

Planning & Management in Education

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

Quality in Education: Concept and Dimensions

Q1. A school claims to be a quality school because its building is large and its fees are high. A planner objects that size and fees alone do not prove quality. The strongest basis for the objection is that quality in education mainly refers to:

- (A) The examination pass rate in a single year
- (B) The extent to which a school achieves its educational purposes and meets the learning needs of its pupils
- (C) The total number of pupils enrolled in the school
- (D) The age and size of the school building

Q2. A district report judges schools on teachers, textbooks, classroom teaching, and pupils' learning outcomes together. This approach is sound because quality in education is best understood as covering:

- (A) Teaching methods alone, since other factors matter little
- (B) Examination results alone, since they sum up everything else
- (C) School finances alone, since money decides all outcomes
- (D) Inputs, processes and outcomes together

Q3. A district doubles primary enrolment in three years, but most new pupils cannot read a simple passage by Grade 3. A planner describing this situation would most accurately say that:

- (A) Quantity has expanded without matching quality, since access alone does not guarantee learning
- (B) Quality has improved for the pupils who were already enrolled, even if new pupils are behind
- (C) Access has improved, but quality can only be judged once the new pupils reach Grade 5
- (D) Enrolment growth shows demand for schooling, which is itself a measure of parental satisfaction

Q4. Which description best captures the idea of quality as "fitness for purpose" in education?

- (A) A school that spends the most money per pupil, whatever the results
- (B) A school that admits only the highest-achieving pupils
- (C) A school whose teaching, curriculum and support fit its stated aims and its pupils' needs
- (D) A school that follows the same timetable as every other school

Q5. Two schools have identical examination results, but one also develops pupils' reasoning, confidence and civic sense, while the other relies on memorisation alone. A broad view of quality would rate the first school higher because quality includes:

- (A) The wider aims of education, including understanding, attitudes and personal development
- (B) The number of textbooks stored in the school library
- (C) The strictness of the school uniform policy
- (D) The length of the school day, regardless of what happens in it

Q6. Parents, teachers, employers and pupils often judge the same school differently. This is best explained by the fact that:

- (A) Quality is a fixed measurement that never varies
- (B) Only parents are entitled to judge a school
- (C) Quality judgements depend on the values and expectations of different stakeholders
- (D) Teachers' views of quality are always mistaken

Q7. A planning team wants one indicator of learning quality that goes beyond enrolment and attendance. Which of the following is the most direct indicator?

- (A) The number of classrooms in the school
- (B) The total budget allocated to the district
- (C) The number of visitors the school receives each year
- (D) The proportion of pupils who reach the expected level of learning in core subjects

Q8. A province reports excellent average results, but girls in remote areas and children with disabilities score far below the average. From a quality perspective, the main concern is that quality must also include:

- (A) Higher fees for remote schools
- (B) Equity, so that good learning reaches disadvantaged and marginalised groups too
- (C) Fewer schools in remote areas
- (D) Separate examinations for different groups

Q9. An inspector finds a school with trained teachers and new textbooks, yet lessons are dominated by copying from the board and pupils rarely ask questions. The weakest dimension of quality here is:

- (A) The quality of the school building
- (B) The supply of textbooks to the school
- (C) The qualifications printed on teachers' certificates
- (D) The quality of the teaching and learning process in classrooms

Q10. Which of the following is an example of input quality in a school?

- (A) Qualified teachers, suitable textbooks and safe classrooms available before teaching begins
- (B) The number of prizes won at a sports day
- (C) The speed at which examination results are announced
- (D) The number of parents attending a single meeting

Q11. A school meets every published benchmark for staffing, safety and learning materials, but its pupils still learn little. A planner would most accurately conclude that:

- (A) Benchmarks are useless and should be abandoned
- (B) Meeting input standards automatically guarantees learning
- (C) Standards describe minimum conditions, while quality also depends on how teaching and learning are carried out
- (D) Pupils are entirely responsible for their own results

Q12. A headteacher judges her school's quality from one terminal examination only. The main weakness of this judgement is that:

- (A) Examinations are always marked incorrectly
- (B) A single examination gives a narrow picture and may miss understanding, skills and progress over time
- (C) Pupils perform better when examinations are ignored
- (D) Terminal examinations are forbidden in quality frameworks

Q13. A curriculum teaches content that pupils cannot connect with their daily lives, work or further study. Even if it is taught efficiently, its quality is limited mainly because it lacks:

- (A) A longer school timetable
- (B) More frequent examinations
- (C) Stricter discipline in classrooms
- (D) Relevance to learners' lives, society and future opportunities

Q14. A district has a fixed budget and two options: build one showcase school, or repair classrooms, train teachers and supply books across twenty schools. Judged by efficiency, the better question to ask is:

- (A) Which option achieves the greatest improvement in learning for the resources spent
- (B) Which option produces the most impressive photographs
- (C) Which option is completed in the shortest time, whatever the effect
- (D) Which option pleases the largest number of officials

Q15. A school raises its pass rate by encouraging weak pupils to stay away on examination days. Its results improve, but a planner would still call this poor quality because:

- (A) The school's results are no longer comparable with other schools' results in the district
- (B) Effectiveness means genuine learning for all pupils, not figures improved by excluding some learners
- (C) Weak pupils who miss examinations may fall further behind without support or follow-up
- (D) The school has set its pass target higher than the district average for the year

Quality Assurance, Quality Control, TQM and Accreditation

Q16. A school designs its lesson plans, trains its teachers, moderates its assessments and reviews results each term, all before problems appear in final examinations. This whole system is best described as:

- (A) Punishing teachers after poor results
- (B) Inspecting finished examination scripts only
- (C) Closing the school until results improve
- (D) Quality assurance, because planned processes are built in to prevent poor quality

Q17. After printing, a school checks a sample of question papers for errors, misprints and wrong answer keys before distributing them. This checking activity is best described as:

- (A) Planning a new curriculum
- (B) Recruiting new teachers
- (C) Quality control, because it inspects a finished product to detect defects
- (D) Setting the school budget

Q18. A school introduces a clear procedure for setting, moderating and marking assessments, and trains all staff in it. A second school only re-checks papers after parents complain. The first school's approach differs mainly because it is:

- (A) Preventive and process-based, aiming to get assessment right from the start
- (B) More expensive in every case, whatever the outcome
- (C) Focused only on the final examination day
- (D) Dependent on complaints before any action is taken

Q19. Which statement best distinguishes quality assurance from quality control?

- (A) Assurance reacts after failure, while control plans in advance
- (B) Assurance builds quality into processes and aims to prevent defects, while control inspects outputs to detect defects
- (C) Assurance applies only to private schools, while control applies only to public schools
- (D) Assurance and control are identical and cannot be distinguished

Q20. An independent body visits a teacher training college, judges it against published standards for staffing, curriculum and facilities, and grants it formal recognition for a fixed period. This process is best called:

- (A) Admission of new students
- (B) Routine staff attendance marking
- (C) Accreditation, because an external body certifies that standards are met
- (D) Internal lesson planning

Q21. A college is accredited, but after five years its recognition lapses and it must be reviewed again. The time limit exists mainly because:

- (A) Accreditation is meant to be a one-time prize that never changes
- (B) Colleges should be closed after five years
- (C) Staff qualifications never change over time
- (D) Quality must be maintained and re-checked, since staffing, resources and performance change over time

Q22. In a quality framework, published standards for a school most usefully serve as:

- (A) Benchmarks against which the school's provision and performance can be judged
- (B) A list of punishments for headteachers
- (C) A replacement for all professional judgement
- (D) A guarantee that every pupil will pass

Q23. A school writes a self-evaluation report claiming that teaching has improved, but cites no lesson observations, pupil progress data or other evidence for the claim. A quality reviewer would judge this self-evaluation as weak because:

- (A) The school's own judgement should be accepted without further evidence, because staff know their school best
- (B) Self-evaluation should focus on strengths only, to encourage staff
- (C) Self-evaluation is credible only when judgements are backed by evidence against criteria
- (D) Self-evaluation is complete once the report is written, even if no improvement actions follow

Q24. An external team visits a school, observes lessons, talks to pupils and parents, and reports on strengths and weaknesses. The main value of this external view, compared with self-evaluation alone, is that it provides:

- (A) A cheaper substitute for all internal work
- (B) Independent judgement and comparison with standards beyond the school's own view
- (C) A reason to ignore the school's own evidence
- (D) Automatic funding for the school

Q25. A school adopts the principle that every member of staff, from the headteacher to the support staff, shares responsibility for the quality of pupils' experience. This organisation-wide commitment is closest to:

- (A) Total Quality Management, which makes quality the responsibility of everyone in the organisation
- (B) Inspection alone, which places quality only on external visitors
- (C) A single annual examination, which measures quality once a year
- (D) A building programme, which improves quality through construction only

Q26. Under Total Quality Management, a school regularly asks pupils and parents what they need, what frustrates them, and what could improve. This practice reflects the TQM principle of:

- (A) Ignoring the views of service users
- (B) Judging quality only by staff opinion
- (C) Reducing contact with parents
- (D) Customer focus, treating learners and parents as the people whose needs quality must serve

Q27. A school forms mixed teams of teachers, administrators and support staff to solve problems such as late textbooks and crowded timetables. This teamwork best reflects which TQM principle?

- (A) Continuous improvement, because problems are solved gradually rather than in one reform
- (B) Involvement of all people, drawing on the knowledge of staff at every level
- (C) Customer focus, because the teams aim to improve services for pupils and parents
- (D) Leadership commitment, because the headteacher formed the teams and set their task

Q28. A school maps out how admissions, lesson planning, assessment and feedback link together, then improves the weakest link instead of blaming one department. This is an example of:

- (A) Treating each department as unrelated to the others
- (B) Waiting for an annual inspection to find faults
- (C) The process approach, improving the linked steps through which quality is produced
- (D) Replacing all existing procedures at once without study

Q29. A school improves homework feedback slightly each term, reviews the effect, and then makes another small change. Over two years, marking quality rises markedly. This pattern best illustrates:

- (A) Continuous improvement, through small, regular, reviewed steps rather than one dramatic change
- (B) A one-time reform that is never revisited
- (C) Lowering expectations until results appear better
- (D) Abandoning feedback altogether

Q30. A headteacher announces a quality programme but provides no time, training or follow-up, and it fades within a term. The most important missing element is:

- (A) A larger school building
- (B) More frequent examinations
- (C) Stricter punishment for pupils
- (D) Leadership commitment, with time, resources and sustained attention to improvement

EMIS and Data-Based Planning

Q31. A province sets up a system that collects school data each year, stores it centrally, analyses it, and sends summaries back to districts for planning. This system is best described as:

- (A) A single school's admission register
- (B) An Education Management Information System (EMIS), which turns school data into information for management and planning
- (C) A textbook distribution warehouse
- (D) A teacher training college

Q32. Which set of data would a planner most expect a school-level EMIS return to include?

- (A) Pupils' private medical histories in full detail
- (B) Teachers' personal bank account details
- (C) Enrolment by grade and gender, teacher numbers and qualifications, classrooms and facilities, and examination outcomes
- (D) The daily menus of pupils' homes

Q33. A headteacher keeps careful daily registers, but the district cannot compare her school with others or plan teacher supply across the district. The gap is that school records alone, unlike EMIS, do not:

- (A) Aggregate standardised data from all schools into a system-wide picture for planning
- (B) Record attendance on a daily basis
- (C) Help the headteacher run her own school
- (D) Store information in paper form

Q34. A district wants to know how many Grade 6 places it will need in three years. Its planners start from current Grade 3 enrolment and apply the rates at which pupils move up, repeat and drop out each year. This forecasting method is called:

- (A) Guessing from last year's budget
- (B) Counting only the new school buildings planned
- (C) Asking parents how many children they intend to enrol
- (D) Cohort progression analysis, following a group of pupils through grades over time

Q35. When projecting future enrolment, a planner who uses only last year's total enrolment and ignores birth rates, migration and grade-to-grade movement is most likely to:

- (A) Produce a perfectly accurate forecast
- (B) Overstate the need for new classrooms in every case
- (C) Miss real changes, because enrolment is driven by population trends and pupil flows, not by last year's total alone
- (D) Remove the need for any school census

Q36. A district's annual enrolment falls by 200 pupils between Grade 5 and Grade 6. The headcount alone cannot tell planners whether these pupils repeated, transferred, or left school. The analysis that would answer this is:

- (A) Counting the district's total budget
- (B) Cohort and dropout analysis, tracing what happens to individual pupils or pupil groups between grades
- (C) Measuring the size of school playgrounds
- (D) Listing the names of all headteachers

Q37. A planner defines the dropout rate for a grade as the share of pupils enrolled in that grade who leave school before completing the stage, without transferring elsewhere. This definition is important because it:

- (A) Distinguishes genuine leaving from transfer and repetition, so the problem is measured correctly
- (B) Counts every absent pupil as a dropout
- (C) Treats all transfers as dropouts
- (D) Ignores pupils who never enrolled

Q38. EMIS shows a district with 9,000 pupils and 150 teachers, but three schools have ratios above 60 pupils per teacher while others are below 25. The most data-based staffing response is to:

- (A) Recruit the same number of teachers for every school regardless of need
- (B) Close the schools with the lowest ratios
- (C) Ignore the ratios and post teachers by seniority alone
- (D) Redeploy and recruit to balance pupil-teacher ratios where need is greatest

Q39. Two districts try different approaches to reduce dropout. District A records which approach was used, tracks dropout before and after, and compares the results. District B simply repeats last year's campaign. District A's approach is evidence-based because it:

- (A) Spends more money than District B
- (B) Uses measured outcomes to judge whether an intervention worked, instead of relying on habit
- (C) Employs more officers than District B
- (D) Publishes a longer annual report

Q40. A district publishes a one-page summary for each school showing enrolment, attendance, pupil-teacher ratio, facilities and examination results, and shares it with parents. The main planning purpose of such a school report card is to:

- (A) Rank schools for punishment without discussion
- (B) Replace all school inspections permanently
- (C) Make key school information public so parents, communities and planners can compare, question and support improvement
- (D) Collect fees from parents

Q41. A planner designing a school report card wants one headline indicator that summarises staffing pressure in a school at a glance. The most suitable choice is:

- (A) The pupil-teacher ratio, which shows how many pupils each teacher must serve
- (B) Pupils' average scores in the annual examination across all subjects
- (C) Total enrolment in the school across all year groups
- (D) Number of classrooms available per year group in the school

Q42. A district receives EMIS returns two years late, with many schools missing and several figures inconsistent. The most serious consequence for planning is that:

- (A) Planners will have more time to think
- (B) Reports will look longer and more impressive
- (C) Schools will automatically receive more funding
- (D) Decisions will rest on outdated and incomplete information, so resources may go to the wrong places

Q43. District averages show rising enrolment, but when the data are broken down by gender and by rural and urban areas, girls in rural areas show almost no gain. The value of disaggregating data in this way is that it:

- (A) Makes district reports shorter
- (B) Hides differences between groups
- (C) Reveals inequalities hidden by averages, so action can be targeted where it is most needed
- (D) Removes the need for district averages

Q44. A district uses EMIS data on enrolment, repetition and dropout trends to estimate how many additional classrooms it will need in five years. A planner should treat this estimate as:

- (A) A firm commitment that exactly that many classrooms will be needed in five years
- (B) A planning estimate based on current trends and assumptions, revised as new data arrives
- (C) A substitute for visiting schools to check actual classroom conditions and needs
- (D) A record of what has already been built, not a forward estimate

Q45. A headteacher reviews her school improvement plan mid-year and finds the reading target on track but the attendance target missed. The most appropriate response is to produce:

- (A) A new baseline survey, replacing the original plan entirely with fresh data
- (B) An annual report describing last year's results only, without new actions
- (C) A separate attendance policy, disconnected from the improvement targets
- (D) A revised school improvement plan, with new actions for attendance

Planning Bodies and Reforms in Pakistan

Q46. At the federal level in Pakistan, education planning is primarily shaped by the federal education ministry together with:

- (A) The Planning Commission and related federal bodies, which link education plans to national development priorities
- (B) Individual school headteachers acting alone
- (C) Private textbook publishers acting alone
- (D) Foreign universities acting alone

Q47. Within a province, the preparation of an education sector plan normally involves the provincial education department working with:

- (A) Only one school in the provincial capital
- (B) Only the federal parliament
- (C) The provincial planning and development department, finance department and district education offices
- (D) Only private coaching centres

Q48. In the planning chain, the district education office contributes most usefully by:

- (A) Setting national curriculum policy on its own
- (B) Turning provincial plans into local targets, school support and monitoring for its own schools
- (C) Printing currency for school budgets
- (D) Appointing federal ministers

Q49. After the 18th Amendment, a province that previously waited for a federal school plan finds it must set its own direction for school education. The most important planning consequence for the province is that it must:

- (A) Wait for the federal ministry to issue its annual school plan and budget for the province
- (B) Transfer planning to district offices only, with no provincial coordination role at all
- (C) Follow the federal curriculum timetable and textbook list exactly as before
- (D) Develop its own education sector plan and planning capacity, since it is now primarily responsible

Q50. Pakistan reports national enrolment and literacy figures to international bodies and compares provincial progress against national commitments. This national reporting role is mainly a function of:

- (A) The federal government, compiling national data and handling international education commitments
- (B) The federal government approving each province's annual school budget and staffing plan
- (C) The federal government recruiting teachers for provincial schools and setting their pay scales
- (D) The federal government inspecting every classroom in the provinces and reporting on each teacher

Q51. The National Education Policy 2009 is best understood, from a planning perspective, as:

- (A) A single school's annual timetable
- (B) A district's fee schedule
- (C) A national policy framework setting directions, priorities and goals for access, quality and governance in education
- (D) A textbook for one subject

Q52. The National Education Policy Framework 2018 differs from a traditional full policy mainly in that it:

- (A) Applies only to one school
- (B) Sets out a shared framework of priorities and actions to guide federal and provincial planning, rather than a detailed standalone policy document
- (C) Abolishes provincial education departments
- (D) Bans all curriculum reform

Q53. A province adopts a common curriculum core, but its textbooks and teacher training still follow the old separate curricula. For the reform to reach classrooms, the planner's priority should be to:

- (A) Publish the new curriculum document for all schools
- (B) Allow textbooks to be updated gradually over several years without a timetable
- (C) Train only headteachers, leaving classroom teachers to follow the new books on their own
- (D) Align textbooks, teacher training and assessment with the new curriculum together

Q54. Halfway through a five-year education plan, population growth and funding conditions have changed markedly from the original assumptions. The soundest planning response is to:

- (A) Review and revise the plan's targets and allocations in light of changed conditions
- (B) Extend the same targets for another five years without any mid-period review
- (C) Abandon the medium-term plan and rely on annual planning only
- (D) Keep the original targets but change only the plan's title and introduction

Q55. A recurring weakness in Pakistan's five-year planning for education has been the gap between ambitious targets and actual delivery. The most common planning explanation for this gap is:

- (A) Targets were revised downward during implementation, so final achievements looked smaller
- (B) Weak alignment between targets, funding, staffing and implementation capacity
- (C) Provinces set their own targets independently, so national totals were difficult to add up
- (D) Donor funding arrived late in the plan period, delaying several new school projects

Q56. Donor-assisted education planning in Pakistan is best described as:

- (A) Foreign agencies replacing the government entirely
- (B) Schools funded only by fees from parents
- (C) External financial and technical support provided for programmes agreed with government priorities, such as access, quality and system capacity
- (D) A ban on all government education spending

Q57. A province accepts donor support for a new enrolment programme but runs it through a separate unit, with its own reporting, outside the provincial EMIS. The main planning risk is that:

- (A) Enrolment will automatically double
- (B) Teachers will receive higher salaries in every case
- (C) The programme will cost nothing to run
- (D) A parallel system will weaken government capacity and make the programme hard to sustain when support ends

Q58. After devolution, a province prepares its own education sector plan with targets for access, quality and teacher development. This is the expected consequence of devolution because:

- (A) Provinces now carry the primary planning responsibility and must translate national directions into their own costed plans
- (B) The federal government now writes every provincial plan
- (C) Districts are no longer involved in education
- (D) National policies no longer apply to provinces

Q59. Education developments in Pakistan between 2017 and 2025 included new policy frameworks, curriculum reform and a continued focus on out-of-school children and learning quality. For a planner, the central lesson of this period is that:

- (A) Policy documents alone improve schools without implementation
- (B) Curriculum reform alone solves dropout
- (C) Reforms must be sequenced with teacher preparation, materials, assessment and monitoring to reach classrooms
- (D) Provinces should plan in isolation without coordination

Q60. After devolution, two provinces adopt different textbooks and teacher training schedules, while parents move between provinces for work. The coordination problem this creates is best solved by:

- (A) Abolishing provincial education departments
- (B) Agreed national standards and inter-provincial coordination, while provinces keep control of delivery
- (C) Forbidding families from moving between provinces
- (D) Giving every district a completely separate national curriculum

Answer Key

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

Worked explanations for all 60 questions:

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