

## Historical Context of Research Universities in Thailand

**ABSTRACT:** This paper is intended to examine the historical context of research universities in Thailand. The historical examination of research universities in Thailand is conceptualized through three critical incidents in Thai modern history. In the first incident of embracing Western knowledge, the first university in the Western sense was established. The main function of the university during this period was to produce civil servants to serve the establishment of the modern bureaucracy. In the second phase of political alliance with the USA (United States of America) and the government policy of economic development, the term research had become substantially embraced, particularly within the university. And in the third phase of the forces of globalization on higher education, the research function for a number of Thai universities has increasingly emphasized for different purposes. In addition, the Asian financial crisis in 1997 has become one of the key driving factors in the reforms of higher education governance arrangements and university funding in Thailand. Finally, the implementation of the National Research University project in 2009 has triggered the university to be more proactive towards the research function.

**KEY WORD:** Research universities in Thailand, historical context, Western knowledge, political alliance with the USA, and globalization.

**IKHTISAR:** Makalah ini berjudul "Konteks Historis Universitas-universitas Riset di Thailand". Ianya dimaksudkan untuk menguji konteks historis universitas riset di Thailand. Pengkajian sejarah universitas riset di Thailand dikonseptualisasikan melalui tiga kejadian penting dalam sejarah modern Thailand. Dalam kejadian pertama yang merangkul pengetahuan Barat, universitas pertama dalam pengertian Barat didirikan. Fungsi utama dari universitas selama periode ini adalah menghasilkan PNS (Pegawai Negeri Sipil) untuk melayani pembentukan birokrasi modern. Pada tahap kedua dimana aliansi politik dengan USA (Amerika Serikat) dan kebijakan pemerintah terhadap pembangunan ekonomi, terminologi penelitian telah berkembang secara substansial, khususnya di lingkungan universitas. Dan dalam fase ketiga dari kekuatan globalisasi pada pendidikan tinggi, fungsi riset untuk sejumlah perguruan tinggi di Thailand telah semakin ditekankan untuk tujuan yang berbeda. Selain itu, krisis moneter di Asia pada tahun 1997 telah menjadi salah satu faktor pendorong bagi kunci reformasi tentang pengaturan tata-kelola pendidikan tinggi dan pendanaan universitas di Thailand. Akhirnya, pelaksanaan proyek Universitas Riset Nasional pada tahun 2009 telah memicu universitas untuk lebih proaktif terhadap fungsi penelitian.

**KATA KUNCI:** Universitas riset di Thailand, konteks historis, pengetahuan Barat, aliansi politik dengan Amerika Serikat, dan globalisasi.

### INTRODUCTION

Contemporary research universities in Thailand are the product of about 100 years of the historical development of Thai universities ever since the

establishment of the first university in 1917. Traditionally, teaching is the main function of Thai universities. The gradual change in the function of Thai universities from teaching-orientation

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**Kreangchai Rungfamai, Ph.D.** is a Senior Policy Researcher at the National Science, Technology, and Innovation Policy Office in Thailand. For academic purposes, the author can be contacted via his e-mail address at: [kreangchai\\_tdai@hotmail.com](mailto:kreangchai_tdai@hotmail.com)

into research-orientation and the mixed function of teaching and research orientation is an interesting case study.

This paper, thus, aims to examine the evolution of research universities in Thailand from the historical perspective. In other words, the examination of the historical context provides an alternative insight of how changes in the global and domestic environments have a substantial impact on the development of Thailand's higher education, particularly the sector of research universities.

In this paper, the historical examination of research universities in Thailand is conceptualized through three critical incidents in the Thai modern history.<sup>1</sup> The evolutionary context of the research university is divided into three historical phases: (1) Embracing Western knowledge; (2) Political alliance with the USA or United States of America and the Thai governmental policy of economic development; and (3) forces of globalization on Thai higher education.

### **EMBRACING WESTERN KNOWLEDGE**

The Thai interacted with these new ideas, choosing from among them those aspects of the modern world that they deemed necessary, desirable, digestible, and workable: and by attempting – consciously or not – to distinguish the “modern” from the Western elements, they fused these *modern* elements with the enduring values of their heritage to create a modern nation (Wyatt, 1969:377).

Thai indigenous knowledge and its ancient wisdom in the past is not systematically studied and recorded. For example, the use of Thai herbal and plant-based medicines and treatments were not systematically recorded and some pieces of the knowledge disappeared with political situations

in Thai history. For example, between 1938 and 1942, many medicine men and women in the Northeast of Thailand burned their herbal texts because of troubles with the law (*Bangkok Post*, 28/3/2010). This is because there were widespread of traditional healers without medical licenses. Moreover, many traditional healers recorded their knowledge in writing and kept medical text books; and they gave their books to different temples due to the belief that the donation of knowledge is a good deed. Unfortunately, in many cases, later generations did not appreciate the value of the scripts and they were kept in inappropriate places, resulting in their deterioration (*Bangkok Post*, 28/3/2010).

From the past to the present, Thai universities have many functions in society. In the old days, Buddhist monasteries or Buddhist temples (*wat*) were recognized as places for receiving education, including higher learning for Thais. Monks were usually teachers in literacy skills, some professional skills, and also behavioral and moral education.

This historical phase illustrates how the threat of Western colonial expansion in the latter half of the nineteenth century had compelled Siam to inevitably modernize the country. King Mongkut or King Rama IV (reigned 1851-1868) began modernizing the country via the embracement of Western knowledge. The open door policy to Western knowledge of King Mongkut to modernize Siam<sup>2</sup> was one of the political strategies used to cope with the colonial expansion.

Having laid the foundation of the embracement of Western knowledge by the King Mongkut, the notion of “being civilized” or modernization was later introduced during King Chulalongkorn or King Rama V (reigned 1868-1910). The country's modernization policy

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<sup>1</sup>Thai modern history in this paper refers to the historical period ever since the reign of King Mongkut (1851-1868).

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<sup>2</sup>The name of “Siam” was changed into “Thailand” in 1939.

aimed to alleviate the threat of Western powers by accusing Siam as a barbarian state. King Mongkut or King Rama IV and King Chulalongkorn or King Rama V are two key persons in the new face of Thailand's modern history and its higher education sector through embracing of Western knowledge.

The last half of the nineteenth century was a dangerous time for Siam due to the encroachment of Western powers of Britain and France. The kingdom confronted three issues: internal integration, external territorial losses, and the survival of an independent Siam (Wyatt, 2003:166). During the years from 1851 to 1910, the survival of Siam and her independence depended on two kings of Siam: King Mongkut (King Rama IV) and King Chulalongkorn (King Rama V).

Not only did the kings have to resolve the different groups' interests and conflicts among the ruling elites in the country, but the kings also had to strategically cope with the colonialism of the Western powers. Aside from the internal integration, one of the greatest concerns of these two kings was the loss of many Asian nations to the Western colonial expansion.

The British-empire victories over China in the Opium Wars (1839-1842), India in 1858, Burma in 1886, Singapore and Malacca clearly indicated the power of the British-empire. In addition of the British-empire victories over many nations, the French also took Indochina. These incidents compelled the two kings to seek strategies to protect the survival of Siam. It can be argued that to retain her independence, one of those key strategies is to modernize the country through embracing Western knowledge.

Unlike the neighboring countries' responses to the expansion of the colonialism, King Mongkut was alert to Western knowledge. It was said that he was the only person with a good command in English when Siam had

to sign the Bowring Treaty with Britain (Na Pompert, 2001:89). King Mongkut studied European history, culture, and science, including some important European languages i.e. English and Latin (Watanangura, 2008:31). King Mongkut began updating the country with the Western world and prepared the modernization of the country via embracing of Western knowledge.

The opening of Siam's door to Western knowledge by King Mongkut is one of the crucial incidents in changing the face of Thailand's modern history. V. Na Pompert illustrates the significant differentiation between pre- and post-King Mongkut's eras that:

Before King Mongkut's reign, Thai society had lacked the country's evolution for about 170 years. Everything in the society was in the constant pace as it had been. Nothing much had changed. Daily life, politics, culture, even attitudes, and feelings of people were the same during these 170 years (Na Pompert, 2001:20).

The loss of Siam extraterritoriality to the British empire during King Mongkut was shown when Siam had to sign the Bowring Treaty, an agreement signed in April 1855 between King Mongkut of Siam and Sir John Bowring, Governor of Hong Kong and Britain's envoy. It was clearly evident that Siam was now subjected to the threat of colonialism and the possibility of the loss of her independence. Although Siam had to sign the Bowring Treaty which was considered as an unfair treaty for the Kingdom of Siam, this incident was one of significant factors in leading Thai society to the country's modernization and the embracement of Western knowledge (Na Pompert, 2001:19).

The peak of the fear from the Western powers of colonial expansion was reached during the *Paknam Incident* which took place in 1893. When French gunboats threatened the Siamese capital, Bangkok, and forced King Chulalongkorn (1853-1910, reigned

1868-1910) to renounce Siam's claim to the left bank of the Mekong River i.e. present-day Laos, and the French also took hold of Chanthaburi, Trad, and Dansai or Loei (Kasetsiri, 2008b:18-19).

The repercussion of the colonial period on Siamese society resulted in King Chulalongkorn's two visits to Europe in 1897 and 1907. The rationales behind the two visits was the consequence of the political incident of the "Paknam-Crisis" in the year 1893 between Siam and France (Watanangura, 2008:30). The King's intentions were to improve diplomatic relations with European countries and to learn new technologies and sciences of the West in order to modernize the country.

Indeed, the implication of the humiliating defeat of the Paknam incident eventually made King Chulalongkorn initiate many *modernization*<sup>3</sup> reforms i.e. military, bureaucratic and education reforms, and the abolishment of slavery. The establishment of modern education, including later the creation of the first university in Thailand, was used as one of the main political apparatus to avoid Western colonial expansion, because the justification of the colonizers was that Siam was an uncivilized and barbaric state.

King Chulalongkorn had laid the foundation of Thai higher education by establishing schools for higher learning such as Suankularb School, Army Cadet School, the Cartographic School, the School of Princes, and the School for Dhamma Studies. Subsequently, the first university in Siam was established in 1917 by King Vajiravudh (King Rama VI), and was named "Chulalongkorn University" in honor of King Chulalongkorn. The first university was functioned to accommodate the state's demand in terms of the political apparatus against the colonial

expansion, and to train civil servants to serve the establishment of modern bureaucracy or modern government administration.

In addition to the embracing of Western knowledge laid down by King Mongkut and the establishment of first university in Thailand laid down by King Chulalongkorn, it was estimated that between the period of the beginning of King Chulalongkorn's era and Pacific War (around between the late 1860s and the late 1930s), there were about 1,300 students sent to study abroad. These Thai students were dispatched to receive higher education in the different 12 countries: Britain, 450 students; the USA or United States of America, 200-250 students; Philippines, 250 students; France, 100 students; Germany, 80-100 students; Japan, 80 students; Switzerland, 50 students; India and Burma, 40 students; Belgium, 25 students; Denmark, 20 students; Russia, 20 students; and Italy, 15 students (Na Pompert, 2007:6-7).

These students brought back various types of overseas knowledge to Thailand. The graduates from Britain mainly studied teaching curriculum, military, medicine, professional discipline, linguistics, laws, and commerce. The graduates from German mainly received military knowledge and academic knowledge i.e. laws, medicine, and engineering. The graduates from Denmark mainly studied navy military. The graduates from France mainly studied laws and some studied engineering and military. The graduates from Japan mainly studied commerce and economics. And the graduates from Philippines studied agriculture.

Indeed, the embracement of Western knowledge and the adoption of modern university models from the Western world provided an opportunity for the country by fusing the new elements and ideas of the Western models with the elements of Thai cultural, social, economic, and political embeddedness.

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<sup>3</sup>Modernization calls "Siwilai" in Thai language.



The embracement of the Western knowledge and the establishment of the first modern university in Thailand had contributed to the substantial change in the function of traditional Thai universities (the temples). Modern universities replaced the function of temples in the past as higher learning institutions. Due to the country's independence, Thai modern universities had become more modernized without strong Westernization like many universities in Southeast Asian countries at that time. Although the main function of the university in that time was teaching, the more systematic structure of Thai higher education in the Western style facilitated the future development of Thai research in the next eras.

#### **POLITICAL ALLIANCE WITH THE USA AND THE THAI GOVERNMENTAL POLICY OF ECONOMIC DEVELOPMENT**

In the late 1950s, there are two key conditions that contribute to another phase of Thailand's university-research development. The first condition is the Thai political alliance with the emergence of the USA (United States of America) role at the global stage during the post-World War II (1939-1945). The second contribution is the significant change in Thailand's economic development stimulated by government policy. These two key incidents could be argued that they have contributed to the transformation of Thai university's function, from the teaching-based to more research-based.

*First*, the change in international politics which emerged from the confrontation of the two main political ideologies – democracy and communism – had a substantial impact on the Thai state in many aspects. For the USA, Thailand became an important regional ally, a “front-line state” in an area threatened by both overt Communist Chinese and Vietnamese expansionist

policies and by domestic insurgencies aligned with revolutionary Communist governments (Muscat, 1990:18).

The Cold War had led the USA to set out to develop a free-market economy to cement Thailand into the USA camp of the Cold War (Baker & Phongpaichit, 2007:150). The USA seized on Thailand as an ally and base for opposing the spread of Communism in Asia. The political alliance of the Thai state with the USA to battle against the spread of Communism in the region also played a crucial and subtle role in bringing the USA patronage and support for the development of universities in Thailand.

With the Thai political alliance with the USA camp, many military, economic, and academic supports were provided to the Thai governments. In the higher education sector, the concept of “research” from the Western world had become one of the key features of being academics in universities and intellectuals in Thai society (Kasetsiri, 2008a:5). After 1958, the academic work in field of Thai society and politics had grown rapidly. Both Western academics (mainly Americans) and Thai academics studied and conducted the research related to the issues of Thai economy, politics, and society. Many new concepts were introduced and new evidence was examined in order to support their intellectual and academic pursuits.

Another implication of the USA patronage on the Thai university development was the pattern of sending Thai students for studying overseas. The changed environment from the political alliance altered the number of Thai students studying abroad and led to a shift from Europe to the USA. As illustrated by C. Baker and P. Phongpaichit that:

The first Thai recruits to the new technocracy had often been educated in the old world. But the US began to create a new generation of technocrats who shared an American viewpoint. Several senior officials were taken to the US for training. Around

1,500 went on Fulbright or similar grants between 1951 and 1985. The numbers attending US higher education rose from a few hundred in the 1950s to 7000 by the early 1980s (Baker & Phongpaichit, 2007:151).

In the meantime, Thai higher education had heavily been based on the recommendations of Western specialists and committees whose members had solid academic backgrounds with advanced degrees earned abroad (Sunalai, 1974:25). In May 1967, the University Development Commission (UDC) was set up for the general improvement of universities. The objective was to provide postgraduate studies at Master and Doctor's degree levels in order to produce instructors, researchers, and thinkers to serve the needs of the society (MOE Thailand, 1969:1). The major concerns at that point were the graduate programs in biology, chemistry, physics, and mathematics (Sunalai, 1974:25).

*Second*, aside from the Thai political alliance with the USA during the Cold War, the Sarit Thanarat<sup>4</sup> government policy in terms of "*development*" is another key factor in the nation's economic and educational development. The Sarit Thanarat's political ideology of totalitarian government by the military was not considered as a wrong thing by the state (Dhiravegin, 2007:181). As the representative of the totalitarian state, he believed that the seemingly uncontrolled struggle of powers among different interest groups in Thai politics had to be avoided by the supremacy power of the military regime. The state (Sarit Thanarat's government) believed that economic development and education had to be the first priority of the state towards the society.

In 1957, the government invited the World Bank to send a mission to analyze the economy and recommend a course

of action. One year later, the mission submitted its report which included an outline of public expenditures and suggestion for a complete reorganization of government administration (Bennett, 1975:77). Later in 1959, the National Economic Development Board (NEDB) was founded within the Prime Minister's Office. And the first six-year National Economic Development Plan began in January 1961 (Bennett, 1975:77).

Before 1959, Thai universities were under the auspices of different governmental agencies (Suthasasna, 1973:44). Chulalongkorn University (established in 1917), Thammasat University (established in 1934), and Silpakorn University (established in 1943) were under the auspices of Ministry of Education. Kasetsart University or the University of Agriculture (established in 1948) was under the auspices of Ministry of Agriculture. The University of Medical Science (established in 1943) was under the auspices of the Ministry of Public Health.

The government saw the existing relationship between the universities and different governmental agencies impractical for national economic development. As a result, in 1959, all these five universities were transferred to be under the Office of the Prime Minister (OPM). The rationale was to encourage better co-ordination among these universities (Ketudat, 1972:126). In the same year, the National Education Council was established to serve as an advisory and coordinating agency for the development of education at all levels in Thailand. In the higher education sector, the Council worked in concerted effort with these universities towards the state's goal of manpower planning for the state's economic development (Srisinghasongkram, 1980:45).

Indeed, in 1959, universities were then organized under a new governance structure of the centralized planning of the Office of the Prime Minister (OPM).

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<sup>4</sup>Sarit Thanarat was a Thai career soldier and, then, became the Prime Minister of the military government between 1959 and 1963.

In the same year of 1959, the Sarit Thanarat government established the Office of National Research Council of Thailand (NRCT), which was also under the auspices of OPM.

Before the establishment of NRCT, there were many governmental research agencies and research institutes under the auspices of different governmental ministries i.e. Division of Agricultural Irrigation, the Royal Irrigation Department, Department of Science Service, Forest Research Office, and so on (NRCT, 2009). They did not work coordinately and cooperatively. Therefore, the establishment of the NRCT was to strengthen the research coordination and cooperation among these different organizations.

There were 10 research disciplines under the auspices of NRCT i.e. medical science, agriculture and biology, philosophy, and social sciences (NRCT, 2009:51). During the beginning period of establishment, the role of NRC in research activities was relatively low since there were no substantial funding and no officials worked for the council. The work of the council was assigned to the Department of Science Service.

Nevertheless, in 1979, a Ministry of Science, Technology, and Energy (MOSTE) was established. This was designed to replace the NRCT as the oversight body for all government policy in the S&T (Science & Technology) area although the NRCT remained in existence and was incorporated into MOSTE (Arnold *et al.*, 2000:136).

### **FORCES OF GLOBALIZATION ON THAI HIGHER EDUCATION**

The government and the university's responses towards the impact of the globalization over Thai higher education sector has been intensified in many respects i.e. internationalization, talent mobility (brain drain and brain gain), human capital, global university rankings, and research universities. The importance of research universities'

function has been emphasized by those key stakeholders. For example, the Asian financial crisis in 1997 had a high influence on the government reduction on the university funding. Public universities were inevitably forced to become more entrepreneurial in order to sustain their financial resources due to the reduction of the government budget on higher education sector.

The Asian financial crisis in 1997 is one of the key factors that has significantly influenced Thai university's behavior and university governance. The impact of the crisis over the higher education sector facilitated the development of research universities in Thailand in terms of the diversification of university financial resources and the strong awareness of university autonomy. The improvement of the university revenue acquisitions through the diversified financial base created from the institutional-autonomy policy provides one of the fundamental changes to the university's behavior.

The institutional-autonomy policy implemented in the form of "autonomous universities"<sup>5</sup> has also been more successfully realized. The policy attempts to lessen the heavy burden of the government financial subsidy for public universities and to resolve the rigid structure of Thai bureaucracy within the university. The diversified financial bases of the university and the autonomous-university policy have significantly had an impact on the research-university governance.

Ever since 1985, there has been substantial development of the university research in Thailand, particularly in terms of the provision of financial incentives for university

<sup>5</sup>"Autonomous universities" in Thailand are empowered to govern their overall administration, including personnel, financing, academic, and other university management system under the delegated authority of university council. Autonomous universities also receive regular budget allocation from the government (OHEC, 2010:5).

research. It was the result of the establishment of many research granting agencies that generously provide more attractive financial incentives for doing research i.e. the Science and Technology Development Board (STDB) in 1985, the National Science and Technology Development Agency (NSTDA) in 1992, Health Systems Research Institute (HSRI) in 1992, Thailand Research Fund (TRF) in 1993, and Agricultural Research Development Agency (ARDA) in 2003.

The university research before the establishment of the STDB in 1985 appeared to be a hobby for academics. Very few academics had a serious interest in conducting research. This is because of the inadequate number of research grants and the very small amount of money provided by the research grants. Indeed, the establishment of STDB substantially strengthened the research development in Thailand, particularly the university research development in terms of funding. The financial incentives provided by the research granting agency were relatively high to lure academic to do research.

The establishment of the Science and Technology Development Board (STDB) in 1985, which was then a US\$ 50 million United States of America – Thailand cooperative project, significantly strengthened research in universities (Chantramonklasri, 1994). The main objective of the establishment of STDB was on strengthening R&D (Research & Development) capability in universities and government agencies and on mobilizing this existing public-sector capability toward a higher level of applicability.

The new semi-autonomous organization, the Science and Technology Development Board (STDB) under the Ministry of Science, Technology, and Energy was established to administer the funds provided by the AID. The Agency for International

Development (AID) project was planned for a total USA input of \$35 million and a Thai input of about \$ 15 million (Muscat, 1990:249). The funds were to be used for local research and for strengthening the mechanism for S&T (Science & Technology) acquisition and application. The board had representatives of the private sector and the government and academic communities, including business people, officials, and scientists. The research funding represented the largest single dedication of monies for S&T that Thailand had ever had available. Technical assistance under the project and links to American scientists was also provided by the USA National Academy of Sciences (Muscat, 1990:249).

There were three national research centers established approximately at the same time when the STDB was founded: the National Center for Genetic Engineering and Biotechnology (BIOTEC) in 1983, the National Metal and Materials Technology Center (MTEC), and the National Electronics and Computer Technology Center (NECTEC) in 1986. These centers were established under the auspices of MOSTE (Ministry of Science, Technology, and Energy) in order to provide funds for public universities, state enterprises, and government agencies for R&D (Chantramonklasri, 1994). However, in 1991, the National Science and Technology Development Agency (NSTDA) was established and officially commenced its operation in 1992. The NSTDA brought the previous national centers of BIOTEC, MTEC, and NECTEC, under the auspices of MOSTE.

In 1993, there was another important step in university research funding in Thailand. The Thailand Research Fund (TRF) was created as R&D funding body which supported work mainly in the universities, but also in public sector institutes and, to a very small extent, the private sector (Arnold *et al.*,



2000:137). In addition to NRCT, NSTDA, TRF, other granting agencies were also established i.e. Health Systems Research Institute (HSRI) established in 1992 and Agricultural Research Development Agency (ARDA) established in 2003.

One of the substantial contributions of the TRF to the university research development was the financial support for producing Ph.D. graduates. The support provided by the TRF aimed to resolve the lack of human capital in the university research development through producing more Ph.D. researchers. In 1993, the data indicated that Thailand had a severe shortage of Ph.D. researchers, which caused the weakness of Thai R&D (TRF, n.y.:3). Thousands of Ph.D. graduates were needed for newly established universities and to replace retiring Professors. Lacking the necessary support, over 150 Ph.D. programs in Thai universities at that time produced only 100 graduates per year (<http://www.trf.or.th/>, 20/5/2013).

Therefore, TRF, OHEC (Office of the Higher Education Commission) and NSTDA cooperated to initiate a Ph.D. researcher development project. The project named "the Royal Golden Jubilee Ph.D. Programme". The project was approved by the cabinet in 1996. The project aimed to produce 5,000 Ph.D. researchers within 15 years (1997-2011).

One of the latest responses initiated by the government in order to cope with the forces of globalization in terms of research universities was the implementation of the National Research University project in 2009. The National Research University policy is intended to encourage the university to have a clearer university research direction and to improve university research recognition locally and internationally. There were 9 public universities selected as flagship universities or the National Research universities and 7 of them are autonomous universities.

Many research-oriented universities in Thailand have now been in the transitional period of coping with both internal and external changes.

## CONCLUSION

In this paper,<sup>6</sup> the historical examination of research universities in Thailand is conceptualized through three critical incidents in the Thai modern history. The evolutionary context of the research university can be concluded as the following.

In the first incident of embracing Western knowledge, the first university in the Western sense was established. The main function of the university during this period was to produce civil servants to serve the establishment of the modern bureaucracy. Research in the Western sense was not significantly emphasized. The importance of the first phase in Thai research development was that the condition of colonial expansion and the visions of the two kings compelled Siam to be significantly exposed to Western knowledge.

In the second phase of political alliance with the USA (United States of America) and the government policy of economic development, the term research had become substantially embraced, particularly within the university. The concept of "research" from the Western world had become one of the key characteristics of being an academic in the university and an intellectual in Thai society.

In the third phase of the forces of globalization on higher education, the research function for a number of Thai universities has increasingly emphasized for different purposes i.e. to serve the local needs, to serve the economic purposes, to remain nationally

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competitive for the government, and to remain internationally competitive for the university. The establishment of research granting agencies providing a greater amount of research money has attracted academics to conduct more research.

In addition, the Asian financial crisis in 1997 has become one of the key driving factors in the reforms of higher education governance arrangements and university funding in Thailand. These reforms of entrepreneurial universities in terms of diversified financial base and autonomous universities have laid the foundations for the future development of research universities. In addition, the implementation of the National Research University project in 2009 has triggered the university to be more proactive towards the research function.

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