

**Principal**  
**(Scheme & Syllabus for Direct Recruitment)**

<b>Test Duration</b>	150Minutes		
<b>Total Questions</b>	150 Objective type multiple choice questions		
<b>Total Marks</b>	150 Marks		
<b>Section name (Nature of Questions)</b>		<b>Marks per item</b>	<b>No. of items</b>
<b>Part-I :</b> <b>1. General English</b> <b>2. General Hindi</b>		01 mark per question.	10 questions 10 questions
<b>Part-II :</b> <b>1. General Knowledge &amp; Current Affairs</b> <b>2. Reasoning Ability</b> <b>3. Computer Literacy</b>		01 mark per question.	10 questions 10 questions 10 questions
<b>Part-III : Education (50 Marks)</b> <b>a) Child Development and Pedagogy (10)</b> <b>(i)Development of Child</b> 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. <b>(ii) Understanding Learning</b> Concept, Nature of Learning – input- process-outcome, Factors of Learning – Personal and Environmental, Approaches to learning and their applicability – Behaviourism (skinner, Pavlov, Thorndike) Constructivism (piaget, 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. <b>(iii) Pedagogical Concerns</b> 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>(b) PERSPECTIVES IN EDUCATION AND SCHOOL ORGANIZATION (10)</b> (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		01 mark per question.	50 questions

<p>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.</p> <p><b>(c). TEACHING METHODOLOGY (10)</b></p> <p>(i) Curriculum: Meaning, Principles, types of curriculum organization, approaches.</p> <p>(ii) Planning: Instructional Plan- Year Plan, Unit Plan, Lesson Plan</p> <p>(iii) Instructional material and resources: Text Books, Work books, Supplementary material AV aids, Laboratories, Library, Clubs- Museums- Community, Information and Communication Technology.</p> <p>(iv) Evaluation: Types, tools, Characteristics of a good test, Continuous and Comprehensive Evaluation, Analysis and Interpretation of Scholastic Achievement Test.</p> <p><b>4. Inclusive Education –(05)</b></p> <p>(i) Understanding diversities: concept types (disability as a dimension of diversity)</p> <p>(ii) Disability as a social construct, classification of disability and its educational implications.</p> <p>a) Sensory Impairment (Hearing Impairment, Visual Impairment and Deaf Blind)</p> <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><b>5. Assessment for Learning-(10)</b></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><b>6. Education &amp; Technology –(05)</b></p> <p>(i) Understanding educational technology</p> <p>(ii) Communication &amp; interaction</p> <p>(iii) Model of Teaching and Teaching Learning Aids.</p> <p>(iv) Innovation in Educational Technology</p>		
<p><b><u>Part- IV. Administration and Finance (50 Marks)</u></b></p> <p>(i) CCS (CCA) Rules</p> <p>(ii) CCS (Conduct) Rules</p> <p>(iii) Fundamental &amp; Supplementary Rules</p> <p>(iv)TA. Rules</p> <p>(v) LTC, Rules</p> <p>(vi) Medical Attendance Rules</p> <p>(vii) Pension Rules &amp; New Pension Rules</p> <p>(viii) GFR – Purchase Procedure.</p> <p>(ix) Income Tax &amp; GST</p>	<p>01 mark per question.</p>	<p>50 questions</p>

**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**  
**(Scheme & Syllabus for Direct Recruitment)**

<b>Test Duration</b>	150 Minutes		
<b>Total Questions</b>	150 Objective type multiple choice questions		
<b>Total Marks</b>	150 Marks		
<b>Section name (Nature of Questions)</b>		<b>Marks per item</b>	<b>No. of items</b>
<b>Part-I :</b>  <b>1. General English</b> <b>2. General Hindi</b>		01 mark per question.	10 questions 10 questions
<b>Part-II :</b>  <b>1.General Knowledge &amp; Current Affairs</b> <b>2.Reasoning Ability</b> <b>3. Computer Literacy</b>		01 mark per question.	10 questions 10 questions 10 questions
<b>Part-III : Education (50 Marks)</b>  <b>a) Child Development and Pedagogy (10)</b> <b>(i)Development of Child</b> 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. <b>(ii) Understanding Learning</b> Concept, Nature of Learning – input- process-outcome, Factors of Learning – Personal and Environmental, Approaches to learning and their applicability – Behaviourism (skinner, Pavlov, Thorndike) Constructivism (piaget, 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. <b>(iii) Pedagogical Concerns</b> 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>(b) PERSPECTIVES IN EDUCATION AND SCHOOL ORGANIZATION (10)</b> (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.		01 mark per question.	50 questions

<p>(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.</p> <p><b>(c). TEACHING METHODOLOGY (10)</b></p> <p>(i) Curriculum: Meaning, Principles, types of curriculum organization, approaches.</p> <p>(ii) Planning: Instructional Plan- Year Plan, Unit Plan, Lesson Plan</p> <p>(iii) Instructional material and resources: Text Books, Work books, Supplementary material AV aids, Laboratories, Library, Clubs- Museums- Community, Information and Communication Technology.</p> <p>(iv) Evaluation: Types, tools, Characteristics of a good test, Continuous and Comprehensive Evaluation, Analysis and Interpretation of Scholastic Achievement Test.</p> <p><b>4. Inclusive Education –(05)</b></p> <p>(i) Understanding diversities: concept types (disability as a dimension of diversity)</p> <p>(ii) Disability as a social construct, classification of disability and its educational implications.</p> <p>a) Sensory Impairment (Hearing Impairment, Visual Impairment and Deaf Blind)</p> <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><b>5. Assessment for Learning-(10)</b></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><b>6. Education &amp; Technology –(05)</b></p> <p>(i) Understanding educational technology</p> <p>(ii) Communication &amp; interaction</p> <p>(iii) Model of Teaching and Teaching Learning Aids.</p> <p>(iv) Innovation in Educational Technology</p>		
<p><b><u>Part-IV : Administration and Finance (50 Marks)</u></b></p> <p>i) CCS (CCA) Rules</p> <p>(ii) CCS (Conduct) Rules</p> <p>(iii) Fundamental &amp; Supplementary Rules</p> <p>(iv)TA. Rules</p> <p>(v) LTC, Rules</p> <p>(vi) Medical Attendance Rules</p> <p>(vii) Income Tax &amp;GST</p>	<p>01 mark per question.</p>	<p>50questions</p>

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 and Bio-Technology)  
(Scheme & Syllabus for Direct Recruitment)**

<b>Test Duration</b>	150 Minutes		
<b>Total Questions</b>	150 Objective type multiple choice questions		
<b>Total Marks</b>	150 Marks		
<b>Section name (Nature of Questions)</b>		<b>Marks per item</b>	<b>No. of items</b>
<b>Part-I :</b>  1. General English 2. General Hindi		01 mark per question.	10 questions 10 questions
<b>Part-II :</b> 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: celebral 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 (f) Education & Technology (iii) Communication & interaction Theory of Communication, Types of Communication, Communication & language, Communication in the classroom, barriers in communication. 5. Subject concerned (The syllabus for subject concerned is available on KVS website)		01 mark per question.	10 questions 10 questions 10 questions 20 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.**

**4. Trained Graduate Teachers (English, Hindi, Mathematics, Science, Social Studies and Sanskrit)**  
**(Scheme & Syllabus for Direct Recruitment)**

<b>Test Duration</b>	150 Minutes		
<b>Total Questions</b>	150 Objective type multiple choice questions		
<b>Total Marks</b>	150 Marks		
<b>Section name (Nature of Questions)</b>		<b>Marks per item</b>	<b>No. of items</b>
<b>Part-I :</b>  <b>1. General English</b> <b>2. General Hindi</b>		01 mark per question.	10 questions 10 questions
<b>Part-II :</b> <b>1.General Knowledge &amp; Current Affairs</b> <b>2.Reasoning Ability</b> <b>3. Computer Literacy</b> <b>4. Pedagogy</b> <b>(i) Pedagogical Concerns</b> (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. <b>(ii) Inclusive Education</b> (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 <b>(iii) Communication &amp; interaction</b> Theory of Communication, Types of Communication, Communication & language, Communication in the classroom, barriers in communication. <b>(iv) Understanding Learning</b> Concept, Nature of Learning – input- process-outcome, Factors of Learning – Personal and Environmental, Approaches to learning and their applicability – Behaviourism (skinner, Pavlov, Thorndike) Constructivism (piaget, Vygotsky), Gestalt (Kohler, Koffka) and Observational		01 mark per question.	10 questions 10 questions 10 questions 20 questions

<p>(Bandura), Dimensions of Learning – Cognitive, Affective and Performance, Motivation and Sustenance- its role in learning, Memory &amp; 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.</p> <p><b>5. Subject concerned</b>  <b>(The syllabus for subject concerned is available on KVS website)</b></p>		80 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.**

**5. Trained Graduate Teachers (Physical & Health Education, Art Education and Work Experience)  
(Scheme & Syllabus for Direct Recruitment)**

<b>Test Duration</b>	150 Minutes		
<b>Total Questions</b>	150 Objective type multiple choice questions		
<b>Total Marks</b>	150 Marks		
<b>Section name (Nature of Questions)</b>		<b>Marks per item</b>	<b>No. of items</b>
<b>Part-I :</b>  1. General English 2. General Hindi		01 mark per question.	10 questions 10 questions
<b>Part-II :</b> 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**  
**(Scheme & Syllabus for Direct Recruitment)**

<b>Test Duration</b>	150 Minutes		
<b>Total Questions</b>	150 Objective type multiple choice questions		
<b>Total Marks</b>	150 Marks		
<b>Section name (Nature of Questions)</b>		<b>Marks per item</b>	<b>No. of items</b>
<b>Part-I :</b>  1. General English 2. General Hindi		01 mark per question.	10 questions 10 questions
<b>Part-II :</b> 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.**

**7. Primary Teacher  
(Scheme & Syllabus for Direct Recruitment)**

<b>Test Duration</b>	150 Minutes		
<b>Total Questions</b>	150 Objective type multiple choice questions		
<b>Total Marks</b>	150 Marks		
<b>Section name (Nature of Questions)</b>		<b>Marks per item</b>	<b>No. of items</b>
<b>Part-I :</b>			
<b>1. General English</b> <b>2. General Hindi</b>		01 mark per question.	10 questions 10 questions
<b>Part-II :</b>			
<b>1.General Knowledge &amp; Current Affairs</b> <b>2.Reasoning Ability</b> <b>3. Computer Literacy</b> <b>4. Pedagogy</b>		01 mark per question.	10 questions 10 questions 10 questions 20 questions
(i) <b>Childhood and development of children:</b> Prospective in development, Physical –Motor Development, Social and Emotional development, Childhood. (ii) <b>Education and curriculum:</b> 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) <b>Methodology:</b> 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) <b>Diversity, Gender and Inclusive Education:</b> Inclusive Education, Children with Special Needs, Gender, School and Society.			
<b>5. Subject concerned</b> <b>(The syllabus for subject concerned is available on KVS website)</b>			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)

### (Scheme & Syllabus for Direct Recruitment)

<b>Test Duration</b>	150 Minutes		
<b>Total Questions</b>	150 Objective type multiple choice questions		
<b>Total Marks</b>	150 Marks		
<b>Section name (Nature of Questions)</b>		<b>Marks per item</b>	<b>No. of items</b>
<b>Part-I :</b>  1. General English 2. General Hindi		01 mark per question.	10 questions 10 questions
<b>Part-II :</b> 1.General Knowledge & Current Affairs 2.Reasoning Ability 3. Computer Literacy 4. Subject concerned (Musicology)		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.