

**Govt. Arts & Science College
Nagercoil – 4
III B.A. History V Semester**

Core Paper – 11 - Elements of Historiography (SMHI51)

- Unit I :** History - Meaning and Scope - Nature - Purpose - Definitions of History - Subjects related to History - Kinds of History - History Art or Science? - Uses and Abuses - Lessons of History.
- Unit II :** Theory of Causation - Role of Individuals, Institutions and ideas - The concept of Historical Progress.
- Unit III :** Reputed Historians - Herodotus - Thucydides- Edward Gibbon - Hegel – Immanuel Kant - Leopold Von Ranke - Karl Marx- A.J. Toynbee
- Unit IV :** Indian Historians - Kalhana - AbulFazl - Jadunath Sarkar - NeelakandaSastri - R.C. Majumdar - RanajithGuha – RomilaThappar – Irfan Habib - K. Rajayyan
- Unit V :** Historical Research - Pre - requisites of a Research Scholar - Selection of Topic- Collection of Sources - External Criticism - Internal Criticism - Objectivity in Historical Writing - Foot Notes - Bibliography.

UNIT – I

MEANING AND SCOPE OF HISTORY

Romans gave a political twist to it, the church historians made God live in history, the Germans made it more philosophical, the Marxists more materialistic, the French more socialistic and the British more imperialistic. The Arab view, the Chinese view and the Indian view of history are all different. The historiography of the Enlightenment era, Romanticist era, Positivist era and scientific era are all different. The nature of history varies according to the prevailing philosophy of the time, and even from historian to historian. A historian's outlook on society will have an impact on his writing.

Purpose of History Meaning and Scope of History

History is the study of past human events and activities. Although this broad discipline has often been classified under either the humanities or the social sciences, it can be seen to be a bridge between them, incorporating methodologies from both fields of study.

Traditionally, historians have attempted to answer historical questions through the study of written documents, although historical research is not limited merely to these sources. In general, the sources of historical knowledge can be separated into three categories: what is written, what is said, and what is physically preserved, and historians often consult all three. Historians frequently emphasize the importance of written records, which universally date to the development of writing. This emphasis has led to the term prehistory, referring to a time before written sources are available. Since writing emerged at different times throughout the world, the distinction between prehistory and history often depends on the topic.

History from Greek *ἱστορία* - *historia*, meaning "inquiry, knowledge acquired by investigation" is the discovery, collection, organization, and presentation of information about past events. History can also mean the period

of time after writing was invented. Scholars who write about history are called historians.

Historical studies attempt to provide information and understanding of past historical, legal and policy events.

The scope of History is vast; it is the story of man in relation to totality of his behavior. It means the breadth, comprehensiveness, variety and extent of learning experiences, provided by the study. Universal history of mankind, depicting man's achievements in every field of life-political, economic, social, cultural, scientific, technological, religious and artistic etc., and at various levels-local, regional, national, and international.

It starts with the past; makes present its sheet-anchor and points to the future. Events like wars, revolutions, rise and fall of empires, fortunes and misfortunes of great empire builders as well as the masses in general are all the subject matter of history.

Scope of the History

The scope or range of history has been ever changing and ever widening. There was a time when history was a collection and transmission of fables, folktales, legends and mythologies. It was based on imagination, memory and tradition. It may be called "Folk history" The Greek historians were the first to delimit the scope of history. **Herodotus** wrote about the wars between the Greeks and the Persians, the Greco-Persian wars. **Thucydides** dealt with the epic struggle between the City-states of Greece, the Peloponnesian war. The scope of history was thus limited mainly to the description of wars between two countries or struggles between city-states.

The Roman historians inherited the Greek tradition and wrote a new kind of history by expanding its scope by narrating the Roman conquest of the

world. History was conceived as a form of thought having universal value. "With this larger conception of the field of history comes a more precise conception of history itself.

The Medieval Christian historians confined themselves strictly to the theological interpretation of historical events. Human actions were considered to be the manifestation of the Divine Will. Though the Christian historiography represented the universal character it was essentially theocentric.

The Renaissance writers restored the classical humanistic approach and reoriented historical writing. They placed man in the centre of historical writing and extended the scope of history by their secular approach. It was ethnocentric. During the seventeenth century, when Natural Science reigned supreme, history followed the lead given by the Renaissance and freed itself from the mesh of medieval thought and found its proper function. Inspired and impelled by the irresistible scientific spirit the historians were engaged in the reconstruction of the past on the basis of reliable and verifiable data. **Bacon, Locke, Hume, Berkeley, Descartes** and **Vico** were the profounders of this new approach to history which provided a scientific dimension to the scope of history. Eighteenth century was an age of Enlightenment. The Enlightenment historians staged a determined revolt against the might of institutional religion and its theological interpretation of history. They endeavored to further secularize the writing of history. Following the footsteps of **Voltaire**, the Crusader against Christianity, they improved upon the method of historical research and writing.

The scope of History has been variously viewed by Historians, Dr K. M Munshi defines the scope of History thus : ' The central purpose of History, must, therefore be investigate and unfold the values which age after age have inspired the inhabitants of a country to develop their collective will and to express it through the manifold activities of their life ".

The Arab used to say, “ History for kings and warriors, poetry for men and arithmetic for the shop keeper. But History is suppose to give a complete picture of everything that has influence man directly or indirectly.

The scope of History is to enquire in to the origins of the past and to determine relationship and comparisons. It will try to discover the shapes and contours of the forces which are dynamic in society.

Generally, it is believed that History is concerned with man’s past achievements, whether the idea or the event in creation occurred 1 minute ago or a thousand years ago. The past is of different kind. It looks good for some people; and for others it is incredible. Some are proud about the past and talk about Golden ages. Some scholars assume that History had a very good start but by the time it reached the hands of a Historians for treatment it gets deteriorated. The main scope of History will be the social life of man, his diurnal achievements, his constitutional arrangements and his economic endeavors. Indeed they intimately affect the welfare of men in his day today life.

Thus the scope of History, in its restricted sense in nothing but a Political History, economic history, social History and so on. In its broad sense, it is History of the entire world touching all its facets. On the whole History mainly centers round the great events that have had indelible and indestructible mark upon mankind. In short, History is concern with the origin and development of all kinds.

Montesquiea and Gibbon were the outstanding spokesmen of this mighty movement of secularization of history. The former studied the differences between nations and the latter analyzed the cause of the decline and fall of the Roman Empire.

Nineteenth century historiography, while retaining the secular-rational approach to history, further widened the scope of history. **Kant** convincingly argued that man, as a rational being, must necessarily have an historical process to live in. He viewed history as progress towards rationality. **Hegel** raised history to a higher level by including in its scope philosophical interpretation of historical happenings. His philosophy of history widened the range of history; it traced the progress of mankind from primitive times to the present day. Universal history was born. **Marx** improved upon the Hegalian dialectic and attempted an economic interpretation of history. Marxian Concept of Dialectic Materialism immediately became immensely popular. It left an indelible influence on the principle and practice of historical writing. Twentieth century may be described as an Age of Synthesis. Streams of Enlightenment, Secularism, Rationalism, Romanticism, Positivism and Dialectical Materialism flowed into the ocean of Idealism. Historians like **Spengler, Sorokin and Toynbee** sought to study historical changes and discerned predicable patterns in them. **Toynbee** is an unrivalled representative of the synthetic idealistic historiography. Backed by an incredible mass of historical data he has surveyed and studied the story of mankind in its best, never attempted before nor improved since then In Toynbee the scope of history its meridian.

Nature of History

The nature of history has to do with the entire process of historical studies. This includes a clear definition of history, its laudable objectives, its presented facts and evidences and its sources to prove its authenticity. History, by its very nature, tells us more than just about the past; it argues for an ideology or a world view. History involves explanation and the study of the inter-connection between events. Some other social sciences or humanities subjects are differentiated from history by the way it is studied and written.

History is colored by the current ideas of a country or age. The Greek emphasized the rational interpretation of history, the purpose of history has been looked upon differently from historian to historian and age to age. During the age of the classical civilization of Greece and Rome a scientific purpose was imparted to history. It was looked upon as a branch of study, based upon enquiry and analysis. The medieval church restricted the purpose of history to the explanation of how the divine will expressed itself in the human actions. After the dawn of modern times attitude towards history again changed and rational approach received added importance. The purpose of history is viewed in a narrow sense as well as broad sense. In a limited sense, it is a political history, military history and the like. In a broad sense, it is the history of the universe.

Definitions of History

History has been defined differently by different scholars. A simple and working definition is that History is the study of Human's past.

Aristotle: "History is an account of unchanging past".

E.H. Carr: "History as a link between past and present, it is an unending dialogue between the past and present".

Thomas Carlyle: "History is nothing but the biography of great man".

G.J. Renier, the dauntless Dutch historian, after surveying several definitions of history ventures his own. According to him history is "the story of the experiences of men living in civilized societies".

A.L. Rowse, "History is essentially the record of the life of men in their geographical and their physical environment"

Robin. G. Collingwood, a philosopher turned historian of England, has given a metaphysical twist to the idea of history by his famous dictum: "All history is the history of thought".

Voltaire: "History is a picture of crimes and misfortunes".

Burckhardt: "History is the record of what one age finds worthy of note in another."

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".

Arnold J. Toynbee : "History not used is nothing, for all intellectual life is action, like practical life, and if you don't use the stuff well, it might as well be dead."

Jawaharlal Nehru: "History is the story of Man's struggle through the ages against Nature and the elements; against wild beasts and the jungle and some of his own kind who have tried to keep him down and to exploit him for their own benefit."

Subjects related to History

Central is composite in character and inclusive in its scope. It is a central and pivotal social science. It is indeed a feeding ground for all social sciences and humanities. As H.C.Darby has pointed out history is basic to social sciences as mathematics is to natural science. Since history is a study of the different facets of human life and experience all social sciences depend on and draw heavily from history. G.M.Trevelyan aptly observed that history is a house in which all subjects dwell. Specialization has broken knowledge into compartments. And yet the

relationship between history and other related subjects is rather close and intimate; as close as between reciprocal lovers.

History and Politics

Politics is the part of the whole of history. Politics is concerned with one aspect of history, namely organized state and its governance. History provides necessary raw material for political science and historical knowledge is necessary for proper understanding of the evolution of political institutions and exercise of political power. History provides innumerable examples of organized states like ancient Greece, Rome, India and China and the post-Renaissance nation states. Plato and Aristotle formulated their political ideas and ideals from a study of contemporary political system of the different Italian States and wrote his *The Prince*. Montesquieu, an admirer of British institutions, wrote his *The Spirit of Laws* on the basis of his study of the political systems of the countries of the West as well as the East. Likewise, Rousseau's *Social Contract*, Locke's *Civil Government* and Austin's *Sovereignty* drew heavily on history and in turn exercised a profound influence on the course of history.

The inter-relationship between History and Politics has captured the imagination of quite a few historians whose sayings on the connection between the two has been quoted ad museum. Who is not familiar with Seeley's statement that "History without politics has no fruit; Politics without History has no root" Succinctly states the intimate inter-connection between the two subjects. Lord Acton picturesquely pointed out that "the science of politics is the one science that is deposited by the stream of history like grains of gold in the sand of a river".

History and Geography

Geography and Chronology are still considered to be the right eye and left eye of history. Geography emerged as a science in its own right since the days of Alexander Von Humboldt (1769-1859). Geography is indispensable to fix an historical event in space. "An historian should always have a map at his elbow", said Renier. The indelible influence of geographical factors on history has always been recognized. The Himalayas and the jungles of Assam have restricted foreign invasions of India to the North and North and acted as a barrier, to a large extent, to close relations between the two fundamental divisions of the country. The broken coastline facilitated ancient Greece to develop her naval power. The Gobi and Mongolian deserts provided security to china. The geography of Egypt has preserved her hoary civilization. The geographical discoveries of the latter Middle Ages altered the course of history. A knowledge of the geography of England is necessary to understand the process of industrialization in that country and the consequent colonization. The impact of geographical climate on culture was recognized by Montesquieu, Buckle and Huntington. Anthrop-geography or human geography is concerned with the study of the influence of geographical factors on human behavior.

Though the physical environment is an important factor in human evolution, its influence has been to a great extent overcome by the astonishing achievements of science and technology. Now it is possible to consciously control the influence of geography on history. Hostile environment could be mitigated by modern means. And yet man is helpless before earthquakes, volcanic eruptions, failure of monsoons or tsunamis, erratic hurricanes. The conquest of nature by science has its limitations. Even today the geographical factor is not negligible. Mineral

resources are discovered, not invented. Therefore, Geography and Topography are auxiliary studies to the historian and to the makers of history²⁷. History is indeed conditioned by the geographical factors; but historical process is influenced more by non-geographical forces.

History and Economics

Economic activities of man have a positive correlation with historical developments. History also deals with the economic experience of man from age to age. An understanding of history is a prerequisite for an appreciation of economic engagements of man, the development of economic institutions and the formulation of economic theories which have a bearing on the working of society. Hence, historical source materials concerning matters economic, found in ancient and medieval documents and inscriptions, can be of great help to scholars of past economics. Similarly, present day historians cannot afford to neglect the economic the economic crisis of the thirties and the post-war economic developments all over the world. Karl Marx found unity of history in economic factors. The other political, social, artistic and religious factors have no continuity of their own but reflections of the basic economic fact. Marx considered all developments in history as the result of economic configurations. Saligman propounded the view that ultimately economic factors decide social transformation. It must, however, be recognized that economic interpretation of history is one of the explanations of historical phenomena. History is not all economics. All economically well developed affluent societies are not alike, nor do they behave in the same way. Economic explanation cannot give a satisfactory answer to this phenomenon. Socio-Cultural-Political-Philosophical factors are as

important as economic forces in determining historical events.

History and Sociology

History is the study of the deeds of men living in societies. Sociology is a scientific study of society. History and Sociology were closely inter-linked till Aguste made the latter a separate science. And yet, the interaction between the two subjects remains intimate. Eminent sociologists like Emile Durkheim and Maxweber profoundly influenced history by their studies of social institutions. The sociologists worked on the same historical facts and tried to discover causal connections between them. In other words, sociologists thought scientifically about the same facts about which the historians thought empirically. Whereas the historians were busy discovering and stating the historical facts as they were the sociologists were engaged in interpreting those facts sociologically. Bury raised the question whether history was a mere reservoir of facts accumulated for the use of sociologists or was it an independent discipline to be studied for its own sake. But he could not give a satisfactory answer. The sociologists, however, worked on finding general laws of social growth and considered history as primarily a record of social evolution. History acknowledged the contribution made by sociology in so far as it tried to explain the principles of social evolution and causes for social change. When sociology was concerned with the common characteristics between events, history continued to concentrate on the unique features of such events.

E.H.Carr cautioned against the twin dangers sociology was facing, viz., ultra theoretical and ultra-empirical. That is to say, sociology was facing the danger of losing itself in abstract generalization and deducing universal laws from the unique events recorded by history. The other

danger was the attempt to confine sociology to technical problems of enumeration and analysis. The sociologists have singularly failed to recognize that every historical society was unique and it was moulded by specific historical antecedents and conditions. Sociology must, like history, concern itself with the relation between the unique and the general. It must also be concerned with the study of social change and development. "The more sociological history becomes, and the more historical sociology becomes, the better for both. Let the frontier between them be kept wide open for two-way traffic". Both History and Sociology are concerned with the causes and consequences of group life of man. History provides concrete data concerning a cross-section of any given society at a particular time as well as the dynamic aspects of social and institutional change. Since history is devoted to describing the behavior of groups in political, religious, military, diplomatic and economic situations "the accuracy and insight of the historian would be materially enhanced by the knowledge of the elementary principles of sociology"²⁹. Thus, it will be seen that both History and Sociology are concerned with the study of man in Society and as such they are complementary to each other. Renier goes a step further and says that "Sociology needs history more than history sociology".

History and Literature

The relationship between History and Literature has been close and continuous. There was a time when history itself was considered as a branch of literature. Literature depends on history for themes, plots and characters. Similarly, history relies on literature for evidences required for the reconstruction of the past. Literary style adds charm and grace to the writing of history. Literature serves as a sure means to

make historical themes, conceptions and characters immensely popular. It portrays human beings in action and gives us the author's considered opinion on human character. Essayists, poets and portrait painters do it in their own way. In short, literature stimulates our attention by portraying human problems and assists the growth of human understanding with which history is concerned. G.M.Trevelyan was unequivocal in his defense of history as a branch of literature. He declared that "History's chief but not only value is poetic as a great poem as an epic without beginning or end"³¹. History enables the reader to comprehend the historical aspect of literature proper. Trevelyan, who considered history as an epic, asserted that "history and literature cannot be fully comprehended still less fully enjoyed except in connection with one another". For him the value of history was not scientific but educational. By equating history with literature Trevelyan invited caustic criticism from neo-historians like Barnes, Bury and Ranke.

They denied that history was an edifying edition of literature and maintained that history was a distinct discipline by itself. Nevertheless, it is possible, nay necessary, for the historian to give literary flavor to his writing without sacrificing objectivity. Herodotus and Thucydides, Macaulay and Trevelyan distinguished themselves as captivating historians by their literary style. Gibbon's History is famous for its literary quality. Macaulay's literary criticism will be ever remembered by students of history. Shakespeare and Shaw provided literary garb to historical personalities. Novelists like Sir Walter Scot, Alexander Dumas, Victor Hugo, Leo Tolstoy, Charles Dickens, B.Lytton, to mention to a few, not only made history popular but also enabled their readers to understand history better. The novels of Kalki, Sandilyan, Parthasarathi and Karunanithi familiarized the public with the history of Tamil Nadu.

History and Psychology

History is related to psychology in several ways. Both are concerned with the study and understanding of human behavior. Human behavior is human nature in action and character is habitual behavior. The historian needs to understand human behavior for the sake of explaining the behavior of men who lived in the past. An understanding of human behavior, conduct and character can be acquired from literature and doctrines of psychology through observation. Psychological insights will enable the historian to make a meaningful analysis of the motives and actions of men and societies. Mass psychology will explain mass hysteria which moves millions into mass action. Also, it will help us to understand better the charisma of heroes of history. A psycho-analytical study of Buddha, Christ, Mohammed, Alexander, Asoka, Aurangzib, Mussolini, Hitler, Stalin, Mao-tse-Tung, Gandhi, to name a few, may provide a clue to their immense popularity. An understanding of the group psychology will enable a historian to determine the role of the masses in various revolutions and communal conflagrations. As a result of the impact of psychology historians have undertaken a study of the consequence of war on the lives of the people. "Social psychology may in some cases be a *since qua non* of the intelligent analysis of certain historical problem". Thus, history and psychology are interdependent and their mutual illustrative of human action in the past and psychology provides information relating to the nature of motivation, patterns and controls in human actions and beliefs". The personal life of the historian himself has a direct bearing on the selection of theme for his writing and his judgments. The historian's bias can be traced to certain experiences in

his life. Such bias often results in historical distortions and renders objectivity a far cry.

History and Philosophy

Philosophy is an inquiry into the nature of human life and thinking; it is a pursuit of wisdom. At particular periods of history particular problems claim the special attention of the philosopher. Certain problems of philosophy are unchanging and certain others are changing, from age to age, according to the special characteristics of human life and thought at the time. In the middle ages, for instance, theology was the focus of philosophical speculation. In the seventeenth century it was physical science. Since the advent of Descartes and Kant philosophy was profoundly influenced by “a new habit of thinking historically”. Philosophers, particularly in Germany and Italy attempted to answer such questions as what is historical thinking? . What light does it throw on the problems of philosophy? Consequently, History of Philosophy and Philosophy of History became the two sides of the same coin. In a sense philosophy is commonsense with leisure to pursue enquiry into reality. It is a leisured investigation and systematization of any problem presented by life”. A philosopher not merely thinks about an object but also thinks about its own thought about that object. In other words philosophy is “thought about thought” since it is reflective in nature. Past by itself is the concern of the historian. The historian’s thought about the past is the realm of the psychologist. But the philosopher is interested in knowing the mutual relation between the past by itself and the historian’s thought about the past”³⁶. Hence, philosophy is concerned with historical facts, historical interpretation of such facts and in formulating historical laws. The term „philosophy of History“ was invented by

Voltaire. What he meant by the term was merely critical history. The same term was coined by Hegel and others in the sense of universal history. The Positivists repeated the term to mean the discovery of uniform laws. Thus, the phrase „philosophy of history“ has acquired three different meanings, viz., 1)critical study of history; 2)writing of universal history; and 3)formulating uniform laws of history. Thus, the relationship between history and philosophy has become rather intimate and inseparable.

History and Religion

Apparently history and religion are poles apart. History is based on reason whereas religion is riveted on faith. One is secular and the other is spiritual. Religious man affirms that God created man. Historian endeavors to find out how man created God! The task of religion is to find out the relation between the two opposed conceptions of Man as finite and God as infinite. The efforts to discover this relationship has given rise to several religious which have profoundly affected the course of human history. As a result, religion is included within the scope of history. Greco-Roman historiography was secular but the task of medieval historiography was confined to the rediscovery of the divine plan. Voltaire reverted this trend by his crusade against religion. He and Hume were the pioneers in secularizing historical thought. Descartes and Vico made historiography scientific. Though history was rendered secular and scientific the historian never ceased to study the role of religion in history. Analyzing the divisive and unifying movements in history Arnold J. Toynbee observes that Hinduism, Zoroastrianism and Judaism have not set out to be world religions but have confined their ministry to a single ethnic community. By contrast, Buddhism, Christianity and Islam in succession have each addressed its

gospel to all mankind. However, "Though all the higher religions have liberated human beings from their imprisoning societies, not every one of them has drawn the logical conclusion that its liberating mission extends beyond the limits of the particular society from which it has broken out, and that its mission-field has no limits short of the whole-world".

History and Ethics

Has history anything to do with ethics? Ethics deals with morals, and rules of conduct. Morality is the mainstay of ethics. Lord Acton defended a rigid code of morality in history. He expected the historians to pass severe moral judgments on historical persons and events. The historian can trace the evolution of ethics from the primitive stage to the post-industrial society. Relativist philosophy raises the ethical problem. Man's recognition of the distinction between good and evil is one of the stable ingredients in human nature. The distinction between good and evil seems to have been drawn by all human beings at all times and places. However, in the application of this distinction to the practical conduct of life, there has been, and still is a very great diversity as between the moral codes of different cultures. Nevertheless, the relativity of diverse ethical codes is subject to an absolute belief that good and evil can be distinguished. Such a distinction is implicit in the power to choose between life and good on the one hand and death and evil on the other. Therefore, the historians is concerned with the morality of society. Not only that. He must also practice utmost honesty at every stage of his enquiry. "The engineer, the physician, the moralist deal with a subject-matter which is practical; one, that is, which concerns things to be done and the way of doing them". The way of writing is, therefore, more important than

collecting historical facts. “Intellectual honesty is even more important for the historian than for the scientist, for unlike the scientist, the historian cannot submit his conclusions to the test of experiment”.

History and Science

History and science seem to be polar poles. But they are not like that. The communality between both is obvious. Both historians and scientists are engaged in the dispassionate pursuit of knowledge. History and science are systematic disciplines employing methods and standards which command the respect of the most rigorous scientist. As the American historian Bernadotte Schmitt points out if science can be defined as „systematized, organized, formulated knowledge“ then history is a science since its purpose is ascertaining truth based on facts. E.H.Carr asserts “...the chasm which separates the historian from the geologist is any deeper or more unbridgeable than the chasm which separates the geologist from the physicist”. In the words of E.E.Evans-Pritchard “the conscientious historian is no less systematic, exacting and critical in his research than a chemist or biologist”. In short, both historians and scientists are concerned with discovery; bringing out new knowledge of the world; using methodical methods; involving rigorous checks; and present evidence and conclusions.

History and science, though similar in some respects, are dissimilar in other respects. There are differences between the history of the historians and the science of the scientists. Arthur Marwick points out the following nine points of difference between history and science:

- 1) While history is concerned with human beings and human societies in the past, science is engaged with the phenomena of physical universe.
- 2) Like scientist historian does not conduct controlled experiments in a laboratory.
- 3) Unlike science historical study is not governed by general

laws nor is it subjected to overarching theory. 4) History does not have the power of prediction as in the case of science. 5) Like science history has no direct material pay-off like Television sets on nuclear bombs. 6) Scientist is either right or wrong but not so in the case of historian. 7) Historical studies cannot be quantified as the scientific studies could be expressed mathematically. 8) Similarly, scientific discoveries and mathematical equations cannot be expressed in literary form with elegance as in the case of history. 9) Whereas scientists can be neutral on the results of their experiments, historians cannot be value-neutral. In fine, it may be safely concluded that history is a social science if not an exact science.

History and Computers

We are living in an Age of Information Technology. The use of computers has become all-pervasive. Computing is nothing new to professional historians and researchers. In the 1950s R.R.Palmer used comparative statistics in his study of Atlantic Revolution. In the 1960s R.W.Forgel and other demographers involved computers in their research. In the 1970s some historiographers talked about quantitative history! 1980s witnessed application of microchip by few historians. With improved skills and with the introduction of new generation computers and new software programmes history databases were created in the 1960s. The dawn of the millennium and the birth of the 21st century offers unlimited opportunities to use most advanced computing methods and software programmes in the craft of historiography. Now historical information can be digitalized and stored in servers which will provide for use anywhere in the world on the network. These digital devices will make historical research and writing much easier

Kinds of History

The human beings and their surroundings interact each other and create varied trends in history. As a result the division of history based upon the contents assumes prominence. History is divided into political history, economic history, cultural history, religious history and social history.

Political History

Political history is a branch of history. Its scope is very vast that it has developed numerous branch of history. Among them are military history, constitutional history, diplomatic history, legal history and administrative history. Seeley went to the extent of saying that “History is past politics; and politics is present history”. “Political history is the history of political thought” said by R.G.Collingwood. Political history was once the story of kings, queens, countries and their intrigues, wars, treaties etc. Their deeds and misdeeds mattered most. Conquest was a vital factor in the affairs of a country. People were fascinated by the rise and fall of kings and queens, kingdoms and empires. That aspect of human action within or about or through the state came to be treated as political history. Voltaire, Machiavelli, Guizot, Augustin, Pirenne, Thierry, Macaulay, Droysen, Ranke were all primarily interested in the Political History of states. In fact, Hegel extolled the state as the noblest of God’s earthly achievements! All of them placed the State-an artificial phenomenon-in the first rank. But all history is not politics. It is not one-dimensional. The new interest in knowing the experiences of the common people has brought about a welcome change in historical writing.

Economic History

Economic history studies the progress of material welfare of the people through the ages. Engles and Marx started the economic interpretation of history. Economic aspects gained much importance after to that, earlier writings were

ignored the economic aspects of historical events. There was a time when economic history was considered to be a branch of social history. In fact, the Dutch historian Van Dillen identified the two and called the composite discipline **Socio-Economic History**. Later, when social history became an autonomous branch of knowledge economic history emerged as a distinct discipline. Adam Smith's **Wealth of Nations** was the classical treatise on economic history. Montesquieu was profoundly influenced by it. Karl Marx economic interpretation of history widened the scope of economic history and stimulated the study of economic factors and forces to an unprecedented extent.

Constitutional History

Constitutional History has attained the status of an independent discipline. It deals with an aspect of the state organization, viz., the constitution of the government. Unlike the political history, it is not concerned with the struggle for the mastery over the state. On the other hand, it deals with political institutions, which Renier calls "habits of societies". Constitutions are nothing but human habits made concrete; they are the methods, the conventions and nothing but human habits made concrete; they are the methods, the conventions and the practices adopted by men in governing the state. Written constitutions and constitutional conventions are the subject matter of constitutional history. However, it lacks self-sufficiency. For instance, medieval manor cannot be considered as the constitutional expression of medieval politics.

Legal History

Legal history is an offshoot of Constitutional – Parliamentary history. Yet, it differs from them in many respects. The legal historians must necessarily be a lawyer or well versed in law. The connection between the subject chosen by the historian and jurisprudence is apparent. The history of the parliamentary enactments, their interpretation and application is a matter of considerable

practical importance. The codified laws of Hammurabi of Babylon, Manu of India, Napoleon of France etc, are of considerable significance to legal historians.

Military History

Military history narrates the story of Military Operation. It deals with warfare in every form and aspect; technical, tactical and strategic. It also covers military engineering, ballistics, logistics and military transport. The military historian is not merely concerned with military planning but also the impact of wars on the fate of nations and life of the people. Thucydides' **The History of the Peloponnesian War** is a classic example of military history. Outstanding works have been written on the South Indian Rebellion, the Great Indian Mutiny, the American Civil War and the first and second world wars.

Diplomatic History

The history of relations between sovereign states is known as Diplomatic History. It is also called International History. A distinction between the two could be made in that the former is limited to the actions of diplomats, while the latter is confined to the factors which affect the course of negotiations, study of inter-state relations. It has assumed importance especially after the First World War. External relations between states are maintained by ambassadors, trained experts in and practitioners of diplomacy.

Social History

Social history is concerned with the daily life of the inhabitants in past ages. Social history is the history of human society in its social aspects. It is also concerned with the origin and development of social institutions. Trevelyan, author of the Social History of England defined it as history with the politics left out. Auguste Comte demanded that historical facts should be used as raw materials by social historians. The Dutch historian P.J. Blok called it "the thought and the work, the daily life, the belief, the needs, the habits of our ancestors". August Comte demanded that historical facts should be used as raw materials by

social historians. Social history excludes the political, constitutional, parliamentary, legal, diplomatic, military and national aspects of history and includes morals, manners, religion, food, dress, art, culture etc.

Subaltern History

The word 'subaltern' literally means any subordinate officer in the army below the rank of captain. The term is taken from Antonio-Gramsci's manuscript writing. Friedrich Nietzsche, the German philosopher, coined the word. The pioneer Annales historians Lucien Febvre and Marc Bloch laid the foundation for subaltern history. E.P. Thompson's master piece *The Making of the English Working Class* in 800 pages is a classic exposition of history from below. In historiography the term subaltern means inferior or subordinate subclass, group, gender, caste age or office. That is to say, subaltern history deals with events relating to the sub-ordinate or suppressed or marginalized sections of society such as tribal's, peasants, workers, women etc. In short, subaltern history is a non-traditional locally-produced sub history.

ART OR SCIENCE

Ever since the English scientist Charles Darwin of the Victorian age proved the theory of evolution by scientific experimentation combined with historical analysis, history was also considered as science. This led to a schism among scholars over the issue. Scholars like Thomas Buckle, Auguste Comte, Ranke and others began to argue that history possess all important feature of science and so history is a science. But on the other hand another group of scholars rejected this view and argued that history has nothing to do with science. They further say that history possess all features of an art and therefore history is an art. However a third group of scholars compromise the two views and say that history is neither a science nor an art but stand in between science and art.

The issue whether history is a science or art was first raised in 1903 by J.B. Bury, the history professor of Cambridge university. He declared that, "History is science no less no more". He added that history should also be written and studied objectively similar to science and so long as history is regarded as an art, the sanction of truth could not be relied. These statements of Bury created uproar among historians. Some accepted the view, others opposed it and some others took a neutral stand.

Modern age is an age of science and technology. Scientific inventions, technological instruments became part of men's day to day life. Not only that people also began to think anything and everything on science. This change of approach of men began to reflect in historical studies also. They began to think and write history on the basis of science. Scientific methods such as carbon 14 analysis, pollen analysis, computer technologies etc. in the collection of materials, scientific instruments such as theodolite, prismatic compass, photographic instruments etc. analysing the collected materials and chemicals such as Bee wax, Benzene, acetone, celluloid gasoline blotting paper etc. to preserve materials are liberally used in history. Nevertheless eminent scientists like Auguste Comte, Leopold von Ranke, R.G. Collingwood, John Seely, York Powell and others started to do research in history by applying scientific methods. As a result of all these developments the argument that history is science began to gain momentum.

History is science

History possess all the important feature of science. Therefore a section of scholars consider history is science.

1) Subject matter is same

Science studies material subjects such as man, his anatomy, his actions, etc. Similarly history is also studies about man and his activities of the past. Therefore history is also considered as science.

2) Aim of research is same

The aim of science is to find truth. Scientists work hard to find truth. Nevertheless in science there is no scope for imagination, favouratism, nepotism etc. Similarly historians also work hard to establish the truth. In objective historical research there is no scope for imagination, bias and prejudice. Therefore history is also considered as science.

3) To establish general principle in both subjects

In science it is possible to establish general principle. After indepth research scientists proved the gravitational effect of earth. Similarly in historical research also it is possible to establish general principle. For instance in history a general principle can be formed like autocracy and inequality leads to revolution. Similarly as there is similarity in birth, growth, decline and disappearance of organisms. Arnold J, Toynbee developed a general principle birth, growth, decline and disappearance of civilization in history as organic nature.

4) Prediction is possible in both subjects

Science can predict the future. As scientist predict future historians can also predict in advance. For instance astronomers can predict rain or cyclone in a given weather. Similarly historians also can predict revolution in a given situation of autocratic rule, inequality, suppression of fundamental rights, poverty etc.

5) Research methods are same

Historians also similar to scientists apply scientific method of research and truths are established objectively. From the selection of the topic, framing hypothesis, collection of sources, analysis of the sources, establishing truth etc. are similar to both science and history.

6) Research instruments and equipments are the same.

Similar to scientists historians also liberally uses scientific instruments such as carbon dating, computer, laboratories etc. in their research. It is significant to point out that nowadays historians uses computer to collect sources and to analyse, carbon 14 methods to fix the date of the objects, chemicals and acids to protect and materials from destruction.

7) Uses of research findings are same

Lastly as scientific inventions are useful to society historical findings are also useful to the society. History is a science to study man and his activities of the past. Therefore taking into account of the above similarities between science and history a section of scholars argue that history is science.

History is not a science

Scholars by exaggerating the little similarities found between history and science claim that history is also science. But one sincerely analyse the two, he can see that history has nothing to do with science and is far away from Science.

1) Subject matters itself is different

History is studying man and his activities but science History is studying nature and its associates.

2) Scope of the subject of study is different

History is studying the past but science is studying the present and future.

3) Accurate prediction is not possible in history

In history accurate prediction is not possible. Whereas it is possible in science. In the beginning of the 20th century historians predicted sun never set in the eternal empire of Britain .But soon it collapsed. Similarly at the end of first world War historians predicted that a second world war will never t. But within

twenty years still more destructive second world war broke out. Not only that at the end of second world War historians predicted that a third World War was eminent. However even after fifty years there is no sign of a third world war. Similarly the historical prediction is not accurate. But in science accurate prediction is possible. Scientists can predict the weather and can exactly fix in a given climate rain or cyclone.

4) Research methods are different

Fourthly the statement historians and scientists are adopting similar research method is also wrong. In practical the method of research, instruments used for research, source material for research, research methodology etc. are totally different between the two. For instance in science to repeat a particular experiment equipment and instruments are available abundantly. But contrary to this in history historical event cannot be repeated. For instance one cannot repeat the battle of Panipat and to make Babur to defeat Ibrahim Lodi. Similarly a historian cannot repeat the Dravidian movement in Tamilnadu and to bring back Periyar, Anna and others to lead it. Historical movement; such as wars, conquests, annexations, administrative reforms movements etc. cannot be repeated for research. A historical research can rely only on material remains of the past and the records of the past for research. But unlike history scientific experiments can be repeated (any number of times again and again).

5) Places of research is different

A historian will undertake his research in libraries and archives. Whereas a scientist will continue it in laboratories.

6) In history research findings differ from person to person

Sixthly history research findings differ from time to time, person to person and place to place. In history for a single question there will be several answers and all of them appear to be correct also. For instance if a history teacher asks

a question about the original home of the Aryans or what for the Europeans came to India. There will be hundreds of answers to each one of these questions that will differ from person to person and nation to nation. Contrary to this in science there will be only one answer for one question in countries across the world.

7) Materials are different

Seventhly in history the source materials are partial and incomplete. A historian has to depend upon archaeological epigraphical materials, written records etc. They are damaged and brittle. In order to fulfil the gaps he has to imagine. As his mind is biased his findings will also be subjective. But in science the materials are complete and there is no scope for imagination and subjectivity.

Therefore taking into account of the above, it is true that history has nothing to do with science.

History is an art

As there is greater difference in methods and matter between history and science history cannot be considered as a science. But it has greater features to consider it as an art rather than a science.

Firstly in history the source material for the Study are peculiar. They are archaeological, epigraphical, numismatics archival materials etc. They are often damaged, broken and biased and incomplete. In order to collect the interpret them in and to fulfill the gapes and present se a thesis sources) giving flesh and blood it requires the talent of imagination / literary skill and artistic taste that can be well done by an artist.

Secondly history is considered a consolidated commentary of the past. If historical events are narrated it be nothing but railway time table. If it is scientifically explained then it will be dry. It is stated that if a prisoner given the choice either to read the history books of Guhardili or going to prison definitely

he will prefer the second. On the other hand to make it interesting and enthusiastic it requires the talent of an artist.

Thirdly history should be written so as to motivate others. It can be done only by a skilled imaginative technician and not by a scientist.

Fourthly as Rigmond pointed out history is pertaining to unordained incidents. It cannot be organized scientifically. History is peculiar and it is nothing to do with science.

Thus taking into account of all these factors in some respects history is a science and in many respects it is not a science and in several respects it is an art. History is neither a pure science nor a pure art. But the truth lies in between the two. As the English historian Travellian in his monumental work "Social history of England" says that history is a house that stands in between history and science. Those who claim that history is a science accept that it has the feature of art and vice versa. In simple history is neither a science nor an art but it is a social science.

UNIT – II
THEORY OF CAUSATION

Role of Individuals

Historic heroes are unique. Because they are unique they are somewhat enigmatic and unaccountable. They exercise enormous social influence. It is not easy to subject them under a formula. They achieve what could not be accomplished by the masses. Historians can neither ignore nor exclude them from history. Writers like Carlyle, Nietzsche and Oman consider the hero as the ultimate factor that can be reached in a chain of events; the heroes of history are the makers of the past, the present and the future. Outstanding men like Rembrandt, Michelangelo, Dante, Shakespeare, Newton had left their imprints on the sand of time through their artistic and intellectual achievements. Pious men like Thomas a Kempis, St. Augustine, Tolstoy and leading actors like Caesar, Napoleon or Lenin played their roles in the human drama.

Sidney Hook divides heroes of history into two broad categories, viz Eventful Men and Event Making men. The former owe their importance to the positions they

hold and happen to be at the centre of historic events. On the other hand, Event Making Men convert the society to their way. They gain control of the situation and drive the society in the direction of their decision. Henry VIII of England and Frederick the Great of Prussia were the eventful men and Lenin, MaoTse-Tung and Gandhi were the event making men.

Individuals gain prominence and authority from their families, influence of their ideas, organization of their own association and institutional selection. The popular thinkers normally find difficulties to adjust themselves to the traditional ideas and consequence. Mazzini of Italy and Gandhi of India belongs to this class of leaders. Through positive as well as negative means leaders bring about change. There are instances when the individuals changed the course of history through their work. Peter the Great of Russia through the process of industrialization made his country a modern state. William Pitt of England because of his military strategy transformed the seven years war against France from defeat to victory.

Institutions and ideas

Ideas contributed to significant changes in history, for they rule the world and guide human activity. History unfolds a vast realm of ideas. It draws wisdom from experiences and contributes to the thought of the ages. Historical works are written under the influence of ideas and their importance is decided by virtue of them. Philosophy of history evolutionary process and economic interpretation are among the numerous concepts which have influenced historical writing. Ideas emerge in the paradise of dreamers and thinkers. Among the striking examples are to be cited the concepts of democracy and socialism. Ideas that guide human activity as well as historical writing are of two categories philosophical and practical. Theoretical by nature, the philosophical ideas cannot be subjected to any practical test. The Greek concept of fate and Hindu concept of Karma belong

to this category. Practical ideas on the other hand can be made to work if people desire to do so. The ideas of monarchy, capitalism and socialism belong to this category.

The concept of Historical Progress

The word progress meant different things to different people at different times.

The word progress is derived from the Latin term Progradi, which means forward walk. It means forward movement: advance or development. The concept of progress is based on the hypothesis that humanity is moving towards a state of perfection. According to J.B. Bury progress is both an interpretation of history and a philosophy of action. The classical Greeks and Romans were concerned more with the present than with the past and future. The modern concept of progress had its roots in the 18th century. History was considered to be a progressive science. In the 19th century, Hegels philosophical interpretation of history reinforced and enriched the concept human progress. The Darwinian Revolution equated evolution with progress. History is progress through the transmission of acquired skills from one generation to another. Spencer identified historical progress with natural evolution. Acton conceived history as the record of those events as progress towards the understanding and enfoldment of liberty.

USES OF HISTORY

It is an age of science and technology. In this age people began to apply liberally scientific mind, scientific tools in their day to day life. In this changed scenario a section of people argue that a study of history is irrelevant and useless. But a sincere study reveals that the study of history is very relevant and useful to people in several ways.

1) History makes men wise

A study of the past makes men to understand the present and to take a wise decision on the future. Prof. John Seely says that history makes men wise. History is filled with the stories of the activities, achievements and the failures of men . It all teaches wisdom that has been acquired through the ages. It furnished examples of great men who faced challenges and attained success ultimately which serve as guidelines to follow. There are men who failed in life and earned shame too but they serve as warnings to avoid. By studying history one can learn several things from the success and failures of others. Thus the knowledge acquired from history helps men to be wise in taking decisions and to achieve greater success in their life.

2) Promotes peace, progress and prosperity in the nation

The study of history promotes peace, progress and prosperity in the country. In the ancient world the Greeks and the Romans patronized the study of history. Eminent historians like Herodotus, Thucydides, Livy, Tacitus etc. lived during the time and they wrote history and encouraged everyone to study history. As a result people came to know their past glory acquired patriotic spirit developed creative ideas experimented direct democracy excelled in art and architecture and established a classical civilization. In simple the study of history promoted peace progress and prosperity in the country.

Similarly in 1453 after the fall of Constantinople the classical scholars migrated to Italy and began to write and teach history of classical civilization, It awakened the people to attain a new spirit and critical thinking This promoted Renaissance Reformation and Geographical discoveries and subsequently industrial and agricultural revolutions. This led to peace and prosperity in Europe.

But on the other hand whenever the study of history was discouraged then arose political unrest and economic collapse and the emergence of

terrorism. For instance in 476 A.D the barbarians invaded Roman empire and occupied it .They stopped to write and study history. The classical scholars feeling insecurity escaped to Constantinople. As a result there was unrest and terrorism on the rise. The promotion of historical studies is the Pencea for solving the menance and to find peace and prosperity in countries across the world.

.3) Promote moral and ethical values

History promotes moral and ethical value among people. In history persons with nobility and worth are admired and those with bareness and opportunism are condemned o History shows how princes have exercised justice and benevolence by which they' have made the nation happy. The darma of Asoka, the tolerance of Akber delivering impartial justice of Manuneethicholan cultivate the spirit of sacrifice and justice in the minds the people. Similarly the conviction of Secretes the love of Christ, selfless service of mother. Theresa, the ahimsa of Gandhiji inspires the youths. A study of history create consciousness with illustrious instances of noble deeds which tended to counter the modern sophistication created by science and technology.

4) Intellectual Satisfaction

The study of history provides intellectual satisfaction to the readers. It helps to read and find happy about the happening of the paste While reading the events of the past, the heroic deeds, the chivalrous events Economic activities socio cultural movement give intellectual satisfaction to people. It also helps to develop the spirit of enquiry memory; reasoning power and the capacity for analysis and also to take logical decision.

5) Moulds rulers and administrators

Knowledge of history is very useful to rulers and administrators. History is filled with the stories of strategic policies and diplomacies applied by the rules

and administrators to overcome crisis. By reading history one can learn much through others success, failures and errors. The humanism of Asoka, warfare tactics of Babur, market regulations of Aladdin Kilji religious toleration of Akbar, administrative arrangements of Shersah, Judicial and religious reforms of Napoleon etc. are models and inspires the rules to follow. History also provides warnings to rulers with examples to avoid. The foolishness of Nero, idiotic activities of Idi Amin the unwise decisions of al Muhammad bin Tuzlugh are provide, warnings to rulers. History also reiterate that if anyone fail to learn lessons from history and to correct will be ruined. For Instance, Hitler ruined Germany because he failed to learn lesson from the Napoleonic Campaign to Moscow. Similarly India suffered humiliation in China because Nehru failed to learn from the central Asian policy of the Mughals and that of the British. Likewise success and failures in administration mainly determined by the knowledge of history.

6) To assert human dignity and democratic Rights

A study of history helps people to assert human dignity and democratic rights. The Americans were the pioneers to organize liberation movement and to achieve success in their country. Subsequently the French people knowing the history of American war of independence realized a similar movement was necessary in France also. This ideas made the French people to organize the French revolution in 1789 and to attain liberty, equality and fraternity. Similarly the Chinese and the Africans after learning the history of, France and America and their struggle for freedom started liberation movement in their own countries also and by achieving success established self governments in their countries and maintained human dignity and democratic rights. Similarly the Indian war of Independence also motivated by studying the history of similar movements across the world. Thus the knowledge of history

makes men to revolt against colonial rule and to establish self rule and to maintain human dignity.

7) To protect nations unity

Knowledge of history helps men to understand their nation's past glory and also the great sacrifices made by the patriots for its greatness. It motivates them also to acquire patriotic spirit and also to for the greatness of their Country. For instance the Germany by understanding their history got pride over it and tried to work more for its glory. This made them to initiate unification movement in Germany and to unite their scattered territory into one. Indians also after reading India's ancient civilization got pride over it and started Freedom movement and established united India. Likewise the Jews knowing their past glory joined together founded a new state and trying to protect it at any cost. Thus knowledge of history helps people to acquire patriotic spirit and also to take steps for nations glory.

8) Offers various lessons to life

History offers various lessons to every section of the society. It teaches lessons like impermanency of the world, unity is strength, no substitute for hard work, survival of the fittest, failure is the step towards success etc. These lessons will be useful to organize one's life in a better way.

ABUSES OF HISTORY

History is a subject which has many uses to every section of the society. If it is used in the right manner it brings a lot of good. But on the other hand there is a wide scope for its misuse also. In reality different sections of people attempt to misuse history to achieve their personal ends. If it is misused, it will bring great

harm that will lead to unrest and tension among people. Therefore it is necessary that misuse of history should not be allowed.

I. Racial superiority

History is misused often by people to project their racial superiority. Every race tries to highlight their racial superiority by manipulation of historical sources. The Jews by manipulation of historical sources tries to overcome the Palestinians by highlighting their past glory. This leads to unending bloodshed in central Asia. Similarly it is an established theory that the Aryans were the original inhabitants of central Asia migrated to India on different occasions. Now the Brahmins in order to highlight their racial superiority manipulates history and argue that they were the aboriginals of India and the authors of Indus valley civilization contrary to truth. As a result there is unrest among the Indian people. Similarly the Cholas tried trace their origin from solar race and the Pandyas from the moon and misinterpretation of history. The attempt to project the racial superiority by misinterpretation of history by the Germans led to the outbreak of two world wars. Thus for projecting racial superiority history is misused

2. To establish the caste superiority

History is being misused to establish the superiority of ones caste. In India the Brahmins consider their caste as superior. The Brahmin historians out of caste fervour misuse history and highlight the achievement of Brahmin rulers and neglect the non Brahmins achievements. For instance in Indian history the Mauryas established a vast empire maintained religious toleration, founded peace and amity, concern for the poor, excelled in art and architecture. But as the founders were non Brahmins their rule was not considered golden age. But the Gupta empire was comparatively small maintained caste system, social evils like sati slavery, poverty inequality prevailed. As the Guptas were Brahmins,

patronized Hindutva the Brahmin historians praised their rule as a golden age contrary to truth. Similarly the Brahmin historians criticise Buddhism and Jainism as the founders were Sudras. Similarly the Nandas were first great empire of India, with 2 lakh military strength. As they were sudras the Brahmin historians term as barbarians and rejected them. Similarly in the Indian freedom struggle Brahmins supported the British. But now they misuse history and write as if they were the champion of Indian freedom struggle. In the history of Tamilnadu the Sangam age was considered as the golden age. But the Brahmins historians consider instead of Sangam age the Chola period as the golden age because the Cholas practiced Hindutva. But in the Sangam age the Brahmanism was suppressed and social equality was maintained so it was not considered a golden age. In such a way historians often misuse history to glorify their caste.

3. To please the patrons

History is abused to please their patrons and to seek benefits. In medieval India, there was a practice of appointing court-historians. These historians stayed in the royal court enjoyed all privileges and wrote history in such a way to please the king. They glorified the kings military excesses and darkened his defeats. For example Bana the Court historian of Harsh a in his Harshacharita praised his military victories and even mentioned his defect with Plukesin as a victorious war and pleased him. Similarly in A in-I-Akbari Abulfazal praised his patron and failed to mention the massacre of his brothers before his coronation. Similarly the then Prime Minister Smt. India Gandhi during the emergency period. Commissioned a few historians and directed them to rewrite Indian history. These historians in order to please India Gandhi to seek positions and power twisted and tampered the sources and manipulated the facts and highlighted the glories of Nehru family. The capsule history was found full of bias and prejudices, subsequently rejected by the Janata government. Likewise the fate of the attempt to write authentic history by several state governments were

also the same. Thus history has been misused since the ancient period to please the patrons and to seek benefits.

4. To glorify God

Religious leaders misuse history to glorify their god. They misinterpret historical facts with the activities of God. According to them world is a stage to enact the life of men. Where God is the director and men and women are its actor and actresses. St. Augustine in his 'City of God' explained historical events as nothing but the struggle between God and Satan. He further stated that all historical events are pre-determined by God. In Europe during the reformation period both the catholic and the protestants to justify their stand interpreted history in their own way. Similarly in India also in the Ayodhya issue both the Hindus and the Muslims interpret historical and archaeological materials in their own way to justify their stand. As a result the problem has been made more complicated. As devil cite scriptures the religious leaders misuse history to achieve their parochial aims.

5. To glorify their nation

People misuse history to glorify their nation. In the early part of 20th century, nationalism spread in world countries. Inspired by that spirit they wrote the history of their countries. In that history they praised their country in unlimited words and under estimated their enemy countries. Countries like Germany, France, England, America portrayed their country as the champion of international security, promoter of civilization and justices. German historians on the eve of first world war asserted the white man burden theory. The rulers read their history believed this theory and this ultimately led to the outbreak of first world war and its consequences.

6. To justify aggressions

History is misused by rulers to justify their aggressions upon other countries. In central Asia both the Israelis and the Palastinians misuse history in their own way to justify their claims. Similarly India and Pakistan misuse history to each others territorial claims over the disputed land. In the same way there is continuous struggle between the Singhalese and the L.T.T.E over the question of separate homeland for the Tamils. They also misinterpret history to justify their claim. Likewise China on several occasions misinterpreted history to justify its aggression on Indian territory. In this way history is being misused to justify their misdeeds.

7) To entertain readers

Writers and Orators also misuse history. They often select themes from historical events and by cutting and chiziling shape it on their wish and presenting it in sweet rhythmic style. As a result real history will be shattered. William Shakespeare took theme from Greek and Roman history to write his famous drama "Antony and Cleopatra" However Shakespeare misused history by adding sugar and flavour to find his literary style. Similarly the Indian literature like Ramayana and Mahabaratha were compiled by taking historical facts adding myths and legends to suit their taste. Likewise the Tamil, literature Kalingathuparani was composed by Jeyankondar by adding exagirations and rhythms with the history of kalinga war fought by the Chola king Kulottunga. In the same way the poets, dramatists, singers and the like misuse history to attract the audience for their purpose.

8) To establish ideology

History is misused to popularize ones ideology. After second world war communist ideologies began to spread worldwide. Inorder to justify their ideologies leftist historian began to give economic interpretation to history. They began to interpret historical events from ancient to modern period in the

economic point of view. They in their writing gave top priority to economic activities like labour trade unions Peasant movements etc and neglecting other aspects of history. The historians of the west also abused history to counter the leftist historian began write the social and subaltern histories neglecting the economic views on history. Altogether both approaches are biased and they wrote partial history alone..

LESSONS OF HISTORY

History is a treasure house of knowledge. It teaches valuable lessons to different sections of the society..

1. Nothing is permanent

History teaches the lesson that human life is impermanent. History narrates that once the well established Indus valley, Egyptian, Roman, Chinese civilizations etc, have perished after sometime. Similarly great leaders, warriors commanders generals and the like have made greater achievements in their life. But they all perished after sometimes. Napoleon Bonaparte molested the European map and made to spend sleepless nights to the kings of Europe. He also perished. The notorious dictators like Hitler, Mussolini, Idiameen all perished. Winston Churchill once claimed that the Sun never set in the British empire. After the second world war all the colonies of England were liberated and it became a mere group of islands. Similarly U.S.S.R became a super power after second world war. But in 1992 it collapsed and become on ordinary Russia. These facts of history teach the lesson that nothing is permanent in the world.

1) Survival of the fittest

History also offers the lesson that the fittest person will alone survive and the rest will perish. History reiterate that from the ancient period, the fittest

persons align together and defeated the weakest person and become popular. In the 20th century world the super powers joined together and defeated Germany and looted its wealth. Similarly America aggressed upon Iraq and looted its wealth. These historical facts portray the lesson survival of the fittest.

2) Failure is the stepping stone for success

History teaches the lesson that failure is the stepping stone for success. History is filled with instances of persons who struggled hard, overcome the challenges and achieve success. Persons unmind of his initial failure if works hard achieves greatness. Christopher Columbus initially met several failures. Unmindful of his failure he continued his effort and at last he achieved success and founded a new land. Similarly Japan got repeated failures at the second world war, As a result .it faced irreparable losses. Yet Japan never frustrated, continued its efforts and achieved success. In Indian, freedom struggle also Indian leaders faced initial failures. But continued their struggle with still more vigor and atleast they achieved success. similarly history is filled stories of evidences that failure is the stepping store for success.

4) No substitute for hard work

History teaches the lesson that there is no, substitutes for hard work. History reiterates that poverty, lack of support, illiteracy handicappedness unfair complexion etc. are immaterial for success to person who work hard with perseverance. History portray that the poverty stricken Napoleon became the consul of France. The wood cutter's son ugly looking Abraham Lincoln became the American president. The illegitimate son born to an unmarried maid servant Ramsay Macdonald became the Prime Minister of England thrice. The suphered boy Mustapa Kermal Pasha became the maker of modern Turkey. Similarly the blind poet Home became the author of Iliod and Oddessy. The blind women kellenkeller invented brarllie system of writing. Famous English writer John

Milton, scientist Graham Bell, Musician Bithovan, president F. D. Rooselt etc. though physically handicapped they worked hard with perseverance and achieved greater things. These instances in history preach the lesson that irrespective of the handicaps anyone can achieve greatness if he works hard.

5) Unity is strength .

History preaches the lesson that unity is strength. If people united together and fight they will win and at the same time if they fight with disunity they will fail. In the history of India many foreign rulers invaded India and defeated Indian rulers and founded their rule in India because India was divided into number of petty principalities and was much disunited due to caste colour and creed. As a result they did not resist the foreign invaders unitedly. Therefore the foreigners easily the defeated the Indian rulers in India. Similarly when the soldiers of Alexander were disunited. Alexander was unable to achieve anything in India and returned 13ut history reiterates that at the battle of Khanva the Mughal soldiers less in number fought untidily with determination and also to defeat the huge of RanaSangha. Likewise history is filled innumerable events that teach a moral lesson that united we will win and if divided we will perish.

Power corrupts

History teaches the lesson that concentration of power leads to corruption. Absolute power corrupts absolutely. In the French history all the governmental powers concentrated with Louis -X VI. HC misused the powers and as a result the people lost their freedom. So the people revolted against the king and the king was killed. Similarly in Russia Tzar Nicholas II became autocratic and corrupt. The people suffered a lot. So they organised a revolution and the king excepted to foreign country. In Russia monarchy was abolished. Likewise in Philippines king iMarcose danced in tune with his beautiful queen and misused

his power. The people joined together and revolted and ousted the king from power. These instances testify to the fact that power corrupts and absolute power corrupts absolutely.

Pen is mightier than sword

History is teaching the lesson that pen is mightier than sword. By using pen one can write articles and organize the people into a union and to fight against injustice and can find justice. In the French revolution, the French philosophers like Voltaire, Montesque and Rousseau wrote about social evils found in the French society. This made the French people to awaken and to organize the French revolution. Similarly the Russian writers Turgenv, Leo Tolstoy Maxim Gorkey wrote about the Russian society that, led to the Russian revolution. In Indian Freedom struggle also the press played an important role up organize the people and make them to fight. Similarly several social reforms were introduced by the writers. These achievements were impossible through sword. It can be used to kill people only. Thus history teaches the lesson that pen is mightier than sword. Thus history offers various lessons to its readers. But history also offers the lesson that no man has learnt any lesson from history also equally true.

UNIT – III
REPUTED HISTORIANS

Herodotus

Herodotus was an ancient Greek historian (484–425 BC). Herodotus was the native of Halicarnassus, a Dorian settlement in Asia Minor. He was born of a family of considerable political clout. As a student he studied Greek poetry and was impressed by Homer's epics. He was also influenced by the chronicles of Herodotus . He was excited at the age of 32 because of his uncle's involvement in political intrigue Along with his uncle. Herodotus embarked upon extensive travels. He was the first to set out to travel over the earth as far as man could go. Difficulties, discomforts and dangers were nothing to him. How far he travelled is hard to say.

But he certainly went as Fareast as Persia and as far west as Italy. He knew the Coast of the Black Sea and had been to Arabia. In Egypt he went up the Nile to Assouam. Probably he had been to Thrace, Scythia, Babylon, Cyrene, Libia, Sicily and India. Herodotus was thus the first sight-seer of the world. After the completion of the period of exile he settle down in Athens and lived in the court of Pericles for forty years. Then Herodotus retreated to Thurii, an Athenian Colony in Italy, where he breathed his last.

His Histories

Herodotus hazarded his travels with insatiable thirst of knowledge and "observed and enquired with the eye of the scientist and the curiosity of a child". Armed with a rich assortment of notes concerning the geography, history and manners of the people, which he meticulously and methodically collected during his far-reaching travels, he composed his monumental **Histories**. His work

consists of 9 books; each one of them being named after one of the 9 Muses, the first book is presided over by Clio, the Muse of History. The first five books recount the early conflicts between the East and the West and the developments in Greece. The sixth one describes the Ionian revolt and the campaign of Marathon. The last three books describe the Graeco-Persian Wars. Two thirds of the books are devoted to his journeys and what he learned on them. The remaining one third deals with the Persian Wars. His travels provide the 'stage setting' for his central theme. He has been called "The Father of History" (firstly conferred by Cicero), and was the first historian known to collect his materials systematically, test their accuracy to a certain extent, and arrange them in a well-constructed and vivid narrative.

Thucydides

Thucydides (460 – c. 395 BC) was born with a silver spoon in his mouth. Son of a rich Athenian owner of gold mines in Thrace he received the best education available in Athens. He was brought up in an environment of Greek enlightenment and scepticism. At the age of 36 he was chosen one of the two generals to command a naval expedition to Thrace. Because of his failure to relieve Amphibolies in time from the Spartan siege he was exiled! Like Herodotus he spent the next couple of decades in travel, especially in the Peloponnesus. Soon after the oligarchic revolution in 404 B.C., he returned to Athens. Thucydides died, some say murdered, in 396, leaving unfinished his monumental work, History of the Peloponnesian War.

Central Theme

The suicidal struggle between the two mighty Greek City-states, Athens and Sparta, is the central theme of Thucydides „History. He opens the narrative where Herodotus left off at the close of the Graeco-Persian War. He begins his book with the following words. “Thucydides, an Athenian, wrote the history of the war

between the Peloponnesians and the Athenians from the moment that it broke out, believing that it would be an important war, and more worthy of relation than any that had preceded it... the conclusions I have drawn from the proofs quoted may, I believe, be safely relied on... In fine, I have written my work not as an essay which is to win the applause of the moment, but as a possession for all time "After this prefatory remarks he gives a summary of the developments in Greece from the Minoan times to the Persian Wars. Then he proceeds to a description of the central theme, viz., the origin, development and denouement of the civil remains incomplete. Written in two stages his History seeks to narrate the civil struggle of 27 years as one war. Perhaps latter historian divided his work into eight books on the basis of Chronology.

Father of Scientific History

Thucydides is not a chronicler. He is a seasoned historian. He claims that his conclusions are drawn from the proofs and he does not exaggerate at the expense of truth. Turning away from the region of legend", he proceeds upon the clearest data, proofs and evidence and arrives at conclusions "as exact as can be expected and evidence and arrives at conclusions "as exact as can be expected in matters of such antiquity". His history is surprisingly devoid of romance. In his inimitable words his work is written on the basis of "an exact knowledge of the past as an aid to the interpretation of the future – which is in the course of human affairs, must resemble, if it does not reflect, the past-I shall be content". Thucydides relied on search and research. He had a thorough knowledge of his predecessors, especially Herodotus. He left no stone unturned in his efforts to explore all available sources. As a general in the Athenian army he observed the developments, visited the friendly states and met prisoners of war. During his exile he had occasions to discuss at length the cause and course of the war with the Spartans. He made copious notes of the speeches of war veterans. He made copious notes of the speeches of war veterans. He ascertained the accuracy of the

information, analyzed the data and arrived at conclusions. His mastery over details is indeed amazing. Thucydides is scrupulously impartial in his approach. As an Athenian he laments over the fall of Athens but as an historian he admires Spartan discipline. He balances the account of military campaigns with the description of political developments. He is strictly neutral on controversial issues. He never departs or swerves from the central theme of his History. He turns a deaf ear to credulous statements, hearsay reports and cock and bull stories. He avidly applies the yardstick of reason and mercilessly eliminates statements based on beliefs, traditions and superstitions. He frankly confessed: "My history might have been more interesting had I made it more romantic. But I shall be satisfied if it proves useful to investigators who wished to know exactly how things happened in the past". As he is analytical in his approach so is his style didactic, prosaic and terse. His accuracy is unassailable. In short, Thucydides is "the father of scientific method in history".

Edward Gibbon

Edward Gibbon (8 May 1737– 16 January 1794) was the intellectual child of Enlightenment. Born at Putney in London in 1737, Gibbon was brought up by his aunt Catherine Porter, „the mother of his mind“. His early education started at Kingston-on-Thames, Bash and Westminster. His grandfather's library was the fountain-source of information to the voracious young Gibbon. His visits to country houses along with his father gave him an idea about the wealth of historical material available in libraries. He joined Magdalen College, Oxford and then went to Lausanne in Switzerland (1753– 1758) where he studied Latin and French. He was well – versed in Mathematics and Logic as well. His visit to Fernery to meet Voltaire was a turning point in his life. After his return from Lausanne, Gibbon joined the Hampshire militia and served as the captain during the Seven Years War (1756 – 1763). He visited Rome in 1764. On seeing the ruins of Rome,

he decided to trace the causes for the fall of the Eternal City. On returning to England Gibbon entered politics and got elected to Parliament (1776), He served in the Lord North Ministry till 1782. Since then Gibbon devoted his life in writing history, his life ambition.

His Writings

The Memoirs, his autobiography, **Vindication** and the **Decline and Fall of the Roman Empire** are his major works. Of these, the **Decline and Fall** is his magnum opus. It earned him an everlasting fame and made him and his work immortal. **The Decline and Fall of the Roman Empire**, written during the first half of George III's reign, is in 6 volumes. This monumental work may be divided into **two parts**: the first part in four volumes covers the period of Roman history for 460 years from the second century A.D; the second part in two volumes covers the remaining period of 800 years. Thus, the Decline and fall is a straight narrative history of Rome for 1260 years. The **Decline and Fall of the Roman Empire** is a compendious composition in a captivating style. It is a masterly narration of a fascinating subject. While dealing with the development of Roman history Gibbon turns to Byzantium, Asia and Africa, after describing the reign of Heraclitus. Then he goes on to the crusades before coming down to the Fall of Constantinople He surveys the fluctuating fortunes of Rome through the Middle Ages. Thus, the Decline and Fall is a conducted „reconnaissance“ historical tour through the Imperial centuries and the Dark Ages upto the opening gates of Renaissance Rome.

George Wilhelm Frierich Hegel (1770 – 1831)

Hegel is one of the greatest thinkers of the modern world whose philosophical system influenced the development of existentialism, Marxism, Positivism and analytical philosophy. He was born at Stuttgart in the suburbs of Berlin (Germany). he completed his first major work, 'The Phenomenology of Mind' in 1807. He

completed his second book 'the Science of Logic' during 1812 –16. He was then appointed to the chair of philosophy at Heidelberg where he published his Encyclopedia of Philosophy in 1817 in which he propounded his philosophical system comprising of logic, philosophy of nature and philosophy of the spirit. In 1812 he brought out his Philosophy of Right which made him a foremost figure in the realm of philosophy. He died in November 1831.

His Philosophy of History

He expounded in Phenomenology that the prime motive force of the historical process is human labour, or the practical activity of men in society. Hegel is the chief originator of 'process thought' which became the bedrock for the concept that historians and sociologists should look upon history not as a field governed by immutable 'laws' but as a process in which something fresh is created at every moment. Hegel presupposes that the whole of history is a process through which mankind is making spiritual and moral progress. Hegel has expounded the idealistic theory which has attempted to reconcile the theological and rational view of history through his metaphysical concept of idealism. Hegel brings religion into the picture for furnishing the ideal, and says that the entire human culture has been conditioned by the type of ideal each of the great religions has placed before its votaries. Judaism typifies duty, Confucianism stands for order, Islam for justice, Christianity for love, Buddhism for patience and Hinduism for tolerance.

Immanuel Kant (1724 – 1804)

He was a great German Philosopher. His Theory of Heavens (1755) attempted a mechanical explanation of all sidereal motion and development of heavenly bodies. His magnum opus The Critique of PURE Reason (1781) contended that knowledge was not derived from senses; that religion could be

based not on reason but on morals; that faith must be put beyond the realm of reason and the pure reason could be practical. His Critique of Judgment (1790) and Religion within the limits of Pure Reason (1793) dealt with Religion. His, The Natural

Principle of the Political Order considered in connection with the idea of a Universal Cosmopolitan History (1784) shortly called the Universal History contained his ideas of History and Politics. The Essay of Eternal Peace (1795) developed the area of peace so necessary for human progress. His Anthropology (1798) suggested the possibility of the animal origin of Man.

Kant's Philosophy of History

He was the founder of Romantic Idealism. He rejected the reason as a guide for human action and laid emphasis on emotion and morality. Kant divided the Universe into two world Phenomena and Noumena. Phenomena refer to the material world. It can be experienced through the senses. It is external. It is physical. The external material world is finished product. The object is a phenomenon, an appearance and an illusion. On the contrary Noumena is the Thing – in – itself. It is the mental world.

Leopold Von Ranke (21 December 1795 – 23 May 1886)

He was a German historian of the 19th century, considered one of the founders of modern source: based history. Ranke set the tone for much of later historical writing, introducing such ideas as reliance on primary sources (Empiricism), an emphasis on narrative history and especially international politics. Beginning with his first book in 1824, the History of the Latin and Teutonic peoples from 1494 to 1514, Ranke used an unusually wide variety of sources for a historian of the age including “memoirs, diaries, personal and formal missives, government documents, diplomatic dispatches and firsthand accounts of eye witnesses”. Starting in 1831 at the behest of the Prussian government,

Ranke founded and edited the *Historisch – PolitischeZeitschrift* journal. Ranke, who was a conservative, used the journal to attack the ideas of Liberalism. Between 1834:1836 Ranke produced the multi volume *History of the Popes, their Church and the State in the sixteenth and seventeenth centuries*) As a Protestant, Ranke was barred from viewing the Vatican archives in Rome, but on the basis of private papers in Rome and Venice, Ranke was able to explain the history of Papacy in the 16th century. In his book, Ranke coined the term the Counter Reformation and offered colorful portrayals of Pope Paul IV, Ignatius of Loyola, and Pope Pius V. The Papacy denounced Ranke's book as an anti: Catholic while many Protestants denounced Ranke's book as too neutral. In 1849; Ranke published *Neun Bucher pressicher Geschichte* (translated as *Memoirs of the House of Brandenburg and History of Prussia, during the seventeenth and eighteenth centuries*) where Ranke examined the fortunes of the Hohenzollern family and states from the middle Ages to the reign of Frederick the Great. In 1884, he was appointed the first honorary member of the American Historical Association. After his retirement in 1871, Ranke continued to write on a variety of subjects relating to German history such as the French Revolutionary Wars, Albrecht von Wallenstein, Karl August von Hardenberg, and King Frederick William IV of Prussia. Starting in 1880, Ranke began a huge six volume work on *World History*, which began with ancient Egypt and the Israelites. By the time of Ranke's death in Berlin in 1886, aged 90, he had only reached the 12th century. Subsequently his assistants used his notes to take the series up to 1453.

Karl Marx (1818 – 1883)

He was the founder of scientific socialism, expounded the economic interpretation of history. He was born at Treves near Cobenz in Germany. In 1848, Friederick Engels and Karlmarx issued the *Communist Manifesto*. In 1867, he published the first volume of his great work on political Economy, *Das Capital*. In this work, he elucidated his doctrines, the fundamental of them are Economic

Interpretation of history all of the great political, social and intellectual movements of history have been determined by the economic environment.

Dialectical Materialism - Every distinct economic system based upon a definite pattern and exchange grows to a point of maximum efficiency, then develop contradictions or weaknesses within it, which cause its rapid decay. Class Struggle – All history has been made up of struggle between classes. In ancient times, it was a struggle between the master and slaves. In medieval times, it was a struggle between the lord and serfs. In modern times, it is the struggle between the capitalists and labourers.

The doctrine of Surplus Value - all wealth is created by the worker. Capital creates nothing but is itself created by the labour. The value of all commodities is determined by the quantity of labour power needed to produce them.

Theory of Socialist evolution - exploitation leads to class struggle. The workers destroy capitalism and establish socialism.

Arnold J. Toynbee (1889 –1975)

A.J.Tonybee is a meta-historian. Born on April 14, 1889 in London, He studied Greek and Latin classics at Belliol College, Oxford. He was a student of the British Archaeological School at Athens for a year. He taught ancient history at Belliol for three years. Then he entered government service and worked in the British Foreign Office. He was a member of the British delegation to the Paris Peace Conference in 1946. With his rich political experience Toynbee joined King's College, University of London (1919) as Professor of Modern Greek and Byzantine Studies and remained in service till 1924. From 1925 to 1955, he was the Director of Studies at the Royal Institute of International Affairs and Research Professor of International History in the University of London. Toynbee was named a Champion of Honour on the official birthday of Queen Elizabeth II in 1956.

He set out on the round-the-world lecture tour visiting several countries including India. Toynbee is a profound and prolific writer. He is the author of Nationality and War, Greek Historical Thought, Civilization on Trial, A Historian's View of Religion, Experiences, Study of History and Reconsideration besides a score of research articles. Of these, his Study of History in 12 volumes is his magnum opus. The first three volumes of the Study were published in 1933 another three in 1939, volumes VII to X were released in 1954 and volumes XI and XII were published in 1951 and 1961 respectively. D.C. Somervell's abridgement of the entire work is a commendable feat in condensation.

His Treatment of History

In all, Toynbee identifies 28 Civilizations of the World including the following six surviving civilizations. 1) The Western Society, 2) Orthodox Christian Society, 3) IT Offshoot in Russia, 4) The Islamic Society, 5) The Hindu Society and 6) The Far Eastern Society in China. The remaining civilizations were either aborted at birth or arrested at growth or developed and disintegrated.

A Study of History' (1934–61) put forward a philosophy of history, based on an analysis of the cyclical development and decline of civilizations that provoked much discussion. In the Study Toynbee examined the rise and fall of 26 civilizations in the course of human history, and he concluded that they rose by responding successfully to challenges under the leadership of creative minorities composed of elite leaders. Civilizations declined when their leaders stopped responding creatively, and the civilizations then sank owing to the sins of nationalism, militarism, and the tyranny of a despotic minority. His other works include Civilization on Trial (1948), East to West: A Journey Round the World (1958) and Hellenism: The History of a Civilization (1959).

UNIT – IV

INDIAN HISTORIANS

Kalhana's Rajatarangini

Rajatarangini (a chronicle or history of kings of Kashmir) by Kalhana, a distinguished Kashmir historian of the twelfth century AD. He was the son of Campaka, a minister of king **Harsha (AD 1089-1101)**. **He adorned the court of king Jayasima (AD 1127-59), the** son of Sussala II. It was during his reign that he composed his great work. According to all available evidences, he began his work in AD 1148 and completed it in 1150. His Rajatarangini became the most famous of all the ancient royal chronicles of Kashmir. Kalhana was gifted with all qualities of a true historian. He occupies the highest place among the ancient historians of India. Kalhana made a through use of royal charters, edicts, records of land-grants, the contemporary documents, coins, inscriptions and other archaeological evidence.

The Rajatarangini (in Sanskrit containing nearly 8000 verses) is divided into eight books called tarangas. It embraces the history of Kashmir from the time of the first Hindu king Gonanda to AD 1149, the 22nd year of the reign of the last illustrious king Jayasimha. It contains the genealogies and chronology of kings of various dynasties that ruled Kashmir during this period. The achievements of all important kings and the details of all important events which took place during their times have been highlighted by the author in his work. Gonanda I and his successors and some other kings has been provided in Book I, Book II contains the list of six princes from Pratapaditya I to Aryaraja who belonged to Aditya dynasty. From Book III it appears that there was restoration of Gonanda dynasty and then princes of this dynasty from Meghavahana to Baladitya reigned in Kashmir. The information provided by Kalhana in Books IV – VIII covering the period from early seventh century AD to about the middle of the twelfth century are more trustworthy.

AbulFazl

Shaikh Abu al-Fazalibn Mubarak also known as Abu'l-Fazl, Abu'IFadlandAbu'l-Fadl'Allami(January 14, 1551 – August 12, 1602) was the vizier of the great Mughal emperor Akbar, and author of the Akbarnama, the official history of Akbar's reign in three volumes, (the third volume is known as the Ain-i-Akbari) and a Persian translation of the Bible. He was also one of the Nine Jewels of Akbar's royal courts and the brother of Faizi, the poet laureate of Emperor Akbar. The Akbar nama is a document of history of Akbar's reign and his ancestors spread over three volumes. It contains the history of Akbar's ancestors from Timur to Humayun, Akbar's reign up to the 46th regnal year (1602), and an administrative report of Akbar's empire, the Ain-i-Akbari, which itself is in three volumes. The third volume of Ain-i-Akbari gives an account of the ancestry and life of the author. The Ain-i-Akbari was completed in the 42nd regnal year, but a slight addition was made to it in the 43rdregnal year on the account of the conquest of Berar.

Jadunath Sarkar (1870-1958)

Jadunath Sarkar was born on 10 December 1870 in village Karchamaria, under Singraupazila of Natore district. Son of Rajkumar Sarkar, a zamindar of Karchamaria, he graduated with Honours in English and History in 1891 and stood first class first in MA in English in 1892. He got the PremchandRoychand Studentship in 1897, and his essay, India of Aurangzeb was published in 1901. In 1893, Jadunath joined Ripon College, Calcutta as a teacher in English literature. In 1898, he joined the Provincial Education Service and was posted at Presidency College, Calcutta. In 1917, he joined the History Department of Banaras Hindu University and in 1918 was nominated to the Indian Educational Service and was transferred to Ravenshaw College, Cuttack, to teach both English and History. In 1926, on retirement from government service, Jadunath was appointed Vice

Chancellor of Calcutta University. He was offered a second term on 7 August 1928, which he refused. a versatile genius whose pen produced remarkable works in biography, topography, art, architecture, religion, economics, statistics, survey, corpuses and military science. The treatment he adopted was of Ranke's technique, where he ignored the general histories as useless and went to original documents letters, diaries and other records which were to a great extent. The historical works of Jadunath can be divided into two broad types. In the first category were his major works, such as History of Aurangzib (5 Vols, 1912-1958), Shivaji and His Times (1919), Mughal Administration (1920), Later Mughals (ed., 1922, 2 Vols.), Fall of the Mughal Empire (4 Vols, 1932-38), Military History of India (1960) etc. The other category included all his translations into English and Bangla of the Persian and Marathi documents as well as innumerable articles in English and Bengali, reviews, forewords etc. His published Bengali articles numbered 148, much less than his English articles which numbered 365.

NilakantaSastri(1892-1975)

He was Born in 1892 near Tirunelveli Sastri had his education at Hindu College, Tirunelveli and Christian College, Madras. He was Professor of History at Tirunelveli and Madras before he became the Principal of Sri Meenakshi College, Chidambaram (1920 – 1929), the precursor of Annamalai University. Then he joined Madras University as Professor of Indian History and Archaeology and worked from 1929 to 1947. He thus carried the mantle of his illustrious predecessor Professor S.KrishnaswamyAyangar with distinction.

K.A. NilakantaSastri is one of the eminent historians of South India. A profound scholar, he was well versed in Tami, Telugu, English, Dutch and French. He collected data from a variety of sources in different languages. The voluminous works of Sastri were of several categories: political history, social history and

research methodology. He authored a number of books include The Pandya Kingdom, The History of South India, The Colas, History of Srivijaya and Historical Method in Relation to problems of South Indian History. He also edited a number of works include A Comprehensive History of India, Further Sources of Vijayanagar History, Foreign Notices of South India, The Age of the Nandas and Mauryas. The early History of South India was reconstructed. Historical conception is comprehensive and interrelated.

R.C.Majumdar (1884 -1980)

He was a historian and professor of Indian History. He was born in Khandarpara, Faridpur in West Bengal. He started his career as a Lecturer at Dacca College. Since 1914, he was served as a professor of History at the University of Calcutta. He obtained his doctorate degree for the thesis entitled, Corporate Life in Ancient India. He was appointed as a Professor of History in the University of Decca. He held various positions as a Head of the Department, Dean of the faculty of Arts and Vice Chancellor and President of Indian History Congress. He taught Indian History in the University of Chicago and University of Pennynsylvania(1958 -59). He became the president of Asiatic Society(1966 -68).He authored a number of works includes histories of Champa (1927), Suvarnavdipa (1929) and Kampujadesa. He edited the multi volumes of History of the Indian People from Vedic period to the present times in eleven volumes. In 1955, he established the college of Indology of Nagpur University. He also edited the three volumes of history of Bengal published by Dacca University. He published the book The Sepoy Mutiny & Revolt of 1857, History of the Freedom Movement in India.

RanjithGuha

He was born in 1923. He is an Indian Historian and one of the members in the
group

of Subaltern Studies. He migrated from India to the U.K. in 1959 and served as the reader in history in the University of Sussex. The Subaltern Studies is the title given to a series of volumes initially published under the editorship of Ranajit Guha, the prime mover and the ideologue of the project. He edited the first six volumes of the Subaltern Studies. His Major works includes A rule of property for Bengal; an essay on the idea of permanent settlement , elementary Aspects of Peasant Insurgency In Colonial India, History at the limit of Word History, An Indian Historiography of India: A Nineteenth Century Agenda & Its Implications, Dominance without Hegemony: History and power in Colonial India, The Small Voice of History. He also edited the book, Selected Subaltern Studies, A Subaltern Studies Reader. He mentioned that Subaltern as the demographic difference between the total Indian population and all those whom we have described as the elite.

Romila Thapar

Romila Thapar was born on 30 November 1931. She is an Indian historian whose principal area of study is ancient India. She took her first degree in India from the Punjab University and her doctorate at London University in 1958. She has taught Ancient Indian History at London University, Delhi University and Jawaharlal Nehru University. Professor Thapar has been a visiting professor at Cornell University, the University of Pennsylvania and the College de France in Paris. She was elected General President of the Indian History Congress in 1983, as well as Corresponding Fellow of the British Academy in 1999. Her works includes A Study of the Emperor Asoka, Asoka and the Decline of the Mauryas (1961, 1973), From Lineage to State (1984), Indian Tales, The Past and Prejudice, Exile and the Kingdom: Some Thoughts on the Ramayana (1978), Ancient Indian Social History: Some Interpretations (1978), The History of India (1990), Interpreting Early India (1993), History and Beyond (2000). Thapar has an interest in the social and

cultural history of ancient India. The increasing interest in the historiography of the early period is an indicator of the awareness of the role of ideology in historical interpretation. She has also used comparative method to study similar societies with the evidence both literary and archaeological sources. Other sources include linguistic, ethnographic and other fields of Indology.

Romila Thapar is a conspicuous member of the Marxist School of Indian historiography. She is mostly responsible for building the Centre for Historical Studies in the Jawaharlal Nehru University. She reinterprets the History of Emperor Asoka from the point of view of political and social background instead of a moralistic approach. Her Marxist orientation is revealed in her History of India, immensely well written research based Text-cum-Reference book, where she says that political pattern, dynastic change, cultural shifts and social relationships are “inextricably entrained in changes in the economic structure and these in turn have a bearing on the social relationships”. In her perceptive study Interpreting Early India she applies Marxist concept of Asiatic Mode of Production (AMP).

Irfan Habib

Irfan Habib was born on 12th August, 1931 in Baroda (now Vadodra) Gujrat. Irfan Habib started his education in Aligarh Muslim University and completed his B.A. in 1951 securing first position and a gold medal and M.A. in History in 1953 with honors and joined as Lecturer in Department of History in Aligarh Muslim University at a very young age of 22 years.

He obtained his M.Phil. degree from New College, Oxford. His research “Agrarian System of Mughal India” was well taken by the research community was published in form of a book in 1963. He was appointed as “Reader” in 1960 and “Professor” in 1969 in the Department of History, Aligarh Muslim University.

His major publications including, Agrarian System of Mughal India, Essays in Indian History: Towards a Marxist perception and Atlas of the Mughal Empire gave his due place in the academic community. He is also the editor of Peoples History of Indian Series, besides having edited UNESCO publications and Cambridge Economic History of India, Volume I. He has authored and edited number of books, over hundred research papers on various fields of Indian and world history. Prof. Irfan Habib has worked on the historical geography of Ancient India, the history of Indian technology, medieval administrative and economic history, colonialism and its impact on India, historiography, Interpreting Indian History, Caste and Money in Indian History, Problems of Marxist Historiography, Agrarian System of Mughal India, An Atlas of the Mughal Empire, His contribution to the Cambridge Economic History of India, Vol.I.

Prof. Irfan Habib had served as Chairman of Department of History of AMU from 1975 to 1977 and from 14th June, 1984 to May 1988. He had also served as Coordinator of Center of Advance Studies (CAS) in Department of History, AMU Aligarh from 1975 to 1977 and 14th June 1994 to 13th May 1996. In 1986, Prof. Irfan Habib was appointed as Chairman of Indian Council of Historical Research (ICHR) New Delhi, India. He served as its Chairman from 9th September, 1986 to 1st July 1990. He had also served as President and Vice-President of Indian History Congress in 1981 and 2006 respectively. Indian History Congress is India's largest peer body of historians. He delivered Radhakrishnan Lecture at Oxford in 1991. In 1998, he was elected as Corresponding Fellow of British Royal Historical Society, a unique honor earned by his scholarly contribution, recognized by the international community. Prof. Irfan Habib, formally retired on 30.08.1991. Recognition as a fearless exponent of Marxist historiography rained down on him. His initial work pertained to the medieval era of Indian history. He has ceaselessly produced tracts on aspects of this historical period, each of which bears the

stamp of his intellectual depth and clarity of writing. Irfan Habib contends that only through imaginative and constructive interpretation of sources gaps found in the events of the past could be meaningfully filled. He reinterprets Indian history in the light of the divisive phenomenon of caste. He questions the post-Marxian classification of all societies into a rigid universal periodization of Primitive Communism, Slavery and Feudalism. He also questions the view that Marx held all thoughts are reflection of the material world. He relooks the medieval north Indian society from the point of view of the peasants. His peeps into the economic history of India are purposeful. His Atlas of the Mughal Empire is an exemplary exercise in historical cartography.

K.Rajayyan

He was born in 1929. He was served as Lecturer in Venkateswara University and Professor and Head, Department of Modern History in Madurai Kamaraj University. He authored a number of Books including South Indian Rebellion 1800 -1801, A History of British Diplomacy in Tanjore, History of Madurai 1736 -1801, Selections from History of Tamilnadu, History of Tamilnadu 1565-1982, Rise and fall of the Poligars of Tamilnadu, History in Theory and Methods, History of U.S.A. He was the founder of South Indian History Congress.

UNIT – V

HISTORICAL RESEARCH

Historical Research

‘Research’ is of French origin (from Recherché) and means a “careful search or investigation, systematic investigation towards increasing the sum of knowledge”. Research methodology deals with the activity of recognizing, using and interpreting the sources of history towards a careful investigation for increasing the sum of historical knowledge. research methodology as a

systematized study of procedural features in conducting investigations for assessing the past studies and social experiences and analyzing them with new factual additions and further new interpretations and explanations.

Pre - requisites of a Research Scholar

Research is the activity undertaken to bring out something new, to extend the horizon of knowledge and to contribute some original idea. To execute research work, the scholar should have the following requirements.

Firstly, the scholar should have the needed aptitude, training and technical know – how to get himself interested in the topic chosen for investigation. Depending upon the period of his research, the researcher has to get adequate training in handling the archaeological, epigraphic and numismatic material. So also a researcher in modern period should be well versed in locating and handling of the archival sources.

Secondly, the research project should be of practicality. The source material should be available to the required extent and should be within one's reach, without causing undue hardship. The researcher should be at liberty to use the material without the anxiety of being censured by the owner or the custodian of the records.

The third requirement would be relating to the size. One has to ascertain the size of the requirement, taking into account the nature of the study such as whether it is for a project report or for a journal's article, or for master's degree dissertation or for a doctoral degree or for publishing a book. The Extent of the area, duration of the period, availability of source material and nature of the contents has much to-do with the size of the work. Normally most of the themes, even after they are chosen, can either be expanded or restricted so as to suit the requirements.

Fourthly, the subject chosen should have a central or unifying theme, a direction by progression, continuity and the promise of yielding specific

conclusions. It is not possible to bring different and disjointed units together unless they are united by a central and continuous theme. Based upon chronology, the evolution of Mughal polity can be attempted. Based upon a social phenomenon like the caste conflict or class struggle, the study of different societies can be undertaken. But an outline of history of south India through the ages and a study on India or U.S.A may not be suitable as subjects for thesis.

Fifthly, the researcher should have labour of love, the taste for the subject, the ability to sustain and enjoy hard work. He should go in search of data to unknown areas and overcome all the hurdles and should have iron-will to complete the thesis.

Sixthly the scholars have personal honesty and moral integrity. The scholar should not be too optimistic or too pessimistic, "to exaggerate or to underestimate, to praise someone too high or condemn him too low. He should maintain balance of judgment and his conclusions should be supported by evidences.

Seventhly, he should never consciously distort, or twist his evidence even by literary artistry. He should guard himself against religious, racial, class, communal regional or national preconceptions and prejudice.

Eighthly, an alert and mobile mind is necessary. According to Professor K.A. NilakantaSastri, the scholar should, "keep his mind constantly switched on his subject as it were and to respond quickly to the impact of each new datum as it comes along his path. An alert and mobile mind that does not run in to grooves is the most important requisite for success in the interpretation" and proper presentation of new data or reinterpretation of old data in the new light.

Ninthly, the scholar should not be in hurry or hasty, mood to finish his work. Patience is the cardinal virtue of a scholar. Research has no schedule of time. Gibbon took quite a long time to write his volumes and nobody sits in

judgement over the length of time. He consumed but would see the quality of work he has turned out. In research, the criterion is the quality of work, the question of whether the requisite excellence has been reached or not having equipped himself with these mental and moral aptitudes, a historian has to acquire certain skills of practical value, such as how to collect notes, how to prepare bibliography, a synopsis and how to plan his work. These are all preparatory operation before the main job of analyzing verifying and unifying the data. Thus he should know the historical method which saves time and energy and ensures quality.

The following requirements need to be fulfilled for the purpose of a thesis. The scholar should have the needed aptitude, training and technical know-how to get himself interested in the subject chosen for investigation and to render adequate justice to it. If the topic relates to ancient period it may be necessary to handle archaeological evidences and if it is of modern period archival evidences. Training needs to be acquired for the collection as well as utilization of the data. The research project should be of practicality. The source material should be available to the required extent and should be within reach, without experiencing unreasonable inconvenience. If the material is found in unknown language or in foreign countries it will be essential to learn the languages and visit the places wherever the material is deposited or to employ the needed agency for assistance. The topic chosen for research should meet the requirement of size. The subject chosen should have a central or unifying theme, a direction by progression, continuity and the promise of yielding specific conclusions. The topic chosen for research should represent an original contribution.

SELECTING A SUITABLE TOPIC

The Criteria for Selection

Selecting a suitable research topic is a stepping stone to research. Choosing a viable topic is a challenge to the uninitiated and one must think thrice before selecting it. The criteria for selecting a suitable research topic are:

- 1) The topic must be selected from an area which is near and dear to the researcher. The topic selected must hold his interest and challenge his efforts. That is, the topic must be appropriate.
- 2) The researcher must satisfy himself about the availability of sufficient source material on the topic selected. Paucity of material will lead him to trouble. Insufficient data will end in inadequate research.
- 3) The topic must be manageable. If a topic is selected carefully it may be expanded subsequently depending on the availability of material. That is, the topic must be limited in scope.
- 4) Select the topic which can be completed within reasonable time limit. An M.Phil dissertation may have to be completed within three months and a Ph.D thesis within three years.
- 5) The source material required for research must be easily accessible. Material difficult of access will halt and hamper research work.
- 6) Select the topic for which the data are available in a language or languages known to the researcher.
- 7) Select a single subject which can be dealt with straightly. Subject of comparative history will cause concern.
- 8) Select the subject which may need further investigation.
- 9) The topic selected should have a unifying theme and must lead to specific conclusions.
- 10) Make sure that the topic selected is not researched already. Consult the checklists of research projects completed and projects under progress.

Types of Topics

Research topics are many and varied. They may be classified into the following types: 1)Biographical. 2)Study of families or dynasties. 3)Regional studies. 4)Interdisciplinary research like socio-economic study. 5)Study of administration. 6)Subaltern study. If cultural research is attempted one will have to study monuments like temples, stupas, basadis, forts and religions and overlapping relations with archaeological sources and art history. A study of temples will involve iconography and sculptures. Study of religious will require a through analysis if literary and philosophical evidences, religious institutions and practices. Influenced by Marxism socio-economic study has gained momentum after Indian Independence. Subaltern study or the history-from-below rely on non-conventional sources like oral or eyewitness accounts and information surveys.

Some suggestions

The beginner should be carefully guided to select a suitable subject for research-suitable in terms of the researchers aptitude, attitude, interest, involvement, physical and mental qualities, availability of time, resources and so on. The novices often have difficulty in locating a research problem even at the Ph.D level. In this regard the following suggestions will be helpful: 1) Be sure that sufficient sources are available for the study of the subject selected

- 2) Define the topic unambiguously.
- 3) The subject, besides being interesting, informative and relevant should be narrow enough to permit examination in some depth.
- 4) Know yourself and your abilities and skills well and select the topic.
- 5) You are not expected to discover or to contribute to knowledge but just permit the development of research skills.

6) Avoid subjects that are inherently difficult to study, involving illegal to unethical activities.

Seek and Get

The importance of selecting a suitable topic for research cannot be overstated. It is indeed crucial to research. It is the starting point. The researcher must choose the topic to suit his objective, interests, abilities, expectations and requirements. The subject selected must be interesting and absorbing enough to sustain his interest as he proceeds along with his research work. Before selecting the topic the researcher must be unambiguous about the purpose of the research project. The researcher who asks for the topic is not ready to undertake research. He needs to study more and enough before selecting the subject himself. The guide may give cues to previous research done in a particular area and show the map of research and point out the territory ahead, but should not impose a topic on the hapless researcher! Topics are just waiting for the researcher to search, seek and get a suitable subject.

Plan of Action

Once the preliminary or preparatory work is completed ie the topic for research is chosen, a plan of action has to be prepared. An action plan is a time-frame of activities. The plan will cover the entire period of research work commencing from registration of the topic to the submission of the thesis. For M.Phil dissertation the time table may be for three months and for Ph.D thesis it may be for three years. The plan of action will include the time required for

- 1) identifying the places where sources could be located and tapped;
- 2) collecting and consulting sources;
- 3) identifying the places for field study, if necessary;
- 4) framing budget estimate;
- 5) formulating a tentative synopsis; and

6) preparing an outline of the proposed research work.

FORMULATION OF HYPOTHESIS

A researcher is engaged in discovering facts, establishing relationship between facts and explaining events so as finally to lead to national conclusions and generalizations. The initial stage in this process is the formulation of hypothesis. What is hypothesis? A hypothesis is a temporary assumption that needs to be established before it is accepted. It is a provisional explanation and a tentative solution. It is a guide to the problem under study. It may be modified during the course of the investigation if necessary. Hypothesis has been tested and established and a conclusion is proved it becomes a theory. When a theory is verified and firmly established and adopted as the basis of further inferences it becomes a law. When the law becomes the foundation of the belief that other ideas in the deducible from it, the law becomes an axiom. The nature of history is such and its tools and techniques are relatively crude and unsophisticated it is not possible to frame laws or axioms as in physical sciences. But historical hypothesis may be formulated.

Purpose of a hypothesis

A hypothesis is a suggested explanation on the basis of existing knowledge. Its purpose is to indicate the direction of the investigation and to suggest what facts are to be collected. It gives focus to research. It guards the researcher from a pointless empirical wandering. "The function of the hypothesis is to direct our research for order among facts. A hypothesis may offer solution to the problem under study. It gives focus to the research. Without a hypothesis the researcher may collect nonessential, irrelevant and even useless data and may even overlook significant facts. As the gathering of data is time consuming, expensive and trying part of research, the formulation of hypothesis is most crucial.

Availability of Source Material

At the time of choosing the subject, a researcher must be sure of the availability of sufficient source material. He should also keep in mind the time period during which the research project

could be completed. It is important to know what primary sources must be consulted and where these are to be found. Primary sources are very scarce and not always available to the scholars. It is a well known fact that not much is known about the events in Tamilnadu. History of Tamilnadu has gap between 300 to 600 A.D, during the Kalabra-Interegum due to paucity of material. The history of the Portuguese in Tamilnadu also falls into the same category. Materials are either with private individuals or in foreign countries. They are in Portuguese and Latin Languages. So materials are available but not easily accessible.

Reliable Research Materials

A researcher is expected to produce a good and excellent piece of work. Therefore, before choosing a subject finally, he must keep in mind that the reliable research material will be made available to him easily. He is also required to consider the fact whether the material will be available at one place or it is scatter at different places.

Clear View about Objectives

Objectivity in historical writing is of critical importance. It is the essence of historical narration. the credibility of the historical thesis depends on objective presentation. History will degenerate into fiction in the absence of objectivity. Critical study of history is not possible without objectivity. Objective history is rational history. The need for objectivity in historical writing is self-evideng. Impartiality is the soul and spice of historical writing. Real history is possible only when it is written objectively. It is a matter of intellectual honesty and moral standards. History is pursuit of truth. It should reveal the truth of the past. It

must be divorced from the passions and prejudices of the present. It must employ systematic methods for the attainment of objectivity. Objectivity ensures accuracy, authenticity and acceptability. History is selective in nature. As historical data are varied the historian is obliged to select facts for the purpose of narration, interpretation and formulation of conclusions. So he must be cautious and careful in handling historical material. He must be as objective as possible. Objectivity alone will save the historian and his writing from subjectivity syndrome.

SUBJECTIVITY

Subjectivity is antithesis to objectivity. It exists in the mind of the historian and not produced by things outside the mind. It refers to the preconceived ideas, feelings, opinions, notions etc. of the historian. "Subjectivity and bias are not synonymous". Bias refers to historian's predisposition. It refers to the feeling that strongly favours one side in an analysis of a historical problem or one item in a group or series of facts or events. Bias is the breeding of subjectivity. Bias and subjectivity are like the Siamese Twins. Subjectivity seems to be inescapable and is inbuilt in the art of writing history. The greatest historians from Thucydides to Toynbee are subjective. Bana's Harsha Charita, St. Augustine's the city of God, Abul Fazl's Akbar Nama, Voltaire's Louis XIV, Gibbon's Decline and fall of the Roman Empire, J.S. Mill's History of British India, Grote's pro-Athenian stance, Mitford's pro-Spartan attitude, Mommsen's antidemocratic sentiments, Ranke's religious and philosophical leanings, Lingard's vindication of James II, a Catholic prince, Macaulay's favoured treatment of William III and glorification of the Revolution of 1688, Josiah Strong's sense of racial complex in favour of Anglo Saxons, Hegel's selective approach, Marx's materialistic interpretation of history, V.D. Savarkar's motivated First War of Independence, K.P. Jeyaswal's Hindu Polity, K. Rajayyan's The South Indian Rebellion: The First War of Independence (1800-

1801) and a host of illustrious historians and their works are vitiated by the virus of subjectivity.

BARRIERS TO OBJECTIVITY

Objectivity in historical writing is a laudable objective and an idyllic ideal. But it is honoured more in breach than its observance. Even historians who preach and proclaim the virtues of objectivity fall a willing victim to subjectivity. The wish for objectivity is strong difficulties in accomplishing objectivity. The following are some of the significant barriers to objectivity:

The Nature of Historical Events

All the historical events are not well preserved. The evidences might have been destroyed. Those who recorded the events might not have observed them well. Even if they had observed the events well, they might have omitted certain information. So, the nature of historical events and the nature of the observation distort objectivity in history.

The Selection of Historical Events

The historian is confronted with a plethora of historical themes. It is humanly impossible to record all that had happened in the past. Even a research scholar is at a loss to select a suitable topic for his research. History has unlimited scope for research. When the researcher is faced with several problems or themes he has to necessarily select a subject for writing. Subjective element surreptitiously enters into the selection of a subject for research.

The Personality of the Author

Basically the historian is a human being with all his likings and disliking; prides and prejudices; commitments and considerations. Each historian may have his point of view. Ideological considerations, political commitment, group prejudice, national fervour, patriotic zeal and partisan attitude disport historian's vision.

Mixture of Narration and Explanation

The historian's task is to narrate events of the past as they had happened objectively. But pure-narration of events is self-contradictory. Non-narrative elements become mixed up with the narrative. Any and every narrative explanation, a reference to causes, motives, effects and results. This mixture of non-narrative and narrative elements makes subjective interpretation of history inevitable.

Historical Assumptions

The assumptions made by the historian are responsible for bias and subjectivity in historical writing. For example, Toynbee assumes that the Eastern Society failed because the throne dominated the Church and the western Christian society failed because the church tried to dominate the throne! Similarly, Gibbon concludes: "In the revolution of ten centuries not a single discovery was made to exalt the dignity or promote the happiness of mankind. Not a single idea has been added to the speculative systems of antiquity. Not a single composition of history, philosophy, or literature has been saved from oblivion by the intrinsic beauties of style or sentiment, of original fancy, or even of successful imitation"! Yet, St.Sophia still stands, an everlasting wonder. The society that built it had an astonishing vitality. It survived the fall of the Eternal City by a thousand Years.

Poetic Interest in History

The practical value of a knowledge of history is commonly exaggerated. Men do not appear to learn readily from the mistakes of their ancestors. Historians themselves are seldom known for this wisdom. Practical men distrust mere history. Interest in history is more poetic than practical or scientific. This poetic interest in history acts as a barrier of objectivity. In the words of Mommsen "History is neither written nor made without love or hate". The historian is inevitably an artist of a kind as he composes his narrative, selecting, shaping and colouring. The greatest historians, from Herodotus to

Toynbee, have generally been distinguished for their imaginative reach and grasp, not necessarily the soundness of their conclusions.

Error of Understanding

The historian can commit errors of understanding. Poor understanding may be due to want of sufficient sources, lack of interest or love for the age in which the historian lives. Take for instance Thucydides, the Father of Scientific History. Thucydides, the most objective of the ancient historians, began his history of the Peloponnesian war by stating that nothing of great importance had happened before his time! In his ignorance of all that lay before his age he could not relate the unique glory of Athens.

History is what the Historian Makes

No objective history is possible because the historian has to collect, select and make history. Historical facts are like alloy; they must be purified and used. Objectivity is lost in the process of „purifying“ the facts. The historian re-enacts in thought what has gone on in the minds of his dramatis personae. The reader in his turn must re-enact what goes on in the mind of the historian. Objectivity is the first casualty in the process of double re-enactment! “Study the historian before you begin to study the facts”, says E.H.Carr. G.M.Trevelyan’s finest and mature work *England under Queen Anne*, is the Whig interpretation of history. St. Augustine looked at history from the point of view of the early Christians; Tillamont from that of a 17th century Frenchman; Gibbon from that of an 18th century Englishman; Mommsen from that of a 19th century German; and Toynbee from that of a 20th century Britisher.

Commitment to a Cause

The historian must be non-committal and uncommitted. He should not commit himself to a cause nor should he show what he thinks about it. He should not bound or pledge to a particular policy, course of action, individual

or group values. An attempt to explain the meaning of an issue or to defend a cause will be a barrier of objectivity. History, if used as propaganda to further one's socio-political-religious cause, is dangerous. History is not a branch of propaganda. Exaggerating the virtues of one's Own country and denigrating those of others is inverted subjectivism.

Perverted History

Perversion or distortion is the worst enemy of objectivity. Ignorance, fear and motivation are the factors that contribute to the writing of perverted history. Ignorance due to in-accessibility to the source material and inability to study the relevant data, fear of authority, and the desire to advance vested interests pollute objectivity in history writing. "The Court historians of the present have reduced history into an instrument".

PREREQUISITIES FOR OBJECTIVITY

Polybius, who treated the Romans and the Carthaginians alike, underlined the necessity of avoiding likes and dislikes while writing history. A historian is a judge, not an advocate. Like a scientist he must observe everything with utmost impartiality. "The most diligent research can prove or disprove only facts but never opinions".

Some of the prerequisites for objectivity in historical writing are:

- 1) The historian should leave no stone unturned in gathering the information from all possible sources.
- 2) He should possess a critical spirit for a rigorous scientific analysis of sources.
- 3) He should have a historical sense and perspective to see a character, event or trend in its real setting.
- 4) He should consciously keep his urge or itch for subjectivity under strict control. His conclusions must be supported by sufficient data and his generalizations must be based upon balanced approach.¹¹

- 5) He must be resilient enough to adjust his views in tune with his findings instead of his feeling; and
- 6) He must present his findings in their historical perspective and in a sober style without sacrificing veracity for gain in effect.¹² Objective history may be will-or the wisp but the will of the historian to be objective should be strong.

Primary and Secondary Sources of Data Collection

The historical sources of data collection can be divided in two categories

- Primary
- 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. A primary source is the raw material and a secondary source is a finished product. A first rate historian will wish to go to the original sources of information. The secondary source is the coherent work of history in the form of article, dissertation or book which will widen the general historical knowledge.

CRITICISM

Heuristics or External Criticism

Stages in Historical Method

There are four stages in the historical method, viz., 1) Heuristics or External criticism; 2) Hermeneutics or internal criticism; 3) Synthesis; and 4) Exposition.

Selection of a suitable topic, preparation of a bibliography and the development of an outline are the preliminary operations of historical research. The remaining phases are Analytical, Synthesis and concluding operations. Analytical operation is divided into external criticism and internal criticism.

internal criticism.

Meaning of External Criticism

The term 'heuristics' derived from the Greek word *heuriskein*, which means "to find". That is to find out the authenticity of the document and the veracity of the information found in it. Heuristics is a technique to detect, trace and locate historical evidences. As a technique it is "an art rather than science". It has no general rules. It knows few short cuts. "It is, almost entirely, deftness in the handling of specialized guide-books, a strong memory for bibliographical detail, severe self discipline in the making, classifying and preserving of notes".⁵ No text book of heuristic exists! However, heuristic art can be acquired by practice.

Preparatory Study

Heuristics is also called external Criticism or Lower Criticism. It is a preparatory study of documentary evidence. External criticism is "the search for material and the preliminary study of that material to know a few essentials of it". Material traces of the past can be found in museums, archives, libraries or private collections. Unless the researcher has a solid and broad foundation of accepted history he will have to encounter insurmountable difficulty in locating the original documents. Accepted history gives the clue or cue for locating the sources. Proceeding from accepted history of his own special subject of research will save the scholar a lot of heuristic labour. For instance, a hint found in a biography may provide clues about the places and perhaps even the collection of documents and where the manuscripts are being preserved.

Ascertaining Authenticity

As soon as the documentary trace is found it has to be judged. The researcher will have to decide whether the trace is suitable or not for his research. He must look at every trace or pack of traces and satisfy himself whether it is a good trace, and more important, whether it is an historical trace. Once the trace is detected it must be subjected to severe scrutiny. The authenticity to authenticity is forgery or fake. Objects might be forged for the purpose of selling them to amateur archaeologists; to be sold for gain; with a desire to deceive; and to provide a missing link in a sequence of events the researcher had imaginatively reconstructed. Positively heuristics makes sure that the trace detected is genuine, not spurious. Negatively, it ascertains that the trace is not a fake or forgery.

Tested Techniques

Research workers have over a period of time elaborated techniques of recognition of historical documents. The triple techniques of external criticism are:

1. The touchstone of accepted history.
2. The knowledge of the difficulty of faking and
3. The conformation provided by other objects of admitted authenticity. Now-a-days these techniques have become so precise that they are reckoned among the sciences. These techniques may not lend the researcher to absolute or formal certainty, but it will definitely lead to what Ranier calls "an empirical satisfactoriness". To sum up, heuristics external criticism refers to the examination of source material about its authenticity. It precedes evaluation of its worth. At this stage, the research detects traces of past events, examines them and criticizes them. He judges them from the point of view of their authenticity and then he asks whether they are what they purport to be. That is, the trace is looked at from the outside and its value as a material involves. 1) determination of the time when it was written. 2) of the date and place where it originated; and 3) the determination of the authorship.

Functions of External Criticism

The functions of external criticism are many. The establishment of the authorship of the document; the determination of the place of the document; and the fixation of the time of the document are of course the primary functions of external criticism. It establishes the authenticity of the record and helps to detect forgery. In the case of lithic and copper plate records Paleology can help detecting forgery. For example, "The Mercara Copper Plates that gave the clue to the Ganga dynasty of Karnataka were all found to be spurious". Similarly, if a coin struck in the reign of William and Mary of England were to read „by the grace of God King and Queen of Great Briton, France and England“, the coin is obviously a faked one, for Louis XIV was the king of France at that time. Of late textual criticism has become part of heuristics. Textual criticism involves application of certain principles and techniques in order to find out the authenticity of the text. It must e remembered that external criticism is a means to an end not an end by itself, "It is a temporary necessity and not a permanent feature of historical writing".

Hermeneutics or Internal Criticism

1. Meaning of Internal Criticism

Hermeneutics is internal interpretative criticism. It is also called Higher Criticism. It is a science of interpretation. If heuristic deals with the external aspects of a document, hermeneutics deals with the internal aspects of the document. In other words, internal criticism is concerned with the authenticity of the content of the document. It seeks to ascertain whether the content is true or not. Its purpose is to establish the trust worthiness or otherwise of the contents of the document.

2. Application of Internal Criticism

Each trace contains a message. Once the trace is detected the researcher will raise the question whether he can trust the message which the detected trace appears to be carrying. Internal criticism can be applied only where the research

workers are dealing with writing, whether in documents or in inscriptions, in monuments, coins, medals or seals. In purpose of finding out whether the message it carries is genuine. It is not a separate operation. It takes place each time a researcher comes across a bundle of traces that forms a document.

3. Scrutiny of Statements

Since a researcher depends entirely upon the records for his information he has to ascertain the authenticity of the content of the documents. For the records might contain both true and false statements. Such statements have to be carefully tested and scrutinized before they are used. Some of the documents might be written with inadequate knowledge or with motivation or prejudice. The court historians might have written with a view to praise their patrons. Similarly, the foreign travelers might have been guided by rumours or hearsay. Rulers, administrators and military commanders would have been influenced by a particular standpoint in their writing. Hence the personal elements which might have entered into the account must be enquired into. Internal criticism helps the researcher in the process of finding out errors or fallacies of good faith or of accuracy. Internal criticism is used to detect and determine whether the document contains errors or lies as the external criticism is confined to detect and determine whether the document is the trace of a forgery or not. Internal criticism is individual in its method. The authenticity of the textual content has to be ascertained and assessed on its own merit. It is done by the process of trial and error, the use of accepted history, the application of acquired experience and skill, and the techniques of physical science.

4. Two Types of Errors

Errors of Good Faith

There are two types errors of fallacies, viz., Errors of Good Faith and errors of Accuracy. If the error is deliberate and intentional, it is the question of good faith of the author. It may be due to several reasons.

- 1) The author may commit this fallacy when he writes to gain practical advantage for himself. The court chroniclers like Barani, Abul Fazl who wrote the history of their periods suffer from this defect.
- 2) The author might be the victim of circumstances. Social obligations, religious practices or political pressures would have obliged the author to write contrary to his personal convictions.
- 3) Personal preferences, prejudices and predilections towards events or persons might have influenced the author to deviate from truth. For instance, patriotic historian praises the virtues of his country as the biographer extols his hero.
- 4) The author when impelled by vanity-private or collective-becomes partial or partisan. Zealot historians attribute to his group or race, or religion or community or country a high and honored place in the world.
- 5) Error of faith creeps in when the author intentionally writes to please the public.
- 6) The author distorts facts when he embellishes his writing with rhetorical distortions. In short, errors of good faith are committed when the author is not sincere, honest and faithful to his trade.

Errors of Accuracy

Similarly, errors of accuracy occur when the source of information is defective. The researchers may be sincere, honest and faithful but the information he gets may be wrong or defective due to reasons beyond his control. He may pass on the information in good faith without knowing that it is not true. Errors of accuracy are committed because

- 1) the author depends on reports furnished to him by others.
- 2) he writes under fear, force or illusion. 3) he is habitually incapable of observing things correctly.
- 4) he is motivated by prejudices.
- 5) he is affected by external influences and conditions, time and place; and

6) he does not possess necessary experience and expertise to understand the facts in proper perspective. Errors of accuracy are committed because the historian is not the observer of events and has to necessarily depend on second hand accounts.

5. The Critical Approach

The critical approach guards the researcher against the errors of good faith and of accuracy. The content of the document is critically analyzed. Each trace is closely studied and scrutinized. The document is divided into its constituent parts; the different traces contained in it are separated, analyzed and interpreted. Each trace is separately analyzed and tested. In short, traces are tested in the crucible of criticism in order to know the nature of historical facts and to test their authenticity.

6. Kinds of Internal Criticism

Positive Criticism

There are two kinds of internal criticism, viz., 1) Positive criticism and 2) Negative criticism. Positive Criticism refers to the analysis of the content. Its purposes are to know what the author really means by making a particular statement. Its task is to get at the literal and real meaning of the author's statements. In order to know the literal meaning of the document it is essential to know the language of the document. Familiarity of the language, linguistic usage, manner of writing and style, changes in expression etc. are necessary to understand the literal meaning of the text. Similarly, the real meaning submerged or concealed in the mire of words and phrases, simile and symbolism, allusion and analogy, hoax and hyperbole, must be discerned. The real meaning must be shifted from the hidden meaning, as grain from chaf.⁶ In short, internal criticism is intended to extract the real meaning of the content of the document from the welter of words.

Negative Criticism

Negative criticism is concerned with the process of eliminating statements which are patently false, fabricated or forged. Erroneous statements are discounted. Every statement and idea is doubted and scrutinized. No document is taken for granted or believed or believed to be true. It must be kept in mind that no scientific truth is established by testimony nor criticism should be leveled en-bloc. Presence of few inaccuracies or misstatements of exaggerated accounts do not invalidate the entire work. It is possible that a single statement is a mixture of true and false ideas, accurate and inaccurate narration. Thus, negative criticism inquires not only the good faith of the author but also the accuracy of the statement he makes. Both positive and negative criticism help the researcher to detect and remove errors of good faith and errors of accuracy and arrive at the historical facts. External and internal criticism is of crucial importance in historical research. In fact "it is a pivot on which the whole methodology revolves"

7. Checklist for Internal Criticism

Beginners often get lost in the maze of verbiage of discussion of internal criticism. The evidence may be in the form of a sentence, a paragraph or more. It is important to decide on the proper unit of the evidence. The following checklist of questions will be useful to confirm the veracity of a piece of evidence.

Objectivity in Historical Writing

The prime motive of a historian while writing history is to bring forth the truth, which is of course not an easy task. The historian writes about events generally not witnessed by him but someone else saw, heard or reported. To write an authentic history, he has to depend upon original witness, accurate observation and faithful report. Objectivity in historical writing is the most important characteristic of good history. It is a nature or mentality of a historian not to allow prejudice and bias both from the historian and the historical sources. The subjective feelings, ideas,

concepts likes and dislikes are liable to enter into anybody writings. But, a historian's outlook should be scientific and objective. It is with that object only Bury calls history "a science, no less, no more." Before the Greek writers writing history, the discipline of history was a part of literature with legends and mythology. History as a separate branch of knowledge developed when Thucydides brought out the necessity of writing authentic history. Therefore he is called the father of scientific history.

Objective history means unbiased history or "history strictly in accordance with facts

and uninfluenced by any personal feeling or prejudice". Ranke an history had, as stated in the master's first book. Histories of the Latin and Germanic Nations 1494-1514, only one aim: 'to show what actually happened'. it is still the duty of the historian to reconstruct the past as nearly as it really happened. His fundamental commitment is to the truth of the past. Objectivity in history will be served best if the historian observes complete impartiality at the factual level by bringing to the surface all available information bearing on his subject and not suppressing some.

FOOTNOTES

1.What are Footnotes?

Footnotes refers to additional piece of information at the bottom of a page in the thesis. It is the citation for the facts or ideas expressed. It is a mechanical aid. Footnotes are the most important component in research documentation. They are inevitable in order to give weight and support to the researcher's own idea or to controvert the ideas of others. They are valedictory and explanatory procedures. Footnotes should be used acknowledgement. They should appear

only in the body of a thesis, never in an abstract. As the name implies, foot notes are usually found at the foot of a page. Frequent and numerous footnotes are distracting, Therefore it is necessary to decide whether the material being relegated to a footnote is important enough to be incorporated into the main body of the text.

2. Purpose of Footnotes

Footnotes serve several purposes. They are commonly used to 1) Validate a point, argument or statements; 2) acknowledge facts and ideas borrowed; 3)explain, supplement, or amplify material that is included in the main body of the text; 4)illustrate statements relevant but not important enough to be found in the text; 5)provide cross-references to other sections of the thesis; 6) acknowledge a direct or indirect quotation; 7) explain more fully headings; 8)distinguish one's own contribution from that of another; 9)acquaint the reader with the larger context of the problem. and 10) provide the reader with sufficient information to enable him to consult sources independently. In short, the primary purpose of footnotes is essentiality and completely to clarify, support or illustrate the text. Accuracy, adequacy and relevance are the hallmarks of footnotes.

3. Forms of Footnotes

There are two basic footnotes forms: 1) Primary reference form; and 2) Secondary reference form. The Primary reference to a book is as follows: R.Sundaralingam, Indian Nationalism: An Historical Analysis (New Delhi, 1983), In this reference a raised numeral precedes the note. It serves to link it with its place in the text, where a similar raised numeral is placed at the end of the material covered by the footnote. The book title receives the same treatment as in the bibliography entry. The secondary reference form, in the other hand, is a short-cut form. It is used to avoid turning back to the primary references. If the references follows closely and without interruptions the form Ibid with the

appropriate page may be used. If the reference is to be exactly the same page as the preceding note, *ibid* is used alone without any page reference. There is no hard and fast rule about the usage of *ibid*. However, the usage is not to have more than four or five *ibid* references at a time. If short title is used it must be done consistently throughout the entire Thesis.

4) Placement of Footnotes

Footnotes usually include 1)Source of information i.e. the name of the author; 2)title of the source; 3)exact page or pages of the source of reference; 4)date of publications; and 5)publisher and place of publication. There is no universally accepted method for the placement of footnotes. Footnotes may be placed a) at the foot of the page; and b)at the end of a chapter; and c)at the end of the thesis. Reference to footnotes is invariably made by the use of superscripts in the body of the text where the particular reference is given. The flow of the text will be smooth if the superscript is placed at the end of the sentence in which the reference has been made. With quotations the footnote reference is always placed at the end of the quotation. When footnotes are placed at the foot of the page, they are separated from the text by a fifteen-space solid line, i.e. about 1 1/2 inches. When they are placed at the end of a chapter or thesis, a centered heading Footnotes is required.

5) Facets of Citation

The researcher should exercise great deal of discrimination in selecting the footnotes. He is advised to follow the guiding principles underlying the four facets of citation, viz., what, when, how much and how to cite.

What to cite:

1) Prefer scholarly and authentic editions to causal reprints; 2) Prefer citing published sources; 3) Cite the earliest writer if two or more writers have expressed the same ideas; 4) Avoid citing authority for well known facts or

statements; 5) Avoid repeating what is already stated in the text; and 6) If the citation is too long or controversial, relegate it to the appendix.

When to cite:

1) Insert the footnote even at the first draft stage; 2) Exercise judgment in citation before the draft is finalized. 3) every quotation, important fact and idea must be acknowledged fully and precisely; 4) Citation are necessary when there is an important exception to the material quoted or a difference of opinion expressed; and 5) To provide additional information.

How much to cite:

1) Make the citation brief, clear and factual; 2) Restrain the length of the footnotes and conserve space, time and words; 3) Avoid using footnotes for argumentation; 4) Avoid too many footnotes; 5) Avoid mixing the significant and the irrelevant; and 6) Relate the number, form, and kind of citation of the fellow professionals.

Format of Footnotes

There is no uniform format of footnotes. But the practice is to indent the first line of the footnotes as in the same way as paragraphs. For example, Sathianathaier, R,A Political and Cultural History of India, Madras, 1952, Footnotes occupying more than one line are single spaced; the first line is indented. A double space separates successive footnotes. Footnotes are usually numbered consecutively throughout a chapter.

Usage in Footnoting

The following are some of the conventional usages in footnoting: 1) In the first footnote referring to each source, it is usual to give the full name of the author in its normal order. 2) In citing the reference details, bibliographic procedures are followed and 3) After the first reference is spelled out in a footnote, it is not necessary to repeat the same.

Points to Remember

As footnotes are an essential component of documentation the researchers shall keep the following points in mind: 1) Make sure a footnote strengthens or validates a point in the thesis. 2) Include footnotes in the first draft itself. 3) Check each footnote for accuracy and for correct format. 4) Be consistent throughout the thesis. 5) Footnotes should be concise 6) All footnotes should be single spaced. 7) All footnotes should be terminated with a full stop. 8) The same bottom margin should be maintained on each page. 9) A footnote may be continued on consecutive pages and 10) Footnotes may be given either at the bottom of the page or at the end of each chapter or at the end of the thesis.

Bibliography

Bibliography in general is a list of sources of information on a given subject or of literary works of a given author, indicating the range of literature consulted for the collection of data. In the strict sense, a bibliography is a list of published works, but by common usage, both published and unpublished materials are listed in bibliography. It is important for the scholar to understand the variety of sources available and to learn what has written about the topic which he is concerned. It is to find out what resources are available to help answer the question the research scholar posed. The researcher has to prepare a full but tentative bibliography of both the primary and secondary sources of subject chosen. It is a continuous work requiring periodical attention. For acquiring a clear picture about the available sources it is very necessary to prepare a preliminary bibliography. A more useful method for preparing preliminary bibliography is to look at the recommended reading list in a textbook on the topic. Once the scholar found one of the recommended books, he can look at that book's bibliography for further enquiry. Going from one book to another in this manner would provide a fairly good understanding of the scholarly literature. Those books which most frequently cited are often generally regarded as the most important in the area of study. The word Bibliography is derived from the Greek word biblio which means book. Any list of

books may be called bibliography. The bibliography is a formal list of the sources used by the researcher in the preparation of his thesis. Every research work must contain a bibliography. A bibliography includes all those sources cited in the research work, and may also contain such of the works as are consulted by the research scholar but not cited in his work. The list of sources must contain full bibliographical information on all the books and articles quoted in the text of the thesis and used in the footnotes. Any significant omission in the compilation of one's bibliography will damage the validity of the work.