

CHAPTER - V

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## FINDINGS AND RECOMMENDATIONS

## V.1 INTRODUCTION

It has been established that education is one of the powerful instruments for community development and social innovation. All the developing countries in various continents have been trying to use educational programmes for rural development and community improvement having various objectives to aim at producing teachers who can teach the rural school children effectively and also play some roles in different aspects of rural development programmes efficiently. Keeping this in mind, the educational planners have introduced a specialized curricular activities, both theoretical and practical approaches.

In Thailand, the Department of Teachers Education in the Ministry of Education has to shoulder this responsibility in implementing the Teachers Education for Rural Development in all the 8 United Colleges in the country. This programme of Teachers Education for Rural Development (TERD Project) has been included in the Vth Five-Year National Development Plan having the objectives specially set for producing a double roles human resources- as effective educationists and coupled with skills of being community leaders in the rural developmental working projects in various areas of community needs. Not only the rural teachers have to look after or participate in various activities of rural development programmes, beside their school teaching responsibilities, but even the student teachers have to participate in such activities of rural development programmes during their practice teaching in the rural schools.

The present study is defined only to evaluate the Teachers Education for Rural Development (TERD Project) Programmes regarding the course contents, planning, organization, personnel, implementation, physical facility, budgetting, monitoring, student participation, in various rural development activities during their practice teaching in the rural schools, and the community involvement in the project. Knowledge and skills of the directors of the project and Teachers College staff members involved in the project are also included in the study since they are the main personnels who carry out the follow-up activities of the project along with the students.

It is always expected that whenever a programme of this kind has been implemented, there would be a number of problems to come. Such problems can be understood and rectified only when systematic studies have been carried out in order to identify them. For this, there is an essential need to evaluate the perceptions of various groups of participants so that various difficulties arisen could be systematically recorded. The present study is an attempt in this direction.

## V.2 STATEMENT OF THE PROBELM

### 2.A Title of the problem selected for investigation :

A study of Teacher Education Programme for Rural Development in Thailand.

This programme of Teacher Education for Rural Development (TERD Project) is a mofified project of the earlier implemented Teachers Training for Rural Development (TURTEP) initiated since 1956. This modified programme was set to fit with the objectives of the Vth Five-Year National Economic

and Social Development Plan (1982-1986) which has been stressed about the needs of Rural community development. The above selected problem of study is to evaluate the overall effectiveness of the TERD Project and the historical development of the TURTEP.

#### 2.B Scope of the Study :

- \* To study the history of Teacher Education Programme for Rural Development since its beginning of implementation in order to highlight its outstanding products, its profound basement in the upliftment of rural development carried cut by the student teachers.
- \* To study the nature of the TERD Project as a whole.
- \* To study the effects and limitations of the TERD Project.
- \* To study the realization of various objectives of the TERD Project with respect to the needs and requirement of the community people.

Various perceptions of respondents, i.e. the personnels involved in the project as well as the authorities of the Teachers Colleges have been selected for the study. They include the Rectors, Vice-Rectors in-charge of the project, directors of the project, supervising teachers (Teachers College Staffs), co-operating teachers, head-masters, student teachers, village chiefs and village people. Various interesting and important findings highlighted by these perceptions are given the following pages. Various tools prepared are aimed at to collect informations within the limit of the proposed objectives of the study.

### V.3 OBJECTIVES OF THE STUDY

3.A **Objective-1** To study the historical growth of the Teacher Education Programme for Rural Development in Thailand which was commenced in 1956 at Ubol Rajthani Province in collaboration with UNESCO. The short form of this project is called "TURTEP". It is proposed to study (1) related literatures, (2) activities of the TURTEP, (3) budgetting of the TURTEP, (4) its expansion from a pilot to national project, (5) problems pertaining to supervising teachers, (6) problems pertaining to preparation of the student teachers, (7) problems pertaining to administrative set-up, (8) problems pertaining to co-operative schools (experimental schools), and (9) problems pertaining to the development of rural villages.

3.B **Objective-2** To study the nature of the Teacher Education for Rural Development Project (TERD Project), 1982-1986, which was included in Vth Five-Year National Economic and Social Development Plan. The areas to be studied are (1) Course contents of the project specially set for rural oriented teacher education, (2) Planning of the project, (3) Organization of the project (4) Personnels of the project, (5) Implementation of the project, (6) Physical facilities of the project (7) Budgetting of the project, (8) Monitoring of the project, (9) Student teachers participation in the project, and (10) Community involvement in the project. Various tools and interview schedules have been prepared for obtaining various perceptions of various groups of personnel samples (see, Appendix-I).

- 3.C **Objective-3** To study the effects and limitations of the TERD Project regarding various aspects of management, viz. (1) Administrative heads, (2) Teachers College staffs, Co-operating teachers, (3) Student teachers, (4) Village chiefs, and (5) Villagers who involved in the TERD Project in the village development activities.
- 3.D **Objective-4** To study the main objectives of the TERD Project whether they are being realized according to the needs of the community people or not. For this purpose, 37 aspects have been selected to ask for informations in 3 scoring scale from 7 groups of participants (directors, Teachers College staffs, supervising teachers, head-masters, co-operating teachers, student teachers, village chiefs, and village people).

#### V.4 METHODOLOGY

A brief outline of methodology that has been followed in the present study is given below :

- 4.A **Objective-1** The data have been gathered from various reports of the Teacher Education Department, official research reports of the Department of Teacher Education, UNESCO consolidated project final reports, proceedings of the regional conferences as well as international symposia of UNESCO regarding the Teacher Education for Rural Development, handbook of TURTEP and handbook of the TERD Project, research work of various individual researchers concerning to the Teacher Education for Rural Development, and

unpublished reports/record of the teachers colleges, co-operating schools and various orders of the high level planners.

4.B **Objective-2** The sampling areas have been selected from 8 Teachers Colleges, one each from the 8 United Colleges in the country. 9 groups of samples include various administrative heads, (1) Rectors, Vice-Rectors, and Directors of the project (8 samples from each group), (2) Teachers College staffs 18 from each 8 selected colleges, (3) student practice teachers, 6 students from each of the 24 selected community schools, (4) head-masters, 1 from each of the 24 selected schools, (5) 6 co-operating teachers from each of the 24 selected schools, (6) 1 village chief of the 24 selected villages in the 8 selected college areas, and (7) 6 villagers from the 24 selected villages.

4.C **Objective-3** Effects and limitations of the TERD Project. To study this problem, all the 9 groups of samples have been asked for informations in a major five sections (1) usefulness of the TERD Project to the Teachers Colleges, (2) activities of the TERD Project can develop the rural schools, (3) activities of the TERD Project help to develop the rural villages, (4) the TERD Project is helpful to student teachers and (5) problems faced at various stages of the TERD Project during its five years duration.

4.D **Objective-4** Here also all the 9 groups of samples have been approached through interview schedules and questionnaires in collecting various informations required for the study.



Plate V.1 : Interview carried out with community people in the village about various activities of the TERD Project in the development of the village.



Plate V.2 : Interview with the village house wife about various problems and activities of the TERD Project in the developmental programme of the village.



Plate V.3 : Interview carried out with the community people at their farm house during the data collection period regarding the improvement of their farm products after the involvement of the TERD Project in the area.



Plate V.4 : Interview taken with a house wife of the village people about the benefit gained by her after the involvement in the TERD Project in various activities of rural development.

The Rectors, Vice-Rectors in-charge of the project, and the village chiefs have been interviewed by using a structured interview schedule specially constructed for certain informations., The remaining groups of samples, viz. directors, supervising teachers, head-masters, co-operating teachers, student teachers and villagers have been requested to give various informations through questionnaires either by check list or tick mark framed in various sections of the tools. The investigator, in almost all the selected areas, has been visited and approached to various groups of participants by himself (see, plates 1 to 4). A little difficult task occurred with the village chiefs and village people since many of them did not understand the importance of such informations which have been asked for. In most of the villages the investigator has to seek such informations through a meeting when various aspects included in the questionnaires have been read out and then sought for authentic responses from them. Details of these are given in the tools specially designed for different groups of samples.

#### V.5 TOOLS FOR DATA COLLECTION

Altogether, there are seven tools consisting of various sections and covering different aspects of statements as under :

5.A Tool No.1 It is an interview schedule for the product personnels of the TURTEP. This tool has been constructed in order to collect substantial informations in addition to those related literatures about the effects and limitations of the TURTEP.

5.B Tool No.2 Interview schedule for Rector and Vice-Rector in-charge of the project, prepared for collecting various informations on the main

purpose of the TERD Project in each Teacher College: It covers various aspects like the usefulness of the TERD Project to various sectors, problems and difficulties faced while implementing the project, planning, organization, personnels, etc. of the project.

5.C Tool No.3 Questionnaire cum opinionnaire for Directors of the TERD Project, prepared to study the nature of the project. In all, there are 4 sections :

C.1 Section-1 : This section deals with personal data of the Directors of the project, prepared to collect informations about their qualification, experience, various extra assignments, teaching load and other aspects. This information is required because the project follow-up was entirely depending up on them. If the directors are lacking in certain areas of the required informations, the failure of the project may presume to occur in such particular areas.

C.2 Section-2 : This section deals with various informations pertaining to opinions of the Directors on the nature of the TERD Project related to 10 aspects of management of the project, course contents, planning, organisation, personnel, implementation, physical facilities, budgeting, monitoring, student and community participation.

C.3 Section-3 : This section is the key informations for the present study since it is an attempt to collect various informations - perceptions of different groups of personnels involved in the project. It is a rating scale type of tool consisting of 5 main aspects, viz.. (1) usefulness of the TERD Project to the Teachers College,

(2) activities of the TERD Project can develop the rural schools, (3) activities of the TERD Project help to develop the rural villages, (4) the TERD Project is helpful for student teachers, and (5) course contents of the TERD Project are relevant to teacher education for rural development. The Chi-square test has been proposed for the analysis of these common data based.

**C.4 Section-4** : This section deals with various perceptions related to problems and limitations of the TERD Project. It is an open ended tool consisting of 10 aspects similar to section 2.

**5.D Tool No.4** It is a questionnaire cum opinionnaire for Teachers College staff members, prepared to collect informations related to the nature of follow up of the TERD Project. it consists of 3 main sections :

**D.1 Section 1** : This section deals with personnel data of the Teacher College staff members involved in the project, their qualification, experience, sex, and other extra curricular activities.

**D.2 Section 2** : This section deals with various informations pertaining to implementation of the TERD Project consisting of 10 main aspects like the section 2 of tool No.3.

**D.3 Section 3** : This section deals with the aim at obtaining informations regarding the effectiveness and problems faced at various stages of functioning of the project.

5.E **Tool No. 5** This tool has been prepared to seek informations from the student practice teachers who, during the data collection, were engaging in their practice teaching in the rural schools. There are 5 main sections :

E.1 **Section 1** : deals with perceptions related to the usefulness of the Project towards the development of rural schools.

E.2 **Section 2** : deals with perceptions related to the usefulness of the TERD Project towards the development of rural villages.

E.3 **Section 3** : deals with perceptions related to their benefits received by joining the TERD Project.

E.4 **Section 4** : deals with informations about the adequacy of the course contents of the TERD Project.

E.5 **Section 5** : deals with various informations related to problems and limitations of the TERD Project.

5.F **Tool No. 6** This tool has been framed to seek information from village chiefs and village people pertaining to the usefulness of the TERD Project in various activities of village development, and some information regarding the performance of Teachers College staff member, student teachers, and school staffs on various assignments in the village development activities. 25 items are common to all the groups of samples, i.e. Directors, Teachers College staffs, head-masters, co-operating teachers, student teachers, village chiefs and village people, except Rectors, Vice-Rectors and product personnels of the Project. There are seven items which have been set for collecting

informations from the village chiefs and villagers about the personnel of the TERD Project.

5.G **Tool No. 7** It is an interview schedule for the product personnel of the TERD Project regarding their experiences which they have gained from special training under this project whether such training is very helpful in several ways about being an effective teacher and community leader.

Various informations collected through these tools have been classified and grouped into various sections in terms of aspects or activities of the project to facilitate for data analysis.

#### V.6 ANALYSIS AND INTERPRETATION OF DATA

The data collected have been classified and grouped into various aspects according to the objectives of the study covering different activities of the Teacher Education for Rural Development Programme. While analysing and interpreting the data, an attempt has been made to present a comprehensive picture of each aspect of the project's activities.

The analysis has been divided into two parts (1) Analysing the historical development, outstanding successes, and problems faced through the various existing literature related to the teacher education for rural development programme. Some informations have been gathered through questionnaires responded by the product personnels of the project TURTEP. (2) Analysing various perceptions collected from various administrative heads, directors and other personnels involved in the project using percentile method

for those responses which have only two options (yes) and (no), and using Chi-square test method for those responses given by different groups of respondents giving their perceptions on common aspects and common items. Various tables have been prepared illustrating the results of these analyses. The Chi-square data were obtained through IBM computer.

The negative as well as positive points have been again classified while interpreting the data obtained. The main findings can then be comprehensively brought out.

#### V.7 MAJOR FINDINGS

Major findings for each objectives of the study are here presented separately so that various outstanding points and problems faced can be easily identified on different aspects of different activities of the project. Based on these identifications, suggestions and recommendations can be perfectly emphasized.

##### 7.A Objective 1 : Genesis of the TURTEP (1956-1981), outstanding achievements and problems faced.

There are two sections which have been proposed to study : (1) scrutinization of related literature and (2) study of perceptions of the product personnels of the project through questionnaire and opinionnaire. The main findings are as follows :

##### A.1 Section 1 : The study of related literature revealed that :

1. The TURTEP officials in collaboration with local and provincial health and education workers have made periodic follow-up visits to the schools and villages prior to sending the student teachers for their teaching practice in those schools and stay in those villages.
2. Student teachers, after their completion of their two years theoretical

studies, have been sent to the rural schools for their teaching practice. They have been instructed by the college supervising teachers, head-masters, and co-operating teachers about their duties that they have to perform at various stages of their practice teaching period.

3. In the second week, the student teachers after one week of observation in various activities in the school as well as villages, they have been given full teaching load and village as well as school development activities. In the third week, they have been working independently in various activities within as well as outside the school as critic teachers and community leaders.
4. Teachers College supervising teachers and the UNESCO experts have to visit the practice teaching sites at least thrice a week to check the student performances in various activities and gave them proper guidance in setting up farmers clubs, sanitary water supplies, construction of common privies, example of vegetable gardens, village health centres, village sports playing grounds, etc.
5. Construction of student practice teachers hostel similar to the common village houses using the TURTEP fund. The student teachers have to maintain as well as develop its sanitary function as well as kitchen garden in order to show the villagers to use an empty land in a useful manner.
6. The TURTEP Programme was not only having the aim at producing new critic teachers but also looking forward towards training the local school teachers through in-service village workshops and periodic meetings dealing with methods of village development as well.

7. Budgetting of the TURTEP was sufficient in the early stage of its implementation, but in the later stages there were lack of funds to carry out certain programmes, even though the project was in great success.
8. The TURTEP institution centre was constantly keeping in touch with the participating rural schools and villages in their respective areas, and constantly providing guidance, advice and services pertaining to new techniques, skills and ideas of various improvements in instructional programmes, teaching devices, and physical conditions of schools and villages. There was another important approach which needs to be emphasized is that the well trained school teachers and villagers were on their own using their experiences to train other near by school teachers and villagers so effectively.
9. Various problems started when the planners tried to make this project a national project after the assistance of UNESCO has been withdrawn in 1971. There was an acute lack of funds to support the student teachers to carry out their practice teaching in the rural schools, and also to support the supervising teachers to visit the practice teaching and community development sites.
10. Throughout the seventies, the Teacher Education for Rural Development was extremely sick due to lack of funds and mismanagement of the Thai authorities. Only two years in between, i.e. from 1975 to 1977, there was some important improvement in this project when Dr. Otto J. Shipla (the UNESCO expert) was assisting in the project. The Thai authorities with a close association of Dr. Shipla have organized a training programme for up-grading the knowledge of Teachers College supervising teachers, school head-masters

and co-operating teachers throughout the country by holding special seminars (short term institute). Various experts in the field of Teacher Education for Rural Development have delivered a series of lectures and distributed the pamphlet of such lectures to various participants, giving various guide-lines in up-grading the student teaching methods.

11. In 1981, the Teacher Education Department has received the TURTEP programme in order to meet the requirement of the National Five-Years Plan. This revised project has been renamed as TERD Project which the present investigator has selected for study. From 1956 to 1981, apart from the lack of funds, there were some other problems also that worth to be highlighted as under :

- A. Most of the supervising teachers had sufficient teaching experience but did not have sufficient knowledge in social work and also did not have sufficient enthusiasm to go to the sites (Tailungka, 1968; Chapchamnong, 1975; Tulayasook, 1979).
- B. The student teachers were not acted as per the guidance given by the local co-operating teachers, since those guidance was not in accordance with the knowledge they have learnt from the college (Vongchit; 1962). Phatipracha (1965) has pointed out that student teachers desired to receive more assistance of the supervising teachers.
- C. Since the withdrawal of UNESCO, the standard of management of the project like follow-up, evaluation, organising the working committee, etc. became loosened (Chapchamnong, 1975). Directors of the project have not visited the sites and evaluated by

by themselves various problems faced by student practice teachers.

- D. The co-operating school teachers were extremely needed to attend an upgrading course pertaining to teaching techniques, and rural development methods (Srisoodthi, 1973). The co-operating teachers were not serious in their duties in guiding the student practice teachers (Chapchamnong, 1975).
- E. There was no working committee at village level to plan out various development programme leading by school teachers or by student teachers (Chapchamnong, 1973). There was no special training programme for villagers or village chiefs so that they take up independently various activities initiated by the TURTEP after the termination of the TURTEP programme (Suntornpithug, 1979).

**A.2 Section 2 :** The study of perceptions of the TURTEP product personnels (i.e. trained under the TURTEP Programme) at present are still working in the rural schools. The main findings are as follows :

1. Majority of perceptions are positive that the programme was a great bridge towards the improvement of rural life as a whole.
2. The TURTEP Programme helped them to acquire knowledge in working with the community as community leaders and also helped them to have some skills to co-operate with other agencies dealing with rural development.
3. The supervising teachers of the college had visited the sites of practice teaching but not remaining there for quite some times so that they are available to the student practice teachers.

4. The co-operating teachers did not show sufficient demonstration techniques to student teachers and also did not remain available to the student teachers for consultation whenever there were some difficulties arisen in the classroom.
5. Most of the villagers did not understand the importance of the TURTEP Project towards the development of their rural life. Therefore, they reluctant to participate in the programme of rural development carried out by the student teachers. Moreover, the village chiefs were not able to convince the villagers to co-operate with the student teachers in various activities of village development programme.

7.B. **Objective 2** : Nature of the TERD Project regarding course contents, planning, organization, personnel, implementation, physical facilities, budgetting, monitoring and participation of student teachers and village people.

The main findings of the study towards this objective can be briefly summarized as under :

1. It is found that 62.5% (i.e. 5 out of 8 respondents) of directors have agreed to a great extent that the course contents of the TERD Project mentioned in details in the curriculum (1976 and 1981) are adequate. It seemed that the 3 colleges, whose directors have felt that the course contents were not adequate, have not arranged their oriental courses as per the guide-lines given in the handbook of the TERD Project. Similar opinions have been expressed by Teachers College staffs, student teachers, head-masters, and co-operating teachers.
2. The Chi-square test of these perceptions indicates that majority

- of respondents in different groups have agreed to great extent that the course contents provided to student teachers are adequate but certain colleges have not arranged the preparation short course to the student teachers prior to sending them for teaching practice.
3. Regarding planning of the TERD Project, it is found that 33.3% of the directors and staff members did not have sufficient experience and skill in rural development. 25% of the planners have not sought various informations from the community people before planning the project.
  4. 56.2% of staff members involved in the project have not been attended in the planning committee. 77.7% of respondents out of the 43.8% attended teachers felt that their suggestions have been taken into consideration by planners.
  5. Regarding organization of the TERD Project, 100% of respondents have stated that committees of various levels have been organized. 75% have provincial, college and school committees, 50% district committee, 62% have sub-district committee and village committee.
  6. 70.8% respondents felt that the involving staff members in the project were inadequate.
  7. Regarding personnel of the TERD Project, all the involved staff members though having sufficient teaching experience and holding high educational qualification, should have received some oriented training course prior to their involvement in the project regarding various knowledge and skill about rural development.
  8. Village chiefs as well as villagers involved in the TERD Project were happy with the project officials.

9. Regarding implementation, all the directors have arranged the meeting of their staffs for work distribution, and selected their staffs based on their mutual interest, with good experience and abilities.
10. It is found that during the follow-up period, very rare staff meeting was held in order to jointly solve various problems faced.
11. Only 52.8% of involved staff members have attended the meeting in the initial stage of work distribution. 54.8% of these staffs have stated that they have faced various difficulties in serving the TERD Project.
12. Physical facilities were inadequate, especially fuel and vehicle. Instructional media were sufficient, but residential facilities for student teachers were not adequate and were not enough safety for female students.
13. Regarding monitoring aspect of the project, 75% of the directors had given full power to monitor the project and the remaining others had limited power. No proper instructions have been given to staffs as well as student teachers to submit their progress report, and for this purpose there was no proper proforma has been provided to various personnels for preparing their reports.
14. The student teachers have enthusiastically joined the TERD Project and competent enough in their responsibility, and completing their duties in time. There were 37% girl student teachers taken part in the project indicating that the project was so popular and important for their future achievement.
15. The village people was enthusiastic in joining the TERD Project, but many of them have not been invited to attend the meeting organized by the project officials. The villagers were very happy with the

TERD Project and willing to continue their involvement in the future also. They have admitted that they have been benefited by involving in the project.

7.C. **Objective 3** : Effects and limitations of the TERD Project.

Various main findings in different aspects can be summarized below :

1. The TERD Project is helpful to the Teachers College as it helped the college staffs to get opportunity to go out and give some services to the community people, and co-operate with other developmental agencies. It makes the college more active.
2. The activities of the TERD Project were very helpful to the rural schools in up-dating the teaching style, in modernizing the schools, and making the schools more enthusiastic in its developmental activities. The most outstanding was that it helped the school authority to make their schools as community centres in the area.
3. The project helped the school teachers as well as head-masters to gain various knowledge in modern techniques of teaching and methods community development under their leadership.
4. The TERD Project helped to develop the rural villages in promoting sports and cultural activities, various knowledge in agricultures and animal husbandary, giving advice to the villagers realise about the importance of education in rural life.
5. The project helped the villagers to realise the social awareness among themselves, and giving them confident in the management of village development project. It also helped the villagers to be able to identify their basic needs as good citizens of the country.
6. Helped the student teachers to achieve teaching skills, and played

a double roles, i.e. teaching effectively as well as managing the various developmental project within the schools and villages.

7. There were some problems which need to be improved, viz.
  - A. The course contents were not relevant for rural development to some extent, for those colleges which did not follow the handbook.
  - B. Lack of systematic arrangement of operation, this also in those colleges which did not have involved the staff members in the implementing committees, the staff involved had little knowledge in subject matters about rural development, the directors had also less experience in rural management.
  - C. No appropriate guidelines had been given to various personnels of the project, therefore, there was a lack of proper co-ordination between the staffs involved and other personnels. This problem had occurred in those colleges which did not follow various instruction given in the handbook of the TERD Project.
  - D. Diversion of funds in certain colleges where there was no supports from other funding agencies, and did not seek for co-operation while carrying out the project work in the rural area.
  - E. Lack of follow-up of progress in the development project carried out in the schools and villages.
  - F. Supervising teachers were not always available to the student teachers for immediate guidance whenever necessary. In this case the students became least responsible in their duties outside the school activities, and few had taken advantage of such situation.

- G. There were complaints from supervising teachers that several authorities in other organization did not co-operate with them though they had been approached for help, there was also certain conflict between the involving staffs.
- H. Acute shortage of involved staffs in those colleges where there was some mismanagement of allocation of funds, no proper judgement for their promotion in the end of the year.
- I. Acute shortage of fuels and vehicles therefore the involved staffs and also directors could not visit the sites quite often as per their desires.
- J. Very rare case that the administrative heads (Rectors or Vice-Rectors in-charge) had visited and evaluated and appreciated the activities carried out by the project.
- K. The community did not accept the student teachers to be their leaders in various developmental project in the village, since the students were all too young. In this case, the directors or supervising teachers themselves had to be acted as leader if they are full time available at the practice teaching sites.

7.D. **Objective 4** : Objectives of the TERD Project in rural development are being realized.

Thirty seven items have been depicted to ask all the 9 groups of samples regarding the effectiveness of various objectives of the TERD Project dealing with different aspects of rural development. The major findings are given below :

1. The  $\chi^2$  test did not show any significant differences in opinions of all the groups of respondents that the TERD Project is useful in

various activities of rural development as well as for the upliftment of classroom attitudes and beautifying the school programmes.

2. All the physical activities of the project carried out by student teachers and other personnels involving the villagers were positive, though there were some differences of opinions but all of the respondents agreed that such activities are outstanding.
3. Moral activities were largely depended up on the presence of senior officials in all the activities, and this type of assistance was not received as expected to be.
4. Some personnels were still lacking some skills in dealing with the community people, like personnel management, social contacts and public services, oral speeches in public meeting, etc.
5. Lack of practical skills in social science subject matters which should be given more training to various grades of personnels of the TERD Project before sending them to work with the community. This indicates that the course contents, theoretically are sound enough but practically the project personnels are facing with various difficulties, have to be made some adjustment.
6. High level official campaign in rural areas, like Rectors and Vice-Rector in-charge visiting the sites and talked to people as well as lower rank officials in the areas, would give rise more impact on various developmental activities of the project. If such visits exist twice a year would suffice the situation, provided along with each visit there should be two level of meetings (1) provincial committee meeting and (2) public meeting in which officials as well as villagers should be attended. The second one may be termed a rural seminar.

7. The TERD Project is positive in producing double role rural teachers, i.e. to be a good teacher and good human being and secondly to be a good social worker in the field of community development.
8. If certain selective subjects of commerce are included in the course contents of the TERD Project, like business mathematics, marketing of agricultural products as well as other rural industries products, and co-operative education in terms of commercial basis, the TERD Project would be more outstanding. This is very important since the villagers need to uplift their financial crisis in the family.

#### V.8 SUGGESTIONS AND RECOMMENDATIONS

The Teacher Education for Rural Development is a link between General Teacher Education and Social Services for community development. General Teacher Education is a pure theoretical approach to train teachers to be a good educationist. Social Services have a combined approach, both theoretical as well as practical to be carried out in the field of necessity. When both of these subjects are combined together, the entire programme becomes an entirely not only theoretical dependent but also practical dependent. The Teacher Education for Rural Development Programme has, therefore, an impact of both approaches relying upon theoretical as well as practical activities in the field of education and social welfare.

To make such programme a great success, it is really a very difficult task not only for planners, but also for the implementation workers too. After having exactly two and a half decades of experience (i.e. 1956 to 1981) in this line of educational programme, the Thai planning commission

of national level consisting of various experts whose experiences in this field are more than 10 years were invited to sit together to plan out the Teacher Education for Rural Development Programme (TERD Project). A critical handbook has been published and distributed to various educational institutions which were interested to implement the same. This handbook gives valuable guidelines about the implementation of the programme and procedures for its followup and evaluation methods. Any institutions whose implementation workers did not strictly follow this handbook while implementing the project, there tend to be facing various problems at various stages of project's implementation.

This study has been carried out with the aim at findings the project's outstanding points and its weaknesses. There are certain weaknesses among the several outstanding points which need to be highlighted here as revealed by the main findings of this research work. Following paragraphs are worth to mention for future development of the programme :

The planners and other implementation workers of the project might have felt that detailed programme and procedures of implementation and evaluation given in the handbook are adequate. In reality, it may be true also if we believe in majority since majority of perceptions of all the groups of participants indicate appreciation in various aspects of activities except budgetting and physical facilities. But there were certain perceptions, though completely overwhelmed by majority of positive responses, if critically examined and deeply thought about they are really very important, like "small is beautiful" - Sumescher (1978). Minority of perceptions existed that the

course contents were adequate to some extent; this is true as pointed out in the findings of objective 4. No oriented courses on business management and business promotion as well as marketing of the rural products which are extremely needed for financial promotion of the village people. These subjects are not available in the syllabus (see, Chapter-I, Section I.D.2).

Another small is beautiful is that it has not been mentioned in the handbook also that there should be some visits of high level delegations, either from the Ministry or from the College concerned, to the sites of implementation. These visits if existed they would make the project workers to be more enthusiastic as they have to show on the spot results of the project effectiveness. If these high level officials of the five backbone Ministries meet at the sites, there would have not had any complaints about co-operative between various agencies, mentioned in the findings of objectives 2 and 3. Such meetings can be called "Rural Seminar on Rural Development", and must be participated by all the social workers of various extension programmes of all the department.

Few perceptions of the student teachers revealed that most of the co-operating teachers did not constantly remain with them in the classroom during their teaching practice. At the same time, the supervising teachers were not also available to them for consultation or guidance. It seemed necessary that this problem should be immediately solved by the authorities by providing full time supervising teachers throughout the period of teaching practice. This would facilitate or smoothen the entire programme both within the schools as well as out side the school activities. Directors or supervising college teachers should not engaged themselves in other activities

within the college since they have to visit the sites of teaching practice. Table IV.3.D.1c indicates that they have several extra other engagements which they have to fulfill beside the supervising work in the TERD Project.

Regarding budgetting of the TERD Project, allocation should be made separately to prevent some diversion of funds. The directors as well as supervising teachers should be provided full travelling and daily allowances during their field work without college vehicle. In the case of availability of college vehicle, only daily allowance have to be provided. Eight hours away from the college on this type of touring can be considered as full day on duty, and daily allowance has to be given full. The supervising teachers who did not have sufficient experience in rural development must attend a special group discussion organized by the director fo the project and must try to increase his knowledge through reading on his own. Also, if a special lecture delivered by eminent social workers can be arranged to the staffs as well as the students, it would be highly beneficial.

Co-operating teachers should have been invited to attend a short term institute of education for rural development, to be arranged yearly or once every two years so that they can get acquainted with modern methods of teaching, uses of new instructional media, and new development in classroom work and other activities of the TERD Project. These inservice teachers are more acquainted with rural life and in the concluding session of such short term institute, they may be requested to express their feelings about various desires of the rural schools and rural villagers. More

authentic informations may be received from them so that various oriental courses can be arranged for student teachers prior to sending them to the practice teaching sites. Specialists in public health, agricultures, sociology and other related disciplines may be invited to deliver special talks with special emphasis on rural development which is in practice.

Strict discipline of student teachers must be made related to their passing grade in the examination of their final semester so that misbehaviour of certain students during their practice teaching can be minimized. Perceptions of some co-operating teachers and some villagers indicate that there were some unwanted misbehaviour of the students existed during their stay in the rural villages. Such students should be severely punished. This happening might have occurred since there were no permanent supervising teachers remained with them throughout their practice teaching period.

Various details have been given in the handbook of the TERD Project about the methods of evaluation of the progress of the project, but very few participated personnels were serious about this. If the whole thing has been made compulsory that various results should be put in the annual report, then such evaluation method would have put into practice and certain problem might have been easily identified. For this, it is a duty of the director to make an initiative step to make his personnel to submit their annual report which may be put before the evaluation committee of the college for annual increment of their salary. This would make all the involved staffs more enthusiastic.

In South Korea, the product personnel of the Sameul Undong Programme remain keeping in touch with the authority in the head-quarter by giving some informations about their work and some problems they have faced and also how they have solved them. This method of correspondence may be kept into practice for the product personnel of the TERD Project in Thailand. Such informations may be made available to all the colleges through an exchange programme of any new findings about the improvement of the project. Though the nature and requirements of local people in different corners of the country may not be the same, but still various important informations regarding the effectiveness and limitations of the project may be made available to all the colleges so that the personnel involved may be awared of such problems and thught in advance to solve them.

Lastly, the college team of research and evaluation cell must take up a research work on this line of education so that some gaps in our knowledge pertaining to various activities of the TERD Project may be filled. Such research reports should be made available to all the colleges through similar exchange programme of experiences. All student teachers and supervising teachers as well as directors and also high level planners would get sufficient literatures regarding various activities of this project in different regions of the country. Planners may thus prepare a most comprehensive report of the TERD Project in the Department of Teachers Education as a national comprehensive report of the project.