Venkata Mohan, author of *Anthropological Thought*


Dr. Rajasekhar, Ph.D in Biomolecular Sciences from Lethbridge, Canada

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How to prepare for Anthropology in IAS exam?

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How to Prepare for Anthropology in IAS Exam?

Feynman IAS Team

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November, 2017

Price: Rs. 60/-
Books by Venkata Mohan

1. Anthropological Thought (2017)
2. Sociological Thought: In the Light of J. Krishnamurti’s Philosophy (2009)
3. Ethical Thought – Buddha to Damasio (2014)
4. India’s Foreign Policy (2010)
5. Indian Economy (2014)

All are available at www.amazon.in

You can also listen to his 30 lectures on Ethical Thought at YouTube.

Read also How to Prepare for

1. Ethics & Essay
2. GS 1, 2, 3 along with Prelims
3. IAS Interview
4. Sociology
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This booklet is prepared to guide Civil Services Anthropology students.

Anthropology syllabus appears huge and diverse. Dividing it into related units along the lines of major sub-divisions of Anthropology helps in getting a holistic view. Topics from Paper I and Paper II are clubbed to see the connection between them. Questions from previous ten years are listed topic-wise.

The structure of the division makes it easy for students to judge the areas of importance in exam. It will also provide an insight into emerging trends. For instance, syllabus completion has become very important. Students cannot take certain marginal topics lightly.

Effective answer writing approach is key to effective learning. Understanding of what makes a good answer will improve and liven the learning process. The model answers attached in this booklet will convey the essence of Feynman’s writing approach. Our blog, iasmodelanswers.wordpress.com, contains selections of more good answers.

May the force be with you!

Feynman Team.
Suggested Books

Social Anthropology and Indian Anthropology
1. Anthropology by Ember and Ember
2. An Introduction to Social Anthropology by DN Mazumdar and TN Madan
3. Anthropological Thought by Venkata Mohan
4. General Anthropology by Nadeem Hasnain
5. Indian Anthropology by Nadeem Hasnain
6. Anthropology in the East edited by Patricia Uberoi et al.
   Tribes
7. Tribal India by Nadeem Hasnain
8. State, Society and Tribes by Virginius Xaxa
9. Virginius Xaxa Committee Report
10. First Citizens by Meena Radha Krishna [Selections Available]

Physical Anthropology
11. Biological Anthropology by Craig Stanford et al.
12. Outlines of Physical Anthropology by BM Das

Archaeology
13. Prehistoric human colonization of India by VN Misra [41 Page PDF is available for free download on the web]
14. An outline of Indian Prehistory by DK Bhattacharya
Anthropology Syllabus

PAPER – I

1.1 Meaning, scope and development of Anthropology.

1.2 Relationships with other disciplines: Social Sciences Behavioural Sciences, Life Sciences, Medical Sciences, Earth Sciences and Humanities.

1.3 Main branches of Anthropology, their scope and relevance:

(a) Social-cultural Anthropology.
(b) Biological Anthropology.
(c) Archaeological Anthropology.
(d) Linguistic Anthropology.

1.4 Human Evolution and emergence of Man:

(a) Biological and Cultural factors in human evolution.
(b) Theories of Organic Evolution (Pre-Darwinian, Darwinian and Post-Darwinian).
(c) Synthetic theory of evolution; Brief outline of terms and concepts of evolutionary biology (Doll’s rule, Cope’s rule, Gause’s rule, parallelism, convergence, adaptive radiation, and mosaic evolution).

1.5 Characteristics of Primates: Evolutionary Trend and Primate Taxonomy; Primate Adaptations; (Arboreal and Terrestrial) Primate Taxonomy; Primate Behaviour; Tertiary and Quaternary fossil primates; Living Major Primates; Comparative Anatomy of Man and Apes; Skeletal changes due to erect posture and its implications.

1.6 Phylogenetic status, characteristics and geographical distribution of the following:

(a) Plio-pleistocene hominids in South and East Africa – Australopithecines.
(b) Homo erectus: Africa (Paranthropus), Europe (Homo erectus heidelbergensis), Asia (Homo erectus javanicus, Homo erectus pekinensis).

(c) Neanderthal Man- La-Chapelle-auxsaints (Classical type), Mt. Carmel (Progressive type).

(d) Rhodesian man.

(e) Homo sapiens — Cromagnon, Grimaldi and Chancelede.

1.7 The biological basis of life: The Cell, DNA structure and replication, Protein Synthesis, Gene, Mutation, Chromosomes, and Cell Division.

1.8

(a) Principles of Prehistoric Archaeology. Chronology: Relative and Absolute Dating methods.

(b) Cultural Evolution- Broad Outlines of Prehistoric cultures:
   i. Paleolithic
   ii. Mesolithic
   iii. Neolithic
   iv. Chalcolithic
   v. Copper-Bronze Age
   vi. Iron Age

2.1 The Nature of Culture: The concept and characteristics of culture and civilization; Ethnocentrism vis-à-vis cultural Relativism.

2.2 The Nature of Society: Concept of Society; Society and Culture; Social Institutions; Social groups; and Social stratification.

2.3 Marriage: Definition and universality; Laws of marriage (endogamy, exogamy, hypergamy, hypogamy, incest taboo); Types of marriage (monogamy, polygamy, polyandry, group marriage). Functions of marriage; Marriage regulations
(preferential, prescriptive and proscriptive); Marriage payments (bride wealth and dowry).

2.4 **Family:** Definition and universality; Family, household and domestic groups; functions of family; Types of family (from the perspectives of structure, blood relation, marriage, residence and succession); Impact of urbanization, industrialization and feminist movements on family.

2.5 **Kinship:** Consanguinity and Affinity; Principles and types of descent (Unilineal, Double, Bilateral, Ambilineal); Forms of descent groups (lineage, clan, phratry, moiety and kindred); Kinship terminology (descriptive and classificatory); Descent, Filiation and Complimentary Filiation; Descent and Alliance.

3. **Economic organization:** Meaning, scope and relevance of economic anthropology; Formalist and Substantivist debate; Principles governing production, distribution and exchange (reciprocity, redistribution and market), in communities, subsisting on hunting and gathering, fishing, swiddening, pastoralism, horticulture, and agriculture; globalization and indigenous economic systems.

4. **Political organization and Social Control:** Band, tribe, chiefdom, kingdom and state; concepts of power, authority and legitimacy; social control, law and justice in simple societies.

5. **Religion:** Anthropological approaches to the study of religion (evolutionary, psychological and functional); monotheism and polytheism; sacred and profane; myths and rituals; forms of religion in tribal and peasant societies (animism, animatism, fetishism, naturism and totemism); religion, magic and science distinguished; magico religious functionaries (priest, shaman, medicine man, sorcerer and witch).

6. **Anthropological theories:**

   (a) Classical evolutionism (Tylor, Morgan and Frazer)

   (b) Historical particularism (Boas); Diffusionism (British, German and American)
(c) Functionalism (Malinowski); Structural-functionlism (Radcliffe-Brown)
(d) Structuralism (L’evi – Strauss and E.Leach)
(e) Culture and personality (Benedict, Mead, Linton, Kardiner and Cora – du Bois).
(f) Neo – evolutionism (Childe, White, Steward, Sahlins and Service)
(g) Cultural materialism (Harris)
(h) Symbolic and interpretive theories (Turner, Schneider and Geertz)
(i) Cognitive theories (Tyler, Conklin)
(j) Post- modernism in anthropology

7. Culture, language and communication: Nature, origin and characteristics of language; verbal and non-verbal communication; social context of language use.

8. Research methods in anthropology:
   (a) Fieldwork tradition in anthropology
   (b) Distinction between technique, method and methodology
   (c) Tools of data collection: observation, interview, schedules, questionnaire, Case study, genealogy, life-history, oral history, secondary sources of information, participatory methods.
   (d) Analysis, interpretation and presentation of data.

9.1 Human Genetics: Methods and Application: Methods for study of genetic principles in man-family study (pedigree analysis, twin study, foster child, co-twin method, cytogenetic method, chromosomal and karyo-type analysis), biochemical methods, immunological methods, D.N.A. technology and recombinant technologies.

9.2 Mendelian genetics in man-family study, single factor, multifactor, lethal, sublethal and polygenic inheritance in man.
9.3 Concept of genetic polymorphism and selection, Mendelian population, Hardy-Weinberg law; causes and changes which bring down frequency – mutation, isolation, migration, selection, inbreeding and genetic drift. Consanguineous and non-consanguineous mating, genetic load, genetic effect of consanguineous and cousin marriages.

9.4 **Chromosomes and chromosomal aberrations in man, methodology.**

(a) Numerical and structural aberrations (disorders).

(b) Sex chromosomal aberrations – Klinefelter (XXY), Turner (XO), Super female (XXX), intersex and other syndromic disorders.


9.5 Race and racism, biological basis of morphological variation of non-metric and metric characters. Racial criteria, racial traits in relation to heredity and environment; biological basis of racial classification, racial differentiation and race crossing in man.

9.6 Age, sex and population variation as genetic marker- ABO, Rh blood groups, HLA Hp, transferring, Gm, blood enzymes. Physiological characteristics-Hb level, body fat, pulse rate, respiratory functions and sensory perceptions in different cultural and socio-economic groups.


9.8 **Epidemiological Anthropology:** Health and disease. Infectious and non-infectious diseases. Nutritional deficiency related diseases.
10. **Concept of human growth and development:** stages of growth – pre-natal, natal, infant, childhood, adolescence, maturity, senescence.

- Factors affecting growth and development genetic, environmental, biochemical, nutritional, cultural and socio-economic.

11.1 Relevance of menarche, menopause and other bioevents to fertility. Fertility patterns and differentials.

11.2 Demographic theories- biological, social and cultural.

11.3 Biological and socio-ecological factors influencing fecundity, fertility, natality and mortality.

12. **Applications of Anthropology:** Anthropology of sports, Nutritional anthropology, Anthropology in designing of defence and other equipments, Forensic Anthropology, Methods and principles of personal identification and reconstruction, Applied human genetics – Paternity diagnosis, genetic counseling and eugenics, DNA technology in diseases and medicine, serogenetics and cytogenetics in reproductive biology.

1.2 Palaeo – anthropological evidences from India with special reference to Siwaliks and Narmada basin (Ramapithecus, Sivapithecus and Narmada Man).

1.3 Ethno-archaeology in India: The concept of ethno-archaeology; Survivals and Parallels among the hunting, foraging, fishing, pastoral and peasant communities including arts and crafts producing communities.


3.1 The structure and nature of traditional Indian social system — Varnashram, Purushartha, Karma, Rina and Rebirth.

3.2 Caste system in India- structure and characteristics, Varna and caste, Theories of origin of caste system, Dominant caste, Caste mobility, Future of caste system, Jajmani system, Tribe- caste continuum.

3.3 Sacred Complex and Nature- Man-Spirit Complex.

3.4 Impact of Buddhism, Jainism, Islam and Christianity on Indian society.

4. Emergence and growth of anthropology in India-Contributions of the 18th, 19th and early 20th Century scholar-administrators. Contributions of Indian anthropologists to tribal and caste studies.
5.1 Indian Village: Significance of village study in India; Indian village as a social system; Traditional and changing patterns of settlement and inter-caste relations; Agrarian relations in Indian villages; Impact of globalization on Indian villages.

5.2 Linguistic and religious minorities and their social, political and economic status.

5.3 Indigenous and exogenous processes of socio-cultural change in Indian society: Sanskritization, Westernization, Modernization; Inter-play of little and great traditions; Panchayati raj and social change; Media and social change.

6.1 Tribal situation in India – Bio-genetic variability, linguistic and socio-economic characteristics of tribal populations and their distribution.

6.2 Problems of the tribal Communities — land alienation, poverty, indebtedness, low literacy, poor educational facilities, unemployment, underemployment, health and nutrition.

6.3 Developmental projects and their impact on tribal displacement and problems of rehabilitation. Development of forest policy and tribals. Impact of urbanization and industrialization on tribal populations.

7.1 Problems of exploitation and deprivation of Scheduled Castes, Scheduled Tribes and Other Backward Classes. Constitutional safeguards for Scheduled Tribes and Scheduled Castes.

7.2 Social change and contemporary tribal societies: Impact of modern democratic institutions, development programmes and welfare measures on tribals and weaker sections.

7.3 The concept of ethnicity; Ethnic conflicts and political developments; Unrest among tribal communities; Regionalism and demand for autonomy; Pseudo-tribalism; Social change among the tribes during colonial and post-Independent India.
8.1 Impact of Hinduism, Buddhism, Christianity, Islam and other religions on tribal societies.

8.2 Tribe and nation state — a comparative study of tribal communities in India and other countries.

9.1 History of administration of tribal areas, tribal policies, plans, programmes of tribal development and their implementation. The concept of PTGs (Primitive Tribal Groups), their distribution, special programmes for their development. Role of N.G.O.s in tribal development.

9.2 Role of anthropology in tribal and rural development.

9.3 Contributions of anthropology to the understanding of regionalism, communalism, and ethnic and political movements.
Is Anthropology a good Optional?

What is Anthropology?

Anthropology is the detailed study of man. This involves study of man’s cultural life, evolution of human body and the aspects of variation in human physique across cultural groups. As a result, vastness turns out to be the central theme of the discipline. Naturally, such vast scope makes Anthropological inquiry distinct and interesting when compared to other social sciences. For instance, while Sociology’s central focus is industrial societies, Anthropology studies all kinds of societies.

In that sense, Anthropology borrows from other disciplines to synthesize perspectives and methods only to produce a new whole that is different from each of its parts. This theme is evident in the debates among the thinkers who founded the subject. Our story begins with classical evolutionism. EB Tylor and Lewis Morgan laid the base by studying culture as an evolutionary process. But with the arrival of Franz Boas on the scene, these early ideas are questioned. Fieldwork assumes importance. Bronislaw Malinowski raises the stakes by introducing the extremely rigorous Participant Observation. Surely, there’s a method in Malinowski’s madness.

With time more perspectives emerge to the study of culture. While the Marxist Anthropologists proposed that culture is shaped by material forces, the idealists posited that culture is a product of human mind. This philosophical debate culminates with the Postmodernism, which challenges the very possibility of having something like a scientific study of culture.

At the same time, Anthropology also traces human evolution. We begin with study of primates, and trace the factors that led to emergence of modern man. The focus of this study is on the changes in human body and the forces that facilitated this. Here we raise questions on the role of culture and environmental changes.
This study is continued to understand physical variations in humans across various cultural groups. In this process we study genetics, racial classifications and, human growth and development.

While the presence of such seemingly unrelated subdivisions gives a sense of anarchy, it only vindicates our notion that Anthropological inquiry is indeed distinct and deeper.

**Why Anthropology as an Optional?**

The simple answer is that it is scoring. It has not been ‘penalized’ in the recent years. And it is likely to stay so in the short-term as the numbers in Mains are still fewer than other more popular Optionals. What is more, Anthropology is a good hedge against UPSC’s erratic behavior. Questions are direct and predictable. And, Anthropology is relatively static. So, the need to be regularly updated with current issues is lesser. Further, Hyderabad has a strong tradition of being the hub for Anthropology. Hence, there will be no paucity for teaching assistance and peer support.

Nearly 25% of Anthropology is physical sciences Students with science or biology background will find this as a natural advantage. But this diversity in scope comes with a price. Anthropology as it is done for Civil Services, is very narrow and piecemeal. Syllabus completion is also an issue as it is difficult for any one teacher to have a hold on all the branches of Anthropology. Theoretically, there is no dearth for study material. But the reality is that much of this material is shallow, mechanical and outdated. A student is left with the feeling of not having learnt much even if she gets a good rank. The real issue here is that quality of literature in circulation is poor.

On the other hand, when students are exposed to superior teaching and literature they are left with a taste for the subject. It is the absence of this approach that leaves some aspirants with a sense of stagnation in performance even after multiple attempts.
What is unique to Feynman IAS Anthropology?

At Feynman, the three sub-divisions in Anthropology—Social, Physical and Archaeology—will be dealt each by a specialist in the area. This ensures that the entire syllabus will be covered adequately in the course. Teaching approach would be interactive and participative wherein students are encouraged to raise questions. Conceptual issues and applications will be given priority in the class so as to provide clarity on the basics. This will simplify understanding even in difficult areas like Anthropological Thought.

Further, at Feynman students will be encouraged to read good text books. Writing practice will also be a part of the course. More importantly, Feynman answer writing approach will help in condensing essential ideas and evaluating them. This integrated teaching-cum-writing approach will help students to see the connection between teaching, studying and writing. As a result, students will have an opportunity to be empowered in dealing with the subject. The outcome would be a changed attitude towards the art of learning.
Unit 1: Thought & Meaning of Anthropology

1.1 Meaning, scope and development of Anthropology.

1.2 **Relationships with other disciplines:** Social Sciences, Behavioural Sciences, Life Sciences, Medical Sciences, Earth Sciences and Humanities.

1.3 **Main branches of Anthropology, their scope and relevance:**
   1. Social-cultural Anthropology.
   2. Biological Anthropology.
   3. Archaeological Anthropology.
   4. Linguistic Anthropology.

2.1 **The Nature of Culture:** The concept and characteristics of culture and civilization; Ethnocentrism vis-à-vis cultural Relativism.

2.2 **The Nature of Society:** Concept of Society; Society and Culture; Social Institutions; Social groups.

6. **Anthropological theories**
   1. Classical evolutionism (Tylor, Morgan and Frazer)
   2. Historical particularism (Boas); Diffusionism (British, German and American)
   3. Functionalism (Malinowski); Structural-functionism (Radcliffe-Brown)
   4. Structuralism (L’évi – Strauss and E. Leach)
   5. Culture and personality (Benedict, Mead, Linton, Kardiner and Cora – du Bois).
   6. Neo – evolutionism (Childe, White, Steward, Sahlins and Service)
   7. Cultural materialism (Harris)
   8. Symbolic and interpretive theories (Turner, Schneider and Geertz)
9. Cognitive theories (Tyler, Conklin)
10. Post-modernism in anthropology

7. **Culture, language and communication**: Nature, origin and characteristics of language; verbal and non-verbal communication; social context of language use.

**Anthropology and other social sciences:**

1. Differences between social anthropology and Sociology. (2016, 10m)
2. Short note how do you situate anthropology in social sciences. (2013, 10m)
3. Critically examine the role of anthropology in Contemporary societies. (2014, 10m)

**Branches of Anthropology:**

4. Define Anthropology. Describe the major branches of Anthropology elaborating on any one branch. (2017, 5m+15m)
5. Archaeological Anthropology (2015, 10m)
6. Major subdivisions of Anthropology (2014, 10m)

**Culture:**

7. Discuss the development of the concept of culture in Anthropology (2017, 20m)
8. Culture Relativism (2016, 10m)
9. Why has the concept of cultural relativism been so dear to anthropologists (2013, 20m)
10. Write a short note on cultural relativism and subsequent violation of human rights. (2010, 12m)
11. Is culture unique to human beings? Critically examine. (2014, 15m)
12. Bring out the distinguishing features of culture and civilization. (2013, 15m)
Nature of society:

13. Society and Culture (2015, 10m)
14. Define Status and Role. Distinguish between Ascribed and Achieved Status. (2014, 15m)
15. Explain the concept of ‘status’ and ‘role’ in anthropology. (2012, 20m)

Anthropological Theories:

Structural Functionalism:

16. Basic tenets of structural-functionalism (2017, 10m)
17. Write a short note on structural functionalism (2008, 20m)
18. In what ways is functionalism different from structural functionalism (2013, 20m)

Culture and Personality:

20. Discuss the relationship between culture and personality (2008, 60m)

Neo Evolutionism

21. Critically examine the Stewardian view of neo-evolutionism. (2017, 15m)

Structuralism:

22. How does the concepts of binary opposites and exchange figure in Levi Strauss’ structural analysis of Kinship. (2016, 15m)
23. What are the major criticisms of the theory of structuralism as propounded by Claude Levi-Strauss (2009, 30m)
Symbolic and Interpretative theories:

24. According to Geertz, how does the cock-fight reveal aspects of Balinese culture? (2016, 15m)

25. What made Geertz’s Interpretive Anthropology distinct from Turner’s Symbolic Anthropology? What does each of them mean by the terms ‘Symbol’ and ‘Symbolic’? (2015, 20m)

26. Bring out the contributions of Turner and Geertz to symbolic and interpretive theories in anthropology (2013, 15m)

27. Critically examine the contribution of anthropologists in the interpretation of symbols. (2011, 30m)

28. Short note on symbolism (2007, 20m)

Functionalism:

29. Functionalism (2016, 10m)

Historical Particularism:

30. Historical Particularism (2015, 10m)

Morgan:

31. How did Morgan explain the evolution of marriage, family and Socio-political organisation, and how did other evolutionists disagree with his explanation? (2015, 20m)

Diffusionism:

32. How do diffusionism and evolutionism differ as explanations of culture change? (2015, 15m)

Post Modernism:

33. Explain the basic features of Postmodernism in Anthropology (2015, 20m)
34. Write a short note on “Post-modernism in Anthropology” (2012, 12m)

**Cognitive Theories:**
35. Explain the difference between emic and etic, and how does the difference derive from the study of language? (2015, 10m)

**Cultural Materialism:**
36. Short note on cultural materialism (2011, 15m)

**Language:**
37. Non-verbal communication (2017, 10m)
38. Short note on linguistic anthropology (2013, 10m)
39. State the theories regarding the origin of spoken languages in human societies from both from biological and cultural point of view (2010, 30m)
2.3. Marriage:

- Definition and universality;
- Laws of marriage - endogamy, exogamy, hypergamy, hypogamy, incest taboo
- Types of marriage - monogamy, polygamy, polyandry, group marriage
- Functions of marriage
- Marriage regulations - preferential, prescriptive and proscriptive
- Marriage payments - bride wealth and dowry

2.4. Family:

- Definition and universality
- Family, household and domestic groups
- Functions of family
- Types of family - from the perspectives of structure, blood relation, marriage, residence and succession
- Impact of urbanization, industrialization and feminist movements on family.

2.5. Kinship:

- Consanguinity and Affinity
- Principles and types of descent - Unilineal, Double, Bilateral, Ambilineal
- Forms of descent groups (lineage, clan, phratry, moiety and kindred)
- Kinship terminology (descriptive and classificatory)
- Descent, Filiation and Complimentary Filiation
- Descent and Alliance.
Marriage-

Definition and universality

40. Define marriage and describe the various types of marriages in human societies. (2014, 15m)

Laws of marriage

41. Incest Taboo (2015, 10m)

42. Write a short note on incest taboo (2006, 20m)

Types of marriage

43. Write a short note on “Ways of acquiring a spouse in primitive societies” (2012, 12m)

Marriage regulations

44. Discuss the different forms of preferential marriage with suitable examples from tribal societies in India. (2017, 15m)

45. Write a detailed note on polyandrous societies citing Indian examples (2009, 30m)

46. Write a short note on inbreeding (2008, 20m)

Functions of marriage

47. Where do you situate live-in relationship within the institution of marriage? (2013, 15m)

Family-

Definition and universality

48. Define family and critically examine the universality of family. (2015, 15m)

49. Write a short note on “Is family a social institution?” (2012, 12m)
Impact of urbanization, industrialization and feminist movements on family

50. Discuss the impact of urbanization and feminist movements on family in India (2016, 20m)

51. Discuss the impact of urbanization and feminist movements on family (2013, 20m)

Kinship-

Kinship terminology

52. Elucidate the determinants of Kinship terminology. (2017, 15m)

Descent

53. Bilineal and bilateral descents (2017, 10m)

54. Describe the cardinal points of descent and alliance theories (2016, 20m)

55. Double Descent (2014, 10m)

56. Short note various types of descent (2013, 10m)

57. Lineage and clan (2016, 10m)

58. Describe the various types of kinship groups formed on the basis of different principles (2012, 20m)

59. What factors are responsible for bringing about variation in residence of different societies? Explain how kinship influences man’s social life (2010, 30m)
Unit 3: Economic and Political Organization

3. Economic Organization

- Meaning, scope and relevance of economic anthropology
- Formalist and Substantivist debate
- Principles governing production, distribution and exchange (reciprocity, redistribution and market), in communities,
- Subsisting on hunting and gathering, fishing, swiddening, pastoralism, horticulture, and agriculture;
- Globalization and indigenous economic systems

4. Political organization and Social Control:

- Band, tribe, chiefdom, kingdom and state
- Concepts of power, authority and legitimacy
- Social control
- Law and justice in simple societies.

**Principles governing Economic Organization**

60. With the help of appropriate examples, explain the various forms of exchange system. (2017, 15m)

61. Describe the principles governing production, distribution and exchange in simple societies (2016, 20m)

**Formalist Vs Substantivist debate**

62. Critically examine the Formalists and Substantivists views on applicability of economic laws in the study of primitive societies. (2015, 20m)

63. Critically examine the debate between formalist and substantivists. (2011, 30m)

64. Differentiate between economics and economic anthropology. (2013, 10m)
**Impact of Globalization**

65. Discuss the impact of globalisation on tribal economy. (2013, 20m)

**Modes of exchange**

66. Discuss the different modes of exchange in simple societies with suitable examples. (2011, 30m)

**Modes of Subsistence**

67. Horticulture (2015, 10m)

**Social Control**

68. Discuss different social control mechanisms in simple societies (2016, 15m)

69. How does taboo serve as a means of social control? (2013, 15m)

70. Discuss mechanism of social control in simple societies citing suitable examples. (2007, 60m)

**Band to State**

71. Mention the characteristic features of band with suitable examples. (2017, 15m)

72. Differentiate between State and Stateless societies. (2014, 10m)

73. Write a short note on “Band and tribal societies” (2012, 12m)

74. Write a short note on segmentary lineage and territoriality. (2010, 12m)

75. Short note on chiefdom in tribal society. (2009, 15m)
76. Describe the evolution of political systems. (2006, 60m)

77. Discuss the factors affecting ethnic boundaries giving suitable examples. (2006, 60m)

**Law and justice in simple societies**

78. Discuss the nature of law and justice in simple societies citing suitable examples. (2014, 20m)
Unit 4: Religion

Paper 1

5. Religion:

• Anthropological approaches to the study of religion (evolutionary, psychological and functional)
• Monotheism and polytheism
• Sacred and profane
• Myths and rituals
• Forms of religion in tribal and peasant societies (animism, animatism, fetishism, naturism and totemism)
• Religion, magic and science distinguished
• Magico-religious functionaries (priest, shaman, medicine man, sorcerer and witch).

Paper 2

3.1. The structure and nature of traditional Indian social system — Varnashram, Purushartha, Karma, Rina and Rebirth.

3.4. Impact of Buddhism, Jainism, Islam and Christianity on Indian society.

5.2. Linguistic and religious minorities and their social, political and economic status.

9.3. Contributions of anthropology to the understanding of communalism

Paper 1

*Anthropological approaches to study of Religion*

79. Critically examine different Anthropological approaches to Religion (2016, 15m)
80. Explain various anthropological approaches to study religion (2011, 30m)

81. How do anthropologists define religion? Describe various forms of religion with suitable examples (2007, 60m)

82. Discuss anthropological approaches to the study of Religion (2006, 60m)

83. What is understood by ‘Rites of Passage’? Describe the various phases of the ‘Rites of Passage’ and their significance. (2014, 20m)

**Sacred and profane**

84. Totemism (2016, 10m)

85. Short note on totemism (2013, 10m)

86. How do you relate the concepts of ‘Sacred’ and ‘Profane’ in Durkheim’s theory of religion with a focus on the role of totem. (2015, 15m)

**Forms of Religion**

87. Discuss the different traditional forms of religion in tribal societies. (2017, 20m)

**Religion, magic and science distinguished**

88. Difference between religion and magic. (2017, 10m)

89. Distinguish between religion, magic and science (2012, 20m)

**Magico-religious functionaries**

90. Short note on Shamanism (2007, 20m)
Paper 2

**Traditional Indian social system**

91. Varnashram and the concept of Rina. (2017, 10m)

92. Short note: philosophy behind purushartha (2011, 15m)

**Impact of Buddhism, Jainism, Islam and Christianity on Indian society.**

93. Explain how Buddhism influenced the economic and cultural transformations of Indian society. (2017, 20m)

94. Short note: Impact of Jainism on Indian society (2016, 10m)

95. Short note: Islam and matriliney (2015, 10m)

96. Discuss the contribution of Islam to the composite culture of India (2014, 15m)

**Linguistic and religious minorities and their social, political and economic status.**

97. Discuss the social, political and economic status of Muslims in India. (2017, 15m)

98. Discuss the problems faced by religious minorities in India (2015, 15m)

**Contributions of anthropology to the understanding of communalism**

99. Critically examine the concept of communalism and its relevance for multi-religious and multiethnic polity of India (2015, 20m)

100. Short note: factors contributing to communalism (2011, 15m)
8. Research methods in anthropology:

- Fieldwork tradition in anthropology
- Distinction between technique, method and methodology
- Tools of data collection: observation, interview, schedules, questionnaire, Case study, genealogy, life-history, oral history, secondary sources of information, participatory methods.
- Analysis, interpretation and presentation of data.

Fieldwork tradition

101. Elucidate the basic characteristics of anthropological fieldwork methods. (2017, 15m)

102. Describe the evolution of fieldwork traditions in Anthropology (2016, 15m)

103. Fieldwork tradition in Anthropology (2014, 10m)

104. Short note on fieldwork tradition in anthropology (2011, 15m)

105. Discuss the importance of fieldwork in anthropology and describe various tools of data collection (2008, 60m)

Tools of data collection

106. Questionnaire (2017, 10m)

107. Genealogical Method (2014, 10m)

108. Discuss the relevance of case study method of data collection (2013, 20m)
109. What are the tools of data collection? Discuss the advantages and limitations of participant observation as a technique of data collection (2012, 20m)

110. Short note on schedule and questionnaire in research methodology (2009, 15m)

111. What do you understand by the following terms: (i) systematic sampling (ii) stratified sampling (iii) multistage sampling. For what kind of anthropological researches will you use each of them and why? (2010, 30m)

**Analysis, interpretation and presentation of data**

112. Critically examine the contribution of positivistic and non-positivistic approaches in social science research (2007, 60m)

113. Write a short note on comparative method (2006, 20m)

114. Critically examine the role of subjectivity anthropological research (2006, 60m)
Unit 6: Indian Anthropology

Paper I

2.2 Social stratification

Paper II

4. Emergence and growth of anthropology in India-
   • Contributions of the 18th, 19th and early 20th Century scholar-administrators.
   • Contributions of Indian anthropologists to tribal and caste studies.

3.2 Caste system in India-
   • Structure and characteristics,
   • Varna and caste,
   • Theories of origin of caste system,
   • Dominant caste,
   • Caste mobility,
   • Future of caste system,
   • Jajman system,
   • Tribe-caste continuum.

7.1
   • Problems of exploitation and deprivation of Scheduled Castes and Other Backward Classes.
   • Constitutional safeguards for Scheduled Castes.

5.1 Indian Village:
   • Significance of village study in India;
   • Indian village as a social system;
   • Traditional and changing patterns of settlement and inter-caste relations;
• Agrarian relations in Indian villages;
• Impact of globalization on Indian villages.

5.3 Indigenous and exogenous processes of socio-cultural change in Indian society:
• Sanskritization, Westernization, Modernization;
• Inter-play of little and great traditions;
• Panchayati raj and social change;
• Media and social change.

3.3 Sacred Complex and Nature-Man-Spirit Complex.

2. Demographic profile of India—
• Ethnic and linguistic elements in the Indian population and their distribution.
• Indian population – factors influencing its structure and growth.

Stratification

115. What are the bases of social stratification? Discuss with examples. (2012, Paper 1, 20m)

Indian Anthropologists

116. Discuss the contribution of Nirmal Kumar Bose to the understanding of Indian society. (2017, 20m)

117. Write about the contributions made by Christoph von Furer-Haimendorf to tribal anthropology in India. (2016, Paper 2, 10m)

118. Compare the contributions of LP Vidyarthi and DN Majumdar to the study of Indian tribes. (2016, Paper 2, 15m)
119. Discuss the contributions of MN Srinivas to the study of Indian society. Examine the influence of British social anthropologists on his ideas. (2015, Paper 2, 15m)

120. Discuss the contributions of SC Roy to the understanding of tribes of India. (2014, Paper 2, 20m)

121. Discuss the contributions of H.D. Sankalia to prehistoric anthropology in India. (2013, Paper 2, 20m)

122. Assess the contributions of early 20th century ethnographic tradition to Indian anthropology. (2013, Paper 2, 20m)

123. Short note: Colonial Ethnography. (2012, Paper 2, 12m)

124. Trace the trajectory of encyclopaedia work on tribes and castes of south India with special reference to Ananthakrishna Iyer’s contributions. (2012, Paper 2, 20m)

125. Compare the contributions of SC Roy and Verrier Elwin to tribal ethnographies in India. (2012, Paper 2, 20m)

126. Assess the contribution of Verrier Elwin to Indian Anthropology. (2011, Paper 2, 15m)

127. Evaluate the contribution of American Anthropologists to Indian anthropology. (2011, Paper 2, 30m)

128. Discuss the contributions of S.C. Dube towards the understanding of the Indian village. (2010, Paper 2, 15m)

129. Assess the contributions of M.N. Srinivas to Indian anthropology in general. Add a note on his understanding in the context of studying social mobility in India. (2010, Paper 2, 20+10m)

130. Write a brief note on the contributions of Prof. L.P. Vidyarthi to the field of anthropology. (2009, Paper 2, 20m)

Caste

131. Varnashram and the concept of Rina. (2017, 10m)
132. Short note: Relevance of caste in contemporary Indian politics. (2016, Paper 2, 10m)

133. How is process of tribe-caste continuum different from Sanskritization? Comment. (2016, Paper 2, 15m)

134. Examine the structural and cultural theories of caste system in India. (2016, Paper 2, 20m)

135. Examine the factors responsible for the exploitation of scheduled castes in India. (2016, Paper 2, 20m)


137. Short note: Discuss how Louis Dumont explained caste system. (2013, Paper 2, 10m)

138. Critically examine the theories of origin of caste. (2011, Paper 2, 30m)

139. Discuss the salient features of the prevalent hypotheses on the future of caste system in India. (2009, Paper 2, 30m)

140. What do you understand by dynamics of caste mobility? How did the concept of Sanskritization contribute to its functionality? (2015, Paper 2, 20m)

141. Critically examine the concept of tribe-caste continuum and its relevance in contemporary India. (2015, Paper 2, 15m)

142. Short note: Tribe- Caste continuum. (2014, Paper 2, 10m)

143. Is tribe-cast continuum a reality or myth? Discuss. (2008, Paper 2, 60m)

144. Define the concept of Dominant Caste and examine its relevance in the contemporary Indian village with suitable examples. (2014, Paper 2, 20m)
145. Discuss the relevance of the concept of dominant caste in the context of contemporary Indian society. (2011, Paper 2, 15m)

146. Examine the criticisms on the concept of dominant caste. (2013, Paper 2, 15m)

147. Bring out the various features and importance of the dominant caste concept. (2009, Paper 2, 20m)

148. Discuss the impact of market economy on the Jajmani system. (2017, 20m)

149. What is Jajmani system? Examine the views on Jajmani system as an egalitarian as well as exploitative system. Give reasons for decline. (2013, Paper 2, 25m)

150. Briefly comment on linkage between gender and caste. (2012, Paper 2, 10m)

151. Do you think caste persists in contemporary India? Critically discuss. (2014, Paper 2, 15m)

152. Examine the role of caste system in the present political context. (2010, Paper 2, 15m)

153. Is the present political system strengthening the caste system? Discuss (2010, Paper 2, 15m)

154. Critically examine the prevalence of caste ideology and religious minorities in the Indian context. (2012, Paper 2, 15m)

155. Critically discuss the constitutional safeguards for the Scheduled Castes. (2017, 15m)

156. Discuss the social disabilities suffered by schedule castes. (2013, Paper 2, 15m)

157. Other Backward class. (2017, 10m)
**Indian Village**

158. Give a critical evaluation of any one anthropological village study in India. (2017, 15m)

159. Describe the traditional patterns of settlement of Indian villages. (2016, Paper 2, 15m)

160. Explain Indian village as a social system with suitable examples. (2016, Paper 2, 20m)

161. Examine the contributions of village studies towards the understanding of Indian social system. (2015, Paper 2, 15m)

162. Discuss the impact of globalization of the village economy in India. (2015, Paper 2, 15m)

163. Indian farmers are not slow to react to economic opportunities discuss the statement. (2013, Paper 2, 15m)

164. Examine the impact of green revolution on rural poor. (2013, Paper 2, 15m)

165. How has globalisation impacted agrarian relations in the last two decades. (20123, Paper 2, 20m)

166. Describe the significant contributions of village studies in India to the understanding of social transformations. (2009, Paper 2, 60m)

**Socio-Cultural Change**

167. Discuss the impact of media as an instrument of social change. (2017, 15m)

168. Examine the nature of interplay of little and great traditions in the context of globalisation. (2016, Paper 2, 15m)

169. Short note: PRI and social change. (2015, Paper 2, 10m)

170. Examine the social implications of MCT. (2015, Paper 2, 20m)
171. Short note: Great tradition and little tradition. (2014, Paper 2, 10m)

172. Short note: Critique of the concept of great and little traditions. (20115, Paper 2, 15m)

173. Critically examine the concept of little and great tradition for understanding the Indian villages. (2008, Paper 2, 60m)

174. Short note: universalization and parochialization. (2010, Paper 2, 20m)

175. Short note on Sanskritization. (2009, Paper 2, 20m)

176. What are the various exogenous processes of socio-cultural change in Indian society? (2009, Paper 2, 20m)

177. Discuss the impact of urbanization and industrialization on women. (20011, Paper 2, 15m)

178. “Modernity has entered Indian character and society, but it has done so through assimilation, not replacement.” Discuss. (2011, Paper 2, 30m)

**Sacred Complex and Nature Man Spirit Complex**


180. Examine nature man spirit complex as an ecological concept. (2013, Paper 2, 15m)

181. Short note on nature man spirit complex. (2009, Paper 2, 20m)

182. Short note: Sacred complex as a dimension of Indian civilization. (2015, Paper 2, 10m)

183. Describe the concept of Sacred Complex with an ethnographic example. (2014, Paper 2, 15m)

184. Discuss the significance of the study of religious centres to the understanding of Indian civilization. (2013, Paper 2, 20m)

185. Short note: Sacred geography. (2012, Paper 2, 12m)
Demographic Profile

186. Austro-asiatic linguistic groups in India. (2017, 10m)

187. Short note: Linguistic elements in Indian population. (2016, Paper 2, 20m)

188. Give your assessment of the reasons for the imbalance in the sex-ratio in India. (2017, 20m)

189. Give a critical assessment of ‘Negrito Problem’ in India. (2016, Paper 2, 15m)

190. Briefly discuss the classical models of ethnic and linguistic classifications of Indian population. Discuss its relevance today. (2015, Paper 2, 15m)

191. Short note: Major linguistic divisions of India. (2014, Paper 2, 10m)

192. Outline the distribution of Dravidian languages in India and describe their cultural significance. (2014, Paper 2, 15m)

193. Describe the linguistic elements in Indian populations. (2011, Paper 2, 15m)

194. Critically examine the factors responsible for the high population growth in India and suggest suitable measures for population control. (2010, Paper 2, 30+15m)

195. Discuss the relevance of Guha’s racial classification in the context of India’s ethnic groups. (2010, Paper 2, 15m)


197. Is Risley’s racial classification of Indian population valid? Critically discuss with the help of suitable examples. (2008, Paper 2, 60m)

198. Short note: Mediterranean elements in Indian population. (2008, Paper 2, 20m)
6.1 Tribal situation in India –
   • Bio-genetic variability,
   • linguistic and socio-economic characteristics of tribal populations and their distribution.

6.2 Problems of the tribal communities — land alienation, poverty, indebtedness, low literacy, poor educational facilities, unemployment, underemployment, health and nutrition.

7.1
   • Problems of exploitation and deprivation of Scheduled Tribes.
   • Constitutional safeguards for Scheduled Tribes

6.3
   • Developmental projects and their impact on tribal displacement and problems of rehabilitation.
   • Development of forest policy and tribals.
   • Impact of urbanization and industrialization on tribal populations.

7.2 Social change and contemporary tribal societies: Impact of
   • modern democratic institutions,
   • development programmes and welfare measures on tribals and weaker sections.

8.1 Impact of Hinduism, Buddhism, Christianity, Islam and other religions on tribal societies.
7.3

- The concept of ethnicity;
- Ethnic conflicts and political developments;
- Unrest among tribal communities;
- Regionalism and demand for autonomy;
- Pseudo-tribalism;
- Social change among the tribes during colonial and post-Independent India

8.2 Tribe and nation state — a comparative study of tribal communities in India and other countries.

9.1

- History of administration of tribal areas, tribal policies, plans, programmes of tribal development and their implementation.
- The concept of PTGs (Primitive Tribal Groups), their distribution, special programmes for their development.
- Role of NGOs in tribal development.

9.2 Role of anthropology in tribal and rural development.

9.3 Contributions of anthropology to the understanding of regionalism, ethnic and political movements.

**Tribal Profile**

199. Biogenetic variability of Indian tribes. (2016, Paper 2, 10m)

200. Tribe as a colonial construct. (2016, Paper 2, 10m)

201. Write a short note on linguistic classification of Indian tribes. (2013, Paper 2, 10m)
202. Write a short note on Biogenetic variation of Indian tribes. (2014, Paper 2, 10m)

203. Short Note on future of hunting and gathering tribes. (2011, Paper 2, 15m)

204. Socio economic characteristics of shifting cultivators. (2015, Paper 2, 10m)

205. Briefly comment on the linkage between gender and customary law (2012, Paper 2, 20m)

206. Discuss the linkages between language, territoriality and kinship among the tribes of northeast India. (2012, Paper 2, 30m)

207. Discuss the distinctive features of tribes in north east India. (2011, Paper 2, 30m)

208. “Tribes in India are not a homogeneous group.” Discuss. (2011, Paper 2, 30m)

209. Discuss the relevance of traditional wisdom and knowledge of the tribes with reference to health in the present-day context. (2010, Paper 2, 20m)

210. Critically compare ‘affirmative action’ of USA and ‘Protective Discrimination’ for STs in India. (2015, Paper 2, 15m)

211. Critically evaluate the term ‘tribe’ (as used in India) as compared to the term ‘indigenous’ in some other countries. (2017, 20m)

212. Discuss the concept of indigenous people as per the relevant UN convention. Are tribes of India indigenous people? Comment. (2012, Paper 2, 20m)

**Social Change and Contact**

213. Examine the impact of non-tribal contact on social
institutions of tribal people with suitable examples. (2013, Paper 2, 15m)

214. Using ethnographic examples, highlight the process of religious conversion in tribal India. (2012, Paper 2, 20m)

215. Impact of Christianity on Indian tribes. (2017, 10m)

216. Write a short note on Impact of Christianity on tribes. (2014, Paper 2, 10 m)

217. Analyse the impact of Christianity on tribal communities with special reference to north east India. (2009, Paper 2, 60m)

218. Discuss the impact of Hinduism on the status of tribal women in Central India. (2015, Paper 2, 15m)

219. Discuss the impact of Hindu society on tribal population in India. (2011, Paper 2, 30m)

220. Discuss the impact of Islam on schedules tribes of India. (2016, Paper 2, 15m)

221. Describe how various tribal development programmes and plans have impacted the process of social transformation among tribes. (2016, Paper 2, 15m)

222. Discuss the nature of social change in tribal India under the impact of developmental programmes. (2015, Paper 2, 15m)

223. Impact of industrialization on scheduled tribe population of Jharkhand. (2016, Paper 2, 10m)

224. Using ethnographic examples point out how gender relations have changed over time among the central Indian tribes. (2012, Paper 2, 20m)

225. Using suitable examples, bring out the historical process of social exclusion of the denotified tribes. (2012, Paper 2, 20m)
**Tribal Problems**

226. Indebtedness among tribal communities. (2017, 10m)

227. Short note: Rights over resources and tribal unrest. (2015, Paper 2, 10m)

228. Discuss the impact of land alienation on the tribes of Central India. (2014 Paper 2, 15m)

229. “Land and forest are the twin problems of tribes.” Explain. (2010, Paper 2, 40m)

230. Discuss the sociocultural, economic and psychological constraints responsible for low literacy in tribal areas. (2015, Paper 2, 15m)

231. Critically examine the various structural constraints and educational development of Scheduled Tribes. (2010, Paper 2, 30m)

232. Short note on education and health among tribal women. (2010, Paper 2, 15m)

233. Write a short note on social and economic marginalization of tribal people. (2014, Paper 2, 10m)

234. Discuss alternatives to shifting cultivators in the context of ecological costs and humanistic concerns. (2013, Paper 2, 20m)

235. Write a short note on commodification of tribal art. (2012, Paper 2, 12m)

236. Write a short note on the problem of bonded labour among Indian tribes. (2010, Paper 2, 15m)

**Tribal Movements**

237. Anthropological interpretation of ethnic and political movements. (2016, Paper 2, 10m)
238. Write a short note on Ethnic movements in India. (2013, Paper 2, 10m)

239. In what ways is anthropology contributed to the understanding of ethnic and political movements in India. (2009, Paper 2, 60m)

240. Ethnicity and regionalism. (2017, 10m)

241. Role that regionalism plays in demands for autonomy among Indian tribes. (2016, Paper 2, 10m)

242. Analyse the factors influencing tribal regionalism, citing Indian examples. (2010, Paper 2, 30m)

243. Write a short note on government action towards left wing extremism. (2013, Paper 2, 10m)

244. Write a short note on left wing extremism and tribals in India. (2011, Paper 2, 15m)

245. Write a short note on tribal unrest in central India. (2009, Paper 2, 20m)

**Displacement**

246. Describe the impact of displacement on the health and nutritional status of tribal communities. (2017, 20m)

247. Discuss the contribution of anthropology in understanding the loss of livelihood of tribal communities due to economic and ecological factors. (2017, 10m)

248. Examine the national policy on rehabilitation and resettlement substantiating it with suitable experiences from different parts of India. (2012, Paper 2, 30m)

249. Discuss the problems of displaced tribal communities with the help of recent examples. (2011, Paper 2, 30m)

250. Short note on tribal displacement. (2010, Paper 2, 15m)
**Forests**

251. Explain the difficulties experienced by scheduled tribes with regard to implementation of the ‘Forest Rights Act, 2006’. (2016, Paper 2, 15m)

252. Short Note on Forest Rights Act and its impact on tribal people. (2011, Paper 2, 15m)

253. Write a short note on forest policy and tribes. (2014, Paper 2, 10m)

254. Critically examine the evolution of the Forest Policy in India since the British period. Discuss its impact on tribals of India. (2009, Paper 2, 60m)

255. Write a short note on impacts of sanctuaries and national parks on tribal populations. (2013, Paper 2, 10m)

**Government Approach, Policy**

256. Discuss the emergence, salient features and limitations of Tribal sub-plan. (2017, 15m)

257. Give a critical appraisal of any one tribal development programme during XIth Five-Year plan. Give your suggestions for any improvement in the programme. (2017, 15m)

258. Compare the approach adopted towards tribal communities during colonial and post-independence periods. (2011, Paper 2, 30m)

259. Discuss and compare the approaches towards the tribes during colonial and post independent India. Do you find any significant changes in the approaches? Assess. (2010, Paper 2, 45+15m)

260. Write a short note on Elwin-Ghurye debate on tribes. (2015, Paper 2, 10m)
261. Discuss the criticism levelled against anthropology in context of “isolation and assimilation” debate on tribal populations. (2013, Paper 2, 20m)

262. Write a short note on relevance of tribal panchsheel today. (2015, Paper 2, 10m)

263. Examine the relevance of Tribal Panchsheel by Jawaharlal Nehru in the light of emerging development practices. (2012, Paper 2, 20m)

264. Critically examine the constitutional provisions for safeguarding the interests of Scheduled Tribes in India. (2014, Paper 2, 20m)

265. Write in detail various provisions provided by the Constitution for the scheduled tribes under the 5th and 6th schedules. (2016, Paper 2, 20m)

266. Role of Governor in 5th schedule areas. (2015, Paper 2, 10m)

267. 5th and 6th Schedule of the constitution are built on the foundations laid by the colonial government. Discuss. (2013, Paper 2, 20m)

268. Short note on Fifth schedule of the constitution. (2009, Paper 2, 20m)

269. Critically examine the relationship between tribal community and nation state of the issue of governance. (2012, Paper 2, 20m)

270. Discuss how constitutional provisions in India have built-in mechanisms for dealing with the problem of land alienation in tribal areas. (2015, Paper 2, 20m)

271. Discuss how British policies dispossessed tribals of the communal property agricultural lands. (2013, Paper 2, 15m)

272. Critically evaluate the National Tribal Policy. (2014, Paper 2, 15m)
273. Discuss the impact of Panchayati Raj institution on the empowerment of rural women in India. (2017, 15m)

274. Write a short note on role of Gram Sabha under PESA. (2013, Paper 2, 10m)

275. Short note on Panchayat raj and tribes. (2010, Paper 2, 15m)

276. Particularly Vulnerable Tribal Groups (earlier known as PTG). (2017, 10m)

277. Short note on the concept of PTG. (2014, Paper 2, 10m)

**Action Anthropology**

278. Describe how anthropological knowledge and methods are useful in rural development. (2016, Paper 2, 15m)

279. Examine in detail the role of anthropology in planning for tribal development. (2015, Paper 2, 15m)

280. Using examples, comment on how anthropology can be utilised in policy making. (2012, Paper 2, 20m)

281. Discuss the significance of cultural and administrative factors in tribal development. (2013, Paper 2, 15m)

282. Critically examine the role of NGOs and missionaries in transformation of scheduled tribes in Central India. (2016, Paper 2, 15m)

283. Recently NGOs have been critiqued for interfering with developmental process in tribal heartland. Critically comment. (2015, Paper 2, 20m)

284. Short note on NGOs and tribal development. (2009, Paper 2, 20m)

285. Write a short note on Participatory Rural Appraisal. (2012, Paper 2, 12m)
Unit 8: Biological Anthropology

Paper I

1.5 Primates

a. Characteristics of Primates;
b. Evolutionary Trend and Primate Taxonomy;
c. Primate Adaptations; (Arboreal and Terrestrial)
d. Primate Taxonomy;
e. Primate Behaviour;
f. Tertiary and Quaternary fossil primates;
g. Living Major Primates;
h. Comparative Anatomy of Man and Apes;
i. Skeletal changes due to erect posture and its implications.

1.6 Phylogenetic status, characteristics and geographical distribution of the following:

a. Plio-pleistocene hominids in South and East Africa – Australopithecines.
b. Homo erectus:
   a. Africa (Paranthropus),
   b. Europe (Homo erectus heidelbergensis),
   c. Asia (Homo erectus javanicus, Homo erectus pekinensis).
c. Neanderthal Man—
   a. La-Chapelle-auxsaints (Classical type),
   b. Mt. Carmel (Progressive type).
d. Rhodesian man.
e. Homo sapiens —
   a. Cromagnon,
   b. Grimaldi and
   c. Chancelede.
1.2 Palaeo – anthropological evidences from India with special reference to
   a) Siwaliks (Ramapithecus, Sivapithecus)
   b) Narmada basin (Narmada Man)

1.4 Human Evolution and emergence of Man:
   Biological and Cultural factors in human evolution.
   a) Theories of Organic Evolution (Pre-Darwinian, Darwinian and Post-Darwinian).
   b) Synthetic theory of evolution; Brief outline of terms and concepts of evolutionary biology (Doll’s rule, Cope’s rule, Gause’s rule, parallelism, convergence, adaptive radiation, and mosaic evolution).

1.7 The biological basis of life:
   a) The Cell, DNA structure and replication, Protein Synthesis, Gene, Mutation, Chromosomes, and Cell Division.

9.1 Human Genetics –
   a) Methods and Application: Methods for study of genetic principles in man-family study (pedigree analysis, twin study, foster child, co-twin method, cytogenetic method, chromosomal and karyo-type analysis)
   b) Biochemical methods, immunological methods, D.N.A. technology and recombinant technologies.

9.2
   a) Mendelian genetics in man-family study
   b) Single factor, multifactor, lethal, sub-lethal and polygenic inheritance in man.

9.3
   a) Concept of genetic polymorphism and selection
b) Mendelian population, Hardy-Weinberg law

c) Causes and changes which bring down frequency – mutation, isolation, migration, selection, inbreeding and genetic drift.

d) Consanguineous and non-consanguineous mating, genetic load, genetic effect of consanguineous and cousin marriages.

9.4 Chromosomes and chromosomal aberrations in man, methodology.

a) Numerical and structural aberrations (disorders).

b) Sex chromosomal aberrations – Klinefelter (XXY), Turner (XO), Super female (XXX), intersex and other syndromic disorders.


d) Genetic imprints in human disease, genetic screening, genetic counseling, human DNA profiling, gene mapping and genome study.

9.6 Age, sex and population variation as genetic marker- ABO, Rh blood groups, HLA Hp, transferring, Gm, blood enzymes.

12. Applications of Anthropology:

a) Anthropology of sports, Nutritional anthropology, Anthropology in designing of defence and other equipments, Forensic Anthropology,

b) Methods and principles of personal identification and reconstruction,

c) Applied human genetics – Paternity diagnosis, genetic counseling and eugenics, DNA technology in diseases and medicine, serogenetics and cytogenetics in reproductive biology.

d) Contributions of the 18th, 19th and early 20th Century scholar-administrators.
Primates

286. Explain the skeletal changes due to erect posture and their implications. (2016, 15m)

287. Elucidate the skeletal differences between humans and chimpanzees. (2014, 15m)

288. Role of primatology in Anthropological Studies. (2013, 10m)

289. Compare and contrast the skull of Gorilla and Man. (2012, 20m)

290. Man is a primate. Discuss. (2011, 30m)

291. What are the major craniofacial changes that occur during hominid evolution? Discuss. (2010, 30m)

292. List the major skeletal modifications in humans due to exception of erect posture. (2009, 30m)

Fossils

293. Write short note on Rhodesian man. (2016, 10m)

294. Describe the salient characteristics and geographical distribution of Home Erectus. (2015, 20m)

295. Write short note on Asian Homo erectus. (2014, 10m)

296. Comment briefly on the phylogenetic position of Australopithecines. (2012, 10m)

297. Write short note on Neandertal Man. (2011, 15m)

298. Why are Neanderthals called pre-modern humans? The upper Palaeolithic provides evidence of the coexistence with modern man. Discuss. (2010, 30m)

299. Write short note on culture of homo erectus. (2010, 20m)

300. Write short note on homo habilis. (2009, 20m)
Indian Fossils

301. Delineate the salient characteristics of ‘Narmada Man’ and examine its phylogenic significance (2016, 15m)

302. Give a detailed appraisal of skeletal remains from Chalcolithic culture of undivided Punjab. (2016, 20m)

303. Describe the paleoanthropological fossil finds from Siwalik hills. Examine the contribution of Siwalik fossils to paleoanthropological knowledge. (2015, 15m)

304. Describe the evolutionary significance of the fossil finds of the Narmada basin. (2014, 15m)

305. Describe the salient features of Ramapithecus. (2017, 15m)

306. Examine the debates related to Ramapithecus. (2013, 10m)

307. Write short note on Sivapithecus. (2010, 15m)

308. Write short note on Importance of Siwaliks in Anthropology. (2010, 15m)

309. Write short note on Paleoanthropological significance of Narmada Man. (2010, 15m)

Human evolution and emergence of man

310. Bring out the comparative anatomical features of man and apes. Discuss their evolutionary significance (2017, 15m)

311. Elucidate the biological and cultural factors in human evolutions. (2016, 15m)

312. Elucidate the biological and cultural factors in human evolutions. (2015,20m)

313. Critically examine Darwin’s theory of evolution in understanding evolution. (2015, 15m)

314. How ‘natural selection’ acts on variation. (2012, 10m)
315. Discuss how Neo-Darwinism integrated with fields of Genetics and Evolution (2009, 20m)

316. Adaptive radiation in context of evolution(2012,, 10m)

317. Write short note on synthetic theory (2011, 15m)

318. Critically examine the synthetic theory of human evolution. (2010, 30m)

319. Explain the theory of neo evolutionism. (2009, 60m)

Methods in Genetics and their application:

320. Briefly describe the various methods used in the genetic study of man. (2017, 20m)

321. DNA technology in medicine (2015, 10m)

322. What do you understand by immunogenetics? Explain with suitable examples. (2015,15m)

323. Twin method in human genetics (2013, 10m)

Mendelian genetics and types of inheritance in man

324. Critically discuss the Mendelian principles and their application to human populations. (2016, 15m)

325. What are lethal and sub-lethal genes? Explain (2012, 20m)

326. Discuss monogenic and polygenic inheritance in man citing suitable examples (2011, 30m)

Genetic polymorphism


328. Write short note on genetic polymorphism (2011,15m)
329. What is balanced genetic polymorphism? How is it maintained in a population? (2010, 30m)

**Population genetics:**

330. Hardy-Weinberg law. (2017, 10m)

331. Write short note on conditions necessary for the operation of Hardy Weinberg law (2011, 15m)

332. Write short note on anthropological relevance of population genetics (2009, 20m)

333. Discuss the factors affecting gene frequencies among human populations (2015, 20m)

334. What do you understand by ‘Genetic Load’ in a population? How is it measured and what are the important factors that can influence it? (2013, 20m)

335. What is ‘genetic load’ and what factors influence it? (2009, 30m)

336. What are the genetic effects of consanguinity? Give examples (2012, 20m)

**Chromosomal aberrations and genetic counselling:**

337. Explain the significance of screening and counselling for genetic disorders (2016, 15m)

338. Genetic counseling (2014, 10m)

339. Discuss chromosomal aberrations in man illustrating with examples (2015, 15m)

340. Short note: Down’s syndrome (2015, 10m)

341. Describe Turner and Kleinfelter syndrome in humans (2014, 15m)
342. Discuss Chromosomal aberrations and manifestations of Klinefelter syndrome and Turner Syndrome (2012, 20m)

343. Chromosomal deletions and numericals fluctuations may lead to gross abnormalities in man. Discuss the help of suitable examples (2010, 30m)

344. Write short note on oncogenes (2010, 20m)

**Genetic markers**

345. Rh-Blood group (2016, 10m)

346. What are genetic markers and what is their usefulness? Why are blood groups considered as good genetic markers? Illustrate with examples. (2013, 15m)

347. Give a comparative account of variations in hemoglobin levels and respiratory functions populations living under different environmental stresses (2012, 30m)

348. Discuss the role of ABO blood group system in resolving cases of disputed paternity (2012, 20m)

349. Write short note on respiratory functions (2011, 15m)

350. Write short note on genetics of HLA and organ transplantation (2009, 20m)

351. Write short note on thrifty genotype (2009, 20m)

**Applications of Anthropology:**

352. What are the methods of personal identification? Critically examine how personal identification helps in criminal investigations. (2017, 20m)

353. Forensic Anthropology (2016, 10m)
354. Forensic science can help in criminal investigation. Discuss (2015, 20m)

355. Briefly discuss the applications of the knowledge of human osteology in forensic investigations (2012, 20m)

356. Explain the application of anthropological knowledge in genetic counselling, forensic science, sports and nutrition (2011, 30m)

357. Write short note on personal identification (2011, 15m)

358. Write short note on role of forensic anthropology in the field of personal identification (2010, 20m)

359. Analyse the various applications of anthropological knowledge to solve medico legal problems and in the reconstruction of evidence (2009, 60m)

360. Anthropology and designing of equipments. (2017, 10m)

361. Describe the role of Anthropology in designing defence and other equipments (2016, 10m)

362. Elucidate the role of Anthropology in selection and monitoring of sports persons (2015, 15m)

363. Discuss the applications of anthropological knowledge in designing equipment (2011, 30m)
9.5 **Race and racism**

- Race and racism, biological basis of morphological variation of non-metric and metric characters.
- Racial criteria, racial traits in relation to heredity and environment; biological basis of racial classification, racial differentiation and race crossing in man.

9.7 **Ecological Anthropology**

- Concepts and methods of Ecological Anthropology.
- Bio-cultural Adaptations – Genetic and Non-genetic factors.
- Man’s physiological responses to environmental stresses: hot desert, cold, high altitude climate.

9.8. **Epidemiological Anthropology:**


10. **Human growth and development**

- Concept of human growth and development: stages of growth – pre-natal, natal, infant, childhood, adolescence, maturity, senescence.
- Factors affecting growth and development genetic, environmental, biochemical, nutritional, cultural and socio-economic.
11.1
• Relevance of menarche, menopause and other bioevents to fertility. Fertility patterns and differentials.

11.2
• Demographic theories- biological, social and cultural.

11.3
• Biological and socio-ecological factors influencing fecundity, fertility, natality and mortality.

**Race and Racism**

364. Concept of race. (2017, 10m)

365. Explain the role of heredity and environment in the formation of races (2016, 15m)

366. Differentiate between Race and Racism. What are three major races of the world? Give important biological criteria used frequently for such a classification (2013, 15m)

367. Discuss race crossing in humans with suitable examples (2012, 20m)

368. Is race a valid concept? Critically assess the relevance of racial classification in Indian context (2010, 30m)

**Ecological Anthropology**

369. Discuss the responses and acclimatization to high altitude stresses. (2017, 15m)

370. Critically examine the physiological responses and acclimatization to cold climate in Man (2015, 15m)

371. Elaborate upon major human adaptations to heat and cold (2013, 15m)

372. Discuss the genetic and non-genetic factors in the
bio-cultural adaptations of human beings to different environments (2016, 20m)

373. Ecological anthropology (2014, 10m)

374. What are the stresses at high altitude? How do better cardio-respiratory functions help the native highlanders in combating low environmental pressures? (2014, 15m)

375. Native highlanders are well adapted to high altitude environment. Discuss (2011, 30m)

376. How does improved aerobic fitness increase exercise tolerance in warm humid climates? Give suitable examples to support your answer. (2012, 20m)

Epidemiological Anthropology

377. Describe the scope of Epidemiological Anthropology in the study of infectious and non-infectious diseases (2016, 20m)

378. Epidemiological anthropology (2014, 10m)

379. Write a short note on Epidemiological Anthropology (2012, 10m)

380. Discuss the role of Anthropology in the understanding of health and disease. What specific understanding is available with respect to infectious and non-infectious diseases? (2014, 15m)

381. What is meant by epidemiological transition? Elaborate upon its causes and consequences highlighting major health problems of our adult population today (2013, 15m)

382. Briefly discuss the important causes of the variations and intensity of parasitic diseases among different populations (2012, 20m)
383. Write short note on social concept of disease (2010, 20m)
384. Write a short note on communicable diseases (2009, 20m)

**Human growth and development**

385. Describe the various methods of studying growth highlighting their merits and demerits. (2017, 15m)
386. Longitudinal method of studying growth (2015, 10m)
387. Cross-sectional methods of studying human growth (2014, 10m)
388. Describe different methods of studying human growth (2011, 30m)
389. Discuss Sheldon’s method of somatotyping. (2017, 15m)
390. What is an anthropometric somatotype? Describe Heath and Carter’s method of somatotyping (2015, 20m)
391. Define somatotype. Describe the salient features of different components of somatotype (2011, 30m)
392. Discuss the different factors affecting growth and development in human beings (2016, 20m)
393. What are the different stages of growth? Describe any one of them in detail. (2014, 20m)
394. Write a short note on Differentiate between Child Growth & Development (2013,10m)
395. Discuss Ageing and Senescence. Discuss either the biological or social theories of ageing (2014, 20m)
396. Write a short note on Ageing and Senescence (2013, 10m)
397. Write short note on senescence and socio-economics in contemporary times (2010, 20m)
398. Justify ‘though human growth is under tight genetic control but it is influenced by various environmental factors.’ (2013, 15m)

399. Explain to biological theories of aging based on purposeful events. (2012, 20m)

400. Discuss the theories of aging (2009, 40m)

401. Distinguish between chronological age and biological age. (2009, 20m)

402. Differentiate between growth and development. List the factors affecting human growth and development (2009, 30m)

**Fertility and Fecundity:**

403. Describe the biological and socio-ecological factors affecting fertility and mortality. (2017, 15m)

404. Fertility and fecundity (2016, 10m)

405. Fertility and fecundity (2014, 10m)

406. Distinguish between the terms fecundity and fertility. Are the factors influencing them distinguishable? Discuss (2010, 30m)

**Menarche and menopause**

407. Age at menarche. (2017, 10m)

408. Menopause and its impact (2015, 10m)

409. Discuss the relevance of menarche, menopause and other bio-events to fertility (2014, 15m)

**Demographic theories**

410. Demographic Transition (2013, 10m)
Paper I

1.8

(a) Principles of Prehistoric Archaeology. Chronology: Relative and Absolute Dating methods.
(b) Cultural Evolution- Broad Outlines of Prehistoric cultures:
   1. Palaeolithic
   2. Mesolithic
   3. Neolithic
   4. Chalcolithic
   5. Copper-Bronze Age
   6. Iron Age

Paper II

1.1 Evolution of the Indian Culture and Civilization —
   • Prehistoric (Palaeolithic, Mesolithic, Neolithic and Neolithic Chalcolithic).
   • Protohistoric (Indus Civilization): Pre-Harappan, Harappan and post-Harappan cultures.
   • Contributions of tribal cultures to Indian civilization.

1.3 Ethno-archaeology in India:
   • The concept of ethno-archaeology;
   • Survivals and Parallels among the hunting, foraging, fishing, pastoral and peasant communities including arts and crafts producing communities.

Prehistory

411. Salient features of Mesolithic culture. (2017, 10m)
412. Delineate the salient features of Chalcolithic cultures. (2016, Paper 1, 15m)

413. Neolithic cultures of India. (2016, Paper 1, 10m)

414. Palaeolithic culture. (2015, Paper 1, 10m)

415. Describe the Neolithic culture of India. (2014, Paper 1, 15m)

416. What are dating methods? Discuss one absolute method and one relative method in detail. (2017, 15m)

417. Describe the absolute dating methods in archaeology, highlighting the importance of each method. (2014, Paper 1, 15m)

418. Carbon-14 method of Dating. (2013, Paper 1, 10m)

419. Give a broad outline of Palaeolithic culture emphasizing upon its tool technology. (2013, Paper 1, 20m)

420. Discuss the typology and distribution of upper Palaeolithic cultures in India. (2012, Paper 2, 20m)

421. Write short note on relative dating methods. (2012, Paper 1, 10m)

422. Write short note on importance of technology in prehistory. (2010, Paper 1, 20m)

**Indian Prehistory**

423. Describe the salient features of chalcolithic cultures of the deccan. (2017, 15m)

424. Neolithic cultures of South India. (2017, 10m)

425. Short note: Significance of Mesolithic findings from Belan valley. (2016, Paper 2, 10m)

426. Short note: South Indian Palaeoliths. (2015, Paper 2, 10m)
427. Short note: Prehistoric rock art of central India. (2015, Paper 2, 10m)

428. Compare the salient features and distribution of the middle Palaeolithic and upper Palaeolithic cultures in India. Add a note on the tool traditions of the upper Palaeolithic period. (2012, Paper 2, 30m)

429. Discuss the significance of Sohan in Indian prehistory. (2011, Paper 2, 30m)

430. Describe the characteristic features of Mesolithic cultures in India. (2011, Paper 2, 30m)

431. Examine the contribution of Mesolithic culture to the rise of Neolithic culture. (2009, Paper 2, 10m)

432. Short note: Langhnaj. (2008, Paper 2, 15m)

433. Short Note: Neolithic cultures of NE India. (2014, Paper 2, 10m)

434. Short note: Neolithic culture in India. (2010, Paper 2, 15m)

435. Examine Gordon Childe’s statement “Neolithic culture is a revolution”. (2010, Paper 2, 15m)

436. Short note: Iron age in Gangetic region. (2011, Paper 2, 15m)

437. Describe various aspects of trade and religion of Harappan civilization. (2017, 15m)

438. Discuss the significance of Harappan civilization sites from India. (2015, Paper 2, 15m)

439. Describe what is known as Harappan religion. Have some of its elements continued into later Hinduism? Discuss. (2014, Paper 2, 20m)
440. Short note: Urban planning in Harappan culture. (2010, Paper 2, 15m)

441. Comment in detail on the socio-cultural life of the people of the Indus Valley Civilization. (2010, Paper 2, 30m)

**Ethno-Archaeology**

442. Ethno-archaeology. (2017, 10m)

443. Discuss the relevance of art and craft traditions in the understanding of Indian archaeology. (2017, 15m)

444. Short note: Ethno-archaeological evidences for the survival of hunting and gathering traditions in India. (2016, Paper 2, 10m)

445. Discuss how cultural diversity of Indian tribes has enriched its plural traditions. (2016, Paper 2, 15m)

446. Discuss the importance of the ethno-archaeological approach to the study of indigenous craft in India. (2014, Paper 2, 15m)

447. Short one: New Archaeology. (2009, Paper 2, 20m)

448. Short note: Concept of Ethnoarchaeology. (2008, Paper 2, 20m)
Paper 1

Answer five questions. Questions 1 and 5 are compulsory. Answer three questions out of the remaining choosing at least one from each section.

Section A

1. Write notes on the following in about 150 words each [10x5 = 50]
   a. Bilineal and bilateral descents.
   b. Difference between religion and magic.
   c. Basic tenets of structural-functionalist.
   d. Non-verbal communication.
   e. Questionnaire.

2. [20+15+15]
   a. Discuss the development of the concept of culture in Anthropology.
   b. Elucidate the determinants of Kinship terminology.
   c. Discuss the different forms of preferential marriage with suitable examples from tribal societies in India.

3. [20+15+15]
   a. Discuss the different traditional forms of religion in tribal societies.
   b. Mention the characteristic features of band with suitable examples.
   c. With the help of appropriate examples, explain the various forms of exchange system.

4. [20+15+15]
   a. Explain Ruth Benedict’s patterns of culture.
b. Elucidate the basic characteristics of anthropological fieldwork methods.

c. Critically examine the Stewardian view of neo-evolutionism.

Section B

5. Write notes on the following in about 150 words each [10x5 = 50]

   a. Hardy-Weinberg law.
   b. Salient features of Mesolithic culture.
   c. Concept of race.
   d. Age at menarche.
   e. Anthropology and designing of equipment.

6. [20+15+15]

   a. Define Anthropology. Describe the major branches of Anthropology elaborating on any one branch.
   b. Bring out the comparative anatomical features of man and apes. Discuss their evolutionary significance.
   c. What are dating methods? Discuss one absolute method and one relative method in detail.

7. [20+15+15]

   a. Briefly describe the various methods used in the genetic study of man.
   b. Discuss the responses and acclimatization to high altitude stresses.
   c. Describe the biological and socio-ecological factors affecting fertility and mortality.

8. [20+15+15]

   a. What are the methods of personal identification? Critically examine how personal identification helps in criminal investigations.
b. Describe the various methods of studying growth highlighting their merits and demerits.

c. Discuss Sheldon’s method of somatotyping.

**Paper 2**

Answer five questions. Questions 1 and 5 are compulsory. Answer three questions out of the remaining choosing at least one from each section.

**Section A**

1. Write short notes on the following in about 150 words each \[10\times 5 = 50\]
   a. Neolithic cultures of South India.
   b. Austro-asian linguistic groups in India.
   c. Varnashram and the concept of Rina.
   d. Ethno-archaeology.

2. \[20+15+15\]
   a. Discuss the contribution of Nirmal Kumar Bose to the understanding of Indian society.
   b. Describe the salient features of chalcolithic cultures of the deccan.
   c. Critically discuss the constitutional safeguards for the Scheduled Castes.

3. \[20+15+15\]
   a. Discuss the impact of market economy on the Jajmani system.
   b. Describe the salient features of Ramapithecus.
   c. Discuss the social, political and economic status of Muslims in India.
4. [20+15+15]
   a. Explain how Buddhism influenced the economic and cultural transformations of Indian society.
   b. Describe various aspects of trade and religion of Harappan civilization.
   c. Discuss the impact of media as an instrument of social change.

**Section B**

5. Write short notes on the following in about 150 words each [10x5 = 50]
   a. Indebtedness among tribal communities.
   b. Ethnicity and regionalism.
   c. Other Backward class.
   d. Particularly Vulnerable Tribal Groups (earlier known as PTG).
   e. Impact of Christianity on Indian tribes.

6. [20+15+15]
   a. Describe the impact of displacement on the health and nutritional status of tribal communities.
   b. Discuss the emergence, salient features and limitations of Tribal sub-plan.
   c. Give a critical evaluation of any one anthropological village study in India.

7. [20+15+15]
   a. Critically evaluate the term ‘tribe’ (as used in India) as compared to the term ‘indigenous’ in some other countries.
   b. Discuss the impact of Panchayati Raj institution on the empowerment of rural women in India.
c. Give a critical appraisal of any one tribal development programme during XIIth Five-Year plan. Give your suggestions for any improvement in the programme.

8. [20+15+15]
   a. Give your assessment of the reasons for the imbalance in the sex-ratio in India.
   b. Discuss the relevance of art and craft traditions in the understanding of Indian archaeology.
   c. Discuss the contribution of anthropology in understanding the loss of livelihood of tribal communities due to economic and ecological factors.
1. **Evaluate the views of Franz Boas on theory building.**

Franz Boas criticized classical evolutionists for generalizations. His alternative was to collect more facts. But in doing so, he collected unmanageable amount of facts.

Boas said evolutionists were theorizing without factual basis. Psychic unity of mankind is assumed without proof. Comparative method is criticized, as same phenomenon need not be due to same reasons. For example, clans in some societies are due to fission and in others due to fusion.

Boas’ alternative was to collect facts first and theories later. So, a single area was to be focused and as many facts collected as possible. Boas himself collected 5000 pages of facts about Kwakiutl society.

This is the basic philosophical error made by Boas. Facts collection must be guided by Hypothesis. Otherwise important facts would be neglected and many unnecessary ones will be collected.

So Boasian approach is a warning against unwarranted generalizations. But, hypothesis must be made to collect facts. And later hypothesis need to be revised to finally arrive at theory.

2. **What is meant by Structural functionalism? Examine Marvin Harris criticism of Radcliffe Brown’s approach to the study of society.**

Structural functionalism studies social phenomenon from the point of their contribution towards social structure. Harris feels this approach is narrow as it excludes historical and material aspects.
Brown’s ideas are influenced by Durkheim’s social solidarity concept. So, societies are wholes that have functional unity. And social system consists of social structure, culture and ecological dimensions.

Among them social structure is important. This is the network of Kinship, territorial and political groups and their interrelationship. The function of an institution is the contribution it makes towards social structure maintenance. Brown studied the joking relationship among Bathonga maternal uncle-nephew. It contributes to the maintenance of patriliny and patriarchy.

Structural functionalists tried to arrive at socio-cultural laws based on this idea. But they could only arrive at weak interpretations according to Harris. This is because social structure is a very limited concept. It does not take a diachronic view but only explains the status quo. For example, it would explain caste system in terms of a functional whole. But would not inquire into what conditions gave to its rise and who it is functional to.

Harris also criticises them for ignoring techno-economic and ideological aspects. Harris is right. If they considered other factors then structural functionalists would have observed reasons for cultural variation and role of conflict in social change.

Instead, for a better understanding of society we should explore functions, dysfunctions and non-functions. More importantly, study the value system for determining what is functional.

3. What is Participant observation? Discuss the issues involved in the light of Malinowski’s work.

Participant observation is the study of another culture by deeply involving in their lives. It is needed to understand the reality. But it poses many mental, emotional and psychological hardships on the researcher.
Participant observation is the long-term, intense study of a culture. It was initiated by Malinowski. The reason was that anthropologists could not rely on what the natives said. Natives say what is ideal, not what is real.

Participant observation thus allows for scientific study. Other tools like schedules and questionnaires are unscientific because questions are selected by the researcher and are prone to bias. Further participant observation allows to understand aspects of culture that seem meaningless. Kula ring is a case in point.

Participant observation facilitates detailed study. This allowed Malinowski to beat the stereotypes that primitives are savages. Malinowski concluded that they are much like the complex societies. For example, just like kula objects, complex societies have trophies and medals. So, humanity is same everywhere.
But participant observation is very strenuous. The reasons are:

1. Researchers are exposed to culture shock. Culture prejudices lead to conflict and one-sided observations.

2. Need to learn local language.

3. Separation from family, health problems and moral crisis. Malinowski’s diaries show he had health anxiety. He was troubled by his sexual desires. He could not visit his mother when she passed away.

Despite these problems, today participant observation is considered as an initiation ceremony for an anthropologist. Malinowski’s method put an end to arm chair methods and opened a new chapter. Today, it is being used to study aspects of one’s own culture. For example, participant observation was used in UK to study horse-riding club.

So, despite the difficulties participant observation gives anthropology scientific rigour. But there are some limitations. It imposes outsider’s view on a culture. Same culture studied by two different researchers do not yield same results.

4. **What are the rites of passage? Discuss Turner’s approach to the study of rites of passage.**

Turner proposes study of symbols in rituals to understand cohesiveness of society. He studied rites of passage among the Ndembu through a symbolic approach for this purpose.

Rites of passage are rituals marking transition from one stage to another. Arnold Van Gennep divided them into 3 stages: pre-liminal, liminal, post-liminal. Liminal is a transitory stage between the two proper stages. This framework can be applied to life events and pilgrimages, according to Turner.

Turner uses symbolic approach to study rites of passage. This involves interpreting the underlying meaning from emic and etic points of view of the rites. In this case, the rites of passage
are symbolic ways of changing the status of members of a society.

For example,

\[
\text{puberty} \\
\text{Girl} \rightarrow \text{women}
\]

Rites

Not just this, the rites also represent transaction of the society across the structures.

Turner highlights the idea of liminality to explain the transitory stage. During it, members have an indeterminate status. They are outside the normal structure of society. Such people come under a collective identity called communitas. This state is considered as timeless and monotonous by Turner.

Further, Turner explains the symbolism connected with the liminal state called carnival. It is a means of break from the normal structure. During it, everyday roles are dispensed with. Turner calls this antistructure. But the antistructure does not lead to change in structure. It ends up reinforcing it.

In this way, Turner interprets the substance aspects behind the seemingly trivial rites of passage. Through this process, Turner makes us sensitive to importance of society’s rituals.

5. **Examine the presence of cultures in non-human societies in the light of recent studies.**

Recent studies show Non-human societies have culture, but it is rudimentary. Their adjustment to environment is primary through biological evolution of body.
Studies on primates prove this point. Jane Goodall’s research on chimpanzees show that:

1. They make twigs for fishing ants and termites.
2. They make sponges from leaves to drink water, clean body.

Moreover, such behavior is not uniform. Chimpanzees in other areas had different ways making tools. Further, though such behavior is based on genetic capabilities it is not inherited. Chimpanzees learn it independently by trial and error.

These results are validated from studies on Japanese monkeys’ behavior of washing sweet potatoes. But the limitation is that other animals only have rudimentary cultures. Their cultures do not evolve like human cultures.

This is because of their lower brain capacity. So, animals depend on bodily evolution for life in their environment. Whereas human’s larger brain allows for complex cultures. For humans, culture is the primary means for survival and proliferation in many types of environments.

So, if we redefine culture such that it is not anthropocentric, then non-human societies also have culture. This would show us that Kroeber was incorrect in saying that societies exist without culture.
Venkata Mohan, author of *Anthropological Thought*
Dr. Rajasekhar, Ph.D in Biomolecular Sciences from Lethbridge, Canada

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