

**ROLE OF TEACHERS IN PROMOTING ETHICS AND VALUES IN
SECONDARY EDUCATION: A STUDY ON A.P. RESIDENTIAL, BC, SC,
ST WELFARE SCHOOLS**

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ABSTRACT

This paper examines the role of teachers in both multi-culture and multi-ethnic schools of A.P. Residential Schools and single-culture schools such as Backward, schedule category and Schedule tribe welfare schools. One of the goals to impart value-based education is to nourish a commitment towards inclusive development. To accomplish this, it is imperative that teachers educate accordingly, both in what they teach and in how they teach. This article explores that, the idea by examining the key terms: 'education', 'ethics in education', 'value-based education', and 'social change'. First, definitions of the word "education" are examined, and it is argued that how education is promoting ethical values among the students through the role of teacher and teacher education. This leads to a discussion of the concept of inclusive growth, which is presented in terms of three issues: inclusion and human nature, free from punishment and harassment of structural violence on students, and personal commitment to ethics. Finally, the concept of social change is examined in its relationship to the notion of power, humanization of teacher nature and character, to the importance of envisioning a better world, and to the importance of group action. Finally, classroom examples are provided that illustrate ways in which both content and pedagogy can contribute to the goal of education for inclusive development and positive social change.

The state of Andhra Pradesh has reported and ranked top among the corporal punishment, and harassment on students through violence. But in these residential schools, teachers are teaching value-based education along with formal education. This paper would be carried out based on empirical work, with a structured questionnaire. The researchers would like to examine the various reasons based on case studies and with intensive participant observation method with special focus on teacher education, in promoting ethics and social values among students with in their respective residential schools. The expected findings of this study are why and how the role

of teachers and teacher education is important in promoting value-based education for future generations in these multi-culture and single-culture secondary schools.

Keywords: Teacher Education, Teacher role, multi-culture, single-culture schools, emphasis on value-based education, ethics, morals, and social consensus.

INTRODUCTION

Ethics and values have been one of the most desired necessities of human life since time immemorial. Since the advent of organized human society human beings are strived for the ethics, morals and values in life, and are more united today in their quest for peace, harmony and a better quality of life. A strong need is being felt by educationists, philosophers, scientists and political leaders to rejuvenate the human values, which may bring long lasting peace in society. Consequently, education for values includes a variety of issues like human rights education, environmental education, child rights education, international education, conflict resolution education, life skills education and development education. A review of programs on value based education for peace in different countries indicates that they differ considerably in ideology, objectives, emphasis on curriculum, content and practices etc. For instance in India, the education for peace programs have been traditionally concerned with promoting certain core values. The educational policies of the country lay stress on combative role of education in eliminating obscurantism, religious fanaticism, violence, superstition and fatalism, and promote some core values such as Indian cultural heritage, egalitarianism, democracy, secularism, equality of sexes, and inculcation of scientific temper.

Peace and living together have been integral part of Indian way of living and manifested in its Constitution through various articles. It firmly believes that inculcation of certain values among younger generation would help them to exist in the dynamic socio-cultural fabric with peace, harmony and prosperity. This is the reason why all commissions and committees on education in India, like, the Radha Krishnan Commission (1948-49), Mudaliar Commission(1952-53), Sri Prakash Commission (1959), Kothari Commission (1964-66), Sampurnanad Commission (1961), Rammurti Committee (1992) and Chavan Committee (1999), etc. make important recommendations for incorporation of value education at all levels of education. Consequently, the National Curriculum Frameworks of 1975, 1988 and 2000 had adopted a value-oriented approach to integration of peace concerns in education.

While accepting the traditional approach of integration of various peace related values and concern in school curricula, it further adds, that education for peace must be a concern that permeates the entire secondary school life, such as curriculum, co-curriculum, classroom environment, school management, teacher pupil relationship, teaching-learning processes and the

entire range of school activities. The role of teacher and teacher education in promoting peace education and social consensus among the students of various residential schools in the state of Andhra Pradesh are immense and undergoes a major transformation from the imparter of knowledge to facilitator of conditions, which will help learner in the process of knowledge construction.

THEORETICAL BACKGROUND OF VALUE EDUCATION

A number of approaches to 'value education' have been put forth by leading authors in this field. The approaches are distinguished by their assumptions that value education is primarily either a) a knowledge-based subject that can be directly taught in the school curriculum; b) a set of skills and attitudes that can be explicitly taught or more subtly infused in a variety of educational contexts; or c) some combination of the two.

- A) The knowledge-based subject approach:** COPRED (1986) The US-based Consortium on Peace Research, Education and Development emphasizes the knowledge component of peace/ value education, defining peace as a 'multi-disciplinary academic and moral quest for solutions to the problems of war and injustice with the consequential development of institutions and movements that will contribute to a peace that is based on justice and reconciliation.'
- B) The skills and attitudes approach:** Cremin (1993) places a greater emphasis on skills and attitudes, defining peace education as – 'a global term applying to all educational endeavours and activities which take as their focus the promotion of a knowledge of peace and of peace-building and which promote, in the learner, attitudes of tolerance and empathy as well as skills in cooperation, conflict avoidance and conflict resolution so that learners will have the capacity and motivation, individually and collectively, to live in peace with others.'
- C) Combining knowledge, skills, and attitudes:** The assumption that peace education must combine knowledge, skills and attitudes is perhaps the dominant one in the field at this time. For example, Reardon (1988) sees peace education as a process that prepares young people for global responsibility; enables them to understand the nature and implications of global interdependence; and helps them to accept responsibility to work for a just, peaceful and viable global community.
Central themes for Reardon are stewardship, citizenship and inter-group relationships, with the ultimate aim of addressing both overt and structural violence in society. Classroom practice and the instructional process are also essential for Reardon, who sees cooperative learning as fundamental to peace education (1993).

- Hicks (1985) defines peace education as activities that develop the knowledge, skills and attitudes needed to explore concepts of peace, enquire into the obstacles to peace (both in individuals and societies), to resolve conflicts in a just and non-violent way, and to study ways of constructing just and sustainable alternative futures.
- Galtung (1995) sees 'peace studies' as evolving from a focus on research and building knowledge to an emphasis on skill-building. Insight into the roots of violence must be balanced with work on devising ways to overcome, reduce and prevent violence. For Galtung, the reforming of cultures and social structures that are antithetical to peace is the essential challenge.
- Regan (1993) distinguishes between peace studies, peace education, and peace campaigning. For Regan, 'peace studies' covers the content areas of peace education, including values underlying peace, violence and war, non-violence, economic and social justice, environmental protection, and participation. 'Peace education' in this definition is more concerned with methodology and attitude formation. It involves presenting differing views of the causes and possible solutions for conflict, enabling debate about controversial issues. 'Peace campaigning' has to do with encouraging students to take part in grassroots social change processes, and sees taking action as essential to the learning process.

These three approaches, taken together, integrate the development of knowledge, skills and attitudes with an orientation towards active participation.

OBJECTIVES OF THE STUDY

- ❖ To Find out the access and equity in multi-cultural and multi-ethnic schools of A.P
- ❖ To know the teacher role in promoting values and ethics in multi-culture schools
- ❖ To Explore the reasons how the teacher education would lead to value based education in Secondary Education of single culture schools
- ❖ To examine the reasons for teacher's harsh attitude and corporal punishments in welfare schools

REVIEW OF LITERATURE

The secondary education system has a pivotal role, because it is a bridge between primary and higher education system. In the state of Andhra Pradesh, in order to promote the rural talents and to encourage the disadvantaged sections to higher education the government of Andhra Pradesh started three types of schools such as Andhra Pradesh Residential Schools, Social Welfare schools for Backward, Schedule caste and Schedule tribe children. Here the A.P.R. Schools is

multi-culture and multi-ethnic schools, whereas the social welfare schools are single-culture schools with their respective social categories. The teachers in these schools are also recruited the same category as children admission. The teachers in A.P. Residential schools are happier about their teacher's nature compared to other social welfare schools where the punishments are high and harassments such as physical, oral, and mental abuse is prevailing still in an inhuman way. If it continues there is no point to discuss about the terms 'peace' 'peace education' and 'harmony' in education as well as in teacher education. Here some of the works throughout the world who emphasized on the peace education and teacher role, peace education in Primary education and religious aspects.

Anjali (2006) in her article 'Reinventing the Paradigm of Teaching: Implication for Teacher Education' emphasized on the development of education and explains quality has always been a great concern. She highlights about the NCF-2005 and its frame of curriculum should enable students to meet their requirements and show their curiosity to do things, and to share and integrate the experiences with school knowledge rather than their ability to produce textual knowledge. The findings of this work are revealing the quality resources, preparing students for work environments of the future, teacher role in promoting the discipline and working culture among students of secondary school, teacher student cordial relation, motivation and encouragement lead to the peace and harmony and skill development among high school children. She concluded that the teacher education should be effective and teacher's nature must be innovative thinking and bias free.

Saroj (2002) in his paper 'Constructivism and the pedagogy of Education for Peace: A Reflection of School Education Curriculum Reform' explains that it has been developed against the backdrop of National Curriculum framework -2005 which envisages major paradigm shift from the behaviorist approach to learning to constructionist approach that lays stress on the personal experiences of learner in the process of knowledge construction and teacher role in acquiring the knowledge rather rote learning. It also emphasizes on education for peace, not as part of value education, but an independent value in itself. The students are suggested to adopt the skills such as active listening, problem-solving, and conflict resolution skills would help in inculcating feeling of living together.

Srivastava (2000) in his chapter 'Indian Core values of peace and Harmony' explains about the importance of value education and the challenges of inculcating the values among younger generation. The inculcation of values is a very valuable approach for developing goodness in human beings in general and among students in particular. Here the author emphasis on values will naturally percolate from such pursuits, which would naturally influence human behavior in positive directions. The inculcation of values will then help in fighting fanaticism, violence,

fatalism, dishonesty, avarice, corruption, exploitation and other social evils. On the positive side they will promote the development of key qualities like self-discipline, self-control, a sense of duty, a desire to serve, accountability, enterprise, creativity, sensitivity to equality, a democratic attitude, a sense of obligation to environmental protection and a love for social justice. He concluded that the above all lead to self-realization, as well as a realization of the ultimate purpose of human life, resulting in a spiritual expedition from the level of the sub-conscious to that of the super-conscious. This would be possible only by the teacher those who guide and teach the students and religious gurus, but today religious education is not there but education about religions speaks more and schooling is the right time to teach value-based education.

May Christine (1989) in his article 'The Role of Peace Education in Preventing Conflict' has explained about the importance of peace education and it raise the awareness of the roots and causes of conflict, and it also provides people with necessary skills and knowledge how to respond to conflict. The peace education can rebuild the community and strengthen bonds between communities and it in spite the youth to look future for a better tomorrow.

UNICEF (1985) report - Peace education in UNICEF refers to the process of promoting the knowledge, skills, attitudes and values needed to bring about behavior changes that will enable children, youth and adults to prevent conflict and violence, both overt and structural; to resolve conflict peacefully; and to create the conditions conducive to peace, whether at an intrapersonal, interpersonal, intergroup, national or international level.

METHODOLOGY

The study was conducted using a cross sectional survey design from a cohort of respondents from selected secondary schools namely Andhra Pradesh Residential Schools, Social welfare schools such as Backward, Schedule Caste and Schedule tribe. Secondary sources were first explored to obtain from insights into the literature on value education, peace and harmony. The sample was based on the information and data pertained to the objectives of the study were collected from students and teachers in three randomly selected schools of special categories of multi-culture and single-culture schools of Andhra Pradesh with the sample size of each school being equal proportional to the number of teachers and students in that particular school. Ultimately, the sample collected from A.P. Residential schools of 20 teachers and 20 students, and 10 teachers and equal number of students from social welfare schools of BC, SC, and ST schools. The instruments of data collection were employed which included structured questionnaire, group discussions and in-depth interviews. The in depth interviews allowed to obtain an additional information from respondents of both teachers and students.

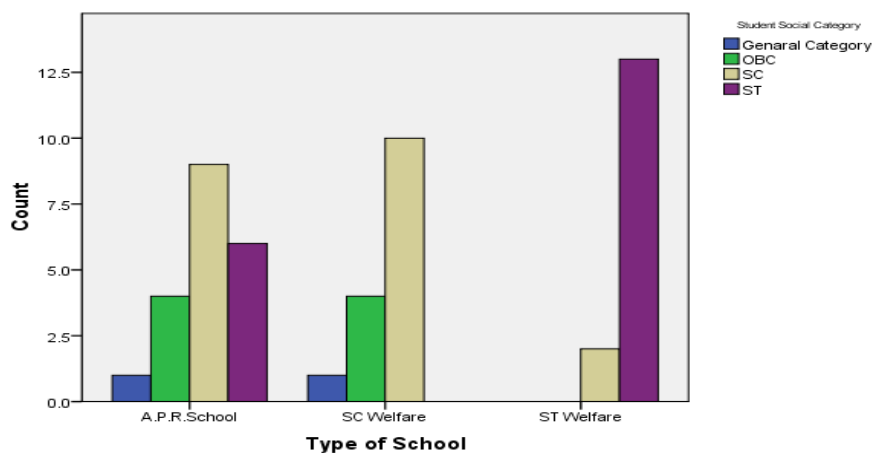
The quantitative data collected using questionnaires was coded and entered and analyzed using a computer Statistical Package for Social Sciences (SPSS) program. In presenting the study findings, descriptive method is used along with cross tabulation.

Data Analysis

Type of School * Student Social Category

Type of School	Student Social Category				Total
	General Category	OBC	SC	ST	
<u>A.P.R. School</u>	1 5.0%	4 20.0%	9 45.0%	6 30.0%	20 100.0%
SC Welfare	1 6.7%	4 26.7%	10 66.7%	0 .0%	15 100.0%
ST Welfare	0 .0%	0 .0%	2 13.3%	13 86.7%	15 100.0%
Total	2 4.0%	8 16.0%	21 42.0%	19 38.0%	50 100.0%

Bar Chart

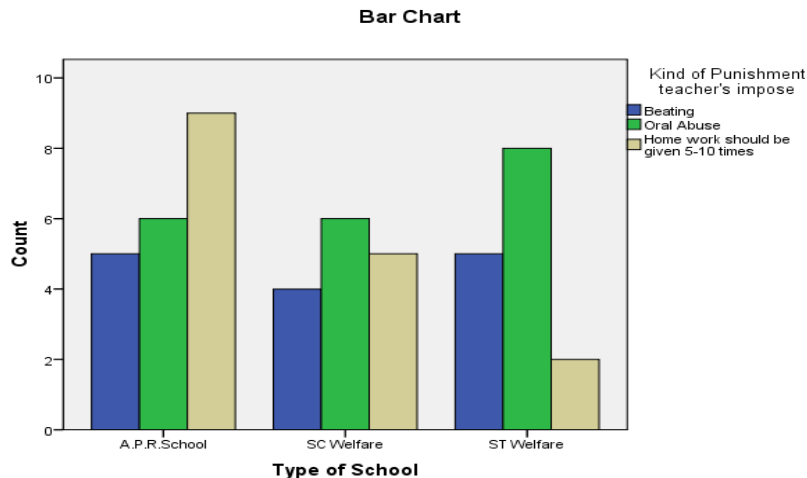


The above table explains about the various residential schools which impart secondary education in the state of Andhra Pradesh. Here the type of schools represents A.P. Residential schools which represent all sections of children from general category to deprived sections such as OBC, SC and ST children. The majority of SC and ST children are representing more in the above three category schools followed by OBC and general category students.

Majority of these students are from rural and poor socio-economic background and the children of illiterate parents. Though the government has a very intention in promoting these children to higher education but they are lagging the socialization process which the normal child is acquiring from society because they are single-culture school. The A.P. Residential School student's performing better than Social Welfare school children due to lack of social exposure. The government should promote common schools like A.P.R. Schools despite establishing more Social Welfare schools for deprived. Due to this desocialisation process the students may not become good citizens and it lead to unrest in the society as well as in individual life. If these schools continue to grow there is no point to discuss about social equity and peace education in society.

Type of School * Kind of Punishment teacher's impose

Type of School	Kind of Punishment teacher's impose			Total
	Beating	Oral Abuse	Home work should be given 5-10 times	
<u>A.P.R. School</u>	5 25.0%	6 30.0%	9 45.0%	20 100.0%
SC Welfare	4 26.7%	6 40.0%	5 33.3%	15 100.0%
ST Welfare	5 33.3%	8 53.3%	2 13.3%	15 100.0%
Total	14 28.0%	20 40.0%	16 32.0%	50 100.0%



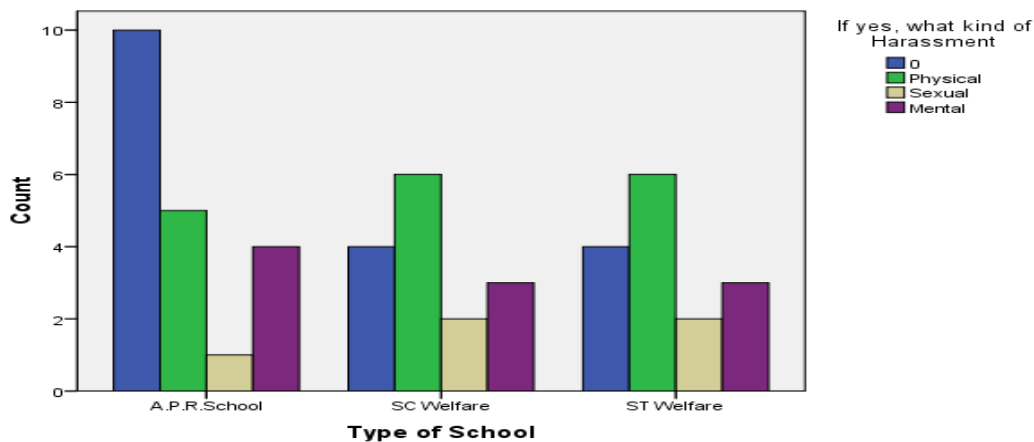
The above table explains about the type of school and the kind of punishment teacher imposes to students in their respective schools. In A.P.R. Schools, majority of 45% teachers gave punishment to write home work more than 5-10 times, followed by 30% are using abusive language and the rest of 25% are beaten up. In the Schedule Caste welfare schools, 40% responded that their teachers use more abusive language than extra work allocation and beating. In the ST welfare schools the students complain about that more than half of the teachers shout by using abusive words, and 33% are punishing by beating with a stick and very low percent of 13% are giving home work as more than twice and up to 10 times.

The state of Andhra Pradesh has recorded the third highest corporal punishment in the secondary education schools, where the children are not showing much interest to continue their studies where they did not get any respect and encouragement. This is also one of the reasons for the prevalence of high incidence of child labour and high dropout rate in A.P.

Type of School * what kind of Harassment they are facing

Type of School	If yes, what kind of Harassment they are facing				Total
	0	Physical	Sexual	Mental	
A.P.R.School	10 50.0%	5 25.0%	1 5.0%	4 20.0%	20 100.0%
SC Welfare	4 26.7%	6 40.0%	2 13.3%	3 20.0%	15 100.0%
ST Welfare	4 26.7%	6 40.0%	2 13.3%	3 20.0%	15 100.0%
Total	18 36.0%	17 34.0%	5 10.0%	10 20.0%	50 100.0%

Bar Chart



The state of Andhra Pradesh is promoting the secondary education through these three types of government residential schools in order to promote the rural talent and poorer section deprived children. This research is carried out between 2nd week of December to till date, the researchers really got surprised with the respondent’s response regarding the harassments they are facing in these welfare schools. Though 36% have replied that they did not face any harassment but the remaining 64% are responded about the physical, sexual and mental harassments. Majority of 34% are facing physical harassment, followed by mental harassment with 20% and 10% students

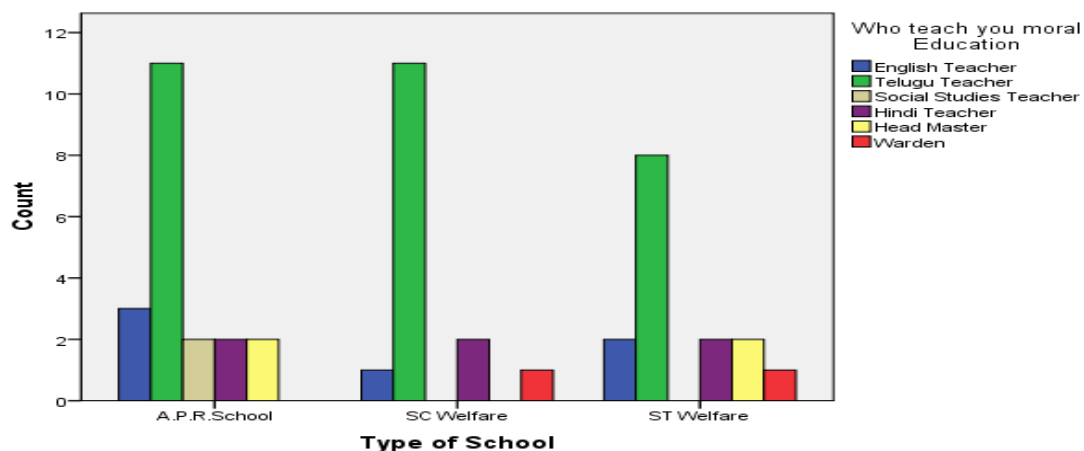
are harassed sexually. Here one important observation explains that SC and ST children are more prone to sexual harassment than A.P. Residential School children.

The world organizations are worried about the child rights, violence against children, especially girls those who are facing sexual harassment from their teachers. This is due to the lack of value-based education, values-based training programs and the transfer of male teachers to female social welfare residential schools.

Type of School * Who teach you moral Education

Type of School	Who teach you moral Education						Total
	English Teacher	Telugu Teacher	Social Studies Teacher	Hindi Teacher	Head Master	Warden	
A.P.R.School	3 15.0%	11 55.0%	2 10.0%	2 10.0%	2 10.0%	0 .0%	20 100.0%
SC Welfare	1 6.7%	11 73.3%	0 .0%	2 13.3%	0 .0%	1 6.7%	15 100.0%
ST Welfare	2 13.3%	8 53.3%	0 .0%	2 13.3%	2 13.3%	1 6.7%	15 100.0%
Total	6 12.0%	30 60.0%	2 4.0%	6 12.0%	4 8.0%	2 4.0%	50 100.0%

Bar Chart

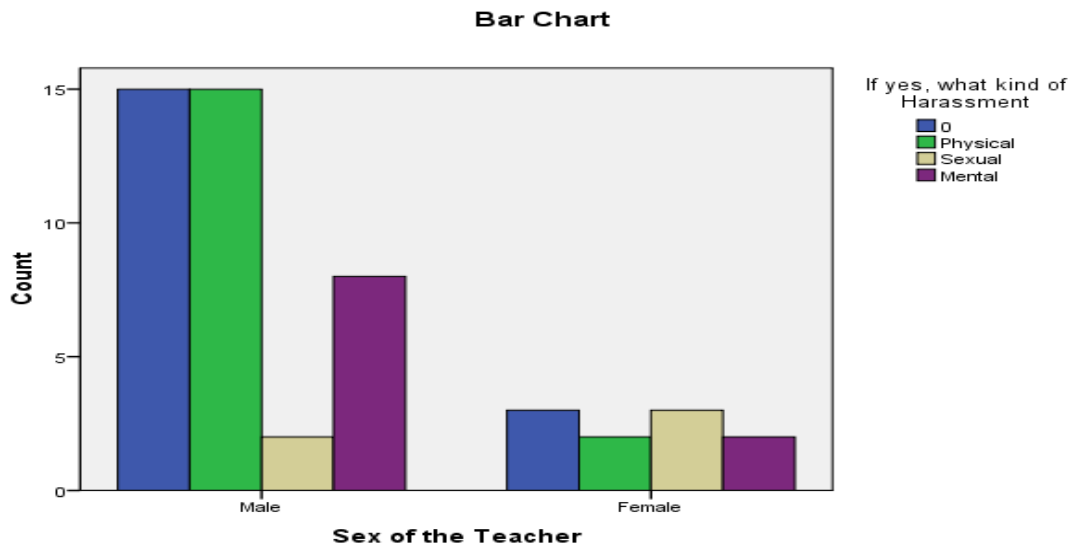


The above table examined moral education and socialization of a child in different welfare school of secondary education. The researchers carried out, opinion of students of which teacher taught them moral based education in their curriculum. Majority of 60% students responded the moral education was taught by their Telugu teachers compare to other subject teachers, followed by English and Hindi teachers with equal percentage of 12%. Sometimes head master in the prayer time and warden as well as social studies teacher in meetings explains about morals and their importance to become a good citizen.

The same question we asked with language teachers they have replied that it is their duties to explain about morals not only from curriculum but from real life experiences also make us explain morals to children. Though they are teaching moral education but there is a high incidence of sexual harassment against girls from these schools, this show the practical reality of the present education system, where no effective environment is provided to complete the school education.

Sex of the Teacher * If yes, what kind of Harassment

Sex of the Teacher	If yes, what kind of Harassment				Total
	0	Physical	Sexual	Mental	
Male	15 37.5%	15 37.5%	2 5.0%	8 20.0%	40 100.0%
Female	3 30.0%	2 20.0%	3 30.0%	2 20.0%	10 100.0%
Total	18 36.0%	17 34.0%	5 10.0%	10 20.0%	50 100.0%



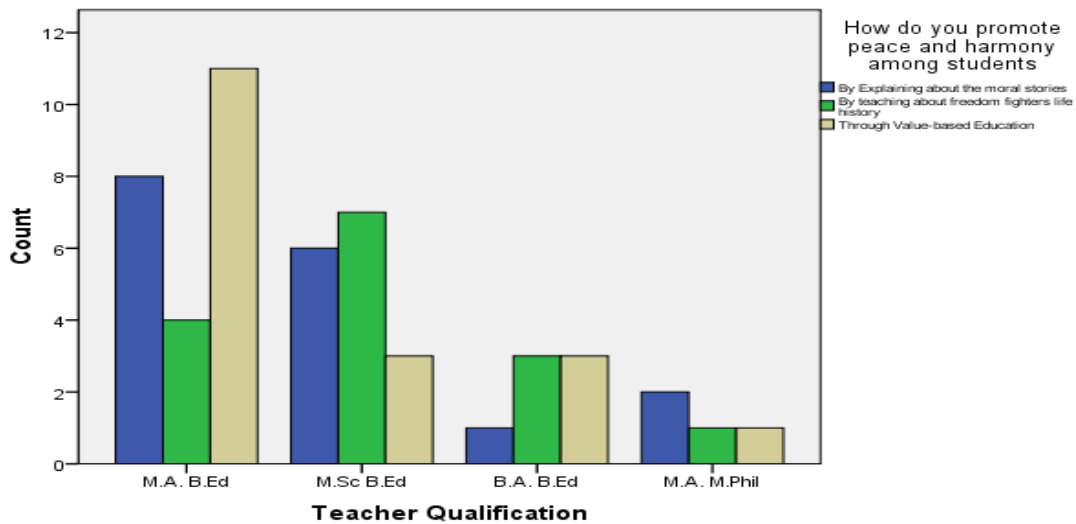
The above table explains about the Sex of the teachers and kind of harassment the students are facing in Residential schools. Around 36% of the respondents responded that they did not face any harassment irrespective of sex of the teachers in their schools. But majority of 64% are responded that male teachers harassed physically about 37% and mental harassment about 8% by allocating extra works during exam times and make them study till late hours along with them after study hours, which led to sexual harassment during late hours with the support of wardens sometimes. This is because the warden should be the wife of some teaching faculty in these schools.

The female teachers are harassing students by allocating personal works to students such as make them was clothes, mental harassment is more with female teachers due to their favoritism towards some students and bias against some other students.

Teacher Qualification * How do you promote values and ethics among students

Teacher Qualification	How do you promote values and ethics among students			Total
	By Explaining about the moral stories	By teaching about freedom fighters life history	Through Value-based Education	
M.A. B.Ed	8 34.8%	4 17.4%	11 47.8%	23 100.0%
M.Sc B.Ed	6 37.5%	7 43.8%	3 18.8%	16 100.0%
B.A. B.Ed	1 14.3%	3 42.9%	3 42.9%	7 100.0%
M.A. M.Phil	2 50.0%	1 25.0%	1 25.0%	4 100.0%
Total	17 34.0%	15 30.0%	18 36.0%	50 100.0%

Bar Chart



The researchers have examined the teacher qualification and how they promote peace education and peace as well as harmony among students. The teacher with M.A. B.Ed qualification of 48% will peace and harmony among students through value-based education, followed by 35% are teaching moral stories along with curriculum syllabus and freedom fighters life histories such as Gandhi, Nehru about their honesty, truth, patience and will-power in achieving targets. Among

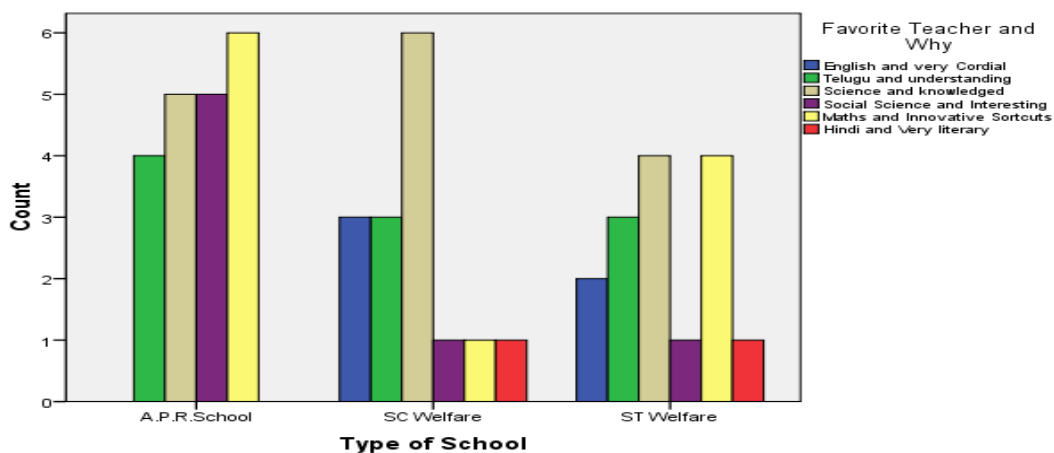
these majority use to teach languages such as English, Telugu and Hindi text books as well as Non-details stories and autobiographies of great leaders.

The science and Maths teachers participate and promote peace and harmony by special classes of yoga and sports and games. These residential schools conduct regular prayers and cultural programs on Independence Day and Republic days, through cultural programs and patriotic songs they inculcate the values of patriotism and norms of life.

Type of School * Favorite Teacher and Why

Type of School	Favorite Teacher and Why						Total
	English and He is very Cordial	Telugu and He is very understanding	Science and He is very know ledged	Social Science and He will make lesson Interesting	Maths and Innovative Shortcuts	Hindi and He is Very literary	
A.P.R.School	0 0.0%	4 20.0%	5 25.0%	5 25.0%	6 30.0%	0 0.0%	20 100.0%
SC Welfare	3 20.0%	3 20.0%	6 40.0%	1 6.7%	1 6.7%	1 6.7%	15 100.0%
ST Welfare	2 13.3%	3 20.0%	4 26.7%	1 6.7%	4 26.7%	1 6.7%	15 100.0%
Total	5 10.0%	10 20.0%	15 30.0%	7 14.0%	11 22.0%	2 4.0%	50 100.0%

Bar Chart



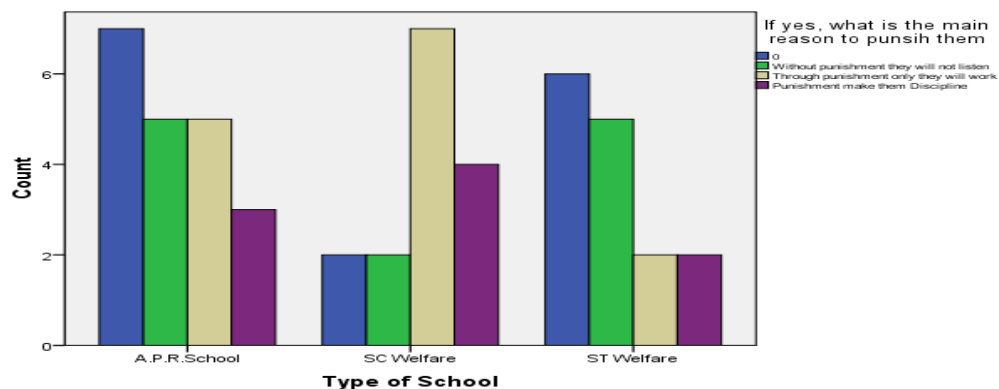
The students from social welfare schools have their own choice of favorite teachers and the reasons why they like that particular teacher. According to subject-wise they have given high priority of 30% Science teacher because they are more knowledgeable and explain things in new innovative methods and make them to participate in labs actively. Around 22% responded Maths teacher is very good in short-cut methods to score good marks, but in SC schools they show equal favoritism towards English and Telugu teachers compare to Maths teacher.

From all schools students gave much importance towards mother-tongue Telugu which is vernacular and the morality which they teach in class and their teaching style.

Type of School * If yes, what is the main reason to punish them

Type of School	If yes, what is the main reason to punish them				Total
	0	Without punishment they will not listen	Through punishment only they will work	Punishment make them Discipline	
A.P.R.School	7 35.0%	5 25.0%	5 25.0%	3 15.0%	20 100.0%
SC Welfare	2 13.3%	2 13.3%	7 46.7%	4 26.7%	15 100.0%
ST Welfare	6 40.0%	5 33.3%	2 13.3%	2 13.3%	15 100.0%
Total	15 30.0%	12 24.0%	14 28.0%	9 18.0%	50 100.0%

Bar Chart



From the above, the researcher tries to bring out the reasons to punish children in various schools. Around 30% teachers are punishing students for any reason, but the remaining 70% are giving their own reasons for punishments. Among A.P. Residential schools 25% of the teachers thinking that without punishment the students will not listen, and by the punishment only they will work properly. Here the students parents themselves requesting to punish their children and make them pass or promote to next class. The SC school teachers majority they assign work and made them complete by punishment only, the teachers have opinioned without punishments they may fail and it leads to bad reputation of that school. The Tribal welfare staff also has the same opinion about punishment, and they are trying to make them discipline through punishments.

CONCLUDING REMARKS

The state of Andhra Pradesh consists of 343 A.P. Residential Schools for General, BC and Minority students. We have 353 Schedule Caste Welfare Schools and 272 Tribal Welfare schools contributing secondary education by providing residential facilities with free of cost, including all basic amenities of children. These schools established in order to motivate and encourage rural talent and poorer as well as deprived sections of the society. In India, the first A.P. Residential School Sarveil established in 1972 and taken as a model the concept called Navodaya Vidyalaya Samiti emerged to encourage rural talents. The teachers in these schools are well-qualified and well-mannered professionals, but unfortunately the basic school education especially the secondary education system is not maintaining its discipline up to the expected mark. The role of teachers and teacher education has an important part in order to maintain peace and harmony of next generations. If teacher is good the students will learn good things and discipline. We have many cases in day to day life about corporal punishments and harassments against girls by male warden, and increasing the incidence of student's suicide rate about the pressure of competitiveness and marks oriented market demand.

The teachers those who are teaching in the welfare schools are harassing the students physically, sexually and mentally. Though they are undergoing training program about value-based education and moral teachings, the punishments are going on severely, which leads to unrest among the youth and finally it leads the students to leave the school forcefully. In our study we have interacted many good teachers those who are encouraging the students towards higher education, and further career planning. Among these three types of schools, the students from single-culture schools are facing more punishments, more harassment and less socialized as well as low social exposure compare to A.P. Residential school students. The role of teachers in A.P. residential schools is good in building the student's career than the two other Social welfares school teachers. The SC and ST welfare school teacher should be trained properly in order to teach peace and harmony to students and make their life as meaningful.

Teacher has a great role in individual's life. Considering that teaching profession as royal and humanitarian, teachers should guide students according to the future challenges such as conflict resolution, good manners, and good behavioral attitude through life skills education. Finally, teachers have a great role in building the future generations through value-based education.

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