



**NATIONAL CURRICULUM**

# **History of Pakistan**

**FOR**

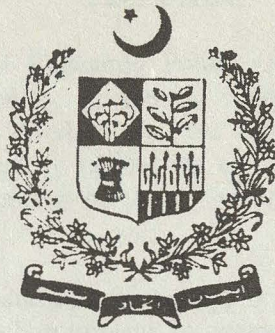
**CLASSES IX-X**

2002

**GOVERNMENT OF PAKISTAN  
MINISTRY OF EDUCATION  
(CURRICULUM WING)  
ISLAMABAD**







**National Curriculum**  
**HISTORY OF PAKISTAN**

*FOR*

**CLASSES IX-X**

**GOVERNMENT OF PAKISTAN**  
**MINISTRY OF EDUCATION**  
**CURRICULUM WING**  
**ISLAMABAD**  
2002





National Curriculum  
HISTORY OF PAKISTAN

FOR

CLASSES IX-X

GOVERNMENT OF PAKISTAN  
MINISTRY OF EDUCATION  
CURRICULUM WING  
ISLAMABAD

2002



## PREFACE

In pursuance of National Education Policy (1998-2010), a project on Curriculum Reforms (Vision 2010) is in progress. It aims to improve the quality of education through curriculum revision and textbook development. The highest priority has been assigned to the revision of curriculum with a view to update the entire course contents so that Ideology of Pakistan could permeate the thinking of young generation and help them with necessary conviction and ability.

Believing in participatory and coordinated approach the Ministry of Education requested the provincial governments/curriculum bureaux to attempt need based draft curricula in all the subjects for classes I through XII. Consequent upon this, the Government of the Punjab sent 36 titles and Government of NWFP sent 19 titles of draft curricula in different subjects to the Ministry of Education. The Bureau of Curriculum and Extension Center, Jamshoro Sindh, and Bureau of Curriculum and Extension Center, Quetta Balochistan furnished their comments on the existing curricula. To synchronize the feedback, the Ministry of Education appointed National Curriculum Development Committees. The panels of the committees were comprised of curriculum developers, subject specialists, university, college and school teachers. The representatives of National Curriculum Bureau and Provincial Curriculum Bureau were also on the panels. The Committees analyzed and synthesized the comments. Global experiences of curriculum development were also kept in view while revising/ updating the National Curriculum.

In the light of the above considerations, the committees revised and updated the existing National Curriculum in Languages and Social Sciences for classes I through XII and General Science for classes IX-X. The philosophy of underlying National Curriculum is Islam and Ideology of Pakistan as set by the Parliament Act X, 1976. The objectives of the National Curriculum are framed in the light of the objectives of the latest National Education Policy (1998-2010). Purposeful learning competencies are suggested in each subject. These aim to provide the learners, skills for continuing education, civilized behaviour and attitude to become useful and peaceful citizens. The objective is also to provide them with the skills for economic development. Horizontal and vertical articulation of the contents at all levels/classes is made to make the curriculum free from gaps, overriapping, overloading and repetition. Attempt is made to make the curriculum more representative and responsive to the Ideology of Pakistan and societal needs. We still believe that curriculum development is a continuous process and can be made more responsive that is the reason, the Ministry would welcome comments and critique from community members and the users. This will help us in making the curriculum more effective and need based.

The Ministry of Education appreciates the contributions of all the Provincial Governments, Curriculum Bureaux and the National Curriculum Development Committees towards the revision of the National Curriculum.

**(DR. HAROONA JATOI)**  
Joint Educational Adviser







# Contents

No.	Contents	Page
1.	Introduction	1
2.	Aims	1
3.	Objectives	1
4.	Outline of Syllabus	2
5.	Learning competencies	3
6.	Teaching strategies	9
7.	Guidelines for the Textbook Developer	10
8.	Assessment and Evaluation	11
9.	National Curriculum Development Committee	12
10.	National Curriculum Development Select Committee	13







## **INTRODUCTION**

The National curriculum on History of Pakistan was revised under six to sixteen packages during 1987. A number of historical development taken place before the start of 21<sup>st</sup> Century. This includes the disintegration of U.S.S.R. and emergence of a number of democratic states on the globe. The geographical and political features are replacing the recent past glories of the world powers. Global changes in all the arenas, require the revision of particularly in the History of Pakistan. The National Curriculum Development Committee chalked out outlines of the syllabus of History of Pakistan.

## **AIMS**

1. To analyze the factors responsible for the rise and fall Muslims.
2. To understand the political status of Muslim during British Rule in India.
3. To familiarize the students about the revolutionary movements of Muslims in the subcontinent.
4. To enable the students to draw inspiration from the Ideology of Pakistan and Islam.

## **OBJECTIVES**

1. To develop a sense of gratitude to Almighty Allah for blessings us with Pakistan.
2. To analyze the socio-political development in historical perspective during 1947 – 2001.
3. To evaluate the Islamization effort by various governments in the perspective of an Islamic Ideological State.
4. To conclude the lessons learned from history.
5. To inculcate, the qualities of Khudi, self-reliance tolerance, research, sacrifice, jihad, martyrdom, modesty and the behaviour patterns of national character.
6. To acquaint with the international role of Pakistan with special emphasis on the Islamic World.



# OUTLINE OF SYLLABUS

Class-IX	Weightage%
<b>1. Basics of History</b>	<b>10</b>
<input type="checkbox"/> Introduction	
<input type="checkbox"/> Muslim Historians.	20
<b>2. Civilization</b>	
<input type="checkbox"/> Early and mediaeval Civilizations.	
<input type="checkbox"/> Islamic Civilization.	
<b>3. Muslim Rulers</b>	<b>20</b>
<input type="checkbox"/> Muslim Rulers from 712 to 1526 AD.	
<input type="checkbox"/> Muslim Rulers from 1526 to 1707 AD.	

**Class – X** 20

## Decline of Muslim Rule

- Fall of Muslim Rulers.
  - Causes of Decline.
  - European Nations.
  - Resistance to Europeans.
- 30

## Emergence of Pakistan

- Ideological Background.
- Major Events of Pakistan Movements.
- Contributions of Renowned Personalities.



# LEARNING COMPETENCIES FOR CLASS – IX

## CHAPTER – I

### BASIS OF HISTORY

Objectives	Concepts	Contents	Activities
<b>Cognitive:</b>			
1. Define History.	1.History:	1. Definition of history.	1. Group discussions.
2. Discuss the development of human history.	2.Introduction.	2. Development of history as a discipline.	2. Question/answer sessions.
3. Identify the contribution of early Muslim Historians.	3.Muslim historians.	3. Art of writing history in relation to Hadith.	3. Speech competitions.
<b>Affective:</b>			
1. Develop a sense of gratitude to Almighty Allah for giving us knowledge and for His all other blessings.		4. The renowned muslim historian. i) Imam Malik ii) Muhammad Jarair. iii) Abu Toger Tabri.	4. Collect information about history of school/ home/ town/ city and organize exhibition of students work.
2. To develop a sense of respect for historical knowledge and historians.		iv) Allama Ibn-e-Khaldoon.	5. Use of supplementary reading material.
<b>Psychomotor:</b>			
1. Collect historical information.			6. Preparation of charts.
2. Prepare charts.			
3. Take part in group activities.			



**CHAPTER – II**  
**CIVILIZATIONS OF THE PAST**

Objectives	Concepts	Contents	Activities
<b>Cognitive:</b>			
1. Precise the cultural heritage of the area now comprising Pakistan.	1. Early and mediaeval civilization.	1. Definition of civilizations.	1. Group discussions.
2. Illustrate the socio-cultural impact of Muslim civilization on Pakistani society.	2. Islamic civilization.	2. Introductory aspects of following civilizations:	2. Question/answer sessions.
		(i) Mehar Garh and Shahi Dum civilization.	3. Speech competitions.
		(ii) Greeks – Alexander.	4. Collect information about history of school/home/ town/ city and organize exhibition of students work.
		(iii) Aryans.	
		(iv) Indus Valley civilization.	5. Use of supplementary reading materials.
		(v) Early period of advent of Islamic civilization upto 712 A.D.	6. Preparation of charts.
		(vi) Islamic civilization after 712 A.D Introductory aspects of arrival of Muslims and their socio-cultural impact on Pakistan.	
<b>Affective:</b>			
1. Recognize the manifestation of early and mediaeval civilizations.			
2. Attain a sense of respect for Islamic civilization.			
<b>Psychomotor:</b>			
1. Collect the historical facts, illustrations, relevant material etc.			
2. Participate in various group activities.			
3. Prepare charts etc.			
4. Deliver speeches.			



**CHAPTER – III**  
**MUSLIM RULERS IN SUB-CONTINENT**

Objectives	Concepts	Contents	Activities
<p><b>Cognitive:</b></p> <p>1. Know the arrival of muslim rulers in various areas of Pakistan i.e. Balochistan, Sindh, NWFP, and Punjab.</p> <p>2. Understand the impact of the muslim rulers on socio-cultural life of the people.</p> <p>3. Know the Mughal's contributions towards literature, education, architecture, art etc.</p> <p><b>Affective:</b></p> <p>1. Develop a sense of respect for Islamic civilization.</p> <p>2. Demonstrate a sense of gratitude towards Almighty Allah that He showed the right path and gave the complete code of life i.e. Islam.</p> <p><b>Psychomotor:</b></p> <p>1. Collect historical information.</p> <p>2. Participate in various group activities.</p> <p>3. Prepare charts.</p> <p>4. Deliver speeches.</p> <p>5. Draw the outline of the areas remained under different dynasties.</p>	<p>Muslim Rulers:</p> <p>1. Muslim Rulers from 712 A.D. to 1526 A.D.</p> <p>2. Muslim Rulers from 1526 A.D to 1707 A.D.</p>	<p>1. Muslim Rulers in the following areas:</p> <p>(i) Balochistan (Haroon Bin Zara).</p> <p>(ii) Sindh (Muhammad Bin Qasim).</p> <p>(iii) NWFP and Punjab:</p> <p>1. Ghaznavi.</p> <p>2. Ghauri.</p> <p>3. Slave dynasty.</p> <p>4. Khilji.</p> <p>5. Tughlaq</p> <p>6. Syeds</p> <p>7. Lodhi.</p> <p>The emphasis will be on the socio-cultural impact of the above Muslim Rulers on Pakistan.</p> <p>8. Mughal period from 1526 A.D to 1707 A.D.</p> <p>i). Initial introduction of Mughal Rulers influence of</p> <p>ii). The Mughal Rule on socio-economic and socio-cultural aspects of Pakistan</p>	<p>1. Group discussions.</p> <p>2. Question/answer sessions.</p> <p>3. Role Playing.</p> <p>4. Speech competitions.</p> <p>5. Collect information about history of school/home/town/ city and organize exhibition of students work.</p> <p>6. Use of supplementary reading material.</p> <p>7. Preparation of charts.</p> <p>8. Watching T.V/ Listening Radio.</p> <p>9. Map reading.</p> <p>10. Writing one/two reports on study visits.</p> <p>11. Study visits to the historical buildings/ such as forts, monuments.</p>



# LEARNING COMPETENCEIS FOR CLASS - X

## CHAPTER – IV

### THE DECLINE OF MUSLIM RULE

Objectives	Concepts	Contents	Activities
<p><b>Cognitive:</b></p> <ol style="list-style-type: none"> <li>1. Understand the factors responsible for downfall of the Mughals.</li> <li>2. Know the major events in relation to decline of the Muslim rules.</li> <li>3. Understand the politics of European Nations and the rise of British Power.</li> <li>4. Identify the contribution of the freedom fighters resisting European Powers.</li> </ol> <p><b>Affective:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate sensitivity to the downfall of Muslims by learning lessons.</li> <li>2. Appreciate the spirit of Jihad and Martyrdom for strangling against evil.</li> <li>3. Develop a sense of deep love and respect for freedom fighters.</li> </ol> <p><b>Psychomotor:</b></p> <ol style="list-style-type: none"> <li>1. Collect historical information/data.</li> <li>2. Illustrations and relevant materials.</li> <li>3. Take part in various groups' activities.</li> <li>4. Prepare charts.</li> </ol>	<p>Muslim's decline</p> <ol style="list-style-type: none"> <li>1. Fall of Muslim.</li> <li>2. Causes of decline.</li> <li>3. European Nations.</li> <li>4. Resistance to Europeans.</li> </ol>	<ol style="list-style-type: none"> <li>1. The major events in relation to fall of Muslim Rulers.</li> <li>2. Major causes (internal and external) of the decline of Muslim Rulers.</li> <li>3. Advent of the Europeans.</li> <li>4. Rise of British Power.</li> <li>5. Sirajuddolah Hyder Ali, Tipu Sultan.</li> </ol>	<ol style="list-style-type: none"> <li>1. Group discussions.</li> <li>2. Question/Answer sessions.</li> <li>3. Role plays.</li> <li>4. Celebration of days in the memory of our freedom fighters.</li> <li>5. Use of supplementary readers.</li> <li>6. Preparation of charts.</li> <li>7. Speech competition.</li> <li>8. Meetings with parents /teachers renowned persons.</li> </ol>



**CHAPTER -V**  
**EMERGENCE OF PAKISTAN**

Objectives	Concepts	Contents	Activities
<b>Cognitive:</b>			
1. Define ideology.	1. Ideological background	1. Ideology – what is it?	1.Group discussion.
2. Explain Islamic Ideological basis of Pakistan.	2. Major events of Pakistan Movement.	2. Ideology of Pakistan.	2.Question/answer session.
3. Analyse how various events in the sub-continent led to our independent Islamic Ideological State.	3. Contribution of renowned personalities.	3. Khilafat Movement.	3.Role plays.
	4. Contribution of common people.	4. Partition of Bengal and Simla deputation.	4.Celebration of days in memory of contributing personalities.
4. Discuss the generosity of Muslims for cooperation with Hindus and their antagonistic and uncompromising attitudes towards Muslims.		5. Role of Muslim League.	5.Preparation of charts.
		6. Pakistan Resolution.	6.Speech competition.
		7. Cripps proposals.	
		8. Cabinet Mission Plan.	
		9. June 3 <sup>rd</sup> declaration.	
5. Recognize the selfless contribution and sacrifices of renowned Muslim personalities and common people in independence struggle.		10. Early problems after independence.	
		11. Sir Syed Ahmad Khan.	
		12. Nawab Abdul Latif.	
		13. Nawab Waqarul Mulik	
		14. Hasan Ali Affandi.	
		15. Allama Muhammad Iqbal.	
<b>Affective:</b>			
1. Develop sense of gratitude to Almighty Allah for giving us an Independent State			



<p>Islamic Ideological State.</p> <p>2. Develop sense of love and affection for those who contributed for independence.</p> <p><b>Psychomotor:</b></p> <p>1. Collect historical information/data illustration and other materials.</p> <p>2. Take part in various group activities.</p> <p>3. Prepare charts.</p>		<p>16. Sir Agha Khan.</p> <p>17. Chaudhary Rehmat Ali.</p> <p>18. Quaid-i-Azam Muhammad Ali Jinnah.</p> <p>19. Sardar Gul Muhammad Khan.</p> <p>20. Qazi Esa.</p> <p>21. Mohtarma Fatima Jinnah.</p> <p>22. Sacrifice of common people at the time of independence.</p>	
---	--	---	--



## TEACHING STRATEGIES

The curriculum aims to encourage skills like observation, curiosity, creativity, questioning, application, etc. So the teaching methodology should be adopted in a way that it promotes the higher order skills. To achieve the purpose the following steps in teaching learning process should be kept in view.

- The teacher should plan their lesson keeping in view the objectives of the National Curriculum.
- The active involvement of students is the key for successful delivery of the curriculum. So the purposeful learning group for discussion and assignment should be organized.
- The use of audio-visual aids should be organized properly. It should be the part and parcel of classroom activities.
- The National Curriculum is activity oriented. It demands that the teachers should consider the curriculum and other reference materials, keeping in view the following teaching strategies:
  1. Investigative approach.
  2. Activity oriented approach.
  3. Student centered approach.
  4. Question/answer approach.
  5. Group discussions.
  6. Seminars.
  7. Role play
  8. Speeches/Debates.



## **GUIDELINES FOR THE TEXTBOOK DEVELOPERS**

### **Organization and Content:**

- While developing textual material graded vocabulary should be used. The language should be simple, clear and logical.
- The time limit for the course completion should be considered.
- The book should be student centered as well as teacher centered and avoid unnecessary details while developing the material.
- The sequential development of topics as suggested in the curriculum should be kept in mind.
- The activities and guidelines for teachers should be given at proper places.
- There should be glossary at the end of the textbook to clarify the key terms.

### **Physical Features**

- For creating interest among the students, the textual materials should be presented through attractive and proper diagrams/ maps/illustrations.
- Font size and setting of the textual materials should properly be checked. It should be with respect to the age level of the students.
- The arrangement of pages, exercises and model test items at the end of each chapter should be corrected.



## ASSESSMENT AND EVALUATION

The assessment is a tool to know how far the objectives of the curriculum are achieved. It depends upon the way and means of assessment and its various patterns. The assessment pattern should be in accordance with the needs of curriculum. It should be designed in a way that the students are encouraged for improving skills such as observation, curiosity, creativity, application, discussions etc. The following points, while developing tests may be kept in view:

- In addition to the final examination, two internal examinations should be arranged during the academic year for each class.
- There should be at least two periodic/monthly tests in addition to the class/home work. Assignments should cover 40% of total marks towards annual assessment for each class. This may be treated as bare minimum for promotion to the next class.
- For continuous assessment of the students at classroom level new techniques of testing and evaluation should be adopted. For example developing a good test (valid and reliable).
- For the public examinations, the tests or examination papers should comprise of subjective and objective test items in the ratio of 80:20 respectively, it must cover the whole range of the contents and skills suggested in the National Curriculum.
- The proper care should be taken to prepare the objective type questions relating to knowledge, comprehension, application, analysis and synthesis.
- The proportion of test items at skill level may be 30% for factual knowledge 40% for comprehension and 30% for higher order skills.



## NATIONAL CURRICULUM DEVELOPMENT COMMITTEE ON HISTORY OF PAKISTAN FOR CLASSES IX-X

1. **Prof. Dr. Munir Ahmad,**  
Chairman,  
Department of History,  
University of Balochistan,  
Quetta.
2. **Prof. Javaid Ali Chaudhary,**  
Deputy Director,  
Curriculum Research & Development Centre,  
Lahore.
3. **Prof. Sabiha Gul Javed,**  
Govt. APWA College,  
Lahore.
4. **Prof. Mushtaq Ahmad Baloch,**  
Vice Principal,  
Government Musa College,  
Quetta.
5. **Mrs. Iffat Khalid,**  
Assistant Professor,  
Govt. College of Education,  
Lahore.
6. **Mrs. Seema Parveen,**  
Lecturer,  
Shah Latif Girls College,  
Hyderabad Sindh.
7. **Dr. Haroona Jatoi,**  
Joint Educational Adviser,  
Curriculum Wing, Ministry of Education,  
Islamabad.
8. **Mr. Abdur Rashid,**  
Deputy Educational Adviser,  
Curriculum Wing, Ministry of Education,  
Islamabad.



**NATIONAL CURRICULUM DEVELOPMENT SELECT  
COMMITTEE ON HISTORY OF PAKISTAN FOR  
CLASSES IX-X**

1. **Prof. Javaid Ali Chaudhary,**  
Deputy Director,  
Curriculum Research & Development Centre,  
Wahdat Colony, Lahore.
2. **Syed Mussarat Hussain Rizvi,**  
Additional Provincial Coordinator,  
Bureau of Curriculum & Extension Wing,  
Sindh, Jamshoro.
3. **Mr. Muneer Ahmed,**  
Subject Specialist,  
Bureau of Curriculum & Teacher Education,  
NWFP, Abbottabad.
4. **Prof. Dr. Haroona Jatoi,**  
Joint Educational Adviser (C.W),  
Ministry of Education, Islamabad.
5. **Mr. Abdur Rashid,**  
Deputy Educational Advisor,  
Ministry of Education, Islamabad.











