

NATIONAL DIPLOMA

AND

HIGHER NATIONAL DIPLOMA

HOME AND RURAL ECONOMICS

CURRICULUM AND COURSE SPECIFICATIONS

PLOT B BIDAROAD, PMB 2239, KADUNA

The National Diploma in Home and Rural Economics is designed to produce skilled, knowledgeable and self-reliant personnel, who will be able to organize, and exploit rural resource for the improvement of the industrial potentials and welfare of the family and the rural community. These personnel are expected to be specialist, in the areas of House keeping, food productions and processing, youth organizers for small-scale industrial and rural activities, clothing child and family care.

The underlying philosophy is that the department must produce trained personnel with a capacity for individual work and with enough knowledge and skills to be able to pursue a successful career in industries, public service, or who can establish on her won. The programme has been so designed that the graduate should be immediately productive in her first job and to have the confidence that from knowing what he is doing, what is happening and why.

Programme Goals

This programme is designed to produce personnel, who will be able to organize and exploit with available resource for the improvement of industrial potentials and welfare of the family and the community.

Objectives

On completion of this programme, the diplomats should be able to:

1. Know modern and decent housekeeping including aesthetics and environmental sanitation.
2. Know techniques of improve food production, storage, processing and packaging for the home and immediate market.
3. Understand and acquire lucrative skills for service to the community and for self-employment and sustenance.
4. Organize urban youths into co-operatives for small-scale industrial and other rural activates to enable them acquire self-supporting skills.
5. Organise and educate urban rural populace on methods of producing various balanced foods for the home and local restaurants using locally available raw materials.
6. Counsel urban rural women on marriage, family planning and other social problems.
7. Organise and educate Urban rural women and on modern and healthy child care and up-bringing methods.

Entry Qualification

The entry qualification into the National Diploma Programme in Home Economics Technology is four credit level passes at SSCE or TC II or equivalent in not more than two sittings, and a pass in the JAMB-PCE.

The four credit level passes must include:

Home Economics or Food and Nutrition or Agricultural Science. One science subject and one other subject from:- Geography, Economics /Commerce, Religious knowledge and Nigerian Language.

Industrial Attachment (SIWES)

To make the theory and practical learnt at school relevant to the technician's needs, a four month industrial attachment could be in any of the areas of the course.

Students Project:

In addition to laboratory works and workshop practices, the programme also lays emphasis on project work. This ensures close co-ordination and integration of theory and practice as a way of producing a more practical technician. This gives the student access to a wider range of industrial techniques and experience than is possible in a teacher-centered, subject oriented, classroom constrained organization of learning activities. The goal is that the project method in common with other student-centred techniques, will help develop planning and decision making skills.

**ND CURRICULUM AND MODULES SPECIFICATIONS IN
HOME AND RURAL ECONOMICS**

YEAR I SEMETER I

Course Code	Course Title	L	T	P	CU	CH
HTM 112	Food and Beverage Production 1	1	-	3	2.0	60
AGR 111	Introduction to Agriculture	2	-	2	3.0	60
NUD 111	Introduction to Human Nutrition	2	-	0	2.0	30
SEC 111	Beginning Typewriting	0	-	8	4.0	120
HRE 111	Introduction to Home and Rural Economics	1	-	0	1.0	15
HRE 112	Home Gardening	1	-	2	2.0	45
GRE 113	Introduction to Clothing	1	-	2	2.0	45
COM 101	Introduction to Computing	2	-	2	3.0	60
GNS 111	Use of English	2	-	0	2.0	30
	Total					465

NOTE:

STB Science Laboratory Technology
HTM Hospitality Management
AGR Agricultural Technology
NUD Nutrition and Dietetics
SEC Secretarial Studies
COM General Studies

YEAR I SEMETER II

Course Code	Course Title	L	T	P	CU	CH
SEC 122	Type writing (35WPM)	-	-	8	4.0	120
CCO 12	Hair Dressing I (Shampooing and rinsing)	-		4	2.0	60
HRE 121	Handicrafts I	1	-	3	2.0	60
HRE 122	Marriage and Family Relationship	1	-	-	1.0	15
HRE 123	Home Management/Household Equipment	1	-	2	2.0	45
HRE 124	Clothing I	1	-	3	3.0	60
HMT 112	Food and Beverage Production II	1	-	3	2.0	75
AGT 124	Rural Sociology	2	-	-	2.0	30
	Total					465

CCO

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Catering Craft Practice Syllabus

YEAR II SEMETER I

Course Code	Course Title	L	T	P	CU	CH
HMT 233	Food and Beverage Production III	1	-	3	2.0	60
CCP 13	Bakeries and confectioneries I	0	-	4	2.0	60
CCC 14	Hair Dressing II (Scalps and Hair Treatment)	1	-	3	2.0	60
HRE 211	Personal and Community Health	1	-	0	1 0	15
HRE 212	Handcraft II	1	-	3	2.0	60
HRE 213	Clothing II	1	-	3	3.0	60
HRE 214	Laundry	1	-	2	2.0	45
COM 123	Computer Application Packages	2	-	2	3.0	60
GNS 126	Introduction to Entrepreneurship	2	-	0	2.0	30
	Total					450

CCP - Catering Craft Practice Syllabus
CCC - Cosmetology Syllabus

YEAR II SEMETER II

Course Code			T	P	CU	CH
AGT 222	Poultry Production	1	-	2	2.0	45
HTM 235	Food and Beverage Production IV	1	-	3	2.0	60
CCC 4	Hair Dressing III	1	-	3	2.0	60
HRE 221	Child Care and Development	1	-	-	1.0	15
HRE 222	Home Improvement and Beautification	2	-	0	2.0	30
HRE 223	Textile Studies I	1	-	2	2.0	45
HRE 224	Restaurant Management	1	-	3	2.0	60
HRE 225	Clothing III	2	-	3	3.0	75
COM 215	Computer Packages II	2	-	2	3.0	60
HRE 226	Seminar	1	-	-	1.0	15
HRE 227	Project	0	-	-	4.0	-
	Total					435

BUS - Business Studies Syllabus

**YEAR 1 SEMESTER 1
PROGRAMME:**

NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS

COURSE:

INTRODUCTION TO HOME AND RURAL ECONOMICS

CODE:

HRE III

DURATION:

15 HOURS (1 hour Lecture)

UNITS:

1.0

GOAL:

This course is designed to introduce the students to the basic knowledge of Home and Rural Economics as a profession.

GENERAL OBJECTIVES: On completion of this course, the student should be able to:

- 1.0 Know the history and scope of Home and Rural Economics.
- 2.0 Understand the principle of Extension in Agricultural Productivity.
- 3.0 Understand the principles of food preparation, nutrition and fuel science and hygiene
- 4.0 Understand clothing textiles and related acts.
- 5.0 Understand child development and family relations
- 6.0 Understand the principles of family economics.

Programme: NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS			
Course: Introduction to Home And Rural Economics		Course Code HRE 111	Contact Hours: 1. 0
Course Specification: Theory			
General Objectives: 1.0 Know the History and scope of Home and Rural Economics.			
WEEK	Special Learning Objectives	Teachers Activities	Resources
1	1.1 Outline the scope of home economics Technology 1.2 Trace the origin of Home economics Technology 1.3 Explain the role of missionaries in Nigeria on home economics development. 1.4 Explain the impact of home economics education on national development. 1.5 Define Community 1.6 Identify the characteristics of a rural community in Nigeria. 1.7 Identify the problems of a typical rural community in Nigeria.	Take students to a given community	A typical given community
General Objectives: 2.0 Understand the principle of Extension in Agricultural Productivity			
2	2.1 Define the following terms i) Extension services ii) Agricultural Technology iii) Home visits 2.2 State the principles and objectives of extension services 2.3 Identify the problems of Agricultural Extension and home visit.	Conduct home visits	
General Objectives: 3.0 Understand the principle of food preparation, nutrition and food science and hygiene.			
3	3.1 Explain the following concepts i) Food Science ii) Food preparation iii) Nutrition		

	iv) Hygiene 3.2 Explain the relationship between science and food. 3.3 Explain the basic principle of food preparation 3.4 Explain the importance of proper nutrition.		
General Objectives: 4.0 Understand clothing textiles and related acts.			
4	4.1 Define the following terms. 1) Yarn 2) Fibre 3) Fabric 4) Clothing 4.2 Classify fibres into: i) Natural fibres such as cotton, linen, wool and silk ii) Man made fibres e.g. rayon, nylon, acetate, triacetate etc. 4.3 Identify the fibres in 4.2 above. 4.4 List the different crafts that can be produced using local materials e.g. embroidery, crocketing, dying, knitting beadwork etc.	Show students samples of natural and man-made fibre.	Cotton, linen, wool silk, nylon and other materials etc.
General Objectives: 5.0 Understand child development and family relations			
5	5.1 Explain child development and family relations 5.2 Explain and Identify the stages of child development and their importance. 5.3 Explain the importance of good family relationship.	Explain with charts	Charts
General Objectives: 6.0 Understand the principles of family economics			

6	6.1 Define family economics 6.2 Explain the principles of home improvement (home management)		
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HRE 111 PRACTICAL CONTENT			
WEEK	SPECIAL LEARNING OBJECTIVES	TEACHERS ACTIVITES	RESOURCES
1	1.2 Trace the origin of Home and Rural Economics. Identify the characteristics of a rural community in Nigeria. Identify the problems of a typical rural community in Nigeria.	Narrate the story of home economics. State the characteristics of a rural community in Nigeria. State the problems of a typical rural community.	Film pictures charts.
	2.3 Identify the problems of Agricultural Extension and home visit.	Table the problems of Agricultural Extension and home visits	
	Identify the fibres in 4.2 above.	Explain the fibres in 4.2 above	

PROGRAMME: NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS

COURSE: HOME GARDENING

CODE: HRE II2

DURATION: 45 HOURS (1 hour Lecture: 2Hours Practical)

UNITS: 1.0

GOAL: This course is designed to acquaint the students with basic knowledge of home gardening.

GENERAL OBJECTIVES: On completion of this course, the student should be able to:

- 1.0 Understand the principles of gardening.
- 2.0 Know how to manage vegetable garden.
- 3.0 Know how to manage food crop garden

Programme: NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS			
Course: Home Gardening		Course Code: HRE 112	Contact Hour Theory 1 Practical 2
Course Specification: Theory/Practical			
General Objectives: 1.0 Understand the principles of Gardening			
WEEK	Special Learning Objectives	Teachers Activities	Resources
1-2	1.1 Explain the term Home Economics gardening. 1.2 Explain the role of Home gardening. 1.3 Explain and identify the tools used in Home gardening. 1.4 Explain the factors to be considered in selecting the site and suitable soil for home gardening. 1.5 Explain factors to be considered in selecting seeds to be planted. 1.6 Select suitable seeds for home garden. 1.7 Prepare beds for the gardening.	Visit home gardens Display seeds. Supervise students to prepare beds.	Farm garden select - Site - Soil - Seeds - Bed gardening - Hoes
General Objectives: 2.0 Know how to manage vegetable garden			
3-5	2.1 Make vegetable bed in a home garden 2.2 Plant vegetable in a home garden 2.3 Water the vegetables grown in 2.1 2.4 Transplant the vegetables grown in 2.1 2.5 Harvest the vegetables when matured.	Supervise the making of vegetable bed, planting, watering, transplanting and harvesting of the vegetables in a home garden.	Home gardening - Hoe - Water - Watering can

	General Objectives: 3.0 Know how to manage food crop garden		
WEEK	Special Learning Objectives	Teachers Activities	Resources
	3.1 Identify the food crops that can be planted in a home garden e.g. cereals, tubers etc. 3.2 Select the food crop suitable in a particular home garden. 3.3 Explain the treatment of the food crop in 3.2 above before planting. 3.4 Prepare the soil planting the crop in 3.2 above. 3.5 Plant the food crop in 3.2 above. 3.6 Explain the importance of spacing when planting the food crop in 3.2 above. 3.7 Explain the use of fertilizer in planting food crop 3.8 Weed the food crop garden as necessary. 3.9 Explain the application of insecticides. 3.10 Harvest the food crops. Lecture	Supervise student establish home garden.	Home garden - Hoe Different seeds

HRE 112	PRACTICAL CONTENT		
	1.6 Select suitable seeds for home garden. 1.7 Prepare beds for the gardening.	Explain the selection of suitable seeds and preparation of beds for gardening	Seeds Hoes
	2.1 Make vegetable bed in a home garden 2.2 Plant vegetable in a home garden	2.1 Demonstrate how to make vegetable bed	Home gardening - Hoe

	<p>2.3 Water the vegetables grown in 2.1</p> <p>2.4 Transplant the vegetables grown in 2.1</p> <p>2.5 Harvest the vegetables when matured.</p>	<p>2.2 Demonstrate how to plant vegetables</p> <p>2.3 Demonstrate how to water vegetables</p> <p>2.4 Demonstrate how to transplant the vegetables</p> <p>2.5 Demonstrate how to harvest the vegetables</p>	<ul style="list-style-type: none"> - Water - Watering can
	<p>3.1 Identify the food crops that can be planted in a home garden e.g. cereals, tubers etc.</p> <p>3.2 Select the food crop suitable in a particular home garden.</p> <p>3.5 Prepare the soil planting the crop in 3.2 above.</p> <p>3.8 Weed the food crop garden as necessary.</p> <p>3.10 Harvest the food crops.</p>	<p>Explain the food crops that can be planted.</p> <p>Lead the students to select the food crops suitable in a particular garden.</p> <p>Demonstrate how to prepare the soil for planting the crop.</p> <p>Demonstrate how to weed the food crop.</p> <p>Lead the students to harvest the food crops.</p>	

Programme: NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS			
Course: Introduction To Clothing		Course Code: HRE 113	Contact Hours Theory 1 Practical 2
Course Specification: Theory/Practical			
General Objectives: 1.0 Know the Origin and function of clothing of various cultures in Nigeria			
WEEK	Special Learning Objectives	Teachers Activities	Resources
1	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 Edo etc. 1.4 Make clothing album of various cultures, 1.5 Identify types of women clothes and their characteristics. 1.6 Explain the social, cultural and economic and psychological aspects of clothing.	Display clothes of various Nigerian cultures.	Clothing album Display models
General Objectives: 2.0 Know different types of sewing tools and equipments			
2	2.1 Identify tools for garment making 2.2 Identify equipments for garment making 2.3 Differentiate between tools and equipments 2.4 Explain the uses of tools and equipment in making garment tool. 2.5 Identify tools and equipment required in sewing.	Display tools for cloth making.	Tools and equipment in Clothing lab e.g. sewing machines scissors and etc.
General Objectives: 3.0 Know the parts of functions and care of sewing machine			
3	3.1 Describe the different types of sewing machines in the market. 3.2 Identify different types of sewing machine. 3.3 Identify the parts and functions of a sewing machine 3.4 Describe the uses of different types of sewing	Display different sewing machines.	Clothing lab sewing machine.

	machine 3.5 Describe the care of the sewing machine.		
General Objectives: 4.0 Know the different types of stitches			
4	4.1 Describe the different types of stitches. 4.2 Explain the construction of various stitches. 4.3 Explain the construction of various stitches. 4.4 Make samples of various stitches. i) Temporary stitches- tacking, tailor tacking etc. ii) Permanent stitches. a) Joining Stitches – back stitch, running stitch etc. d) Decorative stitches- stem stitch, satin stitch etc. c) Neatening stitches- loop stitch, button hole stitch.	Display types of stitches	Clothing lab Hand needle.

HRE 113 PRACTICAL CONTENT				
WEEK	SPECIAL LEARNING OBJECTIVES		TEACHERS ACTIVITIES	RESOURCES
1	1.3	Make clothing album of various cultures.	Explain how to make clothing album of various cultures. Present to students types of women clothes.	Sewing machine women clothes.
	1.5	Identify types of women clothes.		
2	2.1	Identify tools for garment making	Display tools for garment making.	Sewing machines needles scissors, etc.
	2.5	Identify tools and equipment required in	Display tools and equipments	

	sewing	required in sewing.	
3	3.2 Identify different types of sewing machine. 3.3 Identify the parts and functions of a sewing machine.	Display different types of sewing machines.	Different brands of sewing machines needles.
4	4.5 Make samples of various stitches. iii) Temporary stitches- tacking, tailor tacking etc. iv) Permanent stitches. a) Joining Stitches – back stitch, running stitch etc. d) Decorative stitches- stem stitch, satin stitch etc. c) Neatening stitches- loop stitch, button hole stitch.	Leads students in the making of samples of various stitches.	As above.

YEAR 1 SEMESTER 2

COURSE: HANDICRAFTS I

CODE: HRE I2I

DURATION: 60 HOURS (1 hour Lecture 2 hours practical)

UNITS: 2.0

GOAL: This course is designed to introduce the students to the basic knowledge of handicrafts .

GENERAL OBJECTIVES: On completion of this course, the student should be able to:

- 1.0 Understand embroidery terminologies.
- 2.0 Know the various forms of arts and crafts.
- 3.0 Know the basic concepts in embroidery.
- 4.0 Understand the technique in making macramé and bead work.
- 5.0 Know the importance of beadwork in dressing and home decoration.

Programme: NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS			
Course: Handicrafts I		Course Code: HRE 121	Contact Hours: 4
Course Specification: Theory/Practical			
General Objectives: 1.0 Understand embroidery terminologies			
WEEK	Special Learning Objectives	Teachers Activities	Resources
1-2	1.1 Define embroidery 1.2 Explain embroidery terminologies e.g. decorative stitches, coat and etc.	Discuss embroidery and its terminologies	
General Objectives: 2.0 Know the various forms of arts and crafts			
3-5	2.1 Define arts and crafts 2.2 Collect and identify various forms of Nigerian arts and crafts. 2.3 Explain the various samples of arts and crafts collected. 2.4 Produce various forms of arts and craft using locally available materials.	Display various arts and crafts. Supervise students ,prepare local crafts working materials e.g. raffia..	Art museum and studio.
General Objectives: 3.0 Know the basic concepts in embroidery			
6-8	3.1 Identify embroidery equipment, materials and stitches 3.2 Produce embroidery samples made with basic stitches 3.3 Produce tablemats, head rest using stitches materials thread colour combination and placement of patterns.	Display embroidery equipment, materials and stitches. Lead students to produce embroidery samples tablemats. Lead rest using stitches materials.	Clothing lab, needles and frames
General Objectives: 4.0 Understand the technique in making macramé and bead work			
9-11	4.1 Define macramé and beadwork 4.2 Explain the origin of macramé and beadwork 4.3 Identify the equipments and materials used in macramé and beadwork.	Discuss macramé and beadwork. Discuss the origin of macramé and beadwork.	Clothing lab, beads and threads.

	<p>4.4 Identify the different kinds of macramé and beadwork that can be made using the equipments and materials mentioned in 4.3.</p> <p>4.5 Describe the various methods in making macramé and beadwork.</p> <p>4.6 Produce the basic knots, half hitch, double half hitch flat knot and juesophine knot.</p>	<p>Explain the different kinds of macramé and beadwork that can be made using the equipments and materials mentioned above.</p> <p>Explain the various methods in making macramé and beadwork.</p> <p>Lead knots, half hitch double half hitch, flat knot and juesophine knot.</p>	
General Objectives: 5.0 Know the importance of beadwork in dressing and home decoration			
12	<p>5.1 Enrich dressing for different occasions and beautify the home using different kinds of beads.</p> <p>5.2 Produce articles such as-pot-holder, wall hanger stool chair.</p>	<p>Lead students to enrich dressing for different occasions and beautify the home using different kinds of beads.</p> <p>Lead students to produce articles such as pot holder, wall hanger, stool, chair.</p>	<p>Clothing lab beads, threads needles, crocheting pins and etc.</p>

HRE 121 PRACTICAL CONTENT			
WEEK	SPECIAL LEARNING OBJECTIVES	TEACHERS ACTIVITES	RESOURCES
3-5	2.2 Collect and identify various forms of arts and crafts. 2.4 Produce various forms of arts and craft using locally available materials.	Display various forms of arts and crafts. Supervise the production of various forms of arts and crafts.	
6-8	3.1 Identify embroidery equipment, materials and stitches 3.2 Produce embroidery samples made with basic stitches 3.3 Produce tablemats, head rest using stitches materials thread colour combination and placement of patterns.	Display embroidery materials and stitches. Conduct practical on production of embroidery samples. Supervise the production of head rest using stitches and etc.	
9-11	4.7 Identify the equipments and materials used in macramé and beadwork. 4.8 Identify the different kinds of macramé and beadwork that can be made using the equipments and materials mentioned in 4.3 above.	Show student the equipments in 4.3 Display the materials in 4.4	

PROGRAMME: NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS

COURSE: MARRIAGE AND FAMILY RELATIONSHIP

CODE: HRE I22

DURATION: 15 HOURS (1 hour Lecture)

UNITS: 1.0

GOAL: This course is designed to provide the student with the knowledge of marriage and family living.

GENERAL OBJECTIVES: On completion of this course, the student should be able to:

- 1.0 Know the structure of the family.
- 2.0 Know the importance of rightmate selection
- 3.0 Know preparation for marriage.
- 4.0 Understand marriage as an institution.
- 5.0 Know the common problems in marriage.
- 6.0 Understand relationship between family and community.
- 7.0 Understand population growth and family planning.

Programme: NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS			
Course: Marriage and family relations		Course Code: HRE 122	Contact Hours: 1hr
Course Specification: Theory/Practical			
General Objectives: 1.0 Know the structure of the family			
WEEK	Special Learning Objectives	Teachers Activities	Resources
1-2	1.1 Define the term family 1.2 List the different types of family e.g. nuclear family, single family and etc. 1.3 Explain each family system listed in 1.1 above. 1.4 Describe the types of family system of different tribes in Nigeria.	Explain different types of family. Discuss each family system listed in 1.1 above.	Classroom
General Objectives: 2.0 Know the importance of right mate selection			
3-5	2.1 Explain the factors influencing mate selection of physical, social economics etc. 2.2 Explain each factor in 2.1 above using role play method.		Classroom.
General Objectives: 3.0 Know preparation for marriage			
	3.1 State the objectives of marriage 3.2 Describe the types of marriage e.g. traditional, religions and etc. 3.3 Demonstrate wedding ceremony as it done in different part of the country. 3.4 Explain engagement in preparation for marriage.		Classroom
General Objectives: 4.0 Understand marriage as an institution			
	4.1 Define marriage. 4.2 Describe wedding ceremony as it is done in different parts of the country e.g. (1) Finances, parties, clothes, etc (2) Invitation (3) Gifts.	4.1 Explain wedding ceremony. 4.2 Explain various traditional methods of “moving to the husband’s home” 4.3 State possible problems	Wedding materials e.g. wedding card, wedding dresses etc.

	<p>4.3 Describe various traditional methods of “moving to the husband’s home”.</p> <p>4.4 Explain possible problems that may arise from 4.3 above.</p> <p>4.5 Explain the advantages and disadvantages of honey moon.</p> <p>4.6 Explain marital adjustments.</p>	<p>that may arise from 4.2 above.</p> <p>4.4 State the advantages and disadvantages of honey moon.</p>	
General Objectives: 5.0 Know the common problems in marriage			
	<p>5.1 List common marriage problems e.g. financial, social cultural, religions problems etc.</p> <p>5.2 Explain how the problems listed above could be overcome.</p> <p>5.3 Explain the qualities of successful marriage of good communication, love, commitment understanding etc.</p>		Classroom
General Objectives: 6.0 Understand relationship between family and community			
	<p>6.1 Explain the relationship between members</p> <p>6.2 Explain the role and responsibilities of parents as model to children.</p> <p>6.3 Explain the relationship between family and community.</p>		Classroom
General Objectives: 7.0 Understand population growth and family planning			
	<p>7.1 Define the following</p> <p style="padding-left: 40px;">a) Population growth</p> <p style="padding-left: 40px;">b) Family planning</p> <p>7.2 Explain the need for family planning</p> <p>7.3 Identify methods of family planning e.g. pills, condoms etc.</p> <p>7.4 State the advantages and disadvantages of each method listed in 7.3 above.</p>		Classroom family planning pills and condom.

HRE 112 PRACTICALS CONTENT			
WEEK	SPECIAL LEARNING OBJECTIVES	TEACHERS ACTIVITES	RESOURCES
	3.3 Demonstrate wedding ceremony as it done in different part of the country.	Lead students to dramatise wedding ceremony as it is done in different parts of the country	Wedding materials like wedding invitation card, wedding dresses etc.
	7.3 Identify methods of family planning e.g. pills, condoms etc.	Explain methods of family planning	Pills, condoms, etc

PROGRAMME: NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS

COURSE: HOME MANAGEMENT/HOUSE HOLD EQUIPMENT

CODE: HRE I23

DURATION: 60 HOURS (1 hour Lecture, 2 hours practical)

UNITS: 2.0

GOAL: This course is designed to acquaint the students to the basic concept and scope of home management and household equipment.

GENERAL OBJECTIVES: On completion of this course, the student should be able to:

- 1.0 Understand the concept of home management.
- 2.0 Understand the basic principles of home management.
- 3.0 Understand the concept of management processes and resources in the home.
- 4.0 Know how to maintain materials and equipment used in the home.
- 5.0 Know how to construct simple household tools.
- 6.0 Know how to operate simple household equipments.

Programme: NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS			
Course: Home Management		Course Code: HET 123	
Course Specification: Theory/Practical			
General Objectives: 1.0 Understand the concept of Home Management			
WEEK	Special Learning Objectives	Teachers Activities	Resources
1-2	1.1 Define the following: a) Home b) Home management 1.2 Explain the terms used in Home Management e.g. resources. 1.3 Identify the resources used in Home. 1.4 Explain the concept of the resources, goal and values and standard of a home. 1.5 Compare and contrast between goals, values and standard.	Explain the terms home and home management. Show students house-hold resources. List the differences between goals, and values and standard.	Classroom
General Objectives: 2.0 Understand the basic principle of Home Management			
	List the principles of Home Management e.g. planning, evaluation, controlling and decision making. Explain each of the principles in 2.1	Explain the principles of home management.	Classroom

General Objectives: 3.0 Understand the concept of management processes and resources in the home			
WEEK	Special Learning Objectives	Teachers Activities	Resources
	<p>Define management process and resources</p> <p>List management resources e.g. money, time, energy, etc.</p> <p>Explain the resources e.g. in 3.2 above.</p> <p>State the factors that influence the use of resources e.g. income, health roles in the home etc.</p> <p>State the importance of time planning, energy management and work simplification.</p> <p>State the factors that influence work simplification.</p> <p>Explain the managerial processes such as planning implementation and evaluation.</p> <p>Define money management</p> <p>Explain the types of money management</p> <p>Explain the following.</p> <ul style="list-style-type: none"> Household budgeting Insurance e.g. car, life and property. 	<p>Explain management process and resources.</p> <p>Differentiate between resources of money, time and energy.</p> <p>Explain how each resource is deployed.</p> <p>Discuss the importance of each item in 3.5</p> <p>Discuss the factors that influence work simplification.</p> <p>State some key managerial processes.</p> <p>Discuss money management.</p> <p>Expatiate on the:</p> <ul style="list-style-type: none"> -house-hold budgeting -insurance e.g. of property. 	
General Objectives: 4.0 Know how to operate simple house, hold equipments			
	<p>Identify household equipment.</p> <p>Select the correct house hold equipment for relevant activity in the home e.g. frying pan for frying, sauce pan for sauce making.</p> <p>Operate house-hold appliances/equipment e.g. food preparation appliances laundry appliances etc.</p> <p>Explain the importance of maintaining household equipment.</p> <p>Repair damaged household equipment.</p>		

General Objectives: ``5.0 Know Home Management Processes ````````			
WEEK	Special Learning Objectives	Teachers Activities	Resources
	5.1 Make time plan with regards to meals management and other daily tasks. 5.2 Practice the techniques of being a good hostess 5.3 Arrange a room and its interior decoration. 5.4 Budget family resources within available time/period. 5.5 Use and maintain household equipment 5.6 Develop good human relationship. 5.7 Manage family resources.	Lead students to carry out budgeting of family resources. Ask students to practice means of developing good human relationship.	

HRE 123 PRACTICAL CONTENT			
WEEK	SPECIAL LEARNING OBJECTIVES	TEACHERS ACTIVITES	RESOURCES
1-2	3.1 Identify the resources used in a home	Show students these resources in a home	
	Identify household equipment. Select the correct house hold equipment for relevant activity in the home e.g. frying pan for frying, sauce pan for sauce making. Operate house-hold appliances/equipment e.g. food preparation appliances laundry appliances etc. 5.3 Practice the techniques of being a good hostess.	Show students some commonly used household equipments. Display house hold equipments e.g. sauce pan, frying pan and etc. Demonstrate the operation of laundry machine cookers and etc to students. Arrange students to undertake the practice of good techniques as a	House-hold equipments House-hold equipments Cookers, laundry machines etc Hostess dress and etc.

	<p>5.4 Arrange a room and its interior decoration.</p> <p>5.5 Use and maintain household equipment</p>	<p>hostess.</p> <p>Conduct students to set up the arrangement of a room and its interior décor.</p> <p>Show students how to use some commonly used household equipments and their maintenance</p>	<p>Household equipments.</p>
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PROGRAMME: NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS

COURSE: CLOTHING I

CODE: HRE I24

DURATION: 75 HOURS (1 hour Lecture: 3hrs Practical)

UNITS: 3.0

GOAL: This course is designed to acquaint the students with the knowledge of techniques employed in sewing.

GENERAL OBJECTIVES: On completion of this course, the student should be able to:

- 1.0 Know the various methods of disposing fullness.
- 2.0 Know various types of opening.
- 3.0 Know various types of fastening.
- 4.0 Know the different types of hem items.
- 5.0 Know different types of edge finishes.
- 6.0 Know the cutting, joining and the uses of a crow-way strip
- 7.0 Know how to cut a girls dress using free hand cutting.

Programme: NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS			
Course: Clothing I		Course Code: HRE 124	Contact Hours: 4hrs
Course Specification: Lecture/Practical			
General Objectives: 1.0 Know the various methods of disposing fullness			
WEEK	Special Learning Objectives	Teachers Activities	Resources
1-2	1.1 Identify the various methods of disposing fullness 1.2 Describe various steps of working method of disposing fullness. 1.3 Make samples of various methods of disposing fullness i) Darts ii) Gathers iii) Pleats iv) Smoching v) Skirring vi) Easing in vii) Tucks.	Discuss the various methods of disposing fullness. Explain the various steps of working method of disposing fullness. Lead students to make samples of various methods of disposing fullness.	Clothing Lab, sewing machine scissors, cutting tables measuring tapes.
General Objectives: 2.0 Know various Types of opening			
3-4	2.1 Identify different types of openings 2.2 Describe the correct steps of working openings 2.3 Make samples of opening e.g. i) faced opening ii) bound opening iii) continuous wrap opening	State different types opening Explain the correct steps of working openings. Lead students to make samples of opening.	Clothing lab. As above

General Objectives: 3.0 Know various Types of fastening			
5-8	<p>3.1 Identify the different types of fastenings.</p> <p>3.2 Identify the correct steps of working various fastening.</p> <p>3.3 Make samples of various fastening.</p> <p>i) zipper</p> <p>ii) Button or button hole or loop</p> <p>iii) Hook and eye/bar</p> <p>iv) Eyelets and lace</p> <p>v) Tie strings i.e tapes and ribbon</p> <p>vi) Press studs/snaps</p> <p>vii) Links/Frogs</p> <p>viii) Velcro</p> <p>ix) Buckles.</p>	<p>Discuss the different types of fastening.</p> <p>Discuss the correct steps of working various fastening</p> <p>Lead students to make samples of various fastening</p>	<p>Clothing lab zipper, buttons and button holes.</p>
General Objectives: 4.0 Know the different types of hem items			
9	<p>4.1 List the different types of hem s</p> <p>4.2 Describe each hem listed in 4.1 above</p> <p>4.3 Make samples of hems.</p> <p>i) Slip hem</p> <p>ii) Hemming</p>	<p>Discuss the different types of hems.</p> <p>Lead students to make samples of hems.</p>	<p>Clothing lab</p>

General Objectives: 5.0 Know different types of edge finishes			
10-11	<p>5.1 Describe the different types of edge finishes</p> <p>5.2 Identify the various procedures for making different types of edge finishes in 5.1 above.</p> <p>5.3 Make samples of different types of edge finishes</p> <p>i) facing</p> <p>ii) binding</p> <p>iii) attachment of lace</p> <p>iv) attachment of collar</p> <p>v) attachment of sleeve</p>	<p>Discuss the different types of edge finishes.</p> <p>State the various procedures for making different types of edge finishes.</p> <p>Lead students to make samples of different types of edge finishes.</p>	As above
General Objectives: 6.0 Know the cutting, joining and the uses of a cross-way strip			
12	<p>6.1 Explain cross way strip</p> <p>6.2 Explain how to cut and join a crossway strip.</p> <p>6.3 Identify the uses of a cross-way strip</p> <p>6.4 Make samples of different uses of crossway strips.</p> <p>i) binding</p> <p>ii) facing</p> <p>iii) louleau loop</p>	<p>Discuss cross way trip</p> <p>Discuss how to cut and join a crossway trip</p> <p>Discuss the uses of a cross-way trip.</p> <p>Lead students to make samples of different uses of cross way trip</p>	As above

	General Objectives: 7.0 Know how to cut a girls dress using free hand cutting		
	7.1 Define free hand cutting 7.2 Take body measurement 7.3 Cut a girls dress using free hand cutting 7.4 Construct a girls dress with the following features. <ul style="list-style-type: none"> a) Disposal of fullness b) Opening c) Fastening d) Hemming e) Edge finish f) Crossway strip 	Discuss free hand cutting Explain how to take body measurement Lead students to cut a girl's dress using free hand cutting Describe how to construct a girl's dress with different features.	

HRE 124 PRACTICALS CONTENT			
WEEK	SPECIAL LEARNING OBJECTIVES	TEACHERS ACTIVITES	RESOURCES
	1.1 Identify the various methods of disposing fullness	Identify the various methods of disposing fullness.	Clothing lab, sewing machine scissors, cutting tables measuring tapes.
	1.2 Make samples of various methods of	Make samples of various methods	

	disposing fullness i) Darts ii) Gathers iii) Pleats iv) Smooching v) Skirring vi) Easing in vii) Tucks.	of disposing fullness.	
2.1	Identify different types of openings	Make samples of opening e.g.	
2.2	Make samples of opening e.g. i) faced opening ii) bound opening iii) continuous wrap opening	(i)faced opening (ii)bound opening (iii)continuous wrap opening	
	Identify the different types of fastenings. Identify the correct steps of working various fastening. Make samples of various fastening. zipper Button or button hole or loop Hook and eye/bar Eyelets and lace Tie strings i.e tapes and ribbon Press studs/snaps Links/Frogs Velcro ix) Buckles.	Identify the different types of fastening. Identify the correct steps of working various fastening. Make samples of various fastening.	
4.4	Make samples of hems. iii) Slip hem iv) Hemming	Make samples of hems (i)Slip hem (ii)Hemming	
5.4	Make samples of different types of edge finishes	Identify the various procedures for	

	<ul style="list-style-type: none"> vi) facing vii) binding viii) attachment of lace ix) attachment of collar x) attachment of sleeve 	<p>making different types of edge finishes.</p> <p>Make samples of different types of edge finishes</p> <ul style="list-style-type: none"> (i)facing (ii)binding (iii)attachment of lace (iv)attachment of collar (v)attachment of sleeve 	
<ul style="list-style-type: none"> 6.4 6.5 	<p>Identify the uses of a cross-way strip</p> <p>Make samples of different uses of crossway strips.</p> <ul style="list-style-type: none"> (i) binding (ii)facing (iii)louleau loop 	<p>Identify the uses of a cross way strip.</p> <p>Make samples of different uses of cross way strips</p> <ul style="list-style-type: none"> (i)binding (ii)facing (iii)louleau loop 	
<ul style="list-style-type: none"> 7.2 7.3 7.4 	<p>Take body measurement</p> <p>Cut a girls dress using free hand cutting</p> <p>Construct a girls dress with the following features.</p> <ul style="list-style-type: none"> a) Disposal of fullness b) Opening c) Fastening d) Hemming e) Edge finish f) Crossway strip 	<p>Take body measurement</p> <p>Cut a girls dress using free hand cutting</p> <p>Construct a girl's dress with the following features:</p> <ul style="list-style-type: none"> a)Disposal of fullness b)Opening c)Fastening d)Hemming e)Edge finish f)Crossway strip 	

PROGRAMME: NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS

COURSE: PERSONAL AND COMMUNITY HEALTH

CODE: HRE 21I

DURATION: 30 HOURS (2 hour theory/Practice)

UNITS: 2.0

GOAL: This course is designed to provide the student with the knowledge of personal and community health to enable him/her apply basic health care services when the need arises.

GENERAL OBJECTIVES: On completion of this course, the student should be able to:

- 1.0 Understand terms related to personal and community health.
- 2.0 Know the activities for physical fitness.
- 3.0 Know how to prevent communicable disease.
- 4.0 Know different types of minor accidents in the home and their treatments
- 5.0 Know foreign bodies and their effects on different parts of the body.
- 6.0 Know the type of accidents that affect the respiration system.
- 7.0 Know the importance of artificial respiration

Programme: NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS			
Course: Personal and Community Health		Course Code: HRE 211	Contact Hours: 2hrs
Course Specification: Lectures/Practical			
General Objectives: 1.0 Understand terms related to personal and community health			
WEEK	Special Learning Objectives	Teachers Activities	Resources
1-2	1.1 Define the following terms: Illness, disease immunity, health, hygiene, first aid, accidents incubation period, isolation, germs, artery, vein, capillary, EPI, DRT, Inoculation and vaccination. 1.2 List some tropical diseases. 1.3 Explain the condition under which the diseases in 1.2 above can be contacted. 1.4 Explain how the diseases in 1.2 above can be treated.	Explain each of the terms in 1.1. Enumerate some common tropical diseases. Discuss the condition under which the diseases can be contacted and also treated.	Classroom Diagrammatic charts.
General Objectives: 2.0 Know the activities for Physical Fitness			
3-4	2.1 Explain the term physical fitness 2.2 List the activities for physical fitness e.g. rest, good posture, balance diet etc. 2.3 Describe the practice of the activities in 2.2 above.	Expansiate on the term physical fitness. Enumerate the activities for physical fitness. Discuss the practice of the activities in 2.2	
General Objectives: 3.0 Know how to prevent communicable disease			
5-6	3.1 Define communicable diseases 3.2 List examples of communicable diseases 3.3 Explain the rules for preventing the diseases in	Explain the term communicable diseases. Enumerate some common	Classroom

	3.2 above e.g. a) Proper disposal of faces/refuse. b) Water purification c) Hygiene method of food preparation and service	communicable diseases. Describe the rules for preventing the diseases in.	
General Objectives: 4.0 Know different types of minor accidents in the home and their treatments			
	4.1 List different types of minor accidents in the homes e.g. small cuts, punctured wounds, chaking etc. 4.2 Explain the causes of the accidents in 4.1 above. 4.3 Define first aid. 4.4 Identify all the items required in the first aid box. 4.5 State the roles of the aid box in the home.	Demonstrate and describe minor accidents. Show first aid box. Give assignment	Classroom first aid box with cotton wool, bandages, iodine, hydrogen provide etc.
General Objectives: 5.0 Know foreign bodies and their effects on different parts of the body			
	5.1 Define the term foreign body. 5.2 List examples of foreign bodies that can be found in different parts of the body. 5.3 Explain the methods of prevention of the foreign bodies named in 5.2 above.	Discuss foreign bodies. Give assignments.	Classroom and chart
General Objectives: 6.0 Know the type of accidents that affect the respiration system.			
	6.1 Explain the term respiratory system 6.2 List the accidents that affect the respiratory system e.g. choking, suffocation, drowning etc. 6.3 Describe the prevention of each of the accidents in 6.2 above. 6.4 Treat each of the cases in 6.2 above.	Demonstrate and describe respiratory system. Use charts. Give assignments.	Classroom and charts.
General Objectives: 7.0 Know the importance of artificial respiration			
	7.1 Define artificial respiration. 7.2 Explain the usefulness of artificial respiration in accidents.	Ave assignment.	Classroom charts

	7.3 Apply artificial respiration to the following people. i) Drawing person ii) Fainting person etc.		
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HRE 112 PRACTICALS CONTENT			
WEEK	SPECIAL LEARNING OBJECTIVES	TEACHERS ACTIVITES	RESOURCES
	4.5 Identify all the items required in the first aid box.	Show students, iodine bandages, cotton wool, hydrogen peroxide etc	First and box, bandages, cotton wool, hydrogen peroxide etc.
	6.4 Treat each of the cases in 6.2 above.	Ask students to treat cases of accidents involving respiratory system.	
	7.3 Apply artificial respiration to the following	Lead students to carry out artificial respiration using a cadava. Ask students to take turns in carrying out the exercise.	Cadava, masks and gas mask.

PROGRAMME: NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS

COURSE: HANDICRAFT II

CODE: HRE 2I2

DURATION: 60 HOURS (1 hour Lecture/ 3 hours Practical)

UNITS: 2.0

GOAL: The course is designed to provide the students with the knowledge and techniques involved in crocheting, dyeing and knitting.

GENERAL OBJECTIVES: On completion of this course, the student should be able to:

- 1.0 Understand basic crocheting and dyeing.
- 2.0 Know the equipment and yarns used in Knitting.
- 3.0 Understand the basic techniques and stitches in knitting.
- 4.0 Know different types of needles.

Programme: NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS			
Course: Handcraft II		Course Code: HRE 212	Contact Hours: 60hrs
Course Specification: Lectures/Practical			
General Objectives: 1.0 Understand basic crocheting and dyeing			
WEEK	Special Learning Objectives	Teachers Activities	Resources
1-4	1.1 Explain the terms crocheting and dyeing. 1.2 Explain the origin of crocheting and dyeing. 1.3 Explain the basic principles involved in crocheting and dyeing. 1.4 Select the appropriate material and equipment for crocheting and dyeing. 1.5 Make basic stitches in crochet and samples of e.g. chain stitches, single crochet treble and formation of complicated stitches. 1.6 Make functional articles using crochet. 1.7 Produce the following articles: baby set, shawl, centerpiece, tablecloth, and bed sheet curtains material for making dresses.	Display samples of crocheting and dyeing. Give assignments.	Classroom clothing lab, thread, crocheting hooks, material tape etc.
General Objectives: 2.0 Know the equipments and yarns used in knitting			
5-7	2.1 Explain knitting. 2.2 State the importance of knitting 2.3 Explain the origin of knitting 2.4 Identify the different types of yarns used in knitting e.g. pile yarns combine yarns, spacing yarn and novelty yarn. 2.5 Select the appropriate yarns for a particular type of article and design. 2.6 Apply proper equipment for knitting e.g. correct sizes for knitting pin, yarns and knitting	Describe knitting. Show examples. Give assignments.	Types of yarns sizes of knitting pins, knitting machine.

HRE 112		PRACTICALS CONTENT	
WEEK	SPECIAL LEARNING OBJECTIVES	TEACHERS ACTIVITES	RESOURCES
1-4	<p>1.5 Select the appropriate material and equipment for crocheting and dyeing.</p> <p>1.6 Make basic stitches in crochet and samples of e.g. chain stitches, single crochet treble and formation of complicated stitches.</p> <p>1.7 Produce the following articles: baby set, shawl, centerpiece, tablecloth, and bed sheet curtains material for making dresses.</p>	<p>Display materials and equipments used for crocheting and dyeing.</p> <p>Conduct practicals on basic crochet e.g. chain stitches single crochet, treble.</p> <p>Carry out functional article using crochet.</p> <p>Lead students to produce articles in 1.7</p>	Knitting pins, wools, material tape
5-7	<p>2.4 Identify the different types of yarns used in knitting e.g. pile yarns combine yarns, spacing yarn and novelty yarn.</p> <p>2.5 Select the appropriate yarns for a particular type of article and design.</p> <p>2.6 Apply proper equipment for knitting e.g. correct sizes for knitting pin, yarns and knitting machines.</p>	<p>Show different types of yarns used in knitting e.g. pile yarns, combine yarns, spacing yarns and novelty.</p> <p>Supervise selection of yarns for a particular types of article and design.</p> <p>Conduct practicals on ways to apply equipment for knitting as h</p>	Classroom, clothing lab, yarns e.g.
8-10	<p>3.5 Identify the basic stitches in knitting e.g. gather stitches, plain stitches, stock stitches, shell stitches, pip stitches etc.</p> <p>3.4 Produce the following articles:</p>	Display all the basic stitches in knitting.	Knitting pins, wools.

	<ul style="list-style-type: none"> i) Sweaters (for adults and children's) ii) Baby sets. iii) Shawl, using the different types of stitches in 4.1 above and the procedures in 4.2 above. 	Lead students to produce the articles as listed in 3.4	
11-12	<ul style="list-style-type: none"> 4.1 Identify all the needlework stitches. 4.2 Identify all the neatening raw edges and embroidery stitches. 4.6 Make articles with switcher (any house-hold article) 4.7 Prepare samples of stitches. 	<ul style="list-style-type: none"> Display all the needlework stitches. Show all the neatening raw edges and embroidery stitches. Conducts practicals on how to make stitches. Supervise practicals on preparing samples of stitches. 	

PROGRAMME: NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS

COURSE: CLOTHING II

CODE: HRE 2I3

DURATION: 60HOURS (1 hour lecture 3 hours Practicals)

UNITS: 3.0

GOAL: This course is designed to provide the student with a basic knowledge of clothing selection and construction for children and adults.

GENERAL OBJECTIVES: On completion of this course, the student should be able to:

- 1.0 Understand the procedure involved in repair work in clothing.
- 2.0 Understand the factors to be considered in selection of children's clothing.
- 3.0 Understand the basic techniques in sewing for children.

Programme: NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS			
Course: Clothing II		Course Code: HRE 213	Contact Hours: 60hrs
Course Specification: Lectures/Practical			
General Objectives: 1.0 Understand the procedures involved in repair work in clothing			
WEEK	Special Learning Objectives	Teachers Activities	Resources
1	1.1 Explain the term repair work in clothing. 1.2 Identify all the repair work possible in clothing. 1.3 Describe all the procedures and methods involved in repair work. 1.4 Describe the following. i) Patching e.g. print patch ii) Darning e.g. cross. 1.5 Make various types of darns and patches e.g. hedge tear darn, point patches using the following techniques: a) Patching e.g. print/path b) Darning e.g. cross.	Explain the procedures in repair work. Demonstrate the patching and darning works in repair work in clothing.	Chalk board, samples of patches and darns. Thread needle cloth, type measure.
General Objectives: 2.0 Understand the factors to be considered in selection of children's clothing			
	Factors involved in selecting children's clothing 2.1 Describe the planning of children's clothing wardrobe.. 2.2 List all the factors to consider when selecting children's clothing. 2.3 Identify the source of children's clothing. 2.4 Explain the factors that influence the selection of children's clothing. 2.5 Select suitable clothing for children. 2.6 Design simple pattern for children's dress. 2.7 Draft the simple pattern design in 1.6 above.	Give examples. Display some clothing for children Give examples Give assignments.	Clothing lab tape measure, pencil etc.

	2.8 Take body measurements of a child. 2.9 Outline the cutting on.		
	General Objectives: 3.0 Understand the basic techniques		
	Techniques in Sewing for Children 3.1 Describe the different types of sewing for children 3.2 Sew a child's shirt and short. 3.3 Compare a self-made dress and ready made dress in terms of cost, quality and fitting.	Demonstrate, conduct and supervise sewing of a boys shirt and shorts.	Clothing laboratory sewing machine, tape measure. Etc.

HRE 112		PRACTICALS CONTENT	
WEEK	SPECIAL LEARNING OBJECTIVES	TEACHERS ACTIVITES	RESOURCES
	1.3 Identify all the repair work possible in clothing. 1.6 Demonstrate various types of darns and patches e.g. hedge tear darn, point patches using the following techniques: a) Patching e.g print/path b) Darning e.g. cross.	Display all the repair work possible in clothing. Identify various types of darns and patches as listed in 1.5	
	2.3 Identify the source of children’s clothing. 2.4 Select suitable clothing for children. 2.5 Design simple pattern for children’s dress. 2.6 Draft the simple pattern design in 1.6 above. 2.7 Make body measurements of a child. 2.8 Outline the cutting on.	List source of children’s clothing Ask students to select suitable clothing for children. Lead students to design simple pattern for children, dress Lead students to draft simple patterns Supervise students to make body measurements of a child.	
	3.2 Sew a child’s shirt and short. 3.3 Compare a self-made dress and ready made dress in terms of cost, quality and fitting	Conduct and supervise sewing of a boys shirt and short.	Clothing laboratory sewing machine, tape measurement, etc.

PROGRAMME: NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS

COURSE: LAUNDRY

CODE: HRE 2I4

DURATION: 45 HOURS (1 hour theory and 2hrs practicals)

UNITS: 2.0

GOAL: This course is designed to provide the students with a broad knowledge in laundry.

GENERAL OBJECTIVES: On completion of this course, the student should be able to:

- 1.0 Know laundry equipment.
- 2.0 Understand the role of water in laundry process.
- 3.0 Understand soaps and synthetic detergents.
- 4.0 Understand laundry processes.
- 5.0 Know different varieties of soiling matter.
- 6.0 Understand how to remove stains and the cleaning of articles.
- 7.0 Know how to perform laundry

Programme: NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS			
Course: Laundry		Course Code: HRE 214	Contact Hours: 45hrs
Course Specification: Theory/Practical			
General Objectives: 1.0 Know laundry equipment			
WEEK	Special Learning Objectives	Teachers Activities	Resources
1-2	Identify all laundry equipment Describe the mode of operation of the equipment of mentioned 1.1 above. Explain the advantages and disadvantages of each of the equipment in 1.1 above. Clean and maintain laundry not utensils.	Demonstrate, Discuss the advantages and disadvantages in 1.3. Give examples.	Laundry area washing machine buckets, basin etc.
General Objectives: 2.0 Understand the role of water in Laundry processing			
3-4	2.1 Identify sources of water for laundry 2.2 Differentiate between soft and hard water 2.3 Explain the process of removal of hardness in water. 2.4 Explain the use of soap and synthetic detergents in soft and hard water. 2.5 Explain the use of distilled water.	Compare soft and hard water. Demonstrate. Question and answer. Give examples.	Classroom
General Objectives: 3.0 Understand Soaps and synthetic detergents			
5-6	3.1 Describe the uses of soap and synthetic detergents 3.2 Classify soaps and detergents. 3.3 Explain builders used in soaps and synthetic detergents	Demonstrate. Give examples. Give assignments.	Classroom chart

General Objectives: 4.0 Understand Laundry Processes			
4.1 Explain reasons why clothes should be laundered 4.2 Describe how clothes are laundered 4.3 Describe the various laundry processes 4.4 Carry out laundry of some materials 4.5 Identify laundry agents 4.6 Describe how to use each of the laundry agents in 4.5 above. Lecture	Ask questions. Give answers. Give assignments. Give examples.	Laundry agents for washing, only.	
General Objectives: 5.0 Know different varieties of soiling matter			
5.1 Define the term soiling matter 5.2 Identify varieties of soiling matters. 5.3 Describe the various soiling matters.	Display soiling matters. Give examples.	Classroom	
General Objectives: 6.0 Understand how to remove stains and the cleaning of articles			
6.1 Define the term stain 6.2 Identify the different types of stain 6.3 Explain the different types of stain removal. 6.4 Remove stains in 6.3 above using the removers.	Show some stains Give examples Give assignments	Classroom Laundry	
General Objectives: 7.0 Know how to perform laundry			
7.1 Identify different types of fabrics 7.2 Explain how to launder each fabric 7.3 Describe any special treatment for fabrics 7.4 Carry out laundry of fabric: cotton, wool, polyester, silk.	Demonstrate State special treatments for fabric.	Classroom Laundry	

HRE 214 PRACTICALS CONTENT			
WEEK	SPECIAL LEARNING OBJECTIVES	TEACHERS ACTIVITES	RESOURCES
1-2	1.1 Identify all laundry equipment 1.4 Clean and maintain laundry not utensils.	Show equipments used in laundry services to student	Laundry washing machines, laundry area, buckets, basins etc.
3-4	2.1 Identify sources of water for laundry	Conduct students to water outlets, taps, wells and	
	Carry out laundry of some materials Identify laundry agents	Supervise laundry washing of different materials	Washing machine soap, detergents washing area.
	5.2 Identify varieties of soiling matters	Display varieties of soiling matters.	
	6.2 Identify the different types of stain 6.4 Remove stains in 6.3 above using the removers	Conduct students to carry out the removal of stain	
	7.1 Identify different types of fabrics 7.4 Carry out laundry of fabric: cotton, wool, polyester, silk.	Show students samples of fabrics Supervise students to carry out laundry of fabrics e.g. cotton, wool, polyester silk.	Classroom Laundry

PROGRAMME: NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS

COURSE: CHILD CARE AND DEVELOPMENT

CODE: HRE 22I

DURATION: 15 HOURS (1 hour theory/practicals)

UNITS: 1.0

GOAL: This course is designed to provide the students with the Rural edge of the care and developmental processes of a child.

GENERAL OBJECTIVES: On completion of this course, the student should be able to:

- 1.0 Understand the relevant terminologies in child birth and development.
- 2.0 Know the preparation for the birth of a baby.
- 3.0 Understand the types of delivery and labour.
- 4.0 Know the stages of child development.
- 5.0 Understand sickness in young children.
- 6.0 Understand safety in the home for babies and children.
- 7.0 Understand the relevance of play in child development.

Programme: NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS			
Course: Child Care and development		Course Code: HRE 221	Contact Hours: 15hrs
Course Specification: Theory/Practical			
General Objectives: 1.0 Understand the relevant terminologies in child care and development			
WEEK	Special Learning Objectives	Teachers Activities	Resources
1-3	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. 1.2 Identify differences between the following: i) Placenta and umbilical cord ii) Embryo and fetus iii) Stages of pregnancy. 1.3 Explain the following: i) Menstruation ii) Signs and symptoms of pregnancy iii) Growth and development of the fetus iv) Ante-natal care v) Diet and hygiene vi) Common discomforts and their treatment vii) Danger signals.	Describe each of the terms in 1.1 Use charts. Give examples. Give assignment. Use charts and draw sketches for 7.3. Give assignments Show examples.	Classroom Models and charts of pregnancy.
General Objectives: 2.0 Know the preparation for the birth of a baby			
4	2.1 Describe process of preparing for the coming of baby into a family 2.2 Describe the preparation in stages by expectant mother for a coming new baby. 2.3 Describe the kinds of preparation necessary by	Demonstrate Give examples Use charts/sketches Give assignment	Classrooms and charts

	other members of the family for the arrival of a new baby.		
General Objectives: 3.0 Know types of delivery and labour			
5-6	3.1 Identify signs of onset of labour 3.2 Describe the stages of labour: 1 st stage 2 nd stage and 3 rd stage. 3.3 Describe the birth process from onset of labour.	Give examples. Use charts and sketches.	Charts
General Objectives: 4.0 Know the stages of child development			
7-8	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: i) Diet ii) Clothing iii) Toys iv) Activities of the child v) Hygiene vi) Formal and informal education e.t.c. 4.3 Explain the social and psychological need at the various stages of development in 4.1 above.	Give examples Use charts and draw sketches. Demonstrate. Display some tools. Give examples.	Classroom charts Immunization schedule charts.
General Objectives: 5.0 Understand sickness in young children			
9	5.1 Explain under five clinic 5.2 Explain immunization for the following common diseases in children i) Diarrhea ii) Dysentery iii) Measles iv) Cholera v) Whooping cough	Show examples. Display charts. Give assignments.	

	vi) Polio vii) Tuberculosis viii) Tetanus 5.3 Identify sickness due to nutritional deficiencies e.g. rickets scurvy, beriberi, marasmus, kwashiorkor.		
General Objectives: 6.0 Understand Safety at home for Babies and children			
	6.1 Identify dangerous items in the home e.g. electrical appliances sharp objects etc. 6.2 Describe how to make the home safe for the children with respect to the dangerous appliances listed in 6.1. 6.3 Apply the drugs in the first aid box to victims of the dangerous items listed in 6.1 above.	Discuss ways of making home safe. Give examples. Give assignments.	Classroom first aid box.
General Objectives: 7.0 Understand the relevance of play in child development			
	7.1 Identify common playing activities among various groups of children 7.2 Identify various playing characteristics of the various groups in 2.1 above. 7.3 Identify safe playing tools/toys for the groups in 7.1 above. 7.4 Describe the importance of play and use of toys for child development e.g. mental development, physical fitness. 7.5 Identify dangerous toys/tools in child play. 7.6 Describe the construction of single toys and play tools. 7.7 Make simple toys/play tools.	Give examples. Show pictures to students of play grounds and toys for child development. Give assignments.	Classroom playrooms, toys/models Toy/Models Toy making tools, such as needles threads beads and etc.

HRE 221 PRACTICALS CONTENT

WEEK	SPECIAL LEARNING OBJECTIVES	TEACHERS ACTIVITIES	RESOURCES
1-3	1.2 Identify differences between the following: i) Placenta and umbilical cord ii) Embryo and fetus iii) Stages of pregnancy	Conduct students to identify the items listed in 1.2 by use of charts, video projections and possibly hospital tour.	Charts, video projections and etc.
5-6	3.1 Identify signs of onset of labour	Use charts to demonstrate the onset of labour	Charts and pictures
	6.1 Identify dangerous items in the home e.g. electrical appliances sharp objects etc. 6.3 Apply the drugs in the first aid box to victims of the dangerous items listed in 6.1 above	Conduct students to see specific objects in the home. Conduct students to apply drugs in the first aid box to victims of dangerous items listed in 6.1	Electrical appliance First aid box
	Identify common playing activities among various groups of children Identify various playing characteristics of the various groups in 2.1 above. Identify safe playing tools/toys for the groups in 7.1 above. Identify dangerous toys/tools in child play. 7.7 Make simple toys/play tools.	Ask students to list common playing activities amongst various groups of children. List the different playing characteristics of 7.1 above. Ask students to list play tools and demonstrate their uses. Ask students to identify dangerous tools/toys in child play. Supervise students to make simple toys/plays.	Charts, pictures tools, toys.

PROGRAMME: NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS

COURSE: HOME IMPROVEMENT AND BEAUTIFICATION

CODE: HRE 222

DURATION: 30 HOURS (2Hrs theory/practicals)

UNITS: 2.0

GOAL: This course is designed to provide the student with the knowledge of home improvement and beautification.

GENERAL OBJECTIVES: On completion of this course, the student should be able to:

- 1.0 Understand the principles of home improvement.
- 2.0 Know how to beautify a home.
- 3.0 Understand the importance of safety in the home.
- 4.0 Understand the local fire places.
- 5.0 Understand cooking stove e.g. smokeless stove.
- 6.0 Know a soak away pit.
- 7.0 Understand the importance of improvised sink resources.

Programme: NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS			
Course: Home Improvement and Beautification		Course Code: HRE 222	Contact Hours: 30hrs
Course Specification: Theory/Practical			
General Objectives: 1.0 Understand the Principles of Home Improvement			
WEEK	Special Learning Objectives	Teachers Activities	Resources
1-2	1.1 Define Home improvement 1.2 Identify different types of houses e.g mud house, flat, bungalow etc. 1.3 Explain the features or sections of a home e.g. bedroom, sitting rooms, toilets, bathrooms, kitchen etc. 1.4 Keep the surroundings of a home clean. 1.5 Identify and describe the various working areas in the kitchen such as food preparation area, washing up area, storage area etc. 1.6 Explain the importance of ventilation and lightening in the home. 1.7 Identify the materials and equipments used in clearing the home. 1.8 Clean floors, carpets chairs, toilets walls, cooking utensils furniture, and linen using the equipment in 1.6 above.	Show pictures and charts of different types of houses. Question and answer. Give examples. Give assignments.	a. Picture models b. Model village c. Home cleaning materials.
General Objectives: 2.0 Understand the Principles of Home Improvement			
3	2.1 Identify the sources of enrichment in the home 2.2 Describe steps in planning for enrichment in the home. 2.3 Describe the importance of picture and wall	Question and answer. Demonstrate steps in planning for enrichment in the home.	Classroom Model village

	<p>decoration in the home</p> <p>2.4 Select pictures for wall decoration.</p> <p>2.5 Arrange the pictures, wall decoration and other materials to beautify a home.</p> <p>2.6 Arrange furniture in the home.</p>	<p>Show good pictures and wall decoration.</p> <p>Give assignments.</p>	
General Objectives: 3.0 Understand the Importance of safety in the home			
4	<p>3.1 Identify the hazards associated with neglected repairs of home appliance e.g. cookers, pressing irons, refrigerators etc.</p> <p>3.2 Repair common electric and gas appliances in the home.</p>	<p>Demonstrate.</p> <p>Give examples</p> <p>Give assignment.</p>	Workshop, Kitchen and laundry.
General Objectives: 4.0 Understand the Local fire places			
5-6	<p>4.1 Identify local fire places</p> <p>4.2 Differentiate types of local fireplaces e.g. open fire, three stone fireplaces.</p> <p>4.3 Explain uses of local fire places</p> <p>4.4 Describe positioning of local fire places</p> <p>4.5 Maintain local fire places</p> <p>4.6 Explain the advantages and disadvantages of local fire places</p> <p>4.7 Identify the fuelling materials for the local fireplaces.</p>	<p>Show examples and give models</p> <p>Question and answer</p> <p>Give assignments</p>	Fire places materials for maintenance
General Objectives: 5.0 Understand Cooking stove e.g. smokeless stove			
7-8	<p>5.1 Explain smokeless stove.</p> <p>5.2 Identify smokeless stove</p> <p>5.3 Explain different types of stove</p> <p>5.4 Describe the construction of smokeless stove.</p> <p>5.5 Describe ways used in cleaning or</p>	<p>Show students types and parts of smokeless stove.</p> <p>Supervise cleaning of smokeless stove</p>	Smokeless Stove.

	maintaining the stove. 5.6 Identify the advantages and disadvantages of the stove.		
General Objectives: 6.0 Know a Soak away Pit			
9-10	6.1 Define soak away pits 6.2 Explain the need for a soak away pits 6.3 List the uses of soak away pits. 6.4 Describe the materials used in the construction of soak away pits.	Describe with models Display pictures. Question and answer.	Classroom models.
General Objectives: 7.0 Understand the importance of improvised sink resources			
11-12	7.1 Describe improvised sink 7.2 Describe the materials used in its construction 7.3 Explain the construction of improvised of improvised sink. 7.4 Explain uses of improvised sink in the home 7.5 Explain the advantages of the improvised sink 7.6 Describe ways of improvement e.g. use of chimney.	Show students materials used in construction of improvised sink. Supervise students in making improvised sinks.	Classroom cement blacks, stones, trowels sand, water, spades head pan, buckets and etc.

HRE 222 PRACTICALS CONTENT			
WEEK	SPECIAL LEARNING OBJECTIVES	TEACHERS ACTIVITES	RESOURCES
1-2	1.3 Identify different types of houses e.g mud house, flat, bungalow etc. 1.4 Keep the surroundings of a home clean. 1.5 Identify and describe the various working areas in the kitchen such as food preparation area, washing up area, storage area etc.	Conduct student, around to see model villages and home clearing materials. Supervise students to keep a particular surrounding clean.	Picture models Model villages Home cleaning

	<p>1.7 Identify the materials and equipments used in clearing the home.</p> <p>1.8 Clean floors, carpets chairs, toilets walls, cooking utensils furniture, and linen using the equipment in 1.6 above.</p>	<p>Show student the working areas in a kitchen.</p> <p>Arrange materials and equipments to be shown to the students.</p>	<p>Materials</p> <p>Carpets, chairs, toilet walls, cooking materials, furniture and etc.</p>
3	<p>2.1 Identify the sources of enrichment in the home.</p> <p>2.4 Select pictures for wall decoration.</p> <p>2.5 Arrange the pictures, wall decoration and other materials to beautify a home.</p> <p>2.6 Arrange furniture in the home.</p>	<p>Ask students to conduct the pictures, wall decorations etc.</p> <p>Organise students to pick out pictures for wall decoration</p> <p>Demonstrate the arrangement of pictures, wall decorates and other materials</p>	<p>Classroom</p> <p>Model village</p> <p>Model pictures</p> <p>Model home</p> <p>Picture</p>
4	<p>Identify the hazards associated with neglected repairs of home appliance e.g. cookers, pressing irons, refrigerators etc.</p> <p>Repair common electric and gas appliances in the home.</p>	<p>Ask students to hit possible accidents likely from neglected equipment from home.</p> <p>Undertake students to carry out minor repairs of electrical appliances of cookers, irons etc.</p>	<p>Dysfunctional Electrical equipments</p> <p>Dysfunctional electrical appliances.</p>
6	<p>4.1 Identify local fire places</p> <p>4.4 Maintain local fire places</p> <p>4.7 Identify the fuelling materials for the local fireplaces.</p>	<p>Take a tour to local fire places.</p> <p>Show students materials used for fuelling in local fire places.</p>	
7-8	<p>5.1 Identify smokeless stove</p> <p>5.6 Identify the advantages and disadvantages of the stove.</p>	<p>Show students types and parts of smokeless stove.</p> <p>Split students into groups and supervise the use of a smokeless stove. Supervise the cleaning after use of the stove.</p>	<p>Smokeless stove</p> <p>Smokeless stove, detergents and warm rag.</p>

PROGRAMME: NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS

COURSE: TEXTILE STUDIES I

CODE: HRE 223

DURATION: 45 HOURS (1 hour Lecture 2 hours practicals)

UNITS: 2.0

GOAL: This course is designed to provide the students with the basic knowledge of fabrics and textiles.

GENERAL OBJECTIVES: On completion of this course, the student should be able to:

- 1.0 Understand the use of textile fibres.
- 2.0 Understand the construction of textile fibres.
- 3.0 Know the properties of textile fibres.
- 4.0 Understand the care and laundry of different types of fabrics
- 5.0 Know how to dye and print fabrics.
- 6.0 Know types of fabric finishes.

Programme: NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS			
Course: Textile Studies I		Course Code: HRE 223	Contact Hours: 45hrs
Course Specification: Theory/Practical			
General Objectives: 1.0 Understand the use of textile fibres			
WEEK	Special Learning Objectives	Teachers Activities	Resources
1-3	1.1 Define the following terms as used in textiles e.g. textiles, fibre yarn, fabric/cloth, filament. 1.2 Differentiate between natural and man made fibre. 1.3 Identify samples of natural and man made fibers. 1.4 State the uses of different types of fibre. 1.5 Describe the source of fibre.	Show example of each in 1.1 Demonstrate uses of different types of fibre	Fibres e.g., wool ,cotton , jute. Samples of fibres
General Objectives: 2.0 Understand the construction of textile fibres			
4-5	2.1 Describe the methods of producing e.g. weaving, knitting etc. 2.2 Describe the methods of producing non-woven fibres. 2.3 Identify examples of 2.1 and 2.2 above. 2.4 Identify the fibre content of various fabrics such as cotton,, wool, silk, nylon, asbestos etc using the following methods e.g. i) Burning test ii) Simple household test	Conduct practical on fibre identification using burning test.	Textile Lab burning burner, microscope.
General Objectives: 3.0 Know the properties of textile fibres			
6-7	3.1 Classify textiles fibres into natural and man-made fibres 3.2 Describe the properties of man made fabrics 3.3 Describe the properties of natural fabrics 3.4 Identify the difference and similarities between 3.2 and 3.3	Display natural and man-made fibre. Give examples. Give assignment	Classroom

	3.5 Identify yarns from other group of fibres		
General Objectives: 4.0 Understand the care and laundry of different types of fabrics			
	<p>4.1 Identify various fabrics in common use in the home</p> <p>4.2 Describe the properties and characteristics of fabrics in 4.1 above.</p> <p>4.3 Describe the qualities, uses and methods of laundering of fabrics in 1.2 above.</p> <p>4.4 Identify the different types of laundry equipment available in homes.</p> <p>4.5 Explain the factors militating against the choice, care and maintenance of equipment mentioned in 4.4 above.</p> <p>4.6 Explain the operational procedures of a dry cleaning service.</p> <p>4.7 Identify types of stains e.g water soluble stains, insoluble stains soluble in substances other than water etc.</p> <p>4.8 Explain the methods of stains removal in both natural and man made fabrics.</p> <p>4.9 Remove stains from fabrics using different methods mentioned in 4.8 above.</p>	<p>Lead students on laundering yarns fabrics and stain removals.</p> <p>Underline properties and characteristics of fabrics.</p> <p>Demonstrate</p> <p>Give examples.</p> <p>Question and answer</p> <p>Give assignment.</p>	<p>Various fabrics in a home detergents buckets, basins washing machine, various materials chemicals for stain removal.</p>
General Objectives: 5.0 Know how dye and print fabrics			
10-11	<p>5.1 Explain the methods of dyeing fabrics etc. piece dyeing, solution dyeing, yarn dyeing, etc.</p> <p>5.2 Dye various fabrics using different methods.</p> <p>5.3 Explain the methods of printing yarn and fabric.</p>	<p>Supervise students to print fabric in various ways.</p>	<p>Textile laboratory dye, cloth, string block.</p>
General Objectives: 6.0 Know types of fabric finishes			
	<p>6.1 describe fabric finishes</p> <p>6.2 Identify the different types of finishes</p>	<p>Display different types of finishes.</p>	<p>Classroom</p>

6.3 Select materials for finishes		
6.4 State the rules of fabric finishes		

HRE 223 PRACTICALS CONTENT			
WEEK	SPECIAL LEARNING OBJECTIVES	TEACHERS ACTIVITES	RESOURCES
	1.3 Identify samples of natural and man made fibres	Show students samples of natural and man-made fibres.	Different collection of fibres.
	2.4 Identify examples of 2.1 and 2.2 above. 2.5 Identify the fibre content of various fabrics such as cotton,, wool, silk, nylon, asbestos etc using the following methods e.g. i) Burning test ii) Simple household test	Show students finished wearing, knitting and non-woven fibres Conduct practicals on fibre identification using burning test	Knitted, woven and non-woven materials
	3.3 Identify the difference and similarities between 3.2 and 3.3 3.5 Identify yarns from other group of fibres	Conduct students to identify the differences and similarities between man-made and natural fabric.	
	4.1 Identify various fabrics in common use in the home 4.5 Identify the different types of laundry equipment available in homes. 4.8 Identify types of stains e.g water soluble stains, insoluble stains soluble in substances other than water etc. 4.9 Remove stains from fabrics using different methods mentioned in 4.8 above.	Laundering yarn fabric and stain removals. Show students washing machine, washing areas and etc. Arrange students to see water soluble stains, insoluble stains and etc from materials.	Various fabrics in the home detergents buckets and washing laundry machines.
	5.2 Dye various fabrics using different methods	Supervise the dyeing of various fabrics using different methods.	
	6.2 Identify the different types of finishes 6.3 Select materials for finishes	Display different type of finishes. Conduct selection of materials for finishes.	

PROGRAMME: NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS

COURSE: RESTAURANT MANAGEMENT

CODE: HRE 224

DURATION: 60 HOURS (1 hour Lecture, 3hrs practicalsweek)

UNITS: 2.0

GOAL: The course is designed to equip the students with the knowledge skill and technique necessary for effective restaurant management

GENERAL OBJECTIVES: On completion of this course, the student should be able to:

- 1.0 Know the characteristics of modern restaurant and bar.
- 2.0 Know the furnishing and equipping of a modern restaurant and bar.
- 3.0 Know the organizational structure of the restaurant and bar.
- 4.0 Understand personal and environmental hygiene and safety in restaurant management.
- 5.0 Know the implication of legislative law in food and beverage service operation.
- 6.0 Understand restaurant working practices and procedures.
- 7.0 Understand the importance of planning and organization for special functions.
- 8.0 Know the technique involved in advance beverage service.
- 9.0 Know the safe use, care and cleaning of counter and restaurant, using basic cleaning materials.

Programme: NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS			
Course: Restaurant Management		Course Code: HRE 224	Contact Hours: 60hrs
Course Specification: Theory/Practical			
General Objectives: 1.0 Know the characteristics of modern Restaurant and bar			
WEEK	Special Learning Objectives	Teachers Activities	Resources
1-2	1.1 Know the characteristics of a modern restaurant and bar. 1.2 Explain the effect of location and beautification on the profitability of modern restaurant and bar. 1.3 Explain the effect of reputation on the profitability of a modern restaurant and bar.	Show pictures of a modern restaurant. Give examples. Question and answer	Classroom. Restaurant and Bar
General Objectives: 2.0 Know the Furnishing and equipment of modern restaurant			
3-4	2.1 Explain the importance of furnishing in a restaurant. 2.2 Identify standard restaurant and bar furniture such as side board high stools etc. 2.3 State specifications for restaurant and bar furniture e.g height of tables, bar stool heights etc. 2.4 Sketch various arrangements in a restaurant and bar 2.5 Identify various equipments for – - Restaurant Kitchen - Restaurant dining - Restaurant Bar 2.6 Arrange - Cooking equipment in a kitchen - Cooking tables in a kitchen.	Display a well furnished restaurant. Supervise students as they sketch restaurants and bar furniture. Give examples Display various equipments as in 2.5, 2.6, 2.7, etc	Pictures, charts, Restaurant and bar equipments. Food Laboratory Kitchen, bar and restaurant equipment, furniture utensils, glasses cutlery.

	<ul style="list-style-type: none"> - Utensils in a kitchen - Drinks in a bar - Glasses in a bar - Cutlery in a restaurant. <p>2.7 Table covers for restaurants and bars.</p> <p>2.8 Identify proper lighting for a bar/restaurant</p> <p>2.9 Identify good drapes and windows/doors blinds for restaurant</p> <p>2.10 Arrange flowers and pictures for restaurant and bar.</p> <p>2.11 Choose colours of paints for restaurant and bar.</p> <p>2.12 Plan and ensure proper ventilation in a bar/restaurant.</p>		
General Objectives: 3.0 Know the organizational Structure of a bar/Restaurant			
5	<p>3.1 Identify the different grades and types of staff found in a modern bar/restaurant.</p> <p>3.2 Describe the duties of the staff listed in 3.1 above.</p> <p>3.3 Explain the necessary mise-ne-place and after service area.</p>	<p>Demonstrate.</p> <p>Give examples.</p> <p>Give assignments.</p>	Classroom
General Objectives: 4.0 Understand personal an environmental hygiene and safety in restaurant management.			
6-7	<p>4.1 Explain the importance of personal hygiene and environmental hygiene is achieved.</p> <p>4.2 Describe the main ways in which personal hygiene is achieved.</p> <p>4.3 Explain the potential health risks in food service area.</p> <p>4.4 Explain the conditions practices and procedures</p>	<p>Demonstrate.</p> <p>Question and answer.</p> <p>Give examples</p>	<p>Lectures</p> <p>Temperature charts</p> <p>Classroom Disposal containers e.g. dust –bin, polythene Food</p>

	<p>required to minimized hygiene risks in food service to include</p> <ul style="list-style-type: none"> i) Design features of equipments ii) Setting of equipments and utensils iii) Food manipulations iv) Required temperature for food services v) Personal hygiene vii) Cleaning procedures <p>4.5 Describe methods of waste procedures in a bar</p> <p>4.6 Identify various waste display containers suitable for restaurant and bars.</p> <p>4.7 Explain the importance of applying appropriate methods of food disposal in the restaurants.</p> <p>4.8 Apply acceptable standards of cleanliness in food service areas with regard to :</p> <ul style="list-style-type: none"> a. Floor surface b. Table covering c. Condiments and accompaniments d. Furniture e. Table wares f. Serving equipment <p>4.9 Describe safety hazards in food service situation.</p> <p>4.10 List and describe codes of personal behavior which contributes to safe practice in food service areas.</p>	<p>Show them why disposables are necessary. Identify different disposables</p> <p>Demonstrate</p> <p>Question and answer</p> <p>Give examples</p> <p>Give assignments.</p> <p>Demonstrate</p> <p>State codes of personal behaviour which contributes to safe practice in food service areas.</p>	<p>tins rags.</p> <p>Table cloth counts, cutleries etc.</p>
General Objectives: 5.0 Know the implication of legislative law in food and beverage service operations.			
8	5.1 Explain the different types of licenses available	Demonstrate.	Classroom

	<p>to the catering industry.</p> <p>5.2 State the stipulations of the different licenses:</p> <ul style="list-style-type: none"> a) Permitted hours b) Extension c) Conduct on Premised <p>5.3 State the stipulation of weight and measures legislatures and it affects the food and beverage service operation it.</p> <p>5.4 Explain consumer's legislations as it affects the food and beverage service operations.</p>	<p>Give examples</p> <p>Give assignments</p> <p>Demonstrate</p> <p>Demonstrate</p>	<p>Law books on restaurants and bars.</p>
General Objectives: 6.0 Understand restaurant working practices and procedures.			
9-10	<p>6.1 Carry out the following operations</p> <ul style="list-style-type: none"> g. Preparation of restaurant for service h. Arrangement and sequence of food into bains-marie. i. Line-up j. Work during service. k. After service producers <p>6.2 State the importance of 6.1 above to customer relations</p> <p>6.3 Describe the procedure for re-ordering and replemothy supplies.</p> <p>6.4 Control portions and describe their effect on customer relations.</p> <p>6.5 Distinguish between useable item and waste.</p> <p>6.6 Describe methods of waste control.</p>	<p>Demonstrates arrangement of food in 6.1</p> <p>Supervise students to distinguish between useable items and waste.</p> <p>List methods of waste control.</p> <p>Enumerate</p> <p>Demonstrate</p> <p>Give examples</p> <p>Question and answer</p>	<p>Food lab</p> <p>Lab equipment</p>

	General Objectives: 7.0 Understand the importance of planning and organization for specific functions.		
7.1 Organize the following practical schedules a. Table planning b. Restaurant layout c. Formal order of receiving guests d. Organizing food service area by arranging tables e. Laying of tables and side board f. Allocating stations	Supervise students to do practices in 7.1	Restaurants	
	General Objectives: 8.0 Know the techniques involved in advanced service.		
8.1 Describe the service of various beverage in a high class restaurant 8.2 Serve various beverages in a high-class restaurant.	Describe service of beverage in a high class restaurant supervise student practice the service.	Classroom	
	General Objectives: 9.0 Know the safe use, care and cleaning of counters and restaurant using basic cleaning materials.		
9.1 Clean the restaurant environment, furniture, utensils and equipments using: a) Cloth, b) Brushes, c) Swabs d) Mops e) Brooms 9.2 Clean and carefully store after use food and beverage service equipment such as: A) Spoons B) Ladles C) Plates D) Containers	Direct and supervise student. Clean and store away utensils after practical	Food Lab.	

	E) Cutleries F) Dishes G) Trays H) Glasses I) Crockery J) Pots K) Bottle can openers L) Coffee M) Tea and other beverage equipment.		
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HRE 224		PRACTICAL CONTENT	
WEEK	SPECIAL LEARNING OBJECTIVES	TEACHERS ACTIVITES	RESOURCES
	2.2 Identify standard restaurant and bar furniture such as side board high stools etc.	Show students facilities in the bar and restaurants through organised tours.	
	2.5 Sketch various arrangements in a restaurant and bar		
	2.6 Identify various equipments for – - Restaurant Kitchen - Restaurant dining - Restaurant Bar	Supervise students as they sketch restaurants and bar furniture.	
	2.7 Arrange - Cooking equipment in a kitchen - Cooking tables in a kitchen. - Utensils in a kitchen - Drinks in a bar - Glasses in a bar - Cutlery in a restaurant.	Conduct students on a tour to a standard restaurant. As above	
	2.8 Identify proper lighting for a bar/restaurant	Show students adequate and proper lightening facilities.	
	2.9 Identify good drapes and windows/doors blinds for restaurant	Take a tour to a restaurant with conventional drapery of doors and windows.	
	2.10 Arrange flowers and pictures for restaurant and bar.	Organise students to arrange flowers and pictures befitting of a restaurant.	
	2.11 Choose colours of paints for restaurant and bar.	Conduct a class session for the best colour/paint for a specific restaurant	
	2.12 Plan and ensure proper ventilation in a bar/restaurant.	Show students effective	

		ventilation and cross ventilation.	
	3.4 Identify the different grades and types of staff found in a modern bar/restaurant.		
	4.6 Identify various waste display containers suitable for restaurant and bars. 4.9 Apply acceptable standards of cleanliness in food service areas with regard to : i) Floor surface ii) Table covering ii) Condiments and accompaniments iii) Furniture iv) Table wares v) Serving equipment	Show students different waste disposal containers. Demonstrate and show students the level of hygiene to be maintained in the different segments	
9-10	6.1 Carry out the following operations i) Preparation of restaurant for service iii) Arrangement and sequence of food into bains-marie. iv) Line-up v) Work during service. vi) After service producers	Demonstrate arrangements of foods. Supervise students to distinguish between useable items and wastes.	Food lab Lab equipment

	<p>7.1 Organize the following practical schedules</p> <ul style="list-style-type: none"> i) Table planning iv) Restaurant layout v) Formal order of receiving guests vi) Organizing food service area by arranging tables v) Laying of tables and side board vi) Allocating stations 	Supervise students to carry out all the services	Restaurant
	8.2 Serve various beverages in a high-class restaurant.	Supervise students to practice the service.	
	<p>9.3 Clean the restaurant environment, furniture, utensils and equipments using:</p> <ul style="list-style-type: none"> a) Cloth, b) Brushes, c) Swabs d) Mops e) Brooms <p>9.4 Clean and carefully store after use food and beverage service equipment such as:</p> <ul style="list-style-type: none"> a) Spoons b) Ladles c) Plates d) Containers e) Cutleries f) Dishes g) Trays h) Glasses i) Crockery j) Pots k) Bottle can openers l) Coffee <p>Tea and other beverage equipment</p>	<p>Direct students to carry out the practice</p> <p>Direct students by showing how to clean and store away utensils after practical session</p>	<p>Food lab</p> <p>Food lab</p>

PROGRAMME: NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS

COURSE: CLOTHING III

CODE: HRE 225

DURATION: 75 HOURS (2 hour theory, 3hrs practicals/week)

UNITS: 3.0

GOAL: The course is designed to acquaint the student with the knowledge of planning and construction of family clothing.

GENERAL OBJECTIVES: On completion of this course, the student should be able to:

- 1.0 Understand the factors to be considered in selection of children's clothing.
- 2.0 Understand basic techniques in sewing for children.
- 3.0 Understand the principle of planning family clothing.
- 4.0 Understand the principles of free-hand cutting.

Programme: NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS			
Course: Clothing III		Course Code: HRE 225	Contact Hours: 75hrs
Course Specification: Theory/Practical			
General Objectives: 1.0 Understand the factors to be considered in selection of children's clothing			
WEEK	Special Learning Objectives	Teachers Activities	Resources
1	Describe the planning of children's wardrobe List all the factors to be considered when selecting children's clothing Identify the source of children's clothing Explain the factors that influence the selection of children's clothing Select suitable clothing for children Make body measurements of a child.	Answer and question Give examples. Give assignment	Clothing lab tape measurement pencil ect.
General Objectives: 2.0 Understand the basic techniques in sewing for children			
2	2.1 Describe the different types of sewing for children 2.2 Sew a child's short and shirt 2.3 Compare a self-made dress and/ready made dress in term of cost, quality and fitting.	Conduct and supervise the sewing of a boys shirt and shorts.	Clothing lab sewing machine, tape measure etc.
General Objectives: 3.0 Understand Principle of planning family clothing			
	3.1 Define wardrobe planning 3.2 Identify steps in wardrobe planning 3.3 List factors to consider in wardrobe planning 3.4 Analyze a man and a woman's clothing needs. 3.5 List advantages of wardrobe planning.	Give examples Discuss Give assignment	Clothing Lab sewing machine scissors, tape measure, chalk cloth.

General Objective: 4.0 Understand the principles of free hand cutting			
WEEK	Special Learning Objectives	Teachers Activities	Resources
	4.1 Take body measurements of a woman 4.2 Calculate and sketch cutting lines on the materials. 4.3 Cut and construct a womans gown 4.4 Compare ready made dress with self constructed dress in terms of cost, quality and fitting.		

HRE 225 PRACTICAL CONTENT			
WEEK	SPECIAL LEARNING OBJECTIVES	TEACHERS ACTIVITES	RESOURCES
	1.4 Identify the source of children’s clothing 1.5 Select suitable clothing for children 1.6 Make body measurements of a child.	Demonstrate and ask students to select suitable cloth for children Cut and make body measurements of a child. Ask students to take various measurements of a child.	Clothing lab Tape measurement, pencil etc.
	2.2 Sew a child’s short and shirt 2.3 Compare a self-made dress and/ready made dress in term of cost, quality and fitting.	Supervise the sewing of a child’s short and shirt Ask students to analyze in terms of cost, quality and fitting between a self made and ready made dress.	Clothing lab, sewing machine tape measurement
	Identify steps in wardrobe planning Analyze a man and a woman’s clothing needs.	Lead students to list steps in wardrobe planning Ask students to list clothing needs of a man and a woman	
	4.1 Take body measurements of a woman 4.2 Calculate and sketch cutting lines on the materials. 4.3 Cut and construct a womans gown 4.5 Compare ready made dress with self constructed dress in terms of cost, quality and fitting.	Conduct students to take body measurements of a woman. Lead students to estimate and sketch cutting lines of a materials. Supervise students to cut and construct a woman’s gown. Ask students to make analysis between a self-constructed dress and ready-made one in terms of cost, quality and fitting.	Clothing lab Sewing machine Scissors, taps Measure, chalk And cloth.

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HOME AND RURAL ECONOMICS

HIGHER NATIONAL DIPLOMA

PROGRAMME GOAL

This programme is designed to produce diplomates capable of assuming managerial roles in Home Economics organizations/sections in industries, public service, etc.

ENTRY QUALIFICATIONS

The entry qualifications into the Higher National Diploma in Home and Rural Economics is a at least a lower credit level pass in National Diploma in Home and Rural Economics obtained from an accredited Home and Rural Economics programme. Candidates must also have one-year industrial work. Candidates with a pass diploma will require a minimum of two years of industrial work experience.

STRUCTURE OF THE PROGRAMME

The Higher National Diploma programme is structured to last for two years from (four semesters)

ENVALUATION OF AHMED

All terminal Higher National Diploma programme must be externally moderated. In grading the awards, the Board's Unified Grading system should be applied.

ACCREDITATION

All programme leading to the award of Higher National Diploma in Home and Rural Economics must be accredited by the National Board for Technical Education. Details of accreditation of programme are available from the Board.

HOME AND RURAL ECONOMICS HIGHER NATIONAL DIPLOMA

YEAR I SEMETER I

Course Code	Course Title	L	T	P	CU	CH
AEM 314	Extension Methods	2	-	3	3.0	75
NUD 122	Human Nutrition I	1	-	1	1.0	30
CHO 215	Communicable Diseases I	1	-	-	1.0	15
HTM 311	Food and Beverage Production Management	2	-	4	4.0	90
HTM 113	Food and Beverage Service	1		3	2.0	60
HRE 311	Advanced Handicraft Technique I	1	-			
HRE 312	Child Development (Infancy to Adolescence)	1	-	-	1.0	15
HRE 313	Housing	1	-	1	1.0	15
HRE 314	Clothing Theory	1		3	2.0	60
COM 311	Operating System I	2	-	-	2.0	30
GNS 311	Communication in English I	2	-	-	2.0	30
Total						420

STB Science Laboratory Technology
NUD Nutrition and Dietetics
AEM Agricultural Extension and Management

HOME AND RURAL ECONOMICS HIGHER NATIONAL DIPLOMA

YEAR I SEMETER II

Course Code	Course Title	L	T	P	CU	CH
NUD 311	Human Nutrition I1	2	-	3	3.0	75
HRE 321	Advance Handicrafts Technique II	2	-	3	3.0	75
HRE 322	Human development	2	-	-	2.0	30
HRE 323	Pattern drafting and Adaptation Technique	1	-	4	3.0	75
HRE 324	Fabric Construction	2	-	3	3.0	75
HRE 325	Consumer Education	2	-	-	2.0	30
HRE 327	Home Mechanics	1	-	3	2.0	45
GNS 311	Research Methodology	2	-	-	2.0	30
TOTAL						435

HOME AND RURAL ECONOMICS HIGHER NATIONAL DIPLOMA**YEAR II SEMETER I**

Course Code	Course Title	L	T	P	CU	CH
FST 215	Principles of Food Processing and Preservation	2	-	-	2.0	30
APT 314	Livestock farm Practice	2	-	3	3.0	75
HRE 411	Advance Handicrafts Techniques III	1	-	3	2.0	60
HRE 412	Advanced embroidery Technique	1	-	4	3.0	75
HRE 413	Advance Clothing Construction	1	-	4	3.0	75
HRE 414	Textiles Design and Decoration.	2	-	4	3.0	90
GNS 311	Communication in English	2	-	-	2.0	30
TOTAL						435

HOME AND RURAL ECONOMICS HIGHER NATIONAL DIPLOMA**YEAR II SEMETER II**

Course Code	Course Title	L	T	P	CU	CH
HMT 431	Food Production Management (Meal Planning and Management) 111	2	-	4	3.0	90
HRE 421	Advance Handicraft Techniques	2	-	3	3.0	75
HRE 422	Clothing Extension Services	2	-	3	3.0	75
HRE 423	Home Management	1	-	-	1.0	75
HRE 424	Home Furnishing	2	-	3	3.0	15
COM 321	Operating System II	2	0	1	3.0	45
HRE 424	Project	-	-	-	4.0	75
Total						450

PROGRAMME: HIGHER NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS

COURSE: Advanced Handcrafts Techniques I

CODE: HRE 311

UNIT: 2.0

GOAL: The Course is designed to provide Student with the advanced knowledge of both foreign and indigenous handcraft.

GENERAL OBJECTIVES: On completion of this course, the student should be able to;

- 1.0 Know the definition and history of tatting.
- 2.0 Know the tools and materials for tatting
- 3.0 Know the tatting components
- 4.0 Know the characteristics of a tatted lace
- 5.0 Understand the Daisy loom
- 6.0 Know the materials and equipment for Daisy loom
- 7.0 Know how to produce daisies
- 8.0 Understand the maintenance of Daisies

Programme: HIGHER NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS			
Course: Advance Handicrafts Techniques I		Course Code: HRE 311	Contact Hours: Theory 1 Practicals 3hours
Course Specification: Theory/Practical			
General Objectives: 1.0 Know the Definition and history of tatting			
WEEK	Special Learning Objectives	Teachers Activities	Resources
1	1.1 Define tatting 1.2 Define tatting terminologies 1.3 Explain the origin and development of tatting 1.4 State the effect of tatting on industrial evolution. 1.5 Identify the different advanced crafts. 1.6 Differentiate between a dotted lace and industrially made lace.	Explain tatting terminologies Make available the different advanced crafts, dotted and industrially made lace to the students to see.	Tatted and lace materials. Classroom
General Objectives: 2.0 Know the tools and materials for tatting			
2	2.1 Explain shuttle as the main tool for tatting. 2.2 State the recommended yarns for tatting. 2.3 Examine and feel the yarn in 2.2 above. 2.4 Differentiate between tatting yarn with other yarns.	Provide the items mentioned for the students to see. State differences between tatting yarn and other yarns.	Shuttle tatting yarn, embroidery yarn, weaving yarn. Classroom.
General Objectives: 3.0 Know the tatting Components			
3	3.1 Identify Ring, Chains, Loops, double stitches and picots as the components of tatting. 3.2 Describe all the components in 3.1 above. 3.3 Assemble the components of tatting techniques.	Assemble the components of tatting. Discuss the components of tatting.	Shuttle, hook, yarn.

General Objectives: 4.0 Know the characteristics of a tatted lace		
4.1 Explain how a tatted lace is made round in shape, dainty, lacy etc.	Discuss how a tatted lace is made round in shape, dainty, lacy, etc.	Classroom shuttle yarn Hook.
General Objectives: 5.0 Understand the Daisy loom		
5.1 Define Daisy loom. 5.2 Explain the history of Daisy loom	Discuss dainty loom and its history.	Classroom looms
General Objectives: 6.0 Know the Materials and equipment for Daisy loom		
6.1 Identify the equipment needed in Daisy work. 6.2 Explain the various uses of the equipment for daisies in 6.1 above.	The teacher brings the materials and equipment to show the students.	Looms, wool, Crochet hook, Classroom, loom.
General Objectives: 7.0 Know how to produce daisies		
7.1 Explain the various processes involved in the production of daisies. 7.2 Make petals of different shapes and sizes. 7.3 Assemble the petals to produce articles e.g. children's dress, food cover/television cover, chair backs and table cover.	Lead students to make and assemble the petals to produce articles.	Loom, Yarn (wool), crochets hook, Classroom
General Objectives: 8.0 Understand the maintenance of Daisies.		
8.1 Explain how to wash the articles of daisies. 8.2 Explain the drying and storing processes of daisies.		Classroom

HRE 311		PRACTICAL CONTENTS	
WEEK	SPECIAL LEARNING OBJECTIVE	TEACHER ACTIVITIES	RESOURCES
	1.6 Identify the different advanced crafts. 4.2 Examine and feel the yarn in 2.2 above 3.1 Identify Ring, Chain, Loops, double stitches and picots as the component in 3.1 above. 3.2 Assemble the components of tatting techniques. 6.1 Identify the equipment needed in Daisy work. 7.2 Make petals of different shapes and sizes. 7.3 Assembles the petals to produce articles e.g Children's dress, food cover/television cover, chair backs and table cover.	Conduct practicals to assemble the components of tatting techniques. Conduct practicals to make petals of different shapes and sizes assemble the petals to produce articles.	

PRROGRAMME: HIGHER NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS.

COURSE: Child Development (Infancy to Adolescent)

CODE: HRE 312

UNIT: 1.0

DURATION: 15 Hours

GOAL: This course is designed to provide the student with the knowledge of the development processes of a child from infancy to adolescent.

GENERAL OBJECTIVES: On completion of this course, the student should be able to.

- 1.0 Know the difference between growth and development
- 2.0 Understand the process of child development
- 3.0 Understand the basic needs of the child
- 4.0 Describe the factors that may influence emotional development of a child.
- 5.0 Know the use of punishment and rewards in child upbringing.

Programme: HIGHER NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS			
Course: Child Development (Infancy to Adolescence		Course Code: HRE 312	Contact Hours: 1hr Theory
Course Specification: Theory/Practical			
General Objectives: 1.0 Know the Difference between growth and Development			
WEEK	Special Learning Objectives	Teachers Activities	Resources
1	1.1 Define growth. 1.2 Define Development 1.3 Differentiate between growth and development.	Explain growth and development.	Classroom
General Objectives: 2.0 Understand the process of child development.			
	Identify stages in a child's development (early infancy late infancy, adolescence). Describe the behavioural changes or the child from birth to early childhood. Identify factors that may affect the rate of physical or behavioral development of a child up to early infancy e.g nutrition, family size, adequate maternal care, play etc.. State stages of development of the child from infancy to childhood. Describe the physical and mental development of the infant up to childhood (Pre-school) in terms of height, crawling, walking, play habits.	Explain the stages in a child's development . Explain the behavioural changes. Describe the factors that may attached the rate of physical or behavioural development of a child. Explain the physical and mental development of the infant up to childhood.	Classroom Samples of infant formular Classroom Paper, ball pen. Fabric, foam, Needle, tread etc.
General Objectives: 3.0 Understand the Basic Needs of the Child			
	3.1 Identify the basic needs of a child to include security affection, competence, independence, etc. 3.2 Identify the rights of the children to include right to education, right to play etc.	State the basic needs of a child to include security affection, competence, independence Explain the rights of the children to include right to	Classroom

		education. Etc.	
General Objectives: 4.0 Describe the factors that may influence emotional development of a child.			
4.1 List factors that may influence emotional development of the child to include: i) Deprivation ii) Child to abuse iii) Unstable family iv) Socio-economic status of family.	4.2 Describe the role of non-Governmental organizations (NGOs) and legislation in the control of factors in 4.1 above.	4.3 Identify behavioral patterns in adolescence under the influence of factors in 4.1 above.	4.4 Describe possible measures to overcome the emotional problems of adolescents affected by the factors in 4.1 above.
		Discuss the factors that may influence emotional development of the child. Explain the role of non-governmental organizations and legislation in the control of factors mentioned above. Explain the possible measures to overcome the emotional problem of adolescents affected by the factor.	
General Objectives: 5.0 Know the use of punishment and rewards in child upbringing.			
Define reward Identify the most appropriate time to use 5.1 above Define punishment. Identify the functions/purpose of punishment. Explain the effect of punishment and reward on a Childs normality and behavior modification Identify when the use of punishment on the development of individual is necessary. Explain the effect of reward, re-enforcement and punishment on child's morality and behaviour.		Explain the term reward. Explain the term punishment Discuss the effect of punishment and reward on a child's normality and behaviour modification. Explain when the use of punishment on the development of individual is necessary. Discuss the effect of reward, re-enforcement and punishment on a child normality and behaviour modification.	Classroom

HRE 312		PRACTICAL CONTENTS	
WEEK	PRACTICALS	TEACHERS ACTIVITIES	RESOURCES
	<p>2.1 Identify stages in a child's development (early Infancy late infancy, adolescence)</p> <p>2.2 Identify factors that may affect the rate of Physical or behavioural development of a child up to early infancy e.g nutrition, family size.</p> <p>2.3 State stages of development of the child from Infancy to childhood.</p> <p>3.3 Identify the rights of children to include right To education, right to play etc.</p> <p>5.2 Identify behavioral patterns in adolescence Under the influence of factors in 4.1 above.</p> <p>5.3 Identify the most appropriate time to use 5.1 Above.</p> <p>5.4 Identify the function/purpose of punishment.</p> <p>Identify when the use of punishment on the development of individual is necessary.</p>	<p>Supervise practicals to identify:</p> <p>(i) stages in a child's development.</p> <p>(ii) factors that may affect the rate of physical or behavioural development of a child.</p> <p>(iii) basic needs of a child;</p> <p>(iv) behavioural patterns in adolescence;</p> <p>(v) functions and purpose of punishment;</p> <p>(vi) when the use of punishment on the development of individual is necessary.</p>	

PROGRAMME : HIGHER NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS

COURSE: HOUSING

CODE: HRE 313

UNIT: 1.0

DURATION: 15 HOURS (1 hour lecture,)

GOAL: The course is designed to provide the students with the knowledge of the important of housing.

GENERAL OBJECTIVES: On completion of this course, the student should be able to.

- 1.0 Understand housing and the different types of houses in Nigeria
- 2.0 Understand values in Housing
- 3.0 Understand the function of housing
- 4.0 Understand the principles of housing planning
- 5.0 Understand reasons for under development in Africa.

Programme: HIGHER NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS			
Course: Housing		Course Code: HRE 313	Contact Hours: 1hrs Lecture
Course Specification: Theory/Field			
General Objectives: 1.0 Understand housing and the different types of houses in Nigeria.			
WEEK	Special Learning Objectives	Teachers Activities	Resources
1	1.1 Define house, housing 1.2 Explain the different housing patterns in Nigeria e.g. Bungalows, Round huts, estates.,etc. 1.3 Explain the importance of a house to the family..	Discuss the different housing patterns in Nigeria Discuss the importance of a house to the family.	Classroom, Pictures of different type of houses, slides
General Objectives: 2.0 Understand values in Housing.			
	2.1 Define values in Housing 2.2 State the various types of values e.g. family taste Equality, Economy physical Health, feeds Mental Health's, Aesthetics leisure, social prestige.	Explain the various types of value..	As above
General Objectives: 3.0 Understand the functions of Housing			

	<p>3.1 Explain the various functions of housing</p> <p>3.2 State the factors affecting choice of a house.</p> <p>3.3 Explain the avenues for setting up a home.</p>	<p>State the various function of housing.</p> <p>Discuss the functions affecting choice of a house.</p> <p>Discuss the avenues for setting up a home.</p>	As above
General Objectives: 4.0 Understand the Principles of House Planning			
	<p>4.1 Explain the principles of planning Housing</p> <p>4.2 Explain zoning in housing.</p>	Discuss zoning in housing and the planning housing	<p>Chalk, Chalk board pictures</p> <p>Pictures film slides Atlas, etc.</p> <p>Map of Nigeria, Africa and the world.</p>
General Objectives: 5.0 Understand Reasons for under Development in Africa			
	<p>5.1 State the reasons for under development in Africa.</p> <p>5.2 Describe the factors associated with under development in Africa.</p>	<p>Explain the reasons behind under development in Africa.</p> <p>Discuss the factors associated with under-development in Africa.</p>	<p>Classroom, map showing ecological zones</p> <p>Classroom</p>

PROGRAMME: HIGHER NATIONAL DIPLOMA HOME AND RURAL ECONOMICS

COURSE: CLOTHING THEORY

CODE: HRE 314

UNIT: 2.0

DURATION: 60

GOAL: This course is designed to provide the student with the basic knowledge of clothing.

GENERAL OBJECTIVES: On completion of the course, the student should be able to.:

- 1.0 Understand the meaning, forms and uses of clothing
- 2.0 Understand the relationship between clothing, psychology and the social
- 3.0 Understand the changes and advances in clothe
- 4.0 Understand the clothing needs of the different life cycles.

Programme: HIGHER NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS			
Course: Clothing Theory		Course Code: HRE 314	Contact Hours: 1hrs Lecture 3hrs field trips 2.0 Unit
Course Specification: Theory			
General Objectives: 1.0 Know the meaning, forms, and uses of clothing.			
WEEK	Special Learning Objectives	Teachers Activities	Resources
1	1.1 Define clothing 1.2 Describe various forms of clothing 1.3 Plan clothing for different members of the family, pre-school and school children. 1.4 Describe the contributions of various individuals that have contributed to the development of clothing e.g. modesty, immodesty, protection, adornment etc.	Explain various forms of clothing. Lead students to plan clothing for different members of the family, pre-school and school children. Explain the contributions of various individuals that have contributed to the development of clothing.	Classroom, charts of great fashion designers
General Objectives: 2.0 Understand the relationship between clothing, psychology and the social world			
2	2.1 Explain the relationship between clothing and culture 2.2 Describe the relationship between clothing and stereotype 2.3 Explain the relationship between clothing and formation of impression 2.4 Relate clothing to conformity and individuality 2.5 Explain the relationship between clothing and self-image	Discuss the relationship between clothing and culture. Discuss the relationship between clothing and stereotype. Discuss the relationship between clothing and formation of impression. Discuss the relationship between conformity and	Classroom, chart showing different cultural attires Show picture showing different culture background in Nigeria.

	2.6 Describe fashion, fads, and silhouette, haute, coutre.	<p>individuality Discuss the relationship between clothing and self-image.</p> <p>Explain fashion, fads and silhouette+++ , haute, coutre.</p>	
General Objectives: 3.0 Understand the changes and advances in clothing			
	<p>3.1 Describe changes that have taken place in clothing industry</p> <p>3.2 Explain changes in sewing tools</p> <p>3.3 Describe changes in fashion and styles</p> <p>3.4 Explain changes in design e.g. the use of arts elements.</p> <p>3.5 Prepare album showing fashion change from 1970 to date.</p>	<p>Explain changes that have taken place in clothing industry.</p> <p>Discuss changes in sewing tools.</p> <p>Discuss change in design e.g use of arts element.</p> <p>Lead students to prepare album showing fashion change from 1970 to date.</p>	Old magazine's fashion magazine.
General Objectives: 4.0 Understand the Clothing needs of the different life cycles			
	<p>4.1 Define family life cycle</p> <p>4.2 Describe the characteristics of the different life cycles</p> <p>4.3 Relate the life cycles characteristics with their clothing needs.</p>	<p>Explain family life.</p> <p>Explain the characteristics of the different life cycle.</p> <p>Describe the life cycles characteristics with their clothing.</p>	<p>Charts showing</p> <ol style="list-style-type: none"> 1) A young man and woman. 2) A couple and children 3) The couple who now look old.

HRE 314		PRACTICAL CONTENT	
Week	Practical	Teachers Activities	Resources
	1.4 Plan clothing for different members of the family, pre-school and school children. 2.4 Relate clothing to conformity and individuality 3.5 Prepare album showing fashion change from 1970 to date 4.4 Relate the life cycles characteristics with their clothing needs.	Conduct practicals to: (i) plan clothing for different members of the family, pre-school and school children. (ii) Relate clothing to conformity and individuality. (iii) Prepare album showing fashion change from 1970 to date. (iv) Relate the life cycles characteristics with their clothing needs	

PROGRAMME: HIGHER NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS

COURSE: ADVANCED HANDICRAFTS TECHNIQUE 11

CODE: HRE 321

UNIT: 3.0

DURATION: 75 hours (2hours theory, 3 hours practical)

GOAL: The course is designed to provide the student with advanced knowledge and Techniques involved in Nigeria making, knitting and how to make advanced Macramé and bead work.

GENERAL OBJECTIVE: On completion of this course, the student should be able to.

- i. Understand Nigerian making and origin
- ii. Know the materials and tools for Nig, making
- iii. Know the various methods of Nig, making
- iv. Understand the at of advanced knitting techniques
- v. Know the tools and materials needed for advanced knitting
- vi. Know how to make advanced knitting patterns
- vii. Know the act of advanced macramé
- viii. Understand the techniques of advanced macramé
- ix. Know how to work an advanced macramé
- x. Understand the advance beadwork
- xi. Know how to make advance beadwork.

Programme: HIGHER NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS			
Course: Advanced Handicrafts Techniques II		Course Code: HRE 321	Contact Hours:75hrs
Course Specification: Theory/Practical			
General Objectives: 1.0 Understand Rug Making and origin.			
WEEK	Special Learning Objectives	Teachers Activities	Resources
1	1.1 Define Rug making. 1.2 Discuss the origin of rug making. 1.3 Identify types of rugs. 1.4 Explain the techniques in rug making.	Explain the origin of rug making Lead students to identify types of rugs. Discuss the techniques in rug making.	Classroom, Chalk bled bead.
General Objectives: 2.0 know the Materials and tools for Rug making.			
	2.1 Identify the Materials and tools needed for rug making 2.2 . 2.3 Explain the patterns of Rug making.	Lead students to Identify materials and tools for rug making. Discuss the pattern of rug making.	Wool, fute sacks, crochet, hook pattern books.
General Objectives: 3.0 Know the various Methods of Rug making.			
	3.1 Select materials for rug making. 3.2 Make different techniques of rugs 3.3 Make an album indicating the rugs made in 3.2 above.	Lead students to select materials for rug making. Lead students to make album for rug making	Album,
General Objectives: 4.0 Understand The art of Advanced Knitting Techniques			
	4.1 Define Advance knitting. 4.2 Explain the origin of Advance knitting 4.3 Explain the importance of advanced knitting. 4.4 Identify different types of Advanced knitting e.g.	Discuss advance knitting. Discuss the origin and importance of advance knitting.	Knitting pins, iron, sewing tools.

	strips, weaving, stranding, cable, graph pattern etc. 4.5 Explain each of 4.4 above.	Lead students to Identify different types of advance knitting.	
General Objectives: 5.0 Know the tools, and materials needed for advanced knitting			
	5.1 Identify different tools and materials needed for advanced knitting. 5.2 Explain the ways the tools and materials are used.	Discuss the ways the tools and materials needed for advanced knitting.	Wool, knitting pins, tubler pin.
General Objectives: 6.0 Know how to make Advanced-knitting patterns.			
	6.1 make samples of Advanced knitting techniques e.g. strips, weaving, stranding, cable, graph pattern etc. 6.2 Produce an album for the samples made in 6.1 above. 6.3 Produce an article from the samples in 6.1 above.	Lead students to make samples of advanced knitting techniques. Lead students to produce samples made.	Wool, knitting, pins, pattern books.
General Objectives: 7.0 Know the art of Advanced macramé'			
	7.1 Define the term-advanced macramé. 7.2 Explain the origin of advanced macramé	Discuss the origin of advanced macramé.	
General Objectives: 8.0 Understand the Techniques of Advanced Macramé'			
	8.1 Identify the various knots of advanced macramé. a). Alternate flat knot b) Cording knot etc 8.2 Explain how the knots in 8.1 are worked.	Lead students to Identify the various knots of advanced macramé. Discuss how the knots are worked.	
General Objectives: 9.0 Know how to work an advanced Macramé'			
	9.1 Make different samples of advanced macramé' using the knots in 8.1 above.	The teacher assists the students in the making the	

	9.2 Make an article from the samples above e.g. Bags, door blind, wall hanger etc.	different samples of advanced macramé. Lead students to make articles from samples of advanced macramé.	
General Objectives: 10.0 Understand the advanced Beadwork.			
	10.1 Define advanced beadwork 10.2 Explain the origin of advanced beadwork. 10.3 Explain the different types of advanced beadwork.	Discuss the origin of advanced beadwork. Discuss the different types of advanced beadwork.	Classroom, beads
General Objectives: 11.0 Know how to make advanced beadwork.			
	11.1 Select equipment and materials for advanced beadwork. 11.2 Make different samples of Advanced beadwork. 11.3 Make an article from the samples in 11.2 above e.g. handbag. a) College b) Incorporate into Macramé work etc Carseat.	Lead students to select equipment and materials for advance beadwork. Lead students to make different samples of advanced beadwork. Lead students to make articles form the samples made.	Beads twine frame cradle Fishing line cardboard.

HRE 321		PRACTICAL CONTENT		
Week	Practical	Teachers Activities	Resources	
	Identify types of rugs 2.1 Identify the Materials and tools needed for rug making. 3.4 Select materials for rug making. 3.5 Make different techniques of rugs 4.1 Identify different types of Advance knitting e.g strips, weaving, stranding, cable, graph, pattern etc. 5.1 Identify different tools and materials needed for advanced knitting. 6.1 make samples of Advanced knitting techniques e.g strips weaving, stranding, cable, graph pattern etc. 6.2 Produce an album for the samples made in 6.1 above. 6.3 Produce an article from the samples in 6.1 above. 8.1 Identify the various knots of advanced macramé. a). Alternate flat knot b) Cording knot etc 8.3 Explain how the knots in 8.1 are worked 9.1 Make different samples of	Display types of rugs. Display the materials and tools needed for rug making. Supervise students to: Select materials for rug making; Make different techniques of rugs; Make an album indicating the rugs made. Display different types of advanced knitting. Display different tools materials needed for advanced knitting. Supervise students to: Make samples of advanced knitting techniques pattern etc.; Produce an album for the samples make in 6.1 above; Produce an article from the samples in 6.1. Display the various knots of advanced		

	<p>advanced macramé. Using the knots in 8.1 above</p> <p>9.2 Make an article from the samples above e.g. Bags, door blind, wall hanger etc.</p> <p>11.1 Select equipment and materials for advanced headwork.</p> <p>11.2 Make different samples of Advanced beadwork.</p> <p>11.3 Make an article from the samples in 11.2 above e.g handbag.</p> <p>a) College.</p> <p>b) Incorporate into Macrame Work etc Carseat.</p>	<p>macramé.</p> <p>Conduct practicals to:</p> <p>Make different samples of advanced macramé using the knots in 8.1 above.</p> <p>Make an article from the samples above e.g. Bags, door blind, wall hanger etc.</p> <p>Conduct practical to:</p> <p>Select equipment and materials for advanced beadwork.</p> <p>Make different samples of advanced beadwork.</p> <p>Make an article from the samples in 11.2 .</p>		
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PROGRAMME: HIGHER NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS

COURSE: HUMAN DEVELOPMENT

CODE: HRE 322: 2.0

DURATION: 30hours (2hours theory,
The course is designed to acquaint the students with the knowledge of human development

GOAL:

GENERAL OBJECTIVE: On completion of this course, the student should be able to.

- 1.0 Understand proper ways of communicating with others.
- 2.0 Understand the social/fundamental needs of the child.
- 3.0 Understand the importance of the role of adolescents in the process of family living.
- 4.0 Understand the concept of choice of a life partner.
- 5.0 Understand the importance of planning one's family.

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Programme: HIGHER NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS			
Course: Human Development		Course Code: HRE 323	Contact Hours:
Course Specification: Theory/Practical			
General Objectives: 1.0 Understand proper ways of communicating with others.			
WEEK	Special Learning Objectives	Teachers Activities	Resources
1	1.1 Identify the value/role of communication in character formation 1.2 Explain the function and importance of communication in family living. 1.3 Identify traditional methods of communication 1.4 Describe the important elements of communication	-Lead students to identify value/role of communication in character formation. -Discuss the function and importance of communication in family living. -Describe traditional methods of communication the socialization process.	Classroom
General Objectives: 2.0 Understand proper ways of communicating with others.			
	2.1 Explain socialization identifying the various agents of socialization. 2.2 Explain the role of the various socialization agents' personality development.	-Discuss socialization and the various agents of socialization -Describe the role of the various socialization agents personality development	Classroom
General Objectives: 3.0 Understand the Importance of the role of adolescents in the process of family living.			
	3.1 Define adolescence 3.2 Describe the identity crises in the life of the adolescent. 3.3 Explain the need for respecting the adolescent's point of view 3.4 Provide good counseling on boy-girl relationship	Describe adolescence Discuss the identity crises in the life of the adolescent. Discus the need for respecting the adolescent's point of view Lead students to provide good counseling on boy-girl relationship.	
General Objectives: 4.0 Understand the concept of choice of a life partner.			

	<p>4.1 Define sex education.</p> <p>4.2 Explain the importance of sex education to young boys and girls.</p> <p>4.3 Explain the consequences of unwholesome sexual indulgence.</p> <p>4.4 Provide a guide on choice of a life partner.</p>	<p>-Explain sex education</p> <p>-Discuss the importance of sex education to young boys and girls</p> <p>-Discuss the consequences of unwholesome sexual indulgence.</p>	Classroom
General Objectives: 5.0 Understand the importance of planning one's family.			
	<p>5.1 Explain the need for child spacing</p> <p>5.2 Explain the importance of limiting children to a manageable size.</p> <p>5.3 Identify key points about family living.</p>	<p>-Discuss the need for child spacing.</p> <p>-Discuss the importance of limiting children to manageable.</p> <p>- Identify key points about family living..</p>	Classroom

HRE 323		PRACTICAL CONTENT	
WEEK	PRACTICAL	TEACHING ACTIVITIES	RESOURCES
	Identify the value/role of communication in character formation Identify traditional methods of communication 1.4 Describe the important elements of communication	Supervise students to: -Identify value/role of communication in character formation. -Discuss the function and importance of communication in family living. -Describe traditional methods of communication the socialization process	Classroom
	3.4 Provide good counseling on boy-girl relationship	Supervise students to provide good counseling on boy-girl relationship.	
	5.4 Identify key points about family living.	Supervise students and identify key points about family living..	

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PROGRAMME: HIGHER NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS

COURSE: PATTERN DRAFTING AND ADAPTATION TECHNIQUE

CODE: HRE 323

UNIT: 3.0

DURATION: 75 hours (1hours theory, 4hours practical)

GOAL: The course is designed to acquaint the students with the knowledge of pattern drafting.

GENERAL OBJECTIVE: On completion of this course, the student should be able to:

- 1.0 Understand principles of body measurements.
- 2.0 Understand how to take body measurements.
- 3.0 Know the different methods of pattern drafting.
- 4.0 Draft basic blocks using the flat pattern methods.
- 5.0 Understand Pattern drafting symbols.
- 6.0 Understand how to “true” the block pattern.
- 7.0 Understand how to adopt blocks to produce different designs.
- 8.0 Understand how to draft the one sheet dress.

Programme: HIGHER NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS			
Course: Pattern Drafting And Adaptation		Course Code: HRE 324	Contact Hours:75hrs
Course Specification: Theory/Practical			
General Objectives: 1.0 Understand Principles of body measurements.			
WEEK	Special Learning Objectives	Teachers Activities	Resources
1	1.1 Describe the factors to consider when taking body measurements. 1.2 Appraise figure types. 1.3 Read and record measurements from the different measuring instruments. 1.4 Interpret measurements from standard measurement charts. 1.5 Compare different body measurement, with measurements in the standard body charts.	Discuss the factors to consider when taking body measurements. Lead students to read and record measurements from different measuring instruments. Lead students to interpret measurements from standard measurement charts.	Tape rule arts of different figure types, standard body measurements.
General Objectives: 2.0 Understand how to take body measurements.			
2	List the different parts of the body to be measured State where to measure Describe how to measure Conduct body measurements.	Explain how to measure different types of the body. Lead students to conduct body measurements.	Tape rules paper for recording measurements. Charts illustrating how to measure.
General Objectives: 3.0 Know the different methods of pattern drafting.			
3	List the different pattern drafting Enumerate their advantages and disadvantages. Describe how to draft the basic bodice front back bodice, skirt front, skirt back and sleeve block using draping method. Describe how to draft patterns using the knock off methods. List other methods of pattern drafting and their	-Discuss the advantages and disadvantages of different pattern drafting. -Explain how to draft the basic bodice, front back bodice, skirt front, etc. using draping method. -Explain how to draft patterns	Calico, pins, tailors, chalk, brown paper, pencils, erasers, long ruler, tape rule, picture of computer.

	advantages.	using the knock off methods. -Discuss other methods of pattern drafting and their advantages.	
General Objectives: 4.0 Draft basic blocks using the flat pattern methods.			
4	4.1 Describe the flat pattern method. 4.2 Enumerate its advantages and disadvantages. 4.3 Describe tools and equipments used in flat pattern methods. 4.4 Describe the processes used in drafting flat pattern methods 4.5 Draft the basic bodice front and back patterns. 4.6 Draft the basic sleeve. 4.7 Evaluate pattern drafted.	Discuss the pattern method. -State the advantages and disadvantages. -Discuss tools and equipments used in flat pattern methods. -Discuss the processes used in drafting flat pattern methods. -Lead students to draft the basic bodice front and back patterns and sleeve.	Long ruler, tape French curve, start guide, Brown paper masking tape, pencil, eraser, body measurements.
General Objectives: 5.0 Understand Pattern drafting symbols.			
	5.1 Describe the meaning of pattern symbols and it's uses in pattern drafting. 5.2 Draw pattern symbols on patterns draft. 5.3 Interpret pattern symbols on commercial patterns 5.4 Add seam allowances on all the blocks drafted.	Discuss the meaning of pattern symbols and its uses in pattern drafting. -Lead students to draw pattern symbols on pattern draft -Lead students to interpret symbols on commercial patterns. -Lead students to add allowances on all blocks drafted.	
General Objectives: 6.0 Understand how to 'true' the block pattern			
	6.1 Trace out the front and back bodices blocks and	Lead students to trace out the	Drafted blocks, dressmakers

	<p>add seam allowance of 1.5m or 5/8.</p> <p>6.2 Add seam and zip allowances and back bodices.</p> <p>6.3 Lay fabrics observing selvedge edges and other pattern symbols.</p> <p>6.4 Cut out pattern symbols</p> <p>6.5 Transfer pattern marks to all pattern</p> <p>6.6 Model and adjust pattern</p> <p>6.7 Trace out correctly a pattern pieces.</p>	<p>front and back bodices and add seam allowance of 1.5m or 5/8</p> <p>Lead add seam and zip allowances and back bodices.</p> <p>Lead fabrics observing selvedge edges and other pattern symbols.</p> <p>Lead students to cut out pattern symbols.</p> <p>Lead students to transfer pattern marks to all pattern</p> <p>Lead students to trace out correctly a pattern pieces.</p>	<p>carbon and tracing wheel cheap fabric (calico) sewing machine or needle and thread.</p>
General Objectives: 7.0 Understand how to adopt blocks to produce different designs.			
	<p>Develop the hip sloper front (blouse front)</p> <p>Develop the hip sloper back (blouse back)</p> <p>Use the basic skirt patterns to adopt various types of skirts like gores, overlap pleats, flare, fish tail etc.</p> <p>Use basic sleeve to adopt sleeve styles like shirts, three quarter, flase, and puff, raglan Magyar etc.</p> <p>Adopt necklines, eg, u, scoop, cowl</p> <p>Adopt necklines, from necklines.</p> <p>Draft openings.</p>	<p>Lead students to develop the hip sloper front and back.</p> <p>Lead students to use basic skirt patterns and sleeve to adopt various types of skirts.</p> <p>Lead students to adopt necklines and facing.</p> <p>Lead students to draft openings.</p>	<p>Brown paper and other pattern drafting tools.</p>
General Objectives: 8.0 Understand How to draft the one sheet dress			
	<p>Adopt basic dress front from bodice and skirts.</p> <p>Adopt basic dress back from bodice and skirts.</p> <p>Draft facing i.e front and back.</p> <p>Add seam, zip and allowances.</p>	<p>Lead students to adopt basic dress front and back from bodice and skirts</p> <p>Lead students to draft facing</p>	<p>Pattern drafting tools, materials and sewing machine.</p>

	Lay fabric, cut out and construct one sheet dress.	Lead students to add seam, zi and allowances Lead students to lay fabric, cut out and construct one sheet dress.	
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HRE 324		PRACTICAL CONTENT	
WEEK	PRACTICAL	TEACHING ACTIVITIES	RESOURCES
	Read and record measurements from the different measuring instruments. Interpret measurements from standard measurement charts. 1.5 Compare different body measurement, with measurements in the standard body charts	Supervise students and conduct practicals in 1.3 – 8.5	
	2.4 Conduct body measurements.	- do -	
	4.5 Draft the basic bodice front and back patterns. 4.6 Draft the basic sleeve.		
	5.2 Draw pattern symbols on patterns draft. 5.3 Interpret pattern symbols on commercial patterns 5.4 Add seam allowances on all the blocks drafted.	- do -	
	6.1 Trace out the front and back bodices blocks and add seam allowance of 1.5m or 5/8. 6.4 Lay fabrics observing selvedge edges and other pattern symbols. 6.5 Cut out pattern symbols 6.6 Transfer pattern marks to all pattern	- do -	

	6.7 Model and adjust pattern 6.7 Trace out correctly a pattern pieces.		
	7.1 Develop the hip sloper front (blouse front) 7.2 Develop the hip sloper back (blouse back) 7.3 Use the basic skirt patterns to adopt various types of skirts like gores, overlap pleats, flare, fish tail etc. 7.4 Use basic sleeve to adopt sleeve styles like shirts, three quarter, flase, and puff, raglan Magyar etc. 7.5 Adopt necklines, egv, u, scoop, cowl 7.6 Adopt necklines, from necklines.	- do -	
	8.1 Adopt basic dress front from bodice and skirts. 8.2 Adopt basic dress back from bodice and skirts. 8.3 Draft facing i.e front and back. 8.4 Add seam, zip and allowances. 8.5 Lay fabric, cut out and construct one sheet dress.	- do -	

NOTE: The students are to produce this one-piece dress

PROGRAMME: HIGHER NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS

COURSE: FABRIC CONSTRUCTION

CODE: HRE 324

UNIT: 3.0

DURATION: 75 hours (2hours theory, 3hours practical)

GOAL: The course is designed to acquaint the students with the knowledge of fabric construction.

GENERAL OBJECTIVE: On completion of this course, the student should be able to:

- 1.0 Understand non-woven fabric construction methods.
- 2.0 Understand weaving as fabric construction process.
- 3.0 Understand knitting as a fabric construction process.
- 4.0 Understand Braiding and Netting as a fabric construction process.
- 5.0 Understand Lamination as a method of fabric construction.

Programme: HIGHER NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS			
Course: Fabric Construction		Course Code: HRE 324	Contact Hours:75hrs
Course Specification: Theory/Practical			
General Objectives: 1.0 Understand Non woven fabric construction methods			
WEEK	Special Learning Objectives	Teachers Activities	Resources
1	1.1 Explain non woven fabric construction 1.2 Identify the two categories of non-woven fabric construction methods. 1.3 Explain production of non-woven fabric traditional methods. 1.4 Explain production of non-woven fabric contemporary methods.	Discuss non-woven fabric construction -State the two categories of non-woven fabric construction methods. -Discuss production of non-woven fabric traditional methods and contemporary methods.	Samples of wool fabric felled fabrics e.g barret. Laboratory.
General Objectives: 2.0 Understand weaving as fabric construction process			
	Explain the meaning of weaving. Explain the principle of weaving e.g. varying interlacing. Explain characteristics of woven fabrics. Explain types of weave e.g. plain Twill, satin etc. Construct the different weaves e.g. plain weave.	Discuss the meaning of weaving. Discuss the principles of weaving. Discuss characteristics of woven fabrics. Lead students to construct the different weaves.	Classroom and clothing Laboratory Hand loom yarn clothing Laboratory
General Objectives: 3.0 Understand knitting as a fabric construction process			
	Explain knitting as a process Explain knitting methods e.g weft, warp knitting. Enumerate characteristics of knitted fabrics. Construct samples of knitted fabrics.	Discuss knitting as a process Discuss knitting methods Describe characteristics of knitted fabrics Lead students to construct	Knitting machine and yarn

		samples of kitted fabrics.	
General Objectives: 4.0 Understand Braiding and Netting as a fabric construction process			
4.1 Explain braiding and netting. 4.2 Enumerate characteristics of braided and net fabrics. 4.3 Identify types of braids and nets. 4.4 Construct braided and net fabrics.		Discuss braiding and netting. Describe characteristics of braided and net fabrics. State types of braids and nets. Lead students to construct braided and net fabrics	Yarns large needles.
General Objectives: 5.0 Understand Lamination as a method of fabric construction			
5.1 Explain lamination 5.2 Identify materials and tools used for lamination 5.3 Describe the methods of lamination 5.4 Perform local fabric lamination using available local materials e.g. Polythene (plain)		Discuss lamination State materials and tools for lamination Discuss the methods of lamination Lead students to perform local fabric lamination using available local materials e.g. polythene (plain)	

HRE 325		PRACTICAL CONTENT	
WEEK	PRACTICAL	TEACHING ACTIVITIES	RESOURCES
1	1.2 Identify the two categories of non-woven fabric construction methods.	Supervise students to identify non-woven fabric construction.	Samples of wool fabric felled fabrics e.g barret. Laboratory.
	2.5 Construct the different weaves e.g. plain weave	Conduct practicals to construct the different weaves	Classroom and clothing Laboratory Hand loom yarn clothing Laboratory
	3.4 Construct samples of knitted fabrics	Conduct practicals to construct samples of knitted fabrics.	Knitting machine and yarn
	4.4 Construct braided and net fabrics	Conduct practicals to construct braided and net fabrics	Yarns large needles
	5.4 Perform local fabric lamination using available local materials e.g. Polythene (plain)	Conduct practicals to perform local fabric lamination using available local materials e.g. polythene (plain)	

PROGRAMME: HIGHER NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS

COURSE: CONSUMER EDUCATION

CODE: HRE 325

UNIT: 2.0

DURATION: 30 hours (2hours theory)

GOAL: The course is designed to acquaint the students with the rights and wrong of consumers.

GENERAL OBJECTIVE: On completion of this course, the student should be able to:

- 1.0 Understand the importance of consumer education.
- 2.0 Know the various types of consumers.
- 3.0 Know the responsibility of consumers.
- 4.0 Understand the decision making process.
- 5.0 Understand the importance of Budgeting and money management.
- 6.0 Understand the functions of packaging and problem of consumer.
- 7.0 Know the importance of Advertisement.
- 8.0 Know the functions of consumer rotation.

Programme: HIGHER NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS			
Course: Consumer Education		Course Code: HRE 325	Contact Hours: 30hrs
Course Specification: Theory			
General Objectives: 1.0 Understand the importance of Consumer Education			
WEEK	Special Learning Objectives	Teachers Activities	Resources
1	1.1 Define consumer Education 1.2 Highlight the importance of consumer Education.	-Discuss consumer Education -Enumerate the importance of consumer Education	Classroom
General Objectives: 2.0 Know the various types of consumers.			
2	2.1 List the different types of consumers e.g. price, emotional, impulse, etc. 2.2 State the factors that determine consumer brand loyalty 2.3 Differentiate between the types of consumers listed in 2.1 above.	Enumerate the different types of consumers. -Discuss the factors that brand loyalty -State the differences between the types of consumers enumerated above.	Classroom chalk board
General Objectives: 3.0 Know the responsibility of consumers.			
3	3.1 State the various responsibilities of consumers. 3.2 Explain the roles of consumers in the wise of goods and services.	-Discuss the various responsibilities of consumers -State the roles of consumers in the wise of goods and services.	Classroom Chalk found.
4	General Objectives: 4.0 Understand the Decision making Process.		

	<p>4.1 Explain the term ‘consumer decision making’</p> <p>4.2 Explain the concept of decision-making.</p> <p>4.3 Enumerate consumer goals and choice making.</p> <p>4.4 Identify those things that influence consumers to want more and more goods.</p> <p>4.5 Explain the decision making process.</p> <p>4.6 Highlight the factors that may affect decision-making.</p>	<p>Discuss consumer decision making and its concept.</p> <p>Explain consumer goals and choice making</p> <p>-State those things that influence consumers to want more and more</p> <p>Discuss decision making process</p> <p>Explain the factors that may affect decision making.</p>	<p>Classroom Recommendation text book and journals.</p>
General Objectives: 5.0 Understand the importance of Budgeting and money management			
6	<p>5.1 Explain consumer Buying habits impulse, planned buying, etc.</p> <p>5.2 Define a budget.</p> <p>5.3 Define Money.</p> <p>5.4 Explain the process of money management including budgeting.</p> <p>5.5 List the advantages and the disadvantages of budgeting.</p> <p>5.6 Explain the steps involved in the planning of meals taking into consideration the available fund.</p>	<p>Discuss consumer buying habits impulse, planned buying, etc</p> <p>Explain the terms budget and money</p> <p>Discuss the process of money management including budgeting</p> <p>Enumerate the advantages and the disadvantages of budgeting</p> <p>Discuss the steps involved in the planning of meals taking into consideration the available fund.</p>	<p>Classroom Recommendation text book and journals.</p>
7	<p>5.7 Explain how food money can be wasted on impulse buying, etc.</p>	<p>Describe how food money can be wasted on impulse buying, etc.</p>	
General Objectives: 6.0 Understand the Functions of packaging and Problem of consumer			

8	6.1 Explain packaging as related to consumers of goods. 6.2 Describe deceptive packaging practices. 6.3 List advantages and disadvantages of packaging.	Discuss packaging as related to consumers of goods. Enumerate deceptive packaging practices List advantages and disadvantages of packaging	Classroom
General Objectives: 7.0 Know the importance of Advertisement			
9	7.1 Define advertisement 7.2 Explain the concept of advertisement. 7.3 Differentiate between advertisement and sales promotion 7.4 Explain the effect of sales promotion on the consumer in comparison to advertisement.	Discuss the concept of advertisement Explain the difference between advertisement and sales promotion Discuss the effect of sales promotion on the consumer in comparison to advertisement.	Classroom
10 General Objectives: 8.0 Know the functions of consumer rotation			
	8.1 Explain the concept of consumer protector 8.2 Identify the role of national and international agencies in food sanitation and consumer protection. 8.3 Assess the roles in 8.2 above.	Discuss the concept of consumer protector. Explain the role of national and international agencies in food sanitation and consumer protection.	Classrooms

PROGRAMME: HIGHER NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS

COURSE: HOME MECHANICS

CODE: HRE 326

UNIT: 2.0

DURATION: 45 hours (1hours theory, 2hours practical)

GOAL: The course is designed to acquaint the students with the use of house hold appliances.

GENERAL OBJECTIVE: On completion of this course, the student should be able to:

- 1.0 Understand the basic concept in home mechanics.
- 2.0 Know the simple tools in a home.
- 3.0 Understand the use of household appliances.
- 4.0 Know how to assemble the household appliances
- 5.0 Understand household plumbing and its maintancee.
- 6.0 Know the use of water in a home.

Programme: HIGHER NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS			
Course: Home Mechanics		Course Code: HET 326	Contact Hours: 45hrs
Course Specification: Theory/Practical			
General Objectives: 1.0 Understand the Basic concepts in Home Mechanics.			
WEEK	Special Learning Objectives	Teachers Activities	Resources
1	<p>Explain the basic concepts of energy, power and their measurement.</p> <p>Explain the conversion of energy from one form to another.</p> <p>Explain the conversion of electrical energy to heat, motion, sound and light.</p>	<p>Discuss the basic concepts of energy, power and their measurement.</p> <p>Describe the convention of energy from one form to another.</p> <p>Describe the convention of electrical energy to heat, motion, sound and light</p>	Classroom
General Objectives: 2.0 Know the simple tools in a home.			
	<p>2.1 Display simple tools such as hammers, spanners, screwdrivers and chisels.</p> <p>2.2 Explain the use of the tools in 2.1 above.</p> <p>2.3 Use the tools in 2.1 above.</p>	<p>List simple useful tools in a home e.g. hammers, spanners, screwdrivers and chisels.</p> <p>Describe the use of the tools listed above.</p>	Workshop.
General Objectives: 3.0 Understand the use of household appliances.			
	<p>3.1 Display different household appliances e.g. pressing iron, blender, stoves, washing machine heaters, fridges and gas equipments.</p> <p>3.2 Explain the working principle of the appliances and troubleshooting.</p> <p>3.3 Use the appliances in 3.1 above.</p>	<p>Describe different household appliances.</p> <p>Describe the working principle of the appliances and trouble shooting.</p>	Workshop Classroom.
General Objectives: 4.0 Understand how to assemble the house appliances.			

	4.1 Dismantle the domestic appliances e.g. iron blender, stoves etc. 4.2 Assemble the appliances in 4.1 above taking into consideration safety precautions.	Lead students to dismantle and assemble the domestic (household) appliances like iron, blender, stoves, etc.	
General Objectives: 5.0 Understand House hold plumbing and its maintenance			
	5.1 Explain principle of the water circuit. 5.2 Explain the working principles of flush toilets sink etc.. 5.3 Maintain faucets, sinks, and cistern in the toilets. 5.4 Explain the techniques of driving of nails into walls to avoid damaging of the walls.	-Discuss the working principle of the water circuit. -Discuss the working principle of flush toilets, sinks, etc. -Lead students to maintain fancets, sinks and cistern in the toilet. Discuss the techniques of driving of nails into walls to avoid damaging of the walls.	Classroom
General Objectives: 6.0 Understand the use of water in the Home.			
	6.1 Explain domestic water supply and distribution systems. 6.2 Explain domestic water drainage. 6.3 State sources of water and water classification. 6.4 Describe water treatment for domestic use. 6.5 Clean the water drainage in a home.	Discuss domestic water supply and distribution systems -Describe domestic water drainage -List sources of water and water classification. -Discuss water treatment for domestic use.	Classroom Workshop.

HRE 327		PRACTICAL CONTENT	
WEEK	PRACTICAL	TEACHING ACTIVITIES	RESOURCES
	Display simple tools such as hammers, spanners, screwdrivers and chisels.	List simple useful tools in a home e.g. hammers, spanners, screwdrivers and chisels.	Workshop.
	Identify different household appliances e.g. pressing iron, blender, stoves, washing machine 3.4 Use the appliances in 3.1 above.	Describe different household appliances. Describe the working principle of the appliances and trouble shooting.	Workshop Classroom.
	4.1 Dismantle the domestic appliances e.g. iron blender, stoves etc. 4.2 Assemble the appliances in 4.1 above taking into consideration safety precautions	Lead students to dismantle and assemble the domestic (household) appliances like iron, blender, stoves, etc	Classroom
	5.4 Maintain faucets, sinks, and cistern in the toilets.	Supervise students to maintain faucets, sinks and cistern in the toilet.	Classroom Workshop.
	6.5 Clean the water drainage in a home.	-Discuss water treatment for domestic use.	

PROGRAMME: HIGHER NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS

COURSE: Advanced Handicrafts Techniques III

CODE: HRE 411

UNIT: 2.0

DURATION: 60 hours (1hours theory, 3hours practical)

GOAL: This course is designed to provide the student with the knowledge and advanced techniques involved in Embroidery, dyeing and finishing process.

GENERAL OBJECTIVE: On completion of this course, the student should be able to:

- 1.0 Understand the Advance Embroidery.
- 2.0 Know the forms of Advanced Embroidery.
- 3.0 Know the materials for Advanced Embroidery.
- 4.0 Know how to produce advanced embroidery articles.
- 5.0 Understand advanced Dyeing.
- 6.0 Know the materials and equipment for Advanced dyeing.
- 7.0 Know the forms of Advanced Dyeing.
- 8.0 Understand the processes of advanced dyeing
- 9.0 Know how to produce Advanced Dyeing Technique.
- 10.0 Understand the Finishing Process.

Programme: HIGHER NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS			
Course: Advanced Handicrafts Techniques III		Course Code: HRE 411	Contact Hours: 60hrs
Course Specification: Theory/Practical			
General Objectives: 1.0 Understand the Advance Embroidery.			
WEEK	Special Learning Objectives	Teachers Activities	Resources
1	1.1 Define advanced embroidery 1.2 Discuss the origin of advanced embroidery 1.3 Explain the importance of advanced embroidery.	Explain the origin of advanced embroidery Discuss the importance of advanced embroidery	
General Objectives: 2.0 Know the forms of Advanced Embroidery			
3	2.1 Identify the types of advanced embroidery e.g Assist work, dinning, etc. 2.2 Explain the principles involved in advanced embroidery.	Explain the types of advanced embroidery. Discuss the principles involved in advanced embroidery.	
General Objectives: 3.0 Know the materials for Advanced Embroidery.			
4	3.1 Identify materials and equipment for advanced embroidery-Embroidery Machine 3.2 Discuss how the materials in 3.1 are used.	Explain the materials and equipment for advanced embroidery. Explain how the materials above are used.	
General Objectives: 4.0 Know how to produce advanced embroidery articles			
4-5	Develop some embroidery patterns. Make an article from the samples in 4.1 above. Produce an album containing the samples in 4.2 above.	Lead students to develop some embroidery patterns. Lead students to make an article from above	Needles, Brown papers Embroidery Machine Fabric scissors.
General Objectives: 5.0 Understand advanced Dyeing			

6-7	5.1 Define the term dye. 5.2 Discuss the various types of dyes and applications. 5.3 Explain the origin of Dyes. 5.4 Define Dyeing. 5.5 Explain the Principles of advanced dyeing.	Explain the various types of dyes and applications. Discuss the principles of advanced dyeing	Classrooms
General Objectives: 6.0 Know the materials and equipment for Advanced dyeing.			
8	6.1 Identify various materials and equipment for advanced dyeing. 6.2 Explain how the materials in 6.1 are used.	Discuss how the materials for advanced dyeing are used.	Classroom
General Objectives: 7.0 Know the forms of Advanced Dyeing			
9	7.1 Identify the various techniques of dyeing e.g. folding, stamping, martyring, waxing, stitching etc.	Display the various techniques of dyeing.	Classroom
General Objectives: 8.0 Understand the processes of advanced dyeing			
10-11	8.1 Describe the processes involved in advanced dyeing e.g.. d) Dyeing the materials by e) Washing the fabric f) Designing 8.2 Identify the types of fabric for dyeing. 8.3 Identify other materials needed for dyeing. 8.4 Explain the preparation of the dyes and chemicals.	Discuss the processes involved in advanced dyeing. Display the types of fabric for dyeing. Discuss the preparation of the dyes and chemicals.	Classroom
General Objective: 9.0 Know how to produce advanced dyeing technique			

	<p>9.1 Select equipment and materials for advanced dyeing.</p> <p>9.2 Make different samples of advanced dyeing.</p> <p>9.3 Make an article from the samples made in 9.2 above.</p>	<p>Lead students to: (i) select equipment and materials for advanced dyeing</p> <p>(ii) make different samples of advanced dyeing.</p> <p>(iii) make an article from the samples made above.</p>	<p>Bowls, pot, water.</p>
General Objectives: 10.0 Understand the Finishing Process			
	<p>10.1 Explain the processes involved in the dew axing the dyed fabric.</p> <p>10.2 Wash the dyed fabric in 10.1 above.</p> <p>10.3 Iron the dyed fabric in 10.2 above.</p>	<p>Assist the students in the washing and ironing the fabric.</p>	<p>Kettle</p> <p>Pot</p> <p>Water</p> <p>Pressing iron</p> <p>Stove.</p>

HRE 411		PRACTICAL CONTENT	
WEEK	PRACTICAL	TEACHING ACTIVITIES	RESOURCES
	Identify the types of advanced embroidery e.g Assist work, Darning, etc.	2.1 Explain the types of advanced embroidery	
	3.1 Identify materials and equipment for advanced embroidery-Embroidery Machine	3.1 Display the materials and equipment for advanced embroidery	
	4.1 Develop some embroidery patterns. 4.2 Make an article from the samples in 4.1 above. 4.3 Produce an album containing the samples in 4.2 above.	Conduct practicals to: 4.1 Develop some embroidery patterns. 4.2 Make an article from samples in 4.1 above. 4.3 Produce an album containing the samples in 4.2	
	6.1 Identify various materials and equipment for advanced dyeing.	6.1 List various materials/equipment for advanced dyeing.	
	7.1 Identify the various techniques of dyeing e.g. folding, stamping, martyring, waxing, stitching etc	7.1 List various techniques of dyeing.	
	8.3 Describe the processes involved in advanced dyeing e.g.. g) Dyeing the materials by h) Washing the fabric i) Designing 8.4 Identify the types of fabric for dyeing.	List the types of fabric of dyeing. Display other materials for dyeing	

	10.2 Wash the dyed fabric in 10.1 above. 10.3 Iron the dyed fabric in 10.2 above.	10.2 Wash the dyed fabric in 10.1 above. 10.3 Iron the dyed fabric washed in 10.2	
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PROGRAMME: HIGHER NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS

COURSE: Advance Embroidery Techniques

CODE: HRE 412

UNIT: 3.0

DURATION: 75 hours (1hours theory, 4hours practical)

GOAL: The course is designed to provide the students with the knowledge of embroidery work.

GENERAL OBJECTIVE: On completion of this course, the student should be able to:

- 1.0 Understand the meaning of Embroidery.
- 2.0 Know the equipment, tools and materials used in embroidery work.
- 3.0 Understand elements and principles of design.
- 4.0 Understand sources of embroidery inspirations.
- 5.0 Understand embroidery stitches and operating embroidery machine.

Programme: HIGHER NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS			
Course: Advanced Embroidery Techniques III		Course Code: HRE 412	Contact Hours: 75hrs
Course Specification: Theory/Practical			
General Objectives: 1.0 Understand the meaning of Embroidery			
WEEK	Special Learning Objectives	Teachers Activities	Resources
1	1.1 Explain the meaning of embroidery. 1.2 List the types of embroidery works i) Traditional embroidery ii) Canvas work iii) Cross stitching iv) Appliqué v) Machine embroidery 1.3 Describe the uses of embroidery.	Show students the type of embroidery works. Discuss the used of embroidery.	Finished embroidery materials e.g. canvas.
General Objectives: 2.0 Know the Equipments, tools and materials used in embroidery work.			
	2.1 List types of equipments used in embroidery work. 2.2 Explain the components of the tools/equipments. 2.3 Describe the working of the tools/Equipments. 2.4 Describe the operation of the tools/Equipments. 2.5 Describe the use and care of embroidery tools and equipments. 2.6 List and explain the types and uses, characteristics of types of fabrics used in embroidery. 2.7 List and explain types and characteristics of consumables materials like threads, beads esquires, greaseproof papers, graph papers etc.	Discuss the components of the fools/equipment used in embroidery. Explain the working and operation of the tools/equipment above. Discuss the types and of characteristics consumables materials.	Embroidery machines frames, hoops beads and papers.
General Objectives: 3.0 Understand Elements and principles of Design			

	<p>3.1 Define Design. 3.2 Explain fully, the elements of Design. 3.3 Describe colour classification in the colour wheel. 3.4 Relate the colour classification to embroidery work. 3.5 Describe, line space, form and texture. 3.6 State the effects of these design elements in embroidery work. 3.7 State the principles of design 3.8 List the uses of these principles in the design element in embroidery. 3.9 Apply the principles of design in embroidery.</p>	<p>Discuss the elements of design. Explain the colour classification in the colour wheel. Explain the principles of design. Discuss the used of the principles in the design element in embroidery.</p>	
General Objectives: 4.0 Understand Sources of embroidery inspirations			
	<p>4.1 Describe the language of embroidery. 4.2 Explain the trait needed by a good embroider 4.3 State the sources of inspiration for embroidery design. 4.4 Translate an inspired design to paper. 4.5 Enlarge a design and make templates with the designs.</p>	<p>Discuss the trait needed by a good embroider. Lead students to translate an inspired design to paper. Lead students to enlarge a design and make templates with the design.</p>	<p>Pictures charts of flowers and trees and magazines</p>
General Objectives: 5.0 Understand Embroidery stitches and operating embroidery machines.			
	<p>5.1 Identify the different stitches to be used embroidery i.e for machines without CAMS. 5.2 Choose and insert embroidery CAMS in the machine if it has CAMS. 5.3 Thread machines and get fabric ready. 5.4 Place design templates on Fabric. 5.5 Stitch design template to fabric using stitches chosen.</p>	<p>Lead students to identify stitches to be used in embroidery. Lead students to choose and insert embroidery CAMS in the machine.</p>	<p>Fabric Hoops or frames embroidery machines thread.</p>

HRE 412		PRACTICAL CONTENT	
WEEK	PRACTICAL	TEACHING ACTIVITIES	RESOURCES
	3.9 Apply the principles of design in embroidery.	Supervise students to apply the principles in the design element in embroidery.	
	4.4 Translate an inspired design to paper. 4.5 Enlarge a design and make templates with the designs.	Carry out practicals to: Translate an inspired design to paper. Enlarge a design and make templates with the design and make templates with the designs.	
	5.1 Identify the different stitches to be used in embroidery i.e for machines without CAMS. 5.2 Choose and insert embroidery CAMS in the machine if it has CAMS. 5.3 Thread machines and get fabric ready. 5.4 Place design templates on Fabric. 5.5 Stitch design template to fabric using stitches chosen.	Display the different stitches to be used in embroidery. Carry out practicals to: Choose and insert embroidery CAMS in the machine if it has CAMS. Thread machines and get fabric ready. Place design templates on fabric. Stitch design template to fabric using stitches chosen.	

NOTE. Embroidery projects to be produced:

- j) An embroidered child's dress (embroidered at collar or anywhere)
- k) A woman's boubou.
- l) A man's caftan

PROGRAMME: HIGHER NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS

COURSE: ADVANCE CLOTHING CONSTRUCTION

CODE: HRE 413

UNIT: 3.0

DURATION: 75 hours (1hours theory, 4hours practical)

GOAL: The course is designed to provide the student with advanced knowledge of clothing.

GENERAL OBJECTIVE: On completion of this course, the student should be able to:

- 1.0 Know how to construct Pre-School child's dress.
- 2.0 Understand how to construct a child's party dress.
- 3.0 Know how to make boy's short and shirt.
- 4.0 Know how to construct office dress for self with lining.
- 5.0 Know how to construct adequate party wear with ling, sleeve and collars.

Programme: HIGHER NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS			
Course: Advanced Clothing Construction		Course Code: HRE 413	Contact Hours: 75hrs (1hrs lecture, 4hrs practical)
Course Specification: Theory/Practical			
General Objective: 1.0 Know how to construct Pre-school child's Dress.			
WEEK	Special Learning Objectives	Teachers Activities	Resources
1-3	1.1 Choose a child's dress style. 1.2 Sketch the chosen style on a paper. 1.3 Draft the pattern pieces of the dress chosen. 1.4 Lay and cut out the potter pieces. 1.5 Saw child's dress using different assembly method e.g. round.	Lead students to sketch the chosen style. Lead students to draft the pattern pieces of the dress. Lead students to lay and cut the potter pieces. Lead students to sew child's dress.	Clothing laboratory, construction tools.
General Objectives: 2.0 Understand how to construct a child's party dress			
4-6	2.1 Choose a more sophisticated dress style. 2.2 Sketch the chosen style on a paper. 2.3 Draft the pattern pieces e.g. main dress, the stay and lining. 2.4 Cut out pattern pieces. 2.5 Construct the pattern pieces into a child's party dress.	As above	Clothing laboratory and construction tools.
General Objectives: 3.0 Know how to make boy's short and shirt			
7-8	3.1 Choose a boy's shirt and short style 3.2 Sketch the chosen style on paper 3.3 Draft the boys short and shirt pattern. 3.4 Cut out pattern pieces in 3.3 above. 3.5 Sew the pattern in 3.4 above.	As above	Clothing laboratory, construction tools.

	General Objectives: 4.0 Know how to Construct office dress for self with lining		
9-10	<p>4.1 Choose a self dress style</p> <p>4.2 Sketch the chosen dress style on paper.</p> <p>4.3 Draft the pattern pieces of 4.2 above.</p> <p>4.4 Add seem allowances to 4.3 above.</p> <p>4.5 Lay and cut out the pattern pieces.</p> <p>4.6 Construct self office wear using round of flat method of assembly.</p> <p>4.7 Fit the dress constructed in 4.5 above.</p>	As above	Clothing laboratory, construction tools.
	General Objectives: 5.0 Know how to construct adequate party wear with lining, sleeve and collars.		
11-12	<p>5.1 Choose a party adult dress style</p> <p>5.2 Sketch the style chosen on a paper</p> <p>5.3 Draft the pattern piece of the style</p> <p>5.4 Lay and cut out pattern pieces in 5.3 above.</p> <p>5.5 Construct the dress style in 5.4 above.</p> <p>5.6 Choose accessories to go with the party dress.</p> <p>5.7 Fit the dress made with the accessories in 5.6 above.</p>	<p>Lecture and demonstration supervise the exhibition and fashion parade of all the items made.</p> <p>As above</p>	Clothing laboratory, construction tools.

HRE 413		PRACTICAL CONTENT	
WEEK	PRACTICAL	TEACHING ACTIVITIES	RESOURCES
1-3	1.1 Choose a child's dress style. 1.2 Sketch the chosen style on a paper. 1.3 Draft the pattern pieces of the dress chosen. 1.4 Lay and cut out the potter pieces. 1.5 Saw child's dress using different assembly method e.g. round.	Conduct and Supervise practicals in: 1.1 to 5.7	Clothing laboratory, construction tools.
4-6	Choose a more sophisticated dress style. Sketch the chosen style on a paper. Draft the pattern pieces e.g. main dress, the stay and lining. Cut out pattern pieces. 2.5 Construct the pattern pieces into a child's party dress.	As above	
7-8	Choose a boy's shirt and short style Sketch the chosen style on paper Draft the boys short and shirt pattern. Cut out pattern pieces in 3.3 above. Sew the pattern in 3.4 above.	As above	
9-10	4.1 Choose a self dress style 4.2 Sketch the chosen dress style on paper. 4.3 Draft the pattern pieces of 4.2 above. 4.4 Add seem allowances to 4.3 above. 4.5 Lay and cut out the pattern pieces. 4.6 Construct self office wear using round of flat method of assembly. 4.7 Fit the dress constructed in 4.5 above.	As above	

	<p>5.1 Choose a party adult dress style</p> <p>5.2 Sketch the style chosen on a paper</p> <p>5.3 Draft the pattern piece of the style</p> <p>5.4 Lay and cut out pattern pieces in 5.3 above.</p> <p>5.5 Construct the dress style in 5.4 above.</p> <p>5.6 Choose accessories to go with the party dress.</p> <p>5.7 Fit the dress made with the accessories in 5.6 above.</p>	<p>As above</p>	
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PROGRAMME: HIGHER NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS

COURSE: Textile Design and Decoration

CODE: HRE 414

UNIT: 2.0

DURATION: 75 hours (1hour theory, 4hours practical)

GOAL: This course is designed to provide the student with the knowledge of principles design

GENERAL OBJECTIVE: On completion of this course, the student should be able to:

- 1.0 Understand basic elements and principles of design.
- 2.0 Understand fabric design methods.

Programme: HIGHER NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS			
Course: Textile design and decoration		Course Code: HRE 414	Contact Hours: 5
Course Specification: Theory/Practical			
General Objectives: 1.0 Understand basic elements and principles of design			
WEEK	Special Learning Objectives	Teachers Activities	Resources
1	1.1 Define design and explain elements of design. 1.2 Describe classification of colors. 1.3 Make colour wheel. 1.4 Describe line, space, form and texture. 1.5 State effects of these elements in textile design. 1.6 State principles of design. 1.7 State the relationship of there principles, to textile design.	Making of colour by teacher Explain effects of elements in textile design. Explain the relationship of elements of design to textile design.	Classroom and clothing lab cardboard sheets and paint.
General Objectives: 2.0 Understand fabric design methods.			
	2.1 List and explain methods of fabric design e.g. structural and applied. 2.2 Describe the important characteristics of the yarn to be considered before being used for structural design e.g. size, texture, fibre content etc. 2.3 List and explain methods of producing structuring design e.g. weaving, knitting, knotting etc.. 2.4 List and explain applied design methods for example dyeing and printed fabrics using different techniques. 2.5 Produce dyed and printed fabrics using different techniques. 2.6 List and explain other methods of adding design e.g embossing, moiré flocking etc.	Teacher demonstrates different dyeing and printing methods like folded, tied circles, envelope marbling for dyeing and vegetable and screen for printing. Lead students to produce dyed and printed fabrics using different techniques.	Plastic Buckets sticks or wooden spatula Dye and Dye stuff.

HRE 414		PRACTICAL CONTENT	
WEEK	PRACTICAL	TEACHING ACTIVITIES	RESOURCES
	1.3 Make colour wheel	Conduct and supervise practicals in 13 and 25	
	2.5 Produce dyed and printed fabrics using different techniques.	As above	

NOTE: Student must produce dyed and printed fabrics using the various techniques e.g. for dyeing-folded, tied circles, envelope, marbling etc. while for printing: vegetable or block printing screen methods.

PROGRAMME: HIGHER NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS

COURSE: ADVANCE HANDICRAFTS TECHNIQUE IV

CODE: HRE 421

UNIT: 2.0

DURATION: 75 hours (1hours theory, 4hours practical)

GOAL: This course is designed to provide the student with advanced knowledge of handicraft techniques.

GENERAL OBJECTIVE: On completion of this course, the student should be able to:

- 1.0 Understand advanced crocheting.
- 2.0 Know the materials and equipment for advanced crochet.
- 3.0 Know different techniques of advanced crochet.
- 4.0 Know how to produce advanced crochet technique.
- 5.0 Know the art of hairpin lace.
- 6.0 Know the materials and equipment for hairpin lace.
- 7.0 Know how to make a hairpin lace.
- 8.0 Know how to maintain Hairpin lace.

Programme: HIGHER NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS			
Course: Advanced Handicrafts Techniques IV		Course Code: HRE 421	Contact Hours: 5
Course Specification: Theory/Practical			
General Objectives: 1.0 Understand Advanced crocheting			
WEEK	Special Learning Objectives	Teachers Activities	Resources
1	1.1 Define Advanced crocheting 1.2 Explain the origin of advanced crocheting. 1.3 Identify the importance and use of crocheted articles in the household. 1.4 Define the terminologies in advanced crocheting.	Discuss the origin of advanced crocheting. Explain the terminologies in advanced crocheting.	Classroom Crochet
General Objectives: 2.0 Know the materials and equipment for Advanced crochet			
2	2.1 Identify the materials and equipment needed for advanced crochet. 2.2 Explain the materials and equipment in respect to their functions.	Discuss the materials and equipment needed for advanced crochet.	Classroom
General Objectives: 3.0 Know different techniques of Advanced crochet.			
3-4	3.1 Identify the various techniques of crochet work e.g. i) Tunisian crochet ii) Fillet Crochet iii) Raised Crochet iv) Multiple colours crochet v) Motif crochet (patch work) etc. 3.2 Explain the processes involved in the making of the various techniques 3.1 above.	Explain the various techniques of crochet work.	Classroom

	General Objectives: 4.0 Know how to produce advanced crochet technique		
5-7	4.1 Select materials for advanced crochet. 4.2 Make samples of crochet techniques. 4.3 Produce on album for the samples made in 4.1. 4.4 Make an article from any of the samples in 4.2 above. E.g. caps, baby's ware, shawl, Television cover, table mats, chair backs etc.	The teacher demonstrates and directs the practicals in the four areas.	Fishing line wool Crochet hook Caps, Baby's ware, T.V. set table mats, etc
	General Objectives: 5.0 Know the art of Hair pin Lace		
8-9	5.1 Define Hairpin lace. 5.2 Explain the origin of Hairpin lace. 5.3 Explain the importance of Hair pin lace in garment construction. 5.4 Identify the techniques in hairpin lace.	Discuss the origin of Hairpin lace. Discuss the importance of Hairpin lace in garment construction.	Classroom
	General Objectives: 6.0 Know the materials and equipment for Hairpin lace		
10	6.1 Identify materials and equipment needed for Hairpin lace e.g. 'U' shaped fork, crochet hook, wool etc. 6.2 Explain the various materials and equipment for Hairpin lace.	Discuss the various materials and equipment for Hairpin lace	Classroom 'U' shopped fork, crochet hook, wool
	General Objectives: 7.0 Understand how to make a Hairpin Lace.		
11-12	7.1 Select equipment and materials for hairpin lace. 7.2 Make different samples of hairs pin lace. 7.3 Product an album for the samples in 7.2. Above. 7.4 Make an album from the samples in 7.2 above shawl, television cover etc.	Demonstrate the making of samples of Hairpin lace. Demonstrate the production of album	
	General Objectives: 8.0 Know how to maintain Hairpin lace		
13	8.1 Explain how Hairpin lace articles can be	Discuss how hairpin lace	Classroom

	laundered and tried.	articles can be laundered and tried	
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HRE 421		PRACTICAL CONTENT	
WEEK	PRACTICAL	TEACHING ACTIVITIES	RESOURCES
1	1.4 Identify the importance and use of crocheted articles in the household.	Display the importance and use of crocheted articles in the household	
2	2.1 Identify the materials and equipment needed for advanced crochet.	Display the materials and equipment needed for advanced crochet	
3-4	3.1 Identify the various techniques of crochet work e.g. vi) Tunisian crochet vii) Fillet Crochet viii) Raised Crochet ix) Multiple colours crochet x) Motif crochet (patch work) etc.	3.2 Explain the various techniques of crochet work e.g. xi) Tunisian crochet xii) Fillet Crochet xiii) Raised Crochet xiv) Multiple colours crochet xv) Motif crochet (patch work) etc.	
5-7	4.1 Select materials for advanced crochet. 4.2 Make samples of crochet techniques. 4.3 Produce on album for the samples made in 4.1. 4.4 Make an article from any of the samples in 4.2 above. E.g. caps, baby's ware, shawl, television cover, table mats, chair backs etc.	Carry out practicals to: 4.1 Select materials for advanced crochet. 4.2 Make samples of crochet techniques. 4.3 Produce on album for the samples made in 4.1. 4.4 Make an article from	

		any of the samples	
8-9	5.4 Identify the techniques in hairpin lace.	Explain the techniques in hairpin lace.	
10	6.1 Identify materials and equipment needed for Hairpin lace e.g. 'U' shaped fork, crochet hook, wool etc.	6.2 Display materials and equipment needed for Hairpin lace e.g. 'U' shaped fork, crochet hook, wool etc.	
11-12	<p>Select equipment and materials for hairpin lace. Make different samples of hairs pin lace. Product an album for the samples in 7.2. above.</p> <p>7.4 Make an album from the samples in 7.2 above shawl, television cover etc.</p>	<p>Carry out practical to: Select equipment and materials for hairpin lace. Make different samples of hairs pin lace. Product an album for the samples in 7.2. above.</p> <p>7.4 Make an album from the samples in 7.2 above shawl, television cover etc.</p>	

PROGRAMME: HIGHER NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS

COURSE: CLOTHING EXTENSION SERVICES

CODE: HRE 422

UNIT: 3.0

DURATION: 45 hours (1hours theory, 2hours practical)

GOAL: The course is designed to provide the student with the clothing extention services in the rural area.

GENERAL OBJECTIVE: On completion of this course, the student should be able to:

- 1.0 Understand clothing problems of rural dwellers.
- 2.0 Understand wardrobe planning and buying practices.
- 3.0 Understand methods of clothing management.
- 4.0 Clothing repair.

Programme: HIGHER NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS			
Course: Clothing III		Course Code: HRE 422	Contact Hours: 3
Course Specification: Theory/Practical			
General Objective: 1.0 Understand clothing problems of rural dwellers			
WEEK	Special Learning Objectives	Teachers Activities	Resources
1	1.1 Identify clothing problems of rural dwellers. 1.2 Identify their sources of clothing. 1.3 State factors that affect their clothing decisions.	Explain clothing problems of rural dwellers. Discuss factors that affect rural dwellers' clothing decision.	
General Objectives: 2.0 Understand Wardrobe planning and buying practices.			
	2.1 Appraise and plan clothing needs of families. 2.2 Plan clothing purchase 2.3 Take inventory 2.4 Enumerate what to buy. 2.5 List buying practices to clothes e.g. fiber contents, grain construction etc. 2.6 List standards for fitting clothing e.g. correct size fitting. 2.7 Plan for buying undergarments, shoes and accessories.	Discuss how to plan clothing needs and purchase of families. Demonstrate how to plan for buying undergarments, shoes and accessories	Classroom,exercise book
General Objectives: 3.0 Understand Methods of clothing management			
	3.1 Explain how to care for checking. 3.2 Describe daily and weekly care of clothing 3.3 Remove stains and spot in clothing. 3.4 Identify methods of laundering clothing based on fibre types. 3.5 Plan and explain home pressing and ironing.	Discuss daily and weekly care of clothing. Demonstrate home pressing and ironing. Demonstrate how to remove stains and spot in clothing.	Pressing iron.

	3.6 Describe methods of clothing storage. 3.7 Store clothing correctly.		
General Objectives: 4.0 Understand Clothing Repair			
	4.1 Identify the various methods of clothing repair e.g mending, darning, patching, remodeling and renovation. 4.2 Practice methods of mending, patching, darning, remodeling and renovation. 4.3 State advantages and disadvantages of each method. 4.4 State careers in fabric care e.g. home counseling clothing alterations, dry cleaner, sales person etc. 4.5 List traits required for these jobs.	Demonstration how to mend, patch darn, remodel and renovate clothing. Explain the advantages and disadvantages of different methods of repair	Sewing machines Iron, tables tape rule.

HRE 422		PRACTICAL CONTENT		
WEEK	PRACTICAL	TEACHING ACTIVITIES	RESOURCES	
1	1.1 Identify clothing problems of rural dwellers. 1.2 Identify their sources of clothing.	List clothing problems of rural dwellers. List their sources of clothing.		
2	2.1 Appraise and plan clothing needs of families. 2.2 Plan clothing purchase 2.3 Take inventory 2.7 Plan for buying undergarments, shoes and accessories.	Supervise students and conduct practicals in 2.1 to 4.2	Classroom, exercise book	
3-4	3.3 Remove stains and spot in clothing. 3.4 Identify methods of laundering clothing based on fibre types. 3.7 Store clothing correctly.	As above	Pressing iron.	
	4.1 Identify the various methods of clothing repair e.g mending, darning, patching, remodeling and renovation. 4.2 Practice methods of mending, patching, darning, remodeling and renovation.	As above	Sewing machines Iron, tables tape rule.	

PROGRAMM: HIGHER NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS

COURSE: HOME MANAGEMENT

CODE: HRE 423

UNIT: 3.0

DURATION: 75 Hours.

GOAL: The course is designed to acquaint the student with the basic concept and scope of home Management.

GENERAL OBJECTIVES: On completion of this course the student should be able to;

- 1.0 Understand the motivation for home management
- 2.0 Understand the nature and role of management
- 3.0 Understand the classification of resources
- 4.0 Understand energy management
- 5.0 Understand time management
- 6.0 Understand wealth management
- 7.0 Understand communication in the family.

Programme: HIGHER NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS			
Course: Home Management		Course Code: HRE 423	Contact Hours: 5hrs
Course Specification: Theory			
General Objectives: 1.0 Understand the motivation for Home Management.			
WEEK	Special Learning Objectives	Teachers Activities	Resources
1	1.1 State goals of the family. 1.2 State value of the family. 1.3 Explain family standard 1.4 Identify needs of the family. 1.5 List likes and dislike of the family.	List goals of family. Explain value of the family State family standard Discuss the needs of the family State the likes and dislikes of the family	Classroom
General Objectives: 2.0 Understand the nature and role of Management.			
2-3	2.1 State the nature of management. 2.2 Give reasons for management. 2.3 State what to manage. 2.4 Enumerate the role of management.	Explain the nature of management State the reasons for management. Explain the role of management.	Classroom
General Objectives: 3.0 Understand Resources Management.			
5-6	3.1 Define resources 3.2 State uses of resources 3.3 List the characteristics of resources. 3.4 Enumerate constrains to resource use. 3.5 List factors affecting the use of resources.	List uses of resources . Explain the characteristics of resources. State the constrains to resource use. State factors affecting the use of resources	

	General Objectives: 4.0 Understand the Classification of resources.		
7-8	<p>4.2 Classify resources e.g. human, economics and environmental resources.</p> <p>4.3 Enumerate the class of human resources e.g. cognitive, affective, psychomotor etc.</p> <p>4.4 Explain the classes of human resources.</p>	<p>Explain the classification of resources.</p> <p>State the class of human resources.</p> <p>Discuss the classes of human resources.</p>	Classroom
	General Objectives: 5.0 Understand Energy Management.		
9-10	<p>5.1 Explain energy management.</p> <p>5.2 Explain the reasons for energy management.</p> <p>5.3 Explain the meaning of fatigue.</p> <p>5.4 Describe the different types of fatigue.</p> <p>5.5 Describe the procedure for energy management.</p> <p>5.6 Explain the meaning of work simplification.</p> <p>5.7 Enumerate the principles of work simplification.</p> <p>5.8 Apply the principle of work simplification in carrying out household activities such as child care, meal preparation, laundry work, entertainment, etc.</p>	<p>Define energy management.</p> <p>State the reasons for energy management.</p> <p>Define fatigue.</p> <p>Discuss the procedure for energy management.</p> <p>State the principles of work simplification.</p> <p>Lead the students to apply the principle of work simplification in carrying out household activities.</p>	Class-room Laboratory
	General Objectives: 6.0 Understand Time Management.		

11-12	<p>6.1 Explain the meaning of time management.</p> <p>6.2 Describe the pattern of time use.</p> <p>6.3 Explain the advantages of time management.</p> <p>6.4 Explain the principles guiding effective use of time.</p> <p>6.5 Describe the steps in time planning.</p> <p>6.6 Prepare a time plan for the different duties in the home.</p>	<p>Discuss the meaning of time management.</p> <p>Discuss the pattern of time use</p> <p>State the advantages of time management.</p> <p>Discuss the principles guiding effective use of time.</p> <p>State the steps in time planning</p> <p>Lead students to prepare a time plan for the different duties in the home.</p>	Class-room
General Objectives: 7.0 Understand Wealth Management.			
13	<p>7.1 Define Wealth.</p> <p>7.2 Explain the component of wealth.</p> <p>7.3 Explain how wealth is measured.</p> <p>7.4 Describe pattern of wealth accumulation.</p> <p>7.5 Explain reasons for family saving.</p> <p>7.6 Enumerate why families save.</p> <p>7.7</p>	<p>Discuss the component of wealth.</p> <p>Describe how wealth is measured.</p> <p>Explain the pattern of wealth accumulation.</p> <p>State reasons for family saving</p> <p>Explain why family save.</p>	
General Objectives: 8.0 Understand Communication in the family.			
13-14	<p>8.1 Define Communication.</p> <p>8.2 List and explain components.</p> <p>8.3 Enumerate types of communication in the families.</p> <p>8.4 List and explain sources of conflicts in the home.</p> <p>8.5 Outline conflicts resolution methods available to the family.</p>	<p>Discuss the components of communication.</p>	

HRE 423		PRACTICAL CONTENT	
WEEK	PRACTICAL	TEACHING ACTIVITIES	RESOURCES
	1.4 Identify needs of the family 5.9 Apply the principle of work simplification in carrying out household activities such as child care, meal preparation, laundry work, entertainment, etc. 6.6 Prepare a time plan for the different duties in the home.	(i) Supervise practical to identify needs of the family. Conduct practicals to: (ii) Apply the principle of work simplification in carrying out household activities. (iii) Prepare a time plan for the different duties in the home.	

PROGRAMME: HIGHER NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS

COURSE: HOME FURNISHING

CODE: HRE 424

UNIT: 3.0

DURATION: 75 hours (1hours theory, 3hours practical)

GOAL: The course is designed to acquaint the students with the knowledge of home furnishing.

GENERAL OBJECTIVE: On completion of this course, the student should be able to:

- 1.0 Understand the importance of home furnishing.
- 2.0 Understand elements of and principles of design.
- 3.0 Know the furnishings for each room and how to make them.
- 4.0 Know the importance of ventilation.
- 5.0 Understand flower arrangements and house plants.

Programme: HIGHER NATIONAL DIPLOMA IN HOME AND RURAL ECONOMICS			
Course: Home furnishing		Course Code: HRE 424	Contact Hours:5hrs
Course Specification: Theory/Practical			
General Objectives: 1.0 Understand The importance of home furnishing			
WEEK	Special Learning Objectives	Teachers Activities	Resources
1	1.1 Define home furnishing 1.2 State the objectives of home furnishings 1.3 Enumerate the rooms in the house. 1.4 Explain factors to be considered when shopping for home furnishings 1.5 Suggest types of furnishings for the different rooms in the house base on surfaces e.g. rugs for floor cover, curtains and throw pillows for the living room.	Discuss home furnishing Discuss the objectives of home furnishing Discuss the rooms in the house Describe the factors to be considered when shopping for home furnishing Discuss types of furnishing for the different rooms in the house based on surfaces.	Album of different rooms in the house. Album of floor covering.
General Objectives: 2.0 Understand elements of and Principles of design			
	Define design and explain the elements of design. Describe classification of colour. Prepare the colour wheel from the primary colours. Describe line, space form and texture. State the effects of these elements in furnishing. State principles of design. List the use of the principle in furnishings. Apply the principles in furnishing.	Describe the element of design. Discuss classification of colour. Lead students to prepare the colour wheel from the primary colours. Discuss line, space, form and texture. Discuss the effects of these elements in furnishing Discuss the principles of design Lead students to apply the	Water colour prepared colour wheel chart showing different lines and how they can be combined.

		principles in furnishing.	
General Objectives: 3.0 Know the furnishings for each room and how to make them			

<p>Select the furnishings for each part of the room in the home e.g. carpets and rugs for living rooms and rugs for bedroom floors, linoleum for kitchen towels.</p> <p>Indicate uses of rugs and carpets</p> <p>Indicate methods of fabrication of textiles floor covering e.g. rugs and carpets.</p> <p>Describe types of window coverings.</p> <p>Produce rug for a living room.</p> <p>Enumerate factors to be considered when selecting window coverings.</p> <p>Make a simple curtain and a throw pillow</p> <p>Produce a line curtain.</p> <p>Define upholstery.</p> <p>State factors that affect durability of upholstery fabrics.</p> <p>Select kitchen, dining room, bathroom, bedroom</p>	<p>-Lead students to select the furnishings for each part of the room in a house.</p> <p>-State uses of rugs and carpets.</p> <p>-State methods of fabrication of textiles floor covering.</p> <p>-Discuss types of window coverings.</p> <p>-List factors to be considered when selecting window covering.</p> <p>-Lead students to produce a line curtain.</p> <p>-Explain upholstery.</p> <p>-Enumerate factors that affect durability of upholstery fabrics.</p>	<p>Household furnishings Album.</p> <p>Charts showing step by step methods of production of rugs, curtains and throw pillow.</p>
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	furnishings e.g table napkins, bedspreads.	-Lead students to select kitchen, dinning room, bathroom, bedroom furnishings.	
General Objectives: 4.0 Know the importance of ventilation			
	4.1 Define ventilation. 4.2 State the importance of ventilation 4.3 Describe the different types of ventilation and how to achieve adequate ventilation.	Discuss the importance of ventilation. Outline the different types of ventilation and how to achieve them.	Pictures of chandeliers and other sources of artificial lights fans, windows. Etc.
General Objectives: 5.0 Understand flower arrangements and house plants			
	5.1 Define flower arrangement 5.2 State principles of flower arrangements. 5.3 Enumerate types of flower arrangements. 5.4 List the different tools used in flower arrangements. 5.5 Carry out flower/plants in a home. 5.6 Care and treat flower/plants in a home.	Discuss flower arrangement State the different tools used in flower arrangements. Lead students to carry out flower.	Flower pots and holders e.g wire mesh. Different types of flower pictures showing different types, of flower arrangement.

HRE 424		PRACTICAL CONTENT	
WEEK	PRACTICAL	TEACHING ACTIVITIES	RESOURCES
	2.3 Prepare the colour wheel from the primary colours. 2.8 Apply the principles in furnishing.	Lead students to prepare the colour wheel from the primary colours. Lead students to apply the principles in furnishing.	Water colour prepared colour wheel chart showing different lines and how they can be combined.
	3.1 Select the furnishings for each part of the room in the home e.g. carpets and rugs for living rooms and rugs for bedroom floors, linoleum for kitchen towels. Produce rug for a living room. 3.7 Make a simple curtain and a throw pillow 3.11 Select kitchen, dining room, bathroom, bedroom furnishings e.g table napkins, bedspreads.	-Lead students to select the furnishings for each part of the room in a house. -List factors to be considered when selecting window covering. -Enumerate factors that affect durability of upholstery fabrics. -Lead students to select kitchen, dining room, bathroom, bedroom furnishings.	Household furnishings Album. Charts showing step by step methods of production of rugs, curtains and throw pillow.
	5.5 Carry out flower/plants in a home. 5.6 Care and treat flower/plants in a home.		

LIST OF EQUIPMENT FOR HOME AND RURAL ECONOMICS

xii. MODEL VILLAGE

ITEMS	QUANTITY	ITEMS	QUANTITY
<u>Model Village</u>		<u>Clothing laboratory</u>	10
Refrigerator	1	Measuring tapes	10
Freezer	1	Dress forms	6
Gas cookers	2	Cutting tables	5
Gas tank/cylinder	2	Straight and pinking shears	2
Fire extinguisher	1	Laundry equipment (in the model village)	5
Pressure cooker	4	Washing machines (optional)	2
Grinding stones	5	Hand washing vats.	5
Chopping board	1 each	Drying machines option	2
Mortar and pestle	2	Cloth drying lines	10
Blender	2	Ironing boards	5
Cake mixer	5	Ironing tables	
Buckets	6	Pressing Iron	
Storage containers	3 or 4 each	Storage cupboards	
Sauce pans	3	Children's Room (in the model village)	
Cooking pots 3 set of	2sets	Children's' Furniture	
Kettle	6set	Cot	
Stainless steel utensils for cooking and	2	Assorted toys	
		Knitting machine	

Eating	4	Irons	
Frying pan measuring spoons	5	Sleeve board	
Scales.	2	Sewing tools	
Trip balance and weights	20	Wall mirror	
Kitchen scale	18(3sets)	Yard stick	
		French curve	
		Tracing wheels	
		T-Square	
		Drafting tools	
		Luader-ometer	
		Straight sawing machines	
		Zig zag sewing machines	
		Overlooking machine	
		Chain stitch machine	
		Button home machine	
		Cutting tables	
		Pressing tables	
		Drafting tables	
		Ironing Board	
		Automatic embroidery machine.	

Clinical thermometer	40		
Bowls assorted	4		
Plates (assorted)	6		
Tea cups (for6)	5		
Tumblers	5		
Palings trays	6		
Roasting sheets/pans	5		
Rolling pins	6		
Vegetable and meat knives	12		
Curving knives			
Ordinary whisk			
Rotary whisk			
Pasting brushes			
Children's toys			
Children furniture			
Weaving looms			
Model sitting room			
Model bedroom			

FOOD NUTRITION

ITEMS	QUANTITY	ITEMS	QUANTITY
Pressure cooker (steamer)	2	Funnels	2
Deep freezer	1	Pastry lifter	2
Mixers	2	Scrubbing brushes	5
Boilers	2	Omelette pans	10each
Domestic bread baking oven	1	Pastery pans (21/2 12,3" 1/2 4).	10
Weighting scale (plat form)	10	Sauce pans	10
Domestics gas cookers	2	Pancake pans	5
Micro wave ovens	4	Chip shovel	10
Refridgerator	4	Flufed flan rings	10
Plates rack	2	Cooks' forks	10
Trolleys	5	Largespoons	10
Weighting scales	5	Measuring	10
KNIVES	5	Spatula:	10
a) Carving knives	5	Portioners	5
b) Plate knives	5	Ballon whichks grater	10
c) Filleting knives	5	Gravy sauce boats	10
d) Vegetable knives	5	Potato vicers	5each
e) Boning knives	5	Laddles	10
f) Chooping knives	5	Colling racks (various	5
g) Breading knives	5	Piping bags	5
Knife sharpners	5	Icing tubes	5
Large and small skiwers	10	Kettles (manual)	2
Juice extractors (domestic)	10	Electric kettles	2
Colanders:	1	Toasters	2
Pudding moulds	0	Toast racks	5

Buger moulds	10	Mincer	5
Mixing boards 5	2	Round and square spiders	3
Cooking pots various sizes and types	2	Iron scrapenser	20
DISHES:	2	Chopping boards	10
a) Scuffle dishes	2	Can openers	5
b) Oval entree dishes	2	Egg fryers	10
c) Round sole dishes	2	Plastic bowls	10
d) Predishes	2	Plastic plates	2
e) Casserole dishes		Rolling pins	10each
Choppers		Chip maker	10
Measuring jugs		Sieves (large and small)	10
Lemon squeezers		Conical Strainers	10
Egg cutter		Bread baskets	2each
Pastry lifter		Motor and pistils (small and large)	4
Pastry brushes		Roasting tins	4
		Bun tins (patty tins)	4
		Sandwich tins	3
		Flan tins.	

ITEMS	QUANTITY	ITEMS	QUANTITY
Local mud oven (30 loaf capacity)	2	Tables	20
Rolling pins	5	Chairs	
Scales and weights	3	Side boards	2
Flour sieves	5	Wine racks	
Break knives	2	Bar boards	2
Skewers	2	Bar boards	
Cake tins	10	Wine basket	2
Flan tins	10	Wine opener	
Cake cooking wire	10	Flammable lamps	2
Plain pastry cutters	2	Assorted knives	
Clocks	10	“ Forks	2
	10	“ Spoons	
	2	“ Glasses (wine, water)	4
		“ Water jugs	
		“ Plates	12each
		Tea cups and saucers	
		Flower verses	12each
		Table numbers.	
			12
			10
			10each
			12
			10

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