

Government of Himachal Pradesh
Department of Revenue(Disaster Management)

No.Rev(DMC)(F)1-2/2019

Dated the 19 August, 2019

NOTIFICATION:

The Governor, Himachal Pradesh is pleased to notify Scheme/guidelines on "School Safety Project" as per the Annexure enclosed to be implemented in collaboration with the Education Department, Himachal Pradesh spelling out the role of Stakeholders on the recommendations of State Executive Committee constituted as per the provisions of Disaster Management Act-2005 to reduce disaster risk in Schools, with immediate effect.

All concerned stakeholder departments/agencies will implement the scheme in their respective departments in letter and spirit and send action plan and requirement of funds to the Revenue(DM) department immediately.

By order

Onkar Chand Sharma
Principal Secretary(Rev-DM) to the
Government of Himachal Pradesh.

To

1. All Administrative Secretaries to the Government of Himachal Pradesh.
2. All Heads of Departments in Himachal Pradesh.
3. All Deputy Commissioners-cum-Chairman, DDMA's in HP.
4. The Secretary (GAD) to the Government of Himachal Pradesh w.r.t. item No.43 of Cabinet decision held on 8.8.2019 for information.
5. The Director, HP Institute of Public Admn, Fairlawns, Simla-12
6. The Director of Higher Education, HP Simla-1
7. The Director of Elementary Education, Shimla-1 w.r.t his letter No.EDN-H(Ele)(4)-1/2017-18-Safety dated 27.2.2019.
8. Principal, State Council of Educational Research & Training, Solan
9. The Principal, Govt. College of Teachers Education, Dharamshala.
10. The Principal, All District Institute of Education and Training in HP
11. The Project Director(SSA & RMSA), HP Simla-1
12. The Controller of P&S, HP for publication in Gazette.

(D.C.Rana)

Special Secretary(Rev-DM) to the
Government of Himachal Pradesh



Government of Himachal Pradesh State Disaster Management Authority

School Safety Project (SSP) *“Safe Schools in Emergencies and Disasters”*

Implementation Guidelines

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School Safety Project

Implementation Guidelines

Safe Schools in Emergencies and Disasters

1. Background

Himachal Pradesh is prone to 25 of the 33 total hazards identified in the country by the High-Powered Committee constituted by the Government of India in 2001. The State is mainly vulnerable to hazards such as, earthquakes, landslides, cloudbursts, flashfloods, fires, road accidents. According to the seismic zonation map of the country, wherein the country has been categorized in zone II to Zone V and where zone II is least seismically active area and zone V is seismically highly active area, the State falls in Zone IV and V. The State has been shaken by many earthquakes in the past and 1905 Kangra earthquake was strongest ever recorded earthquake in the history of State. This earthquake led to the death of around 20,000 people and more than one lakh houses were collapsed. Since then the State has been shaken by more than 279 times by earthquakes of magnitude 3 and above in the Richter Scale. The 1975 Kinnaur earthquake was another big jolt which the State experienced. As per the many research outcomes, strong earthquake in this part of the Himalayas in the near future cannot be ruled out and not major earthquake has shaken this place for long.

Besides the earthquakes, the State has experienced severe flash floods and consequent damage in the year 2000, 2005 and 2013 in the Kinnaur district. Majority of the area of the State is prone to landslides of varying degree. In the recent monsoon season, more than 500 landslides were experienced along the State roads alone and around 32 events of cloudburst were reported.

Prior to 2005, response to disasters was mainly relief centric. There was no proactive management of disasters. With the enactment of Disaster Management Act in 2005, emphasis has been shifted from relief-centric approach to the proactive and holistic management of disaster encompassing all phases i.e. pre, during and post disaster phases. The emphasis has now been shifted on prevention, mitigation, reduction, response, relief, rehabilitation and recovery. After the enactment of Disaster Management Act in 2005, the Himachal Pradesh Government notified State Disaster Management Authority (SDMA), State Executive Committee and District Disaster Management Authorities (DDMA) on 1.6.2007. The SDMA is headed by the Chief Minister. The State Executive Committee (SEC) has been constituted under the Chairpersonship of Chief Secretary and DDMA's have been constituted under the chairpersonship of the Deputy Commissioner of the respective district.

In developing countries like India, schools are often located in vulnerable areas and unprepared to respond to emergencies. There have been several instances of children losing their lives or suffering serious injuries due to various disasters. In 2010 Haiti earthquake, half of the schools in the country were destroyed. The Sichuan Earthquake in 2008 caused collapse of over 7,000 school buildings. The 2005 Kashmir earthquake resulted in collapse of over 8000 schools on both sides of the border; altogether over 18000 children lost their lives while at school.

In recent years, schools in India have witnessed many catastrophic incidents: a fire led to the deaths of over 400 people —about half of them students and a total of 31 teachers died - at a school's prize giving ceremony in Dabwali Haryana in 1995; In 2001 a total of 31 teachers died and 95 were injured; 971 students perished and 1,051 were injured in the Bhuj Earthquake over 11,600 schools were destroyed/ damaged in Gujarat. Formal education was disrupted due to widespread damage to physical infrastructure. Tamil Nadu caused death of 94 children and thousands of students and teachers were impacted in South India in the aftermath of the 2004 Tsunami; and 15 children and 3 teachers died in a boat accident during a school picnic at Kerala in 2007.

Cause for such state of affairs has largely been poor quality of construction, lack of disaster resilient features and poor maintenance of schools. The fact remains that schools are indeed spaces where children and teachers spend a large part of their day. Therefore, the quality of these spaces has a bearing on their vulnerability to disaster risk. Besides, the children are young and more vulnerable to disasters. It is also a fact that the occupancy density of school buildings is one of the highest and if the school structure is weak or school is unprepared for disasters, the number of victims is likely to be large.

Besides, the schools are critical infrastructure entrusted with the responsibility of creating citizens of tomorrow. A safe and secure environment is a prerequisite for effective teaching and learning. Thus, ensuring safety of children, teachers and staff members during disasters is necessary. In the light of recent tragedies involving school children, like the Kumbakonam fire tragedy, Dabwali fire incident and earthquakes around the world where school children were affected due to unsafe school buildings, it becomes of utmost importance that safety of children is given due consideration, thus making schools safe also serves the purpose of their dual use as evacuation and relief centers during emergencies.

Building safe schools should be a priority for architects, engineers, policy makers, school administrators and emergency response planners. Among all public facilities, children in schools are the most vulnerable during disasters. A large number of schools operate in congested urban centers and are exposed to various hazards. School safety includes within its ambit structural safety of the buildings per se and non-structural measures like awareness generation, ensuring communication, school preparedness plans, capacity building of students and teachers, rehearsals and mock drills, fixing falling hazards, etc. Building safe schools will not only ensure safety of children in disasters but will also promote faster rehabilitation post disaster. Besides, the school safety programme will lead to developing a “culture of safety” in the State.

2. Efforts on School Safety

The Govt. of India- UNDP Disaster Risk Management Programme (DRM) launched in 2002 was one of the largest community-based disaster risk management Programmes in Asia. In order to generate awareness among students and teachers on how to respond to disasters, a component on School Safety was developed under the DRM Programme. The prime objective of this initiative was “school safety through education and building safer schools”. It brought together children, teachers and school managers through participatory activities that concern children’s safety during disasters. Under this component, School level disaster management plans were developed and capacity

enhancement Programmes including mock drills were conducted for School Community. Extensive disaster management trainings were conducted for teachers, school managers and education department officials from Central and State Boards of Secondary Education. In total, 125,817 teachers were trained on Disaster Management at the district level in the country. The Programme reached out to 4105 schools with 130,000 enrolled children.

Government of Himachal Pradesh, as part of the State Education Code 2013, has issued instructions to all schools in the state for preparation of their own disaster management plan, which captures school specific hazards, vulnerabilities, resources and plan for mitigation. Detailed guidelines have also been issued for conducting mock drills, development of School Safety Plans and School Fire Safety DM Plan. The state has also developed a range of audio-visual materials for raising awareness on safety issues among children. All of these activities have been carried out as part of the GoI – UNDP DRR programme 2009 - 2012. As part of another initiative retrofitting of few schools has also been carried out in the State.

Education, public awareness and proper training for enhancing the capacity is the cornerstone of approaches aimed at reducing vulnerabilities to natural hazards. The Hyogo Framework for Action 2005-2015: Building the Resilience of Nations and Communities to Disasters adopted at the World Conference on Disaster Reduction, highlights knowledge and education as one of the five main priorities of action. Attention should be accorded, and support given to efforts targeting school children and youth with the aim of making people more aware of the threat of hazards and of the need and possibility to become better prepared before disasters strike.

Towards this end, Government of India implemented a National School Safety Programme - a Demonstration Project by National Disaster Management Authority (NDMA) in partnership with Ministry of Human Resource Development (MHRD), State/UT Governments, National and International Agencies in 43 districts of 22 States /UTs of the country falling in seismic zone IV & V. This was a new proposal and a holistic project to promote culture of Safety in Schools by initiating policy level change, capacity building of officials, teachers, students and other stakeholders undertaking Information, Education and Communication activities, promoting non-structural mitigation measures and demonstrative structural retrofitting in few Schools. The project duration was two years i.e. 2011-2013. In Himachal Pradesh the project was implemented in 200 schools each in Kangra and Kullu districts. At the district level this programme was steered by the DIETs of the respective districts. The HP State Disaster Management steered the project from the State.

Himachal Pradesh State Disaster Management Authority with SCERT and GCTE has been implementing the school safety project since 2012. Under this project advocacy of Deputy Directors, Project Directors, Capacity Building of DIETs Faculty, Trainings of School Headmasters, Principals and Lecturers/PGTs, Teacher Training Programmes, Students Competitive activities at district and State Level is being carried out, and Non-Structural Risk Mitigation (NRSM) in 200 Government Senior Secondary Schools have also been planned. These activities are being organised with the help of District Institute of Education and Trainings (DIETs) and Government College of Teachers' Education (GCTE) Dharamshala at District and Regional level like other In-service teacher training Programmes in the State. However, there is need to have a formal programme with

clear cut activities, roles of different stakeholders, norms and monitoring and evaluation framework.

The school safety agenda has thus evolved over the years. What initially was a simple provision of (child friendly) classrooms to protect children from the elements so that their education progresses uninterrupted expanded to look at structural safety, non-structural mitigation as well as capacity building of the larger school community for promoting safety.

3. Need of State School Safety Project

‘School Safety’ has been defined as the creation of safe environments for children starting from their homes to their schools and back. This includes safety from large-scale natural hazards of geological/climatic origin, human-made risks, pandemics, violence as well as more frequent and smaller-scale fires, transportation and other related emergencies, and environmental threats that can adversely affect the lives of children. The concept has evolved over the last couple of decades as the threat to the physical well-being of children has become more visible both globally and in the country.

National Disaster Management Authority, Government of India has formulated the National School Safety Policy Guidelines 2016 for a vision of India where all children and their teachers, and other stakeholders in the school community are safe from any kind of risks due to natural hazards. The Guidelines focus upon the urgent need to strengthen risk resilience of schools in rural as well as urban areas of the country. It is hoped that the Policy document will be useful to ensure that all school children across the country remain safe from any kind of disaster risk as they access their right to education. Key highlights of the Policy guidelines are as under:

- a) Addresses the vertical of school safety in a more inclusive and holistic manner in the national policy sphere
- b) Capacity building of children, teachers, school personnel, state and district education machinery on school safety and disaster preparedness
- c) Anchoring/implementing child centered community-based disaster risk reduction in the local context.
- d) Mainstreaming risk and safety education in the school curriculum.
- e) Linking school safety in the existing government schemes and policies.
- f) Strengthening coordination amongst institutional structures at the district, state, and national levels to promote effective child rights governance in disaster situations

The Hon’ble Supreme Court vide its order dated 14th August 2017 directed that the implementation of the School Safety Policy issued by NDMA has to be implemented in letter and spirit by all concerned authorities & state governments.

The institutional and regulatory framework as laid down in the various National Acts provides for realizing the Right to Education as well as Disaster Management in the country. For ensuring that students and their teachers remain safe in pursuit of education, it is necessary that the two institutional frameworks act in convergence

with each other, through the phases of preparedness, response and recovery. The Right to Education Act (RTE) guarantees free and compulsory education to all the children in the country till the age of 14 based on minimum norms and standards that are mandatory for any school in the country to be “established or recognized”. It recognizes the need for “all weather buildings” and limitations posed by difficulty of terrain, risk of landslides, floods, lack of roads and in general, danger for young children in approach etc. The RTE Act thus serves as a strong base for promoting school safety. The framework for implementation of RTE-SSA has a strong focus on Disaster Management

The National Disaster Management Act, 2005 mandates the State Disaster Management Authorities (SDMA) to provide guidelines for different departments to integrate disaster prevention and mitigation measures in their development plans and provide necessary technical assistance thereof. The SDMA needs to work closely with the State Education Department to support the school safety efforts at the state level. There is need to have a formal programme with clear cut activities, roles of different stakeholders, norms and monitoring and evaluation framework which helps the State in reducing disaster risk in school, prepare the next generation to face challenges thrown by various hazards, and implementing the framework of National School Safety Policy, 2016.

4. Vision of the Scheme

To promote a culture of disaster preparedness in the school.

5. Objectives of the Scheme

To prepare Education department and schools for emergencies and to ensure that the schools are prepared and resilient to face disasters, remain functional in post disaster scenario and act as places for shelter and relief.

- a) To initiate policy level changes for ensuring safe school environment.
- b) To sensitize children and the school community on disaster preparedness and safety measures.
- c) To motivate direct participation of key stakeholders in activities that would help building towards a disaster resilient community.
- d) To promote capacity building of officials, teachers and students.
- e) To prepare the Disaster Management Plans of all the schools in the State.
- f) To carry out Information, Education and Communication (IEC) activities in schools and associated environment.
- g) To implement non-structural mitigation measures in all schools.
- h) To carry out RVS of all schools and structural audit of the select schools.
- i) To institutionalise school safety in the Education Department
- j) To build a resilient society and develop “a culture of safety” in the State.

6. Coverage of the Scheme

All the 12 districts of Himachal Pradesh covering all the Government and privately managed schools.

7. Implementation Partners

The Department of Education through: -

- i. SCERT – State Nodal Agency & implementing agency for 6 districts namely, Solan, Shimla, Kinnaur, Sirmour, Bilaspur, and Una.
- ii. GCTE Dharamshala – implementing agency for 6 districts of the State namely, Kangra, Chamba, Hamirpur, Mandi, Kullu and Lahaul & Spiti.
- iii. DIETs – Respective Districts
- iv. State Institute of Management, Administration & Training (SIEMAT) – SSA & RMSA
- v. Block Resource Centres (BRCC)

8. Knowledge Partners

- i. National Disaster Management Authority
- ii. National Institute of Disaster Management
- iii. United Nations Development Programme

9. Components of Scheme on School Safety

Component I	Advocacy, Training and Capacity Building
Component II	Information, Education and Communication activities
Component III	Preparation of the School DM plans
Component IV	Non-structural Measures
Component V	RVS of all schools & Structural Safety Audit of the Selected Schools
Component VI	Project Management and Implementation Support.

10. Deliverables of the Scheme

- i. Implementation of the directions contained in the School Safety Policy guidelines 2016 issued by the NDMA, GOI.
- ii. Building capacity of educational training institutes such as SCERT, GCTE, DIETs, SIEMAT, BRCCs, etc. to carry out the agenda of school safety forward.
- iii. Orientation and Training & Capacity building of school administrative officials such as Deputy Directors, BPEOs, Principals, Headmasters, CHTs, Teachers and other staff.

- iv. Preparation of school disaster management plans conduct IEC activities and mock drills in schools on regular basis.
- v. Training & Capacity building of engineering staff of Education Department /SSA/RMSA to make and build safe schools.
- vi. Training and capacity building of the engineers of the Public Works Department for safe construction practices.
- vii. Rapid Visual Screening, Structural Audit &Non-Structural-Mitigation of the Schools.
- viii. Preparing a monitoring mechanism by development of the online database of the Trained teachers/staff.
- ix. Development of the School Safety Mobile Application which will help in developing school DMPs uniformly in a timely manner and monitoring of preparation of plans, conduct of mock drills and conduct of IEC activities in schools.
- x. Development of SCERT, GCTE, DIETs, SIEMAT, and BRCCs, as model for school safety.
- xi. Conduct of Bi-annual Mock Drills in schools.
- xii. Imparting life-saving skills to teachers and students such as use of fire extinguishers, Dos and Don'ts of various hazards, basics of medical first aid and search and rescue.
- xiii. Integration of Disaster risk reduction in Education Sector.
- xiv. Preparation of information management system about trainings, official being trained, preparation of school DMPs, information about conduct of mock drills and IEC activities in the Schools.
- xv. Guidelines for safe schools.
- xvi. Integration of training modules on school safety in all the teachers training programmes at the entry level – JBT, D. Ed, B.ED. etc.

11. Advocacy, Training and Capacity Building

(a) Advocacy

The School safety programmes aims at sensitizations of the stakeholders and change their attitude towards the business as usual. The schools are places of learning and these places should be safe and secure from natural as well as man-made hazards. The learning gained (Dos and Don'ts) should also be transmitted through the young learner so that he can apply this during real life situations and protect his life, life of his family and people around him. Knowledge promotes safety and ignorance breeds vulnerability. Educating young children can be the best way to reduce vulnerability vis-à-vis various hazards. There is also needed to teach them life-saving skills such as use of fire extinguishers, medical first aid, basics of search and rescue. There is also needed to ensure that sitting parameters for schools are defined, norms of safe construction are laid down and followed. There is need to advocate the cause of school safety with

educational administrators, school heads, and other stakeholders.

b) Training and Capacity Building

The Educational Administrators, School heads, Teachers, non-teaching staff, etc. need to be trained in various aspects of school safety viz, understanding the issues of safe school, awareness about hazards, preparation of disaster management plans, skill building on use of fire equipment, conduct of mock drills, basics of search and rescue, issues related to children from home to school and back, issues in residential schools, etc.

Schedule of one day advocacy and four days teachers training is at **Annexure I and II** respectively. Initial effort will be to cover 100 per cent education leaders and school heads and at least two teachers to be nominated by the school's heads from all the schools up to middle school level. At primary level all the CHTs and at least one primary teacher per school will be targeted. Later on, depending upon the funds available, more teacher per school may be targeted.

Engineering staff both of Education and Public Works Department need to educate about constructing schools as per the provisions of National Building Codes, structural and non-structural mitigation measures and strengthening/retrofitting of vulnerable school buildings and infrastructure.

c) Training Modules and IEC Material

The training modules and IEC material will be standardized by the SCERT in consultation with DMC, Department of Revenue, GCTE and DIETS. The training modules, reference material, and IEC material will be centrally printed by the DMC, Department of Revenue and provided to the institution concerned on demand basis.

The reference material already developed by the DMC, Department of Revenue, SCERT, material developed under the National School Safety Programme will be utilized to conduct this programme. Additional material, if required, may also be got developed utilizing the services of experts.

12. IEC Activities

The school community (including teachers and administrative staffs) would be sensitized on issues of disaster preparedness and safety measures. The key stakeholders and the larger community members would be motivated to participate in disaster risk reduction activities and to enhance disaster resilience. Various awareness and knowledge sharing programmes will be carried out across the State to educate the school children, teachers and government officials about basic preparedness measures to be adopted to reduce the risk posed by natural and human induced hazards. Key activities under IEC would be:

- i. Development of IEC materials and other learning aids (Booklets) for school children and school authorities in local language
- ii. Development of IEC Material-Audio Visual

- iii. Translation, printing, dissemination of IEC Material developed during National School Safety project.
- iv. Sensitization Programmes at State level and District Level
- v. Preparation of District level implementation plan (indicating both time and resource requirement) for awareness creation
- vi. Selection of other stakeholders who can partner with Administration in creating awareness amongst children. Local NGOs and CBOs can get actively involved in this initiative and can join hands with district administration to carry it forward
- vii. Conducting sensitization programmes, awareness programmes across the district for the District Education Officers, Block Education Officers, senior teachers, NDRF/SDRF, civil defence volunteers, NSS and NYKS volunteers and other stakeholders who will be further involved in creating awareness among general public.
- viii. Organizing activities like essay writing, painting competitions, quiz, & competitions for judging best disaster management plans at different level, etc.

13. School Disaster Management Plans

a) Preparation of School DMPs

The School Disaster Management Plans (SDMPs) will be prepared and implemented by the concerned school heads and responsibility for preparation of SDMPs would be as under:

- 1) The Director, Higher Education and the Director, Elementary Education will be overall supervising authorities for preparation and implementation of the disaster management plans for all High, Senior Secondary schools and Middle and primary schools respectively.
- 2) All the Deputy Directors, Higher Education will be responsible for preparation and implementation of disaster management plans for all Senior Secondary & High schools of their respective concerned district. Similarly, all the Deputy Director, Elementary Education will be responsible for preparation and implementation of disaster management plans all Middle and Primary schools of the concerned district.
- 3) The BPEO will be responsible for preparation and implementation of disaster management plans all primary schools of the respective block
- 4) All the BRCCs will coordinate and compile information about preparation of plans all schools in their respective areas of jurisdiction and supply information regularly to the Principal DIETs.
- 5) All Cluster Heads will be responsible for preparation and implementation of disaster management plans all school in their clusters.

- 6) All Principals will be responsible for preparation and implementation of disaster management plans their respective schools/complex.
- 7) All the Central Head Teachers will be responsible for preparation and implementation of disaster management plans all Primary schools in the respective clusters.
- 8) The HT/JBT in charge of the Primary School will be responsible for preparation and implementation of disaster management plan for his/her primary school.

A model template for preparation of School DMP is at **Annexure – III**.

Approval of the School Disaster Management Plans

The SDMP will be scrutinized and approved by a committee consisting of the following:

(a) For GSSSs, GHS and GMS

- i) Principal of the respective DIET – Chairman
- ii) Lecture Coordinator of the School Safety Programme – Member Secretary
- iii) BRCC – Upper Primary – Member
- iv) AE/JE SSA – to be nominated by the Principal DIET

(b) For GMS and GPS

- i) BPEO of the concerned Block – Chairman
- ii) BRCC – Primary – Member Secretary
- iii) CHT of the Block HQ - Member
- iv) JE SSA of the Block to be nominated by the BPEO concerned – Member

b) Holding Competition for Best Disaster Management Plan

In order to promote competition and ensure that school disaster management plans are prepared well, the SCERT and GCTE will hold annual School DMP competitions for their respective areas. In order to evaluate the plans objectively, these institutions will develop an objective criterion for evaluation.

There will be four prizes for each category i.e. GSSS, GHS, GMS, GPS for each SCERT and GCTE districts. The private schools may also be encouraged to participate in these competitions.

14. Non-structural measures

The rapid visual survey of all schools in each of the districts will be done by trained technical persons. Based on the assessment report, non-structural mitigation measures

will be taken up in schools. A format to carry out non-structural mitigation is at **Annexure – IV**. The activities under non-structural measures are suggested as under:

- i. To assess the existing non-structural risks in the school buildings based on standard checklist.
- ii. Implementation of various non-structural disaster risk mitigation measures in the selected schools not yet covered under any scheme such as:
 - a) Fixing of falling hazards in libraries, offices, classrooms and science laboratories
 - b) Fixing of almirahs, electric equipment, gas pipelines
 - c) Fixing of water tanks, railings, etc.
 - d) Fixing any other falling hazard which dangers to the school children may be
- iii. Sensitization programme for the students, teachers and associated community on the importance of non-structural mitigation.

15. Structural Mitigation Measures

- a) Training of all SSA/RMSA engineers from each district who to carry out assessment of the safety of the existing structures.
- b) Carrying out of rapid visual screening of all school buildings in each of the districts.
- c) Identification of schools which require urgent repair or retrofitting or reconstruction.
- d) Carrying out repair or retrofitting of vulnerable schools' subject to availability of funds with the Education Department. Effort will also be made to generate funds from other sources.
- e) For declaring building unsafe procedure may be adopted in simple and time line may be as follows:
 - i. Resolution for declaring building unsafe passed by SMC and the same be given to SDM within one week.
 - ii. The Joint Inspection by the committee and further declaring building unsafe within 30 days from the receipt of resolution in SDM office.
 - iii. Book Value Assessment within 30 days of the Joint Inspection by the Committee.
 - iv. Orders of dismantling will be implemented within 60 days from the date of declaring building unsafe by the competent authority.

16. Implementing Agency/Department

1. HPSDMA, DM Cell, Department of Revenue – Coordination, funds for orientation, training & capacity building, RVS and Monitoring & Evaluation.
2. The Education department will implement the program through Director Higher Education & Director Elementary Education and training institutes of the department.
3. Orientation and training & capacity building of Education Administration (Deputy Directors & BPEOs), School heads, CHTs and Teachers
4. Orientation and Training & Capacity building of school administrators, Principals, PGTs will be done by SCERT and GCTE in 6 districts each.
5. DIETs will target TGTs & CHTs and BRCCs will target JBTs for training and capacity building.
6. SCERT, GCTE and Department of Education will own up School Safety Programme.
7. Department of Education/SSA will provide funds for Rapid Visual Screening, Safety audit etc of the schools.
8. Department of Education, SCERT Solan and GCTE Dharamshala will collaborate with Disaster Management Cell to conduct School Safety programme and perform its various components.

17. Funding of the Programme

- a) The DMC may provide the funds under the State Disaster Response Funds – Capacity Building Grant under 14th FC funds or other funds available with DMC under any other head or project.
- b) The department of Education will also explore the funding opportunities from the SSA/RMSA or other funds available with the department.
- c) Funds may also be obtained from other source such as Govt. of India Scheme(s), Corporate Social Responsibility, other donor agencies, etc.

18. Norms of Expenditure

- a) Schools will be given grant @ Rs. 10,000/-, 7500/-, 5000/ and 2000/- respectively for GSSS, GHS, GMS and GPS for non-structural risk mitigation measures if the schools don't have funds for this purpose. The expenditure to this account will be done by the private schools own their own.
- b) Prizes for best school disaster management plan competitions will be @ Rs. 10,000, 7500 and 5000 for first, second and third prizes respectively.
- c) The TA/DA for participants of orientation, trainings, etc. will be borne by the Education Department.

- d) Arrangement of free board and lodging of participants and faculty/resource person will be done by the implementing institute. The trainings will be conducted at Rs. 120/- per participant per day (Lunch and Tea) at the maximum.
- e) The training to be conducted at the BRCC level will be non-residential. Only lunch and tea will be served for them.
- f) The Honorarium to the resource persons will be provided at SCERT/GCTE rates @ Rs.600/- for a session of 70 minutes.
- g) The SCERT, GCTE, DIETs and BRCCs will be provided administrative funds for items such as computers, printers and peripherals, projectors, screens, stationary charges, contingency charges as per need and requirement to be proposed by the concerned implementing agency and assessed by the DMC, Department of Revenue in order to take this programme forward.

19. Coverage and Time Schedule

- 1) All the Senior Secondary Schools would be covered in the first phase and aim is to do so by December 2020.
- 2) In the second phase all the Middle Schools and Primary Schools shall be covered, and the aim is to complete this activity by March 2021.
- 3) Rapid Visual Screening (RVS) of all the Schools will be completed in the first two year of implementation itself.
- 4) Detailed structural audit may be carried out on case to case basis.

20. Monitoring Mechanism

- i. The Programme will be monitored on at least half yearly basis by the following: -
 - a) **State Level:** State Level School Advisory Committee on School Safety notified vide notification No.Rev(DMC)(F)11-14/2016-SSP dated 22nd June, 2018.
 - b) **District Level:** District Level Advisory Committees on School Safety notified by the respective Deputy Commissioner/Chairman-DDMA in the year 2018.
- ii. Expert agencies/organisations working in the field of School Safety may also be hired to carry out third party evaluation of the School Safety Programme.

One Day Programme Schedule**School Safety Advocacy of School Administrators/ Headmasters/Principals**

Time	Agenda	Resource Person
10.00-10.15 AM	Registration & Introduction	Course Coordinator
10.15-10.25	Objectives and Expectations	
10.25-11.30 AM	Basic concepts of Disaster Management	
11.30-11.45 AM	Tea Break	
11.45-12.10	Need and Concerns of School Safety	
12.10-1.20 PM	Structural and Non-Structural Mitigation Measures.	
1.20-2.00 PM	Lunch Break	
2.00-3.10 PM	Tips for preparation of School DM Plan	
3.10- 3.25 PM	Tea Break	
3.25- 4.35 PM	Screening of Documentary – Captain Suraksha. And Awareness generation activities in Schools	
4.35-5.00 PM	Payment of TA/DA and Valedictory	

4 Days - In Service Teacher Training on School Safety

Day	Time	Agenda	Resource Person
Day 1	10.00-10.30 AM	Registration, Inauguration & Objectives and Expectations	
	10.30-11.30 AM	Pre-training test, need and concerns of school safety	
	11.30-11.45 AM	Tea Break	
	11.45-1.15 PM	Basic concepts of Disaster Management	
	1.15-2.00 PM	Lunch Break	
	2.00-3.30 PM	Geologic hazard profile of the State	
	3.30- 3.45 PM	Tea Break	
	3.45- 5.00 PM	Climatic hazard profile of the State	
Day 2	10.00-10.30 AM	Reporting	
	10.30-11.30 AM	Earthquake Preparedness-Nature fury documentary	
	11.30-11.45 AM	Tea Break	
	11.45-1.15 PM	Structural and non-structural mitigation measures	
	1.15-2.00 PM	Lunch Break	
	2.00-3.30 PM	Training and Practice on life saving skills	
	3.30- 3.45 PM	Tea Break	
	3.45- 4.15 PM	Documentary on life saving skills	
	4.35-5.00 PM	Institutional setup for DM in India	
Day 3	10.00-10.30 AM	Reporting	
	10.30-11.00	CPR-Practice Session	
	11.00-11.30 AM	Operating Fire Extinguishers	
	11.30-11.45 AM	Tea Break	
	11.45-12.15 PM	Operating Fire Extinguishers	
	12.15-1.15	Search and rescue methods	
	1.15-2.00 PM	Lunch Break	
	2.00-3.30 PM	Tips for Preparing School Safety plans	
	3.30- 3.45 PM	Tea Break	
	3.45- 5.00 PM	Preparing School Safety plans	
Day 4	10.00-10.30 AM	Existing institution environment and concerns	
	10.30-11.30	Psycho-Socio care of school children during emergencies	
	11.30-11.45 AM	Tea break	
	12.15-1.15	Conduct of mock drills in surrounding schools or among the participants	
	1.15-2.00 PM	Lunch Break	
	2.00-3.00 PM	Role of education department in effective disaster management, cross cutting issues and departmental DMP	
	3.00-3.30 PM	Post-training testing and feedback	
	3.00- 3.30 PM	Tea break	
	3.45- 5.00 PM	Valedictory sessions	

Annexure III

Checklist for Non-Structural Elements in Schools under School Safety Programme

Sr. No	Potential Hazard	Check if item is present	Does item need to be moved Anchored?		Total Items
	Architectural/Outside				
1	Stone Wall Cladding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2	Spalling of Cracked Cement Plaster	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3	Broken Sun Shade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	
	Furniture & Equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4	Bookshelves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5	Storage Cabinet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6	Display cupboard/Almirah	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7	Filling cabinets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8	Laboratory Equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9	Computer Equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10	Black/Green Boards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11	Ceiling Fan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12	Fire Extinguisher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13	Storage cabinets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14	Sound equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15	Kitchen Equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16	Computer/Printer/Photocopy /Machine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17	Moveable Wooden Partition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18	Standing wooden Sinage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Ceiling and Overhead:				

19	Light fixture		<input type="checkbox"/>	<input type="checkbox"/>	
20	Coolers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
21	Water Tank	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
22	Flower Pots	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Wall Mounted Items:				
23	Shelves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
24	Picture Frame	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
25	Wall- Mounted cabinets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
26	Wall- Mounted gadgets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
27	Equipment, LCD TV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
28	Air Conditioner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
29	Acqua Guard Wall Mounted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Other				
30	Aquarium	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

School DM Plan Model Template

Section 1: Introduction:

- a. School profile (attached format in Annexure-I)
- b. Aim Objective of the plan
- c. Geographical location of the school.

Guidance Note:

- This section of the plan will provide information relating to the school as per details given in Annexure-I it should also mention the objective of the plan, the stakeholder who will be using the plan and member who would be responsible for the implementing, reviewing and updating the plan.
- This section can also include a map of the school.

Section 2: Hazard Risk and Vulnerability Assessment

- a. Non-structural assessment (can be done practically by all teachers and students in a group exercise)
- b. Structural assessment (to be done by a Civil Engineer, Licensed Building Surveyor)
- c. Identification of hazards outside the school campus (Road Safety, Industrial Hazard, Chemical hazard, open drain flooding etc).
- d. Database of past disaster/accidents which has affected the schools.
- e. Identification of vulnerable location within the school campus
- f. Summary of the key finding and identification of the action for mitigation.

Guidance Note:

This section of the plan will focus on identifying the various vulnerable areas within the school building as well as the probable risks arising out of structural elements.

For identifying non-structural and structural weakness in the school building a committee may be constituted comprising members of school Administration (including Physical Education Teacher), officer from nearest fire station/Civil defence post warden, Health Services Provider (doctor/nurse/health worker) from nearest police station, engineers from PWD,SSA, Municipal Corporation/Zilla Parishad who may help in identifying the structural and non- structural weakness in the building. Likewise, this committee can also identify hazards outside the school campus particularly the hazards to road/traffic outside the school building, industrial (Chemical Hazards) which may be due to location of such an industry in vicinity of the school.

This *Hazard hunt* activity will help in identifying some of the obvious risks like improper location of electricity panel in the school, open electricity panels, live wire if any, improper placing of cupboards and furniture, obstruction in the escape route or object that can fall during the Earthquake such as glass panel, flowerpot etc.

Section 3: Preparedness

This section of the plan should include the following:

- a. Constitution of school DM Committee Composition of the Core Team and its roles and responsibilities during different phases.**
- b. Constitution of sub team and** identification of roles and responsibilities of each of the sub teams/task force, before, during and after disaster. The school may comprise of the following teams/task forces.
 - I. Awareness Generation, Warning and information dissemination team.
 - II. Evacuation team.
 - III. Search and rescue team (only teachers to be member of this team)
 - IV. Fire safety team
 - V. First aid team.
 - VI. Bus safety team (for each bus)-wherever applicable.
 - VII. Site security team.

Guidance Note:

This section of the plan will focus on Preparedness. Higher Level of preparedness for disaster helps to minimize the loss of life and injures caused particularly during earthquake for which there is no warning. However certain other hazards like flood, etc. do have early warning system thereby giving some time for taking response. Children being the future of tomorrow should be ensured a safe learning environment and prepared well to respond effectively during disaster. To put this into practice it is recommended that every school constitute a School Level Disaster Management Committee along with sub committees to ensure better preparedness and response in disasters. The various committees constituted in a school will comprise of members from among teachers, non-teaching staffs as well students. However, for certain committee like search and rescue students are not recommended. The recommended structure for a School Disaster Management Committee is as follows:

1. Chairperson: Principal
2. Vice Principal, Head of primary and middle sections
3. Education Officer/Deputy Education Officer for the zone
4. Parent Teacher Association President
5. 4 Students (NCC, NSS, Scouts and Guides, Head Boy and Head Girl)

6. Representative of Relief/Revenue/Disaster Management Department/District Administration/Municipal Corporation
7. Representative of the Fire Services (from Closest Fire Station) or Civil Defence personnel.
8. Representative of Police (from Closest Police Station)
9. Representative of Health Department (Local Doctor)
10. Warden from Civil Defence.

The sub committees mentioned below will work under overall supervision of school DM Committee (SDMC). Following sub committees can be constituted

- Awareness generation and warning and information dissemination team.
- Evacuation team.
- Search and rescue team (only teachers to be member of this team)
- Fire safety team
- First aid team.
- Bus safety team (for each bus).
- Site security team.

For First Aid and Site Security team the representative of nearest Police Station, Hospital/health services and fire station may be identified. The roles and responsibilities of these committees during disaster as well as peace time need to be defined clearly.

Section 4: Resource inventory

- I. Listing of resources available inside the school campus: which could be used during any disaster situation for effective response.
- II. Identification and listing of resources outside the school within vicinity of one-five kilometres.
 - a) Nearest hospitals Health Centre for emergency treatment.
 - b) Police Station.
 - c) Fire Station
- III. **Updation of important telephone numbers in Principal's room**
- IV. **Critical health problem record** of each child to be maintained by school and also displayed on his I-Card with blood group along with **Updated contact details** of parents/Guardian and alternate contact persons.
- V. **Disaster preparedness checklist.** (Attached in Annexure-II)

Mechanism for alerting students and teachers during school time including installation of alarm.

School map with evacuation plan in place (Attached in annexure-III)

Annual calendar for conducting various preparedness activities along with plan to implement it. This will include the list of various awareness generation programmes to be conducted by the school annually.

Action plan for conducting Mock drills and development of a checklist to identify the gaps.

Steps for Updation of DM Plan indicating the timeline and the process of doing it along with the roles of teachers and other non-teaching staffs.

Guiding note for Resource inventory:

As part preparedness exercise, each school develop a School DM kit. It is suggested that a network is establish by the school management with the nearest hospital/health centre/health worker for help in case of emergency. The suggestive list of items which could be procured for school DM kit been listed below. However, it is suggested that each school must have provision for other external resources (grants given by the State Government like MPLADs/MLALADs etc) to strengthen this resource list further.

- i. Stretcher.
- ii. Ladders.
- iii. Thick rope.
- iv. Provision of School DM kit.
- v. Torch.
- vi. First-aid box.
- vii. Temporary shelter (tents and tarpaulins)
- viii. Sand buckets.
- ix. Fire Extinguishers.



School map with evacuation plan:

It is recommended to prepare a floor wise evacuation plan and display it prominently at the notice board at each of the floor. The evacuation plan may be discussed by the evacuation team with the teachers and students to generate awareness to help conduct mock drill. (A sample Evacuation Map is attached for reference as Annexure III)

Guiding note for Mock drill

Mock drills are the way of listing the preparedness plan. It is one of the last steps in preparedness. The mock drill on earthquake, fire etc may conducted at periodic interval preferably once in every six months and the deficiencies may be assessed for updation of the plan. This section of the plan should clearly indicate the steps to be followed to conduct the mock drills and the responsibilities of the teachers, non-teaching staffs and students. It required school should invite the Fire Services Officers and trained Civil Defence volunteers for support. The steps to be followed for earthquake drill mentioned below.

Earthquake drill:

- i. Practice drop, cover and hold.
- ii. Evacuate classroom in less than 1 minute without pushing and falling.
- iii. Evacuate school in less than 4 minutes using different exit.
- iv. Lookout for friends.
- v. Stay away from weak areas/structures.
- vi. Help those who need assistance (*identification of task force in advance for rescue of special children*).

Fire/Chemical Accident/Drill:

- i. Evacuation from classroom
- ii. Ensure safe storage of inflammable liquids/chemicals.
- iii. Put off electricity and remove or close down gas connections.

Capacity building and training:

Capacity Building and training of students, teachers is an important step to ensure safety of school going community in a disaster situation. Every year appropriate number of teachers and students may be trained in various skills of disaster management.

Action plan for training of teachers, non-teaching staffs and students on DM including all the task force constituted and also organizing refresher course. This can also include documentation of details of trained teachers and students.

Awareness generation and sensitization:

Awareness generation/sensitization is a part of preparedness measures aiming at sensitizing and education all the stakeholders including students, teachers and officials/parents' issues relating to school safety. It is suggested that an annual calendar of events may be prepared including various activities involving students/teachers, etc. where experts from outside may also be invited for giving their opinion on school safety issues.

Some of the measures which could be undertaken by the school management for creating awareness are as follows:

- a) Through poster, audio-visual clips, organizing debate, quiz, sports activities, drawing competition, rally in schools.
- b) Display of important information on school notice board including school evacuation plan and weather clipping.

- c) Conducting seminars and lectures on making the learning environment safer and involvement of Parents in such seminars.
- d) Observing a month of safety in the year calendar of school as *Preparedness month*.

Section 5: Response:

- a) Hazards specific response plan including Crowd Management to avoid stampede on special days like annual functions, sport day etc.
- b) Alternate arrangement for continuation of school education. (Delivery of education during and post disaster situation particularly in cases where the school will be used as relief shelters).
- c) Reporting of Emergencies/Disasters to the Government.
- d) Special provision for especially abled children.

Guidance Note:

This section of the plan should be very precise, crisp indicating the various roles and responsibilities of teachers, non-teaching staff and students during disaster situation. The plan should clearly mention the steps to be followed in case of an earthquake, fire, flooding, cyclone or such emergent situation like stampede or health problems faced by any student. The plan should include all the steps to be taken up by the school management to ensure safety of the child including their safe evacuation from the affected site till the child is handed over to the parents. It will also include all other steps to be taken up by the management to ensure supply of essential services in the school like power, water and food and basic first aid during a disaster and immediately after it.

Section 6: Mitigation measures

- a. Listing of various Non-structural measures to be undertaken in the school along with timeline.**
 - i. Ensuring clear passages, stairway which are to be used as evacuation routes.
 - ii. Chemistry labs-the bottles used for storing the chemicals are secured and protected against shattering.
 - iii. Fixating of *Almirahs* to the walls of staff room.
 - iv. Securing fans and light from ceiling.
 - v. Fire safety measures.
- b. Safety audit**
 - i. Electric safety audit-checking of the electrical system by an electrician
 - ii. Fire safety audit-checking for possible sources of fire and identifying inflammable items within the school.

- iii. Inspection of quality of food getting served during mid-day meal.
- iv. Audit of purity of water supply in school.
- v. Inspection of the hygienic conditions in kitchen and washrooms.

Guidance Note:

This section of the plan will focus on various mitigation measures to be undertaken by the school. Mitigation Planning is a long -term exercise and hence it is essential to divide the strategy prioritizing the actions along with definite timeline. It is also necessary to priorities the actions based on the nature of the threat and its potential to cause injuries and loss of life. Some of the non-structural mitigation measures like anchorage of almirahs, clearance of the exit routes, relocation of the storage of laboratory items, installation of warning alarms could be done immediately by incurring minimal cost, some other mitigation measures like major structural repair work will require more time and fund commitments.

As a part of mitigation action, school should also undertake periodic fire and electrical safety checks by involving officials from Electricity Department/board, Fire Services, PWD etc. Other measures like testing of purity of drinking water and hygienic conditions in the school should also be undertaken.

Details of School Profile

1. Name of School and code number provided by Department of Education.
2. Postal address with pin code.
3. Contact number-
4. Number of teachers – Male _____ Female _____.
5. Number of Students – Male _____ Female _____.
6. Number of differentially able students: Male _____ Female _____.
7. Specify the type of disability-
8. Date of Construction of School building.
9. Number of Buildings in the school compound-
10. Number of classrooms-
 - Number of chemistry laboratory
 - Number of Physics laboratory
 - Number of Biology Laboratory
11. Number of floors-
12. Number of staircase-
13. Do you have a kitchen? Yes/No _____

if yes do you have gas stove or open fire kitchen or use cooking gas connection-

14. Do you have toilets separate for - Boys- Yes/No Girls- Yes/No?
15. Number of drinking water points-
16. Playground size and open are-
17. Fire extinguisher installed-
 - If yes number of fire extinguisher-
 - Date when last checked-
18. Number of Sand Buckets installed –
19. Evacuation drill organized – Yes/ No

If yes, last date when drill conducted and number of students who participated-

(Signature of Principal)

EMERGENCY MANAGEMENT PLAN CHECKLIST

NAME OF SCHOOL & LOCATION.....

DATE.....

YES

1. Have the emergency numbers been confirmed with the concerned departments. ☐
2. Are the emergency contact numbers prominently displayed in the principal room. ☐
3. Does the plan clearly specify procedures for reporting emergencies to the government services and the relevant education authority. ☐
4. Are the potential risks within and up to a kilometre from the workplace identified? ☐
5. Does the plan clearly mention about the evacuation plan? ☐
6. Are the roles and responsibilities of key personnel's clearly defined- task force team leaders, class teachers, office staff and students. ☐
7. Are the staff responsibilities to amount for and supervise students during and following the emergency clearly described? ☐
8. Does the plan give emphasis on the more vulnerable children below class V? ☐
9. Does the plan address the students with special physical, mental and medical needs? ☐
10. Does the plan describe about how the DM team will be trained? ☐
11. Does plan provide the calendar for mock drill to be conducted? ☐
12. Has the plan been endorsed by local police and fire brigade? ☐