

# EDU505\_Finals\_Solved

## EDU505 (Educational Development in Pakistan) Solved Finals

### Objective

1. in 82 sub divisions (known as Tehsil ) in the Province, most have less than female enrolment. (50%)
2. The BISE conducts examinations for grades (9 to 12)
3. \_\_\_\_\_ elements will be given priority as a way to ensure improved quality (Six)
4. Which of the following is the point of SESP policies for enhanced equity in education access and participation. (An appropriate physical and learning environment will be guaranteed to promote enrollments, retention and learning)
5. In \_\_\_\_\_ the female enrollment dropped from 89% to 80%. (2011)
6. Which of the following is not the governance issues of NEP: (Not Enrolment ration (NER))
7. HEC formed in (2002)
8. According to the 1998 census, Baluchistan had a population of approximately 6.8 million representing approximately \_\_\_\_\_ of the Pakistani population. (5%)
9. PTCs stands for \_\_\_\_\_. (Parents-Teacher Councils)
10. SESP vision can be translated in practical terms as a commitment under the SESP to focus on \_\_\_\_\_. (Delivering educational services to the most vulnerable and marginalized children, Improving student learning outcomes, Supporting greater community and parental involvement in their children's education, all of the given)

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11. Federal Ministry of education was abolished in June \_\_\_\_\_. (2011)
12. Which of the following is not the MDG goals relevant to education are . (lack of policy coherence)
13. The key strategic objectives are of higher education of Baluchistan are: (To improve quality of undergraduate programs through laying the basis for transition to a four year program, Improvements of outcomes of higher education for students, both a and b, none pf the above)
14. The national education policy 2009 guides reforms in the following three areas \_\_\_\_\_. (initial teacher education)
15. The National Education Policy 2009 identifies the quality of teacher as one of \_\_\_\_ basic pillars of quality in education. (six)
16. The Department of Higher Education administers public sector colleges in the province. These include one College of Technical Education, one Polytechnic Institute, one Commerce College, three Residential and \_\_\_\_\_ Cadet Colleges. (four)
17. About \_\_\_\_\_ students who are enrolled in Katchi class leave school before registering in Class One. (35%)
18. In order to improve the management, government of Sindh has created campuses in \_\_\_\_\_ where 3 or 4 schools in the same premise were brought under one headmaster. (Gizri)
19. Which of the following is not SESP targets \_\_\_\_\_. (low quality education)
20. SAT stands for: (Standardized Achievement Testing)
21. In Baluchistan, overall \_\_\_\_\_ children of age 6-11 are not attending primary education. (56%)
22. Boys' GER is 87.4% whereas girls' GER is only (68.6%)
23. \_\_\_\_\_ types of audits are conducted by the AGP office. (Two)
24. Baluchistan also has \_\_\_\_\_ public universities. (five)
25. According to a survey currently out of the 49,000 schools operating in only 7000 schools have 4 rooms or more. (Sindh)
26. Department, or Education Department as it was then known, comprised of four BS-19 District Education Officers (DEO), 2 (One Male + One Female) for

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secondary education and 2 (One Male + One Female) for primary education, **four BS-18 Deputy District Education Officers (DDEO), four BS-17 Assistant District Education Officers (ADEO)**

27. Which one from the following is teacher training? **(EC)**

## Subjective

### Q. State of Education

In Pakistan, the state of education is marked by disparities in access, quality, and resources, with significant gaps between urban and rural areas, and between provinces. Despite progress in enrollment rates, many schools lack basic facilities, trained teachers, and effective curricula, leading to low literacy rates and high dropout rates.

### Q. Educational Vision

Pakistan's educational vision aims to provide inclusive, equitable, and quality education for all, fostering lifelong learning opportunities. This vision aligns with global commitments like the Sustainable Development Goals (SDGs), emphasizing universal primary education, gender parity, and skills development to drive socio-economic growth.

### Q. Implementation

Implementation of educational policies in Pakistan faces numerous hurdles including inadequate funding, bureaucratic inefficiencies, and inconsistent policy execution. Efforts to improve education often suffer from poor coordination among federal and provincial authorities, leading to fragmented and uneven progress across the country.

### Q. Interventions

Various interventions in Pakistan's education sector include public-private partnerships, donor-funded projects, and community-driven initiatives aimed at improving school infrastructure, teacher training, and student engagement. Programs like the Benazir Income Support Programme (BISP) also provide financial incentives for education to reduce dropout rates among disadvantaged groups.

### Q. Challenges of Education in Sindh

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Sindh faces numerous educational challenges such as low enrollment rates, particularly for girls, poor school infrastructure, and a shortage of qualified teachers. Political interference, inadequate governance, and corruption further exacerbate these issues, hindering effective educational development.

## **Q. State of Education in Sindh**

The state of education in Sindh is characterized by high dropout rates, poor learning outcomes, and significant gender disparities. Many schools operate without basic facilities, and the quality of education is compromised by outdated curricula and ineffective teaching methods.

## **Q. Policy Framework and Priorities**

Pakistan's education policy framework focuses on increasing enrollment, reducing gender disparities, improving teaching quality, and integrating technology in education. Priorities include the expansion of early childhood education, vocational training, and higher education to meet the demands of the modern economy.

## **Q. Governance and Accountability**

Governance and accountability in Pakistan's education sector are major issues, with widespread corruption, lack of transparency, and weak oversight mechanisms. Efforts to improve accountability include the establishment of independent monitoring bodies and greater community involvement in school management.

## **Q. Educational Outcomes**

Educational outcomes in Pakistan remain suboptimal, with low literacy rates and poor performance in standardized assessments. Factors contributing to these outcomes include inadequate teaching methods, lack of resources, and socio-economic barriers that prevent children from attending school regularly.

## **Q. Challenges of Education in Baluchistan**

Baluchistan's education sector struggles with severe resource constraints, geographic barriers, and security issues. These challenges result in the lowest literacy rates in the country, limited access to education, and significant gender disparities in enrollment and retention.

## **Q. Structure of Education System (Organization of Education in Baluchistan)**

The education system in Baluchistan is organized into primary, middle, secondary, and higher secondary levels, with governance split between provincial and district

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education departments. Despite this structure, systemic inefficiencies and lack of coordination hinder effective education delivery.

## **Q. Quality and Relevance in Education**

Quality and relevance in education in Pakistan are compromised by outdated curricula, rote learning practices, and insufficient teacher training. Efforts to modernize education include curriculum reforms, competency-based education, and integration of critical thinking and problem-solving skills.

## **Q. Access and Equity**

Access and equity in Pakistan's education system are major challenges, with significant disparities based on gender, socio-economic status, and geography. Initiatives like school feeding programs, stipends for girls, and community schools aim to address these inequities and improve access for marginalized groups.

## **Q. Higher Education**

Higher education in Pakistan is expanding, with increasing numbers of universities and students. However, challenges such as inadequate funding, low research output, and limited employability of graduates persist. Efforts to enhance higher education focus on improving research quality, industry-academia linkages, and international collaboration.

## **Q. Governance and Management**

Governance and management issues in Pakistan's education sector include bureaucratic inefficiencies, political interference, and lack of professional management practices. Reforms aim to decentralize education governance, improve transparency, and strengthen institutional capacities.

## **Q. Challenges of Education in KPK**

Khyber Pakhtunkhwa (KPK) faces educational challenges like inadequate infrastructure, security concerns, and socio-cultural barriers to girls' education. Despite these challenges, there have been improvements in enrollment and literacy rates due to targeted interventions and donor support.

## **Q. Organizational Setup**

The organizational setup of KPK's education sector includes provincial and district education departments, with responsibilities for policy implementation, school

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management, and monitoring. Decentralization efforts aim to improve responsiveness and accountability in the education system.

## **Q. Enhancement of Enrolments**

Enhancing enrollments in Pakistan involves initiatives like conditional cash transfers, community mobilization, and improving school infrastructure. These efforts focus on increasing access to education, particularly for girls and children in rural areas.

## **Q. Improving Quality**

Improving quality in Pakistan's education system involves teacher training programs, curriculum reforms, and introduction of assessment standards. Emphasis is placed on competency-based education, critical thinking, and technology integration to enhance learning outcomes.

## **Q. Higher Education Department**

The Higher Education Department in Pakistan oversees the regulation and development of higher education institutions, aiming to improve quality, access, and relevance of tertiary education. It focuses on policy formulation, funding allocation, and ensuring standards through accreditation bodies.

## **Q. Impact of 18th Amendment**

The 18th Amendment to Pakistan's Constitution, passed in 2010, significantly devolved powers from the federal government to the provinces, including the education sector. This decentralization aimed to improve educational outcomes by allowing provinces to tailor policies and programs to local needs. However, the transition has faced challenges such as inconsistencies in policy implementation, varying capacities of provincial governments, and disparities in educational resources across regions.

## **Q. Role of SMCs to management for education in local and regional areas**

School Management Committees (SMCs) in Pakistan play a crucial role in the local and regional management of education by involving community members in school governance. SMCs help oversee school operations, ensure accountability, mobilize resources, and enhance community engagement, thereby improving school performance and fostering a sense of ownership among stakeholders.

## **Q. Good governance to quality. Justify?**

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Good governance is essential to ensuring quality education as it promotes transparency, accountability, and efficient use of resources. Effective governance structures facilitate better policy implementation, regular monitoring, and evaluation, and help address issues like corruption and mismanagement, ultimately leading to improved educational outcomes and higher standards of teaching and learning.

## **Q. Hindrance issues in education**

Hindrances to education in Pakistan include inadequate funding, poor infrastructure, political interference, gender discrimination, security concerns, and socio-cultural barriers. These issues result in low enrollment rates, high dropout rates, and substandard education quality, particularly in rural and marginalized communities.

## **Q. ECE role in Sindh from 2011-2012**

- ✚ The Current educational policy has put significant emphasis on Early Childhood Education
- ✚ As part of the EFA goals, the government is also determined to mainstream the ECE into the education system.

## **Q. Why theoretical test is necessary for teachers**

Theoretical tests for teachers are necessary to assess their knowledge of educational theories, teaching methodologies, subject matter expertise, and understanding of pedagogy. These tests ensure that teachers possess the foundational knowledge required to effectively deliver curriculum and foster a conducive learning environment.

## **Q. Facilities to factor in students**

Adequate facilities such as classrooms, libraries, laboratories, safe drinking water, sanitation, and recreational spaces are crucial for student engagement and learning. These facilities create a supportive and stimulating environment that enhances student motivation, attendance, and overall educational outcomes.

## **Q. What do you know about curriculum**

A curriculum is a structured set of educational experiences provided to students, encompassing objectives, content, learning activities, and assessment methods. It serves as a roadmap for both teachers and students, ensuring that educational goals are met and learning is coherent and comprehensive.

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## **Q. Higher education in KPK**

Higher education in Khyber Pakhtunkhwa (KPK) has seen growth with the establishment of new universities and colleges. Efforts are focused on improving infrastructure, research capabilities, and faculty development. Challenges include funding constraints, security issues, and the need for greater alignment between academic programs and market needs.

## **Q. Gender related ISSUES**

Gender issues significantly impact educational access and outcomes. Cultural norms, economic barriers, and safety concerns often limit girls' educational opportunities, leading to gender disparities in enrollment, retention, and achievement levels.

## **Q. Low cost private school lesson**

Low-cost private schools in Pakistan have emerged as a response to inadequate public education, offering affordable education options to low-income families. These schools aim to provide quality education with limited resources, though they often face challenges related to teacher quality, infrastructure, and regulatory oversight.

## **Q. Boy struggle**

Boys in Pakistan also face educational struggles such as socio-economic pressures to enter the workforce early, lack of interest in the traditional curriculum, and engagement in child labor. These factors contribute to higher dropout rates and lower academic achievement among boys in certain regions.

## **Q. Cross cultural related**

Cross-cultural issues in education in Pakistan involve navigating diverse linguistic, ethnic, and religious backgrounds. Effective cross-cultural education promotes inclusivity, respect for diversity, and intercultural competence among students, preparing them for a globalized world.

## **Q. Steps policy value Base**

Policy value-based steps in education include defining core values such as equity, quality, inclusivity, and accountability; developing policies that reflect these values; implementing value-driven programs; monitoring their impact; and continuously refining policies to align with evolving educational needs and values.

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## **Q. Theoretical test was necessary for teacher**

Theoretical tests are necessary for teachers to ensure they have a solid understanding of educational theories, subject knowledge, and pedagogical skills. This helps maintain high teaching standards, promotes effective learning, and ensures that teachers can meet diverse student needs.

## **Q. The NEP identifies the following governance issues:**

- ✚ Absence of a holistic view of the Education sector.
- ✚ Lack of policy coherence.
- ✚ Unclear roles and fragmented governance.
- ✚ Parallel systems of education (public-private divide).
- ✚ Widening structural divide

## **Issues faced in KPK**

Some of these issues are the unwillingness of parents and gender bias especially in case of educating the females

- ✚ Deteriorating law and order situation is a negative factor limiting social access particularly for females
- ✚ Social and religious conservatism are some of the perception barriers
- ✚ Gender bias is a patent social factor
- ✚ Modern education is equated with “westernization” and schools for females are the targets of militants.

## **Q. Link curriculum and assessment**

Linking curriculum and assessment is crucial for ensuring that teaching objectives align with learning outcomes. Effective assessment methods, both formative and summative, provide feedback on student progress and inform instructional practices, helping to achieve curriculum goals.

## **Q. Primary education policy**

Pakistan's primary education policy focuses on universal access, improving quality, and reducing disparities. Key elements include compulsory education laws, curriculum reforms, teacher training, and initiatives to enhance school infrastructure and learning environments

## **Q. Theories of capacity**

There will be three types of capacity building trainings for teachers:

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- ✚ Techniques and behavioral trainings common to all.
- ✚ Need based on the basis of teachers and learners assessment.
- ✚ Area specific for managers and teachers for better understanding of local problems.

## BS English (Applied Linguistics)

<https://whatsapp.com/channel/0029VaazKAVBfxoDMH419U0u>

## For Files

[https://drive.google.com/drive/folders/1m6HPis6iAPIL6v3xf85y4fylxg6dwqne?usp=drive\\_link](https://drive.google.com/drive/folders/1m6HPis6iAPIL6v3xf85y4fylxg6dwqne?usp=drive_link)

Maha Malik's