KVS TGT 2021 Exam Pattern and Syllabus
(Hindi, English, Sanskrit, Science, Mathematics, Social Studies)

KVS TGT Exam Pattern 2021

Test	Subjects	Number of Question	Total Marks	Time
Part – I	General English	10	10	2 Hours 30 minutes
	General Hindi	10	10	
Part – II	General Knowledge & Current Affairs	40	40	
	Reasoning Ability	40	40	
	Computer Literacy	10	10	
	Pedagogy	40	40	
Total		150	150	

- The interview round will be 60 Marks.
- The final merit list will be based on the performance of the candidates in the Written Test and Interview.
- The weightage of the Written Test and Interview will be 85:15.

KVS TGT Teacher Syllabus 2021

KVS TGT Part-I Syllabus	
General English	Verb, Tenses, Voice, Subject-Verb Agreement, Articles, Comprehension, Fill in the Blanks. Adverb, Error Correction, Sentence Rearrangement, Unseen Passages, Vocabulary, Antonyms, Synonyms, Grammar, Idioms & Phrases, etc.
General Hindi	Antonyms, Vocabulary, Grammar, Synonyms, Translation of Sentences, Fill in the Blanks, Error Detection, Comprehension, Phrases/Muhavare, Plural Forms etc.
KVS TGT Part-II Syllabus	
General Knowledge and Current Affairs	Important Days, Indian History, Books and Authors, Indian National Movement, Awards and Honors, Budget and Five Year Plans, General Polity, Current Affairs – National & International, Indian Economy, Capitals of India, International & National Organizations, Science – Inventions & Discoveries, Science & Technology, Sports, Abbreviations, Countries & Capitals.
Reasoning Ability	Arithmetic Number Series, Spatial Orientation, Observation, Figures Classification, Relationship concepts, Arithmetical Reasoning, Non-verbal series, Analogies, Discrimination, Visual Memory, Similarities and Differences, Spatial Visualization, Coding, and Decoding, etc. Number Series, Letter and Symbol Series, Verbal Classification, Essential Part, Verbal Reasoning, Logical Problems, Analogies, Theme Detection, Cause and Effect, Artificial Language, Matching

	Definitions, Making Judgments, Statement, and Conclusion, Logical Deduction, Statement, and Argument.
Computer Literacy	Computer Basics, Using Paint Brush, More in Paint, About Desktop and Computer Peripherals, Word Processor, Formatting Word Document, Internet, Computer History, Word Processor, Exploring Windows, Powerpoint Presentation, etc.
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, Workbooks, 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: 1. Sensory Impairment (Hearing Impairment, Visual Impairment and Deaf-Blind) 2. Cognitive Disabilities: (Autism Spectrum Disorder; Intellectual Disability and Specific Learning Disability) 3. Physical Disabilities: cerebral palsy and locomotor (c) Philosophy of inclusion with special reference to children with disabilities. (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 (Kohier, Koffka) and 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.