



STANDARD OPERATING PROCEDURE ON

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

National Disaster Response Force
Government of India

Foreword



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The litmus test of disaster response is when an actual disaster hits. While on the ground experience is vital, the professional rescuer realizes that she or he cannot bank solely on actual field experiences to prepare well. Training and simulation is the second best thing to actual field conditions and can be efficiency multipliers in their own right. That is why NDRF embraces the credo of OPERATE OR TRAIN underlining the idea that when an NDRF rescuer is not actually operating he is engaged in training. OPERATE or TRAIN is thus the mantra and the USP of NDRF and probably the formula behind its relative success so far.

Mock Exercises (MEx), Schools (conceptually including Colleges) Safety Programmes (SSPs) and Community Awareness Programmes (CAPs) provide the ideal non operational platform for the capacity building, training and preparation of all stakeholder agencies as well as the community at large

The Govt. of India has created an efficient eco-system for responding to both natural and man-made disasters including CBRN emergencies through different Emergency Support Functions (ESFs). The NDMA as the policy body and think tank and the NIDM as the strategic capacity building agency are executing their mandates well. NDRF in the capacity of lead field agency in the field of specialized disaster response is also committed to make India resilient towards disasters. NDRF have been carrying out MEx, SSPs and CAPs on a conspicuously large scale in collaboration with a range of institutions as well as the community itself as the primary stakeholder. In the last 13 years 5396892 citizens have been trained under the above mentioned initiatives of NDRF.

The aim of bringing this SOP on "MEx, SSP & CAP with Institutions" is to lay down the guidelines so that such activities are undertaken with established reference points and with desirable level of professionalism from all participating stakeholders.

I am sure that this SOP will be able to facilitate the relevant decisions of field formations of NDRF as well as the participating institutions. I wish to express my deep appreciation to the entire team which has helped bring out this SOP. However, this is not meant to be a finished product but an initial template which can be improved on the basis of experience of field officers and other stakeholders both from NDRF and without. To that end all users of this manual are encouraged to suggest changes to HQ NDRF, New Delhi which would be incorporated in the future as per requirement.

Education is the
most powerful
weapon which you
can use to change
the world.

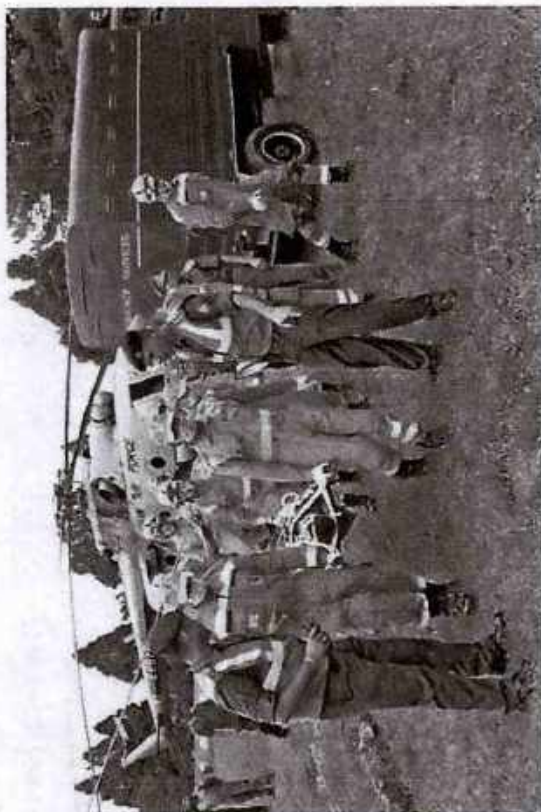
**STANDARD OPERATING PROCEDURE ON
MOCK EXERCISE (MEX)
SCHOOL SAFETY PROGRAMME(SSP)
& COMMUNITY AWARENESS
PROGRAMME(CAP) WITH INSTITUTIONS**

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1. INTRODUCTION

Disaster risks in India are further compounded by increasing vulnerabilities related to changing demographics and socio-economic conditions, unplanned urbanization, and development within high-risk zones, environmental degradation, climate change, geological hazards, epidemics and pandemics. Clearly, all these contribute to a situation where disasters seriously threaten India's economy, its population and sustainable development.



The Govt. of India has an efficient system for responding to both natural and man-made disasters through different ESFs (Emergency Support Functions). NDRF in the capacity of lead agency in the field of specialized disaster response is also committed to make India resilient towards disasters. India can be made a 'safe heaven' to live in by generating awareness and imparting training to the communities on disaster management issues at all levels by conducting regular Mock Exercises. Mock Exercise provides virtually the only means, short of an actual incident, of measuring the state of readiness and of testing the effectiveness of an Emergency Response Plan.

It is therefore, highly desirable that NDRF should carry out regular Mock Exercises with Schools, Colleges, Educational Institutions, Hospitals, High Rise Buildings, Residents' Welfare Associations, Government & Non-Government Offices, Railways, Multi-Accidental Hazards Installations, Airports and other stakeholders related to possible likely disasters of the area to ensure that concerned officials and local people are fully conversant about their Disaster Management Plan for effective preparedness and response when there is real disaster. This practice would certainly be helpful in reducing the disaster impacts on lives and properties.

PART - A

SCHOOL/COLLEGE SAFETY PROGRAMME (SSP) AND CAPACITY BUILDING (CBP)

The Capacity Building of School/College Safety Programme is required to be done before conduct of actual Mock Exercise in School/College. All staff, teachers, children and parents must be aware about what is to be done in TTEs and Mock Exercise. For this purpose **Part-A of SOP** is prepared in which one, two and three days SSP cum Capacity Building programme is designed with Block and Detailed syllabus and 12 days Capacity Building Programme cum Training for SDMC teams (SAR, First aid, Fire safety, evacuation team, site security, Bus safety) is prepared with Block and Detailed syllabus to build up capacity of teams.

The School/College Safety Programme and Capacity Building for educational institutions shall be organized on the basis of requirement & vulnerability profile of the area. Capacity Building is a very broad term in respect of disaster management which can be done in all phases of disaster but NDRF while carrying out School/College Safety Programme and Capacity Building aims at enhancing capacity of School/College in respect of disaster response preparedness with the focus on following subjects:

- Basic Search and Rescue Techniques
- Medical First Aid Applications
- Techniques of Saving Life during Floods
- Safety during Earthquake, Landslide, Cyclone and Tsunami
- Techniques of Saving Live Stocks during disasters
- Making use of improvised rescue tools with local resources
- Do's & Don't during CBRN Emergencies

SCHOOL SAFETY PROGRAMME AND CAPACITY BUILDING:

NDRF shall conduct School Safety Programme and Capacity Building through the following modes:

- School Safety Programme cum Capacity Building in educational institutions for 01 day/ 02 Days/03 Days as per their capability and requirement. (Note: Syllabus of one day



School Safety Programme is prepared in such manner, it can be used for regular School Safety Programme apart from Capacity Building before conduct of Mock Exercise)

- Capacity Building cum Training programme for 12 days for SDMC and teams of School/College.

Note: Most of the school does not have SDMP therefore to make it momentous; SDMP must be checked invariably during school safety programme, if any discrepancies /gaps found concerned authority should be notified.

BLOCK & DETAILED SYLLABUS

One day School Safety Programme cum Capacity Building

COURSE DURATION	
Total number of working day	One day
Number of period per day	08 Periods
Total period of the course	08 Periods
Duration of Period	40 Minutes

a) BLOCK SYLLABUS

S. NO.	SUBJECT	THEORY	DEMO & PRACTICAL	TOTAL
1.	Registration/Details of training module. Presentation on concept of safe school.	01	01	02
2.	Capacity Building on First Aid.	--	04	04
3	Evacuation Drill & Discussion on forms related to SDMP & HVRC.	--	02	02
	TOTAL	01	07	08

b) DETAIL SYLLABUS

S. NO.	SUBJECT	THEORY	PRACTICAL/ DEMO	TOTAL
1.	A presentation on concept of safe school: Brief introduction on Concept of School Safety, Guidelines/Policies on School Safety, SDMP, Role & Responsibility of teams of School Safety & Phases of School Safety Drill, Drop Cover Hold (DCH) and Stop, Drop & Roll (SDR).	01	01	02
2.	Capacity Building on First Aid & Fire Safety: - Bleeding Control techniques - Head injury PHT - Extruded eye PHT - Impaled object in abdomen PHT - Shoulder dislocation stabilization - Pelvic region splinting - Lifting & moving of patient with backboard - CPR Adult & Infant - FRAO Adult & Infant - Emergency move - Shirt drag - Shoulder drag - Blanket drag - Firefighting drag - Cradle carry - Piggy bag carry - One/Two men crunch - Two/Three/Four hand carry - Non-emergency move - Extremity lift - Direct ground lift - Improvised stretcher - Bamboo with rice bag - Shirt - Rope - Blanket - Fire drill - Classification of fire - Demo of Fire extinguisher	04	04	08
3.	Briefing of Evacuation plan of Building, Making of different teams and assignments of duties, Conduct of Evacuation Drill from Building, Discussion on SDMP and its forms and HVRC Analysis of School.	00	02	02
	TOTAL	01	07	08

DAILY SCHEDULE

Time	Period
0900 - 0940	1st Period
0945 - 1025	2nd Period
1025 - 1040	Tea Break
1040 - 1120	3rd Period
1125 - 1205	4th Period
1210 - 1250	5th Period
1250 - 1425	Lunch Break
1430 - 1510	6th Period
1515 - 1555	7th Period
1555 - 1610	Tea Break
1610 - 1650	8th Period
1700 - 1710	Daily Class Evaluation (DCE)

Two days School Safety Programme cum Capacity Building

COURSE DURATION

Total number of working day	02 days
Number of period per day	08 Periods
Total period of the course	16 Periods
Duration of Period	40 Minutes

c) BLOCK SYLLABUS

S.NO.	SUBJECT	THEORY	PRACTICAL/ DEMO	TOTAL
1.	Registration of participants, Course Introduction and Inauguration.	01	--	01
2.	Introduction of Basic concepts of Disaster Management.	01	--	01
3.	Presentation on concept of safe school.	01	01	02
4.	Capacity Building on First Aid	00	03	03
5.	Lifting, Moving & Improvised stretcher Techniques.	00	03	03
6.	Fire safety demo	01	01	02
7.	Evacuation Drill & Discussion on forms related to SDMP & HVRC.	01	03	04
	TOTAL	05	11	16

d) DETAIL SYLLABUS

S. SUBJECT NO.	THEORY	PRACTICAL/ DEMO	TOTAL
1. Registration of participants, Course Introduction and Inauguration: Purpose, Objectives & Methodology	01	--	01
2. Introduction of Basic concepts of Disaster Management	01	--	01
3. A presentation on concept of safe school: Brief introduction on Concept of School Safety, Guidelines/Policies on School Safety, SDMP, Role & Responsibility of teams of School Safety & Phases of School Safety Drill, Drop Cover Hold (DCH) and Stop, Drop & Roll (SDR).	01	01	02
4. Capacity Building on First Aid: - Bleeding Control techniques - Head injury PHT - Extruded eye PHT - Impaled object in abdomen PHT - Shoulder dislocation stabilization - Pelvic region splinting - Lifting & moving of patient with back board - CPR Adult & Infant - FBAO Adult & Infant	01	03	03
5. Lifting, Moving & Improvised Stretcher: - Emergency move - Shirt drag - Shoulder drag - Blanket drag - Firefighting drag - Cradle carry - Piggy bag carry - One/Two man crunch - Two/Three/Four hand carry - Non-emergency move - Extremity lift - Direct ground lift - Improvised stretcher - Bamboo with rice bag	00	03	03

	• Shirt			
	• Rope			
	• Blanket			
6. Fire Safety: Classification of fire & SDR Demo of Fire extinguisher	01	01	01	02
7. Briefing of Evacuation plan of Building, Making of different teams and assignments of duties, Conduct of Evacuation Drill from Building, Discussion on SDMP and on its forms and HVRC Analysis of School.	01	01	03	04
TOTAL	05	11	16	

DAILY SCHEDULE

Time	Period
0900 - 0940	1st Period
0945 - 1025	2nd Period
1025 - 1040	Tea Break
1040 - 1120	3rd Period
1125 - 1205	4th Period
1210 - 1250	5th Period
1250 - 1425	Lunch Break
1430 - 1510	6th Period
1515 - 1555	7th Period
1555 - 1610	Tea Break
1610 - 1650	8th Period
1700 - 1710	Daily Class Evaluation (DCE)

Three days School Safety Programme cum Capacity Building

COURSE DURATION

Total number of working day	03 days
Number of period per day	08 Periods
Total period of the course	24 Periods
Duration of Period	40 Minutes

e) BLOCK SYLLABUS

S. NO.	SUBJECT	THEORY	PRACTICAL/ DEMO	TOTAL
1.	Registration of participants, Course Introduction and Inauguration	01	--	01
2.	Introduction of Basic concepts of Disaster Management	01	--	01
3.	Introduction of safe school concept, its need & guidelines	02	01	03
4.	First Aid, BLS and basic survival techniques	01	03	04
5.	Lifting and Moving & improvised stretcher	01	03	04
6.	Fire safety demo & drill	01	01	02
7.	Basic Search and Rescue & Water Emergency	01	01	02
8.	Evacuation Drill & Discussion on forms related to SDMP & HVRC.	02	04	06
9.	Feedback/Valediction	01	--	01
	TOTAL	11	13	24

f) DETAIL SYLLABUS

S. NO.	SUBJECT	THEORY	PRACTICAL/ DEMO	TOTAL
1.	Registration of participants, Course Introduction and Inauguration: Purpose, Objectives & Methodology	01	--	01
2.	Introduction and basic concept of Disaster Management, Types of disaster and causes	01	--	01
3.	A presentation on concept of safe school: Brief introduction on Concept of School Safety, Guidelines/Policies on School Safety, SDMP, Role & Responsibility of teams of School Safety & Phases of School Safety Drill, Drop Cover Hold (DCH) and Stop, Drop & Roll (SDR).	02	01	03

4.	First Aid, BLS and basic survival techniques:	01	03	04
	• Initial and physical examination			
	• CPR Adult & Infant			
	• FBAO Adult & Infant			
	• Bleeding Control techniques			
	• Soft tissue injuries.			
	• Head injury PHT			
	• Extruded eye PHT			
	• Impaled object in abdomen PHT			
	• Shoulder dislocation stabilization			
	• Pelvic region splinting			
	• Lifting & moving of patient with back board			
	• Vital Signs measurement			
5.	Lifting and Moving & Improvised Stretcher	01	03	04
	• Emergency move			
	• Shirt drag			
	• Shoulder drag			
	• Blanket drag			
	• Firefighting drag			
	• Cradle carry			
	• Piggy bag carry			
	• One/two men crunch			
	• Two /Three/Four hand carry			
	• Non-emergency move			
	• Extremity lift			
	• Direct ground lift			
	• Improvised stretcher			
	• Bamboo with rice bag			
	• Shirt			
	• Rope			
	• Blanket			
6.	Fire Safety:	01	01	02
	• Classification of fire & SDR			
	• Demo of Fire extinguisher			

7.	Basic Search and Rescue & Water Emergency: Basic Search and Rescue Techniques, Management of flood emergencies and use of improvised rescue aids.	01	01	02
8.	Evacuation drill & Discussion on SDMP: Briefing of Evacuation plan of Building, Making of different teams and assignments of duties, Conduct of Evacuation Drill from Building, Discussion on SDMP and on its forms and HVRC Analysis of School.	02	04	06
9.	Feedback/Valediction	01	..	01
TOTAL		11	13	24

DAILY SCHEDULE

Time	Period
0900 - 0940	1st Period
0945 - 1025	2nd Period
1025 - 1040	Tea Break
1040 - 1120	3rd Period
1125 - 1205	4th Period
1210 - 1250	5th Period
1250 - 1425	Lunch Break
1430 - 1510	6th Period
1515 - 1555	7th Period
1555 - 1610	Tea Break
1610 - 1650	8th Period
1700 - 1710	Daily Class Evaluation (DCE)

Twelve Days Capacity Building Cum Training Programme

COURSE DURATION

Total number of working day	12 days
Number of period per day	08 Periods
Total period of the course	96 Periods
Duration of Period	40 Minutes

BLOCK SYLLABUS

SL NO	SUBJECT	CODE	LECTURE	PERIODS HANDS ON TRG / DEMO	TOTAL
1	Medical First Responder (MFR)	MFR	12	33	45
2	Collapsed Structure Search & Rescue (CSSR)	CSSR	07	12	19
3	School Safety & SDMP	SSP	06	06	12
4	CBRN	CE	02	02	04
5	Miscellaneous	Misc	16	-	16
TOTAL			43	53	96

DETAILED SYLLABUS

SL NO	LESSON NAME	LECTURE	PRACTICAL	TOTAL PERIOD
1	Registration, Introduction with the course	02	..	02
2	Basic Concepts of Disaster Management, Disaster Management cycle, Various Types of Disasters, their causes and mitigation	03	..	03
3	Patient Assessment & Taking Vital Signs	01	06	07
4	BLS, CPR & FBAO	01	06	07
5	Oxygen Therapy	-	02	02
6	Hemorrhage and Shock, Soft-Tissue Injuries	02	04	06
7	Musculoskeletal Injuries	01	04	05
8	Injuries to Skull, Spinal Column & Chest	01	04	05
9	Burn and Environmental Injuries, Poisoning	01	..	01
10	Medical Emergencies	02	..	02
11	Lifting and Moving Patients	01	04	05
12	Triage and Multiple Casualty Incident	01	03	04
13	Organizing & Starting a CSSR Operation	01	..	01
14	Structures Materials & Damage Types	02	..	02
15	Search & Location Techniques	01	04	05
16	Rescue Strategies & Techniques	02	04	06

PART – B

MOCK EXERCISES WITH SCHOOL/COLLEGE AND OTHER EDUCATIONAL INSTITUTIONS



2. AIM

The aim of this SOP is to lay down the guidelines to conduct Mock Exercise with School/College and other educational institutions involving all stakeholders in an utmost professional manner with objectivity.

3. PURPOSE

The purpose of this SOP is to establish the procedure to conduct Mock Exercises with the help of NDRF and relevant stakeholders. The SOP shall provide guidance and assigns responsibility to the officials of NDRF to execute their professional aptitude in all parameters for purposeful conduct of Mock Exercises.

4. OBJECTIVES

This SOP shall be used to formulate Mock Exercises with the help of NDRF. The objectives of this SOP are to establish operating procedures for addressing all aspects related to conduct of Mock Exercises. These are as under:-

- 4.1. Guidelines for the NDRF Personnel to conduct Mock Exercise in School/College and other educational institutions.
- 4.2. Acquire and Continually Upgrade Skills and knowledge through Mock Exercises in Schools/College and educational institutions.
- 4.3. To sensitize School/College authorities (Teaching, Non-teaching staffs) and children about concept of safe School/College and emergency drills to be followed during any emergencies especially earthquake and fire.
- 4.4. To promote a culture of disaster preparedness in the Schools/College and educational institutions.
- 4.5. To evaluate and update the Disaster Management Plan of Schools/College and educational institutions.
- 4.6. To explain the roles and responsibilities of various Stakeholders.
- 4.7. Enhance coordination among Emergency Support Functions of various stakeholders as per SDMP.
- 4.8. To identify the gaps in resources, manpower, communications and in any other field.
- 4.9. To identify the efficacy of SOP.

17	Lifting & Stabilizing Loads	02	04	06
18	School Safety & SDMP: Briefing of Evacuation plan of Building, Making of different teams and assignments of duties, Conduct of Evacuation Drill from Building, Discussion on SDMP and on its forms and HVRC Analysis of School.	06	06	12
19	CBRN emergencies: An overview	02	-	02
20	CBRN threat perception	02	-	02
21	Time, distance and shielding, Dosimetric quantities	02	-	02
22	Detection & Protection against CBRN emergencies (PPE)	01	03	04
23	Decontamination procedure	01	01	02
24	Do's and Don'ts in Landslide/Cyclone/Flood	02	-	02
25	Valediction/ Course closing	01	-	01
TOTAL		41	55	96

DAILY SCHEDULE

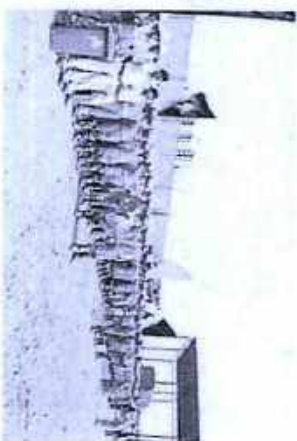
Time	Period
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1040 - 1120	3rd Period
1125 - 1205	4th Period
1210 - 1250	5th Period
1250 - 1425	Lunch Break
1430 - 1510	6th Period
1515 - 1555	7th Period
1555 - 1610	Tea Break
1610 - 1650	8th Period
1700 - 1710	Daily Class Evaluation (DCE)

5. SCOPE

- 5.1. To define a "Standard Operating Procedure" for successful planning, preparation and execution of Mock Exercises with the help of NDRF and relevant stakeholders.
- 5.2. The SOP applies to all elements of the Disaster Managers of the NDRF (Especially Battalion) and the SAR Team of a Battalion responsible for planning, preparation and conduct of Mock Exercises.
- 5.3. The SOP is a guideline and shall be reviewed periodically.

6. RESPONSIBILITIES

- 6.1. Zone:
 - 6.1.1. Zonal DIGs shall be responsible for conducting/monitoring the successful organization of the Mock Exercises as per approval of the Director General.
 - 6.1.2. Executives/supervisors/Commanders at all levels of the chain of command are involved in Mock Exercises to ensure that all aspects of this SOP are adhered to.
- 6.2. Battalions:
 - 6.2.1. It shall be the responsibility of the Unit Commandant to meticulously plan, design, prepare, and conduct Mock Exercises with School/College and other educational institutions in their area of responsibility with the mutual coordination with relevant stakeholders.
 - 6.2.2. The Team should participate as stakeholder/organizers and Battalion HQ elements (DC, Trg) shall be assigned the responsibility for coordinating and planning the same.
- 6.3. NDRF Teams:
 - 6.3.1. It shall be the responsibility of Team Commanders as well as all members of the SAR Team for preparation and conduct of Mock Exercise with School/College and other educational institutions to ensure that all aspects of this SOP are adhered to in letter & spirit.
- 6.3.2. Mock Exercise, Capacity Building of officials, teachers and students shall be conducted by NDRF as per SSP.
- 6.3.3. The NDRF team shall be responsible for distribution of Information Education Communication (IEC) material to make the School/College children, parents, teachers, School/College administrators and other staff aware of School/College safety and Disaster Risk Reduction mechanisms.



7. DECISION ON CONDUCT OF MOCK EXERCISE

- 7.1. NDRF team(s) shall conduct Mock Exercise on the following request:
 - 7.1.1. On direction of Central Govt. Authorities like NDMA etc.
 - 7.1.2. On the direction of any Central Govt Ministries.
 - 7.1.3. On the direction of NDRF HQ, New Delhi.
 - 7.1.4. On the request of the any Govt/Private Educational institutions.
 - 7.1.5. On the request of any State Government.
 - 7.1.6. As per the existing MOU.
 - 7.1.7. As a special Drive/Initiative.
- 7.2. The procedure of making requisition from NDRF is given below:
 - 7.2.1. On receipt of request letter & mail for conduct of Mock Exercise, NDRF HQ will initiate the proposal for approval of DG, NDRF and the final decision shall be conveyed accordingly.
 - 7.2.2. The NDRF Bn can conduct the Mock Exercise during FAMEX, for which no separate approval is required. All the events conducted during FAMEX shall be forwarded to NDRF HQ. The BNs will maintain the data of all the stakeholders, participated in Mock Exercise.
 - 7.2.3. All the request of educational institutes shall be forwarded by NDRF BNs with the comments/Views, containing the following aspects :-
 - Feasible /Not Feasible
 - Two sets of proposed Dates
 - Venue
 - Financial implications, if any.
 - 7.2.4. Mock Exercise for educational institutions can be conducted by NDRF considering the following points :-
 - The educational institutions are in the near vicinity of NDRF Bn or RRC. The both side distance shall not be more than 100 Kms.
 - If the distance is more than 100 Kms the transportation cost shall be borne by requesting authorities/organization.
 - In sensitive areas, the NDRF shall conduct Mock Exercise only after ensuring proper security measures by State Administration.

8. PREPARATION BEFORE CONDUCT OF MOCK EXERCISE

In order to plan and execute the Mock Exercise in an utmost professional manner by each Battalion, following planning and preparation shall be done:

- 8.1. Selection of suitable officers & team members who shall be actively participating in all three phases of Mock Exercise.
- 8.2. Selection of required equipments, tools and stores as per authorization.
- 8.3. Selection of instructors, standardize syllabus and schedule for Capacity Building (Refer Part-B of SOP) before TTEx and conduct of Mock Exercise for educational institutions.
- 8.4. Topic for conduct of Mock Exercise shall be selected based on Hazard, Vulnerability, Risks and Capacity (HVR/C) analysis.
- 8.5. Conduct of Mock Exercises should be monitored and evaluated by selected professional.
- 8.6. Make a list of stakeholders with the help of educational institutions and ensure their participation in TTEx and Mock Exercise.
- 8.7. Proper coordination with all stakeholders should be ensured at every stage of planning and execution of the Mock Exercise.
- 8.8. Safety and security of each person, taking part in the Mock Exercise shall be ensured, even of children, whenever required.
- 8.9. Adequate Information Education Communication (IEC) material should be distributed in educational institutions.
- 8.10. Conduct of each member of NDRF should be exemplary.

9. METHODOLOGY

There are three phases/steps to conduct mock exercise for educational institutions and school/College. Unit Commandant shall plan to conduct the Mock Exercises in best possible way. Conduct of such Mock Exercise needs to be planned and executed in different phases/steps as details given below:

- 9.1. Co-ordination meeting: The purpose of coordination meeting is to delineate objectives of Mock Exercise, Scope of Exercise, Selection of the target group for Mock Exercise. This step is required to be taken at least 25-30 days before actual conduct of the Mock Exercise.
 - In the coordination meeting following points must be discussed:
 - Discuss the scope of Mock Exercise (Scenario, target group, participation number and level etc.)
 - Finalize the numbers and participation of stakeholders.
 - Discuss the capability, manpower and resources of all stakeholders.
 - Discussion on School/College Disaster Management Plan, their preparation level and capability.
 - Plan Capacity Building Programme for one, two or three days as per their

- capability to sensitize teachers, non teaching staffs and children, (for this refer Part- B of SOP i.e. on SSP/Capacity Building Programme)
- Discussion on all important forms related to School/College Disaster Management Plan & HVR/C (Refer all Annexure).
- Discussion to frame scenario of Mock Exercise to come with preparation to discuss role and responsibility of all stakeholders in TTEx.
- Finalize the date and venue for TTEx & Mock Exercise.
- Discussion on proper Media coverage to disseminate the messages of safety to homes of children and community.

9.2. Table Top Exercise (Discussion Based Exercise):

Table Top Exercise (TTEx) is a precursor to Mock Exercise, wherein worst case scenarios are simulated. The Table Top is a discussion based exercise guided by a facilitator. Its purpose is to solve problems as a group. One or two Evaluator/Observers may be selected to



observe proceedings and progress towards the objectives. The success of a Table Top Exercise is determined by feedback from Stakeholders/Participants. In many respects, a Table Top Exercise is like a problem-solving or brainstorming session. Unlike a functional exercise, problems are tackled one at a time and talked through without stress.

Therefore, Unit Commandant must select same Officer & subordinate officers for TTEx who have attended the coordination meeting. During the TTEx, thorough discussion and deliberation shall be done starting from the scenario until the final evaluation. Role and responsibilities of each individual, team members, agencies/stakeholders shall be clearly defined which shall be assessed during the actual drill.

Following points will be ensured and discussed in Table Top Exercise:

- Presentation of scenario that was already framed in coordination meeting by the facilitator of TTEx. NDRF may play the role of facilitator.
- All key stakeholders who are going to participate in Mock Exercise will present their status of preparedness, capability and course of actions on the scenario.

- Discussion on respective stakeholder's policies, guidelines, rules and charter of duties.
- Discussion on coordination among all stakeholders & teams of School/ College, communication system, alarms system, safety measures will take place and will be finalized during TTEX.
- All teams of School/College (SAR, First aid, Fire safety, evacuation team, site security, Bus safety and SOMC) will present their role and responsibility and preparedness level as per given scenario.
- The worst case scenarios are thereafter may be simulated through injects for various key stakeholders.
- The response/course of actions for each stakeholders and teams will be elicited by facilitator (MDRF). Necessary assistance and rectification in course of actions for exercise will be done by officer of MDRF in TTEX.
- A final response mechanism/course of action for all stakeholders and teams of School/College will be finalized by the facilitator.
- Independent Observers/Evaluator must be detailed to observe shortcomings that must be discussed in debriefing session. After action report will be produced by Observers & Evaluator.

9.3. Execution of Exercise :

On the day of the mock exercise which aims to bring together participants to apply what they have learned to a practical context and to develop a cooperative, large scale, inter agency response to emergencies. The actual conduct of Mock Exercise is done in phases:



Phase 1: Alarm: As soon as the scenario is set and 'disaster' is struck, the first response is to alert and warn individuals for swift evacuation. In order to alert or warn individuals of an educational institutions and School/College, alarm is raised by giving warning signals and officials of the educational institutions and School/ College should be alerted and time should be noted.

- Earthquake shaking warning is given for one minute.

- This will be a pre-arranged signal such as siren/bell which is known to whole school.
- Utility Cut off the school premises

Phase 2: Response: This phase begins with the first response made after receiving warning signals until the situation is under control. The initial response begins with educational institutes and School/College participants saving themselves and others and making an emergency exit, evacuating the disaster victims to the designated area. Drop Cover Hold (DCH) method to be demonstrated in the schools to make the students aware, fire fighting to be done in case of fire incident and cordoning off the area to be done in case of building collapse.

- Duck, cover, hold & other response action will be performed in class rooms.
- If outside go away from tall buildings.
- Take care of the physically disabled, mentally ill, sick and depressed students.

Phase 3: Evacuation

Once the "shaking" warning signal stops, teachers and students should check the building damage and take decision to evacuate the building following proper evacuation procedures, if building is damaged stay inside the building.

Evacuation is done by Evacuation team in which class teacher and class monitor involves. Evacuation drill will be done as per "Evacuation Plan" of School/College and following points must be kept in mind to children/students during evacuation:

- Listen to teacher's instructions
- Walk out in orderly manner from class room
- Lookout for falling debris.
- Don't run and don't push.
- Don't talk and don't return to class.
- Don't bring your things/belongings.
- Wait for teachers instructions in assembly area.

Phase 4: Assembly

After evacuation whole school Staff /teachers/ students will assemble as per their class at the pre-determined assembly point.

Phase 5: Head Count

After assembly head count is done by teachers.

- Teachers will take the attendance and check with daily attendance sheet.
- Make list of absentees and activate the search and rescue team /first aid team

Phase 6: Exercise by search & rescue team

Search and rescue team will conduct the exercise in school and rescue students from all the possible approaches.

Phase 7: First aid

First aid will be given by the medical team as per available medical kit.

Note: Final head count may be done after this phase to match total numbers of students with attendance sheet to ensure all are rescued.

Phase 8: Evaluation

An evaluation of the drill must be conducted to identify problems encountered during the drill and how this can be corrected in future earthquake drills. Monitoring and evaluating the entire Mock Exercise is a must. A de-briefing session of the personnel and agencies involved in carrying out the Mock Exercise is to be organized to evaluate the strengths and weaknesses, problems and solutions that may be rectified in the future exercises. Unit should prepare evaluation format as per the sample feedback form attached along with this SOP. Documentation, along with photographs and videos of the exercise, will be an asset to effectively organize future exercises and assess usefulness.

10. DURING CONDUCT OF MOCK EXERCISE, FOLLOWING POINTS ARE REQUIRED TO BE KEPT IN MIND:

10.1. Safety and security measures are required to be adopted in letter and spirit to avoid any injury to the any person/student including own personnel.

Each individual should be taught and persistently briefed that the first responsibility is for his/her own personal safety, before enacting/playing their designated role during Mock Exercise. Everyone should be conscious and well acquainted with their individual response plan. All equipment/tools/ropes etc. shall be fully functional before the start of the Mock Exercise.



10.2. Medical component of the NDRF team should be fully equipped and accompanied by at least one Medical Officer/pharmacist.

10.3. The creation of scenario should be based upon the geographical location and

probable hazard and vulnerability of the area. While conducting drills different situation and injects should be given by the NDRF Commander to the players to expose them to enhance their knowledge and skills to respond effectively to each situation.

10.4. All efforts shall be made to implement the Disaster Management Plan of the institutions/schools by the NDRF personnel as well as by all stakeholders who are participating in the Mock Exercise.

10.5. Adequate banners and signage shall be displayed where required for attracting participation/sensitization.

10.6. Incident Response System (IRS) should be followed during Mock Exercise for better coordination.

10.7. Adequate observers/evaluators shall be nominated for monitoring and assessing the conduct of the exercise. The format attached should be used by the observers/evaluators.

11. ACTIONS REQUIRED TO BE TAKEN BY THE BATTALIONS & SECTORS:

NDRF unit should prepare a tentative annual calendar for conducting Mock Exercise, SSP and capacity building for a financial year in consultation with educational institutions, State/District Administration and submit it to HQ NDRF for approval of the Director General.

Following actions are expected from all NDRF Units:

11.1. Each unit to plan minimum 08 Mock Exercises in a year related to the natural disasters in Schools/College/educational institutions.

11.2. Approved Mock Exercise, SSP and capacity building plan shall be communicated to the States/UTs/ concerned districts and SDMA by Unit.

11.3. Required manpower including instructional staff, equipments, vehicles and stores for successful conduct of such programme shall be earmarked and taken to location in a well-planned manner.

11.4. Each unit shall make optimum use of withheld resources to minimize the expenditure while conducting the Mock Exercise.

11.5. After Mock Exercise unit will submit a report with a specific mention of gaps in disaster preparedness as identified during Mock Exercise within 15 days of conduct of Mock Exercise.

PART – C

CONCLUSION:

Integrating and involving the community & educational institutions in disaster management is a complex initiative especially in India with multi-lingual, multi religious, multi-cultural population and varying level of literacy. However this needs to be undertaken as community is invariably the first responder in disaster situations and deserves to be empowered with commensurate capacity building.

NDRF has been rendering yeoman service by continuously engaging themselves in school safety programmes and community awareness programme at different levels in their respective area of responsibility (AOBs) in schools and colleges. These programmes provide practical & basic knowledge about the safety precautions during any emergent conditions in disasters in a progressive, pragmatic and persuasive way by taking due steps towards disaster resilient institutions.

Mock drills are conducted to train students, faculty & others to test the various elements of response plan in order to evaluate and revise it. During a disaster, life-protecting actions must be taken immediately. There will not be time to decide what to do next; everyone must already know how to react appropriately. After a disaster, further life protecting actions such as emergency evacuation or first aid administration may be necessary; well trained staff and students will guarantee that these crucial steps are taken as quickly as possible. Drills and exercises are an extremely important part of the institutional preparedness plan because they teach students, staff and parents how to respond to the challenges of an actual disaster. They also evaluate how well the various parts of emergency plan & work in tandem. Such drills should be hazard specific.

Mock exercises have proved to be a useful tool to test preparedness against any type of disaster. Correct procedure in conducting mock exercises will go a long way in improving the preparedness in the institutions and schools against perceived disasters. We cannot prevent hazards from happening, but can surely prevent them from becoming disasters and when they do happen, to minimise effect, in terms of loss of human lives and damage to infrastructure, by taking preventive and mitigation measures. Hence, NDRF may leverage this vital tool called 'Mock Exercise' in training and empowering the schools, institutions and community to prepare them as a first level bulwark against emergencies/disasters.

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