

National Curriculum for

HISTORY

Grades VI – VIII

2006



**GOVERNMENT OF PAKISTAN
MINISTRY OF EDUCATION
ISLAMABAD**

Contents

Introduction	1
Grade VI — Ancient Civilization to End of Delhi Sultanate (2500 BC-1526 AD)	4
Chapters	
1. Indus Valley Civilization	5
2. The Aryan Era	7
3. Muslims in South Asia-I	9
4. Muslims in South Asia-II	10
5. Socio-Cultural Developments (711-1526)	11
Grade VII — Mughal Empire: Foundation, Consolidation, Contribution And Disintegration (1526-1857)	12
Chapters	
1. The Foundation	13
2. Mughal Empire Consolidation	14
3. Mughal Empire: Socio-Cultural Conditions	16
4. Mughal Empire: Disintegration	17
5. Mughal Empire: Ascendancy of the British	18
Grade VIII — British Rule and the Freedom Movement (1858-1947)	20
Chapters	
1. Consolidation of British Rule	21
2. Sir Syed Ahmad Khan and the Aligarh Movement	22
3. Political Awakening in British India	23
4. Quest for Political Settlement	25
5. Struggle for Pakistan	27
Teaching Strategies	29
Assessment and Evaluation	33
Guidelines for Developing Teaching Learning Resources	35
Curriculum Development Team	39

INTRODUCTION

History is the veritable mine of life experience that one generation bequeathes to the next. That process of transmission got under way with the very dawn of human civilization. The same process, when systematized, takes the shape of traditions and customs, which lay the contours of culture and society. Culture is the fundamental determinant of social and ethical norms that individuals of society are normally supposed to abide by. Culture grows with time, and the social exchange with other cultures ensures its vitality. Therefore all living cultures have to be inclusive rather than being exclusive. Thus the veritable life experience epitomized in culture is best articulated through history. Consequently History has always been one of the vital branches of knowledge, a source of bequeathing the social and wholesome discipline encompassing all the arenas of social activity that makes its instruction all the more imperative.

Cognizant of the advantages that history can bring forth, in terms of inculcating the social, political and cultural awareness with reference to the traditions of the yore, a laudable initiative has finally been taken by introducing it at the school level (VI-VIII). Experts from all the major public sector universities were engaged for this project of immense national significance.

For the three grades (VI-VIII), the proposed curriculum of South Asian History has been phased out into three parts. For Class VI the Ancient period of history from Indus Valley Civilization up to the end of the Delhi Sultanate (1500 BC-1526 AD) has been proffered. In particular, it has attempted to focus on the civilization and social advancement made by the ancient inhabitants of Mohenjo Daro and Harappa. The peaceful nature of these pre-Aryan people is also highlighted as well. The inclusive nature of the Indus Valley Civilization, having trade and commercial links with other contemporary civilizations, is also underscored in the curriculum. The coming of the Aryans, the subsequent transformation of the society and the rise of the caste system introduced by them for raising a stable social structure along hierarchical lines have also been dilated upon in some detail. In respect of the establishment of Muslim rule, instead of putting the sole emphasis on political developments only, the cultural and social aspects with a special focus on the Sufi ethos and its subsequent proliferation have been accorded equal importance.

Mughal Empire: Foundation, Consolidation, Contribution and Disintegration (1526-1857) form the content of the curriculum meant for the Class VII. As the caption evidently suggests, a wholesome study of the Mughal Empire with the

multifarious impact it had cast over the Subcontinent in terms of political structure, economy, society and culture has been deemed necessary. Apart from the political and economic aspects of the Mughal rule, the policy of religious tolerance and the cultural syncretism have been underscored, bringing out in a material way the soft image of the Muslim rulers. Interaction of Islam with the cultural traditions of the Subcontinent churning out, as a result, movements and religion such as the Bhagti and Sikhism have also been alluded to. Reform Movements and the enduring impact they generated have also been dilated on.

The onset of the British Imperial Rule, the Freedom Movement and the Struggle for Pakistan (1857-1947) comprise the last phase of the curriculum, to be instructed in class VIII. The displacement of the Mughal rule, the emergence of the splinter groups against the dwindling Mughal imperial rule like the Marathas, the Sikhs, the Jats, coupled with the invasions of Nadir Shah and Ahmed Shah Abdali, had made the history of that period quite complex and multi-layered. Therefore, a good deal of care and caution has been taken to avoid undue ambiguity that this era is plagued with. Another significant aspect of this phase of the proposed curriculum is the study of the evolution of the colonial state which had hitherto been neglected, despite its lasting importance, resonating even in the contemporary era. Then, after briefly dealing with the role of the different reform movements, the history course for class VIII moves on to the movement of the South Asian Muslims for a separate homeland, with particular reference to the contributions made by leading Muslim leaders such as Sir Syed Ahmed Khan, Allama Muhammad Iqbal and Quaid-i-Azam Mohammad Ali Jinnah.

With a good deal of optimism and hope, one can expect the positive changes that would result from the proposed history curriculum enclosed herewith. It is common knowledge that the downgrading of the discipline of History at the school level has caused immense damage to our sense of nationhood. It is, therefore, a matter of immense relief that this serious lapse has at last been rectified, and the importance of history as a vehicle of identity formation and the cognitive tool for imparting political and social awareness has been realized.

Objectives:

The objectives of the History curriculum for Grades VI-VIII are to

- create an awareness about the various ancient civilizations nurtured over the centuries in South Asia, especially in the areas constituting the present state of Pakistan;

- inculcate an understanding of the evolution, consolidation and culmination of various ruling dynasties of South Asia;
- reiterate the importance of the Muslim Rule in the evolution of a composite Indo-Muslim culture over the centuries;
- emphasize the salient features of the Political Structure, Economy, and Social and Cultural Life during various phases of the history of South Asia;
- portray the various phases of the decline and fall of Muslim Rule paving the way for British Ascendancy in South Asia;
- lay stress on the multifarious developments which took place in South Asia during the British Rule;
- outline the political awakening and the consequent struggle for freedom launched with particular reference to Pakistan Movement leading to the creation of Pakistan.

Grade VI

Ancient Civilization to End of Delhi Sultanate (2500 BC-1526 AD)

GRADE-VI

CHAPTER-1 INDUS VALLEY CIVILIZATION

Contents	Learning Outcomes
1. Importance of History	<p>Students will be able to:</p> <ul style="list-style-type: none">• Explain the Indus Valley Civilization in terms of its time scale.• Pinpoint its strategic location on the map.• Pinpoint on the map the land and sea routes through which it established contact with other civilizations — e.g., Mesopotaimic, Sumerian, Nile Valley civilizations, etc.• Evaluate the religious belief system, in the Indus Valley Civilization.• Discuss the structure and salient features of the society in terms of its egalitarian nature.• Emphasize the peaceful nature of the society — as indicated by the absence of weapons of warfare and tools for hunting.• Explain the absence of horse and the presence of bull as the chief insignia of the Indus Valley Civilization.• Describe the agricultural patterns of the Indus Valley Civilization.• Highlight the trading activities, especially with reference to their commercial exchanges with other civilizations.• Discuss the unique contribution of the Indus Valley Civilization in
2. Introduction: Antiquity, Location and Contacts with Contemporary Civilizations	
3. Religious & Social Systems	
4. Economy	
5. Town Planning and Architecture	
6. Decline: Causes and Consequences	

Contents	Learning Outcomes
	<p>terms of town planning and architecture — especially their drainage system, kiln manufacturing, storage system, etc.</p> <ul style="list-style-type: none"> • Explain how the migrating hordes with superior weapons and warhorses pushed the local inhabitants (Dravidians) to South further and further over a period of three hundred years. • Discuss the consequences of the invasion: emergence of a new ruling race, society and civilization.



Contents	Learning Outcomes
1. The Aryans: Origins and their Arrival in India	Students will be able to:
2. Social, Economic and Religious Systems	<ul style="list-style-type: none"> • Elaborate the origins of the Aryans and their migrating routes with the help of a map.
3. Hinduism	<ul style="list-style-type: none"> • Describe their arrival in India from time to time and its impact on the local civilization.
4. Buddhism	<ul style="list-style-type: none"> • Discuss the structure of the Aryan society.
5. Jainism	<ul style="list-style-type: none"> • Discuss the process of Aryan settling down, the evolution of the Aryan township system and the beginning of economic activities.
6. Gandhara Civilization	<ul style="list-style-type: none"> • Describe the evolution of the religious belief system of the Aryans.
7. Alexander's Invasion	<ul style="list-style-type: none"> • Discuss the salient features of Hinduism.
8. Mauryan Kingdom and Ashoka	<ul style="list-style-type: none"> • Describe the origin and expansion of Buddhism and Jainism.
9. The Guptas	<ul style="list-style-type: none"> • Explain how Buddhism and Jainism differ from Hinduism.
10. Harsha and the Major Principalities	<ul style="list-style-type: none"> • Explain the evolution and salient features of Gandhara Civilization.
	<ul style="list-style-type: none"> • Trace Alexander's expedition in North-Western India.
	<ul style="list-style-type: none"> • Discuss the rise and expansion of the Mauryan dynasty and the contribution of Chandra Gupta Mauraya and Ashoka.
	<ul style="list-style-type: none"> • Describe the rise of the Guptas and the revival of Hinduism.

Contents	Learning Outcomes
	<ul style="list-style-type: none"><li data-bbox="829 224 1243 327">• Describe the contribution of Harsha in terms of India's political unification.<li data-bbox="829 338 1279 405">• Identify the major principalities during 9th-12th centuries.

Contents	Learning Outcomes
<ol style="list-style-type: none"> 1. Arrival of Arabs and Conquest of Sindh by Mohammad bin Qasim 2. Mahmud of Ghazna 3. Shahabuddin Muhammad Ghauri 4. Slave Dynasty <ul style="list-style-type: none"> • Qutbuddin Aibak • Shamsuddin Iltutmish • Razia Sultana • Nasiruddin Mahmud • Ghiasuddin Balban 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe the causes and impact of Arab invasions, with particular reference to Makran, Sindh, and Multan. • Describe the Conquest of Sindh and Multan by Mohammad bin Qasim. • Trace Mahmud of Ghazna's expeditions and conquest in India. • Discuss the Ghaznavid contribution to the arts, the sciences and culture. • Describe Ghauri's military exploits and the conquest of Hindustan and the establishment of Muslim rule. • Discuss the founding and consolidation of Muslim empire in India during Qutbuddin's and Iltutmish reigns. • Discuss Razia Sultana's ascendancy to power and her problems. • Describe Nasiruddin Mahmud's reign. • Discuss Balban's early career, and reign.

Contents	Learning Outcomes
<p>1. Khalji Dynasty</p> <ul style="list-style-type: none"> • Jalaluddin Khalji • Alauddin Khalji • Mubarak Shah Khalji <p>2. Tughluq Dynasty</p> <ul style="list-style-type: none"> • Ghiasuddin Tughluq • Muhammad Tughluq • Feroz Shah Tughluq <p>3. Taimur's Invasion and Sayyed Dynasty</p> <ul style="list-style-type: none"> • Khizar Khan <p>4. Lodhi Dynasty</p> <ul style="list-style-type: none"> • Buhlol Lodhi • Sikandar Lodhi • Ibrahim Lodhi <p>5. Decline of the Sultanate</p> <p>6. Independent Principalities</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Elaborate the rise and consolidation of the Khalji Dynasty. • Discuss Alauddin Khalji: His intrusion into the South and his economic system. • Trace Mongol invasions into India and the defence policies of the Delhi Sultans with particular reference to Alauddin Khalji. • Discuss Tughluq's rise to power and expansion of the Delhi Sultanate. • Critically examine various projects undertaken by Muhammad Tughluq. • Discuss Feroz Shah Tughluq's reforms. • Discuss Taimur's invasion and its impact. • Critically examine the rise of the Lodhi Dynasty and its role in restoring stability to the Sultanate. • Describe the cultural contributions of the Lodhis. • Explain the factors leading to the decline and downfall of the Delhi Sultanate. • Identify the independent principalities, their location and their contribution during the 15th-16th centuries.

CHAPTER-5 SOCIO-CULTURAL DEVELOPMENTS (711-1526)

Contents	Learning Outcomes
1. Sufism and its Impact	<p>Students will be able to:</p> <ul style="list-style-type: none">• Identify the major Sufi orders/saints and their contribution in the spread of Islam — Ali bin Usman Hujveri, Moinuddin Chishti, Baba Farid Shakar Ganj, Bahauddin Zakariyya, Lal Shahbaz Qalandar, and Nizamuddin Aulia.• Identify the benchmarks in the evolution of Indo-Muslim culture, with particular reference to their contribution in the arts, the sciences, and the architecture.• Describe the contribution of Delhi Sultans in the promotion of education.• Critically examine the central structure of administration under the Delhi Sultans.• Critically examine the provincial administrative structure of the Delhi Sultanate.
2. Contribution of Muslims in the Arts, the Sciences and Architecture	
3. Learning and Education	
4. Administrative Structure	

Grade VII

Mughal Empire: Foundation, Consolidation, Contribution and Disintegration (1526-1857)

GRADE-VII

CHAPTER-1

THE FOUNDATION

Contents	Learning Outcomes
<p>1. Zahiruddin Muhammad Babur and the Founding of Mughal Empire</p> <p>2. Nasiruddin Muhammad Humayun: Rule, Exile and Restoration</p> <p>3. The Afghan Interregnum: Sher Shah Suri and his Successors</p>	<p>Students will be able to:</p> <ul style="list-style-type: none">• Identify the factors which contributed to the conquest of India by Babur.• Discuss the Rajput-Afghan challenge and Babur's response.• Discuss the Afghan challenge to Humayun, his exile and return.• Discuss the rise of Sher Shah Suri to power and the consolidation of his rule.• Identify the Suris' contribution to the administrative structure, communication network and public welfare institutions.• Discuss Sher Shah Suri's successors and their downfall.

Contents	Learning Outcomes
<p>1. Jalaluddin Muhammad Akbar and the Imperial Expansion</p> <p>2. Nuruddin Muhammad Jahangir and Nur Jahan and their Contribution</p> <p>3. Shahabuddin Shahjahan: The Golden Age</p> <p>4. Abul Muzaffar Mohiuddin Aurangzeb Alamgir: The last of the Great Mughals</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Discuss Akbar’s role in the imperial expansion and consolidation of the Mughal Empire. • Identify Akbar’s administrative measures and reforms — Mansabdari system, religious and Rajput policies. • Discuss Akbar’s incursions into the South and its legacy to his successors. • Evaluate Jahangir and Nur Jahan as the cultural metaphor of the age: poetry, miniature, painting, music, sartorial and culinary taste, etc. • Discuss Jahangir’s passion for dispensation of justice. • Explain why Shah Jahan’s reign is considered the Golden Age. • Highlight Shah Jahan’s contribution to culture and architecture. • Discuss Shah Jahan’s Central Asian Policy. • Analyse the course and the climax of the War of Succession. • Discuss the various stages and problems during Aurangzeb’s reign. • Describe the consequences of the Deccan campaigns and the rise of the Marathas.

Contents	Learning Outcomes
	<ul style="list-style-type: none"><li data-bbox="824 222 1289 296">• Discuss Aurangzeb's Religious policy and its consequences.<li data-bbox="824 302 1289 375">• Assess the place of Aurangzeb in the medieval Indian history.

Contents	Learning Outcomes
<ol style="list-style-type: none"> 1. Religious Tolerance 2. Sufism 3. Revivalist and Syncretic Movements: Bhakti, and Sikhism, 4. Society and Culture 5. Sciences, Arts, Architecture, and Education 6. Administration 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe the religious policy of the Mughals with special reference to social and religious pluralism. • Briefly describe the salient features of the following: Bhakti, Din-i-Ilahi and Mujadid Alf Sani. • Describe the salient features of Sikhism. • Describe the socio-cultural synthesis and the transformation of the society under the Mughals. • Describe the development of the sciences, the arts, and the architecture under the Mughals. • Highlight the salient features of the education system under the Mughals. • Describe the central and provincial administrative system under the Mughals. • Emphasize the Mughal contribution towards the writing of history.

Contents	Learning Outcomes
<p>1. Later Mughals:</p> <ul style="list-style-type: none"> • Bahadur Shah-I • Jahandar Shah • Farrukh Siyar • Rafiuddarajat • Rafiuddaula • Alamgir-II <p>2. Decline of the Mughals:</p> <ul style="list-style-type: none"> • Social and Economic • Political <p>3. Muhammad Shah and Nadir Shah's Invasion</p> <p>4. Struggle for Supremacy amongst Europeans and the Rise of Independent Principalities: Bengal, Oudh and Hyderabad.</p> <p>5. Rise of British power in India: Conquest of Bengal (1757)</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Narrate the causes and the course of the War of Succession leading to Bahadur Shah's ascendancy to power. • Describe the policy of Bahadur Shah towards the Jats, Rajputs and the Marhathas. • Analyse the rise of Sikh militarism and Jahandar Shah's response. • Discuss the role of Mughal nobility and their scramble for power during 1712-1739. • Discuss the rise of Kalhoras and Talpurs in Sindh. • Describe the background of Nadir Shah's invasion and its impact on Mughal imperial power. • Discuss the circumstances leading to the gradual breakdown of the Mughal administrative structure. • Critically examine the working of the central authority and the emergence of major kingdoms — Bengal, Oudh and Hyderabad. • Trace out the background to the Battle of Plassey (1757) and the British rise to power in Bengal. • Discuss the socio-economic conditions of India during the later Mughal rule. • Discuss the struggle for supremacy amongst European in India.

Contents	Learning Outcomes
<ol style="list-style-type: none"> 1. Ahmad Shah Abdali and the Third Battle of Panipat (1761) 2. Battle of Buxer (1764) 3. Akbar-II 4. Bahadur Shah Zafar 5. Independent Kingdoms during the later Mughals: 6. Marhathas, Sikhs, Rohillas 7. Mysore: Haider Ali and Tipu Sultan 8. Muslim Revivalist Movements — Shah Waliullah, Syed Ahmad Shaheed and Jihad Movement, Fraizi Movement 9. British Rise to Power: Hyderabad, Deccan, Sindh, Balochistan, Punjab and Oudh 10. War of Independence (1857) 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe Abdali's emergence in Indian affairs, Shah Waliullah's role in cobbling a coalition of North Indian Muslim nobility to confront the Marhatta insurgency. • Specify the consequences of the battle of Buxer and the grant of Dewani rights in Bengal to the East India Company. • Furnish reasons for the crumbling of the Mughal empire under the last two Mughal emperors — Akbar II and Bahadur Shah Zafar. • Describe the establishment of Sikh Kingdom in the Punjab, the Rohilla supremacy in Rohilkhund and the consolidation of the Marhatta confederacy in the Deccan. • Illustrate the rise of Haider Ali and the establishment of Sulnat-e-Khudadad. • Outline the major benchmarks of Tipu Sultan and confrontation with the British leading to his fall at the battle of Seringapatam (1799).

Contents	Learning Outcomes
	<ul style="list-style-type: none"> <li data-bbox="824 268 1317 485">• Discuss the Revivalist Movements led by Shah Waliullah, Syed Ahmad Shaheed, Haji Shariatullah and their contribution towards conserving Islamic ethos in India. <li data-bbox="824 541 1317 758">• Outline the salient features of the British forward policy to annex various principalities and kingdom in the 19th century — Hyderabad Deccan, Sindh, Balochistan, Punjab and Oudh. <li data-bbox="824 814 1317 961">• Delineate the causes of the War of Independence, the major events during the war, and its consequences.

Grade VIII

British Rule and the Freedom Movement (1858-1947)

GRADE-VIII

CHAPTER-1

CONSOLIDATION OF BRITISH RULE

Contents	Learning Outcomes
<ol style="list-style-type: none">1. Queen Victoria's Proclamation and the Act of 18582. British Administration3. Education Policy4. Social and Economic Policy and Communication Networks5. Acts of 1861, 1892, 1909, 1919	<p>Students will be able to:</p> <ul style="list-style-type: none">• Describe the Transfer of British Power in India from East India Company to the Crown and the salient features of Queen Victoria's proclamation.• Delineate the structure of British administration in India and early efforts to co-opt Indians in the British setup.• Outline the objectives and results of the British education policy with special reference to Lord Macaulay's Minute (1836-37) and Wood's Despatch (1854).• Identify the salient features of colonial economic policy in India.• Highlight the measures for the social transformation since the British accession to power.• Specify the advantages and implications of communication networks introduced by the British.• Discuss the quantum of devolution of power to Indians introduced in the Acts of 1861, 1892, 1909, 1919.

CHAPTER-2 SIR SYED AHMAD KHAN AND THE ALIGARH MOVEMENT

Contents	Learning Outcomes
<ol style="list-style-type: none"> 1. Sir Syed Ahmad Khan and Modern Response 2. Sir Syed's Contribution Towards Education and Social Reforms 3. Sir Syed's political accomplishments 4. Muslim Educational Conference: Its Objectives and Reach 5. Establishment of Muslim educational institutions in areas constituting Pakistan 6. Response of Darul Uloom Deoband and Nadvatul Ulama 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe the dismal situation of Muslims in the post-1857 era. • Highlight Sir Syed Ahmad Khan's effort in Anglo-Muslim rapprochement. • Illustrate Sir Syed's success in inducing Muslims to acquire modern education. • Delineate Sir Syed's role as a Social Reformer. • Discuss Sir Syed's political testament and manifesto: Continued loyalty to the British Crown and abstention from active politics. • Discuss the establishment of various modern educational institutions in areas constituting Pakistan with particular reference to Sindh Madrassatul Islam. • Trace out the origins, evolution and the accomplishments of Muslim Educational Conference. • Discuss the response of Deoband and Nadva to modern education.

Contents	Learning Outcomes
<ol style="list-style-type: none"> 1. Formation of Indian National Congress (1885) 2. Partition of Bengal (1905) 3. Simla Deputation and the Foundation of AIML (1906) 4. Congress-League Rapprochement, (1912-20): Role of M.A. Jinnah 5. Khilafat and Hijrat Movements, (1919-24) 6. Montagu-Chelmsford Reforms (1919) and introduction of Diarchy in the provinces 7. Non-Co-operation Movement (1920-22) 	<ul style="list-style-type: none"> • Students will be able to: • Trace out the background and the formation of Indian National Congress and its consolidation as a political spokesman for India. • Narrate the background of the Partition of Bengal, the Congress agitation, the introduction of the Swadeshi Movement and the Muslim response. • Discuss the British reversal of their “pledged word” and the “settled fact”, and the annulment of the Bengal Partition in 1911. • Delineate the origins of the Separate Electorate demand, the background to the Simla Deputation, and the formation of the All-India Muslim League. • Discuss, M.A. Jinnah’s role as Ambassador of Hindu-Muslim Unity. • Describe the major developments leading to the Congress-League Lucknow Pact, and the Congress-League coalescence till 1920. • Elucidate the origins and the rationale of the Pan-Islamic Movement in India and the birth of the Khilafat Movement. • Discuss the Hijrat Movement and the Reshmi Romal Movement.

Contents	Learning Outcomes
	<ul style="list-style-type: none"> • Discuss the joint Hindu-Muslim Civil Disobedience Movement under M.K. Gandhi and Maulana Muhammad Ali Jauhar, and its impact on Hindu and Muslim politics. • Highlight the salient features of Diarchy and its impact, with special reference to the Punjab and Bengal.

Contents	Learning Outcomes
<ol style="list-style-type: none"> 1. Delhi Muslim Proposals (1927) 2. Simon Commission and Indian Response 3. Nehru Report (1928) 4. Jinnah's 14 Points (1929) 5. Allama Muhammad Iqbal's Allahabad Address (1930) 6. Round Table Conference (1930-32) 7. Demand for Separation of Sindh and Introduction of Reforms in NWFP and Balochistan 8. Communal Award (1932) and the Act of 1935 9. Reorganization of the AIML (1936-39) 10. 1937 Elections 11. Congress Ministries in the Provinces and Muslim Grievances 12. World War-II and its Impact on British India 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Discuss the Delhi Muslim Proposals in terms of a viable formula for Hindu-Muslim settlement. • Describe the formation of the Simon Commission (1927), and the Indian response. • Delineate the major provisions of the Nehru Report with special reference to Muslim aspirations and demands. • Identify the Muslim response to the Nehru Report: All Parties Muslim Conference (1929) and Jinnah's 14 Points (1929). • Discuss Iqbal's proposal for a consolidated North-Western Muslim State and redistribution of provinces as a solution to the Hindu-Muslim problem in India. • Narrate the events leading to the convening of the Round Table Conference to arrive at a constitutional settlement between Great Britain and India, between the Indian political parties and the Indian princely states. • Discuss the course of the RTC and the proposals put forward by various Indian parties, with special reference to the rights of minorities. • Trace out the demand for the introduction of reforms in the NWFP and Balochistan. • Trace out the demand for the

Contents	Learning Outcomes
	<p>separation of Sindh from the Bombay Presidency.</p> <ul style="list-style-type: none"> • Highlight the salient features of the Communal Award with reference to Muslim demands. • Point out the salient features of 1935 Act and the grant of autonomy to the provinces. • Delineate the status of the AIML in Muslim politics during the previous decade (1926-36). • Discuss the 1937 elections, the emergence of separate provincial Muslim parties and the election returns in terms of party politics. • Describe the efforts towards the reorganization of the Muslim League as the representative organisation of Muslim India. • Discuss the formation of the Congress ministries in the Hindu majority provinces, the Azad-Khaliquzzaman parleys for a Congress coalition in the U.P. and the subsequent Congress policies towards the Muslims. • Elaborate on the specific Muslim grievances against the Congress Rule with special reference to the Pirpur Report, Sharif Report and the Kamal Yar Jang Report. Include also the Congress response, and Jinnah's demand for a Royal Commission. • Analyse the impact of World War-II on Indian politics and its implication in enhancing AIML's stature as Muslim India's spokesman.

Contents	Learning Outcomes
<ol style="list-style-type: none"> 1. Lahore Resolution (Pakistan Resolution, 1940) 2. Cripps Mission (1942) 3. Quit India Movement (1942) 4. Gandhi-Jinnah Talks (1944) 5. Simla Conference (1945) 6. General Elections (1945-46) 7. Cabinet Mission Plan and Interim Government (1946) 8. The London Conference and its Implications (December 1946) 9. 3rd June Plan and Indian Independence Act (1947) 10. Role of Quaid-i-Azam in the Making of Pakistan 11. Role of Minorities in the Creation of Pakistan. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Trace the genesis and rationale of the Lahore Resolution with particular reference to Jinnah's Presidential Address. • Discuss the salient features of the Cripps Offer with special reference to the Muslim demand for Pakistan. • Bring out the impact of Quit India Movement on Indian politics, with special reference to the consolidation of Muslim League. • Underscore the salient features of the C.R. Formula and the impact of Gandhi-Jinnah talks on future course of Indian politics. • Point out the main provisions of the Simla Conference (1945) and explain the causes of its failure. • Describe the main issues in 1945-46 general elections, and results of the Central Assembly elections and, provincial elections. • Discuss how the Muslim League's astounding success validated League's claim to be Muslim India's sole spokesman and the demand for Pakistan. • Evaluate the Cabinet Mission proposals, with special reference to the grouping and limited Centre-provisions. • Discuss why the Muslim League first accepted the Cabinet Mission Plan in June 1946 and then rejected it, and decided to launch Direct Action.

Contents	Learning Outcomes
	<ul style="list-style-type: none"> • Specify the proposals for the interim government, the British betrayal, the setting up of the interim government, and the League's entry into it. • Assess the role of Liaquat Ali Khan as Finance Minister in convincing the Congress leadership of the impossibility of a Congress-League coalition at the Centre. • Discuss the London Conference and its implication for the acceptance of the Pakistan demand. • Describe the appointment of Lord Mountbatten as Viceroy and Governor-General and making of the partition plan. • Discuss the salient features of the 3 June Plan and the Indian Independence Act (1947). • Trace out the various developments from 3 June leading to the emergence of Pakistan on 14 August 1947. • Elaborate the role of Quaid-i-Azam as the Founder of Pakistan. • Discuss the role played by the minorities in the creation of Pakistan.

TEACHING STRATEGIES

The traditional method for the teaching of History generally followed in Pakistani classrooms is that the teacher transmits the textbook facts to students through a non-participatory one-sided lecture, who in turn memorize and reproduce these facts in the examination. The basic idea underlying this practice is to ensure that the students do well in examinations.

The disadvantages of this system, however, far outweigh its advantages.

In order to ensure that the students not only do well in examinations, but whatever they learn prepares them to successfully face the challenges of a global society, as well as develops their social consciousness to the extent that they become the agents of social change, adoption of innovative instructional strategies is indispensable.

Avoiding the spoon-feeding style of traditional classroom teaching, the new strategies should intellectually engage the students of varying degrees of interests, abilities and styles of learning, strengthen their power of reasoning and stimulate their active participation through different activities and exercises.

Lecture

Lectures must be well-planned, problem-oriented and accompanied by the use of appropriate diagrams, photos, graphics, charts, etc. These can also be displayed by an overhead or multimedia projector if possible and wherever available.

Lectures should not be one sided. In order to make a lecture interactive and keep students engaged, the teacher should from time to time ask questions. The students should be encouraged to ask questions which may be answered by the teacher or directed to other students inviting them to answer. This strategy is highly effective as students participate equally, practice social skills, and individually demonstrate what they have learned from their partners.

Discussion

Discussion is yet another important form of group interaction which yields a number of benefits to the students. It increases their knowledge of the topic and provides them with an opportunity to explore a variety of views which in turn help them to examine their assumptions in the light of different perspectives. It also strengthens their communicative skills and familiarizes

them with the art of academic discourse. In planning a discussion, the teacher should review the material and choose such a topic which builds upon the contents the students have recently covered and allows them enough room to come up with innovative ideas and is not merely a repetition of the facts they have learned from their books or the teacher's lecture.

All students should be given equal opportunity to participate and contribute in the discussion and by putting probing questions, such as "Why do you think so?" and "Can you elaborate further?", etc., they should be encouraged to come up with appropriate answers. All discussions should be summarized briefly and precisely, identifying the questions for further inquiry and discussion.

Cooperative Learning

Cooperative learning is one of the most important strategies in which students work together in small groups or pairs to maximize their own and each others' learning. Improved self-esteem, increased on-task time, increased higher order thinking, better understanding of material, ability to work in collaboration with others and improved attitude towards school and teachers, are some of the more prominent benefits of cooperative learning. Besides, it creates opportunities for students to use and master social skills necessary for living productive and satisfying lives.

Inquiry/Investigation

Inquiry/investigation is a process of framing questions, gathering and analyzing information and drawing conclusions from it. There are a number of steps in conducting an inquiry, for example:

1. The teacher may choose a topic and have students frame inquiry questions(s) based on the topic, for instance, *what were the contributions of the Mughuls to the subcontinent?*
2. Students formulate a hypothesis, i.e. provide possible explanation or educated guesses in answer to the question, for instance, *Mughuls contributed to art, architecture and administration.*
3. Students plan the inquiry. For example:
 - What is the best place to find information on the topic? /What is the best way to gather data?
 - How to allocate time?
 - Whom to consult?

4. Help students locate information/gather data. For example:
Read books on the Mughuls; visit a museum; search the internet.
 (Whatever kind of facilities are available)
5. Students record information as they find it. For example:
 Students using books should note main idea and support evidence (Note down the reference for future use) or students can record the interview of a community member.
6. Help students evaluate their findings and draw conclusions. Students may look for relationships in the information gathered, analyze the information and try to find an answer to the query. Teach them to support their opinions with evidence from their data. For example:

The Mughuls made significant contribution in _____, _____, _____ by doing _____. However, _____, _____, areas were left unattended.
7. Have students communicate their findings in creative ways, written, oral and visual. For example, as a poster, article, talk show, role-play, etc., for instance:

 A powerpoint presentation showing the contributions of the Mughuls.
 Where computers are not available students can prepare presentations on charts or even the blackboard.
8. Encourage students to suggest possible action based on findings. Select actions that are doable. Look at possible consequences of each action. Choose the best action. For example: *Write a letter to the government to preserve a monument built by the Mughuls which is in a dilapidated condition.*
9. Make an action plan and carry out the action. For example: *Write the letter.*
10. Reflect on the success/challenges of the action.

To conclude, these strategies besides promoting academic achievements, would enable students to explore a range of views on a topic, gather information, answer questions, improve their problem-solving and

communicative skills and teach them how to work as a team. It will also increase higher order thinking in them and improve their attitude towards the self-learning and the environment.

ASSESSMENT AND EVALUATION

Assessment is gathering quantitative and qualitative information, using a variety of tools and techniques that are easy to understand and interpret. Assessment should aim at evaluating teaching and learning, showing proficiency in a wide variety of tasks at class level and at providing information to different people on how well standards are being met.

Assessment and its various patterns should be in accordance with the needs of the curriculum and designed in such a manner that they inculcate and improve in students various skills such as observation, curiosity, creativity and application.

Some of the assessment types are as under:

- **The selected response** where students select the answer to a question from two or more given choices. This category includes multiple choice, true/false, fill in the blanks and matching items type questions.
- **A constructed response** format requires students to create their own answer to a question or task. This allows teacher to gain insight into students thinking and creative process, and to assess higher order thinking. This category includes short and essay type questions.
- **Teacher observations** are commonly ignored as a form of assessment. However, teacher should constantly observe and listen to students as they work. In addition, nonverbal communication, such as inattention, looks of frustration and other cues, gives greater insight than verbal feedback. Observation is also important in assessing performance tasks, classroom climate, teacher effectiveness, and other dimensions of classrooms.
- **Self-assessment** refers to students evaluating themselves. In *self-evaluation of academic achievement*, students rate their own performance in relation to established standards and criteria. Students may also be asked to answer questions that reveal their attitudes and beliefs about themselves or other students as part of their self-reporting.


The techniques of testing and evaluation adopted for continuous assessment of students at classrooms level should be both valid and reliable and proper care should be taken to prepare the objective type questions so that they can appropriately assess the students' knowledge comprehension application,



analysis and synthesis skills. There should be periodic/monthly tests in addition to the class/home work and assignments should be given due weightage while assessing the students' performance.

GUIDELINES FOR DEVELOPING TEACHING LEARNING RESOURCES

It must be kept in mind that in most Pakistani schools the textbook is the only teaching learning tool. Rarely do teachers use other resources to support the learning. However, many other resources are available, accessible and affordable. These include:

- Textbooks
- Teachers' guides
- Students workbooks
- Visual aids such as charts, models etc.

- Computers  Computer software
Internet (Websites, online libraries)

- Community  Field trip
- The environment  Guest speaker

There are a number of teaching and learning materials required for effective teaching of particular subjects. For example.

History and Pakistan Studies Primary and secondary source material, Maps/globe (different kinds), case studies, encyclopaedias, documentaries, newspaper/newsmagazines, internet, museums.

TEXTBOOK

A textbook is an important teaching and learning resource. It is one of the most extensively used resources in Pakistani classrooms.

Basic features of a textbook

- The textbook serves as a framework for teaching through the year.
- The textbook should conform in all its details to the parameters laid down in the Curriculum.
- It must have accurate, factual and up-to-date material.
- The material must be sufficient to give students the knowledge they need to understand concepts, develop skills and engage in higher order thinking.
- The material should help students understand the world in which they live, prepare for exams, prepare for life, raise their standard and promote independent thinking.
- The language of the narrative should be simple, clear and logical and should not be loaded with unnecessary details and repetitions.

- The material must be error- free so that it can be trusted.
- The material must be unbiased and non-controversial.
- Books should be well illustrated.
- A number of activities should be recommended in the textbooks.
- A variety of activities should be included throughout the book.
- End-of-the-chapter exercises must encourage students to think, develop skills, and use information for a variety of purposes.
- Textbooks must have an Index.
- Must include a Glossary.
- Must be contextually relevant.

TEACHER’S GUIDE

Ideally textbooks should come with a teacher’s guide aimed at informing teachers about how the textbook is written and how best to use it to facilitate student learning. Teacher guides should provide detailed explanation of key concepts, lay down guidelines how to teach a particular topic, and provide further examples to facilitate learning. A teacher’s guide serves to educate teachers and thus can be seen as a means of helping teachers develop professionally.

Basic features of a teacher's guide:

- helps teachers teach text and extend activities
 - does this by keeping contextual realities in view
 - recommends various teaching strategies and contains:
 - rationale for suggested teaching
 - various assessment strategies
 - teaching learning resources
 - additional information sources
 - extended activities and how to conduct them
 - materials that teachers can photocopy, use themselves or for students
- } up-to-date, relevant

A teachers’ guide should include introduction to the guide explaining how to use it. It must be easy to understand and use, expand and develop teachers’ repertoire of knowledge and skills.

WORKBOOK

Workbooks are books that contain writing activities and exercises that are related to each chapter in the textbook. Workbook exercises help to develop students’ understanding of the concepts dealt with in the text, to develop skills and to apply knowledge to new situations.

Basic features of a workbook:

- contains many exercises and activities for each chapter, topic, sub-topic
- these exercises and activities effectively help develop, practise and assess students' content knowledge, skills and higher order thinking
- workbooks correspond to text – exercises and activities for same topic/ chapter grouped together; presuppose knowledge and skills developed in text only
- different from exercises, activities in text and guide
- non-repetitive in style, structure with a purpose to engage students
- easy for students to understand and follow – clear instructions
- carries several illustrations/examples/explanations to reinforce concepts of the textbook

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