



Skill India
कौशल भारत - कुशल भारत



सत्यमेव जयते
GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP



N.S.D.C.
National
Skill Development
Corporation

Transforming the skill landscape



HYDROCARBON SECTOR
SKILL COUNCIL

Facilitator Guide



Sector
Hydrocarbon Industry

Sub-Sector
Downstream

Occupation
Retail Distribution

Reference ID: HYC/Q3101, Version 3.0
NSQF Level 3

Retail Outlet Attendant (Oil & Gas)

OIDB Bhawan Tower C, 2nd Floor, Plot No. 2, Vikas Marg, Sector 73, Noida 201301 (UP)

All Rights Reserved © 2022

Printed in India at

Copyright © 2022

Under Creative Commons License: CC-BY-SA

Attribution-Share Alike: CC-BY-SA



This license lets other remix, tweak, and build upon your work even for the commercial purposes, as long as they credit you and license their new creations under the identical terms. This license is often compared to “copyleft” free and open-source software licenses. All new works based on yours will carry the same license so any derivatives will also allow commercial use. This is the license used by the Wikipedia and similarly license projects.

Disclaimer

The information contained herein has been obtained from sources reliable to Hydrocarbon Sector Skill Council. Hydrocarbon Sector Skill Council disclaims all warranties to the accuracy, completeness or adequacy of such information. Hydrocarbon Sector Skill Council shall have no liability for errors, omissions, or inadequacies, in the information contained herein, or for interpretations thereof. Every effort has been made to trace the owners of the copyright material included in the book. The publishers would be thankful for any omissions in the book being brought to their notice; which will be acknowledged as applicable in future editions of the same. No entity in Hydrocarbon Sector Skill Council shall be responsible for any loss whatsoever, sustained by any person who relies on this material. The material in this publication is copyrighted. No parts of this publication may be reproduced, stored or distributed in any form or by any means either on paper or electronic media, unless authorized by the Hydrocarbon Sector Skill Council.





Shri Narendra Modi
Prime Minister of India

“ Skilling is building a better India.
If we have to move India towards
development then Skill Development
should be our mission. ”



Acknowledgements

The Facilitator Guide for Retail Outlet Attendant (Oil & Gas) is the outcome of team work by the Hydrocarbon Sector Skill Council, and experts from Hydrocarbon Industry.

Hydrocarbon Sector Skill Council (HSSC) is thankful to all the organisations and individuals who have helped us in the preparation of this Facilitator Guide.

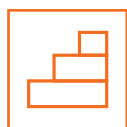
We are thankful to NSDC for entrusting us with this task of development of this Facilitator Guide. The team owes a special gratitude to Hindustan Petroleum Corporation Limited (HPCL), Bharat Petroleum Corporation Limited (BPCL), Indian Oil Corporation Limited (IOC), and Skill Development Institute, Visakhapatnam for their dedicated and continued technical support.

About this book

This Facilitator Guide is designed to enable training for the specific Qualification Pack (QP). Each National Occupational Standard (NOS) is covered across Unit/s.

Key learning objectives for the specific NOS mark the beginning of the Unit/s for that NOS. The symbols used in this book are described below.

Symbol Used



Steps



Time



Tips



Notes



Objectives



Do



Ask



Explain



Elaborate



Field Visit



Practical



Lab



Demonstrate



Exercise



Team Activity



Facilitation Notes



Learning Outcomes



Say



Resources



Activity



Summary



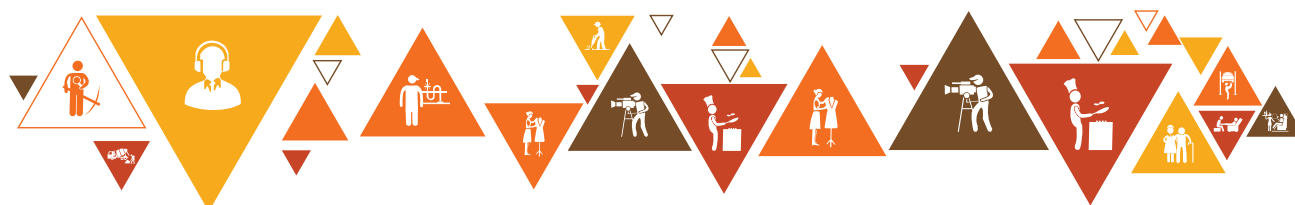
Role Play



Example

Table of Contents

S. No.	Modules and Units	Page No.
1.	Introduction	1
	Unit 1.1 - Introduction to the Training Programme	3
	Unit 1.2 - Introduction to the Hydrocarbon Sector	8
	Unit 1.3 - Introduction to the Downstream Segment	9
	Unit 1.4 - Role of a Retail Outlet Attendant	10
2.	Perform Retail Outlet (Fuel Station) Activities (HYC/N 3101)	13
	Unit 2.1 - About Retail Outlets	15
	Unit 2.2 - Pre-Fuelling Activities at Retail Outlets	22
	Unit 2.3 - Fuelling Activities at Retail Outlets	24
	Unit 2.4 - Post-Fuelling Activities at Retail Outlets	26
3.	Maintain Safe and Secure Working Environment (HYC/N 3102)	31
	Unit 3.1 - Measures to Ensure Safe and Secure Working Environment	33
	Unit 3.2 - Safety while Handling CNG (During an Emergency)	36
	Unit 3.3 - Fire Safety	40
4.	Maintain Health and Hygiene Habits (HYC/N 3103)	45
	Unit 4.1 - Cleanliness at the Workplace	47
	Unit 4.2 - Personal Hygiene Practices	51
	Unit 4.3 - Precautionary Health Measures	58
5.	Maintain Customer-Centric Service Orientation (HYC/N 3104)	63
	Unit 5.1 - Engaging with Customers for Assessing Service Quality Requirements	65
	Unit 5.2 - Customer Satisfaction	70
6.	Annexure	75
7.	DGT/VSQ/N0102 Employability skill (60 hours)	
	https://eskillindia.org/NewEmployability	
	Scan this QR code given below to access the e-book	







Skill India
कौशल भारत - कुशल भारत



सत्यमेव जयते
GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP



N.S.D.C.
National
Skill Development
Corporation

Transforming the skill landscape



HYDROCARBON SECTOR
SKILL COUNCIL

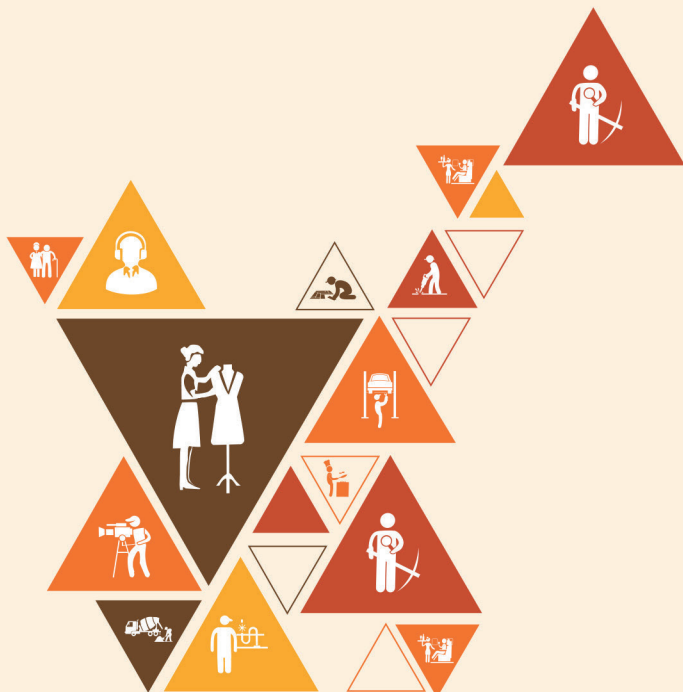
1. Introduction

Unit 1.1 - Introduction to the Training Programme

Unit 1.2- Introduction to the Hydrocarbon Sector

Unit 1.3 - Introduction to the Downstream Segment

Unit 1.4 - Role of a Retail Outlet Attendant



Key Learning Outcomes



At the end of this module, the trainee will be able to:

1. Introduce each other
2. Build rapport with fellow participants and the trainer
3. State the expectations from the training programme
4. Establish some ground rules for the effective facilitation of the programme
5. Explain the purpose of the training programme
6. State the benefits of the training programme
7. Discuss the Qualification Pack and National Occupation Standards
8. Describe the Hydrocarbon Sector
9. Explain what Hydrocarbons are and describe the different types of Hydrocarbons
10. Describe the refining process for Crude Oil
11. State the different types of fuels
12. List the three major segments in the Hydrocarbon Sector
13. State the functions of the Downstream Segment
14. Explain the roles and responsibilities of a Retail Outlet Attendant

UNIT 1.1: Introduction to the Training Programme

Unit 1.1.1: Ice Breaker

Unit Objectives

At the end of this unit, the trainee will be able to:

1. Introduce each other
2. Build rapport with fellow participants and the trainer

Resources to be Used

- Available objects such as a duster, pen, notebook etc.

Do

- Introduce yourself to the workshop participants.
- Highlight your experience in facilitating group discussions and conducting training sessions.

Activity

- Ask participants to write down two truths about themselves and a lie.
- Then ask them to introduce the three "facts" to the rest of the group and also tell their name.
- Ask the rest of the group to try and guess which one out of the three "facts" is a lie.

Say

- Thank the participants for their participation.

Notes for Facilitation

- For a better understanding of this ice breaker, begin the introduction yourself stating two true facts and one lie about yourself and then ask the group to guess which one out of the three "facts" is a lie.
- For example, you could tell them your exact qualification and company's name and lie about the number of languages you can speak in.

Unit 1.1.2: Expectation Setting

Unit Objectives



At the end of this unit, the trainee will be able to:

1. State the expectations from the training programme

Resources to be Used



- Available objects such as a duster, pen, notebook etc.

Activity



- Ask the participants why they would like to spend time in this programme.
- Ask the participants to write their expectations from the programme in the notes page of the participant handbook.
- Ask the participants to share the expectations with the larger group.

Do



- Write these down on the whiteboard.
- Set the context for discussing the objectives of the programme.

Say



- Tell the participants that you will be revisiting the expectation map to check if together you have been able to meet all or most of them.

Notes for Facilitation



- It is very important to ensure that all the participants have an opportunity to express their expectations for the workshop.
- Before the assessments, revisit the expectations set by the participants and check if you were able to meet all or most of them.

Unit 1.1.3: Ground Rules

Unit Objectives



At the end of this unit, the trainee will be able to:

1. Establish some ground rules for the effective facilitation of the programme

Resources to be Used



- Available objects such as a duster, pen, notebook etc.

Team Activity



- Divide the participants into four smaller groups to create some rules.
- Each group can write the rules they created on the notes page of their participant handbook.

Do



- Review the ground rules as a large group.
- Ask the participants if they can agree to respect these ground rules.
- Ask if anyone has any suggested additions or changes to the rules but do not add to or change the rules unless there is a consensus within the group to do so.
- Get an agreement from all the participants for the ground rules.
- Write the ground rules on a flip chart and put them in a visible location during the session for easy reference.

Ask



- Ask the group to help enforce the ground rules during the session.

Say



- Thank the trainee for helping you set the ground rules.

Notes for Facilitation



- Give examples of some basic ground rules to minimise the time spent on developing new rules.
- Be realistic and flexible with the ground rules.
- Ground rules give you a guideline, but are not the law to be enforced.

UNIT 1.4: Introduction to the Training Programme

Unit Objectives

At the end of this unit, the trainee will be able to:

1. Explain the purpose of the training programme
2. State the benefits of the training programme
3. Discuss the Qualification Pack and National Occupation Standards

Resources to be Used

- Available objects such as a duster, pen, notebook etc.

Ask

- Ask the participants what they think the purpose of this programme is.

Do

- Divide the participants into pairs and ask them to discuss the purpose of the programme.
- Make them write the points on their notes page.
- Conduct a discussion with the entire class and create a map of all the ideas on the whiteboard.

Say

- This training programme has been developed to impart specific skills to individuals who wish to work as a Retail Outlet Attendant.

Do

- Tell them about the specific skills that they will be able to perform as a Retail Outlet Attendant after the completion of this training programme as given in the participant handbook.
- Elaborate each point with relevant examples from the workplace.
- For example, you can tell them how good communication skills help in developing an effective, long term relationship with the customers.
- Make connections with the points already shared by the participants.

Ask

- Ask the participants what they think the benefits of this programme are.

Activity



- Divide the participants into pairs and ask them to discuss the purpose of the programme.
- Make them write the points on their notes page.
- Conduct a discussion with the entire class and create a map of all the ideas on the whiteboard.
- Tell them the benefits of the programme and make them feel proud of the occupation they have chosen.
- Create a lot of enthusiasm and interest so that the participants have a feeling of pride about themselves and the work they will be doing.

Elaborate



- Show them the QP – Occupational Standards for Hydrocarbon Industry.
- Elaborate on the QP and NOS and their codes – the need, purpose and how this knowledge will help them during and after the training programme.

Ask



- Ask the participants if they have any questions and resolve the queries before closing the session.

UNIT 1.2: Introduction to the Hydrocarbon Sector

Unit Objectives



At the end of this unit, the trainee will be able to:

1. Describe the Hydrocarbon Sector
2. Explain what Hydrocarbons are and describe the different types of Hydrocarbons
3. Describe the refining process for Crude Oil
4. State the different types of fuels

Resources to be Used



- Chart papers, markers, sketch pens, pencils etc.

Team Activity



- Divide the participants into four teams and ask each group to read one of the four sections of this unit given in the participant handbook.
- Assign each section to one group.
- Ask them to prepare a chart based on what they have learnt in the given section, and make a presentation in front of the whole group.
- Invite each group to come and present based on the order in which the information has been provided in the participant handbook.
- After each presentation, conduct a discussion with the entire class.
- Encourage other groups to ask questions to the group that is presenting.
- Congratulate the groups individually and sum up the discussion by adding points left out by the groups.
- Paste the chart papers prepared by the participants in the classroom for ready reference.

UNIT 1.3: Introduction to the Downstream Segment

Unit Objectives



At the end of this unit, the trainee will be able to:

1. List the three major segments in the Hydrocarbon Sector
2. State the functions of the Downstream Segment

Resources to be Used



- Available objects such as a duster, pen, notebook etc.

Explain



- Explain the journey of the petroleum industry from Exploration, Production, Processing, Transportation to Marketing.
- You can also create a story around the journey of a drop of petrol and how it travels.
- Once all the processes have been discussed, divide the path into three major segments.
- Tell them the names of these segments – Upstream, Midstream and Downstream.

Elaborate



- Elaborate on the Downstream segment (Oil and Gas industry), its scope and the job market in this industry.
- Tell them the myriad opportunities that will be available to them after the successful completion of the programme.

Ask



- Ask the participants if they have any questions and resolve the queries before closing the session.

UNIT 1.4: Role of Retail Outlet Attendant

Unit Objectives



At the end of this unit, the trainee will be able to:

1. Explain the roles and responsibilities of a Retail Outlet Attendant

Resources to be Used



- Available objects such as a duster, pen, notebook etc.

Team Activity



- Divide the participants into four teams.
- Ask each group to imagine that they are a recruitment company who has to hire a Retail Outlet Attendants for a newly opened petrol pump.
- Now, they have to create awareness in the people about the role and its importance.
- Tell them to conduct the campaigning of candidates around the following questions:
 - Who is a Retail Outlet Attendant?
 - What are the roles and responsibilities of a Retail Outlet Attendant?
 - Why is this role important?
 - Who is eligible for this role: Qualifications, appearance, attitude, etc.
- Ask each group to make a presentation in front of the whole class.
- After each presentation, conduct a discussion with the entire class.
- Encourage other groups to ask questions to the group that is presenting.
- Congratulate the groups individually and sum up the discussion by adding points left out by the groups.

Notes for Facilitation



- Take examples from a nearby petrol pump to build on the topic.
- Tell them to remember their visits to petrol pumps and the experiences they had.
- Show them the pictures of various retail outlets and the staff working there.
- Tell them to think of the related advertisements they see on television.

Ask



- Ask the participants if they have any questions and resolve the queries before closing the session.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Scan the QR codes or click on the link to watch the related videos



<https://www.youtube.com/watch?v=FsyAlv5Azws>

Indian Oil Petrol Pump Walkthrough

Scan the QR codes or click on the link to watch the related videos



<https://www.youtube.com/watch?v=2k4OTERUCyc>

PETROL STATION DESIGN





Skill India
कौशल भारत - कुशल भारत



सत्यमेव जयते
GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP



N • S • D • C
National
Skill Development
Corporation

Transforming the skill landscape



HYDROCARBON SECTOR
SKILL COUNCIL

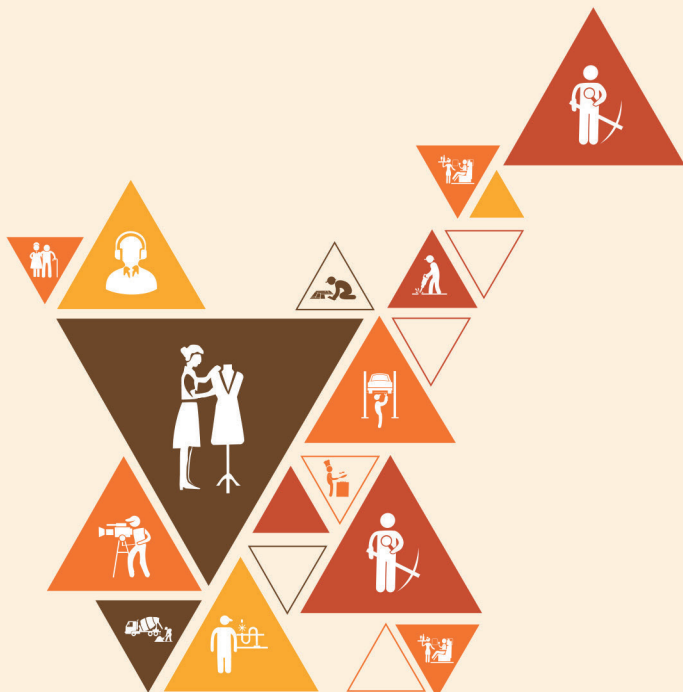
2. Perform Retail Outlet (Fuel Station) Activities

Unit 2.1 - About Retail Outlet

Unit 2.2 - Pre-Fuelling Activities at Retail Outlets

Unit 2.3 - Fuelling Activities at Retail Outlets

Unit 2.4 - Post-Fuelling Activities at Retail Outlets



(HYC/N 3101)

Key Learning Outcomes



At the end of this module, the trainee will be able to:

1. Describe the Retail Outlet and the types of Retail Outlets
2. Perform Pre-Fuelling, Fuelling, and Post-Fuelling activities in a Retail Outlet
3. State the Dos and Don'ts during the Fuelling process
4. State all the safety measures to follow during the Fuelling process
5. Describe the Post-Fuelling process

UNIT 2.1: About Retail Outlets

Unit Objectives



At the end of this unit, the trainee will be able to:

1. Describe the Retail Outlet and the types of Retail Outlets
2. Perform Pre-Fuelling, Fuelling, and Post-Fuelling activities at a Retail Outlet

Resources to be Used



- Available objects such as a duster, pen, notebook, etc.
- ASTM conversion charts
- Charts with images of various types of Retail Outlets
- Participant handbook

Ask



- Have you ever refuelled your vehicle?
- From where do you get the fuel for your vehicle?

Say



- A Retail Outlet is commonly known as a petrol pump or a gas station.
- This place caters to the refuelling needs of motor vehicles – two wheelers, four wheelers, and other heavy vehicles.
- The most common point of contact of customers with the oil industry is the petrol pump.
- A Retail Outlet sells petrol, diesel, CNG, Auto LPG, and other products like lubricants, engine oil, brake oil, coolants, and other consumables of the vehicles.

Do



- Show the pictures of different areas of a Retail Outlet to the participants.

Team Activity



- Divide the participants into four groups.
- Give pictures of various types of Retail Outlets (Urban, Rural, Highway)
- Tell them to identify the differences in the pictures.
- Ask them to guess where this Retail Outlet would be situated.

Explain



- There are three types of retail outlet, namely: Rural Retail Outlet, Urban Retail Outlet, and Highway Retail Outlet.
- The Rural Retail Outlet is a small format outlet with basic amenities.
- Now-a-days, some rural outlets have Kisan Sewa Kendras within their facility, which serve as a one-stop-shop for all their agriculture-related needs.
- A Retail Outlet in the urban/city area is known as an Urban Retail Outlet. These outlets are located in cities where the population density is higher.
- Retail Outlets situated on national highways or state highways are called Highway Retail Outlets. They are a large format outlet with extended amenities. They cater mainly to the truck and other heavy motor vehicles.

Elaborate



- Elaborate the characteristics of all the types of Retail Outlets in detail from the participant handbook.

Say



- A Retail Outlet offer different products and services.
- A Retail Outlet Attendant should be aware of the Products and Services that are available at a Retail Outlet.

Ask



- What are the products that you have noticed being sold at a Retail Outlet?

Say



- Petrol, Diesel, CNG, Auto LPG, and Lubricants are products sold at a Retail Outlet.
- Motor Spirit (MS) commonly known as Petrol, is used mainly for passenger vehicles such as two, three, and four wheelers.

Explain



- Explain the characteristics and different types of petrol from the participant handbook.

Say



- The next most common product sold is Diesel. High Speed Diesel (HSD), commonly known as Diesel, is preferred for heavy vehicles.

Do



- Discuss the characteristics and different types of diesel from the participant handbook.

Say



- In recent time another type of fuel is introduced i.e. CNG. CNG or Compressed Natural Gas is an environment-friendly fuel. Hence, it is being promoted in a big way by the government.

Do



- Discuss the characteristics of CNG from the participant handbook.

Say



- The next product is Auto Liquefied Petroleum Gas (ALPG). ALPG is a clean and environment-friendly fuel. When LPG is used to fuel internal combustion engines, it is often referred to as autogas or auto propane.

Do



- Discuss the characteristics of Auto LPG from the participant handbook.

Say



- Apart from the fuels, another common product sold at a Retail Outlet is Lubricants.
- A lubricant is a viscous product used in the engine for its smooth functioning and to reduce the wear and tear of the engine.
- Different grades of lubricants are needed for different engines, gear boxes and other components.
- There are different engine oils for different vehicles like two wheelers, four wheelers, and other heavy motor vehicles.

Ask



- Name some of the services that are being provided at a Retail Outlet.

Say 

- Though all of us know that refuelling is the most important service that Retail Outlets provide, there are many more services also that they offer.
- Firstly, we come to air service. Free air services for the vehicle tyres are provided by most of the Retail Outlets.
- The second service is the oil changing service.
- Thirdly, we come to the Pollution Under Control (PUC) Service. PUC helps in checking the emission levels of our vehicles. A PUC certificate is mandatory for vehicles.
- The fourth service is the vehicle wash service.
- Fifthly, we come to a relatively new service on the block – free windscreen cleaning service.
- Sixthly, we look at allied retail business. Allied retail business implies that the Retail Outlet has an alliance with ATM, general stores, eateries, or supermarkets. These facilities are offered for the customer's convenience.
- The seventh service is the drinking water facility.
- And finally, we come to the washroom facilities.

Do 

- Discuss the services offered in detail from the participant handbook.

Say 

- Let us see what quality checks or tests can be performed to ascertain the quality of fuel.

Do 

- Discuss the filter paper test from the participant handbook.

Demonstrate 

- Get the relevant material i.e. petrol and filter paper.
- Demonstrate the filter paper test in the classroom.

Do 

- Discuss the density test for fuel from the participant handbook.

Demonstrate 

- Get the relevant material i.e. a 500 ml jar, calibrated hydrometer, thermometer and American Society for Testing of Materials (ASTM) conversion charts.
- Demonstrate the density test for fuel in the classroom.

Say



- While verifying lubricants, the seal of the container, date of manufacture and name of the manufacturer should be checked.
- The correct quantity of the fuel can also be checked at a Retail Outlet. To facilitate this, it is mandatory for each Retail Outlet to keep a calibrated 5 litre measure, stamped by the Weights and Measures Department, to verify quantity.

Team Activity



- Divide the participants into four or five groups depending on the batch size.
- Distribute one type of Retail Outlet picture (Urban, Rural, Highway) to each group.
- Distribute some blank papers and some coloured pens for the activity.
- Ask the groups to make a sketch or layout of the Retail Outlet type they have got as a picture.
- The sketch should detail of the type of fuel, services and products, other facilities in and around the Retail Outlet.
- Give them time to discuss and come up with their sketches.
- Every group will present their sketch to the class with the details of services, products and facilities available at their Retail Outlet.

Field Visit



- Arrange a field visit of to a Retail Outlet for the participants.
- Ensure that the participants observe all the things that are discussed in the classroom.
- Prior to the visit, make the observation checklist given below, on the whiteboard.
- Tell the participants to copy it in their notes section in their participant handbook.
- You can also arrange for a printed copy of the checklist and distribute it to the participants.
- Repeat the demonstrations at the Retail Outlets for: fuel quality check, density check and quantity check.
- Following the field visit, conduct a discussion on all the observations and the key learnings during the visit.

Retail Outlet Observation Checklist

Name of the Observer:			
Name of the Retail Outlet:			
Address:			
Oil Company			
Name of the Owner:			
Date of Visit:			
Time of Visit:			
Observations:			
What are the different areas or sections seen at this Retail Outlet?			
	Yes	No	
Driveway			
Sales room			
Island (Were there multiple islands at the Retail Outlet?)			
Canopy			
What were the various types of fuel sold at the Retail Outlet?			
Petrol			
Diesel			
LPG			
CNG			
ALPG			
Other branded fuel (specify)			
Did you see/ meet any Retail Outlet Attendant there?			
Was the overall appearance of the Retail Outlet Attendant good?			
Was the Retail Outlet Attendant in uniform?			
What are the other services and facilities offered at the Retail Outlet? Name them.			

Describe the location where the Retail Outlet is situated?

Rural

Urban

Highway

What are the other services and facilities offered at the Retail Outlet visited?

Were lubricants sold at the outlet?

Was oil change service provided at the outlet?

Was PUC provided at the outlet?

Was vehicle wash service provided?

Was windscreen cleaning service provided?

Was there any other allied service provided at the outlet?

Was drinking water available?

Was washroom facility provided?

Was any other service or facility provided by the Retail Outlet? (Name them.)

Observe the Retail Outlet Attendant while on duty. Note down your observations here.

Observe the Fuel Dispensing unit being used by the Retail Outlet Attendant and note down your observations here.

Note down any observation worth mentioning here:

UNIT 2.2: Pre-Fuelling Activities at Retail Outlets

Unit Objectives



At the end of this unit, the trainee will be able to:

1. Explain the uses and types of dispensing units
2. Perform all Pre-Fuelling activities

Resources to be Used



- Available objects such as a duster, pen, notebook, etc.
- Participant handbook
- Materials required for hands-on practice

Ask



- Did you see the fuel dispensing unit at the Retail Outlet during your field visit?
- What is the function of the fuel dispensing unit?
- Ask the participants to share their notes and observations on the fuel dispensing unit that they came across during the field visit.

Say



- A fuel dispenser is a machine at a filling station that is used to dispense petrol, diesel, CNG, Auto LPG, or other types of fuel into vehicles.

Do



- Discuss the structure and working of a fuel dispensing Unit. Refer to the participant handbook.

Say



- There are different types of dispensing unit, namely, Mono Dispensing unit, Multi Point Dispensing unit, Multi Nozzle Dispensing unit, and Space Less Dispensing unit.
- The dispensing unit displays provide the following information: type of fuel being dispensed, units of fuel being dispensed in a customer's vehicle, sale amount that the customer needs to pay, and price per litre.

Say



- As a retail unit attendant, you should be aware of all the activities that must be performed for efficient fuel filling.
- Before the fuelling activity starts, there is procedure that should be followed.

Do

- Discuss the pre-fuelling activities. Refer to the participant handbook.

Demonstrate

- Arrange for a few fuel dispensing nozzles for a demonstration in the class.
- Demonstrate the pre-fuelling routine to the participants with help of a mock setting.
- Let the participants practice on how to use the dispensing nozzle in the mock setting.

Practical

Arrange for a hands-on session at the Retail Outlet.

- Group the participants for the practical session. Team them with a Retail Outlet Attendant so that they observe and get hands-on practice.
- Let the participants practice the pre-fuel activities.
- With the Retail Attendant, they will also attend to customers and if necessary interchange the groups to continue the hands-on session. Ask the participants to note down the observations and activity details in the notes section of their participant handbook.
- A sample grid is provided here which can be distributed to the class.

Date:	Practical Session No.	Name of the Retail Outlet	Location:
Activity Details	Tasks Assigned	Task Completed	Observations
1.			
2.			
3.			
4.			
5.			
6.			
7.			

Notes for Facilitation

- Ensure that all the participants get a chance to practice.
- Take feedback from the Retail Outlet Attendants with whom the participants were teamed for the hands-on practice sessions. Discuss the feedback with the participants following the practical sessions.

UNIT 2.3: Fuelling Activities at Retail Outlets

Unit Objectives



At the end of this unit, the trainee will be able to:

1. State the dos and don'ts during the fuelling process
2. State all the safety measures to follow during the fuelling process

Resources to be Used



- Available objects such as a duster, pen, notebook, etc.
- Participant handbook
- Materials required for hands-on practice

Say



- We will discuss the most important role of an attendant i.e. fuelling the vehicle.
- The attendant has to keep some important considerations in mind while performing this activity.

Do



- Discuss the activities that must be performed while fuelling the vehicle. Refer to the participant handbook.

Practical



- Arrange for a hands-on practice session for fuelling activities at a Retail Outlet.
- Brief the participants about the hands-on practice session at the Retail Outlet. Assign the activities and tasks to be done at the Retail Outlet.
- Group the participants if required and team them with a Retail Outlet Attendant at the Outlet.
- Ask the participants to note down the observations and activity details in the notes section of their participant handbook.
- A sample grid is provided here which can be distributed to the class.

Date:	Practical Session No.	Name of the Retail Outlet	Location:
Activity Details	Tasks Assigned	Task Completed	Observations
1. Fuel Dispensing Unit			
2. Attending Customers			
3. Other Activities			
4.			
5.			
6.			
7.			

Notes for Facilitation



- Ensure that all the participants get a chance to practice.
- Take feedback from the Retail Outlet Attendants with whom the participants were teamed for the hands-on practice sessions. Discuss the feedback with the participants following the practical sessions.

UNIT 2.4: Post-Fuelling Activities at Retail Outlet

Unit Objectives

At the end of this unit, the trainee will be able to:

1. Describe the Post-Fuelling process

Resources to be Used

- Available objects such as a duster, pen, notebook, etc.
- Participant handbook
- Materials required for hands-on practice
- POS machine, mobile application

Say

- As a retail attendant, you should be well-versed with the various modes of payment that a customer can use.
- There are two kinds of transaction: Cash Transactions and Electronic Transactions.

Say

- Always show the fuel rates displayed at the Retail Outlet to the customer.
- Cash payment though fast can be difficult if the customer does not have the exact change.
- To avoid this, prefer taking exact tender from the customer in terms of cash.
- If the customer does not have change, then ensure that you return the change to the customer.

Demonstrate

- Get a few cash memos and show it to the participants.
- Ask the participants to note the various details in the cash memo.

Say

- Apart from cash, the next alternate payment that a customer can use is the e-wallets, online payment, credit card, debit card, loyalty cards, etc. These are electronic modes of transaction.
- Remember, if the customer is making an electronic payment, then the transaction should be done two feet away from the dispensing unit.

Demonstrate

- Demonstrate to the participants how to use the credit card and debit card machine.

Say

- Just like pre-fuelling activities, there are some procedures that should be followed after the fuelling is done.

Do

- Discuss the post-fuelling activities with the participants.

Practical

- Take the participants to a Retail Outlet.
- Let the participants practice the post-fuelling activities along with the Retail Outlet Attendants.
- Brief the participants on the hands-on session at the Retail Outlet. Assign the activities and tasks to be done at the Retail Outlet.
- Group the participants if required and team them with a Retail Outlet Attendant at the Outlet.
- Ask the participants to note down the observations and activity details in the notes section of their participant handbook.
- A sample grid is provided here which can be distributed to the class.

Date:	Practical Session No.	Name of the Retail Outlet	Location:
Activity Details	Tasks Assigned	Task Completed	Observations
1.			
2.			
3.			
4.			
5.			
6.			
7.			

Notes for Facilitation

- Ensure that all the participants get a chance to practice.
- Ensure the participants are not making any mistake while conducting the post-fuelling activity.

Say

- Customer feedback is important to improve your performance.
- A Retail Outlet Attendant must always ask for feedback from the customer.
- Request the customer to give written feedback in the register.
- Wait patiently till the customer writes the feedback.
- Thank them for sharing their feedback.
- Ensure that the same is forwarded to the concerned authority for their review.

Role Play

- Call two volunteer participants.
- One participant will be a customer and the other will be the Retail Outlet Attendant.
- Tell the Attendant to ask the customer for a feedback for the services provided.

Notes for Facilitation

- Help the participants with a script if he/she is not able to ask for a feedback properly.

Say

- At the end of the shift, the attendant should take the closing reading and find out the quantity of sale from the dispensing unit.
- The Retail Outlet Attendant should deposit the cash and credit card sale transactions to the concerned authorities according to the sales made from the dispensing unit allocated to them.

Ask

- Ask the participants if they have any questions and resolve their queries before closing the session.

Notes

Notes



Scan the QR codes or click on the link to watch the related videos



<https://www.youtube.com/watch?v=FsyAlv5Azws>

Indian Oil Petrol Pump Walkthrough

Scan the QR codes or click on the link to watch the related videos



<https://www.youtube.com/watch?v=wRKVg-1MOfM>

Petrol Pump- How it works?

Scan the QR codes or click on the link to watch the related videos



<https://www.youtube.com/watch?v=UZ-lm4YZEfI>

Bharat Petroleum training film





Skill India
कौशल भारत - कुशल भारत



सत्यमेव जयते
GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP



N.S.D.C.
National
Skill Development
Corporation

Transforming the skill landscape

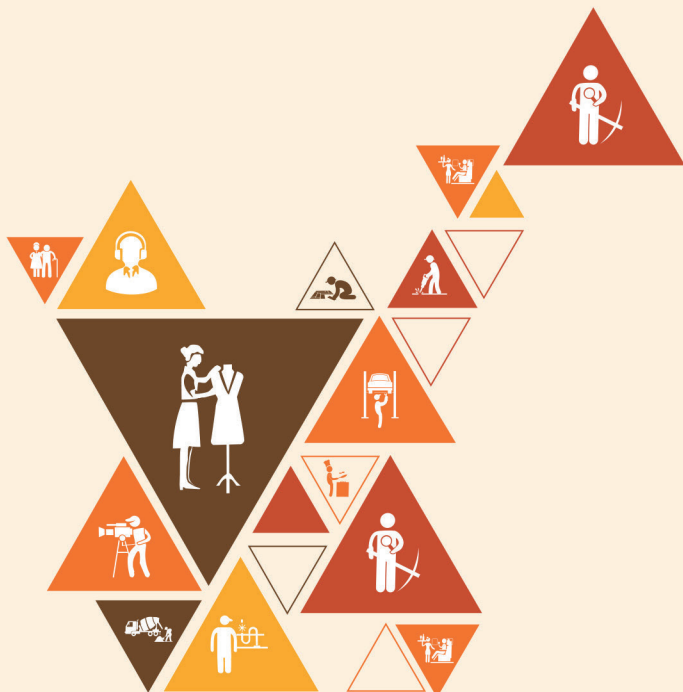


3. Maintain Safe and Secure Working Environment

Unit 3.1 - Measures to Ensure Safe and Secure Working Environment

Unit 3.2 - Safety while Handling CNG (During an Emergency)

Unit 3.3 - Fire Safety



(HYC/N 3102)

Key Learning Outcomes



At the end of this module, the trainee will be able to:

1. Explain the safety hazards at a Retail Outlet
2. Identify the safety measures for a customer at a Retail Outlet
3. Practice measures for a safe and secure environment
4. Describe the refuelling process of a CNG vehicle
5. Identify the safety measures while refuelling a CNG vehicle
6. Explain the importance of the fire triangle
7. List the different types of fire
8. Describe the procedure to use a fire extinguisher

UNIT 3.1: Measures to Ensure Safe and Secure Working Environment

Unit Objectives



At the end of this unit, the trainee will be able to:

1. Explain the safety hazards at a Retail Outlet
2. Identify the safety measures for a customer at a Retail Outlet
3. Practice measures for a safe and secure environment

Resources to be Used



- Available objects such as a duster, pen, notebook, etc.
- Chart papers, sketch pens, pencils and blank pages
- Participant handbook
- Trainer's guide
- Material and equipment required for hands-on practice

Ask



- When you went for the field visit to the retail outlet, did you see some boards displaying the emergency service numbers?
- What do you think is the purpose of displaying the numbers of these emergency services? What kind of emergency situations can occur at a retail outlet? Let us think together.

Emergency Service		
1	POLICE	100 /
2	FIRE	101 /
3	AMBULANCE	102 /
4	DEALER NO.	
5		

Fig. 3.1.1. Generic emergency service number at retail outlet

EMERGENCY SERVICES आपतकालीन सुविधायें BP - BKC COMPANY OWNED COMPANY OPERATED OUTLET (COCO)			
Doctor Dispensary Dr. RASHEED	8879139023	डॉक्टर राशेद राशेद	8879139023
Breakdown / Accident MARUTI	18004200	ब्रेक डाउन / अकसीडेंट मारुती	18004200
Towing HANFI	26502456	टोइंग हान्फि	26502456
Road side Repair / Gar ASHPAK	9930817694	रोडसाइड अशपाक	9930817694
Tyre Service VINAY	9870834826	टायर सर्विस विनाय	9870834826
Police Station BKC (Near HPC RO)	26504481	पोलीस स्टेशन बीके (एनपीसी रो के पास)	26504481
Hospital ASIAN HEART HOSPITAL	66986666	हॉस्पिटल एशियन हार्ट हॉस्पिटल	66986666

Fig. 3.1.2. Emergency service number at retail outlet

Do



- Divide the participants into pairs.
- Distribute some blank pages and pens to each pair for making notes.
- Let the participants discuss the kind of safety hazards at a Retail Outlet.
- The participants will discuss and come up with the safety hazards and note it down.
- Conduct a discussion with the entire class and create a map of all the ideas on the whiteboard.
- Guide the discussion towards the hazards which occur due to breach in safety. Give some examples and cues to help them come up with new ideas.

Notes for Facilitation



- After the discussion, ask the participants to create a table as given below referring to the points discussed.
- Ask the participants to use the notes section of the participant handbook for this exercise.

Safety Hazard	Causes	What could happen?	How it can be prevented?

Explain



- The Retail Outlet deals with highly flammable products, which may pose several risks like a fire or an explosion.
- It may cause environmental damage, injury, health effects and damage to property.
- All the staff members should be adequately trained in fire-fighting and other safety measures.
- During any emergency situation, the emergency service numbers should be contacted immediately.
- Inappropriate movement of cars and other vehicles on the forecourt can lead to accidental collisions with structures, people and other vehicles.
- The monsoon increases the possibility of slips, trips and falls. The Retail Outlet Attendant must be trained to look after all such mishaps that happen at the Retail Outlet.
- If there are fuel and oil spillages on the forecourt, it should be promptly managed.

Do



- Make small flashcards using chart papers. Write the situations on them as given below and keep them ready for the activity.
- Make four sets of these flashcards. Distribute one set of flashcards to each group.
- Also, distribute some blank pages and pens to make their notes.
- Divide the participants into four groups and ask them to discuss which of these situations could cause a safety hazard.
- Ask the groups to segregate the hazardous and non-hazardous situations.
- Ask them why they think so.
- Give them time to discuss and make their notes.
- Initiate a discussion with the entire class when all the groups have closed their discussion and written their notes.
- Create a map of all the ideas on the whiteboard for each of the situations.

Customer eating chips while sitting in the car

Customer's friend talking on the mobile phone

Customer and his wife speaking loudly to each other

Customer smoking while waiting in the queue for his turn

Customer and his wife speaking loudly to each other

Customer lighting a match stick to burn an agarbatti

Attendant dispensing fuel during decantation

Customer's baby crying loudly

Customer carrying petrol/diesel in plastic/glass bottles

Attendant carrying mobile phone in his pocket

Customer not switching off the engine

Oil spilling on the forecourt

Elaborate



- Petroleum products are highly inflammable and are, therefore, dangerous if not handled properly.
- All Attendants are expected to keep their mobile phones in the locker/office/area allocated by the office.
- Remember, fuel should not be dispensed during tanker decantation.

UNIT 3.2: Safety while Handling CNG (During an Emergency)

Unit Objectives



At the end of this unit, the trainee will be able to:

1. Describe the refuelling process of a CNG vehicle
2. Identify the Safety Measures while refuelling a CNG vehicle

Resources to be Used



- Available objects such as a duster, pen, notebook, etc.
- Participant handbook
- Materials required for hands-on practice

Ask



- What is CNG?
- How is it different from petrol?
- What are the safety measures to be followed while handling CNG?

Explain



- Safety measures while Handling CNG:
 - Always ask the customer to park the vehicle about 2 to 3 feet away from sources of ignition and fire, and switch off the vehicle's engine.
 - Ask the driver along with the passengers to step outside the vehicle during the process of refuelling. Check for the CNG Compliance Plate while refuelling a vehicle.
 - CNG Compliance Plate is a mandatory prerequisite. This is the compliance certificate issued by the company that fits the CNG kit in the vehicle.
- Educate the CNG vehicle owners to:
 - Always use an approved CNG kit and cylinder.
 - Avoid using sub-standard cylinder and fittings.
 - Never install LPG, Propane or any other cylinder instead of a CNG cylinder.

Activity



- Ask participants to conduct a survey of CNG vehicle owners in the neighbourhood based on the details below:

Name of the vehicle owner (optional)	
Type of vehicle	
Does the vehicle have a CNG Compliance Plate?	
Are the vehicle owners aware of the safety measures while handling CNG?	

Brief the participants about the activity. Their aim while doing the survey should be to educate the CNG vehicle owners about the safety measures.

Elaborate



- Natural gas is a clean, low cost, domestically available alternative fuel that can power our vehicles. The advantages of energy independence and reliance on CNG are a reduction in foreign oil imports, the reduced cost compared to petrol and less emissions, which have been well documented. However, there may still be a misconception about the safety of Compressed Natural Gas (CNG) compared to petrol.
- All fuel sources contain energy that is released through combustion and any fuel can be potentially dangerous if not properly handled. Over time, we have learned to harness these fuels for heating, light and powering our vehicles.
- Natural gas or methane is a non-toxic gas that is lighter than air. This means that it will not puddle (like petrol) or sink to the ground like propane, which is heavier than air. Instead, natural gas will rise and dissipate in the atmosphere while also having a higher ignition temperature.

Field Visit



- Arrange a field visit to some Retail Outlets where CNG is also available.
- Prior to the visit, brief the participants about the field visit.
- Create an observation checklist (refer to the one given below), on the whiteboard.
- Ask the participants to create the observation checklist format in the notes section of their participant handbook.
- If you can arrange for a printed copy of the checklist, then distribute it to the participants.
- Repeat the demonstrations at the Retail Outlets for safety measures while handling CNG.
- Team the participants in groups with the Retail Attendants and so that they will observe them at work.
- Arrange for some hands-on practice sessions for the participants at the Retail Outlets.
- Following the field visit, conduct a discussion on all the observations and the key learnings of the visit.

Retail Outlet Observation Checklist

Name of the Participant:			
Name of the Retail Outlet:			
Address:			
Oil Company			
Name of the Owner:			
Date of Visit:			
Time of Visit:			
Observations:			
Were the safety measures followed while handling CNG at the Retail Outlet			
	Yes	No	
Did the Attendant request the customers to park the vehicle about 2 to 3 feet away from sources of ignition fire?			
Did the attendant request the customers to switch off the vehicle's engine?			
Did the attendant request the driver along with the passengers to step outside the vehicle during the process of refuelling?			
Did the attendant check for the CNG Compliance Plate while refuelling a vehicle?			
Did the attendant check if the receptacle on the vehicle and the nozzle on the dispenser match or not?			
In the above case, did the attendant NOT use an adaptor to refuel the vehicle?			
Are the Attendants aware about the safety measures while handling CNG during an emergency?			
Observe the Retail Outlet Attendant while on CNG duty. Note down your observations here.			

Observe the Fuel Dispensing unit being used by the Retail Outlet Attendant and note down your observations here.

Note any other observation worth mentioning here:

UNIT 3.3: Fire Safety

Unit Objectives



At the end of this unit, the trainee will be able to:

1. Explain the importance of the fire triangle
2. List the different types of fire
3. Describe the procedure to use a fire extinguisher

Resources to be Used



- Available objects such as a duster, pen, notebook, etc.
- Participant handbook
- Materials required for hands-on practice

Do



- Show the following news clippings to the participants:



16 injured, 1 critical after two oil tankers catch fire

Times of India - 12-Jan-2018

HYDERABAD: Sixteen people were injured - one of them critically - after a major fire broke out in Medipally, on the city outskirts, on Friday afternoon, when ... conducted by the local police and fire service department sleuths hint at the possibility of pilferage of fuel from an oil tanker, as the reason for the fire.



Two vehicles gutted in fire at petrol pump

Times of India - 20-Jan-2018

VADODARA: A major fire incident was averted when a two-wheeler and a bike were caught in flames at a petrol pump on Pratapnagar Road on Saturday noon. Petrol pump ... However, the petrol pump attendants, using their presence of mind, quickly got fire extinguishers and doused the fire. Get latest ...



Major fire accident averted as CNG cylinder-laden truck catches fire ...

Times of India - 13-Oct-2017

INDORE: A major tragedy was averted in Ujjain on Friday when a mini truck laden with CNG cylinders caught fire at a petrol pump in Shri Vishala area, adjacent to densely ... As the truck caught fire, the driver drove it away from the pump and abandoned it on Rishi Nagar main road, before fleeing the spot.

Say

- Retail Outlets are at a high risk of fire mishaps, as this place has facilities like an electrical room, a generator room, a compressor room, and fuel dispensing units.
- These facilities can cause major fire hazards that could harm both the staff at the Retail Outlet and the customers.
- To ensure you are prepared for any fires that may arise, always keep fire extinguishers handy at your store and make sure all the staff are trained to use them.

Ask

- What are the components needed to start a fire?

Team Activity

- Create flash cards of these six elements.
- Prepare four sets of these flash cards.
- Divide the class into four groups and let them discuss and present what components are required to start the fire.

Water

Air

Fuel

Hydrogen

Heat

Oxygen

Ask

- Ask the groups to identify the source for each of the component in the Fire Triangle.

Elaborate

Use the fire triangle and explain how a fire is caused.

The sides of the triangle show the necessary ingredients for fire: heat, fuel and oxygen.

- Heat: The burning source.
 - Fuel: Solid, liquid, or gas that burns.
 - Oxygen: It supports the chemical process where fuel reacts with oxygen to produce fire.
- Fire is extinguished when one of these components is controlled.

Say

- Based on the materials involved, fire has been classified into four different types.

Explain



- Refer to the participant handbook and explain the types of fire.

Say



- How do we fight fire? We do so with the use of a fire extinguisher. It is very important for the Retail Outlet Attendant to know about and choose the right fire extinguisher to tackle a fire.

Demonstrate



- Organise a demonstration session for the participants on the use of fire extinguishers.

Elaborate



Here are some safety tips while using a fire extinguisher.

- Maintain a safe distance (approximately 6 to 8 feet) while using a fire extinguisher.
- Ensure that you are standing in the same direction as the air flowing (if you stand in the opposite direction you might end up as the victim of fire).
- While aiming, point to the base of fire or root of fire ignited, because when you squeeze the extinguisher, it creates a foam surface on the fire, and stops one of the factors causing the fire.

Notes for Facilitation



- Conduct a follow-up discussion following the demonstration to recapitulate the different types of fire extinguishers and their uses.

Say



- To ensure you are prepared for any fires that may arise, always keep fire extinguishers handy and make sure all the staff are trained to use them.
- Schedule routine fire extinguisher inspections to verify that they function properly.

Ask



- Ask the participants if they have any questions and resolve the queries before closing the session.

Team Activity



Divide the class into four groups and conduct the activity.

Ask the groups to consider themselves as 'Safety Ambassadors' at the Retail Outlet where they are working. The Safety Ambassadors are assigned a task to check all the safety aspects at the Retail Outlet are being followed. They are supposed to educate the other staff and customers if necessary to follow safety measures and precautions all the time. They are assigned the task of checking and ensuring all the fire extinguishers are in working condition. They are supposed to conduct mock safety drills and safety audits at the Retail Outlet and present a report to their supervisor.

Each group will prepare a plan on how they will perform the tasks assigned as Safety Ambassadors.

Distribute some chart papers, blank pages and coloured pens to the groups to prepare the plan.

Give them time for discussion and each group will prepare a plan and present their plan to the class.

Notes



Scan the QR codes or click on the link to watch the related videos



(HYC/N 3102)

<https://www.youtube.com/watch?v=embKUGDyPEc>

Safety at petrol pump- Indian Oil

Scan the QR codes or click on the link to watch the related videos



(HYC/N 3102)

<https://www.youtube.com/watch?v=SWP4ur1bloY>

Stay Safe at Petrol Pumps





Skill India
कौशल भारत - कुशल भारत



सत्यमेव जयते
GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP



N.S.D.C.
National
Skill Development
Corporation

Transforming the skill landscape

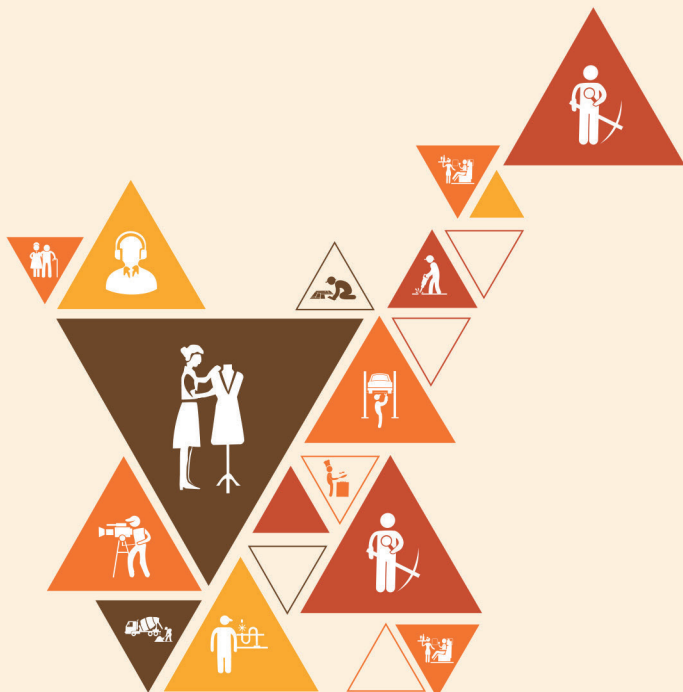


4. Maintain Health and Hygiene Habits

Unit 4.1 - Cleanliness at the Workplace

Unit 4.2 - Personal Hygiene Practices

Unit 4.3 - Precautionary Health Measures



(HYC/N 3103)

Key Learning Outcomes



At the end of this module, the trainee will be able to:

1. Describe ways to Maintain Cleanliness around the Workplace
2. Describe the ways to Maintain Good Health and Physical Fitness
3. Explain the habits to Maintain Personal Hygiene
4. Describe how to Maintain Dental Hygiene
5. Explain the term 'Grooming' and how to be well groomed
6. State the Precautionary Health Measures

UNIT 4.1: Cleanliness at the Workplace

Unit Objectives



At the end of this unit, the trainee will be able to:

1. Describe ways to Maintain Cleanliness around the Workplace
2. Describe the ways to maintain Good Health and Physical Fitness

Resources to be Used



- Pictures of some tidy houses and some untidy ones
- Blank papers and coloured pens

Do



- Divide the participants into two groups and provide them the pictures of both the tidy and untidy house.

Team Activity



- Tell them to discuss which place they prefer living in and why, and what are the drawbacks of the other option.
- What are the short term and long term effects of both on the people present/living in these two conditions?
- The participants can note down important points and the outcomes of the discussion.
- Ask one member of the group to present the line of thought of that group.

Say



- Thank you for participating in this activity.
- Let us now note down the important points and the outcomes of this discussion. A person spends substantial amount of time at home and at the workplace.
- Thus, like home, a neat and tidy work place will have a positive effect on health – both physical and mental.
- On the contrary, a shabby and unhealthy workplace will negatively affect the health of the employees and others.
- Moreover, at a workplace like theirs, a lack of cleanliness may increase the chance of accidents taking place.

Team Activity



- Divide the participants into four or five groups depending on the batch size.
- Provide each group with some blank papers and pens.
- The groups will discuss and come up with a cleanliness checklist for their workplace.
- Give them time to discuss and ask them to list the checklist points on the paper.
- Once all the groups are done with their checklist, each group will present the points to the class.

Do



Initiate a discussion and consolidate all the checklist points to create a common checklist.

A sample cleanliness checklist is given here for reference.

- Is the floor clean and clear of waste?
- Are there ways to warn people about a wet floor?
- Is the floor in good condition or does it have holes or loose tiles or bricks?
- Are precautions taken in areas where spills, moisture or grease are likely?
- Are pointed objects like nails or other metal objects on the floor?
- Are electric wires found trailing in the premises?
- Are personal articles like clothing or lunch boxes properly placed?
- Is the floor well-drained?
- Are all spills wiped up quickly?
- Are spill absorbents used for greasy, oily, flammable or toxic materials?
- Are used rags and absorbents disposed of promptly and safely?
- Is the spill area cordoned off by a barrier to prevent the spill from spreading?
- Are machines and tools cleaned regularly?
- Are separate and approved containers maintained for toxic and flammable waste?
- Are waste containers located where the waste is produced?
- Are waste containers emptied regularly?
- Are toxic and flammable waste chemicals handled properly?
- Is material stacked securely, blocked or interlocked if possible?
- Are materials stored in areas that do not interfere with the workers or the flow of materials?
- Are all storage areas clearly marked?
- Are the light sources at the proper places and in the right quantity?
- Is a backup supply of electricity available?

Say

- Thank you for the participation.
- Let us now discuss the answer for each question.
- For proper cleanliness at the work place, it is essential that certain parameters be fulfilled by all.
- A clean and dry floor area reduces the chances of accidents and injuries.
- A clean and organised workplace increases ease of work when compared to a messy workplace that may increase the incidents of accidents.
- Proper light arrangements ensure efficient and safe working practices.
- Proper and safe waste disposal is essential for a hassle free and healthy work environment.

Elaborate

5S Process

The 5S Process is a structured program to systematically achieve total organisation, cleanliness, and standardisation in the workplace. A well-organised workplace results in a safer, more efficient, and more productive operation. "5S" was invented in Japan, and stands for five Japanese words that start with the letter 'S': Seiri, Seiton, Seiso, Seiketsu, and Shitsuke.

Japanese Term	English Translation	Meaning
Seiri	Tidiness	Discard unwanted materials from the workplace
Seiton	Orderliness	Set everything in proper place for quick retrieval and storage
Seiso	Cleanliness	Keep the workplace clean, everyone should be a janitor
Seiketsu	Standardisation	Standardise the way of maintaining cleanliness
Shitsuke	Discipline	Practice "5S" daily – make it a way of life; this also means 'commitment'

Seiri (Tidiness)

The first step of the "5S" process, seiri, refers to the act of discarding all unwanted and unnecessary materials at the workplace. The idea is to ensure that everything kept in the workplace is related to work. Even the number of necessary items in the workplace must be kept to its absolute minimum. Because of seiri, simplification of tasks, effective use of space, and careful purchase of items follow.

Seiton (Orderliness)

Seiton, or orderliness, is all about efficiency. This step consists of putting everything in an assigned place so that it can be accessed or retrieved quickly. If everyone has quick access to an item or material, work flow becomes efficient, and the worker becomes more productive. The correct place, position, or holder for every tool, item, or material must be chosen carefully. Every single item must be allocated its own place for use and safekeeping. Each location must be labelled for easy identification.

Seiso (Cleanliness)

Seiso consists of cleaning up the workplace and giving it a 'shine'. Cleaning must be done by everyone in the organisation, from operators to managers. It would be a good idea to have every area of the workplace assigned to a person or group of persons for cleaning. No area should be left unclean. Everyone should see the 'workplace' through the eyes of a visitor - always thinking if it is clean enough to make a good impression.

Seiketsu (Standardisation)

The fourth step of "5S", or seiketsu, more or less translates to 'standardised clean-up'. It consists of defining the standards by which personnel must measure and maintain 'cleanliness'. Seiketsu encompasses both personal and environmental cleanliness. Personnel must therefore practice 'seiketsu' starting with their personal tidiness. Visual management is an important ingredient of seiketsu. Standardised color-coding of the surroundings helps in easier visual identification.

Shitsuke (Discipline)

The last step of "5S", Shitsuke, means 'Discipline.' It denotes commitment to maintain orderliness and to practice the first 4S as a way of life. The emphasis of shitsuke is elimination of bad habits and constant practice of good ones. Once true shitsuke is achieved, personnel voluntarily observe cleanliness and orderliness at all times, without having to be reminded by the management.

Notes for Facilitation

- It is very important to confirm that all participants have the ease to express themselves during activities.
- While emphasising the importance of a clean workplace, make sure the participants get enough time to go through the details of each point, discussed by you, in the participant handbook.
- You may use the whiteboard to enlist the questions of the checklist.

UNIT 4.2: Personal Hygiene Practices

Unit Objectives



At the end of this unit, the trainee will be able to:

1. Explain the habits to Maintain Personal Hygiene
2. Describe how to Maintain Dental Hygiene
3. Explain the term 'Grooming' and how to be well groomed

Resources to be Used



- Available objects such as a duster, pen, notebook etc.
- Case study worksheets, Question Set

Ask



- What do you understand by the term "Health?"
- According to you, who is a healthy person?

Say



- Let us explore our understanding of these two questions through a team activity.

Team Activity



- Divide the class into six groups.
- Assign a Case Study to each group.
- Distribute some blank papers and pens to the groups for notes.
- Write the two questions given in the question set on the white board.

CASE STUDY 1

Mohit is a very popular and handsome guy. All the girls like to go out with him. He goes out with a new girlfriend every week. Mohit works out a lot to maintain his looks. He spends two hours at the gym every day and does a lot of weight lifting. To build up his muscles, he eats a lot of high protein foods such as milk, eggs, fish, chicken and meat. He also drinks a lot of water. During weekends, he hangs out with his friends in nightclubs and pubs and drinks a lot. They spend all night dancing and drinking. They also smoke occasionally. On Sundays, Mohit goes hiking or cycling very early in the morning, having only slept a few hours. Then, another week starts all over again!

CASE STUDY 2

Shivam is a 15-year-old boy who suffered injuries from an accident some years ago. Since then, he has been paralysed and is on a wheelchair. Even after the traumatising accident, Shivam has been able to adapt with the help and support of his family and friends. His parents have redesigned the house to make it wheelchair friendly. He went to rehabilitation sessions and has learned to perform his everyday tasks. Shivam enjoys each day of his life.

CASE STUDY 3

Shreya has always been an overweight child. After many failed diet plans, she finally stopped focusing on having an ideal weight. All she wants is to feel good about herself and enjoy eating. She tries to eat a balanced diet every day but indulges in her favourite food from time to time. She knows that this is a relatively high calorie choice but since she only has it occasionally, she thinks it is fine. Shreya attends yoga classes twice a week, and goes cycling in the neighbourhood every day after school. She also goes for swimming on weekends. Ever since she has been comfortable about her weight, she has been able to be happier and has met many new friends.

CASE STUDY 4

Twenty seven year old, Ishita, is so afraid of gaining weight that she weighs herself every morning. If she has gained a few grams, she takes on a diet to lose the “extra” weight. She also runs six miles every day after supper to burn “extra” calories. Lately, she has become so careful about her food intake that she has stopped eating out with her friends on weekends to avoid the extra fat and calories! So, she stays home and watches TV instead. Recently, she has started smoking. It makes her feel less hungry and it is something she can still do with her friends.

CASE STUDY 5

Pawan is a very good grade 10 student. He manages his time in order to both study and enjoy different activities with his friends. He and four other boys play basketball every day in his backyard. On Saturdays, they all go skating. On Sundays, he goes cycling with his family. Pawan knows that being in good shape requires good nutrition. So, he maintains a healthy balanced diet. Lately, he has started thinking about what he wants to be. His father, a very successful lawyer, wants him to go to law school. Pawan is not sure about that. He has other plans in mind but does not feel he can discuss them with his parents. This has been affecting his morale and he has not been able to sleep very well lately.

CASE STUDY 6

Nirav is a very successful businessman. He owns three multi-million dollar companies. Since he does not trust anyone, he has to manage all the three by himself. His day starts at 5 am with his physical workout session at his personal gym. Then he takes a shower, grabs a cup of coffee and heads to his first company by 7 am. He spends the whole morning there, and then has a quick lunch in a nearby restaurant on his way to the second company. He spends another 5 to 6 hours there and then heads to the third company in the late afternoon. By that time, Nirav is having his sixth cup of coffee to stay awake during the evening, when he reviews documents with his personal assistant. He also schedules review meetings every Monday with his teams at his three companies that go very late into the night. When he gets back home, it is already 11 pm. His kids have gone to bed. His wife is still out for dinner or at another social event. Nirav goes directly to bed at midnight to get rest for the next day. He spends time with his family only on weekends, if he is not on a business trip. Nirav’s wife is feeling very lonely and unhappy. Although she knows Nirav works really hard to make more money and provide for the family’s needs, she cannot take it anymore and is considering a divorce.

QUESTION SET

- What are the factors affecting the character's health? Enlist both positive and risk factors.
- What is your advice to the character in the case study to improve his/her health?
- Each group will discuss the health practices of the character in the case study assigned.
- The group will then discuss the answers to the questions in the Question SET.
- Each group can then present the case to the rest of the class by either reading it or role-playing it. Encourage role play.
- The outcome of the activity should present whether the person described in each case study is happy and healthy and if not, why.

Say

- Taking the inputs from the case studies, let us now discuss the ways to maintain good health.

Notes for Facilitation

- Some probable responses to the question set of the case studies are as follows:

Case Study #	Positive factors	Risk factors	Conclusion
1	Being popular and good looking (improves self-esteem and confidence), physical activity, drinks a lot of water	Lots of sexual partners, excessive exposure to UV rays, drinking alcohol, substance abuse, lack of sleep on weekends	Despite a very active lifestyle and a high self-esteem, he has a lot of unhealthy practices and would not be considered a healthy person.
2	Strong support from family and friends, independent in handling daily activities	Physical disability that is not directly affecting his health	He is a very happy person who has managed to adapt to a very traumatic experience, thanks to the help of his friends and his family. He can be considered healthy, despite his physical disability.
3	Satisfied with her body shape, conducting stress management, fit, very active, lots of friends, nutritional balance	Overweight	Although she is overweight, Shreya is happy about her weight and is very fit. So she might be considered a healthy person. Ideal weight is not always a good indicator of health. Some people might be thin but unfit compared to overweight persons.

Case Study #	Positive factors	Risk factors	Conclusion
4	Ideal weight	Excessive exercise, focus on body weight, social isolation, and smoking to decrease hunger feeling	She has an extremely distorted perception of health, with too much focus on weight and food choices. The key is balance. Too much of something is as bad as too little. There are other components affecting her well-being such as decreased socialisation, and lack of satisfaction with her body size. This is definitely not a healthy person.
5	Good time management, lots of friends, active lifestyle, balanced nutrition, good school achievement	Lack of communication with his parents, stress regarding future education and career choices	He is a healthy teenage boy who knows how to balance things. However, unless he confronts his parents regarding his personal interests, he might start feeling mentally stressed.
	Successful businessman, physically active, wealthy	Lack of sleep, skipping breakfast and supper, lots of coffee, very high stress level, very little family time.	Despite being successful in his professional life and being physically active, he is not a very healthy person. He is doing much more than his body and mind can handle. He is missing quality time with his family, which he will never be able to make up for. He definitely lives a very stressful and unhealthy life.

- These case studies are designed to trigger discussions on several aspects of health such as balanced life, body image, lifestyle and social support.
- The probable responses to the question set for case studies are for reference and not comprehensive.

Ask



- Is it necessary to practice personal hygiene every day? Why?
- How does a person feel when they do not practice good personal hygiene? Why?
- Can good personal hygiene help a person feel good about his/her self? How?

Say



- Discuss the meaning of hygiene. Refer to the participant handbook.

Activity



Health Standard Checklist: Hygiene

Say



- Let us conduct an exercise to find out if we maintain good hygiene habits or not.
- Open the 'Personal Hygiene Practices' section of your participant handbook.
- Consider the 12 points given under the practices to maintain good hygiene.
- Tick the points which you think you follow.
- Try to be as honest as possible.

Do



- Ensure that all the participants have opened the right page in the participant handbook.
- Read aloud the points for the participants and explain them if required.
- Give them some time to do the exercise.
- Then ask the participants to check how many ticks they have got.
- Ask them to calculate their score.
- Initiate a discussion on the ways to maintain good health.
- Arrange for a yoga session or an exercise session to be conducted for the participants.

Say



- Your scores are indicators of your standards of hygiene.
- It is essential to follow the 12 basic personal hygiene practices.

Do



- Initiate a discussion on the ways to maintain good health.
- Arrange for a yoga session or an exercise session to be conducted for the participants.

Ask



- How important is a smile in our day to day life?
- How do you feel if you are appreciated for your bright smile?
- Can a healthy smile earn brownie points while working?

Say

- A bright, healthy smile helps people survive pressure conditions.
- A bright, healthy smile is an indication as well as a source of confidence.
- A smile can help us develop cordial relations with our co-workers as well as our customers.
- Let us do a fun activity.

Activity

Rate your Smile

- Participants should rate their smile on a scale of 1 to 5.
- Similarly, make pairs of participants and instruct them to rate each other's smile on a scale of 1 to 5, with 1 being dull and forced whereas 5 being the brightest and most spontaneous.
- The ratings will be shared with each other and compared with the ratings given to them.

Ask

- Do you know how many facial bones a human body has?

Say

- There are fourteen bones in the facial skeleton of the human body.
- This fun activity actually was a small exercise for our facial bones.
- A person's perception about herself/himself can differ from that of another's about him/her.
- A clean, healthy smile is not only an added advantage in our social life but also an indicator of the standard of our oral hygiene.
- Good oral hygiene can help prevent bad breath, tooth decay and gum disease and keep your teeth strong.

Do

- Mention the ways to maintain dental hygiene. Refer to the participant handbook.

Notes for Facilitation

- Arrange for a session where you can invite a dentist to the class to explain about dental problems due to bad hygiene.

Do



- Keep the handout ready with the case study and related questions given below.

Why Was I Shown The Door?

Prema worked in a factory that manufactured kids clothing. The supervisor admired her work and always appreciated her. Prema had very few friends at work. She could never understand why she had few friends. She was always ready to lend a helping hand and went out of her way to thread needles, change thread, and so on, for co-workers.

Prema hardly spent any time on grooming in the morning. She had body odour, and others found it offensive. Few tried to tell her in a polite way, but she did not get the message. One day Prema overheard several of the women talking and laughing about buying her a bar of soap, deodorant, for her birthday. She went over and slapped one of the women. Prema was fired.

- Why was she fired?
- Should she have been fired?
- Did the supervisor do his/her job correctly?
- Would you want to work with Prema? Why or why not?

Activity



- Divide participants into small groups.
- Explain that each group should read the case study "Why Was I Shown The Door?"
- The group should discuss and answer the questions given for the case study. Initiate a discussion in the class so that the groups come up with the answers and the reasons for 'Why Prema was fired?'

Say



- Grooming may not be the only factor for a person to have a socially and professionally satisfying work life but it can be a critical factor.
- Discuss the probable behaviour of the customer if the participants are well dressed and well groomed.
- Discuss the practices to be followed for being well-groomed.
- Bring out the significance of wearing a proper uniform at work.

UNIT 4.3: Precautionary Health Measures

Unit Objectives



At the end of this unit, the trainee will be able to:

1. State the Precautionary Health Measures

Resources to be Used



- Available objects such as a duster, pen, notebook, etc.
- Participant handbook
- Materials required for hands-on practice

Ask



- Can you recall some of the cleanliness and hygiene practices? Why have you been advised to follow those practices?

Say



- We are well aware that prevention is better than cure.
- It is therefore advisable to strictly follow certain practices that by and large will keep the diseases and accidents at bay or at least prevent their spread from one to another.

Team Activity



- Divide the participants into four teams and ask each group to enlist certain practices that can prevent diseases and accidents, especially in the participant's working environment.
- Distribute some blank pages and coloured pens to the groups.
- Ask them to prepare a chart based on what they have learnt during the unit, and make a presentation in front of the whole group.
- Invite each group to come and present.
- After each presentation, conduct a discussion with the entire class.
- Encourage other groups to ask questions to the group that is presenting.
- Congratulate the groups individually and sum up the discussion by adding points left out by the groups. Refer to the participant handbook.

Notes for Facilitation



- Organise a guest lecture.
- The lecture should bring out the importance of wearing a uniform at work, grooming and keeping good health.
- Note the important points shared by the guest lecturer and conduct a recap following the lecture.

Do



- Divide the class into groups of four participants.
- Give the following roles to each group:
 - 'Cleanliness at Workplace' Ambassadors
 - Hygiene Ambassadors
 - Grooming Ambassadors
 - Health Ambassadors
- Ask them to do the following within the group:
 - Give a name to their group
 - Create a logo for their group
 - Create a poster related to the topic showing what activities they would like to do as ambassadors, to ensure cleanliness at workplace, hygiene, grooming and healthy practices around them.
 - Tell them to relate the activities to the 5S process discussed.
 - Time the activity.
 - Invite each group one by one to come and present the poster to the class.
 - The groups will explain what the initiatives planned are, in order to achieve the task assigned.

Notes 



This image shows a full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. In the top left corner, there is a small orange icon consisting of three horizontal bars, resembling a list or document symbol. The word "Notes" is partially visible at the very top left edge.

This image shows a full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for handwriting practice or general note-taking. There are no margins, text, or other markings on the page.

Scan the QR codes or click on the link to watch the related videos



<https://www.youtube.com/watch?v=USGq89hxZIU>

GAS STATION CLEANING

Scan the QR codes or click on the link to watch the related videos



<https://www.youtube.com/watch?v=OoBhRg1hZ0s>

Industrial Hygiene: Petrol Station- Health & Safety Guidelines





Skill India
कौशल भारत - कुशल भारत



सत्यमेव जयते
GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP



N · S · D · C
National
Skill Development
Corporation

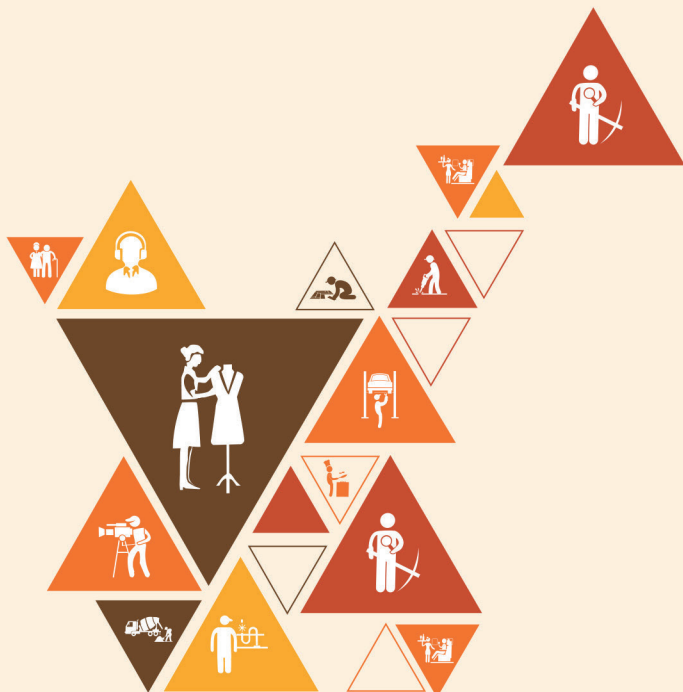
Transforming the skill landscape



5. Maintain Customer-Centric Service Orientation

Unit 5.1 - Engaging with Customers for Assessing Service Quality Requirement

Unit 5.2 - Customer Satisfaction



(HYC/N 3104)

Key Learning Outcomes



At the end of this module, the trainee will be able to:

1. Demonstrate engagement with customers to understand their service quality requirements
2. Perform in accordance with customer requirements

UNIT 5.1: Engaging with Customers for Assessing Service Quality Requirements

Unit Objectives

At the end of this unit, the trainee will be able to:

1. Demonstrate engagement with customers to understand their service quality requirements

Resources to be Used

- Available objects such as a duster, pen, notebook, etc.

Do

- Divide the participants into pairs.
- Ask them to discuss and write the answers for these questions.
- Who is a customer?
- Have you ever been a customer?
- Did you ever face any problems as a customer?
- Were you always satisfied with the services rendered?
- What happens when customers are happy and satisfied with the services rendered?

Do

- Elicit responses from the participants.
- Keep the session interactive.

Say

- Tell them that it is important to have an emotional engagement with customers.
- If customers are happy with the services, it also benefits the brand.

Elaborate

A consumer goes to a fuel station to purchase fuel. The consumer looks for:



Quality & Quantity Assurance



Rewarding Loyalty



Quick Filling



Efficient Forecourt Service



Premium Fuels



Cashless Transactions



Non-fuel Services

Ask

- Where do you buy your groceries from?
- Do you prefer to go to a particular restaurant?
- Why do we sometimes go to one particular shop to buy some things?
- Do you remember any instance where a sales person went out of the way to help you or made you feel special and valued?

Say

- We go to a particular shop as we are fully satisfied with their services and their products.

Do



- Divide the participants into four or five groups depending on the batch size.
- Distribute blank pages to the groups for the activity. Ask the participants to discuss within the group and come up with their answers for the following questions:
- What is a customer-centric approach?
- Why do we need to follow a customer-centric approach?
- What can we do to make our customers happy?
- Finally, conduct a large group discussion with the whole class.

Say



- A customer-centric approach is very important.
- A customer-centric approach means keeping your entire focus on the needs of your customer.
- Unless the customer is happy and satisfied, the brand will not benefit.

Do



- Ask them what they expect from a brand or product from a customer's viewpoint.
- Note down the responses and initiate a discussion.
- Guide the discussion to get the following points as responses.

**Trust**

Ability to provide what was promised, dependably and accurately

**Responsiveness**

Willingness to help customers promptly

**Empathy**

Degree of caring and individual attention you show to customers

**Assurance**

Knowledge and courtesy you show to customers, and ability to convey trust

**Tangibles**

Physical facilities and equipment, and your own (and others') appearance

Do



- Divide the participants into four or five groups depending on the batch size.
- Give them a situation for a role play and ask them to enact that situation.

Situation:

You are working as a Retail Outlet Attendant at a leading retail outlet. As a festival is approaching, your manager and owner are thinking about bringing out some schemes for the customers. They want the existing customers to feel valued and also want to attract new customers.

The owner and manager have called for a meeting. The Retail Outlet Attendants are invited to give their suggestions on what can be done.

Each group is to enact this scenario in the class and come up with a set of schemes.

Elaborate



- Value added services being offered by petrol retailers to attract the consumers are:

Quick Care Points

Free checkup for brake oil, engine oil, coolant, battery water etc.

Communication Facilities

Payphone facility and cyber hubs

Digital Air Towers

Maintenance of correct air pressure in tyres

Financing and Insurance

Financing for the vehicle and Insurance related counsel

ATMs

For banking transactions

Basic Services

Food counters, hygienic rest room facilities, first aid facility and drinking water through purifiers

Field Visit



- Arrange a field visit to a Retail Outlet.
- Brief the participants about the field visit. Let the class prepare an observation checklist in the notes section of their participant handbook.
- Ensure that the participants observe customer management at the Retail Outlet.
- You can also arrange for a printed copy of the checklist and distribute it to the participants.
- Group the participants with the Retail Outlet Attendant on duty for hands-on practice.
- Following the field visit, conduct a discussion on all the observations and the key learnings of the visit.

Retail Outlet Observation Checklist**Dealing with Customer**

Name of the Participant:	
Name of the Retail Outlet:	
Address:	
Oil Company	
Name of the Owner:	
Date of Visit:	
Time of Visit:	

Observe the Retail Outlet Attendant attending a customer at forecourt. Note down your observations here.

Observe the Retail Outlet Attendant attending a customer during peak rush hours at the forecourt. Note down your observations here.

Observe the Retail Outlet Attendant dealing with a customer complaint. Note down your observations here.

Observe the Retail Outlet Attendant making requests to a customer to follow certain rules. Note down your observations here.

Note down any other observation here that is worth mentioning:

UNIT 5.2: Customer Satisfaction

Unit Objectives



At the end of this unit, the trainee will be able to:

1. Perform in accordance with customer requirements

Resources to be Used



- Available objects such as a duster, pen, notebook etc.
- Case study worksheets, Question Set

Ask



- When you went for your field visit to the Retail Outlet, did you come across any customer complaint? What were the types of complaints registered?
- How were these complaints handled?
- What qualities and skills of the Retail Outlet Attendant helped them in finding solutions to the complaints made by the customers?

Team Activity



- Conduct a role play activity.
- Ask the trainee to assemble together.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.

Do



- Divide the class into groups of four participants.
- Assign one scenario to each group. The groups will build on the scenario and present their skit to the class.
- Give the groups enough time to discuss and then invite each group one by one to present their role play.

Scenario 1

You are Avinash, who works at a Retail Outlet. During peak hours, you see an old lady in her vehicle waiting for refuelling. She looks tired. She is not one of your regular customers.

What will you do?

Scenario 2

You are a Retail Attendant filling petrol for a customer. Suddenly, the customer picks up a fight with you over the reading displayed that he considers faulty, and he is not satisfied with the quantity filled. The customer alleges malpractice and threatens to go to the consumer court. There are other customers in the queue watching this. What will you do?

Scenario 3

You have joined as a Retail Outlet Attendant recently. Today, you have been assigned to take charge of dispensing fuel from dispensing unit no.4. A customer has come for re-fuelling. Not knowing that it is a diesel car, you fill petrol in the car. What will you do in such a situation?

Scenario 4

You are a Retail Outlet Attendant. You are at the forecourt and you see that a customer is sitting inside the car and talking on the mobile phone while his car is getting re-fuelled. What will you do in such a situation?

De-briefing Questions:

- What was the issue?
- How did the Retail Outlet Attendant handle the situation?
- What qualities and skills of the Retail Outlet Attendant came out in the role play?
- How would you have handled the situation if you were in their place?

Do**Debrief Questions:**

- What was the issue?
- How did the Retail Outlet Attendant handle the situation?
- What qualities and skills of the Retail Outlet Attendant came out in the role play?
- How would you have handled the situation if you were in their place?

After the debrief, ask all the participants to solve the exercise given in the participant handbook for this session.

- Ensure all the participants solve this exercise.
- Discuss the solutions for the exercise in the class.

Notes for Facilitation



Facilitating Role Plays

Preparing for the activity

1. Carefully review the details of the scenario and the character descriptions.
2. Become familiar with the key issues being addressed in the scenario.
3. Study the provided material so that you are ready to address issues related to the situations depicted in the role-plays.
4. Anticipate and know how to address issues participants might raise during the activity.

Conducting the activity

1. Introduce the activity. Emphasize that role-playing provides participants with an opportunity to apply their new knowledge, skills, and tools in situations that simulate actual interactions with customers.
2. Direct the members of each group to choose who will play the roles. Remind the groups that each participant should be given the opportunity to play/practice the different roles.
3. To maintain the spontaneity of the interactions during the role-play, ask the participants not to discuss the details of their roles prior to the role-play.
4. Give the groups enough time to discuss the role play and then conduct the role play.
5. Following the role play, conduct a debriefing session.
6. Encourage the participants to provide constructive criticism during their discussions.

Notes for Facilitation



Wrap the unit up after summarising the key points and answering questions.

Notes



Scan the QR codes or click on the link to watch the related videos



<https://www.youtube.com/watch?v=qG62hPjkISU>

IndianOil petrol pumps are now automatic

Scan the QR codes or click on the link to watch the related videos



<https://www.youtube.com/watch?v=8Gibb1AKBoY>

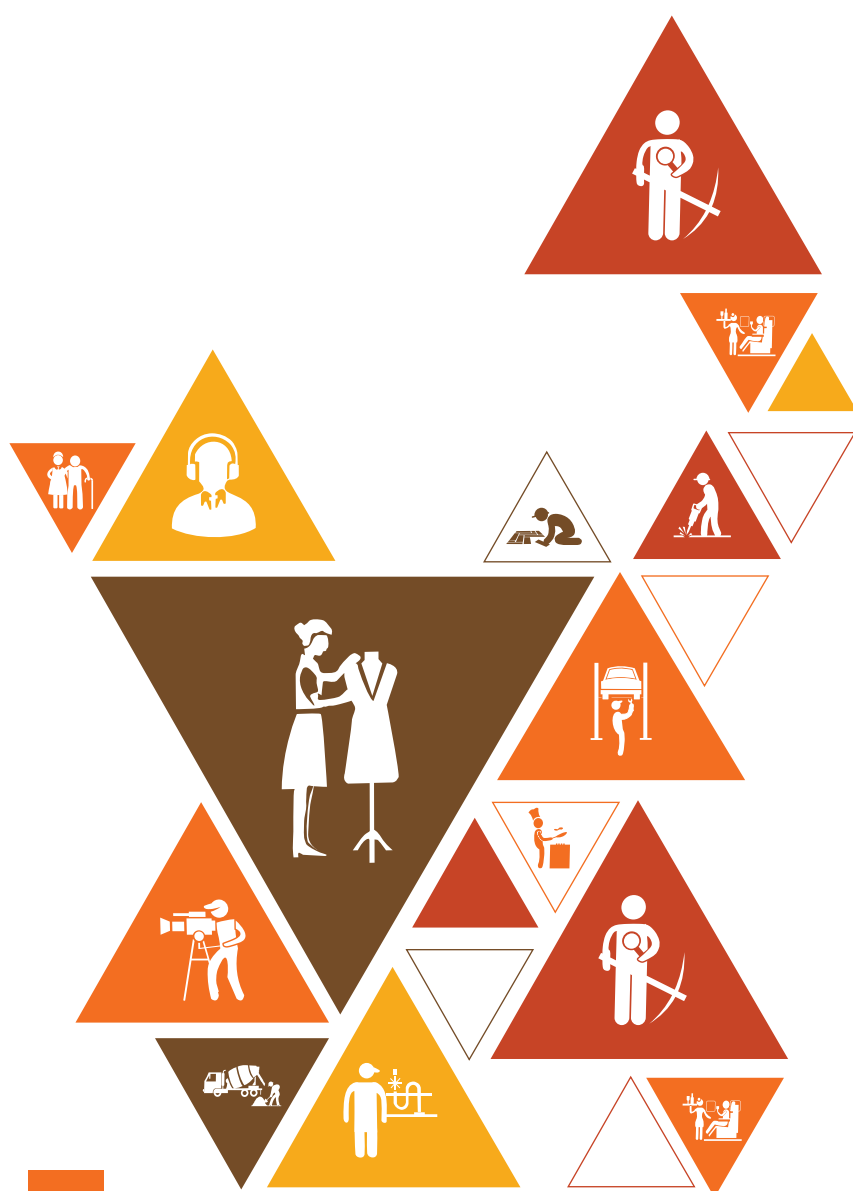
BPCL Fuel Station- Automation

Scan the QR codes or click on the link to watch the related videos



https://www.youtube.com/watch?v=M0cLRd_DzSc

Petrol And Gas Station Vocabulary





6. Annexure



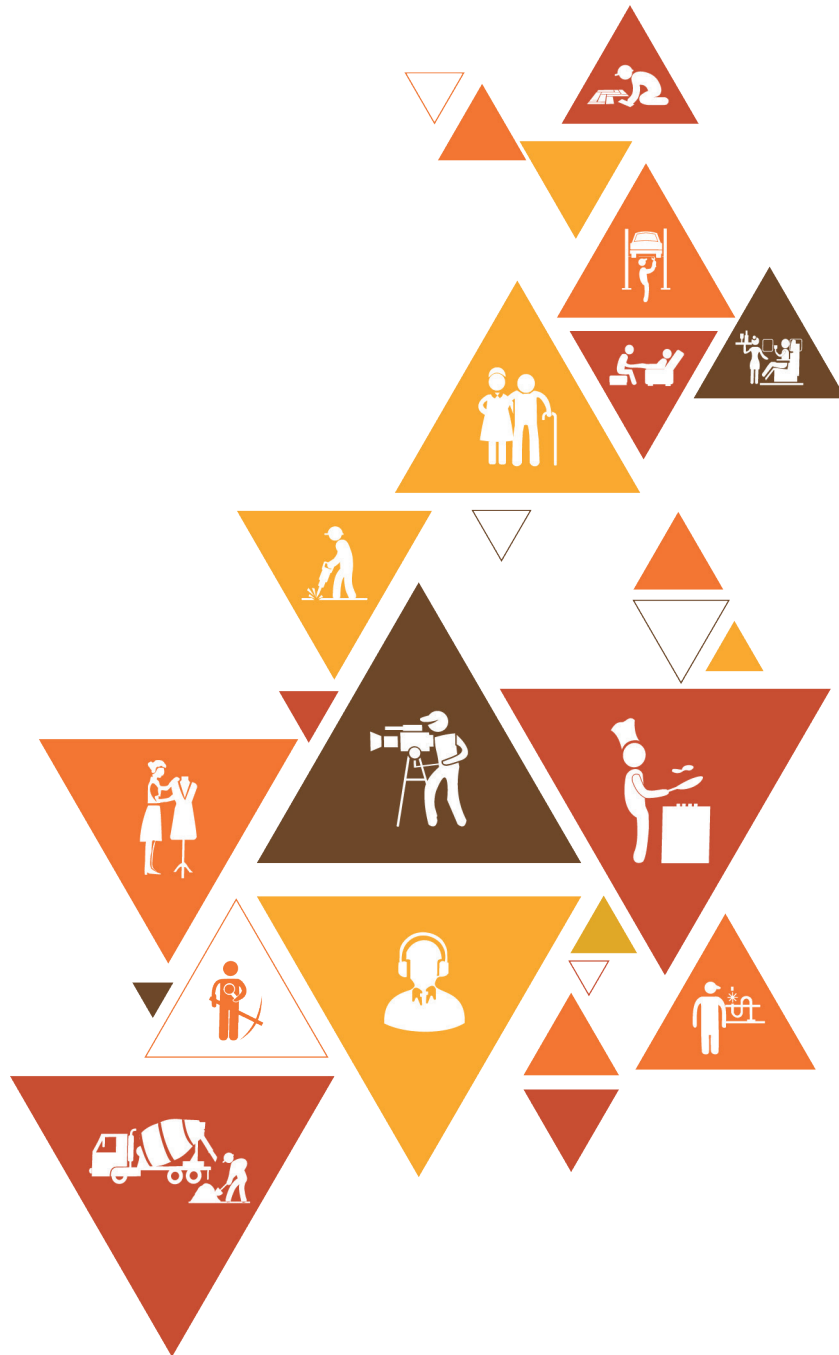
S No.	Module No.	Unit No. and Name	Topic Name	Page No.	URL	QR Code (s)
1	Module 1	Unit 1.1 Introduction to the training program	1.1 Introduction to the training program	15	https://www.youtube.com/watch?v=FsyAlv5Azws	 <p>Indian Oil Petrol Pump Walkthrough</p>
2	Module 1	Unit 1.1 Introduction to the training program	1.1 Introduction to the training program	15	https://www.youtube.com/watch?v=2k4OTERUCyc	 <p>PETROL STATION DESIGN</p>
3	Module 2	Unit 2.1 Perform Retail Outlet (Fuel Station) Activities	2.1 Perform Retail Outlet (Fuel Station) Activities	39	https://www.youtube.com/watch?v=FsyAlv5Azws	 <p>Indian Oil Petrol Pump Walkthrough</p>
4	Module 2	Unit 2.1 Perform Retail Outlet (Fuel Station) Activities	2.1 Perform Retail Outlet (Fuel Station) Activities	39	https://www.youtube.com/watch?v=wRKVg-1MOFM	 <p>Petrol Pump- How it works?</p>
5	Module 2	Unit 2.1 Perform Retail Outlet (Fuel Station) Activities	2.1 Perform Retail Outlet (Fuel Station) Activities	39	https://www.youtube.com/watch?v=UZ-lm4YZEfI	 <p>Bharat Petroleum training film</p>
6	Module 3	Unit 3.1 Maintain Safe and Secure Working Environment (HYC/N 3102)	3.1 Maintain Safe and Secure Working Environment (HYC/N 3102)	55	https://www.youtube.com/watch?v=embKUGDyPEc	 <p>Safety at petrol pump - Indian Oil</p>

S No.	Module No.	Unit No. and Name	Topic Name	Page No.	URL	QR Code (s)
7	Module 3	Unit 3.1 Maintain Safe and Secure Working Environment (HYC/N 3102)	3.1 Maintain Safe and Secure Working Environment (HYC/N 3102)	55	https://www.youtube.com/watch?v=SWP4ur1bloY	 <p>Stay Safe at Petrol Pumps</p>
8	Module 4	Unit 4.1 Maintain Health and Hygiene	4.1 Maintain Health and Hygiene	65	https://www.youtube.com/watch?v=USGq89hxZIU	 <p>GAS STATION CLEANING</p>
9	Module 4	Unit 4.1 Maintain Health and Hygiene	4.1 Maintain Health and Hygiene	65	https://www.youtube.com/watch?v=OoBhRg1hZ0s	 <p>Industrial Hygiene: Petrol Station - Health & Safety Guidelines</p>
10	Module 5	Unit 5.1 Maintain Customer-Centric Service Orientation	5.1 Maintain Customer-Centric Service Orientation	77	https://www.youtube.com/watch?v=qG62hPjkISU	 <p>IndianOil petrol pumps are now automatic</p>
11	Module 5	Unit 5.1 Maintain Customer-Centric Service Orientation	5.1 Maintain Customer-Centric Service Orientation	77	https://www.youtube.com/watch?v=8Gibb1AKBoY	 <p>BPCL Fuel Station- Automation</p>
12	Module 5	Unit 5.1 Maintain Customer-Centric Service Orientation	5.1 Maintain Customer-Centric Service Orientation	77	https://www.youtube.com/watch?v=M0cLRd_DzSc	 <p>Petrol And Gas Station Vocabulary</p>

Notes

[illegible]







Skill India

कौशल भारत - कुशल भारत



सत्यमेव जयते
GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP



N.S.D.C.
National
Skill Development
Corporation

Transforming the skill landscape



**HYDROCARBON SECTOR
SKILL COUNCIL**

Address: OIDB Bhawan Tower C, 2nd Floor, Plot No. 2, Vikas Marg, Sector 73, Noida 201301 (UP)

E-mail: admin@hsscindia.in

Web: www.hsscindia.in

Price: ₹