

School Administration & Supervision

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

Monitoring Tools and School Report Cards

Q1. A school displays a one-page summary showing its enrolment, attendance rate, examination pass rate, teacher numbers and available facilities, and shares it with parents at admission time. This document is best called a:

- (A) Teacher transfer order
- (B) Board examination date sheet
- (C) School report card
- (D) Textbook requisition form

Q2. In Punjab, a Monitoring and Evaluation Assistant (MEA) visits schools each month with a tablet, records teacher and pupil attendance, checks facilities and uploads the data the same day. The main value of this system is that it provides:

- (A) Regular, standardised and quickly available monitoring data from every school
- (B) A replacement for all classroom teaching
- (C) Examination papers for the next board session
- (D) Salaries for teachers in remote areas

Q3. An officer arrives at a school without prior notice and finds two teachers absent and several classes combined. The chief advantage of this unannounced visit is that it shows:

- (A) How the school performs on a specially prepared day
- (B) Only the condition of the school building
- (C) The examination results of the previous year
- (D) The school as it normally works, without time to stage a special performance

Q4. An officer informs a school in advance that she will spend a full day reviewing records, observing lessons and discussing a new reading programme with staff. The main advantage of this announced visit is that it allows:

- (A) Teachers to take the day off
- (B) Full preparation, access to complete records and a proper guidance discussion
- (C) The school to hide its registers
- (D) Pupils to skip their lessons

Q5. Every visiting officer writes the date, findings and agreed actions in a book kept at the school, so the next visitor can see what was promised last time. This book is best described as a:

- (A) Pupil admission register
- (B) Cash book for school fees
- (C) Stock register for furniture
- (D) School visit and inspection log that keeps follow-up continuous

Q6. Which of the following belongs most naturally as an indicator on a school report card?

- (A) The pupil attendance rate for the term
- (B) The personal mobile number of the headteacher
- (C) The home address of every teacher
- (D) The private remarks of an inspecting officer about one teacher

Q7. A district begins publishing school report cards and discussing them at parent meetings. The strongest reason for sharing this information publicly is that it:

- (A) Increases examination fees for parents
- (B) Removes the need for any inspection visits
- (C) Makes school performance transparent and gives parents a basis for questions and support
- (D) Guarantees higher marks for every pupil

Q8. An officer checks a school's attendance registers and finds them complete, but classroom observation shows that pupils in Grade 4 cannot read their textbook. The lesson for monitoring is that:

- (A) Registers alone prove that learning is taking place
- (B) Record-checking must be combined with observation of teaching and learning to judge quality
- (C) Classroom observation is a waste of time
- (D) Attendance registers should be abolished

Q9. A headteacher notices from monthly monitoring figures that Class 7 attendance has fallen steadily for three months, while other classes are stable. The most sensible first step is to:

- (A) Treat the falling trend as a signal to investigate that class before the problem grows
- (B) Ignore the trend until the annual examination
- (C) Punish the whole school for the fall
- (D) Stop collecting attendance figures

Q10. Teachers in a district complain that they spend hours each week filling in overlapping forms for different offices, leaving less time for lesson preparation. This complaint points to a monitoring problem best described as:

- (A) Too little data being collected
- (B) Excellent use of teacher time
- (C) A shortage of pupils in the district
- (D) Excessive reporting burden that collects data without clear use

Quality Assurance and Types of Evaluation

Q11. A province sets teaching standards, trains teachers in them, and checks schools regularly so that poor practice is prevented rather than caught afterwards. This preventive approach is best called:

- (A) Punishing schools after failure
- (B) Quality assurance through standards, support and regular checking
- (C) Ignoring classroom practice entirely
- (D) Raising examination fees

Q12. A school evaluates its own new reading programme. One limitation of this internal evaluation, compared with an external review, is that the staff may:

- (A) Know nothing about their own school
- (B) Be unable to collect any data at all
- (C) Refuse to visit their own classrooms
- (D) Find it hard to judge their own work impartially, since they designed and run the programme

Q13. Teachers from a neighbouring school visit, observe lessons, examine pupils' notebooks and give friendly, practical feedback to the staff. This arrangement is best described as:

- (A) Peer review between schools
- (B) A board examination
- (C) A teacher transfer order
- (D) A textbook inspection

Q14. A district compares its schools' reading results with those of similar schools in a high-performing district and studies how those schools organise reading time. This learning from comparison is best called:

- (A) Copying examination papers
- (B) Punishing low-performing schools
- (C) Benchmarking against comparable good practice
- (D) Closing weak schools immediately

Q15. A province declares that every primary school must have at least one trained teacher for each class and a functioning library corner. These declared minimum expectations are best described as:

- (A) Enrolment targets for the year
- (B) Inspection reports from the last visit
- (C) The school timetable for the term
- (D) Quality standards that schools are expected to meet

Q16. Two similar schools run the same reading programme, but only one receives extra trained reading teachers. At the end of the year the school with extra teachers improves more. An evaluator who wants to know whether the extra teachers caused the improvement, rather than some other difference, is attempting a form of:

- (A) Daily attendance marking
- (B) Impact evaluation using comparison to judge cause and effect
- (C) Textbook counting
- (D) Lesson planning

Q17. During a teacher training programme, an evaluator checks whether training sessions were actually held, whether materials reached schools and whether teachers attended. This check on how the programme was delivered is best called:

- (A) Process evaluation of implementation
- (B) Final certification of trainees
- (C) Board examination of pupils
- (D) Budget auditing of salaries only

Q18. A project report proudly states that 10,000 textbooks were delivered to schools. A careful evaluator notes that delivery alone does not prove that pupils read better. The distinction being made is between:

- (A) Monitoring and punishment
- (B) Inspection and examination
- (C) Outputs, such as books delivered, and outcomes, such as improved reading
- (D) Public and private schools

Q19. A school improves its attendance sharply after a new transport arrangement, but one year later attendance has fallen back to the old level. An evaluation that checks whether gains last over time is best described as:

- (A) A surprise inspection visit
- (B) Follow-up evaluation of sustained effects
- (C) A daily lesson observation
- (D) An admission test for new pupils

Q20. An external team evaluates a school feeding programme and finds that it raised attendance but not test scores. The headteacher argues that the team visited only in the harvest season, when attendance is always low. The headteacher is questioning the evaluation's:

- (A) Fairness of timing and context, since a single-season snapshot may misrepresent the programme
- (B) Right to visit the school at all
- (C) Ability to count pupils correctly
- (D) Knowledge of the school menu

EMIS in Practice: Dashboards, Checks and Decisions

Q21. A district officer opens a single screen showing attendance, enrolment and teacher vacancy figures for every school in the district, updated from the latest monthly returns. This display is best described as a:

- (A) Pupil report card for one child
- (B) Teacher diary for the week
- (C) Data dashboard for district-level monitoring
- (D) Board examination result gazette

Q22. Before analysing census data, a district data officer finds several pupils entered twice under slightly different spellings and removes the duplicates. This step is best called:

- (A) Publishing the school report card
- (B) Data cleaning to improve accuracy before analysis
- (C) Teacher recruitment
- (D) Examination marking

Q23. A district combines EMIS enrolment figures with board examination results and finds three schools with full enrolment but very low pass rates. The most useful response is to:

- (A) Close the three schools immediately
- (B) Praise the schools for high enrolment alone
- (C) Reduce their budgets without investigation
- (D) Target academic support and classroom observation at those schools to find why learning is weak

Q24. Census data collected in September is used to decide teacher postings for the following April, but by April several schools have gained or lost many pupils. The planning problem here is that:

- (A) Decisions based on stale data may no longer match current school needs
- (B) Too much data was collected in September
- (C) Teachers prefer postings decided a year in advance
- (D) Census forms are too short

Q25. EMIS figures for a district show that boys' enrolment rises steadily to Grade 10, while girls' enrolment falls sharply after Grade 5. The value of reporting enrolment separately for boys and girls is that it:

- (A) Increases the total enrolment figure
- (B) Reveals a gender gap that a combined total would hide
- (C) Reduces the need for girls' schools
- (D) Proves that boys learn faster than girls

Q26. A headteacher downloads her own school's EMIS summary, compares it with neighbouring schools and uses it to set targets in her school improvement plan. This example shows EMIS being used at:

- (A) The federal ministry only
- (B) An examination board only
- (C) School level, for the school's own planning and improvement
- (D) A textbook warehouse only

Q27. A district proposes publishing a full list of pupils' names, home addresses and family details from EMIS on a public website to show transparency. The strongest objection to this proposal is that it would:

- (A) Increase the workload for school staff who would have to verify and update every pupil's details for publication
- (B) Risk publishing outdated information, since pupils' addresses and family details change frequently
- (C) Breach pupil privacy and put children at risk, since personal data must be protected
- (D) Make the district website more difficult for parents to use when searching for school-level information

Q28. A school's EMIS return claims 240 pupils, but its daily attendance registers average only 150 present, with no explanation for the gap. The most sensible administrative step is to:

- (A) Cross-check the EMIS return against registers and attendance records and verify the true enrolment
- (B) Accept the higher figure without question
- (C) Increase the school's budget on the basis of 240 pupils
- (D) Stop keeping attendance registers

Q29. EMIS shows that a school has six teachers posted, yet monitoring visits find only three present on most days. This example best shows that EMIS posting data must be supplemented by:

- (A) More census forms
- (B) Higher teacher salaries alone
- (C) Attendance monitoring that records who is actually present and teaching
- (D) A new school building

Q30. A district has three schools with pupil-teacher ratios above 60:1 and several schools below 25:1. The most data-based staffing decision is to:

- (A) Post all new teachers to the schools with the lowest ratios
- (B) Transfer or post teachers towards the overcrowded schools where need is greatest
- (C) Leave all postings unchanged regardless of the data
- (D) Close the overcrowded schools

School Councils and Community Participation

Q31. A school council receives a small grant for repairs. At the end of the term it displays all receipts and a simple account of spending at a parent meeting. This practice mainly protects:

- (A) Transparency and trust in how community school funds are used
- (B) The privacy of the headteacher's salary
- (C) The secrecy of district budgets
- (D) The examination results of pupils

Q32. Parents in a village notice that their children's teacher is absent for days at a time and report this to the school council, which raises it with the district office. This example shows community monitoring acting as:

- (A) A replacement for all official inspection
- (B) A way to increase school fees
- (C) A punishment for pupils
- (D) A complement to official supervision, since parents observe daily school life

Q33. A well-formed school council normally includes:

- (A) Only the district education officer
- (B) Parents, community members and teachers, with the headteacher usually acting as secretary
- (C) Only pupils of the school
- (D) Only officials from the provincial ministry

Q34. A school council meets rarely, keeps no minutes, and simply signs whatever the headteacher proposes. The main weakness here is that the council has become a:

- (A) Strong check on school spending
- (B) Model of community leadership
- (C) Rubber stamp that approves decisions without real discussion or oversight
- (D) Replacement for the district office

Q35. In a village where few girls attend school, a group of mothers visits homes, talks to families and helps enrol girls in Grade 1. This community action most directly supports:

- (A) Girls' enrolment through trusted local mobilisation
- (B) Higher fees for girls' education
- (C) The closure of the village school
- (D) Longer school holidays

Q36. A parent-teacher association organises meetings about children's progress, while the school council approves the school plan and oversees its small funds. The clearest difference between the two bodies is that the council:

- (A) Only organises school functions
- (B) Never meets parents
- (C) Has no connection with the school
- (D) Carries a formal governance and financial oversight role

Q37. Villagers volunteer labour and materials to repair their school's boundary wall. This contribution is valuable, but administrators should be careful that community help does not become:

- (A) A reason for pupils to attend regularly
- (B) A substitute that lets the government avoid its own responsibility for school facilities
- (C) A way to improve school safety
- (D) A source of pride for the village

Q38. A parent complains that her child is being ignored in class. The most sensible first forum for this complaint is:

- (A) The provincial assembly
- (B) A national newspaper
- (C) The school itself, through the teacher, headteacher or school council, before escalating to the district
- (D) The examination board

Q39. A school council works well when it meets regularly, keeps records and includes mothers and poorer parents, not only influential families. These conditions matter most because they prevent:

- (A) Pupils from passing examinations
- (B) Teachers from attending meetings
- (C) The school from opening on time
- (D) Elite capture, in which a few powerful voices dominate decisions for their own benefit

Q40. A school council is dominated by two influential families who direct repairs and admissions towards their own relatives. This situation is best described as:

- (A) Elite capture of a community body
- (B) Effective decentralisation
- (C) Transparent school governance
- (D) Merit-based school management

Ghost Staffing, Absenteeism and Other Administrative Problems

Q41. A teacher's name appears on a school's staff list and salary is drawn each month, yet the person never teaches at that school and works elsewhere. This is best described as a case of:

- (A) Multi-grade teaching
- (B) A ghost teacher on the payroll
- (C) A double-shift arrangement
- (D) A school council grant

Q42. Which combination of checks is most effective for exposing ghost teachers?

- (A) Asking the headteacher to confirm staffing by telephone once a year
- (B) Counting school buildings in the district
- (C) Biometric attendance, surprise visits and cross-checking payroll against actual presence
- (D) Increasing the number of textbooks supplied

Q43. A teacher posted to a remote village is absent most Mondays and Fridays. Enquiry finds no transport to the village on those days and no staff housing nearby. The pattern suggests that the absenteeism is driven mainly by:

- (A) Posting and access conditions, such as transport and housing, rather than simple unwillingness to teach
- (B) The teacher's examination results
- (C) The school timetable being too short
- (D) Pupils refusing to attend on Mondays

Q44. A new school building is constructed in the home village of an influential politician, although a neighbouring village has three times as many out-of-school children and no school at all. This decision best illustrates:

- (A) Need-based school planning
- (B) EMIS-driven site selection
- (C) Community demand for education
- (D) Political influence distorting where schools are placed

Q45. A teacher handling three grades in one room struggles most with planning, because she must:

- (A) Teach the same lesson to all grades at once
- (B) Ignore the youngest pupils entirely
- (C) Prepare different tasks and levels simultaneously and manage independent work for grades she is not directly teaching
- (D) Cancel all written work for the term

Q46. A school building is used by one group of pupils in the morning and another group in the afternoon. This arrangement, used to cope with high enrolment and few rooms, is called:

- (A) Ghost schooling
- (B) Double-shift schooling
- (C) Multi-grade teaching
- (D) Private tuition

Q47. A district discovers that funds meant for classroom repairs were spent on unrelated items and no receipts exist. The safeguard most likely to prevent a repeat is:

- (A) Giving larger grants with fewer records
- (B) Ending all repair funding
- (C) Keeping all accounts secret from parents
- (D) Regular financial audit combined with open community oversight of spending

Q48. A rural secondary school has enough general teachers but no qualified physics or mathematics teacher, so those subjects are taught by whoever is free. The staffing problem here is best described as:

- (A) A subject-specific shortage, not just a shortage of teachers in general
- (B) An excess of science graduates in the district
- (C) A problem caused by pupils choosing science
- (D) A textbook shortage only

Q49. An inspecting officer hints that a favourable report depends on a gift from the headteacher. If the headteacher complies, the greatest damage is to:

- (A) The school timetable for one week
- (B) The credibility of the whole inspection system, since reports can no longer be trusted
- (C) The colour of the school building
- (D) The number of pupils admitted that year

Q50. A province changes its school assessment rules three times in two years without training teachers or explaining the changes to schools. The most likely administrative result is:

- (A) Immediate improvement in results
- (B) Teachers welcoming the constant change
- (C) Confusion and uneven implementation, as schools follow different versions of the rules
- (D) An end to all examinations

Enrolment, Retention, Partnerships and Policy

Q51. A programme gives a small monthly payment to poor families on condition that their daughters attend school regularly. This kind of support is best described as a:

- (A) Teacher salary increase
- (B) Textbook printing subsidy
- (C) School building grant
- (D) Conditional cash stipend linked to attendance

Q52. A 13-year-old who left school at Grade 3 to work is offered evening classes that teach basic literacy and numeracy at his own pace. This flexible provision is best described as a:

- (A) Second-chance learning route back into education for a dropout
- (B) Board examination centre
- (C) Teacher training college
- (D) Private tuition business

Q53. The National Education Policy 2017-2025 places emphasis on the teaching profession, including merit-based recruitment and continuous professional development. A district action most consistent with this emphasis is to:

- (A) Post teachers purely on political recommendation
- (B) End all in-service training
- (C) Recruit on merit and provide regular, classroom-linked training and mentoring
- (D) Replace trained teachers with untrained volunteers

Q54. A government contracts a private organisation to run schools in a poor area, paying per pupil and checking learning results each year. For this partnership to serve equity, the government must most importantly:

- (A) Stop visiting the schools altogether
- (B) Set clear standards, monitor learning and admissions, and ensure poor children are not excluded
- (C) Allow the provider to charge any fee it wishes
- (D) End all public funding for the schools

Q55. A 12-year-old returns to school after two years away and is far behind her age group. The most appropriate first step, before placing her in a regular class, is to:

- (A) Provide a short bridge course that rebuilds basic skills to her grade level
- (B) Place her directly in Grade 8 with no support
- (C) Refuse her admission because of her age
- (D) Make her repeat Grade 1 for a full year

Q56. An enrolment campaign brings 500 new children into schools, but no additional teachers, books or rooms are provided, and within a year most of the new children have left. The main lesson is that enrolment without matching resources leads to:

- (A) Permanent gains in literacy
- (B) Automatic quality improvement
- (C) Happier teachers with smaller classes
- (D) Overcrowding, weak teaching and a collapse in retention

Q57. Low-fee private schools have expanded rapidly in a city, filling gaps left by public schools, but their quality varies widely and some employ untrained teachers. The most balanced administrative response is to:

- (A) Ban all private schools immediately
- (B) Register, set minimum standards for, and monitor private schools while strengthening public provision
- (C) Ignore private schools completely
- (D) Fund private schools without any conditions

Q58. A district wants to know whether the same children stay in school from Grade 1 to Grade 5, rather than just how many children are in each grade this year. The most suitable method is to:

- (A) Count total enrolment once a year
- (B) Count the number of school buildings
- (C) Track the same cohort of pupils year by year through the grades
- (D) Count examination fees collected

Q59. Each new provincial government abandons the previous government's school improvement programme and launches its own with a different name, before the old one is evaluated. The main harm of this pattern is that:

- (A) Teachers receive too much training
- (B) Schools receive too much funding
- (C) Examination standards rise automatically
- (D) Long-term improvement is disrupted, since no programme runs long enough to be judged or embedded

Q60. A review of successful school reforms concludes that lasting improvement came where policy, funding, teacher training, monitoring and community involvement all moved together. The overall lesson is that reform succeeds through:

- (A) Announcements alone, without resources
- (B) Building schools alone, without teachers
- (C) Inspection alone, without support for teachers
- (D) Aligned action across policy, resources, capacity, monitoring and community participation

Answer Key

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

Worked explanations for all 60 questions:

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