



VISIONIAS
INSPIRING INNOVATION
ABHYAAS MAINS

नृविज्ञान (प्रश्न-पत्र I)
Anthropology (Paper-I)

निर्धारित समय: तीन घंटे
Time Allowed: **Three Hours**

(Test Code : 4521)

अधिकतम अंक: 250
Maximum Marks: 250

सामान्य अनुदेश

इस प्रश्न-सह-उत्तर (क्यू.सी.ए.) पुस्तिका में 88+4 पृष्ठ हैं। प्रश्न-पत्र, क्यू.सी.ए. पुस्तिका के अंत में संलग्न है, जो अलग (वियोज्य) किया जा सकता है और उम्मीदवार परीक्षा के उपरांत अपने साथ ले जा सकते हैं।

रफ कार्य के लिए, इस पुस्तिका के अंत में खाली पृष्ठ दिया गया है।

पुस्तिका प्राप्त होने पर, कृपया यह जांच कर लें कि इस क्यू.सी.ए. पुस्तिका में कोई कमी न हो, फटा हुआ पृष्ठ न हो अथवा कोई पृष्ठ गायब न हो इत्यादि। यदि ऐसा हो, तो इसके बदले नई क्यू.सी.ए. पुस्तिका प्राप्त कर लें।

General Instructions

This Question-Cum-Answer (QCA) Booklet contains 88+4 pages. Question Paper in detachable form is available at the end of the QCA Booklet which can be taken away by the candidate after examination.

For rough work, blank page has been provided at the end of this Booklet.

On receipt of the Booklet, please check that this QCA Booklet does not have any shortcomings, torn or missing pages etc. If, so, get it replaced with a fresh QCA Booklet.

(उम्मीदवार द्वारा भरा जाएगा/To be filled by the Candidate)

पंजीकरण सं./Registration No. : 01387488

अभ्यर्थी का नाम/Name of Student : HARSH NEHARA

माध्यम: हिंदी/अंग्रेजी
Medium: Hindi/English

English

तारीख
Date

03/08/25

नृविज्ञान (प्रश्न-पत्र I)
Anthropology (Paper-I)

केंद्र
Centre **DELHI -**
Karol Bagh

निरीक्षक के हस्ताक्षर
Invigilator's Signature

	<p style="text-align: center;">महत्वपूर्ण अनुदेश</p> <p>उम्मीदवारों को नीचे उल्लिखित निर्देश सावधानी से पढ़ लेने चाहिए। किसी भी निर्देश का उल्लंघन करने पर उम्मीदवारों को मिलने वाले अंकों में कटौती, उम्मीदवारी रद्द या आयोग के परवर्ती परीक्षाओं के लिए वर्जित करने इत्यादि के रूप में दण्डित किया जा सकता है।</p>	<p style="text-align: center;">Important Instructions</p> <p>Candidates should read the undermentioned instructions carefully. Violation of any of the following instructions may entail penalty in the form of deduction of marks, cancellation of candidature, debarment from further Examination of the Commission etc.</p>
1	<p>(क) अपना पंजीकरण सं. एवं अन्य विवरण केवल प्रश्न-सह-उत्तर पुस्तिका (क्यू.सी.ए.) में उम्मीदवार के लिए निर्धारित स्थान पर ही लिखें।</p> <p>(ख) इस पुस्तिका में अन्यत्र कहीं भी अपना नाम, पंजीकरण सं., मोबाइल नं., पता अथवा प्रश्न-सह-उत्तर पुस्तिका (क्यू.सी.ए.) संख्या न लिखें जिससे आपकी पहचान का खुलासा हो।</p>	<p>(a) Write your Registration Number and other details only in the space provided in the Question-Cum-Answer (QCA) Booklet for candidates.</p> <p>(b) Do not disclose your identity in any manner such as, by writing your Name, Registration number, Mobile number, Address, Question-Cum-Answer (QCA) Booklet No. etc. elsewhere in the Booklet</p>
2	<p>अपनी प्रश्न-सह-उत्तर पुस्तिका में कहीं भी प्रश्नों के वास्तविक उत्तर के अतिरिक्त कुछ न लिखें जैसे कि कोई कविता/दोहा, अभद्र या अपमानजनक अभिव्यक्ति इत्यादि और न ही कोई ऐसा चिन्ह/निशान बनाएं जिसका उत्तर से सम्बन्ध न हो।</p>	<p>Do not write in the QCA Booklet anything other than the actual answer such as couplet, obscene, abusive expression etc., nor put any sign/mark having no relevance to the answer.</p>
3	<p>परीक्षक को प्रत्यक्ष/अप्रत्यक्ष रूप से कोई भी प्रार्थना/धमकी भरी बातें न लिखें।</p>	<p>Do not make any direct/indirect appeal/threat to the examiner.</p>
4	<p>उत्तर अस्पष्ट अथवा गंदी लिखावट में न लिखें। इस प्रकार के उत्तर का मूल्यांकन नहीं भी किया जा सकता है।</p>	<p>Do not write answers in bad/illegible handwriting. Such answers may not be evaluated.</p>
5	<p>उत्तर स्याही में ही लिखें। उत्तर लिखने के लिए पेंसिल का उपयोग न करें, हालांकि आरेख, चित्र इत्यादि बनाने के लिए पेंसिल का उपयोग किया जा सकता है।</p>	<p>Write answers in ink only. Do not use pencil for writing the answers. However, pencil may be used for drawing diagrams, sketches, etc.</p>
6	<p>प्रवेश पत्र में उल्लेख किए गए माध्यम के अलावा अन्य किसी माध्यम में उत्तर न लिखें। अधिकृत और अनधिकृत की मिली जुली भाषा का भी उपयोग न करें।</p>	<p>Do not write answers in medium other than the authorized medium in the Admission Certificate. Do not use mixed language either i.e. authorize and unauthorized media together for writing answers.</p>
7	<p>प्रश्नों के उत्तर ठीक उसके नीचे दिए गए निर्धारित स्थान पर ही लिखें। निर्धारित स्थान के अलावा किसी अन्य स्थान पर लिखे गए उत्तर का मूल्यांकन नहीं किया जाएगा।</p>	<p>Write answer at the specific space (right below the question) only. Answers written elsewhere at unspecified places in the booklet shall not be evaluated.</p>
8	<p>यदि आप अपने किसी उत्तर को रद्द करना चाहते हैं तो उसे पेन से काट दें तथा उस पर "रद्द" लिख दें, अन्यथा उसका मूल्यांकन किया जा सकता है।</p>	<p>If you wish to cancel any work, draw your pen through it and write "Cancelled" across it, otherwise it may be valued.</p>

कार्यालय के प्रयोग हेतु For Official Use	कार्यालय के प्रयोग हेतु For Official Use
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प्राप्तांक के विवरण (परीक्षक द्वारा भरा जाए)/ Marks Details (To be filled by the Examiner(s))

प्रश्न सं. Q. No.	a	b	c	d	e	अंक Marks	
1							
2							
3							
4							
5							
6							
7							
8							
सकल योग (A+B) / GRAND TOTAL							



नृविज्ञान (प्रश्न-पत्र I)
Anthropology (Paper I)

निर्धारित समय: तीन घंटे
Time Allowed: **Three Hours**

(Test Code : 4521)

अधिकतम अंक: 250
Maximum Marks: 250

प्रश्न-पत्र संबंधी विशेष अनुदेश

कृपया प्रश्नों के उत्तर देने से पूर्व निम्नलिखित प्रत्येक अनुदेश को ध्यानपूर्वक पढ़ें:

इसमें आठ प्रश्न हैं तथा हिंदी और अंग्रेजी में छपे हुए हैं।

प्रश्न संख्या 1 और 5 अनिवार्य हैं तथा बाकी में से प्रत्येक खण्ड से कम-से-कम एक प्रश्न चुनकर किन्हीं तीन प्रश्नों के उत्तर दीजिए।

प्रत्येक प्रश्न/भाग के लिए नियत अंक उसके सामने सूचित हैं।

प्रश्नों के उत्तर उसी प्राधिकृत माध्यम में लिखे जाने चाहिए, जिसका उल्लेख आपके प्रवेश-पत्र में किया गया है, और इस माध्यम का स्पष्ट उल्लेख प्रश्न-सह-उत्तर (क्यू.सी.ए.) पुस्तिका के मुखपृष्ठ पर निर्दिष्ट स्थान पर किया जाना चाहिए। प्राधिकृत माध्यम के अतिरिक्त अन्य किसी माध्यम में लिखे गए उत्तर पर कोई अंक नहीं मिलेंगे।

प्रश्नों में शब्द-सीमा, जहाँ विनिर्दिष्ट है, का अनुसरण किया जाना चाहिए।

जहाँ आवश्यक हो, अपने उत्तरों को उपयुक्त चित्रों/मानचित्रों तथा आरेखों द्वारा दर्शाइए। इन्हें प्रश्न का उत्तर देने के लिए दिए गए स्थान में ही बनना है।

प्रश्नों के उत्तरों की गणना क्रमानुसार की जाएगी। आंशिक रूप से दिए गए प्रश्नों के उत्तर को भी मान्यता दी जाएगी यदि उसे काटा न गया हो। प्रश्न-सह-उत्तर पुस्तिका में खाली छोड़े गए कोई पृष्ठ अथवा पृष्ठ के भाग को पूर्णतः काट दीजिए।

QUESTION PAPER SPECIFIC INSTRUCTIONS

Please read each of the following instructions carefully before attempting questions.

There are **EIGHT** questions and printed in **HINDI & ENGLISH**.

Question Nos. **1** and **5** are compulsory and out of the remaining, **THREE** are to be attempted choosing at least **ONE** question from each Section.

The number of marks carried by a question/part is indicated against it.

Answers must be written in the medium authorized in the Admission Certificate which must be stated clearly on the cover of this Question-cum-Answer (QCA) Booklet in the space provided. No marks will be given for answers written in a medium other than the authorized one.

Word limit in questions, wherever specified, should be adhered to.

Illustrate your answers with suitable sketches/maps and diagrams, wherever considered necessary. These shall be drawn in the space provided for answering the question itself.

Attempts of questions shall be counted in sequential order. Unless struck off, attempt of a question shall be counted even if attempted partly. Any page or portion of the page left blank in the Question-cum-Answer Booklet must be clearly struck off.

EVALUATION INDICATORS

1. Contextual Competence
2. Content Competence
3. Language Competence
4. Introduction Competence
5. Structure - Presentation Competence
6. Conclusion Competence

Overall Macro Comments / feedback / suggestions on Answer Booklet:

1.

2.

3.

4.

5.

6.

All the Best

1. निम्नलिखित पर लगभग 150 शब्दों (प्रत्येक) में टिप्पणियां लिखिए:

Write notes on the following in about 150 words each:

10 x 5 = 50

(a) भाषाई नृविज्ञान का विस्तार और प्रासंगिकता

Scope and relevance of Linguistic Anthropology

10

Linguistic Anthropology

Aims to study language as a part of human culture. It is one of the four-fields of anthropology.

Scope of Linguistic Anthropology

① Historical Linguistics : Aims to study the historical development of languages from past languages.

→ Glottochronology

→ Sanskrit study by Max Muller.

② Ethno Linguistic : Study language as part of a cultural context & how does it function in social setting.

→ Chic language study by B. Levy

③ Socio Linguistics : Study how language expression differ among different

social groups based on certain characteristic like gender, caste, clan
→ Japanese female → Ohiya (water)
Males → Migu (water)

उम्मीदवारों को इस हिसाब में नहीं लिखना चाहिए
Candidates must not write on this margin

Relevance of linguistic anthropology

- ① Understanding development & evolution of language
 - ② Understand why only humans has capacity of language expression
 - ③ ~~pressure~~ pressure of document endangered languages → Dimas language of Assam
 - ④ Understand migration patterns based on linguistic expression
→ Similarity between language of Gypsies of Romania & Indian languages
- Thus, linguistic anthropology enables an holistic study of human culture

1. (b)

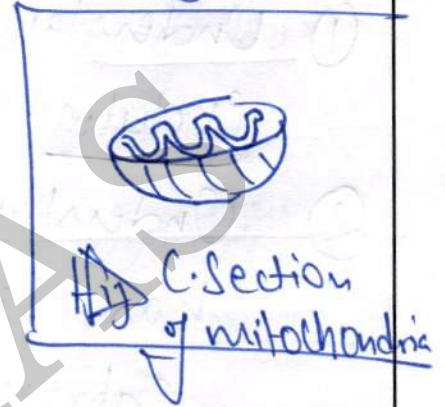
माइटोकॉन्ड्रियल वंशागति
Mitochondrial inheritance

10

उम्मीदवारों को इस कक्ष में नहीं लिखना चाहिए
Candidates must not write on this margin

Mitochondria also refers to the "powerhouse of the cell" is a cell organelle present in cell cytoplasm.

~~I~~ It contains its own RNA called mitochondrial RNA

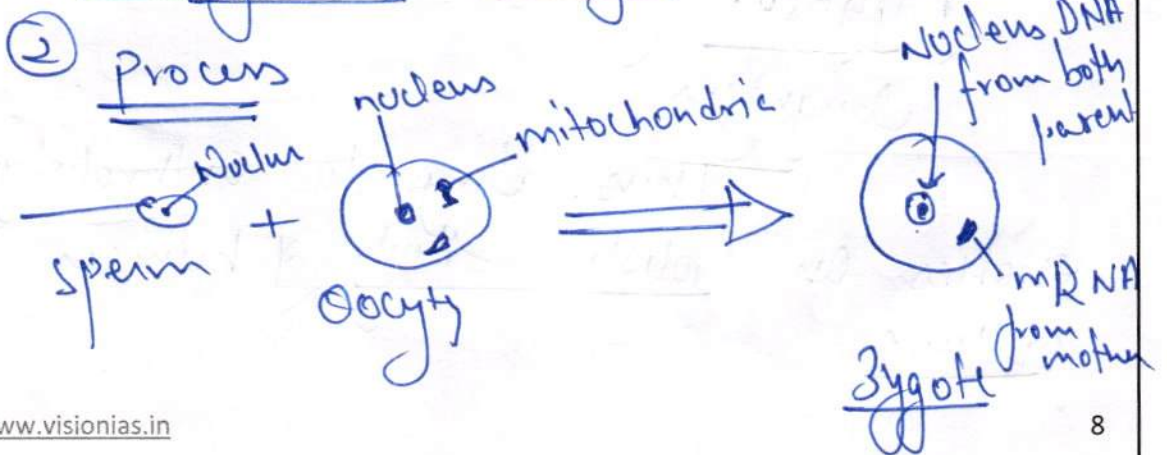


Mitochondrial inheritance

The inheritance pattern of mitochondria is ~~is~~

Pattern

① An individual inherits ~~is~~ complete mRNA from the mother's ~~cell~~ gamete (oocyte)



Relevance of Studying

① Evolutionary study of humans:

the study of mitochondrial Eve highlights single common female ancestor of all humans.

② Three parent baby: techniques like maternal spindle transfer are developed to cure mtDNA related diseases.

Thus, the advancements in genetics of mtDNA inheritance will enable clearer understanding of human past, present & future.

Eugenics, coined by Francis Galton is an ideology or process which tries to enhance genetic fitness of humans ~~is~~ by allowing only "desirable" genotypes & phenotypes to reproduce.

Scientific racism & relation with Eugenics

Rediscovery of mendelian laws & eugenics led to scientific racism due to simplistic understanding of human inheritance.

- 1) Francis Galton advocated for laws against racial intermixing to prevent the emergence of a 'mediocre' population.
- 2) Charles Davenport in his 'Principles of Eugenics' highlighted racial intermixing will lead to segregation of undesirable traits.

3.) American Breeders Association aimed at spreading awareness about ~~Eugenics~~

4.) Indiana became first U.S. state to implement Johnson Red laws that prevented intermixing (1917)

These provided support to the racism on scientific basis.

Refuting Eugenics

- ① Frang Boas on the basis of study of 18000 Japanese immigrant catholic index in U.S highlighted these features depend on environment
- ② Lerontin highlighted only 5-10% of genetic differences can be attributed to racial differences
- ③ finally Human genome project revealed 99.9% of human DNA is similar & pure races do not exist.

Thus, Eugenics & scientific racism has slowly lost their ground.

1. (d)

मानवोत्तर नृविज्ञान

Post human anthropology

10

उम्मीदवारों को
इस हार्शिय में
नहीं लिखना
चाहिए
Candidates
must not
write on
this margin

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1. (e)

थर्मोल्यूमिनेसेंस डेटिंग

Thermoluminescence dating

10

उम्मीदवारों को इस हिसाब में नहीं लिखना चाहिए
Candidates must not write on this margin

Thermoluminescence dating

is an absolute dating technique that determines the age of object based on the strength of luminescence produced

Principles

- ① An object when heated at high temperature absorbs some amount of energy.
- ② Using TL techniques this energy can be estimated based on the light produced by the object when heated again

Advantages

- ① Allow accurate estimation of age with limited error window
- ② Useful for dating cultural material

like pottery.

- ③ Even a small piece of material is enough to produce accurate results.

Use

- ① Determine the age of iron age cultures in Europe & West Asia
- ② Study of Mesoamerican cultures.

Limitations

- ① Still under process of development & the phenomenon is not completely understood.
- ② Not possible to date organic or inflammable material like bone, cloth, etc.
- ③ Require greater expertise to produce accurate result.

Thus, the dating has proven to be a crucial tool to understand timeline of human development.

2. (a)

क्लाउड लेवी-स्ट्रॉस 'ब्रिकोलेज' की अवधारणा किस प्रकार प्रस्तुत करते हैं? संरचनावाद के मानवशास्त्रीय ढांचे में इसके महत्त्व पर चर्चा कीजिए।

How does Claude Lévi-Strauss conceptualize 'bricolage'? Discuss its significance in his anthropological framework of Structuralism.

20

उम्मीदवारों को इस हिसाब में नहीं लिखना चाहिए
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Claude Lévi Strauss proposed structural school of anthropology in order to understand inherent structures of human mind

Works

↳ ① Elementary structures of Kinship

↳ ② Structural anthropology

↳ ③ Primitive mind

Ideas

① Bricolage was inspired by ~~concept~~ the inherent tendency of human mind to think in binary

opposite-

② It enables the exchange
between two binary opposites
to establish a relation

③ He emphasised on linguistic
study

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उम्मीदवारों को
इस कक्ष में
नहीं लिखना
चाहिए
Candidates
must not
write on
this margin

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2. (b)

'संपूर्ण संस्था' क्या है? इसकी विशेषताओं का वर्णन करते हुए, इस पर टिप्पणी कीजिए कि व्यक्ति ऐसे परिवेश में अपनी आत्म-भावना को किस प्रकार संरक्षित रखने का प्रयास करते हैं।

What is 'total institution'? Explaining its characteristics, comment on how individuals attempt to preserve their sense of self within such environments.

15

उम्मीदवारों को इस हाशिए में नहीं लिखना चाहिए
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Erwin Goffman put forward the concept of Total institutions in his essay "Total institution: essay on social situation of asylum inmates".

Total Institutions

Places where individual is cut off from the outside world, strip off from earlier identity & under constant supervision of officials.

Examples

- Asylums
- Orphanages
- Training academies
- ~~Military~~ Boarding School

Characteristics

① Existence of dominant-subservient

Relationships

- ① Uniform world with limited individuality
- ② Existence of a bureaucracy for management
- ③ Cut off from outside world
- ④ Reshaping the idea of self by degradation ceremony
- ⑤ Strict timeline of procedure for daily activities

Individual attempt to preserve sense of self

- ① Belongings from earlier life, like clothes, photos are preserved
- ② Diary writing to maintain sense of individuality
- ③ Pursuit of hobbies like physical exercise, music, etc

④ Periodic visits from relations
outside the institution

⑤ Cultivation of relationship
within the institution

Current Relevance

a) Emergence of new form of
total institution: Quarantine
camps post covid.

Criticism

a) Goffman overemphasise on
coercive nature of institutions
overlooking subtle process

~~There~~ Despite
criticism it provide us understand

2. (c)

दक्षिण भारत की नवपाषाण संस्कृति की अनूठी विशेषताओं की विभिन्न स्थलों के उपयुक्त उदाहरणों सहित विवेचना कीजिए।

Discuss the unique features of Neolithic culture of South India, with suitable examples of various sites.

15

उम्मीदवारों को इस हाशिए में नहीं लिखना चाहिए
Candidates must not write on this margin

Neolithic period is characterised by settlement agriculture, animal domestication & pottery.

Features of South Indian Neolithic

① Tools: uniquely shaped axes, edges & cuts



② Presence of Ash mounds, an evidence of slash & burn agriculture

③ Coexistence of Hunting with settlement agriculture

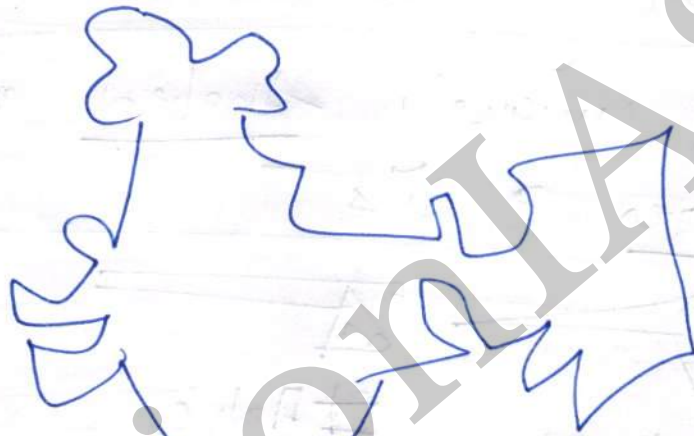
Cultural features

① Emergence of social inequality

as seen in different burials

② Storage of grain in common granaries show community ownership evidence

Sites in South India



Daimoches

Anusgi

Mehatalle Chintam
- anu gavi

उम्मीदवारों को इस हाशिए में नहीं लिखना चाहिए
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3. (a)

आर्थिक नृविज्ञान के संदर्भ में रूपवादी और तत्ववादी दृष्टिकोणों का आलोचनात्मक परीक्षण कीजिए।

Critically discuss the formalist and substantivist approaches in the context of economic anthropology.

20

उम्मीदवारों को
इस हिसाब में
नहीं लिखना
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Karl Polanyi in
"the great transformation" put forward
the substantivist view of economic
study of simple society, countering the
view of formalists

Scholars associated

① Formalism : Herskovits, Schneider, etc

② Substantivism : Polanyi, Sahlins, Malinowski, etc

formalists view of economic anthropology

a) They consider that the economics
of simple societies can be studied
using principles of classical
economics.

b) Principles like law of demand & supply, maximisation, rationality of human actions to avoid loss & maximise profit are considered to be applicable to simple societies as well.

c) They argued to treat simple economics as pure economics.

Substantivist view of economic anthropology

(a) Scholars like Karl Polanyi argued that the simple societies economy are not pure economics but social economics, where social relations instead of rationality drive action.

(b) Consider anthropologists to be capable of studying simple economies due to their consideration of social aspects.

c) Substantivist rejection of formalism
using ethnographic examples

(i) for principle of maximisation

⊙ Holds that human aims to maximise utility.

⊙ Cameiro study of Kukama of

Amazon highlight they work merely for $3\frac{1}{2}$ hour per day. If they work an hour longer they would be in surplus, however they don't care for maximising utility.

(ii) Principle of rationality

⊙ Holds humans are rational in economic decision making

⊙ Potlatch among Kwakiwlt of British Columbia where destruction

of goods to enhance social standing takes place regularly

the principle of rationality

(iii) Law of Demand & Supply

① The exchange between Bantu

Cultivator & Coastal fisherman
in Africa do not follow principles
of demand & supply as they

value social relations over
profit

Criticism of Approaches

a) Formalism → ① Principle of rationality
is tautological

↳ ② Avoid the social relations in
studying economy

↳ ③ Irrational divorce of social
reality from economy.

b) Substantivist

↳ ① Avoid some principles of
economy like Barter, etc that
take place in simple economy

Both approaches enriched our
understanding of simple societies

3. (b)

"संस्कृति मनुष्य के बाह्य शारीरिक व्यवहार के रूप में जैविक पूर्वानुकूलन पर निर्भर है।" विवेचना कीजिए।

"Culture as extra corporal behaviour of man is dependent on the biological preconditioning."
Discuss.

15

Culture as defined by Herskovits is the "man made part of environment".

As environment influences biology, thus biology also impact cultural expressions.

Culture : dependent on biological preconditioning

① Bipedalism: led to freeing of ~~the~~ hands resulting in tool development & usage.

② Early birth & premature babies: acted as a handicap for women, thus required help of other (usually male companion). This led to the evolution of institution of marriage.

* Early birth also necessitated longer socialisation process thus enabling transmission of ~~one~~ culture from one generation to another!

उम्मीदवारों को इस कक्ष में नहीं लिखना चाहिए
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③ Development of Broca area & thyroid bone complex : allowed vocal expression & development of language

③ MAOA gene study by Caspi et. al.
↳ highlight its role in making individual violent thus affecting culture

However, this view of biological determinism of culture is not completely accurate and led to emergence of scientific racism.

↳ Thomas Jefferson's view that negroes do not require rest

↳ Charles Darwin pointing the lack of innovation in Africa to lower mental capacity of negroes.

Thus, view emerged that countered this.

a) Mead's Study "Coming of age in Samoa"

↳ highlighted the difference in cultural practices ~~due to~~ & behaviour of adolescent girls due to culture & not biology.

b) Eric Turkheimer's study on 10

highlighted that genes play only some role initially, however an enabling environment also has a role to play.

Thus, Turkheimer has pointed that 'everything has turned out to be somewhat heritable yet nothing turned out to be completely heritable.

3. (c) अनुष्ठानों में प्रदर्शनात्मक पहलुओं के अध्ययन के लिए विक्टर टर्नर और क्लिफोर्ड गीट्ज़ के दृष्टिकोण में अंतर पर चर्चा कीजिए।

Discuss the difference in approach of Victor Turner and Clifford Geertz to the study of performative aspects in rituals.

15

उम्मीदवारों को इस लिए नहीं लिखना चाहिए
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Victor Turner & Clifford Geertz views together clubbed in Symbolism school of thought is an emic, non positivist approach to understand the ~~function~~ Culture of humans.

Clifford Geertz approach to rituals

① Major works : ① Deep mind : thoughts on Balinese cockfight & Other essays

② Approach ① known as interpretive approach, it ~~its~~ views symbols as "vehicles of culture"

② The common ~~mean~~ view surround-
ing the meaning of ~~the~~ symbol
in the mind of culture partici-
part creates Culture.

(c) Job of the Anthropologist is to study & find out that Common meaning of symbol.

(d) Methodology

↳ Hermeneutics: Anthropologist must step into the shoes of the subject & understand their view by identifying their options, limitations.

↳ Thick description: the phenomena - non observed must be explained in detail with full social context.

(e) ~~Culture~~ exists as long as the society Common meaning of symbols is there.

↳ Breakdown of Iklas in Java one a ~~relig~~ political symbol was confused as religious one in Javonese funeral.

Victor Turner approach to rituals.

(1) Major work: i) The forest of symbols: aspect of Ndembu culture.

② Approach : (a) ~~Rite~~ Symbols are objects of social process & they act to maintain unity of society.

(b) There are forces that try to disturb social unity & a society uses symbol & rituals to reinforce the feeling of Communitas to overcome divisive forces.

Key → The puberty rites among Ndembu -u under Mudji tree, where mudji tree act as a symbol & bind the society together.

(c) The feelings of liminality & Communitas ensure continued existence of society & culture.

Thus, both of them enriched the understanding of anthropology regarding culture & symbols.

4. (a)

हेरोल्ड कॉकलिन के नृवंशविज्ञान संबंधी दृष्टिकोण का परीक्षण कीजिए, तथा नृवंशविज्ञान अभ्यास के रूप में 'सूक्ष्म वर्णन' के महत्त्व का परीक्षण कीजिए।

Examine Harold Conklin's ethnoecological approach, and discuss the significance of 'fine description' as an ethnographic practice.

20

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नहीं लिखना
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4. (b)

मनुष्यों में ट्रांसजेनरेशनल एपीजेनेटिक इनहेरिटेंस का समालोचनात्मक परीक्षण कीजिए।
Critically examine Transgenerational Epigenetic Inheritance in humans.

15

उम्मीदवारों को
इस ह्रासिए में
नुडी लिखना
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4. (c) मध्य नर्मदा घाटी में खोजे गए प्रमुख आकार रूपों की विवेचना कीजिए जो मानवीकरण की प्रक्रिया को दर्शाते हैं तथा दक्षिण एशिया के लिए संभावित विकासवादी परिदृश्य पर समालोचनात्मक परीक्षण कीजिए।
Discuss major morphotypes discovered in the central Narmada valley which reflect the process of humanization and comment on possible evolutionary scenario for South Asia. 15

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नहीं लिखना
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5. निम्नलिखित पर लगभग 150 शब्दों (प्रत्येक) में टिप्पणियां लिखिए:

Write notes on the following in about 150 words each:

10 x 5 = 50

(a) नातेदारी शब्दावली के निर्धारक

Determinants of kinship terminology

10

उम्मीदवारों को इस हिसाब में नहीं लिखना चाहिए
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Kinship terminology refers to the terms used to denote an individual's position within a kin group. These were first studied by L.H. Morgan

Determinants of kinship terminology

Different societies put different emphasis on different determinants

~~Sex of the~~ Kin term involve

One who is referred by term

One who uses the term.

Determinants

(1) Sex of the one signified:

uncle → male in European society

Aunt → female in European society

② Age of the One signified : determines terminology especially in age grade based societies

→ Marai of Masoimara

③ Generational difference determines kin term → "Grand" used to denote a greater generational difference.

④ Status in social hierarchy : has role to play

⑤ Affinal or consanguineous kin status

Relevance

① Understand kinship patterns of interaction in a society.

② Enable holistic study of society

③ Crucial to understand for participant observation

→ Thus, it is important for an anthropologist to understand patterns of kinship in a society

5. (b)

भारत में जानपदिक रोग विज्ञानीय संक्रमण

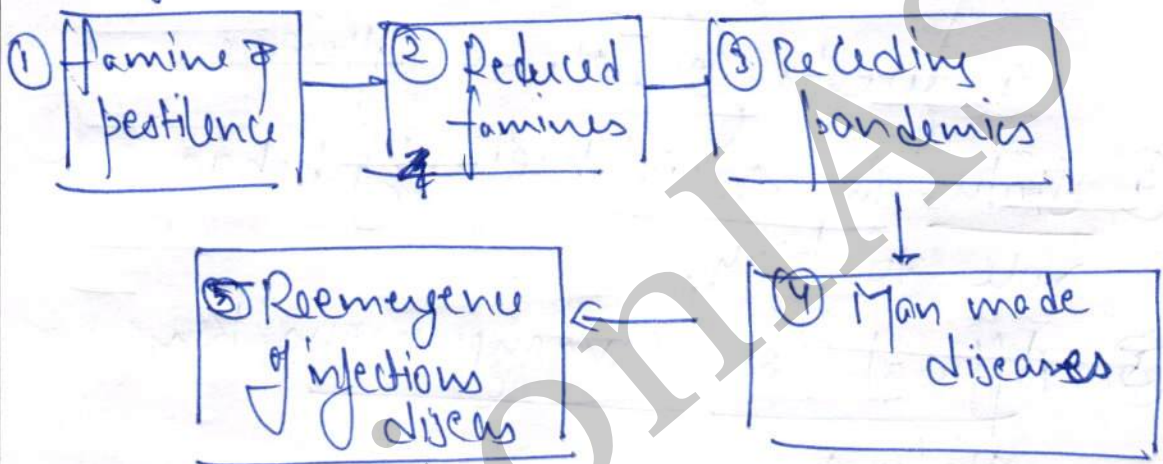
Epidemiological transition in India

10

उम्मीदवारों को इस कक्ष में नहीं लिखना चाहिए
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Epidemiological transition

was proposed by Omran as a way to explain the evolution of disease in five stages:



Transition in India

① Famines & pestilence : a) during pre colonial & colonial period there was famines due to various socio-technological factors. eg Madras famine in 1870s.

b) There was high burden of infectious disease due to absence of health & sanitation infrastructure. Polio

② Reduced famines : with independence and green revolution

the famines receded & people got enough to eat.

③ Receding pandemics : with health infrastructure, sanitation (Swachh Bharat) & Vaccination (Indradhanush), the infectious diseases were brought under control

④ Man made diseases : resurgence of lifestyle based diseases due to sedentary lifestyle & poor balanced diet
eg Diabetes

⑤ Reemergence of infectious diseases → with growth of antimicrobial resistance, new superbugs are emerging leading to infectious diseases
eg Multi drug resistant TB

Factors influencing transition

- Diet & food availability
- Economic development & income level
- Government policies & Education
- Health infrastructure

Thus, it become necessary for Indian healthcare system to adopt to these changing realities

5. (c)

होमो हीडेल बर्जेन्सिस
Homo heidelbergensis

10

उम्मीदवारों को इस इशारे में नहीं लिखना चाहिए
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first discovered near the German city of Heidelberg in 1908 the fossil was a complete jaw.

features of fossil discovered

① An almost square ramus

② Tooth present in jaw

③ Absence of Chin

Intact tooth



Heidelberg Jaw

Time period

fossil is associated with the time period of Homo erectus around 0.3 - 0.6 mya in Europe

Physical features

① Thick Cranium with a Cranial Capacity of 800 - 1200 C.C.

② Brow ridges present



Skull (Prognathism)

but less developed than Homo habilis

उम्मीदवारों को इस कक्ष में नहीं लिखना चाहिए
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③ Anteriorly present foramen magnum
an evidence of erect posture along with occipital condyles



④ Spinal Cord with four curves

⑤ femur with linea aspera

⑥ Developed heel of arched feet



Cultural Characters

① Evidence of hunting gathering, with bones like antelope, mammoth, etc.

② Most probably band type hunter gatherers

③ Acheulian tools like hand axe, cleaver, etc.



Thus Homo heidelberg shows important stage of homo development

5. (d) भारतीय लड़कियों में रजोदर्शन की आयु के रुझान
Trends in age at menarche among Indian girls

10

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इस हफ्ते में
नहीं लिखना
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Menarche comes from
Greek 'Men' (math) & 'Arche' (begin).
It refers to the first menstrual
bleeding in a female usually around
12 years.

~~Trends~~ Preconditions for menarche

- ① At least 17% of body fat.
- ② Broadened pelvic girdle.
- ③ ~~the~~ appearance of breast buds

Trends among Indian girls

There have been a
gradual decline in the age of
menarche as shown by various
studies

- ① Study of Nashik girls from 1960 to
1980: 6 months per decade
decline in age of menarche

② Arq Shah study revealed geographical
→ ~~there~~ economic class differences
among girls

↳ <u>Gujarat</u> → 14-2yrs		<u>Urban</u> → 12-8yrs
<u>Delhi</u> → 12-4yrs		<u>Rural</u> → 14-8yrs

Factors for reduction in age

- a) Dietary changes (Sugar consumption)
- b) Pollution → Exposure to chemicals
- c) Exposure to ~~medic~~ adult medic.

Thus, the secular trend
reveal impact of development on
humans

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इस हार्जिए में
नहीं लिखना
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5. (e)

गतिहीन नवपाषाण और पोषण संबंधी तनाव
Sedentary Neolithic and Nutritional Stress

10

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Neolithic revolution was characterised by domestication of plant & animals, sedentary lifestyle & pottery (V. Gordon Childe)

Sedentary Neolithic

Tools

→ development of cuts



Age



Age

Habitation

→ sedentary. mud & wattle villages.

Pottery

→ for storage of produce

Domestication

→ clearing of forest

& growing evidence of wheat, rice, maize (in America)

Nutritional stress

The change in lifestyle, ~~the~~ diet led to nutritional stress because,

- a) lack of diversity in diet
- b) lack of scientific storage leading to wastage
- c) Nutrition deficiency, overdependence on grain
- d) Emergence of pests, rats
→ diseases

Impact

- ↳ a) Higher mortality rate
- ↳ b) Infections diseases emerge
- ↳ c) Reduction in stature
- ↳ d) Greater child mortality
- ↳ e) Reduced life expectancy

Thus, neolithic had profound impact on human health →

Culture

6. (a)

नये साक्ष्यों के संदर्भ में भारत में लौह युग की प्राचीनता की विवेचना कीजिए। यह विश्व के अन्य भागों से किस प्रकार भिन्न है?

Discuss the antiquity of iron age in India in context of new evidences. How does it differ from other parts of the world?

20

उम्मीदवारों को इस हार्जिन में नही लिखना चाहिए
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Iron age denotes

to time period when humans first started using Iron implements.

Traditionally it started around 1000 B.C. during later Vedic period.



Pointed Grey ware

Tools of iron age.

Antiquity of iron age in India

① Traditional view

a) Began in the first millenium
B.C. years after arrival of
Vedic Aryans.

b) Depend on tools, texts (Vedas)
∴ site distribution.

c) Early evidence
from north Indian
river basins like
Indus, Ganga, etc.



fig: initial
spread of
Iron age

Cultural components

① Tools: iron implements
however use of bronze
∴ copper continued

② Techniques: iron smelting, Copper
smelting, mining, etc

③ Social Climate

↳ (a) Emergence of private
property

↳ (b) settled habitations usually
↳ wattle ∴ mud.

↳ (c) Social inequity exists as
↳ some more rich than
Others

↳ (e) Economy pastoral & agricultural

उम्मीदवारों को इस हिसाब में नहीं लिखना चाहिए
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② New evidences

① Excavations in Deccan, Tamil Nadu has yielded evidence of iron age during Sangam period in South India

② Sites like Sinaiti provide evidence of iron age earlier than thought before in Ganga Yamuna doab.

Differ from other parts of the world

① From Africa

a) Earlier start in Africa, iron age began directly after Lithic age with no evidence of Chalcolithic & bronze age.

② from Europe & West Asia

a) Elaborate excavations in ~~the~~ Anatolia, Eastern Europe has revealed Complex iron age culture in these region,

b) Settled agriculture was thriving in Mesopotamia & on eastern coast of Mediterranean

③ from South East Asia

a) late emergence of iron age, limited excavations & difficult to obtain cultural remains due to climate & vegetation

— Thus, with some common global features, the iron age also shows significant regional variation

6. (b)

"विवाह की एक ही परिभाषा सभी संस्कृतियों पर लागू नहीं की जा सकती।" उदाहरणों सहित विवेचना कीजिए।

"A single definition of marriage cannot be applied to all cultures." Discuss with examples. 15

उम्मीदवारों को इस हार्जिन में नहीं लिखना चाहिए
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Selingman first define marriage as a union between a man and a woman such that children born to them are legitimate offspring of both the parents. (Notes & Queries)

However, this definition is not universal because

(A) Structure: union between man and woman

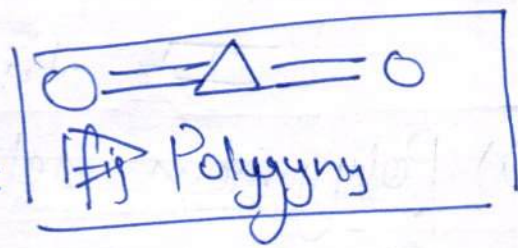
(1) Excludes ghost marriages
Among Kwakiott (from Boas study)

(2) Exclusion of woman to woman marriages (Nuer of South Sudan)

(3) Excludes polygamous marriages

↳ Polygyny: Munda, Naga, etc

→ Polyandry : khasa
of Jamnan Bawan



(B) function : establish legitimacy of
offspring.

However, In simple society legitimacy
is not a function of law.

→ Toda's purusutpini (Bow &
arrow ceremony) to establish
fatherhood.

Thus, on the basis of her
study among Nayai's, [K. Gough]
tried to provide a near universal
definition as,

" A union between a woman and
one or more other person such that
children born to the woman under
normal circumstances are accorded
full birth status rights of members
Common to their social stratum"

It tried to cover,

- a) Polygamom relationships : "woman
of one or more other persons"
- b) Different conditions of parentage : "under
normal circumstances not prohibited
by rules of relationship"
- c) Differential birth status rights :
'common to members of their
social stratum.

However, it also includes,

- ① Na society of China, where
formal marriage doesn't exist
(Cai Hua (200))
- ② Ghost marriages of Kwakiuth
of British Columbia.

Thus, instead of devising
a universal definition, scholars
today prefer to define marriage
based on its functions

6. (c) नृवंशविज्ञान संबंधी उदाहरणों के साथ विवेचना कीजिए कि सरल समाजों में उत्पादन, वितरण और विनिमय को नियंत्रित करने वाले सिद्धांत निर्वाह गतिविधि के आधार पर किस प्रकार भिन्न होते हैं।

Discuss, with ethnographic examples, how the principles governing production, distribution and exchange in simple societies differ based on (subsistence activity). 15

उम्मीदवारों को इस हिसाब से नहीं लिखना चाहिए
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Aristotle calls humans as 'Homo Economicus' highlighting that wherever a group of humans come together, a functioning economy exists.

Principles of production, distribution & Exchange based on Subsistence Activity

① Hunter gatherers: !Kung, Chenchu.

(a) Production: (i) depend on hunting & natural resources.

(ii) Seasonal in nature & face less food scarcity.

(b) Distribution: (i) Equal sharing & no surplus.

(ii) Reciprocity dominates the distribution.

(iii) Lack of storage hinder long

term accumulation.

(C) Exchange

(i) reciprocity as main form of exchange

(ii) Tribes like Veddas & Praja engage in exchange with local settled communities

(2) Hunter-fishing | eg → Kwakiutl of British Columbia.

(a) Production (i) depend on fishing, using technology like canoe, harpoons, nets, etc.

(b) Distribution : elaborate storage mechanism. ~~Barter~~ & reciprocity within community & Trade with outsiders

(c) Exchange : both commercial & Ceremonial exchange coexist

(3) Pastoralists | eg → Toda of Nilgiri
| eg → Bassei of Iran

a) Production : depend on domesticated

animals like sheep, goat, buffalo.

b) Distribution: existence of private property, ~~barter~~ Balanced reciprocity dominates.

(c) Exchange: barter-trade with other communities. Both ceremonial & commercial exchange exist.

(4) Agriculturists: include slash & burn horticulturists like Naga, Kuki

a) Production: on a cleared plot of forest, not intensive in nature.

(b) Distribution: existence of storage, private properties & some inequality

(c) Exchange: ~~both~~ usually barter exchange but reciprocity both positive & balanced exist

Thus, as Culture ecology points social institutions are impacted by environment they operate in.

7. (a)

यूरोप की मध्य पाषाण कालीन संस्कृतियों के लक्षणों को वर्णित करने वाली तकनीकी-प्ररूपात्मक विशेषताओं को स्पष्ट कीजिए। भारतीय उपमहाद्वीप की मध्य पाषाण संस्कृति से इनकी तुलना और अंतर किस प्रकार किया जा सकता है?

Elucidate the techno-typological features characterizing the Mesolithic cultures of Europe. How does they compare and contrast with Mesolithic culture in the Indian subcontinent? 20

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7. (b)

हीथ-कार्टर विधि के अंतर्गत प्रयुक्त कायप्ररूप के घटकों और आयामों की विवेचना कीजिए तथा इसकी सीमाओं पर टिप्पणी कीजिए।

Discuss the somatotype components and the dimensions used in the Heath-Carter method and comment on its limitations.

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7. (c) जैविक और सामाजिक-सांस्कृतिक जनसांख्यिकीय सिद्धांतों के प्रकाश में द्वितीय जनसांख्यिकीय रूपांतरण (SDT) की अवधारणा की विवेचना कीजिए।
Discuss the concept of second demographic transition (SDT) in the light of biological and socio-cultural demographic theories.

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8. (a)

उपयुक्त उदाहरणों के साथ आणविक नृविज्ञान के विभिन्न अनुप्रयोगों की विवेचना कीजिए।

Discuss various applications of molecular anthropology with suitable examples.

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8. (b)

“नृसंस्थिति और कुशल द्विपाद गमन की उपलब्धि मानव विकास का एक अत्यंत महत्वपूर्ण चरण है।” विवेचना कीजिए।

"The achievement of erect posture and efficient bipedal locomotion is a critically important stage of human evolution." Discuss.

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8. (c)

ठंडे पर्यावरण में मानव के जैव-सांस्कृतिक अनुकूलन में जननिक और अजननिक कारकों की विवेचना कीजिए।

Discuss the genetic and non genetic factors in bio-cultural adaptation of human beings to cold environment.

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