

Flawed Text Books: Uncovering Errors in the book, Pakistan Studies & Pakistan Affairs

Usman Ghani

Usmanmohmand1991@gmail.com

Ph.D Scholar, Department of Political Science, IR & Pakistan Studies, Qurtuba University of Science & Technology, Peshawar, Pakistan.

Dr. Fakhru Islam

ifakhar@hotmail.com

Department of Political Science, IR & Pakistan Studies, Qurtuba University of Science & Technology, Peshawar, Pakistan.

Corresponding Author: Usman Ghani Usmanmohmand1991@gmail.com

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ABSTRACT

Textbooks are foundational in shaping national narratives, national integration and student understanding and academic development. Yet systemic factual errors can severely distort student understanding and affect the national narrative and student academic careers. Pakistan Studies & Pakistan Affairs compiled by a former professor Dr. Noshad Khan has been evaluated with an aim to identify errors and suggest corrections. This study presents a rigorous qualitative content analysis and comparative analysis of the same book. It has been cross-verified page-by-page against primary sources. A total of 145 factual inaccuracies were identified and systematically classified into five categories such as; Constitutional & Legal, Chronological & Dates, Spelling & Linguistic, Omission and Statistical & Geographical. Each error was cross-verified using primary sources, constitutional documents and peer-reviewed literature to ensure methodological rigor. The high concentration of errors undermines credibility of the book as a core educational resource and risks misinforming students. Given the widespread use of the book among students, this study calls for immediate professional revision to protect interest of students, integrity of classroom learning and ensure academic standards.

Keywords: Chronological, Constitution, curriculum, Comparative analysis, Ideological foundations, Textbook, Historiography

INTRODUCTION

The book titled *Pakistan Studies and Pakistan Affairs* was compiled Professor Dr. Noshad Khan, a retired professor from Islamia College Peshawar. Due to its widespread use, the accuracy and reliability of the information presented in the book is of considerable academic importance. The book does contain information about Pakistan's historical background and constitutional development. It provides introductory knowledge about the Pakistan Movement, major constitutional milestones and political institutions, initial challenges faced by Pakistan, and its economic development and governance. Its extensive coverage of Pakistan Affairs topics has enabled many students to develop a broader understanding of national and international issues affecting Pakistan.

The present study is designed to conduct a critical review and analysis of *Pakistan Studies and Pakistan Affairs* through a systematic content and comparative analysis. The study examines the book page by page and compares its content with authentic historical records, constitutional documents, scholarly books and related research publications. Particular attention is given to historical facts, constitutional provisions, political developments, statistical information and language accuracy.

A detailed examination of the book reveals various issues, including historical inaccuracies, constitutional errors, factual mistakes, incorrect dates, typographical errors, omissions of important information and interpretative weaknesses. Such issues require systematic investigation to determine the academic quality and reliability of the textbook. The findings of the present study are intended to assist in improving future editions of the book so that its educational benefits can be enhanced through greater historical accuracy, constitutional correctness, and scholarly reliability.

Problem Statement

In the domain of Pakistan Studies, textbook discourse plays a vital role in shaping national historiography and civic education. However, a critical problem arises when the fundamental text, such as the book compiled by Dr. Noshad Khan is widely utilized but completely ignored in peer-reviewed literature. This lack of scholarly oversight means that the book's content analysis argument, factual integrity and educational methodology escape necessary critical evaluation.

Consequently, academic discourse is deprived of an essential perspective on how Pakistan's sociopolitical dynamics are framed. This study addresses this problem by providing a systematic qualitative review to validate the academic standing of this text.

Research Questions

1. What are the main factual, historical and linguistic errors in the book *Pakistan Studies & Pakistan Affairs*?
2. How do these errors affect the academic reliability and integrity of the textbook for students?

Research Objectives

1. To identify and classify the major factual, historical and linguistic errors in the book *Pakistan Studies & Pakistan Affairs*.
2. To evaluate the impact of these identified errors on the academic reliability and integrity of the textbook for students.

Significance

This study is important because it examines the accuracy of *Pakistan Studies and Pakistan Affairs* (2022 Edition Urdu version), a book widely used by students and teachers. The research identifies historical, constitutional, statistical and language errors in the textbook and highlights their possible effects on students' learning. The findings help students access accurate information and encourage teachers to use reliable sources. This study provides useful suggestions for authors, publishers and educational authorities to improve future editions of textbooks. This study will also provide a model on which other books may also be evaluated and criticized. Ultimately, it promotes academic quality, factual accuracy and better educational standards in Pakistan Studies.

LITERATURE REVIEW

Background

Textbooks serve as one of the most influential tools in the educational process, particularly in subjects that deal with history, politics, culture and national identity.¹ In Pakistan, Pakistan Studies and Pakistan Affairs textbooks occupy a central position in shaping students' understanding of the country's historical evolution, ideological foundations, constitutional development and political institutions.² Consequently, the accuracy, objectivity and reliability of information presented in these textbooks are of great academic significance.³ Errors related to historical events, constitutional provisions, political developments and statistical information may lead to misconceptions among students and researchers.⁴ The present study critically reviews *Pakistan Studies and Pakistan Affairs* focusing on factual accuracy, historical consistency, constitutional correctness and linguistic quality. This chapter examines the existing literature related to textbook evaluation, historical accuracy, content analysis and previous scholarly assessments of Pakistan Studies literature.

Concept of Textbook Evaluation

Textbook evaluation is a systematic process through which educational materials are assessed for their content quality, accuracy, relevance, and pedagogical effectiveness.⁵ According to Cunningsworth, a textbook should provide accurate information, encourage critical thinking, and meet the academic needs of learners.⁶ Educational researchers emphasize that textbooks should not merely transmit information but should also present balanced interpretations supported by reliable evidence.⁷ Tomlinson argues that effective textbooks are characterized by factual correctness, clarity of presentation, and scholarly reliability.⁸ Historical and political textbooks require special attention because they significantly influence students' perceptions regarding national identity and historical consciousness.⁹ Researchers further maintain that educational materials should undergo periodic review and revision to ensure conformity with current scholarship and historical evidence.¹⁰ Failure to update textbooks may result in the perpetuation of outdated information and factual inaccuracies.¹¹

Historical Accuracy in Educational Literature

Historical accuracy refers to the faithful representation of past events based on authentic sources and documented evidence. Historians emphasize that dates, personalities, quotations, statistics and political developments must be presented accurately in educational materials, as the discipline requires rigorous reliance on primary records.¹²

Apple argues that textbooks play a critical role in constructing historical narratives and collective memory.¹³ Therefore, inaccuracies in historical textbooks can shape distorted understandings of the past.¹⁴ Similarly, Foster and Crawford note that historical errors in school textbooks often influence students' perceptions for many years because textbooks are commonly regarded as authoritative sources of knowledge.¹⁵ The importance of historical accuracy becomes even more significant in Pakistan, where Pakistan Studies textbooks serve as major sources for university students, civil service aspirants and competitive examination candidates. Scholars have frequently highlighted the need for evidence-based historical writing and the removal of unsupported claims from educational literature.

Pakistan Studies and National Identity

Pakistan Studies emerged as a compulsory academic discipline following educational reforms aimed at promoting national integration and ideological awareness. The subject primarily focuses on the Pakistan Movement, constitutional development, geography, economy and contemporary political issues.

According to Aziz, Pakistan Studies textbooks significantly influence students' understanding of national history and identity.¹⁶ He argues that historical inaccuracies and selective interpretations may affect the credibility of educational materials.¹⁷ Similarly, Hoodbhoy observes that the portrayal of historical events in textbooks often reflects ideological considerations rather than objective historical analysis.¹⁸ Several studies indicate that textbooks contribute to nationbuilding by transmitting collective values and national narratives.¹⁹ However, researchers stress that such objectives should not compromise historical authenticity or academic standards.²⁰

Scholarly Criticism of Pakistan Studies Textbooks

A substantial body of literature has examined the content of Pakistan Studies textbooks. Nayyar and Salim conducted one of the most comprehensive analyses of Pakistani textbooks and identified numerous factual inaccuracies, omissions and ideological biases.¹⁹ Their study concluded that many textbooks present simplified historical narratives that often overlook complex political realities.

Aziz similarly criticized historical distortions in educational materials and argued that historical writing should be based on documentary evidence rather than assumptions or political preferences.¹⁶ He emphasized that inaccurate information weakens academic credibility and undermines students' understanding of history.¹⁷ The literature demonstrates a broad consensus that factual accuracy and objectivity remain essential requirements for educational texts dealing with historical and political subjects.

A valuable work titled "Pakistan Studies Curriculum" by Dr. Fakhur-ul-Islam underlines the nature of current Pakistan Studies Curriculum in the light of which many text books and reading material have been published. According to him, the courses taught at various educational institutions are forty years old. The world after the 9/11 has drastically changed. So these courses need to be changed accordingly and book written in the light of the old curricula should be evaluated and update.¹⁹

Constitutional Accuracy in Educational Texts

Constitutional development represents a major component of Pakistan Studies and Pakistan Affairs literature. Educational texts frequently discuss constitutional amendments, parliamentary developments, legal institutions, and political reforms. According to Kennedy, constitutional literacy is essential for understanding Pakistan's political system.²⁰ Therefore, inaccuracies regarding constitutional provisions, amendments, articles and legislative developments may significantly affect students' comprehension of governance structures.²¹

Several researchers have noted that constitutional information in educational books should be verified through official constitutional documents and legislative records.⁴ Errors concerning constitutional amendments, parliamentary proceedings, and legal terminology may create confusion among students preparing for academic and competitive examinations. The literature suggests that constitutional accuracy should be regarded as a fundamental criterion in textbook evaluation.

Research Gap

Despite the growing body of the literature on Pakistan studies and contemporary national affairs, a critical academic evaluation of Dr. Noshad Khan work remains entirely absent from existing scholarship. While the textbook provides a distinct framework for understanding the socio-political dynamics of Pakistan. It has not yet been subjected to rigorous scholarly review are thematic critique. This represents a significant contextual and literature gap. Consequently, the current study addresses this manifest omission by providing the first comprehensive analytical review that evaluates historical facts and language accuracy to determine the academic reliability of the book under review thereby enriching the academic discourses on Pakistan Affairs curriculum and historiography.

Theoretical framework

The theoretical framework of this study asserts that textbooks are not merely passive reading materials, but powerful ideological tools that actively shape students' cognitive structures, critical thinking capabilities and national identity. This is particularly critical for foundational subjects such as Pakistan Studies and Pakistan Affairs, where textbook quality and factual precision directly influence an entire generation's comprehension of history, politics and constitutional law. To evaluate these instructional materials comprehensively, this study integrates several established theoretical frameworks into a unified analytical model:

Content Analysis Framework (Krippendorff, 1980 / Berelson, 1952): Used as the underlying methodological framework, this approach provides a systematic, objective mechanism to analyze manifest communication. It is utilized in this study to rigorously scan and categorize the historical, factual, and constitutional and typographical errors within the selected text.²²

Textbook Evaluation Theory (Cunningsworth, 1995; Sheldon, 1988): This theory establishes educational quality standards, dictating that learning materials must align closely with the learners' needs while maintaining internal consistency, clarity and scholarly authenticity. It is applied here to evaluate whether the textbook provides balanced, evidence-backed information without internal contradictions.²³

Empirical Historiography and Historical Method (von Ranke, 19th C. / McCullagh, 1998): This framework dictates that historical writing must rely strictly on verified primary evidence and objective source criticism rather than subjective interpretations. This theory is deployed to assess whether the textbook distorts, introduces chronological anomalies into, or omits foundational historical milestones.²⁴

Constructivist Learning Theory (Piaget, 1952 / Vygotsky, 1978): This paradigm argues that learners actively construct knowledge based on their textual environment. It is integrated into the study to evaluate how distorted statistical, legal, or historical inputs from a primary textbook can adversely compromise a student's cognitive building blocks regarding national evolution.²⁵

Ultimately, by synthesizing these theories into a cohesive matrix, this framework establishes a rigorous, multifaceted benchmark. The study applies this integrated approach to the textbook Pakistan Studies and Pakistan Affairs by Dr. Noshad Khan to systematically expose structural inaccuracies, with the definitive objective of driving textbook reform and elevating the standards of higher education in Pakistan.

RESEARCH METHODOLOGY

Research Design

This study employs a qualitative content analysis research design to evaluate factual, chronological, constitutional, linguistic and statistical errors within the of Prof. Dr. Noshad Khan's Book, *Pakistan Studies and Pakistan Affairs* (2022 Edition Urdu version) . Qualitative content analysis serves as a systematic methodology to examine manifest text structure and discover underlying inaccuracies or missing context.

Nature of the Study

The study adopts a qualitative textual criticism approach. The primary analytical emphasis is placed on textual evidence, assessing specific excerpts against authoritative historical and constitutional documents. The evaluation focuses specifically on the following dimensions:

- Historical chronology and accurate dating
- Constitutional and legal correctness
- Factual, empirical and statistical reliability
- Linguistic, orthographic and structural precision
- Academic objectivity and comprehensive data presentation

Source of Data Collection

The primary source of data for this study is the book *Pakistan Studies and Pakistan Affairs* (2022 Edition Urdu version). The secondary data utilized for comparative triangulation and factual verification includes official government reports, constitutional texts, gazette notifications, peer-reviewed academic history publications, state archival correspondence, and contemporary historical records.

Scope of the Study

The scope of this investigation is confined strictly to the textual evaluation of the 2022 edition of Prof. Dr. Noshad Khan's book. The individual chapters, narrative statements, timelines and statistics within this volume constitute the direct units of analysis. Every page was evaluated systematically to perform a comprehensive factual and comparative analysis.

Data Collection Procedure

The research instrument used for data collection was a standardized error-log sheet developed specifically for this study. The textbook was read comprehensively, page by page. When a textual anomaly or historical contradiction was flagged, it was verified by cross-checking the excerpt against authentic primary records and standard reference works.

The data collection procedure followed these steps:

- Initial Reading

- Detailed Examination
- Error Identification
- Verification
- Documentation
- Error Categories

Data Analysis procedure

The gathered data was analyzed through comparative documentary analysis, content analysis and a qualitative approach that involves systematic comparison of textual content against authoritative sources.

The data Analytical Procedure followed these steps:

- Content Categorization
- Contextual Analysis
- Comparative Verification
- Interpretive Analysis
- Pattern Analysis
- Significance Assessment

Validity and Reliability

To ensure validity, the identified errors were verified through multiple reliable sources including scholarly books, constitutional documents, government records, and peer-reviewed research articles. Reliability was ensured through repeated examination of the text and cross-checking of information from different academic sources. Only those observations supported by documented evidence were included in the final analysis.

Ethical Consideration

This study adhered strictly to standard academic research ethics. The underlying objective of this research is entirely institutional and pedagogical; it aims to systematically critique the academic quality and factual precision of widely distributed educational materials and the study completely avoids personal criticism of the author. Objectivity was maintained across all phases of content evaluation to eliminate subjective or arbitrary biases.

Limitation of the Study

This research is restricted to the analysis of a single, specified textbook; therefore, the findings cannot be generalized to include alternative secondary or tertiary higher education textbooks in Pakistan. Furthermore, this study focuses strictly on explicit factual, chronological, constitutional, linguistic, and statistical errors. Covert ideological biases, soft narrative slants, or socio-political agendas were not coded

within the primary scope of this analysis. The study is also limited by the availability of primary sources and the interpretive nature of qualitative analysis.

DATA ANALYSIS AND FINDINGS

Introduction

This chapter presents the analysis and interpretation of the data collected through qualitative content analysis of *Pakistan Studies and Pakistan Affairs* (2022 Edition Urdu version). The purpose of the analysis is to identify, classify and evaluate factual, constitutional, chronological, linguistic, statistical and geographical errors present in the textbook and to assess their implications for academic reliability.

The entire textbook was examined systematically, and each identified error was verified through authentic historical records, constitutional documents, scholarly publications, official reports and standard reference works. The analysis identified and categorized errors into five major groups: Constitutional and Legal Errors, Chronological and Date Errors, Spelling and Linguistic Errors, Omission Errors and Statistical and Geographical Errors. The findings are presented category-wise and interpreted in light of the theoretical framework.

Distribution of Identified Errors

Error Category	Number of errors
Constitutional & Legal Errors	29
Chronological & Date Errors	44
Spelling & Linguistic Errors	22
Omission Errors	19
Statistical & Geographical Errors	31
Total	145

Analysis and verification of Errors

Error Category No. 1 “Constitutional & Legal Errors”			
S.No	Page No	Original statement	Correct version
1	Page 57	In 1858, an ordinance was passed.	It was the Government of India Act 1858, not an ordinance. ²⁶
2	Page 85	The Constituent Assembly passed it by the Objective Resolution on 13 June 1949	It was passed by the Constituent Assembly on 12 March 1949 ²⁷
3	Page 194	Law of Independence 1947	It was the Indian Independence Act 1947, not a law ²⁸
4	Page 219	Refugees Rehabilitation Finance Cooperation ordinance was issued on 18 April 1948	This ordinance was issued by Ayub Khan in 1959 ²⁹
5	Page 237	The Objectives Resolution passed on 13 March 1949	The Objectives Resolution was passed on 12 March 1949 ²⁷

6	Page 238	The Objectives Resolution was made part of the Constitution on 1 March 1985	It was made part of the 1973 Constitution on 2 March 1985 ³⁰
7	Page 239	Constitutional committees were formed in 1950, 1952, 1954 required correct date and months	Add dates: 28 September 1950, 22 December 1952, 22 December 1954 ³¹
8	Page 240	350 seats of the National Parliament were distributed under the parity formula	The National Assembly had 300 seats in the Lower House and 50 in the Upper House, totaling 350 seats ³¹
9	Page 245	The 1956 Constitution was introduced after 8 years, 7 months and 7 days	It was introduced after 8 years, 7 months and 9 days ³²
10	Page 248	The 1956 Constitution lasted only two and a half years and had 250 articles and 3 schedules	It lasted 2 years, 6 months and 14 days and had 250 articles and 5 schedules ³²
11	Page 251	In the explanation of 1956 and 1962 constitution, the definition of Muslim also include	The Term Muslim was defined in 1973 constitution under the 2 nd amendment ³⁰
12	Page 254	Ahmadis were declared non-Muslim under Article 260	They were declared non-Muslim under Article 260(3) ³⁰
13	Page 256	The Islamic Ideology Council will consist of 8 to 15 members	It consists of at least 8 and at most 20 members ³⁴
14	Page 258	Nawaz Sharif privatized industries nationalized by Benazir Bhutto	Industries were nationalized by Zulfiqar Ali Bhutto ⁵
15	Page 259	Benazir Bhutto became Prime Minister on 19 October 1993	he became Prime Minister on 16 October 1993 and took oath on 19 October 1993 ³⁵
16	Page 264	Zakat and Ushr Ordinance was issued in 1979	It was issued on 20 June 1980 ³⁶
17	Page 269	28 articles or chapters were changed under the 2002 LFO.	Amendments were made in 29 articles ³⁰
18	Page 273	The Third Amendment occurred on 18 February 1975	It occurred on 13 February 1975 and was published on 18 February 1975
19	Page 274	The 1973 Constitution was amended for the second time on 7 September 1974	It was passed on 7 September 1974 and approved on 17 September 1974 ³⁰
20	Page 274	The Fifth Amendment was made on 5 September 1976	It was approved on 16 September 1976 ³⁰
21	Page 274	The Sixth Amendment was made on 22 December 1976	It was approved on 13 December 1976 ⁵
22	Page 274	Article 96-A was added on 16 May 1977	Article 96-A was valid only until 30 September 1977 ³⁰
23	Page 275	The National Assembly's days were changed from 160 to 120.	The Tenth Amendment reduced Senate working days from 160 to 130 and the

			session interval from 60 to 30 days ³⁰
24	Page 275	The Ninth Amendment was passed by the Senate in 1985	It was passed on 7 August 1986
25	Page 276	Articles 58 92) B and 112 (2) B were reconnected with the President.	Article 112 (2) B belonged to the Governor for dissolution of the Provincial Assembly ³⁰
26	Page 404	Article 60, Clause 6 and Grand Award Order	Article 160, Clause 6. Correct name: "Distribution of Revenue and Grantin-Aid Order ³⁰
27	Page 277	In the Seventeenth Amendment, Articles 58 (2) B and 112 (2) B were deleted	They were reinserted into the Constitution ³⁰
28	Page 278	In the Nineteenth Amendment, judges were increased from two to four	They were increased from three to four ³⁰
29	Page 278	Seven articles were changed in the Twentieth Amendment	Nine articles were changed ³⁰

Error Category No. 2 “Chronological & Date Errors”

S. No	Page No	Original statement	Correct version
30	Page 1	It was first used by A.D.L. de Tracy during the French Revolution in 1789.	It was first used by A.D.L. de Tracy in 1796 ³⁷
31	Page 1	The word "Ideology" is an English word.	The word "Ideology" is originally a French word ¹²
32	Page 55	British entered in Delhi on 14 th September 1857	British entered in Delhi on 20 th September 1857 ³⁸
33	Page 70	The Muhammadan Anglo-Oriental College was established in 1875.	The Muhammadan Anglo-Oriental School was established in 1875 and was given college status in 1877 ³⁹
34	Page 72	Sir Syed Ahmad Khan established the Scientific Society of India in 1864.	It was established in 1863 ¹⁴
35	Page 73	The Urdu-Hindi controversy occurred in 1876	It occurred in 1867 in Banaras ³⁹
36	Page 96	From 1884 to 1972, Anjuman-e-Islam established five colleges in Lahore	From 1885 to 1927, Anjuman-e-Islam established five colleges ⁴⁰
37	Page 127	Indian Councils Act 1916.	No Indian Councils Act was enacted in 1861 ²⁸
38	Page 156	The Simon Commission report was published on 7 June	It was published on 27 May 1930 ⁴¹
39	Page 165	The text claims that Allam Iqbal envisioned an “ Islamic United States” and aimed to name a new country Islamistan during his 1030 address	Iqbal Nave rued those terms, he simply proposed a consolidated North West Indian Muslim states within British rule or without British rule, he did not mention any specific name for it ⁴²
40	Page 166	In June 1929, after elections in Britain, MacDonald became Prime Minister.	The British election was held on 30 May 1929 ⁴¹

41	Page 167	The Round Table Conference continued until 19 January 1931, and Maulana Muhammad Ali Johar attended fully	Maulana Muhammad Ali Johar died on 4 th January 1931. He attended only the initial session ⁴³
42	Page 168	The second Round Table Conference started on 7 December 1931 and continued until 1 December 1931	It started on 7 September 1931 ⁴¹
43	Page 169	Ramsay MacDonald announced the Communal Award on 4 August 1930	The announcement was made on 16 August 1932 ⁴¹
44	Page 170	Elections in all eleven provinces were held in January 1937	Elections started in January 1937 and were completed in February 1937 ⁴⁴
45	Page 171	Congress governments worked from January 1937 to November 1939	They worked from July 1937 to November 1939 ⁴⁴
46	Page 178	In December 1940, Japan joined the war on Germany's side.	Japan joined on Germany's side in December 1941 after bombing Pearl Harbor ⁴⁵
47	Page 191	Congress accepted the Cabinet Mission Plan on 10 August 1946	Congress accepted both parts on 10 July 1946 ⁴²
48	Page 194	The conference started on 3 December 1946 regarding the decision of Cabinet mission plan	The conference was held from 4 December to 6 December 1946 ⁴²
49	Page 218	Pakistan became a member of the UN on 18 August 1947	Pakistan became a member of the UN on 30 September 1947 ²¹
50	Page 219	The Affiliation of Dir state documents were signed with Pakistan on 8 November 1947	Documents were signed on 16 October 1947 ⁴²
51	Page 219	Pakistan issued currency notes on 1 April 1948.	Pakistan issued its first currency note on 1 October 1948 ⁴⁸
52	Page 226	The NWFP referendum started on 6 July 1947	The referendum was held from 6 July to 17 July 1947 ⁴⁹
53	Page 277	The Eighteenth Amendment was made on 8 April 2010.	It was approved on 19 April 2010 ³⁰
54	Page 279	The Twenty-second Amendment was made on 2 June 2016	It was approved on 8 June 2016 ³⁰
55	Page 279	The Twenty-third Amendment was made on 7 January 2016	It was made on 31 March 2017 ³⁰
56	Page 238	The concept of secularism was first presented by Freemasons Lodge in 1766	The concept of secularism was first presented by George Jacob Holyoake in 1851 ⁵⁰
57	Page 259	Due to the death of General Asif Nawaz in May 1993, conflict increased between Prime Minister Nawaz Sharif and The President	General Asif Nawaz died in January 1993. The conflict started in May 1993 between PM and President ⁴⁰
58	Page 260	The incident occurred during the demolition of Babri Masjid during Nawaz Sharif's tenure 1993	The incident occurred on 6 December 1992 ⁵¹
59	Page 260	Pakistan recognized the Taliban government when they captured Kabul in	Pakistan recognized the Taliban government on 25 May 1997 ⁵²

		1996.	
60	Page 272	Nawaz Sharif was removed from PML-N on 20 February 2018.	He was removed on 21 February 2018 ⁵³
61	Page 312	Pakistan Industrial Development Corporation was established in 1950	It was established under the 1951 Act in 1952 ⁵⁴
62	Page 327	C E P C China Economic Pakistan Corridor.	CPEC: China Pakistan Economic Corridor ⁵⁵
63	Page 333	Dir princely state was annexed to Pakistan on 28 September 1960.	Dir princely state was annexed on 28 July 1969 ⁴⁷
64	Page 338 & Page 341	ECO was established in 1992	ECO was established in 1985 ⁵⁶
65	Page 340	Pakistan and Turkey friendship agreement was signed by President of turkey Jalal Bayar and PM Pakistan PM Muhammad Ali Bogra in 1952	This agreement was signed on 2 nd April 1954. Muhammad Ali Bogra was become the PM of Pakistan in 1953 ⁵⁷
66	Page 341	Decision to build motorways was made in 1998	The decision was made in 1993 and work started in 1997 ⁴⁰
67	Page 353	Liaquat Ali Khan visited USA in 1948	He visited in May 1950 ⁵⁷
68	Page 353	Pakistan joined CENTO in 1954	Pakistan joined in September 1955 ⁵⁷
69	Page 365	First education conference was held on 27 November 1947.	It was held from 27 November to 1 December 1947 ⁵⁸
70	Page 365	Second education conference was held in 1951	It was held in 1950 ⁵⁹
71	Page 388	India climbed Siachen glacier in 1985	India entered Siachen on 13 April 1984 ⁵⁹
72	Page 402	Fourth NFC Award was made in 1990	It was made in 1991 ³⁰
73	Page 403	Sixth NFC Award was formed in 2002	It was formed on 22 July 2000 ³⁰

Error Category No. 3 “Spelling & Language Errors”

S. No	Page No	Original statement	Correct version
74	Page 53	Spelled Karl Marx as "Karal Marx".	Correct spelling: Karl Marx ⁶⁰
75	Page 54	In correct spelling "Col Finnis".	Correct spelling: Colonel Finis ³⁸
76	Page 115	Incorrect translation of Lord Minto statement	Correct translation "Meharbani, mujhe ghalat na samajhna, main aap logon ke sath mukammal ittefaq rakhta hun ⁴²
77	Page 141	Incorrect Spelling: "endoresed" “Turo-German	Correct spelling is “endorsed” “Turco German mission ⁴¹

78	Page 152	The President of Congress in 1927, mention wrong name	The President of Congress in 1927 was Dr. Mukhtar Ahmad ⁴⁴
79	Page 154	incorrect spelling of Sir Johon Simmon	Correct spelling: Sir John Simon ⁴¹
80	Page 158	The statement says "this is noting but parting the way"	"This is nothing but parting the way" ⁴³
81	Page 160	The Hindu Mahasabha leader's name is written incorrect as "Jaykar"	His correct name was M.R. Jayakar ⁴¹
82	Page 188	Spelling of "A.V. Alexender" is incorrect.	Correct spelling is "A.V. Alexander" ⁴²
83	Page 194	Spelling of Clament Attlee is incorrect	Correct spelling is "Clement Attlee" ²⁸
84	Page 234	"United we stand, divides we fall"	"United we stand, divided we fall" ⁶⁰
85	Page 258	Operation Mid Night Jakcal" and "Operation Desert Strome	Correct spellings: "Operation Midnight" and "Operation Desert Storm" ³⁵
86	Page 295	Spelling of "patern" and "civilazation" is wrong	Correct spellings: "pattern" and "civilization" ⁶⁵
87	Page 318	Spelling of "privitization" and "libralization" is wrong	Correct spellings: "privatization" and "liberalization" ²⁵⁹
88	Page 320	"we ar because of Pakistan and Pakistan Because of Islam"	"We are because of Pakistan and Pakistan Because of Islam" ⁶⁰
89	Page 354	Spelling of "incidnet" is wrong.	Correct spelling: "incident" ⁶⁰
90	Page 364	Spelling of "educaion" is wrong.	Correct spelling: "education" ⁶⁰
91	Page 369 & 373	Spelling of "educaiton" is wrong	Correct spelling: "education" ⁶⁰
92	Page 390	Spelling of "endeavoures" and "manouvoures" is wrong	Correct spellings: "endeavors" and "main errors" ³⁵
93	Page 395	Spelling of "disaulaifiacation" is wrong.	Correct spelling: "disqualification" ³⁵
94	Page 406	Spelling of "attainting" and "fragrence" is wrong	Correct spellings: "attaining" and "fragrance" ⁶⁰
95	Page 302	Let us empower our people with the power of pen. In this line lies the secret of our survival and success."	Let us empower our people with the power of the pen. In this line lies the secret of our survival and success" ⁶⁰
Error Category No. 4 "Historical Factual Errors"			
S. No	Page No	Original statement	Correct version
96	Page 15	Iqbal Presidential address 1930 statement is incomplete	Iqbal Demand for Self-government within the British Empire or without the British Empire, in the missing part in original statement ⁴³

97	Page 29	At the beginning of the eighth century, India was divided into two parts: Hindu India and Muslim India	At that time, Christians and other communities also existed in India ⁶¹
98	Page 52	The land of Hazara is a strange kind of land. Whenever they attacked, they only targeted Syeds	It is wrong to hold a specific area or community responsible in this way ⁶²
99	Page 54	British captured Delhi on 14 th September 1857	British captured Delhi on 20 th September 1857 ³⁵
100	Page 57	During the War of Independence 1857, the Hindus did not support the Muslims	Collectively fight by Indians as Hindu, Muslims etc. ³⁵
101	Page 120	The Title of Quaid e Azam was given to Muhammad Ali Jinah by Mian Feroz Ul Din	The Title of Quaid E Azam was used first time by Molve Mazhar ul Din for Muhammad Ali Jinah in December 1938 before Pathna Muslim League session
102	Page 131	Luknow Pact provisions are listed, but the main provision is missing	The main provision was that Congress accepted the Muslim League as a political party ³⁹
103	Page 154	Simon commission was formed by Prime Minister Lord Birkenhead.	Lord Birkenhead was Secretary of State for India. The Prime Minister was Stanley Baldwin ⁴¹
104	Page 156	Missing of the main point in Simon Proposal	Missing point : Introduce "Separate Electorate System" ⁴¹
105	Page 158	The All Parties Conference for formal approval was held in Delhi in December 1928	It was held in Calcutta ⁴⁴
106	Page 188	The Cabinet Mission Plan held a conference in Shimla from 5 May to 22 May 1946	It's actually name was Tri-Parties Conference 1946 ⁴²
107	Page 189	The Cabinet Mission Plan had a long term plan and a short-term plan	It had one long-term plan and an interim government plan, there is no mention as short term plan in original text. The plan categories the state in groups under long term plan and describe the interim government such as Short Term plan but this name were not include in original text ⁴²
108	Page 221	Lord Curzon adopted the Forward Policy regarding the Indian border	Lord Curzon adopted peaceful & Co-Existence policy against Afghanistan ⁴⁹
109	Page 233	In 1946, Quaid-e-Azam and Fatima Jinnah were weighed against gold and silver in Baluchistan	The tour was in 1943. Quaid-e-Azam was weighed against silver. There is no record of Fatima Jinnah being weighed ⁴⁹
110	Page 302	The talk of breaking up Pakistan was in 1947 is incorrect sentence	Pakistan was established in 1947 ⁴⁹

111	Page 364	Seek knowledge from the cradle to the grave" is a Hadith	It is not a Hadith of Prophet Muhammad ⁶⁴
112	Page 378	Pandit Nehru's sister is Lakshmi Pandit	Her name is Vijay Lakshmi Pandit ⁵⁴
113	Page 384	Kashmiris call UNO "you No"	They call it "you know" ⁵⁹
114	Page 398	US Vice President Henry Kissinger visited China	Henry Kissinger was National Security Advisor visited China ³⁸

Error Category No. 5 "Statistical & Geographical Errors"

S. No	Page No	Original statement	Correct version `
115	Page 55	More than 7000 British soldiers were killed in war of independence 1857 in India	It was round about 5000 to 6000 ³⁸
116	Page 105	Seventy thousand Muslims migrated to Afghanistan in Hijrat Movement	It was 18,000 to 25,000 people migrated to Afghanistan ⁴³
117	Page 110	The total area of Bengal was 248,120 square kilometers	The total area was approximately 189,000 square kilometers ⁴⁴
118	Page 125	Congress formed governments in nine out of eleven provinces	Congress formed governments in seven provinces and a coalition in one more, totaling eight provinces ⁴⁴
119	Page 192	Hindu Congress leaders decided on 2 September 1946 to join the Interim Government of India	It was the decision of All India National Congress not Hindu Congress ¹⁴⁴
120	Page 192	The Muslim League announced on 16 October 1946 to join the Interim Government of India	The Muslim League announced on 13 October 1946 to join the Interim Government of India and joined it on 26 October 1946 ⁴²
121	Page 196	Lord Mountbatten prepared the plan and left for London on 18 May 1947. He returned to India on 30 May 1947	He reached London on 18 May 1947 and reached India on 31 May 1947 ⁴⁴
122	Page 200	84 representatives participated in the first meeting of the Indian National Congress	There were 72 representatives ⁴⁴
123	Page 203	Congress formed ministries in nine out of eleven provinces	Congress formed ministries initially in seven provinces and later one more coalition government in NWFP totally eight Provinces ⁴⁴
124	Page 204	At independence, the total amount in the Reserve Bank was 220 crores	The total amount was 400 crores ⁴⁸
125	Page 210	Pakistan's share was 55 crores. The Hindus paid 20 crores and withheld the rest	Pakistan's share was 75 crores. The Indian government paid 70 crores and withheld 5 crores ⁴⁸
126	Page 210	In India there were 560 princely states before partition	There were 565 princely states, 13 joined Pakistan and 552 joined India ⁴⁹
127	Page 211	India stopped the water on 1 April 1948 without prior notice	There was an agreement that Pakistan would make its own water arrangements by 31 March 1948 ⁴⁸

128	Page 212	The distance between East and West Pakistan is 1500 kilometers	The distance is approximately 1,600 kilometers ⁶⁶
129	Page 214	Pakistan's share was 55 crores and only 20 crores were paid	Pakistan's share was 75 crores and 70 crores were paid ⁴⁸
130	Page 216	Quaid e Azam served as Governor General for one year and twentyeight days	He served for one year and twentynine days ⁴⁹
131	Page 217	Quaid e Azam height was 1.9 meters	His height was 1.78 meters, i.e., 5 feet 10 inches ⁴⁹
132	Page 228	Sindh remained under the Abbasids for almost three centuries.	Sindh remained under the Umayyads and Abbasids from 712 to 854 AD, about 142 years ⁶¹
133	Page 229	All India Muslim League was established in 1906 and its first session was held in Karachi in 1907	Its first "Annual" session was held in Karachi in 1907 ⁴²
134	Page 229	In 1938, the Sindh Muslim League passed the resolution of Abdullah Haroon regarding the demanding independence	The resolution was moved by Abdul Majid Sindhi and the conference was presided over by Liaquat Ali Khan ⁴²
135	Page 229	The Muslim League won all seats and defeated Hindus and Pandits	The Muslim League won 33 out of 35 Muslim reserved seats. The elections were for Muslim seats only ⁴²
136	Page 298	Women are 52% and men are 48% of Pakistan's population.	Women are 49% and men are 51% ⁶⁷
137	Page 330	ECO member countries' total area is six million square kilometers	The total area is eight million square kilometers ⁵⁶
138	Page 331	D-8 members are Iran, Pakistan, Turkey, Bangladesh, Indonesia, Egypt, and Nigeria	D-8 members are Iran, Pakistan, Turkey, Bangladesh, Indonesia, Egypt, Nigeria, and Malaysia is not included ⁵⁶
139	Page 353	Distance between Pakistan and USA is six thousand kilometers	The distance is eleven thousand kilometers round about ⁴³
140	Page 376	Total area of Kashmir is 145,943 square kilometers	Total area is 222,236 square kilometers ⁵⁹
141	Page 393	Elections were held in June 1955 and 80 seats were allocated	Elections were held on 21 June 1955 for 72 out of 80 seats ³¹
142	Page 395	Forty thousand democrats made Ayub Khan President	80,000 Basic Democrats elected him ²⁹
143	Page 395	28 people were arrested in the Agartala case in 1962	35 people were arrested in January 1968 ²⁹
144	Page 397	Distance between East and West Pakistan was 1,500 kilometers	Distance between East and West Pakistan was 1600 kilometers ⁶⁶
145	Page 376	First Islamic government in Kashmir was established in 1346	It was established in 1339 by Sultan Shams-ud-Din Shah Mir ⁶⁹

FINDINGS

The findings reveal that the book contains a substantial number of errors across multiple categories. The presence of 145 identified errors raises severe concerns regarding its academic reliability, strongly supporting existing literature on textbook evaluation. The book needs greater accuracy and objectivity in Pakistan Studies literature and the present study definitively confirms many of these concerns. Due to the high volume of errors, the book fails to fulfill fundamental academic requirements. It is clear that the text urgently requires a comprehensive, professional proofreading overhaul to fix the pervasive grammatical flaws, formatting, constitutional provision errors, Statistical & geographical errors, historical, factual, chronological dates errors and structural issues embedded throughout its chapters. Despite all the above error, the book under review has a wide circulation among the students and academia. The author is well known among the students. However, if the suggested corrections are incorporated in the book, it can become an authentic source in the existing body of knowledge.

CONCLUSION

This study set out to identify, classify and systematically evaluate the factual, constitutional, chronological, statistical and linguistic errors embedded in the book *Pakistan Studies & Pakistan Affairs*, while assessing their broader implications for academic integrity. Through a thorough comparative analysis against authoritative constitutional texts and pre-reviewed historical literature, all the errors were documented. The largest concentrations of errors were found within chronological timelines and constitutional provisions, which are the core pillars of Pakistan Studies historiography. While these pervasively distributed errors compromise the book's standing as an error-free resource, they do not entirely diminish its educational merit.

As mentioned earlier, the book has been quite popular among the students, yet, to safeguard the academic performance of students especially competitive exam aspirants who are penalized for inaccurate factual input the book requires an immediate, professional and comprehensive editorial overhaul. Until a revised, fact checked edition is published, the book remains a useful secondary guide that must be approached with analytical caution and external verification.

IMPLICATIONS OF STUDY

The findings of this research carry significant implications for students, teachers, researchers, publishers, curriculum developers, and educational policymakers:

- For students the study, inaccurate information may lead to deep-seated misconceptions regarding Pakistan's history, constitutional development, political institutions and national identity. Such errors directly threaten academic performance, particularly in competitive examinations where factual accuracy is strictly required.
- For teachers the study highlights the critical importance of evaluating textbooks analytically rather than accepting printed content without verification. Instructors should actively consult secondary scholarly sources when teaching historical and constitutional modules.
- For publishers the findings emphasize the absolute necessity of implementing rigorous editorial and peer-review mechanisms before printing educational materials. Textbooks must undergo comprehensive fact-checking by qualified subject specialists.

- For curriculum developers and policymakers the study demonstrates the urgent need to establish regular, institutionalized textbook evaluation procedures to safeguard educational quality and factual truth.
- For researchers this study provides a replicable methodological framework that can be successfully applied to the evaluation of other contemporary Pakistan Studies textbooks and related educational materials.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations are proposed:

- Textbooks must undergo comprehensive fact-checking by qualified subject specialists in history, constitutional law and linguistics.
- All historical dates, figures, events and political developments must be verified using authentic historical sources and archival records.
- Constitutional information should be verified line-by-line against official constitutional documents and legislative records.
- Data regarding populations, geography and economic metrics must be updated using official government publications, census data, and reliable global databases.
- A meticulous editorial sweep must be conducted by professional proofreaders to eliminate all spelling, grammatical and typographical errors.
- Educational institutions should actively encourage students to consult multiple academic resources rather than relying entirely on a single textbook.
- Regular textbook evaluation processes should be formalized by state educational authorities to permanently maintain academic quality control.

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