

CHAPTER - I

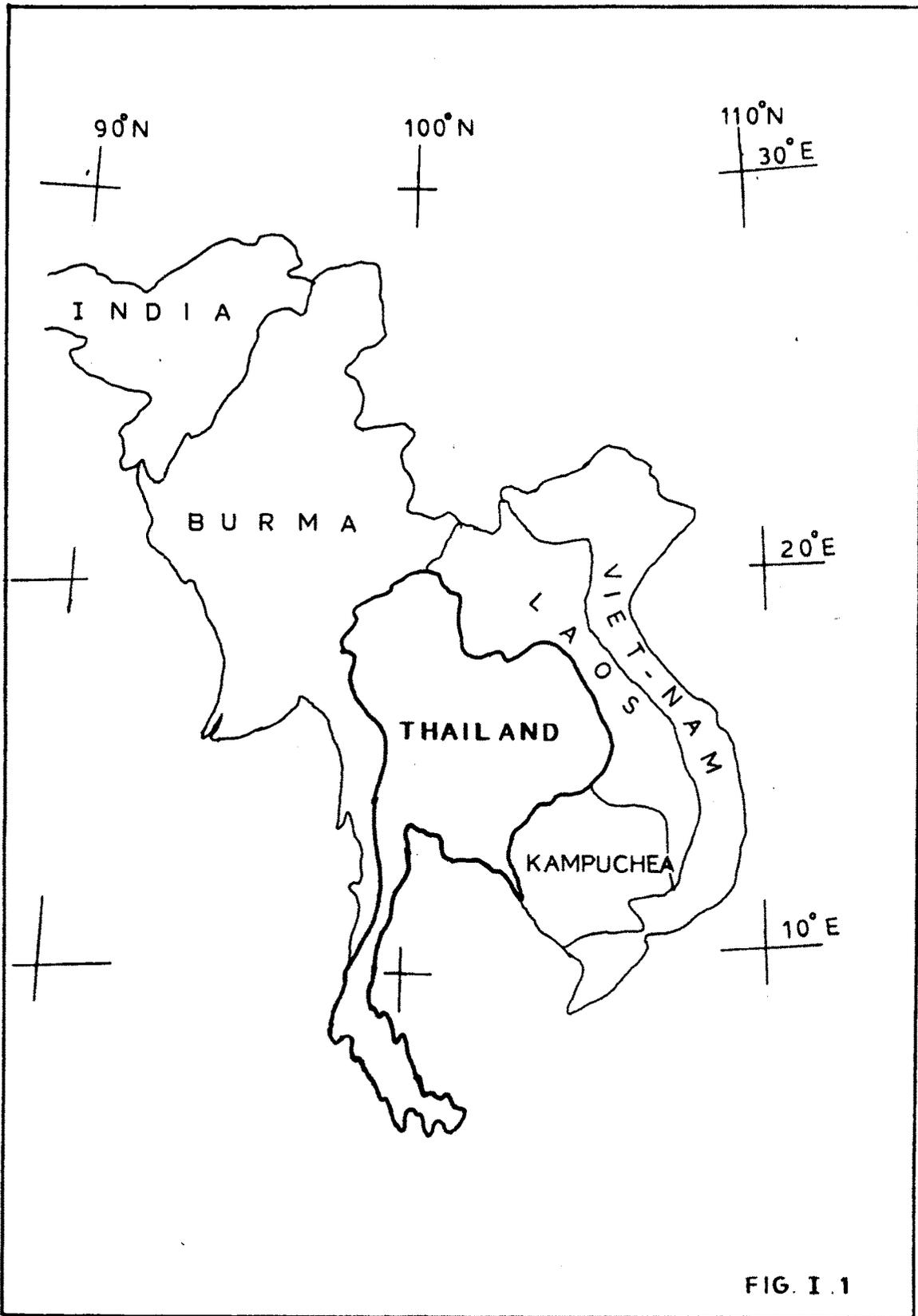
CHAPTER -1

INTRODUCTION

I.1 Education and Development

Educational development is imperative from the point of development of human resources, thereby contributing to allround development of the society. The third world countries are in the process of development of physical resources through the modernisation of agriculture and rapid industrialisation. Since the self sufficiency in agriculture and industrialisation is to be maintained through absorption of own countrymen in the process of development, training of own manpower becomes very much essential in the context of every developing nation. In other words, changes in the knowledge, skills, attitudes and values of people through education are treated as bases of social development. The report of the Education Commission (1964-1966) of India, highlights that if social change on a grand scale is to be achieved without violent revolution (and even for that it would be necessary) there is one instrument, and only one instrument that can be used is - Education (see Government of India, 1966). Especially, in the context of developing countries which have major chunk of population in rural areas need to modernise the rural folks and making them change oriented so that total social and economic development will be possible within a short span of time.

1965 (Thailand is one of the developing countries of southeast Asia (Fig.I.1). It has 85% of its total population (around 50,000,000) as rural inhabitants. Most of the ruralites are backward from the point of view of economic and social development. In the recent past, there has been serious



efforts to gear up education for rural development. It can be observed how big efforts government has to make to educate the rural people throughout the country having a total number of 51,907 major villages (see, Vorapipatana, 1977). These villages have further divided into several categories and classified for immediate implementation of educational development. The government has included only 286 villages in the Vth Five-year National Development Plan for rural development programme in diverse discipline. (The Ministry of Education has several educational development programmes one of which is - Teacher Education for Rural Development Project (TERD Project),) which the present author has selected to investigate.

I.2 General Education and Rural Development

The Government of Thailand has been paying major attention to rural development because of the following philosophy -

A. His majesty, the King of Thailand (Bhumipol Adulyadej), has emphasized that, ("Rural development is important and difficult task. This task needs competence, intelligence and honesty. The villagers are the majority in the country. The majority holds power in the nation. We have to treat the nation, i.e. to develop and educate the majority. If the majority are secured, we will be secured too") (Handbook of the administrative system for rural development of the National Rural Development Co-ordination Centre, Bangkok, (1983, p.2).

B. The present Prime Minister of Thailand has stated in 1982 that "Rural area is the heart of the country, if the rural community remains economically as well as educationally unsound - the country also remains economically and educationally depressed. He appealed that natural and human resources are abundant in the rural areas, they should be properly exploited through various development programme, such as agricultures, home affairs, health and education which are very essential for community upliftment.

Based on the above understanding, the Government of Thailand has framed its National Development Projects for rural development. The Ministry of education has its own targets of rural development programmes like extension education, Teachers education, etc. The teachers education for rural development has an aim at producing high calibre of teachers specializing not only for efficiently teaching the children and villagers but also efficiently innovative cadre of workers for community development.

The fundamental concept concerning teachers' role as transmitters of culture heritage needs to be redefined in the above context. In the days when society evolved at a leisurely pace, teachers' role and student expectations were well defined and accepted by the societies. But when changes are taking place rapidly, social expectations of the teaching profession become increasingly wider and more complex as a result. The modern teachers have a dual role to play, and have to be imparter of knowledge as well as the model of desirable cultural traits. In this type of society, teachers find it much more difficult to fulfil all expectations without special efforts made by the government in laying out the paths for

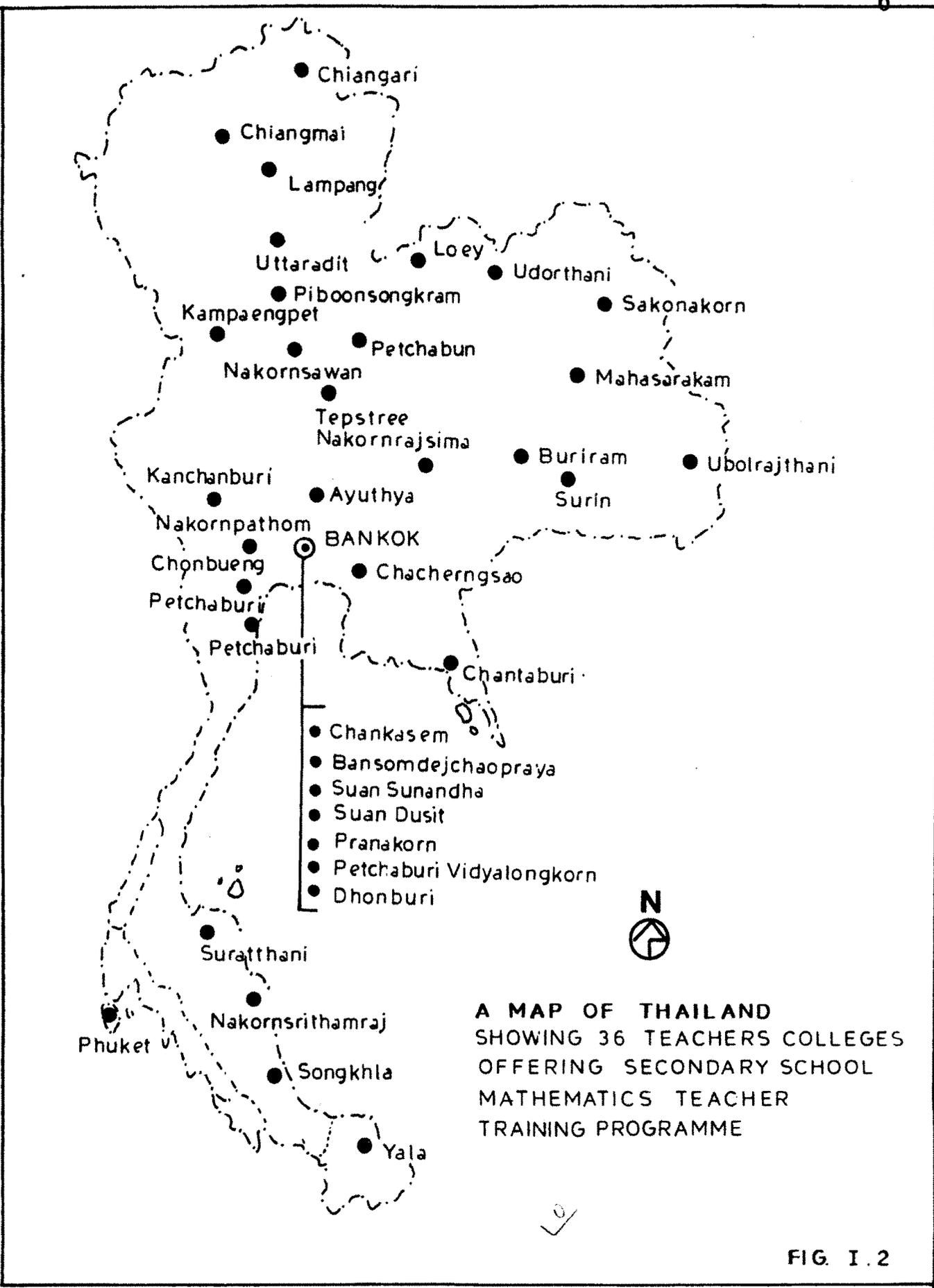


FIG. I. 2

them to follow. The new path for this is a multidisciplinary programme for teachers education training the student teachers as per the requirement for rural education in both the formal and non-formal education themes.

In this manner, the government has set up a rural oriented course contents and appealed to all the 36 teachers colleges to select the various combinations which suit their rural environment surrounding the college. The TERD Project has been implemented in all the 36 teachers colleges which are scattered through the country, but its frequency depends upon the density of the population (Fig. 1.2). The student teachers are free to select their specialization. Those who have selected teacher education for rural development have to compulsorily study the oriented courses beside their routine or essential subjects. They have to perform their student teaching in various rural schools which have been selected by the college authority for experimental purposes in the implementation of the TERD Project. (During this period of student teaching, the students, beside their classroom work, have to engage themselves in various activities in the rural development programme alongwith the villagers as well as with other agencies engaging in similar types of work.) The efficiency of these student teachers or their performance is the direct result of the project which the present author aims to find out.

Educational changes have to go hand in hand with the advancement of science and technology which never remain in a steady state. In recent years, it becomes the years of scientific and technological breakthrough in all fields with exceptional in electronics. Educational institutions have

also to be well equipped with such changes, especially the modernization of teaching methods, teaching equipments, evaluation of project result, etc. Frankly speaking, there was always changes in Thai Education both in modern time as well as in historical period. And the overall educational system was also from time to time modernized.

I.3 Educational System in Thailand

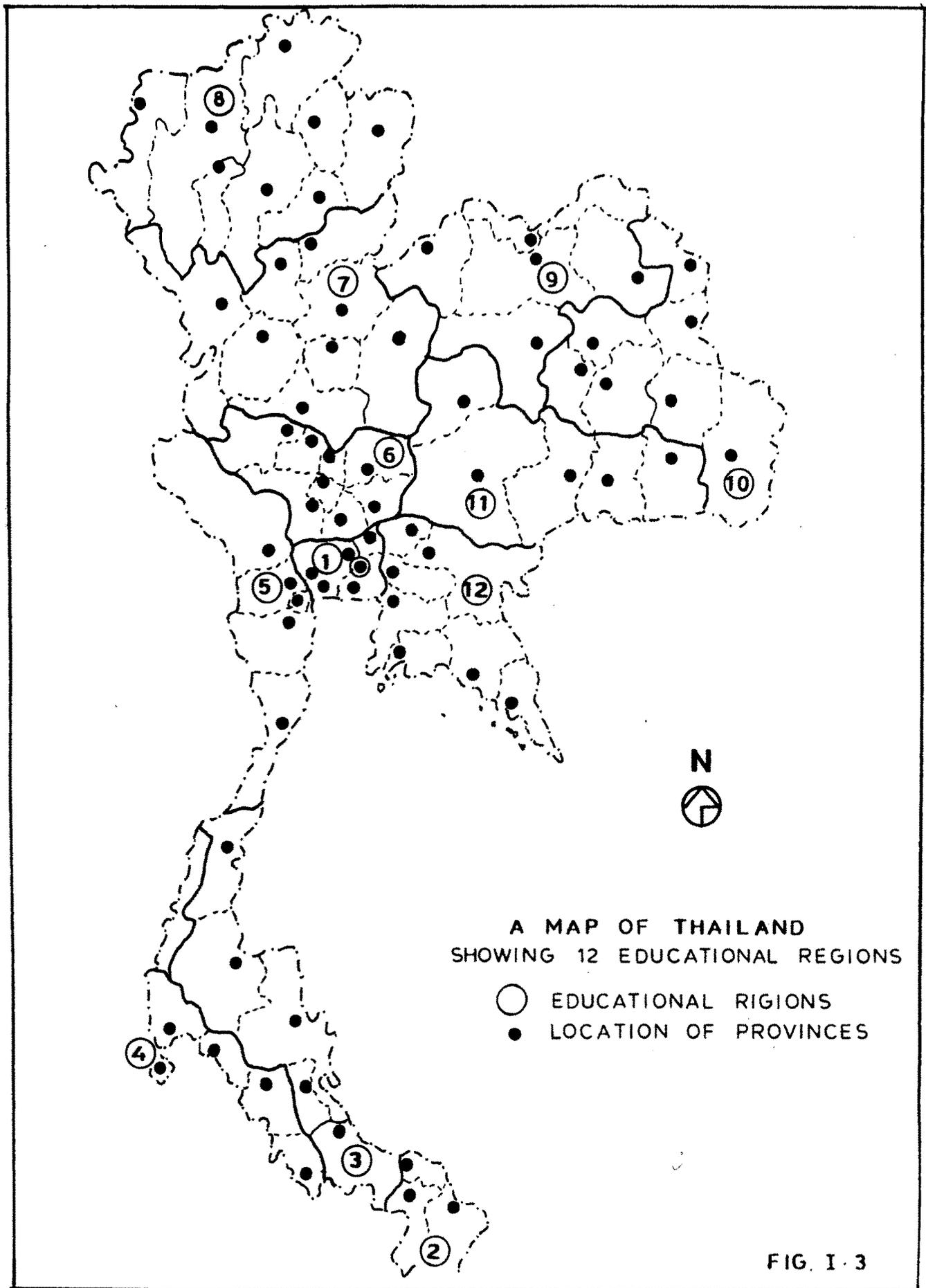
3.A Historical Development : The king Mongkut (Rama IV, A.D. 1851-1865) has modernised the educational process by setting up the first printing press in Thailand. King Mongkut has also restructured the educational subjects taught to Thai children by the introduction of english as the first foreign language. The policy of educational modernisation was further improved by King Chulalongkorn (Rama V, A.D. 1868-1910) by recognising the need for better trained personnel in royal and government services. A school offering academic subjects and bureaucratic practice has been opened in the Palace. He has created an English School in the Palace to educate princes and court children for further studies abroad. Subsequently, he has also opened several public schools outside the Palace for educating the children of the common people of Thailand. In 1887, the Department of Education has been set up to administer the educational reform and religious affairs in the country. Subsequent change has further widened the educational system when the Department of Education has been enlarged into the Ministry of Education. This foundation has been lead by King Chulalongkorn in 1892, the basic and essential basement of success of the Modern Thai Education.)

3.B Modernization of Thai Education : The first Educational Plan for Thailand was officially announced in 1898 (a year after King Chulalongkorn's

visit to Europe), highlighting details of the educational content like management and methods of teaching for schools throughout the country.

(Most of the schools have been set for training the primary school teachers to meet the demands required by all the rural sectors. In 1903, the teaching programme was extended to train secondary school teachers. In 1917, the first university in Thailand has been founded and named after King Chulalongkorn, "The Chulalongkorn University", and the teacher training school became part of the university (A History of Thai Education, Ministry of Education, 1976). In 1940, the Ministry of Education has set up the Teacher Training Section in the Department of Educational Techniques. It was taking charge all teacher schools in the capital and the provinces. There were, in the initial stage, four teachers schools in the country, viz. Suan Sunanta school, Bangkok Primary Teachers School, Petburi Vidhyalongkorn Girl's School and Ban Somdej Chao Phraya School. In 1944, eight more teachers schools were opened, viz. Songkla, Lopburi, Udorn, Pitsanuloke, Petchaboon, Ayuthya and Nakornsawan. After the II world war, the training of teachers in Thailand was extensively enlarged in order to improve the quality of teachers. In connection with this development, experts from UNESCO played excellent roles in re-organising the entire structure of the system.)

(In 1954, the Teacher Training Department was set up as an independent body, separated from the Department of Educational Techniques. All types of teacher education was administered by this department. In 1958, nine teachers schools were granted the college status, and few years later, all the teachers schools have been upgraded to teachers colleges. There are now 36 teachers colleges in the whole country. Each college has the



responsibility to educate the students of two provinces (Fig. I.3). All these colleges provide various majors but having limited academic qualification, i.e. Lower Certificate in Education and Higher Certificate in Education. The students who have passed the M.S.III (Standard X) are eligible for the two years training course of Lower Certificate of Education. The students who have passed this certificate course and those who have passed the M.S. V (Standard XII) are eligible for admission in the Higher Certificate of Education (also of two years training course). The teachers who have completed their studies and obtained the lower certificate of education can teach only the primary sections, while those who have completed their studies and obtained the higher certificate of education can teach the lower secondary sections. The higher secondary school children are being taught by those teachers who have completed the studies of Bachelor of Education which, at that time, was produced by the Faculty of Education of various Universities, v.z. Chulalongkorn university, Chiangmai university, Silpakorn university, and particularly, Srinakharinwirot university (the former College of Education) having its campuses in Bangkok and other major provincial Head-quarters. To receive the bachelor degree, the students, after passing the higher certificate of education have to undergo two years training, while those students who have been admitted after passing the higher secondary examination have to study for 4 years.)

(In 1974, all the 36 Teachers Colleges in the country have opened the Bachelor courses, having similar set up as those in various universities described above. This is the highest education available in the Teachers Colleges, of course, having diverse options of major subjects. However,

all the universities have higher educational set up offering upto doctoral research studies. The duration of various courses including professional, from school to highest academic qualification in the universities is shown in the chart (Table I-1).

(With the implementation of the 1977 National Educational Scheme, the educational system was changed from 7-3-2-4 (7 years primary, 3 years lower secondary, 2 years higher secondary and 4 years college education) to 6-3-3-4 (6 yrs. primary, 3 yrs. lower secondary, 3 yrs. higher secondary and 4 yrs. college) whereby a six-year primary schooling is compulsory, followed by three-years lower and three years higher secondary for those who are occupation-bound as well as those who are college-bound. As mentioned earlier that the 36 Teachers Colleges have similar teaching programme, having similar syllabus and duration. According to this new educational system, the lower certificate course does not exist, but the high certificate of education course (two years after higher secondary) is being retained. All the 36 colleges are of undergraduate institutions. Whereas, all the universities have various degree levels upto doctoral studies, and being administered by an independent administrative body called "The Ministry of University Affairs", un-like the Teachers College which are administered by the Department of Teachers Education under the Ministry of Education.)

3.C Administrative Structure of the Teacher Education :

The Thai government, as any government of other countries, has always regarded education as a foundation for national achievement in the national

TABLE - I.1

The national standard of educational system, Ministry of Education,
Department of Teacher Education, Thailand (1983).

Pre-Primary Education	Primary Education						Secondary Education						Higher Education							
	Lower		Higher		General		Lower		Higher		Vocational		Military / Police		Music/Drama Arts		Under Graduate		Graduate	
																		Teacher Training		
																		1 2 3 4		
																		1 2		
																		University (Medicine)		
																		1,2,3,4,	1 2	
																		5,6		
																		(Engineering)		
																		1,2,3,4,5	1 2	
																		(Sciences & others)		
																		1,2,3,4	1 2	
																		(Vocational/ Technical)		
Flexible	1	2	3	4	5	6	1	2	3	4	5	6	1	2				1 2		
																		1 2 3		
																		Vocational 4 5 6	1 2 3 4	1 2
																		Military / Police		
																		4 5 6	1 2 3 4 5	
																		Music/Drama Arts		
							1	2	3	4	5	6	1	2						
App. Age	6	7	—————12			13	—————15		16	—————18		19	—————24		25					

(1 2 3 4 5 6 - denote numbers of schooling years)

development objectives. It has been clearly stated in the national constitutional law, sections 60, 61 and 62 -

Section 60 : The state shall promote and support education and professional training according to the suitability and to the demand of the country.

The organisation of educational system is an exclusive duty of the state. All educational establishments shall be under the control and supervision of the state.

The state shall provide the indigent persons with grants and requisites in their education and occupational training. Compulsory education in the educational establishment of the state is to be provided without charge.

As for higher, education, the state shall allow educational establishments to manage their own affairs within the limits provided by law.

Section 61 : The state shall encourage research in arts and sciences and shall promote the application of science and technology in the development of the country.

Section 62 : The state shall support and promote national youth development so that they may be physically, mentally and intellectually sound for the purpose of economic and social development and for the security of the state.

C.1 Administrative Structure of the Ministry of Education :

Based on this constitutional law, the Ministry of Education has been extensively expanded, having various activities and establishments. To administer these various establishments, the Ministry has its tight schedule organisation as shown.

Table - 1.2 : Organigramme of the Ministry of Education, Thailand.

MINISTRY OF EDUCATION				
Office of the Minister of Education				
Office of the Permanent Secretary				
(1)	(2)	(3)	(4)	(5)
Office of the National Primary Education Commission	General Education Department	Vocational Education Department	Institute of Technology and Vocational Education	Teacher Education Department
	(6)	(7)		
	Non-formal Education Department	Physical Education Department		
(8)	(9)	(10)	(11)	(12)
Office of the Private Education Commission	Curriculum & Instruction Development Department	Office of the Teachers Civil Service Commission	Office of the National Culture Commission	Fine Arts Department
		(13)		
		Religious Affairs Department		

C.2 Administrative Structure of the Department of Teacher Education

:

The Teachers Education Department (5) has completed its 95 years of experience, having been from time to time expanded and re-organised. All the 36 Teachers Colleges have been affiliated in this department. It has got various Divisions engaging different kinds of work as shown, in table I.3.

All the eight divisions co-operate with and assist the teachers college in providing educational services to its students. Their responsibilities are inter-linked with each other and with the teachers colleges. But the Teacher Education Division has direct responsibility towards the teachers college as follows:

1. To promote teacher education in accordance with the Department's plan and policy.
2. To allocate annual budgets for the teachers colleges.
3. To procure equipment and furniture for the teachers colleges.
4. To collaborate with other institutions outside the Department regarding teacher production.
5. To administer scholarships and grants for teachers colleges.
6. To promote joint recreational and cultural activities for students.

Though all the eight divisions have some responsibilities with the colleges, but still, the production of graduate does belong to the teachers colleges.

TABLE - I.3

Organigramme of the Department of Teacher Education, Thailand.

MINISTRY OF EDUCATION

Teacher Education Council

Department of Teacher Education

Director General

Office to the Secretary to Department	Planning Division		Personnel Division	36 Teachers Colleges
Secretary	Director		Director	President
Teacher Education Division	Finance Division	In-service Teacher Education Division	Supervisory Unit	Physical Plants Division
Director	Director	Director	Director	Director

C.3 Administrative structure of the United Colleges :

The 36 colleges have been grouped into 8 United Colleges as per the Regulation Rules of the Teacher Education Council (1985), dated 20.12.1985 in order to facilitate the working system of collaborative work between the affiliated colleges. This is illustrated in the organigramme (Table I.4).

The Lanna United Colleges comprises 4 Teachers Colleges, viz. the Chiang Mai Teachers College, Chiangrai Teachers College, Lampang Teachers College and Uttaradit Teachers College, situating in the northern most of Thailand. The Bhudhachinurat United Colleges consists of also 4 Teachers Colleges, situated in the lower northern region, they are Kampanget Teachers College, Pitsanulok Teachers College, Petchaboon Teachers College and Nakornsawan Teachers College. The North Isan United Colleges also comprises 4 Teachers Colleges and situated in the northeastern region of the country. They are the Udonthani Teachers College, Loey Teachers College, Sakonnakorn Teachers College and Mahasarakam Teachers College. The Lower Northeastern United Colleges (South Isan), with its head quarter at Nakornratchasima comprises 4 Teachers Colleges namely the Nakornratchasira Teachers College, Buriram Teachers College, Surin Teachers College and Ubolratchathani Teachers College. The Central, Surin Teachers College and Ubolratchathani Teachers College. The Central United Colleges (Sri Ayudhya) comprises 5 Teachers Colleges, viz. the Tepsatri Lopburi Teachers College, Ayudhya Teachers College, Petburiwittyalongkorn Teachers College, Chachengsao Teachers College and Rampaipanni Teachers College. The Western United Colleges (Tawarawadi), with its headquarter at Petchaburi,

Table - 1.4 : Organigramme of the United Colleges, Department of Teacher Education, Thailand.

DEPARTMENT OF TEACHER EDUCATION

Lanna United
College

Bhujhachinurat
United Colleges

North Isan
United Colleges

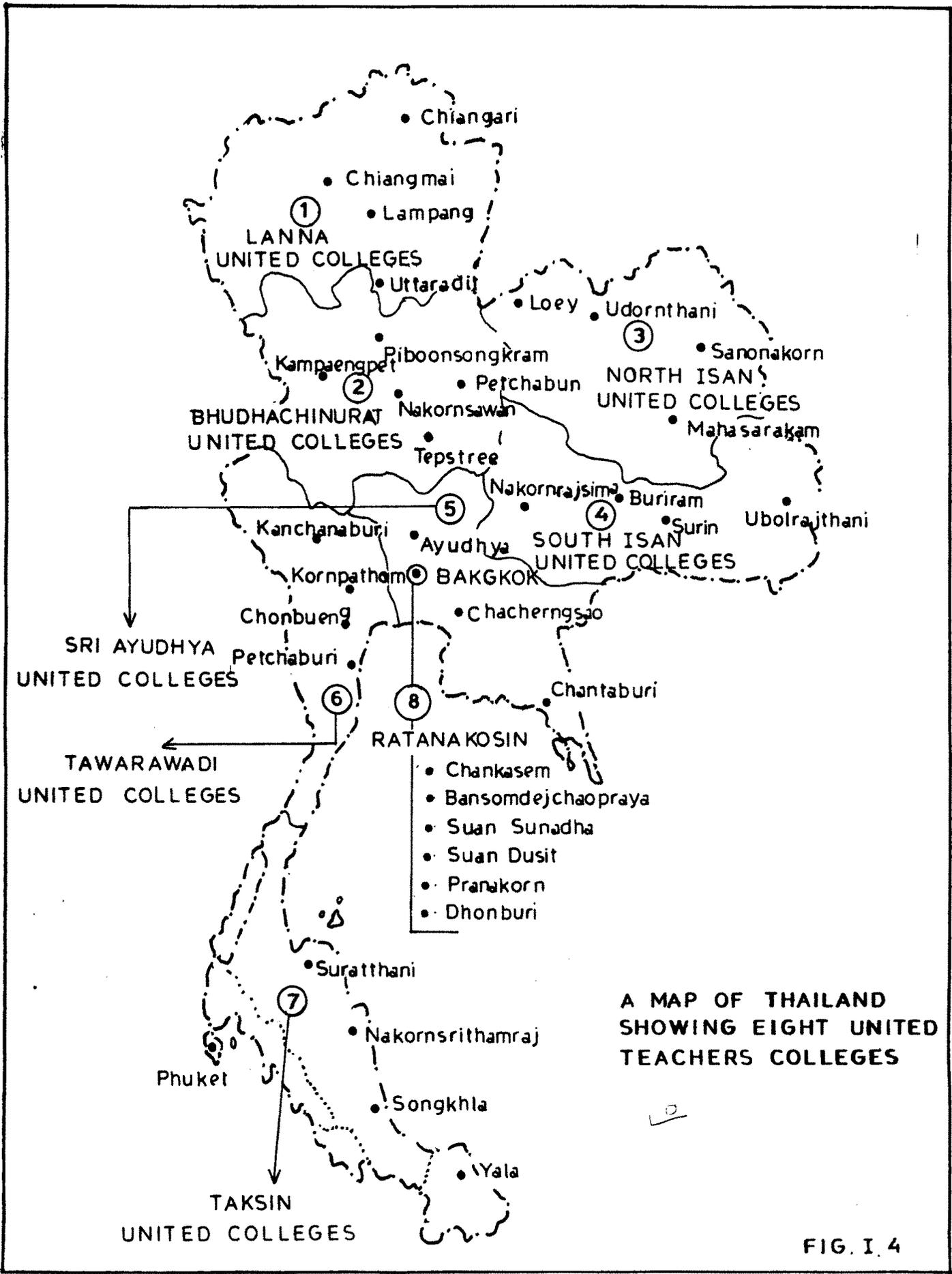
South Isan
United Colleges

Sri Ayudhya
United Colleges

Tawarawadi
United Colleges

Taksin
United Colleges

Ratankosin
United Colleges



A MAP OF THAILAND SHOWING EIGHT UNITED TEACHERS COLLEGES

FIG. I. 4

consists of 4 colleges. They are Nakornpathom Teachers College, Petchaburi Teachers College, Ratchaburi Teachers College and Kanchanaburi Teachers College. The Southern United Colleges (Taksin) has its headquarter at Suratthani, comprises 5 Teachers Colleges. They are Suratthani Teachers College, Nakornsrihammarat Teachers College, Songkla Teachers College, Phuket Teachers College and Yala Teachers College. The Bangkok Metropolis United colleges (Ratanakosin) has its headquarter at Pranakorn comprises 6 colleges. They are Chandrakasem Teachers College, Pranakorn Teachers College, Suandusit Teachers College, Suansunanta Teachers College, Dhonburi Teachers College, and Ban Somdej Chao Praya Teachers College. All these 8 United Colleges with the 36 affiliated Teachers Colleges are illustrated in Figure I.4, scattered throughout the country. Statistically, in 1984, all the 36 Teachers Colleges have a total teaching staff of 5,632 and 64,262 students have been enrolled (Ministry of Education, Deptt. of Teachers Education, 1985).

C.4 Administrative Structure of the Teachers College ;

Each of these Teachers College consists of several faculties, departments and other college units as shown in the organigramme,(Table I.5).

The United Colleges have to organise and perform various tasks of the higher education institutions. The teachers college has a target of producing quality graduates in the area either teacher education or any other professions like food science, computer science, applied statistics, biological technology, electronics, home economics, printing technology,

decoration arts, food technology, english, history, community development, social development, co-operative economics and various other industrial technological subjects. The teacher education has the following aspirations

1. To produce graduates of quality and good moral who are able to adjust themselves to economic and social changes; additionally, they are able to create new jobs as well as to carry out independent ones.
2. To produce teacher graduates at the degree levels in the shortage fields in accordance with societal demands.
3. To expand education at degree level in professional related fields in corresponding to the needs of respective community and society.
4. To renew curriculum and instructional processes so that they can be flexible and thus in compliance with changes regarding economy, society and technological advancement.
5. To strengthen academic quality by securing documents, textbooks, instructional material, laboratory and financial support according to the standard criteria of higher education.
6. To upgrade the quality of instructors so as to enhance efficiency in teaching and research. Additionally, the ratio of the instructors' advanced degree must be maintained in accordance with the standard criteria.
7. To improve systems and models concerning educational delivery, in-service training for the purpose of either upgrading academic qualifications of enriching career capabilities as well as to improve work quality of both educational and non-educational personnel.
8. To encourage the conduct of research for academic excellence, research for development of teachers college's function and system and also to emphasize the utilisation of research results towards community development.

9. To promote the study, preservation, development and dissemination of Thai culture, local and national.
10. To support the provision of academic services to the community in various forms in order to help develop the quality of life by means of continuing education especially in the forms of propagation of knowledge and training.
11. To encourage the management of institutional environment to enhance student's development, and also to motivate the students to participate in curriculum activities.
12. To strengthen the systems of vocational guidance, job placement services as well as to conduct follow-up study on job employment of the graduates in an effective manner.
13. To develop individual teachers colleges (United Colleges) to resuming full status as the institutions of higher education.
14. To re-organise the management system of the Department of Teachers Education in conducive to the functioning of the United College by decentralising its authorities and mobilizing its educational resources to individual United Colleges.
15. To maximise the co-ordination and utilisation of educational resources between/among the teachers colleges and/or private and governmental agencies.

Besides offering educational services and conducting research, the teachers college runs a few projects that help to improve standard of living of the poor and members of the disadvantage. Among the various projects, the teachers college, with the instruction of the Department of Teachers Education, takes special interest in running projects for rural development, the most important projects are :

1. Project on Teacher Training for Rural Development.
2. Project on the Co-operative Improvement of Living Standards of Rural Devellers.
3. Project on Training of Teacher in Education.
4. Project on Thai Culture promotion.
5. Project on Community Leaders Training for Rural Poor.
6. Project on Production of Texts for Life Quality Promotion of the Rural Poor.
7. Project on Plants and Flower Promotion.
8. Project on the Border Patrol Police Training.

In this given list various projects, the first project on 'Teacher Education for Rural Development' (TERD Project) has been selected by the present author for study. This project is exceptionally very important and being a long term project work to educate the rural children as well as the rural people in accordance with the statements of His Majesty, the king of Thailand to protect and improve the nation in various ways.

I.4 TEACHER EDUCATION AND THE RURAL DEVELOPMENT IN THAILAND

4.A Introduction

It has been highly appreciated throughout the world that His Majesty King Bhumibol Adulyadej of Thailand is one of the hardest working monarchs in the world. One may wonder just what he, as a Constitutional Monarch, does in order to receive such acclaim. His Majesty voluntarily takes upon himself include work in such fields as social welfare and agricultural development.

All projects instigated under His Majesty's initiative are the result of His Majesty's sincere concern for the well-being of the rural poor.

Through frequent visits His Majesty with Her Majesty Queen Sirikit besides him they aware various problems confronting their subjects in the rural areas. To help achieve their goals, Their Majesties, spend extended periods visiting the rural communities totalling up to 200 days per year in each region of the country. Using all means of transportation available, they go out and mix with the people in order to find the best ways to help raise the education and living standards of their subjects, mainly through royal sponsored national development programmes. The instigation of such programmes is extremely helpful in reducing the flow of rural migration into urban areas, a matter which is seriously concerned to the government.

Successive administrations over the past few decades have given priority to rural development. Throughout that period, His Majesty has initiated land development programmes which have greatly helped to improve management and infrastructure as well as correct problems which may have arisen through lack of experience. Such programmes have culminated in the establishment of Agricultural Research and Development Centres. There are, at present, 6 such Centres scattered throughout every region of the country. These centres are studying a variety of problems pertaining to rural development. Work carried out at all centres is done in co-operation with government agencies concerned with agricultural, social and educational development for rural communities (Executive Diary, Teacher Education Council, 1986).

4.B Teacher Education for Rural Development :

The purpose of the Rural Teacher Education Project is to establish a pilot centre to train rural school teachers who will be competent to carry out the double role of educator and community leader. The training will combine the techniques of fundamental education and appropriate methods for teaching children, and it should enable teachers to relate their teaching of the subjects to the concerns and needs of school children at different ages. Furthermore, they should require the techniques of guiding adults and youth who are out of school in improving their community and their living standard. In this way, the school will serve both as an educational centre and as the community centre.

Education is one of the most effective means that facilitates development in a country. This has been expressed by the policy makers in all Five-Year National Economic and Social Development Plans. In this planned effort, the Five-Year National Educational Development Plans and National Scheme of Education aim at improving the quality of the life style of rural people. Without educated people, many programmes initiated by the government will not be successful and local people will not participate if they do not understand or perceive the significance of the new way of living.

The first Rural Education Project was initiated by the Department of Teacher Education in collaboration with UNESCC called "The Thai-UNESCO Rural Teacher Education Project (TURTEP) in 1956 - Bhunthin Attagara (In

Tapingkae and Setti, 1973). This first project was started on an experimental basis at the Ubol Rajthani Teachers College. The project did not just concentrate on the training of a new type of teacher, but also attempted to broaden the function of selected elementary schools so that they could serve both as educational institutions and community centres, and the student teachers are trained to be both educators and community leaders.

(The main aim of the TURTEP is the student-teaching requirement. Before the student teachers are sent for training practice in various rural schools, they have to attend an oriented course organised by their teacher-training institution so that they learn the main purpose of their work and should be able to prepare various necessities of instructional and community work materials to carry with them for use. In practice, the student teachers apply all the learning acquired in their teacher-training institution. They introduce and propagate new teaching methods and try to relate their instruction in the various subjects to the rural environment.) Further duties are to demonstrate how local materials can be used in the classroom for learning and help instill in the students a respect for physical labour and also an understanding of good living habits. (More important thing about the community school is that the student teachers are taught to establish a close relationship between the school and the community. They have learned how to use the children to attract the community to their schools. (The student teachers are also taught to become leaders of the rural people wherever they will be serving.) They are well trained in rural health care, agricultural activities, handicraft work, adult education programmes, recreation, fundamental education and various other aspects of rural

upliftment. Through the principle of self-efficiency, having received some advice from the college's supervisors and student teachers, villagers can plan, organise and propose various programmes for the improvement of their community like, ways of earning, recreation facilities, literacy education programme, health and sanitation, nutrition, civic responsibilities within and outside their states, etc. In this manner of rural teacher education, the school teachers, student teachers and the villagers develop democratic and leadership attitudes so effectively for the benefit of the communities.

The TURTEP was also framed for upgrading the teacher-training institutional and supervision of student teachers. Student teachers have to be supervised and assisted by the village's school staffs and by the Teachers College's supervisory team. Upgrading of staff of the schools is carried out through seminars and workshops in order to trace out and solve various difficulties faced. Instructors must not only be experts in the subjects they teach, but must also have a deep understanding of rural needs and problems. To teach or to advise the communities about all these, the school's staffs and the student teachers have to, at first, develop the school premises to show as an example to the community with a principle that small but beautiful which is depending upon decoration and cleanliness. The TURTEP project was extremely successful.

Due to this early success of the project, it was extended further in 1961 to cover 7 Teachers Colleges including the pioneer one (Ubol Rajthani Teachers College). At this stage, UNICEF was joined. In 1967, the project was again further expanded to cover all the teacher training colleges. In

1970, all teacher training colleges and 193 elementary schools were actively participating in the project. A total 1,784 teachers were working in these schools, giving a specially oriented elementary education to 57,500 children and acting as community leaders, guiding adults and rural youths pertaining to rural modernisational reforms. A total of 310,000 rural people was directly benefited through this project. Since 1967, this benefit has considerably increased as all the teachers have been well trained in the colleges which are participating in this developmental rural education project (Thailand, Ministry of Education, 1971, p. 18-19).

At that time the TURTEP was the most outstanding project of the Department of Teacher Education for Rural Development which was relevant to the community, to the Teachers Colleges and to all those who were concerned. It was a profound project which had a great impact and also served as one of the master key to rural solutions (Suntornpithug, 1979 - 14:25). In 1981, the Teacher Education Department has revised the TURTEP in order to meet the objectives of the Vth Five-Year National Economic and Social Development Plan (1982-1986), which emphasized on the development of rural people in Thailand. This new project was renamed as "Teacher Education for Rural Development", in short it is called the TERD Project. This project was implemented in all the 36 Teachers Colleges throughout the country.

(This project forms an important aspect of Teacher Education Programme for elementary school teachers, having two years as well as four years training duration. The major objectives of the Teacher Education

for Rural Development project are as follows :

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 organise the educational activities which will help in developing the community.
 - c. Co-ordinate with different organisations 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 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 organising 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 (Thailand, Ministry of Education, 1982 - 15:9).

4.C Structure of the TERD Project :

In the Department of Teachers Education's Handbook on Teacher Education for Rural Development 1982 (p. 13-109), a detailed instructions

pertaining to the structure of administration and administrative committee, organizing model for student teaching practice, instructive course to be given before sending the student teachers for teaching practice. Rules and functions of various personnels concerning to the student teaching programme, preparation of materials, targets and guide lines for supervising the teaching practice, organising the meeting, seminar and group discussion concerning teaching practice, budgetting the project, communicative expression of teaching practice and evaluation of student teaching has been formulated. All the teachers colleges engaging in the project have to strictly follow these instructions in order to achieve an excellent results. These instructions comprise following details :

C.1 Structure of Administration and Administrative Committee :

The administration is being centralised in the teacher college but having closely communicated with rural schools and other educational institutions and government agency concerning with rural development programme. The administrative organigramme is illustrated.

TEACHER COLLEGE

Community school and other educational institution concerned

Other institutions or agencies concerning with rural development project

The Director of the TERD project is a highly qualified and experienced college teacher who has, from time to time, to go the rural areas where the student teachers are in teaching practice. He has to give

various advice to the student teachers in case they have difficulties on their assignment. The school teachers (co-operating teachers and school principal) as well as various personnels of other concerned developmental agencies have to collaborate with these student teachers. The collaborative organigramme of the concerned institutions/agencies is illustrated.

University Departments
engaging in the rural
development project

Teachers Colleges
Personnels of the
TERD Project

Other Institutions
engaging in the
rural development
project

Health Department

Administrative Department
(Ministry of Interior)

Agricultural Agencies

Co-operative Agencies

Community

Monastery
Complex

Community
School

Village Corporate
Committee

Various personnels of these institutions and agencies have to consult each others while working in the community development programme which supposed to be governed by a governing body, having several members as stated in Appendix I.

The director of the TERD project, who is an experience teacher in the Teachers College, is a member and also the secretary of the Implementation Committee will be heading the Working Committee consisting of 10 members. This committee has to look after the following days-to-days work:

- a. Exploring the possibility of setting up a training unit for experience teaching.
- b. Propose the possible school where the student teachers to be sent for teaching practice to the Implementation (Administrative) Committee.
- c. Formulate an annual proposal and submit it to the Administrative Committee for sanctioning the grant.
- d. Work out the guide lines and prepare a field guide for experience student teaching.
- e. Collaborate with various agencies concerning with rural development programme in close association with Teachers College.
- f. Organise the seminar to upgrade various concerned personnels relating to experience student teaching.
- g. Holding several meeting with the student teachers, prior to experience teaching practice, during teaching practice and after teaching practice.
- h. Work out the time schedule for the specialised supervising teachers who will assist the programme on request through Vice-Rector of Academic Section of the College.
- i. Provide sufficient facilities and hospitalities to the supervising teachers as well as student teachers in experience teaching practice.
- j. Procure various materials which are essential for the experience student teaching tour.

- k. Prepare a report after analysing and evaluating the results in order to submit to the Administrative Committee.

All the procedures provided in the Hand-book of the Department of Teacher Education for Rural Development (1982), it is very clear that the teacher education for rural development programme is administratively a collaborative project of the four principal Ministeries mentioned earlier. It is now obvious that the successfulness of the programme would depend upon the strictness of the working committee of the college in managing the programme. The overall curricular courses, discussed earlier (section 5.B), are the same for all the colleges, but no specifications pertaining to rural development have been classified in the curriculum (Teacher Education Curriculum, 1976). But the Hand-book of Teacher Education for Rural Development re-arranged the course as per the requirement for community development. All papers are compulsory but elective in order to reinforce the concept of student participation in community development programme as will be seen in the following section.

C.2 Special Oriented Course of Teacher Education for Rural Development

The syllaby of teacher education at different stages have been re-arranged with the aim that students teachers gain more knowledge and understand the role of teachers in the community development (see appendix 2). As most of the out-going student teachers will serve in the community schools, it is essential that they receive sufficient experience teaching practice which has to be provided in the rural schools. During their student teaching period,

they have to participate in various existing projects or initiate various programme for rural development.

C.3 Extra Curricular Training Prior to Sending Students to the Field ✓

This brief course has to be provided to students with the aim to :

1. Train the students to achieve more ability in co-ordinating the developmental work in collaboration with other personnels of other organisations engaging in the similar developmental work.
2. Train the students to shoulder various responsibilities assigned to them.
3. Guide the students to achieve good personality as being teachers.
4. Instruct the students how to deal with children, taking care and helping children.
5. Teach the students to know about how to manage, arrange, use and take care of materials used for teaching.
6. Train the students to be hard workers, to be patient and to know how to set up future plans.
7. To remind the students about the overall requirements pertaining to experience teaching practice, to supervision the children, to their behaviour as teachers and as leaders of the community etc..
8. To refresh their knowledge by briefing necessary courses which they have learn before, i.e. to tell them how to use their knowledge ability for experience teaching practice and for rural development as well.
9. Teach them how to prepare register book for classroom, short notes to be used for teaching, log-book for children performance etc.

10. To teach the students how to be the leader of the group of students, to listen to each other, to love each other, how to prepare various speeches which are essential while organising various meetings in the school as well as in villages with villagers.

C.4 Roles of Various Personnels Dealing with Student Teaching :

Various personnels who are shouldering responsibilities in student teaching for experience comprise the teaching staffs within and outside the Teachers College. They are as follows :

1. Supervising teachers of the College.
2. School principal.
3. School co-operating teacher.
4. Supervising teachers of the school cluster.
5. Supervising teacher of the school.
6. School staff members.
7. Student representative (group of students sent for teaching practice)
8. Student teachers in teaching practice.

These personnels have to seriously take responsibility in their duties in order to make the programme successful. Various assignments, roles, duties, and other guide lines have been stated in the Hand book of Teachers Education for Rural Development (Department of Teacher Education, 1982 - 15:65-72). Any mismanagement in their duties will reflect the success of the student teaching programme.

C.5 Budgetting of the TERD project

Budget is one of the most important chapter in the teacher education for rural development project, and the detailed guidelines are clearly given in the handbook (15:95-97). All the colleges are entitled to receive sufficient grant to run the project sanctioned by the Department of Teacher Education authorities. The Director of the TERD project has to submit an estimation, giving various details of project expenses, to the Department, through the Rector's office for sanction. Moreover, the Director can procure the grant from various sources, e.g. from the total sum of student's term fees, and also from those agencies which are engaging in the rural development. Various available grant of the college can also be used provided the Rector of the college is agreed to divert the grant. If the Director is dynamic enough, and strictly follow the guide lines given in the handbook, there should not be any shortage in the grant.

C.6 Meeting, Seminar and Group Discussion on Student Teaching : ✓

Meeting, seminar and group discussion are really necessary, before sending students for teaching practice. All personnels, inside as well as outside the college, engaging in the programme have to be invited to attend the meeting in order to briefly introduce the aim of sending the students for teaching practice so that full participation and co-operation can be expected from them. Several steps of meeting have been formulated in the handbook (15:99-101). Moreover, various problems to be discussed have also been clearly stated including various methods of recording various resolutions taken in the meeting. Meeting of various administrative committee

members, meeting of various personnels concerned of the TERD project and the student teachers, in the college and later during the period of teaching practice of the students in the school.

C.7 Communication and Teaching Practice :

Communication is one of the most important aspect for student teaching as various personnels concerning with the developmental project or similar types of work can share or know various happenings. (As such, during student teaching, the students have to be acquainted with various ways of communications with various agencies and also with communities transferring their knowledge and thinking pertaining to various movement of the development project to various people concerned.) The handbook describes various details about the importance of communication, and various organisations and personnels to be communicated with in order to get exchange of ideas as well as the ways how to perform various developmental duties (15:103-107).

C.8 Methods of Evaluation of Student Teaching :

The handbook (15:109-125) has given excellent formats for evaluation the results of student teaching, using the check-list methods. The format given covered all the aspects of assignment which student teachers have to perform during their practice. The evaluators are the Director himself, supervising teachers, Head-master, co-operating teachers and various specialised major subject teachers of the college. Several items have been set in the format to ask the student teachers about their performances of

various assignments given to them. the assignments to be evaluated are :

1. Student teaching of the student teachers. ✓
2. Student teachers' behaviour, personality and communication ability.
3. Administrative attitude of the student teachers and management in the classroom.
4. School development (decoration, cleanliness, school gardening etc.)
5. Hostel development (within and surrounding), decoration, cleanliness, gardening, etc.
6. Community development (self defence, hygiene, agriculture, industrial, arts, village development (lavatories), storage of drinking water, open drainage, etc.
7. Structure of the summary of results of the evaluation (reports).

(Based on the results of these 6 evaluation aspects, student teachers will receive marks which will be included in their final examination of the last semester. To get an extremely good performance the students have to depend upon their training programme from which they have gained the knowledge of various aspects of Teacher Education for Rural Development. This Teacher Education Programme is quite big scope and difficult to function in terms of achieving maximum performance. It always depends upon various personnels of various levels, administration in various levels, co-ordination of the teachers concerned and also the sincerity of the student. All these aspects have to be critically studied, then the entire TERD project can be projected whether successful or failure. This project, since its birth, is the most outstanding Teacher Education Programme of the Department of Teacher Education, as compared with any other projects of the department.

Previous literature as for example Tulayasook (1979, p. 19-20), in her historical study of Teacher Education during 1954-1976, stated that the Rural Teacher Education project lacks adequate support and encouragement from the Department of Teacher Education and other government agencies governing the rural development projects for the improvement of rural education and community reform. The National Workshop on Teacher Education's report has pointed out that most teacher education programme have not been systematically evaluated in order to find out various problems which need modification (Suntornpithug, 1979, p. 125).

In 1982, the Department of Teacher Education has set up a master plan where various goals are clearly stated e.g. the syllabus to be taught, the time schedule, the process to be used to acquire grants, the kind of follow-up methods to be undertaken, the way how to evaluate the programme success, and many other scheme of work. This master plan is being called handbook of the Department of Teacher Education referred earlier (1982 p. 15-125). This handbook has been set up specially for the 5th Five-Year Plan for Economic and Social Development in which the department has introduced the TERD project. This handbook has been sent to all the Teachers Colleges for information and follow up for implementation.

I.5 STATEMENT OF THE PROBLEM

As stated above, the teacher education for rural development (TERD project) is a modified project of the earlier implemented teacher training for rural development (TURTEP) in order to meet the objectives of the Vth

Five-Year National Economic and Social Development Plan (1982-1986) which emphasised on development of rural community people.

With a view to bringing about further improvement in the TERD project, it becomes immediate necessity to understand the functioning of the project. Moreover, from the point of view of giving appropriate feedback to the policy makers and planners of the TERD project, there is an agency to evaluate the functioning of the project and its major achievements, but several present state of activities of the project may not have been fully covered by such evaluation board. The study of this kind would definitely strengthen the project by modifying certain weakpoints found by researchers of independent individuals in order to satisfy the objectives of the project. Thus, the title of the study reads as "A Study of Teacher Education Programme for Rural Development in Thailand".

I.6 OBJECTIVES OF THE STUDY

The TERD Project has been set with various objectives to train teachers for rural community improvement as stated earlier. Keeping in these view points, the present study aims at finding out various outstanding features profitable to various personnels and organisations concerned as well as community people of the TERD project, its management, effectiveness and other aspects of its relevant and uniqueness. The following objectives have been framed up to sufficiently highlighting the above stated aspects

1. To study the history of Teacher Education Programme for Rural Development in Thailand.

2. To study the nature of Teacher Education Programme for Rural Development in Thailand with regard to :
 - a. Course contents of the project.
 - b. Planning.
 - c. Organisation.
 - d. Personnel of various levels.
 - e. Implementation.
 - f. Physical facilities.
 - g. Budgetting.
 - h. Monitoring.
 - i. Student teacher's participation.
 - j. Rural community involvement.
3. To study the effect and limitations of the Teacher Education Programme for Rural Development in Thailand through the perceptions of :
 - a. Administrative heads.
 - b. Teachers College staffs.
 - c. Co-operating teachers.
 - d. Student teachers.
 - e. Village chiefs.
 - f. Village people.
 - g. Products of the programme regarding different aspects of Teacher Education Programme for Rural Development like planning, implementation, co-ordination, co-operation, finance etc..
4. To see whether the objectives of the Teacher Education Programme for Rural Development related to rural development are being realised.

1.7 SCOPE OF THE STUDY

Keeping in view the various objectives to be studied, an attempt has been made in this section to briefly explain the scope of the study in a more systematic manner, covering various objectives proposed.

OBJECTIVE 1 - To study the history of Teacher Education Programme for Rural Development since the beginning of its implementation in order to highlight its outstanding products, its profound basement in the upliftment of rural education based on which one can judge about the success or decline of the nation. His Majesty, the King of Thailand Bhumibol Adulyadej, has addressed, nation-wide, the most relevant points pertaining to teacher education of the country, especially the roles of teacher : -

"You must realise that the progress or decline of the nation" depends on the quality of the education of its people. The end-product of your teaching provides the real indicator of the future of the nation. When you decided to become a teacher, you pledged to dedicate your best efforts not only in terms of physical strength but also your whole heart for the success of a goal - the important one.....(19:13)

This statement implies to all teacher training institutions as well as to individual teachers of the whole nation, being trained to serve the people. Any existing projects concerning to teacher training, including the TERD project, have been set up to meet the requirement of the nation - a common goal of national development.

OBJECTIVE 2 - To study the nature of the TERD Project with regard to : Course Content, Planning, Organisation, Personnel, Implementation, Physical Facilities, Budgetting, Monitoring, Participation of Student Teacher, and Community Involvement.

Course Contents which have been organised by different Teachers Colleges are really properly arranged as per the guide-lines advised in the handbook or not. The efficiency of the course contents is expected to reveal while examining the student teaching practice in various rural schools.

Planning has to be studied to find out various obstacles and problems faced by administrators in organising the function of the project. The success of the project may, to certain extent, depend upon a proper planning provided by various levels of administrators of the college.

Organisation is equally important aspect to be studied. Functional defects may also depend upon various competencies and conflicts in the organising committee of various levels. Various guide-lines have been given in the handbook of the Department of Teacher Education pertaining to how the project should be organised.

Personnels to be studied are only those who are involving in the function of the TERD project, the Director, himself, teaching and co-operating teachers and other workers, in order to see their ability and knowledge pertaining to rural development. Incompetency of personnels of the project may give rise to various deficiency of the project which is not expectable to happen in any case anywhere.

Implementation-the problems to be studied related to implementation are divided into two parts :- (1) to study the overall policy of implementation, i.e. using the staffs by order or by the staff's wills, the policy adopted has been framed through meeting and discussion of various

experienced teachers, planners and other active workers of other agencies; and (2) the expansion of philosophy of the TERD project towards proper understanding of various personnels involved and also community people whose participation would very much depend upon various instructions given by the active workers of the project, including the Director himself.

Physical facilities to be studied are those materials essential for carrying out various activities of the project. If there are no sufficient physical facilities, in the colleges as well as in the school, the function of the project may be defected and the success of the project may not be revealed and leading to destruction of the image of the project.

Budgetting is also equally very important. Any project requires grant to run, and when the grant has been sanctioned to run a project, its proper use is also relevant to be studied as the project can be successfully ended when the grant is sufficient, properly used without diversion and leakage. The TERD project handbook has clearly mentioned how to obtain the grant and how the grant can be economically used and properly managed.

Monitoring is one of the important aspects of the project to be studied in order to find out effective machinery of the project by way of evaluation the products of the project throughout its follow-up. In the handbook, various methods have been put forward as various guide-lines for the personnels to use in evaluating the efficiency of the projects' work. This evaluation process will give various informations pertaining to different relevant as well as unexpected facts dealing with the successfulness and weaknesses of the project.

Student teachers' participation in the project represents an actual production of the project to be evaluated to see whether this project provides them sufficient knowledge and skill in the development of the rural schools to be community schools, being leaders of the community in the upliftment or modernisation of the rural life, beside their effectively teaching the rural children during their student teaching practice. Various problems faced by these students during the course of their training are a direct information pointing to mismanagement of the project or inadequacy of certain parts of the project.

Community involvement is also an important sector to be studied in order to know various drawback of the project that may lead to further improvement in certain aspects. Most of its outstanding objectives pertaining to rural development would definitely be projected in this section revealing various points in its professional orientation. Actually speaking, the study carried in this section is the main outcome of the project or its overall effective results in the rural development programme.

OBJECTIVE 3 - To study the effect and limitations of the Teacher Education Programme for Rural Development through the perceptions of :

(1) To study various effects and limitations, i.e. the problems faced throughout the function of the TERD project in various colleges, their experimental schools and associated villages as per the existing arrangements made in the objective. (2) The nature of organisation of the project in various college is expected to be different because of the needs of the rural people differ from region to region, their natural wealth is also different.

Each college would aim at doing the best but there would be some difficulties arising, what are they ?

OBJECTIVE 4 - To study the objectives of the TERD project, mentioned in section 5.C above, whether they are meeting with the real requirement of the rural people or not throughout the country.

I.8 LIMITATIONS OF THE STUDY :

The TERD project has been implemented in all the 36 Teacher Colleges which have been grouped into 8 United Colleges. The present study is defined only one college in each United Colleges, 18 schools and 18 rural villages where the student teachers are sent for their teaching practice and the earlier product of the project is available countless where they are serving but certainly dealing with the Teacher Education for Rural Development. Further limitations are the administrators of the college, e.g. Rector, Vice Rector and Director of the project, teaching staff members of the project, e.g. co-operating teachers and supervising teachers, school head-master, supervising teacher and co-operating teacher; village chief, 144 village people and 144 student teachers.

Data collection of this study is limited during the period 1984-1986, the time when the TERD Project started its production (the Fifth Five-Year National Development Plan, 1982-1986). And the data analysed were from the available governmental reports, individual research work, semi-structured interview, structured interview and questionnaires.

I.9 DEFINITION OF TERMS

1. Teacher Education Programme - is the teacher education system of the country aiming at producing three levels of teachers, for Primary, Secondary and Tertiary (i.e. Lower Certificate of Education, Higher Certificate of Education and Bachelor of Education of various major subjects), having a national curricular activities described in the Teacher Education Curriculum of the Teacher Education Council.
2. TERD Project - is the Teacher Education Programme for Rural Development having an oriented curricular activity described in the Department of Teacher Education handbook and aiming at producing two levels of teachers (i.e. Higher Certificate of Education and Bachelor of Education).
3. Student teaching - refers to a vital phase of the teacher education programme - a programme of guided teaching under supervision during which the student takes increasing responsibility for directing the learning of a group students over a period of consecutive times (teaching practice or professional experience).
4. Student teachers - are the enrollees of the teachers colleges in Thailand engaged in learning to apply educational theory and methodology in a private or public school classroom, as required by the Teacher Education Curriculum, in order that they might become certified teachers.
5. Student practice teachers - are student teachers who are engaging in the student teaching to acquire teaching experience.

6. Co-operating teacher - is an experienced teacher of children in the public school (rural school/community school). He is also the adviser of the student practice teachers in solving various problems pertaining to professional experience and community development.
7. Supervising teacher - is an experienced teacher of the Teacher College who can give various advise and supervise the student practice teachers in their teaching practice as well as monitoring the project for rural development, and also communicate between various agencies engaging in the rural development projects and the Teachers College.
8. Products of the project - refer to (i) personnels and (ii) results obtained. The product personnels are those students teacher who have completed their studies as well as their teaching practice under the TERD Project, and the results obtained are those positive activities which helped the community people gaining good way of living and modernisation reformed.