Journal of Development and Social Sciences
www.jdss.org.pk

RESEARCH PAPER

Analysis of Examination Papers in Discipline of Islamic Studies Conducted by Board of Intermediate and Secondary Education Karachi

¹Dr. Atif Aftab*   ²Dr. Muhammad Bilal Usmani ³ Dr. Syed M. Arsalan Shoeby

1. HoD/Assistant Professor, Department of Social Sciences, Hamdard University Karachi, Sindh, Pakistan
2. Assistant Professor, Humanities Department, NED University of Engineering and Technology, Karachi, Sindh, Pakistan
3. Assistant Professor, Faculty of Social Sciences & Humanities Metropolitan University Karachi, Sindh, Pakistan

PAPER INFO	ABSTRACT
	Islamic Studies as a vital discipline at secondary and higher secondary level generally focus on the fundamental beliefs of Islam, teachings of Quran, Sunnah, and Hadith. The examining body at Intermediate and Secondary level is Board of Secondary and Intermediate Education, Karachi. There is an immediate need to analyze the examination papers of Islamic Studies conducted by Board of Intermediate and Secondary Education, Karachi. It is a continuous process. The specific objectives of the study were to analyze the examination papers of Islamic Studies in light of the educational objectives of the Bloom's Taxonomy.A check list was developed. It was found that in multiple choice questions (objective items) generally knowledge domain was assessed in the examination papers of Islamic Studies. In subjective component (short answer questions and long questions) comprehension and application domains are assessed. The higher abilities, like, analysis, synthesis, and evaluation are generally ignored. It is therefore recommend that attention will be made to focus on all cognitive domains along with the prescribed guidelines given by curriculum authorities.

Introduction

In Pakistan, it's compulsory for all scholars till to learn about Islamic Studies up to secondary level, as an obligatory subject. In the authority's area and personal sector, secondary institutions provide education to the adolescence of the use to perform services in all fields of life. To deal with the extraordinary elements of real life, pupils are demanded to be empowered, as an outcome it is demanded that the classification improvement of this situation is performed at all situations. Since 1947, Pakistan has produced six academic policy reports. These are;

1. Educational Conference, 1947.

2. Commission on National Education, 1959.

3. New Educational Policy, 1969.

4. National Education Policy, 1972 and

5. Educational Policy, 1978

6.   Public training Policy 1998-2010. (Muzaffar, et.al. 2020)

In Pakistan's education policy (1998-2010), key factors and targets on Islamic research mentor-ship point out that "education and training" ought to permit the residents of Pakistan to persuade their lives harmonious with the training of Islam as laid down within-side the Qur'an and Sunnah and to instruct and educate them as an actual rehearsing Muslim". To produce an intertwined device of public schooling through bringing Islamic coaching and ultramodern establishments nearer to every other in classification and contents of education, Nazira Qur'an has been introduced as a mandatory factor from grade 1-8 while at secondary stage recitation of the Holy verses from the Holy Qur'an will be made obligatory (Pakistan's National Education Policy1998-2010).

Objectives of teaching Islamic studies in curriculum of National policy 2006

In conjunction for personality building purpose, an overview of the National Curriculum document of Islamiyat for grade IX - X (2006) mentioned its goals as;

- Proclamation of foundation beliefs of Islam in minds and hearts of the scholars, getting to know and recitation of Holy Quran.
- Understanding and enforcing upon the teachings of Quran and Sunnah.
- Awareness related to the complete lifestyle of Holy Prophet (SAW), giving importance to his Sunnah and Hadiths and also preaching it to the others.
- Characterizing the virtues such as equality, patience, justice, truthfulness, sincerity, preserving promise, punctuality, and carrier to humanity, unity, piousness, simplicity, moderateness.
- Awareness about and carrying out rights and responsibilities as a perfect Muslim, understanding the ideology of Pakistan to play his function as training Muslim and patriotic Pakistani.

Comprehensive and instructional study of the heritage of the Islamic education gadget refers to in-depth study of elements that have led and nonetheless holds the elements for structuring a robust machine of education in Pakistan. Islam, as a religion, encompasses the summation of Muslim lifestyles that gathers its alleviation from the Qur'an and Sunnah. In order to deliver it home to ultramodern mind, Islam, as similar, with all its reflections, via its abecedarian principles, on the Islamic gospel of existence that states the socioeconomic, political, philosophical and moral foundations, has been bandied in detail. Since, these factors of lifestyles are completely expressed in the testimony of Pakistan and continue to be a sturdy dwelling force in our country (Tirmidhi A.D. 884)

Examination System in Pakistan

Pakistan education system comprises of three degree of Education, that is, Primary, Elementary and Secondary Education. Secondary training begins from grade IX, which leads to grade X. Afterwards Higher Secondary Education consists of grade XI and XII. Official certificates are awarded through Board of Intermediate and Secondary Education at the completion of both the levels of Secondary and Higher Secondary Education. This permits the scholars to take admission in establishments to whole grade XI and XII. Upon completion of these classes, former pupils are once more wanted to take a check which is also administered by way of the native board. When efficaciously performed the examination, scholars are awarded with Advanced Secondary School Certificate. This function of schooling is known as F.A/F.SC. During these instructions pupils have a desire of deciding on the relative area from the options of medical, engineering, social sciences, commerce etc. The coverage of 2006 is taken into account to be one among the important comprehensive archives developed inside the history of Pakistan. It highlights the norms, marks and

capabilities for all the topics tutored at extraordinary grades. Examination has an essential section in forming scholars' performance. These are also used to decide whether or not a student is to pass to the antedating position or now not (Borghouts, Slingerlands, & Haerens, 2017). To ensure a precise standard-setting position, governments around the world are the use of exterior examination systems to check lecturers for the next function in education. Despite its numerous benefits, exterior examinations are blamed for merchandising examination acquainted methodologies. (Islam, 2016; Kirkpatrick & Zang, 2014). Hence, if the examination promotes low order literacy (i.e., remembering, appreciation or applying) or excessive order literacy (i.e., analysis, evaluation, and creation), preceptors and pupils would also emphasize on low or high-order literacy independently. Likewise, if certain motifs are constantly repeated or omitted within the examinations, preceptors and pupils would additionally prioritize or pass by these motifs for this reason (Adegoke, 2010; Aworanti, 2011; Kirkpatrick & Zang, 2011, 2014; Kwok, 2004; Rehmani, 2003). In this analysis find out about of examination papers of Islamic research BISE Karachi, blooms taxonomy will be used to take a look at the validity, accuracy and the credibility of the question paper. One of the most important contributors and editor of the Taxonomy, (Krathwohl 2002) states that the concept behind the proposition used to be to produce and change a bank of particulars, to help the schools of a number of universities to measure the same level of education. (Bumen 2007) explored that knowledge, understanding, application; analysis, synthesis, and comparison had been the principal aspects of the original Bloom's taxonomy. The core of taxonomy was to assist the directors, preceptors. Educationists, expert specialist, and experimenters to deal with the issues of Content reviews in a unique manner as nicely as in accordance to the group of thoughts involving the education system. Currently, a revised taxonomy used by using educators has comparable elements such as "remember", "understand", "apply", "analyze", "evaluate", "create". Revised elements of Bloom (2001) may additionally be helpful to estimate a thorough appreciation of scholars' know-how according to the unique instructional goals. Two tiers of objectives developed by way of Bloom are;

General and Specific Objectives

- General goals may also be taken from the country's public schooling policy. Although these objectives are noted as open-concluded statements, become aware of expected effects of literacy however couldn't address evaluation strategies and unique literacy conditions (Oermann & Gaberson, 2006).
- Specific objectives are linked with unique exercising and information. It can be completed at a specific time and named as a short- time period objective. The statements of unique targets are at once linked to expected literacy outcomes and framed according to aimed observable conduct. Generally, these are checked as an explanation of usual objectives. During the guidelines and in daily project planning of units, it is counseled that it is rational to listen on aimed targets that are extra particular and associated to long-continuing results, although it's too time- consuming to cope with and cover. Objectives notably fall into three disciplines or orders that are cognitive, affective, and psycho motor (McMillan, 1997 & Muzaffar, et.al. 2017).

Bloom's Taxonomy

Bloom and associates allotted targets in the following divisions

    a)   Cognitive

    b)   Affective

c)   Psycho motor

Cognitive goals are related with the reflections, data, principles, and achievement of ideas. These are linked with the recalling and cognizance of understanding as properly as experimental and cerebral proficiency. (Noble 2004) stated that all emotional postures, Interests, responses, behaviors, come below an affective area. While the objectives which are associated with mental and psycho motor attributes of scholars gain capabilities by means of negotiating distinctive tasks. Bloom expressed this domain in 1956 which is concluded from easy to complex logic, related to an individual's idea and generally, it is developing of data, knowledge and understanding. This domain of literacy has six conditions which are compactly listed below;

Knowledge - This is the lowest stage of objectives in Bloom's taxonomy. Example, if a faculty instructor grants a lecture related to Islamic studies and the she faces some questions related to contents that have been taught in the preceding type (Orlich 2007).

Comprehension - It is classed as the understanding stage of the learner. It is no longer in reality a stage of rote literacy however at this level, the novices remember and portrays expertise in their personal words and understanding. For example, if a learner describes a paragraph with a complete understanding of its meaning in his very own words, absolutely means that the skill of comprehension is developed (Orlich 2007).

Application - It is the application of former understanding in accordance with the state of affairs which we formed in the classroom. Learners' abstract good judgment is shaped at the software degree (Bloom, 1956).

Analysis - This is an excessive level skill. Data and information are broken into parts in analysis degree and establishes connections, filter applicable and irrelevant material, and go with all important points. In the analysis, connections are installed amongst different components, guidelines and events.

Synthesis - to produce new things, structure the understanding and creativity are concerned in the synthesis. The student builds his grasp through his intellectual abilities and shapes new things.

Evaluation - This stage exam the ability of the learner to use his previous understanding to make judgment about the statistics received. High stage of thinking is involved in evaluation.

Bloom's level of literacy is also used through many exam setters to set the marks for the questions in the paper, according to the stage of taxonomy. Similarly, many curriculum builders additionally make use of Bloom's level of literacy to set the dreams and aims of the chosen matters in the syllabus for the students at each degree of education. If the ambitions and desires are of low stage order that potential the educating policies were now not utilized appropriately. Usually, teaching aims and assessment paper are in alignment with every other, nonetheless if examination paper incorporates low stage order questions then this will end result as the failure to meet the tutorial desires (Hughes, 2007; Kirkpatrick & Zang, 2011; I, 2004; Muzaffar & Javaid, 2018). Similar situation can be seen in Pakistan, as many researchers have been performed which condemned the secondary and higher secondary examination in Pakistan, as noted by means of Rehmani (2003) in his research. He also recommended that the important reason of assessment is to recommend the instructing objectives and goals. Still the general practices of public area BISEs do no longer cater to the want of literacy policies required by the educational standard and goals. In 2014, Aftab et al claimed that Public examinations are putting a lot of stress on students to take

private training in order to pass the examination. Moreover, he said that students are targeted on to gaining knowledge of the repeated principles solely as promoted by using the non-public training centers. This shows that examination insurance policies are now not implemented proper at BISE when setting the exam paper. In the find out about of Interrogating validity and reliability of examination, Rehmani 2003 counseled that examination does now not fill in the curriculum and precise take a look at gadgets are continuously repeated in the exam paper. Although these claims are no longer grounded on exploration made for evaluation of examination papers and are rather the grasp of unique stakeholders. This is why modern-day exploration is primarily based on investigating the examination papers of one-of-a-kind years BISEs to present the empirical evidence for farther argumentation and conduct. Though there has been an evaluation on the assessment device of BISE, veritably many methodical and understanding exploration can be plant to decide the fine of examination conducted by means of BISE and the have an impact on of these examination on the scholars' gaining knowledge of and preceptors' tutoring at the relative seminaries.

Material and Methods

This exploration was conducted to analyses the Islamic Studies Question paper Karachi BISE at secondary level. In this lookup paper, all the question paper items had been in my view analyzed in context of Bloom's taxonomy, in order to check the validity and reliability of the question paper. This used to be to study that whether Karachi BISE query papers are used to have a look at the scholars in accordance to the national curriculum of Islamic Studies issued through the Educational authorities

For this purpose, a self-made listing of six stages of Bloom's taxonomy was used to check each question paper item in opposition to it. Four years' paper (2016-2019) have been chosen and compared with each other to see if the sample of question paper is designed efficaciously to check the college students at all stages of Bloom's taxonomy, and if the paper included the entire syllabus cautioned by way of the National Curriculum 2006 of Islamic Studies. In this lookup paper, Qualitative approach was used to habits the study.

Population and Sample

The population of the find out about contains of all proceeding past query papers of Islamic studies. Sample of the study used to be Islamic studies' BISE Karachi question papers (2016 - 2019) of crew I of grade X.

Instrumentation, Data Collection and Evaluation Procedure

This lookup is qualitative in nature, and was finished via document evaluation method. Using the Bloom's Taxonomy in reference to the cognitive domain theory, it used to be assessed at secondary stage question papers (2016 - 2019) crew I of X class. Question papers (2016 - 2019) of group- I of Islamic studies of grade X had been taken as the instrumentation and information collection for this research. A self-developed checklist was once prepared and administered comprising of the subjects such as ideology, mercy on youngsters, respect for elders, justice, honesty, fairness, courtesy, experience of responsibility, carrier and welfare of mankind, patience, faithfulness, jihad and migration. For this unique purpose, the targets and goals were enlightened with the curriculum. Research articles, dissertation, thesis textbooks, and grade X question papers (2016 - 2019) of Group- I and all different accessible documentation of Islamic studies had been taken into account for the collection of the records in this research.

Results and Discussion

In this exploration, every item of question paper (2016 - 2019) of group I of Islamic studies of grade X was measured through the researcher, in context of Bloom's Taxonomy. Four years past Question papers (2016-2019) of group I of Karachi BISE had been entirely used to measure the students' capabilities in both goal and subjective questions of the query paper. Bloom's taxonomy was once used facet by means of facet to analyze and to measure the validity & reliability of question paper items.

Table 1
Analysis of MCQs of Question papers (2016 - 2019)

Year	Knowledge	Comprehension	Application	Total
2016	100%	-	-	100%
2017	100%	-	-	100%
2018	100%	-	-	100%
2019	100%	-	-	100%

In Table 1, overall percentage of MCQs of past papers (2016- 2019) had been shown. It can be located from the table that 100% of the objects belonged to the understanding capability of the cognitive area of Bloom's taxonomy in all the selected papers. Moreover, the MCQs that were look at in the question papers did now not cover the whole syllabus cautioned by way of the National Curriculum of Islamic Studies as all the questions asked the fundamental definitions and questions that demanded the scholars to rote the studying material. Abilities such as comprehension and Application have been now not at all examined with the aid of the query papers of any selected year. Questions principally centered on the inspecting the remembrance capacity of the students. Most of the MCQs had been repeated every year and had been not even rephrased to give a difficult environment for the student. The picks given for the MCQs have been no longer listed as according to the regulations of making MCQs, as no numbering or applicable ordering was once given to the options. Mostly they were set in such a way that they demanded the college students to recall of content and now not use of knowledge. Questions have been instead given as open ended statements as an alternative of suited forming of a question which decreased the stage of difficulty for even a gradual learner. The objective part of the paper used to be now not orderly fashioned from effortless to challenge level, as in accordance to the paper making policies given in the National curriculum 2006.

Table 2
Analysis of Short Questions of Question papers (2016 - 2019)

Year	K	C	AP	AN	SY	E	Total
2016	63%	18.5%	18.5%	-	-	-	100%
2017	63%	37%	-	-	-	-	100%
2018	50%	50%	-	-	-	-	100%
2019	44%	19%	37%	-	-	-	100%

In table 2, typical proportion of short questions of previous papers (2016-2019) is shown. In 2016, 63% of the paper had been based totally on expertise degree of bloom's taxonomy, whereas 18.5% belonged to comprehension degree and 18.5% belonged to application level. Mostly questions requested the students to translate or reply the "what" Scenarios. No query assessed the potential of analysis, synthesis or assessment of the students. In Islamic studies paper (2017), paper was belonged to 63% of expertise based

questions and 37**%** of comprehension assessing questions. Paper did no longer even meet to check the software capability of the students. Similarly, in paper of 2018, paper was once equally disbursed amongst knowledge and comprehension based questions only. In the paper of (2019), 44**%** of the paper was once in a position to assess the know-how of the students, 19**%** of the paper was once comprehension based totally and 37**%** of paper examined the utility potential of the student. In light of National Curriculum of Islamic Studies, capabilities that are described as 'application', 'analysis', 'synthesis', 'evaluation' had been highly neglected when putting the paper. Moreover, most of the questions were repeated in these four years, which portrays that same question bank has been used persistently over variety of years. This would allow students to rote the repeated contents and omit the examination easily, therefore lowering the reliability of the examination paper. Later in 12 months 2018 and 2019, exam setter seemed to focal point extra on translation and interpretation of Arabic Verses, which expanded the weight age for comprehension stage questions of the paper.

Table 3
Analysis of Long Questions of Question papers (2016 - 2019)

Year	K	C	AP	AN	SY	E	Total
2016	-	43**%**	57**%**	-	-	-	100**%**
2017	-	43**%**	57**%**	-	-	-	100**%**
2018	20**%**	-	80**%**	-	-	-	100**%**
2019	40**%**	-	60**%**	-	-	-	100**%**

In table 3, typical proportion of long questions of past papers (2016-2019) is shown. In paper (2016), 43**%** of the questions belonged to comprehension level of Bloom's taxonomy and 57**%** of the questions have been utility based. Same proportion was assign to the paper of 2017. Format for the paper (2018 & 2019) for long questions was modified and now papers in each year were divided amongst expertise and software degree based totally questions. In paper 2018, 20**%** of the questions belonged to understanding degree and final 80**%** assessed application ability of the students. In paper 2018, 40**%** of the questions belonged to information level and final 60**%** assessed utility ability of the students. It used to be discovered that the focal point was once given to translation and interpretation of Arabic text. This was a mere repetition of the questions which have been already examined in the quick question section, as they tested the same capability of the college students repeatedly, simply with the more marks assigned to the questions in this section. Remaining questions seemed to be assessing the recalling capability of the college students alternatively than testing their application, analysis, synthesis, and assessment abilities. All the questions began with the term, 'translate', 'interpret, 'what', 'explain', and 'state', which significantly neglected the evaluation of the later degrees of the Bloom's taxonomy as noted in National Curriculum 2006 of Islamic Studies. None of the questions assessed the high order competencies of the students. Moreover, questions have been confined to a very few parts of the syllabus and did now not cover the whole syllabus as mentioned in the National Curriculum 2006.

Discussion

How far the BISE Islamic studies question papers (2016-2019) of team I, classification X, completely assess the cognitive stages expressed in the National curriculum of Islamic Studies?

The key objective of this research paper was once to study and analyze the Islamic Studies past papers (2016-2019) at the secondary level. The end result of the exploration showed that student's software capability used to be hardly ever assessed and potential to analyze, synthesis and consider had been now not tested at all. The skills that are stated in the National Curriculum of Islamic Studies had been fantastically ignored. Most of the exam items revolved round the 'knowledge' and 'comprehension' abilities in the brief questions and only 'knowledge' capability was assessed in MCQs. Little attention used to be given to take a look at the ability of 'application' of college students in the long questions. MCQs were no longer chosen from the whole syllabus and have been ordinarily repeated. The find out about is supported via Rehmani (2003) who counseled that examinations do no longer fill in the curriculum, and precise check items are continuously repeated in the exam paper. Different verbs were not used to form the questions, most of the questions started with 'what', 'which', and 'why'.

What are the mistakes and omissions in Islamic research question papers (2016-2019) at the secondary level?

It can be effortlessly observed from the outcomes of the find out about that the only low stage order questions were assessed in the examination paper and high order abilities of the college students have been now not examined, in reference to the cognitive area of Bloom's Taxonomy. Papers (2016 - 2019) have been not balanced in context of the division of the questions in accordance with the six tiers of Bloom's taxonomy. All the questions were now not in a position to examine the entire syllabus of the curriculum as advised by the BISE. Most of the questions asked the college students to recall the ideas and write them as it used to be given in the textbooks, little did they have been able to assess the students' capability to analyze, synthesis or evaluate critically. Questions were phrased with the similar verbs in all the sections of the paper, which made it hard to differentiate the quick questions from the long questions. This made it hard and indistinct for the student to be able to reply the questions as they have to be harassed to differentiate the nature of the questions. This does no longer comply with the guidelines of making take a look at items as per the directions of National Curriculum 2006. Repetition of questions in MCQs and brief questions over the years was once inevitable, which improved the chances of college students using the rote gaining knowledge of system, subsequently reducing the reliability of the assessment. All the chapters had been no longer included as prescribed directions given by using BISE Karachi as most of the questions have been repeated over the years and belonged to identical chapters. This suggests that exam setter used a confined question bank useful resource when placing the paper. Subjective section of the papers (2016-2019) appeared to be focusing extra on the translation and interpretation of the text, as two out of four questions had been of translation in the long query part and in the same paper when 'translation' question used to be additionally assessed in the brief query section. This used to be a massive error, as 5 questions have been set to assess the equal ability of the college students over and over, in the identical paper. These questions ought to be used to examine other capabilities of the college students and more syllabus could be covered inside the same examination paper.

Therefore, findings of the find out about suggest that students' excessive order competencies of cognitive domain had been not accessed via the query paper of BISE at secondary level.

Conclusion and Recommendations

As the end result of this research papers really states that solely low level abilities of cognitive domain have been assessed in the question papers (2016 - 2019) of BISE Karachi at secondary level, following suggestions were made:

1. In order to help the examination setter to choose the check items, excessive order questioning goals ought to be noted in the textbooks so that a balance can be maintained when placing the exam paper and there is a progression of difficulty stage amongst the questions. This would enable the examination papers to be in accordance with the National Curriculum prescribed by Board of Intermediate and Secondary Education.

2. Exam paper items that are chosen ought to be in accordance with the objectives of National Curriculum. It has to encompass all cognitive levels to examine the college students fairly.

3. BISE and Secondary Education paper setter ought to be careful whilst writing the paper and they need to be conscious of the Bloom's taxonomy of cognitive area and basic take a look at object construction rules referred to in National Curriculum.

4. Paper setter must include both low and high order thinking questions in the examination paper so that it is a properly balanced paper in phrases of the weight age assigned to each cognitive ability.

5. Questions financial institution have to be revised each year, so that repetition of the questions would now not be made in the preceding year and the rote gaining knowledge of would no longer be promoted among students.

6. Different verbs must be used to phrase the questions in the examination paper, which would make it simpler for the students as properly in order to become aware of the cognitive level being assessed.

References

Adelman, C. (2004). *Principal Indicators of Student Academic Histories in Postsecondary Education, 1972-2000.* Washington, D.C.: U.S. Department of Education, Institute of Education Sciences.

Ali**,** H. (2016). Analysis of grade inflation at secondary school level: Case Study of board of intermediate and secondary education Multan. *Pakistan Journal of Social Sciences (PJSS), 36*(3), 110-131

Aftab, A. (2014). Investigating the wash back effect of the Pakistani intermediate English examination. *International Journal of English and Literature, 2*(4), 170-181

Adegoke, M. (2010). A survey of examination: Malpractice among secondary school Students-causes, effects and solutions, *International Review of Education, 53*(4), 439-455

Bumen, N. T. (2007). Effects of the original versus revised Bloom's Taxonomy on Lesson planning skills: A Turkish study among preserves teachers. *International Review of Education, 53*(4), 239-255

Christie, T. & Khushk, A. (2004) Perceived consequences of syllabus innovation in The Pakistan secondary school certificate examination. *Paper presented at third ACEAB Conference. Nadi, Fiji.*

Haerens, L. (2017), Assessment quality and practices in secondary PE in The Netherlands. *Physical Education and Sport Pedagogy, 22* (5), 473-489

Iqbal, M. (2012). Public versus Private Secondary Schools: A qualitative comparison", *Journal of Research and Reflections in Education*, *18* (4), 40-49.

Jimenez, E. (1985), *"Educational Development in Pakistan: The Role of User Charges and Private Education."* Discussion Paper and Education Training Series Report no. EDT16, World Bank, Washington, DC

Jilani, R. (2009), "Problematizing high school certificate exam in Pakistan: A wash back perspective", *The Reading Matrix, 9* (2), 175-183.

Krathwohl, D. R. (2002). A revision of Bloom's taxonomy: *An overview. Theory into Practice, 41*(4), 212-218.

Karim, R. (2011). Facilities of Government & Private Secondary School Teachers of Karachi, Pakistan: A comparative Analysis, *International Journal of Academic Research in Business and Social Sciences*, 32(4), 112-126.

Kuh, G. D. (1999). Unraveling the complexity of the increase in college grades from the mid-1980s to the mid-1990s. *Educational Evaluation and Policy Analysis, 21*(3), 297-320.

McMillan, L. (1997). *An image-based approach to three-dimensional computer graphics* (Unpublished doctoral dissertation). University of North Carolina-Chapel Hill.

Muzaffar, M. Hussain, B. Javaid, M. A. Khan, I. U. & Rahim (2020). Political Awareness in Educational Policies of Pakistan: A Historical Review, *Journal of Political Studies,* 27(1), 257-273

Muzaffar, M. & Javaid, M. A. (2018). Curriculum and Political Socialization: a Case Study of Secondary Schools in Pakistan, Journal of Political Science and International Relations, 4 (2), 21-31

Muzaffar, M. Javaid, M. A. & Sohil, F. (2017). Role of Pakistan Studies in Promoting Political Awareness at Secondary Level in Pakistan, *Bulletin of Education and Research*, 39(3), 57-74

Noble, T. (2004). Integrating the Revised Bloom's Taxonomy with multiple intelligences: a planning tool for curriculum differentiation. *Teachers College Record, 12*(1), 193-211.

Oermann, M. (2013). *Evaluation and testing in nursing education (4th ed.),* Springer Publishers.

Orlich, S. (2004). *Teaching strategies*: A guide to effective instruction (7th ed.). Mifflin

UNESCO. (2005). *Preliminary assessment of the impact of the earthquake on the education system of Pakistan,* Islamabad: UNESCO, Pakistan

Willis, P. (1981). *Learning to labor: How working-class kids get working class jobs*, Columbia University Press; Morningside edition (April 15, 1981)

Zang, Y. (2014), Erratum to: The negative influences of exam-oriented education on Chinese high school students: Backwash from classroom to child. *Language Testing in Asia, 12*(1), 2-20.