

مولانا آزاد نیشنل اردو یونیورسٹی
मौलाना आज़ाद नेशनल उर्दू यूनिवर्सिटी

Maulana Azad National Urdu University

(A CENTRAL UNIVERSITY ESTABLISHED BY AN ACT OF PARLIAMENT IN 1998)

ACCREDITED WITH "A+" GRADE BY NAAC

Integrated Teacher Education Program ITEP Education Syllabus 1st Semester

(with effect from Academic Year 2023-24)



School of Education and Training
MANUU, Hyderabad, Telangana State – 500032

SEMESTER-I

Course Code	Course Title			Semester
BEIT101DSC	Evolution of Indian Education			I
Scheme of Instruction			Scheme of Examination	
Total Duration	:	48+32=80 Hrs	Maximum Score	: 100
Periods / Week	:	5	Internal Evaluation	: 30
Credits	:	3+1=4	End Semester	: 70
Instruction Mode	:	Lecture-cum-Discussion, Group Discussion, Presentations; Panel Discussion; Seminar Presentations	Exam Duration	: 3 Hrs

About the Course:

The course seeks to develop an understanding among student teachers of the evolution of education in India that would allow student teachers to locate themselves within the larger system of education. The course aims at orienting student teachers to the historical perspective of Indian education including the development and features of education in ancient India such as the Gurukuls, post-Vedic period, during Mauryan and Gupta empires, during colonial era and post-independence period, and future perspectives about education development in India, and progression from Education 1.0 to Education 4.0 etc. This course also provides an overview of the contribution of Indian thinkers to evolve Indian Education system – Savitribai and Jyotiba Phule, Rabindranath Tagore, Swami Vivekananda, Mahatma Gandhi, Sri Aurobindo, Gijubhai Badheka, Pt. Madanmohan Malaviya, Jiddu Krishnamurti, Dr. Bhima Rao Ambedkar and others.

Learning Outcomes: After completion of this course, student teachers will be able to:

1. Discuss genesis, vision, and evolution of education in ancient India to the contemporary India,
2. Enable themselves to shape their educational perspective to act as an effective teacher.

Unit – I: Ancient Indian Education: Vedic Period

- 1.1. Vision, objectives and salient features of Vedic Education System.
- 1.2. Teaching and Learning Process.
- 1.3. Development of educational institutions: Finances and Management.
- 1.4. Famous Educational institutions and Guru-Shishya.
- 1.5. Education at the time of Epics: Ramayana and Mahabharata.

Unit – II: Ancient Indian Education: Buddhist and Jain Period

- 2.1. Vision, objectives and salient features of Buddhist and Jain Education System.
- 2.2. Teaching and Learning Process.
- 2.3. Finance and Management of Educational Institutions.
- 2.4. Educational Institutions: Nalanda, Taxila, Vikramshila, Vallabhi, Nadia.
- 2.5. Famous Guru-Shishya.

Unit– III: Post-Gupta Period , Medieval and Colonial Period

- 3.1. Post Gupta Period - Vision, objectives, brief historical development perspective as well as salient features of Education, Teaching and Learning Process, Finance and Management of educational institutions.

- 3.2. Islamic system of education, The educational system under the Mughals, Educational institution in medieval India, Womens Education in medieval India and Scholars of medieval period
- 3.3. Colonial period - Vision, objectives, brief historical development perspective as well as salient features of Education, Teaching and Learning Process, Finance and Management of educational institutions.

Unit– IV: Modern Indian Education

- 4.1. Education in Pre independent India
- 4.2. Woods Despatch, Macaulay Minutes and Westernization of Indian Education
- 4.3. Shiksha ka Bhartiyakaran (Indigenous Interventions in Education) (Bird's eye view of their contribution)
- 4.4. Swadeshi and Nationalist attempts of educational reforms with special reference to general contribution of Indian thinkers –Savitribai and Jyotiba Phule, Rabindranath Tagore, Swami Vivekananda, Mahatma Gandhi, Sri Aurobindo, Gijubhai Badheka, Pt. Madanmohan Malaviya, Jiddu Krishnamurti and Dr. Bhima Rao Ambedkar others – to the education systems of India.
- 4.5. Education in Independent India
 - Overview of Constitutional values and educational provisions.
 - Citizenship Education:
 - Qualities of a good citizen.
 - Education for fundamental rights and duties.
 - Overview of 20th Century Committees, Commissions and Policies.
 - UEE, RMSA, RTE Act 2009: Overview and impact.
 - NEP 2020: vision and implementation for a vibrant India.

Suggestive Practicum

- Prepare a report highlighting educational reforms with special reference to school education in the light of NEP 2020.
- Critically analyze the concept of good citizen from the perspective of education for democratic citizenship.
- Compare vision, objectives, and salient features of education during different periods.
- Working out a plan to develop awareness, attitude and practices related to Fundamental Rights or fundamental duties or democratic citizenship qualities, execute it in the class and write the details in form of a report.
- Sharing of student experiences (in groups) related to Indian constitutional values, help them to reshape their concept and enable them to develop vision, mission and objectives for a school and their plan to accomplish the objectives in form of a group report.
- Analyses of current educational strengths and weaknesses of one's own locality and work out a critical report.
- Visit to places of educational significance and value centers and develop a project report.
- Observation of unity and diversity in a social locality and matching it with unity and diversity in the class and work out a plan for awareness for national-emotional integration for class to develop awareness, attitudes, skills, and participatory values, execute it in the class and report the details.

REFERENCES

7. History of education in India by R.N. Sharma & R.K Sharma
8. The history of education in Modern India
9. History of Indian Education Dr. Preeti Pendharkar, Dr. Kalyani Manmode
10. History of education in India under the rule of the east India company-B.D. Basu
11. History of education in India N. Jayapalan
12. Education in Ancient and Medieval India S.P. Chaube & A Chaube
13. New perspectives in the history Indian Education edited by Parimala V. Rao
14. A History of English education in India (1781-1893) Syed Mahmood
15. A comprehensive History of medieval India (from the 12th to the Mid 18th century Salma Ahmed Farooqui)



Course Code	Course Title	Semester
BEIT101AEC	Language -I (Communicative Urdu)	I
Scheme of Instruction		Scheme of Examination
Total Duration	: 48+32=80 Hrs	Maximum Score : 100
Periods / Week	: 5	Internal Evaluation : 30
Credits	: 3+1=4	End Semester : 70
Instruction Mode	: Lecture-cum-Discussion, Group Discussion, Presentations; Panel Discussion; Seminar Presentations	Exam Duration : 3 Hrs

Communicative Urdu-I

کورس کا تعارف

یہ کورس اکتساب اور تعلیم میں زبان کے بنیادی کردار پر زور دیتا ہے، نئے تصورات کو سمجھنے، خیالات کے اشتراک اور مؤثر ترسیل میں اس کی اہمیت کو اجاگر کرتا ہے۔ یہ زبان کی ساختی، ادبی، سماجی، ثقافتی، نفسیاتی، اور جمالیاتی جہتوں کو مد نظر رکھتے ہوئے ایک جامع نقطہ نظر کی وکالت کرتا ہے۔ قومی تعلیمی پالیسی 2020 و قونی، علمی ترقی اور اچھی شخصیت کی تعمیر کے لیے زبان کی مہارت کی اہمیت کو واضح کرتی ہے۔ معلم طلباء کے لیے اس کورس کا مقصد ان کی سننے، بولنے، پڑھنے اور لکھنے کی مہارتوں کو بہتر بنانا اور مؤثر ابلاغ کو فروغ دینا ہے۔ یہ کورس اس بات پر زور دیتا ہے کہ لسانی و ترسیلی مہارتیں علمی شعبوں میں علم حاصل کرنے، پیشہ ورانہ دنیا میں کامیابی حاصل کرنے اور روزمرہ کی زندگی کا احساس دلانے میں بنیادی حیثیت رکھتی ہیں۔ یہ کورس تنقیدی سوچ اور مواصلات و ترسیل کی صلاحیتوں کو بڑھانے کے لیے عملی سرگرمیوں کو بروئے کار لاتا ہے۔

کورس کے مقاصد

- اس کورس کے مکمل ہونے کے بعد معلم طلبہ:
- زبان کے فروغ کی سماجی و نفسیاتی بنیادوں کو سمجھتے ہوئے اس کے افعال / کردار کی تفہیم کر سکیں گے۔
 - اردو زبان کی مختصر تاریخ اور حیثیت و کردار کو جان جائیں گے۔
 - ترسیل کی تفہیم اور ترسیل میں مہارت پیدا کر سکیں گے۔
 - اردو زبان کی ماہیت اور صرف و نحو کے علم کا مؤثر استعمال کر سکیں گے۔
 - قواعد کے لحاظ سے درست، منطقی اور سیاق و سباق کے لحاظ سے مناسب جملے بنانے کے قابل ہو جائیں گے۔
 - سننے، بولنے، پڑھنے اور لکھنے کی مہارت و صلاحیت کا مظاہرہ کر سکیں گے۔

- تعارف، گفتگو اور مکالمے کے دوران اعتماد کا مظاہرہ کر سکیں گے۔
- رسمی اور غیر رسمی ترسیل کے درمیان فرق کو پہچان سکیں گے۔
- متن کی سمجھ اور اس کا خلاصہ پیش کرنے کی مہارت پیدا کر سکیں گے۔

اکائی-1 تفہیم زبان اور اردو زبان اور ثقافت

- زبان کی تعریف، افعال، و خصوصیات، زبان اور سماج، زبان اور جنس، زبان اور شناخت، زبان اور طبقہ
- زبان کی سطحیں: گھر کی زبان اور اسکول کی زبان۔ اکتساب میں زبان کی مرکزیت
- حصول علم اور زبان: زبان تفہیم کا وسیلہ، کثیر لسانی کمرہ جماعت۔ کثیر ثقافتی شعور
- ترسیل کی تعریف، ترسیل کے اقسام، خصوصیات اور ترسیلی دور (Communication Cycle)
- ترسیل میں رکاوٹیں، ترسیل پر اثر انداز ہونے والے عوامل
- اردو زبان کی تاریخ
- ہندوستانی آئین میں اردو زبان
- اردو زبان کا کثیر ثقافتی کردار: اردو اور قومی یکجہتی، اردو اور تحریک آزادی، اردو اور گنگا جمنی تہذیب
- عالمی سطح پر اردو زبان و ادب کی اہمیت

اکائی-2 اردو قواعد کی تفہیم

1. اجزائے کلام: اسم، ضمیر، فعل، صفت، حروف ربط، حروف عطف
2. ذخیرۃ الفاظ: تعداد (واحد جمع)، جنس (مذکر مؤنث) اضداد، سالبے اور لاحقے، اضافت (مرکب اضافی، مرکب توصیفی)
3. تلفظ: حروف کے درست مخارج (خ-ق/س-ش/ہ-ح/ج-ذ، ز، ض، ظ)، دو متصل ساکن حروف کا صحیح تلفظ
4. لہجہ: استفہامیہ (سوالیہ)، استعجابیہ، لہجہ میں تاکید (اصرار یا زور پیدا کرنا) جذباتی اور غیر جذباتی لہجہ، سادہ بیانیہ لہجہ

اکائی-3 زبان کی مہارتیں (سننا اور بولنا)

- ii. سننے کی مہارت: مختلف طرح کی سماعت، مؤثر سماعت کی حکمت عملیاں
- iii. اچھے سامع کی خصوصیات، رکارڈ شدہ مواد کی مثالی سماعت
- iv. بولنے کی مہارت: تعارف (اپنا اور دوسروں کا)، مبارکباد ((Greetings)، معذرتی اور تعزیتی اظہار
- v. گفتگو کی مہارت کا فروغ: تقریر، مکالمہ، مباحثہ، قصہ گوئی، رول پلے، مونو لاگ، رکارڈ شدہ مواد کا مشاہدہ اور نقل
- vi. تغیر لحن (آواز کا اتار چڑھاؤ)، جسمانی حرکات و سکنات

اکائی 4- زبان کی مہارتیں (پڑھنا اور لکھنا)

- vi) پڑھنے کے اقسام: خاموش خوانی، بلند خوانی، سرسری مطالعہ، بغور مطالعہ
- vii) پڑھنے کی صلاحیت کا فروغ: اخبارات کا مطالعہ، رسائل کا مطالعہ، درست قرات اور اپیس (Apps) کا استعمال، مضمون سے متعلق کتابوں کا مطالعہ، کلاسیکی متون (نثر / نظم) کا مطالعہ، مطالعے کی عادت کا فروغ اور لغت کا استعمال
- viii) لکھنے کے اقسام: لکھنے کا عمل، رسمی و غیر رسمی تحریریں (نوٹس، ڈائری، رپورٹس، مضامین، خطوط، درخواستیں، مکالمے وغیرہ)
- ix) لکھنے کی صلاحیت کا فروغ: لکھنے کے مراحل (عنوان کا تعین، برین اسٹورمنگ، پہلا مسودہ، ایڈیٹنگ، حتمی مسودہ) طویل متن کی تلخیص، تصویر / منظر پر تاثرات کا تحریری اظہار

درکار سرگرمیاں

- آپ اپنے روزمرہ کے معمول کی کس طرح تعبیر کرتے ہیں تحریر کریں۔
- روزانہ آپ جو کچھ پڑھتے ہیں اس پر ایک رپورٹ تیار کریں۔
- ابھرتے ہوئے تعلیمی / سماجی موضوعات پر مباحثہ / گفتگو / مکالمہ / تقریر کیجیے۔
- آواز اور تلفظ کے نقطہ نظر سے ریکارڈ شدہ ویڈیو کا تجزیہ کریں اور رپورٹ لکھیں۔

کتب برائے مطالعہ

- اختر حسین فیضی مصباحی "قواعد املا و انشا" مجلس برکات، جامعہ اشرفیہ مبارکپور اعظم گڑھ۔
- رشید حسن خان "زبان اور قواعد" ترقی اردو بیورو، دہلی۔
- "اردو قواعد اور انشا" این سی ای آر ٹی۔
- مولوی عبدالحق "قواعد اردو" الناظر پریس، لکھنؤ۔
- پروفیسر گیان چند جین "عام لسانیات" ترقی اردو بیورو، دہلی۔
- جلال الدین احمد جعفری "اساس اردو" مطبع انوار احمدی، الہ آباد۔

- خواجہ حسن نظامی "اردو زبان کی تاریخ" برقی پریس، دہلی۔
- ڈاکٹر شوکت سبزواری "لسانی مسائل" مکتبہ اسلوب، کراچی۔
- سید احتشام حسین "اردو کی کہانی" این سی پی یو ایل، دہلی۔
- قاضی حبیب احمد "اردو ادب میں ہندوستانی تہذیب و ثقافت" ناشر شعبہ اردو مظہر العلوم آمہور۔
- خواجہ محمد اکرام الدین "اکیسویں صدی میں اردو کا سماجی و ثقافتی فروغ" قومی کونسل برائے فروغ اردو زبان۔
- ڈاکٹر تلمیذ فاطمہ نقوی، ڈاکٹر آفاق ندیم "اردو زبان کی تدریس و فہم" ایجوکیشنل بک ہاؤس، علیگڑھ۔
- معین الدین "اردو زبان کی تدریس" قومی کونسل برائے فروغ اردو زبان۔
- عبدالستار دلوی "اردو زبان اور سماجی سیاق" قلم پبلیکیشنز۔
- نوشاد حسین "فنڈا مینٹل آف اکیڈمک رائٹنگ" شپراپبلیکیشنز۔

مفید لنکس Useful Links

- 1- Urdu Zuban ki ibteda. https://www.youtube.com/watch?v=ocBl_c6CgBA
- 2- Academic Writing for Teachers. <https://www.youtube.com/watch?v=9FBFjof7acs>
- 3- Issues in Academic Writing. <https://www.youtube.com/watch?v=k1LGzeotzM4>
- 4- Language and Education. <https://www.youtube.com/watch?v=2hYhfkoIUZk>
- 5- Language and society <https://www.youtube.com/watch?v=UGgcXIRv-Zw>
- 6- School Blog. <https://schoolno27.blogspot.com/>
- 7- Read Along by Google .
<https://play.google.com/store/apps/details?id=com.google.android.apps.seekh&hl=en&gl=US&pli=1>

Course Code	Course Title		Semester
BEIT102AEC	Art (Performing and Visual) & Creative Expression		I
Scheme of Instruction		Scheme of Examination	
Total Duration	: 0+60=60 Hrs	Maximum Score	: 50
Periods / Week	: 4	Internal Evaluation	: 50
Credits	: 2	End Semester	: 0
Instruction Mode	: Lecture-cum-Discussion, Group Discussion, Presentations; Panel Discussion; Seminar Presentations	Exam Duration	: 0

About the Course

Engagement with various forms of art as self-expression and the need to develop sensibility to appreciate them has been an important concern in educational theory and practice. This concern is premised on the claim that forms of self-expression contribute immensely to the development of cognitive, affective and psycho-motor dimensions among children, as well as that through one or another art form, children come to explore ways of expressing themselves. Further, it is also the case that critical appreciation of art enables children to form judgments of a very special kind, namely, aesthetic judgment. This enables students as they grow into adults to have focused attention on making sense of and appreciating cultural productions.

Therefore, educational practitioners that the students aim to be, will need to bring an element of art in practices that they engage in. To be able to do this, they need an appreciation of art in general, familiarity with one art form, and basic skills and capabilities to be creative and artful. Additionally, they should be familiar with some critical debates in art education, even if their work is in other subject areas.

To this end, students will do one course that aims to help them recognize and appreciate the *importance of aesthetic judgment, develop familiarity with an art form* and basic skills to be *creative and artful in their expressions*. Skills develop from practice, therefore hands-on training in doing art will be emphasized in this course. This course aims to help students develop a habit of performing skillful activities that are essentially aesthetic and artful which is expected to contribute to other educational practices that they develop in other courses in the programme.

Therefore, this course will explicitly relate this skill to activities that practitioners of education engage in, like teaching, development of teaching-learning material, and content of other subject areas wherever possible.

Learning Outcomes:

1. To develop skill of using drawing and painting material (surface, tools, equipment, etc) effectively.
2. Use variety of medium and materials.
3. To make students conscious about the pictorial quality, composition, perspective, proportion and proper execution.
4. To encourage students for creative thought as well as their study base skill.

Unit-1: Exploring body: – Elaborating the concept in Indian dance tradition;

Demonstration of Anga, Upanga, Pratyanga-s and their movements mentioned in Natya Sastra.

Discovering the concept of technique – understanding space, time movement, design breath, sound and flow of energy.

Unit -2: Pencil drawing, object drawing, still life, landscape, innovative drawing, collage, pot painting, clay modelling and photography. **Print making**, poster making, design, origami, paper pulp and installation art.

Unit:3: Introductions of different types of eye exercises to help students to improve their creativity, patience and physical strength.

Explanation and demonstration of different types of facial expressions which are related to human's daily life.

Unit:4: Tools of the actor- mind, body and voice and speech, how to select story-guidelines and dramatic materials. The process of drama production-casting-stage rehearsals-directors notebook.

Practicum

References

1. Peggy hackney- making connections total body integration through bertenieff fundamentals. 2002, routledge, London.
2. H.V Sarma. Special aspects of Natya Sastra, (PSR Appa Rao's Telugu Original) 2001, national school of drama, New Delhi.
3. Bose, Mandakrantha. Movements and Mimesis, Cambridge University of London.
4. The Art of Ancient India (Susan L.Huntington, John C.Huntington).
5. A History of Fine Arts in India and the West(Edith Tomory).



Course Code		Course Title		Semester
BEIT101VAC		Understanding India (Indian Ethos and Knowledge Systems)		I
Scheme of Instruction			Scheme of Examination	
Total Duration	:	45 Hrs	Maximum Score	: 50
Periods / Week	:	2	Internal Evaluation	: 15
Credits	:	2 (1+1)	End Semester	: 35
Instruction Mode	:	Lecture-cum-Discussion, Group Discussion, Presentations; Panel Discussion; Seminar Presentations	Exam Duration	: 2Hrs

About the Course

At a time when the world finds itself deep in dynamism, led by technological innovations and environmental changes, there is a need for an inward-looking approach to building the young minds of a country. By looking inwards, one not only finds a sociological belongingness but also a spiritual and intellectual rooting in these changing times. The course provides an overview of India's heritage and knowledge traditions across key themes of economy, society, polity, law, environment, culture, ethics, science & technology, and philosophy. It places special emphasis on the application of these knowledge traditions, helping students to not only know and appreciate India's heritage and knowledge traditions but also to independently evaluate them through a multidisciplinary lens. This evaluation would produce valuable lessons for obtaining transferable and 21st-century skills. The course requires no pre-requisite knowledge or understanding. Spread over two years, the course will establish foundational knowledge and build upon it. It will allow students to have a basic understanding of the traditions of India and how it has evolved over the years. The course is designed to enable student teachers to outline and interpret the processes and events of the formation & evolution of knowledge of India through a multidisciplinary lens; to evaluate the diverse traditions of India to distinguish its achievements and limitations, and to develop and articulate an ethics-based education rooted in Indian thought to their students in the classroom context.

Learning Outcomes

After the completion of the course, students will be able to:

1. recognize the vast corpus of knowledge traditions of India, while developing an appreciation for it
2. apply their acquired research and critical thinking skills in multidisciplinary themes,
3. summarize and pass on their learnings to their students of different Indian traditions in an easily digestible manner.

UNIT – I – Knowledge, Linguistic Traditions, Culture and Lifestyle

- 1.1 India's contributions to the world knowledge. – Arithmetic, logic, Natural sciences, Astronomy, Indian notions of time, space and technology.
- 1.2 History of linguistics in India (conceptualizing ancient Indian linguistics, oral traditions, etc.). Language Identity
- 1.3 Language History and Culture: Evolution of Languages over the years & language as building blocks to different cultures and society

- 1.4 Food (regional cuisines, ayurvedic diet, food and festival, vegetarianism, Jainism in food, food and hospitality, and globalization).
- 1.5 Clothes (traditional Indian clothing, textile arts, religious costumes, clothing status, clothing, gender, globalization in clothing).
- 1.6 Sports (traditional Indian sports, martial arts, sports, and gender, sports & globalization).
- 1.7 The lifestyle of Yoga; adapting ancient lifestyle – A path towards longevity.

Unit II – Environment and Health

- 2.1. Understanding Equilibrium between Society & Environment: Society's perceptions of natural resources like forests, land, water, and animals.
- 2.2. Sustainable architecture & urban planning; Solving today's environmental challenges (best practices from indigenous knowledge, community-led efforts, etc.).
- 2.3. India's Health Tradition: Ayurveda, Siddha, Ashtavaidya, Unani, and other schools of thought; Lessons from Sushruta Samhita and Charaka Samhita;
- 2.4. Mental health in ancient India: towards time-tested concepts of mental wellness (concept of mind, dhyana, mind-body relationship, Ayurveda, yoga darshan, atman, etc.)

Practicum- Any Two of the Following

1. Study the cultural practices prevailing in the local community and submit a report
2. Participation in classroom discussions on India's Health Tradition – Ayurveda, Siddha, Ashtavaidya and Unani.
3. Collect Newspaper clippings on Environmental issue and prepare a report on that with your comments.
5. Preparation of power point Presentation (PPT) on Language as culture.
6. Write a essay on science and technology for rural development.
7. Preparation of power point Presentation (PPT) on Traditional sports of India.

References:

1. Sanjay, Sen (2023) Understanding India, Guwahati, Ashok Publications
2. Chattopadhyay, Rohitashya (2014) Understanding India: Cultural Influences on Indian Television Commercials Guwahati, New Delhi, Sage Publications
3. B Keralavarma (2021) Understanding India, New Delhi, Laxmi Publications
4. Ayub, Sheik Javaid (2015) Understanding Indian Politics, Partridge India.
5. Chakrabarty, Bidyut (2008) Indian Politics and Society Since Independence, Taylor & Francis.
6. Verma, Sanjiv (2019) The Indian Economy, Unique Publisher
7. Srirangam, Sriram (2022) Indian Economy, Pearson Education Publisher.
8. Singhanian, Nitin (2021) Indian Art and Culture, McGraw Hill.
9. Dewey, J. (1934) Art experience, New York, Minton.
10. Reed, H. (1968) Education through art, New York, Faber and Faber
11. Jefferson, B (1968) Teaching art to children – Continental view point, Boston, Allyn Bacon.
12. Barucha, E (2004) Textbook for Environmental Studies, New Delhi, UGC.

13. Sharma, V.S. (2005) Environmental Education, New Delhi, Anmol Publication
14. Sachin, Srivastava (2018) Indian culture: Rich Indian Heritage, Notion Press.
15. A.S. Altekar (2016) State and Government in Ancient India, New Delhi, Motilal and Banrsidass
16. Lal, Basant Kumar (2017) Contemporary Indian Philosophy, New Delhi, Motilal and Banrsidass
17. Sharma, Chandradhar (2016) A critical Survey of Indian Philosophy, New Delhi, Motilal and Banrsidass
18. Y. Masih (2017) Introduction to Religious Philosophy, New Delhi, Motilal and Banrsidass
19. Sinha, Jadu Nath (2009) A Manual Ethics, New Central Book Agency.
20. Sarma, D. S. (2006) A Book of Indian Culture, Read Books Publishers.
21. Sastri, S, Srikantha, (2021) Indian Culture: A Compendium of Indian, History, Culture and Heritage, Notion Press.
22. Agrawal, P.K. (2020) Indian Culture Art and Heritage, Prabhat Prakashan.
23. Ravi P. Agrahari (2022) Science and Technology, Mcgraw Hill Publications.
24. S Navaneethan, (2022) Science and Technology in the development of India, Tamizhi Books Publishers.
25. B.K.S. Iyengar (2021) Yoga The Path to Holistic, DK Publishers.
26. B.K.S. Iyengar (2005) Light on the Yoga

