



M.A.
SEMESTER - I
HISTORY PAPER-I
RESEARCH METHODS IN
HISTORY
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M.A. PART - I
SEMESTER – I
PAPER - I
RESEARCH METHODS IN HISTORY

Objectives: to teach students the basic scientific methodology and tenets as implemented in history writing.

Module

1. History: Meaning and Nature

- a) History: Definitions and Scope
- b) Importance of History
- c) History and Auxiliary Sciences

2. Sources of History

- a) Sources – Nature and Types
- b) Methods of Data Collection
- c) Classification and Organisation of Sources

3. Problems in History writing

- a) Authenticity and Credibility of Sources
- b) Heuristics and Hermeneutics
- c) Causation

4. Historical Research and Methods

- a) Interpretation and Generalization of Sources
- b) Citation methods, Bibliography and Technical aids
- c) Qualitative and Quantitative Methods in History

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UNIT- 1

HISTORY: DEFINITIONS AND SCOPE

Unit Structure:

- 1.0 Objectives
- 1.1 Introduction
- 1.2 Meaning and Definitions of History
- 1.3 Nature of History
 - 1.3.1 A study of the present in the light of the past
 - 1.3.2 History is the study of man
 - 1.3.3 History is concerned with man in time
 - 1.3.4 History is concerned with man in space
 - 1.3.5 History is a dialogue between the events of the past and progressively emerging future ends
 - 1.3.6 Continuity and coherence are the necessary requisites of history
 - 1.3.7 Relevant
 - 1.3.8 Comprehensiveness
 - 1.3.9 Objective record of happenings
 - 1.3.10 Multisided
 - 1.3.11 Time and Place relevance
 - 1.3.12 Correlation among past, present and future
 - 1.3.13 Scientific study of past
 - 1.3.14 Study of human struggle, development and transformation of human civilization
 - 1.3.15 Not only narration but, analysis and synthesis as well
 - 1.3.16 Integration of science and literature
- 1.4 Scope of History
 - 1.4.1 Features of the scope
 - 1.4.2 Limitations of the scope
- 1.5 Summary
- 1.6 Questions
- 1.7 Additional Readings

1.0 OBJECTIVES :

After the completion of this unit, the student will be able to:

- Define and comprehend the meaning of History.
- Assess the nature of History.
- Evaluate the scope of History.
- Know the importance of History.

1.1 INTRODUCTION:

History is a dynamic and multifaceted subject. It is reckoned as the mother of all subjects. History has its types according to place, time and subject. Pre-historic, ancient, medieval and modern are the types of history on the basis of 'time'. Economic, military, social, cultural, political etc. are the types of history according to 'subject'. Local, regional, national and international are the types of history on the basis of 'place'. International history emphasises on the study of such events and happenings which made their impact on the entire human community worldwide e.g. French revolution, world war I, world war II. Events and happenings which made their impact on the subsequent countries are studied in national history. E.g. in Indian context, national revolt of 1857, Non-cooperation movement. Regional history focuses on the happenings and events happening their impact limited up to a particular region or state e.g. History of Marathas. Local history comprises of history which includes significant happenings limited to local area and influencing local community. In modern times, local history research is gaining special emphasis. Reflections of dynamic social, political, economic transformations are replicated in local history. History in conventional terms is the recognition of past events and past life with its merits and demerits.

In this unit we will be dealing with meaning, nature and scope of history, and importance of history. We shall consider the Auxiliary Sciences as detailed in this unit.

1.2 MEANING AND DEFINITIONS OF HISTORY:

History is the analysis and interpretation of the human past enabling us to study continuity and changes that are taking place over time. It is an act of both investigation and imagination that seeks to explain how people have changed over time. Historians use all forms of evidence to examine, interpret, revisit, and reinterpret the past. These include not just written documents, but also oral communication and objects such as buildings, artifacts, photographs, and paintings. Historians are trained in the methods of discovering and evaluating these sources and the challenging task of making historical sense out of them. History is a means to understand the past and present. The different interpretations of the past allow us to see the present differently and therefore imagine-and

work towards-different futures. It is often said to be the ‘queen’ or ‘mother’ of the social sciences. It is the basis of all subjects of study which fall under the category of Humanities and Social Sciences. It is also the basis of the study of philosophy, politics, economics and even art and religion. No wonder, it is considered an indispensable subject in the complete education of man.

The first meaning of history is ‘tale, story,’ and the second meaning is ‘a chronological record of significant past events.’ The opening of tales for children-‘Once upon a time’-captures both the story and time nature of history.... It happens that the word ‘history’ comes from the Greek ‘to know.’

The origin of the word History is associated with the Greek word ‘Historia’ which means ‘information’ or ‘an enquiry designed to elicit truth’. Man looked at the wilderness of the past when he was brute and savage, and even as he looked, he beheld a garden which could be created out of a jungle. He has an eye not merely on the dizzy Heights of the past but on the ditches and uneven surfaces as well, with the intention of building a glorious monument for the future. The nature history is too complex and its scope too vast, touching almost every domain of human activity. Let us start with a few definitions of history.

History has been defined differently by different scholars. Following definitions indicate the meaning of History.

Aristotle: “History contrasts research into the facts, with the logical task of explanation.” The term ‘contrasts’ is very significant here, as it suggests that things in history are related to one another in a systematic and permanent manner, forming the entire story of man into one integrated whole. Aristotle further suggests that history is an account of the unchanging past the sense that human nature does not change, and that all activities that originate with the same intentions and motives differ only in the degree of details and not in their basic nature. Thus wars, conquests, expansion and exploitation are a constant factor in history although every age and every country had its own technique to achieve the objective.

Henry Johnson: “History, in its broadest sense, is everything that ever happened.”

Smith, V.S: “The value and interest of history depend largely on the degree in which the present is illuminated by the past.”

Rapson: “History is a connected account of the course of events or progress of ideas.”

NCERT: “History is the scientific study of past happenings in all their aspects, in the life of a social group, in the light of present happenings.” The scientific study is promoted through explaining the meaning of history as study of human society in different times through all

the dimensions like political, social, economic, cultural, scientific etc. Study of past happenings in the light of evidences as well as insistence for unfolding of truth through causal relationship is of prime significance. Shedding light upon truth with the help of sources is vital here along with organizing historical facts scientifically.

Jawaharlal Nehru: “History is the story of Man's struggle through the ages against Nature and the elements; against wild beasts and the jungle and some of his own kind who have tried to keep him down and to exploit him for their own benefit.” Man has made the journey of his progress from the primitive to the modern man of today. He had to battle against the nature and its different elements for his existence and progress during the course. The society had to struggle against specific class in every age and every place to seek justice. This struggle still persists even today. Pandit Nehru expects the account of this struggle throughout ages. According to Pandit Nehru history means the struggle of human endeavour against the nature.

A novel interpretation of history is given by **Carr E.H.** He states: **“History is the continuous process of interaction between the historian and his facts, and an unending dialogue between the present and the past.”** Carr admires history to be a continuous process, that process is the process of interaction between historian and facts. The validity of the event gets decided through how the historian describes the event with the help of obtained facts and what interpretation he draws out. The constant correlation between occurred events and the present conditions has been given importance in history. Today's situations and current happenings are going to be the past tomorrow. Yesterday has its influence on today and also today on tomorrow. There is some background to every happening and its success or failure. It leads to certain impressions e.g. the entire world witnessed the undying evil-impacts of imperialism and nuclear weapons during the World War II. But, even today the imperialism and nuclear accomplishment still exists in the world. The roots of it can be found out in the colonialism, imperialism and consequent World Wars. The seeds of all-round accomplishments of today's Japan are in the lessons they took from the demolition in World War II. That is why history is an unending dialogue between past and present. The past and present are closely related with each other. They have an eternal relation between them. The ancestries of the present problems can be seen in the past. Henceforth history is reckoned to be an unending dialogue between the past and the present. The events from the past can be experienced in the present in different form. Human behaviour lies at the roots of these events.

Famous historian **Burk Hardt** has defined history as, **“the record of what age finds worthy of note in another.”** The era of Indian freedom movement has its unique significance in Indian history. The present generation receives guidance for active living through cruel policy of the British, the fight of Indians and the freedom achievement. It can be perceived that the injustice can also be eradicated by truth and non-

violence. The vitality of freedom, equity, fraternity and justice can be grasped and the contemporary generation can get apt direction. That is why here the history is referred as the record of the things of one age worthy of note in another.

According to **Herodotus**, **“History means inquiry into the interesting and memorable past events.”** Here history is predestined to be ascertainment of interesting and distinct events occurred in the past. But, meaning of history cannot be such insular. History is the subject which reviews all the dimensions the human life on the basis of past events. Eminence of Chhatrapati Shivaji Maharaj remains not in how many battles he won or how much exploits he performed but remains in his accomplishment in those times and what we shall take for our lives.

“History is the lamp of experience.” **Happold** has given this a visionary definition of history. Here really the penetrating meaning of history is expressed. History guides us throughout life just like the lamp in the darkness. We can move towards appropriate direction by taking precept from the past happenings and success along with failure of the ancestors. We can be prosperous by avoiding the mistakes made by the ancestors and by following constructive deeds. The deterioration of Maratha Empire can be observed in the dearth of planning, materialistic stance and lack of unity of Peshwas, hence appropriate planning is essential to be successful in life. Its execution is also crucial. We can perceive that it is quite necessary mutual regards and feeling of integrity to accomplish any task.

While explaining the meaning of history, German thinker **Herder** says, **“History is the chain of events.”** According to Herder no historical event cannot be examined secluded; in fact, there is a chain of events behind every event. For instance, Murder of Archduke Ferdinand was not the mere reason behind the World War I, in fact it was one of the reasons. World War II did not begin only due to Hitler’s attack on Poland; it was just one of the reasons.

Numerous historians made attempts to apprehend the meaning of history by detecting and interpreting countless events from the past. The philosophy of history came into existence as per the establishment of meaning of history through those efforts. Karl Marx, a German thinker discovered the meaning of history in such philosophical form. He saw only class conflict in history. According to **Karl Marx**, **“The human history is nothing but class struggle.”** He firmly believes that the nature of class conflict changed as per the time but, the conflict still continues and we study only this class conflict through history.

“History as an entity gets generated through appropriate offspring of various happenings.” This definition of history by **V. K. Rajwade** is in quite broader sense. History does not include only political events but, it is the study of all the dimensions of human life. The happenings till yesterday come under the orbit of history.

Various definitions of history gradually developed through the attempts to answer the question of what is history. There seems to be a common principle in all these definitions although they all seem to be different from each other. The thread is past society. History means the study of the past social components. The entire society is the ultimate accomplishment whether talking about the happenings in the society, rise or fall of the civilizations, class conflicts among them, moral values among them or politics among them.

A broader definition can be made, “history means the graph of various aspects of human life and his development.” The graph comprises of thought of every field of human life. It includes not only his political and social life but also his values, ethics, art and literary expression. Overall, the present arises by carrying influence of past happenings, thoughts and elements. That’s why history is the graph of human advancement.

The above definitions explain History as a significant record of events of the past, a meaningful story of mankind depicting the details of what happened to man and why it happened. Mainly it deals with the human world.

History is a growing discipline the serious study of which started in the second half of the 18th century, so it is said that it is still in the developing stage as a comprehensive subject. The History which is a record of unique events in the life of mankind is the stir and vibration of life. It is not only the conserving and understanding of what has happened, but also the completion of what has been going on at present.

Check your progress:

Q. 1 Define History.

1.3 NATURE OF HISTORY:

The nature of history is very complex. It lends itself to various explanations. No one branch of history is more than a single glimpse of a vast complex of phenomena. History repeats itself in one sense but does not repeat itself also. History has contemporaneity and it is an unending dialogue between the past and the present. Value-judgment is an aspect of history which we cannot ignore. It is very often coloured by the current ideas of a period or country. It is a prophecy in reverse, as it needs to some extent in knowing what to expect in future. It is regarded as linear by some and cyclical by others. However, no one can dispute the dynamic nature of

history, which concerns itself with an ever-changing drama of life which has a purpose and a meaning.

History is not a description of interesting stories but, it is a broad subject which guides the life and aims for the better future. The nature of history as a subject can be perceived through following points:

1.3.1 A study of the present in the light of the past:

The present has evolved out of the past. Modern history enables us to understand how society has come to its present form so that one may intelligently interpret the sequence of events. The causal relationships between the selected happenings are unearthed that help in revealing the nature of happenings and framing of general laws.

1.3.2 History is the study of man:

History deals with man's struggle through the ages. History is not static. By selecting 'innumerable biographies' and presenting their lives in the appropriate social context and the ideas in the human context, we understand the sweep of events. It traces the fascinating story of how man has developed through the ages, how man has studied to use and control his environment and how the present institutions have grown out of the past.

1.3.3 History is concerned with man in time:

It deals with a series of events and each event occurs at a given point in time. Human history, in fact, is the process of human development in time. It is time which affords a perspective to events and lends a charm that brightens up the past.

1.3.4 History is concerned with man in space:

The interaction of man on environment and vice versa is a dynamic one. History describes about nations and human activities in the context of their physical and geographical environment. Out of this arise the varied trends in the political, social, economic and cultural spheres of man's activities and achievements.

1.3.5 History is a dialogue between the events of the past and progressively emerging future ends:

The historian's interpretation of the past, his selection of the significant and the relevant events, evolves with the progressive emergence of new goals. The general laws regulating historical happenings may not be considered enough; attempts have to be made to predict future happenings on the basis of the laws.

1.3.6 Continuity and coherence are the necessary requisites of history:

History carries the burden of human progress as it is passed down from generation to generation, from society to society, justifying the essence of continuity. It becomes thus necessary for history to be rewritten

from time to time. The past events have got to be revalued in the light of fresh developments and new ideas.

1.3.7 Relevant:

In the study of history only those events are included which are relevant to the understanding of the present life. The affairs of men and nations are constantly in motion. Consequently, there has been a radical change in recent years as to the proper nature and scope of history. In the past it was merely a catalogue of events serialised in a descriptive manner. We have now to study history in a critical and scientific way, wherein the historian thinks for himself instead of merely repeating the stories found in old books. History becomes a study of reality in its aspect of becoming.

1.3.8 Comprehensiveness:

According to modern concept, history is not confined to one period or country or nation. It also deals with all aspects of human life-political, social, economic, religious, literary, aesthetic and physical, giving a clear sense of world unity and world citizenship. Historical activity involves three different types of functions which should be performed simultaneously. The first is to get at the truth, to know the entire-human past as it actually happened, and to be sure that solid facts are at hand. The second job is to interpret the facts, to assess, to evaluate and to explain their significance. The third task is to present the ideas in a clear and attractive manner. These three functions make the historian a scientist to gather facts, a philosopher to interpret them and a litterateur to express them.

1.3.9 Objective record of happenings:

Every precaution is taken to base the data on original sources and make them free from subjective interpretation. It helps in clear understanding of the past and enables us to take well informed decisions. Objective record of events is quite crucial in history. The sources and evidences preferred by the historian are of prime importance while writing the history. It is also necessary to write history bias free and neutrally with the help of evidences. Otherwise it may lead to false information, false interpretation and false message to the learners. Hence, objective record is the basic feature of study of history.

1.3.10 Multisided:

History is related with all the aspects of human life. As perceived earlier, the nature of history is not only political but, history aims at all the dimensions of human life.

It does not throw light on only sole aspect of past human life. Infact, history is multifaceted as being social, economic, cultural, scientific, political, arts and literary, religious etc. Holistic view of contemporary social systems, political scenario, economy, judiciary, arts and literature, various inventions and developments in science and technology can be seen while studying past happenings. However, it is not confined to the study of Kings, Empires or elite social strata but, it

comprises of study of all the people from all the socio-economic-religious strata. That is why the nature of history is diversified and eclectic.

1.3.11 Time and Place relevance:

This is the main feature of history. History is time relevant and place relevant. It means one has to understand the contemporary situation and time while studying past happenings. For example, while studying thrashing of Afzal Khan by Chhatrapati Shivaji Maharaj, contemporary situation (Pratapgarh, its geographical significance) needs to be understood. One has to take into consideration the then socio-political scenario in India and specifically in Maharashtra (time) and the significance of geographical structure of Maharashtra in his success (place). Otherwise it will lead to misperception about him. It is not necessary that ideology, idols, values, principles of social life of a specific time and place may not be applicable to other situations. Henceforth, history is time relevant and place relevant.

1.3.12 Correlation among past, present and future:

History is an unending dialogue between the past and the present. The roots of present situations viz. present ideologies, lifestyles, problems, success and failures are in the history. The origins of present Indo-Pak crisis can be observed in 'divide and rule policy' of British and partition of Bengal. We will have a bright future only by perceiving and avoiding mistakes of the past. Past legends, their thoughts and their acts are influential to the generations even today. The present can work positively by taking inspirations through them and it leads to the emergence of legends of tomorrow. We cannot see the present separate from the past. Past is the background of the present. Prof. Lecky, "A study is the understanding and estimating the present age for the betterment of the future."

1.3.13 Scientific study of past:

History cannot be decided through rumours but, it is written on the bases of sources. No history is written just by probing. It is impossible to write history without the help of sources. "No documents, no history," is the popular saying among historians and learners of history. Science believes in evidences. Background and effects of any event (causal relationship) is studied in history through the study of past events with the help of primary or secondary sources.

1.3.14 Study of human struggle, development and transformation of human civilization:

Man has to battle with surrounding circumstances throughout the ages. The struggle for the human existence and development is still on. Also, a particular social group has continued efforts to dominate on the others for its greed in every generation. History comprises of the description of this struggle of mankind against such social group in all times. Human existence as community-society, various civilizations aroused and developed through various times are the integral part of study of history. Human life is studied through various civilizations and various

dimensions in history. Also, history comprises of portrayal of how human life changed and how man gained progress. History can be termed as reviewing human progress.

1.3.15 Not only narration but, analysis and synthesis as well:

History does not only mean to be the report of occurred incidents. History includes the diagnosis of events. The factors having impact on the event are also studied. The contemporary circumstances, roles of different people in the event and the contemporary ideology are analyzed and the complete portrayal of the event is expressed. That is why history is not only description but analysis and synthesis as well.

E.g. while studying French revolution, history does not tell only how it occurred but also, it analyses the social, political, economic and ideological contexts as well. Also, history throws light on the values like equity, freedom and egalitarianism which were the real output of this revolution for the entire humanity.

1.3.16 Integration of science and literature:

History is a science as far as the study of events through causal relationship with the help of available sources and evidences is concerned. When one has to explain and interpret the occurred event, naturally there come the individual difference of writing style, language and flavour. Everybody describes the event through his own outlook. Hence, history is an art as well. That is why history is science at the beginning and it turns into art afterwards.

Check your progress:

Q.1. Explain the Nature of History.

1.4 SCOPE OF HISTORY:

Scope means the breadth, comprehensiveness, diversity and extent of learning experiences offered through the study of a specific subject. Man can enhance his intellectual outlook and rationale through the study of history. Prof. Collingwood in his book 'Idea of History' has explained the scope of history. He said, "History has vital significance. Its lessons are quite useful for human life as the tone between the current happenings and their effects can change as between past happenings and their effects. Significant events if remembered can be useful in decision making in future. These cannot be shown in visible form but, they can be directive regarding what can happen and which treats can occur in current chronology."

Profundity and inclusiveness of history can be seen through its development as a faculty. Identities which were previously the ideals of a particular society have become a part of global history while portraying the picture of man's success in every field. There were times when history was reckoned as the collection of fables and narrations of gallantry which was studied for some entertainment and value inculcation. Today there is no facet of human action which does not come under the area of authority of history. Scope of history can be perceived through the points mentioned below;

History previously as a part of literature has now emerged as an independent and complete discipline. We see different types of history today such as 'history of arts', 'history of culture', 'history of religion', 'history of music', 'history of literature', 'history of geography', 'history of education', 'history of biology', 'history of atoms and molecules', 'history of mathematics', etc. We can catch various types of history including political, cultural, social, scientific, artistic, religious, economic, legal, constitutional, military and ideological history.

Nowadays interdisciplinary approach is a salient feature of history. Other disciplines and supportive sciences are frequently referred while writing and studying history e.g. geography, economics, sociology, science, numismatics, anthropology, geology, astronomy, archaeology, etc.

Focus is on time and place in the study of history. We can find different types of history on the base of time as pre-historic, ancient, medieval and modern. Types of history according to place are local history, regional history, National history and world history. Today's history is not confined to Kings, warriors, religious preceptors, high-brows of the society as it was previously. It instead studies different aspects of lives of people from all strata of society. History is not the property of one particular community. It involves every human group and its social, economic, political, cultural, ideological evolution. History is not circumscribed up to the narration of merely political and subjective events. Instead it involves analysis of social, cultural, economic conditions.

The aim of history is to inculcate various values on human mind. History is not mugging up the heroics of Chhatrapati Shivaji Maharaj, Mahatma Gandhi, Dr. Babasaheb Ambedkar, Nelson Mandela, etc. but, it is about nurturing the values on the future generations these icons opted. History aims to develop sublime outlook by inculcating not the event but the core of events, to stimulate not just patriotism but to enable the man to think as a human species and to promote the feeling of internationalism, global tolerance.

History is not merely reviewing past events. It has about construing meaning to past events and living in present, solving current problems and developing a prosperous future. Now the scope of history has emerged in

explaining the motive behind the historical happenings through collecting and interpreting sources. According to Prof. Trivellion, "Scope of history is touching three different aspects namely scientific, imaginative and literature." It means history is dealing with three fields of science, imagination and literature. It has the power of understanding many subjects. That is why scope of history is quite.

The question is always asked about whether history as a social science is a science or an art. Then it becomes a prime duty of a historical researcher to enquire about this question. Bury says, "History is a science, no less no more." Lord Acton says, "The study of history is critical and objective. It is a science." History opt its own techniques for establishment of facts and interpretation. History is a science in this perspective. History just like physics, chemistry or other material science is an experience-based study because it involves use of various methods like observation, categorization, formulating hypotheses and analysis of evidences before explaining the facts. They are as follows;

1. There is collection of facts acquired from different sources.
2. Various methods of data collection are opted.
3. Collected data is carefully and systematically analysed and selected.
4. The entire world is the laboratory of history. Its various components are acquired by different human communities.
5. Different principles and theories are established on the basis of observation of events, analysis and comparative study. Hence, history is a science.

But there are certain limitations while considering history as a science.

Facts in history are complex and their repetition occurs exceptionally. Hence, it is not possible to unfold principles and generalised truth through it.

1. Historical information is not collected through observation or experimentation like other sciences.
2. Historical information is the output of human thoughts and acts which are always changeable. There fore, reliable information cannot be gained for establishing generalised principles and theories.
3. Historian is never an eyewitness most of the times. That's why history is written on the basis of available evidences.
4. Sometimes documents accepted as evidence can be bias of writer about the related event.
5. Actual history cannot come into light due to collective/social bias.

There are also some distinct problems in writing of history. They are as follows;

1. Prompt records about the past are not easily available.
2. Deficiency of original sources is a major problem in writing of history.
3. Ambiguity can be seen in available sources.
4. Bias is reflected while recording the events.
5. Individual differences can easily be seen as per every historian regarding the interpretation of event.

If narration of historical events is done in a scientific manner, it will seem to be uninteresting. Artistic method of presenting the history attracts the reader towards learning of history. It is said, "The dead presented in the dead form has no appeal." That's why historian has the task of bringing dead past into a live form through his writing style. Historian has to promote human emotions and motivations through powerful narration, imagination and comprehension of human psychology on the basis of norms of available evidences. Hence, historian has to possess the quality of narrating life relevant, powerful and interesting story in attractive and appealing style on the base of evidences. According to Toynbee, "Dull history is false history." It makes us clear that history is an art.

History is a social science. It does not possess precise and accurate principles, facts, laws and theories etc. Although it relates with human life, various human deeds and his physical progress, causal relationship is established on the basis of evidences. Prof. Travellion, "History is a science, also it is an art." It is assured that facts searched through history are scientific and then it has to be presented in an artistic manner in front of the reader. Therefore, history is a science in terms of and during the aim of discovering the truth on the basis of evidences, recording of events, unfolding through sources and analysis (Organising in the form of past, present and future, causes and effects through arranging the events). History is also an art in terms of interpreting the events and presenting it in front of the readers attractively in historian's own style. Hence, history is a science as well as an art.

With the passage of time the scope of history has been widened, and new areas are included in it. History is gradually assuming all the three dimensions viz.,

- i) what happened
- ii) how it happened
- iii) to analyse why it happened.

Instead of the descriptive catalogue of political events relating to the rise and fall of dynasties, kings, courts, wars and peace. Now it has a more humanistic approach which takes into account all the multifarious activities of man, not excluding social functions such as games, manners, customs and all the things which constitute the substance of the daily life of the common man.

History is no longer a branch of literature or politics or philosophy or any other discipline. It has an independent status of its own whose main function is now to study society in its aspect of promoting a culture, which constitutes knowledge, faith, belief, art, morals, customs and any other capabilities or habits acquired by man as a member of society.

History has mainly two functions to perform. One is the collection of data and the other is the interpretation of the data to explain the fundamental forces of history. The first part has to be objective and therefore scientific. The second part is subjective and hence humanistic.

History excludes from its scope the study of nature and confines its attention to the story of man's evolution from humble beginnings to complex achievements. But nature also comes within the scope of history, if it has anything to do with man. The scope of history includes both man and nature in so far as these two play a significant part in the life of mankind.

The scope of history includes all activities of man. The historian must look beyond government to people, beyond laws to legends, beyond religion to folklore and the arts, and he must study every phenomenon, whether intellectual, political, social, philosophical, material, moral or emotional relating to man in society.

History has to consider all human achievements in all their aspects such as science, technology, discoveries, inventions and adventures. But primarily the social life of man, his political achievements, his cultural attainment, his constitutional management and his economic endeavours form the main scope of history, as it is through the medium of state and society that man finds his identity.

The study of economic and social change is also gaining greater importance in history in modern period. In communist countries the entire orientation is on Marxist-dialecticism. The labour movement, the class struggle, inland and international trade, arts, crafts, industry, business, commerce, agriculture, peasant movement and so on are receiving greater attention. Likewise, social reforms, caste and class distinctions, family life, position of women, customs, manners, and way of life are exciting the interest of the historians. The history of institutions and ideas too are engaging the attention of the scholars.

Besides, we have universal history which takes into account the significant activities of entire mankind. The Arab historian, Ibn Khaldun happens to be the father of universal history, and also of the science of culture. The philosophy of history has made the subject of history very profound, ever since the time of Voltaire who coined the phrase. Great thinkers like Hegel, Marx, Comte, Spengler, Croce and Toynbee have contributed much to the philosophy of history. This kind of history does not treat isolated events or the role of individuals but takes into account the progress and decline of societies with reference to all aspects of human

culture. To a social scientist, all history is social history, though other historians may classify it as social history, political history, economic history, religious history, or history of some other kind.

Thus, the scope of history is ever expanding. Herodotus the father of history was merely an excellent story-teller, but only thirteen years later, his successor, Thucydides happened, to be almost a scientific historian. Surprisingly enough, he appears to be so modern that one could mistake him to be a historian of either the nineteenth or the twentieth century. Nineteenth-century historians dealt largely with governments and great men, with the development of national consciousness and the growth of political liberalism. The twentieth century witnessed a change in emphasis towards economic and social history, towards people and away from individuals.

The history of other countries and regions including Africa, China, Latin America, India and so on evoked as much interest in Europe as the history of their own continent. The shape and content of history has also undergone a change, depending upon the material available and the method of treatment adopted. Anthropology has also excited the interest of the historians and much useful work has been done in this field by scholars who have traced historically the customs and manners of the aborigines; social stratification of small communities who are a little higher up than the aborigines has been greatly facilitated by the availability of modern sophisticated techniques.

Further, the scope of history has been enlarged from objective empiricism to historicism. Objective empiricism means the establishment of facts as they really were. It is something like presenting a photographic copy of how things really existed in the past. Historicism means tracing the growth and development of an event from its early stages. It is like a genetic process which takes into account evolutionary trends and how progress has been made from age to age.

Apart from these two views history was dragged into the arena of the 'positivists' who believed that history was qualified on every score to have a series of general laws. The scope of history was further widened when attempts were made particularly in the USA to develop a new concept called 'historical relativism'. This concept was the by-product of the closer study of Freud and Einstein whose principles were applied to historical growth and development. Thus, from the nineteenth century the scope of history has been much widened. The nineteenth century which is called 'the century of history' has humanised history and made it a centre of reality and of thought.

1.4.1 Features of the scope:

In order to facilitate understanding the scope of history, the following features would be helpful :

- (1) The scope of historical study depends upon the subject of inquiry of the past events.

- (2) The scope of history is determined by the activities, experiences and thoughts of men at different times in the past.
- (3) The scope depends upon the nature of inquiry of the past such as social, economic, political or other kind of inquiry. Thus, if we want to know a single aspect of Quit India Movement of 1942 say economic aspect, its scope is narrower than a general assessment of the Movement from different angles.
- (4) If we intend to study universal history of the progress of mankind it is greater in extent than a local or a national history.
- (5) Similarly, when we think about world history the time factor makes it necessary to define what exactly we want to study. If we simply say human activities it would mean a never-ending search as human activities from the beginning to our days implies scope beyond our human capacities.
- (6) Just as the present has innumerable matters for consideration, the past which for some generations in the past was a living present and as such they dealt with many known and unknown matters. The scope of our studies in general matters would be both impossible and end in a cloud. We have therefore to fix our attention on some points.

1.4.2 Limitations of the scope:

When we say history is a study of man's activities in time, the scope of our inquiry is limited by the time factor, If we do not fix the time of what happened in the past it would be a fantasy. The scope of history is limited by our knowledge of chronological details. Man appeared on this planet several million years ago but the recorded history of his activities cannot be pushed back beyond five thousand years. Those records do not give us a clear idea of his activities in civilized societies.

History in the real sense of the term began when the Greek Statesman Warrior Herodotus wrote about Greco-Persian War in the 5th century B.C. This was the first history of its kind in the world and the beginning of History is thus reckoned from that time. The scope of history of the world is thus limited to the history of man's social activities to a few thousand years. The activities of men before the historical period, that is before 5th century B.C. is enveloped in the mist of ignorance.

The second factor that limits the scope of history is the geographical factor. When we talk about world history we actually refer to few places on the earth. As everybody knows more than half the surface of the earth is covered by water. Out of the remaining part a sizeable surface is occupied by hills, mountains, deserts and rivers ice etc. Thus, the habitable portion of the earth is limited. Further man grew civilizations in a few favourable lands. The scope of history is thus limited.

Thirdly the scope of history cannot be rigidly fixed at any time. Suppose today we say history covers life of man and his activities in civilized societies, a few years or centuries after our time, historians

Would say history is concerned with activities and experiences of men and women only in highly developed societies or they may say it is confined only to the societies which are now developing.

Fourthly just as the scope of history is limited by time it is limited by the prevailing conception of history at a given time. In communist countries the conception of history is different from those of democratic countries or countries under despotic rule. Thus, the scope of historical inquiry responds to the necessity of knowing the truth about certain people at certain time.

Check your progress:

Q.1. Explain the Scope of History.

1.5 SUMMARY

In the beginning of this lesson, described about definitions of history so that students become familiar with different aspects through which history is perceived by historians and intellectuals. The sum and substance of the nature and scope of history can be summarised as follows:

History is scientific as it with a problem and conducts an inquiry to solve the problem. History is humanatic as it asks questions about things done and experienced by men in the past. History is rational as it gives answers to the questions based on evidence. The conclusions arrived by historians on the basis of such evidence have to be logical and without partiality. History reveals what man has done and so what man can do. Purposive search for truth of man's activities, his thoughts and passions give a better idea the present problems.

While reconstructing the story of man's activities in the past, it has to be done methodically.

We have therefore referred to Data, chronology, language, surveys, classification of sources etc. So that students study and remember these points which will be elaborated in historical research methodology.

1.6 QUESTIONS

1. Discuss the meaning and scope of History.
2. Explain the Nature of History.
3. Explain the Scope of History.

1.7 ADDITIONAL READINGS

1. Ali B. Sheik, History: Its Theory and Method, Macmillan India Limited, Madras, 1978.
2. Carr E. H., What is History, Penguin Books, London, 1961.
3. Collingwood R. G., Idea of History, Oxford Paperbacks, Oxford University Press, London, 1966.
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Unit - 2

IMPORTANCE OF HISTORY

Unit Structure :

- 2.0 Objectives
- 2.1 Introduction
- 2.2 Importance of History
- 2.3 Summary
- 2.4 Questions
- 2.5 Additional Readings

2.0 OBJECTIVES

After the study of this unit, the students will be able to :

- 1) Understand the importance of history in academic arena.
- 2) Understand the importance of history and its relevance in present age.

2.1 INTRODUCTION

History is the basis of all subjects of study which fall under the Humanities and Social Science. It is often said to be the “queen” or “mother” of the social science. According to modern concept, history does not only contain the history of Kings and queens, war and generals, but also the communities and the societies, new technological inventions done in past are the subject of study of history as well. History is a unique subject possessing the potentialities of both science and art. So, History is very important subjects to understand the past, improving the present and guidance for future aspects in human life.

2.2 IMPORTANCE OF HISTORY

History is not confined to the study of past but, it is related to the past, present and future. Every happening has specific context and it leads to specific effects. The present of today is going to be the past of tomorrow. The origin of each contemporary problem lies in the past. The present situation shapes up through the past and it also decides the future direction. e.g. ‘reservation’ is one of the hot issues of today. It has its grassroots in the ‘divide and rule’ policy of the British rule. History escorts the decision making for the future. We can perceive the decisions and their deeds of our ancestors, their influence from history. We can create a bright future through understanding which things to follow and which blunders to avoid of our forefathers.

“History is the record of the life of the societies of man, of the changes which those societies have gone through, of the ideas which have determined the action of those societies and the material conditions which have helped or hindered their development.” Charles Vth expresses the broader view of history. He agrees that history is the record but, he also describes the details of the records.

Importance is given to how human society developed, how different cultures upspring (e.g. Harappa culture, Egyptian culture) in the flow of time. Social system is reckoned to be the core in history in every period whether it may be ancient or modern. History also includes study of how societies transformed, which reforms occurred (for example; industrial revolution, globalization etc.) Study of constructive as well as destructive actions of mankind in different times and at various levels, their impacts and the ideologies behind them are also involved in history.

- i) Diverse Human society and social life in different times, at different levels and in different situations.
- ii) Revolutions and reforms in human society during the course of time.
- iii) Deeds by human society and thoughts and ideologies behind them.
- iv) Physical conditions favourable and unfavourable to human development.

It is necessary to study the historical events on the basis of evidences and causal relationships. It promotes research attitude. Mental and ideological competence is fostered. One has to think divergently and multidimensional while reaching at conclusion about an event rather than just thinking convergent. History is not just a subject of study or entertainment perhaps, it is the lamp of experience. Cromwell says, “God manifests himself through history.” It means history shows direction regarding deciding about right-wrong, moral way.

Martin Luther says, “History is the mirror of looking at own self.” “Curiosity about the past events is the feature of human nature.” This statement of McMurry reflects the natural tendency of mankind to know about the history. We come to know about the braveries our ancestors had done, the qualities upon which they gained success through studying history of our ancestors. But we also understand their blunders, perceive about their mistakes due to which their next generations had to suffer. Subsequently we can try to avoid such blunders and mistakes.

Edmond Burk says, “History is the guide of foresight.” We need to have knowledge about the past of our motherland while maturing from a child to be an adult. We can gain the awareness about the efforts and sacrifice made by our ancestors in the freedom and security of our Nation, cultural tradition of our Nation, contribution of our Nation to the entire human species, legends born in this soil, sustainable philosophy in our soil and the sense of responsibility on our shoulders to preserve and nurture it as we are the future citizen of this Nation. History in this perspective

engraves discretion, urge for truth, courage, non-violence, just, freedom equality, patriotism, international understanding, persistence, perseverance, self-esteem on the minds of people. It also throws light on the evil customs, blind beliefs, traditions, social revolutions and works of legends against them. History subsequently tries to promote ideological renaissance through it

Study of history helps in the development of memory, imagination and thought process as a whole. When we study the past events and characters, we tend to see ourselves in them. Our imagination and thought process fosters through it. Truth narration is a great gift of history. We can understand the truth about what had happened in the past. Our bias, misperceptions or wrong egos get cleared. Reader is helped by history in the study of other subjects.

Tarmious has aptly said, “History helps to bridge the usual gulf in education between theory and practice.” History works in bringing theories closer to the life and reality. An individual is able to see the educational knowledge through life-oriented outlook due to history. History is considered as mother of all subjects. Study of history is directly or indirectly supplementary to the learning of other subjects. History can become the medium of social unity while narrating our ancestors, our Nation, our culture and our traditions. It can assist in nurturing National integration by bringing people closer ideologically and emotionally. While doing this, history also gives education of humanity and international brotherhood. It shows us that we are all humans first; we do have same needs and same feelings. We are all incomplete without each other. Hence, history teaches us to look at each other with affection, love and cooperation and not with enmity. It gives the lessons of humanity. History strongly promotes internationalism through widening of human outlook. Therefore, importance of history as the mother of all subjects, source of all values, teacher of human mind and attitude and philosophy of living successful life is incredible.

History is not merely the collection of events. In fact, it is the discovery of events in detail. History means narrating about the past happenings as they happened. It is necessary to search history to understand the present. If the present is not perceived properly, it will not be possible to foresee the future. History enables the prompt perception of present on the basis of which the future can be foresighted properly. Hence, the main job of historian is not just recording the events but, to evaluate them.

The importance of history has increased in modern times. Along with telling the occurrences, nature of history is becoming widespread through intellectual analysis of facts and to draw conclusions for the future on their basis. Earlier history was confined to political dynasties and families of Kings. It was related only with battles, victories, defeats and treaties. But, this nature of history has become a history. All social aspects of common man, customs, traditions, languages, ideas, thoughts and

behaviours are considered in history in modern times. In fact, the daily of man has now become the part of history.

Historiography has to be considered as equally responsible for the transforming scope of history as learning of history was limited only up to political events and incidents till 19th century. But today we deliberate social, economic, political, moral, literature, religious, etc. aspects while considering history as we think about human development in history. Hence, we must have to consider these all aspects. Support of literature is taken to make history subject brighter and more attractive rather than let it remain dull-lifeless. Historiography has continued to collect sources with the help of above-mentioned subjects and to give insight into the events occurred in the past.

History is reckoned as a science since 20th century. Prof. Bury from Cambridge University has firmly said, "History is a science, no more no less." It changed the direction of study of history. Dynamics of time and history taken into account while understanding history. History is a discipline. Many streams have emerged through the fine study of history. More motion is occurring in the process of regional and local historiography. National history shapes up through regional and local history. Hence, world history and National history are called macro history while regional history is called micro history.

The study of history is like visiting strange far-off lands. Like travel, it takes us out of the narrowness and commonplace events of everyday life. It presents before us an exciting picture of the march of man across the centuries, and the work of the multitudes of human beings trying to pass on to us a better life than theirs. It is the story of the development of human society, its arts and letters, philosophy and religion, adventure and administration, culture and way of life, and all other aspects relating to man's significant activities. It is rightly said that history depicts "the struggle of man to carry truth and justice into the administration of human society, in the rise and fall of the creeds, in the world of ideas and in the character and deeds of the great actors in the drama of life, where good and evil fight out their everlasting battle."

History helps us to understand how the world developed into what it is. It makes us know interesting men and women and promotes in us a knowledge of human nature. It links the present with the past, and enables us to see how man has discovered better ways of living and built up orderly societies which we call civilisation. The study of history is no waste of time or luxury, but a pressing need. A nation that forgets history will have no future. It is the epitome of human experience, and it makes men wise by teaching them what is good so that it may be adopted, and what is bad, so that it may be avoided.

History attempts to give us the meaning of life. Man starts to search for the purpose of life. He puts such questions as why and how do I live? Where have I come from? In this search for the reality of the past, he

comes to know that he has built institutions; he has waged wars; he has made treaties of peace; and he has invented thousands of things to make life comfortable. In this sense history gives us an insight into man's life and action. This knowledge is very helpful to him. It offers him a mental discipline which helps him to meet new problems soberly and intelligently, and not emotionally and superficially. Although man now controls nature, and possesses enough knowledge about it, he cannot control his own emotions and ambitions. He can send a rocket to the moon but he has not yet eradicated hunger and poverty on this earth. A knowledge of the past as to how man has suffered because of his mistakes may help humanity to correct itself, and thus history may meet the demands of pressing social needs.

History has the ability to improve the understanding of man. Man has left behind the deeds of his day for the education and the enjoyment of posterity. Such a study will not only furnish a mental discipline but also will enable one to know the past and interpret its significance. It will come in time to meet our daily needs and will ultimately play an infinitely more important role in an intellectual life. Any phenomenon or principle cannot be understood philosophically or intelligently unless it is explained historically. We cannot understand any issue properly unless its whole background is furnished to us. A doctor would not be able to diagnose the disease unless he is posted with the history of the case; and that is why the word history appears in bold letters on top of the prescription chit.

By placing the facts of life before a person, history which is a study of human nature enables him to live in a state of peace and understanding. History in that case becomes a guide pointing in the direction of unity and progress. As history is a voice ever sounding across the centuries about the laws of right and wrong, it could become an instrument to promote human understanding. Those sovereigns and statesmen who had a good knowledge of history, like Frederick the Great, Napoleon, Churchill and Nehru, have played a vital role in history. The true interpretation of history is to view it as the record of social, moral and intellectual education of man, which is so essential to dispel darkness. History not only tells us about the right principles of life, but also warns us through concrete examples about the inevitable destruction of society, if these principles were to be neglected.

The purpose of history has been to indicate what mistakes man has done in the past, how he could avoid them in the future and how he could preserve the four freedoms, namely the freedom from want, freedom from oppression, freedom of religion and freedom of expression. The moralists required that man should put his conscience into harmony with true historical development.

History not only educates a man, but also trains his mind. Before we begin to understand or improve any system or idea the Best thing, we do is to find out the history of that system or idea. A musician or a mathematician or a philosopher could never understand or improve a new

idea until he is very clear of the antecedents of that idea. When Bertrand Russell was asked about the need for history, he said, "I think it is enormously important, it gives stability and it gives depth to your thought and to your feeling." The present is the child of the past, and has grown out of the past. Our present social, political and economic conditions are the result of factors that preceded them. This chain of cause and effect goes back to the dim past. We in the twentieth century are closely affected by what was done by Ripon, Dalhousie, Shivaji, Akbar, Babar, Harsha, Samudragupta. Asoka, Buddha, Vyasa and their predecessors going back to the cavemen of the Stone Age.

We teach history to children because it helps them in gaining powers of memory, imagination and reasoning. It has ethical values as history is philosophy teaching by examples. It inculcates in young minds moral laws of right and wrong. It fosters patriotism in our youth, for they would feel a sense of pride by the knowledge of our rich heritage and glory of the past, which should instill these are secondary issues that come under the importance of history.

The primary aim is to promote understanding of the present by a knowledge of the past. To the question, "What is history for?" Collingwood answered, "It is for human self-knowledge. Knowing yourself means knowing what it is to be the kind of man you are; and thirdly, what it is to be the man you are and nobody else is."

Lord Acton explained the necessity for history thus, "If the past has been an obstacle and a burden, knowledge of the past is the safest and the surest emancipation." An objective study of history would save humanity from bigotry, bias and obsessions. Lecky observes, "He who has learned to understand the true characters and then a sense of love for the motherland. But tendency of many succeeding years is not likely to go very far wrong in estimating his own."

Thinkers have gone to the extent of saying that all our hopes of the future depend on a sound knowledge of the past. In conclusion it must be said that history has the capacity to inspire youth to higher pursuits of life, and to stimulate the aged to endure the inevitable. History is a delight in itself. It is an adventure in the field of reconstructing the hazy past. Trevelyan said that "History's chief but not the only significance is poetic as a great poem is an epic without beginning or end." The importance of history may not be so much scientific as educational, to broaden the vision, to enlarge the understanding and to promote the pleasure of contemplation.

Check your progress:

Q.1. Examine the Importance of History.

2.3 SUMMARY:

The meaning and definition of history is explained here. Views of various western as well as Indian historians are expressed here while explaining this concept. Nature and scope of history is also discussed here. Outlook towards history has changed in modern times of today. Importance of history in human life is undisputed is also stated in the present chapter.

While studying history it is necessary to understand problems of civilized life or organized social life of man at different stages of his progress.

2.4 QUESTIONS:

1. Examine the Importance of History.
2. Explain the importance and relevance of history in present age.

2.5 ADDITIONAL READINGS:

1. Ali B. Sheik, History: Its Theory and Method, Macmillan India Limited, Madras, 1978.
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UNIT- 3

HISTORY AND AUXILIARY SCIENCES

AUXILIARY SCIENCES

- a) SOCIAL SCIENCES
- b) NATURAL SCIENCES
- c) ANCILLIARY DISCIPLINES

Unit Structure:

- 3.0 Objectives
- 3.1 Introduction
- 3.2 Auxiliary Sciences
 - 3.2.1 History and Social Sciences
 - 3.2.1.1 History and Political Science
 - 3.2.1.2 History and Sociology
 - 3.2.1.3 History and Economics
 - 3.2.1.4 History and Psychology
 - 3.2.1.5 History and Geography
 - 3.2.1.6 History and Anthropology
 - 3.2.1.7 History and Art
 - 3.2.1.8 History and Theology
 - 3.2.1.9 History and Literature
 - 3.2.2 Natural Sciences
 - 3.2.2.1 Biology
 - 3.2.2.2 Agro-Biology
 - 3.2.2.3 Medical science
 - 3.2.2.4 Alchemy- Chemistry
 - 3.2.2.5 Advanced Technology
 - 3.2.2.6 Ethnology
 - 3.2.2.7 Intellectual History
 - 3.2.3 Ancillary Sciences
 - 3.2.3.1 Chronology
 - 3.2.3.2 Graphology
 - 3.2.3.3 Philology
 - 3.2.3.4 Diplomatic
 - 3.2.3.5 Paleography
 - 3.2.3.6 Sigillography
 - 3.2.3.7 Numism
 - 3.2.3.8 Archaeology and Epigraphy

- 3.3 Summary
- 3.3 Questions
- 3.4 Additional Readings

3.0 OBJECTIVES :

After the completion of this unit, the student will be able to:

1. Summarize the relationship between history and social sciences.
2. Perceive the relation between history and natural sciences.
3. Grasp the relation between history and ancillary disciplines.

3.1 INTRODUCTION:

The auxiliary sciences of History can be easily divided as 1) Social Sciences 2) Natural sciences and 3) Ancillary disciplines. We shall consider the Auxiliary Sciences as detailed above in this unit. History is related to several other disciplines, and needs their assistance, just as it is helpful to a number of other disciplines. A historian must use the results achieved by workers in other fields of human knowledge. They are called ancillary disciplines such as philosophy, chronology, paleography, graphology, sigillography, diplomatic, epigraphy, numismatics and archaeology besides a number of social sciences which have already been examined in the foregoing paragraphs.

3.2 AUXILIARY SCIENCES

3.2.1 History and Social Sciences:

Having discussed where history stands in its structure, either in science or in arts or in both, we shall proceed to examine two more basic problems of historical theory, namely the kinds of history and its relation with other social sciences, and also history and ancillary sciences. History being a very comprehensive subject, has many aspects such as political, constitutional, diplomatic, military, economic, social, intellectual, and so on. These are not the only areas with which history is mostly concerned, but are the major ones.

The social sciences are nothing but a short course of history, depicting social, economic, industrial, scientific and cultural aspects of man's life. It throws light on the inter-dependence of man and man, nation and nation and country and country. Dr. Terevelyan says, "History is not a subject at all but a house in which all subjects dwell." In Ziller's opinion, "History is the central subject round which all other subjects can revolve." Prof. Johnson opines, "History with or without the name, certainly has been and is a background for other social sciences. History may indeed be regarded as the only field in which all other social sciences meet." Expressing his views on this Koerner says, "Occupying as it does an intermediate position between the humanities and social sciences and employing both the qualitative approach of the humanist and the

quantitative data of the behaviourist, it serves as a medium through which student can learn something of literature and arts on the one hand, and politics, economics and social behaviour on the other.”

3.2.1.1 History and Political Science:

Political history demands a great share in the workshop of history, as politics is an important activity which brings about radical, speedy and far-reaching changes. Politics is instrumental in shaping the constitutional, legal, diplomatic, military, economic and even social problems of a country. Politics happened to be such a favourite branch of English historians that they went to the extent of saying that all history is political history, that history is the root and politics is the fruit, and that past politics is present history. At every turn from the earliest times down to the present period, it is the political activity either through monarchy or oligarchy, or aristocracy or democracy or tyranny or dictatorship that has dominated the life of mankind. At all times and in every country, either only one or only a few have ruled the many. Even in democracy, once the elections are over, power rests only in the hands of a few.

As history takes stock of unique events, it is the story of the shepherd that attracts the attention rather than the flock of sheep, whose behaviour is steady. The king has been called the shepherd of his people. The modern Presidents, Prime Ministers, Parliaments, Senates and other political agencies are so much in the news that politics happen to be the mainstream of all history, and demands the lion's share of a historian's attention.

Acton says that politics is like the grains of gold deposited by the stream of history in the sands of time. Polybius says that the use of history lies in learning the art of politics. Sir John Seeley says, “Politics are vulgar when they are not liberalised by history, and history fades into mere literature when it loses sight of its relation to practical politics.”

Related to politics is constitutional history which assists in the understanding of the political trend in any period. The development of political institutions, rules, regulations, rights and duties, law and mode of justice, executive, legislative and administrative functions, economic and financial implications, nature of bureaucracy, fundamental principles of State policy are all defined under constitutional history. Certain countries have rigid and written constitutions whereas others have flexible and unwritten constitutions, such as in England. Constitutional history traces the origin, development, nature and functions of political institutions. The evolution of the principle of constitutionalism is impersonal and has a relationship with the history of ideas.

Legal history is also assuming importance these days, particularly in societies where the Rule of Law is the way of life. The laws of Manu, the Code of Hamurabi, The Code of Justinian, the Code of Napoleon, The Indian Penal Code of Macaulay, Holdsworth's History of English Law,

Blackstone's Commentaries of the Laws of England and PV Kane's History of the Dharmasastras are all very important works on legal history. Diplomatic history is a specialized branch of political history. It deals with principles of international relations. Ambassadors are the links between nations and they are the custodians and practitioners of diplomacy. Such issues as balance of power, cold war, international peace, disarmament, outlawry of war have assumed great importance in recent times. Again, military history is an important chapter in political history, wherein wars, battles, campaigns and conquests figure very prominently. It deals with the causes of a war, strategy and tactics in the war, war weapons, mode of fighting and similar topics. The History of the Peloponnesian War by Thucydides, The Great Rebellion by Clarendon, and several histories on the American Civil War, the World Wars, and the Indian Mutiny have all added to historical literature. Since wars are psychological factors in the life of man, and since no age and no country is free from warfare, military history is as prominent in history as political history.

3.2.1.2. History and Sociology:

Sociology has a wide scope of study. It studies the development of the human society at large. Really speaking, the subject-matter of history, geography, civics, political science etc., could very safely be included within the broad scope of the study of sociology. In fact, sociology gives us knowledge of the development of the society. It aims at developing man into an ideal social being. History is very helpful in acquiring the knowledge of the development of society under various periods and under various conditions. The teaching of history should invariably be guided by the knowledge of sociology. Similarly, study and teaching of sociology can draw a lot from the knowledge of history.

Social history deals with institutions and problems dealing with man and society, customs, manners, habits, food, dress, amusements, family life, group life, folklore, festivals, ceremonies, and such other activities which are an essential part of human life.

Sociology is the latest science with which history is now developing very intimate relations. Sociology needs history as much as history needs sociology in order to describe social behavioural patterns. Trevelyan's Social History of England is extremely popular. It brings to our mind a vivid picture of how society functioned in the past in its multifarious range of social activities.

Toynbee has gone to the extent of saying that societies are the atoms of which history is composed and it is not individuals or nations but societies that form the components of histories. Social history concerns itself with the tracing of the origin and the development of institutions. It emphasises the cultural aspects of the evolution of man from savagery to civilisation. It is the daily life of the inhabitants of the past ages, the character of family and household life, the conditions of labour and leisure, the attitude of man towards his fellow beings and nature, the pattern of life as it arose from his group living, and the changing forms in

his life as a result of religion, literature, music, philosophy, art, learning, thought or any other intellectual activity.

In short sociology is helping history to study 'social dynamics' which is a study not of society at rest but constantly in social change and development. Social processes and social causation are giving a new perspective to history enlarging our vision away from dynastic history. In India too our historians are now giving increasing attention to social history, which has already become popular in the West.

3.2.1.3. History and Economics:

Basically, Economics is the study of wealth. But this study is in relation to man and his daily life activities. Thus, a correlation between history and economics is quite natural. Economic conditions play a vital role in the course of history. If a country could attain a height of civilisation in a period, it must have been because of good economic conditions of a country or various countries in various periods. To know the economic conditions of India during reign of Akbar or Shahjahan we shall have to go through the pages of history. In history we are also told that certain empires faced liquidation only because of economic reasons. In the same vein, the course of economic events has been influenced by historical circumstances, e.g. Mohd. Tughlak had certain plans, but the historical conditions of his time did not favour them and so he could not succeed, however, afterwards these plans were considered to be good and scientific.

Economic history became popular in the time of Condorcet, Comte, Buckle, Marx and Bury. There has been a new orientation in our historical outlook from the days of the materialistic interpretation of history by Marx, and as such, class struggle, man's skill in earning his daily bread, means of transport and communication, consumption, distribution, production, population growth, agriculture, industry, arts and crafts, trade, business and commerce, land revenue, taxes and a host of all other economic activities of the past figure very prominently in history.

Since Darwin spoke of the struggle for existence and Marx explained it in terms of economic determinism, economic history, particularly since the Russian Revolution of 1917 has assumed such importance as to overshadow all other branches of man's activity. Theories have been advanced that the mainspring of all historical activities, whether war or conquest, colonization or imperialism, originated because of economic motives.

Indian historians such as Hiren Mukherjee, Palme Dutt, Kosambi, Muhammad Habib and others were greatly impressed by Marxian thought and have tried to present an analysis from that particular standpoint. The institutions of slavery, feudalism, imperialism, capitalism, socialism have all been explained in terms of economic motives.

Modern economic theory depends largely on statistical data, and the expression of economic laws have become mathematical in nature. Historians have not remained free from the influence of statistics, and a new branch called Cliometrics has come into vogue, according to which the use of mathematics has come into greater play in the writing of history. To avoid approximation, ambiguity and vagueness, historians are using statistics to be precise in their data. But too much use of this science will rob history of all its charm as a fascinating story of the past. It becomes confusing and uninteresting if an algebraical formula is used. Foreexample good historical writing is described as $A=a+b$. Here A stands for the net result that flows from the historian's mind and pen, a is the data or the sources he finds in the records, and b is the imaginative, interpretative and explanatory skill of the historian which are so essential to make history meaningful. In other words this formula tells us that history writing is not merely using scissors and paste to cut some information from somewhere and put that information elsewhere, but an arduous physical and mental work in which a laborious search for material precedes an intelligible use of data through reflective powers to make the information intelligible and useful. The proper use of Cliometrics has resulted in what is called Quantified History. But the very nature of historical evidence will resist these scientific modes of expression, and history will essentially remain a humanistic study.

3.2.1.4. History and Psychology:

Psychology is of great help to history in training a historian in the detection of motives and intentions and in drawing inferences from strange behaviour. Psychology is a science of the mind some identify it with the social and others with the brain. Its main aim is to study inter actions between living organism and environment. Thus, human behaviour is studied with that idea in mind. These studies are useful for historical research as activities, experiences and motives are the matters that are closely studied by historians in understanding the meaning of the activities of eminent men in history.

Aristotle the Greek philosopher of the 4th century B.C. wrote 'De anima' which is considered the first great psychological work. Modern psychology grew from the work of Hobbes in the 17th century. In the 19th century experimental psychology was developed Darwin's theory of Evolution led to the dynamic psychology as of William Janies.

Historical studies were enriched by the work of Sigmund Freud (1856 -1939) who laid down the basis of psycho-analysis and widened the scope of psychology. Previously Plutarch's Lives 5th century A.D. had given the details of the behaviour of the great leaders like Alexander the Great but the technique of psycho-analysis of sigmund Freud gave an insight into the behaviour of present day public leaders.

National and universal histories are dominated by 'outsize' men. The eccentricities and mysterious behaviour of the public leaders which many a time confounds all could be understood property if Freudian,

psycho-analysis is adopted. Adolf Hitler's obsession with anti-Semitism appeared strange in the beginning but the mania to persecute Jews had its origin in his ancestors being of Jewish extraction. History is not much concerned with the 'unconscious' mind and the instincts like sex in the reconstruction of the past but they provide useful explanation to the pattern of behaviour of such leaders. The case history of such 'patients' shows us the policies that they pursued in the proper perspective, Freudian psycho-analysis has influenced modern thought and applied psychology is nowadays adopted in industries and commerce also.

3.2.1.5. History and Geography:

History is intimately correlated to Geography. History studies people of different times and geography deals with the people of different places. In the words of Prof. Immanuel Kant. "Geography and history fill up the entire circumference of our perceptions, geography, that of space and history that of time." No history can be complete without some reference to space. Similarly, no geographical account can be intelligible without reference to development in time. So, both history and geography are concerned with the inter-play of human and physical factors.

Geography is the stage on which drama of history is enacted and it is the geography which determines the historical events. Andean offer explanation for historical actions of mankind. Similarly, historical facts can serve as a good basis for arousing interest in geographical studies. In explanation of historical fact geographical factors are taken into consideration. Many factors taken into consideration are physical conditions of the life of man, climate, means of communication etc. All these factors determine the direction of human life and history increased by human life and his activities. History of each and every country is governed by their factors. Truly speaking historical studies desired of geographical background would be inaccurate and unscientific. The story of man's evolution since primitive stage, cannot be told without the varied geographical settings of the world. Man's mode of living, dieting and dressing etc., are all determined by his physical environment.

If the USA grew into a powerful nation and acquired a rich history, it was very much due to its geographical conditions. Geographical factors were the sole cause of the down fall of many empires. The growth of Beijing, Lahore or Moscow can be better understood by considering various geographical factors. The history of hostility between France and Germany can be explained on the basis of existence of river Rhine and Lorrain coal-fields.

Geography and history bear a very close relationship to each other. Geography is one of the eyes of the beautiful maiden, history, the other eye being chronology. Geographical factors are so important that an American geographer, Ellsworth Huntington, insisted that no nation either ancient or modern rose to the highest cultural status except under the influence of climatic stimulus. Climate, moisture, humidity and weather are all determining factors. Even Aristotle and Montesquieu have

emphasised the influence of climate on man. The earlier epochs of history known as the ice or glacial age related to the advance of extreme cold from the poles towards the equator. The very survival of man as a species in the process of evolution was conditioned by these geological and geographical factors.

The influence of geography on history is a subject with which every treatise on history deals in its very first chapter. The physical formation of a country, such as Britain, Japan and Greece with broken coastlines had a very powerful impact on its history. This facilitated their naval strength empire-building activities. The Himalayas and the jungles of Assam have acted as barriers against invasions from the north and east of India respectively. The Himalayas and the Gobi and Mongolian deserts were responsible for the isolation of China. The biting winter of Russia has been the cause for the utter defeat of many an invader including Napoleon and Hitler.

The geography of Egypt has preserved the remains of her ancient civilisation. The Indus and the Ganges have played a vital role in the history of India. The geographical discoveries of the fifteenth and the Sixteenth centuries including the discovery of America and a new route to India determined the character of world history since the Renaissance. Climatology has played a vital role in the formation of national character, and influenced human endeavours and achievements, Floods, drought, hurricanes, earthquakes, mineral deposits, fertility of the soil, rivers, lakes, meadows, coastline and other factors are responsible for many historical events, and hence a knowledge of geography is very essential for historians.

3.2.1.6. History and Anthropology:

Anthropology is a science that studies man and his works. It is concerned with the origin, development and varieties of mankind that is the different races of mankind. It has two branches 1) Physical Anthropology and 2) Cultural Anthropology. The latter emphasises the data from non-literate people. Thus, archaeology forms a part of Cultural Anthropology. Cultural Anthropology is useful in the study of lost cultures. Cultural anthropology studies human institutions especially in their early stages. It helps the historical study of several races of mankind. Also, the extinct cultures could be known with the help of this science. The problems posed by superior races, ruling races, and subordinate or passive races can be tackled better with 'a-scientific knowledge' of Anthropology.

It is worth noting that studies carried out under the leadership of Dr. Suresh Singh of the Anthropological Survey of India from October 2, 1985 to October 1, 1990 have brought out useful information about the composition of the Indian Society today. The problems of caste-system in the present context of socio-political hostility and the historical background can be dispassionately and critically studied now with the data

than mere abstract theories. What is true about Indian Society is also true about other societies in the world.

3.2.1.7. History and Art:

Art activities are quite intimately related to history. Art is the practical application of the scientific knowledge. This practical application can be of two types: (a) Utilitarian, and (b) Fine. Whether the art is utilitarian or fine, it presents a picture of the things. Various events of history are presented before our eyes in the form of pieces of art. The paintings of Ajanta and Ellora are presented through art. Taj Mahal represents the whole reign of Shahjahan. It very clearly indicates the history of the economic conditions of that period. Coins, arms and other pieces of art are helpful in ascertaining the history of that period.

The history of development of art forms the subject- matter of history. What was the condition of the art during Gupta period or Buddha period or Mughal period can be known to us only through history? Had there been no history, we would not have learnt about the various styles of art. In short, both these subjects are inter-linked.

3.2.1.8. History and Theology:

History and theology are intimately related. Religion has influenced the course of history to a very great extent. In older times, it was the religion that guided people to make conquests and fight certain battles that have now become a part of the history. Many of the wars and political upheavals were caused by religious feelings. Therefore, the knowledge of theology is very helpful for a historian. Without the knowledge of theology, it is difficult to have a thorough knowledge of history.

Similarly, the knowledge of history is also helpful for the knowledge of theology. The birth and growth or the establishment and foundation of various religions and sects, are studied under history. The causes of failure and success of various religions form the subject matter of history. It is the history that gives us the knowledge about the spread and importance of religion in a certain period or certain periods. In short, it may be said that both the subjects are intimately related.

3.2.1.9. History and Literature:

History and literature are closely associated. For a long time, history was considered a branch of literature, and it is only from the nineteenth century that history came to be regarded as a science. However, if history is the record of life, literature is the reflection of life-the substance and the shadow always go together. Sometimes the shadow has amused man much more than the substance, just as a painting or photograph of a person appears to be more glamorous than the person himself.

The main theme of both history and literature is man in society. Whereas history deals with the past, literature deals with the present and

the future, although biography, one of the branches of literature, deals with the past as well. Both these disciplines use imagination as their powerful weapon, although its use is not so liberal in history.

In both, rhetoric plays an important part, so important that in the Elizabethan era, historians used to copy the style of Italian drama to enhance the effect of history. The cult was magnificent art, but no history, and hence from the nineteenth century, the use of picturesque details in the narration of history has been tailed. Nevertheless, the artistic presentation of the result of research highly desirable.

Bury himself speaks of sympathetic imagination and psychological imagination regarding the interpretation of the past. There are many cases in which the truth can only be ascertained by methods which are not purely scientific. It is here that the imagination plays a vital part. "The science of history deserves to be sprinkled with dutiful hands some grains of incense on her altar." History would retain its graces by remaining close to literature.

Ranke asserted that history was not an edifying branch of literature, but in the hands of Gibbon, history attained a literary garb unparalleled in later literature. Herodotus and Thucydides, Livy and Tacitus, Macaulay and Trevelyan have used a literary art which has enhanced the beauty of their historical writing. The divorce of literature from history may almost certainly do it some definite harm.

Historical novels such as Sir Walter Scott's have popularised history and added a new dimension to historical understanding. Alexander Dumas, Victor Hugo and Tolstoy are eminent historical novelists. The *Mysteries of the Mughal Court* on the pattern of Reynold's *Mysteries of the Court of London* excited much interest in India and brought to light many inner aspects of the life of Nur Jahan and Jahangir. They pertain to social history and bring to us a vivid picture of the customs, manners, life and conditions of the people, in a popular manner, although not within the rigid framework of science. A successful historical novel can at best be total fiction, but will have very useful grains of history. The recent historical novel, *The Sword of Tipu Sultan*, by Bhagwan Gidwani, has been a very successful attempt in this direction.

Anyway, the role of literature in history can never be denied. We have to remember that a history book must first be readable. By reducing the gap between history and literature it should be possible to increase the appeal of history, and thereby increase the utility of history. It is necessary to liberate history from dullness, which is totally foreign to its nature, and make it fascinating by the liberal addition of all literary artifices to precious historical truths. Besides these points we should also be borne in mind when discussing the aspect that history combines the merits of literature, and that it amuses our fancy.

Check your progress:

Q.1. Discuss the relations between history and social sciences.

3.2.2 NATURAL SCIENCES:

As the natural sciences began to develop new visions were opened up for a science like history to make use of the new knowledge and improve the work of reconstruction of the past. In the 17th and the 18th centuries studies in different disciplines came under the overriding influence of these sciences. The Scientific Method which used observation, experiment and ascertainment of facts for formulating universal laws appeared to be the only way to acquire knowledge.

In the nineteenth century the influence of Scientific Method was universal. Historians wanted to present their narratives so as to fall in line with the scientific approach to the past events. Two schools of thought in History namely Empiricist and Positivist sciences but could not make much progress in historical thinking. History deals with things that existed in the past and which have disappeared from the view. Natural Sciences demand sensuous knowledge that is perception of the objects by sight, sound, touch etc. Science can carry on experiments and repeat them anywhere and at any time. Historians cannot revive the dead men nor can they reproduce the battles, wars and revolutions of the past age. However Natural Sciences can render great help in proving whether a solid object which is relic of the past is a real one or a fake one. Natural Sciences can throw much light on the physical conditions of the place of the event and the changes in the course of time.

The influence of Natural Sciences stimulated research in historical process. When the researchers found that the nature of historical events was different from mere study of natural phenomenon, they began to develop their own methods as they had to depend more on things which disappeared now but existed once upon a time. Those things continued to exist in the minds of men but the concrete forms perished now. Natural sciences could hardly help historians to reconstruct the things that perished long but once existed in their own way. For example, the Rig Vedic fire-pit (Yajnga-Kunda) perished but its image persisted in the minds of men who know the description in the Vedas. Such images and experiences could be reconstructed with the help of Ancilliary Sciences. We shall see how natural sciences strengthened the base of historical research especially while dealing with him the remote past as well as the recent past.

3.2.2.1. Biology

Among the natural sciences Biology is intimately connected with human life. Both the branches of this science, namely Botany and Zoology have helped historians to understand the flora and fauna of a place about which we choose to know as a determinate period. The vegetation, the animals different living species including homo sapiens and the climate could be known by the special techniques devised by biologists. In the 19th century excavations revealed many unknown things. Biologists like Lamarck could reconstruct the extinct animals from the remains of the then existing animals. He boasted "give me a small bone of an animal or a bird and I shall reconstruct them in their full original forms." Similarly, botanists could tell us many interesting things about the plants. In Rig Veda there is a frequent reference to 'Soma Valli', the botanist could locate it in the mountainous regions of the north.

A knowledge of biology will be very useful to history, because evolution is the common principle of both, and because evolutionary ideas have been the result of the impact of history on science. Long before Darwin enunciated the theory of evolution in 'The Origin of Species', historians had traced it in the history of ideas and institutions. Evolution in science was confirmed by the idea of progress in history. The historical or comparative method known as Historicism has revolutionised not only the sciences of law, mythology, language, sociology and anthropology, but has forced its way even into the domain of philosophy and the natural sciences. Will Durant rightly says, "animals eat one another without qualm, civilized men consume one another by due process of law." Biology tells us about the struggle of man in which the fittest survive. There are hereditary inequalities which are biological and these create and sustain social inequalities. The Malthusian theory of biological multiplication has a powerful impact on the life and conditions of man, if our race is to survive. The warning refers to man's struggle against nature.

3.2.2.2. Agro-Biology :

This Science of plants, nutrition and soil has helped reconstruct the state of agriculture in the periods under study. In this regard the grains found in the Mehrgarh-Daro and Harappa excavations are very interesting. The relics at Mohenjo-Daro in Sindh also suggest thick forest in the region now comparatively an arid land.

3.2.2.3. Medical science:

Medical science is helpful in determining the nature and possibly the age of skeletal remains. Medical Science has contributed significantly to historical knowledge about kings and great men in the Medieval Age. The most sensational revelation about Napoleon Bonaparte's death of St. Helena. The medical science found from Napoleon's hair retained the effect of some poison administered by his British captors. Medical Science could also identify the diseases of Chhatrapati Shivaji and Peshwa Madhavrao- I from symptoms described in the documents. The Medical Scientists can also identify the diseases and epidemics which had played

havoc with lives of people. The people who believed in superstition had regarded them as scourge of God.

3.2.2.4. Alchemy- Chemistry:

The preservation of the Egyptian mummies aroused the interest of the Chemical scientists. It was a wonder for common man and also historians how the bodies of the rulers of Ancient Egypt (pharaohs) lasted in good condition. Also, the mystery of the holy relics of St. Xavier's gave the scientist an opportunity to explain the treatment. This added to historical knowledge. The Alchemy which was associated with black magic got higher degree of success which turned the study into a respectable science of Chemistry by European scientists. Wohler the German Scientist started a new era in Organic Chemistry and Louis Pasteur the French Scientist exploded the myth of spontaneous generation. His more famous and commonly known work was on wine, vinegar and beer preservation which led to the process known as 'Pasteurization'. The 20th Century Chemistry-Scientist James Dewey Watson established that the structure and function of nucleic acid (DNA) is the key substance in the transmission of hereditary characteristics. The study of man and his activities which is the main object of study of history has a new means of understanding the contemporary public leaders and their genealogy.

3.2.2.5. Advanced Technology:

The computation, storage and utilization of data can be efficiently managed with the help of advanced technology of the present century. The carbon-14 method has solved the greatest impediment of dating the remains of the past age whether they are of human being, of animals or any solid substance like rocks etc.

Similarly, satellite pictures of inaccessible territories, now invisible course of rivers or changes in their courses as in the case of now invisible "Saraswati" over in the Punjab-Rajasthan- Gujarat region provide better understanding of the oral history. Computer, video-films and other devices have revolutionized historical knowledge about the long past as well as the present.

3.2.2.6. Ethnology:

History owes something to Ethnology which is the study of race and its characteristics. Race is a biological reality, and in recent years the Nazi party had made much of it by advocating that the Nordic race is the most superior race and that it was destined to dominate the world. This resulted in historical events of a catastrophic nature. Gobineau was the philosopher of Aryan racial superiority. The Varna system in India, apartheid in South Africa, Nazi persecution of the Jews, colour distinctions in America are all historical realities based on ethnic differences. The real issues cannot be understood without a deep study of these fundamental issues of ethnology.

3.2.2.7. Intellectual History:

The relation between creative ideas and their impact on society has resulted in Intellectual History which has become very popular in recent years. Intellectual history is a field of great sophistication dealing with fundamental ideas and ideology which ultimately shape human history. It seeks to review the transformation of ideas, beliefs and opinions held by intellectual classes from primitive times to our own. Dr. Johnson has said that no part of history was as useful as this, which is related to the progress of the human mind. The gradual improvement of reason, the successive advances of science, of arts, of philosophy and learning are all very instructive and interesting.

E. H. Barnes has written *An Intellectual and Cultural History of the Western World*, and it comes under the history of ideas. So also works on history of political thought, history of economic thought, and history of science come under this category. Schiller has said that 'the genuine history of mankind is its history of ideas'. Colling Wood thinks that history is the expression of human ideas. Intellectual history concerns itself with the examination of what men say, what they think, and what goes on in their mind. The intellectual historian attempts to judge the nature of the effects of an idea or a cluster of ideas on human events. He is confronted with the old problem of value-judgments, where he has to discern the common and unique elements in ideas and attitudes.

Intellectual history is not merely a summary or synthesis of such material as pertains to philosophy, literature, religion, science and arts, but it is 'the cartography of ideas' whereby an attempt is made to trace and understand the impact of those ideas on a given society. At its narrowest intellectual history tells us who produced what intellectual or cultural attainments, where, when and how.

At its broadest it comes close to a compendium of man's knowledge about culture. Intellectual history seeks to explain the relation among creative ideas and the effect they bring to bear upon non-intellectual factors. The intellectual historian is bound to be a thinker rather than a story-teller. In the United States intellectual history has become very popular acting as a bridge between the historian and the practitioner of social science. In England, France and Germany which have produced Buckle, Toynbee, Comte, Hegel, Marx and Spengler, intellectual history has attained a high degree of proficiency, and these historians are called meta-historians.

Intellectual history requires philosophy, and it is very surprising that India, the home of philosophy, has not yet produced a meta-historian. If history is the cause of a nation's persistent identity, which links the past, the present and the future in one integrated whole, it could do so only through the chain of ideas, and hence one ought to pay more attention to them. It is rightly said that through the proper study of intellectual history we can join the wisdom of Solomon to the counsel of Socrates.

Historical studies in the direction of what Will Durant has done in 'The Story of Civilisation' or Buckle in 'History of Civilisation' or H. G. Wells in 'Outline of World History' or the UNESCO in their survey of human culture would surely take stock of intellectual history.

Check your progress:

Q.1. Asses the relations between history and natural sciences.

3.2.3 ANCILLARY DISCIPLINES:

History is related to several other disciplines, and needs their assistance, just as it is helpful to a number of other disciplines. A historian must use the results achieved by workers in other fields of human knowledge. They are called ancillary disciplines such as philosophy, chronology, paleography, graphology, sigillography, diplomatic, epigraphy, numismatics and archaeology besides a number of social sciences which have already been examined in the foregoing paragraphs.

These sciences provide a historian with what is called 'methodical repertoires of facts'. They are primarily digests of practical experience. The best way to become acquainted with them is to practise them. Ancillary sciences are departments of knowledge in their own right, and history makes use of them, and hence they become allies of history.

The need for these disciplines has arisen because all intellectual disciplines are interrelated. Even medicine requires history, because without a proper background of the case, diagnosis is impossible. The nature of historical facts is such that there are close connections between one fact and the other, and each fact requires special attention to establish its validity for which the assistance of the allied disciplines would be extremely helpful. In other words, ancillary disciplines are the handmaids. The important ancillary disciplines of history can be described as follow.

3.2.3.1. Chronology:

Of these ancillary disciplines, chronology which helps us to fix the time, determines the very framework of the narrative. The time element is central to the concept of history without which its real perspective would be lost. What we appreciate in a child we do not in an adult. Space, time and cause are fundamental to any phenomenon or experience, and these three aspects are not things but modes of understanding and interpretation. In history, chronology arranges the significant events which took place in the past in their time order, and fixes the intervals that elapsed between them. Chronology was probably invented in the early ages for two equally

utilitarian purposes, namely the fixation of dates for religious functions and for knowing the dates for agricultural operations.

A sound knowledge of chronology has become indispensable for a student of Indian history, as the dates and eras are so confusing in the records that fixation of correct chronology in respect to several dynasties of ancient Indian history has by itself become great research. For example, the chronology of the Ganga kings of Karnataka has created several controversies, and literature has developed only on this topic.

3.2.3.2. Graphology:

Graphology is the science of estimating the character of a person by studying his handwriting. Research has shown that an undoubted connection exists between a person's character and his handwriting, which betrays what sort of a person he is. Systematic study of this science helps a historian to form an opinion about such a person.

However, before a graphologist forms a judgment about the character of a person, he should keep an eye on a few factors such as the material used for the writing, the place and the position of the person who wrote, the mood or circumstances under which the writing was done, if the aim is to know the correct character of that person. For example, a person travelling in a moving train cannot write properly. Likewise, an agitated mood, insufficient light, bad paper or pen, or ill health are bound to affect the handwriting.

In America the widespread use of typewriters has reduced the opportunity to cultivate good handwriting. Journalism, medical profession and the nature of certain other jobs such as hard labour and mining would make people careless about their handwriting but that does not mean that their character has anything to do with it.

The cause for bad handwriting may be excessive and speedy writing or no practice at all in writing. Subject to these conditions' graphology gives us certain very useful hints about the psychology of a person, whether he is hasty or steady or rash or artistic. It may even betray his age, sex or mood. It may even speak about laziness, needless haste, carelessness, avarice, or self-indulgence. A few students who are very frugal with their own paper become very liberal in the examination hall where there is no limit to their demand for paper

3.2.3.3. Philology:

Philology or the study of languages both in their past and present conditions has conferred on history a lot of advantages

A thorough knowledge of language is quite essential to have a thorough knowledge of any subject. While teaching languages various stories are taken out from different pages of history. Students are quite frequently required to write essays on topics of historical importance. Oral and written expression is also very essential. In teaching history, we

provide opportunities to the students for discussing, speaking, debating, paper reading as also of narrating their experiences in black and white. Thus, we find a lot of correlation existing between history and language.

It studies, the etymology or the origin of words, the proverbs and aphorisms and common phrases. It also deals with the derivation from various terms and the most authentic texts especially concerning classical literature.

History is indebted to this discipline for providing a sure clue to the past experiences and activities of man. In fact, historical method grew out the philological studies. G. B. Vico claimed that history as an autonomous science mainly on the basis of Philology. The words used by the author and his style of narration fixes his identity in the reader's mind. Any interpolation by another person to the narrative would be easily detected. For example, Rig Veda has in all ten chapters but philologists tell us that the first and the last are later additions. Physical Sciences cannot tell us about such interpolations and additions. Philology provided a sure instrument to determine the internal proof of the contents of the narrative.

"The study of languages shows what kind of life a people were leading while its language was coming into existence. Their stock of words shows what their stock of ideas was before the new one came into existence." Vico had showed how new words used by later generations were borrowed from agricultural vocabulary. He also showed how mythology composed in the ancient languages reflected the domestic, political and economic life of the people of ancient Greece and Rome. In India the inscription of ancient and early Medieval Period provided much material for philological studies.

3.2.3.4. Diplomatic:

Diplomatic is the systematic study of the form of the official pattern of behaviour and writing. The word diploma which originally meant a piece of writing folded double, came to be used in course of time for a passport or letter of recommendation given to persons travelling in provinces.

It changed further in its meaning as it referred to any manuscript or document of legal or historic or literary value, and finally to indicate any kind of official writing. It has currently given rise to such terms as diplomacy and diplomatic purely in the political sense. It was observed as early as the seventeenth century that official bureaux such as the Papal Chancery used in the composition of letters and documents issued by them not only a rigid order of arrangement of the subject matter but also stereotyped formulae for every part of the document. Clearly, the clerks working in these offices possessed formularies to be copied on different occasions. This is the procedure observed even today in the civil service.

If a document presents itself as originating from a certain office but does not follow the style prevalent in that office at the date which it bears, it is not genuine, and has to be criticised with the aid of every available ancillary science. On the other hand, our confidence in a document is greatly increased if the findings of paleography and diplomatic coincide. In other words, diplomatic is a very useful aid to history in trying to find out the real meaning of a document.

3.2.3.5. Paleography:

Paleography is the systematic study of old handwriting. The way in which men shaped the letters of the alphabets has varied from period to period and from region to region. Paleography describes the evolution of each letter in time and in space.

A paleographer can not only read old manuscripts or inscriptions but also date them, and he can tell us the history of these characters and how they have changed over a period. In the past, as also today, education had the effect of standardising the shape of letters used in each centre of culture.

Even in the Roman letters used all over Europe there are variations. The Belgians write a different handwriting from the Dutch, and the English write differently from the Germans. In India the problem is still more complicated with scores of different languages and different scripts in use, and with such continuity of its history.

Paleography also deals with the abbreviations used by the scribes who were more in demand before the invention of printing. There are dictionaries which list the abbreviations used in manuscripts. Paleography demands concentrated attention to detail. It gives scope to mental alertness, and to the development of empirical capacities. It develops the ability to face difficulties as they present themselves in solving puzzles and problems which do not come under any general principles.

A man who has done a good job in paleography is less likely to be carried away by superficial resemblances to take external appearances for granted. Paleography sharpens critical faculties. It is a science which is very much developed by modern technology. A team of scholars is attempting to decipher the script of the Indus Valley civilisation through computer science.

The rock edicts and rare manuscripts of the remote past are difficult to decipher. Palaeographers use their skill to give the correct meaning of such writings. As already pointed out above researchers have to be alert in ascertaining the exact words and their meaning in the documents before them.

3.2.3.6. Sigillography:

Sigillography is from the word 'sigil' meaning a seal or signature. Sigillography is the science of the writings or inscriptions, on the seal.

The seals are of different kinds shape and material. Some have impressions on clay, wax or bricks.

It also means a mark or sign supposed to exercise occult power. In history it refers to the study of seals and can be looked upon as a department of diplomatic. It is also called Sphragistic meaning the study of engraved seals including their authenticity, age, history, content and so on.

It takes into account not only the form and aspect of the seal, but also of the manner in which it is attached to the document, and of the material with which it is made. Wax was commonly used and in warm countries like Italy lead was used. The seals of the Indus Valley civilisation have remained undeciphered.

In Indian history, in particular during the Muslim rule, seals played a very important role in the administration, without which no document was valid. They help us a lot in giving us much information about our medieval Indian history on the name of the ruler, his title, the extent of his kingdom, the date of the document, the religion or sect he belonged to, the dynasty with which he was connected, as well as the date and era of the issue. These seals indicate even the level of culture by the type of calligraphy and the material used.

3.2.3.7. Numismatics:

Numismatics is the science of coins. Numismatics as a subsidiary of Diplomatics. In the ancient times some seals had their Significance as symbols of spirits and Semi-Gods. In the middle Ages the talisman and the rings with decorated stones suggested some cosmic power. Coins gave the idea of economic condition of the people.

3.2.3.8. Archaeology and Epigraphy:

Besides these sciences, we have a number of other disciplines such as archaeology, epigraphy, that help history. Archaeology, epigraphy and numismatics are the hand-maids of history, and unlike the mother-discipline, these daughter-disciplines are scientific in character and precise in their methodology.

Ancient Indian history owes a good deal to these three branches for the reconstruction of many of its chapters. We owe the entire discovery of the Indus Valley culture to Sir John Marshall and his band of archaeologists. The exploration of archaeological sites, the method of excavations, the copying and reading of inscriptions, the study of coins, and determining their grains have brought to light numerous chapters in the history of the world, almost in every country and more so in India.

Physics is helpful in determining possible archaeological sites, Engineering, chemistry and photography are summoned to the aid of the archaeologist, whose business is to dig scientifically. Archaeology is helpful in the study and preservation of ancient monuments. Epigraphy is

the paleography and diplomatic of inscriptions placed upon monuments or given to individuals on copper plates as title deeds of land gifts.

The historian should have the ability to read these records or get them deciphered and translated for him by those who know the language. In Tamil Nadu and Karnataka there are thousands of such inscriptions, and the history of this region, particularly of the ancient and medieval period is reconstructed with their help. They are a veritable mine of information on politics, literature, warfare, religion, social, economic, and administrative details, interstate relations, heroism of individuals and a host of other topics. One single archaeologist, Lewis Rice, collected as many as ten thousand inscriptions in a part of Karnataka which was then known as Mysore State. These inscriptions are found either on stone or on copper plates. These are deciphered, translated, edited with copious notes, and published in several volumes, such as *Epigraphia Indica*, *Epigraphia Karnataka*, *Epigraphia Indo-Moslemica*, and so on.

Check your progress:

Q.1.What are the importance of Ancillary disciplines?

3.3 SUMMARY:

. The social and other sciences which are an integral part of his intellectual life provide substantial knowledge of the nature of the historical problems before man. Just as the social sciences help the study of historical life of man, history also helps them by providing them with facts of life in the past. As the natural sciences began to develop new visions were opened up for a science like history to make use of the new knowledge and improve the work of reconstruction of the past. Ancillary sciences are departments of knowledge in their own right, and history makes use of them, and hence they become allies of history.

The need for these disciplines has arisen because all intellectual disciplines are interrelated. Even medicine requires history, because without a proper background of the case, diagnosis is impossible. The nature of historical facts is such that there are close connections between one fact and the other, and each fact requires special attention to establish its validity for which the assistance of the allied disciplines would be extremely helpful. In other words, ancillary disciplines are the handmaids of history.

3.4 QUESTIONS:

1. Review the relations of History with other Social Sciences.
2. Do you agree with the view that History is the past politics?
3. Elucidate in what way did Economics help History to study historical problems?
4. Discuss the use of psychology in the interpretation of history.
5. Assess the influence of Natural Sciences in the work of reconstruction of the past.
6. Discuss the contribution of Chemistry and Medical Science to historical knowledge.
7. Write an essay on History and Ancillary disciplines.

3.5 ADDITIONAL READINGS:

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Unit - 4

NATURE AND TYPES

Unit Structure :

- 4.0 Objectives
- 4.1 Introduction
- 4.2 Nature of sources of History
- 4.3 Primary Literary sources
- 4.4 Primary Archaeological sources
- 4.5 Secondary Literary sources
- 4.6 Oral sources
- 4.7 Digital sources
- 4.8 Summary
- 4.9 Questions
- 4.10 References

4.0 OBJECTIVES

After going through this unit the student will be able to

- 1) Understand the nature and types of the sources for Ancient, medieval and modern History
- 2) Explain the primary and secondary sources of ancient Indian history
- 3) Explain the various types of the historical sources.

4.1 INTRODUCTION

The source material is the essential part of history writing. There are various types of the historical sources. They can be categorized according to their nature. The sources play important role in the history writings. Hence the historian carry search for it at different places like archives, museums and institutions. A historian tries to construct a systematic account of the past event with the help of historical sources. They can be categorized into following ways in a broader form.

1. Archaeological sources
2. Literary sources
3. Oral tradition
- 4) Digital sources

These sources can also be classified into two types-

Primary Sources Gottschalk defines a primary data source as “the testimony of any eye writers by any other of the senses.” In other words primary sources are tangible materials that provide a description of an historical event and were produced shortly after the event happened. They have a direct physical relationship to the event being studied examples of primary sources include newspaper report, letters, public document, court decisions, personal diaries, autobiographies, artifacts and eye witnesses’ verbal accounts. The primary sources of data can be divided into two broad categories as follows.

1) The remains or relics of given historical period. These could include photographs, corves skeletons, fossils tools, weapons, utensils furniture and buildings. Though these were not originally meant for transmitting information to future generations. They would prove very useful sources in providing reliable and sound evidence about the past. These relics provide non-verbal information.

2) Those objects that have a direct physical relationship with the events being reconstructed. This includes documents such as laws, files, letters, manuscripts, government resolutions, characters, memoranda, wills, newspapers, magazines, journals, files, government or other official publications, maps, charts, books, catalogues, research reports, record of minutes of meetings recording inscription, transcriptions and so on.

b) **Secondary Sources:** A secondary source is one in which the eyewitness or the participant i.e. the person describing the event was not actually present but who obtained the descriptions or narrations from another person or source. This another person may or may not be a primary source. Secondary sources, thus, do not have a direct physical relationship with the event being studies. They include data which are not original example of secondary sources include text books, biographies, encyclopedias, reference books, replicas of out objects and paintings and so on. It is possible that secondary sources contain errors due to passing of information from one source to another. These errors could get multiplied when the information passes through many sources there by resulting in an error of great magnitude in the final data. Thus, wherever possible, the researcher should try to use primary sources of data. However, that does not reduce the value of secondary sources.

Primary sources can be divided into literary and archaeological sources

4.2 THE NATURE OF SOURCES OF HISTORY

The term sources in reference to history covers a body of materials vast in range and diversified in character. Written records, oral records, remains of prehistoric villages, towns, ancient inscriptions on the sides of rocks; in short, any bit of testimony, any object that can throw light on the human story. Finds place in the category “historical sources.” One may define the term as “human remains and such products of man’s activity as

either were meant by their authors to communicate knowledge of historical facts, or by their nature are calculated to do so.” Let us take two examples from Ancient Indian history to elucidate the nature of historical sources. A standard version of ‘Arthashastra’ of Kautilya and Buddhist Stupa at Sanchi. Arthashastra helps us to recreate an image of Mauryan empire, the organization of Government, the economy and social and cultural information. The Sanchi great stupa presents a different aspects of historical facts.

A suggestive way to look at historical sources is to regard them as “traces” left behind by past events. The events of history are no longer realities, though they once were. All that survives of them is the impression they made on observers, which impression the observers themselves, or other persons, relying directly or indirectly on the reports of observers, fixed in writing or in the some other medium or record. The recorded impressions are therefore, the only traces which past events have left in their wake. The historian must work recorded impressions and through them on the events. Heuristics is therefore in the nature of mining process, having for its object to bring the raw material of history to light. From this point view Niebuhr was led to describe it as a “working underground”.

Nature of historical sources in relation to their utility in the construction of the past as it was. In this respect we have to consider the time scheme. Such as ancient, medieval and modern resources.

Historical knowledge is an indirect knowledge. It is derived by inference from the facts as revealed through the records of the past ages. These records are in different forms such as documents and artifacts.

Check your Progress :

- 1) Describe the nature of sources of History.

4.3 PRIMARY LITERARY SOURCES

Primary sources are the pieces of evidence that historians use to learn about people, events, and everyday life in the past. Just like detectives, historians look at clues, through evidence, and reach conclusions. Diaries, letters, certificates of birth, death, or marriage, deeds, contracts, constitutions, laws, court records, tax records, census records, wills, inventories, treaties, report cards, medical records, passenger lists, passports, visas, naturalization papers, and military enlistment or discharge papers can be considered as primary sources.

➤ **Letters**

A form of correspondence between people with a first-hand account of events, feelings, or stories. Letters are often personal in nature, but they can also be more formal. The official and unofficial letters are important sources to get knowledge of contemporary events.

➤ **Memoirs**

Baburnama is the name given to the memoirs of Babar, founder of the Mughal Empire. It reflects the nature and personality of Babar. Tuzuk-e-Jahangiri or Tuzuk-i-Jahangiri is the autobiography of Mughal Emperor Jahangir (1569-1627). Also referred to as Jahangirnama, Tuzk-e-Jahangiri is written in Persian, and follows the tradition of his great-grandfather. Mahatma Gandhi's 'My Experiments with truth' reveals the important events in his life and the formation of Gandhi's character from childhood.

➤ **Court Writings:**

The Ain-i-Akbari by Abul Fazal contains regulations in all departments on all subjects and includes besides some extraneous matter. It is a valuable and minute statistical account of his empire with historical and other notes. It gives details of Mughal administration and state policies. It covers every aspect of the history of the time. The third volume tells us about the ancestry and the biography of Abul Fazal.

Abbaas Khan Sarwani wrote 'Tarikh-i-Sher-Shahi'. He was related to Sher Shah and worked as a mansabdar of 500 under Akbar. It is more in the nature of an autobiography. Known for his literary taste, he gives a picture of Indo-Muslim society of the early Mughal period. Ahmad Yadgar was the author of Tarikh-i-Shahi or Tarikh-i-Salatin-i-Afghana. It was Daud Shah, the last prince of the Afghan race in India.

➤ **Private Records:**

Private Archives Section has in its custody a rich collection of private papers of eminent persons who have contributed immensely in various fields of public life in India. These papers have been acquired mainly through donations and gifts from individuals and institutions across the world. They are an important source to supplement the information contained amongst the public records. Some of the most important private papers in archives are those of Mahatma Gandhi, Rajendra Prasad, Dadabhai Naoroji, P.D. Tandon, Maulana Azad, Minoo Masani, Sardar Patel, K.D. Malaviya, etc. All these private papers are accessible as per provisions contained in the Public Records Rules, 1997 or conditions as laid down by the donor at the time of their donation to the National Archives of India.

➤ **Dairies:**

A diary would be considered a primary source. As a historian the use of primary sources is essential to building an argument that can cite these primary sources as direct examples that can support or refute a

thesis. The diaries of the British officers compiled in ‘India during the raj: eyewitness accounts Diaries and Related Records’ held at the British Library, London, covered good evidence on contemporary issues. They reveal the extent to which the Mutiny shook British power in India, particularly in the north and the centre. Providing insights into the ways in which Britain contributed a more complex conservative system of government with a Civil Service, Viceroy and Governors, aiming to be fair and efficient, these source materials allow scholars to study how this process was received and how successfully it was implemented.

➤ **Government documents:**

Official records have been found relating to the history of the Turko-Afghan and the Mughal rule in the India. These are obviously the most valuable and reliable source materials for the said period. But due to lack of proper upkeep and several other reasons much of them did not reach us. The Factory Records, as the name indicates, are records of the commercial establishments of the East India Company in Western India from Sind in the North to Tellicherry on the Malabar Coast. Factory also included Commercial Residency, Mahi Commercial Residency, etc. Factory and Residency Records mainly register the business transactions of the Company, but incidentally refer to Political events in the country. A document officially written by the government, like treaties and executive orders, usually spelling out rules and laws. The constitution of India is one example of a government document.

➤ **Newspaper Article :**

A journalist’s written account of an event. Newspapers or magazines can be local, regional, or national in circulation, so it’s important to keep in mind how many readers a newspaper article may actually have reached, and who the intended audience was for the information given in the article

➤ **Records of the Historical Families and Private Papers:**

The State of Maharashtra is rich in archival material. Many historical families have in their possession voluminous record depicting the velour of their ancestors. Family legends imperial and royal deeds, public and private correspondence, and state papers in possession of the descendants of men once high in authority, law suits and law decisions, account papers and manuscripts of every description in Persian and Modi bring to light unknown events in the history of a country. These records are preserved for posterity. They are indexed or catalogued and made available for research to scholars and students.

➤ **Interview:**

Interview conducted with a person to find out more information about an event or that person’s life and decisions. Interviews can be conducted one on one, or they can be done in a press conference format. An interview can be recorded and then transcribed to create a written record of the audio.

➤ **Questionnaire:**

A questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondents. Within social science research and practice, questionnaires are most frequently used to collect quantitative data using many scales. Questionnaire is a set of questions. Generally it is mailed to the respondents of collecting data. It is employed when the area of study is wide and the subjects are widely dispersed. In this method the researcher does not collect the data by himself.

➤ **Maps and Photo Copies:**

There are about 20,000 old maps relating to Bombay Presidency and other provinces. Survey operations started vigorously in this Province from 1820. Copies of the maps prepared from that period to date of the districts of Bombay Presidency, surrounding areas and of the Mumbai Island are found in this collection. Majority of the maps have been prepared by the Survey of India. Plans of Indian Railway Lines since the inception of Railways in India have been added to this collection.

Check your Progress :

- 1) Explain the primary literary sources.

4.4 PRIMARY ARCHAEOLOGICAL SOURCES

➤ **Monuments:**

The monuments include temples, stupas, monasteries (viharas), palaces, forts etc. In addition to individual monuments, there are vast remains of ancient cities. Mohenjodaro and Harappa cities produce this type of sources. In absence of literary records the monuments play vital role in history writings. The information about ancient dynasties like Kushanas and western satrapas can be gathered by excavation of the sites and studying the monuments found in excavated historical sites.

Besides the monuments and their remains, sculptures, paintings, pottery and other artefacts help us in reconstructing the history and culture of ancient India. The cave paintings of Ajanta, the animal sculptures at the Buddhist stupas at Sanchi, Bharut etc. show scenes from the life of the Buddha and represent the Jataka stories. The South Indian temples of the Pallavs, Chola, Chalukya and Pandya period are full of sculptures that help us in understanding the artistic achievements of the ancient Indian sculptors and artists. Artefacts of different kinds also help us in reconstructing the history and culture of ancient, medieval and modern India.

➤ **Paintings:**

The sultanate period, except in some regions like Gujarat and Malwa, did not have many illustrated manuscripts. The Persian practice of miniature painting was also first introduced by these regional rulers. It was during Akbar's reign that painting was organized by an imperial establishment which brought together Hindu and Muslim painters and artisans from different parts of India, especially, from regions like Gujarat and Malwa where this tradition of manuscripts and miniature paintings had developed. Despite the objection of orthodox religious leaders, who regarded painting as un-Islamic, the Mughal emperors patronized this art. The painters, besides depicting usual scenes like war, hunting, and other public activities, also started specializing in portrait paintings. A similar style of painting developed in Rajasthan using Hindu mythological themes.

➤ **Coins:**

The legends and effigies on the coins help the historian to reconstruct the religious history of the period. The gradual Indianization of the foreign invaders such as the Sakas, Pahlavas and Kushanas can be understood from their coins. These foreign invaders embraced Indian religions, either Hinduism or Buddhism and also adopted Indian names. The coins provide us lot of information about republican and monarchical government in ancient India. Most of the ancient states had issued coins. The coins had legend engraved on it. The legend on coins helps historian to reconstruct the religious history of the period.

➤ **Inscriptions:**

The archaeological sources played an important role in constructing or reconstructing the history of a region. The archaeological source improved our awareness about our past and also provided important materials, which we could not have been obtained otherwise. Epigraphy and Numismatics are the important branches of the study of history, which has greatly enhanced the understanding of India's past. For the reconstruction of the political history of ancient India inscriptions are of great value. These inscriptions being engraved on stones or metals are authentic as they are free from tampering. The inscriptions contain various subjects. They include religious matters, decrees of rulers, records of conquests, sale or gift of land by various rulers to individuals or religious institutions, description of achievements etc.

➤ **Archival records:**

Mumbai Archives has a collection of good number of printed records in the form of volumes and books. The old publications consist of Printed Abstracts of Proceedings, Government Gazettes, Reports of various Department, Offices, Commissions and Committees, Acts, Rules and Orders issued by the Government, Civil Lists and numerous Government Publications published from time to time. Three copies of each State Government publication are sent to Mumbai Archives for preservation. Apart from the vast bulk of Public Records and Private

Papers, the National Archives has a rich and ever growing collection of Library. This has some of the oldest and rare publications on a variety of subjects, besides contemporary published material.

Check your Progress :

- 1) Discuss on primary archaeological sources.

4.5 SECONDARY LITERARY SOURCES

The literary sources for the study of ancient Indian history and culture may be divided into two major categories. The literary sources to reconstruct Ancient Indian history can be classified between two broad categories 1) The Religious literature and 2) Secular Literature.

➤ **Genealogical tree:**

In the medieval period, there was a tradition of preparing a genealogical tree of the families of eminent persons. Such genealogical trees refer to the acts of bravery, military expeditions or other achievements of the different members of the family. Such information is generally based on official records and hence is useful as sources of history.

➤ **Powade and poem:**

The powadas are a kind of ballad written in an exciting style and narrate historical events in an inspiring manner. The composers and singers of the powadas are known as *Shahirs*. The early powadas are mostly composed by the eyewitnesses of the great events celebrated in these ballads. The earliest notable powada was the *Afzal Khanacha Vadh* (The Killing of Afzal Khan) (1659) by Agnidas, which recorded Shivaji's encounter with Afzal Khan. The next notable powada was the *Tanaji Malusare* by Tulsidas, which gave an account of the capture of Sinhagad fort by Tanaji.

➤ **Biography:**

Certain writers in ancient Indian adopted the lives of their royal patrons as the theme of their literary works. This category of secular literature include Buddhacharita written by Asvaghosa, which gives an account of the life and teachings of Gautama Buddha. Banabhatta, the great master of the Sanskrit prose wrote the Harshacharita. In the Sultanate period Firoz Shah Tughluq wrote his biographies called Fatuh-i-Firoz Sahi. Sultan Mahmud and Timur had their own biographies. And Chand Bardoi became famous for his lyrical balard called 'Prithviraj Raso'. The

most important memories and biographies of the Mughal India are the memoirs of Babar and Jahangir and biographical sketch of Humayun by Gulbadan Begum.

➤ **Descriptive Writings:**

Tarikh-i-Hind by Al-Beruni

Al-Beruni, came to India and took up service under Mahmud of Ghazni. He was well acquainted in Arabic, Persian and had a great intellectual in Medicine, Logic, Mathematics, Philosophy, Theology and Religion. During his stay in India he learnt Sanskrit and studied Hindu religion and philosophy. He even translated two Sanskrit works into Arabic. His most important literary work being Tarikh-ul-Hind written in masterly Arabic with great accuracy and scholarly presentation, gives us an account of the literature, science and religion of the Hindus of the 11th century. The book gives us an account of India at the time of Mahmud of Ghazni's invasion of India.

Other Writings

There are lot of writings about the Sultanate and Mughal period. "Tabaqat-i-Nasiri" of Minhaj-us-Siraj is an important contemporary source giving first hand account of the conquests of Muhammad Ghori and the history of the Turkish kingdom in India upto 1260 Minhaj-us-Siraj was the chief qazi at Delhi under Sultan Nasir-ud-din Mahmud. "Tarikh-i-Alai or Khazain-ul-Futuh" by Amir Khusrav written in Persian. He enjoyed the patronage of several Sultans of Delhi such as Kaiqubad, Jalal-ud-din Khilji. Ala-ud-din Khilji. Qutub-ud-din Mubarak Shah Khilji and Ghiyas-ud-din Tughlaq. Amir Khusrav was a prolific writer of prose and poetry. He was the poet laureate in 1290 The Khazain-ul-Futuh also known as the Tarikh-i-Alai is a court history of the first sixteen years of the reign of Ala-ud-din Khilji. It gives details of the Deccan campaigns of Malik Kafur but does not mention the murder of Jalal-ud-din or the defeats of the Sultan by the Mongols. Amir Khusrav has several other works to his credit. This include the "Miftah-ul-Futuh" written in 1291 describes the military campaigns of Jalal-ud-din Khilji, the Tughlaqnama traces the course of events leading to the accession of Ghiyasuddin Tughlaq.

Tarikh-i-Firozshahi was written by Ziauddin Barani. The Tarikh-i-Firozshahi was written about 1358. It gives us information about the Sultans of Delhi from Balban to Muhammad-bin Tughlaq and the first six years of the reign of Firoz Shah. He was not very accurate about dates. He has also not described the events in their chronological order. Fatawah-i-Jahandari by Zia-ud-din Barani was composed in the early 14th century. Barani wrote his views on government policies and the ideal code of conduct which a Muslim king should follow.

Tarikh-i-Firoz Shahi by Shams-i-Siraj Afif was probably composed in the first decade of the fifteenth century. The author was a favourite of Sultan Firozshah. He has described the history of the long reign of the Sultan. He has also written about the culture of this period.

His account is of great significance for the history of Sultan Firoz Tughlaq.

The Muntakhab-ut-Tawarikh or Tarikh-i-Badauni was written by Abdul Qadir Badauni. The first volume is about the rule of Babur and Humayun. Muntakhab-ul-Lubab was written by Muhammad Hashim alias Khafi Khan. As there was a ban on the writing of history Khafi Khan wrote it secretly. It is a complete history of the Mughals beginning with the reign of Babur upto 1733. He has dealt with all aspects of Aurangzeb's reign, including the aftermath of his illiberal policies.

➤ **Periodicals and newspapers**

The contemporary periodicals and newspapers gives us various kinds of information about socio political condition. Bombay Chronicle (1825 to 1959), Bombay Courier (1797 to 1846), Bombay Telegraph and Courier (1847 to 1861), Bombay Times (1838 to 1859), Bombay Gazette (1809 to 1914), Bombay Darpan (Marathi) (1832 and 1834), Marattha (1913 to 1925), Poona Observer (1852-53, 1861-62, 1876-1915), Kesari (Marathi) (1900 to 1931, 1962 to 1973), Navjivan (1919 to 1932), Young India (1915 to 1932), Indian Express (1955 to Dec. 2008), Blitz (1957 to 1964), Financial Express (1961 to 1964), London times, Times of India (1861 up-to-date), Maharashtra Times (Marathi) (1962 up-to-date), Loksatta (Marathi) (1960 to Dec. 2008), Sakal (Marathi) (1965 to 1968) and many others contemporary periodicals like Asiatic Journal Asiatic Journal New Series, Bengal Obituary (Calcutta, 1848) A compilation of tablets and monumental inscriptions from various parts of the Bengal and Agra Presidencies. Also includes biographical sketches and memoirs of eminent persons in British India from the early 18th century to 1848.

➤ **Census Report**

The Census Reports (1871 onwards) are a valuable and basic source on demographic studies and contain data about the population, castes, tribes, occupation etc for the use of scholars and other users.

4.6 ORAL SOURCES

Oral histories are the collections of accounts, and interpretations of the past in their own words. They are a record of an individual's direct feelings and opinions about the events in which he or she was involved. The oral histories provide information about significant events that may otherwise lack documentation in written or archival records. Oral histories are obtained through interviews and are preserved on audio and video recordings, in films, and in written transcripts. Study oral histories as primary sources and recognize the advantages they have as source materials. Many times, oral histories record the experiences of individuals who were not able, or who lacked the time, to leave written accounts. The interviewer's questions often create spontaneity and candor that might not be present in a personally written account. Moreover, in a recorded interview, the informant's voice may reveal unique speech characteristics

and tone that could not be captured in other sources. Oral history presents challenges in its analysis. Memory is fallible. The reliability of the informant's information may be in question. The informants may be reluctant to discuss certain topics, resulting in an inaccurate or an incomplete record. As with all sources, oral histories must be evaluated along with other documentation to determine whether they present information that is exceptional or conforms to previously established.

Check your Progress :

1) Give an account of oral sources of History.

4.7 DIGITAL SOURCES

Digitization has made it possible for libraries, archives, historical societies, museums and individuals to easily share their collections with the world. Researchers today have unprecedented access to images of primary source materials with descriptive metadata that, in the pre-digital age, were available only to those who could visit a collection in person.

1) Internet archives

Web archiving provides social scientists and digital humanities researchers with a data source that enables the study of a wealth of historical phenomena. One of the most notable efforts to record the history of the World Wide Web is the Internet Archive (IA) project, which maintains the largest repository of archived data in the world. Understanding the quality of archived data and the completeness of each record of a single website is a central issue for scholarly research, and yet there is no standard record of the provenance of digital archives. Indeed, although present day records tend to be quite accurate, archived Web content deteriorates as one moves back in time. The Web Archives for Historical Research (WAHR) group has the goal of linking history and big data to give historians the tools required to find and interpret digital sources from web archives. Our research focuses on both web histories - writing about the recent past as reflected in web archives - as well as methodological approaches to understanding these repositories.

2) Word Cat

Find items from 10,000 libraries worldwide, with books, DVDs, CDs, and articles up for grabs. You can even find your closest library with World Cat's tools.

3) Google Books

Google Books (previously known as Google Book Search and Google Print and by its codename Project Ocean is a service from Google

Inc. that searches the full text of books and magazines that Google has scanned, converted to text using optical character recognition (OCR), and stored in its digital database. Books are provided either by publishers and authors, through the Google Books Partner Program, or by Google's library partners, through the Library Project. Additionally, Google has partnered with a number of magazine publishers to digitize their archives.

4) Ancient India – The British Museum

The British Museum's online offerings are impressive. The Ancient Civilizations websites highlights achievements of some remarkable world civilizations and explores cross-cultural themes of human development. Explore the people, culture, beliefs, and history of ancient India using animations, 3D models and objects from The British Museum's collections.

5) Exploring Ancient World Cultures: India

Another fine introduction to Ancient India, though some links are broken. The most interesting features are an article entitled "The Historical Context of The Bhagavad Gita and Its Relation to Indian Religious Doctrines, and an online translation of The Bhagavad Gita. You can also find a whole slew of images of Harrappa.

6) Daily Life in Ancient India

The numerous lesson plans and resources available at this popular site have been developed by Mr. Donn and other contributors. Lessons cover: The Mysterious Indus Civilization 3000-1500 BCE, Aryan Civilization Daily Life 1500-500 BCE, Vedic Period 1500-1000 BCE, Epics Period 1000 – 500 BCE, and Age of Empires Daily Life 500 BCE-700 CE.

Audio visual sources

Audio record includes the speeches of great personalities photographs, film, video, paintings, drawings, cartoons, prints, designs, and three-dimensional art such as sculpture and architecture and can be categorized as fine art or documentary record. Some visual resources are one-of-a-kind, while others are reproduced (like prints or illustrations in books and magazines).

Films

Towards the experimental film, which portrays social reality in a departure from narrative history, we can easily adopt a favourable attitude. For instance films highlighting systemic exploitation, the underworld, wage slavery, the emotional trauma of women or problems of migrant workers and the unemployed need not fictionalize history - that is the stuff history is made of in any case. They are necessary to draw our attention to many emotions which written history either ignores or cannot express. A film like Shyam Benegal's 'Ankur', for example, is at once historical in its focus on rural feudalism in a region of south India and socio-cultural in its presentation. The same is true of Govind Nihalani's 'Aakrosh' which underscores the exploitation of tribal by India's ruling elite and their agents.

Check your Progress :

- 1) Describe the digital sources.

4.8 SUMMARY

All the material directly reflecting the historical process and providing an opportunity for studying the past of human society is known as source of history. Historical sources thus comprise everything created at an earlier date by human society and available to us in the form of objects of material culture or written documents that permit evaluation of the manners, customs, and language of peoples. Written historical sources, including hand written documents (on rock, birch bark, parchment, paper) and the printed documents of more recent periods, constitute the largest group. These written sources differ in origin (archives of the state, patrimonial estates, factories, institutions, and families), in content, and in purpose (for example, statistical economic materials, juridical documents, administrative records, legislation, diplomatic and military papers, documents from court inquests, and periodical and news papers).

4.9 QUESTIONS

- 1) Describe the natures and types of the historical sources
- 2) What are the types of the historical sources? Explain its nature.
- 3) Discuss the importance of Secondary Literary sources
- 4) Explain the primary sources for the historical research.

4.10 REFERENCES

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Unit-5

METHODS OF DATA COLLECTION

Unit Structure :

- 5.0 Objectives
- 5.1 Introduction
- 5.2 Difficulties in collecting Historical data
- 5.3 Chief sources of data collection for history
- 5.4 Following four methods are employed in collecting data from primary sources
- 5.5 Summary
- 5.6 Questions
- 5.7 References

5.0 OBJECTIVES

1. The module aims to introduce different methods used by researchers for collection of data.
2. The purpose of research is to make description, explanation and/or predictions about various phenomena.
3. The efficacy of any research depends on the accuracy of the data collected.
4. The chapter outlines different methods available for data collection in Historical research.

5.1 INTRODUCTION

Research is a highly specialised activity that is more than just collecting information or writing a description. It involves collection of information in a targeted fashion, which is further analysed thoroughly to lead to answers of research questions and evaluate results. The collection of data is the heart of any research design, irrespective of the field of study. Any research begins with certain questions, which need to be answered. Data collection is the process of gathering the desirable information carefully, with least possible distortion, so that the analysis may provide answers that are credible and stand to logic.

5.2 DIFFICULTIES IN COLLECTING HISTORICAL DATA

Collection of historical data is not an easy work. The researcher has to face many difficulties while collecting authentic data. Both the

primary and secondary sources are used for it. In fact, source means numerous fragmentary evidences, scattered here and there. They are not available in one single book, so a researcher will have to work hard and tackle archaeological, epigraphical and numismatical materials for collecting data in order to complete his research work. A good and intelligent scholar also faces the following difficulties during the course of data collection. In spite of once best efforts and wisdom one cannot get rid of them.

➤ **Difficulty of Identification of Names:**

A scholar or historian who has devoted himself to the task of data collection is required to work hard. He must go through the entire available material. No doubt, there are many names of the places in the data, where many important events of history have taken place but now it is very difficult to identify them in the present context. The name of the place went on changing with the passing of time. Sometimes the name of the person and place are identical but at other place they are contrasting. Moreover, the names of the significant rulers and authors also differ in description of different scholar; hence it becomes very difficult for the persons involved in the work of data collection, to trace the exactness of the material collected.

➤ **Non- Availability of the Research Material:**

All the historical research material is not available at one place and some of it has been lost in the course of time. A part of the material is eaten up by the moths, and some of it is buried beneath the earth. The cyclic change of weather has almost destroyed all such material, hence it is very difficult for the researcher to establish link between the gaps which are created due to destruction of past records. Besides this during Middle Ages a large number of materials was either burnt or destroyed by the foreign invaders who made invasion over India from time to time. Many historical buildings were also razed to the ground by these invader which if remained could have supplied much information regarding the art and culture of the contemporary period. Besides this the foreign invaders carried some fine specimen of art and literature to their own countries and thus they deprived us of some very significant source material.

➤ **Difficulties of Deciphering:**

In ancient times it was very difficult to record the historical event for want of printing press. Moreover engraving on stone and copper plate was not easy. Hence all the data could not be recorded and made available to the posterity. Sometimes the data available is recorded in a language which has still not be deciphered, hence it did not prove to be of any advantage to the scholars.

➤ **Subjective Writings:**

One more difficulty which a research has to face is that the recorded and available source material is written subjectively. During Ancient and Medieval period the historian and scholars were closely connected with the royal court and whatever was written or composed was

nothing more than the praise of their patron. Their description is chiefly without objectivity. The patronized scholars have mixed the facts with fiction in such a way as it had become very difficult for the scholars to read between the lines and draw out the real conclusion. The same problem is still harassing the modern scholars. The historians of advanced and well to do countries have drawn a very miserable condition of the poor nations and the colonies. Thus their cultural contribution and heritage have been ignored altogether. Therefore the data collectors are in a state of confusion how to find out the exact objective data in order to establish the facts.

➤ **Difficult of Scatter Data:**

All historical data is not available at one place. Therefore a researcher has to feel much difficulty in collecting the scattered data. Most of data pertaining to wars, kings, dynasties etc. is scattered indifferent states and a researcher is required to make extensive tours in order to collect the data. Some of data is scattered here and there however remains inaccessible, hence the researcher feels a lot of trouble. A lot of material was taken away by the invaders and they had put in there libraries and archives, so it is all the more difficult for the researcher to travel abroad and collect the required data which needed a large amount of money and time. So the scattered data is an intricate problem for the researcher.

➤ **Difficulty in Procuring the Confidential Materials:**

The other problem is that of the confidentiality of the record. Some of the data which is kept in the national archives or with some government agency, it is also not made available to the research scholar on the plea that it was confidential and it could not be shown to the researchers. In case the confidential papers are shown to the scholar, the relations between the two countries will become uncordial or it may create some tension among the people of different religions or communities. Thus the problem of confidentiality is also a great hindrance in the way of data collector.

➤ **Problem of Expenditure:**

Nothing can be done in this world without money. Data collection also requires a lot of money. The researcher has to loiter here and there in search of data and sometimes he has to stay at place for many days. It also requires money. In case, the data is scatter at different places in the country as well as out of the country, it becomes very difficult for the data collector to do his work without a huge amount of money. Generally, researcher who has not source of income feels a lot of problems during the course of his travel, maintenance, stay and typing. Actually he does not feel himself comfortable while collecting data without the help or support of some institution of organization. The last but not the least problem is of establishing relations with the persons or institutions who possess the required data. It is completely based on the ability and efficiency of the scholars how he deals with them and how he extracts the data which is lying with them. Generally people are disinterest to part from the records, letters, manuscripts etc. which theory link to be their personal property. If

the researcher is successful in establishing his rapport with them only then he can achieve his mission.

Check your Progress :

- 1) Explain the difficulties in collecting historical data.

5.3 CHIEF SOURCES OF DATA COLLECTION FOR HISTORY

i. Writings:

To produce a standard research work which may be called a scholarly writing is not very easy. It not only requires the intelligence of the researcher but also the authenticity of the data collected by him. Different sources need to be tackled by the research in order to create a fine piece of research work. Sometimes a large number of fragmentary evidences are to be used and they are not available in one single book only. All the material which helps in constructing the history of a particular period is termed as source. G.R. Elton aptly remarks, “Historical research does not consist as beginners in particular often suppose, in the pursuit of some particular evidence which will answer a particular question; it consists of an exhaustive, and exhausting review of every thing that may conceivable be germane to a given investigation. Properly observed, this principle provides a manifest and efficient safeguard against the dangers of personal selection of evidence”.

ii. Primary and Secondary Sources of Data Collection.

The historical sources of data collection can be divided in two categories (i) Primary and (ii) secondary. A primary source of data is one that the researcher or scholar has created himself by his own effort. We can also say that primary sources are original. No researcher can be called a competent and authentic historian unless he has worked in primary source materials. As regards the secondary sources, we can say that it is the testimony of someone who was not present at the time of happening of the event. The books written by different historians are put in the category of secondary sources. In fact, the significance of the secondary sources is not, less important than the primary ones.

In fact it is necessary for a researcher that he must go through all the secondary sources before the collection of the primary data. It will save duplicacy of work. Making a difference between the primary and secondary sources a well known scholar A. Marwick writes, “The primary source is the raw material, more meaningful to the expert historian than to the laymen; the secondary source is the coherence work of history, article,

dissertation or book, in which both the intelligent layman and the historian who is venturing upon a new research topic, or keeping in touch with new discoveries in his chosen field or seeking to widen his general historical knowledge, will look for what they want". It depends on the purpose of the research whether a data collected is primary or secondary. Sometimes a data collected can also be regarded as the primary and secondary source. A primary source can also be used as a secondary source. The news papers are usually considered to be a primary source but the information given in the paper are not completely based on primary sources, therefore they belong to secondary source.

iii. Primary Sources of Data Collection:

From the point of view of research or the establishment of a new theory, the primary source is more important than the secondary source because it contained original ideas or facts in it. Generally a hand written document is supposed to be more authentic than a typed one as it relates and indicates close relationship between the researcher and event. But Prof. A. Marwick does not agree to it, he writes that some times a printed document is of great value. A document written in one man's handwriting may be a genuine record of transactions which actually took place, or a record in good faith of a statement dictated by one-man to another, or the record of a collective decision, or it may be a complete invention on the part of the writer. It will in any case yield answers to only certain questions; if what one requires is final statement of government policy or particular issue, the printed documents may well prove a much more valuable primary source. Actually it is very difficult to draw a line of demarcation between the primary and the secondary source material. Some time it seems to be so faint that it becomes difficult for a researcher to declare it primary or secondary. But it is sure that both of them help a scholar in establishing the history of the particular period. An autobiography can be both a primary and secondary source when viewed from the point of view of the philosophy of the writer and important event of the period respectively.

a. Contemporary Records:

Prof. Gottschalk writes, "A contemporary record is a document intended to convey instructions regarding a transaction or to aid the memory of the persons immediately involved in the transaction". An appointment letter, an order on the battle field, a direction from foreign office to the ambassador etc., are some significant documents for are searcher. These papers have no doubt about their authenticity and there is no chance of error. However a researcher should satisfy himself before making its use. The stenographic and phonographic records are also significant source material for a researcher. These records are important and valuable as they give us an insight into emotional stresses. The legal and business papers such as journals, bills, orders, tax records etc. not only provide an insight into the working of the firm but also acquaintus with the persons who are engaged in this work. These papers are general prepared by some experts hence they are greatly reliable and there is very less fear of deceitment in them. Some of the famous persons are in the

habit of maintaining a private diary or note book and they keep in them the record of his day to day activities. These note books are also trustworthy record from the historical point of view. There is no chance of being prejudice in these private memoranda, hence they are considered very significant from the historical point of view.

b. Confidential Reports:

The confidential reports are not meant for general masses. They are not as reliable as the contemporary records because they are written after the event had taken place. The personal letters are also a credible source of history. Such letters are written in a very polite way and they are full of esteem. They may mislead a fresher who is not fully aware with the art of letter writing. Sometimes these letters do not provide correct information; hence a researcher has to read between the lines in order to find out the hidden meaning of the writer on the letter.

c. Public Reports: The public reports are not as important and reliable as the confidential reports. The Public Reports are usually divided into three parts and each of them has a different degree of reliability.

a). The reliability of a news paper or dispatch depends on the source from which it has been originated. If the newspaper or the journal in which the particular information is published is not reliable, it is of no importance. But now-a-days the newspapers not only on their correspondents but they also have agencies and syndicates for reports. Thus at present the newspaper reports and dispatches play a significant role in the field of research.

b). Memoirs and autobiographies are also one the source material for are searcher. Though they are read and praised by many people however they can not be said to be a very reliable source. Usually the memories and autobiographies are writer by some eminent persons towards the close of their life. At this stage the memory of author cannot be as sharp as it was in the earlier days, hence he writes all these events of his life on the basis of diminishing memory so they cannot be trusted completely. Some of the autobiographies and memories are condemned and criticized by the other scholar on the basis of their shortcomings.

c). One another kind of public report and source material is the official or authorized histories which are written on the basis of official records but they too should not be taken to be completely trustworthy as they are written by the scholars and historians who are employed by the government, hence their writings are to be read with due care. Whatever was written about the Second World War or the National Struggle of India by these hired scholars, it needs to be read between the lines before drawing any conclusion.

c. The Questionnaire Method:

It is the most significant method of data collection. In this method the researcher prepare certain question pertaining to the subject of the

project or thesis in order to get information and opinion on particular subject. The questionnaires provide the researcher a fund of information. He analyses and puts forth the final version to the readers. No doubt, this method of data collection is very significant but it is useful only for that scholar whose approach is critical otherwise all the labour of the researcher would go in vain.

d. Interview System:

Besides the questionnaire method, the researchers also resorts to the interview system in order to draw some definite conclusions by taking interview of the contemporary or eyewitness persons. Through this system he has a desire to add something new to the existing knowledge of the subject. No doubt, meeting with such personalities is very tedious job and it requires a lot time and money to approach them but a sincere scholar tries to leave no stone unturned in order to find out some thing new.

e. Government Documents:

The Government Documents also help a data collector to get some vital information for his project. They are usually compiled by the scholars and historians of great repute. The department of statistics prepares some very useful information about census, and fiscal policy of the country. This present information collected today becomes a useful source material for the historians of the tomorrow. In fact, government does not want to defame herself and provides only that information which highlights their policies and ignores all the information which indicates the failures and lapses of the government. So there is every possibility of hiding the facts and figures from the researcher. Therefore a researcher should be very alert at the time of collection of data but look into the ins and outs before reaching the final conclusion.

f. Public Opinions:

Newspapers are also one of the significant sources of data collection. Historians and scholars of different parts of the world write their opinion in the editorials, speeches, and letters to the editor and pamphlets which are read and understood by the scholars. Besides them the public opinion polls are also an important source for collected data. But a historian must be very careful about the authenticity of the information because they are often deceptive. He should also consult some other evidence before making use of these sources. Besides the above mentioned sources, the literature of the contemporary period is also an important source material for the researcher. It is rightly said that the literature holds a mirror to the society. Therefore historians are capable to know about the social conditions, customs and tradition of the contemporary society through the literature, but some of the historians do not agree to this fact and they believe that history and literature both the polls apart. History is based on facts while literature is full of fiction and imagination, hence a researcher if he is making use of some literary work he must be very careful. Folklores and proverbs sometimes also prove to be a significant source material because they give a clear picture of the legendary heroes. They should also be studied very seriously and the facts

and fictions amalgamated with one another must be removed so that a clear picture may be presented before the readers.

Check your Progress :

- 1) Describe the chief sources of historical research.

5.4 FOLLOWING FOUR METHODS ARE EMPLOYED IN COLLECTING DATA FROM PRIMARY SOURCES

- 1) Archival research.
- 2) Observation
- 3) Interview
- 4) Questionnaire

1) Archival research.

a) What is Archival research:

Archival research is research involving primary sources held in an archives, a Special Collections library, or other repository. Archival sources can be manuscripts, documents, records (including electronic records), objects, sound and audio-visual materials, or other materials.

b) What is an archives?

An archives is "an organization that collects the records of individuals, families, or other organizations."

c) What is a repository?

A repository is "a place where things can be stored and maintained, [including] any type of organization that holds documents, including business, institutional, and government archives, manuscript collections, libraries, museums, and historical societies, and in any form, including manuscripts, photographs, moving image and sound materials, and their electronic equivalents." Archival research can be challenging, but it can also be tremendously rewarding (and even fun) You may not find exactly what you were looking for, but you may also find much more than you expected.

d) Special collections/archives collections.

Many primary sources that are available online are archival or Special Collections sources which have been digitized and made available by those institutions. But not every source is available online. Most Special Collections/archival libraries are not able to digitize all of their sources (collections) or make them publicly available. Not every individual item is listed in a collection's finding aid. Many Special

Collections/archival libraries do not catalog their collections by individual item. Instead they provide descriptions to the box or folder level. Not every collection will have an online finding aid. While most institutions are working to get finding aids online, this is an ongoing process for many organizations. You may need to contact an archivist to learn more about which finding aids are available online, and which are not. Some archives will create catalog records for unprocessed collections as a means to signal their existence. Further, research/subject guides may also list unprocessed collections.

Not every library (including archives and Special Collections libraries) is registered with World Cat. World Cat and Archive Grid (which draws on World Cat) include information from many, many libraries, but do not include materials from every library/repository. Not every repository uses standardized descriptive methods. While the majority of archives adhere to professional descriptive standards, some do not. This can make it more difficult to find materials using World Cat or other similar databases/catalogs.

Most archival/Special Collections libraries will not lend their materials. Due to rareness, fragility, or other restrictions, most items in these kinds of libraries are not available for Interlibrary Loan. Researchers may be able to request that copies of relevant records be made available through Interlibrary Loan, however there may be a charge. If the repository is able to offer you reproductions (photocopies, PDFs, or audiovisual materials) of the materials you want to look at, expect to pay a fee. Typically there will be a charge for ordering reproductions, often including charging by the page.

Most archival sources are in their original language. Archives and Special Collections libraries do not typically offer translations of their materials. Other scholars or editors may have published or otherwise made available translations of materials. Your local repositories may not have the archival resources you need. Archives and Special Collections libraries tend to collect deeply in specific areas, rather than widely in many areas. Smaller repositories may also focus on collecting materials relevant to their local community.

➤ **Reasons to contact a repository's archivist before planning a visit:**
Archival research typically involves one or more of these options

i. Visiting the repository in person:

Some repositories offer competitive travel fellowships or other funding. Check their website for information about funding opportunities. Ordering reproductions (paper or electronic) of relevant materials (if option is available) Hiring a proxy researcher (some repositories may offer a list of possible proxy researchers for hire Contact the repository directly (contact information is generally available on a repository's website) to learn more about:

➤ **Types of Archives:**

College and university archives are archives that preserve materials relating to a specific academic institution. Such archives may also contain a "special collections" division (see definition below). College and university archives exist first to serve their parent institutions and alumni, and then to serve the public.

Examples: Stanford University Archives, Mount Holyoke College Archives.

Corporate archives are archival departments within a company or corporation that manage and preserve the records of that business. These repositories exist to serve the needs of company staff members and to advance business goals. Corporate archives allow varying degrees of public access to their materials depending on the company's policies and archival staff availability.

Government archives are repositories that collect materials relating to local, state, or national government entities.

Examples: The National Archives and Records Administration (NARA), the Franklin D. Roosevelt Presidential Library and Museum, the New York State Archives, City of Boston Archives.

Historical societies are organizations that seek to preserve and promote interest in the history of a region, a historical period, non-government organizations, or a subject. The collections of historical societies typically focus on a state or a community, and may be in charge of maintaining some governmental records as well.

Examples: The Wisconsin Historical Society, the National Railway Historical Society, the San Fernando Valley Historical Society.

Museums and archives share the goal of preserving items of historical significance, but museums tend to have a greater emphasis on exhibiting those items, and maintaining diverse collections of artifacts or artwork rather than books and papers. Any of the types of repositories mentioned in this list may incorporate a museum, or museums may be stand-alone institutions. Likewise, stand-alone museums may contain libraries and/or archives.

Examples: The Metropolitan Museum of Art, Smithsonian National Air and Space Museum.

Religious archives are archives relating to the traditions or institutions of a major faith, denominations within a faith, or individual places of worship. The materials stored in these repositories may be available to the public, or may exist solely to serve members of the faith or the institution by which they were created.

Examples: United Methodist Church Archives, American Jewish Archives.

Special collections are institutions containing materials from individuals, families, and organizations deemed to have significant historical value. Topics collected in special collections vary widely, and include medicine, law, literature, fine art, and technology. Often a special collections repository will be a department within a library, holding the library's rarest or most valuable original manuscripts, books, and/or collections of local history for neighboring communities.

Examples: Special Collections Research Center at the University of Chicago, American Philosophical Society Library.

2. Observation:

Observation is the basic method of obtaining information about social phenomena under investigation. All of us are constantly engaged in observation. However, all such observations are not scientific observations. Observations become a method of data collection when it is planned in accordance with the purpose of research and recorded systematically keeping in mind the validity and reliability of observed data. There are numerous situations where this method of observation is considered as most appropriate. Say for example, a researcher who is interested in understanding the behaviour of children who cannot speak, necessarily, has to depend on this method of observation. Many aspects of our behaviour are so much a part of life that it becomes difficult to translate it into words. Many a time, a researcher faces resistance from respondents being studied. Sometimes, people do not cooperate with the researcher and show their unwillingness to respond to the questions of the researcher. Although observations cannot always overcome such resistance, it is relatively the most appropriate method of data collection in such situations.

The method of observations serves variety of research objectives. Exploratory objectives are worth mentioning here. A researcher can explore some aspects of his main research question or can gain insight into the research problem and develop the basis for his hypothesis. It may also be used to collect supplementary information that would help interpret findings obtained by other methods.

➤ Type of Observations:

There are several types of observations varying from completely unstructured to structured, pre-coded, formal procedures to suit the needs of researchers and the overall objectives of the research problems. One way of differentiating among various types of observations is to draw distinction on the basis of degree of structured ness. Accordingly, we get two observational procedures:

(1) unstructured and (2) structured. The other way of classifications is in terms of the role played by the researcher. On this basis observation procedures may be classified as (I) participant observation and (2) non-participant observation.

➤ **Structured Observations**

Structured observations take into consideration a clear and specific definition of the units to be observed and data to be recorded. This is possible only when the problem is well formulated. However, in exploratory studies the researcher does not know in advance which dimension of the problem will be relevant. Structured observations are mostly used in studies designed to describe a problem or to test causal hypothesis. The use of structured observation procedures presupposes that the researcher knows what aspects of the problem under study are relevant to his research objectives and is in a position, therefore, to plan the recording of observations before he starts data collection.

➤ **Unstructured Observations:**

In a practical situation it is often not possible to plan out the 'observation' process in advance. Particularly in case of exploratory studies, the researcher does not have enough clues to structure his observations, which may call for changes in what he observes. Such changes are characteristics of unstructured observation. Since the unstructured observations are flexible it allows for changes in the focus from time to time if and when reasonable clues warrant such changes.

➤ **Participant Observations:**

Participant observation involves sharing the life of the group under study by the researcher. In other words, participant observation is an attempt to put both the observer and the observed on the same side by making the observer a member of the group so that he can experience what they experience and work within their frame of reference. In particular, the researcher becomes a member of the community being observed by him.

➤ **Non-participant Observations:**

On the contrary, non-participant observation is characterised by a lack of participation by the observer in the life of the group that a researcher is observing. In other words, in non-participant observations the observer has detached role and records without any attempt on his part to participate in the interaction process with the group being observed.

3. Interview:

The interview is a verbal interaction between the researcher and the respondents. This method has been a widely used method of data collection. This method involves presentation of verbal questions orally and collecting oral verbal responses. Many feel that the best way to find out why people behave as they do is to question them about their behaviour directly by interviewing them. In this method, the interviewer asks questions in a face-to-face contact (generally) to the interviewee, the person who is being interviewed who gives answers (mostly) to these questions. Interview has been a widely used method of data collection so far as, information about the social background, opinion, attitudes, changes in relations are concerned.

➤ **Types of Interview:**

Interview has been classified in different ways. One way of classification of interviews is based on their functions, such as diagnostic interviews often used for clinical purposes. The other way of classification of interviews is the number of persons participating in the interview process, for example, individual interview or group interviews. Yet another basis of classifying interviews is the format used for interview, for example, structured and non-structured. Any one of the bases can be relied on to classify the various types of interviews just mentioned above. Most probably, the easiest and most convenient way to classify them is the degree to which they are structured.

i. The Structured Interviews:

As the name suggests, structured interviews maintain some control over the respondents. Nevertheless, considerable flexibility is permitted in deciding the extent to which interviews should be structured. First and foremost area, through which an interview is structured, is the questions and its responses. The questions in an interview are regulated to get appropriate responses. In so far as responses are concerned they are regulated and controlled by giving multiple choices to the interviewee. To achieve this, first the questions have to be in order and focussed to get reliable and appropriate responses; it is beneficial to ask questions in same order from one interview to another interview.

ii. The Unstructured Interviews:

In unstructured interviews questions are not ordered in a particular way. The order of questions is not fixed. In other words the order of questions followed in one interview may not be followed in the next interview. Even the questions asked are not worded in the same way. In sum, the interview is free of regulation and control.

iii. Group Interview:

In an interview we call for questioning each individual separately. Where as in group interviews, we interview more than one individual at a time. In a group interview as many as eight to ten people may discuss the subject matter of an investigation under the direction of an interviewer. However, such interviews are more satisfactory as a source of hypotheses or as a way of gathering information about the group, they do not ordinarily yield systematic information from every individual in the group on each point covered in a personal interview.

iv. Telephone Interviews:

Telephone interviews are conducted in cases where individuals are likely to have telephones, but who are scattered in a large geographical area. Telephone interviews typically combine the advantages and disadvantages of both mailed questionnaire and personal interviews. Low cost and rapid completion with relatively high response rates are the major advantages of telephone interview. It is possible to conduct large scale surveys through telephone interviews within a few hours of the occurrence of a traumatic event in order to illicit immediate reactions. The major

reservation about telephone interviewing has been that those people who have telephones are not representative of the general population.

v. Questionnaire:

The preceding section discussed the observation and interview methods of data collection. In this section we discuss the questionnaire as a method of data collection, the contents and type of questions followed by the format and sequence of questions.

vi. Content of Questions:

Questionnaire enlists questions, which translate the research objectives into specific questions. The question must also encourage the respondent so that the necessary data is obtained. It is to these two ends that the question becomes the focus around which the questionnaire is constructed. One of the major issues involved in formulating the question is its content. The major issues on which questions may be concerned are facts, opinions, attitudes, respondents' motivation, and their level of acquaintance with a research problem. By and large, questions can be classified into two general categories, namely,

(1) factual questions and (2) opinion and attitude questions.

vii. Questions to be Avoided:

➤ Leading Questions:

A question worded in such a manner that it appears to the respondent that the researcher expects a certain answer, is commonly known as leading question. A question designed to elicit general opinion about work satisfaction might read, "How do you feel about your work?" The same question worded in a leading form might read, "Are you satisfied with your work?" This question makes it easier for respondents to answer yes than no. In answering yes, they are agreeing with the words of the question and are not contradicting the researcher.

As far as possible leading questions are to be avoided if one is looking for objective responses. In some situations, particularly, where leading questions may serve the research objective, leading questions with suitable wordings are used with extra care.

➤ Threatening Questions:

Threatening questions refer to behaviours that are illegal or contra-normative or behaviours that are socially deviant and are not discussed in public. For example, questions that inquire about the respondent's gambling habits, about their drinking habits, child abuse or sexual behaviours are referred as threatening questions. Often it is necessary to include such questions in studies, which the respondent may find embarrassing and thus difficult to answer. Though it is suggested to avoid threatening questions as far as possible, in cases where it is necessary to include such questions it is advised to use a long introduction to the question (or may be indirect question) rather than asking short questions (or direct questions); by an open-ended rather than a closed-ended format:

and, to a lesser extent, by letting the respondents pick their own words to talk about the sensitive issues.

➤ **Double-barrelled Questions:**

When two or more than two questions are included in one question it is termed as double-barrelled questions.

4. Case Study method:

A case study is an in-depth investigation about a person, group, situation or occurrence. It involves collection of data from various sources employing a mix of different methods, whichever appropriate. Case studies are used in researches where a deep probe and understanding of the issue is required. This method is used widely in many social science studies, especially in conducting research on issues relating to “education, sociology, and community based problems such as poverty, unemployment, drug addiction, illiteracy”, among others.

➤ **Advantages of using case studies are:**

- ☐ They give detailed information.
- ☐ They provide cues for further research.
- ☐ They allow probing of situations which are difficult to investigate.

➤ **Disadvantages of using case studies are :**

- ☐ The results cannot be generalised to a bigger population.
- ☐ There are chances of researcher's own inclinations to creep in.
- ☐ The study cannot be replicated.
- ☐ The process is more time-consuming.

5. Ethnographical study:

Ethnography is the study of societies and cultures in a systematic way. It observes, records and analyses people belonging to a society in their natural ‘environment’ settings or ‘fields’. The data is gathered by methods aimed to capture their regular activities and social meanings related to them. The researcher may not get involved in the activities, but participates directly in the setting, for the purpose of collecting data. The information is recorded, being careful to not impose the meaning on the participants externally. Ethnography is one of the chief methods used for collection of qualitative data in social sciences. They provide specific and in-depth accounts of the customs, traditions, habits, and mutual differences of different societies and cultures.

The basic objective of employing ethnography method is to obtain thorough and holistic understanding of people’s actions and opinions, along with the kind of location they live in, by way of observing and interviewing in detail. According to Hamersley, “The task (of ethnographers) is to document the culture, the perspectives and practices, of the people in the settings. The aim is to ‘get inside’ the way each group of people sees the world” .

Ethnography has the following characteristics :

- ☐ It observes people's behaviour in 'ordinary' or 'everyday' settings, instead of any artificial settings created by the researcher.
- ☐ The principal method of gathering data is participant-observation. Some other methods are also used.
- ☐ Any external influence on people is avoided and their natural activities are focussed on. The mode of data collection is unstructured to make it flexible.
- ☐ A small scale group is studied at a time in one setting.
- ☐ The data is aimed to describe and analyse the meanings associated with everyday human actions.

6. Use of oral History:

Oral history is the method of recording, preserving and interpreting historical information obtained from first-hand from people, from their past experiences and memories. People are interviewed and their accounts are documented, which are then preserved as an aural record for future. The researcher can make use of audio and video tapes, and transcriptions from interviews. The interview is carried out by the researcher by spending extended time with the participant, listening to the accounts through storytelling and narration.

Oral history, though seems to be similar to in-depth interviews, but the two are different from each other. Interviews, be structured, semi-structured or unstructured, focus a specified topic and follow an interview guide. The questions asked to the respondents are similar or different depending upon the requirement. However, oral history does focus on a particular topic, yet it is far less organised than the interview method.

For instance, if one aims to study the body image issues in women at workplace, it may be apt to conduct interviews to obtain their opinions about the issue. In this method, they may also be able to explain qualitatively, how and what they feel about it and related issues. In case the researcher wants to study body image issues among working women, as a part of their life altogether, based on their experiences from childhood till present, oral history may be the suitable method. This may allow the respondent to recount personal experiences and stories.

Check your Progress :

1) What is an archives? Explain its types.

5.5 SUMMARY

The module presents a holistic view of the various tools and techniques employed by researchers for collection of data. Beginning with a description of primary and secondary data, qualitative and quantitative data; each method of data collection has been described elaborately. The different methods that have been explained include interview, focus groups, questionnaire and schedule, observation, case study, ethnographies, oral history and projective techniques.

5.6 QUESTIONS

1. Discuss the difficulty which researchers face in data collection.
2. Bring out the chief sources of data collection for history.
3. Write short notes on the methods employed in collecting data from primary sources.
 - i. Archival research.
 - ii. Observation
 - iii. Interview
 - iv. Questionnaire
 - v. Ethnographical study
 - vi. Use of Oral History.

5.7 REFERENCES

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Unit - 6

CLASSIFICATION AND ORGANISATION OF HISTORY

Unit Structure :

- 6.0 Objectives
- 6.1 Introduction
- 6.2 Information sources: Categories
- 6.3 Primary Sources
- 6.4 Secondary Sources
- 6.5 Tertiary Sources
- 6.6 Organisation of Data
- 6.7 Conclusion
- 6.8 Questions
- 6.9 References

6.0 OBJECTIVES

1. To understand how Historical information sources can be categorised.
2. To understand specific criteria for categorisation of Historical information.
3. To understand the process and importance of categorisation.

6.1 INTRODUCTION

Historical information sources are many and varied. Since time immemorial human beings are generating information by observation, experimentation, imagination, reasoning, and experiencing through sensory organs. The information they generated were generally communicated to others for their own interest and survival. In olden days when a human being used to spot a wild animal in the vicinity of her/his habitation, immediately she/he used to inform others so that the animal could be killed to save their own lives and earn a day's meal. Even today this practice may be seen in remote forests of Africa, Amazon basin, etc. The ancient habit of human beings relating to information still exists and thus they are still powerful sources of information.

In the long path of human progress, a time came when humans started recording information by painting or carving on cave walls and stones. Gradually the media and methods of recording changed. From cave walls and stones they advanced to clay tablets, papyrus, palm leaves,

parchment, vellum, paper and finally to electronic media. Also, there was transition from paintings to pictographic writings to letters and alphabets. Prior to the invention of printing from movable types in 1450s, handwritten books were the order of the day. Scribes in many parts of the world used to copy the books and sell them. Obviously, this particular process could not generate a huge number of books. With the invention of printing, production of books increased many fold. This change gave birth to a variety of documentary sources like books, pamphlets, journals, newspapers, etc.

Institutions like libraries and universities started emerging more than two thousand years ago. Even by today's standard, the library in Alexandria that flourished from 3rd century BC to 3rd century AD was a huge library as it contained about four hundred thousand documents. The library harboured almost the entire knowledge generated by human beings till that time in the world and served as a great source of information. It was more or less like today's Internet which is an unthinkable, huge reservoir of information generated from all parts of the world. In brief, this is the story of the birth of documentary and non-documentary sources of information. We are all familiar with printed sources like books, newspapers, magazines, and others. Similarly we have seen hand-written documents called manuscripts, letters, notes, and electronic sources like CDs, microfilms, etc. They are non-print sources. Some sources are produced and distributed by publishers. They may be printed, electronic or micro-documents (i.e. documents in micro-forms). They are usually priced. These are published sources. Typed sources like a thesis, hand-written sources like a letter, are unpublished sources.

When we go through the content of a documentary source, we find that all of them do not contain the same type of information. Some sources provide totally new information that was not known before. They may inform about new discoveries, new inventions, new ideas, new concepts, etc. These are called primary sources. Take for example a research periodical which includes research articles that always report new findings. Another type of information source is generated by gathering information from primary sources. The information gathered from primary sources is compiled in systematic order and published in the form of a book, journal, etc. These types of sources are known as secondary sources. Indian Historical Review is an example of secondary sources of information. Publications pertaining to tertiary sources are sometimes produced based on secondary sources. A bibliography is a secondary source. Now, if a bibliography of bibliographies is produced, it will be a tertiary source. Guides to reference sources are also tertiary sources as reference sources are secondary sources. Rang Nathan divided documents in two different broad groups macro documents and micro documents as well as conventional and non-conventional documents. We shall discuss them at relevant places in this Unit.

6.2 INFORMATION SOURCES: CATEGORIES

From the discussion above we have got a fair idea about various types of information sources such as documentary and non-documentary, print and non-print, published and unpublished, macro and micro, conventional and non-conventional. We have also noted that documentary sources can be further subdivided as primary, secondary, tertiary according to content. We shall just enumerate the sources here as they will be discussed in detail in subsequent units of this Block.

a) **Documentary Sources:**

All sources in the form of documents are documentary sources. The connotation of the term 'document' has undergone sea change in recent years and now includes books, periodicals, manuscripts, videotapes, computer files, and databases. A selective list of documentary sources is given below:

- **Books**
 - Treatises
 - Monographs
 - Textbooks
 - Reference Books
- Manuscripts
- Periodicals
- Theses
- Conference Documents
- Souvenirs
- Articles (popular, technical, research)
- Diaries
- Letters
- Office Files
- CD-ROM Recordings
- Video Recordings
- Databases
- Computer Files
- Laboratory Notebooks

b) **Non-documentary Sources:**

We have three types of non-documentary sources of information, i.e. humans, organisations, and World Wide Web.

Humans

- Information Professionals
- Consultants

- Experts
- Resource Persons
- Common Men, etc.

Organisations:

- International Agencies
- Government Ministries and Departments
- Research and Development Organisations
- Academic Institutions
- Societies
- Publishing Houses
- Press
- Broadcasting Houses
- Libraries and Information

Centres

- Museums
- Archives
- Exhibitions
- Database Vendors
- Information Analysis Centres
- Referral Centres, etc.

i) Print Sources:

All sources that are in print form are print sources. Some of the examples of print sources are given below:

- Books
- Periodicals
- Patents
- Standards
- Conference Documents
- Souvenirs
- Reports (technical, administrative, trip)
- Articles (popular, technical, research)

ii) Non-print Sources

Documentary sources that are not printed are all non-print sources, such as the following:

- Manuscripts (typed or hand-written)
- Theses
- Project Reports (typed)
- Diaries
- Letters
- Office Files
- Laboratory Notebooks
- Microforms
- CD Recordings
- Video Recordings

- Databases
- Computer Files
- E-publications
- Humans
- Organisations
- World Wide Web, etc.

ii) **Published Sources:**

These sources are documentary sources, both printed and non-printed. They are brought out by publishers in large number of copies, usually priced and old. Some of the examples are as follows:

- Books
- Periodicals
- Patents
- Standards
- Conference Documents
- Souvenirs
- Festschriften
- CD Recordings
- Video Recordings
- Databases, etc.

iii) **Unpublished Sources:**

These documentary sources are neither published nor produced in large number of copies, and usually are not for sale. Unpublished sources, at times, can turn into published sources as well. For example, letters written by Rabindranath Tagore have been published in book form by Visva Bharati at a later date. Some of the examples of unpublished sources are given below:

- Manuscripts (typed or handwritten)
- Theses
- Project Reports (typed)
- Diaries
- Letters
- Office Files
- Laboratory Notebooks
- Memoranda
- Medical Records, etc.

Check your Progress :

1) What are the documentary and non-documentary sources.

6.3 PRIMARY SOURCES

A source will be considered as a primary source in case it carries newly generated information, original work of research, or new interpretation of already known facts. The document is the first and often the only published record of original research. The information contained in primary sources is generally scattered and unorganised.

Monographs are included here as primary sources. Monographs are basically long research articles or a short book on a specific theme. It is to be remembered that only research monographs are primary sources and the rest are secondary sources.

Collection of papers Sometimes articles are collected on a particular topic, or contributed by a particular person and brought out in the form of a book. If the articles belong to primary sources, the anthology will also be a primary source. Under this heading both collected works and *festschriften* can be accommodated.

Textbooks and manuals have been considered as primary sources by some historians, which others have considered as secondary or tertiary sources.

Serials, journals and magazines all figure in the list. Journals and magazines being serials there was no need to mention all the three. It is also a fact that all serials are not primary sources.

Newspapers are excluded from others' list since they do not pertain to scientific and technical literature. It is included here as this categorisation covers the entire gamut of literature. Newspapers contain primary information and its placement here is well justified.

Technical catalogues are generally manufacturers' catalogues and form trade literature. Similarly **information leaflets** supplied along with the products, processes, etc. by manufacturers also form trade literature. They are primary sources. However, information leaflets based on primary literature are secondary sources.

An invitation card is an **information card**. Even a letter contained in a postcard is an information card. Information cards exist in various fields. Even you may receive a card from a journal editor informing that your article has been accepted for publication is also an example under this category.

Manuscripts and galleys – A manuscript may be a handwritten book or any other document or a typed article or the like that has been sent for publication. The galley is a printer's proof. All these are original documents, and hence placed under primary sources.

Data files are computerised files containing data. If the data belongs to primary sources, then the data files will be primary sources.

Check your Progress :

- 1) Describe the nature of sources of History.

6.4 SECONDARY SOURCES

A source which is more or less completely dependent on primary sources for its existence is a secondary source. Information in secondary sources is organised and arranged according to a definite plan. Indexing and abstracting periodicals are one of the examples of secondary sources. Indexing periodical, indexes the contents of periodicals or some other type of publications usually on regular basis, whereas abstracting periodical along with the contents also gives the abstract. The abstract can be indicative or informative. Indexing and abstracting periodicals may be either general in nature or on a specific theme. In any abstracting and indexing periodical you will notice that articles of the same topic have all been put together, and of related topics close by. They are no more scattered. Even if the articles are indifferent languages you will find the abstracts in the same language. In a way it is overcoming the language barrier. As the bibliographical details of the primary sources are usually given in the secondary sources, these sources act as a key to primary sources. In a review article, also a secondary source, the entire information on a particular topic for a certain period is first collected, then digested and finally a report is written wherein the entire matter is organised coherently. Here the entire phenomenon of scattering is done away with and the whole matter gets well-organised. Generally most reference books also draw materials from primary sources.

Check your Progress :

- 1) Write a note on secondary sources.

6.5 TERTIARY SOURCES

A source that is entirely dependent on secondary sources or primary and secondary sources for its existence is a tertiary source.

Sources like ‘guides to reference sources’ and ‘bibliography of bibliographies’ are examples of tertiary sources. These sources act as key to primary sources as well as secondary sources. Some authors have considered directories, yearbooks, etc. also as tertiary sources as they help the searcher in using primary and secondary sources. There are sources, like directory of on-going research projects, which are placed under tertiary sources.

Macro and Micro Sources:

Documents embodying macro thoughts such as books are macro documents, and those embodying micro thoughts such as journal articles are micro documents. It is to be noted that documents in microforms are not always micro documents since a microfilm can harbour a book a macro document, or a journal article a micro document.

Conventional and Non-conventional Sources:

Documents such as books printed on paper as conventional sources, and microfilm, reprograph, etc. as non-conventional sources.

Usefulness of categorisation:

- i) To judge the soundness of a collection, categorisation of documents renders positive help. Take for example the periodical collection of a search library. If the library contains more primary periodicals compared to secondary, then the collection will be considered balanced and more helpful for research. In any scientific library wherever there is dominance of primary documents, it is surely the sign of a good collection.
- ii) Using categorisation it is possible to determine to what extent a particular field is research-oriented. Take the current periodicals of a particular field. Categorise them in primary and secondary sources, and then find out the percentage of periodicals in each category. The percentage will indicate to what extent the field is research-oriented. If in a field more than 50% periodicals are primary, then the field is surely research-dominated.

Check your Progress :

- 1) Define tertiary sources.

6.6 ORGANISATION OF DATA

Strong historical writing can be traced in part to effective note taking. Historians have to select from a wide array of different possible sources ranging from secondary literature to a variety of archival collections when creating a narrative. And unlike a finalized narrative,

primary sources in the archives rarely have a clear beginning, middle, and end. Part of the goal in taking notes is to effectively and clearly organize primary source documents for later use in constructing a historical narrative. Traditionally, historians organized their notes around a card system. Many historians used note cards to record valuable pieces of information gained from secondary readings or primary source materials. A quotation from a letter, for instance, could be written on the front, with citation information recorded on the back of the card. A historian could then organize the notes in any way he or she saw fit, arranging and rearranging the ideas gleaned from their sources in a different order and eventually creating an outline for a narrative. The quotations or ideas from each card could then be copied into a manuscript draft as it was created. Notes might include a brief transcription of the evidence and brief description of its significance to the overall argument or historical question. This system had several advantages. Note cards could be physically arranged and rearranged based on the project and your findings. Unlike writing in a notebook, a single note or small group of notes could easily be transferred from one point to another if doing so made sense. Note cards also helped historians think visually and were, in some sense, a physical manifestation of the historian's thoughts.

They also likely contributed to the honing of the mental recall ability of generations of historians. Note cards, however, also possessed numerous disadvantages. They could easily be lost or misplaced. They lacked any sort of search function unless typed into a cumbersome database. They were time-consuming to create. Finally, not all notes can be fitted onto a small card. New note-taking systems, such as Zotero and Endnote, attempt to mimic older forms of note taking, while also making the notes both searchable and more compatible with the web (imagine writing down lengthy URLs on note cards!). However, a clear note taking system does not require a new piece of software.

Above that will be noted the folder and box numbers containing the primary source. While such a method can be useful, remember also to save a copy of these notes in the more permanent PDF format at the end of your visit. Later on, when you start to move these notes around as you construct a narrative, it can be easy to fail to transfer citation information if it is only listed at the top of a section of notes. Clearly define the contents of each source and note what words are original to the source, and what words are your own. One needs to simply use quotation marks to highlight the original words, and bullet points with no quotation marks to indicate the significance of the document and where it fit into your broader claims.

Notes for your project can be based on themes, keywords, or individuals. Your own notes can be based on the archival collections themselves. You can try to make your own collections of notes mirror the archival system, which, for you, can result in easy citations and easy recall. You can keep your notes for manuscripts where you organize and

work through various ideas regarding your narrative in a separate document. When taking notes on your laptop, you can note at the top of each document the exact citation for the particular archival collection. Once you have created this document, you can begin to read the archival material. Selecting which documents to transcribe or photographs to take is a skill you can constantly work upon and get better at. As it might on occasion be difficult for you to return to some archives, you need to err on the side of gathering even material that might seem only marginally relevant to your work both in terms of gathering more archival materials and making bibliographic data as comprehensive as possible. Many historians recommend taking a more limited number of notes, as this will prevent you from becoming bogged down in your own materials later on. You need to ask yourself how each document fits into your existing narrative arc or how it might change the manner in which you tell your basic story. Does it add detail, depth, or texture to the existing narrative? Is this collection of documents replicated somewhere else, or is it unique to this archive? If the document represents something valuable for once research, one needs to transcribe it or photograph it, and record once actions that person have taken (noting, for example, where digital images of archival materials have been stored on one computer).

When transcribing a document, you should ask yourself if the notes you have taken will make sense several weeks or months later, when you are mentally and physically removed from the collection. To ensure that your notes will continue to make sense, one can sometimes include an introductory sentence or two above the document recording your notes. The introductory sentence is not marked with quotation marks, so one knows the sentences are in your own language. Generally, this short introductory statement simply summarizes your thoughts on how this collection might relate to the overall project. These thoughts might be based partially on clues provided by the finding aid or a conversation with an archivist. Later on, when transcribing a document from a collection, a letter might be introduced with a brief sentence or two explaining that the previous set of letters revolved around a philosophical argument that this letter continued to address. You might suspect that a particular individual was the author of an anonymous memorandum, or speculate from other evidence that an undated document was created at a specific time. Your introductory notes to that document could simply remind you of your initial suspicion. If you are lucky, collections of documents will reveal to you a basic story that you are hoping to tell in your narrative. Remind yourself throughout your notes of the pieces of a story as it comes together.

a) Organizing Digital Files:

A lengthy day in the archives can result in dozens or even hundreds of photographs or scans, in addition to transcribed notes. If you are taking or transferring notes to your computer, there is the potential to lose valuable information or misplace the correct citation for the documents. How do you keep all of those files organized? Just as with

basic note-taking systems, researchers will have to develop a system for organizing files based on their own research projects and habits. One needs to break digital files into two basic components. When you arrive at a new archive, you need to create a new electronic folder labelled with the name of the archive. If you are, for example, looking at three separate collections on the day that you visit a new archive, within the folder created for the large archive, you need to create three separate folders for each particular collection you are planning to explore. Within the collection folders, you need to start a new document in a word processing program to record the photographs you have taken or to transcribe and describe written documents. When photographing, you need to take pictures of the outside labels of boxes, folder labels, and the documents themselves. Then, on the master document for the collection you need to record what photographs have been taken and assign a citation to particular documents. The advantage of this system is that you can look back at your notes several weeks or months later and be reminded of exactly where a collection of transcribed documents or photographs was originally found and provide a complete citation for the collection. The disadvantage, however, is that you need to recall what collection a document was in to track it down (applications such as Google Desktop and Windows Search can help streamline this process). While this system works well for some, others may find it confusing if they are working with numerous collections with overlapping names and keywords. Each historian should develop a unique system based around their strengths for memory and recall as well as one geared to their particular kinds of archival materials.

b) Organizing Physical Files:

As a historical researcher, you will likely acquire a number of photocopies of original archival documents as well as a collection of permission forms and paperwork from archives. As you begin your work in the archives, consider how best to store these types of files. Will they go in your filing cabinet? Will you choose to digitize them? Few decades ago people used to make a large number of photocopies of original documents. Over the past few years, historians have started transitioning away from photocopies toward digital photographs, scans, and transcriptions stored in a computer. Nevertheless, some paper documents are simply unavoidable. As you begin your work, consider how these types of documents will be stored alongside your growing personal archive. If you are making a large number of photocopies, however, you should consider creating an organizational system that is more specific to your subject chronologically or thematically, for instance and meets the needs of your work.

Check your Progress :

- 1) Explain the importance of organisation of data.

6.7 SUMMARY

Records and Information Management is a tool used by managers to determine which records to retain, and for how long, and which records to discard. It also includes tools to improve access to current records such as document management systems, standardized file plans, indexing, etc. The discipline of Records and Information Management applies tests and standards to an organization's records, determining their value both to the group and to other potential users. Records managers survey and categorize records by type and function. They evaluate each category to schedule records for retention and disposal. Some records are permanently useful, either to the organization itself or to other interested parties. We say these records have permanent or archival value. If properly retained, organized, and preserved, these non current records become the organization's archives. They reflect the values, activities, and goals of the organization. This body of records tells the story of the organization's past, and hence becomes the basis for understanding its history.

6.8 QUESTIONS

1. Bring out the various aspects of classification of Historical sources.
2. Discuss the process of organisation of sources.
3. Write a short on various primary sources.
4. Write a short note on various secondary sources.

6.9 REFERENCES

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- 3) McMillan J. H. and Schumander S. Research in Education : A Conceptual Introduction Boston MA : Little Brown and Company 1984.
- 4) Shafer R. J., A Guide to Historical Method, Illions : the Dorsey Press, 1974.



Unit - 7

AUTHENTICITY & CREDIBILITY OF SOURCES

Unit structure :

- 7.0 Objectives
- 7.1 Introduction
- 7.2 Puzzles of Past
- 7.3 Socio-political & religious influences on history writing
- 7.4 Sources of History
- 7.5 Authenticity of Sources
- 7.6 Authenticity & Credibility of Sources
- 7.7 Summary
- 7.8 Questions
- 7.9 Additional Readings

7.0 OBJECTIVES

After the study in the unit the students will be able to :

- 1) Comprehend the meaning and features of authenticity.
- 2) Explain the authenticity and credibility of sources.
- 3) Understand both authenticity and credibility in the Historical research.

7.1 INTRODUCTION

Although the collection and classification of sources is very difficult task. The collected data must be reliable. It heads a cautions and special approach to source material. History needs is facts in their pure and unblemished forms and consistency in narrative.

History deals with events in the past. It is, therefore the duty of the researcher to show the events in their original forms. In this unit we will study the 'Authenticity' of sources and examine the fallacies, malpractice and falsification of documents. We will also examine few remedial measures in order to establish authenticity of sources.

7.2 PUZZLES OF PAST :

To write history a leap of imagination is required. To write history a degree of creativity, critical power of selection & analysis are essential aspects of a historian. Since the past is not in front of us therefore, a

fertile imagination reasoning & analysis are the keys which will unlock the past cramped material. The historians from coherent shapes, present in an interesting ways to the readers. History writing is sharply different from fiction, as it is not only imagination, it is a hard effort of a history writer to present the past in a perfect manner therefore his word depends upon the various available sources from which he develops his hypothesis then the tedious work of data collection which to be arranged for some logical conclusions. A historian has to follow certain methodological frame work, within given parameters, historical explanations & interpretations written in a narrative form.

7.3 SOCIO-POLITICAL & RELIGIOUS INFLUENCES ON HISTORY WRITING :

History writing is a complex phenomena, it surely many a times comes under the socio political & religious influence. Early history was the part of Theology. The great historian Herodotos restricted his writings of history with the chronological order of ruling dynasties, battles and wars victories and defeats. with the passage of time many changes came in the history writing process. With the 18th century enlightenment recognizably 'modern, scientific' versions of recounting the past began to appear, as in Montesquieu's "Spirit of Laws" which sought to identify & explain in secular terms regularities & variations in types of government. In the writings of a great German philosopher Hegel, fundamentally religious frame work was present, the heritage of Judeo - Christian tradition, with its notion of the original fall & progressive struggle towards redemption in the "Final Day of Judgement" can be clearly discerned in Hegel's key notion of historical stages in terms of world spirit realizing itself. Many of the great historical works of the latter 18th & 19th centuries continued to be marked by combination of moral engagement and literary endeavor, many historical analysis were also prompted by serious political engagement with the key issue of their time i.e American War of Independence and the French Revolution (Tocqueville, Bruke).

Changes in History Writing :

With the new faith in positivist conceptions of science history was established as a University subject, worthy of study in its own right along side with other subjects. History has often been defined "work of judging the past" in order to teach the present world for the use of it knowledge in future. Leopold Ranke promoting a notion of "investigating the past as it actually was". Karl Marx more radical began as he saw it - to unlock Bourgeois notion of history Marx tried to show that history was at heart of record, and not some mystical " world spirit realizing itself but rather a collective struggle of real people, thus

Marx simply turned from metaphysics to class struggle. This Marxist approach of history where economic exploitation, class struggle problems of labourers was the prime focus of the historians. In the form of Marxism - Leninism, Marx's approach was institutionalized in the historical academies of 20th century communist states. This neo-Marxism although with dramatic variations and much internal factionalism.

Max Weber came out with methodologically self aware approach to problems of world history. He sought to combine the systematic pursuit of valid historical generalizations with an emphasis on the need for an interpretive understanding of the internal meaning of human behavior, both in the sense of individual motives for action and in the wider sense of collective belief system which could not be reduced as in Marx's work in the course of 20th century, nationally defined history was viewed in the new ways by those coming from post colonial perspectives. Differences over subject area were cross-cut by theoretical and methodological debates. History written with prejudice was challenged and also traditional historical narratives written with motives, actions contingencies, combination of circumstances were challenged by those who wanted more analytical approach to history. The systematic hypothesis, rational generalization and logical conclusions. Thus over course of past two centuries, a wide diversity of approaches to history have been developed.

Differences in historical approach have also been linked to socio - political environment, narratives of high politics have often been linked to conservatism. Social history for instance, labour history, feminist history have been associated with self styled left wing or radical historians. Marxist historiographical approaches (communist regimes) sustained but the changes occurred after the cold war 1989 - 90 the collapse of communist regimes of Eastern Europe rejected the Marxist approach, the ideas of dictatorship have also been discredited. The changes of restructuring of research in historiography began.

Despite of major differences among both post modernist historical narrative should be transparent through which one can glimpse at least some elements of the real past. Historians now a days think that history should be

- i) A science of answering of queries
- ii) Concerned with human beings and their actions
- iii) Interpretation of evidence.

But this is not the way in which always thought of history says a historian R. G. Collingwood. History written quite often difficult due to lack of any past record, for instance the ancient Sumerians left nothing behind them which is to be labelled as history, like wise many civilizations have been raised or disappeared without leaving any concrete things but even if some concrete event / evidence left over is difficult to analyze for example the American War of Independence of 1775 have 13 different schools of thought. Similarly the French Revolution of 1789, have been

written from various angles for some it was rotten administration of France which brought the Revolution where as some think that it was due to socio - economic conditions there was out break of the revolution. Thus it is a difficult task for a historian to write-off the past. A researcher for his narratives seeks help from various accounts what it is called as sources in history

Check your Progress :

- 1) Assess the socio-political and religious influence on history writing.

7.4 SOURCES OF HISTORY :

There are various sources of history from which a researcher develops his narratives but broadly speaking sources are divided into two categories viz., primary & secondary sources. Primary sources may include diaries, letters, interviews, oral history, news paper articles government document, Folk literature, songs etc. The collection and analysis of primary sources is central to historic research

Secondary sources are books, published articles, magazines, journals, bibliographies for the further research or articulations

Historical traces are all around us, we inhabit a world full of signs of the past survivals. We have been born into world which previously we lived in. we grow up with degrees of awareness of different aspects of the past. Every human society inhabits landscapes of memory for example a person born and brought up in the city like Mumbai will always come across the gothic structures like Victoria Terminus (C.S.T) Railway station, Fort area Buildings which simply indicate the colonial rule. Similarly medieval architecture in Delhi like Red Fort etc. gives idea of Mogul rule therefore, the physical representation of the past activities are surrounded how ever , jumbled and lacking in organisation.

The primary sources in history are many a times eye witness account created by a participant an event in history. Letters, diaries, speeches, publications, some important newspaper (supporting the research work) therefore, it is a task of a researcher to pick up the important element which supports his preposition how much the source material is valuable to him and how it will be utilized must be clear to a researcher.

For centuries a primary purpose of public historic reconstruction has been emotive, to elicit a sense of sympathy with high ideals, former heroes, glorious past a common set of goals for the writers. Creation of various

stories, statues of heros and cultural icons paintings of great battles, war memorials showing the past in a particular way. Practically in many countries of the world war memorials, squares, town halls dedicated to soldiers have been created. Many a times historical representation designed almost entirely for the purpose of exhibition and entertainment like quasi historical films Benhur, Ten Commandments, Gandhi & films on world wars. Holocaust representation in Spielberg's Schindler's list having extraordinary capacity to evoke the past there are many different national and sub - structural modes of representing selected aspect of the past, which are constantly contesting and changing.

While having a glance of museums, buildings memorials, forts etc. we can draw some inferences of the past but to understand in a better way minute details are to be added in order to make the history in proper context. the academic historians think hard about the ways in which they present their work as they do the research evaluation of the evidence, the relationship of their findings and relevant literature.

The history writers who go through the process of authentic and rational writings uses the sources extensively to prove their research work a valuable one. Let us take a simple fact as historian often deals with it in the year 49 BC Julius Ceaser crossed the Rubicon river near southern gaul (near modern city of Italy) a familiar fact known to all obviously of some importance. But is this fact a simple as it sounds? When we say Julius Ceaser crossed the river we do not mean that he crossed it alone, but with his army, which involved many acts, thoughts and actions, that is to say a thousand lesser facts went to make up the one simple fact that Ceaser crossed the Rubicon river . If a history writer gathers all the facts to this small event a book of 500 pages will come to shape. Therefore minute observations of any event in history gives outstanding results.

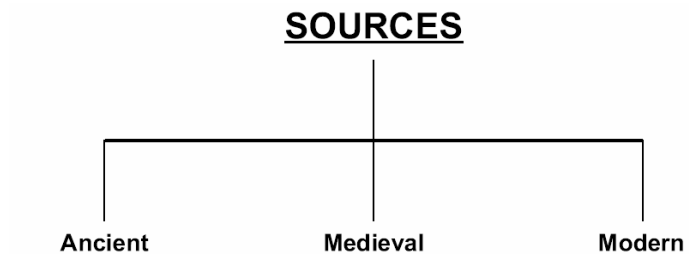
Check your Progress :

1) Explain the sources of History.

7.5 AUTHENTICITY OF SOURCES

Historical sources covers many things subject to authentication there are many documents artifacts archaeological sites oral transmissions stone inscriptions, paintings, photographs, folk songs, stories and so on. The authentic sources at their most basic level supports the history writing the historical sites like Mohan Jo Daro, Ajanta Caves which surely gives the idea of past. Historians with their abilities with reasoning and analysis arrives on certain conclusions. The secondary sources are also to be authenticated for some important research work for example coins of Indus Valley

Civilization or of Mauryan age is no doubt a primary source but the drawings done on it during 1960 - 70 would be a secondary source. Similarly the visit of Fahean or Huntsang during the ancient times may be a primary source but when their travelogue published some where in 19th century will be a secondary source for a research scholar similarly Babur Namah written during the medieval age is a primary source but the commentaries and the books written by the scholars is sure a secondary source Sometimes a small source with authentic knowledge gives huge information. if we look at the temples of ancient India specially in the southern part of the country which speaks volumes i.e. the advanced geometrical knowledge, measurements, beautiful art and architecture simply gives the idea about the superb knowledge of ancient Indians in architecture. many a time the architecture also gives knowledge of the ruling elite of the time and their patronage for art and architecture. The book written during ancient times viz. Arthashastra by Chanakya gives socio economic life of the people during the Mauryan period.



Ancient sources - The relics, scriptures, carvings, pottery, coins, temples, artifacts, weapons, autobiographies, travelogue etc. (material source) are considered reliable form of evidence. but if we go a step further during the Rig Vedic age the vedic text or hymns were preserved by reciting it from generation to generation. this is surely an oral source of history. Similarly Powadas legendary stories, poems are examples of oral source of history which is to be accounted for. The another source to be considered as authentic is inscriptions which provide valuable historical facts. the study of inscription is called epigraphy. the study of the writings on ancient inscriptions is called palaeography. Some inscriptions convey monarchical orders regarding administrative, religious and major decisions which are called royal proclamations and commandments. Others are the records of the followers of major religion these followers convey their devotion on temple walls, pillars, stupas & monasteries, but these are written by court poets (only praised the kings) however these rocks pillars inscriptions contain most valuable historical data. Political and religious matters are also gathered from such sources. For a study of Indus Valley Civilization or Harappan culture, archaeology is regarded as chief authentic source of information.

MEDIEVAL SOURCES

The medieval sources are archaeological remains , buildings, forts, caves, temples etc. which are in good condition and important source of medieval history, these remains provide lot of help to a researcher for eg. the fort at Daulatabad by Yadavas rulers of Devgiri the fort remained

unconquered because of its design, the line of defense and the military might of the kings the fort was built by king Bhilam, the fort made his name immortal in history. Apart from forts buildings etc. lots of written documents, correspondence, official records (preserved in state archives and libraries) which surely proved to be helpful to a researcher working on medieval history.

MODERN SOURCES

Modern sources in history are ample viz. written document, films, documentaries, photographs, speeches war films etc. these contemporary records mostly authenticated and preserved.

7.6 AUTHENTICITY & CREDIBILITY OF SOURCES

Authentic source is a term used to refer “ to a set of data held by a body that has been appointed by a legal act to manage these data which are unauthoritative in a particular are of competence, the data must concern natural person or legal entities or legal facts”. The adjective authentic describes something that is real or genuine and not counterfeit. In addition to describing something real and reliable based on fact. Some sources may be considered more reliable than others but many a times source is biased in some way or other because of this, historians read skeptically and cross-check the sources against other evidence. a researcher tries to seek someone with first hand knowledge of an event and naturally want to corroborate the contents of the document, working with the information from other sources that have been proven legitimate. some time non - textual source like photograph information of group of people provides more information that traditional archival cannot but that does not mean that textual source is less important, because for number of informations or events of the world we rely on encyclopedias.

Government papers, diaries are often considered the most reliable documents the main value of these sources is that people producing them know that they can say or write what they like honestly without concern for the view of others. How authentication of source is checked :

- What type of source is this ?
- Incase of official report the writing seal etc. is to be checked
- Historical account and other supporting facts to be checked
- A fictional reconstruction or analysis of news paper reports

We must also ask number of significant questions

- a) Who produced it?
- b) Where were they?
- c) In what condition?
- d) Why did they produce this text or object & for what reason.

There is criteria for determining whether the source is reliable or not

1. **Accuracy** : the information gathered by a researcher against the information found in the source, looks also for disclaimers as to accuracy

of the content. One can also double check the information a source that a researcher already know its trust worthy.

2. **Authority :** one must make sure that the source is written by a reliable author and / or institution if one is using a web page, than can usually identify the owner / publisher by url link or check for copy right statement. make sure the author has proper credentials on the subject matter.
3. **Coverage :** A researcher will also want to examine of the content of source and how to fit in the research information one needs. after identifying that it is relevant for the topic and valuable in subject matter, one must also make sure that It provides enough information.

Historians work is based on an authentic sources rather than imaginary fiction. for example Platonic Love may be a good metaphor for a poet and a novelist but not for the historian. historian must also reject the perceptions prevailed for example short men are cunning, people with cat like eyes are shrewd these statements seem to be good in novels but not in historical documents. Credibility or trust worthiness is surety that the presented thing or a document is true and real. Therefore it is said the records preserved in archives, libraries churches may not be true unless those are verified by a historian or a researcher.

Therefore, to say what is credible in fiction may not be credible in historic writings. Credibility of sources comes out with the content of evidence in written form or relics of the past. the documents of the past are surely subject to verification checks and counter checks supported by reasoning. the researcher has to abandon unwanted part of lengthy documents or official records and takes out the related information for his / her research. The documents / records quite often torn smudged , eligible specially manuscripts like Government orders, deeds, sanads, correspondence hence a researcher should take at most care to handel these documents.

According to Vico generally there are five errors (to be avoided) in history writing :

- 1) Prejudice & Exaggeration .
- 2) Nation's Complex presenting the past in glorious manner
- 3) Prefixing concept of past
- 4) Boasting
- 5) Difficulties in analyzing old documents.

Check your Progress :

- 1) Analyse the importance of authenticity and credibility in historical research.

7.7 SUMMARY

In this unit, we have discussed about methods of history writing and also explained the authenticity of sources for historical research. Authenticity and credibility of sources comes out with the content of evidence in written form or relics or the past. The researcher has to abandon unwanted part of lengthy documents or proxy documents with checking their authenticity and credibility. Authenticity and credibility has played very crucial role for historical research. Due to this history writing and collection of authentic document will be meaningful and useful. Authenticity and credibility is the heart of historical research.

7.8 QUESTIONS

- 1) Examine the authenticity of historical sources.
- 2) Write a detailed note on the credibility of historical sources.

7.9 ADDITIONAL READINGS

- 1) G. J. Garraghan, A guide to Historical Research, Fordhan University Press, New York, 1946.
- 2) K.N. Chitnis, Research Methodology in History, Atlantic Publishers, New Delhi, 2006.
- 3) Sreedharan E, A manual of Historical Research Methodology, centre for South Indian Studies, Kerala, 2007.



Unit - 8

HEURISTIC

Unit structure :

- 8.0 Objectives
- 8.1 Introduction: Heuristic
- 8.2. Define Heuristic
- 8.3 Pólya's Heuristic: The Model
- 8.4 Heuristic in Indian Context
- 8.5 Historical Heuristics
- 8.6 Analysis and synthesis
- 8.7 Verification procedure
- 8.8 Summary
- 8.9 Questions
- 8.10 Additional Readings

8.0 OBJECTIVES

After completion of this Unit, students will be able to:

- Explain the meaning of Heuristic.
- Understand the Historical Heuristic.
- Grasp the analysis and synthesis method of heuristic.

8.1 INTRODUCTION

Selection of a subject, preparation of a bibliography and the development of an outline together with the realisation of necessary requisites for research entitle scholar to take up the main tasks of research. The term used is very significant, for the first task of research is not merely to find fresh material but also to subject it to close scrutiny. It is analytical because the whole document is not examined en-masse, but it's split up into its elemental parts, to its single Idea and then its validity is tested.

Analytical operation has been divided into two branches namely external criticism and internal criticism. External criticism is called Heuristic which literally means inciting to find out or helping or guiding in discovery. It is also called lower criticism as opposed to higher criticism. Higher criticism is internal criticism otherwise known as hermeneutics or interpretative criticism. Hermeneutics is the science or art of interpretation which was special used for the scriptures the main job of these two types of criticism is pronounces whether a given idea is acceptable as fact or not

even occurrences and happenings as presented in the records may or may not be confirmed to reality, for they might have been distorted, twisted or may be represented. Their true picture will be revealed only when their masks are lifted in order to find out the truth. Methodology uses two different apprentices: heuristic and hermeneutics.

8.2 DEFINING HEURISTIC

Nowadays the main usages of the word 'Heuristic' is mostly in adjective in the sense of "guiding discovery" or "improving problem solving." There might also be a silently negative meaning attached to it of a less than a perfect method or lack of solution guarantee. The modern picture of a search of solution, which might be intelligently directed but still has its inherent uncertainty, leads to its origin in ancient Greece where the verb "Heuriskein" means to find. In the history of science we find attempts to formulate methods for finding proofs and for arriving at new discoveries. They belong to what is sometimes called the art of discoveries or later a heuristic.

Heuristics, a Greek word meaning aiding or guiding discovery or external criticism, is used to find out the authenticity of the document. Before examining the content of the documents, we have to make ourselves quite sure that the document itself, which has fallen into our hands, is a genuine one. Our operation starts with integrations. Is it what I am told it is? These are the questions the historian should ask himself, and find answers. He has to repeat these questions every time he finds a new trace, a new piece of information or a new document to answer this question systematically is to settle the matter of authenticity. This process is called external criticism where the job is preparatory to the main function of higher criticism. Heuristics checks the credentials just as a newly appointed ambassador has first to present his credentials and establish his bona fide appointment. Likewise, a historian makes sure that a counterfeit, spurious or fake document has not fallen into his hands. The necessity to screen the record arises over to the nature of historical records: some of them are beneficial in nature like a government grant of land to an individual or family and institution or a temple.

In the general creativity literature, there appears to be little distinction made between the terms problem solving technique, problem solving strategy, and heuristic. For example, Halpern (2003) defined heuristic to be an overall, rule-of-thumb strategy, technique, or process that is used to solve problems and to make decisions. That may seem broad, but heuristic is actually far more than this. To be sure, heuristic is a process or a method "serving to discover" but it also refers to the study of the methods and rules of discovery and invention and creative problem solving. "Heuristic aims at generality, at the study of procedures which are independent of the subject matter and apply to all sorts of problems". Furthermore, for Pólya at least, heuristic is a pedagogical model, that is, it is a conceptual framework for teaching and learning.

Check your Progress :

- 1) Define the Heuristic.

8.3 PÓLYA'S HEURISTIC: THE MODEL

Pólya György was mathematician in Hungary. Throughout his writings, when presenting his heuristic, Pólya paid homage to Pappus (circa 300AD), whose concept of usually glossed as the art of solving problems. The practical roots of Pólya's heuristic and pedagogical approach were apparently developed during the 1910s, and were already quite evident in Pólya (1919), his first writings on problem solving and pedagogy, and in Pólya and Szegő (1925).

Pólya's heuristic is a model of human problem solving; it is a model for understanding creative expression of invention and discovery; it is a model of active teaching. Many interpretations of Pólya's heuristic include only four stages of problem solving. Unlike other problem solving models that describe a handful of how-to steps or stages of problem solving, to be learned mnemonically and to be applied systematically and independently by the student, Pólya's model provides far more: the teacher has an important and active role in the learning and teaching process.

Pólya's heuristic comprises three levels or layers, from abstract to general guidance to descriptive application, outlining the relationship between the teacher and the student. First, it is framed by four "phases" of invention and discovery, or, if you will, creative problem solving: Understanding the problem devising a plan carrying out the plan looking back.

Check your Progress :

- 1) Describe Polya's heuristic model.

8.4 HEURISTIC IN INDIAN CONTEXT

In Indian history we have numerous instances not nearly of literary but also of epigraphically records which have all been tampered with. The attempt to find out the genuineness or otherwise records has become a piece of research. The Mercara copper plates that give the clue to the

Ganga Dynasty of Karnataka were all found to be spurious. When human nature is such that despite the strict control of the government counterfeit currency is not unheard of with document which were very old, when advantages to be drawn by tampering with them there are numerous, when the possibility of detections was merge and when forgery was easy, there must have been a widespread tendency to tamper with historical records.

Historical records are tampered with not only for some material advantage but also for variety of other reasons. Pride ,vanity sympathy, antipathy, personal rivalry, political differences, social distinctions, religious disputes or patriotic favour could induce certain individuals to distort original records.in such cases two question to be asked is who could carry out the forgery and why? Sometimes documents have been fake to be sold for gain. A scholar might faker document to provide a missing link in sequence of event he had imaginatively reconstructed. Such a possibility is rare today.

Obviously, the next question is how to detect forgery. Paleography help us in this field particularly for ancient Indian history which is reconstructed mostly with the help of lithic and copper plate records. The characters of writing have changed from time to time. If in a forged epigraph the alphabet do not confirm to the type prevalent at the point of time to which it allege belong to We suspect some foul play. Likewise the handwriting spelling dictation style and other characteristics features to through a hint as to whether tampering has taken place or not. Even the information content in the record mainbetray its spurious nature.

In recent years textual criticism has been raised to a very high level of refinement and there are scholars who devote their entire time and life to external criticism. Their main job is the restoration of text in investigation or authorship fixation of chronology, collections classification and verification of documents and hence they help historians enormously in providing well authenticated document. Their job is called critical scholarship.

Critical scholarship is a part of external criticism. In the 19th century it became very popular in Europe, because this task was most scientific. It did not involve writing of history but merely textual criticism to eliminate all possible chances of forgery. Consequently, few people did not regard this work has very meritorious for it did not involve any exposition or interpretation. It was mechanical to some extent as was the application of certain principles and technique almost to evolve kind of text finding out the authenticity and editing the text with elaborate notes. This kind of work did not find favor with those who were real historians with an interest in interpreting the past.

If the building material is defective the building will collapse. Moreover if the architect is also to cut stones in a quarry for burn bricks in a kiln the building would never be completed. Likewise, the critical scholar who has too much of importance and declares that critical

scholarship has raised history to the dignity of science that its external criticism is the whole of historical criticism, and that outside purgation's, emendation and classification there is nothing else to do in history is also not correct. This is a very tall claim which is hardly justifiable and undoubtedly and exaggerations it is psychological criticism and not textual that deals with interpretation of the facts and also the good faith and accuracy of authors in a way external criticism is preparatory, however is essential it may be. Therefore, external criticism is means and not an end by itself. It is a temporary necessity and not a permanent feature of historical writing.

Check your Progress :

1) Explain the importance of heuristic in context of Indian history.

8.5. HISTORICAL HEURISTICS

There are two approaches: choosing unexplained stories, white spots stories. Despite the many years of scientific work, there are still many of them. The second approach: to take the story already studied, but to look at it from a new point of view, to apply modern techniques, to illuminate the plot with the involvement of new sources. The second approach necessarily includes polemics with the preceding historiography, challenging and adjusting existing concepts.

The selected story should be significant. There are many unexplored questions and questions studied, whose historiographic coverage is already largely outdated. It is necessary to choose such plots and questions, the study of which can bring our knowledge of the past to a new level, help solve large, important, large-scale scientific problems.

8.6. ANALYSIS AND SYNTHESIS

Historical research is divided into two stages, which can be conditionally designated as "*analysis* and *synthesis*." Hence the phrase that has become a catch phrase: "For synthesis minutes, you need to pay for years of analysis." In other words, the material (first of all, the sources) should be collected, carried out its description, research, and then proceed to the next stage-critical analysis, as a result of which a new knowledge of the past is synthesized.

The quality of this new knowledge directly depends on the thoroughness of the first stage. Material on the problem being studied must be collected whole. Sometimes one unaccounted document, more

precisely, the information contained in it, is capable of destroying the coherent co-creation that has been created for many years.

The historian, as a rule, deals with two types of material: historiography and sources. For both, you need to organize a search. In the first case, it will be a bibliographic search, and in the second case - archaeographic or archival and museum (depending on what kind of sources the researcher is interested in: written or material).

For the analysis of materials, it is necessary to select the appropriate research methodology, the information processing method that best corresponds to the extraction of this information from the source and all analysis, interpretation.

The methodology depends both on the type of source (for different sources there is a different method, for example, for narrative - historical hermeneutics, for statistical - mathematical, quantitative methods, etc.), and from research objectives and tasks (for study of political, social, economic, etc. history will apply different research algorithms).

Applying the technique means composing a questionnaire that will be presented to source and historiography. Each method has its own list of issues. Examples we cited in the description of modern research methods. Actually, the primary analysis consists in a kind of "interrogation" sources of information, presentation of questions and fixing answers or their absence.

It is recommended that you have complete copies of texts of sources and monuments of historiography. One can never foresee what new questions arise when analyzing a text, how many times it will have to be re-addressed. The well-known United States historian S. B. Veselovsky advised always to copy the archival source entirely - whether it is not enough for what reason it may still be needed.

Check your Progress :

- 1) Describe the analysis and synthesis as past of heuristic.

8.7. VERIFICATION PROCEDURE

By collecting and systematizing the information obtained from the sources, it is necessary to proceed to the ***verification procedure***, that is, to verify the information received for validity. This also includes an explanation of the nature of the information contained in the source, the nature of the author's views, and so on. After all, the truth is not true in the

historical source does not work, there are absolutely no true or absolutely incorrect information. The nature of distortion or even falsification of information can say a lot and is in itself a historical source.

After establishing the informative content of the sources and determining the nature of this information, the synthesis phase begins, that is, the translation of the source information into a scientific language, the creation of scientific explanations, schemes, hypotheses, concepts, etc. in accordance with this or that direction of historical research.

Our academic responsibility is to ensure that due acknowledgement is afforded those who have gone before. Priority with respect to modern heuristic, heuristic applied to creativity as invention and discovery, the study of teaching and learning focusing on the nature of invention and discovery, the study of teaching and learning through creative problem solving, and heuristic as a model of active teaching, clearly and indelibly rests with Pólya.

The present trend is that a close relationship should exist between these two branches. Certain textual criticism are well done by critical scholars, and certain analytical and synthetic operations are well performed by historian. If both are interested to the same person they may not be so well done.

In practice, when person takes to research, he will face three types of situations. First you finds the sources for already classified and amended. If he is a student of ancient Indian history, many his sources will be archaeological and epigraphically which have all been edited in several volumes. Secondly, the preliminary work is done partially but not wholly done. A student of Mediaeval Indian history would be in this predicament where some of his sources are classified whereas some have it to be done. Thirdly, the sources are in bad state and require great labour to make them feat for use. This is the case with sources referring to contemporary history where many file are still in government custody. The material is so tendentious that great care has to be taken to establish their accuracy in the first two cases the necessity for division of labour may not arise, but first two cases where the sources are scattered, corrupt and untrustworthy assistance of specialized agency such as of critical scholars becomes and imperative need. This, any hard and fast rule cannot be applied with respect to this problem. A few devote such much time and labor to preparatory works, that they dedicate their lives to editing and classifying documents. A few combine the tasks of external criticism and historical reconstruction, like Waitz, Mommsen and Haureau if Germany, and Jadunath Sarkar of India. Even the tasks of critical scholarship is not without its charms and scholars find supreme satisfaction in it. It is a good thing that a few scholars devote their entire time to critical scholarship particularly in these days of specialization which results in more abundant and successful and better regulated production of material. Critics become professional in their task and perform their duty with in incomparable dexterity and confidence. The historical sciences have

surely recharged a stage in their evolution where any further advance can be made only by specialists.

A further question is 'what exactly is the job of external criticism?' The answer is that it has mainly three function to perform. The first is the establishment of authorship of the document to be definite as to who was responsible for the writing of that document. The second is the determination of the place of the document from where it original originated. The third is the fixation of the time offer document, if possible the exact date, month and year of writing. All this information is useful not merely to know the genuineness of the record but also for determining the value of the record in terms of the motives and intentions that prompted its writing. The motives, concept, ideas and inclinations of the author or central to higher criticism, where the good faith and accuracy of the author are very minutely examine in order to eliminate all possibility of error. All historical data is only obtained through the observation of the some other or agent in the past, it becomes very necessary to know his psychology. If the author is not trustworthy the information we possess would also be untrustworthy. Therefore, the first step in this direction is to obtain a clear proof that the author is the same person of claim in this record. If no mention is made of the author at all, it becomes the essential duty of the scholar to find out who the author was. It is not necessary at this stage to examine what is contained in this record which we do at a later stage when we have ascertain everything the author, his training, nature attitude and the sources of his information. The author is the key to the entire historical record as an all depends upon what sort of a man he is and what sort of information he has furnished.

The second question is determination of the place of the document which we need in order to judge the value of the document. If the event has taken place in one area and the record has been built up in another area the value of the record would be greatly reduced. An Idea as to the place of document could be indicate the circumstances setup and surrounding in which it was drawn up and this information is helpful in assessing the importance of the evidence. Likewise, the time of the record is also to be ascertained. First class material is that which is contemporary recorded at the place and time when it happened. If the event has taken place in the 3rd centuryA.D. and the document dates from the third century A.D. it's value would not be as much as the value of a contemporary document.

Check your Progress :

- 1) Enumerate the verification procedure as part of external criticism in history.

8.8 SUMMARY

Thus, external criticism (Heuristics) or critical scholarship would enable a researcher to solve the problem of authenticity. The job of criticism would be over if the author, place and time of the document are established. At this stage only the credentials of these three elements are checked without going into the detailed contents. It is as if we are having a closer look at the postal envelope so that it would indicate who has written it, from where and when. Imagine one's anxiety to know this details if the latter is threatening one and if it is not signed. You would track your brain to find out from where the latter was posted, when by whom and why. This is true of historical material as well for we do not know for what purpose and motives the author undertook to write that document. In short, Heuristics is the search for material and preliminary study of that material to know a few essential details about it. In library when we do not have much time to decide which book would suit our interest many time we simply glance at the cover pages of several books, just to know the author, the title, the year and place of publication which would give us rough Idea of its utility? It is only when we borrow that book that we will make a close study of it. This task is of higher criticism.

In short, the technique of testing the degree of authenticity of document is called External Criticism or Heuristics or Lower Criticism. The 'External Criticism' is of a less intellectual type of criticism of the documents. It includes examinations of document like manuscripts, books, pamphlets, maps, inscriptions and monuments. The problem of authenticity of document arises more in case of manuscripts than the printed documents because the printed document have already been authenticated by the editor.

8.9. QUESTIONS FOR SELF STUDY

1. What is Heuristic? Explain its concept and nature.
2. Write a note on Heuristic (External Criticism).

8.10. ADDITIONAL READINGS

1. B. Sheik Ali, History: Its Theory and Method, Laxmi Publications, New Delhi, 1981.
2. Stefan Edelkamp, Stefan Schroedl, Heuristics Search, Publisher (s): Morgan Kaufmann, 2011.
3. R. Groner, M. Groner, W. F. Bishop, eds. Approaches to Heuristics: A Historical Review Rutledge publication, 1983



Unit-9

HERMENEUTICS

Unit structure :

- 9.0 Objectives
- 9.1 Introduction: Heuristic
- 9.2 Hermeneutics (Internal Criticism)
- 9.3 Positive interpretative criticism
- 9.4 Negative interpretative criticism
- 9.5 Errors of Good Faith
- 9.6 Errors of Accuracy
- 9.7 Summary
- 9.8 Questions
- 9.9 Additional Readings

9.0 OBJECTIVES

After completion of this Unit, students will be able to:

- Explain the meaning of Hermeneutics
- Grasp the analysis and synthesis method of hermeneutics.
- Discuss on the internal criticism and its importance.

9.1 INTRODUCTION

External criticism naturally leads to internal criticism which is certainly higher criticism. When we have some pain on the exterior part of our body we nearly apply some balm. But if something is wrong inside we must consult a good doctor so also we have to be extra careful in scrutinizing the contents of the document with the intention of knowing how much of it is true and how much false. This operation in mythology is also known as interpretative criticism. Its main task is to find out whether what is contained in a document may be accepted as true or not. A person who receives a letter will not waste time looking for information on the envelope relating to where it has come from, when posted and by whom; but proceeds to cut open the letter to read it. Likewise scholar after examining the external aspect of a document proceeds to ascertain the trustworthiness or otherwise of the contents of the document. This is obviously a more fundamental and significant task, and hence it is known as higher criticism. It is on the basis of these information that historical narrative is reconstructed, and therefore it is a pivot on which the whole of methodology revolves.

9.2 HERMENUTICS (INTERNAL CRITICISM)

The technique adapted in hermeneutics for the science of interpretation with the same critical approach whereby we analyse the product of the author's labour in order to distinguish between operations correctly and incorrectly performed. It has already been indicated that the historical method is negative or indirect in that we do not say what the truth is, but merely find out what are the errors committed then eliminate the errors to find out the truth. Therefore the first job to perform in the internal criticism is a very close and minute study of each of the ideas contained in the document. The main task is analysis which is to separate the different ideas and cut the whole document into constituted parts. Analysis is at the root of interpretation and it is a very important mental activity which helps us to know the nature of the historical fact. Analysis isolates each of the hundreds and thousands of the ideas contained in the document and puts it in the crucible of criticism in order to test its validity. The essential point to remember is that each idea is separately analysed and tested, for among all ideas contained in the document some may be true and others may be wrong. It is the business of internal criticism to know which one is true and which one is false. Analysis is thus necessary of criticism and criticism begins with analysis.

Internal criticism is more complicated, more varied in range and more intricate in technique than external criticism. There are two operations involved here. The first is the analysis of the content of the document which is called positive interpretative criticism, and the second is the analysis of the conditions under which the document was produced which is known as negative interpretative criticism. The purpose of positive criticism is to know what the author really means by making a particular statement and the purpose of negative criticism is to verify whether what the author has said conforms to what really happened. In other words the task of positive interpretative criticism is to get at the literal real meaning of the author's statements and that of negative interpretative criticism is to eliminate the possibility of error in his statements. There is a need for internal criticism arises from the fact that research scholar depends entirely upon the records of the past for his information and these records might contain both true and false statements. It is his business to detect which of those events are true and which of which of them are false. The sources we use might have been the result of either observation or experience or hearsay recorded by some author in the past. Naturally this information has to be carefully tested and scrutinized before we can use it. This is a certain by a process of scientific investigation which is the main job of internal criticism which establishes the value of document. Many of the documents are returned with inadequate knowledge or with motivation or prejudice. The court historians of the past have written accounts mostly to praise their patrons either because they were employed for that purpose or because they were personally impressed by the good or bad deeds of the rulers that they could not resist the temptations of writing what they genuinely thought to

be reality. Abulfazl wrote the Akbarnama not to so much for any monetary gains but because of his genuine interest in Akbar. Hear the personal element which affects truth must be inquired into. Likewise, foreign traveler might have been guided more by rumors and heresy than by honest efforts to find out the truth or by his own personal experiences. The British administrators, Civil servants and military commanders, who have written histories of India were generally influenced by a particular standpoint in their writing. The job of history and is to check very carefully the records that appear. Atlantic and internal criticism helps him in the process of finding out errors and eliminating them.

Check your Progress :

1) Define the Hermenutics (Internal Criticism).

9.3 POSITIVE INTERPRETATIVE CRITICISM

As indicated above there are two types of operations to be performed under internal criticism, positive and negative? Positive interpretative criticism aims at knowing the literal meaning of the document. The study of every document should begin with an analysis of its content made with the sole aim of determining the real meaning of the author. This analysis is a preliminary operation which is distinct and independent of the other operation where the matter is probed further. In positive analysis the general sense of the text is first studied and then we proceed to the object and views of the author. To analyse a document is to try to discern and isolate all ideas expressed by the author. Analysis thus reduces itself to interpretative criticism. Interpretation passes through two stages, the first concerns itself with the language of the document to know the literal meaning of the document, and the second deals with its real meaning. To understand or take the language should be known. Historical material lies scattered in different languages, and hence it is necessary first you get at the literal meaning of the text. A general knowledge of the language is not enough. Each language will have its own inner shades of meaning and research requires that one should have great proficiency in the language in order to know the real meaning. Usually the same meaning is attributed to the same word where it occurs. But in ordinary language in which documents are returned meaning fluctuates from passage to passage. We generally understand what is meant by the term honorable but when Mark Antony is using the term and our honorable in respect of Brutus, it conveys altogether a different meaning. Each word expresses a complex and ill-defined idea and its meaning may be manifold. It could be relative and it is subject to variation. Therefore, the first job of positive interpretative criticism is to know the literal or dictionary meaning of document and

secondly to know the special or real meaning of the words in the document.

Positive criticism does requires an enormous expenditure of time in order to know the full and real meaning of term. Every word has to be determined with reference to the language of the time the country of origin the author of composition and the proper context of the situation.

The second stage in positive interpretative to criticism after knowing the literal meaning is to determine the real meaning. The author might have counseled the real meaning under the cover of an allegory symbolism, allusions metaphor, simile, hyperbole or an analogy. Mediaeval miniatures show persons living in bed with crowns on their heads. It does not mean that the monarch of those days were in the habit of going to bed with their crowns on their head. It is merely a symbol in the picture to indicate who the king is and what his rank is. It is necessary to pierce the through the literal meaning to get at the real meaning which the author has purposely discuss under the inexact form. When Rousseau says in Social Contract that man is born free but everywhere he is in chains, he is merely trying to emphasize the importance of liberty and advocacy of the cause of democracy. It should not be inferred that a chain is hanging around the neck of every individual. Thus, the researcher should absorb the real meaning of the text.

The problem of extracting the real meaning is not simple it is very complicated and embarrassing as there is no rigid law to do this job. In official documents we do not made with such difficulties nor is it to be see in historical charters and narratives. But when we deal with private papers, diaries, letters, literary works and poetic compositions the possibility is very great where the authors have hidden their ideas and have express them only in the oblique sense.

To make proper use of which material super special knowledge of Sanskrit will not help; we need great proficiency. If this is the case with only one single source of historical and material on India how about the hundreds and thousands of lithic records, copper plates, literary sources of varied types and so on? In short we can hardly exaggerate the importance of sound knowledge of language for historical writing.

Thus, the art of knowing the little and real meaning has occupied a large space in the history of hermeneutics or interpretative criticism. Only one general principle can be laid down to detect the real meaning. When the literal sense is absurd incoherent, contradictory then there is an oblique sense. Today termine the sense we have to know the language well. When we get at the real meaning the operation of positive analysis is concluded. It gives us the author's conceptions the images of his mind and his general notions. This information forms and important branch of knowledge from which is constructed the whole group of historical sciences of history of art literature philosophy law and so on. Internal criticism at the positive stage help us to know both the literal and the real meaning of document.

Internal criticism deal with the contents of the documents their probability and the author's veracity. Positive criticism is in interpretative and its result must be positive in throwing more light on obscure corners.

In short, it must be said that in positive criticism the entire approach must be mythological. The possibilities of errors are numerous. A researcher should always remember that he trends over the field which is strewn all over with interested and distorted reports. The understanding of the literal and real meaning is the first stage of higher criticism. Having performed this task one has to go to the next stage namely of negative interpretative criticism of good faith and accuracy.

Check your Progress :

1) Describe the positive interpretative criticism.

9.4 NEGATIVE INTERPRETATIVE CRITICISM

The third stage in the analytical operations after external and positive criticisms is negative interpretative criticism. Its main task is to ascertain the vital problem of element of truth contained in the document. The aim of historical construction is the pursuit of truth and it is this pursuit which is the main business of the criticism. all other criticism appear to be preliminary and secondary in comparison to this ultimate enquiry in which we are called upon to touch the very substance of the problem. Analysis and interpretation of criticism give us merely an idea of the inner working of the mind behind a document reveling these ideas. They merely help us to know how the author wish to represent them and not how he really saw them, much less how they really happened. These are three aspects that dissolve very keen consideration. The first is the way the author designs our understanding of the event or his own version for our information although what he had seen heard or known might be different from what he want us to know. Secondly what the author believed might be altogether different from what really happened, although he might have been sincere in saying what he honestly believed. Thirdly, what the author says and believes main exactly true in reality and hence the author is quite sincere and accurate in a statement. Thus, several possibilities exit make historical fact complicated.

Negative interpretative criticism is the major to ward off this danger of failing in to errors, and it has appeared as a practical necessity for the purpose of eliminating statements which are obviously false are erroneous. As in every science show in history the starting point must be a methodical doubt. All that has not been proved must be regarded as doubtful. The historian must distrust at first every statement of the author

going to the possibilities of errors indicated above. We must not postpone doubt till it is force upon us by conflicting statements in documents. Therefore, each of which statement must be examined separately. Internal criticism leads us to two general rules. The first is that a scientific proof is not established by testimony. Secondly, criticism should not be perform in en-bloc. It must be analysed into its element to isolate and examine it separately. If a few incurrences are perceptible in Bana's Harsha Charita we cannot condemn the whole work. Sometimes single statement may contain several ideas a few of which may be valid and others may not be so. These ideas must be separated and criticism must be applied to them individually. However, both criticism and analysis must be perform simultaneously and there should not be any gap in there sequence. Therefore, criticism comprise of an enormous number of operations.

The problem of higher criticism simplifies itself to this. We have to ascertain the mental operations of man who makes the statement. Criticism does not advance beyond and indirect and provisional solutions. Hence we have to examine the environment or external circumstances that might have affected the ideas of the author. Natural Instinct when I points a document is to judge its value by its form. We seek for 'the accent of sincerity' or 'an impression of truth'. But this is an illusion and there is a no criteria for good faith or accuracy. Even the abundance and precision of details do not give us guarantee for the accuracy of facts. Simply because it contains, details it need not necessarily be true. Therefore, the value of an author's statement depends on the condition under which perform certain mental operations. We have to enquire whether the author perform those operations correctly or not.

The whole of criticism thus reduced itself to the drawing of and answering of two different sets of question - one for the purpose of bringing before our minds the general conditions affecting the composition of the document from which we may deduct general motives for this distrust or confidence and the other set of questions is for the purpose of realizing the special conditions of each statement from which special motives may be drawn for distrust or confidence.

What we have said above can be simplified. The whole negative interpretative criticism comprises only of two problems. One is the enquiry into the good faith of the author, and other is the inquiry into the accuracy of the author. By good faith we mean what the author really believed for he may not have been sincere. By accuracy we mean what he really knew, for he may have been mistaken. Historian will have to ask 'Can I trust the message which this dress appears to be carrying? Is it really the terminal of the sequence of event which at first sight it appears to be? Is their behind is it a less obvious sequence? The answers to this question from the basis of negative interpretative criticism. External criticism tells you that the letter is from your friend as it appears his handwriting, signature, postmark, paper ink and style of his writing. Some external circumstances might have prevented him from coming. That is why all statement in the document should not be accepted as gospel truth.

Sardar Pannikar rightly says that medieval chroniclers should not be taken as a trustworthy for true to the salt of their masters they might be singing a song in their praise.

Check your Progress :

1) Comment on negative interpretative criticism.

9.5 ERRORS OF GOOD FAITH

The authors seeks to gain a practical advantage for himself. He wishes to receive the readers. The official documents generally do so. Barani, Afifi, Nizami and host of other chroniclers engage by the court to write the history of the period suffer from this defect. They were paid agent for their monarch and which to present him to brighter colours. They had everything to gain by flattering him hiding his weakness and exaggerating his virtues and they had everything to laws if they were critical and honest. Therefore, we have to find out the general aim of author in writing the documents as whole and his particular purpose. We have to inquire whether the author was interested in giving false information to serve his selfish ends the motive of gaining some advantages is at the root of this error.

The author is place in situation where he is compelled to violet the truth. Left to himself he would have stated the truth, but certain compelling factors prevented him from doing his job properly. The rigidity of the caste system, dowry practices, sati system infanticide and several such as abuses were issues on which authors had their own views, but could not express themselves freely moving to the hostile public own opinion of the time. Naturally, few of the writers willy-nilly approved of this practices. In other words what they have express may not conform to what they believed.

The author views with sympathy or antipathy the events or persons and represent them as very different from the actual happenings. This is a personal prejudice in which the author's fancy likes and dislikes are involved. If he is well inclined was a person or event, he would praise him or it highly or else he would condemn him or it strongly. Burke was not well incline towards the French Revolution and hence is bitter remarks when Gibbon, his contemporary for so highly for those events. Here the author become subjective and is in client either to external a person depending upon his likes.

The author is induced by private or collective vanity to violet truth for the purpose of exacting credit for himself on his group. We have to ink

wire what was our author's particular vanity. We must always distrust statements which attribute to the author for his group a high place in the world. We can believe an author if he owns up to any mistake for he could not mention it unless it is really present. We have to assume that vanity is behind such an assumption which compares it to demand some credit.

Thus the above series of questions help us to detect whether the author has committed the error of good faith, whether his sincerity or integrity is under question and whether he has not deliberately attempted to deceive or mislead others. Author might draw from a particular statement; the sympathy and antipathy that prompts him to be subjective the vanity which is responsible for is interested report; and the literary artifice which kill historical objectivity. These factors form the basis of historical fallacies and prejudices.

Check your Progress :

- 1) Explain the errors of good faith as part of internal criticism.

9.6 ERRORS OF ACCURACY

The second series of question that help us to find out the accuracy of the statement refer to the situation in which the author is very sincere in his intention to record what he believes to be true, but the difficulty is that his sources of information is defective and hence once again errors become invertible. This fallacy can also be detected by putting a few questions.

1. Does the author make the observation himself or does he depend on reports furnished to him by others? In the latter case the possibility of errors is very great.
2. Those court historians were not present in the battlefield but depend upon the reports sent by the commander do not have any access to check the veracity of their statements and hence are guilty of giving a distorted picture of the battle.
3. The author has himself made the observation, does he do it under condition which were not normal? And element of fear, force hallucinations and illusion, or prejudice might have prevented him before observing the phenomena correctly.
4. Is the author in the habit of observing things correctly? It is likely that a few persons are incapable of doing so owing to reasons unknown to them. Fraud is a classic example of one who would never report and event correctly.

5. Are there any dominant prejudice which the author suffer from? We have to search for motives of falsehoods interest vanity sympathy and antipathy which give rise to preserve prejudice and unknowingly the author commits and error. James Mill belongs to the utilitarian school of thought which prejudiced his mind to such an extent that he is judged all history only from this angle. Here we have to apply the same set of question for the purpose of finding out the accuracy as we employed for finding out good faith, but with this difference of knowing whether he did it consciously or unconsciously.
6. Is the author so badly situated to observe the phenomena that he lacks the necessary condition to observe it correctly? The external condition that surrounded him at the time of writing must be inquired into in order to know whether he was well or ill place to observe the events. If the events were taking place in Delhi and the author was in Agra, he could not have had a chance to report the matter correctly. Time and place are important condition to enhance the value of the evidence. The accuracy of the statement would depend upon how much personal interest and exertion they evinced in collecting that information, how they wear place to collect it and what sort of standing they had in in political and social circle to do it. Moreover the observer should not have any preconceived ideas or built in prejudice about the events which would affect his observation. In history there are always several school of thoughts ,just as in the nineteenth century there were positivists, Marxists, Naturalist, Empiricist and so on, and historian belong to any of these groups would approach the matter from his preconceived notions.

Check your Progress :

- 1) Write a note on errors of accuracy in Hermenutics

9.7 SUMMARY

Let us were capitulate once again all that we do in analytical operations. Firstly, we begin with external criticism to establish the authenticity of the record with reference to its author place and time. Secondly. Wipro seed to the reading of the text in order to know its literal and real meaning which is task of positive interpretative criticism. Thirdly, we go to the critical study of the facts contained in the document. We begin by collecting general information about the authors and the document to discover the epoch the place, the purpose the circumstances of its composition, the author social status, country, sect, family, interest, linguistic habits, methods of work, ability level of intelligence. In brief, the author's entire psychology or mental makeup has to be very seriously studied. Fourthly, as we read the document we analyse it and formulate

eating simple and precise language. We also discussed that if the error is deliberate it is question of good faith of the author if the error is not deliberate it is the question of the accuracy of the author. Finally, doubt is starting point of historical reconstruction and certainly its goal. The entire mythology is negative in nature in the sense that it really help us to eliminate error if errors and fallacies are removed what remains is truth which is the core and soul of history.

9.8 QUESTIONS FOR SELF STUDY

1. What is Hermeneutic? Discuss its concept and nature.
2. Write an essay on Hermeneutic (Internal Criticism).

9.9 ADDITIONAL READINGS

1. B. Sheik Ali, History: Its Theory and Method, Laxmi Publications, New Delhi, 1981.
2. Lawrence Kennedy Schmidt, Understanding Hermeneutics, Rutledge publication, 2006



Unit-10

CAUSATION

Unit structure :

- 10.0 Objectives
- 10.1 Introduction
- 10.2. What Is Causation?
- 10.3 Social Sciences and Causation
- 10.4 Historians and Causation
- 10.5 Causation: Historian Craft
- 10.6 Methodology of Causation
- 10.7 Summary
- 10.8 Questions
- 10.9 Additional Readings

10.0 OBJECTIVES

After completion of this Unit, students will be able to:

- Understand causation .
- Explain the historians and causation.
- Grasp the methodology of Causation.

10.1 INTRODUCTION

What actually happened can never be known in its entirety, only partial actual past is revealed in history by interpretation of written, oral, physical sources and other past sources. A historian analyses the past based on process of selection of surviving records in the present and finally gives his authentication. A historian makes interpretation of surviving facts, organizes them in a coherent way to fill up the gaps with his empathetic understanding and imagination.

10.2 WHAT IS CAUSATION?

Even though the event is taken to be a unique scrupulous, historians nevertheless endeavor to explain its occurrence. The analysis of an event as a scrupulous does not undermine either the effectiveness of the offered explanation or its claim to symbolize the truth. Like other social scientists, historians offer a complete explanation of the phenomenon under consideration, and they do this by determining what caused that event to happen. Search for causes is therefore central to historical analysis. Up until the eighteenth century philosophers and historians

commonly whispered that the cause necessity is an antecedent event - one that occurred prior to the event that is being explained; and that the antecedent event necessity is regularly associated with the effect. Though, following upon the work of John S. Mill, the cause is no longer recognized as an event that occurs before. Rather it is conceived as a condition or a set of circumstances that are always present when the event E occurs, and always absent when E does not happen.

The cause, in other languages, is a condition that is both necessary and enough for bringing in relation to the given event E. It is said to be necessary because its absence implies the absence of the effect E, and it is enough because its attendance yields the given result E. If a revise shows that individuals with Vitamin A deficiency suffered from night-blindness, and in all those individuals where Vitamin A was present in enough measure, night blindness did not happen, then all else being the similar, we can say that deficiency of Vitamin A is the cause of night- blindness. We can designate Vitamin A as the cause because its absence meant night-blindness and its attendance meant the absence of the effect – namely, night-blindness.

When as students of history we approach the subject of "causation," we find ourselves in difficulties, for the problem is not one that has received sustained consideration. In accounting for historical events every historian has been a law to himself. As a problem, "causation in historical events" has been discussed primarily by philosophers who frankly disavow any interest in historical research. The arguments which they advance with respect to historical knowledge are based upon the common practice of historical writers, but what they discover in the procedure of historians is dictated by their own interests. Philosophy has no guidance to offer historical students. The historian must face his own problems without aid from philosophers, mathematicians, physicists, or biologists.

According to Marc Bloch, history is to be written "with integrity, with truth, with the utmost penetration into its hidden causes and thus, with difficulty" whereas EJ Tapp's *Some Aspects of Causation in History* claims that "without a concept of causation there can be no history". These two articles briefly enlighten the concept of causation in history, a historian methodology to assign causes to events and lastly, the implication of determinism and accident/chance theory in causation.

In the first place, the historian endeavors to make what has happened intelligible through emphasis on human agency. It is assumed that, for the historian, "the individual is always the principle of explanation"; that for him "the only concrete cause is the individual human will."

Since, then, the historian is concerned with the activities of individuals as causal agents, it is inevitable that he should dwell upon the part played by great men. Even the exponents of this view, however, come

down step by step to the activities of less important individuals and, in the end, to the influence of insignificant happenings and to Voltaire's theory of "Cleopatra's nose." The great-man theory leads ultimately to the view that chance is the dominant factor in history

Check your Progress :

1) Define causation in historical research.

10.3 SOCIAL SCIENCES AND CAUSATION

Social scientists identify causes by what John Stuart Mill described the Way of Agreement and the Way of Disagreement or Variation. The Way of Agreement draws an inventory of all those circumstances / circumstances that are present whenever the event E occurs. It identifies a condition that is invariably present in all instances where E has occurred. The way of Variation, on the other hand, searches for that condition in conditions of which the antecedent circumstances and the phenomenon differ. That is, a condition whose absence translates into the absence of that event. Social scientists combine these two ways to determine what caused E to happen. They pinpoint the cause by learning a number of positive and negative instances: instances where event of the kind E occurred and situations where E did not happen. If in all cases where E occurred condition C was always present and in all cases where E did not happen condition C alone was absent, then C is regarded as the cause of E. In saying that the cause explains fully why a specific event occurred at a given time and lay, they suggest that historians search for a condition that was necessary under the circumstances. They create, what might be described, singular causal assertions.

It follows from the discussion that in social sciences a cause is recognized by learning a number of situations that are similar in conditions of their antecedent circumstances but dissimilar with regard to the outcome or phenomenon that happen. Though, what happens when comparable contexts are not accessible? What happens when we revise and attempt to explain events are unique? How do we then identify a cause? One option is to say that in all such cases there is no satisfactory method of identifying the causal condition. Indeed many philosophers have, on explanation of the distinctiveness of the substance and purpose of inquiry in history, argued that we abandon the search for causes. The natural sciences, they uphold, are generalizing sciences. They aim to discover law-like generalizations. History, by comparison, focuses on that which is unique to the case being analyzed. Further, natural sciences seek to gain knowledge with a view to enhancing technological manage. Causes are sought not only to explain why something happened but also to predict circumstances in which we might expect similar events to happen

and what might be controlled – manipulated or altered – to ensure that the said event does not happen. History, on the other hand, seeks to understand why the event occurred. It tries to create sense of a phenomenon by identifying the meaning that it had in a given historically defined context. Since its aim is to enhance communication and interaction, it is permeated by a dissimilar knowledge interest and so relies on a dissimilar methodological orientation. In lay of identifying a condition that causes or produces a given effect it creates sense of the event by treating it as an expression of a specific world-view. It, in other languages, explores the link flanked by life, expression and a historical weltanschauung and understands rather than explains a given event.

Here it needs to be emphasized that determining the cause of an event that is unique, or a one-time occurrence, poses a serious challenge. Historians, who affirm the relevance and importance of causal form of inquiry, have met this challenge by redefining the thought of cause. In scrupulous they have attempted to dissociate explanation from prediction and argued that the cause refers to a condition that made the crucial variation in a given situation. While the cause was previously associated with the assertion, “whenever C also E”, they claim that the recognized cause C only explains a given event E rather than all events of the kind E. In saying that the cause explains fully why a specific event occurred at a given time and lay, they suggest that historians search for a condition that was necessary under the circumstances. They create, what might be described, singular causal assertions.

Check your Progress :

- 1) Comment on social sciences research and causation.

10.4 HISTORIANS AND CAUSATION

In offering singular causal assertions historians separate explanations from predictions. They argue that a complete explanation does not entail accurate predictions. In information many philosophers of history uphold that explanation and prediction are two dissimilar types of behaviors, involving dissimilar types of proof and justifications. Prediction assumes regularity and recurrence of sequence. We can say that the sun will rise in the East tomorrow and the day after that only because we consider that the structure of the universe and the laws by which it is governed will continue to operate unchanged. It is the assumption that patterns and regularities observed today will recur and repeat themselves that allows us to predict the future course of events. Though, this assumption is irrelevant for stipulating causal connections. We can determine with reasonable accuracy what caused E to happen even when E

is a one-time occurrence, or a unique scrupulous. In the absence of the presupposition that social reality will remain unaltered and existing patterns will recur we cannot claim that whenever C occurs, E will follow.

By de-linking explanation from prediction, historians not only challenge the common law model of explanation used by positivists, they redefine the concept of causation. In lay of conceiving the cause as a necessary and enough condition they see it as a condition that is necessary under the circumstances. The need to visualize the causal condition as one that is necessary under the circumstances is further reinforced by the realization that mainly historical events are in excess of-determined. That is, they are characterized by the attendance of more than one causal condition. Since each of these circumstances could have independently acquiesced the similar result, the analyst cannot specify a condition that was necessary in absolute conditions. All that can be said is that it was necessary under the circumstances.

When historians endorse the latter path they describe the cause as an INUS condition. That is, the cause is measured to be a condition that is an insufficient but necessary moment of an intricate of circumstances that is unnecessary but enough for producing the given event. Let me explain it further. In identifying mutiny in naval ratings as the cause all that the historian is saying is that this condition made the crucial variation. Had it not been for this mutiny transfer of power may not have occurred in August 1947. Further, the mutiny in naval ratings acquiesced this effect in association with other popular assertions, such as, the Quit India movement and peasant rebellions. Collectively these constituted an intricate of minimal enough condition and in this intricate the mutiny in navy was the necessary moment. Though, this intricate of circumstances cannot be regarded as necessary for the event. Had this condition not prevailed, adverse balance of payments or calculation of strategic interests may still have led to the British leaving India, albeit not in August of 1947. Consequently, popular mobilizations cannot be regarded to be an intricate that is necessary in absolute conditions. All we can say with confidence is that under the given circumstances it was enough to bring in relation to that result. The mutiny was, in this method, a necessary moment of an intricate of circumstances that are collectively unnecessary. The similar event could have been produced by another set of circumstances but at this time the mutiny beside with other popular mobilizations was enough for producing the result – namely, transfer of power to India.

Check your Progress :

1) Explain how causation important in historians writing?

10.5 CAUSATION: HISTORIAN CRAFT

If one analyses what were the causes of World War II, the answer will be multiple major causes such as impact of the Treaty of Versailles, rise of Italian fascism, rise of Hitler and his Naziparty, the Great Depression, Japanese expansionism, anti-communism, appeasement policy, militarism, nationalism, US isolationism and so on.

Therefore, it becomes a puzzle for a common person to give priority to which cause over another to term the "ultimate cause". Thus, a historian tries to find out the basic questions of the five Ws and one H and attempts to reconstruct the past after analysing all possible and speculative facts.

Thus, an imaginative reconstruction of the past is made with raising new questions and minimising the existing uncertainties in the light of fresh evidence and drawing fresh interpretations based on them.

Causation plays a vital role in providing a coherent and intelligible explanation of the past. As the study of history is a study of causes, the historian keeps asking the question "why" until he comes to a final answer or cause.

Walsh describes a cause as "a necessary condition of some result, picked out from the remaining conditions either because it is something which might have been produced or prevented at will because it was in some way unusual or unexpected". It is believed that history consists of marshalling the events of the past in an orderly sequence of cause and effect.

James Brien's Causation in History narrates that "causal relationships are essential to establishing historical explanations and aiding in the understanding of the past. Without it, historians are left with a collection of unrelated facts". So he stated causation is considered the great central pillar of historical thinking.

The essential difficulty in the study of causation in historical events lies in the fact that the recognized objectives of historical explanation leave no place for the investigation of causes as a specific undertaking. If, however, in opposition to established usage we set ourselves to this effort, it at once appears that we are not without resources.

What we are given in experience is not one history, but a great number of histories. History is not unitary, but pluralistic. Every region and area has its own history, and the investigation of causation becomes possible when it is seen that the activities of men under different conditions may be compared.

Check your Progress :

1) "Causation is a very important part of historian craft". Comment

10.6 METHODOLOGY OF CAUSATION

What does a historian do when one is confronted by the necessity of assigning cause to an event? A historian begin by commonly assigning several causes to the same event as one has to deal with multiplicity of causes. Thereafter, a list of causes is compiled and endeavor made to reduce them in order, and establish some kind of hierarchy of causes in relation to each other and to finally decide which cause or category of causes should be regarded as the final or ultimate cause of all causes.

Historians act as a judge to discover whose actions were the ultimate cause of an event so he analyses varied causes such as long and short-term causes, underlying, immediate, actual, principal, essential, general, necessary, actual and ultimate causes. Different historians have different answers or causes to the same question, event or action. Historians may disagree over the selection and significance of any cause. A historian, by the virtue of his urge to understand the past, is compelled to simplify the multiplicity of his answers, to subordinate one to another and to introduce some order and unity into the chaos of happenings and the chaos of specific causes. Thus, the historian is acknowledged with "the cause" one has given to a reason for an event or action.

In order to establish causality between two independent variables, X results in a change in the dependent variable Y, one has to consider four factors. Firstly, time order meaning the cause must precede effect. Secondly, co-variation signifying if the independent variable changes and the dependent variable also changes, the independent variable may be the cause of the dependent variable. Thirdly, rationale or theoretical justification meaning that there must be a logical and compelling explanation for why these two variables are related and lastly, non-spuriousness refers that it must be established that the independent variable X, and only X, was the cause of changes in the dependent variable Y. Rival explanations must be ruled out.

Indu Banga in her article Historical Causation shows that causal analysis rests on theory in the sense of a set of logically coherent propositions with suggestive potential. A conscious use of theory as an analytical tool enables historians to fruitfully employ the insights, concepts and techniques of the other human sciences, which also suggest new questions and open up new avenues of research. Moreover, Banga explained the "problem relating to give cause to any event like over

emphasis on a single cause often gives it the character of an accidental happening and secondly, sometimes the immediate causes of an event are unduly emphasised, looking over the larger context or the underlying conditions.

"But really the immediate cause is merely a point in a chain of events, trends, influences and forces at which the effect begins to become visible. "Thus, the subject matter of history being the past society in totality, historical causation is a complex undertaking, obliging the historian to seek not just a cause or a few causes, but causal wave-chains. "Two other underlying concepts that need to be emphasized in regard to causation are determinism and chance or accident.

Scientists work on the principle and in the belief that the investigation of causation will ultimately lead to the alleviation of human misery and suffering. It is useless to speculate whether and how this alleviation may in any instance be accomplished-until investigation has been carried out. We cannot master the intricacies of historical events all at once, and with our eyes fixed upon the production of traditional histories. We must undertake the investigation of some problem, however limited in scope it may at first sight appear to be. Galileo established a new science by investigating the rate of falling bodies.

Check your Progress :

1) Discuss on the methodology of causation.

10.7 SUMMARY

Cause-action explanations are teleological in nature. Here, the desired end-state that is to be realized through the action is also the motive or the purpose. It so logically precedes the action. In a causal explanation, on the other hand, the effect is subsequent to the cause. That is, it comes after the causal condition and it follows it due to the attendance of sure conjunctive circumstances. Historians, in offering causal explanations seek to identify the set of circumstances that collectively yield a given effect; and within that collectivity they aim to pinpoint a condition that made the crucial variation. Such explanations are separate from explanations based on reasons as well as the covering law model used by the positivists. In addition, as was argued earlier on, these are explanations that tell us why a specific event occurred at a given time. They are, in other languages, singular causal statements that seek to explain and not predict future events. The relative neglect of prediction in these explanations though does not weaken these explanations nor does it render them inadequate. The offered explanations are complete and their truth

can be debated by the society of historians on the foundation of accessible proof and documentation.

History, too, is a difficult concept. We will assume, for the sake of discussion, that 'causation' might be seen as a conceptual bridge connecting our three disciplines. But it is a bridge which raises as many difficulties in its construction and crossing as it appears to settle. Its help is problematic. And 'history' is itself another bridge. We would argue that causation in history is a phrase that refers not to these two bridges but to one, that the two taken together may provide a way of surmounting the differences among these various disciplines. Moreover, the accepted role of philosophers in elucidating concepts may apply by showing us what 'causation' means and what 'history' means.

It would be a hopeful sign were historians to concern themselves with the extraordinarily difficult task of investigating "causation in historical events."

10.8 QUESTIONS FOR SELF STUDY

1. Comment on the causation in History.
2. Explain the concept and methodology of causation in History.
3. Discuss the method followed in history for establishing the causation and explaining the occurrence of an event.

10.9 ADDITIONAL READINGS

1. E. H. Carr, What is History? (Penguin Modern Classics), Penguin Classic, 2018
2. G. J. Garraghan, A guide to Historical Method, Fordham University Press, New York, 1946
3. https://www.researchgate.net/publication/315515018_Causation_In_History_httpwwwfijitimescomstoryaspxid393850_Fiji_Times/link/58d33f9f92851c319e56f717/download
4. https://www.jstor.org/stable/2707458/CAUSATION_IN_HISTORICAL_EVENTS.pdf



Unit -11

INTERPRETATION AND GENERALIZATION OF SOURCES

Unit Structure :

- 11.0 Objectives
- 11.1 Introduction
- 11.2 Rational of the Generalization
- 11.3 Importance of Historiographical attitudes influencing the Generalization
- 11.4 Importance of Generalization
- 11.5 Problems with the generalization
- 11.6 Interpretation of the historical events
- 11.7 Summary
- 11.8 References
- 11.9 Questions

11.0 OBJECTIVES

After reading this chapter the students will be able to

- Understand generalization and its various aspects.
- Explain its inevitability and objections.
- Discuss the role and sources Generalizations.
- Grasp the factors responsible for interpretations in history.

11.1 INTRODUCTION

A generalization is a connection or relationship between facts. It is a natural process of simplification. The researcher encompasses the common characteristics to all the objects which resembles each other. Generalizations rests on a vague idea that all facts which resemble each other are similar in all respects. It the means through which historians understand their materials and try to provide their understanding of facts to others. Analysis and interpretation of events, etc., is invariably done through generalizations.

11.2 RATIONAL OF THE GENERALIZATION

The main job of framing formula or generalization is to press all the details of the narratives to yield a very significant results. It sum up the

entire research within a few cogent, and well thought out passages. It is the epilogue, the gist, the final assessment or estimate of the whole work. Naturally it becomes the very essence of whole research. It has the same force in history as general formulas or laws have in science.

Framing a formula is very complicated process, which involves a very clear understanding of all the important places in history writing. Historical data that had been so carefully collected, examined and scrutinized, grouped and arranged are now subject to a different type of operation. It require a different skill, where a lot of observation would be necessary to furnish historical synthesis. This operation tells us what kind of relationship exists among the numerous facts and that have been detailed earlier of narrative. It is the higher form of analysis which employs general terms, deals with broad principles and relates to value judgment. Its main task is the search for the binding connections among the facts which form the ultimate conclusion of every science.

The formula that is framed should confirm to certain accepted standard. Historical facts differs in precision, yet they have to deal with situation through intensive search for fresh records whereby we will be able to remove to the deficiency in the information. Formulas framed by reducing a number of facts to a few generalizations and obtaining uniformities for the whole period except for the names and dates. The language used in formula must be simple, precise and unambiguous using only descriptive terms. To frame a formula as generalization we should know beforehand what element ought to enter into it. The distinction must be made between general facts and unique facts. General facts are those events which are often repeated and are common to a number of men. We have to determine the character, extent and duration. We unite under the same formula all the individual cases which greatly resembles each other by neglecting the individual difference. In order to fix the precise extent of a habit we have to know the region where it is most common. The formula must also indicated the duration of the habit. We must look for the doctrine, usage, institutions and the group.

If we are going to frame a formula as to how a particular custom or habit has been evolved, we have to take into account the various it has passed through. By comparing all the variations in the habits, it will be possible to determine the general course of the evolution. All conclusions confirm to a set pattern and common features indication the stages. Every habit begins by being the spontaneous acts of several individuals. According to B. Shaikh Ali, when others imitate them it becomes the usage. This is the first stage. Individual initiative is followed by general imitation and recognition. The usage becomes tradition and is transformed into obligatory custom or rule. This is the state of tradition and authority. Finally in certain societies, the rule is criticized and rational change is affected. This is the stage of reforms and checks. A historian need to be able to discern the stages, find out nature and describe it in suitable terms. This refers to the general facts which exists in time and spaces. What exactly is done here is to carefully observe the pattern of change in habit at

every stage, and check that with reference to habit in other areas and find the similarities exist in the pattern. If the answer is affirmative then we can conclude that the behavioural pattern in almost every case is the same. If we want to know the factors responsible for war, we need to try to probe deep human motives, intentions, ambitions, greed.

If we are in need of a formula to describe a character, there are two natural temptations that we must take care of. One is danger of constructing a formula out of person's assertion in regard to himself. When a person indulges in self-praise we ought to be careful before we believe in all his claims. The other is risk of using imaginary characters.

Check your Progress :

1) Explain rationality of the generalization of sources.

11.3 IMPORTANCE OF HISTORIOGRAPHICAL ATTITUDES INFLUENCING THE GENERALIZATION

Some of the historians and sociologists who have undertaken such wide generalizations are-Karl Marx, Max Weber, Marc Bloch, Fernand Braudel, Eric Hobsbawm, Immanuel Wallerstein. According to Comte, there was a successive progression of all conceptions and knowledge through three stages. These stages are in chronological sequence: the Theological or fictitious; the Metaphysical or abstract; and the scientific or Positive. Of these three stages the first one is the primary stage through which the human mind necessarily necessarily passes. The second stage is middle, and the third stage is the final and the fixed and definite state of human understanding. According to him, the first two stages were now past while the third stage, that is, the Positive stage, was emergent. Comte measured that the Positive stage was dominated by science and industry. Hence the medieval times concept of God dwells into history or religious impact on history writing was repudiated by him. The inductive way, which Comte whispered was applicable in sciences, consisting of observation of facts, experimentation and then formulation of common laws, should be applied in the writing of history as well.

According to the Empiricists, the knowledge acquired through tradition, speculation, theoretical reasoning, or imagination is not the proper form of knowledge. So, the bodies of knowledge derived from religious systems, metaphysical speculations, moral preaching and literature are not verifiable and so not reliable. The Empiricists consider that the only legitimate form of knowledge is that whose truth can be verified. Both positivists and empiricists reject the metaphysical, unobservable, and unverifiable manners of knowledge. John Locke,

George Berkeley, David Hume, and John Stuart Mill were the significant empiricist historians. The point in their philosophy is that all knowledge consists of facts derived through experiences and experiences alone. So, any claimed knowledge of the transcendental world or any metaphysical speculations have no foundation in reality. The historians, according to the Empiricists, should repose their trust in the evidences in relation to the past that are presented for us by the contemporaries through their sense impressions and if historians seem at these sources closely, they can present a true picture of the past.

Ranke whispered that the past should be understood in its own conditions and not those of the present. The attitudes and behaviour of the people of the past ages should be discerned by the incisive revise of that scrupulous era and should not be viewed by the parameters of the historian's own age. Ranke was an Empiricist who whispered that the knowledge is derived only through the sense experience yet Ranke was also critical towards the sources and did not have blind faith in them.

Marx's immediate concern was to interpret the contradiction of the capitalist social formation. The economic interpretation of the capitalist mode of manufacture is the subject matter of Marx's *Capital*, which Marx measured to be his lifework. The value of a commodity is determined by the socially necessary labour time necessary to produce it. Labour power is a commodity as well as exchanged for wages. The value of labour power is equal to the value of what is needed for the survival and maintenance of a worker and his family. The peculiarity of labour power as a commodity is that it can make more value than what is paid in wages as its value.

The subaltern historical school is a recent development in historical writings. Subaltern studies bring to light the lower section of the society hitherto unknown or neglected by elite historiography. The term subaltern describes the lower classes and the social groups who are at the margins of society- a subaltern is a person rendered without agency due to his or her social status. Gayatri Spivak in her work "Can the Subaltern Speak?" goes on to elaborate the problems of the category of the subaltern by looking at the situation of gendered subjects and of Indian women in particular, for 'both as an object of colonialist historiography and as a subject of insurgency, the ideological construction of gender keeps the male dominant'. As the subaltern has no history and cannot speak, the subaltern as female can not have true representation in historical accounts. David Arnold has made a choice of hitherto neglected subjects like tribal rebellions among the tribal belt and the Madras famine (1876-78). He also writes on peasants' consciousness and actions in contemporary socio-political circumstances. Gyan Pnadey gives an account of peasants' revolt of Awadh during 1919-1922 and its impact on Indian nationalism. Stephen Hemmingham shown the dual nature of revolt in the quit Indian movement of 1942.

Postmodernism professes skeptical understandings of culture, literature, art, philosophy, history, economics, architecture, fiction, and literary criticism. Michel Foucault (1926—1984) gives us a great perspective of Postmodern history. He introduced concepts such as 'discursive regime', 'episteme' and 'genealogy' in order to explain the relationship among meaning, power, and social behavior within social orders in his writings like *The Order of Things*, *The Archaeology of Knowledge*, *Discipline and Punish* and *The History of Sexuality*.

Check your Progress :

1) Describe the importance of historiographical attitudes influencing the generatisation of sources.

11.4 IMPORTANCE OF GENERALIZATION

Generalizations are inherent in the very arrangement of presenting historical facts. The historian collects the data of the past and arrange it in chronological sequence. Where upon its meaning would emerge or reveal itself. In other languages, the historian's task is only to test the validity of data or to certify their authenticity, and not to interpret it, i.e., generalize in relation to it.

The selection of a particular topic or emphasize on a particular topic is followed automatically or purposely according to the historical nature of the research. Therefore, every historian selects the material need to be highlighted. Furthermore, it is not even a question of selection of facts, for even that assumes that facts are lying before the historian, in a plate as it were. In reality, the historian has to search for them, and that assumes some principle of selection.

Second, gathered facts have to be arranged and grouped. Both involve explanation and causation, motivation and impact. In other languages, analysis is vital to history as a discipline. In reality, except in a very limited sense, information becomes information only as a result of a generalization. For instance, a zamindar, or a peasant, or a slave, or a capitalist looks like an information, but is the result of a generalization.

The British referred to the medieval era as an era of Muslim rule, ancient India as Hindu rule implying the generalization that the religion of the ruler decides the nature of the rule. But they did not describe their own rule as Christian rule because this message directly gets spread with the inherent generalization made by them with the division of the history on the basis of religion. The emphasis in history on parliamentary speeches would imply that these were the chief determinants of politics and government policies. Recorded facts are, in any case, already the products

of the generalization in the minds of persons who recorded them. This is also true of what and why sure statistics were gathered. Even today, the facts accounted by newspapers are the result of the generalizing minds of the reporters, editors, and owners of newspapers.

- 1) They enable the historian to draw inferences and set up chains of causation and consequence or effect. In other languages, they enable him to analyze, interpret, and explain his date.
- 2) The generalizations lead the historian to see for new facts and sources. Quite often new sources can be properly grasped only through new generalizations.
- 3) Generalizations help a student of history whether in the case of an essay, a tutorial, a research paper or a book. Generalizations also enable him to discover out which of his notes are important and relevant to the theme or subject matter of his research.
- 4) Generalizations lead historians to highlight issues for discussion and debate and to start procedures of fruitful discussion in the middle of them. Some would agree with the generalizations presented in another historian's work and discover new guides for research and thinking in them.

Check your Progress :

- 1) Discuss on the importance of generalization of sources.

11.5 PROBLEMS WITH THE GENERALIZATION

1) In history, every event is unique its own way. But, the information is that even uniqueness demands comparison. We cannot grasp the unique unless it is compared with something we know. Otherwise the unique is unknowable, even unthinkable. In any case, a historian is concerned with the relation fringed by the unique and the common. For instance, the Indian national revolution is unique but its uniqueness can be grasped only by comparing it with other recognized revolutions.

2) Many thinkers are of opinion that generalization as an assertion. Likewise, several generalizations are inadequately tested. Several are based on an oversimplification of data and relationships and causation. Since other nationalist revolutions took to violence, so the Indian national revolution also had to be violent. Since globalization led to underdevelopment in some countries, it necessarily lead to the similar in all countries.

3) Measurements is a perfectly scientific procedure. But it can be applied only with concrete things. The abstract things or ideas cannot be measured in any parameter. It also not helpful in the case of facts of psychological nature

11.6 INTERPRETATION OF THE HISTORICAL EVENTS

The historian has to interpret the historical materials in order to construct the moving pattern of images in which the form of the historical process is to be mirrored. And this because the historical record is both too full and too sparse. On the one hand, there are always more facts in the record than the historian can possibly include in his narrative representation of a given segment of the historical process.

11.6.1 Imperialist schools interpretation of India

The imperial attack on Indian culture and civilization is clearly seen in the books of James Mill. He in his history and the account of Hindu civilization wrote that Indians are rude and excelled in the qualities of slaves. In the same way, another British historian Vicent Smith in his account of Alexander's invasion on India tried to prove that Europeans were superior in warfare than Indians. He further says that the perpetual political chaos in India, their inability to unite and rule themselves properly made the British rule absolutely permanent in India. Mountstuardt Elphinstone mentions that the Indian foreign trade was conducted by Greeks and the Arabs and the Arabs easily overrun India as Persia.

British historians often tried to underestimate the Indian culture. Even they hinted that the Indians might have borrowed their culture from the Greeks but they did not give any evidence to prove it. The Christian missionaries highlighted deliberately the religious superstition, social abuses and the practice of Sati in Indian society whereas they systematically ignored the burning of heretics, practice of slavery, and serfdom in the European societies. This led the Indian historians and philosophers to prepare themselves to defend the imperial attack on their culture and civilization which generated historical writings, came to be known as the nationalist school of Indian historiography. There are differences in the nature, quality and quantity of historical literature in different ages and different people.

11.6.2 Reinterpretation by Indian nationalist historians

The Indian nationalist school of historiography came into existence in the reaction of the prejudices of the British imperialist historiography against India. The Indian nationalist historiography aimed the most to search out the national identity in its quest and prove India the most nationalist state. The rising generation of Indian nationalist historians infested with the legitimate national pride, tried to vindicate their national culture against the unfounded changes of Europeans especially the British

historians against Indian nation and nationalism. R.C. Majumdar says that the European historians misunderstood the several points of Indian national interest and misrepresented them everywhere in their writings. The Indian historians who so ever corrected them without conflicting with the scientific approach came to be known as the Indian nationalist historians.

The Indian nationalist School and its historians like Rajnarain, Bankim Chandra Chatterjee and Sasadhar Tarkachudasmani defended the Indian religion and society in their writings. The archaeological researches carried out by Indians as well as European research scholars dispelled the inferiority of Indian culture and proved that it was far ahead than the European culture. The British historians tried to underestimate the political and administrative system in India at each and every step. They said that India had several sects and creeds. Therefore, it could not qualify to be a nation. But historian R.K. Mukharjee in his scholarly thesis, the 'Fundamental Unity of India' mentions that religious unity, spiritual fellowship among the Hindus and their ideal of an all India empire formed the basis for Indian nationalism in the past.

11.6.3 Revolt of 1857

There are divergent views and opinion promoted by historian about the Revolt of 1857. Whether it was premeditated and a result of organized planning, or it was a spontaneous rising of the sepoys enraged by the issue of contaminated cartridges. Many writers on this event have also divergent and contradictory views regarding its nature. The argument is centre around the questions - whether it was a mutiny or a national war of independence. A few writers, such as S.B. Chaudhari consider the Revolt of 1857 as 'the first combined attempt of many classes of people to challenge the foreign power. Though the initiative came from the sepoys, they call it a civil rebellion. Scholars such as R.C. Majumdar have expressed the view that the revolt was largely the work of the sepoys, though the general masses also played part in it. A further opinion had been that the revolt was a national war of independence to drive the foreign rulers out of the country and to make it completely independent.

To counter the attack of British on India, the Indian historians began to reinterpret their history and infuse nationalism through out the country. V.D. Savarkar reinterpreted the history of the uprising of 1857 and called it the first war of Indian independence. S.B. Choudhary's 'Civil Rebellion in the Indian Military 1857-1859', characterized the uprising of 1857 as the national war of independence. In order to counter the British propaganda, the Hindu-Muslim differences was a major hurdle. The process of reinterpretation of Indian history was continued further by Tarachand, who in his book, 'Influence of Islam on Indian culture', professed that the conglomeration of Hindu-Muslim culture cemented them into Indian nation. Thus, the reinterpretation of Indian history became a major theme of nationalist school of Indian Historiography.

11.6.4 Marxist interpretation

The Marxist school of Indian historiography made conscious efforts to bring about change in history writing from narrative and descriptive to explanatory and interpretative. In this process of change these historians emphasized more on large movements and not on events to prove that interpretation of fact is history and not the mere description of events.

The interpretation of those historians is derived from the historical philosophy of Karl Marx, i.e. dialectical materialism. The essence of this new approach is in the study of the relationship between the social and economic organization and its effect on historical events. This new trend did not insist and emphasis on new evidence for example, re-reading of sources with different sets of questions in Mind. D.D. Kosambi adopted a comparative method and interdisciplinary techniques of investigation to study the dead past. He tried to reconstruct the past with the help of archaeological sources as well as he used his knowledge of Sanskrit and etymological analysis to study the Aryan and non-Aryan elements. There are geographical, topographical and geomorphologic pointers, which guided him to indicate some of the urban sites.

Bipan Chandra in his 'India's Struggle for Independence' differed from the imperialist approach of the Cambridge school and the Indian nationalist school and argued that the Indian national movement was not a people is movement but a product of the need of the time and interest of the educated class. He further mentions that Marxist historians call the Indian national movement as a structured bourgeois movement. In his 'communalism in modern India', Bipan Chandra denied that communalism was a mere historical accident or product of dialectical conspiracy and says that it was one of the by-products of colonialism. Communalism is often distorted and misrepresented as social tension and class conflict but it is an extreme form of reaction to be fought on all fronts. While analyzing communalism, he says that it remained liberal from 1857- 1937, it became fascist after 1937 based on the politics of hatred, fear psychosis and irrationality after the world war II, the British played the communal card and recognized the Muslim League as the sole advocate of the Muslim cause.

11.6.5 Economic Interpretation of the Principle of Ahimsa

The historians of the Marxist school of Indian historiography upheld the principle of ahimsa enjoined by Buddhism and Jainism the two popular religions originated in the sixth century B.C. and interpreted that there was one of the economic reasons behind this principle. D.D. Kosambi on the evidence of Pali stories of royal fire sacrifices says that as the Vedic rituals prescription large scale cattle were slaughtered, which resulted in an incredible scarcity of cattle on the new iron-plough agriculture in the Ganga basin. As a matter of fact this iron-plough agriculture needed preservation of and augmentation of cattle wealth to produce agricultural surpluses to feed the urban population. Kosambi further says that in order to avoid the strain on regular agriculture created

by requisition of increasing number of animals free of cost for Yadnya, Jainism and Buddhism out fashioned the practice of animal sacrifice , cattle killing and beef- eating by tabooing it in the sixth century B.C.

11.6.6. Interpretation of caste

Irfan Habib in his *Interpreting Indian History* emphasized on the interpretation and not a narration of history. He says that interpretation of the past is necessary because the facts on which historians treat the evidence of the past cannot recreate and verify those events. The evidence for the past is little and keeps wide blanks. These blanks could be filled up by understanding how societies operate and what people are motivated by and capable of doing various things in various situations. Thus the interpretation with the help of personal judgment and erudition of the historian helps to understand history in a better way. In the same work, he says that the medieval Indian economy was a separate social formation different from the feudal economy on the basis of labor process, extraction of surplus value and the distribution of surplus production. Irfan Habib in his another work '*Caste and Money in Indian History*' says that caste was the most rigid form of division of labor, formed the part and the relations with production. The chief beneficiaries of this rigorous form of class exploitation were the ruling classes of the nobility and zamindars in the medieval Indian society.

11.6.7 Interpretation of Akbar's policies

In 1589-1590, Akbar ordered Abul Fazal to compile the history of his reign, beginning with an explanation of Babur and Humayun. A bureau was recognized in which competent people were employed to assist Abul Fazal. The whole archival material was placed at the compiler's disposal. The whole archival material was placed at the compiler's disposal. He presents Akbar as cosmic man, entrusted by God with sway in excess of outward form and inner meaning, the exoteric and esoteric. His mission is said to liberate people from orthodoxy, lead them to the truth, and make an atmosphere of concord so that people following dissimilar sects could live in peace and harmony. He was shown as a light emanating from God.

Akbar employed Badauni to translate Mahabharat from Sanskrit into Persian. Badauni was also a keen student of history and literature. It is Badauni's second volume that needs to be studied beside with Abul Fazl's Akbarnama to have a proper understanding of Akbar's reign. Badauni does not gloss in excess of any uncomfortable question on Akbar's skill as an administrator. For instance, Badauni records the failure of the karori experience and the disaster it caused. Abul fazal is generous in praising Akbar whereas Badauni is highly critical of Akbar's religious policy.

11.6.8 Interpretation of the Hindvi Swarajya of Chhatrapati Shivaji Maharaj

There are various cultural interpretations about the Hindvi Swarajya founded by Chhatrapati Shivaji Maharaj. Hindvi Swaraj is a term for socio-political movements seeking to remove foreign military and political influences from India. The political activeness of Maharashtra

from the seventeenth century, the ideal of king Shivaji, and the impact of modern education among the leaders were favourable for the emergence of a distinctive nationalistic feeling in Maharashtra. Jotirao Phule, Bal Gangadhar Tilak, V. D. Savarkar, V. K. Rajwade and many other thinkers and historians have presented their interpretations regarding the Swarajya founded by King Shivaji. Jotirao Phule described king Shivaji as kulwadibhushan which literary means the king who worked for cultivators and common people. Jotirao published his Ballad on Shivaji in June 1869. The title of the ballad was *Life of Shivaji in poetical metre*. Jotirao rejected the existing image of Shivaji as the protector of cows and Brahmins. He was the king of masses. According to Phule, Shivaji was the Bahujan king working for the benefit of entire subjects.

Noted historian Jadunath Sarkar notes in his *Shivaji and His Times*- King Shivaji's religious policy was very liberal. Narhar Kurundkar has put forwards an analysis of Chhatrapati Shivaji as the Preface to *Shrimaan Yogi-Shivaji* was religious; but he was not a fanatic. V. D. Savarkar was amongst the very first ones who projected Shivaji as a national hero of Hindus. This was in line with his philosophy of Hindutva. With his writings and his oratory, He created a predominantly Hindu image of Shivaji for the polarization of Hindus to support his ideology.

Check your Progress :

- 1) Examine the process of interpretation of historical events.

11.7 SUMMARY

Generalization and interpretation of the historical sources are the key components of the historical writings. Generalizations promote a search for fresh supporting or countervailing evidence regarding them. Participants can at the most refute or add to the facts presented in the paper. Interpretation of the past in the words of a historian. It is a scholarly study of what happened in the past without being judgmental or subjective. The main job of a historian is to record the information and facts based upon narratives of the past and recollect the entire sequence of events without getting biased.

11.8 REFERENCES

- 1) B. Sheik Ali, *History: Its Theory and Methods*, Macmillan pub. Delhi, 1978.
- 2) R. G. Collingwood, *the Principles of History and Other Writings in Philosophy of History* (ed. William H. Dray and W. J. van der Dussen), 2001.
- 3) A. R. Kulkarni, *Maharashtra in the age of Shivaji*, Diamond publication.
- 4) J. N. Sarkar, *Shivaji and His Times*.
- 5) <https://www.scribd.com/document/207725086/Historiography>

11.9 QUESTIONS

- 1) Explain the importance of generalization in history writing.
- 2) Enumerate the role of interpretation and generalization in history.
- 3) Give a brief account of factors responsible for interpretation of the history sources.



Unit - 12

CITATION METHODS, BIBLIOGRAPHY AND TECHNICAL AIDS

Unit Structure :

- 12.0 Objectives
- 12.1 Introduction
- 12.2 Importance of Citation and Referencing
- 12.3 Right Method of citation
- 12.4 Bibliography
- 12.5 Care to be taken while giving a bibliography
- 12.6 Technical aids
- 12.7 Summary
- 12.8 References
- 12.9 Questions

12.0 OBJECTIVES

- After the completion of this unit the student will be able to
- Understand the rational and various methods of citations.
 - Explain the importance of referencing and various types of it.
 - Grasp the importance and care to be taken in bibliography.
 - Understand the contribution of technical aids in history.

12.1 INTRODUCTION

A citation is a way of giving credit to individuals for their creative and intellectual works that you utilized to support your research. It can also be used to locate particular sources and combat plagiarism. Typically, a citation can include the author's name, date, and location of the publishing company, journal title. A citation style dictates the information necessary for a citation and how the information is ordered, as well as punctuation and formatting.

Academic institutions and scientific publications demand references for all sources used in the course of writing. Students and researchers often view this as a complicated process that requires too much time and effort. The complexity of this exercise, to the students, increases as there are various types of information materials consulted in the course of writing their research and related assignments. Information materials that could be cited or referenced to such research writings

include all print and non-print materials such as books, journals, magazines, newspapers, reports, students' projects (like theses and dissertations), dictionaries, encyclopedias, letters, lecture/class notes, posters, manuals, brochure, directories and, photographs. Other electronic resources include web pages, social network text, archived e-mails and messages, online audio and video files.

12.2 IMPORTANCE OF CITATION AND REFERENCING

The followings are valid reasons why a student or researcher must refer to, quote and cite sources in his or her research writing:

- 1) It is an evidence that research is based on facts. Citations to sources help readers expand their knowledge on a topic. One of the most effective strategies for locating authoritative, relevant sources about a topic is to review footnotes or references from known sources.
- 2) It shows the theoretical foundation of the research and, therefore, you are reporting your research from an informed and critically engaged perspective. The list of sources used increases your credibility as the author of the work. If you disagree with a researcher's ideas or you believe there is a gap in understanding the research problem, your citations can serve as sources from which to argue an alternative viewpoint or the need to pursue a different course of action.
- 3) It justifies the reliability of the research findings and conclusion. Properly citing sources prevents your reputation from being tarnished if the facts or ideas of those cited are proven to be inaccurate or off-base. It prevents readers from concluding that you ignored or dismissed the findings of others, even if they are disputed.
- 4) It allows interested readers to track and follow the cited works for the continuance of knowledge. In academic and the professional world, failure to cite other people's intellectual property ruins careers and reputations and can result in legal action. Citing sources as a student in college will help you get in the habit of acknowledging and properly citing the work of others.

Check your Progress :

- 1) Write a note on importance of citation and referencing in historical research.

12.3 RIGHT METHOD OF CITATION

Academic faculties require different referencing method. This is also the case with scientific Journals and other professional publications. The student or researcher should first determine the requirement of his or her department, faculty or professional body. Ostentatiously, and in the ambit of this chapter, some of the academic departments or disciplines and the referencing method they usually subscribe to are presented in the table below

Sr.	Methods	Disciplines
1	Harvard Method	All Language Studies, History, Arts, and Literary studies, Theology, Sociology, Criminology, etc.
2	APA Method	Social and behavioral sciences such as Education Library and Information Science, management Sciences, Nursing, other behavioural and Social Science disciplines.
3	MLA Method	Linguistics and Literary Subjects

APA (American Psychological Association) method examples

Following are the examples of some references in the form of footnote or endnote.

An article in a print journal-Ernest Renan (1994), 'Qu'est-cequ'une nation?' from *Oxford Readers Nationalism*, edited by John Hutchinson and Anthony D. Smith, Oxford University Press, New York,

A book-Gail Omvedt (1976), *Cultural Revolt In Colonial Society: The Non Brahmin Movement In Western India 1873 to 1930*, scientific Socialist Education Trust, Bombay.

MLA (Modern Language Association) style is used by the Humanities

Book in print- Omvedt, Gail. *Cultural Revolt In Colonial Society: The Non Brahmin Movement In Western India 1873 to 1930*, scientific Socialist Education Trust, Bombay, 1976.

An article in a print journal-Renan, Ernest. 'Qu'est-cequ'une nation?' from *Oxford Readers Nationalism*, edited by John Hutchinson and Anthony D. Smith, Oxford University Press, New York, 1994.

12.3.1 Citation Methods in the written Text

There are four means according to which a student or researcher can cite a source or reference during scientific writing.

- 1) Referencing to the Sources: This is done by placing the citation in brackets in the text at the precise place where the event occurs.
- 2) Content Referencing: Content referencing is used within the text to provide additional explanation or discussion. The content referencing is used to
 - i. Acquaint the reader to other sources that can offer more information on a specific topic
 - ii. Elucidate information in the text, for example by providing more information on people or places, explain foreign words, etc.
 - iii. Make available extra information that, although important, cannot be included in the text without disrupting its flow
 - iv. Expand on a standpoint

12.3.2 Methods of notes

Endnotes and footnotes

Endnotes appear on a separate page at the end of the research project. They are indicated in the text by means of superscript (raised Arabic numerals). Endnotes are more cumbersome than footnotes because the reader has to page back and forth to obtain the information.

Advantages of Using Endnotes

- 1) Endnotes are less distracting to the reader and allow the narrative to flow better.
- 2) Endnotes don't clutter up the page.
- 3) As a separate section of a research paper, endnotes allow the reader to read and contemplate all the notes at once.

Footnotes appear at the bottom of a page and are separated from the last line of text by additional space or a line, or a smaller font. They are also indicated in the text through superscript, which are preferably placed at the end of the sentence and usually after the punctuate Essential Components of Every Reference Generally, references to all kinds of information sources have to contain some essential components (bibliographic records). The essence is to give all the information as completely as possible to allow the reader to trace the correct sources.

12.3.3 Advantages of Using Footnotes

- 1) Readers interested in identifying the source or note can quickly glance down the page to find what they are looking for.
- 2) It allows the reader to immediately link the footnote to the subject of the text without having to take the time to find the note at the back of the paper.
- 3) Footnotes are automatically included when printing off specific pages.

Things to keep in mind when considering using either endnotes or footnotes in your research paper:

1) Footnotes are numbered consecutively throughout a research paper, except for those notes accompanying special material (e.g., figures, tables, charts, etc.) Arabic numbers typed slightly above the line of text. Do not include periods, parentheses, or slashes. They can follow all punctuation marks except dashes. In general, to avoid interrupting the continuity of the text, footnote numbers are placed at the end of the sentence, clause, or phrase containing the quoted or paraphrased material.

2) Depending on the writing style used in your class, endnotes may take the place of a list of resources cited in your paper or they may represent non-bibliographic items, such as comments or observations, followed by a separate list of references to the sources you cited and arranged alphabetically by the author's last name. If you are unsure about how to use endnotes, consult with your professor.

3) In general, the use of footnotes in most academic writing is now considered a bit outdated and has been replaced by endnotes, which are much easier to place in your paper, even with the advent of word processing programs. However, some disciplines, such as law and history, still predominantly utilize footnotes. Consult with your professor about which form to use and always remember that, whichever style of citation you choose, apply it consistently throughout your paper.

12.3.4 Abbreviation in footnote and endnotes.

There are two main types of information sources: print and non-print sources. The *first* time any book or article is mentioned in a footnote, all the information requested above must be provided. After that, however, there are shortcuts that should be used.

If there several quotations in sequence from the same book, the abbreviation to be used is *Ibid.* a Latin word meaning "in the same place." (Notice that *Ibid.* is not underlined). *Ibid.* can be used by itself, if you are referring to the same page as the previous footnote does, or it can be combined with a page number or numbers.

Print Sources

The components that constitute each reference entry for print sources include

- 1) Author or Authors
- 2) The date of publication
- 3) Title of the book
- 4) Edition
- 5) Place of publication
- 6) Publisher
- 7) Volume, number and/or page numbers

Non-print Sources (electronic materials)

To accurately cite and reference electronic sources of information, the following basic information (which must appear in every likely credible electronic material) must be clearly visible where available

- 1) Name of the Author or Editor (If provided in source)
- 2) Title of the page or article
- 3) Title of the web page.
- 4) Type of medium (for example electronic journal, online)
- 5) Date on which the website was updated or the copyright date
- 6) full internet address
- 7) Date on which the website was accessed

Check your Progress :

- 1) Explain the advantages of footnotes and endnotes in historical research.

12.4 BIBLIOGRAPHY

A *bibliography* is a listing of all the sources used when researching a paper. Generally speaking, a bibliography is a list of books on a particular topic or subject prepared for the reference of a particular library user. You may include texts that you have not referred to directly in your work, but which have had an influence on your ideas. If you find you have a lot of works that are not referred to directly though, you may wish to look back over your work and check that all of the ideas are fully referenced. In most cases, a bibliography is a single alphabetically-ordered list of all the sources used, regardless of format. So books, journal articles and websites would all be listed together. This list appears in a separate section at the end of the paper and includes such information as the author(s), title, editor, and date of publication.

12.4.1 Rational of Bibliographies

The need of bibliography is to organize information about materials on a given subject so that students of the subject may have access to it. A descriptive bibliography may take the form of information about a particular author's works or about works on a given subject or on a particular nation or period. Critical bibliography, which emerged in the early 20th century, involves meticulous descriptions of the physical features of books, including the paper, binding, printing, typography, and production processes used, to help establish such facts as printing dates and authenticity. Thus a bibliography is a list of books or articles related by way of authorship or subject, and sometimes annotated. Large

bibliographies may be published as books in their own right. One of the purposes of a bibliographic entry is to give credit to other authors whose work one has consulted in research. Another objective of a bibliography is to make it easy for a reader to find the source which has been used. Bibliography is an important source of information for a research scholar. It serves as a ready reference and directs him or her towards the right kind of material which helps in research and studies. Bibliography helps in organizing research material properly and saves the time of user. Preparing a bibliography is a specialized job and requires some knowledge and understanding of the subject.

12.5 CARE TO BE TAKEN WHILE GIVING A BIBLIOGRAPHY

- 1) Primary and secondary sources should be listed in separate sections. Each section should be labelled "Primary Sources" or "Secondary Sources." Journal articles and encyclopaedia articles should be listed with secondary sources.
- 2) Entries are placed in alphabetical order under each author's last name. Because ancient and medieval authors usually do not have a last name, you should generally list them under their first name.
- 3) Each entry should be single-spaced within the entry. It should be separated from the next entry by a blank line. Information within in each citation is separated by periods.
- 4) The first line of each entry should begin at the left margin. Each subsequent line should be indented spaces from the left margin.
- 5) When listing more than one item by the same author, it is not necessary to write the author's name twice so long as the author's name has been printed in exactly the same way for each work (which is not always the case). For each subsequent reference in the bibliography, type five dashes and a period to begin the entry. Some of the examples of bibliography mentioned below.

12.5.1 Primary sources

Primary sources are the pieces of evidence that historians use to learn about people, events, and everyday life in the past. Just like detectives, historians look at clues, through evidence, and reach conclusions. Diaries, letters, certificates of birth, death, or marriage, deeds, contracts, constitutions, laws, court records, tax records, census records, wills, inventories, treaties, report cards, medical records, passenger lists, passports, visas, naturalization papers, and military enlistment or discharge papers can be considered as primary sources.

- Letters
- Memoirs
- Court Writings
- Private Records
- Government documents
- Newspaper Article

- Records of the Historical Families and Private Papers
- Interview
- Questionnaire
- Maps and Photo Copies

I. Files from Maharashtra State Archives, Mumbai

- Educational Department Files of Government of Bombay.
- E. D. Vol. No. 1, Compilation- 35, 1825.
- E. D. Vol. No. 2, 1826.
- E. D. Vol. No. 3, 1827.
- Home Department Files of Government of Bombay.
- H. D. (Spl.) File No 575, 1922.
- H. D. (Spl.) File No 363 (5), 1928.
- General Department Files of Government of Bombay.
- G. D. Vol. No. 3/809, 1844.
- G. D. Vol. No. 4/810, 1844.

II. Official Publications

- Report of The Director Public Instruction, 1857-1858, Bombay, Published in 1859.
- Selections from the records of The Bombay Government No. CXXXII, New Series, Poona, 1873.

IV. Newspapers And Periodicals

- *Nibandhmala(Marathi)* (1974 to 1978)
- *Deenbandhu (Marathi)*(1877 to 1879)
- *Dinmitra(Marathi)* (1888) and (1910-1911)
- *SubodhPatrika(Marathi)* (1867 to 1868)

12.5.2 Secondary Sources

I. Books

- Agarkar Gopal Ganesh, *Nivdak Lekhva Dongaritul Turungatil Amache 101 Divas* (in Marathi), Samanvay Prakashan, Kolhapur, 2012.
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- Bayly Susan, *The New Cambridge History of India: Caste, Society and Politics in India from the Eighteenth Century to the Modern Age*, Cambridge University Press, 1999, (Indian edition 2000).

II. Journals and Periodicals

- Critical Enquiry
- Economic and Political Weekly

Encyclopedias

- *The New Encyclopedia Britannica*, Vol. 8, 17 and 25, (Micropedia), 15th edition, London, 1974.

IV. Articles

- 1) Bagade Umesh, 'Mahatma Jotirao Phulyanche Dharamchintan'(in Marathi), *Sanshodhan Mandal*, Fourth Issue, October-December 1993, Dhule.
- 2) Bhagwat Vidyut, 'A Review of the Women's Movement in Maharashtra', *Paramarsh*, May 1989.

12.5.3 Internet Sources

- 1) Steven Kreis, *The History Guide: Lectures on Ancient and Medieval EuropeanI*, www.historyguide.org/ancient/lecture8b.html/ Date-11/09/2013, 09.30 am.
- 2) Dr. C. George Boeree, *The Ancient Greeks, part one: The Pre-Socratics*, webpace.ship.edu/cgboer/greeks.html, date-13/09/2013, 02.02pm.
- 3) http://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/library_and_information_science/social_science_information_systems/09.reference_sources____bibliographies,_indexes_and__abstracts/et/2158_et_m9.pdf

12.5.4 Other component of Bibliography

Abbreviations

An abbreviation (from Latin brevis, meaning short) is a shortened form of a word or phrase. It consists of a group of letters taken from the word or phrase. For example, the word abbreviation can itself be represented by the abbreviation.

Some examples of abbreviations

art. - article

cat. - catalogue

cf. - compare

ed. - edited by, editor

edn - edition

e.g. - for example

etc. - and so forth, and so on

ibid. - in the same place

i.e. - that is

ISBN - Inter National Standard Book Number

n.d - no date of publication

n.p - no place of publication

op.cit -in the work cited, such as a publication referred to earlier, but not in the immediately preceding footnote.

p. - page

pp - pages

trans - translated by, translator

viz - that is to say, namely

vol - volume

12.5.5 Appendices

An appendix or appendices (more than one item) is information that is not essential to be mentioned findings in the essay or report that you have written. Appendices are used when the incorporation of material in the body of the work would make it poorly structured or too long and detailed. Along with above mentioned component there are many other things related with research that can be a part of Bibliography such as charts, tables, maps, glossary, photos etc. used widely for teaching learners of all ages. For adult learning focused on employability and experiential learning programs, technical aids are essential.

Apart from traditional teaching aids and tools, a wide range of audio/visual/technological aids and tools are being used in the teaching-learning process. The use of technological devices or gadgets (Television LCD/Film Projector, Film Strips, Tablet, or Computer) in the classrooms, seminars or conferences is a successful and comfortable environment to the learners as well as teachers. In the present days many different varieties of aids and tools are available. They may be classified three groups in the present days many different varieties of aids and tools are available.

Check your Progress :

1) Explain how care to be taken while giving bibliography.

12.6 TECHNICAL AIDS

1) Internet archives

Web archiving provides social scientists and digital humanities researchers with a data source that enables the study of a wealth of historical phenomena. One of the most notable efforts to record the history

of the World Wide Web is the Internet Archive (IA) project, which maintains the largest repository of archived data in the world. Understanding the quality of archived data and the completeness of each record of a single website is a central issue for scholarly research, and yet there is no standard record of the provenance of digital archives. Indeed, although present day records tend to be quite accurate, archived Web content deteriorates as one moves back in time. The Web Archives for Historical Research (WAHR) group has the goal of linking history and big data to give historians the tools required to find and interpret digital sources from web archives.

2) Word Cat

Find items from 10,000 libraries worldwide, with books, DVDs, CDs, and articles up for grabs. You can even find your closest library with World Cat's tools.

3) Google Books

Google Books (previously known as Google Book Search and Google Print and by its codename Project Ocean) is a service from Google Inc. that searches the full text of books and magazines that Google has scanned, converted to text using optical character recognition (OCR), and stored in its digital database. Books are provided either by publishers and authors, through the Google Books Partner Program, or by Google's library partners, through the Library Project. Additionally, Google has partnered with a number of magazine publishers to digitize their archives.

4) Ancient India – The British Museum

The British Museum's online offerings are impressive. The Ancient Civilizations website highlights the achievements of some remarkable world civilizations and explore cross-cultural themes of human development. Explore the people, culture, beliefs, and history of ancient India using animations, 3D models and objects from The British Museum's collections.

Audio visual sources

The audio record includes the speeches of great personalities, photographs, film, video, paintings, drawings, cartoons, prints, designs, and three-dimensional art such as sculpture and architecture and can be categorized as fine art or documentary record. Some visual resources are one-of-a-kind, while others are reproduced (like prints or illustrations in books and magazines).

Films

Towards the experimental film, which portrays social reality in a departure from narrative history, we can easily adopt a favourable attitude. For instance, films highlighting systemic exploitation, the underworld, wage slavery, the emotional trauma of women or problems of migrant workers and the unemployed need not fictionalize history - that is the stuff history is made of in any case. They are necessary to draw our attention to many emotions that written history either ignores or cannot express. A

film like Satyjit ray's 'Shatranj Kexhiladi' for example, is at once historical in its focus on an anarchical rule in a region of North India and socio-cultural in its presentation.

Check your Progress :

- 1) Write a note on the various supportive technical aids for research.

12.7 SUMMARY

Academic institutions and scientific publications demand references for all sources used in the course of writing. Bibliographies can organize citations in a helpful manner and make it possible to find relevant information quickly. The best bibliographies provide subject grouping to give some indication of the schema of the discipline with a keyword index for quick access. The need of bibliography is to organize information about materials on a given subject so that students of the subject may have access to it. The use of technological devices or gadgets in the classrooms, seminars or conferences is a successful and comfortable environment to the learners as well as teachers. In the present days many different varieties of aids and tools are available.

12.8 REFERENCES

- 1) Wilkinson and Bhandenkar : Methodology and Techniques of Social Research, Himalaya Publishing House, Mumbai 1977.
- 2) Kumar Ranjit, Research Methodology Ed.2, Pearson Education, 2006.
- 3) B. Sheik Ali, *History: Its Theory and Methods*, Macmillan pub. Delhi, 1978.
- 4) Goode and Hatt, Methods in Social Research, McGraw Hill Book Company, 1981.
- 5) https://www.researchgate.net/publication/292869655_BIBLIOGRAPHIC_CITATION_AND_REFERENCING_METHOD

12.9 QUESTIONS

- 1) Explain the importance of citation with its various methods.
- 2) Describe the referencing methods and care to be taken while referencing the source.
- 3) What are the components of bibliography?
- 4) Explain the importance of technical aids in history.



Unit -13

QUALITATIVE AND QUANTITATIVE METHODS IN HISTORY

Unit Structure :

- 13.0 Objectives
- 13.1 Introduction
- 13.2 Qualitative and Quantitative Approach in history
- 13.3 Methods of Data collection in Qualitative research
- 13.4 Methods of Data collection in Quantitative Research
- 13.5 Usage of Qualitative and Quantitative methods
- 13.6 Summary
- 13.7 References
- 13.8 Questions

13.0 OBJECTIVES

After the completion of this unit the student will be able to

- Understand the component of Qualitative and Quantitative Methods in History
- Grasp the Qualitative and Quantitative approaches in history
- Understand the methods of data collection in Qualitative and Quantitative
- Comprehend the use of Qualitative and Quantitative in Historical research

13.1 INTRODUCTION

Quantitative research is generally carried by means of scientific methods, which can include -the generation of models, theories and hypothesis. The development of devices and methods for measurement. In qualitative research it is proposed to find out what the people think or feel about a certain event, person or institution. The aim of qualitative research is to discover the objects and desires which lead people to behave in a particular way on given situation. Qualitative research is mostly associated with the psychological aspects of the society.

13.2 QUALITATIVE AND QUANTITATIVE APPROACH IN HISTORY

Qualitative Approach is what most common man think of as history. The consequential history is organized chronologically and presented as a factual tale as a reading text book such as biographies of historical personalities. The sources of the qualitative history range from manuscripts such as account book, school records, letters, diaries and memories to imprints such as text book, children's books, journals, and other books of the period under consideration.

Quantitative history is the term for an array of skills and techniques used to apply the methods of statistical data analysis to the study of history. The term was popularized in the 1950s and 1960s as social, political and economic historians called for the development of a 'social science history', adopted methods from the social sciences, and applied those to historical problems. These historians also called for social scientists to historicize their research and consciously examine the temporal nature of the social phenomena they explored. The historians found that they needed to develop new methodical skills and data sources. That effort led to an array of activities to encourage quantitative history.

Quantitative history is animated by similar goals but takes as its subject the cumulative historical patterns of manifold events or phenomena. Such a standpoint creates a diverse set of issues for analysis. A standard historical enquiry, for example, may treat an election as a single event. Quantitative historians consider a particular election as one element in the universe of all elections and are interested in patterns which characterize the universe or several units within it. The life-course patterns of one household or family may be conceived as one element in the aggregate patterns of family history for a nation, region, social class or ethnic group. Recurring phenomena from the past that leave written records, which read one at a time would be insignificant, are particularly useful if they can be combined, planned, converted to an electronic database and analyzed for statistical patterns. Thus records such as census schedules, vote tallies, vital (e.g., birth, death and marriage) records; or the ledgers of business sales, ship crossings, or slave sales; or crime reports permit the historian to retrieve the pattern of social, political, and economic activity in the past and reveal the aggregate context and structures of history. The standpoint of quantitative history also required a new set of abilities and techniques for historians.

Quantitative research is based upon measurement of quantity and is usually applied to subjects like export, import, population, consumption and so forth, which can be calculated in terms of quantity. In social sciences, quantitative research refers to the systematic empirical investigation of social phenomena with the support of numerical, scientific, or computational methods. The objective of quantitative research is to develop and employ mathematical models, theories and or

hypothesis about particular phenomena. The process of quantity or measure is central to quantitative research because it provides the fundamental connection between empirical observation and mathematical expression of quantitative relationships.

The qualitative research aims to gather an in depth understanding of human behaviour and reason that govern such behaviour. In qualitative researches the following methods used to gather information such as participant observation, structured interview, unstructured interview, field notes and analysis of documents and materials. The most frequently used qualitative research approaches includes the following:

Check your Progress :

1) Define the qualitative and quantitative approach in history.

13.3 METHODS OF DATA COLLECTION IN QUALITATIVE RESEARCH

a) Participant Observation (Ethnography) b) Case Study c) Focused Group
d) Content Analysis e) interview open ended

13.3.1 Participant Observation (Ethnography)

In this method, the observer himself participates in the activities of the group which he is studying. Because of the participation of the observer this is known as participant observation. It is not necessary for the observer to identify himself with the group or actively take part in all the acts. But he has to be physically present while the members of the group perform their activities. Generally, participant observation is kind of uncontrolled observation, in which the researcher may or may not reveal his identity. This methods allows observation of the individual's behavior in the most natural condition secondly, the researcher has access to a body of information which would not have been easily obtained by observer as an outsider.

Researcher has the privilege of being part of the group. He gets to share the feelings, emotions and behavior of the group. He gets to share the feelings, emotions and behavior of the group members (subjects) and thus records it more accurately. He is able to see not only the actions or behavior of the people but is also able to know why and under what situation subjects act or behave in a given manner. Participant observation also allows the researcher to check the truth of statements made by the members of the group. Participant observation though is an effective method of data collection, it has its own limitations with greater degree of participation, and the observer is likely to develop close relationship with

other members of the group. This can kill investigator's ability in the group to the extent that he may forget to observe certain relevant aspects of human behavior. Affiliation with the group can also make the researcher biased or partial towards a particular subgroup therefore hampering scientific accuracy. In a participant observation, researcher is forced to occupy a particular position. This limits the scope of the observer to study the phenomenon fully moreover, if the researcher comes to occupy a strategic position in a group, he generally ends up bringing about changes in group dynamics therefore defeating the purpose of data collection.

13.3.2 Case Study method

P. V. Young defines case study as a comprehensive study of a social unit, be it a person, a group of person, an institution, or a community is called a case study. According to Goode and Hatt, "it is an approach which views any social unit as a whole. It is a way of organizing social data so as to preserve the unitary character of the social object being studied." the case study method is qualitative, inclusive, intensive, insightful, stimulating and comprehensive approach. The field study is comparatively limited but has more depth in it. It aims at studying everything rather than something about everything as in case of statistical method. In other words, it is study of Micro problem at macro level. The approach to a case study research may not be based on hypothesis or on any well-established conclusions but the study itself may help in formulating a well-founded hypothesis for further investigation. This approach to research is, therefore, an open and objective investigation of a particular unit with a view to develop a hypothesis in character so the researcher has complete freedom in selecting problem that be considered as descriptive and fruit bearing.

Stages in Case Study

The case study is often termed as method, sometimes as technique and at others an approach to social reality. It is in fact, a technique which considers all potential aspects of situation intensively investigating it. The technique of gathering and processing data are related to three phases, viz 1) Choice of case 2) Recording of data 3) Data interpretation

The choice of case consists of two elements, first selection of representative unit. Representativeness of the case is important with a view to studying as a specimen in a culture rather than as a definite entity, for eg- the factors which are influencing the successful functioning of the co-operative bank, it is needless to say that a representative group of the sample- Second, identifying the situation thought case unit has an outlook, the problem must be selected carefully and well defined the situation of the case unit being studied. Organizing the social data in such a way to preserve the unitary character of the social aim which is the essential feature in recording of data. In practical sense, the wholeness of case can be preserved as Goode and Hatt started, in four headings namely, 1) Breadth of data, 2) Level of data, 3) formation of indices, 4) Interaction in a time dimension. The interpretation of data is as equally and challenging as the selection of the case and gathering information about the case. The

researcher must closely guard against the subjective interpretation of the facts of a case being studied.

Significance of case study

A thorough study and careful analysis can derive various generalizations which may be developed into useful hypothesis. A study of relevant literature and case study are the two potent sources of hypothesis. It helps in framing questionnaire or schedule. It aids in sampling, by studying the individual units thoroughly. It locates deviant cases. The deviant cases are those units that behave against the proposed hypothesis. The tendency is to ignore them but for scientific analysis they are important. Case study method enlarges the range of personal experience of the researcher. In statistical method, generally a narrow range of topic is selected and the researcher's knowledge is limited to the particular aspect only. In case of case study, the whole range of subjective life is studied and the range of knowledge is naturally enlarged.

13.3.3 Content analysis

This approach uses published works as its data and subjects them to careful analysis that usually includes both quantitative and qualitative aspects. Content analysis has been particularly useful in investigating constructs such as race, caste etc. Content analysis is a research technique for making inferences by objectively and systematically identifying specified characteristics of content of documents. This is a method of collection and analysis. This is used to gather data from archival records, documents, newspapers, diaries, letters, minutes of meetings and they like the content of the written material serves as a basis of inference. The analysis is made objectively and systematically. Objectivity refers to making analysis on the basis of explicit rules which enable different researchers to obtain the same result from the same documents. Systematic analysis refers to making inclusion or exclusion of content according to consistently applied criteria of selection. Only materials relevant to research hypothesis are examined.

Purpose of the content analysis

Content analysis is used for various purposes such as

- 1) To understand the role of mass media in moulding public opinion on occasions like general election
- 2) The study newspaper stands toward current issues like sati, terrorism in Punjab, India's peace keeping force role in Sri Lanka etc.
- 3) To determine the philosophy of social reformers like Jotirao Phule, Dr. Babasaheb Ambedkar, Ramaswami Periyar
- 4) To determine social literatures.
- 5) To measure behavior variables like need values, attitudes, authoritarianism, creativity and so on and analysis of both available materials of projective kind.

- 6) To study the propaganda techniques adopted by propaganda its to influence the public Content analysis of available materials should not be used indiscriminately. If a researcher can gather data directly through interviewing or projective techniques so much be the better if there is no such possibility then available can be used.

Check your Progress :

- 1) Describe the various methods of data collection in qualitative research.

13.4 METHODS OF DATA COLLECTION IN QUANTITATIVE RESEARCH

a) Questionnaire b) Interview Schedule c) Scaling Techniques-Social Distance, Sociometry, Survey

13.4.1 Questionnaire

Questionnaire is one of the important tools of data collection. It secures standardized result that can be tabulated and tested statistically. Questionnaire is a set of questions. Generally it is mailed to the respondents of collecting data. It is employed when the area of study is wide and the subjects are widely dispersed. In this method the researcher does not collect the data by himself. He relies on the information provided by the respondents.

Types of Questionnaire

- 1) Structured Questionnaire - This questionnaire is named before the study is started and it is not possible to change it offer beginning the study.
- 2) Non Structured Questionnaire - This kind of Questionnaire is used more like a guide. It consists of definite subject matter areas, the coverage of which is required during the process of data collection. It is generally used in the technique of interview in which case it is called an interview schedule.

Questionnaire can also classified on the basis of nature of the questions that it contains. They are closed, open, pictorial and mixed. Closed questionnaire usually contains itemized answers to the questions being asked various alternatives to the real answer are also given. The respondent is only to select the answer and put it down. Open Questionnaire is just the reverse of the closed questionnaire. It is used in the cases where new facts are to be found out. The respondent is given the liberty to express his views freely. Pictorial questionnaire is similar to closed types of questionnaire. Mixed questionnaire is neither completely closed non open. It consist of both the type of questions. Since it is combination of the types of the questions it is popular in social research.

Care to be taken in preparing questionnaire

- 1) The questionnaire has to be drawn up in a scientific manner. The framer of questionnaire should keep certain things in view will constructing this device. In this method the respondent gives his answers from a distance.
- 2) A questionnaire should be contain a large number of questions. If there are two many questionnaire, generally respondents loose interest and start giving irrelevant answers. Thus a questionnaire should neither be too long non to brief.
- 3) One should not include two or more question in one.
- 4) Questions should be carefully structured in order to minimize the probability of biasing the respondents answer by leading him or her and thus artificially increasing the probability of a particular response. The researchers task is to avoid leading questions as for as possible or to use neutral wordings instead.
- 5) Very personal questions should be avoided . Respondents are generally unwilling to write down such information.

The successful are of questionnaire depends on devoting the right balance of efforts to the planning stage, rather than rushing too early administering the questionnaire. Therefore the researcher should have a clear plan of action in mind and costs, production, organization, time limit and permission should be taken care in the beginning when designing of questionnaire.

13.4.2 Interview Schedule

Interview consists of dialogue on verbal responses between two persons on between several persons. Interview is a technique of field work which is used to watch the behaviour of individuals to second statements, to observe the concrete results of social on group interaction. According to Pauline Young, interview may be regarded as a systematic method by which a person enters more or less imaginatively into the life of a comparative stronger. It is move like a tape recorder in which past incidences, feelings and reactions of the subjects and played back to the living present to be listened to by the interview with a scientific approach. The purpose of this technique of data collection is two fold a) To secure certain information from the subject, which is known only to himself and cannot be gathered from any other source. b) To study scientifically the verbal behaviour of the subject under given circumstances. Whatever the typology broadly speaking there are five types of interviews as given by Pauline Young.

- 1) Structured interviews - These are also called controlled guided of direct interviews. These interties involve a set of predetermined question format which is strictly followed. Structural interviews mostly involve the use of fixed, close ended questions. Sequence of questions, language used is also not charged by the interviewer. The interviewer only has the liberty to

further explain the question or repeat the question if the subject has not understand it.

2) Un structured interviews - These are also called uncontrolled, unguided or non-direct interviews. There is not predetermined question format in this type of interview. The researcher is given certain broad topics upon which the information is to be collected it is held in the form of free discussions. This kind of interview is characterized by a far too greater flexibility of approach to questioning the respondents. Respondents are encouraged to relate freely their experiences. Such interviews permit a free flowing account of the personal and social contexts of beliefs and feelings. The interviewer involved is allowed much greater freedom to ask supplementary questions to change the sequence of questions or even offer explanations and classifications.

3) Focused interview - These interviews are of semi standardized type Main purpose is to focus attention of the given experience of the respondent and its effect. The interviewer knows in advance the relevant aspects of the issue he has to cover. The focused interviews have been used effectively in the development of hypothesis. The researcher tries to focus respondent's attention the particular aspects of the problems and tries to know his experiences, attitudes, emotion and responses regarding the concrete under study.

4) Depth interviews - Depth interviews has a purpose of going deep into a person life to find out his motives, ideas opinion and attitudes for this type of interview the researcher has to be skilled and trained. He enjoys the freedom of altering the question and further explaining them or changing the order of it. This type of interview is often used in studying psychiatric problems.

Preparation of the interview

The interviewer must introduce himself as though beginning a conversation in a friendly manner but the additional element of professional competences should be always be maintained. Same type of conversational statement is after useful in establishing friendly relations with the respondent. A simple statement that conveys the idea that the interviewer is not superior person, but a professional doing his job may help to start the interview on a warm basis.

Recording the Interview -The work of recording the interview becomes important. Additional bits of information from the interviewer helps the experts to drive at a complete picture of the phenomenon under study. So far as possible the exact words of the respondent should be recorded. They should not be edited for grammar or meaning. Such Things indicated the ethics or culture of the subject. As an additional aid to complete reporting, the interviewer may take it a practice to go directly from the interview to a computer or a typewriter or desk in order to write out the details while the information is still fresh in his mind. Delay of any proportion may quickly distort or blur the details.

Closing the interviews - In this techniques of social research because of face to face interaction with the respondent the researcher very often gets involved in a situation or in the intensive interview, if fairly deep and troubled matters are touched upon, the respondent may feel grateful and may be unwilling to let the interviewer leave. In such situations, the common experience for the interviewer is to find dosing of interview more difficult than the opening.

13.4.3 Scaling Techniques- Sociometry

The concept of measurement refers to the process of describing abstract concepts in terms of specific indicators by assigning numbers to these indicators in accordance with rules. In social research measurement of social phenomena has become an essential prerequisite because of a number of reasons. One of the important reason for measuring social phenomena is to allow the researcher the opportunity of using those phenomena is hypothesis to determine the effects of a set of variables to others. A social phenomenon can be measured in various way, such as asking questions or through noting behavior.

Technique in Sociometry

Sociometry is concerned with charting out the attractions and repulsion among the members of a group among groups (miniature social system) or sub-groups or between the sub groups and individuals. Sociometry involves a set of aoperations that depart fundamentally from the method employed by Emory Bogardos for the measurement of social distance.

Generally sociometric studies employ observations questionnaires and interview schedules. Sometimes examination of records may also be employed to secure the relevant information. But sociometry should more properly be considered a method of focusing on a particular type of subject matter and a related method of analysis rather than simply a method of data collection. The researcher needs to conduct observation of the behaviour of members if he wants to know the actual happenings in the group. During such as observation, the researcher concentrates on how the members he have how they interact with another what the nature of the relationship is who initiates interaction (Orientation role) and who plays the object role etc.

The sociometric questionnaire and interviews are employed in securing information from each persons about the other members of the group with whom they would like to or would not like to engage in a particular type of interaction are also, their thoughts about this interactions question included in the sociometric questionnaire or schedule are directed toward seeking information from each person in one group. Measurement refers to the relationship among the values that are assigned to the attributes for a variable. It is important to understand the level of measurement as it helps to decide how to interpret the data from the variable concerned.

13.4.4 Survey

The Survey is defined as fact finding study dealing chiefly with working class poverty and this the nature in the problem of community. Heriman N Morse defines it as ‘a method of analysis in Scientific and orderly form for defined purpose of a given social situation activities.’ According to Mark Abrams, a social survey is a process by which quantitative facts are collected about the social aspect of community composition and activities from the above definition.

Survey describe the phenomena to a social scientists a survey may have descriptive as a way of studying social condition, relationship and behaviour for example survey communities. Socio economic survey describes the living condition of people of a geographical area. Social survey has intensive usage and is widely used in a number of disciplines. In social sciences it can be used for variety of purpose availability of nature of the source of information is the main and source of undertaking a survey. Broadly the subject matter of social surveys are divided into 1) Demographic Features 2) Social conditions 3) Opinion and attitudes.

Social activities such as expenditure pattern, radio listening, newspaper reading, social mobility information for example to know the expenditure putter of a group of family house. It requires to the survey or following knowledge on expenditure habit say, expenditure towards family, clothing, education, cigarettes, cinema and other. Opinion attitude service, includes information regarding opinion and attitudes of the people toward various factor and the motives and the expenditure of them this information may be necessary as the basis of nature of question that may safely be asked for electing rich response. For eg. The opinion or attitude person toward social economic political, incident survey.

Check your Progress :

- 1) Evaluate the various methods of data collection in quantitative research.

13.5 USAGE OF QUALITATIVE AND QUANTITATIVE METHODS

Quantitative history involves the use of methods of statistical analysis drawn from the social sciences, but used on historical data. It was posited by its experts as providing a way for historians to obtain more scientific results – for instance, allowing the scrutiny of census data to obtain exact breakdowns of the population at a particular time, rather than relying on the qualitative but selective reading of a variety of different sources which had characterized the practice of history hitherto. Its

emergence in the 1960s coincided both with the increasing popularity of social science methodology and with the dawning of the computer age. Critics have suggested that quantitative history makes assumptions about the nature of historical data ignore the factors influencing its production, and the cultural turn has called into question more broadly the epistemology of the social sciences, nonetheless particularly in economic history (cliometrics) the application of quantitative methods has become integrated as part of a broader historical approach.

Ethnographic research is used for investigating cultures by collecting and describing data that is intended to help in the development of a theory. This method is also called *ethnomethodology* or *methodology of the people*. An example of applied ethnographic research is the study of a particular culture and their understanding of the role of a particular festival in their cultural frame work.

Historical research provides the researcher to analyses past and present events in the context of the present condition, and allows one to reflect and provide possible answers to current issues and problems. Ethical inquiry is an intellectual analysis of ethical problems. It includes the study of ethics related to obligation, rights, duty, right and wrong, choice etc. Critical social research: it is used by a researcher to understand how people communicate and develop symbolic meanings. There are various tools of qualitative and quantitative research.

These interviews contain the views of eminent historians on the evolution of the discipline from the perspective of their own fields and interests. It should be noted that these views are those of the individuals themselves, and should not be seen as representative of those of the research organization. They focus on changes in the practice and profession of history, as well as on the rise and decline of different methods and approaches, as observed over each historian's career. Each interview is available in audio and transcript form and in addition the responses of different historians to similar questions have been collated. The technique of testing the reliability of the contents of document is called Internal Criticism or Hermeneutics or Higher Criticism. Hermeneutics is the art of interpretation and thus fundamental to much if not all qualitative research.

Questionnaires are very cost effective when compared to face interviews. This is especially true for studies involving large sample size and large geographic areas. Written questionnaire become even more cost effective as the number of research questionnaire increases. Questionnaires are easy to analyze. Data entry and tabulation for nearly all surveys can be easily done with many computer software packages.

Interview is based on a combination of facts, data are more scientific and accurate. Scope of the technique of interview is quite wide. It is only through this technique that the events that are not open to observation can be studied and analyzed. E.g. Family problems, Abstract

factors like attitudes, feelings, emotions, and perceptions can also be studied with the help of the technique of interview. As it is a face to face interaction between the researcher and the respondent. Because the data collection in this process is directly based upon respondent's narration, it is possible for a researcher to collect primary information successfully. Primary information is more or less reliable. Data collection through this technique is based upon verbal (words and phrases) as well as non-verbal (gestures, facial expression, body language etc) indicators.

The surveyor comes in contact with the people whom he wants study. The survey method leads is greater objectivity many field worker use in the survey remove possible mistakes and collect correct information. Survey may very well lead to the introduction of new theory for example poverty was regarded as the course of crime for fairly long time till increasing crime in advanced countries have falsified this theory. 4) Survey method enables to have fill knowledge of social institution. The actual experience with the situations amounts none to any amount of investigation.

A survey may be undertaken with the primary purpose of formulating a programme for amelioration of the conditions of life and work of a community or a group, implying some frame in the mind of the survey or as to what the conditions ideally ought to be. The purpose of a social survey may also be to provide scientifically gathered facts or materials affording some empirical basis for the social theorist to set up their conclusions.

Check your Progress :

1) What are the usage of quantitative and qualitative methods.

13.6 SUMMARY

Historical research can take many forms nonetheless it can usually be separated into two types, qualitative and quantitative. In general, qualitative research generates rich, detailed and valid data that contribute to in-depth understandings of the context. Quantitative research generates reliable population based and generalizable data and is well suited to establishing cause and effect relationships. The decision of whether to choose a quantitative or a qualitative design is a philosophical question as well as a pragmatic one. Which methods to choose will depend on the nature of the project, the type of information needed, the intended audience for the research, the context of the study, and the availability of recourses. Merging of qualitative and quantitative research is becoming more and more common for providing both rich and objective data.

13.7 REFERENCES

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- 4) William Outhwaite, Stephen Turner, The SAGE Handbook of Social Science Methodology, 2007
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13.8 QUESTIONS

- 1) Explain the differences between Qualitative and Quantitative Methods in History.
- 2) What are the tools used in Qualitative Methods in History?
- 3) What are the tools used in Quantitative Methods in History?
- 4) Write a short note on usage of Qualitative and Quantitative Methods.



M.A. HISTORY
Semester I Evaluation Pattern

Internal Evaluation (40) + Semester End Examination (60) = 100

The Internal Evaluation for the Master of Arts (M.A.) History Sem I and Sem II (CBSGS) that is 40 Marks, shall be further distributed as follows - 20 Marks for internal Written Test and 20 Marks for written Assignment. The Internal Evaluation of 40 Marks will be conducted by the respective Course Teachers.

Internal Evaluation - 40 Marks	
Internal Written Test	20
Written Assignment	20

Semester End Examination - 60 Marks will be as follows, Time Duration Two Hours. Question Paper Pattern for M.A. History Semester I End Examination and Semester II End Examination.

N.B.

- a) Attempt all questions
- b) All questions carry equal marks

	SEMESTER - I	SEMESTER - II
Q.1	Based on Module I OR	Based on Module I OR
Q.1	Based on Module I	Based on Module I
Q.2	Based on Module II OR	Based on Module II OR
Q.2	Based on Module II	Based on Module II
Q.3	Based on Module III OR	Based on Module III OR
Q.3	Based on Module III	Based on Module III
Q.4	Based on Module IV OR	Based on Module IV OR
Q.4	Based on Module IV	Based on Module IV

