Ensuring Inclusive and Equitable Access to Quality Education for the Survival of Humanity and Development of Global Peace

Janardan Paudel[a][*]

[a] *Retired Lecturer, Tribhuvan University, Kathmandu, Nepal.*

A R T I C L E   I N F O

A B S T R A C T

Purpose: This study aims to demonstrate the significance of inclusive, equitable, and high-quality education for human survival and the achievement of world peace. The world is full of instability, hardship, starvation, illness, marginalization, and illiteracy these days. This research highlights the vital importance of high-quality education in fostering international and global peace, which is fundamental to human existence. Achieving the goals of sustainable development is key to establishing lasting peace.

Design/Methodology/Approach: The methodology of this study involves reviewing research documents, conducting interviews with political figures, and analyzing speeches from experts and distinguished individuals. These speeches are also accessible via YouTube channels. Consequently, this study is qualitative and lacks quantitative data.

Findings: Globalization has made the world a smaller place, driven by advances in technology, transportation, and communication. Modern technology has transformed production methods, creating a demand for new skills beyond basic education.

Research Limitation: This research study specifically focuses on world peace through various ideas and sources. The methods used to shape the world will yield corresponding outcomes. Therefore, ensuring the survival of humanity will lead to peace and prosperity on our planet.

Managerial Implications: This research study suggests that human survival is crucial for establishing peace on Earth. Therefore, quality education, coupled with inclusion and equity for everyone, is essential for achieving peace and affirming human identity.

Originality/ Value: This study maintains its originality, rendering it significantly valuable in contemporary society. Its significance lies in its aim to protect humanity from destruction. To achieve this, quality education that incorporates technology and spirituality is of utmost importance.

Introduction

Today, the world is in turmoil, with disastrous news emerging from various regions. In many countries and societies, human rights violations are rampant. Amidst this chaos, countless people have been mercilessly killed. Violence and conflict have become focal points. Ara (2023) reports on the violent clashes between Hindus and Muslims in Haryana's Nuh area, resulting in six fatalities, significant property damage, and 116 arrests. Previously bustling villages are now abandoned, marketplaces shuttered, and the area is heavily patrolled by thousands of police officers. The visible aftermath includes burnt businesses, damaged cars, and homes worth crores of rupees severely destroyed, highlighting the enormous financial toll. The violence, which began in Nuh, spread to Gurugram and areas like Palwal and Sohna, claiming the lives of at least six people, including two home guards and four civilians.

Bhandari (2024) described an incident in Biratnagar where a group of youngsters attacked a 22-year-old man with a sword near Sansarimaisthan. Authorities reported that on Monday afternoon, a gang-wielding sword assaulted Mohammad Halim. According to the police, the attacker targeted Halim of Biratnagar-8 following an argument a few days prior. Locals confirmed that Halim was struck with a sword. The Morang police have stated that they are searching for those who fled the scene and noted that this is not the first such incident in Biratnagar, Nepal.

Brugen (2023) has mentioned that a kindergarten in Lviv, a western Ukrainian city close to NATO-member Poland, was completely demolished by a Russian missile strike early Monday morning. Both Lviv and the northern Volyn region experienced intense Russian shelling. Following the missile attack on Lviv, a rescuer was spotted examining the damaged roof of a residential building. Lviv's mayor, Andriy Sadovyi, stated that the kindergarten was destroyed when a missile landed in its yard. Although air defence systems managed to intercept "several missiles," residential buildings still suffered damage. The assault impacted over 500 houses and more than 100 apartments.

These items demonstrate that violence is pervasive at domestic, national, and international levels across the world. Conflicts within countries and between nations create dangerous conditions for the survival of humanity. Without peace among individuals, societies, and countries, global peace remains unattainable. This research article aims to analyze the survival of humanity and the achievement of global peace through the implementation of quality education, inclusiveness, and equity in education. Typically, inclusiveness and equity in education emphasize access to education for all within a country. However, to uphold global quality in education, it is essential to ensure job security for everyone. With employment, people achieve sustainability and can contribute to creating a peaceful environment.

Objective

The study aims to:

➢ Foster global peace by championing inclusive and equitable access to quality education, prioritizing the survival and well-being of humanity.

➢ Promote job-focused quality education globally, especially in the era of globalization, to empower individuals and support worldwide prosperity.

Research Questions

The following research questions form the basis of the study:

The study is guided by the following research question:

➢ How does inclusive and equitable access to quality education contribute to fostering global peace and ensuring the survival of humanity?

➢ How can countries effectively provide job-oriented quality education to meet the sustainability needs of their populations in the era of globalization?

Theoretical Perspectives

Theoretical frameworks of globalization, including economic globalization and liberalism, are employed in this research study.

Literature Review

The following themes are reviewed for this study:

Relation among Countries

To ensure global peace and the survival of humanity, fostering strong relationships between nation-states holds immense importance.

Analyzing the relationship between India and Nepal is vital in this context. As Muni (2016) points out, Nepal's geopolitical landscape was deeply influenced by the British withdrawal from Asia and the global political developments following World War II in the late 1940s. Previously isolated, Nepal began to engage with and respond to the evolving international dynamics. Internally, the established Rana aristocracy was replaced by a more robust monarchy following a "partial revolution" in 1950-51. Since then, Nepal has actively participated in global affairs, high-lighting the necessity of robust international relations for a country's development.

Historically, Nepalese monarchs had strained relations with British authorities in India. According to Muni (2016) this tension led Nepal to confront British dominance in India in 1814, resulting in conflict. Subsequently, the British defeated Nepal and compelled it to sign the Treaty of Sugauli in March 1816, leading to the loss of Nepalese territories in Sikkim, Kumaon, and Garhwal, as well as parts of the eastern and western terai regions. This episode underscores the inevitable consequences of poor bilateral relations between neighbour-ing countries, as Nepal experienced during 1814-1816.

In this context, it is evident that neighbouring countries embroiled in ideological conflicts face hazardous and perilous futures. Such discord undermines peace and harmony among their populations, subjecting them to threatening and fearful circumstances. Similarly, these conflicts jeopardize global peace and huma-nity's survival. Protecting humanity necessi-tates fostering good relations between nations and their peoples. Education plays a crucial role in promoting moral values from early childhood, emphasizing respect for human rights as essential to humanity, whereas their violation perpetuates conflict.

Moreover, countries struggling with internal ideological conflicts find it challenging to maintain relations with others. During Nepal's Maoist insurgency, for instance, Shrestha-Schipper (2013) highlights that Maoists viewed religion as superstition and sought to eradicate it, prohibiting religious activities, ceremonies by Brahmins, the Sraddha ritual for the decea-sed, and damaging shrines and temples. Even after the 2006 peace agreement, attempts by the Maoists to maintain dominance further complicated Nepal's external relations, exacer-bating human rights violations across the country. In this way, maintaining peaceful relations between countries is crucial for global stability and the protection of humanity. Internal ideological conflicts disrupt domestic stability and obstruct international collabo-ration, leading to prolonged suffering and violations of human rights.

In the past, Nepalese monarchs had strained relationships with British authorities in India. According to Muni (2016), this tension promp-ted Nepal to confront British dominance in India in 1814, leading to conflict. As a result, the British defeated Nepal and forced it to sign the Treaty of Sugauli in March 1816, which resulted in the loss of Nepalese territories in Sikkim, Kumaon, and Garhwal, as well as parts of the eastern and western terai regions. This historical event underscores the inevitable consequences of poor bilateral relations bet-ween neighbouring countries, as seen during 1814-1816.

Neighbouring countries embroiled in ideo-logical conflicts face uncertain and perilous futures. Such discord undermines peace and harmony among their populations, subjecting them to threatening and fearful circumstances. Similarly, these conflicts jeopardize global peace and the survival of humanity. Protecting humanity requires nurturing good relations between nations and their peoples. Education plays a vital role in instilling moral values from an early age, emphasizing the importance of respecting human rights as essential to huma-nity, while their violation perpetuates conflict.

Moreover, countries grappling with internal ideological conflicts find it challenging to maintain relations with others. During Nepal's Maoist insurgency, for example, Shrestha-Schipper (2013) notes that Maoists viewed religion as superstition and sought to eradicate it, prohibiting religious activities, Brahmin ceremonies, the Sraddha ritual for the deceased,

and damaging shrines and temples. Even after the 2006 peace agreement, efforts by the Maoists to maintain dominance further complicated Nepal's external relations, exacerbating human rights violations across the country. Promoting friendly relations between nations is vital for maintaining global peace and safeguarding humanity. Internal ideological conflicts escalate suffering and human rights violations by threatening domestic unity and hindering international collaboration.

Inclusive and Equitable Access to Education

Education holds immense importance in advancing human civilization. When individuals are educated, they contribute to the progress of civilization. From my perspective, embracing non-violence and respecting humanity are crucial steps towards achieving genuine civilization, paving the way for global peace and order. Therefore, governments bear the responsibility of ensuring that education is universally accessible and equitable within their nations.

UNESCO (2015) underscores that education is a powerful tool for transforming the world. The challenge lies in ensuring universal access to education, which is increasingly recognized as a fundamental human right. However, this right is undermined by widespread inequality and insufficient investment in education worldwide. UNESCO (2015) asserts that placing education at the forefront of national and international agendas is essential for improving people's lives.

The stance of UNESCO (2015) highlights that education is pivotal for human development and the establishment of global peace and order. It asserts that without education, human advancement and survival are not possible. Although education has always been deemed crucial for humanity, the methods of delivery have evolved.

According to UNESCO (2015) education plays a critical role in human existence. Educated individuals are more likely to understand the necessity of safeguarding the environment and its resources for human sustenance. They also tend to uphold principles of humanity, thereby fostering peace and order globally.

UNESCO (2015) emphasizes that governments worldwide face ongoing challenges in ensuring quality education and decentralization, which pose significant issues for local communities and leaders. UNESCO (2015) global recommendations prioritize providing inclusive education to the most educationally disadvantaged groups, thereby empowering marginalized communities.

In terms of equity, UNESCO (2015) defines it as ensuring equal access to learning opportunities for all people globally. Moreover, UNESCO views education as essential for every nation's development, promoting sustainable socioeconomic progress and societal empowerment. Sustainable development is crucial for maintaining peace and order through socioeconomic advancement, achievable only through equitable educational access.

UNESCO (2015) acknowledges that education alone cannot solve all developmental challenges, but a holistic educational approach rooted in humanistic values can contribute significantly to achieving new development models. This approach integrates economic development with environmental stewardship, peace, inclusiveness, and social justice.

UNESCO (2015) highlights the significance of adopting a humanistic approach to education that incorporates marginalized groups, including women, girls, indigenous peoples, people with disabilities, migrants, the elderly, and individuals in conflict areas. By empowering these groups through education, global peace and stability are promoted.

In this way, the vision of UNESCO (2015) underscores that education is indispensable for achieving peace and resolving global challenges. However, education must embrace a humanistic and comprehensive approach to instil a deep understanding of humanity and promote sustainable peace and order. This can only be realized through broad and equitable access to education, ensuring humanity's continuity and fostering global peace.

Educational Policy of India and Nepal

According to the Government of India (2020), education is crucial for fostering an inclusive society, enabling people to reach their full potential, and propelling the country's development. They

contend that guaranteeing that all people have access to high-quality education is essential to India's continued development and leadership in fields like social justice, scientific advancement, national unity, global economic growth, and cultural preservation. The best way to use the country's enormous abilities and resources to help people, communities, the country, and the world is to ensure that everyone has access to high-quality education.

India strives to meet the worldwide education objectives outlined in SDG4 of the 2030 Agenda for Sustainable Development by 2030, focusing especially on fostering inclusive and fair education while expanding access to lifelong learning for everyone. The Indian government emphasizes the need for high-quality, egalitarian education to create a just society, promote national cohesion, and assist with sustainable development. Prioritizing these goals by all countries may open the door to world peace and stability.

Similarly, the Government of Nepal (2020), asserts that education serves as the fundamental cornerstone for cultivating a skilled and competitive workforce essential for comprehensive national development. Recognizing education as a primary driver of development, Nepal emphasizes the imperative of establishing inclusive and equitable quality education systems to ensure fairness for its people and nation. Such education is viewed as pivotal in fostering socio-economic transformation. Nepal also advocates for open and informal education systems to complement broad and equitable access to high-quality education. Additionally, educational curricula should be designed to equip students with the skills needed to compete on a global scale.

According to the Nepalese government, high-quality education is indispensable for a nation's progress, underscoring the necessity of ensuring comprehensive and equal educational access to achieve this goal. This commitment is seen as essential not only for promoting global peace but also for ensuring the continued survival and flourishing of humanity within each country.

Similarly, the Department of Education and Skills (2011), outlines that public investment in higher education should align with national policy priorities, such as increasing access, improving educational outcomes, and enhancing flexibility in provision. Expanding access to higher education for people from lower socioeconomic origins and other under-represented groups is the goal of this strategy. By helping people with lower socio-economic status, public investment in higher education aims to increase their access to higher education possibilities and promote inclusive education.

According to the OECD (2019), innovation – which depends on human capital and research – is the key to economic growth and productivity. To promote both of these elements, higher education is essential. Furthermore, the OECD contends that by fostering social, cultural, and economic advancement, higher education promotes social cohesion – which is characterized as the willingness of society's members to work together for their shared survival and prosperity.

According to the OECD (2019), higher education fosters cooperation among members of society, thereby accelerating human survival and promoting global peace. Consequently, ensuring inclusive and equitable access to education in all countries becomes essential for maintaining peace within families, communities, and nation-states. When individuals achieve sustainability, conflicts are less likely to arise.

Globalization and Challenges to Education

Zajda (2005) describes the early 1990s as a transformative period in education and global affairs, referred to as a "revolutionary era." This time was defined by the fall of totalitarian regimes in the USSR and its allied nations, signaling the decline of one-sided communism. With the rise of globalization and the dismantling of global barriers, this era is seen as a crucial turning point in history, steering humanity towards a more humanitarian trajectory.

Astiz et al. (2014), contend that educational systems are profoundly influenced by diverse cultural, economic, and political factors. They stress the importance of achieving a balance between diversity and uniformity while promoting equal opportunities. Current debates over centralization versus decentralization, diversity versus uniformity, and standardized curriculum models bring significant

equity challenges to the forefront. A crucial issue is whether an equitable and just system will prevail or whether global disparities will take precedence. The erosion of traditional welfare state frameworks and the worldwide shift toward neoliberal policies – characterized by reduced government involvement, privatization, and localized contro – underscore the multifaceted forces shaping education. These dynamics frequently impede efforts to achieve inclusiveness and fairness in quality education delivery.

Ritzer (2011), similarly observes that globalization has enabled the smooth exchange of people, goods, technology, ideas, knowledge, and skills across the globe. This interconnectedness ensures that, in a globalized world, very little remains concealed.

According to Grinin & Korotayev (2013), the concept of a "world system" refers to a broad network of human societies interconnected directly and indirectly. This interconnectedness reflects a global system akin to a planetary or global system, marking humanity's entry into an era of globalization. This perspective underscores how globalization operates as a system influencing global policies and transformations.

According to Zajda (2005), globalization, marketisation, and efficiency-and quality-driven reforms have caused both structural and qualitative changes in educational systems across the world since the 1980s. These changes include a heightened emphasis on "lifelong learning for all," reflecting a paradigm shift towards continuous learning throughout one's life. The impact of globalization on education policy underscores its focus on lifelong learning, spanning from birth to death.

Global Conflict and Peace

Developing global peace in the current world is an incredibly difficult and challenging process. Every day, newspapers, television, and YouTube channels report on conflicts, murders, and killings happening worldwide. There are ongoing wars between Russia and Ukraine, Syria and the USA, as well as Russia, and conflicts in the West Bank between Israel and Palestine, and unrest in Haiti and numerous other regions. No country is immune to violence, whether domestic or international.

In today's context, globalization primarily refers to commerce and economic integration. Klein & Pettis (2020), explain that global commerce and financial networks connect almost everyone on the planet. Our everyday actions, such as making purchases, working, or saving, influence billions of people far away, just as their everyday decisions affect us. These economic ties offer benefits but also transmit problems from one community to another, exacerbating trade tensions and rising inequality within countries. The difficulties of recent decades stem not from geopolitical conflicts but from significant revenue transfers to the wealthy and the corporations they control. This highlights that we are living in an era defined by economic globalization driven by neoliberal policies implemented by governments. Countries and individuals alike strive to be wealthier than others, making trade critically important. Consequently, today's conflicts arise from a high degree of ambition and the desire to outdo others economically, both on a national and individual level.

Wallensteen (2002), emphasizes that more peace treaties were negotiated during the Cold War than at any other period following World War II. Many of these treaties successfully reduced bloodshed and transformed disputes into more productive interactions between nations, peoples, and groups. However, some treaties failed and remained mere signatures on paper, having no impact on those affected by conflict. Further, emphasizes the need to rethink conflict resolution. It is insufficient for the outside world to merely call for dialogue and interaction between warring groups; it is also necessary to recommend specific topics for discussion, ways to reach agreements, and methods to implement those agreements. As described, significant conflicts in the past have sometimes been managed through accords since World War II, yet conflicts continue to cause devastation, threatening humanity and natural environments. This ongoing issue critically affects the survival of humanity and the pursuit of peace.

Conflicts are inherently devastating and seldom advantageous. Reflecting on the effects of warfare in Burundi, Nkurunziza, (2016), emphasized that since its independence in 1962, Burundi has endured intense political unrest. Across five distinct periods of civil strife, the nation suffered the loss of approximately 500,000 lives, predominantly civilians, and displaced over 1,000,000 individuals.

Leaders from Burundi's two major ethnic groups, the Hutu and Tutsi, have adopted conflicting stances on the conflict, assigning blame to one another while neglecting to address its underlying causes. Throughout these periods of turmoil, state institutions and officials significantly contributed to the violence – either by orchestrating mass killings or intensifying localized uprisings into widespread civil wars through aggressive and oppressive actions.

Burundi is just one example among many. Numerous nations experience horrific internal conflicts, such as ethnic and racial clashes. There is ongoing violence in neighbouring countries like Israel and Palestine, as well as the prolonged conflict between Russia and Ukraine. Civil wars in Burundi, ethnic battles in Haiti, and religious wars in other countries have resulted in extensive casualties, mass migration, and large numbers of refugees. To achieve international peace, everyone must have equal and equitable access to education.

Concerning the role of the United Nations, Peter (2018), highlights that in 2015, the High-Level Independent Panel on UN Peace Operations (HIPPO) convened in Cairo, Egypt, to deliberate on possible improvements to peacekeeping initiatives. The first session raised concerns about the effectiveness of peace initiatives in the Middle East, fueling scepticism and encouraging Western intervention. Two years later, the United States proposed cutting $1 billion from the UN peacekeeping budget in response to growing global crises. This situation highlights that the UN is not free from the pressures of influential nations. It emphasizes the challenges of establishing and maintaining peace in a world disrupted by power struggles and political greed.

Peter (2018), highlights that the global system is undergoing major changes, creating new hurdles for United Nations peacekeeping efforts. These changes involve altering relationships between developed and developing nations, an expanded role for regional bodies in managing conflicts, the spread of violent extremism and radical non-state groups, and increased calls from non-state actors to prioritize human security. Such developments necessitate a reconsideration of the UN's core principles and strategies for its peacekeeping operations.

Regarding atomic technology, Hamblin (2021), asserts that after World War II, the United States held significant power in various atomic technologies. Some of these technologies were tangible, like the atomic bomb, while others were envisioned for future peaceful applications in agriculture, health, and energy generation. The United States emerged as a technical leader, possessing secrets to share with allies or potentially with the world for peaceful purposes. In the dichotomy of "haves" and "have-nots," America was undoubtedly a "have."

The bombing of Japan established the United States as the world's most powerful nation, indicating that today's world is dominated by the atomic advancements of powerful countries. Currently, atomic power is beyond control due to the development of atomic bombs and lethal missiles by numerous countries. Consequently, new perspectives are needed to maintain peace and order to ensure the survival of humanity, which is now under threat.

Findings

The findings from document reviews indicate that humanity today faces the threat of extinction. In his Nobel Prize-winning lecture for the Swedish Academy, Gurnah (2021), recalls the silent cruelty in his nation, where politics were racialized, and revolution directly followed. Families witnessed brutal violence, with fathers being slaughtered in front of their children and daughters in front of their mothers. His homeland, the Sultanat of Zanzibar, was plagued by poverty. The research works focus on the effects of colonialism and the plight of refugees caught between cultures and continents, highlighting pervasive violence and conflict throughout history and today.

People continue to be killed mercilessly, driven by business-oriented cruelty. The ongoing war between Russia and Ukraine causes immense damage to people and property. In Nepal, the Rana rulers oppressed the people, leading to conflict. The war between the Rana rulers and the British in India resulted in the Sugauli Treaty, which cost Nepal its land. Additionally, the Maoist political group waged war to overthrow the monarchy in Nepal.

Inclusive and equitable access to education could help resolve conflicts by promoting equality and

controlling disputes. Fostering a sense of humanity is essential for the survival of the human race. A humanistic approach to education is necessary to cultivate inner consciousness and promote peace. Job-oriented education is crucial for socio-economic transformation. Cooperation is vital for humanity's survival and for achieving global peace. Globalization has spread both uniformity and diversity worldwide, creating a new world system where today's wars are linked to trade and commerce prosperity. Furthermore, atomic weapons have amplified political power for certain countries.

Conclusion

This study concludes that people worldwide should embrace inner consciousness to promote non-violence and end conflicts. Achieving peace is possible if conflicts are resolved. Nations and their citizens must respect the credit and dignity of other countries and their people. However, conflict resolution faces challenges due to the lack of humanity in the modern era of globalization. Bercovitch et al. (2009), note that conflict resolution is a rapidly growing academic field with roots in various disciplines. It involves overt and forceful behaviour initiated by one party against another, typically involving struggles over values, status, power, and resources, to neutralize, injure, or eliminate rivals. Each component of conflict resolution is more effective collectively than individually. To achieve peace, people must eliminate forceful and dominating illegal behaviours from their mindset.

Implications

This research study has some implications as follows:

Emphasis on Humanistic Education for Peace Building. The research underscores the crucial role of providing equitable access to education for effective conflict resolution. A humanistic educational approach can foster a sense of humanity, inner awareness, and peace. This suggests that to address the underlying causes of conflict and stop violence, global educational institutions must incorporate the ideals of empathy, non-violence, and global citizenship into their curricula. By combining humanistic values with career-oriented education, societies can achieve socio-economic transformation and reduce the likelihood of conflicts stemming from inequality and lack of opportunities.

Need for Global Cooperation and Respect for Sovereignty. This study emphasizes that global collaboration and mutual respect are crucial for sustaining both world peace and human survival. It argues that the primary objectives of international relations and diplomatic efforts should be to uphold the dignity and sovereignty of each nation and its citizens. To effectively resolve conflicts, states must move beyond aggressive and domineering tactics and foster an international atmosphere of respect and cooperation. This approach can address the tensions arising from trade and commercial interests and mitigate the impacts of globalization, which has both unified and diversified the world.

Challenges of Modern Globalization and the Role of Political Power. The study indicates that the growing political power of certain nations, particularly through the use of nuclear weapons and other means, complicates conflict resolution in the current era of globalization. It suggests that achieving disarmament and equitable resource distribution requires international frameworks and policies that address power imbalances. Globalization has increased interconnectivity among people, necessitating collective efforts to combat the cruelty and violence driven by profit motives in today's world. To prevent the potential extinction of humanity, it is essential to establish a new global order that prioritizes human dignity and nonviolence.

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