

ROAD SAFETY- PUBLIC HEALTH CONCERN

Sumit Chhibber

Assistant Professor in Botany, Sanatan Dharma College, Ambala Cantt, Haryana

Abstract

Accidents on the road are a human tragedy. They result in significant human suffering as well as monetary expenses in the form of premature deaths, injuries, and lost potential revenue. Despite the fact that we have launched numerous projects and are implementing a variety of road safety development programmes, the overall situation is far from satisfactory. In India, there were about 5 lakh traffic accidents in 2010, resulting in the deaths of more than 1.3 lakh people. These figures equate to one traffic accident per minute and one traffic death every four minutes. Unfortunately, more than half of the victims are between the ages of 25 and 65, when they are most economically engaged. The loss of the main breadwinner has the potential to be disastrous. Remedial action can be taken in the event of a traffic collision. Many countries have reduced the risk of road accidents by implementing a multifaceted approach to road safety that includes a wide range of measures such as traffic management, road infrastructure design and quality, intelligent transportation system implementation, safer vehicles, law enforcement, effective and quick accident response and care, and so on. The government cannot solve the problem of road safety on its own. To promote policy change and execution of road safety measures, all stakeholders must actively participate. The present paper focuses on the training methodologies being adopted to cultivate road sense to our youngsters. The paper also attempts to understand the psychological impact of safety guidelines on our youngsters. Addressing road safety in a comprehensive manner emphasises the importance of involving different organisations and sectors, such as health, transportation, and law enforcement (Deshpande P,2014).

Keywords: Road accidents, Safety measures, health.

Introduction

Children and adolescents are the main target group of the road safety education programmes. As a result, the instructional goals of road safety educational programmes should include taking into account their individual features, abilities, and limitations. It is critical to tune road safety education for youngsters in order to educate them to be safer road users. Children's development education programmes are the need of the hour. Road safety education, specifically for the development of children's pedestrian skills is another very important aspect of preventing road accidents (Grayson, G. B. 1975b).

Young children have difficulty recognizing whether areas of a road are risky to cross. When making judgments regarding the safety of a situation, youngsters focus on a single criteria until they reach the age of nine. Crossing a simple road, for example, necessitates mastery of a variety of primary motor and cognitive skills. The pedestrian's crossing decisions will almost probably be unsatisfactory if these skills are not appropriately developed. From an educational standpoint, it is critical to understand how certain abilities develop throughout time. One of the most important considerations in developing any training programme is the extent to which we may expect abilities developed in one setting to transfer to others. This is a hotly debated topic in contemporary developmental psychology, although the evidence suggests that there is a strong tendency for it. It is necessary to compartmentalise knowledge. It is possible to move from one activity to another, but the tasks must be compatible. They have functional resemblances. Correspondences like these must be important to the student. Currently all the road safety programmes are based on the assumption that children will naturally build on what they've learned in one class. As a result, the transition from one environment (e.g., the classroom) to another (e.g., the roadside) is not well facilitated.

Discussion

An unexpected finding revealed in various studies is that many accidents occur when victims looked before crossing yet somehow failed to 'see' the approaching vehicle. Grayson[2], for example, believed that 31% of young victims had 'looked but not seen' the striking car in his study. A similar finding has been reached in the case of accidents involving the elderly, which

account for up to 70% of all incidents, who, for whatever reason, do not appear to have noticed the colliding vehicle. These blunders cannot simply be attributed to what the average person would refer to as 'eyesight' issues, such as acuity or contrast sensitivity. First and foremost, classroom exercises can be used to supplement roadside practical instruction intended to provide youngsters with challenges and group activities in a variety of structured ways, and second, they can cover a considerably broader spectrum of probable crossing scenarios than practical roadside training can. As a result, they can assist in the development of broader experience and knowledge as the kids try to generalise the abilities they learnt on the side of the road. However, experience is crucial in establishing the broader framework for such learning and ensuring that the learning is effective. The real world continues to provide the basis for children's conceptual development. 3. The belief that youngsters can only cope with extremely simple traffic settings due to maturational reasons and are incapable of coordinating multiple factors at the same time needs to be reconsidered. The research suggests that, with suitable instruction, children's actions and decision-making can be brought to a more complex level even at an early age. This point does not apply, Not only in the realm of road safety, but also in other areas of education. While a lot of development has been made, Further research should be carried out in this area to discover those skills that are trainable and those that are not ideal training settings, taking into account the age and experience of the participants who are involved (Vinjé, M. P. 1981)

It is critical that much greater attention be paid to behaviour, or what different groups of pedestrians actually behave in traffic. Because the overall goal of road safety education is to teach youngsters how to act in a safer and more skilled manner, observing what 'professional' road users do is a natural place to start. That is not the case with 'novices.' Adults, for example, have many times fewer accidents than children. Despite their enormously elevated risk exposure, youngsters, it would seem prudent to examine the situation unique peculiarities of behaviour in various traffic scenarios. This could then serve as a starting point for further research into the process of determining educational goals.

Conclusion

Practical training is by far the most successful way of increasing children's

skills and judgments, especially among younger children, according to the data. Despite their extensive use, verbal approaches that focus primarily on information and attitude acquisition have not proven to be effective. While roadside training is likely to be ideal and may be necessary for specific abilities, simulations employing, for example, table top models can clearly be beneficial in comparison to others. Improvements in even basic perceptual judgments could be produced by this method. Simulations that are suited Film or video, for example, may help children enhance their gap judgments or timing judgments. The necessity of teaching children how to increase their visual search and attentional control cannot be overstated, as these abilities appear to be linked to distractibility and 'dashing out' mishaps. In this area, more research is needed.(Christie, 2001) , Rather than returning to an area that has already been explored. Driver evaluations Training programmes all across the world have provided little evidence to support such claims. Programs are helpful in reducing the number of people who are involved in crashes or who break the law while driving Compared to those who do not, those who do receive training.

Educational programmes should not presume that children and adults have the same perspectives and interpretations, even when it comes to simple concepts like 'pedestrian,' 'left' and 'right,' or 'being cautious' (Vinje, 1981). The focus of road safety training should remain on the driver. However, young children should be taught and practised roadside skills. They should also be educated on the fundamentals of safe road user behavior in order for people to believe that they are personally responsible for retaining a sense of security. Road safety education programmes aren't easy to put together. They necessitate a methodical, well-thought-out strategy. There are still a lot of questions. There are concerns about the efficacy of special education, Methods of training, types of mediators, and the most appropriate tests for determining the effectiveness of programmes based on a set of evaluation criteria, etc.

References

- [1] Road safety and accident prevention in India: A review Deshpande P. [Int. J. Adv. Eng. Technol.](#) 2014; 5(2): 64-68.
- [2] Grayson, G. B. (1975b): Observations of pedestrians at four sites. Department of the Environment Report 670. Crowthorne: TRRL.

- [3] Vinjé, M. P. (1981). Children as pedestrians: Abilities and limitations. *Accident Analysis and Prevention*, 13(3), 225–240.
- [5] Christie, R. (2001). The effectiveness of driver training as a road safety measure: An international review of the literature. Paper presented at the Road Safety Research, Policing and Education Conference, Melbourne, Victoria, 18-20 November, 2001