

Planning & Management in Education

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

Quality Standards, Indicators and School Self-Evaluation

Q1. A quality framework lists minimum expectations for teacher qualifications, classroom safety, learning materials and pupil progress. These published expectations function in the system as:

- (A) Suggestions that schools may ignore without consequence
- (B) A record of past examination results only
- (C) Standards: agreed benchmarks that define what acceptable provision looks like
- (D) A list of fees charged by schools

Q2. A planner wants an indicator that shows whether pupils are staying in school, not merely enrolling. The most suitable indicator is:

- (A) The retention or survival rate, showing the share of a cohort still in school at a later grade
- (B) The number of school buildings constructed
- (C) The total district education budget
- (D) The number of visitors to the district office

Q3. A school reports a 95% pass rate, but its assessments test only recall of textbook facts. A quality reviewer would caution that the pass rate is a weak quality indicator here because:

- (A) Pass rates reflect teaching quality only when assessments cover the full curriculum
- (B) Pass rates are more reliable when large numbers of pupils sit the examination
- (C) Pass rates should be compared with the previous year's pass rate before judging quality
- (D) An indicator is only as good as what it measures: recall-only tests miss understanding and skills

Q4. A district compares schools using enrolment, attendance, pupil-teacher ratio, facilities and learning outcomes together, rather than one figure. This is better practice because:

- (A) Single figures are always fabricated
- (B) A set of indicators gives a balanced picture, since each figure captures a different aspect of quality
- (C) Districts are required to publish long reports
- (D) Parents prefer complicated tables

Q5. A school's self-evaluation report lists only strengths and omits falling attendance and weak science results. The main flaw in this self-evaluation is that it is:

- (A) Too short to be useful
- (B) Written by the headteacher rather than the district
- (C) Focused on the wrong academic year
- (D) Not honest or evidence-based, since self-evaluation must confront weaknesses as well as strengths

Q6. The most useful first step in school self-evaluation is to:

- (A) Gather evidence on teaching, learning, attendance and outcomes against agreed criteria
- (B) Redecorate the school office
- (C) Announce higher targets without examining current performance
- (D) Ask another school to write the report

Q7. A school sets a target to raise reading levels, but collects no baseline data and no mid-year check. At year end it cannot tell whether reading improved. The planning lesson is that targets require:

- (A) Larger classrooms
- (B) More frequent staff meetings about other topics
- (C) Baseline measures and regular monitoring, so progress can actually be tracked
- (D) Lower targets that are easy to claim

Q8. An inspector and a school disagree about teaching quality. The inspector cites lesson observations and pupil work; the school cites its new building and equipment. The inspector's evidence is stronger for judging teaching quality because it concerns:

- (A) The age of the school building
- (B) Direct evidence of the teaching and learning process and its outcomes
- (C) The cost of the equipment purchased
- (D) The number of staff employed

Q9. Which of the following is an output indicator of school quality?

- (A) Pupils' learning achievement and completion rates at the end of a stage
- (B) The number of textbooks delivered to the school store
- (C) The number of teachers appointed during the year
- (D) The amount of money allocated to the school

Q10. A district introduces classroom observation as part of quality monitoring, but observers give no feedback and file no reports. The exercise will have little effect because monitoring improves quality only when it is linked to:

- (A) Longer observation visits with no discussion
- (B) Stricter punishment for all teachers observed
- (C) Higher salaries for observers
- (D) Feedback, support and follow-up action for the teachers observed

Q11. A school improves its science results by teaching only the topics that appear in examinations and dropping practical work. A quality framework would view this as a problem because:

- (A) Examination topics are unimportant
- (B) Narrowing the curriculum to tested topics distorts learning and undermines broader educational aims
- (C) Practical work should never be assessed
- (D) Science results should not be reported

Q12. Benchmarking a school against similar schools is most useful when the comparison:

- (A) Ignores differences in pupil intake and resources
- (B) Is used only to embarrass low-performing schools
- (C) Compares like with like and is used to identify practices worth learning from
- (D) Replaces all internal evaluation permanently

Q13. A quality review finds that a school's stated aim is inclusive education, but children with disabilities have no accessible toilets or learning support. The reviewer's main finding is a gap between:

- (A) Aims and actual provision, showing that stated intentions alone do not constitute quality
- (B) The school and its neighbouring schools
- (C) Two different examination boards
- (D) Morning and afternoon school shifts

Q14. A planner distinguishes between "quality control" checks on examination papers and "quality assurance" of the whole assessment system. The assurance element in this system is best illustrated by:

- (A) Counting the number of papers printed
- (B) Punishing a printer for a misprint
- (C) Reprinting papers after an error is found
- (D) Trained paper setters, moderation panels and clear marking schemes operating before results are produced

Q15. Which combination best describes a mature school quality system?

- (A) Annual examinations, regular classroom observation by senior staff, and termly progress reports
- (B) External inspection combined with published examination results and school ranking tables
- (C) Self-evaluation, internal monitoring and external review working together, feeding into an improvement plan
- (D) Self-evaluation combined with parent feedback and pupil surveys, without external review

TQM, Continuous Improvement and Stakeholder Roles

Q16. A school applies the Plan-Do-Check-Act cycle to homework: it plans a new feedback routine, tries it for a term, checks pupil work and results, then adopts or revises it. This cycle is valuable because it:

- (A) Replaces all planning with guesswork
- (B) Makes improvement systematic: each change is tried, checked against evidence, and then kept or revised
- (C) Guarantees success for every change tried
- (D) Removes the need for teacher judgement

Q17. In TQM terms, the "internal customers" of a school's administration include:

- (A) Teachers and departments who depend on timetables, materials and support services to do their work
- (B) Only the parents who pay fees
- (C) Only the pupils in the final grade
- (D) Only the external examination board

Q18. A school's TQM effort fails because teachers see it as extra paperwork imposed from above, with no say in the changes. The missing TQM condition is most clearly:

- (A) A larger budget for paperwork
- (B) More frequent examinations
- (C) A new school building
- (D) Genuine staff participation and ownership of improvement

Q19. A headteacher studies why textbooks arrive late each year, finds the ordering step is left until after the session starts, and moves ordering earlier with a named person responsible. This is an example of:

- (A) Blaming individual teachers for textbook delays
- (B) Increasing the textbook budget without study
- (C) Process improvement: finding and fixing the weak step in a work process
- (D) Closing the school library

Q20. Which of the following best reflects the TQM idea that quality is built in, not inspected in?

- (A) Checking pupils' work only at the final examination
- (B) Training teachers, planning lessons well and giving regular feedback so good learning happens throughout, rather than relying on a final check
- (C) Inspecting classrooms once a year without feedback
- (D) Re-marking papers after results are announced

Q21. A school collects parent complaints but never analyses patterns or acts on them. From a TQM perspective, the school is failing at:

- (A) Using feedback as data for improvement, since complaints reveal recurring problems worth fixing
- (B) Collecting enough complaints
- (C) Charging parents for complaints
- (D) Holding more parent meetings about unrelated topics

Q22. A school wants to improve punctuality. It records late arrivals for a month, finds most lateness clusters in two bus routes, and works with the transport provider on those routes. This approach is data-based improvement because it:

- (A) Punishes all pupils equally regardless of cause
- (B) Closes the school gates earlier
- (C) Ignores the recorded pattern
- (D) Acts on evidence about where the problem actually occurs

Q23. Under TQM, a school leader's role in quality is best described as:

- (A) Inspecting every lesson personally every day
- (B) Creating the vision, systems, training and climate in which staff can improve quality continuously
- (C) Leaving all quality matters to external inspectors
- (D) Setting targets and never reviewing them

Q24. Two schools adopt the same new teaching method. One trains teachers, pilots it in two classes and reviews results; the other orders all teachers to use it at once with no training. The first school's approach is more consistent with continuous improvement because it:

- (A) Avoids all change
- (B) Spends more on textbooks
- (C) Tests a change on a small scale, learns from evidence, and then spreads what works
- (D) Relies on orders rather than evidence

Q25. A school's quality team finds that most pupil errors in mathematics come from a few misunderstood concepts, not from carelessness across all topics. The most effective improvement response is to:

- (A) Give pupils more homework on every topic equally
- (B) Cancel mathematics lessons for a week
- (C) Reduce the mathematics syllabus by half
- (D) Reteach the misunderstood concepts with targeted practice and check understanding again

Q26. Which statement best captures the difference between "doing things right" and "doing the right things" in school quality?

- (A) Doing things right means efficient routines, while doing the right things means choosing aims and priorities that genuinely serve pupils' learning
- (B) Doing things right means ignoring all routines
- (C) Doing the right things means following any order quickly
- (D) There is no difference between the two ideas

Q27. A school management committee reviews attendance, results and spending each term and questions the headteacher on weak areas. This committee contributes to quality mainly through:

- (A) Strategic planning, because the committee sets the school's long-term goals each term
- (B) Financial management, because the committee checks spending against the budget
- (C) Oversight and accountability, challenging the school on evidence and supporting improvement
- (D) Curriculum development, because the committee reviews results and suggests teaching changes

Q28. A parent body is invited to discuss school priorities, but meetings present decisions already taken and allow no discussion. Genuine stakeholder participation, as TQM requires, would instead involve parents in:

- (A) Paying fees without comment
- (B) Shaping priorities, giving feedback and reviewing progress before decisions are finalised
- (C) Marking pupils' examinations
- (D) Appointing teachers without criteria

Q29. A school celebrates a single year of good results and then stops all monitoring, assuming quality will maintain itself. The flaw in this thinking is that quality:

- (A) Depends only on examination difficulty
- (B) Is fixed once it is achieved
- (C) Improves automatically every year
- (D) Must be sustained through ongoing monitoring, since staff, pupils and conditions change

Q30. The strongest evidence that a school has embedded a culture of quality, rather than a one-time campaign, is that:

- (A) Staff routinely use evidence, review their work and improve it without waiting for external pressure
- (B) It holds one quality week each year
- (C) It wins a single award
- (D) It displays a quality slogan in the entrance

EMIS in Practice: Projections, Dropout and Resource Decisions

Q31. A district planner projects Grade 1 enrolment for the next five years. The most important starting data, beyond current enrolment, are:

- (A) The number of district office vehicles
- (B) The examination schedule for the current year
- (C) The size of the school-age population and the share of children who actually enter school
- (D) The colour of school uniforms

Q32. A planner uses the cohort method and finds that of 1,000 pupils entering Grade 1, only a minority reach Grade 10 without repeating. The planning value of this finding is that it shows:

- (A) The district budget for the current year
- (B) The internal efficiency of the system: how much pupil flow is lost to repetition and dropout along the way
- (C) The number of schools in the district
- (D) The popularity of individual subjects

Q33. Two districts have the same dropout rate in Grade 8, but in one district most leavers return within a year, while in the other they never return. A planner should treat these cases differently because:

- (A) Dropout rates are meaningless in both cases
- (B) Both districts need identical responses regardless of cause
- (C) The districts have the same number of schools
- (D) The underlying pattern matters: temporary interruption calls for re-entry support, while permanent leaving calls for prevention and second-chance routes

Q34. A district analyses dropout by grade and finds the sharpest fall between primary and middle school. The most useful next step for planners is to:

- (A) Investigate the transition: distance to middle schools, subject difficulty, costs and support at that stage
- (B) Close all primary schools
- (C) Ban transfers between schools
- (D) Publish the district average again without breakdown

Q35. A planner compares dropout in two areas with similar poverty levels. One has much lower dropout, and the difference is linked to nearby middle schools and active parent committees. This comparison best supports:

- (A) The conclusion that poverty makes dropout inevitable
- (B) Evidence-based planning: identifying local factors associated with retention and testing them elsewhere
- (C) The conclusion that data should not be compared
- (D) The conclusion that all districts should copy the weaker district

Q36. A district plans teacher demand for the next session. It combines projected enrolment by grade with its target pupil-teacher ratio and the expected retirements and transfers. This calculation is sound because teacher demand depends on:

- (A) The number of district holidays alone
- (B) The age of school buildings alone
- (C) Examination dates alone
- (D) Pupil numbers, the chosen staffing standard, and staff losses and gains

Q37. A district builds ten new classrooms in an area where enrolment is falling, while overcrowded schools nearby get nothing. The planning failure is best described as:

- (A) A shortage of construction workers
- (B) A shortage of textbooks in the new classrooms
- (C) Resource planning disconnected from enrolment evidence, so investment misses actual need
- (D) A shortage of examination centres

Q38. A school receives a grant for science equipment, but has no trained science teacher and no laboratory timetable. The most data-informed use of the grant, before buying equipment, is to:

- (A) Check staffing, timetable and training needs together, so equipment can actually be used for learning
- (B) Spend the grant on unrelated building decoration
- (C) Store the equipment unopened for a year
- (D) Distribute the equipment among schools that have no science classes

Q39. A district's EMIS data are accurate, but no officer analyses them and annual plans simply repeat last year's targets. The system is failing mainly at the stage of:

- (A) Data collection, since no data exist
- (B) Building construction
- (C) Textbook printing
- (D) Use of data for decisions, since information that is never analysed cannot guide planning

Q40. A planner must choose between two interventions with equal cost: one reduces dropout in early grades, the other adds a new subject in Grade 10. Evidence shows early dropout causes the larger loss of schooling. Evidence-based planning would favour:

- (A) The new subject, because it is more visible
- (B) The early-grade dropout intervention, because it addresses the larger measured loss for the same cost
- (C) Neither intervention, to save the budget
- (D) Both interventions at half strength without evaluation

Q41. A school report card shows high enrolment but low attendance and weak results. A community reading the card should conclude that:

- (A) Enrolment shows the school is popular, so attendance and results will improve on their own
- (B) Access without participation and learning is incomplete, so attendance and learning need attention
- (C) Attendance is a separate administrative matter, unrelated to how well the school performs
- (D) Results should be read on their own, because they are the only outcome that matters to parents

Q42. A district officer notices that EMIS enrolment jumps sharply in one school every census month, then falls back the next month. The most sensible administrative response is to:

- (A) Reward the school for the census figure
- (B) Ignore the pattern as normal variation
- (C) Verify the figures against attendance registers and headcounts before using them for funding or staffing
- (D) Close neighbouring schools

Q43. When EMIS data are shared with schools in a clear summary, rather than kept only at the district office, the main benefit is that:

- (A) Schools can compare their position, set realistic targets and take ownership of improvement
- (B) Districts no longer need to plan
- (C) Schools are freed from all reporting
- (D) Examination standards are automatically raised

Q44. A planner combines EMIS enrolment projections with population growth in a new housing area and plans a new primary school there. This decision best illustrates:

- (A) Planning by imitation of other districts
- (B) Planning by guesswork about future demand
- (C) Planning by political preference alone
- (D) Forward planning: matching future school places to where children will actually live

Q45. A district sets a target to cut dropout by a fifth in three years. To know whether it succeeds, it must define dropout consistently, record it the same way each year, and track the same cohorts. These requirements concern:

- (A) The colour of the annual report
- (B) Data quality and comparability over time, without which trends cannot be trusted
- (C) The number of pages in the plan
- (D) The speed of report printing

Pakistan: Planning Machinery, Policy Frameworks and Donor-Assisted Planning

Q46. In Pakistan's post-devolution system, the body that prepares a province's education sector plan and oversees its implementation is normally:

- (A) A single school's parent committee acting alone
- (B) A foreign embassy in the province
- (C) The provincial education department, working with the provincial planning and finance departments
- (D) A private coaching centre

Q47. A provincial education sector plan is best described as:

- (A) A medium-term, costed plan that turns policy priorities into sequenced actions, budgets and targets for the province
- (B) A daily timetable for one school
- (C) A list of examination dates
- (D) A fee schedule for private schools

Q48. After the 18th Amendment, a province that wants to change its teacher recruitment rules, curriculum and school calendar can do so mainly because:

- (A) The federal government now decides all school matters
- (B) Districts have been abolished
- (C) Private schools now control public policy
- (D) Education is a devolved subject, giving provinces primary authority over school education

Q49. A province and the federal government disagree on the standard for a school subject. The forum designed for coordination between the federation and provinces on such matters is best illustrated by:

- (A) A single school's staff meeting
- (B) Inter-provincial coordination mechanisms, including the Council of Common Interests, where shared standards can be agreed
- (C) A private publishers' association
- (D) A district sports committee

Q50. A province prepares a costed plan covering access, quality, teacher supply and governance for its schools over the next five years, with its own targets and financing. This document is best described as:

- (A) An annual school timetable covering the province's schools for one year
- (B) A federal curriculum framework for classroom teaching across the country
- (C) A provincial education sector plan, with the province's own priorities and financing
- (D) A donor project proposal for a single school building programme in one district

Q51. A planner comparing the National Education Policy 2009 with later frameworks notes that later documents place greater weight on provincial implementation. This shift mainly reflects:

- (A) The abolition of education as a public responsibility
- (B) A decision to stop all education planning
- (C) A decision to give every school its own national policy
- (D) Devolution after the 18th Amendment, which moved implementation responsibility to the provinces

Q52. The Single National Curriculum, as a planning initiative, required provinces and schools to prepare for:

- (A) Common curricular content and materials, teacher orientation, and aligned assessment across streams
- (B) The closure of all teacher training
- (C) The removal of all textbooks
- (D) Separate curricula for every individual school

Q53. A common risk when a curriculum reform is announced nationally but teacher training and textbooks lag behind is that:

- (A) Pupils automatically master the new content
- (B) Teachers welcome the reform without support
- (C) Classrooms continue with old content under new labels, so the reform does not reach learning
- (D) Examinations automatically become easier

Q54. Five-year planning for education in Pakistan historically linked school expansion to:

- (A) The daily weather in each district
- (B) National development goals, manpower needs and available public resources over the plan period
- (C) The preferences of individual headteachers alone
- (D) The number of private academies in one city

- Q55. A province receives donor funding to improve girls' enrolment. The funding is most likely to strengthen the system if it is:**
- (A) Channelled through provincial plans, reported in EMIS, and designed to continue after funding ends
 - (B) Donor funding is spent through a separate project office, with its own reporting to the donor
 - (C) Donor funding is used to build new classrooms, while teacher recruitment is left to the province
 - (D) Donor funding is renewed each year, provided enrolment targets are met
- Q56. Donor-assisted planning carries a risk of distorted priorities when:**
- (A) Donor programmes are aligned with national priorities
 - (B) Programmes are evaluated regularly
 - (C) Funding is reported transparently
 - (D) Funding follows donor preferences rather than the country's own assessed needs
- Q57. A district education plan that sets targets but assigns no budget, no responsible officer and no timeline is best described as:**
- (A) A complete and implementable plan
 - (B) A statement of intent, not a plan, since a plan requires resources, responsibility and sequencing
 - (C) A school timetable
 - (D) An examination schedule
- Q58. The most important reason for coordination between provinces on curriculum standards, after devolution, is that:**
- (A) Provinces should have no differences at all
 - (B) Districts should stop planning entirely
 - (C) Pupils and teachers move between provinces, and qualifications should remain comparable and transferable
 - (D) The federal government should appoint all teachers
- Q59. A planner reviewing education developments from 2017 to 2025 concludes that access improved in some areas while learning quality lagged. The sound planning response is to:**
- (A) Pair further access measures with teacher support, materials and learning assessment in the next plan cycle
 - (B) Expand access further without any quality measures
 - (C) Close schools with weak results immediately
 - (D) Stop measuring learning outcomes
- Q60. A province plans its next education sector plan. It reviews EMIS trends, checks which earlier targets were met, consults districts and teachers, and costs its priorities before finalising the plan. This process best illustrates:**
- (A) Planning by copying another province's document
 - (B) Planning by announcing targets without evidence
 - (C) The planning cycle: reviewing evidence, consulting stakeholders, setting priorities and costing them before implementation
 - (D) Planning by waiting for donor instructions

Answer Key

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

Worked explanations for all 60 questions:

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