



CHULALONGKORN UNIVERSITY
AND
RURAL DEVELOPMENT



สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย

CHULALONGKORN UNIVERSITY

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1. INTRODUCTION

As the nation's oldest and one of the largest and most complete universities, Chulalongkorn University has been playing an extensive role in national development since its inception in 1906. The role in rural development, is immense and diverse. It is also deeply-rooted. To give a true perspective it is worthwhile to look at the University's philosophy which is stated as follows :

"Chulalongkorn University has as its aims to pioneer in and to search for new knowledge and to maintain the gained and stored knowledge which it transmits, along with righteousness, to its students to make them both mindful and intelligent".

"Chulalongkorn University sees as significant knowledge that which assists in bringing about individual and social development, i.e., the insights and skills in a variety of subject matters that help uphold the well-being of human life".

"Chulalongkorn University regards the following as essential virtues, and thus necessary to implant in students : knowledge of self, inquisitiveness, initiativeness, creativeness, carefulness, rationality, responsibility, far-sightedness, morality and public spirit."

To re-iterate, this University wishes its graduates to be man and women of wisdom and righteousness at the same time. It can be seen, that this kind of person is valuable for national development, be it rural or urban.

Formerly, it did not seem to be too hard to make mindful students but it seems to be more difficult nowadays. The University, nevertheless, has tried hard in recent years to achieve this goal. A variety of measures have been attempted, one of which is general education which is required for all students. Under this scheme, all students study sciences, social sciences and humanities, no matter what the specialisation. One of the by-products of this arrangement is the mixing, of students with different specialties. Persons with broad views

gained from the general education program would understand, others and thus be mindful of them. Through specialized training and general education along with religious services, students will hopefully acquire the major virtues required for righteous men and women.

Chulalongkorn University, to pioneer in and to search for new knowledge, has pushed its students rather hard to conduct research in their own specialties. These promotional schemes will be detailed later. The gained information is, in turn, imparted to other students. In addition to modern teaching techniques and aids, the University has recently launched another encouraging program to help students in their studies. The experience-enhancing program is better known as Senior Project. These student study programs, group or individual, are financially and technically University supported. Through these measures, the University hopes to produce quality graduates.

Parallel to these, the keen interest and activities of the University in rural development are tremendous. These can be seen in the involvement of the University with its personnel, budgets, student activities, and courses of instruction, to mention just a few. To be precise, this paper will attempt to portray five main roles that this University has so far played in rural development and which the University will undoubtedly continue to play. These are, courses of instruction, research activities, promotional programs for rural development, rural manpower development, and voluntary student activities. In the final section, assessment will be made of the University's potential as well as constraints in these development endeavors.

2. RURAL STUDY COURSES

For sometime this higher learning institute has been offering courses in rural studies both at the undergraduate and graduate levels and in the pure sciences, social sciences and humanities. Some examples are the History of Engineering in the Faculty of Engineering; Rural Economics and Economic Development in the Faculty of Economics; Rural Geography in the Faculty of Arts; Town and Village Planning in the Faculty of Architecture; Rural Education and the Administration of Rural School in the Faculty of Education; Community Medicine in the Faculty of Medicine; Rural Sociology, Local Government, Community Development, Social and Cultural Change, Problems of Rural Development and Sociology of Development in the Faculty of Political Science. An interdisciplinary course, Rural Thai Societies, provided by the University. It is a joint effort of the Faculties of Economics, Arts and Political Science with the University's General Education Unit as the coordinator. This program and the interdisciplinary course will now be discussed in detail.

Rural Thai Society

This course has been offered four consecutive semesters. Its major aim is the familiarization of University students with actual rural conditions and problems faced by rural society.

The theoretical instruction in rural Thai life constitutes the major part of the oncampus curriculum. Joint lectures are given by instructors of sociology, anthropology, economics, government and geography. The course covers the following topics;

1. Historical Background of Rural Problems
 - 1.1 Thai society before the advent of Western countries in the reign of Rama IV
 - 1.2 Rural society before contact with Western countries
 - 1.3 Conditions and problems of rural society
 - 1.4 Rural and urban relationships
2. Culture and Social Organization of Rural Societies
 - 2.1 Definitions of culture and social organization
 - 2.2 Roles of beliefs, religion, and customs
 - 2.3 Social relationships : Social differentiation, Role-status, family and kinship, social groups, and problems of group formation
 - 2.4 Social control and leadership
3. Agriculture and Geographical and Ecological Conditions
 - 3.1 General geographical and meteorological problems of Thailand
 - 3.2 Communications development and progress diffusion
 - 3.3 Ecological conditions of irrigation areas and agriculture of Thailand
4. Rural Society in Agricoeconomic Perspectives
 - 4.1 Introduction
 - 4.1.1 Economics and agriculture
 - 4.1.2 Agricultural elements
 - 4.2 Production
 - 4.2.1 Production factors
 - 4.2.2 Traditional production
 - 4.2.3 Modern scientific production
 - 4.3 Agricultural Policy of the Government
 - 4.3.1 Rice premiums
 - 4.3.2 Land reforms
 - 4.3.3 Crop price guaranties

5. Political Institutions

5.1 Political institutions and rural people

- Province
- District
- Village
- Sanitary district
- Community council

5.2 Problems concerning Political Institutions

- Government officials
- Rural people
- Budget
- Responsibility

6. Theories concerning Rural Conditions and Problems

6.1 Marxism

6.2 Structural - functionalism

7. Government Programs

- National Social and Economic Development Plans
- Community development programs
- Cooperative associations
- Agricultural extension programs
- Educational development programs
- Land reform and settlement
- Health and sanitation development programs
- Special programs for rural development-military mobile units

The on-campus teaching is followed by offcampus study or observation tours of rural sites depending on the semester the course is offered. During the regular semester, students are offered two to three weekend observation tours while in summer a rural field study of ten days is required. During summer, students, stay with villagers

for the ten day period, studying rural conditions and problems under the close supervision of instructors. Students are provided with questionnaires covering the whole social structure of the villages under study. Typically, the questionnaires direct students' interests to :

1. Village geographical and ecological conditions and problems
2. Village population and groups
3. Family and kinship
4. Education institutions and organizations
5. Local government and responsibility
6. Economic institutions and organizations
7. Recreational institutions and organizations
8. Religious institutions, organizations and activities
9. Health and sanitation conditions and problems
10. Sociocultural changes within the village over the past ten years

At the end of the field work, a final orientation session is provided for students and instructors to exchange views and experience gained from the village studies. Although the two-pronged course is completed, students are required to sit for final examinations and to submit term papers, ~~course~~.

This program of study is rather costly for instructors as well as for students. Therefore the University helps by funding the program. Both students and instructors have been satisfied with the program because of the rare information and experience gained from the trip. The University has also achieved its goal of imparting useful knowledge and virtue to its graduates.

3. PROMOTIONAL PROGRAM FOR RURAL EDUCATION

Last year the "Program for Promotion of Rural Education" launched with the objectives of strengthening its role in rural study and development by allotting ₹ 1,000,000 annually. Administered by a committee of University scholars, the program has a vital role to play in the area of rural study and/or implementation. It is hoped that the University will help its students and instructors alike to facilitate their activities pertinent to rural society be it individual or group. This promotional program is student oriented. It aims at providing students with both knowledge and understanding of the situation, and problems of the rural world. Students must do field work in order to gain first-hand information and experience setting a data bank of the rural condition under the supervision and approval of their instructors. Students collect, analyse and make useful suggestions beneficial to future rural development. In addition this program provides University faculty with another opportunity to increase their knowledge and experience concerning the rural environment which, in turn, will benefit University education and research in rural development.

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4. RURAL DEVELOPMENT RESEARCH

In its early period, Chulalongkorn University concentrated efforts on undergraduate education in order to serve the country's manpower needs. Emphasis was placed on the transfer and dissemination of knowledge. Teachers and lecturers pursued research in their own disciplines mainly on an individual basis.

With the emergence of many new universities in Thailand, the policy of Chulalongkorn University shifted toward improving the quality of its under-graduate and graduate education. Research, accordingly, acquired much greater emphasis which in turn, led to a number of activities. In 1971, the Rajadapiseksompot Research Fund was established in the University with the aim of providing research grants for faculty members as well as graduate students. Four research institutes, the Institutes of Population Studies, Social Research, Environmental Research and Health Research, were established to coordinate and execute multi-disciplinary research in these areas of national concern.

The University also set a clear and comprehensive research policy with all research activities coordinated. The University established academic fields, also the annual funds, considered, research work as a workload, and part of the normal provided as conducive research atmosphere as possible. Its administration was and restricted activities adjusted. These can be grouped in seven main areas : central administration, faculty administration, committees, task forces, unit cells, data banks and atmosphere.

Regarding research in the field of rural development, a number of projects has been carried out in various faculties and institutes. At the Conference on Research for Rural Development in January 1981, 79 reports were presented covering a wide range of topics from comprehensive community or regional development to pilot studies of family planning or health or education programmes, and from economic and sociocultural studies in the field to development of appropriate technology in the laboratories. A few projects can be mentioned here

as examples. The Tung Kula Ronghai area development and the sociological study of rural villages in Ayuthya were among the projects undertaken by the Institute of Social Research; the ecological system of the northern suburb of Bangkok by the Institute of Environmental Research; health services research in hill tribe villages and evaluative studies of the use of medical students and operating room nurses in performing contraceptive operations by the Institute of Health Research. The Faculty of Economics had among many, studies on agricultural cooperatives and water management in village development and on micropolis concept in provincial development. The Faculty of Education was active in education development for Rangsit area as well as for hill tribe population. Assessment of health status in eastern provinces and acceptability studies of family planning were among those reported by the Faculty of Medicine. Artificial insemination of water buffaloes was reported by the Faculty of Veterinary Sciences. More information can be obtained in the Report of Conference published by the University.

In an attempt to coordinate and strengthen the University's research efforts for rural development, Task Force on Research for Rural Development was established along with other research task forces

In fact several task forces are involved with the development of rural areas of Thailand. These are especially true with task forces for drug, food, Thai studies and Eastern region, not to mention Task Force For Rural Development. The Task Force For Eastern Region, for instance, has been sponsoring a number of projects on socio-cultural change in the Eastern Seaboard Provinces, the impacts of industrialization on the local people and environments, ecological studies, tourism studies, people adaptation pattern to new environments, etc. All of these studies involve the transforming part of Thailand's rural areas, the Eastern Seaboard, into modern-urban sectors of industry and commerce as well as services. What makes the Task Force special is the specific area and specific economic activities the Government aimed to accomplish. In the following paragraphs, the paper will be

concentrated on Task Force For Rural Development only as an example to demonstrate another role of Chulalongkorn University in the task of developing nation's rural areas.

Task Force on Research for Rural Development

The Task Force puts together about 30 University instructors from most of the relevant faculties and institutes of this academy who are interested and willing to work together on this challenging task. Chaired by the current vice rector, the Task Force set for itself the tasks of finding necessary information concerning the state of knowledge, our potentiality, conditions, problems and needs of the areas in question. In other words, we have first to know ourselves - our ability, knowledge, experience, money, personnel and facility, and the area or rural society we are going to work.

In studying rural society, we need to have insights on conditions, problems and needs, physically, historically, socially, politically and economically. That is, prior to developing or help developing or help develop rural areas, the developers need to have good information on, for instance, basic conditions of the area in terms of physical nature, historical background, socio-politico-economic situations of the communities to enable us to plan and implement the strategy. Problems and needs of the rural people may not be the same : problems are hindrances of the work to achieve goals, needs are necessities for people to live on. As in the case of conditions, we have to know the problems and needs of the people in terms of social, political and economic aspects.

To date, this Task Force has accomplished a number of important steps toward its set goals. These can be summed up as follow :

1. An Annual Conference on Research For Rural Development

It was held on 29-30 January 1981 at various buildings of the campus. The main purpose of this big event is for university personnel to present their researches on or related to the development of rural areas. It was apparent from this conference that research works on

rural development by the University's own staff members were so immense and varied as to academic fields that the University could make use of. The situation by then was that the works were scattered and many of them were not known by general public or even a great number of university professors themselves beside the researchers. The University, consequently, realized the needs to put together these works for a better and greater utilization. One direct outcome of the seminar was a book of research abstracts on development. And, directly or indirectly, the event brought forth a great awareness and stimulation on the involvement, in rural areas.

2. Documentary Research Projects on Rural Development

As a direct response to the conference, the University, through Task Force For Rural Development, funded 11 research projects represented different areas of concerns, e.g. political science, sociology, Education, health, economics, laws, theories and concepts, livestock, and technologies. Up to now, all the projects were completed. A seminar on the findings was conducted and application being attempted. Other sequential meetings were scheduled.

3. Along with other efforts, the Task Force has made a number of explorations as to what, how, and where of the rural development work to be implemented for the area is so broad, the methods varied and things to be done ^{are} tremendous. Finally after a long series of meetings, study-tours and consultations, the Task Force decided on the WHERE which is as the first target area, Chacherngsao Province of the Eastern Seaboard of Thailand. Our main aim here is to take the Province as our experiment field for our social and material technologies, the results of which will be applied in some other rural areas appropriate. Chacherngsao rural areas will be, on the way, developed physically, socio-politico-economically.

Fully aware that the work cannot be done without provincial staff, the Task Force thus seeks cooperation from the provincial authority who are willing to do so since it understands that our concerted effort will help improve their normal work. It is hoped that the collaborative efforts will help both the academicians and the field operators

to learn to work together and be mutually supportive. The provincial staff can provide relevant questions or problems, the solution of which can be sought through research. They can also assist in the execution of the research projects. The major responsibility of the Task Force in this connection is to collect relevant and useful information for planning and implementation. Occasionally or where suitable, the Task Force members may assist in the implementation, e.g. training of leaders or help organise groups required in the process. The main operational responsibility is still with the province while having the academicians as technical advisors. The work so far can be briefly presented.

Three Master Plans were drawn up by the Task Force. These are as follows :

(a) Research toward provincial planning

According to a Government's stated policy, provincial development plan is an approach to be attempted by all provinces. The planning process and the essential information for such planning remains to be found out. It was agreed that the collaborative project between Chulalongkorn University and the Chacherngsao Province should tackle this problem. A number of steps have been identified. Initially information from secondary sources regarding Chacherngsao Province is collected and collated. Gaps in the information base will be identified and gathering of necessary data from primary sources will then be undertaken with a hope of establishing an appropriate information system which is both adequate and cost-effective for the provincial planning. A number of seminars and workshops are scheduled in order to enhance a collective effort in the planning process. It was encouraging that participants from both the University and the Province enthusiastically attended the first workshop.

Both government officials and private sectors from the province were represented. Future workshops will identify the Provincial goals and objectives in its developments as well as the action plan.

(b) Science and technology for development

To solve problems faced and identified by the provincial authorities, appropriate knowledge and technology will be identified and tested through conjoined research projects. Experts from the university can help in bringing advanced and sophisticated knowledge to the field. Necessary adaptation can also be made to make them applicable and feasible. To cite a few examples, a series of research projects involving a number of scientific and engineering disciplines are under-taken to test an alternative way of rice cultivation on acid soil. An evaluative study of the ongoing primary health care program is launched with a hope of improving its outcome. A research-cum-action project for the primary school teaching in remote area where there are too few teachers is a very challenging joint activity with the provincial primary school board.

(c) Ethnographic study in rural villages. In order to really understand the rural sociocultural, economic and political setting, a look from the people level up is essential. A number of villages in Chacherngsao Province are selected. Socioeconomic surveys are undertaken simultaneously with qualitative studies. Developmental intervention will be designed and tested. It is hoped that this project will eventually contribute to the appropriate village plan and tambon plan.

In sum, it is obvious from the above passages that Chulalongkorn University involvement in rural areas is tremendous in terms of money, time, personnel and material investment. Merely in the field of research alone, one can see how much and how serious this University takes in the work of developing rural areas.

5. RURAL MANPOWER DEVELOPMENT

Chulalongkorn University has long intended to distribute resources available in Bangkok to all parts of the country. Such intention becomes possible when the university participates on rural manpower development. The Medical Education for Students in Rural Areas Project (MESRAP) is the first existing project in this field. Starting in 1982, another similar project, Rural Students Admission and Scholarships is set up initially for nine faculties to serve 12 provinces named Chaiyaphum, Buriram, Surin, Srisaket, Chachaengsao, Chantaburi, Cholburi, Nakornmayok, Prachinburi; Rayong, Trad, Samutprakarn or Nakornrachasima

MEDICAL EDUCATION FOR STUDENTS IN RURAL AREAS PROJECTS (MESRAP)

OBJECTIVES : MESRAP aims to :

1. Increase the number of qualified doctors in Thailand.
2. Correct the imbalance of doctors in urban and rural areas, by selecting students from the provinces, and by assigning them after their graduation to posts in the district hospitals of their own provinces.
3. Prepare them to assume their role in district hospitals and in primary health care through formal and informal exercises, both in the university and in rural setting.

ADMISSION PROCEDURES MESRAP student selection system has now been in operation for four years. A provincial committee representing rural communities participating in the program makes the initial selection from promising local students. For each available seat in the university, five students are selected on the basis of their attitude, aptitude and maturity. These are observed on attachment to provincial hospitals for two months during vacation. In addition; they are interviewed and tested for aptitude. The five selected students are then

tested at Chulalongkorn University and the best candidate is then nominated.

PRESENT SITUATION From 1978 to 1981, there are 57 students selected altogether and going through the MESRAP program. In 1982, four more provinces in the Northeastern region is included, and this will result in selecting a total of 40 candidates each year.

FUTURE The first batch of medical students will be transferred to Prapokklao Hospital of Chantaburi Province for their clinical training this year. In the coming future, the 12 rural provinces in the area will have more doctors in their communities.

RURAL STUDENT'S ADMISSION AND SCHOLARSHIPS PROJECT (RASP)

OBJECTIVES : RASP has threefold purpose :

1. To provide opportunities for the needy rural students with considerable good academic records to pursue higher education at Chulalongkorn University.
2. To motivate and encourage schools in the provinces to concentrate on learning and teaching.
3. To distributed the educated young graduates to the rural communities.

ADMISSION REQUIREMENTS Applicants must meet the following requirements:

1. Live continuously in that province at least five years.
2. Study at local high school, earn an overall grade point average of at least 2.50 and be among the first 10% of the class.
3. Be from the low income family which is unable to afford a university education unless the applicant receives the financial support from the university.

ADMISSION PROCEDURES Application forms may be obtained from the RASP office, the school; the provincial educational office, and must be returned to RASP. The selection is under the responsibility of the Selection Committee.

Applicants fill up the form providing the information concerning: their academic record; family, economic and financial status; parent's occupation. Recommendations from the class teacher, advisory teacher, school principal, and reliable person who can assess the applicant's academic and financial status are additionally required.

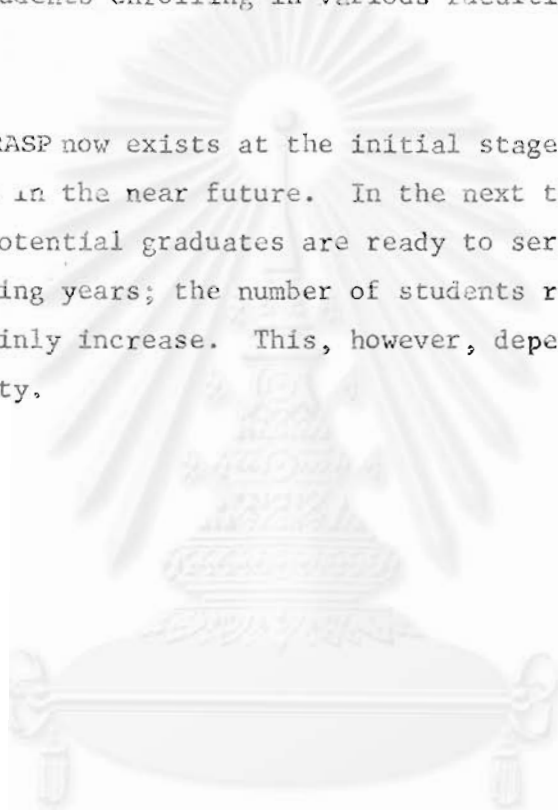
All of the above items are, therefore, considered in the preliminary review of applications as they are received. Early decisions are made in cases of applicants clearly admissible or clearly not admissible. The qualified applicants are informed to take the written examination arranged by RASP in their home town. The examination is designed to measure the applicant's knowledge and understanding in various subjects. Based on the examination result, that is still kept secret, and other considerations with the deans, the Selection Committee selects satisfactorily scored applicants and visit their home without being informed ^{to} verify the real financial need. Conversation is sometime additionally made with their neighbours as another additional measure. The applicants possess a satisfactory score on the written examination and actual financial problem are subsequently called for the interview before the final decision can be made. The university then announces the final decision through the mass media and contacts directly with the applicants, school principals, and governors. The applicants, who pass these procedures, sign the contract to return to work in the rural communities after the graduation.

SCHOLARSHIPS Scholarship in the amount of utmost ¥ 20,000 will be annually awarded to each student until they graduate on the regular program. This sum accounts for the living expenses, clothing, books and stationery, tuition and fees.

Such financial aid is provided by Chulalongkorn University without any government allocation. Contributions from other agencies and organizations are likely welcomed.

PRESENT SITUATION This is the first year that RASP started the project with 41 students enrolling in various faculties on a regular curriculum basis.

FUTURE RASP now exists at the initial stage. The outcomes are going to be seen in the near future. In the next three years; the first set of young potential graduates are ready to serve the rural communities. In the coming years; the number of students recruited by this project will certainly increase. This, however, depend on the policies of each faculty.



G. STUDENT ACTIVITIES IN RURAL DEVELOPMENT

The University sees the significance of student activities as supplementary to regular teaching courses and as additional means through which students are developed along their own interests, initiatives and social consciousness. Student activities have thus been a tradition in Chulalongkorn University. With the recognition of rural development needs as one of the pressing national problems, students have therefore incorporated rural development into their programs.

During the 1981 academic year, the total number of student projects financed by the government was thirty-nine. Of this number, eighteen took place during the October break. The rest was conducted during the summer vacation in March 1982. The activities focus on constructing and repairing school buildings, bridges, toilets, roads, water tanks, playgrounds and teaching equipments. Teaching, child recreation as well as legal, agricultural and sanitation advice are also included.

The volunteer camping club, the hill-tribe camping club, and the environmentalists' club are under the control of the Student Union. Participants in these rural development projects are students from all faculties. Each faculty also has its own student volunteer camping club but the activities are opened only to students in that faculty. Each club has its own advisor drawn from the faculty staff who supervises the club's activities and works under the Vice-Rector for Student Affairs.

The major source of funding of the student rural activities comes from the government budget. Since 1979, the government, has annually allotted more than one million baht to finance the rural development projects of Chulalongkorn University students. This amount covers the cost of construction materials, and operation. Since this amount is insufficient the students have to raise additional funds by themselves.

In conclusion, students have so far invested a lot of money, time and effort in their rural development projects. Through the student projects, construction and services have been introduced into the villages. However, considering the magnitude and seriousness of the rural problems, the student contribution has been rather limited. On the other hand, the experiences have contributed much to the student's perception and understanding of the rural problems. To increase the effectiveness of student activities in rural development, an attempt has been made to coordinate student activities with other projects of the University in rural development.



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7. OPPORTUNITIES AND CONSTRAINTS

In undertaking rural development work Chulalongkorn University as any organization, has encountered a number of obstructions and constraints hindering it or slowing down its attempt toward the set goals. Luckily, it has at the same time a great potential to help counter such constraints. Even a very conservative assessment would evince that this university stands a good chance to succeed. This does not mean that outside assistance is not needed. It does mean instead that some forms of support from outside agencies would speed up the work of this high potential institute.

The passages to follow are devoted to an evaluation of the University's opportunities and constraints in performing its role in rural development.

OPORTUNITIES

The University carries with it the following strength in its rural development involvements.

1. University Policy The first of its strength is its determination reflected in University policy to support rural area development. The policy of the University derives from its realization of the nation's strong need of such endeavor. It is also the University's conviction that developing rural areas is part of its responsibility. It has to directly participate in and produce and diffuse the helpfull innovation to the target areas.

2. University Potential As it stands, this university is a great store of knowledge and a full house of high quality personnel. As to body of knowledge, this university possesses more than 100 of academic departments and 2,000 of subjects offered regularly. These are expertly handled by more than 3,000 highly qualified instructors. Along with those helpful to rural development, the University has more

than 20 thousand students on campus who are potential workers in development work. As described in the previous section, these students organize, with strong support of the University, a great number of rural development projects-material or social.

3. University Mechanisms Devised by this University are numerous units, e.g. faculties, research institutes, unit cells and task forces. In response to the University policy, the major part of these academic units' work has been geared toward rural development, not to mention some units, such as Task Force For Rural Development whose direct responsibility is rural area development.

4. Supporting Unit Side by side with the above mentioned items, the University is in possession of additional supporting units e.g. facilities of all kinds and qualities, a computer centre, and an academic service centre comprising of a large library and its systems, audio-visual aides, and a vital document centre. In many ways, the newly established continuing education centre of the University lends great support to rural development.

5. University Alumni As the oldest university of the Kingdom, Chulalongkorn University has another advantageous position in carrying its work in rural areas. That is, it has 100 of thousands alumni working in various capacities all over the country, urban and rural. As experience shown, these former students are eager to help or cooperate with the University in every possible way and means.

To sum, this University has a real great potential and strength to contribute to the development of the nation's rural areas, These strengths are, however, to counter balance with the available constraints naturally attached to the Institute.

CONSTRAINTS

The following constraints, though few as they seem, are forefull and permeated. Great care and courage is needed to win over them. These constraints can hereby be described briefly.

1. Adaptation As obvious, what the University has are high quality personnel, modern information and advanced technology. To be applied in a less advanced setting, they need to be adapted and modified a great deal.

As to the University personnel, a large number of them are urbanite, so they need to familiarize themselves with the ruralite. They have to adjust themselves to be less heterophilous and more homophilous to their counterparts in other that communications of innovations will be more effective. Moreover, as it is, the University personnel are carrying a normal heavy burden teaching, research, administration and service. These too are to be lessened or rearranged to free them for taking up the desire task of development. Some of the ways out in this connection may be in the forms of junior assistants, textbooks, heavy audio visual utilizations.

Too advanced technologies are not compatible with rural structure and traditions. They are to be adapted into the so-called "appropriate" technologies to be applicable and beneficial to the rural people and environment. Thus, prior to going to rural areas, the University has a great task of adaptation to do.

2. Finance Despite its own large income over and above the normal government allotments, the University feels tight with its spending, especially when expanding its responsibility to cover rural areas, not typical to an academic institution. As would be visualised from the foregoing sections of this paper, this university has commenced on various and useful ventures toward the work of rural area development with its own income. Needless to say, with small additional fundings the present schemes would be accelerated and new horizons expanded. It should be hastily accentuated, however, that at the juncture, the University is capable of proceeding, though limited, toward its goals.

3. Experience Last but not least in the list of confronted constraints is the limited experience in rural development. Although

the University and its personnel have long been in this field, they still feel inadequate in carrying out efficient and successful work. They are eager to learn from others or exchange ideas and experiences with others with similar experiences, within the country or neighboring countries. The shared ideas and experiences would not be beneficial to, it is hoped, Chulalongkorn University personnel only but their partners also. In either case, the rural areas and their people will surely benefit from the exchanges.

Conclusion

This short paper has purported to reveal the role of Chulalongkorn University in rural area development. After briefly introducing the University as a whole, 5 main tasks pertaining to the development of rural areas are discussed. These are in the areas of relevant courses, promotional program for rural education research activities, rural manpower development, and student activities. These statements are followed by an objective evaluation weighing the strengths of the University and constraints confronted toward the achievement of set goals. All in all, despite its great potentials, the University faces some inevitable obstructions, parts of which are to be solved within and another part of which are to be sought outside the University. As it stands at the juncture, Chulalongkorn University is hopeful that it is in a good position to succeed.
