- Ensure the coherence of plans and SOPs with policies, frameworks and guidelines on DRM, climate actions and sustainable development at global, regional, national and local level such as the Sendai Framework for Disaster Risk Reduction, Bangkok Principles for the implementation of health aspects of the Sendai Framework, National Disaster Management Plans and guidelines, PM's 10-point agenda on DRR, State Roadmap on DRR.
- Incorporate the newly laid or updated guidelines and protocols along with lessons learnt by management of recent and complex hazard events.

ENHANCING DISASTER PREPAREDNESS FOR EFFECTIVE RESPONSE AND TO "BUILD BACK BETTER" IN RECOVERY, REHABILITATION AND RECONSTRUCTION

- Incorporate mitigation, preparedness and capacity building measures catering to each of the identified hazards, exposed and vulnerable population and assets and management of complex risk scenarios.
- Formulate awareness campaigns and sensitization programmes catering to complex risks involving biological and public health risks.
- Assess the training needs for key stakeholders including the front-line workers to perform roles in regards to the management of biological and public health risks. Recommend appropriate training and capacity building measures for stakeholders at all levels.
- Lay down checklists for identification of additional buildings which can be repurposed as shelters, Temporary Medical Centre, Quarantine, Isolate and Care Centres.
- Collate the IEC material and knowledge products developed by different line departments on disaster risk management including those on biological and public health risks. Make the IEC material and knowledge products available in the local language and dialects.
- Lay down specific community-based measures and initiatives that can be taken up for the management of complex risks including the ones that help in prevention/mitigation and early detection of biological and public health hazards.
- Lay down principles and mechanisms for planning and undertaking the post-disaster recovery and make it resilient, greener and sustainable.
- Formulate the mechanism and procedures for planning and conducting mock drills and simulations exercises at all levels including institutional, community, district and state levels.

INVESTING IN DISASTER RISK REDUCTION FOR RESILIENCE

- Identify provision for bridging the gaps identified in resource mapping and assessment
- Put in place mechanism and necessary resources for building the resilience of critical infrastructure including those exposed to different hazards.
- Earmark resources for strengthening infrastructure such as shelters, schools, colleges, community halls, anganwadi centres, government buildings so that they are well equipped and resourced for management of complex hazard events.
- Plan and invest in training and capacity building measures guided by training need assessment
- Earmark resources and mechanism for ensuring the safety of the front-line workers and response teams
- Delineate financial mechanism and protocols for effective implementation of the laid down plans and SOPs and measures therein.
- Map pertinent schemes and initiatives of key line departments which can be leveraged for risk mitigation, management and overall resilience building.

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Improving **DRM plans and SOPs** to incorporate biological hazards

KEY APPROACHES

- Multi-dimensional approach to understanding risk
- Multi-hazard approach
- One health approach
- Inclusive and whole-of-society approach
- Whole-of-government approach

UNDERSTANDING RISK

- Consider all dimensions of risks (hazards, exposure and vulnerability)while understanding and assessing disaster risk
- Imbibe one health approach for capturing risk associated with the health of people, animals and ecosystems and interactions therein
- Include biological and public health hazards during the multi-hazard identification and analysis
- Map the population and areas exposed to these hazards. Identify the critical infrastructure including the health and public health facilities exposed to various hazards.

- Assess the differential and complex vulnerability of the exposed population. Support the same with vulnerability-disaggregated databases and information.
- Assess the potential risk through scenario planning. Include the diverse scenarios for cascading and compound risk such as cyclones/floods amidst pandemics, cyclones/floods leading to disease outbreak, NATECH (Natural hazards triggering technological disasters) leading to a public health emergency, etc.
- Map the resources available to mitigate and manage the risk. Assess the resources (human, physical, infrastructural and financial) for their adequacy and efficiency to perform the envisaged functions.

STRENGTHENING DISASTER RISK GOVERNANCE

- Map the key institutions and stakeholders along with their legal and policy mandates with regards to disaster risk management including those mandated/associated with reduction and management of biological and public health risks.
- Identify nodal and support institutions for the management of identified and potential risk. Delineate the roles and responsibilities of each of the nodal and support institutions across all phases.
- Establish and strengthen the inter-departmental and multi-stakeholder coordination and cooperation mechanism with a focus on reduction and management of complex risks.
- Lay down mechanism for inter-departmental/inter-agency data collection, analysis and sharing.
- Establish the mechanism to integrate the early warning and alerts for complex risks.
- Update the Incident Response System and Emergency Support Functions to include pandemic related guidelines and lessons learnt.
- Incorporate key structural and non-structural measures for promoting school, hospital and shelter safety and preparedness against complex risks.

CHECKLIST

Check for	✓/✗
1. Comprehensiveness of the plans and SOPs to cater to all phases of DRM?	
2. Inclusion of biological and public health risks in HRVA?	
3. Consideration of multi-hazards, cascading and compound risks through scenario planning?	
4. Incorporation of prevention, mitigation, preparedness and capacity building measures for biological and public health risks identified in HRVA?	
5. Contextualization of Incident Response System for management of biological and public health risks?	
6. Updation of Emergency Support Functions to include considerations of biological and public health risks?	
7. Inclusion of clearly delineated roles and responsibilities of stakeholders biological and public health risks?	
8. Provision for capacity building of stakeholders to perform the updated roles and responsibilities?	
9. Considerations of biological and public health risks and management in damage/loss and need assessment?	
10. Incorporation of measures for resilient, sustainable and green recovery advancing the overall well-being of the communities?	
11. Mechanism for recording lessons learnt, gaps and implementation challenges from stakeholders including communities?	
12. Updation of knowledge products and public awareness material to include biological and public health risks and their management?	
13. Mechanisms for testing and updating the plans and SOPs?	
14. Vertical (global, national, local) and horizontal (sectors and departments) mainstreaming and integration of plans and SOPs?	
15. Well established institutional and financial mechanism for effective planning and implementation of the laid down measures?	

- Screen each evacuee for temperature and other symptoms. Monitor the symptoms at regular intervals and on development of the same, isolate the person at the designated space in the shelter or shift to the nearest isolation centre, if available.
- Brief the evacuees on arrangements inside the shelter (dining, bathing, etc.) such as designated spaces for different purposes, floor markings for maintaining physical distancing and staggered timings/schedules for dining to avoid crowding, safe disposal and segregation of waste, etc.
- If the shelter functions for a longer duration, liaise with the local authorities for necessary health and medical services for pregnant and lactating women, under-five children, elderly persons with comorbidities, differently-abled persons requiring such support, etc.
- Keep a stock of the relief supplies received, distributed and used at the shelter. Also, record the additional items needed and seek support from local authorities for the same.
- Monitorthe prevailing protocols, cleanliness,and hygiene in and around the shelter.
- Ensure the supplies and equipment are stored in good condition and maintained for regular use.
- Ensure safety and security of the evacuees, staff, volunteers and relief supplies. Seek additional assistance from local authorities, if required.
- Record the grievances raised by the evacuees and strive best to address the same.

POST-DISASTER

- On receipt of de-warning orders, initiate the process of sending back evacuees in a gradual and orderly ensuring the COVID-19 protocols and measures.
- Take help from the relevant authorities and stakeholders to facilitate the process.
- Get the shelter and its assets thoroughly sanitized.
- Ensure that the deployed equipment, tools,vehicles are demobilized to the concerned line departments or stakeholders.
- Share the maintained records of evacuees, supplies and equipment received and used, relief distributed, etc. with the local authorities.
- Update the local authorities and representatives on the grievances and challenges faced by the evacuees, staff and volunteers and discuss suitable measures to address the same in future

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SHELTER MANAGEMENT

for cyclones/floods amidst pandemics (COVID-19)

Shelters are critical infrastructures that provide safe refuge to the at-risk population during disasters. Manifestation of complex risks such as cyclones/floods amidst the COVID-19 pandemic has called forbuilding the resilience of these critical infrastructures and enhancing the preparedness of its stakeholders andaugmenting the available resources so that they function effectively evenduring complex hazard events.

The Shelter Management and Maintenance Committeehas the responsibility to ensure the day-to-day management and maintenance of the shelter.Itmaintains the shelter during the days of normalcy and keeps it in a state of readiness for use as shelter, facilitatesits functioning as a shelter during the disaster, and helps to vacate it after a disaster. The key activities of shelter management can be understood as pre, during, and post-disaster activities.

PRE-DISASTER

- Ensure that shelter building, premises and routes leading to the shelter are safe and resilient (structurally and non-structurally) to potential risks. Undertake any repair or maintenance work, if required.
- Inspect the shelter building to ensure essential facilities and equipment are in place and functioning.
- Estimate the reduced number of evacuees that can take shelter in the backdrop of COVID-19 guidelines such as physical distancing. Inform the local authorities of this reduced capacity, so that alternate shelter buildings can be identified and prepared accordingly.
- Check the stock register and condition of important equipment such as generator sets, torch and emergency lights, first aid kits, kitchen utensils, foldable stretcher, wheelchair, radio, ladder, tarpaulin cover, rope, etc.
- Check for various infection prevention and control items, basic medical and public health itemssuch asface masks, shower caps, face shields, disposable hand gloves, hand sanitisers/ alcohol-based hand rubs and foot-operated dispensing system, PPE kits, thermometer and pulse oximeter, COVID-19 rapid antigen test kits, first aid kits, wound management supplies, basic medicines, etc.
- Check for WASH items such as portable handwashing stations, water & soap at handwashing station, water for drinking and washing, soap for bathing and laundry, oral hygiene products, diapers for children and adults, menstrual hygiene items, towel, paper towels, labelled dustbins (closed with non-removable and no-touch lids) for waste segregation at source, bleaching powder/disinfectant, phenyl, surface disinfectants, rubber gloves, impermeable aprons, etc.
- Check for food storage and distribution-related items such as dry food and non-perishable items, infant food, cooking utensils, disposable plates, glasses, paper towels, a list of vendors/ volunteer groups supplying packaged food, etc.
- Check if the important IEC material depicting hand hygiene techniques, respiratory etiquettes, sleeping area configuration, symptoms monitoring, psychosocial support, hazard related do-s and don't-s, etc. are well displayed at strategic locations.
- Thoroughly sanitize shelters that were previously used as COVID-19 isolation or quarantine facilities once they cease to function as such facilities.
- Determine and allocate space for shelters in view of the COVID-19 pandemic and its requirement of physical distancing. Provide adequate space for sleeping, dining, recreation, storage, special needs, cooking, veterinary activities (pets) and other necessary activities. Mark the allocated spaces with chalk/ tapes/ paint on the floor along with appropriate signages displayed in the local language.
- Devise a system for obtaining, transporting, receiving, and storing food, medical and other supplies while duly abiding with the laid down COVID-19 and other guidelines.
- Establish contact with line departments and stakeholders for the necessary support and liaising.
- Sensitize the staff and volunteers on differential needs and priorities of different vulnerable groups. Special attention is to be paid to the specific needs of pregnant and lactating women, infants and young children, elderly persons with comorbidities, and differently-abled persons.

DURING DISASTER

- Ensure that all staff and volunteers are appropriately wearing masks and are instructed for maintaining regular hand hygiene.
- Ensure that any staff or volunteer providing care in isolation or quarantine areas are duly are wearing N95 masks, goggles/face shields, disposable gloves and gowns and (complete PPE kit for management of COVID-19 positive evacuees).
- Maintain the record of the evacuees. Try maintaining a digital database at the shelter level for easy and quick sharing with other stakeholders.
- Designate spaces at the entrance of the shelter for sanitizing the evacuees and disinfecting their belongings before they enter the building.



Do-s
and
Don't-s

during pandemics (COVID-19) concerning students

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Dos	Don'ts
Seek information on the ongoing COVID-19 protocols from the school authorities. School authorities should make such protocols and arrangements available on the school website, notice board at the entry, parents and studentscoordination groups, etc.	Avoid going to school if sick
School authorities should ensure that school premises, common surfaces, school buses including their seats, armrests, etc. are well sanitised and safe for use.	Do not spit in the open
Properly wear masks covering the nose and mouth right from leaving the home, in school bus/vehicle, in the premises to way back home.	Avoid touching eyes, nose, and mouth
Immediately inform your teachers if feeling unwell or developing symptoms	Avoid close contact with anyone who is coughing or sneezing
Greet without any physical contact	Avoid group play and activities which needclose gatherings and direct physical contact
Follow the floor marks/appropriate distance while in a queue or closed spaces	Do not share food, water, cups, spoons, tiffin boxes, etc. with other
Frequently perform hand hygiene using soap and water or sanitisers, especially on touching common surfaces/items, sneezing/coughing, after using toilet/washroom, before and after eating	Do not circulate unverified or negative information. Ask questions, educate yourself and get information from reliable sources.
Maintain respiratory hygiene and follow good practices like sneezing/coughing into your elbows or tissue	Do not discriminate against or stigmatise anyone who isinfected by the COVID-19
Throw used tissues, masks, etc. in dustbins	
Share what you learn with your family and friends about the pandemic and how to keep oneself safe and healthy	
Get a vaccine (when it is your turn) to protect yourself, your loved ones, and your community	
Help your family, friends, teachers, and others to keep the surroundings safe and secure from the pandemic.	
Stay connected with friends, families, and teachers and reach out to them during stress, anxiety, or when sad.	

ofdos and don'ts during pandemics, COVID-19 appropriate behaviour, WASH practices, etc.

- Students should actively participate in training programs and mock drills organised for testing the SDMP.
- Senior students should be encouraged to educate the younger ones.
- Students should be encouraged to discuss and inform their friends and families on what they learn in schoolabout disaster risk management and safety.
- Teachers should enrich their knowledge on risk and implement disaster risk reduction measures. They should take the initiative to conduct learning sessions on disaster and its risk reduction, i.e., weekly during school hours on the specific subject matter. They can bring the students out of the classroom to learn and identify the risk zones and draw the risk map in their school environment.

Step 6

- Develop a mitigation plan to minimise the structural and non-structural risks in and around the school.
- The School Disaster Management Committee should undertake appropriate measures within a specified time and seek necessary financial support from the School Maintenance Committee.
- Lay down appropriate measures in line with COVID-19 pandemic guidelines to minimise the risk of contamination in the school.

Step 7

- Prepare hazard-specific response plan for the school. Also, consider multi-hazard scenarios and plan a response to them.
- Make an alternate arrangement to continue school education in case of disaster.
- Establish an appropriate link for reporting any emergency/disaster to the concerned department/agency to get an immediate response.
- Make special provisions for differently-abled children and staff.

Step 8

- Lay down measures for safe and early resumption of disrupted education
- Lay down measures for prompt restoration and quick recovery of school infrastructure imbibing the principles of building back better and greener

Step 9

- Conduct simulation exercises/mock drills on different scenarios to implement the SDMP involving all the stakeholders. Include multi-hazard scenarios such as cyclones/floodsamidst the COVID-19 pandemic.
- Record the gaps, challenges and lessons learnt for improving updating the SDMP annually.

Overall, SDMPs should be guided by the National School Safety Policy and should support the concept of comprehensive school safety. Comprehensive school safety aims to reduce the risks of all hazards to the education sector. It focuses on child-centered and evidence-based efforts to promote DRR throughout the education sector and to assure universal access to quality education. It rests on three pillars; safe school facilities, school disaster management, and risk reduction education.

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Steps to develop/improve SCHOOL DISASTER MANAGEMENT PLAN (SDMP) incorporating pandemics (COVID-19)

Education often gets temporarily suspended or disrupted during a disaster. If schools are well prepared, it plays a vital role not only in minimising the direct and indirect impacts on its infrastructure, functioning, staff and students but also in acting as a critical resource for the nearby community during a disaster and while recovering from one.

The firststep towards making a schooland its environment safe and resilient is developing and improving its School Disaster Management Plan (SDMP).With the growing risk of biological hazards such as the COVID-19 pandemic, it becomes pertinent to incorporate the biological hazard and public health risk and their management in the SDMP.

The SDMPshould be prepared in a participatory manner where all the actors of a school are involved. The following steps should be carried out to successfully formulate and implement anSDMP:

Step 1

- Discussschool-related hazards and vulnerabilities with different school actors including teachers, students, school management committee members, and parentsto realise the need and scope of the School Disaster Management Plan (SDMP)

Step 2

- Identify hazards, exposed areas/units, vulnerabilities, and capacities existing in and around the school.
- Biological public health risks suchas those posed by the COVID-19 pandemic, food poisoning, water-borne diseases etc. should be included while undertaking HRVA (Hazard Risk Vulnerability Assessment)
- Assess structural and non-structural risk elements presentin and around the school.

Step 3

- Constitute a School Disaster Management Committee involving concerned representatives from the school, Anganwadi workers, ASHA, ward/village members, student representatives, ward/panchayat members, members of the Shelter Management and Maintenance Committee, representatives of nearest response departments/agencies such as fire services, health, police, administration, local disaster management/emergency cell, ODRAF/NDRF, NGOs/CBOs.
- Orient the members on developing and implementing SDMP and their roles and responsibilities.
- Parents and other members of society should be encouraged to actively join and support the development and implementation of SDMP.
- Parents and teachers should regularly discuss (through various platforms such as Parents and Teachers Meetings) aspects and measures to make school a safer place.
- Response agencies, NGOs, CBOs, and private organisations should participate in developing a comprehensive hazard-specific action plan to improve school safety and enhance the level of risk awareness among the school communities. They can support the coalition and partnership among schools to build an inter-school network. They can also facilitate the development and provision of educational materials.

Step 4

- Formulate and strengthen the school task force teams, such as

  a. Early warning, communication, and awareness generation team

  b. Evacuation team

  c. Search and rescue team

  d. Public health promotion and first aid team

  e. Fire safety team

  f. Psychosocial care team

  g. Site security team

  h. Transport management team
- Each team should be constituted of a minimum of one teacher and six students.
- They should be trained and sensitised about their roles and responsibilities.
- The public health promotion and first aid team along with other teams should be trained and given responsibilities to implement the school-appropriate SOPs and COVID-19 pandemic-related public health measures.
- Schools are often used as a shelter for nearby at-risk communities. In the backdrop of this, a shelter management team, comprising of principal, teachers and staff, for the management when the school is being used as a shelter should also be constituted. This team should beforehand identify the number of people the school can accommodate when acting as a shelter (both during cyclones/floods alone and when with COVID-19 restrictions) based on space and facilities (such as WASH, kitchen, etc.) available in the school. This team should establish coordination with local authorities in understanding the key functions to be performed, necessary arrangements and critical resources to be maintained at the school.
- When the school functions as a shelter, the team should maintain a record of evacuees, manage the emergency supplies, make arrangements for screening, sleeping, dining and other needs of the evacuees along with relief distribution and waste management. All this is done while simultaneously practising the laid down COVID-19 protocols.

Step 5

- Develop a preparedness plan for the school,including an annual calendar for conducting disaster risk management activities.
- Involve various stakeholder agencies to support preparedness and capacity-building activities in the school.
- Prepare an emergency evacuation map to demarcatea safe assembly point and access routes in the school. Display this map at various strategic locations in the school.
- Give due considerations for enhancing public health measures in the school. Schools should be prepared for reopening after a lockdown in line with the COVID-19 pandemic guidelines given by the state and national authorities. Students and staff should be made aware

While evacuating, carry your Household Emergency Kit. Keep it safe and dry.

During evacuation, ensure that COVID-19 appropriate behaviour including physical distancing, wearing masks, regular sanitisation of hands is duly practiced, as far as possible.

During the stay at the shelter, follow instructions of Shelter Management Committee or the person in charge of the shelter.

Cooperate with them and volunteers in recording keeping, screening and monitoring of symptoms, space management, relief distribution, and other activities.

Keep wearing mask at all times, maintain respiratory hygiene, physical distancing, avoiding frequent touching of nose, mouth and face.

Practice regular hand washing with soap or hand sanitisation after coughing, sneezing, touching common surfaces and utilities.

Safely discard the used masks, tissues and other sanitary wastes in the designated dustbins.

On development of any COVID-19 related or any other symptoms, avoid close contact with other inmates and immediately inform the shelter incharge.

Cooperate with other inmates throughout the stay. Keep the common spaces and surroundings clean and functional.

In case of any grievances or assistance, inform the shelter incharge.

Remain in the shelter until informed to leave.

Post cyclones/floods

Stay alert and closely follow the updates and advisories issued by government.

Continue to follow COVID-19 protocol while returning to houses.

Be careful of loose and damaged wires, power cables, broken pipes and other damaged structures on the way back.

Do not walk throughthe flooded areas to avoid injuries, infections, insect and animal bites.

Ensure safe return of persons with special needs and children.

Immediately clear debris from the house while being cautious of damaged electricity wires, sharp objects, etc.

If the house got flooded, be careful of snakes and other poisonous animals, potential contamination from sewerage, drainage, etc. when clearing the premises.

Check for damage to utilities such as electricity, water supply, sewerage, drainage, gas pipes, etc. for any damage. Promptly get them repaired. Seek support from local authorities, if required.

Be cautious while handling electric equipment, wires, etc. on returning back.

Drink boiled and chlorinated water and eat freshly cooked or packaged food.

Follow instructions of ASHA and Anganwadi workers and other authorised officials/representatives on water purification, precautions against water-borne diseases, etc.

Keep the house and surroundings clean and use municipal bins to dispose of waste.

Prevent the surrounding from becoming breeding sites for vectors by not allowing water to stagnant and disinfecting the sites with help of local authorities.

Continue practicing COVID-19 appropriate behaviour and prevalent guidelines and protocols.

Monitor symptoms and any physical discomfort faced and promptly disclose the same to local health centre.

Seek psycho-social support for any post disaster related stress, anxiety or discomfort.

Report accurate losses and damage to local authorities and be aware about government orders and notifications regarding compensation for damage and losses.

Cooperate with local authorities and adhere to laid down guidelines for dignified management of the dead, especially in case of COVID-19 infected bodies.

Cooperate with local authorities and adhere to laid down guidelines for safe disposal of animal's carcasses.

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HOUSEHOLD PREPAREDNESS AND SAFE EVACUATION DURING CYCLONES/FLOODS AND PANDEMICS

Immediately before the cyclones/ floods' season

Check the house premises, door, windows,tiles, frames, roof sheets, etc. thoroughly to ensure there are no broken or loose parts.

In case of any broken or loose parts, repair immediately.

Check the inside and vicinity of the house for material or equipment that can block the entry/exits, routes or can cause damage during floods and cyclones. These should be immediately removed or secured.

Prepare **Household Emergency Kit** containing the following.

- Functional emergency equipment/material such as emergency lights, extra batteries, radio, etc.
- Adequate number of masks, sanitizers, soaps, disposable gloves, handkerchiefs, tissues for each of the family member to effectively practice COVID-19 appropriate behaviour.
- Tools/aids required by differently-abled members of the family.
- Sanitary napkins, diapers, adult diapers as per

family requirements

- First aid and medicine box containing adhesive bandages, antiseptic solution, cotton gauge, and other essential medicines prescribed for family members
- Adequate number of disposable bags to safely discard the used masks, gloves, tissues, and other sanitary wastes.
- Dry non-perishable food items and drinking water sufficient to last for a few days.
- In case of infants, elderlies, sick or other members who require any special diet, include the necessary food stock.
- Know and keep the emergency contact numbers/ helpline numbers handy. These may include numbers of Police, ODRAF, Fire station, Ambulance, PHC/CHC, COVID-19 helpline, ASHA and Anganwadi workers, Village/Ward Disaster Management Team, Shelter Management Team, local representatives, Emergency Officer, District Administration.

Identify the vulnerable members of the family (and also neighbouring families) who may require special assistance during emergencies and ensure a constant follow up to ensure all their needs are timely and adequately met. These may include infants, pregnant and lactating women sick persons, COVID-19 patients, COVID-19 suspects, elderlies, persons with comorbidities, differently-abled members, etc.

Identify and have a list of people/services with 3 or 4 wheelers which can be used for evacuating to safe shelters/health centres, if required.

Ensure that each member of the family is aware about and follow COVID-19 appropriate behaviour and hygiene practices.

In case of any member, falling sick, avoid close contact and closely monitor symptoms. Seek medical help through nearby health care or established COVID-19 helplines.

Closely follow guidelines and updates on the COVID-19 pandemic provided by authorised sources.

Do not panic. Beware of potential fake news and rumours.

Do not forward or spread information received on social media or otherwise through unverified or unauthorised sources.

Stay in touch with local committees and representatives for receiving timely and accurate (verified) information.

Ensure that each member of the family is aware about family emergency kit, emergency contact lists, location of the nearest safe shelter, safe evacuation route to the shelter.

Identify a safe meeting point/assembly area, where all members of the family can meet, if separated during the emergency or in case of damage to house.

Identify a safe and higher place in the house to store and safeguard valuable items and records during cyclones/floods before evacuating.

These items may include important documents such identity cards, medical and educational records, property and assets' papers, beneficiary cards, etc.

Proactively participate in awareness programmes, training, mock drills and other capacity building initiatives by government, NGOs, CBOs.

Encourage community members to participate in similar activities.

During cyclones/floods

Keep tab on alerts, warnings and subsequent communications through various authorised and reliable sourcesincluding government channels and AIR.

Promptly act and strictly adhere to all the guidelines and instructions given by the authorities related to cyclones/floods and COVID-19.

In case of queries or assistance, contact your Village/Ward Disaster Management Committee, local representatives, District Emergency Operation Centre (DEOC), COVID-19 helpline.

Share regular updates and information with community members regarding impending cyclone/flood and COVID-19 protocols received from authorised sources only.

Do not fall prey to rumours by believing information received from unauthorised channels. Do not share such updates ahead without verifying from official and authorised sources.

If asked to evacuate:

- Safeguard your valuable items and records at higher floors or at a pre-identified safe and higher place in the house to mitigate the adverse impacts.
- Secure the house and turn off electricity, water, gas and other utilities.
- Untie your pets and livestock before evacuating. If possible, carry them to safe and higher ground or dedicated shelter, if available.

If not asked to evacuate:

- Ensure that all the doors and windows of the house are adequately safeguarded to avoid any mishaps. Use sandbags, or other temporary barriers to prevent entry of water in the house, if required.
- Store extra food and water/food that may not require cooking adequate enough to last till the cyclone/flood situation lessens.
- Drink boiled or chlorinated water and keep food items well covered to avoid any potential contamination.
- Keep the Household Emergency Kit handy and safe.
- Turn off utilities and avoid using any electric equipment during the passing of cyclone or if the house is flooded. Tread with precaution in using electric equipment when the threat subsides.
- In case of any sick person, keep the prescribed medicines available.
- In case of any pregnant women with delivery due in upcoming two weeks, check with the treating doctor/ASHA worker if they need to be admitted.
- In case on COVID-19 suspects or patients, closely monitor their symptoms and keep in touch with treating doctor/PHC/COVID-19 helpline.
- Do not venture out. Do not venture near coastal areas.

During evacuation and stay in shelter

If asked to evacuate, do not delay the evacuation as the evacuation routes may soon get flooded or blocked.

Strictly follow all advisories and instructions of the Government machinery related to both cyclones/floods and COVID-19.

Take special care of people requiring special care and make timely arrangements for their safe evacuation.

Ensure that COVID-19 patients and suspects are evacuated as per the laid down advisories. While doing so, adhere to the laid down guidelines on handling of COVID-19 patients and suspects.