

The Religion Educational Management for Buddhism Propagation in the Greater Mekong Subregion Counties

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Abstract

The objectives of this research was to study the model of the Sangha educational management, compare the Sangha educational management and analyze the approach of Sangha educational management for Buddhism propagation in the Greater Mekong Subregion counties. This study was a qualitative research by using interview guideline, focus group discussion and non-participant observation in Phayao province in Thailand, Luang Prabang in Laos PDR. and Chiang-Tung in Myanmar. The research findings were as follows:

1) The model of Sangha educational management was (1) The specific Sangha educational management. There was the independent education separate from government education (2) The Sangha educational management according to the government education which is the Buddhist scripture education, general level. (3) The non-formal education is the specific learning activities to provide the Buddhism propagation to community.

2) The similarities of Sangha education is the Buddhist scripture education, Dhamma-Pali level which is the specific model of Sangha education. In Laos PDR. and Thailand have the Buddhist scripture education, Dhamma-Pali level and general level. The Sangha educational has managed and budget providing by the government. But in Chiang-Tung has only the Buddhist scripture education, Dhamma-Pali level and budget providing from Chiang-Tung Sangha and donation.

3) The approach of the Sangha educational management was (1) The philosophy and goal of educational management should follow the teaching philosophy of the Buddha (2) The curriculum and teaching content should set up the curriculum to match with the present situation by having the content of Dhammavinaya along with modern sciences (3) The teaching management methods was to support of the studying out of the class and manage the long distance education through the internet and manage the

alternative education (4) The structured managerial administration to create the network of Dhamma educational management in the Greater Mekong Sub-region country focus on creation and development of knowledge content and (5) The Buddhism propagation have to relate the society change in the Greater Mekong Sub-region country through searching the cooperation with Dhamma school, Sangha university and other universities.

Keyword: Religion Educational Management, Buddhism propagation, Greater Mekong Sub-region country

Introduction

Thailand is among the countries in the Mekong subregion and consists of Southern China, Lao People's Democratic Republic (PDR.), Myanmar, Vietnam and Cambodia These countries have geographical characteristics, History, Ethnic groups , way of life and relationship of the people , tradition and culture are similar for long time that the people believe in Buddhism as the main religion in this region. The temple is a center for education, heritage and Buddhism propagation to the people in each country.

The Buddhism propagation will be successful, then the contexts must include Sangha institution that has the direct personnel to the propagation, which need to have knowledge and ability and to be the correctly spiritual leaders according to Buddhism principles , behave as a role model in the practice of the spectators , learn more and catch up the technology and news in the daily life as well as to improve the strategies for Buddhism propagation as the changing the situations and the current environment. The monks must know the world change on various issues , social needs and monks , novices and temples must maintain their faith. The society thinks about the religious institution are useful for the society as well as to use the communication system and media channel to present information about Buddhism.

Buddhism propagation in the Greater Mekong Subregion counties, in the case of Thailand, the activities in the past for propagation of the monks, temples and Sangha organization such as 1) the propagation a long with tradition of Sangha organization and Thailand like the sermon , training the people at the temple and at home including other occasions, both giving a sermon for one or two or more, and has improved the sermon on the radio. television or record turntable or cassette to spread in different places and other opportunities. 2) The propagation modified to suit the

current social conditions, including lectures, discussion fairly sermon at the meeting of the temples or at other occasions, including the publication of a sermon into a book or a newspaper publisher and 3) The propagation of Sangha organization or Buddhism propagation unit, or a place to study regularly or occasionally, or a special event held in the temple or in nearby villages such as missionary work, Sub-District training center, Housing units for young Buddhists, Buddhist Sunday school, etc. In addition to the householders, there is an association to propagate Buddhism, such as the Buddhist Association of Thailand under Royal Patronage, Young Buddhists Association of Thailand under Royal Patronage, Association for the Promotion of Buddhism, the Buddhist community in universities and schools, as well as religious education in the schools and in the public.

In addition to propagate Buddhism as mentioned above, in the Sangha Act (No. 2) Act 2535 defines the role of the monks and the temple to perform the role according to the Book of Discipline and in the same direction for religious education. It has been providing education to students called Phrapariyatti-Dhamma education or Scripture is divided into four aspects: 1) the study of Scripture to study theology department discipline by Nakdhammatri(Basic Dhamma education level), Nakdhammato (Middle Dhamma education level), Nakdhamma-Ek(High Dhamma education level) for the monks, novices and lay people. 2) To study the Phrapariyatti-Dhamma education in Pali division, the language recorded the Buddhism teachings known as Buddhist Tripitaka is to achieve a better understanding and appreciation of Dhamma so provides the Pali teaching. 3) Phrapariyatti-Dhamma education in general division, including the education system, aimed at enhancing the knowledge of monks and novices to understand the education system in the world, along with Dhamma education that has two levels are the junior secondary school (m. 1-3) and high secondary school (m. 4-6), and 4) Buddhist University as the management of higher education for the monks. There are two Buddhist Universities as Mahachulalongkornrajavidyalaya University and Mahamongkut University. In addition, the monks can go study in other universities in the domestic and foreign country. The monk who studied successful and come to play the major role in Buddhism propagation.

The management of the monk in other countries among greater Mekong river sub-region country. It is in lower China. Lao People's Democratic Republic (PDR.), Myanmar, Vietnam and Cambodia from the past to present, the temple is the center of the education for the Buddhist

Monks that the senior monks teach Dhamma-Pali education and develop to be Phrapariyatti Dhamma school in general division. The monks have the opportunity to learn alongside the study of religion and the general education to knowingly and social changes taking place, including educational disciplines in higher education, such as the Ongthue Buddhist University of Vientiane, Lao PDR., Maha Gandayon Monastery university in Mandalay city in Myanmar , Preah Sihanu Raja Buddhist University in Phnom Penh, Cambodia etc.

The current situation in the among greater Mekong river sub-region country has increased the strategic importance of the economic and political stability. At the same time, these countries have entered a new stage of development. Partly because foreign capital has poured into the region continued due to the economic potential in the region. There are also infrastructure development so that all countries can be linked together in the era of globalization that has the advanced technological progress. Global capitalism that is moving across international borders. There are both positive and negative impacts on human livelihoods, the relationship of the social, economic, cultural resources, the problems caused by globalization to be solved by Dhamma to free themselves from the domination of the power structure, Cultural pressure on. However, globalization is not only a negative, but at the same ,there is a positive for propagation of Buddhism and practice the meditation through modern technology and fast communication to send a message to a lot of people have access to the core teachings of Buddhism as well.

From the matters mentioned above, Mahachulalongkornrajavidyalaya University from Phayao Campus as a Buddhist University in the northern part of the country. It is interesting to study the issue of religious education for the propagation of Buddhism in the Greater Mekong Sub-region countries. The findings of the study will contribute to the learning of each other and creating the understanding and contribute to adaptation for seeking the practical ways to correct the coexistence in the country. It led to a policy of cooperation in the propagation of Buddhism in the Mekong region countries that are appropriate in the future.

Objectives

1. To study the patterns of religious education for the propagation of Buddhism in the Greater Mekong Subregion countries.
2. To the comparison of the Religious Studies for the propagation of

Buddhism in the Greater Mekong Subregion countries.

3. The guidelines provide religious education for the propagation of Buddhism in the Greater Mekong Sub-region countries to have suitable and proper with the current state of society.

Scopes of Research

1. Scope of the Theory : This research has used the concept of Buddhism propagation.

2. Scope of Content : Areas of research include the content of religious education for the propagation of Buddhism in the Greater Mekong Sub-region countries as follows :

2.1 History of the religious education

2.2 forms / methods of Religious education

2.3 General Teaching Evaluation

2.4 The role of the monksclergy in the temple and the religious education

2.5 The role of agencies / organizations involved in the religious education

2.6 The consequences of the religious education

2.7 Guidelines for Religious Education for the propagation of Buddhism in the Mekong sub-region countries in the future.

3. Scope of the area : In this research area to be selected the specific schools with the Sangha education in Phrapariyatti Dhamma in Dhamma and Pali divisions of junior and high secondary schools of three countris in the Mekong sub-region countries.

3.1 Phrapariyatti-Dhamma schools of Wat royal Khuang, Kengtung city, Myanmar

3.2 Secondary schools in Luang Prabang, Wat Phra Buddha Baht, Luang Prabang, Laos PDR.

3.3 Phrapariyatti-Dhamma schools of Wat Yuan , Chiankam District, Phayao Province, Thailand

3.4 Scope of the population : In the scope of this research to be selected of the study population specific with key informants consist of administrators, lecturers and lay officers as well as monks and five lay people in Phrapariyatti-Dhamma school in general division from three countries as fifteen persons in each country of all sixty persons in three countries.

Research Methodology

1. Research Design : In this study, the researchers used qualitative research methods in the study of documents and qualitative study and interviews with key informants. Group Chat The observation is not involved in the teaching of Scripture and third countries.

2. Population and sample : In this research, the researcher recruited specifically include monks, government officials involved, School administrators, teachers and students of Phrapariyatti-Dhamma School from three countries for 60 persons.

3 The research tool : the instruments were used in this study through the type of data collection, including the portrait of the interview questions and group discussion.

4. Data Collection : The steps were as below :

4.1 Documentation related to the concept of Buddhism, the concept of teaching that emphasizes learner-centered and educational disciplines in three countries.

4.2 Interviews with key informants.

4.3 Group Management : teachers and students from Phrapariyatti-Dhamma School.

4.4 observe without participating in the teaching of Phrapariyatti-Dhamma School.

4.5 Photographic activities teaching of Phrapariyatti-Dhamma School and the school environment.

The Findings of the research

1. format of Religious Studies for the propagation of Buddhism in the Greater Mekong Subregion countries, the religious studies in Buddhism among the three Mekong countries, including Kengtung of Myanmar, Luang Prabang Laos , Phayao Province of Thailand have formed a different policy in the education ministry, the strengthening of fraternal organizations Political conditions in the country and a variety of ethnic groups in each country. studies in which the propagation of Buddhism in the Greater Mekong Sub-region countries that can be summarized as follows into 3 types :

1.1 Education as a specialized form of ministry. An education that is independent from the state education system has two characteristics: (1) study the Scripture theology department is divided into three levels: the Nakdhammatri(Basic Dhamma education level) , Nakdhammato(Middle

Dhamma education level) , Nakdhamma-Ek(High Dhamma education level) which provide an opportunity to study with the householder (2) Phrapariyatti of Pali division that the monks organized the education of Buddhist monks and novices are in three levels in Pali Grade 1-3 with basic Pali education, in three level of Pali grade 4 -6 with middle Pali education and three level of Pali grade 7-9 with high Pali education. Phrapariyatti-Dhamma and Pali education is a form of education management among the three Mekong countries.

1.2 The Management of the monks organized in accordance with the system of public education, including educational Scripture. Department of Education The educational agency or group of people in Buddhism is the operator. The monks learned scholars who are appropriate to the situation in the world today. The teaching will feature a mix of subjects, the study of Scripture and Scripture study, Department of Education, the education ministry among GMS countries, two secondary schools monk Luang Prabang. (Wat Phra Buddha Baht) Luang Prabang, Lao PDR. Laos and Wat Yuan Scripture School , District of Phayao Province, Thailand with technical management and quality control of education by the Ministry of Education, the financial support from the government as well as donations from the faithful.

1.3 Non-formal education : the study was carried held independently of the educational system of the monks and the public education, the management of learning activities organized specially. It aims to serve the various segments of the community as well as novice monks, laity, both adults and children. Have the opportunity to seek knowledge, skills, attitude towards problem solving in everyday life, vocational training or to develop specialized knowledge on the subject of interest. A study in the Mekong sub-region country in three countries, the budget has come from donations from the faithful.

2. Comparison of Religious Studies for the propagation of Buddhism in the great Mekong, subregion countries.

2.1 Educational Development 1) Phrapariyatti-Dhamma School of a Kuang royal temple and head of Khuang royal temple, Development of teaching in a school to study Dhamma , Phrapariyatti-Dhamma School of a Kuang royal temple of the monks of Kengtung and the practice is to comply with Sangha discipline, Vipassana meditation classes with the traditional rote prayer. As well as training a sermon on the occasion favors and the courses are taught in school, the only religious education only. There is no education in general. 2) Secondary Schools of monks in Luang Prabang : Development of teaching in Sangha decondary schools to Phrapariyatti-Dhamma School

of a Kuang royal temple in Ministry of education into three main subjects such as Buddhism subject consists of Dhamma, Vinaya and Pali and , Science , Social Studies and Natural Science in the system of instruction in school disciplines that will focus on the ethics of the Pali Canon, the world will be focused on. Mathematics and Lao Including foreign language is English. 3) Phrapariyatti-Dhamma School of Yuan : First grade is junior high school, under the Department of Education and the Department of Education and then the application for construction of Phrapariyatti-Dhamma School under Department of Education is like a pile of Buddhist Studies, Office of National Buddhism Ministry of Education Management academic study of Buddhism. Phrapariyatti-Dhamma and Pali education according to the Ministry of Education curriculum consists of eight subjects, including math, science, social studies, religion and culture in Thailand, health and physical education, arts and career and technology and foreign languages. There is more learning and teaching practical discipline Pali and language of Lanna.

2.2 Teaching Management 1) Phrapariyatti-Dhamma School of a Huakuang royal temple and head of Huakuang royal temple in Nakdhammatri(Basic Dhamma education level) , Nakdhammato(Middle Dhamma education level) , Nakdhamma-Ek(High Dhamma education level) as a heritage center, the preservation of language, culture and traditions of Tai. In the course of teaching brought from Thailand and translated into text of Kengtung with the school network in the ninth to take the same course of all. 2) The Secondary Schools of monks in Luang Prabang the the teaching is the normal classes from Monday - Friday from 7:30 am. - 16:40 pm for 6 hours a day is divided into two semesters, each semester of 4 months duration, the teaching in the eighth grade the second floor, including the grade 1-4 level is junior high school four years at the grade 5-7 level high school classes three years a total of seven years. And 3) Phrapariyatti-Dhamma School of Yuan temple and is managed by teaching the core curriculum for basic education will be part of the 2551 class at school. School is scheduled to teaching the curriculum of basic education during the year 2546 two classes of the third grade in junior high school. (Grade 1-3) and Level 4 high school. (Grade 4-6).

2.3 Media used in teaching. 1) Phrapariyatti-Dhamma School of a Huakuang royal temple and there are books of teaching activities. No devices as a medium of teaching others. In addition to the blackboard and whiteboard, because of the limitations of current in Kengtung is not enough to use the equipment. 2) Secondary Schools of monks in Luang Prabang, there are books of teaching activities and blackboards and whiteboards.

But some subject will use the computer and the projector. 3) Phrapariyatti-Dhamma School of kuan temple. There are books of teaching activities and have the modern media and distance education from satellite of Kaikangwon School and Information Technology Center, Genius class and PASEE MODEL as the innovative management education in the classroom.

2.4 Evaluation and Assessment 1) Phrapariyatti-Dhamma School under Sangha Patronate of Huakuang royal temple and have the measurement and evaluation by the students that are given a problem to do every week. The exam has an annual exam and the audit committee of external control, if students fail to learn it. 2) Secondary Schools of monks in Luang Prabang has the Supervisory agencies, District education department for Monitoring and evaluation. The tests used in the assessment of the central questions of general education and a test line of Buddhist religious organizations from the central relationship. The tests Grade 4 and 7 students is the same in both countries. The committee appointed by the Education Ministry in cooperation with the Central School. It will then report the results to the school. Those who do not pass must repeat the class. 3) Phrapariyatti-Dhamma School of Way Yuan and guidelines for assessment and evaluation which a rich and authentic. All parties involved in the assessment and evaluation of learning as teachers, students and parents, and the measurement and evaluation procedures according to the school schedule with the approval of basic education. In the second part of the test, there is a theoretical and practical. The courses will mainly focus on the theoretical. The Department of Religious Practice, there will be both theoretical and practical Students who do not pass must repeat the class.

2.5 The Curricular Activities 1) Phrapariyatti-Dhamma School under Sangha patronage of Wat Huakuang royal temple. Training will be provided in the language, culture and religious clerics summer villages. School events are to uphold the traditions and culture of traditional Tai. 2) Secondary Schools of monks in Luang Prabang : the activities are planned in conjunction with Buddhism Sangha during the second semester, training the insight mediation. This activity was not included in the curriculum in writing. But the school was prepared after the completion of the semester on a regular basis every year. 3) Phrapariyatti-Dhamma School of Yuan temple, has provided educational trips every year. The teachers will work with the host school district, Chiang Kham's school years. The mentor in teaching the eight groups Course.

2.6 Potential Staff Development 1) Phrapariyatti-Dhamma

School under Sangha patronage of a Huakuang royal temple ,have the seminars for teachers in every three years / by inviting speakers from outside come to know. Training content is mainly about the Sangha organization. 2) Secondary Schools of monks in Luang Prabang to have the educated and trained teachers in every year for focusing on academic highlights and improved methods of teaching. The householder teachers have trained in the methods of teaching and learning a new way. The Buddhist training teachers to Vientiane and to support education in the higher levels. 3) Phrapariyatti-Dhamma School of Yuan temple such as the teachers have attended training capacity annually and benefits are received by the participants that can be adapted for use in teaching.

2.7 To support from government, private and community organizations.1) Phrapariyatti-Dhamma School of Huokhuang royal palace, does not supported and benefits from government. The budget will be used in the management of the Sangha organization of Kengtung by getting from the faith and donations from residents. 2) Secondary Schools of monks in Luang Prabang the Receive the support from the department of Ministry of Education. He also received support from donors and those who are faithful to help and coordination of the alumni of the school. 3) Phrapariyatti - Dhamma School of Yuan temple that Received funding from the Office of National Buddhism and getting the support from the local administration and local people in the community as well as support materials from private enterprise.

2.8 Major problems and Obstacles 1) Phrapariyatti-Dhamma School of Huakhuan royal temple that teachers are scarce and the lack of development in the field of teaching, lack of funds to promote education, lack of modern equipment for teaching and learning and no institution of the monks in higher education. 2) Secondary Schools of monks in Luang Prabang including lack of teachers in Pali. Some teachers do not intentionally technologies and the students came from rural to urban life. Some students can not adjust themselves to live and some behave freaky Inadequacy and unavailability of the building and the library. 3) Phrapariyatti-Dhamma School of Yuan temple including a shortage of funds for the development of teachers.

3. Guidelines for Religious Education for the propagation of Buddhism in the Greater Mekong Sub-region countries.

3.1 The philosophy and goals of education, should follow the teachings of the Buddha's philosophy follows : (1) To teach and help people achieve the right attitude. Look at what we know as reality. Cause useful to themselves and society. (2) The cognitive teaching and intellectual

development as well as knowledge and understanding that surfaced within the party itself. (3) The instructor is a guide or just a guide that a true friend to help guide the students with various techniques and try recruiting tactics or guile devices which to help the students identify the intellectual self. (4) To the development of wisdom that students who play an important role in building the intellectual himself and accept advice from the instructor. And (5) The student must be free to implement the idea. Teachers do not force the students to believe by letting the students know the reason for it.

3.2 The course content and teaching : there are ways to perform the following. (1) The curriculum is consistent with the current situation and to develop the Phrapariyatti-Dhamma School and towards higher education along with Phrapariyatti-Dhamma School from Thailand. As well as various courses and classes of Phrapariyatti-Dhamma School (Of course from Thailand) or class Burmese are subject to normal and parallel or alternative education programs. The Phrapariyatti-Dhamma School have the agreement with the vocational institution. Service to conduct a study to enhance vocational skills for the monks tend to leave monkhood or disrobe after graduation. (2) The content should study the discipline coupled with modern science in science education. Focused on the development of administrative and academic seminary for priests to learn that it can be adapted to the current situation where the world is changing rapidly , be suitable and respond to the needs of learners.

3.3 The method of teaching: there are ways to perform the following. (1) To support, field trips, such as training , seminars and the study outside, exchanges with other schools, etc. (2) The exchange of the students and the teachers / professors from Mahachulalongkorn University, Phayao Campus or other campus in the Mekong. (3) The formal education or alternative education in language, religion and culture to encourage interested citizens, men and women have to learn to put that knowledge to further study or future career. (4) The management, distance education via the internet by developing a common curriculum and of course only countries in the Mekong sub-region.

3.4 The Management : should have the guidelines for the implementation of the following. (1) Creating a network of management schools in the country Scripture Mekong by focusing on the creation and development of knowledge , Learning process that responds to the modern alternative education and connecting learning junior high school to university, creating educational opportunities Through collaboration with academia and local partners, life skills education To achieve literacy in the various fields

and can handle life foster learning process, Network Learning Sustainable Development Promoting education to build a career with the youth to join the learning design and the future will promote the empowerment process for students is co-create new knowledge. (2) The development, management and teachers : in the study countries, the exchange of technical seminars, national and international exchanges in the field of teaching, Academic Administration with other countries. The knowledge exchange between schools so that teachers can share their knowledge and experiences with each other. The workshop for teachers is to teach Buddhism for improving the potentiality of the teaching and learning. (3) To grant the monks and novices in the field of education and encourage the parties to engage in the provision of scholarships and allocated to religious education in the area.

3.5 Buddhism is associated with social change in the Mekong sub-region. There are ways to perform the following. (1) To support the teaching religious education to students and the public in general. In order to bring the Buddhist doctrinal primarily used in life and coexistence in society Building skills And immune to life (2) For technical training in Buddhism as a way of promoting Buddhism through the web site of each school. (3) The use of modern technology applied to Buddhism. And improving the information service provider Buddhism in a modern style rose. (4) To seek cooperation with schools Scripture. Buddhist University as well as other universities among great Mekong sub-region countries. The nature of the memorandum of understanding is to raise the level of education among the among great Mekong sub-region countries.

Discussion

The Sangha educational management for Buddhism propagation in the Greater Mekong Sub-region country, the study found that a combination of traditional education that are universal with the use of modern technology in education, particularly in Thailand, with economic growth, the development of technology in various fields. More countries as well as support from the government and donations from the public The one found in Myanmar and Lao PDR. It is also a religious education allowance to allow young children to have the opportunity to learn and the knowledge to take advantage of living well. But education is not yet available in materials, equipment, facilities, and technologies used in the study and trend of the propagation of Buddhism in the future. The religious education should be proactive. There is more innovation. and to respond to changes in society follows.

1. The Development of International Programs include Burmese, Lao, Khmer, Vietnamese and Chinese exchanges to learn the way of life, arts and culture in the Mekong sub-region countries.

2. The Aggressive Management for disadvantaged youths or are interested in studying Buddhism. The curriculum is diverse. The monks will apply the knowledge gained to use or support the propagation of Dharma in a variety of formats.

3. To promote learning the foreign languages such as English, Japanese, Chinese, German and French along with learning Pali, Dhamma, and discipline in order to communicate with tourists.

4. To exchanging Resources Creating a collaborative network of Buddhism in the Greater Mekong Sub-region countries.

5. To Research and Development for seeking new knowledge and the development of organized religious education in the Mekong sub-region countries to be effective and it is consistent with the changing situations quickly.

Suggestions

Mahachulalongkorn University , Phayao Campus , the area has the potential to be a mediator in linking the education of the two countries and should an agreement memorandum of understanding in various fields below.

1. To support the school curriculum of Phrapariyatti-Dhamma School to Phrapariyatti-Dhamma School in Kengtung , Myanmar

2. To exchange support instructors with Phrapariyatti-Dhamma School in Kengtung, Myanmar and Luang Prabang, Lao PDR

3. To exchanging the novice or student cultural exchange and education between Kengtung , Myanmar and Luang Prabang, Lao PDR.

4. To set up the institutions of higher education by opening a branch of the classroom of Mahachulalongkorn University , Phayao Campus , in Kengtung , Myanmar.

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