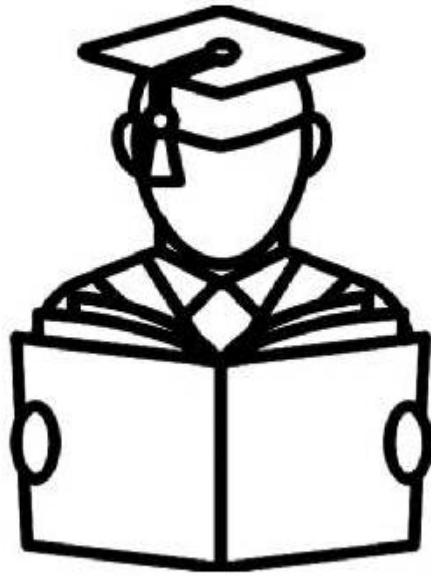


चौधरी PHOTOSTAT

"I don't love studying. I hate studying. I like learning. Learning is beautiful."



"An investment in knowledge pays the best interest."

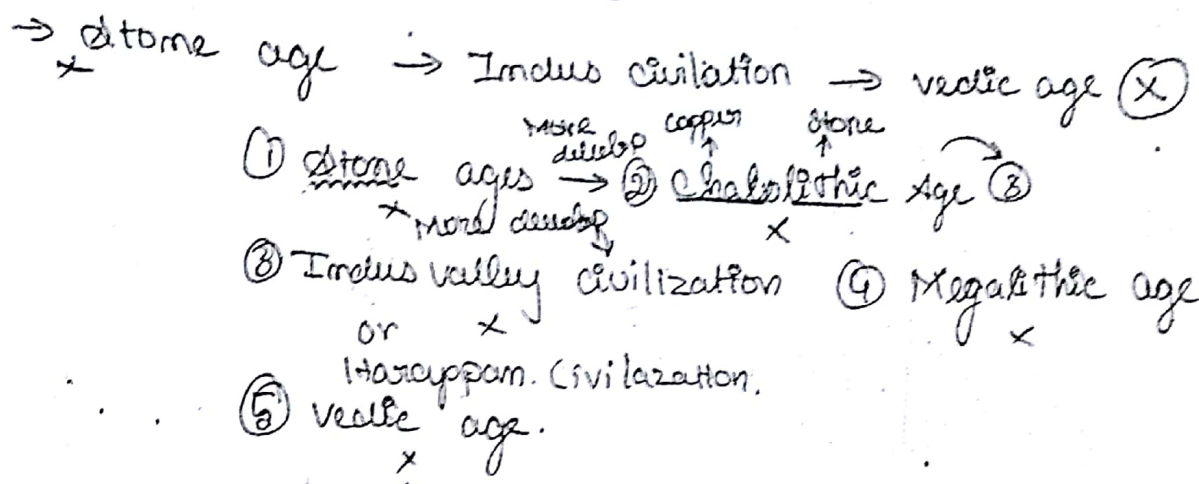
Hi, My Name is

History IAS

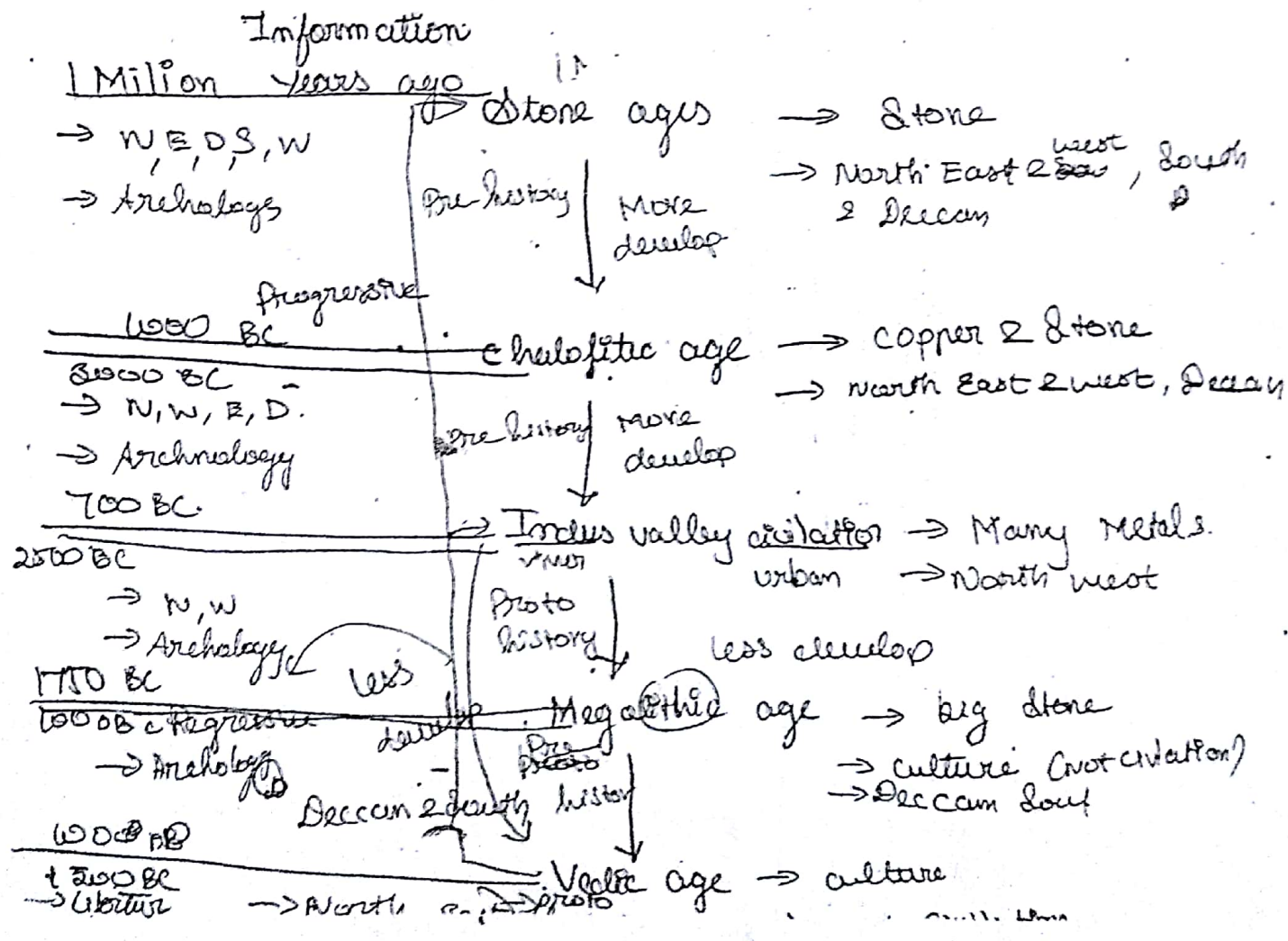
Ancient India History.

- One Million years ago
- To 750 AD Common Era.

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 PHOTOGRAPHY



→ History means ~~written~~ written records and



⑥ Post Vedic age → 600 BC → 300 BC

→ Represent civilization → History
→ West, North East

Stone ages

→ 1 Million Years ago to 1000 BC

→ North, Deccan & South areas

→

→ Pre-history means no written records

→ Proto history means having written records but not good

→ History means having written records & information

→ Vedic age is having language & literature but no writing

* Early form of Indian History is fact not history
Comment?

* Through light on the basis of Varnashrama & Caste

In historical period during early India

* Literature historians archaeology don't know Aryans - ecological

* Indian civilization can be explained in terms of ecological

In balance not external invasion

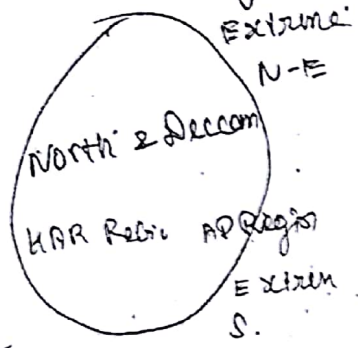
Post vedic Age = Age of Buddha & Mahavira

- 2nd Civilisation - 2nd Urbanization
- Metrodies ^{sects} → First State → King | Official / Tax / Law / Minister
- First coins ^{Magadh} → 2 second script (Brahmi)
- First Beggar
- First Guilds
- First stup / washer / scavenger
- First Banking & money lending

600 BC

300 BC

→ The Mauryan Age.



300 BC

- ② Period of Shungas → Kanva
- ③ Period of Kharrvela in Orissa
- ④ Indo Greeks → Sataps
- Parthians → Kushana
- ⑤ Satrahans **Kanishka**
- North & Deccan.**
- The Post-Mauryan Age

200 BC

- South Sangam age
- Charas, Cheluk
- Pandiyas
- Sangam Man assembly of poets
- 2 → Sangam
- Sangam literature
- secular
- Tamil language
- Tamil Shrami

300 AD

Care corner civilization in Deccan & South

The Gupta age.

- North
- Unknown Sanskrit literature
- Temples, Philosophy, SET
- Sculpture art
- Vakhtak
- ↓
- Ajanta caves

300 AD

The Age of Marsha

- North
- Great King & Great writer
- Great King
- Banbhutta
- Hattabaw

500 AD

Chalukiyas ^{Shabri}

- Deccan
- Religious poet
- Karantake
- Aihole
- Pattadakal

Pallava of Konda

- South
- Religious literature
- Tamil literature
- Mahabalipuram

700 AD

Sangam Age of Chola

Kavikala

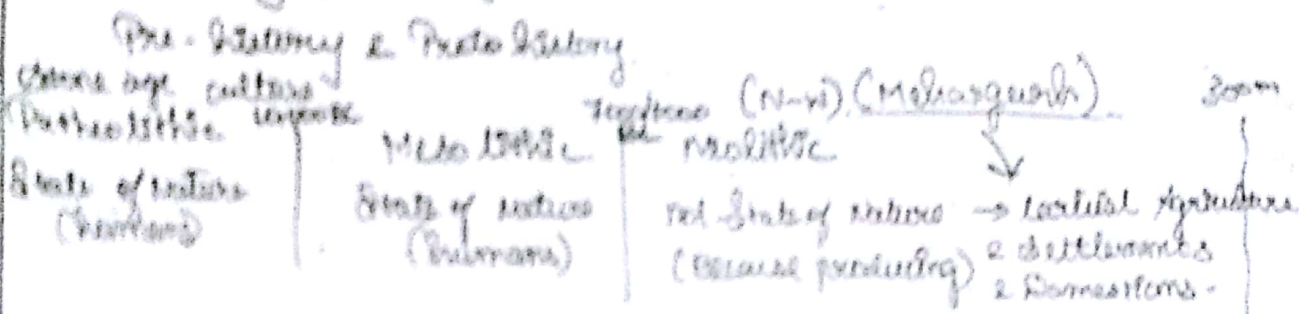
- Imperial Cholas. Vijayalaya
- 800 AD → Raja Chola
- Ranyasbra Chola - I

Ancient India by D. D. Joshi
 Ancient India U. Singh

Important

IMYN

Evolution of History

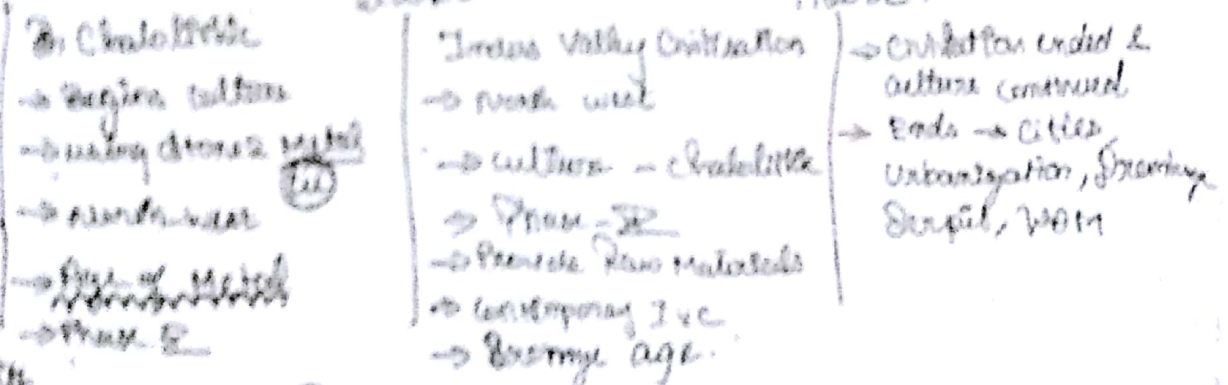


3000 B.C.

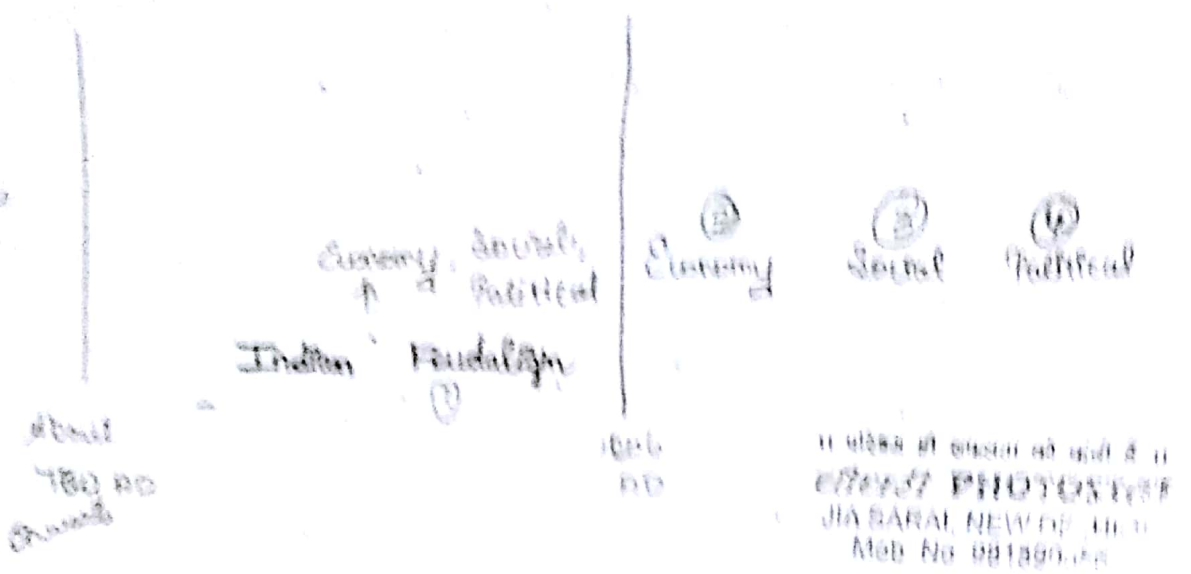
2500 B.C.

1500 B.C.

MMN



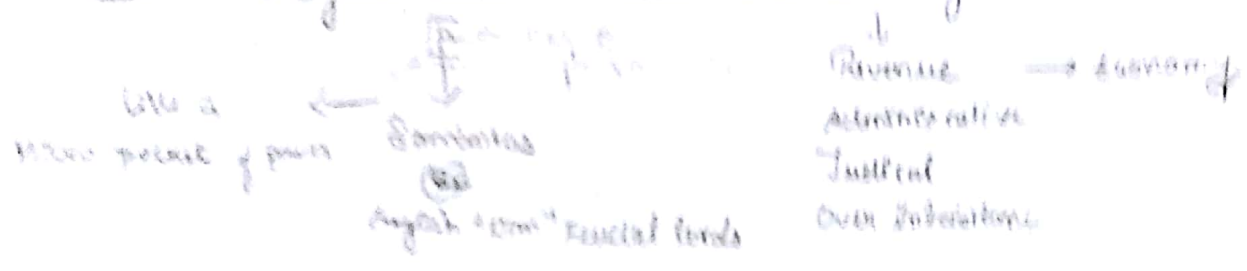
MCQ: ^{Smith} Decline of IVC Represents protest of the cultural evolution of Neolithic cultural pattern in North West with respect to decline of IVC its dated that it was not the case complete collapse rather a case Civilization and culture is continuous. & in another words IVC continued because without it various many features



Fundamental to feudalism

Ex. Sol. 20

System based on land and land rights



1. System based on land and land rights
2. Superior rights over the land
3. Right to superior rights and right to a proportionate revenue
4. Beside other rights and powers, administrative, judicial, physical control over the inhabitants

c) such rights and power enjoyed by both person and institution such as temple, Math etc

d) The beneficiary or holder of superior right enjoy title known as feudal titles like Raja, Rana, Dharm etc

7. The holder has right to organize military also
8. The Proprietary right over the land the whole system was hereditary.

(L) 9. The peasant sub-ordinates and transformed into status of
 1. Military
 2. Revenue
 3. Loyalty

(V) A
 B
 10) The Prathas of Visthi means to force lord their means holder of Superior right though so that in very rigid way.

- 11) The tremors of Surf - infliction.
- 12) Hierarchical system based on lord - vassal relation
 lord-peasant relation

Home
 Ideology or the Philosophy of Such feudal land owned system (FDL)

1. Symbolic Kings power and vanity
2. To earn "Punya" that religious merit (Donate to another) ancestor, families and successor
3. This was symbolic dependence and expiation for sins.
4. Fears and Guilt's Psychology enable Brahmins to act as Kshatri and spectral advice and law givers. and highlighted as ideal land was best conclusion

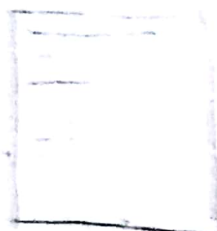
Thomson Economic thinking behind the Land Charter (FC) (2)

* Economic thinking was promotion and expansion of agriculture

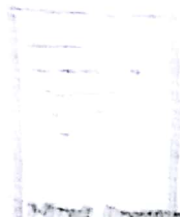
* Some various kinds of land were part of land given as bounty this included baron land, forest land, lands in fringes area, fallow land etc.

* Under this beneficency in ^{intentional} ~~intentional~~ ^{enclosed} ~~enclosed~~ upon the process of new management of land which was associated many cultural practices gave impetus to expansion of agriculture in new areas

Content of Land Charter (Thomson)



Status of FC



Main content of Charter

Land Charter in early medieval period

Land Charter as important source of early medieval history

Aspects: Details of Royal donor

1. Name
2. Title
3. Occupation
4. Religious affiliation
5. conquest
6. achievement
7. Capital

→ ecological change

Aspect: 2: Detail of Donors

1. Name
2. Cemetery
3. Place
4. Gotra (Many case Brahmin)
5. Personal attributes
6. Achievements

Aspect: 3: Description of land (or) villages

1. Location
2. Land type
3. Types of inhabitants

Aspect: 4: List of officers

- ① List of officer who were informed of land grants
- ② Official designation
- ③ officers name in herical order

Aspect: 5: Right, power, exemptions

- ① tax free land
- ② Control over inheritance
- ③ Revenue exempt
- ④ administrative powers
- ⑤ Judicial power

Aspect: 6: Occasion for Grant

- ① performance of sacrifice
- ② Victory in war
- ③ Visit to shrines.

Aspect: 7: Purpose of Grant

- ① In Many Charters but not all
- ② Spiritual merit for donor (Puniyam)
- ③ To perform religious function in case of temple
- ④ To cultivate learning and knowledge

1. Napoleon was born out of French revolution

2. If they were no French revolution, they would be not Napoleon

3. Napoleon was child of Revolution - H.D.L. Fisher.

4. Napoleon was child & heir of revolution - Flenley

5. Napoleon was destroyer of Revolution.

6. Napoleon was child of Revolution but in many ways he recast some principles of Movement. He swept Springs from. - General Summary

7. Napoleon fused the old and New France

8. Napoleon was the child of reaction against the excess of the revolution

9. Napoleon statement "I am an revolution and I close the chaos and romance of revolution, I cleared the revolution, revolution was well written to principle with which it began."

10) It was hope that met the revolution and its was deeper despair that led it at feet of Napoleon.

11) Napoleonic empire was not interruption but an extension of revolution

12) The ^{last} ~~last~~ ^{day} of virtually ended the revolution

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14) French revolution after turning a full circle goes back to where it had been when it began

15) Bonapartism was synthesis of old and new

Nature of/ character of French Revolution

* FR was social revolution & Bourgeois Revolution

Representative Historian

→ Lefebvre

* He was both cen famous historian & His famous book in French "Quatrevingt-neuf" in 1939 & his English version "The Coming of the French Revolution" published in 1947

* He represent Marxist perspective

* He consider revolution essentially social & Bourgeois one though revolution represent phases in which partition of peasant, craftsmen etc is visible

* The central idea of his view that it was anti-feudal & anti-aristocratic

* He focus on the idea that rising capitalist middle class over threw, are dying out feudal aristocratic ruling class.

(to be elaborated)

French Revolution was political Revolution

(2)

* Three Representative Historians

* Alexis de Tocqueville

* G. V. Taylor

* Furet's René Furet

* Tocqueville's famous book "Social Interpretation of French Revolution". He writes "It was not social revolution because it didn't transform society, feudalism was dead institution in France"

* Taylor present the view "that capitalism was not major social force in pre-1789 France, which could play such role"

* Furet states "It was essentially a political phenomenon which led to profound transformation of political culture"

* The Essence of their views is that it was political revolution with social consequences

* They say It was struggle against Monarchical Aristocracy which was product of politico financial crisis.

* They state that it was political struggle waged for fight of France for control over conditions in which that power was to be exercised

Popular character of French Revolution.

Representative Historian

* George Rude

His book → "Crowd in the French Revolution"

Focus on popular character

* Peasant's Revolts

* Women March

* Fall of Bastille

* ~~Revolution~~ Partipation of 'Menu - people of Paris' this term refers to common people

* National Guard - represent citizen militia under Lafayette

* "Olympe - Gouges" → women's Organisation, which stood for political rights of women

* Creation of Society for revolutionary republican women
this society of working class women

* Soap - sig. note - leadership was provided by women

* The women in French revolution

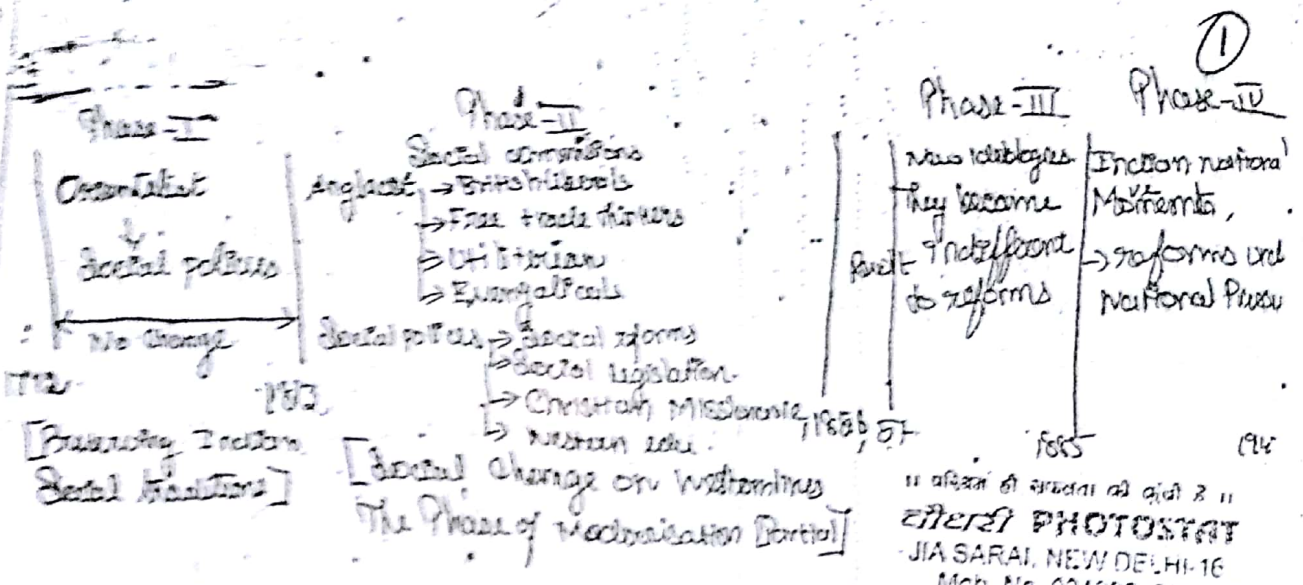
1) French revolution as part of larger Atlantic revolution (Don)
→ R.R. Palmer

2) French revolution was not an isolated phenomena
it was part of larger Atlantic phenomena
↳ Jacques (F) Guéhenot

3) Jacques present of this view in his famous book

"La - Grande - Nation"

4. They say revolutionary wave 1st emerge in America then
spread to Geneva then to the Netherlands then to Ireland &
France



Education is down to the masses from above drop by drop from
 Himalaya of India & useful information to trickle down farming in time
 a broad stream down to irrigate thirsty plains

2 The aim of British education system was to create Indians in blood and
 colour and English taste, opinion, moral & intellect

3 No orientalist could deny that a single shelf of a good European
 library was worth the whole native literature of India and Arabia

[Orientalist - August Crockett] → Max Mueller's view
 4 The aim of British education was to create brown ^{Subordinates} ~~inferior~~ officers

5 Wood's dispatch considered as a Magna Carta of British education
 System in India → J A Richajel
 [Modernisation was, Universalist]

6 The Date of Christian Missionaries began to hurt India feeling after 1817
 → Evangelicals → Allowed by Charter Act 1813

7 There was no uniformity in the British Social policy, it kept on
 changing with time and it acquired new dimensions in new period

8 The phase of the British social policies
 [Orientalist - J. P. Roy 1, 2]

Science Technology Policies → British

- Science and Technology was never an important dimensions of British education scheme
- Introduction of western education in 1835 but the Curriculum was poor quality & theory.
- There was focus on Moral development & character building. Indian native character was considered, defective, immoral & superstitious.
- Science education introduced in Universities in 1870 in Calcutta, Bombay & Madras but in a limited way.
- Some engineering colleges founded with principles focus on civil engineering. Not interested in industrialisation & they worked as assistant.
- There was almost total absence of theoretical research
- There was focus on field research & for that creation of geological Survey, Botanical Survey etc. Large investment made in this field.
- From this the British hoped to get direct & considerable economic and military advantages
- Very limited development of scientific organization and institution one such was Indian advisory committee, second was board of scientific advice.
- A few medical colleges opened but meant largely for ^{supplying} hospital assistants
- ~~Industrial~~ initiative was more important in this field. Here the first role of business houses like Indian Institute of Science, Bangalore 1911 by Indian Tata & by Indian Scientist (IISc) Bose research institute Calcutta by Jagadish Chandra

Bose 1917

→ Indian Scientist

J.C. Bose → Botany

P.C. Roy → Chemistry

P.N. Bose → Biologist

S.N. Bose → Physics

S.S. Bhadrnagar → Chemistry

T.N. Wadia → Zoology

Mughniath Chuh → Astronomist

Ramanujan → Mathematics

C.V. Raman → Physics

Birbal Sahni → Palaeobotany

P.C. Mahalanobis → Statistics

(2)

THE NEW COLONIAL ENVIRONMENT INFLUENCE: VARIOUS FORMS OF SOCIAL DISCRIMINATION

Aspect: 1: White Racism.

Aspect: 2: Indian history relocalisation by James Mill.

3: Martial, Non-Martial race

4: Criminal tribes

5: SC, ST Category

6: Separate electorate

7: Communal Award 1932, which granted Separate electorate to Dalits / Depressed Classes.

8: India was already divided on caste, class, region, religion divisions and British govt. used these divisions to More divisions

9: Bestowing British titles to those who are loyal like Rāj Bahadur 1861 → new title → "State of India"

10: Economic policies, land revenue settlement, Zamindari System

11: Through Zamindari System, they created new class of Zamindar known as Absentee Zamindar [they were not hunched people]

12: Downward filtration theory

~~Outlines~~

• The Social Classes during the British rule

Sociology - III

- Women during the British rule
- Women's Movement
- Role of Women in Congress Movement
- Role of Women in Nationalistic Struggle
- Women's organization & Institution
- Changing role of women during British rule
- Social Reforms Movement & Women
- Social Reforms with respect to Women

Boards (4) →

- The Capital class during British Rule
- The Attitude of Indian Capitalist class to INM
- The Involvement of Indian Capitalist class in Indian National Movement (INM)

Rise of educated Middle Class & Intelligentsia

Sociology

- The Merchant and trading classes
- The Rural Social Structure
- The Urban Social Structure
- Working class of Modern labour
- The working class movement / Labour movement / Trade union movement
- Peasantry during British rule
- Peasant revolts & movement during British rule