

# National Institute of Development Administration

## Doctor of Philosophy Program in Social Development Administration Improved Program 2017

**Name of the Institute:** National Institute of Development Administration  
**School:** Social and Environmental Development

### Section 1: General Information

**1. Name of program:** Doctor of Philosophy Program in Social Development Administration

**2. Name of Degree and Field of Study**

Doctor of Philosophy (Social Development Administration)

Ph.D. (Social Development Administration)

**3. Major courses or expertise**

- None -

**4. Number of Credits throughout the program**

Plan 1 (1.1) 48 credits

Plan 2 (2.1) 60 credits

**5. Program Format**

5.1 Degree: Doctoral program according to the standards of graduate level

5.2 Language: Thai and/or English

5.3 Admission: Thai students and/or foreign students

5.4 Collaboration with other institutes: A specific program developed by the Institute which directly organizes teaching and collaborates with the public and private sectors in the academic area.

5.5 Degree provided to the graduates: Provide degree of only one subject area

## **6. Status of the program and approval/ agreement of the program**

This improved program 2017 has been developed from the Doctor of Philosophy Program in Social Development Administration (New program 2012) that started its first semester in 2017 (August 2017)

NIDA Academic Council Committee had approved/agreed the program at the meeting of No. 2/2017, dated on 21<sup>st</sup> February 2017.

The Council of the National Institute of Development Administration had approved/agreed the program at the meeting of No. 3/2017, dated on 15<sup>th</sup> March 2017, at the meeting of No. 3/2017, dated on 14<sup>th</sup> March 2017 and at the meeting of No. 4/2018, dated on 25<sup>th</sup> April 2018.

## **7. Readiness in promoting high quality and standardized program**

The program shall be publicized as a qualified and standardized program in accordance with the standard criteria of National Higher Education B.E. 2552 of the academic year 2019.

## **8. Potential careers after graduation**

1. Social development administrators who perform duties in the social development and responsibility in the government, private and social sectors.

2. Teachers, lecturers and academicians in social sciences and other related areas in an academic institution at a graduate level.

3. Personnel of the government agency or private enterprise who apply their knowledge in the area of social development, policy analysis, strategic planning of organizational administration and social development administration.

4. Other independent careers.

### 9. Name – Last Name, ID Number and Academic Position and Area of Study of Lecturers responsible for the Program

Improved program 2017						Revision Sor Mor Or 08						
Name-Last Name	ID Number	Academic Position	Degree/ Area of Study	University/ Institute	Year	Name-Last Name	ID Number	Academic Position	Degree/ Area of Study	University/ Institute	Year	Remark
Ms. Duchduen Bhanthumnavin	xxxxxxxxxxxxx	Associate Professor	Ph.D. (Education)	University of Minnesota (U.S.A.)	2001							Same
			Master of Arts (Education)	University of Minnesota (U.S.A.)	1998							
			Bachelor of Science (Psychology)	Srinakarinwirot University (Thailand)	1995							
Mr. Awae Masae	xxxxxxxxxxxxx	Associate Professor	Ph.D. (Social Sciences)	Universit of Bath (U.K.)	1997							
			Master of Agricultural Science (Rural Development Administration & Management)	The University of Queensland (Australia)	1990							
			Bachelor of Science (Kasetsart) (2 <sup>nd</sup> Class Honor)	Prince of Songkhla University (Thailand)	1983							
Mr. Li Renliang	xxxxxxxxxxxxx	Lecturer	Ph.D. (Social Development and Environmental Management)	National Institute of Development Administration (Thailand)	2012	Mr. Li Renliang	xxxxxxxxxxxxx	Assistant Professor	Ph.D. (Social Development and Environmental Management)	National Institute of Development Administration (Thailand)	2012	* Same, the Change academic title (Sor

Improved program 2017						Revision Sor Mor Or 08						
Name-Last Name	ID Number	Academic Position	Degree/ Area of Study	University/ Institute	Year	Name-Last Name	ID Number	Academic Position	Degree/ Area of Study	University/ Institute	Year	Remark
			Master of Arts (Thai Language & Culture)	Peking University (China)	1999				Master of Arts (Thai Language & Culture)	Peking University (China)	1999	Mor Or 08) Institute Council had approved at the meeting of 4/2018 on 25 April 2019
			Bachelor of Arts (Thai Language & Culture)	Peking University (China)	1992				Bachelor of Arts (Thai Language & Culture)	Peking University (China)	1992	

**Remark \*** Change the academic Position of Dr. Li Renliang and The Institute Council had approved at the meeting of 4/2019 on 25 April 2019

## **10. Locations**

### **At Bangkok campus**

National Institute of Development Administration, Bangkok, 118 Seri Thai Road, Klongchan subdistrict, Bangkok district, Bangkok 10240.

## **11. External conditions or developments required for the consideration of program planning**

### **11.1 Conditions or economic development**

During the past 50 years, starting from Thailand's introduction of Economic and Social Development Plan, which was considered a turning point that incurred a tremendous change in determining the country's development policy and economic system and structure. The industrial and service sectors have experienced a speedy growth whereas urbanization and modernity are also evident. Thai people have earned more incomes from non-agricultural activities, rendering the income ratio of people from the agricultural sector to become as low as 10 percent, significantly and consecutively causing people's migration from rural to urban area. Consequently, social condition and structure have become more complexed and have been confronted with a rapid change which in turn affecting various social functions that requires timely adaptation to become well-balanced with dramatic changes of the country's economy. Each tendency has illustrated an incursion of more formal and complicated social format to replace the existing one. This condition and problem can also be found in other developing countries, especially in Asia Pacific region that have similar socio-economic contexts and development. However, owing to some limitations on governmental policies and self-adaptation of Thai citizens, existing social system has remained in parallel with the new social system. Simultaneously, this new social system needs to adapt and develop consistently to ensure that it will function efficiently and appropriately in response to any upcoming problems and constantly changing requirements of Thai society.

For future situations where extensive and rapid change in economy, society and technology are inevitable, these problems mentioned earlier pose a challenge to related agencies, whether public, private or people's sector, in terms of social development at different levels in order to adjust policies and operational procedures in an appropriate and consistent manner.

### **11.2 Conditions or social and cultural development**

The number of world's population has increased in a fast pace from 1,000 million in 1900 to approximately 6,300 million in 2000. The forecast had been made by the United Nations' agency that this number will ultimately reach 9,000 million by the year 2050. This human variable has incurred a direct influence on economic, social and political changes, both in the area of development and impact, depending on the preparation for people's development as well as the development in other areas to support a significant increase of the population.

Social development is deemed a crucial developmental dimension in a present era and this factor will continue to be even more important in the future. This is due to the fact that social problems will remain and tend to elevate in parallel with the expansion of population, regardless of the economic growth and successful development in other areas. Concurrently, social factors inherently relate to the success of economic development and other areas as a supportive and obstructive factor in such development.

At present, we all acknowledge that social issues such as poverty, income disparity, access to public services and welfares as well as social exclusion that take place and exist along with the economic growth in which the main objective has been geared toward the country's development. Besides, the structural change of population with an increasing ratio of aging people, a malfunctioning of various social components and institutions tend to increase as well. The development that ignores such social and cultural dimensions will lead to an unbalanced development, especially social disparity that directly relates to some cultural differences and lifestyles of various groups of people, including the opportunity for these people to gain access to the development. Such occurrences and trends have posed a significant challenge for personnel responsible for the development in driving a balanced and sustainable development. Consequently, the course on social development is deemed significant and has received a great attention from many academicians, policy administration and development practitioners during the past 3-4 decades.

According to the reasons mentioned earlier, educational development on social development administration is; therefore, very crucial for knowledge and personnel development in that such personnel shall possess high efficiency and skills in such area and in turn can apply this knowledge to the policy which emphasizes on elevating social quality and management of social problems. These personnel must possess knowledge and understanding in a broader and deeper level, on the nature and root cause of these social problems while having higher skills in analyzing problems, determining policies and strategies as well as moving forward a well-balanced and sustainable development plan at international, national and local levels respectively.

## **12. Impacts from clauses 11.1 – 11.2 on program development and implications to the mission of the Institute**

### **12.1 Program development**

Owing to economic, social and cultural contexts mentioned in clauses 11.1 – 11.2, it is; therefore, necessary to design the program that is in line with current problems and their dynamic, course administration procedures and social expectation on the program's productivity

### **12.2 Implications to the mission of the Institute**

National Institute of Development Administration (NIDA) is one of the academic institutes of the government, with the key missions to administer the country's education and

academic in the development administration subject which can be further divided into 3 major areas as follows: (1) personnel production at a graduate level, well-equipped with knowledge, capability and morality to ensure that these personnel will have a role in any upcoming changes, whether as a leader or a component of such changes. This, in turn, will lead to the sustainable development of the country's economy, society, politics, technology, natural resources and environment, both for public and private businesses. (2) Production of the academic works of which the contents shall be involved with changes in the academic work, research to improve knowledge, development of research methodologies, information production, analysis, expression of standpoint and recommendations for the society and organization and (3) Production of work relating to academic and advisory services, design of Ph.D program in social development administration. These 3 components with the content on social development administration must integrate the multidisciplinary such as conceptual theory and foundation principle which consists of philosophy, theory and concept of social development administration principle, social development policy and planning, social organization administration, leadership and development of social behavior. In addition, an equipment set comprises of research methodologies, qualitative and quantitative analyses of social science.

Since we have consistently realized an increasing importance of social development as one of the significant elements of a balanced and sustainable development in a contemporary society, both in Thailand and other countries in Asia Pacific region, the School of Social and Environmental Development, National Institute of Development Administration has acknowledged the necessity to improve our Ph.D. programs in Social Development Administration with the purpose to create personnel with knowledge and expertise at a high level while emphasizing on quality and morality in the area of social development administration. In addition, the School of Social and Environmental Development, one of the leading agencies in Thailand in developing graduates with social development skills is equipped with well-rounded and experienced lecturers in the area of teaching, research and academic services. Our lecturers are ready and always welcomed to give lecturers and provide useful advice and recommendations to the students of this level.

### **13. Relations with other programs available at the School/ other programs of the Institute**

Our Ph.D. program in Social Development Administration introduced by the School of Social and Environmental Development has been developed and furthered from the M.A. program in Social Development which has started since the academic year of 1983. Subsequently, this program had been modified for more appropriateness until Social Development Administration course has been introduced nowadays. This program has specified the conceptual framework of personnel development to ensure that every personnel shall possess interdisciplinary knowledge and understanding, especially in social science while having the skills in analysis, research conduct, policy specification, planning and administration

for comprehensive social development as well as having an awareness in consistently searching for knowledge and morality with the purpose to respond to the requirement of qualified personnel of public and private sectors, including public utilities organizations.

The course administration can depend on the productivity and connect an academic and some dimensions of knowledge with other programs at NIDA; for example, School of Public Administration, School of Development Economics, School of Human Resource Development, School of Applied Statistics, School of Language and Communication, School of Law and School of Tourism Management.

## Section 2 Specific Information of the Program

### 1. Philosophy and/or objectives of the program

#### 1.1 Philosophy of the program

To develop graduates to become an academician, researcher, analyst and policy developer and planner as well as social development administrator while generating new knowledge in the area of social development and administrative strategy.

#### 1.2 Objectives of the program

1.2.1 To develop Ph.D. graduates with high quality in social development administration and well-equipped with intelligence, academic knowledge and advanced skills in research, policy analysis, strategic planning in social development. These graduate students shall have creative thinking and can apply relevant knowledges and skills to produce academic works as well as to provide academic services in social development administration to be acceptable in various levels, starting from local, regional, national and international levels.

1.2.2 To develop Ph.D. graduates who possess both knowledge and morality in response to the requirements on human resources in social development administration and other related fields and in order to become the academician, researcher, consultant or senior executive in either public, private or social sector, both at national and international levels.

1.2.3 To create research capability for the students so that they will become an academic leader with the ability to develop, further and integrate knowledge to apply in the development and resolution of social development administration in different levels more efficiently and effectively.

### 2. Development and improvement plan

Development and improvement plan	Tactic	Indicator
<ul style="list-style-type: none"><li>- Improve the program according to the standard criteria prescribed by the Office of the Higher Education Commission (OHEC) and the standard criteria of National Higher Education</li></ul>	<ul style="list-style-type: none"><li>- Improve the program by integrating knowledge at a national level</li></ul>	<ul style="list-style-type: none"><li>- Program documents</li><li>- Report on program assessment results</li></ul>
<ul style="list-style-type: none"><li>- Improve the program to be in accordance with international standards and in line with any upcoming</li></ul>	<ul style="list-style-type: none"><li>- Promote the conduct of research projects to improve knowledge and research that apply administrative</li></ul>	<ul style="list-style-type: none"><li>- Amount of research funding per permanent lecturer per year</li></ul>

Development and improvement plan	Tactic	Indicator
economic, political, social and environmental changes while emphasizing on the requirement of the employers	science with knowledge in specifying the policy, planning and social development administration	- Assessment results of employers' satisfaction
- Improve the lecturers to be well-equipped with teaching skills, research and academic services	<ul style="list-style-type: none"> <li>- Promote research publication at both national and international levels</li> <li>- Organize academic conferences at both national and international levels</li> <li>- Encourage the lecturers to propose their academic works abroad</li> <li>- Organize a mentor system in conducting research and teaching</li> </ul>	<ul style="list-style-type: none"> <li>- Number of research articles being published</li> <li>- Number of national/ international academic conferences</li> <li>- Number of lecturers who propose their academic works abroad</li> </ul>

## Section 3 Academic administration system, program operation and program structure

### 1. Academic administrative system

The School has been operated with a semester system in which one academic year can be divided into 2 regular semesters. One regular semester covers the academic period of 15 weeks per one semester and summer sessions may be available which take approximately 8 weeks per semester and are comparable to regular semester.

### 2. Program operation

#### 2.1 Date-time of program operation

The teaching shall start from the first semester of the 2017 academic year.

First semester: From August to December

Second semester: From January to May

Third semester: From June to July

#### 2.2 Qualifications of applicants

Existing program B.E.2555	Improved program B.E. 2560	Reason
2.2.1 Possess good English language skills and moderate computer literate which must be in accordance with the standard prescribed by the Administrative Committee of Ph.D program in Social Development Administration. Nonetheless, applicants with qualifications lower than those specified must improve their knowledge to be in line with the criteria specified by the Committee, or else they shall be deemed as under qualified. The applicants must possess English language skills with the criterial determined by the Institute.	2.2.1 Graduate their Master's Degree program in any areas from either domestic or foreign academic institutions certified by the Office of the Higher Education Commission (OHEC) or the Office of the Civil Service Commission or any other organizations capable of providing certification or the applicants of which their academic standing has been granted and approved by the Institute Committee.	Re-arrange the contents for more clarity and expand the base of applicants
2.2.2 Graduate their Master's Degree in any areas from either domestic or foreign academic institutions certified by the Office of the Higher Education Commission (OHEC)	2.2.2 Possess good English language skills and moderate computer literate which must be in accordance with the standard prescribed by the Administrative Committee of Ph.D program in	Re-arrange the contents for more clarity.

Existing program B.E.2555	Improved program B.E. 2560	Reason
	<p>Social Development Administration. Nonetheless, applicants with qualifications lower than those specified must improve their knowledge to be in line with the criteria specified by the Committee, or else they shall be deemed as under qualified.</p> <p>For English language skills, the applicants must possess the skills according to the criterial determined by the Institute.</p>	
2.2.3 For type 1 (1.1) program, the applicants must possess adequate experience in conducting at least 1 research or co-researching apart from completing their thesis papers	2.2.3 For program 1 (1.1), the applicants must possess experience in conducting at least 1 topic of self-researching, apart from completing their thesis papers required for Master's Degree graduation or must conduct at least 2 research topics with others, apart from the research required for Master's Degree graduation	To get more qualified applicants in order to be in consistent with the standard criteria of the graduate studies program
2.2.4 The applicants must pass the written examination and/or interview according to the criteria specified by the Institute	same	

### 2.3 Problems of new students

- Self-adaptation of students from different areas of study.
- English reading and writing skills.

### 2.4 Operational tactics to solve problems/ limitations of the students according to clause

- Have already enrolled in a foundation course on Social Development Administration for students of different area of study.
- Provide supplementary English reading and writing courses.

## 2.5 Students' admission plan and graduates within a 5-year period

### 1) Plan 1 (1.1)

Year/class	2017	2018	2019	2020	2021
1	2	2	2	2	2
2	-	2	2	2	2
3	-	-	2	2	2
Total	2	4	6	6	6
Number of expected graduates	-	-	1	2	2

### 1) Plan 2 (2.1)

Year/class	2017	2018	2019	2020	2021
1	8	8	8	8	8
2	-	8	8	8	8
3	-	-	8	8	8
Total	8	16	24	24	24
Number of expected graduates	-	-	2	6	6

## 2.6 Planning budget

The budget has been derived from an annual government statement of expenditure and an income statement of the National Institute of Development Administration (NIDA) in which the expenditures per an academic year shall be as follows:

Academic plan	Annual expenditures			Total expenditures throughout the program
	Year 1	Year 2	Year 3	
Plan 1 (1.1)	95,000	156,000	120,000	371,000
Plan 2 (2.1)	168,000	140,000	156,000	464,000

## 2.7 Course administration system

- ☒ Classroom setting
- ☐ Distant learning via printed media
- ☐ E-learning
- ☐ Internet learning
- ☐ Others (please identify)

## 2.8 Transfer of credits, courses and registration at other universities (if any)

The criteria on transfer of credits shall be in accordance with the regulations of the National Institute of Development Administration (NIDA) on education B.E. 2557.

### 3. Program and lecturers

#### 3.1 Program

##### 3.1.1 Number of credits

Our Ph.D. program in Social Development Administration can be divided in terms of its academic plan into 2 major types: Type 1 (1.1) and Type 2 (2.1). Details regarding the number of credits for each academic plan can be seen below:

**Type 1 (1.1)** is an academic plan emphasizing on research whereby the students must enroll in the thesis course of at least 48 credits. However, the students may enroll in other additional courses in accordance with the recommendation of the Course Administration Committee or the Thesis Committee and the credits derived from such courses will not be counted.

**Type 2 (2.1)** is an academic plan emphasizing on both research and additional courses whereby the students must enroll in the thesis course of at least 36 credits and must enroll in other courses with the minimum of 24 credits.

### 3.1.2 Program Structure

Old Structure			New Structure		
Course	Plan 1 (1.1)	Plan 2 (2.1)	Course	Plan 1 (1.1)	Plan 2 (2.1)
1. Remedial Courses	3 courses (non-credits)	3 courses (non-credits)	Same		
2. Core Courses	Additional courses with non-credit are optional.	6 credits			
3. Research Methodology Courses		9 credits			
4. Elective Courses		9 credits			
5. Qualifying Examination	Students must pass the qualifying examination within 2 years counting from the date of student enrollment.	Students must pass the qualifying examination within 2 years after completing all of the courses specified by the program.			
6. Dissertation (in English)	48 credits	36 credits	6. Dissertation	48 credits	36 credits
Total	48 credits	36 credits	Total	48 credits	36 credits

**Remark** \*Change the program administrator (Sor Mor Or 8) whereby the Institute Council had approved at the meeting of 7/2019 on 25 July 2019 that started its first semester in 2017 (August 2017)

### 3.1.3 Courses

#### A. Remedial Courses \*

Non-credit compulsory courses and the result of these courses shall not be calculated as part of GPA. The students must take the following supplementary foundation courses as indicated below:

		Credits
LC 4003	Advanced Integrated English Language Skills Development	3 (3-0-6)
LC 6000	Advanced Reading and Writing in English for Graduate Studies	3 (3-0-6)
SD 4000	Fundamentals of Social Development Administration	3 (3-0-6)

**Remarks\***

1. These courses are aimed at enhancing academic writing skill in English. The conditions for learning English remedial courses shall be in accordance with the announcement of the National Institute of Development Administration.
2. An exemption from fundamental course (SD 4000 Fundamentals of Social Development Administration) shall be in accordance with the announcement of the Institute.

## **B. Core Courses**

These are required courses for students applying for plan 2(2.1), which consist of 2 courses with 6 credits as follows:

		Credits
SD 8001	Social Development Theories and Discourses	3 (3-0-6)
SD 8002	Advanced Social Development Administration	3 (3-0-6)

## **C. Research Methodology Courses**

These are required courses for students applying for plan 2(2.1), which consist of 3 courses with 9 credits as follows:

		Credits
SD 8101	Philosophy of Social Science	3 (3-0-6)
SD 8102	Quantitative Research Methodology	3 (3-0-6)
SD 8103	Qualitative Research Methodology	3 (3-0-6)

## **D. Elective Courses**

Students who apply for plan 2(2.1) must take a minimum of 3 courses with 9 credits with approval by advisor from the following

		Credits
SD 8201	State, Civil Society and Social Development	3 (3-0-6)
SD 8202	Seminar on Social Development Policies	3 (3-0-6)
SD 8203	Seminar on Regional and Local Development	3 (3-0-6)
SD 8204	Analysis of Social Organization and Institution	3 (3-0-6)
SD 8205	Seminar on Social Entrepreneurship	3 (3-0-6)
SD 8206	Seminar on Leadership and Change Management	3 (3-0-6)
SD 8207	Social Organization Culture	3 (3-0-6)
SD 8208	Advanced Statistical Analysis for Social Science Research	3 (3-0-6)
SD 8209	Qualitative Data Analysis	3 (3-0-6)
SD 8210	Research and Development of At-Risk People	3 (3-0-6)
SD 8211	Political Economy of Development	3 (3-0-6)
SD 8212	Alternative Development	3 (3-0-6)
SD 8213	Social Institutions and Development	3 (3-0-6)

SD 8214	Social Policy Analysis and Evaluation	3 (3-0-6)
SD 8215	Morals, Ethics and Development	3 (3-0-6)
SD 8216	Social Development Strategy	3 (3-0-6)
SD 8217	Seminar on Interaction of Population and Social Changes	3 (3-0-6)
SD 8218	Directed Studies	3 (3-0-6)

#### **E. Dissertation**

These are courses for student to do research for dissertation, students who apply for plan 1 (1.1) must do dissertation 48 credits and the other hand students who apply for plan 2 (2.1) must do dissertation 36 credits as follows:

		<b>Credits</b>
SD 9900	Dissertation (Track 1 (1.1))	48 credits
SD 9901	Dissertation (Track 2 (2.1))	36 credits

#### **3.1.4 Academic Plan**

##### **1) Program Plan 1 (1.1)**

Students in plan 1 (1.1) must pass the qualifying examination within 2 years counting from the date of student enrollment then they can start their dissertation proposal immediately.

##### **Year 1 Semester 1 – Year 3 Semester 2**

SD 4000	Fundamentals of Social Development Administration*	3 (3-0-6) (Non-credits)
SD 9900	Dissertation (Track 1(1.1))	48 credits

**Remark \*** An exemption from fundamental course (SD 4000 Fundamentals of Social Development Administration) shall be in accordance with the announcement of School of Social and Environmental Development.

##### **1) Program Plan 2 (2.1)**

##### **Year 1 First Semester**

LC 4003	Advanced Integrated English Language Skills Development	3 (3-0-6) (Non-credits)
SD 4000	Fundamentals of Social Development Administration*	3 (3-0-6) (Non-credits)
SD 8001	Social Development Theories and Discourses	3 (3-0-6)

SD 8101	Philosophy of Social Science	3 (3-0-6)
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**Year 1 Second Semester**

LC 6000	Advanced Reading and Writing in English for Graduate Studies	3 (3-0-6) (Non-credits)
SD 8002	Advanced Social Development Administration	3 (3-0-6)
SD 8102	Quantitative Research Methodology	3 (3-0-6)

**Year 1 Third Semester (Summer Session)**

SD 8XXX	Elective course	3 (3-0-6)
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**Year 2 First Semester**

SD 8103	Qualitative Research Methodology	3 (3-0-6)
SD 8XXX	Elective course	3 (3-0-6)
SD 8XXX	Elective course	3 (3-0-6)

**Qualifying Examination**

**Year 2 Second Semester – Year 3 Third Semester**

SD 9901	Dissertation (Track 2(2.1))	36 credits
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**Remark \*** An exemption from fundamental course (SD 4000 Fundamentals of Social Development Administration) shall be in accordance with the announcement of School of Social and Environmental Development.

**3.1.5 Course Description**

**A. Remedial Courses \*** (the results of these courses shall not be calculated as part of GPA)

**LC 4003 Advanced Integrated English Language Skills Development      3 (3-0-6)**

Course contents and teaching activities focus on the integrated skills of listening, speaking, reading and writing with a particular emphasis on academic writing. Students will also work in small groups, practicing paper presentation techniques, precis writing and research writing.

**LC 6000 Advanced Reading and Writing in English for Graduate Studies      3 (3-0-6)**

Review of essential reading and writing strategies required to read and write academic English. Course contents include work on sentence structures, vocabulary and recognition of major thought relationships in paragraphs, as well as practice in reading and writing academic English.

**SD 4000 Fundamentals of Social Development Administration****3 (3-0-6)**

Concepts of social system, paradigm and the development of social theories as a foundation to schools of thought and the groups of social theories; evolution of development, theories of social development and social development administration, interdisciplinary approach to social development administration, the space of individuals, groups and communities in social development administration.

\*An exemption not to take the course in this section shall be in accordance with the criteria specified by the announcement of Institute or the notice of the School.

**B. Core Courses****SD 8001 Social Development Theories and Discourses****3 (3-0-6)**

Origin and evolution of development theories and discourses, social development and the complexity of politics, mainstream social development theories, current social issues, alternative development and holism, development pluralism, and popular social development approaches.

**SD 8002 Advanced Social Development Administration****3 (3-0-6)**

Examination of major theoretical approaches to social development administration, administrative techniques and strategies in social development policy-making and planning, achievements and failures of public and non-profit organizations in their implementation of social development policies and programs.

**C. Methodology Courses****SD 8101 Philosophy of Social Science****3 (3-0-6)**

Paradigms, definitions and components of social science philosophy; discussion on related topics including naturalism, interpretivism, pluralism, critical social science, causal reasoning in social science, rationality, structural and functional explanation; reductionism, individualism and holism debates; objective and values; relationship between philosophy of social science and research programs.

**SD 8102 Quantitative Research Methodology****3 (3-0-6)**

Principles, processes, techniques and methods for social science relating to correlational comparative study and experimental evaluative study starting from research conceptual framework, objectives, literature reviews, hypotheses, sample and sampling methods, scale development, data gathering, statistical analyses, interpretation and writing report/article for publication.

**SD 8103 Qualitative Research Methodology****3 (3-0-6)**

Philosophy, concept and evolution of the qualitative research; qualitative research design; process, methods and steps in the operation of qualitative research; data collection and techniques; data analysis and interpretation; and reporting qualitative research findings.

**D. Elective Courses****SD 8201 State, Civil Society and Social Development****3 (3-0-6)**

Concepts and forms of state including democratic state, Welfare state, Socialist state, Development state and other forms of state, new public governance, Postmodernism, and Post-structuralism; concepts of civil society, public sphere, social capital, strong society, and partnerships between variety of groups; positive and negative civil society, the relationship between the state and civil society in social development; an approach and reality of global civil society.

**SD 8202 Seminar on Social Development Policies****3 (3-0-6)**

Analysis of social development policies using case studies; discussions emphasizing concepts and theories of social policy processes, content of social policy and factors affecting social policy implementation; socio- political and economic forces influencing social development policies.

**SD 8203 Seminar on Regional and Local Development****3 (3-0-6)**

Theories, concepts, policies, strategies, plans, forms and mechanisms for governing and managing regional and local development; distinctive relationships between units dealing with governance and administration; roles of the private sector and civil society in cooperating with government agencies; comparison between cases in Thailand with cases from other countries.

**SD 8204 Analysis of Social Organization and Institution****3 (3-0-6)**

Concepts and theories of social organization and institution including positivism, hermeneutics, critical theory and postmodernism; design of organization and institution; creation and development of institutionalization of organization, legitimacy and crisis of social organization and institution; learning organization and institution.

**SD 8205 Seminar on Social Entrepreneurship****3 (3-0-6)**

Seminar on concepts and theories related to social enterprise; comparison of similarities and differences between social enterprise and other types of enterprise; types of social enterprise; creating and developing social enterprise; social enterprise management including business plan making and fundraising; and roles of state, private and civil society

sectors in the development of social entrepreneurship; case studies of social enterprises in Thailand and overseas.

**SD 8206 Seminar on Leadership and Change Management 3 (3-0-6)**

Seminar on concepts and theories of leaderships and change management; leaderships' roles in motivation, cooperation, and organizational effectiveness; roles of strategic leaderships in change management; case study of public, private and civic organizations.

**SD 8207 Social Organization Culture 3 (3-0-6)**

Concepts and theories of social organization culture; relationship among organization culture, innovation and social development; analysis and diagnosis of organization culture; strategy formation and administration for changing social organization culture.

**SD 8208 Advanced Statistical Analysis for Social Science Research 3 (3-0-6)**

Advanced Statistical Analysis for Social Science, Multivariate analyses including Logistic Regression, Cluster Analysis, Factor Analysis, Structural Equation Model (SEM), Multilevel Analysis and statistical report writing.

**SD 8209 Qualitative Data Analysis 3 (3-0-6)**

Principles, methods and techniques in qualitative data analysis; process and steps in qualitative data analysis including coding for data categorization, linking and integrating data for making conceptual and theoretical proposition or explanation of phenomena.

**SD 8210 Research and Development of At-Risk People 3 (3-0-6)**

Reviewing bodies of knowledge and research findings related to indicating groups of at-risk people in their thinking and their behavior; application of advanced research findings on indicating protective or supporting factors which are important for alleviate problems of individuals, work groups and society, for example, the study of work failure, low morality, crimes and low quality of life etc.

**SD 8211 Political Economy of Development 3 (3-0-6)**

Theories of political economy on development including Classical Economics, Neo-classical Economics, Marxism, Neo-Marxism, Institutionalism, Critical Theory, Post-structuralism, Postmodernism; positive and negative experiences and impacts of development through utilizing models of liberal economy, welfare state, socialism, Keynesianism, Neoliberalism, Post-neoliberalism, etc.

**SD 8212 Alternative Development 3 (3-0-6)**

Alternative development approaches and theories including community culture, moral socialism, Buddhism economy, sufficiency economy, natural agriculture, integrated farming,

agricultural collectivism, and the third way, etc. ; sustainable management of pooled resources; feasibilities, experiences, and impacts of applications of these approaches.

**SD 8213 Social Institutions and Development**

**3 (3-0-6)**

Structure and function of social institutions including family, kinship, community, religion, and education; roles of institutions in social development; impacts of globalization on social institutions; problems and adaptations; tendencies of social institutions to improve and develop themselves in order to function effectively under the new environment in the globalization era.

**SD 8214 Social Policy Analysis and Evaluation**

**3 (3-0-6)**

Methods of policy study and analysis; policy formulation procedures and models; process and methods of policy implementation; factors affecting success or failure of policy implementation; policy evaluation focusing on input, process, output, outcome and impact of policy on social development.

**8215 Morals, Ethics and Development**

**3 (3-0-6) SD**

Morality approaches and theories including cultural relativism, subjectivism, intuitionism, Kantianism, the golden rule, utilitarianism, social contract, natural law; the concept of good governance and its components; development, perspectives and methods of the social responsibility; roles of the public and private organizations in social responsibility for sustainable development.

**SD 8216 Social Development Strategy**

**3 (3-0-6)**

Concepts, theories and approaches of strategy formation, administration and evaluation; relationship among social, economic, political and cultural aspects of development; seminar on development strategy paradigms including mainstream, sufficiency economy, sustainable development and other alternative development approaches.

**SD 8217 Seminar on Interaction of Population and Social Changes**

**3 (3-0-6)**

Seminar on interaction of concepts of population, population structure and composition, population changes, fertility and family, mortality, migration and social, economic, political, technological and innovative changes in the 21<sup>st</sup> century.

**SD 8218 Directed Studies**

**3 (3-0-6)**

An individual study on a specific topic which is useful for conducting dissertation of the student, guided by an assigned lecturer and approved by the doctoral degree committee.

## **E. Dissertation**

### **SD 9900 Dissertation (Track 1(1.1))**

**48 credits**

Reviewing and conducting research on interesting topics related to social development and social development administration under close supervision of assigned supervisor(s); every student is required to present research topic, report the progress and defense the dissertation.

### **SD 9901 Dissertation (Track 2(2.1))**

**36 credits**

Reviewing and conducting research on an interesting topic related to social development and social development administration under close supervision of assigned supervisor(s), including the study of some theoretical courses as suggested by the supervisor(s).

### 3.2 Name – Last Name, ID Number, Academic Position and Qualifications of Lecturers

#### 3.2.1 Lecturers responsible for the Program

Improved program 2017						Revision Sor Mor Or 08						
Name-Last Name	ID Number	Academic Position	Degree/ Area of Study	University/ Institute	Year	Name-Last Name	ID Number	Academic Position	Degree/ Area of Study	University/ Institute	Year	Remark
Ms. Duchduen Bhanthumnavin	xxxxxxxxxxxxx	Associate Professor	Ph.D. (Education)	University of Minnesota (U.S.A.)	2001							Same
			Master of Arts (Education)	University of Minnesota (U.S.A.)	1998							
			Bachelor of Science (Psychology)	Srinakarinwirot University (Thailand)	1995							
Mr. Awaee Masae	xxxxxxxxxxxxx	Associate Professor	Ph.D. (Social Sciences)	University of Bath (U.K.)	1997							
			Master of Agricultural Science (Rural Development Administration & Management)	The University of Queensland (Australia)	1990							
			Bachelor of Science (Kasetsart) (2 <sup>nd</sup> Class Honor)	Prince of Songkhla University (Thailand)	1983							
Mr. Li Renliang	xxxxxxxxxxxxx	Lecturer	Ph.D. (Social Development and Environmental Management)	National Institute of Development Administration (Thailand)	2012	Mr. Li Renliang	xxxxxxxxxxxxx	Assistant Professor	Ph.D. (Social Development and Environmental Management)	National Institute of Development Administration (Thailand)	2012	**Same the Change academic title (Sor

Improved program 2017						Revision Sor Mor Or 08						
Name-Last Name	ID Number	Academic Position	Degree/ Area of Study	University/ Institute	Year	Name-Last Name	ID Number	Academic Position	Degree/ Area of Study	University/ Institute	Year	Remark
			Master of Arts (Thai Language & Culture)	Peking University (China)	1999				Master of Arts (Thai Language & Culture)	Peking University (China)	1999	Mor Or 08) Institute Council had approved at the meeting of 4/2018 on 25 April 2019
			Bachelor of Arts (Thai Language & Culture)	Peking University (China)	1992				Bachelor of Arts (Thai Language & Culture)	Peking University (China)	1992	

**Remark \*** Change the academic Position of Dr. Li Renliang and The Institute Council had approved at the meeting of 4/2018 on 25 April 2019

### 3.2.2 Full-time Lecturers of the Program

Improved program 2018						Program improvement and revision						
Name-Last Name	ID Number	Academic Position	Degree/ Area of Study	University/ Institute	Year	Name-Last Name	ID Number	Academic Position	Degree/ Area of Study	University/ Institute	Year	Remark
Ms. Duchduen Bhanthumnavin	xxxxxxxxxxxx	Associate Professor	Ph.D. (Education)	University of Minnesota (U.S.A.)	2001							Same
			Master of Arts (Education)	University of Minnesota (U.S.A.)	1998							
			Bachelor of Science (Psychology)	Srinakarinwirot University (Thailand)	1995							
Mr. Awaie Masae	xxxxxxxxxxxx	Associate Professor	Ph.D. (Social Sciences)	Universit of Bath (U.K.)	1997							
			Master of Agricultural Science (Rural Development Administration & Management)	The University of Queensland (Australia)	1990							
			Bachelor of Science (Kasetsart) (2 <sup>nd</sup> Class Honor)	Prince of Songkhla University (Thailand)	1983							
Mr.Li Renliang	xxxxxxxxxxxx	Lecturer	Ph.D. (Social Development and Environmental Management)	National Institute of Development Administration (Thailand)	2012	Mr. Li Renliang	xxxxxxxxxxxx	Assistant Professor	Ph.D. (Social Development and Environmental Management)	National Institute of Development Administration (Thailand)	2012	**Same the Change academic title (Sor Mor Or 08) Institute Council had approved at the meeting of 4/2018 on 25 April 2019
			Master of Arts (Thai Language & Culture)	Peking University (China)	1999				Master of Arts (Thai Language & Culture)	Peking University (China)	1999	
			Bachelor of Arts (Thai Language & Culture)	Peking University (China)	1992				Bachelor of Arts (Thai Language & Culture)	Peking University (China)	1992	

Improved program 2018						Program improvement and revision						
Name-Last Name	ID Number	Academic Title	Degree/ Area of Study	University/ Institute	Year	Name-Last Name	ID Number	Academic Title	Degree/ Area of Study	University/ Institute	Year	Remark
Ms. Supunnee Chai- Umporn	xxxxxxxxxxxx	Associate Professor	Ph.D. (Rural Study and Community Development)	University of Philippines at Los Banos (Philippines)	1986							Same
			Master of Education (Educational Psychology and Guidance)	Chulalongkorn University (Thailand)	1978							
			Bachelor of Education (Chemistry)	Chulalongkorn University (Thailand)	1976							
Ms. Ratiporn Teungfung	xxxxxxxxxxxx	Lecturer	Ph.D. (Population and Development)	National Institute of Development Administration (Thailand)	2009	Ms. Ratiporn Teungfung	xxxxxxxxxxxx	Assistant Professor	Ph.D. (Population and Development)	National Institute of Development Administration (Thailand)	2009	**Same Change the academic title (Sor Mor Or8) and the Institute Council had approved at the meeting of 2/2019 on 25 April 2019
			Master of Social Science (Population and Social Research)	Mahidol University (Thailand)	1998				Master of Social Science (Population and Social Research)	Mahidol University (Thailand)	1998	
			Bachelor of Nursing Science	Mahidol University (Thailand)	1994				Bachelor of Nursing Science	Mahidol University (Thailand)	1994	
Mr. Somsak Sammukkeetham	xxxxxxxxxxxx	Associate Professor	Ph.D. (Politics)	James Cook University (Australia)	2001							Same
			Master of Sociology and Anthropology (Sociology)	Thammasat University (Thailand)	1988							
			Bachelor of Science (Sociology and Anthropology)	Chiang Mai University (Thailand)	1983							

Improved program 2018						Program improvement and revision						
Name-Last Name	ID Number	Academic Title	Degree/ Area of Study	University/ Institute	Year	Name-Last Name	ID Number	Academic Title	Degree/ Area of Study	University/ Institute	Year	Remark
Mr. Surasit Wachirakajorn	xxxxxxxxxxxx	Associate Professor	Ph.D. (Political Science)	University of Oklahoma (U.S.A.)	1988							**Change the program lecturer owing to the lecturer's resignation according to the resolution of the Institute Council at the meeting of 4/2019 on 25 April 2019
			Master of Public Administration	American International College (U.S.A.)	1983							
			Bachelor of Political Science (Public Administration)	Chulalongkorn University (Thailand)	1979							
Mr. Pichai Rattanadilok Na Phuket	xxxxxxxxxxxx	Associate Professor	Ph.D. (Politics)	James Cook University (Australia)	1999							Same
			Master of Development Administration (Social Development) (Very excellent Honor)	National Institute of development Administration (Thailand)	1990							
			Bachelor of Science (Public Health)	Mahidol University (Thailand)	1986							

Improved program 2018						Program improvement and revision						
Name-Last Name	ID Number	Academic Title	Degree/ Area of Study	University/ Institute	Year	Name-Last Name	ID Number	Academic Title	Degree/ Area of Study	University/ Institute	Year	Remark
Mr. Suvicha Pao-Aree	xxxxxxxxxxxx	Associate Professor	Ph.D. (Development Administration)	National Institute of development Administration (Thailand)	2001							
			Master of Arts (Politics)	University of Wollongong (Australia)	1993							
			Bachelor of Arts (Political Science)	Ramkhamhaeng University (Thailand)	1990							
Mrs. Duangduen Phanthumnawin	xxxxxxxxxxxx	Professor	Ph.D. (Social Psychology)	University of Maryland (U.S.A.)	1973							Same
			Master of Arts (Social psychology)	University of Illinois (U.S.A.)	1966							
			Bachelor of Arts (Psychology)	University of California (U.S.A.)	1964							
						Mr. Pongthep Chantasawan	xxxxxxxxxxxx	Assistant Professor	Ph.D. (Social Development and Environmental Administration)	National Institute of Development Administration (Thailand)	2011	**Appoint the program lecturer according to the resolution of the Institute Council at the meeting of
									Master of Development Administration (Business Administration)	National Institute of Development Administration (Thailand)	1991	
									Bachelor of Business	Ramkhamhaeng University (Thailand)	2016	

Improved program 2018						Program improvement and revision						
Name-Last Name	ID Number	Academic Title	Degree/ Area of Study	University/ Institute	Year	Name-Last Name	ID Number	Academic Title	Degree/ Area of Study	University/ Institute	Year	Remark
									Administration (Marketing)			3/2018 on 14 March 2018
						Ms. Patcharinruja Chantaronnont	xxxxxxxxxxxx	Lecturer	LL.D. (International Politics)	Peking University (China)	2016	
									Master of Laws (International Politics)	Peking University (China)	2011	
									Bachelor of Arts (Chinese) (Second class honor)	Chulalongkorn University (Thailand)	2009	

**Remark** \*Add the full-time lecturers of the program as follows: Assistant Prof. Pongthep Chantasawan, Ph.D. and Ms. Patcharinruja Chantaronnont, Ph.D whereby the Institute Council had approved at the meeting of 3/2018 on 14 March 2018.

\*\* Change the academic position of the program lecturers as follows: Mr. Lee Lernliang, Ph.D and Ms. Ratiporn Teungfung, Ph.D. and Professor Surasith Wachirakajorn, Ph.D. resigned whereby the Institute Council had approved at the meeting of 4/2019 on 25 April 2019.

### 3.2.3 Special Lecturers

-None-

## 4. Components Related to Field Training Experience (If any)

-None-

## 5. Requirements for Project or Research (If any)

### 5.1 Brief Description

Regarding the program, students who apply for plan 1(1.1), must do dissertation, on the other hand, students who apply for plan 2(2.1) must take the selected courses and dissertation.

### 5.2 Standard of Learning Outcome

The objective of this program is to produce students with 5 Domains of Learning according to Thailand Qualifications Framework (TQF). Therefore, the students will have abilities to study, do research, analyze, synthesize, and publish their academic works in academic journals, or present their scholarly works.

### 5.3 Duration

For students opting for Plan 1 (1.1), their research process starts from the first semester.

For students opting for Plan 2 (2.1), their research process starts after their completion all of the courses specified by the program and qualifying examination.

Remark This follows the Announcement of National Institute of Development Administration on Thesis/Dissertation Study Guidelines

### 5.4 Number of Credits

Dissertation 48 credit for plan 1(1.1)

Dissertation 36 credit for plan 2(2.1)

### 5.5 Preparation

- To set the requirement for students to enroll in the course of Dissertation for 6 credits in order to assist students in research progress, the selection of dissertation topics and advisors.

- To designate dissertation advisors according to requirements of National Institute of Development Administration Bylaw on Education.

- To report the dissertation consultation and students' dissertation prospectus.

- To advise on dissertation writing, presentation and publication.

- To establish the office for dissertation consultation and proofreading.

## **5.6 Evaluation Procedure**

- Thesis proposal defense
- Evaluation and progress report
- Oral examination before dissertation committee comprising qualified external committee members
- Verification of corrections in accordance with the recommendations of the dissertation committee.
- Approval of dissertation format
- Verification of publication / Acceptance of publication in National or International journal or academic documents with an evaluation committee

## Section 4 Learning Outcomes, Teaching Tactics and Assessment of Results

### 1. Development of Special Qualifications of the Students

Apart from general expectation of the students, special qualifications in which the Institute and the School strive to develop for the students under this program shall be as indicated below:

Special Qualifications	Tactics or Students' Activities
Being a knowledgeable and ethical person by employing knowledge and morality to generate intelligence, awareness and responsibility for society and nation.	<ol style="list-style-type: none"> <li>1. Integrate morality in every course available</li> <li>2. Teach by applying various case studies as an example to enable the students to think and understand actual problems as well as to create intelligence and awareness in determining policy, planning and social development administration in a more systematic manner.</li> <li>3. Instill knowledge relating to economic, political and social contexts, including the benefits of the nation in specifying policy, planning and social development administration in a more efficient and equitable manner.</li> <li>4. Organize supportive learning activities to foster awareness in determining policy, planning and social development administration by emphasizing on morality, ethical behavior and benefits for the society at large.</li> </ol>
Being a diligent, patient and dedicated person to become a leader well-equipped with knowledge in order to establish policy, planning and social development administration efficiently and with morality according to good governance principle.	<ol style="list-style-type: none"> <li>1. Organize supplementary foundation courses for graduate students to ensure that they will be well-rounded, have vision, improve their personality, maintain their mental and physical health in a good condition in order to create balance and work like a professional executive.</li> <li>2. Organize learning to promote research know how to ensure that the students can analyze, conduct research and additional self-studies whereby the advisor shall provide suggestions in terms of knowledge and academic and professional ethics.</li> </ol>
Being capable of integrating different areas of knowledge, planning and social development administration by applying different knowledges and concepts in relevant administrative tasks, both in the public and private sectors.	<ol style="list-style-type: none"> <li>1. Use the case studies, both domestic and foreign, to complement teaching so that the students will possess knowledge and understanding while being able to analyze the specification of policy, planning and social development that actually takes place.</li> <li>2. Enable the students to apply problems relating to policy specification, planning and social development administration in the academic report or thesis by stressing on an integrated learning approach or research and appropriately applying their knowledge.</li> </ol>

## **2. Development of Learning Outcomes in Each Area**

### **2.1 Morality and ethics**

#### **2.1.1 Learning outcomes in terms of morality and ethics**

The program's contents have specifically emphasized on morality and ethics, both in a general and professional term. This is to ensure that every student will be well-aware of the value of morality and ethical conduct in accordance with the Institute's philosophy that emphasizes on the graduates who possess "wisdom and morality". Furthermore, the contents relating to good governance principle have also been stressed in the administration of other relevant courses. The program has offered a course on social responsibility and social entrepreneurship to ensure that the students shall possess at least 1 learning outcome in terms of morality and ethics which is as follows:

- 1) [Emphasizing ethics and morality in research and practice in social development administration area](#)

#### **2.1.2 Teaching tactics used to develop learning of morality and ethical code of conduct**

1) To move forward the organizational culture called "WISDOM" and to instill the students to be punctual while emphasizing on morality, ethical code of conduct and social responsibility. (S = Social Responsibility, D = Discipline, M = Morality).

2) During teaching, different case studies with moral and ethical components from both domestic and foreign examples shall be applied.

3) To train the students to be responsible and work as a team by assigning a group project. The students must be trained to acknowledge their agreed role and duty, both as a leader and a group member.

4) The students must be faithful and do not cheat during examination or plagiarize other people's work.

5) To encourage every lecturer to instill morality and integrity during every class and subject.

6) To organize activities to promote morality, ethical code of conduct and social responsibility.

#### **2.1.3 Methods used to assess learning outcomes in terms of morality and ethical code of conduct**

1) To assess from the students' punctuality in class attendance, work submission within an assigned period and activities involvement.

2) To assess from the students' disciplinary behavior and unison in participating in extra activities of the program.

3) Number of cheating behaviors during examination.

4) To assess from plagiarism of other academic reports being assigned to the students.

5) To assess from assigned duties and responsibilities.

## **2.2 Knowledge**

### **2.2.1 Learning outcomes in terms of knowledge**

The students must possess knowledge in social development and social development administration according to the courses specified in the program and understanding of philosophy, theory and concept as well as significant principle implied in the course content, knowledge on specification of policy, strategy, planning and social development administration. The standard criteria of learning outcomes shall be as follows:

- 1) Integrate (e.g., explore, analyze, synthesize) the body of knowledge in social development administration to keep up with social changes
- 2) Create frontier of knowledge through research in social development administration

### **2.2.2 Teaching tactics used in the development of knowledge learning**

The program has employed different teaching forms while stressing on an understanding of philosophy, theory and concept as well as significant principle implied in the course content, knowledge on specification of policy, strategy, planning and social development administration. Moreover, relevant case studies shall be used to complement learning by analyzing problem and take lessons, assigning the students to make additional learnings, to prepare report and classroom presentation, research design and procedures, research presentation, papers presentation as well as to promote the students to present their academic papers in various forms.

### **2.2.3 Tactics for assessment of results on learning outcomes in terms of knowledge**

To assess from learning achievement of the students in the following areas:

- 1) Minor test
- 2) Mid-term examination and/or final examination
- 3) Assess from the student's report or work in other forms
- 4) Assess from classroom presentation

## **2.3 Cognitive Skills**

### **2.3.1 Learning Outcome Related to Cognitive Skills**

The students must think, analyze and apply knowledge in theory, policy, strategic planning, organizational administration and social impact assessment in working environment, starting from the analysis of problems relating to social development, policy, strategic planning and different types of organizational administration. In addition, the students must propose guidelines in solving problems or find an appropriate solution in an efficient manner according to the learning outcomes in terms of cognitive skills which shall be as indicated below:

- 1) Integrate (e.g., explore, analyze, synthesize) the body of knowledge in social development administration to keep up with social changes
- 2) Transfer academic knowledge to increase work effectiveness in social development administration area
- 3) Display leadership by applying both global and local perspectives to propose changes with responsibility

### **2.3.2 Teaching Strategies for Learning Development in Cognitive Skills**

The program has promoted the lecturers to employ teaching tactics apart from classroom lecturing with the purpose to improve learning in terms of cognitive skills to the students which can be achieved in various manners:

- 1) Case study for policy analysis, planning, research, organization administration and social impact assessment
- 2) Group discussion
- 3) Seminar and research etc.

### **2.3.3 Strategies for the Evaluation of Learning Outcome in Cognitive Skills**

To evaluate outcomes from academic work and participation in the discussion, group project, classroom involvement, report presentation, research project proposal and presentation, both in a form of written article and work proposal at an academic conference.

## **2.4 Interpersonal skills and responsibility**

### **2.4.1 Learning outcomes in terms of interpersonal skills and responsibility**

Doctor of Philosophy Program in Social Development Administration has specified the expected learning outcomes in terms of interpersonal skills and responsibility as indicated below:

- 1) Display leadership with global perspectives that can modify to propose community changes with responsibility (Think Global, Act Local)
- 2) Encourage awareness of diversity and support participation that leads to community commitment

### **2.4.2 Teaching tactics in terms of interpersonal skills and responsibility**

Employ teaching tactics emphasizing on complementary activities by assigning a group project and a project that requires collaboration with others or conduct research by searching for information from an individual interview, whether from a sample group or an expert, including data collection from a field study at the community level or from other agencies with different approaches. Learning outcomes in terms of interpersonal skills and responsibility shall be as follows:

- 1) Possess leadership skill.

- 2) Work well with others.
- 3) Show responsibility for assigned duties.
- 4) Explain work under responsibility in a complete, clear and pertinent manner.
- 5) Adapt oneself to changing circumstances and organizational culture while being able to solve facing problems efficiently.
- 6) Possess good relationship with other co-workers in the organization, including targeted persons at work and people in general.

#### **2.4.3 Tactics for assessment of results on interpersonal skills and responsibility**

To evaluate from the behavior and expression of the students during discussion and classroom presentation as well as the completeness, clarity and behavior and self-adaptation in activities participation.

### **2.5 Skills on numerical analysis, communication and use of information technology**

#### **2.5.1 Learning outcomes in terms of the skills on numerical analysis, communication and use of information technology**

Doctor of Philosophy Program in Social Development Administration has specified learning outcomes in terms of numerical analysis, communication and use of information technology as indicated below:

- 1) [Encourage awareness of diversity and make decision with critical thinking and reasoning](#)

#### **2.5.2 Teaching tactics in terms of skills on numerical analysis, communication and use of information technology**

For the supplementary foundation courses of English language, the National Institute of Development Administration (NIDA) has directly provided some expert lecturers from the School of Language and Communication. During course administration, sound labs have been prepared for the students to employ state-of-the-art technology in their academic activities. Besides, the Institute has put in place the Office of Information Technology to provide advice relating to the use of information technology as well as to offer training and knowledge on statistical program. The students can register or participate in any courses relevant to the skills development on numerical analysis provided by the School of Applied Statistics in every semester. In addition, the Institute has made available the internet WI-FI system for students to facilitate the use of information technology in accessing information or knowledge via the internet anywhere within the Institute's premises. The Institute has also developed the Library and Information Center to become a digital library equipped with an international database system, allowing the students to easily access technology for their extensive study and research at all times.

### **2.5.3 Tactics for assessment of results on numerical skills, communication and use of information technology**

To evaluate from the ability to make discussion, express opinion, write report, research, academic article as well as to refer to any documents, databases, academic articles while being able to present the academic papers in the classroom or any other academic conferences.

Expected learning outcomes shall comply with the standard of learning outcomes specified by Thailand Qualifications Framework (TQF) in 5 major areas as follows:

TQF	Expected Learning Outcomes
1. Morality, ethics	ELO 3 Emphasizing ethics and morality in research and practice in social development administration area
2. Knowledge	ELO 1.1 Integrate (e.g., explore, analyze, synthesize) the body of knowledge in social development administration to keep up with social changes ELO 1.2 Create frontier of knowledge through research in social development administration
3. Intellectual skills	ELO 1.1 Integrate (e.g., explore, analyze, synthesize) the body of knowledge in social development administration to keep up with social changes ELO 3 Transfer academic knowledge to increase work effectiveness in social development administration area ELO 4 Display leadership by applying both global and local perspectives to propose changes with responsibility
4. Interpersonal skills and responsibility	ELO 4 Display leadership by applying both global and local perspectives to propose changes with responsibility ELO 5 Encourage awareness of diversity and support participation that leads to community commitment
5. Skills on numerical analysis, communication and use of information technology	ELO 1.2 Create frontier of knowledge through research in social development administration

**Remarks:** Expected learning outcomes of the program are as follows:

Theme of ELOs	ELO
ELO 1 Incorporation of body of knowledge	1.1 Integrate (e.g., explore, analyze, synthesize) the body of knowledge in social development administration to keep up with social changes
	1.2 Create frontier of knowledge through research in social development administration
ELO 2 Applying the body of knowledge	2.1 Transfer academic knowledge to increase work effectiveness in social development administration area
ELO 3 Ethics and Morality	3.1 Emphasizing ethics and morality in research and practice in social development administration area
ELO 4 Leadership and responsibility	4.1 Display leadership with global perspectives that can modify to propose community changes with responsibility (Think Global, Act Local)
ELO 5 Co-living peacefully and leads to sustainability	5.1 Encourage awareness of diversity and make decision with critical thinking and reasoning

3. Curriculum Mapping according to Thailand Qualifications Framework (TQF)										
● Major Responsibility ○ Minor Responsibility										
Courses		1. Morality Ethics	2. Knowledge		3. Intellectual skill			4. Interpersonal skill and responsibility		5. Numerical analysis, communication and use of information technology
		ELO3	ELO1.1	ELO1.2	ELO1.1	ELO2	ELO4	ELO4	ELO5	ELO1.2
LC 4003	Advanced Integrated English Language Skills Development	●	○		○	○				
LC 6000	Advanced Reading and Writing in English for Graduate Studies	●	○		○	○				
SD 4000	Fundamentals of Social Development Administration	○	●		●					
SD 8001	Social Development Theories and Discourses	○	●		●	●	○	○		
SD 8002	Advanced Social Development Administration		●		●	●	●	●	●	
SD 8101	Philosophy of Social Science	●	●	●	●	○				●
SD 8102	Quantitative Research Methodology	●	●	●	●					●
SD 8103	Qualitative Research Methodology	○	●	●	●	●	○	○	○	●
SD 8201	State, Civil Society and Social Development	○	●	○	●	●	●	●	●	○
SD 8202	Seminar on Social Development Policies	○	●	○	●	●	○	○	○	○
SD 8203	Seminar on Regional and Local Development	○	●	○	●	○	●	●		○
SD 8204	Analysis of Social Organization and Institution	○	●		●	●	○	○	○	
SD 8205	Seminar on Social Entrepreneurship	●	●	○	●	●	●	●	●	○
SD 8206	Seminar on Leadership and Change Management	●	●	○	●	●	●	●	●	○
SD 8207	Social Organization Culture	○	●	○	●	○	○	○	●	○

3. Curriculum Mapping according to Thailand Qualifications Framework (TQF)									
● Major Responsibility ○ Minor Responsibility									
Courses	1. Morality Ethics	2. Knowledge		3. Intellectual skill			4. Interpersonal skill and responsibility		5. Numerical analysis, communication and use of information technology
	ELO3	ELO1.1	ELO1.2	ELO1.1	ELO2	ELO4	ELO4	ELO5	ELO1.2
SD 8208 Advanced Statistical Analysis for Social Science Research	●	○	●	○					●
SD 8209 Qualitative Data Analysis	●	●	●	●					●
SD 8210 Research and Development of At-Risk People	○	●	●	●				○	●
SD 8211 Political Economy of Development	○	●		●	●			○	
SD 8212 Alternative Development		●		●	●	●	●	●	
SD 8213 Social Institutions and Development	○	○		○	●	●	●	●	
SD 8214 Social Policy Analysis and Evaluation	○	●		●		○	○	○	
SD 8215 Morals, Ethics and Development	●	○		○	○	○	○	●	
SD 8216 Social Development Strategy	○	●	○	●	●	●	●	●	○
SD 8217 Seminar on Interaction of Population and Social Changes		●				○	○	○	
SD 8218 Directed Studies	○	●	○	●	●	○	○	○	○
SD 9900 Dissertation (plan 1 (1.1))	●	●	●	●	○	○	○	○	●
SD 9901 Dissertation (plan 2 (2.1))	●	●	●	●	○	○	○	○	●

**Remark:** this version is still on process to minor change with Sor Mor Or 08 and it will approve by The Council of NIDA in November 2020.

## Section 5 Assessment Criteria for Students

### 1. Regulations or criteria on grading (grade)

The Institute has employed the assessment criteria as prescribed in the regulations of the National Institute of Development Administration on education as indicated below:

Grad results refer to the end result of testing, drilling, writing reports, examination, field practice and other kinds of evaluations as required by the lecturer and results of the oral examination and independent study. The grad results can be illustrated as follows:

A	=	4.0	signifies Excellent
A-	=	3.7	signifies Very good
B+	=	3.3	signifies Good
B	=	3.0	signifies Fairly good
B-	=	2.7	signifies Almost good
C+	=	2.3	signifies Fair
C	=	2.0	signifies Almost fair
C-	=	1.7	signifies Poor
D	=	1.0	signifies Very poor
F	=	0	signifies Failure
W			signifies Withdrawal
I			signifies Incomplete
S			signifies Satisfactory
U			signifies Unsatisfactory
AU			signifies Audit
P			signifies Pass
IP			signifies In progress
T			signifies Terminate
TR			signifies Transfer, work with which there is no comparable grade

### 2. Standard verification process for student achievement

2.1 Review procedures of the standard outcomes of non-graduate students consist of review procedures in which the Institute allows the students to evaluate teaching of each course and then report to the management for further improvement on any drawbacks as well as develop course administration system and make an appropriate review at a program level. Besides, the Institute has set up internal quality assurance system, both at the School and Institute levels, to ensure the review of program standards.

2.2 Review procedures of the standard outcomes of the students after graduation consist of the employment condition of the graduates whereby the Institute shall conduct the survey consistently and then use the feedback to improve teaching procedures and program comprehensively as well as to assess the quality of the programs by means of:

(1) Survey of employment condition of the graduates by assessing from graduates of each academic year in terms of their job searching period, opinion on knowledge, ability and confidence of the graduates in their career path.

(2) Assessment from the employed graduates in terms of their readiness and knowledge derived from the courses being taken and other courses specified in the program and relevant to their career as well as to provide an opportunity to give opinions on program improvement.

(3) Focus group arrangement to survey the opinion of an outside expert, who is responsible for program assessment or has been a guest lecturer, on the students' readiness for learning and other qualifications relating to learning procedures and the students' knowledge development and program improvement.

### **3. Graduation requirements**

Criteria on program graduation according to the regulations of the program, Directives of National Institute of Development Administration on Education and the announcement of the Ministry of Education on the standard criteria of graduate programs B.E. 2558 shall be as follows:

#### **1) Directives of National Institute of Development Administration on Education B.E. 2557 (2014)**

##### **Part 14 Graduation**

Section 80 Students shall graduate the doctoral degree from the Institute whenever:

(1) Students pass at least 1 foreign language requirements according to the standard criteria and the provisions of the Institute.

(2) Students studied all of the required courses according to the curriculum. However, such credits according to (1) shall not be counted. Credits from the master's degree level shall be counted if they are parts of the doctoral degree curriculum as required by the program.

(3) In case of the coursework of the doctoral degree program, the grade results of all the courses enrolled for credits required by the curriculum are received and not lower than 3.00. In case of the non-coursework doctoral degree program, the dissertation enrollment must receive 'S' grade result for all the semesters.

(4) In case of being required by the curriculum, the qualifying examination and/or the preliminary examination must receive 'P' grade.

(5) The dissertation copies must be submitted according to Section 42 of these Directives.

(6) The dissertation must be published according to Section 41 of these Directives.

## **2) Announcement of the Ministry of Education on Graduate Program Standard Criteria B.E. 2558**

Part 14 Graduation criteria. The students must conform to the following:

### **14.3 Doctoral Degree**

#### **Plan 1**

- Have passed the qualifying examination to proceed to the dissertation phase of the program.
- Have proposed the dissertation and passed the final oral dissertation defense evaluated by a committee appointed by the University. The final oral defense is open to the public.
- Have at least 2 publications related to the dissertation content published or have obtained an acceptance of its publications in a national or international journal in accordance with OHEC's Regulations on Criteria for Selection of Academic Journals for Publication of Academic Works.

#### **Plan 2**

- Have completed all the courses of the curriculum
- Have obtained a cumulative grade point average of at least 3.00
- Have passed the qualifying examination to proceed to the dissertation phase of the program.
- Have proposed the dissertation and passed the final oral dissertation defense evaluated by a committee appointed by the University. The final oral defense is open to the public.
- Have the dissertation/part of the dissertation published or have obtained an acceptance of its publication in a national or international journal in accordance with OHEC's Regulations on Criteria for Selection of Academic Journals for Publication of Academic Works.

## **Section 6 Development of Lecturers and Personnel**

### **1. Preparation for new lecturers**

#### **1.1 Orientation for new lecturers**

(1) To be informed of the history, background, philosophies, visions, missions, obligations and expectations of National Institute of Development Administration (NIDA).

(2) To foster positive working attitude and good relationship among new personnel of the Institute.

(3) To stimulate and drive the Institute towards a mutual value called “WISDOM” and to instill a positive organizational culture for the personnel.

(4) To understand roles, duties and workloads of the lecturers.

(5) To be acknowledged of the lecturers’ respective benefits as well as applicable rules and regulations.

#### **1.2 School’s management and senior lecturers to provide advice**

(1) To provide advice regarding the philosophies, objectives and contexts of the program, including guidelines on course administration and other activities of the School.

(2) To offer recommendation to facilitate learning and self-adaptation as a new lecturer as well as to provide advice in teaching and conducting research.

(3) To assign a senior lecturer as a mentor and to promote research collaboration with the senior lecturer.

(4) To assess and follow up progress on the performance of new lecturers.

#### **1.3 Promotion of academic and career advancement**

(1) To encourage new lecturers to attend trainings, seminars and academic conferences, both inside and outside the Institute.

(2) To support new lecturers to present their academic papers at academic conferences, both at national and international levels.

(3) To encourage new lecturers to publish their academic papers in both national and international journals.

(4) To organize trainings on research, case study and research publication.

### **2. Knowledge and skill development for lecturers and personnel**

#### **2.1 Skills development on course administration, result measurement and assessment**

(1) To establish the result assessment of each course and the School’s management shall provide advice in terms of teaching and result assessment.

(2) To develop skills for conducting case studies used in teaching approaches.

(3) To encourage lecturers and personnel to do research to improve knowledge and to promote the use of research study to complement teaching approaches.

(4) To promote the lecturers to attend academic conferences and study visits with regard to course administration and assessment of results.

(5) To improve the skills in applying technology and academic innovation.

## **2.2 Academic and career development**

(1) To encourage the participation in trainings and academic conferences, both inside and outside the Institute.

(2) To support the presentation of academic papers at both national and international academic conferences.

(3) To encourage the publication of academic papers in both national and international journals.

(4) To organize trainings on conducting researches, case studies as well as research publications.

(5) To support the lecturers to take part in researches, academic service affairs with social development network and other related organizations.

(6) To promote an exchange of lecturers with both Thai and foreign universities.

## **2.3 Career development for supporting personnel**

(1) To establish the development plan for the School's personnel to ensure that every personnel group and position shall be developed according to their potential through knowledge management procedure.

(2) To organize trainings and seminars for supporting personnel of every level to develop key potential and individual potential according to each line of work.

(3) To organize meetings/ exchange of knowledge within the department and between various departments of the Institute as well as to build a network of learning with other organizations outside the Institute.

(4) To promote mentoring between the supervisor and the subordinate or between existing personnel and new personnel.

(5) To foster self-learning approach by providing adequate budgets to the personnel for the purchase of academic textbooks or self-development media.

(6) To encourage both domestic and foreign study visits.

## **Section 7 Quality Assurance of the Program**

### **1. Standard monitoring**

- The program shall be administered in accordance with the standard criteria of the program being announced and enforced as well as in compliance with the standard criteria of National Higher Education or the standard degree qualification throughout program administration period.

### **2. Graduates**

- The quality of the graduates must comply with the standard criteria of National Higher Education by taking into consideration the learning outcomes.
- The works of students and graduates shall be published or disseminated.

### **3. Students**

- Student admission and preparation procedures before starting the program shall be established.
- Supervisory and monitoring procedures shall be determined and academic advice and recommendations on the thesis shall be provided.
- Procedures of the students' existence and graduation, including the satisfaction and complaint handling outcomes of the students shall be established, followed up and monitored regularly.

### **4. Lecturers**

- Rules and regulations of the Institute in acquiring new lecturers shall be determined.
- Lecturers shall possess appropriate and adequate qualifications, having knowledge and expertise on the subject as well as career advancement in producing their academic papers.
- Planning and operational procedures shall be established to encourage the lecturers' involvement in program supervision and review.
- Criteria on the appointment of special lecturers shall be determined.

### **5. Programs, Teaching Approaches and Student Evaluation**

- The program shall be outlined and course descriptions shall be consistently supervised and monitored.
- The system of the lecturers and administration procedures of each course must be appropriately established.
- The programs shall be administered to ensure their consistent efficiency and effectiveness.

- The lecturers' workloads shall be appropriately monitored, followed up and supervised.
- Teaching and extra-curricular activities shall be organized.
- The students shall be evaluated; the assessment procedures shall be monitored and a variety of assessment techniques shall be determined.
- Teaching approaches of each course shall be evaluated at every semester.
- The performance outcomes of the program shall conform to the standard framework specified by the National Higher Education.

## 6. Learning facilities and equipment

- Lecturers and program administrators shall possess qualifications according to the standard criteria of graduate programs B.E. 2558.
- Program administrators shall possess appropriate knowledge and experience.
- Guest lecturers shall possess appropriate knowledge, capability and experience in giving lectures.
- Reference textbooks for each subject area shall be available in the library to facilitate the students' research.
- Thai and foreign journals in related subject areas shall be made available.
- There shall be an adequate number of computers per lecturer with a ratio of 1:1.
- Information technology network system shall be available per student and lecturer.
- The students can use information technology network service conveniently and speedily.
- Buildings and classrooms shall be equipped with sufficient learning facilities and equipment such as computers, projectors, visualizers, LCD projectors etc.

## 7. Key Performance Indicators

Key performance indicators	Year 1	Year 2	Year 3	Year 4	Year 5
1. At least 80 percent of program administrators shall participate in the meeting to plan, follow up and review the program operation.	x	x	x	x	x
2. Program details according to Mor Kor Or 2 form shall be in line with the national standard framework of qualifications or standard area/ subject qualifications (if any)	x	x	x	x	x
3. Details of each course and field experiences (if any) according to Mor Kor Or 3 and Mor Kor Or 4 forms shall be completely prepared at least before the beginning of each semester.	x	x	x	x	x

Key performance indicators	Year 1	Year 2	Year 3	Year 4	Year 5
4. Report on the performance outcomes of each course and field experiences (if any) shall be prepared according to Mor Kor Or 5 and Mor Kor Or 6 forms within 30 days after the end of the semester.	x	x	x	x	x
5. Report on the performance outcomes of the program according to Mor Kor Or 7 form shall be prepared within 60 days after the end of the semester.	x	x	x	x	x
6. Students' academic achievement shall be reviewed in accordance with the standard learning outcomes as determined in Mor Kor Or 3 and Mor Kor Or 4 (if any) with at least 25 percent of the courses available in each academic year.	x	x	x	x	x
7. The development/ improvement of course administration, teaching methods or learning assessment from the evaluation of operational outcomes as reported in Mor Kor Or 7 of the previous year.		x	x	x	x
8. Every new lecturer (if any) shall receive an orientation or recommendation regarding course administration.	x	x	x	x	x
9. Every full-time lecturer shall receive an academic development and/or career advancement at least once a year.	x	x	x	x	x
10. At least 50 percent of the supporting personnel (if any) shall be developed in terms of academic and/or professional advancement each year.	x	x	x	x	x
11. The level of satisfaction of senior students/ new graduates on the quality of the program shall be at the minimum of 3.5 on an average from the full score of 5.0.			x	x	x
12. The level of employer's satisfaction of new graduates shall be at the minimum of 3.5 on an average from the full score of 5.0.			x	x	x
Total indicators (no.) in each year	9	10	12	12	12
Compulsory indicators (no.)	1-5	1-5	1-5	1-5	1-5
Indicators that must be fulfilled (no.)	8	8	10	10	10

**Evaluation criteria:** The program with the standards according to the national standard framework of qualifications shall achieve the evaluation criteria as follows: Compulsory indicators (indicators 1-5) have achieved the specified operational outcomes and the number of indicators with the specified operational outcomes shall not be lower than 80 percent of the total indicators whereby the number of compulsory indicators and total indicators of each year shall be taken into consideration.

## **Section 8 Assessment and Improvement of the Program Operation**

### **1. Assessment of teaching efficiency of the program**

1.1 Teaching approaches shall be assessed such as:

- (1) To observe the students' behavior and interaction.
- (2) To organize the lecturers' meetings to exchange experiences and to ask for any suggestions.
- (3) To make inquiry from the students.
- (4) To do research in order to develop media and learning.

1.2 Lecturers' skills in employing teaching plans and approaches shall be assessed.

- (1) To evaluate from the students regarding the lecturer's teaching in every area such as teaching approaches, punctuality, explanation of goals, objectives of each course, measurement criteria and assessment of results as well as students' learning.
- (2) To do research in order to develop media, teaching approaches and students' learning.

### **2. Assessment of an overall program**

Procedures to retrieve feedback in the quality assessment of an overall program shall be determined such as:

- (1) To allow the senior students to assess an overall program.
- (2) To organize the meeting of students' representative and lecturers' representative.
- (3) To allow the employers or other related persons to make an assessment.
- (4) To allow the alumni/ experts to make an assessment.
- (5) To organize the program's seminar which shall be held by the lecturers, personnel and students.

### **3. Assessment of the performance outcomes based on details of the program**

The performance outcomes according to key performance indicators as described in the program's details shall be assessed by:

- (1) Program administrators
- (2) Internal Quality Assessment Committee at the School level
- (3) Internal Quality Assessment Committee at the Institute level

### **4. Review of the assessment outcomes and improvement planning of the program and teaching methods**

The procedures to review the assessment outcomes and improvement planning of the program shall be established as indicated below:

(1) To utilize information from the report on performance outcomes of each course and to propose to the program administrators.

(2) The program administrators shall summarize annual performance outcomes and propose to the Dean.

(3) To organize a meeting of the program administrators to periodically review the performance outcomes of the program.