

CHAPTER I

CHAPTER I

INTRODUCTION

The period following the second world war in the 40^s has been a period of growth and crisis for all the countries of the world and especially for the developing countries. The world witnessed an unbelievable destruction of men and materials during the holocaust in the early 40^s. Social and economic structures were uprooted in those countries which bore the brunt of the second world war. The problem was to attempt an overall development in the political and social systems. The war and the events following the second world war witnessed the emergence of independent nations all over the world.

1.1 ASIAN COUNTRIES AFTER SECOND WORLD WAR

In Asia, the process of gaining independence by nations was not a smooth one. To be independent, the nations had to pay heavy prices in the form of division of the countries, stationing of the foreign army and allowing the countries to be markets for the developed countries of the West. The new independent nations were faced with problems of national reconstruction. Some of the independent nations were

surrounded by regions where the aftermath of the second world war had still continued. Economically, the Asian nations, barring Japan were not self sufficient. They had yet to depend on the affluent countries of the West not only for development but for survival too. These nations suffered from lack of technology to exploit the natural resources, lack of trained manpower to build up the industrial economy and last but not the least, lack of educational and training facilities to develop the needed manpower. The problems before the Asian nations were many. A large percentage of people living in abject poverty in rural areas had no facilities for any education worth the name. There was ignorance, poverty and fatalism. They had not seen the benefits of scientific and technological developments, nor had they developed the scientific temper. The population was increasing and the resources were getting depleted.

These nations had not developed a stable political system and the social system was under stress and strain because of the impact of technological explosion and the growing interference of the Western affluence. In this background, the Asian countries were struggling to find out approaches and instruments for development. For the Asian nations, development have a special connotation. The countries have a large concentration of rural population.

While urbanization is increasing at an accelerating rate, the rural population remains numerically dominant. For these countries, development is development of rural areas, development of the rural communities. Development is comprehensive in the sense that it should aim at developing a way of life, a dynamic society, economic growth and educational growth. It is accepted widely in the developing countries of Asia that the strategy for development should focus on not merely rural development but integrated rural development, where education would form a major component.

1.2 INTEGRATED RURAL DEVELOPMENT AND EDUCATION

In the programme of rural development, education assumes a dual role - it helps rural development and as such it is an instrument of change. At the same time, rural development involves educational development and therefore in addition to being an instrument of change, education becomes a beneficiary in the programme of rural development.

Thus, two sets of educational activities develop in a programme of rural development. One set of activities are related to the role of teachers and other educationists for effective implementation of the curriculum in rural environment. This is education in rural development. On the other

hand there are activities where community leaders and other groups collaborate effectively with other developmental agencies and participate concretely and actively in the rural development activities. This is education 'for' rural development. Both education 'in' rural development and education 'for' rural development are important programmes to be incorporated into the national educational system of the developing countries. To bring about effective changes in the educational systems, it is imperative that new type of teachers capable of meeting the new demands on education are prepared. The process has already started in almost all the countries of the South East Asia. The programmes of a few countries are narrated in short in the pages that follow.

Philippines

In Philippines the entire basis of estimating the manpower in the field of education has been overhauled. Two basic methods used are, extrapolation of past national experience and international comparison. Once the manpower requirement in education has been established, the authorities have planned proper education, training, motivation and utilization of the educational personnel. The emphasis has been on the training of the educational manpower. The emphasis is to harness education to prepare youth for self employment. Both formal and non-formal sectors of education

are geared to this end.

India

In India, to develop the needed manpower in education for rural development, apart from formal teachers being trained by the education department, programmes have been developed for the training of educational personnel in health education, agriculture education, cooperation etc. Both pre-service and in-service programmes of teachers and other educational personnel are revamped all over the country and more so in remote tribal areas of Mizoram, Nagaland, Meghalaya, etc. Programmes are being planned to prepare personnel for programmes of functional literacy in villages, health improvement and vocational training for rural areas.

Sri Lanka

In Sri Lanka, training programmes were developed for the youth population of the Jambung district. As an experimental project, these experimental programmes went beyond the confines of purely educational activities and developed into an integrated rural development project. This programme was made possible because of well planned co-operation and co-ordination between various developmental agencies of the government, teachers and the educational

institutions. In Sri Lanka, a 'Sarvodaya Movement' aiming at rural development has been started with specially trained educational personnel for the purpose.

The aim of the Sarvodaya Movement is the satisfaction of the basic human needs through voluntary cooperative labour, coupled with training attempting to change the attitude, values and behavioural pattern of the participants so that, ultimately, self-interest merges with the interest of the community. In this process, the programme attempts to alienate the participants from social evils like casteism.

During the last twenty years of its operation the Sarvodaya Movement has spread to over two thousand rural communities of Sri Lanka, indicating its appeal to people at grass-roots level.

A major instrument for the success of this programme has been the special orientation and preparation of teachers and other educational personnel. Extension education has played an important role here.

Korea

In the Republic of Korea, a new community movement - "Saemaul Undong" was initiated in 1971. This is a multi-dimensional movement and has reached educational training

projects involving formal and non-formal activities.

Bangladesh

In Bangladesh special type of training programmes have been developed for functional literacy, poultry raising, gardening, silk screen printing, sanitation, nutrition etc.

A large number of programmes in the Asian countries are non-institutional programmes but a significant percentage of the programmes are through educational institutions. Specialized curricula for the preparation of teachers have been developed.

Thailand

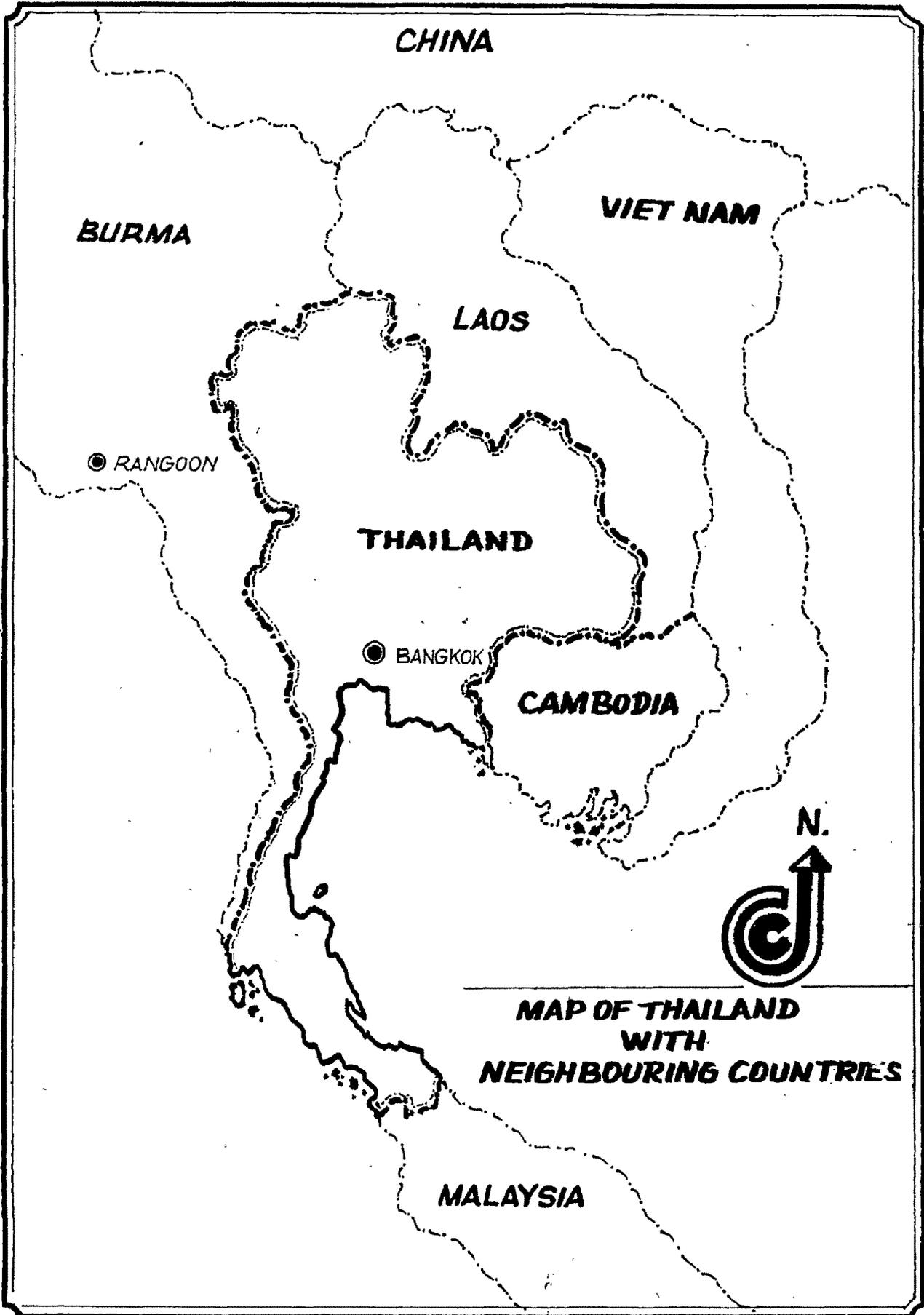
What is true of the developing countries of Asia is also true of Thailand which also is an important developing country in South East Asia. The educational system of Thailand has undergone major changes in order to link it with the programmes of rural development. The colleges of education are playing an important role in this programme. Innovative teacher education programmes have been developed. Programmes for preparing teachers for education in rural development have been planned.

Before going deep into the programmes of rural

development in Thailand through extension education activities, it is necessary to have some idea regarding the topography, the political and socio-cultural background, and the economy of the country which together play an important role in its growth and development.

1.3 THAILAND - HISTORICAL BACKGROUND

Thailand is situated on the Indo-Chinese Peninsula, comprising an area of some 200,000 square miles, about the size of France. It is strategically located in South East Asia, with Malaysia bordering its South, Burma its West, Laos its North and North East, and Cambodia its East. The North is cool, mountainous and rich in teak forests. The Northeast is hilly, with plateaus, dry and poor. The Southern or peninsular part is sandy, wet, mountainous and rich in tin and rubber. The central part of Thailand is abundant in food, mainly rice. The total population, according to the 1972 national census is approximately 38,442,000 people distributed into 73 provinces called Changwad. Thailand is categorized as an agricultural country. In the Thai language, "Thailand" means "the land of freedom", as it is the only country in South East Asia that preserved its independence from the Western powers during the colonial period.



CHINA

BURMA

VIET NAM

LAOS

● **RANGOON**

THAILAND

● **BANGKOK**

CAMBODIA



**MAP OF THAILAND
WITH
NEIGHBOURING COUNTRIES**

MALAYSIA

Thailand is an unitary state with a constitutional monarchy system of government. It is a country alternatively governed by military and civilian leaders in recent times. The history and development of democracy in Thailand began on 24th June 1932 when a group of Thais staged a coup de' tat transforming the absolute monarchy into a constitutional one. After 1932, the power once exclusively the King's, was to be shared by three major blocks : government and civil service administrators, the armed forces and a growing merchant class. The frequent changes in the political powers resulted into changed policies with respect to economy, education and social values too. In spite of different ideologies, whichever was the party in power, each strived hard through their five year plans for the country's growth and development.

1.3.1 Socio-economic Development during Modernization Period

The results of the past 20 years of national development efforts indicate that Thailand's socio-economic system has experienced tremendous changes in terms of production and income structure, consumption pattern, social value, living standard and the way of life which has become more complex. The efforts of the government to accelerate country's growth and development have been criticized for

two reasons, viz., (i) the benefits have gone mostly to the urban people while the poor farmers who live in marginal agricultural and backward areas have hardly received any economic and social infrastructure services. This has caused a widening economic and income gap between the rural and urban population and between different regions. (ii) Again the rapid economic growth in agriculture, manufacturing industry and services in the past has contributed to the deterioration of the country's economic and financial stability, and has disturbingly damaged many important natural resources, particularly land, forest and water resources. This has resulted in the deterioration of the rural environment. The rapid expansion of industrial activities, highly concentrated in and around Bangkok and other urban centres, has resulted in increasing urban congestion. The industrial activities have generated urban employment and material progress, but it has also caused social changes in value, discipline and relationships in the society. It has also caused some problems in culture, mental well being and safety of lives and property. The majority of the population, especially those in the rural area, are still poorly educated and lack vocational training. In addition, health, hygiene and nutritional intake of the rural population are still in poor condition. Only those

in the irrigated areas have been benefitted from development efforts but others are still helplessly living in absolute poverty. It has been found that one quarter of the population is still living under absolute poverty in the rural areas particularly in the Northeast and upper North region of Thailand.

Reviewing the situation of this imbalance and disparity between urban and rural population, under the Fifth Five Year Plan, government of Thailand focussed on the rural development programme emphasizing the "depressed rural areas", by enabling the people to help themselves and play a greater role in solving their own community problems as much as possible instead of a one-sided help from the government. This rural development programme has four dimensions, viz., (i) economic, which envisages economic uplift - the reduction of poverty, so that rural poor can get adequate food, clothing and shelter - the basic necessities of life; (ii) social, which underlines the provision of health and other social services by providing transport and communication facilities. It aims at the development of the individual and rural society in a socio-cultural context. Educational and political considerations are two additional elements; (iii) Educational dimension provides facilities for educational growth of the rural people through formal as well as

nonformal systems of education; and lastly, (iv) there is the political dimension, which enables the rural poor to participate intelligently and freely on the basis of their own aspirations, indigeneous culture and creativity in the political life of the community and in the programmes designed to shape their community, thereby contributing their share to the overall programme of national development.

This approach of Integrated Rural Development is thus expected to include the programmes in the areas of health and nutrition, sanitation and hygiene, education, preservation of culture and values in life, technology and industrial art over and above the programmes of eradicating poverty and unemployment. In short, it becomes the enrichment of the total quality of life of all sections of the population. It is not merely the provision of opportunities, but their actual utilization by the people for whom they are intended. But the unfortunate situation that has developed is that, the efforts of the government for the development of these areas have by way of their side effects resulted into certain socio-cultural problems in these rural areas too. Alongwith the development comes modern technology and materialistic civilization of the industrial world. Transportation and communication, electricity, health and sanitation, formal education, social arrangement, agriculture etc. have been

modernized. The people in the rural agriculture community are not prepared for such rapidly imported modernization and hence they do not consume it properly.

Alien facilities such as clothes, cosmetics, radios and televisions, electricity, vehicles, machinery, antibiotic drugs and entertainment give rise to more new needs and unusual activities. The chance for industrial products to be sold then, is widely opened to the extent that the rural people are prepared to do away with their farm products even at a minimum price for buying modern conveniences and facilities. Being suddenly exposed to the modernization which has its own attractiveness, the agricultural people become aware of the hardship on their farms and contrast it with the urban life style. Young people turn away from their own way of life and look for other alternatives to make a living. Many leave their farm and look for jobs in cities. Urban migration increases; cities get overpopulated.

This condition, which may be called "modernization without development" has thus given a long chain of problems to national, economic and social development of this nation. But these problems created by sudden modernization, centre around the quality of human resources which have proved more essential in the development of a nation than other environmental factors.

If this be so, then as it is tried out with other developed countries, the beneficiaries of the programme need to be educated, made aware and duly involved in the programme. Besides, the extension workers and the members of the voluntary agencies have to be systematically trained to take up responsibilities of rural development. Therefore, there is a great need to educate and train workers at the village level who would be in a better position to interact with the villagers in developmental activities.

1.4 EDUCATION 'IN' AND 'FOR' RURAL DEVELOPMENT

The above arguments establish the need for such professionals who could "educate" the rural masses and build up an attitude in them to get the best results from the developmental programmes. The teacher would be one of the professionals suited for this kind of Integrated Rural Development.

Education thus stands out as the widely tried out instrument for bringing desired changes in the developing societies. A successful overall development of a nation would basically require high quality human resources so that natural resources or environmental factors are utilized efficiently. Education is believed to be the most effective means, if not the only means, to the elevation of human

resource quality. Education does not mean only formal schooling, but it embraces all activities and processes leading to learning. Education encourages the transfer of new skills to the members of the labour force so that they can make use of new productive techniques which are related to economic development. Education also influences economic development through changing the attitude of consumers, workers and management. Of these, primary education becomes the lever of development, because the basic skills in reading, writing and computation imparted at the primary stage are indispensable for the formation and development of specific skills. The end result of primary education is, 'effective permanent literacy' which leads to mobility, productivity and innovativeness.

As mentioned earlier, two sets of activities, viz., education 'in' rural development and education 'for' rural development get developed in the integrated rural development programme. In the programme of education in rural development the focus of activities is related to the role of teachers and other educationists for effective implementation of the curriculum of the school which is a social agency for imparting knowledge, skills and values through in-school and out-of-school activities and experiences. In most countries, curricula are changed to incorporate such elements in the

educational programme. Rural development activities of the region are being intertwined in the curricular, co-curricular and extra curricular activities.

In Asian countries, viz., Indonesia, India, Bangladesh, Republic of Korea, Philippines, Sri Lanka, different topics such as control of insect pests, vocationalization and social reconstruction, fisheries, agricultural science, industrial arts, soil and water conservation, food production, afforestation, pollution control, changing attitude towards manual work, identification of rural problems etc. etc. are included in school curricula. The problems that one faces here are that, teachers working in rural schools are often ill-equipped for the tasks they are expected to carry out. One of the reasons for this is the uninterrupted migration of better qualified teachers to urban areas; another is the continued isolation of rural teachers from the cultural interactions characteristics of the urban environment. Considering these realities, attempts are being made by most countries in the Asian region, through training programmes to keep the village teachers abreast of the latest innovations in education as well as in rural technology and to help build their professional consciousness in support of rural development.

1.4.1 Implications for Teacher Preparation

Ad hoc measures for enabling teachers on the job to implement the curriculum of the school for rural development and for their own active participation as members of teams for rural development indicate that teachers are assuming new roles for which the traditionally designed preservice and in-service programmes do not prepare them adequately.

However, programmes by some countries to ameliorate this situation or to overhaul the entire system of teacher education by a few others have been underway. These attempts focus on having a close scrutiny of (i) the existing teacher preparation programmes with respect to their curricula in the light of needed skills and knowledge required by the teachers in rural areas, and (ii) the training methodology of teacher education institutions undertaking such programmes.

The programmes also focus on the continuing education programmes for teacher educators too, to equip them to prepare teachers for new challenges in rural development.

As education has been found as the most essential instrument to achieve the objectives of the government for integrated rural development programmes, Ministry of Education has to take up the major responsibility through its various departments as shown in Chart I which shows the

organizational structure of the Ministry, on the next page.

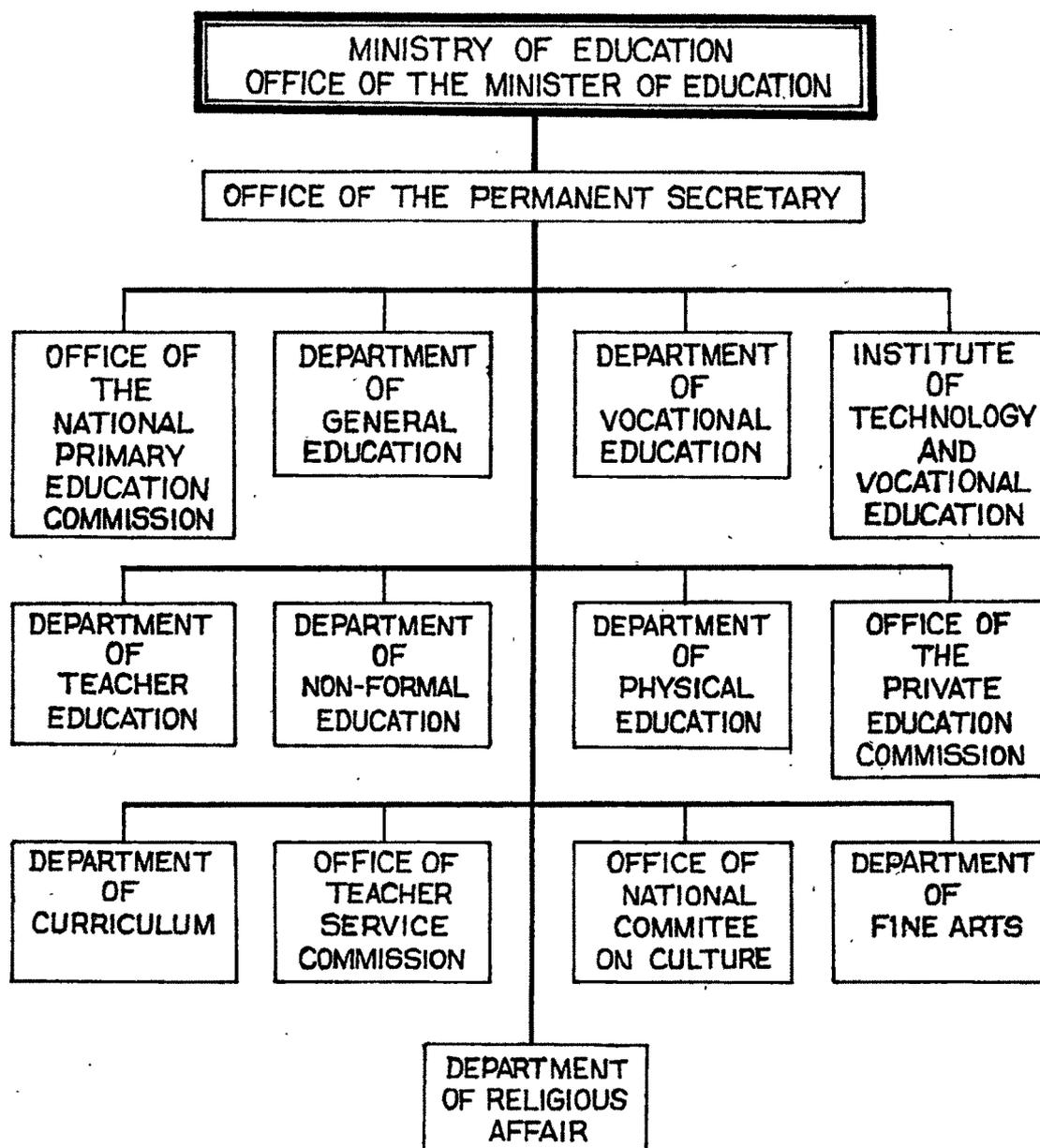
Of all these departments, Department of Teacher Education plays the key role through its various programmes of training the teachers.

The Ministry of Education has distinctly specified the objectives and nature of activities to be undertaken by the various teacher training institutes in order to avoid any confusion regarding the same. The objectives are;

- i) to impart basic knowledge and understanding to the rural poor about health and hygiene;
- ii) to develop desirable attitudes and understanding for improving their standard of living and becoming an intelligent consumer;
- iii) to inculcate healthy moral and ethical values to become good citizens; and
- iv) to make them self-reliant by helping them acquire certain skills for earning their livelihood.

To fulfill the above mentioned objectives, Ministry of Education has suggested a few programmes to be taken by the concerned institutions with necessary modifications as per local needs and requirements. They are as under :

CHART I : THE ORGANIZATIONAL STRUCTURE OF THE MINISTRY OF EDUCATION, GOVERNMENT OF THAILAND.



SOURCE : THAILAND, MINISTRY OF EDUCATION, 91 YEARS OF EXPERIENCE BANGKOK: AMARIN, 1st APRIL, 1983, P. 19.

Programmes with respect to -

- i) primary services like health, hygiene, food and nutrition, education, and political understanding;
- ii) technical know-how for increasing production;
- iii) the development of rural leadership and voluntary rural organizations;
- iv) educational services regarding village training centres, rural primary schools, setting up of boarding schools; and
- v) preservation of culture and art, etc.

1.5 TEACHER EDUCATION IN THAILAND

There are 36 Teachers Colleges under the control of the Department of Teacher Education. These colleges are primarily responsible for preparing teachers for the Thai schools. The universities in Thailand have also their education departments. They also prepare teachers at the graduate and post graduate levels. In addition to these agencies, the monasteries in Thailand also have the programme of preparing teachers. These teachers who are mostly monks impart religious education to the children, youth and the adults. The 36 teachers colleges under the department of teacher education are more or less evenly distributed over the country. On an average between

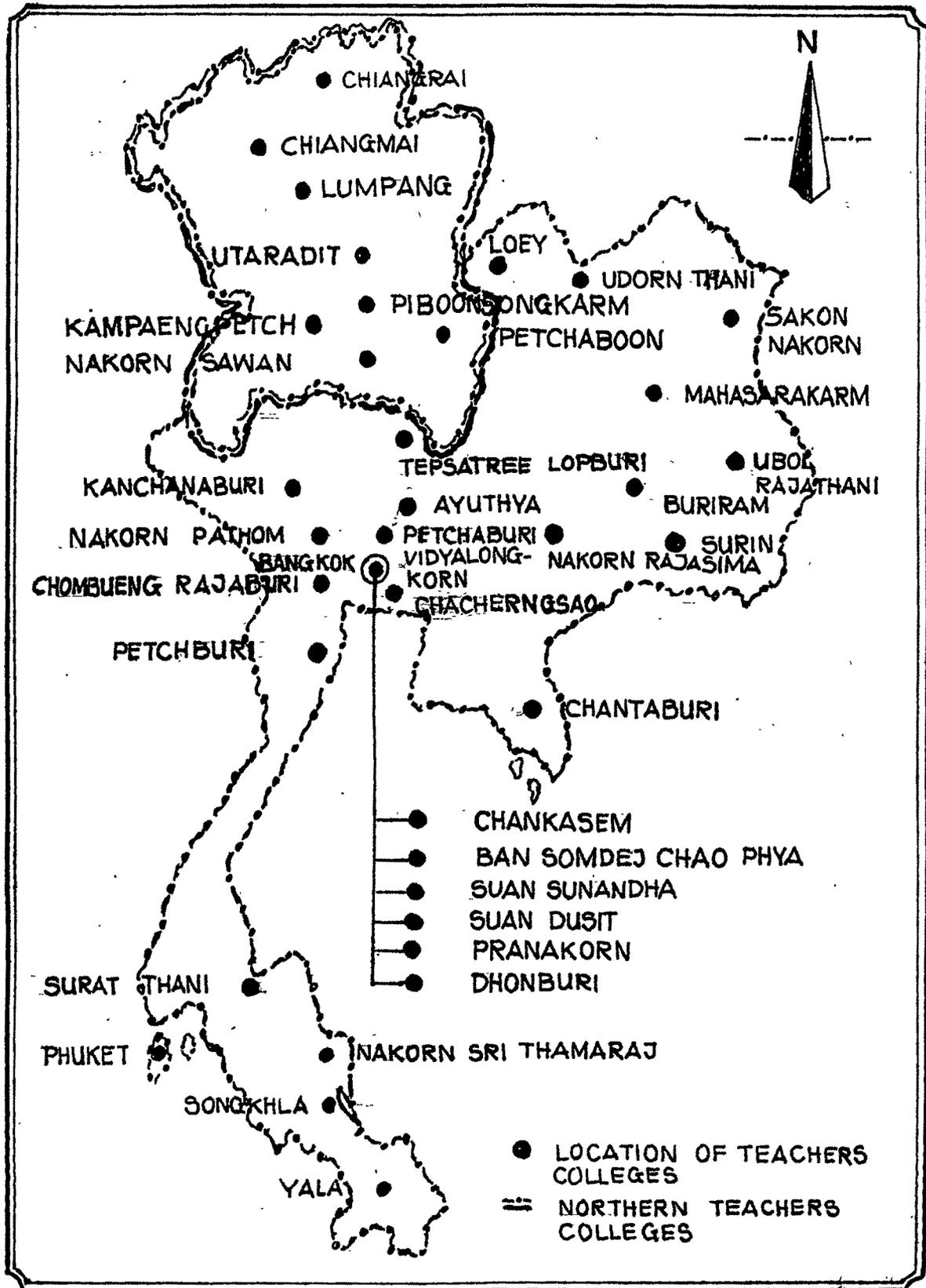
two provinces, there is one teachers' college. With a view to decentralizing the academic administrative responsibility, the colleges have been divided up into six clusters. This clustering of colleges has been done to facilitate the programme of community services through college extension work.

1.5.1 The Clusters of Teachers Colleges

As mentioned earlier, the 36 colleges have been divided into six clusters. In each of the Northern and the North Eastern cluster, there are eight colleges. In the Central and the Southern Cluster, there are five colleges each. The Bangkok Cluster has six colleges, whereas the Western Cluster has four colleges. (Please see the Map on the next page).

This clustering is an innovative effort at decentralizing the academic programmes and the administrative functions. Each cluster is under the control of a committee headed by a chairman. Usually the chairman of the committee is not an outsider. He is one of the rectors of the colleges in the cluster. The other rectors are the members of the committee. The role of the cluster chairman is to co-ordinate the programmes of the colleges. The chairman appoints working groups from amongst the academic staff of the colleges in the cluster. Each working group is assigned a specific area of activities.

LOCATION MAP OF 36 TEACHERS COLLEGES



SOURCE : THAILAND, MINISTRY OF EDUCATION, DEPARTMENT OF TEACHER EDUCATION, AN INTRODUCTION TO THE DEPARTMENT OF TEACHER EDUCATION. BANGKOK, 1980, P.6.

For example, there will be a working group for the academic activities, another working group for research activities, a separate group for cultural activities and last but not the least, there is a working group for the extension education activities. The chairman can set up more working groups depending upon the need for the new programmes.

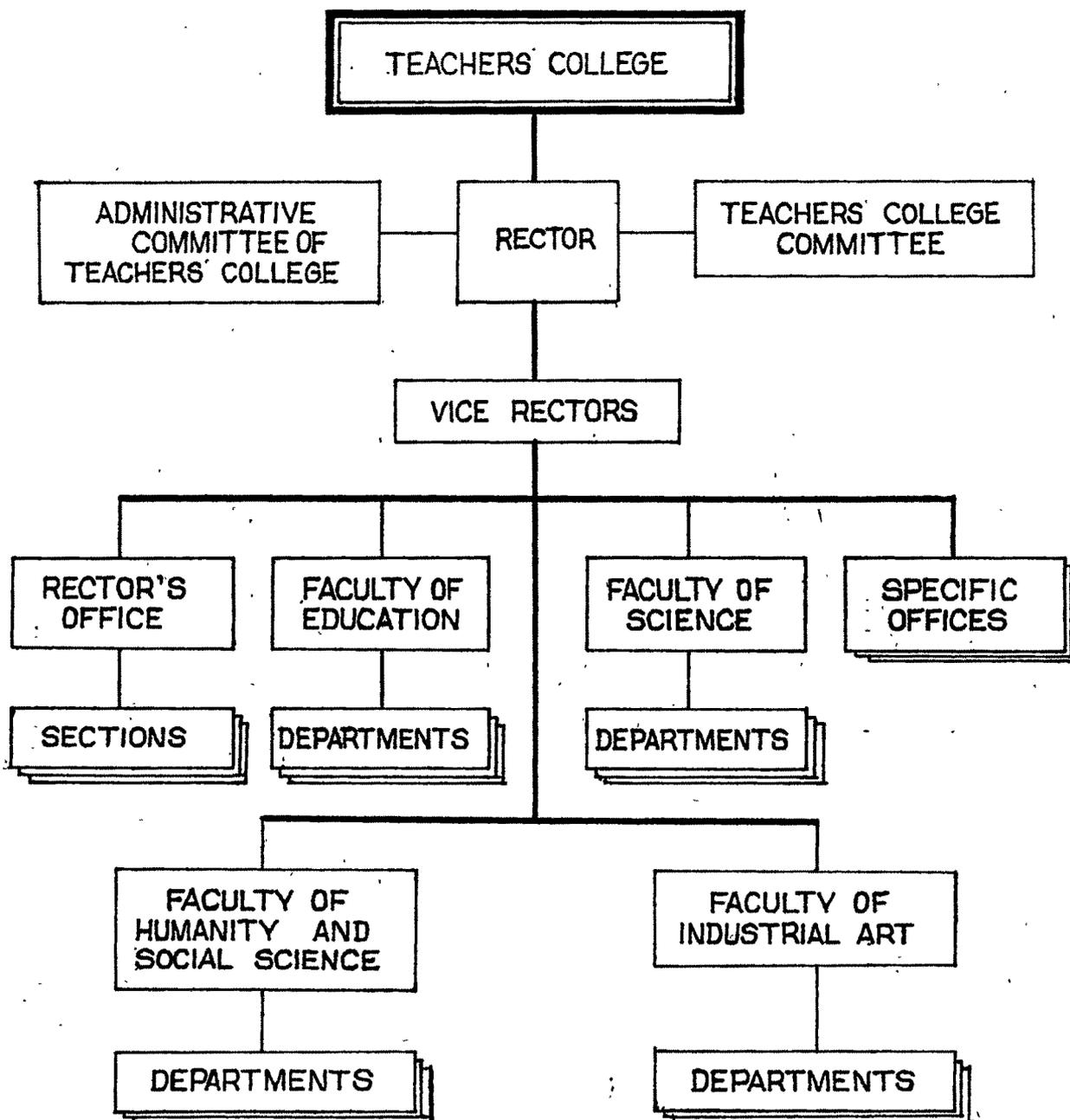
1.5.2 The Structure of Teachers Colleges

Teachers colleges are the institutions for preparing teachers for elementary and secondary schools. They conduct research as well as undertake programmes for supporting cultural and academic activities of the communities and for the communities. Teachers colleges have three main official bodies, viz., Rector's office, Academic Faculties and Specific Offices. (vide Chart II on next page).

The rector, who is the head of this office, looks after different sections, viz., planning and evaluation, finance, correspondence, educational service, library, audio-visual aid, guidance, health and hygiene etc. for the smooth functioning of the institution. These are mainly the administrative type responsibilities.

Academic faculties of the teachers' colleges consist of four faculties, viz., faculty of education, humanity and social science, science and industrial art. Each of these

CHART II: THE ADMINISTRATIVE ORGANIZATION OF EACH TEACHERS' COLLEGE



SOURCE : SAKOL JARIWIDYANON, THE ROLE OF REGIONAL HIGHER EDUCATION INSTITUTIONS IN RURAL DEVELOPMENT; BANGKOK: NIDA, 1981, P. 47.

faculties has its separate head who is considered to be the highest administrator for the faculty concerned. Each faculty will have its own departments, e.g. Faculty of Education will have various departments like Measurement and Research in Education, Curriculum and Teaching, Technology and Innovation in Education, Psychology and Guidance, Foundations of Education, etc.

Specific offices are under the direct control of the rector only. These offices carry out activities in the teachers' colleges like students co-curricular activity, conducting researches, cultural activities, extending information regarding educational technology and innovations as well as extension education services also, for the colleges which do not have such special centres.

1.5.3 The Curriculum of Teacher Education

(a) Principles and Rationale. In 1974 Teachers Colleges under the Teacher Training Department, which were offering the Certificate of Education and the Higher Certificate of Education programs of study, were granted the right to train teachers further to the degree level. The purpose was to improve the quality at all school levels, including teacher education. The decision to revise the teacher education curriculum was then made in the academic year of 1974-1975

with the aim of developing teacher education relevant to the national economic and social development. The national university standard was also taken into consideration in drafting this new teacher education curriculum.

The Curriculum of the Teacher Education Council aims at producing prospective teachers with sufficient knowledge, ability, attitudes and skills to take roles that fit them into their social and economic surroundings, and to help them develop themselves and others from within the limits of their own country situations for a better society.

(b) Trends in Curriculum Planning: Taken into account are various social and economic trends in teachers training in the following aspects:-

1. The social and economic situations of the rural and urban areas
2. The nationwide agricultural and industrial occupations
3. The national economic and social development plans
4. The governmental and political institutions
5. The institutions of culture, religions and traditions
6. The changes in science, technology and population as a whole.
7. The changes caused by foreign influences over the concepts values, philosophy and culture of the Thai ways of life.
8. Theories, policies, problems and research in education in general and also those as foundations of teacher education in this country.

All these mentioned factors have been considered in the development of this Teacher Education Curriculum to meet the present needs of our changing society.

(c) Objectives : Bearing in mind the essential factors just mentioned, the Teacher Education Curriculum proposes to educate and train teachers with the following qualities :-

1. Knowledge, ability and responsibility in their profession with sincerity and faith
2. Universal acceptance as individuals on account of morality and ethics
3. Profession of the work habits characterized by efficiency, tolerance, honesty and an awareness of their professional value
4. An inquiring mind with initiative, consciousness of social problems, skills and critical ability in problem solution
5. Habits of health and hygiene that bring about good physical and mental happiness of the individual and social health.
6. Cooperation and broadmindedness, having wisdom while working with other people
7. Loyalty to the Nation, Religion and Monarchy as the traits of unity to preserve national security
8. Comprehension of democratic way of living, behavior consistent with proper attitudes towards the political and governmental system of the country
9. An appreciation of the needs to maintain the national identity and culture, and also other cultures besides their own

10. An awareness of the balance between nature and science, technological advancement and attitudes which are less materialistic than spiritualistic
11. Possession of informations, understanding, skills and attitudes that will enable them to develop the community they are going to serve in accordance with the nation's social and economic development.

In conclusion, the Teacher Education Curriculum aims at qualifying a student as a good person, a good teacher and a person of expertise.

(d) Curriculum structure. There are two levels of teacher training programme, namely, (i) Teachers for elementary and secondary levels, and (ii) Teachers for pre-school and kindergarten levels.

The curriculum is designed as higher education on two levels :

- i) The Higher Certificate of Education Programme which comprises 70 credits from causes in various fields, as a minimum requirement over a four semester attendance.
- ii) The Degree Level, having a requirement of 65 credits as a minimum, including at least 4 semester attendance.

The curriculum emphasized three dimensions of development in the learner. These are to train students as good individuals, good teachers and people of expertise. This concludes the

development of students' working aptitudes, so that changes are possible in their secondary jobs. Consequently, three main fields of study are offered :

- i) General education which comprises languages, humanities, social sciences, science, work habit training and physical development
- ii) Professional education - which comprises all educational courses covering the principles, techniques and methods, to provide the knowledge and ability to run a career in education and make teaching a profession
- iii) Specialization area which includes the courses that students will benefit from and utilize in teaching, working or studying for further advancement according to their aptitudes

Besides these three fields of study, there are electives within the three fields themselves to promote students interests, aptitudes and creatively.

The purpose of this curriculum is to serve the local needs as under :

- (i) It emphasizes both subject matter and practices that will develop both the individual and the local society.
- (ii) Its flexibility allows the users to adapt it to fit the needs of each area.

(iii) Practice is measured along with theory.

There are twelve branches of specialization, each of which can be either major or minor.

1.6 RATIONALE OF THE STUDY

The government of Thailand has redefined the role of the teacher. The teacher has not merely to teach children in the schools but he has also to participate into the programmes of rural development. This the teacher is not doing like a volunteer. He develops educational programmes for the school students which secure the involvement of the students into various rural reconstruction programmes going into the community. The reconstruction/development programmes may be in the area of agriculture, afforestation, irrigation, environmental protection, health, hygiene, road construction, transport etc. The various governmental agencies undertake these programmes. The teacher develops educational programmes through which the students learn the techniques of participating in rural development, appreciate the programmes of rural development and participate in rural development activities. This requires a special preparation of teachers. To achieve this, the department of teacher education has made extension education for all the training colleges a compulsory

programme. The extension education programme takes the trainees outside the training colleges into the community where the rural development programmes are in progress. A planned programme of participation into these rural development activities is an essential and effective component of teacher preparation for rural development. This type of extension programme is going on in Thailand since 1975 when the Teachers' College Act was enacted. It is time that this programme is studied in depth with a view to studying its effectiveness and suggesting modifications if necessary. The present study is undertaken with this purpose.

1.7 STATEMENT OF THE PROBLEM

"A Study of Extension Education Activities
as organized by the Northern Teachers'
Colleges in Thailand".

1.8 THE PHILOSOPHY, CONCEPT AND DEFINITION OF EXTENSION EDUCATION

1.8.1 Philosophy of Extension Education

The philosophy of extension education has been described and interpreted in different ways by different authors and a clear picture cannot be drawn due to the very

complexity of its nature. All one can do is try to gain a comprehensive idea by examining the view points of various authors.

Kelsey and Hearve (1955) state that the philosophy of extension work is based on the importance of the individual in the promotion of progress of rural people and for the nation. Extension educators work with the people to help them to develop themselves, express in terms of every day life, which lead them in the direction of overall objectives. Some will make progress in one direction while others will do so in another direction. Progress varies with individual needs, interests and abilities. Through this process the whole community improves, as a result of co-operative participation and leadership development.

According to Ensminger (1962), the philosophy of extension can be expressed in the following lines :

- i) It is an educational process. Extension is changing the attitudes, knowledge and skills of the people;
- ii) Extension is working with men and women, young people, boys and girls to answer their needs and their wants. Extension is teaching people what to want and ways to satisfy their wants;
- iii) Extension is "helping people to help themselves";
- iv) Extension is "learning by doing" and "seeing is believing";
- v) Extension is development of individuals, their leaders, their society and their world as a whole;

- vi) Extension is working together to expand the welfare and happiness of people;
- vii) Extension is working in harmony with the culture of the people;
- viii) Extension is a living relationship, respect and trust for each other;
- ix) Extension is a two-way channel; and
- x) Extension is a continuous, educational process.

Dahama (1965) gives the following points as the "Philosophy of extension" :

- i) Self-help;
- ii) People are the greatest resources;
- iii) It is a co-operative effort;
- iv) It has its foundation in democracy;
- v) It involves a two-way channel of knowledge and experience;
- vi) It is based on creating interest by seeing and doing;
- vii) Voluntary, co-operative participation in programmes;
- viii) Persuasion and education of the people;
- ix) The programme is based on the attitudes and values of the people; and
- x) It is a never-ending process.

Mildred Horton (1972) has described four principles which make the philosophy of extension education. They are :

- i) The individual is supreme in democracy.
- ii) The home is fundamental unit in a civilisation.

iii) The family is the first training group of the human race.

iv) The foundation of any permanent civilisation must rest on the partnership of man and land.

Shukla (1972) while supporting the philosophy of Horton, emphasised - "Extension programme revolves around the individual, the cultivator, and we have to bring change in his attitude, knowledge, skill, understanding, capacity and ability through persuasion by educational means".

1.8.2 Concepts of Extension Education

Shukla (1972) collected and studied several prevailing concepts of extension education to find out the comparative attitudinal positions for these concepts. The findings of his study are as under :

Rank order of the Concept	Concept
I	Extension education is an applied science consisting of contents derived from researches, accumulated field experiences and relevant principles drawn from the behavioural sciences, synthesised with useful technology, in a body of philosophy, principles, contents and methods focussed on the problems of out of school education for adults and youths. (Leagans, J.P.)
II	Extension is an education and its purpose is to change the attitude and practices of the people with whom the work is done. (Ensminger, D.)

Rank order of the Concept	Concept
III	Extension education is defined as an educational process to provide knowledge to the rural people about the improved practices in a convincing manner and to help them to take decisions within their specific local conditions. (Dahama, O.P.)
IV	Agricultural extension is concerned with agricultural education aimed at assisting rural people to bring about continuous improvement in their physical, economic and social well being, through individual and co-operative efforts. It makes available to the villages, scientific and other factual information and training and guidance for the solution of problems of agriculture and rural life.
V	Extension education is the act of putting across to the people, in an understandable manner, new ideas and improved technology of practical utility and to enable them to put them into practice so as to improve their general standard of living through their own realisation and efforts.
VI	Extension education is a science which deals with various strategies of change in the behavioural patterns of human beings through technological and scientific innovations for the improvement of their standard of living.
VII	Extension is a continuous process designed to make the rural people aware of their problems and indicating to them the ways and means by which they can solve them. It involves not only educating rural people in determining their problems and methods of solving them but also inspiring them towards positive action in achieving them.
VIII	Agricultural extension is a bridge that fills the gap between agricultural research stations on the one hand and the farming population on the other by establishing a suitable teaching organisation at various levels of administration.

Rank Order of the Concept	Concept
IX	Extension education is an applied behavioural science, the knowledge of which is to be applied for desirable change in the behavioural complex of the people.
X	Extension is defined primarily as an educational process aiming at the development of individuals; through this process the villagers are helped to become discontented with the present conditions and are helped by extension workers to improve their condition of living.
XI	Extension is to teach a person how to think, not what to think, and to teach people to determine accurately their own needs to find solution to their own problems and to help them acquire knowledge and develop convictions in that direction.
XII	Extension is out-of-school system of education in which adults and young people learn by doing. It is a partnership between Government, the Land Grant Colleges and the People, which provides services and education designed to meet the need of the people.
XIII	Extension or agricultural extension is a method, or a series of methods, by which the technical know-how of science is carried to and included in the practices of the cultivators.
XIV	Extension education is the education of the people as to what more to want as well as how to work out ways of satisfying them. Informing people not to remain content with their present lot and inspiring them to work vigorously towards fulfilment of their self-created, increased wants or desires.
XV	Extension is the education of the rural adults outside the school in matters of their choice and interest. It is education for freedom, which seeks to help persons to use the liberty of action with which democratic society is constructed.

1.8.3 Definition of Extension Education

An Analysis of the above conceptual statements enables us to provide a workable definition for extension education as under :

"Extension education is a Behavioural Science following a continuous, persuasive and discriminating educational process. It aims at affecting the behavioural components of people in a desirable direction, through conviction, communication and diffusion, by its proven methods, principles and philosophies resulting in learning involvement of both client and change-agent system".

(Dahama & Bhatnagar, 1980)

The investigator has accepted this definition of extension education for the present study.

1.9 OBJECTIVES OF THE STUDY

The government of Thailand, as seen in earlier pages is trying hard to help the "depressed rural areas" by enabling the people to understand their own problems, to realize the need and necessities to solve these problems and meaningfully help the governmental authorities in solving these problems by giving necessary co-operation in the measures taken by the government. These measures are like eradicating illiteracy which is the prime cause of poverty and social-political and cultural backwardness, providing basic knowledge and facilities for health and hygiene, improving farm practices, etc. etc.

It remains to be seen as to what type of administrative set up has been devised at the Ministry level. However lofty the ideals may be for rural reconstruction, unless the programmes planned out for the same are geared scientifically by setting up required machinery to execute them as per schedule, they will not serve any purpose. Not only that, but in absence of proper and timely implementation, the funds set aside by the government will be wasted. It also remains to be seen as to what the persons at the top in the teachers' colleges think about the government policy regarding the extension education activities decided by the government to be carried out by the teachers colleges. Hence in order to know the reactions of these persons on the various aspects of the policy the first objective decided for the present study is 'to study the administrative policy for extension education activities at the Ministry of Education level'.

For rural reconstruction, Thai government has taken a number of measures as a part of their different five year plan programmes. In the light of the results achieved, they have decided certain specific activities with two objectives, viz., (i) to give a uniform programme to all the teachers' colleges for the specified area, and (ii) to conduct only those activities which have the uppermost relevance for the area specified. It is necessary to find out as to what extent

these activities decided by the Ministry of Education are of relevance for the community to be served. This is possible only when one studies the nature of all the activities to be undertaken by the teachers' colleges. Hence the second objective of the present study is,

"to study the nature of extension education activities as offered by Northern teachers' colleges in Thailand".

Each teachers' college undertakes the activities specified by the Ministry as a part of their training programme. As per their resources - human as well as physical, they make necessary arrangements with respect to their organisation and implementation. This arrangement is likely to vary from institution to institution. Certain institutions do not have enough physical facilities or finance required as they are located in highly underdeveloped areas. It is necessary to find out which are such areas where extra facilities and funding are necessary and how they are trying and they should try to cope up with the situation administratively. The third objective of the present study is,

"to study the administrative structure of each teachers' college for extension education activities with respect to, organization, physical facilities, recruitment of personnel and budgeting".

Extension education activities though being a part and parcel of their training programme, face a number of problems as reported many a times by the persons working in the field.

It was felt that if the nature of such problems are known, if the stage wherein they are at the maximum is known, then measures can be taken to help the authority to remedy the same. Any activity is generally faced with problems at three different stages, viz., planning, organization and implementation. The decided activity may not give result due to some lacuna in planning or co-ordination. The problems turn out to be of varied nature and different as well, from institution to institution. Keeping this objective in mind the fourth objective decided for the present study is

"to study the problems of extension education activities in each teachers' college with respect to planning, organization, implementation, co-ordination and finance".

Any programme put up by the authority for the benefit of the community, must find its appreciation and utility by the beneficiaries. Unless and untill the community people find it meaningful, it will not pay dividend for, after all, the programme is for the benefit of the community. At the same time, those who conduct these programmes come in close contact with the community people and thus come to know the exact reactions of the people and they are also the best judges for the entire operation. Knowledge of the opinions and reactions of these two categories of persons can help in modifying the programmes in future. Hence the last objective for the present study is

"to study the opinions of the community and personnel of teachers' colleges regarding the extension education activities".

To be specific, the objectives for the present study are as under :

1. To study the administrative policy for extension education activities at Ministry of Education level.
2. To study the nature of extension education activities as offered by Northern Teachers' Colleges in Thailand.
3. To study the administrative structure of each teachers' college for extension education activities with respect to -
 - a. Organization,
 - b. Recruitment of personnel,
 - c. Budgetting, and
 - d. Physical facilities.
4. To study the problems of extension education activities in each teachers' college with respect to -
 - a. Planning,
 - b. Organization,
 - c. Implementation,
 - d. Co-ordination, and
 - e. Finance.
5. To study the opinions of the community and the personnel of teachers' college regarding the extension education activities.

The above objectives are based on the need of the department of teacher education of the government of Thailand

to have some sort of review of the extension education programme which is going on in the country for the last decade. Programmes of extension education were undertaken in some of the countries of Asia as early as the early 50s. In India, special centres were established in selected colleges of education for organizing extension activities in 1955. Extension education is an integral part of colleges of agriculture and agricultural universities right from its inception. Extension education is one of the major programmes of the colleges of Home Science. There have been reviews and evaluation of extension programmes in various countries including India. A review of researches has also helped the investigator to formulate the objectives of the present study. The next chapter reviews the relevant researches in the area of extension education.