

# Curriculum on Agriculture Machineries

(For Non-Formal Vocational Education)

Level Prevoc-2

লাইব্রেরী

উপানুষ্ঠানিক শিক্ষা ব্যুরো  
গণপ্রজাতন্ত্রী বাংলাদেশ সরকার  
প্রাথমিক ও গণশিক্ষা মন্ত্রণালয়  
২৩২/১ তেজগাঁও শিল্প এলাকা, ঢাকা-১২০৮

*Developed by-*

Equivalence Non-Formal Vocational Education

Curriculum Development Project

**Bureau of Non-Formal Education**

Ministry of Primary and Mass Education

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উপানুষ্ঠানিক শিক্ষা ব্যুরো  
গ্রন্থাগার  
সংযোজন নং ৪৪২৫  
তারিখ .....

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**NATIONAL COMPETENCY STANDARDS**

**For**

**Agricultural Machinery**

**(NTVQF Prevocational Qualification Level 2)**

**Informal Sector Industry Skills Council**

**Bangladesh**

**BANGLADESH TECHNICAL EDUCATION BOARD**

**December, 2013**



**Bangladesh Technical Education Board**  
**Standard Curriculum Development Committee**  
**National Competency Standard**  
**for**

**Agricultural Machinery Level Pre-Voc-2**  
**Meeting held on 25-12-2013**

Sl. No	Name	Designation and Organization	Designation	Signature	Remarks
1.	Prof. Dr. Mohammad Ibrahim	Chairman, CMES, H-823, R-19(old), Dhanmondi, Dhaka	Chair person		CS Approved by SCDC Committee
2.	Mr. Deb Prosad Roy	Director(Technical) Corona Industries Ltd. Kazi Tower, 86, Inner Curcullar Road (4 <sup>th</sup> Floor), New Polton, Dhaka 01819488299 coronagroupbd@yahoo.com	Member		
3.	Mr. Subrata Ranjan Das	Director Business ACI Center, 245, Tejgoan I/A, Dhaka-1208 01714000174, 8878603-Ex-514 subrata@aci-bd.com	Member		
4.	Mr. Md. Humayan Kabi	Manager (Business Development) The Metal (Pvt.) Ltd. PBL Tower (9 <sup>th</sup> and 14 <sup>th</sup> Floor) 17, North C/A, Gulshan Circle-2, Dhaka-1212 01713164201, 9893981 mhk75@yahoo.com	Member		
5.	Mr. Md. Belal Hossain	Chief Instructor(Farm Machineries) Banccharampur Technical School & college, Brahmanbaria 01817516878	Member	 22/12/2013	
6.	Md. Rafiqul Islam	Deputy Director(Technical) Bureau of Manpower Employment & Training, Dhaka. 01731759009	Member	 25/12/13	
7.	Mr. Mohammed Abul Shahin Kowser Sarkar	Deputy Controller(Diploma) BTEB, Dhaka 01712251917	Member	 25.12.13	
8.	Md. Shahdat Hossain	Curriculum Specialist, BTEB 01558439769	Member	 25/12/13	



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# National Technical and Vocational Qualification Framework (NTVQF) for Bangladesh

## Agricultural Machinery: Pre-voc 2 Course Structure

000	Unit Code and Title		UoC Level	Hours
GENERIC – Compulsory (4 UoCs required)				180
1.	GNPV2001A1	Apply basic mathematics	Pre-voc 2	40
2.	GNPV2002A1	Identify Occupational Safety and Health (OSH) Practice in the workplace	Pre-voc 2	20
3.	GNPV2003A1	Apply basic English	Pre-voc 2	60
4.	GNPV2004A1	Apply basic Bangla	Pre-voc 2	60
SECTOR SPECIFIC– Compulsory (2 UoCs required)				40
5.	INFSSPV2005A1	Work in Informal (Agricultural Machinery ) Sector	Pre-voc 2	20
6.	INFSSPV2006A1	Use Hand Tools	Pre-voc 2	20
OCCUPATION SPECIFIC – Compulsory (4 UoC required)				140
7.	AGMPV2007A1	Prepare power tiller (two wheel tractor)	Pre-voc 2	40
8.	AGMPV2008A1	Operate power tiller (two wheel tractor)	Pre-voc 2	60
9.	AGMPV2009A1	Prepare power thresher (close drum and open drum thresher)	Pre-voc 2	20
10.	AGMPV2010A1	Operate power thresher (close drum and open drum thresher)	Pre-voc 2	20
Total Hours				360



## Bangladesh NTVQF with Job Classification

NTVQF Levels	Education Sector			Job Classification
	Pre-Vocation Education	Vocational Education	Technical Education	
NTVQF 6			Diploma in engineering or equivalent	Middle Level Manager /Sub Assistant Engr. etc.
NTVQF 5		National Skill Certificate 5 (NSC 5)		Highly Skilled Worker / Supervisor
NTVQF 4		National Skill Certificate 4 (NSC 4)		Skilled Worker
NTVQF 3		National Skill Certificate 3 (NSC3)		Semi-Skilled Worker
NTVQF 2		National Skill Certificate 2 (NSC 2)		Basic-Skilled Worker
NTVQF 1		National Skill Certificate 1 (NSC 1)		Basic Worker
Pre-Voc 2	National Pre-Vocation Certificate NPVC 2			Pre-Vocation Trainee
Pre-Voc 1	National Pre-Vocation Certificate 1 NPVC 1			Pre-Vocation Trainee

**Note: National Technical and Vocational Qualification Framework (NTVQF)**  
**At the Completion of the Pre-Vocational Programs the participants would move into training program at the NTVQF level 1**



## Qualification Level Descriptors

BTVQF Level	Knowledge	Skill	Responsibility	Job Class
6	Comprehensive actual and theoretical knowledge within a specific study area with an awareness of the limits of that knowledge.	Specialised and restricted range of cognitive and practical skills required to provide leadership in the development of creative solutions to defined problems	Manage a team or teams in workplace activities where there is unpredictable change Identify and design learning programs to develop performance of team members	Supervisor/Middle-Level Manager/Sub Assistant Engineer
5	Very broad knowledge of the underlying, concepts, principles, and processes in a specific study area	Very broad range of cognitive and practical skills required to generate solutions to specific problems in one or more study areas.	Take overall responsibility for completion of tasks in work or study Apply past experiences in solving similar problems	Highly Skilled Worker/ Supervisor (NSC 4)
4	Broad knowledge of the underlying, concepts, principles, and processes in a specific study area	Range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying the full range of methods, tools, materials and information	Take responsibility, within reason, for completion of tasks in work or study Apply past experiences in solving similar problems	Skilled Worker
3	Moderately broad knowledge in a specific study area.	Generic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	Work or study under supervision with some autonomy	Semi Skilled worker
2	Generic underpinning knowledge in a specific study area.	Generic skills required to carry out simple tasks	Work or study under indirect supervision in a structured context	Medium Skilled Worker
1	Elementary understanding of the underpinning knowledge in a specific study area.	Limited range of skills required to carry out simple tasks	Work or study under direct supervision in a structured context	Generic Skilled Worker

BTVQF Level	Knowledge	Skill	Responsibility	Job Class
Pre-Voc 2	Limited general knowledge	Very limited range of skills and use of tools required to carry out simple tasks	Work or study under direct supervision in a well-defined, structured context.	Pre-Vocation Trainee (NPVC 2)
Pre-Voc 1	Extremely limited general knowledge	Minimal range of skills required to carry out simple tasks	Simple work or study exercises, under direct supervision in a clear, well defined structured context	Pre-Vocation Trainee (NPVC 1)



**GENERIC UNITS**  
**Pre-voc 2**

## National Technical Vocational Qualification Framework (NTVQF) for Bangladesh

### Agricultural Machinery: Pre-voc 2 Unit of Competency

Unit Code and Title	GNPV2001A- Apply Basic Mathematics
Nominal Hours	40 Hours
Unit Descriptor	This unit of competency requires the knowledge, skills and attitude to apply mathematical method such as addition, subtraction, multiplication and division to measure and find out dimension of object in the workplace.
Elements of Competency	<b>Performance Criteria</b> <i>Italicized</i> terms are elaborated in the range of variables
1. Read and write numeric numbers in Bangla and English.	1.1. Numerical numbers from 0 to 9 in Bangla and English is recognized. 1.2. Arrangement in ascending and descending order of numbers in English and Bangla is demonstrated. 1.3. Reading and writing of numerical numbers in Bangla and English are demonstrated.
2. Use mathematical methods.	2.1. Addition, subtraction, multiplication and division are applied. 2.2. <b>Addition</b> of numbers is carried out. 2.3. <b>Subtraction</b> of numbers from other numbers is demonstrated. 2.4. <b>Multiplication</b> of numbers with other numbers is demonstrated. 2.5. <b>Division</b> of numbers by other numbers is carried out. 2.6. Addition, subtraction, multiplication and division In <i>decimal system</i> are solved. 2.7. <b>Percentage</b> of numbers is calculated.
3. Measure in Metric system.	3.1. Units of measurement of length, breadth, height, weight and thickness in <b>metric system</b> is used. 3.2. Measurement of <b>area</b> and <b>volume</b> of solid and liquid in metric system is carried out. 3.3. Measurement of time is applied.
4. Measure in English system.	4.1. Units of measurement of length, breadth, height, weight and thickness in <b>English system</b> is used. 4.2. Measurement of <b>area</b> and <b>volume</b> of solid and liquid in English system is carried out. 4.3. Measurement of time is applied.



**Range of Variables**

Variable	Range
1. Tools and resources.	Tools and resources include but not limited to. 1.1. Calculator. 1.2. Measuring tape. 1.3. Ruler. 1.4. Marking chalk. 1.5. Ball pen. 1.6. Pencil. 1.7. Marker. 1.8. White board. 1.9. Flip charts.
2. Task	Mathematical methods include but not limited to. 2.1. Addition in Metric and English system. 2.2. Subtraction in Metric and English system. 2.3. Multiplication in Metric and English system. 2.4. Division in Metric and English system. 2.5. Calculation of percentage. 2.6. Finding out units of area and volume. 2.7. Finding out of units of weight of liquid and solid.
3. Workplace information.	Information includes but not limited to. 3.1. Charts of numbers. 3.2. Manuals. 3.3. Specification of different items.

**Evidence Guide**

The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirement of the current version of the Unit of Competency.

1. Critical aspect of competency.	1.1. Use of appropriate mathematical methods. 1.2. Performance of appropriate mathematical methods. 1.3. Use of appropriate assessing method. 1.4. Use of appropriate delivery method.
2. Underpinning knowledge.	2.1. Calculation requirements in the workplace. 2.2. Selection of appropriate mathematical methods. 2.3. Use of tools and equipment. 2.4. Symbols and terminology. 2.5. Use of units.
3. Underpinning skill.	3.1. Identification of appropriate mathematical methods from workplace information. 3.2. Selection of workplace information (Charts, tables, equipment, manuals). 3.3. Application of required skills in the workplace.
4. Required attitude.	4.1. Commitment to occupational safety and health. 4.2. Promptness in carrying out activities. 4.3. Tidiness and timeliness.

	4.4. Respect for rights of peers, sub-ordinates and seniors in workplace. 4.5. Eagerness to learn. 4.6. Communication with peers, sub-ordinate and seniors in workplace.
5. Resource implication.	The following resources must be provided. 5.1. Tools, equipment and physical facilities. 5.2. Materials and consumables.
6. Assessment methods.	Assessment methods may include but not limited to. 6.1. Log book. 6.2. Continuous assessment 6.3. Oral question 6.4. Observation 6.5. Written test
7. Context of assessment.	Competency may be assessed in the workplace or in a simulated workplace.
<b>Accreditation Requirements</b> Training providers must be accredited by Bangladesh Technical Education Board (BTEB), the national quality assurance body or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of any national qualification.  Accredited providers assessing against this unit of competency must meet the quality assurance requirement set by BTEB.	



National Technical Vocational Qualification Framework (NTVQF) for Bangladesh

Agricultural Machinery: Pre-voc 2

Unit of Competency

Unit Code and Title	GNPV2002A1 – Identify Occupational Safety & Health (OSH) Practice in the Workplace
Nominal Hours	20 Hours
Unit Descriptor	This unit of competency requires the knowledge, skills and attitude to apply Occupational Safety & Health (OSH) Practice in the workplace.
Elements of Competency	<b>Performance Criteria</b> <b>Italicized terms</b> are elaborated in the range of variables
1. Identify OSH(Occupation Safety and Health) hazards at workplace.	1.2. <b>Hazards</b> at workplace explained. 1.3. Unsafe tools at workplace are listed. 1.4. Flammable materials are recognized. 1.5. Access and storable materials are preserved in designated place. 1.6. OSH equipment is used safely according to specifications, legislation and standard operating procedures.
2. Perform work in safe condition.	2.1. Appropriate personal protective equipment (PPE) is used. 2.2. Safety signs, symbols and banners are displayed. 2.3. Locations of fire fighting equipment are identified. 2.4. Clear and free emergency exit passages are marked and maintained.
3. Use first aid kits.	3.1. Contents in the first aid kit are selected. 3.2. First aid kit in emergency is used.
4. Maintain healthy and hygiene workplace.	4.1. Aspect of good housekeeping is explained. 4.2. Washing procedure of hands and parts of body is used. 4.3. Useable cleaning agents at workplace are selected. 4.4. Safe drinking water is made available.
Range of Variables	
Variable	<b>Range ( May include but not limited to):</b>
1. Hazardous workplace.	Hazard includes but not limited to. 1.1. Accumulation of waste materials. 1.2. Random storage of tools, equipment and furniture. 1.3. Storage of rejected wires, cables and structural materials. 1.4. Storage of flammable materials. 1.5. Congested emergency exit. 1.6. Oil splits floor at workplace.

2. PPE materials and resources.	<p>PPE materials and resources may include but not limited to:</p> <ol style="list-style-type: none"> <li>2.1. Hand gloves.</li> <li>2.2. Mask.</li> <li>2.3. Apron.</li> <li>2.4. Cap.</li> <li>2.5. Goggles.</li> <li>2.6. Safety shoes.</li> <li>2.7. Cautionary signs, symbols and banners.</li> <li>2.8. Evacuation program.</li> <li>2.9. Fire extinguisher.</li> <li>2.10. Emergency lights.</li> <li>2.11. Instructions.</li> <li>2.12. Stretcher.</li> </ol>
3. First aid box.	<p>First aid box may include but not limited to.</p> <ol style="list-style-type: none"> <li>3.1. Sterilized cotton.</li> <li>3.2. Bandage.</li> <li>3.3. Scissors.</li> <li>3.4. Washing agent for injury.</li> <li>3.5. Medicine for burn.</li> <li>3.6. Medicine for sudden head-ache.</li> </ol>
<b>Evidence Guide</b> The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirement of the current version of the Unit of Competency.	
1. Critical aspect of competency.	<ol style="list-style-type: none"> <li>1.1. Use of appropriate OSH materials and equipment.</li> <li>1.2. Handling of OSH materials and equipment.</li> <li>1.3. Use of appropriate assessing method.</li> <li>1.4. Use of appropriate delivery method.</li> </ol>
2. Underpinning knowledge.	<ol style="list-style-type: none"> <li>2.1. Maintenance of good OSH condition in workplace.</li> <li>2.2. Use of symbols.</li> <li>2.3. Evacuation instructions with pictures and words</li> <li>2.4. Planning of floor layout of workplace.</li> <li>2.5. Elimination of hazardous condition.</li> <li>2.6. Use of PPE.</li> </ol>
3. Underpinning skill.	<ol style="list-style-type: none"> <li>3.1. Use of appropriate PPE.</li> <li>3.2. Preparation of signs and banners.</li> <li>3.4. Displaying of signs and banners.</li> </ol>
4. Required attitude.	<ol style="list-style-type: none"> <li>4.1. Commitment to occupational safety and health.</li> <li>4.2. Promptness in carrying out activities.</li> <li>4.3. Tidiness and timeliness.</li> <li>4.4. Respect for rights of peers, sub-ordinates and seniors in workplace.</li> <li>4.5. Eagerness to learn.</li> <li>4.6. Communication with peers, sub-ordinate and seniors in workplace.</li> </ol>



5. Resource implication.	<p>The following resources must be provided.</p> <ul style="list-style-type: none"> <li>5.1. Drawing paper.</li> <li>5.2. Drawing templates.</li> <li>5.3. First Aid kit with required contents.</li> <li>5.4. PPE</li> <li>5.5. Pens, pencils, markers, eraser.</li> <li>5.6. Banners showing OSH practice.</li> </ul>
6. Methods of assessment.	<ul style="list-style-type: none"> <li>6.1. Oral questions.</li> <li>6.2. Observation.</li> <li>6.3. Practical display.</li> <li>6.4. Written test.</li> </ul>
7. Context of assessment.	Competency may be assessed in the workplace or in a simulated workplace.
<p><b>Accreditation Requirements</b></p> <p>Training providers must be accredited by Bangladesh Technical Education Board (BTEB), the national quality assurance body or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of any national qualification.</p> <p>Accredited providers assessing against this unit of competency must meet the quality assurance requirement set by BTEB.</p>	

**National Technical Vocational Qualification Framework (NTVQF) for Bangladesh**

**Agricultural Machinery : Pre-voc 2**

**Unit of Competency**

<b>Unit Code and Title</b>	<b>GNPV2003A1 – Apply Basic English</b>
<b>Nominal Hours</b>	<b>60 Hours</b>
<b>Unit Descriptor</b>	This unit of competency requires the knowledge, skills and attitude to read, and write and speak and communicate in English in the workplace.
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b>Italicized terms are elaborated in the range of variables</b>
1. Recognize the alphabets in English.	1.1. Alphabets in English are recognized. 1.2. Reading and writing words in English are carried out. 1.3. Reading and writing of technical terms are performed.
2. Read and write workplace information in English.	2.1. Reading of safety signals, banners, nameplates are demonstrated. 2.2. Writing of safety signals, banners, nameplates are demonstrated.
3. Introduce yourself in English to others. Speak introductory conversation in English.	3.1. Introductory conversation in English is demonstrated. 3.2. Self introduction to other in English is performed. 3.3. Reading and writing of nameplates on equipment, materials in the workplace are demonstrated. 3.4. Reading English text is performed.
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range (May include but not limited to):</b>
1. Learning aids.	The following resources must be provided to trainees to practice to read, write and speak in English. 1.1. Books/ booklets with pictures with names written in English. 1.2. Work sheets / ID cards. 1.3. Catalogues / Manuals. 1.4. White boards / Marker pens. 1.5. Chalk boards / Chalk.. 1.6. OSH information banner. 1.7. Pens / Pencils. 1.8. Flip charts. 1.9. Cassettes player / recorder. 1.10. Cassettes recorded in English conversations. 1.11. Lessons in English conversations. 1.12. TV and monitor. 1.13. Multimedia.
2. Visual information.	Visual aid includes but not limited to. 2.1. Signs. 2.2. Banners. 2.3. Forms. 2.4. Charts.



	2.5. Labels. 2.6. Photographs captions. 2.7. Catalogues. 2.8. Cartoons. 2.9. News papers.
3. Vocabulary practice.	Vocabulary practices include but not limited to. 3.1. Conversation in English between two. 3.2. Group conversation. 3.3. Reading. 3.4. Singing. 3.5. Listening and reproducing.
<b>Evidence Guide</b> The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirement of the current version of the Unit of Competency.	
1. Critical aspect of competency.	1.1. Use of appropriate delivery methods. 1.2. Use of learning aids and equipment. 1.3. Use of appropriate delivery methods.
2. Underpinning knowledge.	2.1. Writing and reading of alphabets. 2.2. Pronunciation of English words. 2.3. Reading workplace information in English. 2.4. Reading words and sentences in English. 2.5. Structures of words and sentences in English. 2.6. Reading of words in English related to occupation.
3. Underpinning skill.	3.1. Writing of alphabets in English. 3.2. Writing words and sentences in English. 3.3. Writing workplace information in English. 3.4. Writing words and sentences in English related to occupation.
4. Required attitude.	4.1. Commitment to occupational safety and health. 4.2. Promptness in carrying out activities.. 4.3. Tidiness and timeliness. 4.4. Respect for rights of peers, sub-ordinates and seniors in workplace. 4.5. Eagerness to learn. 4.6. Communication with peers, sub-ordinate and seniors in workplace.
5. Resource implication.	The learning aids and other required materials must be provided to learn English.
6. Methods of assessment.	Method of assessment includes but not limited to. 6.1. Continuous assessment. 6.2. Oral questions. 6.3. Written test. 6.4. Writing test 6.5. Reading test 6.6. Speaking test.
7. Context of assessment.	Competency may be assessed in the workplace or in a simulated workplace.

**Accreditation Requirements**

Training providers must be accredited by Bangladesh Technical Education Board (BTEB), the national quality assurance body or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of any national qualification.

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**National Technical Vocational Qualification Framework (NTVQF) for Bangladesh**

**Agricultural Machinery: Pre-voc 2  
Unit of Competency**

<b>Unit Code and Title</b>	<b>GNPV2004A1 – Apply Basic Bangla</b>
<b>Nominal Hours</b>	<b>60 Hours</b>
<b>Unit Descriptor</b>	This unit of competency requires the knowledge, skills and attitude to read, write, speak and communicate in Bangla in the workplace.
<b>Elements of Competency</b>	<b>Performance Criteria</b> <i>Italicized</i> terms are elaborated in the range of variables
1. Recognize the alphabets in Bangla.	1.1. Alphabets in Bangla are recognized. 1.2. Reading and writing words in Bangla are carried out. 1.3. Reading and writing of technical terms are performed.
2. Read and write workplace information in Bangla.	2.1. Reading of safety signals, banners, nameplates are demonstrated. 2.2. Writing of safety signals, banners, nameplates are demonstrated.
3. Introduce yourself in Bangla to others.	3.1. Self introduction to others in Bangla is performed. 3.2. Reading and writing of nameplates on equipment, materials in the workplace are demonstrated. 3.3. Reading Bangla text is performed.
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range ( May include but not limited to):</b>
1. Learning aids.	The following resources must be provided to trainees to practice to read, write and speak in Bangla. 1.1. Books / booklets with pictures with names written in Bangla. 1.2. Work sheets / ID cards. 1.3. Catalogues / Manuals. 1.4. White boards / Marker pens. 1.5. Chalk boards / Chalk.. 1.6. OSH information banner. 1.7. Pens / Pencils. 1.8. Flip charts. 1.9. Cassettes player / recorder. 1.10. Cassettes recorded in Bangla conversations. 1.11. Lessons in Bangla conversations. 1.12. TV and monitor. 1.13. Multimedia.
2. Visual information.	Visual aid includes but not limited to. 2.1. Banners. 2.2. Forms. 2.3. Charts. 2.4. Labels. 2.5. Photographs captions. 2.6. Catalogues. 2.7. News papers.

3. Vocabulary practice.	Vocabulary practices include but not limited to. 3.1. Conversation in Bangla between two. 3.2. Conversation In Bangla in groups. 3.3. Reading 3.4. Singing in Bangla. 3.5. Listening and reproducing.
<b>Evidence Guide</b> The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirement of the current version of the Unit of Competency.	
1. Critical aspect of competency	1.1. Use of appropriate assessing methods. 1.2. Use of learning aids and equipment. 1.3. Use of appropriate delivery methods.
2. Underpinning knowledge.	2.1. Writing and reading of alphabets. 2.2. Pronunciation of Bangla words. 2.3. Reading workplace information in Bangla. 2.4. Reading words and sentences in Bangla. 2.5. Structures of words and sentences in Bangla. 2.6. Reading of words in Bangla related to occupation.
3. Underpinning skill.	3.1. Writing of alphabets in Bangla . 3.2. Writing words and sentences in Bangla. 3.3. Writing workplace information in Bangla. 3.4. Writing words and sentences in Bangla related to occupation.
4. Required attitude.	4.1. Commitment to occupational safety and health. 4.2. Promptness in carrying out activities. 4.3. Tidiness and timeliness. 4.4. Respect for rights of peers, sub-ordinates and seniors in workplace. 4.5. Eagerness to learn. 4.6. Communication with peers, sub-ordinate and seniors in workplace.
5. Resource implication.	2.1. The learning aids and other required materials must be provided to learn Bangla.
6. Methods of assessment.	Method of assessment includes but not limited to. 6.1. Continuous assessment. 6.2. Oral questions. 6.3. Written test. 6.4. Reading test 6.5. Speaking test.
7. Context of assessment.	Competency may be assessed in the workplace or in a simulated workplace.
<b>Accreditation Requirements</b> Training providers must be accredited by Bangladesh Technical Education Board (BTEB), the national quality assurance body or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of any national qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirement set by BTEB.	



**SECTOR SPECIFIC UNITS**  
**Pre-voc 2**

National Technical and Vocational Qualification Framework for Bangladesh

Agricultural Machinery: Pre-voc 2

Unit of Competency

Unit code and Title	INFSSPV2005A1- Work in Informal (Agricultural Machinery ) Sector
Nominal Hours	20 hours
Unit Descriptor	This unit covers the competencies required knowledge, skills and attitudes working in Informal (Agricultural Machinery) Sector.
Elements of Competency	<p><b>Performance criteria</b></p> <p><i>Italicized</i> terms are elaborated in the range of variables</p>
1. Describe and identify the organizational structure of informal sector	<p>1.1 Scope and nature of the informal sector are determined.</p> <p>1.2 <b>Employment opportunities</b> of the Agricultural Machinery sector/occupation are determined.</p> <p>1.3 <b>Workplace</b> and <b>Machinery</b> used in Agricultural Machinery occupation are determined.</p> <p>1.4 Agricultural Machinery was classified on the basis of <b>Agricultural Operations</b>.</p> <p>1.5 <b>Instructions</b> for achieving quality works are obtained and classified.</p>
2. Identify and select tools, equipment and materials	<p>2.1 <b>Tools, equipment and materials</b> are identified and selected.</p> <p>2.2 <b>Manuals</b> are accessed to ensure specifications of tools, equipment and materials.</p> <p>2.3 Substitutes are selected based on workshop requirements.</p>
3. Identify and select workplace requirements	<p>3.1 <b>Workplace requirements</b> are identified and selected.</p> <p>3.2 Roles and responsibilities of all personnel are described.</p> <p>3.3 Workplace's practices are identified.</p>
4. Identify and observe OSH in Agricultural Machinery	<p>4.1 <b>OSH</b> in Agricultural Machinery is identified.</p> <p>4.2 <b>OSH</b> is interpreted and implemented.</p>
5 Work with others	<p>5.1 <b>Effective interpersonal skills</b> are applied to interact with co-workers, farmers and supervisor.</p> <p>5.2 Assigned tasks are performed in accordance with job requirements, specifications and workplace environment.</p> <p>5.3 Work <b>requirements</b> are confirmed with co-workers.</p>
Range of variables	
Variable	Range (May include but not limited to):
1. Employment conditions	<p>1.1 Field of employment (Agriculture machineries marketing companies, repairing workshop, seed farm, Farmers field, Institutes,)</p> <p>1.2 Salary / Wage system</p> <p>1.3 Labor practices</p> <p>1.4 Anti-discrimination policy</p> <p>1.5 Awards</p> <p>1.6 Procedures for handling disputes</p>



2. Workplace and Machinery	2.1 Workshop or field condition 2.2 Power tiller 2.3 Tractor 2.4 Seed drill 2.5 Fertilizer applicator/ USG applicator 2.6 Weedier 2.7 Sprayer 2.8 Corn/Maize Sheller 2.9 Thresher 2.10 Irrigation equipment 2.11 Winnowing/grain cleaner 2.12 Reaper/combine harvester 2.13 Driers 2.14 Rice transplanter 2.15 Agricultural implements
3. Agricultural Operations	Operation may include not limited to: 3.1 Tillage 3.2 Weeding 3.3 Fertilizer and USG application 3.4 Spraying 3.5 Irrigation 3.6 Threshing (paddy, wheat and pulse) 3.7 Reaping/harvesting 3.8 Maize/Corn shelling 3.9 Winnowing grain cleaning 3.10 Drying
4 Instructions	4.1 Specifications and requirements 4.2 Standards operating procedures 4.3 instructions manual 4.4 Operations manuals 4.5 Environment guidelines
5 Tools, equipment and materials	5.1 Refers to all tools, equipment and materials appropriate for agricultural machinery.
6 Manuals	6.1 Manuals supply by manufacturer for specific machine
7 OSH	7.1 Use of PPE 7.2 Workplace environment and safety 7.3 Safe storage of tools and equipment
8 Effective interpersonal skills	8.1 Basic listening and speaking skills use of terminology, communicating and receiving feedback, interpretation of instructions and basic principles of effective communication.
<b>Evidence guide</b> This evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency	
1. Critical Aspects of Evidence	Assessment requires evidence that candidate identified and operated : 1.1 List of Books and equipment used in Agricultural Machinery 1.2 Work place requirement

	1.3 OSH practices. <ul style="list-style-type: none"> <li>a. Power Tiller ( Two wheel tractor)</li> <li>b. Seed drill/Seeder and transplanted</li> <li>c. Fertilizer /USG applicator</li> <li>d. Manual weeder (all types)</li> <li>e. Sprayer (all types)</li> <li>f. Power pump (irrigation equipment)</li> <li>g. Manual/Power Thresher (paddy, wheat and pulse)</li> <li>h. Maize Corn Sheller</li> <li>i. Winnowing (grain cleaner)</li> <li>j. Driers (all types)</li> </ul>
2. Underpinning knowledge	2.1 Selection Agricultural Machinery and Tools 2.2 Selection hand tools and accessories 2.1 Agriculture Machinery occupation in Bangladesh
3. Underpinning skills	3.2. OSH practice. 3.3 Communicating with supervisors for mess co-workers 3.4 Interpreting instructions
4. Required attitude	4.1 Commitment to occupational health and safety 4.2 Eagerness to learn 4.3 Promptness, Tidiness and Timeliness in carrying out operation / Activities. 4.4 Respects of rights of peers and seniors in workplace 4.5 Sincere and honest to the duties
5. Resource implication	5.1 Agricultural Machinery and Tools are appropriate to perform the job/activities. 5.2 Physical facilities required/appropriate to perform the activities.
6. Method of assessment	6.1 Oral question/Written 6.2 Demonstration 6.3 Observation 6.4 Portfolio
7. Context of assessment	7.1 Competency may be assessed in the workplace or simulated situations.

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National Technical and Vocational Qualification Framework for Bangladesh

Agricultural Machinery: Pre-voc 2

Unit of Competency

Unit code and Title	INFSSPV2006A1- Use Hand Tools
Nominal Hours	20 hours
Unit Descriptor	This unit covers the competencies required knowledge, skills and attitudes to use hand tools
Elements of Competency	<b>Performance criteria</b> <i>Italicized</i> terms are elaborated in the range of variables
1. Inspect, Select and detect hand tools.	1.1 Appropriate <i>hand tools</i> are selected to the requirement of the <i>task</i> 1.2 Unsafe or defective hand tools are identified and marked for repair according to procedure
2. Use hand tools	2.1 <i>Hand tools</i> are used to perform the job as per specification 2.2 <i>Safe work practices</i> are followed when using hand tools in the work environment 2.3 Workplace is cleaned and Waste are disposed as per workplace standards
3. Maintain hand tools	3.1 <i>Routine maintenance</i> of hand tools is undertaken according to standard operating procedure, principles and technique 3.2 Hand tools are stored in designated location in accordance with manufacturer's instruction/standard operating procedure
Range of variables	
Variable	<b>Range</b> (May include but not limited to):
1. Hand tools	Hand tools includes not limited to 1.1 Different types of wrenches (open ended wrench, ring wrenches) 1.2 Pliers 1.3 Nose plier 1.4 Screw driver 1.5 Hammer 1.6 Allen key 1.7 Torque wrench 1.8 Files
2. Task	2.1 Adjusting 2.3 Finishing parts or components
3. Routine maintenance	3.1 Routine maintenance but not limited to 3.2 Cleaning 3.3 Lubricating 3.4 Tightening

<b>Evidence guide</b>	
This evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency	
1. Critical Aspects of competency	1.1 Select and use hand tools appropriate to the task 1.2 Perform routine maintenance and storage of hand tools
2. Underpinning knowledge	2.1 Definition of Tools and hand tools 2.2 Types and use of hand tools 2.3 Faults of Hand tools 2.4 Principles and techniques of maintenance and care
3. Underpinning skills	2.1 Handling and tools and materials 2.2 Interpreting instruction
4. Required attitude	4.1 Commitment to occupational health and safety 4.2 Environment concerns 4.3 Tidiness and timeliness 4.4 Respect for rights or peers and seniors in workplace 4.5 Communicating with supervisors and co-workers
5. Resource implication	The following resources must be provided 5.1 Tools, equipment and physical facilities appropriate to perform activities 5.2 Materials, consumables to perform activities
6. Method of assessment	6.1 Oral question/Written 6.2 Demonstration 6.3 Observation 6.4 Portfolio
7. Context of assessment	7.1 Competency may be assessed in the workplace or simulated environment.

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**OCCUPATION SPECIFIC UNITS**  
**Pre-voc 2**

National Technical and Vocational Qualification Framework for Bangladesh

Agricultural Machinery: Pre-voc 2

Unit of Competency

Unit code and Title	AGMPV2007A1- Prepare power tiller for operation (two wheel tractor)
Nominal Hours	40 hours
Unit Descriptor	This unit covers the competencies required to prepare the power tiller for functioning in the field.
Elements of Competency	<b>Performance criteria</b> <i>Italicized</i> terms are elaborated in the range of variables
1. Check engine function	1.1 Hand <b>tools</b> are selected and collected as required 1.2 PPE are selected and worn as required 1.3 Engine <b>Components</b> are checked 1.4 Fuel, oil and water level are checked as per standard
2. Check power tiller components	2.1 <b>Components</b> are checked 2.2 Tyne arrangement are checked 2.3 Wheel arrangement are checked 2.4 Gear position is checked
3. Fill fuel/oil/water, lubricate and grease components	3.1 Fill fuel, oil, water as per standard 3.2 <b>Moving components</b> are greased as per standard
4. Adjust power tiller	4.1 Loose components are tightened adjusted as per standard 4.3 Belt tension is adjusted as per requirement 4.4 Depth control lever is adjusted as per requirement 4.5 Tyne arrangement are adjusted as per requirement
5. Perform routine maintenance	5.1 <i>Washed and cleaned</i> power tiller as per work place practice. 5.2 <b>Routine maintenance</b> of power tiller is undertaken according to standard operating procedures, principles and techniques. 5.3 Tools and equipment are stored in designated location in accordance with manufacturer's instructions/standard procedure
Range of Variables	
Variable	Range (May include but not limited to):
1. Tools	1.1 Hammer 1.2 Different types of wrenches (open ended wrench, ring wrenches) 1.3 Pliers 1.4 Chisel 1.5 Screw driver
2. Components	2.1 Water tank 2.2 Fuel filter 2.3 Fuel tank 2.4 Oil filter 2.5 Gear oil



	2.6 Deep stick 2.7 Decompressed lever 2.8 Tyne type 2.9 Cage wheel 2.10 Tyre wheel 2.11 Air Cleaner 2.12 Radiator 2.13 Fuel Pump 2.14 Oil Pump 2.15 Drain Plug
3. Moving Component	3.1 Bearing 3.2 Chain/belt 3.3 Sprockets
4. PPE	4.1 Mask 4.2 Cap 4.3 Apron 4.4 Rubber Boots
4. Routine maintenance	4.1. Cleaning 4.2. Lubricating 4.3. Tightening 4.4 Adjusting 4.5 Fuel, oil and water filling 4.6 Greasing 4.7 Changing wheel
<b>Evidence guide</b> This evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency	
1. Critical Aspects of Competency	1.1 Perform operational maintenance and adjust power tiller 1.2 Check engine functions and check power tiller components 1.3 Filled fuel, oil & water.
2. Underpinning knowledge	2.1 Components 2.2 Functions of components 2.3 Techniques in maintenance and care
3. Underpinning skills	3.1 Handled power tiller and <i>tools</i> 3.2 Maintained fuel, oil and water level 3.3 Interpreted instructions
4. Required attitude	4.1 Commitment to occupational health and safety 4.2 Environmental concern 4.3 Tidiness and Timeliness 4.4 Respects of rights of peers and seniors in workplace 4.5 Communicating with supervisors and co-workers
5. Resource implication	5.1 Tools, Power tiller and other physical facilities required to perform the job/activities.
6. Method of assessment	6.1 Oral question/Written 6.2 Demonstration 6.3 Observation 6.4 Portfolio

7. Context of assessment	7.1 Competency may be assessed in the workplace on simulated environment.
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National Technical and Vocational Qualification Framework for Bangladesh

Agricultural Machinery: Pre-voc 2

Unit of Competency

Unit code and Title	AGMPV2008A1- Operate power tiller (two wheel tractor)
Nominal Hours	60 hours
Unit Descriptor	This unit of competencies covers the knowledge, skills and attitude required to operate the power tiller for tillage operation
Elements of Competency	<b>Performance criteria</b> <i>Italicized</i> terms are elaborated in the range of variables
1. Prepare for operation	1.1 <i>Field is inspected as per standard practice</i> 1.2 <i>Obstructions are removed as required</i> 1.3 <i>Selected and collected <b>tools</b> as required</i> 1.4 <i>Tools and materials are prepared as work requirements</i> 1.5 <i>Set/fitted wheel (cage wheel/rubber wheel) as per soil condition</i> 1.6 <i>Set/fitted tillage tines as per work place requirements.</i> 1.7 <i>Changed cage wheel to rubber wheel for movement on the road</i>
2. Operate power tiller	2.1 <b>PPE</b> are selected and worn as requirement 2.2 Set gear at neutral position 2.3 Press decompressed lever and start engine 2.4 Adjust tillage <i>depth</i> as per requirement 2.5 Select gear position as per <i>soil type</i> and <i>moisture condition</i> . 2.6 Tillage depth is set and machine is operated as per standard practices. 2.7 Adjust speed for headland turning, first pass and 2nd pass 2.8 Engine is shutdown as standard practice
3. Perform routine maintenance and store power tiller	3.1 Different components of power tiller are cleaned 3.2 Power tiller is washed and cleaned. 3.3 Routine maintenance of different components are performed 3.4 Power tiller is stored as per instruction manual/workplace standard.
Range of variables	
Variable	Range (May include but not limited to):
1. Tools	Hand tools includes not limited to 1.1 Different types of wrenches (open ended wrench, ring wrenches) 1.2 Pliers 1.3 Screw driver 1.4 Hammer 1.5 Grease gun
2. Components	Components includes not limited to 2.1 Head light 2.2 Belt 2.3 Gear positioner 2.4 Depth control lever
3. Maintenance	3.1 Tightening loose parts 3.2 Washing mud 3.3 Stored under shade

Operation of Power tiller	Tillage operation depending on moisture condition and soil type, turning, first pass, second pass, depth control
<b>Evidence guide</b> This evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.	
1. Critical Aspects of competency	1. Inspected field condition, 3. Operate power tiller 4. Clean power tiller 5. Stored power tiller, 6. OSH procedure
2. Underpinning knowledge	2.1 Soil condition 2.2 Soil moisture 2.3 Crops to be grown 2.4 Weed density in field
3. Underpinning skills	3.1 Handled power tiller 3.2 Interpreted instructions 3.3 Used tools. 3.4 Followed Standard operating procedure
4. Required attitude	4.1 Commitment to occupational health and safety 4.2 Environmental concern 4.3 Tidiness and Timeliness 4.4 Respects of rights of peers and seniors in workplace 4.5 Communicating with supervisors and co-workers
5. Resource implication	5.1 Tools, Power tiller and other physical facilities required to perform the job/activities.
6. Method of assessment	6.1 Oral question/Written 6.2 Demonstration 6.3 Observation 6.4 Portfolio
7. Context of assessment	7.1 Competency may be assessed in the workplace or simulated environment.

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# National Technical and Vocational Qualification Framework for Bangladesh

## Agricultural Machinery: Pre-voc 2

### Unit of Competency

Unit code and Title	AGMPV2009A1- Prepare power thresher (close drum and open drum thresher)
Nominal Hours	20 hours
Unit Descriptor	This unit of competency covers knowledge, skills, attitude required to prepare the power thresher for functioning in the field.
Elements of Competency	<b>Performance criteria</b> <i>Italicized</i> terms are elaborated in the range of variables
1. Check engine function	1.1 Hand <b>tools</b> are selected and collected as required 1.2 PPE are selected and worn as per required 1.3 Engine <b>Components</b> are checked 1.4 Fuel, oil and water level are checked as per standard
2. Check power thresher components	2.1 Blowers are checked 2.2 Threshing drum is checked 2.3 V-belt Pullies and V-belts are checked 2.4 Feeding tray is checked 2.5 Cleaning screen is checked 2.6 Bearings are checked 2.7 Spike/loop are checked
3. Fill fuel/oil/water, lubricate and grease components	3.1 Fill fuel, oil, water as per standard 3.2 Moving <b>components</b> are greased
4. Adjust power thresher	4.1 Machine is adjusted as per operation manuals 4.2 Loose parts are tightened 4.3 Belt tension is adjusted 4.4 Bearing is adjusted 4.5 Pulley alignment adjusted 4.6 Sieves are adjusted
5. Perform routine maintenance of power thresher	5.1 <i>Wash</i> and <i>clean</i> power thresher as per work place practice. 5.2 <i>Routine maintenance</i> of power thresher is undertaken according to standard operating procedures, principles and techniques. 5.3 Tools and equipment are stored in designated location in accordance with manufacturer's instructions/standard operating procedure
Range of variables	
Variable	Range (May include but not limited to):
2. Tools	Hand tools includes not limited to 2.1 Hammer 2.2 Different types of wrenches (open ended wrench, ring wrenches) 2.3 Pliers 2.4 Chisel 2.5 Screw driver
2. Components	Components includes not limited to 2.1 Water tank,

	2.2 Fuel filter, 2.3 Fuel tank, 2.4 Oil filter, 2.5 Gear oil, 2.6 Deep stick, 2.7 Decompressed lever, 2.8 Belt tension, 2.9 Pulley alignment, 2.10 Vibrating screen, 2.11 Blower direction, 2.12 Spike/loop, 2.13 Feeding tray, 2.14 Threshing drum, 2.15 Straw outlet, 2.16 Grain chute
3. PPE	3.1 Mask 3.2 Cap 3.3 Apron 3.4 Rubber Boots
4. Routine maintenance	Routine maintenance but not limited to 4.1. Cleaning 4.2. Lubricating 4.3. Tightening 4.4 Adjusting 4.5 Fuel, oil and water filling 4.6 Greasing 4.7 Changing rasp bar
<b>Evidence guide</b> This evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.	
1. Critical Aspects of Competency	1.1 Perform routine maintenance and adjust power thresher 1.2 Check engine functions and power thresher components 1.3 Filled fuel, oil & water.
2. Underpinning knowledge	2.1 Components of power thresher 2.2 Function of components 2.3 Techniques in maintenance and care
3. Underpinning skills	3.1 Handled power thresher and <i>tools</i> 3.2 Maintained fuel oil and water level 3.3 Interpreted instructions
4. Underpinning attitude	4.1 Commitment to occupational health and safety 4.2 Environmental concern 4.3 Tidiness and Timeliness 4.4 Respects of rights of peers and seniors in workplace 4.5 Communicating with supervisors and co-workers
5. Resource implication	5.1 Tools, power thresher and other physical facilities required to perform the job/activities.
6. Method of assessment	6.1 Oral question/Written



	6.2 Demonstration 6.3 Observation 6.4 Portfolio
7. Context of assessment	7.1 Competency may be assessed in the workplace on simulated environment.

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National Technical and Vocational Qualification Framework for Bangladesh

Agricultural Machinery: Pre-voc 2

Unit of Competency

Unit code and Title	AGMPV20010A1- Operate power thresher (close drum and open drum thresher)
Nominal Hours	20 hours
Unit Descriptor	This unit of competencies covers knowledge, skills and attitude required to operate the power thresher for tillage operation
Elements of Competency	<b>Performance criteria</b> <i>Italicized</i> terms are elaborated in the range of variables
1. Prepare for operation	1.1 Crop is inspected as per standard workplace practice 1.2 Selected and collected <b>hand tools, accessories and materials</b> as required 1.3 Filled fuel, oil and water level as per standard 1.4 Tightened loose spikes, nuts and bolts 1.5 Set/fitted V-belt and align pulley as per Standard. 1.6 Checked alignment of drum, blower shaft 1.7 Replace/ attached accessories as per crop
3. Operate power thresher	3.1 <i>PPE</i> are selected and worn as requirement 3.2 Set gear at neutral position 3.3 Press decompressed lever and start engine 3.4 Thresher is operated as per standard Procedure. 3.5 Feed crops to the thresher as per requirement 3.6 Adjust engine speed as per threshing requirement. 3.7 Thresher is shutdown as standard procedure
4. Perform maintenance and store power thresher	5.1 Different components of power thresher are cleaned 5.2 Power thresher is washed and cleaned. 5.3 Routine maintenance of different parts are performed 5.4 Power thresher is stored as per instruction manual
Range of variables	
Variable	Range ( May include but not limited to):
1. Tools	Hand tools includes not limited to 1.1 Different types of wrenches (open ended wrench, ring wrenches 1.2 Pliers 1.3 Screw driver 1.4 Hammer 1.5 Grease gun
2. Components	Components includes not limited to 2.1 Belt 2.3 Pulley 2.4 Vibrating sieve



	2.5 Blower 2.6 Spike/loop 2.5 Feeding tray 2.6 Threshing drum 2.7 Straw outlet 2.8 Grain chute
Operation of Power thresher	Feeding, Straw removing, Cleaning, Bagging
<b>Evidence guide</b> This evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.	
1. Critical Aspects of competency	1.1. Prepare power thresher, 1.2 OSH 1.2. Operate power thresher 1.4 Threshing quality 1.3. Cleaned power thresher 1.4. routine maintenance, 1.5. Stored power thresher
2. Underpinning knowledge	2.1 Crop moisture 2.2 Straw length
3. Underpinning skills	3.1 Handling power thresher 3.2 Communicating with supervisors and co-workers 3.3 Interpreting instructions 3.4 Using relevant tools & Machine 3.5 Standard operating procedure
4. Required attitude	4.1 Commitment to occupational health and safety 4.2 Environmental concern 4.3 Tidiness and Timeliness 4.4 Respects of rights of peers and seniors in workplace
5. Resource implication	5.1 Tools, Power thresher and other physical facilities required to perform the job/activities.
6. Method of assessment	6.1 Oral question/Written 6.2 Demonstration 6.3 Observation 6.4 Portfolio
7. Context of assessment	7.1 Competency may be assessed in the workplace or simulated environment.

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