



# ANTHROPOLOGY

## PAPER-2

### PYQ'S

# UNIT-I

## I. Archaeological Anthropology: Indian Prehistory & Proto-history [Read with 1.8(b) of Paper-I]

### 1.1 Evolution of the Indian Culture and Civilization:

- (a) Prehistoric:  
(i) Palaeolithic; (ii) Mesolithic; Neolithic; and Neolithic-Chalcolithic;
- (b) Protohistoric (Indus Civilization):  
(i) Pre-Harappan; (ii) Harappan; (iii) Post-Harappan cultures;

- ◆ Pit-dwellers of Kashmir. **(10 Marks, 2022)**
- ◆ Describe briefly the proto-history of Gujarat. Discuss the significance of Gujarat proto-history in international trade. **(15 Marks, 2022)**
- ◆ Critically discuss the origin of Indus Valley Civilization. Mention the evidences of its endogenous origin from the pre-Harappan sites. **(20 Marks, 2021)**
- ◆ Give the distribution and characteristic features of Upper Paleolithic culture in India. **(15 Marks, 2021)**
- ◆ Harappan Seals. **(10 Marks, 2021)**
- ◆ Discuss the characteristic features of Neolithic-culture in India. **(20 Marks, 2020)**
- ◆ Discuss the Contributions of V. N. Misra to archaeological anthropology in India. **(15 Marks, 2020)**
- ◆ Contributions of Robert Bruce Foote to Indian archaeology. **(10 Marks, 2020)**
- ◆ Debates on Aryan invasion. **(10 Marks, 2020)**
- ◆ Distribution of neolithic sites in India. **(10 Marks, 2019)**
- ◆ Describe the palaeolithic culture with special

reference to Soanian tradition. Indicate the problems of describe the Indian palaeolithic. **(15 + 5 = 20 Marks, 2019)**

- ◆ What has been the contributions of tribal people to the Indian independence movement. **(15 Marks, 2019)**
- ◆ What kind of society may be reconstructed from the archaeological evidences of Harappan culture. **(20 Marks, 2019)**
- ◆ Examine the regional variations of Mesolithic cultures of India. **(20 Marks, 2018)**
- ◆ Explain the contribution of tribal cultures to Indian civilization. **(20 Marks, 2018)**
- ◆ Neolithic cultures of south India. **(10 Marks, 2017)**
- ◆ Describe the salient features of chalcolithic cultures of the deccan. **(15 Marks, 2017)**
- ◆ Describe various aspects of trade and religion of Harappan civilization. **(15 Marks, 2017)**
- ◆ Give the detail appraisal of skeletal remains from chalcolithic culture of undivided Punjab. **(20 Marks, 2016)**
- ◆ Short notes on Mesolithic findings from Belan valley. **(10 Marks, 2016)**
- ◆ South Indian paleoliths. **(10 Marks, 2015)**
- ◆ Prehistoric Rock art of central India. **(10 Marks, 2015)**
- ◆ Discuss the significance of Harappan civilization sites from India. **(15 Marks, 2015)**
- ◆ Neolithic cultures of NE India. **(10 Marks, 2014)**
- ◆ Describe what is known of Harappan Religion. Have some of its elements continued into later Hinduism? Discuss. **(20 Marks, 2014)**
- ◆ Discuss salient features of Mesolithic culture in India with special reference to western India. **(10 Marks, 2013)**
- ◆ Indian Paleolithic culture can neither be conceived chronologically homogenous nor as

a uniform cultural phase. Discuss.

**(15 Marks, 2013)**

- ◆ Discuss the significance of study of religious centres to the understanding of Indian civilization. **(20 Marks, 2013)**
- ◆ Soan culture. **(12 Marks, 2012), (30 Marks, 2011)**
- ◆ Paleolithic Art. **(12 Marks, 2012)**
- ◆ Compare the salient features and distribution of the Middle Paleolithic and Upper Paleolithic cultures in India. Add a note on the tool traditions of the Upper Paleolithic period. **(30 Marks, 2012)**
- ◆ Iron age in Gangetic region. **(15 Marks, 2011)**
- ◆ Describe the characteristic feature of Mesolithic cultures in India? **(30 Marks, 2011)**
- ◆ Urban Planning in Harappan Culture. **(15 Marks, 2010)**
- ◆ Comment in detail on the socio-cultural life of the people of the Indus Valley Civilization. **(30 Marks, 2010)**
- ◆ Examine Gordon Childe's statement 'Neolithic Culture is a Revolution'. **(15 Marks, 2010)**

**(10 Marks, 2018)**

- ◆ Write short notes on Ethno-archaeology. **(10 Marks, 2017)**
- ◆ Discuss the relevance of art and craft traditions in the understanding of Indian archaeology. **(15 Marks, 2017)**
- ◆ Ethno archaeological evidences for the survival of hunting-gathering traditions. **(2016)**
- ◆ Discuss the importance of the ethno-archaeological approach to the study of indigenous craft in India. **(15 Marks, 2014)**
- ◆ Colonial Ethnography. **(12 Marks, 2012)**

### 1.3. Ethno-archaeology in India:

- (a) The concept of ethno-archaeology;  
 (b) Survivals and Parallels among the:  
 (i) Hunting-foraging (tribals/communities of today); (ii) Fishing (tribals/communities of today); (iii) Pastoral (tribals/communities of today) and (iv) Peasant (tribals/communities of today) (v) Arts and crafts producing (tribals/communities of today)

- ◆ Discuss the importance of ethnoarchaeology in reconstructing the past citing Indian examples. **(15 Marks, 2020)**
- ◆ Ethnoarchaeological analysis of hunting activities of contemporary tribal communities. **(10 Marks, 2019)**
- ◆ Ethno-archaeology as a research strategy.

# UNIT-II

## II. Biological Anthropology in India: Human Origin and Evolution [Read with 1.5 & 1.6 of Paper-I]

### 1.2 Paleo-Anthropological evidences from India with special reference to Siwaliks and Narmada basin:

- (i) Ramapithecus;
- (ii) Sivapithecus;
- (iii) Narmada Man;

- ◆ What are the arguments for excluding Narmada Man from Homo erectus category?  
(15 Marks, 2022)
- ◆ Discuss the morphological features and phylogenetic position of Ramapithecus.  
(15 Marks, 2021)
- ◆ Narmada man. (10 Marks, 2020)
- ◆ Phylogenetic position and morphological features of Ramapithecus. (10 Marks, 2019)
- ◆ Describe the salient features of Sivapithecus.  
(15 Marks, 2018)
- ◆ Discuss the salient features of Ramapithecus.  
(15 Marks 2017)
- ◆ Delineate the salient characteristics of 'Narmadaman' and examine its phylogenetic significance. (2016)
- ◆ Describe the Paleoanthropological fossil finds from Siwalik Hills. Examine the contribution of Siwalik fossils to paleoanthropological knowledge. (15 Marks, 2015)
- ◆ Describe the evolutionary significance of the fossil finds of the Narmada Basin.  
(15 Marks, 2014)
- ◆ Examine the debates related to Ramapithecus.  
(10 Marks, 2013)
- ◆ Narmada Man. (12 Marks, 2012)

◆ Sivapithecus. (15 Marks, 2010)

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# UNIT-III

## III. The Demographic Profile of India: Population Composition, Ethnic, Linguistic distribution

### 2. Demographic profile of India:

- (a) Ethnic and linguistic elements in the Indian population and their distribution.
- (b) Indian population—factors influencing its structure and growth.

- ◆ Describe the methods adopted by Sir Herbert Hope Risley in classifying Indian populations. What are the criticisms against Risley's classification? **(15 Marks, 2022)**
- ◆ Austroasiatic languages. **(10 Marks, 2022)**
- ◆ Cultural diversity and multi-culturalism. **(10 Marks, 2021)**
- ◆ Dravidian languages. **(10 Marks, 2020)**
- ◆ Distribution of Tibeto-Burman group of languages in India. **(10 Marks, 2019)**
- ◆ What are the various factors influencing population growth in India? Discuss. **(15 Marks, 2018)**
- ◆ Write a short notes on Endangered Languages. **(10 Marks, 2018)**
- ◆ Write short notes on Austro-Asiatic linguistic groups in India. **(10 Marks, 2017)**
- ◆ Give your assessment of the reason for the imbalance in the sex-ratio in India. **(20 Marks, 2017)**
- ◆ Short notes on linguistic elements in Indian population. **(10 Marks, 2016)**
- ◆ Briefly describe the classical model of ethnic and linguistic classifications of Indian population. Discuss its relevance today. **(15 Marks, 2015)**
- ◆ Outline the distribution of Dravidian

languages in India and describe their cultural significance. **(15 Marks, 2014) (S.N - 1990)**

- ◆ Major linguistic divisions of India. **(10 Marks, 2014)**
- ◆ Contribution of H. H. Risley to the 'Aryan' debate. **(10 Marks, 2014)**
- ◆ Critically examine the factors responsible for the high population growth in India and suggest suitable measures for population Control. **(30 + 15 Marks, 2010)**

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

- ◆ Safeguards for linguistic minorities in India. **(10 Marks, 2022)**
- ◆ Discuss the constitutional safeguards for religious minorities in India. **(15 Marks, 2021)**
- ◆ What are the social and political problems of religious minorities in India. **(20 Marks, 2020)**
- ◆ Linguistic minorities in India. **(10 Marks, 2020)**
- ◆ Discuss the problems faced by religious minorities in India. **(15 Marks, 2015)**
- ◆ Critically examine the 'book view' and the 'field view' of social reality. **(20 Marks, 2012)**



# UNIT-IV

**IV. Socio-Cultural Anthropology in India: Part 1: Traditional Indian Society – Religious & Philosophical basis of its organisation; Characteristic features; Social Organisation & Stratification ; Indian Villages as the fundamental unit of Indian Social System; [Read with 2.2 Paper-I]**

**3.1 The structure and nature of traditional Indian social system:**

(i) Varnashram; (ii) Purushartha; (iii) Karma; (iv) Rina; (v) Rebirth;

- ◆ Varna and Buddhism. (10 Marks, 2022)
- ◆ Dharma versus Religion. (10 Marks, 2022)
- ◆ Purushartha and righteous living today. (10 Marks, 2021)
- ◆ Use of karma and rebirth in justifying the varna system. (10 Marks, 2019)
- ◆ Philosophy behind Purusharthas. (10 Marks, 2018)
- ◆ Write short notes on varnashram and concept of rina. (10 Marks, 2018)
- ◆ Youth Dormitory. (12 Marks, 2012)
- ◆ Philosophy behind Purushartha. (15 Marks, 2011)

**3.2 The Caste system in India:**

(a) Structure and characteristics of Varna and caste; (b) Theories of origin of caste system; (c) Dominant caste; (f) Jajmani system; (g) Tribe-caste continuum;

- ◆ Critically describe Dr. B. R. Ambedkar's argument on the origin of Indian caste system. (15 Marks, 2022)
- ◆ Caste and social capital. (10 Marks, 2021)
- ◆ Relevance of tribe-caste continuum. (10 Marks, 2021)
- ◆ Concept of dominant caste. (10 Marks, 2020)
- ◆ Explain the reasons of caste violence in India with suitable examples. (20 Marks, 2020)
- ◆ Discuss the characteristics of caste system in india. (20 Marks, 2020)
- ◆ The jajmani system and contemporary market economy. (10 Marks, 2019)
- ◆ Explain the significance of tribe-caste continuum in the present context. (15 Marks, 2018)
- ◆ Discuss the view that caste is not social stratification, but a system of hierarchy. (15 Marks, 2018)
- ◆ Based on historical and contemporary evidences discuss the future of caste system in India. (15 Marks, 2018)
- ◆ Discuss the impact of market economy on the Jajmani system. (20 Marks, 2017)
- ◆ Examine the structural and cultural theories of caste system in India. (20 Marks, 2016)
- ◆ Relevance of caste in contemporary Indian politics. (10 Marks, 2016)
- ◆ What do you understand by the dynamics of Caste mobility? How did the concept of Sanskritization contribute to its functionality? (20 Marks, 2015)
- ◆ Critically examine the concept of Tribe - Caste continuum and its relevance in contemporary India. (15 Marks, 2015)
- ◆ Define the concept 'Dominant Caste' and examine its relevance in the contemporary Indian village with suitable examples.

**(20 Marks, 2014) (15 Marks, 2011)**  
**(S.N- 1999)**

- ◆ Do you think caste persists in contemporary India? Critically discuss. **(15 Marks, 2014)**
- ◆ Tribe Caste continuum. **(10 Marks, 2014)**
- ◆ Discuss how Louis Dumont explained caste system. **(10 Marks, 2013)**
- ◆ What is Jajmani system? Examine the views on Jajmani system as an egalitarian as well as exploitative system. Give reasons for its decline. **(25 Marks, 2013)**
- ◆ Examine the criticisms on the concept of dominant caste. **(15 Marks, 2013)**
- ◆ Critically examine the prevalence of caste ideology among religious minorities in the Indian context. **(30 Marks, 2012)**
- ◆ Gender and Customary Law. (10Marks - 2012)
- ◆ Gender and Caste. **(10 Marks, 2012)**
- ◆ Critically examine the theories of Origin of Castes. **(15 Marks, 2011)**
- ◆ Examine the role of the caste system in the present political context. **(15 Marks, 2010)**
- ◆ Is the present political System strengthening the caste system? Discuss. **(15 Marks, 2010)**

**5.1**

**(a) Indian Village as a social system**  
**(c) Agrarian relations in Indian villages;**

- ◆ Assess the contributions of S. C. Dube in Indian village studies. **(15 Marks, 2022)**
- ◆ "Globalisation, on one hand has provided opportunities and on the other hand thrown challenges to Indian villages." Elucidate. **(20 Marks, 2022)**
- ◆ Explain how structural transformation in economy is affecting traditional social relationships in agrarian society. **(20 Marks, 2021)**
- ◆ Describe the different settlement patterns in rural India. **(20 Marks, 2020)**
- ◆ Discuss the impact of globalization on Indian villages. **(15 Marks, 2020)**

- ◆ Identify the theoretical concepts that have emerged out of village studies in India. **(20 Marks, 2019)**
- ◆ Panchayati raj as a facilitator of social change in rural society. **(15 Marks, 2019)**
- ◆ Discuss the impact of media on the social life of Indian villages. **(15 Marks, 2019)**
- ◆ Describe the impact of industrialization on the economic and social aspects of India's villages. **(15 Marks, 2019)**
- ◆ Discuss the impact of market economy on rural villages. **(15 Marks, 2018)**
- ◆ Give a critical evaluation of any one anthropological village study in India. **(15 Marks, 2017)**
- ◆ Examine nature of interplay of little and great traditions in the context of globalization. **(15 Marks, 2016)**
- ◆ Explain Indian village as a social system with example. **(20 Marks, 2016)**
- ◆ Describe the traditional patterns of settlement of Indian villages. **(20 Marks, 2016)**
- ◆ Examine the contribution of village studies towards the understanding of Indian social system. **(20 Marks, 2015)**
- ◆ Discuss the impact of Globalization on Village economy in India. **(15 Marks, 2015)**
- ◆ Examine the impacts of green revolution on rural poor. **(15 Marks, 2013)**
- ◆ How has globalization impacted agrarian relations in the last two decades? **(20 Marks, 2012)**
- ◆ Indegenous knowledge. **(12 Marks, 2012)**
- ◆ Discuss contributions of S.C. Dube towards understanding of the Indian village. **(15 Marks, 2010)**
- ◆ Participatory Rural Appraisal. **(12 Marks, 2012)**



**ANTHROPOLOGY (Previous year questions 2010 to 2022)**

**Part 2: Social Change in Indian Society**

**3.2 The Caste system in India:**

(d) Caste mobility; (e) Future of caste system

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

**5.1**

(b) Traditional and changing patterns of settlement and inter-caste relations; (d) Impact of globalization on Indian villages.

- ◆ Varma and Buddhism. **(10 Marks, 2022)**
- ◆ Critically examine 'Indigenisation of Christianity' in India. **(10 Marks, 2022)**
- ◆ Discuss the impact of Islam on Indian society. **(20 Marks, 2020)**
- ◆ Explain the impact of Buddhism and Jainism on Indian society. **(20 Marks, 2018)**
- ◆ Discuss the social, political and economic status of muslims in india. **(15 Marks, 2017)**
- ◆ Explain how Bhuddism influenced the economic and cultural transformations of Indian society. **(20 Marks, 2017)**
- ◆ Impact of Jainism on Indian society. **(10 Marks, 2016)**
- ◆ Islam and Matriliny. **(10 Marks, 2015)**
- ◆ Discuss the contribution of Islam to the composite culture of India. **(15 Marks, 2014)**
- ◆ Describe what is known of Harappan Religion. Have some of its elements continued into later Hinduism? Discuss. **(20 Marks, 2014)**
- ◆ Sufi tradition of Islam. **(10 Marks, 2013)**



# UNIT-V

**V. Socio-Cultural Anthropology in India: Part 3: Emergence of Anthropology in India; Civilisational Studies; Village Studies & Caste Studies; Development of theoretical concepts & tools for explanation of social-cultural phenomena in India;**

**4. Emergence, growth and development in India:**

- (a) Contributions of the 18th, 19th and early 20th Century scholar-administrators.
- (b) Contributions of Indian anthropologists to tribal studies.
- (c) Contributions of Indian anthropologists to caste studies.

- ◆ Illustrate the contribution of Irawati Karve to Indian Anthropology. Make a special mention of her literary contribution. **(20 Marks, 2022)**
- ◆ Discuss the views of G. S. Ghurye and Verrier Elwin on the approach towards tribal populations. What are the policies of the Government of India towards Indian tribal populations? **(20 Marks, 2022)**
- ◆ Discuss the contributions of N. K. Bose in understanding tribal communities and their place in Indian civilization. **(20 Marks, 2021)**
- ◆ Examine the contributions of S. C. Roy in highlighting the role of customary laws in tribal life. **(15 Marks, 2021)**
- ◆ Contributions of K. S. Singh to Indian anthropology. **(10 Marks, 2020)**
- ◆ Write about the role of colonial administration in the development of anthropology in India.

**(15 Marks, 2019)**

- ◆ Give an account of the contributions of Irawati Karve and B. S. Guha to the analysis of caste and race in India. **(10 + 10 = 20 Marks, 2019)**
- ◆ Discuss the contribution of S. C. Roy in the study of tribal cultures in India. **(15 Marks, 2018)**
- ◆ Compare and contrast the economic typology of tribes given by different anthropologists. **(20 Marks, 2018)**
- ◆ Discuss the contribution of Nirmal Kumar Bose to the understanding of Indian society. **(20 Marks, 2017)**
- ◆ Discuss the contribution of L. P. Vidyarthi and D. N. Majumdar to the study of Indian tribes.
- ◆ Discuss the contribution of MN Srinivas to the study of Indian society. Examine the influence of British social anthropologists on his ideas. **(15 Marks, 2015)**
- ◆ Discuss the contributions of S. C. Roy to understanding the tribes of India. **(20 Marks, 2014)**
- ◆ Examine the anthropological contributions dealing with tribes and Indian civilization. **(20 Marks, 2013)**
- ◆ Discuss the contributions of N. K. Bose in understanding tribal communities and their place in Indian civilization. **(20 Marks, 2021)**
- ◆ Examine the contributions of S. C. Roy in highlighting the role of customary laws in tribal life. **(15 Marks, 2021)**
- ◆ Contributions of K. S. Singh to Indian anthropology. **(10 Marks, 2020)**
- ◆ Write about the role of colonial administration in the development of anthropology in India. **(15 Marks, 2019)**
- ◆ Give an account of the contributions of Irawati Karve and B. S. Guha to the analysis of caste and race in India. **(10 + 10 = 20 Marks, 2019)**
- ◆ Discuss the contribution of S. C. Roy in the study

## ANTHROPOLOGY (Previous year questions 2010 to 2022)

of tribal cultures in India. **(15 Marks, 2018)**

- ◆ Compare and contrast the economic typology of tribes given by different anthropologists. **(20 Marks, 2018)**
- ◆ Discuss the contribution of Nirmal Kumar Bose to the understanding of Indian society. **(20 Marks, 2017)**
- ◆ Discuss the contribution of L. P. Vidyarthi and D. N. Majumdar to the study of Indian tribes.
- ◆ Discuss the contribution of M. N. Srinivas to the study of Indian society. Examine the influence of British social anthropologists on his ideas. **(15 Marks, 2015)**
- ◆ Discuss the contributions of S. C. Roy to understanding the tribes of India. **(20 Marks, 2014)**
- ◆ Examine the anthropological contributions dealing with tribes and Indian civilization. **(20 Marks, 2013)**
- ◆ Discuss the contributions of H. D. Sankali to prehistoric anthropology in India. **(20 Marks, 2013)**
- ◆ Assess the contributions of early 20th century ethnographic tradition to Indian anthropology. **(15 Marks, 2013)**
- ◆ Trace the trajectory of encyclopedic works on tribes and castes of South India with special reference to Anantha Krishna Iyer's contribution. **(20 Marks, 2012)**
- ◆ Compare the contributions of S.C. Roy and Verrier Elwin to tribal ethnographies in India. **(20 Marks, 2012)**
- ◆ Evaluate the contribution of American anthropologists to Indian anthropology. **(30 Marks, 2011)**
- ◆ Assess the contribution of Verrier Elwin to Indian anthropology. **(15 Marks, 2011)**
- ◆ Assess the contributions of M. N. Srinivas towards Indian Anthropology in general. Add a note on his understanding in the context of studying social mobility in India. **(20 + 10 Marks, 2010)**

### 5.1 Indian Village—Significance of village study in India;

### 3.3 Sacred Complex and Nature-Man-Spirit Complex.

- ◆ Explain the impact of the concept of nature man-spirit complex on sustainable use of natural resources with suitable examples. **(20 Marks, 2021)**
- ◆ Critically examine the contributions of Makhan Jha and B. N. Saraswati to the study of sacred complexes in India. **(20 Marks, 2018)**
- ◆ Write short notes on Nature-Man-Spirit Complex. **(10 Marks, 2017)**
- ◆ Sacred complex as a dimension of Indian civilization. **(10 Marks, 2015)**
- ◆ Describe the concept of 'Sacred Complex' with an ethnographic example. **(15 Marks, 2014)**
- ◆ Examine Nature-man-spirit complex as an ecological concept. **(15 Marks, 2013)**
- ◆ Sacred Geography. **(12 Marks, 2012)**

### 5.3 Indigenous and exogenous processes of socio-cultural change in Indian society:

- (a) Sanskritization;
- (b) Westernization;
- (c) Modernization;
- (d) Inter-play of little and great traditions;
- (e) Panchayati Raj and social change;
- (f) Media and Social change.

- ◆ Ethnic media and social awareness. **(10 Marks, 2021)**
- ◆ Discuss the role of Panchayat Raj Institutions in transforming traditional power hierarchy in rural India. **(15 Marks, 2021)**
- ◆ Functionalism and Politics in rural India. **(10 Marks, 2021)**
- ◆ Concept of Sanskritization. **(10 Marks, 2020)**
- ◆ Khap panchayat. **(10 Marks, 2020)**

- ◆ Discuss how the elements of little and great traditions combine in the emergence of social/political/religious movements giving any one example to illustrate the issue.  
**(20 Marks, 2019)**
- ◆ Describe the media as an instrument for social change.  
**(15 Marks, 2017)**
- ◆ Discuss the impact of panchayati raj institution on the empowerment of rural women in india.  
**(15 Marks, 2017)**
- ◆ How is process of tribe caste continuum different from sanskritization.  
**(15 Marks, 2016)**
- ◆ What do you understand by the dynamics of Caste mobility? How did the concept of Sanskritization contribute to its functionality?  
**(20 Marks, 2015)**
- ◆ Panchayatiraj institutions and social change.  
**(10 Marks, 2015)**
- ◆ Examine the Social implications of media & communication technology. **(20 Marks, 2015)**
- ◆ Great tradition and little tradition.  
**(10 Marks, 2014) (S.N - 1996) (S.N - 1987)**
- ◆ Indian farmers are not slow to react to economic opportunities. Discuss this statement.  
**(15 Marks, 2013)**
- ◆ Critique of the concept of Great and Little Tradition.  
**(15 Marks, 2011)**
- ◆ Modernity has entered Indian character and society, but it has done so through assimilation, not replacement." Discuss. **(30 Marks, 2011)**
- ◆ Universalization and Parochialization.  
**(15 Marks, 2010) (S.N - 1997) (S.N -1985)**

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# UNIT-VI

## VI. Tribal Anthropology of India

### 6.1 Tribal situation in India:

- (a) Bio-genetic variability of the tribal populations in India;
- (b) Linguistic and socio-economic characteristics of the tribal populations in India and their distribution.

- ◆ Concept of tribe and Indian census. **(10 Marks, 2021)**
- ◆ Elucidate the linguistic classification of Indian tribes. **(15 Marks, 2020)**
- ◆ What are the salient issues faced by pastoral communities in India? Discuss with suitable examples. **(15 Marks, 2019)**
- ◆ Bio-genetic variability of Indian tribes. **(10 Marks, 2016)**
- ◆ Elwin – Ghurye debate on Tribes. **(10 Marks 2015)**
- ◆ Socioeconomic characteristics of Shifting cultivators. **(10 Marks, 2015)**
- ◆ Biogenetic variations of Indian tribes. **(10 Marks, 2014)**
- ◆ Social and economic marginalization of tribal people. **(10 Marks, 2014)**
- ◆ Threat to tribal languages in India. **(10 Marks, 2013)**
- ◆ Linguistic classification of Indian tribes. **(10 Marks, 2013)**
- ◆ Discuss the concept of 'indigenous people' as per the relevant UN convention. Are tribals of India indigenous people? Comment. **(20 Marks, 2012)**
- ◆ Discuss the linkages between language, territoriality and kinship among the tribes of North East India. **(30 Marks, 2012)**
- ◆ Discuss the distinctive features of tribes in North east India. **(30 Marks, 2011)**

- ◆ "Tribes in India are not homogeneous group." Discuss. **(30 Marks, 2011)**
- ◆ Future of Hunting and Gathering Tribes. **(15 Marks, 2011)**
- ◆ Discuss the relevance of traditional wisdom and knowledge of the tribes with reference to health in the present day context. **(20 Marks, 2010)**

### 6.2 Problems of the tribal Communities:

- (a) Land alienation; (b) Poverty; (c) Indebtedness; (d) Low literacy & poor educational facilities; (e) Unemployment & under-employment; (f) Health and nutrition;

- ◆ Issues of tribal agricultural labourers. **(10 Marks, 2022)**
- ◆ Major problems of nomadic and semi-nomadic groups. **(10 Marks, 2022)**
- ◆ Explain the social and religious consequences of contact between tribal and non-tribal populations. **(15 Marks, 2022)**
- ◆ How can a balance be struck between livelihood concern and environmental degradation in the context of shifting cultivation? **(15 Marks, 2022)**
- ◆ Examine the factors responsible for malnutrition in tribal India and suggest interventions required to overcome the problem. **(15 Marks, 2021)**
- ◆ Elucidate the problems and challenges in educational attainment of the Scheduled Tribes. **(15 Marks, 2021)**
- ◆ Elucidate the problems of land alienation among tribals of India. **(15 Marks, 2020)**
- ◆ Issues related to tribal education. **(10 Marks, 2019)**
- ◆ Write a short notes on indebtedness among

tribal communities. **(10 Marks, 2017)**

- ◆ Describe the impact of displacement on the health and nutritional status of the tribal communities. **(20 Marks, 2017)**
- ◆ Discuss how constitutional provisions in India have built in mechanisms for dealing with the problem of land alienation in tribal areas. **(20 Marks, 2015)**
- ◆ Discuss the Sociocultural, Economic and Psychological constraints responsible for low literacy in Tribal areas. **(15 Marks, 2015)**
- ◆ Discuss the impact of land alienation on the tribes of Central India. **(15 Marks, 2014)**
- ◆ Left-wing extremism and Tribals in India. **(15 Marks, 2011)**
- ◆ Discuss alternatives for shifting cultivators in the context of ecological costs and humanistic concerns. **(20 Marks, 2013)**
- ◆ Education and health among tribal Women. **(15 Marks, 2010)**
- ◆ The problem of bonded Labour among Indian tribes. **(15 Marks, 2010)**
- ◆ Land and forest are the twin problems of the tribes. Explain. **(40 Marks, 2010)**
- ◆ Critically examine the various structural constraints in the education development of Scheduled Tribes. **(30 Marks, 2010)**

### 6.3 Developmental projects and their impact on tribals:

- (a) Displacement and problems of rehabilitation.
- (b) Development of forest policy and tribals.
- (c) Impact of urbanisation and industrialization on tribal populations.

- ◆ Discuss the problems involved in rehabilitation and resettlement of tribals displaced due to development projects in India. **(15 Marks, 2021)**
- ◆ Urbanization and tribal Institutions. **(10 Marks, 2021)**
- ◆ Explain the impact of development induced

displacement among tribal people in India with examples. **(20 Marks, 2020)**

- ◆ What has been the impact of development projects on the environment and livelihood of forest dwelling tribes? **(15 Marks, 2019)**
- ◆ Discuss the significance and implementation of 'Recognition of Forest Right's Act 2006'. **(15 Marks, 2018)**
- ◆ Examine the advancement made in the land acquisition and rehabilitation Act of 2013 over the land acquisition Act of 1894. **(15 Marks, 2018)**
- ◆ Impact of industrialization on schedule tribe population of Jharkhand. **(10 Marks, 2016)**
- ◆ Discuss the impact of Globalization on the livelihood of the tribal populations. **(20 Marks, 2014)**
- ◆ Forest policy and tribes. **(10 Marks, 2014)**
- ◆ Impacts of sanctuaries and national parks on tribal populations. **(10 Marks, 2013)**
- ◆ Commodification of Tribal Art. **(12 Marks, 2012)**
- ◆ Critically examine the National Policy on Rehabilitation and Resettlement substantiating it with experiences from different parts of India. **(30 Marks, 2012)**
- ◆ Forest Rights Act—2006. **(15 Marks, 2011)**
- ◆ Discuss the problem of displaced tribal communities with the help of recent examples. **(30 Marks, 2011)**
- ◆ The impact of Urbanization and Industrialization on tribal women. **(15 Marks, 2011)**
- ◆ Tribal displacement. **(15 Marks, 2010)**

### 7.1

- (a) Problems of exploitation and deprivation of:
  - (i) Scheduled Castes; (ii) Scheduled Tribes ; (iii) Other Backward Classes.
- (b) Constitutional safeguards for Scheduled Tribes and Scheduled Castes.

## ANTHROPOLOGY (Previous year questions 2010 to 2022)

- ◆ Role of the Governor in the Fifth Schedule areas. **(10 Marks, 2022)**
- ◆ Discuss the issues and solutions related to the Scheduled Caste and the Scheduled Tribes populations in India. **(15 Marks, 2022)**
- ◆ Critically evaluate the state of implementation of constitutional safeguards for the scheduled castes. **(15 Marks, 2020)**
- ◆ Describe the provisions under VI th schedule of Indian constitution. **(15 Marks, 2020)**
- ◆ What are the Constitutional safeguards to protect the interests of Indian tribes. **(15 Marks)**
- ◆ What has been the impact of non-hindu religions on the emancipation of scheduled castes in India. **(15 Marks)**
- ◆ OBCs among non-Hindu communities. **(2018)**
- ◆ Discuss the constitutional safeguards for the schedule caste. **(15 Marks, 2017)**
- ◆ Write short notes on other backward class. **(10 Marks, 2017)**
- ◆ Give a critical appraisal of any one tribal development programme during XIIth five year plan. Give suggestion for any improvement in the programme. **(15 Marks, 2017)**
- ◆ Write in detail various provisions provided by the constitution of India for the schedule tribes under V and VI schedules. **(20 Marks, 2016)**
- ◆ Examine the factors responsible for exploitation of schedule caste in India. **(20 Marks, 2016)**
- ◆ Explain the difficulties experienced by schedule tribes with regard to implementation of 'recognition of forcat rights act 2006'. **(15 Marks, 2016)**
- ◆ Critically compare 'Affirmative Action' of USA and 'Protective discrimination' for scheduled tribes in India. **(15 Marks, 2015)**
- ◆ Critically examine the constitutional provisions for safeguarding the interests of Scheduled Tribes in India. **(20 Marks, 2014)**
- ◆ Role of Governor in Fifth Schedule areas. **(10 Marks, 2015)**
- ◆ Discuss the Social disabilities suffered by scheduled castes. **(15 Marks, 2013)**

- ◆ Using suitable examples bring out the historical processes of the social exclusion of denotified tribes. **(20 Marks, 2012)**
- ◆ Panchayati Raj and the tribes. **(15 Marks, 2010)**

### 7.2 Social change and contemporary tribal societies:

- (a) Impact of modern democratic institutions on tribals and weaker sections.
- (b) Impact of development programmes on tribals and weaker sections.
- (c) Impact of welfare measures on tribals and weaker sections.

- ◆ Compare the functioning of traditional 'Tribal Council' with that of 'Gram Sabha' under PESA. **(15 Marks, 2022)**
- ◆ Politics of recognition and deprivation. **(10 Marks, 2021)**
- ◆ Describe the functions of tribal research institutes in India. **(15 Marks, 2020)**
- ◆ Discuss the effect of job reservations in alleviating unemployment among tribal people of India. **(15 Marks, 2020)**
- ◆ Critically assess the existing plans and programmes meant for tribal welfare. **(15 Marks)**
- ◆ Identify some special programmes for PVTGs. **(15 Marks)**
- ◆ Discuss the nature of Social change in Tribal India under the impact of Developmental programmes. **(15 Marks, 2015)**

### 7.3

- (a) The concept of ethnicity; (b) Ethnic conflicts and political developments (In India); (c) Unrest among tribal communities; (d) Regionalism and demand for autonomy; (e) Pseudo-tribalism. (f) Social change among the tribes during colonial and post-Independent India.

- ◆ Compare the nature of tribal movements between North-East and Central India. Briefly mention the current statuses of existing tribal movements in these areas. **(20 Marks, 2022)**
- ◆ Identify the causes of tribal unrest with special reference to North-East India. **(15 Marks, 2021)**
- ◆ Concept of ethnicity. **(10 Marks, 2020)**
- ◆ Discuss the various factors resulting in tribal unrest in various parts of India. **(15 Marks, 2018)**
- ◆ Examine the colonial administrators' view that Indian villages can be considered as 'little republics'. **(15 Marks, 2018)**
- ◆ Write short notes on ethnicity and regionalism. **(10 Marks, 2017)**
- ◆ Tribe as a colonial construct. **(10 Marks, 2016)**
- ◆ Short notes on The role of regionalism plays in demand for autonomy among Indian tribes. **(10 Marks, 2016)**
- ◆ Rights over resources and Tribal unrest. **(10 Marks 2015)**
- ◆ Discuss the rise of ethno nationalism among Indian tribes with specific example. **(15 Marks, 2014)**
- ◆ What are the significant factors responsible for tribal unrest? **(15 Marks, 2014)**
- ◆ Ethnic movements in India. **(10 Marks, 2013)**
- ◆ Examine the impact of non-tribal contact on socio-cultural institutions of tribal people with suitable examples. **(15 Marks, 2013)**
- ◆ Compare the approach adopted towards tribal communities during Colonial and post independence periods. **(30 Marks, 2011)**
- ◆ Discuss and compare the approaches towards the tribes during colonial and post independent India. **(30 Marks, 2010)**
- ◆ Do you find any significant change in the approaches towards the tribes during colonial and post independent India? Assess. **(15 Marks, 2010)**

### **8.1 Impact of Mainstream religions on tribal society & culture**

- (a) Impact of Hinduism on tribal societies;
- (b) Impact of Buddhism on tribal societies;
- (c) Impact of Christianity on tribal societies;
- (d) Impact of Islam on tribal societies;
- (e) Impact of Other religions on tribal societies;

- ◆ Critically assess the impact of Christianity on tribal culture and identity. **(15 Marks, 2021)**
- ◆ Explain the impact of Hinduism on tribal people of India. **(15 Marks, 2020)**
- ◆ Describe the impact of Buddhism on tribal population of India. **(15 Marks)**
- ◆ Impact of Christianity on Indian tribes. **(10 Marks, 2017)**
- ◆ Discuss the impact of Islam on schedule tribes of India. **(15 Marks, 2016)**
- ◆ Islam and Matriliney. **(10 Marks, 2015)**
- ◆ Discuss the impact of Hinduism on the status of Tribal women in Central India. **(15 Marks, 2015)**
- ◆ Impact of Christianity on tribes. **(10 Marks, 2014)**
- ◆ Using ethnographic examples highlight the processes of religious conversions in Tribal India. **(20 Marks, 2012)**
- ◆ Discuss the impact of Hindu Society on tribal population in India. **(30 Marks, 2011)**

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

#### **1.1 Evolution of the Indian Culture and Civilization:**

- (c) Contributions of the tribal cultures to Indian civilization.



**ANTHROPOLOGY** (Previous year questions 2010 to 2022)

- ◆ Discuss with appropriate example show tribal unrest may be understood as emerging out of an incompatibility between tribes and nation-state. **(20 Marks)**
- ◆ Distinctive cultural features of tribes of Andaman Islands. **(2018)**
- ◆ Critically evaluate the term tribe, as compared to term indigenous in some other countries. **(20 Marks, 2017)**
- ◆ Critically examine the relationship between tribal communities and the Nation-State on issues of governance. **(20 Marks, 2012)**

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# UNIT-VII

## VII. Anthropology in Administration and as an agent of Tribal Welfare, Rural Development; The use of Anthropological knowledge to understand and address human problems.

### Tribal Administration & Tribal Welfare:

#### 9.1

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

- ◆ Discuss the objectives of Integrated Tribal Development Projects (ITDPs). How far have these objectives been achieved?  
**(20 Marks, 2022)**
- ◆ Explain how British policies impacted the major resources of the tribals.  
**(15 Marks, 2022)**
- ◆ Discuss the views of G. S. Ghurye and Verrier Elwin on the approach towards tribal populations. What are the policies of the Government of India towards Indian tribal populations?  
**(20 Marks, 2022)**
- ◆ Discuss the intervention of Non-Governmental Organizations for empowering tribal women.

**(15 Marks, 2021)**

- ◆ Discuss the impact of successive Land Acquisition Acts on tribal social organization.  
**(20 Marks, 2021)**
- ◆ Discuss the impact of Forest Rights Act (2006) on the livelihood and culture of tribal people in India.  
**(20 Marks, 2021)**
- ◆ Critically discuss the role of N.G.O.s in tribal development.  
**(15 Marks, 2019)**
- ◆ Discuss the salient features of PESA Act of 1996 and attempt a comparison with the features of the VI Schedule.  
**(15 Marks, 2018)**
- ◆ Write short notes on particularly vulnerable tribal groups (PTG).  
**(10 Marks, 2017)**
- ◆ Discuss the emergence, salient features and limitations of tribal subplan. **(15 Marks, 2017)**
- ◆ Critically examine the role of NGOs and missionaries in transformation of schedule tribes in central India. **(15 Marks, 2016)**
- ◆ Discuss the various tribal development programs and plans have impacted the process of social transformation among tribes.  
**(15 Marks, 2016)**
- ◆ Relevance of tribal Panchsheel today.  
**(10 Marks, 2015)**
- ◆ Recently NGO's have been critiqued for interfering with developmental process in Tribal heartland. Critically comment.  
**(20 Marks, 2015)**
- ◆ Critically examine the role of NGOs in promoting health & Education in tribal areas.  
**(15 Marks, 2014)**
- ◆ Describe the history administration in the colonial period.  
**(15 Marks, 2014)**
- ◆ Critically evaluate the National Tribal Policy.  
**(15 Marks, 2014)**
- ◆ The concept of PTG. **(10 Marks, 2014)**
- ◆ Government Action towards Left Wing Extremism. **(10 Marks, 2013)**

## ANTHROPOLOGY (Previous year questions 2010 to 2022)

- ◆ Role of Gramasabha under PESA. **(10 Marks, 2013)**
- ◆ Fifth Schedule and Sixth Schedule of the constitution are built on the foundations laid by the colonial Government. Discuss. **(20 Marks, 2013)**
- ◆ Discuss the Significance of cultural and administrative factors in tribal development. **(15 Marks, 2013)**
- ◆ Discuss the criticism leveled against anthropology in the context of 'Isolation, and assimilation debate' on tribal populations. **(20 Marks, 2013)**
- ◆ Discuss how British policies dispossessed tribal's of their communal properties and agricultural lands. **(15 Marks, 2013)**
- ◆ Examine the relevance of Tribal Panchsheel by Jawaharlal Nehru in the light of emerging Development practices. **(20 Marks, 2012)**
- ◆ Tribal Panchsheel. **(15 Marks, 2011)**

### 9.2

- (a) Role of anthropology in tribal development.
- (b) Role of anthropology in rural development.

- ◆ Briefly describe the anthropological perspective on development. How have anthropologists contributed in India's rural development?. **(15 Marks, 2022)**
- ◆ Examine the strengths and weaknesses of anthropology in the context of its role in tribal and rural development. **(20 Marks, 2018)**
- ◆ Discuss the role of anthropology in understanding the loss of livelihood of tribal communities due to economic and ecological factors. **(15 Marks, 2017)**
- ◆ Describe how anthropological knowledge and methods are useful in rural development. **(15 Marks, 2016)**
- ◆ Examine in detail the role of Anthropology in planning for Tribal development. **(15 Marks, 2015)**
- ◆ Critically assess the role of anthropologists in

rural development. **(20 Marks, 2014), (S.N. 1997)**

- ◆ Using examples, comment on how anthropology can be utilized in policymaking. **(20 Marks, 2012)**

### 9.3

- (a) Contributions of anthropology to the understanding of regionalism;
- (b) Contributions of anthropology to the understanding of communalism
- (c) Contributions of anthropology to the understanding of ethnic movements.
- (d) Contributions of anthropology to the understanding of political movements.

- ◆ Regionalism as an opportunity and threat to national integration. **(10 Marks, 2022)**
- ◆ Discuss the regionalism and demand for autonomy in India from anthropological perspective with respect to Kashmir/ Nagaland/Bodoland/Gorkhaland agitation. **(20 Marks, 2020)**
- ◆ Anthropological understanding of communalism. Ethnicity and regionalism Anthropological interpretation of ethnic and political movements. **(10 Marks, 2016)**
- ◆ Critically examine the concept of communalism and its relevance for multireligious and multiethnic polity of India. **(20 Marks, 2015)**
- ◆ Factors contributing to communalism. **(15 Marks, 2011)**
- ◆ Analyze the factors influencing tribal regionalism, citing Indian examples. **(30 Marks, 2010)**



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