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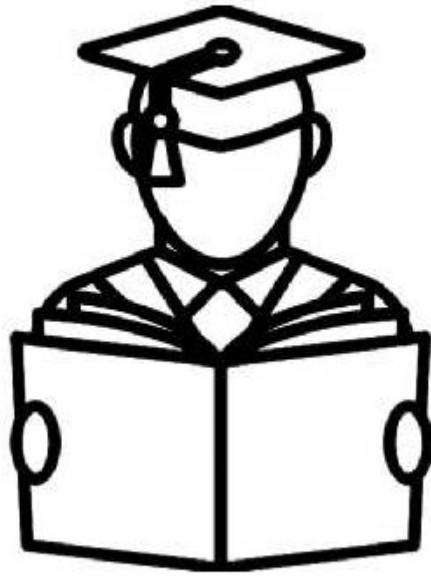
"I don't love studying. I hate studying. I like learning. Learning is beautiful."

"An investment in knowledge pays the best interest."

Hi, My Name is

History
UGC NET

Ancient India History

→ One Million Years ago

→ To 750 AD Common Era.

→ Stone age → Indus civilation → vedic age (X)

① Stone ages → ② Chalolithic Age ③
   (more develop copper stone)
   x more develop

③ Indus valley civilization   ④ Megalithic age
   or   x
   Haryppam Civilazation.

⑤ vedic age.
   x

→ History means written records and
   Information

1 Million years ago   Stone ages → Stone
→ N,E,D,S,W   → North East 2 west, South
→ Archeology   2 Deccan
                    Pre history | More
                                | develop
                    Progressive

4000 BC   Chalolitic age → copper 2 Stone
8000 BC   → north East 2 west, Deccan
→ N,W,E,D.
→ Archnology   pre history | more
700 BC | develop

                         → Indus valley civilation → Many Metals.
2500 BC   urban   → North west
→ N,W   proto
→ Archolagy   less   history   less develop

1750 BC
1000 B c Progressive   Megalithic age → big stone
→ Archology   → culture (not civilation)
         Deccan 2 south history   → Deccan Souf

1000 AD
t 500 BC   Vedic age → culture
→ literar   → North

(6) Post vedic age → 600 BC — 300 BC

→ Represent civilation → History
→ West , North East

Stone ages

→ 1 million years ago to 4000 BC
→ North , Deccan & South areas
→

→ Pre-history means no written records

→ Proto history means having written records but not read

→ History means having written records & information

→ Vedic age so having language & literature but no writing

* Early face of ancient Indian History is fact not history
  Comment?

* Through light on the triangle of varnoll varana & caste
  In historical period during early India

* literature knowaryan archology don't know aryans – archeogical
  indus valley

* Indus Civilization can be explained in terms of equitability
  In valance not external invasion

Post vedic Age 2 Age of Buddha 2 Mahavira ⑥

→ 2nd Civilisation - 2nd Urbanization
→ Heterodox Sects → First State → King | official | Tax | Law | minist
                                              → First stup / washer / Scavenga /
→ First coins > Magadh → 2 Second Script
→ First Beggar /   (Brahmi)
→ First Guilds → First Banking 2 money lending /

600
BC   300B
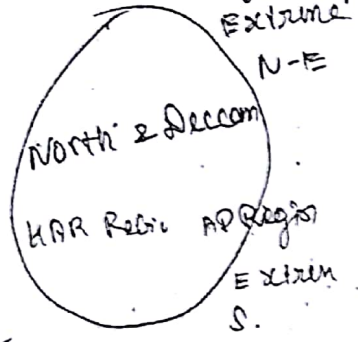
                    ② Period of Shungas → Kanvas -   South Sangam
→ The Mauryan age. ③ Period of Kharvela in Orissa   age
              Extreme ④ Indo Greeks → Sakes   → Cheras, Cholas 2
              N-E   Pandiyas
                       Parthians → Kushana   → Sangam Mean
  North 2 Deccan   Kanishka   assembly of poets
                       ⑤ Satvahanas Kanishka   2 → Sangam
  KAR Regi. AP Regi.   North 2 Deccan.   → Sangam literature
              E xtrem   The Post. Mauryan Age   → secular
              S.   → Tamil language
300 BC   2000BC   → Tamil Shram lit
                                                                          300p
        | Late corner Civilization in Deccan 2 South |

The Gupta age.   The Age of Harsha Chalukkiyas Brahmi Pallavy
→North   → North   vatapi   → Kanchi
→ Knows Sanskrit literalur → Greate King → Deccan   → South
→ Temple, Philosphy, SET   2 Great worth   → Religional power → northern
→ Sculpture art   → Last King.   Karantake   Tamil
                           → Banbhutta   → Aihole   → Maltabale
Valitak   → Harshaw   → Pattedakal.
   ↓
   Ajanta caves

300AD   550 AD   70A

Sangam Age of chola
  Karikala.
Imperial cholas. Vijawala,
850 AD → Raja chola
         → Rajendrachola-I

Another Ancient India by D N Jha

Ancient India   U Singh

~~Introduction~~

I M/D

Body of History

Pre-History & Proto History

Stone age cultures
Paleolithic   300000BC

State of nature
(mankind)

Meso 13000BC

State of nature
(humans)

Neolithic (N-vi) (Mehrgarh)   3000...

not State of nature → Earliest Agriculture
(because producing)   & settlements
                        & Domestications

3000 BC

M/m

→ B. Chalcolithic
→ Region cultures
→ Using chronic metal (L)
→ north-west
→ ~~Harappa Neolithic~~
→ Phase II

2500 BC

Indus Valley Civilisation
→ north west
→ culture — Chalcolithic
→ Phase II
→ Procure Raw materials
→ contemporary IVC
→ Bronze age

1750 BC

→ civilization ended &
  culture continued
→ Ends → cities
  Urbanisation, Drainage
  Surplus, WOM

M.Q. ~~...~~ of IVC Represents protul of the cultural evaluation
of Neolithic cultural pattern in north west
with respect to failure of IVC its stated that it was not
the case complete collapse neither a case civilization ended &
culture is continued. & in another words IVC continued
~~...~~ without it where many features

Economy, Society, | Economy   Social   Political
Political |
Indian Feudalism |
(1) |

About   ②   ③
700 AD   AD
onwards
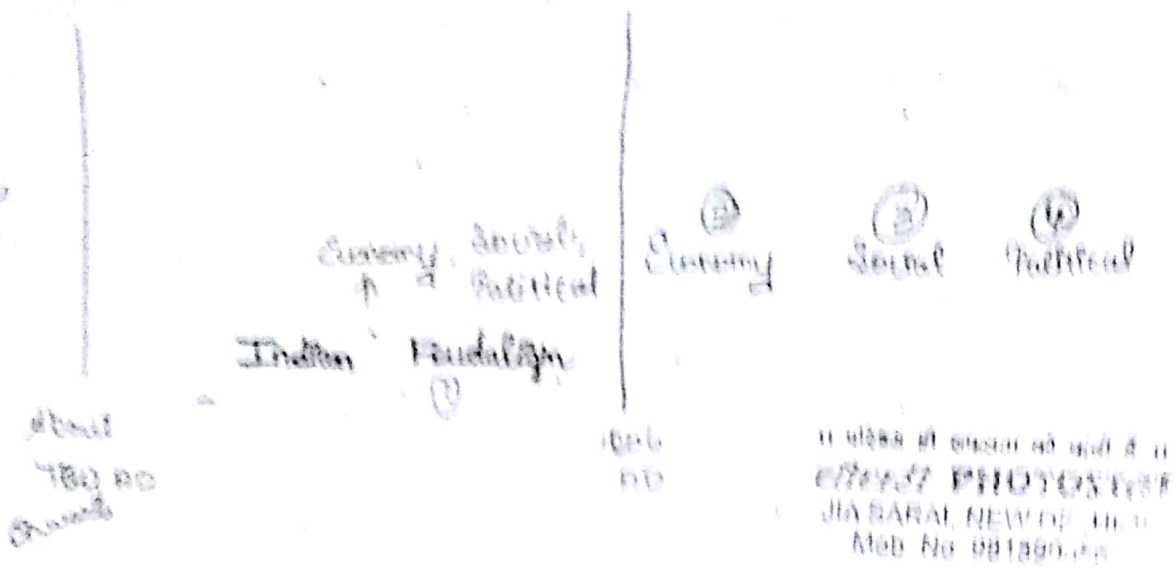
Fundamental to feudalism
(Pe Sa ..)
→ System based on land and land rights
                                    ↓
                              Revenue → Economy
   like a   Administration
micro pocket of power   Judicial
         Sambandha   Over Inhabitants
         (no)
   English "own" feudal lords
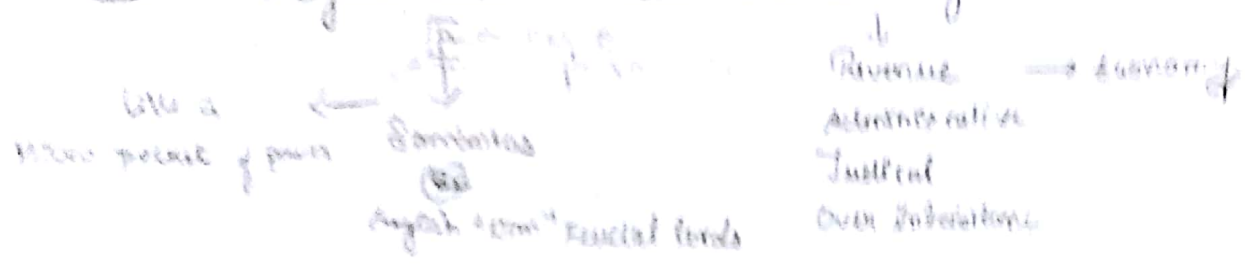
1. System based on land and land rights

2. Superior rights over the land

3. Grant to superior rights and right to appropriate revenue

4. Besides other rights and powers: administrative, judicial,
   Physical Control over the Inhabitants

5) Such rights and powers enjoyed by both person and
   Institution such temple, Mathas

6) The Beneficiary or holder of Superior right enjoy title
   known as feudal title are Raja, Ranaka, Thakur etc

7. The holder has right to organize military also

8. The Propatory right over the land the whole system was Shreditory.

9. The peasant Sub-ordinates and transformed into Status of Semi - Surf

(1. Military act
2. Revenue
3. Law)

10) The Pratices of visthi means to force level this means holder of Superior right though so stot in very rigid way.

11) The tremds of Surf - inflidition.

12) Hererchal System based on low lord - vassal relation

lord - peasant relation

theme

Ideology or the Philosophy of. Such fuedal lemd Governal System (=2)

1. Symbolic Kings power and vanity

2. To earn "PUNYA" that religious merit (Donate to another) ansceter, families and Successor

3. This was Symbolic rependance and expiation for Sins.

4. Fears and Gulits Phycology explicte Brahmins to acted as Prohit and Spectual advice and law gives.
and heghlighted as relai land was best donation

Theme: Economic thinking behind the land [grant] (FC) ②

* Economic thinking was promotion and expansion of agriculture

* Some [various] kinds of land were part of land given as [grant] this [included] barren land, forest land, lands in [fringes] area, fallow land etc.

* Under this [Bureaucracy] [in charge] [assisted] upon the process of land management of land which was [associated] many [cultivation] practices gave impetus to expansion of agricultural in new areas

Content of Land Charter (Theme)
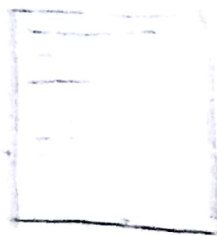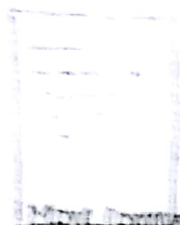
Stone Slab   [Copper Plate]

Land Charters in early [Medieval period]
Land charter as [Important] source of early [medieval] history

Aspect: Details of Royal [donor]

1. Name
2. Title
3. [Genealogy]
4. Religious affiliation
5. Conquest
6. achievement
7. Capital

→ [required] [donor]

Aspect: 2: Detail of Donees

1. Name   4. Gootara (Kasyf case Brahman)
2. ancestory   5. Personal attributes
3. Place   6. achievements

Aspect: 3. Description of land on villages

1. Location   ⓐ
2. land type
3. Types of inhabitane

Aspect: 4: list of officers

① list of officer who were informed of land grants
② offical designation
③ offiars name in herercal order

Aspect: 5: Right, power, exemtions

① tax free land
② Control over inhabitance
③ Revenue soghes
④ administrative powers
⑤ Juellecal power

Aspect: 6. Docasion for Grant

① performance of sacrifc
 Victory
② victory in war.
③ Visit to thirukas.

Aspect: 7: purpose of Grant
(In Many charters but not all)
① Spirival ment for donor (Puniyam)
② To perform religious funettion in case of temple
③ To cultivate learning and knowledge

MI: 1. Napolean was born out of French revolution

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

3. Napolean was Child of Revolution — H·A·L· Fisher.

4. Napolean was Child & Heir of revolution — Flenley

5. Napolean was destroyer of Revolution.

6. Napolean was child of Revolution but in many ways he reversed some a principles of Movement. He sept Springs from — Grand tumanonly

7. Napolean fuse N the old and new France

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

9. Napolean statement " I am an revolution and

AND some { 10. I close the chaos and romance of revolution, I cleaned the revolution, revolution was reals written to principles with which it began.

i) It was hope that met the revolution and its was deeply despair that laid it at feet of Napolean.

ii) Napolenic empire was not Interuption but an extration of revolution

iii) The coo laup d'tat ' of virtually ended the revolution

14). French revolution after turning a full circle was 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 & Bourgeoise Revolution

Representative Historian

→ Lefebvre

* He was 20th cen famous historian & His famous book in French " Quatrevingtneuf " in 1939 & His English version " The Coming of French Revolution" published in 1947

* He represent Marxist perspective

* He consider revolution essentially Social & Bourgeoise though revolution represent Phases in which partition of peasant, craftmens etc o is visible

* The central idea of his view that it was Anti-feudal & Anti-Aristocratic

* He focus on the idea that rising capitalistic middle class over throw are dying out fedual aristocratic ruling class.

(to be elloborated).

French Revolution was political Revolution ①

* Three Representative Historian

* Alfard Cappan
* G. V. Taylor
* Fronchis Frew Furet

+ Cappon's famous book " Social interpetion 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 essentrally a political phenomene which led to profound transformation of political culture"

+ The Essence of their views ° That it was political revolution with Social consequences

+ They say It was Struggle against Monarchy Aristocracy which was product of politro Financial crisis.

+ They state that it was political Struggle waged for Gout 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."

Focuse on popular character

* Peasant's Revolts.

* Women March

* Fall of Bastille

* participation of 'Menu - people of Paris' this word Refers to Common people

* National Guard - represent citizen Militecia under Lafadyed

* "Olympede - 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 - rig riots - leadership was provided by women
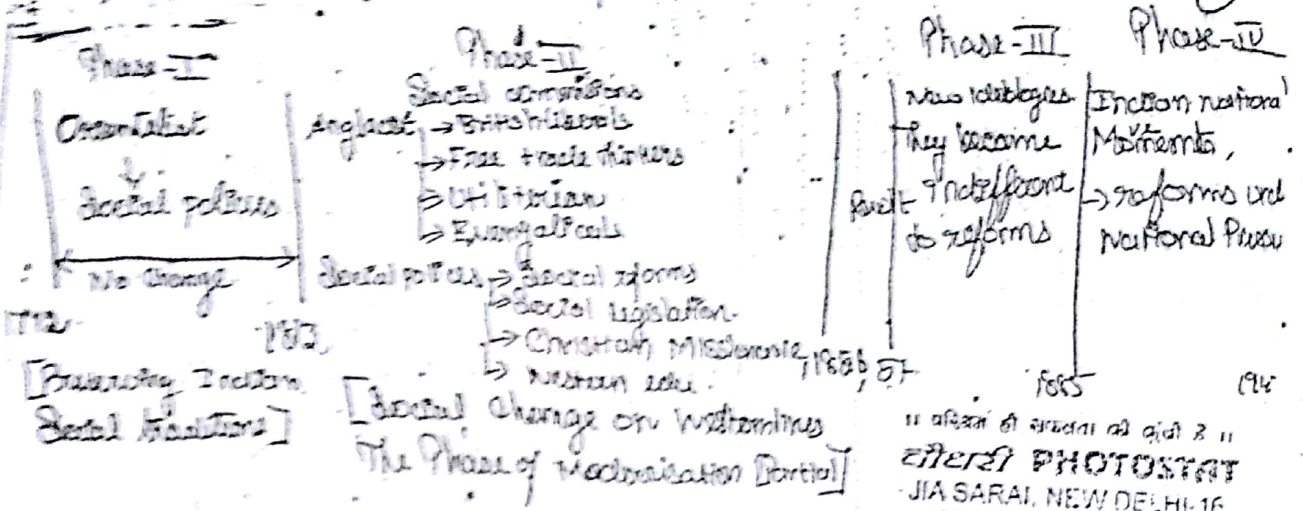
* the women in French revolution.

1) French revolution as part of larger atlantic revolution (Pen) → R.R. Palmer e Jacques (F) Gredchot

2) French revolution was not an Isolated phenomena it was part of Larger atlantic phenomena

3) Jacques present this view in his famous kvote

" La - Grande - Nation "

4) They say revolutionary were 1st emerge in America then Spreat to Geneva then to the Netherlands then to Ireland & France

Phase-I	Phase-II		Phase-III	Phase-IV

Phase-I
Orientalist
↓
Social polices
↓
No change
1772
[Preserving Indian Social traditions]

Phase-II
Social conditions
Anglicist → British ideals
→ Free trade thinkers
→ Utilitarian
→ Evangelicals
Social policies → Social reforms
→ Social legislation
→ Christian Missionaries
→ Western edu.
1813
[Social change on Western lines
The Phase of Modernisation (Partial)]

1858, 57

Phase-III
new ideologies
They became
less indifferent
to reforms

1885

Phase-IV
Indian national
Movements,
→ reforms and
National Press

1947

1. Education to   down to the masses from above drop by drop from

• Himalayas of India & useful information to trickle down forming in time
  a Broad stream 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 - Anglicist conflict] → Macaulay's views

4. The aim of British education was to create brown babus [Subor officers] (Sub-ordinate)

5. Wood's dispatch considered as a Magna Carta of British education
   system in India → J.A. Richey
              [Vernacular edu, universities]

6. The role of Christian Missionaries began to hurt India feeling after 1813
   → 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
              [Bentinck - I Pg 1,2]

③ The phase of the British Social policies

Science Technology Policies → British.

- Science and Technology was never an important dimensions of British education Scheme

- Introduction of western education in 1830 but the Curriculum was poor quality literary.

- There was focus on Moral development & character building between native character was considered, defective, immoral & superstitious

- Science education introduced in University in 1870 in Calcutta, Bombay and 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 a for that creation of geological Survey, Botanical Survey etc. Large investment made in this field.

- From this the British hoped to get closest & considerable economic and Military advantages

- Very limited development of Scientific organisation and institution one Such was Indian advisory committee, Second was board of Scientific advise

- A few medical colleges opened but meant largely for supplying hospital assistant

- ~~Indigenous~~ Indigenous initiative was more important in this field here he final role of business houses like Indian institute of Science, Banglore 1911 by Indian Tata & by Indian Scientist like Bose Bose research institute Calcutta by Jagradish Chandra Bose 1917

→ Indian Scientist

JC. Bose → Botany   Meghnath Shah → Astronomist

P.C Roy → Chemistry   Ramanujan → Mathematics

P.N. Bose → Geologist   C.V. Raman → Physics.

S.N Bose → Physics   Birbal Shahni → Paleo-Botany.

S.S Bhatnagor → Chemistry   P.C. Mahalanobis. → Statistics.

T.N Wadia → Zoology.

THE NEW COLONIAL ENVIRONMENT INFLUENCE: VARIOUS FORMS OF SOCIAL DISCRIMINATION.

Aspect :1: White Racism.

Aspect: 2: Indian history periodisation by James Mill.

     3: Martial, Non-Martial race.

     4: Criminal tribes.

     5: SC, ST Category.

     6: Seperate electroate

     7: Communal award 1932, which granted Seperate electroate to Dalits / Depressed Classes.

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

     9: Granting Specific titles, to those who are loyal like Raibahadur 1861 → new Title → "State of India".

     10: Economic policies, Land revenue Settlement, Zamindar System.

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

     12: Downward filtration theory.

- The Social Classes during the British rule

  - Women during the British rule.　　　　Booklet -III
  - 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

Booklet (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 & Intelligentices

Booklet (5)
- 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