

KASHI NARESH UNIVERSITY, BHADOHI

Ph.D. Research Entrance Test (RET)

RESEARCH ENTRANCE TEST SYLLABUS & EXAMINATION SCHEME

First Paper: UGC-NET Paper-I | Second Paper: Medieval & Modern History

1. Research Entrance Test (RET) – Examination Scheme

Stage / Paper	Questions	Marks	Duration
First Question Paper – General Paper	50	100	01 Hour
Second Question Paper – Subject Paper	100	200	02 Hours
Total	150	300	03 Hours

There shall be NO negative marking in the examination.

2. Eligibility Conditions for Research

- Candidates who have completed a 4-year/8-semester Bachelor's degree programme or a 1-year/2-semester Master's degree programme after a 4-year/8-semester Bachelor's degree, or an equivalent qualification recognized by the competent authority, may be considered as per applicable university/UGC norms.
- Candidates belonging to reserved categories and other eligible categories shall receive relaxation in marks/criteria as prescribed by the applicable UGC/University rules.
- Candidates qualifying through recognized qualifications such as UGC-NET/JRF/CSIR-NET/GATE or equivalent may be governed by the University's applicable admission and exemption rules.
- Candidates already enrolled as regular/working teachers or other categories shall be governed by the conditions prescribed in the University's official Ph.D. admission notification.

3. Admission in Research – First Stage

Research Entrance Test (RET): The written examination shall consist of two question papers. The first paper shall assess General Teaching & Research Aptitude and the second paper shall assess subject-specific knowledge.

4. Exemption from Research Entrance Test (RET)

- Regular teachers working in a University or an affiliated college, subject to the conditions prescribed by the University.
- Eligible foreign candidates, subject to the applicable University rules and conditions.
- Candidates selected/qualified through recognized national-level fellowships or examinations, where the University's rules provide exemption.
- Candidates with qualifying GATE/NET/JRF or equivalent credentials, subject to the University's current admission notification.
- Candidates holding a valid qualifying research credential whose validity is acceptable under the admission notification.
- Candidates qualified in another State's SLET/SET shall follow the University's prescribed requirements; where required, they may still have to appear in the Research Entrance Test.
- Eligible officers/personnel covered by the University's specified service-related exemption provisions may be exempted as per the notification.

5. Second Stage for Admission in Research

Interview/Viva-Voce: Candidates qualifying the entrance test, and candidates exempted from the written test where applicable, shall appear for the interview/viva-voce as prescribed by the University. The interview may assess research interest, proposed area/topic, research aptitude and suitability for the proposed research work.

6. FIRST PAPER – GENERAL PAPER ON TEACHING & RESEARCH APTITUDE

Based on the UGC-NET Paper-I Syllabus (10 Units)

UNIT–I: Teaching Aptitude

- Teaching: concept, objectives, levels of teaching – Memory, Understanding and Reflective.
- Learner's characteristics: adolescent and adult learners; academic, social, emotional and cognitive characteristics; individual differences.
- Factors affecting teaching: teacher, learner, support material, instructional facilities, learning environment and institution.
- Methods of teaching in higher learning: teacher-centred and learner-centred methods; offline and online methods including SWAYAM, SWAYAMPRAKSHA and MOOCs.
- Teaching Support System: traditional, modern and ICT-based.
- Evaluation systems: elements and types of evaluation; evaluation in Choice Based Credit System; Computer Based Testing; innovations in evaluation.

UNIT–II: Research Aptitude

- Research: meaning, types and characteristics; positivism and post-positivistic approach.
- Methods of research: experimental, descriptive, historical, qualitative and quantitative.
- Steps of research.
- Thesis and article writing: format and styles of referencing.
- Application of ICT in research.
- Research ethics.

UNIT–III: Comprehension

- Comprehension of a passage followed by questions testing understanding, interpretation and inference.

UNIT–IV: Communication

- Communication: meaning, types and characteristics.
- Effective communication: verbal and non-verbal; inter-cultural and group communication; classroom communication.
- Barriers to effective communication.
- Mass media and society.

UNIT–V: Mathematical Reasoning and Aptitude

- Types of reasoning.
- Number series, letter series, codes and relationships.
- Mathematical aptitude: fraction, time and distance, ratio, proportion and percentage, profit and loss, interest and discounting, averages, etc.
- Basic quantitative reasoning and data-related numerical aptitude.

UNIT–VI: Logical Reasoning

- Understanding the structure of arguments.
- Categorical propositions and their relationships; traditional square of opposition.
- Deductive and inductive reasoning.
- Analogies and Venn diagrams.

- Indian Logic: means of knowledge (Pramanas) – perception, inference, comparison, verbal testimony, implication and non-apprehension.
- Structure and kinds of categorical syllogism; fallacies.

UNIT–VII: Data Interpretation

- Sources, acquisition and classification of data.
- Quantitative and qualitative data.
- Graphical representation: bar chart, histogram, pie chart, table chart and line chart; mapping of data.
- Data interpretation.
- Data and governance.

UNIT–VIII: Information and Communication Technology (ICT)

- ICT: general abbreviations and terminology.
- Basics of Internet, Intranet, E-mail, Audio and Video-conferencing.
- Digital initiatives in higher education.
- ICT and governance.

UNIT–IX: People, Development and Environment

- Development and Environment: Millennium Development Goals and Sustainable Development Goals.
- Human-environment interaction; anthropogenic activities and their impacts.
- Environmental issues: local, regional and global; air, water, soil and noise pollution; solid, liquid, biomedical, hazardous and electronic waste; climate change and its socio-economic and political dimensions.
- Impacts of pollutants on human health.
- Natural and energy resources: solar, wind, soil, hydro, geothermal, biomass, nuclear and forest resources.
- Natural hazards and disasters: mitigation strategies.
- Environmental Protection Act (1986), National Action Plan on Climate Change and major international environmental agreements/efforts.

UNIT–X: Higher Education System

- Institutions of higher learning and education in Ancient India.
- Evolution of higher learning and research in post-Independence India.
- Oriental, conventional and non-conventional learning programmes in India.
- Professional, technical and skill-based education.
- Value education and environmental education.
- Policies, governance and administration.

7. SECOND PAPER – MEDIEVAL & MODERN INDIAN HISTORY

Syllabus framed with reference to the Medieval and Modern components of the UGC-NET History syllabus

UNIT–I: Early Medieval India

- Sources for the study of early medieval India: literary, archaeological, epigraphic and numismatic sources.
- Political developments: emergence of regional kingdoms; Gurjara-Pratiharas, Palas and Rashtrakutas.
- Chola state and administration; local self-government; economy, society and culture.
- Rajput polities, regional states and the nature of political formations.
- Society, economy, religion and culture in early medieval India.

UNIT–II: Delhi Sultanate

- Sources and historiography of the Delhi Sultanate.
- Foundation and consolidation of the Sultanate; Slave/Mamluk, Khalji, Tughlaq, Sayyid and Lodi dynasties.
- Administration, iqta system, military organisation, revenue and market regulations.

- Expansion and regional politics; Mongol challenges.
- Society, economy, urbanisation, trade and craft production.
- Religion, Sufism, Bhakti traditions, literature, art and architecture.

UNIT–III: Mughal India

- Sources and historiography of Mughal India.
- Babur, Humayun, Sher Shah and the establishment of Mughal power.
- Akbar: expansion, administration, mansabdari, jagirdari, revenue and religious policy.
- Jahangir, Shah Jahan and Aurangzeb: political and administrative developments.
- Decline of the Mughal Empire and the emergence of regional powers.
- Mughal economy, agriculture, trade, urban centres, society and culture.
- Mughal painting, architecture, literature and composite cultural traditions.

UNIT–IV: Regional States and Marathas

- Vijayanagara and Bahmani kingdoms; administration, economy, society, art and architecture.
- Deccan states and regional political formations.
- Rise of the Marathas; Shivaji, administration and the Maratha polity.
- Maratha expansion, confederacy and relations with the Mughal Empire and other powers.
- Eighteenth-century regional states: Bengal, Awadh, Hyderabad, Mysore and others.

UNIT–V: European Expansion and British Rule

- Advent of Europeans: Portuguese, Dutch, English and French; trading companies and settlements.
- Anglo-French rivalry and the Carnatic Wars.
- Battle of Plassey and Battle of Buxar; establishment and consolidation of British power.
- British administrative and constitutional developments.
- Subsidiary Alliance and Doctrine of Lapse; expansion and annexation policies.
- Colonial economy: land revenue systems – Permanent Settlement, Ryotwari and Mahalwari.
- Commercialisation of agriculture, deindustrialisation, trade and economic impact of colonialism.

UNIT–VI: Indian Society, Culture and Religious Reform

- Colonial society and social change.
- Women, caste, education and social reform movements.
- Brahmo Samaj, Arya Samaj, Prarthana Samaj, Aligarh movement, Ramakrishna Mission and other reform initiatives.
- Development of modern education, press, literature and public opinion.
- Tribal and peasant societies under colonial rule; major movements and responses.
- Growth of modern political and cultural consciousness.

UNIT–VII: The Revolt of 1857 and National Movement

- Causes, nature and character of the Revolt of 1857.
- Major centres, leaders and course of the Revolt; causes of failure and consequences.
- Formation and early phase of the Indian National Congress.
- Moderates and Extremists; Swadeshi and Boycott movements.
- Home Rule movement and the emergence of mass politics.
- Gandhian movements: Champaran, Kheda, Ahmedabad, Non-Cooperation, Civil Disobedience and Quit India.
- Revolutionary movements, constitutional developments and major nationalist organisations.

UNIT–VIII: Towards Independence and Partition

- Simon Commission, Nehru Report and constitutional developments.
- Government of India Acts and federal/constitutional proposals.
- Round Table Conferences and the Communal Award.
- Government of India Act, 1935 and provincial politics.

- Subhas Chandra Bose and the Indian National Army.
- Cabinet Mission, Mountbatten Plan and Indian Independence Act, 1947.
- Partition, communal politics, migration and the challenges of independence.

UNIT–IX: Post-Independence India

- Integration of princely states and reorganisation of states.
- Constitutional development and the making of the Republic.
- Political, economic and social developments after independence.
- Planning, industrialisation, land reforms and the Green Revolution.
- Foreign policy, Non-Aligned Movement and India's international relations.
- Social movements, linguistic reorganisation and major challenges of nation-building.

UNIT–X: Historical Methods, Historiography and Research Orientation

- Historical sources: archival, archaeological, literary, oral, visual, epigraphic and numismatic evidence.
- Historical method: collection, criticism, interpretation and presentation of sources.
- Major approaches to Indian history: nationalist, Marxist, colonial/imperialist, Cambridge, subaltern and cultural approaches.
- Important debates in medieval and modern Indian history.
- Use of archives, manuscripts, newspapers, census records, official reports and oral histories in research.
- Research ethics, citation, bibliography and critical use of primary and secondary sources.

8. Important Note

- The First Paper is structured on the UGC-NET General Paper-I (Teaching & Research Aptitude) framework of 10 units.
- The Second Paper is restricted to Medieval and Modern Indian History, as requested, and is derived from the corresponding Medieval/Modern portions of the UGC-NET History syllabus rather than reproducing the full Ancient History portion.
- The examination scheme, eligibility, exemption and interview provisions in this document are aligned to the supplied RET pages. Final legal/administrative validity shall be governed by the University's latest official Ph.D. admission notification.

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