

# Taking Music to Masses - Akhil Bhartiya Gandharv Mahavidyalaya

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## ABSTRACT

The entire Indian world is well aware of the fact that in ancient times music teaching was done by the Guru Shishya tradition. Amongst the ancient Indian singers, some singers were such who gave birth to special singing styles by their talent and taught their sons scriptural music. Their disciples and family members have been following same style till now. This singing style is called Gharana. In short, we can just say that Gharana means Guru Shishya tradition. There was a time when gharanas were all the more important as they gave birth to several renowned music directors in film industry or otherwise. And through films, music has played so much that it has made a huge impact on masses.

## INTRODUCTION

Music theory is the systematic study of the structure, elements, and principles that underlie music. Within this broad field, classical music theory holds a special place. It forms the foundation upon which Western classical music, a genre steeped in tradition and complexity, is built. This introduction provides an overview of music theory, particularly in the context of classical music.

**1. The Universal Language of Music:** Music transcends linguistic and cultural barriers, making it a universal form of expression. It communicates emotions, stories, and ideas through the intricate interplay of sounds. Classical music, with its rich history dating back centuries, has provided some of the most profound and enduring compositions in the world.

**2. The Essence of Classical Music:** Classical music is a genre known for its complexity, precision, and adherence to established compositional rules. It encompasses a wide range of forms, including symphonies, concertos, sonatas, operas, and chamber music. Some of the most renowned composers in history, such as Ludwig van Beethoven, Wolfgang Amadeus Mozart, and Johann Sebastian Bach, have contributed to this genre.

**3. The Role of Music Theory:** Music theory serves as the grammar and syntax of classical music. It provides a framework for understanding how music is constructed, allowing composers to create and performers to interpret musical works accurately. It addresses fundamental elements like melody, harmony, rhythm, form, and structure.

4. Key Concepts in Classical Music Theory:

- **Melody:** The tune or main musical theme that carries the emotional core of a piece.
- **Harmony:** The simultaneous combination of different musical notes to create a pleasing sound.
- **Rhythm:** The organization of time in music, including beat, tempo, and meter.
- **Form:** The structure of a musical composition, often following established patterns like sonata-allegro, rondo, or ternary form.
- **Counterpoint:** The art of combining different melodies in a harmonically rich and pleasing manner.
- **Dynamics:** The variations in loudness and intensity within a piece of music.

**5. Evolution of Classical Music Theory:** Classical music theory has evolved over centuries. Its earliest forms can be traced back to ancient Greece, but it saw significant development during the Middle Ages, Renaissance, Baroque, Classical, Romantic, and 20th-century periods. Each era brought new concepts and innovations to the theory, enriching the classical music tradition.

**6. The Continuing Relevance of Classical Music Theory:** Even in the contemporary music landscape, classical music theory remains vital. It informs the practice of classical musicians, and its principles have influenced various modern musical genres. Understanding classical music theory allows for a deeper appreciation of the works of classical composers and provides a solid foundation for those pursuing careers in music.

In conclusion, classical music theory is the bedrock upon which the timeless beauty and sophistication of classical music are built. It provides the tools to analyze, appreciate, and create music that has inspired and captivated audiences

for centuries. Whether you're a musician, music enthusiast, or simply curious about the world of music, exploring classical music theory opens doors to a rich and enduring art form.

Music is the most unique branch of performing arts and a beautiful way to express our emotions, talks, thoughts and beauty. Beauty is infinite, and its means of expressions are also infinite. Music is considered as the best means of expression. Religious gurus, sufis and artists have always contributed in the field of music. In our country, the process of singing as folk songs, as hymns of temples, kirtan, has been going on since ancient times but that became extinct in the middle ages when music moved to the courts of kings and took a bad shape.

In the 19th century, music gained new consciousness through the efforts of Vishnu Duo. This inspired the masses to sing on various religious occasions and rituals. On the other hand Vishnu Duo also strengthened the classical side of music. Indian music has been famous for its divinity and publicity since ancient times developed.

The Guru Shishya tradition emerged in these princely states. The disciples used to come to these gurus and serve and get education for many years. The gurus of most of the gharaanaas were Muslims. These gurus used to give music education only to their descendants. As a result, classical music remained confined to the courts and the general public was deprived of it.

The intellectuals thought that music should reach the masses. Those who have learned music with so much difficulty must get a chance to teach further. By doing this, students interested in music will be able to learn music with ease and under good guidance. Prominent among such era promoters were Pandit Vishnu Digambar Paluskar and Pandit Vishnu Narayan Bhatkhande well known as Vishnu Duo. They both had a great vision and they both thought that music should reach general public and no one should be deprived of learning. They also thought that good students will become good teachers and they can further teach music to masses. This would also enhance scope of employment.

So in India, during British rule there was westernization of the entire educational system during the British rule. As a result, the education of various fine arts and music also replaced the Gurukul system to provide accessible education to students collectively in institutions and schools in which music was a subject. For the purpose of generalization and stratification in public, the institutional collective method of music subject was adopted. It was needed so that more and more students interested in music could get education by collective learning and by paying less money to learn the subject. Efforts to make music accessible to the general public in India by freeing it from the narrow confines of the gharaanaas had started in the last decades of the nineteenth century.

## **SCOPE OF MUSIC**

- Music helps to enhance self-esteem.
- It improves concentration on a certain task.
- It enhances academic performance.
- Autistic and retarded children respond very well to certain kinds of music.
- Playing music in the background, as we do some work, being unaware of the music itself, enables us to reduce stress and thus enhances our performance.
- Listening to the various sounds of nature like the waves of the ocean, the calmness of the deep forests can provide instant relief from stress.
- Music also enables us to regulate sleep cycle for insomnia patients.
- It helps to maintain sugar levels in the blood and thus control diabetes.
- Music aids to stabilize blood pressure and heart rate.
- Special pieces of music enable hens to lay more eggs.
- It aids cows to yield more milk.
- Research has proved that almost all types of music except for rock music facilitates the growth of plants.
- It can also be used to cure autism, dementia and Alzheimer's disease.
- Mentally retarded children show an improvement in academic performance, when exposed to music.
- Pregnant women when exposed to music develop a positive attitude and a relaxed mental state of mind. It also enables the mother to give birth to a brilliant child.

## **DIFFERENT TYPES OF MUSIC**

### **The different types of music are:-**

1. Classical Music: Classical music needs skills like learning the various ragas and the ability to co-ordinate with the other musicians. This form of music requires specialized training.
2. Rock Music: In this form of music, vocals are accompanied by guitar, drums, bass, piano and saxophone for a deeper effect.
3. Metal Music: In metal music, the song's melody depends on its structure.
4. Hip-Hop Music: This type of music is a result of the hip-hop culture. It makes use of instruments like guitar,

violin, fiddle, piano, bass and drums. However, the bass is the main instrument.

- 5. Trance Music: This music is characterized by fast tempo and repetitious beats. This kind of music is often heard in discotheques and clubs.
- 6. Jazz: This music comprises of strong and complex rhythms. The main instruments used are cornet, trumpet or violin.
- 7. Folk Music: Folk music is handed down from generation to generation in every culture. It indicates social upheaval.
- 8. Techno Music: This is a form of electronic music. It is also known as 'fusion music'. It has very fast beats.
- 9. Opera Music: Opera music is a combination of art and music that is generally witnessed in the theatres.

There are still more types of music such as Celtic Music, Religious Music and Chamber Music. Sangeet to haiIshwarshakti, Hardhun main haikalakaarkibhakti, Harswar main base Bhagwan, Raagijosunaye "raag" madhur, To rogiko mile aaraam. -Mr Sorab Pavri "Music is a divine tonic, The portion of which can be consumed, In joy, sorrow and even in panic." -Ms. Mahanaaz .M. Bomanjee "Music washes away from the soul, The dust of everyday life." -

## **REVIEW OF RELATED LITERATURE**

Mrinalini.K(2018) has done a research work which I studied and found that she has emphasized on spiritual and literary aspects of music . The side of the coin where we can see how music impacts on our spiritual aspect has been well defined by the researcher.

Manjari.mano.PV (2016) has done a research work on Hindustani classical music –and its status in Srilanka .She has described in detail how Hindustani music has emerged in Srilanka and what is the status of hindustani music there-present scenario .

S.Aseervatham (2015) has done a research work on concept of music and how music is linked to emotions . Music is helpful in conveying the feelings of human beings . Music has different emotional powers and so music is applied in various industries like music therapy etc. Music helps in relaxation of mind and people feel comfortable when they listen to music. Research over the past few years has concluded that listening to good music is always a soothing experience. Various surveys and experiments have been conducted to experience emotions while listening music. In various surveys, experiments, diary studies, interviews it has been found that music leaves a different impact on our feelings and most of the time it is a pleasure experience .

Anju M.(2013) in her research work has written about the style of singing that Gandharv Mahavidyalaya has adopted . Vrind Gaan has been an eminent feature in Indian music from ancient times and she has described all the styles adopted by Gandharva Vidyalaya in choir singing. She has also worked on effect of Harmony in choir singing .A detailed study of emergence of choir singing has been given and how Vishnu Digamber Paluskar ji started choir singing by chanting Raghupati Raghav raja ram-bhajan given by Mahatma Gandhi.

Sonia (2013)conducted a survey of Gandharva Mahavidyalaya and emphasized on contribution of Pandit Vishnu Digamber Paluskar ji in Hindustani Vocal Music . Details of style of singing adopted, the courses offered by Gandharva Mahavidyalaya and a glimpse on past history of music has been explained in her research work .

Kiran.S (2012)One of the fundamental aims of music education is to find ways and means to enhance understanding and achievements among students in the field of music. The number of students is increasing and the result is that education is becoming very important both from the view of quality and quantity of life. The need of quality education can in no way be over emphasized. Only those nations who have laid emphasis upon quality in their actual life, in their world of work and also in world of education have been able to make their mark. Out of all these qualities, in the world of education, it is more important, as it is in the ultimate analysis to be the root cause of all other types of the qualities of life

Vasantha L.(1984) in her research work has expressed that in our country music is considered as Cinderella subject . Some formal provisions are made in teaching music in institutions but competitive institutions and teachers are not found in India. According to him music should be given due importance in all educational institutions.

Gur (2009) stated that classical music has a positive impact on the cognitive ability in children. Results have proved that teaching classical music to an individual proves to be very beneficial. So learning music for each of us is very important.

Kazan, Casey (2008) claimed that music has an immense effect on memory than any other audio or video aids .Results proved that people who learn music have a very sharp memory. Also , it has been recorded that a pleasing music helps to increase the memory and concentration very fast.

Liapis, Giddens and Uhlenlorok (2008) examined that lyrics have an important task to do in music. Participants were divided into two groups. Each group was made to read the same comprehension under two different musical conditions: one group while listening to a song with lyrics (lyrical condition) and the other while listening to the same song without lyrics (non-lyrics condition). It was proved that participants in the non-lyrics condition obtained higher scores than those in the lyrical condition.

Register, Standly and Swedberg (2007) proved that music enables us to enhance the reading skills of students who have reading disabilities. Music helps to increase the concentration level of music. Music helps various experts of different fields to fasten the treatment of the patients. Another research also showed that music helps the children with learning disabilities to learn and do their tasks in a better way. The study proved that music gives a soft and calm effect, which helps in relaxation. The impact of lyrics in music is such that it can increase the child's vocabulary and help with correction of his/her speech. Music can also be combined with academics subjects to understand them better.

Annette M.B (2006) studied the impact of background music that affects the rate of language learning amongst students. The research indicated that background music has little effect on the amount of words learnt after a week. Music did not have any negative effect on language learning. It did not have any negative effect. Although the effect was found to be very little, it was found to have a positive effect.

According to Stansell (2005), music therapists use both types of music: music to soothe or music to arouse and energize) to treat different types of psychological and physiological stressors.

In a study by Schellenberg (2004), in the research has taken both music and drama portions and its relations to the mental ability of children. Groups of students were given different lessons of music lessons and drama lessons. Before conducting the experiment, the IQ of the two groups was measured. After the music and drama lessons, when the IQ was measured again, the music group scored higher on IQ as compared to the drama group.

Merrell (2004) asserts that some sound frequencies have a positive impact on certain parts of the brain, leading to soothing effects to the students. The music that was played in the classroom brought about changes in body temperature, blood pressure, breathing rate and pulse rate of the students. Music made the children more calm and more obliging. Thus he believes that music can decrease the levels of anxiety and inhibition in learners.

Mora (2004) states that a child can imitate the rhythm and musical contours of a language much before he can actually speak words. Nasser Rashidi and Farman Fahan(2003), on Iranian students in an English institute in Iran, to examine the effects of classical music (Mozart Sonata) on the reading comprehension. The students were divided into two groups, over a period of 3 months. The experimental group was taught reading comprehension with music in the background and the other group had no music played in the background. The results proved that the group that was taught reading comprehension with a music background outperformed as compared to the group that was taught with no music in the background.

Nina Kraus (2003) claims that music leads to several changes in the auditory system. Music training enables us to improve certain memory capacities such as the musicians show improvement in auditory visual memory and auditory attention, but not in visual memory and visual attention.

O'Donnell, Laurence (2003) conducted research on music and the brain. The article emphasized on the power of music on learning and memory. It was observed that people who study music are higher achievers than those who aren't in music. It includes the fact that Hungary, Japan and Netherlands, all place a great emphasis on music education and also participation in music.

Hallen, Price and Katsarou (2002) suggest that calming music has a better effect on the arithmetic and memory task performance of children as compared to non- music condition.,

In a similar study conducted by Rauscher et al (1998), Mozart music made rats complete the maze much faster and with fewer errors. This proves that classical music not only helps humans, but even rats to enhance their performance.

Regina Richards(1998) proves that music, rhythm and movement provide a link between the right brain's processing of music and rhythm and the left brain's processing of verbal information.

Retallack(1997) conducted a similar study on plants. He found that the plants exposed to soothing music grew more abundantly and were found to be extremely healthy.

Sara Kirkweg(1997) conducted an experiment to study the effects of music on memory. 60 subjects were exposed to three different conditions: the Season's ie: Spring Movement by Haydn, the Holier Thou by Mettallica and the White Noise. Each group was made to study a picture for 30 seconds with the specific music in the background. It was found

that in the white noise group least errors were made, while the Holier Thou group made more errors. The results obtained in this experiment contradicted a lot of research done on the effects of music and memory, for instance, it was found that the noise outside the testing area was not controlled. Besides the subjects were also talking to each other about the questionnaire while filling it up.

Cockerton et al (1997), through their research proved that background music facilitates the cognitive processes and that just passive listening to music can help to improve the cognitive performance.

Denie Riggs (1997) states that music study facilitates higher brain functions required for reading, mathematics, chess, science and engineering. Music helps to enhance the creative skills of an individual.

Dr George Lozanov(1997) invented a technique to teach foreign languages in a very short span of time. Using his technique, students learnt about one half of the vocabulary and phrases for the whole school term (which would come up to about 1,000 words or phrases in a day). Dr. Lozanov's technique used classical music from the baroque period which has a 60 beats per minute pattern. He showed that foreign languages could be learnt with 85-100% efficiency in only 30 days with the help of these baroque pieces. His students had a recall accuracy rate of almost 100% even after not reviewing the material for 4 years

### **SIGNIFICANCE OF THE RESEARCH STUDY**

- To establish that Gandharva Mahavidyalaya has actually contributed in making music as an independent and a proper subject with a prescribed syllabus.
- To study and analyze the work done by Akhil Bhartiya Gandharva Mahavidyalaya in the field of Indian Classical Music .
- Whatever this institute has done for Indian classical world in the last 121 years, I will present it well to the public.
- To study 121 years of contribution of Gandharva Mahavidyalaya

### **FINDINGS**

- In today's world of globalization, things have improved in the field of music also. Many books have been released. Music is now being spread in the community of educated people.
- In Gwalior, audience is very knowledgeable, talented and they don't fail to comment on the performances. Fifteen- twenty years back when audience and listeners used to remain tight lipped about any artist or his performance, the same audience now doesn't hesitate in commenting or criticizing the artist or purity of his performance or on his knowledge of music theory.
- So the need was to create a community of musicians where topics of music could be discussed , monthly journals could be published, and discussion on various topics of music could be done.
- Keeping all this in mind 'Sanget Kala Vihara' was started and this initiative was taken by Gandharv Mahavidyalaya. This magazine was not politically inclined. This magazine catered to the interests of musicians or music or art loving people.
- At the time when no one was ready to take an initiative of any kind. It was Gandharv Mahavidyalaya who took the challenge and created a 'mandal' and released the magazine. It was a matter of great pride for the institution.
- Among the customers of this magazine, Raj Bhaiyya and his students from Gwalior were the first customers. Other musicians who used to buy this magazine were Smt. Hirabai Badodekar, Smt. Gangubai Hangal ,Smt. Mogubai Kudirkar who were the famous singers of that time.
- Musicians -Pandit Balkrishna Kapileshwari, Khansahab Vilayat Hussain and Azmat Hussain -were great admirers of 'Kala Vihara'. They also offered to write articles for the magazine. Ustaad Chand Khan of Delhi was also a part of this magazine and used to send his articles.

### **BOOKS THAT ARE EDITED, PRINTED AND PUBLISHED BY THE BOARD**

- Raag vichaar by Shubhangi Paatankar
- Sangeet Sudha by Smt. Sandhya Kulkarni
- Mangal Swaranjali by Mangal Deshmukh
- Vidhivat sangeet Shikshan by professor Tejpal Singh and professor H.K.Saluja
- Sangeet shastra by smt. Mohna Madikar
- Kathak nritya ki pehchaan by Smt. Paulmi Mukherjee
- Aadarsh Tabla Prashanottri by Dr. Ruby Srivastava At present, more than one thousand music institutions across India are associated and affiliated by Mandal. These institutions teach vocal, instrumental, dance(classical and light) according to the syllabus prescribed by Mandal. Almost one lakh students appear in various exams of the mandal every year.

- Various conferences are held every in different institutions to discuss various topics. Different workshops are organized for graduates and post graduate students for their benefit and to give right direction to their education.
- Audios and videos of Old and latest artists are being circulated and produced. There is a facility for the research students to investigate various minute aesthetic aspects of various gharanas, artists, styles and various ragas presented and sung by different singers.

## **CONCLUSION**

Music is the special branch of performing arts and a beautiful way to express our emotions, talks, thoughts and beauty. Beauty is infinite, and its means of expressions are also infinite. Music is considered as the best means of expression. Religious gurus, sufis and artists have always contributed in the field of music. In our country, the process of singing as folk songs, as hymns of temples, kirtan, has been going on since ancient times but that became extinct in the middle ages when music moved to the courts of kings and took a bad shape.

In the 19th century, music gained new consciousness through the efforts of Vishnu Duo. This inspired the masses to sing on various religious occasions and rituals. On the other hand Vishnu Duo also strengthened the classical side of music. Indian music has been famous for its divinity and publicity since ancient times. Music has always been considered a means for the development of the world from its origin. Music has been a way of meditation.

The entire Indian world is well aware of the fact that in ancient times music teaching was done by the Guru Shishya tradition. Amongst the ancient Indian singers, some singers were such who gave birth to special singing styles by their talent and taught their sons scriptural music. Their disciples and family members have been following same style till now. This singing style is called Gharana.

In short, we can just say that Gharana means Guru Shishya tradition. There was a time when gharanas were all the more important as they gave birth to several renowned music directors in film industry or otherwise. And through films, music has played so much that it has made a huge impact on masses.

In the medieval period many kingdoms became native states where gharanas were born and developed. With the fall of the Mughal Empire and the establishment of British rule, small princely states were formed.

Every princely state had some singers and instrumental players who had complete shelter from the states. They made the king happy with their singing and playing. Raja Maharaja used to be happy by listening to or seeing different types of arts for their entertainment.

The Guru Shishya tradition emerged in these princely states. The disciples used to come to these gurus and serve and get education for many years. The gurus of most of the gharanaas were Muslims. These gurus used to give music education only to their descendants. As a result, classical music remained confined to the courts and the general public was deprived of it. The intellectuals thought that music should reach the masses. Those who have learned music with so much difficulty must get a chance to teach further. By doing this, students interested in music will be able to learn music with ease and under good guidance.

The Prominent among such era promoters were Pandit Vishnu Digambar Paluskar and Pandit Vishnu Narayan Bhatkhande well known as Vishnu Duo. They both had a great vision and they both thought that music should reach general public and no one should be deprived of learning. They also thought that good students will become good teachers and they can further teach music to masses. This would also enhance scope of employment.

Educational system during the British rule was westernization of the entire educational system during the British rule. As a result, the education of various fine arts and music also replaced the Gurukul system to provide accessible education to students collectively in institutions and schools in which music was a subject. For the purpose of generalization and stratification in public, the institutional collective method of music subject was adopted. It was needed so that more and more students interested in music could get education by collective learning and by paying less money to learn the subject.

Efforts to make music accessible to the general public in India by freeing it from the narrow confines of the gharanaas had started in the last decades of the nineteenth century. In this research work, the research scholar has tried to conclude that Akhil Bhartiya Gandharv Mahavidyalaya has contributed a lot in the field of Indian Classical Music. The above research work can be concluded in following points –

1. It is the only Sanstha who brings all the artists from different gharanas on one platform and honors them in various Sangeet Parishads organized by the Mandal.
2. It is the first organization who established its own publishing house and printing press for printing its books related to Music.

3. The certificates given by Akhil Bhartiya Gandhary Mahavidyalaya carry a lot of weight. A student who has passed Alankaar is equivalent to Masters degree holder from any other recognized university. The certificates are also recognized by UGC.
4. Pandit Vishnu Digamber ji took music education under gharana padhati but was able to establish institutions of music where common man could learn music. He has done a lot of work in spreading Indian Classical Music amongst the masses.
5. Although Pandit ji was a follower of Gwalior gharana and he had learnt music from there, he did not restrict his music institutions only to the style of Gwalior Gharana. His main aim was to give employment to the musicians, to extract their talent in training the upcoming generations. He made sure that anyone who had interest in music and had an inner desire of learning music could take admission in his music school, no matter whether he/she was learning in any gharana before.
6. Apart from imparting education, this organization also performs many tasks like to find solution to the problems of the musicians, various research works, to create interest in music in common man to increase the literary strength of Indian Music, Akhil Bhartiya Gandhary Mahavidyalaya has successfully done all these works and is still working on spread of Indian Music.
7. Akhil Bhartiya Gandhary Mahavidyalaya has tried that Indian music should get the same respect in the society and in the field of education as other subjects.
8. The main aim of Akhil Bhartiya Gandhary Mahavidyalaya is discipline, patience and sanyam, to abide by rules and regulations, to develop religious thoughts along with music education.
9. Student who qualifies Alankaar exam of Akhil Bhartiya Gandhary Mahavidyalaya becomes a good artist and a person with very good qualities as compared to students of other institutions.

## **FUTURE SCOPE OF STUDY**

Keeping in view, the present scenario, there should be some fruitful changes in the syllabus like some other universities and schools have already done. Bhajans, gazals, patriotic and light music should be included. Choir singing can be taught. Specialized courses of light music should be started. The idea behind all these courses should be to enhance the love for classical and light music in the common public. A student should become professionally capable after doing the course. So, now the time has come to make different syllabus and courses for classical music and light music.

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