Model Curriculum

NOS Name:	**Fundamentals of Disaster Management**
NOS Code:	**ICE/MEP/N0101**
Version:	**1.0**
NSQF Level:	**2.5**
Model Curriculum Version:	**1.0**

Integrated Council for Entrepreneurship and Skilling (ICES)
301-303, Suncity Trade Tower, Sector-21, Gurugram, Haryana || Email: ceo@iceskills.in

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Training Parameters

Sector	Education, Training and Research; Management		
Sub-Sector	Education, Training and Research		
Occupation	Safety and Preparedness Education		
Country	India		
NSQF Level	2.5		
Aligned to NCO/ISCO/ISIC Code	NCO-2015/1114.0300		
Minimum Educational Qualification and Experience	**S. No.**	**Academic/Skill Qualification (with Specialization - if applicable)**	**Required Experience (with Specialization - if applicable)**
	1	8th Grade pass and pursuing continuous schooling in regular school	
Pre-Requisite License or Training	Not Applicable		
Minimum Job Entry Age	As per Govt. Norms		
Last Reviewed On	07-10-2025		
Next Review Date	07-10-2028		
NSQC Approval Date	07-10-2025		
QP Version	1.0		
Model Curriculum Creation Date	07-10-2025		
Model Curriculum Valid Up to Date	07-10-2028		
Model Curriculum Version	1.0		
Minimum Duration of the Course	60 Hours		
Maximum Duration of the Course	60 Hours		

Program Overview

This section summarises the end objectives of the program along with its duration.

Training Outcomes:

At the end of the program, the learner should have acquired the listed knowledge and skills to:

- Define disaster, hazard, risk and vulnerability.
- Differentiate natural and man-made disasters.
- Explain the disaster management cycle.
- Identify major disaster types and early warning systems.
- Interpret basic meteorological and seismological alerts.
- Conduct elementary vulnerability and risk assessment.
- Describe climate change impacts on disaster frequency and intensity.
- Identify disaster-prone zones of India.
- Carry out community-level risk assessment activities.
- Explain the institutional framework: NDMA, NDRF, SDMA, DDMA.
- Participate in preparing basic response and evacuation plans.
- List emergency kits and first-aid essentials.
- Demonstrate basic first aid and CPR on a mannequin.
- Apply personal safety measures during fire, flood and earthquake events.
- Participate in mock drills and understand SOPs for schools/communities.
- Conduct simple hazard mapping and reporting.
- Support crowd management and emergency communication.
- Assist in DRR community awareness activities (plantation, waste segregation).
- Demonstrate basic usage of fire safety tools like extinguishers.
- Record, report and communicate disaster-related information effectively.

Modules:

The table lists the modules and their duration corresponding to the Compulsory NOS of the QP

NOS and Module Details	Theory Duration (in Hours)	Practical Duration (in Hours)	On-the-Job Training Duration (Mandatory) (in Hours)	On-the-Job Training Duration (Recommended) (in Hours)	Total Duration (in Hours)
ICE/MEP/N0101: Fundamentals of Disaster Management NOS Version: 1.0 NSQF Level: 2.5	**20:00**	**40:00**	**00:00**	**00:00**	**60:00**
Module 1: Introduction to Disaster Management	02:00	03:00	00:00	00:00	05:00
Module 2: Classification of Disasters and Early Warning Systems	04:00	08:00	00:00	00:00	12:00
Module 3: Repercussion of Disaster: Understanding Hazards, Risk and Vulnerability.	04:00	08:00	00:00	00:00	12:00
Module 4: Disaster prone areas in India and Risk evaluation	04:00	08:00	00:00	00:00	12:00
Module 5: Institutional Framework, Authorities and Preparedness Strategies	03.00	07.00	00.00	00.00	10:00
Module 6: Safety Measures, Mitigation strategies and Mock Drills	03:00	06:00	00.00	00.00	09:00
Total Duration	**20:00**	**40:00**	**00:00**	**00:00**	**60:00**

Module Details

Module 1: Introduction to Disaster Management

Mapped to ICE/MEP/N0101, v1.0

Terminal Outcomes:

- Explain disasters, hazards, risks and vulnerabilities.
- Differentiate natural vs. man-made disasters.
- Describe the disaster management cycle.
- Interpret socio-environmental impacts of disasters.
- Explain sustainable development and disaster reduction linkages.

Duration: 02:00	**Duration: 03:00**
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Explain the terms disaster, hazard, risk, vulnerability and capacity. • Describe natural and man-made disasters with examples. • Explain the concept and stages of the Disaster Management Cycle. • Identify causes and triggers impacting disaster occurrence. • Describe socio-economic and environmental impacts of disasters. • Explain the relationship between sustainable development and DRR. • Describe steps involved in preparedness, mitigation, response and recovery. • Interpret basic disaster-related terminology and classifications. • Explain the concept of resilience and community participation. • Describe the importance of awareness in reducing disaster risks.	• Identify hazards in their school/home environment. • Demonstrate listing of basic vulnerabilities for a given scenario. • Create a simple flow diagram of the disaster management cycle. • Prepare a basic hazard-vulnerability mapping chart. • Conduct a classroom discussion on examples of past disasters. • Prepare a poster on disaster awareness. • Identify the immediate needs and actions required during an emergency. • Record and communicate basic disaster-related observations. • Demonstrate teamwork in responding to simulated scenarios. • Document consequences of a mock disaster scenario.
Classroom Aids	
Training Kit - Trainer Guide, Presentations, Whiteboard, Marker, Projector, Laptop, Video Films	
Tools, Equipment and Other Requirements	
NA	

Module 2: Classification of Disasters and Early Warning Systems

Mapped to ICE/MEP/N0101, v1.0

Terminal Outcomes:

- Classify natural disasters and describe their characteristics.
- Identify man-made disasters and understand their causes.
- Explain early warning systems and the role of national/international agencies.
- Interpret GIS, remote sensing and satellite-based alerts.
- Describe community-level alert and communication mechanisms.

Duration: 04:00	**Duration: 08:00**
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Classify different types of natural disasters and associated processes. • Classify man-made disasters and identify their major causes. • Describe roles of IMD, CWC, INCOIS and other early warning agencies. • Explain meteorological alerts, cyclone categories and flood warnings. • Explain the use of GIS, remote sensing and satellite imagery. • Identify warning symbols and color codes used in disaster alerts. • Explain global early warning frameworks. • Describe the community's role in receiving and acting on early warnings. • Explain the importance of media and communication in warning dissemination. • Explain limitations and challenges in early warning systems.	• Interpret sample early warning weather reports and alerts. • Identify disaster alert symbols from charts/cards. • Demonstrate reading of cyclone, flood and earthquake warning messages. • Use simple mobile-based early-warning apps. • Conduct a mock communication chain based on a warning message. • Prepare a chart showing classification of disasters. • Identify early-warning tools used at community/school level. • Demonstrate the process of raising alarms in an emergency. • Perform scenario-based decision making based on an early warning. • Create a flowchart of the early warning dissemination pathway.
Classroom Aids	
Training Kit - Trainer Guide, Presentations, Whiteboard, Marker, Projector, Laptop, Video Films	
Tools, Equipment and Other Requirements	
NA	

Module 3: Risk, Vulnerability and Climate Change Impact

Mapped to ICE/MEP/N0101, v1.0

Terminal Outcomes:

- Define risk, vulnerability, capacity and hazard.
- Conduct basic vulnerability assessment.
- Explain climate change impacts on disasters.
- Identify climate change indicators (sea-level rise, extreme weather).
- Describe climate treaties and DRR frameworks.

Duration: 04:00	**Duration: 08:00**
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Explain risk, vulnerability, hazard and capacity with examples. • Describe socio-economic and environmental impacts of disasters. • Explain factors influencing community vulnerabilities. • Describe climate change and its link with extreme weather events. • Explain indicators of climate change such as sea-level rise and heat waves. • Describe greenhouse gas mitigation strategies. • Explain major global climate agreements (UNFCCC, Kyoto, Paris Agreement). • Explain basic methods of conducting vulnerability assessments. • Describe climate-induced disasters in India. • Explain the significance of sustainable development in disaster risk reduction.	• Perform a simple vulnerability assessment using a sample checklist. • Identify local climate-related risks (heatwave, flood, drought etc.). • Demonstrate preparation of a basic community vulnerability map. • Analyze real climate-related disaster case studies. • Conduct a field observation on environmental indicators (trees, water, waste). • Prepare a list of climate-friendly actions for schools/communities. • Use simple climate data from IMD websites or apps. • Conduct a group discussion on climate disaster impacts. • Record findings from a mock vulnerability survey. • Suggest climate adaptation practices for daily life.
Classroom Aids	
Training Kit - Trainer Guide, Presentations, Whiteboard, Marker, Projector, Laptop, Video Films	
Tools, Equipment and Other Requirements	
NA	

Module 4: Disaster-Prone Areas in India & Risk Evaluation

Mapped to ICE/MEP/N0101, v1.0

Terminal Outcomes:

- Identify disaster-prone zones in India.
- Explain GIS and remote sensing in risk evaluation.
- Conduct simple community-level risk assessment.
- Describe evacuation and survival strategies.
- Interpret national/global disaster scenarios (UNDRR).

Duration: 04:00	**Duration: 08:00**
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Identify major disaster-prone zones of India (seismic, flood, drought zones). • Describe major cyclone-prone coastal regions. • Explain basics of hazard zonation maps. • Describe the use of GIS and remote sensing in risk evaluation. • Explain concepts of risk assessment and hazard analysis. • Describe India's past disaster events and their geographical patterns. • Explain community-level risk factors in rural and urban settings. • Describe national and global disaster scenario frameworks (UNDRR). • Identify factors influencing evacuation planning. • Explain survival strategies for different types of disasters.	• Identify India's disaster zones using maps. • Perform a simple risk assessment for a school/community location. • Conduct an evacuation route planning activity. • Demonstrate reading of a hazard zonation map. • Identify vulnerable points in a classroom/building. • Participate in a simulated disaster scenario to evaluate risks. • Prepare a simple disaster risk evaluation sheet. • Conduct a basic transect walk for risk identification. • Suggest risk reduction measures for identified local risks. • Document local-site observations for use in planning.
Classroom Aids	
Training Kit - Trainer Guide, Presentations, Whiteboard, Marker, Projector, Laptop, Video Films	
Tools, Equipment and Other Requirements	
NA	

Module 5: Institutional Framework & Preparedness Strategies

Mapped to ICE/MEP/N0101, v1.0

Terminal Outcomes:

- Describe NDMA, NDRF, SDMA, DDMA structures.
- Identify emergency response teams and their roles.
- Prepare basic emergency response and evacuation plans.
- List emergency kits and survival items.
- Conduct hazard mapping and first-aid preparedness activities.

Duration: 03:00	**Duration: 07:00**
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Describe roles of NDMA, NDRF, SDMA, DDMA. • Explain the structure of disaster response teams. • Describe the importance of disaster management plans (DMP). • Identify components of emergency response plans. • Explain basics of emergency kits and survival essentials. • Describe the significance of community-based preparedness. • Explain hazard mapping and its use in planning. • Describe the importance of first aid and CPR in emergencies. • Explain the concept of capacity building and DRR initiatives. • Explain emergency medical response and first-aid protocols.	• Prepare a simple household/school emergency kit. • Demonstrate creating a basic emergency response plan. • Conduct hazard mapping of school premises. • Identify emergency assembly points and evacuation routes. • Demonstrate basic first aid procedures. • Participate in role-plays of emergency response teams. • Identify essential supplies for survival during different disasters. • Prepare a communication tree for emergencies. • Conduct a mock CPR demonstration using a mannequin. • Assist in creating a basic institutional DMP improvement list.
Classroom Aids	
Training Kit - Trainer Guide, Presentations, Whiteboard, Marker, Projector, Laptop, Video Films	
Tools, Equipment and Other Requirements	
NA	

Module 6: Safety Measures, First Aid & Mock Drills

Mapped to ICE/MEP/N0101, v1.0

Terminal Outcomes:

- Identify personal and structural safety measures.
- Use fire extinguishers and follow fire/flood/earthquake SOPs.
- Demonstrate first aid and CPR procedures.
- Participate in planning and executing mock drills.
- Support crowd management and DRR community initiatives.

Duration: 03:00	**Duration: 06:00**
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Explain personal and structural safety measures for fire, flood and earthquakes. • Describe structural mitigation techniques (earthquake-resistant design). • Explain non-structural mitigation (awareness, land-use planning). • Describe types of fire extinguishers and their use. • Explain procedures for fire, flood and earthquake safety. • Describe importance and types of mock drills. • Explain regulatory guidelines for conducting mock drills. • Describe crowd management strategies. • Explain emergency communication procedures. • Describe DRR community initiatives (plantation, waste management).	• Demonstrate the use of fire extinguishers (PASS method). • Practice fire, earthquake and evacuation drills. • Demonstrate personal safety positions during disasters (Drop-Cover-Hold). • Perform CPR and first aid for bleeding, fractures etc. • Participate in planning and conducting a mock drill. • Demonstrate crowd management techniques during evacuation. • Perform emergency communication using whistles/signals/mobile alerts. • Identify fire hazards in the surrounding environment. • Participate in DRR community activities like plantation and waste segregation. • Assess mock drill performance and provide feedback.
Classroom Aids	
Training Kit - Trainer Guide, Presentations, Whiteboard, Marker, Projector, Laptop, Video Films	
Tools, Equipment and Other Requirements	
NA	

Annexure

Trainer Requirements

Minimum Educational Qualification	Specialization	Relevant Industry Experience		Preferable Training Experience	
		Years	Specialization	Years	Specialization
Graduation	In Any Stream	2	Disaster Management Related work	1	Disaster Management Related work

Trainer Certification	
Domain Certification	**Platform Certification**
Recommended that the Trainer is certified for the Job Role: "*Fundamentals of Disaster Management*", mapped to the Standalone NOS: "ICE/MEP/N0101, v1.0". The minimum accepted score is 80%.	Recommended that the Trainer is certified for the Job Role: *"Trainer (VET and skills)"*, mapped to the Qualification Pack: "MEP/Q2601, v3.0". The minimum accepted score is 80%.

Assessor Requirements

Minimum Educational Qualification	Specialization	Relevant Industry Experience		Preferable Training Experience	
		Years	Specialization	Years	Specialization
Graduation	In Any Stream	2	Disaster Management Related work	1	Disaster Management Related work

Assessor Certification	
Domain Certification	**Platform Certification**
Recommended that the Assessor is certified for the Job Role: *"Fundamentals of Disaster Management"*, mapped to the Standalone NOS: "ICE/MEP/N0101, v1.0". The minimum accepted score is 80%.	Recommended that the Assessor is certified for the Job Role: *"Assessor (VET and skills)"*, mapped to the Qualification Pack: "MEP/Q2701, v3.0". The minimum accepted score is 80%.

Assessment Strategy

This section includes the processes involved in identifying, gathering and interpreting information to evaluate the Candidate on the required competencies of the program.

1. **Assessment System Overview:**

   Assessment is done through ICES affiliated Assessment Agencies. Assessors are trained & certified by ICES after Training of Assessor (ToA) program. Assessments are conducted to gauge and assess the trainee's skill and knowledge competency in the specified areas.
   The assessment will have both theory, practical and viva components as per ratio specified in each NOS for **Fundamentals of Disaster Management** NOS.

   During the practical task, trainees are assessed on their workmanship, quality of finished product and time management. They will be graded for all their assessments based on the approved assessment strategy which is signed off by ICES. The Assessor submits an assessment plan to ICES prior to assessments.
   The assessment plan contains the following information:

   - What will be assessed, i.e. the competency based on each NOS based on theory, practical and viva questions
   - How assessment will occur i.e. methods of assessment
   - When the assessment will occur
   - Duration of assessment
   - Where the assessment will take place i.e. context of the assessment (workplace/simulation)
   - The criteria for decision making i.e. those aspects that will guide judgments
   - Where appropriate, any supplementary criteria are used to make a judgment on the level of performance.

   ICES will be monitoring thoroughly the complete Assessment process.

2. **Testing Environment:**

   - Training partner shares the batch start date and end date, number of trainees and the job role.
   - Assessment will be fixed for a day after the end date of training. It could be next day or later. Assessment will be conducted at the training venue/test center only.
   - The knowledge/theory assessments are conducted with proper seating arrangements with enough space between the candidates to prevent mal practicing.
   - Question set for Theory and Practical will be distributed to each candidate by the Assessor.
     - Theory testing will include MCQ type questions, pictorial questions etc. which will test the trainee on his theoretical knowledge of the subject.
     - Practical assessments will be conducted in the approved test centers. The training provider will ensure adequate tools and materials are available to conduct the practical test.

- Viva Testing will be conducted during or post to the practical assessment by the assessor concerned. This Viva Assessment is applicable to understand the outcomes from OJT attended by the concerned candidate.

- One (1) Assessor is eligible to conduct assessments of a batch of maximum 30 candidates.
- The assessment must comprise of two components, namely:
  - Knowledge assessment (Theory assessment)
  - Skill assessment (Practical / Hands-on Skill assessment)

3. Mode of assessment

- Demonstration/Practical Performance /Skill Assessment
- Synoptic multiple-choice question test for Theory Assessment

4. Performance/skill assessment:

- The performance/skill assessment will be conducted through demonstration/practical
- For the practical test trainees are assessed through a given task, which they have to complete correctly for them to be marked as passed.
- The assessment is conducted in a simulated working environment. Due to this fact, the assessors must note that the naturally occurring evidence of competence is unavailable or infrequent. Simulation must be undertaken in a Realistic Working Environment which provides an environment that replicates the key characteristics of the workplace in which the skill to be assessed is normally employed.

5. Knowledge Assessment:

- The knowledge assessments are conducted through Theory (written) Test and Viva Test
- Synoptic test is used for this. It is an MCQ (Multiple Choice Question) test which is prepared externally and externally marked, meaning by agency having no link with training partners.
- The Viva test will be conducted by the assessor in the oral mode considering the communication and domain understanding of skills of trainees.
- The assessment strategy, weightage and duration of assessment for **Fundamentals of Disaster Management** is summarized below

Assessment Type	Formative or Summative	Strategies	Weightage	Duration (hours)
Knowledge	Summative	MCQ	30	1 hour
Knowledge	Summative	MCQ	10	1 hour
Skill	Summative	Structured Practical Task	60	6 hours

6. Assessment Quality Assurance levels/Framework

- ICES has developed assessment criteria framework for each Qualification pack as per National Occupational Standards. The criteria framework includes weightages/marks for each criterion under knowledge and skill. The criteria ensure quality assurance as they ensure valid, consistent and fair assessments

at all locations. Issued to the affiliated Assessment body. The Assessment Body develops questions based on ICES's approved assessment criteria.

- The training partner will intimate the time of arrival of the assessor and time of leaving the venue. Random spot checks/audit may conducted by ICES to monitor assessment.
- Continuous Monitoring through virtual and In-person mode are conducted to ensure the assessment is conducted as per stipulated process
- Process and Technical audit of assessment batches by quality team are conducted to avoid errors in assessment process
- A well -defined comprehensive framework of NON-COMPLIANCE MATRIX is defined and implemented to identify the non-compliance made by assessor and AA and punitive actions are taken correspondingly.
- The capacity building sessions are conducted regularly for assessors and assessment agencies to update them about best practices in assessment

7. Types of evidence or evidence-gathering protocol:

- Evidence in the form of answer sheets in case of knowledge assessments (Theory only) is collected.
- For Practical and Viva assessments videos and photographs are prepared as evidence. These are submitted by the assessor to the assessment agency. ICES does random checks of the same with the participant/ trainee's ID and ascertains authenticity and validity of assessments.
- Post Assessment, the evidence are uploaded by Assessor to assessment agency and further assessment agency to ICES as per stipulated TAT
- Evidence are broadly photographic and video graphics in nature (Geo-Tagged)
- Results along with evidence to be submitted to ICES by the concerning Assessment Agency in the prescribed format and on Digital Format and Physical Format (As required)
- Results to be uploaded on SIDH and other relevant portals for collective data management.

8. Method of verification or validation:

- The process and technical audit of assessment batches are done by Awarding Body
- Attendance of each candidate is verified and it is ensured that only those candidates are assessed by assessors who are meeting the stipulated minimum percentage of attendance
- The result of each candidate is verified; it is verified that that result on SIP is matched with respect to summary sheet submitted by AAs
- Under detailed technical audit for sample batches, the knowledge and skill assessment results for each candidate are checked in technical aspect.
- All the evidence of batches are preserved on server of Awarding Body digital platform

9. On the Job:

- Not Applicable for certification on this Standalone NOS.

References

Glossary

Term	Description
Sector	Sector is a conglomeration of different business operations having similar business and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
Sub-sector	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
Occupation	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
Job role	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
Occupational Standards (OS)	OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the Knowledge and Understanding (KU) they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
Performance Criteria (PC)	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
National Occupational Standards (NOS)	NOS are occupational standards which apply uniquely in the Indian context
Qualifications Pack (QP)	QP comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A QP is assigned a unique qualifications pack code.
Unit Code	Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
Unit Title	Unit title gives a clear overall statement about what the incumbent should be able to do.
Description	Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for.
Scope	Scope is a set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on quality of performance required.
Knowledge and Understanding (KU)	Knowledge and Understanding (KU) are statements which together specify the technical, generic, professional and organisational specific knowledge that an individual needs in order to perform to the required standard.
Organisational Context	Organisational context includes the way the organisation is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.
Technical Knowledge	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
Core Skills/ Generic Skills (GS)	Core skills or Generic Skills (GS) are a group of skills that are the key to learning and working in today's world. These skills are typically needed in any work environment in today's world. These skills are typically needed in any work environment. In the

	context of the OS, these include communication related skills that are applicable to most job roles.
Electives	Electives are NOS/set of NOS that are identified by the sector as contributive to specialization in a job role. There may be multiple electives within a QP for each specialized job role. Trainees must select at least one elective for the successful completion of a QP with Electives.
Options	Options are NOS/set of NOS that are identified by the sector as additional skills. There may be multiple options within a QP. It is not mandatory to select any of the options to complete a QP with Options.

Acronyms and Abbreviations

Acronym	Description
NOS	National Occupational Standard(s)
NSQF	National Skills Qualification Framework
QP	Qualification Pack
TVET	Technical and Vocational Education and Training
MSDE	Ministry of Skill Development and Entrepreneurship
NCVET	National Council for Vocational Education and Training
NSDC	National Skill Development Corporation
ICES	Integrated Council for Entrepreneurship and Skilling (erstwhile Integrated Council for Entrepreneurship and Skilling)
AB	Awarding Body
AA	Assessment Agency
TP	Training Partner
TC	Training Centre
ITI	Industrial Training Institute
ISCO	International Standard Classification of Occupations
NCO	National Classification of Occupations
NCrF	National Credit Framework
NEP	New Education Policy
Q-File	Qualification File
MC	Model Curriculum
PC	Performance Criteria
KU	Knowledge and Understanding
GS	Generic Skills
PMKVY	Pradhan Mantri Kaushal Vikas Yojana
DDUGKY	Deen Dayal Upadhyaya Grameen Kaushalya Yojana
STT	Short Term Training
RPL	Recognition of Prior Learning
NAPS	National Apprenticeship Promotion Scheme
NQR	National Qualification Register
OJT	On the Job Training
NSQC	National Skill Qualification Committee
IS	Indian Standard
NDMA	National Disaster Management Authority
NDRF	National Disaster Response Force
SDMA	State Disaster Management Authority
DDMA	District Disaster Management Authority
UNDRR	United Nations Office for Disaster Risk Reduction
GIS	Geographic Information System