

School Administration & Supervision

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

The Inspection System in Pakistan

Q1. A district education officer spends most of the week visiting schools, checking staff attendance, reviewing school records and reporting problems to higher authorities. This work best describes the DEO as:

- (A) A classroom teacher with a reduced timetable
- (B) The officer responsible for supervising and administering schools across a district
- (C) The authority that frames the national curriculum
- (D) The head of a provincial textbook board

Q2. An assistant education officer arrives at a primary school, sits in on lessons, checks pupils' notebooks and discusses teaching problems with the staff. The most direct purpose of this visit is to:

- (A) Approve the district education budget
- (B) Recruit new teachers for the province
- (C) Design new textbooks for the next session
- (D) Observe classroom teaching and support primary teachers at school level

Q3. In a district education office, the deputy district education officer is best understood as the officer who:

- (A) Assists the DEO and supervises schools in a part of the district, such as a tehsil
- (B) Replaces the provincial secretary of education when the secretary is absent
- (C) Conducts the annual board examinations for the whole province
- (D) Sets examination fees for all public schools

Q4. A learning coordinator in Punjab visits a cluster of primary schools every week, watches lessons, models a teaching activity and helps teachers plan the next week's work. This role is best described as:

- (A) Collecting school fees from parents
- (B) Constructing new classrooms for the cluster
- (C) Providing continuous mentoring and academic support to teachers in the field
- (D) Auditing the accounts of the district office

Q5. During one visit an inspecting officer checks the attendance registers, the timetable, the stock register, classroom teaching and the cleanliness of the school. This kind of visit is best called:

- (A) A general inspection covering the whole working of the school
- (B) A surprise audit of cash accounts only
- (C) A subject inspection of one subject only
- (D) An examination duty visit during board papers

Q6. After inspecting a school, an officer writes a report and leaves without discussing it with the headteacher. Six months later nothing has changed. The weakest part of this inspection was the failure to:

- (A) Visit during school hours
- (B) Count the pupils on the day
- (C) Inspect the building from outside
- (D) Give feedback, agree on actions and follow up on a later visit

Q7. A headteacher hides weak classes and borrowed teaching aids whenever an inspector is expected, because past visits ended only in warnings. This behaviour shows that inspection used mainly as fault-finding tends to:

- (A) Raise teachers' salaries automatically
- (B) Create fear and concealment instead of honest improvement
- (C) Reduce the number of pupils in the school
- (D) Improve examination results without any effort

Q8. A primary school teacher needs short leave for two days. In the usual district arrangement, the first officer to deal with such a routine matter at the primary level is most likely to be the:

- (A) Provincial minister for education
- (B) Chairman of the examination board
- (C) Assistant education officer of the area
- (D) Director of the provincial curriculum authority

Q9. Two inspection reports are compared. The first lists only faults. The second gives evidence for its judgements, notes strengths as well as weaknesses, and ends with clear recommendations. The second report is more useful because it:

- (A) Is longer than the first report
- (B) Is kept secret from the school staff
- (C) Uses only praise and avoids criticism
- (D) Gives the school an evidence-based picture and a practical way forward

Q10. The main difference between a learning coordinator and a traditional inspector is that the learning coordinator:

- (A) Works with teachers continuously through coaching and follow-up, rather than judging them in a single visit
- (B) Never visits schools at all
- (C) Only checks financial records
- (D) Has no concern for pupils' learning outcomes

Monitoring and Evaluation in Schools

Q11. A headteacher records pupil and teacher attendance every week throughout the term and reviews the figures at the end of each month. This regular tracking is best described as:

- (A) Summative evaluation
- (B) External auditing
- (C) Monitoring
- (D) Final appraisal

Q12. At the end of a three-year literacy project, an independent team judges whether the project met its objectives and whether it should continue. This judgement is best described as:

- (A) Daily monitoring
- (B) Evaluation of the project's worth and effectiveness
- (C) Routine attendance marking
- (D) Lesson planning

Q13. Halfway through a remedial mathematics programme, teachers test pupils, find weak topics and change their teaching methods for the remaining weeks. This use of evidence during the programme is an example of:

- (A) Summative evaluation only
- (B) Annual examination
- (C) Final certification
- (D) Formative evaluation aimed at improvement while work is in progress

Q14. A school judges a completed adult literacy course by comparing the final reading levels of participants with the targets set at the start. This end-of-course judgement is best called:

- (A) Summative evaluation
- (B) Daily monitoring
- (C) Classroom observation
- (D) Lesson observation feedback

Q15. Which of the following is most useful as a regular monitoring tool for a headteacher who wants to track teaching quality week by week?

- (A) The final board examination result alone
- (B) A classroom observation checklist completed during short lesson visits
- (C) A one-off visit by an outside expert after five years
- (D) The school prospectus printed at admission time

Q16. A school staff reviews its own attendance, results, lesson observations and parent feedback against agreed standards and writes its own improvement plan. This process is best described as:

- (A) An external audit by accountants
- (B) A surprise inspection by the district office
- (C) School self-evaluation
- (D) A board examination

Q17. A district plan states, "The pupil-teacher ratio will be calculated for every school each term." The pupil-teacher ratio in this statement is best described as:

- (A) The overall aim of the education policy
- (B) A budget estimate for teacher salaries
- (C) A political promise with no measurement
- (D) An indicator that can be measured and compared over time

Q18. A district office collects monthly enrolment figures from every school but never checks which children have dropped out or follows them up. The main weakness of this monitoring system is that:

- (A) Data is collected but never used to take decisions or action
- (B) Too few figures are collected each month
- (C) Schools are visited too often
- (D) The figures are published too quickly

Q19. Before starting a new enrolment campaign, a district records the number of out-of-school children in each village. The main purpose of this starting figure is to:

- (A) Punish headteachers with low enrolment
- (B) Set examination dates for the year
- (C) Provide a baseline against which later change can be measured
- (D) Decide the colour of school uniforms

Q20. An evaluation team from outside the district reviews a school feeding programme and reports honestly that it raised attendance but not test scores. The main strength of using an external team here is its:

- (A) Familiarity with every teacher's personal problems
- (B) Impartiality, since it has no personal stake in defending the programme
- (C) Ability to complete the work without visiting any school
- (D) Power to dismiss teachers on the spot

EMIS and the Use of Education Data

Q21. EMIS in education is best understood as a system that:

- (A) Conducts board examinations for secondary classes
- (B) Pays monthly salaries to all government teachers
- (C) Supplies textbooks to schools free of charge
- (D) Collects, stores and analyses data about schools, pupils, teachers and facilities

Q22. Which set of information is most commonly collected for EMIS from every school?

- (A) Enrolment by class and gender, teacher numbers and qualifications, and available facilities
- (B) The personal bank details of all parents
- (C) The daily homework marks of every pupil
- (D) The private opinions of teachers about their headteacher

Q23. Each year every public school in a province fills in a standard form reporting its pupils, staff and buildings. This province-wide exercise is best called the:

- (A) Annual board examination
- (B) Annual school census
- (C) Teacher transfer round
- (D) Textbook distribution drive

Q24. A district planner studies EMIS figures and finds that enrolment has risen sharply in two towns while teacher numbers have stayed the same. The most sensible planning response is to:

- (A) Close the schools in those towns
- (B) Ignore the figures until the next census
- (C) Plan additional teacher posts or classrooms where the pressure is greatest
- (D) Reduce the school day in those towns

Q25. A school reports 300 pupils on its census form, but a verification visit finds only 190 present and no record of the rest. The greatest threat to EMIS revealed here is:

- (A) Inaccurate reporting that makes planning figures unreliable
- (B) A shortage of census forms
- (C) Slow internet in the district office
- (D) Too many subjects in the timetable

Q26. A district officer suspects that one "school" on the EMIS list has a building and a budget but no regular classes. The most direct way to check this suspicion is to:

- (A) Increase the school's budget and wait
- (B) Ask the headteacher to send a written denial
- (C) Rename the school in the EMIS record
- (D) Carry out an unannounced physical verification of pupils, teachers and teaching

Q27. Every school in the EMIS database is given a unique code that stays with it year after year. The main purpose of this code is to:

- (A) Rank schools publicly by examination results
- (B) Hide the location of rural schools
- (C) Identify each school consistently so its data can be tracked over time
- (D) Set the school's examination centre number

Q28. A headteacher delays updating her school's EMIS record for two terms, during which ten new teachers join and enrolment rises by 80 pupils. The most likely consequence is that district decisions about her school will be based on:

- (A) The latest examination results only
- (B) Outdated figures that understate the school's real needs
- (C) Reports from neighbouring schools
- (D) The headteacher's personal reputation

Q29. EMIS figures show that a school has full enrolment, enough teachers and a new building, yet its pupils perform poorly in reading tests. This example best shows that EMIS data alone:

- (A) Cannot reveal classroom learning quality, which needs assessment and observation as well
- (B) Is useless for all planning purposes
- (C) Proves that the teachers are absent every day
- (D) Should be replaced by examination results alone

Q30. A headteacher compares class-wise attendance figures from her school's records and finds that Class 6 has the lowest attendance every month. The best data-based response is to:

- (A) Punish all Class 6 pupils together
- (B) Remove Class 6 from the school record
- (C) Stop recording attendance for that class
- (D) Investigate the causes for that class and target support, such as parent contact and follow-up of absentees

School-Based Management and Devolution

Q31. Under school-based management, a school is given control over part of its budget and its improvement plan, while parents and teachers take part in decisions. The central idea of this approach is that:

- (A) The federal government should decide every classroom matter
- (B) Decisions made closer to the school respond better to local needs and build local responsibility
- (C) Headteachers should work without any reporting or accountability
- (D) All schools must follow identical plans regardless of their situation

Q32. After the 18th Amendment devolved school education to the provinces, the federal government's direct school-level responsibility remains mainly for:

- (A) Setting every province's examination papers
- (B) Appointing all provincial schoolteachers
- (C) Schools and institutions in Islamabad Capital Territory and other federal areas
- (D) Running private schools in the provinces

Q33. In a devolved system, a district government is expected to play its most direct role in:

- (A) Managing primary and secondary schools in its area, including staffing oversight and local planning
- (B) Framing foreign policy for the country
- (C) Setting university degree requirements
- (D) Printing currency for school budgets

Q34. Two neighbouring districts receive the same powers under devolution, but one improves its schools while the other falls behind because its offices lack trained planners and reliable data. This contrast best illustrates that devolution without capacity can lead to:

- (A) Identical results everywhere automatically
- (B) Higher salaries for all teachers
- (C) An end to all supervision visits
- (D) Uneven quality between districts, depending on local capacity

Q35. A school council meets each term, reviews the school's needs, helps plan small repairs, supports enrolment efforts and checks how school funds were spent. This role is best described as:

- (A) Appointing the provincial education secretary
- (B) Setting the national examination syllabus
- (C) Community participation in school governance and oversight
- (D) Running the district education office

Q36. A headteacher studies her school's attendance, dropout and test data, then sets three targets for the year and lists the steps and funds needed for each. This document is best called a:

- (A) National curriculum framework
- (B) School improvement plan based on the school's own evidence
- (C) Teacher transfer order
- (D) Board examination schedule

Q37. A school is allowed to decide how to spend its small maintenance grant, but must display the spending record and report its results to the district office. This combination best illustrates:

- (A) Autonomy balanced by accountability
- (B) Complete freedom without any reporting
- (C) Central control of every purchase
- (D) The abolition of school records

Q38. Compared with a highly centralised system, a decentralised school system is more likely to:

- (A) Ignore all local conditions and needs
- (B) Delay every decision until federal approval arrives
- (C) Prevent parents from ever visiting schools
- (D) Respond faster to local problems such as teacher shortages or building repairs

Q39. A school holds a parent-teacher meeting at which teachers share each child's progress, parents raise concerns about homework load, and the staff agree on a reading support plan. As a management activity, this meeting mainly serves to:

- (A) Collect school fees from parents
- (B) Share information, build trust and agree joint action for pupils' learning
- (C) Replace classroom teaching for a week
- (D) Select pupils for expulsion

Q40. Which of the following decisions is most sensibly left to the school itself rather than to a distant central office?

- (A) The national curriculum framework for all grades
- (B) The dates of provincial board examinations
- (C) The timing of remedial classes and the school's internal timetable adjustments
- (D) The federal education budget for the whole country

Problems of School Administration in Pakistan

Q41. A "school" appears in official records, receives funds and has teachers posted to it, yet a visit finds a locked building and no classes taking place. This is best described as a:

- (A) Model school with low enrolment
- (B) Evening coaching centre
- (C) Private academy awaiting registration
- (D) Ghost school that exists on paper but does not function

Q42. In a school where teachers are frequently absent, the most direct harm to pupils is that:

- (A) Learning time is lost and the syllabus is left incomplete
- (B) The school building becomes larger
- (C) Examination fees are reduced automatically
- (D) Parents stop paying attention to homework

Q43. A teacher is transferred from a school where she is urgently needed to another school shortly after a local politician requests the move, although no teaching need justifies it. This is an example of:

- (A) Merit-based posting
- (B) A routine promotion on seniority
- (C) Political interference in school administration
- (D) A transfer ordered by an examination board

Q44. In a small rural school, one teacher teaches Grade 1, Grade 2 and Grade 3 pupils in a single room at the same time. This arrangement is known as:

- (A) Single-grade streaming
- (B) Multi-grade teaching
- (C) Double-shift schooling
- (D) Board examination grouping

Q45. A school has 90 pupils in one classroom, three pupils sharing each textbook, and no science apparatus. The administrative problem shown here is best described as:

- (A) A surplus of teaching staff
- (B) Excessive parental involvement
- (C) Over-strict discipline rules
- (D) Severe resource constraints affecting class size and learning materials

Q46. Ghost schools are most likely to survive where:

- (A) Physical verification is weak and funds continue to flow without checks on actual teaching
- (B) Every school is visited weekly by inspectors
- (C) Enrolment data is cross-checked with attendance and examinations
- (D) Communities take part in school oversight

Q47. A district wants to reduce teacher absenteeism in remote schools. Which measure, combined with regular supervisory visits, is most likely to help?

- (A) Increasing the number of school holidays each term
- (B) Reliable attendance recording, prompt follow-up of absence and fair accountability for repeated absence
- (C) Removing all attendance records from schools
- (D) Closing remote schools during the winter months

Q48. A district officer can visit schools near the district town every week, but schools in scattered mountain villages are visited once a year at most. The administrative difficulty shown here is mainly caused by:

- (A) An excess of inspecting officers
- (B) Too many textbooks in village schools
- (C) Distance, poor transport and scattered schools making regular supervision difficult
- (D) High examination fees in rural areas

Q49. A school has 400 pupils and only four teachers, so each teacher handles more than one grade and very large classes. The most direct administrative consequence is:

- (A) A very high pupil-teacher ratio that limits individual attention and effective supervision of learning
- (B) Automatic improvement in examination results
- (C) A surplus of classrooms in the school
- (D) Reduced need for lesson planning

Q50. When teacher postings and transfers change frequently because of political pressure rather than school need, school planning suffers most because:

- (A) Pupils enjoy meeting new teachers every month
- (B) Examination boards set easier papers
- (C) School buildings are repaired faster
- (D) Staffing becomes unstable and schools cannot build steady teams or long-term plans

Reforms and Policy Directions

Q51. The National Education Policy 2009 placed strong emphasis on improving school governance, including:

- (A) Removing all district education offices
- (B) Banning parent involvement in schools
- (C) Greater decentralisation, accountability and stronger education data systems
- (D) Ending teacher training programmes

Q52. A district launches a campaign in which teams visit homes, list out-of-school children and help parents complete admission forms. This activity is best described as part of a:

- (A) Teacher transfer programme
- (B) Enrolment drive to bring out-of-school children into school
- (C) Board examination arrangement
- (D) Textbook printing project

Q53. The National Education Policy 2017-2025 gives particular attention to quality and equity, including better learning outcomes and wider access for disadvantaged groups. A school-level change most consistent with this direction is:

- (A) Admitting only pupils who already score highly
- (B) Charging higher fees for remedial classes
- (C) Closing the school library to save costs
- (D) Tracking struggling pupils early and giving them targeted remedial support

Q54. Under a public-private partnership in education, a government education foundation funds a private organisation to run schools for low-income children, while the government sets standards and monitors results. This arrangement is best described as:

- (A) A partnership in which public funds support private provision under public oversight
- (B) The complete sale of all public schools
- (C) A ban on private schools in the district
- (D) A programme that only builds school boundary walls

Q55. A school notices that several pupils drop out after Grade 5 each year. Which retention measure addresses the problem most directly?

- (A) Sending a general letter to all parents about the importance of staying in school, without following up individual pupils
- (B) Following up each at-risk pupil, contacting parents and offering remedial and transition support into Grade 6
- (C) Offering extra coaching to the highest-scoring Grade 5 pupils to prepare them for Grade 6
- (D) Counting how many pupils return at the start of Grade 6 and reporting the total to the district office

Q56. A province introduces a school quality framework with published standards, regular school self-evaluation and external verification visits. The main purpose of this reform is to:

- (A) Increase school fees in all districts
- (B) Reduce the number of school days each year
- (C) Assure and improve quality in a consistent, transparent way across schools
- (D) End all classroom teaching in rural schools

Q57. A school council in a village raises funds for a boundary wall, monitors the spending openly and reports back to parents. The reform idea most clearly supported by this example is that:

- (A) Only central offices can manage school funds
- (B) Parents should be kept away from school decisions
- (C) School councils should be abolished
- (D) Community oversight can strengthen transparency and local ownership of schools

Q58. A province promises free textbooks under a new policy, but the books reach schools three months into the session, after teachers have already taught the first units without them. The main implementation lesson is that:

- (A) Policies need working delivery chains, clear timelines and monitoring, not just announcements
- (B) Textbooks are unnecessary in the first term
- (C) Teachers should delay all teaching until books arrive
- (D) Pupils learn better without textbooks

Q59. A public-private partnership opens new schools in towns where fees can be charged, but no partner bids to run schools in remote villages where costs are high and fee income is low. The main risk illustrated here is that without regulation and targeted support, partnerships may:

- (A) Improve results in every village automatically
- (B) End teacher absenteeism everywhere at once
- (C) Leave remote and unprofitable areas underserved while better-off areas gain
- (D) Remove the need for any government monitoring

Q60. A province announces a major education reform but provides no extra training, no funds for implementation and no system to check whether schools change. The most likely outcome, based on past reform experience, is that:

- (A) Schools will improve simply because the reform was announced
- (B) The reform will have little effect, since funding, training and monitoring must accompany policy to change practice
- (C) Examination results will rise without any classroom change
- (D) Teacher absenteeism will end on its own

Answer Key

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

Worked explanations for all 60 questions:

quaidianpoint.com/pedagogy-school-administration-supervision-practice-test-9/