

**Scheme of Examination for the post of Principal, Vice-Principal, PGTs, TGTs,
Librarian and PRTs are as under:**

Principal

Test Duration	150Minutes		
Total Questions	150 Objective type multiple choice questions		
Total Marks	150 Marks		
Section name (Nature of Questions)	Marks per item	No. of items	
Part-I : 1. General English 2. General Hindi	01 mark per question.	10 questions 10 questions	
Part-II : 1. General Knowledge & Current Affairs 2. Reasoning Ability 3. Computer Literacy	01 mark per question.	10 questions 10 questions 10 questions	
Part-III : Education (50 Marks) a) Child Development and Pedagogy (10) (i)Development of Child Development, Growth & Maturation – Concept & Nature, Principles of development, Factors influencing Development– Methods and approaches of child development – observation, Interview, Case study, Experimental, Cross sectional and longitudinal, Development tasks and Hazards. (ii) Understanding Learning Concept, Nature of Learning – input- process-outcome, Factors of Learning – Personal and Environmental, Approaches to learning and their applicability – Behaviourism (skinner, Pavlov, Thorndike) Constructivism (plaget, Vygotsky), Gestalt (Kohler, Koffka) and Observational (Bandura), Dimensions of Learning – Cognitive, Affective and Performance, Motivation and Sustenance- its role in learning, Memory & Forgetting, Transfer of Learning. (iii) Pedagogical Concerns Teaching and its relationship with learning and learner, Learners in Contexts: Situation learner in the socio-political and cultural context. Managing behavior problems, Guidance & Counseling, Punishment and its legal implications, Right of a child, Time Management, Distinction between Assessment for Learning & Assessment of Learning, School based Assessment, Continuous & Comprehensive Evaluation: Perspective & Practice Understanding teaching & learning in the context of NCF, 2005 & Right to Education Act, 2009.	01 mark per question.	50 questions	

(b) PERSPECTIVES IN EDUCATION AND SCHOOL ORGANIZATION (10)

(i) Acts/ Rights: Right of Children to free and Compulsory Education Act, 2009 and Child Rights.

(ii) National Curriculum Framework, 2005: Perspective, Learning and Knowledge, Curricular Areas, School Stages and Assessment, School and classroom Environment and Systemic Reforms.

(iii) School Organization: Institutional Planning, principal as a leader, Teacher Quality, Linkages and Interface with other institutional and vice versa, Student Quality, Organization of Teaching, Co-curricular Activities, Office Management, Resources required for a good school, Organizational Climate, Evaluation, Job satisfaction of the staff.

(c). TEACHING METHODOLOGY (10)

(i) Curriculum: Meaning, Principles, types of curriculum organization, approaches.

(ii) Planning: Instructional Plan- Year Plan, Unit Plan, Lesson Plan

(iii) Instructional material and resources: Text Books, Work books, Supplementary material AV aids, Laboratories, Library, Clubs- Museums- Community, Information and Communication Technology.

(iv) Evaluation: Types, tools, Characteristics of a good test, Continuous and Comprehensive Evaluation, Analysis and Interpretation of Scholastic Achievement Test.

4. Inclusive Education –(05)

(i) Understanding diversities: concept types (disability as a dimension of diversity)

(ii) Disability as a social construct, classification of disability and its educational implications.

a) Sensory Impairment (Hearing Impairment, Visual Impairment and Deaf Blind)

b) Cognitive Disabilities: (Autism Spectrum Disorder; Intellectual Disability and Specific Learning Disability)

c) Physical Disabilities: cerebral palsy and loco motor)

(iii) Philosophy of inclusion with special reference to children with disability.

(iv) Process of inclusion: concern issues across disabilities.

(v) Constitutional Provisions

5. Assessment for Learning-(10)

(i) Basis concept and Overview

(ii) Analysis of existing practices of Assessment

(iii) Assessment in the classroom and recordkeeping.

(iv) Feedback

6. Education & Technology –(05)

(i) Understanding educational technology

(ii) Communication & interaction

(iii) Model of Teaching and Teaching Learning Aids. (iv) Innovation in Educational Technology		
<u>Part- IV. Administration and Finance (50 Marks)</u> (i) CCS (CCA) Rules (ii) CCS (Conduct) Rules (iii) Fundamental & Supplementary Rules (iv)TA. Rules (v) LTC, Rules (vi) Medical Attendance Rules (vii) Pension Rules & New Pension Rules (viii) GFR – Purchase Procedure. (ix) Income Tax & GST	01 mark per question.	50 questions

Interview: 60 Marks

Note: The final merit list will be based on the performance of the candidates in Written Test and Interview. The weightage of Written Test and Interview will be 85:15.

Vice Principal

Test Duration	150 Minutes		
Total Questions	150 Objective type multiple choice questions		
Total Marks	150 Marks		
Section name (Nature of Questions)	Marks per item	No. of items	
Part-I : 1. General English 2. General Hindi	01 mark per question.	10 questions	10 questions
Part-II : 1.General Knowledge & Current Affairs 2.Reasoning Ability 3. Computer Literacy	01 mark per question.	10 questions	10 questions 10 questions
Part-III : Education (50 Marks) a) Child Development and Pedagogy (10) (i)Development of Child Development, Growth & Maturation – Concept & Nature, Principles of development, Factors influencing Development– Methods and approaches of child development – observation, Interview, Case study, Experimental, Cross sectional and longitudinal, Development tasks and Hazards. (ii) Understanding Learning Concept, Nature of Learning – input- process-outcome, Factors of Learning – Personal and Environmental, Approaches to learning and their applicability – Behaviourism (skinner, Pavlov, Thorndike) Constructivism (plaget, Vygotsky), Gestalt (Kohler, Koffka) and Observational (Bandura), Dimensions of Learning –	01 mark per question.	50 questions	

Cognitive, Affective and Performance, Motivation and Sustenance- its role in learning, Memory & Forgetting, Transfer of Learning.

(iii) Pedagogical Concerns

Teaching and its relationship with learning and learner, Learners in Contexts: Situation learner in the socio-political and cultural context.

Managing behavior problems, Guidance & Counseling, Punishment and its legal implications, Right of a child, Time Management, Distinction between Assessment for Learning & Assessment of Learning, School based Assessment, Continuous & Comprehensive Evaluation: Perspective & Practice Understanding teaching & learning in the context of NCF, 2005 & Right to Education Act, 2009.

(b) PERSPECTIVES IN EDUCATION AND SCHOOL ORGANIZATION (10)

(i) Acts/ Rights: Right of Children to free and Compulsory Education Act, 2009 and Child Rights.

(ii) National Curriculum Framework, 2005: Perspective, Learning and Knowledge, Curricular Areas, School Stages and Assessment, School and classroom Environment and Systemic Reforms.

(iii) School Organization: Institutional Planning, principal as a leader, Teacher Quality, Linkages and Interface with other institutional and vice versa, Student Quality, Organization of Teaching, Co-curricular Activities, Office Management, Resources required for a good school, Organizational Climate, Evaluation, Job satisfaction of the staff.

(c). TEACHING METHODOLOGY (10)

(i) Curriculum: Meaning, Principles, types of curriculum organization, approaches.

(ii) Planning: Instructional Plan- Year Plan, Unit Plan, Lesson Plan

(iii) Instructional material and resources: Text Books, Work books, Supplementary material AV aids, Laboratories, Library, Clubs- Museums- Community, Information and Communication Technology.

(iv) Evaluation: Types, tools, Characteristics of a good test, Continuous and Comprehensive Evaluation, Analysis and Interpretation of Scholastic Achievement Test.

4. Inclusive Education –(05)

(i) Understanding diversities: concept types (disability as a dimension of diversity)

(ii) Disability as a social construct, classification of disability and its educational implications.

a) Sensory Impairment (Hearing Impairment, Visual Impairment and Deaf Blind)

<p>b) Cognitive Disabilities: (Autism Spectrum Disorder; Intellectual Disability and Specific Learning Disability)</p> <p>c) Physical Disabilities: cerebral palsy and loco motor)</p> <p>(iii) Philosophy of inclusion with special reference to children with disability.</p> <p>(iv) Process of inclusion: concern issues across disabilities.</p> <p>(v) Constitutional Provisions</p> <p>5. Assessment for Learning-(10)</p> <p>(i) Basis concept and Overview</p> <p>(ii) Analysis of existing practices of Assessment</p> <p>(iii) Assessment in the classroom and recordkeeping.</p> <p>(iv) Feedback</p> <p>6. Education & Technology –(05)</p> <p>(i) Understanding educational technology</p> <p>(ii) Communication & interaction</p> <p>(iii) Model of Teaching and Teaching Learning Aids.</p> <p>(iv) Innovation in Educational Technology</p>		
<p><u>Part-IV : Administration and Finance (50 Marks)</u></p> <p>i) CCS (CCA) Rules</p> <p>(ii) CCS (Conduct) Rules</p> <p>(iii) Fundamental & Supplementary Rules</p> <p>(iv)TA. Rules</p> <p>(v) LTC, Rules</p> <p>(vi) Medical Attendance Rules</p> <p>(vii) Income Tax &GST</p>	01 mark per question.	50 questions

Interview: 60 Marks

Note: The final merit list will be based on the performance of the candidates in Written Test and Interview. The weightage of Written Test and Interview will be 85:15.

Post Graduate Teachers

(Hindi, English, History, Geography, Economics, Biology, Chemistry, Physics, Mathematics, Commerce & Computer Science)

Test Duration	150 Minutes
Total Questions	150 Objective type multiple choice questions
Total Marks	150 Marks

Test Duration	150 Minutes		
Total Questions	150 Objective type multiple choice questions		
Total Marks	150 Marks		
Section name (Nature of Questions)	Marks per item	No. of items	
Part-I : 1. General English 2. General Hindi	01 mark per question.	10 questions	10 questions
Part-II : 1.General Knowledge & Current Affairs 2.Reasoning Ability 3. Computer Literacy 4. Pedagogy (i) Pedagogical Concerns (a) Curriculum: Meaning, Principles, types of curriculum organization, approaches. (b) Planning: Instructional Plan- Year Plan, Unit Plan, Lesson Plan (c) Instructional material and resources: Text Books, Work books, Supplementary material AV aids, Laboratories, Library, Clubs- Museums- Community, Information and Communication Technology. (d) Evaluation: Types, tools, Characteristics of a good test, Continuous and Comprehensive Evaluation, Analysis and Interpretation of Scholastic Achievement Test. (ii) Inclusive Education (a) Understanding diversities: concept types (disability as a dimension of diversity) (b) Disability as a social construct, classification of disability and its educational implications. i) Sensory Impairment (Hearing Impairment, Visual Impairment and Deaf Blind) ii) Cognitive Disabilities: (Autism Spectrum Disorder; Intellectual Disability and Specific Learning Disability) iii) Physical Disabilities: cerebral palsy and loco motor) (c) Philosophy of inclusion with special reference to children with disability. (d) Process of inclusion: concern issues across disabilities. (e) Constitutional Provisions (iii) Communication & interaction Theory of Communication, Types of Communication, Communication & language, Communication in the classroom, barriers in communication. (iv) Understanding Learning Concept, Nature of Learning – input- process-outcome, Factors of Learning – Personal and Environmental, Approaches to learning and their applicability – Behaviourism (skinner, Pavlov, Thorndike) Constructivism (plaget, Vygotsky), Gestalt (Kohler, Koffka) and	01 mark per question.	40 questions	40 questions 40 questions 10 questions 40 questions

Observational (Bandura), Dimensions of Learning – Cognitive, Affective and Performance, Motivation and Sustenance- its role in learning, Memory & Forgetting, Transfer of Learning. Design of Learning activities and classroom processes, pedagogic practices, and creating democratic learning environments that include diverse children’s knowledge and social experiences in the classroom.		
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Interview : 60 Marks

Note: The final merit list will be based on the performance of the candidates in Written Test and Interview. The weightage of Written Test and Interview will be 85:15.

5. Trained Graduate Teachers

(Physical & Health Education, Art Education and Work Experience)

Test Duration	150 Minutes	
Total Questions	150 Objective type multiple choice questions	
Total Marks	150 Marks	
Section name (Nature of Questions)	Marks per item	No. of items
Part-I : 1. General English 2. General Hindi	01 mark per question.	10 questions 10 questions
Part-II : 1.General Knowledge & Current Affairs 2.Reasoning Ability 3. Computer Literacy 4. Subject concerned (The syllabus for subject concerned is available on KVS website)	01 mark per question.	10 questions 10 questions 10 questions 100 questions

Interview : 60 Marks

Note: The final merit list will be based on the performance of the candidates in Written Test and Interview. The weightage of Written Test and Interview will be 85:15.

6. Librarian

Test Duration	150 Minutes	
Total Questions	150 Objective type multiple choice questions	
Total Marks	150 Marks	
Section name (Nature of Questions)	Marks per item	No. of items
Part-I : 1. General English 2. General Hindi	01 mark per question.	10 questions 10 questions
Part-II : 1.General Knowledge & Current Affairs 2.Reasoning Ability 3. Computer Literacy	01 mark per question.	10 questions 10 questions 10 questions

4. Subject concerned (The syllabus for subject concerned is available on KVS website)		100 questions
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Interview : 60 Marks

Note: The final merit list will be based on the performance of the candidates in Written Test and Interview. The weightage of Written Test and Interview will be 85:15.

7. Primary Teacher

Test Duration	150 Minutes	
Total Questions	150 Objective type multiple choice questions	
Total Marks	150 Marks	
Section name (Nature of Questions)	Marks per item	No. of items
Part-I :		
1. General English	01 mark per question.	10 questions
2. General Hindi		10 questions
Part-II :		
1.General Knowledge & Current Affairs	01 mark per question.	10 questions
2.Reasoning Ability		10 questions
3. Computer Literacy		10 questions
4. Pedagogy		20 questions
(i) Childhood and development of children: Prospective in development, Physical –Motor Development, Social and Emotional development, Childhood.		
(ii) Education and curriculum: Learning, Learner and Teaching, Knowledge and curriculum, Facilitating personal growth, application in teaching, Knowledge and Methods of enquiry, Learners and their context, Pedagogic practice and the process of Learning ICT in education.		
(iii) Methodology: Understanding Language and early Literacy, Mathematics Education for primary school child, Listening and Speaking, Reading, Writing, Language and Communication, Planning for Teaching, Classroom Management.		
(iv) Diversity, Gender and Inclusive Education: Inclusive Education, Children with Special Needs, Gender, School and Society.		
5. Subject concerned (The syllabus for subject concerned is available on KVS website)		80 questions

Interview : 60 Marks

Note: The final merit list will be based on the performance of the candidates in Written Test and Interview. The weightage of Written Test and Interview will be 85:15.

8. Primary Teacher (Music)

Test Duration	150 Minutes		
Total Questions	150 Objective type multiple choice questions		
Total Marks	150 Marks		
Section name (Nature of Questions)	Marks per item	No. of items	
Part-I : 1. General English 2. General Hindi	01 mark per question.	10 questions 10 questions	
Part-II : 1. General Knowledge & Current Affairs 2. Reasoning Ability 3. Computer Literacy 4. Subject concerned (Musicology) (The syllabus for subject concerned is available on KVS website)	01 mark per question.	10 questions 10 questions 10 questions 100 questions	

Interview: 60 Marks

Note: The final merit list will be based on the performance of the candidates in Written Test, Performance Test and Interview. The weightage of Written Test, Performance Test and Interview will be 60:25:15.

- (f) Schedule of examination will be intimated through the Admit Card. Detailed examination schedule will also be notified on KVS website www.kvsangathan.nic.in in due course.
- (g) Based on the performance in written examination and also keeping in view the number of vacancies, the candidates will be called for interview. Intimation to this effect will be uploaded on the KVS website www.kvsangathan.nic.in in due course. Candidates are required to check the KVS website from time to time. Taking into account the performance of both written examination and interview, merit list will be prepared as per available vacancies. **However the mode of selection will be the sole discretion of Kendriya Vidyalaya Sangathan and may be changed.**