

QUALIFICATION FILE

Fundamentals of Disaster Management

☒ Horizontal / Generic ☐ Vertical/Specialization

☐ Upskilling ☐ Dual/Flexi Qualification ☒ For ToT ☒ For ToA

☒ General ☐ Multi-skill (MS) ☐ Cross-Sectoral (CS) ☐ Future Skills ☐ OEM

NCrF/NSQF Level: 2.5

Submitted By:

Integrated Council for Entrepreneurship and Skilling

Address: 301-303, Suncity Trade Tower, Sector-21, Gurugram, Haryana-122016

Submitting Body Contact Details:

Name: Maya Thakur

Position in the Organization: Chief Executive Officer (CEO)

Address: Same as above

Tel number(s): +91 9717900050

E-mail address: ceo@iceskills.in

Table of Contents

Section 1: Basic Details	3
Section 2: Training Related	6
Section 3: Assessment Related	7
Section 4: Evidence of the need for the Qualification	8
Section 5: Annexure & Supporting Documents Check List	8
Annexure: Evidence of Level.....	9
Annexure: Tools and Equipment (Lab Set-Up).....	12
Annexure: Industry Validations Summary	14
Annexure: Training & Employment Details	17
Annexure: Blended Learning	18
Annexure: Standalone NOS- Performance Criteria details	19
Annexure: Assessment Criteria	23
Annexure: Assessment Strategy	27
Annexure: Acronym and Glossary	31
Acronym.....	31
Glossary	32
Annexure: Career Progression	34

Section 1: Basic Details

1.	NOS-Qualification Name	Fundamentals of Disaster Management		
2.	Sector/s	Education, Training and Research		
3.	Type of Qualification: ☒ New ☐ Revised	NQR Code & version of existing/previous qualification: NA (<i>change to previous, once approved</i>)	Qualification Name of existing/previous version: NA	
4.	National Qualification Register (NQR) Code & Version (Will be issued after NSQC approval)	NG-2.5-ERT-046362025-V1-ICES & Version 1.0	5.	NCrF/NSQF Level: 2.5
6.	Brief Description of the Qualification	This course provides trainees with a foundational understanding of disaster management concepts and practices. It aims to equip learners with the knowledge and skills to identify hazards, understand risks and vulnerabilities, comprehend the impact of climate change on disasters and participate effectively in preparedness and safety measures at the individual, school and community levels. The course emphasizes practical application through case studies, activities and mock drills.		
7.	Eligibility Criteria for Entry for Student / Trainee / Learner / Employee	a. Entry Qualification & Relevant 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	
		b. Age: As per Govt. Norms		
8.	Credits Assigned to this Qualification, Subject to Assessment (<i>as per National Credit Framework (NCrF)</i>)	2	9. Common Cost Norm Category (I/II/III) (wherever applicable): I	

10.	Any Licensing requirements for Undertaking Training on This Qualification <i>(wherever applicable)</i>	Not Applicable					
11.	Training Duration by Modes of Training Delivery <i>(Specify Total Duration as per selected training delivery modes and as per requirement of the qualification)</i>	☐ Offline ☒ Online ☐ Blended					
		Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	OJT Recommended (Hours)	Total (Hours)
		Classroom (offline)					
		Online	20	40			60
		<i>(Refer Blended Learning Annexure for details)</i>					
12.	Assessment Criteria	Theory (Marks)	Practical (Marks)	Project (Marks)	Viva (Marks)	Total (Marks)	Passing %age
		30	60		10	100	50
13.	Is the Job Role Amenable to Persons with Disability	☐ Yes ☒ No If "Yes", specify applicable type of Disability:					
14.	Progression path after attaining the qualification <i>(Please show Professional and Academic progression)</i>	Disaster Preparedness Assistant (NSQF Level: 3)					
15.	How Participation of Women will be Encouraged	• Women and children are the most vulnerable group against disasters as they suffer heavy losses during any disaster event. • Awareness Programs: Conduct workshops and seminars in schools and colleges to inform young women about career opportunities in Disaster management • Targeted Gender Specific Training Programs: Designing training programs specifically for women to learn lifesaving skills. • Mentorship Programs: Pair new female employees with experienced mentors who can provide guidance and support during mock drills for females for disaster safety • Fee waiver: 50% for female candidates					

		- Industry Partnerships: Collaborate with construction companies, industry associations and labor unions to create initiatives aimed at increasing female participation and sponsoring programs under CSR - Facilities: Provide adequate facilities, such as open area for fire and first aid mock drills, halls for lectures and IEC materials for learning
16.	Other Indian languages in which the Qualification & Model Curriculum are being submitted	Hindi
17.	Is similar NOS available on NQR-if yes, justification for this qualification	☐ Yes ☒ No URLs of similar Qualifications:
18.	Name and Contact Details of Submitting / Awarding Body SPOC <i>(In case of CS or MS, provide details of both Lead AB & Supporting ABs)</i>	Name: Maya Thakur Email: ceo@iceskills.in Contact No.: +91 9717900050 Website: www.iceskills.in
19.	Final Approval Date by NSQC: 07-10-2025	20. Validity Duration: 3 Years 21. Next Review Date: 07-10-2028

Section 2: Training Related

1.	Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)	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
2.	Master Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)	Minimum Educational Qualification	Specialization	Relevant Industry Experience		Preferable Training Experience	
				Years	Specialization	Years	Specialization
		Graduation	In any Stream	4	Disaster Management Related work	1	Disaster Management Related work
3.	Tools and Equipment Required for Training	☒ Yes ☐ No (If "Yes", details provided in Annexure)					
4.	In Case of Revised NOS, Details of Any Upskilling Required for Trainer	Not Applicable					

Section 3: Assessment Related

1.	Assessor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	Minimum Educational Qualification	Specialization	Relevant Industry Experience		Preferable Training/Assessment Experience	
				Years	Specialization	Years	Specialization
		Graduation	In any Stream	2	Disaster Management Related work	1	Disaster Management Related work
2.	Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	Minimum Educational Qualification	Specialization	Relevant Technical Experience			
				Years		Specialization	
		Graduation	In any stream	1		in basic computer skills, documentation, coordination etc.	
		OR					
		Diploma	In any stream	2		in basic computer skills, documentation, coordination etc.	
3.	Lead Assessor's/Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	Minimum Educational Qualification	Specialization	Relevant Industry Experience		Preferable Training/Assessment Experience	
				Years	Specialization	Years	Specialization
		Graduation	In any Stream	10	Disaster Management Related work	2	Disaster Management Related work
4.	Assessment Mode (Specify the assessment mode)	Offline					
5.	Tools and Equipment Required for Assessment	☒ Same as for training ☐ Yes ☐ No (details to be provided in Annexure-if it is different for Assessment)					

Section 4: Evidence of the need for Qualification

Provide Annexure/Supporting documents name.

1.	Government /Industry initiatives/ requirement (Yes/No):	Yes
2.	Number of Industry validations provided:	30
3.	Estimated nos. of people to be trained:	3,000
4.	Evidence of Concurrence/Consultation with Line/State Departments (In case of regulated sectors): (Yes/No): If “No”, why:	In Process

Section 5: Annexure & Supporting Documents Check List

Specify Annexure Name / Supporting document file name:

1.	Annexure: NCrf/NSQF level justification based on NCrf level/NSQF descriptors <i>(Mandatory)</i>	Yes
2.	Annexure: List of tools and equipment relevant for qualification <i>(Mandatory, except in case of online course)</i>	Yes
3.	Annexure: Performance and Assessment Criteria <i>(Mandatory)</i>	Yes
4.	Annexure: Assessment Strategy <i>(Mandatory)</i>	Yes
5.	Annexure: Blended Learning <i>(Mandatory, in case selected Mode of delivery is “Blended Learning”)</i>	No
6.	Annexure: Acronym and Glossary <i>(Optional)</i>	Yes
7.	Annexure/Supporting Document: Standalone NOS- Performance Criteria Details Annexure/Document with PC-wise detailing as per NOS format (Mandatory- Public view)	Yes
8.	Supporting Document: Model Curriculum (Mandatory – Public view)	Yes

Annexure: Evidence of Level

NCrF/NSQF Level Descriptors	Key requirements of the job role/ outcome of the qualification	How the job role/ outcomes relate to the NCrF/NSQF level descriptor	NCrF/NSQF Level
Professional Theoretical Knowledge/Process	Possesses knowledge involving a defined range of standard procedures employed in routine contexts. Understands the basic concept of timely delivery and Quality. Can interpret the available information and communicate the same. Basic knowledge of collecting and organizing information for problem identification and solution. Understands the basic financial and uses limited discretion and judgement over a range of known responses to familiar problems. Range of knowledge involving a defined range of standard procedures, uses limited discretion and judgement over a range of known responses to familiar problems	Basic factual knowledge of common disasters (fire, flood, earthquake). Process is routine, predictable and standardized, e.g., following a fire drill, raising alarms or informing a supervisor. Knowledge limited to awareness (dos & don'ts, safety symbols).	2.5
Professional and Technical Skills/ Expertise/ Professional Knowledge	A range of skills and technical capabilities of carrying out a choice of processes and procedures within the range of familiar contexts. The ability to gain and where relevant, apply a range of knowledge, skills and understanding. Has the required skills for Identification of the problem and issues within the range of familiar contexts and generate possible solution. Skills to identify the relevant tools and materials in given context. Possesses operational knowledge and understanding of the work/ job. Skill to deliver job/work with reasonable precision. Range of technical skills Required skills for Identification of the problem and issues within the range of familiar contexts	Can perform routine, repetitive, standardized skills, e.g.: Using a fire extinguisher Wearing safety gear Participating in drills Reporting incidents. Skills are assisted and supervised.	2.5
Employment Readiness & Entrepreneurship Skills & Mind-set/Professional Skill	Working as a member of a team/ within a team. Display Personal Motivation. Positive Attitude and Passion for Work, Good skills in written and oral communication with some clarity, basic knowledge of Language to support such communication. Intermediate literacy and Numeracy skills, Skills for	Employability is restricted to helper roles under supervision. Communication is limited to simple words, signs and filling structured formats (e.g., attendance register, incident log). No scope for independent problem-solving.	2.5

	workshop calculations and basic of arithmetic and algebraic principles. Having broader Employability Skills including self-employment and Mini entrepreneurship skills creating jobs for more than 1 person. You can use digital tools, have basic Financial and Digital literacy, Aadhar and Mobile, digital payments etc. with some proficiency. Basic understanding of social, political natural and work environment. Basic understanding of Constitutional values and Citizenship, inclusion and Diversity Team readiness and Entrepreneurial readiness Team worker, with broad employability skills who displays of motivation and positive attitude for work.		
Broad Learning Outcomes/Core Skill	The candidate must be able to carry out job/ work/ tasks/ /small project/assignments in a familiar, predictable, routine, situation of clear choice. Focus on range of applications of standard procedures or operations in production/ services. Able to identify/ anticipate the problems and possible range of solutions in production/ services, Tasks are mostly performed by own and require little instructions and supervision. Understands all safety and general hygiene norms and environmental aspects, together with Risks. For self-help group members, mini entrepreneurs end to end clear understanding of production process, quality parameters, delivery and local marketing. Carry out Range of tasks and may provide range of solutions The candidate carries out a job in familiar, predictable, routine, situation of clear choice, can focus on range of application of standard procedures or operations in production/ services. Must be able to identify/ anticipate the problems and possible range of solutions	You can read simple instructions and safety signs. Can count, record and report numbers (injured persons, emergency stock). Broad learning is limited to basic safety and preparedness awareness.	2.5
Responsibility	Take responsibility for delivery and quality of own work and tangible output. At Level 2.5 the candidate is a Junior Technician. At level 3.0 the candidate	Works under direct and close supervision. Responsibility is limited to own actions	2.5

	works as a skilled worker/ technician. Take work from the helpers or assistants and collaboratively work with junior technician. Able to assist in the planning of the routine and predictable tasks within a specific field. Accountable/ responsible Jr. Technician and Technician Takes responsibility for delivery and quality of own work and tangible output. Can assist in the planning of the routine and predictable tasks within a specific field.	and reporting. No scope for independent decision-making.	
--	--	--	--

NSQC Approved

Annexure: Tools and Equipment (Lab Set-Up)

List of Tools and Equipment

Batch Size: 30 Candidates

S. No.	Tool / Equipment Name	Specification	Units	Quantity for specified Batch size	Remarks
1.	Scissors/ Rotary cutters/ Fabric Shears		Pair	3	
2.	Fire Extinguishers		Number	3	
3.	Hammer		Number	3	
4.	Saw		Number	3	
5.	Drilling Machine		Number	1	
6.	Stretchers		Number	2	
7.	Bucket		Number	10	
8.	Rope		Meter	10	
9.	Hydrant		Number	3	
10.	Sand Bucket		Number	1	
11.	Bamboos		Number	6	
12.	Gloves		Number	2	
13.	Safety Glasses		Number	2	
14.	Dust Masks		Number	2	
15.	Safety Shoes		Number	2	
16.	First Aid Box		Number	1	
17.	Gas Cylinder		Number	1	
18.	Bed Sheet		Number	2	
19.	Old News Papers		Number	50	
20.	Mannequin for CPR		Number	1	

Classroom Aids

The aids required to conduct sessions in the classroom are:

1. Laptops
2. Whiteboards and markers
3. Projector

4. Screen
5. Chart paper
6. AV equipment
7. Stationery
8. Telephone connection

NSQC Approved

Annexure: Industry Validations Summary

Provide the summary information of all the industry validations in table. This is not required for OEM qualifications.

S. No	Organization Name	Representative Name	Designation	Contact Address	Contact Phone No	E-mail ID	LinkedIn Profile (if available)
1.	Sri Sai College of Engineering & Technology	Dr. Vipin Gupta	Director	Badhani Pathankot	9988244444	sarjanskilldevelopment@gmail.com	
2.	Baba Saheb Ambedkar Institute of Technology and Management	Anuradha	Principal	BSAITM Bhawan, Plot No.13, Budhella, Vikaspuri	7703917546	skills@bsates.com	
3.	Baba Saheb Ambedkar Polytechnic	Raj Kumar	Principal	Distt. Jhajjar, Haryana	7011291459	info@bsapolytechnic.com	
4.	Delhi Global Institute of Technology	Ms Shelly Rajput	Principal	VPO-Barhana, Distt Jhajjar	9873000679	info@delhiglobal.ac.in	
5.	IFI Developers Private Limited	Prateek	Associate Manager	VPO MP Majhra Tehsil Beri Distt. Jhajjar Haryana	7011170622	ifidevelopers1@gmail.com	
6.	Madhu Vachaspati Institute of Engineering & Technology	Samar Abbas	Registrar	Rasoolabad Urf Koilaha (Puranufti) G.T. Road	9838077859	samarmvgroup@gmail.com	
7.	Energy Care Efficiency	Dr. Vishal Gupta	Director Operation	335, Lane No.11, Chaman Vihar, Niranjanpur	9997889515	vishalrahi@gmail.com	
8.	Shrikant Gajanan Mhatre	Shrikant Gajanan Mhatre	Director	"Shiv Niwas", Sagar Society, Private High School Road, Tal. Pen, Dist. Raigad	9423379204	sshri1000@gmail.com	
9.	Patel Engineering	Ajit Parihar	Dy G M	Patel Estate Road, Jogeshwari (W), Mumbai - 400109	022-26767507	ajit.parihar@pateleng.com	
10.	The Northcap University	Dr Lokesh Choudhary	Assistant Professor	HUDA Sector 23A, Gurugram	132 2365811	lokeshchoudhary@ncuindia.edu	
11.	Jitender Associates	Jitender Muningum	Proprietor	Plot No A175, Phase-II, Near Jalakanya Hotel Last Bus Stop Road, Kukatpally, Hyderabad	9849297759	jitendermuningum@gmail.com	
12.	L & Q Surveys Pvt Ltd	Dr S N Bansal	Chief Executive Officer	307, 3rd Floor, F-14, F Block, Middle Circle, Connaught Place	9811039706	lqsur@yahoo.com	
13.	Anupam Technology	Nileaysh	Director	Swastik Chowk, Godhani Road,	9822464935	anupamtechnology@gmail.co	

		Shriwaas		Yavatmal - 445001, Maharashtra		m	
14.	Pooja Swami Architect	Ms. Pooja Swami	Architect	Gurugarm	7820926350	swamipooja07@gmail.com	
15.	Global Reach Skill Training India Pvt Ltd	Mr. Yogesh Arunrao Bhusa	Director	United Pride Complex, Near MIT College, Beed Bypass Road, Chhatrapati Sambhajanagar	9075020068	grcenterinfo@gmail.com	
16.	Techno Park Skill Training India Pvt Ltd	Ms. Shila Dhage	Project Head	United Pride Complex, Near MIT College, Beed Bypass Road, Chatrapati Sambhaji Nagar	8275387887	tpiteducation@gmail.com	
17.	Trahan Livelihood Mission Pvt Ltd	Mr. Namdev Wankhede	Project Head	United Pride Complex, Near MIT College, Beed Bypass Road, Aurangabad	9049025245	trahoninfo@gmail.com	
18.	Studieux Atelier	Mr. Animesh Aggarwal	Principal Architect	9 Sai Lok, Phase 2, GMS Road, Niranjanpur, Dehradun, Uttarakhand	8791237171	Studieuxatelier@gmail.com	
19.	Prabhodita Services India Pvt Ltd	Mr. Sharath Kalappa	Managing Director	#654, 1st floor, 1st Main Rd, TK Layout 4th Stage, TK Layout, Mysuru, Karnataka	9845472751	sharath.k@prabhodita.co.in	
20.	Yash Sharma (Architect)	Mr. Yash Sharma	Architect	Gurugram	9634581376	yashsharma770@gmail.com	
21.	Institute of Technological Studies	Tapan Bihari Bhanja	Chairman	Bhubaneswar, Odisha	9933215425	itsbbsr@yahoo.com	
22.	Rustomjee Prestige Vocational Education & Training Centre LLP	Mr Vinod S	General Manager	Prestige Terminus-2, Old Airport Exit Road, HAL, Bengaluru	7353300042	info@rpvetc.co.in	
23.	National Institute of Technology Delhi	Dr. Ajay Kumar	Associate Professor	Zone P1, National Institute of Technology, Plot No.FA7, GT Karnal Rd, Garthi Khurad, Bakoli		ajay@nitdelhi.ac.in	
24.	Manav Rachna International Institute of Research & Study	Dr. Gurjeet Kaur	Dean Student Welfare	Faridabad	8527695490	dean.dsw@mriu.edu.in	
25.	Dynamite Duro India Pvt Ltd	Rahul Dev	Commercial Manager	Dehradun, Uttarakhand		info@dynamiteduro.com	
26.	Indian Coast Guard	PM Jain	Chief Engineer	Goa			

			and Dy. Director				
27.	Aamdhan	Navneet Yadav	CBO	Hyderabad, Telangana	9455035118	support@amdhan.com	
28.	United Human Resource	Bhupinder Kumar	HR Manager	Rewari, Haryana	7056372603	infounitedhuman@gmail.com	
29.	Distil Education Society Pvt Ltd	Seraj Ahmed	Sr. Executive, HR	Dwarka, New Delhi	9350635425	crc@distiledu.com	
30.	GM Construction Group Company	Shailendra Rajput	Project Manager (North)	Khar, Mumbai, Maharashtra	8869862551	contact@gmconstruction.com	

NSQC Approved

Annexure: Training & Employment Details

Training and Employment Projections:

Year	Total Candidates	Women	People with Disability
	Estimated Training #	Estimated Training #	Estimated Training #
2025-26	1000	200	20
2026-27	1000	200	40
2027-28	1000	200	60

Data to be provided year-wise for next 3 years

Training, Assessment, Certification and Placement Data for previous versions of Qualifications:

Qualification Version	Year	Total Candidates				Women				People with Disability			
		Trained	Assessed	Certified	Placed	Trained	Assessed	Certified	Placed	Trained	Assessed	Certified	Placed
NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Applicable for revised qualifications only, data to be provided year-wise for past 3 years.

List Schemes in which the previous version of Qualification was implemented:

1. NA

Content availability for previous versions of qualifications:

☒ Participant Handbook ☒ Facilitator Guide ☒ Digital Content ☒ Qualification Handbook ☐ Any Other:

Languages in which Content is available: English and Hindi

Annexure: Blended Learning

Blended Learning Estimated Ratio & Recommended Tools:

Refer NCVET “Guidelines for Blended Learning for Vocational Education, Training & Skilling” available on:

<https://ncvet.gov.in/sites/default/files/Guidelines%20for%20Blended%20Learning%20for%20Vocational%20Education,%20Training%20&%20Skilling.pdf>

S.No.	Select the Components of the NOS	List Recommended Tools – for all selected Components	Offline: Online Ratio
1.	☐ Theory/ Lectures - Imparting theoretical and conceptual knowledge	NA	NA
2.	☐ Imparting Soft Skills, Life Skills and Employability Skills / Mentorship to Learners	NA	NA
3.	☐ Showing Practical Demonstrations to the learners	NA	NA
4.	☐ Imparting Practical Hands-on Skills/ Lab Work/ workshop/ shopfloor training	NA	NA
5.	☐ Tutorials/ Assignments/ Drill/ Practice	NA	NA
6.	☐ Proctored Monitoring/ Assessment/ Evaluation/ Examinations	NA	NA
7.	☐ On the Job Training (OJT)/ Project Work Internship/ Candidate Training	NA	NA

Annexure: Standalone NOS- Performance Criteria details

1. Description:

This course provides trainees with a foundational understanding of disaster management concepts and practices. It aims to equip learners with the knowledge and skills to identify hazards, understand risks and vulnerabilities, comprehend the impact of climate change on disasters and participate effectively in preparedness and safety measures at the individual, school and community levels. The course emphasizes practical application through case studies, activities and mock drills

2. Scope:

The scope covers the following:

- Introduction to Disaster Management
- Classification of Disasters and Early Warning Systems
- Risk, Vulnerability and Climate Change Impact on Disasters
- Disaster Prone Areas in India and Risk Evaluation
- Institutional Framework and Preparedness Strategies for Disaster Management
- Safety Measures and the Role of Mock Drills in Disaster Preparedness

3. Elements and Performance Criteria:

To be competent, the user/individual on the job must be able to:

Introduction to Disaster Management

To be competent, the user/individual on the job must be able to:

- PC 1. define and distinguish between disasters, hazards and vulnerabilities in the context of disaster management
- PC 2. explain key factors that lead to disasters and analyze their socio-environmental significance
- PC 3. differentiate between natural and man-made disasters based on origin, frequency and impact
- PC 4. describe the components of the disaster management cycle: mitigation, preparedness, response and recovery
- PC 5. illustrate the consequences of disasters on human lives, ecosystems, infrastructure and economies
- PC 6. explain the interdependence between sustainable development and disaster risk reduction

Classification of Disasters and Early Warning Systems

To be competent, the user/individual on the job must be able to:

- PC 7. classify different types of natural disasters and their characteristics
- PC 8. classify various natural disasters such as earthquakes, volcanism, cyclones, tsunamis, floods, droughts, famines, landslides, avalanches and outline their characteristics
- PC 9. identify and categorize different types of man-made disasters, such as industrial accidents, oil spills, fires and nuclear events (war)
- PC 10. recognize the role of national and global agencies in early warning systems, including meteorological, seismological and oceanographic institutions
- PC 11. explain the use of technologies like satellite imagery, gis and remote sensing in disaster forecasting and alerts
- PC 12. assess the effectiveness of early warning mechanisms in managing specific disasters like cyclones, floods and tsunamis

- PC 13. explain community alert mechanisms and the role of media in disseminating disaster warnings

Risk, Vulnerability and Climate Change Impact on Disasters

To be competent, the user/individual on the job must be able to:

- PC 14. define hazard, risk, vulnerability and capacity in disaster management
PC 15. identify economic and environmental repercussions of disasters, including health hazards and ecosystem loss
PC 16. conduct basic vulnerability assessments using socio-economic, geographic and climatic indicators
PC 17. explain the influence of climate change on the frequency and intensity of disasters
PC 18. discuss climate change indicators such as sea-level rise and extreme weather in urban and rural contexts
PC 19. suggest greenhouse gas mitigation strategies and sustainable development approaches for disaster reduction
PC 20. analyze international frameworks and climate treaties related to disaster risk reduction, such as the SENDAI framework

Disaster Prone Areas in India and Risk Evaluation

To be competent, the user/individual on the job must be able to:

- PC 21. locate disaster-prone zones in India, including seismic, flood, drought, cyclone and landslide regions
PC 22. describe tools and techniques used in risk and hazard assessment (e.g., GIS, Remote Sensing)
PC 23. conduct community-level risk assessments with a focus on local participation and indigenous knowledge
PC 24. analyze national and global disaster scenarios and cooperation mechanisms like UNDRR
PC 25. outline evacuation strategies and survival techniques applicable during different disasters

Institutional Framework and Preparedness Strategies for Disaster Management

To be competent, the user/individual on the job must be able to:

- PC 26. describe the role and Government structure frameworks of disaster management authorities (NDMA, NDRF, SDMA, DDMA)
PC 27. identify the composition and function of emergency response teams
PC 28. explain the significance of state and local disaster management plans
PC 29. discuss the role of community-based disaster preparedness and capacity building
PC 30. develop an emergency response plan suitable for different types of disasters
PC 31. list the essential emergency kits and supplies required for disaster survival
PC 32. demonstrate basic life-saving techniques and first aid protocols
PC 33. conduct hazard mapping and risk analysis for emergency planning
PC 34. frame emergency medical response guidelines and first aid measures
PC 35. assist in site vulnerability mapping to identify high-risk zones as a DRR Community activity
PC 36. organize and conduct First Aid and CPR training as a DRR community activity
PC 37. facilitate discussions on the institution's Disaster Management Plan (DMP) and suggest improvements as a DRR community activity

Safety Measures and the Role of Mock Drills in Disaster Preparedness

To be competent, the user/individual on the job must be able to:

- PC 38. describe structural mitigation strategies, such as earthquake-resistant infrastructure and flood control systems
PC 39. explain non-structural approaches, including land-use regulation and awareness campaigns
PC 40. discuss innovative mitigation strategies like green infrastructure and nature-based solutions
PC 41. outline major government programs promoting disaster mitigation (e.g., PM Gati Shakti)

- PC 42. identify and apply personal and structural safety measures during fire, flood and earthquake events
- PC 43. define mock drills and explain their value in emergency preparedness and minimizing panic
- PC 44. differentiate between types of mock drills and outline how they are implemented in various settings
- PC 45. describe regulatory guidelines for conducting mock drills in schools, offices and public spaces
- PC 46. evaluate the outcomes of mock drills and recommend improvements through feedback mechanisms
- PC 47. train students on crowd management and emergency communication in a DRR community setting
- PC 48. develop a DRR community emergency response team to assist in campus safety
- PC 49. lead tree plantation drives and promote waste segregation and water conservation projects as part of DRR community initiatives

4. Knowledge and Understanding (KU):

The individual on the job needs to know and understand:

- KU 1. definition, types and classifications of disasters
- KU 2. disaster management cycle and its significance
- KU 3. role of international organizations like UN, WHO and Red Cross in disaster relief
- KU 4. National Disaster Management Authorities and policies
- KU 5. Community-Based Disaster Risk Reduction (CBDRR)
- KU 6. climate change and its impact on disaster frequency and intensity
- KU 7. structural vs. non-structural disaster mitigation measures
- KU 8. role of media and communication in disaster awareness
- KU 9. technological advancements in disaster management
- KU 10. psychological impact of disasters and trauma care
- KU 11. ethics and humanitarian principles in disaster management
- KU 12. methods for evaluating safety initiatives
- KU 13. sustainable development and disaster resilience
- KU 14. practical application of First Aid and CPR and its importance in emergency response
- KU 15. process of campus vulnerability mapping and its contribution to local planning
- KU 16. procedures and purpose of organizing and conducting mock drills
- KU 17. principles of crowd management and emergency communication
- KU 18. connection between sustainable practices (e.g., tree plantation, waste segregation) and long-term disaster risk reduction
- KU 19. structure and function of a DRR community emergency response team

5. Generic Skills (GS):

User/individual on the job needs to know how to:

- GS 1. communication and coordination during emergencies
- GS 2. leadership and decision-making in crisis situations
- GS 3. teamwork and collaboration in disaster response teams
- GS 4. problem-solving and adaptability under stress
- GS 5. data collection and report writing for disaster assessments

- GS 6. use of technology and digital tools in disaster management
- GS 7. critical thinking for evaluating disaster response effectiveness
- GS 8. community engagement and mobilization skills
- GS 9. risk assessment and strategic planning
- GS 10. emotional intelligence and stress management in crisis handling

NSQC Approved

Annexure: Assessment Criteria

S. No.	Assessment Criteria for Performance Criteria	Theory Marks	Practical Marks	Project Marks	Viva Marks
Introduction to Disaster Management		5	10		1
PC 1.	Define and distinguish between disasters, hazards and vulnerabilities in the context of disaster management.				
PC 2.	Explain key factors that lead to disasters and analyze their socio-environmental significance.				
PC 3.	Differentiate between natural and man-made disasters based on origin, frequency and impact.				
PC 4.	Describe the components of the disaster management cycle: mitigation, preparedness, response and recovery.				
PC 5.	Illustrate the consequences of disasters on human lives, ecosystems, infrastructure and economies.				
PC 6.	Explain the interdependence between sustainable development and disaster risk reduction.				
Classification of Disasters and Early Warning Systems		5	10		1
PC 7.	Classify different types of natural disasters and their characteristics.				
PC 8.	Classify various natural disasters such as Earthquakes, Volcanism, Cyclones, Tsunamis, Floods, Droughts, Famines, Landslides, Avalanches and outline their characteristics.				
PC 9.	Identify and categorize different types of man-made disasters, such as industrial accidents, oil spills, fires and nuclear events (war).				
PC 10.	Recognize the role of national and global agencies in early warning systems, including meteorological, seismological and oceanographic institutions.				
PC 11.	Explain the use of technologies like satellite imagery, GIS and remote sensing in disaster forecasting and alerts.				
PC 12.	Assess the effectiveness of early warning mechanisms in managing specific disasters like cyclones, floods and tsunamis.				

PC 13.	Explain community alert mechanisms and the role of media in disseminating disaster warnings.				
Risk, Vulnerability and Climate Change Impact on Disasters					
PC 14.	Define hazard, risk, vulnerability and capacity in disaster management.				
PC 15.	Identify economic and environmental repercussions of disasters, including health hazards and ecosystem loss.				
PC 16.	Conduct basic vulnerability assessments using socio-economic, geographic and climatic indicators.				
PC 17.	Explain the influence of climate change on the frequency and intensity of disasters.	5	10		2
PC 18.	Discuss climate change indicators such as sea-level rise and extreme weather in urban and rural contexts.				
PC 19.	Suggest greenhouse gas mitigation strategies and sustainable development approaches for disaster reduction.				
PC 20.	Analyze international frameworks and climate treaties related to disaster risk reduction, such as the Sendai Framework.				
Disaster Prone Areas in India and Risk Evaluation					
PC 21.	Locate disaster-prone zones in India, including seismic, flood, drought, cyclone and landslide regions.				
PC 22.	Describe tools and techniques used in risk and hazard assessment (e.g., GIS, remote sensing).				
PC 23.	Conduct community-level risk assessments with a focus on local participation and indigenous knowledge.	5	10		2
PC 24.	Analyze national and global disaster scenarios and cooperation mechanisms like UNDRR.				
PC 25.	Outline evacuation strategies and survival techniques applicable during different disasters.				
Institutional Framework and Preparedness Strategies for Disaster Management					
PC 26.	Describe the role and Government structure frameworks of disaster management authorities (NDMA, NDRF, SDMA, DDMA).	5	10		2
PC 27.	Identify the composition and function of emergency response teams.				

PC 28.	Explain the significance of state and local disaster management plans.				
PC 29.	Discuss the role of community-based disaster preparedness and capacity building.				
PC 30.	Develop an emergency response plan suitable for different types of disasters.				
PC 31.	List the essential emergency kits and supplies required for disaster survival.				
PC 32.	Demonstrate basic life-saving techniques and first aid protocols.				
PC 33.	Conduct hazard mapping and risk analysis for emergency planning.				
PC 34.	Frame emergency medical response guidelines and first aid measures.				
PC 35.	Assist in site vulnerability mapping to identify high-risk zones as a DRR Community activity.				
PC 36.	Organize and conduct First Aid and CPR training as a DRR community activity				
PC 37.	Facilitate discussions on the institution's Disaster Management Plan (DMP) and suggest improvements as a DRR community activity.				
Safety Measures and the Role of Mock Drills in Disaster Preparedness		5	10		2
PC 38.	Describe structural mitigation strategies, such as earthquake-resistant infrastructure and flood control systems.				
PC 39.	Explain non-structural approaches, including land-use regulation and awareness campaigns.				
PC 40.	Discuss innovative mitigation strategies like green infrastructure and nature-based solutions.				
PC 41.	Outline major government programs promoting disaster mitigation (e.g., PM Gati Shakti).				
PC 42.	Identify and apply personal and structural safety measures during fire, flood and earthquake events.				
PC 43.	Define mock drills and explain their value in emergency preparedness and minimizing panic.				

PC 44.	Differentiate between types of mock drills and outline how they are implemented in various settings.				
PC 45.	Describe regulatory guidelines for conducting mock drills in schools, offices and public spaces.				
PC 46.	Evaluate the outcomes of mock drills and recommend improvements through feedback mechanisms.				
PC 47.	Train students on crowd management and emergency communication in a DRR community setting.				
PC 48.	Develop a DRR community emergency response team to assist in campus safety.				
PC 49.	Lead tree plantation drives and promote waste segregation and water conservation projects as part of DRR community initiatives.				
Total Marks		30	60		10

NSQC Approved

Annexure: 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	Viva	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.

NSQC Approved

Annexure: Acronym and Glossary

Acronym

Acronym	Description
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
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
QP	Qualification Pack
Q-File	Qualification File
MC	Model Curriculum
NOS	National Occupational Standard(s)
PC	Performance Criteria
KU	Knowledge and Understanding
GS	Generic Skills
UNDRR	United Nations Office for Disaster Risk Reduction
NDMA	National Disaster Management Authority
NDRF	National Disaster Response Force
SDMA	State Disaster Management Authority
DDMA	District Disaster Management Authority
GIS	Geographic Information System

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.

NSQC Approved

Annexure: Career Progression

