

NSSR Handbook for Passenger 4W(s)

By

Venkatram K S (Gap Analyst, AOEC)

Aakkash K V (Emerging Analyst, BTECH & PGDM)

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Key Learning Pull-out Forms

(Pull-out marks are WIP)

Key Learning Pull out for Unit 1 (Mandatory Traffic Signs)

ii. The Key Learning of the unit

1. Violation of these signs could

lead to serious accidents

2. Violation of these signs lead

to punishments, penalties

and fines





The NSSR-RS programme expects to collect unit specific

- ☐ Feedback
- ☐ Complaints
- ☐ Tickets

from senders of the printed pull-out forms that are duly filled, scanned as e-documents and sent via Whatsapp or Email to the mentioned mobile numbers and ID(s) which will be shared soon

Key Learning Pull out for Unit 2 (Cautionary Traffic Signs)

ii. The Key Learning of the unit

1. Violation of these signs could lead to sudden collisions, crashes and accidents due to lack of preparedness for the road conditions

2. Violation of these signs do not lead to punishments, penalties and fines





The NSSR-RS programme expects to collect unit specific

- ☐ Feedback
- ☐ Complaints
- ☐ Tickets

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Key Learning Pull out for Unit 3 (Informatory Traffic Signs)

ii. The Key Learning of the unit

1. These signs help provide

Information on direction,

destination, road side

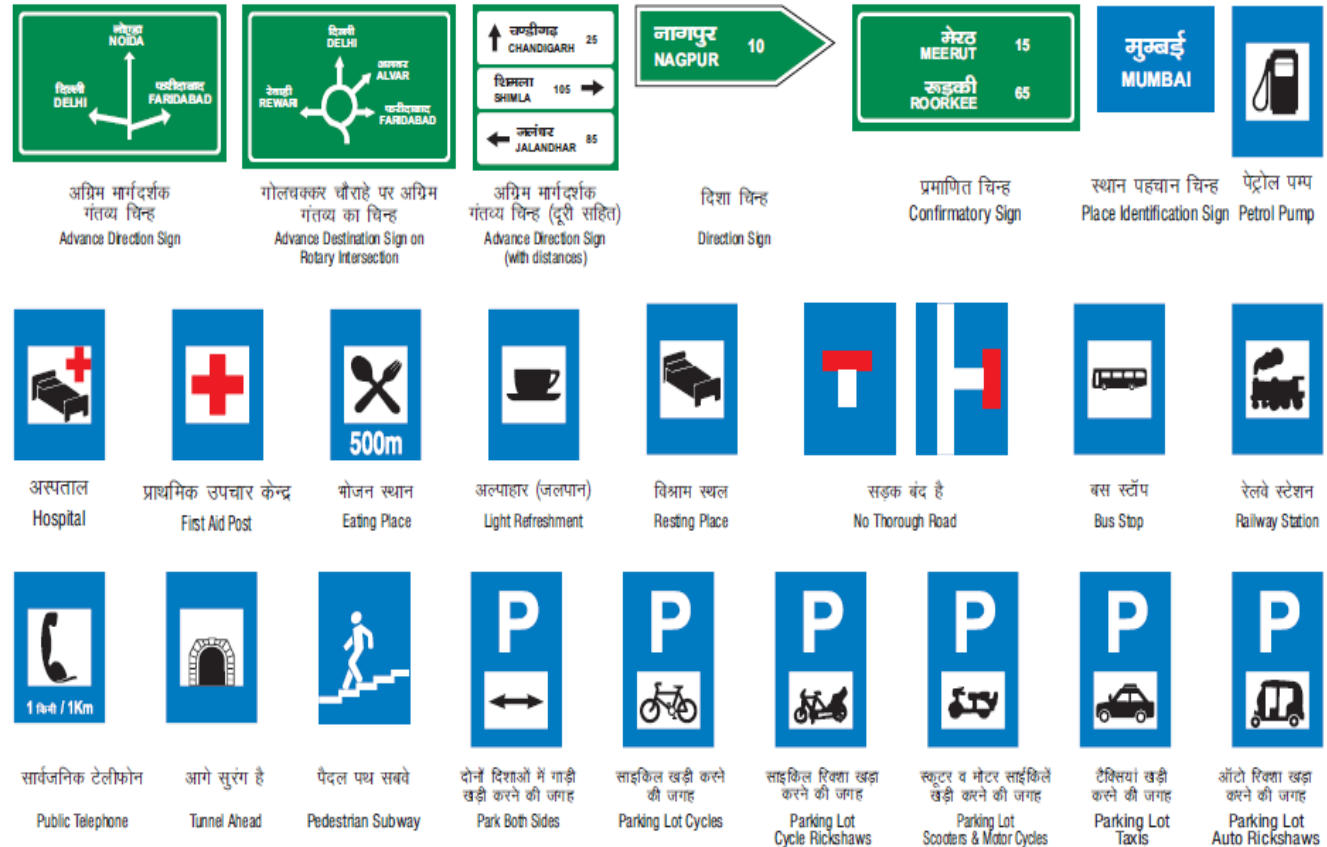
facilities

2. These signs help a driver

save time in driving and in

deciding upon the well-equipped

routes to be taken





The NSSR-RS programme expects to collect unit specific

- ☐ Feedback
- ☐ Complaints
- ☐ Tickets

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Key Learning Pull out for Unit 4 (Drowsy Driving)

ii. The Key Learning of the unit

Awareness of warning signs (is a part of the new self-assessment)
(Public domain reference: <http://www.sleepeducation.org/sleep-topics/drowsy-driving>)

- Yawning
- Inability to keep eyes open
- Talking incoherently or inability to respond to questions from passengers or co-drivers
- “Nodding off” and trouble keeping your head up
- Inability to remember driving the last few miles
- Ending up too close to nearby cars
- Missing road signs or turns
- Drifting into other lanes or onto rumble strips on the shoulder





The NSSR-RS programme expects to collect unit specific

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- ☐ Complaints
- ☐ Tickets

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Key Learning Pull out for Unit 5 (Fog or Night Driving)

ii. The Key Learning of the unit

Driving in Fog

Reduced Visibility:

Fog significantly reduces visibility, making it difficult to see road signs, other vehicles, and potential hazards.

Increased Risk of Accidents:

The combination of reduced visibility and potential for sudden braking or maneuvers can lead to accidents, especially at higher speeds



Night Driving

Reduced Light Levels:

Night driving involves navigating in reduced light levels, making it harder to see road signs, pedestrians, and other vehicles.

Glare from Headlights:

The headlights of other vehicles can cause glare, making it difficult to see ahead.

Increased Fatigue:

Driving at night can lead to fatigue, which can impair reaction time and judgment.



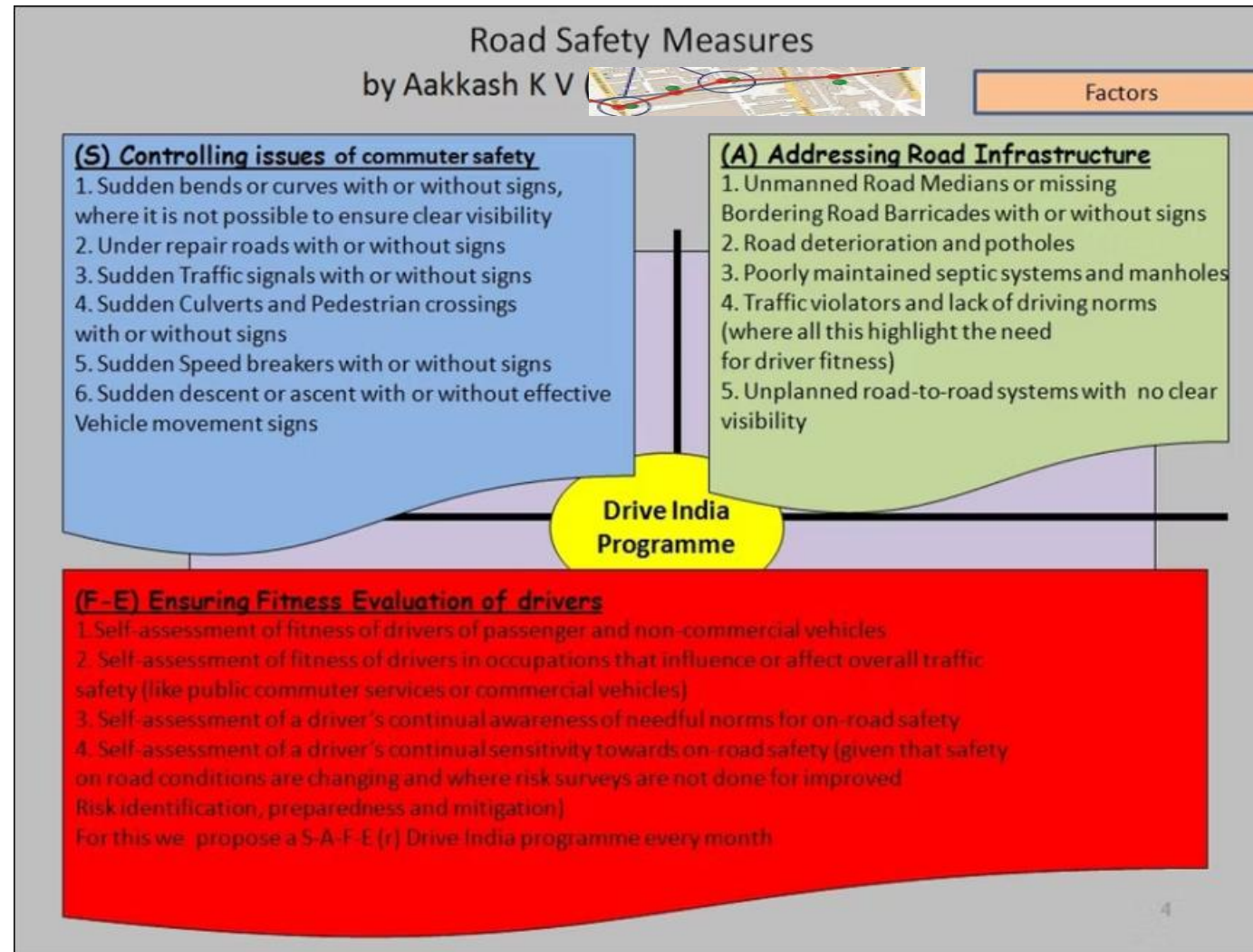
The NSSR-RS programme expects to collect unit specific

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- ☐ Complaints
- ☐ Tickets

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Key Learning Pull out for Unit 6 (Road System responsiveness)

ii. The Key Learning of the unit





The NSSR-RS programme expects to collect unit specific

- ☐ Feedback
- ☐ Complaints
- ☐ Tickets

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Key Learning Pull out for Unit 7 (Driving conditions responsiveness)

ii. The Key Learning of the unit

To develop more driving-condition-responsiveness in automobile brands, the universal & NSSR expectations in automobile brands for improving road safety are important.

The key contributors for driving-condition-responsiveness are

- ☐ Improved sales & marketing, service operations and process efficiency
- ☐ Connected & Responsive Quality of service enablers by the dealer network or independent automobile businesses
- ☐ New BI & CQI led Deep Interaction (DIL) links for a Service Centre's "RADIUS OF COVERAGE", "Road Safety Liability with Responsive Resolution" for dynamics seen in Road System understanding and Alpha Assistance
- ☐ Key opinion led nutshell inventory, parts management and disposal for a Service Centre's "RADIUS OF COVERAGE", "Road Safety Liability with Responsive Resolution"



The NSSR-RS programme expects to collect unit specific

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- ☐ Complaints
- ☐ Tickets

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Key Learning Pull out for Unit 8 (First Aid and Fire Safety responsiveness)

ii. The Key Learning of the unit

Goals of First-Aid

- (1) The immediate priority being to restore and maintain the vital functions of the injured person via certain steps for basic life support
 - (a) Ensuring the AIRWAY is open so that the injured person's body gets a proper supply of oxygen
 - (b) Enabling and ensuring BREATHING so that oxygen passes through lungs into the blood stream
 - (c) Helping and ensuring CIRCULATION where there must be circulation of blood to all parts of the body, so that there is sufficient supply of blood and oxygen

First aid assistance on-road is more related to losing consciousness or fainting, burns or vehicle fire incidences, electrocution, bleeding from cuts, wounds, and injuries, fracture symptoms, unforeseen poisoning incidences, preparation and equipping of a first aid kit in vehicles



The NSSR-RS programme expects to collect unit specific

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- ☐ Complaints
- ☐ Tickets

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Key Learning Pull out for Unit 9 (Alpha Assistance responsiveness)

ii. The Key Learning of the unit

- The person with or without any affliction needs to learn or incorporate responsiveness to deal with limitations that affect the ability to do things or work with productivity/skills/competence .
- It is recommended to subscribe to or develop a NSSR-RS Unit specific programme and project that helps Alpha Assistive solutions for people while travelling, where the focus could be on the following:
 - ☐ Alpha Assistive System for brain impairment
 - ☐ Alpha Assistive System for vision impairment
 - ☐ Alpha Assistive System for speech impairment
 - ☐ Alpha Assistive System for hearing impairment
 - ☐ Alpha Assistive System for multiple sense organ impairment
 - ☐ Strategy for coping up (for example a NSSR-RS Alpha Assistance (Help) Card/Process/Desk)





Key Learning Pull out for Unit 9

PHOTO

Strategy for coping up - Alpha Assistance (Help) Card

Date:

Version:

Name:

Age:

Gender:

Type of impairment (Tick as applicable): Brain/Vision/Hearing/Speech/Multiple sense organs/Handicapped

Address:

Landmark to locate address:

Name of contactable parent/guardian:

Phone/Mobile:

Name of contactable caretaker:

Phone/Mobile:

Emergency contact for (any on-road incidence):

Phone/Mobile:



Key Learning Pull out for Unit 9

PHOTO

Alpha Assistance (Help) Card

Date:

Version:

Name:

Age:

Gender:

Alpha Assistance Processes (factors to be considered):

1. Perception ability for help/response/needful action (Tick as applicable):

Poor/ Fair/ Medium score/ Good

2. Intelligence level for help/response/needful action (Tick as applicable):

Poor/ Fair/ Medium score/ Good

3. Emotional makeup/quotient for help/response/needful action (Tick as applicable);

Poor/ Fair/ Medium score/ Good

4. Volition (Self enabled Action) level for help/response/needful action (Tick as applicable);

Poor/ Fair/ Medium score/ Good



Key Learning Pull out for Unit 9

PHOTO

Alpha Assistance (Help) Card

Date:

Version:

Name:

Age:

Gender:

Languages understood:

Sign Language:

Interpretation for scores:

PIEV Ability	Poor	Fair	Medium	Good
Self awareness	x	√	√	√
Social interaction	x	√	√	√
Response to new/ unmanaged environment / Weather conditions	x	x	x	√
Recognition level for people/vehicle/immediate kin/ co-passengers	x	x	√	√
Led by available assistance and instruction	x	√	x	√
Led by peer / mirrored behaviour	√	√	√	√
Led by known person's communication	√	√	√	√



Key Learning Pull out for Unit

9

PHOTO

Alpha Assistance (Help) Card

Date:

Version:

Name:

Age:

Gender:

Alpha Assistance Processes (needed):

1. Assistance procedure in Emergency (Tick as applicable):

Ask me/ Refer Help Card/ Call parent/guardian/ Call contact/ Contact Alpha Assistance Desk

2. Assistance procedure in Vehicle Breakdown (Tick as applicable):

Ask me/ Refer Help Card/ Call parent/guardian/ Call contact/ Contact Alpha Assistance Desk

3. Assistance procedure in Due Relief for any situation (Tick as applicable):

Ask me/ Refer Help Card/ Call parent/guardian/ Call contact/ Contact Alpha Assistance Desk

4. Assistance via Alpha Assistance Desk (Tick as applicable):

Responsive to instructions/ Trained to respond/Under training/Not under training/Cannot be trained



Key Learning Pull out for Unit 9

PHOTO

Alpha Assistance (Help) Card

Date:

Version:

Name:

Age:

Gender:

Additional Alpha Assistance Processes (notes):



Key Learning Pull out for Unit

9

PHOTO

Alpha Assistance (Help) Card

Date:

Version:

Name:

Age:

Gender:

Alpha Assistance Desk (notes):

Registered (Tick as applicable): Yes/No/Not applicable

Expectation for PIEV Ability (Tick as applicable):

Self-ability/Responsive/Needs Guidance/Needs Careful interaction/ Not known

Trained for PIEV Ability (Tick as applicable):

Via Self-development programmes/Via Family Services/ Via Awareness & Advocacy programmes/ Not trained

Part of any Alpha Assistance R&D Project (Tick as applicable):

Yes/No/Not applicable

Details:

Has a Deep Interaction Link (DIL) for Alpha Assistance (Tick as applicable):

Yes/No/Not applicable

Details:



Key Learning Pull out for Unit 9

PHOTO

Alpha Assistance (Help) Card

Date:

Version:

Name:

Age:

Gender:

Additional Alpha Assistance Desk (notes):