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The Delhi Sultanate

Lesson Plan

Contents

- ▶ An overview of the Delhi Sultanate from AD 1206 to AD 1526
- ▶ To understand the rule of five dynasties of Islamic rulers in India

Objectives

- ▶ To understand the sequence of the Turk-Afghan dynasties, and the kings of each
- ▶ To learn the names and timeline of each dynasty and its kings
- ▶ To know about the highlights of the rule of each
- ▶ To appreciate the change that came to Indian society with the entry of Islam

Teacher's Aids

- ▶ Globe
- ▶ Pictures, charts, atlas and historical wall maps
- ▶ Blackboard
- ▶ Internet

Tips for Teacher

- ▶ Explain the details of the dynasties of the Delhi Sultanate and their sequence of rulers, along with the timeline from 1206–1526.
- ▶ Students should be encouraged to know places, locations and their placement on the maps.

Background and Reading

- ▶ Read the lesson aloud and explain, sharing the aids, etc., pausing to examine and explain the data in the boxes.
- ▶ Particularly focus on the timeline, the sequence of the dynasties and the changes they brought into India—in terms of administration, society, culture and lifestyles.
- ▶ Explain the link with the previous chapter: Second Battle of Tarain in 1192—defeat and death of Prithviraj Chauhan by Muhammad Ghori—establishment of Turk-Afghan rule at Delhi—the Sultanate.

Timeline of the Delhi Sultanate

Slave Dynasty	1206–1290
Khalji Dynasty	1290–1320
Tughlaq Dynasty	1320–1412
Sayyid Dynasty	1414–1451
Lodhi Dynasty	1451–1526

The Succession of Each Dynasty

- ▶ Details of the sequence of significant rulers and a brief about each are given in the text—they should be elaborated. A chart can give the details for easy understanding.

The Slave Dynasty

- ▶ **Qutubuddin Aibak**—one of Muhammad Ghori's slaves or 'Mamluk'—extended kingdom—suppressed internal revolt and pushed back Mongol invasion from North-west—built the Qutub Minar, several mosques—died after a fall from a horse.
- ▶ **Iltutmish**—successor known for efficient administration—well-organised army; nobility called Chalisa of Chahalgani; strengthened Northwest frontier; provinces called Iqtas given as salaries to nobles; introduces silver and copper coins: Tanka and Jital—completed Qutub Minar, mosque at Badaun and tomb in Delhi.
- ▶ **Razia Sultana**—Iltutmish's daughter—led her army, brave and competent—but Ulema [clergy] and nobility couldn't accept a woman as ruler—killed her.
- ▶ **Ghiyasuddin Balban**—Turkish slave—firm policies, efficient spy system—defeated local enemies—defended against invasion—just and firm—introduced Divine Right of Kingship.

The Khalji Dynasty

- ▶ **Jalaluddin Khalji**—murdered Balban's grandson Kaiqubad and established the dynasty—very old—murdered by his nephew Alauddin.
- ▶ **Alauddin Khalji**—invader, adopted policy of expansion—built the city of Siri in Delhi and the Alai Darwaza near the Qutub Minar—conquered Gujarat, Rajasthan, Malwa, Devagiri, Warangal and Dvarasamudra—strengthened forts to check Mongol invasion—prevented rebellions—stopped interference by nobles—new revenue collection reforms : on basis of land measurement—a market control system to fix prices of goods—markets for grain, clothe and the third one for cattle, animals and slaves—strict punishments—in army introduced system of Huliya or recording identity—Dagh or branding of cavalry horses—well organised and efficient spy system.

The Tughlaq Dynasty

- ▶ Giyasuddin Tughlaq killed last Khalji ruler and founded this dynasty—efficient ruler and statesman—established peace in his territory—built Tughlaqabad fort—died under mysterious circumstances.

- ▶ Jauna Khan titled himself Muhammad-bin-Tughlaq when he became king – information from writings of Ibn Batuta – king was a scholar – chose reasonable and rational ways to solve religious issues – ill-treated Ulemas and restricted their influence in society – tried to break barrier between north and south – but projects were controversial and resulted in his downfall – (a) shifting capital to Devagiri, renamed, Daulatabad – failed because ordered the whole population to shift; not central so administration suffered; Mongol attacks on northwest frontier; long journey caused hardship and again on the return – (b) Introduced token currency of bronze and copper to overcome shortage of silver – did not reserve right to mint – so people made false currency – confusion in trade – had to withdraw currency – (c) introduced tax in Ganga-Yamuna Doab when it was famine-struck – had to be withdrawn – too late and agriculture sector affected – faced rebellions and died.
- ▶ Feroz Shah Tughlaq – very soft ruler – often unjust in his moderate policies – punishments less severe; loans written off; introduced Jazia [tax on non-Muslims for state protection] – did not strengthen army – welfare activities included construction of canals and baolis; separate department for the poor; built sarais and madrasas; set up workshops for handicrafts – period of peace and prosperity – established Hissar, Firozabad, Ferozepur – after death, the dynasty petered out slowly – last ruler Naziruddin Tughlaq in whose time Timur, the Turk ruler of Samarkand invaded India – ended the rule.

The Sayyid Dynasty

- ▶ **Khizr Khan** – captured the throne when Timur left – established the dynasty – busy putting down revolts – defeated Hindu rulers of Doab, Kalithar, Chandwar for not paying tribute.
- ▶ **Mubarak Shah** – fought invaders – laid foundation of city of Mubarakabad – killed by his nobles.
- ▶ **Mohammad Shah** – not competent – fought internal revolts.
- ▶ **Alam Shah** – weak ruler – moved to Badaun, weakening Delhi – abdicated in favour of Bahlol Lodhi.

The Lodhi Dynasty

- ▶ **Bahlol Lodhi** – founder of the dynasty – earlier Governor of Punjab.
- ▶ **Sikander Lodhi** – annexed Jaipur and Bihar and brought entire Gangetic plain under his control.
- ▶ **Ibrahim Lodhi** – faced many rebellions – suppressed Rana Sanga of Chittor in western Rajasthan – nobles displeased when he replaced old commanders with younger ones – Daulat Khan Lodhi invited Babur, ruler of Kabul, to invade India – Ibrahim Lodhi killed in First Battle of Panipat – Mughal rule began.

Administration of Ibrahim Lodhi:

- ▶ Provinces called Iqtas under charge of Muftis and Walis – subdivided into Shiqs under Shiqdars – villages clubbed into Parganas under a Headman or Muqqaddam – land records maintained by a Patwari – taxes collected by Munsif.

- ▶ Ministers: Wazir [revenue collection and financial matters]; Ariz-i-Mumalik [army and military affairs]; Diwan-i-Insha [state correspondence]; Chief Sadr [justice]; Diwan-i-Risalat [religious affairs]; Waqil-i-Dar [Sultan's household].
- ▶ Agricultural policy—well planned—revenue based on land measurement—sometimes on crop sharing—officers harassed peasants.

Decline of the Sultanate

- ▶ **Reasons for downfall**—(a) Imposing Jaziya, tax on non-Muslims, conversion to Islam, destruction of temples, made the rulers unpopular (b) Rulers weak and nobles became powerful (c) Succession wars weakened them more (d) Invasions of foreign rulers (e) Revolts led to formation of independent kingdoms: Vijayanagar and Bahamani.
- ▶ **Vijayanagar Kingdom**—Founded by Harihara and Bukka in 1336—capital at Hampi—at its peak in the many temples constructed.
- ▶ **Bahamani Kingdom**—Founded by Zafar—capital at Gulbarga—famous rulers: Feroz Shah and Muhammad Shah—later divided into five kingdoms: Berar, Bijapur, Ahmednagar, Golconda and Bidar.

Assessment Corner

Oral Assignment

- A. Ask for answers at random from the students. Confirm the right answers. Let them write down the correct answers if they like in their books.

Written Assignment

- B–F. The teacher has two options—(i) Either do these exercises orally first and then ask the students to write them down. OR (ii) Ask the students to write the answers on their own. Then the teacher can announce the correct answers to the students and ask their partners to cross-check them.

In either case, the answers can be written as homework and the teacher can check them in the class.

Think Tank

- G. **HOTS question:** Discuss the questions in the class and let the students write the answers to G and H as homework. Teacher should assess individual work.