

CHAPTER - II

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REVIEW OF RELATED LITERATURE AND RESEARCH

II.1 INTRODUCTION

An attempt has been made in this chapter to highlight various case studies and reports of the government as well as the work of individual researchers pertaining to strategies, network programmes, procedures of follow-up and innovations of the teacher education programmes for rural/community development organised in various countries. It is a common approach that review of literatures always helps the researcher in getting an overview about the problem under study. Moreover, it supplies some ideas how to identify various points of voids in the existing knowledge of planners and policy makers of the projects. These points of gap findings when combined with his own observations and findings, several or few alternative working hypothetical consequences can be expressed and illustrated. The requirements of the rural people are not always similar from one country to another, and the planners and policy makers have attempted to set up various projects for rural development to uplift and modernise the rural life, and the objectives of one country would be slightly different from those of other countries. Literatures pertaining to these developmental projects should be thoroughly studied and documented.

In the developing countries, these teacher programmes are being undertaken and spear-headed by the government departments. In all these countries, there are several developmental agencies which carry out their

own programmes of training rural development workers. Agricultural departments train agricultural extension workers, health departments train community health workers, the departments of social welfare train social education workers and the departments of education prepare teachers for rural development. The present review pertains only to teacher training programmes for rural development, organised in different parts of the world. The review has been divided into two parts :- (i) Philosophy and aims of rural teacher education, and (ii) case history, actual framework, methods/procedures, results and problems/limitations of teacher training for rural/community development.

1.A Philosophy and Aims of Rural Teacher Education

Aristotle, the great thinker of Greek, has stated that the slavery people have been born to lead and many of which to be just led, and those who are to be led have not be educated. Adam Smith (1904), while understanding the importance of various human beings, considered that educated people is the wealth of nations. His thinking considerably deferred from that of Aristotle. He was the first person to fall out radically from his predecessors and contemporaries and asserted that the expenditure on the education and training of human being is also a form of fixed capital. He observed that "the acquisition of such talents, during his (acquirer's) education, study, or apprenticeship, always costs a real expense, which is capital fixed and realised, as it were, in his person. Those talents, as they make part of his fortune, so do they likewise of that of the society to which he belongs. The improved dexterity of the workman may be considered in the same light as a machine or instrument of trade which

facilitates and abridges labour, and which, though it costs a certain expense, repays that expense with a profit". Smith was writing the above statement after examining several cases of important roles of human beings can play, once they are highly educated. McCulloch (1943), much earlier than Adam Smith, has stated that "An ignorant and under-educated people, though possessed of all materials and powers necessary for the production of wealth are uniformly sunk in poverty and barbarism."

Cartier observes that "Standing out as one of the only neo-classical economists to make extensive use of non-economic variables was Alfred Marshall - perhaps the most prominent economist of the neo-classical group. Marshall recognized the limits of economic analysis with purely economic factors and he used non-economic factors in his holistic depiction of economic development". Likewise, economists who have written on the economics of development in later years have recognised the place of non-economic factors therein and highlighted the same. Bauer writes "Capital resources, which are often thought to be crucial are usually less important. Moreover, their supply and productivity depends on personal facilities, motivations, and social and political arrangements. These resources are thus primarily an effect, a result, a dependent variable in the process of economic development rather than a cause or an independent variable" Bauer (1973). His argument is that "if A and B together produce C and A with B also produces C". He refers A as non-economic or human factors, B as economic factors and C to development. Myrdal (1963) argues against the separation of economic and non-economic factors; he feels that both should be recognised and incorporated in development studies. He uses his concept of cumulative causation for economic changes. Cumulative causation implies that

socio-economic changes foster secondary changes of a similar nature. These secondary changes tend to support the initial changes and also to promote tertiary changes that perpetuate this process indefinitely. The two factors are independent and complementary to each other.

Adelman and Morris (1968) have analysed the functional inter-relationship between economic and non-economic variables. Their evaluation of the lattice diagram illustrates that the socio-economic variables play a significant role in the process of economic development. As such, the place of non-economic factors in economic development is implicitly recognised in contemporary theories on economic development. Denison (1962), in his analysis of economic growth in the United States of America arrived at the conclusion that though between 1909-1929 the economic growth in the U.S.A. may be traced to the influence of economic factors, still the growth during 1929-1957 was more due to non-economic factors than physical capital. As such a study of the influence of non-economic factors in the development process would be useful as will be seen in the following discussions.

Development is a variable, dependent on a number of independent factors influencing it in different ways and degrees. It is rather difficult, almost impossible, to trace back, identify and point out that the contribution of factor to development is (a) and the percentage of influence thereof is (b). The activities of the primary sector, the means of production, technological diffusion, the resource potential, capital expenditure, infrastructure facilities such as health services, housing transport, communication, marketing and storage etc., quality of the labour forces, population pressures

and other factors, major as well as minor, influence developmental processes. As development is a part of the life-process itself, it is impossible to partial out the effect of any of these factors and study the influence of the others. The research on development has gone by so far is associational and correlative. The studies have tried to associate the changes in development with changes in the operating factors. In such a situation it would be interesting to observe how education fares as a factor of development. This little influence has been well tabulated in Seetharamu (1980 p. 8) showing the percentage of literacy and per capita income of the selected well-developed and developing countries in the world.

The discussions brought about here do not mean that development cannot take place without education. Education may not be the most affective factor for rural transformation, but certainly be an important key in making the rural community realised the development movement by which they are going to be benefited in several ways. Foster and Sheffield (1974) have stated it is reasonable to assume that schooling plays some role in rural and agricultural development, it is quite apparent that schooling alone is not likely to effect any major rural transformation. Whatever the role that education plays, it is not likely to be a powerful agency of change. In fact, education is but one element that contributes to rural development.

Schultz (1974) has said that in accounting for the benefits from education, it is not sufficient to look only at the higher earnings associated with more education. There are many social benefits too, one of which is associated with the decoding and interpreting of new technical and economic information pertaining to production and consumption. The social

benefits from education lies in providing an overall perspective of the details of development and the attitudes for consequent action. Such a perspective is highly necessary for people in most developing countries. Other external benefits of education lies in the change in the social and cultural climate, incident to the widening of horizons, which education entails. The statement, made by Musgrave (1966), supports the above argument as any change is an essential condition of success for many developing nations. The development and diffusion of a socially sensitive populace should be considered as an achievement for any educational system.

Lord Robbins (1930) has instructed that a community in which there is a rapid communication of ideas due to common habits of understanding and high potential mobility, due to widespread training of general intelligence, is likely to be more productive absolutely and more capable of development than a community otherwise similarly situated, in which such standards do not prevail. Though there are the so-called neighbourhood effects of educational investment, and when they obviously much more difficult to identify and to measure or evaluate than the private effects thereof, it is to miss an important part of the picture to ignore their existence. It is natural that social benefits from education and their role in the development process have been increasingly recognized. In a national development plan, as pointed out by Gerald (1970), since educational outlays compete for resources that have an alternative use in directly productive investment, it is quite essential to determine what proportion of national income should be devoted to education; and within the educational system itself it is necessary to establish priorities for the various possible forms of education and training.

Griffiths (1968) has stated that several deep disappointments at the slowness of rural progress and at the failure of so many schemes of agricultural development sometimes tempt planners to clutch at any apparently bright idea in a field that is not their own. One of such apparently bright and sensible idea is to make a fresh start with the young. Why not a new kind of education specially devised for rural areas? The proposal usually comes from writers on social affairs, economists, and politicians, who, though in general knowledgeable about rural affairs, are not in sympathetic touch with rural attitudes. They propose that rural schools should have a special curriculum based on the needs of rural life and taught by specially trained cadre of rural teachers. This type of education for training rural teachers is being practiced in Thailand in its national economic and social development plan detailedly described in Chapter-I.

Griffiths observed, through his vast experience, that it is accepted about the rural schools must follow very much the same syllabuses as urban schools and that there must be, and must seem to be, an equal chance for rural boys and girls to move up the educational ladder according to their ability, but rural science, rural studies, practical agriculture or gardening should be taught as alternatives to some of the regular items in the syllabus. In this way, he assumes that those who did not succeed in getting white-collar jobs would at least be partially prepared to take part in the improvement of rural life, and they could continue their agricultural training in special vocational schools. In other words, the schools should have a double aim : (i) education leading to salaried white-collar jobs or technical employment, and education leading to unsalaried

farming and an enlightened attitude to rural improvement. Parents, it is argued, would see the advantage of having the best of both worlds : and this seems so reasonable that numerous attempts have been made to impliment such a policy.

It is known that rural teacher-training colleges have been set up in a number of countries to train semi-specialist teachers; agricultural officers have co-operated in devising syllabuses and have sometimes been seconded to the education service to help supervise the programme; school gardens have been given widespread encouragement and school farms started where conditions appeared suitable. Science syllabuses have been devised which based much of the syllabus on rural material, and agriculture has been accepted as an examinable subject in school-leaving examinations. Griffiths (1968), through his experience, has posed a question "what are reasons for widespread failure of a policy, stated above, which seems so reasonable?" and gave some relevant answers. The natural reaction is to blame the teaching in the schools, the methods used, and the public-spiritedness of the teachers. There may be some truth in this, but for the failure to be so widespread and to have continued over such a long period of time, the causes must be so stubborn ones. To understand what they are one needs to appreciate the pressures on the teacher and certain practical difficulties.

Teachers are likely not to get support from parents in this part of the curriculum. Parents cannot believe that rural studies or activities can be given equal weight in the examination with the traditional literacy

studies. Parents mostly do not have faith in the practical knowledge of a teacher about agricultural and other developmental matters. When their children tried to advice them for any alteration from tradition, they are not ready to follow. Parents send their children to school and college in order to receive qualifications, and the value of experiment and practical activities in developing a pupil's powers of thinking and his personality is not something the public usually appreciates. This obstacle can be overcome, but there are others which particularly affect practical activities. A school garden needs to be quite large one if pupils are to take a personal interest and do regular manual work in it. Very often the plot available is small, and the pupils work in it occasionally and as a labour gang which makes them hate gardening. Moreover, holidays can occur at times when it is disastrous to leave a garden unattended. Teachers may also be subject to transfer too frequently, and this can play havoc with the efficiency of continuous practical projects such as a farm and garden. There are several ways which can make the project successful and also failure as will be seen in the following case studies.

1.B Case History of Teacher Education for Rural Development :

Several developing countries have impimented this training programme to prepare teachers for rural development, in Africa, Latin America, Asia and the Pacific. Ofcourse, each country has got different objectives and methods, but some objectives are common. Also, there are several communities in a nation, and they have different needs and prblems. These differences are reflected in the work of teacher training institutions. Various activities organised by these institutions have to differ according to local conditions

and needs, yet there are some common approaches as stated by Batten (1965). He recognised three common major aims of teacher training in :

1. To train the teacher in what to teach and how to teach it.
2. To show him how to develop initiative, leadership, and socially responsible attitudes among children.
3. To give him some kind of experience of community work among adults.

Batten further assumed that any teacher training programme which fulfills the following assumptions will succeed in preparing teachers who would be responsive to their social environment. These assumptions are as under :

1. If student teachers study a nearby community and collect information about it during their training, they will make similar studies of the communities in which they subsequently develop their own locally oriented curricula from it.
2. If student teachers are organised as a community during their training by means of Student's Council, committees and societies, and by allocating to them duties and responsibilities of community, they will learn how they in turn can best prepare their future pupils for adult community life.
3. Experience of neighbourhood work or service during training will make the student teachers more keen, and more competent, to work with adults when their training is completed.

It will be interesting to observe whether these assumptions, when put into practice by various teachers institutions having been implemented the training programmes of teachers for rural development in different countries, satisfied the requirements of the rural people while the trained

teachers are on duties in various extension projects. This would be obviously depending upon the curriculum set by educational planners who have organised or formulate the course contents of the training programmes. The appreciation of such training programme in some developing countries may be highlighted for the sake of comparison.

II.2 TEACHER TRAINING FOR RURAL DEVELOPMENT IN SOME DEVELOPING COUNTRIES

In Asian Programme of Educational Innovation for Development (APEID) has education in rural development as one of the focal themes around which co-operative sharing of experience among countries of the region is taking place. Such co-operative activities are exploring different aspects and forms of education in relation to rural development such as non-formal modes of education, curriculum in relation to rural development and science education in the rural environment (UNESCO, 1977).

Most Asian countries have a large concentration of rural population which will remain dominant over the urban population for several decades ahead. Considering these realities, many countries in the Asian region, in their strategy to attain national development goals, are concentrating more their efforts on development in rural areas in order to reduce poverty. These countries have designed their programmes to increase production and to raise productivity like agricultures, small scale industries (agro-based), handicrafts, health services, nutrition and other socio-cultural activities. Education for rural development, on the other hand, covers activities where educationists, community leaders and other groups are prepared

to collaborate effectively with other agencies within a broadly-conceived multi-dimensional programme of rural transformation.

Education for rural development covers the activities of school curriculum organised as a social agency for imparting knowledge, skills and values through in-school and out-of-school activities and experiences. In most Asian countries, curricula are changed to incorporate such elements in the educational programme, viz. (i) the elements of rural development are neatly and thoroughly integrated into the school curriculum in such a way that education in rural development becomes the school curriculum, and (ii) the usual academic curriculum is retained and activities related to rural development are assigned to extra-curricular affairs. Rural development activities are being incorporated in the curricular, co-curricular and extra-curricular programmes.

In this connection, the first step is to train the teachers on the job to implement the curriculum of the school for rural development and for their own active participation as members of teams for rural development. Some major implication and growth points are listed below :

1. There is an urgent need to examine the current programme for preparing teachers. The curricula of teacher training institutions need analysis with respect to the requirements for teachers who will be involved in the education programme for rural development.
2. The teacher-training curricula have accordingly revised in order to identify knowledge and skills required by school teachers in rural areas.

3. The pre-service training of teachers should include courses on rural development, information about agencies undertaking programmes of education for rural development, and activities which will assist teachers in developing a clear understanding of the national educational goals in rural development.
4. The training methodology of teacher education institutions need close scrutiny and re-organised so that the teaching methods of teachers in rural schools should be affected by the new objectives of teacher education for rural development.
5. Teacher educators will need a strong programme of continuing education equipping them to prepare teachers for new challenges in rural development.
6. The in-service programmes for teachers will need to be planned in the context of knowledge and skills required for rural development.
7. Teacher training institutions may have to provide training to teachers to develop and handle modules to be used by teachers and pupils in rural schools.

Following reviews are selected case studies of teacher education programmes for rural development, according to the above stated innovative teacher training for rural development, in Asia and the Pacific.

2.1 Some Studies in India

Buch and Mukhopadhyay (1977) have studied the effectiveness of Teacher Education for Rural Reconstruction Programme engaged by the Gandhi Vidyapith, Vedchhi, in Gujarat, and have found that the programme is extremely successful. The programme has the following objectives :

1. To prepare teacher-cum-rural reconstruction workers;
2. To prepare the teachers for post-basic schools in rural areas of Gujarat;
3. To prepare the teachers who would be useful for village pre-primary and primary basic schools;
4. To generate leadership traits;
5. To develop individual abilities;
6. To develop the ability of team work; and
7. To instil confidence and an attitude of experimentation.

The programme, based on this study (Buch and Mukhopadhyay, 1977), has the following impact :

1. On the basis of interview with the trainees, it is reported that almost all the trained teachers prefer to work in rural areas. A large number of teachers of this institute have joined schools in remote rural areas.
2. Teachers trained in this institute have developed the ability to perceive major problems of the rural society.
3. The teacher trainees have proved themselves to be experimentors in school situations. Exhibition, discussion and reporting as methods of teaching have entered the schools and the impact is perceptible in the continuously increasing communication between the institute and the schools.
4. The school authorities are of the opinion that the products of this institute have confidence, self-reliance and creativity. They are

well equipped to take up any work of curricular, co-curricular and organisational types.

5. The trainees show a distinct ability to form and work in terms and provide leadership.

Another case study, also by Buch and Roy (1977), is on "Linking Teacher Education with Rural Reconstruction" the programme of which is being engaged by the Gujarat Vidyapith, Ahmedabad, India. The objective of this teacher-education programme is interded to prepare teachers of chatacter, ability, education and consciousness, necessary for the conduct of the movements connected with the regeneration of the country in accordance with the ideals given by Gandhiji. Such objectives are as follows :

1. Preparing teachers who can function as rural reconstruction workers.
2. Preparing teachers for rural post-basic schools as well as for pre-primary and primary basic schools in the rural areas.
3. Developing the manual as well as intellectual abilities of the individual.
4. Developing self-reliance, initiative, team spirit, self-confidence experimental attitudes and a spirit of service to the nation.

According to this study, the programme has received the following impact (Buch and Roy, 1977) :

1. The Gujarat Vidyapith has provided a large number of teachers for the schools of backward and tribal areas.
2. The institution has produced a number of intellectual workers of worker-intellectuals.

3. The teachers trained in this institution are recognised as rural reconstruction workers knowing the village life in all its aspects, i.e. economic, social, religious and cultural.
4. Teachers trained in this institution have developed skills and abilities usually associated with the village-level social worker.

Buch and Sharma (1977) have studied the effectiveness of the Teacher Education in Rural Setting, Mouni Vidyapith, Garogoti, India, which has the following objectives :

1. To attempt a reconstruction of the life of the people living in the region served by the Vidyapith.
2. To conduct educational institutions within the region, partly to bring about such reconstruction and partly to evolve educational techniques suitable for rural areas.
3. To train primary teachers, social workers and other leaders required for the construction of rural life.
4. To conduct experiments and research in rural reconstruction in general and in rural education in particular.
5. To publish findings of such research and experiments as well as the results of those conducted with the same objectives elsewhere.
6. To affiliate educational institutions within the region of the Vidyapith.
7. To institute and award diplomas and certificates in all branches or rural education.

Buch and Sharma (1977) have pointed out the special features of this institution successfully engaging rural education programme for community

development. The research programme undertaken by this institute in the field of rural education is extremely important. In village schools where the strength of the school is limited to 40 pupils and there is only one teacher doing multiple class teaching, special problems occur, for example, one teacher teaching four classes simultaneously must at the same time attain the same standard as the of schools with one teacher in charge of one class exclusively. Hence, research in teaching in single-teacher schools is one focus of research efforts.

Though improvement of teacher education is one method of rural development, improvement of agriculture by using modernised techniques is the main means of improvement of rural areas. For this purpose the Vidyapith maintains an agricultural farm where model crops of the area are cultivated and demonstrated to the rural farmers. The Vidyapith's Department of agriculture has both graduates and post-graduates in agriculture on its staff.

The extension department also plays a very important role. The Vidyapith co-operate with the Government Agricultural Officer in organising training camps for rural farmers and arranging suitable demonstrations. It runs a model dairy and a poultry farm. The students of the institute are required to go out to the villages and lecture as well as demonstrate new techniques in crop production and protection. The Vidyapith also maintains a social welfare unit which covers 30 villages providing medical assistance and nursery schools.

The residential arrangements for students and staff lend the institute to the appearance of a "Gurukul". The teachers are available to the students at any part of the day or night and the students have to work under the vigilant eyes of the teachers.

Another activity of the Vidyapith which worth mentioning is the engineering institute and workshop run for assistance to rural farmers in repairing electric motors, and other mechanical apparatuses. Besides giving practice to students in technical training, the workshop undertakes job work.

The Vidyapith has acquired a plot of 75 acres in a village called Kardwadi, about 15 kilometres away from Gargoti. The Vidyapith is developing a second campus here and working in the heart of the rural area where the institute is trying to bring about reconstruction through the activities of this campus.

Prasad (1977) has studied the programme on "Developing Teacher Training Programme in Agriculture, implemented by the Punjab Agricultural University, Ludhiana, India. The programme has got following objectives

1. Impart training to school teachers dealing with work-experience in agriculture in the latest agricultural technologies.
2. Develop skills in and methods of teaching agriculture to school students.
3. To train teachers in vocational courses in agriculture and allied fields for developing employable skills.

4. To provide them with insight into developing the school land into a model demonstration farm.
5. To establish linkage between the rural schools and the university for continuing interaction and follow-up measures.

Due to satisfactory success of this programme, the Department of Education of Punjab State has been pressing the University to organise more of such courses for teachers in different branches of agriculture. The evaluation of the in-service programme has shown that the teachers gained from the training in terms of (i) teaching agriculture with latest knowledge, (ii) making teaching more field-oriented, (iii) the knowledge and skill to develop the school farm into a model demonstration centre both for the students and for the farmers, (iv) utilizing the fields for progressive farmers as teaching grounds for students, and (v) the ability to work as agricultural change-agents, and building relations with the village farming communities to raise agricultural production.

Yadav et al., (1977) have carried out a study on an integrated approach to resource utilization for educational development in a rural area of India, Budhsaini village in Meerut district of Uttar Pradesh. The village has a total population of 2,485 with 318 house-holds. About 50 % of them are engaged in gainful activities; the literacy level is 42.46 %. But on the agricultural front, the village has advanced fairly well from the perspective of utilizing modern technology. There are several official programmes in operation in the village. The involvements of these officials in instructional work has made the school routine more interesting and the programme related to life. Concomitantly, the children are actually more useful in establishing

more effective channels of communication between these officials and the parents and other adults of the village.

Guidance for students about different occupations and the needed educational background for them is another important aspect. The villagers who are at present employed in different organisations with various levels of education have been requested to visit the school and give orientation talks for students to enlighten them about the job structure in the occupations and the educational qualifications needed. Making the school the centre of a variety of social activities is another means by which the school programme can be enriched. Active participation of children in such activities as exhibitions, tournaments and national celebrations make them feel as one community, even though there are several classes and castes of people.

Grewal and Gupta (1981) have elaborated various details of Teacher Training Programmes for Rural Development in India, and discussed various objectives of several programmes implemented in different universities and teacher training colleges of the country as per the guidelines given in the National Council of Teacher Education Curriculum Framework (1978). The courses of studies developed by the Regional College of Education, Bhubaneswar, Orissa, appear to be better in the sense as working with community has been integrated with the Socially Useful Productive Work. The results of these courses appear to be very successful, as the oriented courses being provided to trainees are not just training the teachers to work with the community but to do or to give services for the communities.

Similar courses have been introduced at the B.Ed. level by the State Board of Teacher Education, Madhya Pradesh in collaboration with the National Council of Educational Research and Training, New Delhi. This course also includes activities relating to community life and doing socially useful productive work. Working with community includes activities which "should be carried out on the campus of teacher training institution, in the practicing school and finally in the community". Several more universities and colleges in this country have been implemented this type of programmes, but all the activities of which cannot be elaborated here. The above selected cases are the most important and relevant courses in teacher education for rural development or reconstruction.

Since India is a vast country and consisting the second largest population in the world, have numerous classes and castes of people, implementation of formal Teacher Education for Rural Development Programmes in some universities and colleges seems to be insufficient. In the report of Regional Meeting of UNESCO, held at Pune, 1986, it has been stated that only those universities and colleges which are running on Gandhian lines have compulsory programmes of this type, while other remained hesitant.

2.2 Teacher Education and the National Development Service in Nepal

The National Education System Plan in the year 1971 has made National Development Service obligatory for students of higher education in Nepal. Higher education is divided into four levels : (i) Certificate, earned

after two years of post-secondary education; (2) Diploma, after a further two years (3) Degree, after a further three years, of which one year must be devoted to National Development Service (NDS); and (4) Post-graduate.

Each student, during their NDS practice, receives a stipend of Rs. 300/- per month or Rs. 500/- lump sum, in case he is sent to remote area. The students are under the general supervision of the district education officers and are under the direct control of the head-masters of the schools to which they are assigned. Staff members from the NDS office visit the students from time to time and provide necessary guidance and make evaluation. Necessary efforts are being made to improve the individual student's evaluation along systematic lines on the basis of field experience. Students work in rural development activities along with school teaching in the villages to which they are assigned, and they are also required to contribute in such fields as reafforestation, health education, literacy teaching, agricultural extension, family planning, and rural construction work. Each student has to prepare a village profile and submit the report at the end of the NDS period. According to the study (Dhaubhadel, 1977), this programme has got following special features (1) the local community where these youths work is directly benefited by the projects that are undertaken, (2) the experiences of the youths have farreaching effects when they serve the country in different capacities after their later study, and (3) the students have a closer interaction with the rural people that develops a sense of sympathy with rural people and brings attitudinal change in the students such that they become more committed to national development through the organisation of rural societies.

This programme of education for rural development is somewhat similar in many activities with the programmes of teacher education for rural development implemented in all the Teacher Colleges in Thailand under study.

2.3 Some Case Studies in Republic of Korea :

Hong Kyoo Byun (1977) has studied the effectiveness of the Competency-based in-service teacher education programme oriented toward the development of Saemaul Undong in rural areas. A case study of the college of Education, Jeonbuk National University, Republic of Korea. In this College of Education, such programme has been implemented since 1974 as a competency-based in-service teacher education model oriented towards the Saemual idea (New Community Movement) which was first initiated by President Park Chung Hee in 1971 that in its first five-years, was received successful results and became stabilised as a national activity for programme and has deepened into the internal spirit of the people of the whole nation.

The objectives of the programme is :

1. To train teachers as catalytic agents for rural development in and out of school;
2. To develop the ability to inculcate among students the attitudes and behaviour required for the realization of Saemual ideas - dilligence, self-help and co-operation;
3. To depend the democratic impetus through self-and mutual-learning

procedures;

4. To develop the basic knowledge and skills required for agricultural improvement;
5. To develop the skills to utilize community resources for teaching;
6. To develop a strong sense of mission for the community and the country, and
7. To develop the college as a promising community school playing a beneficial role in its community development.

The programme is progressively becoming an established effective in-service teacher education model to accelerate rural development. It is welcomed not only by the participants but also by school administrators in the province because of its contribution to the solution of school and rural problems. Hong Kyoo Byun (et.cit.) has found that, although clear evidence of the programme's effectiveness has been demonstrated, there are some difficulties remain to be solved in the near future. Such problems to be improved are classified as under :

1. Since the Saemual Undong is a par-national activity, the roles of teachers overlap with those of other governmental services. This condition makes it difficult for teachers to realize their diverse roles in working with other government agencies, and does provoke confusion in their involvement in rural development.
2. Since the teachers have heavy teaching loads with large classrooms and related miscellaneous duties, they often still lack sufficient knowledge and philosophy of Saemual Undong and its education. They tend to think of their activities for rural development as a

responsible duties in addition to their professional role of teaching in the classroom.

3. Since the teacher educators lack knowledge and skills in generating competencies and in interating them into the modulised instruction, the trainees require hard and long practice to attain such skills.

Saemual Undong Programmes covers very large areas of educational training in terms of formal and non-formal (extension) education. Hong Kyoo Byung (1976), in his report of an Asian Workshop "Towards Strategies of Curriculum Changes", in the Republic of Korea, beside other regular training, the Saemual Undong Leaders Institute has been set up in order to train the villagers to be leaders of the Saemual Villages. He has studied the effectiveness or performance of such Institute at Suwon, and Wolgok village, Namsa Myun village, Yong-in Gun village in Gyeong Gi province. He claimed that the Institute has completely change these villagers in terms of environmental improvement, productive enterprise and economic growth, through an activite innovation of the trained leaders by the Institute. All the provincial institutes, established where leaders who have been successful in their respective communities, have arranged the programme allowing those successful leaders to teach the trainees by using the principle of learning by doing, like farming methods, beautification of homes and its surroundings, live fish culture, reafforestation and home industries. This is the most effective training as the leaders who are village dwellers know better their own requirements or various needs of their own communities.

In addition to these, audio-visual techniques are also utilised, small

group discussions on problem solving techniques have also been organised, and co-operation is being fostered by making learners live and work together in humble and frugal ways. In the institute, where graduate and post-graduate training is being engaged, beside training, the staffs are being encouraged to carry out research on evaluation of the various programmes. One of this function is - all the graduates who are working in the rural areas are made compulsory to write letters, describing their experiences and problem facing and any other activities to the institute so that the authorities are aware of all the happening in the programme. Research on how to determine the factors that affected the impact of training which has been divided into two important items as follows : (i) essential and (ii) accelerators, was undertaken. Essential factors included the use of success stories as examples and the enthusiasm of the trainees. Among the accelerators were the special benefits to trainers, guarantees of finance and follow-up of graduates. The results of these research projects help a lot the curriculum innovators and advisory educators of the institute (UNESCO, APEID - 1986).

2.4 An Innovative Strategy of Education for Rural Development in Australia.

This programme has been developed by Hawkesbury Agricultural College in Australia in order to train the pre-service multi-disciplinary training of agricultural graduates. This programme is a practical model for other institutions wishing to develop a multidisciplinary training strategy. Hawkesbury Agricultural College has the largest faculty of Agriculture in Australia and was established in the 1890s. In 1978, it embarked upon a

a programme of reform which aimed at producing graduates with a multi-disciplinary rural development perspective instead of the narrow agricultural production perspective that had prevailed since then till that time.

The new learning strategy for the programme is based on the development of core competencies rather than specified knowledge of subject matter. The competencies are autonomy as a learner, effectiveness as a communicator and ability to improve agricultural situations and solve agricultural programmes. The programme develops a systems orientation in its students and they are aware of the complex social, human and natural factors involved in agriculture. The competencies are developed through a process of 'learning by doing' with an emphasis on situation improving projects in actual off-campus rural situations. To enable this to happen each student is placed on the form of a so-operating farmer for four months mid-way through the programme. There, they live and work with the farm families. They also conduct a systems analysis of the situation. Together with the farmer, they identify problems they can subsequently work on as problem-solving and situation improving projects when they return to college. These projects are a form of action research. Because the projects are based on real situations they are inevitably multi-disciplinary. Students are expected to utilise appropriate resource people and they soon become adept at identifying and contacting appropriate resource people from a wide range of disciplines, on and off campus.

Evaluation to date has been of an essentially qualitative nature and the evidence to date suggests the strategy is effective. Qualified representatives from organisations that are potential employers of graduates

are included in graduation assessment panels. Feed-back from these people and organisations that have employed graduate suggests that they have developed the desired competencies to a professional level and a multi-disciplinary rural development perspective (UNESCO-APEID, 1986).

2.5 Role of Teachers in the Philippines :

A ten year programme launched in the Philippines against the eradication of illiteracy and improvement of community life is organised in the form of the Community Education Teacher Co-ordinates Programme (ACE-TC). All teachers in the Bureau of Public Schools, designated as Adult and community Education Teacher Co-ordinators have, as their special assignment, the implementation of the adult and out-of-school youth programme of the Bureau. Out-of-school education service is considered part of a teacher's teaching load. The teacher organise classes or groups of out-of-school youths and adults, initiates activities for community service, or plans projects as offshoots of Continuing Education courses.

In the early seventies, the Department of Education and Culture has issued an order which provided, among others, the inclusion of an adult education time allotment in the class schedule of elementary school teachers. In the high school and college levels, out-of-school youth activities were operated through the Youth Civic Action Programme (YCPA). Both schedules intend to wed school and community into a common bond as one learning society. Among the problems attendant on teacher participation in out-of-school education are the continuity of the assignment of teachers;

the quantity and quality of continuous in-service training; and viable administrative support in the management of the programme. More regular quality training of school personnel involved in out-of-school education could appreciably offset the disadvantages attributed to having child educators turned adult educators. Various problems and difficulties in the role of teachers involved in the out-of-school education depend upon the in-service training and management support of the programme, which requires special budget allocations which are still lacking.

In the seventies, there was the only private university offering a master's degree programme in adult and community education. In the under-graduate courses, adult education and related course units are integrated in degrees for education, social work, community development and other social science fields offered in most colleges and universities, and the students undertaking these courses have been sent for their practical services with the communities in rural areas in terms of data collection on various problems of the rural communities (UNESCO-APEIC, 1974).

In the eighties, the government of Philippines has taken a major step in setting various programmes for rural development. A multi-disciplinary team training began in 1983 after a field Operational Seminar was held, and attended by personnels of various ministries concerning with rural development. Various plans have been set up with details of planning, implementation and evaluation of rural development projects. The most effective programmes undertaken were Self-Reliance Home Movement workshops held across the country to train governments extension workers and school teachers as well as village leaders. This is a pure extension education

and not a teacher education for rural development where student teachers are being trained to involve in the rural development programmes as a part of their out-of-school activities (UNESCO-APEID, 1986).

2.6 Teacher Training in Indonesia :

Education in Indonesia is based on Pancasila guidelines, developing knowledge and skills, high moral conduct and personality, national spirit, self-learning habit, self-employment for the benefits of oneself, the family, the society and the nation, and loyalty to the Motherland. At the primary level, the expansion of learning opportunities in and outside of school are being back up as compulsory education programmes. This activity includes efforts to reach the groups of children who due to their low income or living in isolated/remote areas are less able to use available education facilities, so they can be given the opportunities to study and increase their skills. Therefore the role of teachers is extremely important in the national development programmes. The teachers can play the following roles :

1. The roles of teachers in motivating the student learning.
2. The roles of teachers in managing the teaching learning process.
3. The roles of teachers as agents of innovation.
4. The roles of teachers as parents at schools.
5. The roles of teachers as counsellors.

Teacher training programme have to satisfy the above stated roles so that the trained teachers have sufficient knowledge and skills in coping the above roles.

2.7 Teacher Education in Malaysia :

Several fundamental changes have been recently being implemented. The most important changes are to upgrade the standard and quality of the trainee teachers, hoping to instill more professionalism among the future teachers of the country. There are various causes for rural underdevelopment in Malaysia. The major ones identified are listed below

1. Teachers are mostly lack of competence due to poor training or no training at all, having negative attitudes, lack of motivation and dedication. Teacher's morale and conflicting value systems towards the rural community are also some major problem to be solved.
2. Poor support services in supervision inadequate inputs of expert professional advise and guidance. The teachers in rural areas do not have access to supervisors and teachers centres. Professional development is not easily encouraged in the rural areas.
3. Lack of supportive material in the rural school environment and in the home environment. Newspapers are non existent. Books and magazines are not easily available. Children have hardly anything else to stimulate their interest except textbooks.
4. Uneconomically sized schools and high incidence of multiple class teaching. In the effort to make education more accessible to all children in the sparsely populated rural areas, multiple class teaching had to be introduced in some small schools.
5. Poor equipment and teaching aids.

To solve this problem, the government of Malaysia has set up several projects for the development of rural education. Such projects include the Compensatory Education Project undertaken by the Curriculum Department Centre, Pre-school Project undertaken by KEMAS (Social Development) and NTR Project undertaken by Specialist Teacher Training Institute. This Project of NTR has been implemented recently and the results are yet to be evaluated. All the Teacher Training Colleges have adopted the semester system with intakes of trainees in January and July of each year and to make maximum use of available facilities including holding classes at night. Most of these training programmes are aimed at upgrading teaching skills in specific subjects, as for example on the development of positive attitudes towards teaching and teacher responsibility in order to inspire and encourage better performance among students, career guidance, counselling, inculcate of moral values, and discipline to enable the teachers to play a more effective role in moulding the character of the young rural youths (UNESCO-APEID, 1984, 85).

All the teacher training programmes implemented in various countries of ASEAN nations are not similar to the programmes of teacher education for rural development in Thailand under investigation. Various approaches and several case studies are being discussed in the following pages.

11.3 TEACHER EDUCATION FOR RURAL DEVELOPMENT (TERD) PROJECT IN THAILAND

3.1 General

Rural development in Thailand, after the second world war, especially during the last few decades, the government has realised the needs of the rural people and, therefore, included some of the most important fields of rural development in its National Economic and Social Development Plans as can be seen in the First, Second, Third and Fourth Plans, started from 1961 to 1981. The progress of these four National Economic and Social Development Plans was satisfactory, but still there is some gap between the standard of living urban people and rural community people. If this gap is day by day becoming wider, several problems may arise in terms of economic growth and the stability of the nation as a whole.

Due to the realisation of the above problem, the present government has introduced various schemes for the development of rural areas and rural community, considering them as the most important priorities in the National Development as can be seen in the Fifth Five-Years National Economic and Social Development Plan (1982-1986), as highlighted by His Excellency the Prime Minister Prem Tinsulanonth in his address to the people, during the occasion of New Year Day, 1981; "The Thai rural community is the heart of the nation and if the community cannot survive, how the country and the nation can survive?"(Record, Faculty of Public Welfare, Thammasart University).

1.A Rural Development in the Past

Recall on the earliest development, during the regime of the first Prime Minister Preedee Phranomyong, of land reforms; the community improvement movement of the Prime Minister Marshal Po Phiboonsongkham, the Development Plan for Rural Areas of the Prime Minister Marshal Sarith Thanarat, and the Rural Investment Scheme of the Prime Minister Kheukrit Pramoth, we can observe that the government of each period has tried to develop the rural areas as a part of the National Development Plan. Also the Job Creation Plan of the present government, special efforts have been made to create jobs for rural people by expanding various industries into the rural areas. The overall results of rural development remained unsatisfied because of the National Development Plans, organised during various governmental periods cited above, lack of basic understanding about the requirements of the rural people, planning and implementation of the projects (Office of the National Committee on National Economic and Social Development, 1981).

The objectives of the first and the second National Economic and Social Development Plans have the aim at the improvement of production and not for the upliftment of standard of living in the rural areas. The third and fourth Plans have more emphasis on the rural development based on the requirement of the rural people themselves. The planners of various agencies have made their own plans for rural development which may, to certain extent, or may not coincide to the real need of the people. Therefore, the results remained not very much satisfied (Institute of Public Administration, 1980).

Thai economy was basically depending upon agricultural productions, and most of this production is in the rural areas. The government has tried to set up various plans in its National Development Schemes to uplift agricultural production with the aims that using modern techniques in agricultures, agricultural production may be improved. In these plans, there were some problems as all the farmers cannot afford to use such facilities as there are so many levels between farmers also. The rich farmers became more rich and the poor farmers became more poor as they cannot compete with the rich farmers in selling their production goods (Office of the National Committee on National Economic and Social Development, 1980).

Endeavours of various government, in the past pertaining to rural development through the National Economic and Social Development Plans have not received satisfactory results the reasons of which may be summarized as follows :

1. The inequality of distribution of income.
2. The inequality of distribution of various services of the government.
3. The disastrous inclination of natural resources by over using such materials to improve the standard of living by individuals of the rural people without any plan of replacement of such materials.

Based on the above facts of failure, the governmental departments have endeavoured to improve the method of planning and administration of various developmental programmes in order to receive maximum results in the National Economic and Social Development Plans, especially to remove completely the poverty in the rural areas. This can be seen in the Fifth Five-Year National Economic and Social Development Plan in which the

Department of Teacher Education has set up several projects for rural education in order to educate the rural people to understand and cooperate with the government agencies to reform or reconstruct the rural areas and its communities. One of such projects is the Teacher Education for Rural Development (TERD) Project which the present investigator has selected to study, clearly described in Chapter-I (also see, Department of Teacher Education, 1985, p.18).

1.B New Approaches on National Rural Development :

Since the present government has laid down a firm policy upon the continuity of developing infrastructures in rural areas and has ordered five ministries to speed up rural development, the future is expected to see the improvement of an integration of rural development. As a result, there would be better education for the people as well as more opportunity for rural people to participate in higher education. The rural area is expected to progress fast in education and infrastructure, development, vocation and moral upliftment.

In order to reach the destination in the scheduled time, the government (The National Rural Development Committee under the Office of the Prime Minister) has organised provincial and district rural development committees. This enables rural development, including educational development, to originate from a lower level, and become integrated at provincial and national level during the planning process. This type of organisation has been initiated with the foreseen that more authorities (specialists) will be involved in the local government and local committees looking after rural

development programmes.

The government has identified four Ministries viz. the Ministry of Interior, Ministry of Agriculture and Co-operatives, Ministry of Public Health and Ministry of Education, as direct involvement organisations, while the fifth one, Ministry of Industry as a substantial agency for rural development. These five organisations have to co-operate in the field in working for the communities/working with the communities. These agencies have to train their extension workers, except the Teacher Education Department of the Ministry of Education which trains both the pre-service and in-service teachers for rural development. The trained teachers as well as student teachers, during their teaching practice, have to work with the community or for the community in collaboration with other agencies mentioned above. The student teachers who have been sent to rural areas for their teaching experience, have to also work with the local leaders, consisting of a teacher, a monk and a villager, who have been trained by the Teacher College involving in various training programmes for rural development. Each personnel involving in rural development programmes have been trained by their respective organisations in techniques and knowledge of rural development in terms of attitude development as well as physical development. They are to lead villagers to develop their villages, through the various projects assigned by the government as well as initiating their own projects.

It is going to be seen whether such training, especially training the student teachers as well as in-service teachers, for rural development is effectively progressed in the development of rural areas, through the

various findings of the following research work evaluating these personnels at work in the community schools.

3.2 Previous Researches on the TERD Project :

As mentioned earlier in chapter-I (4.c) that the first project of Teacher Education for Rural Development has been set up in 1956 in collaboration with UNESCO. The project was operated with an assistance of UNESCO's experts of educationists in planning, implementation, follow-up as well as evaluation of its effectiveness of various objectives proposed. This Thai-UNESCO Rural Teacher Education Project (TURTEP), since its birth, was considerably expanding in its activities and in 1982, there was a change in its objectives as well as its name in order to fit with the requirement of the policy and aims of the Fifth 5-Year National Economic and Social Development Plan. The Teacher Education for Rural Development (TERD) project has been transferred from TURTEP and having new lines of approach of teacher training for rural development with various "in-school and out-of-school" activities as well as new adjustment in its course contents. Various problems of TURTEP's activities, 1956 to 1981, have been studied by various individual researchers. A total of 17 case studies of various problems of the TURTEP is reviewed here.

Vongsith (1962) has studied the Rural Teacher Education Project in Teacher Colleges and Teacher Training Schools situated outside the Bangkok metropolis between 1956 and 1960. This author has investigated the implementation, administration, planning, procedural activities, and other problems which have arisen during various stages of operation of the project

in order to find out the best way - how the project should be carried out so that its oriented results would come out extremely satisfactory as per the objectives of the project. She has found that the project would be validly beneficial if it can be carried according to the following suggestions :

1. Student teachers should get opportunity to observe the way of teaching of various teachers and also understand the management of the school administration and other work. Student teachers, during their teaching practice, should obey and listen various guidance of the co-operating teacher as well as strictly follow various instructions of the supervising teacher. They should study various activities which are usually carried out by experienced teachers of the school. In the second week of their practice, they should be allowed to go out and attend various developmental assignments of the village. They should be able to prepare their programme of teaching and prepare the report about their own experiences encountered during their experience teaching. When there are some problems arising pertaining to their teaching practice, they should immediately contact the Head-Master and the supervising teacher so that such problems can be immediately solved.
2. The Head-Master and co-operating teacher should understand the importance of student teaching, properly supervising or guiding the student teacher according to the instructions given in the curriculum pertaining to building up the teaching skills, co-ordinating the in-school as well as out-of-school activities of various developmental work. Various assignments should be given to them instalment wise instead of given at a time.
3. The supervising teacher should be a co-operative person in all

the sense and should engage himself in various administrative framework of the school and also take up various collaborative work with other agencies dealing with rural development programmes. He should be voluntarily associated himself with various local administrative and working committees so that he has got opportunity to appropriately use such facilities to teach the student teachers to work effectively inside the school as well as outside the school.

Phavijitra and Thammabootra (1962) have surveyed the progress of the Rural Teacher Education Project in 14 Teachers Colleges and Teachers Training Schools, between 1961 and 1962, having the objectives to study the operational framework of these colleges and schools towards the implementation of the Rural Teacher Education, and also to study the effects of this project reflected in the socio-economic developmental improvement of the villagers. They have found that the authorities of these institutions understand the objectives of the Rural Teacher Training Project but their operational planning differed from each other depending up on local resources, local environment and local people. Moreover, the course contents was not properly oriented, as a result the students lack knowledge of agriculture, communication, public health, morality and personality which are essential for the student teachers who are the products of the project and have to work with the community people in various rural areas. The survey has also found that the hostel of the student teachers in the rural areas have not been developed in order to show the rural people as an example. Therefore, the project of Rural Teacher Education was not much helpful to the local people in uplifting their socio-economic status.

Phatipracha (1965) has studied the perceptions of the student practice teachers about the effectiveness of the Rural Teacher Education Project in Bangkok and Dhonburi. The purpose of this study was to know about the student teacher's attitudes towards this project and their willingness to go to rural areas for their teaching practice when they have been selected to participate in this project. Another aim of the study was to identify the requirement of the student practice teachers regarding the instructional media and various personnels involved. The study has identified that majority of students were willingly going to the rural schools for their teaching practice and the students desired to receive special attention and assistance of co-operating as well as supervising teachers and other associated personnels.

Ridthaisong's study was aimed at studying attitudes of the student practice teaching of the 10 + 2 lower certificate of education (1965) under the Rural Teacher Education Project. The results of the study indicate that the student teachers have got excellent attitudes involving in their practice teaching in the rural schools and village development. After their practice teaching experience, they have gained extreme confidence of being well trained student teacher. If more details of teaching methods to effectively teach the subject matter, and also various principles and practices of the community development are included in their learning programme, the students would have gained a tremendous knowledge about the development of rural areas, and monitoring much better about academic assignments given by various senior staffs.

Gurevich (1967) has examined the evolution of the TURTEP (the Thailand-UNESCO Rural Teacher Education Project) from its beginning through

to the present, i.e. from 1956 to 1966 and evaluated through an examination of teacher trainees and local teachers participating in this programme, the work of TURTEP and its effectiveness in training teachers for service in rural schools and committees throughout Thailand. His examination suggests the following evidences : (i) that having practice-taught in a rural community under the TURTEP pattern does not make the student desire to teach in a rural community any more than does having practice-taught in an urban primary school; (ii) that there is a significant relationship between the type of community in which a student attended primary school and the type of community in which he desires to teach and therefore, that if Thailand wishes to train teachers who are willing to serve in rural communities, admission to teachers colleges should be arranged so as to seek out applicants with rural backgrounds; and (iii) that the programme has been instrumental in making the local co-operating teachers more nearly approach the TURTEP ideal of a teacher serving as a community educator and community leader than when compared to rural primary school teachers in villages where the programme is not operating.

The study of Tailungka (1968) was aimed at analysing problems of supervision of teaching of the supervising teachers participating in the Rural Teacher Education Programme of various teachers colleges through a distribution of questionnaire to 77 supervising teachers. The results of this research can be briefly summarised as follows :

1. Majority of the supervising teachers are gents and most of them are holding B.Ed. degree and also having sufficient teaching experience.

2. The supervising teachers are taking responsibility in three folds like, (i) teaching various classes in the teachers college, (ii) supervising the teaching practice, and (iii) participating in the community development.
3. Monitoring and looking after the operation of the Rural Teacher Education Programme and satisfactorily receiving moral as well as physical supports from various concerned personnels, but the RTEP lacks of fund to run the programme.
4. The problems which the supervising teachers have encountered are that most of them have not got sufficient knowledge pertaining rural development and lack of enthusiasm in them.
5. Various activities which are essential for the development of rural schools and hostels of the student teachers have fulfilled the requirement to a great extent, but most of the supervising teachers do not have capacity to act or be the community leader.

Noonphakdhee (1969) has examined the problems of practice teaching of the Rural Teacher Education Programme in Bangkok and Dhonburi, and has pointed out that student teachers have got inadequate knowledge on teaching methods, principles and practices of community development, construction and preparation of instructional media, and communicational skills. Therefore, the village people did not understand the developmental objectives and procedural operation of the programme.

The investigation carried out by Champatong (1971) on the Rural Teacher Education for National Security obviously indicates that the security of the nation depends upon economic and administrative stability, cultural

conservation and overall education of the people. The Thai society, in majority, is rural and most of the people carry deep poverty which reflects in the administrative framework of the nation which in turn affects the stability of the nation. The Rural Teacher Education Programme has helped the community people to improve their standard of living, health standard, and preservation of their local traditions and cultures, and to know more about many things like how to make a recess time useful for children as well as for adults in the community, and how to make innovative movements of the community in the way of protection of the sovereignty and territorial integrity of the nation.

Chapchamnong has carried out a study, on "The Operation of the Rural Teacher Education Project", in 1972 for his M.A. dissertation (the extracts of which have been published in 1975) evaluating the performance of the supervising teachers in (i) organising process of operation of the Rural Teacher Education, (ii) various problems faced in the operation of the project, and (iii) the results of school development and village development under the framework of this project. Some of his findings can be briefly summarised as follows :

- (1) The organising process of operation of the Rural Teacher Education of various Teacher Colleges and its effectiveness to the rural development was satisfactorily successful but still there are many problems remained to be solved.
2. 43.58% of the supervising teachers of the Teachers Colleges have not been received any special training to be a qualified supervising teacher of the project. Also, 69.23% of the supervising teachers have not been trained in order to shoulder the responsibility of

Rural Teacher Education Project organised by the Department of Teacher Education.

3. Problems faced by the supervising teachers are (a) the supervising teachers have got extra-loaded commitments in teaching work and have to guide so many students at the time, (b) lack of motivation and seriousness in their duties, and (c) not received sufficient support from various agencies.
4. Lack of experience in community development, and other activities in training the student teachers prior to their teaching practice, overall administering the project, innovation of school and village development as per the guide-lines of the project.

The investigation on "Evolution of Teacher Training in Thailand Toward a Model for Development" (by Suntornpithug, 1979), a study carried out in 1973 highlighted that (i) the rural education project provides benefits to the teachers institutions as well as to communities in which they are located, its philosophy and objective continues to be meaningful and relevant; (ii) the project has met increasing difficulties in its steps to adhere to its original objective because of (a) lack of sufficient financial support; (b) inconvenience in transportation, which is a vital aspect of the supervisory function, and (c) an insufficiently effective supervisory staff; (iii) there exists the problem of selecting an elementary school where practice teaching may take place :

- (a) School : the problem of an unqualified master teacher and his personal attitude of using student teachers' practice teaching to listen his work and not taking full responsibility in the supervision of the student teacher, which is the master teacher's role.

(b) Community - generally, the community is quite passive to any project newly introduced. It is difficult to expect any community to give total participation and to show willingness to learn, to understand, and to be capable of carrying on improvement independently after the project is over;

and (iv) most rural projects have no effective master plan where goals are clearly stated, the length of time needed for each goal's completion, the process to be used, the time of its move to a new community, the location of the move, the amount of budget needed, and the kind of follow-up method to be used to evaluate success.

Srisoodthi (1973) has carried out a study on "Problems of Teaching Practice in Rural Teacher Education Project of the Yala Teachers College" and found that :

- (a) The supervising teachers have not received any special training concerning the Rural Teacher Training Project.
- (b) The co-operating teachers required to attend on oriented training course provided by the Teachers College pertaining to scopes of the Rural Teacher Education Project so that they can effectively give various advise to student teachers during their teaching practice.
- (c) It is found that the student teachers are not having sufficient knowledge of good methods of teaching the subject matter, also the students are still confused in construction and preparation as well as use of instructional media. They are also not having sufficient self confidence in construction of tests and different procedures of evaluation, and having inadequate skills and ability in the community development.

Mangoealaputtapak (1977), in her study on "Evaluation of the Central Region Teacher Colleges' Rural Teacher Education Project Relating to the Agricultural Extension in 1972-1976, has summarised her main findings as follows :

1. The Rural Teacher Education Project in the Central Region Teacher Colleges has involved in teaching activities, rural developments, and in agricultural extensions. These were carried out in collaboration between the Teacher College and various governmental development agencies.
2. The project has developed the pupils' attitudes towards agriculture, which is the most important activity but was occasionally carried out. So far as the farmers are concerned, important suggestions on agricultural innovation, marketing of the product, and accessibility to agricultural equipment were made, but in reality were provided infrequently.
3. Problems arisen were the lack of co-ordinations, inadequacy of budgets and of agricultural personnel. The work of the Rural Teacher Education Project, therefore, resulted in few agricultural changes in the rural school and their respective localities or neighbourhood.

Boonlon (1978) has carried out a study on "A Role of Rural Teacher Education Project with Special Reference to Economic Development : A case study at Amphur Kheang Nai, Ubolrajatani Province" with the purpose to analyse the role of the Rural Teacher Education in the development of education, economic improvement and social changes of the community of the region, and also to study the attitudes and co-operative characteristics of the Supervising Teachers, Head-Masters and co-operating teachers with

other personnels involving in the project. The main findings can be summarised as follows :

The Rural Teacher Education Project has played a good role in the rural development in education, economic upliftment of the community and social movement in the rural areas. The project has given a good training to student teachers to work in rural areas in collaboration with UNESCO and UNICEF. The main role of this project involving in the rural development is the development of human resource, especially rural children and rural youth and to certain extent rural adults in terms of impressing them to understand and to know the importance of the project in learning various new techniques in nursing vegetation and animal husbandry, etc. Further more, pertaining to the attitude of various personnels concerning with the Rural Teacher Education Project like school Head-Masters, school co-operating teachers and local community leaders desire to have the Teacher College involved in the rural development programme more than its present day involvement, and if it is possible to transform the Teacher College into Community College, unlimited activities of community development can be introduced in solving the poverty problem of rural areas.

According to the research report, carried out by a group of experts, of the Department of Teacher Education on "An Evaluation of Teacher Education Programme and Extension Education (1978), it is found that the rural community people strongly wish the Teacher College to increase and play more roles in the various development programmes of rural areas and for this the Teachers College's Staffs and student teachers should upgrade themselves in community development so that they can supervise and co-operate with the local community people in the developmental activities.

Tulayasook (1979) has studied the history of development of Teacher Education Programme (1954-1976) and has found that the Rural Teacher Education Project lacks sufficient support and encouragement from the Teacher Education Department and other government agencies in improving rural education and community development. In order to improve this programme, this author has recommended that, as per the following recommendations, the planners have to monitor the project as under :

1. The Teacher Education Department should seek support from the government and other agencies.
2. Incentives, rewards and facilities for officials who work with rural student teaching programmes should be favourable.
3. The supervisory staff should consist of experienced officials with degree in education.
4. There should be work planning among supervisory staff of the programme, district and provincial officials so that community development work can be done effectively and efficiently.
5. There should be an orientation for the student teaching programme. The aim and philosophy of the student teaching programme should be discussed.
6. Student teachers should be given a thorough introduction to the main features of the school in which they are placed; its philosophy, its curriculum, etc. They will then understand their school and be able to adjust themselves and give their best effort in teaching as well as education and community development.
7. Seminars and meetings on student teaching and community development affairs should be made periodically during the term

of student practice teaching. (For more details, refer Tulayasook, 1979, pp. 229-232).

Chariyavittayanontr (1981) has carried out a study on "Roles of Regional Higher Education Institutions for Rural Development in various Eastern Teachers Colleges", the main findings of which can be summarised as follows:

Pertaining to the Rural Teacher Education Programmes, there are several projects, organised by various Teachers Colleges, in operation in the rural development. The most attractive project was the Rural Teacher Education for community development which, since its birth, attracted the community people and received its popularity in its success nearly throughout its successive stages of operation, but in the present stage the programme has reduced its popularity and role which may, possibly, be due to the change in educational system, the student teachers involving in the programme are overloaded by their course work preparation which should be completed within the scheduled time. They, obviously, do not have sufficient time to prepare themselves to cope with various problems in rural community development, like guiding or supervising and coordinating with various village people during their teaching practice.

Prikboonchandhra (1983) has studied that Thai Student Teachers' Perceptions of the Value and Relevance of Their Teacher College Preparation and their Student Teacher Experiences, and his main findings can be briefly described as follows. The teacher training institutions should establish earlier and more frequent experiences for student teachers to work with children, schools, and the community under the supervision of the supervising teachers

so as to increase their interests and proficiency. Also, the teacher education students would be better prepared if teacher colleges provided early those teaching skills, knowledge, and insights needed to educate the rural children and youths. Make student teachers early aware of the range and importance of experiences and activities that are planned for them during their practice teaching.

Sanitprachakorn (1984) has carried out a study on "The Problems of Rural Teachers Training Programme as perceived by the Student Doing Practice". It is found that the student practice teachers do not have enough time for participating in community development. The time management should also be introduced so that the students can spend time wisely and effectively in rural development. The students should be able to use various methods of student teaching evaluation.

Yospan (1986), in his research report submitted to the Department of Teacher Education from which he has received a special fund for carrying out the research on "Teacher Education for Rural Development Project" (TERD Project) in Lampang Teacher College, has analysed various perceptions of in-service teachers, student practice teachers and rural village people on operational activities of the TERD Project. The summary of perceptions of these three groups of samples is interestingly appraised.

In-Service Teachers : Majority of these officials perceived that various activities carried out by the student practice teachers are relevant to the development of the school except some of the items in agricultural management in the school. The student practice teachers are actively

participating in various social activities, but considerably minimising the attendance of student practice teachers in out-of-school agricultural motivation for community development, and other essential innovative movements like extension of vocational education, public information, etc.

Student Practice Teachers : The perceptions of the students indicate that they are capable of doing various essential preparation of lesson plan as well as classroom management, like attending the children, etc. The Head-Master and co-operating teacher (In-Service Teachers) have also praised upon this capability of the students. The students have stated that they have not much engaged themselves in the out-of-school as well as in-school agricultural motivation for community development, but instead they have developed their own practice teaching hostel in order to exhibit various agricultural innovation to children, rural youths and village people.

Pertaining to other activities, the students do go out and mixed with village people to give various advise or guidance concerning to village development, vocational extension education and other activities as observed by the in-service teachers.

Village People : The village people's perceptions indicate that student practice teachers are mostly engaged themselves, beside their in-school activities, in attending various social and cultural activities with the village people, and to certain extent they do give various advise to the people in agricultural development (kitchen garden) as exhibited by their hostel agricultural management developed by them. More important aspects pointed out by the village people are the Teachers College's supervising staff as well as the school

in-service teachers do not attend any developmental activities of the village except attending few cultural programmes.

II.4 CONCLUSIONS

The above picture of rural education in Southeast Asia and researches therein reflect the diversities of approaches in different countries with regard to rural education. However, commonality exists in India, South Korea and Thailand in terms of provisions for formal education for rural development. Among them, Thailand has taken a leading step in encouraging teacher education programmes for rural development projects. As per findings of several researches conducted since 1962, it is identified that the formal teacher education for rural development in Thailand, since its birth in 1956 upto present day, has successfully progressed and several activities carried out by various personnels involved are extremely impressive. But still there are many problems remained to be solved. It is quite clear that the various case studies (research reports - published as well as unpublished) highlighted above, cover almost all aspects of the programme, ofcourse carried out by individuals and also by a sponsored evaluation research terms in different space and time from 1956 to present day. It can be observed that every research report, among the 19 studies, though of various aspects, there are various problems remained to be seriously taken into account for the improvement and efficiency of the project. All the salient points pointed out by various research individuals as well as departmental research reports are clearly but sporadically listed above. Some of the relevant points have been summerised in the form of tabulation (Table II.1) with further simplification.

Table : II.1 Summary of various problems faced during different stages of the project.

| Sr. No. | Appreciation and Problems to be solved. | References |
|---------|---|---|
| 1. | The project helps the students as well as the supervising teachers to get the opportunity to interact with the rural villagers engaging themselves in various developmental activities for the benefit of rural community. | Vongsith, 1962. Ridthaisong, 1965 Phatipracha, 1965 |
| 2. | The project is helpful to the teachers colleges, schools and the personnels involved. The student teachers have excellent attitudes towards their practice teaching in the rural schools, but do not have capacity to act as community leaders. | Phavijitra and Thammabootra, 1962 Ridthaisong, 1965 |
| 3. | The programme has made the local community to achieve various benefits in terms of socio-economic upliftment, even to be good citizens of the nation in the way of protection of national sovereignty and territorial integrity. | Champatong, 1971 Suntornpithug, 1979 Mangcalaputtipak, 1977 Boonlon, 1978 |
| 4. | The course contents of the Teacher Education for Rural Development were not the oriented pattern. The supervising teachers have not been trained prior to taking up charges of the project. | Gurevich, 1967 Tailungka, 1968 Chapchamnong, 1972 Sri soodthi, 1973 |
| 5. | The Head-masters, Co-operating teachers have not received any special training in order to make their respective schools the rural oriented centres for rural development. They are not very serious and giving advise to the student teachers during their teaching practice. | Chapchamnong, 1972 Srisoodthi, 1973 Phatipracha, 1965 |
| 6. | The community, generally, is quite passive to any project newly introduced, but it is very difficult to expect the community to give a total participation, to understand and to be capable to carry out independently the developmental work after the termination of the project. | Suntornpithug, 1979 Chariyavittayanontr, 1981 |
| 7. | No special lectures or group discussions and seminars provided to student teachers and rural school teachers prior to the implementation of the project so that these personnels could gain proficient knowledge on how to carry out the out-of-school rural development activity. | Tulayasook, 1979 Prikboonchandhra, 1983 Yospan, 1986 |

These facts reveal that, since 1962, there have been continuous efforts to highlight different issues and problems related to rural education programmes and to study the effectiveness of different programmes. As stated above that the TERD Project came into existence in the year 1982 with some modifications from the earlier implemented TURTEP Project engaging several activities of rural development using the Teacher Education Programme of student teachers practice teaching as tools within the schools as well as out-side the schools. Very little efforts have been made to evaluate this newly introduced project with a wholistic perspective and making scale at teachers training level in Thailand, there is a paramount need to guide the planners and policy makers with a view to successfully implement the project. The earlier studies might have been useful to the research and planning committee in the department of teachers education of the country. Each programme has its own objectives and framework of activities. Experiences of other programme of rural development may be useful to strengthen the TERD Project. However, with a view to bring about and pinpoint the various activities of the project, a specific and large scale evaluation studies will be of immense value for decision makers and implementing agencies. Keeping this in view, the researcher has made the present attempt to investigate the functioning of the TERD project in an intense manner so that necessary recommendations can be made for its improvement in the future innovation of this programme or somewhat similar to it.