

About






PAKISTAN STUDIES HISTORY AND CULTURE (YEARLY)

About **COMMENT QUESTION**

Misinterpretation of questions can cost candidates precious marks. Make sure you fully understand what the examiners want before answering!

About **COMMENT ANSWER**

It reveals the extra but relevant information which is not required as part of the solutions but are extremely useful.

 period	2004 to 2022
 contents	June & November, Paper 1, Worked Solutions
 form	Year By Year
 compiled for	O Levels
 special features	COMMENT QUESTION
	COMMENT ANSWER

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









'O' Level Pakistan Studies 'History and Culture' 2059 (Yearly)

**C
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Classification

Instructions to Candidates

Revised Syllabus

	June / November 2004 Paper 1
	June / November 2005 Paper 1
	June / November 2006 Paper 1
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	June / November 2008 Paper 1
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	June / November 2018 Paper 1
	June / November 2019 Paper 1
	June / November 2020 Paper 1
	June / November 2021 Paper 1
	June / November 2022 Paper 1

CLASSIFICATION

2004 - 2021

Section 1

East India Co. & British Rule

J 2004/Q1(b)	N 2004/Q1(b)	J 2005/Q1(b)	N 2006/Q1(b)
J 2007/Q1(b)	J 2008/Q2(c)	J 2009/Q1(b)	J 2009/Q2(b)
J 2010/Q1(a)	N 2010/Q1(b, c)	J 2011/Q1(b)	N 2011/Q1(c)
J 2012/Q1(a)	N 2012/Q1(b, c)	J 2013/Q1(a)	N 2013/Q1(c)
J 2014/Q1(b)	N 2014/Q1(a)	J 2015/Q1	N 2015/Q2(a)
J 2016/Q2(b)	N 2016/Q2(b)	J 2017/Q1	N 2017/Q2(b)
N 2017/Q3(a, c)	J 2019/Q1	J 2019/Q2(b)	J2019/Q3(a)
N 2019/Q2(c)	J 2020/Q1	J 2020/Q2(a,b)	J 2020/Q3(a)
N 2020/Q1	J 2021/Q1	N 2021/Q2(a)	

Shah Wali Ullah

N 2004/Q1(c)	N 2005/Q1(b)	N 2006/Q1(c)	N 2007/Q1(b)
N 2009/Q2(c)	J 2010/Q1(b)	J 2011/Q1(a)	J 2013/Q1(b)
N 2015/Q2(b)	J 2016/Q2(c)	N 2020/Q2(b)	J 2021/Q2(c)

Syed Ahmad Shaheed Barailvi, Haji Shariat Ullah, Titu Mir

J 2008/Q1(c)	N 2010/Q1(a)	N 2011/Q1(a)	N 2011/Q2(c)
J 2014/Q1(a)	N 2017/Q2(c)	J 2018/Q2(a)	N 2018/Q2(b)
J 2019/Q2(c)			

Decline of Mughal Power

N 2005/Q1(c)	J 2006/Q1(b)	J 2007/Q1(c)	N 2008/Q1(b)
N 2009/Q1(c)	N 2010/Q2(b)	J 2011/Q1(c)	J 2012/Q1(b)
N 2013/Q1(b)	N 2015/Q2(c)	J 2017/Q2(a, c)	N 2017/Q3(b)
N 2018/Q2(c)	J 2019/Q2(a)	N 2019/Q2(b)	J 2020/Q4(c)
N 2020/Q2(a)	J 2021/Q2(a)	N 2021/Q1	

War of Independence 1857

J 2004/Q1(c)	J 2004/Q1(c)	N 2005/Q2(c)	J 2007/Q2(c)
N 2007/Q2(b)	N 2008/Q1(c)	N 2009/Q1(b)	J 2010/Q1(c)
J 2011/Q2(a)	N 2011/Q2(b)	J 2012/Q1(c)	N 2013/Q2(b)
J 2014/Q1(c)	N 2014/Q1(c)	J 2015/Q1(d)	J 2016/Q2(a)
N 2016/Q2(a)	J 2017/Q1(d)	N 2017/Q2(a)	J 2018/Q2(c)
N 2018/Q2(a)	J 2019/Q3(b)	J 2021/Q3(c)	

Sir Syed Ahmad Khan

J 2005/Q1(c)	N 2007/Q2(c)	J 2008/Q2(b)	J 2009/Q2(c)
N 2010/Q2(c)	J 2011/Q2(b)	N 2011/Q2(a)	N 2012/Q1(a)
N 2013/Q2(a)	N 2014/Q1(b)	J 2015/Q2(c)	N 2016/Q2(c)
J 2018/Q2(b)	J 2019/Q3(c)	N 2019/Q2(a)	N 2020/Q2(c)
N 2021/Q2(b)			

Languages

Urdu:

J 2004/Q4(b)	N 2005/Q2(b)	N 2007/Q1(c)	N 2008/Q1(b)
J 2009/Q1(c)	N 2011/Q1(b)	N 2012/Q2(a)	J 2013/Q1(c)
N 2013/Q1(a)	J 2015/Q2(b)	N 2018/Q5(b)	J 2021/Q2(b)

Punjabi, Pushto, Sindhi, Regional Languages:

N 2004/Q3(c)	J 2006/Q1(c)	N 2007/Q1(c)	N 2009/Q2(b)
N 2010/Q2(a)	J 2011/Q2(c)		

Section 2

Muslim League

J 2005/Q2(b)	N 2006/Q2(b)	J 2009/Q3(b)	J 2010/Q2(c)
J 2012/Q2(b)	N 2013/Q2(c)	N 2014/Q2(b)	J 2018/Q3(b)
J 2021/Q3(b)			

Simla Delegation

N 2006/Q2(b)	N 2010/Q3(b)	J 2013/Q2(a)	N 2019/Q3(c)
J 2021/Q4(a)			

Partition of Bengal

J 2004/Q2(b)	N 2005/Q3(b)	J 2006/Q2(c)	J 2007/Q2(b)
J 2009/Q3(c)	N 2010/Q3(a)	J 2011/Q3(c)	N 2012/Q2(b)
J 2014/Q2(b)	N 2014/Q2(a)	N 2015/Q3(c)	J 2016/Q3(b)
N 2016/Q3(c)	J 2018/Q3(a)	N 2018/Q3(b)	J 2020/Q3(c)

Khilafat Movement

J 2004/Q2(c)	J 2005/Q2(c)	J 2006/Q3(b)	N 2006/Q2(c)
N 2008/Q2(c)	J 2009/Q4(b)	J 2010/Q2(b)	N 2010/Q3(c)
N 2011/Q3(a)	J 2012/Q2(c)	N 2012/Q3(a)	N 2013/Q3(b)
J 2014/Q3(c)	N 2014/Q3(c)	J 2015/Q3(a)	N 2016/Q3(b)
J 2017/Q3(c)	J 2019/Q4(c)	J 2020/Q3(b)	N 2020/Q3(a)
N 2021/Q2(c)			

Lucknow Pact of 1916

J 2006/Q2(b)	N 2004/Q2(c)	J 2012/Q2(a)	N 2012/Q2(c)
N 2016/Q3(a)			

Reforms of 1909 & 1919

N 2004/Q2(b)	N 2005/Q3(c)	N 2007/Q3(c)	N 2008/Q2(b)
J 2011/Q3(a)	N 2011/Q3(c)	J 2013/Q2(b)	J 2013/Q3(a)
J 2014/Q2(c)	N 2014/Q2(c)	N 2015/Q3(b)	J 2016/Q3(a, c)
N 2018/Q1	N 2021/Q3(a,b)		

M.A.Jinnah

J 2005/Q3(b)	J 2006/Q3(c)	N 1996/Q2(c)	N 2007/Q3(b)
J 2009/Q4(c)	J 2010/Q3(b)	J 2015/Q3(b)	N 2019/Q4(c)
J 2020/Q5(a)			

Allama Iqbal

N 2010/Q4(a)	J 2011/Q4(c)	N 2014/Q3(b)	N 2016/Q4(c)
N 2017/Q1(c)	J 2020/Q4(c)	J 2021/Q3(a)	

Ch. Rehmat Ali

J 2012/Q3(a)	J 2017/Q3(a)	J 2019/Q4(a)	J 2020/Q4(c)
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Round Table Conferences, Communal Award

J 2005/Q3(c)	J 2007/Q3(c)	J 2008/Q3(b)	N 2009/Q3(b)
J 2010/Q3(c)	N 2011/Q3(b)	J 2014/Q3(b)	J 2015/Q3(c)
J 2017/Q3(b)	J 2018/Q3(c)	N 2018/Q3(a)	N 2019/Q3(b)
N 2020/Q3(b)			

1935 Act & Congress Rule, Simon Commission, Nehru Report

J 2004/Q3(b)	N 2006/Q3(b)	N 2006/Q3(c)	J 2007/Q3(b)
J 2008/Q3(c)	N 2008/Q3(b)	J 2010/Q2(a)	N 2010/Q4(b)
J 2011/Q3(b)	J 2011/Q4(a)	J 2012/Q3(c)	N 2012/Q3(b)
J 2013/Q2(c)	J 2013/Q3(b)	N 2013/Q3(c)	J 2014/Q2(a)
N 2014/Q3(a)	N 2015/Q3(a)	N 2016/Q1	N 2016/Q4(b)
N 2017/Q1(a, b, d)	N 2018/Q3(c)	J 2019/Q4(b)	N 2019/Q1
J 2020/Q4(b)			

Day of Deliverance

N 2009/Q3(c)	N 2012/Q3(c)	J 2020/Q4(a)
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Cripps Mission, Simla Conference & Radcliffe Award, Gandhi–Jinnah talks, Direct Action Day

N2004/Q3(b)	N2008/Q3(c)	J 2009/Q5(b)	J 2010/Q3(a)
N 2010/Q4(c)	N 2010/Q5(a)	J 2011/Q4(b)	J 2012/Q3(b)
J 2013/Q3(c)	N 2013/Q3(a)	J 2014/Q3(a)	N 2015/Q1
N 2016/Q4(a)	N 2017/Q4(a, b)	J 2018/Q4(a, c)	N 2019/Q4(a,b)
N 2020/Q3(c)	J 2021/Q4(b)	N 2021/Q1(a)	

Section 3

Problems Soon After Partition

J 2004/Q3(c)	J 2005/Q4(c)	N 2006/Q4(b)	N 2009/Q4(c)
J 2012/Q4(a)	N 2012/Q4(a)	J 2013/Q4(b)	N 2013/Q4(c)
J 2016/Q4(c)	N 2017/Q5(b)	N 2018/Q4(a)	N 2021/Q3(c)

Canal Water Dispute

J 2007/Q4(c)	J 2010/Q4(a)
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Kashmir Problem

J 2007/Q4(c)	N 2015/Q5(c)
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Education & Literacy

N 2004/Q5(b)	N 2007/Q4(b)	J 2008/Q4(c)	N 2018/Q4(b)
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Constitution of Pakistan 1947 – 1999

N 2013/Q4(a)	N 2014/Q4(a, b)	N 2015/Q4(c)	J 2016/Q4(a)
N 2016/Q5(b)	J 2018/Q5(b)	N 2019/Q5(c)	

Bangladesh & Six Points

J 2004/Q4(c)	J 2006/Q4(c)	N 2007/Q5(c)	N 2008/Q4(b)
J 2009/Q5(c)	J 2011/Q5(c)	J 2013/Q5(a)	J 2014/Q5(c)
N 2015/Q4(a)	J 2016/Q1		

Liaquat Ali Khan, Kh Nizamuddin, Malik Ghulam Muhammad, Iskandar Mirza

N 2004/Q2(c)	N 2011/Q4(b)	J 2017/Q4(c)	J 2019/Q5(b)
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Ayub Khan

N 2004/Q4(b)	J 2005/Q5(c)	N 2006/Q5(b)	N 2007/Q4(c)
J 2008/Q4(b)	N 2009/Q4(b)	J 2010/Q5(b)	N 2011/Q4(a)
J 2012/Q5(c)	N 2012/Q4(b)	J 2013/Q4(a)	N 2013/Q4(b)
J 2014/Q4(c)	J 2015/Q4(b)	J 2016/Q4(b)	J 2017/Q4(a)
J 2019/Q5(c)	N 2020/Q4(b)	J 2021/Q4(c)	J 2021/Q5(b)
N 2021/Q4(b)			

Zia-ul-Haq

N 2005/Q5(c)	J 2006/Q5(b)	J 2007/Q5(c)	J 2008/Q5(b, c)
N 2009/Q5(c)	J 2010/Q4(c)	J 2011/Q5(b)	N 2012/Q5(c)
J 2013/Q5(b)	N 2013/Q5(a)	N 2014/Q4(c)	J 2015/Q4(a)
J 2016/Q5(b)	J 2018/Q1	N 2018/Q5(a)	J 2019/Q5(a)
J 2020/Q5(b)	J 2021/Q5(a)	N 2021/Q5(c)	

Z.A.Bhutto

J 2003/Q5(b)	J 2004/Q5(c)	J 2006/Q5(c)	N 2007/Q5(b)
N 2008/Q4(c)	N 2009/Q5(b)	N 2011/Q5(c)	N 2012/Q5(a)
J 2014/Q5(b)	J 2015/Q5(c)	J 2016/Q5(a)	J 2017/Q4(b)
N 2018/Q4(c)	N 2020/Q5(a)	N 2021/Q5(b)	

Pakistan & India Relations

J 2006/Q4(b)	J 2007/Q5(b)	N 2008/Q5(c)	N 2011/Q4(c)
N 2013/Q5(c)	N 2014/Q5(b)	N 2021/Q5(a)	

Pakistan & USA, USSR, UK

N 2006/Q5(c)	J 2008/Q5(c)	N 2011/Q5(a)	N 2012/Q4(c)
J 2015/Q4(c)	N 2016/Q5(c)	N 2017/Q5(c)	N 2020/Q4(c)
J 2021/Q5(c)			

Pakistan & Muslim Countries: Afghanistan, Iran, Egypt, Bangladesh & China

N 2004/Q5(c)	J 2010/Q5(c)	N 2010/Q5(c)	N 2014/Q5(c)
N 2015/Q5(a)	J 2017/Q5(c)	N 2018/Q5(c)	N 2019/Q5(a)

Palestine Cause

N 2005/Q5(b)	N 2008/Q5(b)	N 2015/Q4(b)	J 2018/Q4(b)
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UNO & Agencies

J 2005/Q5(b)	J 2010/Q4(b)	J 2013/Q4(c)	J 2014/Q4(b)
J 2017/Q5(a)	N 2017/Q4(c)	J 2018/Q5(a)	N 2019/Q5(b)
N 2020/Q4(a)	N 2021/Q4(c)		

Benazir Bhutto,

J 2010/Q5(a)	N 2010/Q5(b)	J 2012/Q5(a)	N 2012/Q5(b)
J 2013/Q5(c)	N 2014/Q5(a)	N 2015/Q5(b)	N 2017/Q5(a)
J 2018/Q5(c)	J 2020/Q5(b)	N 2020/Q5(c)	

Nawaz Sharif & Pervez Musharraf

J 2011/Q5(a)	N 2011/Q5(b)	N 2013/Q5(b)	J 2014/Q4(a)
J 2014/Q5(a)	J 2015/Q5(a, b)	J 2016/Q5(c)	N 2016/Q5(a)
J 2017/Q5(b)	J 2020/Q5(c)		

November **2022** Paper **1**

Section A

Answer the following question

This question is about Muhammad Ayub Khan's rule, 1958-69.

Question 1

Study the sources carefully and then answer the questions which follow.

SOURCE A

Fatima Jinnah, campaigning for the Presidency of Pakistan in 1964, said that the government of Ayub Khan had created feelings of uncertainty, intimidation and discontent.

"I wish to free 110 million people of Pakistan and hope they will soon be free from this atmosphere of uncertainty, intimidation and discontent perpetrated by a non- democratic regime. As a logic sequel to this, people will hear the gladdening message of freedom , democracy and social justice. I must reiterate that people are destined to benefit from the work started by my brother, the late Muhammad Ali Jinnah. 'Don't be afraid, be willing to work hard and contribute so that all of Pakistan can thrive, everyone can become prosperous and future generations can live freely in a society which values them and their efforts', she declared.

Adapted from an American newspaper, 1964

SOURCE B



A photograph showing President Muhammad Ayub Khan in the White House, 1961. The White House is the official residence of the US President

- | | |
|--|------|
| (a) According to Source A, what did Fatima Jinnah wish for the people of Pakistan? | [3] |
| (b) What can we learn from Source B about the relations between Pakistan and the USA in the early 1960s? | [5] |
| (c) Explain why General Muhammad Ayub Khan came to power in 1958. | [7] |
| (c) To what extent were the years 1958 to 1968 'A Decade of Development'? Explain your answer. | [10] |
| <i>[Total: 25]</i> | |

Suggested Answer:

- (a) She wished to free 110 million people of Pakistan from the atmosphere of uncertainty, intimidation and discontent. She believed the people would benefit from the work started by her brother, the late Muhammad Ali Jinnah, the founder of Pakistan. She also wished that the people be willing to work hard and contribute so that all of Pakistan could thrive.
- (b) President Ayub Khan has been shown in the centre of the photograph that reflects the importance he has been given by the US government. His reception in the White House further demonstrates the importance given by the US to his visit. Ayub is addressing Kennedy, the US President in a rather candid way that proves the depth of bilateral relations of the two states. Johnson, the Vice President, is standing on Ayub's left side to endorse the warmth of welcome accorded to Ayub. All the three are smiling that means they have agreed on further strengthening the Pak-US ties. Success of Ayub's visit would be endorsed by a visit of Mrs Jacqueline Kennedy to Pakistan in 1962.
- (c) Political instability worsened between 1955 and 1958 as several Prime Ministers were dismissed in this period. Differences between West and East Pakistan grew as the latter wanted a share in the government according to its population size that was 10% greater than that of West Pakistan but it was given equal seats in the National Assembly under the undemocratic One Unit Scheme and the rule of parity. West Pakistan's dominance over the political affairs was strongly resented by East Pakistan as it was already backward economically.

The 1956 Constitution empowered the President to nominate and dismiss the Prime Minister. President Iskander Mirza terminated as many as four governments between 1955 and 1958 as a result of which he began to lose popularity and power. PM Hussain Shaheed Suharwardy gave very tough time to Mirza by uniting the major political leaders of Punjab and Bengal against him. He challenged Mirza to hold a vote in the Assembly to test his popularity. Mirza feared a defeat and, therefore, decided to declare martial law on 7th October 1958 and appointed General Ayub Khan as the CMLA (Chief Martial Law Administrator).

Ayub was appointed Prime Minister by Mirza on 24th October 1958. Ayub had already declined an offer from Ghulam Muhammad to take over the country as its executive head. Now he could see the nominal powers of Mirza who was holding his post forcefully. Therefore, Ayub decided to assume power himself. He removed Mirza from office and himself became the executive head of state on 27th October 1958.

- (d) Ayub Khan put Pakistan on the path of progress during his rule. Since the 1956 Constitution had been abrogated, he enforced the new constitution in March 1962. Under this, a presidential form of government was introduced that granted executive powers to President Ayub Khan. There were equal seats for West and East Pakistan in the National Assembly. Having executive powers, he successfully implemented his reforms with political stability in the country. He shifted the capital from an overcrowded Karachi to a safer place Islamabad that was a planned city. However, East Pakistan wanted its seats in the National Assembly according to its population size. It was also unhappy over a military dictator from the western wing ruling both wings of Pakistan.

Under his industrial reforms, Ayub encouraged the private sector by offering it many incentives, like the Bonus Voucher Scheme. Several large scale industries were established in major cities, especially Karachi where an oil refinery was also set up. The factory owners were required to provide accommodation to the workers at cheap rent. In July 1962, an economic bloc was formed between Pakistan, Iran and Turkey. It was called the RCD (Regional Cooperation for Development), and its aim was to promote economic and cultural ties between the three states. However, these reforms caused a huge economic disparity both within Pakistan and between the two wings. Only twenty two families, almost all from Karachi, owned seventy percent of industries, and eighty percent of banking and insurance of the whole country. Poverty also increased along with a growing inflation. An increase in Pakistan's growing dependence on foreign aid worried several economists.

Ayub's agricultural reforms are rightly called the Green Revolution. He modernised agriculture by introducing the HYV seeds, chemical fertilizers and machinery. Under the Indus Water Treaty, 1960, Tarbela and Mangla dams were built along with perennial canals. Farmers were given soft term loans to avail modern devices and inputs in agriculture. These steps led to an increased agricultural output. The agricultural reforms also caused disparity between the rich and poor farmers as subsistence farmers could not avail the expensive modern inputs.

In order to improve a poor literacy rate, several primary schools were set up, and a new curriculum was introduced. Polytechnic institutes were set up at divisional level to prepare a skilled industrial workforce. Similarly, new medical colleges and hospitals were established in order to provide better healthcare to the people. A Public Health Nursing Institute was built in Lahore. He also introduced the Family Planning Program. To accommodate the refugees coming from India, refugee housing program was initiated. The university students opposed the new curriculum that they saw as too imposing. Similarly, religious scholars resisted the family planning schemes that they viewed as un-Islamic.

It may be concluded that Ayub's rule is rightly called the "Decade of Development" because he was the only head of state capable of strengthening relations with three super powers of the time, the USA, the USSR and China. Pakistan received heavy financial and military aid from these three countries in the 1960s.

Section B*Answer any two questions***Question 2**

- (a) Describe the military actions of Nana Sahib in 1857. [4]
- (b) Explain how Britain extended its control across the subcontinent between 1756 and 1856. [7]
- (c) 'Introducing a new approach to education was the main contribution of Sir Syed Ahmad Khan to improving the lives of Muslim people during the nineteenth century.'
' How far do you agree with this statement? Explain your answer. [14]

*[Total: 25]***Suggested Answer:**

- (a) In November-December 1857, the rebels led by Nana Sahib Peshwa, captured Kanpur, near Lucknow and held it out for three weeks. They killed the British officers and slaughtered 300 women and children while taking several as captives. The British sent reinforcements and recaptured the city. Nana Sahib escaped but the captured rebels were given horrible punishments by the British.
- (b) British had superior military skills and more advanced weapons to which Indian Army was no match. They gained strength primarily due to the major victories like the battles of Plassey (1757) and Buxar (1764) in Bengal, and the Anglo-Mysore wars. Being the greatest beneficiary of the Industrial Revolution, they had developed highly advanced weapons. Their gun powder weapons were much more destructive than the orthodox arsenal of India. Starting from north-eastern India, they annexed southern Indian states of Tipu and the Marathas. Finally, they captured Sindh, the Punjab and Kashmir from 1843 to 1849. These victories gave them huge and rich areas to rule and to exploit local resources to strengthen their position. They built railways to facilitate movement of soldiers more quickly and easily to various parts of India. With this, trade also began to flourish making them richer and stonger.

While getting control of the conquered states the EIC began to enforce various laws to gain control of various Indian territories. Under the Regulating Act of 1773, the EIC was made accountable to the British Parliament. In 1784, the India Act, also known as the Pitt's India Act, was implemented. It empowered the British government to take direct control of Indian possessions. Under this the Governor General was made a royal appointment, and Warren Hastings was appointed the first Governor General in 1782. Lord Cornwallis was thus appointed as the Governor General in 1786. Thus, a team of obedient Indians was gradually prepared. This helped the EIC to run the state affairs along the British lines.

Under the Charter Act 1833, the Indians were gradually included in the Civil Services. The subsidiary alliances were introduced by Lord Wellesley in 1798. Under this, the state rulers could not make any alliance without the approval of the British. The Doctrine of Lapse of 1852 helped British take control of those states whose rulers did not have a son. The EIC also introduced trade laws that favoured its imports and exports as well as local trade. The revenue collected from India was cleverly spent by the British to buy and ship the local goods to England.

- (c) Sir Syed's educational work was also very important. He wanted to improve social condition of Muslims and to create political awareness among them. For this, Muslims needed to acquire modern British education. He set up a series of institutes, issued magazines and wrote books. In 1859 he opened a school in Muradabad, another school in Ghazipore in 1864 where he had founded the Ghazipore Scientific Society in 1863. In it modern scientific writings of the West were translated into Persian and Urdu. In 1866, he issued the Aligarh Institute Gazette from Aligarh to encourage Muslims to acquire modern education. He visited England in 1869 and decided to set up an institute for Muslims after observing the Cambridge and Oxford Universities. In 1875, he set up the MAO College, Aligarh where both western and local educations were imparted. In 1886, Muhammadan Educational Conference was established in order to launch a campaign for raising educational standard of Muslims. It held regular meetings in several cities. Articles for the purpose were published in the journal Tahzeeb-ul-Akhlaq. The MAO College, Aligarh, later became a university, and produced many prominent leaders like Liaquat Ali Khan and several workers of the Pakistan Movement.

Sir Syed is the founder of the Two Nation Theory. His views about the possibility of the parting of ways of Hindus and Muslims became known as the Two Nation Theory'. In 1867, he was shocked over the Hindu demand of making Hindi as the official language of India. Being a far-sighted leader, he opposed it as he could sense the Hindu aims about the future political scenario of India. Urdu, written in Persian/ Arabic script reflected the past Muslim rule over India. Hindi, with the Devanagri script, on the other hand, represented the Hindu plans of ruling India. He also opposed two more demands of INC in the 1880's: competitive examinations for the civil services and the joint electorate for the elections of the legislative councils. He knew that Muslims, being less educated and politically less organized, would not be able to compete with the Hindus in the examinations and elections. He, therefore, advocated a system of separate electorates for Muslims and a fixed quota for Muslims in the competitive examinations. Sir Syed initially wanted cooperation between Hindus and Muslims but his views soon changed when he realized the INC only claimed to represent all Indian communities whereas in reality it worked mainly for the Hindu interests. In order to protect the political rights of the Muslims he founded the United Patriotic Alliance which was renamed as the Muhammadan Defence Alliance in 1893.

Sir Syed also tried to create awareness among Muslims by convincing them to accept the British as the new rulers of India and so, it was wise to make friends with them. He highlighted the similarities between Islam and Christianity by writing "Taba'yeen-al-Kalam". In another book he proved that it was not un-Islamic to dine with the Christians. He wrote a book in response to Sir William Muir's book "Life of Muhammad" that contained some objectionable remarks about the Holy Prophet (SAW).

While convincing Muslims Sir Syed worked to convince British about changing their stance regarding Muslims. He wrote two pamphlets shortly after the War of Independence. In "Essays on the Causes of Indian Revolt" he proved that Indians alone were not responsible for the Revolt but British too were to blame for their failure to understand the Indian mindset. In "Loyal Muhammadans of India" he defended Muslims and proved that they were as loyal to the British as any other community in India. He also explained the word "Nadarath" by proving it was an Anglicised form of the Arabic word "Nasara" (Christians) that was derived from the root word "Nasr" (Help) and thus proved that Muslims did not use the word in a derogatory way. It may be concluded that a new approach to education was Sir Syed's greatest achievement. Through his educational services, he alerted Muslims about the importance of acquiring British education that could enable them to excel in life and organise themselves politically.