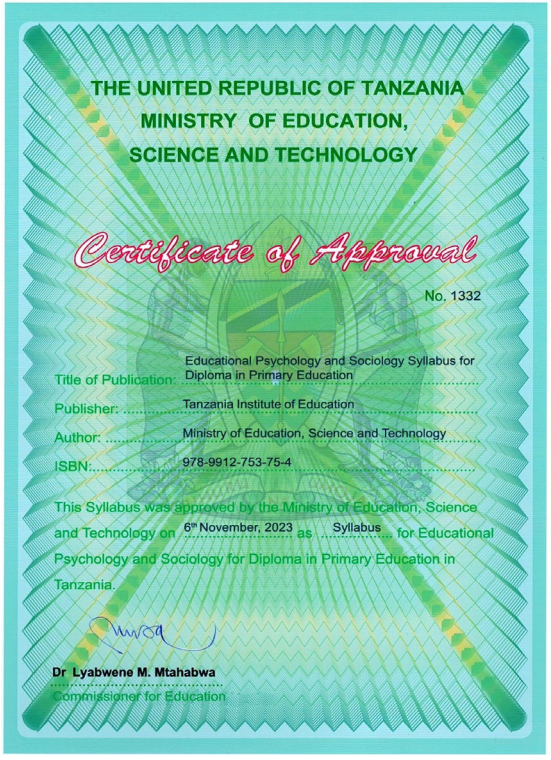
THE UNITED REPUBLIC OF TANZANIA

MINISTRY OF EDUCATION SCIENCE AND TECHNOLOGY



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Dr Lyabwene M. Mtahabwa
Commissioner for Education

EDUCATIONAL PSYCHOLOGY AND SOCIOLOGY SYLLABUS FOR DIPLOMA IN PRIMARY EDUCATION

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Abbreviations and Acronyms

ICT Information and Communication Technology

TIE Tanzania Institute of Education

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Dr Aneth A. Komba
Director General
Tanzania Institute of Education

1.0 Introduction

Educational psychology and sociology is a compulsory subject for diploma in primary education. The learning of this subject will enable a student teacher to apply basics of educational psychology and sociology, learning principles, and theories in teaching and learning. In addition, this subject will enable a student teacher to provide guidance and counselling to a student in order to behave according to the norms of the society. Moreover, the subject will enable a student teacher to know his/her society and build a positive relationship between him/her and a student in order for the teaching and learning process to be effectively achieved.

This syllabus has been prepared to guide teaching and learning of eduacational psychology and sociology for diploma in primary education in Tanzania Mainland. The syllabus provides instructions that enable the tutor to prepare effective teaching and learning process to student teachers. Furthermore, this syllabus provides tutors with an opportunity to use various teaching and learning strategies of educational psychology and sociology for diploma in primary education.

2.0 The Main Objectives of Education in Tanzania

The main objectives of education in Tanzania are to enable every Tanzanian to:

(a) Develop and improve his or her personality so that he or she values himself or herself and develops self-confidence;

(b) Respect the culture, traditions and customs of Tanzania, as well as cultural differences, dignity, human rights, attitudes and inclusive actions;

(c) Develop knowledge and apply science and technology, creativity, critical thinking, innovation, cooperation, communication and positive attitudes for personal development and the sustainable development of the nation and the world at large;

(d) Understand and protect national values, including dignity, patriotism, integrity, unity, transparency, honesty, accountability and the national language;

(e) Develop life and work-related skills to increase efficiency in everyday life;

(f) Cultivate a habit of loving and valuing work to enhance productivity and efficiency in production and service provision;

(g) Identify and address cross-cutting issues, including the health and well-being of society, gender equality, as well as the management and sustainable conservation of the environment; and

(h) Foster national and international cooperation, peace and justice in accordance with the Constitution of the United Republic of Tanzania and international conventions.

3.0 Objectives of Teacher Education

3.1 The Main Objective of Teacher Education

The main objective of teacher education is to prepare a professional and competent teacher capable of adapting to teaching and learning that align with the scientific, technological and social advancements. This preparation aims to equip a Tanzanian citizen with knowledge, skills, and positive attitudes, while fostering a deep respect for human rights, equality and a commitment to lifelong learning.

3.2 Specific Objectives of Teacher Education

The specific objectives of teacher education are to enable a student teacher to:

(a) Develop a theoretical understanding of teacher education, the ethics of the teaching profession, ethical principles, and the foundations of teaching;
(b) Acquire competence in teaching and learning methods;
(c) Acquire competence in assessment and evaluation methods based on competence development;
(d) Foster innovation and creativity in teaching and learning while considering the pupils' needs;
(e) Apply ICT and assistive technology in teaching and learning;
(f) Develop skills for early identification of a pupil with special needs and provide him/her with appropriate intervention;
(g) Strengthen the use of language in teaching and learning; and
(h) Develop skills focusing on improving teaching, learning and assessment (i.e., classroom-based research).

4.0 General Competences of Teacher Education for Diploma in Primary Education

The general competence of Teacher Education for a Diploma in Primary Education aims at enabling a student teacher to:

(a) Apply teaching theories and foundations in teaching and learning;
(b) Master teaching and learning methods;
(c) Master methods for assessment and evaluation based on competence development;

(d) Master methods for fostering innovation and creativity in teaching and learning, taking into account the pupil's needs;
(e) Use ICT and assistive technology in teaching and learning;
(f) Identify a pupil with special needs and provide appropriate intervention;
(g) Use relevant language appropriately in teaching and learning;
(h) Apply leadership skills in academics (i.e., instructional leadership); and
(i) Demonstrate mastery of the skills for enhancing teaching, learning and assessment (i.e., classroom-based research).

5.0 Main and Specific Competences

The main and specific competences to be developed are presented in Table 1.

Table 1: *Main and Specific Competences for First and Second Year*

Main Competence	Specific competences
1.0 Demonstrate mastery of educational psychology in teaching and learning	1.1 Demonstrate mastery of the basics of educational psychology
	1.2 Analyse the stages of growth and development of a pupil in learning
	1.3 Demonstrate mastery of the theories and principles of learning
	1.4 Demonstrate mastery of the skills for the guidance and counselling of both the students and the community
2.0 Demonstrate mastery of sociology of education in teaching and learning	2.1 Demonstrate mastery of the basics of sociology of education
	2.2 Analyse social issues that affect learners' upbringing and learning

6.0 Roles of Tutor, Student-Teacher and Parent/Guardian in Teaching and Learning

The teaching and learning process depends on collaboration among the tutor, student teacher and parent/guardian. Their roles are described in the following subsection.

6.1 The Tutor

The tutor is expected to:

(a) Promote teaching and learning based on 21st-century skills. This includes methods that will make a student teacher the centre of learning. Some of the recommended methods are those that help the student teacher develop the ability to think, reflect, and seek knowledge from various sources to solve teaching and learning challenges;
(b) Create an enabling teaching and learning environment, including improvisation of the resources;
(c) Provide a fair and equitable fostering environment to student teachers regardless of their differences; and
(d) Identify the student teacher's special requirements and provide him/her with appropriate support.

6.2 Student Teacher

The student teacher is expected to:

(a) Participate effectively in training activities inside and outside the classroom to ensure that he or she develops appropriate competence in various areas, including classroom management and instructional and assessment methods. The acquired competence will enable the student teacher to determine the student's progress and improve the teaching and learning process;
(b) Participate in continuous training at schools in the college neighbourhood to apply the learning theories;
(c) Participate in a one-year internship under the guidance of experienced teachers to strengthen competence and professionalism/ expertise in the teaching profession;
(d) Collaborate with fellow student teachers and the tutor in the learning process; and
(e) Comply with the college rules and regulations.

6.3 Parent/Guardian

The parent/guardian is expected to:

(a) Supervise and monitor the student teacher's behaviour and his/her academic/learning progress; and
(b) Provide the student teacher with the requirements and learning materials.

7.0 Teaching and Learning Methods

This syllabus focuses on the application of teaching and learning strategies that enable a student teacher to be the centre of the learning process and a teacher serves as a facilitator. The tutor shall use interactive strategies to enable the student teacher to learn basing on his/her diverse needs and abilities. Such methods include those that enable a student teacher to think, reflect, seek knowledge from various sources and participate in providing feedback. Other methods are study tour, group discussion, practicals, project works, research, scientific experiments and others according to context.

8.0 Teaching and Learning Resources

Teaching and learning resources should be interactive and cater for learning needs. A tutor has to ensure that a student teacher gets an chance to see, hear and touch/feel without affecting his/her health. Teaching and learning resources should help a student teacher to understand what is being taught. The tutor is advice to use resources that are available in the sorrounding environment. The suggested teaching and learning resources may include educational psychology and sociology texts, manilla with educational psychology and sociology information, flip charts with educational psychology and sociology writtings, fictional and non-fictional materials about educational psychology and sociology, psychological drawings, pictures, real objects, psychology and sociology dictionary. Other suggested resources are found in table 3 in the resources column.

9.0 Assessment

Assessment for learning progress is an essential part in teaching and learning process. Assessment in educational psychology and sociology will be done parallel with other subjects that are being taught in diploma of education in primary education. This assessment will enable a student teacher to master educational psychology and sociology subject. The assessment for learning progress will consider the identified criteria in each learning activity. Therefore, tools used in assessment include exercises, face to face questions, tests, interview, portfolio, project and terminal examinations.

Similarly, the tutor should design diverse assessment activities to stimulate learning. The final assessment will contribute seventy percent (70%), while continuous assessment will contribute thirty percent (30%). The student teacher must pass the continuous assessment with at least 50% and at the same level in the final assessment to be awarded a certificate. Failure to attain the scores, the student teacher can re-sit the examination twice within three years. Table 2 shows the distribution of marks for continuous assessment.

Table 2: *Distribution of Marks*

SN	Assessment	Distribution (%)
1	First Year Terminal Examination	6.0
2	First Year Annual Examination	6.0
3	Second Year Terminal Examination	6.0
4	Project	7.0
5	Portfolio	5.0
	Total	**30**

10.0 Number of Periods

The Educational Psychology and Sociology Syllabus for Diploma in Primary Education provides an estimate time that will be used in teaching and learning activities based on the weight of specific competences and activities to be performed by the student teacher. The estimated time is based on a system of periods allocation whereby each period carries 60 minutes. The subject has a total of two periods per week.

11.0 Teaching and Learning Content

The content of this syllabus is divided into six parts which are: Main competence, specific competence, learning activities, assessment criteria, resources/tools and number of periods, as shown in table 3 and 4.

Table 3: *First Year Contents*

Main Competence	Specific Competence	Learning Activities	Assessment Criteria	Suggested Resources	Number of Periods
1.0 Demonstrate mastery of educational psychology in teaching and learning	1.1 Demontrate the basics of Educational Psychology	Analyse concepts and basics of Educational Psychology by considering meaning, origin, scope, importance and objectives	Concept and basics of Educational Psychology are analysed by taking into consideration meaning, origin, scope, importance and objectives	Psychology textbooks, illustrations, Psychologists profile, origins of psychology chart	17
	1.2 Analyse the stages of growth and development of a pupil in learning	Examine stages and aspects of learner's growth, development and his/her basic learning needs by considering theories, aspects, stages and needs	Stages and aspects of a learner and his/her basic learning needs are examined by considering theories, aspects, stages and needs	Psychology textbooks, charts of growth stages, short videos of guidance and counselling, articles/journals, case studies	
	1.3 Demonstrate mastery of theories and principles of learning	Analyse theories and principles of learning based on meaning, aspects, importance and applications	Theories and principles of learning are analysed based on meaning, aspects, importance and applications in teaching	Psychology textbooks, concept map, short videos of guidance and counselling, syllabus and specific subjects	

Main Competence	Specific Competence	Learning Activities	Assessment Criteria	Suggested Resources	Number of Periods
	1.4 Demonstrate mastery of the skills for the guidance and counselling for both the students and the community	(a) Analyse theories, foundations and principles of guidance and counselling based on meaning, theories, types of counselling, importance, differences, skills, principles	Theories, foundations and principles of guidance and counselling are analysed based on meaning, theories, types of counselling, importance, differences, skills and principles	Case studies, psychology materials	
		(b) Analyse ethics of guidance and counselling based on importance, qualities of a counsellor and ethics	Guidance and counselling ethics are analysed based on importance, qualities of a counsellor and ethics	Guidance and counselling textbooks, case studies, concept map, short videos of guidance and counselling	

Table 4: *Second Year Contents*

Main Competence	Specific Competence	Learning Activities	Assessment Criteria	Suggested Resources	Number of Periods
2.0 Demonstrate mastery of sociology of education in teaching and learning	2.1 Demonstrate mastery of the basics of sociology of education	Analyse theories and basics of educational sociology based on meaning, origin, theories, importance and objectives	Theories and basics of educational sociology are analysed based on meaning, origin, theories, importance and objectives	Sociology textbooks, sociologists profile, chart of origin of sociology, concept map, short videos of sociology	35
	2.2 Analyse social issues that affect learner's upbringing and learning	Examine the relationship between school and the community in learner's upbringing and learning based on stakeholders of educational sociology, their importance and contributions in improving learner's upbringing and learning	The relationship between school and community in learner's upbringing and learning is examined by taking into consideration the stakeholders of educational sociology, their importance and contributions in improving learner's upbringing and learning	Educational sociology textbooks, Interactive chart, articles/ journals, interactive concept map of educational sociology	

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