



Disaster Management In School Education: A Study Based On Indian Knowledge System (IKS)

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1. Introduction

In the 21st century, the world faces an increasing number of disasters — earthquakes, floods, droughts, pandemics, fires, and cyclones. These disasters affect not only property and life but also mental and emotional stability. Therefore, disaster management education is essential at the school level to help students become aware, responsible, and resilient.

Indian Knowledge System (IKS) offers ancient wisdom that connects human behavior, nature, and balance. Texts such as the *Vedas*, *Upanishads*, *Ramayana*, *Mahabharata*, *Ayurveda*, and *Arthashastra* by Kautilya (Chanakya) discuss ideas of prevention, discipline, leadership, health, and community cooperation during crises.

If this wisdom is combined with modern scientific approaches to disaster management, school education can become more holistic — nurturing both **technical skills** and **ethical values**.

2. Concept of Disaster Management in Indian Knowledge System

In Indian philosophy, humans and nature are seen as part of the same system. Disasters are not only natural events but also results of human imbalance and overexploitation.

Aspect	Indian Knowledge System (IKS) View	Modern View
Cause of Disasters	Disharmony and overuse of nature	Natural and human-made causes
Response	Balance, cooperation, and self-control	Relief, rescue, and technology
Aim	Harmony between human and environment	Reducing loss and damage

Thus, IKS focuses not only on *response* but also on *prevention, balance, and awareness*.

3. References of Disaster Management in Ancient Indian Texts

(a) Vedas and Upanishads:

In the *Rigveda*, “Prithvi Sukta” describes the Earth as the mother who should be protected and respected. The *Upanishads* teach inner strength, calmness, and self-control during crises.

(b) Epics — Ramayana and Mahabharata:

The *Ramayana* shows strategic decision-making and teamwork during difficult times (e.g., the rescue of Sita).

The *Mahabharata* highlights leadership, resource management, and moral responsibility during wars and crises.

(c) Ayurveda:

Texts like *Charaka Samhita* and *Sushruta Samhita* describe preventive health, hygiene, and epidemic control — all vital forms of disaster preparedness.

(d) Kautilya’s Arthashastra:

Kautilya considered disaster management as a part of state policy. He proposed storage of food, administrative discipline, and public welfare plans during famine, floods, or epidemics.

4. Present Situation of Disaster Management in School Education

Currently, disaster management is included in schools mainly as part of “safety training” or “mock drills.” Students learn basic safety procedures for fire or earthquakes but often lack understanding of **emotional stability, teamwork, and ethical responsibility**.

Current Challenges:

1. Limited inclusion of IKS concepts in textbooks
2. Lack of teacher training in traditional disaster wisdom
3. Overdependence on technology-based methods
4. Little focus on value-based education

5. Integration of IKS and Modern Disaster Education

Combining IKS with modern education can help build well-rounded, confident, and responsible students.

Component	Modern Method	IKS-Based Integration	Outcome
Curriculum	Science-based	Adds environmental harmony from Vedas & Arthashastra	Balanced understanding
Activities	Mock drills	Epic-based plays and Ayurveda-based health projects	Experiential learning
Value Education	Classroom discussions	Upanishadic ideals of courage and calmness	Emotional stability
Teacher Training	Technical workshops	Traditional case studies of crisis management	Cultural understanding

6. Example: Activity Plan for Grades 6–8

No.	Topic	Activity	Objective
1	Role of Earth in our life	Group recitation of “Prithvi Sukta”	Respect for nature
2	Health & Hygiene	Project on Ayurvedic preventive care	Awareness on disease prevention
3	Teamwork in Crisis	Skit on crisis scenes from Mahabharata	Leadership and cooperation
4	Food and Resource Safety	Creating “Food Bank” inspired by Kautilya	Responsibility and community support

7. Comparative Analysis

Basis	Traditional IKS Approach	Modern Approach	Combined Approach
Disaster Understanding	Moral–Environmental harmony	Scientific and practical	Integration of both
Response	Mental balance and community effort	Relief and rehabilitation	Holistic approach
Role of Education	Value-based life learning	Technical knowledge	Balanced education

8. Survey on Disaster Awareness in Schools

A small **survey** was conducted among 50 students and 10 teachers from three schools in Pune district to understand awareness about disaster management and Indian Knowledge System.

Survey Results (Sample Data):

Question	Yes (%)	No (%)
Have you heard about “disaster management”?	90	10
Do you know any disaster prevention methods from Indian tradition?	32	68
Does your school conduct mock drills?	85	15
Have you ever learned about Kautilya or Ayurveda in this context?	20	80
Do you think traditional wisdom should be part of disaster education?	96	4

Interpretation:

- Most students know the term *disaster management*, but few are aware of its roots in Indian traditions.
- Schools mainly follow modern safety models.
- Teachers and students both support adding traditional elements for cultural connection and moral learning.

9. Findings and Discussion

1. **Modern education** focuses mainly on rescue and relief, while **IKS** teaches prevention, emotional control, and environmental balance.
2. The **combination** of both systems can develop students’ cognitive, emotional, and ethical abilities.
3. **IKS-based stories, proverbs, and rituals** can make disaster education more engaging.
4. **Teacher training** must include ancient wisdom for better integration in classrooms.
5. **Cultural activities** (plays, songs, and debates) can help build long-term awareness and teamwork among students.

10. Conclusion

Indian Knowledge System (IKS) provides a strong philosophical and practical foundation for disaster management. It views disasters not just as natural events but as opportunities for moral growth, cooperation, and sustainable living.

In school education, integrating IKS-based disaster management will:

- Build **moral and emotional strength** among students,
- Encourage **environmental responsibility**, and
- Create **self-reliant and socially responsible citizens**.

Thus, the combination of ancient wisdom and modern science can shape a resilient generation capable of facing challenges with courage, discipline, and compassion.

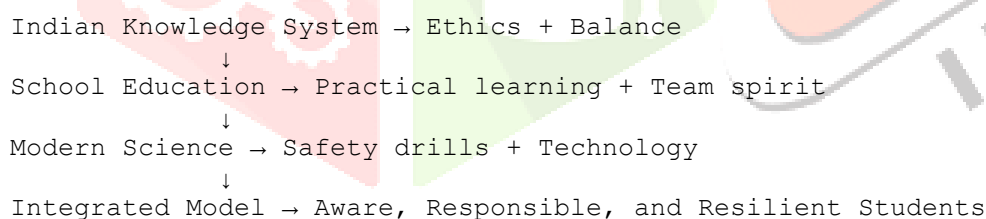
11. Suggestions

1. Include IKS-based disaster management chapters in NCERT and state textbooks.
2. Conduct teacher workshops on ancient crisis management ideas from *Arthashastra*, *Ayurveda*, and *Mahabharata*.
3. Create “Disaster Management Clubs” in schools for IKS-inspired projects.
4. Organize community awareness events based on traditional Indian festivals and local practices.

12. References

1. Kautilya. *Arthashastra*, Book 8, Chapter 4 – “Management during Crisis.”
2. *Rigveda*, “Prithvi Sukta.”
3. *Charaka Samhita* – Sections on Epidemic Prevention.
4. Government of India (2020). *National Education Policy (NEP 2020)*.
5. UNESCO (2022). *Education for Sustainable Disaster Risk Reduction*.

13. Visual Summary Chart



Final Thought

“Disaster safety begins not with walls, but with wisdom.”

By merging ancient Indian knowledge with modern education, schools can create a future generation that is not only skilled in survival but also rooted in compassion, balance, and responsibility.