Planning & Management in Education Practice Test 1

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

Concept, Meaning, Need and Importance of Educational Planning

Q1. A district education office first studies enrolment trends, then sets targets for new classrooms and teacher posts for the next five years. This activity is best described as educational planning because it:

(A) Reacts to problems only after they have become serious
(B) Decides in advance what is to be done, how, and with what resources
(C) Records what schools have already achieved in the past year
(D) Inspects schools to check whether rules are being followed

Q2. Which statement best captures the meaning of planning in education?

(A) Planning is the daily supervision of classroom teaching
(B) Planning is the preparation of examination papers for a term
(C) Planning is the maintenance of school buildings and furniture
(D) Planning is a systematic process of setting educational goals and working out the means to reach them

Q3. A province wants to open new secondary schools, but without a plan it builds them where teachers and textbooks are unavailable. The clearest lesson is that planning is needed to:

(A) Coordinate resources such as staff, buildings and materials so that expansion actually works
(B) Expand enrolment first and recruit teachers only after the new schools have opened
(C) Give every new school the same staffing and textbook allocation regardless of its size or location
(D) Build the schools first and plan transport, water and furniture only once pupils arrive

Q4. Which of the following is the strongest reason why educational planning is important in a country with limited funds?

(A) It allows every school to spend without any record of expenditure
(B) It removes the need for trained teachers in rural schools
(C) It helps decision-makers use scarce resources where they will bring the greatest educational benefit
(D) It guarantees that every target will be met on schedule

Q5. A headteacher prepares a school development plan that links enrolment targets, teacher training and the repair budget for the year. This shows that planning in a school is:

(A) A forward-looking activity that brings separate tasks into one coherent programme
(B) A report written after the school year has ended
(C) A list of punishments for late or absent staff
(D) A set of orders that teachers must follow without discussion

Q6. Two districts receive equal funds. One plans its spending on teacher training and learning materials, while the other spends without priorities and later runs out of money. The difference best illustrates that planning helps to:

(A) Remove all uncertainty from the future
(B) Make central control of every classroom decision possible
(C) Replace evaluation with guesswork about results
(D) Set priorities and reduce wasteful or unplanned spending

Q7. Educational planning is often described as a continuous activity rather than a one-time document because:

(A) Plans are filed away once they are approved by an office
(B) Changing conditions require plans to be reviewed, adjusted and renewed over time
(C) A single plan can cover every school for all future years
(D) Planning stops as soon as the first target is achieved

Q8. A ministry sets a goal of universal primary enrolment but does not estimate how many teachers, rooms and books this will require. The main weakness of this approach is that it:

(A) Gives too much detail about classroom methods
(B) Focuses too heavily on rural schools
(C) States an aim without working out the practical means of achieving it
(D) Consults too many experts before acting

Q9. Which feature best distinguishes planning from mere forecasting?

(A) Forecasting uses past data while planning uses no data at all
(B) Forecasting sets targets while planning only describes trends
(C) Forecasting reports on schools while planning inspects them
(D) Forecasting predicts what may happen, while planning decides what should be done about it

Q10. A school plan that is prepared with teachers, parents and local officers is more likely to succeed than one prepared in isolation because:

(A) Participation builds shared understanding and commitment to carrying out the plan
(B) More people writing a plan always makes it shorter
(C) Parents can then fund the whole plan themselves
(D) Teachers no longer need any supervision during implementation

Types of Planning

Q11. A national education authority decides the broad direction of schooling for the next ten years, including the structure of secondary education and the expansion of technical streams. This is best described as:

(A) Day-to-day scheduling of lessons in one school
(B) Routine maintenance planning for school buildings
(C) Strategic planning, because it sets long-term direction and major goals
(D) Tactical planning for a single examination session

Q12. A district office works out how to carry out the national enrolment policy in its own schools over the next two years, assigning targets to each tehsil. This level of planning is best called:

(A) Strategic planning, because it creates national policy
(B) Tactical planning, because it translates broad goals into workable programmes for a part of the system
(C) Operational planning, because it covers only daily classroom routines
(D) Contingency planning for emergencies alone

Q13. A headteacher prepares the weekly timetable, duty roster and arrangements for the coming month's examinations. This is an example of:

(A) Strategic planning for the whole education system
(B) Tactical planning for a province over five years
(C) Policy planning for a new national curriculum
(D) Operational planning, because it organizes short-term, day-to-day work in the school

Q14. Which pairing of planning level and typical time horizon is most accurate?

(A) Strategic planning - long-term; tactical planning - medium-term; operational planning - short-term
(B) Strategic planning - short-term; tactical planning - long-term; operational planning - medium-term
(C) Strategic planning - medium-term; tactical planning - short-term; operational planning - long-term
(D) Strategic planning - daily; tactical planning - weekly; operational planning - ten-yearly

Q15. A school arranges extra revision classes for the final examinations three months away. This plan is best classified as:

(A) Long-term planning, because it changes the school structure
(B) Short-term planning, because it covers a brief period and a specific, immediate purpose
(C) Strategic planning, because it sets national policy
(D) Decentralized planning, because it is approved by a ministry

Q16. A five-year programme to train 10,000 science teachers and build science laboratories in stages is best described as:

(A) Operational planning for one school term
(B) Emergency planning for a flood-affected district
(C) Medium-term planning, because it spans several years but stops short of a generation-long vision
(D) Daily planning for classroom lessons

Q17. A twenty-year vision to raise literacy, expand higher education and reshape the school system is best classified as:

(A) Long-term planning, because it sets direction over a generation
(B) Operational planning, because it lists weekly duties
(C) Tactical planning, because it covers a single district
(D) Short-term planning, because it starts this year

Q18. In centralized educational planning, decisions about curriculum, teacher recruitment and major budgets are mainly taken:

(A) By each school acting independently of all higher bodies
(B) By parent committees in individual villages
(C) By textbook publishers without government direction
(D) At the central or top level, with lower levels mainly implementing those decisions

Q19. A school, within district guidelines, sets its own timings for remedial classes and parent meetings to suit local working hours, rather than following one fixed timetable for all schools. This arrangement is an example of decentralized planning because:

(A) The school has become independent of the district office altogether
(B) The district has adopted a new national curriculum for all schools
(C) Authority is shared with the local level, within broader guidelines
(D) The school is no longer accountable to the district office for its work

Q20. A district planning committee includes parents, teachers and local officials in preparing the district education plan, and schools implement the resulting plan more willingly than earlier plans imposed from above. This experience best illustrates which claimed advantage of decentralized planning?

(A) It gives local planners control over the national curriculum framework and textbooks
(B) It increases local participation and ownership, so plans are better accepted and implemented locally
(C) It makes district plans automatically consistent with each other across the country
(D) It transfers responsibility for teacher salaries to school management committees

Approaches to Educational Planning

Q21. A government expands university places because large numbers of school leavers are applying for admission, regardless of whether jobs exist in those fields. This planning decision follows mainly the:

(A) Manpower forecasting approach, because it studies job markets first
(B) Cost-benefit approach, because it compares earnings with costs
(C) Social justice approach, because it targets disadvantaged groups
(D) Social demand approach, because it responds to the public demand for education

Q22. A planning unit studies how many doctors, engineers and technicians the economy will need in ten years, then sets admission targets for medical, engineering and technical institutions accordingly. This is the:

(A) Manpower forecasting approach, because it estimates future labour needs and plans education to meet them
(B) Social demand approach, because it counts student applications
(C) Social justice approach, because it reserves seats for remote areas
(D) Cost-benefit approach, because it measures examination results

Q23. Planners compare the total cost of a new teacher-training programme with the expected increase in teachers' earnings and productivity over their careers before deciding to fund it. This method is best described as:

(A) Social demand analysis, because it counts applicants

(B) Manpower forecasting, because it counts future job vacancies

(C) Cost-benefit analysis, because it weighs the costs of a programme against its expected returns

(D) Social justice planning, because it targets poor districts

Q24. A province gives priority in its education plan to girls' schools in remote districts and to scholarships for children from low-income families. This priority best reflects the:

(A) Manpower forecasting approach, because it predicts job needs

(B) Social justice approach, because it aims to reduce inequality of educational opportunity

(C) Social demand approach, because it follows urban applications

(D) Cost-benefit approach, because it calculates teachers' salaries

Q25. Which criticism is most often made of the social demand approach to educational planning?

(A) It may expand education in fields where graduates cannot find work, because it follows demand rather than employment needs

(B) It requires accurate forecasts of every occupation for twenty years

(C) It ignores the wishes of parents and pupils completely

(D) It measures benefits in money terms, which is difficult for primary schooling

Q26. A major practical difficulty of the manpower forecasting approach is that:

(A) It counts student applications, which change every year

(B) It focuses on disadvantaged groups, which is politically difficult

(C) It values education in money terms, which many educators dispute

(D) Long-term forecasts of occupations can be wrong when technology and the economy change unexpectedly

Q27. A planner argues that a literacy programme for adults should be funded even though its money returns are hard to measure, because it improves health, civic participation and family welfare. This argument challenges mainly the:

(A) Social demand approach, because it forecasts demand from population growth and enrolment pressure

(B) Cost-benefit approach, because it questions whether all educational benefits can be valued in money

(C) Manpower forecasting approach, because it estimates the skilled workers the economy will need

(D) Decentralized approach, because it moves planning decisions closer to local schools

Q28. Planners notice that children from wealthy urban families reach university far more often than children from poor rural families, and they redesign the plan to add rural hostels, transport and fee support. This redesign is driven by the:

(A) Manpower forecasting approach, because it predicts technician shortages

(B) Cost-benefit approach, because it compares examination scores

(C) Social justice approach, because it seeks to equalize opportunity between advantaged and disadvantaged groups

(D) Social demand approach, because it follows urban demand

Q29. Which approach would a planner use first if the main question is: "How many engineers will the country need in 2035, and how many engineering seats should we plan?"

(A) Manpower forecasting, because the question is about future occupational need
(B) Social justice planning, because the question is about fairness
(C) Social demand planning, because the question is about applications
(D) Cost-benefit analysis, because the question is about salaries

Q30. A planning committee uses social demand data to judge how many places are wanted, manpower forecasts to check employment prospects, and equity data to protect remote areas. This combination is best described as:

(A) Reliance on a single approach to the exclusion of others
(B) Confusion between planning and budgeting
(C) Ad hoc decision-making with no method at all
(D) An integrated use of approaches, because each approach corrects the blind spots of the others

The Planning Process and Its Steps

Q31. A planning team begins by collecting data on dropout rates, teacher shortages and classroom conditions before setting any targets. This first stage is best called:

(A) Implementation, because action has started
(B) Diagnosis, because the team is identifying the present situation and its problems
(C) Evaluation, because results are being judged
(D) Feedback, because corrections are being made

Q32. After studying the data, a district declares: "Reduce primary dropout from 20 percent to 10 percent within three years." This statement is an example of:

(A) Diagnosis, because it describes the present situation
(B) Resource estimation, because it counts available funds
(C) Goal setting, because it states a clear, measurable target to be achieved
(D) Evaluation, because it judges past performance

Q33. Planners list three ways to reduce dropout: stipends for poor families, transport for remote villages, and evening classes for working children, and they compare the cost and likely effect of each. This stage is best described as:

(A) Considering alternatives, because different courses of action are being compared before a choice is made
(B) Implementation, because classes have already started
(C) Diagnosis, because problems are first being identified
(D) Reporting, because results are being sent to a higher office

Q34. A plan is approved, funds are released, teachers are posted, and new classrooms begin operating on schedule. This stage of the planning process is:

(A) Diagnosis, because data are being collected
(B) Goal setting, because targets are being written
(C) Evaluation, because final results are being judged
(D) Implementation, because the chosen plan is being put into action

Q35. One year into a dropout-reduction plan, officers compare actual enrolment and dropout figures with the targets set at the start. This activity is:

(A) Diagnosis, because it studies the original problem
(B) Goal setting, because it writes new targets
(C) Evaluation, because progress is being measured against the planned targets
(D) Implementation, because new schools are opening

Q36. Evaluation shows that stipends helped in towns but transport was the bigger need in remote villages, so planners shift funds toward transport in the next cycle. This use of evaluation results is best called:

(A) Diagnosis of a new problem from scratch
(B) Feedback, because findings from one cycle are used to correct and improve the next cycle
(C) Implementation, because money is being spent
(D) Goal setting, because the original goal is abandoned

Q37. Which sequence best represents the usual order of steps in the educational planning process?

(A) Diagnosis, goal setting, considering alternatives, implementation, evaluation, feedback
(B) Implementation, diagnosis, evaluation, goal setting, feedback, considering alternatives
(C) Evaluation, feedback, implementation, diagnosis, goal setting, considering alternatives
(D) Goal setting, evaluation, diagnosis, implementation, feedback, considering alternatives

Q38. A plan sets targets but never estimates how many teachers, rooms and funds will be needed. The missing step is most directly:

(A) Diagnosis, because no data were collected
(B) Goal setting, because no targets were written
(C) Evaluation, because no results were judged
(D) Resource estimation, because the means required by the plan were not worked out

Q39. During implementation, a district finds that textbook delivery is two months late, so it arranges temporary learning materials and revises the term schedule. This best illustrates that implementation requires:

(A) Rigidly following the original document even when conditions change
(B) Monitoring progress and making adjustments when problems arise
(C) Abandoning the plan at the first difficulty
(D) Waiting until evaluation to take any action

Q40. Which of the following is the most important reason for including evaluation in every plan?

(A) Evaluation produces longer reports for higher offices
(B) Evaluation increases the budget for the next year automatically
(C) Evaluation shows whether targets were met and what should change, so future planning is based on evidence
(D) Evaluation removes the need for diagnosis in the next cycle

Q41. A planning team sets a goal to "improve quality" but never defines how improvement will be recognized. The main problem with this goal is that it is:

(A) Vague, because it cannot be measured or judged at evaluation
(B) Over-ambitious, because it promises more improvement than a single year can deliver
(C) Too narrow, because it covers only one subject area of the curriculum
(D) A resource problem, because it would require more funding than the school has

Q42. Planners choose between building new schools and expanding existing ones after studying enrolment projections, land availability and construction costs for both options. This decision-making step is strongest when it is based on:

(A) The preference of the most senior officer alone
(B) The option chosen by a neighbouring district last year
(C) Habit, because the same choice was made before
(D) Evidence about costs, needs and likely effects of each alternative

Q43. A school plan is reviewed every term, with enrolment, attendance and test data checked against targets and small corrections made. This practice best shows planning as:

(A) A single document approved once and never revisited
(B) A cyclical process, in which monitoring and feedback keep the plan on course
(C) A substitute for teaching and supervision
(D) A report prepared only for inspection visits

Q44. Which activity belongs to the diagnosis stage rather than to later stages?

(A) Releasing funds for construction
(B) Judging whether dropout targets were met
(C) Surveying how many children are out of school and why they left
(D) Shifting funds after evaluation findings

Q45. A district plan fails because no one was assigned responsibility for each task and no dates were fixed for completion. The implementation weakness here is mainly the absence of:

(A) Clear responsibilities, timelines and coordination during execution
(B) A national policy statement
(C) A diagnosis of the original problem
(D) A cost-benefit study of adult literacy

Barriers to Effective Planning and Characteristics of a Good Plan

Q46. A plan is prepared without reliable enrolment or teacher data, so its targets are based on guesswork. The barrier to effective planning here is:

(A) Political interference in school appointments
(B) Resistance from teachers to new methods
(C) Shortage of funds for construction
(D) Inadequate and unreliable data for planning

Q47. A new government abandons the previous government's five-year education plan and starts a different one, even though the earlier plan was working. This barrier is best described as:

(A) Lack of continuity in planning when political change disrupts long-term programmes
(B) Shortage of trained planners in the district office
(C) Resistance from parents to new textbooks
(D) Inadequate data on school buildings

Q48. Teachers oppose a new plan because they were never consulted and fear heavier workloads without training or support. The main barrier illustrated here is:

(A) Lack of funds for school buildings
(B) Unreliable statistics on enrolment
(C) Resistance to change when those who must implement a plan feel excluded and unsupported
(D) Over-centralization of examination marking

Q49. A district plan promises universal secondary education in one year, although teacher supply and budgets would allow only a small increase. The plan's main fault is that it is:

(A) Too flexible in its timelines
(B) Unrealistic, because its targets exceed available resources and capacity
(C) Too participatory in its preparation
(D) Too focused on evaluation methods

Q50. A plan fails because the funds promised for it are released late and in smaller amounts than budgeted. This is a barrier related to:

(A) Inadequate data on pupil numbers
(B) Teacher resistance to timetable changes
(C) Political change between governments
(D) Financial constraints and unreliable release of resources

Q51. Which of the following is a characteristic of a good educational plan?

(A) It states clear, measurable objectives that can be checked later
(B) It avoids all mention of costs so that it looks affordable
(C) It is written in language that only senior officers can understand
(D) It fixes every detail so that no adjustment is possible

Q52. A good plan should be flexible. This means that it should:

(A) Change its goals every week without any reason
(B) Allow reasonable adjustment when conditions change, without abandoning its main objectives
(C) Leave all targets undefined so that anything counts as success
(D) Depend entirely on the judgement of one officer

Q53. A plan covers primary schooling fully but ignores teacher training, textbooks and supervision, so its targets cannot be met. The plan is weak mainly because it lacks:

(A) Flexibility in its budget
(B) Simplicity in its language
(C) Comprehensiveness, because it leaves out parts of the system that its success depends on
(D) Participation by parents alone

Q54. Which feature makes a plan more likely to be implemented successfully?

(A) It is prepared in secret and announced without explanation
(B) It is based on guesswork about pupil numbers
(C) It sets targets that no district has ever achieved
(D) It is based on reliable data and realistic estimates of resources

Q55. A school plan is praised because any teacher can read it, understand the targets, and see who is responsible for each task. This strength is best described as:

(A) Flexibility, because it can change easily
(B) Clarity and simplicity, because the plan is easy to understand and follow
(C) Comprehensiveness, because it covers every subject
(D) Continuity, because it lasts for twenty years

Q56. A district continues a teacher-training programme across changes of government, adjusting it each year from evaluation results. This practice illustrates the planning quality of:

(A) Rigidity, because the programme never changes
(B) Secrecy, because the public is not informed
(C) Continuity, because the programme is sustained over time and improved through feedback
(D) Centralization, because all decisions come from one office

Q57. A plan that sets a five-year goal but also breaks it into yearly targets, with a review at the end of each year, best shows which combination of qualities?

(A) Clear objectives with built-in evaluation and continuity
(B) Secrecy with rigid timelines
(C) Centralization with no local role
(D) Flexibility with no measurable targets

Q58. The most serious consequence of planning without consulting the schools that must carry it out is usually:

(A) The plan becomes too short to read
(B) The plan is printed in too many copies
(C) The plan costs less than expected
(D) Weak ownership and resistance during implementation, because schools feel the plan was imposed on them

Q59. A province has skilled planners but no coordination between the education department, the finance department and the teacher-training institutions. The resulting plan is likely to fail because:

(A) Skilled planners always produce unrealistic targets
(B) Lack of coordination between related bodies leaves gaps in staffing, funding and training
(C) Evaluation is carried out too frequently
(D) The plan is too flexible to follow

Q60. Which statement best summarizes what makes educational planning effective?

(A) A detailed document prepared once by experts and never revised
(B) A long list of targets with no estimates of cost or staff
(C) A realistic, comprehensive, flexible and participatory plan, based on reliable data and reviewed through evaluation
(D) A plan that changes its objectives whenever a difficulty appears

Answer Key

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

Worked explanations for all 60 questions:
quaidianpoint.com/pedagogy-planning-management-in-education-practice-test-1/