

**THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION AND VOCATIONAL TRAINING**



Field Support Programme for Diploma in Secondary Education

**SELF STUDY MODULE
DEVELOPMENT STUDIES**

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INTRODUCTION

Dear student teacher, welcome to the Development Studies module. The module is resourceful to Diploma in education student – teachers. However, it might be useful to anyone who may be interested to developmental issues.

Since Development Studies is an interdisciplinary subject, the module is written as a guide to the student teachers in the field. It covers across all the knowledge and skills acquired in the related subjects.

Dear student teacher, this module, includes the learning objectives, competencies expected to be developed in each topic/sub topic, the activities to be accomplished and self assessment. It is expected that you will be able to link the academic part learnt at the college and the real life situation in the community. The main ideas in each chapter are also given.

It is proposed that, in using this module you should use different sources available such as like books, newspapers, journals, magazine, listening radio, watching television broadcasts. Also you are advised to use the IT (Information Technology) resources, such as computers in order to expand your knowledge by surfing in the internet so that you get extra and current knowledge about the intended topics. In doing so, the teaching and learning in classes become more interesting and enjoyable. Also you are advised to use different strategies of learning such as discussing with students during teaching and learning process, using the surrounding community to learn the environmental issues and sharing experiences with the entire community and school in particular.

THE OBJECTIVES

The objective of this module is to enable you to:

- Develop inquiry mind and readiness to search for knowledge, information and sensitise others to observe human rights.
- Develop a more positive attitude and readiness towards teaching civics in secondary schools.
- Make reflective decisions and participate in the civic life of your communities.
- Equip you with principles of life skills education.

HOW TO USE THE MODULE

Dear student teacher, this module is designed purposely to enable you to achieve the intended objectives of the Development Studies course. The module is organised in such a way that the activities designed will develop the intended competences in each topic. Keep the records of activities in diary or portfolio and submitted to your tutors/mentors for assessment as instructed. Lastly you are required to write the final teaching practice field report for grading and evaluation purposes.

TOPIC ONE
THE THEORIES AND ASPECTS OF DEVELOPMENT

Welcome to the first topic, this is about theories and aspects of development. The topic reminds you on what you learnt in the first year at the college. It describes the basic concepts of development and social changes, distinction between growth and development, why it is important to analyse and understand the process of development and social changes, particularly in third world countries.

It also provides a clear meaning of theory and highlights the significance of theoretical understanding of the process of development and social change. To underscore and emphasize the observation that a theoretical understanding is necessary to explain the process of development, why some countries are very 'developed' while others remained engulfed in increasing mass poverty.

A. SUB-TOPICS

1. The concept of development.
2. The concept of political economy and underdevelopment.
3. Human resource development in Tanzania.
4. The role of private and public sectors in Tanzania's development.

COMPETENCES:

After doing the activities below, you will be able to develop the following abilities: -

- Making evaluation of development processes at your community and national levels and make supportive judgement.
- Analysing the contribution of both private and public sectors in development.
- Making use of theory in explaining social development in third world countries.

ACTIVITIES

1. Describe the key indicators of development that show that the society is developing? Are the elements present in your community? Mention them with supportive examples.
2. (i) Explain the main elements of Marxist theory.

- (ii) Explain the contribution of Marxist theory in explaining the process of social development in the community around in the third world countries.

B. SUB-TOPICS

1. Social problems and underdevelopment in Tanzania.
2. The problems of unemployment in Tanzania
3. HIV/AIDS and development
4. Gender and development

COMPETENCES:

After doing the activities below, you will be able to develop the following abilities: -

- Applying life skills in dealing with social, economic and political challenges including cross cutting issues such as HIV/AIDS, globalisation, gender, drug abuse and corruption. Record the activities done.
- Participating and making reflective decisions in civic life practiced in the community.

ACTIVITIES

1. Analyse the social development aspects by indicating their strengths and weaknesses in understanding the process of social development particularly in the community you are living.
2. Using your knowledge and life experiences, explain the social-cultural factors that hindering effective combating of social problems such as HIV/AIDS, drug abuse, unemployment, gender related issues and corruption in your community. Suggest ways of solving them.

SELF-ASSESSMENT:

1. From the above activities, what have you learned? What do you think you have not achieved and why? Suggest ways of achieving them.
2. In some Tanzanian community drug abuse is a big problem. Explain what to do in order to minimize this problem?

**TOPIC TWO:
THE TANZANIA IN WORLD POLITICS**

Welcome to the second topic. The topic contains four sub-topics as indicated in the syllabus. During your course of study you discussed how Tanzania collaborates with other countries regionally and globally to meet various social, economic, political benefits for the people of Tanzania.

You also discussed how global shift toward market led economies and the processes of regionalisation, globalisation and liberalization, which are powering it. At the same time understand why Tanzania has formulated her foreign policies based on regular political, social and economic contracts with other states through the Ministry of Foreign Affairs and International Cooperation.

COMPETENCES:

After doing the activities below, you will be able to develop the following abilities: -

- Reacting on current issues at your community, national and international levels.
- Justifying why Tanzania has been a member of various regional and international organisations.

ACTIVITIES;

1. From various sources of information and your experience, critically explain the challenges facing Tanzania in both regional common market and international relations.
2. Find out any evidence that show the benefits acquired by community at grass root level as a result of Tanzania being member of AU and SADC

SELF-ASSESSMENT

1. What have you learnt from this topic? Write down all the points that you think you have achieved.
2. What do you think you need more for improvement?

**TOPIC THREE:
THE GOVERNMENT AND POLITICS**

Welcome to the third topic. The topic is divided into three sub-topics which remind you on the issues concerning the government and politics, where the concepts of civic life, the government and politics, types and systems of government together with democracy and democratic government were discussed. Also the importance of politics and government and the nature of Tanzania political culture are reviewed. Lastly, the principles of democracy and the importance of good governance are also dealt with.

COMPETENCES:

After doing the activities below, you will be able to develop the following abilities: -

- Searching of information, critical thinking, value judgement, communication and problem solving about government and politics.
- Linking of knowledge obtained from various sources to the actual government system and politics found in third world countries and Tanzania in particular.

ACTIVITIES:

1. Using different information sources, search for the meaning of the following concepts
 - (a) Civic life
 - (b) Government
 - (c) Politics
 - (d) Democracy and democratic principles
 - (e) Good governance
2. Identify factors that indicate the presence of government and good governance in the community where you live and explain the importance of political and economic freedom for Tanzanian citizens.
3. Democracy is a necessary ingredient to development but by it self is not a sufficient basis for sustainable development. Examine this statement in the light of the democratisation process-taking place in Tanzania's society.

4. Imagine you are living in society without government; predict how will the people behave? Reflect what you have learned on government and politics. Explain the important of community to have a government.

SELF ASSESSMENT

Basing on your experience on the knowledge of democracy, how the citizens benefits from having good governance in the community you live.

TOPIC FOUR: CITIZENSHIP AND HUMAN RIGHTS

Welcome to the fourth topic which is divided into two sub-topics namely Citizen and citizenship, and Human rights. The topic reminds you on what you already learnt in the first year. It introduces the concepts citizen, citizenship and human rights. Furthermore, the topic encourages you to study and observe the qualities of a good citizen. Lastly it requires you to understand the universal Declaration of human Rights.

COMPETENCES

After doing the activities below, you will be able to develop the following abilities: -

- To promote and protect human rights including the right of the child and rights of special groups.
- To demonstrate the responsibilities of a good citizen, particularly in Tanzania.
- To advocate Universal Declaration of Human Rights as stated by the UN conference in 1948.

ACTIVITIES:

1. From what you have studied in above topic and your own understanding, observe in your school how students and staff practice citizenship. Later explain the criteria for a good citizen.
2. Describe the rights and responsibilities of Tanzania Government to her citizens? Observe if the advocated universal Declaration of Human Rights specifically the right of the child and rights of special groups are practiced in the community you are living.

SELF-ASSESSMENT:

Observe and write down with vivid examples, what will happen when violation of Human Rights is experienced in your community? Document your observation as an action research.

**TOPIC FIVE:
CULTURE AND PHILOSOPHY**

Welcome to the fifth topic. The topic is divided into two sub-topics which introduces to the ideas of great philosophers such as Karl Marx, W. Rodney, Lenin, Nyerere etc, whose ideas has great influence in the existing world we are living. Also, the topic introduces you to the concept of culture, aspects of culture and the concept of philosophy.

COMPETENCES:

After doing the activities below, you will be able to develop the following abilities: -

- Promote individual ethics, values and national integrity
- Judge the relevance of philosophy to livelihoods.

ACTIVITIES:

1. Visit, observe, comment and document on the types of culture experienced in the community around you
2. Choose one philosopher among the great philosophers and explain the main ideas of his/her philosophy. Comment on its application in your daily life

SELF ASSESSMENT

What have you gained from this topic after the above activities? What should be enriched for more understanding? Identify practices and beliefs that are indicators of philosophical ideas of Julius Nyerere.

TOPIC SIX

CLOBALIZATION

Dear student teacher, welcome to the sixth topic. It reminds you on one of the most complex abstract phenomena which has dominated the world, captured the mind of scholars, historians, scientists and other intellectuals now days i.e. **globalisation**.

During your college based learning you discussed about the concept, aspects and different issues of globalisation. Also you analysed the effects of globalisation at different levels of development.

COMPETENCES:

After doing the activities below, you will be able to develop the following abilities: -

- To describe critically the aspects and concept of globalisation.
- Assessing the impact and challenges of globalisation on social, economic and cultural development in society around school in particular and Tanzania in general.

ACTIVITIES:

1. From various readings and your experiences in the community around the school, explain the consequences of globalisation in socio-economic and cultural sector?
2. Having gone through various literatures, assess advantage and challenges of globalisation around your community. How is the ordinary citizen affected by globalisation? Write down some of the complaints that those ordinary citizens have about globalisation.

SELF ASSESSMENT:

Explain how globalization promotes your teaching every day.