

Educational System in Pakistan Practice Test 9

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

Literacy and Enrolment Challenges

Q1. A district reports that many adults who completed a short literacy course soon lose their reading skills. Which explanation best accounts for this relapse?

- (A) The course taught reading too quickly for adults to follow and practise in daily life.
- (B) Learners have little regular reading material or practice in daily life after the course ends.
- (C) Adults generally lack interest in learning new skills after they leave formal schooling.
- (D) Literacy courses are usually held in the evening, when learners are tired after work.

Q2. A teacher notices that enrolment in early grades is high but falls sharply in later primary grades. What is the most likely underlying cause of this pattern?

- (A) Parents prefer to enrol children only in grade one and then withdraw them later.
- (B) Schools deliberately reduce class sizes in upper grades by limiting new admissions.
- (C) Children drop out because of poverty, distance to school, and household work demands.
- (D) Teachers give easier work in the early grades, so pupils lose interest later on.

Q3. Which factor most directly limits literacy growth among rural women in Pakistan?

- (A) Limited access to schools, female teachers, and safe transport in rural areas.
- (B) A shortage of textbooks in urban schools and a lack of reading material at home.
- (C) The use of national languages in classrooms instead of local mother tongues.
- (D) The length of the school day in cities and the timing of school holidays.

Q4. A literacy programme measures success only by the number of adults enrolled. Why is this measure misleading?

- (A) Enrolment figures are difficult for officials to collect accurately in rural areas.
- (B) Adults enrol in literacy classes for many different reasons, including social contact.
- (C) Enrolment does not show whether learners actually gained lasting reading and writing skills.
- (D) Literacy programmes usually have small classes, so total numbers stay low overall.

Q5. In many low-income households, a child attends school irregularly during harvest season. What does this suggest about enrolment policy?

- (A) Enrolment drives must be paired with flexible support that keeps working children in learning.
- (B) Enrolment drives should focus mainly on children from households that do no seasonal work.
- (C) Parents should be encouraged to keep children in school only after the harvest ends.
- (D) Harvest work should be treated as practical education that replaces classroom learning.

Q6. Why is mother-tongue support in early grades often linked to better literacy outcomes?

- (A) Mother-tongue teaching removes the need for textbooks and trained teachers in early grades.
- (B) Children learn other languages faster when they receive no instruction in their mother tongue.
- (C) Early grades do not need trained teachers if children already speak the language at home.
- (D) Children learn to read more easily when early instruction builds on the language they speak at home.

Q7. A village has a school building but very low female enrolment. Which intervention addresses the most probable barrier?

- (A) Building a larger playground for the school and adding sports equipment for pupils.
- (B) Increasing the number of subjects taught and extending the school timetable each day.
- (C) Shortening the school year so that girls spend less time travelling to school.
- (D) Recruiting female teachers and ensuring safe, separate facilities for girls.

Q8. What is the main difference between literacy and functional literacy?

- (A) Literacy refers only to reading newspapers and books, without writing, numeracy or handling forms and bills in daily life.
- (B) Functional literacy requires a university degree and several years of advanced academic study.
- (C) Functional literacy means being able to use reading, writing, and numeracy in daily tasks such as forms and instructions.
- (D) Literacy is measured only by school examinations and formal certificates awarded to pupils.

Q9. A province finds enrolment rising but learning levels stagnant. Which conclusion is most reasonable?

- (A) Enrolment figures must therefore be incorrect and based on faulty records kept in the province and district offices.
- (B) Children are now less able than in the past and cannot benefit from school instruction.
- (C) Access has expanded faster than teaching quality, so more children are in school without learning enough.
- (D) Schools should enrol fewer children so that only the most able pupils remain in class.

Q10. Which approach is most likely to improve adult literacy among working adults?

- (A) Long, full-day classes held far from learners' homes and workplaces each week.
- (B) Classes that require learners to pass a written entrance test before they can enrol.
- (C) Programmes that teach only one subject for a full year before moving to the next.
- (D) Short, flexible classes held at convenient times near workplaces or homes.

Q11. A school reports many over-age children in grade one. What does this pattern most likely indicate?

- (A) The school has too many teachers, so classes are divided by age rather than ability.
- (B) Late entry into school, often caused by distance, cost, or lack of early schooling options.
- (C) Parents prefer older children in class because they can help younger pupils learn.
- (D) Grade one work is too easy for young children, so older pupils are placed with them.

Q12. Why do literacy campaigns often emphasise women learners in particular?

- (A) Women learn to read faster than men, so literacy campaigns can finish sooner for them.
- (B) Men are already covered by school programmes, so campaigns need not reach them at all.
- (C) Educated mothers are more likely to send their children to school and support their learning at home.
- (D) Literacy campaigns are designed only for women, so other adults need separate programmes.

Q13. A district wants to raise primary enrolment among nomadic or seasonal migrant families. Which step fits their situation best?

- (A) Stricter fines for parents who move during term time and whose children miss school.
- (B) Building one large school in the district capital that all migrant families must attend.
- (C) Requiring all children to board at school for the full term, away from their families.
- (D) Mobile or flexible schooling arrangements that follow the families' movement patterns.

Q14. Which statement best explains why enrolment alone does not guarantee literacy?

- (A) Enrolment records are kept only once a year and are rarely updated by schools.
- (B) A child can be enrolled yet attend irregularly, repeat grades, or receive weak instruction.
- (C) Literacy depends mainly on the child's age and natural ability to learn quickly.
- (D) Schools count enrolment differently in each province, so totals cannot be compared.

Q15. A literacy teacher finds learners can read single words but cannot understand a short paragraph. What should the teacher prioritise next?

- (A) Teaching the alphabet again from the beginning, with daily repetition and drills.
- (B) Asking learners to memorise longer word lists and practise spelling them daily.
- (C) Giving learners more homework to copy passages from textbooks every evening.
- (D) Comprehension activities that connect words to meaning in real texts.

Technical and Vocational Education

Q16. What is the primary purpose of technical and vocational education and training (TVET) in Pakistan?

- (A) To prepare all learners for university admission and further academic study in academic subjects.
- (B) To prepare learners with practical skills for employment, self-employment, and industry needs.
- (C) To replace general secondary education with trade training for all pupils.
- (D) To provide short courses only for government employees seeking promotion.

Q17. The National Vocational and Technical Training Commission (NAVTTTC) is best described as which kind of body?

- (A) A provincial board that runs secondary schools, conducts school examinations and awards school certificates.
- (B) A university that awards engineering degrees and conducts academic research.
- (C) A national body that coordinates, regulates, and sets standards for vocational training across the country.
- (D) A private company that hires skilled workers for factories and workshops.

Q18. Why does Pakistan have provincial bodies such as TEVTA alongside NAVTTTC?

- (A) Provinces and the federal government run identical programmes in every district.
- (B) Provinces manage most training institutes, while NAVTTTC provides national coordination and standards.
- (C) TEVTA replaces NAVTTTC in every province and sets its own national standards.
- (D) NAVTTTC only supervises private institutes and leaves all public training to provincial bodies in each province.

Q19. An employer complains that TVET graduates know theory but cannot operate workshop equipment. What is the most likely weakness in the programme?

- (A) The course duration is too short for theory, so graduates miss key concepts.
- (B) Graduates lack interest in workshop work and prefer office-based employment.
- (C) Training lacks sufficient practical, hands-on work linked to real workplace tasks.
- (D) Employers expect too much from new graduates in their first months at work.

Q20. Which feature distinguishes an apprenticeship from ordinary classroom training?

- (A) The learner studies only from textbooks and never visits a workplace.
- (B) The learner is paid a full professional salary from day one of training.
- (C) The learner attends classes without any workplace contact, supervision or practical experience in a real job.
- (D) The learner works under a skilled worker in a real workplace while also receiving related instruction.

Q21. A TVET institute wants its certificates to be trusted by employers in other provinces. What matters most?

- (A) Nationally recognised competency standards and consistent assessment.
- (B) A larger institute building with more classrooms and offices for staff.
- (C) A longer course title that mentions several trades and qualifications.
- (D) More subjects in the curriculum, covering theory in greater depth.

Q22. Why is industry involvement important in designing TVET curricula?

- (A) Industry funding removes the need for teachers and training institutes.
- (B) Employers prefer to design all school subjects, including general education and examinations.
- (C) Employers can identify the skills actually needed in workplaces, keeping training relevant.
- (D) Industry involvement shortens every course and reduces training costs.

Q23. A young person completes a short skills course but cannot find work. Which factor is most likely beyond the course itself?

- (A) The learner's choice of course title and the reputation of the institute.
- (B) The colour of the certificate issued and the design of its layout.
- (C) The location of the training centre building and its distance from town.
- (D) Weak links between training providers, employers, and local labour market demand.

Q24. Which group is TVET especially important for in Pakistan?

- (A) Youth who do not proceed to university and need employable skills for the workforce.
- (B) Only university graduates seeking further degrees and academic qualifications.
- (C) Only retired workers seeking part-time work after leaving their careers.
- (D) Only students already enrolled in medical colleges and training hospitals.

Q25. A training programme teaches a trade but gives no guidance on starting a small business. What opportunity is missed?

- (A) Graduates who could become self-employed lack business, costing, and marketing skills.
- (B) Graduates would otherwise seek salaried jobs and ignore self-employment entirely.
- (C) Small businesses can succeed with trade skills alone, without business planning.
- (D) Self-employment depends mainly on capital, not on business or marketing skills.

Q26. What does competency-based training emphasise most?

- (A) How many hours the learner attended and how regularly they were present in class sessions each week.
- (B) How many textbooks the learner read during the course of study.
- (C) How long the course lasted and how many sessions were delivered.
- (D) Whether the learner can actually perform a task to a set standard, rather than time spent in class.

Q27. Why are soft skills such as communication and teamwork increasingly included in TVET?

- (A) Soft skills replace technical skills in modern work and workplaces.
- (B) Employers no longer test technical ability when they recruit workers for skilled jobs in workshops and factories.
- (C) Soft skills are easier to examine than trade skills in assessments.
- (D) Employers value workers who can work safely with others, follow instructions, and deal with customers.

Q28. A province plans new TVET institutes but has few qualified instructors. What should it address first?

- (A) Building hostels before hiring staff, so trainees can live near the institute during training each term.
- (B) Instructor training and industry experience for teachers, so teaching matches workplace practice.
- (C) Advertising courses more widely to attract larger numbers of applicants.
- (D) Reducing course fees to zero so that enrolment rises in every trade.

Q29. Which development would best improve the status of TVET among parents and students?

- (A) Clear pathways from vocational qualifications to further study and better-paid, respected jobs.
- (B) Renaming all institutes as universities and awarding degrees for every course they offer to students.
- (C) Making vocational courses compulsory for all students, regardless of interest.
- (D) Shortening every vocational course to one month to increase completion rates.

Q30. An institute updates its equipment only rarely. What is the most serious risk?

- (A) Students will prefer theory classes to practical work in the workshop.
- (B) Graduates train on outdated tools and are unprepared for modern workplaces.
- (C) The institute will need fewer teachers as equipment becomes older.
- (D) Employers will offer higher starting salaries to graduates of the institute.

Higher Education in Pakistan

Q31. In supporting the quality of university teaching, what does the Higher Education Commission (HEC) commonly provide for university faculty?

- (A) Directly managing admissions to every public university in the country.
- (B) Setting the syllabus for secondary school classes in all provinces.
- (C) Faculty development, training opportunities and support for research activity in universities.
- (D) Awarding matriculation certificates to pupils completing school education in each province every year.

Q32. Why does HEC emphasise accreditation of degree programmes?

- (A) Accreditation checks whether a programme meets accepted academic standards and can be trusted.
- (B) Accreditation increases the number of seats in every university each year for newly admitted students.
- (C) Accreditation replaces the need for examinations in degree programmes.
- (D) Accreditation guarantees every graduate a job after completing the degree.

Q33. A university expands enrolment rapidly but hires few new teachers. Which quality risk follows most directly?

- (A) Students will automatically learn more from larger lectures and online notes.
- (B) The university will need fewer classrooms as lectures grow larger.
- (C) Degree standards will rise on their own as enrolment increases.
- (D) Larger classes and weaker supervision reduce the quality of teaching and assessment.

Q34. What is a key purpose of quality assurance in higher education?

- (A) To rank universities only for publicity and media coverage each year.
- (B) To close all small universities that cannot meet enrolment targets.
- (C) To replace university examinations with interviews and coursework only, in every subject and programme.
- (D) To review teaching, research, and governance regularly so standards are maintained and improved.

Q35. Which activity best illustrates the research role of a university?

- (A) Faculty and students carrying out original inquiry and publishing findings for peer review.
- (B) Repeating textbook experiments without any new question, investigation or original finding of their own.
- (C) Memorising past examination papers and reproducing model answers.
- (D) Running only admission tests for new students each academic year.

Q36. A degree programme is criticised for teaching outdated content. What is the most appropriate reform?

- (A) Regular curriculum review with input from academics, employers, and current knowledge in the field.
- (B) Lengthening the degree by an extra year to cover more topics.
- (C) Reducing the number of courses offered in the degree programme.
- (D) Increasing tuition fees for the programme to fund new facilities, laboratories and libraries for students.

Q37. Why is academic freedom considered important in universities?

- (A) It allows universities to ignore all regulations, quality checks and academic standards.
- (B) It allows scholars to teach, question, and research openly within academic standards.
- (C) It guarantees higher marks for students in every examination.
- (D) It removes the need for quality checks and external review.

Q38. What distinguishes a university degree from a short training certificate?

- (A) A degree is always easier to obtain than a short training course.
- (B) A certificate always requires more study time than a university degree in any subject and at any level.
- (C) A degree never includes practical work or workplace experience.
- (D) A degree is a longer programme combining breadth, depth, and assessed learning over several years.

Q39. A student chooses a degree mainly because it is popular, without checking its recognition. What risk does this create?

- (A) The student will certainly fail the degree and lose the fees paid.
- (B) Popular degrees are always of low quality and poor reputation.
- (C) The qualification may not be recognised by employers or for further study.
- (D) The student cannot change subjects later or transfer to another programme.

Q40. Which measure best supports equitable access to higher education?

- (A) Raising entry requirements for all applicants to improve standards.
- (B) Need-based scholarships and support for students from disadvantaged backgrounds and regions.
- (C) Limiting admission to students from large cities with better schools and more resources than rural areas.
- (D) Charging the same high fee to every student, regardless of need.

Q41. What is the main value of external examination or moderation in university assessment?

- (A) It removes the need for university teachers to mark examinations.
- (B) It helps ensure that grades reflect comparable standards across institutions and markers.
- (C) It guarantees that all students pass their examinations each year, regardless of performance.
- (D) It shortens every degree programme by reducing its content.

Q42. A university wants to improve graduate employability. Which change is most directly relevant?

- (A) Stronger links with employers, internships, and practical projects in the curriculum.
- (B) Building a larger sports ground and facilities for student societies and clubs on campus.
- (C) Increasing the length of lectures and the number of contact hours.
- (D) Reducing the number of degree programmes offered by the university.

Q43. Why do universities require a thesis or final-year project in many degrees?

- (A) It gives teachers less work to mark at the end of the degree.
- (B) It shows the student can work independently, use evidence, and present findings coherently.
- (C) It replaces all other examinations in the degree programme.
- (D) It is required only for science degrees and technical subjects, not for arts programmes or humanities.

Q44. What is a common governance challenge for public universities in Pakistan?

- (A) Balancing academic autonomy with public funding, accountability, and political pressures.
- (B) Universities have no funding concerns at all, as budgets are always sufficient.
- (C) Governance is the same in every institution, regardless of size or type.
- (D) Public universities do not report to any authority about their spending.

Q45. Which development best reflects a university serving its surrounding community?

- (A) Expanding admission to attract students from distant provinces and abroad each year to the university.
- (B) Building new hostels to house students arriving from other provinces.
- (C) Adding new degree programmes in popular subjects for national applicants.
- (D) Outreach, teacher training, health awareness, and applied research that address local needs.

Issues, Governance and Reforms

Q46. Who are out-of-school children in the Pakistani context?

- (A) Children who attend private tuition after school each evening.
- (B) Children who are on school holidays during the summer break.
- (C) Children of school age who are not enrolled in, or have dropped out of, formal schooling.
- (D) Children who study at home for examinations without attending school or receiving teaching regularly.

Q47. Which combination of causes most often keeps children out of school in Pakistan?

- (A) A single cause that affects every family identically across the country.
- (B) Children's preference for staying at home rather than attending school.
- (C) A shortage of school holidays during the academic year.
- (D) Poverty, distance, child labour, and weak school facilities acting together.

Q48. Why is child labour a major barrier to schooling?

- (A) Working children have little time or energy for school, and families depend on their earnings.
- (B) Employers prefer to hire school-going children for part-time work.
- (C) Working children learn faster than others because of their experience in jobs and workshops outside school.
- (D) Child labour affects only urban families and factory workers.

Q49. A reform plan focuses only on building new schools. Why might out-of-school numbers fall slowly?

- (A) New schools are never used by local families, so enrolment stays flat in the district despite new buildings.
- (B) Building schools takes too long to matter for current enrolment.
- (C) Buildings alone do not remove costs, distance, safety, and quality concerns that keep children away.
- (D) Parents prefer old school buildings to new ones in their area.

Q50. What does quality of learning mean, beyond examination pass rates?

- (A) How many textbooks a school owns and how new they are.
- (B) How long the school day lasts and how many periods are taught in each class during the school week.
- (C) How many students sit the examination at the end of the year.
- (D) Whether children actually understand concepts, read with comprehension, and can apply skills.

Q51. Why do large class sizes threaten learning quality?

- (A) Large classes always have better discipline and fewer disruptions during lessons than small classes.
- (B) Large classes need fewer textbooks and less teaching material.
- (C) Teachers cannot give individual attention, check understanding, or mark work thoroughly.
- (D) Large classes make lessons shorter and easier to manage.

Q52. A school has textbooks but many teachers are untrained. Which reform should come first?

- (A) Buying more copies of the same textbooks for every classroom in the school each year.
- (B) Teacher training and classroom support, since books alone do not teach effectively.
- (C) Painting the school building and improving its appearance.
- (D) Increasing the school timetable and adding extra periods.

Q53. Why is financing of education a central reform issue in Pakistan?

- (A) Public spending must cover teachers, buildings, materials, and training across a very large system.
- (B) Education financing affects only private schools and their fee levels, not public schools or colleges.
- (C) Schools need no money once buildings exist and staff are hired.
- (D) Financing is decided only by individual schools and head teachers.

Q54. Which financing approach best helps disadvantaged districts?

- (A) Giving every district exactly the same amount, regardless of need.
- (B) Funding only districts that already perform well in examinations.
- (C) Allocating more resources where needs are greatest, rather than an equal share regardless of need.
- (D) Leaving funding decisions to individual schools and their committees, without district oversight or guidance.

Q55. What is a governance problem that often weakens education reform?

- (A) Weak accountability, absenteeism, and poor monitoring of schools and spending.
- (B) Shortages of qualified teachers in remote districts and rural schools.
- (C) Outdated textbooks that do not match the requirements of the new curriculum.
- (D) Low parental literacy that limits support for learning at home.

Q56. Why do gender disparities in education persist in some areas?

- (A) Cultural norms, safety concerns, early marriage, and fewer facilities for girls combine to limit access.
- (B) Girls perform less well in examinations than boys in most subjects, at most levels of schooling, across the country.
- (C) Girls prefer not to attend school and leave voluntarily.
- (D) Gender gaps exist in every district equally, regardless of context.

Q57. Regional disparities in education are most visible in which contrast?

- (A) Differences in school uniform colours between provinces and districts.
- (B) Differences in school facilities, teacher availability, and learning outcomes between provinces and districts.
- (C) Differences in the length of school holidays in each province.
- (D) Differences in the number of private schools only, not in public provision, facilities or outcomes between districts.

Q58. A reform promises free textbooks but attendance stays low. What lesson follows?

- (A) Textbooks are unimportant for learning and can be replaced easily.
- (B) Single inputs rarely solve multi-causal problems; reforms must address cost, access, and quality together.
- (C) Free provision never helps any family, regardless of their circumstances, needs or income level in any district.
- (D) Attendance cannot be improved by any reform, however well designed.

Q59. Which reform direction best addresses both access and quality together?

- (A) Building schools without hiring teachers or providing materials.
- (B) Raising examination difficulty for all students in every subject, at every level of schooling, across the country.
- (C) Recruiting and training teachers, improving facilities, and supporting poor families to keep children in school.
- (D) Reducing the school year to save costs and staff time.

Q60. Why is reliable education data important for reform?

- (A) Data collection replaces the need for teachers in schools.
- (B) Accurate enrolment, dropout, and learning data show where problems are and whether reforms work.
- (C) Data is useful only for national reports and policy documents.
- (D) Data guarantees that every reform succeeds, regardless of design, funding or implementation in schools.

Answer Key

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

Worked explanations for all 60 questions:

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