Historical Analysis of the Department of Teacher Training in the Ministry of Education in Thailand: 1954-1976

Aravan Chamnankit Tulayasook

Loyola University Chicago

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by

Aravan Chamnankit Tulayasook

A Dissertation Submitted to the Faculty of the School of Education of Loyola University of Chicago in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

January 1979
ACKNOWLEDGEMENTS

The author wishes to express deep appreciation to her advisor, Dr. Gerald Gutek, for his invaluable assistance and encouragement throughout all the stages of study. Gratitude is due Dr. Jasper Valenti and Dr. Rosemary Donatelli for critical reading and constructive suggestions. The author is also grateful to Dr. Valenti for his support and encouragement.

Deep gratitude is extended to Dr. Saiyut Champathong, the former Director-General of the Department of Teacher Training and the Director-General of Educational Techniques, for his support and encouragement to the author during periods in her study. Special appreciation is due Lady Krachangsrri Rugtakanit, the former Director of Suandusit Teachers College and Mrs. Raevadee Wongprommek, the Rector of Suandusit Teachers College. Without their support, this study by the author would not have been possible.

The author would like to thank the teaching staff of the Faculty of Education and the librarian of the Suandusit Teachers College for securing valuable materials.

Thanks are extended to the reference librarian of Southeast Asia Studies at Northern Illinois University Library for her help in locating materials.
Thanks are due Miss Eleanor Kennedy and Miss Marianne Pollett for their encouragement and help in editing manuscript, and also to the graduate assistants of the English Department, Loyola University.

Special appreciation is acknowledged to my husband, Trakool, for his encouragement, support and for his patience and understanding during the research and writing of this dissertation.

Finally, the author would like to extend her deep appreciation to her entire family for their encouragement and understanding. This study is dedicated to my parents, Mr. and Mrs. Intr Chamnankit and to my beloved grandparents, Mr. and Mrs. Hoye Yooyen.
VITA

The author, Aravan Tulayasook was born in Bangkok, Thailand on February 27, 1943. Her high school education was obtained in the private school of Khemasiri Anusorn in Bangkok, where she graduated in 1959. She received a public vocational education at Borpit Pimuk School, where she received a Certificate of Foreign Language in 1962.

In 1963 she entered the Philippines Women's University in Manila, Philippines, and in 1966 was awarded a Bachelor of Arts degree in Economics from the University of Manila. In 1967 she was accepted in the Master of Arts Program of the College of Education at Texas Women's University, where she earned an M.A. in Guidance and Counseling in 1968.

Returning to Thailand, the author joined the Department of Teacher Training in the Ministry of Education in February 1969. She was appointed as an Entrance Examination Official in the organization and scoring of the entrance examination for applicants seeking for admission to teacher training institutions.

In May 1969, she was appointed a college counselor at Nakornpathom Teachers College in the province of Nakorn-
pathom where she also served as an instructor in Psychology and in Guidance and Counseling. She was also assigned to conduct a program in ethics for teacher students at all levels of the college.

From 1972-1973, Mrs. Tulayasook taught at Suandusit Teachers College in Bangkok as an instructor in Psychology and in Guidance and Counseling. During her four years of service in the Department of Teacher Training, Mrs. Tulayasook corporated in the regular, twilight and in-service training programs for the pre-service and in-service teachers. She made numerous supervisory visits to students of the Rural Teacher Education Project stationed in the rural areas of Nakornpathom province. Also she supervised student teaching in numerous schools in Bangkok. She also wrote a textbook in Educational Psychology used by teacher students in Suandusit Teachers College and other teacher training institutions.

In September 1973, she began her work for a Doctorate of Education in the area of Comparative-International Education at Loyola University of Chicago, Chicago, Illinois. In 1974 she married Mr. Trakool Tulayasook, a mechanical engineer. Mrs. Tulayasook has lived abroad for more than twelve years and traveled in Asia, Europe and the United States.
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CHAPTER I

INTRODUCTION

It is widely recognized that teachers are an important key to national development. Since teachers play an important role in educating youth, much thought and attention has been given to the system by which they are trained. In Thailand private teacher training institutions have only a minimal influence on teacher education. The national government takes an active part in educational matters through the Department of Teacher Training in the Ministry of Education. Both the quality and quantity of teachers has been a matter of responsibility, constant concern, and effort by the Department of Teacher Training. This dissertation "Historical Analysis of the Department of Teacher Training in the Ministry of Education in Thailand: 1954-1976," will describe and examine various programs, activities and accomplishments of the Department of Teacher Training.

First, this dissertation will provide information for Thai and foreign educators on the historical development of teacher training in the Department of Teacher Training. Second, the dissertation will give Thai and foreign educators a clear picture of organization, functions and
the structure of the Department of Teacher Training in Thailand. Third, it will identify problems and issues that face teacher education in the Department of Teacher Training and offer suggestions for the solution of those problems and issues which will be benefit to Thai and foreign educators in Thailand or in the other countries that are similar in size, location, and population.

This dissertation which is written in the area of Comparative-International Education uses the social foundations of education approach. Noah and Eckstein define comparative education as a part of a wider attempt to explain phenoma, first within educational systems and institutions, and second, surrounding education and linking it with its social environment.¹ Kandel also points out that education cannot be viewed as an autonomous enterprise but that it must be viewed in relation to the national background, and the social, economic, political, and intellectual environments.²

The following are the definition of terms as they are used in this dissertation.

The **Department of Teacher Training (DTT)** is one of the eight departments in the Ministry of Education in Thailand.

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It is responsible for training the vast majority of degree and sub-degree teachers, needed by the general education system, through teacher colleges.

A Teachers College is a four-year teacher training institution which has a two-year plan after the 10th grade for the Certificate of Education (PKS); a one-year plan after the 12th grade for Elementary School Certificate (PP); a two-year plan after PKS or 12th grade, and a one-year plan after PP leading to the Higher Certificate of Education (PKSS).

College of Education is a four-year institution offering the B.Ed. in a specialized subject, and M.Ed. It offers a four-year plan after the 12th grade or PKS and a two-year plan after PKSS leading to the B.Ed. in a specialized subject, and a two-year plan after the B.Ed. leading to the M.Ed.

PKS is Certificate of Education which requires a two years training program after the 10th grade of education.

PP is Elementary School Certificate that requires a one year training program after the 12th grade.

PKSS is a Higher Certificate of Education that requires a two year training program after the PKS or the 12th grade, and a year of training after the PP.

PM is Secondary School Certificate that is awarded to teachers for the passing of the nationwide qualifying examination given by the Department of Teacher Training in
accordance with the requirements of teaching experience and academic background of the PP and the PKS.

KB is Bachelor of Education. A four year training program after the 12th grade of education, or after PKS; a two year program after PKSS.

Rural Teacher Education Project - the purpose is to establish a pilot center to train rural school teachers who will be competent to carry out the double role of educator and community leader. The training combines the techniques of fundamental education and appropriate methods for teaching children, and enables teachers to relate their teaching of the subjects to the concerns and needs of school children of different ages. This program requires the student teachers to spend three months or one quarter in a selected school in a remote village for their student teacher training. The students work closely with the school and the local people in the community in improving the school and helping to develop the community.

Head Start Program Primarily it is a pilot project serving pre-school children living in the rural areas. The project reflects the view which attaches importance to the

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problems of children who have been deprived of care, attention, and appropriate experiences, which is often the case of many Thai children who live in the rural areas. It is expected that this project will serve as a model for future programs aimed at helping pre-school children in the rural areas to overcome basic handicaps inherent in their social and economic conditions.5

Twilight Class Program is the extension program in the teachers colleges was established in 1968 in two institutions in Bangkok. This has since been extended to all 29 teachers colleges. The class periods take place between 4:00 p.m. or 5:00 p.m. to 8:00 p.m. or 9:00 p.m. during weekdays. The teaching program is similar to that offered during the regular day and also leads to the PKS and PKSS program.

This chapter has attempted to introduce the study, and define terms as they are used in the dissertation. Other terms that are introduced in later chapters will be defined where they appear. Chapter II on the Historical Development of Teacher Training in Ministry of Education will provide the general background, socio-economic, political and also educational background of Thailand.

CHAPTER II

HISTORICAL DEVELOPMENT OF TEACHER TRAINING

Chapter II will trace the historical development of teacher training in the Ministry of Education. The author will approach Thai teacher training by attempting to broaden the reader's frames of references in the areas of general, historical, socio-economic, and political background, which relate to the development of Thai teacher education.

Thailand, which was formerly known as Siam, is a small country that occupies the center of the South-East Asian mainland, between Burma to the west, Laos and Cambodia to the east and Malaysia to the south. It has no direct frontier with China, from which it is separated by a wedge shaped rugged plateau which at its narrowest point is some seventy-five miles across, and of which the section west of the upper Mekong River forms part of the Shan State of Burma while the eastern section forms part of Laos. The North is cool, mountainous and rich in teak forests. The Northeast is hilly, with plateaus, dry and poor. The Southern peninsula is sandy, wet, mountainous, and rich in tin and rubber. The central part is abundant in rice and rich soil. The country is generally tropical.
and monsoonal and has a rainy season from May through September and dry season for the remainder of the year.

Unlike all the other countries of the Southeast Asia, Thailand never came under Western colonial rule, though it lost several peripheral areas, which mostly were inhabited by non-Thai populations during the nineteenth and early twentieth centuries. Since 1909, its total area has remained unchanged at 198,457 square miles, somewhat smaller than Texas. The country, which has Bangkok as its capital, is divided into 71 provinces, with 520 districts, 21 subdistricts, 41,630 villages and 120 municipalities. All are centrally directed from Bangkok. 1

The population, according to the 1972 national census, was approximately 38,442,000. In 1974, the population increased to 41,023,000 which represents an average density of 207 to the square mile but which is uneven and concentrated in the Central part. 2 The annual growth rate of 3.3 per cent is expected to reach about 3.6 per cent by 1980. 3 The population is 87 per cent rural. The entirely indigenous population belongs to the Thai ethnic group,


3 Henderson and Barth, p. vii.
which subscribes to Theravada Buddhism. The indigenous minority peoples are some 700,000 Muslim Malays in the far south, a smaller number of Cambodian and Vietnamese near the eastern borders, and a total of 300,000 scattered hill peoples mainly in the far north and west. The largest minority consists of the ethnic Chinese who are estimated as 3.73 million, which is more than twelve per cent of the total population. But in contrast to most other parts of South-east Asia, a very high proportion of this Chinese community has come to identify itself with Thailand, and officially over 300,000 are now ranked as Thai nationals.  

The official national language is the dialect of Thai spoken in Central Thailand. It is spoken by over ninety per cent of the population. The principal other languages are Chinese and Malay. English, the major Western language, is a mandatory subject in a public school after fourth grade. Other languages used by some are various Lao dialects, Vietnamese, and indigenous languages of the hill peoples. Many ethnic minority groups are bilingual in Thai.  

Thailand is categorized as an agricultural country. The major exports are rice, rubber, corn, teack, and tin. The major imports are largely manufactured items, classi-

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4Fisher, p. 626.

5Henderson and Barth, pp. vii-viii.
fied as consumer goods, raw materials and capital goods. During 1974, the GNP was about $10,000 million, per capita income was at about $250, which by South-east Asian standard is relatively high, next only to Singapore, Brunei, Malaysia, and the Philippines. Despite rapid industrial development over the past fifteen years, about seventy-five per cent of the population is still engaged in agriculture. The country is ranked as the second largest rice exporter of the world. Over one million tons of rice were exported in 1974. The economy of Thailand today is one of the freest in South-east Asia. Since 1957, the government has divested itself of most of its industrial enterprises and has only maintained monopolies for certain sectors of the economy which is deemed necessary for development and administrative purposes.

Historical Background

The ancient Thai originated in northern Szechuan about 4,500 years ago and moved along the Yangtse Valley. Because of the stronger Chinese pressure, the Thai migrated to South China, and around 651 A.D.

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tablished the Kingdom of Nanchao under the leadership of Sinulo. In 1253, the Kingdom of Nanchao was conquered by Kublai Khan. The migration of the Thais was in three major waves. The first wave were the Thai from the West who moved to the Salween River and became the Shans who presently are Burmese. Another group from the West moved further to Assam. The second wave were the Thais from the East who moved along Mekong Valley and became the Laotians. The third wave, who migrated along the Chao Phraya Valley, became the Thais of Siam. When the groups of Thai people began to move into the area of present-day Thailand in the tenth century, most of the region was under the rule of the Khmer Empire of Angkor. After a number of attempts, one such group of Sukhothai on the northern edge of the great central plain succeeded in asserting its independence early in the thirteenth century, and by the end of that century had extended its rule far down the Malay Peninsula westwards into lower Burma, and into northern Laos. The region's political center of gravity, however, shifted towards the south. In 1350 a rival Thai Kingdom was established at Ayuthaya which soon gained a dominant position by conquering Angkor in 1369 and 1389 and by reducing the Sukhothai to vassalage by the end of that century. During the Kingdom of Ayuthaya period,
the absolute monarchy, imbued with the authority and sanctity of the king of classical Indian tradition, lay under the rule of the moral principles of Tharavada Buddhism. Under this period, the Thai came into conflict with Burma, and suffered the first sack of Ayuthaya in 1569. The growth and development of international trade brought the Portuguese early to Ayuthaya in the sixteenth century. Western rivalries developed in the seventeenth century during the reign of King Narai the Great (1657-88). Suspicious of foreign motives, Ayuthaya strengthened control over foreign trade after the withdrawal of European traders in 1688. Conflict with the Burmese, however, resumed in the middle of the eighteenth century, and brought the destruction of the Kingdom of Ayuthaya in 1767.

The Kingdom was re-constituted militarily by King Taksin, who reigned at Thonburi from 1767 until his overthrow in 1782, and it was reconstructed by King Rama I of Bangkok. In 1826, King Rama III (1824-51) opened Bangkok to Western trade. During this reign, Prince Mongkut, who became King Rama IV, was interested and closely involved with foreign trade. He was remarkably well-informed of events outside the country, receptive to Western innovations and
learning, and an intelligent and practical realist in attitudes to foreign relations. He brought Thailand to accept Western demands that it should open her ports to free commercial intercourse with the West. The modern history of Thailand begins with the Anglo-Siamese Treaty of 1855, which brought rapid economic development.

During the reign of King Rama IV (1851-1868) and King Rama V (1868-1910), Thailand countered the colonial threats by England and France. To counter these threats, the policies were threefold. First, Thailand attempted, by diplomacy, to play against each other, the Western powers, particularly Britain and France. Secondly, Thailand worked to integrate more securely into the Kingdom outlying provinces and dependent states in the north, the north-east, Laos, and northern Malaya, lest the local rulers of these areas either defect or by their actions provide the western powers with excuses for intervention. Thirdly, Thailand worked to modernize the financial, judicial, and administrative institutions of the kingdom both to strengthen its ability to resist the West and to meet the standards of justice and efficiency expected of it by the West. 

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These policies were proven successful by the kingdom's survival. But the survival had been purchased at a high price, for Thailand lost suzerainty over Cambodia (1863-67), and the provinces of Laos to France after the Franco-Siamese conflict of 1893, when Anglo-French rivalry failed to work in Thailand's favor. Provinces in Malaya were lost to England in 1909. The loss of territory could have been much worse. However, that it was not is due largely to the great reforms of 1889-1910, which gave the kingdom a unified and centralized provincial administration, a modern revenue and financial system, a modern system of education and improved communications.

King Rama VI ascended the throne in 1910. The basic structure of a modern country had been created rapidly. However, economic development had been uneven as noted by Wyatt:

Large areas of the country, such as the impoverished north-east, were largely untouched, and large-scale Chinese immigration had created by 1910 a distinct Chinese community numbering about 800,000 which held a dominant position in the economy. In addition, the growth of modern education and the creation of a national bureaucracy brought into being a new class of men who increasingly demanded a degree of political power which the absolute monarchy did not give them.8

It should be noted that King Rama VI, after ascending the throne, fostered the development of a modern

8Ibid.
nationalist feeling and enlarged the role of the new bureaucratic elite in the government. King Rama VII (1925-1935) wished to grant his kingdom a constitution, but was dissuaded from doing so. By 1930, financial retrenchment weakened his support in the bureaucracy, and hastened the formation of a coalition of conservative civil servants, and young military officers, civil servants, and professionals trained abroad, which on June 24, 1932, staged a coup d'état which ended the absolute monarchy and inaugurated a constitutional regime. In 1935, King Rama VII abdicated from the throne.

The coup d'état by the People's Party, led by a university law lecturer, Pridi Phanomyong, attempted to commit their party to radical economic reform. The military wing of the party led by Phraya Phahon Phonphayuhasena and Luang Phibunsongkhram staged another coup in June 1933, which firmly established the predominance of the army. As Prime Minister, Phraya Phahon steered the government along a course which was moderate and progressive, particularly in the fields of education and social welfare.

In 1938, Phraya Phahon lost his vote in the National Assembly to Luang Phibunsongkhram, an extreme nationalist, who became Prime Minister. During World War II, Thailand's government was forced to commit itself to the

\[9\text{Ibid.}\]
Japanese in order to retain independence. Japanese troops were stationed in Thailand throughout the war. Thailand had to declare war on Britain and the United States in 1942. Pridi Phanomyong, who led the Free Thai, maintained underground contact with the Allies; and Seni Pramoj, Thai Ambassador in Washington, refused to present to the American government Thailand's declaration of war and cooperated in establishing Allied links with the Thai underground.

In 1914, Kuang Aphaiwong, a civilian politician, led the government, after Luang Phibun was forced to resign by an adverse vote in the National Assembly. Thailand started to receive support and goodwill from the United States. In 1946, the foreign crisis of Western threats ended when Thailand signed the Peace Treaties with Britain and France. After the war, the country suffered from inflation; international trade had not recovered. In the same year, Pridi Panomyong returned as Prime Minister. In June of 1946, King Rama VIII was assassinated. This event precipitated the resignation of Pridi Panomyong. He was replaced by a conservative independent, Luang Thamrong Nawasawat, who was not able to deal with mounting problems of inflation and corruption. In 1944, an army group seized power, abrogated the Constitution, and experimented briefly with the new government of Kuang Aphaiwong, who was later forced from the office. During 1948-1951, four coups were staged, but they were all abortive.
In 1954, the external threats of the Vietminh's gain in Vietnam, Cambodia and Laos made Thailand fearful for the country's security. In the same year, Thailand joined SEATO, and received substantial American military and economic aid.

In 1957, General Sarit Thanarat staged a coup d'état which ended the long tenure of Prime Minister Luang Phibun. The achievements of the military governments of Field Marshal Sarit and Field Marshal Thanom Kittikachorn, who took power on Sarit's death in 1963, were in many ways advantageous. Economic development was planned, and the GNP was raised at an annual rate of almost eight per cent in the 1960's. Major programs for the improvement of communication and social services, particularly education, were successful. Foreign investment and aid contributed substantially to development.

During the Vietnam War, Thailand was committed to the United States. It sent a Thai military unit to South Vietnam and allowed U.S. aircraft to bomb North Vietnam and Laos from bases in Thailand. After the war, the withdrawal of U.S. forces in 1973, brought Thailand to re-examine its foreign policy. The Thai government officially requested that the American military leave Thailand by mid-1976 and diplomatic relations were resumed with China in July 1975. During the early 1960s and 1970s, the Thai government had been pressed by internal pressures, ranging
from insurgencies in the North-east region and in several provinces, from hill-tribe areas in the North to the Malay provinces of the South, by economic decline, and the course of events in Indochina. In 1973, the government was overthrown by student demonstrators, urban laborors and educated people. On the same day, King Rama IX appointed Sanya Thamasak, the Rector of Thamasat University, to be Prime Minister. A new Constitution, the ninth since 1932, was promulgated. In the national parliamentary elections held in early 1975, no single party gained a majority, due to the contest of ten political parties. Several attempts were made to form a government, first by M.R. Seni Pramoj, then his brother, M.R. Kukrit Pramoj who became Prime Minister in March 1975. In 1976, M.R. Kukrit Pramoj lost his vote to his brother Seni, and in the same year, General Sangad Chalawyoo staged a coup d'état, and Thanin Kraiwichien, a law professor, was appointed by King Rama IX as the Prime Minister.

Educational Background

The current system of education in Thailand is the product of many forces and influences which have been forged and tempered over many centuries. The first educational system in Thailand was quite similar to that of the monastic and cathedral schools of Medieval Europe. It had a religious orientation and was centered in the temples.
The system was quite informal and offered only limited subjects. The primary purpose was to provide moral and religious instruction and, for all practical purposes, was designed to train only the male members of the society. Vocational training was carried on in the family units.10

In order to place teacher training in the Ministry of Education in perspective, some discussion of the larger history of Thai education is needed. The historical development of Thai teacher training can be divided into the following three periods:

(1) The Period of Traditional Education (1238-1871);
(2) The Period of the Advent of the Western Educational System (1871-1932);

The Period of Traditional Education (1238-1871)

Sukhothai Period (1238-1378) Learning during the Sukhothai period was organized in the temples and taught by monks. Students learned to read and write three types of Thai scripts: Thai Yuan (Northern Thai dialect), Sukhothai and Khorm Thai (modified Cambodian). The objective of study was to enable learners to read and understand the tripitaka

(Buddhist scriptures). In 1283 King Ram Kamhaeng, the third king of the Sukhothai period, introduced the alphabet that has been used continuously to the present time. The Thai alphabet was modified from time to time until the present system of writing was formed. The literature of the Sukhothai period indicates that a few women were given the opportunity to become literate but that generally this privilege was extended primarily to men in the court and temples. Students also learned and practiced from experts outside the temple.\(^{11}\)

From Tripoom Pra Ruang and Thao Srichulalak's text, the following subjects can be identified that were taught during the Sukhothai period: military arts (weaponery and strategy), religion (Brahminism and Buddhism), astrology, medicine, public administration, geography, anthropology, astronomy, ethics, self-defense, construction, art and craft, girl's handicrafts (carving, embroidery and clothes making).\(^{12}\)

Monks who taught were classified into three classes. They were Tu Luang who were the abbots who acted as the education planners.\(^{11}\) Educational Planning Office, Current and Projected Secondary Education for Thailand: A Manpower and Educational Development Planning Project (Bangkok: Educational Planning Office, 1966), p. 1.\(^{12}\) Swat Chongkol, "An Historical Sketch of Thai Education Administration," Education in Thailand: A Century of Experience (Bangkok: Karnsasana Press, 1970), p. 63.
school principals; Tu Balaka, the senior monk, who had been ordained five years earlier and who taught the new monks; Tu Narn, or the monks who taught the temple boys. Parents who wished to have their sons educated had to send them to stay at the temple when they were approximately ten years old. These temple boys learned reading, writing, arithmetic and practiced chanting the stanzas. When they came of age, they could enter the priesthood, By then they would be prepared to write and read the more difficult texts until attaining the highest level. If they had mastered and were well versed in what they learned from one temple but still wanted to seek further knowledge, then they had to move to other temples where they could find more capable teachers.\textsuperscript{13}

Education during this period proved to be outstanding. There were many distinguished scholars in the North who wrote a number of books which are still references today. These books are invaluable for scholars who are interested in history, literature, sociology and Buddhism. Certain aspects of Thai education in this period also were recorded in the inscription stones during the Sukhothai Period.\textsuperscript{14}

\textbf{Ayuthaya Period (1350-1767)} Education in this period was

\begin{footnotes}
\item[13] Swat Chongkol, p. 62.
\item[14] Ibid, p. 63.
\end{footnotes}
mainly organized in the temples, and became more important when King Borom Kosa declared that he would not appoint anyone to serve in his court who had not entered the priesthood.

During the Ayuthaya period, the Portugese and the French missionaries came to Siam in 1511 and 1662 respectively. The French missionaries set up private schools to teach their culture and Christianity and also introduced their educational system to the Thais. Many Thai students went to study at La Sorborne in Paris. With their exposure to French education, the Thai authorities were greatly concerned that there was no Thai textbook available at that time. Then, Phra Hora Tibodee received instructions to write a book which was later known as Chindamanee, the first textbook in the Thai language. But then, the process of Thai educational development stood still. There was no further progress, and no more students were sent to study abroad. King Narai the Great, who suspected the motives of the French missionaries, maintained tight control over their school. After King Narai's reign, King Petraja grew increasing suspicious of French motives. He finally abolished the French privileges, realizing that foreign pressures could lead to the loss of national

\[15\text{Ibid.}, \text{ p. 64.}\]
independence. 16

The summit of education during the Ayuthaya period was during the reign of King Narai the Great. The subjects taught were languages such as Thai, Pali, Sanskrit, French, Cambodian, Burmese, Paguan and Chinese. The first textbook in reading, Chindamanee was officially used until in the middle of Bangkok era. 17

Thonburi and Early Bangkok (1768-1871)

In 1760 Ayuthaya was badly damaged as a result of the war with Burma and the kingdom was fragmented into several territories. But out of this chaotic state emerged a strong leader, Phya Taksin, who reunited the kingdom and established a new capital at Thonburi. His reign was marked by incessant warfare with the Burmese and the Cambodians. 18

During this period, education followed the same basic pattern that had been established earlier. The imparting of knowledge and skills were handed down in the family or to apprentices who sought training by themselves

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17 Swat Chongkol, p. 64.

particularly in certain occupations, namely, moulding cannon, pharmacy, techniques of cookery, art and crafts. These professions were often strictly and secretly taught.19

At the beginning of the Bangkok period, the emphasis was placed on improving education. The cultural development of the country was encouraged because of the loss of the Kingdom of Authaya to the Burmese in 1767. King Rama I wrote several books and urged others to follow his example. During the reign of King Rama II many poets, including the King himself, produced a great number of literary masterpieces.20 During the reign of Rama II, Thailand was brought into contact with Western countries again. Presbyterian missionaries came to Thailand and established schools to teach religion. American missionaries contributed greatly to the improvement of Thai education, especially after one of their leaders, Dr. Bradley, set up a printing press in 1837 to print Thai books.21

King Rama III also demonstrated great interest in public education. He urged scholars to record their knowledge in written tests in order to preserve and transmit the intellectual heritage. Classical poems, proverbs and

19Department of Technical and Economic Cooperation, Ibid.

20Educational Planning Office, p. 2.

21Ibid.
maxims, and tradition medical instruction were inscribed on the marble plaques around the temple of Wat Prachettupon. These various education sources were maintained and exhibited in the center to serve educational purposes. The monastery became the first public university in Thailand. 22

Closer contact of Thailand with Western civilization began during the reign of King Mongkut (Rama IV). As noted by Mr. Nimmanheminda:

The King foresaw that the royal children as well as the children of the high ranking officials needed to be differently educated otherwise they would not be able to understand foreign visitors. The King also felt that communication with foreigners had been convenient because the Thai officials were unable to speak English, and therefore had to depend largely on the missionaries to act as interpreters for the Thai officials. It had always been doubtful as to whether or not the interpretation had been correct and fair to the Thai officials, who naturally, could never understand it. It was felt also that speaking through an interpreter was like breathing through another person's nose. The King therefore employed an English woman, Mrs. Anna Leonowens to teach the royal children in the palace. 23

In 1862, Mrs. Anna H. Leonowens arrived in Thailand to teach English and other subjects based on the Western concept to the royal children at the Grand Palace. King Mongkut himself studied English from Mrs. Leonowens in order to understand Western culture and politics.

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22 Educational Planning Office, Ibid.
23 Sukich Nimmanheminda, p. 87.
24 Educational Planning Office, p. 65.
This was the beginning of the school system established by the government. Meanwhile the missionaries were beginning to found private schools. At the same time, many Thai people became more aware of the importance of education. They began to realize that it was not enough to learn to read and write from the monks but that other subjects such as foreign languages, geography and sciences were important as well. The King himself learned Latin from Bishop Pallegoix, studied English from Dr. Caswell, and astrology from other missionaries who lived in Bangkok at that time.25

At this time, general education for boys consisted of the "three R's." Education for girls was still limited to art and crafts, some reading and writing, manners and etiquette. However, systematic education was limited only to the royal children and courtiers. The system of education during the reign of King Rama IV was more organized than that of the Sukhothai and Ayuthaya periods.26

The traditional Education Period can be summarized as follows:

...For many centuries before the advent of a western type of schooling Thailand had a well developed indigenous system of education centered on the temples, the villages, and the palace.

25Sukich Nimmanheminda, p. 88.

26Swat Chongkol, p. 65.
All boys would go to the local temples for several years at about the age of nine or ten, and would learn from the monks informally how to read and write, and do simple arithmetic as well as obtaining a background of the basic precepts and teachings of Buddhism. During their study in the temple the boys would serve the monks and in this way develop a high level respect for them. Whilst the boys were studying in the temples the girls were often taught to read and write at home. ... The young girls, from quite an early age, were instructed in practical tasks of housekeeping, childcare and cooking and thus quickly became competent little housewives.

Traditional skills of agriculture, weaving, housebuilding, and handicrafts were passed on from one generation to the next either through the training or through informal apprenticeship schemes. The children would inevitably learn traditional methods of farming through their involvement with their parents in all stages of the farming process. In addition a child might be apprenticed to a craftsman in his village to learn a particular trade, or even sent to a neighboring village specializing in a certain craft to pick up the necessary skills. ... Because of lacking of printed reading materials, much of the historical and cultural heritage of the country was passed on through an oral tradition of story telling. Stories about the lives of the great kings, and about past achievement of the Thai people were passed from village to village, and from generation to generation through epics and traditional forms of drama.

The children of aristocrats, and high level administrators were given a slightly more formal, more bookish type of education in the palace, so that when they grew up they would be able to fulfill their preordained roles of governing the country.27

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The monastic or temple education of the traditional type continued for six centuries, from the beginning to the Thonburi period and the early Bangkok period (1768-1871). For six hundred years since the foundation of Sukhothai to the reign of King Mongkut (Rama IV) of Bangkok, there were few significant changes in the educational system. The government did not take an active role in education since the religious leaders assumed the major responsibility for public instruction.

The Period of the Advent of the Western Educational System (1871-1932)

Throughout the seventeenth and eighteenth century there were increasing contacts with the West, until 1855 when the country was opened to foreign trade. It soon became apparent that if Thailand was to hold her own against encroachment that it would be necessary for her to adopt a western type of education to advance modernization and social reform. The foundation of the first real school in 1871 marked the end of the traditional era, and the beginning of the rapid changes in Thai society which continue to the present.28

The first real school of Thailand was founded by King Chulalongkorn (Rama V) in 1871 and was known as the

Royal Page School in the compound of the Royal Palace, where the children from the royal family as well as those from the families of the nobility came to study. The purpose of this school was to train boys for civil service and to bring them up to be "well-read men of good behaviour." The military-like Royal Page School had regular hours for learning and employed laymen under the headmaster, Phraya Srisunthonwohan, as teachers. The subjects taught were not only reading and writing but also arithmetic, Thai, administrative regulations and other subjects required in government service.

In 1879, King Chulalongkorn authorized an American missionary, Samuel McFarland, to open a school at Nanthauthayan Palace which became known as Suan Anan School. The tests given to the students at the end of the school year appear to be the first recorded lay examinations in modern Thai educational history.

In 1882, the pre-cadet school, named Suan Kulab expanded into an ordinary secondary school and military training was eliminated at the lower level and made

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29 Sukich Nimmanheminda, p. 88.

30 Stanley P. Wronski, p. 2.

voluntary at the higher level. In 1884 a primary school for the common people's children was founded at Wat Mahanaparam, and more schools were opened. In the same year, the King gave Prince Damrong the task of planning the extension of public education, which called for the founding of modern schools in the royal monasteries. The King also appointed a committee to prescribe the organization, textbooks and standard for these public schools. With the full encouragement of the King, Prince Damrong encouraged the abbots of royal monasteries to formalize their traditional methods of teaching. The result was gratifying since a number of abbots in Bangkok and the provinces opened proper schools and began to hold formal classes that used standard text-books, followed the set curriculum and prepared students for examinations. These arrangements, supported by government subsidy, were significant innovations that made public education possible.

In 1885, Suan Kulab School was divided into two sections. The small English section prepared some of the royal children and sons of the nobility for further education abroad, while the Thai section concentrated on the immediate needs of administration. The Thai section's

32Ibid.

curriculum was divided into two standards, the first required students to study Phraya Srisunthonwohan's primers, and the second standard was to master hand-writing, take dictation, do simple calculation, precise letters and compose of letters and reports. Promotion from one standard to another and graduation from the school were both dependent on examinations.\textsuperscript{34} In the same year, a Roman Catholic missionary, Father Colombet opened Assumption College with the encouragement of the Thai government.\textsuperscript{35} Some fifteen years after the first school opened, there were 142 schools in Bangkok region and twenty more in the nearby provinces.\textsuperscript{36}

It should be noted that students graduated from Suan Anan, Suan Kulab and Assumption did not all enter the civil service. There was a demand for them in the rapidly expanding commercial sector as well. In fact, in 1888, one school, Baboo Ramsamy Pultar's New School, was founded to cater largely to the needs of the local Chinese community.\textsuperscript{37}

In 1886 a standard curriculum based on that of Suan Kulab School was established. Two years later Prince

\textsuperscript{34}Tej Bunnag, p. 8-9.

\textsuperscript{35}Ibid., p. 8.

\textsuperscript{36}Swat Chongkol, p. 65.

\textsuperscript{37}David Wyatt, p. 124.
Damrong wrote new elementary primers, the Rapid Readers, which were designed to enable students to become literate at a faster rate than those of phraya Srisunthonwohan. During the late nineteenth century the government began to institutionalize educational administration and fix academic standards. With several years of experience supervising school behind him, Prince Damrong, King Rama V's brother, was authorized to direct all educational efforts from an office in his regiment. In 1887 this office was separated from the Regiment and established as the Department of Education. The Department took charge of general development of education in Thailand. In 1889 the Department of Religious Affairs, Department of Museums, and Department of Public Health were established and also were placed under the direction of Prince Damrong. In the same year Sirirat Medical School also was founded. 38

In 1892, the need for educational expansion, development, and reform led to the institution of the Department of Education as the Ministry of Education. Prior to this year, Prince Damrong was sent by King Rama V to study European educational systems, with the view to reorganizing the Thai educational system upon his return. However, he was appointed as the Minister of Interior instead of the Minister of Education. The King believed that educa-

38Tej Bunnag, p. 9.
tion would be useless if Siam lost her independence since the country needed someone capable enough to stabilize the interior situation and maintain law and order.\(^{39}\)

In early 1890, Pasakorawong was appointed to the Ministry of Education, immediately after Prince Damrong was moved to the Ministry of Interior. It was noted that Pasakorawong was one of the envoys sent by King Mongkut to Queen Victoria's court. He spent a few years studying in England. He introduced the English educational system and employed an English consultant to help with the educational program in Thailand.\(^{40}\)

In 1891, Prince Damrong, Minister of Interior, sent a circular to provincial governors outlining a scheme whereby the Department of Education would pay for the salaries of teachers and would send textbooks to one state school within each province.\(^{41}\)

The extension of elementary education for the general public throughout Thailand occurred rapidly after the establishment of the Department of Education. Students, regardless of class and status, attended the government monastery schools for basic education free of charge. The monks and knowledgeable laymen, who had priesthood exper-

\(^{39}\)Sukich Nimmanheminda, p. 88.

\(^{40}\)Ibid.

\(^{41}\)David Wyatt, p. 140.
iences, took charge of teaching the subjects according to the government's requirements.

On October 12, 1892, the first teacher training school in Thailand was established by Chao Phraya Pasakorawong, the minister of Ministry of Education. It was noted earlier that Prince Damrong had planned to set up a teacher training school after his return from Europe but was appointed to the Department of Interior. Therefore Chao Phraya Pasakorawong took the assignment. The first teacher training school was under the Department of Education in the Ministry of Education. It was called "School for Teacher Training," located at the Nursery School area, Sapandam, Bangkok. The school offered a two year program after primary school, leading to an elementary school certificate. At that time elementary education had two levels, the lower and upper primary education. In the first year there were only three students, two of whom dropped out. In the next year there were three more students. These three were the first to graduate with the Teacher Certificate in 1894.

The principals of the School for Teacher Training at the pioneer time were all British; their names and terms of service follow:

42 Pongintara Sookhajorn, Prawat Karn Sueksa Thai (History of Thai Education) (Bangkok: Progress Printing, 1972), pp. 149-150.

43 Ibid., pp. 150-151.
(1) Mr. Greenrod (1892-1895)
(2) Mr. E. Young (1895)
(3) Mr. W. E. Johnson (1896-1897)
(4) Mr. F. G. Tres (1897-1917)

In 1895, the education system was reorganized into three levels. The first level took three years, the second level, three years, and the third level, four years.44

In 1898, a large scale reorganization occurred in the Ministry of Education. The educational system was composed of two categories, general education and specialized education. General education was composed of the pre-primary, primary, and secondary levels. Specialized education covered specific studies such as teacher training, fine arts, law, medicine, handicraft, business and agriculture. School inspection was established. One inspector was responsible for every fifty schools and one assistant for every ten schools.45 In 1899, the three-year course was provided for the future administrators of the Ministry of Interior in the Royal Pages School founded by Prince Damrong. It was later known as the Civil Service School.46

44 Swat Chongkol, p. 67.
45 Swat Chongkol, pp. 67-68.
46 Tej Bunnag, pp. 10-11.
In 1902 after a Thai educational observation group of three chief inspectors returned from Japan, the Thai educational system of 1898 was modified in imitation of certain Japanese structures. The general aims of Thai education were to enable the people to acquire general education, to gain knowledge and skills in accord with their abilities and interests, to train the people to be good citizens who made their living honestly, and to maintain national peace and stability. In addition, the government sought to persuade students to be interested in education to improve their own living by entering various occupations instead of exclusively entering government service. 47

The Educational Scheme of 1902 also increased the enrollment of teacher education students. In 1902 the School for Teacher Training was moved to Wat Tepsirintarawas; and the secondary school certificate program was offered in 1903. In that same year, the Ministry of Education established another teacher training school, located at Bansomdej Chao Phraya, called the School for Teacher Training on the West side. The school offered a one year pre-primary education which led to the Kru-Mule Certificate program. The purpose was to admit students from the provinces, who would be obliged to teach in their home

47Swat Chongkol, p. 69.
community after graduation and who would have civil service rank.\textsuperscript{48}

In 1904, the Teachers Association was founded and in-service training was given to teachers.\textsuperscript{49} In 1906, Thepsirin School for Teacher Training was combined with the School for Teacher Training on the West Side, and was called the West Side Teacher Training School. It offered a two year program for boarding students.\textsuperscript{50}

In 1907, another modification of the educational scheme of 1902 was made which created two channels in education, general and special. In the special channel, students had to learn according to the syllabus which was comparable to the European standard. This channel, called the English School, was for students who wished to further their education either in Thailand or abroad.\textsuperscript{51} In the same year, teacher training for women started as a section of Satree Vithaya Secondary School which was then the only government secondary school for women. Teacher preparation students took both general education subjects and pro-

\textsuperscript{48}Department of Teacher Training, Phon Gnan Krobrhob Sibhok Pee Khong Krom Karnfuekhat Kru (Sixteen Years Work Results of the Department of Teacher Training) (Bangkok: Kurusapa Press, 1971), p. 1.

\textsuperscript{49}Bhunthin Attakorn and Ratana Tanbuntek, Karn Triem Kru (Preparation of Teachers) (Bangkok: Kurusapa Press, 1970), p. 5.

\textsuperscript{50}Pongintara Sookhajorn, p. 152.

\textsuperscript{51}Swat Chongkol, p. 70.
fessional education subjects. Government assistance was given to the students in the form of monthly allowance.\textsuperscript{52}

In 1913, the educational scheme of 1907 was revised to extend primary education from three years to five years with its subdivision into three years for general education and two years for pre-vocational training. Secondary education was extended into six years for the junior secondary level and two more years for the senior secondary level. (Appendix II) General education was regarded as basic for all people. This revision was under the reign of King Rama VI. The scheme of 1913 provided for the inclusion of teacher training in the secondary level of education as a special subject chosen to suit one's own capacity and aptitude.\textsuperscript{53} In the same year the School for Teacher Training was changed to the Teacher Training School; and a teacher training school for women was founded at Benjamarajalai School for the first time. The program offered Kru-Mule or pre-primary school certificate and PP or elementary school certificate. These students received a monthly allowance from the government, with the obligation to teach in their home town after graduation.\textsuperscript{54}

\textsuperscript{52}Pongintara Sookhajorn, pp. 152-153.


\textsuperscript{54}Pongintara Sookhajorn, p. 189.
It was noted that education for girls was encouraged by the government at this time. Parents rarely sent their daughters to school, due to the Thai traditional idea that a woman should be a housekeeper and a mother. A woman was not supposed to be around the temple except on an important Buddhist holiday. Few of the women graduates were willing to teach in the provinces due to the various inconveniences. The teacher training program for provincial girls was the result of a government effort to give teacher education to women in order to recruit them as provincial teachers.\textsuperscript{55}

In 1915, the Teacher Training School at Ben Somdej Chao Phraya moved to the New Palace at Patoomwan and became one of the sections of the Civil Service School of King Rama VI. Two years later the King founded the Department of the University and all sections of the Civil Service School came under the department.\textsuperscript{56} It should be noted that the School of Engineering and the School of Arts and Science which were parts of the Medical and Public Administration were sections of the Civil Service School at that time. The School was established at the first university in Thailand which was named Chulalongkorn

\textsuperscript{55}Pongintara Sookhajorn, pp. 188-189.

\textsuperscript{56}Department of Teacher Training, Phon Gnan Krob-rhob Sibhok Pee Khong Krom Karnfuekhat Kru, p. 1.
University in 1916. Thus, the Section of Teacher Training of the Civil Service School became a part of Chulalongkorn University in 1917.

In 1918, the Ministry of Education brought teacher training program back from the Chulalongkorn University and under the Department of Education. The Ministry of Education tremendously expanded teacher education to meet the demand for more teachers among the programs offered were a pre-primary and elementary teaching program at Wat Bawwon Niwes Secondary School, a secondary teaching program at Suan Kulab School, and a teacher training program for handicraft, wicker and painting at Puochang School. A year earlier, an elementary teacher training school for agriculture was also established. In the same year, the first Private School Act was passed, dealing with the registration and government supervision of private schools. In 1919, the Central School for Physical Education was established as the teacher training school in physical education at Suan Kulab School.

57 Tej Bunnag, p. 11.
58 Department of Teacher Training, Ibid.
59 Ibid., pp. 1-2.
60 Educational Planning Office, p. 4.
61 Department of Teacher Training, Phon Gnan Krob-rhob Sibhok Pee Khong Krom Karnfuckhat Kru, p. 2.
During the reign of King Rama VI, the Compulsory Education Act was enacted for the first time in 1921. Other than Japan, Thailand was the first Asian country to enact compulsory education.\textsuperscript{62} The Act stipulated that all children, both boys and girls, were to attend school from the age of seven to fourteen years for free. By virtue of this Act, a direct educational tax was levied to establish and maintain public primary schools.\textsuperscript{63} However, in practice the tax for education was not levied satisfactorily since many people were unable to pay. Thus, it was abolished in 1930.\textsuperscript{64}

With the enactment of the Law of 1921, the number of primary schools was greatly increased which resulted in greater demand for teachers. In 1928, the Ministry of Education gave the responsibility of teacher training in secondary education management to Chulalongkorn University. The PM Chulalongkorn program was offered as a section of the Faculty of Arts and Science. To be admitted, a student had to be a 12th grade or primary education graduate. This program required three years study, two years in arts or science, and one more year in the Division of Secondary Education. The graduates would receive a Secondary

\textsuperscript{62}Sukich Nimmanhemin\textsuperscript{da}, pp. 91-92.

\textsuperscript{63}Swat Chongkol, p. 75.

\textsuperscript{64}Ibid., p. 76.
Teacher Certificate in the Arts or Science according to their background.65

In 1928, Prince Thaneeniwat, the Minister of Education, accelerated the extension of the teacher training program both in the central Bangkok and in the provinces. To improve teacher preparation, the requirement of teacher training entrance was raised to 10th grade or Kru-Mule Certificate graduate for PP teacher training program. Teacher preparation became part of high education when the first secondary education program (PM) was offered at Chulalongkorn University at the end of 1930. The program was called PM Chulalongkorn.66

Bhuntin Attakorn and Ratana Tanbuntek, have commented on the improvement and promotion of teacher training at this period (1928-1930) as follows:67

(1) Pre-primary teacher training in the provinces was accelerated. The provincial Teacher Training Program was established in the provinces that had no funds to set up the pre-primary teacher training. Each province formulated a temporary curriculum and the regulations it

65Department of Teacher Training, Sing Nharoo Keokab Krom Karnfuekhat Kru 2512 (Things To Know About the Department of Teacher Training 1969) (Bangkok: Kurusapa Press, 1969), p. 3.

66Bhuntin Attakorn and Ratana Tanbuntek, p. 6.

67Ibid., pp. 6-7.
thought suitable.

(2) The primary education teacher training program for men was extended to the equivalent of the 12th grade.

(3) Lectures on teacher education were organized at the Teachers Association.

(4) Program for secondary education teacher training leading to diploma (PM) was regulated at Chulalongkorn University.

The Period of the Advent of the Western Educational System (1871-1932) took sixty-one years. The development of Thai education was slow. It began with the education for the royal children and high officials and had the objective of enabling them to communicate with Westerners to understand western civilization, and to perform administrative work. Thai education developed from the first school in the Royal Palace and expanded to a number of schools created to serve the growing need for officials as the government expanded the scope of work and the demand to establish a common standard for public instruction both in the central Bangkok and in the provinces. The promotion of public education by using the Wats and the monks curtailed expenses. It also marked King Rama V's wisdom in contributing to the preservation of Thai independence by educating the officials. Sixteen years later the Department of Education was established and laying
the foundation for educational expansion.

Thai education turned to a more meaningful concept after many changes of the national education scheme of 1913, general education was regarded as basic for all people. Vocational education was to be based on the individual ability and interest. The Primary Education Act of 1921 stipulated that every child from seven to fourteen years would receive free primary education. The curriculum at this period included reading, writing, and arithmetic. Professional teachers were used instead of the monks.

Teacher training began in 1892 under the Department of Education and then spread to a number of schools for to serve the needs of growing student enrollment. The program emphasized general education and a teaching practicum. The secondary education teacher training was offered ten years later, and the diploma teacher training (PM Chulalongkorn) thirty-six years after the first teacher training institution established. Teacher training also was done in the areas of physical education, handicrafts and painting. The Ministry of Education gave attention to training of teachers in both central Bangkok, and the provinces, which programmed only the pre-primary certificate.
The Period of the Advent of Democracy (1932-1954)

The reign of King Rama VIII marked the beginning of a new political period. In 1932, a group of middle-level officials in the military and civil services organized a coup d'état which ended the control of the royal family over the government. The absolute monarchy now became a constitutional monarchy.68

The new revolutionary government sought to improve the educational system, and it established a committee to draft the new educational plan. Emphasizing freedom in a democratic government, the policy was for all people to be provided equal educational opportunity according to their individual abilities to learn and to support themselves.69 General and vocational education were emphasized and the three main components of intellectual, moral, and physical education were developed proportionately. The government would implement and support the compulsory elementary education according to the Primary Education Act of 1921. Girls also were provided equal opportunity to learn as boys. The government would support and subsidize all

69Swat Chongkol, p. 76.
public primary schools from the national budget.

In the first year of the revolutionary government, the educational scheme was revised to the 4-4-4 system. Primary education comprised six years, four years of lower primary and two years of upper primary. Junior secondary was four years and four years for senior secondary. Technical or vocational education were also divided into four years. The chief reason for modification was the basic policy to allocate a budget for primary schools in lieu of the abolished tax for education.\(^7^0\)

In 1935, a new Compulsory Education Act was passed. In 1936, the National Scheme of Education was changed to the 4-3-2-2 system, and this remains as the basic organizational scheme to the present.\(^7^1\) In the same year, a new Private School Act was also adopted which provided for financial assistance to private schools and also provided for school inspectors from the Ministry of Education to visit the schools.\(^7^2\)

The revolutionary government wanted to expand elementary education as rapidly as possible, spurred by certain "Provisional Articles" in the Constitution. The Constitution stated that the Parliament was to be composed

\(^7^0\) Swat Chongkol, p. 79.

\(^7^1\) Educational Planning Office, p. 4.

\(^7^2\) Ibid.
of two types of members, elected and appointed. It also stipulated that the provinces in which more than half of the adult population were literate would have full representation. This brought a rapid expansion of elementary education throughout the Kingdom. A considerable amount of the budget was spent on a literacy campaign and little was available for secondary education. The Secondary school programs were reduced to six years (Grades 5-10). A pre-university program (Grades 11-12) was set up to educate a select group of tenth graders who would enter the university. Those who could not enter the pre-university schools could go to higher vocational schools. In order to allocate expenditures for academic secondary schools, the government proclaimed that it would maintain only a limited number of government secondary schools as examples for private schools. The majority of high school students had to be taught in private schools. The result was the concentration of educational resources in the Bangkok area and the rapid expansion of private secondary schools. 73

Teacher education during the early years of the revolutionary government developed slowly due to the budget. Private teacher training programs were established at Khemasiri Anusorn, Wathana Withayalai, and Saint Joseph

73 Educational Planning Office, pp. 4-5.
Convent. In 1932, Bawwon Nivesana Teacher Training School of the Department of Education was moved to Nakorn Pathom Province. It was returned to Bangkok in 1934, and then moved again in 1941 and 1956 when the name was changed to Pranakorn Teacher Training School. In the same manner, the Teacher Training School for Agricultural Elementary Teachers was moved many times before the revolutionary government took over, unfortunately it was closed in 1939 seven years after the revolution. It should be noted that from 1945 to 1951, the Ministry of Education had ten Ministers of Education, an average of almost one every six months. In 1933, the elementary teacher training program in commerce was set up at Pranakorn Commerce School, but was also terminated a few years later.

In 1939, the Ministry of Education abolished the Department of Education and established the Department of General Education which was responsible for general education and the Department of Educational Techniques which was responsible for vocational education. Thus, teacher training was under the Department of Educational Techniques, but in 1940 it was moved to the Department of General

74 Department of Teacher Training, Phon Gnan Krobrob Sibhok Pee Khong Krom Karnfuekhat Kru, pp. 2-3.
76 Department of Teacher Training, p. 2.
Education. The Division of Teacher Training was established with three sub-divisions as follows:77

(1) Higher teacher training had the responsibility of the central Bangkok's elementary and secondary teacher training (PP and PM).

(2) Primary Teacher Training had the responsibility of pre-primary teacher training (KM or Kru-Mule), provincial teacher certificate training (KW), and public primary school teacher training (KP).

(3) Inspection and Seminar had the responsibility of inspecting all teacher training schools and teacher's seminars.

Teacher training progressed rapidly after the Division of Teacher Training. The Division established many teacher training programs in various institutions.

In 1941, the Division established the first co-educational elementary and secondary teacher training at Petchaburee Vithayalongkorn and Ban Somdej Chao Phraya School. In the same year, a kindergarten teaching program was established at Karnruan Home Economics School. In 1942, the secondary teacher training was relocated at Chankasem Palace.78

The development of teacher training was halted

77Department of Teacher Training, p. 3.
78Ibid.
temporarily when education in Thailand was almost completely disrupted during the Second World War (1941-1945), when the Japanese troops entered the country on the way to invade Burma. The Ministry of Education had to evacuate some schools in Bangkok and Thonburi to the suburb and the provinces to avoid aerial attacks. Most of the schools finally had to cease operations in 1944.\textsuperscript{79} Academic standards had to be waived, and students were promoted at the end of the year without passing any examinations. The academic standards of the schools declined because of the war. However, the government initiated certain changes in education during the War. In 1943, the municipal schools were transferred from local control to the control of the Ministry of Education; they were transferred to the local control again in 1944.\textsuperscript{80} In 1945, the government passed the Teachers Act and established Kurusapa, the Teachers Assembly, to control and assist teachers.\textsuperscript{81}

In 1947, the Ministry of Education established a home economics and kindergarten teacher training program at Karnruan Home Economics School, the Suan Dusit Teachers

\textsuperscript{79} Pongintara Sookhajorn, p. 220.

\textsuperscript{80} Worawithaya Wasinsarakorn, Karnsueksa Khong Thai (Education in Thailand) (Bangkok: Mitr Siam Publishers, 1973, p. 15.

\textsuperscript{81} Pongintara Sookhajorn, pp. 220-21.
College at the present. In the same year the secondary education teacher training was established at Triam Udom Sueksa School. It was the first co-educational three years training after the 12th grade, leading to the teaching diploma (PM). The school is at the present Patoomwan College of Education.

In 1948, Chulalongkorn University founded the Division of Education in the Faculty of Arts and Science which trained secondary education teachers for the diploma in Education (PM). In 1957, the Division became the Faculty of Education.

Although government made every effort to provide educational opportunities for Thai children, the number of students enrolled in teacher training was low compared to the nation's population of 17,343,714 in 1948. The following table supplied by the Ministry of Education was presented to the UNESCO in 1950 by the UNESCO educational mission in Thailand. Sir John Sargent, and Pedro T.

82Department of Teacher Training, Phon Gnan Krobrhob Sibhok Pee, p. 3.
83Worawithaya Wasinsakorn, p. 230.
Orata show the disproportionate teacher-student ratio and the teacher training enrollment.\textsuperscript{86}

\begin{table}
\centering
\caption{Number of Schools, Teachers and Enrollments on the Various Educational Level in Thailand in 1948}
\begin{tabular}{|l|c|c|c|c|c|}
\hline
& No. of Schools & No. of Teachers & Enrollment & & \\
& & & Boys & Girls & Total \\
\hline
Pre-Primary & 19 & 82 & & & 1,020 \\
Elementary & 19,027 & 72,639 & 1,327,709 & 1,239,164 & 2,566,873 \\
Secondary & 212 & 3,107 & 32,060 & 16,022 & 48,082 \\
Pre-University & 26 & 294 & 1,528 & 794 & 2,322 \\
Vocational Teacher Training & 172 & 1,367 & 7,426 & 3,820 & 11,246 \\
Adult Ev. Schools & 500 & 2,065 & & & 34,260 \\
University & 5 & 460 & 8,657 & 1,904 & 10,561 \\
\hline
Total & 80,477 & & & & 2,677,025 \\
\hline
\end{tabular}
\end{table}

M.L. Manich Jumsai, with some twenty years of experience in the Thai Ministry of Education and a staff member of UNESCO commented on teacher problems in his book, Compulsory Education in Thailand, in 1951 as follows:

\textquote{While the system grows rapidly from year to year, the supply of adequately trained teachers is not proportionate to the needs. Therefore teachers have had to be drawn from among the students of elementary and secondary schools who have had little or no idea of teaching and no experience at all. The problem of getting teachers becomes more and more acute as we get farther away from the towns and reach distant villages in jungle areas.}\textsuperscript{87}

\textsuperscript{86}Ibid., p. 12.

\textsuperscript{87}Walter Eells, "Education Progress in Thailand," p. 103.
It was noted that in 1950 only 19 per cent of the 65,505 primary-school teachers had certificates as qualified teachers. Of those not certified, 12,094 had received education in only a single primary grade. The national budget spent for education was 1.3 per cent in 1921, 5.6 per cent in 1946, and 22.1 per cent in 1950. The national budget for education increased from 14,720 Bahts in 1938 to 97,556,704 Bahts in 1948. In the light of inflation and rising cost of living the salaries of teachers was 240 Bahts (U.S. $12) a month for over 95 per cent of the teachers in the elementary grand and 295 Bahts (U.S. $15) a month for the great majority of the secondary school teachers at that time. Industrial workers, whose preparation and responsibility are much less than those required of teachers, were paid higher wages, averaging 300 Bahts (U.S. $15) to 500 Bahts (U.S. $25) per month. The UNESCO Educational Mission recommended special emphasis on paying adequate salaries to all grades of teachers so that an efficient teaching service could be created. It was also noted that the educational expenditure of Thailand increased only 14.3 per cent during 1937-1948, which was low compared to that of other countries.

After the Second World War, Thailand became a

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88 Walter Eells, Ibid.
89 Sir John Sargent and Pedro T. Orata, p. 89.
member of the United Nations. Educational development and promotion in eighteen underdeveloped and developing countries in Asia, including Thailand, had been aided by the United Nations Educational Scientific and Cultural Organization (UNESCO). The organization's basic aspiration was:

...to contribute to peace and security by promoting collaboration among nations through education, science and culture in order to further universal respect for justice, for the rule of law and for the human rights and fundamental freedoms which are reaffirmed for the people of the world without distinction of race, sex, language or religion by the Charter of the United Nations.

Two educational experts, Sir John Sargent, a British educator with many years experience in India, and Pedro T. Orata, a Philippine educator, were sent to Thailand to conduct an educational survey. As a result of their recommendations, a ten-year plan of educational development was adopted in 1950 which made three major recommendations: (1) general educational planning to be implemented through a "pilot plan" covering all major respects of education; and (2) improvement of teacher education; and (3) improvement of vocational education.

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92 Walter Eells, p. 104.
Improvement of teacher training was one of the most important results of UNESCO assistance to Thai education. The reforms undertaken were as follows: (1) three training colleges were established as demonstration centers, one of which would be at Chachoengsao; (2) a comprehensive scheme of in-service training for both Bangkok and provincial training college staffs were established; (3) prospective candidates for the staffs of training colleges were given special training for their work; and (4) every effort was made to expand teacher training facilities and to obtain well qualified candidates for the teaching profession.\textsuperscript{93}

The Ministry of Education made every effort to expand teacher education. In 1949 the Division of Teacher Training established the Teacher Training School at Prasammitr, which offered a teacher education program leading to the Diploma in Education. In 1950, a short term training program was offered for men at Trimitr Vithayalai School, and for women at Sutree Srisuriyothai School. It was a one-year training after the 12th grade leading to the PP certificate.\textsuperscript{94}

In 1951, the PP teacher training program was expanded to the provinces. Chachoengsao Teacher Training School was established in the province of Chachoengsao for the

\begin{flushright}
\textsuperscript{93}Walter Eells, Ibid.\\
\textsuperscript{94}Department of Teacher Training, Phon Gnan Krobrhob Sibhok Pee, pp. 3-4.
\end{flushright}
first PP program for women in the province. The first PP program for men was established at Nakornrajasima Teacher Training School in 1952. In the same year, the Ministry of Education adopted another scheme of education. It was essentially the same as that of 1936, with some slight modifications. The school system was four years elementary, three years of lower secondary, three years of upper secondary and two years of pre-university. The lower secondary had three streams: academic, vocational and general. The upper level had two streams: academic and vocational. The government policy was to educate people to be democratic citizens and to acquire the knowledge and skills to earn their living efficiently. Vocational education was emphasized in both lower and upper secondary education. In 1952 a special teacher training program in vocational education was established at Ban Somdej Chao Phraya and Suan Sunantha Teacher Training School, to serve the needs of vocational teachers for the Department of Secondary Education. The handicraft program was offered in the third year of training.

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95Department of Teacher Training, p. 4.
96Educational Planning Office, pp. 5-6.
97Swat Chongkol, p. 80.
98Department of Teacher Training, Sing Nharoo Keokab Krom Karnfuekhat Kru 2512, p. 5.
In 1933, the Division of Teacher Training established many teacher training programs to meet the increased demand for teachers. An elementary teacher training program leading to PP was set up at Chiangmai Teacher Training School. Pre-primary teacher training leading to the Kru-Mule (KM) was offered at Nakorn Rajasima. Suan Kulab Vithayalai was also established for a one-year training program after the 12th grade, leading to PP. Teacher training in the afternoon session was offered for the 12th grade students at six secondary schools in central Bangkok and five in the provinces. It was a special training program leading to PP. Unfortunately, it was abolished after a one year trial.\textsuperscript{99} In the same year, the Department of Vocational Education established an elementary teacher training program in agriculture at the School of Agriculture of Surin in the province of Surin. Later in 1957, a secondary teacher training program was offered at the College of Agriculture at Chiangmai. After the Ministry of Education established the College of Agriculture at Bangpra, Cholburi in 1958, as the center of all agricultural teacher training, agricultural teacher training at Surin and Chiangmai was moved to the center in 1962.\textsuperscript{100} The PM program in vocational education was

\textsuperscript{99}Department of Teacher Training, Obid.

\textsuperscript{100}Department of Teacher Training, Phon Gnan Krob-rhob Sibhok Pee, p. 5.
offered at Ban Somdej Chao Phraya and Suan Sunantha Teacher Training School in 1953.101

Education in the Period of the Advent of Democracy emphasized equal opportunity according to the individual's abilities to learn and to become a democratic citizen. The government tried to change the traditional idea that education was preparation for the civil service. The education scheme of 1951 provided the opportunity for vocational education, to acquire knowledge, and the skills to earn a living efficiently. In the early period, the government sought to expand elementary education throughout the country to enable the people to understand democratic government. A great amount of the budget was spent for literacy and elementary education. Secondary and teacher education suffered from financial restraints. During the Second World War (1941-1945) Thai education was disrupted and had to face with economic problems after the war. After the United Nations was founded, Thailand started receiving an educational assistance from the UNESCO.

Teacher training were gradually expanded by the Division of Teacher Training in the Department of General Education. Pre-primary and elementary teacher training programs leading to KM and PP were offered in many teacher

101Department of Teacher Training, Sing Nharoo Keokab Krom Karnfuekhat Kru 2512, p. 5.
training institutions in Bangkok and the provinces. After the War, the Division of Teacher Training offered one-year PP special training program and PP in vocational education program. PM teacher training program was also promoted in many schools. The Division speedily expanded teacher education to meet the increased demand of teachers. The encouragement from the UNESCO made the Division of Teacher Training more aware of the importance of teacher education in the nation's development.

Chapter III will examine the history of teacher preparation in the Ministry of Education. The preceding discussion of the general history of Thai teacher education was designed to provide a framework for understanding the developments that relate directly to the work of the Ministry of Education in this area.
CHAPTER III

HISTORICAL DEVELOPMENT OF TEACHER TRAINING IN THE MINISTRY OF EDUCATION (1954-1970)

Chapter III examines the development of teacher training in the Ministry of Education during the administration of Mr. Bhunthin Attakorn from 1954 to 1970. The preparation of teachers was a direct concern and responsibility of the Ministry of Education. Since the establishment of the first teacher training school in 1892, the Ministry of Education had worked to improve the Thai teacher training. Many teacher training programs and institutions had been expanded and promoted during sixty-two years from 1892 to 1954 to serve to the rapidly increasing demand for teachers.

1954 marked the foundation of Thai teacher training when the Division of Teacher Training in the Department of General Education became the Department of Teacher Training according to Ministry of Education and the Department Act (No. III) of 1954.¹ Mr. Bhunthin Attakorn and Dr. Ratana

¹Department of Teacher Training, Nhatee Gnan Lae Krongkarn Khong Krom Karn Fuekhat Kru (Functions, Works and Planning of the Department of Teacher Training) (Bangkok: Karnsasana Press, 1973), p. 3.
Tanboontek have noted this important development as follows:

1954, there was an important change in Thai teacher training history. H.E. General Mungkorn Promyothee, the Minister of Education had realized that the problem of educational expansion and improvement depended directly on the production of teachers. The number of teachers should be increased enough to supply the demand; the teacher quality should be improved; the level of teacher education should be raised, and the status of teachers and administrators should be raised to the better status. The Minister's ability and ingenuity convinced the Government and the National Assembly at that time to establish the Department of Teacher Training and the College of Education at Prasarnmitr.2

The Ministry and the Department Act (No. III) of 1954 was approved by King Bhumiphol Adulyadej (Rama IX). The Department of Teacher Training was established as one of six departments in the Ministry of Education. The reason for the Royal Decree's declaration was as follows:

The present teacher training was separately managed in various departments, namely, the Department of Secondary Education, the Department of Vocational Education and the Department of Physical Education. Each Department proceeded on their own works without close relation to the other department. This brought to the production of teacher's standard different from the point of the real aim of all kinds of schools. To raise the teacher training to the better standard and suitable to the modern period of time, it is approved to unite all teacher

2Bhunthin Attakorn and Ratana Tanbuntek, p. 7.
trainings to one department. This will bring independence, economy and efficiency to improve the better quantity and quality of teachers, according to the aim of educational management in accordance with the National Educational Plan.\(^3\)

The implementation of the Royal Decree of Teacher Training was successfully carried out by H.E. General Mungkorn Promyothee, the Minister of Education in 1954. M.L. Pin Malakul, the Under-Secretary of the Ministry of Education, was appointed as the Acting Director-General of the Department of Teacher Training (DTT). One year later, on July 4, 1955, Mr. Bhunthin, the chief of the Foreign Relations Division of Ministry of Education was appointed as Acting Director-General of the DTT. He became the first Director-General of the DTT on February 6, 1956, by King Rama IX's appointment.\(^4\) Mr. Bhunthin Attakorn, who was the director, laid the foundation of the DTT from the time of its establishment in 1954.

The foundation of the DTT on September 29, 1954, ended the confusion in Thai teacher training and marked the beginning of modern Thai teacher training. The DTT played the major role of training of teachers at all levels under the Ministry of Education. Since the DTT has produced about nine-tenths of all the nation's teachers,

\(^3\)Department of Teacher Training, Nhatee Gnan Lae Krongkarn Khong Krom Karn Fuekhat Kru, p. 5.
an historical analysis of the DTT is a significant study.5

To present the history of Thai teacher training in the Ministry of Education from the establishment of the DTT, 1954 to 1976, the author has divided this time into the following three periods:


The Period of Mr. Bhunthin Attakorn (1954-1970)

The administration of Mr. Bhunthin Attakorn marked the modern era of Thai teacher training. Under Mr. Attakorn's leadership, the DTT began to improve both the quantity and quality of Thai teacher training. During his sixteen years as the Director-General of the DTT, he worked to improve and expand teacher training throughout Thailand. Mr. Attakorn was aware of the importance of education and of the quality and quantity of teachers in the development of the nation. In his book Preparation of Teachers, he stated that:

... After careful consideration it is clearly obvious that the progress of a nation is dependent upon the educational level of its people. Even if a country is rich in natural resources its income would be low if the population is poorly educated because it would lack the ability to use their natural resources efficiently for the greater good of the national economy. Thus good living conditions for its people are impossible. On the contrary, some countries are not very rich in natural resources, but the population has a high level of education therefore the nation is able to provide a good and stable economy for the country despite the poverty of resources.... Education is not just to teach a person to read and write, nor to attain academic and technological knowledge, in order to bring material progress, but also to train their citizens how to seek knowledge, and meaningful experience himself, to know how to use ideas and to know how to make decisions as well as how to achieve and retain good physical and mental health, to train him to have good moral, a meaningful culture, a spirit of humanity, a sense of responsibility, and the ability to adjust to the social and economic condition of the nation. More than that, humanitarianism can help him to make use of knowledge and technology for the true happiness and peace of mankind. Any country consisting of such an educated population will definitely have progress and stable economy.... The teacher is the most important person in determining the quality of education and how well it fits into the national educational plan. The teacher has a duty to refine the child's character, to give him knowledge and to train him to be a good citizen. This will bring to the nation's economy and manpower which is enlightened. For this reason training of high quality teachers is necessary. They must be competent, have a high degree of moral behavior, willing to make sacrifices and thus be fit to guide the nation's children toward the right educational goal especially good
citizenship, a country's greatest need. The preparation and training of high quality teachers must parallel the training of an adequate quality of teachers for the nation's school.  

After the establishment of the DTT, teacher training began its rapid expansion in order to improve the quality and quantity of available teachers. The DTT began its new program by revoking the former 3-2-1 program (Chart 1) of teacher training and by establishing the 2-2-2 system (Chart 2). The system was composed of three levels: Two years of Lower Certificate after Lower secondary education, two years of Higher Certificate after Lower Certificate or after upper secondary, and two years after the Higher Certificate leading to Bachelor of Education. Students who had earned the Lower Certificate were eligible to enroll in a four-year program in the College of Education. All teacher training institutions now were using the credit system for the first time in Thai educational history. Prior to the establishment of the DTT, there was post diploma teacher training in the College of Education, which the Ministry of Education established in the School for Higher Teacher Training at Prasanmitr in 1953. The School for Higher Teacher Training and the College of Education were combined by the Ministry of Education and established at the College of Education at Prasanmitr on

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6Bhunthin Attakorn and Ratana Tanbunrek, pp. 1-3.
Educational Scheme:
1895: 3-3-4
1902: 3-3-5
1907: 3-3-3-3
1909: 3-3-3-3
1915: 3-3-3-2
1932: 4-4-4
1936: 4-3-3-2

CHART 1

TEACHER TRAINING IN THE MINISTRY OF EDUCATION
BEFORE THE FOUNDATION OF THE DTT.

Upper Secondary
12
11

Lower Secondary
10
  9
  8

Upper Elementary
  7
  6
  5

Lower Elementary
  4
  3
  2
  1

KP (Kru-Paw Certificate): 4 grades plus 3 years training.
KW (Kru-Waw Certificate): 7 grades plus 2 years training.
KM (Kru-Mule Certificate): 10 grades or KW plus 1 year training.
PP (Elementary Teacher Certificate): 10 grades plus 3 years training.
PM (Secondary Teaching Certificate): 12 grades plus 3 years training or
TEACHER TRAINING IN THE MINISTRY OF EDUCATION AFTER THE FOUNDATION OF THE DTT

Educational Scheme:
1957: 4-3-3-2
1960: 4-3-3-2,3
Present: 7-3-2,3

Source: Department of Teacher Training, Nhathee Gnan Lae Krongkarn Khong Krom Karn Fuekhat Kru (Functions, Works and Planning of the Department of Teacher Training) (Bangkok: Karnsasana Press, 1973), p. 55.
on October 1, 1953. When the Royal Decree of the College of Education was declared in 1954, Dr. Saroj Buasri who was the Director of the College was appointed the Rector. He later became the Director-General of the DTT in 1970.

The College of Education at Prasanmitr offered a four year program of training leading to the Bachelor of Education for students holding a Lower Certificate (PKS) and a two year program for students holding the Higher Certificate. The admission of students was by competitive examination.

In addition to establishing the College of Education at Prasanmitr in 1954, the DTT expanded teacher training by instituting several new programs. For example, the first commuting Elementary Teacher Training Program (PP) for boys was established at Chacherngsao. The PP program at Ubol Teacher Training School in the province of Ubol was begun. The PM or diploma in education in home economics was inaugurated at Karnruan Pranakorn School in Bangkok, which is presently the Suan Dusit Teachers College. The five year program after grade 7 leading to PKS at Chombueng Village College was begun in the province of Rajburi. This college admitted students from the remote areas and also

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7Department of Teacher Training, Nhathee Gnan Lae Krongkarn Khong Krom Karn Fuekhat Kru, p. 6.

8Department of Teacher Training, Phongnan Krobrhob Siphok Pee Khong Krom Karn Fuekhat Kru, p. 4.
from the hill tribes. The students were required to return to teach in their home areas upon graduation.

The rapid development of teacher education in the early period of Mr. Bhunthin Attakorn's administration was due to the improved quality of the teaching staff and foreign assistance.

The DTT was given the privilege of choosing qualified civil servants from the other departments within the Ministry of Education and to transfer them to the DTT. In 1955 the DTT had a teaching staff of 362 and a student enrollment of 5,803; out of 632, there were 100 teachers in the demonstration school. The teaching staff included four Doctorates, nineteen Master's, forty-five Bachelors and 564 below the Bachelor Degree. The DTT made an effort to improve the qualification of the teaching staff by training, observation, and further study both in the country and abroad. In the early years of Mr. Bhunthin Attakorn's administration, the DTT received AID (Agency for International Development) Scholarships to enable the training staff to have further study abroad from the USOM (United States Operations Mission). From 1954 to 1962, the DTT had an eight year contract with Indiana University to receive assistance in improving the qualifications of Thai teaching staffs at the degree levels. According to

9Department of Teacher Training, Nhathee Gnan Lae Krongkarn Khong Krom Karn Fuekhat Kru, p. 8.
a report prepared by Indiana University on "A Co-operative Venture in Teacher Education 1954-62," this contract involved co-operation between the United States Department of State, the Agency for International Development, the Government of Thailand, and Indiana University. The program stressed the qualitative improvement of the staff both in training and in research. Professors from the University of Indiana were stationed at Prasanmitr, and Thai educators were sent for further study and training to the University of Indiana. These educators then returned to Thailand to improve teacher training in their own colleges. Ultimately, at least 90 per cent of the staff would have learned second degrees and some research experience. Study abroad was arranged for fields not covered by the program. The Master of Education Program at the Prasanmitr College of Education was started in 1961 before the contract ended. At the end of the University of Indiana and Prasanmitr Contract in 1962, the DTT surveyed the qualification of all teaching staffs. The data came out in 1963 showed an improvement. (Table 2) An inspection of the Prasanmitr College of Education bulletin, faculty section of the late 1960's reveals that a large

10Ibid., pp. 18-19.

### TABLE 2

QUALIFICATION OF TEACHING STAFF IN THE DTT 1963-1970

<table>
<thead>
<tr>
<th></th>
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<tr>
<td>Bachelor</td>
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<td>813</td>
<td>818</td>
<td>917</td>
<td>1054</td>
<td>1169</td>
<td>1469</td>
<td>1709</td>
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<tr>
<td>Below Bachelor</td>
<td>456</td>
<td>455</td>
<td>465</td>
<td>446</td>
<td>466</td>
<td>486</td>
<td>532</td>
<td>508</td>
</tr>
<tr>
<td>Total</td>
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<td>1445</td>
<td>1545</td>
<td>1716</td>
<td>1870</td>
<td>2237</td>
<td>2529</td>
</tr>
</tbody>
</table>

Source: Department of Teacher Training, Phongnan Krobrhob Siphok Pee Khong Krom Karn Fuekhat Kru (Sixteen Years Work Results of the Department of Teacher Training) (Bangkok: Kurusapa Press, 1971), p. 108.
number of faculty of the College received advanced training at the University of Indiana School of Education.

Besides receiving assistance from USOM and Indiana University, the DTT also arranged for scholarships from other organizations such as UNESCO, the Fulbright program, the British Council, and others. Although the quality of the staff gradually improved, the DTT still needed to improve the academic teaching staff. 12

Mr. Bhunthin Attakorn worked to improve teacher training as quickly as possible. Besides the 2-2-2 formula and the improvement of the staff's quality, he also improved the schools' facilities. Before his administration, most of the teacher training schools were very small and were unsuited to expanded teacher training. Therefore, small teacher training schools were either closed down or merged with others in many provinces and new campuses were established. To diminish sex segregation, co-educational schools were established. At present there is only one women's college, Suan Dusit Teacher College. Teacher training schools that offered the PKSS or higher certificate program were raised to the status of teacher colleges. 13 By 1970 the former teacher training schools had gone out of existence and were incorporated into the

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12 Department of Teacher Training, Nhathee Gnan Lae Krongkarn, p. 19.
13 Ibid.
college structure. The schools that received the status of teachers college during 1958-1970 and were under the Division of Teacher Training School of the DTT are as follows:

1958 - (1) Ban Somdej Chao Phraya
       (2) Suan Sunantha
       (3) Chankasem
       (4) Tepsatree Lopburi
       (5) Ubol Rajthanee

1959 - (1) Nakorn Rajsima

1961 - (1) Chiengmai
       (2) Udornthanee
       (3) Songkhla
       (4) Suan Dusit
       (5) Piboonsongkram Pitsanuloke

1962 - (1) Mahasarakarn

1963 - (1) Yala

1966 - (1) Pranakorn

1967 - (1) Pranakorn Sriayuthaya

1968 - (1) Nakorn Sawan
       (2) Uttaradit

1969 - (1) Petchburi
       (2) Nakorn Srithamaraj

1970 - (1) Petchburi Vidhayalongkorn

14 Department of Teacher Training, Phonognan Krobrhob Siphok Pee, pp. 83-84.
1970 - (2) Chombueng Rajburi
(3) Thonburi
(4) Nakorn Pathom
(5) Sakon Nakorn
(6) Chacherngsao

The DTT improved the quality of provincial teacher training in the following areas: teaching staffs, educational equipment, school buildings, dormitories and housing. The establishment of the PKSS program in the teacher colleges was based on these factors. The program was offered both in the provinces and in Bangkok. By 1970, the PKSS were offered in all twenty-five teachers colleges throughout the country.

In 1954, the College of Education at Prasanmitr opened its branches at Pathumwan in Bangkok and at Bangsaen in the province of Cholburi, and a demonstration school was attached to each college for the purpose of providing laboratory experiences in student-teaching and relevant activities. In 1967, the DTT established Colleges of Education at Pitsanuloke, Mahasarakam and at Songkhla; Colleges of Education at Bangkhen in Bangkok were established in 1969. The College of Education at seven campuses offered a four year program after 12th grade or after PKS, leading to Bachelor of Education. The Master of Education was a two year program offered at Prasanmitr,
and a one year specialized program started in 1963.\(^{15}\) (Chart 3). Besides the regular programs the twilight program leading to the Bachelor of Education was offered for the first time in 1955 at Prasanmitr for the purpose of increasing the number of qualified teachers. The DTT strongly supported the colleges by supplying the teaching staffs and financing the budget of the colleges. This support fulfilled the DTT's policy of training teachers of quality and quantity to meet the manpower demands of the nation.\(^{16}\) In 1954, the Institute of Child Study was established as a joint venture of UNESCO and the Government of Thailand for the purpose of research on child development in relationship to Thailand. In 1956, the Institute and the College of Education established the Master of Education program in Developmental Psychology.\(^{17}\)

The University of Indiana contract team in Thailand had recommended that the Thai government improve facilities and expand research to infuse a genuine academic spirit among students and attract them to the teaching profession. The cost of educating each scholarship holder in the United States was twenty times the cost of educating him at home. A good university teacher must, among

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\(^{15}\) Ibid., p. 20.

\(^{16}\) Ibid.

Chart 3

Teacher Training System of the College of Education in the Ministry of Education

Teachers' Colleges with a 4-year program leading to a Diploma in Education. The first 2-year leads to a Certificate in Education.

Teacher Training Schools with a 2-year program leading to a Certificate in Education.

The College of Education with a regular 4-year program leading to the B.Ed. degree and further 2-year program leading to the M.Ed. degree.

Note: One-year program after B.Ed. was offered leading Certificate of Specialization.

other qualifications, have had research experience and
should be expected to combine research and teaching with
a mutual enrichment. The research orientation of the
teacher should be appropriately in tune with the pressing
problems that faced the nation in his field.18

In 1956, the Thai-UNESCO Rural Teacher Education
Project (TURTEP) for improving rural education was launched.
Since 1961, the project has been jointly assisted by
UNESCO experts and UNICEF materials and equipment. The
Project was started in 1956 at the Ubol Raj thanee Teachers
College in northeastern Thailand, with twelve selected co-
operating elementary schools and twenty-three rural com-
munities. By 1967, all teacher training institutions
adopted the principles of TURTEP with very satisfactory
results.19

In 1958, the DTT in the cooperation with the USOM
and the University of Michigan set up the Southeast Asian
Regional English Project (SEAREP) at the College of Educa-
tion at Prasanmitr. The aim of the project was to improve
the English curriculum and English teaching techniques, and
to train the teaching staffs to produce teaching aids
suitable to the students of the region. It was noted that

18 Howard Hayden, p. 257.

19 Bhunthin Attakorn, "Rural Teacher Education in
the SEAREP covered the region of Thailand, Laos, and Vietnam.  

In 1960, the new National Scheme of Education was enacted, which reaffirmed the goal of the Karachi Plan of expanding compulsory education through grade seven in eighteen Asian countries. It should be noted that the Karachi Plan resulted from a series of conferences held in Bombay in 1952, Karachi in 1956, and New Delhi in 1958. The National Scheme of Education of 1960 introduced experimentation with the comprehensive high school in order to develop human resources and manpower. In 1961, the First Five Years of the National Economic and Social Development Plan (1961-1966) took effect. The plan attempted to promote meaningful social and economic change and development. Education was used as a form of investment in supplying educated and skilled manpower. In 1963, the study on the Preliminary Assessment of Education and Human Resources in Thailand was conducted by a joint Thai-USOM study group. The study made a strong recommendation for comprehensive secondary education. The enrollment forecasts in the Thai-USOM study and others made in this decade by Thai economic and educated planners have been criticized for their goals, methodologies, statistical

20Department of Teacher Training, Phongnan Krobrhib Sibhok Pee, p. 196.

21Ibid., p. 7.
analysis and conclusions by Mark Blaug, an educational economist and consultant.\textsuperscript{22}

In 1966, the DTT offered a new teacher training program in Industrial Arts in the PKSS level at Pranakorn Teachers College. The program had the aim of producing Industrial Arts teachers to teach in the secondary comprehensive schools and in other schools. The Bachelor of Education program in Industrial Arts was offered in the College of Education in the later year.\textsuperscript{23} In 1966, the one year PP program after the twelfth grade was offered again in some teachers colleges, after the cessation in 1957. This program was begun to alleviate teacher shortage and to facilitate the high school graduates into university programs. In 1967, the Second Five-Year National Economic and Social Development Plan (1967-1971) took effect. The plan recognized the importance of education as an integral part of socio-economic development in Thailand. The main objective was to provide an educational system which would develop human resources to meet the manpower requirements. In accordance with the Second Five Year Plan, greater emphasis was placed on expanded teacher education. In 1967, the DTT in cooperation with the Department of Elementary and Adult Education and the

\textsuperscript{22}Ibid., p. 85.

Department of Local Administration in the Ministry of Interior started the short term teacher training in the remote areas. The DTT in cooperation of the Department of Elementary and Adult Education made a survey of the teacher shortage throughout the country. The local administration were informed of the number of teachers needed and were to arrange for their training. The trainee must have a lower or higher secondary education and be at least 17 and a half years of age. The trainees were stationed in the local government schools in the remote areas upon their graduation with Elementary Teaching Certificates. The teaching staffs were from the DTT. At the end of 1970 the DTT produced 1,200 teachers for the local schools in the remote areas.24

Public elementary schools in municipal areas were transferred from the Department of Elementary and Adult Education of the Ministry of Education to the authority of the municipalities of the Ministry of Interior in 1963; and in 1966 the remaining compulsory public elementary schools (a modest number of demonstration and nuclear schools were retained by the Ministry of Education) were transferred to the local authorities under the Department of Local Administration of the Ministry of Interior. The Ministry of Education was responsible for instructional

24Ibid., p. 110-111.
and supervision matters; the financial support, personnel selection and control, the school plant planning became the responsibilities of the Ministry of Interior.\textsuperscript{25}

Generally, the DTT was responsible for the in-service training of both government and private schools teachers. The training was done in the afternoon after the working hours on the level of P, PP and PM in accordance with the Teachers Act of 1951. The DTT held an external examination for the trainees at the end of the session. The program was abolished in 1963 due to the DTT's budgetary limitations. However, the in-service training in which evaluation was done by external examination in each subject was started in 1957. It was done in the summer on the level of KM (Lru Mule), PKS and PM. From 1960 the DTT received the cooperation of Kurusapa or the Teacher Association in organizing in-service training at the PKS and PM level in accordance with the Teacher Act of 1962.\textsuperscript{26}

In 1969, the Teacher Training Cum Education Project, in the cooperation of UNESCO and UNICEF, was initiated at Mahasarakam Teachers College in the Northeast. The aim of the project was to improve teaching quality of the teachers college and to provide extension service


\textsuperscript{26}Department of Teacher Training, \textit{Phonognan Krobrhob Siphok Pee}, pp. 127-128.
from the teachers colleges in the dry Northeast region.  

In 1966, the Twilight Program of the PKS and PKSS was started in Ban Somdej Chaophraya and Suan Sunanantha Teachers College in Bangkok. The idea which led to the founding of this program was stated by the DTT as follows:  

Each academic year there was a tremendous number of students who desired to enter to the teacher training institutions throughout the country. (Table 3) Teachers colleges were not able to admit all these students. Yet these students were interested in the teaching profession, and lacked neither the required schooling nor the ability to be good students of education. For this reason these students should have the opportunity to have teacher training in the evening. Also there were many high school graduates and 12 graders who did not have the opportunity to a university so were taking jobs. In addition there were people already working who were interested in teacher training more than their present jobs. For this reason the DTT should give the opportunity to have teacher education in many locations. The DTT should also provide the institutions needed for this teacher training education needed by the nation.  

After the founding of twilight program in Ban Somdej Chaophraya and Suan Sunantha Teachers College in 1968, the idea spread to the other teachers colleges throughout the country. From the DTT’s twilight student survey on June 30, 1970, there were 17,240 students on the level  

28 Department of Teacher Training, Nhathee Gnan Lae Krong Karn, p. 21.
TABLE 3


<table>
<thead>
<tr>
<th>Year</th>
<th>No. of Students</th>
<th>No. of Students Admitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1963</td>
<td>23,644</td>
<td>14,866</td>
</tr>
<tr>
<td>1964</td>
<td>30,115</td>
<td>16,660</td>
</tr>
<tr>
<td>1965</td>
<td>36,604</td>
<td>18,422</td>
</tr>
<tr>
<td>1966</td>
<td>34,604</td>
<td>18,787</td>
</tr>
<tr>
<td>1967</td>
<td>40,608</td>
<td>22,225</td>
</tr>
<tr>
<td>1968</td>
<td>38,997</td>
<td>24,852</td>
</tr>
<tr>
<td>1969</td>
<td>42,750</td>
<td>31,072</td>
</tr>
<tr>
<td>1970</td>
<td>49,157</td>
<td>36,880</td>
</tr>
</tbody>
</table>

Developed from: Department of Teacher Training, Phongnan Krobrhob Siphok Pee Khong Krom Karn Fuekhat Kru (Sixteen Years Work Results of the Department of Teacher Training) (Bangkok: Kurusapa Press, 1971), pp. 86-87.
of PKS and 6,211 students on the level of PKSS in twenty-two teachers colleges. A total of 23,451 students were attending the teachers colleges. It appeared that a large part of the teacher training needs were at last being met but this was being done as Valenti has reported in the International Review of Education by less than standard preparation.

In 1970, there was a significant change in the DTT. Mr. Bhunthin Attakorn, the Director-General was promoted to the Under-Secretary of State, Ministry of Education. Professor Saroj Buasri, former Rector of the College of Education at Prasanmitr, and the Deputy Under-Secretary of State, Ministry of Education succeeded Mr. Bhunthin Attakorn.

The period of Mr. Bhunthin Attakorn (1954-1970) was the period of the foundation and expansion of the DTT. During his sixteen years as the Director-General of the DTT, he had worked to promote teacher education and prove that teaching is an important profession. As a scientist educator, he developed teacher training strongly and rapidly as a means of economic development in accordance with the national Five-Year Plan. During his period there

29 Department of Teacher Training, Phongnan Krobrhob Siphok Pee, pp. 101-102.

had been a tremendous expansion of colleges and enrollment, especially after 1964 when the budget was increased. (Chart 4) College buildings, dormitories, libraries, workshops, meeting halls were rapidly constructed on all of the campuses. Most of the colleges had increased the numbers of students in accordance with the DTT's policy, budget, and in accordance with the Five-Year Plan. The concept of the DTT that an efficiently operating teachers college should number about 2,000 students also contributed to increasing number of students. Up to 1970, there were twenty-five teachers colleges in operation throughout the country of which seven were in Bangkok and eighteen were in the provinces. (Chart 5) They all provided regular and twilight programs. The regular program awarded three types of teaching certificates, PKS, PP, and PKSS. The twilight program awarded the PKS and PKSS. The College of Education at Prasanmitr, Bangkok was the main campus. All colleges provided the four year B.Ed. program. One year specialization and two year M.Ed. were provided at the main campus.

The number of teachers that the DTT produced from all the teachers colleges throughout the country in 1970 on the regular program was 13,977 on the PKS, 2,516 on the PP and 4,946 on the PKSS; the twilight program was 3,821 on the PKS, and 2,213 on the PKSS, which totaled 22,527 teachers.31

CHART 4
TEACHER TRAINING DEPARTMENTAL BUDGET 1957-1969

Million Baht

Percentage

160
150
140
130
120
110
100
90
80
70
60
50
40
30
20
10
0

1957 58 59 60 61 62 63 64 65 66 67 68 69

Million Baht

-------- Average percentage of total educational budget

During Mr. Bhunthin Attakorn's administration, the system of 3-2-1 was changed to the 2-2-2 system. The PP and PM programs were eliminated and the PKS and the PKSS were used. This shorter program decreased expenditures and time wastage and accelerated teachers training. The DTT made great strides in producing large numbers of teachers to ease the critical teacher shortage.

The PKS and PKSS curricula contained three areas, general education, specialty in PKS and major and minor subjects in PKSS, and professional education. (Table 4) The quality of teachers were emphasized by the DTT. According to Mr. Bhunthin Attakorn, the factors of training qualified teachers depended on the training curriculum and the learning and teaching process. The qualified teachers should deeply know subject matter, teaching techniques, and child psychology. Teachers were to be a good model and capable of guiding the child and society in national progress according to Thai culture.

In Chapter IV, the development of teacher training of the Administration of Dr. Saroj Buasri during 1970 and 1974 will be traced and discussed.
## TABLE 4
CURRICULUM STRUCTURE OF TEACHER TRAINING PROGRAM
OF THE DEPARTMENT OF TEACHER TRAINING

<table>
<thead>
<tr>
<th>Level</th>
<th>General Education</th>
<th>Professional Training</th>
<th>Specialized Program</th>
<th>Free Electives</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Certificate of Education (PKS)</td>
<td>75</td>
<td>20</td>
<td>35</td>
<td>-</td>
<td>130</td>
</tr>
<tr>
<td>Elementary Certificate of Education (PP)</td>
<td>12</td>
<td>20</td>
<td>15</td>
<td>8</td>
<td>55</td>
</tr>
<tr>
<td>Higher Certificate of Education (PKSS)</td>
<td>20</td>
<td>20</td>
<td>80</td>
<td>10</td>
<td>130</td>
</tr>
</tbody>
</table>


CHAPTER IV


Dr. Saroj Buasri was formerly the Rector of the College of Education at Prasanmitr and the Deputy Under-Secretary of State, Ministry of Education. He was appointed the Director-General of the Department of Teacher Training in 1970. As the Director-General of the DTT, Dr. Buasri spared no effort in attempting to develop teacher education. He followed the policy began by Mr. Bhunthin Attakorn of training teachers of quality and quantity to meet the demand of the nation in accordance with the National Economic and Social Development plan of utilization of human resources. In his paper "Education and National Security in Thailand" submitted to the Institute of Advanced Projects, East West Center on May 22, 1968, and delivered at the Conference of the Development and National Security, arranged by the Thai-American Technical Cooperation Association at Chiangmai University, Thailand, Dr. Buasri stated that:

... All educational projects are to be integral parts of the Five-Year Plan for Economic and Social Development of the country, so that a close coordination between education, and economic development can be achieved. The country now is in the first phase of its Second Five-Year Plan. The needs for
the specific types of manpower for the next 10 years, have already been cooperatively estimated. The needs are teachers, doctors, engineers, agricultural workers and lawyers. It is the responsibility of the schools and colleges to meet these demands. New teachers on all levels are to be produced each year during the Five-Year Plan, to cope with population increase and the expansion of the educational programs.¹

Although the number of teachers that the DTT produced from the twenty-five teachers colleges for both PKS, PKSS and PP on the regular and twilight program in 1970 increased to 22,527, the DTT reaffirmed that a teacher shortage was documented by the DTT in "Teacher Training Plan of the DTT in 1970" as follows:²

(1) At the present the nation has 35 million people and anticipates an increase rate of 3.2 to 3.4%, an increase rate of approximately one million people. In 1987 the population will reach 61 million, if this increase rate remains the same.

(2) In the past few years, the increase rate of students was estimated at 4.25% of all students of the


nation, or 240,000 students. It is expected to increase more in the next few years.

(3) Students need to remain longer in school, and more students will need to have higher education.

(4) In the past ten years, the decrease of teachers from the death and resignation has increased. During 1972-1974, the estimated number of the loss of teachers was 5% of the total number of teachers.

(5) The wastage rate of teacher training, based on the number of graduates who did not enter the teaching profession, in the nation was estimated five per cent. The wastage rate of teachers was higher in Bangkok-Thonburi than in the provinces.

(6) It was difficult to recruit lower certificate teachers to teach in remote areas, and degree teachers to teach in the provinces.

(7) Each year there were not enough teachers to fill the new positions available and not enough to fill the positions available in the provinces.

(8) There was a shortage of specialized teachers especially in Thai, Mathematic and Science.

(9) In some schools, teachers carried a teaching overload.

(10) In many regions, the number of classes was more than the number of teachers; in some regions one teacher managed everything in the school.
In some schools, the class size was too large, with some classes containing 60-70 students.

The teacher shortage condition has existed since the beginning of the present National Education Scheme in 1971. There have never been enough teachers since teacher training began in 1892.

In 1971, the DTT enrolled 31,700 students in twenty-five teachers colleges and seven colleges of education. The level of students enrolled was from the PKS, PKSS to the degree level. (Table 5) During the period from 1966 to 1971, students increased at the rate of 53.11% on the lower certificate, 53.94% on the higher certificate and 126.32% on the degree level.3

Throughout its history the DTT worked to overcome the teacher shortage of the nation. In 1971, the DTT established three new teachers colleges, which were all in the provinces. Puket Teachers College in the south, Lampang Teachers College in the north, and Burirm Teachers College in the northeast. The locations of these teachers colleges were evenly distributed from the point of view of geography and population concentration. The location

## TABLE 5

NUMBER OF STUDENT ENROLLMENT IN 1966 AND 1971
THE DEPARTMENT OF TEACHER TRAINING

<table>
<thead>
<tr>
<th>Level</th>
<th>1966</th>
<th>1971</th>
<th>Increase</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>PKS</td>
<td>14,498</td>
<td>22,200</td>
<td>7,700</td>
<td>53.11</td>
</tr>
<tr>
<td>PKSS</td>
<td>3,378</td>
<td>5,200</td>
<td>1,820</td>
<td>53.94</td>
</tr>
<tr>
<td>B.Ed.</td>
<td>1,900</td>
<td>4,300</td>
<td>2,400</td>
<td>126.32</td>
</tr>
<tr>
<td>(KSB)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>19,776</td>
<td>31,700</td>
<td>11,970</td>
<td>60.52</td>
</tr>
</tbody>
</table>

of the teachers colleges were selected with two major purposes: (1) to make sure that teachers are trained under the conditions which they are mostly likely to encounter in their future working life; (2) to keep with the pioneering spirit of introducing progress and development into the rural areas.4

The DTT was able to establish the new colleges because it received a large budget increase from 159.8 million Baht in 1969 to 286.5 million Baht in 1971 (Chart 6) The allocation of the budget increase to the teachers colleges was spent on buildings, dormitories, libraries, meeting halls, housing for teachers, and workshops. The three teachers colleges were completed and opened in 1972.

In 1973, the Teachers College at Chanburi in the southeast was founded, and was in operation in 1974. Up to 1974, the DTT had twenty-nine teachers colleges in operation throughout the country which produced a large number of teachers at the level of PKS, PP and PKSS on the regular program, and PKS and PKSS on the twilight program. (Table 6) The total graduates of teaching certificates were 54,612.5

4Department of Teacher Training, Its Work and Organization of the DTT 1973, p. 9.

CHART 6

ANNUAL BUDGET OF THE DEPARTMENT OF TEACHER TRAINING

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In million Baht

Percentage in relation to the total budget of the Ministry of Education

N.B. 1973 budget excludes the allocation for the Colleges of Education which have been separated from the Department of Teacher Training to constitute an equivalent to a department.

# TABLE 6

THE PRODUCTION OF TEACHERS OF 29 TEACHERS COLLEGES
THE DEPARTMENT OF TEACHER TRAINING, 1974

Regular Program

<table>
<thead>
<tr>
<th>No.</th>
<th>Teachers College</th>
<th>PKS M</th>
<th>PKS F</th>
<th>PKS Total</th>
<th>PP M</th>
<th>PP F</th>
<th>PP Total</th>
<th>PKSS M</th>
<th>PKSS F</th>
<th>PKSS Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Chantarakasem</td>
<td>144</td>
<td>318</td>
<td>462</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>103</td>
<td>327</td>
<td>430</td>
</tr>
<tr>
<td>2</td>
<td>Ban Somdej</td>
<td>267</td>
<td>346</td>
<td>613</td>
<td>60</td>
<td>112</td>
<td>172</td>
<td>85</td>
<td>261</td>
<td>346</td>
</tr>
<tr>
<td>3</td>
<td>Suansunantha</td>
<td>175</td>
<td>408</td>
<td>583</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>84</td>
<td>227</td>
<td>311</td>
</tr>
<tr>
<td>4</td>
<td>Suandusit</td>
<td>-</td>
<td>481</td>
<td>481</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>322</td>
<td>322</td>
</tr>
<tr>
<td>5</td>
<td>Pranakorn</td>
<td>204</td>
<td>288</td>
<td>492</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>151</td>
<td>127</td>
<td>278</td>
</tr>
<tr>
<td>6</td>
<td>Thonburi</td>
<td>165</td>
<td>150</td>
<td>315</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>49</td>
<td>147</td>
<td>196</td>
</tr>
<tr>
<td>7</td>
<td>Petchburi Vithaya</td>
<td>155</td>
<td>152</td>
<td>307</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>28</td>
<td>108</td>
<td>136</td>
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<td>8</td>
<td>Nakornpathom</td>
<td>375</td>
<td>263</td>
<td>638</td>
<td>40</td>
<td>105</td>
<td>145</td>
<td>98</td>
<td>124</td>
<td>222</td>
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<tr>
<td>9</td>
<td>Yala</td>
<td>403</td>
<td>247</td>
<td>650</td>
<td>86</td>
<td>142</td>
<td>228</td>
<td>92</td>
<td>141</td>
<td>233</td>
</tr>
<tr>
<td>10</td>
<td>Songkhla</td>
<td>417</td>
<td>305</td>
<td>722</td>
<td>61</td>
<td>123</td>
<td>184</td>
<td>123</td>
<td>174</td>
<td>297</td>
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<tr>
<td>11</td>
<td>Nakornsritthamaraj</td>
<td>450</td>
<td>269</td>
<td>719</td>
<td>53</td>
<td>77</td>
<td>130</td>
<td>82</td>
<td>98</td>
<td>180</td>
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<tr>
<td>12</td>
<td>Puket</td>
<td>226</td>
<td>156</td>
<td>382</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>22</td>
<td>33</td>
<td>55</td>
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<tr>
<td>13</td>
<td>Chombueng Rajburi</td>
<td>369</td>
<td>186</td>
<td>555</td>
<td>25</td>
<td>37</td>
<td>62</td>
<td>93</td>
<td>123</td>
<td>216</td>
</tr>
<tr>
<td>14</td>
<td>Petchburi</td>
<td>441</td>
<td>334</td>
<td>775</td>
<td>25</td>
<td>45</td>
<td>70</td>
<td>129</td>
<td>209</td>
<td>338</td>
</tr>
<tr>
<td>15</td>
<td>Lopburi</td>
<td>350</td>
<td>205</td>
<td>555</td>
<td>73</td>
<td>195</td>
<td>268</td>
<td>80</td>
<td>113</td>
<td>193</td>
</tr>
<tr>
<td>16</td>
<td>Ayuthaya</td>
<td>412</td>
<td>350</td>
<td>762</td>
<td>46</td>
<td>112</td>
<td>158</td>
<td>173</td>
<td>250</td>
<td>423</td>
</tr>
<tr>
<td>17</td>
<td>Pitsanuloke</td>
<td>422</td>
<td>320</td>
<td>742</td>
<td>66</td>
<td>103</td>
<td>169</td>
<td>98</td>
<td>191</td>
<td>289</td>
</tr>
<tr>
<td>18</td>
<td>Nakornsawan</td>
<td>465</td>
<td>286</td>
<td>751</td>
<td>41</td>
<td>35</td>
<td>76</td>
<td>134</td>
<td>223</td>
<td>357</td>
</tr>
<tr>
<td>19</td>
<td>Utaradit</td>
<td>409</td>
<td>247</td>
<td>656</td>
<td>58</td>
<td>114</td>
<td>172</td>
<td>128</td>
<td>147</td>
<td>275</td>
</tr>
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Teacher training was operated on the credit system, with some students taking a longer time to complete the program. From the data supplied by the Ministry of Education, between 15 and 20 per cent of students, take longer than the standard time to complete their training and only 2 per cent dropped out from the program. Therefore, the wastage was considered low since the students did not have to repeat a year. 6

The DTT also was responsible for pre-service training; it is responsible for in-service training since 1951. From 1960 the PKS and PM special programs have been offered to the serving teachers by the DTT, with the cooperation of Kurusapa. The annual external examinations were given to the teachers who had been attending the courses, or who have been studying on their own. Furthermore, the DTT frequently used the facilities of teacher training institutions for subject seminars and other in-service activities.

Although the DTT realized that the rapid expansion of teacher training would effect the quality of teachers, it was necessary that it prepare enough teachers to meet the needs of the nation as quickly as possible. The improvement of the quality of education depended on the improvement of the quantity of teachers. The proportion

of number of class and teachers, and the smaller number of students in class was likely to improve the quality of education. Mr. Abhai Chantarawimol, the former Minister of Education, has commented that the large number of teacher students in the teachers colleges helped to reduce the wastage of time of young people and also reduced juvenile delinquency in the nation.

To improve the administrative and teaching staff, the DTT encouraged its staff to seek further study in the country and abroad. While the DTT was able to give limited scholarships, it encouraged and supported the staff personnel to use their own funds for further study. Staff members could take a sabbatical leave both in Thailand and abroad. The staff member on leave has an obligation to teach in any college of the DTT for a period double that of the sabbatical leave after graduation. From the teaching staff survey in 1972, there were two Doctorate's, 493 Master's, 149 Certificate of Specialization's, 2,788 Bachelor's and 436 below Bachelor Degree. (Table 7) In 1975, the qualifications of the teaching staff was improved. (Table 8) The teaching staff included four

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7Department of Teacher Training, Anutin Chaw Phaw Kaw (The Diary of the Foundation of Educational Assistance to the Teachers College and College of Education Students) (Bangkok: Department of Teacher Training, 1971), p. 45.

8Ibid.
### TABLE 7

**QUALIFICATION OF TEACHING STAFF OF 29 TEACHERS COLLEGES
DEPARTMENT OF TEACHER TRAINING 1972**

<table>
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<th>29 Teachers Colleges</th>
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<td>Bachelor's</td>
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### TABLE 8

**QUALIFICATION OF TEACHING STAFF OF 29 TEACHER COLLEGES**

**DEPARTMENT OF TEACHER TRAINING**

**1975**

<table>
<thead>
<tr>
<th>29 Teachers Colleges</th>
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<th>Female</th>
<th>Total</th>
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</thead>
<tbody>
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<td>Doctor's</td>
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<td>4</td>
</tr>
<tr>
<td>Master's</td>
<td>369</td>
<td>471</td>
<td>840</td>
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<tr>
<td>Cert. of Specializarion</td>
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<tr>
<td>Below Bachelor's</td>
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</table>

Doctorate's, 840 Master's, 71 Certification of Specialization's, 3159 Bachelor's and 388 below Bachelor Degree.

The qualifications of the teaching staff of the DTT was much higher than that of any other department in the Ministry of Education. However, further improvement was expected over the coming years. The teachers had average basic salaries amounting to an estimated 26,200 Baht per annum or 6.8 times the average national income per capita. This average salary was almost double that of the elementary school teachers. Besides the teachers colleges, teachers had substantial earnings from part time teaching in twilight courses and in-service training.\(^9\) Although the DTT's teachers had the advantage of the salary compared to the other Departments teachers' salary, some of the teachers transferred to the university since it provided a better opportunity to gain class promotion in the civil service. It should be noted that in the civil service system there were five classes for the teaching officials. (Chart 7) Teachers in universities, which are under the Bureau of State Universities, are not required to take civil service examinations to gain promotion within their class; class promotion is automatically raised when the teaching officials' salary reach the

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## Chart 7

**Scale of Classes and Salaries of the Civil Servants in the Thai Civil Service System**

<table>
<thead>
<tr>
<th>Class</th>
<th>Grades</th>
<th>Salary Steps (Baht)</th>
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<td>Fourth Class civil servant</td>
<td>1</td>
<td>540-570-600-630-660</td>
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<tr>
<td></td>
<td>2</td>
<td>690-720-750-780-810</td>
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<tr>
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<td>850-900-950-1,000-1,050</td>
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<td>4</td>
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<td>Third Class civil servant</td>
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</table>

required salary step. Teaching officials in the DTT and in the other departments in the Ministry of Education are required to take the civil service examination for promotion in their classes. However, the DTT recruited new members of the teaching staff every year and placed the candidate according to their examination results and their willingness to accept assignments.

In 1972, an important event took place in the DTT when the College of Education and its seven branches grouped to form what is equivalent to a department within the Ministry of Education. On October 1, 1972, the Coup d'Etat Group's Decree No. 268 declared the new arrangement of the Ministry of Education. The College of Education and its seven branches were established as one of the departments of the Ministry of Education. This occurred after numerous demonstrations and strikes by students in the colleges of education. In 1971 and early 1972, students of the eight colleges joined together and demonstrated. The students marched to the Office of the Minister in the Ministry of Education, and asked that the eight colleges be granted university status. Mr. Abhai Chantarawimol, the Minister of Education at that time, used his ingenuity to calm down the students. The meeting with the Coup d'Etat Group took place, and Decree No. 268 was declared. In 1975, the eight colleges became the Srinakarinintr Wirote University and was placed directly under the
Bureau of the State University. The management of the eight colleges and the teaching staff was not under the administration of the Ministry of Education. The teaching officials had class promotion automatically when their salaries reached the required salary step. The administrative structure of the College of Education when it was under the DTT consisted of authorities in the Ministry of Education. (Chart 8)

As the Director-General of the DTT, Dr. Saroj Buasri was aware of the crucial role of the teaching staffs. In teacher training improvement, the quality of the teaching staff was emphasized every time he visited and lectured at the colleges. In his "Some Conclusions to Follow in Promoting Teacher Training To Be in a Good Level," supplied by the DTT, Dr. Buasri stressed the following: ¹⁰

(1) The teacher should encourage teacher education students to arouse them to have the will to learn and work hard.

(2) The teacher should always seek knowledge, be a good model to the students; and teacher's assistance should always be available to the students.

¹⁰Saroj Buasri, "Khaw Sarhup Bang Prakarn Thee kuan Yued Theu Nai Karn Songserm Hai Karn Fuekhat Kru Yu Nai Radhub Thee Dee (Some Conclusions to Follow in Promotion Teacher Training To Be in a Good Level) Things To Know 1972 (Bangkok: Kurusapa Press, 1972), pp. 18-22.
# THE STRUCTURE OF ADMINISTRATION OF THE COLLEGE OF EDUCATION

The College Board consisting of the Minister of Education (Chairman), some Directors-General from various departments of the Ministry of Education, President of the College, Vice-Presidents, heads of the various departments of the College, and honorary members by Royal Appointment.

## President of the College
Sudchai L. Suntthara M.A., Ed.D.

### Vice-Presidents of the College
- Miss L. Saradatta M.A., Ed.D.
- Sawasdi Puspakom M.A.
- Mrs. Ubol Huvanund M.A.
- Prasarn Mit Bang Saen
- Mrs. Ubol Huvanund Patoom Wan
- Panas Hunnakin Ed.D.
- Piitamsuloke
- Saiyud Champatong Ed.D.
- Mahasarakarn
- Somporn Buatong Ed.D.
- Songkla

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<td>Philosophy and Religion</td>
<td>Physics</td>
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<td>Library Science</td>
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<td>Speech</td>
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</table>

(3) The teacher should have the lesson well prepared every time he enters the class. Curriculum, subject guide book, and other materials should be always available for guiding the lesson. The teacher should apply many suitable methods to the subject since students can imitate the good ones for use in his community, in accordance with the axiom that "A teacher teaches as he was taught."

(4) The teacher should cultivate in students virtue, morality, culture, and the right attitude. All of these should be done every class hour.

(5) The teacher should promote and improve the special programs of the DTT.

(6) The teacher should use teaching aids, always have them available, and use teaching aids suitable to the region. Micro-teaching and peer-teaching should be done with teaching aids.

(7) The teacher should improve his subject division or department. The committee should be set up and meetings should be done to improve teaching.

(8) The teacher should take part in curriculum improvement, by reporting problems that he faces in the actual teaching experience to the subject department.

(9) The teacher should do research to improve teacher training.

For Dr. Buasri, teacher educators should be a learned person who always seek knowledge, who are good
persons demonstrate virtue and embody general culture.

In addition to promoting the increased expansion of teacher training, the DTT also promoted special programs of the Department through teachers colleges. The programs were intended to support and improve teacher education as well as developing the rural community. Dr. Buasri worked to continue the special programs that the DTT inaugurated in the administration of Mr. Bhunthin Attakorn. In 1971, the Teacher Training Cum Education Extension with the cooperation of UNESCO and UNICEF was extended from the Mahasarakam Teachers College to Udorn, Nakorn Sawan and Lopburi Teachers Colleges to extend extension service to improve community and regional schools.

Teacher training for the hill tribes was another responsibility for the DTT. The hill tribe children and children from the remote areas had been given sixty fellowships at Chombueng Rajburi Teachers College. In 1970, seven fellowships were given to the hill tribe students. During 1971 and 1972, the DTT, the Department of Educational Techniques and the Department of Elementary and Adult Education cooperatively expanded education for the hill tribe children. The DTT also encouraged selected hill tribe students of the Department of Elementary and Adult Education to enter teachers colleges. The Special Certificate Program for hill tribe students had been experimented
with in order to prepare hill tribe teachers.\textsuperscript{11}

Since 1967, the Head Start Project has been used by the DTT with the assistance of the USOM, UNESCO and UNICEF. In 1972 there were 63 schools and 1,883 children involved in the Head Start Program.\textsuperscript{12} A teacher training Program for Children with Hearing difficulty was started in 1970 at Suan Dusit Teachers College. In 1972, two of the hearing difficulty students joined the regular class in Phayathai School.\textsuperscript{13}

In 1974, the seven teachers colleges in the provinces of Chiengrai, Loey, Kampaengpetch, Petchaboon, Surin, Kanchanaburi and Surat Thani were constructed with the assistance of the International Development Association (IDA). The IDA is a branch of the World Bank which had given a credit of $19.5 million to Thailand for educational objectives. The rationale for obtaining the IDA credit involving the DTT is to help meet the need for qualified primary teachers, particularly in the rural regions; the assistance was used for construction, furniture, and equipment for the seven teachers colleges.\textsuperscript{14}

\begin{itemize}
\item \textsuperscript{13}Department of Educational Planning, \textit{Rai Gnan Karn Sueksa 2514}, p. 102.
\item \textsuperscript{14}Department of Teacher Training, p. 16.
\end{itemize}
During four years as the Director-General of the DTT, Dr. Buasri brought the teacher training to full development. The production of PKS, PKSS and PP teachers of 22,527 in 1970 was increased to 54,412 in 1974 on both regular and twilight programs. The number of teachers produced was more than the plan of the DTT. However, many of the graduates already had jobs, and many of them continued their study, and some changed professions. The DTT was always aware of shortage of teachers in the provinces and in the remote areas. Therefore, teacher training institutions were established throughout the country. In 1974, the number of teachers colleges was increased to twenty-nine, of which twenty-two were in the provinces and seven in Bangkok; and seven more were under construction outside Bangkok. Each college had the full capacity of a student enrollment averaging at least of 2,000. Each teachers college admitted only students who resided in that region. The colleges trained them under the conditions that they would encounter in their future working life, and nurtured them to have the spirit of developing their rural community. The problem of teacher shortage in the provinces or in the remote areas seemed not related to number of teachers that the DTT produced, but rather related to such government's incentives as salary, housing, convenience, and security of the teachers. Teachers in the village have more work to do than teachers in the city since Thai villagers always
depend on officials. Teachers have to assist in village and rural development. It was noted that teachers were considered the lowest level of effective authority. \(^{15}\)

Since most of the teachers in the provinces are under the Ministry of Interior, the Ministry of Education was able to assist them only on pedagogical matters. The DTT had made the best effort in providing many special programs that improve rural areas. The Head Start, the Teacher Training for Hill Tribes, the Teacher Training Cum Education Extension, were all programs in many teachers colleges and schools in the rural areas.

It should be noted that the government has been persuading the qualified teachers to work in the remote and sensitive areas by introducing three incentives:

(1) special allowances to teachers in the most remote areas;
(2) bonded scholarships for teacher training students, with an obligation to work in the remote areas after their graduations; (3) free rent and good quality houses for teachers in the remote regions. It was also noted that in 1970, 900 houses for teachers were built, which was fifty per cent more in the previous year. The effort of government to allocate qualified teachers to the remote areas worked to encourage equality of educational opportunity.\(^{16}\)


During the administration of Dr. Saroj Buasri, teacher training in the DTT sought to improve quality and quantity of teachers production. Dr. Buasri had made an effort to improve the quality of the teaching staff. He visited and lectured to teachers in teachers colleges throughout the country. For Dr. Buasri, a teachers college's teacher should be a learned and virtuous person. Teaching staffs were sent for further study in the country and abroad with the assistance of the DTT. There was an improvement of qualification of teaching staffs which went from 493 Master Degree teachers in 1972 to 840 in 1975.

The virtue and morality of teachers was another concern of Dr. Buasri. He insisted and encouraged the teaching staff to train teacher students in virtue and morality which he believed to be an important part of teacher preparation.

The administration of Dr. Saroj Buasri is considered the period of full potential of expansion and the period of training of quality teachers. At the end of 1974, Mr. Prasit Soontharothog, the former Director of the Chiengmai Teachers College, and the Deputy Director-General of the Department of Religious Affairs, was appointed to the Director-General of the DTT, after Dr. Saroj Buasri retired in 1974.
CHAPTER V

THE ADMINISTRATION OF MR. PRASIT SOONTHAROTHOG

(1974-1976)

The period of the administration of Mr. Prasit Soontharothog was a time of confidence for teacher training in Thailand. During this time, the existing twenty-nine teachers colleges were engaged in the full task of training teachers. Seven additional colleges were planned to assist in the task in the future. Mr. Soontharothog, with the assistance of two deputies, Dr. Saiyut Champathong and Mr. Charoon Milinda, continued the work of their predecessors in making the teacher training program of the DTT one that produced teachers of quality. The improvement of the quantity and quality of teachers was an integral part of the National Education Development Plan for the full utilization of human resources.

In 1975, the teachers college at Chiengrai opened. The other six teachers colleges in the provinces of Surat-thani, Kanchanaburi, Petchaboon, Kampaengpetch, Loey and Surin were opened in 1976. Throughout the country there are thirty-six teachers colleges in operation with the average of one teachers college per two provinces. (Chart 9) The enrollment of each college ranges from 265 students to
CHART 9
LOCATION MAP OF 36 TEACHERS COLLEGES

3,067 with an average of 2,000 students in 1976. (Table 9)

The DTT realized the importance of the quality of teacher training, the teaching profession, and the status of teachers. In 1974, the DTT started offering a Bachelor Degree Program for the purpose of producing better qualified teachers. Since the eight colleges of education were not under the Ministry of Education in 1973, there were social pressures as well as student demands that they be made part of the university system.

In 1975, the PP certificate program for upper-primary teachers was terminated, for there was now a surplus of teachers at the certificate level. In order to improve the quality of education at the primary and secondary levels, a high quality of teacher was needed. Therefore, the DTT began emphasizing the preparation of degree qualified teachers. When the training of degree teachers was begun in 1974, the training of certificate teachers was gradually reduced and will be terminated completely in 1981, so that the teacher training program of 2-2 will coincide with the National Education Plan of 6-3-3 which is expected to be promulgated in the near future. (Appendix IV) While the numbers of students at the certificate program are decreasing, the student teachers at the higher certificate program will be increased to adjust to the total number and to serve the public needs of having more
# TABLE 9

THE ENROLLMENT OF EACH COLLEGE
FROM YEAR 1972 to 1976

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<tr>
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<td>2039</td>
<td>2176</td>
<td>2386</td>
<td>2258</td>
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<td>67315</td>
<td>67489</td>
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Source: Department of Teacher Training, An Introduction to the Department of Teacher Training (Bangkok: Chong-Charoen Printing Press, 1976), pp. 11-12.
Seventeen out of thirty-six teachers colleges throughout Thailand joined the Bachelor Degree Program of the DTT, and offered various fields of training. (Chart 10) The curriculum for the junior and senior year of the Srinakarintr Wirrote University, formerly the College of Education at Prasanmitr, was used temporarily while the B.Ed. (KB) curriculum was being planned by the appointed committee of the DTT for the exclusive use of teacher preparation. The curriculum has to follow the academic requirements of the Bureau of the State University. This KB curriculum was initiated in 1976.² The curriculum consisted of 40 credits of general education, 42 credits of professional training, 47 credits of specializing training, and 6 credits of free electives. (Table 10) The major subjects are comprised of 32 credits; the minor subjects of 15 credits and the broadfield subjects of 47 credits. (Table 11)

In 1976, the Teachers College Act was passed. It was accompanied by the promulgation of two decrees: one that promoted the seventeen teachers colleges as designated colleges under the Act; a second decree designated the title of "Bachelor of Education" (KB) for the graduates. (Appendix...)

¹Department of Teacher Training, An Introduction to the Department of Teacher Training, p. 8.
²Ibid., pp. 13-14.
### CHART 10

THE SEVENTEEN TEACHERS COLLEGES WHICH OFFER BACHELOR'S DEGREE

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<th>No.</th>
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<td>Thai, English, Social Study, Geography, History</td>
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<td>3.</td>
<td>Suan Sunandha</td>
<td>Thai, English, Physics</td>
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<td>Social Study, Home Economics</td>
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<td>Thai, English, Industrial Arts</td>
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<tr>
<td>6.</td>
<td>Yala</td>
<td>English</td>
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<tr>
<td>7.</td>
<td>Songkhla</td>
<td>English</td>
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<td>8.</td>
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<td>General Science</td>
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<td>9.</td>
<td>Tepsatree Lopburi</td>
<td>Geography, Biology</td>
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<td>10.</td>
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<td>Social study, General Science</td>
</tr>
<tr>
<td>13.</td>
<td>Chiengmai</td>
<td>English, General Science, Chemistry</td>
</tr>
<tr>
<td>14.</td>
<td>Udorn Thani</td>
<td>Social Study</td>
</tr>
<tr>
<td>15.</td>
<td>Ubon Rajathani</td>
<td>Biology</td>
</tr>
<tr>
<td>16.</td>
<td>Mahasarakarm</td>
<td>Thai, English, Social Study</td>
</tr>
<tr>
<td>17.</td>
<td>Nakorn Rajasima</td>
<td>General Science</td>
</tr>
</tbody>
</table>

**Source:** Department of Teacher Training, *An Introduction to the Department of Teacher Training* (Bangkok: Chong Charoen Press, 1976), p. 10.
TABLE 10
THE CURRICULUM STRUCTURE OF B.ED.

<table>
<thead>
<tr>
<th>Level</th>
<th>General Education</th>
<th>Professional Training</th>
<th>Specialised Program</th>
<th>Free Electives</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher Certificate of Education</td>
<td>24</td>
<td>24</td>
<td>22</td>
<td></td>
<td>70</td>
</tr>
<tr>
<td>Bachelor's Degree in Education</td>
<td>16</td>
<td>18</td>
<td>25</td>
<td>6</td>
<td>65</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>42</td>
<td>47</td>
<td>6</td>
<td>135</td>
</tr>
</tbody>
</table>

TABLE 11
RELATIVE WEIGHTINGS OF MAJOR, MINOR AND BROADFIELD OF STUDIES

<table>
<thead>
<tr>
<th>Level</th>
<th>Major</th>
<th>Minor</th>
<th>Broadfield</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher certificate of Education</td>
<td>14</td>
<td>8</td>
<td>22</td>
</tr>
<tr>
<td>Bachelor's Degree in Education</td>
<td>18</td>
<td>7</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>15</td>
<td>47</td>
</tr>
</tbody>
</table>

Source: Department of Teacher Training, An Introduction to the Department of Teacher Training (Bangkok: Chong Charoen Printing Press, 1976), 46.
The first group of students graduated with the KB in 1976. In the near future, another twelve teachers colleges will be promoted under the Act of Teachers College. The DTT has been preparing the teaching staff to serve the thirty-six teachers colleges; qualified teaching staffs were arranged for the KB program. It was noted that in 1976 there was 4,500 teaching staffs in the DTT, which included eleven Doctorates, 1,073 Master's and ninety-three Certificate of Specialization. (Chart 11)

In order to prevent the over-production of teachers, the DTT paid more attention to correlating the number of teachers with the national need for teachers. It correlated with other institutions which also prepared teachers. It should be noted that besides the DTT's responsibility for the major teacher production, the Bureau of State University also prepared degree teachers at eight universities; namely, Chulalongkorn, Ramkamhaeng, Kasetsart, Silpakorn, Chiangmai, Khonkhan, Srinakarintr Wirote, and Songkhla. The Department of Vocational Education prepares vocational teachers; the Department of Physical Education produces physical education teachers, and the Department of Fine Arts produces art education teachers.

The over-production of teachers at certificate level caused the complete termination of a twilight pro-

---

CHART 11

NUMBER OF TEACHING STAFF AND THEIR QUALIFICATION OF THE DEPARTMENT OF TEACHER TRAINING

Bachelor's 3,007

Master's 1,073

Below Bachelor Degree's 322

Certificate of 93 Specialization

Doctorate's 11

gram for both the lower and higher certificate in 1977. With this action, the DTT emphasized only the higher certificate program and the Bachelor of Education (KB) for the production of qualified teachers.

Besides the regular training of higher certificate and degree teachers, the DTT made an effort to train in-service teachers from both private and governmental schools on the elementary and secondary teaching certificates (PKS, PM). The in-service training was done in cooperation with Kurusapa, the Teacher Association. The DTT conducted regular annual external examinations for those teachers who wished to upgrade their academic status and professional standing. A special curriculum on the elementary and secondary teaching certificate was designed for external examination purposes. Special classes for the teachers, and lectures on the subjects were held by the DTT before the examination, on the weekends, and in the summer. The DTT also held the lecture on the radio and by mail for those teachers who were unable to attend classes. In 1975, 20,808 in-service teachers out of 73,208 passed the external examination of the DTT at the level of PKS, and 63,072 out of 133,253 at the level of PM.4

Of the special programs, the DTT continued the Head Start, the Hill Tribe, the Teacher Training Cum Edu-

4Department of Teacher Training, Sathiti Karn Sueksa 2518, pp. 62-66.
cation Extension, and the Teacher Training for Children with Hearing Difficulty, which were supported by UNESCO and UNICEF. In 1975, the DTT began a Student Training Project, which was designed and conducted as a part of a World Bank Project by a team of specialists from the Ministry of Education, and assisted by an overseas expert in student teaching. The purpose of the program was to improve student teaching in provincial teachers colleges.

In 1976, the DTT set up the Simplified Co-op School Program at Chiangmai Teachers College to provide training to students. The College on the Air Program was established at Sakon Nakorn Teachers College to encourage people in the remote areas to become aware of development programs and to provide them with knowledge on careers, politics, education and general information. The Teacher Training for the Community School at Pibulsongkram Teachers College was inaugurated by the DTT in 1976 to encourage the teachers college to act as an educational center for school and community and to train teachers according to the community school's needs. In the same year, the program of Student Teaching in the Student's Hometown was begun at Songkhla Teachers College to train students in the location of their future work and to promote the policy of the provincial government of Songkhla. Four Moslem Religion subjects were offered as electives at the Yala Teachers College, the deep south province of Thailand, since most of the students
are Malay Moslem.

The administration of Mr. Prasit Soontharothog was a period of confidence in teacher education. As the Director-General of the DTT for two years, Mr. Soontharothog developed teacher training to the full potential, with the assistance of Deputy Directors, Dr. Saiyut Champathong and Mr. Charoon Milinda who made valuable contributions to the teacher training of the DTT.

The DTT made the effort to improve the quality of teacher production. In 1974, the DTT started the KB program admitting the Higher Certificate (PKSS) graduates to the junior year of the program. In 1975, the Certificate program was terminated due to the surplus of teachers at the Lower Certificate level. The twilight program also was completely terminated in 1977. The seventeen out of thirty-six teachers colleges produced the first group of KB graduates in 1976. In the future, qualified degree teachers will gradually replace those who had only the certificate. The number of students who attended the seventeen teachers colleges ranged from 19 to 335 students. (Table 12)

To improve education in the rural areas, the DTT designed and conducted many special programs of the teachers colleges to assist in rural local development. The programs have been encouraged and supported by the foreign experts and agencies.
### TABLE 12

**NUMBER OF STUDENTS OF THE LEVEL OF BACHELOR OF EDUCATION IN 17 TEACHERS COLLEGES**

**DEPARTMENT OF TEACHER TRAINING**

<table>
<thead>
<tr>
<th>No.</th>
<th>Teachers College</th>
<th>Jr.</th>
<th>Sr.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Chantarakasem</td>
<td>55</td>
<td>76</td>
<td>131</td>
</tr>
<tr>
<td>2</td>
<td>Ban Somdej</td>
<td>152</td>
<td>183</td>
<td>335</td>
</tr>
<tr>
<td>3</td>
<td>Suansunantha</td>
<td>81</td>
<td>84</td>
<td>165</td>
</tr>
<tr>
<td>4</td>
<td>Suandusit</td>
<td>55</td>
<td>25</td>
<td>80</td>
</tr>
<tr>
<td>5</td>
<td>Pranakorn</td>
<td>127</td>
<td>116</td>
<td>243</td>
</tr>
<tr>
<td>6</td>
<td>Yala</td>
<td>9</td>
<td>10</td>
<td>19</td>
</tr>
<tr>
<td>7</td>
<td>Songkhla</td>
<td>8</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td>8</td>
<td>Nakornsrithamaraj</td>
<td>18</td>
<td>5</td>
<td>23</td>
</tr>
<tr>
<td>9</td>
<td>Lopburi</td>
<td>46</td>
<td>44</td>
<td>90</td>
</tr>
<tr>
<td>10</td>
<td>Ayuthaya</td>
<td>49</td>
<td>45</td>
<td>94</td>
</tr>
<tr>
<td>11</td>
<td>Pisanuloke</td>
<td>22</td>
<td>28</td>
<td>50</td>
</tr>
<tr>
<td>12</td>
<td>Nakornsawan</td>
<td>35</td>
<td>50</td>
<td>85</td>
</tr>
<tr>
<td>13</td>
<td>Chiengmai</td>
<td>62</td>
<td>71</td>
<td>113</td>
</tr>
<tr>
<td>14</td>
<td>Udorn</td>
<td>37</td>
<td>28</td>
<td>65</td>
</tr>
<tr>
<td>15</td>
<td>Ubol</td>
<td>14</td>
<td>13</td>
<td>27</td>
</tr>
<tr>
<td>16</td>
<td>Mahasarakarm</td>
<td>56</td>
<td>78</td>
<td>134</td>
</tr>
<tr>
<td>17</td>
<td>Nakornrajasima</td>
<td>30</td>
<td>19</td>
<td>49</td>
</tr>
</tbody>
</table>

| Total | 856 | 887 | 1,743 |

Developed from: Department of Teacher Training, Sathiti Karn Sueksa 2518 (Statistics of Education 1975) (Bangkok: Kurusapa Press, 1975), p. 44.
To improve the quality of in-service teachers, the DTT held special classes in the summer and the weekends for the in-service teachers on the different subjects required. The lectures on the radio and by mail were also conducted for the in-service teachers by the DTT. The external examinations were given every year, and Kurusapa, the Teacher Association cooperated and arranged for the in-service teachers. In 1975, there were 206,461 teachers involved in the in-service teacher qualification promotion of the DTT throughout the country. After the many efforts of the Director-General in the past two decades to reduce the teacher shortage, it is becoming apparent that the problem will no longer be a critical one in the future since the Fourth Five-Year Educational Plan, 1977-81 indicated that the annual birthrate already declining from 3.0 to 2.4 per cent is expected to continue declining to 2.1 per cent in 1981.\(^5\) Thus Thailand now shares the phenomenon of declining enrollment prevalent throughout much of the "developed" countries. Probably, the schools in the rural areas will be the last to receive relief from this change.

Through the effort of Mr. Prasit Soontharothog,

\(^5\)Personal Communication from Dr. Songsak Srikalasin, Dean of the Faculty of Education, Srinakarintr Wirote University, to Dr. Jasper J. Valenti, Assistant Dean of the School of Education, Loyola University of Chicago, August 25, 1978.
the Thai teacher training was tremendously improved to its full potential during 1974-1976. The training of qualified teachers was done with confidence from the thirty-six teachers colleges throughout Thailand. Without the great contributions of the Deputy Director-General of the DTT, Dr. Saiyut Champathong, who had been serving since the administration of Mr. Bhunthin Attakorn, the full development of Thai teacher training in the Ministry of Education would have been impossible.

In 1976, Mr. Prasit Soontharothog retired; Dr. Saiyut Champathong was appointed Director-General of the DTT. In the same year, Dr. Pinyo Sathorn was appointed Minister of Education, after the Coup d'Etat of 1976, and Dr. Saiyut Champathong was selected and was appointed to the Director-General of the Department of Educational Technique. He had made great contributions to the DTT for many decades. Mr. Charoon Milinda, the Deputy Director-General, was promoted to Director-General of the DTT in the same year.
CHAPTER VI

PURPOSES, STRUCTURE AND FUNCTION OF THE
DEPARTMENT OF TEACHER TRAINING

The responsibility for the administration of education in Thailand is divided among three government ministries: the Bureau of State Universities for higher education, the Ministry of Interior for elementary education, and the Ministry of Education for secondary education, teacher education and pedagogic aspects of the whole system.

The Ministry of Education consists of eight departments, two institutions reporting directly to the Ministry, and one department level committee. All these administrative units, except for three departments, are responsible for operating schools of various types. Two provide administrative and support services to the entire educational system and the last, the Department of Religious Affairs, is charged with administering government subsidies to religious organizations.¹ (Chart 12)

All the administrative units have a considerable

amount of freedom, and autonomy to operate within their particular fields of expertise. However, the Under-Secretary's Office does exert some control in financing, budgeting, planning and local administration of the entire system under the Ministry of Education. It should be noted that the Minister is a political officer who has only limited time for administration, so it falls on the Under-Secretary's Office to carry most of the responsibility of executive leadership. In recent years the Under-Secretary's Office has begun to exert increasing control over the other departments as the budgetary and planning process has become considerably more sophisticated.²

The Department of Teacher Training is one of the eight departments in the Ministry of Education, which is responsible for teacher education and operating schools of teacher training.

The Purposes of the DTT

The DTT has established policies to train teachers at all the levels needed by the general education system and to improve teacher training. The policies of the DTT as stated by the department are as follows:

(1) Provision of participation in teacher production among teacher training institutions and educational resource people to meet the expanding needs of education in various levels and programs.
(2) Development and expansion of in-service training countrywide, especially in the rural areas.

(3) Encouraging each teachers college to take responsibility in in-service education and re-training education for the improvement of teachers' competency in the changing society.
(4) Improvement of teacher education curricula of Teachers Colleges according to the demands of the situation, the needs of the community and the curriculum of primary and secondary education.
(5) Acquiring or attempting to acquire enough qualified and experienced instructors for the expansion of the teacher education program of the Department.³

The DTT is responsible for training the vast majority of sub-degree teachers needed by the general education system, while the universities train a large proportion of the bachelor degree and master degree teachers. A large number of elementary teachers of all types of schools are associated with teacher training colleges in in-service training, and a large number of schools receive special extension advice, and assistance in improving the quality of their institutions.⁴ The basic aims of the DTT can be summarized as follows:

(1) To train prospective teachers to teach in the primary and secondary schools according to the needs of the country, with respect to both qualitative and quantitative aspects.
(2) To provide training for in-service teachers in order to introduce new ideas and concepts, as well as innovation and technology, so that they can keep up with rapid changes of knowledge and subsequently use such knowledge to improve their teaching.
(3) To help in-service teachers who have either no, or low teacher qualifications upgrade their professional qualifications.

³The Department of Teacher Training, An Introduction of the DTT 1976, p. 2.
(4) To conduct research on teacher training or other aspects of education in order to use the results to improve education throughout the country.
(5) To provide educational services to the community.  

Structure and Function

The DTT is headed by the Director General, assisted by two deputies, one in academic affairs and another in business affairs. The Department is organized in eight units to implement its programs and carry out its responsibilities. The organizational structure of the DTT is shown on chart 13. The function of each unit in the Department may be explained in the following manner:

(1) Office of the Departmental Secretary. For the convenience of administrative purposes, all correspondence from outside the Department is channeled through and processed by the Office of the Departmental Secretary.
(2) Planning Division. This division is responsible for the following:
   (1) To provide consulting services in formulating policies and goals of the Department's projects, and conduct evaluation in accordance with the aims and objectives of the Department and the Ministry of Education.
   (2) To prepare the annual budget of the Department, including that of the teachers colleges.
   (3) To collect statistics involving the work of the Department, and to conduct studies relevant to the aims and activities of the Department.
   (4) To develop and prepare building designs appropriate to the needs and requirements of local conditions.
   (5) To provide liaison services and facilities to foreign personnel and governments having special arrangements with the Thai Government via the Department of Teacher Training.

5The Department of Teacher Training, p. 3.
CHART 13
THE DEPARTMENT OF TEACHER TRAINING
ORGANIZATIONAL STRUCTURE

Director-General

Deputy Director-General
(in Academic Affairs)

Deputy Director-General
(in Business Affairs)

Office of the Departmental Secretary Division
Personnel and Administrative Division
Financial Planning Division
In-Service Teacher Training Division
Teacher Supervisory Training Unit
Teachers Colleges Division
Division

(6) To help select personnel for scholarships awarded by international agencies or other sources.

(3) **Personnel and Administrative Division.** This division is responsible for the following:
   1. To recruit and allocate teaching personnel for the teachers colleges under the control of the Department.
   2. To process requests for transfer, retirement, and disciplinary actions.
   3. To organize grade-promotion examinations held on a yearly basis for officials serving the Department.
   4. To keep official cumulative for personnel work.

(4) **Financial Division.** This division is responsible for the following:
   1. To authorize payments by the Department, and teachers colleges, from budgetary and other sources concerned.
   2. To procure equipment and furniture for the Department's central office, including provision of proper maintenance.
   3. To draft and examine legal contracts involving construction and procurement of equipment and supplies.
   4. To provide welfare services and assistance to personnel of the Department.
   5. To effect internal auditing of the Department's accounts and to provide services for the Government Auditing Bureau.

(5) **Teacher Training Division.** This division is responsible for the following:
   1. To procure and develop sites for teachers colleges.
   2. To prepare plans for enlarging or merging teachers colleges.
   3. To procure equipment and furniture for teachers colleges.
   4. To organize entrance examinations, analyze examination questions, and make follow-up studies of the graduates.
   5. To administer scholarships and grants for teachers colleges.
   6. To promote joint recreational and cultural activities for students from various teachers colleges.

(6) **Supervisory Unit.** The unit is responsible for the following:
   1. To develop curricula consistent with
aims of the Department of Teacher Training, and the National Scheme of Education.

(2) To organize seminars and conferences for the purpose of promoting cooperation and professional competency among teaching personnel of teachers colleges.

(3) To prepare teachers' manuals and teachers' guides for the teachers of teachers colleges.

(4) To cooperate with the Department of Educational Techniques in the field of research, and activities related to the learning and teaching process.

(7) In-Service Training Division. This Division is responsible for organizing in-service training programmes for primary and secondary school teachers who wish to upgrade their academic and professional status. As a rule, examinations organized by the Division would follow such training programmes. There are also examinations organized by the Division of In-Service Training for teachers who study on their own. Successful candidates are awarded the Certificate in Education, depending on the level of the examination.6

The in-service training program is the cooperative process of the Division of In-Service Training, teachers colleges of the DTT and the Kurusapa, the Teacher Association. The DTT is responsible for the curriculum of each certificate level, teaching procedures, evaluation and awarding of certificates. The Kurusapa is responsible for financial management. Teachers colleges are responsible for the teaching of subjects in the instructional programs required by the Division. In-service training programs were offered in two levels, the PKS (the Certificate in Education) and PM (the Diploma in Education). The PKS applicant must be the 10th grade or a lesser teaching

6 The Department of Teacher Training, pp. 5-7.
certificate or at least Step 5 in the religious affairs examination, have teaching experience, and must take the nationwide external examination given by the Division in at least three out of five general education courses selected by the applicants plus the required professional course in education. The PM applicant must be the PKS or PP or degree graduate, have teaching experience, and must take required nationwide examinations from the three selecting subjects of Science, Mathematics, Thai, English, and Social Studies plus Education, similar to the PKS's.

The PKS and PM programs were offered in four types of in-service training as follows:

1. **Summer Program**: Teachers colleges offer a six to seven weeks program in different subjects. The applicant can take only one course which totalled 180 hours in the summer to obtain credit and to pass the nationwide external examination given by the Division at the end of the course.

2. **Continuing Weekend Program**: Teachers colleges offer a thirty continuing weekends course on different subjects depending on the number of applicants. This course totals 180 hours. The nationwide external examination is required for the applicants at the end of the course program.

3. **Postal Correspondence Program**: The program
is offered for teachers who cannot attend the summer and the weekend program. A nationwide examination is conducted annually.

(4) **Self-Study:** Applicants may study on their own for the annual nationwide examinations given on different subjects and levels.

The In-Service Training Division has functioned to aid primary and secondary school teachers to upgrade their academic and professional status. Unqualified teachers have been eliminated and the number of teaching certificates holders has been increased. The Tables below showing the number of applicants and those who succeeded in the In-Service Training Program will give a better understanding of the responsibility of the Division.

**Teachers Colleges**

In order to accomplish the basic aims of teacher education, the DTT discharge its responsibility through thirty-six teachers colleges throughout the country. The main function and responsibility of the thirty-six teachers colleges is to train teacher students in three levels: the PKS, the PKSS and the KB. The PKS and the PKSS programs are offered in most of the thirty-six teachers colleges throughout the country in both regular and twilight sessions, while the KB program is offered in seventeen teachers colleges in only regular sessions. Besides, the
## TABLE 13

STATISTICS OF IN-SERVICE TRAINING PROGRAM 1947-1969

<table>
<thead>
<tr>
<th>level</th>
<th>1947 Taken Exam</th>
<th>Passed</th>
<th>Taken Exam</th>
<th>Passed</th>
<th>1969 Taken Exam</th>
<th>Passed</th>
</tr>
</thead>
<tbody>
<tr>
<td>KM</td>
<td>33,212</td>
<td>4,576</td>
<td>46,142</td>
<td>13,084</td>
<td>(Ended in 1961)</td>
<td></td>
</tr>
<tr>
<td>PKS</td>
<td>(Beginning in 1962)</td>
<td>68,728</td>
<td>17,536</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PP</td>
<td>4,754</td>
<td>358</td>
<td>37,262</td>
<td>11,125</td>
<td>(Ended in 1961)</td>
<td></td>
</tr>
<tr>
<td>PM</td>
<td>1,150</td>
<td>245</td>
<td>18,553</td>
<td>5,038</td>
<td>65,364</td>
<td>25,367</td>
</tr>
<tr>
<td>Total</td>
<td>39,116</td>
<td>5,179</td>
<td>101,957</td>
<td>29,247</td>
<td>134,092</td>
<td>42,903</td>
</tr>
</tbody>
</table>

Developed from: Department of Teacher Training, Phonghan Krobrhob Sibhok Pee Khong Krom Karn Fuekhat Kru (Sixteen Years Work Results of the Department of Teacher Training) (Bangkok: Kurusapa Press, 1970), p. 131
### TABLE 14

**STATISTICS OF IN-SERVICE TRAINING PROGRAM 1972**

<table>
<thead>
<tr>
<th>Level</th>
<th>SS</th>
<th>CWC</th>
<th>PC</th>
<th>ST</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Taken Exam</td>
<td>Passed</td>
<td>Taken Exam</td>
<td>Passed</td>
<td>Taken Exam</td>
</tr>
<tr>
<td>PKS</td>
<td>13,155</td>
<td>8,648</td>
<td>2,500</td>
<td>1,011</td>
<td>546</td>
</tr>
<tr>
<td>PM</td>
<td>16,901</td>
<td>13,311</td>
<td>3,052</td>
<td>1,481</td>
<td>977</td>
</tr>
<tr>
<td>Total</td>
<td>30,056</td>
<td>21,959</td>
<td>7,552</td>
<td>2,492</td>
<td>1,523</td>
</tr>
</tbody>
</table>

SS: Summer Session  
CWC: Continuing Weekend Course  
PC: Postal Course  
ST: Self Study

Developed from: Department of Teacher Training, Its Work and Organization 1973  
teachers colleges also train the in-service teachers of both government and private schools throughout the country at the level of PKS and PM.

The administration of teachers college is headed by the Director and it is composed of Department's Chairman, Dean of Business Affairs, Dean of Student Affairs, Dean of Instruction and Faculty Senate. Since the Teachers College Act of 1975 has been decreed, the seventeen teachers colleges offering the KB program have adopted the administrative reorganization; the teacher college's Director has been promoted to Rector and Departments Chairman to academic Faculties Deans. The following charts and tables will illustrate the work of teachers colleges under the DTT:

Special Programs

In Thailand, there has been a long standing awareness of the role that education can exercise in national development. Educational policy makers have become increasingly concerned with the development and improvement of rural communities, and realize that education can have a considerable potential effect in this respect. Rural development is important to Thailand since eighty-five per cent of the population live in rural areas with poor standards of living, lack of medicine, good food, clothing, housing, and education. The DTT deals directly with
ORGANIZATIONAL STRUCTURE OF A TYPICAL TEACHERS COLLEGES (19)*

* 19 teachers colleges which offers the PKS and PKSS programs.

ORGANIZATIONAL STRUCTURE OF A TYPICAL TEACHERS COLLEGES (17)*

* 17 teachers colleges which offers the PKS, PKSS and KB programs (begin in 1975)
TABLE 15
TOTAL ENROLLMENT OF REGULAR AND TWILIGHT PROGRAM IN 1976

<table>
<thead>
<tr>
<th>Level</th>
<th>Regular</th>
<th>Twilight</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>PKS</td>
<td>44,156</td>
<td>27,477</td>
<td>71,633</td>
</tr>
<tr>
<td>PKSS</td>
<td>26,331</td>
<td>23,712</td>
<td>50,043</td>
</tr>
<tr>
<td>KB</td>
<td>2,022</td>
<td>-</td>
<td>2,022</td>
</tr>
<tr>
<td>Total</td>
<td>72,509</td>
<td>51,189</td>
<td>123,698</td>
</tr>
</tbody>
</table>

TABLE 16

THE ENROLLMENT OF REGULAR AND TWILIGHT PROGRAMS OF 36 TEACHERS COLLEGES IN 1976

<table>
<thead>
<tr>
<th>Educational Region</th>
<th>Name of Teachers College</th>
<th>PKS Regular</th>
<th>PKSS Regular</th>
<th>PKS Twilight</th>
<th>PKSS Twilight</th>
<th>KB Regular</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Chankasem</td>
<td>1,491</td>
<td>967</td>
<td>1,397</td>
<td>1,625</td>
<td>161</td>
<td>5,641</td>
</tr>
<tr>
<td></td>
<td>Ban Somdej</td>
<td>1,519</td>
<td>1,287</td>
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<th>PKSS Regular</th>
<th>Twilight</th>
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<td>616</td>
<td>840</td>
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TABLE 18

TEACHERS COLLEGES CAPACITY FROM 1973-1975

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<th>Year</th>
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<td>Classroom: Student</td>
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training of teachers for primary education in the rural areas, and it is concerned with rural life and development. In attempting to improve rural education, the DTT worked to develop meaningful educational programs for the rural communities. The descriptions of some programs follow:

(1) Rural Teacher Training Program

The program was first experimented on in 1956 at Ubol Teacher Training School in the northeastern province. Following its success, the program was extended to teacher training institutions in other provinces in the north and south as well as the central part of the country. By 1976, all teacher training institutions had adopted the principles of the program with very satisfactory results.

The aims of the program are to transform rural elementary schools into community schools and to raise the standard of living in rural communities. The student teachers are trained to be both educational and community leaders. After graduation they should be able not only to give the school children a good education but also to guide the adult members of the community in raising their living standards.

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9 Bhunthin Attakorn, pp. 62-63.
The main idea of this program is to give second year student teachers teaching and working experiences by spending three months in a rural elementary school. Before student teachers are sent into the field, they attend an orientation course organized by their teacher training institution, so that they may learn the main purpose of their work and may prepare necessary instructional and community work materials to take along with them. They are divided into groups ranging from five to ten; and each group is assigned to a certain village. They stay in the village in a student hostel either built free for them by the villagers or rented by their institution. They pay for their own meals and run this house and its yard as a model home to the villagers. They usually teach between half and three-fourths of a day and devote the rest of the day to school and community improvement.

The Rural Teacher Education Program is concerned with improving the following: 10

(1) **The School**: Student-teachers may carry out the following activities:

(1) Improving teaching methods.

(2) Introducing the use of teaching aids.

(3) Improving classroom organization and facilities to meet health standard.

---

(4) Helping to landscape the school playground and to promote its natural beauty.

(5) Improving the school's agricultural program suitable to the community needs; e.g. building animal pens and introducing simple animal husbandry.

(6) Helping the school in its administrative duties including planning and delegating certain responsibilities.

(7) Improving the school's health and nutrition programs involving school lunch, drinking water, toilet facilities and general cleanliness and sanitation.

(2) The Community: Student teachers may participate in the following activities:

(1) Improving roads, or assisting in a general civic plan for the village.

(2) Improving general public health and cleanliness including toilet facilities, ground and fences.

(3) Diging wells for public use.

(4) Remodeling one sample house to serve as a model home.

(5) Providing recreation for the villagers by setting up a village library, or publishing a village newspaper.

(6) Helping to set up committees for the improvement of the village as a whole.
(7) Giving advice and suggestions on agriculture, animal husbandry, food preservation, etc.

Mr. Bhunthin Attakorn, the former Director-General of the DTT, commented on the importance of the program as follows:

An important aspect of the rural teacher education program is the stipulation that the teacher training institutions keep in constant touch with the participating rural schools and villages in their respective areas. Professional guidance, advice, and services are given by the teacher training institutions. In this way new techniques, skills and ideas flow into the rural schools and communities and provide them with the means to improve themselves. The instructional programs, teaching devices, and physical conditions of the schools have been improved. The teacher training institutions are, then, serving as the educational centers for the participating rural schools and communities, and at the same time learning about the needs and problems of rural schools and communities.\(^1\)

(2) Head Start Project

The project started in 1967-68 at La-or Utit Kindergarten School of the Suan Dusit Teachers College, as the training center for the project participants. The project focused on the rural children who are deprived of care, attention and appropriate experiences, and the importance of physical, intellectual, and emotional development of the pre-school child.

The aims of the project may be summarized as follows:

(1) To provide an opportunity for better development of the children living in a rural community before their formal education.

(2) To encourage the community to involve and participate in the program, and to make the community realize the importance of the program.

Each teacher training institution selects an appropriate village pre-school center to be a demonstration or laboratory school. The teachers with special training conduct the project, with the aides and support from the village. The programs include the joint effort of teacher colleges, village schools, education officers, abbots, village chiefs and villagers. Educational supervisors of the DTT serve as the co-ordinators and conduct follow-up programs. Assistance in the form of educational materials and transportation vehicles were also received from the UNICEF. As a result the project has been extended to more schools. In 1972, there were 63 schools and 1,883 children involved in the project. The Head Start was successful in rural development, for there was no kindergarten education offered in the rural communities. The Head Start Program made the training of rural pre-school children possible.

(3) Teacher Training CUM Education Extension Project

The project calls for extension services to be
provided by teachers colleges to meet the demands for educational modernization. The aims of the project are as follows:12

(1) To provide co-operation among the teachers colleges in the same region or geographical area in the professional fields.

(2) To improve and develop the system of student teaching and the methods of teaching appropriate to local conditions.

(3) To develop each teachers college into a center whereby professional guidance and leadership can be offered to local schools.

The project was started in 1969 at Mahasarakarm Teachers College, and was extended to Nakorn Rajasima, Ubol Rajthanee and Sakon Nakorn Teachers Colleges of the northeast region within three years. In 1972, the Udorn Thanee, Nakorn Sawan and Lopburi Teachers Colleges joined the project operation.

The teachers colleges taking part in the project were equipped with teaching aids, libraries and transportation to aid rural elementary schools chosen. A series of seminars was held for project participants. The DTT had received cooperation from UNESCO and UNICEF in the form of technical assistance and supplementary funds.

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12 The Department of Teacher Training, pp. 13-14.
(4) Teacher Training for the Hill Tribes Project

The project was first started at Chombueng Teachers College in 1954. Hill tribe students who graduated from grade 7 were admitted to the five years training program leading to the PKS. All the hill tribe students received grants with the obligation of returning to teach in their home areas after graduation.

The aims of the project may be summarized as follows:

(1) To develop courses of study for prospective teachers in hill tribe schools.

(2) To prepare teachers for hill tribe schools by recruiting hill tribe students who have already received necessary basic education.

The project achieved successful results. By 1970 hill tribe students had received sixty grants to a special teacher training program at Chombueng Teachers College and seven hill tribe students had participated in the two years program leading to the PKS at Chiengmai Teachers College.13

(5) Teacher Training for Community School

The project started at Pitsanuloke and Sukhothai Teachers College in 1976. It is piloted in 8 community schools for a duration of 3 years.

The aims of the project are stated as follows:  

1. To encourage the teachers colleges to act as an educational center for school and community.
2. To train teachers according to the community school's needs.
3. To educate teachers and provide nonformal education.
4. To recruit all available resources both in college and community for the most effective teacher training program corresponding to community school requirements.
5. To cultivate and promote a fundamentally democratic way of life in the community.

The steps involved in the project are

1. Student teachers registered for student teaching for three months reside in the community school.
2. Supervising teachers work closely with the student teachers helping to solve problems encountered.
3. The project to be implemented with cooperation from other official agents and community.
4. Evaluation to take place at the end of every three months period.

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14 The Department of Teacher Training, An Introduction to the DTT 1976, p. 24.
15 Ibid.
(6) **Student Teaching in Student's Hometown**

The Songkhla Teachers College started the project in 1976 by providing students to teach in their hometown. The project received cooperation from the provincial government of Songkhla in the form of providing schools for training and provincial supervisory unit assisting in supervision and evaluation.

The aims of the project are

1. To satisfy the policy of the provincial government of Songkhla.
2. To have student teaching in the location of prospective jobs.
3. To prepare provincial scholarship students to be ready and able to live in the community.
4. To evaluate students' performance by first-hand data.\(^\text{16}\)

It is hoped that this project will give information for future operation in the other teachers colleges.

(7) **College on the Air**

The project was started in 1976 at Sakon Nakorn Teachers College. The aims of the project are as follows:\(^\text{17}\)

1. To encourage people in remote areas to become aware of service and help from various agents

\(^{16}\)Department of Teacher Training, p. 26.

\(^{17}\)Ibid., p. 23.
concerned in development programs as well as to change their attitude toward those agents.

(2) To provide knowledge and understanding about innovation for country living, including education, politics and general facts.

(3) To provide communication between the Teachers College and responsible people in the community.

The project will concentrate on four areas of knowledge as follows:  

(1) **Careers**: Agriculture, home economics, art, and handicrafts.

(2) **Politics and Government**: covering various types of government, law for country people, rights and duties.

(3) **General Knowledge**: such as economics, culture, civic responsibility and morals.

(4) **Education**: especially on movements and trends.

It is hoped that the rural people in Sakon Nakorn who live near the border of Laos, and the neighbour provinces will gain some knowledge and are aware of innovation.

The DTT is one of the eight departments under the Ministry of Education. The purposes of the DTT are to train prospective elementary and secondary teachers needed.

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18 Department of Teacher Training, p. 23.
by the general education system, and to improve Thai teacher education. The organization of the Department is divided into 8 division: Office of the Departmental Secretary, Personnel and Administrative Division, Financial Division, In-Service Training Division, Teacher Training Division, Supervisory Unit and the Teachers Colleges. The Department's form of administration is centralized by the Director-General assisted by Deputy Director-General in Academic Affairs and Deputy Director-General in Business Affairs.

The teachers colleges have direct responsibility of training the PKS, PKSS and KB teachers, and training of PKS and PM in-service teachers from the vast majority of governmental and private school. Besides the training of teachers in teachers colleges, the DTT is attempting to create many outstanding special education programs, with the purpose of improving education in the rural areas and improving rural communities' living.

The Department is responsible for teacher educational policy and teacher education curriculum in accordance with the social, economic and political of the nation. The discharge of responsibility through thirty-six teachers colleges are made directly from the Department in Bangkok. In Chapter VII the relationship of the DTT to teachers colleges and the curriculum of teacher education will be discussed.
CHAPTER VII

RELATIONSHIP OF THE DEPARTMENT OF TEACHERS COLLEGES AND THE CURRICULUM OF TEACHER EDUCATION

Relationship of the Department to Teachers Colleges

As indicated in the preceding chapters, the Department of Teacher Training is responsible for establishing educational policy according to the national demand for teachers. The educational policy, its objectives and tasks are carried on by thirty-six teachers colleges.

Centralization and Control of the DTT

Teachers Colleges: The administration of the teachers colleges is centralized and controlled by the Department in Bangkok. The Teacher Training Council, under the management of the DTT, has the power and responsibility for the general management of the teachers colleges as follows:¹

1. To issue rules and regulations for Teachers Colleges, to stipulate qualifications and pre-requisites for applicants seeking admission to a teachers college and

also to set forth the administrative structure of teachers colleges;

(2) To effect ways and means of promoting training and research in teachers colleges;

(3) To approve curricula;

(4) To approve the granting of degrees, diplomas and certificates;

(5) To make recommendation pertaining to education, teacher training, and any other educational issues considered appropriate by the Ministry of Education;

(6) To review the establishment, the amalgamation and the dissolution of faculties and departments;

(7) To review the establishment of teachers colleges and the upgrading of teacher training institutions;

(8) To review the appointment, transfer and removal of the Rector, Deputy Rector, Head of Rector Office, Deputy Head of Rector's Office, Head of Department, Assistant Professor or Associate Professor;

(9) To set forth the regulations on the allocation of budgets and assets of teachers colleges;

(10) To establish committee to give advice and recommendations regarding the management of teachers colleges.
The Teacher Training Council consists of: 2

(1) The Council Chairman, who is the Under-Secretary of the Ministry of Education by ex officio appointment;

(2) The Vice Council Chairman, who is the Director-General of the DTT by ex officio appointment;

(3) The Council members, who are the Director-General of the Department of Vocational Education and the Department of Educational Techniques, the representative of the Bureau of State Universities, the Deputy Director-General for Academic Affairs of the DTT, and the Chief of Teacher Training Division by virtue ex officio;

(4) No more than six council members may be elected from rectors;

(5) No more than six council members may be elected from the regular teaching staff;

(6) No more than six distinguished council members may be appointed from non-civil servants by royal decree at the recommendation of the Chairman, the Vice Chairman, and Council Members mentioned in (3), (4) and (5).

The Deputy Director-General for Academic Affairs of the DTT serves as the Secretary of the Council, the Chief of the Division of the Teacher Training as the Assistant Secretary of the Council. It should be noted that the DTT

2Ibid., pp. 29-30.
is responsible for the management of the council. (see Chart 15)

All works and project planning of the DTT are centrally formulated and evaluated according to the aims and objectives of the DTT as well as the Ministry of Education, by the Division of Planning in Bangkok. The Division is centralized in planning and preparing the annual budget and capital outlay of the teachers colleges. The location, size, building designs and construction of the teachers colleges appropriate to the needs and requirements of local conditions, are designed by the Division with the cooperation of the Division of Design and Construction in the Department of Vocational Education, and procured by the Division of Teacher Training. The Division also procures teaching facility supplies, equipment, and furniture for the teachers colleges, and is responsible for colleges' enlargement or merging. Table 19 will give some idea of the results of the work planned by the DTT in Bangkok.

Teaching Staff: From the Department's survey of teaching staff of the DTT in 1976, there were 4,506 teaching personnel involved in the training of teachers in thirty-six teachers colleges throughout Thailand. The

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3Department of Teacher Training, Nhathee Gnan Lae Krongkarn Khong Krom Karn Fuekhat Kru, pp. 31-32.
CHART 15
FUNCTIONAL STRUCTURE OF
THE TEACHER TRAINING COUNCIL

COUNCIL CHAIRMAN
The Under Secretary of the Ministry of Education

VICE COUNCIL CHAIRMAN
The Director-General of the Department of Teacher Training

COUNCIL MEMBERS

SECRETARY OF THE COUNCIL
The Deputy-Director-General for Academic Affairs of the DTT

ASSISTANT SECRETARY OF THE COUNCIL
The Chief of the Division of Teacher Training

RECTORS

STAFF

TABLE 19
TEACHERS COLLEGES, LOCATION, YEAR OF ESTABLISHMENT AND LAND

<table>
<thead>
<tr>
<th>Education Region</th>
<th>Name of Teachers College</th>
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<td>89</td>
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<td>Provinces</td>
<td>Year of Establishment</td>
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<td>Chachoengsao</td>
<td>1940</td>
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<td></td>
<td>Chantaburi</td>
<td>Chantaburi</td>
<td>1972</td>
<td>688</td>
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</table>

DTT seeks to recruit qualified teaching personnel and to add to the teaching staffs every year. Recruiting and allocating of teaching personnel for the teachers colleges are done by the Division of Personnel and Administration of the DTT in Bangkok. The Division organized the examination and evaluation of the teaching personnel applicants and the allocation is done according to the applicants' specialization, examination results, and willingness to work in the specified area. A probationary period of six to twelve months is required before appointment is confirmed.

The requests for transfer of college, retirement, post study, and disciplinary actions are processed by the Division. It is the policy of the DTT to promote qualified personnel. Scholarships from the Department and international agencies are granted each year to improve the qualifications of personnel. Study leaves in the country and abroad have been supported, by paying full salary during the year of sabbatical leave. The individuals who are granted study leaves are obligated to work for the DTT for a period which is double the length of the leave. It should be noted that retirement of the Thai official or civil servant is at the age of 60. After retirement, a monthly pension is paid which is calculated on the basis of salary and length of service. Officials may be dismissed for misbehaviour.
Teaching officials may receive grade promotion according to their merit, position and salary. The grade promotion examination is organized every year for the DTT's officials, by the Division of Personnel and Administration in Bangkok.

Aside from recruiting and allocating teaching staffs to the teachers colleges, the Division of Personnel and Administration is also responsible for the placement of foreign personnel who may be assisting the DTT. It should be noted that the VSO (Vocational Service Overseas) of England has provided assistance in the teaching of English to students and teaching staffs since 1958, the CUSO (Canadian University Service Overseas) since 1966 and PCV (Peace Corps Volunteer) since 1959. Also, the British Council has provided such assistance.

Students

Regular Students

Admision of Students: Admision of students to the teachers colleges is done in accordance with the demand for teachers. The National Entrance Examination is organized by the Division of Teacher Training of the DTT in Bangkok. The examination questions taken by the applicants from teachers colleges in each province are sent for analysis to the committee of the Division. The

4Department of Teacher Training, Phongnan Krobrhob Sibhok Pee Khong Krom Karn Fuekhat Kru, p. 184.
examination results are sent back to the teachers colleges and provinces.

The DTT recognized the problem of the teacher shortage in the rural and remote areas, and expressed its concern as follows:

... At the present time the DTT produce tremendous number of teachers, but noticeably most of the teachers the DTT produced are packed in Bangkok and in other cities. The rural and remote area still lack many teachers. Teachers did not want to spend their teaching career in the remote areas or in the areas which were not their home town. To solve this problem, the DTT has a policy of giving more opportunities to students in the rural and remote areas to receive teacher training, so they can teach and develop their home region. The problems of transfer of teachers, commuting, and housing can also be reduced. 5

In order to promote the policy of equal educational opportunity, the DTT provides students in the rural areas with the same opportunities as urban students. Students are admitted to the PKS and PKSS programs according to their home region and the total population count of that region. It should be noted that thirty-six teachers colleges offer the PKS program, twenty-nine teachers colleges offer the PKSS program, and the KB program is

5Department of Teacher Training, Karnrub Bhukkon Khao-sueksa Lae Fuekobrom Nai Withayalai Kru (Student Admission to Teacher Training in the Teachers College) (Bangkok: Department of Teacher Training, 1975.) (Mimeographed.)
offered in only seventeen teachers colleges. Because of
the limited opportunity for the KB program, the DTT
assigned each teachers college to admit students regardless
of their regions. For the admission of students to the
PKS and PKSS program, the DTT assigned each teachers
college in the province and its provincial council to
recruit the number of teachers needed in each district,
municipality, and sanitation in accordance with the total
population, and the number of students given by the DTT.
It should be noted that students in the nearby Samutprakarn and Nonthaburi provinces
are admitted to the neighboring Bangkok teachers colleges.

All the applicants must take the National Entrance Examina-
tion administered by the DTT and the evaluation is made by
the committee of the Division of Teacher Training of the
DTT. The results of the examination are sent to the
colleges and the provinces. The following table indicates
the provinces for which the teachers colleges have the
responsibility of teacher training, the number of students admitted, and the population of the provinces.

Twilight Students: In accordance with the National
Economic and Social Development Plan, the DTT set up
training programs in the evening to increase the number of
students in accordance with the provinces given by the DTT. The results of the examination are sent to the
colleges and the provinces. The following table indicates
the provinces for which the teachers colleges have the
responsibility of teacher training, the number of students admitted, and the population of the provinces.

6 Ibid., pp. 4-9.
# TABLE 20

**DESIGNATED PROVINCES IN ADMISSION OF STUDENTS OF THE TEACHERS COLLEGES UNDER THE DTT**

<table>
<thead>
<tr>
<th>No.</th>
<th>Name of Teachers College</th>
<th>Designated Provinces</th>
<th>Population</th>
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<td>5</td>
<td>Pranakorn</td>
<td></td>
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<td>6</td>
<td>Thonburi</td>
<td></td>
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<td>Nakornpathom Samutakorn</td>
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Source: Department of Teacher Training, Karmrub Bhukkon Khaosueksa Lae Fuekobrom Nai Withayalai Kru (Student Admission to Teacher Training in the Teachers College) (Bangkok: Department of Teacher Training, 1975), pp. 10-13. (Mimeographed.)
teachers and to meet the national demand. The twilight program was begun in 1968 at Ban Somdej Chao Phya Teachers College. By 1976, the program had spread to most of the teachers colleges in Thailand. The total enrollment of all twilight students in 1976 was 67,315. Admission of twilight students to the teacher training institutions was by entrance examination organized by the examination committee of each college. The twilight program of PKS and PKSS follows the uniform program of the PKS and PKSS of the DTT.

**In-Service Teacher Students:** The Division of In-Service Training in the DTT has direct responsibility and control in the training of the vast majority of in-service teachers in the governmental and private schools throughout Thailand, with the cooperation of the teachers colleges and Kurusapa. The in-service teachers apply for the in-service training at Kurusapa. Teachers colleges are responsible for teaching activities in accordance with instructional program control by the Division. The external examination organized by the committee under the Division of In-Service Training is held nationwide every year.

**Grants and Scholarships**

The DTT has long recognized the financial problem of students in teacher preparation programs. Grants and scholarships funds are raised and supported by the agencies
and private sectors, and awarded to a number of students in teachers colleges. In 1964, the DTT established the Teacher Training Assistance Foundation (Chaw Phaw Kaw) to give grants and scholarships to teacher students under the DTT. The foundation was administered by a committee comprised of officials of the DTT. The policy of the foundation is to give grants and scholarships to teacher students who have outstanding academic records, are in financial need, and have a strong intention to be a good teacher. The DTT gives the right of selecting grant and scholarship students to each college, in accordance with the Foundation's policy. By 1970, the Foundation had awarded 160 grants and scholarships to teacher students. Aside from the grants and scholarships of the DTT's Foundation, the Provincial Administration Organization awards grants yearly to teacher students based on their academic records, financial programs and intention to teach in the rural or remote areas after graduation. Each teachers college selects students to receive the Provincial Administration Organization's grants every year. Funds from the local private sectors are also raised by teachers colleges and awarded to teacher students.

Rules and Regulations

Students enrolled in teacher preparation programs under the DTT are required to exhibit proper behaviour, dress, and language. All teacher education students must
follow the Ministry of Education regulations of 1972. Male students are not allowed to have long hair, to smoke, or to use alcohol and drugs. They are not allowed to gamble or appear in night clubs. Female students are not allowed to wear short skirts and make up. Smoking, alcohol, and drugs are prohibited to female students enrolled in teacher training programs.7

Punishments, according to the Regulation of the Ministry of Education 1972, range from warning, spanking, probation, or temporary dismissal from school.8 These rules and regulations also apply to the twilight students and students of governmental schools under the Ministry of Education as well as private school students.

**Certification**

All Certificates of Education awarded to the students who have graduated from both regular, twilight, or in-service training programs are issued by the Division of the In-Service Training of the DTT. The PKS, PKSS and KB students receive the Certificates or Degrees in annual Commencements held by each teachers college. The in-service training graduates receive the PKS Certificate or the PM 8

7 Department of Teacher Training, Rhueng Nharu Khong Krom Karn Fuekhat Kru 2515 (Things To Know of the Department of Teacher Training 1972) (Bangkok: Kurusapa Press, 1972).

8 Ibid.
Diploma from the Division of In-Service Training in Bangkok or by mail.

**School Calendar**

The school calendar of the teachers colleges is uniform throughout Thailand. All teacher training institutions administered by the DTT operate the school according to the uniform school calendar prepared by the DTT.

**Textbooks**

The Supervisory Unit of the DTT is responsible for textbooks, teaching guides, and manuals used in the teacher training program. The purpose is to promote and improve the quality of teaching and learning. Textbooks selected and approved by the Unit are prescribed by the teachers colleges. Teaching officials are encouraged and supported by each teachers college and the Supervisory Unit in writing textbooks.

**Relationship of the Department to the Curriculum of Teacher Education**

**Centralization and Control of the DTT**

The DTT is responsible for establishing uniform teacher training program for teacher education. The system of administration is a centralized one by which the DTT has developed a uniform teacher education curriculum for all programs of teacher preparation.

The KB program was introduced to the teacher training institution in 1974. The DTT had borrowed the B.Ed.
curriculum of Srinakarintr Wirote University, formerly the Prasanmitr College of Education and its branches. Using the temporary curriculum of the B.Ed. program of 1974-1975, a committee appointed by the DTT developed the curriculum of the B.Ed. program and also revised the curriculum of Certificate of Education and the Higher Certificate of Education. While the Teacher Training Council is responsible for approving the curriculum it should be noted that the B.Ed. curriculum has to follow the academic requirements established by the Bureau of State Universities.

Guidelines for Curriculum Planning of the Teacher Training Council under the DTT;

In developing the teacher training curriculum, the curriculum committee of the DTT had to consider the following factors which affect teacher training: socio-economic conditions in rural and urban areas; agricultural and industrial needs; the national economic plan; government and political institutions; cultural and religious institutions; changes in science, technology, and population patterns; changes of a cultural, philosophical, or ideological nature; educational theory and policy in relation to educational problems; general educational research and research specific to teacher training.
These guidelines are used in planning the teacher training curriculum and are designed intended to serve the real needs of Thai society.

**Objectives of the PKSS and KB Curriculum**

The teacher training curriculum of PKSS and KB aims to achieve the following objectives:

1. To encourage student teachers to improve their knowledge, ability and responsibility for a future career in the teaching profession.
2. To be conscientious and to serve as an example of attitudes which are accepted by society.
3. To maintain good personal habits, to be honest and industrious, and to adopt standards appropriate to the teaching profession.
4. To search for knowledge, to be creative, and to be aware of social problems; and to develop skills which are useful in solving problems.
5. To improve both physical and mental health for both the individual and the community as a whole.
6. To establish good working habits, with the correct degree of respect for others, and lack of selfishness.
7. To develop loyalty and confidence in the nation, religion, and the King for the benefit of national

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9Ibid., pp. 42-43.
security.

(8) To develop further the democratic way of life through attitudes and understanding of the country and government.

(9) To understand fully the national identity and culture of the Thai people, while at the same time developing an awareness of other cultures.

(10) To develop an attitude in which material programs is achieved with the proper use of scientific and technological aid but at the same time preserving the natural environment.

(11) To promote skills, attitudes and knowledge for a program of national, local, social and economic development.

Structure of the Curriculum of the PKSS and the KB Program

The curriculum of both PKSS and the KB program is designed to train teachers for two educational areas: an integrated primary and secondary education and an early childhood education. The curriculum covers two levels of teacher education: the PKSS, for which the minimum requirement is seventy credits and a minimum study period of four semesters, and the KB, for which the minimum requirement is sixty-five credits and a minimum study period of four semesters. The curriculum is divided into three
broad areas of study as follows: 10

**General Education:** consisting of divisions of languages, humanities, science, social sciences and practical education.

**Professional Training:** consisting of all education courses, including theory, principles, techniques, methods, and strategies, as well as actual teaching practice aimed at improving the efficiency of the teaching profession.

**Specialized Program:** this is designed for trainee teachers who wish to prepare for some branch of special education; it consists of subject areas, content materials, and details from other areas applicable to the specialization.

It should be noted that certain courses from each of these groups are offered to all students as elective courses.

The eighteen subjects offered for the major and minor study are: Thai, English, Geography, History, Physics, Chemistry, Biology, Physical Education, and Early Childhood Education. Broad field study is offered in four subjects: Social Studies, Science, General Science, Practical Arts. There are two subjects offered to minor study only: Islam and Handicrafts.

The curriculum is divided into two levels: the

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10 Ibid., p. 44.
PKSS or the Higher Certificate of Education, which is known as the lower level, and the KB or the Bachelor of Education which is known as the upper level. Each level is taken as a complete programme. Students who graduate will be ready and well-prepared to take up a career in teaching, or alternatively, to continue their education at the next upper level if they meet the requirements and regulations of entry.

Extra Curricular

Extra curricular activities have not been overlooked by the DTT. It is widely accepted that students learn outside the classroom as well as inside. Programs such as student council, athletics, clubs, and a variety of other social activities are promoted by the Supervisory Unit in Bangkok and by each of the teachers colleges. The extra curricular is designed not only to aid the students' intellectual development but to create wholesome, cultured, and well-rounded members of society.

Curriculum Structure of the In-Service Training Program

Each year non-qualified teachers, as well as teachers with lower qualifications, have an opportunity to upgrade their status through the various external examinations conducted by the DTT. A special curriculum on the Elementary Teacher Certificate (PKS) level as well as on the Secondary Teaching Certificate (PM) level is designed for
external examination purpose by the Supervisory Unit of the DTT.

Curriculum Structure of the PKS:

The curriculum of the in-service program on the PKS level is divided into three courses as follows: ¹¹

Courses A: consisting of Education and Thai. Both courses are the requirement for the in-service external examination.

Courses B: consisting of English, Mathematics, Science, and Social Studies. A candidate is required to select two courses from these choices for the examination.

Courses C: The candidate is required to select one course for the examination from the following courses: Arts, Music, Dramatic Arts, Handicrafts, Business, Agriculture, Industrial Arts, Home Economics, Library Science, Red Cross, Physical Education, Health Education and Kindergarten.

Curriculum Structure of the PM

The PM curriculum is divided into three courses as follows: ¹²

Course A: is a required course on Education.

¹¹Department of Teacher Training, Anutin Chaw Phaw Kay 2514 (The Diary of the Foundation of Educational Assistance to the Teachers College and the College of Education Students 1971), p. 37.

¹²Ibid.
Courses B: A candidate is required to select two courses from Thai, English, Mathematics, Science, and Social Studies.

Courses C: consisting of Arts, Library Science, Music, Dramatic Arts, and Physical Education. A candidate is required to select one of these courses for the external examination.

Candidates' Academic Pre-requisite: In order for candidates to qualify to sit for these external examinations, they must have the following pre-requisites:


PM: At least PKS Certificate or PP (Elementary Teaching Certificate, or its equivalent, or a degree or its equivalent.

Opportunities of the in-service external examination on both PKS and PM levels are provided by the DTT and Kurusapa, (Teachers Association) for those entitled to take the examination twice a year, that is, one after the summer in-service training program and another after the afternoon in-service training program.

The DTT is responsible for training teachers according to the national demand. Its responsibility and tasks,
are carried on by all thirty-six teacher training institutions. The administration of teachers colleges is centralized and controlled by the DTT in Bangkok. Teacher institutions have been given some autonomy to accomplish their tasks, but a majority of the important matters depend on the Department for their final resolution. The centralization and control of the DTT include recruitment, transfer, tenure approval, grade promotion, post-study and granting scholarships; finances and budgeting allocations, textbooks, rules and regulations, certification and school calendar. Curriculum of teacher education is designed by the committee of the DTT. The Teacher Training Council reviewed and approved it for the uniformity of teacher education to all teachers colleges. Both regular and twilight students follow the same curriculum of PKS, PKSS and KB programs. The in-service teachers follow the special curriculum designed for external examination purposed by the Supervisory Unit of the DTT. Chapter VIII will examine the problems and issues in teacher education related to the Department.
CHAPTER VIII

PROBLEMS AND ISSUES IN TEACHER EDUCATION

Chapter VIII will examine selected problems and issues that faced teacher education in the DTT between 1954 and 1976. The historical development of Thai teacher education was set forth in Chapters III through Chapter V; Chapter VI discussed the present function, purposes and structure of the DTT. The relationship between this Department and its teacher colleges and their curricula for teacher education was discussed in Chapter VII. These topics have been used as a basis for identification of problems and issues. Problems and issues will be carefully presented and discussed in the light of research, studies, reports and professional experiences of the author. Recommendations related to these problems and issues will be provided and discussed after each problem area.

Problem of Administration

Central power for the administration of education at all levels in Thailand has long been centralized in the Ministry of Education in Bangkok. The DTT has long centralized the teacher training institutions in the Ministry of Education. Since the small number of teacher training
institutions had limited enrollments and small teaching staffs at their beginning, it was advantageous to have a centralized system of administration in the DTT. The administration of the DTT in Bangkok was able to supervise educational programs rather closely and effectively. Since Thailand's population has rapidly increased from 34 million in 1968 to 43 million in 1975, the Thai school system at all levels now has a much greater responsibility for educating all young people. The annual growth rate has jumped from 1.9 in 1955 to approximately 3.3 in 1976.

The DTT was established in 1954, with direct responsibility for the training of teachers for the general educational system of Thailand. Since the demand for teachers has increased, and there has been a significant growth in the educational budget in 1965, the DTT had expanded its teacher training programs, the number of teacher colleges, and their teaching staffs. In 1955 the twilight programs were established in the College of Education for B.Ed. degree and programs for the PKS and the PKSS were established in 1968 to award a Certificate of Education (PKS) and Higher Certificate of Education (PKSS) in the teacher colleges. Student enrollment in Thai teacher colleges jumped from 6,074 in 1954 to 24,852 in 1968, while the teaching staff increased from 697 to 1,870. By 1975, there was a teaching staff of 4,462 involved in the training institutions between 1968 and 1970, as evidenced in
the Audrey Gray and Alton Straughen study, was 241.56 per cent for the PKS, and 246.96 per cent for the PKSS, 279.41 per cent for the B.Ed. and 228.31 per cent for the M.Ed..

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The DTT has also been successful in expanding the teacher training programs, increasing the number of campuses, and educational buildings as well as adding to the teaching facilities and student enrollment. However this rapid growth in enrollment and the expansion of programs and campuses has enlarged the whole DTT structure. This growth had lead to a rising number of problems. For example, it is more difficult for administrative departments in Bangkok to advise and to supervise effectively the programs in the various teacher colleges because the centralized system of administration under DTT control includes all thirty-six teacher colleges and all the training programs.

The Problem of Administrative Freedom of Teacher Colleges:

The rapid growth in the enrollment of the teacher colleges and the expansion of programs has lead to the employment of additional teaching personnel. Each college has had to assume added educational activities and has experienced various complicated problems. The DTT has had more difficulties in dealing properly with the rising number

of problems since these colleges do not have the administrative freedom to deal with their own problems. All the teacher colleges are located in different parts of Thailand where regions differ. The problems of each college need to be carefully studied individually and solved in a manner relevant to local conditions. Many problems need immediate attention from the administrative department in Bangkok. Often ineffective and the sometimes slow responses from the DTT are likely to produce inefficient work in the colleges. Teacher colleges had no DTT delegation to coordinate, inspect, and evaluate the work of teacher colleges. The Rector of each college has to conduct its own teacher training work according to program designed by the national office in Bangkok. If the DTT generally coordinated, inspected, and evaluated as well as encouraged and supported the training programs of the teacher colleges instead of being specifically involved in solving the greater number of the college problems, it could put the local college administrators in the position of leading their college and teacher training programs toward attaining their full potential.

Recommendations:

(1) The DTT should decentralize its power by allowing teachers colleges to solve their own internal problems. More freedom, responsibility and autonomy should be granted to the teachers college administrators, so that they will
be self-confident in leading their colleges as effective training institutions instead of being utterly dependent upon the DTT to solve most of the problems.

(2) The DTT should play the important role of coordinator, inspector and evaluator of all teacher training programs in the thirty-six teacher colleges in its control. These should be supported and encouraged as well.

Problems of Recruitment, Allocation and Transfer of Teaching Staff of the Teacher Colleges:

The recruitment, allocation and transfer to the teaching staff for these colleges is made directly by the DTT in Bangkok. Each year the DTT recruits instructors and allocates them to one of the teacher colleges throughout the country. Because of the keen competition, most of the candidates have to accept positions that were not their original expectation. Frequently, instructors will seek a transfer between colleges after one or two years of teaching. There are many reasons for these requests, such as being closer to their home town or to the province where their spouse works, etc. This transfer procedure is considered slow and stringent, especially getting a transfer to Bangkok. Many transfer seekers must make many trips to Bangkok to accelerate the process. This transfer process usually takes one to three years, depending upon the availability of positions in the area the instructor seeks. The problem regarding transfers often affects the quality
of teaching and causes an uncertainty of the class scheduling of particular subjects which also affects the quality of instruction. Each year many teachers colleges have to face the problem of receiving new instructors in fields different from their needs. There is no careful study by the DTT's personnel division in regard to the supply of candidates with the demand for specialized instructors needed in each college; and there is no close contact or participation of the college administrators with the DTT's personnel staff in regard to the allocation of teaching staff. The concept of the DTT's recruitment and allocation of the teaching staff to the teachers colleges was good in terms of maintaining some quality standards but not in terms of preventing conflict and confusion in the positioning of inappropriate allocation and transfer of teaching staffs.

Recommendations:

(1) The DTT should allow the administrators or representatives of each teachers college to participate in the recruitment and allocation process to decrease conflicts and the inappropriate assignment of the teaching staff. The number of teaching staff and fields of specialization needed by each teachers college should be carefully studied. The applicants should be allowed to agree to their assignments before admission to the examination process.
(2) Cases of transfer should be carefully studied according to the need and necessity of the instructor. The determination of transfer requests by the DTT should be made quickly to avoid confusing the instructor and to avoid distracting him or her from their work. The transfer process within the teacher colleges of the DTT, as well as teaching staff from other departments, should be made as quickly as possible. Transfers should be made at the end of academic year so that instructors can complete their teaching assignment and begin a new one.

(3) The DTT should give an orientation of the aim, structure and function of the DTT as well as of the college, to the new teaching staffs so that they understand the Department, the college, and the proposed assignments. The designated administrator and teaching staffs from various teacher colleges should be invited to contribute from their experiences and comment on the actual working conditions during the orientation. The required attitude toward teaching profession and the responsibility to national development should be part of the program. Instructor guide handbooks on the DTT, the college and civil service rules and regulations should be given to the new instructors.

Problem of Freedom of Role of Teaching Staffs:

Many of the teaching staffs of the DTT are well qualified in comparison with the other educational institu-
tions. Their roles are limited to the task of teaching learning programs on their campuses. The development of their personal ability in teaching and their experimenting with innovations in teacher education often are not adequately encouraged by the DTT. Since most of the teacher colleges are located in provincial areas, they are considered an educational center and an important part of their communities. These teaching staffs are given opportunity and responsibility in educational development in rural and remote area schools as well as in community development.

The teaching staffs are limited in utilizing their ability and intelligence in participating in seminars, conferences and training on teacher education conducted by the Supervisory Unit of the DTT. Specific teaching officials are chosen to attend those academic activities. Scholarships for further study and educational field trips abroad are limited to specific officials identified by the DTT.

Recommendations:

(1) The DTT should give full responsibility to the teaching staff in using their personalized ability in the work of the college. Experimentation relating to teaching and teacher education of the teaching staff should be encouraged and supported by the DTT, so that the teacher training program will be challenged and the quality of teacher education will be improved.
(2) The teaching staff should be given opportunity to use their ideas, ability and talent in the development of community. The teaching staff should be allowed to educate the villagers in family planning, housekeeping, sanitation and agricultural knowledge. Villagers should be informed about the goals of national development and should be encouraged to participate in achieving national goals. This will facilitate the role of the teaching staff in providing educational services to the community and in contributing to national development.

(3) The teaching staff should be given equal opportunity to participate in the academic activities of the DTT. The selection of teaching officials chosen for further study and educational field trips in the country and abroad should be made by an examination open to all the teaching staff. Qualified and dedicated officials can improve the work of the colleges as well as teacher education.

Problem of Admission of Students:

Student admission to the regular teacher training program has been centralized by the DTT in Bangkok. Each teacher college accepts applicants who reside either in the province and nearby provinces assigned by the DTT, and who meet the entrance examination specified by the DTT. The idea of a national entrance examination by the DTT was good in terms of maintaining national standards. It is also convenient for the teacher colleges. However,
nationally standards do not promote equal educational opportunity. Students from the remote areas frequently have difficulty in passing the highly competitive national entrance examinations and are not admitted to the teacher training institutions. While this has caused a teacher shortage in the rural and remote areas, it has also resulted in a surplus and unemployment of teacher graduates in urban areas. The teacher graduates seldom take positions in remote areas for they are unwilling to live in villages lacking conveniences and facilities. The problems of equal educational opportunity and teacher shortage in the rural and remote areas was intended to be solved by changing the admission policy of students of the DTT in 1975. Decentralization of its responsibility for determining student admission was made and this responsibility was delegated to the teacher colleges and provincial educational councils. In the level of PKS, the DTT gave the enrollment capacity of each teacher college to the provincial educational council. The provincial council in cooperation with the district council and municipal council determined the number of applicants according to the need of teachers in each district. Within the district, the applicants are accepted according to their results on the National Entrance Examination of the DTT. In the admission of PKSS students the DTT gives the responsibility to the teachers college to choose 35 per cent of the candidates
from the PKS graduates; the remaining 65 per cent of the candidates are admitted according to the same process as is used for the PKS, arranged by the teacher college, provincial council, and district and municipal council. In the level of the KB, the DTT gave full responsibility in student admission to the teachers colleges. Each teachers college conducts its own entrance examination. Students are admitted without regard to district, province or region. The admission of students to KB program according to district needs for equal educational opportunity is not used at the present time, but the DTT plans to use it in the future. The decentralization of DTT power regarding student admissions may promote greater equality of educational opportunity and help to solve the teacher shortage in rural and remote areas. It also helps the teacher colleges to serve the local needs of the various communities. The following recommendations are designed to improve the admission of students by the DTT.

Recommendations:

(1) The DTT should serve as a coordinator to provincial council and teacher colleges in regard to the admission of students process.

(2) The DTT should serve as a consultant to teacher colleges in organizing their entrance examinations for the admission of students to the KB program. Training in tests and measurements by seminars, lectures, and workshops
should be provided to the entrance examination committee of each college so that the entrance examinations meet approved standards.

Problems of Allocation of Facilities, Equipment and Construction:

The DTT allocates facilities and equipment to teachers colleges. Unfortunately, much of the equipment is inappropriate and many of the facilities are unsuited to the actual needs. This problem is caused by a failure to study the conditions of each college and to provide for planning between the colleges and the DTT. Similar complaints were made by many teachers colleges regarding the construction of buildings, such as dormitories, meeting halls, and libraries. Since all college construction is planned by the Planning Division of the DTT, college staffs did not have the opportunity to share their opinions concerning particular construction needs; and the Rectors were not given the opportunity to share responsibility for planning construction.

Recommendations:
(1) The teaching staffs should be given the opportunity to share their opinions on facilities, equipment, and on planning of construction for the colleges. They should be encouraged to share experiences and to discuss problems with the rector of the college. Their opinions on facilities, equipment, and construction should be collected and
considered by the college rector.

(2) Each teacher college should be allowed to purchase its own teaching facilities and educational equipment, so that these items fit actual needs. The DTT should allocate a budget to each college according to its needs.

(3) The rector of each college should be allowed to work with the Planning Division in planning college construction. Opinions and ideas of the college staff and the rector should be considered by the Planning Division of the DTT, so that construction meets the specific needs of the college.

Problem of Curriculum

From the research report of the DTT and the National Education Council, "the Follow Up of the Teacher Training," on the PKS and PKSS in-service teachers in twelve provinces, it was revealed that the general and professional subjects required in the PKS and PKSS program were not adequate for actual teaching. It was noted that subjects the in-service teachers found very useful in teaching were Educational Psychology, Methods of Teaching and Child Development; and subjects that were found less useful were English, Home Economics, Library Science, Boy Scouting and Red Cross Education.  

The UNESCO report on teacher training in Thailand pointed out that the following were the problems of teacher training curriculum most commonly noted by Thai educators.3

1. The content does not support the stated aims.

2. It is too crowded, particularly in respect to the accumulation of mere information.

3. It is repetitive between simultaneous courses in different subjects, and at progressive levels in the same subjects.

4. There are too many superficial courses with no relationship to each other.

5. Major subjects are not studied in sufficient depth.

6. In education courses, the matter is often alien, not based on Thai facts or circumstances.

7. Courses in the methods of teaching are too generalized and abstract practically to equip young teachers with the arts of their profession.

8. The end product is not imbued with professional values or standards.

Thai educators strongly believed that the teacher education curriculum needs to be changed and improved. Mr. Bhunthin Attakorn, formerly the Director General of the DTT and Chairman of the Curriculum Revision Committee of Ministry of Education, agreed with the senior Thai educators. He stated that:

We have to improve the knowledge of the ones who will be teachers. Is the teacher training curriculum good enough? I think it is not good enough. We have to change the methods of learning and teaching in teacher training schools and colleges.4

Dr. Adul Vichienchareon, a prominent Thai educator, commented upon the limitations of the teaching-learning process as practiced in Thai schools. He pointed out that the four characteristics stressed in the Thai educational system are: teachers as the ultimate source of knowledge; learning through memory; copying examples; and strong central control over schools and curriculum. Statements from his article serve to summarize the situation:

The basis of the Thai educational system is the transmission of knowledge by a teacher in a classroom. . . the textbooks (have) the same information as that taught by the teacher. Therefore, the students need not read the textbook, since studying one's class notes is sufficient—provided the notes are well learned. . . In the Thai educational system. . . the methods are the same for all levels, elementary school to university. . . Students learn their lessons by heart. The lessons moreover, consist mostly of data treated as axioms to remember, facts and figures without analysis and interpretation. Thai education excludes arguing and instruction on the uses of arguments and reasoning as tools of gaining knowledge and discovering new things. History for example, is a collection of dates and places in which events occurred. Motives, causes, explanations are all absent from history learning. Examinations merely ingrain the process further by limiting themselves to the dates and events that occurred, not requiring students to use creative thinking powers. . . This emphasis on facts. . . prevents (them) from being

4Ibid., p. 209.
acquainted with the use of thought and reasoning. . . . The Thai educational system does not encourage students to use their brains. It passes on knowledge, but not wisdom. Even at university level it merely arranges a curriculum stressing a specific field and learning by memory.\textsuperscript{5}

Cole Brembreck, a noted comparative educator, has come to some of the same conclusions as Dr. Vichienchareon. Bremback's description of the Thai teaching-learning process follows:\textsuperscript{6}

... The teacher is dominant, the possessor and surveyor of knowledge. The student is submissive, dutifully taking notes and carefully remembering all that is said. The accent is on rote memory and the ability to give back exactly as it is given. The external examination is supreme and the end of education is to pass the examination in the first class.

Mr. Attakorn came to the same conclusion. He made the following points about teacher education:

1. How can we make the teacher talk less, or as little as possible?

2. Can we stop teachers from writing on the board and having students copy?

3. Can we decrease the number of hours in the classroom so that teachers can spend more time with community work or with people?

4. How can we have students know the national and esthetic values?

5. We teach too much theory and not enough practice.

\textsuperscript{5}Ibid., pp. 77-78.

6. I would like to have much educational research and study from research of others. We have to promote research.  

The DTT and the National Education Council's report noted that the PKS in-service teachers were rated lower than the PKSS's and the other in-service teachers by Thai educators on such items as faith in the teaching profession, interest in students, reliability in work, sacrifice for the profession, and behavior and personal conduct in their community. The result of this study was unlikely to support training of PKS teachers and recommended termination of the PKS training program. The PKSS and the KB training program should be emphasized instead.

In the Guidelines of Educational Reform for the Government in the Future, it was recommended that teachers improve in the following areas: improved command of knowledge, virtue, personality, human relations, and community responsibility. It was also suggested that in order to have qualified teachers, the teacher training curriculum of the DTT should be changed and improved from the lower certificate (PKS) and the higher certificate (PKSS) to the higher certificate PKSS) and Bachelor of Education


The problem in the teacher training curriculum which related to the quality of the teachers contributed to pressures for curricular revision. The extensive revision and change of teacher training curriculum occurred during the administration of Mr. Prasit Soontharothog from 1974 to 1976. An earlier curriculum revision had taken place in 1967 during the administration of Mr. Bhunthin Attakorn. The teacher training program of 1967 was extensively revised at the PKS and PKSS level and was extended from the PKSS to the Bachelor of Education (KB) in 1974. The new curriculum was inaugurated in 1976 along with the semester system. While the appointed committee was working on the new curriculum of the KB program during 1974-1975, the curriculum for the junior and senior students of Srinakrintr Wirote University (formerly College of Education) was temporarily used for the KB students.

The new curriculum aimed at producing teachers who are good persons, good citizens and good teachers, who possess knowledge, ability, skill and attitudes needed for a better understanding of their role and duty in the environment and society. These teachers also will have the

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ability to apply the knowledge and understanding of the teacher's role to improve education for life and society.

The teacher training curriculum of 1976 is divided into two levels, the Higher Certificate or the lower level (PKSS), and the Bachelor of Education or the upper level (KB). Each level is to be taken as a complete program. The KB requirement is overall 135 credits: General Education: 40, Professional Education: 42, Specialized Subject: 47, and Electives: 6. The Upper Level of the KB curriculum consisted of 65 credits: General Education: 16, Professional Education: 18, Specialization: 25, and Electives: 6. The Lower Level or the PKSS curriculum was changed from the total number of 130 credits in the quarter system to 70 credits in the semester system. The General Education requirement was changed from 50 credits to 24 credits, Professional Education from 20 credits to 24 credits and Specialization from 60 to 22.

The overall structure of the PKSS program emphasized professional education which was increased nineteen per cent from the curriculum of 1967. The specialization and General Education program was decreased fourteen and five per cent respectively. The content of the PKSS curriculum was revised in manu subjects according to the aims of the teacher training curriculum.

In the PKS level, the program was revised in credits and in subject content for its assimilation
to the teacher training system before the termination in 1981. The system was changed from the quarter system to semester system as used in the KB program. The number of credits was changed from 130 to 87. The General Education requirement was changed from 70 to 49, the Professional Subject from 20 to 14 and Specialized Subjects from 35 to 24. (Table 21)

The revision of the teacher training programs resulted from the DTT's efforts to solve the educational problem that were produced from the inappropriate teacher training curriculum of the DTT. The improvement of the teacher training curriculum by extending the program to the degree level was a good solution to the problem of unqualified teachers. Student teachers now have a longer period of training. They are able to gain more knowledge, more maturity and responsibility. Since the teacher training curriculum of the DTT was inaugurated in 1976, it has been experimented on for only two academic years.

Recommendations:
(1) The curriculum of the KB program introduces many new subjects such as comparative education, special education, curriculum building and independent study. Instruction in these subjects required qualified instructors and experienced researchers. Deficiencies in the qualified teaching staff may produce some unqualified teacher education students. Therefore, the qualified teaching staff should be
# TABLE 21

## CURRICULUM OF TEACHER TRAINING OF 1967 COMPARED TO THE CURRICULUM OF TEACHER TRAINING 1976 OF THE DEPARTMENT OF TEACHER TRAINING

<table>
<thead>
<tr>
<th>Level</th>
<th>1967 Quarter Credit Hour</th>
<th>1967 Per Cent</th>
<th>1976 Semester Credit Hour</th>
<th>1976 Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>General</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PKS</td>
<td>70</td>
<td>56</td>
<td>49</td>
<td>56</td>
</tr>
<tr>
<td>PKSS</td>
<td>50</td>
<td>39</td>
<td>24</td>
<td>34</td>
</tr>
<tr>
<td>Professional</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>PKS</td>
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<td>16</td>
<td>14</td>
<td>16</td>
</tr>
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<td>15</td>
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<td>34</td>
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<td>Specialization</td>
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<td>PKSS</td>
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<td>46</td>
<td>22</td>
<td>32</td>
</tr>
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</table>


enlarged and improved in all teacher training institutions as soon as possible to fulfill the aims of the teacher training curriculum which were started in 1976. Further study in the country and abroad should be greatly supported by the DTT according to specialized needs. In-service training such as lectures, seminars, conferences in different subjects of the curriculum for the teaching staff should be arranged by the DTT in order to introduce innovations in teacher education and to improve the quality of teaching.

(2) The subject content of education courses such as educational psychology, child development, guidance and counseling should not be "western" or "bookish" but based on the circumstances of Thai culture and society.

(3) In methods of teaching science, mathematics, English and Thai, the subject matter should not be abstract, but practical. It should use a great deal of laboratory work and actual learning. More micro and peer teaching should be used.

(4) English courses, such as Speech Usage and Oral Comprehension, should provide intensive training for effective skills and for learning correct pronunciation and comprehension of oral communication. The audio-lingual method should be used in the techniques of mimicry, memorization, and pattern practice. Impediments to better English instruction such as inadequate and ill-equipped language
laboratories and poorly qualified teaching staff should be solved by the DTT as soon as possible.

(5) In the agriculture courses, field work should be emphasized. The subject matter and methods should be adopted to the Thai agricultural situation and needs. Family planning, nutrition and sanitation should be taught as a separate course and as a part of the teacher training program so that students will use this knowledge in community development programs according to the aims of the DTT.

(6) Programs of cultivating virtue and morality of teachers as well as the right attitude toward the teaching profession should be stressed as an important part of the training program in the teacher colleges throughout the country.

(7) Training in bi-lingual education should be included in the teacher training program as special education in preparing teachers for areas where Malays and hill tribe students are in large numbers. These minorities have their own culture, religion, customs, language and ways of life and the education process has not considered these very well. Bi-lingual education will help teachers who are willing to work with these people and will enhance communication and instruction in basic education as well as agricultural technology.
(8) Extra curricular activities should be considered as an important part of the teacher training program. Teacher training should be as well rounded as possible, for teachers must not only act as school masters but also as community leaders. The following activities should be included in the extra-curricular program and supported by teacher colleges throughout the country:

(a) Student government council
(b) Assembly program
(c) Various subject matter clubs such as science, English etc.
(d) Various hobby clubs such as photography, public speaking etc.
(e) School orchestra
(f) Regular social evening at the college
(g) Sport competition
(h) Drama
(i) Movies
(j) Monthly college newspaper and a year book
(k) Trip or picnic by a small group

(9) The teacher training curriculum of the DTT should be under constant study and research, and revision should be made as needed with comment, criticism and suggestions from scholars and researchers.
Problem of Textbooks and Libraries

Most of the textbooks required by teacher students are textbooks approved and recommended by the DTT. Many are out of date and need revision. Textbooks, written by instructors who teach a certain subject, are sold to the students. Some are translated from foreign textbooks. Textbooks from the United States are likely to be translated regardless of the difference in the social and cultural background of Thai and American life. A large number of current foreign textbooks especially from the United States are stacked untouched in most of the teacher colleges' library shelves due to difficulties of translation. These textbooks and materials would be valuable if a group of qualified teaching staffs translated and adapted them to the Thai social and cultural background.

Technical and scientific textbooks are free from a particular social and cultural context would be valuable to teacher students. Publication of textbooks for teacher students are limited in number since commercial publishers are unwilling to invest in the private publication of such textbooks.

Libraries in the teacher colleges are considered to be of poor quality in comparison to western standards. From the statistic record of the quantity of books in each college in 1975, the libraries holding were limited in
number. (Table 22) Many books and collections are outdated. Few books and journals can be ordered for the library, due to small budgets. Students usually study the outdated books and the few journals for their research work. Many students used mimeographed notes and textbooks sold by their instructors for the examinations. There was no reason to study the other books in the library since examinations did not contain material from them. Although most of the teacher students have studied library science as a required subject, their knowledge of library use is limited. Few students go to the library or use it as a study room. They go occasionally to get books at the suggestion or request of the instructor.

There is a shortage of trained librarians. College librarians also generally serve as teaching officials. They are required to teach as well as work as librarians. There are only a few trained librarians who hold degrees in Library Science, and there are few full time librarians in the teachers college library. Most of the teacher college libraries are not well equipped for study and research. Although the program of KB was offered in 1974 and the change of curriculum for the PKS and the PKSS was inaugurated in 1976, most of the textbooks in each college still remain unchanged.

Recommendations:

(1) The DTT should encourage qualified teaching staffs to
### Table 22

**Number and Kind of Book in 30 Teachers Colleges**

*The Department of Teacher Training*

*1975*

<table>
<thead>
<tr>
<th>No.</th>
<th>Teachers College</th>
<th>Textbook</th>
<th>Reference</th>
<th>Novel</th>
<th>Journal</th>
<th>Newspaper</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>T</td>
<td>E</td>
<td>T</td>
<td>E</td>
<td>T</td>
</tr>
<tr>
<td>1</td>
<td>Chantarakasem</td>
<td>48,310</td>
<td>8,100</td>
<td>640</td>
<td>570</td>
<td>1,750</td>
</tr>
<tr>
<td>2</td>
<td>Ban Somdej</td>
<td>2,100</td>
<td>408</td>
<td>711</td>
<td>1,302</td>
<td>5,020</td>
</tr>
<tr>
<td>3</td>
<td>Suansunantha</td>
<td>17,113</td>
<td>498</td>
<td>73</td>
<td>162</td>
<td>784</td>
</tr>
<tr>
<td>4</td>
<td>Suandusit</td>
<td>8,296</td>
<td>344</td>
<td>325</td>
<td>340</td>
<td>600</td>
</tr>
<tr>
<td>5</td>
<td>Pranakorn</td>
<td>555</td>
<td>164</td>
<td>468</td>
<td>141</td>
<td>1,063</td>
</tr>
<tr>
<td>6</td>
<td>Thonburi</td>
<td>14,229</td>
<td>1,845</td>
<td>687</td>
<td>441</td>
<td>2,497</td>
</tr>
<tr>
<td>7</td>
<td>Petchburi</td>
<td>11,696</td>
<td>1,120</td>
<td>178</td>
<td>123</td>
<td>1,500</td>
</tr>
<tr>
<td>8</td>
<td>Nakornpathom</td>
<td>34,500</td>
<td>6,500</td>
<td>700</td>
<td>1,200</td>
<td>1,400</td>
</tr>
<tr>
<td>9</td>
<td>Yala</td>
<td>14,051</td>
<td>913</td>
<td>500</td>
<td>800</td>
<td>1,500</td>
</tr>
<tr>
<td>10</td>
<td>Songkhla</td>
<td>20,449</td>
<td>4,267</td>
<td>659</td>
<td>675</td>
<td>1,872</td>
</tr>
<tr>
<td>11</td>
<td>Nakornsrithamaraj</td>
<td>28,618</td>
<td>5,995</td>
<td>219</td>
<td>315</td>
<td>703</td>
</tr>
<tr>
<td>12</td>
<td>Puket</td>
<td>16,250</td>
<td>2,315</td>
<td>150</td>
<td>330</td>
<td>527</td>
</tr>
<tr>
<td>13</td>
<td>Chombueng Rajburi</td>
<td>1,425</td>
<td>207</td>
<td>459</td>
<td>345</td>
<td>1,006</td>
</tr>
<tr>
<td>14</td>
<td>Petchburi</td>
<td>21,150</td>
<td>3,940</td>
<td>540</td>
<td>410</td>
<td>200</td>
</tr>
<tr>
<td>15</td>
<td>Lopburi</td>
<td>36,522</td>
<td>3,226</td>
<td>774</td>
<td>484</td>
<td>1,679</td>
</tr>
<tr>
<td>16</td>
<td>Ayuthaya</td>
<td>34,000</td>
<td>6,550</td>
<td>200</td>
<td>520</td>
<td>348</td>
</tr>
<tr>
<td>17</td>
<td>Pitsanuloke</td>
<td>27,332</td>
<td>3,848</td>
<td>117</td>
<td>159</td>
<td>802</td>
</tr>
<tr>
<td>18</td>
<td>NakornSawan</td>
<td>18,502</td>
<td>6,295</td>
<td>797</td>
<td>340</td>
<td>1,369</td>
</tr>
<tr>
<td>19</td>
<td>Utaradit</td>
<td>26,025</td>
<td>4,513</td>
<td>559</td>
<td>285</td>
<td>700</td>
</tr>
<tr>
<td>20</td>
<td>Chiengmai</td>
<td>11,569</td>
<td>1,661</td>
<td>689</td>
<td>663</td>
<td>88</td>
</tr>
<tr>
<td>21</td>
<td>Chiangrai</td>
<td>14,545</td>
<td>1,346</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>22</td>
<td>Lampang</td>
<td>21,524</td>
<td>1,800</td>
<td>247</td>
<td>777</td>
<td>820</td>
</tr>
<tr>
<td>-----</td>
<td>------------------------</td>
<td>------------</td>
<td>------------</td>
<td>-------------</td>
<td>-------------</td>
<td>---------</td>
</tr>
<tr>
<td>24</td>
<td>Sakonnakorn</td>
<td>27,120</td>
<td>3,000</td>
<td>670</td>
<td>470</td>
<td>1,610</td>
</tr>
<tr>
<td>25</td>
<td>Ubolrajthananee</td>
<td>32,161</td>
<td>5,800</td>
<td>250</td>
<td>150</td>
<td>1,650</td>
</tr>
<tr>
<td>26</td>
<td>Mahasarakarm</td>
<td>9,485</td>
<td>1,654</td>
<td>1,031</td>
<td>869</td>
<td>2,195</td>
</tr>
<tr>
<td>27</td>
<td>Nakornrajsima</td>
<td>1,587</td>
<td>200</td>
<td>4,050</td>
<td>1,224</td>
<td>3,080</td>
</tr>
<tr>
<td>28</td>
<td>Bureerum</td>
<td>14,748</td>
<td>1,097</td>
<td>292</td>
<td>257</td>
<td>1,165</td>
</tr>
<tr>
<td>29</td>
<td>Chachoengsao</td>
<td>660</td>
<td>138</td>
<td>340</td>
<td>250</td>
<td>300</td>
</tr>
<tr>
<td>30</td>
<td>Chantaburi</td>
<td>8,120</td>
<td>1,575</td>
<td>500</td>
<td>195</td>
<td>150</td>
</tr>
</tbody>
</table>

Note: T: Thai, E: English

write and revise textbooks for each subject. Budgets should be provided for each college for textbook writing.

(2) The DTT should have a committee or research council to review and approve textbooks written by qualified members of the teaching staff. Proposals for textbook writing should be referred by the Dean of the Faculty to the Rector of the College before application for authorization is sent to the Director of the DTT for review by the committee. Approval should be made only to qualified materials.

(3) The DTT should establish its press to publish the materials approved by the committee, and send them to each college's library, bookstore and students. The sale of textbooks to students should be the responsibility of the college and not of the individual instructor. (See Chart 16)

(4) Rewards should be given to the teaching staff who produces a good piece of writing which is important as a teaching or administrative work. Rewards should be in the form of salary increase or grade promotion.

(5) The library, in a separate building, should be a well lighted and attractive place to study.

(6) There should be enough full-time qualified librarians who are responsible for the management of the library.

(7) Library hours should be regular for the students and teaching staff. Changes of library hours should be announced before hand.
PROPOSAL OF PROCEDURE FOR TEXTBOOK PUBLICATION

Author → Dean of the Faculty → reference → Rector of the College

application for authorization → Director of the DTT → reference → recommendation → textbook committee

DTT's Press

Teachers Colleges

Library → Bookstore → Students
(8) The library should be opened to the community for use at certain times of the week.

(9) In the library science course, the instructor should cultivate the attitude and habit of loving to read and of using the library. Besides theory, practical library work should be required of every student as a fulfillment of course requirements.

Problem of Audio-Visual Aids and Teaching Materials

Audio-visual equipment such as films, film strips, slides, overhead projectors and other material are available but limited in number in each teachers college. Most of the equipment has seldom been used by teaching staffs and is usually locked-up in the audio-visual room. Most of the teaching staffs did not know how to use the equipment. Therefore, the use of equipment depended on the audio-visual staff who also had teaching responsibility. The audio-visual staff did not have sufficient time to assist in the maintainance and use of this equipment. Many of the films, slides and film strips are outdated. The foreign materials which had different social and cultural contexts and explanations are difficult to use in the classroom. Teaching materials and equipment in Arts, Handicrafts, Sciences, Sockal Sciences, Physical Education, Music, such as maps, pictures, globes, atlases, models,
instruments, sports equipment, and music equipment have only a limited availability. The effective use of teaching aids and materials were made by few members of the teaching staff due to the lack of materials, encouragement by the colleges and the DTT.

Recommendations:

(1) The teaching staff should be trained to use audio-visual equipment so that it is able to operate the equipment.

(2) There should be a full-time trained audio-visual staff to operate the audio-visual room and equipment.

(3) Lists of teaching materials and audio-visual equipment should be accessible to the members of the teaching staff, so they know what is available for use in their classes. There should be an orientation to the use of the materials for the teaching staff to introduce the materials and equipment, and encourage the instructors to use them.

(4) The purchase of audio-visual aids from the foreign agencies should be appropriate to the Thai educational situation. The following comments by Robert Jacobs of the National Society for the Study of Education (NSSE) should be considered by the colleges and the DTT:

...It should be a serious mistake to begin with educational technology in these countries (underdeveloped countries) simply by importing teaching machines, programmed textbooks,
educational TV, computers and other "hardware" developed for use elsewhere and attempting to impose them upon an existing system of education. There are at least three things wrong with this approach.

\[P\] (1) innovation must be indigenous, suited to the local problems and needs if it is to be effective and if it is to be accepted.

(2) imposing teaching devices upon the existing system simply adds the cost of the new to the cost of the old. Educational television, for example, used as a supplement to traditional classroom instructions, is a luxury few, ... But when used to make the skill of the master teacher available at one time to fifty classrooms (or a very large number of students grouped together some other way), educational television may effect long-range economies in the cost of education while at the same time serving as an instrument for change.

(3) educational technology can be expected to make a measurable contribution in the educational situation only when it is problem-oriented: i.e., when a problem is identified and, in the search of the most effective solution, the field of technology is examined for possible contributions, and when whatever is selected is tested with respect to a specific situation.

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**Problem of Educational Research**

Educational research data on teacher education and the teacher training colleges of the DTT is limited. The Supervisory Unit of the DTT, which is responsible for conducting research, has made the best effort in leasing report on the work of the Department. However, due to an inadequate budget and the lack of qualified research per-

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sonnel, the Unit's work has been hampered. The Unit used
to publish periodical reports of the DTT but this has been
discontinued. The Institute of Child Study, when it was
under the supervision of the DTT, conducted research pro-
jects on child study and elementary education, but, un-
fortunately, the responsibilities of the Institute were
transfered along with the College of Education to the
Bureau of the State University. Overall, few systematic
research projects have been undertaken by the DTT. Most
of the data available pertains to the activities of the
DTT. Incentives for officials who are engaged in research
are lacking since the rewards and promotions of the teach-
ing officials are generally not related to the production
of research. There are a number of qualified researchers
in the teachers colleges of the DTT, but they are ill used
in teaching and administrative work. Only a few of them
have a full time commitment to research. There is no co-
ordination among research groups of each college. In fact,
research findings are not made available to other colleges
nor to the DTT. Thus, much of this research is largely
wasted since it does not contribute to an understanding of
the broad problems facing teacher education. It is amaz-
ing that there is no journal or periodical which publishes
information on the teacher training program of the DTT or
of other teacher education institutions. Nor is there
an association or organization existing among about 4,000
teaching officials under the DTT. There is no agency available to disseminate information on teacher training techniques and to conduct such academic activities as seminars and conferences which would provide new knowledge relative to teacher training. The Supervisory Unit of the DTT which is responsible for providing an in-service training program for the teaching staff does occasionally conduct educational seminars, conferences and meetings. However, these programs are only available to a limited number of teachers who are selected by the DTT. The Teachers' Association, the Kurusapa, also conducts some academic activities, but their programs usually pertain to broad subject matter topics. There are no specific academic activities on teacher training which would be directly meaningful to the DTT's teaching staff.

The shortage of educational information and research by the DTT leads to difficulties of comprehensive and coordinated short and long-range planning on teacher training. Curriculum changes, teacher training improvement, and technological innovation are all hampered by lack of information and research. Many problems in Thai teacher education need educational research to contribute to their solution. This lack of educational research hinders development of teacher training of the DTT as well as of other institutions. Since research and development go hand in hand, research findings are needed to expand and improve
teacher education, to institute effective programs to combat wastage of teacher education, and to design appropriate teacher training programs for a changing and developing society.

Recommendations:

(1) The DTT should increase the budget allocated to the Supervisory Unit and the teachers colleges to enable them to conduct research designed to improve teacher training and the Thai educational system.

(2) Incentives and rewards should be given to the officials who have done meaningful research for the colleges and the DTT. The incentives and rewards should be in the form of promotion in grade and increased salary so that they will be encouraged to conduct future research.

(3) The DTT should establish a research committee in the Supervisory Unit of the DTT. The committee would study and approve research topics submitted from each college. The committee would also have the duty of coordinating research groups from the different colleges and publishing their research findings. Hopefully, such shared information would lead various colleges to utilize the findings to improve their teacher training programs and to stimulate further study. The research committee should also serve as a resource for research data on teacher education, related areas of the research groups of the DTT, the other educational institutions, and foreign educational agencies.
(4) The DTT should establish an educational journal or periodical. Research articles on teacher training and its problems, written by qualified research groups or the college and the DTT, could be published. Such a publication would provide information to the teaching staff of the DTT as well as to other educators. Meaningful research could be selected and approved by the assigned committee of the Supervisory Unit for publication in the journal or periodical. Such a journal could contribute to the educational planning, program design, and curriculum changes that are important for improving Thai education.

(5) There should be an association or organization of teaching officials of the DTT to provide seminars, conferences, and lectures for the staff. Such an organization could enable its members to share educational research data relative to teacher training. In addition, such an organization could improve the DTT, which in turn would affect the development of the country.

**Problem of In-Service Training**

The DTT has made a significant effort relative to the upgrading and promotion of qualified teachers from both governmental and private schools throughout the country through its success with in-service training programs. The programs are considered successful in improving the general knowledge of teachers and drawing the majority
of the nation's teachers to participate in the program. Nevertheless, many criticisms have been made by educators relative to the DTT's in-service training program; for example:

(1) The in-service training curriculum was not relevant to the actual teaching job.

(2) The program did not improve the teaching ability of teachers.

(3) The program encouraged the teacher to leave his elementary class for a higher level and created the misunderstanding that the higher level teacher is better than the lower level teacher.\(^\text{11}\)

The current in-service teacher training curriculum has been in use since 1951 with a few changes having been made. The curriculum emphasizes the standard of general education, i.e. instruction in Thai, English, Social Studies, Science and Mathematics, as well as the professional subjects of education. The depth of the subject matter of the in-service's PKS curriculum is equivalent to the regular PKS's, and of the in-service's PM to the regular PKSS's. Most of the in-service teachers have not attended seminars, conferences, or other academic activities. When

they returned to school for the continuing study program of 180 hours in the 36 day course, they often became frustrated. Some instructors often expect them to learn all the subject matter in 36 days, which is taught in one year to regular students. This pressure is placed on these teachers to prepare them to pass the national examination. The subject matter of the course emphasizes information and theory which was usually abstract and alien to the Thai situation, and not related to actual teaching realities. The instructors in the continuing study programs stress these matters, since they are usually included in the national examination. It would be impractical for the instructor to teach other materials than the information and theory of the courses. The examination was written by the Division of In-Service Training of the DTT. The examination committee has little relationship with the instructors except in selecting some examination questions sent to the DTT. The committee was considered qualified in term of certification, but many of them had only a few years of teaching experience, and some of them had no experience in teaching in the in-service training program. This has resulted in examination questions, being inconsistent with what the instructors teach.

The session of in-service training was in the summer and or in the evening of the regular day's teaching. The teaching officials took the training to earn extra money
in addition to their regular salary.

Teachers' promotion from the government emphasize educational up-grading. Elementary and secondary school teachers take in-service training for promotion. Most of the elementary teachers who graduated from the PKS in-service training program left their elementary class for a secondary class. Many of them went on from the PM diploma to the degree in the College of Education. This leads to the feeling that an elementary teacher is better than a secondary teacher. Despite the effort made by the DTT in upgrading the in-service teacher's qualification, many improvements are needed to improve the in-service training program so that it will be meaningful to teachers and will improve the quality of education as well.

Recommendations:

(1) The in-service training curriculum should be revised to adjust to academic, and social change. The course requirements and subject content of each program should be unique and important. The PKS program should consist of elementary education, general subjects, and specialization. The PM program should consist of secondary education, general subjects and specialization. The subject content of the course should be useful to the actual teaching of the in-service. New knowledge and innovations should be introduced, the subject content should be suitable to Thai experience.
(2) Methods of teaching in the in-service training program should be flexible. Beside providing intellectual subject matter to the in-service participants, the sharing of experiences, points-of-view, and ideas among participants should be encouraged. The instructor should serve as stimulator, questioner and challenger as well as puzzler. Subjects relating to teaching methods such as method of teaching Science, English etc., laboratory teaching, micro and peer teaching should be used. All of these methods will contribute to an effective training program.

(3) The teaching staff of the program should be well qualified. They should have experience in teaching, be knowledgeable, and should have at least a Bachelor Degree.

(4) The examination committee should be a qualified and very experienced in in-service teaching. There should be cooperation between the committee and the teaching staff. The examination committee should occasionally visit each teachers college and have meetings or conferences with the teaching staff so that ideas and suggestions concerning the examination could be discussed.

(5) The style of examination should be changed to and should apply to the type of actual teaching, except in science subjects, and should be in the frame of the curriculum. The examination should parallel the teaching method used in the training program and should encourage the teachers to share the experience.
(6) Teaching in the in-service training program should be an important part of the civil service's work with the teaching staff. The quality and result of teaching should be considered for grade promotion.

(7) Promotion of grade and salary of the in-service teachers should be emphasized. This will encourage teachers to work harder to educate young people as well as to satisfy requirements for their own certification.

The Problem of the Rural Teacher Education Project

The DTT has long been aware of the importance of teachers in community development as well as in education young people. Efforts have been made to improve preparation in these matters. The Rural Teacher Education Project was introduced in 1956 in the teachers college in the northeastern part of the country and then extended to all teacher training institutions by 1967. At present, all thirty-six teachers colleges are involved in this project which aims to train rural school teachers as educators and community leaders. Student teachers work in the Rural Teacher Education Program in various schools and communities throughout the country to fulfill the practice teaching requirements. The philosophy and aim of the program is considered meaningful and relevant to community development as well as to the improvement of quality of education.
The program provided benefits to schools, communities and people. However, limited financial support has caused many problems such as the absence of qualified supervisory staff in practice teaching and rural education and inadequate transportation allowances to impede the program's full effectiveness. Supervisory staffs of the program were usually officials from various faculties of the colleges, who are willing to work in the rural schools and communities. Only a few of them had special training. The head of the supervisory staff was usually an official from the Faculty of Education. These individuals often worked hard in the rural schools and communities in difficult situations. They had to commute from the college to the school and community each day. There was no special allowance. They were only furnished lunch and a jeep for the transportation. There was no work planning of the programs among the college and the district, provincial officials and school officials. This caused overlapping and inefficiency. Many students who worked in the program did not have complete knowledge of the program and this led to unsuitable work in the schools. Many had an adjustment problem with their schools, teachers and people of the community. Sometimes technology was over emphasized at the expense of community relationships; at other times, human relationships were emphasized and technology was neglected. This lack of balance aborted many objectives of the program. Many of
the teachers did not realize the significance of the program. They used student teachers as substitutes and did not take full responsibility for the role of master teacher in supervising student teachers. Although these students were energetic and worked hard, many of them needed understanding, encouragement and assurance from their supervisory staff to improve their work. The supervision of students by the staff was often undemocratic. Many of the staff did not respect the student as a trusted and valued person and did not perceive the world from the student's point of view. This problem of communication and human relationship of supervisory staff to their student teachers often leads to conflict and confusion in the students. There was no inspection and evaluation of the supervision of the work of the project. Inspection was made occasionally by the rector or other staff officials. No evaluation was done. The philosophy and objectives of the Rural Teacher Education Project was relevant and meaningful to national development. It seems that many improvements are still needed to fulfill the objectives and philosophy of community and educational development.

Recommendations:

(1) The DTT should seek support from the government and other agencies. The Rural Teacher Education Project dealt directly with the rural community development. It
deserves the financial support of the government. The DTT should seek support from foreign agencies in the form of sending experts to advise the program and supervisory staff, or may have the supervisory staff do further study or take field trips abroad. This may provide the program with greater effectiveness.

(2) Incentives, rewards, and facilities for officials who work with the rural student teaching program should be favorable. Good transportation, lunches and extra allowances should be given to the rural student teaching supervisory staff. Incentives and rewards such as grade or salary promotion would encourage them to work their best toward the goal of the program.

(3) Besides special training, the supervisory staff should contain experienced officials with degrees in elementary or secondary education who have taught in the elementary or secondary schools or who are experienced in human development and observing student teaching.

(4) There should be work planning among supervisory staff of the program, district and provincial officials and school officials so that community development work can be done efficiently and effectively.

(5) There should be an orientation of the student teaching program. The aim and philosophy of the student teaching program should be discussed with the students as well as with the master teachers of the school in which the students
work. The program needs experienced supervisory staff in student teaching as well as expert instructors in teaching and other subjects such as human relations, teaching aids, agriculture, sanitation, and family planning. The principal of the school and other important community figures, such as district or provincial officials, should be invited to contribute their experiences to the program. So that students are able to understand the program and their future working life, they should give their best to the goal of the program. Master teacher's knowledge and understanding of the program will lead to the cooperation and support of the program. This will bring effectiveness to the program as well.

(6) Student teachers should be given a thorough introduction to the main features of the school in which he is placed; its philosophy, history and tradition, its place in the national educational system, its curriculum, its handling of discipline, and its characteristic problems. They will then understand their school and be able to adjust themselves and give their best effort in teaching as well as educational and community development.

(7) The supervisory staff should have a good human relationship with students. They should have positive attitudes toward the program, the school and students, and have a favorable view of democratic supervision procedure. They should provide a good balance between supervision and
freedom of student. The supervisor should not be a judge looking down, but be a counselor inspiring the student to confident self-criticism. Criticism from the supervisory staff should be done in a constructive way. This will lead to the success of student teaching practice.

(8) The supervisory staff's advice should be based on the observation of strengths and weaknesses in the individual's teaching so accurate and meaningful advice can be given to the student teacher. Criticism made should be constructive with encouragement and support.

(9) Seminars and meetings on student teaching and community development should be made periodically during the term of student teaching, so that the students from each school are able to share their experiences and problems with the other students. Answers to these students' problems could be exchanged and advised by the supervisory staff. Micro teaching, peer teaching of the outstanding students would take the opportunity to widen their ideas in practice teaching. This will improve their teaching as well as improving the school and community.

(10) Inspection and evaluation of the supervision should be made by the Dean of the Faculty of Education or another official assigned. Encouragement and support should be made to the supervisory staff. This will improve the effectiveness of the work and of the supervision of the Rural Teacher Education Project.
Professional Problem of the PKS Graduates

Certain professional problems exist among the PKS graduates of the twilight program. The twilight program is open to all professionals who have completed 10 to 12 grades and are at least eighteen years of age. According to the statistical record of 1973, about 10.5 per cent of the PKS graduates hold non-teaching jobs while only 1.7 per cent hold teaching positions. The other professionals enrolled in the twilight program of teacher training to secure their jobs. After graduation their salary will be higher and they probably will have a better position according to their certification. Other graduates often take non-teaching positions with government institutions or in the private sector. A large number of them took the PKS study as a ladder to another field of study in the college and university. Since the PKS certificate is equivalent to grade 12, that is the requirement for higher education, many of them enter an open university, the Ramkamhaeng University and other private colleges that require no entrance examination. Since the twilight programs are specially arranged to remedy the shortage of teachers, educational system in Thailand, the DTT has wasted a large amount of money in educational investment on this program. According to the DTT, the expense of training a teacher in the academic year of 1975 was about
$17.00 per student. The wastage rate in Bangkok is much higher than in the other provinces on the PKS graduates of both regular and twilight program.

Unemployment of PKS Graduates

Although there is a teacher shortage in the rural areas, the problem of unemployment of the PKS graduates still exists. According to the DTT's statistical record of education in 1975, there were 67,315 of both PKS and PKSS students in the regular program, which was 2,542 higher than the target of the Third Educational Development Plan. The unemployed PKS graduates were not from the regular program but from the twilight program. In 1975, the statistical record of the DTT showed 57,379 regular and twilight students beyond the Educational Development Plan Target. It is absolutely positive that most of these students will have no jobs after graduation; and many of them graduated at the age of less than 18 years old, which did not meet the age requirement of the civil service in becoming a teaching official. Twilight students pay a higher tuition of $1.25 per credit or a total cost of about $162.50 for the requirement of 130 credits, in comparison to the regular student's $16.00 for the program. The twilight program is a program of the DTT and the teachers colleges. They have the same teaching staff and use the same teaching facilities as the regular program.
Therefore, termination of the twilight program of the DTT in 1977 was a correct decision, since there was a problem of surplus teachers and unemployment of the PKS graduates, which caused tremendous waste in teacher education of the DTT and the nation.

Wastage of Utilization of Operation of Qualified Teaching Staff and Students

The teacher training program of the PKS, PKSS and KB were operated on the credit and semester system. There were no summer programs offered to regular students. Students have approximately three months from March to May for their summer vacation. Many students would like to take summer courses to complete their study early. Most of the teacher colleges operate only the in-service training programs during the summer. Teaching staffs have about two to three hours of class a day. They could be utilized fully if there were summer programs for both regular students and in-service teachers. The teacher training program of the PKS, PKSS and KB use the credit system. According to the data supplied by the Ministry of Education, between 15 to 20 per cent of students took a longer time than the standard time to complete their training. This waste of student's time and money occurred because the students did not understand the credit system. Registration of the students depended mainly on their
homeroom teacher. The opportunity for the regular students to take the summer programs would reduce the time period of school and utilize the teaching staff and the college facilities and will benefit the students as well.

Recommendations:

(1) Admission to teacher training institutions of the DTT should be made only to applicants who are really interested in a teaching career and intend to be good teachers. Aptitude tests and questionnaires for screening the right students should be developed and used as a part of the entrance examination.

(2) There should be a program to cultivate a good attitude to the teaching profession for students at all levels. Such a program can be arranged once a week by the college guidance worker, or a similar program can be included in student activities. This will help the students to see the importance of the teaching profession and remain in this career.

(3) The teacher training planning of the DTT should be carefully made in accordance with the National Educational Development Plan and in light of socio-economic and political changes. The planning should be based on the research and suggestions of educational experts of both the DTT and other educational institutions.

(4) The DTT should recruit the student graduates for other governmental and private agencies that need teachers for
the rural area.

(5) Incentives and rewards should be arranged by the government for those who work in rural and remote areas. Extra allowances, grade or salary promotions, facilities such as housing and other services should be considered by the government. These could provide the unemployed PKS graduates with work and could solve the problem of teacher shortage in the rural and remote areas.

(6) The college should organize summer sessions for the PKS, PKSS and KB students who are willing to enroll in the summer session. To enable these students to finish their programs earlier, the teaching staffs and college facilities should be fully utilized.

(7) Qualified teaching staff should be fully utilized by the educational programs which may be designed and arranged by the colleges, to improve the quality of education and to foster community development.

(8) There should be an orientation on the semester and credit system for all new students. Catalogues, bulletins, as well as course offering schedules should be available to all students, so that they can have accurate knowledge of their college, field of study, subjects and registration on the semester and credit system. Student advisors should plan an education program for their students as early as possible. They should be available during the registration period for students who seek advice on registration.
Problem of Salary and Welfare

Teaching officials of the DTT are members of the civil servants in the educational bureaucracy formed by the Ministry of Education, Ministry of Interior, and the Bureau of State Universities. The salaries of teaching officials are the same as the civil servants of other governmental institutions. Salary scales of the teaching officials as well as of other civil servants are linked more closely with paper qualifications rather than with appointments. Salary scales of the fiscal year of 1975 were: teaching officials with a bachelor degree begin at 1,750 Baht ($87); those with M.A. start from 2,230 Baht ($111); and those with a Ph.D. start from 3,030 Baht ($151). Many members of the teaching staff continue further study in order to gain more knowledge and to improve their qualifications for a better salary and better position. These graduates, at first, have the intention of using their knowledge to improve teacher education. However, the bureaucratic regard system is likely to retard hard working teaching officials. Instructors who made an effort to improve their teaching and research receive the same salary increases as instructor who do minimal teaching. Teaching officials usually receive a salary increase on one step annually, except for those who create serious problems. Two steps of salary increase in one year is rare, and most of those teachers have done special work
or extra assigned by the rector of the college. This bureaucratic reward system produces a passive working life style for Thai civil servants, for there is little reason for the teaching and certification in order to secure the rewards of the bureaucratic system. In the recent years, the Civil Service Commission introduced the Position Classification System into the governmental institutions. The system's intention is to improve the reward system and to improve the working life style of civil servants so that they will be productive in their work. The salary increases of the civil servants are made according to their positions and their work results. While the former system had five classes and eighty steps, the new position classification system has eleven classes and 123 salary steps.\footnote{Sanitsakdi, Sanitsak, "Khaw Bhogprong Khong Rabob P.C. (Failures of the P.C.)," \textit{The Nation Weekly} (November 13, 1975), p. 55.}

The Position Classification System is considered in the experimental stage. Therefore, the effectiveness of the system remain experimented. The disadvantage of the Position Classification System to the civil servant is that they often regard it as a source of frustration. Since there are wider classes and wider salary steps, the Civil servant has to spend many years to gain their grades and salary steps in comparison with the former system. The retirement system remains the same, with retirement age
being sixty. Therefore, civil servants have less opportunity to gain a high grade and a high salary in their civil service career, for there is no extension of years after their retirement for those who are qualified and willing to remain in their work.

Teaching officials' welfare is comparable to those of civil servants in the other governmental institutions. The welfare benefits of teaching officials include medical care expense, retirement pension, and housing. There is no welfare on child-birth expense, funeral expense, and disability and disaster benefit. Teaching officials only have maternity leave with regular payment of salary. The medical care expenses do not include full coverage to the official himself, spouse and parents. Housing for teaching officials of the teachers colleges outside Bangkok are limited. A teaching official who has a spouse working in the same college will receive priority in housing. Officials with a family and single officials are considered respectively. Some of the single officials stay with married officials and many of them live three or four persons in one house. Housing for single officials is often unsuitable to actual needs. Although they have their own rooms, they have to share bath and kitchen with the other officials. Many teaching officials have no housing in the college. They receive lodging allowances to rent housing outside the college. Many complaints on
housing welfare are made by many of the retired teaching officials. Since most of the teaching officials live on the college campus, there is no reason to invest in other housing. As a matter of fact, many cannot afford such an investment. After their retirement, they do not have housing for themselves and their families. Although teaching officials who rent their houses outside the campus receive a lodging allowance, this does not apply after their retirement.

Besides college work, life of the teaching staff on the college campus is considered unfavorable. There are no recreational centers for the teaching staff. Most of the colleges have only a cafeteria for both student and staff. Some of the teachers colleges have a teachers' center where they can have some drinks and food. There are no organized programs for the socialization of the teaching staff. The major socialization are weddings of the staff or funerals of their relatives. Recreation of the staff is limited. There is little recreational equipment and facilities. There are few badminton courts, football fields and basketball courts, and are usually occupied by students and male staff. There is no recreation for female officials. Although there is realization of the limited budget from the government, many teaching officials still have the feeling that the DTT should have a better welfare plan for the teaching officials and other personnel of the DTT as well.
Recommendations:

(1) Salary increases for the teaching officials should be based strictly on satisfactory performance. Research, study, textbook writing, teaching and other educational work should be considered important by the college and the DTT. These work results should be the credit for full salary increases, so that they will serve as an incentive to the college staff to become active and make their best effort in their work. They will have a feeling of security in their work and a feeling of accomplishment as well as self confidence if they feel that they are making an important contribution to the college and the DTT.

(2) There should be a college committee, comprised of the Rector, Deputy Rector, Faculty Deans, Assistance Deans to evaluate the staff's work, instead of evaluation by the Faculty Dean and the rector.

(3) The qualified teachers, who are still in good health, should be allowed to continue their teaching career after retirement age. Such extension should be considered by the Rector of the college and approved by the DTT. This will give an opportunity to the retired teaching staff to gain a higher grade and salary in the Position Classification System as well as alleviating the problem of shortage of qualified teaching staff.

(4) Housing for teaching officials should be constructed that is adequate to the college members' needs. It should
be on the college campus. This will fulfill the need of security and safety so that they are able to contribute fully to the work of the college. Housing construction should be tailored to the actual needs. Housing for single officials should be an apartment type. It could be a studio or efficiency apartment; this would be efficient and private as well.

(5) The DTT should allow teaching officials to have their choice of living in free housing on the campus or receiving lodging allowances so that they can invest in their own home. The DTT should have a welfare on housing construction specially for the officials of the DTT. The installment payment to the DTT should be at low interest rates. This will help the DTT's officials to have their own homes and solve the problem of housing after retirement, since owning a house is a likely impossible dream on the income of a civil servant.

(6) Loans to officials in need should be available in each college. The process of the loan should be quick so that it can serve their needs.

(7) Teachers colleges should establish a good bookstore and canteens to furnish services at special price especially for full time resident students and teaching staff. Food service and necessary products as drugs, detergents, soap, paper, etc. should be adequately provided to the members. This can be done at the faculty and student centers.
(8) The welfare benefits of the teaching officials and their families should fully cover medical care, child-birth, and funeral expenses. There should be disability and disaster benefits as well. The claim process should be fast in order to answer the need of the officials. These welfare programs will secure and protect the members of the DTT, and will encourage them to work their best for the college and the DTT.

(9) There should be a recreational and cultural center for the teaching staff. The center should include a faculty lounge and recreation and cultural room. Sports equipment such as table tennis, tennis, badminton should always be available to the staff. Swimming pool and gymnasium should be constructed in each college and should be open to the teaching staff and students as well. There should be socializing among officials and guests at parties, picnics, and educational field trips. Activities can be organized and supported by contributions from the college and officials as well. These recreational activities and services will brighten the quiet and unfavorable atmosphere of the colleges. The teaching staff can relax and enjoy socialization with other members of the college after their hard work. This will bring physical and mental fitness of the staff, and lead to an effectiveness of work of the college and the DTT.
CHAPTER IX

SUMMARY AND CONCLUSION

This dissertation, written in the area of Comparative-International Education, has been based on documentary research of an historical nature. It has viewed Thailand's historical development of teacher training in terms of general historical, socio-economic and political frames of references. Each of these frames of references have at one time or another influenced the educational system of Thailand. The economy, the religion and the politics have all influenced the development of Thai teacher education.

The development of Thailand into a nation took almost 4,500 years from its origin in northern Szechuan in China to the present location in South East Asia. Thai ideology has been influenced by the classical Indian tradition; it also has been influenced by the moral principles of Tharavada Buddhism since the beginning of Sukhothai period in 1238. These factors have influenced Thai life, society and education. The early educational system in Thailand was a monastic or temple education which continued for six centuries, from the beginning of the Thonburi period and the early Bangkok period (1768-1871). It had a religious orientation and was centered in the temples
with the primary purpose of providing moral and religious instruction to the male members of the society to enable them to serve in the courts and temples. The responsibility for conducting this early educational system was taken by the Buddhist monks. Teacher preparation in these early times was informal and assumed by the senior monks who trained the novice monks. The government did not take an active role in education since the religious leaders assumed the major responsibility for public instruction.

The first advent of western education took place when the French missionaries visited Thailand in 1662, during the Ayuthaya period. They established missionary schools; but, unfortunately King Narai, suspecting their motives, maintained tight control over them. Western civilization appeared increasingly to influence traditional Thai education during the reigns of King Mongkut (Rama IV) and his son, King Chulalongkorn (Rama V) who initiated the fundamental reforms that have shaped modern Thailand. The first secular school, the Royal Page School, established on the palace grounds after King Rama V ascended the throne in 1868, guided principles of Thai education. Secular public instruction was made possible in this period in the monastic schools in order to spend a minimum of capital outlay. Some fifteen years after the first school opened there were 142 schools in Bangkok region and twenty more in the nearby provinces.
The existence of large number of schools created the need for a system of education. The Department of Education was established in 1887, and it became the first teacher training school pioneered by the British educators was established by the Department of Education of the Ministry of Education. In 1898, the National Scheme of Education was introduced. This scheme was revised several times in the following decade. In 1921, the enactment of the first compulsory education act made school compulsory for all children of both sexes between the age of seven and fourteen. This act stimulated the extension of pre-primary and primary teacher training programs both in Bangkok and in the provinces by the Ministry of Education in 1928. The program emphasized general education and teaching practicum. The secondary education teacher training was offered ten years later, and the PM teacher training (PM Chulalongkorn) thirty-six years after the first teacher training institution was established.

The 1930's brought revolution, a form of constitutional monarchy, and new educational reform. The 1936 amendment to the National Scheme of Education produced the basic organizational scheme used at the present time. The requirements that provinces have at least fifty per cent adult literacy in order to be fully represented in Parliament produced a rapid expansion of elementary education. Teacher education during the early years of the revolution-
ary government developed slowly since a large amount of the budget was allocated to the literacy campaign. Teacher training gradually expanded. After the Division of Teacher Training was established under the Department of General Education in 1940, pre-primary and elementary teacher training programs leading to KM and PP were offered in many teacher training institutions in Bangkok and the provinces. During World War II educational progress was interrupted due to the Japanese invasion. Thailand had to face economic problems after the war. However, the Division sought to expand teacher education to meet the increased demand for teachers. These efforts included the one-year PP special training, the vocational PP and the PM in many teacher training schools. Encouragement from UNESCO made the Division more aware of the importance of teacher education in national development.

1954 marked the foundation of Thai teacher training when the Division of Teacher Training in the Department of General Education was established as the Department of Teacher Training under the Ministry of Education. The DTT, one of the eight departments of the Ministry of Education, was responsible for training the vast majority of teachers, improving teacher education, and providing educational service to the communities. The DTT consisted of the Office of the Departmental Secretary, Planning Division, Personnel Administrative Division, Financial
Division, and Teacher Training Division. The Department was headed by the Director-General who was assisted by two Deputies, one in business affairs and one in academic affairs. The DTT established educational policy. Programs of teacher education were carried on by thirty-six teachers colleges, with the centralization and control by the DTT located in Bangkok.

Since the DTT has produced about nine-tenths of all of Thailand's teachers, an historical analysis of the DTT is a significant study. It is hoped that Thai and foreign educators will recognize that the treatment of the historical development of the DTT, the structure and functions of the DTT, the problems and issues that face teacher education, and suggestions for the solution of these problems as a contribution to the literature of comparative and international education.

The historical development of the teacher training in the Ministry of Education has been viewed in three administrations: the administration of Mr. Bhunthin Attakorn (1954-1970), the administration of Dr. Saroj Buasri (1970-1974), and the administration of Mr. Prasit Soontharothog (1974-1976). Each of these administrators served as the DTT's Director-General. Each of these administrators shared the common aim of producing the quantity and quality of teachers to meet the nation's demand in accordance with the Educational Development Plan and the National Social
and Economic Development Plan.

The administration of Mr. Bhunthin Attakorn (1954–1970) was the period of the foundation and expansion of the DTT. During his sixteen years as the Director-General of the DTT, he promoted teacher education and developed teacher training strongly and rapidly as a means of economic development in accordance with the National Five-Year Plan. The teacher education system of 3-2-1 was changed to the 2-2-2 system. The PP and PM programs were eliminated and the shorter program of PKS and PKSS were used to decrease expenditures and time wastage and accelerate teacher training to meet the nation's demand of teachers. The new National Scheme of Education which reaffirmed the goal of the Karachi Plan of expanding compulsory education through grade seven was enacted in 1960. Therefore the quantity and quality of teacher education was emphasized during this period of development. The PKS and PKSS curriculum contained the following three areas: general education, specialty in PKS and major and minor subjects in PKSS, and professional education. Small and inadequate teacher training institutions which were unsuited to the demand of expanded teacher training were either closed down or merged with others. In many provinces, new campuses also were established. From 1958 to 1970, twenty-five teachers colleges were established throughout the country. At the same time, the teacher education staff
was improved by recruiting a great number of qualified educators and encouraging them to obtain further education abroad and in the country. The College of Education, was established during this period, which offered B.Ed. and M.Ed., and the Certificate of Specialization. The in-service training of both government and private school teachers throughout the country was a serious concern of the DTT which sought to improve the quality of teachers. The PP, P and PM levels were implemented according to the Teachers Act of 1951; and PKS and PM after 1960, according to the Teachers Act of 1962, with the cooperation of Kurusapa, the Teacher Association.

Special programs of the DTT, such as the Project Head Start and the Rural Teacher Education Project, initiated during this period, were successful in improving education and community life in the rural areas. At the end of the period, all teacher training institutions joined the program of developing education and rural community.

According to Mr. Bhunthin Attakorn, the factors of training qualified teachers depended on the training curriculum and the learning and teaching process. Qualified teachers should have in depth knowledge of the subject matter, teaching techniques, and child psychology. Teachers were to be good models who were capable of guiding the child and society in national progress in Thailand. The rapid and tremendous improvement and expansion of
teacher education of the DTT during this period was due to several things: the efforts of Mr. Bhunthin Attakorn, the Director-General, the improved quality of the teaching staff, the increase in budget, and the encouragement and assistance from the foreign agencies.

The administration of Dr. Saroj Buasri (1970-1974) sought to improve quality and quantity of teacher production. During this period, the number of teachers colleges expanded from twenty-five to twenty-nine institutions. The production of PKS, PKSS and PP teachers increased from 22,527 in 1970 to 54,412 in 1974. This helped the critical problem of teacher shortage. Dr. Buasri worked to improve the quality of the teaching staff by visiting and lecturing to teachers in teachers colleges throughout the country. For Dr. Buasri, the teacher educator should be a learned and virtuous person. He also emphasized morality as an important part of teacher preparation. Teaching staffs were sent for further study in institutions in the country and abroad with the assistance of the DTT and foreign agencies. The improvement of the qualifications of teaching staffs went from 493 Master Degree teachers in 1972 to 840 in 1975. Besides promoting the increased expansion of teacher training, Dr. Buasri also promoted special programs to support and improve teacher education in rural communities, such as the Teacher Training Cum Education Extension, and the Teacher Training for the Hill Tribes.
The administration of Dr. Buasri is considered the period in which full potential of expansion was reached and the period in which many quality teachers were trained.

The Administration of Mr. Prasit Soontharothog (1974-1976) was a period of confidence in teacher training in Thailand. Mr. Soontharothog, with the assistance of Dr. Saiyut Champathong, who had been Deputy-Director since the administration of Mr. Attakorn, and Mr. Charoon Milinda, had successfully continued the work of his predecessors in improving the quantity and quality of teachers of the DTT. The 2-2-2 formula of training of teachers was improved to the 2-2 system, which was to coincide with the National Education Plan of 6-3-3 which will be promulgated in the near future. The PKSS and KB programs were emphasized by the DTT to improve the quality of education at the elementary and secondary level. The training of certificate teachers was gradually reduced and will be terminated completely in 1981. The curriculum of PKS and PKSS were also changed and revised to correlate with the KB curriculum to improve the quality of Thai education.

To improve education and community life in the rural areas, special programs were designed and conducted by the DTT and carried on through the teachers colleges. The in-service training of all school teachers was the full responsibility of the DTT. Due to the many efforts of the Director-General in the past two decades to reduce
the teacher shortage, it is apparent that the problem will no longer be a critical one in the future. The Fourth Five-Year Educational Plan (1977-81), indicates that the annual birth rate has declined from 3.0 to 2.4 per cent and is expected to continue declining to 2.1 per cent in 1981. Thus, Thailand now shares the phenomenon of declining enrollment prevalent throughout much of the "developed" countries. Probably, the schools in the rural areas will be the last to receive relief from this change. Through the effort of Mr. Prasit Soontharothog, Thai teacher training was tremendously improved during 1974-1976. The training of qualified teachers was done with confidence through the thirty-six teachers colleges. Without the great contributions of the Deputy Director-General of the DTT, Dr. Saiyut Champathong, who had been serving since the administration of Mr. Attakorn, and Mr. Charoon Milinda, the full development of Thai teacher training in the Ministry of Education would have been impossible.

The examination of historical development of the DTT reveals that the impact of Thai government policy as well as economic and social forces were the major sources of influence on the development of Thai teacher education. The DTT was formerly a Division of Teacher Training in the Department of General Education. Among the factors that influenced the policies of the DTT were: the recognition of the importance of education in national development;
the enactment of the Compulsory Education Act; the government policy of developing human resources according to the National Social and Economic Development Plan. During the administrations of Mr. Attakorn, Dr. Saroj and Mr. Soontharothog the budget increased, institutions were expanded or created, enrollment increased, and new programs were established.

The effort of the DTT in fulfilling its responsibility of training teachers and improving of teacher education proved to be successful. However, some improvements in specific areas are still needed according to the criticism, comments, and research of educators as well as the professional opinion of the author.

**Problem of Administration**

The administration of the DTT is a significant problem. The DTT's centralization and control of the thirty-six teachers colleges, and programs were found to be difficult for the administrative department in Bangkok because of the tremendous increase of enrollment, teaching staff, programs and number of campuses. The DTT was responsible for performing the following functions: establishment of teachers colleges; recruitment and allocation of teaching staff; transfer, tenure approval, promotion, post-graduate study, scholarship grants, finance and budgeting, capital outlay planning; allocation of teaching
facilities, equipment, construction; admission of students, rules and regulations, and establishment of uniform curriculum. These activities of the DTT brought many complicated problems to the teachers colleges and to the DTT. The problems located by this study in the area of administration are as follows:

**Problem of Administrative Freedom of Teachers Colleges:**

The teachers colleges had no administrative freedom in solving their own problems. Most of the college problems were solved by the DTT in Bangkok, which was often slow and ineffective. This caused delay and ineffective work on the part of the colleges. The thirty-six teachers colleges had no DTT delegation to coordinate, inspect and evaluate the work of teachers colleges.

**Problem of Recruitment, Allocation and Transfer of Teaching Staff:**

Recruitment and allocation of the teaching staff of the DTT to teachers colleges was inappropriate to the college's need. This was due to an inadequate study of the need of teaching staff in each college, and an inadequate close contact and participation of the Personnel Division of the DTT and the administrators of the teachers colleges. The transfer process of the teaching staff was often slow. This brought to conflict and confusion to the teaching staff and caused ineffective work by the colleges.
Problem of Freedom of Role of Teaching Staff:

The role of qualified teaching staff of the DTT was often limited to implementing the program on their campuses. Their personal ability in teaching and experimenting with innovations in teacher education and community development were inadequately encouraged by the DTT. Utilization of their ability and intelligence in seminars, conferences, and training on teacher education was often limited. This caused tremendous educational wastage of the DTT and the nation. It also aborted the DTT's policy and purpose of improving teacher education and community development, as well as creating the undemocratic atmosphere that discouraged teaching officials.

Problem of Admission of Students:

Admission of Students to teacher training institutions was centralized by the National Entrance Examination administered by the DTT. Since the decentralization of power on admission has been recently made to the teachers colleges, provincial, district and municipal councils in each province, there has been no evidence of coordination and inspection from the DTT. This will cause barriers in achieving equal educational opportunity in Thai teacher education.

Problems of Allocation of Facilities, Equipment and Construction:

The allocation of facilities, equipment and con-
struction were inappropriate and unsuited to the actual needs of the colleges, due to the inadequate study of the conditions of each college and provision of planning between the colleges and the DTT. The college staff and the administrators were not given the opportunity to share their responsibility regarding this matter. This causes wastage in finance and education as well as ineffective work by the colleges.

**Problem of Curriculum**

The new KB curriculum introduces many new subjects such as comparative education, special education, curriculum building, and independent study. Instruction in these subjects required qualified instructors and experienced researchers. Deficiencies in the qualified teaching staff may produce unqualified teacher education students and further impede progress in improving the quality of Thai education.

**Problems of Textbooks and Libraries**

Textbooks and libraries of the teachers colleges were of poor quality in comparison to western standards. Most of the textbooks used in the teachers colleges were outdated and alien to the Thai cultural and social contexts. Textbooks, books and journals are limited in number due to the limited budget. There were also a limited number of qualified librarians managing the library.
The writing of textbooks was inadequately encouraged and supported by the DTT. The DTT had no committee to review and approve the textbooks that officials wrote. Incentives and rewards for textbook writing from the DTT were also inadequate. Although the DTT had introduced the KB program and had revised the PKS and PKSS curriculum, most of the textbooks used in the teachers colleges remained the same. The problems of scarcity of textbooks and poorly equipped libraries seems to impede the aim of training qualified teachers by the DTT, as well as research in teacher education.

Problems of Audio-Visual Aids and Teaching Materials:

Many of the audio-visual aids and teaching materials available in the teachers colleges were outdated or unsuited to the Thai social and cultural context. There was also only a limited availability of teaching materials and equipment. There were no orientation and information on using the equipment and materials in many of the colleges. The effective use of teaching aids and materials were made by few members of the teaching staff due to lack of materials and encouragement by the colleges and the DTT.

Problems of Education Research

Few systematic research projects have been done by the DTT because they have given inadequate support and encouragement of the DTT. Incentives and rewards of teach-
ing officials of the DTT were not closely linked with research work. Most of the research in each college is not worthwhile due to lack of guidance and coordination among the research groups. There was no research committee, organization or association, or journal or periodical existing to direct, facilitate and promote research activities among about 4,000 teaching officials of the DTT. The shortage of educational research data and information on teacher education of the DTT leads to difficulties of comprehensive and coordinated short and long range planning and improvement of teacher training.

Problems of In-Service Training

Much of the in-service training of the DTT was unrelated to the actual teaching situation, due to the irrelevance of the curriculum, instructional methods, and the examination process. Many of the in-service teachers enrolled in the training as a means of securing promotions in grade and salary. Many of the teaching staffs were unqualified. Many instructors did not take the training seriously as a means of improving the quality of the teachers but saw it as a means of earning extra money.

Problems of the Rural Teacher Education Project

The Rural Teacher Education Project lacked support and encouragement from the DTT, the government, and other agencies in improving rural education and community
development. Among the factors weakening the project were inadequate financial support, lack of trained staff, and absence of coordination among teachers colleges, schools and provincial leaders. These have impeded the program's full effectiveness.

**Professional Problems of the PKS Graduates**

A great number of the PKS graduates in both the twilight and regular programs of the DTT have been found to be unemployed and have changed their profession. This was due to the inappropriate nature of the plan of production of teachers by the DTT, lack of incentives for the rural teaching work, the inadequate screening of the applicants, and the absence of a good program for cultivating proper attitudes to the teaching profession in teachers colleges. This professional problem of the PKS graduates caused tremendous educational wastage in the DTT and the nation.

**Problems of Salary and Welfare**

The salary and welfare of the teaching officials were similar to that of other civil servants and were considered unfavorable. Salary promotion was not based strictly on hard work to improve teacher education, but rather on regular performance. This bureaucratic reward system was likely to retard hard working teaching officials and contributed to the passive working life style of Thai
civil servants. Teaching officials' welfare benefits such as medical care expense, housing, and recreation were considered limited and unfavorable. This caused discouragement and contributed to the unenergetic life style of the teaching officials which retarded the full development of teacher education.

Recommendations

The recommendations which follow are presented as tentative solutions to the problems that face Thai teacher education by the DTT. It is hoped that the following recommendations will be useful to Thai officials for the improvement of Thai teacher education. It is hoped that the recommendations that have been suggested will also be useful to educators who face similar problems in other countries.

Administrative Problems

Administrative Freedom of the Teachers College:

The DTT should decentralize its power and allow teachers colleges to deal with their own internal problems in order to lead their colleges as effective training institutions. The DTT should play the important role of coordinator, inspector and evaluator of all teacher training programs in the thirty-six teachers colleges.

Recruitment, Allocation and Transfer of Teaching Staff:

Recruitment, allocation, and transfer of the teaching
staff should be done according to the need and suggestion of the colleges. The applicant should also agree on the assignment in order to decrease conflicts that result from the inappropriate assignment of the teaching staff. Administrators of each college should be allowed to participate in the recruitment and allocation process of the DTT. The transfer process should be facilitated quickly to avoid the confusion of the college's work and the distraction of the teaching staff from its work. The process should be done according to the need and necessity of instructors and colleges, and should be made at the end of the academic year to decrease conflicts and reduce the inappropriate assignment of the teaching staff.

Freedom of the Teaching Staff:

The DTT should give full responsibility, encouragement and support to the teaching staff of using their ideas, ability and intelligence in experimenting with innovations in teacher education in their teachers colleges as well as in community development. Equal opportunity of participating in a wide range of academic activities and in the further study provided by the DTT and other agencies or institutions should be given to all teaching staffs according to their ability, qualifications, interests and experiences. This will fulfill the policy of the DTT to improve teacher education and further community development.
Admission of Students:

The DTT should serve as a coordinator and inspector to provincial, district and municipal councils and teachers colleges in the admission of students. The DTT should serve as a consultant to teacher colleges in organizing their entrance examinations for admitting students to the KB program. Training in tests and measurements should be provided to the entrance examination committee of each college. These improvements will contribute to the ideal of equal educational opportunity and to the achievement of teachers colleges.

Allocation of Facilities, Equipment and Construction:

Each teachers college should be allowed to purchase the facilities and equipment that is appropriate to their needs. The allocation of budget to each college according to their needs should be done by the DTT. The teaching staff and administrator in each college should be given the opportunity to share their opinions on construction and purchase of educational equipment. This will solve the problem of educational investment and will contribute to the effectiveness of the work of teacher education.

Problems of Curriculum

The number of qualified instructors and researchers shall be increased in order to implement the KB curriculum as well as the revised PKS and PKSS programs. The subject
matter content of the education and agriculture courses should not be "western" or "bookish" but based on the actual circumstances of Thai culture and society. Instruction in the science, mathematics, and English courses should not be abstract but should be practical and emphasize laboratory work and actual learning. The program of KB and PKSS should include bi-lingual education and should provide a wide range of extra-curricular activities and programs that cultivate the virtue and morality of teachers as well as a right attitude toward the teaching profession. The teacher training curriculum of the DTT should be under constant study and research and revised as needed with comments, criticism and suggestions of scholars. These recommendations will contribute to the goal of the DTT in improving the education of teachers.

Problem of Textbooks and Libraries

The DTT should provide adequate funds and a sufficient number of trained librarians to improve the teachers college libraries. Encouragement and support of qualified teaching staff in writing the textbooks needed in the courses should be made. There should be a committee of the DTT to review and approve textbooks. Incentives and rewards in the form of grades and salary promotion should be given to teaching officials who produce qualified work. The improvement of the teachers college library
also enhances the training of qualified teachers.

**Problem of Audio-Visual Aids and Teaching Materials**

There would be well trained audio-visual officials in each teachers college that received equipment from the DTT or foreign agencies. The DTT should allocate enough budget for each teachers college to purchase their own teaching materials. In purchasing and allocating audio-visual aids and other "hardware" by the DTT and other foreign agencies, the appropriateness to the Thai educational situation should be carefully considered. There should be an orientation which provides information about the equipment and materials to the teaching staff so that these items will be fully used in improving teacher education.

**Problem of Educational Research**

The DTT should increase the budget allocated to the Supervisory Unit and the teachers colleges to conduct research on teacher education. A research committee should be established to study and approve research submitted by the officials and to act as coordinators of research groups among teachers colleges and supply the result of research to teachers colleges as well as through the educational journal or periodical established by the DTT. There should be an association or organization of teaching officials of the DTT to provide academic activities to the DTT's staff. These contributions of educational research by the DTT will
contribute to the change and improvement of Thai education.

Problem of In-Service Training

The in-service training curriculum of the DTT should be changed and revised to adjust to academic, society and world changes. The course requirements and subject contents should be unique and important in each program and should be useful and relevant to the actual circumstances and teaching. Instruction should emphasize the laboratory method or actual learning and should be based on the realities of Thai society. The examination should correlate with the subject content and method taught by the DTT's qualified and experienced officials in in-service teaching. The teaching staff of the in-service training should be qualified as well as experienced in teaching. Their work should be considered in grade and salary promotion by the DTT. Promotion of grade and salary of the in-service instructors should be emphasized so that it encourages them to work harder to educate young people as well as to work for their certification.

Problem of the Rural Teacher Education Project

The DTT should seek support from the government and foreign agencies in the form of financial aid and educational assistance. There should be an orientation of the student teachers as well as the school and provincial officials involved in the project. The work plan of
community development and educational improvement should be devised by the coordinating teachers college, school and province. Meetings of students and school officials should be conducted periodically in order to solve the various problems.

Professional Problems of the PKS Graduates

The teacher training plan of the DTT should be developed carefully according to the need for teachers and the National Social and Economic Development Plan. It should be based on research data and the work of the educational experts. Admission of students should be based on their interest, intention, and ability. The recruitment of teacher graduates should be made annually for the governmental and private agencies that need teachers. Incentives and rewards should be arranged by the government for those who work in rural and remote areas so that rural schools can keep good teachers. These efforts will aid in solving the problem of educational wastage and will improve the quality of education.

Utilization of Qualified Teaching Staff and Students

The DTT should organize summer programs for the regular PKSS and KB students. Such an opportunity for the regular students would reduce the time period of school and provide full utilization of qualified teaching staff and college facilities. It will also benefit the students
as well.

Problems of Salary and Welfare

Salary increases for teaching officials should be based strictly on satisfactory performance of research, study, textbook writing, teaching and other educational work. Performance should be evaluated by a college committee. Welfare benefits of teaching officials such as housing, medicare, childbirth, funeral expenses, retirement compensation, and loans should be offered on conditions favorable to the teaching staff. All the provision of these benefits will encourage teaching officials to contribute fully to the work of the colleges and the DTT.

Further Research

This dissertation has examined the historical development of Thai teacher education and the programs, activities and accomplishments of the DTT. Further research might be done in the following areas: (1) the contribution of the DTT to national development; (2) Analysis of the curricular work of the DTT; (3) analysis of the in-service teacher education of the DTT; (4) the political relationship of the DTT; (5) analysis of development of structure, purpose, function of the DTT and its administration; (6) analysis of the structure and function of the teachers colleges; (7) an examination of foreign assistance to the DTT and its role in developing Thailand (8) a study
of the civil service in the DTT, its role, work and problems; (9) an examination of the admission of students to the teacher training institutions of the DTT; (10) a treatment of community development in the rural Thailand.
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APPENDICES
APPENDIX I

THE NATIONAL SCHEME OF EDUCATION 1960
APPENDIX I

THE NATIONAL SCHEME OF EDUCATION 1960

Aims

1. The Thai people shall be educated according to their individual capacities, so that they should be moral and cultured citizens, with discipline and responsibility; with good health, mental and physical; and with a democratic outlook. They should be given knowledge and ability to carry out an occupation useful to their country and nation.

2. Boys and girls should receive education in school up to the age of fifteen at least.

3. Boys and girls should strive to gain knowledge and experiences that will serve useful purposes in their lives.

4. Education shall be carried out to serve the needs of the individual as well as those of society, in harmony with the economic and political systems of the country. It shall comprise, inter alis:

   a. Moral education—that aspect of education which deals with ethics and refinement, moral responsibility, and with the spirit of service.

   b. Physical education—that aspect which deals with the promotion of good health, mental and physical, and a sporting spirit.

   c. Intellectual education—that aspect which deals with the improvement of thinking, and with the acquisition of knowledge, techniques and principles conducive to a useful and happy life.

   d. Practical education—that aspect which deals with habits of industry, and perseverance, and with the training in manual skills that are basic to good living and occupation.
Levels of Education

5. There are four levels of education:
   a. Pre-school education
   b. Elementary education
   c. Secondary education
   d. Higher education

6. Pre-school education means that level of education which aims to prepare children for elementary education.

7. Elementary education means that level which aims to promote the development of children towards effective learning and desirable behaviour. Elementary education is divided into: the junior school, consisting of 4 grades of form, and the senior school consisting of 3 grades or forms.

8. Secondary education means that level of education which follows elementary education and which aims to explore and promote the interests and aptitudes of boys and girls. The knowledge and skills acquired should enable them to carry out an occupation or form a foundation for a well-conducted life, or for further education. Secondary education is divided into the lower school and the upper school, each consisting of not more than three grades or forms.

9. Higher education means that level of education which deals with the study of, and research in, the higher academic, professional and technical subjects, at the universities or similar institutions.

The School System

10. Pre-school education precedes compulsory education. Schools may be set up to teach young children of pre-compulsory age, the teaching may be so arranged that the children can be taught in two or three age groups. Pre-school classes may also be arranged in elementary schools.

11. Elementary education is considered to be the due of all boys and girls. It may be given in schools where there are both junior and senior grades, or where there are only junior, or only the senior grades.
12. Secondary education must take into serious consideration the individual differences. It is to be organized in two streams; the general stream which aims chiefly at general education, and the vocational stream which aims chiefly to give specific vocational training.

13. In the general stream secondary education consists of three lower grades or forms, and two upper grades or forms continuous from the lower. At the end of the third grade or form, boys and girls should have acquired knowledge and skills which enable them to earn a living within certain limitations and at the end of the fifth form, they should be able to apply for admittance to institutions of higher learning.

14. In the vocational stream, schools will arrange courses of various lengths, from about one to three years depending on the character of the trade or profession to be taught. Some of the courses may require, as foundation, the education and training received in the three lower forms of the general stream, and may be organized as a continuation of that education and training.

15. The relationship between the various levels, grades or forms and the standard ages of boys and girls is shown in a chart attached to this document.

Compulsory Education

16. Compulsory education means that which boys and girls must receive in school as required by law.

The state should make efforts to extend the period of compulsory education in accordance with its economic strength so that the standard of education of the people may be raised.

17. Compulsory education that is given in schools belonging to the state must be free. The state should provide education equipment and materials to an appropriate extent.

18. The state should provide a certain appropriate amount of education to boys and girls who are exempted from compulsory education.

General Policies

19. Education is to be recognized as among the
prime functions of the state, and must receive the support and stimulation due to it.

20. The educational system of the nation must be organized by the state and all educational institutions must be under its supervision.

21. The state should allow institutions of higher education the freedom to operate within the framework of relevant legislations.

22. The state is responsible for the training of teacher, and should produce those with qualifications befitting their tasks so that the aims of education as stated in this document may be fulfilled. Special emphasis should be given this activity.

23. In carrying out the work of education the state shares its labour with private organizations or persons, at those levels not defined as higher education.

24. The state supports private education in accordance with established regulations.

25. The state supports vocational education as extensively as possible within its financial capacity in accordance with the economic conditions and needs of the nation.

26. The state supports adult education to serve the needs of those persons who have missed the opportunities during the period usually devoted to school education, and those whose conditions do not enable them to receive education in the usual manner, and also for the purpose of improving vocational efficiency.

27. The state promotes study and research in all fields of science and art.

28. The state gives scholarships and fellowships to students and scholars in accordance with established regulations so that the potentialities of certain individuals may be developed.

29. All institutions of education should employ personnel qualified to work in their professional fields and at the particular levels of education.
30. The state has the power and the duty to control, advise, and inspect institutions of education according to established regulations.

APPENDIX II

CHARTS OF EDUCATIONAL SCHEMES 1902–1951
APPENDIX II

CHARTS OF EDUCATIONAL SCHEMES 1902-1951

Educational Scheme 1902

Educational Scheme 1913

University

Senior Technical Education
Junior Technical Education

Senior Technical Education
Junior Technical Education

Primary Education

Educational Scheme 1915

Higher Education

General Education

upper
lower

upper (senior)

Intermediate

upper
intermediate
lower

Junior Technical Education

Primary Education

Educational Scheme 1921
Higher Education

| Degree courses |
| Certificate courses |

| 8 | senior |
| 7 |  |
| 6 | intermediate |
| 5 |  |
| 4 | intermediate |
| 3 |  |
| 2 | junior |
| 1 |  |

Boy & Girls
Girls

Primary Education

Educational Scheme: 1936

<table>
<thead>
<tr>
<th>School Age</th>
<th>Grade</th>
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<tbody>
<tr>
<td>19</td>
<td>8</td>
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<td>18</td>
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</tbody>
</table>

Higher Education

General Education

Vocational Education

Pre-University

Senior Secondary Education

Vocational School

Junior Secondary Education

Vocational School

Primary Education

Vocational School

Kindergarten

Compulsory Education:

Age

Age

In some areas Compulsory Schooling Age commences at the age of 7

In some areas Compulsory Schooling Age commences at the age of 10

12
13
11
12
10
11
9
10

APPENDIX III

THE NATIONAL SCHEME OF EDUCATION 1960
APPENDIX III

THE NATIONAL SCHEME OF EDUCATION 1960

SCHOOL SYSTEM CHART AS PROVIDED BY THE NATIONAL SCHEME OF EDUCATION
B.E. 2503 (1960 A.D.)

STANDARD AGES
3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19

PRE-SCHOOL EDUCATION

ELEMENTARY EDUCATION

SECONDARY EDUCATION

GENERAL STREAM

1 2 3

4 5

5 6

VOCATIONAL STREAM

1 2

3

LOWER GRADES
(not more than 3 yrs.)

UPPER GRADES
(not more than 3 yrs.)

HIGHER EDUCATION

UNIVERSITIES

OR

OTHER INSTITUTIONS
OF HIGHER LEARNING

STUDENTS MAY LEAVE AT THIS GRADE TO EARN THEIR LIVING.

Source: Department of Teacher Training, Its Work and Organization 1973
APPENDIX IV

CHART OF NATIONAL EDUCATIONAL SYSTEM ACCORDING TO EDUCATION REFORM
APPENDIX IV

CHART OF NATIONAL EDUCATIONAL SYSTEM
ACCORDING TO EDUCATION REFORM

APPENDIX V

TEACHERS COLLEGE ACT 1975
APPENDIX V

TEACHERS COLLEGE ACT 1975

B.E. 2518

Bhumiphol Adulyadej Rex

 Granted on February 14, 2518. The thirtieth of the reign.

By the grace of His Majesty King Bhumiphol Adulyadej, it is hereby declared that:

It is deemed appropriate that there shall be an act for teachers colleges.

Through the recommendation and consent of the Legislative Council acting on behalf of the House of Representative the act shall read as follows:

Article I This act shall be known as the Teachers College Act B.E. 2518.

Article II The act shall become effective from the day the act is announced in the Royal Gazette.

Article III In this act

"Teachers College" shall mean a college established in accordance with Article VI herein.

"Council" shall mean Teacher Training Council.

"Rector" shall mean a rector of a Teachers College.

Article IV The Ministry of Education shall be responsible for the implementation of this act.

Section I

General

Article V Teachers Colleges shall be institutes for education and research, the objectives of which are to provide
education, produce teachers up to bachelor level, promote the professional and academic status of teachers and educational administrators, and support cultural and academic activities for the community.

Teachers Colleges shall be a governmental entity within the Department of Teacher Training, Ministry of Education.

Article VI Should the Ministry of Education at any time deem it appropriate to establish a Teachers College in any location or to upgrade any teacher training institute to the status of a Teachers College, it shall present the recommendation to the Council for approval.

The establishment of any Teachers College or the upgrading of an institution to teacher training status as described in the preceding paragraph shall be declared by royal decree.

Article VII Each Teachers College shall have the following official bodies:

1. Rector's Office
2. Academic Faculties

The Rector's Office may be divided into various sections.

The Academic Faculty may be divided into various academic departments.

Article VIII The division of official bodies i.e. Rector's Office and Academic Department, or the dissolving of the same, shall be announced in the Royal Gazette by the Ministry of Education.

Article IX The Ministry of Education shall allocate the budget to the Department of Teacher Training as it deems appropriate for the management of Teachers Colleges; which budget shall be specifically set up for the said purpose to the exclusion of any other programmes of the Department of Teacher Training.

Budget, income, fees, and donations bequeathed to the Department of Teacher Training for the purpose of managing Teachers Colleges shall be allocated for the purpose and the advantage of the Teachers Colleges by the Department of Teacher Training.
Any income received by the Department of Teacher Training from individual Teachers Colleges shall be exempted from the law governing budgeting procedures which requires it to be forwarded to the Ministry of Finance.

Section 2

Management

Article X There shall be a Teacher Training Council consisting of:

1. The Council Chairman, who shall be the Under Secretary of the Ministry of Education by virtue of ex officio.

2. The Vice Council Chairman, who shall be the Director-General of the Department of Teacher Training by virtue of ex officio.

3. The Council members, who shall be the Director-Generals of the Department of Vocational Education and the Department of Educational Techniques, the representative of the Bureau of State Universities, the Deputy Director-General for Academic Affairs of the Department of Teacher Training, and the Chief of Teacher Training Division by virtue of ex officio.

4. No more than six council members shall be elected from rectors.

5. No more than six council members, who shall be elected from the regular teaching staff.

6. No more than six distinguished council members who shall be appointed from non-civil servants by royal decree at the recommendation of the Chairman, the Vice Chairman, and the Council Members mentioned in (3), (4) and (5).

The Deputy Director-General for Academic Affairs of the Department of Teacher Training shall serve as the Secretary of the Council; the Chief of the Division of Teacher Training, the Assistant Secretary of the Council.

The Department of Teacher Training shall be responsible for the management of the Council.
Article XI The election of Council Members under Article X(4) herebefore shall be carried out by voting among Rectors of Teachers Colleges, while the election of Council Members under Article X(5) shall be carried out by voting among the regular teaching staff.

The regulations and procedures for electing Council Members shall be formulated into the Articles of Association of the Council.

Article XII Distinguished Council Members shall remain in office for two years but may be reelected by the Crown.

In the case of any distinguished Council Member leaving office before the completion of his term and an appointment being made to fill his place or the Crown appointing additional Council members while current Council members are still holding office, the Council Member so appointed shall remain in office for the remaining term of the Council member already appointed before him.

Article XIII The Council shall have the power and the responsibility for the general management of the Teachers Colleges as follows:

1. To issue rules and regulations for Teachers Colleges, to stipulate qualifications and prerequisites for applicants seeking admission to a Teachers College and also to set forth the administrative structure of Teachers Colleges.

2. To approve curricula.

3. To effect ways and means of promoting training and research in Teachers Colleges.

4. To approve the granting of degrees, diplomas and certificates.

5. To give recommendations pertaining to education, teacher training and any other educational issues as deemed appropriate by the Ministry of Education.

6. To review the establishment, the amalgamation and the dissolution of faculties and departments.

7. To review the establishment of Teachers Colleges and the upgrading of teacher training institutions.

8. To review the appointment, transfer and removal
of the Rector, Deputy Rector, Head of Rectors Office, Deputy Head of Rector's Office, Head of Department, Assistant Professor or Associate Professor.

9. To set forth the regulations on the allocation of budgets and assets of Teachers Colleges.

10. To set up a committee that shall give advice and recommendations regarding the management of Teachers Colleges.

Article XIV The Chairman shall have the right to call a council meeting.

Should three Council Members or more recommend a meeting for a specific purpose, the Chairman shall call such meeting.

In the meeting of the Council, not less than one half of the Council members shall be present at the meeting to make a quorum.

The Council Chairman shall be the chairman of the meeting. In the absence of the Chairman, the Vice Chairman shall be the chairman of the meeting. In the absence of the Chairman and the Vice Chairman, the chairman of the meeting shall be elected from the Council Members.

Article XV Any resolution shall be passed by a simple majority of votes, with each Council Member being entitled to one vote. Should the number of votes for and against be equal, the chairman of the meeting shall have an additional vote to rule on the outcome of the resolution.

Article XVI Each Teachers College shall have one Rector who shall be responsible for the general management of that Teachers College, and may have one or more Deputy Rectors who shall be responsible for tasks assigned by the Rector.

The Council shall present recommendations to the Crown for the appointment of a Rector from the teaching staff of a Teachers College. Such a Rector shall remain in office for four years, but may be reappointed by the Crown. No Rector may remain in office more than two consecutive terms. The recommendation for removing any Rector before the completion of his term shall be presented to the Crown.

The Deputy Rector shall be appointed from a member of the teaching staff by the Council on the recommendation of the rector, and shall remain in office for the remaining
term of the current rector barring the removal of the said deputy rector before his term.

Article XVII The Rector and Deputy Rector shall hold a degree of the equivalent from Teachers Colleges, Universities or any other institutions of Higher Learning approved by the Council.

Article XVIII In the case of the Rectorship becoming vacant or the Rector's failure to carry out his duty, the Deputy Rector shall become the Acting Rector, and in the case of there being more than one Deputy Rector, the Deputy Rector nominated by the Rector shall become the Acting Rector. In the absence of the Rector's nomination, the most senior Deputy Rector shall become the Acting Rector.

In the case of there being no Deputy Rector or the Deputy Rector's failure to carry out his duty, the Council shall nominate a Council Member to become the Acting Rector.

Article XIX Each Teachers College shall have a Teachers College Committee consisting of

1. A chairman who shall be the Rector by virtue of ex officio.

2. A deputy chairman who shall be the Deputy Rector by virtue of ex officio.

3. No less than nine committee members who shall be elected from the Chief of the Rector's Office, and Heads of Department.

4. Committee members of the same number as in (3) shall be elected from the teaching staff of the Teachers College.

5. Distinguished committee members of the same numbers as in (3) shall be elected from outsiders on the recommendation of the committee chairman and the committee members mentioned in (3) and (4) above.

The said distinguished committee members shall remain in office for two years but may be reelected.

The Chief of the Rector's Office shall be the secretary of the committee.
Article XX The election of committee members under Article XIX (3) shall be effected by voting among the Rector, the Deputy Rectors, the Head of Department and the Chief of the Rector's Office, while the election of committee members under Article XIX (4) shall be effected by voting among the members of the teaching staff.

The procedures and regulations of the election under the first paragraph shall be formulated into the Article of Association of the Council.

Article XXI The committee elected under Article XIX shall have the responsibility and power as follows:

1. To set forth the regulations of the Teachers College for the approval of the Council.

2. To review the curriculum and matters related to the curriculum in order to present its recommendations to the Council.

3. To organize educational evaluation.

4. To serve as adviser and arbitrator to the Rector.

5. To prepare the budget to be presented to the Department of Teacher Training for the approval of the Council.

6. To prepare reports of work progress and yearly accounts.

Article XXII In the meeting of the committee formed under Article XIX, Articles XIV and XV shall be observed.

Article XXIII There shall be a Chief of the Rector's Office who is responsible for the management of the said office.

There shall be a Dean of Faculty who is responsible for the management of a Faculty.

There shall be a Head of Department who is responsible for the management of a Department.

There may be Deputy Chief (s) of the Rector's Office, Deputy Dean (s) of a Faculty or Deputy Head (s) of a Department as deemed necessary to assist in the management of their respective offices.
The election of a Dean of Faculty, a Deputy Dean of Faculty and Deputy Head of Department shall be made from the teaching staff of the Teachers College, and the same shall remain in office for four years but may be reelected. Under no circumstances shall be the same person hold office for more than two consecutive terms.

Article XXIV The teaching staff of a Teachers College shall consist of

1. Professors who may be either professors regularly assigned to the Teachers College or from outside the Teachers College.

2. Associate professors.

3. Assistant professors.

4. Lecturers who may be either lecturers regularly assigned to the Teachers College or from outside the Teachers College.

Article XXV Outside professors shall be appointed by the Crown from those who are not civil servants employed by the Teachers College.

Article XXVI A professor shall have the following qualifications:

1. Hold a doctorate degree or the equivalent in the academic subject taught in the Teachers College, from a University or any other Institute of Higher Learning approved by the Council and have been in teaching service no less than five years in a Teachers College or a University or any other Institute of Higher Learning approved by the Council, and have conducted research recognized by the Council or produced work of academic excellence recognized and approved by the Council.

2. Hold a master degree or the equivalent in the academic subject taught in the Teachers College from a University or any other Institute of Higher Learning approved by the Council and have been in teaching service no less than ten years in a Teachers College or a University or any other Institute of Higher Learning approved by the Council and have conducted research recognized by the Council or produced work of academic excellence recognized and approved by the Council.

3. Hold a bachelor degree from a Teachers College
or hold a bachelor degree or the equivalent in the academic subject taught in the Teachers College from a University or any Institute of Higher Learning approved by the Council and have been in teaching service no less than fifteen years in a Teachers College or a University of an Institute of Higher Learning approved by the Council and have conducted research recognized by the Council.

4. Hold a bachelor degree from a Teachers College or hold a bachelor degree or the equivalent in the subject taught in the Teachers College or from a University or an Institute of Higher Learning approved by the Council and have conducted research recognized by the Council or produced beneficial academic work recognized and approved by the Council, or

5. An experienced expert in the subject taught in a Teachers College who has taught and conducted research in that subject for no less than twenty years to the satisfaction of the Council.

Article XXVIII An associate professor shall have the following qualifications:

1. Hold a doctorate degree or the equivalent in the subject taught in the Teachers College from a University or any Institute of Higher Learning approved by the Council and have been in teaching service no less than three years in a Teachers College or a University or any other Institute of Higher Learning approved by the Council, and have conducted research recognized by the Council or produced work of academic excellence recognized and approved by the Council.

2. Hold a master degree or the equivalent in the subject taught in the Teachers College from a University or any Institute of Higher Learning approved by the Council and have been teaching service no less than seven years in a Teachers College or a University or any other Institute of Higher Learning approved by the Council and have conducted research or produced work of academic excellence recognized and approved by the Council.

3. Hold a bachelor degree from a Teachers College or hold a bachelor degree or the equivalent in the subject taught in the Teachers College from a University or any other Institute of Higher Learning approved by the Council and taught in a Teachers College or a University or any Institute of Higher Learning approved by the Council for no less than ten years and have conducted research recognized by the Council or produced work of academic excellence.
recognized and approved by the Council, or

4. An experienced expert in the subject taught in a Teachers College who has taught and conducted research in that subject for no less than fifteen years to the satisfaction of the Council.

Article XXIX Assistant professor shall have the following qualifications:

1. Hold a doctorate degree or the equivalent in the subject taught in a Teachers College from a University or from any Institute of Higher Learning approved by the Council and have been in teaching service no less than two years in a Teachers College or a University or any other Institute of Higher Learning approved by the Council.

2. Hold a master degree or the equivalent in the subject taught in a Teachers College from a University or any Institute of Higher Learning recognized by the Council and have taught no less than four years in a Teachers College or a University or any Institute of Higher Learning recognized by the Council.

3. Hold a bachelor degree from a Teachers College or hold a bachelor degree or the equivalent in the subject taught in a Teachers College from a University or any Institute of Higher Learning recognized by the Council or a University or any Institute of Higher Learning recognized by the Council or

4. An expert in the subject taught in a Teachers College who has taught and conducted research in that subject for no less than ten years to the satisfaction of the Council.

Article XXX A regular lecturer shall hold a bachelor degree from a Teachers College or hold a bachelor degree or the equivalent from a University or any Institute of Higher Learning recognized by the Council, or be an expert in the subject taught in the Teachers College.

An outside lecturer may be appointed from those with the same qualifications as a regular lecturer by the Rector from time to time, for each academic year, with the approval of the Council.
Section 3

Degree and Degree Acronym

Article XXXI  The Council shall have the power to award a bachelor degree in the subject taught in the Teachers College.

The description of the degree in any subject, its acronym and the major subject for that degree in the bracket form after the acronym shall be announced by royal decree.

Article XXXII  The Council may issue regulations to award first-class and second-class honour degrees to those who complete a degree course.

Article XXXIII  The Council may issue regulations to award diplomas and certificates as follows:

1. Diplomas or certificates for those who do not complete a degree course.
2. Certificates for those who have completed a special course.

Article XXXIV  The Council shall have the power of awarding honorary degrees to suitable persons. Under no circumstances shall the honorary degree be awarded to those who sit in the Council or the Committee of Teachers College at the time of the award.

Article XXXV  The Council shall cause to have made gowns and badges corresponding to the academic achievements of those receiving a bachelor degree, certificate and diploma.

The description of types and kinds of gowns and badges shall be made in a royal degree.

The employment of gowns and badges shall be in accordance with the requirements of the Council.

Article XXXVI  The Council may issue regulations pertaining to uniform, emblems and dress of the students of a Teachers College, such regulations to be announced in the Royal Gazette.
Section 4

Penalty for Misrepresentation

Article XXXVII Any person who makes improper use of gowns, badge, uniform, emblem or dress of the students of a Teachers College or improperly carries out any action suggesting the right of holding a degree, certificate or diploma from a Teachers College for the purpose of misleading others to believe that he has the said right shall be liable to imprisonment for a term no longer than six months or a fine of no less than one thousand baht or both.

Provisional

Article XXXVIII During the time when no Rector and no Council Members have yet been appointed by the Crown, the Council shall consist of Council Members under Article X (1) (2) (3) and the Directors of Teachers Colleges who are already engaged in the teaching of a degree course.

The Deputy-Director for Academic Affairs of the Department of Teacher Training shall be the Secretary of the Council, and the Chief of Teacher Training Division, the Assistant Secretary of the Council.

Article XXXIX The administration of education and curricula of Teacher Training Institutions prior to the date of the implementation of the Act shall be deemed as the administration of education and curricula of the Council in accordance with the Act.
APPENDIX VI

SCHOOL CALENDAR
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SCHOOL CALENDAR

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>24 MAY</td>
<td>Opening Ceremony</td>
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<tr>
<td>JUNE</td>
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<td>JULY</td>
<td>July 15 Asalaha Bucha</td>
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<td>July 16 Buddhist Lent</td>
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<tr>
<td>AUGUST</td>
<td>August 24-31 1st Term Break</td>
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<td>SEPTEMBER</td>
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<td>OCTOBER</td>
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<tr>
<td>NOVEMBER</td>
<td>Annual Athletic Meeting</td>
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<td>DECEMBER</td>
<td>December 1-10 2nd Term Break</td>
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<td>December 5 King’s Birthday</td>
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<td>JANUARY</td>
<td>January 1 New Year’s Day</td>
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<td>January 16 Teacher’s Day</td>
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<td>FEBRUARY</td>
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<tr>
<td>15 MARCH</td>
<td>March 16-May 23 Summer Vacation</td>
</tr>
<tr>
<td>APRIL</td>
<td>April 13 Songkran Festival</td>
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</table>

APPROVAL SHEET

The dissertation submitted by Aravan Chamnankit Tulayasook has been read and approved by the following Committee:

Dr. Gerald L. Gutek, Chairman
Professor, Foundations of Education, Loyola

Dr. Jasper J. Valenti
Associate Dean, School of Education, Loyola

Dr. Rosemary V. Donatelli
Associate Professor, Foundations of Education, Loyola

The Final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval by the Committee with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Education.

November 30, 1978
Date

Gerald L. Gutek
Director's Signature