

HISTORY AND CIVICS

STANDARD SEVEN



Attock



Delhi



Cuttack



Raigad



Jinji



Tanjavur



The Constitution of India

Chapter IV A

Fundamental Duties

ARTICLE 51A

Fundamental Duties- It shall be the duty of every citizen of India—

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities, to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers and wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- (k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

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History and Civics Study Group :

Shri. Rahul Prabhu	Dr Raosaheb Shelke
Shri. Sanjay Vazarekar	Shri. Mariba Chandanshive
Shri. Subhash Rathod	Shri. Santosh Shinde
Smt Sunita Dalvi	Dr Satish Chaple
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Smt Shivkanya Patve	Shri. Ravindra Jinde
Dr Anil Singare	Dr Prabhakar Londhe

Invitees :

Dr Ganesh Raut	Shri. Devdatta Prakash
Dr Somnath Rode	Balkawade

Pictures of forts : Shri. Pravin Bhosale

Cartographer :

Shri. Ravikiran Jadhav

Coordination :

Mogal Jadhav
Special Officer, History and Civics
Varsha Sarode
Subject Assistant, History and Civics

Translation :

Shri. Aniruddha Chitnis
Shri. Sushrut Kulkarni
Smt. Aarti Khatu

Scrutiny :

Dr Ganesh Raut
Prof. Sadhana Kulkarni

Coordination :

Dhanavanti Hardikar
Academic Secretary for Languages
Santosh J. Pawar
Assistant Special Officer, English

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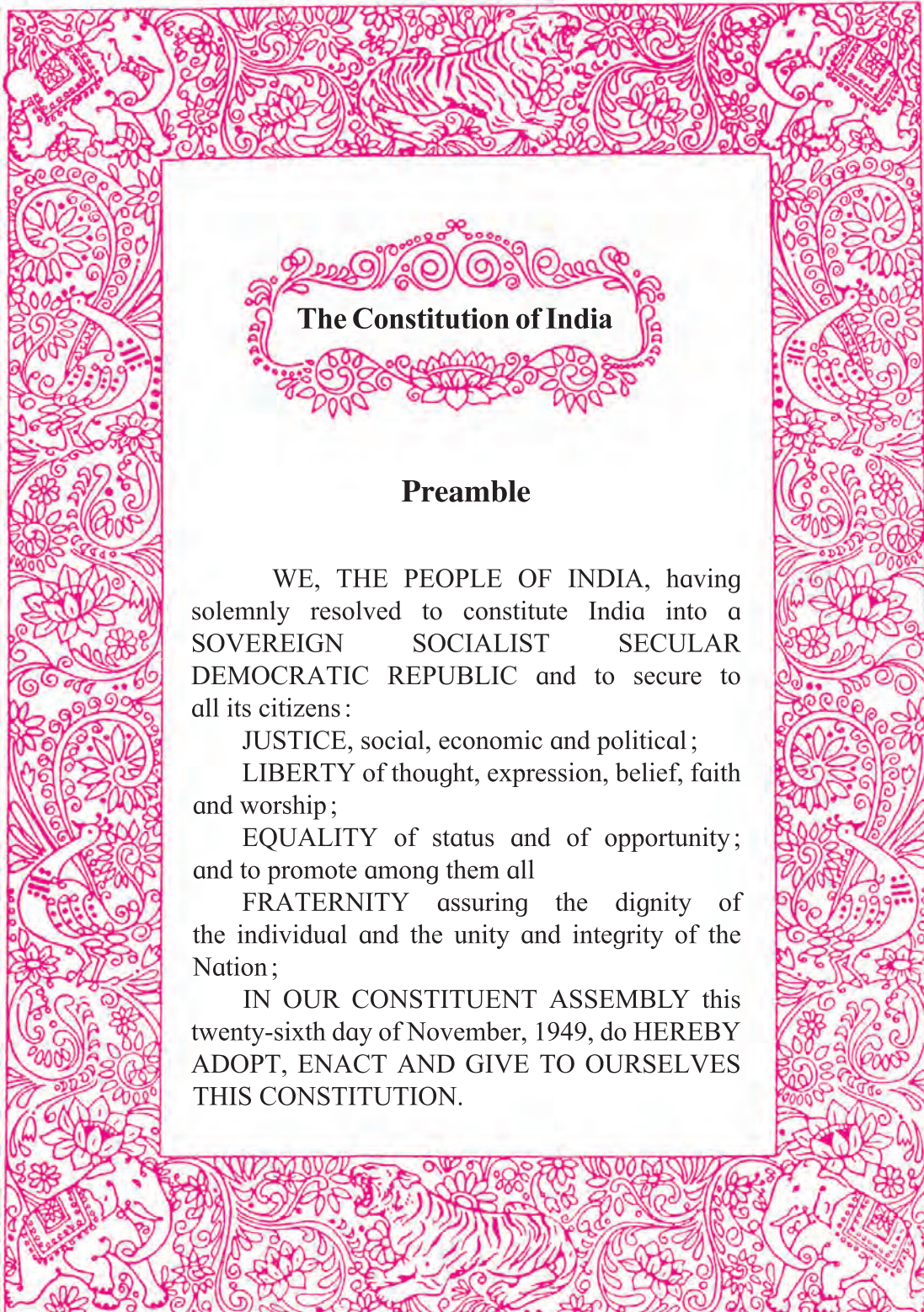
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The Constitution of India

Preamble

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC and to secure to all its citizens :

JUSTICE, social, economic and political ;

LIBERTY of thought, expression, belief, faith and worship ;

EQUALITY of status and of opportunity ; and to promote among them all

FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation ;

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.

NATIONAL ANTHEM

Jana-gana-mana-adhināyaka jaya hē
Bhārata-bhāgya-vidhātā,

Panjāba-Sindhu-Gujarāta-Marāthā
Drāvida-Utkala-Banga

Vindhya-Himāchala-Yamunā-Gangā
uchchala-jaladhi-taranga

Tava subha nāmē jāgē, tava subha āsisa māgē,
gāhē tava jaya-gāthā,

Jana-gana-mangala-dāyaka jaya hē
Bhārata-bhāgya-vidhātā,

Jaya hē, Jaya hē, Jaya hē,
Jaya jaya jaya, jaya hē.

PLEDGE

India is my country. All Indians
are my brothers and sisters.

I love my country, and I am proud
of its rich and varied heritage. I shall
always strive to be worthy of it.

I shall give my parents, teachers
and all elders respect, and treat
everyone with courtesy.

To my country and my people,
I pledge my devotion. In their
well-being and prosperity alone lies
my happiness.

Preface

Dear Students,

You have studied History and Civics in Environmental Studies Part I and II from Std III to Std V. The subjects History and Civics are taught separately Std VI onwards. Both the subjects are included in a single textbook. We are happy to place this textbook of Std VII in your hands.

This book is designed in such a way that you will understand the subject clearly, find it interesting and you will get motivated by the work done by our ancestors. We want you to gather knowledge as well as joy when you study it. For that, we have provided coloured pictures and maps in this textbook. Please study each chapter in this textbook carefully. If you do not understand any part, ask your teachers and parents to explain it. The additional information given in the boxes will add to your knowledge. If you consider that history is an interesting subject and is our friend, you will definitely like this subject.

In the History section, we have explained the 'History of Medieval India'. The textbook has been designed by focusing upon the place and role of Maharashtra in the making of Medieval India. When you study this textbook, we expect that you will develop an awareness of being a citizen of India, and also a sense of duty.

In the Civics part, we have introduced the Constitution of India. The background for creating a new Constitution, the Preamble to the Constitution, the Fundamental Rights and Directive Principles in the Constitution are covered in this part. It explains in simple language, that the government system in our country is run as per the Constitution, laws and rules. We have provided many projects so that your learning becomes more activity-oriented. You will enter the next standard with the feeling that you are the future citizens of the country and will build the future of our country.

When we study History, we come to know about the achievements of our ancestors. When it is coupled with the study of Civics, we understand our duties towards building a nation and a society. That is why the two subjects are studied together.



(Dr. Sunil Magar)

Director

Pune

Date : 28 March 2017

Maharashtra State Bureau of Textbook
Production and Curriculum Research, Pune.

- For Teachers -

We have already taught the History and Civics textbook for Std VI. In this textbook for Std VII the History of Medieval India is presented.

The special feature of this presentation is that it focuses on Maharashtra. Even though our State is part of the Republic of India, if we study history from the perspective of Maharashtra, we will understand the position, role and contribution of Maharashtra in the History of India, and the students will develop a more mature national feeling. They will understand what our ancestors have done for the nation and it will enhance their awareness of their own responsibilities and duties towards the nation.

In this respect, the foundation of *Swaraj* by Chhatrapati Shivaji Maharaj in the seventeenth century is very important. To understand the foundation of *Swaraj*, the situation in India and Maharashtra before the rise of Chhatrapati Shivaji Maharaj should be understood first, so that one gets a perspective on the history of India. That has been our policy while designing this book. We have discussed how, after the demise of Shivaji Maharaj, Maharashtra faced the attacks on his *Swaraj* and protected it. After they had repulsed the attacks, the Marathas expanded the boundaries of Maharashtra and occupied most of India. The next part covers the expansion of *Swaraj* into an empire. We all know that the British conquered India and ruled here but it is important to understand how Maharashtra was in the forefront in stopping the British. The British had to compete with the Marathas and they had to conquer India by battling with the Marathas. This evokes a sense of our strength and duty. It is expected that teaching-learning should awaken this feeling in the students' minds. This view-point is expressed pictorially on the cover showing the expansion of the Maratha power with the help of a broad outline map of India.

In the Civics part, we have introduced the Constitution of India. As it is not possible to teach this subject in one year, it is distributed across two standards. In this standard, the emphasis is on the need for a Constitution, the values enshrined in the Constitution, the Preamble, Fundamental Rights and Duties and the Directive Principles. The administrative machinery and the political procedures laid down in the Constitution will be taken up in Std VIII. In this sense, the Civics portion in the two standards is complimentary. It is arranged in such a way that the students will be able to understand it easily. The contents have been arranged in an innovative way. It is based on constructivism, but going even beyond, priority is given to making the students (responsible) members of the society by removing the apathy towards the political system. The content has been presented in very simple language. It will increase the readability of the book.

While teaching this textbook, teachers should use newspapers, news on television, the analysis by scholars and should help create a comprehensive vision amongst students. If one studies and teaches History and Civics with reference to current affairs, it becomes more meaningful and helps in inculcating values in students.

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History of Medieval India

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S.O.I. Note : The following foot notes are applicable : (1) © Government of India, Copyright : 2017. (2) The responsibility for the correctness of internal details rests with the publisher. (3) The territorial waters of India extend into the sea to a distance of twelve nautical miles measured from the appropriate base line. (4) The administrative headquarters of Chandigarh, Haryana and Punjab are at Chandigarh. (5) The interstate boundaries amongst Arunachal Pradesh, Assam and Meghalaya shown on this map are as interpreted from the “North-Eastern Areas (Reorganisation) Act. 1971,” but have yet to be verified. (6) The external boundaries and coastlines of India agree with the Record/Master Copy certified by Survey of India. (7) The state boundaries between Uttarakhand & Uttar Pradesh, Bihar & Jharkhand and Chattisgarh & Madhya Pradesh have not been verified by the Governments concerned. (8) The spellings of names in this map, have been taken from various sources.

English History : Standard Seven - Learning Outcomes

Suggested Pedagogical Processes	Learning Outcomes
The learner be provided opportunities in pairs/groups/ individually and encouraged to: - identify different sources of history available in books/local environment for example, extracts from manuscripts/maps/ illustrations/painting/historical monuments/films, biographical dramas, television serials, folkarts dramas and interpret these to understand the time. - familiarise with the emergence of new dynasties and prepare a timeline to trace important developments during this time. - enact/dramatise key events of a given historical period/personalities like Emperor Akbar, Chhatrapati Shivaji Maharaj, Bajirao I, Maharani Tarabai, etc. - reflect on the changes in society during medieval period and compare it with present day time. - prepare projects: on dynasties/ kingdoms/ administrative reforms and architectural specialties of a period for example, preparing a project on Bhosale, Shinde, Holkars, etc. - understand the teachings of the <i>sants</i> through <i>Abhangas</i>, <i>bhajans</i>, <i>kirtans</i> etc. Collect information through visits to nearby <i>dargah/gurudwara/</i> temples, associated with <i>bhakti</i> or <i>sufi</i> cult and discuss the principles of various religions. - know about India before the times of Shivaji Maharaj, the Maharashtra before the times of Shivaji Maharaj, Maratha war of independence, Peshwa period and the expansion of the Maratha power.	The learner- 07.73H.01 identifies various sources of History and explains their use for rewriting the History of that period. 07.73H.02 provides examples of sources used to study various periods in history. 07.73H.03 critically examine the Maratha Mughal conflict. 07.73H.04 explains the reasons behind the coronation of Chhatrapati Shivaji Maharaj. 07.73H.05 relates key historical developments during medieval period occurring in one place with another. 07.73H.06 analyses socio-political and economic changes during medieval period. 07.73H.07 analyses administrative measures and strategies adopted by Chhatrapati Shivaji Maharaj for military control. 07.73H.08 describes distinctive developments in style and technology used for construction of temples, tombs and mosques with examples. 07.73H.09 identifies the similarities amongst the teachings of different <i>sants</i>. 07.73H.10 draws inferences from poetry and <i>abhangas</i> of <i>bhakti</i> and <i>sufi sants</i> about existing social order. 07.73H.11 analyses the reasons behind the battle of Panipat 07.73H.12 explains with the historical events of that time that the Maratha power became a dominant power at all India level.