

# # ๐๖40187 : MAJOR : DEVELOPMENT EDUCATION

KEY WORD: : VOCATIONAL EDUCATION / TRAINING / RURAL AREAS

CHANISTHA JONGPIPATVANICH : GUIDELINES FOR THE DEVELOPMENT OF  
VOCATIONAL EDUCATION AND TRAINING FOR RURAL AREAS OF COMMUNITY AND  
INDUSTRIAL COLLEGES IN CENTRAL REGION. THESIS ADVISOR : ASSOC. PROF.  
CHANITA RUKPOLLMUANG, Ph.D. THESIS CO-ADVISOR : MR. SUNTHORN SUNANCHAI  
Mis JARIYA TUPPAKUL NA AYUTHAYA, Ed.D. 242 pp ISBN 974-331-386-9

The objectives of this study were (1) to survey vocational needs of the rural communities in the service areas of Community and Industrial Colleges in the central region; (2) to study the provision of vocational education and training programs of the colleges, namely, continuing education programs at the certificate level; vocational training services for the school-students and the community, and community resource center; (3) to study guidelines for the development of those programs. Document study, interview, and focus-group discussion were employed in data collection from 4 selected colleges and service areas.

Findings were as follows.

1. Community vocational needs. Knowledge needed in agricultural area were related to selection of grain and rice seeds, alternate growing of farm crops, and prevention of crop diseases. Dressmaking, color blending, yarn dyeing, fabric design, and production of local farm products were needed in home economics areas. Administration and management as well as cooperatives were indicated in commercial areas while knowledge and skills related to technician work and other major industries of the community were suggested.

Moreover, it was found that the community would prefer short-course training, home-based or employer-based education and information dissemination from the colleges.

2. State and problems of the Colleges. It was shown that no colleges offered program in agriculture, which was the major occupation of the community, in either the certificate or short-course programs. Some curriculum and areas of study provided were unrelated to the community needs. Besides, there were problems in relation to instruction, course planning, qualification of the instructors, availability of educational equipment and media as well as learning environment.

3. Guidelines for developing education and training programs. Revision of the colleges' policy and mission, revision and development of curriculum and instruction with regards to both the national and community needs, reorganization of the personnel selection system, development of vocational guidance and follow-up system, and restructuring the colleges' administration were recommended.

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ลายมือชื่อผู้พิมพ์... Q. J

ลายมือชื่ออาจารย์ที่ปรึกษา... Chanistha Jongpipatvanich

ลายมือชื่ออาจารย์ที่ปรึกษาร่วม... Jariya Tuppakul Na Ayuthaya, Sunthorn Sunanchai