad.PNG
3. Genghis Khan - <https://commons.wikimedia.org/w/index.php?curid=4126191> (Public domain)
4. Quwwat al Islam – CC - https://hi.wikipedia.org/wiki/%E0%A4%9A%E0%A4%BF%E0%A4%A%E0%A5%8D%E0%A4%B0:Quwwat-al-Islam_Mosque,_Delhi.jpg (Author – Stevekc)
5. Moth ki Masjid – CC- [https://commons.wikimedia.org/wiki/File:Moth_Ki_Masjid_\(3548340476\).jpg](https://commons.wikimedia.org/wiki/File:Moth_Ki_Masjid_(3548340476).jpg) (Author – Varun Shiv Kapur)
6. Garrison town - Army: SSSVV Gallery (Keyword: Garrison)
7. Hinterland – SSSVV Gallery(Keyword: Hinterland)
8. Bandagan – SSSVV Gallery(Keyword: Bandagan)
9. Tawarikh - https://en.wikipedia.org/wiki/File:Masonic_Historian.svg
10. Map – SSSVV Gallery(Keyword: Delhi Sultanate)

Time to teach	Asset Type	Theme	SubTheme
15 Minutes	Assessments	Early Kings and Kingdoms	Tughluqs, The Delhi Sultan: empire, Consolidation of kin Khaljis , Administration in th Tughluqs, The Delhi Sultan: empire, Consolidation of kin Khaljis , Administration in th

14. MS_Summary_The Delhi Sultans**The Delhi Sultans - A Summary**

Notes to the Teacher: Teacher may conclude the chapter on 'The Delhi Sultans' with the pointers as mentioned below.

1. Delhi became the capital of the kingdom that was ruled by Tomara Rajputs in the early twelfth century.
2. Subsequently when Delhi Sultanate [comprising of five dynasties namely Turkish rulers, Khaljis, Tughluqs, Sayyids and Lodis] took over, Delhi rose to become the capital of a huge kingdom that covered large parts of the subcontinent.



Image 1 - Extent of Delhi Sultanate

3. Various dynasties under Delhi Sultanate consolidated the kingdom and constructed some of the well known mosques and monument.

4. Terms such as circle of justice, birthright, gender distinctions, hinterland, garrison towns, bandagan, clients, iqta, iqtadar or muqti, etc. are associated with their rule.

5. Alauddin Khalji and Muhammad Bin Tughluq expanded their territory, along both internal and external frontiers. This in turn called for new administrative measures.

6. Mongol invasions peaked during their reign and posed numerous challenges.

7. Delhi Sultanate ruled till the first quarter of 16th century. Around that time Afghan and Rajput rulers emerged and established independent and powerful states. Sher Shah Sur, the founder of Sur dynasty was well known among them for his efficient administration.

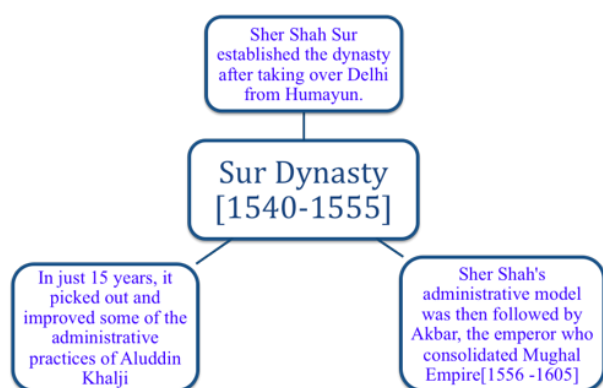


Image 2 - Sur Dynasty

Images

1. Extent of Delhi Sultanate at its peak - https://commons.wikimedia.org/wiki/File:Tughlaq_dynasty_1321_-_1398_ad.PNG
2. Sur Dynasty - Original Contribution by Suhasini Nagraj

Time to teach	Asset Type	Theme	SubTheme
4 Minutes	Main Script	Early Kings and Kingdoms	The Delhi Sultans, The Delt