

MAHIS 1.6



**M.A. HISTORY
SEMESTER - I**

**(REVISED SYLLABUS
AS PER NEP 2020)**

**RESEARCH
METHODOLOGY**

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Programme Name: M.A. Sem- I Elective: 50611 Research Methodology

Total Credits: 04

Total Marks: 100

Semester End Assessment: 50

Internal Continuous Assessment: 50

Course outcomes:

- a) To understand the scientific methodology as implemented in history writing.
- b) To analyse the tools and techniques of research methodology in history.
- c) To create deepening insights into research methodology in view of advances in digital humanities.

MODULE I: (2 Credits)

Unit 1: History: Meaning and Nature

- a) History: Definition, Scope and Objectives
- b) Types of History
- c) History and Auxiliary Sciences

Unit 2: Sources of History

- a) Classification of Sources
- b) Authenticity and Credibility of Sources
- c) Methods of Data Collection

MODULE II: (2 Credits)

Unit 3: Writing a Research Proposal

- a) Steps in Research Design
- b) Importance of Literature Review
- c) Framing a Hypothesis

Unit 4: Historical Research and Methods

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

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HISTORY: DEFINITIONS, SCOPE AND OBJECTIVES

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 Objectives of History

1.5.1 Understanding the Past

1.5.2 Analysing Continuity and Change

1.5.3 Exploring Causation and Significance

1.5.4 Developing Critical Thinking Skills

1.5.5 Fostering Cultural Understanding

1.5.6 Informing Contemporary Debates

1.6 Summary

1.7 Questions

1.8 Additional Reading

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.
- Understand the objectives 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.

History: Definitions,
Scope and Objectives

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.

History, as a discipline, has intrigued scholars and thinkers for centuries, leading to various interpretations and definitions. Scholars from different eras and backgrounds have offered distinct perspectives on what history is and how it should be studied. These definitions provide a glimpse into the diverse ways in which humans have attempted to make sense of the past and its significance.

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.

Herodotus often referred to as the "Father of History," presented one of the earliest definitions of history. In his work "The Histories," he

described history as an investigation into past events, aiming to preserve the memory of human achievements and prevent their deeds from being forgotten (Herodotus¹). For Herodotus, history was a means of understanding the present through the lens of the past, emphasizing the importance of preserving narratives for future generations.

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.

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.

“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. Furthermore, Marc Bloch, a prominent French historian, offered a definition that highlights

the social aspects of history. In his work "The Historian's Craft," Bloch described history as the study of human societies in the past, focusing on their structures, institutions, and interactions (Bloch 23). Bloch's definition underscores the importance of understanding historical context and the ways in which societies evolve over time.

“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, and 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.

In more recent times, postmodernist thinkers such as Hayden White have challenged traditional definitions of history. White argued that history is a form of storytelling, where historians select and interpret facts to create coherent narratives (White5). This view emphasizes the subjective nature of historical writing and the role of narrative in shaping our understanding of the past.

These diverse definitions illustrate the evolving nature of history as a discipline, reflecting changing perspectives and approaches over time. Whether as a means of preserving memory, interpreting the past, understanding societies, or constructing narratives, history continues to captivate scholars and inspire new inquiries into human experience.

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.

Q. 1 Define History.

1.2 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 contemporary 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 re-valued 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 rumors 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 as 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 generalized 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. Therefore, reliable information cannot be gained for establishing generalized 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 see 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, and 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 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. State the Scope of History.

1.5 OBJECTIVES OF HISTORY

History, as a discipline, encompasses diverse objectives that are essential for understanding the complexities of human experience across time. This note explores the breadth of history's outlines its key objectives. Its objectives include understanding the past, analyzing continuity and change, exploring causation and significance, developing critical thinking skills, fostering cultural understanding, and informing contemporary debates. By fulfilling these objectives, history enriches our understanding of the human experience and helps us navigate the complexities of the world around us.

1.5.1 Understanding the Past: An Objective of History

The objective of understanding the past lies at the core of the discipline of history. Historians strive to reconstruct and interpret the narratives of bygone eras, shedding light on the events, societies, and individuals that have shaped human history. This note explores the importance of understanding the past as a fundamental objective of history.

Reconstructing Historical Narratives: History seeks to reconstruct historical narratives by piecing together evidence from a variety of sources, including written records, archaeological artifacts, oral traditions,

and material culture. Through meticulous research and analysis, historians strive to uncover the stories of the past and make them accessible to present and future generations.

Contextualizing Historical Events: Understanding the past involves contextualizing historical events within their broader social, cultural, political, and economic contexts. Historians examine the circumstances that led to specific events, the motivations of historical actors, and the broader forces at play during different historical periods. By situating events within their historical contexts, historians provide insights into the complexities of human behavior and decision-making.

Interpreting Historical Significance: History aims to interpret the significance of historical events and developments, assessing their impact on societies and individuals. Historians examine the long-term consequences of past actions, identifying patterns and trends that help to explain historical outcomes. By evaluating the significance of historical events, history provides valuable lessons for understanding the present and informing future decision-making.

Challenging Historical Perspectives: Understanding the past involves challenging and reassessing existing historical perspectives. Historians critically evaluate traditional narratives, questioning assumptions, biases, and omissions in historical accounts. Through the use of new evidence, methodologies, and interpretations, historians seek to broaden our understanding of the past and uncover overlooked or marginalized historical experiences.

Promoting Historical Empathy

History fosters empathy by allowing individuals to connect with the experiences and perspectives of people from different times and places. By studying the lives of historical figures and the social dynamics of past societies, individuals develop a deeper appreciation for the complexities of human existence. Historical empathy encourages tolerance, understanding, and appreciation for cultural diversity.

1.5.2 Analysing Continuity and Change

Analyzing continuity and change is a fundamental objective of history, illuminating how societies evolve, adapt, and transform over time. This note explores the significance of examining continuity and change as an essential aspect of historical inquiry, providing insights into the complexities of human history.

Examining Historical Dynamics: History seeks to examine the dynamic inter play between continuity and change throughout different historical periods. Historians analyze how certain aspects of society persist over time, while others undergo significant transformations. By studying these historical dynamics, historians gain a deeper understanding of the forces that shape human societies.

1.5.3 Exploring Causation and Significance

Exploring causation and significance is a key objective of history, aiming to understand the reasons behind historical events and their broader implications. By investigating the causes and assessing the significance of historical developments, historians gain insights into the complexities of human history.

Investigating Causes:

History seeks to identify the factors that contribute to historical events and transformations. Historians analyze political, social, economic, cultural, and environmental factors to uncover the root causes of historical phenomena. By understanding causation, historians provide explanations for why events occurred and how they influenced subsequent developments.

Assessing Significance:

History also aims to assess the significance of historical events and developments. Historians evaluate the impact of historical phenomena on societies, cultures, economies, and individuals. By assessing significance, historians determine the broader implications of historical events and their lasting effects on human history.

Contextualizing Historical Context:

Exploring causation and significance involves contextualizing historical developments within their broader historical contexts. Historians consider the specific circumstances and conditions that shaped historical events, as well as the broader trends and forces at play during different historical periods. By contextualizing historical phenomena, historians gain a deeper understanding of their causes and significance.

Interpreting Long-Term Trends:

History interprets causation and significance by analyzing long-term trends and patterns in human history. Historians examine how historical events and developments contribute to broader historical trajectories, shaping the course of human societies over time. By interpreting long-term trends, historians provide insights into the processes of historical change and continuity.

1.5.4 Developing Critical Thinking Skills

One of the primary objectives of history is to develop critical thinking skills in students and scholars alike. History encourages individuals to engage with evidence, analyze sources, and construct reasoned arguments, fostering a deeper understanding of the past and the ability to think critically about the world around us. This note explores the significance of developing critical thinking skills as an objective of history.

Analyzing and Evaluating Sources:

History requires individuals to analyze and evaluate a wide range of sources, including written documents, artifacts, oral histories, and visual materials. By critically examining the reliability, bias, and context of sources, historians learn to distinguish between primary and secondary sources, assess the credibility of evidence, and interpret historical narratives with discernment.

Constructing Interpretations:

History challenges individuals to construct interpretations of the past based on the available evidence. Historians develop the ability to synthesize information, identify patterns, and draw conclusions from historical sources. By constructing interpretations, historians contribute to ongoing debates and discussions about the significance of historical events and developments.

Assessing Multiple Perspectives:

History encourages individuals to consider multiple perspectives on historical events and phenomena. Historians examine diverse viewpoints, including those of different social, cultural, and political groups, to gain a more comprehensive understanding of the complexities of human history. By assessing multiple perspectives, historians cultivate empathy, tolerance, and respect for diverse viewpoints.

Engaging in Historical Inquiry:

History promotes active engagement in historical inquiry, encouraging individuals to ask questions, seek answers, and pursue knowledge about the past. Historians learn to formulate research questions, design research strategies, and conduct investigations into specific historical topics. By engaging in historical inquiry, historians develop a lifelong passion for learning and discovery.

Communicating Clearly and Effectively:

History emphasizes the importance of communicating historical knowledge clearly and effectively. Historians learn to articulate their ideas, arguments, and interpretations in written and oral forms, using evidence to support their claims and engage with scholarly debates. By communicating effectively, historians contribute to the dissemination of historical knowledge and promote public understanding of the past.

1.5.5 Fostering Cultural Understanding

Fostering cultural understanding is a crucial objective of history, aiming to promote empathy, tolerance, and respect for diverse cultures and perspectives. By exploring the cultural dimensions of human societies throughout history, historians seek to cultivate a deeper appreciation for the richness and complexity of human experience. This note explores the significance of fostering cultural understanding as an objective of history.

Exploring Cultural Diversity:

History provides a lens through which individuals can explore the diverse cultures and civilizations that have existed throughout human history. Historians examine the beliefs, customs, traditions, languages, and artistic expressions of different societies, highlighting the unique contributions of each culture to the tapestry of human civilization.

Challenging Ethnocentrism:

History challenges ethnocentrism by encouraging individuals to move beyond their own cultural perspectives and empathize with the experiences of people from different cultures and backgrounds. Historians analyze historical events and developments from multiple cultural viewpoints, challenging stereotypes and misconceptions about other cultures and promoting mutual understanding and respect.

Understanding Cultural Exchange:

History illuminates the interconnectedness of human societies and the processes of cultural exchange that have shaped world history. Historians examine the interactions and exchanges between different cultures, including trade, migration, conquest, and diplomacy, tracing the diffusion of ideas, technologies, and cultural practices across geographic and cultural boundaries.

Contextualizing Cultural Differences:

History contextualizes cultural differences within their historical contexts, providing insights into the social, political, economic, and environmental factors that shape cultural identities and behaviors. Historians explore how historical events, such as colonization, imperialism, and globalization, have influenced cultural dynamics and shaped the contours of cultural diversity in different regions of the world.

Promoting Intercultural Dialogue:

History promotes intercultural dialogue by fostering conversations and exchanges between individuals from diverse cultural backgrounds. Historians facilitate discussions about cultural differences and similarities, encouraging individuals to learn from each other, challenge stereotypes, and build bridges of understanding across cultural divides.

Fostering cultural understanding is a fundamental objective of history, essential for promoting empathy, tolerance, and respect for diverse cultures and perspectives. By exploring cultural diversity, challenging ethnocentrism, understanding cultural exchange, contextualizing cultural differences, and promoting intercultural dialogue, history cultivates a deeper appreciation for the richness and complexity of human experience. Through the study of history, individuals develop the awareness, empathy, and cultural literacy needed to navigate an increasingly interconnected and diverse world.

1.5.6. Informing Contemporary Debates

Informing contemporary debates is a crucial objective of history, providing valuable insights into current issues and challenges by examining their historical roots and trajectories. History serves as a source of knowledge and perspective, helping individuals and societies make sense of the present by understanding its historical context. This note explores the significance of informing contemporary debates as an objective of history.

Understanding Historical Context:

History contextualizes contemporary debates within their broader historical contexts, tracing the origins and evolution of current issues and controversies. Historians examine how historical events, developments, and decisions have shaped the political, social, economic, and cultural landscapes of the present. By understanding historical context, individuals gain insights into the underlying factors driving contemporary debates.

Analyzing Long-Term Trends:

History analyzes long-term trends and patterns to identify recurring themes and challenges that persist across different historical periods. Historians explore how historical developments, such as globalization, technological innovation, social movements, and demographic changes, have contributed to the emergence of contemporary issues. By analyzing long-term trends, historians provide perspective on the dynamics of continuity and change in human societies.

Interpreting Historical Analogies:

History draws on historical analogies to shed light on contemporary debates and dilemmas. Historians compare current events and phenomena to past situations and experiences, identifying parallels and lessons that can inform present-day decision-making. By interpreting historical analogies, historians provide valuable insights into the potential consequences of different courses of action.

Challenging Historical Narratives:

History challenges historical narratives that inform contemporary debates by reassessing traditional interpretations and highlighting overlooked perspectives. Historians critically evaluate the assumptions, biases, and omissions in historical accounts, uncovering alternative narratives and voices that contribute to a more nuanced understanding of the past. By challenging historical narratives, historians encourage reflexivity and critical thinking about the ways in which history is constructed and interpreted.

Promoting Informed Dialogue:

History promotes informed dialogue and debate by providing a platform for diverse viewpoints and perspectives. Historians contribute to public

discourse by sharing their research, analysis, and insights on historical topics relevant to contemporary issues. By engaging with historical knowledge, individuals and societies can engage in informed dialogue, weighing evidence, considering alternative viewpoints, and reaching reasoned conclusions.

Informing contemporary debates is a central objective of history, essential for understanding the present and shaping the future. By contextualizing contemporary issues within their historical contexts, analyzing long-term trends, interpreting historical analogies, challenging historical narratives, and promoting informed dialogue, history provides valuable insights into the complexities of human experience. Through the study of history, individuals and societies gain the knowledge, perspective, and critical thinking skills needed to navigate the challenges of the present and shape a better future.

Check your progress:

Q.1. Write a note on objectives of History.

1.6 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 humanistic 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.

1.7 QUESTIONS

1. Discuss the meaning and scope of History.
2. Explain the Nature of History.
3. Explain the Scope of History.
4. Describe the main objectives of History.

1.8 ADDITIONAL READING

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TYPES OF HISTORY

Unit Structure:

- 2.0 Objective
- 2.1 Introduction
- 2.2 Types of History
 - 2.2.1 Constitutional History
 - 2.2.2 Cultural History
 - 2.2.3 National History
 - 2.2.4 Regional History
 - 2.2.5 Local History
 - 2.2.6 Social History
 - 2.2.7 Religious History
 - 2.2.8 Economic History
 - 2.2.9 Political History
 - 2.2.10 Military history
 - 2.2.11 History of Religion
 - 2.2.12 Diplomatic history
 - 2.2.13 Environmental history
 - 2.2.14 World history
 - 2.2.15 Intellectual history
 - 2.2.16 Gender history
 - 2.2.17 Public History
- 2.3 Summary
- 2.4 Questions
- 2.5 Additional Reading

2.0 OBJECTIVES

After going through this unit the student will be able to

- 1) Understand the types of the history for Ancient, medieval and modern History
- 2) Explain the various types of the history and its significance.

2.1 INTRODUCTION

The idea of categorizing and segmenting the past originates from considering what and how to study thousands of years ago, at the point of transition from the present to the past. While many Western historians have suggested categorizing history into kinds, Rainier argued that this classification needs to be as broad, self-contained, and based in intellectualism as feasible. In addition to discussing the two categories of history—descriptive and theoretical—Bauer also took social and ethnographic history into account.

The poets Senebose and Lagilaus divided history more thoughtfully, and conceived of six types of history. They decided these types by considering the important factors and points in the course of human life. For example, material progress in human life can be known from the physical studies of the time. Naturally, the study of physical conditions can be a form of history. Past participles of physical customs are also characteristic. They can also be studied separately; the history which traces the rise and fall of social and public institutions has to be assumed as a separate form. The same is the state of affairs. The study of financial affairs separately becomes more complex as it becomes an art and a separate discipline.

The historical period was divided into three periods namely ancient, medieval and modern. These three stages are the three chronological types of history as conceived by Henry Commager.

Historian V.K. Rajwade envisioned three types of history. He also advocated the type of chronological history suggested by Henry Commager. He suggested the second type of ethnic history and the third type of regional history. Instead of regional, they use the word Desik. It also means a region of the country.

Therefore, History, as a multidimensional field of study, encompasses various types that provide unique perspectives on the past. This chapter aims to delve into the diverse types of history, including Political, Social, Cultural, Economic, Intellectual, Environmental, and Gender history. Each type offers a distinct lens through which historians analyze and interpret historical events, societies, and individuals. By examining these types in detail, this chapter also seeks to highlight their significance in shaping our understanding of the complexities of human history.

2.2 TYPES OF HISTORY

History as an academic discipline encompasses various approaches and methodologies, leading to the categorization of different types of history. These classifications are crucial for understanding how historians interpret and analyze the past. In this unit, we will explore several types of history, highlighting their characteristics and significance.

2.2.1 Constitutional History

The type of Constitution of the state in ancient and medieval period hardly existed. The constitutional tradition of England has to be mentioned as an exception. From Magna Carta, the state constitutional movement begins in England, which can be traced right up to the 20th century. The constitutional history of France is realized from the constitutions that are made in France after the French Revolution. In India too, constitutional movements start from the Queen's Proclamation of 1858 and the constitution of independent India is realized from that. Various Acts passed by the British Government are studied in the form of Government of India Act. Act of 1909, Act of 1919, Act of 1935 are important milestones in the constitutional history of India. A foundation of constitutional history becomes indispensable if one wants to understand the modern history and administration system, the constitution. Constitutional history is studied in detail in the law degree course. In the form of constitutional history, the progress of administration, the development of laws, the process of formation of the constitution is understood from the course of the past. Of course, it is a form of history itself and has no place as an independent discipline, Rainier rightly asserts. The history of law also unfolds through constitutional history. There should be no objection to consider the history of law taught in the faculty of law as a separate form.

2.2.2 Cultural History

Cultural history is concerned with the exploration of the beliefs, values, art, and intellectual developments of societies. Through an analysis of literature, art, religion, and cultural practices, cultural historians uncover the ways in which culture shapes and reflects historical contexts.

Arnold Toynbee analyzed history from the standpoint of the graph of emergence of human life and gave impetus to the study of cultural history. Before that, the thinker Voltaire had sketched the 'History of the Customs and Morals of Nations'. As there are many struggles in the course of human society, there is a struggle for survival, there is a desire for development, and there is a source of artistic expression. This source is studied in cultural history.

2.2.3 National History

In fact, nation is a geographical, social, and political entity of the world the similar units in a country are known as regions for the purpose of historical studies. However, such a view may not be quite useful in the present age of internationalism. It is this desirable to introduce the study of national history or regional history in such a way that it does not develop regionalism or provincialism in them. V.A. Smith, a famous British historian has described India as "an ethnological museum in which numberless races of mankind may be studied". However, through all these diversities, these run a strong invisible undercurrent of unity that nourishes and sustains the tremendous variety. This is India's cultural unity.

While ancient cultures of other countries such as Egypt Mesopotamia, Rome and Greece etc., are now mere memories and have no direct link with the life of the present generation in these countries, our ancient culture and civilisation have survived through the ages and still have direct bearing on our present-day life. This is the most notable feature of our history.

As Dr. A.C. Majumdar says, "Indian history and institutions form an unbroken chain by which the past is indissolubly linked with the present". Though we have varieties of traditions which differ from state to state and each state has a history of its own. It is the duty of the history teacher to present a comparative picture of these various histories but always keeping in mind to not let the unity or spirit of oneness slip of his hands.

2.2.4 Regional History

Regions are the similar units in a country. In spite of the fact that such a study of history may be desirable and useful it is more likely to prove harmful. The usefulness of such a study lies in the fact that each region (e.g. In case of India, Punjab, West Bengal, Rajasthan, Andhra Pradesh, Kerala etc.) have got their fascinating history. Different sages and seers, political leaders, social reformers from across the country have kept alive the great traditions of India culture and civilisation in their respective areas, however, their teachings never remained confined to any area or region but effected Indian life.

2.2.5 Local History

Despite the term being self-explanatory in history it does not necessarily mean only the history of a town or village in which the child lives. It includes the history of the suburbs and the neighbourhood with which the child is familiar. The materials in and around his neighbourhood will stimulate more interest in the child and it could be a profitable starting point in the teaching of history. Though there exist innumerable monuments and other sources of historical importance throughout the length and breadth of our country, but only resourceful teachers can make a full use of these in teaching effectively many of the important topics and events of national or provincial history. It is the duty of the history teacher to familiarise these students with their immediate surroundings and make the fullest possible use of such information in further enrichment of their knowledge of history.

The various advantages of teaching local history can be summarised as under:

- (a) The children became acquainted with the local customs and traditions which borders their outlook.
- (b) It is quite interesting to the students because it is related to their ancestors.
- (c) It develops in student's emotional feelings towards their religion and they become interested to work for its development.

- (d) It develops in students a scientific outlook.
- (e) Local surveys give valuable training in history. These are as useful as laboratory work in the teaching of science.
- (f) It helps in the development of skills and right attitudes.

Writing about the importance of local history, E.S. Hasluck says "The study of Local history is of real importance and should most certainly find some space, however, small, in the school history syllabus. It helps and brings home to the pupil, by everyday contact with historical scenes, names and buildings, the sense of the development which his country has undergone, and removes his thoughts from time to time away from the present to the contemplation of the ages that are passed".

2.2.6 Social History

It deals with the development of family and the related problems such as social organisations, traditions, education, agriculture etc. Thus, it is very wide subject and actually it indirectly deals with political history. It should be taught very cautiously and never in isolation.

Social history, sometimes called the new social history, is the field that includes history of ordinary people and their strategies and institutions for coping with life. In its golden age it was a major growth field in the 1960s and 1970s among scholars, and still is well represented in history departments.

Cultural history replaced social history as the dominant form in the 1980s and 1990s. It typically combines the approaches of anthropology and history to look at language, popular cultural traditions and cultural interpretations of historical experience. It examines the records and narrative descriptions of past knowledge, customs, and arts of a group of people. How peoples constructed their memory of the past is a major topic. Cultural history includes the study of art in society as well is the study of images and human visual production (iconography).

Modern Period

Modern period is the period of the highest development of culture and civilisation. Various political, social, economic and religious changes have taken place during this period. Science, literature, art, etc., have worked wonders. It shall not be wrong to call it an Age of science. It is an Age of Space Conquest. Man has established his supremacy not only over the nature but over the space as well. Every day the train of progress is going ahead. Modern history deals with all these things.

2.2.7 Religious History

There is a class of educationists that lays great stress on the study of religious history. It says that religion has influenced our civilisation and culture since the early ages. All the political and social events have taken place only on account of religion. Form this point of view, the study of Religious History is very important while studying religious history, we

should keep in mind that we do not look at religion from a universal and human point of view. It should be treated as a collection of virtues and good qualities that are helpful for the preservation of human race. While teaching Religious History, the teacher has to be very cautious. He has to present things in a very objective manner. He should not criticise any religion because this is likely to hurt the susceptibilities of the followers of that religion.

2.2.8 Economic History

While emphasising the importance of economic needs as the spring of all social conduct, Karl Marx has clearly laid down that it is the economic condition that determines and influence the progress of society and human beings. State, society, culture, art and literature etc., all depends upon economic circumstances. Since it all gives a central place to economic history so the study of economic history is very important Economic history should not be studied in isolation and an attempt be made to assess other types of events as well. We will come across many an instance in different period of history. When a powerful and strong willed ruler or conqueror appeared on the scene and brought about tremendous changes that greatly affected the social and economic life of the community.

Although economic history has been well established since the late 19th century, in recent years academic studies have shifted more and more toward economics departments and away from traditional history departments. Business history deals with the history of individual business organizations, business methods, government regulation, labour relations, and impact on society. It also includes biographies of individual companies, executives, and entrepreneurs. It is related to economic history; Business history is most often taught in business schools.

2.2.9 Political History

Freeman, a great historian, opines that history is essentially a record of political events because political events greatly influence the life of a community. But history must not remain only a record of political events. It must throw light on all aspects of community life the study of all aspects of political history not only satisfies the human curiosity but it also enable the students to have a knowledge of political events of the past. However, it should not be studied in a narrow manner, i.e., the deeds of the rulers and the political changes should not be the only concern of the political history.

2.2.10 Military history

Military history concerns warfare, strategies, battles, weapons, and the psychology of combat. The new military history since the 1970s has been concerned with soldiers more than generals, with psychology more than tactics, and with the broader impact of warfare on society and culture.

Understanding Warfare and Conflict:

Military history seeks to understand the nature of warfare and conflict, exploring the strategies, tactics, and innovations that have shaped the outcomes of battles and campaigns. Historians analyze military engagements from various perspectives, including the political, social, economic, and technological factors that influence military decision-making and outcomes.

Examining Military Institutions:

Military history examines the evolution of military institutions and organizations, tracing their development from ancient armies to modern armed forces. Historians study the structure, leadership, training, and doctrine of military organizations, as well as the roles of soldiers, officers, and commanders in shaping military operations and strategies.

Assessing Military Technology:

Military history assesses the impact of technology on the conduct of warfare, examining the development and deployment of weapons, equipment, and logistical systems throughout history. Historians analyze how technological innovations, such as firearms, artillery, naval vessels, aircraft, and communication systems, have influenced the dynamics of military conflict and warfare.

Exploring Social and Cultural Aspects:

Military history explores the social and cultural dimensions of war, examining the experiences of soldiers, civilians, and societies affected by conflict. Historians study the impact of war on communities, families, and individuals, as well as the ideologies, beliefs, and values that shape attitudes towards war and military service.

Understanding Global and Comparative Perspectives:

Military history provides insights into global and comparative perspectives on warfare, exploring the similarities and differences in military practices, strategies, and experiences across different regions and cultures. Historians examine how cultural, geographical, and political factors influence the conduct of warfare and the outcomes of military conflicts around the world.

2.2.11 History of religion

A significant area of historical study is the history of religion,

which focuses on the development, doctrines, customs, organizations, and impact of religious traditions over the course of human history.

This note explores the significance of religious history as a unique field of study, using particular instances from Indian historical studies.

Understanding Religious Traditions

Understanding the growth and development of many religious traditions—including Sikhism, Buddhism, Jainism, Islam, Christianity, and Hinduism is the goal of the study of religion history.

Historians investigate the beginnings, tenets, rites, and holy writings of many religions, as well as how they spread, changed, and interacted with other social and cultural factors.

Historians study the history of religion to comprehend the ways in which places of worship such as churches, mosques, monasteries, and temples have impacted religious life and society. Historians research the social impact, structure, governance, and interactions between religious institutions and the authorities in politics and culture.

The study of religion history examines the practices, rites, ceremonies, and religious experiences those followers of diverse religious traditions hold. Historians study how religious practices and beliefs have changed over time and how important they are for forming morality, identity, and social cohesiveness.

The history of religion has been a main theme for both secular and religious historians for centuries, and continues to be taught in seminaries and academe. This subject studies religions from all regions and areas of the world where humans have lived.

An extensive understanding of the wide and varied subject of religious history is necessary to understand the nuances of human spirituality, belief systems, and cultural identities. Studying religious history can teach us more about the diversity of human experiences and the ongoing significance of religious belief and practice in human communities.

2.2.12 Diplomatic history

Diplomatic history focuses on the relationships between nations, primarily regarding diplomacy and the causes of wars. More recently it looks at the causes of peace and human rights. It typically presents the viewpoints of the foreign office, and long-term strategic values, as the driving force of continuity and change in history. This type of political history is the study of the conduct of international relations between states or across state boundaries over time. Historian Muriel Chamberlain notes that after the First World War, diplomatic history replaced constitutional history as the flagship of historical investigation, at once the most important, most exact and most sophisticated of historical studies." She adds that after 1945, the trend reversed, and allowing social history to replace it.

2.2.13 Environmental history

Environmental history is a new field that emerged in the 1980s to look at the history of the environment, especially in the long run, and the impact of human activities upon it. The relatively newer field of Environmental history explores the interaction between human societies and the

environment. It investigates how nature and human activities have influenced each other throughout history. This type of history often delves into topics such as climate change, deforestation, and the impact of industrialization on ecosystems.

2.2.14 World history

World history is the study of major civilizations over the last 3000 years or so. World history is primarily a teaching field, rather than a research field. It gained popularity in the United States, Japan and other countries after the 1980s with the realization that students need a broader exposure to the world as globalization proceeds. It has led to highly controversial interpretations by Oswald Spengler and Arnold J. Toynbee, among others. The World History Association publishes the *Journal of World History* every quarter since 1990. The H-World discussion list serves as a network of communication among practitioners of world history, with discussions among scholars, announcements, syllabi, bibliographies and book reviews.

2.2.15 Intellectual history

Intellectual history and the history of ideas emerged in the mid-20th century, with the focus on the intellectuals and their books on the one hand, and on the other the study of ideas as disembodied objects with a career of their own.

A unique overview of thought in the course of human life is important. The transition of human life from a barbaric state to an organized civilized state did not happen through material progress alone. In fact, physical progress is not only achieved through physical effort, it has a foundation of thought somewhere. A thought flashes through a person's mind and the next step of progress is made. The discoveries of fire, the idea of the ploughshare, the technique of using the wheel, are all the fruit of thought. Ideology has the power to change the whole life. In the medieval period the ideological influence of God and theism is so overwhelming that the entire human group is debilitated. He has no choice but to bear all the injustices. If the God to whom one complains, to whom one should seek compassion, which has created a tyrannical kingdom, then to whom should one appeal? There is no facility to ask for praise. Rebellion, revolution cannot be thought of because God reigns over society the effect of being created.

2.2.16 Gender history

Gender history is a sub-field of History and Gender studies, which looks at the past from the perspective of gender. It is in many ways, an outgrowth of women's history. Despite its relatively short life, Gender History (and its forerunner Women's History) has had a rather significant effect on the general study of history. Since the 1960s, when the initially small field first achieved a measure of acceptance, it has gone through a number of different phases, each with its own challenges and outcomes. Although some of the changes to the study of history have been quite obvious, such as increased numbers of books on famous women or simply the admission

of greater numbers of women into the historical profession, other influences are more subtle.

In short, Gender history is concerned with the study of gender identity, roles, and relations in historical contexts. It examines how notions of gender have shaped power dynamics and societal structures. Works in this field often analyze topics such as women's suffrage, masculinity in war, and LGBTQ+ history.

2.2.17 Public history

Public history describes the broad range of activities undertaken by people with some training in the discipline of history who are generally working outside of specialized academic settings. Public history practice has quite deep roots in the areas of historic preservation, archival science, oral history, museum curatorship, and other related fields. The term itself began to be used in the U.S. and Canada in the late 1970s, and the field has become increasingly professionalized since that time. Some of the most common settings for public history are museums, historic homes and historic sites, parks, battlefields, archives, film and television companies, and all levels of government.

Check your progress:

- Q. 1 Write a note on military Systems.
- Q.2 Comment on the political and Economic History.

2.3 SUMMARY

In conclusion, the study of history is multifaceted, with each type offering a unique perspective on the past. Political, Social, Cultural, Economic, Intellectual, Environmental, and Gender history provide lenses through which historians can analyze and interpret historical events and their impact on societies. By understanding and utilizing these diverse types of history, we gain a richer and more nuanced understanding of the complexities of human history.

2.4 QUESTIONS

- 1. Describe in detailed kinds of History.
- 2. Explain the types of History with special reference to Gender History.
- 3. Discuss the significance of types of History in research.

2.5 ADDITIONAL READING

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Types of History



HISTORY AND AUXILIARY SCIENCES

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

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3.2.1.4 History and Psychology

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3.2.2 Natural Sciences

3.2.2.1 Biology

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3.2.2.4 Alchemy- Chemistry

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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

3.0 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.

History and Auxiliary
Sciences

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 Hitters 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 Lorraine 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 Ancillary Sciences. We shall see how natural sciences strengthened the base of historical research especially while dealing with 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 Mehengjo-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 nocks 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 of 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 palaeography is less likely to be carried away by superficial resemblances to take external appearances for granted. Palaeography 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 is as a subsidiary of Diplomatic. 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 palaeography 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?

Q. 2 Write a note on the History and their 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 READING

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CLASSIFICATION OF SOURCES

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 Additional Reading

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 an important role in the history writings. Hence the historian carries 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 new paper 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 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, remain of prehistoric villages, towns, ancient inscriptions on the sides of rocks; in short, any bit of testimony, and 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 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 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 a mining process, having for its object to bring the raw material of history to light. From this point of view Niebuhr was led to describe it as a "working under-ground".

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.

The historical sources can be of two types-Primary and Secondary. A primary source is the testimony of an eye witness or mechanical device which was present at the time of the occurrence of an event. It is the job of the historian to convert the scattered difficult primary sources into coherent, intelligible secondary sources. No historian who has not himself worked in primary source material can be regarded as a competent historian. The secondary source on the other hand is the testimony of someone who was not present at the time of the occurrence of the event: The book written by the historian is a secondary source on which a large number of people, interested in the problem with which it deals, rely. The secondary sources are also of great historical importance to the historians. A historian embarking on some topic of research should master all the existing secondary material. In short, the secondary source is itself dependent on primary sources. Drawing a distinction between primary and secondary sources Prof. Marwick says, "The primary source is the raw materials, more meaningful to the expert historian than to the layman the secondary source is the coherent work in history, article, dissertation or book in which both the intelligent layman and the historian who is returning 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".

A primary source may contain secondary data for example a communiqué written by a general may be for most part a primary source, but most of

the details contained in the communiqué may be secondary because most of the information provided by the communiqué may come from his subordinates, similarly the newspapers are usually considered primary source but the information provided by the newspapers is not all based on primary sources. For example certain incidents reports by the paper may be such which the correspondent saw or in which he actually took part, while certain other information may be based on official sources or sources usually considered reliable. In the light of the above discussion it can be said that the sources whether they are primary or secondary are important to the historian because they contain primary particulars.

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 include 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-Afghina. 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.

➤ **Contemporary records**

A contemporary record according to Gottschalk is "a document intended to convey instructions regarding a transaction or to aid the memory of the persons immediately involved in the transaction". The instruction document may be in the form of appointment notification, a command on the battlefield, a direction from foreign office to the ambassador etc. However it is absolutely essential to ascertain their authenticity before accepting their contents.

The stenographic and phonographic records

The stenographic and phonographic records are also valuable source to the historian for what was actually said. Usually before the records are completed they are dictated to the stenographic records are valuable because they provide an insight into emotion stresses and actual working of the mind of person, which may not be available from the final report.

Business and legal papers

The business and legal papers like bills, journals, orders, leases, wills, tax records give an insight into the working of the firm as well as the persons involved. Usually such business and legal papers are

➤ **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. Mohenjo-Daro 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.

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.

Sources a for Medieval India

➤ 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 includes 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 Gazni's invasion of India.

There is lot of writings about the Sultanate and Mughal period. "Tabaqat-i-Nasiri" of Minhaj-us-Siraj is an important contemporary source giving firsthand account of the conquests of Muhammad Ghor 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 Khusrau 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 Khusrau 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 Khusrau has several other works to his credit. This includes 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 Firoz Shah. 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. It is a complete history of the Mughals beginning with the reign of Babur up to 1733. He has dealt with all aspects of Aurangzeb's reign, including the aftermath of his illiberal policies.

Foreign Travellers

Foreign travellers visited India of the medieval times and left behind them interesting accounts. Arab chroniclers bestowed much attention upon the Arab invasion of western India. Which led to the conquest of Hindustan, the Islamic historians gave much prominence to the developments in India in their writing. Alberuni, the great Arabic scholar, studied the culture of India, learned Sanskrit and wrote his travel accounts. Nicolo Conti, Abdur Razaak and Athanasius Nikitin, who visited the country including the south, have made useful references to the political and social life of

people. During the reign of Akbar the Jesuit Missionaries reached the Mughul Empire. Normally they landed at Goa or Hooghly after much proceeded to the Northern cities like Delhi and Agra.

Captain Howkins and Sir Thomas Row visited India during the reign of Jahangir. The French travellers, Bernier and Tavernier were in the country. When the war of succession was fought by the sons of Shahjahan, Being foreigners to the land but well educated they could analyse the events critically. However it can be ignored that at times they depended upon rumours and they allowed their western bias to vitiate their judgment. In spite of these their diaries and travel accounts convey considerable information about the character of the rulers nature of their administration and the political, social and economic life of the people.

Source for Modern History

It is not easy to indicate when the modern period began in India History. In the west the Renaissance, the geographical discoveries and the reformation brought in their wake and end of feudalism, rise of nation states and advance in science. But in India the feudal system continued to exist as a formidable factor till the end of the eighteenth century. It was destroyed and the country was unified under the British away by about 1800.

From the beginning the English and other European powers based their transactions in India on State papers. With the establishment of British ascendancy, care was taken for the preservation of documents. The servants of the English East India Company were required to keep detailed records of their transactions for the perusal of their masters of London. In 1719 the court of Directors ordered that every member would have liberty to dissent from the resolutions of the council and gave his reasons in writing. From the different centers public servants sent notes, letters and memoranda to the collectors, collectors sent their correspondence to the Board of Revenue, Board of Revenue sent their papers to the governor, the governor general and the court of Directors. In addition there were dissenting notes, country correspondence and miscellaneous items. As a result the volumes of documents went on increasing enormously, supplying abundant material for historical research. For the preservation of the records, the British government created the record offices at the provincial towns, the Imperial Record Office at New Delhi and Indian Office at London.

Since independence the Record offices were reorganized into state archives, of which those at Madras, Calcutta and Bombay possess the largest collections. The imperial Record Office is reorganized into the National Archives. Vast Collections of papers historical importance continued to remain under private custody. The historical Records commission for the survey of historical records has launched a drive for the acquisition of these papers. The collected papers are kept in archival institutions.

The contemporary periodicals and newspapers give 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.

Check your Progress:

- 1) Write a note on sources of Medieval India
- 2) Explain the Sources for Modern India.

4.5 SECONDARY SOURCES

The above primary sources can be of great help to the historian if he has acquired thorough knowledge of the background through the study of secondary sources. On the basis of this basic knowledge he can fit in the contemporary documents at relevant places and can even correct the secondary account. Prof. Gottschalk says that the secondary sources serve a fourfold purpose for the historians.

1. To derive the setting into which to fit the contemporary evidence upon his problem, being always prepared however to doubt and to rectify the secondary account wherever a critical analysis of contemporary witness makes it necessary to do so.
2. To get leads to other bibliographical data.
3. To acquire quotations associations from contemporary or other sources but only if they are not more fully available elsewhere and always with skepticism about their accuracy especially if they are translated from another language.

4. To derive interpretation of and hypotheses regarding his problem but only with a view of testing or improving upon them never with the intention of accepting them out right.

In historical research, secondary sources play a vital role in the process of understanding and interpreting the past. These sources are created by scholars and historians who analyze primary sources and other secondary sources to construct narratives, interpretations, and analyses of historical events and phenomena. Understanding the nature and significance of secondary sources is crucial for historians to conduct thorough and accurate research

Characteristics of Secondary Sources:

Interpretation: Secondary sources provide interpretations, analyses, and evaluations of historical events, figures, and phenomena. Historians examine primary sources and employ various methodologies to interpret and contextualize the information they contain.

Synthesis: Secondary sources often synthesize information from multiple primary sources and other secondary sources. Historians collate evidence, compare perspectives, and construct narratives that offer comprehensive understandings of historical topics.

Scholarly Contribution: Secondary sources contribute to the ongoing scholarly discourse within the field of history. Historians engage with existing research, critique interpretations, and offer new insights that further enrich the understanding of the past.

Contextualization: Secondary sources contextualize historical events within broader frameworks, such as socio-cultural, political, economic, or intellectual contexts. This contextualization helps historians elucidate the complexities and significance of historical phenomena.

Types of Secondary Sources:

Books and Monographs: Scholarly books and monographs written by historians provide in-depth analyses of specific historical topics. These works undergo rigorous peer review and are often considered authoritative sources within the field.

Journal Articles: Articles published in historical journals present focused analyses of particular aspects of history. These articles contribute to scholarly debates and discussions, offering nuanced interpretations and new perspectives.

Historiographical Works: Historiographical works survey and analyze the existing scholarship on a particular historical topic or period. These works trace the evolution of historical interpretations over time and assess the contributions of different historians and schools of thought.

Documentary Collections: Edited collections of primary source documents accompanied by scholarly commentary constitute secondary

sources. Historians use these collections to examine original sources within a structured framework provided by the editor.

Biographies: Biographical studies offer insights into the lives and actions of historical figures. While primarily focused on individual experiences, biographies often illuminate broader historical contexts and themes.

Importance of Secondary Sources:

Critical Analysis: Secondary sources enable historians to critically analyze and evaluate historical evidence and interpretations. By engaging with existing scholarship, historians can assess the strengths, weaknesses, and biases of different interpretations.

Contextual Understanding: Secondary sources provide context and perspective, helping historians situate historical events within broader narratives and frameworks. This contextual understanding is essential for interpreting the significance and implications of historical phenomena.

Historiographical Awareness: Through secondary sources, historians develop awareness of historiographical debates, trends, and methodologies within the field. This awareness informs their own research practices and enables them to contribute meaningfully to the ongoing discourse.

Research Guidance: Secondary sources guide historians in identifying relevant primary sources, theoretical frameworks, and methodological approaches for their research. They provide a foundation upon which historians can build their own inquiries and interpretations.

In conclusion, secondary sources are indispensable tools for historians seeking to unravel the complexities of the past. By engaging with interpretations, analyses, and syntheses offered by other scholars, historians enrich their understanding of historical events and contribute to the cumulative knowledge of humanity's collective memory.

Check your Progress:

- 1) Describe the types of Secondary Sources
- 2) Discuss on the Importance of Secondary Sources

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) Review the sources for Medieval and Modern Indian History.
- 5) Explain the primary sources for the historical research.

4.10 ADDITIONAL READING

- 1) Adams, John. Contextualizing History: The Role of Secondary Sources, Cambridge University Press, 2019.
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AUTHENTICITY & CREDIBILITY OF SOURCES

Unit structure:

- 5.0 Objectives
- 5.1 Introduction
- 5.2 Puzzles of Past
- 5.3 Socio-political & religious influences on history writing
- 5.4 Analytical operations
- 5.5 Authenticity of Ancient, Medieval and Modern Sources
- 5.6 Authenticity of Sources
- 5.5. The Criteria of Authenticity of Sources in Historical Research
- 5.8 Credibility of historical Sources
- 5.9 Summary
- 5.10 Questions
- 5.11 Additional Reading

5.0 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.

5.1 INTRODUCTION

The selection of a subject, preparation of a bibliography and the development of an outline together with the realization of the necessary requisites for research entitle a scholar to take up the main task of research. Researcher has now a clear picture of the several activities he has to perform. For this he has to do a variety of jobs which could be grouped under two or three major headings, the first of which is technically called analytical operation. 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 is split up into its elemental parts, to its single idea and then its validity is tested.

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.

5.2 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.

5.3 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 Herodotus 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 "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.

Authenticity & Credibility
of Sources

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 its 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, and combination of circumstances were challenged by those who wanted more analytical approach to history. 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 has 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 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 it 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.

5.4 ANALYTICAL OPERATIONS

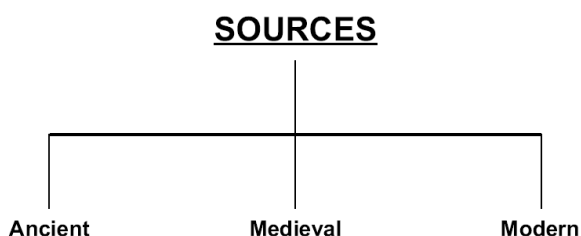
There are various sources of history from which a researcher develops his narratives and analyse the same. Analytical operation has been divided into two branches, namely external criticism and internal criticism. These two branches have other names as well. External criticism is called heuristics, which 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 specially used-for the Scriptures. The main job of these two types of criticism is to pronounce whether a given idea is acceptable as a fact or not. Events, occurrences and happenings as presented in the records may or may not conform to reality, for they might have been distorted, twisted or misrepresented. Their true picture will be revealed only when their masks are lifted. In order to find out the truth methodology uses two different apparatuses, heuristics (External Criticism) and hermeneutics (Internal Criticism).

Check your Progress :

- 1) Explain the analytical operations.

5.5 AUTHENTICITY OF ANCIENT, MEDIEVAL AND MODERN 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 arrive 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 Baburnama 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 far. The 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 Bhillam, the fort made his name immortal in history. Apart from forts buildings, 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.

5.6 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 sceptically 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 information or events of the world we rely on encyclopaedias.

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?
- In case 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

Authenticity & Credibility
of Sources

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

Having for its purpose the inquiry into the origin or provenance of sources, higher criticism investigates first, their genuineness or authenticity, namely, their date, place of composition, and authorship; secondly, their derivation and dependence in regard to content.

There are 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 knows 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.

The three outstanding and most significant points of inquiry in the entire process of the critical examination of sources are genuineness, integrity and credibility. All three are vital for the historian's purpose. A document may be genuine but not textually intact; it may be genuine and textually intact, and still not be credible as a source of information. Again, to be credible, it must be of proved integrity, at least substantially. If the document fulfils all three conditions, if it is genuine, textually intact, and credible, then its contents (at least in the large) must be accepted as true.

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 especially manuscripts like Government orders, deeds, Sanads, correspondence hence a researcher should take at most care to handle 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) Write a note on Accuracy, Authority and Coverage.

5.7 THE CRITERIA OF AUTHENTICITY OF SOURCES IN HISTORICAL RESEARCH

In historical research, authenticity is a fundamental criterion for assessing the reliability and trustworthiness of sources used to reconstruct the past. Historians rely on various criteria to determine the authenticity of sources, ensuring that the evidence they employ accurately reflects the events, people, and contexts of the historical period under study. The criteria of authenticity encompass factors related to the origin, content, context, and integrity of historical sources.

1. Provenance and Chain of Custody:

The provenance of a source—its origin and chain of custody—is a crucial factor in determining its authenticity. Historians examine the source's creation, transmission, and preservation history to establish its reliability and trustworthiness. Authentic sources maintain a clear and documented chain of custody, demonstrating their authenticity from the time of creation to the present day.

2. Contemporary Documentation:

Contemporary documentation—sources created during the historical period under study—enhances the authenticity of historical accounts. Primary sources, such as official records, personal letters, and eyewitness testimonies, provide direct evidence of historical events and experiences. Sources produced contemporaneously with the events they describe are

less susceptible to distortion or manipulation and offer valuable insights into the attitudes, perspectives, and motivations of historical actors.

Authenticity & Credibility
of Sources

3. Consistency and Coherence:

Consistency and coherence within a source contribute to its authenticity by reinforcing its internal reliability. Historians assess the logical coherence of a source's narrative, examining the connections between different elements and the overall structure of the account. Authentic sources present a coherent and internally consistent portrayal of events, minimizing contradictions or discrepancies that may undermine their credibility (Brown 118).

4. Contextual Congruence:

The contextual congruence of a source—its alignment with the historical context and cultural norms of the period—is a key criterion of authenticity. Historians evaluate the language, style, and tone of a source to determine its congruence with the socio-cultural and political milieu of the historical period. Authentic sources reflect the linguistic conventions, ideological beliefs, and social practices of their time, providing valuable insights into the mindset and worldview of historical actors (Adams 85).

5. Cross-referencing and Corroboration:

Cross-referencing and corroboration from multiple independent sources strengthen the authenticity of historical accounts. Historians seek corroborating evidence from diverse sources, including primary documents, archaeological findings, and secondary analyses, to validate the claims made in a particular source. Consensus among multiple sources enhances confidence in the authenticity of the historical narrative and mitigates the risk of reliance on biased or unreliable sources.

6. Authorship and Attribution:

Authorship and attribution play a significant role in determining the authenticity of historical sources. Scholars assess the credibility and expertise of the source's author or creator, considering their qualifications, biases, and motivations. Authentic sources are often authored by eyewitnesses, participants, or contemporary observers with firsthand knowledge of the events they describe. Scholars also examine the provenance and reliability of attributions to ensure the accuracy of source identification.

5. Challenges and Controversies:

Despite efforts to establish authenticity, historical sources are subject to challenges and controversies that complicate their assessment. Forged documents, falsified artifacts, and misrepresented sources pose significant obstacles to historical inquiry, requiring scholars to exercise caution and skepticism in their analysis. Moreover, ideological agendas, political biases, and cultural perspectives can influence the interpretation and

presentation of historical sources, leading to debates and disagreements among scholars.

Check your Progress:

- 1) Describe the criteria of authenticity of sources in historical research.

5.8 CREDIBILITY OF HISTORICAL SOURCES

Noting that few documents are accepted as completely reliable, Louis Gottschalk sets down the general rule, "for each particular of a document the process of establishing credibility should be separately undertaken regardless of the general credibility of the author." An author's trustworthiness in the main may establish a background probability for the consideration of each statement, but each piece of evidence extracted must be weighed individually.

The credibility of historical sources is foundational to the integrity of historical research, ensuring that interpretations of the past are grounded in trustworthy evidence. Historians navigate a complex landscape of sources, ranging from firsthand accounts to interpretive analyses, each carrying its own potential for bias, error, or manipulation. Evaluating the credibility of these sources requires a multifaceted approach that considers factors such as reliability, coherence, corroboration, and authorial intent.

Reliability and Accuracy:

The reliability and accuracy of a historical source are central to its credibility. Historians scrutinize sources for factual errors, inconsistencies, or exaggerations that may undermine their reliability. Sources that provide detailed, verifiable information about events, individuals, and contexts are deemed more credible than those with vague or unsubstantiated claims.

Coherence and Consistency:

Coherence and consistency within a historical source bolster its credibility by enhancing its internal reliability. Historians assess the logical coherence of a source's narrative, examining the connections between different elements and the overall structure of the account. Sources that present a coherent and internally consistent portrayal of events are more likely to be deemed credible.

Corroboration and Multiplicity:

Corroboration from multiple independent sources strengthens the credibility of historical accounts. Historians seek corroborating evidence from diverse sources, including primary documents, archaeological findings, and secondary analyses, to validate the claims made in a particular source. Consensus among multiple sources enhances confidence in the credibility of the historical narrative.

Authorial Expertise and Bias:

The expertise and bias of a source's author or creator influence its credibility. Historians assess the qualifications, background, and motivations of the source's author, considering factors such as education, experience, and ideological leanings. Sources authored by individuals with relevant expertise and a reputation for scholarly rigor are generally viewed as more credible, provided that biases or agendas are transparently acknowledged and mitigated.

Historiographical Reception:

The historiographical reception of a source—its reception and interpretation by other historians can affect its credibility. Historians consider how a source has been received within the scholarly community, examining reviews, critiques, and analyses by other scholars. Sources that have withstood critical scrutiny and contributed to the advancement of historical understanding are often regarded as more credible.

Credibility is a critical aspect of historical sources, shaping the reliability and trustworthiness of evidence used to reconstruct the past. By assessing factors such as reliability, coherence, corroboration, authorial expertise, and historiographical reception, historians can evaluate the credibility of sources and construct more accurate and nuanced interpretations of history.

Check your Progress:

- 1) Write a note on credibility of Historical sources.

5.9 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.

5.10 QUESTIONS

- 1) Examine the authenticity of historical sources.
- 2) Write a detailed note on the credibility of historical sources.
- 3) Analyse the importance of authenticity and credibility in historical research.
- 4) Review the criteria of authenticity of sources in historical research.

5.11 ADDITIONAL READING

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METHODS OF DATA COLLECTION

Unit Structure:

- 6.0 Objectives
- 6.1 Introduction
- 6.2 Difficulties in collecting Historical data
- 6.3 Chief sources of data collection for history
- 6.4 Following four methods are employed in collecting data from primary sources
- 6.5 Summary
- 6.6 Questions
- 6.7 Additional Reading

6.0 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.

6.1 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.

6.2 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 numismatic 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.

6.3 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 everything 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 sometimes 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 cannot 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 something 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.

6.4 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 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, and 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; if isbeneficial 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 assign 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 archive? Explain its types.
- 2) Explain the significance of Interview method.

6.5 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.

6.6 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.

6.7 ADDITIONAL READING

- 1) Brown, Sarah, Preserving Memories: Oral History Interviews in Historical Research, Oxford University Press, 2020.
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- 5) Shafer R. J., A Guide to Historical Method, Illions : the Dorsey Press, 1974.
- 6) Smith, David. Primary Sources in Historical Research: Analyzing Documents and Artifacts, University of Chicago Press, 2018.



STEPS IN RESEARCH DESIGN

Unit Structure:

- 7.1 Objectives
- 7.2 Introduction
- 7.3 What is research?
- 7.4 Aims and Objective of Historical research
- 7.5 Types of History research
- 7.6 Choosing a Topic and Historical Thought
- 7.7 Formulating Research Questions
- 7.8 Aims and Objectives of Research Topic in History
- 7.9 Importance of the Theme and Significance of the Study in Historical Research
- 7.10 Conceptual Framework in Historical Research
- 7.11 Formulating Hypotheses
- 7.12 Locating Relevant Sources
- 7.13 Reviewing existing literature
- 7.14 Selecting Methodologies and Approaches
- 7.15 Data Collection and Analysis
- 7.16 Synthesizing findings and Drawing Conclusions
- 7.17 Presentation or Writing Report and Communicating results
- 7.18 Questions
- 7.19 Additional Reading

7.1. OBJECTIVES

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

- Understand the meaning and Objectives of Historical research
- Grasp the types of history research
- Understand the scientific methods and process in research.
- Comprehend the use of steps in Historical research

7.2. INTRODUCTION

After acquiring the status 'History' as subject in social sciences school, the concept of history research has been developed for the last two hundred years. Various an excavation works carried out under the historical research. The inscription was read. The documents of the last four to five hundred years have been discovered. Historical research was done by applying all these research related tools. A history book has been published by renowned researcher. A similar attempt took place in India, although not all the threads of the history have been unraveled. Although the evidence has been searched for, there are still thousands of evidences that have been forgotten and not recorded all over the world. Even in a country like India, which has a rich historical heritage, monuments, architecture remains are still found. Although attempts have been made to unravel history in the last two hundred years, many eras are still like this. In many cases the information obtained is not perfect. This makes historical research an ongoing process, a process of 'research' until all the past can be clearly mapped on the basis of evidence.

Moreover, time is a continuous flow, it is not stopped. Today's present also accumulates in the past. Even today's events are becoming tomorrow's history. It has to be studied and researched. It is true that this search will be of the recent past, but the search for meaning history will continue. How is this search done? What are the research methods of history? We are going to consider such questions in this chapter. First of all we will discuss that what is research?

7.3. WHAT IS RESEARCH?

Collection of information for some specific purpose associated with answering questions, solving problems or generating understanding. Research is a purposeful task-to knows, to understand, to explain or to predict. Historical research involves the inquiry into human and institutional interaction. It also concerns with the way men and women interact as individuals and as groups and with the way they structure their governments for the purpose of managing, guiding and directing their public affairs. Research into social activity, whether political or economic is social science research. Two questions are always raised: the subject for our inquiry: What do we want to know about? The other response concerns the vehicle for the subject, which is the object of research: How will we find out about it?

Historical research is a meticulous journey into the past, aiming to understand events, people, and societies of bygone eras. At the heart of this pursuit lies the formulation of research questions. Crafting insightful and purposeful research questions is essential, as they guide the direction of inquiry, shape the methodology, and ultimately determine the depth and relevance of the study. This note elucidates the significance of formulating research questions in historical research and offers guidance on crafting effective inquiries.

Check your Progress:

1) What is historical research?

7.4 AIMS AND OBJECTIVES OF HISTORICAL RESEARCH

Historical study is useful for comprehending the past, influencing current discussions, and determining the course of the future. Historical research in India covers a wide range of topics, such as environmental changes, political movements, cultural exchanges, and socioeconomic changes, all of which add to our knowledge of this country's multifaceted and varied past.

1. Understanding Historical Processes:

One of the primary objectives of historical research is to understand the processes and dynamics that have shaped the course of Indian history. Historians examine significant events, developments, and transformations—like the Indus Valley Civilization, the Mauryan Empire, Mughal rule, or the Indian independence movement—and explain the socio-political, economic, and cultural forces at work through the study of primary sources, archaeological discoveries, and secondary literature (Sen 45).

2. Challenging Dominant Narratives:

The aim of historical research is to provide different perspectives of Indian history and to subvert prevailing narratives. Historians investigate neglected voices, experiences, and different points of view, challenge received wisdom, and critically evaluate current interpretations. Research on women's movements, underprivileged communities, or subaltern histories, for instance, challenges dominant narratives of privilege and power and provides new insights on India's varied past (Gupta 72).

3. Understanding Contemporary Debates:

By offering historical background, antecedents, and analogies, historical study contributes to the current debates and conversations. Historians present insights on the opportunities, problems, and challenges that Indian society is currently confronting by analyzing historical events, policies, and practices. Research on historical Contemporary India's agrarian reforms, communalism, or environmental preservation, for example, provides insights into contemporary problems and influences public policy and discourse (Sharma 98).

4. Preservation and promotion of Cultural Heritage:

In order to preserve cultural legacy and raise historical consciousness among India's different ethnicities, historical research is essential.

Historians maintain and interpret India's rich cultural legacy by studying art, architecture, literature, religion, and customs. This helps to build pride,

identity, and a sense of belonging in both the current and future generations. The preservation and promotion of India's unique cultural legacies are made possible by research on heritage locations, oral traditions, and intangible cultural practices (Kumar 115).

5. Advancing Historical Scholarship:

Ultimately, historical research aims to advance historical scholarship by generating new knowledge, methodologies, and interpretations. Historians contribute to the collective body of historical knowledge through their research findings, publications, and engagements with academic communities. Our grasp of India's past is enhanced by historical research, which also generates future investigations into its intricacies by encouraging discourse, collaboration, and multidisciplinary interchange (Chakravarti 130).

To sum up, historical study in India has several benefits, such as helping to comprehend historical processes, criticizing prevailing theories, influencing current discussions, preserving cultural legacy, and furthering historical scholarship.

Historians contribute to our understanding of India's rich and multifaceted history by exploring a range of topics and using a variety of approaches.

Check your progress:

- 1) Explain the aims and objectives of historical research.

7.5 TYPES OF HISTORY RESEARCH

History research and history writing are two different things. History research is the first step. Based on that, history writing is the second stage. History writing is both research based and based on a sequential curriculum. In history writing in the form of serial books, the author usually takes into consideration the previous serial books, syllabus etc. There are three main types of historical research. These are-

1) Fundamental research

Historical research basically means re-analyzing history by finding unknown threads in history that go back to us so far. This means that before starting the historical research, it is necessary for the researcher to know all the known history so far. In this way some new information is brought to light. This research is called basic research. Basic research uncovers many unknown threads. The course of the past becomes clear. In 1922, Harappa was excavated at Mohenjodaro and a new culture was discovered. Recently, a similar culture was discovered at Kotdabazar in Rajasthan. The knowledge of history is increased.

2) Analytical Research

Another type of research is analytical research. Studying the available information from a new perspective, analyzing it is also the research of

history. In this type historical instruments have to be re- evaluated, the reliability of the instruments is re- examined. After the information is logically ordered, it is analyzed, and either a new meaning is established or an old meaning is reaffirmed. In this type, the researcher has to do the job of narrating the events of the past, interpreting the events. The information that was initially available about the history of the Marathas continued to be analyzed on the basis of new evidence. History has unfolded in detail, the history of modern India has also been continuously analyzed and research has been done from it, and is still being analyzed. There is a continuous analysis of the motivation in the freedom movement, and the currents of thought in the movement. Analytical research is primarily in the form of an examination of published literature and a combination of unpublished literature.

3) Connotative and Generalization

We understand what generalization is in terms of history. In the third type of historical research, an attempt is made to analyze the events that happened in the past, to interpret those events and to break the formula of generalization. This type is called interpretative and generalizable research. By analyzing the available information and applying it in a new way, it is searched whether any principle can be understood from it. This research is philosophical in nature. Philosophy of history is the result of such research. How did the events happen? Along with understanding this, why did they happen the way they did? Who made it? Why happened at the same time? Such questions are considered logically. From that, some generalization formulas are blurred. In this way, Karl Marx explained the economic formula of the historical progress of the whole world. Hegel sought the ultimate in it. Arnold Toynbees also very well interpreted cultural growth and downfall.

Check your progress:

- 1) Write a note on types of historical research.

7.6 CHOOSING A TOPIC AND HISTORICAL THOUGHT

It is important to remember that selecting a topic is very personal and that thorough, methodical study is necessary for success. Any study topic should be examined from an intellectual perspective rather than one based on personal gain. We chose the subject and the target of our investigation, but we are unable to control how it will turn out, which makes our research committed. It is ideological above all else because we get to decide what questions to ask. The subject and the object must initially be matched, regardless of which one we select. We will have to ask a subjective question at the outset of gathering study data because, although the object serves as the means of collecting data, the subjective question serves as a tool for organizing the data. Even though achieving the objective is always the primary concern, if systematic reporting of the findings is desired, we will also include the subject. We have limited time therefore we need to choose a methodical approach to answering the topic.

Care to be taken while choosing the subject: The subject related to the field you will choose basic knowledge of the field is required. Basic knowledge of the field is required. A minimum knowledge of economics is expected for those who wish to research a topic related to economic history. It doesn't matter that I am a professor of history what do I have to do with economics. When choosing a subject, how much material is available on that subject, where can it be found, are there enough tools available? It is also necessary to take care of them. Considering the scope of the subject, in how many years can this work be done? A short thesis can be written only for a degree or for a Ph.D. Need to do a comprehensive research project for? Research work should be started only after finding the answer to this question. Apart from that care must be taken to know whether we have knowledge of the language in which the original material is contained. Most of the documents of Maratha dynasty are in Modi script, Urdu, Farsi Marathi language, without minimum knowledge of script of these languages we will not be able to reach the original instrument. So then either learn that language or choose a subject in another field. Implications Historical research is such subversion.

Selecting a topic frequently involves determining the topics that need to be studied; without these, effective analysis would be impossible. Understanding the concepts is more of a challenge in study than just defining them.

Check your progress:

- 1) What kind of care to be taken while selecting research topic?

7.7 FORMULATING RESEARCH QUESTIONS

Formulating research questions is a pivotal aspect of historical research, guiding scholars in their exploration of past events, societies, and cultures. In the context of Indian history, the formulation of research questions plays a crucial role in unraveling the complexities of the subcontinent's rich and diverse heritage. Crafting insightful research questions not only shapes the direction of inquiry but also influences methodologies, source selection, and the generation of new knowledge.

The Significance of Research Questions:

Guiding Inquiry: Research questions serve as beacons, guiding scholars through the labyrinth of historical records and narratives. They delineate the scope of investigation, helping researchers focus their efforts on pertinent aspects of the past. For example, questions might explore the impact of colonialism, the dynamics of caste, religious syncretism, or economic structures. Or how did the Black Death influence the social and economic structures of medieval Europe? This research question directs scholars to explore the multifaceted impacts of the Black Death, guiding them to investigate changes in population dynamics, labor markets, urbanization patterns, and social hierarchies during the medieval or modern period. By focusing on this specific inquiry, historians can delve

into primary sources such as contemporary accounts, census records, and economic documents to unravel the intricate consequences of this devastating pandemic.

Framing Methodology: The formulation of research questions influences the choice of research methods and sources. Whether employing archival analysis, oral history interviews, or comparative analysis, the questions dictate the approach, enabling researchers to uncover meaningful insights. Research questions also inform the choice of methodologies and sources utilized in historical research. Depending on the inquiry, historians might employ textual analysis, archaeological excavation, ethnographic studies, or a combination of methods.

For example what role did gender play in the suffrage movement in the early 20th century United States? This research question prompts historians to adopt a gender-sensitive approach, examining how perceptions of masculinity and femininity shaped participation, strategies, and outcomes in the suffrage movement. Researchers may employ diverse methodologies, including the analysis of suffragist writings, public speeches, legislative debates, and visual propaganda, to elucidate the interplay between gender dynamics and political activism during this transformative period.

Facilitating Critical Analysis: Well-crafted research questions encourage critical thinking and analytical rigor. They prompt historians to interrogate sources, challenge assumptions, and evaluate evidence, fostering a nuanced understanding of historical phenomena.

Well-designed research questions prompt historians to critically engage with primary and secondary sources, challenging prevailing narratives and interpretations. This critical analysis is essential for developing nuanced understandings of Indian and world history.

For Example To what extent did nationalism contribute to the outbreak of World War I? This research question encourages scholars to critically assess the role of nationalism as a causal factor in the origins of World War I. Historians may interrogate primary sources such as diplomatic correspondence, nationalist literature, and propaganda materials to evaluate the influence of ethno-national aspirations, territorial disputes, and imperial rivalries on the geopolitical landscape of early 20th-century Europe. By subjecting historical narratives to rigorous scrutiny, researchers can uncover the complex nexus between ideology, statecraft, and international conflict.

Generating Knowledge: By posing insightful inquiries, historians contribute to the ongoing scholarly discourse on Indian and world history. Research questions stimulate intellectual curiosity, leading to the exploration of new perspectives, the discovery of untapped sources, and the creation of innovative interpretations. Engaging with unanswered queries or revisiting conventional narratives can lead to novel interpretations and discoveries, enriching scholarly discourse. For instance what were the cultural and intellectual consequences of the Renaissance in

Italy? This research question stimulates inquiry into the cultural, artistic, and intellectual ferment of the Italian Renaissance, inviting historians to explore the revival of classical learning, the patronage of the arts, and the emergence of humanist thought. By analyzing primary sources such as Renaissance treatises, artistic masterpieces, and correspondences among scholars and patrons, researchers can illuminate the transformative impact of this pivotal period on literature, philosophy, science, and the visual arts, thereby enriching our understanding of the Renaissance as a crucible of innovation and enlightenment.

Guidelines for Formulating Research Questions

Clarity and Specificity: Research questions should be clear, concise, and specific. Ambiguity hampers investigation, whereas precise inquiries delineate the boundaries of study and facilitate focused research. For example, instead of asking "How did World War II affect society?" a clearer question would be "How did World War II impact women's participation in the workforce in the United States?"

Relevance and Significance: Questions should address issues of historical significance, relevance, or controversy. They should resonate with existing scholarship or fill gaps in knowledge, contributing meaningfully to the discipline. For instance, "What were the socio-economic consequences of the British Raj in India?" addresses a significant aspect of colonial history with enduring implications.

Feasibility: Researchers must consider the feasibility of their inquiries in terms of available sources, time constraints, and methodological limitations. Realistic questions ensure practicability and avoid frustration. Example: A question like "What were the thoughts and feelings of ordinary citizens during the Russian Revolution?" might be challenging due to limited direct sources, whereas focusing on specific groups or events might yield more feasible inquiries.

Openness to Interpretation:

Openness to Interpretation: While specific, research questions should also allow for multiple interpretations and avenues of exploration. They should invite nuanced analysis and accommodate the complexities of historical inquiry. For example, "To what extent was the American Revolution driven by economic interests rather than ideals of liberty?" invites different perspectives and encourages nuanced analysis.

Contextualization: Contextualizing research questions within broader historical frameworks is crucial. Understanding the socio-cultural, political, and economic context of the period under study enriches the formulation process and fosters holistic interpretations. Example: "How did religious beliefs influence political power structures in medieval Europe?" acknowledges the interconnectedness of religion and politics in a specific historical context.

Engagement with Existing Scholarship: Familiarize yourself with existing literature and scholarly debates related to your research topic. For Example: "In what ways does my research build upon or challenge existing interpretations of the causes of the Great Depression?" demonstrates engagement with historiographical debates.

Formulating research questions in history is an art that requires careful consideration of clarity, relevance, feasibility, openness to interpretation, contextualization, and engagement with existing scholarship. By adhering to these guidelines, historians can craft purposeful inquiries that contribute meaningfully to our understanding of the past, enriching scholarly discourse and advancing the discipline of history.

Check your progress:

- 1) Discuss the guidelines for formulating research questions.

7.8 AIMS AND OBJECTIVES OF RESEARCH TOPIC IN HISTORY

Historical research is shaped by certain goals and objectives that determine the study's focus, parameters, and approach. Historians clarify the meaning and purpose of their work by defining specific goals and objectives, which direct their investigation and place their analysis in a larger academic framework.

1. Defining Aims:

The overall objectives or purposes of the study are outlined in the goals of a historical research topic. Aims provide the research a wide direction by outlining the general field of study, the historical era or subject being examined, and the desired results of the investigation. One study goal might be to examine the social, political, and economic elements that contributed to the Maratha Empire's emergence.

2. Establishing Objectives:

Objectives delineate specific, measurable outcomes or milestones that contribute to achieving the aims of the research. Objectives break down the broader aims into manageable tasks or research questions, guiding the researcher in conducting systematic inquiries and analyses. For instance, research objectives may include identifying key historical events, analyzing primary source documents, and evaluating scholarly interpretations related to the topic.

3. Focusing Research Questions:

Research questions play a central role in shaping the aims and objectives of a research topic in history. Research questions frame the inquiry, guiding historians in identifying areas of investigation, selecting appropriate methodologies, and interpreting findings. Research questions should be specific, relevant, and feasible, addressing gaps or controversies

in existing scholarship while contributing to the advancement of historical knowledge.

4. Contributing to Scholarship:

The aims and objectives of a research topic in history contribute to the broader scholarly discourse within the field. By addressing significant historical questions, exploring uncharted territories, or offering new perspectives on familiar topics, historians advance our understanding of the past and enrich the collective body of historical knowledge.

The aims and objectives of a research topic in history provide a roadmap for inquiry, guiding historians in formulating research questions, selecting methodologies, and interpreting findings. By defining clear aims and objectives, historians articulate the purpose and significance of their research, contributing to the ongoing exploration and interpretation of the complexities of human history.

7.9 IMPORTANCE OF THE THEME AND SIGNIFICANCE OF THE STUDY IN HISTORICAL RESEARCH

The selection of a theme and the explanation of the study's importance are critical decisions that influence the direction and relevance of historical research. While the significance of the study emphasizes the research's larger relevance, ramifications, and contributions to the field of history, the theme functions as the study's primary focus or subject of inquiry.

1. Establishing Relevance:

In historical research, the selection of a theme determines the study's applicability in the larger historical context. Historians choose subjects that tackle important historical issues, go into unknown realms, or present fresh angles on well-known subjects. Historians use the theme as a lens to study the complicated nature of the past, bringing to light underappreciated phenomena, voiceless voices, and forgotten stories.

2. Contextualizing the Study:

Establishing the study's importance helps to place the research in its appropriate historical, scientific, and societal contexts. Historians provide an explanation of the selected theme's merit, taking into account its applicability to current events, existing discussions, or developing scholarly tendencies. The study's importance indicates the wider ramifications of the investigation and its capacity to enhance historical comprehension.

3. Contributing to Knowledge:

The theme and significance of the study underscore the contributions of the research to the advancement of historical knowledge. Historians illustrate how their study improves upon or bridges gaps in previous

scholarly work by providing fresh perspectives, interpretations, or research methods that deepen our understanding of the past. Historians place their research within the continuum of historical inquiry and add to the body of cumulative knowledge by expressing the significance of their work.

4. Engaging with Audiences:

Communicating the theme and significance of the study engages diverse audiences and stakeholders in the research process. By means of publications, conferences, exhibitions, or digital platforms, historians make the relevance and significance of their research known to academic communities, students, policymakers, and the general public. Historians encourage discussion, cooperation, and involvement with historical narratives and interpretations by emphasizing the importance of the study.

5. Inspiring Further Inquiry:

Finally, the research theme and importance encourage additional research and examination of historical subjects and them. Historians encourage inquiry and scholarship in their subject by pointing out important topics, unanswered problems, or underappreciated viewpoints.

Because of the study's importance, in future scholars are encouraged to expand on current understanding, question presumptions, and add fresh perspectives to the ongoing discussion about the past.

In overall, the research's theme and importance are crucial in determining the course, significance, and legacy of historical research. Historians add to the vitality, relevance, and dynamism of the study of history by identifying pertinent themes and clearly communicating the larger significance of their work. This enriches our comprehension of the intricacies of the human experience over time.

Check your progress:

- 1) Describe the aims and objectives of research topic in History.

7.10 CONCEPTUAL FRAMEWORK IN HISTORICAL RESEARCH

A conceptual framework provides a theoretical lens through which historians study and interpret the past, acting as the intellectual framework supporting historical research. The conceptual framework in historical inquiry refers to theoretical stances, analytical frameworks, and interpretive paradigms that serve as a roadmap for historians as they formulate research questions, choose methodology, and analyze results.

1. Theoretical Perspectives:

The theoretical perspectives of history, sociology, anthropology, political science, and cultural studies are all incorporated within the conceptual framework of historical study.

In order to study the dynamics of power, investigate social, cultural, and economic systems, and interpret historical phenomena, historians use theoretical frameworks like environmental history, feminism, postcolonialism, and Marxism.

2. Analytical Frameworks:

Analytical frameworks offer methodical ways to arrange and evaluate historical data.

Historians examine patterns, connections, and processes within historical contexts by applying analytical frameworks like structuralism, functionalism, or cultural materialism.

Historians can better understand the fundamental causes, dynamics, and mechanisms that influence historical events and phenomena by using these frameworks.

3. Interpretive Paradigms:

Historians' interpretation and construction of historical narratives are influenced by interpretive paradigms. Using interpretive frameworks like positivism, postmodernism, or critical theory, historians examine documents from the past, scrutinize prevailing narratives, and refute received wisdom. The narratives that historians create are shaped by these paradigms, which also affect how historians interpret agency, causality, and historical change.

4. Methodological Approaches:

Historians are guided in their choice of methodological techniques by the conceptual framework, which is in line with their research goals and theoretical perspectives.

For finding and examine historical evidence, historians use approaches including comparative analysis, oral history interviews, archival research, and quantitative data analysis. The conceptual framework guides the way historians approach, gather, and analyze material for their studies.

5. Implications for Historical Inquiry:

The conceptual framework applied to historical research has a significant impact on the methodology historians use to examine the past. The conceptual framework influences the topics, sources, and narratives that historians look at and create by offering theoretical foundations, analytical instruments, and interpretive frameworks. It promotes methodological innovation, multidisciplinary participation, and critical reflection in historical research.

To sum up, the conceptual framework provides theoretical perspectives, analytical frameworks, and interpretative paradigms for understanding the complexity of the past, functioning as the intellectual cornerstone that guides historical inquiry. Historians enhance their interpretations and add

to the continuous discussion about the relevance and meaning of history by interacting with a variety of theoretical stances, analytical instruments, and methodological methods.

Check your Progress:

- 1) Write a note on conceptual framework in historical research.

7.11 FORMULATING HYPOTHESES IN HISTORICAL RESEARCH

In historical research, hypotheses function as temporary explanations or assertions that direct investigation, influence analysis, and organize interpretation. In historical research, formulating hypotheses involves developing educated estimates or conjectures, supported by theoretical frameworks and available data, on the relationships between historical variables, events, or phenomena.

1. Identifying Variables:

In historical research, the process of formulating hypotheses starts with the identification of pertinent variables, situations, or traits that could have an impact on historical processes or outcomes. Variables in the Indian historical context could be social structures, political ideologies, economic situations, cultural norms, or environmental elements that influenced historical developments or occurrences (Sharma 72).

2. Proposing Relationships:

Relationships between variables are suggested by hypotheses, which also highlight potential effects of variations or changes in one variable on another. For example, based on data from land revenue systems, agricultural production, and peasant uprisings, an Indian historical hypothesis would contend that colonial economic policies fostered agrarian unrest in the 19th century (Singh 105).

3. Drawing from Evidence:

The evidence that already exists—primary sources, secondary literature, archeological discoveries, and oral traditions—is used to formulate hypotheses that either validate or invalidate suggested correlations between variables. In Indian historical research, hypotheses may be developed concerning historical processes or patterns by referencing many sources, including unconventional sources, folk songs, colonial archives, temple inscriptions, and archeological sites (Patel 88).

4. Testing and Refinement:

In historical research, hypotheses are tested and improved via empirical inquiry, data analysis, and critical appraisal of the available evidence. Historians apply statistical techniques, comparative analysis, and the collection of further data to evaluate the dependability and validity of theories. Theories concerning state creation, religious movements, and

caste dynamics in modern Indian history are subjected to intense examination and improvement within the Indian context (Khan 115).

5. Advancing Understanding:

Developing hypotheses in historical study leads to new viewpoints, interpretations, and explanations that advance our knowledge of the past. Nourished hypotheses enhance our comprehension of Indian history and its intricate details by influencing the development of historical narratives, ideas, and paradigms (Gupta 130).

In summary, developing hypotheses for historical research is a dynamic process that includes making educated assumptions about the correlations between variables, analyzing available data, putting theories to the test through empirical study, and advancing our knowledge of the past.

In the Indian historical research, theories are essential for examining various historical occurrences, settings, and changes, which broadens our understanding of the country's rich and varied past.

Check your progress:

- 1) Explain the formulation process of hypothesis in historical research.

7.12 LOCATING RELEVANT SOURCES IN HISTORICAL RESEARCH

Finding appropriate sources is a crucial step in historical research since it allows for the collection of data, analysis, and creation of historical narratives.

In order to examine a variety of topics, events, and phenomena, historians consult a broad range of primary and secondary sources. This allows them to offer insights into the intricate and varied history of India and World History.

1. Primary Sources:

Primary sources offer firsthand proof of historical events and experiences through testimony from individuals or objects generated during the period under investigation.

In the Indian context, primary sources include documents such as inscriptions, manuscripts, official records, and letters, as well as material artifacts such as coins, pottery, architecture, and artwork. For instance, the administrative records from the Mughal era, the sculptures from the Gupta period, and the Ashoka inscriptions provide important insights into the political, social, and cultural dynamics of ancient and medieval India (Sen 45).

2. Archival Materials:

Archival materials housed in repositories such as national archives, state archives, libraries, and museums are vital sources for historical research. In India, archives such as the National Archives of India, Asiatic Society of Mumbai, and Nehru Memorial Museum and Library house extensive collections of documents, manuscripts, maps, photographs, and newspapers spanning various historical periods and themes. Researchers can access archival materials to study colonial administration, freedom movements, regional histories, and socio-cultural phenomena (Gupta 72).

3. Oral Testimony or Sources:

Oral testimony and sources provide unique perspectives on Indian history, capturing personal narratives, memories, and experiences of individuals and communities. Historians conduct interviews with individuals who have lived through historical events or belong to specific communities (such as Tribal communities and their intellectual social-cultural traditions), recording their stories, testimonies, and insights. Oral histories offer valuable insights into topics such as partition, independence struggle, caste dynamics, gender relations, and indigenous knowledge systems of tribal communities in India and abroad, enriching our understanding of India's diverse past (Sharma 98).

4. Secondary Sources:

Secondary sources include scholarly works, books, Newspapers, unpublished treaties, articles, and monographs that analyze and interpret primary sources, historical events, and themes. A wide range of subjects are covered by secondary sources in the Indian historical research area, such as social history, political history, economic history, cultural history, and environmental history. In order to obtain perspectives, hypotheses, and interpretations that guide their own investigation and analysis, historians refer to secondary sources (Kumar 115).

5. Digital Resources:

Historical information and sources can be easily accessed through digital resources including historical databases, digital libraries, digitized manuscripts, and online archive.

In India, initiatives such as the National Digital Library of India, Digital South Asia Library, and British Library's national Archives Programme offer digitized collections of historical documents, photographs, maps, and audiovisual materials. Researchers can access these digital resources to locate and study relevant sources from anywhere in the world (Chakravarti 130).

To sum up, finding pertinent sources is an essential part of historical research in India since it gives researchers access to primary and secondary sources that illuminate the country's rich historical past. By drawing from a wide range of sources, historians uncover hidden

narratives, challenge dominant interpretations, and contribute to our understanding of India's rich and multifaceted past.

6. Unconventional Sources:

In historical research, Unconventional sources offer unique insights into historical events, experiences, and perspectives, providing valuable contributions to historical scholarship.

Material Culture and Archaeological Evidence:

Material culture and archaeological evidence provide tangible artifacts and physical remains that offer insights into past societies, cultures, and practices. Archaeologists excavate sites, analyze artifacts, and study material remains such as pottery, tools, architecture, and human remains to reconstruct past lifeways and environments. These unconventional sources complement textual records and provide alternative perspectives on historical phenomena, such as trade networks, technological innovations, and social organization.

Visual Sources:

Visual sources, including photographs, paintings, maps, and film footage, offer visual representations of historical events, landscapes, and individuals. Historians analyze visual sources to understand how events were depicted, interpreted, and remembered by contemporaries. Visual sources provide insights into aspects of history such as social movements, urban development, and cultural exchange, offering rich visual narratives that complement textual sources.

Digital and Social Media:

Digital and social media platforms have emerged as unconventional sources for historical research, offering access to digital archives, online communities, and user-generated content. Historians analyze digital sources such as social media posts, blogs, and digital archives to study contemporary events, public perceptions, and cultural trends. These sources provide real-time insights into historical memory, collective identities, and social movements, shaping how history is documented and interpreted in the digital age.

Films

Towards the experimental film, which portrays social reality in a departure from narrative history, we can easily adopt a favorable 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 ignore 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 the regents.

Therefore, unconventional sources play a vital role in historical research by offering diverse perspectives, alternative narratives, and new methodologies for understanding the past. By incorporating oral histories, material culture, visual sources, oral traditions, and digital media into their research, historians enrich historical scholarship and expand our understanding of the complexities of human history.

Check your progress:

- 1) Write a note on importance of primary and secondary sources in historical research.
- 2) Describe the unconventional sources in historical research.

7.13 REVIEWING EXISTING LITERATURE IN HISTORICAL RESEARCH

An essential first step in conducting historical research is reviewing a collection of existing literature. This process helps historians uncover knowledge gaps, gain insights from earlier scholarly work, and formulate research questions and methodology.

In the context of Indian history, a comprehensive review of existing literature offers valuable perspectives on diverse themes, periods, and methodologies, enriching our understanding of India's complex and multifaceted past.

1. Exploring Key Themes and Debates:

Historians can investigate significant questions, conflicts, and interpretations in Indian history by reviewing the majority of extant literature.

For example, studies on the Maratha Empire have examined topics such as state formation, governance, religious pluralism, and cultural patronage, offering diverse perspectives on the empire's impact on Indian society and politics (Kumar 2017).

2. Identifying Methodological Approaches:

Historians investigate the methodological strategies used by earlier researchers to study Indian or world historical phenomena. For instance, studies on colonialism in India may utilize methodologies such as postcolonial theory, subaltern studies, or environmental history to explore the complex interactions between colonial rulers and Tribal populations (Chatterjee 2008).

3. Assessing Sources and Evidence:

Historians can evaluate the sources and supporting documentation that other researchers have used to build historical narratives by reviewing the majority of existing literature.

For example, studies on ancient India may critically evaluate archaeological findings, textual sources, and inscriptions to reconstruct social, religious, economic, and political developments in ancient Indian civilizations (Thapar 2013).

4. Examining Regional and Local Histories:

Researchers of Indian history explore local and regional histories in order to comprehend the richness and diversity of Indian society. Historical research on regional kingdoms, trade routes, and cross-cultural interactions sheds light on how various Indian historical regions and groups were interconnected (Sarkar 1983).

5. Highlighting Marginalized Voices and Perspectives

Historians can find marginalized voices and perspectives that have been left out of popular accounts of Indian history by reviewing the body of current literature.

Studies of the history of minority groups, women, tribes, Dalits, and other groups present different perspectives and counter popular histories of India (Omvedt 2008).

Conclusively, examining extant literature is an essential phase in historical investigation, furnishing historians with a basis of understanding, approaches, and viewpoints to guide their own studies. Historians contribute to the current discussion and debate on Indian history by critically examining earlier research, which deepens our grasp of the subject's complexity and diversity.

Check your progress:

- 1) Elaborate the importance of review of literature in historical research.

7.14 SELECTING METHODOLOGIES AND APPROACHES IN HISTORICAL RESEARCH

In historical research, selecting appropriate methodologies and approaches is crucial for framing research questions, gathering evidence, and interpreting historical phenomena. Historians choose appropriate methodologies and approaches to address their research questions and objectives. Depending on the nature of the inquiry, historians may employ qualitative methods such as archival research, oral history interviews, or textual analysis, or quantitative methods such as statistical analysis or demographic studies. Historians consider the strengths, limitations, and ethical implications of different methodologies in selecting the most suitable approach for their research.

1. Qualitative Methodologies:

The primary objective of qualitative approaches is to comprehend the settings, meanings, and mechanisms that underlie historical occurrences and phenomena. Historians utilize qualitative approaches such as archival research, oral history interviews, textual analysis, and ethnographic studies to explore subjective experiences, cultural practices, and social dynamics. For example, historians may conduct interviews with survivors of partition to understand the impact of political upheaval on individual lives (Smith, 2015).

2. Quantitative Methodologies:

In quantitative techniques, historical phenomena are analyzed numerically in a systematic way to find patterns, trends, and linkages.

Historians investigate massive databases, measure historical patterns, and evaluate theories using quantitative techniques like statistical analysis, demographic research, and computational tools. For instance, historians may use demographic data to study patterns of migration during the colonial period (Jones, 2019).

3. Comparative Approaches:

In order to understand historical processes and outcomes, comparative techniques encompass comparing and contrasting various historical situations, regions, or societies.

Comparative approaches have been employed by historians to identify trends in historical events, evaluate the influence of various factors, and put them in context. For example, historians may compare British colonial policies and their effects on indigenous populations in different regions of India (Brown, 2018).

4. Interdisciplinary Perspectives:

Interdisciplinary approaches enhance historical analysis by incorporating ideas and techniques from other disciplines. Historians investigate the social, cultural, economic, and environmental aspects of historical events by collaborating with experts in fields including anthropology, sociology, geography, and environmental studies. Historians might use environmental history approaches, for instance, to investigate how ancient India's agrarian cultures were affected by climatic change (Patel, 2020).

5. Critical and Theoretical Frameworks:

Critical and theoretical frameworks provide conceptual lenses through which historians analyze and interpret historical phenomena. Historians engage with theoretical perspectives such as Marxism, feminism, post colonialism, or critical race theory to critique power dynamics, challenge dominant narratives, and explore marginalized voices. For example, historians may utilize feminist perspectives to analyze gender dynamics in nationalist movements in colonial India (Gupta, 2017).

In historical research, selecting techniques and methodologies is a methodical and careful process that takes into account the nature of the research issue, the accessibility of sources, and the theoretical frameworks that inform the investigation. Historians enhance their understanding, interpretation, and analysis of the complexities of history by utilizing a variety of techniques and strategies.

Check your progress:

- 1) Enumerate the various methodologies in historical research.

7.15 DATA COLLECTION AND ANALYSIS IN HISTORICAL RESEARCH

In order to construct historical narratives and arguments, data collection and analysis are essential phases of historical research that involve the methodical gathering, assessment, and interpretation of historical information. Historians in the context of studying the history of India or another country use a variety of sources and methods to gather and examine information, illuminating the nuances of that country's vast and varied past.

1. Collecting Primary Sources:

Primary sources from archives, libraries, museums, and archeological sites are gathered by historians. These sources include papers, manuscripts, inscriptions, and objects.

For instance, in order to reconstruct the social, economic, and cultural facets of ancient Indian society, researchers studying the Indus Valley Civilization collect data from archaeological excavations and examine artifacts like figurines, pottery, and seals (Thapar, 2018).

2. Examining Secondary Sources:

Historical events and occurrences are analyzed, interpreted, and contextualized through secondary sources such as academic books, newspapers, articles, and monographs.

Historians critically examine secondary sources to assess their reliability, credibility, and relevance to their research questions. For example, scholars investigating the Indian independence movement examine secondary sources to comprehend many viewpoints and analyses of significant personalities and events (Brown, 2017).

3. Utilizing Oral Histories:

Oral histories are firsthand recollections and intimate experiences from people who experienced historical event

Historians interview witnesses, ancestral relatives, and survivors to gather firsthand accounts and insights into particular eras or events. For instance, eyewitnesses of one of the most important events in contemporary Indian history are interviewed by researchers investigating the partition of India to record their viewpoints and experiences (Khan, 2016).

4. Analyzing Quantitative Data:

In order to find patterns, trends, and connections in historical events, quantitative data analysis encompasses the methodical investigation of numerical data.

Historians investigate population dynamics, economic trends, and geographic patterns using quantitative techniques including demographic research, statistical modeling, and geographical analysis. For example, by examining census data from colonial India, researchers can examine occupational structures, rates of literacy, and urbanization trends (Singh, 2019).

5. Interpretation and Synthesis:

Once data is collected and analyzed, historians interpret the findings and synthesize them into coherent narratives or arguments. By establishing linkages between various sources and perspectives or ideas, historians contextualize the material within its historical, social, and cultural surroundings. For example, researchers studying the impact of British colonialism on Indian society interpret data from diverse sources to analyze its economic, political, and cultural implications (Sharma, 2020).

To sum up, the gathering and evaluation of evidence are fundamental elements of historical inquiry that enable historians to craft elaborate interpretations and accounts of India's complex and multifaceted history. Historians contribute to our understanding of India's past and its ongoing significance through the application of a variety of sources, techniques, and analytical approaches.

Check your progress:

- 1) Comment on data collection and analysis methods in history.

7.15 SYNTHESIZING FINDINGS AND DRAWING CONCLUSIONS IN HISTORICAL RESEARCH

A critical phase of historical research is synthesizing facts and formulating conclusions, during which historians evaluate gathered information, interpret data, and create compelling historical narratives or arguments. Historians can provide critical insights into the nuances of India's diverse and complex past by synthesizing discoveries in the theoretical framework of Indian history studies.

1. Integration of Multiple Sources:

Historians create thorough accounts of historical events and phenomena by combining information from a variety of sources, such as original documents, secondary literature, oral testimony, and archeological findings. Historians examining the decline of the Mauryan Empire in ancient India, for instance, synthesize information from archaeological discoveries, literary sources, and inscriptions to examine the political, economic, and social elements that led to the empire's downfall.

2. Identification of Patterns and Trends:

To understand the underlying processes and dynamics of history, historians investigate patterns, trends, and correlations in the data. For example, by examining demographic data from colonial India, researchers can determine trends in migration, urbanization, and population increase to better understand the effects of British colonial policies on Indian economy and society (Sen, 2019).

3. Interpretation through Theoretical Frameworks:

Historians interpret findings through theoretical frameworks and conceptual lenses, drawing on insights from disciplines such as sociology, anthropology, and political science. For example, researchers analyzing caste dynamics in medieval India may utilize theories of social stratification and power dynamics to interpret evidence from textual sources and historical records (Gupta, 2018).

4. Contextualization within Historical Contexts:

Historians contextualize findings within their historical contexts, considering political, social, economic, and cultural factors shaping historical events and processes. For instance, researchers studying the impact of colonialism on Indian economy and society contextualize their findings within the broader colonial framework, analyzing policies, structures, and ideologies of British rule (Sharma, 2020).

5. Drawing Informed Conclusions:

Historians formulate well-informed conclusions that address their research questions and aims, based on synthesizing facts and interpretation

Conclusions may offer new insights, challenge existing interpretations, or propose hypotheses for further research. For example, researchers studying the role of women in nationalist movements in colonial India may conclude that women played significant, yet often overlooked, roles in shaping India's struggle for independence (Kumar, 2016).

To summarize, synthesizing findings and drawing conclusions in historical research is a rigorous and iterative process that involves integrating evidence, identifying patterns, interpreting data, and contextualizing findings within historical frameworks. By synthesizing findings, historians contribute to our understanding of Indian history, offering insights into its complexities, continuities, and transformations over time.

Check your progress:

- 1) State the synthesizing findings and drawing conclusions in Historical Research.

7.16 PRESENTATION OR WRITING REPORT AND COMMUNICATING RESULTS

Presentation or writing and communicating results is a crucial aspect of historical research, enabling historians to share their findings, interpretations, and insights with academic communities and broader audiences. Effective research results presentation in the context of Indian

history promotes knowledge transmission and educated discussion about India's rich and varied past.

1. Scholarly Publications:

Historians add to the repository of historical knowledge by publishing the findings of their research in books, monographs, and academic journals. Academic research related publications might include papers from researchers delving into the Gupta Empire of ancient India, offering fresh perspectives on the art, literature, and inscriptions from that era.(Chakravarti, 2019).

2. Conference Presentations:

Historians present their research results at academic conferences, seminars, and workshops, engaging with peers, experts, and students in discussions and debates. For instance, researchers studying the impact of colonialism on Indian economy may present their findings at conferences on colonial history, contributing to interdisciplinary dialogues and exchanges (Gupta, 2017).

3. Public Lectures and Outreach:

In order to share the results of their research with a wider audience, historians participate in outreach initiatives, public lectures, and exhibitions. For instance, researchers investigating the history of Indian art might plan exhibitions which include historical objects and works of art, interacting with both the public and museum visitors (Kumar, 2018).

4. Digital Platforms:

To share the findings of their research and interact with online communities, historians use digital platforms including blogs, websites, and social media. For example, researchers studying the partition of India may create digital archives of oral histories, photographs, and documents, making historical resources accessible to a global audience.

5. Pedagogical Resources:

To teach students and the general public about Indian history, historians create pedagogical tools like textbooks, teaching aids, and online course. For instance, scholars may collaborate with educators to create curriculum materials on topics such as ancient Indian civilizations, medieval kingdoms, or modern Indian nationalism.

In short, presentation or writing and communicating results is a vital aspect of historical research, enabling historians to share their findings, interpretations, and insights with academic communities and broader audiences. By disseminating their research through scholarly publications, conference presentations, public outreach, digital platforms, and pedagogical resources, historians contribute to the understanding and appreciation of India's rich and diverse historical heritage.

Check your progress:

- 1) Describe the presentation or writing report and communicating result in historical research.

7.17 SUMMARY

To sum up, the steps involved in research design are essential to carrying out thorough and perceptive historical research. A methodical process is followed by historians when they formulate research questions and hypotheses, examine earlier studies, choose methodology and approaches, locate and access sources, gather and analyze data, synthesize findings, and make conclusions. The research design process is a series of interconnected, iterative steps that call for rigorous methodological accuracy, critical thought, and careful consideration. Historians can create compelling narratives, increase knowledge, and deepen our grasp of the intricate details of human history by adhering to these guidelines.

Furthermore, a well-planned research project guarantees the dependability, validity, and trustworthiness of research findings, boosting historical scholarship's significance and integrity.

Ultimately, the stages involved in research design provide as a guide for historians as they navigate the complex terrain of the past, revealing new information, refuting presumptions, and deepening our comprehension of the world we live in.

7.18 QUESTIONS

- 1) Describe the definition of historical research and its types.
- 2) Elaborates the aims and objectives of historical research
- 3) Comment on formulating the research question and its significance in historical research.
- 4) Trace on the collection and analyze data from primary and secondary sources in historical research.
- 5) Assess the importance of review of existing literature in historical research.
- 6) Explain the benefits of presenting research results at academic conferences, and how do historians prepare effective presentations to engage with peers and experts?
- 7) Comment how do historians collect and analyze data from primary and secondary sources in historical research.
- 8) Review the synthesize findings and draw conclusions from their research data in historical research.
- 9) Explain how historians communicate their research results through scholarly publications, conference presentations, and public outreach efforts?

7.19 ADDITIONAL READING

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LITERATURE REVIEW IN RESEARCH

Unit Structures:

- 8.1 Objectives
- 8.2 Introduction: Concept
- 8.3 Purpose of Literature Review
- 8.4 Classification of Literature Review
- 8.5 Importance of Literature Review
- 8.6 Summary
- 8.7 Questions
- 8.8 Additional Reading

8.1 OBJECTIVES

After reading this unit, the students will be able to

- i. explain the concept of literature review
- ii. understand the sources of literature review
- iii. identify the purpose of literature review
- iv. identify the different types of literature
- v. identify the importance of literature review
- vi. identify the research gap

8.2 INTRODUCTION: CONCEPT

The term **Literature Review** is used to explain the written components of a research plan that describes the reviewed documents. These documents may be the books, articles, dissertations, monographs, abstracts, reviewed papers, different research reports, electronic media sources and internet or web sources. In addition to that, few other valuable historical sources are still available as potential sources of historical research work. These are, in my opinion, Memoirs, Dairies, Leaflets, Booklets, Newspapers, Magazine, Autobiographies, Anthologies, Relevant Novels and Essays. These can be added in the field of literature review.

Literature review is a systematic and critical comprehensive analysis of the literature on a specific topic. It is described the trends, quality relationship, inconsistencies and research gap. It provides a base of knowledge and it is designed to identify and critique the existing literature available in the relevant field. The review should provide a description,

summary and comprehensive evaluation of works related to the research problem. It should also be added to the overall knowledge of the topic as well as demonstrating how your research will fit within a larger field in a study. The literature reviews critical analysis and past research on a topic and that analysis should direct your research objective.

Most importantly literature reviews are designed to provide an overview of sources that you have used in researching a particular topic and to demonstrate to your readers. How your research fits within existing scholarship about the topic and how the works enhance your understanding of the topic at large.

A literature review discusses published information in a particular area of research and at the same time information in a particular subject area within a certain time period. A literature review is not only a simple summary of the sources, but it usually has an organizational pattern and combines both summary and synthesis.

The literature review is a written overview of major writings and other sources on a particular area of research and it provides a comprehensive description, summary and evaluation of sources.

Finally, the literature review is an integral part of any research process. It begins before a research problem is chosen and finalized. It makes valuable contribution to every operational step of the research work. At the initial stage of research, literature review may help us to clarify the ideas relating to research and enable us to develop the theoretical roots of study.

8.3 PURPOSE OF LITERATURE REVIEW

The literature review has several important purposes that make it well worth the time and effort. Here, we will delve into the key purposes of literature review in research work, elucidating its significance in shaping research endeavors.

i) Contextualizing Research:

A primary objective of the literature review is to establish the context within which the new research is to be found. By serving existing literature, researcher can identify gaps, trends and seminal studies that have laid the groundwork for their investigation. This contextualization provides a historical and theoretical backdrop, ensuring that the research is a meaningful contribution to the ongoing scholarly dialogue.

ii) Establish Relations with Previous Studies:

A literature review helps to find out what other previous scholars have written about your research topic. As a result, the new researcher can establish his relationship with previous researchers on a particular research topic. It is through the literature review that the researcher gets to know the research methods, concepts and theories and the researcher is informed

about the key issues of the particular topic. This allows the researcher to make connections between the content of the current study and previous studies and he expands his competence, expertise and fundamental competence by reviewing his literature.

iii) Identifying Research Gaps and Questions:

Through a meticulous review of the literature, scholar can pinpoint gaps, controversies, or unanswered questions in the current body of knowledge. This identification is instrumental in shaping the research questions and hypotheses of a study. By understanding what has already been explored and what remains uncharted, researcher can craft inquiries that push the boundaries of existing understanding.

Recommendations from previous research help in defining topics and formulating hypotheses for further research. Literature review helps to master a broad topic in a concise presentation. The review evaluates the results of previous studies. Literature review also helps to find out what differences exist between previous and subsequent studies.

iv) Building a Theoretical Framework:

Literature reviews contribute to the development of a critical framework for any kind of research work. It may help to integrate existing theories and concepts into your study, providing a foundation for research work.

v) Formation of Assumptions or Hypothesis:

The literature review guides the formulation of research assumptions or hypotheses, ensuring that they are relevant and align with the current state of knowledge. In all areas of research work, hypothesis plays an important role as the right direction of the researcher. This assumption or hypothesis is the tentative conclusion of the researcher about the results of the research before completing the research which the researcher tries to verify through the research itself. To do this properly is one of the objectives of literature review.

vi) Formation of Research Outline:

The literature review brings together the findings of previous studies and provides a brief synthesis of them. It informs about the success of previous research, it can lead to disagreements in some cases and new problems and questions in some cases. An objective of literature review will determine what knowledge has been gained from previous studies and specific outlines for future studies. A review of literatures is required to outline current research, such as identifying the problem, formulating a hypothesis, exploring new research strategies, and conducting research. It is also expressed the brevity and continuity of what has been achieved so far in a particular field.

vii) Formulation of Research Design:

An important purpose of literature review is to formulate the research design. This research design is the preliminary plan of the research work. Collecting, measuring and analyzing data for logical and systematic planning and conducting research work is also an important objective of literature review.

viii) Origin of New Concept:

A literature review helps to learn from previous research and generate new ideas, which enrich new research. A literature review shows what other researchers have found on a particular topic. The main role of a good review is to open up knowledge and enrich researchers and research. New researchers discover new hypotheses by imitating the research methods of previous researchers. It is through review that the researcher finds new research ideas.

ix) Ease of Conducting New Research:

Another important purpose of literature review is to easily conduct new research by reviewing the content of previous research. It may be developed a theoretical framework for research by generalizing research knowledge based on knowledge of past and current research. We can also find the correct resolution of previous research disagreements through literature review and enriching new research through techniques, concepts and evaluations of previous research. It is also to make the research of a particular topic more relevant, meaningful, important and useful through literature review.

x) Exploring Methodological Guidance and Techniques:

Another important purpose of literature review is to follow the theories and ideas of previous researchers to explore new research strategies and avoid ineffective research strategies. Understanding the strengths and limitations of various research methods allows for informed decision making when selecting an appropriate approach. It may enrich future research by exploring new strategies.

xi) Theory Development:

Another purpose of the literature review is to aids in theory development and refinement. Scholar can assess existing theoretical framework, identify gaps, and propose modifications or new conceptualizations. These contribute to the evolution of theoretical perspectives within a particular discipline.

xii) Building Practical Knowledge:

In addition to advancing theoretical knowledge, the literature review informs practical applications by highlighting real-world implications of previous research. This connection between theory and practice is

essential for translating academic findings into actionable insights with relevance beyond the confines of academic world.

xiii) Research Problem Solving:

Another important aim of literature review is to find the solution to the research problem by reading books, research paper or thesis, newspaper, articles, government documents etc. related to the specific research problem or topic and by reviewing them to gain knowledge about the specific research.

xiv) Correction of Research Errors:

One of the most important goals and objectives of literature review is to correct the mistakes of previous studies, avoid unnecessary topics of research and guide the research work in the right direction.

xv) To Avoid Redundancy:

A literature review prevents redundancy by ensuring that scholars are not duplicating efforts or replicating studies that have already been conducted. This not only saves resources but also fosters a more efficient development of knowledge by encouraging researchers to explore new avenues and build upon existing findings.

xvi) Enhancing Critical Thinking:

The review of literature fosters critical thinking skills of the scholars. Researchers must assess the validity, reliability and relevance of each source, cultivating a discerning approach to scholarship. This critical perspective is invaluable not only in the research process but also in the dissemination and application of findings.

xvii) Establishing Credibility:

A thorough literature review demonstrates the scholar's acquaintance with the field, establishing credibility and expertise. It showcases an awareness of key scholars, seminal works, and fundamental concepts, reinforcing the researcher's position as a contributor to the ongoing scholarly discourse.

Finally, we can say literature review is a foundation stone of the research process, serving numerous purposes that collectively contribute to the depth, breadth and significance of the scholarly inquiry. In terms of knowledge base, the review of literature is highly acknowledged as essential.

Check your Progress:

- 1) Describe the purpose of Literature review

8.4 CLASSIFICATION OF LITERATURE REVIEW

One of the most pertinent questions is regarding how many and how much of materials to be included in literature review. There is no hard and fast

rule about this. The researcher has to definitely include the materials from classic and pioneering works in the area. In the dominion of historical investigation, various types of literature reviews serve distinctive purposes, contributing to the depth and extensiveness of scholarship. Historical research demands a thorough examination of the following literatures:

8.4.1 Books and Journals

8.4.2 Dissertation Papers

8.4.3 Autobiographies

8.4.4 Memoirs

8.4.5 Pamphlets

8.4.6 Novels

8.4.7 Periodicals

8.4.8 Internet Sources

8.4.1 Books and Journals in Literature Review:

The review of books and journals primarily aims to untie the difficult threads of existing research with a focus on comprehending and extracting meaningful insights from books and journals. Through a meticulous examination of both theoretical and empirical literature, the review process endeavoured to expose the critical aspects of reflection. Four key processes can be followed in order to review the Books and Journals.

Identification and Selection:

A scholar needs to search library catalogues, archival catalogues, online databases, and book stores for books and peer-reviewed journals that cover his/her subject topic comprehensively and provide unique perspectives. Consideration of the reputation of author and publisher is important here in the selection process. In credibility assessment the researcher should check the author's credentials, expertise, and academic affiliation.

Critical Analysis:

Critical analysis entails a thorough examination of the elements within a subject, involving the identification of existing knowledge, the questioning of assumptions, and the exploration of potential alternatives. This process extends to a critical analysis of knowledge itself, wherein the relevance of existing knowledge to a specific subject is scrutinized. It requires a careful assessment of how applicable and meaningful the available knowledge is within the context of an individual scenario. By engaging in this critical evaluation, individuals are empowered to challenge assumptions, broaden perspectives, and envisage alternative pathways, ultimately fostering a deeper and more nuanced understanding of the subject at hand.

Synthesis:

Synthesis is the art of seamlessly blending newfound knowledge with what we already know. This creative utilization is especially crucial in reflection, where the ultimate aim is the cultivation of a fresh perspective. By synthesizing information, individuals infuse the existing understanding with new insights. In essence, synthesis is the catalyst for evolving perspectives, ensuring that the outcomes of reflection are not just about acquiring knowledge but about crafting a new and enriched way of seeing and comprehending the world.

Evaluation:

Evaluation, as defined by scholars, involves making informed judgments about the value of something by applying specific criteria and standards. In the development of a new perspective, the intertwining of synthesis and evaluation is considered most crucial. Synthesis allows for the creative integration of various pieces of knowledge, while evaluation serves as the discerning process that assesses the significance and relevance of these integrated elements. This dual dynamic of synthesizing diverse ideas and critically evaluating their worth contributes significantly to the formation of a fresh perspective, emphasizing not only the creative combination of insights but also the thoughtful consideration of their value and implications.

8.4.2 Dissertation Papers:

Dissertation Papers are a very good source for the Literature review. In Shodhganga: A Reservoir of Indian Theses and the University Libraries, dissertations are available for past research work. The scholars may choose the dissertations of their interest and find constructive and relevant information from there. There are no substantive rules for writing the research report in dissertation but most of the dissertations contain chapters like an Introduction, Theoretical Framework, Review of Literature, Objectives of the Study, Methodology, Testing of Hypothesis, Discussion, Findings and Conclusions. Thus, the dissertations present the advantage of prior review.

8.4.3 Autobiographies in Literature Review:

Autobiography holds a significant place in literature reviews. Autobiographies offer a unique and personal perspective on the author's life. In exploring the human realm in all of its depth, complexity and richness the Autobiography prove to be an important and probably most valuable vehicle. And many reasons can be cited in its favour. Such texts are results from the first-person interpretive reconstruction a life with the aim not merely of recounting "what happened and when" but also of understanding, from the vantage point of the current time, the meaning and movement of the past when an individual takes the time to explore his or her life in its full measure via writing. Autobiography enables us to exploring issues ranging from selfhood and identity to the process of development throughout the life course to the social/cultural

“construction” of human lives. Autobiography is among the most “unrestricted” sources of qualitative data and very valuable source for constructing History.

Autobiographical literature proved to be immensely valuable in researching the role of Bengali revolutionary women, particularly given the scarcity of existing works on this subject. Autobiographical works by Bengali women revolutionaries, such as "Arun-Banhi" (first published in 1951) by Shanti Das, "Srinkhal Jhankar" (first published in 1948) by Bina Das, "Jiboner Jhorapata" (first published in 1948) by Sarala Devi Choudhurani, "Jiboner Rangamancha" (first published in 1989) by Santisudha Ghosh, and "Rakter Akhshare" (first published in 1954) by Kamala Dasgupta, stand out as crucial documents in constructing the history of these revolutionary women. Unlike the non-violent female participants in the Indian national movement, these women played diverse roles, including carrying secret messages, hiding absconding revolutionaries, smuggling and concealing weapons, writing and delivering proscribed literature, and even participating in bomb manufacturing.

Despite their significant contributions, these women are notably absent from the mainstream narrative of Indian historical texts. Stray references to them can be found in secondary literature on military nationalism. In this context, their autobiographies become invaluable documents for constructing their roles in the male-dominated militant nationalism. These autobiographies vividly depict the scenes of the militant movement, the social milieu, and the insurrectionary atmosphere of the geographical regions from which they operated.

It should be also kept in mind that there are limitations of Autobiographical Studies in Literature Review like Subjectivity and Bias. The author's emotions, beliefs, and selective memory can influence the narrative, potentially distorting the accuracy of the information presented. Autobiographical studies are confined to limited scope and general liability. The individual's personal experiences and may not capture the broader social, cultural, or historical context. As a result, findings from autobiographical accounts may lack general liability, limiting their applicability to understanding broader patterns or trends within a particular time period or society.

8.4.4 Memoirs in Literature Review:

Memoirs play a crucial role in constructing history by offering personal, subjective, and often intimate accounts of individuals who have experienced significant events. Memoirs come from a variety of voices, representing different backgrounds, cultures, and experiences. Memoirs often cover aspects of history that may not be well-documented in official records. They help fill gaps in the historical record by providing details about daily life, personal interactions, and events that might not have been captured by traditional historical sources. Memoirs humanize historical figures by presenting them as real, complex individuals with emotions,

struggles, and personal relationships. Memoirs may challenge or provide alternative perspectives to official narratives and established historical accounts.

Memoirs hold significant importance in the literature review of the partition of India in 1947. They are personal accounts written by individuals who experienced the partition firsthand, providing insights into the human dimension of this historical event. The partition memoirs reflect the testimonial functionality, as they stand witness to the profound trauma of Partition and its enduring afterlife. Prof. Tarun K. Saint in his essay “Exorcizing the Ghosts of Times Past Partition Memoirs as Testimony” shows the importance of memoirs when it comes to partition literature of 1947. He shows several noteworthy political memoirs provide insights into the prolonged power transfer negotiations that culminated in the decision to partition the subcontinent. Notable works include Maulana Azad's “India Wins Freedom” and Ram Manohar Lohia's “Guilty Men of India's Partition,” which delve into the intricacies of the political landscape during this pivotal period. On the Pakistani side, Jahan Ara Shahnawa's “Father and Daughter: A Political Autobiography” and Shaista Suhrawardy Ikramullah's “From Purdah to Parliament” offer reminiscences and witness accounts, providing a comprehensive understanding of the multifaceted political dynamics surrounding the partition decision.

Memoirs like Anis Kidwai's “In Freedom's Shade” and Kamlaben Patel's “Torn from the Roots” both delving into the challenges of recovering abducted women and the subsequent rehabilitation struggles. Shifting focus to the experiences of Hindu migrants from West Punjab, Prof. Saint briefly explore Prakash Tandon's “Punjabi Century” and “The Sixth River: A Diary of 1947,” an excerpt from Fikr Taunsvi's (pen-name of Ramlal Bhatia) memoir, alongside Abdul Rahman Siddiqi's “Smoke without Fire: Portraits of Pre-Partition Delhi”, documenting a Muslim migrant's journey from Delhi to Karachi.

As forms of testimony, these narratives continue to inspire those grappling with the profound impact of extreme violence on the psyche and society, encompassing social scientists, activists, and creative writers alike. In crucial memoirs about the Partition, we encounter a diverse array of concerns, along with distinctive perspectives and voices.

8.4.5 Pamphlets in Literature Review:

An important material of literature review is pamphlet. A pamphlet is a compact, unbound booklet or leaflet that contains information or arguments about a specific topic. Pamphlets are often short, compact pamphlets designed to enlighten, convince, or educate readers about a certain issue. They can be printed on one sheet of paper and folded, or they can be made up of several sheets tied together. The study of pamphlet in historical research has long been comparatively overlooked in comparison to the newspaper press. But lately scholars engaged in studying the pamphlet journalism in order to understand the discourse of

the era and gain deeper insights into the historical development of communication and information dissemination.

In the Bengali militant nationalism of the early twentieth century, revolutionary propaganda was extensively disseminated primarily through the underground pamphlet press. The revolutionary nationalists resorted to pamphlet propaganda as a medium to disseminate arguments that justified the adoption of violence as a method to achieve independence. In this way, revolutionary pamphlet propaganda emerged as a tool for educating, rationalizing, and legitimizing the use of violence to the broader public sphere. Prof. Shukla Sanyal in her work, *Revolutionary Pamphlets, Propaganda, and Political Culture in Colonial Bengal*, demonstrates the significant role of the pamphlet press during the early revolutionary nationalist movement in Bengal (1908–18). Through a thorough examination, the study illustrates how the pamphlet press effectively educated public opinion about the political objectives and methods of the revolutionary militants. It also highlights its role in mobilizing support and recruiting individuals for their cause, as well as legitimizing their movement within the political arena.

8.4.6 Role of Relevant Novels in Constructing History:

Fictional or semi-fictional literature, including written works such as novels, plays, poems, and other forms of creative expression, contributes in constructing historical narratives in several ways. Fictional novel or literary works often construct narratives that reflect the cultural, social, and political contexts of a particular period. Historical novels, for example, can provide readers with a nuanced understanding of events by portraying the experiences and perspectives of individuals within a specific historical setting.

Novels facilitate the exploration of varied perspectives and subjectivities, enabling authors to present alternative viewpoints that challenge conventional historical narratives. This allows for a more thorough comprehension of historical events. Literary works possess the ability to elicit emotions and personally engage readers. By portraying the emotional experiences of individuals within historical contexts, literature can offer a more empathetic and humanized depiction of historical events. Additionally, literature often mirrors the cultural values, norms, and traditions of a society. Through the portrayal of characters, settings, and events, literature contributes to representing and preserving cultural aspects that may be overlooked in conventional historical records.

Charles Dickens' novel 'A Tale of Two Cities' is a historical novel that unfolds against the tumultuous backdrop of the French Revolution. Published in 1859, the novel offers a vibrant depiction of the social and political landscape in France during the late 18th century. While a work of fiction, Dickens skillfully employs the historical events of the time to explore broader themes such as social injustice and inequality, the turbulent political climate, the violence and chaos inherent in the revolution, individual sacrifice, and the enduring resilience of the human

spirit. Through its narrative lens, the novel becomes a valuable resource for the historical scholars of the French Revolution since it provides profound insights into the multifaceted aspects of French history in the late 18th century, particularly during the upheavals of the revolutionary period.

8.4.7 Periodicals in Literature Review:

Magazine, Reviews, Gazettes or any kind of publication published periodically are called periodicals. It is very difficult to categorize the types of periodicals. These periodicals provide a wide range of information on various aspects of research areas for the researchers. Several articles, essays etc. written by eminent scholars, writers, political thinkers, social reformers and many others paved the way of good research and the researchers can explore the immense information by reviewing these periodicals. We can give examples of the important periodicals of the colonial period like *Digdarshan & Samachar Darpan* edited by Marshman.

8.4.8 Internet Sources in Literature Review:

Now a day's Internet Sources are very straightforward and speedy information in literature review. Different websites are very useful to access data to creative writings by important researchers. Web sources also provide updated information on the relevant topic that ordinarily is not available in the library. Internet searching also reveals some relevant certified societies and academic associations which can provide a lot of support to the studies in the concerned area. These organizations also from time to time publish important papers or periodicals which can be of enormous help to the researchers. Some publishers also put the brief content and extracts from the recently published books on the Internet and these can be of valuable help to the researchers. Now and again, the Internet sites include articles extracted from encyclopedias which can also be very useful and informative for the researchers.

Check your Progress:

- 1) What are the classifications of literature review?

8.5 IMPORTANCE OF LITERATURE REVIEW

The importance of literature review in research can be understood through various dimensions, each contributing to be by and large quality and validity of the study. In the present discussion we will look into the comprehensive significance of the literature review in research.

i) Selection of Research Topic:

The role of literature review is very important in the selection of research topics. By reviewing the literature, the researcher can determine his area of interest in researching. What knowledge is current on the subject and at

what level of knowledge will his research stand? That's why, literature review is required to select the research topic and research title also.

ii) Establishing Context and Justification:

The literature review sets the stage for the research by providing context and background for information. It helps researchers to establish the relevance and significance of their study within the broader academic and practical contexts. It outlines the historical development of the topic, key concepts, and theoretical frameworks. This historical context helps the researcher to understand the evolution of ideas and identify gaps in the existing knowledge.

iii) Formulation of Research Design:

Through literature review the researchers have to develop a plan of work to conduct the research. Literature review is an essential part in developing the research design or plan. It helps in the selection of appropriate data collection methods, sampling techniques and analytical tools. This ensures that the research design is strong and capable of generating reliable and valid results.

iv) Building Theoretical Framework:

Literature review helps in the improvement of a theoretical framework by identifying and evaluating relevant theories and models. It helps researchers to go for a theoretical perspective that aligns with their research questions and guides the interpretations of findings. This framework provides a theoretical lens through which the research problem can be examined, offering a structured and systematic approach for understanding the phenomena under exploration.

v) Formation of Hypothesis:

Literature review has an important role in formulating Research Hypothesis. Before embarking on a scientific research, the temporary conclusions that the researcher reaches about the subject under study based on the previous knowledge known and observed are called presumptions or hypotheses. Literature review helps in formulating recommendations for previous research, determining future research topics and hypotheses.

vi) Conducting Good Research:

Through literature review, the researcher can easily conduct new research by reviewing previous researchers on the research topic. Literature review is very important in determining the content of the research, selecting the problem, formulating the theory of the research, analyzing the data, determining the scope of the research, discarding the unnecessary information etc.

vii) Adding New Knowledge:

Literature review brings together the knowledge of previous and subsequent research. Research is the systematic search for information and the literature review reconfirms old ideas with new evidence. A comprehensive literature review demonstrates the researcher's familiarity with the current state of knowledge in the field.

viii) To Reconstruct Existing Theory:

Research is based on theory. Through the theory, the correct and appropriate explanation of the research subject can be provided. Through literature review it is possible to reconstruct existing theories or knowledge in the light of new sources of information. Hence the importance of literature review is immense.

ix) Statement of Research Problem:

The primary and basic task of a research work is to determine the topic and provide a general description. This stage is called introduction, description of the topic or selection of the research problem etc. At this stage, a detailed description and explanation of the topic to be researched is given. In the research which aspect will be researched specifically and clearly knowledge is obtained through review. If there is ambiguity in defining the research topic, it is difficult to proceed to the next stage of the work. For this, determining and describing the content of the research is very important. Literature review plays an important role in determining, describing and defining the content of the research.

x) Determining Time, Budget and Labour:

With the help of literature review a researcher has to decide how much time will be required for each stage of formulating the research plan, formulating the questionnaire, analyzing the data, writing the report etc. Financial help is also required to conduct the research works. A literature review is therefore required to determine a feasible budget and timeframe for research. A literature review can also prevent waste of resources and labor in research. The literature review helps in conducting the research properly by fixing the proper time and budget by removing the previous constraints related to money and time for conducting similar research.

xi) To Avoid Repetition and Correction of Mistakes:

One of the main functions of literature review is to avoid repetitions of work and to correct mistakes. Literature review protects the research content of previous researchers from duplication and repetition. The review evaluates the results of previous studies. It can also identify research concepts, limitations of thinking, research methods and research weaknesses.

xii) Enhancing Creativity of the Researcher:

Literature review expands the researcher's scope of knowledge. It helps the researcher to conduct the research in right direction. Creativity of previous research enriches subsequent research. Creativity of the researcher is essential in research. Literature review helps to enhance the creativity of the researcher. Therefore, the role of literature review is immense in increasing the creativity of the researcher in research work.

xiii) Maturity of Knowledge:

Literature review contributes to the enrichment of new knowledge by selecting research topics, identifying problems, formulating hypotheses, and developing the researcher's knowledge and understanding. Through review, knowledge can be reconstituted in the light of new information. Effective research cannot be conducted without knowledge of social issues. Through literature review, it is possible to gain completeness of the researcher's knowledge of social, financial, political, geographical and scientific subjects.

xiv) Correlation of Previous and Subsequent Studies:

Literature review helps to gain knowledge about previous research and enriches new knowledge. The literature review looks at the matching of previous and subsequent studies and whether there are any gaps in the research. Literature review seeks out the most reliable and currently relevant information about the specific topic. The literature review summarizes the content of previous research with thought and theory and identifies areas of controversy. Literature review evaluates the research of previous researchers.

xv) Helping to Adopt Appropriate Methods and Techniques:

Data collection is one of the most important elements in socio-economic research. The results of the research depend on the causation and analysis of the collected data. Literature review is very important to identify the methods of data collection i.e. questionnaires, interviewing, observation and what techniques will be used in the research.

xvi) Contributing to Knowledge Synthesis and Assimilation:

A well-organized literature review contributes to the synthesis and integration of knowledge. It allows the scholar to draw connections between different studies, identify patterns and develop a comprehensive understanding on the topic. This synthesis has a crucial role for developing a logical narrative in the research work and presenting a holistic view of the current state of knowledge.

To sum up we can say literature review is not only a summary of existing literature but also a vibrant and critical engagement with the knowledge base of a particular field. An extensive literature review enhances the scholarly credibility of a study, ensures ethical research practices, and positions the researchers within the broader academic discourse.

- 1) Describe in brief importance of literature review.

8.6 SUMMARY

To sum up we can say that literature review is not only a simple summary of the sources; it usually has an organizational pattern and combines both summary and synthesis. It provides substantial information on the selected topic being researched and the various works that had gone on in the field over the years. The main issue is how much works to be included in literature review, there is no definite rule, and it will depend upon the research topic and area of the scholar. While undertaking literature review the researcher should avoid the repetition of the past work.

Literature review is an extensive chapter in research methodology so that the researchers need to maintain chronology in order to generate new ideas. In historical research, literature review involves to amalgamate the existing scholarly works related to the topic under exploration. Researcher has to identify the key issues that emerge from literature review and it should be thematic, theoretical or methodological in nature.

The most important issue of the literature review is that the researcher has to discuss any research gaps or limitations in the existing literature and identify the areas where further research is needed otherwise literature review may be incomplete or biased.

Finally, we can say that a unique research design may be done through extensive and intensive literature review. A thoughtful amalgamation of these review types can enhance the depth and breadth of historical research.

8.7 QUESTIONS

Essay type questions:

- i. What do you mean by Literature Review? Discuss the aims and objectives of the literature review.
- ii. Discuss the different techniques of literature review.
- iii. Do you think that literature review is an essential part of research plan? Argue your answer.

Short type questions:

- i. What is literature review in research work?
- ii. What are the main steps of literature review
- iii. Why literature review is so important in research?

8.8 ADDITIONAL READING

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FRAMING HYPOTHESIS

Unit Structure:

- 9.0 Objectives
- 9.1 Introduction
- 9.2 What is Hypothesis?
- 9.3 Nature of Hypothesis
- 9.4 Framing Hypothesis
- 9.5 Forms of Hypothesis
- 9.6 Features of good Hypothesis
- 9.7 Role of Hypothesis in research
- 9.8 Significance of Hypothesis Summary
- 9.9 Summary
- 9.10 Questions
- 9.11 Additional Reading

9.0. OBJECTIVES

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

- Understand the meaning and features of Hypothesis
- Grasp the types of Hypothesis of history research
- Understand the nature of hypothesis in history research.
- Comprehend the significance of hypothesis in Historical research

9.1 INTRODUCTION

The framing hypothesis is an essential technique in historical research that helps to design research, direct questions, and interpret historical events from various angles.

Historians are able to reveal complex stories and provide nuanced historical interpretations.

The aforementioned approach suggests that the framework used to evaluate historical events affects how they are understood and interpreted. Through

h the application of diverse analytical frameworks; historians are able to reveal complex histories and provide nuanced historical interpretations.

In historical research formulating a hypothesis involves proposing a tentative explanation or interpretation of historical event or phenomenon. It typically suggests a cause and effect relationship that can be tested through the analysis of historical evidence.

E.g. : India is a land of Multi-Racial people

This hypothesis suggests that land of India is filled with numerous human races. The researcher could then collect the Primary and Secondary data as well as records to test and support or reflect this hypothesis. Generally research in the Social science may be devoted to the testing of one major hypothesis, a number of subsidiary hypothesis, or both major and subsidiary hypotheses. When several hypotheses are used, each should be stated separately in order to anticipate the type of analysis required and in order to definitely accept or reject each hypothesis on its own merit. In the historical research framing of hypothesis is fully based on the research problem or research question.

9.2 WHAT IS HYPOTHESIS?

Kerlinger, says “A hypothesis is a conjectural statement of the relationship between two or more variables.”

J.S. Mill, says, “Any supposition which we make in order to endeavor to deduce conclusions in accordance with facts which are known to be real under the idea that if the conclusions to which the hypothesis leads are known truths, the hypothesis itself either must be or at least likely to be true.”

From the above stated theories we came to know that a hypothesis is an assumption that is made based on some evidence. This is the initial point of any investigation that translates the research questions into predictions. It includes components like variables, population and the relation between the variables. So, hypothesis is an assumption or concession made for the sake of argument, and an interpretation of a practical situation or condition taken as the ground for action.

9.3 NATURE OF THE HYPOTHESIS

Commonly the hypothesis possesses conceptual elements, group of verbal expression of ideas and concepts, and future oriented variables. The historical hypotheses commonly contain the properties of historical phenomena like dynamism, processuality, development, purposefulness, organization, but also spontaneity and disorganization. They are also certain historical behaviors, a set of many activities, actions, deeds, and actions. Historical phenomena include natural, social, political, legal, economic, cultural, technical-technological, military, religious and other phenomena, in the recent or distant human past. In the study of a historical

event, there may be many questions that may arise about it, to which we would like to find answers. Knowing the answers to these can enlighten us. The event to be studied may be, “Emergence of National movement in British India”. The movement started around 1800. Why it got delayed? Was it due to lack of political will? Was it due to lack of philanthropy? Was it due to lack of sufficient educated population? Was it due to lack of sufficient published literature in the languages predominantly used by the public? Was it due to lack of financial resources? Was it due to Historical Research to lack of awareness on the part of the public about their right to have access to free public libraries?

Check your Progress:

1) Describe nature of Hypothesis.

9.4 FRAMING OF HYPOTHESIS

The Origination of a good hypothesis is a difficult task in historical research. The value of research is determined by the findings or conclusions arrived at after testing the hypothesis. It requires a researcher to be speculative, imaginative having good knowledge, deep insight and an analytical mind. The sources that are available with a researcher for deriving a tenable hypothesis in historical research are as follows:

- i) Involvement and imaginativeness of the researcher
- ii) Proficiency in the early studies
- iii) Versatile intellectual of the researcher
- iv) Comparative and correlative aptitude of the researcher

Involvement and imaginativeness of the researcher helps to frame competent hypothesis. This competent hypothesis will be framed by researcher after the solving of many serious problem with his involvement and capability of creativity. For example, a researcher who is doing research on the topic “Mastery of Raja ram Mohan Roy in the Social renaissance”, should think over the factors behind the life of Raja Ram Mohan Roy. These thinking will be making questions immediately and involvement as well as creativity of scholar will find out the tentative answers for these questions as hypothesis.

Coining of the research topic is very easy but further moving will be very difficult and risk without the proficiency of in the early studies. So the rich proficiency in the early studies empower the researcher to explore the orbit of the research topic by using the early documents and to find out misplaced facts which help to frame hypothesis.

The historical researchers should acquires a versatile intellectual to deduct a hypothesis from doctrine or Arguments. For example to Doctrine ‘Drain of wealth Theory’, example for arguments ‘Moderates of Indian National Congress were anti – nationalists. In this situation the researcher’s thinking should adept to find out the meaningful hypothesis with the application of logical and ethical senses.

Comparative and correlative aptitude of researcher will make solid cause for the formulation of hypothesis and finding out answer to the research questions. For example the research problem like the 'Studying the impacts of First World War and Second World War in the world economy', the researcher intelligently thinks to compare the economic status of the world countries after and before world wars. How many countries were lost their per capital income? How many countries were lost their human lives? If the researcher finds primary sources and documents, the researcher will get intellectual thought to frame the hypothesis

Check your progress:

- 1) What are the processes of framing hypothesis?

9.5 FORMS OF HYPOTHESIS

Basically the Hypotheses are classified into seven forms. They are 1. Simple Hypothesis. 2. Complex Hypothesis. 3. Empirical Hypothesis. 4. Null Hypothesis 5. Alternative Hypothesis 6. Logical Hypothesis. 7. Statistical Hypothesis.

According to **Bruce W. Tuckman** following are the forms of hypothesis; Which are very useful in historical research as well as social science research

(i) Question form:

For example, Is India land of religious harmony?

A hypothesis stated as a question represents the simplest level of empirical observation. It fails to fit most definitions of hypothesis. It frequently appears in the list. There are cases of simple investigation which can be adequately implemented by raising a question, rather than dichotomizing the hypothesis forms into acceptable / rejectable categories.

(ii) Declarative Statement or Communicative Statement

For example, Constitution of India is filled with essence of Secularism and Democracy.

A hypothesis developed as a declarative statement provides an anticipated relationship or difference between variables. Such a hypothesis developer has examined existing evidence which led him to believe that a difference may be anticipated as additional evidence. It is merely a declaration of the independent variable's effect on the criterion variable.

(iii) Directional Hypothesis:

For example, Geographically India is united but Culturally India is divided in many angles

A directional hypothesis connotes an expected direction in the relationship or difference between variables. This type of hypothesis developer appears more certain of anticipated evidence. If seeking a tenable hypothesis is the general interest of the researcher, this hypothesis is less safe than the others because it reveals two possible conditions. First that the problem of seeking relationship between variables is so obvious that additional evidence is scarcely needed. Secondly, researcher has examined the variables very thoroughly and the available evidence supports the statement of a particular anticipated outcome.

(iv) Non –directional hypothesis or Null hypothesis:

For example, Origin of Dravidian culture is not explored by Archaeological exploration

This hypothesis is stated in the null form which is an assertion that no relationship or no difference exists between or among the variables. Null hypothesis is a statistical hypothesis testable within the framework of probability theory. It is a non-directional form of hypothesis.

There is a trend to employ or develop null hypothesis in research in most of the disciplines.

A null hypothesis tentatively states that on the basis of evidence tested, there is no difference. If the null hypothesis is rejected, there is a difference but we do not know the alternative or the differences. It does not make researcher biased or prejudiced. He may be objective about the expected outcomes of the research or findings. Actually this is a statistical hypothesis which is self-explanatory. Null hypothesis means zero hypotheses. A researcher has not to do anything in developing it. While research hypothesis is second step in the process of reflective thinking. A null hypothesis in an appropriate form in order to accommodate the object of inquiry for extracting this information. It does not necessarily reflect the expectations of the researcher so much as the utility of the null form as the best fitted to the logic of chance in statistical knowledge or science. It is the no difference form, i.e. there is no difference or relationship between or among variables under certain conditions. Statistical tests of significance are used to accept and reject the null hypothesis. If it is rejected, the general hypothesis is accepted. Non-directional hypothesis is known as null hypothesis because it 'nullifies' the positive argument of the findings or non-directional statement of the generalization. It is also termed as statistical or zero hypothesis because it denies the existence of any systematic principles apart from the effect of chance.

Check your progress:

- 1) Enumerate the forms of hypothesis.

9.6 FEATURES OF THE GOOD HYPOTHESIS

It is essential that a hypothesis is carefully formulated. A good hypothesis has several basic characteristics: It must be testable. If a hypothesis is not

testable, then it becomes difficult for a researcher to either confirm or contradict the relationship among the variables or the deduced consequences. For example, 'Western Education brings all round development' is difficult to test because it is not easy to operationally isolate the other factors that might contribute towards all round development. Since, a hypothesis predicts the outcome of a study it must relate variables that **are** capable of being measured. The hypothesis stated as 'There is a positive relationship between the learning style and academic achievement.

It must suggest a tentative solution to the problem under study. For example, 'Academic achievement varies according to the level of intelligence.' This hypothesis suggests that intelligence influences the academic achievement. 'Intelligence' as measured by Raven's Progressive Matrices (intelligence test) etc. in the statement of a hypothesis.

The hypothesis should be limited in scope. The hypothesis of global significance may not yield the usual consequences. Sometimes an over-ambitious researcher formulates an ambiguous hypothesis of global significance. It is partly because of his earnestness and partly because it takes maturity of view point to realize how little can be accomplished in a specified time. It is desirable to formulate hypotheses that are simple to test, and yet are highly significant.

A hypothesis must be consistent with known facts. It must be consistent with a substantial body of established facts. A good hypothesis is grounded in well-established theories and laws. A hypothesis must explain what it intends to explain.

The variables should be defined operationally so that the predicted relations among them can be tested empirically. A good hypothesis is capable of explaining and testing significantly large number of consequences.

It must be based on some relevant theory or discovered truth. For example the hypothesis, 'There is a significant relationship between the contingencies of reinforcement and behaviour shaping', derives its source from the theory of Skinner. The relationship between independent and dependent variables in this hypothesis is supported by the behaviouristic view of learning by Skinner.

The hypothesis should be amenable to testing within a reasonable time. The researcher should not select a problem which involves hypotheses that are not amenable to testing within a reasonable and specified time. The researcher must know the problems which cannot be solved for a long time because of the lack of data, non-availability of tools and techniques.

Check your Progress:

- 1) Explain the features of good hypothesis.

- The formulation of hypothesis provides a study with focus. It tells you what specific aspects of a research problem to investigate.
- A hypothesis tells you what data to collect and what not to collect, thereby providing focus to the study.
- As it provides a focus, the construction of a hypothesis enhances objectivity in a study.
- A hypothesis may enable you to add to the formulation of a theory. It enables you to specifically conclude what is true or what is false.

A hypothesis directs, monitors and controls the research efforts. It provides tentative explanations of facts and phenomena and can be tested and validated. Such explanations, if held valid, lead to generalizations, which help significantly in understanding a problem, and thereby extend the existing knowledge in the area to which they pertain and thus help in theory building and facilitate extension of knowledge in an area.

The hypothesis not only indicates what to look for in an investigation but how to select a sample, choose a design of research, how to collect data and how to interpret the results to draw valid conclusions.

The hypothesis orients the researcher to be more sensitive to certain relevant aspects of problem so as to focus on specific issues and pertinent facts. It helps the researcher to delimit his study in scope so that it does not become broad and unwieldy.

The hypothesis provides the researcher with rational statements, consisting of elements expressed in a logical order of relationships, which seek to describe or to explain conditions or events that have not yet been confirmed by facts. Some relationships between elements or variables in hypotheses are known facts and others transcend the known facts to give reasonable explanations for known conditions. The hypothesis helps the researcher relate logically known facts to intelligent guesses about unknown conditions.

Hypothesis formulation and its testing add a scientific rigour to all types of researches. A well thought set of hypothesis places a clear and specific goal before the researcher and equips him with understanding. It provides the basis for reporting the conclusions of the study on the basis of these conclusions. The researcher can make the research report interesting and meaningful to the reader. The importance of a hypothesis is generally recognized more in the studies which aim to make predictions about some outcome. In an experimental study, the researcher is interested in making prediction about the expected outcomes and, therefore the role of hypothesis is considered to be of utmost importance. In historical or descriptive studies, on the other hand, the researcher is investigating the history of an event, life of a man, or is seeking facts to determine the status quo of some situation and thus may not have a basis for making a basis for making a prediction of results. In such studies when fact finding

alone is the aim of the study, a hypothesis may not be required. Most historical or descriptive studies, however, involve not only fact-finding but interpretation of facts to draw generalizations. For all such major studies, a hypothesis is recommended so as to explain observed facts, conditions, or behaviour and to serve as a guide in the research process. If a hypothesis is not formulated, a researcher may waste time and energy in gathering extensive empirical data and then find that he cannot state facts clearly and detect relevant relationships between variables as there is no hypothesis to guide he/him.

Check your progress:

- 1) Give an account of the role of hypothesis in research.

9.8 SIGNIFICANCE OF HYPOTHESIS

In historical research, hypotheses are essential instruments that direct questions, organize analyses, and promote critical interaction with the past. The importance of hypotheses in historical research is examined in this note, along with how they influence studies, produce new ideas, and advance scholarly understanding.

1) Framing the Enquiry

A framework for historical inquiry is provided by hypotheses, which also define the parameters of the investigation, the extent of the research questions, and the sources and methodology to be used (Elton, 1991). Historians make provisional claims or assumptions regarding the connections between historical variables, occurrences, or phenomena by putting forth hypotheses.

2) Creating Testable Hypotheses

Through the examination of primary sources, archival materials, and secondary literature, historical research hypotheses produce testable assertions that may be empirically tested. They allow historians to make precise expectations or forecasts about historical results, trends, or causal connections.

3) Facilitating Interpretation and Analysis

Historians use hypotheses as a lens to understand and evaluate historical data, which helps them find pertinent information, trends, and patterns. Within the discipline, they facilitate the synthesis of different sources and the creation of cohesive narratives by assisting historians in organizing and interpreting complicated historical processes.

4) Promoting Critical Inquiry

By encouraging historians to examine underlying assumptions, prejudices, and ideological viewpoints, hypotheses facilitate critical interaction with historical sources and interpretations.

Historians question received wisdom and participate in current discussions within the field by rigorously examining and testing possibilities.

5) Advancing Historical Knowledge

Historians produce new knowledge, insights, and interpretations of the past by developing and testing hypotheses. The iterative processes of constructing theories, empirical validation, and hypothesis testing are all driven by hypotheses, which help to progress historical study across time.

Check your Progress:

- 2) Explain the significance of hypothesis.

9.9 SUMMARY

Hypothesis is indefinite elucidation or inventive presumption about a research problem or research questions under study. It is not simply an accomplished presumption, rather which is based on previous exploration where the investigator or researcher congregates the document to forward a hypothesised relation between variables. However it is a guess work description about the result of a problem, which the researcher moves on to analyse on the basis of pertinent material. Various sources like involvement, originality, backdrop intelligence, social and scientific doctrines etc. are valuable evidence, which are important sources which are helpful to the formation of Hypothesis.

9.10. QUESTIONS

- 1) Describe the meaning and types of Hypothesis
- 2) Comment on the nature of hypothesis
- 3) Review the features of good hypothesis
- 4) Assess the role of hypothesis in research.

9.11. ADDITIONAL READING

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3. Garraghan, S.J., A Guide to Historical Method, Fodham University Press, New York, 1946
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INTERPRETATION AND GENERALIZATION OF SOURCES

Unit Structure :

- 10.0 Objectives
- 10.1 Introduction
- 10.2 Interpretations of primary sources
- 10.3 Interpretation of Historical monuments
- 10.4 Interpretation of Medieval Sources
- 10.5 Challenges to interpret Sources during Colonial period
- 10.6 Rational of the Generalization
- 10.7 Importance of Historiographical attitudes influencing the Generalization
- 10.8 Importance of Generalization
- 10.9 Problems with the generalization
- 10.10 Interpretation of the historical events
- 10.11 Summary
- 10.12 Questions
- 10.13 Additional Reading

10.0 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.

10.1 INTRODUCTION

Once we take into consideration that history is not purely fiction, it is not only an art, but it is a social science, is there any generalization in history science like any other science? How generalization is this? The process of

generalization became clear from the reflection of historians on this question. In almost all natural sciences some laws are postulated from the study of experiments. These rules reveal the generalization of a particular experiment. Generalizations in the natural sciences are not as unquestioningly accepted as they are in social sciences such as history. Historian in the study of the past movement found that if any particular place is rich in mineral resources and there is plenty of water then definitely Culture flourished there. Accordingly, historian studied cultural aspects. Based on that study, historian made a common generalization that wherever in the world there is fertile land, plenty of water, abundant mineral wealth, rich cultures emergence.

Interpretation and generalization of sources play a pivotal role in historical research, shaping our understanding of past events, societies, and cultures. Historians rely on a wide array of sources, ranging from primary documents and artifacts to secondary analyses and oral histories. However, the process of interpreting and generalizing these sources requires careful consideration of their context, biases, and reliability. In the realm of Indian history research, this becomes particularly significant due to the diverse range of sources available and the complex nature of the country's history.

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 resemble each other. Generalizations rest on a vague idea that all facts which resemble each other are similar in all respects. It 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.

10.2 INTERPRETATION OF PRIMARY SOURCES

Primary sources offer priceless insights into ancient Indian society. Examples include ancient literature like the Vedas, epics like the Ramayana and Mahabharata, monument inscriptions, and archeological discoveries. But deciphering these sources necessitates an extensive knowledge of the social, linguistic, and cultural environments in which they were created. For instance, understanding the symbolic language and rituals incorporated into Vedic literature can provide insight into the social structures and religious practices of ancient India.

10.3 INTERPRETATION OF HISTORICAL MONUMENTS

The interpretation of historical sites such as the Eldora and Ajanta caves, or the remains of Harappa, entails the analysis of artistic motifs, architectural styles, and inscriptions in order to reconstruct the cultural and socioeconomic dynamics of the corresponding times. Historians must compare and contrast facts from many historical periods and places in

order to draw generalizations from these sources. They must also look for patterns and trends that shed light on more general historical events.

10.4 INTERPRETATION OF MEDIEVAL SOURCES

A source such traveler reports, court records, and chronicles from medieval India provides insights into the political, social, and cultural aspects of different dynasties and kingdoms. For example, the narratives of foreign travellers such as Ibn Battuta and Al-Biruni provide insightful analyses of medieval Indian civilization, even though they are skewed by their own cultural prejudices and desires. In order to find the fundamental facts amid the embellishments and distortions, historians must critically assess these sources, taking into account elements like the author's background, audience, and objective.

10.5 CHALLENGES TO INTERPRET SOURCES DURING THE COLONIAL PERIOD

Due to the interaction of missionary reports, indigenous narratives, and colonial records, the interpretation and generalization of sources become even more difficult throughout the colonial era. To examine the effects of colonialism on Indian society, for instance, an extensive amount of information on revenue collection, land tenure systems, and administrative policies may be found in the British colonial archives. In order to provide an in-depth knowledge of colonial dynamics, indigenous sources must be contrasted with these ones, which frequently represent the perspectives of the colonial rulers.

10.6 WHAT IS GENERALIZATION OF SOURCES?

A crucial component of historical study is the interpretation and generalization of sources, which aid historians in their understanding of the past. Diverse academic disciplines provide complex explanations of these ideas, influencing historical research techniques and strategies. Here, we look at definitions of interpretation and generalization from a number of academics, highlighting the various viewpoints in the field.

R.G. Collingwood characterizes interpretation as the sympathetic understanding that reconstructs previous mental processes. He contends that in order to properly understand historical figures' actions and motivations, historians need to put themselves in their position.

According to E.H. Carr, interpretation is a selective process that is shaped by the historian's perspective and current circumstances. He argues that while interpreting sources, historians invariably apply their own prejudices and beliefs, which colors their perception of the past.

According to Marc Bloch, The process of finding recurring patterns or structures in historical happenings is known as generalization. He emphasizes how generalizing from particular cases to more general historical trends requires the use of comparative analysis and contextualization.

In order to generalize, **Fernand Braudel** suggests employing a long-term, macroscopic approach that focuses on the fundamental rhythms and structures of historical change. He makes a distinction between "structural history" and "events history," contending that the latter offers more in-depth understanding of historical processes.

In his critique of conventional ideas of generalization, **Michel-Rolph Trouillot** makes the argument that historians sometimes fail to recognize the complexity and contingency of historical processes. He advocates for a more reflective generalization process that takes into account the biases and limits present in historical research.

In the words of **B. Sheikh Ali**, generalization can be defined as, "Generalization is formulation."

In historical research, academics represent a range of perspectives regarding interpretation and generalization, which reflects the depth and complexity of the field. Historians can create more complex methods and approaches that deepen our understanding of the past by critically examining these definitions.

Check your progress:

- 1) Define the generalization of sources in history research.

10.7 RATIONAL OF THE GENERALIZATION

The main job of framing formula or generalization is to press all the details of the narratives to yield very significant results. It sums 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 differ 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 resemble 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 indicate 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 needs to be able to discern the stages, find out nature and describe it in suitable terms. This refers to the general facts which exist 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 behavioral 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, intensions, 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.

10.8 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 necessity 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 cannot 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.

10.9 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.

10.10 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

10.11 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.

10.11.1 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.

10.11.2 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.

10.11.3 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.

10.11.4 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.

10.11.5 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 Yajna, Jainism and Buddhism out fashioned the practice of animal sacrifice, cattle killing and beef-eating by tabooing it in the sixth century B.C.

10.11.6. 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.

10.11.7 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.

10.11.8 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.

10.12 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.

The methods of interpreting and generalizing sources are crucial to historical research because they enable historians to create cohesive narratives and examine intricate historical phenomena. In the framework of Indian history; one has to deal with a wide range of sources, each of which has advantages, disadvantages, and biases of its own. Through a

thorough examination of these sources, historians can reveal the intricate facets of India's vast historical legacy.

10.13 QUESTIONS

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

10.14 ADDITIONAL READING

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CITATION METHODS, BIBLIOGRAPHY AND TECHNICAL AIDS

Unit Structure :

- 11.0 Objectives
- 11.1 Introduction
- 11.2 Importance of Citation and Referencing
- 11.3 Right Method of citation
- 11.4 Bibliography
- 11.5 Care to be taken while giving a bibliography
- 11.6 Technical aids
- 11.7 Summary
- 11.8 Questions
- 11.9 Additional Reading

11.0 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.

11.1 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.

11.2 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.
- 5) Preserving Academic Honesty: By acknowledging the original writers and sources, citation and reference practices preserve academic integrity. Citing ancient materials such as the Arthashastra or

secondary interpretations such as the works of Romila Thapar acknowledges intellectual achievements in Indian history studies.

- 6) Recognizing Diverse Perspectives: Historians can engage with and appreciate a variety of viewpoints and approaches by using citation and reference. Citing diverse historiographical perspectives, such as Marxist accounts of Indian history in conjunction with nationalist storylines, facilitates a thorough comprehension.
- 7) Facilitating Further Research: By directing readers to pertinent sources for in-depth analysis, proper citation encourages additional research. Citing digitized manuscripts or archive materials is one way to make the same original sources available to future researchers.

Check your Progress :

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

11.3 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

1) Harvard Method examples

Because of its ease of use and adaptability, the author-date system, commonly known as the Harvard citation style, is frequently employed in historical research. This format demands authors to provide their last name and the source's year of publication in brief in-text citations within the body of the article. Furthermore, a comprehensive list of references is included at the conclusion of the text. It is arranged alphabetically by the last name of the author and includes complete bibliographic details for every source acknowledged.

Guha, Ranajit. 1997. *A Subaltern Studies Reader, 1986-1995*. University of Minnesota Press.

Richards, John F. 1993. *The Mughal Empire*. Cambridge University Press.

2) 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.

3) 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.

11.3.1 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

11.3.2 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.

11.3.2.1 Differentiating Between Endnotes and Footnotes:

Footnotes: Footnotes, which appear at the bottom of each page, are an excellent means to provide quick references, clarifications, or elaborations without breaking up the main text's flow.

Endnotes: Endnotes, which are found at the end of the paper either before or after the bibliography, are helpful for holding longer justifications, side notes, or lengthy citations without taking up too much space in the body of the text.

11.3.2.2 When to Employ Endnotes and Footnotes:

Footnotes: Use footnotes to provide short citations, explanations, or remarks about certain textual passages. They can also be used to point readers toward secondary texts, original sources, or recommended further reading.

Endnotes: Save endnotes for supplementary information that doesn't immediately relate to the text's context but is nevertheless important for readers who are looking for more details or explanation on particular issues.

11.3.2.3 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 punctuation. 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.

11.3.2.4 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.

11.3.2.5 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.

Ibid.: Used to reference the same source cited in the immediately preceding footnote or endnote. For example, Ibid., 25.

Op. cit.: Short for "opere citato," meaning "in the work cited," used to refer to a previously cited work by the same author. For example, Smith, Op. cit., 50.

Loc. cit.: Short for "loco citato," meaning "in the place cited," used to refer to the same location within a previously cited work. For example, Ibid., Loc. cit.

Et al.: An abbreviation of the Latin phrase "et alii," meaning "and others," used when citing sources with multiple authors. For example, Brown et al., 35.

To properly communicate information, acknowledge sources, and offer supplemental material in their research, historians need to get proficient in the use of footnotes, endnotes, and appropriate abbreviations.

11.3.2.6 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.
- 2) What are differentiating between Footnotes and Endnotes?

11.4 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.

11.4.1 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.

11.5 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.

11.5.1 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)

11.5.2 Secondary Sources

I. Books

- Agarkar Gopal Ganesh, Nivdak Lekhva Dongaritul Turungatil Amache 101 Divas (in Marathi), Samanvay Prakashan, Kolhapur, 2011.
- Dr. Ambedkar B. R., The Budha and His Dhamma, Oxford University Press, 2011.
- Ayer A. J., Voltaire, Faber and Faber, London 1988.
- Bagade Umesh, Maharashtraatil Prabodhanani Vargjatiprabhutv (in Marathi), Sugava Prakashan, Pune, 2006.

- Bagade Umesh, Maharashtra Charitra Granthmala Sanch- Mahatma Jotirao Phule (in Marathi), Shri Gandharva Ved Prakashan, Pune, 2010.
- 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 (Month and Year)
- Economic and Political Weekly (Month and Year)

Encyclopedias

- The New Encyclopaedia 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.

V. Unpublished Sources: Unpublished resources can also provide statistical data. Examples include doctoral dissertations from various universities and research institutions, private documents from government and company offices, individual and voluntary organization research projects, etc. For Example Research scholar name (Beginning with Surname), Thesis Titles, University or Institution Name, Place, Mention (Unpublished) then mention year.

11.5.3 Internet Sources

- 1) Steven Kreis, The History Guide: Lectures on Ancient and Medieval EuropeanI, www.historyguide.org/ancient/lecture8b.html/ accessed or retrieved 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, accessed or retrieved 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

11.5.4 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

11.5.5 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 into 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.

11.6 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 Khehiliadi' 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.

11.7 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.

11.8 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) Write a note on methods of Notes in historical research
- 4) Elaborate differentiate between Footnotes and Endnotes and their advantages.
- 5) Review the various components of bibliography
- 6) Explain the importance of technical aids in history.

11.9 ADDITIONAL READING

1. B. Sheik Ali, History: Its Theory and Methods, Macmillan pub. Madras, 1978.
2. Goode and Hatt, Methods in Social Research, McGraw Hill Book Company, 1981.
3. https://www.researchgate.net/publication/292869655_BIBLIOGRAPHIC_CITATION_AND_REFERENCING_METHOD
4. Kumar Ranjit, Research Methodology Ed.2, Pearson Education, 2006.
5. Smith, John, Citation and Referencing in Historical Research, Oxford University Press, 2010.
6. Wilkinson and Bhandenkar, Methodology and Techniques of Social Research, Himalaya Publishing House, Mumbai 1977.



QUALITATIVE AND QUANTITATIVE METHODS IN HISTORY

Unit Structure:

12.0 Objectives

12.1 Introduction

12.2 Qualitative and Quantitative Approach in history

12.3 Methods of Data collection in Qualitative research

12.4 Methods of Data collection in Quantitative Research

12.5 Usage of Qualitative and Quantitative methods

12.6 Summary

12.7 Questions

12.8 Additional Reading

12.0 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

12.1 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.

12.2 QUALITATIVE AND QUANTITATIVE APPROACH IN HISTORY

Qualitative Approach is what most common man thinks 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.

12.3 METHODS OF DATA COLLECTION IN QUALITATIVE RESEARCH

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

12.3.1 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 observe certain relevant aspects of human behavior. Affiliation with the group can also make the researcher bias or partial towards a particular subgroup therefore hammering 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 and

strategic position in a group, he generally end up bringing about changes in group dynamics therefore bullying the purpose of data collection.

12.3.2 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, a institution, or an 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, insight stimulating and comprehensive approach. The field study is comparatively limited but has more of 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 hypothechs is 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 describe 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 e.g.- 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. Arranging the social data so as to maintain the social goal's unified nature, which is an important aspect of data collecting?

In practical sense, the wholeness of case can be preserved as Goode and Hatt started, in for 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 a 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 of range of subjective life is studied and the range of knowledge is naturally enlarged.

12.3.3 Content analysis

This approach uses published works as its data and subjects them to careful analysis that usually includes both quantitative and qualitative aspect. Content analysis has been particularly useful in investigating construct such as race caste etc. Content analysis is a research technique for making inferences by objectively and systematically identifying specified characteristic of content of document. This is a method of collection and analysis. This is used to gathering data from archival records, documents, newspapers, diaries, letters, minutes of meeting 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 roles which enable different researcher 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 occasion like general election
- 2) The study newspaper stand toward current issue like sati, terrorism in Punjab, India's peace keeping force role in Srilanka 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.

12.4 METHODS OF DATA COLLECTION IN QUANTITATIVE RESEARCH

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

12.4.1 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 classify 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 consists 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

construct this device. In this method the respondent gives his answers from a distance.

- 2) A questionnaire should be containing a large number of questions. If there are too many questionnaires, generally respondents lose interest and start giving irrelevant answers. Thus a questionnaire should neither be too long or 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 far 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.

12.4.2 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 stranger. 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 twofold 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 or direct interviews. These interviews 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 changed 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) Unstructured 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. An additional bit 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 these 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.

12.4.3 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 reasons 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 operations that depart fundamentally from the method employed by Emory Bogardos for the measurement of social distance.

Generally socio-metric 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 person's 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.

12.4.4 Survey

The Survey is defined as fact finding study dealing chiefly with working class poverty and this 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 factors and the motives and the expenditure of them this information may be necessary as the basis of nature of question that may safety be asked for electing rich response. Consider a person's viewpoint or attitude toward social, economic, political, or incidental surveys.

Check your Progress :

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

12.5 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.

12.6 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.

12.7 QUESTIONS

- 1) Explain the differences between Qualitative and Quantitative Methods in History.
- 2) Assess the tools used in Qualitative Methods in History
- 3) Trace the tools used in Quantitative Methods in History
- 4) Write a short note on uses of Qualitative and Quantitative Methods.

12.8 ADDITIONAL READING

Qualitative End
Quantitative Methods in
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