

CHAPTER - IV

CHAPTER - IV

ANALYSIS AND INTERPRETATION

IV.1 INTRODUCTION

The analysis of data presented in this chapter has been divided into two parts covering all the four objectives as illustrated in the schematic break-up of analysis. Part-I exclusively dealing with the interpretation of the objective one pertaining to the study of genesis of the TURTEP. This part is further divided into two sections - (i) evaluation of related literatures, and (ii) perceptions of the product-personnels of the project to be analysed in order to compare with the data obtained from various literatures surveyed. Part-II deals with the analysis of data obtained from various groups of respondents (tool number 2 to 7), and the interpretation of objectives two, three and four, using these data. This part comprises three sections as per the objectives of the study. The objectives 1 and 2 consist of several sections, classified in terms of aspectwise as shown in the Scheme.

SCHEMATIC BREAK-UP OF ANALYSIS

	Part-I	Part-II
<u>Objective-1</u> :	Genesis of the TURTEP, 1956 to 1981.	<u>Objective-2</u> : Nature of the TERD Project 1982-1986.
Section-1 :	The study of related literature	Section-1 : Course contents
Section-2 :	The study of perceptions of the product-personnel of the TURTEP, 1956 onward.	Section-2 : Planning.
		Section-3 : Organisation
		Section-4 : Personnel of the project.
		Section-5 : Implementation

- Section-6 : Physical facilities.
- Section-7 : Budgetting.
- Section-8 : Monitoring.
- Section-9 : Student teacher's participation.
- Section-10: Community involvement
- Objective-3 : Effect and limitation of the TERD Project.
- Section-1 : Usefulness of TERD Project to Teachers Colleges.
- Section-2 : Activities of TERD Project to develop rural schools.
- Section-3 : Activities of TERD Project to develop rural villages.
- Section-4 : The TERD Project is helpful to student teachers.
- Section-5 : Problems and limitations of the TERD Project pertaining to various aspects of activities.
- Objective-4 : Objectives of the TERD Project in rural development are being realised.

PART-I

IV.2 OBJECTIVE - 1 :

The history of Thai-UNESCO Rural Teacher Education Project, 1956 to 1981 (TURTEP).

2.A Section 1 : Studies of Related Literatures :

The rural Teacher Education Project is an outcome of a request of the Government of Thailand to UNESCO for assistance in establishing a

pilot Rural Training College, after Thailand became a member of the United Nations Educational, Scientific and Cultural Organisation (Unesco) on 1 January, 1949. This action of the government of Thailand brought about a renewed zeal on the part of responsible authorities to up-date and improve the system of education of the country. This was shown by the interest of Thai delegations which attended the General Conferences, Seminars and Meetings of the Organisation, in seeking for newer ideas on this matter (Florencio Fresnoza, 1966). The first major manifestation of UNESCO concern about the conditions and problems of education in Thailand, subsequent to Thailand's entrance to UNESCO, was the sending of the UNESCO Educational Mission to Thailand in 1949 to survey the existing educational system. In their report, Sir John Sargent and Pedro T. Orata (1950), while indicating the need for the overall curriculum revision which would reflect urban and rural differences, did not make any specific recommendations regarding a teacher training programme to emphasize the training of teachers who would be prepared to deal with the unique problems of teaching in a rural environment surrounded by backward rural communities.

The initiative for the development of a special training programme for rural teachers came from the Thai Ministry of Education. On June 4, 1954, the Minister of Education, acting in his capacity as Chairman of the Thailand National Committee for UNESCO, wrote to the Director General of UNESCO regarding the Ministry's decision to establish an 'experimental project' in rural teacher training at the Ubol Rajthani province head-quarter in northeastern Thailand, requesting assistance from UNESCO (official letter of the Minister of Education, Mr. M. Phronyothi to the Director General

of UNESCO, June 4, 1954).

In response to this letter, the UNESCO Executive Board has released their proposals for 1955 and 1956 UNESCO programme scheduled for consideration at the Eight Session of the General Conference of UNESCO to be held at Montevideo, Uruguay from November 11 through December 20, 1954 (UNESCO, Proposed Programme and Budget for 1955 and 1956, Paris : June 1, 1954). In May 1955, following the passage of the resolution at the Montevideo Conference, all members of UNSECO were notified of a Project in Rural Teacher Training and all countries interested in having this project located on their territory were invited to communicate this interest to UNESCO (Circular letter from the Acting Director-General of UNESCO to All Member states : Annex - Notes on the Project in Rural Teacher Training, May 1955). Thailand has submitted its detailed request to UNESCO regarding its desire to establish this project in its territory (Letter from Mr. M. L. Pin Malakul to the Director-General of UNESCO; August 30, 1955). This project has been sanctioned at the 42nd session of the UNESCO Executive Board, held at Paris in November, 1955, and the decision was made to assist Thailand in establishing a rural teacher training college (UNESCO, Executive Board. Resolutions and Decisions Adopted by the Executive Board at its 42nd Session; Paris, December 15, 1955, item 8.1a).

After this, the idea for TURTEP (ThailandUNESCO Rural Teacher Education Project) was born. This teacher training project was launched in 1956 and is being continued with the joint assistance of UNICEF and UNESCO since 1961. In the initial stage of development, UNESCO and the Government

of Thailand agreed to the establishment at the development, UNESCO and the Government of Thailand agreed to the establishment at the Ubol Teacher College, of a pilot programme for the training of rural teachers which would work closely with the Thailand-UNESCO Fundamental Education Centre (TUFEC), located in the same city of Ubol. The purpose of the project was

the training of rural school teachers who will be competent to carry out the double role of educator and community leader. The training provided will combine the techniques of 'fundamental education' and the methods of teaching children, and it should enable teachers to relate their teaching of the school subjects to the concerns and needs of the school children at different ages. Furthermore, they should acquire the techniques of guiding adults and youth who are out of school in the improvement of their community and of their living standards - (health, citizenship, making a living, housing etc.) In this way, the schools under them will serve as an educational centre and a community centre as well (Florencio Fresnoza, 1966).

A casual examination of the general orientation of this educational project is revealed that a common motivation that of making education contribute effectively to the economic and social development of the country in general, and to community development, in particular. This is understandable because during this period, the Thai Government has started working out a comprehensive plan for the economic and social development of the country. One of the major dimensions of this programme was rural development, and responsible educational authorities in the Government made a decision to incorporate in all educational projects the basic principle that education should be an instrument in the improvement of the living standards of the rural people. This include the development of TURTEP having the aim to provide good training to teachers for the rural areas where they can work

not only as school teachers but also be a good education organizers and community leaders giving various services to community people.

A.1 Activities of the TURTEP at Ubol (1956-1960) : At first, the UNESCO staff assigned to the project set out their task of curriculum review and revision and immediately began to seek ways of improving the programme at the Ubol Teachers College. The review includes the methods of teaching, effective utilisation of demonstration school and college library; rural sociology and its practical services like agriculture and handicrafts; general education and psychology; social studies and english. The demonstration school was to be a basic tool in the College's work of preparing the student teachers for their field work and for their eventual teaching assignments. The UNESCO staffs and their Thai counterpart officials have explored the field work phase of the TURTEP programme. They went to visit a number of villages in the surrounding districts of Ubol to ascertain the feasibility of using the local schools and villages for the field work of the TURTEP students. At first, they have experimented 13 villages and associated schools, including one of the TUFEC village Centres. In order to meet the requirement of the TURTEP field work programme, in-service teachers training was organised for those teachers who are serving in those selected schools to inform them of their role and responsibility in working with the student teachers and with TURTEP. Beside these, they have also been instructed about the basic principles of fundamental education and community education (including agriculture, village health and sanitation, community relations and village information), and also new teaching methods (including the use of audio-visual aids).

The TURTEP experimental project was engaged with the two year certificate courses of education. The pattern of operation worked out during the first year of TURTEP's experience was, students during their first year of study were expected to become well grounded in the basic academic areas of study : Thai, English, mathematics, the sciences and social studies (including the course of rural sociology). They were also expected to have taken some specialised courses such as agriculture and handicrafts, and to have completed a good deal of their work in professional education. During the second year of study, the students were divided into three equal groups and sent out for practice teaching to work and live in rural schools and communities for one of the three terms of the school year. The unique aspect of the TURTEP approach was that this practice teaching should have an over-whelmingly rural bias, with as much of the work as possible directed to preparing the student for future career as a teacher and leader in a rural community. Before sending the student to field work, they have to attend the orientation week at the college for various instructions.

Prior to sending students to schools for their field work of practice teaching, the TURTEP officials in collaboration with local and provincial health and education workers have made periodic follow-up visits to the schools and villages. When the students arrived in the village areas, they spent their first week settling down to village life, assessing the situation and the condition of the local school, and observing the teaching and other work of the local teachers who were co-operating with the TURTEP programme. During this stage of field work, the students were briefed in detail by the Headmaster, other local teachers, and by the college supervisors, about

their duties and responsibilities and about the instructional programme of the school. They also set about to get acquainted with the local people, develop detailed plans for their special village improvement projects and prepare for their teaching assignments.

In the second week of their staying in the village, the student teachers, in addition to observing the local teachers at work, began to teach classes of local school children by themselves. As the term progressed, the student teachers took over an increasing share of the teaching load from the local teachers. Thereafter, they have to divide their time between teaching and teaching related activities, and their work on school and community improvement projects. After few days more, it then became the local 'critic' teacher's regular responsibility, in the absence of the village supervisor, to observe the classroom teaching of the student teachers, check their lesson preparation, suggest means of making their teaching more effective, and to supervise the overall activities of the student teachers both in relation to the school and the community.

The college supervisors of student teaching (the UNESCO and their Thai counterparts) came to supervise the work of the student teachers in the rural practice areas at least three times a week. Regarding the local school and the activities of the student teachers, the supervisors concerned themselves with the problems of the student teachers in their teaching, advised in the preparation of lesson plans and teaching aids, the promotion of new programme to improve the local student's health and guided projects to physically improve the school.

During the early phase of the TURTEP village programme, much of the work at the school was devoted to making physical improvements in the building, constructing privies, developing sanitary water supplies, and clearing the school grounds. Also, several young farmers clubs (Similar to 4-H clubs) were organised with the assistance of TUFEC. The student teachers and the members of these clubs planted vegetable gardens, and fruit trees, and dug fish ponds on the school grounds. Other out-of-school activities of the student teachers, with the support and approval of the local priests and other community leaders, are to help the community people to build sanitary wells and privies, made playgrounds, establish village health centres. They also help the village people how to do the best of home improvement and management and assisted in the construction of improved shelters for domestic animals.

Considerable attention worth to mention is the construction of student hostels using TURTEP funds in the village quite close to the practice school. These student hostels, in reality, is an ordinary village house like many other in the village. The student practice teachers had to maintain and improve their hosetl so that it might serve as a model in home management to others in the community. Even for those students living at the specially constructed structures of TURTEP hostels had to take responsibility to maintain the building and improve the grounds around it. At these larger hostels, periodic meetings and seminars were held with the student teachers to evaluate and review their activities and discuss their problems by the college supervisors (Gurevich, 1967).

The TURTEP staff also felt it important to devote some of its time to the special needs of the 'critic teachers'. Special attention was given not only because these teachers required more guidance in the duties, responsibilities and techniques of being a critic teacher, but because it was realized early in the life of the project that the local teachers had serious deficiencies in their own teaching techniques, much less in their ability to guide student teachers just preparing to enter the teaching profession (H. Hayden, 1959). Consequently, attempts were made to improve the work of the local teachers through in-service village workshops and periodic meetings dealing with methods of village development, the improvement of his teaching techniques and other related classroom and school activities. By this way of TURTEP staff closely looking after the project and immediately solving various problems faced, the TURTEP programme was received a special appreciation in its success. Offcourse, the great success was not only depended upon the above discussed follow-up methods of the TURTEP staff, but was certainly depended upon the sufficiently available budget supporting various runs of the project work.

A.2 Budgetting of the TURTEP Programme : The capital improvements and the TURTEP field work were financed by a special budgetary outlay of the Ministry of Education, outside the regular budget of the Ubol Teachers College. For the 1958 fiscal year, the approved budget amounted to a total of 4,450,000 baht (U.S. \$ 222,500) of which 280,000 bht (U.S. \$ 14,000) had allocated to TURTEP.

In the following year, during the 1959 fiscal year, TURTEP faced a financial crisis when its budget was reduced to 69,000 baht (U.S. \$ 3,450)

H. Hayden (1959). This decrease in budget had the effect of restricting the work of the project in general and necessitated a reduction in the amount of time available for village supervision by the TURTEP staff. This financial pressure was offset to some degree by UNESCO's annual appreciations for equipment and materials in support of the UNESCO staff, including some amount of expendable materials for the production of teaching materials. The UNESCO's equipment allocation was mainly in the form of vehicles to be used in the supervision of the field work. Nevertheless, the financial pressure limiting field work did affect the overall progress of the project, and tempted the UNESCO international staff to change their strategy. They were then concentrating more on teaching of certain college courses, with the preparation of materials to aid the students in their teaching and in their village improvement work. New attention was also focussed on developing and improving the agricultural and workshop programmes at the college. They also extend their time and energies in the development of the demonstration school and library of the college, using special funding from the Asia Foundation Jesse Mabel (1958).

Between 1958 and 1961, the Fulbright Foundation assigned three English teachers to Ubol, who worked with students and faculty and with the local community as well. Several agencies of the United States Government, in addition to the Fulbright Foundation, demonstrated a continuing interest in the TURTEP Programme and assisted the Ubol Teachers College and TURTEP from time to time. The United States Information Service supplied some audio-visual equipment to both TURTEP and TUFEC and the International Cooperation Administration, which had a representative on the TURTEP General

Project Committee, allocated a portion of its educational assistance funds to the College (Letter from Director, UNESCO Department of Education to C.J.Opper, Deputy Director TURTEP, June 26, 1957), and financed a three month training programme for some local teachers of the village schools cooperating with the Project (TURTEP, Local Project Committee, Minutes, 91st Meeting, Ubol, June 13, 1961).

Several of the United Nations specialised agencies also contributed to the work of TURTEP. FAO and ILO assisted in nutrition and handicrafts projects in the cooperating villages, and UNICEF, in addition to supplying powder milk to the local children, distributed several hundred thousand dollars worth of equipment to TURTEP in Ubol and to the other teacher institutions in Thailand which subsequently adopted the TURTEP pattern of rural teacher training. Furthermore, the village schools cooperating with TURTEP became eligible to receive donations through the UNESCO Gift Coupon scheme (TURTEP, Local Project Committee, Minutes, 71st Meeting, Ubol, December 22, 1959). These special funds were used to run various activities in the schools and villages, like village 'newspapers', periodic film shows, providing lunch to school children, prepared by school girl and using the available products of the project within the schools. All the above described activities are the net profits gained by the student teachers colleges, cooperating schools, school children and the villagers as a whole. Ofcourse there were several problems had to be solved which will be discussed in the later pages.

A.3 Extending the Pilot Project to National Project : From TURTEP's earliest days it was recognised that the developments at Ubol were to serve as a model for a new approach to rural teacher training in Thailand. At the time of the Conference on the Future Development of TURTEP, in January 1960, the three teachers colleges in northeast Thailand, Mahasarakam - in 1958, Udorn - in 1959, and Nakornrajsima - in 1959) had established a rural teacher training programme of their own, but modelled after TURTEP. In addition, four more colleges in north and central Thailand (Chiengmai, Uttradit, Pitsaruloke and the Village Intitute) were making plans to open such programme during the coming school year.

In 1961, the Government of Thailand has signed an agreement with UNICEF and UNESCO for assistance in a joint programme, entitled "A programme for Improving the Training of Rural Teachers in Thailand (Gurevich, 1967, pp.77), having the following objectives.

To raise the standard of training of rural school teachers throughout Thailand, in accordance with the principle that the village school must be a place where children are trained for life in a village environment and that the school must therefore take as its province all aspects of rural life, and not be content to provide children with a thin spread of book teaching, unrelated to the world around them.

With the Thai Government supplying the basic facilities and the supervisory personnel, UNESCO accepted responsibility for providing the services of experts to guide and assist in this expansion programme, and UNICEF assumed the responsibility for providing material and financial assistance for the implementation of this joint project.

By the end of 1966, when the last UNESCO expert assigned to rural

teacher training had completed his assignment, UNESCO assistance had amounted to approximately U.S. \$ 572,000 including the cost of experts, equipment and fellowships (Gurevich, 1967, p.83). In the end of 1966, UNESCO had sent its expert to evaluate the progress of the project in ten year experience. Florencio Fresnoza (1966) has produced a valuable report on the Thailand-UNESCO Rural Teacher Education Project (January 1956 - December 1966) with 12 points' recommendations for expansion and improvement as under :

1. Continue the project as one of the programme of each teacher training institution.
2. Develop the rural teacher training programme for a four-year course and for the Bachelor of Education course.
3. Continue to improve the premises of all teacher training institutions.
4. Continue to improve the classrooms, laboratories and workshops.
5. Continue devising ways and means of utilizing instructional equipment.
6. Continue the in-service training programme for instructors.
7. Establish a Laboratory or Demonstration School in each college.
8. Continue and intensify the programme of training the teachers of the village practice schools (Co-operating teachers).
9. Continue the practice of assigning the best instructors in education courses as supervisors of student teaching.
10. Each college should develop a supplementary service to the practising schools (Co-operating schools) to help them in their community education programme.
11. Continue developing the teacher training curricula.
12. For the practical field work or village programme, continue exploring ways and means to secure the co-operation of the provincial

authorities and the representatives of the Ministries who are assigned to their various fields of specialization.

Based on these recommendations, the Rural Teacher Training Programme has been expanded all over the country, i.e. in each of the 36 Teachers Colleges from 1967 onward under the same assistant programme of UNESCO and UNICEF, including experts, finance and equipments to all the institutions.

Immediately in the beginning of the second decade of the TURTEP national activity, UNICEF has started the Project Head Start in 1967 (Pre-school training Programme), and in 1969 the UNESCO has started, in collaboration with the Department of Teacher Education, the teacher training cum education extension project both of which are complementary projects to TURTEP (Attagara, 1973). For the Project Head Start, each teacher training institution selects an appropriate village pre-school centre to be a demonstration or laboratory school, while the Extension Project requires each institution to have an elementary school attached to it to serve in the same way. The demonstration school serves as a laboratory where student teachers may observe, learn, and participate in practice teaching and also as a centre for testing out new methods of teaching, new curricular activities, and related instructional materials.

Various activities of these teacher training institutions are the stipulation that they keep in constant touch with the participating rural schools and villages in their respective areas. Professional guidance, advice, and services are given by the teacher training institutions like new techniques,

skills, and ideas of various improvements in instructional programmes, teaching devices, and physical conditions of the schools and villages. In this way, all the cooperating schools have, in turn, shown other schools how to improve the education these various projects offer. By this way of activity, it is revealed that the teacher institutions are serving as the educational centres for the participating rural schools and communities, and at the same time learning about the needs and problems of rural schools and communities as a whole throughout the TURTEP second decade's phase.

Unfortunately, in 1971, UNESCO had withdrawn its overall assistance to the TURTEP and given the full responsibility to UNICEF alone to assist the Thai authorities in carrying on these activities (Sopon, 1983, p.126). With great difficulties, these various programmes have been survived as various problems arised due to lack of funds to support the student practice teaching and supervising field work of the college supervisors. In the end of the second decade of TURTEP, the Teacher Education Department has set up a Working Committee comprising Thai authcrities, with a close guidance of Dr. Otto J. Shipla (the UNESCO expert), to work out a new programme called "Up-dating the Student Teaching Project" which is one of the complementary project to TURTEP.

The working committee members of this project, while implementating this project all over the country, have involved various college teachers in various activities like organising the common seminars where college supervising teachers, headmasters and cooperating teachers have to attend in order to up-grade their knowledge in student teaching techniques. This

project has a duration of two years, started in 1975 and completed in 1977. Within this two year duration, this seminar programme has to be covered all the 36 Teachers Colleges in the country. In each seminar, beside attending the special lectures of various experts including Dr. Otto J. Shipla, the participants have received the pamphlet, distributed by the organizers, the guidelines of up-grading the student teaching so that they can put it into practice in their respective areas. The implementation of this project indicates an improvement activity of the TURTEP Programme throughout the country in the third decade of its existence.

In 1981, as mentioned in Chapter-I, the Department of Teacher Education has received the TURTEP in order to meet the objectives of the Vth Five-Year National Economic and Social Development Plan (1982-1986), which has a special emphasis on the development of rural people in Thailand. This project has then been renamed as "Teacher Education for Rural Development" (TERD Project) under the present investigation. The Department of Teacher Education has allocated a yearly fiscal budget amounted to 1,300,000 baht (U.S.\$ 50,000) to support this project (Sopon, 1983, p.127). The overall study of this project (TERD Project) will be discussed in Part-II of this Chapter. Returning to the TURTEP historical survey, there are five problems to be discussed, they are as follows :

1. Problems pertaining to the supervising teachers.
2. Special orientational training course provided to student teachers prior to their field work practice teaching.
3. Problems pertaining to administrative management.
4. Problems pertaining to the development of cooperating practice schools.
5. Problems pertaining to the development of rural villages.

2.B Discussions Related to the above five Aspects :

There are various findings of individual researchers, reviewed in Chapter-II, highlighting about a variety of difficulties faced throughout the TURTEP life (1956-1981).

B.1 Problems pertaining to Supervising Teachers : Vongsith (1962) while studying the TURTEP activities from 1956 to 1960 has recommended that the supervising teachers should spend more time with the student practice teachers during their practice teaching in the rural schools, guiding them to do their routine teaching and development work within the school as well as outside the school, instead of casually visiting them twice or thrice a week. Tailungka (1968) while analysing various problems pertaining to the supervising teachers has found that the supervising teachers have sufficient teaching experience but do not have sufficient knowledge pertaining to rural development (rural sociology), and do not have adequate enthusiasm in the rural supervision field work. Chapchamnong (1975) while evaluating the performance of the supervising teachers has found that 43.58% of the supervising teachers in the Teachers Colleges have not been received any special training to be a qualified group of supervising teachers in the project. Also, 69.23% of the supervising teachers have not been trained to shoulder the responsibility of TURTEP. The same problem has also been pointed out by Srisoodthi (1973). Tulayasook (1979) has stated that there should be work planning among the supervisory staff of the project, district and provincial officials so that community development work can be carried out effectively and efficiently.

B.2 Preparing the student teachers for their field work : Some researchers have pointed out that student teachers do not understand the administration of the school and obey as well as listen various guidance given by the cooperating teachers. They should study various activities carried out by the highly experienced teachers of the school (Vongsith, 1962). Phatipracha (1965) has identified that the student teachers desired to receive more attention and assistance of cooperating and supervising teachers during their practice teaching. Tulayasook (1979) has recommended that the student teachers should be given thorough introduction to the main features of the school in which they are placed, its philosophy, its curriculums and other activities of the school so that they can adjust themselves with such situation and be able to properly engage themselves in their teaching practice and carry out any developmental project in the villages. Prikboonchandra (1983) has suggested that the student teachers should be provided much more acquaintance with children and get more teaching experience prior to their main teaching practice so that they can get their interests increased and get more proficiency in working with children.

B.3 Administrative Management of the Project : Since the withdrawal of UNESCO assistance, administration of the TURTEP was run by the college's administrative authorities, and the standard of management of the project, like follow-up, project evaluation, organising the working committee, etc. became loosened. The research work, carried out by Chapchamnong (1975) has shown that only 23% of the total colleges in the country have the working committee which closely look into the administrative and management work of the project. In those colleges where the committee has been set up,

sufficient meeting was not held to discuss various problems arised in order to solve such problems. Chapchamnong has further pointed out that most of the college's administrative heads have not visited the sites where practice teaching was being held, and also those villages where the TURTEP developmental activities were going on. He has recommended that the administrative heads of the college as well as the working committee members should at least visit such areas one in a term to show their interests in the project and encourage the various activities of the project. This writer has further pointed out that most of the colleges have not bothered about the evaluation of various aspects of the project which is an important step for the improvement of the project.

B.4 Problems pertaining to cooperating schools : All the cooperating schools were physically gradually improved during the course of the TURTEP programme, but the problems remained with teachers serving in those schools. They are not properly cooperating nature, in appearance they show their willingness to cooperate but, in reality, they are reluctant to guide or to take a major role in helping the student teachers during their field work of practice teaching in the classroom. This may might be due to their poor pedagogical background in advising various methods of teaching and other problems in teaching that they may not like to expose themselves to the students. Another serious problem added to their reluctant in guiding the students is that, in a typical Thai society, all these teachers are considered to be local officials and whoever visit them have to be provided sufficient hospitality born by them. As it is a tradition that without providing sufficient hospitality, they felt impolite (Gurevich, 1967, p.54-55).

Chapchamnong (1975) has pointed out that majority of the school cooperating teachers do not take full responsibility in supervising the student teachers in various aspects of their teaching practice. These teachers are not well trained and their teaching methods do not appreciated or attracted the student teachers. Moreover, these teachers were not strict in children's discipline, and were extremely difficult for student teachers to control them during the practice teaching.

Srisocdthi (1973) has found that most of the cooperating teachers required to attend an oriented training course provided by the Teacher College pertaining to scope of the Rural Teacher Education Project so that they can have adequate knowledge in various aspects of teaching and community development more than the student teachers so that they can properly guide or advise the student teachers in their practice teaching community development outside the school.

B.5 Development of Rural Villages : Chapchamnong (1975) has, in his research work, found that majority of the villages, involved in the rural development project under the TURTEP programme, countless the Ubol pilot project, do not have any local committee having lead by school teachers to look after or plan out various initiatives. Those villages which have such committee but lack of proper guidance from officials concerned, and also have not properly planned the minutes of meeting regarding various village problems to be immediately solved. There were also no proper planning in the management of time in the village development project.

Suntornpithug (1979) has stated that generally, the community is quite passive to any project newly introduced. But it is difficult to expect any community to give total participation and to show willingness to learn, to understand, and to be capable of independently carrying on improvement after the project is over.

2.C Summary :

From the above descriptions one can summarize that The Thailand - UNESCO Rural Teacher Education Programme is very useful and beneficial to all the sector of life involved if other institutions engaging in this type of project according to the pattern of operation given in the Handbook for TURTEP (1962) which was strictly used during the TURTEP 10 year experience at Ubol Teachers College, the discussions of its successfulness has been given in Section-I.A above. But since 1967, when this programme has been expanded throughout the country in all the 36 Teachers Colleges, as discussed in sub-section 2.B.1. B.2, B.3, B.4 and B.5, it seemed that these Teachers Colleges have implemented the project without having trained its various personnels who are in-charge of the project like the supervising teachers. Moreover, they have not organized the in-service training programme wherein the Head-masters and cooperating teachers can get themselves trained in various aspects of the project. Therefore the student teachers have suffered from various set back during their practice teaching in the rural schools. The overall approach of the project, all the activities carried out in the rural and community development are extremely relevant and beneficial to the Teachers Colleges, Community Schools and villagers as a whole. Some

problems may also be seen in the Section-II which pertains to the interpretation of perceptions of various TURTEP product-personnels.

2.D Section-2 : Analysis of Perceptions of Product-personnels (Tool No.1)

As clearly mentioned in Chapter-III that 24 product-personnels of the project have been interviewed by the present investigator, using a structured interview schedule. The 24 product-personnels interviewed were attended in various stages of the project and have completed their courses and practice training in different colleges, they are the product of Ubol Model Project carried out in the presence of UNESCO experts. All the remaining others are products of various expansion programme to other colleges.

The perceptions under study mainly pertain to the relevance of the TURTEP in helping the product-personnels - to teach effectively in the rural schools, to guide the communities, to coordinate with different agencies, to cooperate with other organisations, to work as community leaders, and to uplift them for future studies. The details of these as well as their perceptions are shown in Table - IV.2.D. Perceptions received fall to "agree to great extent" in all the six stated aspects. 79.2% for the first aspect indicating that the TURTEP was really useful to them for the development of schools and 79.5% in favour of the project of being a great bridge to walk along by the community in uplifting their rural life (Item 2, Table-IV.1). Pertaining to relevance of the project towards the product-personnels, it can be stated that majority of perceptions agree to great extent that the

Table IV . 2. D: Perceptions of product personnels of the TURTEP regarding the usefulness of the project. (GE = agree to great extent, GS = agree to some extent, NA = not at all agree). Note - Percentages are shown in parentheses.

Statement	Agreement			Total
	GE	SE	NA	
Do you perceive that the experiences you have gained by undergoing training under the TURTEP have been helpful to you ? If yes, in which ways ?				
1. helping you to teach effectively in rural schools ?	19 (79.2)	5 (20.8)	0 (0)	24 (100)
2. helping you to carry out various activities in developing the rural community ?	19 (79.2)	5 (20.8)	0 (0)	24 (100)
3. helping you in coordinating with different organizations ?	13 (54.2)	10 (41.7)	1 (4.1)	24 (100)
4. helping you in developing cooperation with the other agencies engaging in the rural development programme ?	15 (62.5)	7 (29.2)	2 (8.3)	24 (100)
5. helping you in working as community leaders for bringing some changes in the community ?	15 (62.5)	7 (29.2)	2 (8.3)	24 (100)
6. helping you in acquiring opportunities for future study ?	14 (58.4)	6 (25.)	4 (16.6)	24 (100)

TURTEP programme helps these personnels to acquire knowledge in working with community as community leader (62.5%) in having some skill in co-operation with various agencies and co-ordinating with different organizations (62.5 & 54.2 %). 58.4% is in favour that the project helped them in securing further study.

These personnels have involved in the training have been selected quite randomly, i.e. 1958 to 1976, and the structured interview prepared consists not only six aspects (Items), discussed above, but also comprise an open ended space provided to them to express various problems they have encountered and for suggestions if they have to express. The main serious problems are :

- (1) The college supervising teachers have visited the site of practice teaching just for the sake of going. They did not remain available to the students for consultation, and give guidance to the students when it was very necessary to receive. Moreover, the supervising teachers did not go the village to supervise the students in various activities of rural development.
- (2) The co-operating teachers did not show any demonstration in teaching methods, classroom management and other activities in the schools. Mostly, when the student entered the classroom for their routine practice teaching work, the cooperating teachers left them to do on their own. The cooperating teachers do not have ability to guide the students in the practice teaching, and they remained reluctant to cooperate.
- (3) Most of the villagers did not understand the importance of the TURTEP developmental project, so they remained reluctant to involve themselves in the project. Moreover, the village chiefs were not competent

in making the villagers cooperative. This problem emerged nearly every where, as per the expressions of the 24 product-personnels, and it remained unsolved because of the incompetency of various supervising teachers as well as school teachers who have involved themselves in the project but did not fulfill their major important roles.

These three main findings, through perceptions of the 24 product-personnels are in conformity with those informations provided by the work of various individual researchers discussed in sub-section 2.B above.

PART - II

IV.3 OBJECTIVE - 2 :

The studies on the basis on the nature of the Teacher Education for Rural Development (TERD Project) with regard to ten aspects as follows : Course contents, Planning, Organization, Personnel, Implementation, Physical facilities, Budgeting, Monitoring, Student teachers participation, and Community involvement.

GENERAL : An overview pertaining to the TERD Project on its purpose (tool No.2) :

In the interview schedule for the Rectors/Vice-Rectors in-Charge, it has been asked about the main purpose of the TERD Project implemented in their respective colleges. The Rectors' and Vice-Rectors in-Charges' reactions are worth to mention regarding the main aims of the TERD Project

in their respective colleges. They have stated that the TERD Project helps the Teachers Colleges to get opportunity to contribute a useful activity in the national development programme with special reference to rural development in order to reduce the economic and educational disparity between urban and rural areas.

The TERD Project also helps to build up the national awareness in the student teachers who, after their completion of training, will serve the nation in the rural schools where they can use their knowledge to continue or initiate various activities of the TERD Project for rural development. The student teachers have got opportunity to experiment various experiments of the theory that they have studied during training. All these statements of the Rectors and Vice-Rectors in Charge of the TERD Project are in agreement with the three main objectives of the TERD Project set by the Department of Teachers Education mentioned in Chapter-I (Section-4.B).

3.A Section-1 : Course Contents of the TERD Project :

The oriented course contents specially organized by the curriculum committee of the Department of Teachers Education (TERD Project Handbook, 1982) have been given in details in Chapter-I (Section-1.4/c.2). Ten items have been asked the Directors for information.

A.1 Informations received from the Directors (Tool No.3) :

1. Teachers Education Curriculum : 62.5% (5 out of 8 Directors) of perceptions indicate that the course contents of the present Teachers Education General Curriculum (1976 and 1981) are adequate with regard

to perception of student teachers before their entering the TERD Project. Only 37.5% (3 out of 8 Directors) of the Directors disagree that this Teacher Education General Curriculum (1976 and 1981) courses are not adequate in training the student teachers before their entering the TERD Project, and they have suggested some additional topics should be included in order to fulfill the requirement of the TERD Project. But all the suggested topics have already been organised in the curriculum (see, TERD Project Handbook, 1982).

2. The teachers College have organised a preparation programme :

62.5% of the total 8 Directors have stated that they have organised professional courses relevant to rural development for student teachers to study in the same semester. 50% of the respondents (i.e. 4 out of 8 Directors) have organised the theory courses sandwiched with practical periods in their respective colleges which has been recommended in the handbook for the TERD Project. Four other colleges have not arranged as per the handbook (1982). Regarding the arrangement of special courses/subject matters other than the regular curricular course contents for the student to study, the collected informations indicate that 62.5% (5 out of 8 respondents) of the total 8 Directors have arranged in their respective colleges.

3. Orientation Course for Student Teachers before Student Teaching :

There are 10 items have been provided to the respondents to select as per the arrangement followed in their respective colleges. The details of these items and informations received are shown in Table-IV.A.1. All the 8 colleges under study have organised this special preparation pre-practice teaching course in order to satisfy the objectives of the TERD Project, its activities and teaching methods as well as the uses of instructional media

Table-IV. 3. A.1: Perceptions received from directors regarding the orientation courses provided to student teachers before their practice teaching.

S.No	Subject Matters	No of respondents	%
1.	Objectives of the TERD Project	8	100.0
2.	Activities of the TERD Project	8	100.0
3.	Teaching methods and instructional media used in rural elementary schools	8	100.0
4.	Activities for school and village development	7	87.5
5.	Relationship between the schools and community	7	87.5
6.	Working with the head-masters, co-operating teachers and village people	7	87.5
7.	Principles and implementation of the TERD Project	5	62.5
8.	Principles and practice of community development	5	62.5
9.	Practical subjects for the benefit of local people (e.g. handicrafts, agriculture, health and hygiene etc.)	3	37.5
10.	Rural technological and industrial arts	1	12.5

in the rural elementary schools where practice teaching will be held, as per the guidelines given in the handbook for TERD Project. Pertaining to other activities like school and village development, relationship between school and community, and how to work with various officials and villagers there are 7 colleges out of the 8 selected colleges are seen to have been arranged (i.e. 87.5%). The remaining subject matters (7 and 8) are declined towards majority, but the items (9 and 10) are sporadic.

A.2 Informations received from Teachers College Staff Members :

1. Teachers Education Curriculum (1976 and 1981) : 65.30% of perceptions show full satisfaction that the curriculum set by the Curriculum Committee of the Department of Teachers Education is adequate. 34.70% perceptions have shown that it is not adequate. The inadequacy may be due to several factors but certainly some what localized in the sense that many items are not fit well with their rural surroundings. Regarding the orientation programmes organised for the student teachers prior to their teaching practice, 55.5% perceptions indicate satisfaction and the remaining 44.5% do not see that such orientation programme are adequate.

A.3 Perceptions of Directors, Teachers College Staff Members, Head-Masters, Co-operating Teachers, and Student Practice Teachers

Table-IV.3.A.3 - includes perceptions of different categories of participants regarding the adequacy of course contents of TERD Project, along with the χ^2 value of testing the hypothesis of equal probability of responses. It can be observed from this table that there existed significant differences among different groups of respondents with regard to their responses to all the respective items in a three point scale. There is an

indication of positive responses of all the groups towards all the items. However, they differed in terms of degrees of references.

First, a majority of student practising teacher (51% to 74%) agreed to a great extent about adequate provision of theoretical backgrounds on the following items :

- * Elementary curriculum of 1978 and text-book.
- * Lesson plan/hand-book/instructional hand-book.
- * Time table and use of lesson plan schedule.
- * Master plan and periodical plan.
- * Construction, preparation, use and maintenance of instructional media.
- * Methods of teaching.
- * Evaluation procedures adopted in classroom.
- * Regulation of Ministry towards evaluation process.
- * Knowledge of classroom management.
- * Methods of evaluation of teaching practices.
- * Principles and practices of community development.
- * Setting up the plan for the development of schools and villages.
- * Knowledge and awareness of various activities for the development of schools and villages.
- * Activities of seeking public co-operation for rural development.
- * Skills of better co-operation with colleagues in a school for development of school activities.

Besides, most of the Directors (63.7%) agreed to a large extent that the course contents were adequate with regard to :

- * Elementary school curriculum.
- * Lesson plan/ teacher hand-book/instructional hand book.
- * Lesson plan schedule, and their use.
- * Construction, preparation, use and maintenance of instructional media.

Most of the head-masters (51% to 75%) and co-operating teachers (55% to 63%) agreed to a large extent that the course content was adequate enough with regard to experiences provided on construction, preparation, use and maintenance of instructional media, and skills of better co-operation with colleagues for development of school activities.

It can be noticed from the table that most of the teachers college staff members (59% to 67%) agreed to some extent regarding the adequacy of course contents with regard to all the components except the last one. Similarly, a large number of head-masters (46% to 63%) agreed to some extent about the adequacy of all the course contents other than the construction, preparation, use and maintenance of instructional media, teaching methods and skills of better co-operation among colleagues. It was also found that a sizeable number of co-operating teachers (49% to 63%) agreed that all the course components other than construction, preparation, use and maintenance of instructional media, and skills of better co-operation among colleagues were adequate to some extent. A large number of directors (50% to 75%) had expressed similar opinions regarding all the course components except first, second, third and fifth components, as stated earlier.

As a whole, it can be stated that a large number of respondents from almost all the groups agreed to a large extent about the adequacy

of provision of experience with regard to :

- * Construction, preparation, use and maintenance of instructional media and
- * Development of skills of better co-operation among colleagues in school for development of school activities.

In the case of rest of the items, moderate responses were expressed by almost all the groups (except student practising teachers) regarding the adequacy of course components of the TERD Project.

3.B Section - 2 : Planning of the TERD Project

B.1 Perceptions of Directors of the TERD Project :

All the 8 respondents have stated that in their respective colleges there was no any special committee specifically set up to deal with planning of the TERD Project as recommended in the hand-book of the TERD Project. This means that 100% of the 8 Teachers College under investigation do not have the TERD Project working committee for planning. Two colleges were exclusively depending upon the planning made by the director of the TERD Project, while 6 others have involved some staff members of the college to help the director in planning or laying out the programme of the project.

Regarding the skills and experiences in rural development, 66.7% of the directors and involved staff members have sufficient experience and skills, and 33.3% do not have adequate experience and skill though they have been given the entire responsibility. There are 75% planners have collected sufficient informations about the needs of the rural community prior to their laying out the planning programme. 25% have not sought for any

information from the community people prior to their project planning but they did assume that their planning went along with the basic needs of the community people. It is found that 100% of the planners have evaluated their plan every year.

B.2 Perceptions of the College Staff Members :

Three items, like their involvement in the project planning, their satisfaction in the planning activities and whether the planners have taken into consideration their abilities and interests while planning the work distribution, have been sought for informations from 18 staff members of each college selected from 8 united colleges. The total respondents are 144. It is found that 43.8% of respondents were involved in the planning of the project, while 56.2% have not been involved. Out of the 43.8% involved teachers, 77.7% of respondents are satisfied in their planning activities, and 72.2% of these felt that the planners do take into consideration various suggestions they have made for the distribution of work.

3.C Section 3 : Organization of the TERD Project

C.1 Informations received from Director :

Six items have been asked for informations as follows : TERD Project committee at various level for organizing programme (1) If yes - such committees comprise : Provincial Committee, College's Executive Committee, College's Implementation Committee, District Committee, Sub-district Committee, school committee, village committee (2) Any separate office for the TERD Project (3) How many sections in which the various involved teachers are

taking part in the TERD Project : Preparation of professional education experience, Instructional media, Experimental school, Supervisory, Evaluation and research (4) Extra specialized personnels are needed or not (5) and The Staffs involved are adequate.(6).

100 % respondents have stated that the TERD Project comprises of different committees at various levels - 75% have provincial committee, 75% have college's executive committee, 100% have college implementing committee, 50% district committee, 62% sub-district committee, 75% school committee and 62% village committee. No separate office for the TERD Project. Item 4 fluctuates considerably - 100% of respondents have stated that there is a special training programme for the involving staffs, 37% of respondents have pointed out that there are personnels from Instructional Media Section involved in the TERD Project, 25% stated that there is involvement of personnel from experimental school, and 100% of responses show that personnels from Supervisory Section and from Evaluation and Research Section are involved in the TERD Project. 100% responses indicate that no extra and highly experienced personnels are needed. 63 % of responses show that the involved staffs are adequate.

C.2 Informations received from Staff Members

Only 1 item has been asked for information, i.e do they think that the present staffs involving in the TERD Project are adequate or not. 29.2% of respondents favoured that the present staffs are adequate, while 70.8% responses indicate inadequate involvement of staffs in the TERD Project.

3.D Section 4 : Personnel of the TERD Project

D.1 Biodata of the Directors of TERD Project and staff members involved

Table IV.3.D.1 illustrates a brief biodata of the project's directors and involved college staff members. Five items have been asked for information : Among the eight directors, there are 75% male and 25% female, and among 144 involved staff members, there 58.4% male and 41.6% female. All the directors fall above 41 age group - 7 are below 50 years and 1 above 50 years. The involved staff members have diverse age groups - 2 are below 30 years, 47 are below 41 years, 75 are above 41 but below 51 years old, and 20 are above 51 years. Their designations are also diverse. Among the 8 directors, there are 6 lecturers of grade 5-6, 1 assistant professor of grade 7-8 and 1 assistant professor of grade 8 (senior most cadre). Among the 144 involved staff members, there are 17 junior lecturers of grade 3-4, 108 lecturers of grade 5-6, 5 senior lecturers of grade 7-8, 12 assistant professors of grade 6-7 and 2 assistant professor of grade 8. Their academic qualifications are as under : among the 8 directors there are 3 B.Ed. degree holders, 4 M.Ed. degree holders, 1 M.Sc. degree holder, and none are Ph.D. Among the 144 involved staff members, there are 47 B.Ed. degree holders, 1 B.Sc. degree holder, 70 M.Ed. degree holders, 6 M.A. degree holders, 14 M.Sc. degree holders, 4 Ed.D. degree holders and 2 Ph.D. degree holders. 5 directors belong to the Faculty of Education, 1 director belong to the Faculty of Science and 2 directors belong to the Faculty of Humanities and Social Science.

The informations (Tables-IV.D 1a, 1b & 1c) indicate that all the directors as well as most of the staff members have sufficient teaching

Table-IV. 3. D. 1a: Teaching experience of Directors of the TERD Project and Teachers College staff members involved in the project.

Years	Respondents							
	Directors				Staff members			
	present college		other institution		present college		other ins- titution	
No	%	No	%	No	%	No	%	
1 - 4	1	12.5	-	-	4	2.8	28	32.2
5 - 9	-	-	3	50.0	21	14.6	27	31.1
10 - 14	4	50.0	2	33.4	69	48.0	26	29.9
15 - 19	1	12.5	1	16.6	39	27.0	4	4.6
20 and above	2	25.0	-	-	11	7.6	2	2.2
Total	8	100.0	6	100.0	144	100.0	87	100.0
percentage of other institutions	N = 8	6 = 75%			N = 144	87 = 60.4%		

Table-IV. 3. D. 1b: Experiences of the Directors and Teachers College staff members in supervising the TERD Project.

Experiences in years	Respondents			
	Directors		Staff members	
	No.	%	No.	%
1 - 3	-	-	69	47.9
4 - 6	5	62.5	56	38.9
7 - 9	1	12.5	8	5.6
10 and above	2	25.0	11	7.6
Total	8	100.0	144	100.0

experiences and also majority of them are gents. Most of them are holding a senior lecturer position and few are assistant professors (the academic promotion due to research achievement in their respective field of specialisation). Only few are holding a junior lecturer cadre, having more than 5 years supervising experience. Most of the directors are having less teaching load in the college.

D.2 Personnels of the TERD Project

The directors' opinion regarding the staff members involved in the project - 62.5% of the directors have stated that their staff members do not have sufficient experience and skills in rural developments, while 37.5% of them have stated that their staffs do have. But 100% of them support that there should be some orientation/training programme specially arranged for their staffs prior to their involvement in the project. 12.5% of them feel that their staffs can be trained through an oriented course, while 87.5% feel that their staffs can be trained through seminars and group discussions. and 75% are of opinion that their staffs can as well be trained through a thorough study of the TERD Project and/or visiting the TERD Project sites in other colleges. 75% of the directors have attended a special seminars organized by the Department of Teachers Education, while 25% others did not. All the personnels involved in the TERD Project have to submit their report - this item has 100% (yes) responses. Such reports have been submitted semesterly (75%), and bi-monthly (25%). 100% of the personnels have submitted their annual reports in order to demonstrate various difficulties which they have faced at various stages of their work. 100% of the directors have motivated their staffs to participate the project by reducing their

Table - IV.3.D.3: Informations received from the Teachers College staff members regarding the personnel of the TERD Project.

S.No.	Items	Yes	% Total N = 144	No	%
1.	Do you think that the staff members have sufficient experience and skills in rural development ?	52	36.2	92	63.8
2.	Do you think that any orientation/training programme is necessary for the staff members of the TERD Project ?	144	100.0	-	-
3.	Do you attend the orientation/training programme about the TERD Project which may be arranged by your institution ?	86	59.7	58	40.3
4.	Do you think that the project staff members carry out their duties -				
	a. Regularly ?	19	13.2	125	86.8
	b. According to the schedule ?	74	51.4	70	48.6
	c. With interest ?	37	25.7	107	74.3
	d. With responsibility ?	14	9.7	130	90.3

teaching work-load, 87.5% by recommending the award of double increment in their salary, and 25% by giving them an extra daily allowance.

D.3 Perceptions of the Teachers College Staff Members about the Personnel

Table IV.3.D.3 illustrates some informations received from the staff members involved in the project. 63.8% of the over all 144 staffs have opined that they don't have sufficient experience in rural development work. 100% of them feel that there must be some orientation courses provided to them prior to their involvement in the project. 59.7% of them have attended some oriented courses, while 40.3% others have not. They have carried out their duties in the project regularly (19%), according to schedule given to them (74%), with their own interest (37%), and as responsibility (14%). From this table, it can be observed that all the staff members are working sincerely, but the only thing which is essential is that they required a proper training prior to their involvement in the project.

D.4 Perceptions of the Village chiefs and village people regarding the personnels of the TERD Project

Data regarding perceptions of village chiefs and other villagers pertaining to the personnels involved in the TERD Project have been analysed using χ^2 test of equal probability in three by two contingency table. From Table IV.3.D.4, it can be observed that there was no significant differences among the village chiefs and other villagers with regard to their opinion regarding the personnels involved in the TERD Project, since all the χ^2 values were found to be non significant with df 2. It can be seen that a vast majority of village chiefs and villagers (65 to 92 percent) had agreed

to a great extent that the personnel of the TERD Project :

- * understood the needs, desires and problems of the villagers,
- * had enough knowledge and skills to do the village developmental project,
- * had always excellent decency in their dealings with the villagers,
- * sought co-operation from the village chiefs and other leaders.

Both the groups of respondents had also expressed high positive opinion regarding the personnels of the TERD Project with regard to their involvement in :

- * spending appropriate time for village development project,
- * appropriate co-ordination and co-operation with the agencies of rural development project, and
- * solving the village problems and implementation of any other village development project.

As a whole, it can be observed that there was positive response of the village chiefs and villagers towards the TERD Project personnels working in the field. It is a positive indication of success of the TERD Project in the country.

3.E Section 5 : Implementation of the TERD Project

E.1 Informations received from directors : Perceptions received indicate that the project directors have implemented the project in their respective colleges by the following ways :

- * The student teaching model has been organized in terms of
- a. cluster teacher education programme
 - b. providing local teacher college centre
 - c. taking the problems and needs of community as principle
 - d. returning to domicile student teaching
 - e. coordination between the student teaching and in-service training.

25% of respondents have arranged the item. (a) 87.5% respondents have arranged by taking into consideration the basic needs of the community as principle, and 25% respondents have coordinated between the student teaching and in-service training.

- * 100% respondents have conducted a meeting of the personnel in the initial stage of implementation of the TERD Project
- a. for work distribution (100%)
 - b. for orientation to different personnel (62.5%)
 - c. for arranging a co-operative work with different agencies (87.5%).

* Pertaining to selection of personnel, it is found that 62.5% respondents have selected their personnel in terms of abilities, 75% looking for more experience, 100% looking for special interest, 62.5% have taken into account the experience which the personnel has, and 62.5% were based on the work load which the personnels has.

* For co-ordinating with other developmental agencies, 100% of respondents have approached by meeting the authority concerned personally, by writing to them, and some times by sending colleagues to them to discuss various programmes to be jointly taken up together.

* 87.5% have oriented the work for the community members, while 12.5% others have not done so.

* In order to work with the community, various steps have been taken up by the respondents :

- a. 87.5% respondents have surveyed the needs and problems of the community.
- b. 75% respondents have discussed with the villagers and selected responsive problems have been consulted,
- c. 62.5% respondents have discussed and planned the work with few selected community leaders.
- d. 87.5% respondents announced or popularized the programme directly,
- e. 50% respondents have oriented the community members,
- f. 75% have distributed the work directly, and
- g. 87.5% observed the progress of the work and critically evaluate the given assignments from time to time.

* Very rare staff meeting was held, 12.5% in fortnightly, 50% monthly, 12.5% bi-monthly, and 25% in each semester.

* After executing the project work, 100% respondents have stated that the work was going according to the proposed plan as can be observed the following response :

- a. 87.5% respondents themselves have visited the sites and evaluated the progress on their own,

- b. 62.5% respondents have sent their staff members to the sites and observed the progress,
- c. 100% respondents have inquired through the student teachers.

* Whenever found some problems, 75% respondents have straight away modified the activities, and only 12.5% respondents did allow the same activities to continue with some replacement in the personnels involved.

E.2 Informations received from Teachers participating members : In the implementation process, the 144 involved staff members have responded the queries as follows : There are five items all together. The fourth one has eight sub-items (Table IV.3.E.2). From this table, it can be observed that only 52.3% staffs have attended the meeting in the beginning of project implementation, out of these 60.4% have expressed their views and gave some suggestions about the implementation of the project work. While implementing the project work in the community areas, 55.5% have oriented the project work to the community members. 54.8% staff members have faced some difficulty in serving the TERD Project.

Regarding working with the community in a collaborative manner, the staff members have taken following steps :

- a. 72.2% respondents have surveyed the needs and problems of the community people,
- b. 40.9% respondents have discussed with the village people in order to give various responsibilities,
- c. 40.2% have discussed and planned with the village people,

Table - IV. 3.E.2: Informations received from the Teachers College staff members regarding the implementation of the TERD Project.

S.No.	Items	Yes	% N = 144	No	%
1.	Do you attend a meeting of the personnel in the beginning for implementing the TERD Project ?	76	52.8	68	47.2
2.	Do you get an opportunity to place suggestions about the implementation of the TERD Project ?	87	60.4	57	39.6
3.	While implementing the project in the community, are you supposed to orient the community members about their work in the project ?	80	55.5	64	44.5
4.	In order to work with the community in a collaborative manner, what steps do you take (you may tick mark more than one item)				
	a. Surveying the needs and problems of the community	104	72.2	40	27.8
	b. Discussed with villagers and select respective in consultation	59	40.9	85	59.1
	c. Discussed and planned the programme with some selected village people	58	40.2	86	59.8
	d. Announced about the programme widely	66	45.8	78	54.2
	e. Meeting orientation the community members	74	51.3	70	48.7
	f. Direct work distribution	108	75.0	36	25.0
	g. Observing its progress and critically evaluate the given assignments	121	84.1	23	15.9
	h. Any others ? Please specify	5	3.47	139	97.53
5.	Do you have any difficulties in serving the TERD Project ?	79	54.8	65	45.2

- d. 45.8% have directly announced the given programme,
- e. 51.3% have a meeting with the community members and properly oriented them,
- f. 75% directly gave the work distribution to the community members,
- g. 84.2% were critically observing the progress of the given programme of work and evaluated the given assignments.

As a whole, all the directors and majority of the involving staff members have frequently observed the progress of the working programmes, and side by side critically evaluated the given assignments so that some adjustment can be made for improvement of the overall given work.

3.F Section 6 : Physical Facilities of the TERD Project :

F.1 Informations received from the directors : All the stationery materials provided to the TERD Project are obtained by :

- a. 75% procured separately, and
- b. 25% procured from the Rector's office whenever necessary.

Various instructional media equipments are obtained - 37.5% respondents are stated that they have procured the materials exclusively for the TERD Project while 50% are said to have borrowed from other department/faculty concerned, and 12.5% are informed that they have borrowed from the Rector's office.

The fuel and vehicle facility was provided by - 37.5% respondents are said to have obtained from the college central body, 25% are obtained

from the Rector's office, and 37.5% respondents have stated that they have obtained from a special agency.

It is found that 100% responses show that they have provided conveyance facilities for supervisory function of their project, made residential arrangements for student teachers in the rural schools, and 87.5% have stated that the residential facilities provided to participants are not adequate.

F.2 Informations received from staff members involved : There only are two items have been sought for information, viz. adequate transportation facilities and security for student teachers in the rural hostels provided to them. 50% responses indicate adequacy of transportation provided to the staff members during their rural field work, and 50% did not receive sufficient facilities. 54% respondents have observed that the residential arrangements made by the authorities for student teachers have got enough security but 46% responses have stated that no enough security.

3.G Section 7 : Budgetting of TERD Project

G.1 Informations received from directors : Regarding the budgetting of the TERD Project, the informations received indicate that 50% of respondents have responded that the college's implementation committee of the TERD Project has set the budget, while 50% others have said that the senate committee of the college has allocated the grant. 75% of respondents informed that the budget for the TERD Project was granted separately during the sanction of the overall college's annual budget allocation, while 25% others have said no and their budget was combined with the budget of professional

education experience training office of the college.

100% of the budget was obtained from the government grant and also some parts of the tuition fees of the college. 37.5% supplementary budget was obtained from other government agencies like Provincial Education agencies, University grant and supervisory units; while 62.5% remaining supplementary budget was obtained from private sectors by donation such as from Social associations, Banks, Industries etc.

87.5% of the respondents have stated that the given budget was not sufficient, while 12.5% others have said that their budget was adequate. 100% of respondents have said that their staffs have obtained extra daily allowance during their rural field work assignment.

As a whole, it is observed that majority of responses have faced with a shortage of budget allocated to them which was responsible for the success of the project work.

G.2 Informations received from the involved staff members : The information received indicate that only 15.3% staff have said that they have received daily allowance during their project operation in the rural areas, but 84.7% responses have failed to get any daily allowance during their field operation in the rural areas.

The informations here are contradicting with those informations given by the directors. Since respondents are more from the staff members

side, the present author tend to believe that majority of the involved teachers have not received daily allowance benefit. This may be one of the various weak points that should be immediately solved for the betterment of the project.

3.H. Section : 8 Monitoring of the TERD Project :

H.1 Informations received from directors : There are five items have been put for queries seeking for informations, like monitoring power, special group of personnel authorised by the Directors or by the Rectors, or directors monitor the project, involvement of student teachers in monitoring, and do directors conduct their monitoring work. It is found that 75% respondents had full power to monitor the project, while 25% others have limited power. 100% respondents did not have any special staff group to monitor the project. They have conducted by the following ways of monitoring :

- a. 87.5% respondents were organizing staff meeting and gathering their opinions.
- b. 62% respondents had informal talks with staff,
- c. 62.5% respondents had invited periodical reports from staffs,
- d. 12.5% respondents had monitored the project according to some guide lines given in the previous reports submitted by special group of authorized personnel,
- e. based on informations available from school teaching staffs (75 %)
- f. based on informations gathered from rural people (62.5%), and
- g. 12.5% was based on informations received from other agencies.

100% respondents have involved student teachers in their monitoring work by :

- a. supplied to them questionnaires at the end of the programme,
- b. organizing meeting/seminar,
- c. having informal talks, and
- d. inviting periodical reports from the student teachers.

H.2 Informations received from involved staffs : There is only one query was put for informations, i.e. do they submit their annual report or progress report, and if yes - how did they do. The informations received are - 81.3% respondents have to submit their progress report, while 18.7% others did not have to. Among the 81.3% , it is found that 70.9% respondents had submitted their progress report in semesterly period, while 29.1% other had submitted their report only yearly.

3.1. Section : 9 Student Teachers Participation in the TERD Project :

I.1 Informations received from directors : 75% of respondents have found that the student teachers enthusiastically joined the TERD Project, while 25% others have felt that student teachers have joined the project to go to the rural areas to just complete their assignment. 62.5% of respondents have opined that the student teachers have voluntarily joined the TERD Project, and 37.5% of respondents felt that they joined the project as they have to fulfill their student teaching assignments. 62.5% have stated that both the boys and girls were equally enthusiastic in joining the TERD Project and going to the rural areas for practice teaching, while 37.5% others felt that the girls did not join with much enthusiasms. 12.5% of respondents

felt that the students have carried out their duties quite regularly, while 25% opined that students have carried out their duties as per schedule, and 62.5% others observed that students have carried out their duties with special interest. After completing the practice teaching period in the TERD Project, 25% of respondent felt that the students are highly positive in their training, while 62.5% of responses indicate a positive of some extent, and 12.5% others said that the students are negative to certain extent.

1.2 Informations received from staff members : Table IV.3.I.2 illustrates various opinions of the involved staff members of the project pertaining to the participation of the student teachers in the project. There are five items, like those queries set for the directors have been asked for informations. The informations received indicate that majority of student teachers are enthusiastically joined the TERD Project for their practice teaching. There are no conflicting informations with those received from the directors indicating that the students were really interested in their work, and definitely show some success of the TERD Project as a whole.

3.J. Section : 10 Community involvement in the TERD Project

J.1 Informations received from directors : There are three items which have been asked for informations, (1) have they invited the village chiefs to attend at various levels of the meetings held for discussing the TERD Project (2) do they perceive that the village chiefs satisfied with the TERD Project, (3) do they perceive that the village people are willing to involve in the TERD Project, and (4) are the village people satisfied with the result that positively achieved by the TERD Project. Responses for the item (1)

Table - IV.3.I.2: Informations received from Teachers College staff members regarding the participation of the student teachers.

S.No.	Items	Yes	% Total N = 144	No	%
1.	Do you find the student teachers are being enthusiastic to go to the rural areas ?	101	70.13	43	29.87
2.	Do you feel that the student teachers are willing to join the TERD Project ?				
	a. Voluntarily ?	76	52.77	68	47.23
	b. By the implemented rules of the college that they have to go through such student teaching ?	68	47.23	76	52.77
3.	Do you find that both sex groups of student teachers are equally enthusiastic to work in the TERD Project ?	62	43.05	82	56.95
4.	Do you feel that the student teachers carry out their duties -				
	a. Regularly ?	8	5.56	136	94.44
	b. According to the schedule ?	73	50.70	71	49.30
	c. With interest ?	60	41.67	84	58.33
	d. With responsibility ?	3	2.07	141	97.93
5.	What do you perceive about the reactions of the student teachers after attending courses of the TERD Project ?				
	a. Highly positive ?	28	19.45	116	80.55
	b. Positive to some extent ?	101	70.14	43	29.86
	c. Neutral ?	14	9.73	130	90.27
	d. Negative to some extent ?	1	0.68	143	99.32
	e. Highly negative ?	-	-	-	-

is 75% yes and 25% no, indicating that majority of the village chiefs have been invited to attend various meetings to discuss about various programmes of the project. For item (2), 100% respondents have responded that the village people are satisfied with the TERD Project. 100% responses indicate that the villagers were willing to involve in the TERD Project, and 100% respondents have expressed that the out come result of the TERD Project is fully satisfied by the villagers.

J.2 Informations received from staff members : It is found that absolute majority of respondents (94 to 96 %) have expressed that the villagers are willing to involve in the TERD Project, and they were very happy with the result of TERD Project.

As a whole, the various informations collected from directors as well as from staff members involved in the TERD Project are full agreement, indicating that the village chiefs as well as village people were benifited from their involvements in the TERD Project.

IV. 4 OBJECTIVE : 3 : Effect and Limitation of the TERD Project .

4.A Section : 1 : Usefulness of the TERD Project to Teachers Colleges

A.1 Preparations of directors of the TERD Project, Staff Members, Head Masters, Co-operating teachers and Students : Table IV.4

A.1 presents χ^2 and the responses of directors and teachers college staff members regarding the usefulness of directors and teachers college staff members regarding the usefulness of the TERD Project to the Teachers College. It can be seen that there existed no significant differences among the directors

and teachers college staff members regarding their perception of usefulness of the TERD Project. A large number of respondents for both the group (66 to 88%) agreed to a great extent the usefulness of the TERD Project in terms of :

- * making the teachers college programme meaningful,
- * fulfilling the rural development skills from teachers to the student teachers and subsequently to the villagers,
- * having knowledge and skills of rural development among teachers college staff, and
- * Providing facilities to the instructors of teachers colleges to be in touch with schools and villages and having experiences in different rural development programmes.

A.2 Reactions of Rectors and Vice-Rectors in-charge of the TERD Project

All the Rectors and Vice-Rectors in-charge have responded that it is the only project among the several other project that helped the Teachers Colleges to fulfill all the five responsibilities of the Teachers College Act, 1975 lead by the governmental department of teachers education as follows :

- (1) To produce highly skillful teachers/educators,
- (2) To carry out research,
- (3) To preserve religions and national culture,
- (4) To carry out the in-service training, i.e. updating the knowledge of the in-service teachers from various rural schools, and
- (5) To provide academic and vocational service to communities.

This project also helped the college teachers to get opportunity to engage themselves with various developmental programmes in the rural areas as well as in the rural schools. It also help the student teachers to do not

only their practice teaching but to join various developmental project work in the rural schools and rural villages. It also helped the rural school teachers to get opportunity to involve themselves in various activities.

4.B Section : 2 : Activities of the TERD Project help develop rural schools

B.1 Perceptions of directors of the TERD Project, Staff Members, Head Masters, Co-operating teachers, and student teachers :

Perceptions of above groups of respondents regarding the activities of the TERD Project have been presented in Table IV.4.B.1 along with obtained values of χ^2 against each item. It can be seen from this table that all the groups of respondents expressed positive opinion regarding the activities of the TERD Project on different aspects of development of rural schools. In the case of seven out of ten dimensions, there existed no significant differences in the perceptions of different groups of respondents. It can also be seen that a majority of student practice teachers (54 to 83%) had perceived the potential of TERD Project in the development of rural schools in terms of all the ten items viz.

- * Improving methods and introducing the use of teaching aids,
- * establishing a close relationship between the school and the community
- * improving the school's agricultural programmes,
- * improving classroom organization and facilities to improve health standards,
- * helping to landscape the school playground and promotion of its natural beauty,
- * helping the school health and nutrition programme,
- * improving the student practice teachers hostel and compound as a

model for community development;

- * encouraging the headmasters and the in-service teachers of the rural schools to improve the concept of efficient teaching and learning for their schools;
- * encouraging the in-service teachers to improve their knowledge and experience as they were teaching and collaborating with the student practice teachers.

Along with the student teachers, most of the respondents among the Directors, teachers college staffs, Headmasters, and co-operating teachers (50 to 79%) appreciated to a great extent the role of the TERD Project in terms of most of the dimensions described above viz.

- * improving the methods and the use of teaching aids;
- * establishing close link between school and community;
- * improving classroom organization;
- * beautification of school compound;
- * improvement of hostel facilities of student teachers as a model for community development;
- * encouraging school teachers and headmasters for efficient teaching/learning for their schools, and
- * encouraging the in-service teachers to strengthen their knowledge and experience in collaboration with student practice teachers.

Besides the above items, role of the TERD Project in improvement of school health and hygiene programmes and improvement of school agricultural programmes were appreciated to a large extent by majority of respondents amongst all the groups of respondents other than the headmasters. With regard to the role of the TERD Project in the improvement of school

administration, it is observed that majority of respondents were appreciated to some extent, except the student practice teachers. As a whole, it can be commented that different groups of participants of the TERD Project perceived the role of TERD Project in school improvement programmes most positively in almost all the dimensions.

B.2 Reactions of Rectors and Vice-Rectors in-charge of the TERD Project about the usefulness of the TERD Project in developing rural schools

Majority of the respondents (8 Rectors and 8 Vice-Rectors) perceived that the TERD Project is very useful in the development of rural schools in terms of :

1. helping the headmasters and co-operating teachers to enthusiastic in re-organizing and overall development of their schools so that it can represent examples to the practice teaching student teachers.
2. helping in organizing the classroom, methods of teaching, beautifying the ground landscapes, and student hostels.
3. helping to improve hygiene and health standard of the pupils, and the arrangement of children's lunch.
4. helping to update the methods of teaching brought in from the teachers colleges to the schools by the student teachers, and various uses of instructional media specially brought by the TERD Project.
5. developing the schools to be the community centre for the development of rural areas, and also building up various awareness of the community in different developmental programmes by the schools.

These perceptions are in agreement with various perceptions expressed

by those five groups of personnels, analyzed by χ^2 test described above, that the TERD Project is very useful in developing the schools to form a rural centre for rural development as a whole. It is also helped the school to improve its various internal activities and updating the leaning methods, as well as cultural activity of children.

4.C Section : 3 : Activities of the TERD Project help to develop rural villages

C.1 Perception of directors, Teachers College Staffs, Headmasters, Co-Operating Teachers, Student Practice Teachers, Village Chiefs and Village People :

With a view to identify the effective implementation of the TERD Project it was essential to study the perception of different groups of persons involved in the TERD Project as functionaries as well as beneficiaries. One of the major objectives of the TERD Project was to bring about development in different aspects of village life. Perceptions of the above seven categories of respondents were studied in three point rating scales and was analysed using χ^2 test. Table IV.4.C.1 contains data in percentage form along with χ^2 values for twenty five dimensions of village development schedule. It can be seen from this table that in the case of twenty out of twenty five items, differences were marked among different groups of respondents. The perusal of figures presented in the table reveals that most of the respondents of all the seven groups of participants agreed to a great extent about the usefulness of the TERD Project with regard to :

- * Organizing recreational sports and cultural activities,
- * giving advice and suggestions in the areas of agriculture, animal

husbandary etc.,

- * providing free labourer of student teachers for developmental activities;
- * clarifying villagers about values and needs of community development;
- * increasing feeling of fraternity among villagers; and
- * making the teachers realize the value of education in life.

The items which were agreed to a great extent by most of the participants of most of the groups of respondents were :

- * providing non-formal education to villagers (all groups except directors),
- * helping to set up communities (all groups except village chiefs),
- * transferring ideas or technical experience to villagers, (all groups except villagers),
- * becoming more sensitive to health and hygiene problems of communities (all groups except headmasters),
- * utilizing villagers leisure time gainfully (all groups except directors and villagers),
- * increasing villagers agricultural production (all groups except directors and teachers college staff members),
- * building up appropriate democratic attitudes and leadership in villages (directors, teachers college staffs, co-operating teachers and student practice teachers),
- * helping villagers to learn how to use government services (teacher college staffs, co-operating teachers and village chiefs),
- * becoming wiser consumers for the village's daily necessities (teachers college staffs, headmasters, co-operating teachers and student practice teachers),
- * helping people to learn how to make use of government services

(teachers college staffs, co-operating teachers, student practice teachers and village chiefs),

- * providing needed educational facilities (directors, student practice teachers, village chiefs and villagers).

In the case of rest of the items most of the respondents from all most all the groups expressed their opinion to some extent : the items are -

- * improvement of villager's rest house,
- * improving skills of decision making, problem solving and leadership among the villagers,
- * helping villagers to be self-reliant and co-operative;
- * improving villagers abilities to organize and manage community development,
- * promoting necessary social awareness among villagers,
- * encouraging village craft and culture,
- * improving road or assisting in general civic plan in villages,
- * understanding different plans of government for villagers betterment.

Form the above descriptions, it can be concluded that out of 25 dimensions of village development, 17 dimensions were found to be influenced by TERD Project to a large extent as perceived by majority of all/or most of the groups of respondents. In the case of rest of the items majority of respondents of all/or most of the groups perceived the usefulness of the TERD Project to some extent. In none of the cases, negative opinions were expressed to a considerable extent which indicates positive side of implementation of the TERD Project in village areas.

C.2 Reactions of Rectors and Vice-Rectors in-charge of the TERD Project :

Perceptions of Rectors and Vice-Rectors of the TERD Project pertaining to the usefulness of the TERD Project in the development of rural villages indicate that the TERD Project is extremely useful and essentially required by various classes of village people. It helps to develop not only the overall village areas but also the villagers themselves in terms of the following main aspects :

1. The TERD Project helps the community to unite and develop their own villages with high morality.
2. The TERD Project helps the community to build up good attitudes in an overall village administration and be good leaders in their societies.
3. The TERD Project advises the community people to understand various developmental ideology of different programmes of the government for rural development.
4. The TERD Project helps the College staff members, student practice teachers, head-masters, and co-operating teachers to get opportunity to give various advise to the community people in home management, cleanliness of the village and food nutrition.
5. The TERD Project gives various advices in agriculture as well as animal husbandary methods.

In all, it can be observed that the TERD Prject is really useful in many ways and highly profitable to the community people. The perceptions of the Rectors and Vice-Rectors are in full agreement with responses given by the TERD Project involved personnels, and can be considered reliable informations to be used in the interpretation of various dimensions of the TERD Project.

4.D Section : 4 : The TERD Project is helpful to Student Teachers :

D.1 Perceptions of directors, college staff members, head-masters, co-operating teachers and student practice teachers :

With regard to the usefulness of the TERD Project to student teachers, five categories of participants, viz. Directors, Supervising teachers, Head masters, Co-operating teachers, and student practice teachers, perceptions have been studied (Table IV.4.D.1). It can be observed from this table that there was no significant difference between the five categories of participants regarding their perceptions on six out of ten items. It is also observed that most of the respondents from all categories agreed to a great extent about the usefulness of the TERD Project in helping the student teachers

- * teaching effectively in rural elementary schools and developing those schools as community schools;
- * identifying the problems and needs of the rural societies where these schools are located;
- * working with people in rural areas and helping them to meet their needs and solving their problems in developing the community;
- * knowing and learning by themselves administration and management of education in their districts;
- * developing attitudes which are necessary for the student teachers as agents of changes in the community;
- * giving the student teachers various guided experience in rural development;
- * co-ordinating with different organizations and developing co-operation with concerned agencies for rural development;
- * making them quite aware of their responsibilities as members of

of the rural community;

- * working as community leaders by initiating, organizing and participating in rural development project; and
- * developing skills and abilities for planning useful productive work in the rural community, a large number of respondents (47 to 88%) from all the categories had expressed extremely favourable opinions.

On the whole, the perceptions of different categories of respondents are found favourable towards the usefulness of the TERD Project to student teachers.

D.2 Reactions of Rectors and Vice-Rectors in-charge of the TERD Project :

Regarding the usefulness of the TERD Project to student practice teachers, there are four items that perceptions of Rectors and Vice-Rectors in-charge of the project have been collected. They are as follows :

1. All the 16 respondents have expressed that the TERD Project can help the student practice teachers to get opportunity to acquire their professional education experiences in the rural areas, within the schools as well as in the villages, pertaining to various developmental activities.
2. The project can help the student teachers to get opportunity to collaborate with various agencies in the rural development programmes set by the governmental agencies.
3. The project helps the student practice teachers to obtain their professional confidence in dealing with various problems faced by

the community people, and also can build their own awareness in their professional responsibilities as rural teachers.

4. The project gives maximum training to the student practice teachers to understand the needs and requirements of the rural community so that they can plan out various alternative programmes for solving such difficulties.

As a whole, it can be concluded that the TERD Project is very very helpful to the student practice teachers in building up their own experiences as well as in the rural development programme.

4.E Section : 5 : Problems and limitations of the TERD Project pertaining to various aspects

E.1 Perceptions of Teachers College staff members, School headmasters, co-operating teachers and student practice teachers :

On the above aspects, 16 items were included in the questionnaires used to collect informations from these groups of participants. The analyses of these informations are shown in Table IV.4.E.1. Out of these, there do not exist significant differences in the opinion of all the four groups of respondents with regard to 10 items, viz. -

- * the student practice teachers did not have enough knowledge/experience in rural development.
- * inadequate survey of the needs and problems of the rural community before planning,
- * no appropriate guidelines given to the personnel about their duties and responsibilities in the TERD Project.

- * lack of seriousness among the personnel towards their responsibilities.
- * lack of systematic arrangement of operation of the TERD Project.
- * lack of availability of resources such as instructional media, different types of tools and equipments to be used in the developmental programme of the rural schools and villages.
- * acute shortage of fund for the development of the schools and villages.
- * overall insufficient budget in the TERD Project itself.
- * lack of proper monitoring and evaluation of the programme.
- * lack of follow-up of the progress of development of the rural schools and villages.

In the above cases, most of the respondents of almost all the groups agreed some extent about the existence of problems of TERD Project. Moreover, a considerable number of respondents (17 to 63%) from different groups admitted the existence of above problems to a great extent. Even though in the rest of the cases differences were marked in the response pattern, it was found that most of the participants (40 to 69%) from different groups agreed the existence of problems to some extent. The problems are :

- * the course contents/activities of the TERD Project were not relevant to develop the rural areas.
- * the student practice teachers lack of responsibilities and willingness in the project.
- * misbehaviour of student practice teachers during student teaching in the rural schools and villages.
- * indifferent attitude of community towards the TERD Project.

There are 8 to 35 % respondents who opined about the existence of above problems in the TERD Project. The above facts act as caution to the decision makers and implementors of the TERD Project for taking immediate steps in removal of the above areas. Moreover, it may prompt them to find out the reasons for the existence of the above limitations and problems.

E.2 Perceptions of Teachers College Staff members regarding some aspects of the TERD Project :

There are five items have been asked for informations regarding the limitations and problems of the project, viz. :

- * absence of co-operation from the authorities of various governmental organisations during planning.
- * internal conflict between the staffs in the TERD Project,
- * shortage of qualified personnel in the TERD Project,
- * administrative and personnel difficulties in implementation,
- * shortage of physical facilities like vehicle and fuel.

Opinions received in all the five items show that problems did exist to some extent, and this range from 45.1 to as high as 63.9 percent. From 15.3% to 44.5% of respondents have opined that these problems existed to great extent, the highest represents the physical facilities provided to the TERD Project. There are opinions which have been expressed by some respondents (9% to 22%) that there were no problems or limitations at all.

E.3 Reactions of Rectors, Vice-Rectors in-charge of the project and Director of the TERD Project :

Opinions given by the Rectors, Vice-Rectors in-charge of the TERD project, and the Directors of the TERD Project show that there are few

problems and limitations of the TERD Project which remain to be slowly solved. Problems do exist in all the 10 aspects, i.e.

1. Course contents of the TERD Project.
2. Planning of the TERD Project.
3. Organization of the TERD Project.
4. Personnel of the TERD Project.
5. Implementation of the TERD Project.
6. Physical facilities of the TERD Project.
7. Budgeting of the TERD Project.
8. Monitoring of the TERD Project.
9. Student teachers participation in the TERD Project.
10. Community involvement in the TERD Project.

The item (1) has three main problems like (a) the supervising teachers must arrange the learning and teaching plans for the student teachers prior to their going for practice teaching in the rural areas so that the students do not lose much time for preparing such plans during their practice teaching, and instead they can use such time to perform the out of school activities in the rural developments as well as developing various activities inside the schools, (b) arranging more oriented special courses and master plan for the student teachers before they go for their practice teaching, and (c) arrange an orientation course strictly as given in the TERD Project's handbook in both ways, i.e. theory and practical, to the student teachers prior to sending them for their practice teaching.

The item (2), i.e. planning of the TERD Project, also has three main weak points - (a) the planning of the TERD Project was made without

taking the hand-book into consideration which obviously depends upon the administrators of the project, this problem is extremely difficult to solve since such personnels believed their own planning methods and are not ready to follow the recommendation given by the planning committee (b) Lack of informations about the real needs and requirements of the community people during planning. And (c) lack of co-operative work with various governmental agencies engaging in the rural development work in the same area.

Item (3) has only one problem. There is no separate section of the TERD Project exist in the college, and instead it often be attached with the professional education experience section of the college. This is essential since the Directors have to depend upon other teaching staffs of the college from other sections in organizing the TERD Project.

Item (4), the personnel of the TERD Project, has two problems and suggestions for solving them; (a) insufficient personnel to be involved voluntarily, since they have to go and spend a lot of time in the rural areas all of which are not always having 100% security; (b) many teachers college staff members involved in the project did not have sufficient knowledge about several aspects in the rural development. Suggestions proposed to solve these problems are - (a) the Teachers college administrative committee should give special provision that those personnels who are actively involved in the project throughout the year have to be awarded double increment of their salary. This may be attractive enough for the staff members to willingly join the project. For (b) all the staff members who wish to be involved in the project must attend a special oriented training within the

college prior to taken up any assignment.

Item (5), implementation of the TERD Project, has also two main problems and suggestions for improvement (a) the selected rural schools and villages for implementing the project are situated very far away from the college, travelling was inconvenience and used a lot of grant; (b) the policy of the Department of Teachers Education as well as the Teachers Colleges is not very specified, and the grant sanctioned for the TERD Project fluctuated every year, and some time has not been allocated at all. Suggestions offered are - for (a) the experimental areas should have been selected closer to the college head-quarter, financially should be specified so that divergence of grant cannot be made in any way.

Item (6), physical facilities of the TERD Project, has only one problem, i.e. vehicle allocated to the project is only one which, due to long distance travelling in rural villages far away from the head-quarter, was often out of order. When such vehicle has been sent for repair, no substitute vehicle was available to the project.

Item (7), budgetting of the project, has also one problem, i.e. lack of grant. Suggestions offered are : (a) in addition to the fixed budget given by the Teachers College, the grant for rural development can be obtained from other organizations engaging in a similar types of social work for rural development, and (b) plan out of a join project with other governmental agencies which are engaging a similar types of developmental programmes for rural areas.

Item (8), monitoring of the TERD Project, has also one problem, i.e. lack of a systematic follow-up of the project and proper evaluation of its result and proper submission of its progress reports, especially the professional education experience teaching committee. Suggestions offered by the respondents are : (a) this committee should evaluate the progress of the project and prepare its report so that some suggestions can be offered for its improvement in the next financial year, and (b) there must a neutral committee consisting of senior teachers of the college and headed by one of the four Vice-Rectors to go and survey the follow-up of the project and submit its report independently to the administrative committee of the college so that some re-adjustment can be made in the next lay-out of the project.

Item (9), student teachers participation in the TERD Project, has two problems, viz. (a) the girl student teachers are rarely voluntarily join the project as they are scared of various dangers, and (b) more student teachers offered themselves to join the project above the required quota. Suggestions expressed by respondents are : (a) select the experimental practice teaching schools closer to the college head-quarter where there is provisions for female students security and for (b) select the students to join the project who are having a very good performance in their studies as well as good discipline, obedience and well-behaved and be strict in their numbers.

Item (10), community involvement in the TERD Project has one problem the villagers do not believe or trust the student teachers as much as they are required to do so, because the students are all young and therefore it is very difficult for the villagers to respect them. This is

natural problem of Thai people that elders believe their own experiences in life but are ready to take into considerations various suggestions or teaching or advices form various learned teachers. These are the drawback of the TERD Project if it has been framed entirely depending upon the participation of student teachers to supervise the villagers in various developmental programme without a permanent presence of the college supervising teachers.

IV.5 OBJECTIVE - 4 : Objectives of the TERD Project in rural development are being realised.

There are three main objectives of the TERD Project mentioned in the Hand Book for TERD Project Implementation, 1982 as under :

1. To train the student teachers to perform the teachers' role which serve the social needs, viz. (a) teach effectively in rural elementary schools, (b) develop rural elementary schools as a community schools and organize the educational activities which will help in developing the community, and (c) co-ordinate with different agencies/ organizations concerning with the rural development programme.
2. To co-operate with the concerned agencies for rural development by co-ordination and work as community leaders to encourage various initiatives in the rural community development.
3. To provide facilities to the instructors of teachers colleges to get opportunities in experiencing themselves by spending sometimes in the way of rural life, staying in the community schools as well as in the villages, mixing up and discussing with the rural people

so that they can use their experiences in organizing and developing the way of teaching in the Teachers Colleges to train the student teachers to meet the real requirements and needs of the rural people.

5.A Perceptions of Directors, Teachers College Staff Members, Head Masters, Co-operating Teachers, Student Practice Teachers, Village Chiefs and Village People regarding the objectives of the TERD Project (3 items above) for rural development are being realized.

In all, 37 items have been asked seven groups of respondents whether the objectives are being realized to the needs and requirements of the rural people the basic policy of an overall rural development by the teachers education programme. The perceptions obtained in three scales (i.e. agree to great extent, to some extent, and not at all) have been analyzed using χ^2 test and also percentage values. It is observed that all the groups of respondents agreed to great extent and also to some extent. There were no responses on not at all scale indicating that the project was obviously useful to the rural people.

χ^2 data indicate that there are eight items, viz. (1) establishing a close relationship between the school and the community, (2) improving the school's agricultural programme suitable for the community needs, (3) helping to landscape the school playground and to promote its natural beauty, (4) improving the student practice teachers hostel and compound as a model for community development, (5) organizing recreational, sports and cultural activities in the village, (6) giving advice and suggestions in agriculture,

animal husbandary, food preservation, and functioning the co-operative, (7) improving village decision-making, problem-solving and leadership skills to the village chiefs, and (8) becoming more sensitive to health and hygiene problems of the rural community, which show no significant differences in the perceptions of the various groups of respondents. Majority of respondents agreed to great extent that the TERD Project was very useful to the rural schools and villages, except, the item (7) about decision-making, problem-solving and leadership skills which majority of respondent felt that the TERD Project helped only to some extent.

There are five items, viz. (1) improving the school health and nutrition programme involving school lunch, drinking water, lavatory facilities, and general cleanliness and sanitation, (2) improving road or assisting in a general civic plan for the village such as helping to dig wells for public use etc. (3) providing non-formal education for village adults, establishing village library, etc. (4) helping villagers to learn how to use government services, and (5) improving village people ability to organize and manage community development, show some differences in opinions of different groups of respondents. The X^2 test of these five items show a significant value of 0.05 indicating that some improvement of the project implementation has to be made in these lines.

There are 17 items, viz. (1) improving general health and cleanliness of the village, (2) improving the students rest house to serve as a model home to the villagers, (3) helping to set up community for the improvement of the village as a whole, (4) building up appropriate democratic attitudes in the village, (5) helping village people to become

more self-reliant, (6) transferring ideas or technical experiences to the villagers, (7) providing the student teachers' labour free for village development project, (8) clarifying village people values and needs about community development, (9) promoting necessary awareness regarding their rights and responsibilities as citizens of the country, (10) providing needed educational facilities (11) increasing their agricultural production (12) encouraging village craft and culture, (13) increasing feeling of fraternity in rural community, (14) understanding the different plans of the government for their betterment, (15) utilizing their leisure time gainfully, (16) becoming wiser consumers for their daily necessities, and (17) making them realise the value of education in life, are found to have some differences in opinions of all the groups of respondents. The X^2 test show a value of 0.01 regarding perceptions received that vary from groups to groups, but within the limit of acceptability that the TERD Project objectives did realize the basic needs of the rural communities one overwhelming another in various areas of development.

The last 7 items, viz. (1) the personnels of the TERD Project understand the needs, desires and problems of the village people, (2) the personnels of the TERD Project have enough knowledge and skills to do the village development project, (3) the personrels of the TERD Project spend appropriate time for doing the village development project, (4) the personnels of the TERD Project prepared well to co-ordinate and co-operate with the agencies concerned engaging in the rural development project, (5) the personnels of the TERD Project took a special interest in solving the village problems, (6) the personnels of the TERD Project had always excellent decency in their dealing with the village people, and (7) the TERD Project

personnels sought co-operation from the village chiefs and other leaders, have been asked the village chiefs and village people for information. Perceptions received are unanimous that both the groups of respondents agree to great extent, and only few responses agreed that the TERD Project personnels have skills in the rural development and devoted themselves to do the project work to some extent. The χ^2 test of these 7 items and the two groups of respondents do not show any significant differences in their opinions indicating that perceptions received are reliable informations.

5.B Reactions of Rectors and Vice-Rectors in-charge of the TERD Project pertaining to the Objectives of the TERD Project are being realized for rural development.

Perceptions of Rectors and Vice-Rectors in-charge about the objectives of the TERD Project for rural development are being realised are positive. They have stated that the TERD Project has made the Teachers College to be able to produce various levels of professional educationists who are capable of handling various responsibilities, in teaching the rural school children effectively, guiding the village adults innovatively, and carrying out various developmental programmes in the schools and villages efficiently. The TERD Project has been able to train various in-service school teachers in the rural areas to be able to perform their duties in the development of their schools to be community centres and to be the community leaders in different innovative programmes. The TERD Project has helped the student practice teachers to perform their practice teaching in the rural schools so meaningful that in their out of school activities they have helped the villagers in various developmental programme. The TERD Project, having attended by various levels of personnels, has been able to make the villagers

realized in the way of proper living in a modern society; though suffered from economic poverty, they could feel that they have received a very warm moral support from the TERD Project personnels, besides other agencies of the government.

As a whole, the objectives of the TERD Project are positive towards the teachers production for rural development, but still there are some problems that cannot be solved within a short period of times by the implementation of the TERD Project alone.