

(Draft)

A Curriculum for a Ph.D. Degree

B.E. 2547 (2004)

**1. Name of the curriculum :**

Doctor of Philosophy in Regional Development Strategies

**2. Name of the degree :**

Full Name : Doctor of Philosophy (Regional Development Strategies)

Abbrev. Name : Ph.D. (Regional Development Strategies)

**3. Fundamental principles of the curriculum.**

To clarify the fundamental principles of the curriculum for a Ph.D. degree in Regional Development Strategies and make possible the arrangement to teaching learning activities in research and development of communities in the Greater Mekong Sub region, and stability to international, the frame of thinking is put forward in the following main areas.

3.1 Scope, meaning and importance of Regional Development Strategies. Regional Development Strategies according to this curriculum refers to the development of communities using a research process as a tool with the emphasis being placed on a sustainable community development where participation from the people is considered essential. It's scope and targets are to develop human resources in the Greater Mekong Sub region consisting of Thailand, the People's Republic of China, Myanmar, the Socialist Republic of Vietnam, the Lao People's Democratic Republic and the Kingdom of Kampuchea, emphasizing and creation of change leaders in both local and national level. The students. Under an atmosphere of formative teaching-learning activities and research, will be cultivated into the ones who have ideals, love their own community and culture along

with an academic strength their profession and power to create better understanding and long lasting peace among the peoples with different linguistic backgrounds in the Greater Mekong Sub region.

3.2 Need and trend of sustainable community development in the Greater Mekong Sub region.

Based on an analysis of current situations, it was found that the direction for development all the countries located in the Greater Mekong Sub region has the following needs.

3.2.1 The political sector needs a more stable political system with a mechanism to counterbalance power and so on.

3.2.2 The government service sector needs a reform in the official system, a budgetary development, a reform in the legal system, a decentralization of power and a reform in the educational system.

3.2.3 The private business sector needs to adjust itself to the practice of good governance and an amendment of business laws that will be helpful to good governance.

3.2.4 The public sector needs a strong community organization, a basic right to receive more protection, more participatory roles for the people, and more roles for the media.

So Regional Development Strategies is considered a curriculum for development human resources in the Greater Mekong Sub region in order to produce excellent academics and leaders in the field of community development those will meet the need of communities in the Greater Mekong Sub region.

3.3 Products of the curriculum.

Following are the hoped-for products of the curriculum for Doctor of Philosophy in Regional Development Strategies

3.3.1 A direct product. This means those who have completed a doctoral course of study according to this curriculum will understand a wide range of thoughts and

theories. In addition knowledge and skills in the area of research and development will cover all aspects of these five areas : cultured society, agriculture and environment, education and local wisdom management, community public health and community cultural economy.

3.3.2 An indirect product. This means a scholastic academic work that occurs along with administering the curriculum such as research work by the students and results of the students practicum in the projects for development communities in all countries in the Greater Mekong Sub region.

3.3.3 A continuous product. This refers to any consequence of the products and results both direct and indirect such as the occurrence of ideas, the perception of importance of conservation of natural resources and environment ; the organization of activities that encourage participation from the peoples across the region. A paradigm of self sufficient economy is propagated widely and extensively. Educational skills that are in agreement with the local wisdom are created to reform the learning and to develop the knowledge-based economy throughout the region. The peoples understand their own society as well as their neighboring countries' culture that will to an active cooperation and, in turn, bring about tranquility and peace in the Greater Mekong Sub region.

#### **4. Procedures of the curriculum.**

The procedures of the curriculum for a doctoral course of study in Regional Development Strategies are as follows.

4.1 This curriculum is aimed at the production of doctoral gradients with the direction for arranging the teaching learning activities as follows:

5.1.1 The students are treated as those who have an important role in learning. They are encouraged to make an acquisition of knowledge by themselves from various sources of information such as written documents, source people, including other sources of learning both in the country and abroad through the use of information technology and the learning from communities.

4.1.2 The students are encouraged to use the process of an analytical and synthetically thinking as a tool for and acquisition of knowledge so that they can summarize the knowledge they gained to create vision in what they studied systematically through seminars, study trips, field practicum, reading and discussing to develop their communicative skill, presenting data and relaying knowledge.

4.1.3 The curriculum structure is divided into four main groups, namely,

1) A group of subjects concerning the relationship consisting of 12 credits

2) A group of subjects concerning the specific area is divided into

2.2.1) A group of the Greater Mekong Sub region

2.2.2) A group of Agriculture and Environment

2.2.3) A group of Education and local wisdom management

2.2.4) A group of Community Public Health

2.2.5) A group of community Economy and culture

3) A group of subjects concerning additional fundamental consisting of 6 credits

4) A thesis group consisting of 36 credits

In all throughout the whole course of study the students are required to take not fewer than 66 credits

4.1.4 According to the curriculum structure, it will be seen that the emphasis is placed on both research and development. And the field of development is still subdivided into the groups of subjects in order that the students can select to enroll according to their interest and aptitude.

4.1.5 In doing a thesis, the students must integrate a theoretical knowledge with a practical one to melt down the knowledge they have gained from both parts. They, in addition, must apply their real experience to create academic works that will be helpful to the development of the Greater Mekong Sub region. Writing a thesis consists of 4 steps, namely, step 1 : Presenting a thesis topic, Step 2 : Presenting a thesis proposal, Step 3 : Collecting data, and Step 4 : Analyzing the data and summarizing the results of research.

4.1.6 A group of subjects concerning international communicative skills is provided as a channel through which the students will gain more knowledge and learning

skills in doing research. Additionally, they will have an opportunity to present the academic articles in some specific academic journals and also present their academic works at both national and international conferences. Courses in this group emphasize a scholastic English proficiency and information technology proficiency.

4.1.7 Examinations the students must take to pass steps of the curriculum are of 3 characteristics as follows :

- 1) an examination to assess the students' knowledge of English and computer
- 2) a quality of examination to assess the students' knowledge of the research procedures
- 3) a comprehensive examination to assess the students' knowledge in the courses prescribed in the curriculum.

4.1.8 A participation in learning and in arranging the teaching-learning activities will emphasize the importance and participation among the students, the lecturers, and the communities both in the country and from abroad with steps and planning and as well as operating, supervision, follow-up and evaluation that will bring about the results according to the objectives and the curriculum.

4.2 Study trips and field practicum. These will be arranged flexibly in various forms inside the country or among the countries in the Greater Mekong Sub region so that the students will receive direct experiences and gather data from the primary sources that can be used as a part of some courses including doing the thesis or as an extra activity in the occasion of the community development.

4.3 The assessment of teaching and learning will be made side by side in order to find out the ways to improve the teaching-learning activities by various methods of the assessment based on real conditions. The areas to be assessed are contents, knowledge, skills and attitude according to the courses, ability in an analytical and synthetically thinking, ability in communication, presentation and diffusion of knowledge including moral principles and ethical behavior.

4.4 Presentation of academic articles, issuing academic journals, organizing national or international seminars and workshops at least once a year so that the lecturers and the students will have a forum to present and diffuse their research works to the public.

## 5. Philosophy of the curriculum

This curriculum complies with a frame of basis thinking that believes that a sustainable community development must be in agreement with the community potential and must use a research process as a tool. Globalization in particular is making things necessary that Thailand must join force with its neighboring countries to create cooperation in the region to develop human resources, using and education as lead strategy to produce researchers, diffusing knowledge about how to carry out a sustainable development that will lead to a peaceful co-existence in the region.

## 6. Objectives

To produce the Ph.D. graduates with potential in the field of community research and development who are ready to develop themselves continuously to become top academics, the community leaders and the change leaders in the Greater Mekong Sub region in the future, we set up our objectives that graduates must have the following qualifications :

6.1 They must have an extensive knowledge about the Greater Mekong Subregion in many dimensions such as society, culture, education, agriculture and environment, educational administration, management of local wisdom, community public health and community economy.

6.2 They must know a wide range of theories concerning research and community development from which they can apply as a tool for a sustainable development and create a body of knowledge and strengthen the communication of learning in the region

6.3 They must have an ability to plan and operate community development projects in the Greater Mekong Sub region, develop policies and draw up suitable plans for national and regional development.

6.4 They must have an ability to use their intelligence and knowledge in the right direction. They must have a good leadership, good human relationship, a conscience of meaningful conservation and restoration of local wisdom, a good intention to create tranquility and peace for the peoples in the multicultural communities.

## **7. Schedules to commence teaching**

This curriculum is scheduled to commence its teaching-learning activities in the Academic Year 2004.

## **8. Qualification for administration**

8.1 Applications with an MA degree in any field, where doing a thesis is required, from the education institution recognized by the Office of the Higher Education Committee

8.2 Applications with an ability to communicate at least in two languages with the peoples in the Greater Mekong Sub region

9.3 If the applicants have completed an Ma-level education, but they did not undergo doing a thesis or/and lack qualifications as prescribed in 9.2, they must have experiences in doing research and organizing activities concerning community development and also have a good command of English.

## **9. Education system**

9.1 The educational system is a two-semester system. Each semester consists of 16 weeks. Additional Summer Courses may be offered.

9.2 A study plan adopts Plan A (2), where doing a thesis carries 36 credits.

## **10. Duration of study**

A whole course of study extends over a period of not fewer than 3 academic years but not more than 5 academic years.

## **11. Registration**

In each semester, the students must enroll for the courses that carry not fewer than 6 credits in total, but not more than 12.

## 12. Measurement and graduation.

12.1 A measurement must comply with the Higher Education Committee's rules and regulations concerning an assessment of the post-graduate education.

12.2 Following are the criteria for graduation :

12.2.1 The students must take not fewer than 3 academic years studying the whole course of study.

12.2.2 The students must pass all examinations and secure the number of credits as prescribed in the curriculum.

12.2.3 The students must get a cumulative quality point average not lower than 3.00

12.2.4 The students must pass all English and Computer examinations according to the criteria prescribed by the institute.

12.2.5 The students must pass the qualification test according to the criteria prescribed by the institute.

12.2.6 The students must pass a comprehensive examination according to the criteria prescribed by the institute

12.2.7 The students must pass the examination on thesis defense according to the institute's standard.

12.2.8 the students must diffuse the results of their theses in academic journals or present them in the conferences.

## 13. Curriculum

13.1 The curriculum is of the following characteristics :

13.1.1 It is an interdisciplinary and integrated curriculum.

13.1.2 It is a research-oriented and problem-based learning curriculum.

13.1.3 It emphasizes both theories and practices, especially field field studies.

13.1.4 It emphasizes an active cooperation from personnel of the local institutes

And of those in the countries in the Greater Mekong Sub region

13.1.5 It has a flexible nature, allowing the students to arrange their study plans

That will correspond and suit their own needs.

### 13.2 Total Credits

The numbers of total credits throughout the Whole course of study are not fewer than 78.

### 13.3 Curriculum Structure

The curriculum structure is divided according to the group of subjects as follows.

13.3.1 Subjects in the relational group 12 credits

13.2.2 Subjects in the specific group 6 credits

13.2.3 Subjects in the additionally fundamental group 6 credits

13.2.4 The thesis group 36 credits

### 13.4 Courses in each group

13.4.1 Subjects in the relational group 12 credits

2507501	Philosophy in Research and Development	3(2-2-2)
2507502	Research and Development	3(2-2-2)
2507503	Advanced Statistics for Research	3(2-2-4)
2537002	Context and Trend of Local and Regional Development	3(2-2-2)

13.4.2 Subjects in the specific group 12 credits

Compulsory courses 6 credits

1517001	Theory of Knowledge, Globalization and Local Wisdom	3(2-2-2)
2537903	Academic Seminars and Workshops	3(1-4-2)

Elective courses 6 credits

The students are free to choose either one of the following groups, but they must choose the courses in that particular group that carry not fewer than 6 credits

Courses in the Greater Mekong Sub region group 6 Credits

2527401	Ethnic Groups in the Greater Mekong Sub region	3(2-2-2)
2527302	Ecology in the Greater Mekong Sub region	3(2-2-2)
2527403	Languages and Literature in the Greater Mekong Sub region	3(2-2-2)

2527504	Interrelation Among the Greater Mekong Sub region Countries	3(2-2-2)
2527405	History of Arts in the Greater Mekong Sub region	3(2-2-2)
2527906	Seminar involving the Greater Mekong Sub region	3(2-2-2)
	Courses in the Agriculture and Environment group 6 Credits	
2507501	Integrated Biotechnology	3(2-3-2)
2507502	Agro-Development Science	3(2-2-2)
2507303	Constraint Agriculture	3(2-3-2)
2507504	Environmental Pollution Management	3(2-3-2)
2507605	Integrated Watershed Management	3(2-3-2)
2507406	Agricultural Culture of the Greater Mekong Sub region	3(2-3-2)
2507907	Seminar on Agriculture and Environment	3(1-4-2)
	Courses in the Education and Wisdom Management group 6 credits	
1017201	Education and Local Wisdom	3(2-2-2)
1067303	Human Resource Management and Organization	3(2-2-2)
1037704	Educational Technology	3(2-2-2)
1017305	Context and Trend of Education	3(2-2-2)
1067506	Case Studies in Educational Management in Educational Institutes	3(2-2-2)
1007302	Promotion Management for Health, Sports and Tourism	3(2-2-2)
1067907	Seminar on Regional Education	3(2-2-2)
	Courses in the Community Public Health group 6 credits	
4137801	Health Sociology	3(2-2-2)
4137202	Social Sciences for Social and Health Development	3(2-2-2)
4137603	Communications in Community Public health Services	3(2-2-2)
4137404	Health Anthropology and Community Health Care	3(2-2-2)
4137805	Application of Econometric in Public Health Research	3(2-2-2)
4137902	Seminar on Community Public Health	3(1-4-2)
	Courses in the Community Economy and Culture group 6 credits	
2537601	Community History, Economic Theory and Culture I	3(2-2-2)
2537602	Community History, Economic Theory and Culture II	3(2-2-2)
2537603	Economic History and Culture of Tais	3(2-2-2)
2537604	Study Methods of Community Economy and Culture	3(2-2-2)

2537905	Seminar on Community Economy and Culture	3(1-4-2)
	14.1.1 Courses in the additionally fundamental group	6 credits
1557001	English for Academic Communication	3(2-2-2)
4127001	Computer for Academic Communication	3(2-2-2)
	14.1.2 Courses in the thesis group	36 credits
2509001	Thesis in Step One	6 credits
2509002	Thesis in Step Two	15 credits
2509002	Thesis in Step Three	15 credits

#### 14.2 Description of the course

##### 14.2.1 Subjects in the relational group

**1517001 Theory of knowledge, Globalization and Local Wisdom 3(2-2-2)**

This course seals with a study of the following topics: anthropological and logical principles ; methods of knowledge acquisition in the forms of objectivism and relativism; an importance of historical conditions, and economic, political, cultural, and religious environment including that of science and technology that has influence on the sociology of knowledge. It also deals with an interrelation between the particular characteristics or contexts of each cultural society and international characteristics ; an acquisition of developmental balance between a traditional knowledge known as a local wisdom and a system of knowledge called modernity or past-modernity. The course goes on to a study of a trend towards modernization or globalization including a peaceful way of development towards civility.

**2537002 Context and Trend of local Wisdom and Regional Development 3(2-2-2)**

This Course involves a study of the meaning and importance of local communities' contexts that have an influence on setting the direction for a sustainable development to make local communities strong and create peacefulness in the region. The leads to an analytical study of an interrelation between many difference factors of the local communities' contexts in an aspect of social, economic, political and governmental, educational, religious, and cultural issues including the issue of traditions, beliefs, natural resources and environment. All this covers an aspect of the target philosophy of local communities; of



**2527504 Interrelation Among the Greater Mekong Sub region Countries 3(2-2-2)**

This course deals with a study of both bilateral and multilateral relations among the countries in the Greater Mekong Sub region in the past and at the present time in the aspect of economy, politics, society, culture, and ethnology. It also deals with a study of the form of cooperation for developing the Greater Mekong Sub region both within the framework of previous cooperation and the proposal of the form of desirable cooperation with emphasis on a body of convening knowledge. It requires that the students organize seminars on the form to review the framework of cooperation among the ASEAN countries, on economic Zones in the Grater Mekong Sub region, on a gateway to Indochina project and others.

**2527405 History of Arts in the Greater Mekong Sub region 3(2-2-2)**

This course involves a study of the influence of animism on arts and culture of the people in this region ; also the influence of Buddhism and Brahminism. For example, the Gandharath or Gupta arts, the deistic arts in Vishnuism and Shivaism. The course goes on to a comparison of the common arts between Lao and Burmese paintings, Lao and Thai paintings, Thai and Burmese paintings and between Thai and Khmer paintings to find out a conclusion of the quality worth being called art in the Greater Mekong Sub region and to rationalize the ancient Khmer arts in all 14 periods. It also requires that seminars on arts be organized as a forum where the seminars participants can sit down together and make a comparison of the arts found in the upper and central part of the Greater Mekong Sub region and in the lower part at the cities of Luang prabang and siemroip.

**2527906 Seminars on the Greater Mekong Sub region 3(1-4-2)**

This course is concerned with the seminars on changes in society, economy, politics and government, and culture in the Greater Mekong Sub region.

**250701 Integrated Biotechnology 3(2-3-2)**

This course leads to a practical knowledge in biotechnology in 3 levels : a basic level concerning grafting or side grafting ; an immediate level concerning bacteria and tissue culture ; an advanced level concerning genetic engineering and genetically modified organisms (GMO's). It also introduces the methods to produce and take care of farm



**250706            Agricultural Culture for the Greater Mekong Sub region            3(2-2-2)**

This course deals with an application of agricultural culture by compiling the local wisdom and building its networks through which the agricultural culture can be exchanged and the agricultural activities can be created for a sustainable productivity that will a better life to the peoples in the Greater Mekong Sub region and also help make a policy to conserve their agricultural culture successful.

**2507907            Seminal on Agriculture and environment            3(1-4-2)**

This course is concerned with a study of agricultural and environmental problems within the limits and community contexts of the learners. The seminars are designed to get some useful results and put them into research that will lead to the development of agriculture and environment.

**1017201            Education and Local Wisdom            3(2-2-2)**

This course deals with a study of a logic, framework and definition of all branches of the local wisdom that influence on the way of life of the local community such as the tradition the Buddhists study the Buddha's teachings to maintain or renew Buddhism ; an act of casting a spell by a home doctor while rubbing a herbal root an a store stab to prepare home medication. The course proceeds to a study of ritual ceremonies for psychotherapy such as Klae Mor Dance, MaMuad Dance, an act of singing 'Moulum' verses to praise and appease celestial spirits, Yao's rites, the rites practiced by the Lao people living in Vietnam. In addition, it still goes on to a study of an act considered on office, against ancestral spirits or spirits in general ; an act considered an offence against the sacred places on which whoever trespasses will face some fatal mysterious consequences ; an act of breaching time-honoured traditions and an act considered an offence against in sacred traditional practice locally called 'Kry Sanom Sungwan' ; a tradition called 'Kin Heet' or 'Plaeng Heet Kin Kwai' including a study of the texts of elephants in Indochina and so on.

**1067303            Human Resources Management and Organization            3(2-2-2)**

This course involves a study of ideas, principles, techniques and policy for developing an educational workforce as well as planning to make use of the work face, budget, and finance including creative processes. It, in addition, leads to a study of ideas,

principles and techniques to make an assessment and quality assurance to reach a more effective practical way and create a social organization strong and well balanced.

**1037704 Educational Technology 3(2-2-2)**

This course is concerned with a study of theories, principles and ideas about an educational technology as well as how to design systems for teaching-learning media and types of the media for learning. It introduces how to do a basic research, how to improve teaching-learning activities. Additionally, the students will know how to create networks for long-distance learning in the region including how to assess the teaching-learning activities and also how to utilize an e-learning technology for educational gains.

**1017305 Context and Trend of Education 3(2-2-2)**

This course deals with a study of ideas, principles and processes to develop an educational policy and how to integrate into an educational reform a vision, policy and strategic plan to handle educational structures, a drum my educational administration and also a creation and development of new learning process meant for competitiveness in the age of globalization. It also makes an analysis and synthesis and synthesis of changes, development and integration of movement as well as probes into some educational ideas and trend so that an effective strategy for educational management both formal and informal in the Greater Mekong Sub region can be prepared.

**107506 Case Studies in Educational Management in Educational Institutes 3(2-2-2)**

This course involves case studies that are carried out by the individual students according to their interest in the management of both formal and informal education in the Greater Mekong Sub region. These case studies are to be done under advisors' Supervision so that they strictly conform to research procedures. Also controlled by the advisors is the presentation of the results of whose case studies.

**1007302 Promotion Management for Health, Sports and Tourism 3(2-2-2)**

This course involves a study of ideas and principles about health promotion. Sports for health, Sports for masses of people, and how to manage tourism and sustainable study trips for the Greater Mekong Sub region. It also leads to a study of ideas and principles to develop the fitness center, the sports center and the center for local tourism and promote

them into a part of the people's way of life. The course, in addition, includes a study, analysis of the curricula, teaching-learning activities, and sports health as well as study trips to the educational institutes in the communities of the region. Other than this, it teaches how to present a dummy model for sports health and tourism promotion.

**1067907 Seminar on Regional Education 3(2-2-2)**

This course requires that seminars be organized in order that chances are opened up for the seminar participants to discuss and exchange ideas that will lead to a clearer understanding of the condition of problems and obstacles and helps them see a trend towards the need and form in managing both formal and informal education which is suitable and consistent into the surrounding of the countries in the Greater Mekong Sub region. The seminars also give a chance to the participants to discuss analytically and synthetically educational process and policy that can be implemented for educational reform and integration. Additionally, brought up for discussion in the seminal are the topic about the strategy for basic education management, continuous education and ability-based education including an analysis of printed materials, electronic media and academic articles that can be applied for interpreting educational phenomena.

**4137801 Health Sociology 3(2-2-2)**

This course deals with how people draw on sociological ideas to analyze their health problems, illnesses and behavior in seeking medical treatment ; how medical and public health services are provided ; how the organization and structure of public health services are managed ; the extent the government has a role toward the management of the public health development system. It also look into the so-called sociological ideas ranging from theoretical frameworks, duty structures, conflict theory to the theory of phenomenism .

**4137202 Social Sciences for Social and Public Health Development 3(2-2-2)**

This course deals with an analytical study of the social, economic, and political factors that determine the policy for social and public health development as well as an analysis of the impact stemming from the so-called factors that brought about change in the people's hygienic behavior and health. It also examines a study of theoretical ideas and how to apply sociological knowledge in the constructing of plan for social and public health

development in order to bring a good quality of life to the people. In summary, public health and society have to be developed synergistically.

**4137603      Communication in Community Public Health Services      3(2-2-2)**

This course deals with an analytical study of the principles, procedures and many different techniques about communication as well as the roles, functions, and influence of mass communication. It also goes through a study of communication carried out among the people in a mass media circle, who use a communications device as a vital means to help one another get and understand the right messages and bring about change in people's attitude as well as to improve their behavior that will lead to the effective public health services.

**4137404      Health Anthropology and Community Health Care      3(2-2-2)**

This course draws on the anthropological idea and theories, and culture to make a comparative analysis of community health care in the contexts of cultural diversity. It goes on to a comparative analysis of the people's health behavior in the communities and the structures of the community public health services including the factors, mechanisms and many different processes impacting the people's health and the structures of health care. All this is carried out through a process of anthropological study.