



NATIONAL BOARD FOR TECHNICAL EDUCATION

PLOT B BIDA ROAD, P.M.B. 2239, KADUNA, NIGERIA

HIGHER NATIONAL DIPLOMA

IN

HOME AND RURAL ECONOMICS

CURRICULUM AND COURSE SPECIFICATIONS

JUNE, 2026

PREFACE

The transformation of Nigeria's agricultural sector remains central to the nation's aspirations for sustainable economic growth, food security, job creation, industrial development, and poverty reduction. As agriculture continues to evolve in response to technological advancements, climate change, emerging global market demands, and the need for increased productivity across agricultural value chains, it has become imperative to ensure that curricula in Nigerian tertiary institutions remain relevant, responsive, and aligned with contemporary industry requirements. It is against this backdrop that we embarked on the comprehensive review and modernization of Agricultural curricula for Nigerian tertiary institutions. The review process was designed to address identified skills gaps, integrate emerging technologies and innovations, strengthen entrepreneurship and employability competencies, promote climate-smart agriculture, and align training programmes with the industry expectations and global best practices. The successful execution of this important project was made possible through the invaluable support and commitment of key stakeholders. I wish to express profound appreciation to the Honourable Minister of Education for providing the policy direction and leadership that facilitated this initiative. I also extend sincere gratitude to the Honourable Minister of Agriculture and Food Security and the Honourable Minister of Livestock Development for their unwavering support, technical contributions, and commitment to strengthening agricultural education and workforce development in Nigeria. Special appreciation goes to the Tertiary Education Trust Fund (TETFund) for providing the special intervention grant that enabled the conduct of nationwide skills gap analyses and supported the series of national curriculum review and development workshops. The findings from the skills gap studies provided critical evidence and industry insights that guided the review process and ensured that the curricula reflect current and future workforce requirements within the agricultural sector.

I also acknowledge with gratitude the immense contributions of the Sector Skills Council for Agriculture, whose expertise and industry perspectives greatly enriched the curriculum development process. Equally commendable are the efforts of members of the Implementation Committee, resource persons, industry experts, professional bodies, French Embassy in Nigeria, regulatory agencies, academic institutions, employers, development partners, and other stakeholders who devoted their time, knowledge, and experience to the various workshops and technical sessions. The revised curricula represent a collective national effort to produce graduates equipped with relevant knowledge, practical skills, digital competencies, entrepreneurial capabilities, and professional attitudes required to drive innovation and productivity across Nigeria's agronomy, forestry, fisheries and livestock sectors. It is my expectation that Institutions offering these programmes will faithfully implement the curricula and continue to collaborate with industry to ensure sustained relevance and quality. I commend all stakeholders for their dedication and contributions to this landmark achievement and look forward to the successful implementation of these curricula for the benefit of our dear nation.

Professor Idris M. Bugaje, FNSE
Chairman, Implementation Committee
EXECUTIVE SECRETARY
National Board for Technical Education (NBTE), Kaduna

ACKNOWLEDGEMENT

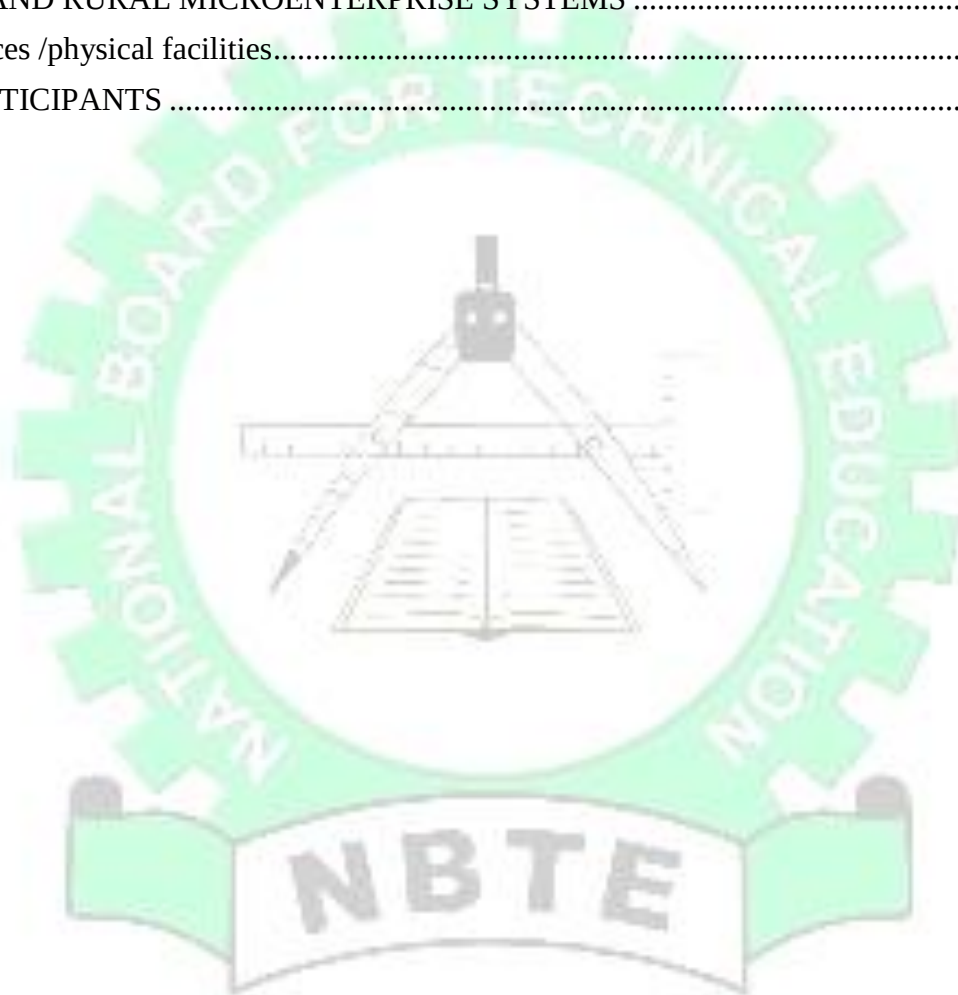
The National Board for Technical Education (NBTE) expresses its profound appreciation to all individuals and organizations whose invaluable support, expertise, and commitment made the successful review and modernization of the Agricultural Education curricula for Nigerian tertiary institutions possible. Our sincere gratitude goes to the Honourable Minister of Education for providing the policy direction and leadership that made this national initiative possible. We also appreciate the Honourable Minister of Agriculture and Food Security and the Honourable Minister of Livestock Development for their technical guidance, collaboration, and unwavering commitment to strengthening agricultural education and workforce development in Nigeria. The Board is particularly grateful to the Tertiary Education Trust Fund (TETFund) for providing the special intervention grant that funded the nationwide skills gap analyses, stakeholder engagements, curriculum review exercises, validation meetings, and development workshops. The evidence generated through these studies provided a solid foundation for developing curricula that are relevant, industry-driven, and responsive to national and global agricultural priorities.

Special appreciation is extended to the curriculum specialists, resource persons, academic experts, professional bodies, regulatory agencies, employers, industry practitioners, development partners, and representatives of public and private sector organizations who participated actively in the skills gap studies, technical sessions, validation exercises, and curriculum development workshops. Their diverse expertise and practical insights greatly enriched the quality and relevance of the curricula. We further appreciate the support of the French Embassy in Nigeria and other development partners for their collaboration in promoting excellence and innovation in technical and vocational education within the agricultural sector. Finally, NBTE expresses its gratitude to all tertiary institutions, researchers, facilitators, rapporteurs, technical staff, and administrative personnel whose commitment and hard work contributed to the successful completion of this important national assignment. The Board acknowledges that this achievement is the result of a collective effort and remains confident that the effective implementation of these curricula will contribute significantly to producing competent, innovative, and entrepreneurial graduates capable of advancing sustainable agricultural development, food security, and economic prosperity in Nigeria.

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GENERAL INFORMATION

1.0 PROGRAMME NOMENCLATURE

Higher National Diploma (HND) in Home and Rural Economics.

2.0 PROGRAMME GOAL

The Higher National Diploma in Home and Rural Economics is designed to produce advanced, competent and entrepreneurial personnel capable of planning, managing and developing rural enterprise systems, food value chains, digital rural economies and community development programmes. Diplomates shall apply advanced Home Economics, food systems governance, One Health principles, climate-smart rural strategies and digital tools to improve rural livelihoods, household welfare and community enterprise in Nigeria.

3.0 OBJECTIVES OF THE PROGRAMME

On completion of the programme, the diplomates should be able to:

- i. Develop market-driven vocational skills, focusing on creative handcraft, service delivery, micro-enterprise creation, and sustainable income-generation models for community impact and self-reliance.
- ii. Apply advanced rural livelihood systems and development economics for household and community welfare improvement.
- iii. Provide structured counseling interventions for urban and rural communities, addressing psychosocial challenges through evidence-based frameworks and community outreach.
- iv. Develop and manage rural enterprises, cooperatives and agribusiness value chains for income generation
- v. Utilize digital agriculture tools, rural ICT systems and e-commerce platforms for rural enterprise competitiveness.
- vi. Establish and manage rural entrepreneurship ventures and agribusiness models for self-employment and job creation.
- vii. Apply climate-smart rural systems and environmental adaptation strategies for sustainable rural livelihoods.
- viii. Apply financial inclusion, digital financial services and rural microenterprise management for economic empowerment.
- ix. Implement training programs on modern childcare practices, emphasizing pediatric health standards, developmental psychology, and preventive healthcare strategies.

4.0 ENTRY REQUIREMENTS

The minimum entry requirements into the HND Home and Rural Economics programme shall be:

- i. National Diploma (ND) in Home and Rural Economics or a related discipline with a minimum of Lower Credit from a recognised institution.
- ii. Candidates with Pass classification and at least two years post-ND cognate work experience may be considered.
- iii. Candidates must have completed the prescribed SIWES programme at ND level.
- iv. Candidates must satisfy all other institutional admission requirements.

5.0 STRUCTURE AND DURATION OF THE PROGRAMME

The programme shall run for two academic years consisting of four semesters. Each semester shall comprise 15 weeks of teaching, practical and assessments plus 2 weeks for examinations and grading

6.0 STAFFING REQUIREMENTS

6.1 Academic Staff

The department shall have at least four(4) qualified academic staff with specification in any of these area; Home Economics, Rural Development, Agricultural Extension, Food Science and Technology, Nutrition and Dietetics, Environmental Science, Business Administration, Entrepreneurship, Digital Agriculture, Fashion Design and Clothing Technology, Hospitality Management and related disciplines.

6.2 Technical Staff

The department shall have: Technologists, Technicians, ICT Support Personnel, Food Laboratory Assistants and Enterprise Laboratory Assistants.

6.3 Headship

The Head of Department shall possess a minimum of a Master's Degree in a relevant discipline with adequate academic and administrative experience.

7.0 CERTIFICATION

Candidates who successfully complete the programme shall be awarded the Higher National Diploma (HND) in Home and Rural Economics.

8.0 ACCREDITATION

The programme shall be accredited by the National Board for Technical Education (NBTE).

9.0 CONDITIONS FOR THE AWARD OF HND

To qualify for the award of the Higher National Diploma in Home and Rural Economics, a candidate must:

1. Successfully complete all prescribed courses
2. Pass all examinations, practical assessments and Exhibition of learnt skills
3. Successfully complete SIWES requirements
4. Complete and defend an approved final project
5. Satisfy all institutional requirements

9.1 Classification of Diploma

Distinction: CGPA 3.50–4.00

Upper Credit: CGPA 3.00–3.49

Lower Credit: CGPA 2.50–2.99

Pass: CGPA 2.00–2.49



9.2 Grading System

MARKS RANGE	LETTER GRADE	GRADE WEIGHTING
75% and above	A	4.00
70% – 74%	AB	3.50
65% – 69%	B	3.25
60% – 64%	BC	3.00
55% – 59%	C	2.75
50% – 54%	CD	2.50
45% – 49%	D	2.25
40% – 44%	E	2.00
Below 40%	F	0.00

10.0 GUIDANCE NOTES FOR TEACHERS

11.0 PRACTICAL LOGBOOK

Every student shall maintain a practical logbook documenting all practical activities, enterprise projects, field visits and industrial experiences. The logbook shall be regularly inspected and endorsed by lecturers and supervisors.

12.0 FINAL PROJECT

Each student shall undertake a final project in rural enterprise development, food systems innovation or community development under the supervision of a lecturer. The project shall demonstrate integration of knowledge and skills acquired during the programme.

CURRICULUM TABLE**YEAR I SEMESTER I**

S/N	COURSE CODE	COURSE TITLE	L	T	P	CU	CH
1.	GNS 301	Use of English III	2	0	0	2	2
2.	MSQ 311	Principles of Quality Assurance Assessment	1	0	1	2	2
3.	AED 312	Agricultural Extension Methods	1	0	2	3	3
4.	AED 315	ICT for Agriculture (ICT4Ag) and Digital Extension Systems	1	0	3	4	4
5.	NUD 311	Human Nutrition I	1	0	2	3	3
6.	HRE 311	Creative Handcraft and Value Addition I	1	0	3	4	4
7.	HRE 312	Child Development (Infancy to Adolescence)	1	0	1	2	2
8.	HRE 313	Housing and Family Living Environment	1	0	1	2	2
9.	HRE 314	Fashion, Culture and Human Development	1	0	1	2	2
10.	HRE 315	Food and Beverage Production Management	1	0	2	3	3
11.	HRE 316	Advanced Rural Livelihood Systems and Development Economics	1	0	2	3	3
12.	HRE 317	Climate-Smart Rural Systems and Environmental Adaptation	1	0	2	3	3
TOTAL			13	0	20	33	33

YEAR I SEMESTER II

S/N	COURSE CODE	COURSE TITLE	L	T	P	CU	CH
1.	GNS 302	Communication in English III	1	0	1	2	2
2.	ENT 326	Practice of Entrepreneurship I	2	0	2	4	4
3.	MSQ 321	Practice of Quality Assurance Assessment	1	0	1	2	2
4.	NUD 321	Human Nutrition II	1	0	2	3	3
5.	HRE 321	Creative Handcraft and Value Addition II	1	0	3	4	4
6.	HRE 322	Human Development	1	0	1	2	2
7.	HRE 323	Pattern Drafting and Adaptation Techniques	1	0	3	4	4
8.	HRE 324	Fabric Construction	1	0	3	4	4
9.	HRE 325	Consumer Education	1	0	1	2	2
10.	HRE 326	Home Mechanics	1	0	2	3	3
TOTAL			11	0	19	30	30

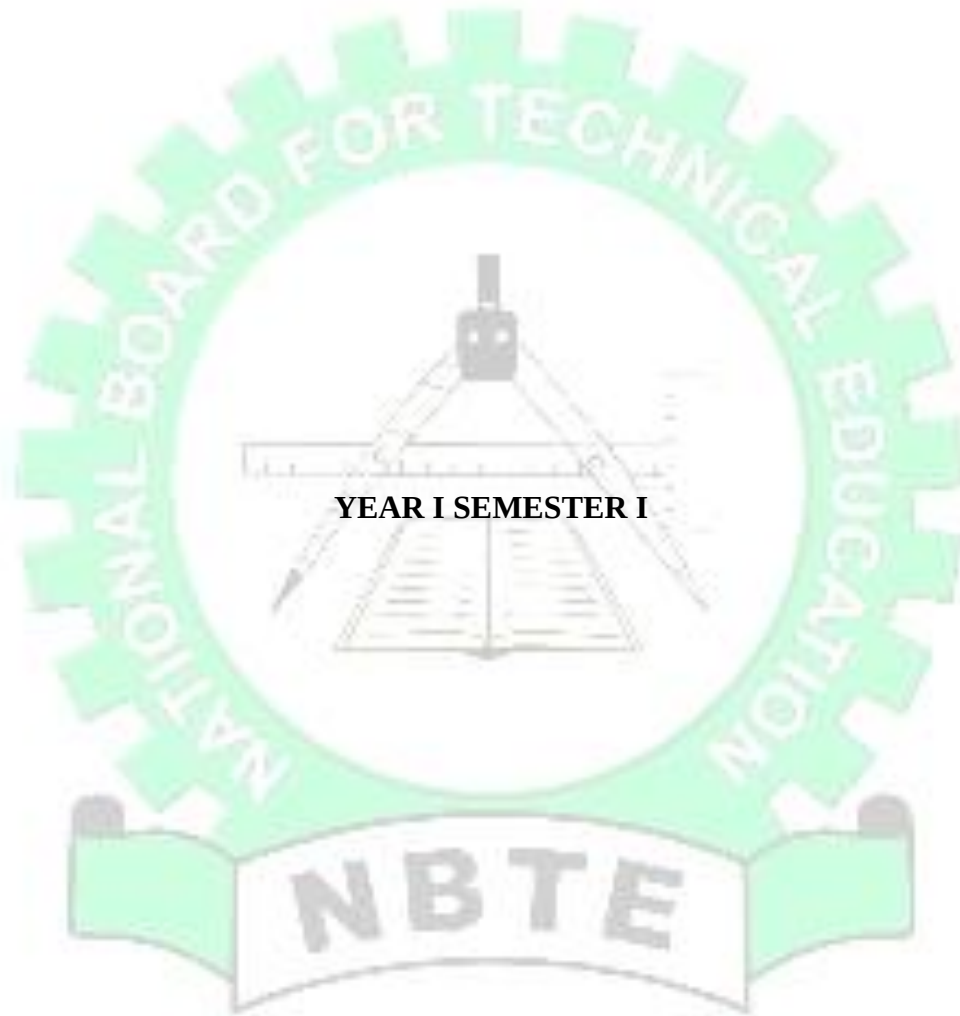
YEAR II SEMETER I

S/N	COURSE CODE	COURSE TITLE	L	T	P	CU	CH
1.	GNS 311	Communication in English	2	0	0	2	2
2.	AGR 401	Research Methodology and Scientific Writing	2	0	0	2	2
3.	FST 415	Processing and Preservation of Plant Food Products	2	0	2	4	4
4.	FST 416	Processing and Preservation of Animal Food Products	2	0	2	4	4
5.	HMT 411	Food Production Management III	1	0	3	4	4
6.	APT 318	Livestock Farm Practice I	1	0	3	4	4
7.	HRE 411	Creative Handcraft and Value Addition III	1	0	3	4	4
8.	HRE 412	Advanced Clothing Construction	1	0	3	4	4
9.	HRE 413	Textile Design and Decoration	1	0	3	4	4
TOTAL			13	0	19	32	32

YEAR II SEMESTER II

S/N	COURSE CODE	COURSE TITLE	L	T	P	CU	CH
1.	AED 424	Rural Sociology	1	0	1	2	2
2.	HRE 421	Creative Handcraft and Value Addition IV	1	0	3	4	4
3.	HRE 422	Clothing Extension Services	1	0	2	3	3
4.	HRE 423	Home Resources Management and Beautification	1	0	2	3	3
5.	HRE 424	Marketing, Branding and Value Chain Development	1	0	1	2	2
6.	HRE 425	Financial Inclusion and Rural Microenterprise Systems	1	0	3	4	4
7.	HRE 426	Project	0	0	4	4	4
TOTAL			6	0	16	22	22

KEY: L = Lectures (hours/ week), T= Tutorial (Hours/week), P= Practical (Hours/Week), CU= Credit Unit; CH= Credit Hours (Hours/Week)



CREATIVE HANDCRAFT AND VALUE ADDITION I

PROGRAMME: HIGHER NATIONAL DIPLOMA (HND) IN HOME AND RURAL ECONOMICS		
COURSE TITLE: CREATIVE HANDCRAFT AND VALUE ADDITION I	COURSE CODE: HRE 311	CONTACT HOURS: 3 HOURS/WEEK
	CREDIT UNIT: 3	THEORETICAL: 1 HOUR/WEEK
YEAR: I SEMESTER: I	PRE-REQUISITE:	PRACTICAL: 2 HOURS/WEEK
GOAL: The course is designed to provide students with advanced knowledge and skills of both foreign and indigenous handcraft.		
GENERAL OBJECTIVES: On completion of this course, the student should be able to: 1.0 Know the definition and history of tatting; 2.0 Know the tools and materials for tatting; 3.0 know the tatting components; 4.0 Know the characteristics of a tatted lace; 5.0 Understand the Daisy loom; 6.0 Know the materials and equipment for Daisy loom; 7.0 Know production of daisies; 8.0 Understand the maintenance of Daisies; 9.0 Understand branding, exhibition of finished products, and merchandizing.		

PROGRAMME: HIGHER NATIONAL DIPLOMA (HND) IN HOME AND RURAL ECONOMICS						
COURSE TITLE: CREATIVE HANDCRAFT AND VALUE ADDITION		COURSE CODE: HRE 311		CONTACT HOURS: 3 HOURS/WEEK		
		CREDIT UNIT: 3		THEORETICAL: 1 HOUR/WEEK		
YEAR: I SEMESTER: I		PRE-REQUISITE:		PRACTICAL: 2 HOURS/WEEK		
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: The course is designed to provide students with advanced knowledge and skills of both foreign and indigenous handcraft.						
General Objective 1.0: Know the definition and history of tatting						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
1	1.1 Explain tatting and tatting terminologies. 1.2 Outline the origin and development of tatting. 1.3 Explain the different advanced tatting and other needle crafts. 1.4 Describe the differences between a dotted lace and industrially made lace.	• Discuss tatting and tatting terminologies. • Explain the origin and development of tatting. • Discuss the different advanced tatting and other needle crafts. • Discuss the differences between a dotted lace and industrially made lace.	Classroom, white/magnetic boards, projector, Tatted and lace materials.	• Display different advanced crafts, dotted and industrially made lace. • Identify tatted materials and other advanced needle craft.	Guide the students to: • Display different advanced crafts, dotted and industrially made lace. • Identify tatted materials and other advanced needle craft.	Samples of tatted materials and other advanced needle crafts
General Objective 2.0: Know the tools and materials for tatting						
2	2.1 Explain shuttle as the	• Discuss shuttle as	Classroom,	• Identify the	Guide the	Shuttle tatting

	main tool for tatting. 2.2 State the recommended yarns for tatting. 2.3 Explain the differences between tatting yarn and other yarns.	the main tool for tatting. • Outline the recommended yarns for tatting. • Discuss the differences between tatting yarn and other yarns.	white/magnetic boards, projector, Shuttle tatting yarn, embroidery yarn, weaving yarn.	different tatting tools and materials e.g shuttle tatting yarn, embroidery yarn, weaving yarn. • Examine the recommended yarns for tatting	students to: • Display different tools and materials used for tatting. • Identify different tatting tools and materials.	yarn, embroidery yarn, weaving yarn.
General Objective 3.0: Know the tatting components						
3	3.1 Describe Ring, Chains, Loops, Double stitches, Picots, as the components of tatting. 3.2 Explain tatting components. 3.3 Outline the tatting components.	• Explain Ring, Chains, Loops, Double stitches, Picots, as the components of tatting. • Discuss tatting components. • Describe the tatting components.	Classroom, white/magnetic boards, projector, Shuttle, hook, yarn.	• Assemble the components of tatting. • Produce samples of tatted materials e.g., lace collars, sleeve edges, dress trims, head and arm rest, table cloth edges, etc.	Guide students to: • Assemble the components of tatting correctly • Produce samples of tatted materials e.g. lace collars, sleeve edges, dress trims, head and arm rest, table cloth edges, etc.	Tatting shuttles, fabric, measuring tape, tatting thread, tatting needles, crochet hooks, work surface/tables, scissors, projector, pins and pins cushion, etc.
General Objective 4.0: Know the characteristics of a tatted lace						
4	4.1 Explain tatted lace. 4.2 Explain how a tatted lace is made; round in shape, dainty, lacy. 4.3 State factors	• Discuss tatted lace. • Discuss how a tatted lace is made; round in shape, dainty,	Classroom, white/magnetic boards, projector, shuttle yarn Hook.	• Create different shapes of tatted lace; round, dainty, lacy, etc. • Compare good quality and poor-	Guide students to • Create different shapes of tatted lace. • Compare good quality and poor-	Shuttle tatting yarn, embroidery yarn, weaving yarn, crochet hook, beads,

	affecting the quality of tatted lace.	lacy. • Outline factors affecting the quality of tatted lace.		quality tatted lace samples.	quality tatted lace samples.	sequins
General Objective 5.0 Understand the daisy and dainty looms						
5	5.1 Explain daisy and dainty looms. 5.2 Explain the differences between daisy and dainty looms. 5.3 Outline the history of daisy and dainty looms.	• Discuss daisy and dainty looms. • Discuss the differences between daisy and dainty looms. • Describe the history of daisy and dainty looms.	Classroom, white/magnetic boards, projector, Looms.	• Observe the differences between daisy and dainty looms. •	• Display the daisy and dainty looms. • Observe the differences between the two.	Daisy loom, dainty loom, shuttles, crossing sticks and beater, work surface.
General Objective 6.0 Know the materials and equipment for daisy loom						
7-8	6.1 State the equipment needed in daisy work. 6.2 Explain the various uses of the equipment for daisies. 6.3 State the concept and scope of the materials and equipment for daisy loom.	• Outline the equipment needed in daisy work. • Discuss the various uses of the equipment for daisies. • Outline the concept and scope of the materials and equipment for daisy loom.	Classroom, white/magnetic boards, projector, looms, wool, Crochet hook. etc.	• Identify the various equipment for daisies. • Operate the equipment.	Guide the students to: • Identify the various equipment for daisies. • Operate the equipment.	Looms, shuttles, crossing sticks, beater, yarn, scissors and ruler.
General Objectives: 7.0 Know the production daisies						
9-10	7.1 Outline the various processes involved in	• Describe the various processes involved	Classroom, white/magnetic	• Create petals of different shapes	Guide the students to:	Yarn, cotton thread, silk

	the production of daisies. 7.2 Explain the concept and scope of daisy production. 7.3 Describe the key components and characteristics of daisy production.	in the production of daisies. • Discuss the concept and scope of daisy production. • Explain the key components and characteristics of daisy production.	boards, projector, loom, Yarn (wool), crochets hook. etc	and sizes to produce articles. • Assemble the petals to produce articles e.g., children's dress, food cover/television cover, chair backs and table cover.	• Demonstrate the steps for creating different petals. • Guide students to make and assemble the petals to produce articles.	thread, nylon thread, polyester thread, wool or acrylic, fabric, crocheting needles and hooks, beads, sequins and buttons.
General Objectives: 8.0 Understand the maintenance of daisies						
11 – 12	8.1 Outline the procedure for washing the articles of daisies. 8.2 Explain the drying and storing processes of daisies. 8.3 Explain the concept and scope of the maintenance of daisies.	• Describe the procedure for washing the articles of daisies. • Discuss the drying and storing processes of daisies. • Discuss the concept and scope of the maintenance of daisies.	Classroom, white/magnetic boards, projector.	• Carryout maintenance of daisies. • Launder articles of daisies	Guide the students to: • Steps for maintenance of daisies. • How to launder articles of daisies.	Daisy articles, agents and laundry equipment, surfaces for drying.
General Objectives 9.0: Understand branding, exhibition of finished products, and merchandizing						
13-15	9.1 Explain branding, exhibition and merchandising. 9.2 Outline the costing of materials used in production. 9.3 Describe the determination of profit/income (net	• Discuss branding, exhibition and merchandising. • Describe the costing of materials used in production. • Explain the determination of profit/income (net	Classroom, white/magnetic board, projector, computer, internet, smart phones/devices.	• Carry out branding of finished products. • Exhibit finished products. • Identify various means of marketing finished products.	Guide students to: • Brand products using various means such as attractive labelling, good packaging materials, etc. • Properly exhibit	Colored printers, packaging materials, sealing machines, smartphone, internet, computer, projector, social

	profit, gross profit). 9.4 Outline the procedure for packaging finished products. 9.5 Explain product exhibition and merchandising.	profit, gross profit). • Describe the procedure for packaging finished products. • Discuss product exhibition and merchandising.		• Merchandize finished products. • Determine profit margin.	products in a showroom for potential customers. • Use various means to market products such as social media, posters and handbills, etc. • Merchandize finished products.	media platforms.
COURSE ASSESSMENT: Course work: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%						

CHILD DEVELOPMENT

PROGRAMME: HIGHER NATIONAL DIPLOMA (HND) IN HOME AND RURAL ECONOMICS		
COURSE TITLE: CHILD DEVELOPMENT (INFANCY TO ADOLESCENCE)	COURSE CODE: HRE 312	CONTACT HOURS: 2 HOURS/WEEK
	CREDIT UNIT: 2	THEORETICAL: 1 HOUR/WEEK
YEAR: I SEMESTER: I	PRE-REQUISITE:	PRACTICAL: 1 HOUR/WEEK
GOAL: This course is designed to provide the students with the knowledge of the development processes of a child from infancy to adolescence.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Know the difference between growth and development; 2.0 Understand the process of child development; 3.0 Understand the basic needs of the child; 4.0 Describe the factors that may influence emotional development of a child; 5.0 Know the use of punishment and reward in child upbringing.		

PROGRAMME: HIGHER NATIONAL DIPLOMA (HND) IN HOME AND RURAL ECONOMICS						
COURSE TITLE: CHILD DEVELOPMENT (INFANCY TO ADOLESCENCE)			COURSE CODE: HRE 312		CONTACT HOURS: 2 HOURS/WEEK	
			CREDIT UNIT: 2		THEORETICAL: 1 HOUR/WEEK	
YEAR: I SEMESTER: 1			PRE-REQUISITE:		PRACTICAL: 1 HOUR/WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with the knowledge and skills of the development processes of a child from infancy to adolescence.						
General Objective 1.0: Know the difference between growth and development						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
1 - 3	1.1 Explain growth. 1.2 Describe development. 1.3 Explain the differences between growth and development.	• Discuss growth. • Explain development. • Discuss the differences between growth and development.	Classroom, white/magnetic board, marker, textbooks, Charts, Text books, white Board, projector	• Measure height and weight of children (ages 0–5 years) • Record results. • Observe physical changes in children (e.g., increase in weight, height, and motor skills) • Compare growth and development using case study examples	Guide the students to: • Measure weight and height accurately. • Record results. • Observe the developmental milestones from videos or real-life observation • Compare two children based on growth and development features.	Child care centre, weighing scale, growth charts, measuring tape and ruler Observation checklist and video clips, first aid box, Maternal, Newborn and Child Care Health Centres (MNCH), case

						study sheets and charts
General Objective 2.0: Understand the process of child development						
4 – 7	2.1 State processes/stages in a child's development (early infancy to adolescence.). 2.2 Describe the behavioural changes of the child from birth to early childhood. 2.3 Outline factors that affect the rate of physical or behavioural development of a child 2.4 Outline stages of development of the child from infancy to childhood. 2.5 Outline the physical and mental development of the infant up to childhood	• Outline processes/stages in a child's development (early infancy to adolescence.). • Explain the behavioural changes of the child from birth to early childhood. • Describe factors that affect the rate of physical or behavioural development of a child • Describe stages of development of the child from infancy to childhood. • Describe the physical and mental development of the infant up to childhood (pre-	Classroom Textbooks, projector, Pictures and illustrations, Whiteboard, Makers Models and flash cards, caliper, Mid Upper Arm Circumference (MUAC) tape, stadiometer.	• Observe charts and pictures to identify stages of growth and development (infancy, childhood, adolescence). • Arrange pictures according to stages of growth and development. • Observe behavioural changes in children. • Record behavioural changes in children. • Identify factors affecting child development from real-life case studies • Identifying children receiving proper	• Observe charts and pictures to identify stages of growth and development (infancy, childhood, adolescence). • Arrange pictures according to stages of growth and development. • Observe behavioural changes in children. • Record behavioural changes in children. • Identify factors affecting child development from real-life case studies • Identifying children receiving proper	Case study sheets, visual clips, charts, flash cards, pictures of age groups, observation sheets and videos, observation checklist, case study sheets, pictures of children (different conditions), growth charts, measuring tools (scale, tape rule), video clips, and recording sheets, etc.

		school) in terms of height, crawling, walking, play habits.		parental care and neglected ones	parental care and neglected ones	
General Objective 3.0: Understand the basic needs of the child						
8 – 10	3.1 Explain the basic needs of a child to include security, affection, competence, independence. 3.2 Outline the rights of the child including right to education, right to play. 3.3 Explain the concept and scope of the basic needs of the child.	• Discuss the basic needs of a child to include security, affection, competence, independence. • Describe the rights of the child which includes right to education, right to play. • Discuss the concept and scope of the basic needs of the child.	Classroom, White board, Textbooks, charts showing children in school and playgrounds, projector, etc.	• Observe basic needs from real-life situations. • List needs from scenarios. • Role play (create school, classroom and playground scenes). • Correct misconceptions and summarize the main points.	Guide the students to: • List needs from scenarios. • Role play (create school, classroom and playground scenes). • Correct misconceptions and summarize the main points.	Charts, classroom, school playground, projector, assorted toys.
General Objective 4.0: Describe the factors that may influence emotional development of a child.						
11 – 13	4.1 Outline factors that may influence emotional development of the child 4.2 Describe the roles of non-	• Outline factors that may influence emotional development of the child • Describe the roles of non-governmental	Classroom, White/magnetic board, textbooks, charts showing NGOs, child protecting agencies, posters of child right	• Conduct matching activities from factor to effect. • Analyze case study card • Match NGOs laws with appropriate solutions.	Guide the students to: • Conduct matching activities from factor to effect. • Analyze case study card • Match NGOs laws	Charts, textbooks, story cards, case study sheets, posters of child right law, flashcards,

	governmental organisations and government legislation in child and family welfare. 4.3 State behavioural patterns associated with adolescent social challenges 4.4 Describe measures for addressing emotional problems in adolescents	organisations and government legislation in child and family welfare. • State behavioural patterns associated with adolescent social challenges • Describe measures for addressing emotional problems in adolescents	law, charts showing adolescent behaviour, case study stories, charts showing support systems, posters of counselling services.	• Organize matching activity (behaviour-cause) • Supervise correct responses • Summarize findings. • Organize matching activity. (problem solution),	with appropriate solutions. • Organize matching activity (behaviour-cause) • Supervise correct responses • Summarize findings. • Organize matching activity. (problem → solution),	matching activity cards
General Objective 5.0 Know the use of punishment and reward in child upbringing.						
14 – 15	5.1 Explain reward. 5.2 Explain punishment. 5.3 State the functions of punishment 5.4 Explain the effect of punishment, reinforcement and reward on a child's normality and behaviour.	• Discuss reward. • Discuss punishment. • Outline the functions of punishment. • Explain the effect of punishment, reinforcement and reward on a child's normality and behaviour..	Classroom, Charts showing rewards, textbooks White/magnetic boards, marker	• Identify examples of reward from given situations • Identify reward systems used in the classroom or home. • Match rewards with appropriate behaviour.	Guide students to: • Identify examples of reward from given situations • Identify reward systems used in the classroom or home. • Match rewards with appropriate behaviour.	charts, textbook, scenario cards, projector

COURSE ASSESSMENT:

Course work:	10%
Test/Assignments:	10%
Practical:	40%
Examination:	40%
Total:	100%



HOUSING AND FAMILY LIVING ENVIRONMENT

PROGRAMME: HIGHER NATIONAL DIPLOMA (HND) IN HOME AND RURAL ECONOMICS		
COURSE TITLE: HOUSING AND FAMILY LIVING ENVIRONMENT	COURSE CODE: HRE 313	CONTACT HOURS: 2 HOURS/WEEK
	CREDIT UNIT: 2	THEORETICAL: 1 HOUR/WEEK
YEAR: I SEMESTER: I	PRE-REQUISITE: NIL	PRACTICAL: 1HOUR/WEEK
GOAL: This course is design to equip students with basic knowledge and analytical skills in selection of rural and urban housing for family living		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Know the different types of housing and family living environments in Nigeria; 2.0 Understand values in housing and family living environment; 3.0 Understand the functions of housing and family living environment in the well-being of the family; 4.0 Understand the principles of planning housing and family living environments; 5.0 Understand reasons for under development in Nigeria		

PROGRAMME: HIGHER NATIONAL DIPLOMA (HND) IN HOME AND RURAL ECONOMICS						
COURSE TITLE: HOUSING AND FAMILY LIVING ENVIRONMENT		COURSE CODE: HRE 313		CONTACT HOURS: 2 HOURS/WEEK		
		CREDIT UNIT: 2		THEORETICAL: 1 HOUR/WEEK		
YEAR: I SEMESTER: I		PRE-REQUISITE:		PRACTICAL: 1 HOUR/WEEK		
COURSE SPECIFICATION: THEORY/PRACTICAL						
GOAL: This course is designed to equip students with basic knowledge and analytical skills in selection of both rural and urban housing for family living						
General Objective 1.0: Understand the different types of Housing and Family Living Environments in Nigeria						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1 – 3	1.1 Explain house and housing. 1.2 Explain the different housing patterns in Nigeria including Bungalows, Round huts, Estates. 1.3 Explain the importance of a house to the family.	• Discuss house and housing. • Discuss the different housing patterns in Nigeria including Bungalows, Round huts, Estates. • Discuss the importance of a house to the family.	Textbooks Pictures Projector Slides Whiteboard Markers Charts Maps			
General objective 2.0: Understand values in housing and family living environment						

4 – 6	2.1 Explain the concept of values in housing and family living environments. 2.2 Describe types of values in housing and family living environments. 2.3 Explain the influence of values on housing and family living decisions.	• Explain the concept of values in housing and family living environments. • Describe types of values in housing and family living environments. • Explain the influence of values on housing and family living decisions.	Textbooks Pictures Projector Slides Whiteboard Markers Charts Maps	• Identify values demonstrated in different housing and family living environments. • Assess housing environments based on desirable family living values. • Demonstrate practices that promote positive values in family living environments. • Arrange household spaces according to acceptable housing values. • Develop a plan for improving family living environments.	○ Guide students to: • Identify values demonstrated in different housing and family living environments. • Assess housing environments based on desirable family living values. • Demonstrate practices that promote positive values in family living environments. • Arrange household spaces according to acceptable housing values. • Develop a plan for improving family living environments.	Classroom, Pictures of different types of houses, slides, projectors, textbooks, flexes of different family living environments.
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General Objective 3.0: Understand the functions of housing and family living environment in the well-being of the family

7 – 9	3.1 Explain the various functions of housing. 3.2 State the factors affecting choice of a house. 3.3 Explain the avenues for setting up of a home.	• Discuss the various functions of housing. • Outline the factors affecting choice of a house. • Discuss the avenues for setting up of a home.	Textbooks Pictures Projector Slides Whiteboard Markers Charts Maps			
General Objective 4.0: Understand the principles of planning housing and Family Living Environments						
10 – 12	4.1 Explain the principles of planning housing. 4.2 Describe zoning in housing and family living environment. 4.3 Explain the factors affecting planning housing and Family Living Environments.	• Discuss the principles of planning housing. • Explain zoning in housing and family living environment. • Explain the factors affecting planning housing and Family Living Environments.	Textbooks Pictures Projector Slides Whiteboard Markers Charts Maps	• Create Simulations of different geo-political zones in Nigeria. • Make sketches of different houses in the different parts of Nigeria	Guide students to • Draw a map of Nigeria highlighting the different geo-political zones with characteristic, climatic conditions.	
General Objective 5.0 Understand Reasons for under-development in Nigeria in particular and Africa in General						
13 - 15	5.1 State reasons for under development in Nigeria. 5.2 State the reasons for	• Outline reasons for under development in Nigeria.	Textbooks Pictures Projector Slides	• Assemble, arrange, critique and report	Guide the students to: • Assemble the budgets.	Newspapers Journals Classroom Map showing

	under development in Africa. 5.3 Describe the factors associated with under development in Africa.	- Outline the reasons for under development in Africa. - Explain the factors associated with under development in Africa.	Whiteboard Markers Charts Maps	budgetary allocations of Nigeria, Governments of selected African Countries over the past three (3) years highlighting allocation to housing.	Organize a debate on factors responsible for under-development in Africa	ecological zones Pictures of boats, canoes, houses on water, Sample budget documents from National Bureau of Statistics (NBS).
COURSE ASSESSMENT: Course work: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%						

FASHION, CULTURE AND HUMAN DEVELOPMENT

PROGRAMME: HIGHER NATIONAL DIPLOMA (HND) IN HOME AND RURAL ECONOMICS		
COURSE TITLE: FASHION, CULTURE AND HUMAN DEVELOPMENT	COURSE CODE: HRE 314	CONTACT HOURS: 2 HOURS/WEEK
	CREDIT UNIT: 2	THEORETICAL: 1 HOUR/WEEK
YEAR: I SEMESTER: I	PRE-REQUISITE:	PRACTICAL: 1 HOUR/WEEK
GOAL: This course is designed to equip students with the knowledge and skills in fashion, culture and human development.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand the meaning, forms and uses of clothing; 2.0 Understand the influence of clothing on personal identity, social perception, and psychological well-being; 3.0 Understand contemporary developments and technological advances in the clothing and fashion industry; 4.0 Understand the clothing needs and choices across different life stages and social contexts.		

PROGRAMME: HIGHER NATIONAL DIPLOMA (HND) IN HOME AND RURAL ECONOMICS						
COURSE TITLE: FASHION, CULTURE AND HUMAN DEVELOPMENT		COURSE CODE: HRE 314		CONTACT HOURS: 2 HOURS/WEEK		
		CREDIT UNIT: 2		THEORETICAL: 1 HOUR/WEEK		
YEAR: I SEMESTER: I		PRE-REQUISITE:		PRACTICAL : 1 HOUR/ WEEK		
COURSE SPECIFICATION: THEORY/PRACTICAL						
GOAL: This course is designed to provide the student with the basic knowledge and skills in fashion, culture and human development						
General Objective 1.0: Understand the meaning, forms and uses of clothing						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1 – 3	1.1 Explain clothing. 1.2 Explain the differences in it from fashion and style. 1.3 Outline the major categories of clothing: traditional, formal, casual, occupational, and sportswear. 1.4 Explain the primary functions of clothing:	• Discuss clothing. • Discuss the differences in it from fashion and style. • Describe the major categories of clothing: traditional, formal, casual, occupational, and sportswear. • Discuss the primary functions of clothing: protection, modesty, adornment, cultural identity, and status.	Classroom, white/magnetic board, fabric samples, projected images of Nigerian traditional attire, internet-sourced fashion reference materials, projector, computer.	• Plan a capsule wardrobe for a family covering infants, school-age children, and adults.	• Guide students to: • Plan a capsule wardrobe for a family covering infants, school-age children, and adults.	Clothing catalogues (physical or printed from online stores like Jumia or Konga), worksheet templates for wardrobe planning, fabric swatches, projected images of family members at

	protection, modesty, adornment, cultural identity, and status. 1.5 Explain the cultural significance of traditional Nigerian attire across ethnic groups (including Yoruba, Hausa, Igbo).	• Discuss the cultural significance of traditional Nigerian attire across ethnic groups (including Yoruba, Hausa, Igbo).				different ages, whiteboard for group brainstorming.
General Objectives: 2.0 Understand the influence of clothing on personal identity, social perception, and psychological well-being						
4 – 7	2.1 Explain how clothing communicates cultural identity and group membership. 2.2 Explain the analysis of how clothing shapes first impressions and social perception. 2.3 Explain clothing choices to concepts of conformity, individuality, and	• Discuss how clothing communicates cultural identity and group membership. • Discuss the analysis of how clothing shapes first impressions and social perception. • Discuss clothing choices to concepts of conformity, individuality, and self-expression. • Discuss the impact of clothing on body	Classroom, projected images of diverse clothing styles across cultures and social contexts, internet access for current fashion references Contemporary Nigerian and international fashion magazines and	• Analyse clothing choices in real or simulated scenarios linking personal expression to social contexts.	• Guide students to • Analyse clothing choices in real or simulated scenarios, linking personal expression to social contexts.	Clothing catalogues (physical or printed from online stores like Jumia or Konga), worksheet templates for wardrobe planning, fabric swatches, projected images of family members at different ages,

	self-expression. 2.4 Explain the impact of clothing on body image, confidence, and self-image. 2.5 Explain the differences between fashion trends, fast fashion, sustainable fashion, and haute couture.	image, confidence, and self-image. • Discuss the differences between fashion trends, fast fashion, sustainable fashion, and haute couture.	online look books.			whiteboard for group brainstorming.
General Objectives: 3.0 Understand contemporary developments and technological advances in the clothing and fashion industry						
8 – 11	3.1 Outline the development of the evolution of the clothing and textile industry from manual production to modern manufacturing. 3.2 Outline modern sewing tools and equipment including digital cutting machines, computerised embroidery, and three dimensional	• Describe the development of the evolution of the clothing and textile industry from manual production to modern manufacturing. • Describe modern sewing tools and equipment including digital cutting machines, computerised embroidery, and three dimensional	Projector, current Nigerian and international fashion magazines, internet access for research.	• Create a digital collage documenting Nigerian and global fashion evolution from the 1990s to the present day	• Guide students to • Create a digital collage documenting Nigerian and global fashion evolution from the 1990s to the present day.	Digital collage of fashion evolution (1990s to present), computers or tablets with internet access, PowerPoint or Canva (free tier) for collage creation, printed Nigerian and international fashion magazines (e.g., Genevieve,

	garment printing. 3.3 Explain the analysis of current global and Nigerian fashion trends and their social and economic significance. 3.4 Explain the role of digital technology in fashion design, including computer aided design software, online retail, and social media marketing. 3.5 Explain the rise of sustainable fashion, ethical clothing production, and the impact of fast fashion on the environment.	garment printing. • Discuss the analysis of current global and Nigerian fashion trends and their social and economic significance. • Discuss the role of digital technology in fashion design, including computer aided design software, online retail, and social media marketing. • Discuss the rise of sustainable fashion, ethical clothing production, and the impact of fast fashion on the environment.				Vogue), projector for presentation, reference images of Nigerian fashion designers and global trends across decades.
General Objectives: 4.0 Understand the clothing needs and choices across different life stages and social contexts						
12 – 15	4.1 Explain the concept of the human life cycle. 4.2 Explain its relevance to clothing selection.	• Discuss the concept of the human life cycle. • Discuss its relevance to clothing selection. • Explain the clothing	Projected images and video clips showing infants and toddlers in age-appropriate	• Apply knowledge of life stage characteristics to plan appropriate clothing choices	Guide students to • Apply knowledge of life stage characteristics to plan appropriate clothing choices	Age-appropriate clothing samples or printed images (infant, child, teenager, adult, elderly),

	4.3 Describe the clothing needs and considerations for each life stage: infancy, childhood, adolescence, adulthood, and old age. 4.4 Explain the evaluation of factors influencing clothing choices at different life stages including mobility, climate, occupation, and budget.	needs and considerations for each life stage: infancy, childhood, adolescence, adulthood, and old age. • Discuss the evaluation of factors influencing clothing choices at different life stages including mobility, climate, occupation, and budget.	clothing. Adults in professional and casual attire, elderly persons dressed for comfort and mobility.	for individuals at different ages and social contexts.	for individuals at different ages and social contexts	life stage profile cards (student-created or teacher-prepared), budget planning worksheets, projector for comparative display.
COURSE ASSESSMENT: Course work: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%						

FOOD AND BEVERAGE PRODUCTION MANAGEMENT

PROGRAMME: HIGHER NATIONAL DIPLOMA (HND) IN HOME AND RURAL ECONOMICS		
COURSE TITLE: FOOD AND BEVERAGE PRODUCTION MANAGEMENT	COURSE CODE: HRE 315	CONTACT HOURS: 3HOURS/WEEK
	CREDIT UNIT: 3	THEORY: 1 HOUR/WEEK
YEAR: I SEMESTER: I	PRE-REQUISITE: NIL	PRACTICAL: 2 HOUR/WEEK
GOAL: This course is designed to equip students with the knowledge and skills required to plan, organise, prepare, and evaluate food production and beverage service operations.		
GENERAL OBJECTIVES: On completion of this course, students should be able to: 1.0 Understand the principles of food production and beverage service management in hospitality operations; 2.0 Know the major tools, equipment, ingredients, beverages, and service materials used in food and beverage establishments; 3.0 Understand the importance of hygiene, safety, quality control, and customer satisfaction in food and beverage service; 4.0 Apply standard procedures in food preparation, menu planning, portion control, table service, and beverage presentation; 5.0 Analyse operational factors affecting food production, beverage service, cost control, staffing, and customer experience; 6.0 Demonstrate practical skills in food production, beverage service, service etiquette, and hospitality communication; 7.0 Evaluate food and beverage operations for efficiency, profitability, quality, safety, and service standards.		

PROGRAMME: HIGHER NATIONAL DIPLOMA (HND) IN HOME AND RURAL ECONOMICS						
COURSE TITLE: FOOD AND BEVERAGE PRODUCTION MANAGEMENT			COURSE CODE: HRE 315		CONTACT HOURS: 3 Hours/Week	
			CREDIT UNIT: 3		THEORY: 1 HOUR/WEEK	
YEAR: I SEMESTER: I			PRE-REQUISITE: NIL		PRACTICAL: 2 HOURS/WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with the knowledge and practical skills required to plan, organise, prepare, and evaluate food production and beverage service operations.						
	THEORETICAL CONTENT			PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
General Objective 1.0: Understand the principles of food production and beverage service management in hospitality operations.						
1-2	1.1 Explain food production management. 1.2 Explain beverage service management. 1.3 Describe relationship between food production and beverage service in hospitality operations. 1.4 Explain food and beverage management	• Discuss food production management. • Discuss beverage service management. • Explain the relationship between food production and beverage service in hospitality operations. • Discuss food and beverage management	Textbooks Handouts Whiteboard Markers Slides Operation charts Service diagrams Kitchen layouts Menu samples Laptop Projector Videos	• Identify food production and beverage service sections in a simulated establishment. • Observe workflow between kitchen, service area, and customer point. • Prepare a simple food and beverage operation chart. • Record management practices used in	Guide students to • Identify kitchen and service sections. • Demonstrate workflow from food preparation to service delivery. • Supervise preparation of food and beverage operation charts. • Provide observation templates for	Knives Boards Bowls Pots Pans Trays Glasses Cups Plates Cutlery Napkins Spices Vegetables Grains Meat Fish

	functions.	functions. • Discuss the assessment of the role of food and beverage management in customer satisfaction and business performance.		food and beverage service. • Present observations on food production and service coordination.	recording management practices. • Moderate student presentations and provide corrective feedback.	Water Juice Tea Coffee Mocktails
General Objective 2.0: Know the major tools, equipment, ingredients, beverages, and service materials used in food and beverage establishments.						
3-4	2.1 State common tools used in food production. 2.2 Outline equipment used in beverage service. 2.3 Describe the classification of ingredients used in food production. 2.4 Explain the uses of service materials in food and beverage establishments.	• Outline common tools used in food production. • Describe equipment used in beverage service. • Explain the classification of ingredients used in food production. • Discuss the uses of service materials in food and beverage establishments.	Textbooks Handouts Equipment guides Slides Tool charts Ingredient charts Beverage charts Service diagrams Manuals Catalogues Storage guides	• Identify kitchen tools and equipment correctly. • Identify beverage service equipment correctly. • Classify ingredients according to food production use. • Classify beverages according to type and service method. • Select suitable service materials for a given food and beverage task. • Arrange tools, ingredients, beverages, and service materials for	Guide the students to: • Demonstrate identification of kitchen tools and service equipment. • Classify ingredients and beverages. • Supervise selection of service materials for food and beverage tasks. • Demonstrate proper arrangement of tools, ingredients, and service	Knives Boards Bowls Pots Pans Trays Glasses Cups Plates Cutlery Napkins Spices Vegetables Grains Meat Fish Water Juice Tea Coffee

				practice. • Prepare an inventory checklist for food and beverage resources.	materials. • Review students' inventory checklists for accuracy and completeness.	Mocktails
General Objective 3.0: Understand the importance of hygiene, safety, quality control, and customer satisfaction in food and beverage service.						
5-6	3.1 Explain personal hygiene requirements in food and beverage operations. 3.2 Describe safety practices in kitchen and service areas. 3.3 Explain quality control in food production and beverage service. 3.4 Describe the consequences of poor hygiene, unsafe practices, and poor service quality. 3.5 Explain the importance of hygiene and quality standards	• Discuss personal hygiene requirements in food and beverage operations. • Explain safety practices in kitchen and service areas. • Discuss quality control in food production and beverage service. • Explain the consequences of poor hygiene, unsafe practices, and poor service quality. • Discuss the importance of hygiene and quality standards in hospitality	Textbooks Handouts Safety guides Slides Hygiene charts Safety charts Quality charts Service posters Laptop Projector Videos	• Demonstrate proper handwashing procedures. • Wear appropriate protective clothing for kitchen and service practice. • Sanitise work surfaces and service materials. • Inspect food items for quality before preparation. • Apply safety precautions during food production and service. • Use a checklist to assess hygiene and service quality. • Prepare a hygiene and quality-control report.	• Demonstrate correct handwashing and personal hygiene procedures. • Supervise proper use of protective clothing. • Monitor sanitising surfaces, utensils, and service materials. • Demonstrate quality inspection of food items before preparation. • Monitor students during safe food production and service practice. • Review hygiene and quality-control reports.	Soap Water Sanitiser Towels Hairnets Aprons Gloves First aid Signs Mats Checklists Scorecards Thermometer Labels

	in hospitality operations.	operations.				
General Objective 4.0: Apply standard procedures in food preparation, menu planning, portion control, table service, and beverage presentation.						
7-9	4.1 Describe standard procedures in food preparation. 4.2 Explain principles of menu planning. 4.3 Describe portion control in food production and service. 4.4 Describe beverage presentation techniques. 4.5 Describe menu planning, portion control, service style, and customer satisfaction.	• Explain standard procedures in food preparation. • Discuss principles of menu planning. • Explain portion control in food production and service. • Explain beverage presentation techniques. • Discuss menu planning, portion control, service style, and customer satisfaction.	Textbooks Handouts Recipe cards Slides Menu cards Portion charts Service charts Cost sheets Laptop Projector Videos	• Plan a simple menu for a selected hospitality situation. • Prepare ingredients according to recipe requirements. • Cook selected dishes using standard procedures. • Serve food portions accurately. • Set a table for a selected service style. • Serve food using correct table service procedures. • Present non-alcoholic beverages appropriately. • Prepare a practical report on menu, portion, service, and presentation.	• Guide students in preparing simple menus. • Demonstrate ingredient preparation and basic cooking procedures. • Supervise food production using standard recipes. • Demonstrate portion control with serving tools. • Guide students in table setting and service sequence. • Supervise beverage presentation practice. • Assess practical reports and provide feedback.	Knives Boards Pots Pans Spoons Trays Menu cards Recipe cards Cost sheets Templates Plates Cutlery Glasses Napkins Trays Jugs Cups Glasses Straws Garnishes
General Objective 5.0: Analyse operational factors affecting food production, beverage service, cost control, staffing, and customer experience.						

10-11	5.1 State operational factors affecting food production. 5.2 Explain cost-control practices in food and beverage operations. 5.3 Describe staffing needs in food and beverage service establishments. 5.4 Outline the factors affecting customer experience in hospitality operations. 5.5 Explain the costing of control on service performance.	• Outline operational factors affecting food production. • Discuss cost-control practices in food and beverage operations. • Explain staffing needs in food and beverage service establishments. • Describe the analysis of factors affecting customer experience in hospitality operations. • Discuss the costing of control on service performance.	Textbooks Handouts Recipe cards Slides Menu cards Portion charts Service charts Cost sheets Laptop Projector Videos	• Prepare a simple workflow chart for food production and beverage service. • Calculate basic food cost for selected menu items. • Prepare a simple portion-control sheet. • Develop a basic staff-duty schedule for food and beverage service. • Record customer feedback from a simulated service activity. • Analyse operational problems in a simulated food and beverage setting. • Prepare an operational improvement report.	• Demonstrate preparation of workflow charts. • Guide students in calculating basic food cost. • Supervise preparation of portion-control sheets. • Demonstrate staff-duty scheduling for food and beverage operations. • Guide students to collect and record customer feedback. • Supervise analysis of operational problems and improvement reports.	Workflow charts Duty rosters Templates Checklists Calculators Price lists Cost sheets Receipts Questionnaires Scorecards Registers Notebooks
General Objective 6.0: Demonstrate practical skills in food production, beverage service, service etiquette, and hospitality communication.						
12-13	6.1 Describe basic food production techniques. 6.2 Explain beverage service	• Explain basic food production techniques. • Discuss beverage service	Textbooks Handouts Recipe cards Slides Menu cards	• Prepare selected food items using standard procedures. • Serve selected	• Prepare selected food items using standard procedures. • Serve selected	Cookers Pots Pans Utensils Trays

	procedures. 6.3 Describe service etiquette in hospitality operations. 6.4 Explain the procedures for order taking, guest interaction, and complaint handling. 6.5 Explain the assessment of the role of etiquette and communication in customer satisfaction.	procedures. • Explain service etiquette in hospitality operations. • Discuss the procedures for order taking, guest interaction, and complaint handling. • Discuss the assessment of the role of etiquette and communication in customer satisfaction.	Portion charts Service charts Cost sheets Laptop Projector Videos	beverages using appropriate service procedures. • Demonstrate correct service etiquette during table service. • Take customer orders in a simulated hospitality setting. • Communicate politely with guests during service practice. • Handle a simulated customer complaint appropriately. • Clear service area and equipment after service. • Prepare a practical service-performance report.	beverages using appropriate service procedures. • Demonstrate correct service etiquette during table service. • Take customer orders in a simulated hospitality setting. • Communicate politely with guests during service practice. • Handle a simulated customer complaint appropriately. • Clear service area and equipment after service • Prepare a practical service-performance report.	Menus Order pads Pens Trays Napkins Restaurant Food Laboratory Workshop Cups Glasses Jugs Garnishes Soap Water Cloths Waste bins
General Objective 7.0: Understand food and beverage operations for efficiency, profitability, quality, safety, and service standards.						

14-15	7.1 State criteria for evaluating food and beverage operations. 7.2 Explain efficiency in food production and beverage service. 7.3 Explain profitability in food and beverage operations. 7.4 Outline the procedure for food production and beverage service performance.	• Outline criteria for evaluating food and beverage operations. • Discuss efficiency in food production and beverage service. • Discuss profitability in food and beverage operations. • Highlight the procedure for food production and beverage service performance.	Textbooks Handouts Recipe cards Slides Menu cards Portion charts Service charts Cost sheets Laptop Projector Videos	• Inspect a food production area using an evaluation checklist. • Inspect a beverage service area using an evaluation checklist. • Assess portion control and service quality during practice. • Compare actual food cost with planned food cost. • Record safety and hygiene compliance during operations. • Prepare a food and beverage operations evaluation report. • Present recommendations for improving service standards.	• Provide evaluation checklists for food and beverage operations. • Guide students to inspect production and service areas. • Supervise assessment of portion control and service quality. • Demonstrate comparison of planned and actual food cost. • Guide students to record safety and hygiene compliance. • Review evaluation reports and moderate presentations.	Checklists Scorecards Reports Templates Calculators Cost sheets Price lists Receipts Hygiene forms Thermometer Labels First aid Flipchart Markers Projector
COURSE ASSESSMENT: Course work: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%						

RURAL LIVELIHOOD SYSTEMS AND DEVELOPMENT ECONOMICS

PROGRAMME: HIGHER NATIONAL DIPLOMA (HND) IN HOME AND RURAL ECONOMICS		
COURSE TITLE: RURAL LIVELIHOOD SYSTEMS AND DEVELOPMENT ECONOMICS	COURSE CODE: HRE 316	CONTACT HOURS: 3 HOURS/WEEK
	CREDIT UNIT: 3	THEORETICAL: 1 HOUR/WEEK
YEAR: I SEMESTER: I	PRE-REQUISITE:	PRACTICAL: 2 HOURS/WEEK
GOAL: This course is designed to equip students with knowledge and skills in rural livelihood systems and economic development in community welfare.		
GENERAL OBJECTIVES: On completion of this course, the student should be able to: 1.0 Understand advanced rural livelihood frameworks and capital asset analysis; 2.0 Apply sustainable livelihoods analysis to rural household enterprise planning; 3.0 Apply rural development economics to household income and poverty analysis; 4.0 Apply participatory rural appraisal methods in community development planning; 5.0 Apply rural value chain analysis and enterprise development planning; 6.0 Evaluate rural development programmes using monitoring and evaluation frameworks.		

PROGRAMME: HIGHER NATIONAL DIPLOMA (HND) IN HOME AND RURAL ECONOMICS						
COURSE TITLE: RURAL LIVELIHOOD SYSTEMS AND DEVELOPMENT ECONOMICS		COURSE CODE: HRE 316		CONTACT HOURS: 3 HOURS/WEEK		
		CREDIT UNIT: 3		THEORETICAL: 1 HOUR/WEEK		
YEAR: I SEMESTER: I		PRE-REQUISITE:		PRACTICAL: 2 HOURS/WEEK		
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with knowledge and skills in rural livelihood systems and economic development in community welfare.						
GENERAL OBJECTIVE 1.0: Understand rural livelihood frameworks and capital asset analysis						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
1 – 2	1.1 Describe the Sustainable Livelihoods Framework (SLF) 1.2 Describe the effects of shocks, trends, and seasonality on rural livelihoods. 1.3 Describe the Means of Access Framework and its influence on rural livelihood options. 1.4 Explain the relationship between the Sustainable Livelihoods Framework and rural enterprise development.	- Describe the Sustainable Livelihoods Framework (SLF) - Explain the effects of shocks, trends, and seasonality on rural livelihoods. - Explain the Means of Access Framework and its influence on rural livelihood options. - Discuss the relationship between the Sustainable Livelihoods Framework and rural enterprise	Whiteboard Markers Multimedia projector Computer system Laptop Internet access Textbooks Case studies Presentation slides	- Apply the SLF to one rural household near the college - Map all five capital assets - Record current levels - Identify the most binding constraint on livelihood improvement - Assess vulnerability context for the mapped household - Record three shocks, two trends and one seasonal	Guide students to: - Apply the SLF to one rural household near the college - Map all five capital assets - Record current levels - Identify the most binding constraint on livelihood improvement - Assess vulnerability	Questionnaires Interview guides Mapping tools Checklists Field notebooks GPS-enabled mobile devices Cameras Smartphones

	1.5 Describe the application of the Sustainable Livelihoods Framework in rural development programmes	development. Describe the application of the Sustainable Livelihoods Framework in rural development programmes		stress affecting the household - Identify two livelihood strategies used by the household - Record each strategy, assets deployed and livelihood outcomes achieved. - Compare SLF asset profiles of two rural households of different income levels - Record differences across all five capitals - Draw conclusions on asset-income linkages	context for the mapped household - Record three shocks, two trends and one seasonal stress affecting the household - Identify two livelihood strategies used by the household - Record each strategy, assets deployed and livelihood outcomes achieved. - Compare SLF asset profiles of two rural households of different income levels - Record differences across all five capitals - Draw conclusions on asset-income	
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					linkages	
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GENERAL OBJECTIVE 2.0: Apply sustainable livelihoods analysis to rural household enterprise planning						
3 – 4	2.1 Explain how rural household enterprise decisions are shaped by asset endowments, market access and institutional environment. 2.2 Describe enterprise diversification strategies used by rural households to reduce vulnerability and increase income. 2.3 Explain how the Sustainable Livelihoods Framework guides the identification of appropriate rural enterprise opportunities for different household types. 2.4 Explain the role of social capital — networks, cooperatives and community groups — in enabling rural	- Discuss how rural household enterprise decisions are shaped by asset endowments, market access and institutional environment. - Explain enterprise diversification strategies used by rural households to reduce vulnerability and increase income. - Discuss how the Sustainable Livelihoods Framework guides the identification of appropriate rural enterprise opportunities for different household types. - Discuss the role of social capital networks, cooperatives and	Whiteboard Markers Multimedia projector Computer system Laptop Internet access Textbooks Case studies Presentation slides	- Identify three viable enterprise opportunities for one rural household using the SLF - Record opportunities matched to asset profile, market access and institutional environment. - Assess the social capital available to the household for enterprise entry; record cooperative membership, community networks and trust relationships. - Analyse the gender dimensions of enterprise participation in one household - Record who controls assets, who participates in	Guide students to: - Identify enterprise opportunity using SLF; review asset-opportunity matching. - Carryout social capital assessment; review completeness. - Carry out gender analysis; review evidence quality	Questionnaires Interview guides Mapping tools Checklists Field notebooks GPS-enabled mobile devices Cameras Smartphones

	enterprise entry. 2.5 Explain how gender shapes rural household enterprise participation and asset control in Nigerian communities.	community groups in enabling rural enterprise entry. • Discuss how gender shapes rural household enterprise participation and asset control in Nigerian communities.		enterprise and income allocation. • Prepare a household enterprise development plan using the SLF; record enterprise selected, assets required, gaps to address and first steps.		
GENERAL OBJECTIVE 3.0: Apply rural development economics to household income and poverty analysis						
5 – 6	3.1 Describe the structure of rural household income in Nigeria: farm, off-farm and non-farm income sources and their relative importance. 3.2 Outline the procedure for measuring rural poverty: income poverty line, multidimensional poverty index and food insecurity measures. 3.3 Describe how seasonal income variability affects rural household food security and	• Explain the structure of rural household income in Nigeria: farm, off-farm and non-farm income sources and their relative importance. • Describe the procedure for measuring rural poverty: income poverty line, multidimensional poverty index and food insecurity measures. • Explain how seasonal income variability affects	Whiteboard Markers Multimedia projector Computer system Laptop Internet access Textbooks Case studies Presentation slides	• Collect income data from one rural household • Record all income sources, amounts, months earned • Calculate total annual income and share per source. • Apply the Multidimensional Poverty Index to one rural household • Record deprivations across health, education and living standards dimensions and classify poverty status.	Guide students to: • Collect income data. • Apply review deprivation identification. • Prepare seasonal income calendar. • Calculate gross margin. • Identify transaction cost.	Questionnaires Interview guides Mapping tools Checklists Field notebooks GPS-enabled mobile devices Cameras Smartphones

	enterprise investment capacity. 3.4 Explain the economics of smallholder production: cost-benefit analysis, gross margin analysis and risk-return trade-offs. 3.5 Describe how market access, price volatility and transaction costs affect rural household income and enterprise profitability.	rural household food security and enterprise investment capacity. - Discuss the economics of smallholder production: cost-benefit analysis, gross margin analysis and risk-return trade-offs. - Explain how market access, price volatility and transaction costs affect rural household income and enterprise profitability.		- Prepare a seasonal income calendar for one rural household; record income sources by month - Identify lean periods and recommend one income-smoothing strategy. - Calculate the gross margin for one smallholder crop enterprise in the local area - Record all costs, yield, price and gross margin per hectare. - Identify three transaction costs affecting one rural household's market participation - Record cost type, amount and one strategy to reduce each		
GENERAL OBJECTIVE 4.0: Apply Participatory Rural Appraisal methods in community development planning						
7 – 9	4.1 Describe Participatory Rural	Explain Participatory Rural	Whiteboard Markers	Conduct a community	Organize: Community	Questionnaires Interview guides

	Appraisal (PRA) methods 4.2 Outline procedures for designing community needs assessment using PRA methods 4.3 Describe the use of Participatory Rural Appraisal data in community development planning 4.4 Explain the logical framework approach in community development planning 4.5 Outline the procedure for developing a community development action plan	Appraisal (PRA) methods • Highlight the procedures for designing community needs assessment using PRA methods • Discuss the use of Participatory Rural Appraisal data in community development planning • Explain the logical framework approach in community development planning • Outline the procedure for developing a community development action plan	Multimedia projector Computer system Laptop Internet access Textbooks Case studies Presentation slides	mapping exercise with a group of classmates representing a rural community • Record all resources, services, institutions and problems identified on the map. • Facilitate a seasonal calendar exercise • Record agricultural activities, income sources, workloads and food security status by month for the community • Apply wealth ranking to classify five households into livelihood wealth groups • Record criteria used, group characteristics and one recommendation per group. • Prepare a logframe for one community development intervention	mapping exercise. • Seasonal calendar exercise. • Wealth ranking exercise. • Provide logframe template; guide preparation; review accuracy • Provide action plan template; guide preparation; review completeness	Mapping tools Checklists Field notebooks GPS-enabled mobile devices Cameras Smartphones
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				- Record goal, purpose, outputs, activities and indicators with verification sources. - Develop a community development action plan - Record objectives, activities, timeline, responsible persons, budget and monitoring indicators		
GENERAL OBJECTIVE 5.0: Apply rural value chain analysis and enterprise development planning						
10 – 12	5.1 Describe the components of a rural value chain 5.2 Outline the procedure for mapping a rural value chain 5.3 Describe value chain upgrading strategies 5.4 Explain the role of gender analysis in rural value chain development. 5.5 Outline the procedure for developing a rural enterprise development plan	- Explain the components of a rural value chain: input supply, production, processing, trade and consumption and their linkages. - Describe the procedure for mapping a rural value chain: actor identification, flow mapping, margin analysis and constraint	Whiteboard Markers Multimedia projector Computer system Laptop Internet access Textbooks Case studies Presentation slides	- Map the value chain for one rural food product in the local area - Record all actors, their roles, volumes handled, prices and margins at each stage. - Calculate value addition and gross margin at three stages of the value chain - Record all costs, prices and margins	Provide value chain mapping template; guide field mapping; review accuracy Guide value addition and margin calculation; review accuracy Guide upgrading opportunity identification; review quality of analysis Guide gender	Questionnaires Interview guides Mapping tools Checklists Field notebooks GPS-enabled mobile devices Cameras Smartphones

		- identification. - Explain value chain upgrading strategies: product, process, functional and chain upgrading for rural enterprises. - Discuss how gender analysis is integrated into rural value chain development to improve women's participation and income. - Describe the procedure for developing a rural enterprise development plan linked to value chain upgrading opportunities.		- Identify the stage with highest returns. - Identify two upgrading opportunities in the value chain - Record upgrading type, required investment, expected income improvement and responsible actor. - Apply a gender lens to the value chain map - Record women's participation at each stage, constraints faced and one recommendation to improve women's access and income.	analysis; review completeness Provide enterprise development plan template; guide preparation; review feasibility	
GENERAL OBJECTIVE 6.0: Evaluate rural development programmes using monitoring and evaluation frameworks						
13 – 15	6.1 Describe the monitoring and evaluation framework 6.2 Outline the procedure for developing a results-based	Explain the monitoring and evaluation framework: indicators, data collection methods, analysis and	Whiteboard Markers Multimedia projector Computer system Laptop	- Develop a results-based M&E framework for one rural livelihood programme - Record inputs, activities, outputs,	Provide results-based M&E framework template; guide preparation; review accuracy Guide data	Questionnaires Interview guides Mapping tools Checklists Field notebooks GPS-enabled mobile devices

	monitoring and evaluation framework for a rural livelihood programme using the results chain. 6.3 Describe qualitative and quantitative data collection methods used in rural development monitoring and evaluation. 6.4 Outline the procedure for conducting a programme performance review using monitoring and evaluation data and evidence. 6.5 Describe how monitoring and evaluation findings are used for learning, adaptive management and programme improvement in rural development.	• reporting. Describe the procedure for developing a results-based monitoring and evaluation framework for a rural livelihood programme using the results chain. • Explain qualitative and quantitative data collection methods used in rural development monitoring and evaluation. • Describe the procedure for conducting a programme performance review using monitoring and evaluation data and evidence. • Explain how monitoring and evaluation findings are used for learning, adaptive management and	Internet access Textbooks Case studies Presentation slides	outcomes, indicators, targets, data sources and collection methods • Design a data collection tool for two key Measurement & Evaluation (M&E) indicators • Record indicator, question, response options, collection method and frequency • Collect M&E data from ten community members on one programme outcome; record all responses and prepare a data summary • Conduct a mock programme performance review using provided M&E data • Record achievements, gaps, lessons learned and two adaptive	collection tool design; review indicator-question alignment Supervise data collection; review records Provide M&E dataset; guide performance review; review quality of recommendations Provide progress report template; guide preparation; review accuracy	Cameras Smartphones
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		programme improvement in rural development.		management recommendations • Prepare a one-page M&E progress report for one rural programme • Record activities completed, output targets achieved, outcome progress and next steps		
COURSE ASSESSMENT: Course work: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%						

CLIMATE-SMART RURAL SYSTEMS AND ENVIRONMENTAL ADAPTATION

PROGRAMME: HIGHER NATIONAL DIPLOMA (HND) IN HOME AND RURAL ECONOMICS		
COURSE TITLE: CLIMATE-SMART RURAL SYSTEMS AND ENVIRONMENTAL ADAPTATION	COURSE CODE: HRE 317	CONTACT HOURS: 3 HOURS/WEEK
	CREDIT UNIT: 3	THEORETICAL: 1 HOUR/WEEK
YEAR: I SEMESTER: I	PRE-REQUISITE:	PRACTICAL: 2 HOURS/WEEK
GOAL: This course is designed to equip students with knowledge and skills in climate-smart rural systems, environmental adaptation for sustainable rural livelihoods.		
GENERAL OBJECTIVES: On completion of this course, the student should be able to: 1.0 Understand climate change science, impacts and vulnerability in rural Nigeria; 2.0 Apply climate-smart agricultural and food production practices; 3.0 Apply climate-smart household energy and water management systems; 4.0 Apply natural resource management and environmental conservation in rural communities; 5.0 Apply community climate adaptation planning and disaster risk reduction; 6.0 Understand climate finance, green development and sustainability reporting.		

PROGRAMME: HIGHER NATIONAL DIPLOMA (HND) IN HOME AND RURAL ECONOMICS						
COURSE TITLE: CLIMATE-SMART RURAL SYSTEMS AND ENVIRONMENTAL ADAPTATION			COURSE CODE: HRE 317		CONTACT HOURS: 3 HOURS/WEEK	
YEAR: I SEMESTER: I			CREDIT UNIT: 3		THEORETICAL: 1 HOUR/WEEK	
			PRE-REQUISITE:		PRACTICAL: 2 HOURS/WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with knowledge and skills in climate-smart rural systems, environmental adaptation for sustainable rural livelihoods.						
GENERAL OBJECTIVE 1.0: Understand climate change science, impacts and vulnerability in rural Nigeria						
THEORETICAL CONTENT				PRACTICAL CONTENT		
WEEK	SPECIFIC LEARNING OUTCOMES	TEACHER'S ACTIVITIES	RESOURCES	SPECIFIC LEARNING OUTCOMES	TEACHER'S ACTIVITIES	RESOURCES
1 – 2	1.1 Describe the science of climate change 1.2 Explain the impacts of climate change in rural Nigeria 1.3 Describe factors affecting climate change in rural livelihoods 1.4 Explain climate vulnerability 1.5 Describe	- Explain the science of climate change: greenhouse gas emissions, global warming mechanisms, climate tipping points and feedback loops. - Discuss observed and projected climate change impacts in rural Nigeria: temperature rise,	Whiteboard Markers Projector Computer Internet Textbooks Policy documents Maps Videos Case studies	- Analyse climate data for the local area over ten years - Record temperature trend, rainfall trend, drought frequency and flood events and describe observed climate changes - Map climate change impacts on livelihoods in one rural community - Record climate hazard, affected	Guide students to: - Analyse climate data for the local area over ten years - Record temperature trend, rainfall trend, drought frequency and flood events and describe observed climate changes - Map climate change impacts on livelihoods in one rural community - Record climate	Questionnaires Checklists GPS devices Cameras Field notebooks Community maps Demonstration plots Soil kits Energy models Water models

	Nigeria's climate change policy commitments	rainfall variability, droughts, floods and desertification. • Explain how climate change affects rural livelihoods, food systems, water resources and health in Nigerian communities. • Discuss climate vulnerability: exposure, sensitivity and adaptive capacity and how to assess rural community climate vulnerability. • Explain Nigeria's climate change policy commitments: nationally determined contribution, National Adaptation Plan and relevant climate regulations.		livelihood activity, impact severity and current coping strategy for each • Conduct a community climate vulnerability assessment • Record exposure, sensitivity and adaptive capacity scores across three livelihood groups	hazard, affected livelihood activity, impact severity and current coping strategy for each • Conduct a community climate vulnerability assessment • Record exposure, sensitivity and adaptive capacity scores across three livelihood groups •	
GENERAL OBJECTIVE 2.0: Apply climate-smart agricultural and food production practices						

3 – 5	2.1 Explain climate-smart agriculture. 2.2 Describe the pillars of climate-smart agriculture 2.3 Describe climate-smart crop production practices 2.4 Describe climate-smart postharvest management practices. 2.5 Outline the procedure for developing a climate-smart production plan.	• Discuss climate-smart agriculture. • Explain its three pillars: productivity, adaptation and mitigation in the context of rural Nigerian food systems. • Explain climate-smart crop production practices: drought-tolerant varieties, conservation tillage, mulching, intercropping and agroforestry. • Explain climate-smart postharvest management to reduce food losses under climate stress. • Describe the	Whiteboard Markers Projector Computer Internet Textbooks Policy documents Maps Videos Case studies	• Establish one climate-smart crop production demonstration in the college garden • Record crop, climate-smart practice applied, inputs used and weekly observations for four weeks • Apply one soil health improvement technique in the college garden • Record technique, materials used, application steps and soil condition change observed after two weeks • Assess postharvest losses in one rural food enterprise under climate stress	• Supervise demonstration establishment and monitoring; guide observation recording • Supervise soil health technique application; guide monitoring; review records • Guide postharvest loss assessment; review accuracy and mitigation recommendations • Provide production plan template; guide preparation; review quality and climate-smart content • Facilitate presentations; give structured feedback	Questionnaires Checklists GPS devices Cameras Field notebooks Community maps Demonstration plots Soil kits Energy models Water models
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		procedure for developing a climate-smart production plan for a rural food enterprise adapting to climate variability.		- Record commodity, loss stage, quantity lost, climate cause and one climate-smart mitigation action - Develop a climate-smart production plan for one rural food enterprise - Record climate risks faced, climate-smart practices adopted, inputs required, yield target and expected income - Present the climate-smart production plan to the class		
GENERAL OBJECTIVE 3.0: Apply climate-smart household energy and water management systems						
6 – 7	3.1 Describe climate-smart household	Explain climate-smart household	Whiteboard Markers Projector	Conduct a household energy audit for	Provide energy audit form; guide	Questionnaires Checklists GPS devices

energy options. 3.2 Outline the procedure for developing a climate-smart household energy management plan. 3.3 Describe climate-smart household water management practices. 3.4 Explain the benefits of climate-smart energy and water systems. 3.5 Describe the benefits of climate-smart energy and water access for rural women.	energy options for rural Nigeria: improved cookstoves, solar home systems, biogas digesters and mini-grids. • Describe the procedure for designing a climate-smart household energy management plan: energy audit, technology selection, cost-benefit analysis and implementation. • Explain climate-smart water management for rural households: rainwater harvesting,	Computer Internet Textbooks Policy documents Maps Videos Case studies	one rural household near the college, • Record all energy sources, uses, monthly costs and identify two opportunities to switch to climate-smart energy • Design a climate-smart household energy system for one rural household, • Record energy needs assessment, technology selected, installation cost, monthly saving and payback period • Design a rainwater harvesting system for one rural household • Record roof	completion; review accuracy • Guide energy system design; review cost-benefit calculation accuracy • Guide rainwater harvesting design; review tank capacity calculation accuracy • Guide time and cost saving calculation; review accuracy • Provide community adoption plan template; guide preparation; review feasibility	Cameras Field notebooks Community maps Demonstration plots Soil kits Energy models Water models
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		water conservation, groundwater recharge and household water treatment. • Discuss how climate-smart energy and water systems reduce household vulnerability, workload and expenditure in rural communities. • Explain how rural women benefit specifically from climate-smart energy and water access: time saving, health improvement and enterprise opportunity.		area, rainfall data, tank capacity calculation, collection steps and expected annual water yield • Calculate the time and cost saving for one rural woman from adopting one climate-smart energy and one water system, • Record current time and cost, new time and cost and annual saving • Prepare a community climate-smart energy and water adoption plan, • Record technology, target households, implementation		
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				steps, financing options and expected community benefit		
GENERAL OBJECTIVE 4.0: Apply natural resource management and environmental conservation in rural communities						
8 – 10	4.1 Describe natural resources that support rural livelihoods. 4.2 Outline the procedure for assessing natural resource degradation in rural communities. 4.3 Describe soil and land conservation practices. 4.4 Outline the procedure for developing a community natural resource management plan. 4.5 Outline the procedure for implementing a	• Explain the natural resources critical to rural livelihoods in Nigeria: land, water, forests, biodiversity and ecosystem services. • Describe the procedure for assessing natural resource degradation in rural communities: land degradation, deforestation and water depletion. • Explain soil and land conservation	Whiteboard Markers Projector Computer Internet Textbooks Policy documents Maps Videos Case studies	• Map the natural resources used by one rural community; record resource type, use, current degradation status, responsible actor and one conservation action recommended • Assess soil and land degradation in one area near the college, • Record degradation type, extent, causes, consequences for livelihoods and two	• Provide natural resource mapping template; guide preparation; review accuracy • Guide degradation assessment; review accuracy and rehabilitation recommendations • Supervise conservation practice application; guide monitoring; review records • Guide NRM governance system design; review completeness	Questionnaires Checklists GPS devices Cameras Field notebooks Community maps Demonstration plots Soil kits Energy models Water models

	community natural resource management plan.	practices for rural smallholder farmers: contour farming, terracing, cover crops and agroforestry. - Describe the procedure for developing. - Describe the procedure for implementing a community natural resource management plan.		recommended rehabilitation actions - Apply one soil conservation practice in the college garden, - Record practice, materials, steps, cost and observed soil condition improvement after two weeks - Design a community-based NRM governance system for one natural resource in the local area - Record resource, user groups, governance rules, enforcement mechanism and benefit-sharing arrangement	and fairness Provide NRM plan template; guide preparation; review quality	
GENERAL OBJECTIVE 5.0: Apply community climate adaptation planning and disaster risk reduction						
11 – 12	5.1 Explain	Discuss	Whiteboard	Conduct a	Provide climate	Questionnaires

	community climate adaptation. 5.2 Outline the procedure for conducting a community climate risk and vulnerability assessment. 5.3 Outline the procedure for developing a community climate adaptation plan. 5.4 Explain disaster risk reduction principles in community climate adaptation planning. 5.5 Explain the evaluation of community climate adaptation outcomes.	community climate adaptation. - Describe the procedure for conducting a community climate risk and vulnerability assessment using participatory tools. - Describe the procedure for developing a community climate adaptation plan: risk prioritisation, adaptation actions, resources and monitoring and evaluation. - Discuss disaster risk reduction principles and how to	Markers Projector Computer Internet Textbooks Policy documents Maps Videos Case studies	community climate risk and vulnerability assessment with classmates representing a rural community, - Record top three climate hazards, exposure, sensitivity and adaptive capacity for each - Prioritise climate risks for one rural community, - Record risk score, priority ranking and rationale for the top three climate risks requiring immediate adaptation action - Develop a community climate	risk and vulnerability assessment tools; guide exercise; review accuracy - Guide risk prioritisation; review scoring rationale - Provide climate adaptation plan template; guide preparation; review quality - Guide DRR integration; review completeness of preparedness measures - Provide M&E framework template; guide preparation; review indicator quality	Checklists GPS devices Cameras Field notebooks Community maps Demonstration plots Soil kits Energy models Water models
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		integrate DRR into community climate adaptation planning. • Discuss the evaluation of community climate adaptation outcomes using household and community indicators.		adaptation plan for the top priority risk. • Record adaptation actions, required resources, responsible actors, timeline and monitoring indicators • Integrate DRR principles into the climate adaptation plan • Record early warning systems, evacuation plans, emergency stocks and community preparedness measures • Develop a climate adaptation M&E framework, • Record two outcome		
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				indicators, two output indicators, data sources, collection methods and review frequency		
GENERAL OBJECTIVE 6.0: Understand climate finance, green development and sustainability reporting						
13 – 15	6.1 Describe climate finance mechanisms for rural development. 6.2 Explain access to climate finance for adaptation and mitigation projects. 6.3 Describe green development concepts. 6.4 Outline the procedure for preparing a climate project proposal. 6.5 Describe sustainability reporting	- Explain climate finance mechanisms relevant to rural Nigerian communities: Green Climate Fund, Adaptation Fund, REDD+ and national climate finance sources. - Discuss how rural communities and organisations can access climate finance for	Whiteboard Markers Projector Computer Internet Textbooks Policy documents Maps Videos Case studies	- Develop a simple climate project proposal for one rural community adaptation intervention - Record problem, proposed intervention, beneficiaries, budget, expected outcome and climate impact - Assess one rural enterprise against three green development principles - Record current	- Guide climate finance research; review records - Provide climate project proposal template; guide preparation; review quality - Guide green development assessment; review alignment and recommendation quality - Provide sustainability report template; guide preparation; review accuracy - Facilitate mock	Questionnaires Checklists GPS devices Cameras Field notebooks Community maps Demonstration plots Soil kits Energy models Water models

	principles.	adaptation and mitigation projects. • Explain green development concepts: green economy, circular economy, sustainable production and consumption relevant to rural enterprises. • Describe the procedure for preparing a simple climate project proposal for a rural community adaptation intervention. • Explain sustainability reporting principles and how rural enterprises can communicate	practice, alignment with green principles, gaps and two green improvement recommendations • Prepare a one-page sustainability report for one college enterprise activity • Record environmental inputs used, waste generated, community benefit and two sustainability improvements made • Present the climate project proposal to the class as a mock funding application; • Respond to three panel	funding panel; give structured feedback	
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		their environmental and social impact.		questions and record feedback received		
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COURSE ASSESSMENT:

Course work:	10%
Test/Assignments:	10%
Practical:	40%
Examination:	40%
Total:	100%





CREATIVE HANDCRAFT AND VALUE ADDITION II

PROGRAMME: HIGHER NATIONAL DIPLOMA (HND) IN HOME AND RURAL ECONOMICS		
COURSE TITLE: CREATIVE HANDCRAFT AND VALUE ADDITION II	COURSE CODE: HRE 321	CONTACT HOURS: 4 HOURS/WEEK
	CREDIT UNIT: 4	THEORETICAL: 1 HOUR/WEEK
YEAR: I SEMESTER: II	PRE-REQUISITE:	PRACTICAL: 3 HOURS/WEEK
GOAL: The course is designed to equip the students with knowledge and skills in rug making, knitting, Macramé and bead work.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand rug making and origin; 2.0 Know the materials and tools for rug making; 3.0 Know the various methods of rug making; 4.0 Understand knitting techniques; 5.0 Know the tools, equipment and materials needed for knitting; 6.0 Know how to make knitting patterns; 7.0 Know the art of macramé; 8.0 Understand the techniques of macramé; 9.0 Know how to work an macramé; 10.0 Understand beadwork; 11.0 Understand branding, exhibition of finished products, and merchandizing.		

PROGRAMME: HIGHER NATIONAL DIPLOMA (HND) IN HOME AND RURAL ECONOMICS						
COURSE TITLE: CREATIVE HANDCRAFT AND VALUE ADDITION II		COURSE CODE: HRE 321		CONTACT HOURS: 4 HOURS/WEEK		
		CREDIT UNIT: 4		THEORETICAL: 1 HOUR/WEEK		
YEAR: I SEMESTER: II		PRE-REQUISITE:		PRACTICAL: 3 HOURS/WEEK		
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: The course is designed to equip the student with knowledge and skills in rug making, knitting, Macramé and bead work.						
General Objective 1.0: Understand rug making and origin						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
1 – 2	1.1 Explain rug making. 1.2 Explain the origin of rug making. 1.3 Outline types of rugs. 1.4 Outline the techniques in rug making.	•Discuss rug making. •Discuss the origin of rug making. •Describe types of rugs. •Describe the techniques in rug making.	Charts. Projector white board, Marker Text books, Internet. Lecture note, etc.	• Select materials for rug making • Make rugs using different techniques. • Make an album of rug samples.	Guide students to: • Select materials for rug making. • Make rugs using different techniques; • Make an album of rug samples.	Classroom, white/magnetic boards, flip charts, rug canvas, knitting yarn, knitting machine, knitting pin, punch needle, tufting gum, tufting frame, projector, base materials, rug hook, set of needles, field trip.
General Objective 2.0: Know the materials and tools for rug making						

3 – 4	2.1 State the materials and tools needed for rug making. 2.2 Explain the patterns of Rug making. 2.3 State the concept and scope of the materials and tools for rug making.	• Outline the materials and tools needed for rug making. • Discuss the patterns of Rug making. • Outline the concept and scope of the materials and tools for rug making.	Charts. Projector white board, Marker Text books, Internet. Lecture note, etc.	• Select patterns for rug making. • Identify the materials and tools for rug making	• Guide students to select patterns for rug making • Display materials and tools for rug making	Rug canvas, knitting yarn, knitting machine ,knitting pin, punch needle ,tufting gum, tufting frame, projector, base materials, rug hook, set of needles
General Objective 3.0: Know the various methods of rug making						
5	3.1 Outline the different methods of rug making. 3.2 Explain different techniques of rug making. 3.3 Outline the procedure for album making. 3.4 Explain the conversion of waste material into wealth.	• Describe the different methods of rug making. • Discuss different techniques of rug making. • Describe the procedure for album making. • Discuss the conversion of waste material into wealth.	Charts. Projector white board, Marker Text books, Internet. Lecture note, etc.	• Produce rugs using flatweave method, knotted method, tufted method, hooked method, braided method. • Produce rug using tailor's waste. • Make an album showing rugs produced by different materials and techniques.	Guide students to: • Produce rugs using flatweave method, knotted method, tufted method, hooked method, braided method. • Produce rug using tailor's waste. • Make an album showing rugs produced by different materials and techniques	Wool, jute sacks, crochet, hook pattern books, rug canvas, knitting yarn, knitting machine, knitting pin, punch needle, tufting gum, tufting frame, projector, base materials, rug hook, set of needles, working table, tailor's waste material.
General Objective 4.0: Understand knitting techniques						

6 – 7	4.1 Explain knitting. 4.2 Explain the origin of knitting. 4.3 Explain the importance of knitting. 4.4 Outline different types of knitting including strips, weaving, stranding, cable, graph pattern. 4.5 Explain each of, above.	• Discuss knitting. • Discuss the origin of knitting. • Discuss the importance of knitting. • Describe different types of knitting including strips, weaving, stranding, cable, graph pattern. • Discuss each of, above.	Charts. Projector white board, Marker Text books, Internet. Lecture note, etc.	• Observe different types of Advanced knitting e.g. strips, weaving, stranding, cable, graph pattern, lace, multi – colour etc. • Identify different tools and materials needed for knitting.	Guide students to: • Observe different types of Advanced knitting e.g. strips, weaving, stranding, cable, graph pattern, lace, multi – colour etc. • Identify different tools and materials needed for knitting.	Workshop, knitting pins, knitting machine iron, sewing tools, projector, cutting materials, samples of knitted articles and yarns.
General Objective 5.0 Know the tools, equipment and materials needed for knitting						
8	5.1 State different tools and materials needed for knitting. 5.2 State the ways the tools and materials are used. 5.3 State the concept and scope of the tools, equipment and materials needed for knitting.	• Outline different tools and materials needed for knitting. • Outline the ways the tools and materials are used. • Outline the concept and scope of the tools, equipment and materials needed for knitting.	Charts. Projector white board, Marker Text books, Internet. Lecture note, etc.	• Identify different tools and materials needed for advanced knitting.	Guide students to: • Make samples of knitting patterns. • Demonstrate the use of knitting tools and materials.	Knitting pins, knitting machine iron, sewing tools, projector, cutting materials, wool, tubular pin, yarn, workshop, classroom, projector, knitting pattern books
General Objective 6.0 Know how to make advanced knitting patterns						
9	6.1 Explain the process of making samples	• Discuss the process of making samples	Charts. Projector	• Make samples of knitting pattern.	Guide students to: • Make samples of	Knitting pins, knitting

	of knitting patterns; including strips, weaving, stranding, cable, graph pattern. 6.2 Describe the production of album for the samples. 6.3 Explain the concept and scope of how to make knitting patterns.	of knitting patterns; including strips, weaving, stranding, cable, graph pattern. • Explain the production of album for the samples. • Discuss the concept and scope of how to make knitting patterns.	white board, Marker Text books, Internet. Lecture note, etc.	• Produce an album for the samples made. • Produce an article from the samples.	knitting pattern. • Produce an album for the samples made. • Produce an article from the samples.	machine iron, sewing tools, projector, cutting materials, wool, yarn, workshop, classroom, projector, knitting pattern books
General Objectives: 7.0 Know the art of macramé						
10	7.1 Explain the term macramé. 7.2 Explain the origin of macramé. 7.3 Explain the concept and scope of the art of advanced macramé.	• Discuss the term macramé. • Discuss the origin of macramé. • Discuss the concept and scope of the art of macramé.	Charts. Projector white board, Marker Text books, Internet. Lecture note, etc.	• Identify the various knots of macramé. - Alternate flat knot - Cording knot etc.	Guide students to: • Identify the various knots of macramé. - Alternate flat knot - Cording knot etc.	Classroom, workshop, projector, video, white/magnetic boards, marker, cutting materials, table, twine
General Objectives: 8.0 Understand the techniques of macramé						
11	8.1 Explain the various knots of macramé, a). Alternate flat knot, b) Cording knot. 8.2 Explain how the knots are worked. 8.3 Explain the concept and scope of the techniques of	• Discuss the various knots of macramé, a). Alternate flat knot, b) Cording knot. • Discuss how the knots are worked. • Discuss the concept and scope of the	Charts. Projector white board, Marker Text books, Internet. Lecture note, etc.	• Identify the various knots in macramé. • Make different samples of macramé.	Guide students to: • Identify the various knots in macramé. • Make different samples of macramé using the knots.	Classroom, workshop, projector, video, white/magnetic boards, marker, cutting materials, table, twine

	macramé.	techniques of macramé.				
General Objective 9.0 Know how to work an macramé						
12	9.1 Explain making of different samples of macramé' using alternate flat knot and cording knot. 9.2 Explain the process of making articles from the samples above including Bags, door blind, wall hanger. 9.3 Explain the concept and scope of how to work an macramé.	• Discuss making of different samples of macramé' using alternate flat knot and cording knot. • Discuss the process of making articles from the samples above including Bags, door blind, wall hanger. • Discuss the concept and scope of how to work an macramé.	Charts. Projector white board, Marker Text books, Internet. Lecture note, etc.	• Produce articles e.g. Bags, door blind, wall hanger, bangles, flower vases etc. from the samples made. • Assess the produced articles.	Guide students to: • Produce articles e.g. Bags, door blind, wall hanger, bangles, flower vases etc. from the samples made. • Assess the produced articles.	Classroom, workshop, projector, video, white/magnetic boards, marker, cutting materials, table, twine etc.
General Objective 10.0 Understand beadwork						
13-14	10.1 Explain beadwork. 10.2 Explain the origin of beadwork. 10.3 State the different types of beadwork. 10.4 State the equipment and materials available for beadwork for various items. 10.5 Explain different articles that could be made through	• Discuss beadwork. • Discuss the origin of beadwork. • Outline the different types of beadwork. Outline the equipment and materials available for advanced beadwork for various items. • Discuss different	Charts. Projector white board, Marker Text books, Internet. Lecture note, etc.	• Identify different types of beads and beadwork. • Select equipment and materials for beadwork. • Produce different samples of beadwork. • Produce articles (e.g. handbag, collage, car seat,	Guide students to: • Identify different types of beads and beadwork. • Select equipment and materials for beadwork.	Classroom, workshop different types of beads, beadmaking tools, yarn, tray

	10.6	beadwork. Explain the processes of making articles from beadworks.	articles that could be made through beadwork. • Discuss the processes of making articles from beadworks		slippers, ear- ring, bracelet, necklace) from the samples made.		
General Objective 11.0: Understand branding, exhibition of finished products, and merchandizing							
15	11.1 11.2 11.3 11.4 11.5	Explain branding, exhibition and merchandising. Outline the costing of materials used in production. Describe the determination of profit/income (net profit, gross profit). Outline the procedure for packaging finished products. Explain product exhibition and merchandising.	• Discuss branding, exhibition and merchandising. • Describe the costing of materials used in production. • Explain the determination of profit/income (net profit, gross profit). • Describe the procedure for packaging finished products. • Discuss product exhibition and merchandising.	Charts. Projector white board, Marker Text books, Internet. Lecture note, etc.	• Carryout branding of finished products. • Exhibit finished products. • Identify various means of marketing finished products • Use various means to market products such as social media, posters and handbills, etc. • Determine profit margin.	Guide students to: • Carryout branding of finished products. • Exhibit finished products. • Identify various means of marketing finished products • Use various means to market products such as social media, posters and handbills, etc. Determine profit margin.	Colored printers, packaging materials, sealing machines, smartphone, internet, computer, projector, social media platforms.

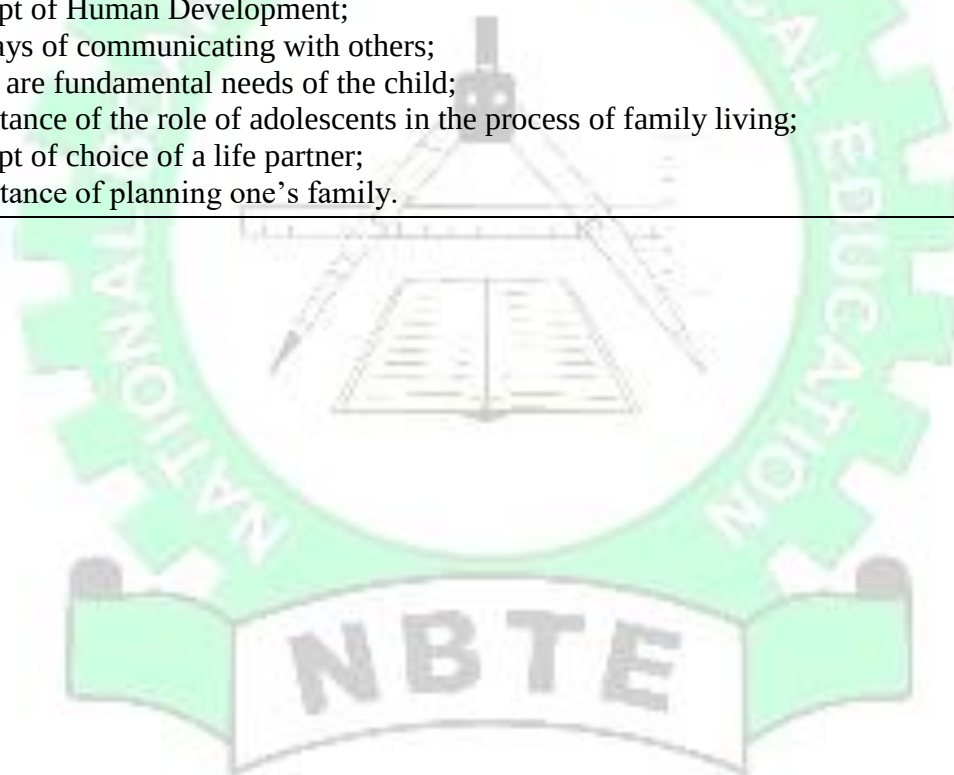
COURSE ASSESSMENT:

Course work:	10%
Test/Assignments:	10%
Practical:	40%
Examination:	40%
Total:	100%



HUMAN DEVELOPMENT

PROGRAMME: HIGHER NATIONAL DIPLOMA (HND) IN HOME AND RURAL ECONOMICS		
COURSE TITLE: HUMAN DEVELOPMENT	COURSE CODE: HRE 322	CONTACT HOURS: 2 HOURS/WEEK
	CREDIT UNIT: 2	THEORETICAL: 2 HOURS/WEEK
YEAR: I SEMESTER: II	PRE-REQUISITE:	PRACTICAL:
GOAL: This course is designed to equip the students with the knowledge of human development		
GENERAL OBJECTIVES: On completion of this course, the student should be able to: 1.0 Understand the concept of Human Development; 2.0 Understand proper ways of communicating with others; 3.0 Understand the social are fundamental needs of the child; 4.0 Understand the importance of the role of adolescents in the process of family living; 5.0 Understand the concept of choice of a life partner; 6.0 Understand the importance of planning one's family.		



PROGRAMME: HIGHER NATIONAL DIPLOMA (HND) IN HOME AND RURAL ECONOMICS						
COURSE TITLE: HUMAN DEVELOPMENT			COURSE CODE: HRE 322	CONTACT HOURS: 2 HOURS/WEEK		
			CREDIT UNIT: 2	THEORETICAL: 2 HOUR/WEEK		
YEAR: I SEMESTER: II			PRE-REQUISITE:	PRACTICAL: 0		
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to acquaint the students with the knowledge of human development						
General Objective 1.0: Understand the concept of Human Development						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
1 – 2	1.1 Explain human development. 1.2 State the domains of human development. 1.3 Explain the importance of human development.	• Discuss human development. • Outline the domains of human development. • Discuss the importance of human development.	Charts. Projector white board, Marker Text books, Internet. Lecture note, etc.			
General Objective 2.0: Understand proper ways of communicating with others						
3-5	2.1 Explain communication. 2.2 Explain the value/role of communication in character formation. 2.3 Explain the	• Discuss communication. • Discuss the value/role of communication in character formation. • Discuss the	Charts. Projector white board, Marker Text books, Internet. Lecture note, etc.			

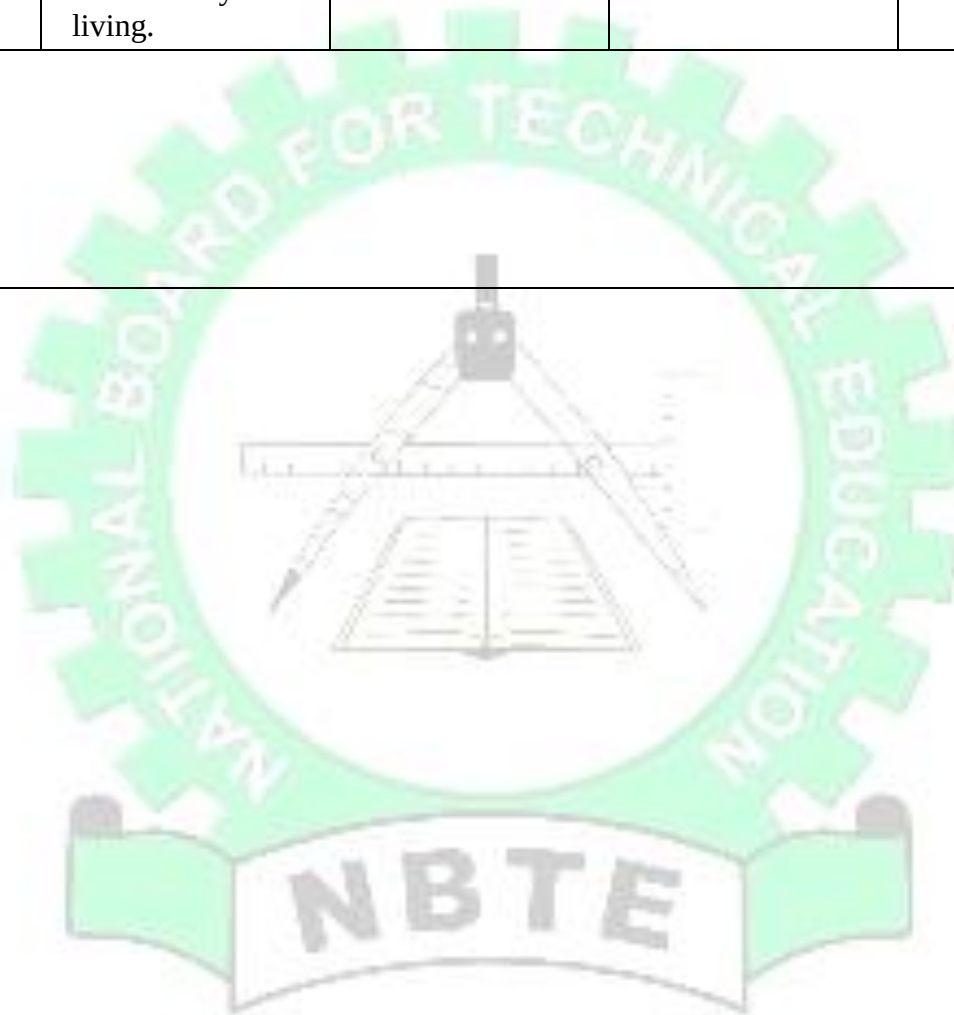
	function and importance of communication in family living. 2.4 Outline traditional methods of communication. 2.5 Outline the important elements of communication.	function and importance of communication in family living. • Describe traditional methods of communication. • Describe the important elements of communication.				
General Objective 3.0: Understand proper ways of communicating with others						
6 - 7	3.1 Explain socialization identifying the various agents of socialization. 3.2 Explain the role of the various socialization agents' personality development. 3.3 Explain the concept and scope of proper ways of communicating with others.	• Discuss socialization identifying the various agents of socialization. • Discuss the role of the various socialization agents' personality development. • Discuss the concept and scope of proper ways of communicating with others.	Charts. Projector white board, Marker Text books, Internet. Lecture note, etc.			
General Objective 4.0: Understand the importance of the role of adolescents in the process of family living						
8 – 9	4.1 Explain adolescence. 4.2 Explain the role of adolescence in the	• Discuss adolescence. • Explain the	Charts. Projector white board,			

	family. 4.3 Explain the factors affecting adolescents in the family. 4.4 Explain good counseling on boy-girl relationship.	identified crises in the life of the adolescent. • Discuss the need for respecting the adolescent's point of view. • Discuss good counseling on boy-girl relationship.	Marker Text books, Internet. Lecture note, etc.			
General Objective 5.0 Understand the concept of choice of a life partner						
10 - 12	5.1 Explain sex education. 5.2 Explain the importance of sex education to young boys and girls. 5.3 Explain the consequences of unwholesome sexual indulgence. 5.4 Describe a guide on choice of a life partner.	• Discuss sex education. • Discuss the importance of sex education to young boys and girls. • Discuss the consequences of unwholesome sexual indulgence. • Explain a guide on choice of a life partner.	Charts. Projector white board, Marker Text books, Internet. Lecture note, etc.			
General Objective 6.0 Understand the importance of planning one's family						
13 - 15	6.1 Explain the need for child spacing. 6.2 Explain the importance of limiting children to a manageable	• Discuss the need for child spacing. • Discuss the importance of limiting children to	Charts. Projector white board, Marker Text books,			

	size. 6.3 Explain key points about family living.	a manageable size. • Discuss key points about family living.	Internet. Lecture note, etc.			
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COURSE ASSESSMENT:

Course work:	10%
Test/Assignments:	10%
Practical:	40%
Examination:	40%
Total:	100%



PATTERN DRAFTING AND ADAPTATION TECHNIQUES

PROGRAMME: HIGHER NATIONAL DIPLOMA (HND) IN HOME AND RURAL ECONOMICS		
COURSE TITLE: PATTERN DRAFTING AND ADAPTATION TECHNIQUES	COURSE CODE: HRE 323	CONTACT HOURS: 4 HOURS/WEEK
	CREDIT UNIT: 4	THEORETICAL: 1 HOUR/WEEK
YEAR: I SEMESTER: II	PRE-REQUISITE:	PRACTICAL: 3 HOURS/WEEK
GOAL: The course is designed to equip the student with knowledge and skills required to draft garment patterns accurately from body measurements.		
GENERAL OBJECTIVES: On completion of this course, the student should be able to: 1.0 Understand pattern drafting and accurate body measurements; 2.0 Know basic pattern blocks for bodice, skirt, sleeve, and trousers; 3.0 Understand pattern manipulation techniques; 4.0 Understand Grade patterns across standard size ranges; 5.0 Know mark pattern pieces with all required symbols and notations; 6.0 Know how to construct a toile and identify common fitting problems; 7.0 Understand branding, exhibition of finished products, and merchandizing.		

PROGRAMME: HIGHER NATIONAL DIPLOMA (HND) IN HOME AND RURAL ECONOMICS						
COURSE TITLE: PATTERN DRAFTING AND ADAPTATION TECHNIQUES		COURSE CODE: HRE 323		CONTACT HOURS: 4 HOURS/WEEK		
		CREDIT UNIT: 4		THEORETICAL: 1 HOUR/WEEK		
YEAR: I SEMESTER: II		PRE-REQUISITE:		PRACTICAL: 3 HOURS/WEEK		
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: The course is designed to equip the student with knowledge and skills required to draft garment patterns accurately from body measurements.						
General Objective 1.0: Understand pattern drafting and accurate body measurements.						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
1 – 2	1.1 Explain pattern drafting. 1.2 Explain the importance of pattern drafting in garment construction. 1.3 Explain the differences between flat pattern drafting and draping methods. 1.4 Explain standard size charts. 1.5 Explain them to body measurements.	• Discuss pattern drafting. • Discuss the importance of pattern drafting in garment construction. • Discuss the differences between flat pattern drafting and draping methods. • Discuss standard size charts. • Discuss them to body measurements.	Charts. Projector white board, Marker Text books, Internet. Lecture note, etc.	• Identify pattern drafting tools and equipment. • Set up a pattern drafting workspace correctly and safely. • Take body measurements using standard techniques. • Record body measurements	Guide students to: • Identify pattern drafting tools and equipment. • Set up patter drafting workspace. • Take measurements accurately. • Record body measurements accurately. • Convert personal measurements to appropriate pattern	Rulers, Set squares, French curves, Tape measures, Pattern paper, Tracing wheels, Tailor's chalk, Drafting tables, Pattern paper,

				accurately. • Convert personal measurements to appropriate pattern sizes using size charts.	sizes using size charts.	Cutting mats, Pins, Pencils. Tape measures, Size charts, Personal measurement records, Calculators.
General Objective 2.0: Know basic pattern blocks for bodice, skirt, sleeve, and trousers;						
3 – 5	2.1 Explain the structure and components of a basic bodice block (front and back). 2.2 Explain the components of a basic straight skirt block. 2.3 Outline the procedure for adding seam allowances to pattern pieces. 2.4 Explain the differences between set-in sleeves, raglan sleeves, and kimono sleeves. 2.5 Explain the significance of the crotch curve and its impact on trouser fit.	• Describe the structure and components of a basic bodice block (front and back). • Describe the components of a basic straight skirt block. • Describe the procedure for adding seam allowances to pattern pieces. • Discuss the differences between set-in sleeves, raglan sleeves, and kimono sleeves.	Charts. Projector white board, Marker Text books, Internet. Lecture note, Etc.	• Draft a basic front bodice block using given measurements. • Draft a basic back bodice block and incorporate dart markings. • Draft a basic straight skirt block (front and back) from given measurements. • Add correct seam allowances to all skirt block pattern pieces.	Guide students to: • Draft a basic front bodice block using given measurements. • Draft a basic back bodice block and incorporate dart markings. • Draft a basic straight skirt block (front and back) from given measurements. • Add correct seam allowances to all skirt block pattern pieces. • Measure armhole from bodice block	Pattern paper, Rulers, Set squares, French curves, HB pencils, Tape measures. Pattern paper, Rulers, French curves, Pencils, Bodice measurement guides.

		• Discuss the significance of the crotch curve and its impact on trouser fit.		• Measure armhole from bodice block and draft a corresponding basic sleeve block. • Modify the basic sleeve block to create a simple raglan sleeve variation. • Take all necessary measurements and draft a basic trouser front block. • Draft a trouser back block and compare differences from the front block.	and draft a corresponding basic sleeve block. • Modify the basic sleeve block to create a simple raglan sleeve variation. • Take all necessary measurements and draft a basic trouser front block. • Draft a trouser back block and compare differences from the front block.	
General Objective 3.0: Understand pattern manipulation techniques;						
6 – 7	3.1 Outline the slash-and-spread and pivot/rotate methods of pattern manipulation. 3.2 Outline the procedure for adapting a basic	• Describe the slash-and-spread and pivot/rotate methods of pattern manipulation. • Describe the procedure for	Charts. Projector white board, Marker Text books, Internet.	• Use the slash-and-spread method to create a flared skirt from the basic skirt block. • Adapt a bodice	Guide students to: • Use the slash-and-spread method to create a flared skirt from the basic skirt block.	Basic skirt blocks, Pattern paper, Scissors, Rulers,

	block for different design features (pleats, gathers, yokes). 3.3 Explain the concept and scope of pattern manipulation techniques.	adapting a basic block for different design features (pleats, gathers, yokes). Discuss the concept and scope of pattern manipulation techniques.	Lecture note, etc.	block to include a yoke and gather fullness below the yoke line.	Adapt a bodice block to include a yoke and gather fullness below the yoke line.	Adhesive tape, Pencils. Bodice blocks, Pattern paper, Rulers, Scissors, Pencils, Adhesive tape.
General Objective 4.0: Understand Grade patterns across standard size ranges;						
8 – 9	4.1 Explain pattern grading. 4.2 Explain why it is necessary in the clothing industry. 4.3 Explain grading increments and how they relate to standard size differences.	- Discuss pattern grading. - Discuss why it is necessary in the clothing industry. - Discuss grading increments and how they relate to standard size differences.	Charts. Projector white board, Marker Text books, Internet. Lecture note, etc.	- Grade a basic bodice block up and down one size using the cut-and-spread method. - Apply grading increments to a skirt block and produce a graded pattern set.	Guide students to: - Grade a basic bodice block up and down one size using the cut-and-spread method. - Apply grading increments to a skirt block and produce a graded pattern set.	Bodice block patterns, rulers, pencils, pattern paper, size increment charts, scissors. Skirt blocks, grading rulers, pencils, pattern paper, grading increment tables.

General Objective 5.0 Know mark pattern pieces with all required symbols and notations;						
10 – 11	5.1 Explain all standard pattern markings. 5.2 Outline the procedure for laying out. 5.3 Outline the procedure for cutting pattern pieces efficiently on fabric.	• Discuss all standard pattern markings. • Describe the procedure for laying out. • Describe the procedure for cutting pattern pieces efficiently on fabric.	Charts. Projector white board, Marker Text books, Internet. Lecture note, etc.	• Mark all necessary symbols on a completed pattern piece. • Cut a complete pattern in fabric following grain lines and layout instructions.	Guide students to: • Mark all necessary symbols on a completed pattern piece. • Cut a complete pattern in fabric following grain lines and layout instructions.	Completed pattern blocks, tracing wheels, pencils, pattern paper, rulers. Cotton fabric, pattern pieces, scissors, pins, cutting mat, tailor's chalk.
General Objective 6.0 Know how to construct a toile and identify common fitting problems;						
12 – 13	6.1 Explain the purpose of making a toile. 6.2 Explain the use of toile in evaluating pattern accuracy. 6.3 State common fitting problems. 6.4 Outline the procedure for correcting them on the pattern.	• Discuss the purpose of making a toile. • Discuss the use of toile in evaluating pattern accuracy. • Outline common fitting problems. • Describe the procedure for correcting them on the pattern.	Charts. Projector white board, Marker Text books, Internet. Lecture note, etc.	• Construct a toile from a drafted bodice block and fit it on a dress form. • Identify fitting faults in a toile and make corrections to the pattern.	Guide students to: • Construct a toile from a drafted bodice block and fit it on a dress form. • Identify fitting faults in a toile and make corrections to the pattern.	Calico fabric, sewing machine, thread, pins, dress form, scissors. Fitted toile, tailor's chalk, pins, rulers, pencils,

						pattern paper.
General Objective 7.0: Understand branding, exhibition of finished products, and merchandizing						
14	7.1 Explain branding, exhibition and merchandising. 7.2 Outline the costing of materials used in production. 7.3 Describe the determination of profit/income (net profit, gross profit). 7.4 Outline the procedure for packaging finished products. 7.5 Explain product exhibition and merchandising.	• Discuss branding, exhibition and merchandising. • Describe the costing of materials used in production. • Explain the determination of profit/income (net profit, gross profit). • Describe the procedure for packaging finished products. • Discuss product exhibition and merchandising.	Charts. Projector white board, Marker Text books, Internet. Lecture note, etc.	• Carryout branding of finished products. • Exhibit finished products. • Identify various means of marketing finished products. • Merchandize finished products. • Determine profit margin.	Guide students to: • Carryout branding of finished products. • Exhibit finished products. • Identify various means of marketing finished products. • Merchandize finished products. • Determine profit margin.	Colored printers, packaging materials, sealing machines, smartphone, internet, computer, projector, social media platforms.
COURSE ASSESSMENT: Course work: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%						

FABRIC CONSTRUCTION

PROGRAMME: HIGHER NATIONAL DIPLOMA (HND) IN HOME AND RURAL ECONOMICS		
COURSE TITLE: FABRIC CONSTRUCTION	COURSE CODE: HRE 324	CONTACT HOURS: 4 HOURS/WEEK
	CREDIT UNIT: 4	THEORETICAL: 1 HOUR/WEEK
YEAR: I SEMESTER: II	PRE-REQUISITE:	PRACTICAL: 3 HOURS/WEEK
GOAL: The course is designed to equip the students with knowledge and skills of fabric construction.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand non-woven fabric construction methods; 2.0 Understand weaving as a process of fabric construction; 3.0 Understand knitting as a process of fabric construction; 4.0 Understand braiding and netting as processes of fabric construction; 5.0 Understand lamination as a method of fabric construction; 6.0 Understand branding, exhibition of finished products, and merchandizing.		

PROGRAMME: HIGHER NATIONAL DIPLOMA (HND) IN HOME AND RURAL ECONOMICS						
COURSE TITLE: FABRIC CONSTRUCTION			COURSE CODE: HRE 324		CONTACT HOURS: 4 HOURS/WEEK	
			CREDIT UNIT: 4		THEORETICAL: 1 HOUR/WEEK	
YEAR: I SEMESTER: II			PRE-REQUISITE:		PRACTICAL: 3 HOURS/WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: The course is designed to equip the students with knowledge and skills of fabric construction.						
General Objective 1.0: Understand non-woven fabric construction methods						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
1 – 3	1.1 Explain non-woven fabric construction. 1.2 Outline the two categories of non-woven fabric construction methods. 1.3 Outline traditional methods of producing non-woven fabrics. 1.4 Outline contemporary methods of producing non-woven fabrics.	•Discuss non-woven fabric construction. •Describe the two categories of non-woven fabric construction methods. •Describe traditional methods of producing non-woven fabrics. •Describe contemporary methods of producing non-woven fabrics.	Charts. Projector white board, Marker Text books, Internet. Lecture note, etc.	• Differentiate woven (e.g. Cardigan, shawl) and non-woven fabrics (e.g. felted article from woolen fibre).	Guide students to: • Differentiate woven (e.g. Cardigan, shawl) and non-woven fabrics (e.g. felted article from woolen fibre).	Clothing workshop, wool fibre and other animal fibres, cotton and other vegetable fibres, synthetic fibres and thermal insulation, felted fabrics (e.g. beret),
General Objective 2.0: Understand weaving as a process of fabric construction						

4 – 6	2.1 Explain the meaning of weaving. 2.2 Explain the principle of weaving including varying interlacing. 2.3 Describe characteristics of woven fabrics. 2.4 Outline types of weaves including plain twill, satin.	• Discuss the meaning of weaving. • Discuss the principle of weaving including varying interlacing. • Explain characteristics of woven fabrics. • Describe types of weaves including plain twill, satin.	Charts. Projector white board, Marker Text books, Internet. Lecture note, etc.	• Identify the woven materials and tools. • Follow safety instructions in the workshop. • Practice the setting of looms. • Construct the different weaves e.g. plain weave, satin weave.	Guide students to: • Identify the woven materials and tools. • Follow safety instructions in the workshop. • Practice the setting of looms. • Construct the different weaves e.g. plain weave, satin weave.	Hand weaving looms, yarns, and other weaving tools such as shuttles, crossing sticks, beater, harnesses, spindle, beams etc.
General Objectives: 3.0 Understand knitting as a process of fabric construction						
7 – 9	3.1 Explain knitting as a process of fabric construction. 3.2 Explain knitting terminologies e.g weft, warp, knitting. 3.3 Describe characteristics of knitted fabrics.	• Discuss knitting as a process of fabric construction. • Discuss knitting terminologies e.g weft, warp, knitting. • Explain characteristics of knitted fabrics.	Charts. Projector white board, Marker Text books, Internet. Lecture note, etc.	• Identify knitting materials and tools • Observe carefully the processes of knitting. • Practice the machine and hand knitting techniques. • Construct samples of knitted fabrics.	Guide students to: • Identify knitting materials and tools • Observe carefully the processes of knitting. • Practice the machine and hand knitting techniques. • Construct samples of knitted fabrics.	Knitting machine, knitting needles, yarns, knitted articles, knitting table and knitting workshop
General Objectives: 4.0 Understand braiding and netting as processes of fabric construction						
10 - 12	4.1 Explain braiding and netting. 4.2 Describe characteristics of	• Discuss braiding and netting. • Explain characteristics of	Charts. Projector white board,	• Identify materials for braiding and netting. • Practice braiding using the provided	Guide students to: • Identify materials for braiding and netting.	Clothing workshop or knitting unit, Yarns, cotton

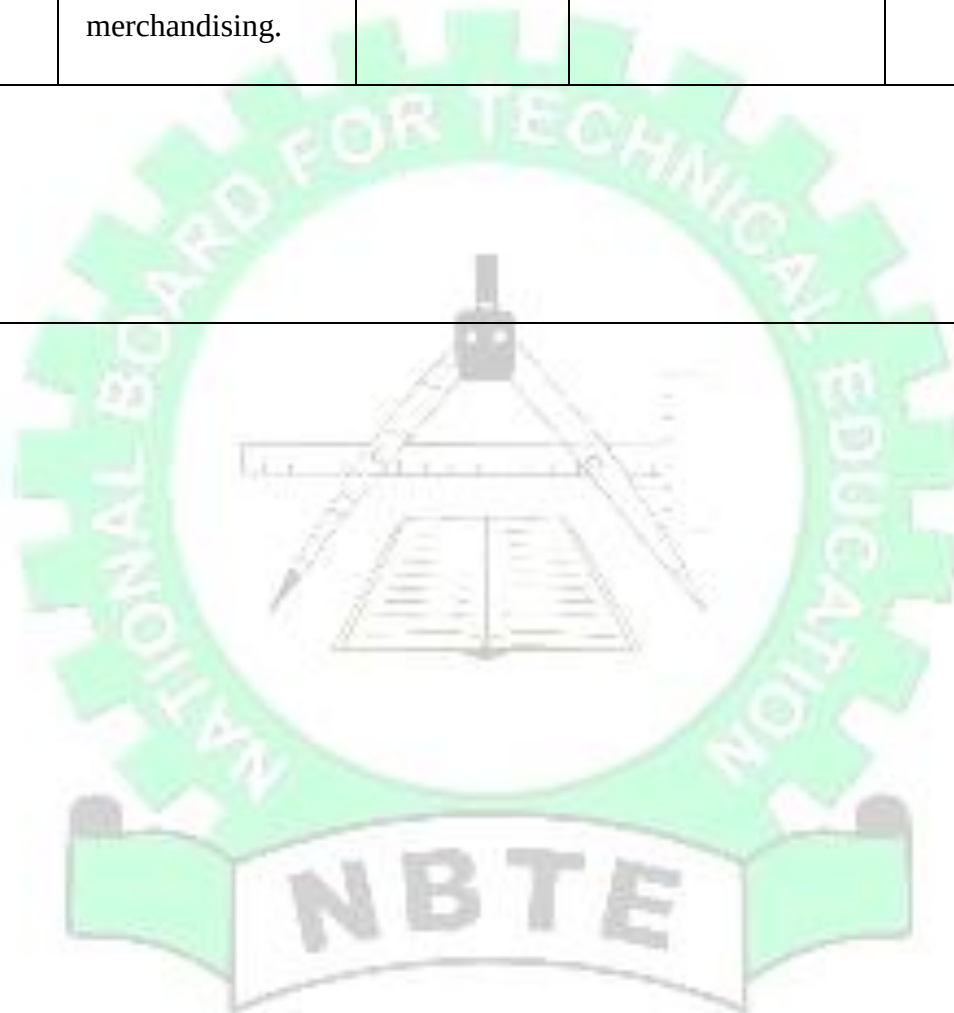
	braided and net fabrics. 4.3 State types of braids and nets.	braided and net fabrics. • Outline types of braids and nets.	Marker Text books, Internet. Lecture note, etc.	materials. • Present completed braided articles for assessment. • Practice making loop and knots in netting. • Submit completed netted articles for evaluation. • Construct braided and net fabrics.	• Practice braiding using the provided materials. • Present completed braided articles for assessment. • Practice making loop and knots in netting. • Submit completed netted articles for evaluation. • Construct braided and net fabrics.	threads, wool, raffia thread, leather strips, ropes and cords, synthetic fibres (nylon or polyester), hair extensions (for hair braiding), fabric strips, beads and other decorative accessories, Scissors, measuring tapes, clips and clamps, needles pins combs working table thimble glue beading needle twine, fishing line etc.
General Objectives: 5.0 Understand lamination as a method of fabric construction.						
13 - 14	5.1 Explain lamination. 5.2 State materials and	• Discuss lamination. • Outline materials	Charts. Projector	• Examine samples of laminated fabrics.	• Examine samples of laminated	Samples of laminated

	tools used for lamination. 5.3 Outline the methods of lamination.	and tools used for lamination. • Describe the methods of lamination.	white board, Marker Text books, Internet. Lecture note, etc.	• Compare laminated fabrics with woven, knitted and non-woven fabrics. • Perform local fabric lamination using available local materials e.g. plain polythene	fabrics. • Compare laminated fabrics with woven, knitted and non-woven fabrics. • Perform local fabric lamination using available local materials e.g. plain polythene	fabrics, plastic films and membranes, fabric swatches, adhesives, charts and diagrams of the lamination process, Multimedia presentations or videos, textbooks and reference materials.
General Objective 6.0: Understand branding, exhibition of finished products, and merchandizing						
15	6.1 Explain branding, exhibition and merchandising. 6.2 Outline the costing of materials used in production. 6.3 Describe the determination of profit/income (net profit, gross profit). 6.4 Outline the procedure for	• Discuss branding, exhibition and merchandising. • Describe the costing of materials used in production. • Explain the determination of profit/income (net profit, gross profit). • Describe the procedure for packaging finished	Charts. Projector white board, Marker Text books, Internet. Lecture note, etc.	• Carryout branding of finished products. • Exhibit finished products. • Identify various means of marketing finished products. • Merchandize finished products. • Determine profit margin.	Guide students to: • Carryout branding of finished products. • Exhibit finished products. • Identify various means of marketing finished products. • Merchandize finished products. • Determine profit	Colored printers, packaging materials, sealing machines, smartphone, internet, computer, projector, social media platforms.

	packaging finished products. 6.5 Explain product exhibition and merchandising.	products. • Discuss product exhibition and merchandising.			margin.	
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COURSE ASSESSMENT:

Course work:	10%
Test/Assignments:	10%
Practical:	40%
Examination:	40%
Total:	100%



CONSUMER EDUCATION

PROGRAMME: HIGHER NATIONAL DIPLOMA (HND) IN HOME AND RURAL ECONOMICS		
COURSE TITLE: CONSUMER EDUCATION	COURSE CODE: HRE 325	CONTACT HOURS: 2 HOURS/WEEK
	CREDIT UNIT: 2	THEORETICAL: 1 HOUR/WEEK
YEAR: I SEMESTER: II	PRE-REQUISITE:	PRACTICAL: 1 HOUR/WEEK
GOAL: The course is designed to equip the students with the knowledge and skills of becoming informed consumers		
GENERAL OBJECTIVES: On completion of this course, the student should be able to: 1.0 Understand the importance of consumer education; 2.0 Know the various types of consumers; 3.0 Know the responsibility of consumers; 4.0 Understand decision making process; 5.0 Understand the importance of Budgeting and money management; 6.0 Understand the role of packaging in solving consumer problem; 7.0 Know the importance of advertisement; 8.0 Understand consumer protection.		

PROGRAMME: HIGHER NATIONAL DIPLOMA (HND) IN HOME AND RURAL ECONOMICS						
COURSE TITLE: CONSUMER EDUCATION		COURSE CODE: HRE 325		CONTACT HOURS: 2 HOURS/WEEK		
		CREDIT UNIT: 2		THEORETICAL: 1 HOUR/WEEK		
YEAR: I SEMESTER: II		PRE-REQUISITE:		PRACTICAL: 1 HOURS/WEEK		
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: The course is designed to equip the students with the knowledge and skills of becoming informed consumers						
General Objective 1.0: Understand the importance of Consumer Education						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
1 – 2	1.1 Explain Consumer Education. 1.2 Explain the importance of consumer Education. 1.3 Explain the concept and scope of the importance of Consumer Education.	• Discuss Consumer Education. • Discuss the importance of consumer Education. • Discuss the concept and scope of the importance of Consumer Education.	Charts. Projector white board, Marker Text books, Internet. Lecture note, etc.			
General Objectives: 2.0 Know the various types of consumers						
3 - 4	2.1 State the different types of consumers including price, emotional, impulse. 2.2 State the factors that determine	•Outline the different types of consumers including price, emotional, impulse. •Outline the factors that determine consumer	Charts. Projector white board, Marker Text books,	• Identify examples from real life situations e.g. quality, price	Guide students to: • Identify examples from real life situations e.g. quality, price	Classroom, white/magnetic board, charts, case studies

	consumer brand loyalty. 2.3 Explain the differences between the types of consumers.	brand loyalty. • Discuss the differences between the types of consumers.	Internet. Lecture note, etc.			
General Objectives: 3.0 Know the responsibility of consumers						
5 – 7	3.1 State the various responsibilities of consumers. 3.2 Explain the roles of consumers in wise buying of goods and services. 3.3 Explain the concept and scope of the responsibility of consumers.	• Outline the various responsibilities of consumers. • Discuss the roles of consumers in wise buying of goods and services. • Discuss the concept and scope of the responsibility of consumers.	Charts. Projector white board, Marker Text books, Internet. Lecture note, etc.	• Demonstrate wise buying practices (budgeting, price -comparison). • Evaluate effects of good and bad consumer behaviour. • Role-play (buyer/seller). • Prepare a simple budget or shopping list. • Compare goods based on price and quality. • Carryout proper use of household items. • Identify wasteful practices and suggest improvements.	Guide students to: • Demonstrate wise buying practices (budgeting, price -comparison). • Evaluate effects of good and bad consumer behaviour. • Role-play (buyer/seller). • Prepare a simple budget or shopping list. • Compare goods based on price and quality. • Carryout proper use of household items. • Identify wasteful practices and	Charts/posters showing: Consumer responsibilities, Wise use of goods and services, Pictures/flashcards (market and home activities) White/magnetic boards, Real-life case scenarios

					suggest improvements.	
General Objectives: 4.0 Understand decision making process						
8 – 9	4.1 Explain the concept of decision-making. 4.2 Outline consumer goals and choice making. 4.3 State factors that influence consumers to want more and more goods. 4.4 Explain the decision making process. 4.5 Explain factors that may affect decision-making.	• Discuss the concept of decision-making. • Describe consumer goals and choice making. • Outline factors that influence consumers to want more and more goods. • Discuss the decision making process. • Discuss factors that may affect decision-making.	Charts. Projector white board, Marker Text books, Internet. Lecture note, etc.	• Identify real-life examples (e.g. choosing food, clothes, phones, etc.) • Demonstrate simple buying decisions in class. • Identify situations that require decisions making. • Practice making simple decisions in the class. • Identify different choices available when buying goods. • Compare choices and justify decisions. • Identify factors that increase wants e.g. advertisements. • Observe the steps in decision making and apply	Guide students to: • Identify real-life examples (e.g. choosing food, clothes, phones, etc.) • Demonstrate simple buying decisions in class. • Identify situations that require decisions making. • Practice making simple decisions in the class. • Identify different choices available when buying goods. • Compare choices and justify decisions. • Identify factors that increase wants e.g. advertisements.	Charts showing decision making steps, Real items (food, clothes, soap and detergent, body cream, seasonings, etc.), White/magnetic boards, marker, pictures or flashcards, scenario chart showing, Comparison tables, adverts (videos, posters), Magazines, textbooks, Flowcharts of decision-making steps Case studies and journals.

				the steps to real-life situations. • Solve simple consumer problems. • Identify factors affecting consumer decisions. • Examine how each factor influences choices.	• Observe the steps in decision making and apply the steps to real-life situations. • Solve simple consumer problems. • Identify factors affecting consumer decisions. • Examine how each factor influences choices.	
General Objectives: 5.0 Understand the importance of budgeting and money management						
10 -11	5.1 Explain consumer buying habits; impulse, planned buying. 5.2 Explain a budget. 5.3 Explain money. 5.4 Outline the steps involved in planning of meals taking into consideration the available fund. 5.5 Explain how food money can be	• Discuss consumer buying habits; impulse, planned buying. • Discuss a budget. • Discuss money. • Describe the steps involved in planning of meals taking into consideration the available fund. • Discuss how food money can be wasted on impulse buying.	Charts. Projector white board, Marker Text books, Internet. Lecture note, etc.	• Differentiate between impulse and planned buying. • Prepare a simple budget. • Identify types and functions of money. • Apply budgeting in real-life situations • Observed and track income and	• Differentiate between impulse and planned buying. • Prepare a simple budget. • Identify types and functions of money. • Apply budgeting in real-life situations • Observed and track income and	Classroom, textbooks, Budget charts, Worksheets, case studies, handbills, posters currency notes and journals.

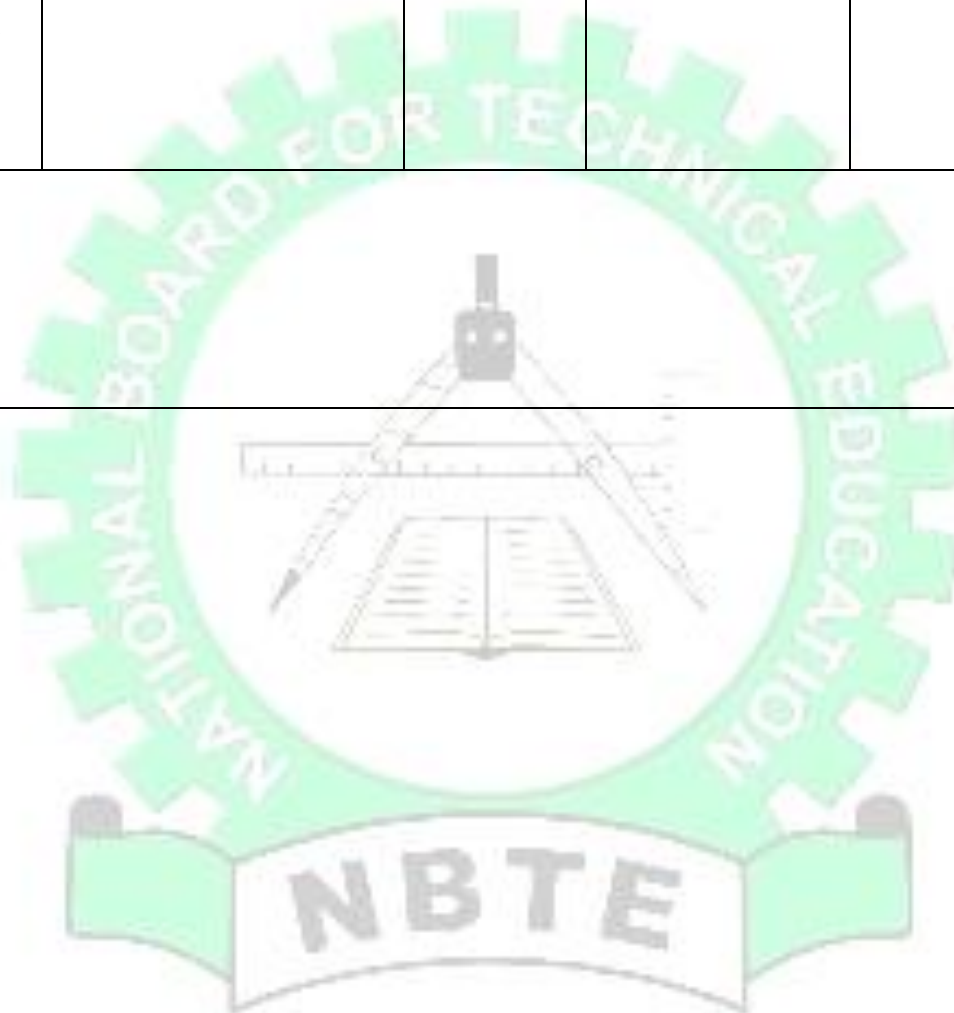
	wasted on impulse buying.			expenses. • Plan meals within a given budget. • Select affordable and nutritious foods	expenses. • Plan meals within a given budget. • Select affordable and nutritious foods	
General Objectives: 6.0 Understand the role of packaging in solving consumer problem						
12-13	6.1 Explain packaging as relates to consumer choice of goods. 6.2 Describe deceptive packaging practices. 6.3 Outline advantages and disadvantages of packaging.	• Discuss packaging as relates to consumer choice of goods. • Explain deceptive packaging practices. • Describe advantages and disadvantages of packaging.	Charts. Projector white board, Marker Text books, Internet. Lecture note, etc.	• Identify different types and purposes of packaging. • observe misleading packaging practices. • Identify and write down the advantages (benefits) and disadvantages (problems) of packaging.	• Identify different types and purposes of packaging. • Observe misleading packaging practices. • Write down the advantages (benefits) and disadvantages (problems) of packaging.	Samples of packaged goods, charts, empty containers, cartons, bottles, fake and real product sample.
General Objectives: 7.0 know the importance of advertisement						

14	7.1 Explain advertisement. 7.2 Explain the concept of advertisement. 7.3 Explain the differences between advertisement and sales promotion. 7.4 Explain the effect of sales promotion on the consumer in comparison to advertisement.	• Discuss advertisement. • Discuss the concept of advertisement. • Discuss the differences between advertisement and sales promotion. • Discuss the effect of sales promotion on the consumer in comparison to advertisement.	Charts. Projector white board, Marker Text books, Internet. Lecture note, etc.	• Demonstrate different forms of advertisement • Observe how advertisement influences consumer behaviour.	Guide students to: • Demonstrate different forms of advertisement • Observe how advertisement influences consumer behaviour.	Classrooms, posters, audio visual clips, charts, media samples, comparison charts, case study articles and promo flyers.
General Objectives: 8.0 Understand consumer protection						
15	8.1 Explain the concept of consumer protection. 8.2 Outline national and international consumer protection agencies. 8.3 Explain the role of national and international agencies in consumer protection. 8.4 Describe the	• Discuss the concept of consumer protection. • Describe national and international consumer protection agencies. • Discuss the role of national and international agencies in consumer protection. • Explain the assessment of the roles of national and international agencies in food sanitation and consumer protection.	Charts. Projector white board, Marker Text books, Internet. Lecture note, etc.	• Identify national and international agencies and their roles. • Evaluate the effectiveness of these agencies	Guide students to: • Identify national and international agencies and their roles. • Evaluate the effectiveness of these agencies	charts showing agencies (e.g. NAFDAC, SON, WHO) textbooks and case studies reports, agencies posters and internet materials

	assessment of the roles of national and international agencies in food sanitation and consumer protection.					
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COURSE ASSESSMENT:

Course work:	10%
Test/Assignments:	10%
Practical:	40%
Examination:	40%
Total:	100%



HOME MECHANICS

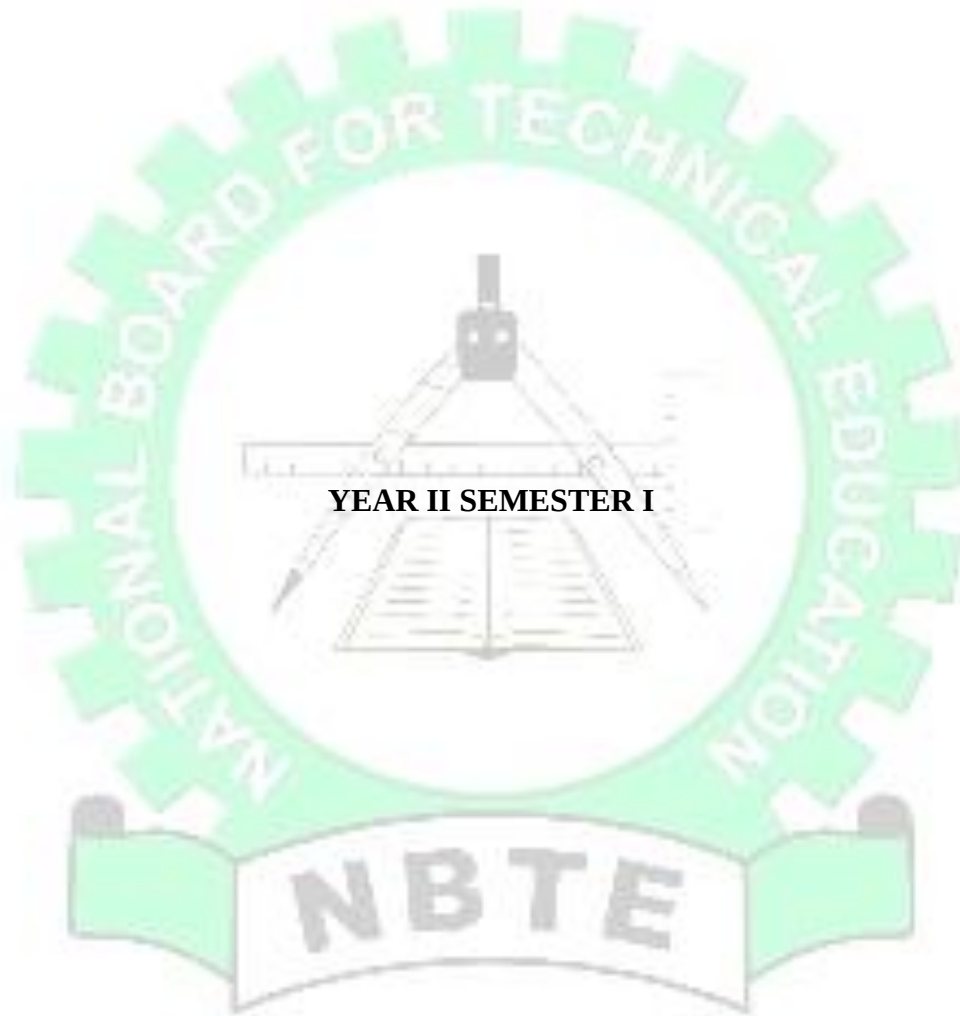
PROGRAMME: HIGHER NATIONAL DIPLOMA (HND) IN HOME AND RURAL ECONOMICS		
COURSE TITLE: HOME MECHANICS	COURSE CODE: HRE 326	CONTACT HOURS: 3 HOURS/WEEK
	CREDIT UNIT: 3	THEORETICAL: 1 HOUR/WEEK
YEAR: I SEMESTER: II	PRE-REQUISITE:	PRACTICAL: 2 HOURS/WEEK
GOAL: The course is designed to acquaint the students with the use of house hold appliances		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand the basic concepts in home mechanics; 2.0 Know the tools for basic maintenance in a home; 3.0 Understand the use of household appliances; 4.0 Know how to assemble the household appliances; 5.0 Understand household plumbing and its maintenance; 6.0 Know the use of water in a home.		

PROGRAMME: HIGHER NATIONAL DIPLOMA (HND) IN HOME AND RURAL ECONOMICS						
COURSE TITLE: HOME MECHANICS		COURSE CODE: HRE 326		CONTACT HOURS: 3 HOURS/WEEK		
		CREDIT UNIT: 3		THEORETICAL: 1 HOUR/WEEK		
YEAR: I SEMESTER: II		PRE-REQUISITE:		PRACTICAL: 2 HOURS/WEEK		
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: The course is designed to acquaint the students with the use of house hold appliances						
General Objectives: 1.0 Understand the basic concepts in home mechanics						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
1 – 2	1.1 Explain Home Mechanics. 1.2 Explain the basic concepts of energy, power and their measurement. 1.3 Explain the conversion of energy from one form to another. 1.4 Explain the conversion of electrical energy to heat, motion, sound and light.	• Discuss Home Mechanics. • Discuss the basic concepts of energy, power and their measurement. • Discuss the conversion of energy from one form to another. • Discuss the conversion of electrical energy to heat, motion, sound and light.	Charts. Projector white board, Marker Text books, Internet. Lecture note, etc.	• Calculate power ratings of various home appliances using multi-meter readings. • Demonstrate physical conversion of electrical energy into secondary states.	Guide students to: • Calculate power ratings of various home appliances using multi-meter readings. • Demonstrate physical conversion of electrical energy into secondary states.	Multi-meters, basic circuit boards, light bulbs, small electric motors, heating elements
General Objectives: 2.0 Know the tools for basic maintenance in a home						
3 – 4	2.1 State Display	• Outline Display	Charts.	• Use simple tools	Guide students to:	Workshop,

	simple tools such as hammers, spanners, screwdrivers and chisels. 2.2 Explain the use of the tools. 2.3 State the concept and scope of the tools for basic maintenance in a home.	simple tools such as hammers, spanners, screwdrivers and chisels. • Discuss the use of the tools. • Outline the concept and scope of the tools for basic maintenance in a home.	Projector white board, Marker Text books, Internet. Lecture note, etc.	(hammers, spanners, screwdrivers, chisels) on mock household fixtures.	• simple tools (hammers, spanners, screwdrivers, chisels) on mock household fixtures.	hammers, open/ring spanners, flathead/cross screwdrivers, chisels, wooden blocks, fasteners.
General Objectives: 3.0 Understand the use of household appliances						
5-7	3.1 State different household appliances including pressing iron, blender, stoves, washing machine, heaters, fridges and gas equipment. 3.2 Explain the working principle of the appliances and troubleshooting. 3.3 Explain the concept and scope of the use of household appliances.	• Outline different household appliances including pressing iron, blender, stoves, washing machine, heaters, fridges and gas equipment. • Discuss the working principle of the appliances and troubleshooting. • Discuss the concept and scope of the use of household appliances.	Charts. Projector white board, Marker Text books, Internet. Lecture note, etc.	• Operate specific household appliances safely. • Perform basic diagnostic tests/troubleshooting sequences on common faults	Guide students to: • Operate specific household appliances safely. • Perform basic diagnostic tests/troubleshooting sequences on common faults	Workshop, pressing irons, food blenders, electrical heaters, test lamps, multimeters.

General Objectives: 4.0 Understand how to assemble the house appliances.						
8-10	4.1 Explain the concept and scope of how to assemble the house appliances. 4.2 Describe the key components and characteristics of how to assemble the house appliances. 4.3 Outline the procedures and quality requirements associated with how to assemble the house appliances.	• Discuss the concept and scope of how to assemble the house appliances. • Explain the key components and characteristics of how to assemble the house appliances. • Describe the procedures and quality requirements associated with how to assemble the house appliances.		• Dismantle domestic (e.g. iron, blender, stoves etc.) appliances using correct tool sequences. • Assemble dismantled appliances correctly ensuring physical and electrical safety rules.	• Dismantle domestic (e.g. iron, blender, stoves etc.) appliances using correct tool sequences. • Assemble dismantled appliances correctly ensuring physical and electrical safety rules.	Dismantled electric irons, blenders, gas burner sets, toolkits, safety gloves
General Objectives: 5.0 Understand House hold plumbing and its maintenance						
11-12	5.1 Explain principle of the water circuit. 5.2 Explain the working principles of flush toilets, sinks. 5.3 Outline the procedure for maintaining faucets, sinks, and	• Discuss principle of the water circuit. • Discuss the working principles of flush toilets, sinks. • Describe the procedure for maintaining faucets, sinks, and cistern in the toilets.	Charts. Projector white board, Marker Text books, Internet. Lecture note, etc.	• Replace worn washers/valves in leaky faucets. • Clear blocked • Service toilet cistern components. • Practice correct nail driving depths using Stud/pipe tracking steps.	Guide students to: • Replace worn washers/valves in leaky faucets. • Clear blocked • Service toilet cistern components. • Practice correct nail driving depths using Stud/pipe tracking steps.	Faucets, sink, taps, toilet cistern repair kits, plumbing wrenches, hammers, nails, wooden boards, pipe detectors.

	cistern in the toilets. 5.4 Explain the techniques of driving of nails into walls to avoid damaging of the walls.	• Discuss the techniques of driving of nails into walls to avoid damaging of the walls.				
General Objectives: 6.0 Understand the use of water in the home						
13-15	6.1 Explain domestic water supply and distribution systems. 6.2 Explain domestic water drainage. 6.3 State sources of water and water classification. 6.4 Describe water treatment for domestic use.	• Discuss domestic water supply and distribution systems. • Discuss domestic water drainage. • Outline sources of water and water classification. • Explain water treatment for domestic use.	Charts. Projector white board, Marker Text books, Internet. Lecture note, etc.	• Perform a small-scale domestic water filtration setup. • Clear and sanitize a block drainage line model safely.	Guide students to: • Perform a small-scale domestic water filtration setup. • Clear a block drainage line model safely.	Filter containers, sand, charcoal, gravel, drainage pipe models, safety boots/gloves, cleaning agents.
COURSE ASSESSMENT: Course work: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%						



CREATIVE HANDCRAFT AND VALUE ADDITION III

PROGRAMME: HIGHER NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS		
COURSE TITLE: CREATIVE HANDCRAFT AND VALUE ADDITION III	COURSE CODE: HRE 411	CONTACT HOURS: 4 HOURS/WEEK
	CREDIT UNIT: 4	THEORETICAL: 1 HOUR/WEEK
YEAR: II SEMESTER: I	PRE-REQUISITE:	PRACTICAL: 3 HOURS/WEEK
GOAL: This course is designed to provide the students with the knowledge and skills involved in Embroidery production		
GENERAL OBJECTIVES: On completion of this course, the student should be able to: 1.0 Understand the meaning of embroidery; 2.0 Understand advanced embroidery technique; 3.0 Know the forms of advanced embroidery; 4.0 Know the equipment, tools and materials used in advanced embroidery work; 5.0 Understand elements and principles of design; 6.0 Understand sources of embroidery inspirations; 7.0 Understand embroidery stitches and operating embroidery machine; 8.0 Know how to produce advanced embroidery articles; 9.0 Understand branding, exhibition of finished products, and merchandizing.		

PROGRAMME: HIGHER NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS						
COURSE TITLE: CREATIVE HANDCRAFT AND VALUE ADDITION III			COURSE CODE: HRE 411		CONTACT HOURS: 4 HOURS/WEEK	
			CREDIT UNIT: 4		THEORETICAL: 1 HOUR/WEEK	
YEAR: II SEMESTER: I			PRE-REQUISITE:		PRACTICAL: 3 HOURS/WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to provide the students with the knowledge and skills involved in Embroidery production						
General Objectives: 1.0 Understand the meaning of embroidery						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
1 – 2	1.1 Explain the meaning of embroidery. 1.2 State the types of embroidery works, traditional embroidery, canvas work, cross stitching, appliqué, machine embroidery. 1.3 Explain the uses of embroidery.	- Discuss the meaning of embroidery. - Outline the types of embroidery works, traditional embroidery, canvas work, cross stitching, appliqué, machine embroidery. - Discuss the uses of embroidery.	Whiteboard, Projector, Charts, Textbooks, Marker, etc.	- Create sketches and motifs. - Trace out motifs on the fabric. - Mount the fabric on the wooden frame. - Measure the size.	Guide students to: - Create sketches and motifs. - Trace out motifs on the fabric. - Mount the fabric on the wooden frame. - Measure the size.	Samples of embroidery materials such as canvas, Embroidery yarns, Pin, Embroidery machine, Needles, Wooden frame, Tracing wheel and tracing paper, Drawing materials, Motifs, Tailor’s chalk, Measuring tape,

						wax.
General Objectives: 2.0 Understand advanced embroidery techniques						
3 – 4	2.1 Explain advanced embroidery. 2.2 Explain the origin of advanced embroidery. 2.3 Explain the importance of advanced embroidery.	- Discuss advanced embroidery. - Discuss the origin of advanced embroidery. - Discuss the importance of advanced embroidery.	Whiteboard, Projector, Charts, Textbooks, Marker, etc.	- Visit art gallery centres to identify different types of embroidery items. - Visit to homes and offices to observe use of embroidery for aesthetics.	Guide students to: - Visit art gallery centres to identify different types of embroidery items. - Visit to homes and offices to observe use of embroidery for aesthetics.	Samples of embroidery materials such as canvas, Embroidery yarns, Pin, Embroidery machine, Needles, Wooden frame, Tracing wheel and tracing paper, Drawing materials, Motifs, Tailor's chalk, Measuring tape, wax.
General Objectives: 3.0 Know the forms of advanced embroidery						
5-6	3.1 State the types of advanced embroidery including assisi work, dinning clothe. 3.2 Explain the principles involved in advanced embroidery.	- Outline the types of advanced embroidery including assisi work, dinning clothe. - Discuss the principles involved in	Whiteboard, Projector, Charts, Textbooks, Marker, etc.	- Draw samples of different machine and handmade embroidery designs. - Mount the fabrics on wooden or metal frame, create	Guide students to: - Draw samples of different machine and handmade embroidery designs. - Mount the fabrics on wooden or	Fabrics, embroidery material, Embroidery machine, Embroidery yarn, Wooden frames, Metal frames, Drawing paper,

	3.3 Explain the concept and scope of the forms of advanced embroidery.	advanced embroidery. Discuss the concept and scope of the forms of advanced embroidery.		sketches and color separation.	metal frame, create sketches and color separation.	Assorted colors, Needles, Eraser Pencils.
General Objectives: 4.0 Know the equipment, tools and materials used in embroidery work						
7	4.1 State types of equipment, tools and materials used in embroidery work. 4.2 Outline the working of the tools/equipment. 4.3 Describe the operation of the tools/equipment. 4.4 Outline the use and care of embroidery tools and equipment. 4.5 Describe types and characteristics of consumables materials like threads, beads esquires, greaseproof papers, graph papers.	- Outline types of equipment, tools and materials used in embroidery work. - Describe the working of the tools/equipment . - Explain the operation of the tools/equipment . - Describe the use and care of embroidery tools and equipment. - Explain types and characteristics of consumables	Whiteboard, Projector, Charts, Textbooks, Marker, etc.	Arrange all equipment, tools and materials for embroidery work.	Guide students to arrange all materials, tools and equipment according to their functions.	Embroidery machine, Embroidery yarns, Assorted needles, Fabric, Scissors.

		materials like threads, beads esquires, greaseproof papers, graph papers.				
General Objectives: 5.0 Understand elements and principles of design						
8	5.1 Explain design. 5.2 Describe colour classification in the colour wheel. 5.3 Describe line space, form and texture. 5.4 Explain the principles of design. 5.5 Explain the application of the principles of design in embroidery.	• Discuss design. • Explain colour classification in the colour wheel. • Explain line space, form and texture. • Discuss the principles of design. • Discuss the application of the principles of design in embroidery.	Whiteboard, Projector, Charts, Textbooks, Marker, etc.	• Draw colour wheel and classify colours according to their types. • Produce natural colours from local materials e.g. turmeric, beetroot, indigo, assorted green leaves, henna.	Guide students to: • Draw colour wheel and classify colours according to their types. • Produce natural colours from local materials e.g. turmeric, beetroot, indigo, assorted green leaves, henna.	Plant leaves, Colour wheel, Water colour, Poster colour, Pencil colour, Drawing tools, Fabric.
General Objectives: 6.0 Understand sources of embroidery inspirations						
9	6.1 Describe the language of embroidery. 6.2 Explain the trait needed by a good embroider. 6.3 State the sources of	• Explain the language of embroidery. • Discuss the trait needed by a good embroider. • Outline the	Whiteboard, Projector, Charts, Textbooks, Marker, etc.	• Produce necessary tools for embroidery design. • Create an inspired design from nature and	Guide students to: • Produce necessary tools for embroidery design. • Create an inspired design	Paper, Pencil, Stencil, Patterns, Drawing materials, Table,

	inspiration for embroidery design, Translate an inspired design to paper.	sources of inspiration for embroidery design, Translate an inspired design to paper.		other forms. • Enlarge a design and make templates with the designs.	from nature and other forms. • Enlarge a design and make templates with the designs.	Drawing board, Curves, Shapes.
General Objectives: 7.0 Understand embroidery stitches and operating embroidery machines						
10-11	7.1 Explain the concept and scope of embroidery stitches and operating embroidery machines. 7.2 Describe the key components and characteristics of embroidery stitches and operating embroidery machines. 7.3 Outline the procedures and quality requirements associated with embroidery stitches and operating embroidery machines.	• Discuss the concept and scope of embroidery stitches and operating embroidery machines. • Explain the key components and characteristics of embroidery stitches and operating embroidery machines. • Describe the procedures and quality requirements associated with embroidery stitches and operating	Whiteboard, Projector, Charts, Textbooks, Marker, etc.	• Identify the different stitches to be used in embroidery i.e for machines without Computer Aided Motif Settings (CAMS). • Choose embroidery CAMS in the machine if it has CAMS. • Thread machines and get fabric ready. • Place design templates on fabric. • Stitch design template to fabric using stitches chosen.	Guide students to: • Identify the different stitches to be used in embroidery i.e for machines without Computer Aided Motif Settings (CAMS). • Choose and insert embroidery CAMS in the machine if it has CAMS. • Thread machines and get fabric ready. • Place design templates on	Embroidery machine, Embroidery Thread, Yarn, CAMS, Design disc, Embroidery textbooks, Fabric, Workshop, Hoops and frames.

		embroidery machines.			fabric. • Stitch design template to fabric using stitches chosen.	
General Objectives: 8.0 Know how to produce advanced embroidery articles						
12-13	8.1 Explain the step-by-step processes of making embroidery patterns. 8.2 Explain the step-by-step processes of making an album. 8.3 Explain the concept and scope of how to produce advanced embroidery articles.	• Discuss the step-by-step processes of making embroidery patterns. • Discuss the step-by-step processes of making an album. • Discuss the concept and scope of how to produce advanced embroidery articles.	Whiteboard, Projector, Charts, Textbooks, Marker, etc.	• Produce different types of advanced embroidery motifs. • Transfer the motif onto the fabric. • Fill up the motif with yarn as desired. • Produce an article from a motif. • Produce album containing the embroidery samples.	Guide students to: • Produce different types of advanced embroidery motifs. • Transfer the motif onto the fabric. • Fill up the motif with yarn as desired. • Produce an article from a motif. • Produce album containing the embroidery samples.	Needles, Brown papers, Embroidery Machine, Fabric, Scissors, Drawing materials, Cardboard sheets, Masking tape, Tracing wheel, Photo album.
General Objectives 9.0: Understand branding, exhibition of finished products, and merchandizing						
14-15	9.1 Explain branding, exhibition and	• Discuss branding,	Whiteboard, Projector,	• Carry out branding of	Guide students to: • Carry out	Colored printers,

	merchandising. 9.2 Outline the costing of materials used in production. 9.3 Describe the determination of profit/income (net profit, gross profit). 9.4 Outline the procedure for packaging finished products. 9.5 Explain product exhibition and merchandising.	exhibition and merchandising. - Describe the costing of materials used in production. - Explain the determination of profit/income (net profit, gross profit). - Describe the procedure for packaging finished products. - Discuss product exhibition and merchandising.	Charts, Textbooks, Marker, etc.	finished products. - Exhibit finished products. - Identify various means of marketing finished products. - Merchandize finished products. - Determine profit margin.	branding of finished products. - Exhibit finished products. - Identify various means of marketing finished products. - Merchandize finished products. - Determine profit margin.	Packaging materials, Sealing machines, Smartphone, Internet, Computer, Projector, Social media platforms.
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COURSE ASSESSMENT:

Course work:	10%
Test/Assignments:	10%
Practical:	40%
Examination:	40%
Total:	100%

ADVANCED CLOTHING CONSTRUCTION

PROGRAMME: HIGHER NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS		
COURSE TITLE: ADVANCED CLOTHING CONSTRUCTION	COURSE CODE: HRE 412	CONTACT HOURS: 4 HOURS/WEEK
	CREDIT UNIT: 4	THEORETICAL: 1 HOUR/WEEK
YEAR: II SEMESTER: I	PRE-REQUISITE:	PRACTICAL: 3 HOURS/WEEK
GOAL: This course is designed to equip students with knowledge and skills to construct, fit, finish, alter, and evaluate garments for children and adults using appropriate patterns, fabrics, tools, equipment, safety procedures, and quality standards.		
GENERAL OBJECTIVES: On completion of this course, the student should be able to: 1.0 Understand advanced principles of clothing construction; 2.0 Apply body measurement and pattern adaptation techniques; 3.0 Construct children's garments using appropriate design features; 4.0 Construct adult garments using advanced sewing processes; 5.0 Demonstrate garment fitting and alteration techniques; 6.0 Apply professional finishing and quality control methods; 7.0 Develop clothing products for household and small-scale enterprise use; 8.0 Understand branding, exhibition of finished products, and merchandizing.		

PROGRAMME: HIGHER NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS						
COURSE TITLE: ADVANCED CLOTHING CONSTRUCTION		COURSE CODE: HRE 412		CONTACT HOURS: 4 HOURS/WEEK		
		CREDIT UNIT: 4		THEORETICAL: 1 HOUR/WEEK		
YEAR: II SEMESTER: I		PRE-REQUISITE:		PRACTICAL: 3 HOURS/WEEK		
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with knowledge and skills to construct, fit, finish, alter, and evaluate garments for children and adults using appropriate patterns, fabrics, tools, equipment, safety procedures, and quality standards.						
General Objectives: 1.0 Understand advanced principles of clothing construction						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
1 – 2	1.1 Explain advanced clothing construction. 1.2 Explain principles of accurate garment construction. 1.3 Describe advanced seams, darts, pleats, gathers, tucks, facings, collars, sleeves, fastenings, and openings. 1.4 Outline the analysis of factors affecting garment quality, durability, comfort, fit, and appearance.	- Discuss advanced clothing construction. - Discuss principles of accurate garment construction. - Explain advanced seams, darts, pleats, gathers, tucks, facings, collars, sleeves, fastenings, and openings. - Describe the	Textbooks, Sewing manuals, Construction guides, Slides, Projector, Videos clips, etc.	- Identify advanced garment construction features on sample garments. - Inspect seams, darts, collars, sleeves, facings, fastenings, and openings. - Prepare a construction sequence for a selected garment.	Guide students to: - Identify advanced garment construction features on sample garments. - Inspect seams, darts, collars, sleeves, facings, fastenings, and openings. - Prepare a construction sequence for a	Needles, Pins, Scissors, Shears, Rippers, Thimbles, Calico, Cotton, Lining, Interfacing Scraps, Sewing machines, Over lockers, Pressing iron.

	1.5 Explain the assessment of the importance of sequencing, precision, and quality standards in clothing production.	- analysis of factors affecting garment quality, durability, comfort, fit, and appearance. - Discuss the assessment of the importance of sequencing, precision, and quality standards in clothing production.		- Arrange tools and materials for advanced clothing construction. - Practice selected advanced sewing processes on fabric samples. - Produce a sample book of advanced construction features.	- selected garment. - Arrange tools and materials for advanced clothing construction. - Practice selected advanced sewing processes on fabric samples. - Produce a sample book of advanced construction features.	
General Objective 2.0: Apply body measurement and pattern adaptation techniques.						
3 – 4	2.1 Explain principles of accurate body measurement. 2.2 State body measurement points for children and adults. 2.3 Describe procedures for recording body measurements. 2.4 Outline the analysis of	- Discuss principles of accurate body measurement. - Outline body measurement points for children and adults. - Explain procedures for recording body measurements.	Textbooks, Sewing manuals, Construction guides, Slides, Projector, Videos clips, etc.	- Take body measurements accurately for children and adults. - Record body measurements on a measurement chart. - Draft a basic pattern using recorded	Guide students to: - Take body measurements accurately for children and adults. - Record body measurements on a measurement chart. - Draft a basic pattern using	Tape measure, Rulers, Yardsticks, Dress forms, Pattern paper, French curves, Set squares, Pencils, Erasers, Scissors, Tracing wheel, Carbon paper, Measurement

	methods of adapting basic patterns for style, size, and figure variation. 2.5 Explain the evaluation of errors that may occur during body measurement and pattern adaptation.	- Describe the analysis of methods of adapting basic patterns for style, size, and figure variation. - Discuss the evaluation of errors that may occur during body measurement and pattern adaptation.		measurements. - Adapt a basic bodice pattern to a selected design. - Adapt sleeve and skirt patterns to selected styles. - Mark grainlines, notches, seam allowances, and balance points. - Cut pattern pieces accurately from pattern paper. - Prepare a pattern adaptation portfolio.	recorded measurements. - Adapt a basic bodice pattern to a selected design. - Adapt sleeve and skirt patterns to selected styles. - Mark grainlines, notches, seam allowances, and balance points. - Cut pattern pieces accurately from pattern paper. - Prepare a pattern adaptation portfolio.	charts, Portfolios, Checklists.
General Objective 3.0: Construct children's garments using appropriate design features.						
4-5	3.1 Describe design requirements for children's garments. 3.2 Explain suitable fabrics for children's clothing.	- Explain design requirements for children's garments. - Discuss suitable fabrics for	Textbooks, Sewing manuals, Construction guides, Slides, Projector,	- Select suitable fabric for a child's garment. - Prepare pattern pieces for a child's garment.	Guide students to: - Select suitable fabric for a child's garment. - Prepare pattern pieces for a	Cotton, Poplin, Calico, Interfacing, Thread, Needles,

	3.3 State appropriate openings, fastenings, seams, sleeves, collars, and decorative features for children's garments. 3.4 Explain the analysis of comfort, growth allowance, safety, durability, and ease of movement in children's wear. 3.5 Describe the assessment of quality requirements for children's garment construction.	children's clothing. - Outline appropriate openings, fastenings, seams, sleeves, collars, and decorative features for children's garments. - Discuss the analysis of comfort, growth allowance, safety, durability, and ease of movement in children's wear. - Explain the assessment of quality requirements for children's garment construction.	Videos clips, etc.	- Lay out pattern pieces on fabric according to grainline. - Cut fabric pieces accurately for a child's garment. - Stitch seams and darts according to the design. - Attach sleeves, collars, pockets, and fastenings where required. - Finish raw edges using appropriate methods. - Press the completed child's garment. - Evaluate the garment using a quality checklist.	child's garment. - Lay out pattern pieces on fabric according to grainline. - Cut fabric pieces accurately for a child's garment. - Stitch seams and darts according to the design. - Attach sleeves, collars, pockets, and fastenings where required. - Finish raw edges using appropriate methods. - Press the completed child's garment. - Evaluate the garment using a quality checklist.	Pins, Scissors, Tape measure, Rippers, Sewing machines, Over lockers, Pressing iron, Buttons, Zippers, Elastic, Bias tape, Lace, Aprons, First aid, Waste bin.
General Objective 4.0: Construct adult garments using advanced sewing processes.						
6-7	4.1 Describe design requirements for adult garments.	Explain design requirements for adult garments.	Textbooks, Sewing manuals, Construction	Select suitable fabric for an adult garment.	Guide students to: Select suitable fabric for an	Cotton, Suiting, Linen,

	4.2 Explain suitable fabrics for adult clothing. 4.3 Describe advanced sewing processes used in adult garment construction. 4.4 Explain the analysis of construction procedures for bodices, skirts, trousers, sleeves, collars, waistbands, linings, and fastenings. 4.5 Describe the assessment of quality standards for adult garment construction.	• Discuss suitable fabrics for adult clothing. • Explain advanced sewing processes used in adult garment construction. • Discuss the analysis of construction procedures for bodices, skirts, trousers, sleeves, collars, waistbands, linings, and fastenings. • Explain the assessment of quality standards for adult garment construction.	guides, Slides, Projector, Videos clips, etc.	• Prepare pattern pieces for an adult garment. • Lay out pattern pieces on fabric accurately. • Cut fabric pieces according to the design. • Construct bodice, skirt, trouser, sleeve, collar, and waistband sections where required. • Insert zippers, buttons, buttonholes, hooks, or press-studs appropriately. • Attach lining or interfacing where required. • Join garment sections accurately. • Press and finish the adult garment professionally.	adult garment. • Prepare and adapt pattern pieces for an adult garment. • Lay out pattern pieces on fabric accurately. • Cut fabric pieces according to the design. • Construct bodice, skirt, trouser, sleeve, collar, and waistband sections where required. • Insert zippers, buttons, buttonholes, hooks, or press-studs appropriately. • Attach lining or interfacing where required. • Join garment sections accurately.	Crepe, Lining, Interfacing, Needles, Pins, Scissors, Shears, Tape measure, Sewing machines, Over lockers, Buttonhole machine, Pressing iron, Zippers, Buttons, Hooks, Press-studs, Velcro, Checklists, Scorecards, Templates.
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				Evaluate the finished garment using a quality checklist.	- Press and finish the adult garment professionally. - Evaluate the finished garment using a quality checklist.	
General Objective 5.0: Demonstrate garment fitting and alteration techniques						
8-9	5.1 Explain the meaning of garment fitting. 5.2 State common fitting problems in children's and adult garments. 5.3 Describe fitting points for bodice, sleeve, skirt, trouser, waist, hip, shoulder, and hemline areas. 5.4 Explain the analysis of causes of poor garment fit. 5.5 Explain the assessment of the importance of accurate fitting and alteration in clothing construction.	- Discuss the meaning of garment fitting. - Outline common fitting problems in children's and adult garments. - Explain fitting points for bodice, sleeve, skirt, trouser, waist, hip, shoulder, and hemline areas. - Discuss the analysis of causes of poor garment fit. - Discuss the assessment of the importance of accurate fitting	Textbooks, Sewing manuals, Construction guides, Slides, Projector, Videos clips, etc.	- Fit a garment on a model or dress form. - Mark fitting problems on the garment. - Pin excess fabric at fitting points. - Adjust seams, darts, hems, sleeves, waistlines, and closures. - Alter garment length, width, and shape according to need. - Restitch altered sections neatly. - Press altered areas correctly.	Guide students to: - Fit a garment on a model or dress form. - Mark fitting problems on the garment. - Pin excess fabric at fitting points. - Adjust seams, darts, hems, sleeves, waistlines, and closures. - Alter garment length, width, and shape according to need. - Restitch altered sections neatly.	Dress forms, Tape measure, Pins, Chalk, Mirrors, Needles, Thread, Scissors, Rippers, Sewing machines, Over lockers, Pressing iron, Fitting sheets, Checklists, Reports.

		and alteration in clothing construction.		- Evaluate the altered garment for fit and appearance. - Prepare a fitting and alteration report.	- Press altered areas correctly. - Evaluate the altered garment for fit and appearance. - Prepare a fitting and alteration report.	
General Objective 6.0: Apply professional finishing and quality control methods.						
10-11	6.1 Describe professional garment finishing methods. 6.2 Explain edge finishing, hemming, pressing, trimming, labelling, and packaging procedures. 6.3 State common garment defects. 6.4 Explain the importance of finishing and quality control to customer satisfaction. 6.5 Explain the evaluation of finished garments using standard	- Explain professional garment finishing methods. - Discuss edge finishing, hemming, pressing, trimming, labelling, and packaging procedures. - Outline common garment defects. - Discuss the importance of finishing and quality control to customer satisfaction. - Discuss the	Textbooks, Sewing manuals, Construction guides, Slides, Projector, Videos clips, etc.	- Trim loose threads from completed garments. - Finish raw edges using appropriate methods. - Hem garments according to the design. - Press garments using correct temperature and technique. - Attach labels or tags appropriately. - Inspect garments for defects.	Guide students to: - Trim loose threads from completed garments. - Finish raw edges using appropriate methods. - Hem garments according to the design. - Press garments using correct temperature and technique. - Attach labels or tags appropriately. - Inspect garments for	Needles, Thread, Scissors, Snips, Rippers, Pressing iron, Ironing board, Press cloth, Spray bottle, Labels, Tags, Hangers, Garment bags, Checklists, Scorecards, Inspection sheets.

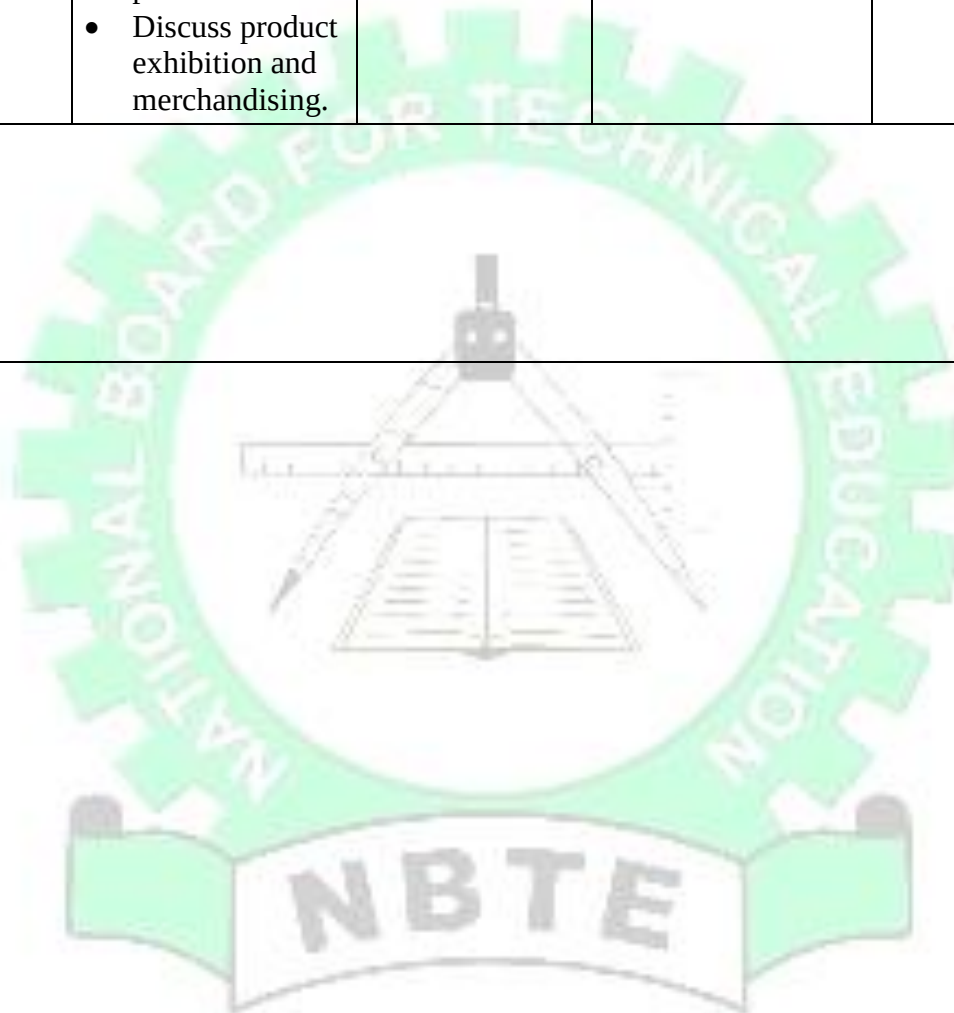
	quality criteria.	evaluation of finished garments using standard quality criteria.		• Correct minor garment defects. • Package finished garments neatly. • Complete a quality-control checklist. • Present finished garments for assessment.	• Correct minor garment defects. • Package finished garments neatly. • Complete a quality-control checklist. • Present finished garments for assessment.	
General Objective 7.0: Develop clothing products for household and small-scale enterprise use.						
12-13	7.1 State clothing products suitable for household and small-scale enterprise use. 7.2 Explain product planning in clothing production. 7.3 Describe costing procedures for clothing products. 7.4 Outline the analysis of factors affecting small-scale clothing enterprise success. 7.5 Explain the	• Outline clothing products suitable for household and small-scale enterprise use. • Discuss product planning in clothing production. • Explain costing procedures for clothing products. • Describe the analysis of factors affecting	Textbooks, Sewing manuals, Construction guides, Slides, Projector, Videos clips, etc.	• Select a clothing product for household or enterprise use. • Sketch the product design. • Prepare a production workplan. • Estimate fabric, trimming, and labour requirements. • Calculate the production cost of the clothing	Guide students to: • Select a clothing product for household or enterprise use. • Sketch the product design. • Prepare a production workplan. • Estimate fabric, trimming, and labour	Patterns, Fabric, Thread, Trimmings, Fasteners, Needles, Pins, Scissors, Tape measure, Chalk, Costing sheets, Order forms, Receipts, Labels, Hangers, Garment bags,

	evaluation of clothing products for marketability, durability, usefulness, and appearance.	small-scale clothing enterprise success. • Discuss the evaluation of clothing products for marketability, durability, usefulness, and appearance.		product. • Construct the selected clothing product. • Package the finished product for display or sale. • Prepare a simple product record.	requirements. • Calculate the production cost of the clothing product. • Construct the selected clothing product. • Package the finished product for display or sale. • Prepare a simple product record.	Display stand.
General Objective 8.0: Understand branding, exhibition of finished products, and merchandizing						
14-15	8.1 Explain branding, exhibition and merchandising. 8.2 Outline the costing of materials used in production. 8.3 Describe the determination of profit/income (net profit, gross profit). 8.4 Outline the procedure for packaging finished products. 8.5 Explain product	• Discuss branding, exhibition and merchandising. • Describe the costing of materials used in production. • Explain the determination of profit/income (net profit, gross profit). • Describe the procedure for	Textbooks, Sewing manuals, Construction guides, Slides, Projector, Videos clips, etc.	• Carry out branding of finished products. • Exhibit finished products. • Identify various means of marketing finished products. • Merchandize finished products. • Determine profit margin.	Guide students to: • Carry out branding of finished products. • Exhibit finished products. • Identify various means of marketing finished products. • Merchandize finished products.	Colored printers, Packaging materials, Sealing machines, Smartphone, Internet, Computer, Projector, Social media platforms.

	exhibition and merchandising.	packaging finished products. • Discuss product exhibition and merchandising.			Determine profit margin.	
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COURSE ASSESSMENT:

Course work:	10%
Test/Assignments:	10%
Practical:	40%
Examination:	40%
Total:	100%



TEXTILE DESIGN AND DECORATION

PROGRAMME: HIGHER NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS		
COURSE TITLE: TEXTILE DESIGN AND DECORATION	COURSE CODE: HRE 413	CONTACT HOURS: 4HOURS/WEEK
	CREDIT UNIT: 4	THEORETICAL: 1 HOUR/WEEK
YEAR: II SEMESTER: I	PRE-REQUISITE:	PRACTICAL: 3 HOURS/WEEK
GOAL: This course is designed to equip students with the knowledge and skills of textile design and decoration.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand basic elements and principles of design; 2.0 Understand fabric design methods; 3.0 Understand advanced dyeing; 4.0 Know the materials and equipment for advanced dyeing; 5.0 Know the forms of advanced dyeing; 6.0 Understand the processes of advanced dyeing; 7.0 Know how to produce advanced dyed articles; 8.0 Understand the finishing processes; 9.0 Understand branding, exhibition of finished products, and merchandizing.		

PROGRAMME: HIGHER NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS						
COURSE TITLE: TEXTILE DESIGN AND DECORATION		COURSE CODE: HRE 413		CONTACT HOURS: 4 HOURS/WEEK		
		CREDIT UNIT: 4		THEORETICAL: 1 HOUR/WEEK		
YEAR: II SEMESTER: I		PRE-REQUISITE:		PRACTICAL: 3 HOURS/WEEK		
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with the knowledge and skills of textile design and decoration.						
General Objectives: 1.0 Understand basic elements and principles of design						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
1 – 2	1.1 Explain design. 1.2 Describe classification of colors. 1.3 Describe line, space, form and texture. 1.4 State effects of these elements in textile design. 1.5 State the relationship of the principles, to textile design.	• Discuss design. • Explain classification of colors. • Explain line, space, form and texture. • Outline effects of these elements in textile design. • Outline the relationship of the principles, to textile design.	Textbooks, Sewing manuals, Construction guides, Slides, Projector, Videos clips, etc.	• Identify the elements of design. • Observe charts, illustrations, and design samples. • Take notes on the concepts taught. • Analyse objects, fabrics, and artworks to identify elements of design. • Draw and create samples designs using the elements of design. • Present	Guide students to: • Identify and define the elements of design. • Observe charts, illustrations, and design samples. • Take notes on the concepts taught. • Analyse objects, fabrics, and artworks to identify elements of design. • Draw and create samples designs	Charts, Drawings, Photographs, Samples of fabrics, Artworks, Pencils, Ruler, Eraser, Colours, Sketchbook, Drawing paper, Multimedia presentations.

				completed designs for critique and assessment. • Complete assignments and class exercises. • Making of colour wheel by teacher	using the elements of design. • Present completed designs for critique and assessment. • Complete assignments and class exercises. • Making of colour wheel by teacher	
General Objectives: 2.0 Understand fabric design methods						
3 – 4	2.1 Outline methods of fabric design including structural and applied. 2.2 Describe the important characteristics of yarn to be used for structural design including size, texture, fibre content. 2.3 Outline methods of producing structural design including weaving, knitting, knotting.	• Describe methods of fabric design including structural and applied. • Explain the important characteristics of yarn to be used for structural design including size, texture, fibre content. • Describe methods of producing structural design including	Textbooks, Sewing manuals, Construction guides, Slides, Projector, Videos clips, etc.	• Examine fabric samples presented by the teacher. • Identify the differences between structural and applied fabric designs. • Carryout weaving, knitting, printing, dyeing, or embroidery techniques. • Participate in practical	Guide students to: • Observe and examine fabric samples presented by the teacher. • Identify the differences between structural and applied fabric designs. • Carryout weaving, knitting, printing, dyeing, or embroidery	Samples of woven and knitted fabrics, Jacquard and dobby fabric samples, Printed and dyed fabric samples, Embroidery and applique samples, Charts and diagrams, Multimedia presentations and

	2.4 Outline the procedure for producing dyed and printed fabrics using different techniques. 2.5 Outline other methods of adding design including embossing, moiré flocking.	weaving, knitting, knotting. - Describe the procedure for producing dyed and printed fabrics using different techniques. - Describe other methods of adding design including embossing, moiré flocking.		activities involving simple fabric design. - Present completed works for assessment. - Complete assignments and practical exercise	techniques. - Participate in practical activities involving simple fabric design. - Present completed works for assessment. Complete assignments and practical exercise	photographs.
General Objectives: 3.0: Understand advanced dyeing						
5	3.1 Explain the terms dye and dyeing. 3.2 Explain the origin of dyes. 3.3 Outline the various types of dyes and their applications. 3.4 Explain the Principles of advanced dyeing.	- Discuss the terms dye and dyeing. - Discuss the origin of dyes. - Describe the various types of dyes and their applications. - Discuss the Principles of advanced dyeing.	Textbooks, Sewing manuals, Construction guides, Slides, Projector, Videos clips, etc.	Identify various types of dye and their uses on various fabrics.	Guide students to identify various types of dye and their uses on various fabrics.	Samples of dyed articles, Colour wheel, Pictures, Dye stuff, Fabric, YouTube tutorial videos, Drawing materials, Drawing book, pencil.
General Objectives: 4.0 Know the materials and equipment for advanced dyeing.						
6	4.1 State various materials and equipment for	Outline various materials and equipment for	Textbooks, Sewing manuals, Construction	Observe the use of each dyeing materials and	Guide students to observe the use of each	Dye stuff (dye powder, Hydrogen

	advanced dyeing. 4.2 Explain the use of each materials and equipment. 4.3 State the concept and scope of the materials and equipment for advanced dyeing.	advanced dyeing. • Discuss the use of each materials and equipment. • Outline the concept and scope of the materials and equipment for advanced dyeing.	guides, Slides, Projector, Videos clips, etc.	equipment.	dyeing materials and equipment.	sulphide, Sodium hydroxide), Rubber hand gloves, Water, Plastic container, Cotton fabric, Stirring stick.
General Objectives: 5.0 Know the forms of advanced dyeing						
7	5.1 Explain the various techniques of dyeing including folding, stamping, marbling, waxing, stitching. 5.2 Explain the suitability of each technique. 5.3 Explain the concept and scope of the forms of advanced dyeing.	• Discuss the various techniques of dyeing including folding, stamping, marbling, waxing, stitching. • Discuss the suitability of each technique. • Discuss the concept and scope of the forms of advanced dyeing.	Textbooks, Sewing manuals, Construction guides, Slides, Projector, Videos clips, etc.	• Observe the different dyeing techniques	• Guide students to observe the different dyeing techniques	Dye stuff (dye powder, Hydrogen sulphide, Sodium hydroxide), Rubber hand gloves, Water, Plastic container, Cotton fabric, Stirring stick.
General Objectives: 6.0: Understand the processes of advanced dyeing						

8-9	6.1 Outline the processes involved in advanced dyeing including, Washing the fabric, Creating the design. 6.2 Outline the procedure for transferring design to the fabric. 6.3 Outline the types of fabric suitable for dyeing. 6.4 Outline other materials needed for dyeing a particular fabric. 6.5 Explain the process of mixing dye solutions.	- Describe the processes involved in advanced dyeing including, Washing the fabric, Creating the design. - Describe the procedure for transferring design to the fabric. - Describe the types of fabric suitable for dyeing. - Describe other materials needed for dyeing a particular fabric. - Discuss the process of mixing dye solutions.	Textbooks, Sewing manuals, Construction guides, Slides, Projector, Videos clips, etc.	- Demonstrate the processes involved in advanced dyeing. - Display the types of fabric for dyeing. - Demonstrate the process of mixing dye solutions.	Guide students to: - Demonstrate the processes involved in advanced dyeing. - Display the types of fabric for dyeing. - Demonstrate the process of mixing dye solutions.	Dye stuff (dye powder, Hydrogen sulphide, Sodium hydroxide), Rubber hand gloves, Water, Plastic container, Cotton fabric, Stirring stick.
General Objectives: 7.0 Know how to produce advanced dyeing						
10-11	7.1 Explain the concept and scope of how to produce advanced dyeing. 7.2 Describe the key components and characteristics of how to produce advanced dyeing.	- Discuss the concept and scope of how to produce advanced dyeing. - Explain the key components and characteristics of	Textbooks, Sewing manuals, Construction guides, Slides, Projector, Videos clips, etc.	- Select equipment and materials for advanced dyeing. - Carryout advanced dyeing using various techniques. - Make different samples of	Guide students to: - Select equipment and materials for advanced dyeing. - Carryout advanced dyeing using	samples of dyes fabrics, Basins, Dye stuff (dye powder, Hydrogen sulphide, Sodium hydroxide),

	7.3 Outline the procedures and quality requirements associated with how to produce advanced dyeing.	- how to produce advanced dyeing. - Describe the procedures and quality requirements associated with how to produce advanced dyeing.		advanced dyeing. Make an article from the samples made in above.	various techniques. Make different samples of advanced dyeing. Make an article from the samples made in above.	Rubber hand gloves, Water, Plastic container, Cotton fabric, Stirring stick, Nose mask, Safety goggles.
General Objectives: 8.0 Understand the finishing process.						
12-13	8.1 Outline the processes involved in the dewaxing of the dyed fabric. 8.2 Explain the processes of finishing including mercerization, calendaring, sanforisation. 8.3 Explain the concept and scope of the finishing process.	- Describe the processes involved in the dewaxing of the dyed fabric. - Discuss the processes of finishing including mercerization, calendaring, sanforisation. - Discuss the concept and scope of the finishing process.	Textbooks, Sewing manuals, Construction guides, Slides, Projector, Videos clips, etc.	- Carryout advanced dyeing. - Carryout dewaxing of dyed fabric. - Carryout ironing of dyed fabric. - Use finishing methods such as mercerization, calendaring, sanforisation etc	Guide students to: - Carryout advanced dyeing. - Carryout dewaxing of dyed fabric. - Carryout ironing of dyed fabric. - Use finishing methods such as mercerization, calendaring, sanforisation etc	Pressing iron, Pressing tables, Pressing cloth, Dampening cloth, Padding pestle.
General Objectives: 9.0: Understand branding, exhibition of finished products, and merchandizing						
14-15	9.1 Explain branding,	Discuss	Textbooks,	Carryout	Guide students to:	Colored

	exhibition and merchandising. 9.2 Outline the costing of materials used in production. 9.3 Describe the determination of profit/income (net profit, gross profit). 9.4 Outline the procedure for packaging finished products. 9.5 Explain product exhibition and merchandising.	branding, exhibition and merchandising. - Describe the costing of materials used in production. - Explain the determination of profit/income (net profit, gross profit). - Describe the procedure for packaging finished products. - Discuss product exhibition and merchandising.	Sewing manuals, Construction guides, Slides, Projector, Videos clips, etc.	branding of finished products. - Exhibit finished products. - Identify various means of marketing finished products. - Merchandize finished products. - Determine profit margin.	- Carryout branding of finished products. - Exhibit finished products. - Identify various means of marketing finished products. - Merchandize finished products. - Determine profit margin.	printers, Packaging materials, Sealing machines, Smartphone, Internet, Computer, Projector, Social media platforms.
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COURSE ASSESSMENT:

Course work:	10%
Test/Assignments:	10%
Practical:	40%
Examination:	40%
Total:	100%



CREATIVE HANDCRAFT AND VALUE ADDITION IV

PROGRAMME: HIGHER NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS		
COURSE TITLE: CREATIVE HANDCRAFT AND VALUE ADDITION IV	COURSE CODE: HRE 421	CONTACT HOURS: 4 HOURS/WEEK
	CREDIT UNIT: 4	THEORETICAL: 1 HOUR/WEEK
YEAR: II SEMESTER: II	PRE-REQUISITE:	PRACTICAL: 3 HOURS/WEEK
GOAL: This course is designed to provide the student with knowledge and skills in advanced creative handicraft.		
GENERAL OBJECTIVES: On completion of this course, the student should be able to: 1.0 Understand advanced crocheting; 2.0 Know the materials and equipment for advanced crochet; 3.0 Know different techniques of advanced crochet; 4.0 Know how to produce advanced crocheting; 5.0 Know the art of hairpin lace; 6.0 Know the materials and equipment for hairpin lace; 7.0 Know how to make a hairpin lace; 8.0 Understand branding, exhibition of finished products, and merchandizing.		

PROGRAMME: HIGHER NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS						
COURSE TITLE: CREATIVE HANDCRAFT AND VALUE ADDITION IV			COURSE CODE: HRE 421		CONTACT HOURS: 4 HOURS/WEEK	
			CREDIT UNIT: 4		THEORETICAL: 1 HOUR/WEEK	
YEAR: II SEMESTER: II			PRE-REQUISITE:		PRACTICAL: 3 HOURS/WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to provide the student with knowledge and skills in advanced creative handicraft.						
General Objectives: 1.0 Understand advanced crocheting						
THEORETICAL CONTENT			PRACTICAL CONTENT			
WEEK	Specific Learning Objectives	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher Activities	Resources
1-2	1.1 Explain advanced crocheting. 1.2 Explain the origin of advanced crocheting. 1.3 State the importance. 1.4 Explain the use of crocheted articles in the home. 1.5 Explain the terminologies in advanced crocheting.	• Discuss advanced crocheting. • Discuss the origin of advanced crocheting. • Outline the importance. • Discuss the use of crocheted articles in the home. • Discuss the terminologies in advanced crocheting.	Whiteboard, Marker, Textbooks, Projector, Charts, etc.	• Identify the importance and use of crocheted articles in the home.	• Guide students to identify the importance and use of crocheted articles in the home.	Yarn, Cutting materials, Crochet, Crochet pin.
General Objectives: 2.0 Know the materials and equipment for Advanced crochet						

3	2.1 Describe the materials and equipment needed for advanced crochet. 2.2 Outline the functions of the materials and equipment used in advanced crocheting. 2.3 Explain maintenance of materials and equipment for advanced crochet.	• Discuss the materials and equipment needed for advanced crochet. • Explain the functions of the materials and equipment used in advanced crocheting. • Discuss maintenance of materials and equipment for advanced crochet.	Whiteboard, Marker, Textbooks, Projector, Charts, etc.	• Identify the materials and equipment needed for advanced crocheting and their functions.	• Guide students to identify the materials and equipment needed for advanced crocheting and their functions.	Yarn, Cutting materials, Crochet, Crochet pin.
General Objectives: 3.0 Know different techniques of advanced crochet						
4-5	3.1 Explain the concept of crochet work. 3.2 Explain the following techniques of crochet work: i. Tunisian crochet ii. Fillet crochet iii. Raised crochet iv. Multiple colours crochet	• Discuss the concept of crochet work. • Discuss the following techniques of crochet work: — Tunisian crochet — Fillet crochet — Raised crochet — Multiple colours crochet	Whiteboard, Marker, Textbooks, Projector, Charts, etc.	• Apply the different techniques of crochet work e.g. Tunisian crochet, fillet crochet, raised crochet, multiple colours crochet, motif crochet (patch work) etc.	• Guide students to apply the different techniques of crochet work e.g. Tunisian crochet, fillet crochet, raised crochet, multiple colours crochet, motif crochet (patch work) etc.	Yarn, Cutting materials, Crochet, Crochet pin.

	v. Motif crochet (patch work). 3.3 Explain the processes involved in applying the various techniques.	— Motif crochet (patch work). • Discuss the processes involved in applying the various techniques.				
General Objectives: 4.0 Know how to produce advanced crochet						
6-7	4.1 Explain advanced crochet. 4.2 Discuss the materials available for advanced crocheting. 4.3 Explain the process of making crocheted articles.	• Describe advanced crochet. • Describe the materials available for advanced crocheting. • Explain the process of making crocheted articles.	Whiteboard, Marker, Textbooks, Projector, Charts, etc.	• Select materials for advanced crochet. • Make samples of crochet techniques. • Produce an album for the samples made. • Make articles (e.g. caps, baby's wear, shawl, television cover, table mats, head and arm rest) from the samples produced.	Guide the students to: • Select materials for advanced crocheting. • Make samples of crochet articles using different techniques. • Produce an album from the samples made. • Make articles (e.g. caps, baby's wear, shawl, television cover, table mats, head and arm rest) from the samples produced. • Assess the articles produced	Fishing line, Wool, Yarn, Crochet hook, Finished articles.
General Objectives: 5.0 Know the art of hair pin lace						

8-9	5.1 Explain hairpin lace. 5.2 Explain the origin of hairpin lace. 5.3 Explain the importance of hairpin lace in garment construction. 5.4 Explain the techniques in hairpin lace production.	- Describe hairpin lace. - Discuss the origin of hairpin lace. - Outline the importance of hairpin lace in garment construction. - Describe the techniques in hairpin lace production.	Whiteboard, Marker, Textbooks, Projector, Charts, etc.	Identify the techniques in hairpin lace.	Guide students to identify the techniques in hairpin lace.	Yarn, Cutting materials, Crochet Crochet pin.
General Objectives: 6.0 Know the materials and equipment for hairpin lace						
10-11	6.1 Explain the materials and equipment needed for Hairpin lace e.g. 'U' shaped fork, crochet hook, wool etc. 6.2 Explain the various materials and equipment for Hairpin lace. 6.3 Explain the maintenance of materials and equipment for hairpin lace.	- Describe the materials and equipment needed for Hairpin lace e.g. 'U' shaped fork, crochet hook, wool etc. - Describe the various materials and equipment for Hairpin lace. - Describe the maintenance of materials and equipment for	Whiteboard, Marker, Textbooks, Projector, Charts, etc.	- Identify materials and equipment needed for hairpin lace production - Demonstrate maintenance of materials and equipment for hairpin lace production.	Guide students to: - Identify materials and equipment needed for hairpin lace production - Demonstrate maintenance of materials and equipment for hairpin lace production.	'U' shaped fork, Crochet hook, Wool, Yarn, Needles.

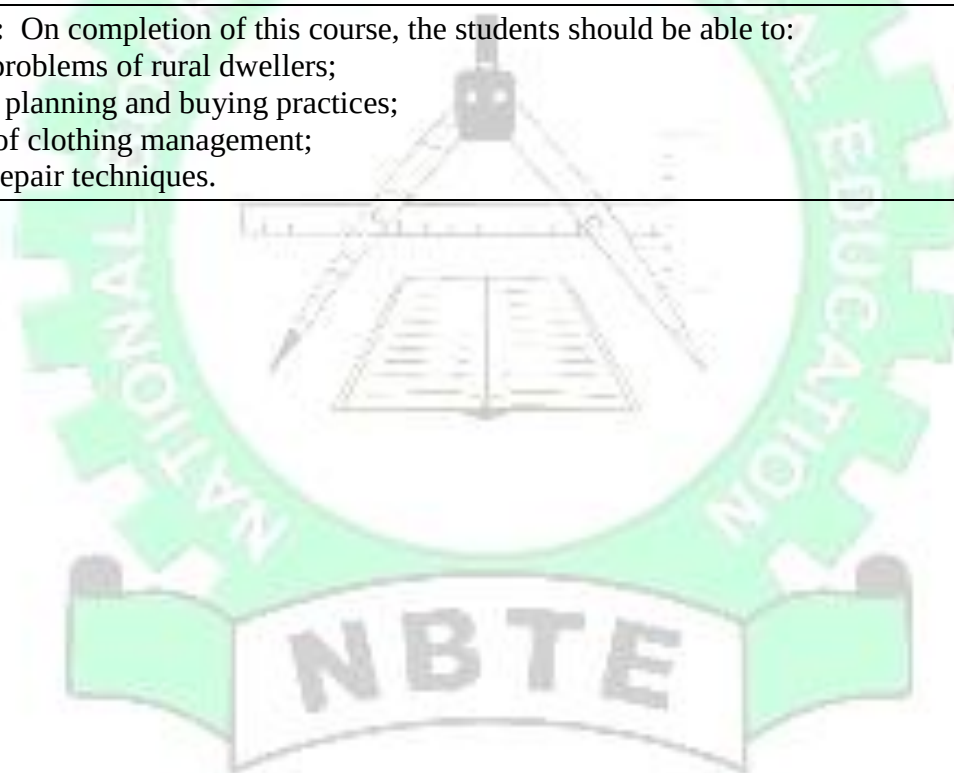
		hairpin lace.				
General Objectives: 7.0 Understand how to make a hairpin lace.						
12-13	7.1 Explain hairpin lace. 7.2 Describe equipment and materials for hairpin lace. 7.3 Explain different samples of hairpin lace. 7.4 Explain how hairpin lace articles can be laundered.	- Describe hairpin lace. - Describe equipment and materials for hairpin lace. - Describe different samples of hairpin lace. - Describe how hairpin lace articles can be laundered.	Whiteboard, Marker, Textbooks, Projector, Charts, etc.	- Produce samples of Hairpin lace. - Produce an album for hairpin lace samples. - Produce articles (e.g. shawl, television cover etc.) from the hairpin lace samples. - Launder hairpin lace articles.	Guide students to: - Produce samples of Hairpin lace. - Produce an album for hairpin lace samples. - Produce articles (e.g. shawl, television cover etc.) from the hairpin lace samples. - Launder hairpin lace articles.	Twine, Yarns, Knitting pin, Crochet hook.
General Objectives 8.0: Understand branding, exhibition of finished products, and merchandizing						
14-15	8.1 Explain branding, exhibition and merchandising. 8.2 Outline the costing of materials used in production. 8.3 Describe the determination of profit/income (net profit,	- Discuss branding, exhibition and merchandising. - Describe the costing of materials used in production. - Explain the determination of profit/income (net profit, gross	Whiteboard, Marker, Textbooks, Projector, Charts, etc.	- Carry out branding of finished products. - Exhibit finished products. - Identify various means of marketing finished products. - Merchandize	Guide students to: - Carry out branding of finished products. - Exhibit finished products. - Identify various means of marketing finished products. - Merchandize finished products. - Determine profit	Colored printers, Packaging materials, Sealing machines, Smartphone, Internet, Computer, Projector, Social media platforms.

	gross profit). 8.4 Outline the procedure for packaging finished products. 8.5 Explain product exhibition and merchandising.	profit). • Describe the procedure for packaging finished products. • Discuss product exhibition and merchandising.		finished products. • Determine profit margin.	margin.	
COURSE ASSESSMENT: Course work: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%						



CLOTHING EXTENSION SERVICES

PROGRAMME: HIGHER NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS		
COURSE TITLE: CLOTHING EXTENSION SERVICES	COURSE CODE: HRE 422	CONTACT HOURS: 3HOURS/WEEK
	CREDIT UNIT: 3	THEORETICAL: 1 HOUR/WEEK
YEAR: II SEMESTER: II	PRE-REQUISITE:	PRACTICAL: 2 HOURS/WEEK
GOAL: This course is designed to provide the students with knowledge and skills of rendering clothing extension services to rural dwellers.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand clothing problems of rural dwellers; 2.0 Understand wardrobe planning and buying practices; 3.0 Understand methods of clothing management; 4.0 Understand clothing repair techniques.		



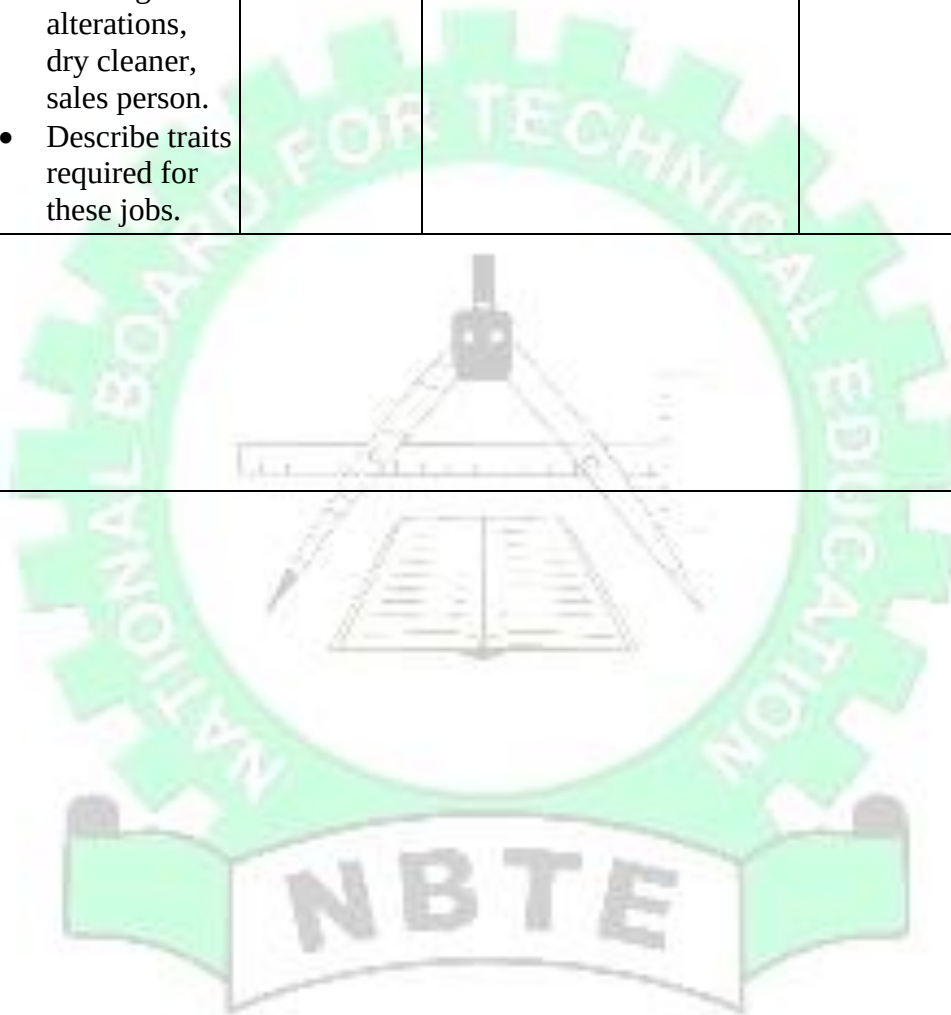
PROGRAMME: HIGHER NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS						
COURSE TITLE: CLOTHING EXTENSION SERVICES			COURSE CODE: HRE 422		CONTACT HOURS: 3HOURS/WEEK	
			CREDIT UNIT: 3		THEORETICAL: 1 HOUR/WEEK	
YEAR: II SEMESTER: II			PRE-REQUISITE:		PRACTICAL: 2 HOURS/WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to provide the students with knowledge and skills of rendering clothing extension services to rural dwellers.						
General Objective 1.0: Understand clothing problems of rural dwellers.						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
1 – 3	1.1 Explain the concept of clothing extension services in rural settings. 1.2 Explain the principles of clothing extension services. 1.3 Explain clothing problems of rural dwellers. 1.4 Explain possible sources of clothing among	• Discuss the concept of clothing extension services in rural settings. • Discuss the principles of clothing extension services. • Discuss clothing problems of rural dwellers. • Discuss possible	Charts, Projector, Whiteboard, Marker, Video clips, etc.	• Identify different clothing practices of rural dwellers.	• Guide students to identify different clothing practices of rural dwellers.	Charts, Clothes samples, Rural homes, Model village.

	rural dwellers. 1.5 State factors that affect clothing decisions of rural dwellers.	sources of clothing among rural dwellers. • Outline factors that affect clothing decisions of rural dwellers.				
General Objective 2.0: Understand wardrobe planning and buying practices.						
4 – 7	2.1 Explain clothing needs of families. 2.2 Outline the steps in clothing inventory. 2.3 Describe clothes buying practices based on cash and, credit, installment payment, occasions uniform (aso-ebi). 2.4 Explain standards for fitting clothes including. 2.5 Explain	• Discuss clothing needs of families. • Describe the steps in clothing inventory. • Explain clothes buying practices based on cash and, credit, installment payment, occasions uniform (aso-ebi). • Discuss standards for fitting clothes including.	Charts, Projector, Whiteboard, Marker, Video clips, etc.	• Identify clothing needs of rural families. • Take inventory of family and personal clothing. • Plan good personal clothing items (undergarments, shoes and other accessories). • Visit a market to observe clothes buying policies	Guide students to: • Identify clothing needs of rural families. • Take inventory of family and personal clothing. • Plan and buy good personal clothing items (undergarments, shoes and other accessories).	Table, Samples of clothing items, Rural markets, Samples of different personal accessories.

	shopping for personal clothing items.	Discuss shopping for personal clothing items.				
General Objective 3.0: Understand methods of clothing management						
8-11	3.1 Explain the importance of taking care of clothes. 3.2 State the principles in stain removal. 3.3 Outline steps in stain removal. 3.4 Outline methods of laundering clothing based on fibre/fabric content, amount of soil, colour. 3.5 Outline methods of clothing storage in rural settings.	- Discuss the importance of taking care of clothes. - Outline the principles in stain removal. - Describe steps in stain removal. - Describe methods of laundering clothing based on fibre/fabric content, amount of soil, colour. - Describe methods of clothing storage in rural settings.	Charts, Projector, Whiteboard, Marker, Video clips, etc.	- Remove stains and spot in clothing. - Wash different family clothing and household articles. - Press clothes properly. - Store clothing correctly.	Guide students to: - Remove stains and spot in clothing. - Wash different family clothing and household articles. - Iron/press clothes properly. - Store clothing correctly.	Assorted clothes, Hangers, Boxes and pegs, Stain removal agents, Soaps and detergents, Colour enhancers (e.g. blue, bleach), Washing tables, Water, Brushes, Basin, Ironing tools, Drying line, Ironing board, Washing board.

General Objective 4.0: Understand clothing repair techniques						
12-15	4.1 Outline various methods of clothing repairs including mending, darning, patching, remodelling, reconstruction and renovation. 4.2 Explain processes of mending, patching, darning, remodelling, reconstruction and renovation stating advantages and disadvantages of each method. 4.3 State career opportunities in fabric care including home counseling clothing alterations, dry cleaner, sales person.	- Describe various methods of clothing repairs including mending, darning, patching, remodelling, reconstruction and renovation. - Discuss processes of mending, patching, darning, remodelling, reconstruction and renovation stating advantages and disadvantages of each method. - Outline career opportunities in fabric care including	Charts, Projector, Whiteboard, Marker, Video clips, etc.	- Demonstrate different methods of clothing repair - Carry out repair and maintenance different clothes - Carry out field trip to different centres showcasing careers in fabric care e.g. tailoring outfit, Laundromat/laundrettes	Guide students to: - Demonstrate different methods of clothing repair - Repair and maintain different clothes - Carry out field trip to different centres showcasing careers in fabric care e.g. tailoring outfit, Laundromat/laundrettes	Sewing machine, Needles, Thimbles, Assorted colours of yarn.

	4.4 Outline traits required for these jobs.	home counseling clothing alterations, dry cleaner, sales person. • Describe traits required for these jobs.				
COURSE ASSESSMENT: Course work: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%						



HOME RESOURCES MANAGEMENT AND BEAUTIFICATION

PROGRAMME: HIGHER NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS		
COURSE TITLE: HOME RESOURCES MANAGEMENT AND BEAUTIFICATION	COURSE CODE: HRE 423	CONTACT HOURS: 3HOURS/WEEK
	CREDIT UNIT: 3	THEORETICAL: 1 HOUR/WEEK
YEAR: II SEMESTER: II	PRE-REQUISITE:	PRACTICAL: 2 HOURS/WEEK
GOAL: This course is designed to provide students with knowledge and skills of Home Resources Management and Beautification.		
GENERAL OBJECTIVES: On completion of this course, the student should be able to: 1.0 Understand the nature and role of home management; 2.0 Understand the nature and role of home beautification; 3.0 Understand resources management; 4.0 Understand resources classification; 5.0 Understand energy management; 6.0 Understand time management; 7.0 Understand wealth management; 8.0 Understand communication in the family setting.		

PROGRAMME: HIGHER NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS						
COURSE TITLE: HOME RESOURCES MANAGEMENT AND BEAUTIFICATION		COURSE CODE: HRE 423		CONTACT HOURS: 3HOURS/WEEK		
		CREDIT UNIT: 3		THEORETICAL: 1 HOUR/WEEK		
YEAR: II SEMESTER: II		PRE-REQUISITE:		PRACTICAL: 2 HOURS/WEEK		
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to provide students with knowledge and skills of Home Resources Management and Beautification.						
General Objective 1.0: Understand the nature and role of home management.						
THEORETICAL CONTENT				PRACTICAL CONTENT		
WEEK	Specific Learning Objectives	Teacher’s Activities	Resources	Specific Learning Objectives	Teacher’s Activities	Resources
1-2	1.1 Explain the nature of home management. 1.2 Outline reasons for home management. 1.3 State what to manage at home. 1.4 Explain the role of home management.	• Discuss the nature of home management. • Describe reasons for home management. • Outline what to manage at home. • Discuss the role of home management.	Whiteboards, Marker, Textbooks, Charts, Projector, etc.	• Visit to different homes including the home management residence (model village). • Observe different home settings.	Guide students to: • Visit to different homes including the home management residence (model village). • Observe different home settings.	Model village, Pictures of different home settings.
General Objectives: 2.0 Understand the nature and role of home beautification						

3-4	2.1 State goals of home beautification. 2.2 State purpose of home beautification. 2.3 State factors to be considered when shopping for home furnishing. 2.4 Outline types of furnishings for the different rooms in the house based on surfaces including rugs for floor cover, curtains and throw pillows for the living room and bedroom.	• Outline goals of home beautification. • Outline purpose of home beautification. • Outline factors to be considered when shopping for home furnishing. • Describe types of furnishings for the different rooms in the house based on surfaces including rugs for floor cover, curtains and throw pillows for the living room and bedroom.	Whiteboards, Marker, Textbooks, Charts, Projector, etc.	• Visit different markets for window shopping. • Construct different items for home furnishing e.g. rugs, throw pillows, curtains, head and arm rest, bedsheets, duvets, etc.	Guide students to: • Visit different markets for window shopping. • Construct different items for home furnishing e.g. rugs, throw pillows, curtains, head and arm rest, bedsheets, duvets, etc.	Rural and urban markets, Knitting/ sewing machine, Fabric, Wool, Crocheting thread, Canvas, Jute sacks, Needle, Fibre, Snail shell, Flower vases, Calabash, natural and artificial flowers, Assorted yarns.
General Objectives: 3.0 Understand resources management						
5-6	3.1 Explain resources. 3.2 Explain uses of resources. 3.3 Describe the characteristics of resources. 3.4 Outline constraints to resource use. 3.5 Explain factors	• Discuss resources. • Discuss uses of resources. • Explain the characteristics of resources. • Describe constraints to resource use.	Whiteboards, Marker, Textbooks, Charts, Projector, etc.			

	affecting the use of resources.	Discuss factors affecting the use of resources.				
General Objectives: 4.0 Understand the classification of resources						
8-9	4.1 Describe the classification of resources including human, economic and environmental resources. 4.2 State the classes of human resources including cognitive, affective, psychomotor. 4.3 Explain the classes of human resources. 4.4 Outline the classes of economic resources. 4.5 Outline the classes of environmental resources.	- Explain the classification of resources including human, economic and environmental resources. - Outline the classes of human resources including cognitive, affective, psychomotor. - Discuss the classes of human resources. - Describe the classes of economic resources. - Describe the classes of environmental resources.	Whiteboards, Marker, Textbooks, Charts, Projector, etc.	Illustrate the role of each family member in managing the home.	Guide students to illustrate the role of each family member in managing the home.	Money, Sample family budget, Projector, Flip charts.
General Objectives: 5.0 Understand energy management						
10-11	5.1 Explain energy.	Discuss energy.	Whiteboards,	Demonstration	Guide students to:	Blender,

	5.2 Outline the reasons for energy management. 5.3 Outline the different types of fatigue. 5.4 Explain the meaning of work simplification. 5.5 Explain the principle of work simplification in carrying out household activities such as child care, meal preparation, laundry work, entertainment.	- Describe the reasons for energy management. - Describe the different types of fatigue. - Discuss the meaning of work simplification. - Discuss the principle of work simplification in carrying out household activities such as child care, meal preparation, laundry work, entertainment.	Marker, Textbooks, Charts, Projector, etc.	with labor saving devices. Apply the principle of work simplification in carrying out household activities such as child care, meal preparation, laundry work, entertainment, etc.	- Demonstration with labor saving devices. - Apply the principle of work simplification in carrying out household activities such as child care, meal preparation, laundry work, entertainment, etc.	Cake mixers, Vacuum cleaner, Washing machine, Garments, Food items, Water, Household equipment, Kitchen tools and equipment, Clean stove, Clay pot, Grinding stone.
General Objectives: 6.0 Understand time management.						
12-13	6.1 Explain the meaning of time management. 6.2 Describe the pattern of time use. 6.3 Explain the advantages of time management. 6.4 Explain the principles guiding effective use of time. 6.5 Outline the steps in time planning.	- Discuss the meaning of time management. - Explain the pattern of time use. - Discuss the advantages of time management. - Discuss the principles guiding effective use of time.	Whiteboards, Marker, Textbooks, Charts, Projector, etc.	Design a time schedule for a day/week.	Guide students to design a time schedule for a day/week.	Samples of clock, Projector, Flip chart of roster.

		Describe the steps in time planning.				
General Objectives: 7.0 Understand wealth management						
14	7.1 Explain wealth. 7.2 Explain how wealth is measured. 7.3 State waste recycling as a way of wealth creation (waste to wealth). 7.4 Describe common waste to wealth processes for wealth creation. 7.5 State different forms of saving.	- Discuss wealth. - Discuss how wealth is measured. - Outline waste recycling as a way of wealth creation (waste to wealth). - Explain common waste to wealth processes for wealth creation. - Outline different forms of saving.	Whiteboards, Marker, Textbooks, Charts, Projector, etc.	- Construct a piggy bank. - Construct usable articles out of tailors' waste - Carry out waste recycling	Guide students to: - Construct a piggy bank. - Construct usable articles out of tailors' waste - Carry out waste recycling	Wood, Egg shells, Tailors' waste, Old tyres, Broken ceramic/glass, Wood ashes, Straw, Plastic bottles.
General Objectives: 8.0 Understand communication in the family.						
15	8.1 Explain communication. 8.2 Describe components of communication. 8.3 Outline types of communication in the family. 8.4 Outline sources of conflicts in the home. 8.5 Outline conflicts resolution methods available to the	- Discuss communication. - Explain components of communication. - Describe types of communication in the family. - Describe sources of conflicts in the home. - Describe conflicts resolution	Whiteboards, Marker, Textbooks, Charts, Projector, etc.	- visit customary courts, social welfare offices. - Organize talks	Guide students to: - visit customary courts, social welfare offices. - Organize talks	Customary court, social welfare, Guidance and counselling units of an institution, Faith based organizations.

	family.	methods available to the family.				
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COURSE ASSESSMENT:

Course work:	10%
Test/Assignments:	10%
Practical:	40%
Examination:	40%
Total:	100%



MARKETING, BRANDING & VALUE CHAIN DEVELOPMENT

PROGRAMME: HIGHER NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS		
COURSE TITLE: MARKETING, BRANDING AND VALUE CHAIN DEVELOPMENT	COURSE CODE: HRE 424	CONTACT HOURS: 2 HOURS/WEEK
	CREDIT UNIT: 2	THEORETICAL: 1 HOUR/WEEK
YEAR: II SEMESTER: II	PRE-REQUISITE:	PRACTICAL: 1 HOUR/WEEK
GOAL: This course is designed to equip students with knowledge and skills in marketing, branding, value addition, market development and enterprise competitiveness for sustainable business growth.		
GENERAL OBJECTIVES: On completion of this course, the student should be able to: 1.0 Understand advanced marketing strategy and competitive positioning; 2.0 Know brand development, management and equity building; 3.0 Apply market development and business expansion strategy; 4.0 Understand value addition and value chain development for enterprise growth; 5.0 Know marketing measurement, analytics and performance optimization; 6.0 Apply integrated marketing and value chain strategy for enterprise growth.		



PROGRAMME: HIGHER NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS						
COURSE TITLE: MARKETING, BRANDING AND VALUE CHAIN DEVELOPMENT			COURSE CODE: HRE 424		CONTACT HOURS: 2 HOURS/WEEK	
			CREDIT UNIT: 2		THEORETICAL: 1 HOUR/WEEK	
YEAR: II SEMESTER: II			PRE-REQUISITE:		PRACTICAL: 1 HOUR/WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with knowledge and skills in marketing, branding, value addition, market development and enterprise competitiveness for sustainable business growth.						
GENERAL OBJECTIVE 1.0: Understand advanced marketing strategy and competitive positioning						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
1-2	1.1 Explain advanced marketing strategy frameworks including Blue Ocean Strategy, Jobs-to-be-Done and platform marketing. 1.2 Explain market segmentation, targeting and positioning strategies. 1.3 Explain competitive positioning strategies for products and services. 1.4 Explain its	- Discuss advanced marketing strategy frameworks including Blue Ocean Strategy, Jobs-to-be-Done and platform marketing. - Discuss market segmentation, targeting and positioning strategies. - Discuss competitive positioning strategies for products and	whiteboard, Charts, Projector, Computer, Internet, Textbooks, etc.			

	implications for marketing decisions. 1.5 Outline the procedure for designing integrated marketing communication plans using digital and traditional channels.	• services. • Discuss its implications for marketing decisions. • Describe the procedure for designing integrated marketing communication plans using digital and traditional channels.				
GENERAL OBJECTIVE 2.0: Know brand development, management and equity building						
3 – 4	2.1 Describe the components of brand equity. 2.2 Explain strategies for building and strengthening brand equity. 2.3 Explain brand extension and repositioning strategies. 2.4 Outline the procedure for measuring brand equity using appropriate metrics and tools.	• Explain the components of brand equity. • Discuss strategies for building and strengthening brand equity. • Discuss brand extension and repositioning strategies. • Describe the procedure for measuring brand equity using appropriate metrics and tools.	whiteboard, Charts, Projector, Computer, Internet, Textbooks, etc.			

	2.5 Explain intellectual property protection procedures applicable to brands.	Discuss intellectual property protection procedures applicable to brands.				
GENERAL OBJECTIVE 3.0: Apply market development and business expansion strategy						
5 – 7	3.1 Describe market development opportunities at local, regional and international levels. 3.2 Explain market entry and expansion strategies. 3.3 State quality standards and certification requirements for market competitiveness. 3.4 Outline the procedure for developing digital marketing and e-commerce strategies. 3.5 Outline the procedure for designing customer	- Explain market development opportunities at local, regional and international levels. - Discuss market entry and expansion strategies. - Outline quality standards and certification requirements for market competitiveness. - Describe the procedure for developing digital marketing and e-commerce strategies. - Describe the procedure for	whiteboard, Charts, Projector, Computer, Internet, Textbooks, etc.			

	relationship management systems for customer retention and business growth.	designing customer relationship management systems for customer retention and business growth.				
GENERAL OBJECTIVE 4.0: Understand value addition and value chain development for enterprise growth						
8 – 9	4.1 Explain the concept and importance of value addition in enterprise development. 4.2 Describe product differentiation, packaging and innovation strategies. 4.3 Explain the application of value chain mapping techniques to products and services. 4.4 Outline the procedure for developing partnership frameworks for value creation and competitiveness.	• Discuss the concept and importance of value addition in enterprise development. • Explain product differentiation, packaging and innovation strategies. • Discuss the application of value chain mapping techniques to products and services. • Describe the procedure for developing partnership frameworks for	whiteboard, Charts, Projector, Computer, Internet, Textbooks, etc.			

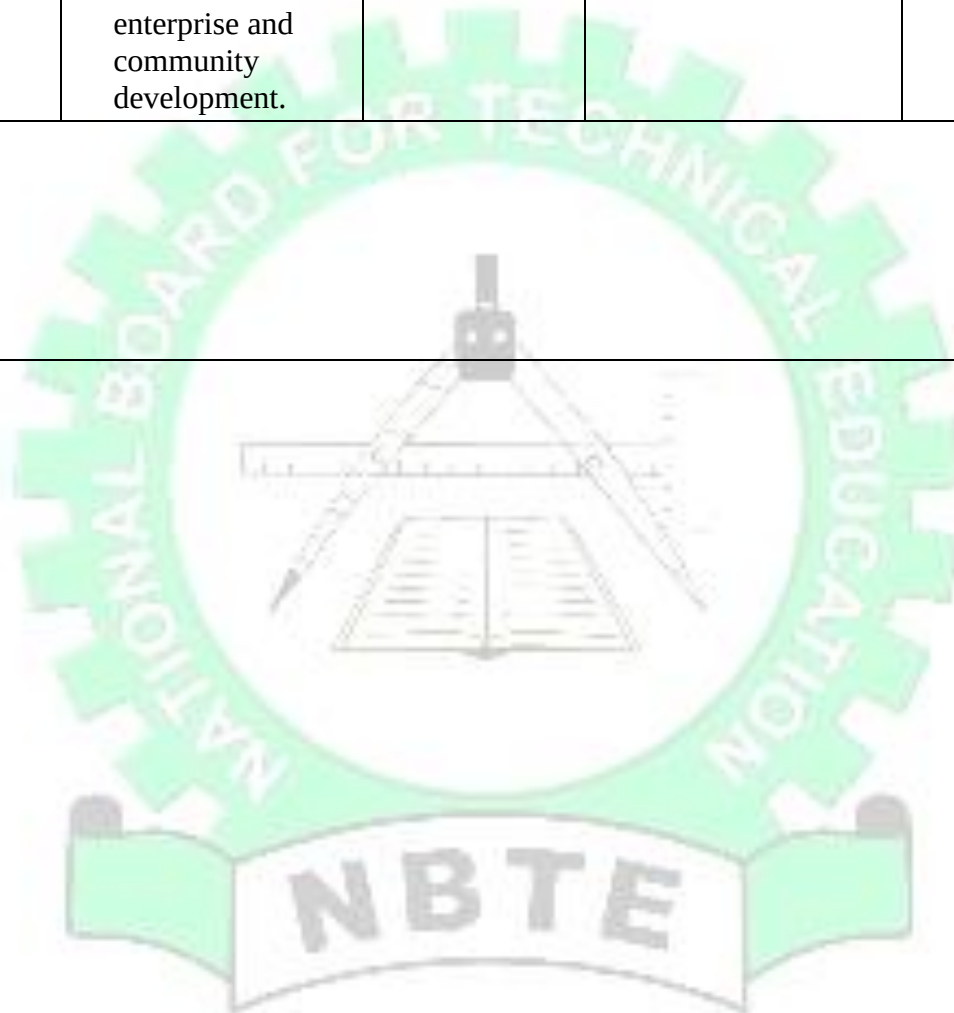
	4.5 Explain the evaluation of the impact of value addition on enterprise performance.	value creation and competitiveness. • Discuss the evaluation of the impact of value addition on enterprise performance.				
GENERAL OBJECTIVE 5.0: Know marketing measurement, analytics and performance optimisation						
10 – 12	5.1 Describe marketing performance measurement frameworks. 5.2 Explain marketing performance dashboards. 5.3 Outline the procedure for marketing experiments. 5.4 Explain the calculation of marketing return on investment (return on investment). 5.5 Outline the procedure for preparing annual marketing performance reviews and strategic plans.	• Explain marketing performance measurement frameworks. • Discuss marketing performance dashboards. • Describe the procedure for marketing experiments. • Discuss the calculation of marketing return on investment (return on investment). • Describe the procedure for preparing annual marketing performance reviews and	whiteboard, Charts, Projector, Computer, Internet, Textbooks, etc.			

		strategic plans.				
GENERAL OBJECTIVE 6.0: Apply integrated marketing and value chain strategy for enterprise growth						
13 – 15	6.1 Explain the relationship between marketing, branding and value addition in enterprise growth. 6.2 Outline the procedure for developing integrated enterprise growth strategies. 6.3 Outline the procedure for preparing and present business growth proposals to investors and stakeholders. 6.4 Outline the procedure for designing marketing and branding team structures for effective performance. 6.5 Explain the contributions of marketing,	• Discuss the relationship between marketing, branding and value addition in enterprise growth. • Describe the procedure for developing integrated enterprise growth strategies. • Describe the procedure for preparing and present business growth proposals to investors and stakeholders. • Describe the procedure for designing marketing and branding team structures for effective performance. • Discuss the contributions of	whiteboard, Charts, Projector, Computer, Internet, Textbooks, etc.			

	branding and value addition to enterprise and community development.	marketing, branding and value addition to enterprise and community development.				
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COURSE ASSESSMENT:

Course work:	10%
Test/Assignments:	10%
Practical:	40%
Examination:	40%
Total:	100%



FINANCIAL INCLUSION AND RURAL MICROENTERPRISE SYSTEMS

PROGRAMME: HIGHER NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS		
COURSE TITLE: FINANCIAL INCLUSION AND RURAL MICROENTERPRISE SYSTEMS	COURSE CODE: HRE 425	CONTACT HOURS: 4 HOURS/WEEK
	CREDIT UNIT: 4	THEORETICAL: 1 HOUR/WEEK
YEAR: II SEMESTER: II	PRE-REQUISITE:	PRACTICAL: 3 HOURS/WEEK
GOAL: This course is designed to equip students with knowledge and skills in financial inclusion strategies, rural microenterprise finance systems and agrifintech innovation.		
GENERAL OBJECTIVES: On completion of this course, the student should be able to: 1.0 Understand financial exclusion and financial inclusion frameworks for rural Nigeria; 2.0 Apply rural savings and credit systems design and management; 3.0 Apply agrifintech platforms and digital financial services for rural microenterprises; 4.0 Apply microenterprise investment analysis and financial planning; 5.0 Apply financial literacy education and behaviour change for rural households; 6.0 Apply financial inclusion programme design, monitoring and evaluation.		

PROGRAMME: HIGHER NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS						
COURSE TITLE: FINANCIAL INCLUSION AND RURAL MICROENTERPRISE SYSTEMS			COURSE CODE: HRE 425		CONTACT HOURS: 4 HOURS/WEEK	
			CREDIT UNIT: 4		THEORETICAL: 1 HOUR/WEEK	
YEAR: II SEMESTER: II			PRE-REQUISITE:		PRACTICAL: 3 HOURS/WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with knowledge and skills in financial inclusion strategies, rural microenterprise finance systems and agrifintech innovation.						
GENERAL OBJECTIVE 1.0: Understand financial exclusion and financial inclusion frameworks for rural Nigeria						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
1 – 2	1.1 Explain financial exclusion. 1.2 Describe its dimensions in rural Nigeria: access exclusion, condition exclusion, price exclusion and self-exclusion. 1.3 Explain the financial inclusion landscape in Nigeria: Central Bank of Nigeria National Financial Inclusion Strategy,	- Discuss financial exclusion. - Explain its dimensions in rural Nigeria: access exclusion, condition exclusion, price exclusion and self-exclusion. - Discuss the financial inclusion landscape in Nigeria: Central Bank of Nigeria National	Financial exclusion dimensions guide, Nigerian financial inclusion landscape data, Financial service providers in rural Nigeria guide, Compounded financial exclusion evidence, Financial	- Assess financial exclusion in one rural community; record access to savings, credit, insurance and payment services for five households and identify the most excluded group - Map financial service providers available to one rural community, - Record provider, products,	Guide students to: - Assess financial exclusion in one rural community; record access to savings, credit, insurance and payment services for five households and identify the most excluded group - Map financial service providers available to one rural community; record provider,	Household financial exclusion assessment form, financial service provider mapping template, Financial exclusion dimension analysis template, Nigeria NFIS 2.0 documents, Community financial

	targets and progress. 1.4 Explain how gender, geography, income and digital literacy create compounded financial exclusion for rural women and youth in Nigeria. 1.5 Describe how financial inclusion improves rural household welfare: consumption smoothing, enterprise investment, shock resilience and nutrition outcomes.	Financial Inclusion Strategy, targets and progress. • Discuss how gender, geography, income and digital literacy create compounded financial exclusion for rural women and youth in Nigeria. • Explain how financial inclusion improves rural household welfare: consumption smoothing, enterprise investment, shock resilience and nutrition outcomes.	inclusion welfare benefits evidence, Whiteboard, Marker, Projector, etc.	coverage, eligibility, distance to access point and one barrier per provider • Apply financial exclusion dimension analysis to one rural community • Record evidence of access, condition, price and self-exclusion and overall exclusion severity • Research Nigeria's NFIS 2.0 targets relevant to rural communities; record target, current progress, rural-urban gap and one action needed to improve rural financial inclusion • Prepare a community financial inclusion situation analysis, • Record exclusion	products, coverage, eligibility, distance to access point and one barrier per provider • Apply financial exclusion dimension analysis to one rural community; record evidence of access, condition, price and self-exclusion and overall exclusion severity • Research Nigeria's NFIS 2.0 targets relevant to rural communities; record target, current progress, rural-urban gap and one action needed to improve rural financial inclusion • Prepare a	inclusion situation analysis template, Projector, PPE, Smartphones, Field notebooks.
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				dimensions, excluded groups, available services, gaps and three priority financial inclusion actions	community financial inclusion situation analysis; record exclusion dimensions, excluded groups, available services, gaps and three priority financial inclusion actions	
GENERAL OBJECTIVE 2.0: Apply rural savings and credit systems design and management						
3– 4	2.1 Describe rural savings and credit system models: Village Savings and Loan Associations, Savings and Credit Cooperative Organisations, rotating savings groups and cooperative credit funds and their appropriateness for different rural contexts. 2.2 Outline the procedure for	- Explain rural savings and credit system models: Village Savings and Loan Associations, Savings and Credit Cooperative Organisations, rotating savings groups and cooperative credit funds and their appropriateness for different rural contexts. - Describe the procedure for	Rural savings and credit system models guide, VSLA design and establishment guide, VSLA governance and financial management template, VSLA-formal linkage guide, VSLA performance monitoring indicators, Whiteboard	- Design a VSLA for ten rural women in one local community, - Record membership rules, share value, weekly contribution, loan terms, interest rate, fund management and governance roles - Simulate a VSLA meeting with classmates, - Record agenda, share purchase, loan application,	Guide students to: - Design a VSLA for ten rural women in one local community; record membership rules, share value, weekly contribution, loan terms, interest rate, fund management and governance roles - Simulate a VSLA meeting with classmates; record agenda, share purchase,	VSLA design template, VSLA meeting simulation guide, VSLA financial performance calculation worksheet, VSLA-formal linkage plan template, VSLA performance monitoring indicators form, Projector, PPE, Smartphones,

	establishing a Village Savings and Loan Association for a rural community. 2.3 Describe Village Savings and Loan Associations governance, financial management, fund disbursement and group audit procedures. 2.4 Outline the procedure for linking Village Savings and Loan Associations and savings groups to formal financial institutions for capital access and digital financial services. 2.5 Explain the evaluation of Village Savings and Loan Associations and savings group performance	establishing a Village Savings and Loan Association for a rural community. • Explain Village Savings and Loan Associations governance, financial management, fund disbursement and group audit procedures. • Describe the procedure for linking Village Savings and Loan Associations and savings groups to formal financial institutions for capital access and digital financial services. • Discuss the evaluation of Village Savings and Loan Associations and savings group performance using standard	Marker, Projector.	loan approval, repayment recording and group fund balance calculation • Calculate VSLA financial performance after twelve weeks of operation using provided data, • Record total shares, total loans disbursed, interest earned, loan repayment rate and return on shares • Develop a VSLA-formal financial institution linkage plan, • Record linkage institution, account type, digital service to be adopted, transition steps and expected capital access improvement • Monitor a	loan application, loan approval, repayment recording and group fund balance calculation • Calculate VSLA financial performance after twelve weeks of operation using provided data; record total shares, total loans disbursed, interest earned, loan repayment rate and return on shares • Develop a VSLA-formal financial institution linkage plan; record linkage institution, account type, digital service to be adopted, transition steps and expected capital access	field notebooks.
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	using standard indicators.	indicators.		simulated VSLA using five standard indicators, Record each indicator, measurement, current value, benchmark and one recommendation for each underperforming indicator	improvement Monitor a simulated VSLA using five standard indicators; record each indicator, measurement, current value, benchmark and one recommendation for each underperforming indicator	
GENERAL OBJECTIVE 3.0: Apply agrifintech platforms and digital financial services for rural microenterprises						
5– 6	3.1 Describe the agrifintech ecosystem for rural microenterprises in Nigeria: digital credit, insurance, savings, payments and commodity trading platforms. 3.2 Outline the procedure for selecting. 3.3 Outline the procedure for	- Explain the agrifintech ecosystem for rural microenterprises in Nigeria: digital credit, insurance, savings, payments and commodity trading platforms. - Describe the procedure for selecting. - Describe the procedure for	Nigerian agrifintech ecosystem guide, Agrifintech service selection guide, Digital credit platform guide, agricultural index insurance guide, Digital financial footprint building guide, Laptop	- Map agrifintech services available to one rural microenterprise, - Record platform, service type, eligibility, cost, digital requirement and suitability score for each service - Access and explore two agrifintech platforms relevant to rural	Guide students to: - Map agrifintech services available to one rural microenterprise; record platform, service type, eligibility, cost, digital requirement and suitability score for each service - Access and explore two agrifintech	Nigerian agrifintech service mapping template, Agrifintech platform exploration guide, Working capital financing calculation worksheet, Agricultural index insurance selection guide, Digital financial

	integrating appropriate agrifintech services for a rural microenterprise based on financial needs and digital capacity. 3.4 Outline the procedure for using agricultural index insurance products to manage production risk in rural microenterprises. 3.5 Outline the procedure for building a rural microenterprise digital financial footprint to improve future access to finance.	integrating appropriate agrifintech services for a rural microenterprise based on financial needs and digital capacity. - Describe the procedure for using agricultural index insurance products to manage production risk in rural microenterprises. - Describe the procedure for building a rural microenterprise digital financial footprint to improve future access to finance.	Computers, Projector, Whiteboard, Marker, Internet, etc.	microenterprises; record platform, registration steps, products available, fees and one rural microenterprise use case for each - Calculate the working capital financing need for one rural microenterprise for one production cycle, - Record all working capital items, amounts, financing gap and most appropriate digital credit product - Assess the production risk profile of one rural microenterprise and select an appropriate index insurance product, - Record risk type, index used,	platforms relevant to rural microenterprises; record platform, registration steps, products available, fees and one rural microenterprise use case for each - Calculate the working capital financing need for one rural microenterprise for one production cycle; record all working capital items, amounts, financing gap and most appropriate digital credit product - Assess the production risk profile of one rural microenterprise and select an appropriate index insurance	footprint building plan template, Laptop Computers, Projector, Internet, PPE, Smartphones, Field notebooks.
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				trigger level, premium and expected risk reduction • Develop a six-month digital financial footprint building plan for one rural microenterprise, • Record digital service to adopt each month, action steps, expected credit history contribution and target credit access outcome	product; record risk type, index used, trigger level, premium and expected risk reduction • Develop a six-month digital financial footprint building plan for one rural microenterprise; record digital service to adopt each month, action steps, expected credit history contribution and target credit access outcome	
GENERAL OBJECTIVE 4.0: Apply microenterprise investment analysis and financial planning						
7– 9	4.1 Describe microenterprise investment analysis methods appropriate for rural HRE enterprises: simple return on investment, gross	• Explain microenterprise investment analysis methods appropriate for rural HRE enterprises: simple return on investment,	Rural microenterprise investment analysis guide, Comprehensive financial plan template, Seasonal cash flow	• Calculate ROI and gross margin for three rural microenterprise product lines, • Record all costs, revenue, gross margin and ROI for each and rank	Guide students to: • Calculate ROI and gross margin for three rural microenterprise product lines; record all costs, revenue, gross margin and ROI	ROI and gross margin calculation worksheet, Comprehensive microenterprise financial plan template, Seasonal cash

	margin analysis and cash flow modelling. 4.2 Outline the procedure for preparing a comprehensive financial plan for a rural microenterprise: start-up costs, working capital, revenue and profit projections. 4.3 Outline the procedure for managing rural microenterprise cash flow in a seasonal context: smoothing strategies and bridge financing. 4.4 Outline the procedure for assessing the creditworthiness of a rural microenterprise for formal or informal financing.	gross margin analysis and cash flow modelling. - Describe the procedure for preparing a comprehensive financial plan for a rural microenterprise: start-up costs, working capital, revenue and profit projections. - Describe the procedure for managing rural microenterprise cash flow in a seasonal context: smoothing strategies and bridge financing. - Describe the procedure for assessing the creditworthiness of a rural microenterprise for formal or informal financing.	management guide, Microenterprise creditworthiness assessment tool, Financial performance decision-making guide, Whiteboard, Marker, Projector, etc.	by profitability - Prepare a comprehensive twelve-month financial plan for one rural microenterprise, - Record start-up costs, working capital needs, monthly revenue, monthly expenses and monthly net profit - Prepare a seasonal cash flow plan for one rural microenterprise, - Record monthly income, expenses, net cash flow, identify two lean months and design one bridge financing solution - Assess the creditworthiness of one rural microenterprise using a simplified 5Cs analysis; record each C,	for each and rank by profitability - Prepare a comprehensive twelve-month financial plan for one rural microenterprise; record start-up costs, working capital needs, monthly revenue, monthly expenses and monthly net profit - Prepare a seasonal cash flow plan for one rural microenterprise; record monthly income, expenses, net cash flow, identify two lean months and design one bridge financing solution - Assess the creditworthiness of one rural	flow plan template, Microenterprise creditworthiness assessment tool, Financial decision-making guide, Projector, PPE, Smartphones, Field notebooks.
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	4.5 Outline the procedure for using financial performance data to make enterprise growth decisions for rural microenterprises.	Describe the procedure for using financial performance data to make enterprise growth decisions for rural microenterprises.		evidence, rating and overall creditworthiness conclusion and recommended credit limit - Use six months of financial data to make three enterprise growth decisions, - Record each decision, financial evidence used, decision made and expected financial impact	microenterprise using a simplified 5Cs analysis; record each C, evidence, rating and overall creditworthiness conclusion and recommended credit limit Use six months of financial data to make three enterprise growth decisions; record each decision, financial evidence used, decision made and expected financial impact	
GENERAL OBJECTIVE 5.0: Apply financial literacy education and behaviour change for rural households						
10– 12	5.1 Describe financial literacy components for rural households: budgeting, saving, credit management, insurance and digital financial safety. 5.2 Outline the	- Explain financial literacy components for rural households: budgeting, saving, credit management, insurance and digital financial safety. - Describe the	Rural household financial literacy components guide, Financial literacy education programme design guide, BCC for financial	- Design a financial literacy education programme for one rural women's group, - Record objectives, content modules, participatory methods, materials and six-month behaviour change	Guide students to: Design a financial literacy education programme for one rural women's group; record objectives, content modules, participatory methods, materials and six-	Financial literacy education programme design template, Financial literacy session materials, BCC financial behaviour change message

	procedure for designing. 5.3 Outline the procedure for delivering a financial literacy education programme for rural women and youth using participatory methods. 5.4 Outline the procedure for integrating financial literacy into rural enterprise development and cooperative management programmes. 5.5 Outline the procedure for evaluating financial literacy programme outcomes: knowledge, attitude, behaviour and financial wellbeing	procedure for designing. - Describe the procedure for delivering a financial literacy education programme for rural women and youth using participatory methods. - Describe the procedure for integrating financial literacy into rural enterprise development and cooperative management programmes. - Describe the procedure for evaluating financial literacy programme outcomes: knowledge, attitude, behaviour and financial wellbeing	behaviour change guide, Financial literacy integration guide, Financial literacy programme outcome evaluation guide, Marker, Whiteboard, Projector, etc.	targets - Deliver one financial literacy session to a group of classmates acting as rural women, - Record topic, method, key messages, participation level and feedback received - Apply one BCC approach to design a rural financial behaviour change message on savings, - Record target behaviour, social norm used, message, channel and expected behaviour change - Integrate financial literacy content into one rural enterprise or cooperative training curriculum, - Record training	month behaviour change targets - Deliver one financial literacy session to a group of classmates acting as rural women; record topic, method, key messages, participation level and feedback received - Apply one BCC approach to design a rural financial behaviour change message on savings; record target behaviour, social norm used, message, channel and expected behaviour change - Integrate financial literacy content into one rural enterprise or cooperative training curriculum; record training	template, Financial literacy integration template, Financial literacy programme evaluation design template, Projector, PPE, Smartphones, field notebooks.
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	indicators.	indicators.		section, financial literacy content added, delivery method and expected financial outcome • Design a financial literacy programme evaluation; • Record evaluation questions, knowledge and behaviour change indicators, data collection method and when to collect before and after data	section, financial literacy content added, delivery method and expected financial outcome Design a financial literacy programme evaluation; record evaluation questions, knowledge and behaviour change indicators, data collection method and when to collect before and after data	
GENERAL OBJECTIVE 6.0: Apply financial inclusion programme design, monitoring and evaluation						
13– 15	6.1 Describe financial inclusion programme design: theory of change, target population, service delivery model and institutional arrangements. 6.2 Outline the	• Explain financial inclusion programme design: theory of change, target population, service delivery model and institutional arrangements. • Describe the procedure for developing a	Financial inclusion programme design guide, Financial inclusion M&E framework template, Financial inclusion baseline assessment	• Design a financial inclusion programme for one rural community, • Record theory of change, target population, service delivery model, institutional arrangements, budget and timeline	Guide students to: • Design a financial inclusion programme for one rural community; record theory of change, target population, service delivery model, institutional	Financial inclusion programme design template, Financial inclusion M&E framework template, Financial inclusion baseline assessment

	procedure for developing a financial inclusion programme monitoring and evaluation framework using the results chain and standard financial inclusion indicators. 6.3 Outline the procedure for conducting a financial inclusion programme baseline assessment. 6.4 Outline the procedure for using financial inclusion monitoring and evaluation data for adaptive programme management and donor reporting. 6.5 Describe how HRE graduates	financial inclusion programme monitoring and evaluation framework using the results chain and standard financial inclusion indicators. • Describe the procedure for conducting a financial inclusion programme baseline assessment. • Describe the procedure for using financial inclusion monitoring and evaluation data for adaptive programme management and donor reporting. • Explain how HRE graduates can lead financial inclusion programme design and implementation in rural communities.	guide, Adaptive management and donor reporting guide, HRE graduate financial inclusion leadership guide, Whiteboard, Marker, Charts, Projector, etc.	• Develop a financial inclusion M&E framework • Record outcome indicators across access, usage and quality dimensions with targets, data sources and collection frequency • Design a financial inclusion baseline assessment for one community; record assessment tools, sample size, data collection protocol and how baseline data will be used to set programme targets • Analyse provided financial inclusion M&E data and prepare an adaptive management recommendation; record data findings, programme gaps identified, adaptive	arrangements, budget and timeline • Develop a financial inclusion M&E framework; record outcome indicators across access, usage and quality dimensions with targets, data sources and collection frequency • Design a financial inclusion baseline assessment for one community; record assessment tools, sample size, data collection protocol and how baseline data will be used to set programme targets • Analyse provided financial inclusion M&E data and prepare an adaptive	design guide, Financial inclusion M&E dataset, Personal financial inclusion leadership action plan template, Projector, PPE, Smartphones, Field notebooks.
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	can lead financial inclusion programme design and implementation in rural communities.			action and expected improvement • Develop a personal financial inclusion leadership action plan for post-graduation practice, • Record three financial inclusion actions, target community, skills to deploy and first steps	management recommendation; record data findings, programme gaps identified, adaptive action and expected improvement • Develop a personal financial inclusion leadership action plan for post-graduation practice; record three financial inclusion actions, target community, skills to deploy and first steps	
COURSE ASSESSMENT: Course work: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%						

LIST OF MINIMUM RESOURCES /PHYSICAL FACILITIES

A. MODEL VILLAGE

S/N	DESCRIPTION OF ITEMS	QUANTITY
1.	Refrigerator	1
2.	Freezer	1
3.	Gas cookers	2
4.	Gas tank/cylinder	2
5.	Fire extinguisher	2
6.	Pressure cooker	1
7.	Grinding stones	4
8.	Chopping board	5
9.	Mortar and pestle	Different sizes
10.	Blender	2
11.	Cake mixer	2
12.	Buckets	5
13.	Storage containers	6
14.	Sauce pans	3 or 4 each
15.	Sets of Cooking pots	3
16.	Electric Kettle	2
17.	Stainless steel utensils for cooking and eating	6 sets
18.	Assorted Plates	4
19.	Frying pan	5
20.	Measuring spoons	2 sets
21.	Trip balance and weights	18 (3 sets)
22.	Kitchen scale	Analogue and digital

23.	Children's Room	1
24.	Children's' Furniture	Assorted
25.	Cot	4
26.	Toys	Assorted
27.	Television	1 set
28.	First aid box	1
29.	Model sitting room	
30.	Model bedroom	

B. CLOTHING LABORATORY

S/N	DESCRIPTION OF ITEMS	QUANTITY
1.	Measuring tapes	10
2.	Dress forms	6
3.	Cutting tables	5
4.	Straight and pinking shears	2
5.	Laundry equipment	5
6.	Washing machines	2
7.	Hand washing vats.	5
8.	Drying machines	2
9.	Cloth drying lines	10
10.	Ironing boards	5
11.	Ironing tables	5
12.	Pressing Irons	10 each of steam and charcoal
13.	Storage cupboards	As required

14.	Knitting machine	5
15.	Sleeve board	5
16.	Sewing tools	Assorted
17.	Wall mirror	6
18.	Yard stick	10
19.	French curve	5
20.	Tracing wheels	30
21.	T-Square	10
22.	Drafting tools	Assorted
23.	Launder-ometer	2
24.	Straight sewing machines	30
25.	Zig zag sewing machines	5
26.	Overlooking machine	5
27.	Chain stitch machine	5
28.	Button hole machine	5
29.	Cutting tables	10
30.	Pressing tables	5
31.	Drafting tables	5
32.	Ironing Board	10
33.	Embroidery machine	5
34.	Weaving looms	5
35.	First Aid Box	1

C. FOOD PRODCUTION KITCHEN

S/N	DESCRIPTION OF ITEMS	QUANTITY
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1.	Clinical thermometer	10
2.	Bowls assorted	10 sets
3.	Plates (assorted)	10 sets
4.	Tea cups (for6)	10
5.	Tumblers	10
6.	Palings trays	10
7.	Roasting sheets/pans	10
8.	Rolling pins	6
9.	Vegetable and meat knives	12
10.	Curving knives	10
11.	Ordinary whisk	10
12.	Rotary whisk	10
13.	Pastry	10
14.	Pressure cooker (steamer)	5
15.	Deep freezer	2
16.	Mixers Assorted	2
17.	Domestic bread baking oven	Different sizes
18.	Weighing scale (plat form)	10
19.	Domestics gas cookers	10
20.	Micro wave ovens	4
21.	Refrigerators	4
22.	Plates rack	2
23.	Trolleys	5
24.	Digital weighing scales	Assorted
25.	KNIVES:	

	a) Carving knives b) Plate knives c) Filleting knives d) Vegetable knives e) Boning knives f) Chopping knives g) Bredding knives	5 Sets 5 Sets 5 Sets 5 Sets 5 Sets 5 Sets 5 Sets
26.	Knife sharpeners	10
27.	Large and small skiwers	2 packs
28.	Juice extractors (domestic)	5
29.	Colanders:	10
30.	Pudding moulds	20
31.	Buger moulds	20
32.	Mixing boards	5
33.	DISHES: a) Scuffle dishes b) Oval entree dishes c) Round sole dishes d) Predishes e) Casserole dishes	5 5 5 5 5
34.	Choppers	5
35.	Measuring jugs	5
36.	Lemon squeezers	5
37.	Egg cutter	5
38.	Funnels	2
39.	Pastry lifter	5
40.	Scrubbing brushes	5
41.	Omelette pans	10

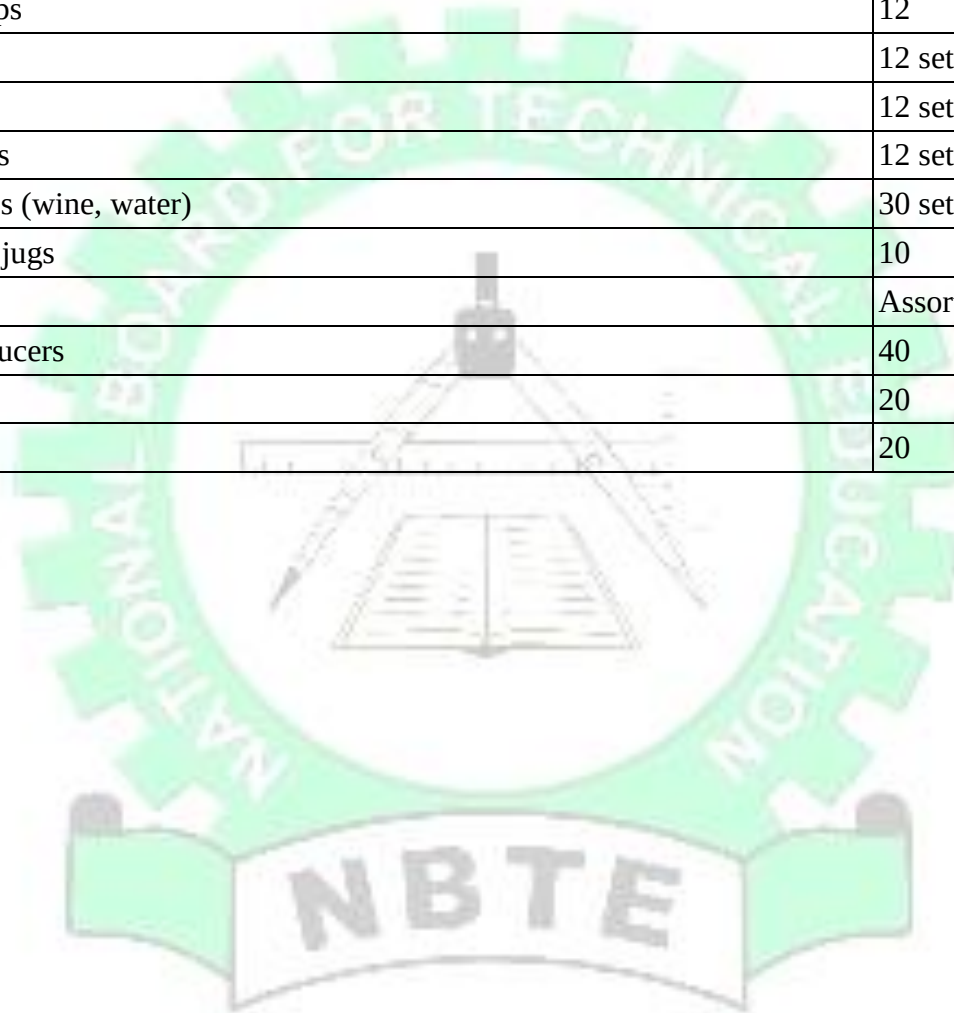
42.	Pastery pans (21/2 12,3” ½ 4).	10
43.	Sauce pans	10
44.	Pancake pans	5
45.	Chip shovel	10
46.	Flufed flan rings	10
47.	Cooks’ forks	10
48.	Large spoons	10
49.	Measuring Cups	10
50.	Spatula:	10
51.	Portioners	5
52.	Ballon whisks grater	10
53.	Gravy sauce boats	10
54.	Potato dicers	5 each
55.	Laddles	10
56.	Colling racks	5
57.	Piping bags	5
58.	Icing tubes	5
59.	Kettles (manual)	2
60.	Icing nossles	Assorted
61.	Electric kettles	5
62.	Toasters	5
63.	Toast racks	3
64.	Mincer	20
65.	Round and square spiders	10
66.	Iron scrapers	5

67.	Chopping boards	10
68.	Can openers	10
69.	Egg fryers	2
70.	Plastic bowls	10 each
71.	Plastic plates	10
72.	Rolling pins	10
73.	Chip maker	10
74.	Sieves (large and small)	2 each
75.	Conical Strainers	4
76.	Bread baskets	4
77.	Motor and pestle (small and large)	3 sets
78.	Roasting tins	10
79.	Bun tins (patty tins)	10
80.	Sandwich tins	10
81.	Flan tins.	10

D. BAKERY AND CONFECTIONERIES RESTAURANT

S/N	DESCRIPTION OF ITEMS	QUANTITY
1.	Local mud oven (30 loaf capacity)	5
2.	Rolling pins	3
3.	Scales and weights	5
4.	Flour sieves	2
5.	Bread knives	2
6.	Skewers	10
7.	Cake tins	10
8.	Flan tins	10
9.	Cake cooking wire	2
10.	Plain pastry cutters	10
11.	Clocks	10
12.	Bread Pans	30
13.	Cooking Trays and Racks	20
14.	Kneading Machine	1
15.	Rolling Machine	2
16.	Automated Mixers	10
17.	Blenders	5
18.	Whisks	10
19.	Tables	20
20.	Chairs	80
21.	Side boards	5
22.	Wine racks	2
23.	Bar boards	2

24.	Wine basket	4
25.	Wine opener	12
26.	Flammable lamps	12
27.	Assorted knives	12 sets
28.	Assorted Forks	12 sets
29.	Assorted Spoons	12 sets
30.	Assorted Glasses (wine, water)	30 sets
31.	Assorted Water jugs	10
32.	Assorted Plates	Assorted
33.	Tea cups and saucers	40
34.	Flower vases	20
35.	Table numbers	20



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