

Educational System in Pakistan Practice Test 3

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

Constitutional Foundations of Education

Q1. Which article of the Constitution of Pakistan guarantees free and compulsory education to children?

- (A) Article 37-B
- (B) Article 25-A
- (C) Article 19-A
- (D) Article 38

Q2. Under Article 25-A, free and compulsory education applies to children of which age group?

- (A) 4 to 14 years
- (B) 6 to 15 years
- (C) 5 to 16 years
- (D) 3 to 12 years

Q3. Article 25-A was inserted into the Constitution by which amendment?

- (A) The 18th Amendment
- (B) The 17th Amendment
- (C) The 19th Amendment
- (D) The 21st Amendment

Q4. What is the legal character of Article 25-A?

- (A) A principle of policy guiding the State
- (B) A directive that cannot be enforced through the courts at all
- (C) A guideline for provincial governments
- (D) A fundamental right enforceable through the courts

Q5. Article 37-B of the Constitution directs the State to do what?

- (A) Provide free university education to every citizen of the country
- (B) Provide compulsory primary education in urban areas and towns
- (C) Provide free technical training to employed adults in cities
- (D) Remove illiteracy and provide free and compulsory secondary education

Q6. What is the key difference between Article 25-A and Article 37-B?

- (A) Article 25-A is enforceable, while Article 37-B is a principle of policy
- (B) Article 37-B is enforceable in court, while 25-A is only a guideline
- (C) Both articles deal with higher education and university funding
- (D) Both articles apply to private schools and their fee structures

Q7. After the 18th Amendment, which constitutional body deals with shared federal-provincial education matters such as standards in higher education?

- (A) The Higher Education Commission, acting on its own
- (B) The federal ministry, acting on its own
- (C) The Council of Common Interests
- (D) The provincial assemblies, with no shared forum

Q8. What happened to the Concurrent Legislative List under the 18th Amendment?

- (A) It was retained unchanged
- (B) It was abolished
- (C) It was expanded to cover more subjects
- (D) It was transferred to the courts

Q9. Which of the following remains a direct federal responsibility for education after devolution?

- (A) Schools in the Islamabad Capital Territory and federal areas
- (B) Primary schools run by the Punjab provincial government
- (C) The school curriculum adopted by Sindh for its own public schools
- (D) Teacher appointments made by the Khyber Pakhtunkhwa government

Q10. After devolution, what is the main role of a province in school education?

- (A) To implement a federal curriculum exactly as issued, without any provincial change
- (B) To fund schools while the federation manages staffing and supervision
- (C) To conduct public examinations through the provincial boards
- (D) To legislate, manage, staff and fund school education within the Constitution

Q11. Why did provinces pass their own free and compulsory education laws after the 18th Amendment?

- (A) The federation ordered every province to adopt one identical act
- (B) To implement Article 25-A through provincial law, as the article requires
- (C) To replace the Constitution with separate provincial rule books
- (D) To hand all public schools over to private owners and trusts

Q12. In which year was the Sindh Right of Children to Free and Compulsory Education Act passed?

- (A) 2010
- (B) 2012
- (C) 2013
- (D) 2017

Q13. In which year was the Punjab Free and Compulsory Education Act passed?

- (A) 2010
- (B) 2013
- (C) 2014
- (D) 2019

Q14. In which year was the Khyber Pakhtunkhwa Free Compulsory Primary and Secondary Education Act passed?

- (A) 2013
- (B) 2017
- (C) 2014
- (D) 2012

Q15. Why does a constitutional guarantee alone not automatically put every child in school?

- (A) The guarantee applies only in the Islamabad Capital Territory and not in the provinces
- (B) The guarantee requires children to pay for textbooks and uniforms before admission
- (C) Parents must first win a court case before their child can be admitted
- (D) It also needs funding, teachers, accessible schools and enforcement

The 1979 and 1992 Education Policies

Q16. What was the central ideological emphasis of the National Education Policy of 1979?

- (A) Islamic values, character building and national unity
- (B) A purely secular curriculum with no religious or value education
- (C) Privatisation of all public schools and colleges
- (D) English as the medium of instruction at every level

Q17. Which distinctive delivery idea for rural primary education is associated with the 1979 policy?

- (A) Boarding schools for all rural children in every district
- (B) Private academies in every village, funded by local fees
- (C) Urban model schools admitting a small number of rural pupils
- (D) Mosque schools and mohallah schools using community spaces

Q18. Beyond its ideological aims, what access goal did the 1979 policy strongly promote?

- (A) Expansion of higher education and university places
- (B) Expansion of secondary schooling in urban centres
- (C) Universal primary education and adult literacy
- (D) Foreign degree programmes for a small urban elite

Q19. How did the 1979 policy treat the role of the teacher?

- (A) It stressed the character, training and standing of teachers
- (B) It proposed shorter training for rural teachers
- (C) It proposed to replace trained teachers with monitors in villages
- (D) It treated teaching as short-term contract work only

Q20. What was the 1979 policy's approach to science and technical education?

- (A) To discourage science teaching in favour of arts subjects
- (B) To promote science and technical education for national development
- (C) To limit science and technical subjects to university students
- (D) To import all technical training and teachers from abroad

Q21. Which feature most distinguishes the National Education Policy of 1992 from the earlier policy of 1979?

- (A) Nationalisation of all private schools and colleges
- (B) Greater participation of the private sector in providing education
- (C) A ban on private schooling
- (D) Centralisation of every school decision in the federal ministry

Q22. What did decentralisation mean in the 1992 policy?

- (A) More decision-making closer to provinces, districts and schools
- (B) All school decisions taken by the federal ministry alone
- (C) Abolition of district education offices across the provinces
- (D) A single national board controlling every school directly

Q23. What was the 1992 policy's approach to girls' education?

- (A) To restrict girls' schooling to a narrow set of subjects
- (B) To leave gender gaps in enrolment and attendance unaddressed
- (C) To expand girls' schooling in large cities and urban towns
- (D) To expand girls' access, especially in rural and disadvantaged areas

Q24. How did the 1992 policy balance access and quality?

- (A) It sought wider enrolment regardless of learning outcomes
- (B) It focused on examination results above learning quality
- (C) It aimed to improve quality alongside expanding access
- (D) It proposed a shorter curriculum to raise pass rates

Q25. What was the main purpose of non-formal education in the 1992 policy?

- (A) To provide regular full-time schooling in new government school buildings
- (B) To award university degrees through correspondence courses for graduates
- (C) To reach out-of-school children and adults through flexible programmes
- (D) To prepare students for board examinations through private academies

Q26. What did the 1992 policy propose for the teaching profession?

- (A) Lower pay, fewer incentives and shorter contracts for teachers
- (B) No formal training requirement for newly appointed teachers
- (C) Removal of teaching from the list of recognised professions
- (D) Raising the status of teachers through better training and incentives

Q27. Which statement best contrasts the 1979 and 1992 policies?

- (A) The 1979 policy promoted private schooling widely, while the 1992 policy nationalised schools
- (B) 1979 was ideology-led state expansion; 1992 added private participation and decentralised management
- (C) Both policies were identical in aims, methods and outcomes
- (D) The 1992 policy abandoned literacy and primary education goals

Q28. A village uses its mosque hall for morning primary classes because no school building exists yet. Which policy idea does this best reflect?

- (A) The 1979 idea of mosque schools
- (B) The 1992 push for private academies
- (C) The 2009 emphasis on early childhood education
- (D) The 2017 emphasis on information technology

Q29. A district invites private providers to open low-fee schools while the government sets and monitors standards. Which policy direction does this best reflect?

- (A) The 1992 encouragement of private participation with public oversight
- (B) The 1979 policy of nationalising private institutions
- (C) Article 37-B alone, with its goal of free secondary education
- (D) The age rule in Article 25-A for free compulsory education

Q30. What commitment did the 1979 and 1992 policies share?

- (A) Abolition of examinations in primary schools
- (B) Universal primary education and wider literacy
- (C) English as the medium of instruction in all schools
- (D) Higher education for a small number of students

The 1998 and 2009 Education Policies

Q31. What was the time frame of the National Education Policy of 1998?

- (A) 1998 to 2002
- (B) 1998 to 2005
- (C) 1998 to 2010
- (D) 1998 to 2020

Q32. What balance did the 1998 policy try to achieve?

- (A) Access through larger classes and shorter school days
- (B) Quality through stricter examinations and higher pass marks
- (C) Privatisation with public funding for low-fee schools
- (D) Wider access together with better quality and relevance

Q33. What access aims did the 1998 policy emphasise?

- (A) Reducing primary enrolment across the provinces
- (B) Adult education programmes without expanding school enrolment
- (C) Abolishing literacy programmes and adult education classes
- (D) Expanding literacy and moving towards universal primary education

Q34. What did the 1998 policy emphasise for teachers?

- (A) Shortening teacher training programmes across the country
- (B) Strengthening teacher education and professional standards
- (C) Removing training requirements for newly appointed teachers
- (D) Hiring untrained teachers as a routine staffing rule

Q35. How did the 1998 policy connect education with national development?

- (A) By linking education to science, technology and productive skills
- (B) By standardising school textbooks across all provinces
- (C) By extending the school year and adding new examination subjects
- (D) By training teachers in classroom management and lesson planning skills

Q36. What was the overall goal of the National Education Policy of 2009?

- (A) Education for an elite minority in urban centres
- (B) Reduced enrolment at primary level in public schools
- (C) Education for all, with quality, equity and relevance
- (D) Privatisation of every public school in every province

Q37. How did the 2009 policy treat early childhood education?

- (A) It ignored early childhood education and pre-primary classes
- (B) It left early childhood education entirely to private providers
- (C) It recognised early childhood education as a formal first stage
- (D) It placed early childhood education after secondary schooling ends

Q38. What financing proposal is associated with the 2009 policy?

- (A) Raising education spending towards 7 percent of GDP by 2015
- (B) Cutting public education spending down to 1 percent of GDP
- (C) Funding education mainly through private fees and charges
- (D) Setting no spending target for education in any province

Q39. What literacy target did the 2009 policy set for 2015?

- (A) 50 percent
- (B) 70 percent by 2020
- (C) 100 percent by 2010
- (D) 86 percent

Q40. What primary enrolment target did the 2009 policy set for 2015?

- (A) 80 percent primary enrolment by the year 2020
- (B) Universal primary enrolment at 100 percent
- (C) 60 percent enrolment with no later rise planned
- (D) No primary enrolment target for the year 2015

Q41. What governance and quality measure did the 2009 policy promote?

- (A) Abolition of all education standards and assessment benchmarks
- (B) National education standards with assessment of learning outcomes
- (C) Abolition of all examinations in schools and colleges
- (D) A ban on textbooks in schools and colleges alike

Q42. How did the 2009 policy approach the medium of instruction and language issues?

- (A) It banned Urdu as a medium of instruction in schools
- (B) It imposed English from class one in every school, without exception
- (C) It banned English teaching and textbooks in all schools
- (D) It called for a clear language policy with provincial flexibility

Q43. How did the 2009 policy go beyond the 1998 policy?

- (A) The 1998 policy formalised early childhood education while 2009 ignored it
- (B) Both policies ignored quality, standards and financing targets
- (C) 2009 gave a stronger place to early childhood education, standards and financing
- (D) The 2009 policy shortened its planning horizon to a single year

Q44. A province prepares a literacy plan with enrolment targets and a larger education budget. Which policy approach does this best reflect?

- (A) The target-based planning of the 2009 policy
- (B) The mosque-school idea of 1979
- (C) Article 37-B alone, with no policy targets
- (D) The old Concurrent List arrangement before devolution

Q45. A teacher training institute revises its curriculum to improve classroom teaching quality. Which policy emphasis does this best reflect?

- (A) The emphasis on teacher quality in both the 1998 and 2009 policies
- (B) The 1992 encouragement of private schools and decentralised management
- (C) The 1979 idea of mosque and mohallah schools for rural primary classes
- (D) The age range set by Article 25-A for free and compulsory education

The 2017 Policy and the Devolved System Today

Q46. In what global context was the National Education Policy of 2017 framed?

- (A) Before any global education goals for education existed
- (B) During the colonial period, before independence in 1947
- (C) In line with the Sustainable Development Goals, especially Goal 4
- (D) Only for primary schooling in one province of Pakistan

Q47. What vision did the 2017 policy set for education?

- (A) Higher enrolment figures in primary and secondary schools
- (B) Education for an elite minority in cities and large towns
- (C) Examination scores and pass percentages in board examinations
- (D) Inclusive, equitable quality education and lifelong learning for all

Q48. What was the 2017 policy's approach to information technology and skills?

- (A) To ban information technology and computers in schools
- (B) To integrate information technology and relevant skills
- (C) To limit schooling to arts subjects and humanities
- (D) To rely on rote learning and memorisation in classrooms

Q49. What did the 2017 policy emphasise about values and national cohesion?

- (A) Encouraging regional divisions and separate identities
- (B) Character building, shared values and national integration
- (C) Ignoring values and character education in schools
- (D) Promoting sectarian differences among school communities

Q50. What did the 2017 policy propose for higher education?

- (A) Strengthening quality, research and relevance in universities
- (B) Closing universities with low enrolment figures
- (C) Awarding degrees without academic standards or checks
- (D) Relying on foreign universities for degrees and research

Q51. What did the 2017 policy propose for teacher education?

- (A) Removing teacher training requirements for new teachers
- (B) Short crash courses for newly appointed teachers
- (C) Well-qualified teachers and professional development
- (D) Routine hiring of untrained teachers in all schools

Q52. What theme recurs across the later policies from 1979 to 2017?

- (A) Nationalisation of private schools and colleges in every period
- (B) A single national curriculum for all provinces and territories
- (C) English as the medium of instruction at every level and stage
- (D) Access, quality, literacy and relevance recur in every policy

Q53. After devolution, what federal role in education remains most important?

- (A) Running provincial primary schools directly from the centre
- (B) Setting provincial school budgets and salary scales
- (C) Appointing provincial schoolteachers and headteachers
- (D) Coordination, standards, higher education and federal areas

Q54. Why can school curricula differ across provinces today?

- (A) Courts have required a single national curriculum
- (B) Textbook boards have been abolished in provinces
- (C) Provinces hold legislative authority over school education
- (D) The federation has withdrawn all education funding entirely

Q55. A parent seeks free schooling for a 10-year-old child and is refused admission on fee grounds. What is the strongest constitutional basis for the claim?

- (A) Article 37-B alone, as a principle of policy
- (B) Article 25-A as an enforceable fundamental right
- (C) The 1992 policy alone, without any constitutional right
- (D) The 2017 policy alone, without constitutional backing

Q56. A province decides its school budget, recruits teachers and supervises its schools. This is best described as what?

- (A) Provincial responsibility after devolution
- (B) Daily control by the federal ministry
- (C) Control by a board of intermediate and secondary education
- (D) Control of primary schooling by the Higher Education Commission

Q57. In Pakistan's school structure, how long is the primary stage?

- (A) 3 years of schooling
- (B) 8 years of schooling
- (C) 5 years (Classes 1 to 5)
- (D) 2 years of schooling

Q58. What registration task does a Board of Intermediate and Secondary Education carry out for affiliated schools?

- (A) Registering university students for degree programmes and their convocation
- (B) Registering class 9 students of affiliated schools for board examinations
- (C) Registering primary school pupils for district assessment tests
- (D) Registering private academy tutors for provincial teaching licences

Q59. For university teaching posts, what does the Higher Education Commission mainly set?

- (A) Minimum qualification and experience criteria for faculty appointments
- (B) Salary scales and promotion rules for primary school teachers
- (C) Admission quotas for classes in provincial secondary schools
- (D) Examination timetables for boards of intermediate and secondary education

Q60. Which statement best summarises the trajectory of later education policy in Pakistan?

- (A) Centralisation steadily increased in every decade since 1979
- (B) Free education was replaced by fee-only schooling in all provinces
- (C) Literacy was abandoned as a national policy goal
- (D) Access grew towards quality, equity and skills under provincial delivery

Answer Key

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

Worked explanations for all 60 questions:

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