

# LSCAC 2018

INTERNATIONAL CONFERENCE



## PROCEEDINGS

**THE 5<sup>th</sup> INTERNATIONAL CONFERENCE**

**Language, Society, and Culture in Asian Contexts (LSCAC 2018)**

**Hue city, Vietnam, May 25-26, 2018**

**Organized by:**

- University of Education, Hue University, Vietnam
- Mahasarakham University, Thailand
- University of Hyderabad, India
- Universitas Negeri Malang, Indonesia



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# PROCEEDINGS

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THE 5<sup>th</sup> INTERNATIONAL CONFERENCE  
LANGUAGE, SOCIETY, AND CULTURE  
IN ASIAN CONTEXTS (LSCAC 2018)

25 - 26 May, 2018

Huong Giang hotel, Hue city, Vietnam

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THE 5<sup>th</sup> INTERNATIONAL CONFERENCE LANGUAGE,  
SOCIETY, AND CULTURE IN ASIAN CONTEXTS  
(LSCAC 2018)

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25 - 26 May, 2018

Huong Giang hotel, Hue city, Vietnam

### **Keynote Speakers**

Professor Theodore Morrissey, Lindenwood University, United State

Professor Prabhakara Rao Jandhyala, University of Hyderabad, India

Professor Yazid Basthomi, Universitas Negeri Malang, Indonesia

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17. Dr. Kittiphong Praphan, Department of Western Languages and Linguistics, Faculty of Humanities and Social Sciences, Mahasarakham University, Thailand

# WELCOME MESSAGES



## Welcome message



**Assoc. Prof. Dr. Le Anh Phuong**  
Rector, University of Education, Hue University

Hue City, May 18<sup>th</sup> 2018

Dear LSCAC 2018 participants,

*Welcome to The 5th International Conference on Language, Society, and Culture in Asian Context 2018.*


University of Education, Hue University (Vietnam) in collaboration with Universitas Negeri Malang (Indonesia); Faculty of Social Sciences and Humanities, Maharakham University (Thailand); and University of Hyderabad (India) is proud to host the *5<sup>th</sup> International Conference on Language, Society, and Culture in Asian Context 2018* (LSCAC 2018). On behalf of the University, I have the great pleasure to welcome conference participants from countries of the ASEAN and all over the world.

LSCAC is one of the crucial conferences of its kind in the region and plays an important role as at this time, the ASEAN integration specifically and international integration generally opens doors for people and Asia is also an indispensable part of our intricate global civilization. Hence, various dimensions of Asian societies began attracting the attention of scholars. With increasing role, there is a need to study in-depth the mutual influence of different aspects that contribute to the dynamism of Asian societies. This year conference with the theme *Inclusiveness and Sustainability of Asian Societies* is expected to be a wonderful unforgettable event to the international academics, researchers, practitioners, teachers and students all around the world where they can explore and discuss various aspects of languages, cultures, and societies in Asia.

Additionally, Hue University of Education, located at Hue in Central Vietnam, which is one of ASEAN cultural cities with stunning sightseeing landscapes and famous for its peace and quietness, will certainly provide all of you with nice memories about the local food and culture.

I warmly welcome the participation national and international academics and institutions in this conference and I encourage you to make the most of the two-day conference to build your knowledge, exchange ideas and strengthen your friendships.

I wish you a rewarding and enjoyable conference.

Sincerely Yours,  
  
Assoc. Prof. Dr. Le Anh Phuong  
Rector

University of Education, Hue University

# WELCOME MESSAGES

## WELCOME NOTE FROM RECTOR, UNIVERSITAS NEGERI MALANG



Dear LSCAC 2018 presenters and participants,

Welcome to the 5<sup>th</sup> biannual international conference on *Language, Society, and Culture in Asian Contexts 2018* (LSCAC 2018).

Subsequent to the productive conference on LSCAC 2016 held at Universitas Negeri Malang, Indonesia, I am quite pleased to anticipate the success of this year's conference hosted by Hue University of Education, Vietnam. Therefore, I would like to express my heart-felt gratitude to Hue University of Education in organizing this 5<sup>th</sup> international conference. I would also express my sincere gratitude to the co-host universities—University of Hyderabad, India, and Mahasarakham University, Thailand. I warmly welcome the conference presenters and participants from the Asian region to share ideas and insights on various aspects of the Asian societies.

Encompassing some critical sub-themes geared towards sustainability and inclusiveness, this conference intends to explore various aspects of the Asian societies by identifying commonalities and differences undergirding the very life in these societies. Such identification is worked about for the idealization of the Asian societies from within and in view of their sustained contributions to societies beyond Asia.

Universitas Negeri Malang is committed to supporting and encouraging the establishment of forums to cultivate ideas and insights on various topics of the Asian societies. For this reason, we are delighted to see the enthusiastic academics, researchers, practitioners, teachers, and students in Asian countries to actively participate in this conference. We strongly encourage all of you to take as much as you can from this conference.

Sincerely,



Professor AH Rofi'uddin  
Rector, Universitas Negeri Malang  
Indonesia



# WELCOME MESSAGES

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Prof. Appa Rao Podile, Ph.D., D.Sc (h.c)  
FNA, FASc, FNASc, FNAAS

Tata Innovation Fellow (DBT)  
Vice-Chancellor

हैदराबाद विश्वविद्यालय  
University of Hyderabad



May 21, 2018

## MESSAGE

It gives me a great pleasure to note that the University of Hyderabad is one of the co-organizers of the conference on "**Language, Society and Culture in Asian Context 2018**", to be held during 25-26 May 2018 in Hue University, University of Education, Vietnam. I am glad to mention that the University of Hyderabad was one of the initiators of this bi-annual conference. The present theme of the conference on "**Sustainability and Inclusiveness of Asian Societies**" perfectly suits to the present socio-economic development of Asia. University of Hyderabad, being one of the premiere institutions in India, always supports international collaborations in terms of exchange of faculty, research and mobility of students. I am sure that apart from the deliberations, this conference will also focus on bilateral and multilateral academic collaborations among Asian nations in general and ASEAN+India in particular. I wish the conference a grand success. I am looking forward for the fruitful deliberations and academic collaborations.

APPA RAO PODILE

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आचार्य सी.आर. राव मार्ग, केंद्रीय विश्वविद्यालय डाकघर, गच्चीबौली, हैदराबाद - ५०० ०४६, (तेलंगाना) भारत  
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# WELCOME MESSAGES

## Message from the President of Mahasarakham University, THAILAND



It is an honor to welcome all participants to the 5<sup>th</sup> International Conference on “Language, Society, and Culture in Asian Contexts (LSCAC 2018)” at Hue University’s College of Education, Vietnam, which is co-hosted by Mahasarakham University, Thailand, University of Hyderabad, India, and University of Negeri Malang, Indonesia.

LSCAC International Conference is one of the crucial conferences of its kind in the Asian region. The main aims of the conference are to identify and promote research studies related to Asian language, society, and culture, as well as to contribute the body of knowledge to the conservation of diverse, multi-cultural aspects of not only our Asian continent, but also human civilization as a whole. Asian societies and economies have undergone much development in art, literature, medicine, technology, religion, culture, etc. ASEAN countries, in particular, have faced rapid and profound fractures and transformations, as a result of the globalization trends that have steadily intensified since the turn of the century.

Hence, our conference aims not only to draw attention to the changes and to the synergies between external forces and internal factors, leading to new phenomena with unique ASEAN characteristics, but also to pay due attention to resistance and adaptation to those changes.

I am confident that the conference will be fruitful and inspiring. The interaction and participation between scholars who are working in the area of humanities and social sciences, with an emphasis on ASEAN issues, will empower the region to shine in the global community.

A handwritten signature in black ink, appearing to be 'Sampan Rittidech'.

Prof. Dr. Sampan Rittidech  
President of Mahasarakham University, THAILAND

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# ORGANIZERS

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## **Executive Advisor:**

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# A SURVEY OF ACADEMIC NEEDS OF ESP LEARNERS ACROSS DIFFERENT MAJOR

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**Abstract:** English for Specific Purposes (ESP) is one of the predominant approaches to language teaching in tertiary education, since it is directed towards the specific needs of the particular specialty students. The aim of the present study is to report the results of an academic English needs analysis carried out at the State Islamic University, Malang (SIUM) Indonesia through two different majors, Islamic banking and management department. Through the implementation of a needs analysis questionnaire in ESP classes the felt academic needs of learners in terms of skills and sub-skills are specified. The results of the survey revealed that 24 (60%) respondents needed English for higher education. Twenty respondents (50%) claimed that they needed speaking as the priority for their future career. In addition, the students' preferred learning indicated that pair work/group work, games and projects were more innovative learning. The paper concluded with some pedagogical implications to improve and develop ESP course material and methodology.

**Keywords:** *ESP, needs analysis, tailored made materials*

## Background of the Study

As an area of instruction, English for specific purposes (ESP) has been steadily growing since its inception in 1960. As a result of globalization influence, ESP has become a key part of English as Foreign Language (EFL) teaching around the world.



The idea of adopting ESP in Indonesian classrooms both at schools and universities cannot be avoided (Poedjiastuti, 2017) . However, the adoption was not accompanied by understanding the principles of ESP (Marwan, 2009) As we look toward the 21<sup>st</sup> century, three consequences of informationalism are likely to impact English language teaching; (1) global English, (2) employment patterns, and (3) technology. Globalization is unfolding in a two-stage manner. First, global media and business extend their reach into new domains throughout the world. Second, these same business and media are relocalized in order to best meet the economic and social imperatives in different regions of the world (Graddol, 2000, 21). The last few decades have seen a growth in the role of English around the world as the lingua franca for economic and scientific exchange. According to information gathered by Warschauer (2000, 16), 85% of international organization in the world make official uses of English, at least 85 % of the world's film market is in English and some 90 % of published academic are in English.

Those situation demand a high commitment from all people to seriously learn English. Yet, some policies from government or they who are responsible in constructing the materials do not realize on that challenges. Thus, the English teaching and learning sometimes is not suitable with the growing demand in using English. In addition, the ESP course which is offered in the university begins with some assumptions rather than based on the students' need analysis (Budianto, 2004). There are many factors that make them have such low ability in English; it can be the system of teaching and learning process or the source of learning. Inappropriate design leads to unsuitable learning content. One of the greatest contributions of ESP to language teaching has been its emphasis on careful and extensive needs analysis for course design (Johns, 1991). The objective of a needs analysis is to determine the features of language that students will require in order to progress from an initial stage as learners to specialized learners (Liu et al., 2011; Whittaker et al., 2011) and to design a new curriculum or revise whether changes should be implemented in an existing one (Atai & Shoja, 2011).



It is essential to identify academic needs before designing a language course. Designing a course on the administrators' beliefs and interests or the teachers' perceived needs would not be a realistic approach to course design. Learners' needs requirements and interests should also be taken into consideration in designing a course. This requires a careful needs analysis of the learners under consideration. Such an analysis of the needs will make the teachers more aware of the students' needs and help design a more effective and efficient language course. In establishing a needs analysis and designing courses, the characteristics of ESP students must obviously be born in mind. Learners who are working and studying English at the same time can be expected to have some traits in common according to Harding (2007). For example, they may have been unsuccessful in learning English in the past as they have entered fields not related to language (Kasper, 1997).

ESP is proposed for some specific diciplines, it is applied in some popular filed of study like medical, nursing, engineering, psychology, or economics in which all of these diciplines needs different English rather than only general English. ESP is the Language Center (LC) program for all freshmen enrolled at SIUM. During the second year (two semesters) of their study, students in non-English Departments take different ESP courses depending on their major. Economic faculty is one of the faculties in the university providing graduates in the circle of language expertise. Management and banking are two departments under the faculty which produce competence graduates in economics and business. The curriculum developer in the faculty has not provided ESP instructional materials for English course offered in semester three and four with three credits. The consequence of having lack of suitable materials relevant to the needs of the students of the Economic faculty this study is primarily conducted on that basis. Based on the above discussion two questions are formulated as follows (1) what are the needs of students of banking and management of SIUM toward ESP course and (2) what are the most important skills and language-based tasks for these students?



## Method

The sample of study was taken from the two different majors; banking and management department. The non-English major undergraduate students of SIUM at the department of banking and management are the research objects. There were forty university students of the department participated in the study (18 males and 22 females). Their age ranged from 19 to 21. They were taking ESP as a compulsory course during their university studies at SIUM. The respondents' majors were banking with 20 and management with 20 respondents. The instrument for collecting the data about the students needs in learning ESP course was questionnaire survey. The questionnaire consisted of items related to what the students' needs. The questionnaire consisted of closed questions with two or four options in which the respondents should give their judgment.

## Finding and Discussion

### The Students' Learning Need in ESP Course

The result of needs analysis is intended to gain students needs in two aspects, the content of materials and the skills needed by the students. Based on the results of the data analysis, it was found that 75% of students agreed that English for banking and management is needed for them for their preparation of apprenticeship and future job notably correlate with their field of study. In line with the curricula established by SIUM, English one and English two course are meant to assist students to have fundamental of English. Therefore, item one of the needs analysis asked the students what English they really need for semester three they will take. It implied that they badly needed to learn English through their real field of studies due to their real world task of English exposure.

Following analysis of responses is organized area-wise related to areas of present and future domains of language use, their attitude towards the place and role of English in universities, learning English skills preferences, classroom interaction and learning activities. The questionnaire contained questions with multiple-choices to



help the respondents in determining the present and future domains of language use. The questions related to this area and the responses include (1) why do you need to study English?. The intended purpose of this question was to discover the students' perception of their reasons for studying English as part of a university curriculum. A majority of the students, which is about 26 (65%) respondents, consider higher education as their reason for studying English.

**Table 1**  
**The Reason for Studying English**

Frequency	Percentages	
Higher education	26	65%
Develop future career	9	22%
Speak to foreigners	4	10%
Speak to friends and family	1	2,5%
Total	40	100%

When asked a question about using English (2) in what condition do you use English?. The present domain of language use, opted by 24 (60 %) respondents in question no 2, is for academic purposes where English is used for their study. This finding implied that the students ought to be serious for learning English due to their academic purpose (see table 2).

**Table 2**  
**Condition of Using English**

Frequency	Percentages	
When studying	24	60%
When socializing	10	25%



At home	4	10%
Others	2	5%
Total	40	100%

Regarding the English function that the respondents use more, in question (3) for using English in the future, what should you use English more for?, among the respondents of the two majors claimed similarly. 20 (50%) respondents choose job/future career, 13 (32%) respondents choose for higher education, 5 (12%) respondents admitted that using English is for socializing, and 2 (5%) respondents stated to use English at home. It can be concluded that they use English more on job or future career. Thus, it implied that the content of ESP materials must be focused on English for profession (see table 3).

**Table 3**  
**Future Use of English**

Frequency	Percentages	
Higher education	13	32%
Future job/career	20	50.0%
Socializing	5	12%
At home	2	5%
Total	40	100%

Table 4 shows the finding of skills priority needed by the students of Economic faculty majoring in banking and management from the most to the least important. Students were asked to rate numbers from 1 to 4 on each skill. The result indicated that twenty (50%) respondents chose speaking and thirteen (32.5%) respondents chose reading.

Each explanation of each skill is following the table (see table 4).

**Table 4**  
**The Needed Skill**

Listening	Speaking	Reading	Writing
5%	50%	32,5%	12.5%

The resulted data from the questionnaire show that speaking is the first priority in providing materials for the students. Twenty respondents (50%) agreed that speaking must be more included in the lesson. It implied that the tasks in speaking should be maintained in the ESP materials for students' improvement of communicative competence. The ESP course developer needed to develop tasks with functional conversations dealing with banking or bussiness context, such as asking for help and requesting, telephoning or conversation at a bank. Thus, the developed materials stressed mainly on communicative context of tasks that the learners needed to perform on the job.

The results of data analysis on the students' preferred learning style show that out of forty respondents intended to find out students' preferred learning styles. 80 % or thirty one respondents of the students preferred their active role in the class room by participating in a lot of learning activities, pair work/group work, games and projects as compared to 22 % or nine respondents who preferred a passive role and a class with no activities. It can be concluded that the students needed to learn in more interactive and innovative learning through pair or group work (see table 5).

**Table 5**  
**Students' Preferred Learning Styles**

Classroom activities, pair/group work and projects	80 %
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Teaching activity with teacher- center & no activities by the students	22.%
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The implication from the data obtained indicated that needs analysis allow the practitioner not only to set the objectives for the ESP course, but also to choose the best approach to language teaching. The needs analyses and the evaluation of the course give the teacher a possibility to revise the course and to make necessary changes in it to suit students’ interests and needs, to better adjust the present ESP course, to foresee the future goals, as well as to make the next ESP course more appropriate and relevant.

In term of the students’ role in learning English toward ESP course, twenty six (65%) respondents claimed that the role of English in the students work was very important, ten (25%) claimed that it was rather important, and four (10%) claimed that it was not so important. Thus, the finding in this item shows that the developed materials for the students of banking and management department must be prominently stressed into workable teaching materials (see table 6).

**Table 6**  
**The Role of English in the Students’ Work**

Frequency	Percentages	
Very important	26	65%
Rather important	10	25%
Not important	4	10%
Others	0	0%
Total	40	100%

**The Most Important Language Skills Needed for ESP Course**



Based on the results of data analysis of the most dominant needs of the students related to the skills areas in order of importance shows the percentage of first rankings of each general language skill, reading, writing, speaking, and listening in different majors. The two majors ranked speaking first as the most essential need. Students of banking and management claimed that speaking was the most dominant skill to be mastered immediately. Almost all respondents twenty (50%) of the total forty respondents answer the questionnaire that they choose speaking and reading was claimed by 13 (32.5%).

Reading is the fact also high prioritized since by reading the students can get knowledge and information so that their knowledge can support their future work. The students need to learn all the four skills of language as compared to grammar and vocabulary. But speaking is more preferred as compared to the skills of listening, reading and writing. Concerning the students' dominant English skill they have programmed, speaking has the most prominent place in the students' work activities. In line with the finding toward the important language skills needed, the course developed materials for both departments was stressed accordingly on communicative context of tasks that the students needed to perform on the job.

## Discussion

Analyzing data obtained by administering a needs analysis questionnaire to students of banking and management at SIUM reveals that the students' needs in terms of language skills and tasks used in an ESP class. The sameness preferences of language skills by the two majors in this study demand different methodology and materials for each major. Based on the students' self-evaluation, after the one year compulsory of ESP course, students have a low assessment for their professional English comprehensive application capability and they are lack of confidence with low satisfaction. This condition emerged since the material content is not close related to the topics of the let's speak (speaking). The teaching content focuses on the let's read (reading) and let's write (writing), but there is a lack of professional emphasis.



In addition, the questionnaire results indicated that ESP course and materials are not based on the students' needs and interests. On the whole, the questionnaire revealed a positive response from the students of the two majors in relation to the ESP course. The major basis of any ESP course and materials has to be the students' needs which are determined through a comprehensive needs analysis. The students' reactions of banking and management to their course materials in terms of suitability and interest were positive. Data reported in the skill prioritized by the ESP learners at the two majors show that 50% students expected to have speaking as the most important to master.

The students who dominantly choose speaking as the main English skill to master immediately need to master speaking as soon as possible so that it will be easier for them to communicate effectively without ignoring the other skills. Related to the learning ESP need, they needed relevant materials to support their study. The context of materials must be in accordance with their learning interest. Participating in a lot of learning activities, pair work/group work, games and projects intended by 80% students to develop their critical mind in the classroom setting. In addition, the role of ESP course was very important applied in the school of Economics to strengthen the students with global challenges.

### **Conclusions and Suggestions**

ESP course would mean higher demand and more severe challenges for teachers. University English teachers not only should continue to play their advantages in language and teaching, but also should enhance the understanding and mastery of professional knowledge. The specific conclusions and suggestions are as follows; (1) The school should fully understand the needs of students in English learning and develop a set of teaching mode suitable for ESP as soon as possible through detailed analysis. (2) The main purpose of the students to learn English is to work and get more professional knowledge in the future. Through the study of ESP course, students can be provided with the better service in the future work. (3) To strengthen



the construction of the ESP teaching materials. ESP teaching material needs to be practical and functional and college should adopt suitable textbooks according to the actual situation of students.

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## Biography

Budianto, Langgeng (Dr. M.Pd) is a senior lecturer at Maulana Malik Ibrahim State Islamic University, Malang Indonesia. He was very active being a presenter in national and International conferences including those in Korea TESOL 2016 , 2017, TOURONKAI (International Intellectual Discourse) Malaysia, ASIA TEFL, TEFLIN, MELTA (Malaysia English Language Teaching Association), Malaysia, KIMLI, KOLITA and many others. In 2009, he took a short course at the Universiteit Leiden under the sponsored of Minister of Religious Affairs. He was given the scholarship grant in Indiana University, USA. In 2010, from January to March 2012, he got a scholarship of postdoctoral program in the University of Oregon U.S.A specialized in ESP. In 2015 he got a scholarship of postdoctoral research sponsored by Directorate of Islamic Higher Education in Japan. He was amongst a select few granted of dissertation awardees from the ministry of National Education (DIKTI) in 2010.

Zuroidah, Ifta (SE, M.M) is from Muhammadiyah Senior High School 2, Sidoarjo, Indonesia. Her current research interest includes classroom action research and project based learning.





She was given an award as the 1<sup>st</sup> Champion of National Teacher Olympiad in 2014. The 1<sup>st</sup> Winner of National Classroom Action Research in 2016. The 2<sup>nd</sup> Winner of National Olympiad on Teacher's Creativity in 2015



## HUE UNIVERSITY OF EDUCATION, VIETNAM

*34 Le Loi St., Hue City, Thua Thien Hue Province*

University of Education was established in 1957. Before 1975, it was a Faculty belonging to the University of Hue. After the reunification of the country in 1975, University of Education was officially founded as an independent institution under Decision No.426/TTg signed by the Prime Minister on 27 October 1976. In 1994, according to Decree No. 30/CP dated April 04, 1994, Hue University was founded and University of Education has become one of the affiliated members of Hue University since then.

### General objectives:

The general development objectives of University of Education to the year 2020, vision 2030 is that: Develop the University of Education towards a research and applied institution with complete training majors and levels, an institution for training teachers, researchers, educational management staff, technology transferring, educational advising, meeting the demand of educational innovation in the integrated time.

### Specific objectives:

- Innovate the higher education administration, restructure and complete the management system at all levels, meeting the demand of innovation;
- Enhance the capability of the staff, especially teaching staff, satisfying the lecturers' standard in the era of innovation and integration;
- Standardize teaching curriculum and undergraduate, graduate activities;
  - Develop the quality of lecturers' and management staff, meeting the demand of basic and all-sided educational innovation in the integration time;
  - Enhance the quality of science-technology activities, especially educational science and international cooperation activities;
- Strengthen the learner and start-up activities;
- Build up an educational environment ensuring quality; enhance the satisfactory of the learners and employers;
- Modernize the facilities serving the teaching, research, and management activities;
- Enhance the effectiveness of the financial management meeting the requirement of innovation and enhancing training quality.

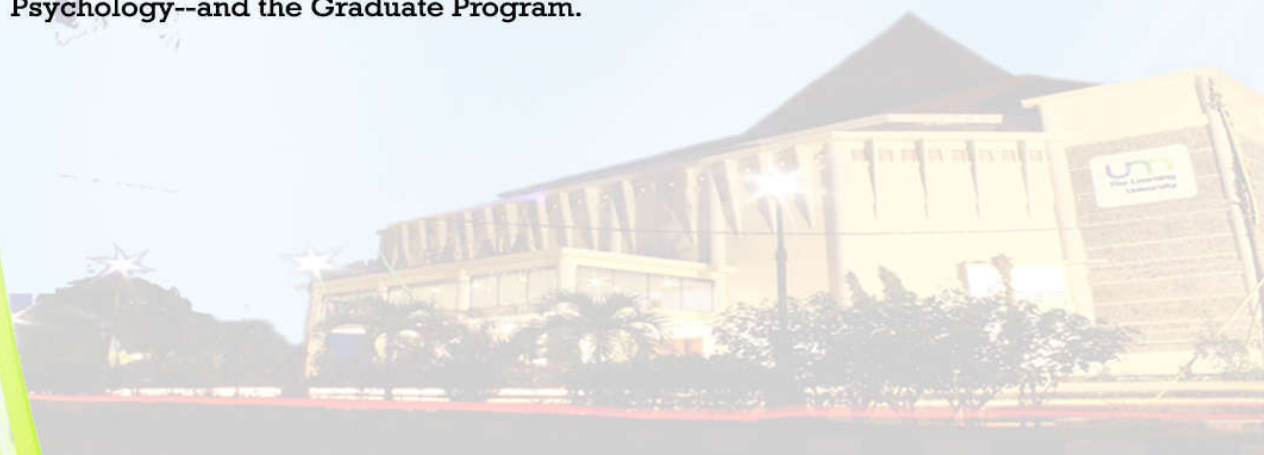


## Universitas Negeri Malang, Indonesia

On October 18, 1954, Prof. Mr. Muhammad Yamin, the former Minister of Education and Culture, officially inaugurated *Perguruan Tinggi Pendidikan Guru* (PTPG Malang), or Teacher Education College. The historical event marked the genesis of the present-day Universitas Negeri Malang (UM), one of the oldest universities in Indonesia. The nascent institution started with 5 departments that housed 127 students and 37 faculty members. The founding of another university in East Java, Universitas Airlangga (Unair) on November 10, 1954, brought some important consequences to the status of PTPG Malang. Since then, PTPG Malang merged with Unair and became one of the university's four faculties.

It was not until four years later that a new status was officially declared, whereby, PTPG Malang became *Fakultas Keguruan dan Ilmu Pendidikan*, Unair (Faculty of Teacher Training and Education, Universitas Airlangga). In 1963, FKIP Unair was converted into an independent institution, namely, Institute of Teacher Training and Education (*Institut Keguruan dan Ilmu Pendidikan Malang*, or better known as IKIP Malang).

The year 1999 witnessed yet another important change to the institution's status, where IKIP Malang obtained a wider mandate and was transformed into Universitas Negeri Malang (UM). Currently, UM is home to eight faculties—Faculty of Education, Faculty of Letters, Faculty of Mathematics and Science, Faculty of Economics, Faculty of Engineering, Faculty of Sport Science, Faculty of Social Science, Faculty of Educational Psychology--and the Graduate Program.





## University of Hyderabad, India

The University of Hyderabad also known as Hyderabad Central University, is an Indian Public Research University located in Hyderabad, Telangana, India. Founded in 1974, this mostly residential campus has more than 5,000 students and 400 faculty members from several disciplines. This large metropolis is unique in its rich architectural glory and blend of diverse linguistic, religious, and ethnic groups, making it an ideal place indeed to locate a Central University.

The University of Hyderabad is regarded as a premier varsity in the country, along with other universities like Jawaharlal Nehru University, Delhi University and the Indian Institute of Technology. The University has been consistently ranked among the top ten Indian universities, especially for research. In January 2015, the University of Hyderabad received the Visitor's Award for the Best Central University in India, awarded by the President of India.

The University opted for a rigorous evaluation by the National Assessment and Accreditation Council (NAAC) of the University Grants Commission. The apex Council of NAAC awarded the top grade of A\*\*\*\*\* to the University (on a five-point scale A\* to A\*\*\*\*\*). The University has also been rated by the NISSAT (National Information System for Science and Technology) of the Department of Scientific and Industrial Research (DSIR), Government of India, as the only University under the 'High Output – High Impact' category among the top 50 institutions in India with publications in citation - index journals. The University is a public research university with vibrant research activities in every department, awarding about 300 doctorates each year. The University receives research funding from UGC, CSIR, DST, DBT, FIST and other funding agencies. The University is known for high quality research output from faculty members and students in the natural sciences, social sciences, and humanities.



## Maharakham University, Thailand

Maharakham University (MSU) is a Thai public university with approximately 45,000 higher education students in 2013. The university has two campuses, the Old Campus in the city center in Maha Sarakham Province in the northeast region (Isan) of Thailand and the New Campus at Khamriang Subdistrict in the northwest of the city. MSU offers 178 degree programs: 86 Bachelor's degree programs, 58 Master's degree programs and 34 Doctoral degree programs. In 2015, MSU has enrolled 157 international students from more than 10 countries across the globe.

The development of Maharakham University can be traced back to March 27, 1968, when it was established as Maharakham College of Education for strengthening and expanding higher education in the Northeastern region of the nation. Located in the outer north area of Maha Sarakham Province, a small town right at the center of the region, the college has been responsible for the development of quality educators to serve educational institutions of all levels. In 1974, the college's status was elevated when it became a regional campus of Srinakharinwirot University. At that time, there were four academic faculties: Education, Humanities, Social Sciences, and Science.

In 1988, the Khamriang Campus, known as the New Campus was set up in Kantarawichai District, approximately seven kilometers from the Old Campus. In 1994, the college gained its statutory status through the Thai Higher Education Act and became Maharakham University, the 22nd public university of Thailand. Maharakham University has since expanded rapidly in academic infrastructure, facilities, and relevant services. It has become a comprehensive university, offering undergraduate and graduate degree programs in three academic clusters: Social Sciences, Pure and Applied Sciences, and Health Sciences.

With 17 faculties and two colleges, the university has been recognized as one of Thailand's fast-growing universities. The total student enrollment has increased from thousands in its earlier years to about 45,000 students in 2010. Many faculty buildings have been constructed on the Khamriang Campus which is now the university's administrative and academic center.



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