

# GLEN TUTORIALS

GRADE 7 CBSE • SOCIAL SCIENCE (HISTORY)

## *Chapter: When, Where and How?*

COMPREHENSIVE SOLUTIONS & STUDY NOTES

### SECTION I: CHOOSE THE CORRECT ANSWERS (MCQs)

**Q1.** The rulers of the Sultanate and the Mughal Empire were followers of Islam which led to the spread of the religion far and wide. Identify the language that people learned because of the same.

- a. Tamil      b. Sumerian      c. Persian      d. English

**Correct Answer: c. Persian**

**Explanation:** **Persian** became the official court language and administrative language during the reign of the Delhi Sultanate and the Mughal Empire in medieval India.

**Q2.** Identify the source of history shown in the image [Questions 2 to 4 are based on the manuscript image].

- a. painting      b. manuscript      c. sculpture      d. coin

**Correct Answer: b. manuscript**

**Explanation:** Hand-written historical documents recorded on materials like palm leaves, birch bark, or paper are called **manuscripts**.

**Q3.** Where is this source of history preserved?

- a. in basements      b. in bookshops      c. in schools      d. in archives

**Correct Answer: d. in archives**

**Explanation:** Manuscripts and valuable historic documents are collected and preserved in **archives** and libraries by governments and institutions.

**Q4. What are the difficulties faced by historians while studying this source?**

- a. It is very difficult to find.
- b. This source is not easy to read and understand.
- c. It is usually handwritten by scribes which makes it difficult to trace the authenticity.
- d. All of these are correct.

**Correct Answer: d. All of these are correct.**

**Explanation:** Scribes copied manuscripts by hand, leading to small changes over time. Manuscripts are fragile, difficult to read due to old scripts, and challenging to verify for original authenticity.

**KEY EXAM POINTS: MANUSCRIPTS & ARCHIVES**

- **Archives:** Places where documents and manuscripts are systematically stored and preserved.
- **Scribes:** Copyists who copied manuscripts by hand before the invention of the printing press.
- **Challenge:** Slight changes made by different scribes across generations altered original historical texts.

**Q5. Priya found the coin shown in the image alongside, and it made her very curious. She immediately took the coin to her father who studies coins and asked him to tell her more about it. Which of the following studies is her father engaged in?**

- a. banking
- b. engineering
- c. numismatics
- d. epigraphy

**Correct Answer: c. numismatics**

**Explanation:** The systematic study or collection of currency, including coins, tokens, paper money, and related objects, is known as **numismatics**.

**Q6. The image shown alongside depicts the Rajput style of painting. What aspect of medieval times do you understand from this painting?**

- a. dress
- b. ornaments
- c. art
- d. all of these

**Correct Answer: d. all of these**

**Explanation:** Miniature and Rajput paintings provide rich visual information about the artistic styles, traditional attire (dress), and jewellery (ornaments) of that era.

**Q7. Read the following extract and answer the question based on it:**

"In the Mahabharata, Dronacharya was the guru (teacher) to young princes. He was a brahman (a person belonging to the 'upper' social class) and refused to teach a tribal youth, Eklavya, because he was from a 'lower' social caste."

**Which of the following statements can be concluded from the extract given above?**

- a. The people were divided into many castes and sub-castes which were known as Jatis.
- b. Eklavya was not interested in studies.
- c. Dronacharya did not have a high level of education and knowledge.
- d. None of these is correct.

**Correct Answer: a. The people were divided into many castes and sub-castes which were known as Jatis.**

**Explanation:** The extract illustrates social discrimination and class stratification present in society, where people were categorized into rigid castes and sub-castes (**Jatis**).

**Q8. Identify the wrong pair from the following:**

- a. Ibn Battuta - travelogues of India
- b. sculptures - two-dimensional images
- c. inscriptions - prashastis
- d. monuments - Taj Mahal

**Correct Answer: b. sculptures - two-dimensional images**

**Explanation:** Sculptures are **three-dimensional** works of art (having length, breadth, and height/depth), not two-dimensional (which applies to paintings/drawings).

**Q9. Which of the following monuments is associated with Islam?**

- a. Jama Masjid / Mosque structure (Image a)
- b. Ancient Hindu/Rajput Temple structure (Image b)
- c. Sun Temple / Dravidian Architecture (Image c)
- d. Church structure (Image d)

**Correct Answer: a**

**Explanation:** Option (a) shows an Islamic architectural monument featuring domes and minarets (typical of a mosque/ Jama Masjid).

**Q10. Which of the following statements best describes the political situation of the medieval period?**

- a. Continuous interaction of religions saw a burst of flavours in food and culture.
- b. Persian words found their way into the vocabulary of Indians.
- c. The status of women declined greatly during the medieval period.
- d. India was invaded by the rulers of Central Asia in the absence of powerful kingdoms.

**Correct Answer: d. India was invaded by the rulers of Central Asia in the absence of powerful kingdoms.**

**Explanation:** Politically, the fragmentation of regional powers created a power vacuum that facilitated invasions from Central Asian dynasties (such as Ghaznavids, Ghorids, Turks, and Mughals). Options (a), (b), and (c) describe cultural, linguistic, and social aspects respectively.

#### IMPORTANT KEYWORDS

- **Numismatics:** The study and collection of coins, medals, and currency.
- **Epigraphy:** The study and deciphering of inscriptions carved on hard surfaces.
- **Prashasti:** Special inscriptions written in praise of rulers and kings.
- **Jati:** Sub-castes formed within Indian society based on occupation and social background.

## SECTION II: STATE WHETHER TRUE OR FALSE

1. **India was also known as the Land of the Rising Sun.**

**FALSE**

*Correct Statement:* Japan is known as the Land of the Rising Sun. India was historically known as **Bharatvarsha**, **Jambudvipa**, or **Hindustan**.

2. **The medieval period was greatly influenced by the values of Christianity.**

**FALSE**

*Correct Statement:* In Indian history, the medieval period was heavily influenced by **Hinduism** and **Islam**, along with the Bhakti and Sufi movements.

3. **Miniature paintings are an important source of medieval Indian history.**

**TRUE**

*Explanation:* Miniature paintings illustrate royal courts, hunting scenes, festivals, attire, and social life during the medieval era.

4. **Rajputs were recognised for their bravery, courage and royalty.**

**TRUE**

*Explanation:* The term 'Rajput' (derived from *Rajaputra*) stood for a group of warriors who claimed Kshatriya status and were renowned for valour and chivalry.

5. **The study of inscriptions is known as numismatics.**

**FALSE**

*Correct Statement:* The study of inscriptions is called **epigraphy**. Numismatics is the study of coins.

## SECTION III: SHORT ANSWER-TYPE QUESTIONS

### Q1. Who used the term 'Hindustan' to describe India?

**Answer:**

- **Minhaj-i-Siraj:** A 13th-century Persian chronicler who used the term 'Hindustan' in a political sense to denote the areas of Punjab, Haryana, and the lands between the Ganga and Yamuna under the Delhi Sultanate.
- **Babur:** In the early 16th century, the first Mughal emperor used 'Hindustan' to describe the geography, fauna, and culture of the inhabitants of the subcontinent.
- **Amir Khusrau:** The famous 14th-century poet used the word '**Hind**' in a similar geographical and cultural context.

### Q2. Why was India invaded in the medieval period?

**Answer:** India was invaded during the medieval period due to several key reasons:

1. **Immense Wealth:** Indian kingdoms and temples possessed vast reserves of gold, jewels, and treasure, attracting invaders like Mahmud of Ghazni and Muhammad Ghori.
2. **Political Fragmentation:** The absence of a central, unified empire following the fall of Harsha led to regional rivalries, leaving the northwestern borders vulnerable.
3. **Expansion of Empires:** Central Asian rulers sought to expand their territorial dominion and establish political rule, leading to the foundation of the Delhi Sultanate and Mughal Empire.

### Q3. Where are manuscripts preserved?

**Answer:**

Manuscripts from the medieval period are carefully preserved in:

- **Archives:** Specialized government and institutional repositories dedicated to storing historical documents and records.
- **Libraries:** Major national, state, and academic libraries across the country.
- **Monasteries and Temples:** Religious institutions that maintained manuscript collections (granthagars) across centuries.

### Q4. What do we understand from the paintings of the medieval period?

**Answer:** Medieval paintings (especially **miniature paintings** and **Rajput/Mughal artwork**) provide crucial insights into:

- **Royal Life and Court Scenes:** Depictions of emperors, royal assemblies, celebrations, and military processions.
- **Social Life and Attire:** Clothing styles, jewellery, hairstyles, and aesthetic preferences of different social classes.
- **Cultural & Religious Practices:** Scenes from religious epics, folklore, music, dance, and seasonal festivals.

**Q5. Name any two foreign travellers who came to India in the medieval period.**

**Answer:**

1. **Ibn Battuta:** A famous Moroccan traveller who visited India during the reign of Muhammad bin Tughlaq and wrote the celebrated travelogue *Rihla*.
2. **Marco Polo:** An Italian traveller who visited Southern India (the Kakatiya and Pandya kingdoms) during the 13th century.
3. (Additional Example) **Al-Biruni:** A Persian scholar who accompanied Mahmud of Ghazni and wrote *Kitab-ul-Hind*.

**Q6. How do coins help us understand the economy of the medieval period?**

**Answer:** Coins (studied under **numismatics**) serve as vital economic indicators in the following ways:

1. **Economic Prosperity:** Coins made of precious metals (gold and silver) indicate a prosperous economy, whereas debased alloy coins reflect financial stress.
2. **Trade and Commerce:** The distribution and discovery of coins in distant regions help historians map domestic and international trade routes.
3. **Dynastic Chronology & Titles:** Coins bear the names of kings, titles, dates of issuance, and mint marks, helping establish exact political timelines and territorial extents.

**EXAM TIP FOR SHORT ANSWERS**

When answering questions about historical sources (coins, manuscripts, inscriptions), always mention the professional terminology like **Numismatics**, **Epigraphy**, and **Archives** to secure full marks.

## SECTION IV: LONG ANSWER-TYPE QUESTIONS

### Q1. Write a short note on the political developments in the medieval period.

**Answer:**

The medieval period in India (roughly from the 8th to the 18th century CE) witnessed dramatic political transformations:

#### 1. Rise of Regional Kingdoms (Early Medieval Period):

- The early medieval era saw powerful regional dynasties such as the **Palas**, **Gurjara-Pratiharas**, **Rashtrakutas**, and **Cholas**.
- The **Rajputs** emerged as dominant rulers in Northern and Central India, known for their chivalry and fortified kingdoms.

#### 2. Establishment of the Delhi Sultanate:

- In the late 12th and early 13th centuries, Central Asian conquests led to the establishment of the **Delhi Sultanate** (comprising Slave, Khalji, Tughlaq, Sayyid, and Lodi dynasties).
- This brought centralized administration and introduced Persian influence into governance.

#### 3. Rise and Expansion of the Mughal Empire:

- Founded by Babur in 1526, the **Mughal Empire** reached its zenith under Akbar, Jahangir, Shah Jahan, and Aurangzeb, unifying vast parts of the subcontinent under a uniform administrative system.

#### 4. Emergence of New Regional Powers:

- In the later medieval period, state systems like the **Vijayanagara Empire** in the South and the **Marathas** under Chhatrapati Shivaji Maharaj created powerful decentralized governance models.

### Q2. Explain the significance of historical writings in medieval Indian history.

**Answer:**

Historical writings and literary works form a major pillar of textual sources for understanding medieval India. Their significance includes:

#### 1. Official Chronicles (Tarikhs / Tawarikh):

- Court historians wrote detailed accounts of rulers, administrative policies, and military conquests. Examples include *Tarikh-i-Firuz Shahi* by Ziauddin Barani and *Akbarnama* by Abul Fazl.

#### 2. Autobiographies and Biographies:

- Rulers wrote personal memoirs offering authentic accounts of governance, personal lives, and empire conditions —such as *Tuzuk-i-Baburi* (Babur) and *Tuzuk-i-Jahangiri* (Jahangir).

#### 3. Foreign Travelogues:

- Travellers like Ibn Battuta, Marco Polo, Bernier, and Tavernier provided unbiased, vivid accounts of society, trade networks, living standards, and local customs.

#### 4. Literary and Court Works:

- Poems, dramas, and stories written in Sanskrit, Persian, Arabic, and regional languages highlight language evolution and social values.

**Q3. Give an account of the different archaeological sources used to study the medieval period.**

**Answer:**

Archaeological sources are physical remnants that help reconstruct medieval history accurately without the subjective bias of written records. Key categories include:

**1. Monuments and Architecture:**

- Forts, palaces, temples, mosques, tombs, and stepwells (e.g., Red Fort, Taj Mahal, Qutub Minar, Brihadisvara Temple).
- They reveal structural engineering, architectural styles (Indo-Islamic architecture), material culture, and economic capability of dynasties.

**2. Coins (Numismatic Evidence):**

- Coins issued by kings (like gold Mohurs, silver Rupaya, copper Jital) provide precise dates, sovereign territories, trade ties, and economic status.

**3. Inscriptions (Epigraphic Evidence):**

- Engravings on copper plates, temple walls, stone slabs, and pillars record land grants, royal decrees, and heroic deeds (Prashastis).

**4. Paintings and Sculptures:**

- Wall paintings, miniatures, and bronze/stone sculptures reflect contemporary clothing, musical instruments, religious practices, and craftsmanship.

**Q4. Explain the changes that took place in the social and religious spheres of people during the medieval period.**

**Answer:**

The medieval period was a era of profound social and religious transformations:

**1. Social Changes:**

- **Emergence of Jatis:** Society became organized into sub-castes called *Jatis* based on background and occupation. Jatis framed their own rules, governed by a assembly of elders (Jati Panchayat).
- **Rise of New Social Groups:** Groups like the **Rajputs** gained prominence as warriors and rulers. Other occupational communities like *Kayasthas* (scribes and secretaries) also grew in importance.
- **Cultural Synthesis:** Interaction among diverse communities led to exchange in food styles (biryani, jalebi), clothing (kurta, pyjama), and daily language.

**2. Religious Developments:**

- **Bhakti Movement:** Saints like Kabir, Guru Nanak, Mirabai, and Ramananda emphasized personal devotion (bhakti) to God without rituals or caste barriers, promoting equality and regional language preaching.
- **Arrival and Spread of Islam:** Islam introduced monotheism, legal systems, and egalitarian ideals, leading to new cultural integration.
- **Sufi Movement:** Sufi saints emphasized love, compassion, and devotion, bridging the gap between Hindu and Muslim communities.

## SUMMARY: SOCIAL & RELIGIOUS TRANSFORMATIONS

- **Jati Panchayat:** Assembly of elders that enforced rules and regulations for sub-castes.
- **Bhakti & Sufi Movements:** Religious reform movements promoting devotion, love, unity, and rejection of rigid rituals.
- **Composite Culture:** Fusion of Indian and Central Asian customs resulting in Ganga-Jamuni Tehzeeb.

## SECTION V: PROJECT-BASED ASSIGNMENT

### Assignment Topic: Autobiographies as Historical Sources & Personal Autobiography Project

*"You have learnt that biographies and autobiographies are important sources of medieval history. Write your autobiography. You may include aspects about your family, friends, school, interests, hobbies or an interesting anecdote."*

#### Part A: Understanding Biographies & Autobiographies in Medieval History

- **Autobiography:** An account of a person's life written by that person (e.g., *Tuzuk-i-Baburi* by Babur, *Tuzuk-i-Jahangiri* by Jahangir).
- **Biography:** An account of a person's life written by someone else (e.g., *Akbarnama* by Abul Fazl, *Humayun-nama* by Gulbadan Begum).
- **Historical Value:** These accounts provide first-hand insights into political decisions, personal struggles, administrative policies, and socio-economic life of that historical era.

#### Part B: Model Student Autobiography Structure (For Student Submission)

*"My name is Aarav Sharma, and I am a Class 7 student at Glen Tutorials. I was born in Mumbai into a loving family that values education and curiosity. My father is an engineer, and my mother is a high school teacher.*

*My journey with Social Science began when my grandfather shared stories about ancient monuments and medieval kings. My favorite hobbies are reading historical fiction, collecting old coins (numismatics), and playing chess.*

*An interesting anecdote from my life occurred last summer when we visited the Taj Mahal in Agra. Seeing the white marble structure brought my textbook lessons on medieval architecture to life! This experience inspired me to study history not just as dates, but as living stories of the human past."*