CHAPTER - I  INTRODUCTION

1.1 Education and Development 2
1.2 General Education and Rural Development 4
1.3 Educational System in Thailand 8
   3.A Historical Development 8
   3.B Modernization of Thai Education 8
   3.C Administrative Structure of the Teacher Education 12
      C.1 Administrative Structure of the Ministry of Education 15
      C.2 Administrative Structure of the Department of Teacher Education 16
      C.3 Administrative Structure of the United Colleges 18
      C.4 Administrative Structure of the Teachers Colleges 21
1.4 Teacher Education and the Rural Development in Thailand 25
   4.A Introduction 25
   4.B Teacher Education for Rural Development 27
   4.C Structure of the TERD Project 31
      C.1 Structure of Administration and Administrative Committee 32
      C.2 Special Oriented Course of Teacher Education for Rural Development 35
      C.3 Extra-Curricular Training prior to sending students to the field 36
      C.4 Roles of Various Personnels dealing with student teachers 37
      C.5 Budgetting of the TERD Project 38
      C.6 Meeting, Seminar and Group Discussion on Student Teaching 38
      C.7 Communication and Teaching Practice 39
      C.8 Methods of Evaluation of Student Teaching 39
1.5 Statement of the Problem 41
1.6 Objectives of the Study 42
1.7 Scope of the Study 44
1.8 Limitations of the Study 48
1.9 Definitions of Terms 49
## CHAPTER - II REVIEW OF RELATED LITERATURE AND RESEARCH

### II.1 Introduction

1. A Philosophy and Aims of Rural Teacher Education 53  
1. B Case History of Teacher Education for Rural Development 60

### II.2 Teacher Training for Rural Development in Some Developing Countries.

2.1 Some studies in India. 64  
2.2 Teacher Education and the National Development Service in Nepal 72  
2.3 Some Case Studies in the Republic of Korea 74  
2.4 An Innovative Strategy of Education for Rural Development in Australia 77  
2.5 Roles of Teachers in the Philippines 79  
2.6 Teachers Training in Indonesia 81  
2.7 Teacher Education in Malaysia 82  

### II.3 Teacher Education for Rural Development Project (TERD Project) in Thailand

3.1 General 84  
3.2 Previous Researches on the TERD Project 89

### II.4 Conclusions 104

## CHAPTER - III METHODOLOGY

### III.1 Introduction 108

### III.2 Research Design

2. A Objective I 109  
2. B Objective II 109  
2. C Objective III 110  
2. D Objective IV 110

### III.3 Nature of Data 110

### III.4 Source of Data 111

### III.5 Population and Samples 113

### III.6 Instrumentation

6.A Tool No. 1 117  
6.B Tool No. 2 117  
6.C Tool No. 3 118
CHAPTER - IV  ANALYSIS AND INTERPRETATION.

IV.1 Introduction

PART - I

IV.2 Objective 1 The History of Thai-UNESCO Rural Teacher Education Project 1956 to 1981 ; TURTEP

2.A Section 1 Studies of Related Literatures
   A.1 Activities of the TURTEP at Ubol (1956-1960)
   A.2 Budgetting of the TURTEP Programme
   A.3 Extending the Pilot Project to National Project.

2.B Discussions Related to the Above Five Aspects.
   B.1 Problems Pertaining to Supervising Teachers
   B.2 Preparing the Student Teachers for their Field Work.
   B.3 Administrative Management of the Project
   B.4 Problems pertaining to Cooperating Schools
   B.5 Development of Rural Villages

2.C Summary

2.D Section 2 Analysis of Perceptions of Product Personnels

PART - II

IV.3 Objective 2 The studies on the nature of the TERD Project.

3.A Section 1 Course contents of the TERD Project
   A.1 Information received from the Directors
   A.2 Information received from the College Staff members.
   A.3 Perceptions of Directors, Teachers College Staff Members, Head-Masters, Cooperating Teachers and Student Teachers.

3.B Section 2 Planning of the TERD Project
   B.1 Perceptions of Directors of the Project
   B.2 Perceptions of the College Staff Members
3.C Section 3 Organisation of the TERD Project.
   C.1 Informations received from Directors 167
   C.2 Informations received from Staff Members 168

3.D Section 4 Personnel of the TERD Project
   D.1 Biodata of the Directors of the TERD Project 169
   D.2 Personnel of the TERD Project 174
   D.3 Perceptions of the Teachers College Staff Members about the Personnel 176
   D.4 Perceptions of the village Chiefs and village people regarding the personnel of the TERD Project 176

3.E Section 5 Implementation of the TERD Project 178
   E.1 Informations received from Directors 178
   E.2 Informations received from teachers participating members 181

3.F Section 6 Physical Facilities of the TERD Project 183
   F.1 Informations received from Directors 183
   F.2 Informations received from staff members 184

3.H Section 8 Monitoring of the TERD Project 186
   H.1 Informations received from Directors 186
   H.2 Informations received from staff members 187

3.I Section 9 Student Teachers Participation in the TERD Project.
   I.1 Informations received from Directors 187
   I.2 Informations received from staff members 188

3.J Section 10 Community Involvement in the TERD Project 188
   J.1 Informations received from Directors 188
   J.2 Informations received from staff members 190

IV.4 Objective 3 Effect and Limitations of the TERD Project 190

4.A Section 1 Usefulness of the TERD Project to the Teachers College
   A.1 Perceptions of Directors 190
   A.2 Perceptions of Rectors and Vice-Rectors 192
V.

5. Objective 4 Objectives of the TERD Project in Rural Development are being realised.

5.A Perceptions of Directors, T.C. Staff members, Head-masters, Cooperating teachers, student teachers, village chiefs and villagers.

5.B Reactions of Rectors and Vice-Rectors
3.C Objective 3  
3.D Objective 4  

V.4 Methodology  
4.A Objective 1  
4.B Objective 2  
4.C Objective 3  
4.D Objective 4  

V.5 Tools for Data Collection  
5.A Tool No. 1  
5.B Tool No. 2  
5.C Tool No. 3  
  C.1 Section 1  
  C.2 Section 2  
  C.3 Section 3  
  C.4 Section 4  
5.D Tool No. 4  
  D.1 Section 1  
  D.2 Section 2  
  D.3 Section 3  
5.E Tool No. 5  
  E.1 Section 1  
  E.2 Section 2  
  E.3 Section 3  
  E.4 Section 4  
  E.5 Section 5  
5.F Tool No. 6  
5.G Tool No. 7  

V.6 Analysis and Interpretation of Data  

V.7 Major Findings  
7.A Objective 1  
  A.1 Section 1  
  A.2 Section 2  
7.B Objective 2  
7.C Objective 3  
7.D Objective 4  

V.8 Suggestions and Recommendations
REFERENCES
APPENDICES
Appendix I 263
Appendix II 265
Appendix III 275
Appendix IV 276
Appendix V 300
Appendix VI 314
Appendix VII.A 315
Appendix VII.B 324
Appendix VIII 327