

National Curriculum of Pakistan
2022-23

HISTORY OF MUSLIM INDIA

Grades 11-12



NATIONAL CURRICULUM COUNCIL SECRETARIAT
MINISTRY OF FEDERAL EDUCATION AND
PROFESSIONAL TRAINING, ISLAMABAD
GOVERNMENT OF PAKISTAN

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

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It is with great pride that we, at the National Curriculum Council Secretariat, present the first core curriculum in Pakistan's 75-year history. Consistent with the right to education guaranteed by Article 25-A of our Constitution, the National Curriculum of Pakistan (2022-23) aspires to equip every child with the necessary tools required to thrive in and adapt to an ever-evolving globalized world.

The National Curriculum is in line with international benchmarks, yet sensitive to the economic, religious, and social needs of young scholars across Pakistan. As such, the National Curriculum aims to shift classroom instruction from rote learning to concept-based learning.

Concept-based learning permeates all aspects of the National Curriculum, aligning textbooks, teaching, classroom practice, and assessments to ensure compliance with contemplated student learning outcomes. Drawing on a rich tapestry of critical thinking exercises, students will acquire the confidence to embark on a journey of lifelong learning. They will further be able to acknowledge their weaknesses and develop an eagerness to build upon their strengths.

The National Curriculum was developed through a nationwide consultative process involving a wide range of stakeholders, including curriculum experts from the public, private, and non-governmental sectors. Representatives from provincial education departments, textbook boards, assessment departments, teacher training departments, *deeni madaris*, public and private publishers, private schools, and private school associations all contributed their expertise to ensure that the National Curriculum could meet the needs of all Pakistani students.

The experiences and collective wisdom of these diverse stakeholders enrich the National Curriculum, fostering the core, nation-building values of inclusion, harmony, and peace, making the National Curriculum truly representative of our nation's educational aspirations and diversity.

I take this opportunity to thank all stakeholders, including students, teachers, and parents who contributed to developing the National Curriculum of Pakistan (2022-23)

Dr. Mariam Chughtai

Director

National Curriculum Council Secretariat

Ministry of Federal Education and Professional Training

Subject: History of Muslim India

Progression Grid

Grade 11-12

Domain A: Archiving the Narrative

Standard 1: Analyzing Political Developments

Grade 11

Benchmark I: Recognize the significance of the study of the subject of History as an essential tool for a better orientation of the world we live in; students will develop a deeper understanding of the science of periodization and how the historical progress is divided into time frames in retrospect.

Student's Learning Outcomes

Students will be able to:

[SLO: MI-11-A-01]:

Define History as a discipline, explain its **subject matter** and **scope**.

[SLO: MI-11-A-02]:

Discern the various **branches** of History.

[SLO: MI-11-A-03]:


Differentiate in the various **approaches** and **paradigms** of History, for example Marxist Approach, Subaltern Approach, Feminist Approach, Orientalist Approach, National Approach, Military History, Social and Cultural History and Oral History as they pertain to an improved understanding of local history.

[SLO: MI-11-A-04]:

Identify **causation** as the primary motivating force behind all kinds of historical development.

[SLO: MI-11-A-05]:

Comprehend the theory of periodization in historiography and infer the various ways in which history's progress can be divided into periods, for example geographically specific periodization labels, based on cultural usage or marked by a prominent historical event and defined by decimal numbering.



Benchmark II: Examine the political environment of South Asia before and after the establishment of Muslim rule; distinguish between mere chronicling of events and apply historiographical analysis for better scrutiny of facts in order to construct an in-depth understanding of the world that they have inherited.

Student Learning Outcomes

Students will be able to:



[SLO: MI-11-A-06]:

Describe the political landscape after **Muhammad bin Qasim**'s conquest of Sindh till the eve of the **Ghaznavid** campaigns of the Indian subcontinent. They should be able to deconstruct the reasons for the campaigns and how they made room for subsequent conquests.

[SLO: MI-11-A-07]:

Examine the establishment of the **Ghaurid** Rule and subsequent creation of the **Mamluk Dynasty (1206-1290)**.

[SLO: MI-11-A-08]:

Analyze the role played by the Chahlgani in the Delhi Sultanate.

[SLO: MI-11-A-09]:

Determine the shift of power from the Mamluk to **Khalji Dynasty (1290- 1320)**.

[SLO: MI-11-A-10]:

Outline the consolidation of the rule during the reign of Alauddin Khalji before his death and subsequent waning of the Khaljis' rule.

[SLO: MI-11-A-11]:

Illustrate the reasons for the assumption of the throne at Delhi by Ghiyasuddin Tughlaq thus marking the beginning of the **Thuglaq Dynasty (1320-1414)**.

[SLO: MI-11-A-12]:

Deconstruct the reasons for the decline of the power of the Sultanate at Delhi in light of the invasion by Amir Timur.

[SLO: MI-11-A-13]:

Breakdown the reasons for the shift of authority from the Thuglaqs to the short-lived **Sayyid Dynasty (1414-1451)**.

[SLO: MI-11-A-14]:

Summarize the change in authority from the Sayyid to **Lodi Dynasty (1451-1526)**.

[SLO: MI-11-A-15]:

Inquire into the Mongol threat to the Indian subcontinent and the defense policy adopted by the Delhi Sultans to counter it.

Domain B: Society and Culture

Standard 1: Political System of the Delhi Sultans

Grade 11

Benchmark I: Outline the creation of a unique political heritage given to the Indian subcontinent by the Delhi Sultanate.

Student's Learning Outcomes

Students will be able to:

[SLO: MI-11-B-01]:

Evaluate the political system established during the Sultanate period at Delhi highlighting the impact of Balban's **Theory of Kingship**.

[SLO: MI-11-B-02]:

Inspect the political culture of the court at Delhi and its impact on the creation of power and shifting of rule from one dynasty to the other.

[SLO: MI-11-B-03]:

Outline governance under Delhi Sultans, differentiating between the various diwans and office holders at center and provincial levels and the local administration.

[SLO: MI-11-B-04]:

Evaluate the defense policy adopted by the Delhi Sultans against attacks from the Mongols.

Standard 2: Economy during the Sultanate Period

Grade 11

Benchmark I: Analyze the economic system created by the Delhi Sultanate.

Student's Learning Outcomes

Students will be able to:

[SLO: MI-11-B-05]:

Categorize the economic system in the Sultanate period, outlining the development in agriculture, industrialization and trade.

[SLO: MI-11-B-06]:

Classify the system of taxation implemented during the Sultanate period.

Standard 3: Culture of the Sultanate Period

Grade 11

Benchmark I: Appreciate the culture that the Delhi Sultans created during their rule over the Indian subcontinent.

Student's Learning Outcomes

Students will be able to:

[SLO: MI-11-B-07]:

Analyze the religious policy of the Delhi Sultans.

[SLO: MI-11-B-08];

Outline the social system influenced by the Delhi Sultanate.

[SLO: MI-11-B-09]:

Determine the status of women, both Hindu and Muslim during the Sultanate Period.

[SLO: MI-11-B-10]:

Review the architectural creations and contributions during the Sultanate period.

[SLO: MI-11-B-11]:

Appreciate the art of the Sultanate period.

Standard 4: Sufism

Grade 11

Benchmark I: Trace the roots of Sufism in the Indian subcontinent beginning in the Sultanate Period.

Student's Learning Outcomes

Students will be able to:

[SLO: MI-11-B-12]:

Analyze the impact of Bhakti Movement on Indian society.

[SLO: MI-11-B-13]:

Trace the origins of the Sufi tariqas present in the Indian subcontinent in the Sultanate period.

[SLO: MI-11-B-14]:

Evaluate the role played by the Sufi khanqah in the spread of Islam and creating a unique atmosphere of coexisting in the Sultanate society.

Domain C: Intellectual Contributions

Standard 1: Literary and Intellectual Contributions

Grade 11

Benchmark I: Outline the influence of the Sultanate period on literary tradition of the period.

Student's Learning Outcomes:

Students will be able to

[SLO: MI-11-C-01]:

Explain the system of education implemented in the Sultanate Period.

[SLO: MI-11-C-02]:

Analyze the literature produced during the Sultanate period and growth of languages like Hindi, Marathi, Bengali, Maithili, Punjabi.

Benchmark II: Analyze the historiography of the Sultanate Period.

Student's Learning Outcomes:

Students will be able to:

[SLO: MI-11-C-03]:

Deconstruct the history writing style during the Sultanate period with special reference to Tabqat-i-Nasari by Minhaj-i-Siraj Juzjani and Ziauddin Barani's Fatawa-i- Jahandari and Tarikh-i-Firuz Shahi.

Grade 12

Domain A: Archiving the Narrative

Standard 1: Analyzing Political Developments

Grade 12

Benchmark I: Express an understanding of the changed political scenario of the Indian subcontinent which heralded the arrival of the Mughals.

Student's Learning Outcomes

Students will be able to:

[SLO: MI-12-A-01]:

Enlist the reasons for the downfall of the Delhi Sultanate.

[SLO: MI-12-A-02]:

Analyze the reasons behind **Babur's** expansion into India and the First Battle of Paniput (1526).

[SLO: MI-12-A-03]:

Deduce the justification behind **Sher Shah Suri's** defeat of **Humayun** and establishment of the **Sur Empire** in 1540.

[SLO: MI-12-A-04]:

Appreciate the reforms and policies implemented by Sher Shah Suri during his brief reign over the throne of Delhi.

[SLO: MI-12-A-05]:

Describe Humayun's defeat of the Sur Empire after 15 years of exile and re- establishment of the Mughal rule over Delhi.

Benchmark II: Examine the political environment of South Asia before and after the establishment of Muslim rule. Students should be able to distinguish between mere chronicling of events and apply historiographical analysis for better scrutiny of facts in order to construct an in-depth understanding of the world that they have inherited.

Student Learning Outcomes

Students will be able to:

[SLO: MI-12-A-06];

Appraise the reign of **Jalal ud Din Muhammad Akbar** as one of the greatest rulers of the Mughal Empire, in light of his policies for consolidating Mughal rule.

[SLO: MI-12-A-07]:

Summarize the rule of **Jahangir** as the 4th ruler of the Mughal Empire.

[SLO: MI-12-A-08]:

Analyze the time of **Shah Jahan** as the 5th ruler of the Mughal Empire.

Benchmark III: Determine the shift in the political atmosphere of South Asia during the time of the 'Later Mughals.'

Student Learning Outcomes

Students will be able to:

[SLO: MI-12-A-09]:

Relate the policies adopted by **Aurangzeb** during his time as the emperor of the Mughal Empire.

[SLO: MI-12-A-10]:

Outline the presence of European trading companies especially the British East India Company during the reign of Jahangir and its subsequent rise to power after being pardoned by Emperor Aurangzeb.

[SLO: MI-12-A-11]:

Analyze the causes for waning of the Mughal rule in the aftermath of Aurangzeb's rule.

[SLO: MI-12-A-12]:

Examine the reasons and impacts of foreign invasions of India during the time of the Mughal Empire by Nadir Shah Afghani (1739) and Ahmed Shah Abdali (1761).

Domain B: Society and Culture

Standard 1: Political System of the Mughal Empire

Grade 12

Benchmark I: Outline the creation of a unique political heritage given to the Indian subcontinent by the Mughal Empire.

Student's Learning Outcomes

[SLO: MI-12-B-01]:

Evaluate the political thought and mansabdari system established during the Mughal Empire with special reference to the reign of Emperor Akbar.

[SLO: MI-12-B-02]:

Outline governance under Mughals differentiating between the various diwans and office holders at center and provincial levels and the local administration.

[SLO: MI-12-B-03]:

Evaluate the military system under the Mughal rule.

Standard 2: Economy during the Mughal Empire

Grade 12

Benchmark I: Analyze the economic system created by the Mughal Empire.

Student's Learning Outcomes

[SLO: MI-12-B-04]:

Categorize the economic system in the Mughal empire, outlining the development in agriculture, industrialization and trade.

[SLO: MI-12-B-05]:

Classify the system of taxation implemented by the Mughal emperors.

Standard 3: Culture of the Mughal Empire

Grade 12

Benchmark I: Appreciate the culture that the Mughal Emperors created during their rule over the Indian subcontinent.

Student's Learning Outcomes

[SLO: MI-12-B-06]:

Outline the social system influenced by the Mughal Empire.

[SLO: MI-12-B-07]:

Determine the status of women, both Hindu and Muslim in the Mughal Empire, with special reference to the time of Emperor Akbar and Jahangir.

[SLO: MI-12-B-08]:

Review the architectural creations and contributions during the Mughal Empire.

[SLO: MI-12-B-09]:

Appreciate the art of the Mughal Empire.

[SLO: MI-12-B-10]:

Evaluate the contributions of the Mughals as patrons of musicians.

Standard 4: Religious Policy under the Mughals

Grade 12

Benchmark I: Appreciate the religious policy adopted by the Mughal Emperors over a multi-ethnic and multi-religious population.

Student's Learning Outcomes

[SLO: MI-12-B-11]:

Analyze the religious policy adopted by the Mughal Emperors during their rule, juxtaposing the policies of Emperor Akbar and Jahangir with those of Aurangzeb.

[SLO: MI-12-B-12]:

Evaluate the impact of the Mughals' religious policy on the degeneration of their rule.

[SLO: MI-12-B-13]:

Scrutinize the Muslim Reformist Movements that rose during the Mughal rule.

Domain C: Intellectual Contributions

Standard 1: Literary and Intellectual Contributions

Grade 12

Benchmark I: Outline the influence of the Mughal Empire on literary tradition of the period.

Student's Learning Outcomes:

[SLO: MI-12-C-01]:

Explain the system of education implemented in the Mughal Empire.

[SLO: MI-12-C-02]:

Appreciate the growth of literature, Persian prose and poetry in the Mughal Period, with reference to Baburnama, Akbarnama, Tuzk-i-Jahangiri.

Benchmark II: Analyze the historiography of the Mughal Empire.

Student's Learning Outcomes:

[SLO: MI-12-C-03]:

Deconstruct the history writing style during the Mughal Empire.



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