

STANDARD OPERATING PROCEDURE ON

*School Safety Programme (SSP),
Community Awareness Programme (CAP) &
Mock Exercise (MEx)
with
Institution*

BOARD OF OFFICER

A Board of Officer composed at 2nd Bn NDRF as per HQ NDRF order No I. 17018/Trg/HQ-NDRF/2025/3154 dated 30 Sep 2025.

Purpose : To review and update existing SOP.

Details of Board are as under:

Presiding Officer: Sh V N Parashar, Second-In-Command, 2 Bn NDRF.

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Member No 2 : Sh Rahul Singh, Inspector/NBR, 2nd Bn NDRF.

Member No 3 : Sh Nitin Kumar Singh, Inspector, 2nd Bn NDRF.

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STANDARD OPERATING PROCEDURE

SCHOOL SAFETY PROGRAMME (SSP & COMMUNITY AWARENESS PROGRAMME (CAP) WITH INSTITUTIONS AND MOCK EXERCISE (MEX)

PART-A

School Safety Programme (SSP)

1. INTRODUCTION

1.1 Context and Rationale

Disaster risks in India are compounded by:

- Increasing vulnerabilities related to changing demographics and socio-economic conditions
- Unplanned urbanization and development in high-risk zones
- Environmental degradation and climate change
- Geological hazards including seismic activity, landslides, and tsunamis
- Meteorological hazards such as cyclones, heat waves, and lightning strikes
- Epidemics and pandemics with rapid transmission potential

Schools serve approximately **258 million students** in India. The concentration of vulnerable populations—children with varying physical capabilities and cognitive development stages—makes schools critical infrastructure requiring specialized preparedness planning.

2. OBJECTIVES

2.1 Primary Objectives

1. **Enhance awareness** of diverse disaster risks and their management in educational institutions
2. **Build capacity** in basic search and rescue, first aid, and emergency response techniques
3. **Develop competence** in disaster response procedures and evacuation protocols
4. **Create preparedness culture** through practical drills and skill demonstrations
5. **Establish documentation** including School Disaster Management Plans (SDMP) and vulnerability assessments

2.2 Secondary Objectives

- Develop confidence and resilience among students and staff
- Establish coordination between schools and emergency response agencies
- Create peer-to-peer learning and knowledge multiplication mechanisms
- Sensitize school leadership on safety infrastructure and non-structural mitigation
- Build links between schools and community disaster management



3. TARGET STAKEHOLDERS

3.1 Direct Participants

- **Students:** All classes (primary to senior secondary), including differently-abled students
- **Teachers and Educators:** Subject teachers, physical education instructors, counselors
- **School Administration:** Principals, vice-principals, office staff
- **Support Staff:** Janitors, security personnel, lab assistants, maintenance workers



3.2 Secondary Stakeholders

- **School Management Committee (SMC)** members and parents
- **Local administration:** District authorities, block officials
- **Emergency response agencies:** Fire services, police, civil defense
- **Health professionals:** Local doctors, ASHA workers, paramedics
- **Community organizations:** RWAs, youth groups, NGOs

4. CORE COMPONENTS OF ONE-DAY PROGRAMME

4.1 Programme Structure

Duration: 08 periods of 40 minutes each with integrated breaks

Total Training Hours: 5 hours 10 minutes of core instruction

Time	Period	Component	Duration
09:00–09:40	1st	Registration & Concept of Safe School	40 min
09:45–10:25	2nd	SDMP & Disaster Vulnerability Analysis	40 min
10:25–10:40	—	Tea Break	15 min
10:40–11:20	3rd	First Aid Practical with Students (Part 1)	40 min
11:25–12:05	4th	First Aid Practical with Students (Part 2)	40 min

12:10–12:50	5th	Fire Safety & Home Safety Practical with Students	40 min
12:50–14:25	—	Lunch Break	95 min
14:30–15:10	6th	Natural Disasters & Management Practical	40 min
15:15–15:55	7th	Evacuation Drill & Emergency Response with Students	40 min
15:55–16:10	—	Tea Break	15 min
16:10–16:50	8th	Hands-on Drill with Students & Evaluation	40 min

4.2 Thematic Areas

SUBJECT 1: Concept of Safe School (Periods 1-2)

Objectives: Establish foundational understanding of school safety components

Key Topics:

- Definition and concept of a "Safe School"
- Guidelines and national policies on school safety (NDMA, NDRF, Government of India)
- Components of School Disaster Management Plan (SDMP)
- Hazard, Vulnerability, Risk, Capacity (HVRC) analysis
- Role and responsibilities of school safety teams:
 - Crisis management team
 - Search and rescue team
 - Medical and first aid team
 - Evacuation and assembly team
 - Communication and coordination team
- Phases of school safety drills (warning, evacuation, assembly, all-clear)
- Drop, Cover, Hold (DCH) method for earthquake safety
- Stop, Drop, and Roll (SDR) technique for fire incidents

Competencies to be Developed:

- Understanding of multi-hazard school environment
- Recognition of designated roles and responsibilities
- Knowledge of institutional preparedness mechanisms

SUBJECT 2: Medical First Aid & Life-Saving Techniques (Periods 3-4)

Objectives: Equip participants with practical first aid skills to manage medical emergencies

Practical Demonstrations and Hands-on Training:

A. Wound and Bleeding Management

- Control of external hemorrhage (severe bleeding) using direct pressure and elevation
- Application of tourniquets and pressure bandages
- Treatment of minor abrasions and lacerations

B. Head Injury Management

- Assessment of head trauma severity
- Stabilization of neck and spine
- Recovery position for unconscious patients
- When to call emergency services

C. Eye Injuries

- Management of extruded (protruding) eyes
- Chemical burn management
- Foreign body removal techniques
- Eye covering and evacuation procedures

D. Impaled Object Management

- Do's and Don'ts when objects penetrate the body
- Stabilization without removal
- Hemorrhage control with impaled object present
- Safe transportation techniques

E. Musculoskeletal Injuries (Dislocations & Fractures)

- Shoulder dislocation stabilization using slings and immobilization
- Pelvic region splinting and support
- Fracture identification and immobilization techniques
- Cervical spine injury precautions

F. Patient Movement and Transfer

- Non-emergency moves: Extremity lift, direct ground lift, assistance walk
- Emergency moves: Shirt drag, shoulder drag, blanket drag, firefighting drag
- Carrying techniques: Cradle carry, piggy-back carry, fireman's carry
- Use of improvised stretchers:
 - Bamboo with rice bag/cloth
 - Blanket or cloth folding method
 - Rope and wooden plank construction
 - Door/rigid surface as stretcher

G. Cardiopulmonary Resuscitation (CPR)

- CPR technique for adults (chest compression and rescue breathing)
- CPR technique for infants (modified technique)
- Use of compression ratios (30:2 compressions to breaths)
- Recovery position and monitoring

H. Foreign Body Airway Obstruction (FBAO)

- Choking recognition and initial response
- Abdominal thrusts (Heimlich maneuver) for adults
- Back blows and chest thrusts for infants
- When to call emergency services
- Post-choking care

Skills Assessment: Each participant will demonstrate proficiency in at least 5 of the above techniques under trainer supervision.

SUBJECT 3: Fire Safety & Home Safety (Period 5)

Objectives: Build awareness and response capacity for fire emergencies and household hazards

A. Fire Safety Basics

- Understanding fire triangle: Heat, Fuel, Oxygen
- Classification of fires:
 - Class A: Ordinary combustibles (wood, paper, cloth)
 - Class B: Flammable liquids (petrol, kerosene, cooking oil)
 - Class C: Electrical fires (appliances, wiring)
 - Class D: Metal fires (magnesium, sodium)
- Fire extinguisher types and appropriate usage (ABCDE powder, foam, CO₂)
- **Stop, Drop & Roll (SDR) technique:**
 - Stop: Do not run
 - Drop: Fall to the ground
 - Roll: Roll on ground to smother flames
- Recognition of smoke alarms and alert systems
- Fire drill procedures and evacuation protocols
- Assembly point identification and accountability

B. Fire Safety at Home and School

- Hazard identification:
 - Electrical hazards (overloaded outlets, frayed wires)
 - Cooking fires and appliance safety
 - Improper storage of flammable materials
 - Fire escape route blockages
- Designated exit identification: At least two exits per room (windows count as secondary exits)
- Meeting spots and assembly areas
- Emergency contact information posting
- Role assignment in emergencies (who alerts authorities, who assists elderly/disabled)

C. Home Safety Planning

- Creating floor plans marking exits, fire extinguishers, and safe zones
- Identifying hazardous zones (near windows, doors, electrical panels)
- Emergency kit preparation (flashlight, batteries, first aid supplies, contact lists)
- Special considerations for vulnerable members (infants, elderly, differently-abled)
- Communication protocols and local emergency numbers
- Seasonal adjustments (monsoon, winter, summer-specific hazards)

Practical Exercises:

- Extinguisher demonstration and mock usage
- Smoke alarm recognition and testing
- Evacuation route walk-through

Fire drill simulation with timed assembly

SUBJECT 4: Natural Disasters & Management

(Period 6)

Objectives: Build disaster-specific knowledge and response competencies for diverse hazard types

A. EARTHQUAKES

Understanding & Monitoring:

- Why earthquakes occur: Movement of tectonic plates
- Magnitude and intensity concepts
- Aftershocks and their characteristics
- Early warning systems and alert mechanisms

Before Earthquake:

- Securing heavy furniture and appliances to walls
- Identifying safe zones in classrooms (under desks, against interior walls)
- Avoiding hazardous locations (near windows, heavy fixtures)
- Knowing emergency contact numbers

During Earthquake:

- **Drop, Cover, Hold (DCH) method:**
 - DROP to the ground immediately
 - COVER head and neck under desk/table or against interior wall
 - HOLD on and protect yourself until shaking stops
- Positioning away from windows, fans, and tall furniture
- If outside: Move to open area away from buildings, power lines
- If in vehicle: Pull over safely, remain inside with seatbelt fastened
- NEVER use elevators during or after earthquake
- If in upper floor: Remain at ground level if evacuation possible

After Earthquake:

- Check for injuries and provide first aid
- Inspect for structural damage, gas leaks, electrical hazards
- Expect aftershocks and remain vigilant
- Follow official evacuation orders
- Reunification procedures (meeting parents/guardians at designated points)

Practical Demonstration:

- DCH technique practiced in various indoor scenarios
- Identification of safe vs. unsafe zones in school building
- Simulated aftershock response

B. HEAT WAVES

Understanding & Recognition:

- Definition: Abnormally high temperatures persisting for multiple days
- Temperature thresholds by region (typically $>40^{\circ}\text{C}$ in plains)
- Health impacts: Heat exhaustion, heat stroke, dehydration
- Vulnerable populations: Children, elderly, outdoor workers

Prevention & Preparedness:

- Hydration: Regular water intake (not waiting for thirst signal)
- Appropriate clothing: Light-coloured, loose-fitting cotton garments
- Sun protection: Caps, umbrellas, sunscreen (SPF 30+)
- Avoiding peak heat hours (12:00 PM to 4:00 PM)
- Staying indoors in air-conditioned or well-ventilated spaces when possible
- Creating cool zones in schools (shade areas, water stations)

Response During Heat Wave:

- Recognition of heat exhaustion symptoms (dizziness, nausea, weakness, headache)
- Recognition of heat stroke symptoms (high temperature, confusion, unconsciousness)
- First aid: Move to cool location, apply cool water, provide electrolyte solutions
- Mandatory medical attention for suspected heat stroke
- Cancellation or postponement of outdoor activities during peak hours
- Extra supervision for outdoor sports and activities

School-Specific Measures:

- Heat action plan with clear protocols
- Water and electrolyte availability in classrooms
- Modified schedule during extreme heat (early school hours, extended breaks)
- Outdoor activity restrictions during peak heat
- Awareness of students taking medications affecting heat tolerance

C. COLD WAVES

Understanding & Recognition:

- Definition: Sudden drop in temperature below normal seasonal levels
- Duration: Typically, 2-5 consecutive cold days
- Health impacts: Hypothermia, frostbite, respiratory illnesses
- Risk factors: Inadequate clothing, outdoor exposure, wet conditions

Prevention & Preparedness:

- Layered warm clothing: Thermal inner wear, sweaters, jackets
- Coverage of extremities: Gloves, socks, scarves, hats
- Reducing outdoor exposure time
- Ensuring adequate heating systems in classrooms
- Proper ventilation while maintaining warmth (avoiding stuffiness leading to illness)
- Avoiding touching metal objects with bare skin (risk of instant freezing)

Response During Cold Wave:

- Recognition of hypothermia symptoms: Shivering, confusion, slurred speech, drowsiness
- Recognition of frostbite: Numbness, color change (white/blue skin), blistering
- First aid: Gradual rewarming (not rapid), removal of wet clothing, warm non-alcoholic beverages
- Seeking medical help for suspected frostbite or severe hypothermia
- Modifications to outdoor activities

School-Specific Measures:

- Cold weather policy: Reduced outdoor play, covered play areas
- Adequate heating in classrooms and common areas
- Provision of warm meals and drinks
- Special attention to children from low-income backgrounds lacking warm clothing

- Parent communication about appropriate clothing

D. CYCLONES

Understanding & Monitoring:

- Definition: Rotating storms with strong winds (sustained >62 km/h) and heavy precipitation
- Characteristics: Storm surge, rainfall, wind damage, landslides
- Indian Meteorological Department (IMD) warning system:
 - Green alert: Minimal impact expected
 - Yellow alert: Significant impact possible, advisory issued
 - Orange alert: Heavy impact, warning issued
 - Red alert: Extremely severe impact, emergency measures recommended
- Tracking and forecast updates from official sources

Before Cyclone:

- Securing loose objects outdoors (garbage bins, flowerpots, signboards)
- Strengthening doors and windows
- Preparing emergency kit: Torch, batteries, drinking water, first aid, medications
- Stocking non-perishable food items
- Knowing evacuation routes and assembly points
- Checking structural integrity of school building
- Securing or removing temporary structures (sheds, temporary classrooms)

During Cyclone:

- Staying indoors, away from windows and doors
- Avoiding basements (flooding risk) and upper floors (wind exposure)
- Huddling in interior rooms or corridors (strongest structural areas)
- Keeping emergency kit readily accessible
- Monitoring official weather alerts and evacuation orders
- NOT attempting to go outdoors or travel
- Keeping children calm with activities and reassurance

After Cyclone:

- Assessing damage before moving around
- Avoiding fallen power lines and debris
- Checking on neighbors and community members

- Following official re-entry announcements
- Documenting damage for insurance and relief purposes

School-Specific Measures:

- Early closure when warnings issued
- Shelter provision for staff/students if stranded
- Supply of emergency provisions
- First aid readiness for wind-related injuries
- Communication with parents/guardians on status

E. LIGHTNING & THUNDERSTORMS

Understanding & Recognition:

- Lightning: Giant electrical spark (10,000+ times hotter than sun surface)
- Thunder: Sound wave from lightning (travels slower than light; sound delay = distance indicator)
- Season and time: More frequent during monsoon and afternoon/evening hours
- Striking potential: Anywhere storms are overhead

Prevention & Preparedness:

- Monitoring weather forecasts for storm warnings
- Identifying safe zones: Interior rooms, away from windows and metal objects
- Avoiding outdoor activities when thunder heard ("When thunder roars, go indoors")
- Proper grounding of electrical systems in school buildings
- Surge protection for sensitive equipment

Before Storm:

- Bringing outdoor activities indoors
- Closing windows and doors
- Avoiding open fields, playgrounds, hilltops
- Removing students from water bodies (swimming pools, ponds)
- Securing outdoor equipment

During Thunderstorm:

If Indoors (Safest Option):

- Stay inside, away from windows and doors
- Avoid contact with electrical equipment, plumbing, metal fixtures
- Turn off non-essential electrical appliances
- Unplug sensitive equipment if possible
- Avoid use of mobile phones and cordless phones (wait 30 minutes after storm)

If Caught Outdoors (Cannot Reach Building):

- Move to lowest point possible (avoid hilltops)
- Crouch low with feet together (minimizing ground contact)
- Do NOT lie flat (increases body contact with ground)
- Do NOT stand under trees or near tall structures
- Move away from metal poles, fences, goal posts
- Avoid standing in open fields or near water
- Stay away from bicycles and motorcycles
- If group, spread out (at least 15 meters apart)

If Indoors & Lightning Strikes Building:

- Lightning may travel through wiring and plumbing
- Move to interior rooms and basement (if safe from flooding)
- Avoid contact with conductive paths
- Wait minimum 30 minutes after last lightning/thunder

After Thunderstorm:

- Check for fire hazards caused by lightning strikes
- Assess structural damage
- Verify electrical and water systems functioning
- Seek medical attention for anyone affected

First Aid for Lightning Strike Victims:

- CPR if unconscious/no breathing (lightning can stop heart)
- Treatment of burns (entry and exit wounds may occur)
- Assessment for internal injuries and fractures
- Immediate emergency services activation

School-Specific Measures:

- Storm warning protocols and activity suspension procedures
- Parent communication on early closure if necessary
- Lightning protection systems on building (grounding, surge protection)
- Staff training on lightning first aid
- Emergency shelter capacity and supplies

4.3 Integrated Practical Sessions

SUBJECT 5: Evacuation Drill & Emergency Response (Period 7)

Objectives: Conduct full-scale evacuation practice with team coordination and documentation

Components:

A. Briefing on Building Evacuation Plan

- Designated exits (minimum 2 per floor/block)
- Evacuation routes marked and accessible
- Assembly points identified (safe distance from building)
- Accessibility for differently-abled students and staff

B. Formation of School Safety Teams

1. Crisis Management Team (CMT):

- Principal/Head of Institution (Team Leader)
- Senior staff members
- School safety coordinator
- Responsibility: Decision-making, liaison with authorities, crisis communication

2. Search and Rescue Team:

- Physically fit teachers and senior staff
- Maintenance workers familiar with building layout
- Responsibility: Account for all occupants, locate trapped/missing persons

3. Medical and First Aid Team:

- Teacher with first aid certification
- School nurse/health worker if available
- Trained paramedics from community if available
- Responsibility: Providing first aid, triage, medical coordination

4. Evacuation and Assembly Team:

- Teachers assigned to each classroom/area
- Senior students as class monitors
- Responsibility: Guiding evacuees, ensuring orderly movement, maintaining class order at assembly point

5. Communication and Coordination Team:

- Admin staff
- Office assistants
- Responsibility: Activating alarm systems, notifying authorities, maintaining communication with emergency services, documentation

6. Special Needs Assistance Team:

7.

- Teachers of differently-abled students
- Support staff trained in assistance techniques
- Responsibility: Assisting students with mobility, visual, or hearing impairments

C. Evacuation Drill Execution

- Initiation signal (alarm, announcement, whistle)
- Evacuation from classrooms following marked routes
- Orderly movement without rushing or crowding
- Checking all areas (toilets, offices, common spaces)
- Assembly at designated points
- Roll call and accountability
- "All Clear" signal after accounting for all persons
- Debrief and discussion of drill performance

D. Timing and Performance Metrics

- Target evacuation time: 5-10 minutes depending on school size
- Documentation of actual evacuation time
- Identification of bottlenecks or areas of concern
- Recording of lessons learned

E. School Disaster Management Plan (SDMP) Review

- Presentation of school's existing SDMP (if available)
- Discussion of plan components:
 - Hazard and vulnerability assessment
 - Response procedures for each hazard type
 - Emergency contact database
 - First aid and medical response procedures
 - Communication protocols
 - Recovery and rehabilitation procedures

F. Hazard, Vulnerability, Risk, Capacity (HVRC) Analysis

- Identification of probable hazards in school location
- Assessment of school building vulnerability to hazards
- Evaluation of existing capacities (trained staff, equipment, procedures)
- Identification of gaps and remedial measures needed
- Action planning for risk reduction

SUBJECT 6: Hands-on Drill & Practical Skills Consolidation (Prd 8)

Objectives: Reinforce learning through practical application and skills verification

Activities:

A. Station-Based Drills: Participants rotate through activity stations demonstrating mastery:

- **Station 1 (Rescue & Lift):** Demonstrate proper lifting, moving, and improvised stretcher construction
- **Station 2 (First Aid):** Apply bandaging, perform CPR on manikin, demonstrate tourniquet application
- **Station 3 (Fire Safety):** Identify fire extinguisher types, demonstrate proper usage, perform Stop-Drop-Roll
- **Station 4 (Evacuation):** Demonstrate Drop-Cover-Hold, practice designated assembly point movement
- **Station 5 (Disaster Response):** Identify hazards in provided scenario, describe appropriate response

B. Scenario-Based Responses Teams respond to simulated emergency scenarios:

- Scenario 1: Earthquake with multiple casualties
- Scenario 2: School fire requiring immediate evacuation
- Scenario 3: Heat wave requiring emergency medical response
- Scenario 4: Cyclone warning requiring shelter-in-place and supplies distribution

C. Communication and Coordination Drill

- Activation of emergency alert system
- Parent notification procedures
- Liaison with emergency services
- Media and public information management
- Documentation and record-keeping

D. Skills Verification & Certification

- Trainer observation and assessment of participant competencies
- Issuance of participation certificates
- Identification of individuals requiring additional training
- Creation of school's trained disaster response roster

5. ROLES AND RESPONSIBILITIES

5.1 Pre-Programme Responsibilities

School Administration:

- Nominating school contact person and team leaders
- Identifying 3-5 lead trainers from staff for Train-the-Trainer module
- Providing school building layout and key information
- Ensuring adequate space, water, and sanitation facilities
- Communicating programme details to parents/guardians
- Preparing students for drills and training

Implementing Agency (NDRF/NGO/Government):

- Finalizing schedule and logistics
- Preparing training materials and demonstration equipment
- Deploying experienced trainers
- Arranging for mock casualty actors if available
- Coordinating with local emergency response agencies (fire, police, ambulance)

5.2 During-Programme Responsibilities

Master Trainers:

- Delivering content according to syllabus
- Ensuring hands-on practice and skill development
- Maintaining discipline and focus
- Providing constructive feedback to participants
- Recording attendance and participation

School Team Leaders:

- Assisting trainers in classroom management
- Leading their respective functional teams during drills
- Ensuring safety during practical sessions
- Documenting exercises and outcomes
- Addressing local questions and contextual issues

Participants (Students, Teachers, Staff):

- Active engagement in all sessions
- Practicing skills with seriousness
- Following trainer instructions and safety protocols
- Participating fully in evacuation drills
- Taking responsibility during team assignments

5.3 Post-Programme Responsibilities

School Administration:

- Consolidating and filing all training materials and certificates
- Establishing school disaster management committee if not existing
- Initiating or updating School Disaster Management Plan (SDMP)
- Planning regular mock drills (minimum quarterly)
- Conducting Train-the-Trainer for staff unable to attend main session
- Integrating disaster management into school curriculum where possible

Lead Trainers (Staff):

- Conducting follow-up training for absent staff/students
- Leading monthly disaster management awareness activities
- Organizing termly mock drills
- Maintaining equipment and first aid kits
- Recording drills and maintaining documentation

Implementing Agency:

- Providing technical support and monitoring
- Collecting feedback and conducting impact assessments
- Providing supplementary training/clarification as needed
- Facilitating linkage with emergency response agencies for sustained support

6. RESOURCE REQUIREMENTS

6.1 Human Resources

- **School Principal or Head of School:** Serves as the primary nodal officer responsible for overseeing the School Disaster Management Plan (SDMP), coordinate with teachers, students, parents, and local disaster authorities to foster a whole school safety approachs
- **Master Trainers:** 2-3 experienced facilitators with disaster management expertise
- **Support Staff:** 1-2 assistants for demonstrations and logistics
- **Local Coordinators:** School focal persons and team leaders
- **Mock Casualty Actors:** 3-5 individuals (ideally community/school volunteers) to simulate injured persons during drills

6.2 Equipment and Materials

Demonstration Equipment:

- First Aid Kit (complete with bandages, tourniquets, CPR manikin)
- Fire Extinguishers (ABC powder, foam types) – minimum 3 units
- Stretchers (rigid and cloth) – 4-5 units
- Rope, bamboo, rice bags, blankets for improvised stretcher construction
- Casualty simulation equipment (artificial blood, makeup)
- Dummy for CPR demonstration

Training Materials:

- Printed handouts on all subjects (multi-language if required)
- Posters on emergency procedures and hazard warnings
- School Disaster Management Plan template and HVRC analysis form
- Participant workbooks/notepads
- Certificates of participation

Facilities & Infrastructure:

- Open ground or outdoor space for drills (minimum 40m x 30m)
- Indoor classroom for theory sessions (with capacity for 100+ participants)
- Toilet and water facilities
- First aid and emergency response equipment

6.3 Materials Budget Estimate (Disaster Training Aid Kit Components)

S/N	Nomenclature	Qty	Rate (Rs)	Amount
1	Blood Pressure Cuff Adult with Dial	1	825	825
2	Pocket Masks (CPR)	1	810	810
3	Dressing Abdominal 7½"	5	40	200
4	Glasses Eye Protection	10	179	1,790
5	Dressing Multi Trauma 12"X3"	2	300	600
6	Scissors Paramedical	1	180	180
7	Stethoscope	1	550	550
8	Sponge Sterile 4"x4"	5	24	120
9	Tape Dermal Cloth 1"	2	90	180
10	Tape Dermal Cloth 2"	2	95	190
11	Band Aid 1"x3" (packets)	1	260	260
12	Bandage Cling 6" (5M roll)	5	19	95
13	Bandage Cling 3" (5M roll)	5	14	70
14	Bandage Triangular 40"x40"	5	68	340
15	Cup Paper Hot/Cold 8 ounce	5	60	300
16	Tongue Depressor	1	60	60
17	Gloves Sterile Latex Medium	15	47	705
18	Gloves Sterile Latex Large	15	55	825
19	Gloves Sterile Latex XL	15	30	450
20	Bandage Elastic 3" Ace	2	150	300
21	Bandage Elastic 6" Ace	2	150	300
22	CD & Pen Drive (DM Information Material)	1 CD + 1 PD	500	500
23	IMHR Display Charts (Skeleton/Brain/Heart)	25	50	1,250
24	DM Kit Bag	1	1,100	1,100
25	Cervical Collar (Set)	1	600	600
26	Foldable Stretcher	1	1,500	1,500
27	Cap	12	35	420
28	Gauge (Plastic)	12	40	480
TOTAL				15,000

Table 3: Complete List of Disaster Training Aid Kit Components

Items to be Distributed to Children

S/N	Nomenclature	Quantity	Rate (Rs)	Amount
1	Pamphlets on Disaster Management, Refreshment & Incidental Expenses	~200 students	25	5,000
TOTAL				5,000

Table 4: Items for Student Distribution

Important Note: The Disaster Aid Kit should be handed over to the Head of School/Principal after demonstration, and a Certificate of Receipt should be obtained.

8. PRE - TRAINING PREPARATION CHECKLIST

7.1 Before of Programme

- Finalize venue, circulate layout, conduct site recon (routes, hazards)
- Form safety teams, assign roles, identify, register mock casualties
- Order materials
- Notify staff and parents formally
- Pre-meeting with leadership and team leads
- Deliver store materials and test equipment (extinguishers, manikins, alarms)
- Prepare registers and evaluation forms
- Final venue walkthrough (classrooms, demos, refreshments)
- Verify registration, materials, brief staff and final equipment check

7.2 Morning of Programme

- Arrive 1 hour early for final setup and troubleshooting
- Conduct trainer briefing (15 minutes)
- Test all audio-visual equipment if used
- Ensure first aid kit is accessible and full
- Verify emergency contact details are updated
- Position support staff at their assigned stations

8. PROGRAMME DELIVERY GUIDELINES

8.1 Effective Facilitation

Trainer Competencies:

- Subject matter expertise in disaster management
- Demonstrated practical skills in first aid and rescue techniques
- Ability to explain complex concepts in simple, local language
- Patience and empathy when working with children
- Capacity to manage group dynamics and maintain engagement
- First aid and CPR certification current and valid

Engagement Strategies:

- Use question-answer sessions to assess understanding
- Demonstrate skills before asking participants to practice
- Practice with supervision and constructive feedback
- Use real examples and local context to build relevance
- Incorporate storytelling about actual disaster experiences
- Allow adequate time for participant practice and questions
- Celebrate good performance and provide encouragement

Classroom Management:

- Establish clear expectations for behavior and safety
- Maintain discipline while keeping tone positive
- Break long sessions with energizers and movement
- Ensure physical space allows all to see and participate
- Manage practical sessions safely with proper supervision
- Keep activities on schedule while allowing flexibility for engagement

8.2 Safety During Training

- All practical sessions conducted under direct trainer supervision
- Proper first aid kit and emergency medical personnel present
- Demonstration of proper technique before hands-on practice
- Adequate space to prevent collision or trip hazards
- Mock casualty makeup used without actual injury
- CPR practiced only on manikins (not on live participants)
- Fire extinguisher demonstration in controlled setting without actual fire
- Clear communication of safety protocols before each activity

8.3 Inclusion and Accessibility For Differently-Abled Students:

- Assessment of specific needs (mobility, visual, hearing, cognitive)
- Modification of techniques to accommodate disabilities
- Buddy system pairing with peer or trainer
- Alternative assessment methods if standard activities not feasible
- Recognition that persons with disabilities bring valuable perspectives

For Multilingual Populations:

- Training materials in regional languages when possible
- Bilingual trainers or translators if available
- Use of diagrams, demonstrations, and visual learning aids
- Simplified language avoiding jargon
- Repetition and clarification of key concepts

For Various Learning Styles:

- Visual: Use diagrams, videos, live demonstrations
- Auditory: Explanations, discussions, recordings
- Kinesthetic: Hands-on practice, drills, movement-based activities
- Mix all three modalities throughout the programme

9. DOCUMENTATION

9.1 School Documentation

School-Level Records to be Maintained:

Training Records:

- Copy of programme plan and syllabus
- Attendance register (staff and student)
- Trainer qualifications and certifications
- Training material copies
- Photographic documentation
- Evaluation forms and feedback

School Disaster Management Plan (SDMP):

- Building layout with exits, assembly points, hazards marked
- Team composition and role assignments
- Emergency contact list (internal and external)
- Hazard vulnerability analysis
- Response procedures for each hazard type
- Communication protocols
- Mock drill schedule and records
- Recovery and rehabilitation procedures

Regular Drill Records:

- Mock drill schedule
- Evacuation drill records (date, time, participants, duration)
- Issues observed and corrective actions
- Photographic/video documentation where possible
- Lessons learned and plan updates

10. CHALLENGES AND MITIGATION STRATEGIES

Challenge	Impact	Mitigation Strategy
Limited physical space in school	Difficulty in organizing large drills, insufficient training area	Utilize multiple sessions, outdoor areas, involve student batches sequentially
Overcrowded classrooms	Unsafe evacuation, difficulty in supervision	Practice evacuation in stages, assign clear roles to support staff
Lack of equipment/resources	Reduced effectiveness of practical training	Use improvised materials (ropes, blankets, bamboo), focus on technique over equipment
Trainer unavailability/gaps	Incomplete or compromised training delivery	Develop ToT programme early, identify backup trainers from community
Students' low attention span	Reduced knowledge retention, engagement issues	Use varied teaching methods, interactive sessions, field activities
Language barriers	Communication gaps, reduced comprehension	Use visual aids, demonstrations, multilingual materials where possible
Parental resistance to drills	Non-compliance, reduced effectiveness	Conduct orientation meetings, explain benefits, invite parent participation
Teacher time constraints	Reduced participation, teacher competing priorities	Conduct training during school hours, minimize disruption to academic schedule
Maintenance of records	Loss of important documentation	Maintain both digital and physical copies, designate record custodian
Sustaining long-term practice	Decay of skills and awareness over time	Regular drills, refresher training, integration with curriculum

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PART-B

COMMUNITY AWARENESS PROGRAMME (CAP)

1. INTRODUCTION: THE DOCTRINE OF COMMUNITY RESILIENCE

The NDRF operates under the motto "**Aapda Seva Sadaiv Sarvatra**". India's diverse geography, with its Himalayan seismic belts, 7,516 km cyclone-prone coastline, and flood-prone plains, demands a decentralized disaster response. The Community Awareness Programme (CAP) is a strategic force multiplier, turning citizens into potential lifesavers. By bridging the "Time-Distance" gap, CAP ensures communities can respond effectively during disasters, reducing damage and saving lives.

The community is a crucial entity in disaster management, often facing the initial impact of disasters. Specialized response teams are rarely nearby, emphasizing the need for community-based disaster management and emergency response systems. Educating and training communities empowers them to mitigate hazards and respond effectively.

Creating awareness among the community through education, training and information dissemination can empower them to cope with hazard specific mitigation strategies.

2. AIM

To institutionalize a standardized, professional, and high-impact methodology for NDRF units to conduct Community Awareness Programmes. This SOP ensures that every citizen trained by the NDRF receives a uniform quality of instruction, enabling them to act as effective First Responders during the critical initial phase of any disaster.

3. OBJECTIVES

- Educate communities on Hazard, Vulnerability, Risk, and Capacity (HVRC) mapping.
 - Equip participants with tactical skills: CPR, Basic knots (rope rescue techniques), and Fire Extinguisher use.
 - Promote low-cost, improvised rescue techniques using local resources.
 - Popularize digital early warning systems: Sachet and Damini apps.
 - Raise disaster awareness and response readiness.
 - Empower communities to take self-action.
 - Reduce disaster impact.
 - Foster self-help groups for disaster response.
 - Build community confidence.
 - Enhance coordination among disaster management agencies.
- Leverage local resources for rescue and relief operations

4. PURPOSE AND SCOPE

4.1. Purpose

- **Democratize Rescue Skills:** Simplify rescue processes, making them accessible to everyone.
- **Reduce Casualties:** Provide immediate Basic Life Support (BLS) to stabilize victims and lower mortality rates.
- **Build Institutional Memory:** Train local volunteers to become trainers, creating a sustainable knowledge base.

4.2. Scope

This SOP applies to all NDRF Battalions and Regional Response Centres, covering:

- **Standalone CAPs (Community Awareness Programs):** Targeted village/school drives
- **Component CAPs:** Awareness sessions during FAMEX (Familiarization Exercises)
- **Mass CAPs:** Public awareness campaigns during major events like Kumbh Mela and Rath Yatra.

5. CLASSIFICATION OF COMMUNITY AWARENESS PROGRAMMES

The CAPs are categorized into four types to tailor training intensity:

Type I: Institutional CAP (School/College/Office)

- **Focus:** Evacuation protocols, "Drop-Cover-Hold" drills, and Go-Bag assembly
- **Methodology:** Classroom-style theory followed by playground drills

Type II: Rural/Community CAP (Village Level)

- **Focus:** Flood safety, improvised floating aids, snake bite management, and LPG safety
- **Methodology:** Large-scale outdoor demonstrations in villages

Type III: Specialized Stakeholder CAP (Aapda Mitra/NYKS/NCC)

- **Focus:** Advanced Search and Rescue (SAR), Medical First Response (MFR), and coordination with NDRF
- **Methodology:** High-intensity, multi-day training modules

Type IV: Industrial/CBRN Awareness (Specialized Zones)

- **Focus:** Chemical, Biological, Radiological, and Nuclear (CBRN) hazards awareness near industrial areas
- **Methodology:** Specialized lectures on decontamination and shelter-in-place procedures.

6. CLASSIFICATION AND APPROVALS

- **Unit Level:** The Unit Commandant may approve Community Action Plans (CAPs) within the unit's designated Area of Responsibility (AOR), ensuring alignment with local needs and priorities.
- **Force Level:** NDRF Headquarters approves national-level campaigns that require inter-unit movement or coordination, providing strategic oversight and resource allocation.
- **Administrative Requirement:** All CAPs, regardless of level, must be documented and logged in the Monthly Progress Report (MPR) submitted to NDRF HQ, ensuring transparency and monitoring of progress.

7. RESPONSIBILITIES:

A typical Community Action Plan (CAP) is a low-cost initiative, but it requires financial discipline to ensure effective implementation. The budget would cover essential components such as:

- **Consumables:** Bandages, training ropes, and fire extinguisher refilling, which are crucial for conducting training sessions and ensuring preparedness.
- **IEC Material:** Printing pictorial Do's & Don'ts to disseminate important safety information to the community.
- **Administrative Expenses:** Minor costs for banners and PA system maintenance to facilitate effective communication and organization of events.

8. WHEN TO CONDUCT COMMUNITY AWARENESS PROGRAMME?

NDRF conducts Community Awareness Programmes:

- As per the pre-decided annual calendar and unit targets, ensuring a systematic approach to community engagement.
- i. **On direction from:**
 - Central Govt. authorities, prioritizing national initiatives and priorities.
 - Zonal HQs and NDRF HQ, New Delhi, aligning with regional and national objectives.
- ii. **On request from:**
 - Govt./Private educational institutions, fostering awareness and preparedness among students.
 - State Govt./District authorities, supporting local disaster management efforts.
 - As a special drive/initiative, capitalizing on opportunities to promote community awareness and resilience.

9. CONSIDERATIONS FOR CONDUCT OF CAP:

When conducting CAPs, units may consider the following guidelines to ensure effective execution:

- Conduct CAPs as per the annual training calendar, in close coordination with state and district authorities; inform Zonal HQs and HQ DG NDRF to ensure alignment and oversight.
- Conduct CAPs during FAMEx and Mock Exercises; report progress to Zonal HQ/NDRF HQ and maintain accurate stakeholder data for future reference.
- Consider requests from educational institutions based on unit commitments, distance, and financial implications; escalate to NDRF HQ if additional resources or approvals are needed.
- **CAP duration:** typically, 1 day, extendable to 2-3 days based on specific requests and unit commitment, ensuring optimal utilization of resources.

10. POINTS TO CONSIDER WHILE CONDUCTING COMMUNITY AWARENESS PROGRAMMES FOR EDUCATIONAL INSTITUTIONS:

Following factors should be considered before conducting CAPs for Schools/Educational institutions on their requisition: -

- Commandants shall plan CAP in their AOR as per the vulnerability profiling, covering communities which are more vulnerable and least approached/cut-off from main stream.
- Planning should also cover all schools in the AOR with adequate strength, specifically targeting students of class 8 and above.
- To reduce the expenses, CAPs should be planned in conjunction with Operational Deployments such as pre-monsoon deployment, Mock Ex, FAMEx or any other scheduled unit activities.
- Prior intimation with all relevant details should be given to District authorities regarding CAP by requisitioning institution.
- In sensitive areas, the NDRF shall conduct Community Awareness Programme only after ensuring proper security measure by State Administration.

11. PREPARATION BEFORE CONDUCT OF COMMUNITY AWARENESS PROGRAMME

In order to plan and execute the Community Awareness Programme in an utmost professional manner by each Battalion, following planning and preparation shall be done.

- Proper selection of qualified Officers/SOs & team members for participation in Community Awareness Programme.
- Selection of required equipment, tools and stores as per plan of CAP.
- Selection of instructors, and prior rehearsal of CAP.
- Topics for conduct of Community Awareness Programme shall be selected based on Hazard, Vulnerability, Risks and Capacity (HVRC) analysis.
- Prepare or obtain a list of members and authorities who are participating in Community Awareness Programme.
- Proper coordination should be ensured for maximum benefit of participants.
- Safety and security of all participants should be ensured.
- Adequate Information Education Communication (IEC) material/pamphlets should be distributed in targeted community/institutions.
- Appropriate banners should be placed for better understanding of the CAP activities.
- Conduct of each member of NDRF should be exemplary.

12. PLANNING METHODOLOGY: THE PRE-EXECUTION AUDIT

A CAP is only as good as its preparation.

12.1. Site Reconnaissance (The 72-Hour Rule)

The Team Commander may visit the area before CAP to gather information and meet local authorities. If a visit isn't feasible, alternatives include telephone discussions, photographs, Google map images, and videos for analysis and planning.

- **Physical Layout:** Where will the "Skill Stations" be placed?
 - **Note:** Skill Stations are designated stations where specific rescue techniques such as CPR, improvised rafts, hands-on practice on soft tissue injury prevention, preventive measures and demonstrations on choking incidents and other related MFR/CSSR activities are demonstrated to small groups simultaneously, ensuring better understanding and hands-on practice for the participants.
- **Acoustics:** Is a PA system sufficient, or is a stage required?
- **Local Hazards:** Identify if the area has a history of lightning, floods, or earthquakes.

12.2. Stakeholder Liaison

A formal letter must be sent to the District Magistrate (DM). The DM's office must mobilize the following:

- **Government Staff:** Gram Sevaks, BDOs, DDMO.
- **Frontline Workers:** Gram Panchayat members Aapda Mitra, NSS, NCC, NYKS, etc.
- **Youth Leaders:** Sarpanches, local club presidents, volunteers. Ex - defence personnel.

13. COMMAND, CONTROL, AND MANPOWER

To ensure a high Instructor-to-Student ratio, the manpower requirements are defined as follows:

13.1. The "Tactical Five" (Standard Team)

- 01 x Team Commander (Inspector/SI): Acts as the Tactical Lead and Primary Liaison, overseeing the entire operation.
- 03 x Master Rescuers: These are subject matter experts, with one expert each for Medical First Response (MFR), Search and Rescue (SAR), and Fire/Improvisation.
- 01 x Admin/Logistics Support: Responsible for managing stores, photography, and operating the PA system.

13.2. The "Strategic Ten" (Extended Team)

This team is utilized for gatherings exceeding 500 participants and includes an additional Safety Officer to prevent injuries during hands-on practice and ensure overall safety.

14. METHODOLOGY:

The Community Awareness Programme for the targeted community, including schools and colleges, can be conducted in 02 phases under the guidance of the Unit Commandant. The programme aims to empower the community with disaster preparedness knowledge and skills, enhancing their resilience and response capabilities.

Phase 1: Co-ordination Meeting and Assessment of Community's Requirements

The co-ordination meeting can be held with stakeholders, community leaders, and local authorities to delineate the objectives and scope of the Community Awareness Programme. The following points can be discussed:

- Scope of the programme (topics to be covered, target group, number of participants, and their level)
- Participation of sister agencies/stakeholders, their capabilities, manpower, and available resources
- Community Disaster Management Plan, their preparation level, and capability
- Date, venue, space, and training aids for the programme
- Media involvement for coverage and dissemination of information
- Arrangements for differently abled participants, including co-ordination with District authorities
- Prior information to the locality for greater participation and learning
- Identification of resource persons and facilitators for the programme

Phase 2: Execution of Community Awareness Programme

- Inform community leaders/institution heads in advance to gather participants at a predefined place
- Brief participants about hazard profiling of the area, emphasizing local risks and vulnerabilities
- Encourage participants to remain prepared to mitigate disaster impacts
- Cover community-based disaster preparedness activities for pre-disaster, during-disaster, and post-disaster phases

Pre-Disaster Phase Awareness

- Orient the community towards potential disasters (types, likelihood, and impact)
- Identify and utilize community resources (schools, primary health centres, cyclone shelters, communication facilities, roads, and skilled individuals)
- Assess risks and vulnerabilities; plan preparedness measures for physical structures and vulnerable sections (women, children, physically challenged, elderly)
- Allocate resources and distribute responsibilities among officials, departments, Panchayat, NGOs, CBOs, etc.
- Define community roles in handling disasters and introduce disaster alert apps (e.g., Central Govt.'s disaster management apps)

During-Disaster Awareness

- Train community people and volunteers in organizing search, rescue, and evacuation activities
- Provide shelter, water, sanitation, medical services, and fodder for animals
- Clear debris, move injured to health centres, and dispose of dead bodies safely
- Assess damage and report to disaster management agencies and administration

Post-Disaster Phase Awareness

- Assess damage, identify victims, and report to authorities
- Plan restoration (agriculture, equipment, boats, fishing nets, etc.)
- Social rehabilitation (strengthen health centres, schools, Anganwadi's, community centres, vocational training, psychological counselling).

15. EXECUTION PROTOCOL: THE 8-STEP PEDAGOGY

To follow the "EDP" (Explanation, Demonstration, Practice) model to ensure effective community engagement and skill transfer. The 8-step pedagogy is designed to maximize learning outcomes and community participation.

Step 1: The Intro

Explain the concept of the "Golden Hour" and the critical role of the NDRF in disaster response. Set the context for the training and highlight the importance of community involvement in disaster preparedness.

Step 2: HVRC Brief

Discuss local risks and vulnerabilities, using examples such as "Why this village floods every year". Encourage community members to share their experiences and concerns, fostering a sense of ownership and responsibility.

Step 3: Master Demo

Rescuers perform a professional, timed rescue demonstration, showcasing techniques and best practices. This step sets the standard for the skills to be learned and demonstrates the expertise of the NDRF team.

Step 4: Squad System

Divide the crowd into 3 or 4 "Squads" (MFR, SAR, Fire, Tech), each focusing on a specific skill set. This approach enables targeted training and facilitates hands-on practice.

Skill Station Rotation

Rotate the Squads through the following stations:

- **Station 1:** MFR - Hands-on CPR and Choking management training, emphasizing life-saving techniques.
- **Station 2:** SAR & Ropes - Tying the Bowline and Reef knots, essential for search and rescue operations.
- **Station 3:** Fire & Improvisation - Using ABC extinguishers and making rafts from bottles, promoting creative problem-solving.

Step 5: Simulation Drill

Conduct a short mock scenario (e.g., "The building is shaking, evacuate!"), applying the skills learned. This step reinforces learning and builds confidence.

Step 6: Digital Integration

Ensure every smartphone installs Sachet and Damini apps, providing access to critical emergency services and information.

Step 7: The Debrief

Gather feedback, address questions, and reinforce key takeaways. Encourage community members to share their experiences and suggestions.

Step 8: Closing

Conclude the training, emphasizing the importance of community engagement and disaster preparedness. Provide contact information and resources for further support.

16. VEHICLE AND TRANSPORT REQUIREMENTS

The CAP team must be 100% self-sufficient for 24-48 hours, with adequate transportation and equipment to respond effectively to emergencies. The required vehicles include:

- 01 x Light Vehicle (LV): Designated for command and reconnaissance purposes, equipped with necessary communication gear and personnel.
- 01 x Medium/Heavy Vehicle: Dedicated to carrying the "CAP Store" (equipment) and rescuers, ensuring timely deployment of resources.
- POL (Petrol, Oil, Lubricants): Budgeted from the unit's annual allotment, ensuring uninterrupted operations.

17. BUDGETARY REQUIREMENTS

A typical CAP is low-cost but requires financial discipline.

- Consumables: Bandages, training ropes, and fire extinguisher refilling.
IEC Material: Printing pictorial Do's & Don'ts.
- Administrative: Minor costs for banners and PA system maintenance.

18. STORE (EQUIPMENT) REQUIRED TO CARRY

The Team Commander must sign off on the following essential equipment, ensuring the CAP team is adequately prepared for disaster response:

i. Medical Equipment:

- CPR Mannequins (Adult/Infant) for training and demonstration
- Spine boards for immobilization and transportation
- Splints for fracture management
- MFR Bag with basic medical supplies

ii. Rescue Equipment:

- Ropes and Carabiners for search and rescue operations
- Harnesses and Pulleys for technical rescue

iii. Improvised Kit:

- 2L bottles and Jerry cans.
- Bamboo and Blankets for shelter and support
- Metal pitchers.

iv. Fire Equipment:

- ABC Extinguishers for fire suppression
- Metal buckets for water carrying
- Fire blankets for protection

v. Audio-Visual Equipment:

- Megaphones for communication
- Banners for visibility
- Digital App leaflets for information dissemination

19. TIME PLAN (ILLUSTRATIVE 5-HOUR INTENSIVE CAP)

Time	Phase	Activity
08:30-09:00	Mobilization	Site setup & equipment display prepare the venue, arrange equipment, and ensure all logistics are in place.
08:30-09:00	Mobilization	Site setup & equipment display prepare the venue, arrange equipment, and ensure all logistics are in place.
09:00-09:30	Theory session	Local hazard awareness & G-Bag lecture, focusing on community- specific risk and vulnerabilities.
09:30 – 10:15	Demo	NDRF professional demonstration showcasing rescue techniques, equipment usage, and best practices.
10:15 – 12:30	Practical	Squad rotations (Mandatory hands-on) for MFR, SAR, Fire, and Tech skills, ensuring participants gain practical experience.
12:30 – 13:30	Simulation Drill	Group exercise applying learned skills, followed by Digital App installation (sachet and Damini) for emergency services access.
13:30 – 14:00	Closing Session	Feedback collection, Q&A, and restoration of the venue, emphasizing community engagement and disaster preparedness.

20. CONCLUSION: THE RESILIENCE METRIC

The success of a Community Awareness Programme (CAP) is measured not by attendance numbers, but by the tangible skills imparted – like tying a knot or performing CPR under pressure. The NDRF's mission goes beyond responding to disasters; it's about preventing tragedies through community empowerment.

In India's diverse landscape of languages, religions, cultures, and literacy levels, integrating disaster management into communities and educational institutions is a complex yet crucial task. The community is often the first responder in disasters, making it imperative to build their capacity and resilience.

The NDRF has been tirelessly engaging with communities, providing practical knowledge and safety precautions through awareness programmes. By doing so, they're fostering disaster-resilient communities and institutions, one step at a time.

PART - C

CONDUCT OF MOCK EXERCISES (ME_x)

INTRODUCTION

This Standard Operating Procedure (SOP) is issued under the authority of the HQ NDRF, deriving its legitimacy from the **Disaster Management Act, 2005**. It serves as the foundational protocol to bridge the gap between theoretical planning and practical reality, transitioning the Force and Civil Administration from a state of "Reactive Response" to "Proactive Preparedness". This document establishes a unified operational standard for all Battalions to ensure that while hazards may occur, they are prevented from evolving into catastrophic disasters through rigorous preparation.

CHAPTER 1: AIM

To standardize the conduct of Mock Exercises for assessing operational readiness and validating disaster response plans.



1.2 Purpose and Scope

The scope encompasses standardization of protocols, interoperability with State Disaster Response Forces (SDRF) and District Administrations, and strict safety mandates.

1.3 Definitions and Acronyms

To ensure operational clarity, the following definitions apply:

- **AOR:** Area of Responsibility.
- **CSSR:** Collapsed Structure Search and Rescue.
- **D-Day / E-Day:** The day of the actual field exercise.
- **ESF:** Emergency Support Function.
- **FAMEX:** Familiarization Exercise.
- **IRS:** Incident Response System.
- **MFR:** Medical First Responder.
- **TTE_x:** Table Top Exercise.
- **BoO:** Base of Operations
- **DDMP/SDMP:** District/State Disaster Management Plan.
- **DDMO:** District Disaster Management Officer.
- **EOC:** Emergency Operation Centre.
- **NDRF/SDRF:** National/State Disaster Response Force.
- **RRC:** Regional Response Centre.
- **SHO:** Station House Officer (Police).
- **CBRN:** Chemical, Biological, Radiological, Nuclear.
- **GLOF:** Glacial Lake Outburst Flood.
- **IRB:** Inflatable Rubber Boat.
- **OBM:** Out Board Motor
- **POL:** Petrol, Oil, and Lubricants
- **PPE:** Personal Protective Equipment.
- **SAR:** Search and Rescue.
- **SCBA:** Self-Contained Breathing Apparatus.
- **CPR:** Cardiopulmonary Resuscitation.
- **START:** Simple Triage and Rapid Treatment

CHAPTER 2: OBJECTIVES

- **Review of Plans:** Evaluate District/State Disaster Management Plans (DDMPs/SDMPs).
- **Coordination Audit:** To enhance and test the coordination mechanisms among Emergency Support Functions (ESFs) and stakeholders, including Police, Fire Services, Health Department (Hospitals/Ambulance Services), District Administration, NGOs, PWD, Public Health Engg, Irrigation & Waterways Dept and sector-specific agencies (e.g., Railways, Port Authorities, Industries)
- **Response Time Analysis:** Measure the actual time from "Alarm" to "Boots on the Ground".
- **Gap Identification:** Identify critical shortages in resources, manpower, and communication.
- **Public Awareness:** Generate awareness regarding disaster risks among the local population.
- **Community Capacity Building:** Mandatory Capacity Building Training (CBT) must be conducted for the community prior to the drill if they are involved.
- **Confidence Building:** Demonstrate NDRF capabilities to instill public confidence.

CHAPTER 3: CLASSIFICATION AND APPROVALS

3.1 Classification of Exercises

A. Scope-Based:

1. In-House: Involves only Unit personnel to test internal readiness and equipment (e.g., boat engine checks).
2. Out-House: Large-scale participation involving Community, Administration, NGOs, and ESFs to test the "Unified Response Mechanism".

B. Theme-Based:

1. Hazard-Specific: Cyclones, Earthquakes, CBRN, Floods, etc..
2. Organization-Specific: Focused on entities like Indian Railways, Port Authorities, MAH Units, Power Plants, National Dam Safety Authority, PSUs etc.

C. Terrain-Based:

- High Altitude (GLOF), Coastal (Cyclone/Tsunami), Urban (Collapses/Fire).

Note:Upgraded Mock Exercises" will be conducted as per Letter No 1- 17018/Trg/HQ-NDRF/2025/3987 dated 19 Dec 2025 (Refer to Appendix "A").

3.2 The Decision Authority

Decisions regarding the conduct of exercises follow strict protocols:

- **NDRF HQ Directive:** Mandated directly by the NDRF HQ.
- **Request-Based:** Proposals initiated upon request from State/District authorities must be sent to NDRF HQ for approval.
- **FAMEX Integration:** Units can conduct exercises during FAMEX without separate approval if team strength permits; reports must be forwarded to HQ.
- **Special Initiatives:** Unit Commandants require prior HQ approval if financial implications arise.

CHAPTER 4: COMMAND, CONTROL, AND MANPOWER

4.1 Team Composition (Total: 35 Personnel)

To ensure realistic response capability, the following strength is non-negotiable:

- **Command Element:** 01 x Team Commander (Inspector), 01 x Team 2IC (Sub-Inspector).
- **Operational Element:** 04 x SAR Teams (05 Rescuers each) = 20 Rescuers.
- **Specialized Support Element:**
 - 01 x Safety Officer / Structural Engineer (SI/JE).
 - 02 x Communication Personnel.
 - 01 x Technician (Electrician/Mechanic).
 - 01 x Paramedic
 - 02 x Dog Handlers.
- **Administrative Element:** 06 x Support Personnel (Cooks, Drivers, etc.).

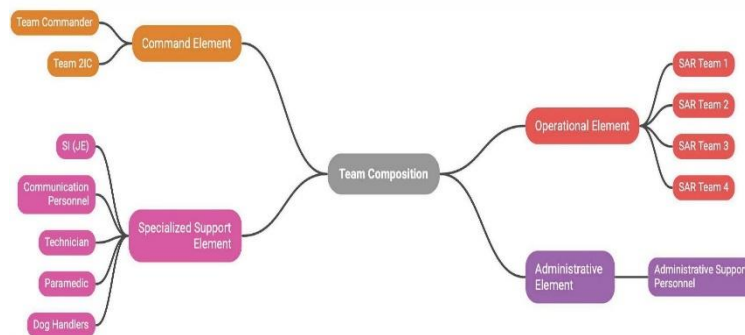
4.2 Roles and Responsibilities

- **Supervising Officer (DC Trg):** Responsible for overall planning, safety compliance, and high-level liaison with the District Magistrate.
- **Team Commander:** Briefs component leaders, establishes communication with Unit HQ/District EOC within 30 minutes of arrival, and integrates into the Incident Response System (IRS).

- **Safety Officer (SI/JE):** Has absolute authority to stop the exercise if a real safety risk is detected. Inspects structural stability and equipment.



Team Composition and Roles



4.3 IRS Interface

The Team Commander must report to the Incident Commander upon arrival and integrate into the Operations Section of the IRS. Independent action without IRS integration is prohibited.

CHAPTER 5: PLANNING METHODOLOGY

5.1 Phase I: Coordination Conference (D-Minus 20-30 Days)

Held with stakeholders (DDMO, Police, Health, NGOs, Police, Fire Services, Health Department (Hospitals/Ambulance Services), District Administration, NGOs, and sector-specific agencies (e.g., Railways, Port Authorities, Industries) either physically or virtually to:

- Define objectives and the "Impact Area".
- Map resources (ambulances, cranes).
- Media Strategy: Plan media involvement for public awareness coverage.
- Admin Planning: Assess venue suitability and security concerns.

5.2 Phase II: Table Top Exercise (TTEx) (D-Minus 1-2 Days)

A classroom-based simulation where no rescuers move.

- **Process:** The Exercise Controller "paints" case scenarios/injects.
- **Goal:** SWOT analysis and identification of "paper gaps" before the physical drill.



CHAPTER 6: EXECUTION (THE 'D' DAY)

6.1 Phase I: Alarm and Activation

- **Start Type:** Can be a "Cold Start" (surprise) or "Warm Start".
- **Actions:** Simulation of hazard, dissemination of warnings (sirens/SMS), and activation of the District Emergency Operation Centre (EOC).
- **Recording:** Exact time of alarm receipt must be recorded to measure "Reaction Time".

6.2 Phase II: Mobilization

- **Convoy Discipline:** Movement must adhere to traffic laws unless a "Green Corridor" is simulated.
- **Reporting:** Team Commander reports to the Incident Cdr upon arrival.

6.3 Phase III: Response Operations

- **Cordoning:** Police/Safety teams cordon the site to prevent interference from volunteer actors.
- **Initial Assessment:** 360-degree rapid assessment by Safety Officer and Commander.
- **Medical Action:** Triage (Red, Yellow, Green, Black) and stabilization by MFRs.
- **IRS Functionality:** Command and control must be visible and functional.

6.4 Phase IV: De-induction

- **Accountability:** All personnel and equipment must be accounted for.
- **Site Handoff:** Site is returned to administration before convoy returns to base.

CHAPTER 7: HAZARD-SPECIFIC INSTRUCTIONS

The 35-person team must adapt their response based on the hazard:

A. Flood Response Scenario

The Ex will focus on water rescue capabilities in low-lying or riverine areas.

- **Preparedness Objectives:** The exercise must test the functioning of Early Warning Systems (mobile alerts, loudspeakers) and verify the availability and serviceability of sandbags and boats.
- **Operational Actions:**
 - **Surface Rescue:** Deployment of motorized boats and swimmers to rescue marooned people.
 - **Deep Diving:** Execution of diving operations to locate submerged victims using surface-supplied equipment or SCUBA gear.
 - **Medical Response:** Specific focus on managing drowning cases (CPR protocols) and testing measures for the prevention of water-borne diseases.
 - **Logistics:** Setting up relief camps and ensuring the supply chain for food and water is functional.
- **Team Requirement:** The team must include Boat Commanders, drivers, and divers equipped with Life Jackets.

B. Earthquake Response Scenario

This scenario simulates structural collapse and requires high-technical skill sets for urban search and rescue.

- **Preparedness:** Conducting "Drop, Cover, Hold" drills in schools and offices prior to the rescue phase.
- **Operational Actions:**
 - **CSSR (Collapsed Structure Search & Rescue):** Using rotary saws and chipping hammers to breach concrete walls and slabs.
 - **Victim Location:** Utilizing technical search equipment such as search cameras and acoustic listening devices, alongside canine (dog) squads to pinpoint survivors.
 - **Extrication & Shoring:** Practicing "shoring" techniques to support unstable structures prevents secondary collapse while lifting heavy debris off victims.
 - **Triage:** Implementing a color-coded tagging system (Red, Yellow, Green, Black) to sort victims by injury severity.

C. Cyclone Response Scenario

This scenario should focus on wind damage, coastal evacuation, and restoring access.

- **Preparedness:** Testing "Last Mile Connectivity" to ensure warning dissemination reaches remote coastal areas effectively.
- **Operational Actions:**
 - **Evacuation:** Timely movement of vulnerable populations to pre-identified cyclone shelters.
 - **Route Clearance:** Deployment of teams equipped with wood cutters and chainsaws to clear roads blocked by fallen trees and electric poles.
 - **Restoration:** Rapid restoration of essential services, specifically power and communication lines.

D. CBRN (Chemical, Biological, Radiological, Nuclear) Emergency

This is a highly specialized scenario simulating industrial accidents or gas leaks.

- **Scenario Inject:** Simulation of a gas leak or industrial accident.
- **Operational Actions:**
 - **Detection:** Usage of gas detectors and radiation meters to identify the source and demarcate the "Hot Zone".
 - **Protection:** It is mandatory for responders to don appropriate Personal Protective Equipment (PPE) and Hazmat suits.
 - **Decontamination:** Setting up decontamination corridors to clean victims and responders before they receive medical treatment or leave the site.
 - **Containment:** Using specialized sealing kits to plug the leak or source.



E. Landslide Scenario

This focuses on earth removal and slope stability in hilly terrain.

- **Scenario Inject:** Road blockage or house burial due to slope failure.
- **Operational Actions:**
 - **Coordinated Search:** The use of heavy earthmovers (JCBs/Cranes) must be carefully coordinated with manual search teams to avoid injuring buried victims.
 - **Route Opening:** Rapid clearance of debris to open essential supply lines.
 - **Evacuation:** Moving populations from unstable slopes to stable ground.

F. GLOF (Glacial Lake Outburst Flood)

This scenario deals with sudden, high-velocity water discharge in high-altitude areas.

- **Critical Factor:** Reaction time is critical due to the sudden nature of the breach.
- **Operational Actions:**
 - **Rapid Evacuation:** Immediate movement of downstream populations to high ground.
 - **River Rescue:** Deployment of specialized rope rescue techniques (river crossing) and floating aids.
 - **Infrastructure:** Measures to protect bridges and downstream settlements.

G. Train Accident

This simulates a mass casualty event involving heavy metal extrication.

- **Scenario Inject:** Derailment or collision resulting in mass casualties.
- **Operational Actions:**
 - **Access:** Cutting open metal carriages using hydraulic cutters, spreaders, and plasma cutters.
 - **Stabilization:** Applying cribbing and stabilization techniques to prevent bogies from toppling during the rescue.
 - **Mass Casualty Management:** Handling a large influx of trauma patients (crush injuries, fractures) simultaneously.
 - **Coordination:** Working closely with the Railway Protection Force (RPF) and local police for crowd control and creating "Green Corridors" for ambulances



CHAPTER 8: LOGISTICS AND FINANCE

8.1 Vehicle Fleet

To ensure self-sufficiency, the standard fleet includes:

- 01 x Light Vehicle (Command).
- 01 x Medium/LPT Vehicle (Equipment).
- 01 x Bus/Troop Carrier (Personnel).
- **Note:** Additional vehicles can be authorized by Unit Comdt based on load/hazard requirements.

8.2 Maintenance and Rations

- **Equipment Check:** Pre- and post-exercise checks (hydraulic leaks, battery charge, drying diving gear) are mandatory.
- **Self-Sufficiency:** Teams must carry tentage and dry rations (MREs) to establish an independent Base of Operations (BoO).

8.3 Financial Implications

Financial and Administrative Protocols

- **Distance Rule:** If the venue is >100 Kms (both ways) from the Unit HQ, transportation costs should be borne by the requesting authority or require HQ approval.
- **Security:** Exercises in sensitive areas require explicit clearance and police security cover.
- **Regular Exercises:** Borne by Unit training budget.
- **Fuel (POL):** Expenditure governed by prevailing instructions circulated by the Provisioning Branch.

CHAPTER 9: SAFETY AND RISK MANAGEMENT

9.1 The "No Injury" Policy

Core Principle: "Casualty/injury of any kind shall not be accepted." A mock exercise resulting in real injury is a failed exercise.

9.2 Safety Protocols

- **Safety Officer:** Must wear a distinct vest (e.g., Green/Orange) and has no other operational duties.
- **Pre-Exercise Audits:** Before "Start," check structure stability, anchor points, and underwater obstructions.
- **Emergency Medical Plan for Responders:** A dedicated ambulance with a Medical Officer must be reserved specifically for the responders, separate from the exercise scenario.

CHAPTER 10: REPORTING AND CLOSURE

10.1 The "Hot Wash"

Immediate, on-site debriefing with all stakeholders to discuss what went right/wrong and communication clarity. Immediately upon the "End of Exercise" signal, an on-site debriefing ("Hot Wash") must be conducted with all stakeholders to discuss immediate strengths and weaknesses. The feedback and safety integrity check from this session must be recorded immediately using the format attached as **Appendix "B"**.

10.2 Independent Assessment

Qualified independent observers appointed by Incident cdrrs should act as evaluators to grade Safety, Tactics, and Coordination.

10.3 Reporting Timelines

- **Submission:** A comprehensive report must be submitted to HQ NDRF, within **07 days**. A comprehensive feedback report, highlighting gaps in preparedness, infrastructure, and equipment, must be submitted to HQ NDRF within 07 days. submitted using the prescribed format attached as **Appendix 'C'**.
- Feedback must be actionable. These points must be followed up in the next Coordination Conference to ensure the "loop is closed".

CHAPTER 11: CONCLUSION

Mock Exercises serve as the critical bridge between theoretical planning and practical reality. As outlined in this Standard Operating Procedure, the correct methodology of conducting these exercises is pivotal in transitioning the Force and the Civil Administration from a state of "Reactive Response" to "Proactive Preparedness".

While we cannot prevent natural hazards from occurring, we can certainly mitigate disasters. By identifying operational gaps, testing equipment, and training the community as detailed in this SOP, we minimize potential loss of life and damage to infrastructure.

महानिदेशालय/ Directorate General
राष्ट्रीय आपदा मोचन बल /National Disaster Response Force
गृह मंत्रालय /Ministry of Home Affairs
(प्रशिक्षण / Training)

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Jai Singh Road,
New Delhi – 110001
Tele No.: 011-23438133
Email : dig.trgops.ndrf@gov.in

No. I-17018/Trg/HQ-NDRF/2025/ 3987

Dated, the 19 Dec, 2025

Officer Order

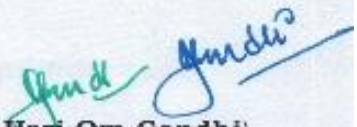
Please refer to HQ Letter No. 2490 dated 04.08.2025, wherein all NDRF Battalions were allocated funds at the rate of ₹1,00,000/- per District Level Mock Exercise (Upgraded) for the financial year 2025-26. However, as per discussions at HQ level and as approved by the Competent Authority, the following directions are issued to utilize ₹25,000/- out of ₹1,00,000/- for new purchases related to the District Level Mock Exercise by curtailing certain unwanted expenses, for strict compliance by all units to ensure full utilization of the allotted funds by 31st March 2026: -

- i. Items in List-1 shall remain common for all units for distribution.
- ii. Items for purchase from List-2 and List-3 will vary depending upon the prevailing conditions.
- iii. Units allotted exactly five Mock Exercises and still having five to conduct shall purchase mannequins for CPR practice/training during the exercises. These mannequins are not to be distributed. However, the Commandant shall ensure complete utilization of the savings of ₹25,000 per exercise, by purchasing items from List-3 as well, if required.
- iv. Units allotted more than 5 Mock Exercises shall purchase five mannequins for CPR practice/training (not for distribution) and also procure items from list-3 for distribution during the exercises. The Commandant shall decide the quantity of items other than mannequins, ensuring the total expenditure does not exceed ₹1,00,000/- per exercise.
- v. Units allotted more than 5 Mock Exercises but now having only 5 remaining to conduct in FY 2025-26 shall purchase mannequins for practice/training only out of saving of Rs. 25000/- but, not for distribution, However, the Commandant shall ensure complete utilization of the savings of ₹25,000 per exercise, by purchasing items from List-3 as well, if required.
- vi. Units allotted less than five Mock Exercises, or having fewer than five Mock Exercises remaining to conduct at present, shall purchase items from **List-3** for distribution during the exercises, utilizing the savings of ₹25,000 per exercise.
- vii. Units that have already procured items for all allotted upgraded Mock Exercises and have no funds left for new purchases are exempt from these instructions. Commandants of such units shall submit an undertaking to this effect.
- viii. The items procured from List-3, shall be distributed to school or DM branch of the district at Tehsildar/SDM/DM level depending upon the institution.
- ix. Lists of items are enclosed herewith for ready reference. Units to adhere to the specifications of the equipment available on the NDRF website, procurement through GeM be ensured under intimation to Trg Dte of HQ.

Contd...

2. All units are hereby directed to adhere to the above instructions, complete the allotted District Level Mock Exercises within the stipulated time, and submit Utilization Certificates by 31st March 2026.

Encl:- As above.


(Dr. Hari Om Gandhi)
DIG(Trg)
HQ, NDRF

Copy to: -

All BNs NDRF:- For kind information and necessary action, please.

List-3

SI No	Name of equipment	LPP/Price
1.	Lifebuoys	1780/-
2.	Life Jackets	895/-
3.	Safety Vest Fluorescent	449/-
4.	T-Shirt	350/-
5.	Earplug	40/-
6.	Safety helmet with logo of NDRF	2645/-
7.	Foldable Stretcher (Stretcher Folding)	3000/-
8.	Loudhailer / Mega phone	5610/-
9.	Stretchers (Emergency Rescue Stretcher)	5000/-
10.	Emergency Alarm System (Hooters)	200/-
11.	Total	19,969/-

Appendix

List-1

S. N.	Details of Expenditure	Amount in Rs.	Remarks
1.	Expenditure during coordination meeting & table top exercise	10,000/-	Same as previous practice
2.	Pamphlet, Leaflets, Flexi for ME	20,000/-	Same as previous practice
3.	MFR, CBRN PPE & Accessories of equipment	20,000/-	Same as previous practice
4.	Props for Mock Exercise	15,000/-	Same as previous practice
5.	Unforeseen Charges @10%	10000/-	Rs. 1000/- has been added under this head, making the total Rs. 10,000/-. Previously, it was Rs. 9,000/-.
	Total Expenditure	75000/-	

List -2

SI No	Name of equipment	LPP/Price
1.	Mannequins for practice of CPR	25200.00
2.	MFR bags	-

HOT WASH FEEDBACK FORM

1. EXERCISE DETAILS

- Date:
- Location:
- Exercise Type:
- Hazard Scenario:
- Unit/Team Conducting:

2. CHRONOLOGICAL RESPONSE DATA (Response Time Analysis)

Event	Time Recorded Remarks / Delays
Alarm/Inject Receipt	: hrs
Unit Mobilization Start	: hrs
Arrival at Staging Area	: hrs
Contact Established with EOC	: hrs
"Boots on Ground" (Ops Start)	: hrs
Exercise Termination	: hrs

3. CORE EVALUATION PARAMETERS

Observer Comments	Remarks
Was the Team Commander effectively leading? Did they integrate with the Incident Commander?	
Was the "No Real Injury" policy maintained? Did Safety Officer audit the site?	
Use of equipment (Cutters/Boats)? Adherence to standard techniques?	
How well did Police, Fire, and Health coordinate with NDRF?	
Clarity of radio messages. Functionality of equipment.	

4. GAP ANALYSIS (The "Hot Wash" Output)

- A. Equipment & Infrastructure Gaps:**
- B. Coordination & Manpower Gaps:**
- C. Positive Highlights (What went right?):**

5. STAKEHOLDER FEEDBACK (To be filled by District Admin / Police / Health / NGOs)

- Agency Name:
- Key Observation:
- Recommendation for Future:

6. Details of Stakeholders participation.

7. Overall Exercise Grading: [] Satisfactory [] Needs Improvement []

Signature of Team Cdr

FEEDBACK REPORT OF DISTRICT LEVEL MOCK EXERCISE

Srl No	Particulars	Feedback of NDRF
1.	Name of District & State	
2.	Date of Mock Exercise (ME)	
3.	Name & Designation of the senior most Officer of the district who attended ME	
4.	Vulnerability profile of the district	
5.	Details of participation by District Authorities	
6.	Details of participation by Central Agencies	
7.	Details of participation by first responders and community volunteers	
8.	Details of sites activated for Mock Exercise	
9.	Scenario of Mock Exercise	
10.	MEs conducted by F&ES in schools (Yes/No). If yes, then number of schools covered by F&ES (Reference para-4 of DO letter of Member Secretary, NDMA dated 26.03.21)	
11.	Status of District DM Plan (Available /Not available)	
12.	DDMP last updated on	
13.	Status of SDRF (Available/Not available). If available, then state of their training, strength and deployment.	
14.	Status of District EOC (Functional / Non- functional). If functional, then indicate timing of operation, helpline and other facilities.	
15.	Has IRS been notified in the State & District (Yes/No). If yes, then date of notification (Also obtain copy of Notification)	
16.	Availability of CD & Aapda Mitra volunteers in numbers and state of their training	
17.	Overall preparedness status of the district	
18.	Recommendations for improvement and follow up by the District/State.	

Team Commander
Team.....Coy



National Disaster Response Force
Government of India