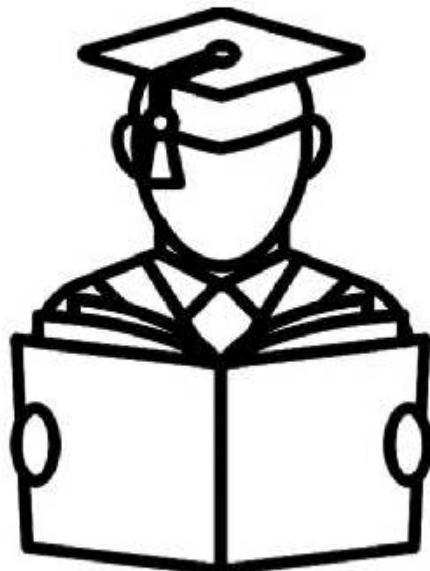


# चौधरी PHOTOSTAT

*"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

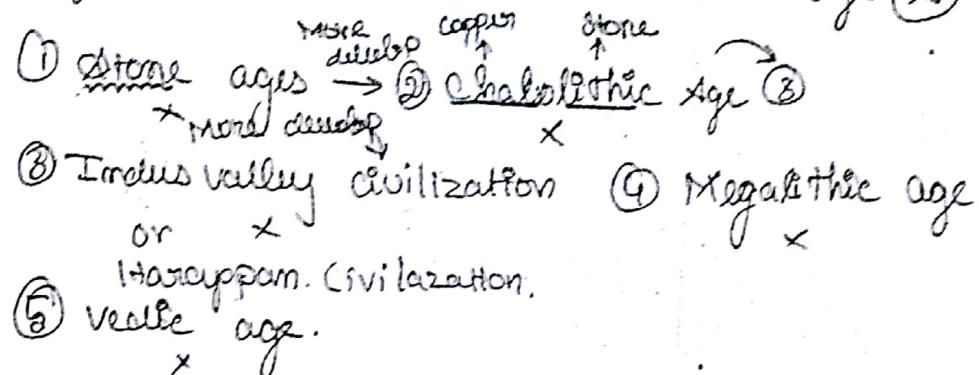
# History IAS

(1)

## Ancient India History

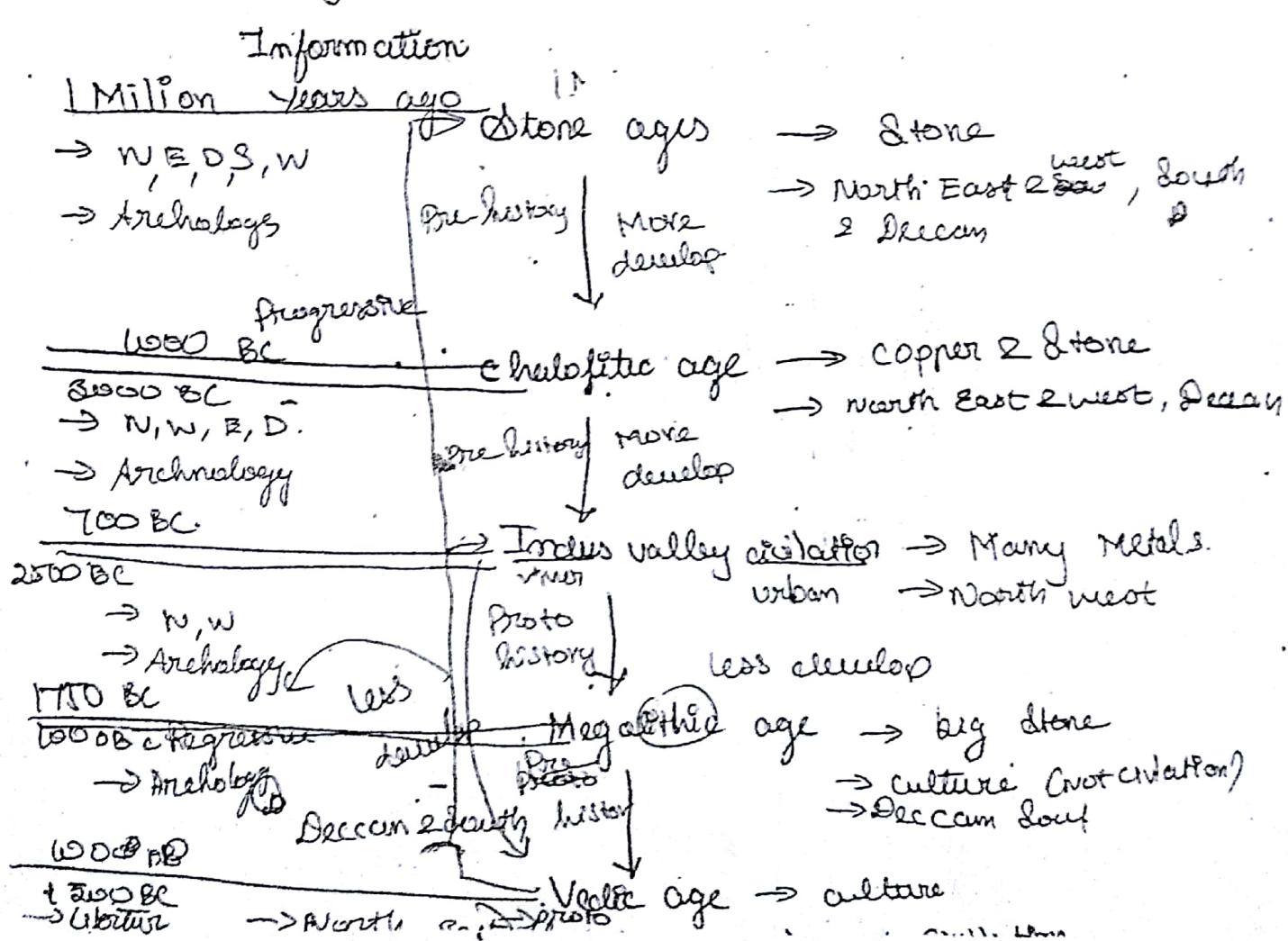
- One Million years ago
- To 700 AD Common Era.

→ Stone age → Indus civilization → Vedic age (X)



→ History means written records and

### Information



⑥ Post Vedic age → 600 BC ... 300 BC

→ Present Civilization → History

→ West, North East

Stone ages

→ 1 million Years ago to 10000 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 → having language & literature but no writing

\* Early form of Indian Civilization History Do fact not history  
Comment?

\* Through light on the Trends of Varṇaśāstra & Caste

In historical period during early India

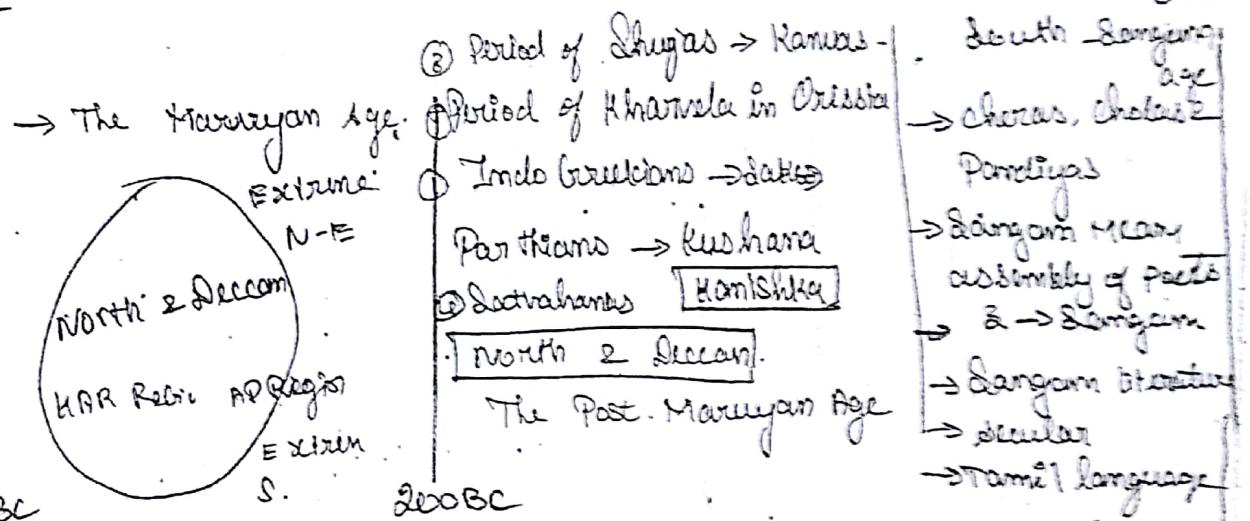
\* literature moreover archology don't know Aryans - ecological  
famine valley

\* Indian Civilization can be explained In terms of Ecologically

In balance not external invader

## Post-Vedic Age & Age of Buddha & Mahavira

- 2<sup>nd</sup> Civilisation - 2<sup>nd</sup> Urbanisation
  - Metropolis → first State → King / official Tax / Law / Mint
  - First coins → Magadha → first stup / washer / Scavenger
  - First coins → 2<sup>nd</sup> Script
  - First Beigyan / (Brahmi)
  - First Guhads → First Writing & money minting
- 600 BC



## Late corner Civilization in Deccan & South

### The Gupta age.

- North
- known Sanskrit literature
- Temples, Philosophy, Art
- Sculpture art

Vakatak  
↓  
Ajanta caves

300 AD

### The Age of Marshal Chakravorty Shahi

- North
- Great king
- Great wealth
- West king
- Bahubali
- Mathura

500 AD

### Chalukyas of Badami

- Deccan
- Religious power
- Kavantaka
- Alkali
- Badami

700 AD

## Sangam Age of chola

Karikala

- Imperial cholas. Vijayalaya,  
850 AD → Rajendra I
- Rangarajendra I

Report on Ancient India by Dr. Jha

Author: Dr. Jha U. Singh

## Important Dates:

1 M.Y.D

### Early of History

Pre-History & Proto-History

Stone age culture  
Neolithic stage

Brick of culture  
(Harappa)

Mela 1942.

Brick of culture  
(Maurana)

Tughlaq (N.W.) (Maharashtra)

Neolithic

red brick of culture → tribal agriculture  
(Cereals producing) & settlements  
& domestication

3000

3000 B.C.

M.Y.D  
→ Chalcolithic  
→ Begins culture  
→ using stones & metal  
→ North west  
→ Age of Metal  
→ Harappa

2500 B.C.

Indus Valley Civilisation  
→ rock art  
→ culture - Chalcolithic  
→ Harappa  
→ Prehistoric materials  
→ contemporary I.C.  
→ Bronze Age

1100 B.C.

→ Civilisation ended &  
culture continued  
→ Ends → Cities,  
Urbanization, Iron Age,  
Sarpot, Mohenjo

IV.C: Death of IVC - Represents point of the cultural transition  
of Neolithic cultural pattern in north west

with respect to decline of IVC its date that it was not  
the one complete collapse neither a new civilisation ended  
culture & continues. & in another words IVC continued  
so even without its taken many fallies

Every, South  
A. P. Smith

Indien Rudolphi

Abell  
700 no  
Grunder

22  
Eunomia

10

16

四

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Fundamental to function

*Rev. Oct. 22* → Optics based on band and band nights

New record of part *Somatostoma*  
*sp.*

### English & Non-English Books

Review ----- Answers

Astronomy 101-01

Jurnal

## Our Infrastructure

1. System based on Land and Land rights.
  2. Superior rights over the land.
  3. Grant to Superior rights and right to a Proprietary interest.
  4. Besides other rights and powers, Administrative, judicial, physical control over the inheritance.

(c) such rights and power enjoyed by both person and institution such temple, Mathura

  - 6) The Beneficiary or holder of Superior right enjoy title known as feudal like One Raja, Rani, Bhakta etc.

- T. The holder has right to organize military also
8. The Prepatory right over the land the whole system was  
Inhereditary

(L) 9. The peasant Sub-ordinates and transferred into Strata of  
1. Military and 2. Peasant 3. Semi - Servi

(V) A 10) The Practices of Vishi means to force level this means  
Holder of Superior ought though go not in very rigid way.

11) The tremels of Serv - Infidellion.

12) Hierarchical System based on Lord - Vassal relation  
Lord - peasant relation

Ideology or the Philosophy of such feudal land Goravel System (F2)

1. Symbolic Kings power and vanity

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

3. This was symbolic repentence and expiation for  
Sins.

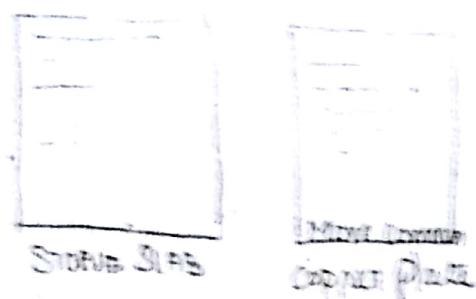
4. Fears and Guilt Philosophy expiate Brahmins treated  
as Krishit and spiritual advice and law gives.  
and highlighted as ruler land was best donation

## • Major Economic thinking behind the land grant (FE) ②

\* Economic thinking was promotion and expansion of agriculture.

\* Some various kinds of land were part of land given as reward like enclosed land, forest land, lands in fringes etc., fallow land etc.

\* Under the <sup>introduction</sup> Beneficacy is exerted upon the process of wise management of land which was also called manorial practices gave impetus to expansion of agricultural in new areas  
Content of Land Charter (Thomas)



Land charters in early medieval period

Land charter as important source of early medieval history

Aspects: Details of Royal donor

1. Name
  2. Title
  3. Collector
  4. Religious affiliation
  5. Competent
  6. Acknowledged
  7. Capital
- Adopted donor

### Aspect: 2: Detail of Donors

- 1. Name      G. Gottara (Kunji caste Brahmin)
- 2. ancestry
- 3. Place
- 4. Personal attributes
- 5. 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 herusal order

### Aspect: 5: Right, power, exemptions

- ① tax free land
- ② Control over inhabitants
- ③ Revenue rights
- ④ Administrative powers
- ⑤ Judicial power

### Aspect: 6: Occasion for Grant

- ① performance of sacrifice
- ② Victory
- ③ Lizard in war
- ④ Visit to shrines.

### Aspect: 7: Purpose of Grant

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

(1)

- Ques: 1) Napoleon was born out of French revolution
- 2) If there were no French revolution, they would be no Napoleon.
  - 3) Napoleon was Child of Revolution - H.A.L. Fisher.
  - 4) Napoleon was Child & Heir of revolution - Flonley
  - 5) Napoleon was destroyer of Revolution.
  - 6) Napoleon was Child of Revolution but in many ways he remained true to principles of Movement. He excepted  
Spartacus from - Grand莽itory
  - 7) The napoleonic fire of the Old and New France
  - 8) Napoleon was the Child of reaction against the ends of the revolution
  - 9) Napoleon statement "I am an revolution and  
~~and~~ I close the era of romance of revolution, I cleared the revolution, revolution was only written to principles with which it began."
  - 10) It was hope that met the revolution and its was deep despair that ended it at' feet of Napoleon.
  - 11) napoleonic empire was not Intercption but an extension of revolution
  - 12) the <sup>co</sup> ~~co~~ <sup>sup</sup> ~~sup~~ ~~sup~~ virtually ended the revolution

iii). French revolution after turning a full circle was back to where it had been when it began

iv) Bonapartism was synthesis of old and new

Nature of/ character of French Revolution

\* FR was Social revolution & Bourgeoisie Revolution

Representative Historian

→ Lefebvre

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

\* He represent Marxist perspective

\* He consider revolution essentially Social & Bourgeoisie one though revolution represent Phases in which partition of

peasant, craftsmen etc o is visible

\* the central idea of his view that it was anti-federal

& anti-aristocratic

\* He focus on the idea that rising capitalistic middle class over time, are dying out feudal-aristocratic ruling class.

(To be elaborated)

French Revolution was political Revolution

(2)

\* Then Representative Historian

\* Alfred Cappan

\* G.W. Taylor

\* French Free Funet

\* Cappan'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"

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

\* The essence of their view \* that it was political revolution with social consequences

\* They say It was struggle against Monarchy & Autocracy which was product of politico-financial class.

\* They state that it was political struggle waged for front of France for control over conditions in which state 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 Revolt.

\* Women March

\* Fall of Bastille

\* ~~poor~~ participation of "Men - people of Paris" this term  
Refers to common people

\* National Guard - represent citizen Militia under Lafayette

\* "Olympique-Brigades" → women's Organisation, which  
show stood for political rights of women

\* Creation of Society for revolutionary republican women

This society of working class women

\* Soap - big riot - leadership was provided by women

\* the women in French revolution.

\* the women in French revolution as part of larger Atlantic revolution (Part) → R.R. Palmer

1) French revolution was not an Isolated phenomenon

→ Jacques

(F) French

It was part of Larger Atlantic phenomenon

3) Jacques present this view in his famous quote

"La-Grande-Nation"

4. They say revolutionary wave will emerge in America than

Spread to Geneva thru to the Netherlands then to Ireland &

France

Phase-I	Phase-II	Phase-III	Phase-IV
Colonialist Social policies	Social commissions → Anglican → Britishise → Free trade thinkers → CHI Indian → Evangelicals	new ideologies They become more & different to reforms	Indian national Movements, reforms and National Power
No change 1813. [Business Tradition Social Institutions]	social policy → social reforms Social legislation → Christian Missionaries 1850s, etc western idea.	1850s	1947
	[Social Change on Western lines The Phase of Modernization Period]		

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- 1 Education is drawn to the masses from above drop by drop from knowledge of India & useful information to little down forming in time a broad class division to irrigate thirty plains

2 The aim of British education system was to divide Indians in blood and colour and English race, opinion, Mind & 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

[Colonialist-English conflict] → Macaulay's view

4 The aim of British education was to train brown bodies [Sub-ordinates, Sub-officers]

5 Sanskrit considered as a Magna Carta of British education system in India → J A Dickey

[Vernaculars like, Universities]

6 The work of Christian missionaries began to hurt India feeling after 1813  
→ Evangelicals → followed by Charles cast 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

③ The phase of the British Social policies

## Science Technology Policies → British

- Science and Technology was never an important dimension of British education scheme.
- Introduction of western education in 1833 but the curriculum was poor purely literary.
- There was focus on Moral development & character building between native character was considered defective, immoral & superstitious.
- Science education introduced in University in 1850 in Calcutta, Bombay and Madras but in a limited way.
- Some engineering colleges founded with principles focus on civil engineering that interested in industrialisation & they worked up until there was almost total absence of theoretical research.
- There was focus on field research e.g. for that creation of geological Survey, Botanical Survey etc. Large investment made in this field.
- From 1850s the British began to get direct & considerable economic and military advantages.
- Very limited development of scientific organization and institution one such was Indian advisory committee, second was record of scientific advise.
- A few medical colleges opened but meant largely for supplying hospital assistants.
- Indigenous initiative was more important in this field like the first role of business houses like Dr. Homi Bhabha's Institute of Science, Bangalore 1911 by Indian Tata & by Indian scientist like Dr. B. C. Roy Research Institute Calcutta by Jagadish Chandra Bose 1911.

→ Indian scientist

(2)

J.C. Bose → Botany.

Marghinita Ghosh → Astronomer

P.C. Ray → Chemistry.

Ramanujan → Mathematics

P.N. Rose → Biologist

C.V. Raman → Physics

S.N. Bose → Physics

Birbal Sahni → Paleo-Botany

S.S. Bhattacharya → 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 'neutralisation' 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 division to More divisions

9: Creating Specific titles, be those who are loyal like Raibahadur 1861 → New Title → "State of India".

10: Economic policies, Jhami revenue settlement, Zamindar system.

11: Through Zamindari System, they created new class of Zamindar known absentee Zamindars [They were not landed people]

12: Downward filtration theory.

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

Topic 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 & Intelligencies

Topic 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