
Transforming Education for Peace, Humanity & Sustainability

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Abstract

The beautiful Globe is booming with violence, terror, falsehood, obscurity and evil activities. A good number of human beings indulge in these odious activities due to selfishness. Man has gone to the moon and mars, but has not gone inwards to himself. Science has invented various miraculous devices for blessings of humankind, but it has turned to curse due to misuse. They have acquired a lot of information or knowledge, but lack of wisdom. It appears that they are moving towards a great catastrophe. This is the sign of radical change in the world. The night before dawn is deep dark. In this terrible moment, human being has to think deeply and has to go inward to find the root causes.

Time immemorial education has been experimenting and diversifying. In this digital age everything seems mundane. Life appears in turmoil. The earth is trembling by devious actions of ignorant people. In this circumstance, it is common thought of human beings to establish peace in this lovely world. To get peace men have to go to the core part of being the psychic. It is the leader of the march. The nature of the psychic is semblance with soul, i.e. Truth, Beauty, Power, Love, Wisdom, Light, Peace etc. These are Godly qualities. For peace and harmony, men have to discover the psychic and follow the integral approach of education. The essence of this education is fusion of spirit and matter. Here both teacher and taught seek together the wisdom. School will be considered as a Temple where every learner will go with love. God is the source of all knowledge. The teacher is a medium to connect the learner with the Source

Peace is considered as a holistic endeavor that aims at the comprehensive development of persons. Peace encourages the practice of values such as love, truth, justice, equality, tolerance, harmony, humility, togetherness, and self-control. Peace education seeks to nurture the knowledge, skills, attitudes, and values that comprise a culture of peace. It is a long-term proactive strategy to nurture peaceful persons who resolve conflicts non-violently in educational institution. Peace education enhances the physical, emotional, intellectual, and social growth of children within a framework of human values.

Introduction

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miraculous devices for blessings of humankind, but it has turned to curse due to misuse. They have acquired a lot of information or knowledge, but lack of wisdom. It appears that they are moving towards a great catastrophe. This is the sign of radical change in the world. The night before dawn is deep dark. In this terrible moment, human being has to think deeply and has to go inward to find the root causes.

Education is considered the most important tool for the human resource development, i.e. knowledge, skill, reasoning, ability, attitude, aptitude, emotional balance, dedication, confidence etc. It is a means of overcoming hardship, achieving greater equality, and acquiring wealth and social status. Education is perceived as a place where learner can develop according to their unique needs and potential. It is also perceived as one of the best means of achieving greater social equality. Many People would say that the purpose of education should be to develop every individual to his full potential, and give them a chance to achieve as much in life as their natural abilities allow him. But very few persons would accede to the present educational ecology that can accomplish the desired goal perfectly. Some take negative view, arguing that the educational system is causing inequality in the society. The critical importance of education in all societies is creating moral unity, social cohesion, harmony and values which are the foundation of society. Whether the present system of education and the teaching pedagogy has any concern with the individual, Global Peace and social goals is the subject matter of discussion in the International conference. The ideal educational reform is required to create structures, programs and curricula that are technically advanced, practically employable, rationally encouraging and developing human resources for social unity, peace, scientific spirit, industrial progress and moral values. Therefore, there is requirement of good teachers who are creator of human mind. Education for Global Peace is a movement that seeks to bring about a world based culture of peace.

Objectives

Peace education aims at promoting a culture of peace. It can make learning a joyful and meaningful experience. Peace offers a contextually appropriate and pedagogically gainful point of coherence for all values. Inner peace is identified as the seed of peace, which creates nice personality. Education for peace, as a pioneering move, must be implemented with vision and determination. The article might fulfil the following objectives:

- To make conscious the human beings towards global peace.
- To promote the concept of sustainable development across the globe through peaceful means.
- To organise curricular and co-curricular practices aiming to transforming the personality of future citizens as value based individuals.
- To inculcate sense of communal harmony.
- To transform the academics climate into peace culture system.
- To promote the idea of international peace around the globe.
- To make people aware about value based education to leave together.
- To sensitise the common people about human rights and peaceful co-existence.

Education

Education is the holiest aspect of human being which illuminates the individuals, nations and the world. Ancient scripture says, “Saavidyayaavimuktaye.” That means - where there is knowledge, there is liberation of mankind. In ancient time, Nalanda, Takshashila, Vikramshila etc were places of pious and value oriented learning centres; where learners from all over the globe studied to achieve the above objectives. Unfortunately with the passage of time situation has changed. The major centres of higher learning have turned into vicious politics, vandalism and corruption. Autocracy, castism, violence, discrimination and sexual harassments are rampant in modern educational institutions. This educational scenario needs to emerge a new Peace culture system where learning will be peaceful enjoyment rather than violence.

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Education for Peace

‘Education for peace’ is a slogan requires for the time. This is an ultimate goal of human being. It seeks to nurture the knowledge, skills, attitudes, and values that comprise a culture of peace. It is a long-term proactive strategy to nurture peaceful persons who resolve conflicts non-violently. Education for peace is holistic. It embraces the physical, emotional, intellectual, and social growth of children within a framework of human values. Recognizing peace as holistic carries two major implications for education for peace. (a) Peace involves all aspects and dimensions of human existence in an inter-dependent way. Only those who are at peace with themselves can be at peace with others and develop the sensitivity it takes to be just and caring towards nature. Spiritual and psychological peace is neither stable nor viable without social, economic, and

ecological peace. (b) Peace implies reciprocity. Values like love, freedom, and peace can be had only by giving them to others. Peace for oneself that excludes peace for others is a dangerous illusion. Education for Peace, hence, has a two-fold purpose: (a) to empower individuals to choose the path of peace rather than the path of violence; and (b) to enabling them to be peacemakers rather than the consumers of peace. Education for peace is, in this sense, an essential component of holistic basic education that aims at the comprehensive development of persons (NCERT, 2006)

Education for Peace: Some Strategies

The following suggestions are given by various experts for establishing and enhancing peace through education:

- Set up peace clubs and peace libraries in schools. 2. Create a pool of films—documentaries and feature films—that promote the values of justice and peace.
- Media can be used as a stakeholder in education for peace.
- Make provisions in schools and colleges to enable students to celebrate: (a) Human Rights Day, (b) Day for the Differently-abled, (c) Girl Child Day, (d) Women’s day, and (e) environment Day;
- Organize district-level peace festivals for school students
- Organise workshops in education for peace for teachers, principals and parents.
- Affirmative action to made amends for the gross educational neglect of rural and tribal areas.
- A nationwide campaign to eradicate corruption in the employment of teachers to be launched forthwith.
- Raise awareness concerning the need to improve the institutional culture of schools.
- Education for peace should be involved in any future educational review or reform of policy.
- Discussion and orientation/training programme should be organized for education administrators.
- Establish and strengthen teacher–parent links.
- Curriculum design needs to be informed by a holistic approach to education for peace.
- Syllabi and textbooks need to be reorganised to reflect the concerns of education for peace.
- Teacher education programmes at all levels to be reformed and radically re-organized in the light of the avowed goals of education and the specific requirements of education for peace.
- The school atmosphere must be kept free from violence of every kind. Students must be enabled to participate in maintaining and improving discipline.
- All the concern in educational institutions must follow education for peace.

Education for Humanity

In 1996, the UNESCO International Commission on Education for the 21st Century released an inspirational report “*Learning: the Treasure Within*” which presented a vision of education based on four pillars of learning: learning to live together, learning to know, learning to do and learning to be. The report emphasized that the survival of humanity is highly dependent on learning how to live together, beginning by understanding and accepting other people and their history, cultures, traditions and values.

The world has changed in many ways since then. Much has been accomplished, but a lot more needs to be done to translate the idealistic vision of education into actions on the ground. The clamour for education to foster more humanistic and sustainable lifestyles has highlighted a need to better understand how education systems – from the curricula, pedagogies, school environment and settings, assessments and extra-curricular activities – can concretely bridge theories and practices.

Learning to Live Together is an interfaith and intercultural programme for ethics education that contributes to nurturing ethical values in children and young people. The programme was developed by the Interfaith Council on Ethics Education for Children in close collaboration with UNESCO and UNICEF and tested through the Global Network of Religions for Children to contribute to the realization of the Right of the Child to full and healthy physical, mental, spiritual, moral and social development, and to education as set out in the United Nations Convention on the Rights of the Child (CRC), in article 26.1 of the Universal Declaration of Human Rights (UDHR), in the World Declaration on Education for all and in the Millennium Development Goals.

The launch of the Learning to Live Together Programme was held in Hiroshima, on the 24-26 May in 2008, during the Third Forum of the Global Network of Religions for Children (GNRC) and the publication of the manual took place the same year.

Learning to Live Together is a programme for educators (teachers, youth leaders, social workers) to nurture ethical values and spirituality in children and youth that will help them strengthen their identity and critical thinking, ability to make well-grounded decisions, respect and work with people of other cultures and religions, and foster their individual and collective responsibilities in a global community.

Learning to Live Together was developed during a period of three years through testing workshops organized by the Global Network of Religions for Children (GNRC) around the world with people of different faiths and secular backgrounds.

Learning to Live Together can be used with children and young people from 12 to 18, coming from different religions and cultures. The users can adapt it according to the context, the needs,

the maturity of the children, and other aspects. It can be implemented in various contexts in formal, non-formal or informal settings.

Learning to Live Together is built in two modules, "Understanding Self and Others" and "Transforming the World together". It is based on four ethical values: respect, empathy, responsibility and reconciliation. The learning process focuses on methodologies based on experience, cooperation, problem solving, discussions and introspection.

Peace Values through Education

a) Peace Values for Personality Formation

- ✚ Love
- ✚ Truth
- ✚ Purity—both physical and mental (think, speak, and do what is right)
- ✚ Beauty and harmony—appreciating the unity in diversity of people and nature
- ✚ A spirit of appreciation (gratitude)
- ✚ A sense of responsibility
- ✚ Ahimsa
- ✚ Humility—the willingness to be corrected and the courage to accept one's mistakes
- ✚ A spirit of service
- ✚ Leadership—initiatives make peace or to improve a given situation
- ✚ Positive thinking and optimism
- ✚ Discipline—self-control, concentration, hard work, and growth
- ✚ 'Other-orientation'—the skills to cope with 'otherness' and the ability to think for others and to help them
- ✚ Growth—both for the self and for the neighbor

b) Peace Values and Shared Spirituality

- ✓ Aspiring to inner-peace, by developing inner resources
- ✓ Freedom of thought, conscience, and belief
- ✓ Freedom of religious practice
- ✓ Mutual respect for the religious observances of others
- ✓ Equality of treatment of all religion by the state
- ✓ The students must be enabled to develop a rational and critical approach to religion: to shift from competitive religiosity to shared spirituality; and from blind faith to responsible questioning.

c) Peace Values in Indian History and Culture

- Positive and negative understanding of peace
- Integrative vision (*vasudhaivakutumbaka*)
- Diversity, plurality, and co-existence, with a special emphasis on subaltern customs and cultures
- Teachings on peace (ahimsa, truth and hospitality)
- Gandhiji's idea and practice of peace
- Peace movements (especially the Freedom Movement)

d) Peace Values, Human Rights, and Democracy

- Dignity
- Equality
- Justice
- Protection of the Rights of all peoples
- Participation
- Freedom of speech and expression
- Freedom of belief

e) Peace Values and Lifestyle

- Sensitivity to, and appreciation of, nature
- Respect for life in all its forms
- Simplicity—live simply so that others may simply live)
- Responsibility—a sense of living in a community
- Consumption and the integrity of creation
- Gandhiji’s idea of the Earth’s resources being to meet the needs of all, not the greed of a few

f) Peace Values and National Unity

- India—unity in religious, cultural, and linguistic diversity
- Human dignity
- Equality
- Social justice
- Protection of the rights of all peoples
- Participation
- Freedom of speech and expression

g) Peace Values and Globalization

- Peace in the global context
- Peace movements and initiatives
- Ecological concerns—caring for nature and sustainable development
- Liberalization, Globalization and Privatization—their implications for peace
- Globalization and democracy
- Peace, development and social justice
- Peace and sexuality
- Generation gap
- Drug and alcohol abuse
- HIV/AIDS
- Terrorism

Spirituality and Peace

Peace is a golden term. Everybody wants peace, but nobody gets it easily. Some bodies get it its sparks. Some realized it and live in for long time. We search peace hither and thither. We go to temples, mathas, Biharas, Churches, and Mosques etc. to achieve peace. But where is peace? For thousand years human being has been searching it in various forms. It is not a piece of meal available any market or any manager, leader, politicians, bureaucrats can achieve it so easily.

Our experiences say attending satsangh, study circle, going to temples or church, saying truth, positive thinking, positive seeing, doing 'yogasana' & 'pranayam', taking 'satwic' food, pray to the divine, living righteous path, remembering God etc. are very helpful in the path of peace harmony. Is not it the spiritual path? Yes! These activities provide us glimpses of peace and tranquility. If we will practice it continuously it will provide us immense feeling.

When man follows worldly (external) means, he will follow stir mind and become unstable. He tries to enjoy everything. He understands the Worldly pleasure as happiness. He stays there for whole life. He wants all achievements will come in a few moments like computer. Hence, he does mischievous activities like: theft, loot, robbery, murder, riots etc. He relies on falsehood, crime, terrorism, and some misdeeds due to selfishness. This is mundane live. Everything looks like pretension. Here suffering comes more than pleasure. This is devil's path or path of ignorance.

In other way, there is a spiritual path, divine's path, which is conscious, sincere, harmonious, peaceful, truthful, and beautiful and creates goodness in life and society. Here we can get permanent peace. But it is very hard and stupendous task. Here no external journey, but inner journey is required. Shall we start this inner journey! Journey to the soul or psychic discovery! It can be done silently. No need to move to the sun or moon, but to go inward, search the core of the being, concentrate there, think about it, live in it, we will get eternal peace, knowledge, love, light and power. Inner harmony will establish. Individual harmony leads to social harmony and a progressive civilization can be established. Hence, spirituality is the key for establishing peace and harmony. Choice is imperative! If we follow the previous path life will be mundane, and if we follow the later one we can feel a glorious eternal and peaceful life.

Education for Peaceful life and Sustainability

Peace is the inset tendency of human being. Each human being has two tendencies; devil and divine. If one selects former one he will be a demon or having negative behavior. If he selects later one he will be divine having positive behavior. Positive behavior means showing the behaviors approached by everyone. That is sociable, 'satyam', 'sivam' and 'sundaram' or *Truth, Beauty and Goodness*. It is 'satwic' in nature. Those are meant for wellbeing of individual,

society as well as nation. It is ethical, spiritual, Godly, pious and follows moral ideas. ‘*The Ramayana*’, ‘*The Mahabharat*’, ‘*The Gita*’, ‘*The Savitri*’, ‘*The Bible*’, ‘*The Koran*’ are great scriptures in the world which show the above path. There are thousands of scriptures in the world which are in similar nature. It leads to peaceful, happiest, truthful, harmonious, and faithful life. This is the path of knowledge, justice, power, light and love. It may establish the kingdom of God in this beautiful earth.

On the other way, Devil (negative) work means-the work which is negative in nature; that is unlawful, falsehood, arbitrary, selfish, jealousy, arrogant, hatred etc. Those are not suitable for others. It may be egoistic meant for self-satisfaction. A few people satisfied with such activities. It may be both ‘*rajasic*’ and ‘*tamasic*’ in nature. It makes him restless, unstable, worried, unconscious and negative in behavior. It leads to suffering, sad, disappointment, hopeless, faithless, disease and death. Destruction of earth by any means is the result of such activities.

Environment and society have significant role to create peace and harmony. Positive environment helps to move in positive direction i.e. direction of peace and negative environment helps him to move in negative direction i.e. the direction of suffering, hopeless, despair, troublesome, and sad. Now choice is imperative. Hell or heaven! The former path has gone to hell and the later one to heaven. The people in society will select which will help for him. Measure people want positive direction. But unconsciously they also do mischievous activities and fall in trouble. Hence to maintain a harmonious and peaceful life the first condition is to be conscious in each component of human being, i.e. mind, vital, body, psychic and soul of human being. In consequence mind will achieve knowledge, vital-being will achieve power, body will achieve beauty and psychic will achieve ‘*ananda*’. Life will be peaceful and harmonious with the beautiful world.

Peace Initiatives in Global Perspectives

We are at present halfway through the decade for the promotion of a culture of peace, as approved by the United Nations (UN) General Assembly in 1999. 2000-2010 was declared by the UNESCO as the International Decade for Promotion of a Culture of Peace and Non-violence for the Children of the World. The last five decades have witnessed several significant advocacies for education for peace. The UNESCO recommendations on education for international understanding, peace, human rights, and fundamental freedoms (1974) and UNESCO’s 1994 action plan for education for peace, human rights, and democracy, endorsed by 144 countries, are two of the prominent landmarks. ASP net was launched by UNESCO in 1953 to promote international understanding and peace. As of 2003, ASP net includes 7500 institutions ranging from nursery schools to teacher training institutions in 170 countries. The network is dedicated to the pursuit of peace, liberty, justice, and human development. An innovative pilot project on “peace and disarmament education” is being implemented in four countries: Albania, Niger,

Peru, and Cambodia, by the UN Department of Disarmament Affairs (UNDDA) and the Hague Appeal for Peace (HAP). The Centre for Research on Education for peace (CERPE) at the University of Haifa, Israel, which has been functioning since in 1998 serves as an interdisciplinary and international forum for the scholarly study of education for peace. The center has undertaken a number of research projects on education for peace. The Earthand Peace Education Associates International (EPE), New York, is yet another organization which promotes basic values related to peace, viz., sustainability, non-violence, social justice, intergenerational equity, and participatory decision-making. Besides these, a number of other organizations around the world are working for peace. (NCERT, 2006)

Transforming Education for Peace Humanity and Sustainability

In today's World, hurry and worry hinder the joy of learning and undermine learning and the harmony of life. Students' unrest is the common phenomena at present time. It influences unrest in home, village and life. Hence, everywhere there are disturbance, turmoil, unstable and problems keep rising every day and man is constantly worried about finding probable solutions. We are facing the crisis of depletion of world resources, greenhouse effect, global warming, natural disasters and, in the social front: terrorism, poverty, unknown diseases, nuclear war, intolerance, jealousy, suspicion, threats posed by modern armaments (conventional, chemical, biological and nuclear), vast inequalities of opportunities, wealth and power round the globe, rapid increase in population, and even the AIDS epidemic. This scenario needs peace education in all levels.

Peace education aims at equipping individuals with the values, skills, and attitudes they need to be wholesome persons who live in harmony with others and as responsible citizens. Values and attitudes are the building blocks of the culture of peace. Peace provides the joy of living. Learning, from the peace perspective, has to be a joyful experience. Life with joy is very meaningful. Religion, according to the National Curriculum Framework for School Education (NCFSE)–2000, is a source of value generation.

Value education is the prominent part of peace education. Peace is a contextually appropriate and pedagogically gainful point of coherence for values. Peace concretizes the purpose of values and motivates their internalization. Peace education encourages educating for peace; which is, thus, the ideal strategy for contextualizing and making operative value education. Values are internalized through experience and influence. It is lacking in the classroom and exclusively cognitive approach to teaching.

The concept of peace includes:

- (i) The absence of tensions, conflicts, and all forms of violence including terrorism and war.
- (ii) The creation of a society free from structural violence. The duty to practice justice: social, economic, cultural, and political.

- (iii) The absence of exploitation and injustice of every kind.
- (iv) International cooperation and understanding.
- (v) Ecological balance and conservation. The adoption of lifestyles conducive to the wholeness of creation.
- (vi) Peace of mind.
- (vii) Peace implies the capacity to live together in harmony.

On the whole it believes to live as “Basudheibakutumbakam”

Peace begins with the individual and spreads to the family, to the community, to the nation, and to the world. The members of a society need to be oriented toward peace rather than toward violence. At the same time, social, economic, and political systems have to be reoriented to peace. The discipline of peace must shape our way of life. Education is vital tool for the effectiveness of peace in life. Peace education will encourage peace in life. Let it be so!

This is the age of unprecedented violence: locally, nationally, and globally. It is a serious matter that schools, which are meant to be the nurseries of peace, become transmission points for violence. It is seen everywhere that day to day the children are becoming more violent in action, speech and deeds. The more “achievement-oriented” a person is the less able he tends to be in relating to people, even dear ones, sensitively, reciprocally, and responsibly. Lopsided development, marked by deficient social imagination, makes children vulnerable to violence.

“In a survey conducted for this position paper, 18 per cent of the children interviewed were found to take pleasure in various acts of violence. They enjoyed stoning little pups and kittens, breaking flower buds off plants, holding butterflies between their fingers, older children engaged in eve-teasing and ragging to the extent that it sometimes became fatal.” (NCERT, 2006, P.3)

The citizens of tomorrow need to be empowered to choose the way of peace rather stray into the blind alleys of violence. Peace is a prime requirement for progress and national integration. Conflicts dissipate our collective energy and destroy the framework for a better quality of life. Every society in every age has acknowledged peace as a noble and necessary ideal. The great spiritual teachers of the past were, in their own ways, educators for peace.

Inner peace is the seed of collective peace. Peace implies the ability to respond to the surrounding suffering and other’s needs in ways that affirm faith in the light beyond the darkness. *The ability to respond justly and affirmatively to the needs and sufferings of others is the hallmark of authentic inner peace.* It is not an exclusive obsession with peace for oneself, but a commitment to peace for all.

Peace education seeks to nurture the knowledge, skills, attitudes, and values that comprise a culture of peace. It is a long-term proactive strategy to nurture peaceful persons who resolve conflicts non-violently. Peace education enhances the physical, emotional, intellectual, and social

growth of children within a framework of human values. Peace is considered as a holistic endeavor that aims at the comprehensive development of persons. Peace mandates the practice of values such as love, truth, justice, equality, tolerance, harmony, humility, togetherness, and self-control.

Suggestion and Conclusion

It was obvious that the present scenario of education is in the stage of turmoil and conflicts. Hence, it was suggested that the policy of actions should be implemented in every educational institutions in the line of International guidelines. The individuals, societies, educational institutions as well as Govt. of India should follow the policies strictly regarding women issues, conflict resolutions, using mass-media, castes, depriving sections of society like: SC, ST, OBC, EWS, SEBC; regional imbalance, value education, and human rights etc. Each individual should progress inwardly as well as outwardly. The amalgamation of matter and spirit with right consciousness reach the individual in peaceful existence. The extension of ideas from individual-society-nation to Global will build a peaceful world. This transformation will possible only through human aspiration and effort and descending Supramental Power (Supreme Power) from above; not by half crazed human beings only.

The sacred land of penance, India will create an opportunity for basking in the rays of enlightenment and realization of peace and harmony. Hope, this platform will provide the participants a wide arena, sharing and caring of a good deal of knowledge and ideas to establish peace and harmony in individual, society, nation and the Globe. Let so be it!

Om Dyauh Shaantir-Antarikssam Shaantih,
Prthivii Shaantir-Aapah Shaantir-Ossadhayah Shaantih |
Vanaspatayah Shaantir-Vishve-Devaah Shaantir-Brahma Shaantih,
Sarvam Shaantih Shaantireva Shaantih Saa Maa Shaantir-Edhi |
Om Shaantih Shaantih Shaantih ||

Meaning:

- 1: Om, May there be Peace in Heaven, May there be Peace in the Sky,
- 2: May there be Peace in the Earth, May there be Peace in the Water, May there be Peace in the Plants,
- 3: May there be Peace in the Trees, May there be Peace in the Gods in the various Worlds, May there be Peace in Brahman,
- 4: May there be Peace in All, May there be Peace Indeed within Peace, Giving Me the Peace which Grows within Me,
- 5: Om, Peace, Peace, Peace.

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