

Report on Curriculum Reform at the National Economics University

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Introduction

The National Economics University (NEU) has undergone dramatic changes in the 1990s. It has expanded from teaching a few thousand students annually to teaching tens of thousands in 1998. At the same time, the subject matter being taught has changed. Economics under central planning was very different from the economics of market economies. A third aspect of change, although this has moved less quickly, has been changes in the method of teaching to adopt more of the “Western model” of library-focused and research-based learning.

After a decade of reform, the NEU can count many achievements, but many challenges remain. This report is an input into that ongoing reform process. The report is based on a survey of all the departments and faculties of the NEU, and has incorporated the thoughts and opinions of the many people who contributed to that survey, and who have discussed reform issues with the authors over the past year. It is a synthesis of all their ideas, although the recommendations, and responsibility for them, are those of the authors.

The report begins by profiling the changes which have occurred at the NEU since 1986, and then the present organisational and teaching structure (chapter one). This provides the descriptive background for the subsequent analysis. We then focus on the challenges of the ongoing transition process for the NEU (chapter two). These are divided into two basic types:

- *Physical constraints* (human and physical resources), and;
- *Institutional reform* (teaching methods, research focus, course structures and content).

Throughout the analysis we draw upon the survey results, although reform recommendations not covered in previous chapters are discussed in appendix one. The final chapter draws together the recommendations and conclusions to suggest some “next steps” for the curriculum reform process at the NEU.

Chapter one: Profile of the National Economics University, 1986-98

Expansion and diversification, 1986-1998

Since the National Economics University was established in January 1956, the number of students graduating each year has increased markedly, so that it is now the largest educational centre for economics and business administration in Vietnam. In 1997/98 3,160 students were selected from 19,885 who sat the NEU entrance examination. In 1996 there were 14,826 full-time economics bachelors, 5,618 in-service bachelors, 3,487 short-term bachelors, 150 masters and 390 doctorates in progress.

The NEU has so far provided postgraduate education for 1,920 people and improved the qualifications in economic and business management for over 25,000 people. The University has also worked with foreign organisations to provide education for about 2,000 managers in central and local organisations.

Yearly enrollments averaged only 300-350 students per year from 1986-1990. In subsequent years enrollments increased, remaining at around 650 people from 1990-1991 to 1993-1994, then jumping three fold in 1994-1995, producing 2,300 graduates in 1996-1997. The number of part-time in-service students also increased markedly, as did masters student enrollments in 1996. Since 1992 the University has also worked in collaboration with masters training programmes funded by international organisations. These programmes have produced 179 graduates to date.

Postgraduate students have also increased as the reputation of the University has grown. From 1977 to 1985 there were only 10 postgraduates, while the period 1986 to 1996 produced 362 postgraduates. As at August 1996, the University had enrolled 20,174 students. The National Economics University is considered to be one of the highest quality education systems in Vietnam.

Entrants to the National Economics University from 1991/92 to 1997/98

Table 1: First phase of education: general education (1.5 years)

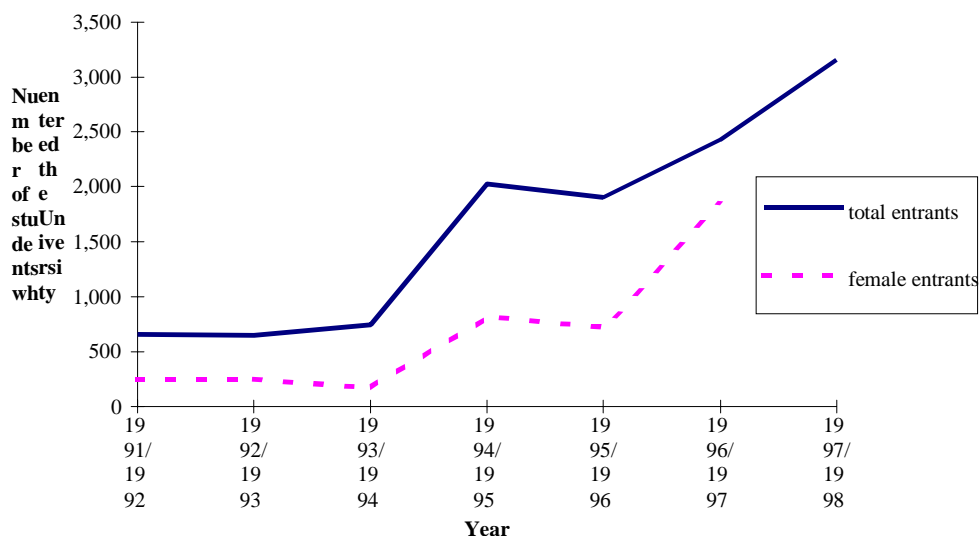
	1991/92	1992/93	1993/94	1994/95	1995/96	1996/97	1997/98
Number of persons who sat NEU entrance exam	9,030	8,308	4,122	2,558	16,451	16,425	19,885
<i>Average score in entry exam</i>	<i>17</i>	<i>16.5</i>	<i>11.5</i>	<i>12</i>	<i>15.5</i>	<i>15</i>	<i>16</i>
Number of entrants (full-time)	664	651	751	2,025	1,905	2,430	3,160
Of whom: number of women	247	247	169	817	719	721	

Table 1 shows the rapid growth in NEU enrollments since 1993/94. In 1997, 19,885 students sat the entrance examination, from which 3,160 students were selected. The proportion of females at NEU has remained around 37 percent since 1991/1992 (Chart 1). The undergraduate degree takes four years, so we can expect a rapid rise in the numbers of students graduating in 1998 (Table 2). This would follow from the rapid rise in the number of persons beginning phase two in 1994/95. These persons include those who have transferred to the NEU from other colleges and universities, as well as those who have finished the first phase at NEU.

Table 2: Second Phase of Education: specialised training (2.5 years)

	1991/92	1992/93	1993/94	1994/95	1995/96	1996/97
(a) Number of students who began specialised training (2nd phase)	704	678	718	1,986		
(b) Of whom: number of women	209	217	148	796	179	
(c) Number of graduates (completed university study in that year)	445	528	540	666	781	665
(d) Of whom: number of women	130	199	343	514	668	168

Chart 1: University Entrants From 1991/1992 to 1997/1998 by



Currently, according to the survey results, the NEU has a full-time staff of 365 teachers, main teachers, doctors, vice-professors and professors; 35 percent of whom are females. The quality of staff at the NEU has improved markedly since the renovation process began in Vietnam. Two thirds of the teachers have completed postgraduate studies, and 57 completed studies at universities of international standard.

Half of the teachers have had more than 3 months of training in “Western”, or market economics. This indicates that there is potential for the curriculum to be expanded and for teachers to adjust to it. It is such international experiences which provides the skills for teachers to teach new subjects and to apply new teaching methods.

Since the renovation process began in Vietnam in 1986, there has been a diversification of the courses taught at the National Economics University. For example what was once Economic Prediction is now three subjects: Economic Development, Insurance, Statistics and Population. Information Management was originally called Electronic Computers, but has seen a number of changes to its content and methods of teaching to keep up to date with modern technology. The contents of Information Management textbooks, for example, were completely changed in a 1998 publication to include an introduction to modern usage of information technology, data, computers and management systems.

Part-time courses were introduced to the University in 1993/94. These courses give working professionals the opportunity to study at night and complete a degree from the University within three years. This is a new innovation by the University to give those who are working the opportunity to improve their qualifications. In 1996/97 there were 510 graduates from part-time courses.

Present structure and organisation (departments and courses)

Undergraduates who enter the NEU must complete three semesters (1.5 years) of Basic Education in the first phase, before moving on to complete the final 2.5 years of their 4 year degree. In the second phase of “Specialised Training”, students join one of the teaching faculties, which then determines what subjects are compulsory and what options they have.

Currently the National Economics University has
twelve professional Teaching Faculties:

- industrial and constructional business administration
- agricultural economics and rural development
- banking and finance
- statistics
- labour economics and demography
- development economics
- trade
- mathematics
- marketing
- international economics and business
- accounting
- managerial sciences
- tourism and hotels

There are also three Managerial Faculties:

- department for first phase students affairs
- department for in-service education
- department for post-graduate education

and two departments specifically for General Education:

- military training
- Marxism-Leninism

The University also has four Departments that educate professional students:

- department of microeconomics and general business
- department of investment economics
- department of business laws
- Environmental economics

There are two Institutes and seven Centres within the University that serve to collect information and projects and distribute them around the campus. There is also support for the ongoing activities that are occurring at the University with ten functional offices and three service units, which include services such as a personnel office, an administration office and a kindergarten.

In addition to the above mentioned faculties and departments, there are 13 Teaching Divisions under the direct control of the University. These Teaching Divisions provide a teaching service for the Faculties and their students. These are:

- microeconomics
- macroeconomics
- environmental economics and management
- psychology and sociology
- economic law
- economic history
- agricultural technology
- technical management
- English language
- French and Chinese languages
- French language
- Russian language
- physical education

The result of this vast array of departments is a University that specialises in the following fields:

I) *Economic specialisations*

- Development economics
- Economic management
- Agricultural economic and rural development
- Labour economics
- Labour economics and population
- International economics
- Insurance economics
- Econometrics
- Investment economics
- Environment economics

II) *Business specialisations*

- Commercial business administration
- Industrial business administration
- Quality business administration
- Marketing
- Tourism
- General business administration
- International business
- International commerce
- Business law
- Human resource management

III) *Finance and Banking*

- Banking
- Enterprise finance

IV) *Accounting*

- General accounting
- Auditing

V) *Statistics and Information Technology*

- Social and economic statistics
- Economic information technology

(Refer to *appendix 1* for the tables of all professors, faculties and departments at the National Economics University).

The rapid growth and diversification of the NEU in the 1990s has required restructuring and quick responses. New subjects have emerged, while old ones changed a little or a lot. But although much has changed and been achieved, it would be useful now to take a step back and consider the NEU curriculum as a whole, and to plan what changes are to be achieved over the next five years. If the NEU is to adopt the international “Western model”, which we recommend it should, then what would that look like and how to move there systematically and efficiently in five years?

The distinction between economics and business specialisations is an important one which the NEU has recognised. This is, however, remaining confusion about what is market economics and how this is different from business studies. The differences are discussed in this report, but we note here that the distinction is important and should be made very clear.

It is apparent from the above lists of subjects and departments that there is much duplication of training at the NEU. This is to be expected after such a period of rapid growth. The opportunities to consolidate teaching should be looked at. The specialisations of faculties and teaching departments should be clear and not overlap. Also, facilities such as the large conference hall should be used to teach basic theory to large classes of students. Micro and macro economics, for example, could be taught to classes of hundreds of students from various faculties. On the other hand, applied and advanced subjects are ideally taught to classes of less than 30 students. The survey showed an average class size of 55 students, which is probably too large for some subjects. Consolidation of basic theory teaching into large classes would allow smaller class sizes elsewhere.

Chapter two: The challenges of transition: from what to what?

What is taught, and how it is taught, have changed and will continue to change at the NEU for many years. That is the challenge of transition. As such, it should be planned for, and accepted as a reality. A clear idea of what the NEU will be doing in the year 2005 is needed. This idea or “vision” will provide the framework to focus on new skills, new subjects, and new methodologies. It also identifies old subjects and methodologies. It is important that the new *replace* the old, rather than maintaining a complex mix of both systems where neither is taught satisfactorily.

Economics under central planning was a completely different subject to Western economics¹. Central planning economics was strongly grounded in philosophy, and was focused on political economy issues. Ownership of the means of production was a central concern. Western economics is much closer to a physical science, although it is not. The philosophy behind Western economics is weak, but it is sufficient. Western economics is much more concerned with pragmatic issues of measurement and prediction. It is a set of “analytical tools” which can be applied to understanding economic activity. Efficiency in resource utilisation is the central concern. Ownership of the means of production is only important if it effects economic efficiency.

A Western, or market-focused economics curriculum, is therefore trying to teach students the theoretical “tools” for economic analysis, which they apply in the later years of university study and subsequently when working. For this, students must accumulate, step-by-step, theoretical knowledge for at least two years, and then learn how to apply this knowledge. It is, essentially, teaching students how to think and analyse, and there is a strong bias towards quantitative analysis. The NEU is moving towards this system of teaching economics, and is finding that its strength in mathematics is probably its most valuable asset from the previous system of teaching economics.

Western economics is also taught differently. It is not just the subject matter which differs, but also how it is taught because the purpose of teaching is different. The NEU continues to focus on rote learning: remember what your teacher tells you and repeat it in exams. This is a test of memory, of how much knowledge you can accumulate. In Western economics that approach is only applicable for learning theory, and even then the testing is normally about applying that theoretical knowledge. In a Western economics exam, students will be required to apply theory to solve or analyse problems they have never seen before. Students must demonstrate their knowledge of theory, but more importantly they must be able to show how they can apply it to develop strong and consistent economic arguments.

¹ “Western” economics refers to the standard micro and macro neo-classical economics, and the various related or contesting schools of thought which are typically taught as the core of an undergraduate economics degree in England, the USA, Australia, Canada, India, Japan, and most other countries. It is, effectively, the international curriculum for teaching economics.

The NEU has demonstrated a strong commitment to move towards a Western style of economics teaching. Many new subjects have been introduced, and numerous staff members have been trained overseas. It is still, however, in transition. The constraints which slow its movement towards the new system are reviewed below.

Physical constraints

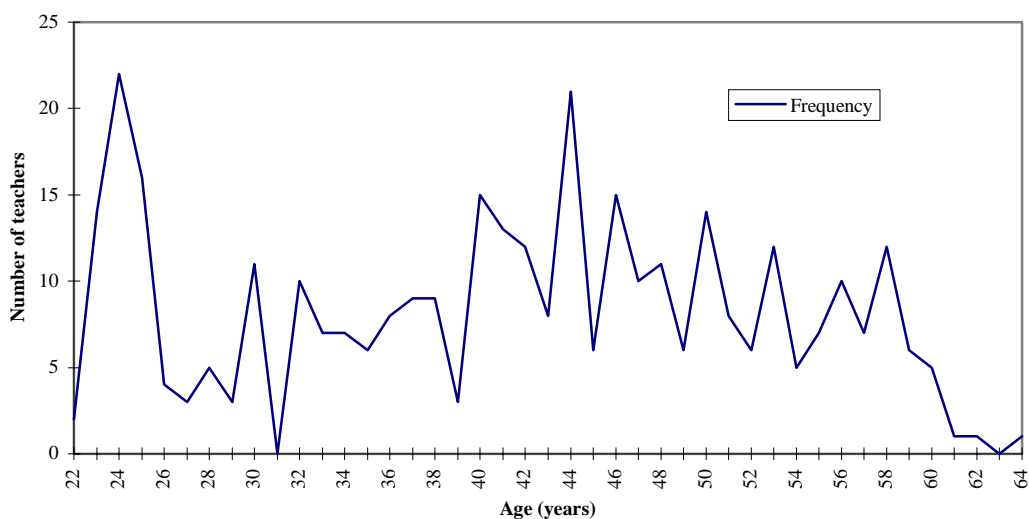
1. Human resources

The staff at a University are its most important resource. It is essential that staff are well trained and up to date with advances in information. The economy is ever evolving, and in Vietnam it is evolving faster than in most economies around the world. Teachers need to be renowned experts in their field who can enhance the study of economics in Vietnam. In particular, they need to develop an awareness and understanding of the international literature about their areas of theoretical and applied research interest.

It is necessary that they have good foreign language skills as this gives them access to more information. It is also necessary that they have had a strong education, in Vietnam or from overseas. In such a time of rapid change, English language skill and overseas economics degrees are going to very important, even more important than experience about Vietnam or age.

Chart 2 shows the distribution of the ages of teachers at the NEU. There are plenty of young people starting their careers. Almost 20 percent of NEU staff are under 30 years of age. Another 27 percent are 50 years old or more, which is not a particularly high percentage. The NEU does not suffer from having a large percentage of senior staff unable or unwilling to learn new subjects and ways of teaching. The rapid growth in the 1990s has enabled the NEU to recruit many new young lecturers. This gives the NEU great potential for future curriculum reform, particularly when the best young lecturers are given positions of responsibility and authority within the NEU.

Chart 2: Age Frequency Distribution



International experience also enhances the capacity of teachers to develop skills in their field and obtain knowledge that can be disseminated. The experience that teachers have overseas varies depending on which countries they visit, and the subjects they study. Table 3 shows that the number of staff differs significantly between teaching subjects and faculties. The smaller ones have less than five staff, while the larger ones, such as accounting, mathematics, and labour and population economics have over 20 staff. It is also apparent that the newer business subjects tend to have the youngest staff. Banking, commerce, insurance, international business, and tourism all had average staff ages of less than 35 years. All others, however, except agricultural techniques, history of the Communist Party, and Marx-Lenin, had an average age of teachers less than 50 years.

Women account for 35 percent of the teaching staff, although they tend to specialise in particular areas. In development economics, economic management, insurance, investment economics, national economic history, and tourism, over half the staff were women. Twelve subjects had 80 percent or more male staff members.

Table 3 also shows that by 1998, 51 percent of the 365 NEU staff covered by the survey had post-graduate degrees. Some 37 percent had also studied overseas, almost half of whom (17 percent of all staff) had studied in Western countries. The overseas training for agricultural economy, economic statistics, international economics, and, of course, Marx-Lenin, has mostly been in the former socialist countries. ON the other hand, the overseas training for auditing, banking, international economics and finance, and marketing has, not surprisingly, been mainly in Western countries.

A remarkable 21 percent of the NEU staff surveyed reported “D” level English (advanced), and a further 40 percent said they had “C” level (good conversational, able to read well). This is an important achievement over the last decade. Almost all the business subjects report that at least 80 percent of their staff have C-level or better.

Table 3: Profile of NEU teaching departments and teachers

NAME OF DEPARTMENT	Number of staff	Average staff age	Of whom: females	post-graduates	Studied overseas	At "Western" universities	English D	English C	With market economics training
Accounting and Economic	22	36.5	12	7	1	0	0	13	6
Agricultural and Rural Development Economics	5	42.4	1	5	2	1	2	1	0
Agricultural Economy	7	47.4	0	4	3	1	1	3	1
Agricultural Technique	6	54.3	3	1	0	0	0	0	4
Auditing	7	52	1	6	6	4	4	2	4
Banking and Finance Skills	10	34.4	5	6	5	4	0	9	4
Commercial Faculty	13	31.9	4	11	5	3	2	10	6
Development Economics	13	36.1	8	7	6	3	4	7	7
Economic Management	7	35.6	4	4	2	1	2	5	5
Economic Mathematics	30	51.4	2	14	8	3	4	10	14
Economic Statistics	8	44.6	2	6	5	0	0	7	5
Enterprise Administration	7	44.1	3	4	2	1	1	4	2
Environment Economics and Management	7	49.4	2	3	2	1	2	1	5
History of Vietnam Communist Party	4	51.3	0	1	0	0	0	1	0
Industrial Business Administration	10	44.3	3	3	2	1	2	2	2
Information Technology Management	10	41.4	2	7	3	2	0	4	6
Insurance Economics	8	32.1	6	2	1	0	0	7	3
International Business	8	31	3	5	2	1	3	3	6
International Economics	8	35.1	4	4	4	3	4	3	3
International Finance	4	40.8	2	4	2	2	2	0	3
Investment Economics	8	41.7	6	4	6	1	1	2	4
Labour Economics and Population	27	35.4	12	12	13	7	8	10	11
Marketing	21	41.9	6	14	13	10	6	5	11
Marx Lenin	16	50.1	3	6	6	0	0	7	0
Microeconomics	5	39.4	1	4	2	2	3	0	4
Monetary and Financial Theories	11	37.3	2	8	5	3	0	10	9
National Economic History	6	41.2	4	2	3	2	3	1	5
Pricing	2	37.5	0	2	2	1	1	0	0
Psychology & Sociology	5	43.6	2	0	0	0	0	2	4
Public Economics	4	43.3	0	2	3	1	1	1	3
Social management	5	36	3	4	3	1	1	2	4
Statistics Theory	8	36.3	4	4	1	0	2	5	6
Subject: Scientific Socialism	3	46	1	0	2	0	0	0	0
subject:Strategy and quality policy	3	38	0	2	0	0	1	1	2
Tourism and Hotels	4	32	4	2	0	0	3	1	2
Tourist Economics	7	30.4	3	4	3	1	3	4	4
Grand	365	41.3	128	186	130	63	78	147	172

There is not a strong correlation between what the teachers are now teaching and what their study specialisations were. This is not surprising, given that so many of the subjects now being taught were only introduced at the NEU in the 1990s. Many of the information technology teachers did degrees or postgraduate studies in mathematics or engineering. Up until recently there have been limited options for those who wish to study computers in Vietnam, but as the options expand the qualifications of teachers should become more comprehensive. Many of those who studied mathematics have found their skills useful for applied economics and business studies, and have therefore moved across to other teaching departments.

None of the teachers of microeconomics studied microeconomics, they all studied agricultural, development or financial economics. Similarly for macroeconomics, most of the teachers are statisticians or mathematicians. These teachers may therefore lack of firm knowledge of the theoretical frameworks of microeconomics or macroeconomics - beyond what they have taught themselves. It is important that, as NEU staff complete full post-graduate degrees in these new specialisations, they are directed into teaching and researching these specialisations at the NEU.

The older departments such as labour economics and agricultural economics do have a strong correlation between what their teachers studied and what they are teaching. This a good sign but it does not necessarily mean that the teachers are teaching the most modern frameworks for these topics. In fact, curriculum reform in these subjects may be slow simply because these subjects exist under both central planning and in market economies.

2. Resources

The NEU central library is an integral part of any successful curriculum reform process. The “Western model” requires students to read across a large range of literature, and to write research essays on specialised topics. Students typically have only about eight contact hours with teachers (lectures and tutorials). The rest of the time is spent doing required readings, problem solving and essays. For this method of teaching, which is discussed in more detail below, a strong library is essential.

The curriculum survey showed that the NEU still relies very much on “teachers’ books” and rote learning techniques. Essays and assignments were limited, and assessment was mostly based on a single final examination. The library resources were not central to teaching activity. We recommend a move towards the Western model of teaching, and would argue that the NEU library now has the capacity to support such a move.

Under the British ODA project, some thousands of English language textbooks have been added to the library. More importantly, some donations mean that the NEU library now has a collection of the main international economic research journals and working papers going back more than ten years. The challenge that the library is now facing is to improve their service, and to computerise the collection. All English books are now on a computer database (CDS-ISIS), to which they are planning to add

all the journal articles in the near future. The next step will be to disseminate the catalogue database throughout the NEU, and to start adding Vietnamese entries.

The collection is now capable of supporting research by students and staff across a wide range of subjects. Certainly, there are many weaknesses in the collection and the catalogue system, but it is good enough to support a change in the methodology of teaching at the NEU.

The survey identified 113 main textbooks that accompany subjects taught at the NEU (Table 4), of which only four of the books were written by authors who do not work at the NEU. The majority of additional readings, however, are derived from external sources. These mainly come from Vietnam, Russia, France, America, England and Australia.

The need for teacher-written books is limited. For basic economic theory and business studies there are many high quality international textbooks which can be utilised. A good teacher would then supplement a chosen international textbook with examples and case studies from Vietnam. For advanced applied and specialised subjects, it is important that the teaching is “grounded” or based upon the wide range of existing international literature on the subject. Articles and books about Vietnam are, of course, also relevant, but the particular writings of the teachers are just some of these.

Table 4 also shows that most of these “teachers books” were published or updated very recently. This is encouraging, and many of them are reportedly mostly translations of recent international writings, rather than self-made textbooks as such. There is an average of four supplementary readings recommended for each subject, although this varies from zero to fourteen readings. About 25 percent of the additional readings are books translated from English. These are mostly in business studies areas: banking and finance; business administration; insurance; marketing; tourism. The main economics texts translated are Begg (macroeconomics), and Samuelson (microeconomics).

Table 4: Textbooks and teaching materials at the NEU

Name of department	Average year of first publication	Average year of most recent publication	Number of compulsory textbooks	Number of additional readings	Date of production	Number of books translated from English
Accounting	1994	1997	6	5	1993	0
Agricultural and Rural Development Economics	1994	1996	3	7	1995	2
Agricultural Economy	1963	1996	2	4	1994	0
Agricultural Technique	1967	1992	4	3	1981	0
Banking and Finance	1981	1996	4	11	1995	3
Commercial Economics	1997	na	2	4	1994	1
Commercial Faculty	na	na	3	4	1996	2
Development Economics	1982	1994	3	5	1993	1
Economic Management	1991	1997	4	3	na	0
Economic Mathematics	1991	1998	8	4	1975	1
Economic Statistics	na	na	7	5	na	0
Environment Economics	1995	na	2	4	1995	0
History of Vietnam Communist Party	1991	1997	2	0	0	0
Business Administration	na	na	0	14	1996	4
Investment Economics	na	na	4	7	1990	1
Information Management	1993	1998	8	1	na	0
Insurance Economics	1994	1998	1	7	1994	3
International Business	1996	1997	2	4	1995	1
International Economics	1993	1997	6	6	1992	1
International Finance	na	na	2	1	1996	0
Labour Economics and Population	1984	1996	3	6	1994	1
Macroeconomics	1994	1997	1	1	1990	1
Marketing	1993	1996	3	4	1995	4
Marx Lenin	1996	na	2	1	na	0
Microeconomics	na	na	3	2	na	1
Monetary and Financial Theories	1992	1994	2	7	1994	2
Economic History	1991	1996	1	3	1989	1
Philosophy	na	na	3	1	1995	0
Pricing	1990	na	1	1	1988	0
Psychology and Sociology	1995	na	2	2	1994	0
Public Economics	1997	1997	3	8	1995	1
Social Economic Development Prediction	na	na	1	2	1986	0
Social management	1990	1997	4	4	1993	0
Statistics Theory	1980	1996	4	2	1992	0
Political Economy	na	na	1	1	na	0
Technology Management	na	na		3	na	0
Scientific Socialism	na	na	1	2	na	1
Tourism and Hotels	1990	na	1	4	1988	2
Tourist Economics	1992	1998	4	7	1993	2
Total (average)	<i>1991</i>	<i>1996</i>	113	160	<i>1993</i>	36

Chart 3 shows the rapid diversification of subjects at the NEU in the 1990s. Up to 1960, only seven subjects were being taught, with five more being added during 1960-1989. In the 1990s, however, at least a further 14 subjects were introduced². As well, some subjects have changed their names as their subject matter has changed. Economic modeling was formerly “linear methods”, Agricultural Techniques was “agricultural engineering”, Banking and Finance was “credit planning”, and Monetary theory was “credit circulation”. For most, the change in name has accompanied substantive changes in content. But for others, much of an old and increasingly irrelevant curriculum remains. Economic Geography, for example, still asks its students to study a very central planning question:

“Relying on what you have studied, analyse the present conditions and draft out the ways to shift industrial and territorial structures of one region which you know best.”

In Chart 3, there is a correlation (0.60) between the year that the subject was introduced and the average year in which the texts for it were published. Subjects that began a long time ago do not necessarily still use old texts, but they may do so, while subjects that were introduced more recently do use new texts. The year of most recent publication or updating of the texts are relatively recent for all subjects.

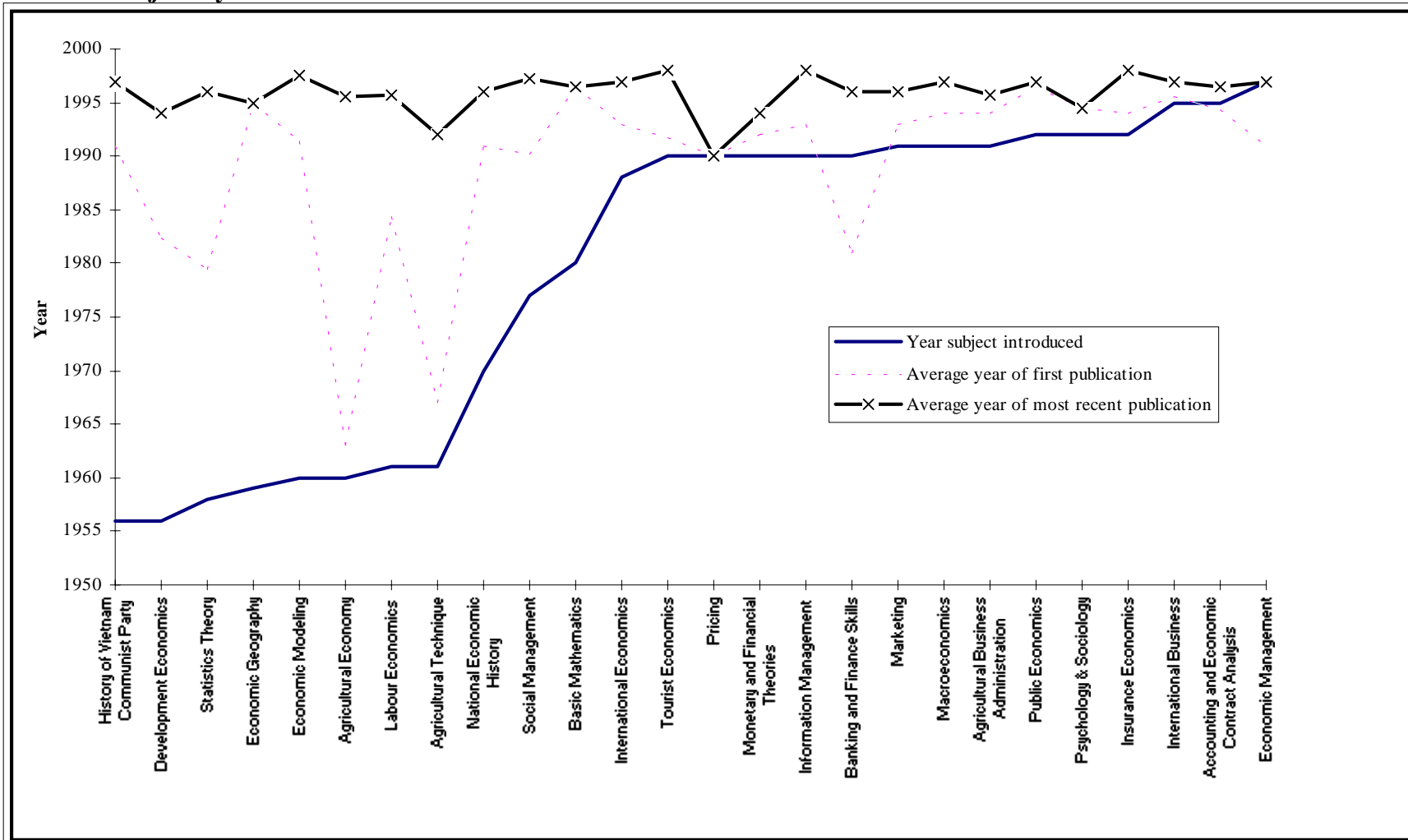
Language poses a substantial barrier to the integration of the NEU curriculum into international norms. The international language of economics and business is English. Yet it cannot be expected that first phase students have sufficient ability to read, write and be taught in English. For these students, their readings must be translated. This involves a significant expense which should be planned for. What are the priority texts for translation, given those that have already been translated? Can donor funding be found to support translations? The ideal solution is an ongoing translation project, funded by donors, which translates priority texts and selected key journal articles most relevant for Vietnam.

In the second phase of teaching, the NEU should be looking towards progressively introducing English language readings. In the last year, students should be able to conduct independent research in English, or attend a lecture in English.

As noted above, the English language achievements of the NEU staff are very impressive. An understanding of the international literature about a specialised subject requires English language. There is no way around this requirement. There cannot be “too much” English language training, and it should be encouraged wherever possible - as it is.

² This chart does not show all subjects at the NEU, but it does show most, and the general growth trend is correct.

Chart 3: Subjects: year established and textbooks



Institutional reform

1. Teaching

Teaching for long hours is hard work for lecturers and boring for students. It is not a satisfying way of learning. It also tends to make students dependent on their teachers, rather than thinking and analysing problems and issues for themselves. The Western teaching model therefore cuts teaching hours for any lecturer down to about 6 hours each week, or less. That is the good news. The bad news is that the same subject matter is to be covered in far fewer hours. Lectures are fast and intense. The point is not to transfer knowledge but to explain difficult concepts and ideas. Students can be told to read something that needs to be remembered. There is no need for a lecturer to read it to them. The lecturer is there to try and make students understand the concepts and ideas which may not be easily understood just from reading a text. And, most importantly, they are there to show how theory is applied. To show the application of theoretical tools to actual policy analysis.

Lecturers sometimes also conduct tutorials, which are meetings of small groups of from four to ten students. In tutorials, students have the chance to talk about the subject matter and to ask for some areas or problems to be explained again. Often tutorials are conducted by senior students rather than lecturers. Tutorials are also used for student presentations of their research.

The NEU does conduct some tutorial classes, but generally the method of teaching is much the same as it was before 1990. Change and experimentation should be encouraged. This should be done, firstly, in principle by the NEU leadership. But they must also examine the financial incentive structure which may not allow changes. For example, lecturers presently get paid per hour of teaching so a drop in hours would mean a drop in pay - even if the lectures improved in quality, and the lecturer was marking many student essays and homework assignments. Faculty should receive funding based on the number of students they teach, and then be free to determine the method of teaching and methods of payment to lecturers.

2. Research

The Western model also requires students to conduct their own research and to do homework assignments. The NEU does encourage homework in some subjects, but it is limited. There is a common concern that “students will cheat and copy”. But Vietnamese students are not fundamentally different from those around the world. It is a concern in every country, but the system does work.

Homework assignments are typically problem solving applications or proofs of theories. Students who copy them do not learn to solve the problem or how to solve similar ones - which will be on the exams. Sometimes homework assignments count towards the final assessment, but rarely more than 10 percent, but often they do not count at all. They are mostly conducted to allow students to teach themselves how to

solve problems, and if they choose to copy then they lose that chance and find the exams harder.

Copying of research essays is much more serious. These typically count towards final assessment for 20-30% of the grade. They must be original attempts by the student to develop and support an economic argument. Copying, from other students, former students, or straight from books and articles, happens sometimes. It does not happen often because the penalties for doing so are severe, and the students understand this. It is the same for cheating in exams. The principle here, in the words of the former American President Woodrow Wilson, is to “talk softly, but to also carry a large stick”. Students found copying essays or cheating in exams are, at best, told to repeat the subject next year. At worst, or for repeated cheating, they are expelled from the university. When such rules are clear and enforced without exceptions, it is remarkable how little cheating occurs.

The NEU requires students to conduct an independent research assignment during the last six months of their degree. It seems that the method of conducting this research assignment has changed little in recent years. For many students it is a waste of time and they do not learn very much. The idea, apparently, is to apply knowledge learned to actual situations - such as how a factory is operating. It is a sort of application of theory, or vocational education. The Western model assumes that students have the rest of their lives to learn about actual working conditions, and that university time is best directed to academic rather than vocational pursuits. In this context, the six months would be much better spent doing a substantial research essay, of say, 10,000 words. It would, in effect, be a small thesis, and typically be an piece of applied research on a specific topic: a demonstration of the application of theoretical knowledge learned (based on a review of international literature on the topic). Certainly, the purpose and content of the final research “fieldwork” needs serious review.

Independent research by NEU staff is also limited. Low salaries cause many lecturers to focus on teaching, and to conduct research only when it is specifically funded. In the Western model, university professional staff are paid a good fixed salary, for which they are expected to teach and to conduct research without additional payments. Further, promotion is largely based on research and publication achievements, particularly those in important international journals³. The NEU must consider how it can restructure its system of financial and promotion incentives to stimulate independent research by NEU staff. It is only through such independent research activity that NEU staff can become internationally respected professionals. And, more importantly, staff research is the mechanism for updating and upgrading the quality of lectures.

3. Structure of courses

³ “Important” international journals are “refereed journals”, where articles submitted for publication are reviewed and often rejected by selected journal referees. In some countries, such as the USA, points are awarded depending on which journal an article is published in, so for example, an article in the American Economic Review scores many points.

Efficiency concerns mean that duplication of courses being taught should be avoided, and class sizes should vary according to what is possible. The distinction between the business and economics teaching streams is also important. Some other issues to consider include the need for development of core theory courses, and the desirability of giving students some choice of subjects.

The Western model of teaching economics emphasises learning theory first, and then its application in later years. The learning of theory is done in the first years, and for core theory subjects this involves a cumulative process of strengthening basic theory over at least two years. That is, students typically must do microeconomics A, macroeconomics A, and Statistics in first year, and then microeconomics B, macroeconomics B, and Introduction to Econometrics in second year. The “B” subjects assume (and indeed require) students to have passed the “A” subjects, and therefore can begin teaching theory at a more advanced level.

In third year, students are given much more choice of subjects and can move on to study applied theory subjects which interest them. They are not allowed to start most applied subjects until they have completed specified “B” subjects. This step-by-step approach to accumulating knowledge is similar to how mathematics is taught, but it has only been partly followed for the teaching of economics at the NEU.

Business studies also often require certain subjects to be completed before moving on to more advanced ones. Thus, general education should focus on getting through these basic compulsory theory courses: they should occupy almost all the time of students. Other subjects, or optional subjects, should not be more than 20 percent of subjects undertaken in general education.

In phase two, however, students should be given much more scope for choosing their subjects - after first going into either the business or the economics specialisations. It is not clear why students should “belong” to any particular faculty. They could be required to “major” at one faculty, for which a certain minimum number of compulsory courses would need to be completed, and then be free to choose their other subjects anywhere. With such choice, and funding based on numbers of students taking a particular subject, there would be healthy competition between faculty to provide interesting and relevant subjects for students.

Chapter three: The next steps for the NEU

There is still some confusion about where the NEU is heading. Yet it is only through understanding that the path for reform becomes clear. In this regard, there are two big confusions which hinder the reform process:

What is Western economics and how is it different?

We have discussed this question at some length in this report. Only after you are clear on this question can you move towards a Western-style economics curriculum. A clear understanding of the Western “model”, and its purpose (applied theory), brings with it an understanding of the need for independent research by students (essays), a strong library, and shorter but more analysis-focused teaching hours.

What is the difference between business studies and economics?

The focus of this report has been on undergraduate economics teaching, but for the overall reform of the NEU it is important to understand the difference between economics and business studies. The two subject areas are very different and should be developed as separate teaching streams. This is done in principle at the NEU, although in practice there is much overlap - often because an understanding of the difference is lacking.

Economics is based on a strong and large body of theory, much of it involving quantitative analysis. The application of this theory involves, most often, the analysis of government policies and options for change. Business studies, however, is more focused on vocational skills, such as planning, managing people, and negotiating.

The survey indicated that the main focus of the NEU in 1998 was on business studies. This growth of business studies has been driven by the demands of students, and the NEU has responded positively and quickly to these demands. There is no need for an even balance of resources devoted to economics and business studies rather, plans for resource allocation should be based on expected student demands.

Reform, of course, should continue on all fronts. The development of new subject curriculum is responding well to student demands. Some old subjects, however, should be phased out over the next five years. By international standards, there are too many subjects being taught for such a specialised university. The NEU should make a clear plan to reduce the number of subjects, by elimination and consolidation, by about 30 percent by the year 2005.

A more important area for change is implementing experiments towards moving to a Western model of teaching. That is, few lecture hours, student self-learning and research, tutorials, and research by students and staff. Other options, such as open-

book exams should be tested. Also, the structure of financing should be reviewed to encourage experiments in the teaching methodology. This experimental approach should accompany ongoing strengthening of the main library.

Development of step-by-step teaching of core theory subjects is also a priority, particularly for economics. The NEU leadership could establish a committee specifically to support and review curriculum reform. This committee could approve individual experiments in faculties, as well as recommend broader changes to the structure of teaching.

In less than one decade, the NEU has grown from a small institution teaching central planning skills, to a large university teaching market economics and business studies. It is possible the most prestigious university in Vietnam, and certainly one of the hardest to enter. This has been a splendid achievement. In 1998, Western country training and English language skills are everywhere. The potential is there to continue down the road to become a university of high international quality. For this, the greatest remaining challenge is to develop a stronger research-focused staff and curriculum. The method of teaching must change along with changes in subject matter.

Appendix One: Summary of survey results and recommendations

What follows is a summary of the recommendations from the NEU curriculum reform survey. Much of it, but not all of it, repeats what has already been noted in the report above:

The wages of lecturers at the National Economics University should be increased so that teachers can earn a reasonable and reliable income only from teaching and doing research. Teaching should be done honestly, with an emphasis on academics sharing their knowledge with the students. The position of teachers should be well respected and their wages should reflect that, as they are role models for the students they teach.

Some teachers said that student contact hours should be reduced. The role of teachers should be to guide and be a mentor, to direct the students to think about the frameworks that exist in the economy. The students should then be left to do their own private study, leaving teachers free to do further research of their own that will enhance their teaching skills. This can only be achieved if there is a library resource centre that provides space and resources for students and teachers to do private research.

The main library should be a comfortable area with enough space for several hundred students to sit. The materials should be catalogued on computers so that students can find their resources through computers. There should also be internet access available cheaply for students and researchers so that they can access information on the net.

Materials that are in high demand, including notes from the lectures, or recommended readings that relate to points in the lecture, should be placed on reserve and monitored carefully. There should be a short-term lending area in the library for students which would contain copies and photocopies of these main teaching texts. Students could only borrow such material for some hours.

Readings should be extensive, this means that many texts need to be translated in order that Vietnamese students can understand them. Much time and energy should be attributed to improving the resources at the library. This includes time spent translating materials, and collecting copies of material already translated (e.g. research and projects reports from donors).

The assessment of subjects should incorporate an assessment of private research by students, their participation in tutorials, and mid-year as well as end-of-year exams. Emphasis should be placed on developing skills such as students' ability to research a topic and present a paper on it (in a tutorial). The skill of conducting and explaining analysis of a subject is an integral part of learning to take part in a work situation, and emphasis should be placed on preparing students for the workforce.

Assessment of a student for a subject should be broader as this is much fairer. Students should be given the opportunity to prove their skills in a number of ways. The emphasis should come away from writing an exam that is “correct”, and move toward presenting good quality analysis. The quality of analysis and the argument is more important than if the teacher agrees with it or not. Students should be appraised on their homework, tests, tutorial presentations, and all examinations. For example the general training department recommends that subjects be assessed in the following manner (but it could be left for each faculty to decide):

Fixed time examination:	20 percent
Homework and essays:	40 percent
Final examination:	60 percent

Many argued that students should receive more homework and more tests so that their assessment is expanded. Homework could include research assignments and answering questions or problems asked by teachers. A short answer for these homework questions should be around one page and a long answer, a minimum of three pages, depending on the nature of the question and how much it will contribute to the final mark. Homework could include a research assignment and a presentation in a tutorial.

The number of terms taken to learn a subject in some cases should be reduced. Most subjects can be taught in a shorter period of time, for example Political Economics taught by the General Training Department, should be taught in three terms rather than five. General training should focus on teaching the theoretical foundation for later advanced and applied subjects. Moreover, subjects should be taught in two to four hours of lectures per week, and one to two hours of tutorials per week.

Lectures can be very large and there is no need to check attendance of students. Lectures should be similar to attending a speech, where the students are required to use their own initiative to attend and take notes that are helpful to them. IN short, they should be treated as adults rather than children. If they do not attend, then they are more likely to fail, and in such circumstances only they are responsible for their failure.

The lecturer should direct students to extra resources during the lecture, but time should not be taken to do this as all the details can be distributed on a handout for the subject at the start of the course. Handouts should be done for every course.

The subject handout can outline the structure of the course, the contents of each lecture, recommended readings (both compulsory and optional) and the questions that are to be answered at the tutorial. An organised lecturer can have the entire course prepared before the start of the term and greatly lighten his or her workload. It is important in this setup that lectures are concise and well written. More use of overheads and photocopy handouts in lectures is needed.

The tutorials can be taken by some of the talented senior students who are doing postgraduate studies or some of the younger staff at the university who have did well in that course. These teachers can guide the students to answer questions that are

related to the topics and enhance their understanding of the topic. In this way the emphasis is taken off teaching and placed on learning. It is the responsibility of the student to attend classes, do the readings and complete the homework that will help them understand the topic and do well in their exams.

Course structures can be varied to include some optional subjects, with a selection of compulsory subjects that are integral to the student gaining a solid understanding of the topic. Compulsory subjects should provide the students with an understanding of the framework of economic theory and the optional courses, such as tourism environmental economics and stock exchange, should add to the students' understanding as they apply the frameworks.

The cost of hiring teachers to supervise examinations has increased and it is no longer viable to pay them the set wage. It is suggested that external supervisors, who will accept a cheaper wage, be employed to supervise examinations so that teachers can spend their time researching and applying their skills. Retired teachers are often hired for this job in many countries, and there are even organised groups of these who develop a reputation for providing a strong, honest and cost-effective examining service.

In the survey that was conducted at the NEU, many teachers suggested that their subject could be improved by adding to the current materials that are being taught. There is also a general feeling that the contents of many courses are outdated and should be updated. For example the "History of the Vietnamese Communist Party" should include the more recent history of the renovation process in Vietnam. The subject, "Travel Business" could drop the transport section and add travel company strategies and quality management around the world. These sort of subject-specific changes in teaching materials should be left entirely for the relevant faculty or department to decide.

It is appropriate for University staff to feel that there should be constant updates to their subject, as all subjects taught the world over must be updated constantly. Many of the teachers have noted that their subjects should continuously be updated. This requires, however, support for teacher research, the main library, and translations. But again, aside from these constraints, the decision to change course materials should be decentralised.

There is a common notion among staff that their subject should be compulsory for more students in other specialisations. It would be better for students to choose these kinds of subjects for themselves and to be allowed the option to do subjects that are not part of their specialisation, as long as the majority of subjects they do belong to their field. For example a student studying in the Finance and Banking department should be allowed to substitute an optional Finance and Banking subject for, say, a marketing subject. This would allow students to tailor their courses to their needs and interests.

Teachers agree that the teaching materials need to be improved, that means expanding availability and access to materials. This includes access to computers as they are one of the most valuable resources in the world today. More classes should be taught with

computers, and there should be assignments that students are to complete on computer. Existing computer resources should be fully utilised. This should be reviewed, and any computer not actually being used for at least 20 hours per week should be classified as a “failure” and changes in access or even ownership implemented. The same policy might be applied to teaching rooms and other facilities or equipment.

There is a suggestion that guest lecturers, such as business people for the subject “Marketing Managing Theory” be introduced. Government officials could also be invited to speak about economic policies to students. This would help students to understand the practical nature of the subjects that they are taking. It is also a good way of making important business people and policy makers aware of the NEU. Faculty should be free to organise and invite guest lecturers of their choosing.

A compulsory presentation of a research assignment at a tutorial is a good way to test the oral presentation skills of students. This way, the students must learn to make a speech to a group of people and then justify their argument during a discussion period. They would be assessed by the tutor for both their research and their presentation.

Appendix Two: Details of NEU Faculty and Departments

PROFESSORS OF NATIONAL ECONOMICS UNIVERSITY

01. Prof. Doctor	Luong Xuan Quy	Marketing
02. Prof. Ph.D	Vu Dinh Bach	Macro Economics
03. Prof. Doctor	Ngo Dinh Giao	Micro Economics
04. Prof. Doctor	Vu Thich	Commerce
05. Prof. Ph.D	Cao Cu Boi	Finance-Banking
06. Prof. Ph.D	Tran Tuc	Economic Mathematics
07. Prof. Ph.D	Nguyen Dinh Huong	Statistics
08. Prof. Doctor	Dang Nhu Toan	Environmental Management and Economics
09. Prof. Doctor	Vu Thieu	Economic Mathematics
10. Prof. Ph.D	To Xuan Dan	International Economics
11. Prof. Ph.D	Tong Van Duong	Labour and Population Economics
12. Prof. Ph.D	Vu Thi Ngoc Phung	Development Economics
13. Prof. Ph.D	Nguyen Quang Quynh	Accounting
14. Prof. Ph.D	Nguyen Dinh Phan	Industrial Business Administration
15. Prof. Ph.D	Do Hoang Toan	Economic Management
16. Prof. Ph.D	Nguyen Van Thuong	Marketing

DEVELOPMENT ECONOMICS FACULTY

Dean : Le Huu Khi - Senior Lecturer
Vice-Dean : Pham Van Van - Ph.D.
Establishment : July 1956
Number of lecturers and staff: 29

Title :

Number of professor: 1
Number of Senior Lecturer: 4
Number of Lecturer: 23

Degree :

Number of Ph.D: 3
Number of Master: 7
Number of Bachelor: 18

Training Specialization: DEVELOPMENT ECONOMICS

Subjects:

1. Development Economics
2. Public Economics
3. Socio-economic Development Planning
4. Territory Planning
5. Socio-economic Development Forecast
6. Programming and Project Analysis
7. Public Finance
8. Business Strategies

Achievements:

Graduated:
- Bachelor: 5,150
- Ph.D.: 12
Being trained:
- Student: 222
- Post- graduate student: 2

STATISTICS FACULTY

Dean : Phan Cong Nghia, Ph.D - Senior Lecturer
Vice-Dean : Nguyen Van Dinh, Ph.D - Senior Lecturer
Establishment : 1956
Number of lecturers and staff: 33

Title :

Number of professor: 0
Number of Asst. Prof: 5
Number of Senior Lecturer: 7
Number of Lecturer: 8

Degree :

Number of Doctor: 0
Number of Ph.D: 11
Number of Master: 0
Number of Bachelor: 0

Training Specialization: SOCIO-ECONOMIC STATISTICS INSURANCE STATISTICS INVESTMENT STATISTICS

Subjects:

1. Statistics Theories
2. Economic Statistics
3. Production-Trading Statistics
4. Population Statistics
5. Labour Statistics
6. Environmental Statistics
7. Insurance Statistics
8. Social Statistics
9. Tourism Statistics
10. Commercial Statistics
11. Statistics and Socio-economic Analysing
12. Insurance Economics
13. Insurance Business Management
14. Investment Economics
15. Management and Analysis of Investment Projects

Achievements:

Graduated:
- Bachelor: 3,418
- Master: 3
- Ph.D.: 45
Being trained:
- Student: 385
- Master degree: 1
- Post- graduate student: 2

BANKING AND FINANCE FACULTY

Dean : Nguyen Van Nam, Asst. Prof., Ph.D.

Vice-Dean : Le Duc Lu, Ph.D.

Establishment : 1956

Award from Minister of Ministry of Education and Training

Number of lecturers and staff:

Title :

Number of professor: 1

Number of Asst. Prof: 3

Number of Senior Lecturer:

Number of Lecturer:

Degree :

Number of Doctor:

Number of Ph.D: 11

Number of Master: 8

Number of Bachelor: 8

Training Specialization: BANKING, ENTERPRISE FINANCE

Subjects:

1. Theories of Finance and Currency
2. Commercial Bank Skills
3. Investment and Skills of Investment and Development Bank
4. International Payment
5. Accounting and Information assessing in banking system
6. Financial Mathematics
7. Public Finance
8. Enterprise Finance and Analysis of Enterprise Finance
9. Financial and Banking Marketing
10. State Bank Skills
11. Stock Market
12. International Finance and Currency

Achievements:

Graduated:

- Bachelor: 1,779

- Master: 40

- Ph.D.: 50

Being trained

- Student: 3000

- Master degree: 200

- Post- graduate student: 22

FACULTY OF INDUSTRIAL AND CONSTRUCTION MANAGEMENT

Dean : Nguyen Dinh Phan, Prof., Ph.D.

Vice-Dean : Do Van Lu, Senior Lecturer

Establishment : October 1956

Award from the Government - Third class Labour Award

Number of lecturers and staff: 25

Title :

Number of professor: 1

Number of Asst. Prof: 4

Number of Senior Lecturer: 14

Number of Lecturer: 5

Degree :

Number of Doctor:

Number of Ph.D: 11

Number of Master: 3

Number of Bachelor: 10

Training Specialization: INDUSTRIAL AND CONSTRUCTION MANAGEMENT

Subjects:

1. Economics of Material Production Industries
2. Industrial Economics and Management
3. Strategies and Plans for Enterprise Development
4. Production Economics and Organization in the Enterprise
5. Enterprise Management
6. Commercial Management of the Enterprise
7. Office Management
8. Non-state Industrial Enterprise Development and Management

Achievements:

Graduated:

- Bachelor: 4500

- Master: 09

- Ph.D.: 42

Being trained:

- Student: 530

- Master degree: 50

- Post- graduate student: 19

COMMERCE FACULTY

Dean : Nguyen Duy Bot, Asst. Prof., Ph.D.
Vice-Dean : Hoang Minh Duong, Asst. Prof., Ph.D.
Establishment : June 1959

Awards from Ministry of Education and Training and from Ministry of Materials

Number of lecturers and staff: 35

Title :

Number of professor: 1
Number of Asst. Prof: 5
Number of Senior Lecturer: 10
Number of Lecturer: 4

Degree :

Number of Doctor: 1
Number of Ph.D: 7
Number of Master: 2
Number of Bachelor: 10

Training Specializations: COMMERCIAL BUSINESS MANAGEMENT
INTERNATIONAL TRADING

Subjects:

For the first specialty:

1. Commercial Economics
2. Commercial Business Management
3. International Trading Transaction and Payment
4. Commercial Marketing
5. Export-Import Skills
6. Business of Stores and Covers

For the second specialty:

1. International Trade
2. International Trade Business and Management
3. International Trade Transaction and Contracts
4. Currency and International Payments
5. Forwarding, Transporting and Insurance Skills
6. International Trade Finance and Credit
7. International Trade Marketing
8. International Trade Law

Achievements:

Graduated:
- Bachelor: 5,150
- Ph.D.: 12
Being trained:
- Student: 222
- Post- graduate student: 2

LABOUR AND POPULATION ECONOMICS FACULTY

Dean : Mai Quoc Chanh, Senior Lecturer, Ph.D.
Vice-Dean : Nguyen Ngoc Quan, Senior Lecturer
Establishment : 1961

Number of lecturers and staff: 35

Title :

Number of professor: 1
Number of Asst. Prof: 4
Number of Senior Lecturer: 6
Number of Lecturer: 20

Degree :

Number of Doctor:
Number of Ph.D: 9
Number of Master: 10
Number of Bachelor: 15

Training Specialization: LABOUR ECONOMICS, POPULATION, STAFF MANAGEMENT

Subjects:

1. Labour Economics
2. Scientifically Labour Organization
3. Demography
4. Population Development
5. Labour Psychology and Sociology
6. Staff Management
7. Population Sociology

Achievements:

Graduated:
- Bachelor: 4601
- Master: 2
- Ph.D.: 20
Being trained:
- Student: 370
- Master degree: 2
- Post- graduate student: 15

FACULTY OF AGRICULTURE ECONOMICS AND RURAL DEVELOPMENT

Dean : Nguyen The Nha, Asst. Prof, Ph.D.
Vice-Dean : Hoang Viet, Asst. Prof., Ph.D.
Establishment : April 1965

Award from the Government

Number of lecturers and staff: 16

Title :

Number of professor:
Number of Asst. Prof: 3
Number of Senior Lecturer: 5
Number of Lecturer: 6

Degree :

Number of Doctor:
Number of Ph.D: 7
Number of Master: 1
Number of Bachelor: 8

Training Specialization: AGRICULTURE ECONOMICS AND RURAL DEVELOPMENT

Subjects:

1. Agriculture Economics
2. Agriculture Business Management
3. Agricultural Policies
4. Making Projects of Agricultural and Rural Development
5. Forestry Economics
6. Sea-Production Economics
7. World Agriculture Economics
8. Marketing in Agriculture

Achievements:

Graduated:
- Bachelor: 1300
- Master: 3
- Ph.D.: 68
Being trained:
- Student: 104
- Master degree: 7
- Post- graduate student: 13

FACULTY OF MATHEMATICAL ECONOMICS

Dean : Tran Tuc, Prof., Ph.D.
Vice-Dean : Nguyen The He, Senior Lecturer, Ph.D.
Establishment : October 1968

Award from Prime Minister

Number of lecturers and staff: 35

Title :

Number of professor: 2
Number of Asst. Prof: 1
Number of Senior Lecturer: 15
Number of Lecturer: 17

Degree :

Number of Doctor: 1
Number of Ph.D: 11
Number of Master: 3
Number of Bachelor: 19

Training Specialties: ECONOMETRICS, ECONOMIC INFORMATICS

Subjects:

1. Mathematics
2. Theories of Probability and Mathematic Statistics
3. Linear Scheme
4. Economic Mathematic Modeling
5. Econometrics
6. Other subjects

Achievements:

Graduated:
- Bachelor: 750
- Ph.D.: 7
Being trained:
- Student: 246
- Post- graduate student: 1

MARKETING FACULTY

Dean : Nguyen Van Thuong, Prof., Ph.D.
Vice-Dean : Nguyen Viet Lam - Ph.D.
Establishment : May 1991

Third class Labour Award

Number of lecturers and staff: 12

Title :

Number of professor: 2
Number of Asst. Prof: 2
Number of Senior Lecturer: 2
Number of Lecturer: 5

Degree :

Number of Doctor: 1
Number of Ph.D: 5
Number of Master: 2
Number of Bachelor: 3

Training Specialization: MARKETING

Subjects:

- | | |
|----------------------------|---|
| 1. Basic Marketing | 8. Theories of Market Prices |
| 2. Consumer Behaviour | 9. Business Costs |
| 3. Advertisement | 10. Marketing Strategies |
| 4. Industrial Marketing | 11. Marketing Channels Management |
| 5. Service Marketing | 12. Marketing Administration |
| 6. International Marketing | 13. Sales Management |
| 7. Marketing Research | 14. Informatic Application in Marketing |

Achievements:

Graduated:
- Bachelor: 1906
- Ph.D.: 20
Being trained
- Student: 182
- Post- graduate student: 5

ACCOUNTING FACULTY

Dean : Nguyen Quang Quynh, Prof., Ph.D.
Vice-Dean : Pham Thi Gai, Asst.Prof., Ph.D.
Establishment : October 1991

Third class Labour Award

Number of lecturers and staff: 30

Title :

Number of professor: 1
Number of Asst. Prof: 1
Number of Senior Lecturer: 7
Number of Lecturer: 13

Degree :

Number of Doctor:
Number of Ph.D: 7
Number of Master: 2
Number of Bachelor: 21

Training Specialization: GENERAL ACCOUNTING

Subjects:

- | | |
|------------------------------------|------------------------------|
| 1. Theories of Accounting | 6. Administrative Accounting |
| 2. Organization of Accounting | 7. Machinery Accounting |
| 3. International Accounting | 8. Business Analysis |
| 4. Enterprise Financial Accounting | 9. Theories of Auditing |
| 5. Public Accounting | 10. Auditing Skills |
| | 11. Financial Auditing |

Achievements:

Graduated:
- Bachelor: 2700
- Master: 2
- Ph.D.: 10
Being trained:
- Student: 3240
- Master degree: 8
- Post- graduate student: 2

INTERNATIONAL ECONOMICS AND BUSINESS FACULTY

Dean : To Xuan Dan, Prof., Ph.D.
Vice-Dean : Do Duc Binh, Senior Lecturer, Ph.D.
Establishment : 18 January 1996

Socialist Labour Title Holder

Number of lecturers and staff: 18

Title :

Number of professor: 1
Number of Asst. Prof:
Number of Senior Lecturer: 2
Number of Lecturer: 13

Degree :

Number of Doctor:
Number of Ph.D: 4
Number of Master: 2
Number of Bachelor: 11

Training Specialization: INTERNATIONAL ECONOMICS, INTERNATIONAL BUSINESS

Subjects:

1. International Economics
2. International Business Administration
3. Invested Project and Technology Transfer Administration
4. International Marketing
5. Foreign Trade Skills
6. International Economic Law
7. Joint-Venture Administration
8. Multiple-choice Topics

Achievements:

Graduated:
- Bachelor: 5,150
- Ph.D.: 12
Being trained:
- Student: 222
- Post- graduate student: 2

MANAGERIAL SCIENCE FACULTY

Dean : Do Hoang Toan, Prof., Ph.D.
Vice-Dean : Mai Van Buu, Ph.D.
Establishment : 16 April 1996
Number of lecturers and staff: 14

Title :

Number of professor: 1
Number of Asst. Prof:
Number of Senior Lecturer: 3
Number of Lecturer: 8

Degree :

Number of Doctor: 1
Number of Ph.D: 6
Number of Master: 1
Number of Bachelor: 5

Training Specialization: ECONOMIC MANAGEMENT

Subjects:

1. State Economic Management
2. Psychology in Economic Management
3. Socio-Economic Policies
4. Theories of Business Administration
5. Economic Management
6. Managerial Science
7. Economic Management Sociology
8. Methodologies in Economic Management
9. Efficiency and Management of State Project
10. Multiple-choice Topics

Achievements:

Graduated:
- Bachelor: 40
- Ph.D.: 63
Being trained:
- Student: 450
- Post- graduate student: 5

TOURISM and HOTEL FACULTY

Dean : Nguyen Van Dinh, Asst. Prof., Ph.D.
Vice-Dean : Nguyen Van Manh, Lecturer
Establishment : 2 April 1996
Number of lecturers and staff: 12

Title :

Number of professor:
Number of Asst. Prof: 1
Number of Senior Lecturer: 1
Number of Lecturer: 9

Degree :

Number of Doctor:
Number of Ph.D: 2
Number of Master: 2
Number of Bachelor: 7

Training Specialization: TOURISM and HOTEL BUSINESS

Subjects:

- | | |
|---|------------------------------|
| 1. Tourist Guide | 6. Tourism Marketing |
| 2. Psychology and Contacting in
Tourism Business | 7. Tourism Economics |
| 3. Tourism Business Administration | 8. Hotel Business |
| 4. Reception Skills | 9. Travel Business |
| 5. Culture in Tourism | 10. Hotel Serving Technology |
| | 11. Multiple-choice Topics |

Achievements:

Graduated:
- Bachelor: 700
- Ph.D.: 2
Being trained:
- Student: 210
- Master degree: 3
- Post- grad. student: 4

MARXISIM LENINISM FACULTY

Dean : Vu Van Han, Asst. Prof., Ph.D.
Vice-Dean : Nguyen Van Thieu, Senior Lecturer

Third class Labour Award

Number of lecturers and staff: 38

Title :

Number of professor:
Number of Asst. Prof: 4
Number of Senior Lecturer: 20
Number of Lecturer: 14

Degree :

Number of Doctor:
Number of Ph.D: 13
Number of Master: 5
Number of Bachelor: 20

Subjects:

1. Politic Economics
2. History of Vietnamese Communist Party
3. History of Economic Theories
4. Ho Chi Minh Ideology
5. Marx-Lenin Philosophy
6. History of Philosophy
7. Methodology
8. Scientific Socialism

Achievements:

Graduated:
- Bachelor: 5,150
- Ph.D.: 12
Being trained:
- Student: 222
- Post- graduate student: 2

DEFENSE EDUCATION FACULTY

Dean : Nguyen Trong Dinh, Lieutenant-Colonel

Vice-Dean : Phi Ngoc Uong, Lieutenant-Colonel

Establishment : 12 May 1983

Number of lecturers and staff: 15

Departments: Politics and Logistics
Military Affairs

HISTORY OF ECONOMIC THEORY DEPARTMENT

Dean : Pham Thi Quy , Senior lecturer, Ph.D

Vice-Dean : Chu Thi Lan, Senior lecturer, Ph.D

Establishment : 18 September, 1967

9 consecutive years being Socialist Labour Title holder

Number of lecturer and staff: 8

Title :

Number of professor:

Number of Asst. Prof:

Number of Senior Lecturer: 2

Number of Lecturer: 6

Degree :

Number of Doctor:

Number of Ph.D: 3

Number of Master:

Number of Bachelor: 5

Subjects :

1. History of National Economy
2. Ethnography

Achievements :

-Graduated : 15 Ph.Ds

ECONOMIC LAW DEPARTMENT

Dean : Pham Van Luyen, Senior lecturer

Vice-Dean : Nguyen Hop Toan, Senior lecturer

Establishment : April 1970

Socialist Labour Title holder

Number of lecturer and staff: 18

Title :

Number of Asst. Prof: 1

Degree :

Number of Ph.D: 1

Master: 1

Training Specialization: LAWS IN BUSINESS

Subjects:

1. Law basics
2. Economic Law
3. Labour Law
4. Marriage and Family Law
5. Foreign Investment Law
6. Domestic Trade Law
7. International Commercial Law
8. Civil Law
9. Administrative Law
10. International Law (Public and Private)

Achievements:

Being trained:
- Student: 57

ECONOMICS DEPARTMENT

Dean : Doctor Dang Nhu Toan, Prof.

Vice-Dean : Nguyen The Chinh, Ph. D

Establishment : 1988

Socialist Labour Title holder

Number of lecturer and staff: 14

Title :

Number of professor: 1

Number of Asst. Prof: 4

Number of Senior Lecturer: 2

Number of Lecturer: 7

Degree :

Number of Doctor: 1

Number of Ph.D: 3

Number of Master: 1

Number of Bachelor: 9

Achievements:

Graduated:

- Ph. D : 57

MACROECONOMICS DEPARTMENT

Dean : Vu Thu Giang, Asst. Prof., Ph. D

Vice-Dean : Nguyen Van Cong, Ph. D.

Establishment : 1992

Number of lecturer and staff: 10

Title :

Number of professor: 1

Number of Asst. Prof: 1

Number of Senior Lecturer: 4

Number of Lecturer: 4

Degree :

Number of Doctor:

Number of Ph.D: 6

Number of Master: 1

Number of Bachelor: 3

Achievements:

- Graduated: 1 Ph. D

- Being trained: 2 post-graduate students

MICROECONOMICS DEPARTMENT

Dean : Ngo Dinh Giao, Prof., Dr.

Vice-Dean : Vu Kim Dung, Ma.
Pham Van Minh, Lecturer

Establishment : March 1993

Socialist Labour Title Holder

Number of lecturer and staff: 12

Title :

Number of professor: 1

Number of Asst. Prof: 1

Number of Senior Lecturer: 1

Number of Lecturer: 8

Degree :

Number of Doctor: 1

Number of Ph.D: 1

Number of Master: 2

Number of Bachelor: 8

Training Specialization: GENERAL BUSINESS ADMINISTRATION

Subjects:

1. Microeconomics
2. General Business Administration
3. Business Ethics and Environment

Achievements:

- Graduated: 1 Ph. D
- Being trained: 2 post-graduate students
121 students

SOCIAL PSYCHOLOGY DEPARTMENT

Dean : Nguyen The Phan, Ph.D.

Vice-Dean : Le Quoc Thu, Lecturer

Establishment : 22 March 1993

Number of lecturer and staff: 6

Title :

Number of professor:

Number of Asst. Prof:

Number of Senior Lecturer: 3

Number of Lecturer: 3

Degree :

Number of Doctor:

Number of Ph.D: 1

Number of Master:

Number of Bachelor: 5

ENGLISH DEPARTMENT

Dean : Do Thi Nu, Ma.
Vice-Dean : Le Thi Van, Bachelor
Establishment : 1970
Number of lecturer and staff: 23

Title :
Number of Senior Lecturer: 10
Number of Lecturer: 13

Degree :
Number of Master: 1
Number of Bachelor: 22

RUSSIAN DEPARTMENT

Dean : Pham Thi Hai, Senior Lecturer
Vice-Dean : Nguyen Thi Thanh, Lecturer
Establishment : 1961
Number of lecturer and staff: 6

Subjects: - Russian
- English

CHINESE-FRENCH DEPARTMENT

Dean : Tu Quy Binh, Lecturer
Establishment : 1988
Number of lecturer and staff: 5

Degree :
Number of Master: 1
Number of Bachelor: 3

INDUSTRIAL TECHNOLOGY DEPARTMENT

Dean : Le Van Hoan, Asst. Prof., Ph.D.
Vice-Dean : Nguyen Xuan Tai, Senior Lecturer
Number of lecturer and staff: 12

Title :
Number of Asst. Prof: 1
Number of Senior Lecturer: 5
Number of Lecturer: 6

Degree :
Number of Ph.D: 1
Number of Master: 1
Number of Bachelor: 9

Subjects: - Technological Management
- Product Quality Management
- Working Safety

AGRICULTURAL TECHNOLOGY DEPARTMENT

Dean : Nguyen An Ninh, Senior Lecturer

Vice-Dean : Nguyen Thi Le, Senior Lecturer

Number of lecturer and staff: 6

Title :

Number of Senior Lecturer: 6

Degree :

Number of Ph.D: 6

Number of Bachelor: 3

Subjects:

- Plantation Technology
- Breeding Technology
- Human Physiology and Nutrition

PHYSICAL EDUCATION DEPARTMENT

Dean : Ho Manh Tan, Senior Lecturer

Vice-Dean : Le Ngoc Thang, Lecturer

Establishment : February 1959

8 Awards from Ministry of Education and Training - Awards from Physical Culture and Sports General Department

Number of lecturer and staff: 8

Title :

Number of Senior Lecturer: 2

Number of Lecturer: 6

Subjects:

1. Athletics:

- Short-distance running
- Medium-distance running
- Long-distance Jumping

2. Gymnastics:

- Double-beam
- Single-beam

3. Sports with balls:

- Volleyball
- Basketball