



2019-2020

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TOYOTA

TOYOTA
SAFETY
EDUCATION
CAMPAIGN
Road Safety Education by Responsibility

RIDING without a
HELMET is NOT SAFE at
all! THINK
What if you
SLIP AND FALL?



A helmet as simple
as this will keep
you safe from
HOSPITAL BED

GLOSSARY

GLOSSARY

Abbreviation	Explanation
ACP	Additional Commissioner of Police
AFS	Air Force Station
AR/VR	Augmented Reality/Virtual Reality
CSR	Corporate Social Responsibility
DCP	Deputy Commissioner of Police
DGM	Deputy General Manager
RSE	Road Safety Education
SDG	Sustainable Development Goal
SPOC	Specific Point of Contact
SWOT	Strength, Weakness, Opportunities and Threats
TMC	Toyota Motor Corporation
TKM	Toyota Kirloskar Motor Pvt. Ltd.
TSEP	Toyota Safety Education Programme
URL	Uniform Resource Locator
VP	Vice President
WebGL	Web Graphics Library



FOREWORD

FOREWORD



“ We are investing in our future adults and creating a generation of responsible road users by educating our children today. ”

Vikram Gulati

County Head and Senior Vice President,
Corporate Affairs & Governance

In India, 467,044 accidents were reported in the year 2018. At a global level road traffic injury emerges as the leading cause of deaths in children aged 5-29 years. Everyday thousands of people are killed and injured on our roads. Road traffic injuries are a growing public health issue, disproportionately affecting vulnerable groups of road users. More than half the people killed in traffic crashes are young adults aged between 15 and 44 years - often the breadwinners in a family. And the current efforts to address road safety are minimal in comparison to this growing human suffering.

Safety is a part of our DNA and of prime importance to Toyota. Toyota Kirloskar Motor Pvt. Ltd. (TKM) adopts a holistic approach to safety - Manufacturing Safe Cars, Developing Safe Drivers & Building Safer Environment. TKM is always keenly focused on contributing towards improving lives around the country, and these efforts continue to expand and grow. Our corporate social responsibility (CSR) programme is now reaching across the country. In line with the core Toyota philosophy of achieving sustainable development of society, while providing employment to thousands of workers, TKM has made numerous contributions in the areas of Skill Development, Road Safety, Education, Environment and Health & Hygiene across the country.

In line with the underlying objective of creating awareness, preparedness and response amongst the road users we started the awareness programme on road safety for school children - Toyota Safety Education Programme (TSEP) from 2007 onwards. The key objective was to influence the young impressionable minds and create responsible road users and develop them as change agents to influence the society's road behavior in a broader sense.

Toyota Kirloskar Motor Pvt. Ltd has prepared this report on Toyota Safety Education Programme 2019-20. Its

purpose is to present a comprehensive overview of a road safety education program introduced to students of classes V-IX to bring awareness, behavioral change and create a larger cascading impact in regard to road safety. TSEP is an initiative to prepare every child to become a responsible road user by inculcating road safety habits from nearly age through a sustainable education program. It is an interactive learning program designed to instill a sense of road safety through immersive learning modules, gamified assessments, and activity-based learning. Students were exposed to modules on traffic signals, road signs, causes of accidents, pedestrian, cyclist safety, and even first aid.

The programme undertaken in 2019-2020, 12th year of the TSEP's journey, introduced a blended learning approach which is training via e-learning modules and online gamified assessment to make the program interactive and fun while learning. TSEP 2019 was spread across 7 months of training which consisted of e-learning modules, project-based learning, gamified assessments, club activities and State and National championship. More than 30,000+ students from 45+ schools spread across Bengaluru, Delhi and Mumbai were part of the program 15+ Road Safety Coaches and Volunteers were onboarded across the three cities to help implementing and smooth running of the program in the schools.

We believe that through such impactful initiatives we are investing in nurturing our future adults and creating a generation of responsible road users by educating our children today.

Vikram Gulati





BACKGROUND & CONTEXT

BACKGROUND & CONTEXT

Road traffic injuries are among the top three causes of death for people between age 5 to 44 years. Every year more than 1.3 million people die as a result of road traffic collision. This means nearly 3000 fatalities every day, nearly half of these are pedestrian fatalities. Certain groups such as, children are especially more vulnerable road-users as pedestrians, vehicle occupants, cyclists etc. In India, 467,044 accidents were reported in the year 2018¹. At a global level road traffic injury emerges as the leading cause of deaths in children aged 5-29 years². The significance and sense of urgency for mitigating the situation is evident by the focus given by the Sustainable Development Goals (SDGs) on reducing the number of global deaths and injuries from road traffic accidents to half by the year 2020 (target 3.6)³. A similar sentiment is echoed through laws and legislations in India. The National Road Safety Policy, 2010 and the Motor Vehicles (Amendment) Act, 2019⁴ aims to improve the road safety situation in the country.

The National Road Safety Policy, 2010 emphasizes on road safety education and training as one of the key initiatives, particularly for the protection of school children and college going students⁵. The Government of India has also taken other initiatives such as, declaring the year 2019-2020 as India Road Safety Year. Though children and, to an extent, adolescents form the focus group for the road safety awareness initiatives across the globe. However, it is imperative that programs are designed exclusively for children as they are more vulnerable given the various developmental factors such as, developmental immaturity, 'sensation seeking' behavior during the teens, lack of experience on road and peer pressure etc⁶.

Few of the limitations that children experience in traffic are given below:

- **limitations of size:** Due to their physical attributes such as, low height, children may face some difficulty in observing their traffic surroundings. Similarly, the drivers may face difficulty or delays in seeing them on the road;
- **limitations of vision:** Children have a less developed perception of depth and thus, have difficulty judging the distance between themselves and other objects, particularly when both are in motion; and
- **limitation of attention and judgement:** Young children are active, energetic and often impulsive. Their concentration span is shorter, and they can struggle to attend to more than one problem at a time as they can be easily distracted by other stimuli.

Thus, the strategies applicable to adults may not be adequate for protection of children and specialized programmes may be required, in addition to the generic road- safety strategies.

Consequently, children's characteristics, strengths and shortcomings should be considered while designing road safety awareness programs. Another important factor to consider is the change in comprehensibility, perspective and road exposure of the children with age. Using age appropriate content and teaching tools shall create impact.

¹ Ministry of Road Transport and Highways

² Global status report on road safety 2018: summary. Geneva: World Health Organization; 2018

³ SDG Indicators, <https://unstats.un.org/sdgs/metadata?Text=&Goal=3&Target=3.6>

⁴ MINISTRY OF LAW AND JUSTICE, THE MOTOR VEHICLES (AMENDMENT) ACT, 2019 NO. 32 OF 2019

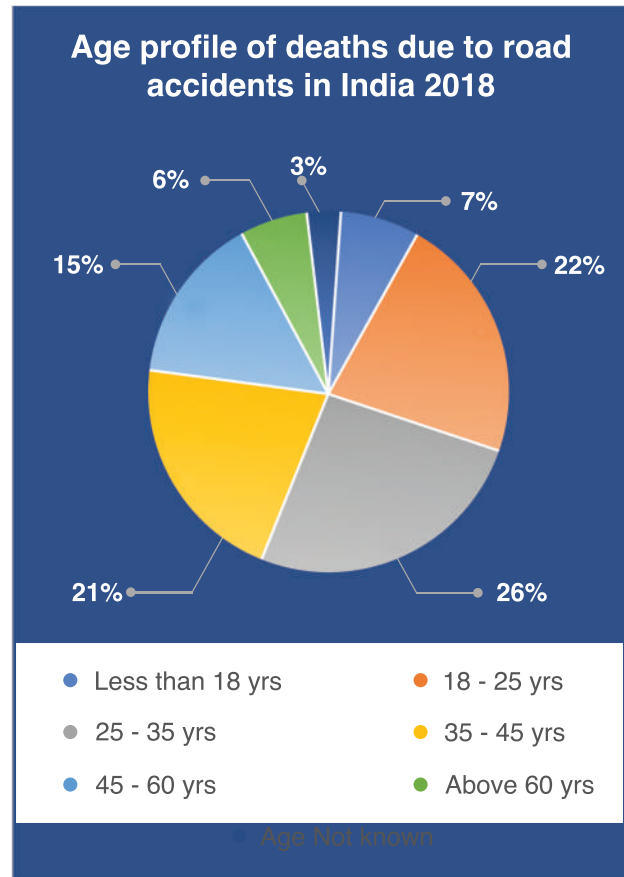
⁵ The National Road Safety Policy, Ministry of Road Transport and Highways, <https://morth.nic.in/national-road-safety-policy-1>

⁶ World Health Organization, Youth and Road Safety

For example, children in age group of 8-12 usually learn to ride bikes and can understand first aid basics whereas children in secondary and senior secondary classes are more active road users. They must be made aware about the risks associated with irresponsible road behavior such as, rash driving, not wearing a seat belt etc. Further they must be made aware about first aid for various injuries and conditions to enable them to act quickly in case of a road accident.

A third of a billion children travel to school every day in India. Children’s travel to school is a routine and necessary activity. But we do not know about the safety of children who walk, cycle or use motorized modes. Around 60,000 children die due to road accidents in India every year; this figure is more than the total child deathrate in war-torn Syria, a study titled “Advancing Child Safety in India (ACSI),” has found. Citing figures from 2015, the study conducted by the National Institute of Mental Health and Neurosciences (NIMHANS) and US-based Underwriters Laboratories, notes that “for every intentional injury death among children, three unintentional child injury deaths are reported,” the Quint reported. Of these three, 41% of children between ages 0 and 18 have died due to road accidents, while 31% due to accidents at home; 19% due to drowning and 6% due to falls in the past decade. The study used government data, and surveys from 131 schools in and around Bengaluru, to arrive at these figures⁷.

School-based road safety education (RSE) programs that are targeted at primary and secondary school levels are an example of such children-specific programmes that can equip them become aware and develop skills for ensuring road safety.



The Multifold impact of focusing on awareness programs for children

Preparing the children to understand and appreciate rules and regulations may contribute to saving their lives and simultaneously progress towards a road safe future. A consistent focus on road safety awareness for children is projected to have the following threefold impact:

- **Children can protect themselves:** Casualties can be prevented if students know how to be attentive while being on the road. Further, the awareness of safety rules accompanied with an emphasis on safety tips such as, wearing helmet while riding a bike, knowledge of first aid basics etc. can ensure safe conduct on road.
- **A generation of Road Safe Users can be built:** Inculcating safe road behavior at the right age and providing knowledge of risks and

Ms. Mildred Lobo, Principal from SM Shetty International School, Mumbai - underlined the need of road safety training at early age

“It is important that road sense is inculcated at an early age in students as they will become law abiding citizens. This will also give them a sense of responsibility; empathy and they will also keep themselves as well others around them safe. It is important such initiatives are taken at an early age for being impactful”

⁷ <https://theswaddle.com/road-accidents-cause-most-unintentional-deaths-among-children-in-india/>

consequences associated with irresponsible conduct on road, may provide the young generation with a better chance at being safe during their teenage years when they may experience peer pressure and high levels of sensation seeking behavior.

- **A cascading impact can be created in the society:** Multiple Indian and international case studies indicate that young children's learnings are reinforced and creates a chain impact as they engage in asking their parents and friends to follow road safety rules, hence creating a positive behavior.

Road traffic injuries remain an important public health problem at global, regional and national levels. While steps are being taken in many countries to improve road safety, much still needs to be done if the rising trend in road traffic deaths is to be halted or reversed. Below are some successful efforts put by different countries towards promoting road safety.

Successful Road Safety Campaigns followed across the Globe

01

In UK, Brake, a road safety charity and THINK! UK Department for Transport campaign to reduce road accidents. They roll out community programs, campaigns, information workshops to spread awareness about road safety to children. They organize UK's annual flagship road safety event, Road Safety Week involving 10,000 schools, employers and road safety professionals.

02

THINK! Organization (UK) co-created two films with school students - one is documentary style film that follows a group of school children as they enact how to cross the road safely after learning to use the Stop, Look, Listen, Think code. The second film follows another 6 children on their different journeys to school, including walking, cycling and scooting. They explain their top tips for getting to school safely in the form of a new road safety song.

03

In Singapore, education takes place in a road safety park on a permanent four-acre site that models a miniature road setting. The traffic police conduct the sessions among 500 students daily. Lessons involve basic instruction in safety principles and a knowledge test followed by a traffic game. The objective is to organize role plays involving pedestrians, motorists and cyclists to test skills, help children identify traffic hazards, and teach practical safety prevention measures. Secondary school students are trained as Marshalls for the road safety park.

04

In France, road safety education is officially part of the curriculum in primary and secondary schools. In secondary school, at the age of 12, all students are required to study for a road safety certificate (ASSR), which covers pedestrians and two wheeled vehicles in traffic, and at the age of 16 students must get another ASSR, which covers wider road safety.

05

In New Zealand the teaching of road safety skills and content is planned and scheduled into the daily program at particular times of the year - usually a two to four-week intensive slot that involves roadside practical application with Police Education Officers.

In Japan, various traffic safety education initiatives are implemented at elementary, junior high, and high schools. According to the Kochi prefectural police agency, around 400 lectures are carried out a year, and 30,000 students join from elementary schools, junior high schools and high schools in Kochi prefecture. Contents of each school are similar: roundtable talking's, practices of crossing an intersection for elementary school students and of riding bicycles for junior high school and high school students, lectures on riding motorcycles for high school students.

Recognizing the enormity of the problem, some useful initiatives were undertaken to improve road safety in India by both central and state governments. However, many of these are to be implemented in totality⁸.

Based on the petition *Rajashekar vs Government of India*, the Supreme Court constituted an empowered committee to oversee progress in implementation of road safety initiatives in Indian states that undertook such initiatives in the last 3 years.

Amendment to the Indian Motor Vehicles act of 198 is awaiting a final approval by the Indian Parliament (passed in Lok Sabha on 10th April 2017.) Once it is in force, it aims to introduce sweeping changes to the earlier road safety provisions. Constitution of national and state road safety boards with powers, increased penalties for traffic violations, addressing driver license and training issues, increasing accountability of road builders and vehicle manufacturers, higher and speedy compensation to accident victims are a few new inclusions to the act.

Few Indian states like Kerala have set up a State Road Safety Authority, while Karnataka and Gujarat are in the process of setting up such authorities.

Introduction of a new accident data collection and reporting format by MoRTH is expected to provide better quality data that can aid decision-making processes.

Directives from the Supreme Court and High Courts on a range of issues including implementation of stricter laws with regard to helmets, drunken driving, over speeding, school safety, Good Samaritan Law, and mandating speed governors in public transport and heavy vehicles are all measures in the right direction and need strict enforcement on the ground. The feasibility of the recent directive on banning of alcohol outlets and sales within 500 meters of state and national highways is still being debated, considering its impact on economy and job losses.

Several guidelines by National Highway Authority of India and MoRTH on developing safer roads, including mandatory road safety audits, sets the right tone for safety improvements.

⁸ https://nimhans.ac.in/wp-content/uploads/2019/02/UL_BR_b007_Summary-rprt.pdf

Several guidelines by National Highway Authority of India and MoRTH on developing safer roads, including mandatory road safety audits, sets the right tone for safety improvements.

Few Indian cities have adopted technology for improving traffic management and road safety through use of breathalyzers, surveillance cameras, speed monitoring cameras, etc.

There have been efforts to enhance and integrate ambulance services under a common easily accessible number all over the country through a variety of projects under public private partnerships.

The Ministry of Health has introduced several schemes such as recognizing emergency medicine as a specialty, developing state action plans, increasing manpower position, scaling-up technical resources under trauma care programme, and strengthening trauma care services on highways.

The pilot programmes on cashless scheme by Ministry of Health as well as state schemes like 'Harish Santhwana Scheme' in Karnataka as well as different schemes in other states are aimed at provision of timely care for RTI subjects and need further assessment.





**CSR INITIATIVE BY
TOYOTA**

CSR INITIATIVE BY TOYOTA

Toyota Motor Corporation (TMC) is a global automotive industry leader manufacturing vehicle in 27 countries or regions and marketing the company's products in over 170 countries and regions. Founded in 1937 and headquartered in Toyota City, Japan, Toyota Motor Corporation employs nearly 350,000 people globally.

Established in 1997 as a joint venture between Kirloskar Systems Limited and the Toyota Motor Corporation (TMC), Toyota Kirloskar Motor Private Limited (TKM) has grown rapidly to emerge as a significant player in India's passenger car market. The company has a long-term goal in India and aims to play a major role in the development of the automotive industry and the creation of employment opportunities, not only through its dealer network, but also through ancillary industries.

Toyota's success in India has been due to several factors - a renowned brand, world-class manufacturing processes and practices, in-depth market analysis, superior product quality and committed employees. Through this, the company has created an identity for itself, its products & services and has set itself apart from the rest of the industry players by winning the trust of its customers and related stakeholders.

While Toyota's presence in India may have started with the manufacture and sale of cars, it now involves building deep and meaningful relationships with local communities. TKM is finding ways of improving lives around the country, and these efforts continue to expand and grow. Its corporate social responsibility (CSR) programme is now reaching across the country.

In line with the core Toyota philosophy of achieving sustainable development of society, while providing employment to thousands of workers, TKM has made numerous contributions areas (1) Education (2) Environment (3) Health & Hygiene (4) Road Safety (5) Disaster Relief (6) Skill Development across the country.⁹



⁹ <https://www.toyotabharat.com/toyota-in-india/social-contribution/>

CONTRIBUTION AREAS



VISION

“Be a socially committed corporate through building vibrant communities in harmony with nature, aiming to become the most admired company in India and meet customer expectation and be rewarded with a smile”

To know more please
scan the QR code



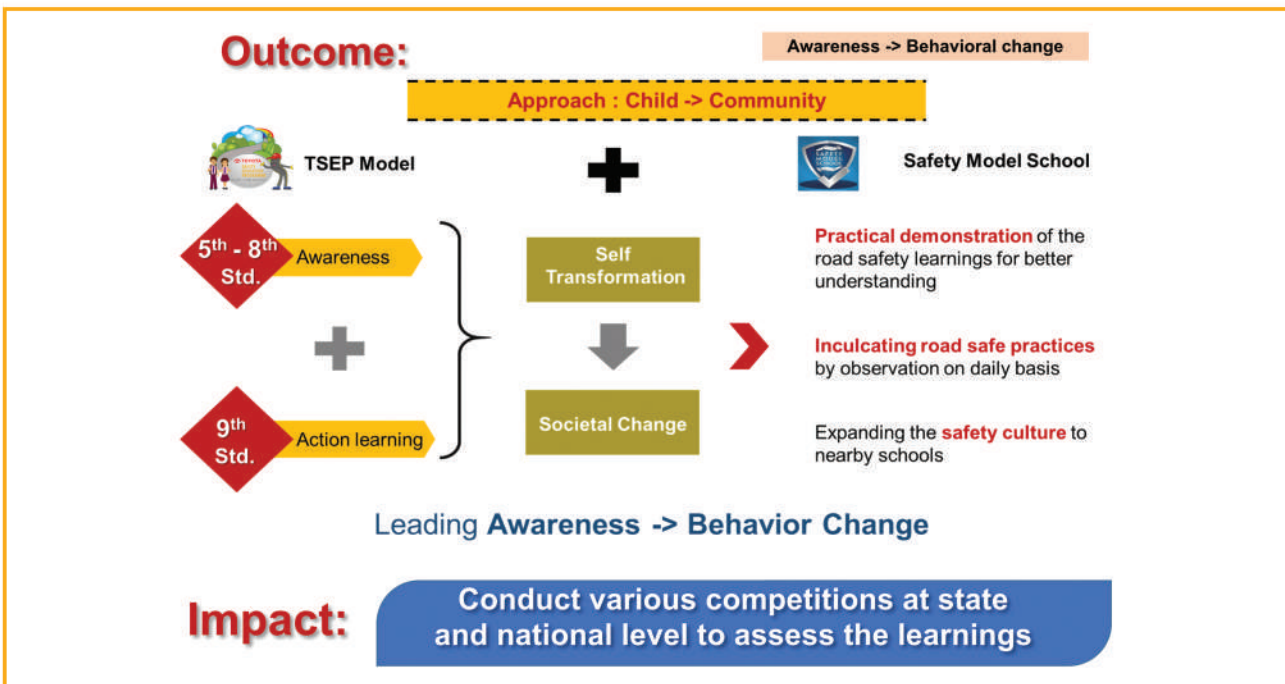
Safety has been the DNA of Toyota and of prime importance. TKM adopts a holistic safety approach - Manufacturing Safe Cars, Developing Safe Drivers & Building Safer Environment.



With a consideration and an attempt to bring the change in the society, TKM started with Toyota Safety Education Programme called TSEP in 2007 onwards. During the course of the implementation, it was realized that, awareness is not the key to bring the changes. Change of road environment and Attitudinal change and stakeholder’s involvement is essential to bring holistic change. **With an approach to create a ripple effect -> Child to community**, the initiatives have the objective to instill the sense of responsibility among future road users and aims to bring behavioural changes in school children. Below are the main initiatives taken up by the CSR department for road safety-

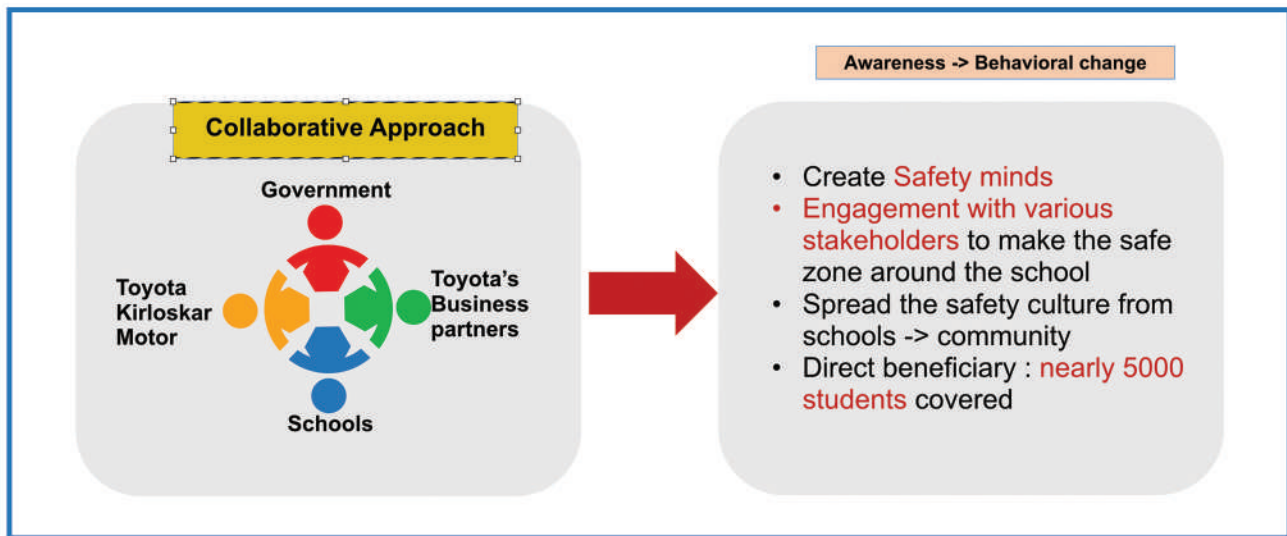
Toyota Safety Education Programme

It was launched in 2007 as part of CSR program, with the aim of investing in our future adults-creating a generation of aware & responsible road users. The program is designed for the students of class V-IX. The students undergo training that helps them understand various aspects of road safety and safe road use behavior. Under TSEP, TKM has reached to more than 7,83,919 school children and the flagship programme has completed 12 years of its intervention PAN India basis.



Safety Model School

Launched in the year 2016, with the aim to bring the behavioral change in the school children, TKM has implemented the safety model school which focusses on providing experiential learning to the students through visualization.



Hackathon

A pilot project where more than 90 schools from the Delhi-NCR took part with over 300 registered teams covering 600 students' participation. Under its Hackathon initiative, Toyota invites & incubates soft ideas of young minds to drive the road safety mission with an ultimate goal of achieving "Zero Fatality", covering Grades 9th - 12th in association with Indian Road Safety Campaign. Key focus to motivate & unleash the hidden talents, provides a platform for young minds towards "India Road Safety Mission". The focus was on 3 dimensional themes - Educate on Driver Behavior, Enforcement on Fraud Detection & Infrastructure to build bad roads. Finding the solutions on road safety related problems is essential for effective tracking and implementation of the solutions for better management. The ideal solutions can be brought onto the table by the future thinkers i.e., school children. In its second phase, Hackathon was implemented in Bangalore schools and colleges. Nearly 1400 teams from more than 100 schools participated. Overall 50 teams were shortlisted to participate in 24hrs hackathon, out of which 10 teams were successful in making it to the finals. The 10 finalists got an opportunity to present their concept to an eminent jury of experts from diverse fields, who evaluated each solution presented by the teams for its merit and feasibility. In total, around 2600 students were covered.

Philosophy for sustainable CSR

Keeping in line with Toyota's Global Vision, TKM is not only focusing on best safe cars but striving to create the awareness amongst the road users to have good road sense and discipline and create a safe driving environment. As a safety crusader, TKM has been engaged in Road Safety initiative since 2007 through various pan India campaigns. TKM is addressing traffic safety through integration of people, cars, and the traffic environment with the aim of completely eliminating traffic casualties.

With an aim to build awareness on road safety and road etiquettes to make our younger generation a responsible road user, TSEP programme is designed as an interactive learning programme especially for school children in the age group of 10-15 years. Next section is dedicated to one of the initiative - Toyota Safety Education Programme - TSEP.

Welcome
Road Safety
Ambassadors!

Limitation Can
Cross All
boundaries



TOYOTA
ROAD SAFETY
FOR VISUALLY
IMPAIRED PEOPLE

**TOYOTA SAFETY
EDUCATION PROGRAMME-
AN INTRODUCTION**

TOYOTA SAFETY EDUCATION PROGRAMME - AN INTRODUCTION

Toyota Safety Education Program (TSEP) is the corporate social responsibility initiative of Toyota Kirloskar Motors. The programme aims **to prepare every child to become a responsible road user by inculcating road safety habits at an early age through a sustainable education program**. It was initiated in the year 2007, the programme has completed twelve-years. It has successfully trained 7.8 lakhs+ students.

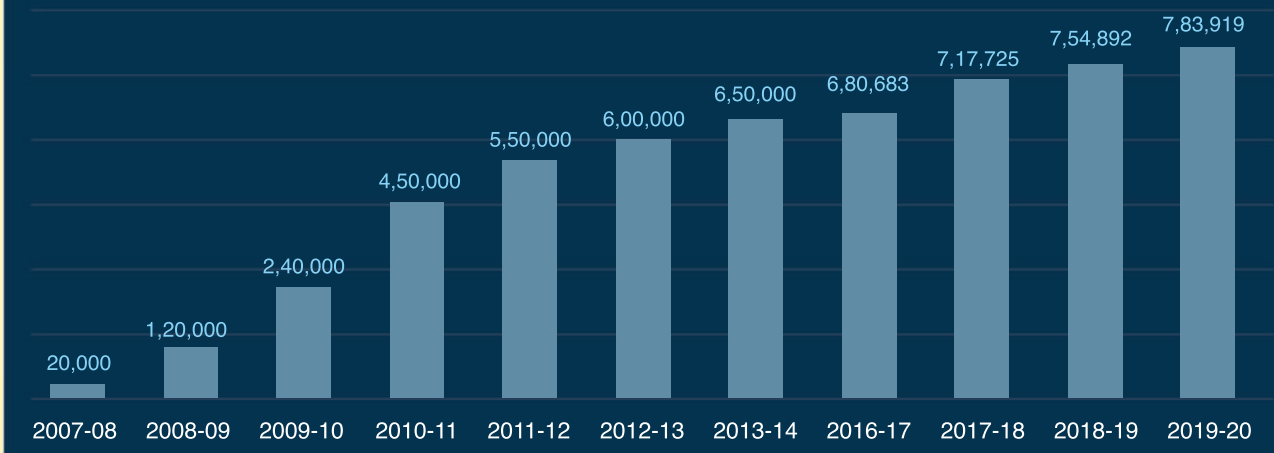
Recently, the programme has been upgraded to a blended learning through which it inculcates a sense of road safety through immersive learning modules, gamified assessments, and activity-based learning.

Background

Road and transport have become an integral part of every human being. The present transport system has minimized the distances, but it has on the other hand increased the life risk. Road safety is one of the five major focus areas of Toyota Kirloskar Motor Pvt. Ltd., CSR's Sustainable Development initiative. TSEP was launched in 2007 with the aim to impart road safety education and bring in attitudinal change about road-safety among school children. TSEP entails a gradual introduction of the concept of road-safety to school children in the age group 10-15 years. The programme provides age-appropriate road safety training to ensure that the students realize the importance of traffic rules and regulations and grow up to become rule abiding citizens.



Cumulative numbers of beneficiary



Around 7,83,919 students in cities of Bengaluru, Mumbai, Delhi, Hyderabad, Chennai and Kolkata have participated in the programme till date. The programme journey is captured above, projecting a year-on-year increment in beneficiaries. However, various new geographies are being covered such as Delhi, Mumbai, Chennai, Kolkata and Hyderabad.

TKM has a long-term commitment to the cause of road safety. During the National Event of TSEP conducted in February 2020, Mr. Vikram Gulati, County Head and Senior Vice President, Corporate Affairs & Governance, acknowledged the importance of the program and stated that:

“

“TSEP is one of the most important initiative taken by Toyota in India in the year 2007 aimed at the human angle. We started with the aim to bring awareness around road safety and importance of following traffic rules. We believe training the future citizens will help them be deeply involved in influencing everyone around them and creating behavioural change around road safety.”

”



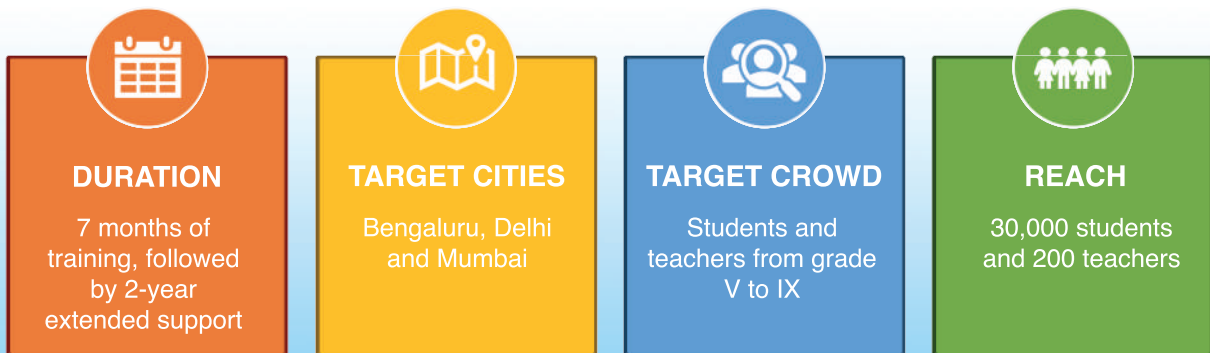


**TOYOTA SAFETY
EDUCATION PROGRAMME
2019-2020**

TOYOTA SAFETY EDUCATION PROGRAMME FY 2019-2020

The programme undertaken in FY 2019-2020, 12th year of the TSEP's journey, built upon the experiences and learnings from the previous years and introduced a blended learning approach which is training via e-learning modules and online gamified assessment to make the program interactive and fun while learning. An overview of the programme is provided below:

Glimpse of TSEP 2019-20



TSEP as suggested had undergone modifications over the years and upgraded the teaching mechanism, used technology for enhanced learning experience for students. TSEP 2019-20 program had added multiple new elements to the program design to forge the impactful learning. Some of these features are highlighted below:

Salient features of TSEP 2019-20



Gamified learning
content &
assessment



Classroom
Activities



Club
Activities



Experiential
learning
AR/VR



Intra School
Event



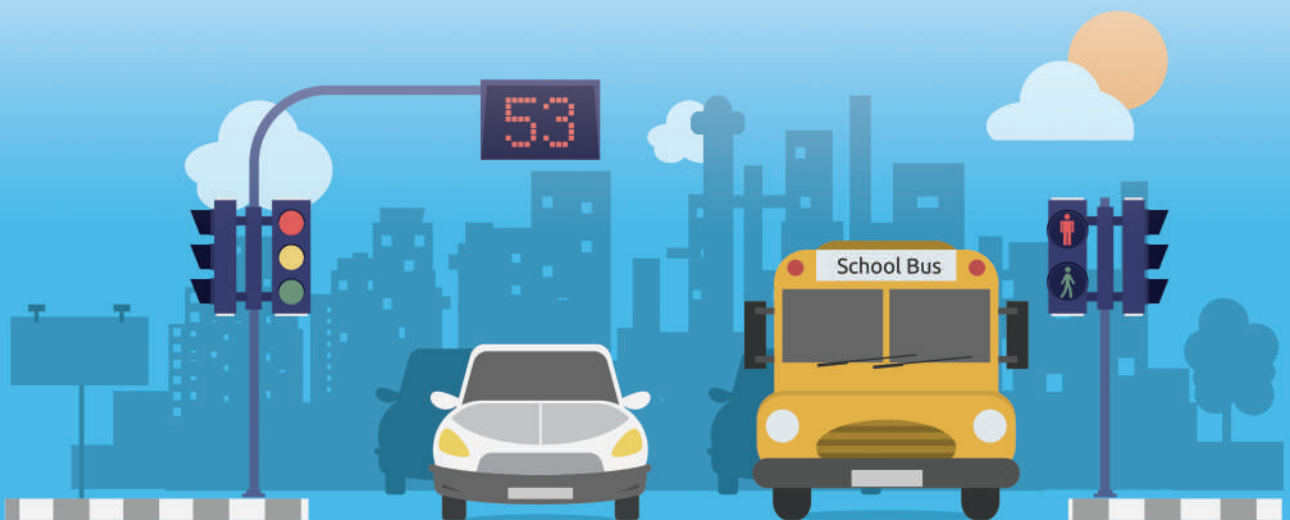
Project Based
Learning



State
Championship



National
Championship



IMPLEMENTATION JOURNEY OF TSEP 2019-2020

TSEP 2019-20 remodeled from previous years in respect of teaching methodologies, though the basic objective and approach of the program remained unaltered. The approach of TSEP is provided below:

A Awareness

- Traffic Rules
- Road Signs, Hand Signals
- Safety Concepts - Blind spot, Jaywalking

B Behavioral Change

- Conduct on roads/amidst traffic
- Conduct in case of an accident
- Making safer choices

C Campaigning

- Spreading awareness amongst the society to create cascading effect

Implementation roadmap of TSEP 2019-20

Specific implementation roadmap deployed by TSEP 2019-20 is provided below:

1 School Onboarding

July 2019 - August 2019

2 Preparation of Learning Materials

April 2019 - September 2019

3 Preparation of Training

August 2019 - September 2019

4 Online Learning Module

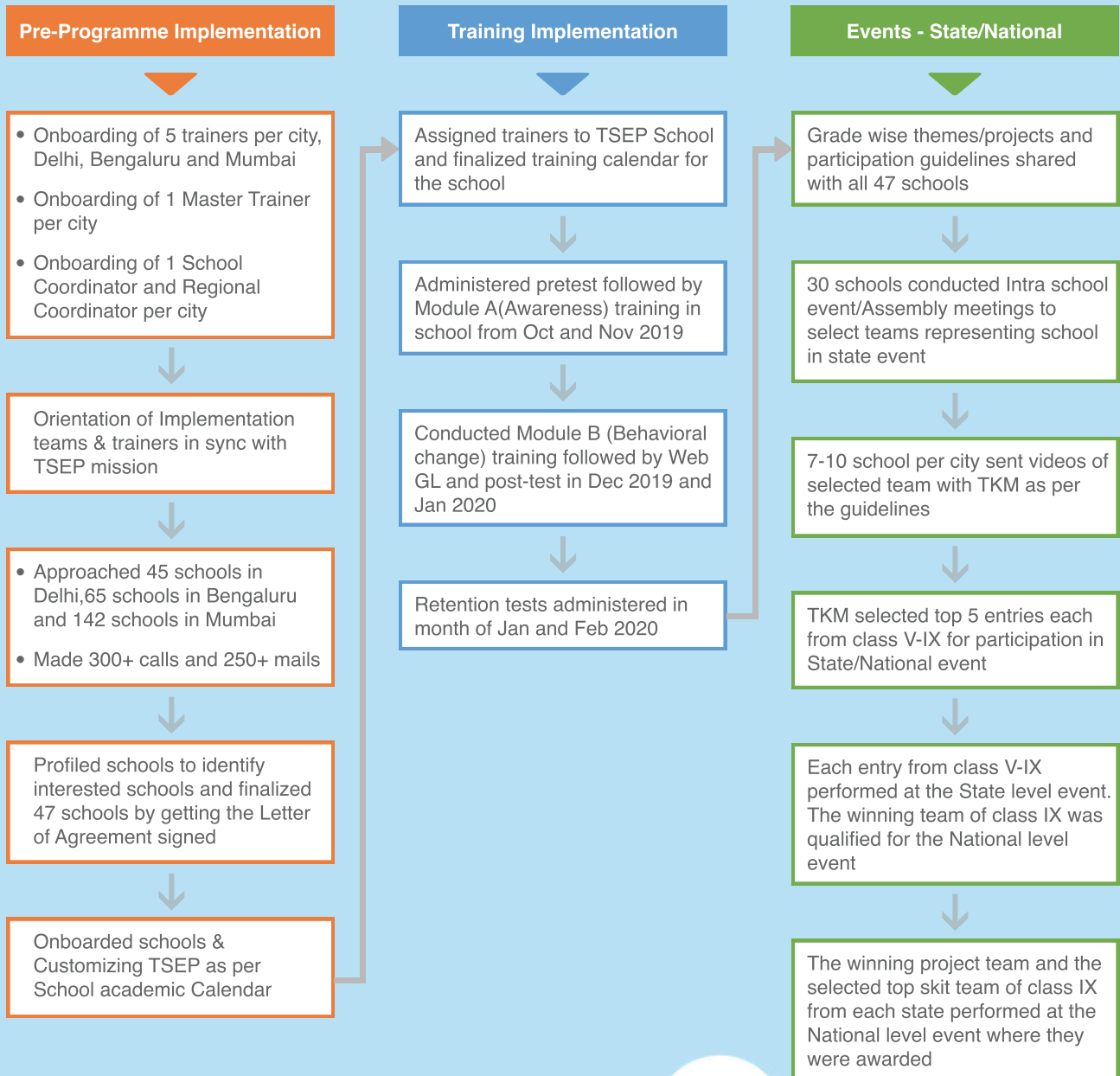
October 2019 - December 2019

5 State and National Event

January 2020 - February 2020



Below is a representation of the flow of TSEP during various stages of Implementation



School Onboarding Process

The onboarding process involved preparing a School Profiling Matrix to assess the school's capabilities in terms of the following parameters -

- School's strengths
- School's readiness
- School's infrastructure
- Management's inclination and commitment towards TSEP to carry it out as a sustainable program for three years

Category	Indicator	Detail	Weight	Scale	X School	Score of X
School strength	Student Strength	Total no. of students in grades 5-9	10%	3: > 300 students 2: 150-300 students 1: <=150 students	3	0.3
	Student Teacher Ratio	No. of students per grade as observed in a class	15%	3: <= 25 students per teacher 2: 25-40 students per teacher 1: >40 students per teacher	2	0.3
School readiness	Availability of IT Infrastructure	No. of computers in school	20%	3: > 30 computers 2: 20 - 30 computers 1: < 20 computers	3	0.6
	Availability of resource room	Availability of activity room/common room/games room (For conducting club activities)	5%	3: >2 days per week 2: 1-2 days per week 1: < 1 day per week (< 4 days per week)	2	0.1
	Life skills program signed up by school for year 2019-20	No. of life skill programs such as addiction treatment programs, fire drills etc. to be implemented in 2019-20	10%	1: >3 programs 2: 2-3 programs 3: <2 programs	3	0.3
Inclination towards road safety	Life skill programs undertaken by school in past years	No. of programs life skill programs as mentioned above taken up in past 5 years	5%	3: >10 programs 2: 5-10 programs 1: <=5 programs	2	0.1
	Past association with TSEP	No. of years active participation under TSEP	15%	3: >3 year 2: 1-3 year 1: <=1 year	1	0.15
Community Involvement	Extracurricular activities in which parents are involved (2019-20)	Programs requiring active involvement of parents such as sports day, family day etc.	10%	3: >3 activities 2: 1-3 activities 1: <=1 activities	2	0.2
	Community projects taken up by school (2019-20)	No. of projects involving community members such as community service programs for old people, flood relief projects etc.	10%	3: 2-3 projects 2: <=1 projects 1: >3 projects	2	0.2

As the program this year has adopted a blended learning approach which consists of training via e-learning modules and online gamified assessment, IT infrastructure in a school was of utmost importance. Schools with high number of working computers with internet had more weightage over other schools for onboarding. Each school was assessed on the parameters and high performing schools were approached for onboarding. Schools across Delhi, Mumbai and Bengaluru were approached for onboarding in the program.

A three-step process was followed to ensure a higher response rate from the schools:

Benefits for schools in adopting TSEP 2019-20

- Contribution to National & Global priorities
- Improved school visibility
- Opportunity to participate in Toyota's State and National events



Emails



Phone Calls

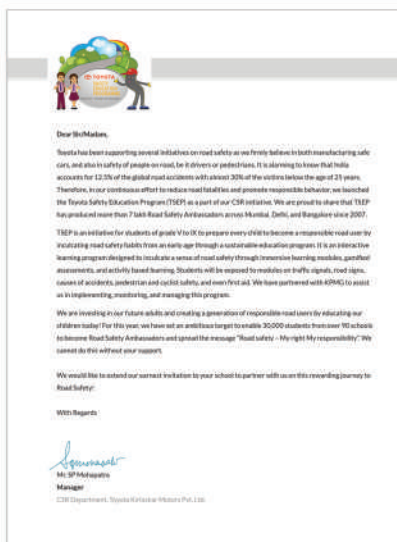


School Visit

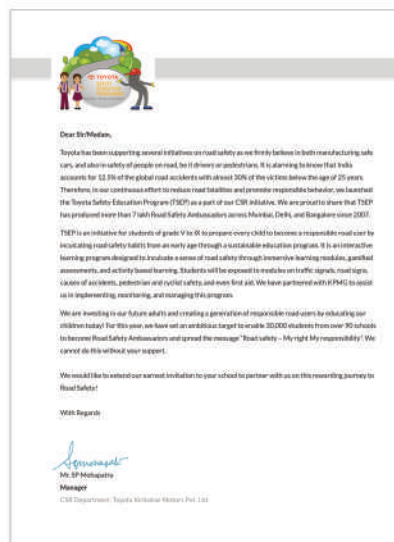
A comprehensive tracker was maintained to organize and store information about the schools being considered for the program. The tracker included the school status and student strength which enabled to monitor onboarding progress, schedule meetings and efficiently communicate with the school management. Onboarding collaterals were designed and shared with the schools. The onboarding kit consisted of the following:

Onboarding kit

S.No.	Name of Collateral	Details
1.	Invitation Letter from Toyota	The invitation letter on behalf of Toyota Kirloskar Motor Pvt. Ltd. aimed to inform the school management about the Toyota Safety Education Program, as well as TKM's commitment towards road safety education
2.	TSEP Presentation	A detailed description of the functioning of TSEP and its events, the role of the schools, and the way forward
3.	TSEP Flyer	An informative flyer for schools to easily understand the key details of the program which included a prospective timeline
4.	Letter of Association	This letter formalizes the association between Toyota Kirloskar Motors and the school management. The letter also delineates the roles and responsibilities of the school management in an annexure. The letter also build the consensus with school management to adopt the programme from Year 2 onwards from sustenance point of view.



Letter of Association



Invitation from Toyota



Brochure

TSEP is a student centric program that aims to create responsible road users

TSEP 2019 Details

- Duration: 1 year
- Target audience: Students of classes 5th to 9th
- Target States- Delhi, Bangalore, Mumbai
- Reach- 30,000 students

Objectives of TSEP

- Safe roads:** Cascade effect of sensitizing students as change agents
- Save lives:** Investing in our future adults-creating a generation of aware & responsible adults
- Behavior changes:** Adoption of good habits & advocacy in immediate environment
- Respect for rules:** Appreciation of rules & their importance in the life safety
- Citizenship training:** Students take on the responsibility of action for change

Training modules & engagement models- a glimpse

Training Modules

- Driver's Safety
- Passenger Safety
- Importance of Road Safety
- First Aid and assistance
- Pedestrian Safety
- Identifying Dangers & Speedy Judgments
- Sensitizing Parents for safe road behaviors

Engagement Models

- Group Activities:** JAMS, Skits, Situation Analysis challenge
- Club Projects:** Safety Audits, Family pledges, road literacy for community
- State/National Events:** Mochathons, model making, Quiz, Debates
- Experiential Learning:** AB-VR zones, situation analysis

TSEP Powerpoint Presentation

A Master schedule was created to capture key information pertaining to each onboarded school such as, the number of days and hours required for training, the allocation of trainers to schools, schedules and dates for the program, the number of students in each session and the school's technological infrastructure capacity to support the program. The Letter of Association was signed with the on-boarded schools.

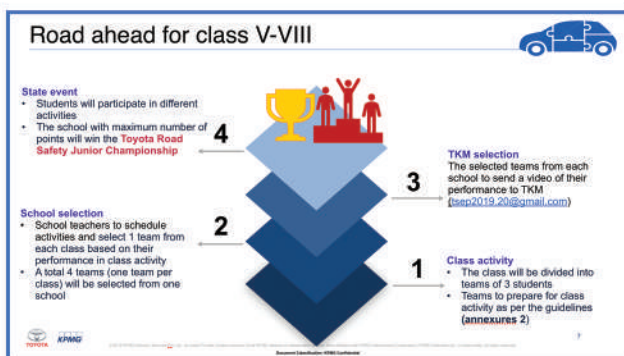
Learning Material

While the onboarding process was ongoing, parallelly training content was developed to prepare for delivery of Module A.

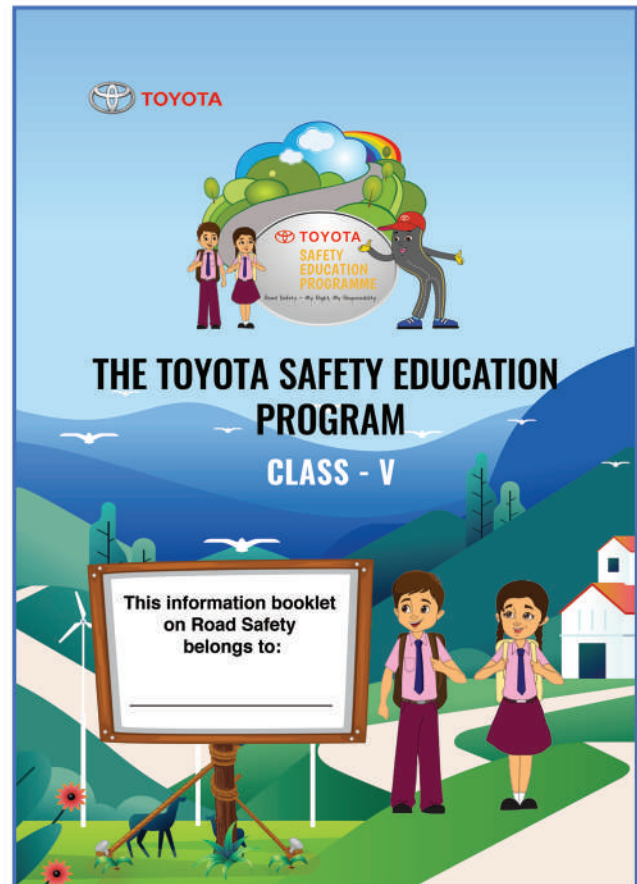
Class VI		
	Topics	Guidelines
School activity	MAD Ad: <ul style="list-style-type: none"> Car seat for young children Emergency kit for cars Speeding camera Helmet Seat belt 	<ul style="list-style-type: none"> Each class to be divided into teams of three students each Each team to choose one item and prepare a creative advertisement Time limit : 2-3 mins
Home activity	Case study: 3 case studies (Annexure 6)	<ul style="list-style-type: none"> Each student to choose one case study and present in a PPT of 3 – 4 slides Email the PPT with subject 'Case study_Class 6' to tsap2019.20@gmail.com Make sure you mention your name, class/sec, login id and school name in the body of the email Last date for submitting entries is 31st December 2019 The best 2 entries to be felicitated at the State event.

Skills building: Communication, Creativity, Problem solving, Reasoning, Collaboration

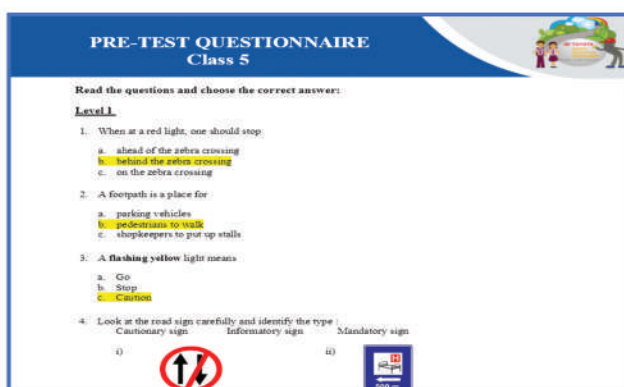
Activity Based Learning



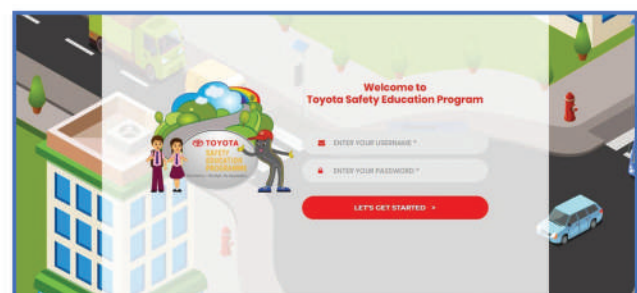
Way Forward



Participant Handbook



Assessments



E-Learning Module

List of collaterals for training

The materials created for the teaching-learning process of TSEP, consisted of the following:

S.No.	Name of Collateral	Details
1.	Participant Handbook	Individual handbooks created for classes 5 to 9. The handbook included a road safety pledge, modules on traffic rights, road signs, hand signs, pedestrian and cyclist safety, driver and passenger safety, basics of first aid and pollution.
2.	Assessments	Pre and Post-training tests created in order to gauge understanding of the learnings and to successfully corroborate the student's knowledge on road safety. The tests also help analyze the efficacy of the programme
3.	E-Learning Module	<p>An online E-learning module with animated video and gamified assessments was created.</p> <p>While the Module A or the Awareness Module provides instructions to students about road rules and regulations, Module B or the Behavior Module teaches how to manage a road-accident situation.</p> <p>Lastly, students are simultaneously taught Module C or the Choice and Campaigning module which instructs them make wise and informed choices and spread rules about road safety to their peers, friends and family</p>
4.	Way Forward	The Way Forward provides the course of the program for the schools after the training modules are completed. Two separate maps are created for classes 5-8 and 9 respectively. These maps indicate the steps to be taken by a school to reach the state level event
5.	Activity-Based Learning	<p>A document delineating all the intra-school and state level event and activities for each class, was provided to the students. While classes 5-8 are provided with class and home activities, class 9 is assigned a project.</p> <p>The projects are designed for the students to develop skills and create linkages with their academic curricula.</p> <p>Real-life road accident scenarios using real-time news coverage are used to design school projects while student surveys were included for real time analysis along with exposure to government policy</p>



Training Preparation

The TSEP program was conducted by Road Safety Coaches in each city selected through rigorous process. The selected coaches were provided the Facilitator Manual, post which candidates prepared the contents of the manual and were made to observe a session conducted by the master trainers. The coaches then conducted a combined session with or in the presence of master trainers; after three such sessions the trainers were encouraged to take independent sessions themselves.

Various materials were created in order to make the Road Safety Coach selections and training process smoother for the selected candidates. Comprehensive documents were provided to the coaches as mentioned below:

List of collaterals for trainers		
S.No.	Name of Collateral	Details
1.	Facilitator Manual	A comprehensive facilitator manual for the trainers to refer to while preparing for and conducting the program
2.	Training Demo Content	Sample content from the Facilitator Manual used to assess potential trainers on their ability to conduct the program during the telephonic interview
3.	Demo Evaluation Matrix	A matrix was designed to evaluate the performance of the potential trainer during the sample demo they gave during their interviews

Online Learning Module

The programme has been divided into three modules namely:

- Module A: focuses on awareness about road safety and traffic rules
- Module B: educates students on behavioural change for safer travels on the road
- Module C: concentrates on campaigning about road safety

Training tools and mediums used in TSEP 2019-20

Immersive online learning modules

Gamified assessments

Activity-based learning

Offline instruction

WebGL for rendering high-performance interactive 3D and 2D graphics

Below is the list of topics covered in the E-learning module class wise:

Module A: Awareness

- Class V**
1. Traffic Signals
 - Road signs
 - Traffic rules
 2. Causes of accidents

- Class VI-VII**
1. Traffic Signals
 - Road signs
 - Traffic rules
 2. Causes of accidents - dealing with distractions
 3. Road discipline and road safety

- Class VIII- IX**
1. Traffic Signals
 - Road signs
 - Traffic rules
 2. Causes of accidents - dealing with distractions
 3. Road discipline and road safety

Module B: Behavior

- Class V**
1. Crossing the road safely
 2. Cyclist safety
 3. Travelling by car or bus
 4. First aid basics

- Class VI-VII**
1. Crossing the road safely
 2. Cyclist safety
 3. Travelling by car or bus
 4. First aid basics

- Class VIII- IX**
1. Crossing the road safely
 2. Riding a cycle or two-wheeler
 3. Travelling by car/bus/public transport
 4. First aid basics
 5. Pollution awareness

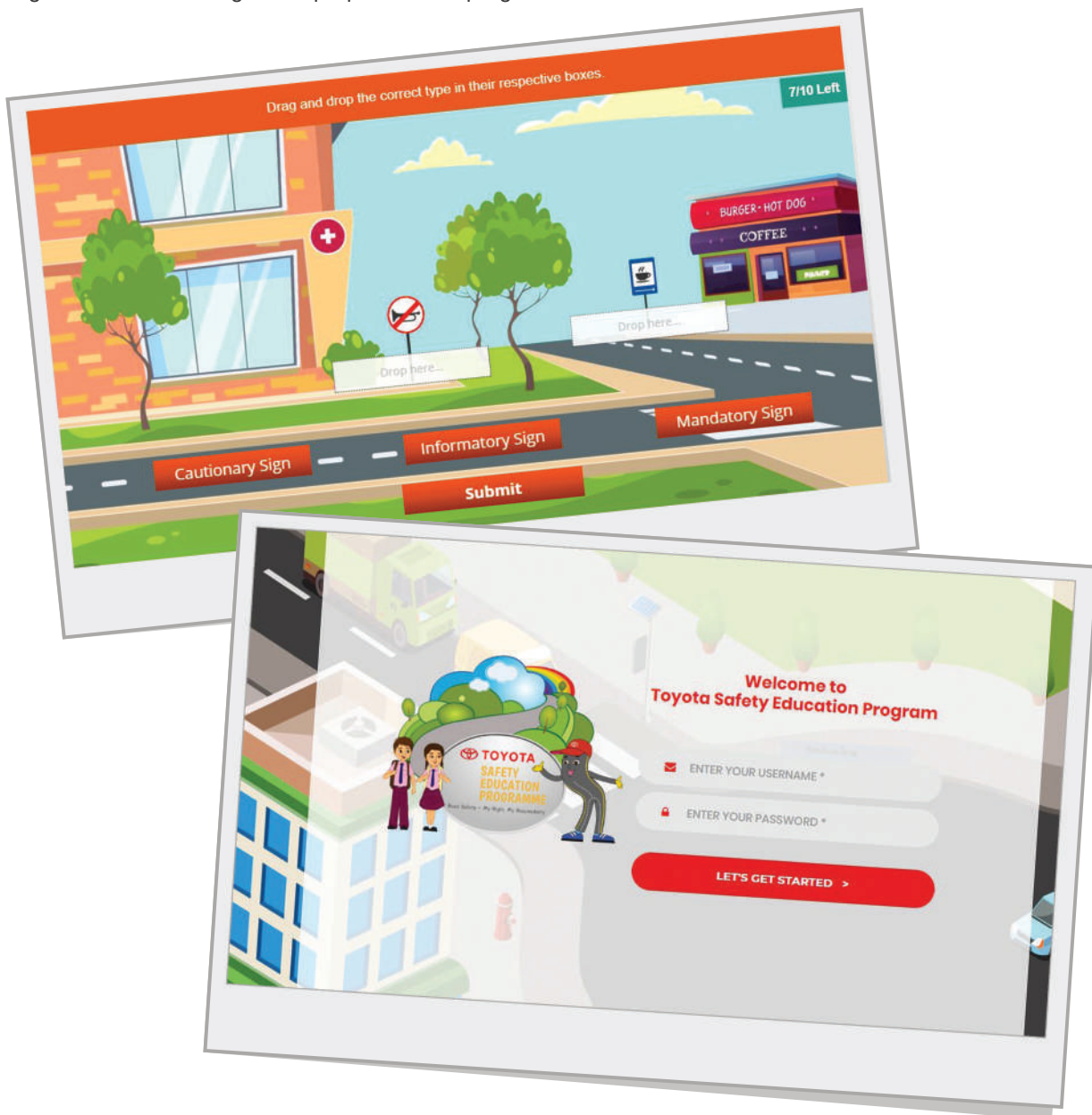


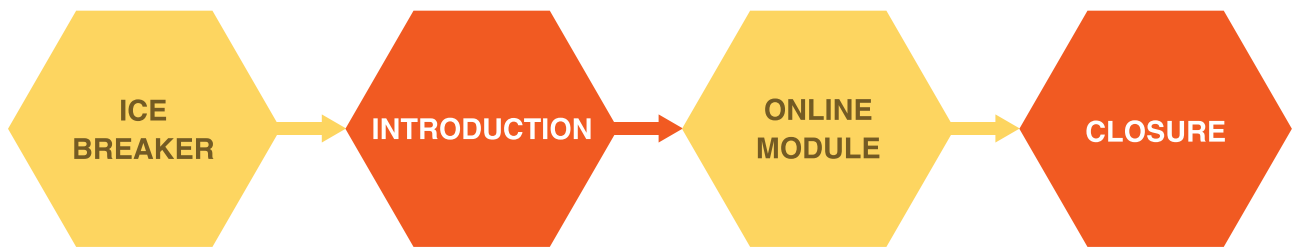
The modules A and B are training modules have been facilitated in computer rooms of the school by experienced road safety coaches. These modules are followed by delivering experiential learning via AR/VR module called “WebGL”, wherein the students are made to experience a bike ride with various hurdles in a simulated environment.

The e-learning trainings commenced in October 2019 across all the three cities; namely Delhi, Mumbai and Bengaluru. The modules on Awareness and Behavior were spread across two months. Road Safety Coaches was assigned to schools depending upon the number of students participating and the sessions to be conducted at the school.

Each Road Safety Coach conducted three to four sessions a day that lasted one hour each. The session was divided into four main parts:

The sessions were planned to begin with a short ice-breaker session where the students were introduced to a short flag game on traffic lights and their significance. This allowed to students to get comfortable with the trainer as well as get an understanding of the purpose of the program.





This was followed by an introduction on the need for road safety and a brief description of the contents of the module. The students then began to use online module URL, wherein they were provided with unique usernames and passwords for the e-learning module as well as a pair of earphones.

For the Module A, the e-learning module starts with a Pre-test in form of gamified assessment followed by an animated video series with relatable characters and an interesting storyline however for the Module B, the e-learning module started in continuation of the story from the module A's animated video accompanied by a Post-test and an AR game.

Once the students completed the online module, the trainer closed the session by revisiting the key learning points in the online module and allowed students to share the immediate behavior they will adopt to spread awareness regarding road safety. They also shared the details of the activities and project guidelines for them to participate in the State event before closing the session. Once all the trainings were completed, an Acknowledgement Letter was signed by the schools confirming the completion of the two e-learning modules for all participant classes.

Student share experience on e-learning module

I really like the WebGL module. Earlier, I knew about few traffic signals but now I know all the traffic signals and rules.

Sonal Yadav
class VII B, SD Public School, Delhi

We experienced AR modules for the first time. The WebGL module served as key highlight of the training and we thoroughly enjoyed it

Dewesh Kumar
class VIII C, KV AFS, Bengaluru

State and National Events

State Level and National Level Events were conducted across the three cities, where more than 40+ schools were given a platform to participate. School children from class V to VIII participated in various competitions and students from class IX were shortlisted to represent their cities at the National Level Event. While each state event witnessed over 200+ students' participation, the National event had 50+ students participating. The National Level Event marked the end of TSEP 2019-20. The event saw phenomenal performances and innovative projects.

- **Classes V-VIII:** A three step approach was adapted for these students. Firstly, all students formed class wise groups and were involved in various road safety related club activities wherein they competed against their peers. Teachers selected the two teams from each grade to be included in the intra-school event conducted in school assembly. The winners from the intra school event were selected to send their entries for the state Championship of their city. The top 5 teams across all the schools from the state from each grade competed at the state level event.



- **Classes IX:** All the students were given an opportunity to submit their project ideas on various road safety related themes and topics as well as prepare a skit on the theme of road safety. The schoolteachers chose one project that proceeded to the state level championship, and the best project from every school participated at the state level. Whereas the winner from the project category at the state level from each city were to showcase their innovative projects at the National Level Event conducted in Mumbai and the winning teams from both the categories were awarded the Toyota Road Safety Championship and provided with incubation support.



Each activity that was selected for the students were curated keeping in mind certain skill sets essential for the age group. Students were ecstatic with the choice of activities given to them and thoroughly enjoyed preparing and participating under the guidance of their teachers.

Key elements of TSEP 2019-20 were student training, program monitoring and assessment. During this, the teachers were involved as observers. The program gave multiple opportunities to students to exhibit innovative ideas through projects, skits, future car competition etc., These activities during the program enhanced competition through multiple state and national level events where participating schools, teachers and students are rewarded for their efforts and participation.

Ms. Ira Vishwakarma, Vice-Principal, Vidya Bharti School, Delhi summed up the benefits of the program and the change in student behavior: “The TSEP program is a meticulously designed and is self-sustainable. Not only my students but the teachers also learnt basic road safety rules that many were not aware of. The students seemed motivated, well-trained and eager to share their knowledge with those around them”

List of activities planned

Grade	Activity	Skills	Brief
V	Role Play	Communication, Creativity, Collaboration, Social & emotional skills	Students were given 3-4 scenarios to choose from. Each team which consisted of 3 students had to choose one scenario as their topic and showcase their talent in 3-5 mins
VI	Mad Ad	Communication, Creativity, Collaboration, Persuasion	Students were given 5 different items to choose from. Each team which consisted of 3 students had to choose one item and create an advertisement to sell that an item in 2-3 mins.
VII	Debate	Communication, Problem solving, Collaboration, Perspective building	Students were given 3 topics to choose from. Each team which consisted of one student who speaks "FOR" and one for "AGAINST" and one "INTERJECTOR". They were given 4-5 mins to put across their arguments
VIII	Safety features in future car	Communication, Creativity, Problem solving, Innovation	Each team consisting of 3 students were asked to design a car for the future with safety features they think should be necessary in the car. Students showcased their designs and explained the features in 4-5 mins
IX	Project & Skit	Communication, Creativity, Problem solving, Collaboration	<ol style="list-style-type: none"> 1. Teams of 5 students each were to select one topic and prepare the project. 2. Theme of the Skit was "Road Safety - My right, My responsibility". Each school was to take any aspect of the theme and give their own interpretation. Judgement criteria was based on content, creative use of props, stage mannerism, co-ordination, voice modulation and overall performance.



TOYOTA ROAD SAFETY PROGRAMME

NATIONAL LEVEL 2019-20, MUMBAI

Upon completion of the training of class IX, the school was informed about the two different activities planned for them. First activity being a project, where in teams of 5 students each were to select one topic from the list given and prepare the project. Second activity was to prepare a skit, theme of the skit was “Road Safety - My right, My responsibility”. Each school was to take any aspect of the theme and give their own interpretation. Each team consisting of not more than 5 students.

Top 5 project teams from a state competed at the state level and the winner qualified to the National level to represent their respective city. In addition, for the skit, the best team from each state was chosen by TKM for representing their city at National event. Therefore, three winning project teams and three selected skit team from the three cities competed against each other in their respective categories at the National level.

The national event of TSEP 2019-20 was held in Mumbai on 22nd February 2020 at Bal Gandharva Rang Mandir. The event was graced by the following dignitaries:

1. Mr. Sandeep Bhajbhakare - DCP traffic western suburbs, Mumbai
2. Dr. Arundhati Hoskeri - Principal, C. P. Goenka International school
3. Mr. Vikram Gulati - County Head and Senior Vice President, Corporate Affairs & Governance
4. Mr. Eswar Babu Soppa - Senior Manager CSR, TKM
5. Ms. Kritika V J, Program Manager, CSR, TKM

The event started with lamp lighting by the chief guests followed by a cultural performance by the students of SM Shetty School. Post the keynote speeches, project ideations teams represented their work followed by the skit teams. Thereafter, students of class V of Kendriya Vidyalaya Koliwada gave a performance on “Need for helmets while riding a cycle” and a session with the students and teachers sharing their experiences about TSEP. The event ended with an award ceremony. The winning teams, were given trophy and incubation support.



SKIT - WINNING TEAMS



**LITTLE FLOWER INTERNATIONAL
DELHI**



**SHISHU MANDIR
BENGALURU**



**MSPT
MUMBAI**



SCHOOL PROJECT WINNERS (SCHOOL & TOPIC)



KV AFS, Bengaluru

Innovative safety accessory in a car

01

Little Flower Sr. Sec, Delhi

Road safety for visually impaired pedestrian

02

SM Shetty, Mumbai

Innovative safety accessory in a car

03

Ms. Griselda D'souza from Cathedral and John Connon school

"The program is an interactive and child friendly initiative. The students are able to relate to the characters introduced to them. The response for the training as well as the enthusiasm for the competitions from the students has been huge. We thank Toyota for introducing this program in our school"

Mr. Anand, Shishu Mandir, Bengaluru

"We would like to express our heartfelt gratitude to the fraternity of TSEP for bringing this amazing program to children of our school. The program is designed thoroughly and engaging. We are sure the students will remember and emulate by being an example for others"

A glimpse of TSEP 2019-20 national event held at Mumbai



Programme Monitoring

The program monitoring essentially assumes importance to ensure that envisaged implementation process is followed, and desired results are achieved. The monitoring process was in-built into the design of TSEP 2019-20 and was undertaken at 4 levels:

1. Implementation Tracker
2. School Performance
3. Student Performance

Implementation Tracker

Training sessions were mapped with school academic calendar and were constrained by the available time for implementation. Therefore, an implementation tracker was developed to track activities like school onboarding, development of learning modules, conducting the sessions, gamified tests, state and national events were some of the critical factors to be monitored during the operation to ensure timely closure of activities. An illustration of implementation tracker is provided below:

State event				National event			
Class V-VIII				Total # of states			3
# of participants in one team	3			# of teams from each state			2
# of teams in one grade	5			# of students in each team			5
# of participants in one grade	15			Total # of students from one state			10
Total # of participants across V-VIII	60						
Class IX				Overall # of teams			6
# of participants in one team	5			Overall # of students			30
# of teams from the grade	3			# of certificates			30
Total # of participants from IX	15			# of trophies			6 (3 winners)
				# of cheques			6 (3 winners)
Overall # of participants	75	3 states	225				
# of team winners in each grade	3 (Gold, Silver, Bronze)						
# of winning students in V-VIII	36 (9 students in one grade)						
# of winning students in IX	15 (5 students)						
Overall # of winning teams	15 (3 teams and 5 grades)						
Overall # of winning students	51	3 states	153				
Total certificates & Medals	51						

26th Nov	27th Nov	28th Nov	29th Nov	30th Nov	1st Dec
Vidya Bharati	Vidya Bharati	Vidya Bharati	Vidya Bharati	Vidya Bharati	
		Mother Divine	Mother Divine		Sund.
3rd Dec	4th Dec	5th Dec	6th Dec	7th Dec	8th Dec
SD Public School	Vivekanand School	Vivekanand School	Vivekanand School	Vivekanand School	
	Mother Divine	Mother Divine	Mother Divine		Sund.
10th Dec	11th Dec	12th Dec	13th Dec	14th Dec	15th Dec
Yadu school	Bosco Public	Bosco Public	Bosco Public		
Mother Divine	Mother Divine	Mother Divine	Mother Divine	2nd Saturday	Sund.
17th Dec	18th Dec	19th Dec	20th Dec	21st Dec	22nd Dec
Vivekanand	Vivekanand	NK Bagrodia	SD Public	SD Public	
		SD Public	Mother Divine	NK Bagrodia	Sund.

S.No	School name	Address	Email ID	School Contact #	SPOC	Participation
1	Abhinav Global School	Meine Station, Sector 13, Dwarka Phase I, New Delhi, Delhi 110078	princejain@ngdwarka.com	7042493320	Mr. Kavitija	Yes
2	Abhinav Public School	Fitzpuria Marg, Block C/4, Ramlihat, Phase I, New Delhi, Delhi 110088	admin_aps_2003@yahoo.com	1127344147	Ms. Nishtha	Yes
3	Apeejay School Saket	65, Gurdwara Rd, Noida-Saket, Block 1, Saket, New Delhi, Delhi 110017	kschool.saket.del@apejy.edu	7301096826	Ms. Reema	Yes
4	Bosco Public School	OK Road Nam-Bah Nagar, Near Telephone Exchange, Sunder Vihar, Paschim Vihar, New Delhi, Delhi 110087	viccepriya@boscopublicschool.com	1123284348	Ms. Priya	Yes
5	Gyan-Mandir School		thechinareviews@yahoo.com	1125892445		
6	Indraprastha World School	Chaudhary Ballar Singh Marg, A2 Block, Paschim Vihar, Delhi, 110063	indraprasthaschool@gmail.com	1125258210	Ms. Rita	Yes
7	Lancer's Convent	Oxley Ring Road, Rohini, Near Rohini Court 0, Prashant Vihar, Sector 14, Rohini, Delhi, 110085	lancers_convent@hotmail.com	1127562816	Ms. NRI	Yes
8	Little Flower Public School	Wazirpur Park C-11, Yamuna Vihar, Delhi-110093	lfls_spl@yahoo.com, lflspx112@gmail.com, maeenou119@gmail.com	1122918858	Ms. Meenakshi	Yes
9	Little Flowers International School	C-11-12, 10th Floor Road, Kabir Nagar, Shalimar, Delhi-04		1122819356		
10	Little Flowers Public Sr. Sec. School	Shivraj Park, Near Hanuman Mandir, Shalimar, Delhi		1122323828		
11	Manav Public School	C-2, Sector 2, Rohini, Delhi, 110085	manavpschool@gmail.com	1127045080	Ms. Anjali	Yes
12	Mother Divine School	Sector 3, Rohini, Delhi 110085	mvhsingh@motherdivineschool.com, maeenou119@motherdivineschool.com	1143001772	Ms. Asha	Yes
13	NK Bagrodia School	Ahinsa Marg, Sector 9, Rohini, Delhi 110085	princejain@parohini@gmail.com	1127516255	Ms. Jyotsna	Yes
14	Remal Public School	Block A-2, Sector 7, Rohini, Delhi, 110085	remalps@yahoo.com	1147512024	Ms. Vinita	Yes
15	SD Public School	BU Block, Pitampura, New Delhi, Delhi 110088	sdpublicschool@gmail.com, anita_sdp@gmail.com	1127544932	Ms. Vandana	Yes
16	St. Maria's School	Block A, Meerza Bagh, Paschim Vihar, New Delhi, Delhi 110087	smvp@saintmarisschool.com	1125262056	Ms. Tajal	Yes
17	St. Francis Senior Secondary School	A-2 Block, Paschim Vihar, Delhi, 110063	stfrancissschool.com	1125251261	Ms. Rajjana	Yes
18	Vidya Bharati School	Sector 15, Sector 15B, Rohini, New Delhi, Delhi 110085	vidyabharatischool@gmail.com	1127853154	Ms. Ira	Yes
19	Vivekanand School	Anand Vihar Rd, Block D, Anand Vihar, New Delhi, Delhi 110092	info@vivekanandschool.in, Chairman@vivekanandschool.in	1122141527	Ms. Anu	Yes

School Performance

TSEP programme is implemented in schools and success of the programme is dependent on the level of participation from principals, teachers and students. A School score card was developed to identify and award schools which were highly responsive during the TSEP 2019-20.

Key parameters tracked in the school score card is described below:

Parameters in School Score Card			
	Description	Assessment Criteria	Scoring Pattern
Test Score	Assessing average test scores per school (40%)	% of students scoring 90% and above	5* - Receive green card
		% of students scoring 80% and above	3* - Receive yellow card
		% of students scoring 70% and above	1* - Receive red card
Club Participation	Assessing the level of participation in clubs per school and number of independent activities carried out by the club (30%)	30 or more active members with 3 or more independent activities	5* - Receive green card
		20-29 active members with 2 or more independent activities	3* - Receive yellow card
		Less than 20 active members with 1 or nil independent activities	1* - Receive red card
Projects	Assessing the participation of each school in a TSEP project and the number of projects initiated by each school (30%)	100% school participation with 2 project initiations	5* - Receive green card
		80% school participation with 1 project initiation	3* - Receive yellow card
		Below 80% school participation with no project initiation	1* - Receive red card

School scorecards are also helpful in aggregating the performance of the schools and hence the programme at a geographical unit (city, region, national etc.) or a cluster of schools.

Aggregation programme performance using School Score Card (Illustrative)

School Level scores to be aggregated at region and country level



School Level scores



Region Level scores



Country Level scores

S.no	City	Name of School	Students covered	Average marks			Score card marks
				Retention test (%)	Pre-test (%)	Post-test (%)	
18	Delhi	Vidya Bharti School	665	63	61.3	66.7	38
47	Mumbai	Kendriya Vidyalaya ONGC Panvel	1071	68	75.3	71.5	36
8	Delhi	Little Flowers International School	546	74	81.2	67.7	36
19	Delhi	Vivekanand School	1616	70	66.8	73.4	35
10	Delhi	Little Flowers Public Sr. Sec. School	1306	86	85.0	88.0	35
35	Bangalore	Shishu Mandir	200	71	67.8	74.2	34
9	Delhi	Little Flower Public School	525	72	69.7	75.2	34
37	Mumbai	Kendriya Vidyalaya Colaba 2**	659	62	67.21	64.55	33
16	Delhi	St Marks School	1122	75	73.3	84.8	33
33	Bangalore	MLA School	219	68	59.32	72.22	32
21	Bangalore	Kendriya Vidyalaya KR Puram	244	82	69.06	80	32
41	Mumbai	MSPT High School	329	57	66.2	61.4	31
40	Mumbai	VBM High School	555	58	61.95	60.12	31
46	Mumbai	Kendriya Vidyalaya Koliwada	760	73	80.65	76.97	30
30	Bangalore	Kendriya Vidyalaya Meg and Centre	1137	79	65.79	64.5	30
23	Bangalore	Kendriya Vidyalaya AFS	920	73	72.22	70	30
34	Bangalore	Patel Public School	224	60	64.19	71.23	29
15	Delhi	SD Public School	605	68	64.5	73.0	29
32	Bangalore	Little Flowers School	1022	75	64.89	64.41	28
22	Bangalore	Kendriya Vidyalaya RWF	665	83	72.6	85.033	28

Student Performance

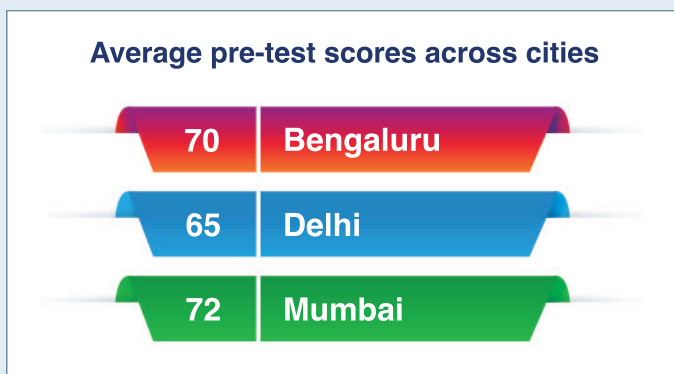
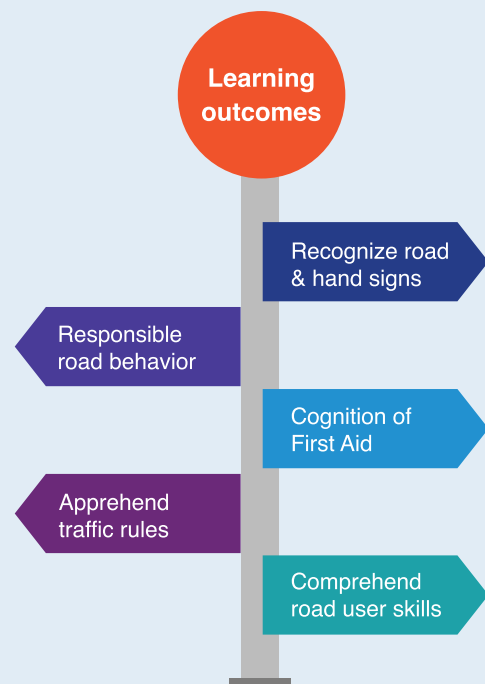
Learning outcomes for students were articulated at different levels i.e. knowledge (awareness on road safety generated because of the program), Attitude (Perception of stakeholders about being the change agents) and practice (Adherence to road safety principles, adoption of safe road behaviors and commitment to spread awareness) right at the start of the programme. More than 30,000 were trained in the TSEP 2019-20 sessions, across 47 schools with the help of Road Safety Coaches. Each student during the entire training underwent 3 gamified assessments that helped in assessing their learning levels:

Pre-test: A test was conducted prior to the training to assess the learning levels of the students.

Post-training test: A post-training test was conducted after the training to gauge the training effectiveness.

Retention test: This test was conducted a month after the post-test to measure the student's understanding and implementation of concepts in their day-to-day life

Learning outcomes of TSEP 2019-20

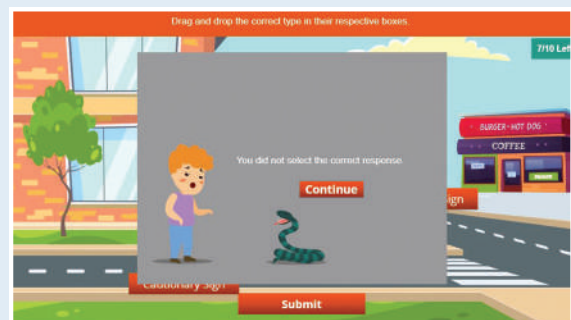


Having the ability to quickly see what a student knows at the beginning of a training session is important in understanding what areas allow for the most improvement and where to direct instruction. The pre-test can then become an introduction to what students are going to learn, rather than a final judgment on what they did not.

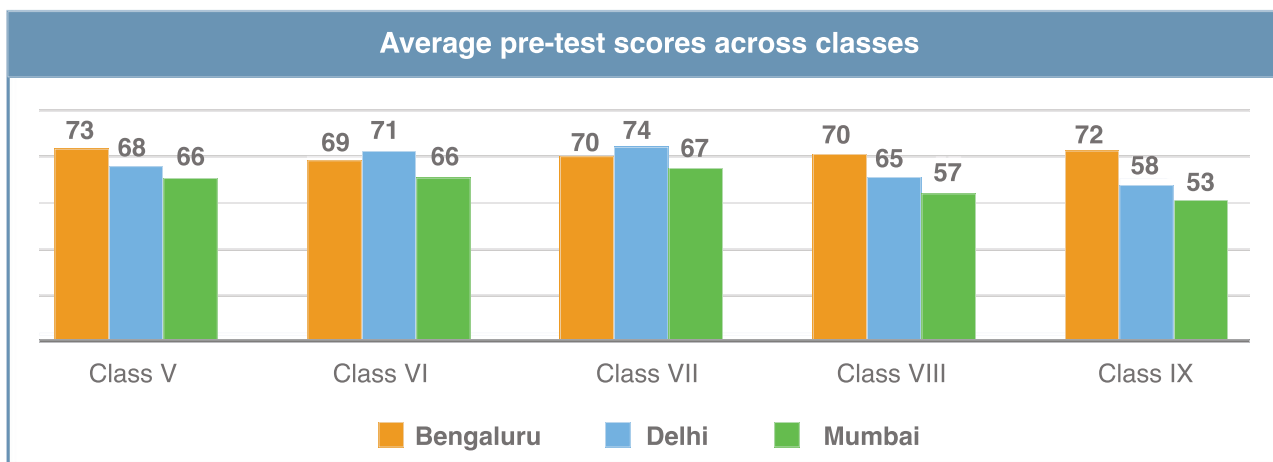
In Module A post the introduction of the topic, the students came across the Pre-test first on logging into their online training session. The test which

consists of 10 basic questions on road safety was gamified into a snakes and ladders game. For each correct answer their character would go up the ladder while for every wrong answer the character would get bitten by the snake. The complexity in the questions increased with the grade level.

The average Pre-test scores shows that the students in Mumbai have better knowledge about basic road safety as compared to the other two cities. It has come across that young students of class V were more aware of the rules & regulations of road safety than the students of other classes. Even though the overall average of Mumbai schools is higher than other two, the class wise averages indicate lack of general awareness especially in students of class VIII and IX.

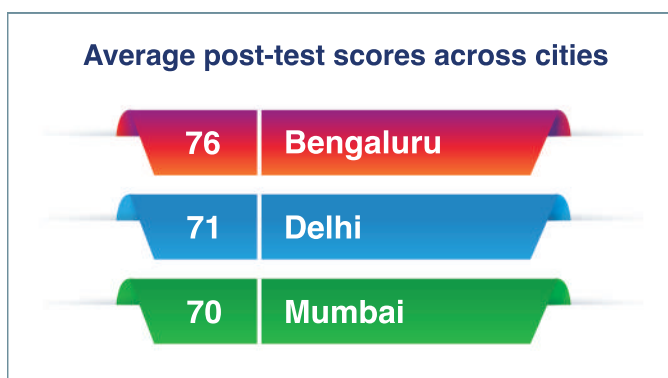


A 15-year-old student studying in class IX should have better knowledge than its juniors, but the results of pre-test showed otherwise.

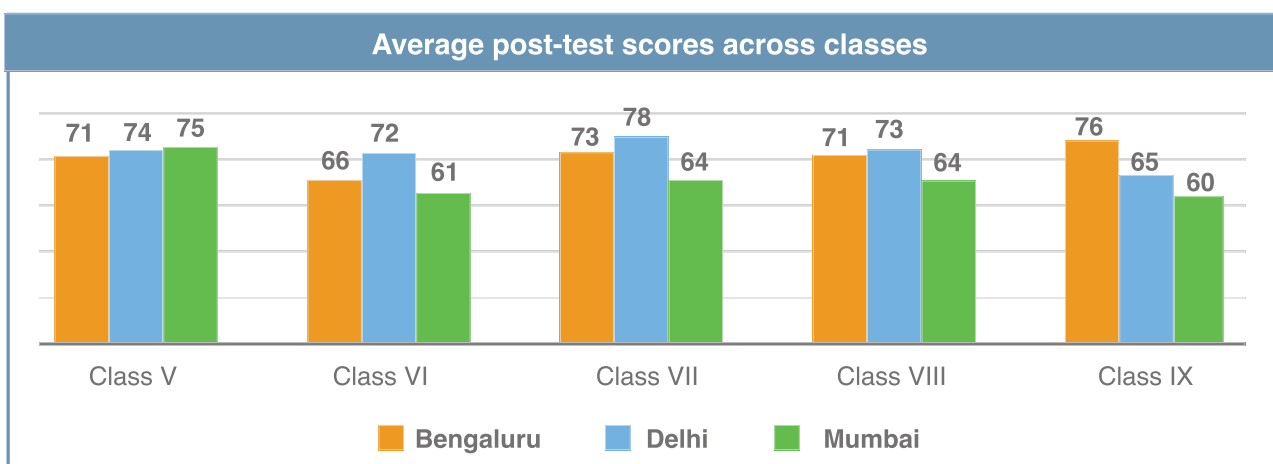


Performance of Students in Post-test

The post-tests act as an indicator to show how much knowledge has been captured and understood by the students during their training session. In Module B, post the animated video the post-test appears in the same gamified version as in the Module A - Snakes & Ladders. Out of the 10 questions half of the questions were exactly same as in pre-test while the remaining were of similar nature. Since the Module B was conducted at least a month later than Module A, the scores of post-tests help us understand how much the students have grasped from previous module and how much their awareness in respect to road safety has increased.



The average Post-test scores shows that the students in Mumbai have better knowledge about basic road safety as compared to the other two cities. The scores seemed to have increased across all classes when compared to the respective pre-test scores.



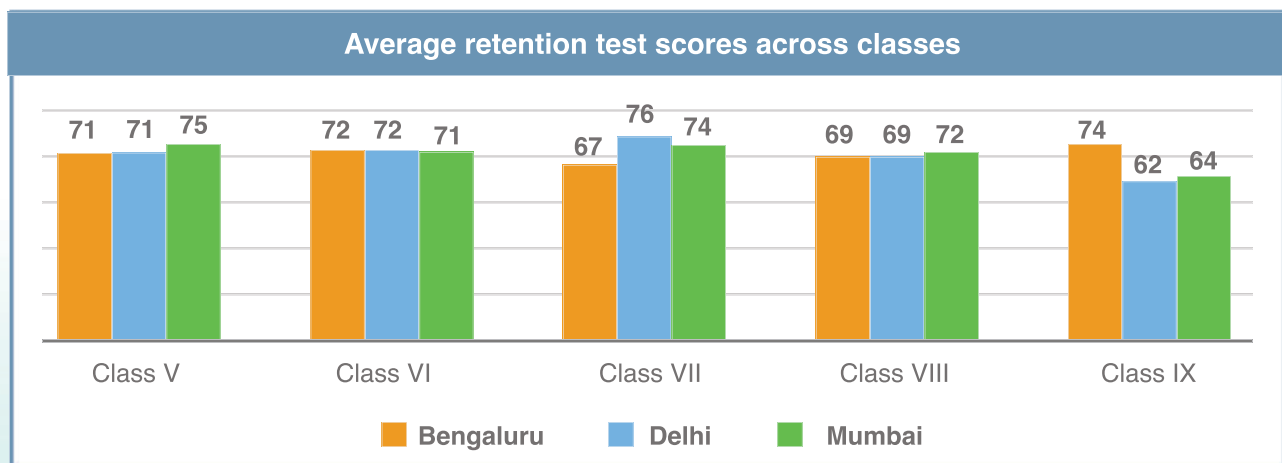
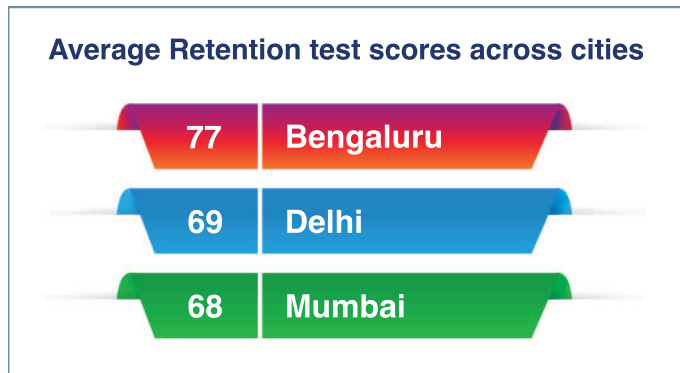
Mumbai and Bengaluru schools have few classes that did not show improvement in their scores rather recorded a drop. In the scores Delhi schools have improvement in their scores across all the grades with highest improvement being in classes VIII and IX. The improvement in scores from pre-tests to post-tests indicate that the students were able to understand and grasp knowledge about both basic and advanced road safety during their training sessions. This shows the efficacy of the program implemented across the 45+ schools.

Performance of Students in Retention-test

Retention tests were conducted post 2 months of training in the schools. The aim for this diagnostic tool was to check how much the students were able to retain their learning about road safety from the training sessions and events conducted for them. The scores also indicate if TSEP was able to create the impact and cascading effect or not.

According to the scores, more than 70% students were able to answer questions related to their

training despite along gap between their training session and the test conducted. The improvement in scores across all classes is visible. The highest improvement is in class VI across the three cities.



Knowledge retention is a vital component of successful learning and development. For students, successful training tools and effective training methods are critical. High numbers in retention tests indicate the impact the TSEP 2019-20 was able to create by introducing technology and making learning fun by using experiential methods.

The monitoring mechanism ensured that triggers were generated in case of any deviation from the implementation plan and that TSEP 2019-20 met its stated objectives.

Programme Sustainability

TSEP has been envisaged as a 3-year intervention in one school. In the first year, the schools provide support to TKM in conducting the programme. The roles are reversed in the second year, wherein TKM will provide handholding support to the schools to conduct the programme. And finally in the third year, the schools will be encouraged to take up the responsibility for conducting the programme by themselves and continue it going forward. The planned exit of TSEP from the schools will ensure that the road safety programme is implemented in schools beyond the CSR funding and will ensure sustainability of the programme outcomes. The schools that were onboarded at the beginning of the year signed a three-year Letter of Association with TSEP. The 3 - year intervention design is provided below:

- TSEP undertakes student training, programme monitoring, assessment and campaigning via multiple state and national level events
- Students are encouraged to form clubs amongst their peers for taking part in activities designed for them
- The participating schools, teachers and students are rewarded for their efforts and participation in the programme

1

2

- TSEP provides handholding-support and assistance to the school, wherein they train the teachers to become mentors
- The students are inspired to strengthen their club activities to participate in intra-school events
- The training resources to be provided by TSEP, however, at this stage the teachers are inspired to lead the program

- The school is encouraged to internalize and roll out the program independently
- The students to take up responsibility and be in charge for conducting the club activities and organizing intra-school events
- TSEP supports the school by facilitating a myriad of resources to the school such as, online modules, participant handbooks, facilitator modules, monitoring Framework, teacher assistance toolkit etc.

3

In order to ensure that the TSEP partner schools are fully equipped to manage the implementation of TSEP independently, multiple resource materials were created for the students and teachers. Since each child is unique and processes information in different ways, the programme was created to be engaging for all types of learners, whether that be through reading, writing, listening or speaking. These were created to be learner friendly and include appropriate instruction for all users. The resources are as follows:

- **Online module:** An animated video series with relatable characters and an interesting storyline; guiding students through the learning modules. While being fun for the students, the online module also exercises the student's observations and listening skills.
- **Online module:** A comprehensive handbook that is a consolidation of all modules, lessons and learning nuggets covered in the online modules for the children's future reference. The handbooks are categorized according to learning levels; class 5, classes 6 and 7 as well and classes 8 and 9 respectively. Another way to ensure sustainability of the program is to connect class batches through the educational content by providing the same content for similar learning groups. TSEP provides different classes with the opportunity to collaborate on increasingly creative and innovative learning styles with each other and the batches junior to them. Additionally, each module is followed by a learning activity which ensures that the students practice and recollect the content better.
- **Facilitator Manuals:** A comprehensive manual that guides teachers during program implementation. The manuals cover all aspects of the lesson flow; a resources checklist, icebreaker activity, the online module, and the summarization.



- **Monitoring framework:** In order to assess the students learning and retention levels certain resource materials were designed; a pre-test, online mid-lesson assessments, a post test as well as a retention test. Resources were also created in order to successfully monitor the implementation of the program; evaluation checklists, score cards, etc. The evaluation checklist prepared by TSEP will allow teachers to ensure that the projects and activities undertaken by the students fit the pre-set learning and retention criteria. The real time assessment score card generated by TSEP on the other hand will be beneficial for the schools to take stock of their performance in relation to other schools, as well as their success rate in sustainably adopting the program.
- **Administrative support:** Extensive administrative support is required to accommodate such program(s) in the school academic calendar. School schedules are already packed with teachers engaged at all times. The onus and effort are on the schools to devote certain time in nurturing students on road safety and avail benefits from such programs. To support such initiatives, it becomes imperative that schools allow imparting road safety training through the extracurricular activity classes
- **Infrastructural support:** TSEP offers blended learning, the necessary infrastructure support in terms of adequate computer and internet facilities are required to capture real time data. This enables the students to get exposure in navigating gamified and interactive content in the school setting.

The resources provided by TSEP to the schools ensures that after a year or so of observing the programme being conducted by external trainers, the schools will be able to completely take over and make TSEP a part of their school curriculum.

“

Mr. Eswar Babu Soppa, Senior Manager, CSR, TKM

“We are making our new modules self-sustainable. In the next few years in our road map, the module is self-sustainable and are able to scale up in the country in rural areas and fleet operators.”

”





ACHIEVEMENTS OF TSEP 2019-20

ACHIEVEMENTS OF TSEP 2019-2020



Blended learning
with the help of
E-learning module



Gamified Online
assessments



Experiential
Learning Modules



AR Module
WebGL



45+ schools across 3
Cities



30,000+ students of
classes V-IX trained



18000+ students
participated in
State & National
event



200+ Teachers
& 90,000+
society members
impacted



7 months training,
followed by 2 year
extended support



Approachable social
media strategy



Scalable and
measurable
projects by the
students



Interactive &
Innovative
content for
engaging students



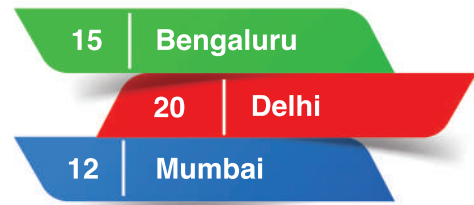
TSEP since its launch in 2007 has been adding beneficiaries at an incremental rate every year. The primary focus of the program is to develop change in attitude of the trained students and societal benefits by students acting as change agents and creating cascading impact.

“**Ms. Ranjana Sehgal, Co-Ordinator, St. Froebel’s School, Delhi** said “We’re happy to associate with Toyota for TSEP. My students seem excited with the interactive learning and the response has been humongous. It is necessary for such programs to start training at young age as these kids will grow up to become law abiding citizens. I can see my students not only following the rules themselves but also imparting their knowledge to those around them”



In TSEP 2019-20 the basic objective was to sensitize the future road users about various aspects of road safety in a fun manner using age appropriate programs and trainings. The program aimed to improve student motivation and awareness regarding road safety in a joyful and engaging learning environment, TSEP has contributed tremendously in educating the school children. TSEP 2019-20 was successful in training 30,000+ students across 45+ schools spread in cities like Delhi, Mumbai and Bengaluru.

Number of Schools



TSEP has impacted the students by giving them a better understanding of the traffic rules, how to conduct themselves during a critical situation such as road accidents, how to conduct themselves responsibly on road and educate their family/friends on road etiquettes.

In order to measure the impact of the program, the Pre-test, Post-test and Retention test were designed which were valuable diagnostic tools that can be used for more effective training. All the three tests cover all the topics which a student learned during their training in both the modules A & B.

While taking the Pre-test at the beginning of module A, students are not expected to know the answers to all of the questions; however, they should be expected to utilize general knowledge to predict rational answers. When taking the same test called a post-test at the end of module B, students should be expected to answer more questions correctly based on an increase in knowledge and understanding by getting trained during both Modules. In case of TSEP, the Pre-tests tracks student knowledge on road safety before the module while the Post-test captures the same after the completion of the modules by the students. The Retention tests were conducted 1-2 months after the completion of the program to check how much the students have been able to retain the knowledge imparted during their training.

Initiative taken by Vidya Bharati School, Delhi

Students formed “The Brake Brigade” to aware and sensitize the traffic outside the school campus.



Initiative taken by Kendriya Vidyalaya AFS, Yelahanka, Bangalore

Students celebrated road safety week with parent participation and showcased the role-plays prepared for TSEP state event



Research has shown that taking tests during learning can have profound effects on later recall compared to less demanding learning strategies like repeated study. TSEP has deeply embedded the concept of Road safety in every child's memory through Experiential learning which was included in the learning module. Also, TSEP has encouraged innovation and creativity in children by giving them an equal opportunity to participate in various activities facilitated by the programme.

It is evidenced that TSEP 2019-20 was able to create impact on awareness on road safety and attitude of students towards road safety. Additionally, the impact on behavior around safe road use was also reported in certain instances.

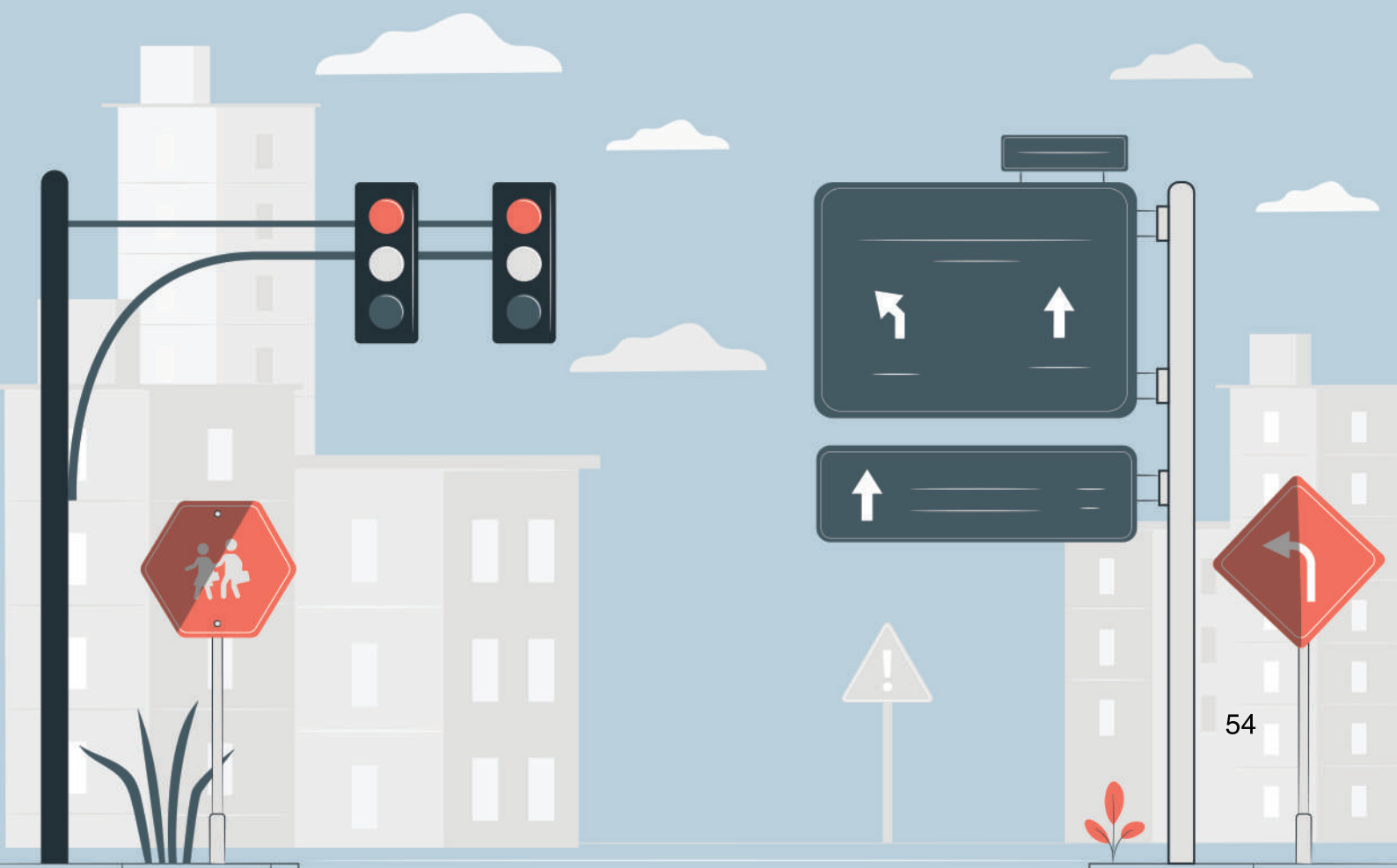
Evidenced behavior change

01

Student in a workshop stated that he and his friends used to put on headphones while walking on the road. But after the training they are aware of the danger and hence now avoid it.

02

Student after attending the TSEP workshop, cited that he understood the need for essential gears required for cycling at night and asked the same from his parents.



A teacher has summed up a change in student behavior as follows:

TSEP - Fostering change

A teacher assessed change in attitude of students towards being responsible road user. Earlier during the dispersal all the students used to cross the road on their own, unaware of their surroundings. It is observed that post TSEP training sessions students have become more alert and conscious while on the road.



Below are some of the feedback that indicate change experienced by students and teachers on safe road use is provided:

It was fun to learn about road safety from Akki and Maya. Akki had good example to spread awareness about road safety rules.

- Student, Vivekanand School

I thank Toyota and team for wonderfully executing this great initiative of educating our students on road safety. Our students have learnt a lot.

- Teacher, St Frobel Sr. Sec. School

I thank Toyota for giving me and my friends to showcase our talent at such a big stage. I am proud to be Safety ambassador.

- Student, KV AFS

We thank Toyota for organizing such a wonderful event for the students and teachers. The knowledge gained by students is going to help them.

- Teacher, SM Shetty Intl. School

To sum up, the philosophy of TSEP is that road safety awareness is a way to promote the wellbeing of young road users in a variety of ways, from pedestrian safety & bike rider safety in young children to safe driving for teenagers. The need for road safety education is also based on perceptions that young road users lack the capacity, expertise, or both to operate safely in traffic environments and addressing these deficiencies may minimize their risk of injury or death on or around the roads.

Children, as change agents

A child (part of the TSEP 2019-20) noticed that his father never wore helmet for short distances. The training under TSEP highlighted the use of safety gears while on road. He explicitly advised his father to always wear one citing the importance of helmets and of being a responsible road user.

TSEP is an initiative with the underlying idea that educating school going children on road safety is one possible way to reduce the number of deaths or injuries among young road users. Toyota has been constantly finding innovative and creative ways to raise awareness of road safety and encourage safe road behavior through its programs. Schools are ideal places for road safety education because their primary function is education; they have the teachers and facilities required to provide road safety education (e.g., classrooms, computers, digital facilities, etc.).

The program has enhanced the knowledge of not only the students but the teachers also. The gamified assessment and interactive modules were enticing for the students as they were reaping the benefits while having fun. The activities articulated for the students for the Intra school, State and National event helped them expand their horizon, put on their creative hats and think outside the box.

The proposition of Toyota Safety Education Program 2019-20 is a blended learning approach, training via e-learning modules and online gamified assessment empowers the program to be implemented in schools during the outbreak of COVID 19 pandemic.



Ms. Nutun Punj, Principal, KV AFS said “We’re happy to associate with Toyota for TSEP. My students seem excited with the interactive learning and the response has been humongous. It is necessary for such programs to start training at young age as these kids will grow up to become law abiding citizens. I can see my students not only following the rules themselves but also imparting their knowledge to those around them”








WAY FORWARD

WAY FORWARD

A SWOT analysis of TSEP 2019-20 has been undertaken to delineate key elements of the programme into four buckets – Strength, weakness, opportunity and threat. Findings from the SWOT analysis are provided below:

SWOT Analysis		
S	<ul style="list-style-type: none">• The blended learning approaches• Training via e-learning modules• Online gamified assessment• Self-sustainable	
W	<ul style="list-style-type: none">• Delays at various levels due to administrative issues• School on-boarding was critical and time-consuming process due various operational and administrative challenges• Road safety should part of the curriculum in the schools to ensure the soft skills are implemented at right age	
O	<ul style="list-style-type: none">• Growth of learning curve of the students who are the change agents• Expansion of knowledge for students and teachers• Scalable and measurable projects by the students	
T	<ul style="list-style-type: none">• Competition to other road safety programs, hence the need to keep innovating to keep the students engaged• Rescheduling of trainings due to unavoidable factors, thereby need for buffer days• Program planning gets impacted due unexpected change in school schedule or closure	

The results from the SWOT analysis will be used to inform the design for next phase of TSEP. Some of the programme elements will be re-designed as follows:

Students



Student training

Road safety skill training on Traffic Rules, Road Signs and other concepts



AR Modules

Amplification of learning levels via experiential learning



Road Safety Clubs

Student clubs to organize weekly activities

Schools (Teachers & Principals)



Teacher training, kits and webinars

Encouraging ownership in student learning and sustainability of TSEP



Mentoring and collaborating

Teachers to mentor student clubs and share ideas with other teachers through microsites



Governance

Principals allow program to run in their schools; encourage teacher and student participation

Community (Parents, Govt. - traffic police/city corporations, NGOs)



Connect with parents and community

Parents Pledge, encourage children to participate, mentor children in club activities



Connect with govt. and NGOs

Assist in conducting activities for student club; support the program



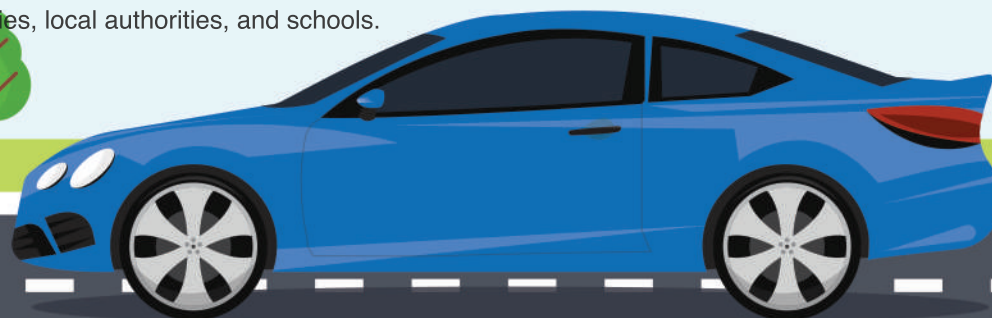
Out-reach through social media and TSEP Film

About the best practice related to education in OECD countries, the OECD report 'Keeping children safe in traffic' (OECD, 2004)¹⁰ concludes that road safety education should be a part of the national education curriculum at all levels from pre-school onward, with regular high-quality input to develop children's skills, risk awareness, attitudes and knowledge.

However, although widely accepted as an unavoidable part of the holistic approach to road safety, the question of the specific effectiveness of road safety education is frequently raised. The most important issues in hindering the progress towards effective road safety education, is the lack of road safety education programmes.

TSEP program on road safety aims to improve a student's high order thinking skills through a holistic approach. From the above presented comprehensive overview of a Toyota Safety Education Programme we can conclude:

- Road safety education should start as early as age of 4-5 and should be continued through primary and secondary school; taking into the account the developmental trends and constraints
- The TSEP Ideology includes an adjustment in learning forms, from the pedantic and uninvolved to incorporate progressively interactive games and situational analysis procedures for learning
- Practical training is the most effective, and training should prospect from action to concept
- With the growing technology and students' interest in it, it is essential to adopt technology for interactive and fun learning for children
- Assessments when designed in gamified version pique the interest of the students more than normal tests.
- Group based activity leads to innovative thinking among the students which fosters their creative minds
- Adult-led learning and peer collaboration are particularly useful in road safety education, and the interactivity of learning must not be underestimated.
- The status of road safety education needs to be improved by integration with other disciplines and better evaluation measures.
- Road safety education is the responsibility of everybody, especially parents, governments, education authorities, local authorities, and schools.



Mr. Sandeep Bhaji bhakare – DCP traffic western suburbs, Mumbai at the National event said that it is important that road sense is inculcated at an early age in students as they will become law abiding citizens. They are the biggest change makers of the society and such road safety program bring a sense of responsibility and have valuable cascading impact. Appreciate Toyota's effort for this educational initiative.

¹⁰ <http://www.oecd.org/sti/keepingchildrensafeintraffic.htm>

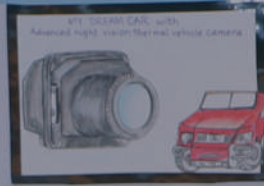
DREAMCAR WALL



1



3



4



5



6



7



8



9



10



11



12



13



14



15



**CASE STUDIES
OF WINNING TEAMS**

Case Studies of Winning Teams

CASE STUDY 1



Name of school: Kendriya Vidyalaya AFS, Yelhanka

Position: 1 st place at the National event

City: Bengaluru

Problem:

Distracted driving becomes a larger threat every year and has been the leading cause of car accidents for the past few decades.

Design an innovative safety accessory that can be used in a 4 – wheeler of your choice to prevent road accidents caused by distracted driving.



Solution:



The team consisting of 5 students and a teacher came up with 4 innovative safety accessory that can be used in a 4-wheeler on roads. They presented their ideas with the aid of power point presentation and props.

The panel of judges were quite impressed with their innovative ideas. And praised the team for tactfully handling their questions about the working of each accessory

Four Innovative Safety Accessory in a Car

Safety Car Band

A safety car band senses the decline in blood pressure. After sensing low blood pressure, the safety car band gives a pinching sensation to a tolerable limit with the use of pinching tools attached to it. This sensation can help the driver in regaining his conscious state.

Smart Pyrometer

It measures the heat of any solid object. It can be installed inside the car engines to check the heat of the engines. If the engine is overheated, then it will automatically stop to prevent further damage.

Posture Detector

Consist of a 3D posture estimating camera which can detect all the minute changes in the posture of the driver. If there's a large instability, then the camera can send electrical signals to a beeping alarm inside the car which can further alert the driver.

Car Mode

An app, where when a driver turns it on, he will not be able to receive phone calls and messages. If there is an emergency the person who is making the call will have to press certain keys which will allow the driver to receive the phone calls even in car mode.

Case Studies of Winning Teams

CASE STUDY 2



Name of school: Little Flower Sr. Secondary School

Position: 2nd place at the National event

City: New Delhi

Problem:

When designing roads and modes of public transport, it is important to consider the safety of all pedestrians. However, our systems are not always inclusive of all citizens. Nearly 40 million people in India are irreversibly blind and visually impaired.

Design a traffic intersection to assist blind and visually impaired citizens in using roads safely



Solution:

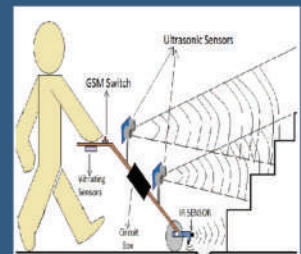
The team consisting of 5 students and a teacher came up with 6 innovative ways to tackle the situation for the safety of the visually impaired citizens in using the roads. They presented their ideas with the aid of power point presentation and props.

The panel of judges were quite impressed with their creative ideas. And praised the team for tactfully handling their questions

Following are the ways:

- Tactile Paving
- Separate Lanes
- Engraved Wall Directions
- MFD (Magnetic TrackDirector)
- OSG (Obstacle Sensing Gadgets)
- SPCS (sound Pedestrian Crossing System)

The sensors can be installed in the canes of the visually impaired people. The sensors in their canes will send out the waves and it will detect the obstacle or the hurdle in and will cause vibrations.



This will help the blind people to get to know about the objects coming in their path and they can walk easily and safely on the roads and the streets.

Case Studies of Winning Teams

CASE STUDY 3



Name of school: SM Shetty International School

Position: 3rd place at the National event

City: Mumbai

Problem:

When designing roads and modes of public transport, it is important to consider the safety of all pedestrians. However, our systems are not always inclusive of all citizens. Nearly 40 million people in India are irreversibly blind and visually impaired.

Design a traffic intersection to assist blind and visually impaired citizens in using roads safely



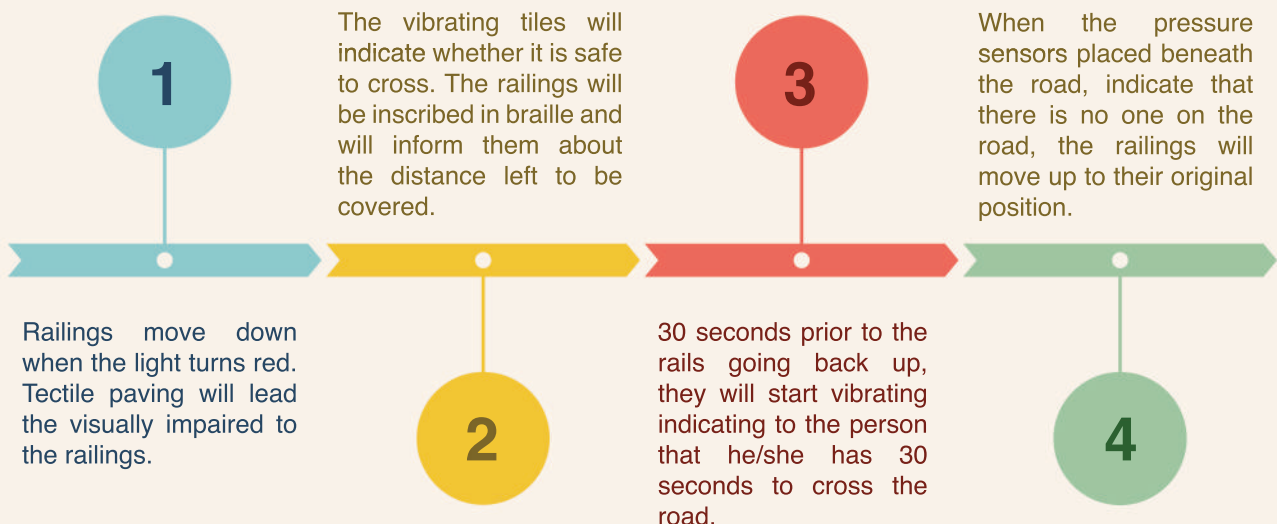
Solution:




The team consisting of 5 students and a teacher came up with the concept of metallic railings which move down when the traffic light turns, allowing the visually impaired pedestrians to cross the roads and protects them from incoming traffic. They presented their idea with the aid of power point presentation and a model.

The panel of judges were happy with the model and the concept. They praised the team for articulating their idea into a model to show.

How it works





 **TOYOTA**
SAFETY
EDUCATION
PROGRAMME

Road Safety - My Responsibility

Toyota Safety Education Programme
We proudly present this certificate to
Student
of
School
for the excellent performance in the
Road Safety - My Responsibility
Programme

ANNEXURES

Annexure 1: Class V Pre-test questionnaire

Read the questions and choose the correct answer:

Level 1

- When at a red light, one should stop
 - ahead of the zebra crossing
 - behind the zebra crossing
 - on the zebra crossing
- A footpath is a place for
 - parking vehicles
 - pedestrians to walk
 - shopkeepers to put up stalls
- A flashing yellow light means
 - Go
 - Stop
 - Caution
- Look at the road sign carefully and identify the type:
Cautionary sign Informatory sign Mandatory sign

i)



(Mandatory)

ii)



(Informatory)

- What do the following road signs indicate?

i)



- Slippery road
- Pedestrian crossing
- Pavement

ii)



- Bus ticket counter
- Bus service station
- Bus stop

Annexure 1: Class V Pre-test questionnaire

Level 2

6. When we follow traffic rules, the roads become
 - a. organized and safe
 - b. stressful and irritating
 - c. crowded and time consuming

7. What should you do if traffic light turns amber when you're approaching it?
 - a. Stop immediately
 - b. Slow down but don't stop
 - c. Slow down and stop if it's safe to do so

8. What should pedestrians NOT do while walking at night?
 - a. Wear light-colored clothes
 - b. Wear dark-colored clothes
 - c. Wear reflective clothes

9. What should you do while riding a bicycle?
 - a. wear loose flowing clothes like scarf
 - b. wear helmet and protective gear
 - c. listen to music

10. While travelling by car, you must wear the seat belt
 - a. only when the car is travelling fast
 - b. only when the journey is longer than ten miles
 - c. at all times



Annexure 2: Class V Post-test questionnaire

Read the questions and choose the correct answer:

Level 1

- When at a red light, one should stop
 - ahead of the zebra crossing
 - behind the zebra crossing
 - on the zebra crossing
- A subway is a place for
 - parking vehicles
 - pedestrians to walk
 - shopkeepers to put up stalls
- A steady green light means
 - Go
 - Stop
 - Caution
- Look at the road sign carefully and identify the type:
Cautionary sign Informatory sign Mandatory sign

i)



(Mandatory)

ii)



(Informatory)

- What do the following road signs indicate?

i)



- No parking
- Entry restricted only for motored vehicles
- No entry
- No stopping or parking

ii)



- Guarded level crossing
- Railway station
- Pedestrian crossing

Annexure 2: Class V Post-test questionnaire

Level 2

6. When we follow traffic rules, the roads become
 - a. organized and safe
 - b. stressful and irritating
 - c. crowded and time consuming

7. When crossing between parked cars, you have to take care to
 - a. Ensure that there are no drivers in the vehicles
 - b. Hold your friend's hands
 - c. Move fast so you can cross over to the other side

8. What should you do while riding a bicycle?
 - a. wear loose flowing clothes like scarf
 - b. wear helmet and protective gear
 - c. listen to loud music

9. While travelling by car, you must wear the seat belt
 - a. only when the car is travelling fast
 - b. only when the journey is longer than ten miles
 - c. at all times

10. Which of the following is **not** a reason for road accidents?
 - a. Over speeding
 - b. Driving late in the night
 - c. Drinking and driving



Annexure 3: Class VI & VII Pre-test questionnaire

Read the questions and choose the correct answer:

Level 1

1. What kind of sign is this?



- a. Mandatory
- b. Informatory
- c. Cautionary

2. An air bag is a

- a. part of ventilation system of the car
- b. comfort feature of the car
- c. safety feature in a car

3. What does this road sign shown indicate?



- a. Compulsorily maintain a speed of 50 km per hour
- b. Maximum permissible weight is 50 tonnes
- c. Maximum permitted speed is 50 km per hour

4. What does the given hand signal signify?



- a. To stop the traffic from front and allow traffic from right
- b. To allow traffic from front and stop from behind
- c. To stop traffic coming from front and behind

5. What should you do if traffic light turns amber when you're approaching it?

- a. Stop immediately
- b. Slow down but don't stop
- c. Slow down and stop if it's safe to do so

Annexure 3: Class VI & VII Pre-test questionnaire

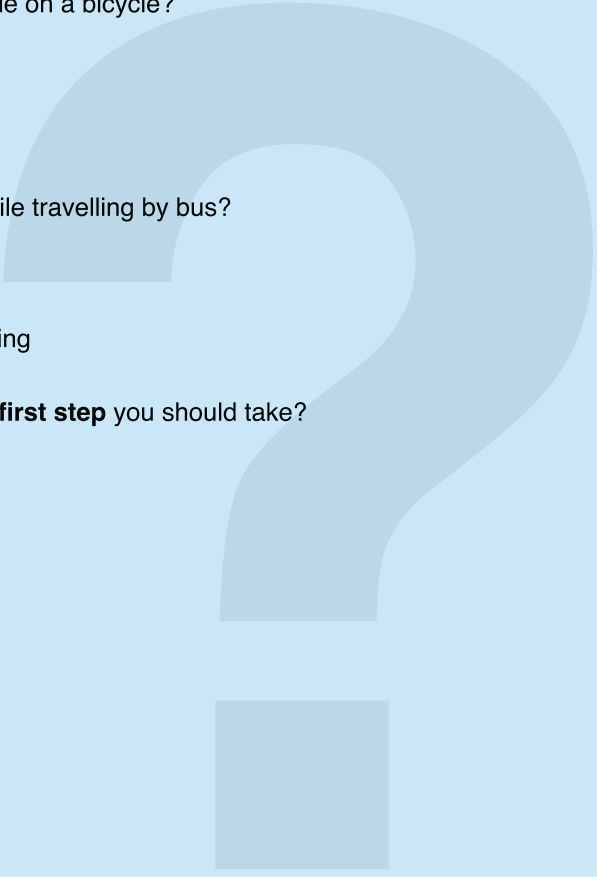
Level 2

6. Which of the following is a safe behavior on road?
 - a. Making way for emergency vehicles
 - b. Switching lanes randomly
 - c. Overtaking from the left

 7. What type of clothes should you wear when you go for a ride on a bicycle?
 - a. Dull, dark clothes
 - b. Bright, colorful clothes
 - c. A black jacket

 8. Which of the following is **not an acceptable behaviour** while travelling by bus?
 - a. Wearing headphones to listen to music
 - b. Having conversations with the driver.
 - c. Keeping the door of the bus shut while the bus is moving

 9. If you are at an accident site, which of these should be the **first step** you should take?
 - a. Chase the vehicle which caused the accident.
 - b. Call the near ones of the injured victim.
 - c. Attend to the injured victim.

 10. Which of the following is **not** a reason for road accidents?
 - a. Over speeding
 - b. Driving late in the night
 - c. Drinking and driving
- 

Annexure 4: Class VI & VII Post-test questionnaire

Read the questions and choose the correct answer:

Level 1

1. When at a red light, the vehicles should
 - a. stop ahead of the zebra crossing
 - b. stop behind the zebra crossing
 - c. stop on the zebra crossing
2. A blind spot is.....
 - a. an area where light from the head lights of the vehicle do not reach
 - b. an area around or behind a vehicle which is not seen through the side mirrors
 - c. turn or a bend where the driver cannot see the oncoming vehicle

3. What kind of sign is this?



- a. Mandatory
 - b. Informatory
 - c. Cautionary
4. What does this road sign convey?



- a. No left turn
 - b. No overtaking
 - c. One way
5. What does the given hand signal signify?



- a. To stop the traffic coming from behind
- b. To allow traffic from front and stop from behind
- c. To stop traffic coming from front and behind

Annexure 4: Class VI & VII Post-test questionnaire

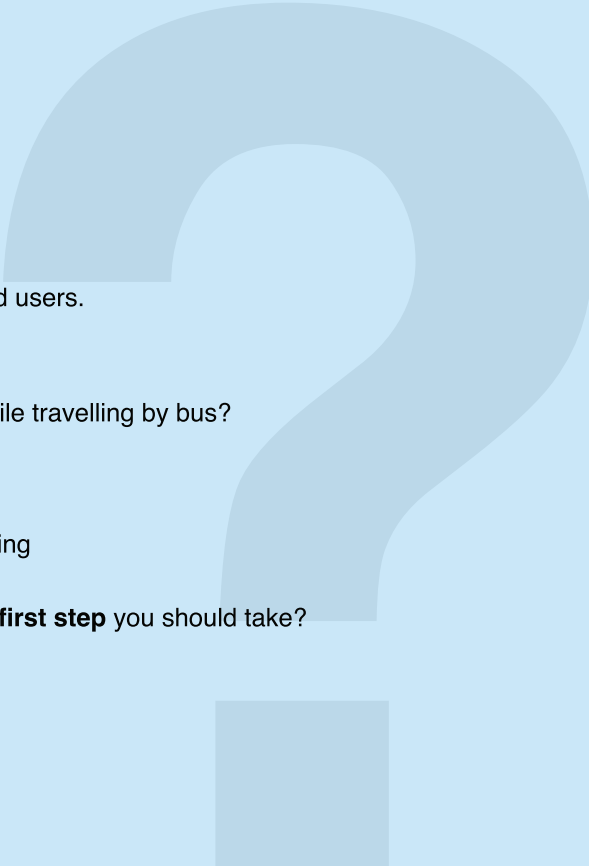
Level 2

6. Which of the following is a safe behavior on road?
 - a. Making way for emergency vehicles
 - b. Switching lanes randomly
 - c. Overtaking from the left

 7. What should pedestrians **NOT** do while walking at night?
 - a. Wear dark-colored clothes
 - b. Wear reflective clothes
 - c. Carry a flashlight

 8. While cycling on the road
 - a. wearing a helmet is not necessary.
 - b. avoid using hand signals to communicate to other road users.
 - c. always be to the left of the road

 9. Which of the following is **not an acceptable behaviour** while travelling by bus?
 - a. Wearing headphones to listen to music
 - b. Having conversations with the driver.
 - c. Keeping the door of the bus shut while the bus is moving

 10. If you are at an accident site, which of these should be the **first step** you should take?
 - a. Chase the vehicle which caused the accident.
 - b. Call the near ones of the injured victim.
 - c. Attend to the injured victim.
- 

Annexure 5: Class VIII & IX Pre-test questionnaire

Read the questions and choose the correct answer:

Level 1

1. What does the given hand signal signify?



- a. To stop the traffic coming from behind
- b. To allow traffic from front and stop from behind
- c. To stop traffic coming from front and behind

2. What does this road sign convey?



- a. No left turn
- b. Speed breaker
- c. Slippery road

3. Which of the following is true about vehicles fitted with ABS (Anti-lock Braking System)?

- a. Prevents theft of the vehicle.
- b. Controls the speed of the vehicle
- c. Better steering control while applying sudden brakes.

4. Which lane of the road is entitled to fast traffic?

- a. Left
- b. Right
- c. Middle

5. Which of the following is not an offence?

- a. 18-year-old driving a car.
- b. Messaging while driving
- c. Driving without wearing a seat belt.

Annexure 5: Class VIII & IX Pre-test questionnaire

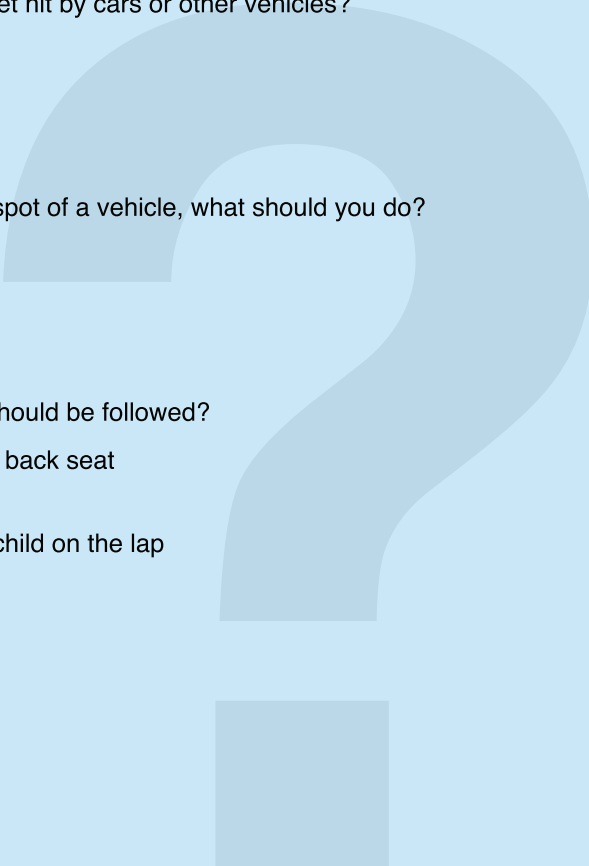
Level 2

6. Which of these would be the right advice for a cyclist riding in the night?
 - a. Shout to make your presence known
 - b. Follow a bigger vehicle with lights
 - c. Use reflectors on cycle wheels, shoes, jacket etc.

 7. Why are pedestrians who use headphones more likely to get hit by cars or other vehicles?
 - a. Failure to hear warning sounds of horns and sirens
 - b. Isolation from environment
 - c. Both a and b

 8. You are walking on the road and see a person in the blind spot of a vehicle, what should you do?
 - a. Warn the driver about the person
 - b. Do nothing as the driver can view using the mirrors
 - c. Warn the person in the blind spot to move away

 9. While travelling in cars with a young child, which of these should be followed?
 - a. Use child lock option and car seat with seat belt at the back seat
 - b. Child can stand at the back holding the front seat
 - c. The passenger sitting next to the driver can keep the child on the lap

 10. What should be **avoided** during an emergency situation?
 - a. Calling for help from others
 - b. Attending to the injured
 - c. Feeding the injured
- 

Annexure 6: Class VIII & IX Post-test questionnaire

Read the questions and choose the correct answer:

Level 1

1. What does the given hand signal signify?



- a. To stop the traffic from front and allow traffic from right
- b. To allow traffic from front and stop from behind
- c. To stop traffic coming from front and behind

2. What does this road sign convey?



- a. School ahead
- b. Pedestrian crossing
- c. Playground ahead

3. Which of the following is true about vehicles fitted with ABS (Anti-lock Braking System)?

- a. Prevents theft of the vehicle.
- b. Controls the speed of the vehicle
- c. Better steering control while applying sudden brakes.

4. Which of the following is not a safety feature used in cars?

- a. Airbags
- b. Seat belts
- c. Air freshener

5. Which of the following is not an offence?

- a. 18-year-old driving a car.
- b. Messaging while driving
- c. Driving without wearing a seat belt.

Annexure 6: Class VIII & IX Post-test questionnaire

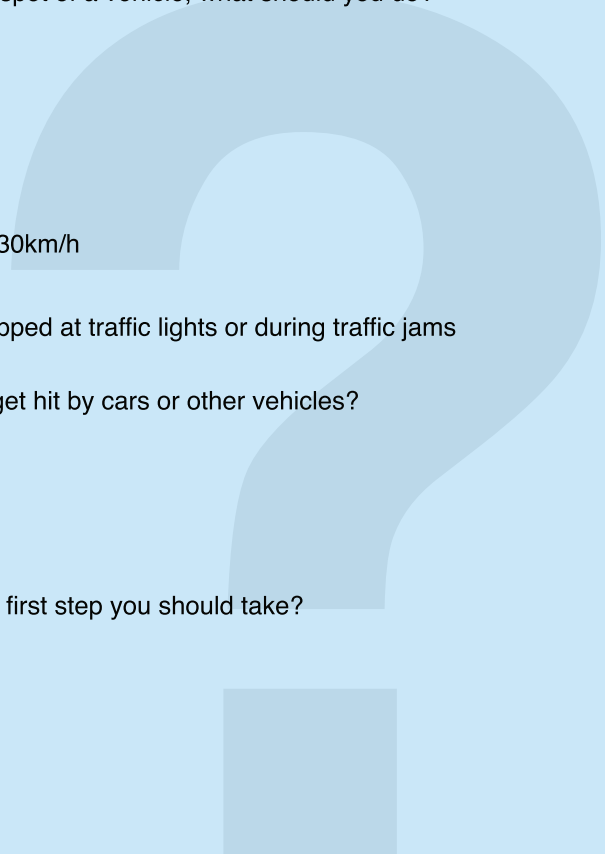
Level 2

6. Which of these would be the right advice for a cyclist riding in the night?
 - a. Shout to make your presence known
 - b. Follow a bigger vehicle with lights
 - c. Use reflectors on cycle wheels, shoes, jacket etc.

 7. You are walking on the road and see a person in the blind spot of a vehicle, what should you do?
 - a. Warn the driver about the person
 - b. Do nothing as the driver can view using the mirrors
 - c. Warn the person in the blind spot to move away

 8. Which one of the following statements is correct?
 - a. Seat belts only need to be worn when travelling over 30km/h
 - b. Only drivers must wear seat belts
 - c. Seat belts must be worn even when the vehicle is stopped at traffic lights or during traffic jams

 9. Why are pedestrians who use headphones more likely to get hit by cars or other vehicles?
 - a. Failure to hear warning sounds of horns and sirens
 - b. Isolation from environment
 - c. Both a and b

 10. If you are at an accident site, which of these should be the first step you should take?
 - a. Chase the vehicle which caused the accident
 - b. Call the near ones of the injured victim
 - c. Attend to the injured victim.
- 

Annexure 7: Retention Test Questionnaire

1. Which of the following is not a type of road sign?
 - a. Cautionary
 - b. Mandatory
 - c. Descriptive

 2. What should pedestrians **NOT** do while walking at night?
 - a. Wear dark colored clothes
 - b. Wear reflective clothes
 - c. Carry a flashlight


 3. Which of the following is not a safety feature used in cars?
 - a. Airbags
 - b. Seat belts
 - c. Air freshener

 4. When at a red light, the vehicles should
 - a. stop ahead of the zebra crossing
 - b. stop behind the zebra crossing
 - c. stop on the zebra crossing

 5. Which of the following is a safe behaviour?
 - a. Playing on the road
 - b. Talking loudly while sitting in a car
 - c. Queuing up while boarding a bus

 6. A blind spot is
 - a. an area where light from the head lights of the vehicle do not reach
 - b. An area around or behind a vehicle which is not seen from the side mirrors
 - c. a turn or a bend where the driver cannot see the oncoming vehicle

 7. A blind spot is
 - a. Wear loose flowing clothes like scarves
 - b. Wear helmet and protective gears
 - c. Listen to music

 8. What are over-bridges for?
 - a. People to park vehicles
 - b. Pedestrians cross the road
 - c. Shopkeepers to sell
- 

Annexure 7: Retention Test Questionnaire

9. If you are at an accident site, which of these should be the first step you should take?
- a. Chase the vehicle which caused the accident.
 - b. Call the near ones of the injured victim.
 - c. Attend to injured victim
10. When we follow traffic rules, the roads become
- a. Organised and safe
 - b. stressful and irritating
 - c. crowded and time consuming





ACKNOWLEDGEMENT

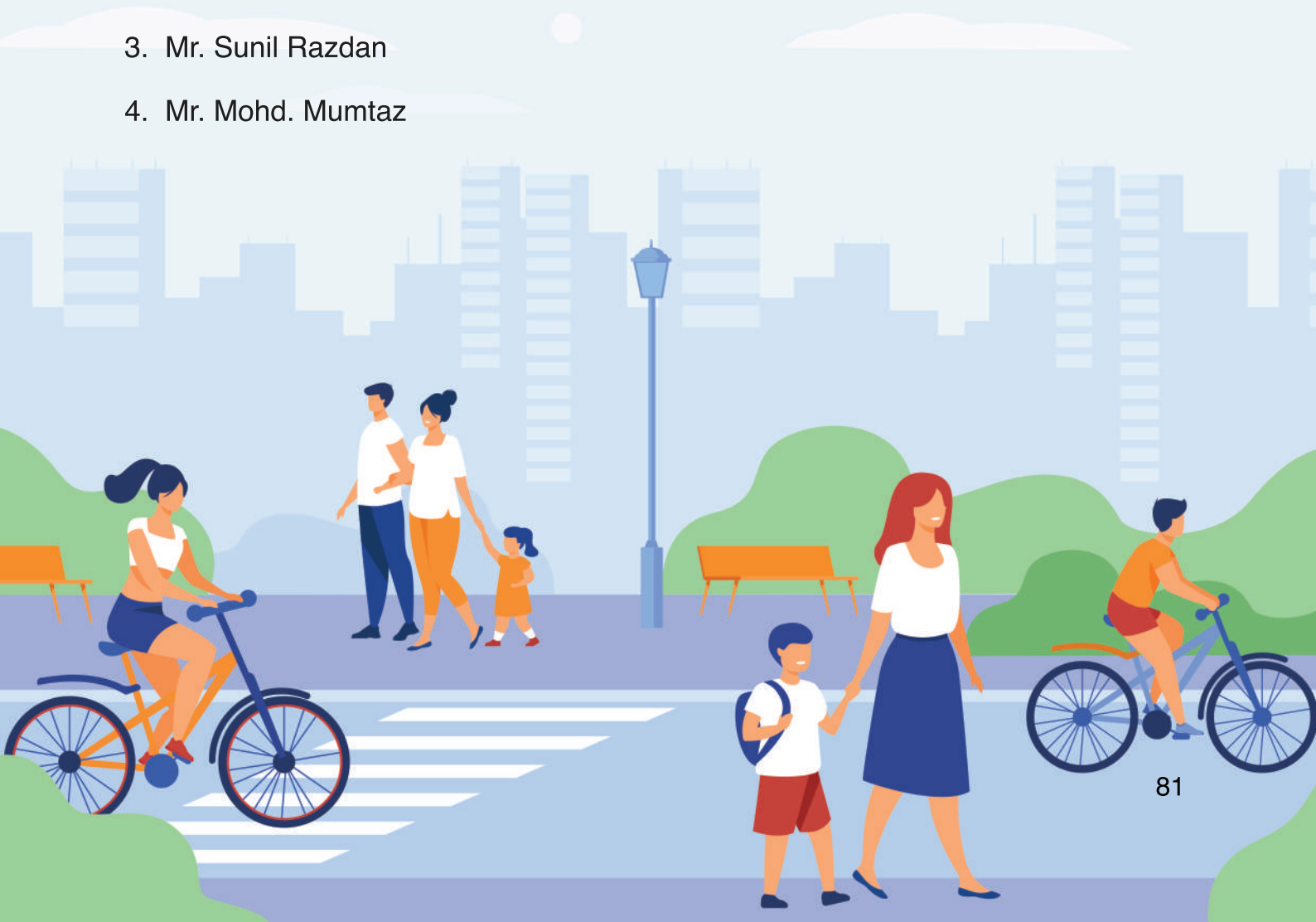
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2. Mr. H C Malhotra
3. Mr. Sunil Razdan
4. Mr. Mohd. Mumtaz





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