



NATIONAL BOARD FOR TECHNICAL EDUCATION

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

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

The programme shall be known as the National Diploma (ND) in Home and Rural Economics.

2.0 PROGRAMME GOAL

The National Diploma in Home and Rural Economics programme is designed to produce competent middle-level manpower equipped with practical skills, technical knowledge and professional competencies in household resource management, food systems, nutrition, clothing and textile production, rural enterprise development, community livelihood systems and sustainable home management practices using modern, climate-smart and technology-driven approaches.

3.0 OBJECTIVES OF THE PROGRAMME

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

- i. Function effectively as skilled technicians, extension agents, entrepreneurs, and community development practitioners in promoting national development and the attainment of the Sustainable Development Goals.
- ii. Apply competencies in clothing and textile production, fabric care, laundry management, and value-added textile enterprises for personal and commercial purposes.
- iii. Demonstrate entrepreneurial, leadership, and managerial competencies required for establishing and sustaining Home and Rural Economics-related enterprises.
- iv. Perform beauty therapy and salon management operations using appropriate techniques, tools, hygiene standards, and entrepreneurial practices.
- v. Establish and manage climate-smart home gardens and other livelihood enterprises for food security, income generation, and environmental sustainability.
- vi. Develop value-added products from locally available resources for self-employment, wealth creation, and improved quality of life in rural and urban communities.
- vii. Promote gender equity, community participation, and sustainable rural development practices in diverse socio-economic settings.

4.0 ENTRY REQUIREMENTS

The minimum entry requirements for admission into the ND Home and Rural Economics programme are:

- i. Five O'Level credit passes in relevant subjects, including English Language, Mathematics, Biology or Agricultural Science, Chemistry or Home Economics, and one other relevant subject.
- ii. Evidence of registration with JAMB.

5.0 STRUCTURE AND DURATION OF THE PROGRAMME

The National Diploma in Home and Rural Economics programme is structured to last for two (2) years (four semesters) of classroom work, laboratory practicals, field studies and workshop practices.

Each semester shall consist of 17 weeks made up as follows:

- 15 contact weeks of teaching (lectures, practicals and fieldwork);
- 2 weeks for registration and examinations.

6.0 CURRICULUM STRUCTURE

The curriculum of the ND Home and Rural Economics Programme consists of four main components:

- a. General Studies/General Education Courses
- b. Foundation Courses
- c. Professional Courses
- d. Students' Industrial Work Experience Scheme (SIWES)

7.0 STAFFING REQUIREMENTS

7.1 Core Teaching Staff

A minimum of four (4) core teaching staff who should possess at least HND, BSc or equivalent qualification in Home Economics, Home and Rural Economics, Agricultural Extension, Community Development, Nutrition, Family and Consumer Sciences or related disciplines.

7.2 TECHNICAL STAFF

Each training facility should be manned by a qualified Technologist, a qualified Technician and Laboratory or Workshop Assistant.

7.3 Headship of the Department

The Head of Department shall possess at least a HND or First Degree and Master's Degree in Home Economics, Home and Rural Economics or a related discipline. He or she shall not be less than the rank of a Senior Lecturer, shall be registered with a relevant Professional Body and shall have a minimum of ten (10) years' experience in both academic and industry.

8.0 CERTIFICATION

A diplomate of this Programme shall be awarded National Diploma (ND) in Home and Rural Economics.

9.0 CONDITIONS FOR THE AWARD OF ND

Institutions offering accredited programmes will award the National Diploma to candidates who successfully completed the programme after passing prescribed coursework, examinations, diploma project and the Students Industrial Work Experience Scheme (SIWES). Such candidates should have completed a minimum of between 72 and 80 semester credit units depending on the programme.

9.1 Grading of Courses:

Courses shall be graded as follows:

MARK RANGE	LETTER 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	0.0

9.2 Classification of Diplomas:

Diploma Certificates shall be awarded based on the following classifications:

CGPA	CLASS OF DIPLOMA
CGPA 3.50 and above	Distinction
CGPA 3.00-3.49	Upper Credit
CGPA 2.50-2.99	Lower Credit
CGPA 2.00-2.49	Pass

10.0 ACCREDITATION

The National Diploma (ND) in Home and Rural Economics programme shall be accredited by NBTE before the diplomates can be awarded the diploma certificate. Details about the process of accrediting a programme for the award of the ND are available from the Executive Secretary, National Board for Technical Education (NBTE), Plot 'B', Bida Road, P.M.B. 2239, Kaduna, Nigeria.

11.0 LOGBOOK

A personal logbook for each course is to be kept by the students. It shall contain all the recordings of the day-to-day, weekly and semester practical works/activities from day one to the end of the programme. This is to be checked, marked appropriately and endorsed by all lecturers concerned at the end of every week.

12.0 FINAL YEAR PROJECTS

Final year students are expected to carry out project work, either on individual or group basis (not more than 2 per group). The project topics should as much as possible be related to the programme and serve as useful tools for further Research and /or Development. Projects should be properly supervised, and their reports well presented. The Institution should develop formats for presenting and grading projects. The formats should be adopted as applied to each stakeholder.

13.0 GUIDANCE NOTES FOR TEACHERS OF THE PROGRAMME:

13.1 The new curriculum is drawn in unit courses. This is in keeping with the provisions of the National Policy on Education which stress the need to introduce the semester credit units which will enable a student, who so wishes, to transfer the units already completed in an institution of similar standard from which he/she is transferring.

13.2 In designing the units, the principle of the modular system by product has been adopted, thus making each of the professional modules, when completed provides the student with technician operative skills, which can be used for employment purposes.

13.3 As the success of the credit unit system depends on the articulation of programmes between the institution and industry, the Curriculum content has been written in behavioral objectives, so that the expected performance of the student is clear to all students who successfully completed some of the courses or the diplomates of the programme. There is a slight departure in the presentation of the performance-based curriculum which requires the conditions under which the performance is expected to be carried out and the criteria for the acceptable levels of performance. It is a deliberate attempt to further involve the staff of the department teaching the programme to write their own curriculum stating the conditions existing in their institution under which the performance can take place and follow that with the criteria for determining an acceptable level of performance. Departmental submission on the final curriculum may be vetted by the Academic Board of the institution. Our aim is to continue to see to it that a solid internal Evaluation system exists in each institution for ensuring minimum standard and quality of education in the programmes offered throughout the polytechnic system.

13.4 The teaching of theory and practical work should, as much as possible, be integrated. Practical exercises, especially those in professional courses and laboratory work should not be taught in isolation from the theory. For each course, there should be a balance of theory to practice in the ratio of 50:50 or 60:40 or the reverse.

14.0 GUIDELINES ON SIWES PROGRAMME

For the smooth operation of the SIWES, the following guidelines shall apply:

14.1 Responsibility for placement of Students.

- a. Institution offering the ND programme shall arrange to place the students in relevant industries. By the end of second semester of the first academic session, six copies of the master list showing where each student has been placed shall be submitted to the Executive Secretary, NBTE, who shall, in turn authenticate the list and forward it to the Industrial Training Fund, Jos.
- b. The Placement Officer should discuss and agree with the various industries on the following:
 - i. A task inventory of what the student is expected to experience during the period of attachment. It may be wise to adopt the one already approved for each field by the industry-based supervisor.
 - ii. The evaluation of the student by the industry-based supervisor and the institution-based supervisor.
 - iii. The final grading of the student during the period of attachment should be weighted more on the evaluation by industry-based supervisor.

14.2 Evaluation of Student during the SIWES

In the evaluation of the student, cognisance should be taken of the following items:

- i. Punctuality
- ii. Attendance
- iii. General attitude to work
- iv. Routine report of weekly activities in the logbook

- v. Respect for authority
- vi. Interest in the field/technical area
- vii. Technical competence as a potential technician in his field.

14.3 Grading of SIWES

To ensure uniformity of grading scales, the institution should ensure that the uniform grading of students work agreed to by all TVET Institutions is adopted.

14.4 The Institution based Supervisor

The institution-based supervisor should initial the log book during each visit. This will enable him to check and determine to what extent the objectives of the scheme are being met and to assist students having any problems regarding the specific tasks given to them by their industry-based supervisor.

14.5 Frequency of visit

Institutions should ensure that students placed on the attachment are visited within one month of their placement. Other visits shall be arranged so that:

- i. There is another visit six weeks after the first visit; and
- ii. A final visit in the last month of the attachment.

14.6 Stipend for Students in SIWES

The rate of stipend payable shall be determined from time to time by the Federal Government after due consultation with the Federal Ministry of Education, the Industrial Training fund and the NBTE.

14.7 SIWES as a component of the Curriculum

The completion of SIWES is important in the final determination of whether the student is successful in the programme or not. Failure in the SIWES is an indication that the student has not shown sufficient interest in the field or has no potential to become a skilled technician in his field. The SIWES should be graded on a **fail** or **pass** basis. Where a student has satisfied all other requirements but failed SIWES, she/he may only be allowed to repeat another four months SIWES at his own expense.

15.0 GUIDELINES ON MANDATORY SKILLS QUALIFICATIONS (MSQ)

Please, see the Guidelines for the Implementation of MSQ in Polytechnics in Nigeria, available on NBTE website (web.nbte.gov.ng/downloads).

CURRICULUM TABLE**Year I – Semester I**

S/N	COURSE CODE	COURSE TITLE	L	T	P	CU	CH
1.	GNS 101	Use of English I	2	0	0	2	2
2.	GNS 111	Citizenship Education I	2	0	0	2	2
3.	COM 111	Introduction to Computing	2	0	2	4	4
4.	MSQ 111	Mandatory Skills Qualification	1	0	1	2	2
5.	AGR 101	Introduction to Agriculture	1	0	2	3	3
6.	HRE 111	Introduction to Home and Rural Economics	1	0	2	3	3
7.	HRE 112	Food and Beverages Preparation I	1	0	3	4	4
8.	HRE 113	Food Safety and Basic Hygiene	1	0	2	3	3
9.	HRE 114	Fundamentals of Food Science and Human Nutrition	1	0	2	3	3
10.	HRE 115	Introduction to Clothing and Textile	1	0	2	3	3
11.	HRE 116	Community Nutrition and Health Promotion	1	0	2	3	3
12.	HRE 117	Clothing and Textile I	1	0	3	4	4
Total			15	0	21	36	36

Year I – Semester II

S/N	COURSE CODE	COURSE TITLE	L	T	P	CU	CH
1.	GNS 102	Communication In English I	2	0	0	2	2
2.	GNS 121	Citizenship Education II	2	0	0	2	2
3.	ENT 126	Introduction to Entrepreneurship I	1	0	2	3	3
4.	HRE 121	Food and Beverages Preparation II	1	0	3	4	4
5.	HRE 122	Food Services Management I	1	0	2	3	3
6.	HRE 123	Beauty Therapy and Salon Management I	1	0	3	4	4
7.	HRE 124	Family Relationships and Child Care	1	0	2	3	3
8.	HRE 125	Home and Household Resource Management.	1	0	2	3	3
9.	HRE 126	Climate-Smart Home Gardening	1	0	2	3	3
10.	HRE 127	Handicraft and Value Addition I	1	0	2	3	3
11.	HRE 128	Fabric and Laundry Management	1	0	2	3	3
Total			13	0	20	33	33

Year II – Semester I

S/N	COURSE CODE	COURSE TITLE	L	T	P	CU	CH
1.	GNS 201	Use of English II	2	0	0	2	2
2.	ENT 216	Introduction to Entrepreneurship II	2	0	1	3	3
3.	AGR 201	Research Methods and Experimental Design	1	0	1	2	2
4.	HRE 211	Handicraft and Value Addition II	1	0	2	3	3
5.	HRE 212	Food and Beverage Preparation III	1	0	3	4	4
6.	HRE 213	Food Services Management II	1	0	2	3	3
7.	HRE 214	Beauty Therapy and Salon Management II	1	0	2	3	3
8.	HRE 215	Clothing and Textiles II	1	0	3	4	4
9.	HRE 216	Rural Livelihood Operations (Model Village Practical)	0	0	2	2	2
10.	HRE 217	SIWES	0	0	4	4	4
Total			10	0	20	30	30

Year II – Semester II

S/N	COURSE CODE	COURSE TITLE	L	T	P	CU	CH
1.	GNS 202	Communication In English II	2	0	0	2	2
2.	AHP 225	Poultry Production	1	0	3	4	4
3.	HRE 221	Food and Beverages Preparation IV	1	0	3	4	4
4.	HRE 222	Beauty Therapy and Salon Management III	1	0	3	4	4
5.	HRE 223	Clothing and Textiles III	1	0	3	4	4
6.	HRE 224	Child Care and Development	1	0	1	2	2
7.	HRE 225	Gender and Social Inclusion In Rural Development	1	0	1	2	2
8.	HRE 226	Community Extension and Communication Systems	1	0	2	3	3
9.	HRE 227	Project	0	0	4	4	4
Total			9	0	20	29	29

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



INTRODUCTION TO HOME AND RURAL ECONOMICS

PROGRAMME: NATIONAL DIPLOMA HOME AND RURAL ECONOMICS		
COURSE TITLE: INTRODUCTION TO HOME AND RURAL ECONOMICS	COURSE CODE: HRE 111	CONTACT HOURS: 3 HOURS/WEEK
YEAR: I SEMESTER: I	CREDIT UNITS: 3	THEORETICAL: 1 HOUR/WEEK
	PRE-REQUISITE:	PRACTICAL: 2 HOURS/WEEK
GOAL: This course is designed to equip students with knowledge and skills of Home Economics and its relevance to family and community development.		
GENERAL OBJECTIVES: At the end of this course, the students should be able to: 1.0 Understand the concept, history and scope of home economics; 2.0 Understand the family as the foundation of home economics; 3.0 Understand home management and resource utilization; 4.0 Know major areas and career opportunities in home economics; 5.0 Understand family and community issues; 6.0 Understand entrepreneurial awareness in home economics.		

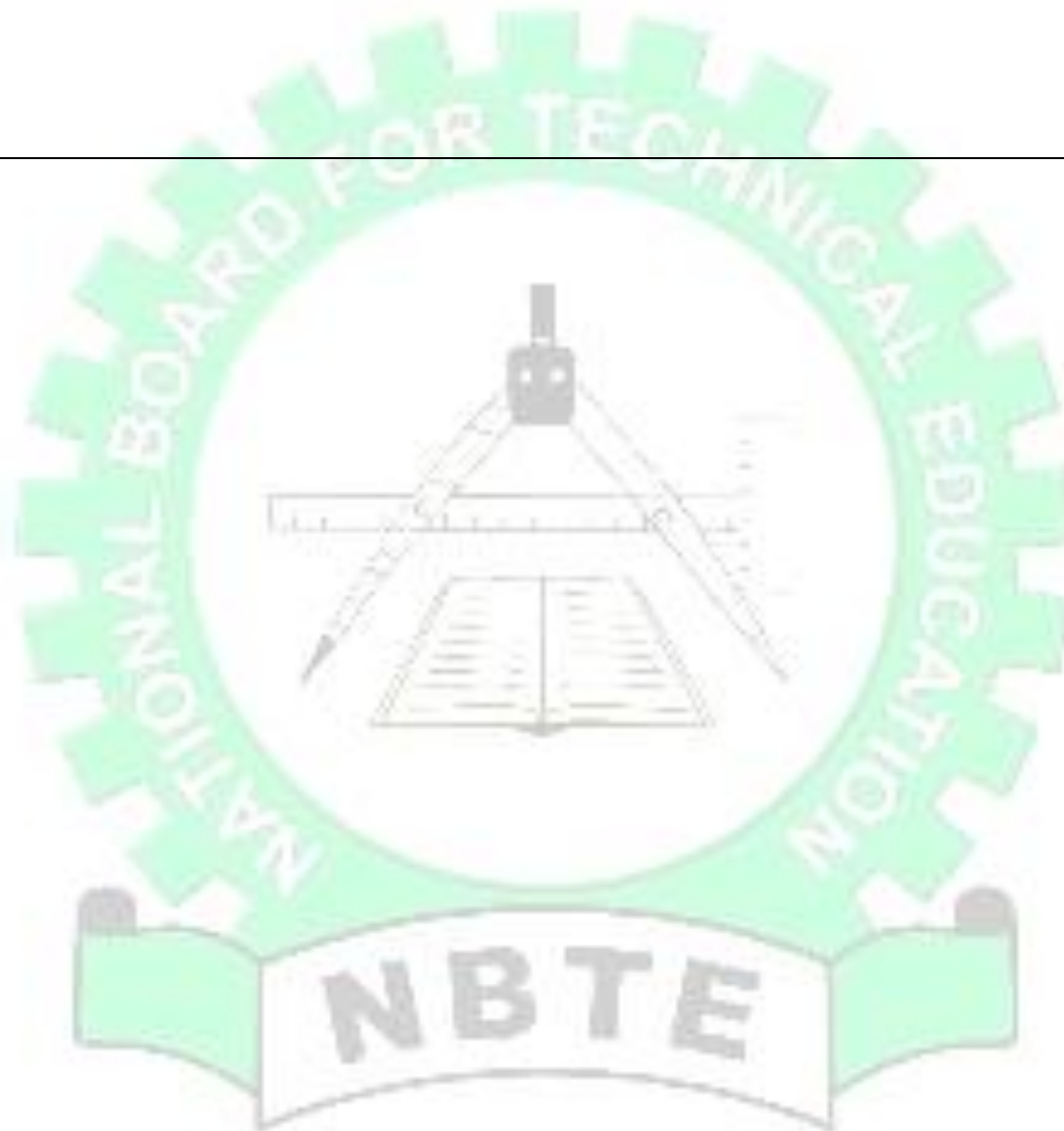
PROGRAMME: NATIONAL DIPLOMA HOME AND RURAL ECONOMICS						
COURSE TITLE: INTRODUCTION TO HOME AND RURAL ECONOMICS				COURSE CODE: HRE 111		CONTACT HOURS: 3 HOURS/WEEK
COURSE TITLE: INTRODUCTION TO HOME AND RURAL ECONOMICS				CREDIT UNITS: 3		THEORETICAL: 1 HOUR/WEEK
YEAR: I SEMESTER: I				PRE-REQUISITE:		PRACTICAL: 2 HOURS/WEEK
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with knowledge and skills of Home Economics and its relevance to family and community development.						
General Objective 1.0: Understand the concept, history and scope of home economics.						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-2	1.1 Define Home Economics. 1.2 Explain the scope of Home Economics. 1.3 Trace the historical development of Home Economics. 1.4 State the importance of Home Economics.	• Explain Home. • Discuss the scope of Home Economics. • Explain the historical development of Home Economics. • Discuss the importance of Home Economics to individuals, families, and society.	Markers. Internet, Textbooks, Manuals, Career guides, Charts, Posters, Multimedia projector			
General Objective 2.0: Understand the family as the foundation of home economics						
3-4	2.1 Define the concept of family.	• Explain the concept of family. • Explain the	Markers, Internet, Textbooks,	• Identify different family types within the community.	Guide students to: • Identify different family types within	Family tree templates Charts and

	2.2 Explain types of family. 2.3 Describe functions of the family. 2.4 Explain family values and relationships.	different types of family. • Discuss the functions of the family in society. • Explain family values and the importance of healthy family relationships.	Manuals, Charts, Posters, Multimedia projector	• Draw simple family trees. • Classify family functions using real-life examples. • Demonstrate positive family relationship skills. • Present reports on family values and relationships.	the community. • Draw simple family trees. • Classify family functions using real-life examples. • Demonstrate positive family relationship skills. • Present reports on family values and relationships.	cardboard sheets Markers and pencils Case studies on family relationships Role-play materials Presentation materials and display boards
General Objective 3.0: Understand Home Management and Resource Utilization						
5-6	3.1 Define home management. 3.2 Describe family resources. 3.3 Explain decision-making processes.	• Discuss the concept of home management. • Discuss family resources. • Describe decision-making processes.	Markers. Internet, Textbooks, Manuals, Career guides, Charts, Posters, Multimedia projector	• Identify available family resources. • Classify family resources into human and material resources. • Apply decision-making steps to simple home situations. • Prepare a simple plan for managing household resources. • Demonstrate effective use of family resources.	Guide students to: • Identify available family resources. • Classify family resources into human and material resources. • Apply decision-making steps to simple home situations. • Prepare a simple plan for managing household resources. • Demonstrate effective use of family resources	Case studies on family management Resource inventory sheets Planning templates Charts and cardboard sheets Markers and pencils Presentation materials and display boards

General Objective 4.0: Know major areas and career opportunities in home economics						
7-8	4.1 Explain the major areas and specializations in Home Economics. 4.2 Describe career opportunities available in Home Economics. 4.3 Explain professional ethics and workplace conduct in Home Economics professions.	• Explain the major areas and specializations in Home Economics. • Discuss career opportunities available in Home Economics. • Describe professional ethics and workplace conduct in Home Economics professions.	Markers. Internet, Textbooks, Manuals, Charts, Posters, Multimedia projector	• Identify Home Economics career pathways. • Match Home Economics specializations with relevant occupations. • Demonstrate professional behaviour in simulated workplace situations. • Prepare a simple career development plan. • Present reports on selected Home Economics careers.	Guide students to: • Identify Home Economics career pathways. • Match Home Economics specializations with relevant occupations. • Demonstrate professional behaviour in simulated workplace situations. • Prepare a simple career development plan. • Present reports on selected Home Economics careers.	Career information brochures Occupational charts Case studies on workplace ethics Career planning templates Internet-enabled devices Presentation materials and display boards Role-play materials
General Objective 5.0: Understand Family and Community Issues						
9-11	5.1 Explain family structures and their characteristics. 5.2 Describe common family issues and their effects on family well-being. 5.3 Explain	• Explain different family structures and their characteristics. • Discuss common family issues and their effects on family well-being. • Explain	Markers. Internet, Textbooks, Manuals, Career guides, Charts, Posters, Multimedia projector	• Identify different family structures within the community. • Analyze common family issues using case studies. • Identify environmental and	Guide students to: • Identify different family structures within the community. • Analyze common family issues using case studies. • Identify	Case study materials Community survey forms Livelihood planning templates Charts and cardboard

	environmental and health concerns affecting communities. 5.4 Explain the importance of sustainable family livelihood.	environmental and health concerns affecting communities. • Discuss the importance of sustainable family livelihood.		health challenges in the community. • Develop simple strategies for addressing family and community issues. • Prepare a sustainable family livelihood plan.	environmental and health challenges in the community. • Develop simple strategies for addressing family and community issues. • Prepare a sustainable family livelihood plan.	sheets Markers and pencils Internet-enabled devices Presentation materials and display boards Community profile reports and statistics
General Objective 6.0: Understand entrepreneurial awareness in home economics						
12-15	6.1 Explain the concept and importance of entrepreneurship. 6.2 Describe various Home Economics-related enterprises. 6.3 Explain the process of generating and developing business ideas.	• Explain the concept and importance of entrepreneurship. • Discuss various Home Economics-related enterprises. • Explain the process of generating and developing business ideas.	Textbooks, Manuals, Career guides, Charts, Posters, Multimedia projector	• Identify business opportunities in Home Economics. • Generate simple business ideas based on local needs and resources. • Select a feasible Home Economics enterprise. • Prepare a simple business idea statement. • Present a proposed Home Economics business idea.	Guide students to: • Identify business opportunities in Home Economics. • Generate simple business ideas based on local needs and resources. • Select a feasible Home Economics enterprise. • Prepare a simple business idea statement. • Present a proposed Home Economics business idea. •	Business idea templates Case studies of Home Economics enterprises Business plan samples Flip charts and markers Internet-enabled devices Presentation materials and display boards Entrepreneurship development manuals
COURSE ASSESSMENT:						

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



FOOD AND BEVERAGES PREPARATION I

PROGRAMME: NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS		
COURSE TITLE: FOOD AND BEVERAGES PREPARATION I	COURSE CODE: HRE 112	CONTACT HOURS: 4 HOURS/WEEK
YEAR: I SEMESTER: I	CREDIT UNITS: 4	THEORETICAL: 1 HOUR/WEEK
	PRE-REQUISITE:	PRACTICAL: 3 HOURS/WEEK
GOAL: This course is designed to equip students with skills and knowledge in food and beverage preparation, food hygiene, kitchen operations.		
GENERAL OBJECTIVES: At the end of this course, the students should be able to: 1.0 Understand the food and beverage industry; 2.0 Understand food hygiene and sanitation principles; 3.0 Know the use of kitchen equipment and utensils; 4.0 Understand basic food preparation techniques; 5.0 Know how to simple beverages and meals; 6.0 Understand occupational health and safety procedures.		

PROGRAMME: NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS						
COURSE TITLE: FOOD AND BEVERAGES PREPARATION I			COURSE CODE: HRE 112		CONTACT HOURS: 4 HOURS/WEEK	
YEAR: I SEMESTER: I			CREDIT UNITS: 4		THEORETICAL: 1 HOUR/WEEK	
			PRE-REQUISITE:		PRACTICAL: 3 HOURS/WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with skills and knowledge in food and beverage preparation, food hygiene, kitchen operations.						
General Objective 1.0: Understand the Food and Beverage Industry						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1-2	1.1. Explain the scope of food and beverage preparation. 1.2. Describe the importance of food and beverage preparation in the hospitality industry. 1.3. Explain career opportunities available in food and beverage preparation.	• Discuss the scope of food and beverage preparation. • Explain the importance of food and beverage preparation in the hospitality industry. • Discuss career opportunities available in food and beverage preparation.	Textbooks, Hospitality industry manuals, Career guides, Charts, Posters, Multimedia projector	• Identify sections of food and beverage production operations. • Identify career roles in food and beverage establishments. • Write a technical report on a visits to food and beverage establishments	Guide Students to: • Identify sections of food and beverage production operations. • Identify career roles in food and beverage establishments. • Write a technical report on a visits to food and beverage establishments	Training kitchen Hotels and restaurants for field visits Organizational charts Observation checklists Food production laboratory equipment
General Objective 2.0: Understand Food Hygiene and Sanitation Standards						
3	2.1 Explain hygiene 2.2 Explain forms of hygiene 2.3 Explain food	• Discuss hygiene • Discuss forms of hygiene; food, personal and	Textbooks, Hospitality industry manuals,	• Demonstrate proper hand washing. • Clean work	Guide Students to: • Demonstrate proper hand washing.	Wash Facilities Cleaning Materials

	contamination. 2.4 Define sanitation 2.5 Explain sanitation procedures.	environmental hygiene. • Discuss food contamination. • Discuss sanitation procedures	Career guides, Charts, Posters, Multimedia projector	surfaces.	• Clean work surfaces.	
General Objective 3.0: Know the use of kitchen equipment and utensils						
4-5	3.1 Describe kitchen tools and equipment. 3.2 Explain the uses kitchen tools and equipment. 3.3 Explain maintenance procedures.	• Explain kitchen tools and equipment. • Explain the uses kitchen tools and equipment. • Explain maintenance procedures.	Textbooks, Hospitality industry manuals, Career guides, Charts, Posters, Multimedia projector	• Identify common kitchen tools and equipment. • Demonstrate proper handling of kitchen tools and equipment. • Clean kitchen tools and equipment correctly. • Carry out routine maintenance of kitchen equipment. • Store kitchen tools and equipment appropriately.	Guide Students to: • Identify common kitchen tools and equipment. • Demonstrate proper handling of kitchen tools and equipment. • Clean kitchen tools and equipment correctly. • Carry out routine maintenance of kitchen equipment. Store kitchen tools and equipment appropriately.	Training kitchen Kitchen tools and utensils Food preparation equipment Cleaning materials Maintenance tools Storage racks and cabinets Personal protective equipment (PPE)
General Objective 4.0: Understand Basic Food Preparation Techniques						
6-7	4.1 Explain food methods. 4.2 Describe the various cooking methods and their	• Discuss food methods. • Explain the various cooking methods	Textbooks, Hospitality industry manuals, Career guides,	• Apply different cooking methods in food preparation.	Guide Students to: • Apply different cooking methods in food	Training kitchen Cooking equipment Kitchen utensils Food ingredients

	applications in food preparation. 4.3 Explain the principles of food presentation and plating.	and their applications in food preparation. Describe the principles of food presentation and plating.	Charts, Posters, Multimedia projector	- Select appropriate cooking methods for different food items. - Present cooked foods attractively. - Apply garnishing techniques to food products. - Evaluate the appearance and presentation of prepared foods.	preparation. - Select appropriate cooking methods for different food items. - Present cooked foods attractively. - Apply garnishing techniques to food products. - Evaluate the appearance and presentation of prepared foods.	Serving plates and platters Garnishing materials Personal protective equipment (PPE)
General Objective 5.0: Know how to prepare simple beverages and meals						
8-11	5.1 Describe beverages and meal 5.2 Explain the classification of alcoholic and non-alcoholic beverages. 5.3 Discuss standard meal service procedures used in hospitality establishments.	- Describe beverages and meal - Explain the classification of alcoholic and non-alcoholic beverages. - Discuss standard meal service procedures used in hospitality establishments.	Textbooks, Hospitality industry manuals, Career guides, Charts, Posters, Multimedia projector	- Identify different types of beverages. - Sort beverages according to their classifications. - Demonstrate table setting for meal service. - Perform meal service procedures according to standard practice. - Serve food and beverages using appropriate service	Guide students to: - Identify different types of beverages. - Sort beverages according to their classifications. - Demonstrate table setting for meal service. - Perform meal service procedures according to standard practice. - Serve food and beverages using	Beverage samples Glassware Service trays Tables and chairs Table linen Crockery and cutlery Training restaurant Service station equipment Personal protective equipment

				techniques.	appropriate service techniques.	(PPE)
General Objective 6.0: Discuss Occupational Health and Safety Procedures						
12-15	6.1 Explain workplace hazards. 6.2 Outline common hazards in food and beverage operations. 6.3 Explain safety measures for preventing workplace accidents.	• Explain workplace hazards and their causes. • Discuss common hazards encountered in food and beverage establishments. • Discuss safety measures and accident prevention procedures.	Textbooks, Hospitality industry manuals, Career guides, Charts, Posters, Multimedia projector	• Identify workplace hazards in food and beverage service areas. • Demonstrate safe work practices in the workplace. • Use safety equipment appropriately. • Apply hazard prevention measures during food and beverage operations. • Report workplace hazards using appropriate procedures.	Guide students to: • Identify workplace hazards in food and beverage service areas. • Demonstrate safe work practices in the workplace. • Use safety equipment appropriately. • Apply hazard prevention measures during food and beverage operations. • Report workplace hazards using appropriate procedures.	Training kitchen Training restaurant Fire extinguishers First aid box Personal protective equipment (PPE) Safety signs and labels Hazard identification checklist Cleaning and sanitation materials
COURSE ASSESSMENT: Course work: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%						

FOOD SAFETY AND BASIC HYGIENE

PROGRAMME: NATIONAL DIPLOMA (ND) IN HOME AND RURAL ECONOMICS		
COURSE TITLE: FOOD SAFETY AND BASIC HYGIENE	COURSE CODE: HRE 113	CONTACT HOURS: 3 HOURS/ WEEK
YEAR: I SEMESTER: I	CREDIT UNIT: 3	THEORETICAL: 1 HOUR/WEEK
	PRE-REQUISITE: NIL	PRACTICAL: 2 HOURS/WEEK
GOAL: This course is designed to equip students with knowledge and skills in food safety and hygiene with emphasis on compliance with household and small-scale food processing.		
GENERAL OBJECTIVES: At the end of this course, the students should be able to: 1.0 Understand Food Safety, Hazards and Their Sources 2.0 Understand General Hygiene and Food Handler Practices 3.0 Know the application of food safety in food preparation and storage 4.0 Understand NAFDAC and Food Regulation in Nigeria 5.0 Know Basic Food Safety Record Keeping		

PROGRAMME: NATIONAL DIPLOMA (ND) IN HOME AND RURAL ECONOMICS						
COURSE TITLE: FOOD SAFETY AND BASIC HYGIENE				COURSE CODE: HRE 113		CONTACT HOURS: 3 HOURS/ WEEK
				CREDIT UNIT: 3		THEORETICAL: 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 knowledge and skills in food safety and hygiene with emphasis on compliance with household and small-scale food processing.						
General Objective 1.0: Understand food safety hazards and their sources						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
1– 2	1.1 Define food safety for household and community health 1.2 Explain the importance of food safety for household and community health 1.3 Describe biological food safety hazards: bacteria, viruses, moulds and parasites 1.4 Describe chemical food safety hazards: pesticides, residues, food additives and heavy metals 1.5 Explain physical food safety hazards: foreign objects in	- Define food safety for household and community health - Explain the importance of food safety for household and community health - Describe biological food safety hazards: bacteria, viruses, moulds and parasites - Describe chemical food safety hazards: pesticides, residues, food additives and heavy metals - Describe physical food safety hazards: foreign objects in food - Explain how food safety hazards enter food at each stage of the food chain	Textbooks, Manuals, Career guides, Charts, Posters, Multimedia projector	- Classify ten food safety incidents as biological, chemical or physical - Record incident, hazard type and probable cause - Identify food safety hazards at three stages of food preparation in the college laboratory - Record stage, hazard and prevention - Survey five food vendors for food safety practices - Record practices, hazards and recommendations	Guide students to: - Classify ten food safety incidents as biological, chemical or physical - Record incident, hazard type and probable cause - Identify food safety hazards at three stages of food preparation in the college laboratory - Record stage, hazard and prevention - Survey five food vendors for food safety practices - Record practices,	Food safety incidents list, classification worksheet, vendor survey form, checklist template, field notebooks.

	food 1.6 Explain how food safety hazards enter food at each stage of the food chain			• Present vendor survey findings to the class show hazards found and two recommended improvements	hazards and recommendations • Present vendor survey	
General Objective 2.0: Understand General Hygiene and Food Handler Practices						
3 – 4	2.1 Describe personal hygiene requirements for food handlers: hand washing, clothing and health. 2.2 Explain the correct hand washing technique: steps, frequency and when to wash. 2.3 Describe health conditions that disqualify a person from handling food 2.4 Outline correct food handler attire: apron, hair net, gloves and footwear 2.5 Explain the consequences of poor personal hygiene in food handling	• Discuss personal hygiene requirements for food handlers: hand washing, clothing and health. • Describe the correct hand washing technique: steps, frequency and when to wash. • Describe health conditions that disqualify a person from handling food • Highlight correct food handler attire: apron, hair net, gloves and footwear • Explain the consequences of poor personal hygiene in food handling	Textbooks, Manuals, Career guides, Charts, Posters, Multimedia projector	• Demonstrate correct hand washing with soap and water for 20 seconds • Display correct food handler attire: apron, hair net and gloves • Record each item and its food safety purpose • Complete personal hygiene chart, self-assessment form before entering the food laboratory • Record each item and compliance status • Identify three personal hygiene violations in food preparation scenario • Prepare a personal hygiene reminder chart for food handlers • Record five key	Guide students to: • Demonstrate correct hand washing with soap and water for 20 seconds • Display correct food handler attire: apron, hair net and gloves • Record each item and its food safety purpose • Complete personal hygiene chart, self-assessment form before entering the food laboratory • Record each item and compliance status • Identify three personal hygiene violations in food preparation scenario • Prepare a personal hygiene reminder	Soap, water, food handler attire, personal hygiene checklist, preparation scenario, reminder chart template, field notebooks.

				hygiene rules	chart for food handlers • Record five key hygiene rules	
General Objective 3.0: Know the application of food safety in food preparation and storage						
5 – 7	3.1 Describe safe food purchasing practices: checking labels, expiry dates and product condition 3.2 Explain correct food storage 3.3 Describe safe food preparation 3.4 Explain safe food serving and display practices for household and small enterprises	• Discuss safe food purchasing practices: checking labels, expiry dates and product condition • Describe correct food storage • Explain safe food preparation • Discuss safe food serving and display practices for household and small enterprises	Textbooks, Manuals, Career guides, Charts, Posters, Multimedia projector	• Check labels of ten packaged products for safety information • Record expiry date, storage instruction, NAFDAC number and concerns • Organise a food store using FIFO and raw-cooked separation • Record arrangement and safety reasons for each decision • Cook one food item to the correct internal temperature • Measure with thermometer and record the reading	Guide students to: • Check labels of ten packaged products for safety information • Record expiry date, storage instruction, NAFDAC number and concerns • Organise a food store using FIFO and raw-cooked separation • Record arrangement and safety reasons for each decision • Cook one food item to the correct internal temperature • Measure with thermometer and record the reading	Labelled products, food store, food thermometer, preparation scenario, food safety checklist template, field notebooks.
General Objective 4.0: Understand NAFDAC and Food Regulation in Nigeria						
8 – 11	4.1 Describe the mandate and functions of NAFDAC in regulating food and	• Explain the mandate and functions of NAFDAC in regulating food and drugs in Nigeria • Discuss the NAFDAC	Textbooks, Manuals, Career guides, Charts,	• Check five food products for NAFDAC registration numbers; • Record product, number and	Guide students to: • Check five food products for NAFDAC registration numbers;	Food products samples, NAFDAC registration

	drugs in Nigeria 4.2 Describe the NAFDAC registration process for food products 4.3 Outline the labelling requirements for food products under NAFDAC regulations 4.4 Describe the consequences of selling unregistered or substandard food in Nigeria 4.5 Explain how small-scale rural processors can comply with NAFDAC requirements	registration process for food products • Explain the labelling requirements for food products under NAFDAC regulations • Discuss the consequences of selling unregistered or substandard food in Nigeria • Discuss how small-scale rural processors can comply with NAFDAC requirements	Posters, Multimedia projector	compliance status • Prepare a NAFDAC registration checklist for one laboratory product • Research NAFDAC registration fee and timeline for one food category • Record findings and present to class • Identify three labelling errors on provided products • Record each error and the correct NAFDAC-compliant information	• Record product, number and compliance status • Prepare a NAFDAC registration checklist for one laboratory product • Research NAFDAC registration fee and timeline for one food category • Record findings and present to class • Identify three labelling errors on provided products • Record each error and the correct NAFDAC-compliant information	guide, label design template, labelling requirements, products with label errors, field notebooks.
General Objective 5.0: Know Basic Food Safety Record Keeping						
12 – 15	5.1 Explain the importance of food safety record keeping for compliance and traceability 5.2 Describe records required for a small food enterprise 5.3 Explain how food	• Explain the importance of food safety record keeping for compliance and traceability • Describe records required for a small food enterprise • Explain how food safety records support NAFDAC compliance and customer confidence	Textbooks, Manuals, Career guides, Charts, Posters, Multimedia projector	• Complete a cleaning and sanitising record for one session • Record one food safety incident in the register; record description, probable cause, corrective action and follow-up • Compile a one-week	Guide students to: • Complete a cleaning and sanitising record for one session • Record one food safety incident in the register; record description, probable cause, corrective action and follow-up	Cleaning record template, food safety incident register, record keeping guide template,

	safety records support NAFDAC compliance and customer confidence			food safety record file, cleaning record and one incident record • Prepare a simple food safety record keeping guide for a rural enterprise	• Compile a one-week food safety record file, cleaning record and one incident record • • Prepare a simple food safety record keeping guide for a rural enterprise	field notebooks.
COURSE ASSESSMENT: Course work: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%						

FUNDAMENTALS OF FOOD SCIENCE AND HUMAN NUTRITION

PROGRAMME: NATIONAL DIPLOMA(ND) IN HOME AND RURAL ECONOMICS		
COURSE TITLE: FUNDAMENTALS OF FOOD SCIENCE AND HUMAN NUTRITION	COURSE CODE: HRE 114	CONTACT HOURS: 3 HOURS/WEEK
	CREDIT UNIT: 3	THEORETICAL: 1 HOUR/WEEK
YEAR: I SEMESTER: I	PRE-REQUISITE: NIL	PRACTICAL: 2 HOURS/WEEK
GOAL: This course is designed to equip students with knowledge and skills in food science and nutrition for healthy living.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand the concepts and scope of food science and nutrition. 2.0 Know the functions, sources, and requirements of nutrients in the human body. 3.0 Understand foods according to their nutrient composition and functions. 4.0 Understand the processes of digestion, absorption, metabolism, and utilisation of nutrients. 5.0 Know the physical, chemical, and biological properties of foods. 6.0 Understand the causes, symptoms, and prevention of common nutrition-related disorders. 7.0 Understand the nutritional value of foods using appropriate food guides and dietary recommendations.		

PROGRAMME: NATIONAL DIPLOMA(ND) IN HOME AND RURAL ECONOMICS						
COURSE TITLE: FUNDAMENTALS OF FOOD SCIENCE AND HUMAN NUTRITION			COURSE CODE: HRE 114	CONTACT HOURS: 3 HOURS/WEEK		
YEAR: I SEMESTER: I			CREDIT UNIT: 3	THEORETICAL: 1 HOUR/WEEK		
			PRE-REQUISITE: NIL	PRACTICAL: 2 HOURS/WEEK		
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with basic knowledge and practical skills in food science and nutrition for healthy living.						
General Objective 1.0: Understand the concepts and scope of food science and nutrition.						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-2	1.1 Define food science. 1.2 Define nutrition. 1.3 Explain the relationship between food science and nutrition. 1.4 Describe the scope of food science. 1.5 Describe the scope of nutrition. 1.6 Explain the importance of food science and nutrition to health and household living.	• Explain food science. • Explain nutrition. • Discuss the relationship between food science and nutrition. • Discuss the scope of food science. • Explain the scope of nutrition. • Describe the importance of food science and nutrition to health and household living.	Textbooks Handouts Slides Whiteboard Markers charts Diagrams Models Laptop Projector Videos	• Identify examples of food science activities in the home. • Identify examples of nutrition practices in family feeding. • Classify food-related activities under food science and nutrition. • Prepare a chart showing the scope of food science and nutrition. • Present examples of food and nutrition issues in the community.	Guide students to: • Identify examples of food science activities in the home. • Identify examples of nutrition practices in family feeding. • Classify food-related activities under food science and nutrition. • Prepare a chart showing the scope of food science and nutrition. • Present examples of food and nutrition issues in	Food samples Food labels Charts Flashcards Worksheets Notebooks Pens Templates Clipboards Smartphones Camera

					the community.	
General Objective 2.0: Know the functions, sources and requirements of nutrients in the human body.						
3-4	2.1 State the major classes of nutrients. 2.2 Describe the functions of carbohydrates. 2.3 Explain the functions of proteins. 2.4 Describe the functions of fats and oils. 2.5 Explain the functions of vitamins and minerals. 2.6 Explain the importance of water and dietary fibre. 2.7 Outline food sources of major nutrients. 2.8 Explain basic nutrient requirements for different age groups.	• State the major classes of nutrients. • Discuss the functions of carbohydrates. • Describe the functions of proteins. • Describe the functions of fats and oils. • Discuss the functions of vitamins and minerals. • Explain the importance of water and dietary fibre. • Explain food sources of major nutrients. • Discuss basic nutrient requirements for different age groups.		• Identify food sources of carbohydrates. • Identify food sources of proteins. • Identify food sources of fats and oils. • Identify food sources of vitamins and minerals. • Group food samples according to major nutrients. • Prepare a nutrient-source chart. • Compare nutrient needs of children, adolescents, adults, and pregnant women. • Prepare a simple nutrient-requirement worksheet.	Guide students to: • Identify food sources of carbohydrates. • Identify food sources of proteins. • Identify food sources of fats and oils. • Identify food sources of vitamins and minerals. • Group food samples according to major nutrients. • Prepare a nutrient-source chart. • Compare nutrient needs of children, adolescents, adults, and pregnant women. • Prepare a simple nutrient-requirement worksheet.	Rice Beans Eggs Fish Milk Vegetables Fruits Groundnuts Nutrient tables Food charts Dietary guides Worksheets Notebooks Pens Templates
General Objective 3.0: Understand foods according to their nutrient composition and functions.						

5-6	3.1 Explain food classification according to nutrient composition. 3.2 Describe energy-giving foods. 3.3 Explain body-building foods. 3.4 Describe protective foods. 3.5 Explain the role of mixed diets in healthy feeding. 3.6 Outline the importance of food variety in meal planning.	• Discuss food classification according to nutrient composition. • Explain energy-giving foods. • Describe body-building foods. • Discuss protective foods. • Describe the role of mixed diets in healthy feeding. • Discuss the importance of food variety in meal planning.	Textbooks Handouts Slides Whiteboard Markers charts Diagrams Models Laptop Projector Videos	• Classify food samples into energy-giving foods. • Classify food samples into body-building foods. • Classify food samples into protective foods. • Prepare a food-group chart using local foods. • Select foods for a simple balanced meal. • Prepare a one-day meal plan using different food groups. • Present the meal plan for review.	Guide students to: • Classify food samples into energy-giving foods. • Classify food samples into body-building foods. • Classify food samples into protective foods. • Prepare a food-group chart using local foods. • Select foods for a simple balanced meal. • Prepare a one-day meal plan using different food groups. • Present the meal plan for review.	Yam Rice Maize Beans Meat Fish Eggs Vegetables Fruits Meal cards Food charts Templates Worksheets Notebooks Pens
General Objective 4.0: Understand the processes of digestion, absorption, metabolism, and utilisation of nutrients.						
7-8	4.1 Define digestion. 4.2 Define absorption. 4.3 Define metabolism. 4.4 Define nutrient utilisation.	• Explain digestion. • Describe absorption. • Discuss metabolism. • Explain nutrient utilisation. • Discuss the organs	Textbooks Handouts Slides Whiteboard Markers charts Diagrams	• Identify major organs of the digestive system on a chart. • Trace the movement of food through the digestive system.	Guide students to: • Identify major organs of the digestive system on a chart. • Trace the movement of food	Digestive chart Body model Flashcards Diagrams Worksheets Flowchart sheets Markers

	4.5 Describe the organs involved in digestion. 4.6 Explain how carbohydrates, proteins, and fats are digested. 4.7 Explain how absorbed nutrients are used by the body. 4.8 Outline factors affecting nutrient digestion and utilisation.	involved in digestion. • Explain how carbohydrates, proteins, and fats are digested. • Discuss how absorbed nutrients are used by the body. • Discuss factors affecting nutrient digestion and utilisation.	Models Laptop Projector Videos	• Prepare a labelled diagram of the digestive system. • Demonstrate simple chewing and saliva action using safe classroom activity. • Prepare a flow chart showing digestion, absorption, metabolism, and utilisation. • Present factors that may affect nutrient utilisation.	through the digestive system. • Prepare a labelled diagram of the digestive system. • Demonstrate simple chewing and saliva action using safe classroom activity. • Prepare a flow chart showing digestion, absorption, metabolism, and utilisation. • Present factors that may affect nutrient utilisation.	Cardboard Crackers Water Cups Gloves
General Objective 5.0: Know the physical, chemical, and biological properties of foods.						
9-10	5.1 Describe physical properties of foods. 5.2 Explain chemical properties of foods. 5.3 Describe biological properties of foods.	• Explain physical properties of foods. • Describe chemical properties of foods. • Discuss biological properties of foods. • Discuss changes that occur in food during cooking and processing.	Textbooks Slides Whiteboard Markers charts Diagrams Models Laptop Projector Videos	• Observe colour, texture, odour, and appearance of selected foods. • Compare fresh and spoiled food samples safely. • Test moisture differences in selected food	Guide students to: • Observe colour, texture, odour, and appearance of selected foods. • Compare fresh and spoiled food samples safely. • Test moisture differences in	Bread Milk Eggs Fruits Vegetables Oil Flour Bowls Cups Spoons

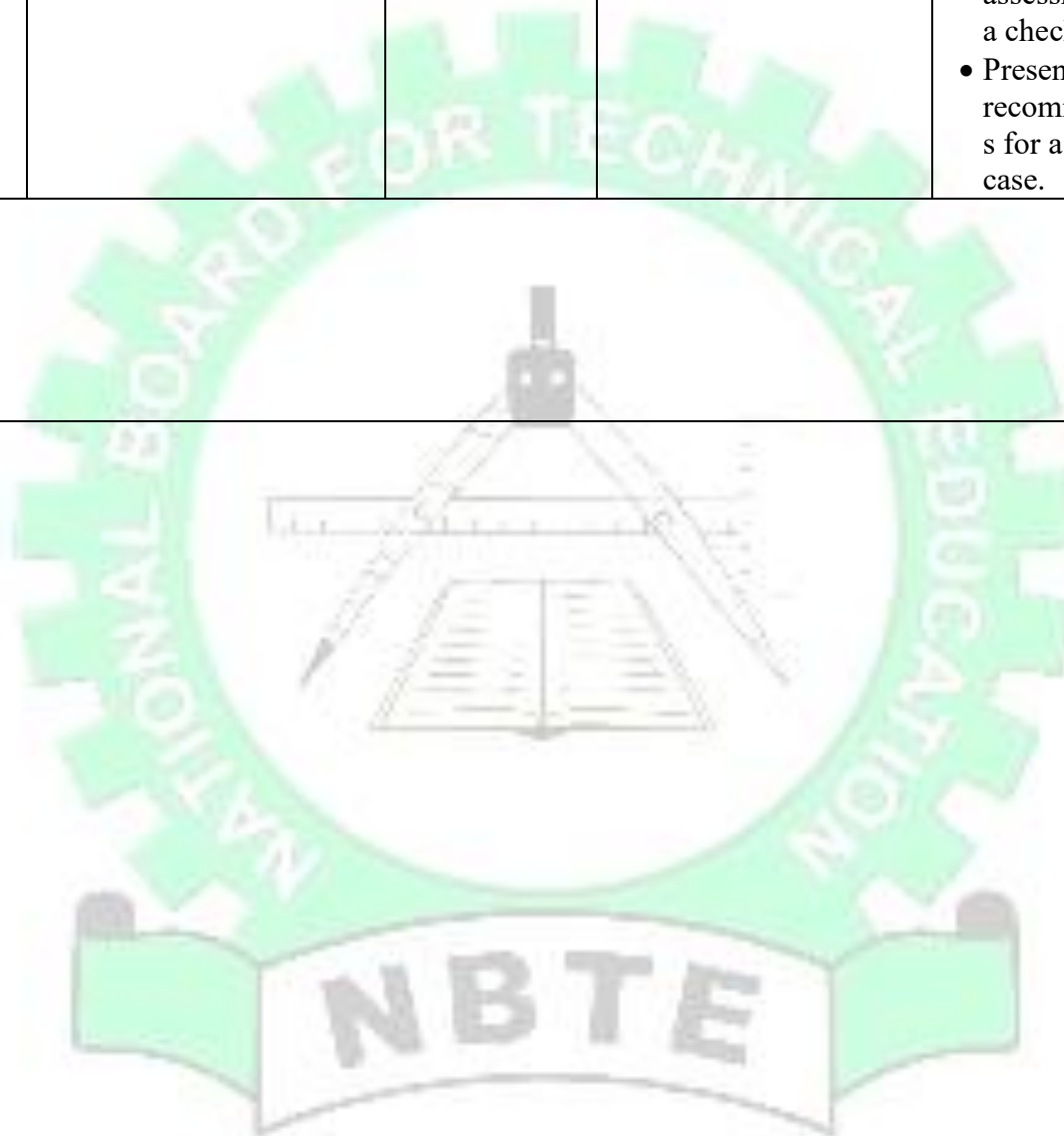
	5.4 Explain changes that occur in food during cooking and processing. 5.5 Describe food spoilage in relation to food properties. 5.6 Explain the effects of heat, moisture, air, light, and microorganisms on food quality.	• Explain food spoilage in relation to food properties. • Outline the effects of heat, moisture, air, light, and microorganisms on food quality.		samples. • Observe changes in food after heating. • Record food changes caused by air exposure. • Prepare a food-property observation sheet. • Produce a practical report on food properties.	selected food samples. • Observe changes in food after heating. • Record food changes caused by air exposure. • Prepare a food-property observation sheet. • Produce a practical report on food properties.	Thermometer Hand lens Gloves Aprons Soap First aid
General Objective 6.0: Understand the causes, symptoms, and prevention of common nutrition-related disorders.						
11-12	6.1 Define nutrition-related disorders. 6.2 Outline common protein-energy malnutrition disorders. 6.3 Describe causes and symptoms of kwashiorkor and marasmus. 6.4 Explain causes and symptoms of anaemia. 6.5 Describe causes and symptoms of vitamin-deficiency disorders.	• Explain nutrition-related disorders. • Explain common protein-energy malnutrition disorders. • Discuss causes and symptoms of kwashiorkor and marasmus. • Discuss causes and symptoms of anaemia. • Explain causes and symptoms of vitamin-deficiency disorders. • Discuss causes and symptoms of obesity.	Textbooks Slides Whiteboard Markers charts Diagrams Models Laptop Projector Videos	• Identify symptoms of nutrition-related disorders from charts. • Match nutrition disorders with likely nutrient deficiencies. • Prepare a prevention chart for common disorders. • Assess a sample meal for possible nutrient inadequacy. • Prepare nutrition education messages for households.	Guide students to: • Identify symptoms of nutrition-related disorders from charts. • Match nutrition disorders with likely nutrient deficiencies. • Prepare a prevention chart for common disorders. • Assess a sample meal for possible nutrient	Disorder charts Growth charts Food guides Case cards Cardboard Markers Posters Templates Notebooks Pens Worksheets

	6.6 Explain causes and symptoms of obesity. 6.7 Describe prevention of common nutrition-related disorders. 6.8 Outline the role of balanced diet and nutrition education in disease prevention.	• Describe prevention of common nutrition-related disorders. • Discuss the role of balanced diet and nutrition education in disease prevention.		• Present a simple nutrition-awareness poster.	inadequacy. • Prepare nutrition education messages for households. • Present a simple nutrition-awareness poster.	
General Objective 7.0: Assess The Nutritional Value of Foods Using Appropriate Food Guides and Dietary Recommendations.						
13-15	7.1 Explain the meaning of nutritional value. 7.2 Outline food guides used in dietary planning. 7.3 Describe dietary recommendations for healthy feeding. 7.4 Explain portion control and serving size. 7.5 Describe the nutrient contribution of selected meals. 7.6 Explain diets for balance, adequacy,	• Discuss the meaning of nutritional value. • Explain food guides used in dietary planning. • Explain dietary recommendations for healthy feeding. • Describe portion control and serving size. • Discuss the nutrient contribution of selected meals. • Discuss diets for balance, adequacy, moderation, and variety.	Textbooks Slides Whiteboard Markers charts Diagrams Models Laptop Projector Videos	• Use a food guide to classify a meal. • Estimate serving sizes using household measures. • Assess the nutritional value of selected local meals. • Compare two meals for balance and variety. • Prepare a one-day balanced diet plan. • Record dietary assessment using a checklist. • Present dietary recommendations for a household case.	Guide students to: • Use a food guide to classify a meal. • Estimate serving sizes using household measures. • Assess the nutritional value of selected local meals. • Compare two meals for balance and variety. • Prepare a one-day balanced diet plan. • Record dietary	• Food pyramid • Food plate • Dietary tables • Portion charts • Cups • Spoons • Plates • Bowls • Checklists • Templates • Notebooks • Pens

	moderation, and variety.				assessment using a checklist. • Present dietary recommendations for a household case.	
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COURSE ASSESSMENT:

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



INTRODUCTION TO CLOTHING AND TEXTILE

PROGRAMME: NATIONAL DIPLOMA(ND) IN HOME AND RURAL ECONOMICS		
COURSE TITLE: INTRODUCTION TO CLOTHING AND TEXTILE	COURSE CODE: HRE 115	CONTACT HOURS: 3 HOURS/WEEK
YEAR: I SEMESTER: I	CREDIT UNITS: 3	THEORETICAL: 1 HOUR/WEEK
	PRE-REQUISITE:	PRACTICAL: 2 HOURS/WEEK
GOAL: The course is designed to equip the students with the knowledge and skills in clothing and textile		
GENERAL OBJECTIVES: At the end of this course, the students should be able to: 1.0 Know the origin and function of clothing of various cultures in Nigeria; 2.0 Know different types of sewing tools and equipment; 3.0 Know the part, functions and care of sewing machine; 4.0 Know the different types of stitches; 5.0 Understand textile fibres.		

PROGRAMME: NATIONAL DIPLOMA(ND) IN HOME AND RURAL ECONOMICS						
COURSE TITLE: INTRODUCTION TO CLOTHING AND TEXTILE			COURSE CODE: HRE 115		CONTACT HOURS: 3 HOURS/WEEK	
YEAR: I SEMESTER: I			CREDIT UNITS: 3		THEORETICAL: 1 HOUR/WEEK	
			PRE-REQUISITE:		PRACTICAL: 2 HOURS/WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: The course is designed to equip the students with the knowledge and skills in clothing and textile						
General Objective 1.0: Know the origin and function of clothing of various cultures 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 Define clothing 1.2 Describe the origin and function of clothing 1.3 Differentiate between clothing of various culture in Nigeria Hausa, Igbo, Yoruba, Efik, and Edo etc. 1.4 Explain the social, cultural, economic and psychological aspects of clothing. 1.5 Describe clothing album of various cultures,	• Explain clothing • Describe the origin and function of clothing • Differentiate between clothing of various culture in Nigeria Hausa, Igbo, Yoruba, Efik, and Edo etc. • Discuss the social, cultural, economic and psychological aspects of clothing. • Explain clothing album of various cultures,	Textbooks Slides Whiteboard Markers charts Diagrams Models Laptop Projector Videos	• Identify common clothing items. • Demonstrate classification of clothing. • Identify traditional attires of Hausa, Igbo, Yoruba, Efik, Edo, and other ethnic groups. • Select appropriate clothing for different occasions.	Guide students to: • Identify common clothing items. • Demonstrate classification of clothing. • Identify traditional attires of Hausa, Igbo, Yoruba, Efik, Edo, and other ethnic groups. • Select appropriate clothing for different occasions.	Traditional Nigerian attire samples Assorted garments and accessories Mannequins Cultural photographs Display boards and exhibition stands Clothing catalogues Observation sheets

General Objective 2.0: Know different types of sewing tools and equipment						
4-6	2.1 Describe tools for garment making 2.2 Describe equipment for garment making 2.3 Differentiate between tools and equipment 2.4 Explain the uses of tools and equipment in garment making.	- Explain tools used in garment making. - Explain garment-making equipment and their uses. - Explain the differences between tools and equipment used in garment making. - Discuss the uses of tools and equipment in garment production.	Textbooks Slides Whiteboard Markers charts Diagrams Models Laptop Projector Videos	- Identify garment-making tools - Identify garment-making equipment. - Classify garment-making items into tools and equipment. - Sort tools and equipment correctly. - Demonstrate the use of selected tools and equipment.	Guide students to: - Identify garment-making tools - Identify garment-making equipment. - Classify garment-making items into tools and equipment. - Sort tools and equipment correctly. - Demonstrate the use of selected tools and equipment.	Scissors Measuring tapes Tailor's chalk Pins and needles Sewing machine Pressing iron Cutting table Fabric samples Garment-making tool kit
General Objective 3.0: Know the parts of functions and care of sewing machine						
7	3.1 Explain the different types of sewing machines available in the market. 3.2 Describe the features and characteristics of different sewing machines. 3.3 Explain the parts and functions of a sewing	- Explain the different types of sewing machines available in the market. - Discuss the features and characteristics of different sewing machines. - Discuss the parts and	Textbooks Slides Whiteboard Markers charts Diagrams Models Laptop Projector Videos	- Identify different types of sewing machines - Differentiate between various sewing machines. - Identify the parts of a sewing machine and state	Guide students to: - Identify different types of sewing machines - Differentiate between various sewing machines.	Manual sewing machine Electric sewing machine Industrial sewing machine Sewing

	machine. 3.4 Explain the uses of different sewing machines in garment production. 3.5 Describe the procedures for sewing machine care and maintenance	functions of a sewing machine. - Describe the uses of different sewing machines in garment production. - Explain the procedures for sewing machine care and maintenance		their functions - Match sewing machines to specific garment-making operations. - Perform routine maintenance on a sewing machine.	- Identify the parts of a sewing machine and state their functions - Match sewing machines to specific garment-making operations. - Perform routine maintenance on a sewing machine.	machine oil Cleaning brush Maintenance kit Fabric samples Thread spools Screwdrivers and basic repair tools
General Objective 4.0: Know the Different Types of Stitches						
8-11	4.1 Explain the different types of hand and machine stitches. 4.2 Explain the procedures for constructing different stitches. 4.3 Describe the applications of various stitches in garment construction.	- Explain the different types of hand and machine stitches. - Discuss the procedures for constructing different stitches. - Discuss the applications of various stitches in garment construction.	Textbooks Slides Whiteboard Markers charts Diagrams Models Laptop Projector Videos	- Identify different types of stitches. - Construct basic hand and machine stitches. - Produce samples of different stitches.	Guide students to: - Demonstrate various hand and machine stitches. - Demonstrate the construction of selected stitches. - Guide learners in producing stitch samples.	Sewing machines Hand sewing needles Threads Fabric samples Scissors Stitch sample sheets Measuring

						tape Tailor's chalk
General Objective 5.0: Understand Textile Fibres						
12-15	5.1 Define textile 5.2 Define fibre 5.3 Explain the terminologies used in textiles. e.g. textiles, fibre yarn, fabric/cloth, filament etc. 5.4 Explain classification of fibre 5.5 Differentiate between natural and man-made fibre. 5.6 State the uses of different types of fibre. 5.7 Describe the source of fibre.	• Explain textile • Explain fibre • Discuss the terminologies used in textiles. e.g. textiles, fibre yarn, fabric/cloth, filament etc. • Describe classification of fibre • Differentiate between natural and man-made fibre. • Outline the uses of different types of fibre. • Describe the source of fibre.	Textbooks Slides Whiteboard Markers charts Diagrams Models Laptop Projector Videos	• Identify common textile materials. • Identify different textile fibres • Match textile terminologies with appropriate materials. • Classify fibres according to their groups. • Distinguish between natural and man-made fibre samples. • Match fibres with their appropriate end uses. • Demonstrate the selection of fibres for specific textile products. • Identify fibres according to their sources.	Guide students to: • Identify common textile materials. • Identify different textile fibres • Match textile terminologies with appropriate materials. • Classify fibres according to their groups. • Distinguish between natural and man-made fibre samples. • Match fibres with their appropriate end uses. • Demonstrate the selection of fibres for specific textile products. • Identify fibres according to their sources.	Cotton samples Wool samples Silk samples Linen samples Rayon samples Nylon samples Polyester samples Fibre specimen box Fabric swatches Hand lens Fibre identification charts

COURSE ASSESSMENT:

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



COMMUNITY NUTRITION AND HEALTH PROMOTION

PROGRAMME: NATIONAL DIPLOMA (ND) IN HOME AND RURAL ECONOMICS		
COURSE TITLE: COMMUNITY NUTRITION AND HEALTH PROMOTION	COURSE CODE: HRE 116	CONTACT HOURS: 3 HOURS/WEEK
YEAR: I SEMESTER: I	CREDIT UNITS: 3	THEORETICAL: 1 HOUR/WEEK
	PRE-REQUISITE:	PRACTICAL: 2 HOURS/WEEK
PROGRAMME: NATIONAL DIPLOMA (ND) IN HOME AND RURAL ECONOMICS		
GOAL: This course is designed to equip students with knowledge and skills in community nutrition assessment, programme implementation, and health promotion		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand nutrition security concepts and assessment 2.0 Apply nutrition status assessment methods in communities 3.0 Apply community nutrition education and behavior change 4.0 Understand nutrition-sensitive agriculture and food systems 5.0 Apply maternal and child nutrition programming 6.0 Understand community health promotion and primary healthcare.		

PROGRAMME: NATIONAL DIPLOMA(ND) IN HOME AND RURAL ECONOMICS						
COURSE TITLE: COMMUNITY NUTRITION AND HEALTH PROMOTION			COURSE CODE: HRE 116		CONTACT HOURS: 3 HOURS/WEEK	
YEAR: I SEMESTER: I			CREDIT UNITS: 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 community nutrition assessment, programme implementation, and health promotion						
General Objective 1.0: Understand Food and Nutrition Security Concepts and Assessment						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
1 – 2	1.1 Define food security and nutrition security 1.2 Explain the four pillars: availability, access, utilization and stability 1.3 Describe methods for assessing household food security: dietary diversity score, food insecurity access scale and coping strategies 1.4 Explain the nutritional status indicators used in community	• Explain food security and nutrition security • Discuss the four pillars: availability, access, utilization and stability • Describe methods for assessing household food security: dietary diversity score, food insecurity access scale and coping strategies • Describe the nutritional status indicators used in community	Textbooks Slides Whiteboard Markers charts Diagrams Models Laptop Projector Videos	• Assess food security status of five households using the dietary diversity score; • Record foods consumed in 24 hours and calculate score • Assess nutritional status of ten children using MUAC • Record measurement and classify as normal, moderate or severe • Conduct a 24-hour dietary recall	Guide students to: • Assess food security status of five households using the dietary diversity score; • Record foods consumed in 24 hours and calculate score • Assess nutritional status of ten children using MUAC • Record measurement and classify as normal, moderate or severe	Dietary diversity score tool, MUAC tape, classification chart, dietary recall form, community nutrition analysis template, field notebooks.

	assessment: Mean Upper Arms Circumference (MUAC), weight-for-height and hemoglobin 1.5 Explain how to conduct a community nutrition assessment 1.6 Describe how nutrition assessment data guides community nutrition programme planning	assessment: Mean Upper Arms Circumference (MUAC), weight-for-height and hemoglobin • Discuss how to conduct a community nutrition assessment • Describe how nutrition assessment data guides community nutrition programme planning		interview with one adult • Record all foods consumed, estimate nutrients and assess adequacy • Prepare a community nutrition situation analysis for the local community • Record food security status, common deficiencies and priority actions • Present the nutrition situation analysis to the class.	• Conduct a 24-hour dietary recall interview with one adult • Record all foods consumed, estimate nutrients and assess adequacy • Prepare a community nutrition situation analysis for the local community • Record food security status, common deficiencies and priority actions • Present the nutrition situation analysis to the class.	
General Objective 2.0: Apply Nutrition Status Assessment Methods in Communities						
3 – 4	2.1 Explain anthropometric assessment methods: weight, height, MUAC and body mass index 2.2 Describe biochemical	• Describe anthropometric assessment methods: weight, height, MUAC and body mass index • Discuss biochemical	Textbooks Slides Whiteboard Markers charts Diagrams Models Laptop	• Measure weight, height and MUAC of five children • Calculate BMI for five adults; record height, weight and BMI • Classify each as	Guide students to: • Measure weight, height and MUAC of five children • Calculate BMI for five adults; record height, weight and BMI	Weighing scale, height board, MUAC tape, WHO growth charts, malnutrition sign photographs, assessment report template, field

	indicators of nutritional status used in community assessments 2.3 Describe clinical and dietary assessment methods in nutrition surveillance 2.4 Explain how to interpret anthropometric data using WHO and Nigerian reference standards 2.5 Describe how to report community nutrition assessment findings	indicators of nutritional status used in community assessments - Describe clinical and dietary assessment methods in nutrition surveillance - Explain how to interpret anthropometric data using WHO and Nigerian reference standards - Discuss how to report community nutrition assessment findings	Projector Videos	underweight, normal, overweight or obese - Interpret ten sets of anthropometric data using WHO growth charts - Identify clinical signs of malnutrition on provided photographs; record sign, probable deficiency and recommended action - Prepare a nutrition assessment summary report for one community group - Record methods used, findings and recommendations	- Classify each as underweight, normal, overweight or obese - Interpret ten sets of anthropometric data using WHO growth charts - Identify clinical signs of malnutrition on provided photographs; record sign, probable deficiency and recommended action - Prepare a nutrition assessment summary report for one community group - Record methods used, findings and recommendations	notebooks.
General Objective 3.0: Apply Community Nutrition Education and Behaviour Change						
5 – 7	3.1 Describe behaviour change communication approaches used in	Discuss behaviour change communication approaches used in	Textbooks Slides Whiteboard Markers	Design a 20-minute nutrition education session for rural mothers on one topic	Guide students to: Design a 20-minute nutrition education session	Nutrition session design template, local Nigerian food samples, cooking

	community nutrition education 3.2 Describe how to design a nutrition education session for a rural community audience 3.3 Explain participatory nutrition education methods: cooking demonstrations, recipe trials and food preparation contests 3.4 Explain the use of local foods to demonstrate improved nutrition practices 3.5 Explain how to evaluate the effectiveness of a community nutrition education programme	community nutrition education • Explain how to design a nutrition education session for a rural community audience • Describe participatory nutrition education methods: cooking demonstrations, recipe trials and food preparation contests • Discuss the uses of local foods to demonstrate improved nutrition practices • Describe how to evaluate the effectiveness of a community nutrition education programme	charts Diagrams Models Laptop Projector Videos	• Deliver the nutrition education session to a group of classmates • Conduct a cooking demonstration using local Nigerian foods to show one improved nutrition practice • Prepare a nutrition behaviour change message for WhatsApp targeting rural women;	for rural mothers on one topic • Deliver the nutrition education session to a group of classmates • Conduct a cooking demonstration using local Nigerian foods to show one improved nutrition practice • Prepare a nutrition behaviour change message for WhatsApp targeting rural women;	demonstration equipment, programme evaluation tool, field notebooks.
General Objective 4.0: Apply Maternal and Child Nutrition Programming						
8 – 11	4.1 Explain the 1000 days window with evidence of long-term nutrition	• Describe the 1000 days window with evidence of long-term nutrition	Textbooks Slides Whiteboard Markers	• Prepare a nutrition counselling guide for a pregnant Nigerian woman covering key	Guide students to: • Prepare a nutrition counselling guide for a pregnant	• 1000 days guide, breastfeeding counselling

	impact 4.2 Describe maternal interventions with dosage and timing information 4.3 Describe IYCF practices with current WHO and Nigerian guidelines 4.4 Describe CMAM and Ready To Use Therapeutic Food (RUTF) with photographs and protocol 4.5 Outline HRE graduate role in MCN programming with examples	impact • Explain maternal interventions with dosage and timing information • Discuss IYCF practices with current WHO and Nigerian guidelines • Describe CMAM and Ready To Use Therapeutic Food (RUTF) with photographs and protocol • Explain HRE graduate role in MCN programming with examples	Charts Diagrams Models Laptop Projector Videos	interventions for all three trimesters • Counsel a classmate acting as a new mother on exclusive breastfeeding • Prepare a complementary feeding demonstration using local foods; • record foods used, age appropriateness and nutrition content • Screen five children for acute malnutrition using MUAC • Record measurements, classification and referral decision for each • Prepare a community MCN education session on one topic; record content, method, materials and key messages	Nigerian woman covering key interventions for all three trimesters • Counsel a classmate acting as a new mother on exclusive breastfeeding • Prepare a complementary feeding demonstration using local foods; record foods used, age appropriateness and nutrition content • Screen five children for acute malnutrition using MUAC • Record measurements, classification and referral decision for each • Prepare a community MCN education session on one topic; record content, method, materials and key	guide, complementary feeding demonstration foods, MUAC tape, classification chart, MCN session template, field notebooks.
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					messages	
General Objective 5.0: Understand Community Health Promotion and Primary Healthcare						
12 – 15	5.1 Define health promotion 5.2 Explain the importance of health promotion 5.3 Describe the primary healthcare approach and its relevance to rural communities in Nigeria 5.4 Describe common rural health problems and how Home Economics graduates can address them 5.5 Describe how to conduct a community health education campaign 5.6 Explain how to collaborate with health workers and other sectors in community health promotion	• Explain health promotion • Describe the importance of health promotion • Explain the primary healthcare approach and its relevance to rural communities in Nigeria • Discuss common rural health problems and how Home Economics graduates can address them • Describe how to conduct a community health education campaign • Discuss how to collaborate with health workers and other sectors in community health promotion	Textbooks Slides Whiteboard Markers charts Diagrams Models Laptop Projector Videos	• Design a community health promotion campaign on one rural health issue • Deliver a five-minute health education talk to a group of classmates on one community health topic • Record feedback received • Prepare a community health referral guide for one rural community • Record common health problems, appropriate referral agency and contact • Evaluate a provided community health programme using a given evaluation tool	Guide students to: • Design a community health promotion campaign on one rural health issue • Deliver a five-minute health education talk to a group of classmates on one community health topic • Record feedback received • Prepare a community health referral guide for one rural community • Record common health problems, appropriate referral agency and contact • Evaluate a provided community health programme using a given evaluation tool	Community health campaign template, health talk assessment form, referral guide template, collaboration opportunity guide, health programme evaluation tool, field notebooks.

COURSE ASSESSMENT:

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



CLOTHING AND TEXTILE I

PROGRAMME: NATIONAL DIPLOMA (ND) IN HOME AND RURAL ECONOMICS		
COURSE TITLE: CLOTHING AND TEXTILE I	COURSE CODE: HRE 117	CONTACT HOURS: 4 HOURS/WEEK
YEAR: I SEMESTER: I	CREDIT UNITS: 4	THEORETICAL: 1 HOUR/WEEK
	PRE-REQUISITE:	PRACTICAL: 3 HOURS/WEEK
GOAL: This course is designed to equip students with the knowledge and skills in sewing garments.		
GENERAL OBJECTIVES: At the end of this course, the student should be able to: 1.0 Know the various methods of garment shaping techniques 2.0 Know various types of openings 3.0 Know various types of fastenings 4.0 Know different types of hems 5.0 Know different types of edge finishes 6.0 Know the cutting, joining and uses of cross-way strips 7.0 Know how to cut garment using free-hand cutting		

PROGRAMME: NATIONAL DIPLOMA (ND) IN HOME AND RURAL ECONOMICS						
COURSE TITLE: CLOTHING AND TEXTILE I			COURSE CODE: HRE 117		CONTACT HOURS: 4 HOURS/WEEK	
YEAR: I SEMESTER: I			CREDIT UNITS: 4		THEORETICAL: 1 HOUR/WEEK	
			PRE-REQUISITE:		PRACTICAL: 3 HOURS/WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with the knowledge and skills in sewing garments.						
General Objective 1.0: Know the various methods of garment shaping techniques						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-2	1.1 Outline the various methods of garment shaping techniques. 1.2 Describe various steps of working methods of garment shaping. 1.3 Explain the uses of shaping in garment construction.	- Outline the various methods of garment shaping techniques. - Describe various steps of working methods of garment shaping. - Explain the uses of shaping in garment construction.	Textbooks Slides Whiteboard Markers charts Diagrams Models Laptop Projector Videos	- Produce samples of darts. - Produce samples of gathers. - Produce samples of pleats, tucks, smocking, shirring and easing-in.	Guide students to: - Produce samples of darts. - Produce samples of gathers. - Produce samples of pleats, tucks, smocking, shirring and easing-in.	Sewing machines Fabric samples Scissors Measuring tapes Needles and threads Tailor's chalk Cutting table
General Objective 2.0: Know various types of openings						
3-4	2.1 Outline different types of openings. 2.2 Describe the procedures for making	- Explain different types of garment openings. - Discuss procedures for making openings. - Explain the uses of	Textbooks Slides Whiteboard Markers charts Diagrams	- Produce faced openings. - Produce bound openings. - Produce continuous wrap	Guide students to: - Produce faced openings. - Produce bound openings. - Produce continuous	Sewing machines Fabrics Needles Threads Scissors Measuring tapes

	openings. 2.3 Explain the uses of openings in garments construction.	openings in garment construction.	Models Projector Videos	openings.	wrap openings.	
General Objective 3.0: Know various types of fastenings						
5-7	3.1 Outline different types of garment fastenings. 3.2 Describe procedures for attaching fastenings. 3.3 Explain the uses of fastenings in garment construction.	- Explain different types of garment fastenings. - Discuss procedures for attaching fastenings. - Explain the uses of fastenings in garment construction.	Textbooks Slides Whiteboard Markers charts Diagrams Models Laptop Projector Videos	- Attach zippers. - Make buttonholes and attach buttons. - Attach hooks and eyes, press studs, Velcro and buckles.	Guide students to: - Attach zippers. - Make buttonholes and attach buttons. - Attach hooks and eyes, press studs, Velcro and buckles.	Zippers Buttons Hooks and eyes Press studs Velcro Buckles Sewing machines Fabrics Needles and threads
General Objective 4.0: Know Different Types of Hems						
8-10	4.1 Explain different types of hems. 4.2 Outline the characteristics of hems. 4.3 Describe the uses of hems in garment finishing.	- Discuss different types of hems. - Discuss the characteristics of hems. - Explain the uses of hems in garment finishing.	Textbooks Slides Whiteboard Markers charts Diagrams Models Laptop Projector Videos	- Produce slip hems. - Produce hand-hemming stitches. - Finish garment edges using appropriate hems.	Guide students to: - Produce slip hems. - Produce hand-hemming stitches. - Finish garment edges using appropriate hems.	Sewing machines Fabrics Needles Threads Scissors Measuring tapes

General Objective 5.0: Know Different Types of Edge Finishes						
11	5.1 Describe different types of edge finishes. 5.2 Explain procedures for making edge finishes. 5.3 Outline the importance of edge finishes in garment construction.	• Explain different types of edge finishes. • Discuss procedures for making edge finishes. • Explain the importance of edge finishes in garment construction.	Textbooks Slides Whiteboard Markers charts Diagrams Models Laptop Projector Videos	• Produce facing finishes. • Produce binding finishes. • Attach lace, collars and sleeves as edge finishes	Guide students to: • Produce facing finishes. • Produce binding finishes. • Attach lace, collars and sleeves as edge finishes	Fabrics Lace Collars Sleeves Sewing machines Needles and threads Scissors
General Objective 6.0: Know the Cutting, Joining and Uses of Cross-Way Strips						
12-13	6.1 Explain cross-way strips. 6.2 Describe how cross-way strips are cut and joined. 6.3 Outline the uses of cross-way strips in garment construction	• Explain cross-way strips. • Discuss how cross-way strips are cut and joined. • Explain the uses of cross-way strips in garment construction	Textbooks Slides Whiteboard Markers Charts Diagrams Models Laptop Projector Videos	• Cut cross-way strips. • Join cross-way strips. • Apply cross-way strips in garment finishing	Guide students to: • Cut cross-way strips. • Join cross-way strips. • Apply cross-way strips in garment finishing	Fabric samples Scissors Rulers Measuring tapes Sewing machines Needles and threads
General Objective 7.0: Know How to Cut garment Using Free-Hand Cutting						
14-15	7.1 Explain free-hand cutting. 7.2 Describe body	• Discuss free-hand cutting. • Explain body	Textbooks Slides Whiteboard	• Take body measurements. • Draft a free-	Guide students to: • Take body measurements.	Measuring tapes Fabrics Pattern paper

	measurement procedures. 7.3 Explain layout preparation for free-hand cutting. 7.4 Describe garment assembly procedures.	measurement procedures. • Explain layout preparation for free-hand cutting. • Explain garment assembly procedures.	Markers charts Diagrams Models Laptop Projector Videos	hand cutting layout. • Cut a simple garment. • Assemble The garment • Finish the garment.	• Draft a free-hand cutting layout. • Cut a simple garment. • Assemble and finish the garment.	Tailor's chalk Scissors Sewing machines Needles and threads Pressing iron and ironing board
COURSE ASSESSMENT: Course work: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%						



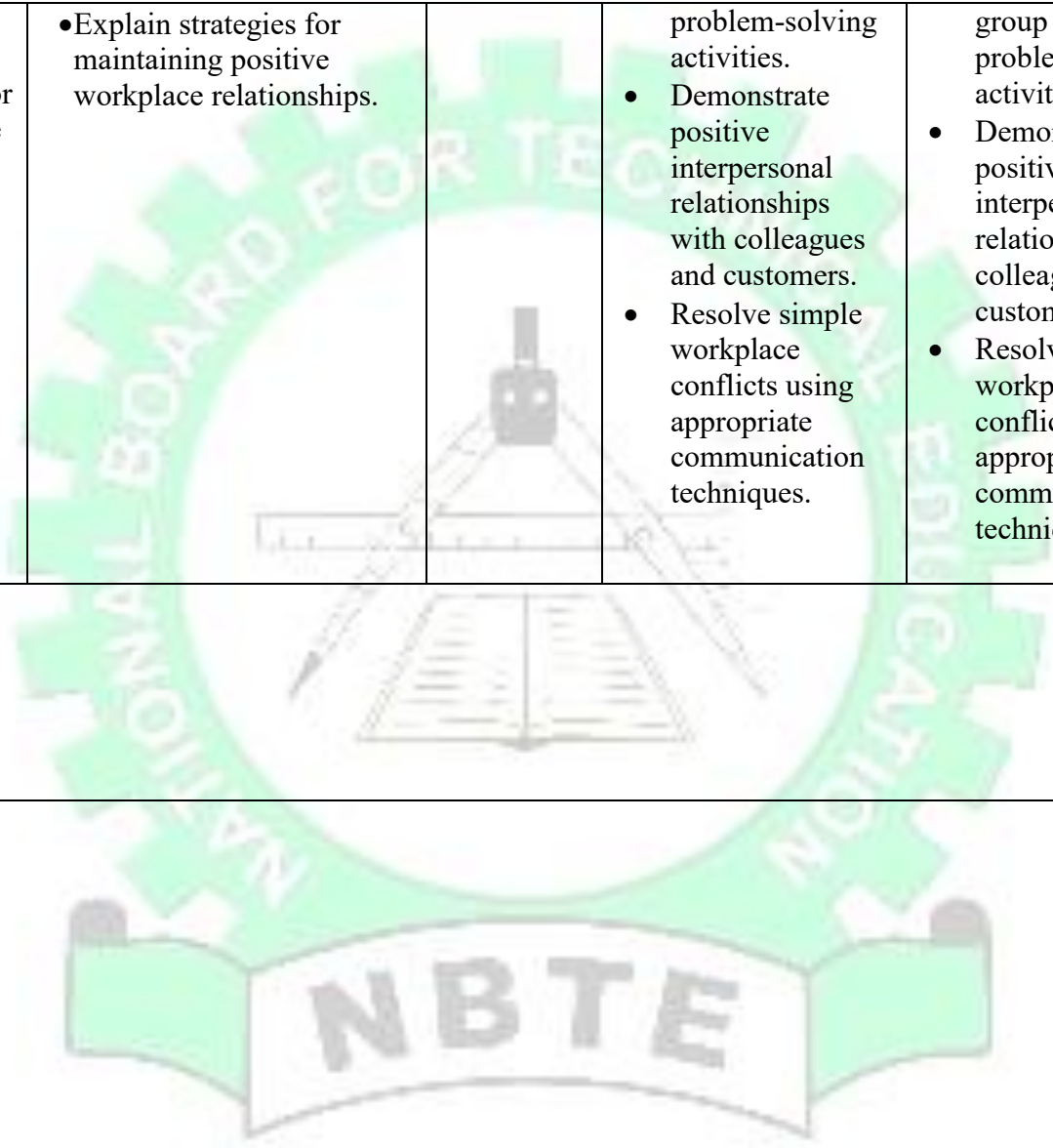
FOOD AND BEVERAGES PREPARATION II

PROGRAMME: NATIONAL DIPLOMA (ND) IN HOME AND RURAL ECONOMICS		
COURSE TITLE: FOOD AND BEVERAGES PREPARATION II	COURSE CODE: HRE 121	CONTACT HOURS: 4 HOURS/WEEK
YEAR: I SEMESTER: II	CREDIT UNITS: 4	THEORETICAL: 1 HOUR/WEEK
	PRE-REQUISITE:	PRACTICAL: 3 HOURS/WEEK
GOAL: This course is designed to equip students with knowledge and skills in food production, menu planning and beverage preparation.		
GENERAL OBJECTIVES: At the end of this course, the student should be able to: 1.0 Understand food commodities and principles of nutrition; 2.0 Know how to soups, sauces, and stocks; 3.0 Understand menu planning skills; 4.0 Know the preparation of local and continental beverages; 5.0 Understand team work and interpersonal relationship.		

PROGRAMME: NATIONAL DIPLOMA (ND) IN HOME AND RURAL ECONOMICS							
COURSE TITLE: FOOD AND BEVERAGES PREPARATION II				COURSE CODE: HRE 121		CONTACT HOURS: 4 HOURS/WEEK	
YEAR: I SEMESTER: II				CREDIT UNITS: 4		THEORETICAL: 1 HOUR/WEEK	
				PRE-REQUISITE:		PRACTICAL: 3 HOURS/WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL							
GOAL: This course is designed to equip students with knowledge and skills in food production, menu planning and beverage preparation.							
General Objective 1.0: Understand food commodities and principles of nutrition							
THEORETICAL CONTENT				PRACTICAL CONTENT			
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources	
1-3	1.1 Explain food commodities and their classification. 1.2 Outline nutrients and their functions in the body. 1.3 Describe the principles of balanced nutrition. 1.4 Explain food selection and purchasing factors. 1.5 Explain food safety and hygiene requirements.	• Explain food commodities and their classification. • Outline nutrients and their functions in the body. • Explain the principles of balanced nutrition. • Discuss food selection and purchasing factors. • Discuss food safety and hygiene requirements.	Textbooks Slides Whiteboard Markers charts Diagrams Models Laptop Projector Videos	• Identify common food commodities. • Classify food commodities according to nutrient content. • Plan balanced meals using available food items. • Select quality food commodities. • Apply food hygiene practices during food handling.	Guide students to: • Identify common food commodities. • Classify food commodities according to nutrient content. • Plan balanced meals using available food items. • Select quality food commodities. • Apply food hygiene practices during food handling.	Food samples Kitchen laboratory Food baskets Weighing scales Food safety kits	
General Objective 2.0: Know how to prepare soups, sauces and stocks							

4-6	2.1 Explain the classification of soups, sauces and stocks. 2.2 Outline ingredients used in preparing soups, sauces and stocks. 2.3 Explain methods of preparing soups, sauces and stocks. 2.4 Explain quality standards for soups, sauces and stocks. 2.5 Explain storage requirements for prepared products.	• Explain the classification of soups, sauces and stocks. • Highlight ingredients used in preparing soups, sauces and stocks. • Discuss methods of preparing soups, sauces and stocks. • Explain quality standards for soups, sauces and stocks. • 2.5 Discuss storage requirements for prepared products.	Textbooks Slides Whiteboard Markers charts Diagrams Models Laptop Projector Videos	• Prepare basic stocks. • Prepare local and continental soups. • Prepare basic sauces. • Evaluate the quality of prepared products. • Store soups, sauces and stocks appropriately	Guide students to: • Prepare basic stocks. • Prepare local and continental soups. • Prepare basic sauces. • Evaluate the quality of prepared products. Store soups, sauces and stocks appropriately	Kitchen laboratory Cooking utensils Stock pots Ingredients Refrigeration facilities
General Objective 3.0: Understand menu planning skills						
7-10	3.1 Explain the concept of menu planning. 3.2 Outline factors affecting menu planning. 3.3 Explain different types of menus. 3.4 Describe menu costing principles. 3.5 Explain menu presentation techniques	• Discuss the concept of menu planning. • Discuss factors affecting menu planning. • Outline different types of menus. • Describe menu costing principles. • Explain menu presentation techniques	Textbooks Slides Whiteboard Markers charts Diagrams Models Laptop Projector Videos	• Develop menus for different occasions. • Cost menu items. • Design simple menus. • Evaluate menu suitability. • Prepare menu cards.	Guide students to: • Develop menus for different occasions. • Cost menu items. • Design simple menus. • Evaluate menu suitability. • Prepare menu cards.	Menu templates Calculators Computers Printers Sample menu cards
General Objective 4.0: Know the preparation of local and continental beverages						

11-13	- Explain the classification of local and continental beverages. - Discuss ingredients used in beverage preparation and their functions. - Explain methods of beverage production. - Discuss beverage quality standards, presentation, and storage requirements.	- Explain the classification of local and continental beverages. - Discuss ingredients used in beverage preparation and their functions. - Explain methods of beverage production. - Discuss beverage quality standards, presentation, and storage requirements.	Textbooks Slides Whiteboard Markers charts Diagrams Models Laptop Projector Videos	- Identify ingredients used in local and continental beverages. - Prepare selected local beverages. - Prepare selected continental beverages. - Present and serve beverages appropriately. - Evaluate and store beverages according to standard requirements	Guide students to: - Identify ingredients used in local and continental beverages. - Prepare selected local beverages. - Prepare selected continental beverages. - Present and serve beverages appropriately. - Evaluate and store beverages according to standard requirements	Training kitchen/bar laboratory Beverage ingredients Blenders and mixers Measuring jugs and spoons Glassware Serving trays Refrigeration facilities Storage containers Personal Protective Equipment (PPE)
General Objective 5.0: Understand Team Work and Interpersonal Relationship						
14-15	5.1 Explain the concept of teamwork. 5.2 Explain the importance of teamwork in hospitality operations. 5.3 Describe interpersonal relationship skills in the workplace. 5.4 Explain barriers to	- Explain the concept of teamwork. - Explain the importance of teamwork in hospitality operations. - Describe interpersonal relationship skills in the workplace. - Explain barriers to effective teamwork and communication.	Textbooks Slides Whiteboard Markers charts Diagrams Models Laptop Projector Videos	- Demonstrate teamwork during food and beverage operations. - Apply effective communication skills in workplace situations. - Participate in group tasks and	Guide students to: - Demonstrate teamwork during food and beverage operations. - Apply effective communication skills in workplace situations. - Participate in	Training restaurant Role-play scenarios Case study materials Team-building activity guides Observation checklists Flip charts and markers

	effective teamwork and communication. 5.5 Explain strategies for maintaining positive workplace relationships.	• Explain strategies for maintaining positive workplace relationships.		problem-solving activities. • Demonstrate positive interpersonal relationships with colleagues and customers. • Resolve simple workplace conflicts using appropriate communication techniques.	group tasks and problem-solving activities. • Demonstrate positive interpersonal relationships with colleagues and customers. • Resolve simple workplace conflicts using appropriate communication techniques.	Presentation materials and display boards Customer service simulation materials
COURSE ASSESSMENT: Course work: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%						

FOOD SERVICES MANAGEMENT I

PROGRAMME: NATIONAL DIPLOMA(ND) IN HOME AND RURAL ECONOMICS		
COURSE TITLE: FOOD SERVICES MANAGEMENT I	COURSE CODE: HRE 122	CONTACT HOURS: 3 HOURS/WEEK
YEAR: I SEMESTER: II	CREDIT UNITS: 3	THEORETICAL: 1 HOUR/WEEK
	PRE-REQUISITE:	PRACTICAL: 2 HOURS/WEEK
GOAL: This course is designed to provide the students with the knowledge and skills required for Food and Beverage		
GENERAL OBJECTIVES: At the end of this course, the students should be able to: 1.0 Know the scope of the food and beverage service in the hospitality industry 2.0 Understand waiting as a career 3.0 Know organizational structure for food and beverage operations 4.0 Know different types of equipment, furniture and décor in the restaurant 5.0 Know the safe use, care and cleaning of counter and restaurant using basic cleaning materials 6.0 Understand restaurant working practices and procedures		

PROGRAMME: NATIONAL DIPLOMA(ND) IN HOME AND RURAL ECONOMICS							
COURSE TITLE: FOOD SERVICES MANAGEMENT I				COURSE CODE: HRE 122		CONTACT HOURS: 3 HOURS/WEEK	
YEAR: I SEMESTER: II				CREDIT UNITS: 3		THEORETICAL: 1 HOUR/WEEK	
				PRE-REQUISITE:		PRACTICAL: 2 HOURS/WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL							
GOAL: This course is designed to provide the students with the knowledge and skills required for Food and Beverage							
General Objective 1.0: Know the scope of the food and beverage service in the hospitality industry							
THEORETICAL CONTENT					PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources	
1-3	1.1 Define food and beverage service. 1.2 Explain the scope of food and beverage service in the hospitality industry. 1.3 Describe sectors of the food and beverage industry. 1.4 Explain the role of food and beverage service in hospitality operations. 1.5 Explain current trends in food and beverage service.	• Explain food and beverage service. • Discuss the scope of food and beverage service in the hospitality industry. • Outline sectors of the food and beverage industry. • Describe the role of food and beverage service in hospitality operations. • Explain current trends in food and beverage service.	Textbooks Slides Whiteboard Markers charts Diagrams Models Laptop Projector Videos	• Identify food and beverage service outlets. • Classify food and beverage establishments. • Observe food and beverage service operations. • Identify services provided in hospitality establishments. • Prepare reports on food and beverage service operations.	Guide students to: • Identify food and beverage service outlets. • Classify food and beverage establishments. • Observe food and beverage service operations. • Identify services provided in hospitality establishments. • Prepare reports on food and beverage service operations.	Training restaurant Hotels and restaurants for field visits Observation checklists Report templates	
General Objective 2.0: Understand waiting as a career							

4-6	2.1 Explain the concept of waiting service. 2.2 Describe the duties and responsibilities of waiting staff. 2.3 Describe the qualities of a professional waiter. 2.4 Explain career opportunities in food and beverage service. 2.5 Describe professional ethics in waiting service.	• Discuss the concept of waiting service. • Explain the duties and responsibilities of waiting staff. • Discuss the qualities of a professional waiter. • Outline career opportunities in food and beverage service. • Explain professional ethics in waiting service.	Textbooks Slides Whiteboard Markers charts Diagrams Models Laptop Projector Videos	• Demonstrate professional grooming standards. • Demonstrate proper waiter conduct. • Communicate effectively with guests. • Apply professional etiquette during service. • Perform basic waiter duties.	Guide students to: • Demonstrate professional grooming standards. • Demonstrate proper waiter conduct. • Communicate effectively with guests. • Apply professional etiquette during service. • Perform basic waiter duties.	Service stations Training restaurant Uniforms Grooming kits Role-play materials
General Objective 3.0: Know organizational structure for food and beverage operations						
7-9	3.1 Explain the organizational structure of food and beverage operations. 3.2 Outline departments within food and beverage operations. 3.3 Explain roles and responsibilities of food and beverage personnel. 3.4 Describe lines of	• Describe the organizational structure of food and beverage operations. • Explain departments within food and beverage operations. • Outline roles and responsibilities of food and beverage personnel. • Discuss lines of authority and communication. • Discuss teamwork in food	Textbooks Slides Whiteboard Markers charts Diagrams Models Laptop Projector Videos	• Draw organizational charts for food and beverage operations. • Identify personnel and their responsibilities. • Demonstrate communication procedures. • Participate in team activities.	Guide students to: • Draw organizational charts for food and beverage operations. • Identify personnel and their responsibilities. • Demonstrate communication procedures.	Organizational chart templates Duty roster forms Case studies Training restaurant

	authority and communication. 3.5 Explain teamwork in food and beverage operations. 3.6 Explain coordination among departments	and beverage operations. • Explain coordination among departments		• Prepare departmental duty schedules	• Participate in team activities. • Prepare departmental duty schedules	
General Objective 4.0: Know different types of equipment, furniture and décor in the restaurant						
10-11	4.1 Explain different types of restaurant equipment and furniture. 4.2 Outline the functions of restaurant equipment. 4.3 Itemize restaurant furniture and service equipment. 4.4 Describe the importance of restaurant décor. 4.5 Explain criteria for selecting restaurant equipment and furniture	• Explain different types of restaurant equipment and furniture. • Outline the functions of restaurant equipment. • Itemize restaurant furniture and service equipment. • Describe the importance of restaurant décor. • Explain criteria for selecting restaurant equipment and furniture	Textbooks Slides Whiteboard Markers charts Diagrams Models Laptop Projector Videos	• Identify restaurant equipment and furniture. • Arrange restaurant furniture appropriately. • Use restaurant equipment correctly. • Evaluate restaurant décor. • Maintain restaurant equipment and furniture	Guide students to: • Identify restaurant equipment and furniture. • Arrange restaurant furniture appropriately. • Use restaurant equipment correctly. • Evaluate restaurant décor. • Maintain restaurant equipment and furniture	Tables Chairs Sideboards Service trolleys Crockery Cutlery Glassware Restaurant décor materials
General Objective 5.0: Know the safe use, care and cleaning of counters and restaurants using basic cleaning materials						
12-13	5.1 Describe the importance of cleanliness in	• Explain the importance of cleanliness in restaurant operations.	Textbooks Slides Whiteboard	• Identify cleaning materials and equipment.	Guide students to: • Identify cleaning materials and	Cleaning agents Brushes

	restaurant operations. 5.2 Outline cleaning materials and equipment used in restaurants. 5.3 Explain procedures for cleaning restaurant facilities. 5.4 Describe safety precautions in cleaning operations. 5.5 Outline maintenance procedures for restaurant facilities.	• State cleaning materials and equipment used in restaurants. • Discuss procedures for cleaning restaurant facilities. • Explain safety precautions in cleaning operations. • Discuss maintenance procedures for restaurant facilities.	Markers charts Diagrams Models Laptop Projector Videos	• Clean restaurant counters and service areas. • Apply safety procedures during cleaning. • Maintain cleanliness standards in the restaurant. • Store cleaning materials safely.	equipment. • Clean restaurant counters and service areas. • Apply safety procedures during cleaning. • Maintain cleanliness standards in the restaurant. • Store cleaning materials safely.	Mops Buckets Detergents Disinfectants Gloves Cleaning cloths
General Objective 6.0: Understand restaurant working practices and procedures						
14-15	6.1 Explain restaurant operating procedures. 6.2 Explain restaurant service sequences. 6.3 Describe reservation and table allocation procedures. 6.4 Explain customer service standards. 6.5 Describe workplace health and safety requirements.	• Outline restaurant operating procedures. • Discuss restaurant service sequences. • Explain reservation and table allocation procedures. • Explain customer service standards. • Discuss workplace health and safety requirements.	Textbooks Slides Whiteboard Markers charts Diagrams Models Laptop Projector Videos	• Perform restaurant opening procedures. • Carry out table setting operations. • Receive guests appropriately. • Seat guests correctly. • Serve guests according to standard procedures. • Perform restaurant closing procedures.	Guide students to: • Perform restaurant opening procedures. • Carry out table setting operations. • Receive and seat guests appropriately. • Serve guests according to standard procedures. Perform	Training restaurant Tables and chairs Table linen Cutlery Crockery Glassware Reservation register Service trays

					restaurant closing procedures	
COURSE ASSESSMENT: Course work: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%						



BEAUTY THERAPY AND SALON MANAGEMENT I

PROGRAMME: NATIONAL DIPLOMA IN AND HOME AND RURAL ECONOMICS		
COURSE TITLE: BEAUTY THERAPY AND SALON MANAGEMENT I	COURSE CODE: HRE 123	CONTACT HOURS: 4 HOURS/WEEK
YEAR: I SEMESTER: II	CREDIT UNITS: 4	THEORETICAL: 1 HOUR/WEEK
	PRE-REQUISITE: NIL	PRACTICAL: 3 HOURS/WEEK
Goal: This course is design to equip students with the knowledge ans skills on the principles, scope, equipment, hygiene, safety practices and basic skills in beauty therapy and salon management.		
GENERAL OBJECTIVES: At the end of this course, the students should be able to: 1.0 Understand the scope and fundamentals of beauty therapy and salon management 2.0 Understand salon equipment, products, hygiene and safety practices 3.0 Know basic beauty therapy skills 4.0 Understand customer relations and professional ethics		

PROGRAMME: NATIONAL DIPLOMA IN AND HOME AND RURAL ECONOMICS							
COURSE TITLE: BEAUTY THERAPY AND SALON MANAGEMENT I				COURSE CODE: HRE 123		CONTACT HOURS: 4 HOURS/WEEK	
YEAR: I SEMESTER: II				CREDIT UNITS: 4		THEORETICAL: 1 HOUR/WEEK	
				PRE-REQUISITE: NIL		PRACTICAL: 3 HOURS/WEEK	
Goal: This course is design to equip students with the knowledge ans skills on the principles, scope, equipment, hygiene, safety practices and basic skills in beauty therapy and salon management.							
General Objective 1.0: Understand the Scope and Fundamentals of Beauty Therapy and Salon Management							
THEORETICAL CONTENT				PRACTICAL CONTENT			
Week	Specific Learning Outcomes	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources	
1-3	1.1 Define Beauty Therapy and Salon Management. 1.2 Describe the scope of beauty therapy. 1.3 Trace the historical development of beauty care services. 1.4 Explain branches of beauty therapy. 1.5 Outline career opportunities in beauty therapy.	• Explain Beauty Therapy and Salon Management. • Explain the scope of beauty therapy. • Trace the historical development of beauty care services. • Discuss branches of beauty therapy. • Discuss career opportunities in beauty therapy.	Textbooks Slides Whiteboard Markers charts Diagrams Models Laptop Projector Videos	• Identify five career opportunities in beauty therapy. • Write a technical visit a beauty salon and identify services offered. • Interview a beauty therapist. • Prepare a report on salon operations.	Guide students to: • Identify five career opportunities in beauty therapy. • Write a technical visit a beauty salon and identify services offered. • Interview a beauty therapist. • Prepare a report on salon operations.	Field notebook, observation guide, interview guide.	

General Objective 2.0: Understand Salon Equipment, Products, Hygiene and Safety Practices						
4-6	2.1 Outline salon tools and equipment. 2.2 Explain functions of beauty products. 2.3 Explain sanitation and sterilization procedures. 2.4 Describe occupational health and safety measures. 2.5 Explain professional grooming standards.	• Outline salon tools and equipment. • Discuss functions of beauty products. • Describe sanitation and sterilization procedures. • Explain occupational health and safety measures. • Describe professional grooming standards.	Textbooks Slides Whiteboard Markers charts Diagrams Models Laptop Projector Videos	• Identify and label salon tools. • Practice sterilization procedures. • Demonstrate proper hand washing. • Conduct salon safety inspection.	Guide students to: • Identify and label salon tools. • Practice sterilization procedures. • Demonstrate proper hand washing. • Conduct salon safety inspection.	Sterilizer, disinfectants, gloves, inspection checklist.
General Objective 3.0: Know Basic Beauty Therapy Skills						
7-9	3.1 Explain hair care procedures. 3.2 Explain skin care principles. 3.3 Describe manicure procedures. 3.4 Explain pedicure procedures. 3.5 Describe customer service principles.	• Discuss hair care procedures. • Explain skin care principles. • Describe manicure procedures. • Describe pedicure procedures. • Explain customer service principles.	Textbooks Slides Whiteboard Markers charts Diagrams Models Laptop Projector Videos	• Practice customer reception. • Perform shampooing and conditioning. • Conduct basic facial cleansing. • Perform manicure services. • Perform pedicure services.	Guide students to: • Practice customer reception. • Perform shampooing and conditioning. • Conduct basic facial cleansing. • Perform manicure services. • Perform	Salon chairs, beauty kits, client record forms.

					pedicure services.	
General Objective 4.0: Understand Customer Relations and Professional Ethics						
10-15	4.1 Explain customer relations in salon management. 4.2 Describe professional ethics. 4.3 Explain communication skills in beauty therapy. 4.4 Explain teamwork in salon operations. 4.5 Explain the importance of continuous professional development.	• Discuss customer care principles. • Explain ethical standards. • Discuss communication techniques. • Discuss teamwork and professionalism.	Textbooks Slides Whiteboard Markers charts Diagrams Models Laptop Projector Videos	• Role-play client consultation. • Handle customer complaints. • Demonstrate professional conduct. • Prepare a personal development plan.	Guide students to: • Role-play client consultation. • Handle customer complaints. • Demonstrate professional conduct. • Prepare a personal development plan.	Case studies, role-play guides, career planning template.
COURSE ASSESSMENT: Course work: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%						

FAMILY RELATIONSHIPS AND CHILD CARE

PROGRAMME: NATIONAL DIPLOMA(ND) IN HOME AND RURAL ECONOMICS		
COURSE TITLE: FAMILY RELATIONSHIPS AND CHILD CARE	COURSE CODE: HRE 124	CONTACT HOURS: 3 HOURS/WEEK
YEAR: I SEMESTER: II	CREDIT UNIT: 3	THEORETICAL: 1 HOUR/WEEK
	PRE-REQUISITE: -	PRACTICAL: 2 HOURS/WEEK
GOAL: This course is designed to equip students with knowledge and skills in family life, child care, child development, and family well-being.		
GENERAL OBJECTIVES: At the end of this course, the student should be able to: 1.0 Understand the Concepts, types, Functions, and Dynamics of Family and Family Relationships; 2.0 Understand Effective Communication and Interpersonal skills within the Family; 3.0 Know the Principles of Child growth and Development; 4.0 Understand the principles of child growth and development from conception through adolescence; 5.0 Understand appropriate child care practices that promote health, nutrition, safety, and well-being; 6.0 Understand child welfare needs and available family and community support systems.		

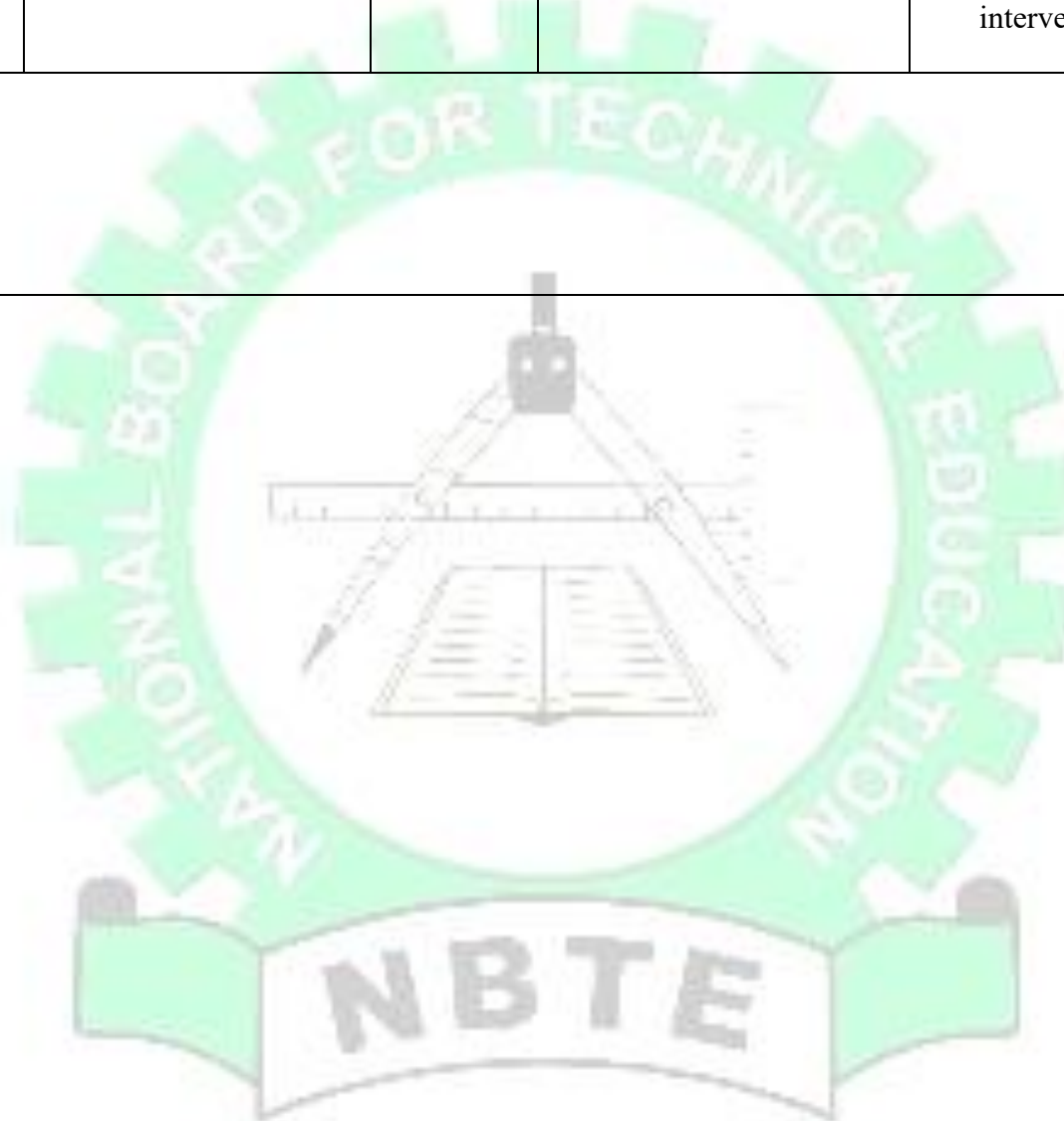
PROGRAMME: NATIONAL DIPLOMA(ND) IN HOME AND RURAL ECONOMICS							
COURSE TITLE: FAMILY RELATIONSHIPS AND CHILD CARE				COURSE CODE: HRE 124		CONTACT HOURS: 3 HOURS/WEEK	
YEAR: I SEMESTER: II				CREDIT UNIT: 3		THEORETICAL: 1 HOURS/WEEK	
				PRE-REQUISITE: -		PRACTICAL: 2 HOURS/WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL							
GOAL: This course is designed to equip students with knowledge and skills in family life, child care, child development, and family well-being.							
General Objective 1.0: Understand the Concepts, Types, Functions, and Dynamics of Family and Family Relationships.							
THEORETICAL CONTENT				PRACTICAL CONTENT			
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources	
1-3	1.1 Define family. 1.2 Explain functions of the family. 1.3 Differentiate between various family structures. 1.4 Explain marriage and family relationships. 1.5 Explain factors that influence family relationships	• Define family. • Explain functions of the family. • Differentiate between various family structures. • Explain marriage and family relationships. • Explain factors that influence family relationships	Textbooks Slides Whiteboard Markers charts Diagrams Models Laptop Projector Videos	• Classify family structures within the community. • Carry out drawing and interpretation of simple family relationship charts. • Analyze family functions using practical examples. • Demonstrate positive family relationship skills through role play. • Assess factors affecting family relationships using case studies.	Guide students to: • Classify family structures within the community. • Carry out drawing and interpretation of simple family relationship charts. • Analyze family functions using practical examples. • Demonstrate positive family relationship skills through role play. • Assess factors affecting family relationships using case studies.	Family tree templates Case study materials Relationship charts Role-play materials Charts and cardboard sheets Markers and pencils Presentation materials and display boards Community resource materials on family life	

General Objective 2.0: Understand Effective Communication and Interpersonal Skills within the Family.						
4-6	2.1 Explain the importance of communication in family relationships. 2.2 Explain barriers to effective communication. 2.3 Describe conflict resolution strategies.	• Explain the role of communication in promoting healthy family relationships. • Discuss common barriers to effective communication in families. • Explain strategies for resolving conflicts within the family.	Textbooks Slides Whiteboard Markers charts Diagrams Models Laptop Projector Videos	• Demonstrate effective communication skills in family situations. • Identify barriers to communication using practical examples. • Apply active listening techniques during interactions. • Demonstrate conflict resolution strategies through role play. • Analyze family communication scenarios and propose solutions.	• Demonstrate effective communication skills in family situations. • Identify barriers to communication using practical examples. • Apply active listening techniques during interactions. • Demonstrate conflict resolution strategies through role play. • Analyze family communication scenarios and propose solutions.	Case study materials Role-play scenarios Communication skills worksheets Flip charts and markers Audio-visual materials Presentation materials and display boards Observation and assessment checklists
General Objective 3.0: Know the Principles of Child Growth and Development from Conception through Adolescence.						
7-9	3.1 Describe stages of child growth and development. 3.2 Outline factors affecting child growth. 3.3 Explain physical, cognitive, emotional, and	• Explain the stages of child growth and development from infancy to adolescence. • Discuss factors that influence child growth and development.	Textbooks Slides Whiteboard Markers charts Diagrams Models Laptop	• Identify characteristics of children at different developmental stages. • Record growth and development milestones using case studies or observation charts.	Guide students to: • Identify characteristics of children at different developmental stages. • Record growth and development	Child growth charts Developmental milestone checklists Case study materials Observation record sheets

	social development milestones.	Explain physical, cognitive, emotional, and social developmental milestones at different stages.	Projector Videos	- Classify developmental activities according to physical, cognitive, emotional, and social domains. - Assess factors affecting child growth using practical examples. - Prepare simple developmental profiles for children at different stages.	milestones using case studies or observation charts. - Classify developmental activities according to physical, cognitive, emotional, and social domains. - Assess factors affecting child growth using practical examples. - Prepare simple developmental profiles for children at different stages.	Educational toys and learning materials Charts and cardboard sheets Markers and pencils Presentation materials and display boards
General Objective 4.0: Understand Appropriate Child Care Practices that Promote Health, Nutrition, Safety, and Well-being.						
10-12	4.1 Explain the principles of child care. 4.2 Describe common childhood illnesses and preventive measures. 4.3 Explain child safety requirements.	- Explain the principles and importance of proper child care. - Discuss common childhood illnesses and methods of prevention. - Explain child safety requirements in the home, school, and community.	Textbooks Slides Whiteboard Markers charts Diagrams Models Laptop Projector Videos	- Demonstrate appropriate child care practices. - Identify signs and symptoms of common childhood illnesses. - Apply preventive measures for common childhood illnesses. - Identify potential hazards affecting children's safety.	Guide students to: - Demonstrate appropriate child care practices. - Identify signs and symptoms of common childhood illnesses. - Apply preventive measures for common childhood illnesses.	Infant and child care models/dolls First aid box Child safety checklists Case study materials Health and hygiene materials Educational

				Demonstrate safe practices for protecting children in different environments	Identify potential hazards affecting children's safety. Demonstrate safe practices for protecting children in different environments	posters and charts Observation record sheets Presentation materials and display boards
General Objective 5.0: Understand Child Welfare Needs and Available Family and Community Support Systems.						
13-15	5.1 Explain the concept of child welfare and child rights. 5.2 Outline signs of child abuse, neglect, and exploitation. 5.3 Describe community resources that support children and families. 5.4 Explain referral pathways for vulnerable children.	- Explain the concepts of child welfare and child rights. - Discuss indicators of child abuse, neglect, and exploitation. - Explain the roles of community organizations and services that support children and families. - Discuss referral procedures for vulnerable children requiring assistance.	Textbooks Slides Whiteboard Markers charts Diagrams Models Laptop Projector Videos	- Identify situations that may violate child rights. - Recognize signs of child abuse, neglect, and exploitation through case studies. - Map community resources available for child and family support. - Demonstrate appropriate reporting and referral procedures for vulnerable children. - Analyze child welfare cases and recommend suitable interventions.	Guide students to: - Identify situations that may violate child rights. - Recognize signs of child abuse, neglect, and exploitation through case studies. - Map community resources available for child and family support. - Demonstrate appropriate reporting and referral procedures for vulnerable children. - Analyze child welfare cases and recommend	Case study materials Child protection reporting forms Community resource directories Referral pathway charts Observation and assessment checklists Flip charts and markers Internet-enabled devices Presentation materials and display boards

					suitable interventions.	
COURSE ASSESSMENT: Course work: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%						



HOME AND HOUSEHOLD RESOURCE MANAGEMENT

PROGRAMME: NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS		
COURSE TITLE: HOME AND HOUSEHOLD RESOURCE MANAGEMENT	COURSE CODE: HRE 125	CONTACT HOURS: 3 HOURS/WEEK
YEAR: I SEMESTER: II	CREDIT UNIT: 3	THEORETICAL: 1 HOURS/WEEK
	PRE-REQUISITE: - NIL	PRACTICAL: 2 HOURS/WEEK
GOAL: This course is designed to equip students with knowledge and skills required to effectively manage household resources in home and community settings.		
GENERAL OBJECTIVES: At the end of this course, the students should be able to: 1.0 Understand the concepts, principles, and scope of household management; 2.0 Understand decision-making and problem-solving processes in household management situations; 3.0 Know effective management of household resources; 4.0 Know household budgeting and financial management skills; 5.0 Comprehend effective time, energy, and work simplification techniques in household management; 6.0 Understand skills for maintaining a safe, healthy, and organized household environment.		

PROGRAMME: NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS						
COURSE TITLE: HOME AND HOUSEHOLD RESOURCE MANAGEMENT			COURSE CODE: HRE 125		CONTACT HOURS: 3 HOURS/WEEK	
YEAR: I SEMESTER: II			CREDIT UNIT: 3		THEORETICAL: 1 HOURS/WEEK	
			PRE-REQUISITE: - NIL		PRACTICAL: 2 HOURS/WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with knowledge and skills required to effectively manage household resources in home and community settings.						
General Objective 1.0: Understand the Concepts, Principles, and Scope of Household Management.						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-3	1.1 Define household management. 1.2 Explain the principles of household management. 1.3 Describe the scope and importance of household management.	• Explain household management • Discuss the principles of household management. • Explain the scope and importance of household management in family living.	Textbooks Slides Whiteboard Markers charts Diagrams Models Laptop Projector Videos	• Identify household management activities carried out in the home. • Apply household management principles to simple home situations. • Prepare a simple household management plan. • Organize household tasks using available resources. • Evaluate the effectiveness of a household management plan.	Guide students to: • Identify household management activities carried out in the home. • Apply household management principles to simple home situations. • Prepare a simple household management plan. • Organize household tasks using available resources. • Evaluate the	Household management plan templates, Case studies on household management, Resource inventory sheets, Charts and cardboard sheets Markers and pencils Household items for demonstration Presentation materials and display boards

					effectiveness of a household management plan.	
General Objective 2.0: Understand Decision-Making and Problem-solving Processes in Household Management Situations.						
4-6	2.1 Describe the steps in decision-making. 2.2 Explain factors influencing household decisions. 2.3 Outline common household problems and solutions.	• Explain the steps involved in decision-making. • Discuss factors that influence household decisions. • Explain common household problems and possible solutions.	Textbooks Slides Whiteboard Markers charts Diagrams Models Laptop Projector Videos	• Apply the steps of decision-making to household situations. • Identify factors affecting decisions in selected household cases. • Analyze common household problems using case studies. • Develop solutions to household management problems. • Present decision-making outcomes for household scenarios	Guide students to: • Apply the steps of decision-making to household situations. • Identify factors affecting decisions in selected household cases. • Analyze common household problems using case studies. • Develop solutions to household management problems. • Present decision-making outcomes for household scenarios	Household case studies • Decision-making worksheets • Problem-solving templates • Charts and cardboard sheets • Markers and pencils • Flip charts • Presentation materials and display boards
General Objective 3.0: Know Effective Management of Household Resources.						
7-8	3.1 Outline types of household resources (human, material, financial, and time). 3.2 Explain resource management principles.	• Explain the different types of household resources and their uses. • Discuss the	Textbooks Slides Whiteboard Markers charts Diagrams Models	• Identify household resources available in the home. • Classify household resources into human, material, financial, and	Guide students to: • Identify household resources available in the home. • Classify household resources into	Household resource inventory sheets Case study materials Resource classification

	3.3 Describe factors affecting resource utilization.	principles of effective resource management. • Explain factors that influence the utilization of household resources.	Laptop Projector Videos	time resources. • Prepare a simple inventory of household resources. • Apply resource management principles to household situations. • Analyze factors affecting the utilization of household resources in case studies.	human, material, financial, and time resources. • Prepare a simple inventory of household resources. • Apply resource management principles to household situations. • Analyze factors affecting the utilization of household resources in case studies.	charts Planning worksheets Charts and cardboard sheets Markers and pencils Household items for demonstration Presentation materials and display boards
General Objective 4.0: Know Household Budgeting and Financial Management Skills.						
9-10	4.1 Define budgeting and financial planning. 4.2 Explain sources of household income and expenditure. 4.3 Describe principles of savings and expenditure control.	• Explain budgeting and financial planning. • Discuss various sources of household income and expenditure. • Explain the principles of savings and expenditure control	Home Management textbooks Financial literacy manuals Personal finance guides Charts and posters Whiteboard and markers	• Identify sources of household income and expenditure. • Prepare a simple household budget. • Record household income and expenditure using budget sheets. • Develop a simple savings plan. • Analyze household spending patterns and	Guide students to: • Identify sources of household income and expenditure. • Prepare a simple household budget. • Record household income and expenditure using budget sheets. • Develop a simple savings plan. • Analyze household	Budget templates Income and expenditure record sheets Calculators Savings plan worksheets Case study materials Charts and cardboard sheets Markers and

			Multimedia projector	suggest control measures.	spending patterns and suggest control measures.	pencils Presentation materials and display boards
General Objective 5.0: Comprehend Effective Time, Energy, and Work Simplification Techniques in Household Management.						
11-12	5.1 Explain the concepts of time and energy management. 5.2 Outline factors affecting household workload. 5.3 Describe work simplification principles.	• Explain the concepts of time and energy management. • Discuss factors affecting household workload. • Describe work simplification principles.	Textbooks Slides Whiteboard Markers charts Diagrams Models Laptop Projector Videos	• Prepare a simple time management schedule for household activities. • Identify factors contributing to household workload in selected situations. • Apply work simplification techniques to household tasks. • Organize household activities to save time and energy. • Evaluate the effectiveness of time and energy management practices.	Guide students to: • Prepare a simple time management schedule for household activities. • Identify factors contributing to household workload in selected situations. • Apply work simplification techniques to household tasks. • Organize household activities to save time and energy. • Evaluate the effectiveness of time and energy management practices.	Time schedule templates Household task charts Case study materials Planning worksheets Charts and cardboard sheets Markers and pencils Household items for demonstration Presentation materials and display boards
General Objective 6.0: Understand Skills for Maintaining a Safe, Healthy, and Organized Household Environment.						
13-15	6.1 Describe household hazards and safety measures.	• Explain common household hazards and methods of	Textbooks Slides Whiteboard	• Identify hazards in different areas of the home.	Guide students to: • Identify hazards in different areas of	First aid box Cleaning materials and

	6.2 Explain sanitation and hygiene practices. 6.3 Explain the importance of household organization and maintenance.	preventing accidents. - Discuss sanitation and hygiene practices for healthy living. - Discuss the importance of household organization and maintenance in promoting safety and efficiency.	Markers charts Diagrams Models Laptop Projector Videos	- Apply safety measures to prevent household accidents. - Demonstrate proper sanitation and hygiene practices. - Organize household items and work areas appropriately. - Carry out simple household maintenance activities.	the home. - Apply safety measures to prevent household accidents. - Demonstrate proper sanitation and hygiene practices. - Organize household items and work areas appropriately. - Carry out simple household maintenance activities.	detergents Brooms, mops and brushes Waste bins Personal protective equipment (PPE) Household tools and maintenance kits Hazard identification checklist Demonstration household items Presentation materials and display boards
COURSE ASSESSMENT: Course work: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%						

CLIMATE-SMART HOME GARDENING

PROGRAMME: NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS		
COURSE TITLE: CLIMATE-SMART HOME GARDENING	COURSE CODE: HRE 126	CONTACT HOURS: 3 HOURS/WEEK
YEAR: I SEMESTER: II	CREDIT UNITS: 3	THEORETICAL: 1 HOURS/WEEK
	PRE-REQUISITE: NIL	PRACTICAL: 2 HOURS/WEEK
GOAL: The course is designed to equip the students with the knowledge and skills in climate-smart home gardening and practices to improve rural household.		
GENERAL OBJECTIVE: At the end of this course, the students should be able to: 1.0 Understand the principles of climate smart home gardening; 2.0 Understand climate change and its effects on rural households; 3.0 Apply climate-smart food production practice; 4.0 Know how to manage vegetable garden; 5.0 Know how to manage food crop home garden; 6.0. Apply waste management and environmental health practices.		

PROGRAMME: NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS							
COURSE TITLE: CLIMATE-SMART HOME GARDENING				COURSE CODE: HRE 126		CONTACT HOURS: 3 HOURS/WEEK	
YEAR: I SEMESTER: II				CREDIT UNITS: 3		THEORETICAL: 1 HOURS/WEEK	
				PRE-REQUISITE: NIL		PRACTICAL: 2 HOURS/WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL							
GOAL: The course is designed to equip the students with the knowledge and skills in climate-smart home gardening and practices to improve rural household.							
General Objective 1.0: Understand The Principles of Climate-Smart Home Gardening.							
THEORETICAL CONTENT				PRACTICAL CONTENT			
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources	
1-3	1.1 Explain the concept of climate smart home gardening. 1.2 Explain the importance of climate smart home gardening. 1.3 Outline tools and equipment used in climate smart home gardening. 1.4 Explain factors for selecting suitable sites and soils for home gardens. 1.5 Describe bed preparation and climate-smart	- Describe the concept of climate smart home gardening. - Discuss the importance of climate smart home gardening. - Explain tools and equipment used in climate smart home gardening. - Discuss factors for selecting suitable sites and soils for home gardens. - Explain and climate-smart gardening practices.	Textbooks Slides Whiteboard Markers charts Diagrams Models Laptop Projector Videos	- Identifying gardening tools. - Use garden tools - Select site - Prepare bed. - Demonstrate climate-smart gardening practices. - Perform garden establishment activities - Maintain garden beds.	Guide students to: - Demonstrate identification and use of gardening tools. - Select site - Prepare bed. - Demonstrate climate-smart gardening practices. - Perform garden establishment activities - Maintain garden beds.	Hoes Rakes Shovels Watering cans Garden forks Measuring tapes Garden beds Demonstration plot	

	gardening practices.					
General Objective 2.0: Understand Climate Change and Its Effect on Household						
4-5	2.1 Define climate change 2.2 Describe its causes. 2.3 Explain the effects of climate change on rural households. 2.4 Explain the effects of climate change on food production. 2.5 Explain the effects of climate change on water supply. 2.6 Explain the effects of climate change on household income.	• Explain climate change and its causes. • Discuss climate-related challenges facing rural households. • Explain the effects of climate change on agriculture. • Discuss impacts on water resources. • Explain economic effects on rural livelihoods.	Textbooks Slides Whiteboard Markers charts Diagrams Models Laptop Projector Videos	• Identify climate change indicators in the community. • Record local weather observations. • Assess climate-related risks affecting households. • Identify climate impacts on farming activities. • Prepare simple climate adaptation plans.	Guide students to: • Identify climate change indicators in the community. • Record local weather observations. • Assess climate-related risks affecting households. • Identify climate impacts on farming activities. • Prepare simple climate adaptation plans.	Climate change manuals Climate-smart agriculture publications Weather reports Multimedia projector Charts and posters
General Objective 3.0: Apply Climate-Smart Food Production Practice						
6-7	3.1 Describe climate-smart agriculture principles. 3.2 Outline drought-tolerant food crops. 3.3 Describe climate-adapted food crops. 3.4 Explain conservation agriculture practices. 3.5 Explain the benefits of climate-smart food	• Explain climate-smart agriculture principles. • Discuss drought-tolerant food crops. • Explain climate-adapted food crops • Explain conservation agriculture practices.	Textbooks Slides Whiteboard Markers charts Diagrams Models Laptop Projector Videos	• Select climate-adapted crops. • Establish climate-smart garden plots. • Apply mulching practices. • Practice minimum tillage. • Establish cover crops.	Guide students to: • Select climate-adapted crops. • Establish climate-smart garden plots. • Apply mulching practices. • Practice minimum tillage. • Establish cover	Crop seeds Mulching materials Hand tools Demonstration plots Cover crop seeds

	production.	• Explain benefits of climate-smart farming.			crops.	
General Objective 4.0: Know How to Manage Vegetable Garden.						
8-10	4.1 Explain vegetable bed preparation. 4.2 Describe vegetable planting methods. 4.3 Explain irrigation and crop maintenance. 4.4 Explain transplanting procedures. 4.5 Describe harvesting procedures for vegetables. 4.6 Explain post-harvest handling practices.	• Describe vegetable bed preparation. • Explain vegetable planting methods. • Explain irrigation and crop maintenance. • Explain transplanting procedures. • Discuss harvesting procedures for vegetables. • Explain post-harvest handling practices.	Textbooks Slides Whiteboard Markers charts Diagrams Models Laptop Projector Videos	• Prepare vegetable beds. • Plant vegetables. • Water vegetable crops. • Transplant seedlings. • Harvest mature vegetables.	Guide students to: • Prepare vegetable beds. • Plant vegetables. • Water vegetable crops. • Transplant seedlings. • Harvest mature vegetables.	Vegetable seeds Nursery trays Watering cans Hand tools Harvesting baskets Demonstration garden
General Objective 5.0: Know How to Manage Food Crop Garden.						
11-13	5.1 Outline food crops selection and production. 5.2 Explain land preparation and planting procedures. 5.3 Explain spacing and fertilizer application. 5.4 Explain weed and pest management practices. 5.5 Describe harvesting	• Explain food crop selection and production. • Discuss land preparation and planting methods. • Explain spacing and fertilizer application. • Discuss weed and pest management. • Explain harvesting	Textbooks Slides Whiteboard Markers charts Diagrams Models Laptop Projector Videos	• Select suitable food crops. • Prepare land for planting. • Plant food crops at appropriate spacing. • Maintain food crop gardens. • Harvest mature food crops.	Guide students to: • Select suitable food crops. • Prepare land for planting. • Plant food crops at appropriate spacing. • Weed and maintain food crop gardens. • Harvest mature food crops.	Seeds and planting materials Hoes Cutlasses Fertilizers Watering cans Demonstration plots Harvesting containers

	procedures for food crops.	procedures for food crops.				
General Objective 6.0: Apply Waste Management and Environmental Health Practices						
14-15	6.1 Describe types of household waste. 6.2 Explain household waste management practices. 6.3 Describe compost production from household waste. 6.4 Explain the effects of poor waste management. 6.5 Describe the importance of waste management to environmental health.	• Explain types of household waste. • Discuss household waste management practices. • Discuss compost production from household waste. • Explain the effects of poor waste management. • Explain the importance of waste management to environmental health.	Textbooks Slides Whiteboard Markers charts Diagrams Models Laptop Projector Videos	• Sort household waste into categories. • Produce compost from organic waste. • Recycle reusable materials. • Conduct sanitation activities. • Prepare a household waste management plan.	Guide students to: • Sort household waste into categories. • Produce compost from organic waste. • Recycle reusable materials. • Conduct sanitation activities. • Prepare a household waste management plan.	Compost bins Waste collection bins Organic waste materials Shovels Rakes Protective gloves Recycling materials Demonstration compost unit
COURSE ASSESSMENT: Course work: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%						

HANDICRAFT AND VALUE ADDITION I

PROGRAMME: NATIONAL DIPLOMA (ND) IN HOME AND RURAL ECONOMICS		
COURSE TITLE: HANDICRAFT AND VALUE ADDITION I	COURSE CODE: HRE 127	CONTACT HOURS: 3 HOURS/WEEK
YEAR I SEMESTER: II	CREDIT UNITS: 3	THEORETICAL: 1 HOUR/WEEK
	PRE-REQUISITE: NIL	PRACTICAL: 2 HOURS/WEEK
GOAL: This course is designed to equip students with knowledge and skills in handicraft production, value addition, and entrepreneurship using locally available materials for personal use, family welfare and income generation.		
GENERAL OBJECTIVES: At the end of this course, the students should be able to: 1.0 Understand the concepts and importance of handicraft; 2.0 Know tools and equipment for handicraft production; 3.0 Know basic skills in handicraft techniques; 4.0 Know how to add value to handicraft products; 5.0 Understand the Marketing of handicraft products using basic entrepreneurial skills.		

PROGRAMME: NATIONAL DIPLOMA (ND) IN HOME AND RURAL ECONOMICS						
COURSE TITLE: HANDICRAFT AND VALUE ADDITION I			COURSE CODE: HRE 127		CONTACT HOURS: 3 HOURS/WEEK	
			CREDIT UNIT: 3		THEORETICAL: 1 HOUR/WEEK	
YEAR: I SEMESTER: II			PRE-REQUISITE: NIL		PRACTICAL: 2 HOURS/WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with basic knowledge and practical skills in handicraft production, value addition, and entrepreneurship using locally available materials for personal use, family welfare, and income generation.						
General Objective 1.0: Understand the Concepts and Importance of Handicraft.						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-3	1.1 Define handicraft. 1.2 State the importance of handicraft in society and economic development. 1.3 Explain different types of handicraft. 1.4 Explain income generating opportunities in handicrafts production.	• Explain handicraft • Discuss the importance of handicrafts in society and economic development. • Explain the various types of handicrafts. • Discuss income-generating opportunities in handicraft production	Textbooks Slides Whiteboard Markers charts Diagrams Models Laptop Projector Videos	• Identify different handicraft products and materials. • Classify handicrafts according to their types. • Demonstrate basic handling of handicraft materials. • Explore potential handicraft business opportunities within the community. • Prepare a simple catalogue of locally available handicraft products.	Guide students to: • Identify different handicraft products and materials. • Classify handicrafts according to their types. • Demonstrate basic handling of handicraft materials. • Explore potential handicraft business opportunities within the community. • Prepare a simple catalogue of locally available handicraft	Samples of handicraft products Handicraft materials (beads, threads, fabrics, wood, clay, etc.) Catalogues and photographs of handicrafts Market survey questionnaires Charts and cardboard sheets Markers and pencils Presentation materials and display boards Internet-enabled devices for product research

					products.	
General Objective 2.0: Know Tools and Equipment for Handicraft Production..						
4-6	2.1 Explain materials used in handicrafts production. 2.2 Explain tools and equipment used in handicrafts production. 2.3 Explain safety precautions in handicraft production. 2.4 Explain procedures for the care and maintenance of handicraft tools and equipment.	• Discuss the various materials used in handicraft production. • Discuss tools and equipment used in handicrafts production. • Discuss safety precautions required during handicraft production. • Explain procedures for the care and maintenance of tools and equipment.	Textbooks Slides Whiteboard Markers charts Diagrams Models Laptop Projector Videos	• Identify materials used in different handicraft activities. • Select appropriate tools and equipment for specific handicraft tasks. • Demonstrate safe handling and use of handicraft tools and equipment. • Clean and maintain handicraft tools after use. • Store tools, equipment, and materials appropriately.	Guide students to: • Identify materials used in different handicraft activities. • Select appropriate tools and equipment for specific handicraft tasks. • Demonstrate safe handling and use of handicraft tools and equipment. • Clean and maintain handicraft tools after use. • Store tools, equipment, and materials appropriately.	Handicraft materials (fabric, beads, yarn, wood, clay, paper, etc.) Scissors Needles Crochet hooks Knitting needles Pliers Glue guns Measuring tapes Storage boxes and shelves Cleaning materials Personal Protective Equipment (PPE) such as gloves and aprons Demonstration workshop/laboratory facilities
General Objective 3.0: Know Basic Skills in Handicraft Techniques						
7-9	3.1 Explain embroidery techniques. 3.2 Explain beadwork techniques. 3.3 Explain macramé techniques.	• Explain the principles and techniques of embroidery. • Discuss different beadwork techniques and applications.	Textbooks Slides Whiteboard Markers charts Diagrams	• Produce simple embroidery samples using basic stitches. • Create simple beadwork designs and patterns.	Guide students to: • Produce simple embroidery samples using basic stitches. • Create simple	Embroidery hoops Embroidery threads Needles Fabric materials Assorted beads Beading threads and

	3.4 Explain basic design principles.	• Explain macramé techniques and their uses in handicraft production. • Discuss basic design principles such as balance, proportion, harmony, rhythm, and emphasis.	Models Laptop Projector Videos	• Construct simple macramé items using basic knots. • Apply design principles in handicraft projects. • Evaluate finished handicraft products based on design principles.	beadwork designs and patterns. • Construct simple macramé items using basic knots. • Apply design principles in handicraft projects. • Evaluate finished handicraft products based on design principles.	wires Macramé cords and ropes Scissors Measuring tapes Design templates and pattern sheets Sample handicraft products Personal Protective Equipment (PPE) where necessary
General Objective 4.0: Know How to Add Value to Handicraft Products.						
10-12	4.1 Explain the concept and importance of value addition in handicrafts. 4.2 Describe various finishing techniques used to improve the appearance and durability of handicraft products. 4.3 Explain quality control measures and standards in handicraft	• Explain the concept and importance of value addition in handicrafts. • Discuss various finishing techniques used to improve the appearance and durability of handicraft products. • Describe quality control measures and standards in handicraft production.	Textbooks Slides Whiteboard Markers charts Diagrams Models Laptop Projector Videos	• Apply value addition techniques to handicraft products. • Use appropriate finishing techniques on completed handicraft items. • Inspect handicraft products for quality defects. • Apply quality control measures during handicraft production. • Evaluate finished handicraft products	Guide students to: • Apply value addition techniques to handicraft products. • Use appropriate finishing techniques on completed handicraft items. • Inspect handicraft products for quality defects. • Apply quality control measures during handicraft	Completed handicraft products Paints and varnishes Decorative materials and embellishments Finishing brushes and applicators Polishing materials Packaging materials Quality assessment checklists Measuring tools Sample standard products Personal Protective Equipment (PPE)

	production.			based on quality standards.	production. • Evaluate finished handicraft products based on quality standards.	
General Objective 5.0: Understand The Marketing of Handicraft Products Using Basic Entrepreneurial Skills						
13-15	5.1 Explain the importance and methods of packaging handicraft products. 5.2 Describe basic marketing concepts and strategies for handicraft businesses. 5.3 Explain costing and pricing principles for handicraft products. 5.4 Describe the importance of customer relations and customer satisfaction in handicraft enterprises.	• Explain the importance and methods of packaging handicraft products. • Discuss basic marketing concepts and strategies for handicraft businesses. • Explain costing and pricing principles for handicraft products. • Discuss the importance of customer relations and customer satisfaction in handicraft enterprises.	Textbooks Slides Whiteboard Markers charts Diagrams Models Laptop Projector Videos	• Package handicraft products using appropriate packaging materials. • Develop simple marketing strategies for handicraft products. • Calculate the cost of producing handicraft items. • Determine appropriate selling prices for handicraft products. • Demonstrate effective customer service and communication skills.	Guide students to: • Package handicraft products using appropriate packaging materials. • Develop simple marketing strategies for handicraft products. • Calculate the cost of producing handicraft items. • Determine appropriate selling prices for handicraft products. • Demonstrate effective customer service and communication skills.	Packaging materials (boxes, wrappers, labels, ribbons, bags, etc.) Sample handicraft products Costing and pricing worksheets Calculators Marketing plan templates Sales record books Product catalogues Role-play materials Internet-enabled devices Presentation materials and display boards

COURSE ASSESSMENT:

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



FABRIC AND LAUNDRY MANAGEMENT

PROGRAMME: NATIONAL DIPLOMA (ND) IN HOME AND RURAL ECONOMICS (HRE)		
COURSE TITLE: FABRIC AND LAUNDRY MANAGEMENT	COURSE CODE: HRE 128	CONTACT HOUR: 3 HOURS/WEEK
YEAR: I SEMESTER: II	CREDIT UNITS: 3	THEORETICAL: 1 HOURS/WEEK
	PRE-REQUISITE: NIL	PRACTICAL: 2 HOURS/WEEK
Goal: this course is designed to equip the students with the knowledge and skills in fabric identification, textiles care and laundry processes.		
GENERAL OBJECTIVES: At the end of this course, the student should be able to: 1.0 Understand properties, classification, and uses of textiles fibers and fabrics; 2.0 Know appropriate fabric care procedures, including washing, drying, ironing and storage; 3.0 Understand identification and removal of stains; 4.0 Understand effective management of laundry skills and safe use of laundry equipment and cleaning agents.		

PROGRAMME: NATIONAL DIPLOMA (ND) IN HOME AND RURAL ECONOMICS (HRE)						
COURSE TITLE: FABRIC AND LAUNDRY MANAGEMENT				COURSE CODE: HRE 128		CONTACT HOURS: 3 HOURS/WEEK
YEAR: I SEMESTER: II				CREDIT UNITS: 3		THEORETICAL: 1 HOURS/WEEK
				PRE-REQUISITE: Nil		PRACTICAL: 2 HOURS/WEEK
Goal: This course is designed to equip the students with the knowledge and skills in fabric identification, textiles care and laundry processes.						
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
General Objective 1.0: Understand Properties, Classification, and Uses of Textiles Fibres and Fabrics						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-3	1.1 Define textile fibres, yarns, and fabrics. 1.2 Explain the classification textile fibres into natural and manufactured (synthetic and regenerated) fibres. 1.3 Describe common natural fibers such as cotton, wool, silk, and linen. 1.4 Explain common manufactured fibres such as polyester, nylon, rayon, and acrylic	• Explain textile fibres, yarns, and fabrics. • Discuss the classification textile fibres into natural and manufactured (synthetic and regenerated) fibres. • Explain common natural fibers such as cotton, wool, silk, and linen. • Explain common manufactured fibres such as polyester, nylon, rayon, and acrylic and describe their characteristics. • Discuss common	Textbooks Slides Whiteboard Markers charts Diagrams Models Laptop Projector Videos	• Classify textile fibres into natural and manufactured fibres using fibre samples. • Examine the physical properties of different textile fibers and fabrics • Identify common fabric types and match them with appropriate end uses. • Conduct simple fibre identification tests and record observations.	Guide students to: • Classify textile fibres into natural and manufactured fibres using fibre samples. • Examine and compare the physical properties of different textile fibers and fabrics • Identify common fabric types and match them with appropriate end uses. • Conduct simple fibre identification tests and record	Samples of natural and manufactured fibres, classification charts, hand lens/magnifying glass. Fibre and fabric samples, water, measuring tools, worksheets, hand lens, Woven, knitted, and non-woven fabric samples; textile products; charts/posters

	and describe their characteristics. 1.5 Describe common types of fabrics and their appropriate uses in clothing, household furnishings, and other textile products.	types of fabrics and their appropriate uses in clothing, household furnishings, and other textile products.			observations.	
General Objective 2.0: Know Appropriate Fabric Care Procedures, Including Washing, Drying, Ironing and Storage.						
4-6	2.1 Explain the importance of proper fabric care in maintaining the quality, appearance, and durability of textiles. 2.2 Explain fabric care labels and symbols on textile products. 2.3 Outline appropriate washing methods for different types of fabrics and garments. 2.4 Explain laundry sorting according to colour, fabric type, degree of	• Discuss the importance of proper fabric care in maintaining the quality, appearance, and durability of textiles. • Explain fabric care labels and symbols on textile products. • Explain appropriate washing methods for different types of fabrics and garments. • Discuss laundry sorting according to colour, fabric type, degree of soiling, and washing requirements. • Describe the selection	Textbooks Slides Whiteboard Markers charts Diagrams Models Laptop Projector Videos	• Demonstrate proper sorting and washing of fabrics according to colour, fabric type, and care requirements. • Demonstrate appropriate drying methods for different fabrics. • Demonstrate correct ironing and pressing techniques for different fabrics. • Apply appropriate folding, hanging, and storage techniques for textile products.	Guide students to: • Demonstrate proper sorting and washing of fabrics according to colour, fabric type, and care requirements. • Demonstrate appropriate drying methods for different fabrics. • Demonstrate correct ironing and pressing techniques for different fabrics. • Apply appropriate folding, hanging, and storage techniques for	Fabric samples/garments, washing basins, washing machine, detergents, water, laundry baskets. Washed fabric samples, clotheslines, pegs, drying racks, dryer (where available). Electric iron, ironing board, pressing cloth, fabric samples, care-label charts.

	soiling, and washing requirements. 2.5 Describe the selection of suitable detergents, bleaches, fabric softeners, and other laundry agents for different fabrics. 2.6 Explain correct hand-washing and machine-washing procedures for various textile materials. 2.7 Describe appropriate drying methods, including line drying, flat drying, shade drying, and machine drying.	of suitable detergents, bleaches, fabric softeners, and other laundry agents for different fabrics. • Explain correct hand-washing and machine-washing procedures for various textile materials. • Explain appropriate drying methods, including line drying, flat drying, shade drying, and machine drying.			textile products.	
General Objective 3.0: Understand Identification and Removal Of Stains						
7-10	3.1 Explain common types of stains found on textiles, such as food, beverage, grease, oil, ink, blood, and cosmetic stains.	• Explain common types of stains found on textiles, such as food, beverage, grease, oil, ink, blood, and cosmetic stains. • Describe stains	Textbooks Slides Whiteboard Markers charts Diagrams	• Identify common stains on different textile materials. • Demonstrate appropriate stain-removal techniques for different stains	Guide students to: • Identify common stains on different textile materials. • Demonstrate appropriate stain-removal	Stained fabric samples, charts/posters showing types of stains, hand lens, worksheets. Assorted stained

3.2 Describe stains according to their sources and characteristics for appropriate treatment. 3.3 Explain the principles and importance of prompt stain removal in fabric care. 3.4 Describe suitable stain-removal agents and methods for different types of stains and fabrics. 3.5 Describe appropriate techniques for removing common stains without damaging the fabric. 3.6 Explain safety precautions and best practices in the handling and use of stain-removal chemicals and materials.	according to their sources and characteristics for appropriate treatment. • Discuss the principles and importance of prompt stain removal in fabric care. • Explain suitable stain-removal agents and methods for different types of stains and fabrics. • Describe appropriate techniques for removing common stains without damaging the fabric. • Explain safety precautions and best practices in the handling and use of stain-removal chemicals and materials.	Models Laptop Projector Videos	and fabrics. • Apply safety precautions when using stain-removal	techniques for different stains and fabrics. • Apply safety precautions when using stain-removal	fabrics, classification charts, marker board, worksheets. Fabric samples, detergents, stain removers, soap, brushes, bowls, water, sponges. Personal protective equipment (gloves, aprons, face masks), stain-removal chemicals, safety guidelines, first-aid box.
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General Objective 4.0: Understand Effective Management of Laundry Skills and Safe Use of Laundry Equipment and Cleaning Agents						
11-15	4.1 Explain the principles and importance of effective laundry management in household and small-scale commercial settings. 4.2 Explain common laundry equipment, tools, and cleaning agents 4.3 Explain the correct operation and routine maintenance of laundry equipment such as washing machines, dryers, irons, and pressing equipment. 4.4 Describe appropriate cleaning agents and laundry products based on fabric type, degree of soiling, and desired cleaning outcomes. 4.5 Explain safe	- Describe the principles and importance of effective laundry management in household and small-scale commercial settings. - Discuss common laundry equipment, tools, and cleaning agents - Explain the correct operation and routine maintenance of laundry equipment such as washing machines, dryers, irons, and pressing equipment. - Discuss appropriate cleaning agents and laundry products based on fabric type, degree of soiling, and desired cleaning outcomes. - Discuss safe handling, storage, and disposal procedures for laundry chemicals and	Textbooks Slides Whiteboard Markers charts Diagrams Models Laptop Projector Videos	- Demonstrate the correct operation and routine maintenance of laundry equipment. - Select appropriate cleaning agents for different fabrics and laundry tasks. - Use the selected cleaning agent - Practice safe handling, storage, and disposal of laundry chemicals and cleaning agents. - Demonstrate good housekeeping, hygiene, and safety practices in the laundry work area.	Guide students to: - Demonstrate the correct operation and routine maintenance of laundry equipment. - Select and use appropriate cleaning agents for different fabrics and laundry tasks. - Practice safe handling, storage, and disposal of laundry chemicals and cleaning agents. - Demonstrate good housekeeping, hygiene, and safety practices in the laundry work area.	Detergents, bleaches, fabric softeners, starch, measuring cups, fabric samples. Cleaning agents, storage containers, safety labels, personal protective equipment (PPE), and first-aid box. Laundry workspace, cleaning tools, waste bins, PPE (gloves, aprons), safety instruction charts.

	handling, storage, and disposal procedures for laundry chemicals and cleaning agents. 4.6 Describe good housekeeping, hygiene, and occupational safety practices during laundry operations to prevent accidents and ensure efficient service delivery.	cleaning agents. • Discuss good housekeeping, hygiene, and occupational safety practices during laundry operations to prevent accidents and ensure efficient service delivery.				
COURSE ASSESSMENT: Course work: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%						



HANDICRAFT AND VALUE ADDITION II

PROGRAMME: NATIONAL DIPLOMA(ND) IN HOME AND RURAL ECONOMICS		
COURSE TITLE: HANDICRAFT AND VALUE ADDITION II	COURSE CODE: HRE 211	CONTACT HOURS: 3 HOURS/WEEK
YEAR: II SEMESTER: I	CREDIT UNITS: 3	THEORETICAL: 1 HOUR/WEEK
	PRE-REQUISITE:	PRACTICAL: 2 HOURS/WEEK
GOAL: This course is designed to equip students with the skills in handicraft production, value addition, and entrepreneurship.		
GENERAL OBJECTIVES: At the end of this course, the student should be able to: 1.0 Know the Equipment Used in Handicraft Production; 2.0 Understand Basic Techniques in Crocheting and Knitting; 3.0 Understand Skills in Bead work and Value-Added Accessory Making; 4.0 Know Fabric Decoration and Value Addition; 5.0 Understand How to Brand and Sell Value-Added Handicraft Products;		

PROGRAMME: NATIONAL DIPLOMA(ND) IN HOME AND RURAL ECONOMICS						
COURSE TITLE: HANDICRAFT AND VALUE ADDITION II			COURSE CODE: HRE 211		CONTACT HOURS: 3 HOURS/WEEK	
YEAR: II SEMESTER: I			CREDIT UNITS: 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 the skills in handicraft production, value addition, and entrepreneurship..						
General Objective 1.0: Know the Equipment Used in Creative Handicraft						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-3	1.1 Outline equipment and tools used in creative handicraft production. 1.2 Describe the functions of handicraft equipment. 1.3 Explain safety precautions in handling handicraft tools. 1.4 Explain classification tools according to handicraft operations. 1.5 Explain maintenance procedures for	• Explain equipment and tools used in creative handicraft production. • Describe the functions of handicraft equipment. • Explain safety precautions in handling handicraft tools. • Discuss classification tools according to handicraft operations. • Explain maintenance procedures for handicraft equipment.	Textbooks Slides Whiteboard Markers charts Diagrams Models Laptop Projector Videos	• Identify handicraft tools and equipment. • Demonstrate proper handling of tools. • Organize tools according to usage. • Perform routine maintenance of tools. • Apply safety procedures during handicraft activities.	Guide students to: • Identify handicraft tools and equipment. • Demonstrate proper handling of tools. • Organize tools according to usage. • Perform routine maintenance of tools. • Apply safety procedures during handicraft activities.	Crochet hooks Knitting needles Scissors Measuring tapes Beading needles Glue-guns Sewing kits

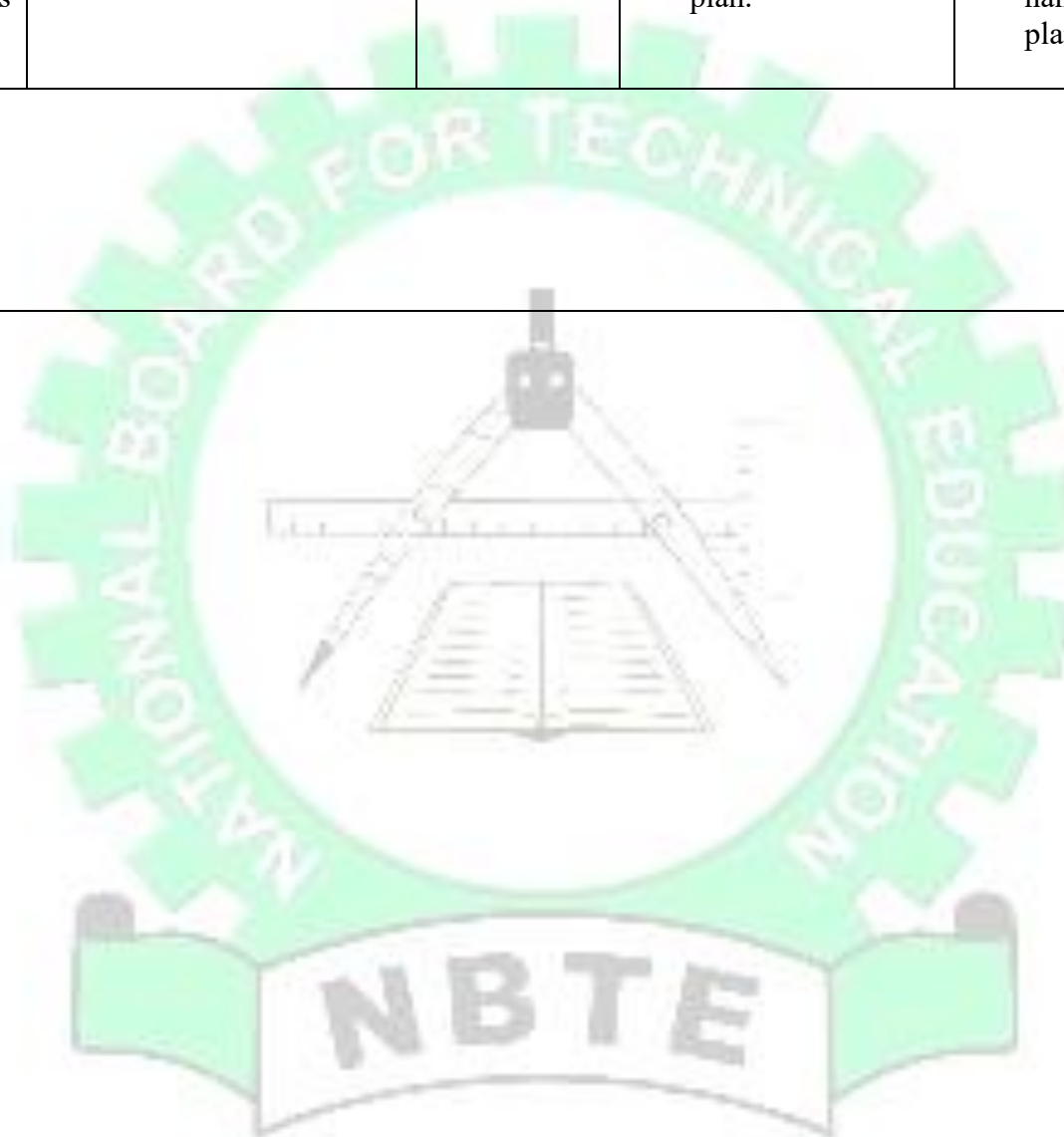
	handicraft equipment.					
General Objective 2.0: Understand Basic Techniques in Crocheting and Knitting						
4-7	2.1 Explain the principles of crocheting and knitting. 2.2 Outline types of yarns and threads. 2.3 Describe crochet and knitting stitches. 2.4 Explain pattern reading techniques. 2.5 Describe finishing methods for crochet and knitted products.	• Discuss the principles of crocheting and knitting. • Explain types of yarns and threads. • Describe crochet and knitting stitches. • Discuss pattern reading techniques. • Describe finishing methods for crochet and knitted products.	Textbooks Slides Whiteboard Markers charts Diagrams Models Laptop Projector Videos	• Perform basic crochet stitches. • Perform basic knitting stitches. • Produce simple crochet articles. • Produce simple knitted articles. • Finish crochet and knitted products	Guide students to: • Perform basic crochet stitches. • Perform basic knitting stitches. • Produce simple crochet articles. • Produce simple knitted articles. Finish crochet and knitted products	Crochet hooks Knitting needles Assorted yarns Stitch markers Measuring tapes Pattern sheets
General Objective 3.0: Understand Skills in Beadwork and Value-Added Accessory Making						
8-10	3.1 Outline materials used in beadwork. 3.2 Explain principles of accessory design. 3.3 Describe colour combinations and aesthetics. 3.4 Explain beadwork techniques. 3.5 Describe quality standards in accessory	• Discuss materials used in beadwork. • Explain principles of accessory design. • Describe colour combinations and aesthetics. • Explain beadwork techniques. • Discuss quality standards in accessory production.	Textbooks Slides Whiteboard Markers charts Diagrams Models Laptop Projector Videos	• Design beadwork patterns. • Produce beaded necklaces. • Produce beaded bracelets. • Produce earrings and fashion accessories. • Apply finishing and packaging techniques.	Guide students to: • Design beadwork patterns. • Produce beaded necklaces. • Produce beaded bracelets. • Produce earrings and fashion accessories. • Apply finishing and packaging techniques.	Beads of various sizes Beading wire Beading thread Clasps and hooks Pliers Packaging materials Design

	production.					templates
General Objective 4.0: Know Fabric Decoration and Value Addition						
11-12	4.1 Explain fabric decoration techniques. 4.2 Outline materials used in fabric decoration. 4.3 Describe tie-dye and batik processes. 4.4 Explain embellishment techniques. 4.5 Explain value addition in fabric products.	• Explain fabric decoration techniques. • Discuss materials used in fabric decoration. • Describe tie-dye and batik processes. • Discuss embellishment techniques. • Explain value addition in fabric products.	Textbooks Slides Whiteboard Markers charts Diagrams Models Laptop Projector Videos	• Produce tie-dye fabrics. • Produce batik fabrics. • Apply fabric painting techniques. • Embellish fabrics using beads and decorative materials. • Produce value-added fabric products.	Guide students to: • Produce tie-dye fabrics. • Produce batik fabrics. • Apply fabric painting techniques. • Embellish fabrics using beads and decorative materials. • Produce value-added fabric products.	Fabrics Dyes Wax Brushes Stencils Beads Decorative materials Protective gloves
General Objective 5.0: Understand How to Brand and Sell Value-Added Handicraft Products.						
13-15	5.1 Explain principles of pricing handicraft products. 5.2 Describe branding concepts. 5.3 Explain packaging requirements. 5.4 Describe marketing strategies. 5.5 Explain customer	• Discuss principles of pricing handicraft products. • Describe branding concepts. • Discuss packaging requirements. • Describe marketing strategies. • Explain customer relations and sales techniques.	Textbooks Slides Whiteboard Markers charts Diagrams Models Laptop Projector Videos	• Calculate production costs. • Determine selling prices. • Design product labels and packaging. • Promote products using digital /Solid redial platforms. • Develop a simple handicraft business	Guide students to: • Calculate production costs. • Determine selling prices. • Design product labels and packaging. • Promote products using digital platforms. • Develop a simple	Computers Smartphone s Internet access Packaging materials Label printers Costing templates Business plan

	relations and sales techniques.			plan.	handicraft business plan.	templates
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COURSE ASSESSMENT:

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



FOOD AND BEVERAGE PREPARATION III

PROGRAMME: NATIONAL DIPLOMA (ND) IN HOME AND RURAL ECONOMICS		
COURSE TITLE: FOOD AND BEVERAGE PREPARATION III	COURSE CODE: HRE 212	CONTACT HOURS: 4 HOURS/WEEK
YEAR: II SEMESTER: I	CREDIT UNITS: 4	THEORETICAL: 1 HOUR/WEEK
	PRE-REQUISITE:	PRACTICAL: 3 HOURS/WEEK
GOAL: This course is designed to enable students to acquire knowledge and skill in food and beverage preparation.		
GENERAL OBJECTIVES: At the end of this course, the student should be able to: 1.0 Understand the concepts and principles of kitchen planning; 2.0 Know the preparation of foods variety using appropriate cooking methods and standard recipes; 3.0 Understand the principles of menu planning in food and beverage preparation; 4.0 Understand elementary larder work (fish, poultry, meat and game) preparation; 5.0 Know the use of vegetables in cooking.		

PROGRAMME: NATIONAL DIPLOMA (ND) IN HOME AND RURAL ECONOMICS							
COURSE TITLE: FOOD AND BEVERAGE PREPARATION III				COURSE CODE: HRE 212	CONTACT HOURS: 4 HOURS/WEEK		
				CREDIT UNITS: 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 enable students to acquire knowledge and skill in food and beverage preparation							
General Objective 1.0: Understand the concepts and principles of kitchen planning							
THEORETICAL CONTENT				PRACTICAL CONTENT			
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources	
1-3	1.1 Explain the concept of kitchen planning. 1.2 Outline types of kitchen layouts. 1.3 Explain principles of kitchen planning. 1.4 Describe factors affecting kitchen design and workflow. 1.5 Explain kitchen safety and sanitation requirements.	• Explain the concept of kitchen planning. • Explain types of kitchen layouts. • Explain principles of kitchen planning. • Discuss factors affecting kitchen design and workflow. • Describe kitchen safety and sanitation requirements.	Textbooks Slides Whiteboard Markers charts Diagrams Models Laptop Projector Videos	• Identify different kitchen layouts. • Sketch simple kitchen plans. • Arrange kitchen equipment according to workflow. • Apply kitchen safety procedures. • Assess kitchen organization and efficiency.	Guide students to: • Identify different kitchen layouts. • Sketch simple kitchen plans. • Arrange kitchen equipment according to workflow. • Apply kitchen safety procedures. • Assess kitchen organization and efficiency.	Kitchen laboratory Kitchen layout drawings Measuring tapes Planning sheets Kitchen equipment	
General Objective 2.0: Know the preparation of foods variety using appropriate cooking methods and standard recipes							
4-6	2.1 Outline various cooking methods. 2.2 Explain principles of food preparation.	• Discuss various cooking methods. • Discuss principles of food preparation.	Textbooks Slides Whiteboard Markers	• Prepare foods using moist-heat cooking methods.	Guide students to: • Prepare foods using moist-heat cooking methods.	Kitchen laboratory Cooking ranges	

	2.3 Describe the use of standard recipes. 2.4 Explain factors affecting food quality. 2.5 Explain food presentation and portion control.	- Describe the use of standard recipes. - Explain factors affecting food quality. - Describe food presentation and portion control.	charts Diagrams Models Laptop Projector Videos	- Prepare foods using dry-heat cooking methods. - Use standard recipes. - Present prepared foods appropriately. - Evaluate the quality of prepared foods.	- Prepare foods using dry-heat cooking methods. - Use standard recipes. - Present prepared foods appropriately. - Evaluate the quality of prepared foods.	Ovens Food commodities Cooking utensils Weighing scales
General Objective 3.0: Understand the principles of menu planning in food and beverage preparation						
7-9	3.1 Explain the concept of menu planning. 3.2 Identify factors affecting menu planning. 3.3 Explain different types of menus. 3.4 Explain menu balance and nutritional considerations. 3.5 Explain menu costing principles.	- Explain the concept of menu planning. - Identify factors affecting menu planning. - Explain different types of menus. - Explain menu balance and nutritional considerations. - Explain menu costing principles.	Textbooks Slides Whiteboard Markers charts Diagrams Models Laptop Projector Videos	- Develop menus for different occasions. - Cost menu items. - Prepare balanced menus. - Design simple menu cards. - Evaluate menu suitability.	Guide students to: - Develop menus for different occasions. - Cost menu items. - Prepare balanced menus. - Design simple menu cards. - Evaluate menu suitability.	Menu templates Calculators Computers Printers Sample menu cards
General Objective 4.0: Understand elementary larder work (fish, poultry, meat and game) preparation						
10-12	4.1 Explain the concept and functions of the larder. 4.2 Describe fish, poultry, meat and game	- Discuss the concept and functions of the larder. - Explain fish, poultry, meat and game products. - Discuss storage and	Textbooks Slides Whiteboard Markers charts	- Identify fish, poultry, meat and game products. - Perform basic	Guide students to: - Identify fish, poultry, meat and game products. - Perform basic	Fish samples Poultry samples Meat samples Knives

	products. 4.3 Explain storage and preservation methods. 4.4 Describe Explain preparation techniques for fish, poultry, meat and game. 4.5 Explain hygiene and quality requirements in larder operations.	preservation methods. • Explain Explain preparation techniques for fish, poultry, meat and game. • Describe hygiene and quality requirements in larder operations.	Diagrams Models Laptop Projector Videos	cutting and trimming operations. • Prepare fish, poultry, meat and game dishes. • Apply proper storage procedures. • Maintain hygiene during larder operations.	cutting and trimming operations. • Prepare fish, poultry, meat and game dishes. • Apply proper storage procedures. • Maintain hygiene during larder operations.	Chopping boards Refrigeration facilities Protective clothing
General Objective 5.0: Know the use of vegetables in cooking						
13-15	5.1 Explain the classification of vegetables used in food preparation. 5.2 Describe the nutritional value of vegetables. 5.3 Explain methods of preparing and cooking vegetables. 5.4 Describe the use of vegetables in food service and garnishing. 5.5 Describe storage and preservation methods for vegetables.	• Discuss the classification of vegetables used in food preparation. • Describe the nutritional value of vegetables. • Discuss methods of preparing and cooking vegetables. • Describe the use of vegetables in food service and garnishing. • Describe storage and preservation methods for vegetables.	Textbooks Slides Whiteboard Markers charts Diagrams Models Laptop Projector Videos	• Classify different vegetables. • Prepare vegetable dishes. • Apply appropriate vegetable cooking methods. • Produce vegetable garnishes. • Store vegetables appropriately.	Guide students to: • Classify different vegetables. • Prepare vegetable dishes. • Apply appropriate vegetable cooking methods. • Produce vegetable garnishes. • Store vegetables appropriately.	Fresh vegetables Kitchen laboratory Knives Chopping boards Cooking utensils Refrigeration facilities

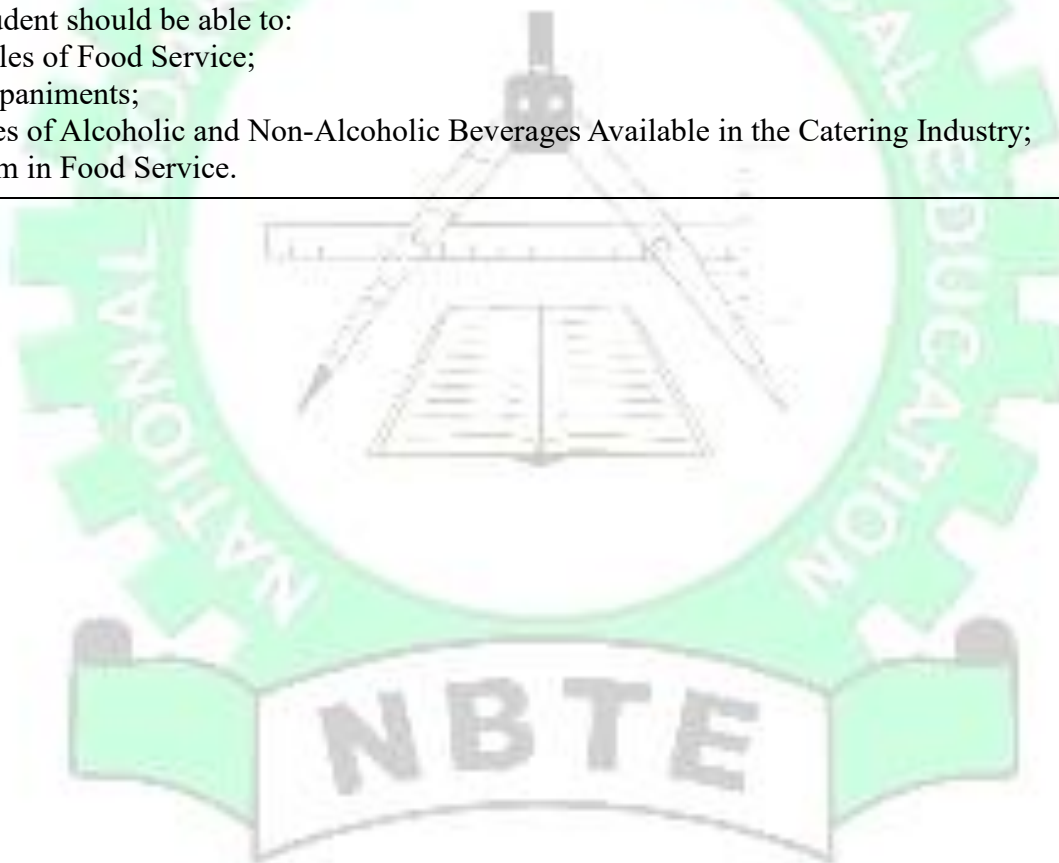
COURSE ASSESSMENT:

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



FOOD SERVICES MANAGEMENT II

PROGRAMME: NATIONAL DIPLOMA(ND) IN HOME AND RURAL ECONOMICS		
COURSE TITLE: FOOD SERVICES MANAGEMENT II	COURSE CODE: HRE 213	CONTACT HOURS: 3 HOURS/WEEK
YEAR: II SEMESTER: I	CREDIT UNITS: 3	THEORETICAL: 1 HOUR/WEEK
	PRE-REQUISITE:	PRACTICAL: 2 HOURS/WEEK
GOAL: This course is designed to equip students with the knowledge and skills required for food service operations, menu planning, beverage service, and food service control systems in hospitality establishments.		
GENERAL OBJECTIVES: At the end of this course, the student should be able to: 1.0 Know the Types and Styles of Food Service; 2.0 Know Menu and Accompaniments; 3.0 Know the Different Types of Alcoholic and Non-Alcoholic Beverages Available in the Catering Industry; 4.0 Know the Control System in Food Service.		



PROGRAMME: NATIONAL DIPLOMA(ND) IN HOME AND RURAL ECONOMICS						
COURSE TITLE: FOOD SERVICES MANAGEMENT II			COURSE CODE: HRE 213		CONTACT HOURS: 3 HOURS/WEEK	
YEAR: II SEMESTER: I			CREDIT UNITS: 3		THEORETICAL: 1 HOUR/WEEK	
			PRE-REQUISITE:		PRACTICAL: 2 HOURS/WEEK	
GOAL: This course is designed to equip students with the knowledge and skills required for food service operations, menu planning, beverage service, and food service control systems in hospitality establishments.						
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
General Objective 1.0: Know the Types and Styles of Food Service						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-3	1.1 Define food service. 1.2 Outline different types of food service. 1.3 Explain various styles of food service. 1.4 Differentiate between food service styles. 1.5 Describe the advantages and limitations of different food service styles.	• Explain food service. • Discuss different types of food service. • Explain various styles of food service. • Differentiate between food service styles. • Explain the advantages and limitations of different food service styles.	Textbooks Slides Whiteboard Markers charts Diagrams Models Laptop Projector Videos	• Demonstrate waiter service. • Demonstrate plate service. • Demonstrate cafeteria service. • Demonstrate buffet service. • Apply appropriate service styles in different situations	Guide students to: • Demonstrate waiter service. • Demonstrate plate service. • Demonstrate cafeteria service. • Demonstrate buffet service. Apply appropriate service styles in different situations	Training restaurant Service trays Tables and chairs Crockery Cutlery Glassware Table linen
General Objective 2.0: Know Menu and Accompaniments						

4-7	2.1 Define menu and accompaniments. 2.2 Outline different types of menus. 2.3 Explain principles of menu planning. 2.4 Describe the importance of accompaniments in food service. 2.5 Explain factors affecting menu selection.	• Explain menu and accompaniments. • Outline different types of menus. • Describe principles of menu planning. • Discuss the importance of accompaniments in food service. • Describe factors affecting menu selection.	Textbooks Slides Whiteboard Markers charts Diagrams Models Laptop Projector Videos	• Prepare simple menus. • Match accompaniments with menu items. • Design menu cards. • Evaluate menu suitability. • Present menus professionally.	Guide students to: • Prepare simple menus. • Match accompaniments with menu items. • Design menu cards. • Evaluate menu suitability. • Present menus professionally.	Menu cards Menu templates Computers Printers Sample food items Writing materials
General Objective 3.0: Know the Different Types of Alcoholic and Non-Alcoholic Beverages Available in the Catering Industry						
8-11	3.1 Outline the classifications of alcoholic beverages. 3.2 Describe beverage classifications of non-alcoholic beverages. 3.3 Explain characteristics of common beverages. 3.4 Explain beverage storage requirements. 3.5 Describe beverage service procedures.	• Explain the classifications of alcoholic beverages. • Discuss beverage classifications of non-alcoholic beverages. • Describe characteristics of common beverages. • Discuss beverage storage requirements. • Explain beverage service procedures.	Textbooks Slides Whiteboard Markers charts Diagrams Models Laptop Projector Videos	• Identify alcoholic beverages. • Identify non-alcoholic beverages. • Store beverages correctly. • Serve beverages using standard procedures. • Demonstrate responsible beverage service	Guide students to: • Identify alcoholic beverages. • Identify non-alcoholic beverages. • Store beverages correctly. • Serve beverages using standard procedures. • Demonstrate responsible beverage service	Beverage samples Wine glasses Tumblers Beverage trays Refrigeration facilities Service station equipment
General Objective 4.0: Know the Control System in Food Service						

12-15	4.1 Explain food service control systems. 4.2 Describe food and beverage control procedures. 4.3 Explain billing and cashiering procedures. 4.4 Describe stock control procedures. 4.5 Explain sales recording and reporting procedures.	• Discuss food service control systems. • Describe food and beverage control procedures. • Discuss billing and cashiering procedures. • Explain stock control procedures. • Explain sales recording and reporting procedures.	Textbooks Slides Whiteboard Markers charts Diagrams Models Laptop Projector Videos	• Prepare food and beverage control documents. • Record food and beverage sales. • Prepare guest bills. • Maintain stock records. • Prepare sales reports.	Guide students to: • Prepare food and beverage control documents. • Record food and beverage sales. • Prepare guest bills. • Maintain stock records. • Prepare sales reports.	Guest bills Dockets Stock record books Sales analysis forms POS machine Cash register Restaurant records
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COURSE ASSESSMENT:

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

BEAUTY THERAPY AND SALON MANAGEMENT II

PROGRAMME: NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS		
COURSE TITLE: BEAUTY THERAPY AND SALON MANAGEMENT II	COURSE CODE: HRE 214	CONTACT HOURS: 3 HOURS/WEEK
YEAR: II SEMESTER: I	CREDIT UNITS: 3	THEORETICAL: 1 HOUR/WEEK
	PRE-REQUISITE:	PRACTICAL: 2 HOURS/WEEK
GOAL: This course is designed to equip students with intermediate competencies in hair care, facial therapy, nail technology, beauty enhancement services, and salon operations.		
GENERAL OBJECTIVES: At the end of this course, the student should be able to: 1.0 Understand Competency in Hair Care and Hair Styling Techniques; 2.0 Understand Competency in Facial Therapy and Skin Care; 3.0 Understand Competency in Nail Technology and Beauty Enhancement; 4.0 Understand Salon Operations and Client Management.		

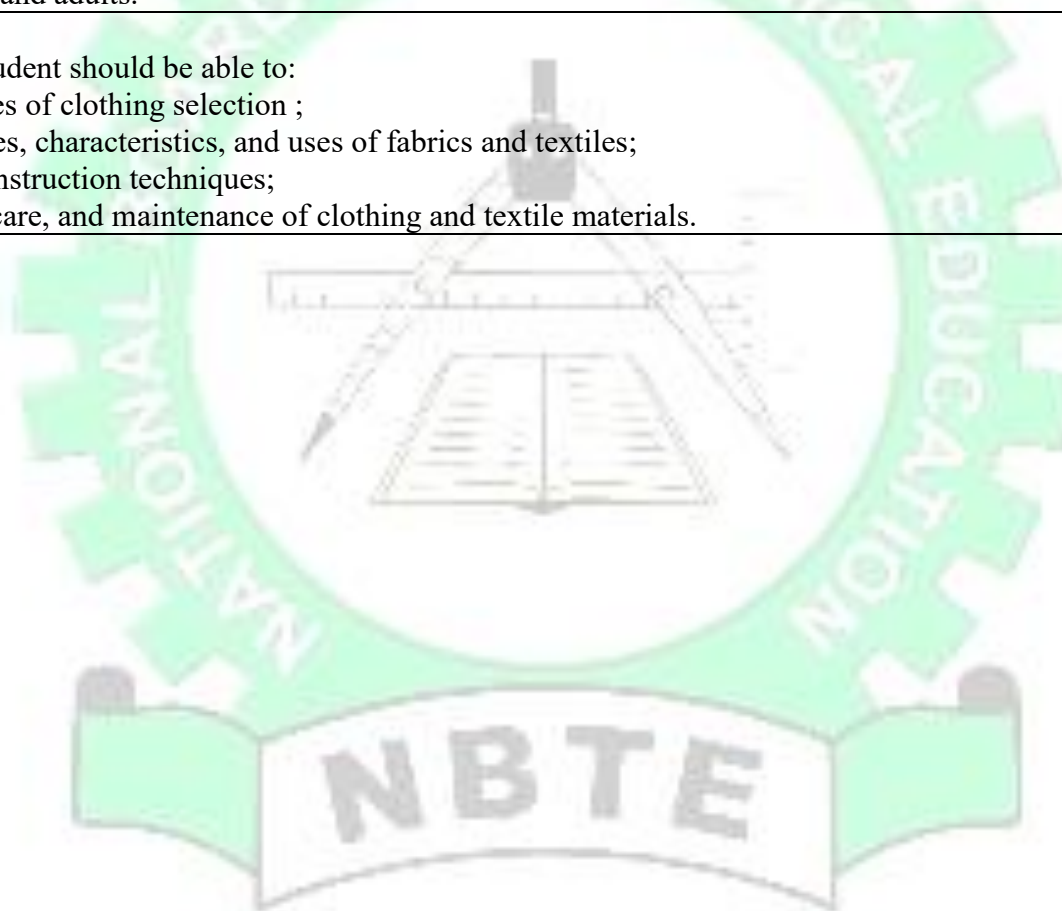
PROGRAMME: NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS							
COURSE TITLE: BEAUTY THERAPY AND SALON MANAGEMENT II				COURSE CODE: HRE 214		CONTACT HOURS: 3 HOURS/WEEK	
YEAR: II SEMESTER: I				CREDIT UNITS: 3		THEORETICAL: 1 HOUR/WEEK	
				PRE-REQUISITE:		PRACTICAL: 2 HOURS/WEEK	
GOAL: This course is designed to equip students with intermediate competencies in hair care, facial therapy, nail technology, beauty enhancement services, and salon operations.							
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL							
General Objective 1.0: Understand Competency in Hair Care and Hair Styling Techniques							
THEORETICAL CONTENT				PRACTICAL CONTENT			
Week	Specific Outcome	Learning	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-3	1.1 Explain hair structure and growth. 1.2 Outline hair and scalp disorders. 1.3 Explain hair treatment procedures. 1.4 Describe hair styling techniques. 1.5 Describe appropriate hair care products.		• Explain hair structure and growth. • Discuss hair and scalp disorders. • Explain hair treatment procedures. • Describe hair styling techniques. • Explain appropriate hair care products.	Textbooks Slides Whiteboard Markers charts Diagrams Models Laptop Projector Videos	• Examine hair and scalp conditions. • Perform hair treatment procedures. • Practice hair styling techniques. • Select products for different hair types. • Maintain client treatment records.	Guide students to: • Examine hair and scalp conditions. • Perform hair treatment procedures. • Practice hair styling techniques. • Select products for different hair types. • Maintain client treatment records.	Styling kits, treatment products, record sheets.
General Objective 2.0: Understand Competency in Facial Therapy and Skin Care							
4-6	2.1 Describe the classification of skin		• Explain the classification of skin types.	Textbooks Slides	• Conduct skin analysis.	Guide students to: • Conduct skin	Facial kits, masks, skincare

	types. 2.2 Explain facial treatment procedures. Explain facial massage techniques. 2.3 Outline skin disorders. 2.4 Recommend skincare products.	- Describe facial treatment procedures. Explain facial massage techniques. - Describe skin disorders. - Recommend skincare products.	Whiteboard Markers charts Diagrams Models Laptop Projector Videos	- Perform facial cleansing. - Carry out facial massage - Apply facial masks. - Recommend skincare regimens.	analysis. - Perform facial cleansing. - Carry out facial massage - Apply facial masks. - Recommend skincare regimens.	charts.
General Objective 3.0: Understand Competency in Nail Technology and Beauty Enhancement						
7-10	3.1 Explain nail structure and growth. 3.2 Describe advanced manicure procedures. 3.3 Describe advanced pedicure procedures. 3.4 Explain nail enhancement techniques.Explain nail hygiene practices.	- Explain nail anatomy. - Discuss manicure and pedicure techniques. - Discuss nail enhancement methods. Explain hygiene requirements.	Textbooks Slides Whiteboard Markers charts Diagrams Models Laptop Projector Videos	- Perform advanced manicure. Perform advanced pedicure. - Apply nail polish professionally. - Create simple nail art designs. - Maintain nail hygiene standards.	- Perform advanced manicure. Perform advanced pedicure. - Apply nail polish professionally. - Create simple nail art designs. - Maintain nail hygiene standards.	Nail kits, polish, nail art materials.
General Objective 4.0: Understand Salon Operations and Client Management						
11-15	4.1 Describe salon workflow management. Explain appointment scheduling procedures.	- Discuss salon operations. - Explain appointment systems. - Discuss customer management	Appointment records, inventory forms, salon manuals.	- Schedule client appointments. - Maintain client records. - Prepare inventory reports.	Guide students to: - Schedule client appointments. - Maintain client records. - Prepare	Client record forms, inventory sheets, appointment books.

	Describe customer relationship management. Explain inventory management. 4.2 Describe complaint handling techniques.	techniques. • Explain inventory control procedures. • Discuss complaint management.		• Handle simulated customer complaints. • Demonstrate salon front-desk operations.	inventory reports. • Handle simulated customer complaints. • Demonstrate salon front-desk operations.	
COURSE ASSESSMENT: Course work: 10% Test/Assignments: 10% Practical 40% Examination: 40% Total: 100%						

CLOTHING AND TEXTILES II

PROGRAMME: NATIONAL DIPLOMA(ND) IN HOME AND RURAL ECONOMICS		
COURSE TITLE: CLOTHING AND TEXTILES II	COURSE CODE: HRE 215	CONTACT HOURS: 4 HOURS/WEEK
YEAR: II SEMESTER: I	CREDIT UNITS: 4	THEORETICAL: 1 HOURS/WEEK
	PRE-REQUISITE:	PRACTICAL: 3 HOURS/WEEK
GOAL: This course is designed to equip students with knowledge and practical skills in clothing selection, garment construction, and use of fabrics and textiles for children and adults.		
GENERAL OBJECTIVES: At the end of this course, the student should be able to: 1.0 Understand the principles of clothing selection ; 2.0 Understand the properties, characteristics, and uses of fabrics and textiles; 3.0 Apply basic garment construction techniques; 4.0 Know skills in the use, care, and maintenance of clothing and textile materials.		



PROGRAMME: NATIONAL DIPLOMA(ND) IN HOME AND RURAL ECONOMICS						
COURSE TITLE: CLOTHING AND TEXTILES II			COURSE CODE: HRE 215		CONTACT HOURS: 4 HOURS/WEEK	
YEAR: II SEMESTER: I			CREDIT UNITS: 4		THEORETICAL: 1 HOUR/WEEK	
			PRE-REQUISITE:		PRACTICAL: 3 HOURS/WEEK	
GOAL: This course is designed to equip students with knowledge and practical skills in clothing selection, garment construction, and use of fabrics and textiles for children and adults.						
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
General Objective 1.0: Understand the Principles of Clothing Selection						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-3	1.1 Explain the concept and importance of clothing selection. 1.2 Outline factors influencing clothing selection such as age, sex, body shape, occupation, culture, climate, and income. 1.3 Explain the principles of clothing selection for children and adults. 1.4 Describe appropriate clothing for	- Explain the concept and importance of clothing selection. - Explain factors influencing clothing selection such as age, sex, body shape, occupation, culture, climate, and income. - Describe the principles of clothing selection for children and adults. - Discuss appropriate clothing for different individuals and occasions based on established principles.	Textbooks Slides Whiteboard Markers charts Diagrams Models Laptop Projector Videos	- Select appropriate clothing items based on age, body shape, occupation, and occasion. - Assess clothing materials - Design for suitability, comfort, durability, and appearance. - Demonstrate the selection of clothing using principles of colour, line, texture, and pattern. - Prepare suitable clothing ensembles for different occasions and budgets.	Guide students to: - Select appropriate clothing items based on age, body shape, occupation, and occasion. - Assess clothing materials - Design for suitability, comfort, durability, and appearance. - Demonstrate the selection of clothing using principles of colour, line, texture, and pattern. - Prepare suitable	Assorted garments, fashion catalogues, clothing illustrations, charts on body shapes, magazines, multimedia projector. Colour wheel, clothing samples, and fashion magazines, charts showing design principles, mannequins or

	different individuals and occasions based on established principles.				clothing ensembles for different occasions and budgets.	dress forms. Clothing items, fashion catalogues, price lists, mannequins, presentation materials, worksheets.
General Objective 2.0: Understand The Properties, Characteristics and Uses of Fabrics and Textiles						
4-6	2.1 Explain the classification OF common fabrics and textiles according to fibre type and method of construction. 2.2 Describe the properties and characteristics of common fabrics and textiles. 2.3 Differentiate among various fabrics based on their characteristics and performance.	• Discuss the classification OF common fabrics and textiles according to fibre type and method of construction. • Describe the properties and characteristics of common fabrics and textiles. • Differentiate among various fabrics based on their characteristics and performance. • Discuss appropriate fabrics and textiles for clothing and household uses based on their properties and characteristics.	Textbooks Slides Whiteboard Markers Charts Diagrams Models Laptop Projector Videos	• Display different fabrics and textiles according to their fibre content and construction. • Examine the physical properties of different fabrics and textiles. • Perform simple fabric identification tests and record observations accurately. • Select appropriate fabrics for specific clothing, household, and industrial applications based on their characteristics.	Guide students to: • Display different fabrics and textiles according to their fibre content and construction. • Examine the physical properties of different fabrics and textiles. • Perform simple fabric identification tests and record observations accurately. • Select appropriate fabrics for specific clothing, household, and industrial applications based on their characteristics.	Fabric swatches (cotton, wool, silk, linen, polyester, nylon, rayon, etc.), fiber charts, hand lens, worksheets Assorted fabric samples, water containers, weights, rulers, worksheets, laboratory equipment. Fabric specimens, forceps, metal tray, matches/lighter

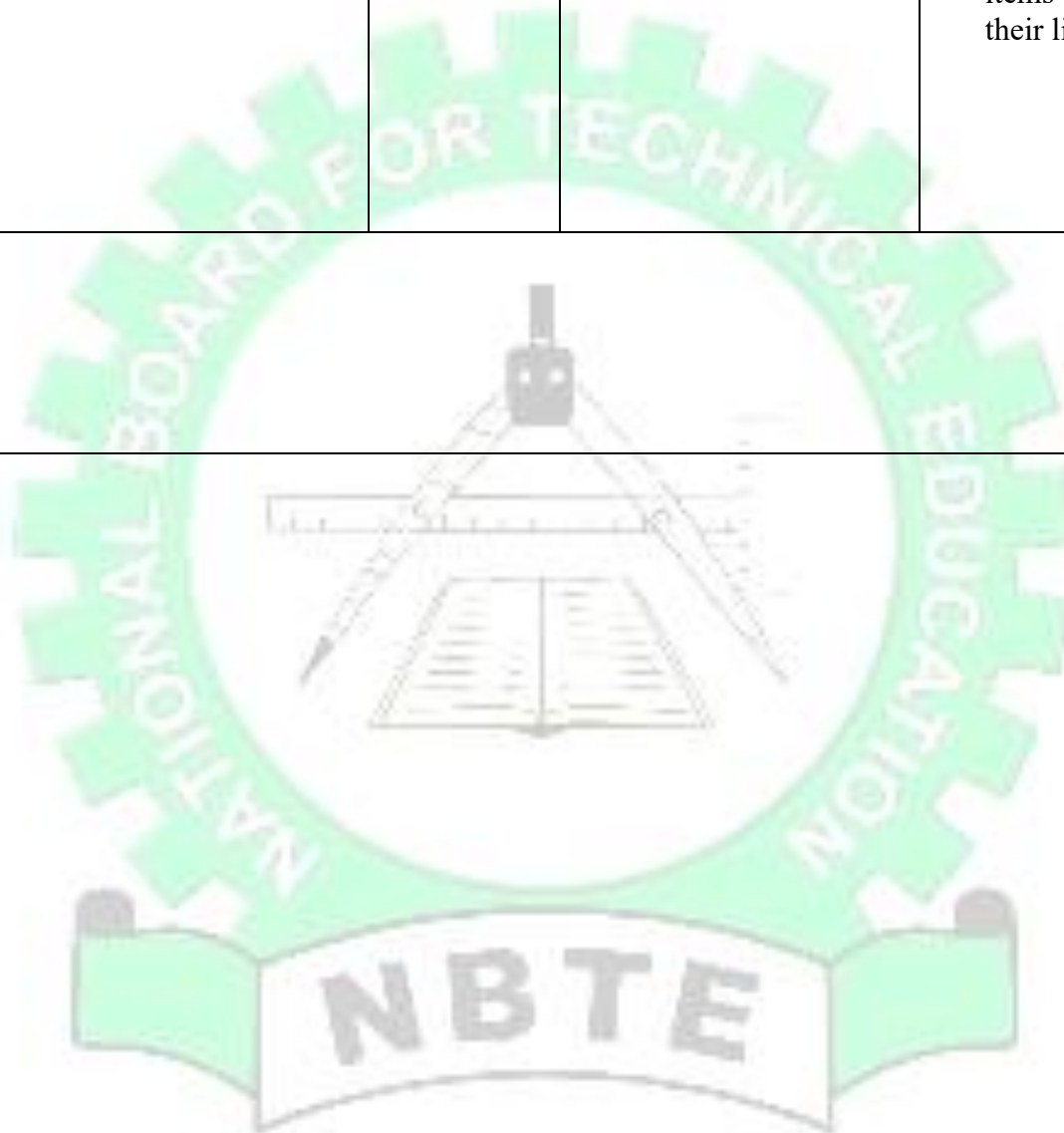
	2.4 Explain appropriate fabrics and textiles for clothing and household uses based on their properties and characteristics .					, safety gloves, laboratory coat, observation sheets.
General Objective 3.0: Apply Basic Garment Construction Techniques						
5-8	3.1 Explain the identification, use, care, and maintenance of sewing tools and equipment. 3.2 Discuss correct body measurement techniques and pattern drafting procedures. 3.3 Describe various sewing techniques and guide students in	• Discuss the identification, use, care, and maintenance of sewing tools and equipment. • Discuss correct body measurement techniques and pattern drafting procedures. • Discuss various sewing techniques and guide students in practicing them on fabric samples. • Discuss garment construction processes from cutting to finishing.	Textbooks Slides Whiteboard Markers charts Diagrams Models Laptop Projector Videos	• Demonstrate the use of basic sewing tools and equipment in garment construction. • Perform basic sewing processes and seam finishes using appropriate techniques. • Construct simple garment components using standard garment construction procedures. • Produce a simple garment by applying basic garment construction techniques.	Guide students to: • Demonstrate the use of basic sewing tools and equipment in garment construction. • Perform basic sewing processes and seam finishes using appropriate techniques. • Construct simple garment components using standard garment construction procedures. • Produce a simple garment by applying basic garment	-Sewing machines, scissors, tape measures, pins, needles, seam rippers, thimbles, ironing equipment, safety guidelines. Patterns, sewing notions, sample garment components, pressing tools. Commercial or drafted patterns,

	practicing them on fabric samples. 3.4 Explain garment construction processes from cutting to finishing.				construction techniques.	threads.
General Objective 4.0: Demonstrate Skills in The Use, Care, and Maintenance of Clothing and Textile Materials						
12-15	4.1.Explain clothing and textile care labels and symbols. 4.2.Explain appropriate procedures for cleaning and caring for different clothing and textile materials. 4.3.Explain proper methods of storing clothing and textile materials to maintain quality and	• Explain clothing and textile care labels and symbols. • Explain appropriate procedures for cleaning and caring for different clothing and textile materials. • Explain proper methods of storing clothing and textile materials to maintain quality and durability. • Explain minor repairs and maintenance of clothing and textile materials.	Textbooks Slides Whiteboard Markers charts Diagrams Models Laptop Projector Videos	• Interpret care labels and laundering instructions on clothing and textile materials. • Perform appropriate laundering and stain-removal techniques for different textile materials. • Demonstrate correct ironing, pressing, folding, and storage techniques for clothing and household textiles. • Carry out basic repairs and maintenance of clothing and textile items to prolong their lifespan.	Guide students to: • Interpret care labels and laundering instructions on clothing and textile materials. • Perform appropriate laundering and stain-removal techniques for different textile materials. • Demonstrate correct ironing, pressing, folding, and storage techniques for clothing and household textiles. • Carry out basic repairs and maintenance of clothing and textile	Garments with care labels, textile care symbol charts, worksheets, fabric samples, multimedia projector. Electric iron, ironing board, pressing cloth, garment hangers, storage boxes, wardrobes, fabric samples.

	durability. 4.4.Explain minor repairs and maintenance of clothing and textile materials.				items to prolong their lifespan.	
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COURSE ASSESSMENT:

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





FOOD AND BEVERAGES PREPARATION IV

PROGRAMME: NATIONAL DIPLOMA(ND) IN HOME AND RURAL ECONOMICS		
COURSE TITLE: FOOD AND BEVERAGES PREPARATION IV	COURSE CODE: HRE 221	CONTACT HOURS: 4 HOURS/WEEK
YEAR: II SEMESTER: II	CREDIT UNITS: 4	THEORETICAL: 1 HOUR/WEEK
	PRE-REQUISITE:	PRACTICAL: 3 HOURS/WEEK
GOAL: This course is designed to equip students with knowledge and skills in food and beverage preparation, presentation, in compliance with standards for sustainable livelihood and self-reliance		
GENERAL OBJECTIVES: At the end of this course, the student should be able to: 1.0 Understand Principles and Techniques in Food and Beverage Preparation; 2.0 Know How to Prepare Confectioneries; 3.0 Understand the preparation of pastry, pudding and sweet; 4.0 Understand the preparation simple food hors d'oeuvre; 5.0 Know how to plan and Produce Foods and Beverages for Special Events, Functions and Catering Services; 6.0 Demonstrate Proficiency in the Presentation and Garnishing of Foods and Beverages.		

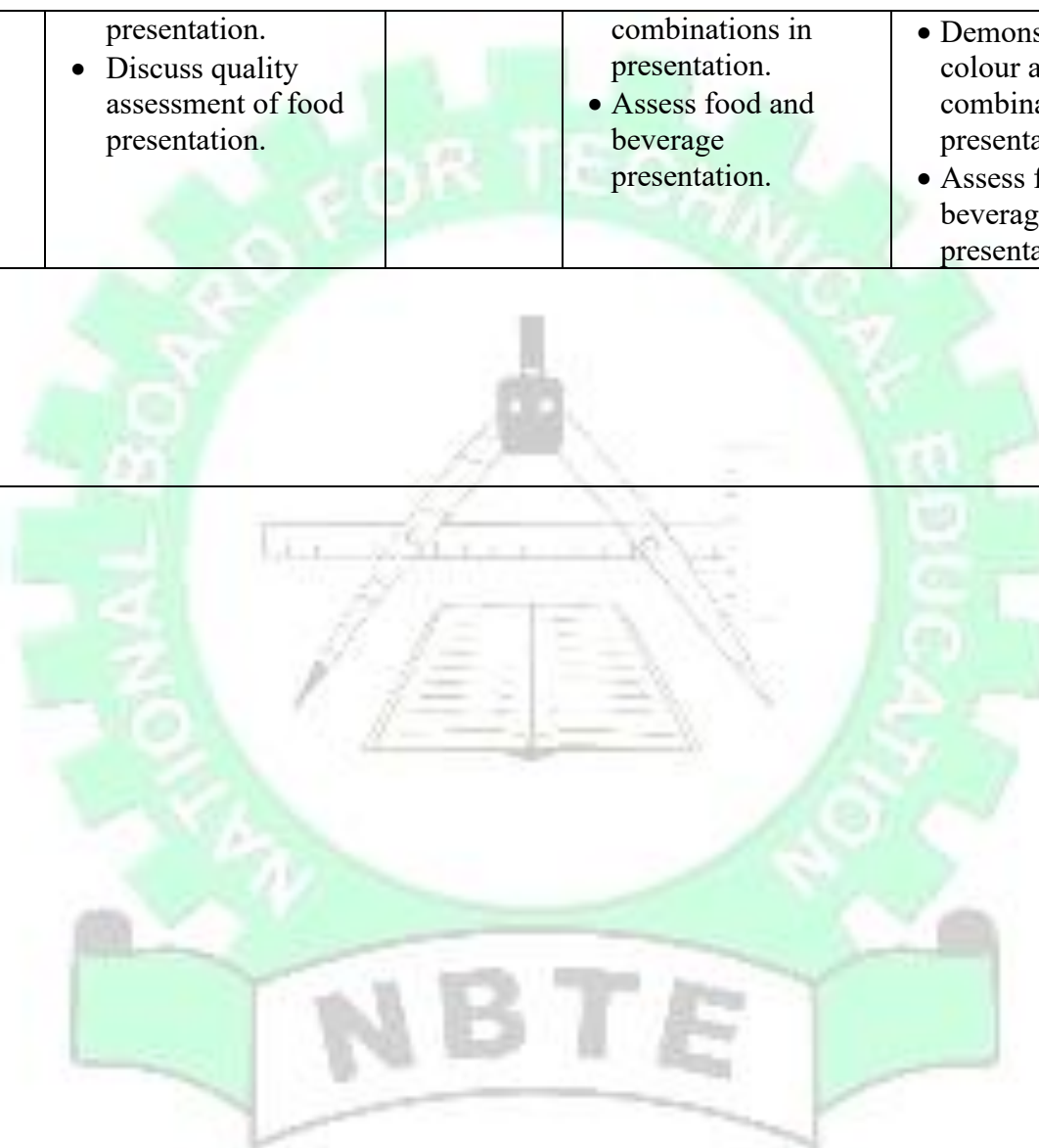
PROGRAMME: NATIONAL DIPLOMA(ND) IN HOME AND RURAL ECONOMICS						
COURSE TITLE: FOOD AND BEVERAGES PREPARATION IV			COURSE CODE: HRE 221	CONTACT HOURS: 4 HOURS/WEEK		
YEAR: II SEMESTER: II			CREDIT UNITS: 4	THEORETICAL: 1 HOURS/WEEK		
			PRE-REQUISITE:	PRACTICAL: 3 HOURS/WEEK		
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
Goal: This course is designed to equip students with advanced knowledge and skills in food and beverage preparation, presentation, in compliance with standards for sustainable livelihood and self-reliance.						
GENERAL OBJECTIVE 1.0: Understand advanced principles and techniques in food and beverage preparation						
Theoretical content				Practical content		
Week	Specific learning outcome	Teacher’s activities	Resources	Specific learning outcome	Specific learning outcome	Resources
1-3	1.1 Explain advanced food and beverage preparation principles. 1.2 Describe advanced cooking and beverage production techniques. 1.3 Explain quality standards in food and beverage production. 1.4 Describe food safety and hygiene requirements in production. 1.5 Explain methods of evaluating food and beverage quality.	• Discuss advanced food and beverage preparation principles. • Explain advanced cooking and beverage production techniques. • Explain quality standards in food and beverage production. • Explain food safety and hygiene requirements in production. • Explain methods of evaluating food and beverage quality.	Textbooks Slides Whiteboard Markers charts Diagrams Models Laptop Projector Videos	• Construct advanced food dishes. • Construct specialized beverages. • Demonstrate advanced cooking techniques. • Assess food and beverage quality. • Maintain food safety standards during production	Guide students to: • Construct advanced food dishes. • Construct specialized beverages. • Demonstrate advanced cooking techniques. • Assess food and beverage quality. • Maintain food safety standards during production	Food production laboratory cooking equipment beverage preparation equipment food ingredients food safety kits
GENERAL OBJECTIVE 2.0: Know how to construct confectioneries						
4-6	2.1 Define	• Explain	Textbooks	• Operate ingredients	Guide students to:	Training kitchen

	confectioneries and their uses. 2.2 Explain the classification of confectionery products. 2.3 Differentiate ingredients used in confectionery production. 2.4 State the functions of ingredients used in confectionery products 2.5 Explain methods of preparing confectioneries. 2.6 Explain quality control and storage of confectionery products.	confectioneries and their uses. • Discuss the classification of confectionery products. • Differentiate ingredients used in confectionery production. • Describe the functions of ingredients used in confectionery products • Discuss methods of preparing confectioneries. Explain quality control and storage of confectionery products.	Slides Whiteboard Markers charts Diagrams Models Laptop Projector Videos	used in confectionery production. • Measure and construct ingredients according to recipes. • Construct simple confectionery products using appropriate methods. • Assess the quality of confectionery products. • Store confectionery products appropriately	• Operate ingredients used in confectionery production. • Measure and construct ingredients according to recipes. • Construct simple confectionery products using appropriate methods. • Assess the quality of confectionery products. • Store confectionery products appropriately	mixing bowls measuring cups and spoons weighing scales baking trays saucepans confectionery ingredients (sugar, flour, butter, eggs, milk, flavourings, etc.) packaging materials storage containers personal protective equipment (ppe)
GENERAL OBJECTIVE 3.0: Understand the preparation of pastry, pudding and sweet						
7-9	3.1 Explain the classification of pastries, puddings and sweets. 3.2 State ingredients used in pastry, pudding and sweet preparation. 3.3 Explain the functions of ingredients in	• Explain the classification of pastries, puddings and sweets. • Explain ingredients used in pastry, pudding and sweet preparation. • Discuss the functions	Textbooks Slides Whiteboard Markers charts Diagrams Models Laptop Projector	• Identify ingredients used in pastry, pudding and sweet preparation. • Measure ingredients according to recipes. • Measure selected pastries, puddings	• Identify ingredients used in pastry, pudding and sweet preparation. • Measure ingredients according to	Training kitchen oven mixing bowls measuring cups and spoons weighing scales baking trays pastry cutters flour, sugar, eggs,

	pastry, pudding and sweet preparation. 3.4 Describe methods of preparing pastries, puddings and sweets. 3.5 Explain quality characteristics of pastries, puddings and sweets.	of ingredients in pastry, pudding and sweet preparation. • Explain methods of preparing pastries, puddings and sweets. • Describe quality characteristics of pastries, puddings and sweets.	Videos	and sweets using appropriate methods. • Assess the quality of prepared products using standard criteria. • Present pastries, puddings and sweets appropriately	recipes. • Measure selected pastries, puddings and sweets using appropriate methods. • Assess the quality of prepared products using standard criteria. • Present pastries, puddings and sweets appropriately	milk, butter and other baking ingredients serving plates and trays personal protective equipment (ppe)
GENERAL OBJECTIVE 4.0: Understand the preparation simple food hors d'oeuvre						
10-11	4.1 Define hors d'oeuvre and its functions. 4.2 State the importance of hors d'oeuvre in food preparation. 4.3 Explain the classification of hors d'oeuvre into hot and cold types. 4.4 Describe ingredients used in hors d'oeuvre preparation. 4.5 Explain methods of preparing simple hors d'oeuvre.	• Describe hors d'oeuvre and its functions. • Explain the importance of hors d'oeuvre in food preparation. • Discuss the classification of hors d'oeuvre into hot and cold types. • Describe ingredients used in hors d'oeuvre preparation. • Discuss methods of	Textbooks Slides Whiteboard Markers charts Diagrams Models Laptop Projector Videos	• Identify ingredients used in hors d'oeuvre preparation. • Construct simple hot hors d'oeuvre. \ • Construct simple cold hors d'oeuvre. • Garnish hors d'oeuvre attractively. • Serve hors d'oeuvre according to standard service procedures.	Guide students to: • Identify ingredients used in hors d'oeuvre preparation. • Construct simple hot hors d'oeuvre. \ • Construct simple cold hors d'oeuvre. • Garnish hors d'oeuvre attractively. • Serve hors	Training kitchen knives and chopping boards mixing bowls serving plates and platters garnishing tools fresh vegetables and fruits meat, fish, cheese and other hors d'oeuvre ingredients refrigeration facilities

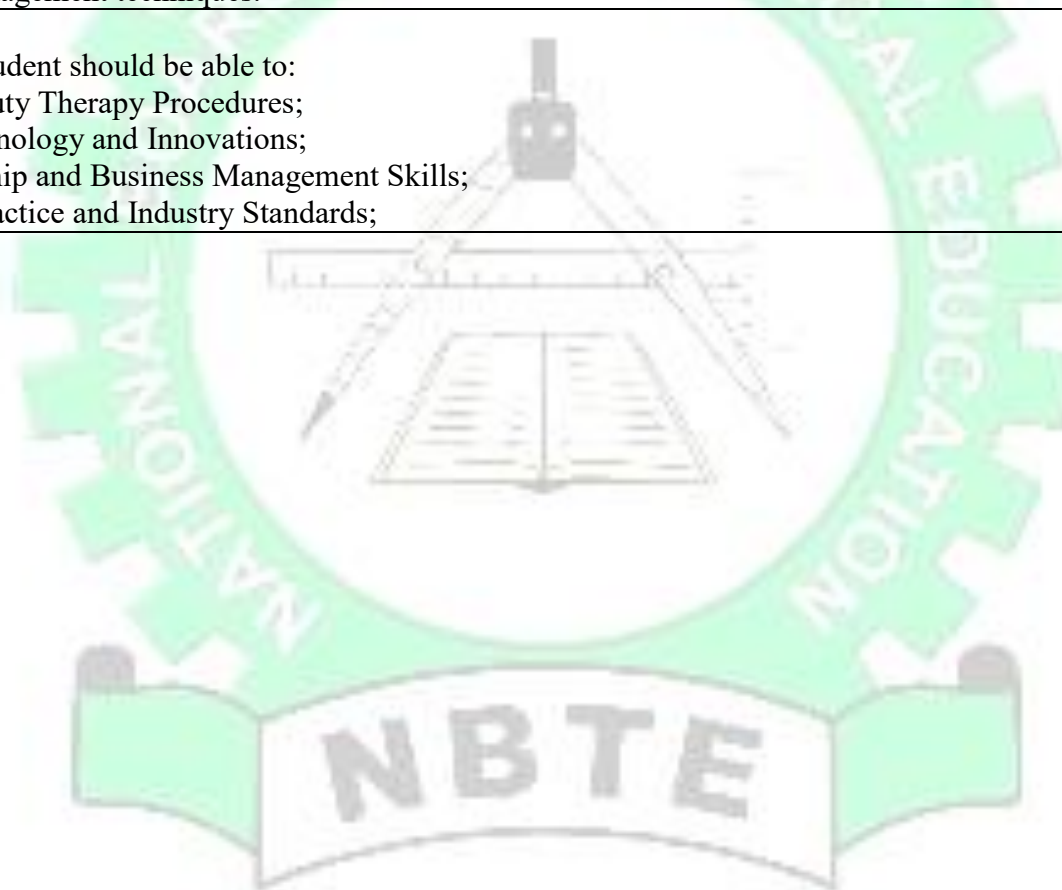
	4.6 Describe presentation and service requirements for hors d'oeuvre.	preparing simple hors d'oeuvre. • Describe presentation and service requirements for hors d'oeuvre.			d'oeuvre according to standard service procedures.	service trays personal protective equipment (ppe)
GENERAL OBJECTIVE 5.0: plan and produce foods and beverages for special events, functions and catering services						
12-13	5.1 Explain catering operations for special events. Explain menu planning for functions and events. 5.2 Describe food and beverage quantity estimation. 5.3 Explain event production planning procedures. 5.4 Describe catering service standards.	• Discuss catering operations for special events. Describe menu planning for functions and events. • Explain food and beverage quantity estimation. • Discuss event production planning procedures. • Explain catering service standards.	Textbooks Slides Whiteboard Markers charts Diagrams Models Laptop Projector Videos	• Plan menus for special events. • Estimate food and beverage requirements. • Produce foods for catering functions. • Construct beverages for events. • Organize catering service operations.	• Plan menus for special events. • Estimate food and beverage requirements. • Produce foods for catering functions. • Construct beverages for events. • Organize catering service operations.	Catering equipment banquet service materials food commodities beverage ingredients event planning templates
GENERAL OBJECTIVE 6.0: Know proficiency in the presentation and garnishing of foods and beverages						
14-15	6.1 Explain principles of food presentation. 6.2 Describe techniques of food garnishing. 6.3 Explain beverage presentation standards. 6.4 Describe colour, texture and portion balance in	• Discuss principles of food presentation. • Explain techniques of food garnishing. • Explain beverage presentation standards. Explain colour, texture and portion balance in	Textbooks Slides Whiteboard Markers charts Diagrams Models Laptop Projector Videos	• Garnish prepared foods appropriately. • Present plated meals attractively. • Present beverages according to service standards. • Demonstrate colour and texture	Guide students to: • Garnish prepared foods appropriately. • Present plated meals attractively. • Present beverages according to service standards.	Garnishing tools serving plates glassware fresh fruits and vegetables decorative presentation materials

	presentation. 6.5 Explain quality assessment of food presentation.	presentation. • Discuss quality assessment of food presentation.		combinations in presentation. • Assess food and beverage presentation.	• Demonstrate colour and texture combinations in presentation. • Assess food and beverage presentation.	
COURSE ASSESSMENT: Course work: 10% Test/Assignments: 10% Practical 40% Examination: 40% Total: 100%						



BEAUTY THERAPY AND SALON MANAGEMENT III

PROGRAMME: NATIONAL DIPLOMA(ND) IN HOME AND RURAL ECONOMICS		
COURSE TITLE: BEAUTY THERAPY AND SALON MANAGEMENT III	COURSE CODE: HRE 222	CONTACT HOURS: 4 HOURS/WEEK
	CREDIT UNITS: 4	THEORETICAL: 1 HOUR/WEEK
YEAR: II SEMESTER: II	PRE-REQUISITE: HRE 126	PRACTICAL: 3 HOURS/WEEK
GOAL: This course is designed to equip students with knowledge and skills in beauty therapy competencies, entrepreneurial skills, professional practice, and modern salon management techniques.		
GENERAL OBJECTIVES: At the end of this course, the student should be able to: 1.0 Understand Advanced Beauty Therapy Procedures; 2.0 Apply Modern Beauty Technology and Innovations; 3.0 Know Salon Entrepreneurship and Business Management Skills; 4.0 Understand Professional Practice and Industry Standards;		



PROGRAMME: NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS							
COURSE TITLE: BEAUTY THERAPY AND SALON MANAGEMENT III			COURSE CODE: HRE 222			CONTACT HOURS: 4 HOURS/WEEK	
			CREDIT UNIT: 4			THEORETICAL: 1 HOUR/WEEK	
YEAR: II SEMESTER: II			PRE-REQUISITE: HRE 126			PRACTICAL: 3 HOURS/WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL							
GOAL: This course is designed to equip students with knowledge and skills in beauty therapy competencies, entrepreneurial skills, professional practice, and modern salon management techniques.							
General Objective 1.: Understand Advanced Beauty Therapy Procedures							
THEORETICAL CONTENT					PRACTICAL CONTENT		
Week	Specific Outcome	Learning	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-4	1.1 Explain advanced facial treatments. 1.2 Explain specialized skin care procedures. 1.3 Describe corrective beauty treatments. 1.4 Explain treatment planning procedures. 1.5 Describe treatment outcomes.		•Explain advanced facial treatments. •Discuss specialized skin care procedures. •Describe corrective beauty treatments. •Explain treatment planning procedures. •Discuss treatment outcomes.	Textbooks Slides Whiteboard Markers Charts Diagrams Models Laptop Projector Videos	• Perform advanced facial procedures. • Carry out skin treatments. • Prepare treatment plans. • Evaluate treatment results	Guide students to: • Perform advanced facial procedures. • Carry out skin treatments. • Prepare treatment plans. • Evaluate treatment results	Treatment kits, evaluation forms.
General Objective 2.0: Apply Modern Beauty Technology and Innovations							
5-7	2.1 Outline emerging beauty technologies. 2.2 Explain the use of modern salon equipment. 2.3 Explain digital salon management tools. 2.4 Describe industry trends.		• Describe emerging beauty technologies. • Explain the use of modern salon equipment. • Discuss digital salon management tools. • Describe industry trends. • Discuss technology-assisted treatments.	Modern salon equipment, computer systems, industry reports.	• Operate modern salon equipment. • Use digital booking software. • Prepare digital client records. • Demonstrate technology-assisted services.	Guide students to: • Operate modern salon equipment. • Use digital booking software. • Prepare digital client records. • Demonstrate technology-assisted	Computers, booking software, salon equipment

	2.5 Explain technology-assisted treatments.				services.	
General Objective 3.0 Know Salon Entrepreneurship and Business Management Skills						
8-11	3.1 Explain entrepreneurship principles. 3.2 Describe a salon business plan. 3.3 Explain market analysis. 3.4 Explain financial management practices. 3.5 Describe marketing strategies.	• Discuss entrepreneurship principles. • Describe a salon business plan. • Discuss market analysis. • Explain financial management practices. • Describe marketing strategies.	Textbooks Slides Whiteboard Markers Charts Diagrams Models Laptop Projector Videos	• Prepare a business plan. • Develop a salon budget. • Conduct market survey. • Design promotional materials. • Prepare inventory plans.	Guide students to: • Prepare a business plan. • Develop a salon budget. • Conduct market survey. • Design promotional materials. • Prepare inventory plans.	Business plan templates, calculators, survey forms.
General Objective 4.0: Understand Professional Practice and Industry Standards						
12-15	4.1 Explain professional ethics. 4.2 Describe health and safety regulations. 4.3 Explain leadership and supervision principles. 4.4 Describe client retention strategies. 4.5 Explain requirements for professional certification.	• Explain professional ethics. • Describe health and safety regulations. • Explain leadership and supervision principles. • Describe client retention strategies. • Explain requirements for professional certification.	Textbooks Slides Whiteboard Markers Charts Diagrams Models Laptop Projector Videos	• Conduct salon supervision exercises. • Resolve workplace scenarios. • Prepare professional portfolio. • Demonstrate leadership skills. • Develop client retention plan.	Guide students to: • Conduct salon supervision exercises. • Resolve workplace scenarios. • Prepare professional portfolio. • Demonstrate leadership skills. • Develop client retention plan.	Portfolio templates, case studies, leadership guides.

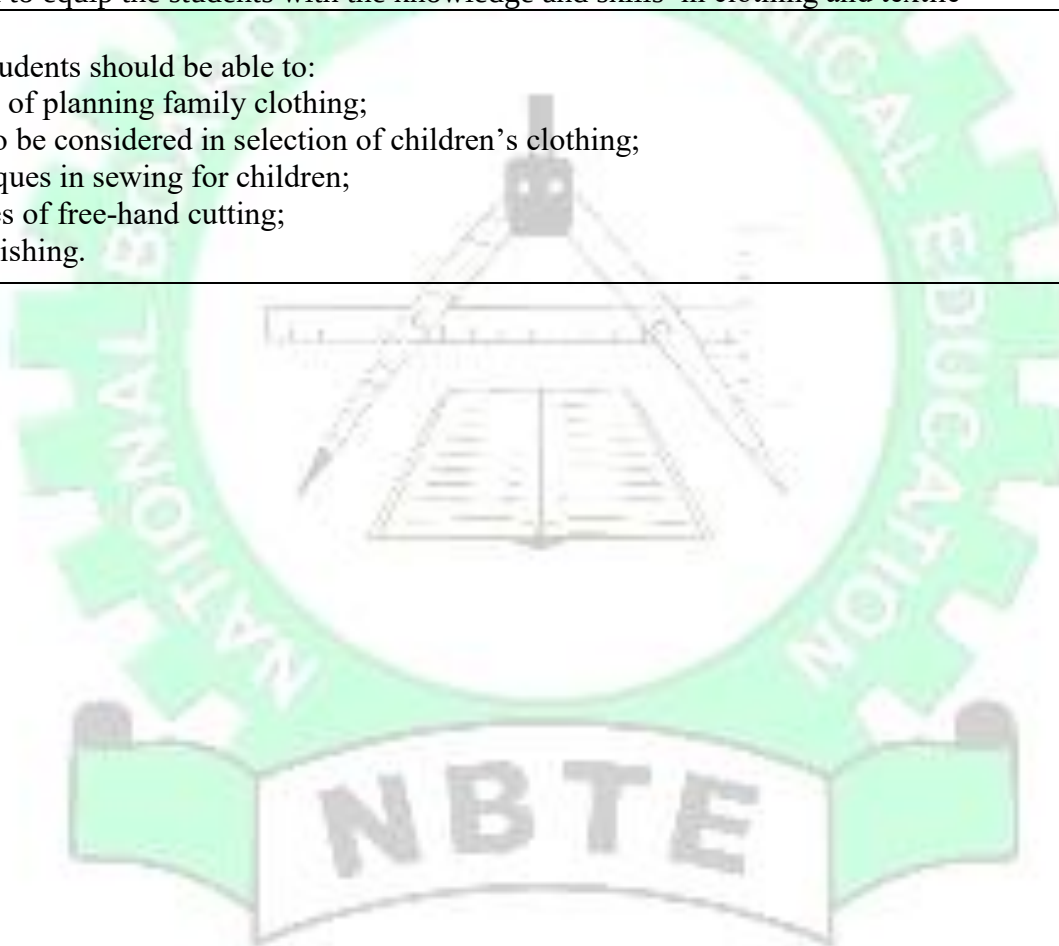
COURSE ASSESSMENT:

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



CLOTHING AND TEXTILES III

PROGRAMME: NATIONAL DIPLOMA(ND) IN HOME AND RURAL ECONOMICS		
COURSE TITLE: CLOTHING AND TEXTILES III	COURSE CODE: HRE 223	CONTACT HOURS: 4 HOURS/WEEK
YEAR:II SEMESTER: II	CREDIT UNITS: 4	THEORETICAL: 1 HOUR/WEEK
	PRE-REQUISITE:	PRACTICAL: 3 HOURS/WEEK
GOAL: This course is designed to equip the students with the knowledge and skills in clothing and textile		
General Objectives: At The end of this course, the students should be able to: 1.0 Understand the principle of planning family clothing; 2.0 Understand the factors to be considered in selection of children's clothing; 3.0 Understand basic techniques in sewing for children; 4.0 Understand the principles of free-hand cutting; 5.0 Know types of fabric finishing.		



PROGRAMME: NATIONAL DIPLOMA(ND) IN HOME AND RURAL ECONOMICS							
COURSE TITLE: CLOTHING AND TEXTILES III			COURSE CODE: HRE 223		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 the student with the knowledge and skill in clothing and textile							
General Objective 1.0: Understand the Principle of planning family 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 the concept and importance of wardrobe planning. 1.2 Describe the steps involved in wardrobe planning. 1.3 Explain factors affecting wardrobe planning. 1.4 Describe clothing needs of men and women. 1.5 Explain the benefits of proper wardrobe planning.	• Explain the concept and importance of wardrobe planning. • Discuss the steps involved in wardrobe planning. • Explain factors affecting wardrobe planning. • Discuss clothing needs of men and women. • Explain the benefits of proper wardrobe planning.	Textbooks Slides Whiteboard Markers Charts Diagrams Models Laptop Projector Videos	• Prepare a personal wardrobe plan. • Identify clothing needs for different individuals. • Organize clothing items according to wardrobe requirements. • Evaluate an existing wardrobe. • Develop a simple wardrobe checklist.	Guide students to: • Prepare a personal wardrobe plan. • Identify clothing needs for different individuals. • Organize clothing items according to wardrobe requirements. • Evaluate an existing wardrobe. • Develop a simple wardrobe checklist.	Assorted garments Wardrobe checklist templates Fashion magazines Clothing catalogues Wardrobe storage samples	
General Objective 2.0: Understand the factors to be considered in selection of children’s clothing							
	2.1 Describe the	• Explain children's	Textbooks	• Plan a child's	Guide students to:	Children's	

4-6	planning of children's wardrobe 2.2 List all the factors to be considered when selecting children's clothing 2.3 Describe the source of children's clothing 2.4 Explain the factors that influence the selection of children's clothing	wardrobe planning. • Discuss factors influencing children's clothing selection. • Explain sources of children's clothing. • Discuss suitability of clothing for children. • Explain procedures for taking body measurements	Slides Whiteboard Markers Charts Diagrams Models Laptop Projector Videos	wardrobe. • Select suitable clothing for children of different ages. • Take body measurements of a child. • Record children's clothing measurements. • Prepare a clothing selection guide for children.	• Plan a child's wardrobe. • Select suitable clothing for children of different ages. • Take body measurements of a child. • Record children's clothing measurements. • Prepare a clothing selection guide for children.	garments Measuring tapes Size charts Child mannequins or models Measurement record sheets
General Objective 3.0: Understand the basic techniques in sewing for children						
7-9	3.1 Explain basic garment construction techniques for children's clothing. 3.2 Describe quality considerations in children's garments.	• Explain basic garment construction techniques for children's clothing. • Discuss quality considerations in children's garments. • Explain differences between ready-made and self-made	Textbooks Slides Whiteboard Markers Charts Diagrams Models Laptop Projector Videos	• Construct a child's shorts. • Construct a child's shirt. • Apply appropriate sewing techniques. • Evaluate garment quality and fitting. • Compare self-made and ready-made	Guide students to: • Construct a child's shorts. • Construct a child's shirt. • Apply appropriate sewing techniques. • Evaluate garment quality and fitting. • Compare self-made	Sewing machines Fabric materials Threads Scissors Pattern paper Tailor's chalk Measuring tapes

	3.3 Describe differences between ready-made and self-made garments. 3.4 Describe cost and fitting considerations. 3.5 Explain garment finishing requirements.	garments. • Discuss cost and fitting considerations. • Explain garment finishing requirements.		garments.	and ready-made garments.	Pressing iron and ironing board
General Objective 4.0: Understand the principles of free hand cutting						
10-12	4.1 Explain procedures for taking body measurements. 4.2 Describe pattern drafting and cutting principles. 4.3 Explain gown construction techniques. 4.4 Describe garment fitting and quality assessment. 4.5 Explain factors affecting garment cost.	• Explain procedures for taking body measurements. • Discuss pattern drafting and cutting principles. • Explain gown construction techniques. • Discuss garment fitting and quality assessment. • Describe factors affecting garment cost.	Textbooks Slides Whiteboard Markers Charts Diagrams Models Laptop Projector Videos	• Take body measurements accurately. • Sketch cutting lines. • Cut fabric according to specifications. • Construct a woman's gown. • Evaluate garment quality, fitting, and cost	Guide students to: • Take body measurements accurately. • Draft and sketch cutting lines. • Cut fabric according to specifications. • Construct a woman's gown. Evaluate garment quality, fitting, and cost	Sewing machines Fabric materials Measuring tapes Pattern paper Tailor's chalk Scissors Threads Pressing equipment Dress forms/mannequins
General Objective 5.0: know types of fabric finishing						

11-15	5.1 Describe common fabric finishing processes. 5.2 Describe the uses and importance of fabric finishes. 5.3 Explain different types of fabric finishes. 5.4 Describe materials used in finishing operations. 5.5 Explain rules and precautions in fabric finishing.	• Explain common fabric finishing processes. • Discuss the uses and importance of fabric finishes. • Describe different types of fabric finishes. • Discuss materials used in finishing operations. • Explain rules and precautions in fabric finishing.	Textbooks Slides Whiteboard Markers Charts Diagrams Models Laptop Projector Videos	• Identify different fabric finishes. • Select appropriate finishing materials. • Apply simple fabric finishing techniques. • Examine finished fabrics. • Evaluate the quality of fabric finishes.	Guide students to: • Identify different fabric finishes. • Select appropriate finishing materials. • Apply simple fabric finishing techniques. • Examine finished fabrics. • Evaluate the quality of fabric finishes.	Fabric samples Finishing agents Pressing iron Ironing board Finishing equipment Fabric testing samples Protective clothing and gloves
COURSE ASSESSMENT: Course work: 10% Test/Assignments: 10% Practical 40% Examination: 40% Total: 100%						

CHILD CARE AND DEVELOPMENT

PROGRAMME: NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS		
COURSE TITLE: CHILD CARE AND DEVELOPMENT	COURSE CODE: HRE 224	CONTACT HOURS: 2 HOURS/WEEK
YEAR : II SEMESTER: II	CREDIT UNITS: 2	THEORETICAL: 1 HOUR/WEEK
	PRE-REQUISITE:HRE 123	PRACTICAL: 1 HOUR/WEEK
GOAL: The course is designed to equip the students with the knowledge and skills of child care and development		
GENERAL OBJECTIVES: At the end of this course, the students should be able to 1.0 Understand the relevant terminologies in child care and development; 2.0 Know the preparation for the birth of a baby; 3.0 Know types of delivery and labour; 4.0 Know the stages of child development; 5.0 Understand sickness in young children; 6.0 Understand Safety at home for Babies and children; 7.0 Understand the relevance of play in child development.		

PROGRAMME: NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS							
COURSE TITLE: CHILD CARE AND DEVELOPMENT				COURSE CODE: HRE 224		CONTACT HOURS: 2 HOURS/WEEK	
				CREDIT UNIT: 2		THEORETICAL: 1 HOUR/WEEK	
YEAR: II SEMESTER: II				PRE-REQUISITE: HRE 123		PRACTICAL: 1 HOUR/WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL							
GOAL: The course is designed to equip the student with the knowledge and skill of child care and development							
General Objective 1.0: Understand the relevant terminologies in child care and development							
THEORETICAL CONTENT				PRACTICAL CONTENT			
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources	
1-2	1.1 Explain the following terms: Ovum, sperm, fertilization, menstruation, ovulation, chromosomes, womb, bag of water, placenta, umbilical cord, embryo, fetus, cervix, pelvis, Family planning, etc.	• Explain reproductive and pregnancy-related terminologies. • Explain the differences between placenta and umbilical cord, embryo and fetus, and stages of pregnancy. • Discuss the menstrual cycle and signs of pregnancy. • Explain fetal growth and development during pregnancy. • Discuss ante-natal care practices, diet, hygiene, and maternal health. • Explain common discomforts and	Textbooks Slides Whiteboard Markers Charts Diagrams Models Laptop Projector Videos	• Identify reproductive organs and pregnancy-related structures using charts and models. • Differentiate between placenta and umbilical cord, embryo and fetus. • Illustrate the stages of pregnancy and fetal development. • Interpret menstrual cycle and pregnancy charts. • Prepare a simple ante-natal care checklist. • Develop a balanced diet plan	• Identify reproductive organs and pregnancy-related structures using charts and models. • Differentiate between placenta and umbilical cord, embryo and fetus. • Illustrate the stages of pregnancy and fetal development. • Interpret menstrual cycle and pregnancy charts. • Prepare a simple ante-natal care checklist. • Develop a balanced diet plan for a	Anatomical models of reproductive organs Pregnancy and fetal development charts Menstrual cycle charts Ante-natal care record forms Nutrition planning guides Case study sheets Demonstration room	
	1.2 Outline differences between the following:						
	i.	Placenta and umbilical cord					
ii.	Embryo and fetus						
iii.	Stages of						

	pregnancy. 1.3 Explain the following: - Menstruation - Signs and symptoms of pregnancy - Growth and development of the fetus - Ante-natal care - Diet and hygiene - Common discomforts and their treatment - Danger signs in pregnancy	danger signs during pregnancy.		for a pregnant woman. Identify danger signs in pregnancy from practical scenarios.	pregnant woman. Identify danger signs in pregnancy from practical scenarios.	
General Objective 2.0: Know the preparation for the birth of a baby						
3-5	2.1 Explain the preparations required before the birth of a baby. 2.2 Describe the physical, emotional, and material preparations expected of an expectant mother. 2.3 Describe the roles and responsibilities of	- Explain the preparations required before the birth of a baby. - Discuss the physical, emotional, and material preparations expected of an expectant mother. - Explain the roles and responsibilities of family members in preparing for the arrival of a baby.	Textbooks Slides Whiteboard Markers Charts Diagrams Models Laptop Projector Videos	- Demonstrate the selection and arrangement of baby-care items. - Prepare newborn checklists. - Demonstrate the organization of a baby's room or sleeping area. - Practice exercises on family support planning. - Assemble a baby-	Guide students to: - Demonstrate the selection and arrangement of baby-care items. - Guide learners in Prepare newborn checklists. - Demonstrate the organization of a baby's room or sleeping area. - Practice exercises on family support	Baby cot or crib Baby clothing Blankets and bedding materials Diapers and baby toiletries Baby bathing equipment Baby feeding equipment Sample baby-care kits Family support

	family members in preparing for the arrival of a baby. 2.4 Describe the essential items required for newborn care. 2.5 Explain the importance of family support before and after delivery.	- Discuss the essential items required for newborn care. - Explain the importance of family support before and after delivery.		care kit.	planning. Assemble a baby-care kit.	planning worksheets
General Objective 3.0: Know types of delivery and labour:						
6-8	3.1 Explain the signs and symptoms indicating the onset of labour. 3.2 Discuss the three stages of labour and their characteristics. 3.3 Explain the processes involved in childbirth from labour to delivery. 3.4 Discuss the role of health personnel during labour and delivery. 3.5 Explain basic maternal care during labour.	- Explain the signs and symptoms indicating the onset of labour. - Discuss the three stages of labour and their characteristics. - Explain the processes involved in childbirth from labour to delivery. - Discuss the role of health personnel during labour and delivery. - Explain basic maternal care during labour.	Textbooks Slides Whiteboard Markers Charts Diagrams Models Laptop Projector Videos	- Demonstrate signs of labour using visual aids and case studies. - Sequence the stages of labour. - Demonstrate the birth process using models and charts. - Demonstrate labour and delivery simulation exercises. - Prepare materials required for delivery.	Guide students to: - Demonstrate signs of labour using visual aids and case studies. - Sequence the stages of labour. - Demonstrate the birth process using models and charts. - Demonstrate labour and delivery simulation exercises. - Prepare materials required for delivery.	Pelvic model Baby delivery model/doll Labour and delivery charts Visual aids and case studies Delivery kit samples Observation sheets Demonstration room

General Objective 4.0: Know the stages of child development						
9-10	4.1 Describe the stage of child development e.g. infant, toddler, childhood school age and adolescence. 4.2 Describe the care of the various development stages of the child with reference to the following: - Diet - Clothing - Toys - Activities of the child - Hygiene - Formal and informal education etc. 4.3 Explain the social and psychological need at the various stages of development	- Explain the stages of child growth and development. - Discuss the physical, social, emotional, and intellectual characteristics of each developmental stage. - Explain age-appropriate care requirements relating to nutrition, clothing, hygiene, play, and education. - Discuss the social and psychological needs of children at different stages of development. - Explain factors that influence child growth and development.	Textbooks Slides Whiteboard Markers Charts Diagrams Models Laptop Projector Videos	- Identify the characteristics of the various stages of child development. - Match child care practices to the appropriate developmental stage. - Select suitable toys, clothing, and activities for children at different developmental stages. - Demonstrate appropriate child care practices for various age groups. - Assess the social and psychological needs of children using practical scenarios.	Guide students to: - Identify the characteristics of the various stages of child development. - Match child care practices to the appropriate developmental stage. - Select suitable toys, clothing, and activities for children at different developmental stages. - Demonstrate appropriate child care practices for various age groups. - Assess the social and psychological needs of children using practical scenarios.	Growth charts Child development charts Baby dolls/models Educational toys Children's clothing samples Child care record forms Observation checklists Demonstration room
General Objective 5.0: Understand sickness in young children						
11-12	5.1 Explain under five clinic	Explain the functions and importance of	Textbooks Slides	Identify services provided at under-	Guide students to: Identify services	Growth monitoring

	5.2 Explain immunization for the following common diseases in children - Diarrhea - Dysentery - Measles - Cholera - Whooping cough - Polio - Tuberculosis - Tetanus 5.3 Outline sickness due to nutritional deficiencies e.g. rickets, scurvy, beriberi, marasmus, kwashiorkor.	under-five clinics. - Discuss childhood immunization schedules and their importance. - Explain common vaccine-preventable diseases in children. - Discuss causes, symptoms, and prevention of nutritional deficiency diseases. - Explain the importance of proper nutrition and growth monitoring in children.	Whiteboard Markers Charts Diagrams Models Laptop Projector Videos	five clinics. - Interpret childhood immunization schedules and records. - Identify symptoms of common nutritional deficiency diseases. - Monitor child growth indicators. - Demonstrate proper child feeding practices.	provided at under-five clinics. - Interpret childhood immunization schedules and records. - Identify symptoms of common nutritional deficiency diseases. - Monitor and record child growth indicators. - Demonstrate proper child feeding practices.	charts Child health cards Weighing scales Height/length measuring boards Nutrition charts Food models and samples Immunization record forms Case study materials Demonstration room
General Objective 6.0: Understand Safety at home for Babies and children						
13-14	6.1 Explain common household hazards that pose risks to babies and children. 6.2 Describe measures for preventing accidents and injuries in the home.	- Explain common household hazards that pose risks to babies and children. - Discuss measures for preventing accidents and injuries in the home. - Explain childproofing techniques for	Textbooks Slides Whiteboard Markers Charts Diagrams Models Laptop Projector	- Identify hazardous items in a home environment. - Apply childproofing measures to make the home safe for children. - Demonstrate proper storage of	Guide students to: - Identify hazardous items in a home environment. - Apply childproofing measures to make the home safe for children. - Demonstrate proper	First aid box and supplies Household electrical appliances Sample sharp objects (for demonstration) Medicine containers and

	6.3 Explain childproofing techniques for creating a safe home environment. 6.4 Describe the contents and uses of a first aid box. 6.5 Explain basic first aid procedures for common household accidents.	creating a safe home environment. • Discuss the contents and uses of a first aid box. • Explain basic first aid procedures for common household accidents.	Videos	dangerous household items. • Identify items contained in a first aid box and their uses. • Administer basic first aid treatment for minor injuries and accidents.	storage of dangerous household items. • Identify items contained in a first aid box and their uses. • Administer basic first aid treatment for minor injuries and accidents.	labels Safety locks and childproofing devices Hazard identification charts Demonstration room/home setting Observation checklists
General Objective 7.0 Understand the relevance of play in child development						
15	7.1 Explain the concept and types of play among children. 7.2 Describe play characteristics at different stages of child development. 7.3 Explain criteria for selecting safe and age-appropriate toys. 7.4 Describe the importance of play in physical,	• Explain the concept and types of play among children. • Discuss play characteristics at different stages of child development. • Explain criteria for selecting safe and age-appropriate toys. • Discuss the importance of play in physical, mental, social, emotional, and intellectual development.	Textbooks Slides Whiteboard Markers Charts Diagrams Models Laptop Projector Videos	• Identify age-appropriate play activities for different groups of children. • Select safe toys and play materials for children. • Differentiate between safe and unsafe toys. • Demonstrate play activities suitable for different age groups. • Construct simple	Guide students to: • Identify age-appropriate play activities for different groups of children. • Select safe toys and play materials for children. • Differentiate between safe and unsafe toys. • Demonstrate play activities suitable for different age groups.	Educational toys Building blocks Balls and play equipment Dolls and doll accessories Story books and picture books Art and craft materials Cardboard sheets Paper, glue and scissors Locally available toy-

	mental, social, emotional, and intellectual development. 7.5 Explain hazards associated with unsafe toys and play materials. 7.6 Describe simple toy construction using locally available materials.	• Explain hazards associated with unsafe toys and play materials. • Discuss simple toy construction using locally available materials.		toys and play materials using locally available materials. • Organize play sessions for children. • Evaluate the suitability of toys for child development.	• Construct simple toys and play materials using locally available materials. • Organize play sessions for children. • Evaluate the suitability of toys for child development.	making materials Play area/playground Observation checklists
COURSE ASSESSMENT: Course work: 10% Test/Assignments: 10% Practical 40% Examination: 40% Total: 100%						

GENDER AND SOCIAL INCLUSION IN RURAL DEVELOPMENT

PROGRAMME: NATIONAL DIPLOMA (ND) IN HOME AND RURAL ECONOMICS		
COURSE TITLE: GENDER AND SOCIAL INCLUSION IN RURAL DEVELOPMENT	COURSE CODE: HRE 225	CONTACT HOURS: 2HOURS/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 to apply gender and social inclusion principles in rural development programming and community practice.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand gender concepts and gender inequality in rural Nigeria; 2.0 Apply gender analysis in rural development; 3.0 Understand social exclusion and inclusion of vulnerable groups; 4.0 Apply gender-responsive programme design; 5.0 Understand gender-based violence and protective systems; 6.0 Apply gender mainstreaming in rural Home Economics practice.		

PROGRAMME: NATIONAL DIPLOMA (ND) IN HOME AND RURAL ECONOMICS						
COURSE TITLE: GENDER AND SOCIAL INCLUSION IN RURAL DEVELOPMENT			COURSE CODE: HRE 225		CONTACT HOURS: 2HOURS/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 to apply gender and social inclusion principles in rural development programming and community practice.						
General Objective 1.0: Understand Gender Concepts and Gender Inequality 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 Define gender 1.2 Distinguish gender from sex. 1.3 Explain gender roles, norms and stereotypes 1.4 Describe manifestations of gender inequality in rural Nigerian households and communities 1.5 Explain how gender inequality affects women's access to land, credit, education and markets 1.6 Describe the economic cost of gender inequality in	• Explain gender • Distinguish gender from sex. • Describe gender roles, norms and stereotypes • Discuss manifestations of gender inequality in rural Nigerian households and communities • Describe how gender inequality affects women's access to land, credit, education and markets • Explain the economic cost of	Markers, Internet, Textbooks, Manuals, Charts, Posters, Multimedia projector	• Survey five rural households on gender roles in tasks, income control and decision-making • Record findings for men and women separately • Identify three gender inequalities in the local community • Record each, its cause and one recommended action • Prepare a gender situation analysis; record gaps in education, income, land access and decision-making	Guide students to: • Survey five rural households on gender roles in tasks, income control and decision-making • Record findings for men and women separately • Identify three gender inequalities in the local community • Record each, its cause and one recommended action • Prepare a gender situation analysis; record gaps in education, income, land access and	Gender survey form, Inequality identification guide, Gender situation analysis template, Interview guide, Field notebooks.

	rural Nigeria 1.7 Explain how cultural norms influence gender roles in rural communities	gender inequality in rural Nigeria • Discuss how cultural norms influence gender roles in rural communities		• Interview one rural woman on gender challenges she faces; • Record challenges, coping strategies and one recommended support • Present the gender situation analysis to the class • Identify two key gaps and recommended interventions	decision-making • Interview one rural woman on gender challenges she faces; • Record challenges, coping strategies and one recommended support • Present the gender situation analysis to the class • Identify two key gaps and recommended interventions	
General Objective 2.0: Apply Gender Analysis in Rural Development						
3 – 4	2.1 Define gender analysis 2.2 Explain gender analysis importance in rural development programming 2.3 Describe gender analysis frameworks: Harvard Analytical Framework and Moser Framework. 2.4 Describe how to collect and disaggregate data by sex in rural	• 2.1 Define gender analysis • Discuss gender analysis importance in rural development programming • Describe gender analysis frameworks: Harvard Analytical Framework and Moser Framework. • Discuss how to collect and disaggregate data by sex in rural development assessments	Markers, Internet, Textbooks, Manuals, Charts, Posters, Multimedia projector	• Apply the Harvard Analytical Framework to one rural livelihood activity • Record activities, resources, constraints and opportunities by gender • Collect sex-disaggregated data from ten respondents on one rural development topic. • Record data for men and women and calculate differences	• Apply the Harvard Analytical Framework to one rural livelihood activity • Record activities, resources, constraints and opportunities by gender • Collect sex-disaggregated data from ten respondents on one rural development topic. • Record data for men and women and calculate differences	Harvard Analytical Framework template, sex-disaggregated data collection form, gender analysis report template, field notebooks.

	development assessments 2.5 Explain how gender analysis findings guide programme design and resource allocation 2.6 Describe how to present gender analysis findings to stakeholders	• Describe how gender analysis findings guide programme design and resource allocation • Explain how to present gender analysis findings to stakeholders		• Analyse sex-disaggregated data. • Identify two gender gaps and implications for programme design • Prepare a gender analysis report • Record methodology, findings, gender gaps and recommendations • Present gender analysis findings to the class. • Identify gaps and two programme design recommendations.	• Analyse sex-disaggregated data. • Identify two gender gaps and implications for programme design • Prepare a gender analysis report • Record methodology, findings, gender gaps and recommendations • Present gender analysis findings to the class. • Identify gaps and two programme design recommendations	
General Objective 3.0: Understand Social Exclusion and Inclusion of Vulnerable Groups						
5 – 6	3.1 Define social exclusion 3.2 Explain groups most excluded in rural Nigeria: women, persons with disabilities, youth and elderly 3.3 Describe dimensions of social exclusion: economic, social, political and cultural 3.4 Explain how social	• Discuss social exclusion • Describe groups most excluded in rural Nigeria: women, persons with disabilities, youth and elderly • Discuss dimensions of social exclusion: economic, social, political and cultural • Explain how social exclusion affects	Markers, Internet, Textbooks, Manuals, Charts, Posters, Multimedia projector	• Identify three socially excluded groups in the local community. • Record group, dimension of exclusion and one inclusion action • Assess inclusiveness of one rural development programme near the college. • Record who is included and excluded	Guide students to: • Identify three socially excluded groups in the local community. • Record group, dimension of exclusion and one inclusion action • Assess inclusiveness of one rural development programme near the college. • Record who is	Social exclusion identification guide, programme assessment form, inclusive activity template, inclusion checklist template, field notebooks.

	exclusion affects livelihood outcomes and rural development 3.5 Describe social inclusion strategies for rural development programmes 3.6 Explain how to design inclusive rural development activities for all social groups	livelihood outcomes and rural development • Discuss social inclusion strategies for rural development programmes • Describe how to design inclusive rural development activities for all social groups		and recommendations • Design one rural livelihood activity inclusive of women, youth and persons with disabilities • Prepare an inclusion checklist for rural development programme planning • Record five criteria with verification method • Present one social inclusion strategy to the class.	included and excluded and recommendations • Design one rural livelihood activity inclusive of women, youth and persons with disabilities • Prepare an inclusion checklist for rural development programme planning • Record five criteria with verification method • Present one social inclusion strategy to the class.	
General Objective 4.0: Apply Gender-Responsive Programme Design						
7 – 9	4.1 Define gender-responsive programming 4.2 Explain how gender-responsive programming differs from gender-blind approaches 4.3 Describe how to incorporate gender objectives and indicators into a	• Explain gender-responsive programming • Describe how gender-responsive programming differs from gender-blind approaches • Explain how to incorporate gender objectives and indicators into a rural development	Markers, Internet, Textbooks, Manuals, Charts, Posters, Multimedia projector	• Review one rural development programme • Assess its gender-responsiveness; record strengths, gaps and two improvements • Add gender objectives and indicators to one rural development plan • Record objective, indicator, target and data source	Guide students to: • Review one rural development programme • Assess its gender-responsiveness; record strengths, gaps and two improvements • Add gender objectives and indicators to one rural development plan	Gender assessment tool, gender indicator examples, women's empowerment template, men and boys engagement template, gender monitoring

	rural development programme 4.4 Describe women's empowerment approaches used in rural development programmes 4.5 Explain how to engage men and boys as allies in gender equality efforts 4.6 Describe how to monitor gender outcomes in a rural development programme	programme • Discuss women's empowerment approaches used in rural development programmes • Describe how to engage men and boys as allies in gender equality efforts • Discuss how to monitor gender outcomes in a rural development programme		• Design a women's empowerment activity for one rural community • Record objective, activities, participants and expected outcome • Prepare a men and boys engagement plan for one gender equality issue • Record issue, strategy, target group and expected behaviour change • Develop a gender monitoring framework.	• Record objective, indicator, target and data source • Design a women's empowerment activity for one rural community • Record objective, activities, participants and expected outcome • Prepare a men and boys engagement plan for one gender equality issue • Record issue, strategy, target group and expected behaviour change • Develop a gender monitoring framework.	framework template, field notebooks.s
General Objective 5.0: Understand Gender-Based Violence and Protective Systems						
10 – 11	5.1 Define gender-based violence 5.2 Describe gender-based violence types: physical, sexual, emotional, economic and digital. 5.3 Describe the prevalence and	• Explain gender-based violence • Discuss gender-based violence types: physical, sexual, emotional, economic and digital. • Explain the prevalence and causes of GBV in	Markers, Internet, Textbooks, Manuals, Charts, Posters, Multimedia projector	• Identify signs of GBV in two provided case descriptions • Prepare a GBV referral guide for one rural community. • Design a GBV prevention awareness session for rural	Guide students to: • Identify signs of GBV in two provided case descriptions • Prepare a GBV referral guide for one rural community. • Design a GBV prevention awareness	GBV case descriptions, referral guide template, session design template, GBV prevention message guide, field notebooks.

	causes of GBV in rural Nigerian communities. 5.4 Explain how to identify signs of GBV in a rural community. 5.5 Describe referral and support systems for GBV survivors in Nigeria. 5.6 Explain how HRE graduates can contribute to GBV prevention at community level	rural Nigerian communities. • Describe how to identify signs of GBV in a rural community. • Discuss referral and support systems for GBV survivors in Nigeria. • Describe how HRE graduates can contribute to GBV prevention at community level		women. • Record topic, messages, method and target audience • Role-play a GBV support and referral scenario • Record signs identified, support offered and referral made • Prepare a GBV prevention message for a rural WhatsApp group. • Record message, target group and key protective action	session for rural women. • Record topic, messages, method and target audience • Role-play a GBV support and referral scenario • Record signs identified, support offered and referral made • Prepare a GBV prevention message for a rural WhatsApp group. • Record message, target group and key protective action	
General Objective 6.0: Apply Gender Mainstreaming in Rural Home Economics Practice						
12 – 15	6.1 Define gender mainstreaming 6.2 Explain gender mainstreaming importance in Home Economics practice 6.3 Describe how to apply gender mainstreaming in food and nutrition programming	• Explain gender mainstreaming • Discuss gender mainstreaming importance in Home Economics practice • Describe how to apply gender mainstreaming in food and nutrition programming • Discuss how to apply	Markers, Internet, Textbooks, Manuals, Charts, Posters, Multimedia projector	• Mainstream gender into one nutrition education session plan. • Record gender-specific messages added and how they address different roles • Mainstream gender into one rural enterprise plan • Record gender-specific	Guide students to: • Mainstream gender into one nutrition education session plan. • Record gender-specific messages added and how they address different roles • Mainstream gender into one rural enterprise plan	Gender mainstreaming checklist template, nutrition session plan template, rural enterprise plan template, personal commitment template, field

	6.4 Describe how to apply gender mainstreaming in rural enterprise and livelihood programmes 6.5 Explain how to advocate for gender equality in rural communities professionally 6.6 Describe how HRE graduates can model and promote gender equality in professional practice	gender mainstreaming in rural enterprise and livelihood programmes • Describe how to advocate for gender equality in rural communities professionally • Discuss how HRE graduates can model and promote gender equality in professional practice		elements added for women's participation and leadership • Prepare a gender mainstreaming checklist for Home Economics practice. • Record five criteria with verification method • Deliver a two-minute advocacy message on one gender equality issue • Record evidence used and call to action • Prepare a personal gender equality commitment statement • Record three actions to model gender equality in professional practice	• Record gender-specific elements added for women's participation and leadership • Prepare a gender mainstreaming checklist for Home Economics practice. • Record five criteria with verification method • Deliver a two-minute advocacy message on one gender equality issue • Record evidence used and call to action • Prepare a personal gender equality commitment statement • Record three actions to model gender equality in professional practice	notebooks.
COURSE ASSESSMENT: Course work: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%						

COMMUNITY EXTENSION AND COMMUNICATION SYSTEMS

PROGRAMME: NATIONAL DIPLOMA (ND) IN HOME AND RURAL ECONOMICS		
COURSE TITLE: COMMUNITY EXTENSION AND COMMUNICATION SYSTEMS	COURSE CODE: HRE 226	CONTACT HOURS: 3 HOURS/WEEK
	CREDIT UNIT: 3	THEORETICAL: 1 HOUR/WEEK
YEAR: II SEMESTER: II	PRE-REQUISITE:	PRACTICAL: 2 HOURS/WEEK
GOAL: This course is designed to equip students with advanced knowledge and skills in community extension, leadership and communication for rural development practice.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand advanced extension approaches and systems; 1.0 Apply extension programme planning and management; 2.0 Apply communication strategies for rural extension; 3.0 Apply leadership skills in community development; 4.0 Understand change management and community mobilization; 5.0 Apply professional development and career management in extension.		

PROGRAMME: NATIONAL DIPLOMA (ND) IN HOME AND RURAL ECONOMICS						
COURSE TITLE: COMMUNITY EXTENSION AND COMMUNICATION SYSTEMS			COURSE CODE: HRE 226		CONTACT HOURS: 3 HOURS/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 equip students with advanced knowledge and skills in community extension, leadership and communication for rural development practice.						
General Objective 1.0: Understand Advanced Extension Approaches and Systems						
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 evolution of extension approaches: transfer of technology, farmer-first and market-led extension 1.2 Describe pluralistic extension systems: public, private, NGO and farmer organisation extension 1.3 Explain how digital extension is transforming	- Describe extension evolution with examples for each approach - Describe pluralistic extension systems with Nigerian examples - Explain digital extension transformation with Nigerian app and platform examples - Describe extension worker competencies with self-assessment guide - Explain extension approach	Markers, Internet, Textbooks, Manuals, Charts, Posters, Multimedia projector	- Compare two extension approaches applied in the local area; - Complete an extension worker competency self-assessment - Research one digital extension platform in Nigeria - Record platform, services, how farmers access and impact - Design an extension approach for one rural development topic; specify	Guide students to: - Compare two extension approaches applied in the local area; - Complete an extension worker competency self-assessment - Research one digital extension platform in Nigeria - Record platform, services, how farmers access and impact - Design an extension approach for one rural development	Extension approach comparison form, extension competency self-assessment tool, digital extension research guide, extension approach design template, field notebooks.

	rural advisory services in Nigeria 1.4 Describe the competencies required of an effective Home Economics extension worker 1.2 Explain how to evaluate the effectiveness of an extension approach in a rural context	effectiveness evaluation		approach, method, target group and success indicators • Present the extension approach design.	topic; specify approach, method, target group and success indicators • Present the extension approach design.	
General Objective 2.0: Apply Extension Programme Planning and Management						
3 – 5	2.1 Describe how to plan an extension programme: needs assessment, objectives, methods and resources 2.2 Explain extension programme scheduling: work plans, activity	• Desc Discuss ribe how to plan an extension programme: needs assessment, objectives, methods and resources • Describe extension programme scheduling: work plans, activity calendars and visit schedules • Explain how to manage extension	Markers, Internet, Textbooks, Manuals, Charts, Posters, Multimedia projector	• Prepare an extension programme plan for one rural development topic • Record needs, objectives, methods, resources and timeline • Prepare a three-month extension activity calendar • Record activities, dates, target groups and responsible persons	Guide students to: • Prepare an extension programme plan for one rural development topic • Record needs, objectives, methods, resources and timeline • Prepare a three-month extension activity calendar • Record activities, dates, target groups and responsible	Extension programme plan template, activity calendar template, extension M&E framework, monitoring data form, progress report template, field notebooks.

	calendars and visit schedules 2.3 Describe how to manage extension resources: staff, transport, materials and budget 2.4 Describe how to monitor and evaluate an extension programme 2.5 Explain how to write an extension programme progress report	resources: staff, transport, materials and budget • Describe how to monitor and evaluate an extension programme • Discuss how to write an extension programme progress report		• Develop an M&E framework for the extension programme • Record indicators, targets, data source and frequency • Collect monitoring data for one extension session • Record participation, content delivery, feedback and lessons learned • Prepare a one-page extension progress report for one month • Record activities, achievements, challenges and next steps.	persons • Develop an M&E framework for the extension programme • Record indicators, targets, data source and frequency • Collect monitoring data for one extension session • Record participation, content delivery, feedback and lessons learned • Prepare a one-page extension progress report for one month • Record activities, achievements, challenges and next steps	
General Objective 3.0: Apply Communication Strategies for Rural Extension						
6 – 7	3.1 Describe effective communication principles for rural audiences 3.2 Explain extension communication methods:	• Describe effective communication principles for rural audiences • Discuss extension communication methods: demonstrations, field days, farmer-to-	Markers, Internet, Textbooks, Manuals, Charts, Posters, Multimedia projector	• Design a leaflet on one rural development topic for a rural audience • Record topic, key messages, visuals and language level • Prepare and deliver a	Guide students to: • Design a leaflet on one rural development topic for a rural audience • Record topic, key messages, visuals and language level	Leaflet design guide, farm demonstration materials, smartphone for digital content, extension communication evaluation tool,

	demonstrations, field days, farmer-to-farmer and mass media 3.3 Describe how to design and use extension materials: leaflets, posters and audio messages 3.4 Explain how to use digital tools for rural extension communication 3.5 Describe how to evaluate the effectiveness of extension communication	farmer and mass media • Explain how to design and use extension materials: leaflets, posters and audio messages • Discuss how to use digital tools for rural extension communication • Explain how to evaluate the effectiveness of extension communication		farm demonstration on one household or enterprise skill • Record topic, steps, participation and feedback • Create one digital extension content piece (video or infographic) on one rural topic • Evaluate the effectiveness of one extension communication method; record method, reach, understanding level and two improvements • Prepare a communication plan for one extension programme • Record method, materials, audience and schedule for each activity	• Prepare and deliver a farm demonstration on one household or enterprise skill • Record topic, steps, participation and feedback • Create one digital extension content piece (video or infographic) on one rural topic • Evaluate the effectiveness of one extension communication method; record method, reach, understanding level and two improvements • Prepare a communication plan for one extension programme • Record method, materials, audience and schedule for each activity	communication plan template, field notebooks.
General Objective 4.0: Apply Leadership Skills in Community Development						
8 – 10	4.1 Describe leadership	• Discuss leadership styles and their	Markers, Internet,	• Facilitate a community	Guide students to: • Facilitate a	Community meeting facilitation

	styles and their application: transformational, servant and democratic leadership 4.2 Describe how to facilitate community meetings and decision-making processes 4.3 Explain how to manage conflict in community groups and development programmes 4.4 Describe how to mentor and coach community members and junior staff 4.5 Explain how women can lead community development	application: transformational, servant and democratic leadership • Describe how to facilitate community meetings and decision-making processes • Discuss how to manage conflict in community groups and development programmes • Discuss how to mentor and coach community members and junior staff • Explain how women can lead community development effectively in Nigerian rural contexts	Textbooks, Manuals, Charts, Posters, Multimedia projector	development meeting simulation • Record agenda, participation, decisions and facilitation lessons learned • Resolve a provided community conflict scenario • Record conflict, mediation steps and resolution • Mentor one classmate on one rural development skill for two sessions • Record skill, approach and progress observed • Prepare a community leadership development plan for one rural group; • Record gaps, training activities and timeline • Deliver a three-minute motivational talk on rural community development	community development meeting simulation • Record agenda, participation, decisions and facilitation lessons learned • Resolve a provided community conflict scenario • Record conflict, mediation steps and resolution • Mentor one classmate on one rural development skill for two sessions • Record skill, approach and progress observed • Prepare a community leadership development plan for one rural group; • Record gaps, training activities and timeline • Deliver a three-minute motivational talk on rural community	guide, conflict resolution scenario, mentoring session record, community leadership plan template, field notebooks.
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	effectively in Nigerian rural contexts			leadership; Record feedback received	development leadership Record feedback received	
General Objective 5.0: Understand Change Management and Community Mobilisation						
11 – 12	5.1 Define change management and explain its importance in rural community development 5.2 Describe stages of community change: awareness, interest, trial, adoption and institutionalisation 5.3 Describe how to manage resistance to change in rural communities 5.4 Explain how to sustain community development changes after a programme ends 5.5 Describe how to document and	- Discuss change management and explain its importance in rural community development - Explain stages of community change: awareness, interest, trial, adoption and institutionalisation - Describe how to manage resistance to change in rural communities - Discuss how to sustain community development changes after a programme ends - Describe how to document and share community change success stories	Markers, Internet, Textbooks, Manuals, Charts, Posters, Multimedia projector	- Map the change stages for one rural community adoption process - Record community at each stage and enabling factors - Identify one source of resistance to change in the local community - Record cause, affected group and management strategy - Prepare a sustainability plan for one community change - Record actions, responsible persons and timeline - Document one community change success story; Record context, change achieved,	Guide students to: - Map the change stages for one rural community adoption process - Record community at each stage and enabling factors - Identify one source of resistance to change in the local community - Record cause, affected group and management strategy - Prepare a sustainability plan for one community change - Record actions, responsible persons and timeline - Document one community change success story; Record context,	Change stages mapping template, resistance guide, sustainability plan template, success story template, field notebooks.

	share community change success stories			beneficiaries and key success factor • Present the success story to the class	change achieved, beneficiaries and key success factor • Present the success story to the class	
General Objective 6.0: Apply Professional Development and Career Management in Extension						
13 – 15	6.1 Describe career pathways for Home Economics and rural development graduates in Nigeria 6.2 Describe how to prepare a professional CV and cover letter for extension or rural development positions 6.3 Explain how to build a professional portfolio for Home Economics practice 6.4 Describe how to access professional	• Describe career pathways for Home Economics and rural development graduates in Nigeria • Describe how to prepare a professional CV and cover letter for extension or rural development positions • Explain how to build a professional portfolio for Home Economics practice • Describe how to access professional development opportunities in Home Economics and rural development • Explain how to establish a professional network and maintain professional	Markers, Internet, Textbooks, Manuals, Charts, Posters, Multimedia projector	• Prepare a professional CV for a rural development or extension position; include education, skills, experience and two referees • Write a cover letter for one advertised rural development position • Compile a professional portfolio; include CV, best practical work samples, extension materials and one recommendation letter • Identify two professional development opportunities relevant to Home	Guide students to: • Prepare a professional CV for a rural development or extension position; include education, skills, experience and two referees • Write a cover letter for one advertised rural development position • Compile a professional portfolio; include CV, best practical work samples, extension materials and one recommendation letter • Identify two professional development opportunities	CV template, cover letter template, professional portfolio guide, professional development research guide, five-year career plan template, field notebooks.

	development opportunities in Home Economics and rural development 6.5 Explain how to establish a professional network and maintain professional relationships	relationships		Economics - Record organisation, programme, eligibility and how to apply - Prepare a five-year career development plan - Record career goal, required skills, development activities and annual milestones	relevant to Home Economics - Record organisation, programme, eligibility and how to apply - Prepare a five-year career development plan - Record career goal, required skills, development activities and annual milestones	
COURSE ASSESSMENT: Course work: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%						

LIST OF EQUIPMENT/MINIMUM RESOURCES**A. FOOD AND NUTRITION/KITCHEN SECTION**

S/N	ITEM	QUANTITY
1.	4-burner Gas cooker with oven	7
2.	Microwave oven	3
3.	Electric blender	7
4.	Electric kettle	7
5.	Refrigerator, double door 300L+	3
6.	Deep freezer, chest 250L+	2
7.	Stainless steel sink with tap	3
8.	Dining table with 6 chairs	7 sets
9.	Work table stainless steel 6ft	7
10.	Saucepan set 3-in-1 stainless	20 sets
11.	Frying pan non-stick 28cm	20
12.	Pressure pot 6L	7
13.	Cutting board plastic	40
14.	Chef knife 8-inch stainless	40
15.	Measuring cup + spoon set	40 sets
16.	Weighing scale digital 5k	7
17.	Colander/ strainers stainless	20 each
18.	Spatula/ ladle/ slotted spoon set	40 set each
19.	Plates, bowls, cups, stainless spoon	40 set each
20.	Measuring cups / spoons	40
21.	Funnels	40
22.	Cake mixer 5 liters (Kenwood)	6
23.	Hand mixer (Kenwood)	10
24.	Cake mixer 10 liters (Kenwood)	5
25.	Industrial mixer	1
26.	First aid box	1
27.	Blender,	5

28.	Electric Kettle,	5
29.	Knives: a) carving knives	
30.	B) Filleting knives	
31.	C) Vegetable knives	
32.	D) Boning knives	
33.	E) Chopping knives	
34.	F) Bread knives.	
35.	G) Pallet knives	
36.	H) Knife chapper	
37.	I) Vegetable knives	5 sets
38.	Microwave	5
39.	Deep fryer	3
40.	Industrial oven	1
41.	Pressure pot of different sizes	3 sets each
42.	Pots of different sizes	5 sets each
43.	Fire extinguisher	3
44.	Apron	50
45.	Boilers	5
46.	Domestic bread baking pan	20
47.	Plates rack	5
48.	Trolleys	5
49.	Pantry lifter	10
50.	Pastry brushes/Scrubbing brushes	10
51.	Omellete pans	20
52.	Pastry pan	20
53.	Sauce pans	20
54.	Chip shovel	20
55.	Cooks forks	20
56.	spatula	20
57.	portioners	10
58.	Balloon whisks	20

59.	Potato slicer	20
60.	Ladles	20
61.	Icing sets/ nozzles	5/ different shapes and design
62.	Pipping bags	40
63.	Pudding moulds	10
64.	Burger moulds	10
65.	Dishes scuffle dishes	5
66.	oval entree dishes	5
67.	Round sole dishes	5
68.	Casserole dishes	5
69.	d)Pre dishes	5

B. HOME PRACTICUM FLAT

S/N	ITEM	QUANTITY
1.	Home Practicum flat	3 to 4 rooms
2.	Mattress 6 by 6	3
3.	Electric Cooker/ Gas cooker	1
4.	Pot of various sizes	2 sets
5.	Cutleries	2 sets
6.	Mortar and Pestle	1
7.	Plate rack	3
8.	Blender Electric	1
9.	Refrigerator double door 300L	1
10	Microwave	1
11	Dining table 6-seat	1
12	Fire extinguisher	1
13	Decoder	1
14	Television	1
15	Pot of sizes	2 sets each

16	Washing bowls	20
17	Weaving loom	2

C. CHILD CARE STUDIO

S/N	ITEM	QUANTITY
1.	Baby cot/bed with mattress	10
2.	Bed sheets child size4	10
3.	High chair for feeding	1
4.	Bottles Baby feeding	10
5.	Baby bath tub plastic	2
6.	Changing table with safety belt	1
7.	Diaper pail with lid	5
8.	Mattress	1
9.	First aid box pediatric	1
10.	Wall charts: alphabet, numbers, animals charts.	
11.	Pillows child size	10
12.	Television 40 inches	1
13.	Decoder	2
14.	Open shelves for toys/materials	4
15.	Varieties of Children toys	
16.	Child size chairs stackable	10
17.	Blackboard/whiteboard low height	5

D. CLOTHING AND TEXTILES/SEWING SECTION

S/N	ITEM	QUANTITY
1.	Electric sewing machine, straight stitch	15
2.	Overlock/serger machine 4-thread	4
3.	Electric pressing iron with steam	14
4.	Ironing board adjustable	14

5.	Dress form/mannequin adjustable	7
6.	Cutting table 6ft x 3ft	7
7.	Tailor's scissors 12-inch	40
8.	Measuring tape	40
9.	Pin cushion + pins	40 sets
10.	Pattern master/curve set	40 sets
11.	French curves	7
12.	Standing mirror	3
13.	Cloth shelves	3
14.	Weaving machine	4
15.	Industrial machine	3
16.	Zig zag sewing machines	4
17.	Overlooking machine	3
18.	Chain stitch machine	3
19.	Button hole machine	2
20.	Tracing wheels	10
21.	T square	10
22.	Drafting table	7
23.	Iron pot (big)	2
24.	Stamping table	2

E. FABRICS AND LAUNDRY STUDIO

S/N	ITEM	QUANTITY
1.	Washing machine semi-automatic 7kg	3
2.	Laundry basket plastic	14
3.	Laundry drying line + hangers	14 sets
4.	Bucket 20L plastic	20
5.	Bowls	20
6.	Whiteboard + markers	1

7.	Electric pressing iron	10
8.	First aid box	1
9.	Cloth shelve	1
10.	Lines	2 rolls
11.	Ironing boards	10
12.	Stain removal	5 liters
13.	Starch (Cold/ Hot)	2 liters/ 1kg
14.	Pegs	2 packets
15.	Washing machine semi-automatic 7kg	3

F. BEAUTY THERAPY STUDIO

S/N	ITEM	QUANTITY
1.	Washing machine semi-automatic 7kg	3
2.	Laundry basket plastic	14
3.	Laundry drying line + hangers	14 sets
4.	Bucket 20L plastic	20
5.	Bowls	20
6.	Whiteboard + markers	1
7.	Electric pressing iron	10
8.	First aid box	1
9.	Cloth shelve	1
10.	Lines	2 rolls
11.	Ironing boards	10
12.	Stain removal	5 liters
13.	Starch (Cold/ Hot)	2 liters/ 1kg
14.	Pegs	2 packets
15.	Beauty Therapy Studio	1
16.	Salon chair hydraulic + headrest	10
17.	Styling mirror with light + station	10
18.	Hair dryer hood, professional stand	5

19.	Hand dryer/blow dryer 2000W	10
20.	Hair straightener/flat iron ceramic	10
21.	Hair clipper cordless rechargeabl	10
22.	Sterilizer/UV cabinet 2-tray	3
23.	Trolley for tools stainless	10
24.	Shampoo basin/backwash unit	5
25.	Scissors set: cutting + thinning	40 sets
26.	Comb set + brush se	40 sets
27.	Sectioning clip	200
28.	Facial bed/couch electric adjustable	3
29.	Facial steamer ozone with timer	3
30.	Magnifying lamp with stand	5
31.	Spatula, bowls, brushes stainless	40 sets

G. FOOD SERVICE/ RESTAURANT SECTION

S/N	ITEM	QUANTITY
1.	Dining tables 4-seater	5
2.	Chairs for dining	40
3.	Side station/service station	2
4.	Chaffing dish set	5
5.	Buffet display table	2
6.	Tray trolley stainless	3
7.	Cash register/POS machiine	2
8.	Dinning plates	40
9.	Soup Bowl	40
10.	Spoons (different types)	40 sets each
11.	bainmarie	3
12.	Side board	1
13.	Fire extinguisher	1
14.	Table clothe	20

15.	Table number	40
16.	Flower verse	40
17.	Napkins	80
18.	Table mats	40
19.	Menu list	3
20.	Napkins	40
21.	Demonstration vegetable Farm	



LIST OF WORKSHOP PARTICIPANTS

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