

SRINAKARINWIROT UNIVERSITY

SOI PRASANMITR, BANGKOK, THAILAND

OBSERVATIONS AND RECOMMENDATIONS

A FINAL REPORT CONCERNING THE

GRADUATE SCHOOL AND

ITS PROGRAMS /

EDWARD J. KELLY, PH.D.

UNESCO CONSULTANT

✓ MARCH 12, 1977 /

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INTRODUCTION

Despite the over supply of teachers in the Metropolitan Bangkok area, a critical shortage of well-prepared administrators, supervisors, curriculum specialists, researchers, and teacher educators persists throughout The Nation. Qualified personnel capable of functioning capably in various leadership roles continue in short supply, yet they are desperately needed to serve Thailand as that nation searches for solutions to its educational problems. For this reason the demand for quality graduate level preparation aimed at providing the kinds of knowledge, skill, understanding, and relevant experience has never been greater and of considerable significance is the fact that through the graduate programs which it offers Srinakarinwirot University is helping to meet that demand.

Historically, the nation has looked to Srinakarinwirot University, or Prsarnmitr, The College of Education as it was called in an earlier day, for leadership in the field of education. For many years, the institution has been responsible for providing a broad spectrum of teachers to meet the demands for quality teachers, for preparing a significant proportion of the faculties which staff the teachers' colleges, and for performing a variety of services for the Ministry of Education. The manner in which Srinakarinwirot University has met in the past and continues to meet at the present time these and numerous other unmentioned obligations is a tribute to its administration,

to its faculty, and to its student body as well. A superior job deserves credit, but even a well done piece of work can usually be improved upon and that is precisely the function of this report.

UNIVERSITY-WIDE CONCERNS

No university component, other than the student body, can be said to be more important than the faculty of an institution of higher education, and the faculty of Srinakarinwirot University is no exception. At this institution, like the others in Thailand, faculty members tend to be underpaid for the services they perform in connection with their basic assignments. That fact alone is probably a major factor in the continuation of the Twilight Program which was supposed to have been terminated by the end of the Third Five Year Program. Simply stated, the faculty members need the extra pay which comes from the extra work, but unquestionably, and despite its obvious merits, the Twilight Program has a deleterious effect upon both the faculty members involved and the regular programs of the institution. The Twilight Program cannot help but require the expenditure of time, talent and effort which logically should go to the regular programs of the university, but that is not to say that the Twilight Program should necessarily be abandoned. The implementation of several administrative changes coupled with a much needed salary raise for the regular faculty members could allow the continuation of the Twilight Program and at the same time provide the desired improvement in the regular programs.

The typical instructor of the combined Prasarnmitr, Pratumwan, and Bankhen campuses teaches an average of only 6.2 hours per week or just slightly more than one half of what his

American counterpart is likely to be assigned; however, the situation is more complicated than it would appear to be at first glance. Although attempts have been made to separate faculty personnel from clerical-secretarial help; lecturers, particularly, must of necessity continue to serve as clerks. It is imperative that the Civil Service give early full recognition of the need for universities and colleges to have a two track system of personnel. Faculty members should engage only in teaching and academic administration, while staff personnel should carry out all clerical and secretarial functions.

Avowedly, Srinakarinwirot University has a commitment to providing quality education and has done so for many years, but superior education can be produced where the faculty-student ratio is considerably greater than the 1:10 currently prevalent at the university. Actually, the significance of ratios such as 1:10 or 1:20 becomes much less crucial when such matters as class size, space utilization, the level of instruction (graduate vs. undergraduate), and the principal types of instructional strategies used, are described and related one to the other in a systematic staffing formula. Such a system is currently being studied at the university. Concomitantly, A study is also being carried out concerning the feasibility of integrating the Twilight Program with the regular program. Assuming that faculty salaries were to be appropriately increased,

that a staffing formula was adopted which used an undergraduate teaching assignment of 12 hours as its base and took other variables into account through the use of equating factors, and that a faculty-student-ratio of 1:20 is more realistic than 1:10; a redistribution of faculty assignments could be achieved sufficient to allow the integration of the Twilight Program with the regular program as well as the elimination of the extra pay for extra work aspect of employment. This proposal is made, however, only upon the condition that the sum previously allocated for Twilight teaching be prorated among the total faculty.

The chief reason for instituting a staffing formula involves the need to achieve both greater economy and greater efficiency. For the same reason, serious consideration should be given to the possibility of consolidating the programs, sites, faculties, and student bodies of the several campuses of Srinakarinwirot University located in the Greater Bangkok Area with the possible exception of the campus which is devoted to Physical Education. This recommendation is made with the full realization of the fact that the students at the several branches tend to be admitted on somewhat different bases and to bring to the campuses somewhat different backgrounds. The fact remains, however, that although there must be allowances made for differences, the overlap and duplication can ill be afforded. All? Assuredly, such a consolidation would provide added faculty strength for the offering of the masters and doctoral programs

of the university, the combination of materials would add strength to the library, and most, if not all, of the need to hire visiting lecturers would be eliminated.

A cursory examination of the Graduate School schedule for the second semester revealed the need for some other modest changes. In general, it would seem that most of the program is scheduled to be offered on Monday through Thursday from 9 o'clock in the morning until 3 o'clock in the afternoon. Noticeably fewer courses are scheduled to meet on Friday, and apparently, the schedule reflects faculty choice as to day and to time. This latter conclusion is also supported by the fact that there seemed to be very little pattern to the schedule, some three hour courses being offered in solid blocks and others being offered for two hours at one time and one hour at another time. For example, a course might be offered in the morning on one day but the same section of the class would be offered in the afternoon on another day. Of course, workshops and seminars require blocks of time if they are to be maximally beneficial, but, generally, it is better to offer lecture courses at a particular hour on a Monday, Wednesday, Friday basis if they are three hour courses and similarly on Tuesday and Thursday if they are two hour courses. Too lengthy a lecture is likely to be too boring for the students, while more widely distributed lectures or classes throughout the week are more conducive to continuous student study and therefore persistent motivation.

A university-wide study of space utilization would also seem desirable, with the findings of such a study being of considerable use to the university administration in its long range planning and as it seeks to program its problem solving rather than to move from crisis to crisis.

MISCELLANEOUS SUGGESTIONS

It is human to establish patterns and to view things, basically, in a set way. That being true, this consultant would suggest that the faculty of Srinakarinwirot University consider the fact that small classes don't just by reason of their size insure quality. Furthermore, students throughout the world today who are enrolled in teacher education programs want and need early and direct involvement with children in the classroom, and they want that contact to continue throughout their preparatory period. The students are quite right when they conclude that such involvement provides the basis required if the education courses are to be meaningful and their content is to be comprehended. Acceptance of this point of view precludes the need to divorce theory from practice by making untenable the position that all education courses must be taken prior to student teaching.

Finally, there is also a very real need for the university to develop and widely disseminate a detailed statement which establishes the relationship of the various programs and degrees offered by the university to specific kinds of job; however, it

should be clearly stated that employment is entirely an individual matter. It would serve the university well to disclaim any responsibility for securing a job for a student despite the fact that the institution has provided a program in preparation for just such a position. It would also probably be beneficial for the university to institute the necessary legal steps required to sever the relationship which historically has existed at Srinakarinwirot University between teacher certification and the degree granting function. To do otherwise will inhibit the university in assuming its proper role as a full service university.

THE GRADUATE SCHOOL

In recent years, the Graduate School has grown in size and complexity to the point where the precise roles of the Dean, The Graduate Studies Committee, and the Graduate Faculty must be defined. An essential first step should be to limit the scope of the function and operation of the graduate school to one of admitting students, maintaining quality control with respect to instruction, overseeing graduate research, providing for graduate level advisement, promoting program development, ensuring appropriate evaluation, and in sum executing legally established policy. Presently, the Dean of the Graduate School as the chief administrator of that school is charged with carrying out all of the aforementioned responsibilities but in

addition finds herself accountable for the two doctoral programs offered by the institution and for four faculty members attached to the graduate school but paid with funds budgeted to the Faculty of Education.

Once the desired function has been agreed upon, it should not be too difficult to establish the required operational structure. This consultant would not be so presumptuous as to dictate what that structure should be but he would note that it is not uncommon to have a dean who is responsible for administering the university-wide aspects of graduate study but who has responsibility directly for neither faculty nor discrete programs. In addition, there might well be a Graduate Council with a membership suitably representative of the various components of the university which offer programs of graduate study.

Unfortunately, the present Graduate Studies Committee and its affiliated Advisory Committee has to be all things to all people. A better approach might be to have standing sub-committees of the Council established for handling specific tasks. Since many hands make light work it might be well to round out each of the sub-committees with additional members drawn from the regular Graduate Faculty which group has yet to be systematically identified through the use of specific criteria. Once such a Graduate Faculty has been formally identified, graduate level instruction by others, be they guests or colleagues, should be undertaken only when the individuals in question are as well

qualified as the bona fide members of the Graduate Faculty. Good administrative practice requires that all graduate programs be staffed by Srinakarinwirot University faculty members and financed as well as administered through the existing administrative structure in a manner consistent with precedents already established. Sub-committees needed to meet the necessary administrative functions might include:

- (1) Admissions, (2) Graduate Studies, (3) Student Appeals, and
- (4) Graduate Publications, among others.

GRADUATE SCHOOL CONCERNS

Prolonged acquaintance with the Graduate School and the gracious assistance offered by the school's competent dean, Dr. Kanda Na-Thalang helped identify several distinct needs related to the Graduate School. First, there needs to be developed graduate level holdings in the library commensurate with the complexity and sophistication of the degree programs offered. That is not to say that the library holdings are generally inadequate for such is not the case. The library does have some needs, however, which are very real. Despite the fine collection of masters degree theses on file, there is a paucity of dissertations and such materials as are found in the various ERIC collections. The types of materials described here can best be secured in microform as either microfiche or microfilm. Of course, suitable hardware for using such materials is also crucially needed.

Presently, The Graduate School provides several different publications ranging from such formal pieces as the annual Graduate School Bulletin to mimeographed doctoral program descriptions. It is suggested that both the systematically published and the fugitive materials which are currently made available should be combined into a single Graduate School Catalog which would be all-inclusive except for an annual schedule of classes. Such a document might profitably contain general information concerning the university; specific academic information ranging from the course numbering system used to the effective dates of the catalog during which time a student could normally expect the policies stated therein to be held constant; academic standards and requirements; all graduate programs described in detail; student responsibilities and rights; Graduate School and individual program policies and requirements; a listing by prefix, number, and title of all courses offered at the graduate level together with the description of each of those courses presented succinctly and limited to a maximum of five lines of type; an alphabetically prepared listing of the total graduate faculty indicating name, and rank together with a statement of all degrees earned and the name of the institution granting each degree; and finally, an index.

Currently, the Graduate School is very much concerned with matters related to the task of determining the English proficiency of the doctoral students in particular but to some

extent of the masters students, also. Proficiency in English is one of the criteria considered for admission to both masters and doctoral level programs but even greater proficiency must be demonstrated before an individual is admitted to candidacy for the doctorate. In each instance, the determination of proficiency in English is established by the faculty members of the English department which activity is carried as extra work for extra pay in the case of the scoring of the English portions of the entrance examinations but only as an overload in the case of the special doctoral English examination. Apparently, only professional judgment is used in determining pass or fail, since no criteria seem to be available.

At present, none of the English proficiency testing serves a diagnostic function and none of the students who do poorly are directed to pursue specific remedial work. As for the doctoral students, they are merely told that they must satisfactorily complete the English Proficiency Examination prior to taking the Oral Examination on the dissertation. Recently, this examination was administered to eighteen doctoral students and only four of them earned a pass. Obviously, something needs to be done rather soon.

After being made aware of this particular problem, this consultant investigated a number of potentially useful alternatives, keeping in mind the fact that reading rather than speaking or listening ability is the principal goal. Since the Aligu Test

is widely used in Thailand with Thai Government Officials, it was explored thoroughly but rejected by reason of the fact that one of its major components involved listening comprehension and that its use necessitated the use of an oral interview by a native speaker. The test which seems best suited to the needs at hand seems to be the Michigan Test of English Language Proficiency published by the English Language Institute, University of Michigan, Ann Arbor, Michigan. This particular instrument is completely objective, could be easily and quickly scored by the Test Bureau of Srinakarinwirot University, and would in a major way simplify the task of testing English proficiency on the campus.

The test contains 100 items and covers grammar, vocabulary, and reading comprehension. The norms for the test are derived scores for college students and classified under different academic levels together with different fields of specialization. The administration time of the test is 75 minutes. The instrument is scored through the use of an opaque scoring key and is available in a number of equivalent forms. The test booklets are reusable and are accompanied by separate answer sheets. The long range cost of using the instrument would be nominal and overshadowed by the ultimate benefit derived.

Specifically, it is suggested this test be used as one sub-test of the entrance examination for both the masters and doctoral programs. After some experience with the instrument

has been recorded, specific cutting scores could be developed for each level of admission, masters or doctoral. Additionally, another score could be selected which if not met or exceeded could be used to designate both the need for and requirement of taking a specified non-credit remedial English course. As it stands now, the doctoral students are left to guess whether or not they should take any such work. In sum, a single administration of this instrument could serve both admissions and diagnostic purposes and completely eliminate the need for a special English proficiency examination for the doctoral students since a student who achieves a score at or above the second one mentioned would already have met the desired level of performance and those who were required to take the non-credit remedial course would be presumed to have met that standard when they satisfactorily completed the course.

Finally, it is suggested that the Graduate School of Srinakarinwirot University give serious consideration seeking governmental support and permission to offer extensive graduate work in the field of Special Education since the need for such instruction throughout Thailand is becoming increasingly apparent. At present the only program offered in this field in the university is a one year postbaccalaureate one which culminates in the Specialist Certificate in Special Education for the Hard of Hearing. Even for this program adequate support has been slow in coming. In a developing nation that is understandable, but the handicapped are a part of Thailand and need its help as they seek

to become contributing members of society. Consideration, then, should be given to the feasibility of offering programs in such diverse areas as teaching the acoustically handicapped, mentally retarded, multihandicapped, physically handicapped, socially and emotionally disturbed, learning disabled, and the visually handicapped. It might well be that such programs are beyond the means and priorities of Thailand, but the possibility of moving into these fields should at least be explored.

MASTERS DEGREE PROGRAMS

At the present time Srinakarinwirot University offers twenty-one discrete programs at the masters degree level. All of these programs are tied to teacher certification and culminate in the M.Ed. degree. These programs range in scope from one designed for the teacher of chemistry to one specifically planned for the elementary school teacher. The quality of the Masters Degrees granted by the university is respected throughout the world, but the time is fast approaching when serious thought should be given to the possibility of also granting the M.A. and M.S. degrees in addition to the M.Ed. degrees presently offered. If Srinakarinwirot University is to develop into the full service multipurpose institution for which it has the potential of becoming, then the need for offering these additional degrees becomes imperative.

The masters degree programs as operated at the present time vary somewhat but in general it can be said that the total program requires that a minimum of 48 semester credits be earned and that

up to four years are allowed for completion of the work. The thesis is required and most of the program is prescribed. For example, twelve credits can be earned in Foundations of Education but nine credits must be taken in that field. In addition to three credits which must be elected from two courses in statistics, a minimum of twenty-seven credits must be earned in the major field. The thesis carries six credits leaving three credits for the selection of an elective course. In order to earn the degree, a student must complete all of the course work in a satisfactory manner, present a grade point average of at least a 3.00 on a 4.00 scale in both course work and the thesis computed separately, pass a comprehensive examination in both the field of education and the area of specialization, and in an oral examination satisfactorily defend the thesis.

SUGGESTIONS AND RECOMMENDATIONS FOR THE MASTERS LEVEL

Plans have recently been developed which call for masters level work to be offered in biology and educational administration at the Bang Saen and Phitsanulok branches of Srinakarinwirot University respectively. Control of the program remains with the Graduate School of the university in Bangkok. This step which is about to be taken is to be highly commended since it reflects foresightedness and will meet a very real need. Now that such a move has been made, it is recommended that a study be made of the possible need for graduate level work in the other areas external to Bangkok where branches of the university are located and to take

steps to initiate such programs in fields of study where the existing faculty is strong enough to handle the task.

It is also suggested that serious consideration be given to the desirability of allowing a masters degree to be earned without a thesis. Even the best of insitutions in the United States today allow the Masters degree to be earned without a thesis; however, the preparation of a thesis should not only be allowed but actually encouraged for those who likely to go on to doctoral programs or for those who have a particular talent for research. Not uncommonly, the students who write theses are required to take somewhat less coursework than is required of the students who choose not to use the thesis route.

There is also good reason to consider changing the length of time required to earn the masters degree as well as to reduce the extent of the residence requirement. At present, the summer period is devoted to the Twilight Program and wasted as far as the Masters people are concerned. Assuming that the Twilight Program is merged with the regular program as earlier suggested, it might be possible and fruitful to use that time for offering a short term full graduate program equivalent to, perhaps, one-half a semester. If that were done, then it might be reasonable to consider the meeting of the residence requirement through a combination of full time summer work and the taking of evening courses continuously during the regular terms until the program was completed. If some such plan were developed and implemented, Thailand could continue to benefit from the individual's continued employment as a teacher while

pursuing the advanced degree. Coincidentally, it might be well to research the feasibility of cutting the extent of the program at the masters level from 48 credits to 30 credits because as the situation stands now, the masters degree presently required more actual semester credits than does the doctoral program which, of course, also has the no credit dissertation requirement.

While the general quality of the various masters degree programs is entirely adequate at the moment, times and conditions do change; therefore, it is strongly recommended that provision be made for their periodic systematic evaluation. Specifically, it is suggested that departmental written and oral reports be prepared and given to the Graduate Council. The reports should provide a departmental response to probing questions raised by the council and serve as a vehicle for presenting the justification for the implementation or continued use of certain practices and activities under consideration.

Syllabi often serve as a major source of data for the type of evaluation envisioned here; however, suitable syllabi are neither on file in the Graduate School nor available to it. That being the case, it is recommended at each department or other administrative unit which offers a graduate level program charge their faculty members with preparing and submitting such documents for the records of both the department and the Graduate School.

A number of other suggestions apropos to the curriculum are also in order. While analyzing a number of course descriptions and discussing them with both faculty members and students it was

discovered that some courses carried inoperable prerequisites while others had unstated prerequisites which appeared to operate. For example, a third level statistics course might be listed as being required in a particular program without any mention of the lower numbered courses which would have to be taken first.

Serious consideration should also be given to the real value of the universal educational foundations requirement at the masters degree level. There is some question as to whether or not such an amount of highly theoretical content should be required of students who are already fully certified teachers and who should have encountered in at least a simpler fashion much of the same content while enrolled in the bachelors level teacher education program. Possible alternatives to this nine credit requirement might include eliminating it, combining the courses into a single Basic Concepts course, or providing the students with the opportunity to test out of the area. If, however, the need to reduce the total number of credits in the masters degree programs is recognized and accepted, then the elimination of this particular requirement might well be defensible.

Apparently, all masters level students are also required to take Res. 501 "Research Methods in Behavioral Sciences." The official description of this course is excellent but essentially would be just as appropriate to research in English or in the sciences. That being true, it is suggested that the name of the course be changed to one similar to "Introduction to Graduate Study and Research" because in addition to instruction in research per se,

the students need some guidance in using the library, in locating information and data, and in preparing research papers whether for psychology or for biology. In sum, then, the course title needs to be changed to reflect the reality of the situation while the course content should remain basically the same but be slightly expanded.

Finally, it is suggested that consideration be given to allowing the students more choice in the selection of courses to be taken than is presently the case. Essentially, all but three credits of the work which one must pursue on a masters degree program is prescribed. In recognition of the previous training and experience of the students and after reflecting upon the tasks involved in adequately performing as a classroom teacher, it is further recommended that the curriculum development course be made elective, that electives be made available in the areas of instruction and methodology, and that elective course work be provided in the field of leadership training. Incidentally, the need for both the leadership training and work which is practical as opposed to being only theoretical was repeatedly voiced by students; however, nothing in this statement should be taken to mean that any reduction in substantive subject matter is either implied or proposed. The fact remains, though, that the main weakness in the current programs involves a lack of attention to new and innovative instructional strategies and techniques.

THE DOCTORAL PROGRAMS

In 1974, Srinakarinwirot University embarked upon a new venture for higher education in Thailand--the offering of the doctorate in the field of education. At that time two separate programs of instruction were offered and their offering continues to this day. The one is called "Development Education" while the other one is labelled "Research and Curriculum Development." Currently, a total of fifteen students are enrolled in the former program and eleven students are participating in the latter one. Only two students have finished their programs of study thus far. Both of them worked in the Research and Curriculum Development program.

Given the conditions under which the two programs have had to operate during the past two years, one would have to conclude that by and large they have prospered about as well as might be expected. Different problems have beset the two programs with much of the difficulty in the Development Education area stemming from the fact that only the director of that program has any background in the area; hence the program is offered by a one man department. On the other hand, a broader pool of faculty talent is available for the Research and Curriculum Development program but in this area there is a lack of continuity in the leadership. This program is currently being coordinated by its third director who supervised the research of one of the two students to finish the program. This consultant, who has analyzed and critiqued research in the field of education produced at many of the best

of America's universities, had the opportunity to read and evaluate that dissertation. Unquestionably, it is of a quality comparable to the best dissertations currently being produced. That is not to say that perfection has been reached, but the level of scholarship which was revealed is a credit to the university, to the research advisor, and to the student, Kenneth Kampe. The dissertation, completed in August of 1976, was entitled, Learning of a Binary Number Concept Under Various Contingencies of Reinforcement and Levels of Stimulus Complexity and Its Analysis By A Markov Chain Model.

The two doctoral programs available require that a minimum of forty-five hours of credit be earned and that a satisfactory dissertation to which no credit hours is assigned be submitted and defended. Admission to the programs is on the basis of multiple criteria including performance on a competitive entrance examination, possession of the masters degree, and the presentation of acceptable evidence of appropriate work experience in addition to certain requirements specific to each particular doctoral program. Obviously, the flexible use of such criteria in concert with one another is an admirable approach to admission; however, far too great a proportion of the students presently in the programs are former graduates of Srinakarinwirot University. Increasingly active attempts will have to be made to recruit potential doctoral students of noticeable talent whose earlier work was taken at other institutions including foreign ones of recognized quality. To do otherwise could very well result in a general decline of the programs and a loss of institutional respect. Admissions, incidentally, should also reflect the needs of

the nation for certain levels of talent. The need for an expansion in the number of doctorates in the field of education by Thailand can be easily documented. Furthermore, producing such a small number of doctorates as is currently the case is an extremely expensive undertaking when the cost is compared to the benefit likely to be derived by the nation from the contribution which will accrue from the professional efforts of these few individuals. Of course, an expansion of admissions will require the involvement of additional faculty, but there is little need to employ new personnel if as suggested earlier the load carried by individual faculty members is significantly increased.

The minimum time which it takes to complete either of these programs is two years; however, the typical student can expect to spend closer to three years at the task. All of the required coursework is normally completed within the first two years. The dissertation and related activity tend to require the additional time.

Despite the fact that the two programs are supposed to be quite different, both of them draw their coursework from the same three broad categories of study which include statistics, measurement, and research; the behavioral and social sciences; and the area of the major. Approximately one third of the work in each program is devoted to each of these areas and in some instances the students in both programs are required to take identically named courses but to take them separately. The students in the two programs are segregated in another way, too.

Their programs are so rigidly structured as to preclude the taking of any relevant masters level work. Since most if not all of the students enrolled in these programs are likely to return to their positions of previous employment, the programs of study which they take should be sufficiently flexible as to allow a certain degree of specialization. The present forty-five credit hour programs as currently devised negate any variation for whatever reason. The provision for the individual selection of a minor drawn from programs offered at the masters level would constitute a marked improvement over the present requirement.

The two doctoral programs offered at Srinakarinwirot University have each been developed for the purpose of serving different goals. It would seem that the Development Education program is predicated upon the assumption that since national development can be furthered through education, its graduates will be better prepared than others to assist in bringing about that development. The Research and Curriculum Development program was apparently developed to produce graduates who are experts in two fields: research, per se, and curriculum development. While neither of the programs can be said to be unsatisfactory, neither of them is likely to achieve the ends sought unless some rather drastic changes are made. The most significant alteration needed in the Development Education program involves the curriculum, while the Research and Curriculum Development program needs to be split into two programs: one perhaps called "Research and Statistical Methodology" and the other called "Curriculum and Instruction."

There is excellent precedent for the programs called for by this division both in other institutions and on this campus where there is to be found both a masters degree program in Educational Measurement and a considerable number of graduate courses offered which relate to either curriculum or instruction.

The programatic revision suggested above is only a portion of that which should take place and is strongly recommended. Furthermore, it should be recognized that not all of the recommendations which follow originated with this consultant. Several of them were outgrowths of discussion within and by the Faculty of Education. Specifically, it is suggested that very serious consideration be given to the feasibility of creating and offering, at such time and in such order as might later be determined those doctoral programs logically required to be offered if Srinakarinwirot University is to meet its historical obligations to the Royal Thai Ministry of Education and to the various teachers colleges which currently have in their employment so few individuals who possess the earned doctorate. The doctoral programs to be considered should include:

1. Research and Statistical Methodology
2. Higher Education: Teacher Preparation
(To be made available with varying emphases)
 - a. Elementary Education
 - b. Secondary Education
 - c. Educational Administration

3. Curriculum and Instruction

4. Development Education

It is recommended that each of the aforementioned programs be budgeted through the Faculty of Education, staffed basically by members of the Faculty of Education, and administered by the Dean of Education. Curricular and programatic concerns might appropriately be delegated by the dean to appropriate department chairmen or handled in some other manner. The previous suggestions would involve major changes and should be viewed with caution because there is always the possibility of the presence of circumstances related to them which are unknown to the consultant and which might make them untenable.

In addition, it is proposed that steps be taken to minimize the development of unnecessary duplication of programs or course offerings. To that end, it is suggested that coordination should be instituted at the doctoral level with respect to both the joint use of faculty by the various universities in the metropolitan Bangkok and area provision made for the cross registration of doctoral students. Included in such a consortium one should find Nida, Kasetsart University, and Chulalongkorn University together with Srinakarinwirot University.

SUGGESTIONS AND RECOMMENDATIONS FOR THE DOCTORAL LEVEL

The doctoral programs offered by Srinakarinwirot University can be enhanced markedly provided immediate attention is given to a few specific recommendations. For example, there is no reason that the current admissions program at this level shouldn't be maintained. It would be helpful, though, to collect a variety of data on those who are admitted, those who drop by the wayside, and those who earn the respective degrees. From these data the predictive value of the admissions criteria both collectively and individually could be determined and a defensible position relative to their continued use could be established.

It is also proposed that positive steps be taken to improve communications with the students who are enrolled in the programs. When new programs are instituted, some confusion is to be both normal and expected but that condition should not persist. Steps have already been taken by the Graduate School to clear up areas of difficulty and misunderstanding because it is recognized that the students must know exactly what is expected of them and when it is expected. By and large the most recent Graduate School Bulletin is an excellent one. It might be improved somewhat by transforming it into a Graduate Catalog as suggested earlier. Communications might be improved a bit further, too, if a total university annual schedule of classes were prepared so that students could plan their programs a year at a time. Such a schedule would not be difficult to prepare, maintain, and use provided changes were kept to an absolute minimum.

Stability is also essential with regard to the phasing of the hurdles and requirements faced by each student. The system of phasing currently being used should be maintained except for the timing established for the submission of a proposal for a dissertation. That particular matter will be discussed later in detail. Of course, since few rules should be considered as existing without exception, provision should be made for justifiable variation.

At the present time, regrettably, the masters and doctoral programs appear to be quite similar in some respects. For example, they both tend to involve about two years of work by the student and they both require about forty-five hours of credit. Of course, the two levels of work are different but appearances are often deceiving. A doctorate should not be allowed to appear as if it were simply a second masters degree program superimposed upon an earlier one. By increasing the doctoral program to sixty hours of credit and reducing the masters program to thirty hours the situation would be corrected and the doctoral program would involve more than twice as much work as a masters one. Assigning credit in varying amounts to the dissertation might provide part of the answer.

Recognition must also be given to the fact that all students do not bring and should not be expected to bring identical competence and background to either program. Such homogeneity is impossible! Upon admission to a doctoral program, each student's academic and experiential background should be probed and deficiencies

noted and additional coursework should then be both prescribed and required. If this particular action were taken, the perceived need of the faculty to enroll only selected graduates of Srinakarinwirot University would be lessened and a much broader spectrum of students could be encouraged to enroll. Similarly, there would no longer be any justification for offering separate sections of the same classes for the students identified with the two different doctoral programs.

Consideration should also be given to the data available from relevant manpower studies. Both the degree programs to be offered and the coursework to be included should bear some relationship to the descriptions of the kinds of jobs the graduates of the particular programs are likely to encounter.

As mentioned earlier, the doctoral level component of the library should receive immediate and significant attention and the total faculty involved in each doctoral program should be encouraged to submit requisitions for needed materials. Acquisitions should reflect the sophisticated and complex nature of the graduate work being offered but not merely by reason of their complexity should they be acquired. There is also a need for basic materials of a relevant but simple nature.

The matter of numbering the doctoral courses should also be given attention. Designations such as "A--3" should not be used where the basic university system is one prefixes and numbers. It might also be wise to reconsider the system of using the first digit of a course number to indicate the year of higher education

a student who takes that course is supposed to be completing. It is possible that just the system might preclude a doctoral student from taking a 600 level course for credit when that particular course might be just what the student needs. Furthermore, if the system is adhered to rigidly as appears to be the case with the present doctoral students, the waste of money stemming from having to generate all new courses for the doctoral programs is indefensible. If such is the case, then a massive movement should be started to renumber courses with the first digit signifying nothing more than an indication of the course's level of complexity or general difficulty. Doctoral Students who need some background provided in a masters level course should be allowed to take that present course for credit and not be offered what amounts to the same course but carrying a 700 or 800 number. Obviously, the revised doctoral program requirements would have to include a statement indicating the maximum number of such 500 and 600 course credits, not courses, which could be counted toward meeting the graduation requirements.

It would also be advisable for the university to open negotiations with the civil Service Commission for the purpose of encouraging new employment possibilities for the graduates of the doctoral programs. Furthermore, the permission of the Civil Service Commission should be sought allowing the graduates of the doctoral programs to change their places of employment to ones which require their newly acquired skills and talents. For example, The Institute for the Promotion of Science and Technology ought to have some need for one or more persons prepared in the Research and Curriculum Development program.

Under the present mode of operating the doctoral programs which involves a group of students moving together along the same track in a more or less passive manner, there would appear to be little need for assigning an advisor prior to the completion of all coursework and the taking of the

comprehensive examination because only matters pertaining directly to the dissertation require individualized faculty attention and such matters are purposely avoided at any earlier time.

Several alternatives to the present system of operation came to mind as the two new doctoral programs were reviewed. Of major concern to this consultant were those issues which revolved around the dissertation. Currently, the students pretty much have a free choice in the initial selection of a research topic and actually are strongly encouraged to employ that choice. Whether or not the students should be completely responsible for that choice is debatable because as a consequence of it the students are often likely to face a personally shattering encounter when they individually present their proposals to the all powerful Graduate Studies Committee in what is called the "Research Seminar" but what is really just a meeting of the committee for hearing and judging the suitability of a particular student's proposal.

In practice, the system tends to operate somewhat as follows. Once a student has finished all of the coursework and passed the comprehensive examination, the next task to be faced is one of selecting a possible research topic. It is not uncommon and neither is it required but quite often the student chooses to present that topic to the Program Director for endorsement. The dissertation proposal is then developed and presented to the Graduate Studies Committee. After the proposal has been accepted, the student is obliged to nominate the faculty members needed to serve on the research committee including one person designated as the chairperson of the committee. Only at this point does regular advisement become either necessary or possible, but that is not to say that unofficial advisement is not offered or that the directors of the programs do not assist the students enrolled in their programs.

It just might be better for the faculty to become directly involved much earlier with student advisement, evaluation, and research. As an alternative to the present procedure it is proposed that whoever has administrative responsibility for a particular doctoral program assign as major advisor to each student an appropriately qualified faculty member immediately upon the acceptance of the student in question to the program. The major advisor would serve in precisely that role throughout the tenure of the student at the university including serving as the chairperson of the student's research committee provided the particular research fell within the advisor's domain of competence, otherwise a research advisor would be appointed without prejudice and at the request of the major advisor by the administrator charged with the program.

The rest of a student's committee should be appointed as soon as there is a need for the committee. Such doctoral committees should serve a major role in the operation of the Graduate School. Of ultimate importance would be their functioning as an evaluative unit with respect judging the quality of a student's performance on the written comprehensive examination and on the oral comprehensive examination which is strongly recommended to follow the oral one. Except for the possible addition of research advisor, the same committee should pass judgment on the particular student's research proposal while suggesting additions, corrections and deletions in that document. It is essential, though, that every proposal should be completely acceptable to the major advisor or prospective research advisor prior to its being submitted to the research committee for consideration. The role of the individual major or research advisor is crucial at this point if the students are to be saved from unnecessary floundering and if the nation is going to find the research which it is financially supporting in no small measure to be really relevant to its needs and priorities, academic freedom not

withstanding. Appendix A of this document contains a list of some thirty-two research areas related to education and of concern to the nation. It should be possible to infer or derive from this list a considerable number of discrete dissertation topics and titles.

Advisement, then, at the doctoral level should be carried out by major advisors who teach courses in or directly related to the major area of study and who possess the earned doctorate. Since many hands make light work, the advisement load should be broadly distributed at the earliest possible moment. Those professors with the greatest degree of competence in the area should be chosen to serve as major advisors, but committee assignments should be given to all individuals in the university who possess the earned doctorate. In that way the total load would be spread and a broader spectrum of the total faculty would become intimately acquainted with the doctoral programs. Four member advisory committees should be entirely adequate. In that way, the membership would include the major advisor, one other faculty member who teaches a course related to the major area, and two other faculty members drawn from the faculty at large. It is further suggested that three of the members of the committee be appointed by the individual charged with administering the program and that the fourth member be appointed by the Dean of the Graduate School. Through such a procedure, the personnel directly concerned with the program and most knowledgeable about the area would be adequately represented as would the Graduate School, itself. Furthermore, there would no longer be any reason to maintain and use the so called Research Seminar, but the first copy of each research proposal to which all appropriate signatures are affixed would have to be filed with the Graduate School where it could then be reviewed by the Committee of Studies at its leisure or according to a particular schedule. In any event, a proposal

which reaches this stage should be rejected only for major good and sufficient reason.

In summary, what is needed is a substantial amount of research and development activity by the doctoral students which is of high relevance to Thai problems and priorities. It has to be research and development activity which has some obvious prospect of immediate application to a reduction in or resolution of some of the serious educational problems of Thailand. The need is urgent, the time is short, and the nation can ill-afford the pursuit of esoteric problems which might be of scholarly interest but of no immediate value to the nation. However valuable theoretic and abstract research may be, the immediate needs of Thailand are for fundamental solutions to current urgent problems.

In addition to the aforementioned concerns relative to certain procedural matters and to research, there are a number of items of concern which relate to the programs themselves and to the curricula which those programs involve. First of all, if the graduates of these programs are to be either what they themselves want to be or what those who conceived the programs want them to be then certain conditions must prevail. Provision must be made for internships which call for the students to work in a concerted manner and over a long period of time on projects for which the university has contracted, which relate to the doctoral program in question, and which involve work on a matter of real concern to some segment or agency of the society be it a Ministry, a school, or a social agency. Provision must also be made for assistantships some of which require teaching while others require assistance with research. There is also a desperate need for the doctoral students to engage in supervised college level teaching.

Attention should also be given to the curricula of the two doctoral programs. A careful look should be taken of the statistics requirements in both programs, and it is

recommended that an appropriate core of courses be selected which would provide the students of each particular program with the basic tools for working with and comprehending research which has been conducted in the field. The value of expecting everyone in a program to pursue coursework beyond the treatment of design of experiments and the analysis of variance and covariance is really debatable for a number of reasons not the least of which relates to the fact that one is ill-advised to use micro techniques with macro data. Additionally, since it was earlier proposed that students give some thought and attention to possible research topics than is currently the case, advisors should be in a position to recommend to their students such courses in the field beyond the common core as might be needed for carrying out the aforementioned research. For example, it is entirely reasonable for one student to have to use nonparametric statistics and another one to need MANOVA. Incidentally, yet another student, or both of these students might need background in computer application also. The point should be clear, though, that not every doctoral student needs every available course in the field of statistics, unless, of course, they are majoring in Research and Statistical Methodology.

Several other suggestions remain to be made in regard to the doctoral programs in general. First of all, any program offered should provide a degree of latitude sufficient to allow the students to make some choices of some consequence. Students should be allowed, then, to elect some work in such fields of need as educational administration, leadership training including opportunities for engaging in the practical application of leadership skills, and college student personnel work. Careful consideration should also be given to the composition of each of the majors. At the present time the major offerings which are required in the Development Education program amount to five courses of two credits each, while the major offerings in the other program

involve only four courses of three credits each. The former program allows for six hours credit of electives which are all specified while a similar situation prevails regarding the three hours of so called electives in the Research and Curriculum Development program also. It is difficult to comprehend how an expert in a particular field can be developed through taking so few courses in that field.

These, then, are the broad rather general observations and suggestions concerning the totality of the doctoral offerings at Srinakarinwirot University. There yet remains the task of treating each of the doctoral programs separately.

THE RESEARCH AND CURRICULUM DEVELOPMENT PROGRAM

Both of the doctoral programs were essentially described earlier in this report, but a few further observations might prove helpful. First, it should be clearly understood that a considerable portion of this program seeks to enhance and expand the research and statistical capabilities of a student body which at the masters degree had earlier encountered and mastered a considerable portion of the content of the fields of statistics and measurement. Concomitantly, that portion of the program which relates to curriculum tends to be abstract, theoretical, and rather shallow. Even so, the program tends to be reasonably good because it reflects the talents of the director whose interests and strengths naturally are imbedded in it.

Implicit in the program is an indication of the type of graduate it is hoped that the program will produce, but such objectives as are available tend to be quite idealistic, non-specific, and therefore non-functional. There is a need for an itemization of competencies sought such as:

1. The comprehension of the historical, philosophical, social, and cultural factors affecting the curriculum and the ability to use these in the development of institutional programs.
2. Comprehension of the psychological factors, especially learning theory, human growth and development and mental hygiene, skill in employing classroom guidance techniques, and the ability to use these in the development of instructional programs.
3. Comprehension of organizational processes and factors influencing administrative decisions, and skill in ordering and applying these techniques to the administration of a school's instructional program, and
4. Development of skill in applying various technologies to program and curriculum development.

The program as it is being operated at the present time would appear to be geared to producing generalists in curriculum theory and there is certainly nothing wrong in that; however, the university might want to consider also producing curriculum

specialists in particular fields, in which case it might be well to consider developing a version of the basic program which might involve as much as thirty credit hours of work in the given academic field but selected from masters level courses.

Other options which might be worthy of attention include the addition of a series of highly relevant graduate level courses which would focus directly upon the world and society today. There is no reason why such courses should not be open to masters and doctoral candidates alike. Consideration ought to be given to courses such as Strategies for Social Change, Social Problems and Education, The Anthropological Foundations of Education, Social and Cultural Differences in Education, Comparative Education, and Teaching Minority Groups.

Certainly, the curriculum specialist should be somewhat knowledgeable with respect to the various curricula which are utilized; therefore, it is recommended that immediate steps be taken to add as part of the required major program a series of courses treating The Elementary School Curriculum, The Secondary School Curriculum, The Junior and Community College Curriculum, and The College and University Curriculum. It would also be wise to consider the addition to the total program of the requirement of a substantive minor in areas to be determined. There is also the need for students to be able to take independent or individualized studies. The opportunity to take such courses is at present extremely vital for use during the nine week summer term when the doctoral and masters programs are closed down. The occasion to

take such courses could not only serve to meet varying student needs and interests but also eliminate what at the present time amounts to an utter waste of time when the students should be productively engaged.

The one vital component missing from this doctoral program if it is to carry a degree of practicality rather than to be merely theoretical, as mentioned earlier, is the field experience or internship. The students desperately need real situations where they can put into practice their newly acquired skills and insights. Surely there are some government or private schools with which working agreements could be established which might call for the renovation of the instruction afforded in existing programs and the development of alternative programs where student needs differed sufficiently so as to require such variation. Were the students in the this program afforded such an opportunity they would learn to carry out a systematic needs assessment through which they would obtain a clear statement of what the particular school might be attempting to achieve and then be able to ascertain how well and to what extent those objectives were being attained. Further, they would be required to lay plans for eliminating discrepancies between perceived goals and their attainment. In addition, they would have occasion to establish explicit educational objectives, to organize content likely to contribute to the program and its objectives, to experiment with a variety of new and innovative teaching strategies, to explore the value of utilizing multi-media approaches, creating and using a broad spectrum of evaluative

techniques including some predominately designed for diagnostic purposes, and to work directly with the pupils of the particular school in appropriate guidance and counseling roles.

In summary, the present program is essentially a good one. With some modification, it has the potential for becoming a vital and vibrant one.

THE DEVELOPMENT EDUCATION PROGRAM

The doctoral program in development education as perceived at Srinakarinwirot University is an interdisciplinary undertaking which was designed to help students trained in education to acquire those cognitive and affective qualities thought to be vital for those who would successfully employ education as an instrument for achieving both national and societal development. Essentially, the program calls for people prepared in education to be provided with some background in both development education per se and those aspects of the social and behavioral sciences likely to be useful when attempting to conceptualize problems of development and to formulate educational strategies for their solution.

For their dissertations the students of this program almost universally propose to research such problems as those related to the high birth rate, poverty, unemployment, low agricultural and industrial productivity, socio-economic gaps, minority groups, cultural disorganization, or others of a like nature. These are also the kinds of problems likely to be researched by the students engaged in development education programs in the United States but it is perhaps unfortunate that the Thai students of development education also plan to pursue them because the educational background of the two groups of students is quite different. The students in the American programs tend to be much better prepared to carry out such research than do their counterparts at Srinakarinwirot University for the simple reason that they basically have been recruited from the ranks of those whose earlier degrees

were earned not in education but in those areas which provided them with significantly stronger preparation in the social and behavioral sciences.

Since the students in the Srinakarinwirot University program were recruited from positions in education, in all probability, most if not all of them will be returning to the same position from whence they came. In any event, they are likely to find themselves in a similar position where they might be able to influence a significant educational decision but would have little or no impact upon those overriding problems which beset both Thailand and the world. If that is true, the students should be strongly encouraged to use their newly acquired insights, skills, and sensitivities to explore educational problem areas such as those to be found in Appendix A. Furthermore, if they really want practical experience in furthering development and to do more than give lip service to the development needs of Thailand even while they are students, they might well consider collaborating with others in formulating and implementing a youth civic action program similar to the one described by Espiritu. That program was designed to involve the school age youth of the Philippines in the national development effort.¹

¹ Espiritu, Jesus C., "Youth Civic Action Programme: Mobilizing Student Power for National Development," Proceedings of the Seminar on Extra-Curricular Programmes in Universities, 8-10 November 1973, University of Malaya, Kuala Lumpur, The Association of Southeast Asian Institutions of Higher Learning, Kuala Lumpur, 1976, pp. 23-62.

In this program the energy, talents, and idealism of the children, youth, and young adults of that nation were mobilized for an attack upon a variety of problems and the positive results which were achieved exceeded all expectations. Significantly, the young people became aware of the manifold problems facing the Philippines nation by their direct confrontation, involvement, and participation, but special note should be made of the fact that the character development and positive attitudes with respect to responsible citizenship achieved by the university student participants were outstanding.

In large communities, small communities, and even in remote rural areas activities such as the following were undertaken and carried out by the students:²

1. Surveying the community to determine phases/places that need improvement.
2. Showing veneration for heroes.
3. Practising habits of cleanliness in surroundings and homes.
4. Assisting in the beautification of the community.
5. Participating in the improvement of environmental sanitation.
6. Helping provide playgrounds for the community.
7. Growing more food.
8. Constructing cleaning and sanitary equipment.
9. Beautifying public buildings and surroundings.
10. Repairing school equipment.

²Ibid., p. 35.

11. Producing more food.
12. Campaigning for clean and beautiful homes.
13. Teaching adults how to read and write.
14. Organizing cooperatives.
15. Helping to conserve natural resources.
16. Working for better nutrition.
17. Helping to improve the living conditions of the poor.
18. Helping to prepare the poor for employment.
19. Teaching better farming methods.
20. Helping to combat incipient subversion.
21. Helping keep peace and order.
22. Teaching small-scale industry administration.

In the estimation of this consultant, every educator in every nation, whether that nation be developed or developing, should read this lucid and inspiring article describing what can be done through a program of voluntary civic action. The pages and pages of possible activities and projects alone are invaluable! Through their involvement in and identification with such humanistically oriented work, the children and youth of Thailand should learn the true meaning of concern and respect for others. They should learn, too, to respect ideas for what they are worth and not merely as a consequence of the status or the rank of the persons who proposed them. In time, they will also learn what it means to be problem oriented.

That component of the development education program which pertains strictly to the major is taught basically by a single professor who also has served as the director of the program. He is the only faculty member on the campus with preparation in depth in the field of development education and as a consequence of the extent of his responsibilities the attention which he could give to any one segment of the program has been necessarily limited. The instruction offered in the social and behavioral sciences component of the program has in large measure been provided by guest lecturers who have been drawn from other universities and agencies.

If the program is to be really as interdisciplinary as it is presumed to be and continuity in program offering is to be maintained, then it is essential that immediate steps be taken to secure the joint appointment of qualified professors from within Srinakarinwirot University as well as from the consortium of universities described earlier. In addition, the cross-registration of students should be negotiated and actively encouraged. Guest lecturers should continue to be used but only rarely.

From a curriculum standpoint, the Development Education program tends to be overly theoretical and unrealistic both as to content and objectives. Although its graduates are expected to become educational leaders, no leadership training is apparently provided. Furthermore, the programmatic requirements tend to be quite rigid leaving little room for the students to pursue work which might serve as a substantive minor, allow for individual need or interest, or provide for the development of a modicum of

specialization so that upon completion of the program the student would specifically be prepared to do something.

Currently, the students in this program must earn thirteen hours of credit in the areas of statistics, measurement, and research; sixteen hours of credit in the social and behavioral sciences; and sixteen hours in the area of the major. The expansion of the area specifically devoted to the major is strongly recommended. At least part of that expansion should involve field experience and an internship. The aforementioned voluntary civic action program for children and youth could serve very nicely as the vehicle for this activity. Finally, it is suggested that those courses in the area of the social and behavioral sciences which carry the word "Development" in their titles, but apparently are taught, by persons not trained in development education, be abandoned in the name of economy and replaced with regular graduate courses in these areas which would supply the necessary background but which would be open to doctoral and masters degree students simultaneously. For the purposes of the doctoral program in development education, a block of these courses might be listed and called a distributed minor.

This consultant has no reason to recommend that the doctoral program in Development Education be discontinued but he would recommend that it undergo a major overhaul. Immediate steps should be taken to drastically revamp its curriculum, its focus upon research, and its faculty. The present faculty member's efforts and responsibilities ranging from instruction in the major to service as major research advisor to most of the students should be

shared by other members of the regular faculty regardless of whether or not they have ever had any work specifically in the field of development education. The possession of an earned doctorate in education is sufficient evidence of both some background relevant to the area and, certainly, of the ability of such faculty members to learn about the area. A reshuffling of faculty loads made possible by the application of a suitable staffing formula could easily provide the manpower needed and suggested here. Of course, when additional faculty support specifically prepared at the doctoral level in the area is available, it should also be acquired.

At this point, note should be taken of the fact that the aforementioned criticisms and recommendations concerning the doctoral program in Development Education were based upon the consultant's competence and extensive experience in both the curriculum and administration of higher education. He has no specific preparation in the field of development education; therefore, if any of his suggestions should disagree markedly with any of the recommendations in the report yet to be filed by Dr. John Bock, Consultant in Development Education, the latter should take precedence.

NEEDS ASSESSMENT

The task, assigned by the Dean of the Graduate school, of evaluating the graduate programs and graduate curricula as well as the administrative aspects of operating such programs was first approached through executing a needs assessment in order to assist the university in identifying both school and program needs. Basically, the system used involved a slight variation of the approach developed at the Center for the study of Evaluation of the University of California, Los Angeles.³

First, information and data were drawn from recent national Five Year Plans. From this base, a final list of sixty objectives which Srinakarinwirot University might possibly pursue was developed. These objectives were then submitted to a total of three hundred thirty-five individuals who were asked to rate them on a five point scale ranging from unimportant or irrelevant to very important, critical, or essential. Those who served as raters were categorized as follows:

- I. Srinakarinwirot University (Prasarnmitr) administrators above the level of department chairman together with the vice-presidents of the various branches.
- II. All Prasarnmitr campus department chairmen, the presidents of all the teachers colleges, and the Directors General and Deputy Directors General of the Teacher Training

³Klein, Stephen P., assisted by Burry, James, and Churchman, David A., Evaluation Workshop I: An Orientation, Del Monte, Research Park, Monterey, California, Mc Graw-Hill, 1971.

Department, the National Teachers Association, the National Education Council, the Civil Service Commission, and the Department of General Education.

- III. A random sample of one hundred Prasarnmitr campus regular faculty members. and
- IV. The total group of doctoral students on campus plus such masters level students as would volunteer to respond provided the total did not exceed one hundred twenty-five respondents.

Exclusive of the volunteered student responses, a usable response was received from thirty-two per cent of the persons polled. The responses were tabulated with weights being assigned to each of the categories in the order of a weight of four being given to responses in category 1 to a weight of one being given to responses in category 4. Ultimately, a final composite mean rating was determined for each objective and the relative importance of the objectives in the views of the raters was established.

Once the objectives were ranked according to their importance, steps were taken to determine the degree to which the more important ones were being achieved. Essentially, the extent of achievement was fixed as a consequence of implementing a process which involved interviewing selected knowledgeable administrators and faculty members. Their responses were secured to a series of questions derived from the list of thirteen objectives perceived as being really important. Using the information thus collected, it was

possible to estimate the degree to which these particular objectives were being achieved by the university with a fair amount of accuracy by considering the evidence of performance which had been obtained in relation to each of the objectives being scrutinized.

None of the objectives could safely be described as being totally achieved in a completely satisfactory manner, but for two of them the perceived discrepancy was quite small. For six others the discrepancy was considered to be rather moderate, while for only five of the objectives was the discrepancy seen as being somewhat large.

Next, a decision matrix was employed for the purpose of establishing priorities for attention. The final mean importance rating of each objective and the discrepancy descriptor of each objective determined the positioning of each objective in the matrix. Once all thirteen objectives had been appropriately entered in the matrix, four categories of priority were established. The highest priority was given objective number 20. Objectives 1, 3, 23, and 53 shared the second level of priority, while objectives 6, 48, 60, 25, 17, and 33 were assigned to the third level. Only objectives 4 and 32 were being well enough pursued to receive the lowest priority; however, by reason of their importance, all thirteen of the objectives merit serious attention.⁴

⁴A list of these thirteen objectives is to be found in Appendix B.

The suggestions made by the respondents who participated in the Needs Assessment Study concerning where the responsibility should be assigned for the attainment of the various objectives tended to follow something of a pattern. For every one of the thirteen objectives selected for individual attention, the response, "The University Generally," was either the most frequent or second most frequent choice made. The most frequently designated unit within the university singled out to assume responsibility for particular objectives was the Graduate School. Objectives 1, 20, 23, 32, 48, 53, and 60 were determined to be within its province. The Faculty of Education was designated to pursue objectives 3, 4, 6, and 33, but when objective 25 was considered, the respondents by their vote made it impossible to determine whether the responsibility should go to the Faculty of Education, to the Faculty of the Humanities, or be shared by these two groups. Objective 17, however, was placed clearly in the domain of the Faculty of the Humanities.

Now that the most important objective have been identified, discrepancies in desired and attained performance noted, priorities established, and suggestions made for the allotment of responsibility; the next step shows up in sharp detail. The energy and creative talents of the respective administrators and faculty members assigned to these units remain to be marshalled in approaching the tasks which have been highlighted.

CONSULTANT ACTIVITY

Consistent with the UNESCO contract covering the present assignment and with the job description developed by the Dean of the Graduate School of Srinakarinwirot University, this consultant engaged appropriately in the activities described below. Specifically, he met and worked individually with a broad spectrum of administrators, faculty members, and students ranging from Vice Presidents to masters level students. He also lectured to classes at both the doctoral and masters levels.

As this volume attests, he also engaged in the planning and execution of the first systematic needs assessment to be undertaken at the university. A considerable amount of time and effort was also spent in evaluating both programs and curricula at the graduate level. In meeting his responsibilities, he worked closely with the Dean of the Graduate School and at her request made an intensive study of the structure of that school, explored the expansion of graduate offerings to other Srinakarinwirot University campuses, and investigated several problems related to the faculty. He gave intensive consideration to the doctoral programs. In sum, he undertook to carry out all assigned tasks and even gave needed attention to peripheral ones as time and circumstances permitted.

SUMMARY

As this particular report approaches its conclusion, certain observations and generalizations seem to be both warranted and desirable. Recognition, for example, must be given to Srinakarinwirot University for its international reputation for the excellence of the education which it provides. That condition can in large measure be attributed to its competent and dedicated administration coupled with a productive and scholarly faculty. The university is to be particularly commended for the priority and status which it has afforded to systematic planning. If the steps which have been taken thus far are expanded to include the utilization of such data as can be derived from carrying out a campus wide space utilization study and the application of an appropriate staffing formula, the desired increase in the efficiency of operation will be all but guaranteed.

The Graduate School is very much interested in altering its organizational structure, a goal which is certainly a worthy one. Before any steps are taken in that direction, however, recognition should be given to the dictum that design or organization should follow function. The immediate task, then, is one of defining with precision the function of the Graduate School. Once that task has been accomplished, consideration of the structure becomes relevant.

Most, if not all, of the remaining comments relate either directly or indirectly to programs and curricula. First, major and early attention must be given to the foreign language

proficiency requirements established and used by the Graduate School. The most efficient means of determining such proficiency probably would involve the use of a commercially prepared examination which could serve two function simultaneously: 1. admission, and 2. diagnosis leading to the prescription of remediation.

Since Thailand continues to suffer from a shortage of well qualified administrators, supervisors, curriculum specialists, researchers, and teacher educators, in those areas where it is feasible doctoral programs related to these specific needs should be developed and offered. Any such steps, though, should be coordinated with the other universities because wastage and unnecessary duplication should be strictly avoided. The time has come when the joint appointment of faculty and the cross registration of students between institutions should become a reality. Further, deliberate attempts have to be made to eliminate the unnecessary and unproductive rigidity which exists at all levels and in all programs as an apparent strategy for attaining homogeneity in both students and programs. Concomitantly, there is a desperate need for an increase in functional flexibility in requirements, curricula, and programs.

The relationship which exists at present between the existing doctoral programs and masters level programs stands in need of some alteration and improvement. By and large, any doctoral programs which are established should be an extension

in depth and sophistication of programs already existing at the masters degree level so that the competencies of the present faculty can be fully utilized and efficiency thereby increased.

Note should be taken, too, of the excellent precedent for allowing the masters degree to be granted following the completion of only thirty semester hours of work which is often accomplished in just one year even without a thesis. The doctorate should involve at least twice the scope of treatment and penetration of the masters degree and, therefore, the current semester hour requirement for the doctorate ought to be extended to a minimum of sixty semester hours or at least twice the work demanded for the masters degree.

Both of the existing doctoral programs should undergo major revision and as a consequence provide their students with the opportunity to develop a considerable degree of competence in some one area or field. Specifically, it is urgently recommended that the Research and Curriculum Development program become two discrete doctoral programs. One of them should be limited to research and statistical methodology as well as evaluation and measurement including testing. The other one should be devoted to just curriculum and instruction. There is international precedent for both of these programs but none is evident for the existing conglomerate program which lacks suitable depth of treatment.

As for the doctoral program in Development Education, an almost total revision of both its operational aspects and curriculum is needed as soon as possible. Such a revision should follow the recommendations supplied by Dr. John Bock, the UNESCO consultant assigned to Srinakarinwirot University for specific work in this field.

Both of the existing doctoral programs seriously need a continuing field experience of some type which would add a component of practicality to programs basically rich in theory. The students in the research and curriculum development program need actual work in these fields. In the Development Education program, serious consideration should be given to establishing a broad scale civic action program for children and youth. The program should be geared to the community or regional levels but focus on discrete national needs.

It is also recommended that less consideration be given to requiring doctoral students to reflect their ingenuity and originality through what is basically an unguided selection of a dissertation topic and that more attention be devoted to insuring that their contemplated research be highly relevant to some identifiable national need which the proposed research might logically serve.

Finally, in order that the maximum benefit be derived from this particular consultancy, it is strongly recommended that after a lapse of approximately eighteen months an

evaluative followup to this visitation be carried out. In other words, on or about 1 August 1978 a consultant using this report as a banchmark should study the Graduate School and the programs which are allied with it in order to qualitatively judge the changes which have taken place in the interim.

APPENDIX A

Possible Dissertation Topics

Which Might Involve Action Research

And Relate to Significant National Problems

1. Experimental studies designed to develop and validate strategies for bringing an earlier achievement of Thai Youth to the Piagetian Formal Operations Level where they can successfully engage in logical problem solving.
2. Status studies of present day Thai instructional methods and curriculum.
3. Comparison studies of the functioning of the children in the various demonstration schools and samples of the functioning of children drawn from other identified types of schools.
4. Analysis of the impact of economic and experiential deprivation on culturally different children with the end in view of developing and implementing appropriate compensatory programs.
5. Studies of the demographic data related to children in various kinds of schools, including demonstration schools on the assumption that capable children from economically deprived homes should be entitled to superior education, too, if the nation is to prosper and, perhaps, survive.
6. An exploration of the need for multi-cultural, multi-lingual education (Basic need established in 1964 in Patanee by Siripanich).

7. The study of the prevalence and effectiveness of inexperienced (no teaching experience other than student teaching) and inadequately prepared teachers of prospective teachers at the teacher training colleges.
8. Studies of the conflict of the demands of the twilight programs and other kinds of professional efforts that college and university staffs should pursue.
9. Studies of the effectiveness of the twilight programs.
10. Facility and equipment studies at the teacher colleges.
11. Studies of the Teacher's College faculties-number, load, experience, training, morale, etc.
12. Investigation of the possible irrelevance of college and university programs in so far as the development or cultivation of functional instructional skills is concerned. (Too much theory and not enough practice).
13. A study of the relationship of Master's theses and the realistic problems of education in Thailand.
14. The development and experimental tryout of alternatives to the lecture-recitation dominated modes of instruction used throughout the country.
15. An analysis of the ambiguity and lack of congruency of the alleged goals for teacher education with the subject matter and instruction emphasized in the teacher education programs.
16. A study of the wastage in higher education as a consequence of the duplication of staff, facilities, and materials resulting from the uncoordinated competitive demands of

the various institutions and agencies engaged in teacher education.

17. An analysis of the effects of standardization in graduate programs.
18. A study of the possible need for regional variation in the programs of higher education.
19. An investigation basic to the creation of a nation-wide system of accreditation for institutions of higher education in general and teacher education in particular. (Such a system is needed to check the adequacy of facilities, the number and qualifications of the staff, student admission and retention policies, general staff utilization within institutional programs, quality of the instructional programs, internal organization and administration, and special problems of the institution.)
20. A feasibility study concerning the value of providing a correspondence program for teachers in remote rural areas who are in need of becoming fully qualified for their employment.
21. A feasibility study concerning the appropriateness of certain strategies such as Peace Corps type programs designed to functionally educate the early school leaver.
22. An analysis and evaluation of selected means of using the mass media to improve the quality of teachers.
23. A study to determine the value of coordinated use as a means of achieving greater efficiency in the operation of multiple

- facilities such as libraries. (A pilot project developed and evaluated, perhaps.)
24. A feasibility study of a plan to differentiate the functions of the various colleges and universities and to combine the operations of certain ones under a coordinated system.
 25. The establishment, execution, and evaluation of a pilot plan to markedly reduce if not eliminate grade repetition which wastes at last 15% of Thailand's educational budget.
 26. A feasibility study involving a pilot program designed to provide the diagnostic, counseling and guidance services so desperately needed in secondary schools, particularly.
 27. An investigation and experimental tryout of an inservice program and related strategies developed for the specific purpose of increasing the level of preparation of selected faculties of education at the university level.
 28. A study of the extent of the professional competence of various types of school administrators in Thailand with particular emphasis upon their control of such areas of concern as finance, leadership development, program planning, and staff development.
 29. Curriculum studies, both theoretical and practical, aimed at the different subject matter fields as well as the several levels of schooling.
 30. The creation, operation, and evaluation of a project designed to improve the use of measurement and evaluation in the schools.

31. A study of the effects upon children of being subjected to tests which markedly lack both reliability and validity.
 32. The development, operation, and evaluation of one or more programs designed to provide students with fundamental information and experience in career education.
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APPENDIX B

SIGNIFICANT OBJECTIVES RANKED ACCORDING TO THEIR IMPORTANCE

20. Promotes such research, educational, scientific, or technological as can be carried out by the faculty and students of the university and is relevant to the present needs of the nation.
1. Seeks directly to contribute to the attainment of the economic and social development objectives of the country.
4. Provides the nation with individuals competent to effect qualitative improvements in course preparation and curriculum development, the preparation of textbooks, the effective planning of school buildings, and general teacher preparation.
6. Contributes to the qualitative improvement of all education throughout the nation which relates to teacher education.
48. Assumes an appropriate role in the development of a master plan for Srinakarinwirot University.
3. Assists the government in its attempts to achieve a more equitable balance of opportunity in the country by accelerating the qualitative improvement of regional or rural education.
60. Seeks through research and development the improvement of administrative policy, organization, and strategies

to the end that maximum benefit is derived from each baht spent.

25. Seeks a generation of children and youth which is proud of the nation's culture and arts by promoting learning experiences conducive to the development of morality, ethical quality, and the required personal discipline.
 32. Serves appropriately as the nation's prime source of qualified professors for employment in the various teachers colleges.
 23. Provides the leadership and carries out the research which is fundamental to maximizing efficiency and minimizing wastage in education.
 53. Supports and encourages such research as might provide the information and data found necessary for the development of teachers who are really sensitive to rural life, culture and conditions; and who, therefore, can effectively provide a quality program in a rural area.
 17. Contributes directly to the development of a citizenry which truly loves the nation, the religion, and the Monarch.
 33. Revises the teacher preparation curriculum at all levels so as to increase its quality and relevance.
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