

## 4. SCHOOL OF SOCIAL SCIENCES

**The pattern of JNUEE 2020-21 will be based on Multiple Choice Questions (MCQs) through Computer Based Test (CBT)**

### Master of Arts

Sl. No.	Name of Centre	Sub. Code & Sub. Code Number	Syllabus for Entrance Examination
1	Centre for Economics studies and Planning (CESP)	Economics-ECOM (216)	<p>Applicants will be tested for their analytical abilities and awareness of national and international economic issues of importance at present and in the recent past. Candidates are expected to be familiar with the content of a standard Economics course taught at the B.A. level. Especially for the benefit of applicants without an undergraduate degree in Economics, an enumeration of the areas to be covered is given below:</p> <p>(a) (i) Micro-economics (Demand Curves, Price and Income Elasticity of Demand, Cost Curves, Equilibrium of Firm under Perfect Competition and Monopoly) (ii) Macro-economics (National Income, Theories of Income Determination, Monetary Policy, Trade and Balance of Payments)</p> <p>(b) Descriptive Statistics (Mean, Median and Mode, Standard Deviation, Correlation Coefficient), Elementary Probability Theory, Mathematics for Economists (Elementary Algebra, Coordinate Geometry and Elementary Calculus)</p> <p>(c) Problems of Economic History, Underdevelopment and Growth: (i) India's Economic Development prior to Independence: India's Planning and Development experience since Independence; Basic indicators of Development. (ii) International Economics Issues of Contemporary Relevance.</p>
2	Centre for Historical Studies (CHS)	Modern History- MODM (217)	<p>The MA exam is structured to test the students on:</p> <p>A. General comprehension</p> <p>B. A broad understanding of the social sciences and</p> <p>C. Themes related to political, economic and social history and on aspects of religion and culture pertaining to Indian and World history for the ancient, medieval, modern and contemporary periods.</p>
3		Medieval History – MEDM (218)	
4		Ancient History – ANCM (219)	
5	Centre for Political Studies (CPS)	Political Science – POLM (220)	<p>The M.A. in Political Science continues to be distinctive in its commitment to teaching through lectures and tutorials in order to maintain high standards of excellence in the discipline. Candidates are expected to be familiar with the content of a standard B.A. course in Political Science. Applicants will be tested from areas given below:</p> <p style="text-align: center;">Unit I</p> <p>a) Social and Political Thought of Modern India b) Western Political Thought c) Concepts and Approaches in Political Theory</p> <p style="text-align: center;">Unit II</p> <p>d) Constitution and Political Institutions of India e) State and Politics in India f) Political Processes and Public Policies in India</p> <p style="text-align: center;">Unit III</p> <p>g) Comparative Government and Politics h) International Relations</p> <p style="text-align: center;">Applicants will be require to show familiarity with each Unit.</p>

6	Centre for the Study of Regional Development (CSRD)	Geography- GEOM (221)	<p><b>Unit I</b></p> <ol style="list-style-type: none"> <li>1. Geomorphology, climatology, oceanography and biogeography.</li> <li>2. Human geography, economic geography, political geography, Population geography, human ecology and human settlements.</li> <li>3. Regional geography of India- physiographic divisions, patterns and levels of development of agriculture and industries, growth of population, urbanization, and socio-culture diversity.</li> <li>4. Geographical information System, Remote Sensing, Cartography, Quantitative Techniques/Statistics.</li> </ol> <p><b>Unit II</b> - Questions on Physical, human regional geography and geography of India.</p> <p><b>Unit III</b> - Question on Cartography, scale and map projections, topographical maps of India, Methods of data representation</p> <p><b>Unit IV</b> - <b>Question on</b> Statistical Methods – frequency distribution, measures of central tendency and dispersion, Correlation.</p>
7	Centre for the Study of Social Systems (CSSS)	Sociology- SOCM (222)	<p><b>Applicants are expected to have a fair understanding of Social Sciences and Indian Society and Culture</b></p> <p><b>Broad themes</b></p> <ol style="list-style-type: none"> <li>1. Thinkers <ul style="list-style-type: none"> <li>○ Karl Marx, Emile Durkheim, Max Weber, Georg Simmel, C. Wright Mills, George Herbert Mead, Claude Levi-Strauss</li> <li>○ G.S. Ghurye, M. N. Srinivas, Iravati Karve, Yogendra Singh, Andre Beteille, T.K. Oommen</li> </ul> </li> <li>2. Basic Concepts and Social Institutions</li> <li>3. Tools and Techniques of Research Methodology</li> <li>4. Social Structure and Social Change</li> <li>5. Social Stratification <ul style="list-style-type: none"> <li>○ Gender, Caste, Class, Tribe, Disability</li> </ul> </li> <li>6. Economy and Society</li> <li>7. State, Polity and Society</li> <li>8. Family, Marriage and Kinship</li> <li>9. Religion</li> <li>10. Environment and Society</li> <li>11. Social Movements</li> <li>12. Social Issues</li> <li>13. Understanding Indian society</li> <li>14. Modernization, Globalization and Development</li> </ol>
8	Centre for Philosophy (CP)	Philosophy- SPHM (229)	<p><b>The entrance test will be based in a standard BA (major) Philosophy course taught in UGC accredited Indian universities. Students are expected to be familiar with the following problems, themes, and issues. There are five Sections in the syllabus.</b></p> <p><b>Section: I</b></p> <p><b>Metaphysics</b></p> <p>Questions will be from both Indian and Western philosophical perspective.</p> <ol style="list-style-type: none"> <li>1. Proofs for Existence of God</li> <li>2. Free Will and Determinism</li> <li>3. Self and No-self</li> <li>4. Consciousness</li> <li>5. Personal Identity</li> <li>6. Substance and Qualities</li> <li>7. Being and Becoming</li> <li>8. Actuality and Potentiality</li> <li>9. Appearance and Reality</li> <li>10. Mind and Body Problem</li> <li>11. Universals</li> <li>12. Realism and Idealism</li> <li>13. Essence and existence</li> </ol>

**Section: II****Epistemology**

Questions will be from both Indian and western philosophical perspective.

1. Theories of Truth
2. Theories of Error
3. Gettier Problem
4. Definitions of Knowledge
5. Knowledge by acquaintance and Knowledge by Description
7. Sources of Knowledge
8. Skepticism
9. Justification of Knowledge: Foundationalism, Anti-foundationalism, and Coherentism
10. Knowledge that and knowledge How
11. Problem of Induction
12. Apriori Knowledge

**Section: III****Ethics**

Questions will be from both Indian and Western philosophical perspective.

1. Theories of Normative Ethics: Utilitarianism, Kantian Deontology, Virtue ethics, Social contract theory, care ethics
2. Theories of Metaethics: Relativism, Non-naturalism, Emotivism, Universal Prescriptivism,
3. Themes of Applied Ethics: Abortion, Euthanasia, Surrogacy, Capital punishment, Animal and Environment ethics
4. Thoughts of Indian ethical tradition: Nature of Dharma, Morksa, Purusharthas, Rta, Rina, and themes from Buddhist and Jaina ethics

**Section: IV****Symbolic Logic**

Questions will be from both Indian and western philosophical perspective.

1. Inductive Logic
  - a. Analogical Reasoning
  - b. Causal Reasoning
  - c. Probability
2. Deductive Logic
  - a. Categorical proposition
  - b. Categorical syllogisms
  - c. Symbolic Logic
  - d. Methods of Deduction
  - e. Quantification Logic
3. Informal Fallacies: Indian and Western
4. Types of Arguments

**Section: V****Social and Political Philosophy**

Questions will be from both Indian and Western philosophical perspective.

1. Theories of Justice
2. Liberty and Equality

			<ol style="list-style-type: none"> <li>3. Democracy</li> <li>4. Feminism</li> <li>5. Global justice</li> <li>6. Marginalization and Discrimination</li> <li>7. Gandhi: Non-violence, Satyagraha, Swaraj, Nationalism, State</li> <li>8. Ambedkar: Genesis of Caste and Annihilation of Castes</li> <li>9. Tagore: Nationalism, Education and Religion of Man</li> <li>10. Amartya Sen: Justice (Niti and Nyaya)</li> </ol>
9	Centre for Informal Sector and Labour Studies (CIS&LS)	Development and Labour Studies-DLSM (231)	<p>The applicants for the M.A. programme will be examined in the light of their knowledge on themes and issues studied in a standard social science bachelor programme. The purpose of entrance exam is to test the candidates' general awareness on issues related to development and labour studies, their capacity to comprehend and reflect on academic articles, and their ability in analytical reasoning on the contemporary issues of informal sector. Students will be tested in the broad thematic areas of major social science disciplines: Political Economy, Theories and Contemporary History of Development, Development Economics, Indian Economy, Society and Politics in India, Sociological and Political Theories. The purpose of the test is to select candidates who demonstrate aptitude for analytical skills and ability for original thinking.</p>

### MPH

Sl. No.	Name of Centre	Sub. Code & Sub. Code Number	Syllabus for Entrance Examination
1	Centre of Social Medicine and Community Health (CSMCH)	Master of Public Health - MPHT (145)	<p><b>A. History of Public Health</b></p> <ol style="list-style-type: none"> <li>1. History of different systems of Medicine</li> <li>2. Primary Health Care</li> </ol> <p><b>B. Concepts in Public Health</b></p> <ol style="list-style-type: none"> <li>1. Definition of health; appreciation of health as a relative concept; determinants of health.</li> <li>2. Characteristics of agent, host and environmental factors in health and disease and the multifactorial etiology of disease.</li> <li>3. Understanding of various levels of prevention with appropriate examples.</li> <li>4. Indices used in measurement of health.</li> <li>5. Health situation in India: demography, mortality and morbidity profile and existing health facilities in health services.</li> <li>6. Measurement of health events.</li> </ol> <p><b>C. Epidemiology</b></p> <ol style="list-style-type: none"> <li>1. Use of epidemiological tools to make a community diagnosis of the health situation in order to formulate appropriate intervention measures.</li> <li>2. Epidemiology - definition, concept and role in health and disease.</li> <li>3. Definition of the terms used in describing disease transmission and control.</li> <li>4. Natural history of a disease and its application in planning intervention.</li> <li>5. Modes of transmission and measures for prevention and control of communicable and non-communicable disease.</li> <li>6. Principal sources of epidemiological data.</li> <li>7. Definition, calculation and interpretation of the measures of frequency of diseases and mortality.</li> <li>8. Common sampling techniques, simple statistical methods for the analysis, interpretation and presentation of data frequency distribution, measures of central tendency, measures of variability, statistical tests of significance and their application.</li> <li>9. Need and uses of screening tests.</li> <li>10. Accuracy and clinical value of diagnostic and screening tests (sensitivity, specificity, &amp; predictive values).</li> <li>11. Epidemiology of communicable and non-communicable diseases of public health importance and their control.</li> <li>12. Epidemiological basis of national health programmes.</li> </ol>

			<p>13. Awareness of programmes for control of non-communicable diseases.</p> <p>(a) Planning and investigation of an epidemic of communicable diseases in a community setting.</p> <p>(b) Institution of control measures and evaluation of the effectiveness of these measures.</p> <p>14. Various types of epidemiological study designs.</p> <p>15. The derivation of normal values and the criteria for intervention in case of abnormal values.</p> <p>16. Planning an intervention programme with community participation based on the community diagnosis.</p> <p>17. Applications of computers in epidemiology.</p> <p>18. Critical evaluation of published research.</p> <p><b>D. Epidemiology of Specific Diseases</b></p> <p>1. Extent of the problem, epidemiology and natural history of the disease.</p> <p>2. Relative public health importance of a particular disease in a given area.</p> <p>3. Influence of social, cultural and ecological factors on the epidemiology of the disease.</p> <p>4. Control of communicable and non-communicable disease by:</p> <p>a. Diagnosing and treating a case and in doing so demonstrate skills in:</p> <p>(i) Clinical methods</p> <p>(ii) Use of essential laboratory techniques</p> <p>(iii) Selection of appropriate treatment regimes.</p> <p>(iv) Follow-up of cases.</p> <p>b. Principles of planning, implementing and evaluating control measures for the diseases at the community level bearing in mind the relative importance of the disease.</p> <p>5. Institution of programmes for the education of individuals and communities.</p> <p>6. Investigating a outbreak/epidemic.</p> <p>7. National Health Programmes.</p> <p><b>E. Biostatistics</b></p> <p>a. Collection, classification and presentation of statistical data.</p> <p>b. Analysis and interpretation of data.</p> <p>c. Obtaining information, computing indices (rates and ratio) and making comparisons.</p> <p>d. Apply statistical methods in designing of studies.</p> <p>e. Choosing of appropriate sampling methods and sample size.</p> <p>f. Applying suitable test of significance</p> <p>g. Use of statistical tables.</p> <p><b>F. Entomology</b></p> <p>1. Role of vectors in the causation of diseases.</p> <p>2. Mode of transmission of vector borne diseases.</p> <p>3. Methods of vector control with advantages and limitations of each.</p> <p><b>G. Health planning and Public Health Administration</b></p> <p><b>H. Health Management</b></p> <p><b>I. Health economics</b></p> <p><b>J. Nutrition</b></p> <p>1. Role of nutrition in Health and Disease.</p> <p>2. Nutritional problems of the country</p> <p>3. Common sources of various nutrients and special nutritional requirement according to age, sex, activity, physiological conditions.</p> <p>4. Nutritional assessment of individual, families and the community by selecting and using appropriate methods such as : anthropometry, clinical, dietary, laboratory techniques.</p> <p>5. Compare recommended allowances of individual and families with actual intake.</p> <p>6. Common nutritional disorders: protein energy malnutrition, Vitamin A</p>
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			<p>deficiency, anemia, iodine deficiency disorders, fluorosis, food toxin diseases and their control and management.</p> <p>7. National Nutritional Policy.</p> <p>8. National programmes in nutrition and their evaluation.</p> <p>9. Food adulteration: prevention and control.</p> <p><b>K. Environmental Sanitation</b></p> <p>1. Awareness of relation of Environment to Health.</p> <p>2. Awareness of the concept of safe and wholesome water.</p> <p>3. Awareness of the requirements of sanitary sources of water.</p> <p>4. Understanding the methods of purification of</p> <p>5. Various biological standards.</p> <p>6. Concepts of safe disposal of human excreta.</p> <p>7. Physical, chemical standards; tests for assessing quality of water.</p> <p>8. Disposal of solid waste, liquid wastes both in the context of urban and rural conditions in the community.</p> <p>9. Problems in the disposal of refuse, sullage and sewage.</p> <p>10. Sources, health hazards and control of environmental pollution.</p> <p>11. Influence of physical factors – like heat, humidity, cold, radiation and noise – on the health of the individual and community.</p> <p>12. Standards of housing and the effect of poor housing on health.</p> <p><b>L. Demography and Family Planning</b></p> <p>1. Definition of demography and its relation to Community Health.</p> <p>2. Stages of the demographic cycle and their impact on population.</p> <p>3. Definition, calculation and interpretation of demographic indices like birth rate, death rate, growth rate, fertility rates.</p> <p>4. Reasons for rapid population growth in the world, especially in India.</p> <p>5. Need for population control measures and the National Population Policy.</p> <p>6. Identify and describe the different family planning methods and their advantages and shortcomings.</p> <p>7. Principles of Counselling; Client satisfaction.</p> <p>8. Medical Termination of Pregnancy Act.</p> <p>9. Organisational, technical and operational aspects of the National Family Welfare Programme and participation in the implementation of the Programme. Target Free Approach.</p> <p>10. MTP and infertility services.</p> <p>11. National Population Policies.</p> <p><b>M. Mental Health</b></p> <p>1. Public health importance of mental health</p> <p>2. Public health approach to mental health problems: types, diagnosis and management of mental health problems in the community.</p> <p><b>N. Application of Social Sciences in Health</b></p> <p><b>O. Impact of urbanisation on health and disease.</b></p> <p><b>P. School Health</b></p> <p><b>Q. Urban health</b></p>
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## M.Phil &amp; Ph.D.

Sl. No.	Name of Centre	Sub. Code & Sub. Code Number	Syllabus for Entrance Examination
1	Centre for Economics studies and Planning (CESP)	Economics- ECOP (136) & ECOH (865)	In the examination, the applicants will be examined in the topics covered by a standard M A Economics programme These would broadly include Micro-economics, Macro-economics, Economic Development, Indian Economy and Statistical and: Mathematical Methods in Economics. The distribution of questions in the examination would be in conformity with UGC Regulations, 2016.
2	Centre for Historical Studies (CHS)	Modern History- MODP (137) & MODH (866)	The exam is structured to test the students on:  A. Historical methods  B. Historiographical debates and discussions  C. Themes related to political, economic and social history and on aspects of religion and culture pertaining to Indian history for the ancient, medieval, modern and contemporary periods (including World history).
3		Medieval History – MEDP (138) & MEDH (867)	
4		Ancient History – ANCP (139) & ANCH (868)	
5	Centre for Political Studies (CPS)	Political Science – POLP (140) & POLH (869)	Applicants for the programme will be examined for their analytical ability in topics covered by an M.A. programme in Political Science. These would broadly include Philosophy and Methods of the Social Sciences, Traditions of Political Inquiry, Key Concepts in Political Science, Contemporary Debates in Political Philosophy, Indian Politics (Institutions, Processes and Policies) Key Debates in Indian Politics, Issues in Comparative Politics, and International Relations.  Questions in the entrance test will include recent political debates. In addition questions based on the various Masters level courses will also be asked. Questions on the various quantitative and qualitative research methods commonly used in social science research will also feature in the entrance test. For more details about our programme and courses, please visit the website.
6	Centre for the Study of Regional Development (CSRD)	Population Studies- POPP (141) & POPH (870)	Students will be tested on research methodology and the relevant areas pertaining to the streams they apply for. The syllabus for the JNUEE has been framed keeping in mind the post graduate programs taught in most Indian universities.  <b>(i) Regional Development: Geography (code: GEO)</b> Syllabus: (A) <b>Research Methodology:</b> Recent trends in geographical thought and research concerns in the field; Cartographic methods; descriptive statistics; sampling techniques; correlation and regression analysis, geographical information system, Remote sensing, and GPS; Morphometric techniques in areal and liner analysis, hydrograph and runoff estimation, evapotranspiration, methods of soil analysis, ground water mapping and estimation, RS in LU-LC and biodiversity mapping, magnitude-frequency classification of natural disasters, methods of graphical representation of economic loss of disasters, age estimation of landforms. Methods of landscape surveying and mapping; socio-economic field survey methods. (B) <b>i. Physical Geography :</b> Geomorphology, Oceanography, climatology, climate change, Hydrology, Biogeography, Ecosystems, Natural Resources and Natural Disasters (with special reference to India) <b>ii Human Geography:</b> Population distributed and growth: human settlements, urbanization, migration rural and agricultural geography: Spatial structure and temporal trends of economic activity; Social groups and communities, tourism; (with special reference to India) <b>iii Regional Development:</b> Concepts, strategies of regional development regional imbalances and levels of development in India; inclusive exclusions and exclusive inclusions, Globalization, natural resources and changing spatial division of labour.  <b>(ii) Regional Development: Population Studies (Code: POP)</b> (A) <b>Research Methodology:</b> Basic and advanced statistics, Quantitative methods in population analysis, basic demographic data in India, methods of demographic data analysis, population survey (primary and secondary)
7		Geography- GEOP (142) & GEOH (871)	
8		Economics- ECNP (143) & ECNH (872)	

			<p>methodologies and designs.</p> <p><b>(B)</b> Nature and scope of population studies; sources of demographic data; Global and regional population trends, growth, distribution, and density; population composition; components of population dynamics namely fertility, mortality and migration; Population growth in relation to economic and social development. India's population policy and family planning programme, population theories, Demographic methods (may need the use of scientific calculator), Population, environment and development, urbanization, Human habitat, human ecology, Food security, Programs related to Population Health and Development, gender and population.</p> <p><b>(iii) Regional Development: Economics (Code:ECN)</b></p> <p><b>(A)</b> Research Methodology: Basic Statistics, Quantitative methods in Economics, Sources of Data on the Indian Economy.</p> <p><b>(B)</b> Economic theory and development theory (at the Master level); basic issues in Indian economy around themes like poverty, inequality, employment, banking, public finance, industry, agriculture, trade etc; India's development and policy choices; made over the years to address those challenges.</p>
9	Centre of Social Medicine and Community Health (CSMCH)	Social Sciences in Health- CSMP (144) & CSMH (873)	<p><b>Basic concepts in Social Sciences and its relevance to public Health</b></p> <ol style="list-style-type: none"> <li>1. Social Stratification -Caste, Class, Gender, Religion, Ethnicity Exclusion, discrimination, marginalization, humiliation and stigma, Diversity, Social cohesion—comparison with other societies</li> <li>2. Social Institutions and Groups: Family, Kinship and Household, Village, Urban Settlements.</li> <li>3. Culture- Norms, values, role and status, culture shock, taboos, ethnocentrism, cultural relativism.</li> <li>4. Characteristics of Rural and Urban Society -rural society; agrarian class structure, urban, urbanism and urbanization</li> <li>5. Sanskritisation</li> <li>6. Social Capital and Cultural Capital</li> <li>7. Poverty</li> <li>8. Inequality</li> <li>9. Globalization, liberalization, privatization</li> <li>10. Motivation</li> <li>11. Attitude, Perception and Behavior</li> <li>12. Socialisation</li> <li>13. Power</li> <li>14. Conflict</li> <li>15. Civil Rights, Democratic Rights and Human Rights</li> <li>16. Social change</li> <li>17. Social movements and civil society</li> <li>18. Understanding Interconnections Between Economy, Polity And Society - Nature of State in India, Welfare state and public health, State and public policy</li> <li>19. Current Debates in Health</li> </ol> <p><b>2. Application of Social Sciences to Health</b></p> <ol style="list-style-type: none"> <li>1. Social Determinants of Health</li> <li>2. Development and Health -Primary Health Care Approach &amp; Selective Health Care Approach</li> <li>3. Social inequalities and marginalisation in health</li> <li>4. Climate change and its impact on health</li> <li>5. Population and development</li> <li>6. Social exclusion, discrimination and health</li> <li>7. Importance of large data sets for public health</li> <li>8. Health promotion and illness prevention</li> <li>9. Mental Health and Disability</li> <li>10. Medical Pluralism</li> <li>11. Accessibility, Availability and Affordability of Health Care</li> <li>12. Universal Health Care</li> <li>13. Recent social issues and their implications for health</li> </ol> <p><b>3. Research Methodology</b></p> <ol style="list-style-type: none"> <li>1. Qualitative methods in Social Sciences- observation, life history, case</li> </ol>

			<p>study, narratives, ethnography</p> <ol style="list-style-type: none"> <li>2. Quantitative methods in Social Sciences – survey methods, research instruments</li> <li>3. Importance of Qualitative and quantitative research methods used in public health</li> <li>4. Mixed methods</li> <li>5. Ethics in Research</li> <li>6. <b>Statistical Methods</b> <ul style="list-style-type: none"> <li>• Mean, Median, Mode and standard deviation</li> <li>• Sampling methods</li> <li>• Measures of social disparities and spatial variation</li> <li>• Basic statistics for public health- birth rate; crude death rate; Infant mortality; child mortality; life expectancy at birth; sex ratio; dependency ratio; morbidity rate; population growth rate; standardisation</li> </ul> </li> </ol>
10	Centre for the Study of Social Systems (CSSS)	Social Systems - SOCP (146) & SOCH (875)	<p><b>Candidates are expected to display a good research aptitude, analytical skills and usage of social science perspectives in answering questions from the following list of themes.</b></p> <ol style="list-style-type: none"> <li>1. Thinkers <ul style="list-style-type: none"> <li>○ Classical Thinkers: Karl Marx, Emile Durkheim, Max Weber</li> <li>○ Advanced Social Theories : Postmodernism, Postcolonialism and Poststructuralism</li> <li>○ Study of Monographs: Evans-Pritchard, Bronislaw Malinowski, Edmund Leach, Margaret Mead, Clifford Geertz</li> </ul> </li> <li>2. Philosophical Foundation of Theories and Methodology</li> <li>3. Social Research/Research Methodology: Quantitative and Qualitative, Positivism, Interpretivism</li> <li>4. Social Structure, Continuity and Change</li> <li>5. Theories of Culture</li> <li>6. Social Stratification: Gender, Caste, Class, Tribe, Ethnicity, Disability</li> <li>7. Kinship, Family and Marriage</li> <li>8. Social Inequalities and Movements</li> <li>9. Education and Society</li> <li>10. Religion and Society</li> <li>11. State, Polity and Society</li> <li>12. Economy and Society</li> <li>13. Social Issues</li> <li>14. Agrarian and Urban Sociology</li> <li>15. Indian Sociology</li> <li>16. Industrial/Corporate Sociology</li> <li>17. Modernization, Globalization and Development</li> <li>18. Media Studies</li> </ol>
11	Zakir Husain Centre for Educational Studies (ZHCES)	Educational Studies-EDUP (147) & EDUH (876)	<p><b>Zakir Husain Centre for Educational Studies</b> is a multi-disciplinary centre which approaches the field of education from four social science disciplines such as Economics, Sociology, History and Psychology. The students are expected to fit into any one of these disciplinary areas to carry out their research studies. The syllabus for the entrance examination under each of these areas of specialisation is as follows (the list is only indicative, not exhaustive):</p> <p><b>A. History of Education</b>  Historical method and historiography; Modern Indian history; The educational debates; Woods Despatch; The revolt of 1857; Establishment of modern universities; The Hunter Commission; India's freedom movement; Imperialism and nationalism. European History; Enlightenment; Reformation; Revolutions; Global History of modernisation; introduction of modern sciences and science education. Education and knowledge-systems in pre-colonial India.</p> <p><b>B. Sociology of Education</b>  Classical and contemporary sociological theory and thinkers; Themes and issues in the Indian society; Rural and urban Sociology; Sociology of backward classes and marginalised; Sociology of education; Sociology of development; Methodology and methods in Sociological research.</p> <p><b>C. Psychology of Education</b>  1. Fundamental Psychological Processes: Attention, Perception, Learning, Perception, Memory, Thinking and Problem Solving, Emotion and motivation; Intelligence: Theories and Measurement; Personality Theories; Theories of Human</p>

			<p>Development: Cognition, Emotion, Moral, Social; 2. Social Psychology: Social Influence Process, Social Cognition, Group Processes, Intergroup Relations; Research Methods in Psychology: Survey, Experiment, Case Study, Qualitative Approach: Narrative, Discourse Analysis, Interview; Cross-cultural indigenous, and critical perspectives in Psychology.</p> <p><b>D. Economics of Education</b></p> <p>1. Microeconomics: Theory of Consumer Behaviour- price effect and substitution effects; theory of revealed preference, elasticity of demand; Theory of Production- production function, short run and long run, isoquants, cost functions. Theory of the Market Structure: various forms of market and price-output decisions (perfect competition, monopoly, monopolistic competition, oligopoly); Neo-classical theory of distribution, Welfare Economics and General Equilibrium 2. Macroeconomics: National Income Accounting- national income as a measure of welfare and economic progress; Theories of consumption and investment- Models of income determination; Simple Keynesian model, IS-LM model; Theories of supply and demand for money; Phillips curve and theories inflation; Open economy macroeconomics and Balance of Payments; Theories of growth and international trade. 3. Theories of Development and the Indian Economy: Employment and labour; Income Inequality; Globalisation and Internationalisation; New Economic Policy and its impact on social sector and physical infrastructure in the context of India.</p>
12	Centre for Studies in Science Policy (CSSP)	Studies in Science Policy- SSPP (148) & SSPH (877)	<p>Question in the entrance test will be based on the current affairs on science, technology, innovations and related policy debates. To test the domain knowledge of students, questions based on the various Masters level courses will also be asked. Questions on the various quantitative and qualitative research methods commonly used in social science research will also feature in the entrance test. For more details about our programme and courses, Please visit: <a href="http://www.jnu.ac.in/sss/cssp-programme_of_study">http://www.jnu.ac.in/sss/cssp-programme_of_study</a></p> <p><b>The Centre is pursuing research in areas/fields such as:</b></p> <ol style="list-style-type: none"> <li>Science and technology policies including various sectors of economy, S&amp;T in government and S&amp;T policies and development issues in India and other countries;</li> <li>Sociological and Historical Studies on S&amp;T; Social shaping of technology; Scientists in laboratories and organizations; Scientific communities and professionalization of science;</li> <li>Frugal and Grassroots Innovations;</li> <li>Responsible Research and Innovation (RRI);</li> <li>Waste Management;</li> <li>Law, Science and Technology; Cyber &amp; Information Technology Law; Intellectual Property Rights; International S&amp;T Treaties;</li> <li>Economics of technological change and innovation studies; national, sectoral and regional innovation systems; clusters and technological change;</li> <li>Technology Foresight and Assessment; Risk R&amp;D and technology; Technology and hazards including disaster management related to technical change, innovation, methodologies, etc.;</li> <li>Gender issues in S&amp;T;</li> <li>Globalisation and Emerging Technology; TNCs, FDI and impact on R&amp;D; International affairs and relations in S&amp;T for development; Area studies in science and technology policies and development covering developing and developed countries.</li> </ol>
13	Centre for Philosophy (CP)	Philosophy- SPHP (149) & SPHH (878)	<p>Questions would be based on the M.A syllabus taught at the Centre for Philosophy. Please visit <a href="http://www.jnu.ac.in/sss/cop-mphil">http://www.jnu.ac.in/sss/cop-mphil</a></p> <p>Apart from the above the candidate is expected to have sufficient knowledge of the following:</p> <p><b>UNIT –I</b></p> <p><b>Research Methodology:</b></p> <ol style="list-style-type: none"> <li>Inductive, Deductive and probabilistic reasoning</li> <li>Fallacies formal and informal</li> <li>Logical positivism</li> </ol>

4. Dialectics
5. Positivism
6. Hermeneutics
7. Deconstruction s
8. Pragmatism
9. Sceptical method
10. Linguistic analysis
11. Phenomenology and existentialism
12. Thought experiments
13. Principles of Verifiability and Falsifiability
14. Holism and methodological individualism
15. Types of arguments in Indian philosophy
16. Nature of inference (*Anumāna*) in Indian philosophy
17. Types of inferences
18. Nature of concomitance (*vyāpti*) according to different schools of Indian philosophy
19. Hypothetical reasoning (*arthāpatti*)

## UNIT – II

### Philosophical Theories and Concepts

#### 1. Metaphysics

- i.* Theories of mind and consciousness
- ii.* Theories of meaning and truth
- iii.* Realism and anti-realism
- iv.* Freewill: Determinism, Indeterminism and Compatibalism
- v.* Form and matter
- vi.* Theories of Self
- vii.* Theories of Causation
- viii.* Problem of personal identity
- ix.* Problem of other minds
- x.* Problem of matter
- xi.* Essentialism
- xii.* Atomism
- xiii.* Dualism
- xiv.* Epiphenomenalism
- xv.* Anomalous Monism
- xvi.* Eliminative Materialism
- xvii.* Behaviourism
- xviii.* Substance Dualism
- xix.* Nature of Relations
- xx.* Critique of metaphysics

#### 2. Epistemology

- i.* *Theories of perception*
- ii.* *Theories of knowing*
- iii.* *Theories of Justification: Internalism and Externalism*
- iv.* *Gettier Problem*
- v.* *Definition of knowledge (Pramā) in Classical Indian philosophy*
- vi.* *Theories of Error in Classical Indian philosophy*
- vii.* *Sources of knowledge Classical Indian philosophy*
- viii.* *Theories of Justification in Classical Indian philosophy (pramānyavāda)*

**UNIT –III**

## Ethics

- a. Normative Ethics
  - i. Consequentialism
  - ii. Kantian Deontology
  - iii. Virtue Theoretical Ethics
  - iv. Contractarianism and Contractualism
  - v. Natural Rights Theory
  - vi. Feminist Ethics
- b. Theories of Metaethics
  - i. Cognitivism and Non-cognitivism
  - ii. Moore's Non-naturalism
  - iii. Error Theory
  - iv. Prescriptivism
  - v. Relativism
  - vi. Moral Realism and anti-realism
- c. Applied Ethics
  - i. Bio-medical Ethics
  - ii. Animal Ethics
  - iii. Theories of Punishment
  - iv. Environmental Ethics
  - v. Business Ethics
- d. Indian Ethical Tradition
  - i. Mīmāṃsā Theory of *Dharma*, *itikartavyatābodha*, *artha* and *bhāvnā*,
  - ii. Buddhist Ethics
  - iii. Jaina Ethics
  - iv. Theory of Obligation in Bhagvad Gītā

**UNIT- IV**

## Social and Political Philosophy

- a. Political Ideas: Equality, Justice, Liberty, Freedom, Rights
- b. Individual and State
- c. Democracy
- d. Socialism
- e. Marxism
- f. Secularism
- g. Sarvodaya
- h. Gender equality
- i. Contemporary theories and debates: Utilitarianism, Rawls's Justice as Fairness,
- j. Libertarianism, Communitarianism, Political liberalism, Multiculturalism, Feminism

**UNIT -V**

## Contemporary Indian Philosophy:

- i. Gandhi, Ambedkar, Tagore, Aurobindo, Vivekananda
- ii. Gandhi Tagore Debate
- iii. Gandhi Ambedkar Debate
- iv. Radhakrishnan
- v. K. C. Bhattacharyya
- vi. Jyotiba Phule
- vii. Mohammad Iqbal
- viii. Amartya Sen

14	Centre for Women Studies (CWS)	Women Studies – WSP ( 176) & WSPH (879)	<p>Since Women's Studies is interdisciplinary in nature, the entrance exam will expect candidates to bring their disciplinary and interdisciplinary training in historical, political, economic, sociological, cultural, literary and representational perspectives in the way women, gender, and sexuality have been constituted as objects of study. Students are expected to have a thorough understanding of the relationship between gender and other analytical categories like class, caste, ethnicity, sexuality, community and nationality not only in a national, but also a cross cultural and transnational context. The candidates are expected to be broadly aware of different dimensions of women, gender and sexuality studies in Feminist Theory; Women's Movements; Gender, Labour and Political Economy; Sexuality Studies; Law; Politics; Development; Globalization and its implications; Religion and Faith Practices; Caste, Ethnicity and Race; Gender and Space; Culture and Modernity; Literature, Art and Performance, and Visuality Studies.</p> <p>Candidates are expected to have knowledge of feminist methodology, especially qualitative research methods such as ethnography, discourse analysis, oral history, archival research, and literary methods, but not just limited to these.</p>
15	Centre for the Study of Social Exclusion and Inclusive Policy	Social Exclusion and Inclusive Policy - SEIP (152) & SEIH (880)	<p>The examination will deal with topics which are covered in any standard Masters level course pertaining to History, Anthropology, Economics, Political Science and Sociology.</p> <p>In addition, the candidates are expected to have comprehensive understanding on the various dimensions of discrimination and exclusion faced by Scheduled Castes (SC), Scheduled Tribes (ST) and various Minority groups in India. The interpretation of these societal dimensions can only be understood through a proper knowledge of research methodology. The definition of research methodology in itself is a difficult task, divided in terms of approaches ranging from the qualitative to quantitative. In addition to research methods the candidate acquainted in their respective subject at the Master level, is also expected to be familiar with the methods and measurement of Discrimination and exclusion.</p> <p>The candidates are expected to be aware of analysis based on large datasets published periodically by the Government and non-governmental agencies. These would include, but not limited to, <i>Decennial</i> Census reports, National Sample Survey Organisation reports (NSSO), National Family and Health Surveys (NFHS), National Crime Records Bureau reports (NCRB) and other alternative reports covering issues of discrimination and exclusion like Sachar Committee Report, Indian Exclusion reports, International Organisational reports like UN, ILO etc. Further the candidates should be aware of reports published by National Commission for Scheduled Castes (NCSC), National Commission for Scheduled Tribes (NCST), National Commission for Backward Classes (NCBC), National Human Rights Commission (NHRC).</p> <p>The candidates should have an indepth understanding of various facets of the Indian Constitution, Governmental policies for inclusion and developmental schemes addressing the issues of inter-sectionality of Gender, SCs, STs, disabled and Minority groups.</p>
16	Centre for Media Studies (CMS)	Media Studies- CMSP (173) & CMSH (881)	<p>Envisaged primarily as a centre for research and academic study, the syllabus for the Entrance Examination will cover broader fields of media studies, which include: Histories of media, Political economy of Media, Media and issues of language, Media, democracy, and dimensions of rights and justice, Violence and media, Media, technologies and cultural industries, Media and the nature of connectivities, Visual culture, Theories and methods in media studies.</p>

## Ph.D.

Sl. No.	Name of Centre	Sub. Code & Sub. Code Number	Syllabus for Entrance Examination
1	Group of Adult Education (GAE)	Adult Education-GAEH (883)	We insist that the student/candidates should have exposure, understanding and knowledge in wide ranging issues related to adult, continuing education and extension. The main thrust areas include 'Literacy studies' (e.g., basic literacy, adult literacy, digital literacy, financial literacy, consumer literacy, legal literacy, health family, media, citizenship literacy etc.), adult, lifelong education, vocational/skill education, sustainable livelihood education, entrepreneurship education and other related continuing education in India and abroad. Moreover, GAE focuses on problems of contemporary youth & their lifestyles; the impact of globalization and market practices on the local communities and society with special emphasis on consumer rights, movements and awareness. We try to enrol students who have interest do research in areas of formal/non-formal education, policy studies and practice in all these areas. GAE makes special efforts in enhancing learning, and improving professionalism among the students in social and education sectors to play constructive roles in nation-building.
2	Centre for Informal Sector & Labour Studies (CISL)	Informal Sector & Labour Studies- ISLH (884)	The test is intended to evaluate the candidate's general awareness in the following areas. The Ph.D programme focuses on interdisciplinary research on Indian informal sector and labour scenario. The programme encourages to work on themes such as–Political Economy of State, Development and Underdevelopment in the contemporary world, Labour History, Globalization and the changing forms of Labour, Global Production Systems, Informalisation in various sectors, Labour Market, Forms of Employment, Poverty, Migration, Urbanisation, Labour Rights and Regulation, Workers' Organizations and Politics, Trade Unions, Resistance, Peasant Production, Non-farm Economy, Agrarian Change and Rural Development, Political Economy of Care, Discrimination on the basis of Caste, Gender and Community, Common Property Resources, Public Policies in the Unorganised Sector, and Sustainable Development. The objective of the programme is to enable students to understand the linkages between the formal and the informal sectors and between theory and empirical investigations in research work.

<b>5. SCHOOL OF ENVIRONMENTAL SCIENCES</b>
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The pattern of JNUEE 2020-21 will be based on Multiple Choice Questions (MCQs) through Computer Based Test (CBT)

**Master of Science**

Sl. No.	Name of Centre	Sub. Code & Sub. Code Number	Syllabus for Entrance Examination
1	School of Environmental Sciences (SES)	Environmental Sciences – SESM (223)	The questions will be of multiple choice type. The questions will be in two parts. <b>Part I:</b> This will have questions from the different areas of Science and Mathematics at the 10+2 level. <b>Part II:</b> This will have questions, in the areas of Physics, Chemistry, Mathematics, Geology, Botany and Zoology at the B.Sc. level.