

Name of the Department: Philosophy
Semester: I
Name of the Paper: Ancient Indian Philosophy
Paper Code: PHI-DSC/DSE-141
Credit: 4 Hours: 60
Lecture: 4 Practical:Tutorial:
Full Marks: 100

Course Outcome:

CO1: Understanding the foundational concepts: Students will gain a deep understanding of foundational concepts in Ancient Indian Philosophy including Vedas and Upanishads.

CO2: Critical analysis skills: Through studying various philosophical texts and commentaries, students will develop critical analysis skills and evaluate different Non- Vedic schools of thought.

CO3: Application of philosophical principles: Students will be able to apply the philosophical principles learned to contemporary issues, fostering a deeper understanding of the relevance and enduring significance of Ancient Indian philosophy in modern times.

Main Syllabus:

Unit No.	Syllabus	Class Hour	Allotted Marks
I Introduction to Indian Thought	1.1 Meaning of Darsana: Difference between Darsana and Philosophy. General characteristics of Indian Philosophy. Different periods of Indian thought- Vedic, Epic, Sutra and Scholastic Period. 1.2 Charges against Indian Philosophy-Pessimism, Dogmatism. 1.3 Basic Concepts of Indian Philosophy: Atman, Law of Karma, Moksa.	15	25
II Vedic Period (Vedas and Upanishad)	2.1 Vedas: Meaning, The parts of the Vedas: Samhita, Brahmana, Aaranyak and Upanishad. 2.2 Classification of Vedic Deities, Polytheism, Monotheism and Monism. 2.3 The Upanishads: Meaning, Atman(The Self), Brahman(Ultimate Reality), Moksa (Liberation)	15	25
III Non-Vedic Period (Carvaka and Jainism)	3.1 Cārvāka: Epistemology, Metaphysics and Hedonistic Ethics. 3.2 Jainism: Knowledge: Pramana and Naya, Anekantavada, Syadvada, Bondage and Liberation. 3.3 Jaina Ethics: Triratna, Anuvrata and Mahāvratā.	15	25
IV Non-Vedic Period (Early Buddhism)	4.1 Early Buddhism: The Four Noble Truths, Pratityasamutpāda (Dependent Origination) and Nirvana. 4.2 Doctrine of Impermanence and Momentariness, No soul Theory (Nairatmavada), 4.3 Buddhist Ethics: Pañcasīla and Brahmavihāra.	15	25

Reference Books:

1. Bishop, Donald. (ed.) (1975). *Indian Thought: An Introduction*. New Delhi: Wiley Eastern Private Ltd.
2. Chattopadhyay, D.P. (2006). *Lokayata A Study in Ancient Indian Materialism*. People's Publishing House, Third Edition.
3. Dasgupta, S. N. (2018). *A History of Indian Philosophy* (Volume I). Motilal Banarasidas publication).
4. Datta & Chatterje. (2019). *An Introduction to Indian Philosophy*. Rupa Publication.
5. Hiriyanna, M. (1999). *The Essentials of Indian Philosophy* .Motilal Banarasidas publication.
6. Radhakrishnan, S. (2008). *Indian Philosophy, Vol-1*. Oxford India Paperbacks.
7. Sharma, C. D. (2009). *A Critical Survey of Indian Philosophy*. Motilal Banarasidas publication.

Name of the Department: Philosophy
Semester: I
Name of the Paper: Environmental Ethics
Paper Code: PHI-MDC-131
Credit: 3 Hours: 45
Lecture: 3 Practical:Tutorial:
Full Marks: 75

Course Outcome:

CO 1: Comprehensive Understanding of Environmental Philosophies: Students acquire a comprehensive understanding of diverse philosophical perspectives concerning nature, ecology, and humanity's ethical responsibilities towards the environment.

CO 2: Critical Analysis and Application of Environmental Ethics: Develop the ability to critically analyze environmental issues through philosophical lenses and apply ethical theories to contemporary environmental problems.

CO 3: Critical Analysis and Problem Solving: Enhancing critical thinking skills to evaluate complex environmental problems through ethical lenses, enabling students to propose well-reasoned solutions and ethical guidelines for sustainable practices.

Main Syllabus:

Unit No.	Syllabus	Class Hour	Allotted Marks
I Introduction to Environmental Ethics	1.1 Definition of Ethics and Environment 1.2 Definition, Nature and Scope of Environmental Ethics 1.3 Core Concepts in Environmental Ethics: Anthropocentrism, Biocentrism and Ecocentrism.	15	25
II Philosophical Foundations of Environmental Ethics	2.1 Moral Philosophy and its Application to Environmental Issues. 2.2 Utilitarianism, Deontology and Virtue Ethics in Ecological context.	15	25

Project/ Assignment

Given below is a list of topics out of which any one may be chosen.

III Contemporary Environmental Issues and Ethical Responses	3.1 Climate Change Ethics: Justice and Equality. 3.2 Biodiversity Conservation and Ethical Challenges 3.3 Promoting Sustainability in daily life: Waste Management, Resource Conservation. 3.4 Community led Conservation Practices in India (e.g. Chipko Movement, Bishnoi Community). 3.5 Environmental Ethics in context of Land and Food. 3.6 Success stories of Ethical Environmental Interventions (e.g. Sikkim's Organic Farming Initiative, Afforestation Drives)	15	25
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Reference Books:

1. Benson, John. (2000). *Environmental Ethics and Philosophy*. Routledge.
2. Desjardins, Joseph R. (2005). *Environmental Ethics: An Introduction to Environmental Philosophy*. Wadsworth Publishing.
3. Leopold, Aldo. (1949). *The Land Ethic*.
4. M. & G. Ramachandra (1993). *This fissured land: an ecological history of India*. University of California Press.
5. Mallick, Jayanta Kumar. (2022). *Ethics of Biodiversity Conservation- An ecological Study*. Ethics International Press Ltd.
6. Mill, John Stuart. (1874). *On Nature*. Lancaster University Press.
7. Padhi, Laxmikanta. (2023). *An Introduction to Environmental Ethics: Theories and Practical Issues*. Overseas Press India Pvt. Ltd, USA and New Delhi.
8. Passmore, John A. *Man's Responsibility for Nature*, Gerald Duckworth & Co. Limited, London, 1980 development." OUP Catalogue.
9. Pathak, Shekhar. (2020). *The Chipko Movement- A People's History*. Permanent Black, Delhi.
10. Pojman, Louis P. (2016). *Environmental Ethics: Readings in Theory and Application*. Wadsworth Publishing Company, California.
11. Rangarajan, Mahesh(ed). (2006). *Environmental Issues in India*. Pearson Education India.
12. Robinson, Mary. (2018). *Climate Justice: Hope, Resilience and the Fight for a Sustainable Future*. Bloomsbury Publishing.
13. Tylor, Paul, W. *Respect for Nature: A Theory of Environmental Ethics*. Princeton University Press.
14. Wells, David, Wallace. (2020). *The Uninhabitable Earth: Life after Warming*. Crown Publishing Group.

Additional Study Materials:

- 1) Singer, Peter. (1975). *Animal Liberation: A New Ethics for Our Treatment of Animals*. Harper Collins.

Name of the Department: Philosophy
Semester: I
Name of the Paper: Introduction to Philosophical Counselling
Paper Code: PHI-SEC-131
Credit: 3 Hours: 30+30=60
Lecture: 2 Practical: 1 Tutorial:
Full Marks: 75

Course Outcome:

CO1: Understanding Philosophical Foundations: Students grasp the foundational principles of major philosophical schools of thought and how they intersect with counselling theories and practices.

CO2: Application of Philosophical Techniques: Developing the ability to apply philosophical methods and critical thinking to real-life counselling scenarios, enhancing problem-solving and decision-making skills.

CO3: Ethical Considerations and Reflective Practice: Cultivating an awareness of ethical dilemmas in counselling and encouraging reflective practice, integrating philosophical frameworks to navigate moral complexities in therapeutic settings.

Main Syllabus:

Part A (Theory)

Unit No.	Syllabus	Class Hour	Allotted Marks
I Meaning of Counselling	1.1 Definition and Forms of Counselling 1.2 Steps in Counselling Procedure 1.3 Personal qualities of a Counsellor and Characteristics of Effective Counselling.	6	10
II Nature of Philosophical Counselling	2.1 Definition of Philosophical Counselling 2.2 Features of Philosopher Counsellor, 2.3 Philosophical Consultancy	6	10
III Types of Therapeutic Philosophy	3.1 Existential Therapy- Freedom and Responsibility, Personal Identity, Anxiety as a Condition. 3.2 Reality Therapy- Choice Theory, Characteristics of reality therapy. 3.3 Cognitive Behavior Therapy- View of Emotional Disturbance, Therapeutic Process	18	30

Project/Dissertation

Practical will be conducted in the form of project/dissertation which is to be typed or neatly hand written (2,000- 2500 words). The project/dissertation will be based on practical session(s) which is to be conducted by the student (counsellor) with a counsellee/client. Given below is a list of Problems out of which any one may be chosen for addressing in the project/dissertation. The same has to be carried out under the supervision of a teacher.

Moral issues
Value disagreements
Time management issues
Procrastination
Career issues
Adult children of aging parents
Problems with family/ Domestic problems
Sibling rivalry
Friendship issues
Peer pressure
Academic or school-related issues
Religion and race-related issues
Technology-related issues

The project/dissertation has to be broken into three heads as mentioned below:

- **Identification of the Problem** in the counsellee/client by the student (counsellor) (Naming the Problem, grounds for placing it under the chosen category of the Problem)
- **Philosophical Approach** involved in the investigation of the Problem (definition of the approach and its application).
- **Conclusion/Solution** provided.

Reference Books:

1. Corey, Gerald (2008), *Theory and Practice of Group Counselling*, 7th edition, Brooks/Cole, Belmont.
2. Corey, Gerald (2013), *Theory and Practice of Counselling and Psychotherapy*, 9th Edition. Brooks/Cole, Canada.
3. Howard, Alex (2000), *Philosophy for Counselling and Psychotherapy*. Palgrave Macmillan.

4. Rogers, C. R. (1951), *Client-centred Therapy*, Houghton Mifflin, Boston.
5. Wubbolding, R. (2000), *Reality Therapy for the 21st Century*, BrunnerRoutledge, Philadelphia.
- 6.Sharf, S. Richard (2012), *Theories of Psychotherapy and Counselling Concepts and Cases* Brooks/Cole, Australia.
7. Lacovou, S & Karen Weisel- Dixon. (2015). *Existential Therapy: 100 key points and Techniques*, Routledge
8. Lahav, Ran. What is philosophical in Philosophical Counseling? *Journal of Applied Philosophy*, vol.13 No.3, pp. 259-278, 1996.
9. Lebon,Tim.(2001). *Wise Therapy*, London: Continuum.
10. Raabe, Peter B(2000). *Philosophical Counselling--Theory and Practice*, Praeger Publishers Inc.

Additional Study Materials:

1. Richard Nelson-Jones (2011), *Theory and Practice of Counselling and Therapy*,Fifth Edition, SAGE Publications India Ltd.
2. Lahav, Ran. *Philosophical Counselling as a quest for Wisdom, Practical Philosophy*, 4(1), 2001
3. Lebon, Tim. *Philosophical Counselling: An Introduction* (First published in Thinking Through Dialogue: Essays on Philosophy in practice,Curnow.T(ed)1999).
4. Sartre, J. P. (1993). *Being and Nothingness*, Simon and Schuster
5. Sartre, J. P.(2007). *Existentialism is a Humanism*, Yale University Press.
6. Sulavikova B. *Key Concepts in Philosophical Counseling*. Human Affairs,24,574-583,2014.

Name of the Department: Philosophy
Semester: I
Name of the Paper: Moral Psychology
Paper Code: PHI-VAC-131
Credit: 3 Hours: 45
Lecture: 3 Practical:Tutorial:
Full Marks: 75

Course Outcome:

CO1: Understanding Moral Development: Students will comprehend the various theories of moral development and analyze how these theories apply to real-world moral dilemmas.

CO2: Ethical Decision-Making: Students will learn strategies for ethical decision-making and develop the ability to critically evaluate moral dilemmas from multiple perspectives, considering factors such as cultural differences, personal values, and situational variables.

CO3: Application of Psychological basis of Morality: Students will be able to apply concepts from moral psychology to contemporary issues, such as moral and non-moral actions, voluntary actions, wish and will, demonstrating an understanding of the complex interplay between individual psychology and moral behavior.

CO4: Cognitive and Emotional Factors: Students will explore the cognitive and emotional processes underlying moral judgment and behavior, including the role of empathy, moral emotions, cognitive biases and assess how these factors influence moral decision-making in various contexts.

Main Syllabus:

Unit No.	Syllabus	Class Hour	Allotted Marks
I Nature and scope of Moral Philosophy	1.1 Nature, definition, scope and methods of Moral Philosophy 1.2 Historical development of Morality. 1.3 Postulates of Morality.	15	25
II Psychological basis of Morality	2.1 Moral and Non- Moral actions. 2.2 Voluntary Actions: Desires, Relations of Desires to the Self and Character, Wish and Will: 2.3 Motive: Motive and Intention, Habit, Conduct, Character and Circumstances.	15	25
III Development of Moral Consciousness	3.1 The evolution of Human Conduct 3.2 Custom as a standard of Group Morality, Customary Morality and Reflective Personal Morality 3.3 Transition from Custom to Conscience	15	25

Reference Books:

- 1) Sinha J. N- Manual of Ethics.
- 2)Ties, James- Moral Measures: An Introduction tpo Ethics west and East
- 3) Kumar, Dr. Dipak- Ethics, Philosophy, Psychology & Public Administration
- 4) John, M- The Moral Psychology Handbook
- 5) Frankenna WKC- Ethics
- 6) William Lillie- Introduction to Ethics.
- 7) R.N. Sarmah- Introduction to Ethics.

Name of the Department: Philosophy
Semester: II
Name of the Paper: Greek Philosophy
Paper Code: PHI-DSC/DSE-142
Credit: 4 Hours: 60
Lecture: 4 Practical:Tutorial:
Full Marks: 100

Course Outcome:

CO1: Historical context: Students will be able to grasp Knowledge of the historical and cultural background of ancient Greece, including the influence of Greek philosophy on subsequent philosophical traditions and its relevance to contemporary thought.

CO2: Understanding of key philosophical concepts: Students will be able to summarize fundamental ideas such as metaphysics, ethics, and epistemology as developed by Greek philosophers like Socrates, Plato and Aristotle.

CO3: Analytical skills: Students will be able to categorize Pre-Socratic texts and arguments, including the diversity of viewpoints among Pre-Socratic philosophers and their contributions to the development of Western philosophical thought.

Main Syllabus:

Unit No.	Syllabus	Class Hour	Allotted Marks
I Pre-Socratic Philosophy	1.1. History of Greek Philosophy. 1.2. Introduction to Pre - Socratic Philosophy 1.3. The Ionians, Thales, Anaximander and Anaximenes.	15	25
II Pythagoras and Eleatics	2.1. Pythagoras: Theory of Number, Religion and Ethics. 2.2. Parmenides: The way of Truth and Opinion. 2.3. Zeno: The argument against multiplicity and motion.	15	25
III Sophist and Socrates	3.1. Protagoras: Theory of Knowledge, Relativism. 3.2. Gorgias: Metaphysical Nihilism, Epistemic Agnosticism. 3.3. Socrates: Virtue and Knowledge, Dialectical method	15	25
IV Plato and Aristotle	4.1. Plato: Theory of Knowledge, Theory of Ideas, Idea of Good. 4.2. Aristotle: Doctrine of Universal, Theory of Causality.	15	25

Reference Books:

1. Stace, W.T, *A Critical History of Greek Philosophy*.
2. Zeller, *Outlines of Greek Philosophy*
3. Durant, Will, '*The Life of Greece*'
4. Burnet, John, '*Greek Philosophy*'
5. Barnet, J Early, *Greek Philosophy*
6. Fuller, B.A.G, *History of Greek Philosophy*
7. Masih, Y, *Critical History of Western Philosophy*
8. Gomperz, *The Greek Thinkers*
9. Copleston, F , *History of Philosophy Volume-1*
10. Burnet, John '*Greek Philosophy- Thales to Plat*'
11. Tankha Vijay, *Ancient Greek Philosophy*
12. Guthrie, W.K.C. *Greek Philosophy*
13. Devin Stauffer, *Plato Introduction to the Question of Justice*
14. Muirhead, J.H. *The Platonic Tradition in Anglo-Saxon Philosophy*

Name of the Department: Philosophy
Semester: II
Name of the Paper: Gandhian Perspective on Non- Violence
Paper Code: PHI-MDC-132
Credit: 3 Hours: 45
Lecture: 45 Practical:Tutorial:
Full Marks: 75

Course Outcome:

CO 1. Understanding Gandhian Philosophy: Students will grasp the fundamental principles of nonviolence as elucidated by Mahatma Gandhi, including concepts like Ahimsa (Non-violence) and Satyagraha (Civil-disobedience).

CO 2. Analyzing Historical Context: Students will analyze the socio-political and historical context in which Gandhi's ideas on non-violence emerged and examine their relevance in contemporary times.

CO 3. Reflecting on Personal Values and Actions: Students will reflect on their own values and actions in the light of Gandhian principles, considering how they can apply non-violent strategies in their own lives and advocate for social change.

Main Syllabus:

Unit No.	Syllabus	Class Hour	Allotted Marks
I Introduction to Ahimsa (Non-Violence)	1.1 Definition and etymology of Ahimsa. 1.2 Historical Background of Ahimsa Hinduism, Jainism and Buddhism. 1.3 Ahimsa during the modern period: During the British and Renaissance period of India	15	25
II Ahimsa (Non-Violence) in Gandhian Thought	2.1 Gandhi's theory of Ideal State, concept of Swaraj. 2.2 Satyagraha: Meaning as Methods 2.3 Philosophy of Sarvodaya	15	25
III Practical application of Ahimsa (Non-Violence) in the present century	3.1 Ahimsa in interpersonal relationships and communication. 3.2 Ahimsa in environmental activism and sustainability efforts. 3.3 Ahimsa in international relation.	15	25

Reference Books:

1. A. Raghuramaraju. *Debating Gandhi*. (2010) Oxford University Press.
2. A. R. Mahapatra, *Philosophy of Religion: An Approach to world Religions*, 1990, Sterling Publishers, New Delhi.
3. Ajay S. Rai. *Gandhian Satyagrah: An Analytical and Critical Approach*. (2000) Concept Publishing, New Delhi
4. Dhawan, Gopi Nath. *The Political Philosophy of Mahatma Gandhi*. (1946) Navjivan Publishing House, Ahmedabad.
5. Dr. Radhakrishnan, S. *Mahatma Gandhi*. 1957) Jaico Publishing House; First Edition.
6. Gandhi, M.K. *Hind Swaraj*. Rajpal & Sons; 2015th edition
7. Gandhi, Mohandas Karamchand. *An Autobiography: The Story of My Experiments with Truth*.
8. Hart, William. *The Art of Living: Vipassana Meditation as Taught by S. N. Goenka*. (2011) Pariyatti .
9. Iyer, Raghavan. *Essential Writings of Mahatma Gandhi*. (1998) Oxford University Press; Reprint edition.
10. Unto Tahtinen. *Ahimsa: Non- Violence in Indian Tradition*. (1976) Navjivan Publishing House, Ahmedabad.

Name of the Department: Philosophy
Semester: II
Name of the Paper: Indian Approaches to Counselling
Paper Code: PHI-SEC-132
Credit: 3 Hours: 30+30
Lecture: 2 Practical: ...1.....Tutorial:
Full Marks: 75

Course Outcome:

CO 1. Understanding Cultural Context: Students will gain a deep understanding of the cultural nuances and contextual factors influencing counselling practices in Indian Philosophy, including the significance of dharma, karma, dukha, samsara and spirituality.

CO 2. Integration of Traditional Wisdom: Students will explore how traditional Indian philosophies and wisdom, such as Yoga and Meditation are integrated into counselling approaches to promote holistic well-being and healing.

CO 3. Application of Indigenous Techniques: Students will learn about specific counselling techniques and interventions rooted in Indian culture, such as meditation, mindfulness and understand their effectiveness in diverse counselling contexts.

Main Syllabus:

Unit No.	Syllabus	Class Hour	Allotted Marks
I Indian Philosophy and counseling	1.1. Indian Philosophical Core concepts in Counselling practice: Dharma, Karma, Dukkha, Samsara, Atman and Moksha 1.2. Relevance of Indian Philosophical Counselling to modern Counselling practices.	10	17
II Existentialism in Indian Philosophy	2.1. The Pancha Kosha theory of personality. 2.2. Concept of Atman(self) and Anatma (Non-Self) 2.3. Understanding impermanence and the nature of suffering (Dukkha).	10	17
III Yoga and Meditation	3.1. The eight limbs of Yoga and their relevance to counselling. 3.2. Introduction to Mindfulness and meditation practices. 3.3. Mindfulness and its role in counselling.	10	16

Part B (Practical)

Marks 25
(Hours-15+15)

Project/Dissertation

Practical will be conducted in the form of project/dissertation which is to be typed or neatly hand written (2,000- 2500 words). Given below is a list of topic of which any one may be chosen for addressing in the project/dissertation. The same has to be carried out under the supervision of a teacher.

Mindfulness Practice in Everyday Life

Impact of Yoga on Mental Health: A Practical Analysis

Comparative Study of Western and Indian Philosophical Counseling Approaches

Applications of Patanjali's Yoga in Modern Counseling

Interview-Based Study on the Effectiveness of Indian Counseling Methods

Understanding the concept of Karma and its implications

Reference Books:

1. Sankaracarya. Self-knowledge (Atmabodha). Swami Nikhilananda. Tr. New York: Ramakrishna-Vivekananda Center, 1946.
2. Radhakrishnan, S. The Philosophy of the Upanisads. London: Allen & Unwin, 1924.
3. "Indian Philosophy - A very short Introduction" by Hamilton.
4. "The Bhagavad Gita" - Translated by Eknath Eashwaran.
5. "The Yoga Sutras of Patanjali" - Translated by Swami Satchidananda.
6. " Philosophical Counseling : theory and practice " by Peter Paabe.
7. Saraswati, N . - "Panca Kosa : the five sheaths of the human personality." Spectrum: the journal of the British Wheel of Yoga(1998) .

Additional Study Materials:

1. Radhakrishnan, S. (1940), "Indian Philosophy", Vol II, Oxford University Press, New Delhi.

Name of the Department: Philosophy
Semester: II
Name of the Paper: Philosophy of Value and Education
Paper Code: PHI-VAC-132
Credit: 2 Hours: 30
Lecture: 2 Practical:Tutorial:
Full Marks: 75

Course Outcome:

CO1: Understanding the Concept of Value: Students will grasp the concept of value, exploring its various dimensions such as ethical, aesthetic, social, Moral and Spiritual, and how values influence human behavior and decision-making.

CO2: Classification of Values: Through critical analysis, students will learn to classify values based on different philosophical frameworks, such as intrinsic vs. instrumental values, moral vs. non-moral values, and subjective vs. objective values, thereby gaining a deeper understanding of the nature of values.

CO3: Analysis of Philosophical Perspectives on Value Education: Students will be able to analyze the philosophical foundations of value education through the perspective of different philosophers.

Main Syllabus:

Unit No.	Syllabus	Class Hour	Allotted Marks
I Value and its Nature	1.1 Concept of Value: Definition and meaning, Characteristics of value, Instrumental and Intrinsic Value. 1.2 Classification of Values: Material Value, Social Value, Moral Value, Spiritual Value, Aesthetic Value & Religious Value.	15	25
II Philosophy of Value Education	3.1 John Dewey 3.2 Vivekananda 3.3 S. Radhakrishnan 3.4 J. Krishnamurthy	15	25

Recommended Books:

- Deshpande, V. N. *Educational Philosophy of Dr. S. Radhakrishnan*(2017). Manipal University Press.
- Dewey, John *Democracy and Education* (1916). Macmillan, United States of America.
- Krishnamurti, J. *Krishnamurti on Education* (1974). Krishnamurti Foundation of America.
- Mashi, Y. *A Comparative Study of Religions*. (1990) Motilal Banarsidass Publishers, New Delh
- Radhakrishnan, S. *An Idealist view of Life*.(1932). Harpercollins.
- Radhakrishnan, S. *Education, Politics and War* (1944). International Book Service.
- Ralph B. Perry, *General Theory of Value*(1926) Harvard University Press, Cambridge, MA,
- Ray, Lepley (Ed). *The Language of value*, Literary Licensing, LLC, Whitefish, 2011
- Sarmah, R.N. *Introduction to Ethics* (2019). Surjeet Publication.
- Sarmah, R.N. *Philosophy of Religion: A view on World Religion* (2019). Surjeet Publication.
- Sinha, J. N. *A Manual of Ethics* (1947). The Central Book Agency: Calcutta
- Tiwari, Kedarnath. *Comparative Religion* (1997). Motilal Banarsidass Publishers.
- Vivekananda, Swami. *My Idea of Education* (2010). Advaita Ashrama, India.

Reference Books:

1. T. Anchukandam and J. Kuttanimathathil (Ed). *Grow Free Live Free*, Krisitu Jyoti Publications, Bangalore (1995)
2. Mani Jacob (Ed). *Resource Book for Value Education*, Institute for Value Education, New Delhi 2002.
3. DBNI, NCERT, SCERT, Dharma Bharti National Institute of Peace and Value Education, Secunderabad, 2002.
4. Daniel and Selvamony. *Value Education Today*, (Madras Christian College, Tambaram and ALACHE, New Delhi, 1990)
5. S. Ignacimuthu - *Values for Life - Better Yourself* Books, Mumbai, 1991.
6. M. M. M. Mascaronhas. *Centre for Research Education Science and Training for Family Life Promotion - Family Life Education*, Bangalore, 1993.