



/* This document is an effort to gather some pointers for mains 2019 anthropology questions in the way of academic clarity and exam readiness.

NOTE: This is not meant to be, by any stretch of the imagination, a fact ridden document, it merely attempts to give structure and pointers (efforts have been made to include facts where possible , especially in Paper 2)

It is advised to use this to stoke one's own academic curiosity and try to formulate one's own understanding.

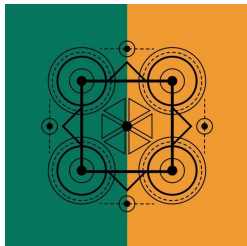
For queries, discussion and sources please visit Team Anthro on Telegram - https://t.me/Anthropology_optional (We are a completely non-commercial, not for profit entity)

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Changelog:

Version 1.0 - First draft of document,



PAPER 1 **SECTION A**

Q1. Write notes on the following in about 150 words each : 10 x 5 = 50

a. The relationship between Linguistics and Social-Cultural Anthropology 10

 Pointers

1. Start by defining what linguistics and socio cultural anthropology entail - briefly, this is necessary in order to establish the context of the answer

2. Pick out specific direct relations between the two disciplines e.g. How ethno semantics, socio linguistics etc. relate to cognitive anthropology, symbolic anthropology

3. A separate mention of Levi Strauss and the parallels he drew between the structure of Language paralleled into structural analysis of kinship/myths, etc. As well as the language of cannibalism.
4. A mention of Conklin and how he relates Language to culture
5. Post modernism's use of reflexivity and language analysis and deconstruction

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Bonus Points

1. Example of BS Guha's intervention into the Brahui's issue of linguistic affinity
2. How Linguistics helps us reconcile diversity in India and a deeper understanding of socio-cultural facets
3. Example of Von Fuhrer Haimendorf's efforts in socio-cultural anthropology through linguistic analysis of Gondi and script creation

Trend analysis

Potentially this may be linked to the ongoing debate on importance of language in the indian democracy and three language formula - there were articles on this through the year

b. Cultural Relativism 10

Pointers

1. This is a direct question, try defining cultural relativism in your own words, followed by Boas's Definition (or any other)
2. Give context as to the emergence of this concept , how it came up through the efforts of Franz Boas in America who was providing a counter narrative to the prevailing Ethnocentric view of Classical Evolutionists
3. Mention the three types of cultural relativism that emerged - strong, weak and epistemological and their proponents i.e. Boas's students - Benedict, kroeber etc.
4. A small paragraph on the importance of cultural relativism - it's demerits with examples such as Rwandan Massacre etc. and UN declaration of human rights vis-a-vis cultural relativism
5. Conclude with a balanced view

Bonus Points

1. Indian examples of tribal and societal diversity can be quoted and how cultural relativistic perspective brings tolerance

Trend analysis

It is a central concept to anthropology which should be well prepared and written many times. In terms of current relevance, it is perennially relevant. I am not aware of any renewed debate on the same.

c. Pastoralism in India 10

Pointers

1. Define Pastoralism briefly
2. Follow a format for giving characteristics for pastoralism - Economic (Technology, Division of labour, etc.) , Social, Political, Religion, etc.
3. A small map of Indian Pastoralist communities - Todas, Gaddis, etc.
4. Mention problems faced by Pastoralists, try to give Case studies from India along with general problems - globalization, forest depletion, AWBI regulation, National parks declaration
5. Changing Trends among Pastoral tribes in terms of impact on socio-cultural institutions and economic mode of production e.g. among Todas

Bonus Points

1. Data from AnSI, POI project (mentioned in Xaxa report) about % change in pastoralism
2. The recent Niti Aayog task force announcement for NSNDNT
3. Idate and Renke commission - mention 1-2 recommendations or simply mention their name and relevance to pastoralists

Trend analysis

Was in news from the interim budget since nomadic, semi nomadic tribes were under discussion

d. Cultural Materialism 10 marks

Pointers

1. Introduction - define what you understand by cultural materialism in simple words - i.e. giving primacy to material factors at the centre of cultural change and phenomena
2. Mention Marvin Harris and His work 'the rise of anthropological theory' where he discussed this concepts.
Explain the concept - structure,infrastructure etc.
3. Give the context for the emergence of this concept and its inspirations - dialectical materialism - Marx and Hegel
4. Two examples of Harris's work - Sacred cow in India and Pig lovers and Haters
5. Criticism of the concept and how later schools tackled the concept of culture (briefly)

Bonus Points

1. A diagram of infrastructure-Structure-Superstructure with examples

Trend analysis

It is an important school of thought, and Marvin Harris is central to Anthropology, this is a relatively very well prepared topic

e. Relative Dating Methods 10 marks

Pointers

1. Introduction - A straight definition of relative dating methods
2. Types of relative dating methods - mention at least 5 (CFUN - collagen fluorine, uranium, nitrogen group is considered one family of methods)
3. Significance of relative dating methods in creating an overall understanding of chronology and evolution
4. Advantages and Constraints of relative dating methods - eg. they can only be used for single or sets of related sites, climatic/geomorphic changes are non uniform and may create complications etc.
Also try to give some constraints of individual methods when mentioning them - e.g. level of fluorine in groundwater varies , etc.
5. Examples of where relative dating was used successfully - like Indian Harappan Vertical stratigraphy, Yale cambridge expedition, etc.
6. Mention relevance of relative dating to anthropology - in Palaeoanthropology, human evolution etc.

Bonus Points

1. If you can , remember specific names of archaeologists or founders of particular methods

Trend analysis

Should be a well prepared , and well rehearsed answer, extra marks need to be extracted by mentioning some specific examples and technical terms

Q2.(a) Discuss the evolutionary significance of bipedalism and erect posture 20 Marks

Pointers

1. Introduction - A line about how bipedalism and erect posture were gradual developments over millions of years (mention the epochs/periods of evolution briefly - from Miocene to Pleistocene etc.)
2. Give some context as to why these changes occurred - climate changes and other evolutionary pressures
3. A flow chart to structure your answer e.g. divide the discussion on significance into biological significance , cultural significance or divide it sequentially (in rough chronological order)
4. Explain each aspect of the significance in some detail e.g. how bipedalism allowed hands to be free and subsequent tool use which led to hunting and social groups etc..

You must mention specifics like H. Habilis tool use , H. erectus tool manufacture etc.

5. There should be a very good conceptual clarity on connecting biological changes among themselves and with cultural changes

6. Briefly discuss the disadvantages caused due to bipedal locomotion in australopithecines and transitional bipedal forms (Lovejoy 1981) (Deloison 2004)

7. Some Hypothesis as to the origin of these traits can be discussed e.g. Watching Out Hypothesis 1959, Dart ; The Infant Carrying Hypothesis , etc.

8. Can potentially conclude with possible changes we can anticipate in the future considering out current habit of sitting/slouching and relatively minimal physical locomotion compared to our ancestors (Be creative here!) and it's significance



Bonus Points

1. Bonus marks for mentioning specific archaeologists/scientists e.g. Lickford 1986; Walker 1989; Jablonski and Chaplin 1993; Simons (1992); Kelly and Pilbeam 1986; Who specifically discuss Bipedalism and Erect Posture in an evolutionary context



Trend analysis

General and repeated question, evergreen , should be prepared specifically

Q2.(b) How did Radcliffe-Brown and Levi-Strauss study kinship in terms of social structure ? 15 Marks



Pointers

1. Introduction - Define kinship and social structure in your own words and they are related

2. You can start with Radcliffe-Brown's views — how he understood institutions embedded with function working to uphold societal structure (i.e. structural functionalism) as the basis of societal phenomena. Here, be brief with general concepts and try to focus the discussion on kinship.

Brown's specific views on kinship are mentioned in Descent theory along with Rivers similar views.


3. For Levi-Strauss Kinship was discussed in detail in his Alliance theory - detailed explanations on this are commonly available.

Further a small discussion of his general concept of structuralism and social structure and how this treatment applied to kinship and kin terms can be mentioned.


4. A criticism of both the views should accompany their descriptions. All this information is available in IGNOU as well as on the internet

5. Compare the two views by contrasting their essential differences on how they approached their conception of social structure and how subsequently their understanding of kinship differed. Levi-Strauss reduced it to a system of exchange in his alliance theory, Radcliffe-Brown gave a more functional view.

6. An interesting commonality is that both the thinkers were inspired by the works of Emile Durkheim albeit in different ways, mention this and discuss how.

 Bonus Points

1. Draw diagrams for alliance theory
2. This question is tricky in that it can throw one into a pool of writing general points about their theories. Keep reading the question after every paragraph to ensure specificity.

 Trend analysis

Core Anthropology question, no seeming current relevance, conceptual clarity will ensure a good attempt.

Mugging up their theories will prevent one from writing a convincing answer.


Q2 (c) Elucidate Mesolithic culture and associated rock-art with examples from India. 15 Marks

 Pointers

1. Introduction - Introduce the period of mesolithic culture and general characteristics of mesolithic period - tools, cultural traits, sites in the world and India, etc.
2. Prominent figures - De Saulenes (Europe), Archibald carlleyle (India) and any specific ones from this period if you are aware of
3. Focus here seems to be more on rock art as opposed to general mesolithic, so 1.25-1.5 pages can be dedicated to general mesolithic characteristics with a quick map of indian sites.
4. Second page (0.5-0.75) can focus on general mesolithic rock features across europe with specific examples
5. Finally the last page should be dedicated SPECIFICALLY to the different and unique characteristics of mesolithic rock art in india (smaller, themes multiply). Relate the changes to the overall changes in the mesolithic era. Draw a map with sites, archaeologists, and examples of art forms found.

 Bonus Points

1. Extra (better) marks if you connect the mesolithic changes to the art forms themselves.
2. Highlight the fact that the style and emergence of Indian Mesolithic was different from the world.
3. Maps and tool diagrams are mandatory

 Trend analysis

The question required careful reading, it is easy but highly specific. Draw out interlinkages in such question by breaking it down into parts.

Q3.(a) Discuss social stratification according to any three major approaches. 20 Marks

 Pointers

1. Introduction - Define social stratification in your own words, as well as using some standard book definitions. Alternatively start with the book definition and give a brief explanation of it in your own words (since this is a 20 marker), can mention briefly the basis of social stratification with examples (but very briefly)
2. This is a specific question, though a general analysis of social stratification from various perspectives and general understanding can be attempted e.g. a Structuralist interpretation applying Levi-Strauss, a Functionalist understanding applying Malinowski/Durkheim and a Structural-Functionalist understanding of Radcliffe-Brown or even diversify into a culture personality, cognitive, interpretational approach, the question asks for 3 specific perspectives only.
3. Hence 3 well known perspectives can be mentioned - Functionalist (Parsons, Durkheim, Merton) — this will be important since these are some core anthropologists-sociologists, we can mention Malinowski and Radcliffe Brown here as a side note, but the 3 mentioned above were the core proponents. (I will link their approaches below)
4. Second, a Marxian class analysis to class as a basis of social stratification is widely accepted and much discussed.
5. Third, Weber is a classical thinker in this arena - his discussion on the dynamic of power in different spheres (Economic, Political, Social) and relation to social stratification is good.

Bonus Points

1. Towards the end mention the Indian Case of the view on caste (Cultural view vs Structural view) here views of Dumont, Mandelbaum, Gould etc. may be quoted
2. Indian examples should be infused when mentioning the three approaches - e.g. Jajmani system as a social stratification
3. Use flow charts to bring out the logical flow in each approach

Trend analysis

It was not a very easy question, unless prepared specifically beforehand, difficult to attempt on the fly.

Note: please add to this answer if you have more specific or additional material

Q3.(b) “Europeans are closer Neanderthals.” Critically discuss in view of the African origin of humankind. 15

Pointers

1. Introduction - Start with defining the context - the time period and a brief sequence of evolution placing neanderthals and sapiens (a phylogenetic chart may be used)
2. This is a highly specialized question and requires specific reading and research, personally it was unattemptable to a satisfactory level unless very specifically prepared (
3. I'll leave you with these 6 readings to frame your answer, please share comments if you attempted this —

<https://www.dailymail.co.uk/sciencetech/article-2599854/Europeans-closer-Neanderthals-thought-Ancient-DNA-humans-species-interbreeding-outside-Africa.html>

<https://www.theguardian.com/science/2015/oct/17/neanderthals-kept-early-homo-sapiens-out-of-europe>

<https://www.nature.com/news/early-european-may-have-had-neanderthal-great-great-grandparent-1.17534>

<https://www.the-scientist.com/news-opinion/neanderthal-ancestry-in-europeans-unchanged-for-last-45-000-years-65364>

<https://ghr.nlm.nih.gov/primer/dtcgeneticstesting/neanderthalDNA>

<https://www.sciencealert.com/neanderthal-sex-could-explain-why-europeans-and-africans-have-different-immune-systems>

4. General points — genetic/protein evidence showing European similarity, discussion in Neanderthal migration, mention introgressive Hybridization, immune system evidence, popular hypotheses

5. Link it to the second part of the question where there is scope to discuss the "out of africa" and other migration theories



Bonus Points

1. High degree of specific evidence
2. Diagrams for the second part



Trend analysis

Very current question - in the news from 2014-15 — a lot.
Please add any comments/points if you attempted this.

Q3.(c) Discuss briefly the major traditions in the Upper Palaeolithic culture of Europe. 15 Marks



Pointers

1. Introduction - Define Upper Palaeolithic - simple words + period + Authored by
2. Start with European sites - and associated tools - Aurignacian, Magdalanian, Solutrean, Châtelperronian, Gravettian - if possible mention specific countries where they were found
3. Tool Diagrams are mandatory and mention materials used - bones, horn and types of rocks separately
4. Mention continuity from earlier ages in terms of tools

5. A separate section on characteristics - Social, Religion, Economic - housing, lifestyle: if you have specific archaeologists/primatologists who commented on this, mention them Like Goodall, Binford, etc.
6. Mention Rock art of this period with specific examples from Europe - France, Czech, Russia, Germany, etc. with object found - ivory horse, needle, etc.

Bonus Points

1. Though not asked you can draw a 0.25 page comparison with Indian upper palaeolithic, giving it an European emphasis in terms of presentation
2. Big marks for maps showing European traditions - regions/countries (roughly)
3. Good diagrams mandatory

Trend analysis

Specific question, may not have been prepared specifically for a 15 marks - in terms of maps and all traditions, attempt if well prepared - then maximum marks can be scored

Q4. (a) With reference to the somatoscopic and morphometric characteristics commonly used for racial classification, make critical comments as to whether 'Race' is a valid concept. 20 Marks


Pointers

1. Introduction - Set the context by defining somatoscopic and morphometric characteristics - eyes, nose, stature, skin etc. (a small flow chart indicating which characteristics will be used in the answer to critically comment on the concept of Race can be highlighted)
2. Define Race as a concept and briefly list some perceptions of race both cultural and scientific (use standard definitions only here)
3. Pick out one somatoscopic/morphometric character - describe how it is used to differentiate between the popular broad divisions among races - negroid, caucasoid, mongoloid. e.g. take Cranial Index/ Head shape - list its categories : brachycephalic, mesocephalic, etc. Now discuss how valid this is - i.e. how it may be used for broad generalizations. Now indicate a few examples to show how there is no strict correlation and many exceptions exist - this should be a critical comment.
4. Examples from Race crossing will help show how these morphometric and somatoscopic characteristics do not hold strictly.
5. The answer should have some semblance of balance - though be careful not to come across as ethnocentric at all!


Rely completely on standard authors - use Sheldon etc. to show that set somatoscopic differences exist and extend the differences to race and then negate them systematically

6. This is one way to structure the answer, characteristic by characteristic, similarly for height you can describe the broad racial generalizations then negate it by giving Nilote, Pygmy exception within negroid, etc.

7. Pick 5-6 characteristics in this manner, assign < half a page to each - complete it within 2.5 pages. 0.5 page should be the introduction - definitions.
8. The last 0.5 page should focus on India - use risley/Guha's examples to show morphometric/somatoscopic exceptions to racial criteria

 Bonus Points

1. In the last 1/2 page draw a map of India - label the race with the characteristics given by risley/Guha (only one, not both) and show exceptions there itself (these are listed as criticism in Paper 2 - Ch 2)
2. Be critical, the general narrative in the world is against sharply defined races
3. Conclude by talking a little about race mixing and a line about evolutionary significance

 Trend analysis

It can be prepared beforehand, no current significance noted as such. A little interconnecting of various chapters is helpful.


Q4. (b) Critically explain anthropological approaches to religion. 15 Marks

 Pointers

1. Introduction - Define religion briefly focussing on the anthropological need to study it and its significance in the overall anthropological picture of human study
2. A good flow chart showing the 8-9 popular approaches to religion - Animism - Tylor , Animatism- Marrett , Naturism- , Totemism, Functionalism, Structuralism, etc.
3. The important point here is to Critically explain each approach, this involves briefly explaining the approach in one line and in a small box below it give a critical explanation/analysis
e.g. for Animism - Tylor : explain how he held that man believed in the existence of a soul etc. , in the "critical box" — analyse this understanding by pointing out that it may have been an overemphasis of man's rational capability, etc. Similarly for the functional approach , in the critical box point out how they ignore dysfunctional aspects, etc.
4. If you have some confidence you can also incorporate Marvin Harris's explanation of religion via the cultural materialism approach, the culture personality approaches as well as symbolic and cognitive schools.

 Bonus Points

1. The answer is pretty straightforward, good flow and clear expression will win bonus marks
2. Extra marks for incorporating some explanations from India (Purity-pollution) in the last half page
3. Be careful of how much space is assigned to each point, you only have 3 pages! Imho, more points will generally win more marks if explained succinctly.

 Trend analysis

Standard question. Should have been well practiced. Try to stand out by including more perspectives.

Q4. (c) Differentiate between transient and balanced genetic polymorphism. Illustrate your answer with suitable examples from human populations. 15 Marks

 Pointers

1. Introduction - Define Polymorphism, give criteria for a trait to exhibit polymorphism - with the definition itself give a few non-human examples like in butterflies, or any organism
2. Define transient and balanced genetic polymorphism and give accompanying graphs to highlight the differences
3. A differences table between the two can be included - you'll have to be a little creative by showing differences through the effects the two types of polymorphisms commonly have and the contexts they occur in
4. Human examples should form at least 1-1.25 pages, they can be given along with definitions of separately


Some easy ones are blood group polymorphism (A/B/O , RH, etc)- talk about how they vary across continents, with types of pathogens - virus/bacteria etc. If you are running short of examples pick some up from racial studies especially for directional polymorphism since they are usually as a result of environmental pressure.

For Balanced Polymorphism (Heterozygote advantage) enough examples - against malaria etc. are present

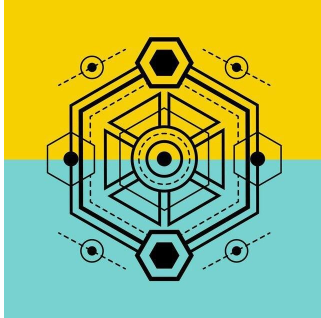
In news : different polymorphisms of CYP 1A1, one of many cytochrome P450 enzymes of the liver. Although the enzymes are basically the same sequence and structure, polymorphisms in this enzyme can influence how humans metabolize drugs.

 Bonus Points

1. Brief mention of Application of Polymorphism among human being as genetic markers
2. Detection methods of polymorphisms

 Trend analysis

Standard question, examples may require some quick on the spot correlation into the two categories mentioned if not previously prepared. It was vaguely in the news, perennially is since new drugs and new forms of genes are constantly being discovered



PAPER 1 **SECTION B**


Q5. Write notes on the following in about 150 words each :

(a) Adaptive primate radiation


10 Marks

 Pointers

1. Introduction - Define Adaptive Radiation, give some standard source/author like how Darwin described it as as spokes emanating from a centre
2. Focus on examples from primates - this includes human beings, you can give a brief description of how proconsul migrated during the Miocene and took on new adaptive forms
3. Follow this with a diagram and how different forms came up in different continents - lufengopithecus (china), Oranopithecus (Europe), Kenyapithecus(Africa), Ramapithecus(India) etc.
4. New world monkeys and Old world monkeys and their families can be used as examples - highlight the adaptive aspect by locomotion/habitat

 Bonus Points

1. Clear diagrams with the factor causing adaptation

 Trend analysis

Standard question

(b) Implications of mutation in evolution


10 Marks

 Pointers


1. Introduction -Clearly define mutation , you can briefly mention that the concept evolved from Lamarck to darwin and later in synthetic theories
2. General implications of mutations in evolution -> it being a source of adaptation to changing environments, a pool for variation to act on etc.

3. Implications can be discussed and categorized as per theories, e.g. how Lamarckism treated mutational vis-a-vis evolution, then how Darwin gave 3 types of mutations and their importance in evolution. Here one can show how all the other evolutionary forces act on mutation to create evolutionary paths.

4. Good examples of how mutation led to evolution - mention the human evolution chain from H.h to H.s with mutations of erect posture, etc.

 Bonus Points

1. If one can find good examples which stand out, that will gather bonus marks
2. Diagrams of evolutionary chains showing mutation at steps

 Trend analysis

Standard Static question

(c) Olduvai Gorge

10 Marks


Paper 1 - Chapter 1.6

 Pointers

1. Introduction - Mention what Olduvai Gorge is (Palaeoanthropological site) where it is located in Africa (Tanzania)
2. Archaeological significance should be discussed i.e. which fossils were found, which archaeologists worked here (R and M Leakey)
3. Continuity from Australopithecus boisei to H. Habilis to H. erectus should be discussed - tool culture - Oldowan, Chellean etc. and evidences found
4. A mention of geographical features - African Rift Valley, nearby sites like Laetoli
5. If short on points mention dating methods used for this site

 Bonus Points

1. Draw a map and label Olduvai Gorge in the eastern region
2. If you have prepared it in advance a stratigraphic representation of layers of hominins found can be shown

 Trend analysis

Static question but possibly not prepared so required a bit of creative information gathering on the spot

d) Anthropological inputs in facial reconstruction

10 Marks

Paper 1 - Chapter 12 (Applied Anthropology)

 Pointers

1. Introduction - Define facial reconstruction - in terms of its use for criminal identification as well as disaster victim rehabilitation.
Another aspect is its use in archaeological reconstruction for mummified and fossilised remains.
2. Anthropological inputs - in terms of facial markers varying with age, gender, various measurements - nose length/width ratio etc.
3. Anthropologists can indicate ethnic peculiarities in facial features which can aid in recognition/reconstruction of faces
4. Discuss archaeological facial reconstruction with examples - king tutankhamen, narikotombe boy, lucy skull etc.
5. Future of facial reconstruction - using AI, current deepfake technology can be discussed in passing
6. Potential application - optimizing facial features for better ecological adaptability, cosmetic improvements.

Bonus Points

1. Draw a rough diagram of the face and indicate various facial features - morphometric and try to relate it to anthropological research

Trend analysis

Slightly difficult to answer immediately as it may not be prepared in advance, requires quick thinking

(e) Genetico-environmental factors affecting human growth 10 Marks

Paper 1 - Chapter 10 (Applied Anthropology)

Pointers

1. Introduction - Define human growth and the fact that it is influenced by genetic , environment and a combination of the two factors
2. The question seems to ask not just separately for genetic and environmental factors but a union of the two hence the points should be framed in such a manner
3. Start with the standard Allen's rule , Bergman's rule and how the genes have adapted to the environment (cold., heat) and growth happens accordingly
4. Case studies - e.g. head size among hawaiian japanese immigrants and second generation african immigrants should be mentioned
5. Try to list as many examples as possible where the genetics and environment interact - larger lungs and larger heart in high altitude populations, mongoloid eye fold itself being a cold adaptation , etc.

Trend analysis


Standardish question

Q6. (a) Examine critically the contributions of Victor Turner and Clifford Geertz in anthropology 20


Paper 1 - Chapter 6 (Anthropological thought)

 Pointers

1. Introduction - State the relevant school of Anthropological thought that the two thinkers primarily contributed to (Symbolic Anthropology) and their specific variants respectively with a brief description and context of the school's emergence (0.5 pages)
2. On format to approach this is to tackle the two thinkers one at a time in 1.5 page each and save the last 0.5 page for a critical comparison between the two
3. Starting with Turner, discuss his conception of symbols as an instrument of culture change, symbols in society and Turner's example of Ndembu society. Make sure to accompany each statement with a critical comment/analysis - e.g. when giving the example of the milk of a tree being equated to mother's milk and to a greater level of abstraction as a societal symbol- mention that this is an etic perspective.
4. Turning to Geertz, describe the concepts given by him in points - thick description, text, hermeneutics , definition of culture and symbols, examples of javanese theatre and balinese cock fight. Critical comments mandatory here too (asked in the question)

 Bonus Points

1. A comparative table at the end comparing the two will help in giving an analytical feel to the question
2. Use flow charts for showing examples and put the figures in boxes - gives the appearance of an ordered answer and maybe a bonus 0.5 marks

 Trend analysis

Standard question

PS: we can separately discuss how to critically analyse any concept/theory/contribution on the spot if it hasn't been prepared in advance

Hint - use all the various perspectives as well as a contemporary perspective of global understanding to critique any body of work

Q6. b) "Human adaptations are always bio-cultural in nature." Discuss with reference to human adaptation to high-altitude climate 15

Paper 1 - Chapter 9.7 (Ecological Anthropology)

 Pointers

1. Introduction - Start with what human adaptation is (define adaptation) and the forms it takes (short vs long and biological vs cultural) - draw a flowchart here

2. Discuss the interoperable and coordinated nature of biological and cultural adaptations briefly and how both are necessary
3. The above should consist of 0.5-0.75 pages maximum! The question wants us to focus on high altitude climate. To ensure that the above content doesn't seem to generic give brief one word examples specific to high altitude when describing concepts in 1.
4. Now start with biological adaptations long term - lungs, arteries, size of babies etc. give a case study - e.g. peruvian highlanders and genetic case examples like EPASI and EGLWI genes among nepalese sherpas
5. Draw the chart for acclimatization of lungs expansion, haemoglobin via erythropoietin etc.
6. Discuss cultural features of altitude adaptation e.g how high altitude populations migrate to lowlands to give birth, mention case studies comparing spanish migrants in south american andes and how they were unable to give birth to healthy babies as they did not have this cultural adaptation.

Bonus Points

1. Logical flow in the diagram is very important
2. Be creative! Draw lung diagrams connected to the heart to show RBC genesis and other acclimatization features, the same can be done to accompany biological long term adaptations (shorter extremities -> easier to pump oxygen, larger chest/lungs etc.)

Trend analysis

Near standard question - requires a little bit of creativity for extra marks and connecting biological and cultural features

Q6. (c) Discuss the methods of study of human growth with their merits and demerits.

15 marks


Paper 1 - Chapter 10

Pointers

1. Introduction - Define human growth (not in a strict sense but in a general well rounded way)
2. Importance of studying human growth both in the anthropological sense and general governance sense (brief)
3. Discuss the three categories of methods - longitudinal, cross sectional and semi-longitudinal
4. Graphs are mandatory with each method, use the graph to explain the method
5. Give an example for each method - nutritional studies, disease screening etc. (live examples such POSHAN abhyaan, NFHS)
6. Pro's and con's in terms of utility, reliability, difficulties due to migrating families, etc. (standard fare)

Bonus Points

1. Logically and richly connected with drawn graphs , if possible label the graph in context of an a hypothetical but real world example


 Trend analysis

Standard question - can fetch quick marks in little time


Q7. (a) Discuss how indigenous people encounter globalization. 20 marks
Paper 1 - Chapter 3 (Economic Anthropology) also Paper 2 - tribal examples

 Pointers

1. Introduction - define globalization and the forces of globalization in a contextual manner in terms of what it means for indigenous people and why it has such an impact on them (basically the fact that they occupy resource rich and pristine locations)
2. Structure the impact well - economic impact e.g. accelerated investment and capital inflow and advances in technology causing faster exploitation and deeper inroads , political impact e.g, loss of sovereignty due to governments signing away resources to global corporations etc.), social-cultural impact e.g. loss of traditional family structure, effect on NMS complex, cultural mutation, etc.
3. Case studies are vital here e.g. effect of Coltan mining by global corps among the Mbuti - affecting social relations and economic mode; effect of Chitranjan locomotive works on tribals in east india, etc.
- 4.. Mention some pockets of positive impacts and potential areas of benefit through case studies e.g. Kani tribals IP rights on Jeevani drugs - benefit to tribal community, NITI aayog's suggestion of organic tribal farming in east india for export, etc.
5. Specific examples such as the Yanomamo of Brazil - highlighting how the government is unable to cope with the fast pace of exploitation and indigenous communities are selectively being excluded from benefits (e.g. mercury and metal poisoning among the tribe, medicines are still not available)
6. Mention impact on specific tribal institutions like tribal markets, tribal hostels etc. give examples

 Bonus Points

1. Borrow points from Paper 2 - impact of urbanization, industrialization etc. on tribes, but present them with slight modifications to suit the question - this allows one to mention specific authors (parsuram, mohapatra, alex ekka, rao , etc.)
2. Examples should be a mix of Global and indian, though lean on the former as the question is asked in Paper 1
3. A flowchart giving the division of impacts at the beginning will save some time and space


 Trend analysis

Standard question - would have been prepared beforehand


**Q7. (b) “Applied human genetics has come to touch every sphere of human life.”
Discuss in light of recent advances in molecular anthropology. 15 marks
Paper 1 , Chapter 9 (and 12)**

 Pointers

1. Define human genetics - the study of inheritance and its intersection with various fields of classical genetics, cytogenetics, molecular genetics, biochemical genetics, genomics, population genetics, developmental genetics, clinical genetics, and genetic counseling.
2. The chief application of human genetics is in the field of epidemiology (disease propensity, lethal/sublethal.), medical genetics (healthcare, genetic counselling), forensic application, archaeology, population variation - population ethnogenetics, human evolution.
3. In this answer we have to focus on molecular anthropology - in which molecular analysis is used to determine evolutionary links between ancient and modern human populations, as well as between contemporary species.
4. Discuss denisovan, neanderthal genes present in modern H. sapiens, there have been many articles on this in the last year, use google to understand how this has been analysed - Neanderthal mtDNA , MCR1 gene
5. Further one should mention recent news of Harappan and other ancient DNA discoveries and the entire discussion on gene pool migration across populations
6. The last part is a little challenging , addressing the part of the question of "every sphere of human life," since the question is otherwise highly specific - one way to address this is to link our discovery of ancient DNA (molecular genetics) to applied genetics in decoding our present genetic vulnerabilities and hence formulating new medicines, this type of linkage is an ideal way to answer the question. However it is difficult in the exam itself, so some general examples of applied human genetics such as synthesizing monoclonal antibodies, vaccines, enzymes can be vaguely linked to molecular genetics.

 Bonus Points

1. Any relevant diagrams like PCR, graph of neanderthal vs sapien mT DNA will fetch a lot of bonus marks

 Trend analysis

A mix of static knowledge and current affairs

**(c) Evaluate participant observation in producing anthropological knowledge. 15 marks
Paper 1 , Chapter 8**

 Pointers

1. Discuss Participant Observation and give a brief paragraph on it's genesis - starting with Boas, Rivers, Malinowski, culture personality thinkers, all the way to postmodernists

2. Discuss its significance while evaluating each point. e.g. Mention how Boas intended an emic perspective and a holistic analysis for which PO is invaluable, draw an arrow under this and write something like "point of evaluation" - here mention potential pitfalls, like subjectivity and illusion of understanding or presence of the observer impacting behaviour , etc.
3. This can also be structured by picking out different schools of thought and evaluating how they contributed to anthropological knowledge and whether or not PO was useful in the same e.g. we can take the case of Margaret Mead among the samoan's and how her PO greatly contributed to the anthropological understanding of culture and adolescence, this can be evaluated against Anthropologists Derek Freeman's critique of the same.
4. The conclusion should revolve around saying that PO is a great innovation and a contribution of anthropology which is being adopted by all social sciences, keep it positive because evaluations can tend to sound negative
5. There can be a small paragraph on current relevance - how PO is being used today by anthropologists hired by marketing organizations and policy makers which can further contribute back to the body of anthropological knowledge. Examples - Michael Henderson (corporate anthropology) , Tulsı Mehrotra Menon , etc.
6. Keep in mind to constantly have an evaluative perspective where keywords such as reliability, validity, consistency, objectivity, should feature.

Bonus Points

1. A small timeline of development of PO can be possibly given

Trend analysis

Relatively static question


Q8. (a) Discuss with examples the Megalithic culture of India in the archaeological context. 20 marks

Paper 2 , Chapter 1


Pointers

1. Define the Megalithic Period in India (Don't just restrict to South India-Iron Age, Megalithic culture is present across India central, north-east, UP etc.). Since this is 20 marker everything should be as broadly written. Also define Megaliths (Definition given by REM Wheeler is appropriate)
2. A diagram with 6-8 types of megaliths (Hood stones, Menhir, Dolmen, Cist, etc.) along with a description and the areas where they are found commonly (Hallur, Maski, Brahmagiri, Malabar region etc.)
3. Chronology of Megalithic cultures is helpful here with radiocarbon dating data and associated pottery along with specific sites of finds - Naikund, Takalghat; Tadakanhalli, Hallur; Payalmappi, etc.
4. Outside south india - Seraikala (Bihar), Deodhoora (Almora), Khera (UP), Nagpur, Bhadra (MP) etc.

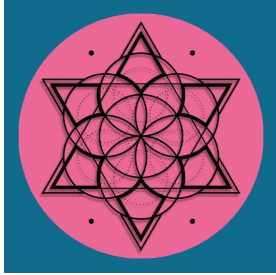
5. Subsistence patterns - with archaeological evidence; Agriculture - tank irrigation, rice; Pastoralism, Hunting and fishing, Industries - Metals, wood, ceramics, beads etc. (Make sure each point is substantiated with enough archaeological evidence)
6. Trade and exchange network - specific points : availability of bronze suggesting arrivals of copper or alloys from elsewhere; Evidence from graeco-roman texts; Ceramics at Arikamedu etc.
7. Social organization and settlement patterns - postholes at brahmagiri and maski ; villages and urban life; etc.
8. Religious beliefs and practices - animism, Teracotta figurines, ancestor worship
9. Polity - Chiefdoms, clan and kinship ties, etc. Substantiate with evidence - chiefly urns, memorial stones, etc.
10. Legacy and present status of Megalithic cultures - among the Bondos and Gadabas of Odisha, khasis and Nagas etc.

 Bonus Points

1. Put the diagrams in a 3 column table, write a point then arrow : evidence

 Trend analysis

Static knowledge will suffice, there have been some recent discoveries in south India as well



PAPER 2 **SECTION A**

1. Write short notes on the following in about 150 words each :

(a) Phylogenetic position and morphological features of Ramapithecus. 10

Paper 2 - 1.2 Palaeo – anthropological evidence from India

 **Pointers**

1. Introduction - describe what Ramapithecus is (define it - Ramapithecus, fossil primate dating from the Middle and Late Miocene epochs (about 16.6 million to 5.3 million years ago)).

2. In one line mention the fossil discovery - 1934, G.E. Lewis discovered the fossilized remains of Ramapithecus in the Siwalik hills of India. Later in 1930s, Lewis assigned an upper jaw from Haritalyangar (Siwalik hills, India) to a new genus Ramapithecus brevirostris i.e. Lord Rama's ape.

3. Morphological features -

- a. Incisors and canine are inserted vertically and not in slight procumbent position as in apes.
- b. Little or no canine diastema.
- c. The canines of the Ramapithecus are not projected and they possess narrow faces.
- d. The dental arcade was rounded.
- e. The palate of the Ramapithecus is arched as in man.
- f. Flattened and thick enameled premolars and molars that appear to be adapted for heavy chewing and processing of hard food stuffs.
- g. Shelflike ridges are present inside the lower jaw of Ramapithecus.
- h. Facial profile is orthognathus.

4. Phylogenetic position - give a little background on the debate on phylogenetic position with specific names, dates of finds and basis of theories.

a. On the basis of his observations of the shape of the jaw and of the morphology of the teeth—which he thought were transitional between those of apes and humans—Simons advanced the theory that Ramapithecus represented the first step in the evolutionary divergence of humans from the common hominoid stock that produced modern apes and humans.

b. Simons's theory was strongly supported by his student English-born American anthropologist David Pilbeam and soon gained wide acceptance among anthropologists. The age of the fossils (about 14 million years) fit well with the then-prevailing notion that the ape-human split had occurred at least 15 million years ago.

c. The first challenge to the theory came in the late 1960s from American biochemist Allan Wilson and American anthropologist Vincent Sarich, who, at the University of California, Berkeley, had been comparing the molecular chemistry of albumins (blood proteins) among various animal species. They concluded that the ape-human divergence must have occurred much later than Ramapithecus. (It is now thought that the final split took place some 6 million to 8 million years ago.)

d. Wilson and Sarich's argument was initially dismissed by anthropologists, but biochemical and fossil evidence mounted in favour of it.

e. Finally, in 1976, Pilbeam discovered a complete Ramapithecus jaw, not far from the initial fossil find, that had a distinctive V shape and thus differed markedly from the parabolic shape of the jaws of members of the human lineage. He soon repudiated his belief in Ramapithecus as a human ancestor, and the theory was largely abandoned by the early 1980s.

Ramapithecus fossils subsequently were found to resemble those of the fossil primate genus Sivapithecus, which is now regarded as ancestral to the orangutan; the belief also grew that Ramapithecus probably should be included in the Sivapithecus genus.

Bonus Points

1. Diagrams of morphological features (dentition - shape of jaw and size of teeth to be indicated)
2. Maximum points, even if each point is shorter

Trend analysis

Static knowledge will suffice - names and dates will be important

(b) Ethno-archaeological analysis of hunting activities of Contemporary tribal communities. 10

Paper 2 - 1.3 Ethno-archaeology in India:

Pointers

1. Introduction - Briefly define Ethno-Archaeology : Ethnoarchaeology is the strategic gathering and studying of ethnographic data on human behavior and its ramifications by archaeologists, who train as ethnographers in order to address issues of concern to archaeological inquiry. (Alternatively a definition by Kirsch can be used)
2. In a short para mention how Ethno-archaeological analysis (research strategies - Krause, Kasso, Hamilakis, etc) are used to reconstruct behaviour.
3. Ethno-archaeological analysis of hunting activities of Contemporary tribal communities

a. Analysis of remains in Kurnool caves by Murthy : Hunting tribes of the Chenchu, Boyas-Yerukulas - their hunting and trapping patterns were discerned in the present and contemporary pattern of bone accumulations were studied to understand past remains. (Source : 1981 Hunter-gatherer ecosystems and archaeological patterns of subsistence behavior on the south-east coasts of India: An ethnographic model.

1985 Ethnoarchaeology of the Kurnool cave areas, South India.)

b. Analysis of East Indian hunting tribes by Basanta K. Mohanta - from burial patterns and wall art which show continuity into modern times

c. Ethno-archaeological research into North-east Indian tribes is a veritable treasure trove of hunting practices, with peculiar beliefs such as the thunder axe


I could only come up with these 2 solid examples - though with 3-5 points under each (third one was a stretch, please look for more)

Some Sources :


https://www.academia.edu/4305899/Ethnoarchaeology_of_Eastern_india

<https://doi.org/10.1080/00438243.1985.9979962>

Shodhganga

 Bonus Points

1. A flow chart indicating how ethnoarchaeological research starts from contemporary behaviour and arrives at deductions about the past
2. Avoid general ethnoarchaeology examples as the question is very specific

 Trend analysis

Static knowledge is good, though specific examples are necessary

(c) Distribution of Tibeto-Burman group of languages in India. 10

Paper 2 - Chapter 2. Demographic profile of India — Ethnic and linguistic elements in the Indian population and their distribution

 Pointers

1. Introduction - Situate the Tibeto-Burman Language family : The Tibeto-Burman family is a part of Sino-Tibetan languages, spread over a large area - from Tibet in the north to Burma in the south, and from the Ladakh to that of the state of Jammu & Kashmir in the west to the Chinese provinces of Sze-chuen and Yunnan in the east.
2. A brief history - After the existence of the Tibeto-Burman family was posited in the mid-19th century, British scholars, missionaries, and colonial administrators in India and Burma (now Myanmar) began to study some of the dozens of little-known “tribal” languages of the region that seemed to be genetically related to the two major literary languages, Tibetan and Burmese. This early work was collected by Sir George Grierson in the Linguistic Survey of India (1903–28), three sections of which (vol. 3, parts 1, 2, and 3) are devoted to word lists and brief texts from TB languages.

3. A standard sub categorization of Tibeto-Burman group is Tibeto Himalayan , North Assam and Assam Burmese (mention atleast 4-5 examples of each.

For more academic rigour mention Bradley's (2002) or Matisoff's(2015) classification (it is the latest) - though stick to the Indian sub-classification as the question only asks that much.

Alternatively a more traditional classification can also be given for comparison (see attached image below)

4. In terms of contemporary status, we can discuss Nagamese, Assam and West Bengal according status and scripts to several of these languages and even show some continuity in efforts to preserve these languages from Haimendorf/Elwin to present times.

5. Challenges -

A variety of reasons make it impossible to determine the exact number of TB languages.

Contributory factors include the elusiveness of the distinction between languages and dialects and the fact that a number of languages remain to be discovered or described. Even more

problematic is the profusion of different names for the same language and the confusion of names denoting languages with those denoting ethnic groups—of the more than 1,400

Tibeto-Burman language names, many are only multiple designations for the same language or dialect.

Bonus Points

1. Map will be required, even if rough

2. A flow chart (with arrows) may make it easier for the examiner to check and award quicker (maybe 0.5 mark more)

Trend analysis

Static knowledge , make some connections if short on content

(e) The Jajmani system and contemporary market economy. 10

Paper 2 - 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.

Pointers

1. Introduction - Define Jajmani system, use an Anthropologists definition - William H. Wiser (The Hindu Jajmani system, 1936) , Harold Gould or SC Dube

2. After less than half a page defining Jajmani system, situating it in the greater social (caste) context, jump straight into the discussion that it has undergone and is undergoing changes due to modern socio-economic and political forces including contemporary market forces (use this as a connecting line) and has a changed character due to the rise of the market economy in India.


3. The first para can discuss points on how the jajmani system's functions have been replaced by the contemporary market economy -

i. cash replacing exchange/distribution

- ii. economic interdependence replaced by economic mobility
 - iii. the need for a constant source of agricultural labour replaced by machines accompanying modern economic forces
 - iv. Economic land reforms - tenancy and land ceiling eroding landholding and subsequently the jajmani's dominance
 - v. tech innovations - electric razor replacing barber, metal pots - no potter required, etc.
 - vi. Rise of footloose labour and exploitative relations (Breman)
4. Specific Anthropologists views are essential in the above point e.g.
- i. Commander (1983) - " Jajmani has been on a decline due to market economy's introduction of technological innovations..."
 - ii. Views of FG Bailey and Kathleen Gough on weakening nexus between caste and occupation due to contemporary market economy resulting in a weakened Jajmani system
 - iii. Kumar (2017) talks of the reduction of the role of the Jajmani's from the larger socio-economic sphere to a more ritualistic and formal sphere
 - iv. Dumont has also stated that the jajmani system has been restricted to a considerable extent in modern times, due to a shift from religious to personal approach. Even some specialists have been completely extinct in the system
5. Further points can emphasise that the Jajmani system's integral function in the political and ritual sphere have been impacted by the broader forces that accompanied the contemporary market economy i.e. the economic mobilisation and emergence of new dominant castes
6. Finally mention how the overall decline of the caste system due to urbanization, modernization , globalization and other economy driven forces has inevitably caused the same in the Jajmani
7. A short para on how the Jajmani system is taking on new forms, evolving so to speak, to adapt to the changed economic scenario. Maybe quote examples of UrbanClap and other service app and gig-economy and a neo-Jajmani system - can be creative here

 Bonus Points

- 1. Ref point 7 - some contemporary examples and creativity can be shown here

 Trend analysis

Fairly Standard, expected question

2 (a) Describe the Palaeolithic culture with special reference to Soanian tradition. Indicate the problems of describing the Indian palaeolithic. 15+5=20 marks

Paper 2- 1.1 Evolution of the Indian Culture and Civilization — Prehistoric (Palaeolithic, Mesolithic, Neolithic and Neolithic – Chalcolithic).

 Pointers

1. Introduction - Start with the basics of Palaeolithic culture - lower, middle and upper with their time periods and relevant hominin ancestors
2. In the second half of the first page draw a arrow diagram and summarize the general socio-economic features of Palaeolithic culture (food gathering, housing/cave dwelling, art forms, etc.) mention a few examples like chou-kou-tian for bone settlements, and Man the hunter theory , etc.
3. In the top 40% of the second page try to fit in atleast one type of each tool from each of the three subdivisions of the palaeolithic ages - chopper and chopping tools, hafting, blade, borer, etc. else just draw all the tools under a common heading of palaeolithic (some subdivision is preferred)
4. This part is a little tricky and requires a lot of practice, draw three maps of India and label sites of lower, middle and upper palaeolithic, with the corresponding archaeologist and some unique features (this has to be done very rapidly, only comes with practicing 10-15 times)
5. The third page should be dedicated to soan valley - who discovered it, the various subdivisions - lower to evolved and late soan etc. Corresponding tool finds and general features. Quote discussion of Bhattacharya on existence of multiple populations.
6. Problems of Indian Palaeolithic -
 - i. The regional variations of LP,MP, UP -the chronology difference, for example MP of Eastern belt is older than MP of western belt. (33,000 vs 75,000 BC)
 - ii. Regional variations -
 - LP - chopper chopping in soanian, hand axe in madrasian
 - MP - change of material to quartzite in western sites like nevasa. No change in eastern sites
 - UP - not stratigraphically established across india. Also characteristic bone tools in very few areas like Muccha-chatla-chintamani gawai
 - iii. Lack of fossils of man due to acidic nature of soil
 - iv. We also have co-occurring and continuous populations (Bhimbetka, Soan) makes it difficult and open to more speculation. Continuous populations become a problem when the stratigraphic layers are not clear and in caves where the later populations often erase/override traces of earlier ones, usually they are useful, but can present challenges (as Bhattacharya notes for Bhimbetka)
 - v. India's glacial ages are not corelated to global glacial ages, we did have pluvial changes but again no clear demonstrated changes like with europe.

Bonus Points

1. Pack it with diagrams , maps and information, scope for highest scoring answer in this years paper

Trend analysis Fairly Standard

2 (b) What has been the contribution of tribal people to the Indian independence movement? 15 marks

Paper 2 - Tribal Movements

Pointers

1. Introduction - Introduce with a general line that Tribal movements have been the genesis of mass action against the British centuries before independence, and their influence is far reaching all the way to independence. (This sets the context that you will now mention early tribal movements like the Santhal rebellion of 1855 and how it gave an impetus to the movement of 1857). We are trying to broadly interpret the Indian Independence movement from much before the 20th century, this allows us to generate more points.
2. Also mention Kumar Suresh Singh (AnSI) and his work in this area of tribal contribution to independence - this can be in or right after the introduction, make sure this is highlighted to avoid the answer becoming a GS/History answer. Raghavaiah in his analysis in 1971 of tribal revolts from 1778 to 1970 listed 70 revolts and gave their chronology.
3. The answer can be structured into pre 1875, 1857-1882 (formation of congress) and later (or however you choose to do it)

Surajit Sinha (1968) has classified movements into five groups:

- (i) Ethnic rebellion,
- (ii) Reform movements,
- (iii) Political autonomy movements within the Indian Union,
- (iv) Secessionist movements, and
- (v) Agrarian unrest. K.S. Singh (1983) has also classified them in more or less the same way, except that he has used the word 'sanskritisation' instead of reform movement and 'cultural' instead of 'ethnic'.

However the latter may not be necessary as the question specifically asks for Independence movement contribution, unless we manage to link the two effectively.

4. Give examples accordingly e.g. for pre 1857 - Tilka Manjhi's revolt, Sambalpur Revolt, Kherwar Uprising and so forth

5. The Revolutionary Role Of Adivasi Women In The Tribal Freedom Movements :

- i. In 1895 when Birsa Munda gave the clarion call for revolution, several women too joined him. One of them was Sali, who was one of his most trusted comrades and led the revolution with him. One of the most pivotal roles played by women during these revolutions was, they used to smuggle weapons and travel from one unit to another.
- ii. In the 1930s, Mungri Oraon became the first female martyr of Assam. She used to work as a domestic worker in the house of a British official and acted as a spy. She used to pass on confidential information to the Indian National Congress (INC).

6. Here is a handy list of tribal examples in the Indian Independence movement -

<http://hamdamdaily.com/tribal-communities-who-contributed-to-the-freedom-struggle/>

Bonus Points

1. Maximise points, try to draw a diagram structuring the answer by chronology or importance

Trend analysis

Static, there was some news in 2017 about recognising tribal contribution to the Independence movement and establishing museums for the same

3 (a) What kind of Society may be reconstructed from the Archaeological evidence of Harappan culture ? 20 marks

Paper 2 - 1.1 Protohistoric (Indus Civilization): Pre- Harappan, Harappan and post-Harappan cultures. Contributions of tribal cultures to Indian civilization.

Pointers

1. Introduction - Define Harappan culture/civilization - in terms of spread across space and time - BE BRIEF with this part the paras below are for reference, do not spend more than half a page on this.

i. The spatial extension of the Indus civilization is very vast, covering an area of over 2 million square kilometers radiating from the valley of the Indus. Geographically it extends from - Sutkagendor in Baluchistan; Alamgirpur in Merrut District (Uttar Pradesh) in the east; Daimabad (Ahmadnagar District, Maharashtra) in south; and Manda (Akhnoor District, Jammu and Kashmir) in the north.

ii. With the new development in the 14C-dating method, the chronology of this civilization has been assigned, such as, Early Harappan Phase: c. 3500 – 2600 B.C. Mature Harappan Phase: c. 2600 – 1900 B.C. Late Harappan Phase: c. 1900 – 1300 B.C. Integrating the archaeological and carbon-14 dating evidence

2. Now the question is quite straightforward, it only requires a little bit of a reorientation in the way information is presented and conclusions are drawn. The format I preferred was writing a point i.e. a piece of evidence like planned cities, uniform bricks sizes in Harappa, Mohenjodaro, etc. ———> indicates that Harappan society had some coordination across settlements hence there may have been a political structure larger than individual settlements to enable coordination

3. Similarly draw out atleast 10-12 points, organized under major subheadings and draw an arrow after each group of points to write a conclusion about Harappan society

4. The format below can be followed -

5. Harappan Architecture: Town Planning

5.1 The Planned Cities 5.1.1 Streets and Lanes 5.1.2 Buildings 5.1.3 Dockyard 5.1.4 The Great Bath 5.1.5 Drainage system

5.2 Harappan Economy

5.3 Dress and Ornaments

6. Pottery

7. Lithic Industry

8. Disposal of Dead

9. Religion

10. Seals and Script

Note: these are just a list of points, do grouping as per your understanding e.g. you can club under Religious evidence - Fire Altar at Kalibangan, Mother Goddess Statues found at Mohenjodaro, Great Bath , etc. —> indicating a society which had some established religious structure and organized rituals

Make sure the points are in an Evidence —> conclusion format

My preferred source for this topic is :

<https://drive.google.com/drive/u/0/folders/1qWLQA4CtKq5wP629tWb4kmuLJ6S2ONiR> (pathshaala) , alternatively IGNOU is also excellent.



Bonus Points

1. Some improvised diagrams like of bricks, a rough maps with labelled streets, citadel area, great bath, etc.

2. Mentioning names like DP aggarwal , Mortimer Wheeler, etc. with relevant points



Trend analysis

Standard Static question, just minor presentation adjustments required

3 (b) Discuss the impact of media on the Social life of Indian Villages. 15 marks

Syllabus - 5.3 Media and social change.



Pointers

1. Introduction - Set the context by defining what you mean by media - mass media - television, radio, newspaper, internet, social media - G2C, P2P and private individual to masses etc. Doing this (in any question) allows one to generate points on the fly and the answer seems organic and flowy.

2. Historical role - brief point , mention the social reform agenda and its spread through newspapers, as well as galvanizing peasants and rural folks into the indian independence movement.

2a. The Ministry of Information and Broadcasting put forward the following among others as objectives of public television in India: a) to act as a catalyst for social change, b) to promote national integration, c) to stimulate a scientific temper among the people, d) to disseminate the message of family planning as a means of population control and family welfare, e) to stimulate greater agricultural production by providing essential information and knowledge.

3. Basic points:

Positive impact —

i. Awareness of rights

- ii. Political awareness
- iii. Agricultural extension
- iv. new trends - hair, clothes
- v. Social awareness - dowry, child marriage
- vi Health awareness

Negative impact —

- i. Consumerist culture
- ii. desensitisation to violence due to frequent exposure online and on TV
- iii. fake news - mob lynching
- iv. propagation of social wrongs - child marriage
- v. religious obscurantism

4. Case studies must be added

- i. Dhadkan - a community radio led by UNICEF in shivpuri, MP and its impact in democratization of radio technology and social empowerment
- ii. NGO Sambhav training village folk and adivasis as field reporters
- iii. examples like - DD Kisan, Krishi Darshan, mKisan,

iv. Study by Paul Hartmann and his colleagues in three villages of Andhra Pradesh, West Bengal and Kerala - The researchers found that those who attended more to media had been more open to information. Those with more media exposure were found to have more liberal attitudes to women. This indicated that mass media had the ability "to influence social attitudes and thereby to promote, or at least reinforce social change

v. The social evaluation report on SITE prepared by ISRO in 1977 has this observation to make: The observed fact that the school enrolment or the drop-out rate was not affected by the introduction of TV in schools proves that these factors depend primarily on social and economic parameters and not on the attractiveness or otherwise of the school curriculum


vi. Arvind Singhal and Everett M. Rogers conducted a study on the impact of the serial Hum Log - a Hindi soap opera broadcast by Doordarshan. It was concluded that the serial was only reinforcing the traditional values of the society as opposed to the intended message of family planning.

vii. A study was conducted by Namita Unnikrishnan and Shailaja Bajpai in Delhi in 1992-93. One of the findings was that children lacking in parental care are more affected by TV. Another finding was that 6.5 per cent of the children in the 8-15 years age group feel they needed the products they saw on TV

Bonus Points

1. Since the question does not specify modern media or mass media, we can include traditional media like wall paintings and briefly discuss its impact

2. Maximize point as always, try to club points together like political and rights awareness and give individual examples, even if they need to be constructed on the spot

 Trend analysis

Standard question

3 (c) Critically assess the existing plans and programs meant for tribal welfare. 15 marks
Syllabus -9.1 Tribal policies, plans, programmes of tribal development and their implementation.

 Pointers

1. Introduction - Keep it short, since we only have 3 pages, just write 3-4 lines (1/4th of a page) describing a brief history of evolution of tribal plans from SMTBs (1954) to TDBs (3rd FYP) to TSP (1973-74 onwards)

2. Now systematically approach each plan/program and give good critical assessments for each. This is done by quoting a committee report (tribal commissions, parliamentary committee, CAG, tribal officer etc.)

3. Divide the answer point wise by describing the policy/plan in one line and giving 2-3 points of critical analysis under each e.g.

i. Tribal Sub-Plan : instituted by the Vidyanthi task force to narrow the developmental gap and improve quality of life

————> Critical Evaluation : a. Bhuria Commission (2004) notes the exclusion of ITDP and MADA pockets from notification under TSP as detrimental (the idea here is to rephrase the recommendations as points of evaluation)

ii. Special central assistance of ~20,000 cr (2016-17) to TSP ———> a. deemed insufficient by Parliamentary committee vis-a-vis the 8.6% population b. diversion of funds reported by annual report (2016-17) c. Lack of proper mechanism to synergize state TSP funds and central TSP funds

iii. similarly for ITDP/ITDA e.g. weakening of institutions for delivery of goods and services in ITDAs/ITDPs , MADA pockets 1978-79, CCD, special projects for PVTG's, Mungekar committee (2009) lamented the late finalisation of the tribal policy

Tip: If you are unable to come up with a quick point, simply write what the plan is e.g. MADA pockets which are identified pockets having 50% or more ST population with a minimum ST population of 10,000 and then say that lower % STs or smaller populations may get excluded. Find some critical evaluation on the spot.

4. The above is one 'group' of plans, now turn to individual schemes

i. EMRS and Ashram schools ———> evaluate using figures from MHRD comparing drop out rates and gross enrollment in primary secondary and graduate levels (also mention high education schemes like post-matric scholarships, upgradation of merit, top class education etc. and mention relevant figures alongside)

ii. Vandhan Yojana , Van Bandhu Kalyan yojana - you have to be creative here to and be prepared with SHG, fund disbursed data and MSP procurement from tribal states in order to

give a legitimate analysis, these schemes are relatively new so harder to prepare but give bonus marks

iii. Similarly for other schemes <https://tribal.nic.in/Schemes.aspx>

5. Now come to the constitutional and institutional measures —

i. 5th and 6th Schedule - pick out individual provisions like Governors report and Bhuria, Mungekar committee report comments on the same, there are many evaluations for these

ii. PESA 1996

iii. TRIFED and STDCC

iv. MoTA and Tribal welfare department

v. TRI

vi LARR, 2013 - use the 2015 proposed amendments as evaluation points for the 2013 act

vii. Forest Rights act (especially considering latest developments in Forest Act and SC judgement)

6. Case Studies and examples are very important to get marks - some examples

i. Rules made by A.P. State govt. re: land acquisition not in conformity with PESA

ii. Gram Sabha judgements overridden and land illegally acquired - Mahan coal block in Mayurbhanj, Essel Mining Ltd. case

iii. Birjia tribe (PVTG) is rapidly depopulations (<10,000) as per Joshua project and Bon tribe of Andamand Is. are extinct


iv. Absence of elected grassroots level elected body below the level of council in Meghalya affects rural development and traditional institutions like Siem are not democratic

 Bonus Points

1. Maximize case studies and specific committee/reports comments

2. Years will add a lot of value

3. Structure the answer cleverly to give the impression of systematic thinking even if on the spot

 Trend analysis

Standard question - but needs preparation

4 (a) Give an account of the contributions of Iravati Karve and B.S Guha to the analysis of race and caste in India. 10+10=20 marks

Syllabus -4. Contributions of Indian anthropologists to tribal and caste studies.

 Pointers

1. Introduction - Introduce Iravati Karve and BS Guha as important first generation Indian anthropologists. The easiest way to structure this answer is to spend ~1.5 pages on Karve and ~1.5 on Guha, <0.5 each on the Introduction and conclusion

2. Start with Guha's Background - Masters degree and the first Indian to get a PhD in Anthropology from Harvard U and he built on the concept of anthropology as a unified discipline combining physical anthropology and cultural anthropology with inputs provided by various allied disciplines such as psychology, ecology, folklore, and bio-chemistry. This structure has by and large endured. He was a key member in the founding of the AnSI and the first director.

3. His contribution to race and caste are not separate, they are heavily intertwined, since the question asks for an account, simple points will suffice—

i. During the 1931 census, the racial classification of Indian populations was undertaken by an Indian anthropologist, BS Guha (1894–1961) (Guha 1935). Guha's racial classification was based on a systematic approach, following better standardization and a more elaborate analysis when compared with his predecessors (e.g. Eickstedt).

The sample consisted of a total of 38 characters, 63 coefficients of racial likeness measures of 2511 persons (2163 males, 348 females) belonging to 39 groups (males of 34 groups and females of 5 groups) and the data was collected during 1931–1934 (Fisher 1936).

ii. During the 1927–1929 period, Guha also had collected anthropometric and somatoscopic observations of about 700 males from the Hindu Kush region (1929), and during 1927 some males from two populations of Cochin hills were also studied.

iii. Out of the total 39 groups studied, Guha's samples included a total of 1004 Brahmin individuals from 14 groups, 884 individuals from 16 Hindu castes, 275 tribal individuals from four groups, and 348 individuals from five groups whose ethnicity details are not known.

iv. Guha's (1937, 1944) racial classification of the people of India includes the following types: (Mention the 6 types with sub classifications in a chart)

v. Harvard University also awarded him with a PhD degree for his thesis on 'The Racial Basis of the Caste System in India'.

vi. His works include —

a. Racial elements in the population (1944), published by Oxford University Press (a digitised version is available from University of Oklahoma)

b. The racial affinities of the people of India in Census of India, 1931 (1935), Government of India Press, Simla

c. A biometric study on the tribes of north-western Himalayan region (with S. K. Mazumdar)

4. Now come to Iravati Karve, and launch with a respectful introduction, Iravati Karve was India's first woman anthropologist at a time when anthropology and sociology were still developing as university disciplines., her MA in 1928 was under GS Ghurye in Sociology. She did doctoral work in anthropology from the University of Berlin, Germany in 1928-30 under the guidance of Eugene Fischer

Her areas of study were

- i. Social composition of the Indian population
- ii. Origins of caste
- iii. Sociological studies of rural and urban communities
- iv. the kinship organization in India

5. She conducted anthropometric studies in Maharashtra with some financial aid from Emslie Horniman fund. These were published as a book in 1953, marking a new level of data collection in Indian caste studies.

6. i. She wrote *Hindu Society: An Interpretation* in 1961. To show the integration of Hindu society, she gave illustrative examples from various Hindu mythologies, trying to relate them with modern customs. In this book she discusses the pre-Aryan existence of caste system in Hinduism and traces its development to its present form).

ii. She tried this again in her work *Yuganta* in 1967 (in Marathi). It became very popular and won the Sahitya Academy Award for that year. In this work she studied the cast of players in the Mahabharata, as well as its society in an anthropological manner. It seems that in her manner and attitude, trying to strive to create a new type of Department.

iii. Karve's work on caste is collected in *Hindu Society: An Interpretation* (1961; 1968), though this book too was preceded by several articles on caste in different volumes of *Economic Weekly* (1958-59). These are: what is caste?: (i) caste as extended kin, (ii) caste and occupation, (iii) caste as a status group, and (iv) caste society and Vedantic thought.

7. Karve and Damle (1963) designed a methodological experiment to study group relations in village community. They collected both quantitative and qualitative data to test the hypothesis of the structuring of interpersonal and inter-group relations by the factors of kinship, caste and locality. The study reveals that the traditional values about the caste system, the system of age-grades, etc., by and large, continued to define the status system.

8. Karve and Ranadive (1965) conducted a study on the social dynamics of a growing town and its surrounding area in the town of Phaltan of Satara district and 23 villages around Phaltan within a radius of less than seven miles in Maharashtra. This study was undertaken on behalf of the Research Programme Committee of the Planning Commission, Government of India, who bore its cost.

Conclusion : At the international level, Karve is known for her study of various social institutions in India, and through her book on Kinship Organization in India, which first appeared in 1953. For Guha we can quote DP Sinha "His friends and colleagues in different parts of the world will remember him as a stimulating person-sometimes controversial, but always devoted to the science of anthropology. In him the Indian Anthropology has lost a pioneer and anthropological colleagues in the world a savant of the science"

Bonus Points

1. Names of works and years are crucial here
2. Break down points for maximum effect
3. Try to create some kind of a chronological flow , though we are asked only about particular contributions of the two anthropologists, we should try to give a brief overall picture as well

Trend analysis

Static question, well prepared and practiced can fetch even 14/20

4(b) What has been the impact of development projects on the environment and livelihood of forest-dwelling tribes ? 15 Marks

Syllabus -Paper 2: 6.3 Developmental projects and their impact on tribal displacement and problems of rehabilitation.

Pointers

1. Introduction - The first .5 page can outline the context i.e. why development projects impact forest-dwelling tribes so greatly -> as tribal regions are rich in forest and mineral resources.
 - i. FSI - 60% of forest cover is in tribal areas
 - ii. CSE - half of the top mineral districts are tribal districts
 - iii. Tribal regions are rich in hydro-electric potential
2. The introduction should seamlessly meld into the disproportionate impact by supporting opening statements by figures.
 - i. Walter Fernandes (2008) -> 60 million DP/PAPs between 1947-2000 : approx 40% were tribal
 - ii. LK Mahapatra (1999) pegs the DP/PAPs at 25 million
3. The impact can be structured as
 - i. Economic changes,
 - ii. Social Disintegration,
 - iii. Health Impact,
 - iv. Deterioration in quality of life
 - v. Cultural Mutation
 - vi. Selectively improved educational opportunity and awareness
 - vii. Impact on religious life

The key here is to populate each point with atleast 1 case study/ 1-2 indian anthropologists view to maximise marks

4. Economic changes -
 - i. Das and Banerjee (1964) impact of chittaranjan locomotive works on santhals and mundas
 - ii. Rajendra Singh (1967) Patratu Thermal Power Project
 - iii. KB Saxena (2012) - from self sufficiency to loss of livelihood

5. Social disintegration - i. Alex Ekka : loss of social network

ii. Parsuraman (1999) : loss of status of women

iii. Das (1964) : traditional authority of elders flouted more

6. Health Impact i. Sarkar (1970) : all round depression and despair among affected villagers

ii. Accelerated ageing among Sahariya tribes of Kuno wildlife sanctuary (1999-2000)

7. Quality of life - i. Fernandes, Parasuraman, Mahaparta, Ekka document a deterioration

ii. TRI , Ranchi (1993) - inadequate compensation and poor alternate land provided to oron and munda displaced by HEC , Hatia, Ranchi in 1960s

iii. Walter Fernandes (2007) - construction of sardar sarovar dam in MP -> RnR colonies very poor

8. Cultural Mutation (rao, 1966) - sudden exposure to mainstream culture causing rapid changes in indigenous traditions

9. Religious life - Dasgupta (1973) notes a decline in the 'Maghi' festival - singing and dancing , on account of the unease felt on exposure to outsiders

 Bonus Points

1. Case studies are everything here, names and years MUST be on one's tips

2. A small flowchart at the beginning, if short on time, splitting the impacts - this should be <.25 page

3. To Conclude : You can give recommendations if you have space to ensure forest dwelling tribes are equal partners in development - Use Dhebar (1960) and other tribal committee reports here and RnR policy 2007, as well as the proposed amendments to the 2013 LARR policy in 2015

 Trend analysis

Static question

4 (c) Identify some special programs for particularly Vulnerable Tribal groups (erstwhile PTGs) 15 Marks

Syllabus -Paper 2: 9.1 The concept of PTGs (Primitive Tribal Groups), their distribution, special programmes for their development.

 Pointers

1. Introduction - Briefly define PVTGs : There are 75 Particularly Vulnerable Tribal Groups (PVTGs) notified as on date in the country. The criteria followed for determination of PVTGs are as under: (as per MoTA)

i. A pre-agriculture level of technology;

ii. A stagnant or declining population;

- iii. Extremely low literacy; and
- iv. A subsistence level of economy.

2. The question asks about special 'programs' , we can interpret this broadly to include all provisions, but we will start with the direct and more narrow interpretation, a pointwise format will suffice with a brief description of each programme.

Government Measures for development of PVTGs During different five-year plan periods various models, approaches and theories of development have been propounded for the development of tribes. For example: Community Development Program, Multipurpose Tribal Blocks, Tribal Development Block, Development Agencies, Integrated Tribal Development Projects, Modified Area Development Approach, Tribal sub-Pan (TSP) etc.

3. The Ministry of Tribal Affairs is implementing a scheme namely “Development of PVTGs” which covers the 75 identified PVTGs among Scheduled Tribes in 18 States/ UT of Andaman & Nicobar Islands. It is a flexible scheme and covers funding for activities like housing, land distribution, land development, agricultural development, animal husbandry, construction of link roads, installation of non-conventional sources of energy for lighting purpose, social security including Janshree Beema Yojana or any other innovative activity meant for the comprehensive socio-economic development of PVTGs.

4. Priority is also assigned to PVTGs under the schemes of Special Central Assistance (SCA) to Tribal Sub-Scheme(TSS), Grants under Article 275(1) of the Constitution, Grants-in-aid to Voluntary Organisations working for the welfare of Schedule Tribes and Strengthening of Education among ST Girls in Low Literacy Districts.

5. Conservation-cum-Development (CCD)

i. Under the scheme, Conservation-cum-Development (CCD)/Annual Plans are to be prepared by each State/UT for their PVTGs based on their need assessment, which are then appraised and approved by the Project Appraisal Committee of the Ministry.

ii. The scheme follows the strategic approach of Vanbandhu Kalyan Yojana , which is need-based and strives to optimise utilisation of resources available under various programs and aims at specific outcomes.

iii. The scheme will be implemented in accordance CCD Plan prepared by the State/UT and executed through various agencies of the State Government/UT Administration like;

a. Integrated Tribal Development Projects (ITDPs)/Integrated Tribal Development Agencies (ITDAs).

b. Tribal Research Institutes (TRIs).

c. State/UT Societies and

d. (Panchayati Raj Institutions)PRIs as well as the line departments of Government of India. The State Government concerned will be responsible for proper execution, implementation, supervision and coordination of the scheme

6. Microprojects for PVTG's (Odisha)

7. With regard to the aspect of Health, emphasis has been given on the following:
(a) creation of special health centres for PVTGs beyond National Health Mission (NHM) norms;
(b) support to existing institutions for manpower,
(c) medicines, equipment, buildings,
(d) the need to undertake health surveys of PVTGs including issuing health cards to

8. As regards the aspect of education, the focus is on the following issues:
(a) Making efforts to ensure 100% physical enrolment in schools through campaign mode,
(b) setting up of larger residential co-educational schools in PVTG areas where access to schools is poor

9. Housing and Habitat would cover funds for housing for PVTGs, primarily through special assistance under IAY and additionally through this scheme, for gap filling. While necessary facilities like toilets etc. should be provided in the houses constructed, efforts should be made to maintain the traditional architecture of the PVTGs.

10. Under agriculture, PVTG funds should be used for activities like revival of traditional nutritious crops, crop planning to ensure multiple crops and crop rotation to ensure periodic replenishment of soil nutrients. Funds and manpower should be accessed from schemes of line Ministries.

11. In so far as urban areas are concerned, there should be an agency for focus in the urban areas with a dedicated person who will take care of needs of PVTGs living in the urban areas, such as skill up-gradation, issue of caste certificate, overcoming cultural barriers, problem of landlessness, trafficking, safety, facilitation for labour market etc.

12. In so far as the issue of culture is concerned, this will include conservation of culture of the PVTGs including documentation of their lifestyle, traditional medicine and medical practices, art, folklore, sports, music, dance, crops food etc.

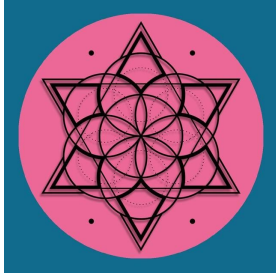
13. As regards electricity, the project authorities will pursue with the line Ministries and State Departments and also with the concerned authorities with respect to forest clearances, where required.

Bonus Points

1. Maximise points as always, point 7 - 13 can be abridged and MoTA can be quoted as the source: <https://tribal.nic.in/writereaddata/Schemes/4-5NGORvisedScheme.pdf>
2. 7-13 can be shown as a flow chart

Trend analysis

Static and direct question, prepare well and fire away!



PAPER 2 **SECTION B**

5 (a) Ethnicity and regionalism 10 marks

Syllabus -Paper 2: 7.3 The concept of ethnicity; Regionalism and demand for autonomy;


Pointers

1. Structure: The question is nondescript, so basically we have to clearly define the given terms, explain their anthropological significance and present relevance and their interplay (focus on indian context since this is paper 2)
2. Simple introduction , define Ethnicity - quote Vanden Berghe and Frederick Barth (google for their definitions)
3. We can briefly mention anthropological approaches to studying ethnicity (Phadnes, 1999) - primordial approach, marxist, weberian. etc.
4. Give a simple definition of regionalism (it can be in your own words, e.g. Regionalism is a feeling of affiliation with a social group associated with a regional identity , giving it precedence over other identities)
 - i. Some points on factors in india which influence regionalism like geographical concentration (e.g, Jharkhand Movement), relative deprivation , new leaders (e.g. Birsa Munda, Lal denga), distinctiveness of culture (e.g. North East)
5. Jump straight into how ethnicity manifests in India and transition into how this is associated with regionalism (since space is limited)
 - i. Deepankar Gupta : manifestation of ethnicity in indian politics is an outcome of mixture of popular grass root passions as well as political interests
 - ii. Haimendorf : spoke about regionalism and ethnicity reinforcing in the North-east and resulting in conflicts in his studies
 - iii. Mongbri (2003) : rise of ethnicity in the NE is the response to convergent conditions created by independence
6. Some contemporary examples of ethnicity and regionalism :
 - i. Chakma Hajong
 - ii. Rohingya
 - iii. Naga Peace settlement and continued strain (demand for Nagalim i.e. region , connected with Ethnicity i.e. being a Naga)
 - iv. Kurds
7. How the government has accommodated these regional and ethnic sentiments —

- i. Zeilangrong and bodos accommodated under the 6th schedule
 - ii. PESA Act
 - iii. FRA
8. How anthropology helps us understand these concepts—
- i. Economic roots - e.g. of Santhal Paraganas underdevelopment -> Jharkhand movement
 - ii. Social roots - influx of 'outsiders' in assam and manipur during colonial times
 - iii. Politico administrative roots
 - iv. Geographic roots
 - v. Historical factors
9. Conclude on a positive note about how anthropology has helped create empathy and appreciation etc... Malinowski "the ultimate goal of anthropology is human peace"

 Bonus Points

1. Mention how Cultural relativism has helped us understand these sentiments and LP Vidyarthi's contribution towards the same as well as Srinivas and Sonowal (1972)
2. A small flowchart showing regional movements in the north east can be added (mention ethnicities here) to show interlinkages
3. If you are short on ideas just put in some positive measures to integrate regional and ethnic aspirations (use views of MN Srinivas (1976))

 Trend analysis

Static question

5 (b) Panchayati Raj as a facilitator of social inclusion in rural society 10 marks


Syllabus : Paper 2 - 5.3 Panchayati raj and social change

 Pointers

1. Introduction : start simple, mention Article 40 of DPSP , the 73rd amendment (1992) and Gandhiji's vision of Gram Swarajya (in 2 lines)
The question wants to know how PRI's have created social inclusion in rural society (so how the excluded groups like women, SC/ST/OBC, etc. have been included in decision making, general social discourse, etc.)
2. Democratic Decentralization : Acc. to MNS, getting an opportunity to elect legal leaders in the process of democratization has mobilised even the isolated and backward groups
3. Social Justice : i. Reservation of SC/ST at all levels, according to their population. 28L elected representatives as per the state of panchayat empowerment report (2008).

- ii. It has also destroyed the Jajmani system and create a more equitable social equation
- 4. Gender Empowerment - Reservation of $\geq 1/3$ seats for women at all levels — i. 1993-04 elections brought 8,00,000 women into the political process with one single election
 - ii. 10L/28L elected representatives are women today
 - iii. example of Bihar -> >50% women representatives at PRI level
- 5. Case Study : in 'What works : gender equality by design' - Bohnet observed that the act of seeing women lead has increased womens confidence and has changed men's beliefs about what an effective leader should be like
 - ii. Bhuvaneshari Netam, Sarpanch (Belargaon, Chattisgarh) - personally address women at Anganwadi centres on maternal care, chuld birth, etc. Mobilized community to build samuhik shauchalayas to stop open defecation and for women's digniity
- 6. Social Inclusion through Social Welfare- Ministry of Panchayati Raj (2008) - PRI representatives strongly take up social issues of exclusion and humiliation
- 7. Social inclusion through developmental activities - Roads, tanks, schools, MGNREGA., ICDS, etc. being implemented by PRI's
- 8. Role of Gram Sabha in approving plans , e.g. of Niyamgiri
- 9. Nyaya Panchayats - social inclusion through justice
- 10. Social inclusion through traditional knowledge (Traditional knowledge biodiversity registers being maintained by PRI's in Kerala)

Bonus Points

1. Bombard with points, 10 points is good
-  Trend analysis
- Static question, just needs rephrasing as per questions demands

PS: add points about negative aspects of PRI

5 (c) Anthropological understanding of communalism. 10 marks

Pointers

1. According to WC Smith (1979) communalism is an ideology based on the belief that society is divided into religious communities whos interests differ and are opposed to each other and hence antagonistic in nature. Gyanendra Pandey (1990) says that communalism means a condition of suspicion, fear and hostility between members of different religious communities
2. Following Malinowski's theory of functionalism, religion is a potent force of social solidarity, but when this solidarity turns into open hostility, religion becomes dysfunctional and what os born is the 'witch of communalism'.

3. Bipin Chandra (1987) argues that communalism was the false consciousness of the historical process of the last 150 years of colonial rule, because, objectively, no real conflict existed between the interests of Hindus and Muslims.

4. Anthropological studies clearly show that communalism has a definite relationship with differential economic positions communities occupy in the system of production. This is exploited by political parties for their benefit.

5. Going back to the communalist ideology of fundamentally differing interests of religious communities — are the problems of poverty, unemployment, lack of education and healthcare not common to all religious communities?

6. Geertz (1960) in the study of religion of Java says that when there is religious pluralism, ideological conflicts are bound to occur

7. Impact

- i. The manifestation of communalism takes place in the form of communal riots (Gujarat (2002) , Anti - Sikh riots (1984)
- ii. Acc to SC Dube - the nature of communal riotss has been such that it is largely an urban phenomena where the deprived and frustrated have been involved and not a problem in villages
- iii. Communalism results in segregation of communities
- iv. It hurts mobility and impacts opportunities
- v. Interpersonal relations are strained
- vi. Thwarted economic development and political stability in peril

8. Way forward

- i. Honest educational and cultural policy alongwith the use of mass media to educate society about the dangers of communalism
- ii. Communal interpretation of history must be addressed (Bipin Chandra)
- iii. Communalisation of law enforcement agencies must be addressed
- iv. Prevention of communal violence bill, 2013
- v. National integration council and inter faith commision
- vi. Formation of district peace committee (2nd ARC)

9. Conclusion : we must remember that we have a long tradition of religious pluralism, ranging from a peaceful coexistence to actual intermixing or syncretism.



Bonus Points

1. Bombard with points, 10 points is good



Trend analysis

Static question, just needs rephrasing as per questions demands