

Educational System in Pakistan Practice Test 10

60 original multiple-choice questions for teacher test preparation (FPSC / FGEI / PPSC style). Choose one answer for each question. The full answer key is on the last page — worked explanations for every question are free on the test page at QuaidianPoint.com.

Name: _____ Class: _____ Score: _____ / 60

Out-of-School Children and Access to Learning

Q1. A head teacher finds that several enrolled pupils have not attended for a month. What should be the school's first response?

- (A) Send a formal warning letter to families about future absence and penalties.
- (B) Contact families to find out the reason and offer support to bring the children back.
- (C) Visit families at home immediately to check on the children in person.
- (D) Wait until the end of term, then review the attendance patterns for the year.

Q2. Why do children in remote areas face a particular access problem?

- (A) Remote schools often have larger budgets to cover travel and staffing costs.
- (B) Remote children often prefer distance learning to attending a local school.
- (C) Remote areas usually have more schools per child than urban areas.
- (D) Schools may be far away, with difficult travel and few teachers willing to serve there.

Q3. A family cannot afford uniforms, books, and transport even though tuition is free. What does this show?

- (A) Parents should pay tuition as well, so that schools can cover other costs.
- (B) Uniforms are the main subject taught in school, so their cost matters most.
- (C) Free tuition alone does not remove the full cost of schooling for poor families.
- (D) Free schooling is of no value to poor families, who need income support instead.

Q4. Which measure is most likely to bring never-enrolled girls into school?

- (A) Increasing examination difficulty to raise standards in rural schools.
- (B) Closing small rural schools and moving pupils to larger town schools.
- (C) Community awareness work with parents, plus nearby schools with female staff and basic facilities.
- (D) Making the school day longer so that girls cover more of the syllabus.

Q5. A second-chance programme for adolescents who left school early should focus first on what?

- (A) University entrance preparation for the most able adolescents in the group, before they rebuild basic literacy and numeracy.
- (B) Advanced science topics only, to prepare learners for higher study.
- (C) Repeating the exact grade the learner left, from the same textbooks.
- (D) Foundational reading, writing, and numeracy, plus a route back into formal schooling or training.

Q6. Why is early childhood education relevant to later enrolment and retention?

- (A) Children who start learning early arrive at primary school better prepared and more likely to stay.
- (B) Early education replaces primary school for children who attend it.
- (C) Young children learn best without any structure or adult guidance.
- (D) Early education is only for urban families with access to nurseries and preschools.

Q7. A district offers a midday meal at school. How could this affect enrolment?

- (A) It replaces the need for teachers, as pupils attend mainly for food and leave once the meal is finished each day.
- (B) It guarantees high examination scores by improving concentration.
- (C) It shortens the school day, as pupils leave after the meal.
- (D) It lowers the cost of attendance for poor families and gives parents a reason to send children daily.

Q8. What is meant by net enrolment in primary education?

- (A) The total number of schools in a district, divided by its population and the number of teachers available there.
- (B) The share of adults who completed primary school in the district.
- (C) The number of teachers per school in the primary sector.
- (D) The share of children of official primary age who are actually enrolled in primary school.

Q9. Why can gross enrolment exceed one hundred percent in some systems?

- (A) It counts schools twice by mistake in national statistics.
- (B) It includes children from other countries only, not local pupils, so totals are inflated by cross-border enrolment.
- (C) It counts all enrolled pupils, including over-age and under-age children, against the official age group.
- (D) It measures adult literacy instead of primary school enrolment.

Q10. A school introduces a bridge course for out-of-school children. What is its purpose?

- (A) To give extra tuition in literacy and numeracy to children who are already in regular classes.
- (B) To provide short vocational training for older out-of-school children seeking work.
- (C) To prepare out-of-school children for admission to a separate non-formal programme.
- (D) To help returning children catch up to the level of their age group before joining regular classes.

Q11. Which factor most often causes girls to leave school at secondary level?

- (A) Girls' examination results at primary level and their academic ability.
- (B) A lack of interest in secondary subjects among adolescent girls.
- (C) Early marriage, domestic work, safety concerns, and cost pressures together.
- (D) Secondary schools being too close to home, so travel is easy.

Q12. A community school committee helps track absent children. Why is this useful?

- (A) Local members know families and can follow up quickly when a child stops attending.
- (B) Committees replace the need for teachers in community schools, by organising lessons and marking work.
- (C) Committees set the national curriculum for local schools.
- (D) Committees conduct board examinations for pupils in the area.

Q13. What is the most serious consequence of high repetition rates in early grades?

- (A) Teachers gain more experience from teaching repeated classes.
- (B) Schools receive more funding automatically for larger classes.
- (C) Over-age classes, overcrowding, and a higher risk that struggling pupils eventually drop out.
- (D) Pupils learn the same content more deeply by repeating the grade, with the same teacher and the same textbooks.

Q14. A literacy centre uses learners' own documents, such as health cards and bills, as reading material. Why is this effective?

- (A) Official documents are easier than textbooks for new readers.
- (B) Learners need no teacher guidance with documents they already own.
- (C) Learners practise skills they actually need, which keeps learning relevant and motivating.
- (D) Health cards teach all school subjects, including science and history, as they contain information.

Q15. Which approach best supports literacy among adults who cannot attend regular classes?

- (A) Community-based sessions at flexible times, using local facilitators and practical materials.
- (B) Evening classes in a distant town centre, taught only from standard textbooks.
- (C) Sending printed workbooks home, with a facilitator visiting only occasionally.
- (D) Literacy tests at a central centre before adults can join any class.

Quality, Financing and Governance

Q16. A government wants more children to stay in school and gain employable skills. Why should it also expand quality primary education?

- (A) Primary education is unrelated to later skills and employment.
- (B) Secondary training can replace primary learning for older pupils, by teaching basic skills alongside vocational subjects.
- (C) Weak foundations in reading and numeracy limit what later schooling and training can achieve.
- (D) Employers do not value basic literacy when they recruit workers.

Q17. What is a central challenge in funding public education fairly?

- (A) Deciding school uniform colours and dress codes for pupils, and setting rules for appearance in every school.
- (B) Counting the number of schools in each district accurately.
- (C) Setting the length of holidays in the school calendar.
- (D) Ensuring that schools in poor and remote areas receive enough trained teachers and resources.

Q18. Why might a school with good examination results still have weak learning quality?

- (A) Examination results always measure understanding, not just recall.
- (B) Good results prove that teaching is excellent in every subject.
- (C) Memorisation is the same as understanding in most subjects.
- (D) Results may reflect memorisation and test preparation rather than deep understanding.

Q19. Which classroom practice most directly supports learning quality?

- (A) Teachers covering the syllabus as fast as possible each term.
- (B) Teachers giving only final examinations at the end of the year, without any tests or feedback during the term.
- (C) Teachers checking understanding during lessons and adjusting teaching when pupils are confused.
- (D) Teachers reading aloud from the textbook all lesson, every day.

Q20. A province introduces teacher performance checks. What makes such checks fair?

- (A) Clear criteria, classroom observation, support for improvement, and attention to context.
- (B) Checking only examination results, without classroom evidence.
- (C) Announcing results publicly without evidence or discussion.
- (D) Using a single surprise visit as the whole judgement of a teacher, without any other classroom evidence or discussion.

Q21. Why is school leadership important for learning quality?

- (A) Head teachers set expectations, support teachers, monitor attendance, and manage resources.
- (B) Head teachers only handle admissions and school records.
- (C) Leadership has no effect on classrooms or pupil learning.
- (D) Head teachers teach every subject themselves in the school, from primary classes through to the final year.

Q22. A district spends most of its budget on salaries and little on materials or training. What quality risk follows?

- (A) Salaries alone guarantee good teaching, regardless of materials, training or classroom support for teachers.
- (B) Teachers may work without books, equipment, or professional development to improve practice.
- (C) Materials are unimportant if teachers are paid a good salary.
- (D) Training is needed only for new teachers, not experienced staff.

Q23. What does decentralisation in education governance usually mean?

- (A) Removing all national standards and central curriculum guidance.
- (B) Giving provinces, districts, or schools greater responsibility for decisions and management.
- (C) Closing provincial education departments and centralising control, so all decisions are made at national level.
- (D) Giving every school the same budget, regardless of its needs.

Q24. Which governance reform most directly helps parents hold a school to account?

- (A) Transparent information on attendance, spending, and learning, shared with school committees.
- (B) Keeping school records confidential, so only officials can see them, and parents must rely on official summaries.
- (C) Banning parents from school premises, except on open days.
- (D) Reporting only examination toppers and success stories publicly.

Q25. Why is teacher absenteeism a governance issue, not only a personal one?

- (A) Absent teachers usually lack commitment to their pupils and schools.
- (B) Absenteeism affects mainly one classroom, with little effect elsewhere in the school or on other pupils' learning.
- (C) Supervision has little influence on whether teachers attend regularly.
- (D) It reflects weak supervision, poor working conditions, and monitoring systems that fail to act.

Q26. A reform introduces new textbooks but no teacher guidance. Why is impact likely to be limited?

- (A) Teachers need training and support to use new materials effectively in class.
- (B) New textbooks teach themselves, once they reach the classroom.
- (C) Teachers already know every new topic in the revised textbooks.
- (D) Guidance is needed only in private schools, not public schools.

Q27. What is the main purpose of a school inspection system?

- (A) To punish schools with low results and close failing schools, rather than helping them.
- (B) To rank schools for newspaper publication and public comparison.
- (C) To assess school quality, identify weaknesses, and support improvement.
- (D) To replace school leadership with inspectors from the district.

Q28. Why should education budgets be published and audited?

- (A) Audits increase school fees and reduce money for teaching.
- (B) Budgets are only for accountants and district finance officers.
- (C) Publication makes spending slower and delays classroom purchases, because payments must be checked.
- (D) Transparency reduces misuse and helps citizens see whether funds reach classrooms.

Q29. A province wants to reduce regional gaps in learning. Which step addresses the root cause?

- (A) A single national examination for all pupils in every province.
- (B) Identical funding for every district, regardless of need.
- (C) Closing schools in low-performing areas and moving pupils elsewhere, to larger schools in neighbouring districts.
- (D) Targeted investment in teacher supply, facilities, and support for disadvantaged districts.

Q30. Which indicator best shows whether governance reforms are working in schools?

- (A) Improvements in teacher presence, resource delivery, and pupil learning over time.
- (B) The number of meetings held by the education department each year.
- (C) The number of new policies announced by the government each year.
- (D) The size of the education department and its district offices.

Higher Education and Quality Assurance

Q31. What is the main difference between a university and a degree college?

- (A) A college always offers more programmes than a university.
- (B) A university can award its own degrees and usually combines teaching with research, while a college often teaches programmes awarded through a university.
- (C) A university never teaches undergraduates, only postgraduates, while a college teaches undergraduates through programmes awarded by a university.
- (D) A college awards its own doctoral degrees to its graduates.

Q32. Why does HEC require universities to meet minimum standards for faculty and facilities?

- (A) Standards protect students from poor-quality programmes and protect the value of degrees.
- (B) Standards increase university income from fees and enrolment.
- (C) Standards reduce the number of applicants to every university, by raising entry requirements for all programmes.
- (D) Standards replace all examinations in degree programmes.

Q33. A new private university advertises many programmes but has few qualified faculty. What should a prospective student check first?

- (A) Whether its buildings are new and well equipped for students, with modern classrooms, libraries and laboratories.
- (B) Whether its fees are the lowest among private universities.
- (C) Whether its advertisements are attractive and widely seen.
- (D) Whether its programmes are recognised and meet the standards of the relevant regulatory bodies.

Q34. What is the purpose of a university quality enhancement cell?

- (A) To handle admissions only, for new students each year.
- (B) To monitor teaching quality internally and drive continuous improvement across departments.
- (C) To publish university rankings in newspapers and online, so prospective students can compare institutions.
- (D) To award scholarships to the highest-achieving students.

Q35. Why is plagiarism taken seriously in higher education?

- (A) Plagiarism is taken seriously because it is difficult to detect in long essays.
- (B) Presenting others' work as one's own undermines honest assessment and academic trust.
- (C) Plagiarism matters mainly because it affects the individual student's own grade.
- (D) Plagiarism is taken seriously because universities want to punish students harshly.

Q36. A university introduces semester examinations instead of only annual examinations. What is a likely benefit?

- (A) Students study fewer topics overall, in a shorter programme.
- (B) Annual standards no longer matter once semesters are introduced, as each semester has its own separate rules.
- (C) Students receive feedback during the year and can correct weaknesses before the degree ends.
- (D) All students automatically pass, as assessment is spread out.

Q37. What role do professional councils play alongside HEC for fields such as medicine and engineering?

- (A) They replace universities entirely for professional degrees.
- (B) They set professional standards and recognition requirements specific to that profession.
- (C) They conduct all university admissions for professional courses, setting entry tests and selecting every student.
- (D) They set fees for every degree in their professional field.

Q38. Why do universities need libraries, laboratories, and internet access, not just lecture halls?

- (A) Facilities are only for postgraduate students, not undergraduates, who learn mainly through lectures and notes.
- (B) Higher learning requires reading, research, and practical work beyond listening to lectures.
- (C) Lectures alone cover all degree requirements for most students.
- (D) Libraries replace the need for teachers in degree programmes.

Q39. A graduate cannot apply degree knowledge to a workplace problem. Which weakness is most likely in the programme?

- (A) Teaching stressed memorisation over analysis, application, and practical experience.
- (B) The degree was too long, covering too many topics overall.
- (C) The graduate studied too many subjects, without specialisation.
- (D) Employers expect too little from graduates in their first jobs.

Q40. What is the value of student feedback on university teaching?

- (A) It decides teachers' salaries automatically, each academic year, on the basis of student ratings alone.
- (B) It gives departments evidence about clarity, support, and course organisation for improvement.
- (C) It replaces all academic assessment of teaching quality.
- (D) It is useful only when students are satisfied with teaching.

Q41. Why is research funding important for universities in a developing country?

- (A) Research funding only benefits large universities in big cities, with established laboratories and research staff.
- (B) Research has no link to teaching in degree programmes.
- (C) Local problems do not need research, as solutions already exist.
- (D) It supports inquiry into local problems in health, agriculture, industry, and education.

Q42. A university sets up an alumni network. How can this support current students?

- (A) Alumni replace university teachers in mentoring and teaching, by running classes and marking student work.
- (B) Alumni can offer mentoring, internships, and career guidance based on real experience.
- (C) Alumni set examination papers for current degree programmes.
- (D) Alumni decide university fees and admission policies.

Q43. What does institutional autonomy mean for a university?

- (A) The university is free from all oversight and regulation.
- (B) The university can make academic and administrative decisions within laws and accountability frameworks.
- (C) The university can ignore quality standards set by regulators.
- (D) The university sets its own national policy for higher education, including standards for all other institutions.

Q44. Why is it a problem when degree programmes proliferate without planning?

- (A) Resources spread thinly, quality falls, and graduates may exceed demand in some fields.
- (B) More programmes always improve quality, regardless of staffing, facilities or demand for graduates in the field.
- (C) Students benefit from unlimited choice, whatever the quality.
- (D) Planning limits academic freedom and should be avoided.

Q45. Which practice best supports fair assessment in universities?

- (A) Keeping marking criteria confidential, so students cannot prepare for them.
- (B) Clear marking criteria, moderation of scripts, and transparent procedures for review.
- (C) Awarding marks mainly for attendance and participation in lectures.
- (D) Allowing a single marker to judge every script, to keep standards consistent.

TVET, Skills and Reform Directions

Q46. A TVET graduate starts a repair workshop. Which additional skill is most critical for survival of the business?

- (A) Advanced academic writing for research and publication.
- (B) Knowledge of university admission rules and procedures.
- (C) Ability to teach the trade to children in the neighbourhood.
- (D) Basic bookkeeping, pricing, and customer handling alongside technical skill.

Q47. Why should TVET programmes be reviewed with employers every few years?

- (A) Employers change their minds too often to guide curriculum review.
- (B) Reviewing curricula is required only once, when a course starts.
- (C) Workplace technology and skill demands change, so old curricula become outdated.
- (D) Old skills are always sufficient for new workplace demands.

Q48. What is the main advantage of recognising prior learning in TVET?

- (A) Workers can skip all safety training, as experience covers it, and formal safety instruction adds nothing new.
- (B) Certificates can be bought without assessment, saving time.
- (C) Employers no longer need to test workers they employ.
- (D) Experienced workers can gain formal credit for skills learned on the job, without repeating training.

Q49. A skills programme enrolls many women but few complete it. What should planners investigate first?

- (A) Timing, transport, safety, childcare, and family pressures that affect women's participation.
- (B) Whether women are interested in skills and vocational training, and whether they apply for courses in large numbers.
- (C) Whether the course is too easy for women participants.
- (D) Whether women prefer classroom learning to workshop training.

Q50. Why is career guidance important before a student chooses a TVET course?

- (A) Guidance guarantees employment for every student who receives it, by matching them directly to an available job.
- (B) Students cannot choose courses themselves, without expert help.
- (C) Guidance helps learners match interests and abilities to trades with real employment prospects.
- (D) Guidance replaces the need for training in the chosen trade.

Q51. Which reform would best connect TVET with higher education?

- (A) Closing all vocational institutes and moving students to colleges.
- (B) Credit transfer and bridging routes that let vocational graduates progress to further study.
- (C) Making every TVET course a degree, with academic entry requirements and a longer, more theoretical curriculum.
- (D) Removing practical work from TVET, to match academic courses.

Q52. A district has many trained electricians but few jobs locally. What does this suggest?

- (A) Electricians should not be trained, as local jobs are scarce.
- (B) Local demand is irrelevant to training, as skills transfer easily.
- (C) Training plans should consider local demand and mobility, not enrolment targets alone.
- (D) Enrolment targets guarantee employment for all graduates.

Q53. What is the main benefit of work-based learning placements during TVET?

- (A) Placements replace all classroom teaching in TVET courses.
- (B) Learners gain workplace habits, contacts, and experience that classroom study alone cannot provide.
- (C) Placements guarantee a permanent job with the host employer.
- (D) Placements are useful only for large firms, not small workshops, where supervision and equipment are limited.

Q54. Why should TVET assessment include practical demonstration, not only written tests?

- (A) Practical work is the core of vocational competence and cannot be proved by writing alone.
- (B) Written tests are always unfair to vocational learners.
- (C) Practical tests are easier to mark than written examinations.
- (D) Employers do not read written results when they recruit workers, relying instead on interviews and references.

Q55. A reform proposes digital skills in all TVET trades. Why is this reasonable?

- (A) Most modern workplaces use digital tools, records, and communication alongside trade skills.
- (B) Digital skills should replace trade skills as workshops become automated.
- (C) Every trade now requires the same advanced digital skills as office work.
- (D) Digital skills matter mainly for trades based in cities with good internet, computers and technical support.

Q56. What is the strongest argument for public investment in skills development?

- (A) Skills training benefits only trainees, not firms or communities.
- (B) Private firms will train all workers themselves, without support.
- (C) Skills investment needs no planning or coordination.
- (D) A skilled workforce raises productivity, incomes, and employability across the economy.

Q57. Which measure best shows whether a TVET reform is succeeding?

- (A) The number of institutes opened in the province each year, and the total enrolment across all new institutes.
- (B) The number of brochures printed to advertise new courses.
- (C) Graduate employment, employer satisfaction, and demonstrated skills, tracked over time.
- (D) The number of courses listed in the institute prospectus.

Q58. A national skills policy sets common standards but leaves delivery to provinces. What is the benefit of this balance?

- (A) Provinces lose all responsibility for education delivery.
- (B) Standards stay comparable across the country while provinces adapt delivery to local needs.
- (C) National standards become meaningless, as provinces ignore them.
- (D) Local needs are ignored, as national standards dominate delivery.

Q59. Why is lifelong learning increasingly part of education reform?

- (A) Workers must update skills as technology and jobs change throughout their careers.
- (B) Initial schooling is no longer important for adult workers, as workplace training can replace basic education.
- (C) Lifelong learning replaces all formal education for adults.
- (D) Only young people need new skills, as older workers retire.

Q60. Which reform direction best summarises a coherent education strategy for Pakistan?

- (A) Expand access only, regardless of quality, in every district.
- (B) Raise quality only for urban schools, where results are higher and resources are already concentrated.
- (C) Expand access, raise teaching quality, fund fairly, and link education to skills and employment.
- (D) Focus funding only on higher education, not school education.

Answer Key

Q1: B	Q11: C	Q21: A	Q31: B	Q41: D	Q51: B
Q2: D	Q12: A	Q22: B	Q32: A	Q42: B	Q52: C
Q3: C	Q13: C	Q23: B	Q33: D	Q43: B	Q53: B
Q4: C	Q14: C	Q24: A	Q34: B	Q44: A	Q54: A
Q5: D	Q15: A	Q25: D	Q35: B	Q45: B	Q55: A
Q6: A	Q16: C	Q26: A	Q36: C	Q46: D	Q56: D
Q7: D	Q17: D	Q27: C	Q37: B	Q47: C	Q57: C
Q8: D	Q18: D	Q28: D	Q38: B	Q48: D	Q58: B
Q9: C	Q19: C	Q29: D	Q39: A	Q49: A	Q59: A
Q10: D	Q20: A	Q30: A	Q40: B	Q50: C	Q60: C

Worked explanations for all 60 questions:

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