

**YANGON UNIVERSITY OF ECONOMICS  
DEPARTMENT OF ECONOMICS  
MASTER OF DEVELOPMENT STUDIES PROGRAMME**

**A STUDY ON STUDENTS' PERCEPTION ON  
UNDERGRADUATE COURSE OF NATIONALITIES YOUTH  
RESOURCE DEVELOPMENT DEGREE COLLEGE,  
YANGON**

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**JUNE, 2025**

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**RESOURCE DEVELOPMENT DEGREE COLLEGE,**  
**YANGON**

A thesis submitted in partial fulfillment of the requirements for the Master of  
Development Studies (MDevS) Degree

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**MASTER OF DEVELOPMENT STUDIES PROGRAMME**

This is to certify that the thesis entitled “**A Study on Students' Perception on Undergraduate Course of Nationalities Youth Resource Development Degree College, Yangon**” submitted as partial fulfillment towards the requirements for the degree of Master of Development Studies has been accepted by the Board of Examiners.

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## **ABSTRACT**

This study explores the educational services and youth development initiatives at the Nationalities Youth Resource Development Degree College (NYRDDC) in Yangon, focusing on student perceptions of the undergraduate academic courses and satisfaction with extracurricular activities and special co-curricular subjects. The study uses random sampling and interviews to gather data from 350 students across B.A., B.Sc., and A.G.T.I. Diploma programs for the 2024-2025 AY. The survey analysis revealed a generally positive perception of course content and curriculum, with students valuing relevance, clarity, and inclusion of co-curricular subjects. However, areas for improvement include aligning the curriculum more closely with individual student goals and the need to adjust extracurricular activities for educational needs.

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## **LIST OF ABBREVIATIONS**

A.G.T. I	Associateship of Government Technical Institute
ASEAN	Association of Southeast Asia Nations
AY	Academic Year
B. A	Bachelor of Arts
B.Sc.	Bachelor of Science
ECCD	Early Childhood Care and Development
EDT	Expectancy – Disconfirmation Theory
NESP	National Education Strategic Plan
NGO	Non-Government Organization
NSS	National Student Survey
NSSE	National Survey of Students Engagement
NYRDDC	Nationalities Youth Resource Development Degree College
TVET	Technical and Vocational Education and Training
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization

# **CHAPTER I**

## **INTRODUCTION**

Education is a driver of change, and it is a basic right. It is fundamental to how humans advance, how they grow, and how they influence others and economies and societies. To quote Nelson Mandela, “Education is the most powerful weapon that you can use to change the world.” It is a crucial cement of economic growth, social progress, and personal development, which gives people the values, knowledge, and skills they need to flourish and, as a political scientist might say, plays a vital role in enabling them to play a full part in their community.

Education stimulates the economy and labor market through income, productivity, and innovation. Countries like Finland and the Republic of Korea are showing the benefits of putting money into education, which helps to promote equal opportunities for women and men and lower poverty. Additionally, it encourages moral conduct, a sense of social responsibility, generosity, respect for diversity, and teamwork. Furthermore, it is essential to the environmental, health, and gender equality goals of sustainable development. Overall development - cognitive, social, emotional, and physical is all served by education. This teaching and assessment occur in schools, colleges, and universities, among other places.

There are many different types of education, each with its own traits, goals, and settings. These fall into three general categories: official, non-formal, and informal schools. Formal education refers to the traditional and structured teaching that takes place in established educational institutions, ranging from elementary school to college. By teaching academic information and preparing pupils for the future, skilled educators set the benchmark. For this style of learning, exams, tests, and other forms of testing lead to nationally recognized degrees, certificates, and/or academic or professional certification.

It is acquired inadvertently throughout life through speech, mimicry, and observation, among other everyday encounters. Impulsive, audience- and experience-driven, and unstructured, it veers off course in response to personal interests, curiosity,

or real-world questions. It can take place at anytime and anywhere to support formal education. This strategy aligns with Goal 4 of the UN Sustainable Development Agenda, which calls for universal access to high-quality education by 2030.

The non-formal education learning system is organized by an education provider and typically does not lead to a certification. It is purposeful, flexible, learner-centered, and diverse, designed to meet the needs of many people and groups. Instances could be literacy programs for adults, vocational training classes, life-skills education, workshops in the community, programs for out-of-school children, programs for children, and so on. Non-formal education tends to be voluntary and community-based, providing flexible, appropriate, and alternative forms of education for everyone.

Myanmar's educational system aims to develop well-educated, ethical, and healthy citizens, promoting nationalism and understanding of the nation's cultures. It focuses on holistic development, ensuring equitable access to high-quality education, supporting socioeconomic development, and reducing educational dropout in border areas.

The Nationalities Youth Resource Development Degree College, NYRDDC, in Yangon is a key institution in Myanmar's education system. It specifically focuses on developing human resources from border regions and ethnic minority groups. The college's mission and educational policies outline its goals and actions. The first step involves curriculum modernization, emphasizing 21<sup>st</sup>-century skills, critical thinking, and student-centered learning. The second phase includes infrastructure development, intellectual training, and student welfare programs. The college also provides free education, accommodation, and allowances for students from border areas.

## **1.1 Rationale of the Study**

Everyone has equal access to high-quality education, which promotes personality development and makes it possible to accomplish social, cultural, economic, and developmental goals. It is essential for the development of human resources and the long-term prosperity of the knowledge economy, particularly for young people. A key component of this process is student perception, which influences how they engage with and adjust to their surroundings.

The first step in deciphering sensory sensations and giving things meaning is perception. It represents a person's reaction to their environment, even if that reaction

deviates from the truth. By identifying strengths and weaknesses, enhancing instructional and educational strategies, and profitably assigning resources, an understanding of the views of learners can greatly improve the learning environment.

Yangon's Nationalities Youth Resource Development Degree College (NYRDDC) has been offering government-employed and qualified youths from border areas free higher education ever since 2000. The college offers diploma programs in A.G.T.I., B.Sc., and B.A. that are connected to Yangon University of Technology and Yangon University. 3,304 students have received degrees and certificates from NYRDDC over the previous 25 years, preparing them for positions as district officials as well as civil servants.

Studying student perception at NYRDDC Yangon is incredibly valuable for several reasons, directly influencing the quality of education, student well-being, and the institution's overall effectiveness. Student feedback provides crucial insights into teaching methods, instructor effectiveness, and the fairness of assessments, enabling faculty to refine their approaches and maximize student benefits.

When students have a positive view of the learning environment, they do better in school, are more motivated, remember what they learn better, and are generally happier. By understanding these perceptions, NYRDDC can cultivate a stimulating learning atmosphere, address concerns proactively, and support students' holistic development. Ultimately, understanding student perceptions helps identify areas for improvement, leading to enhanced student success and well-being.

The goal of NYRDDC Yangon is to educate young people from the border regions, acknowledging their distinct perspectives and challenges. Comprehending their experiences in residential settings and degree programs is essential for developing tailored individual programs and support services that genuinely meet their needs. Furthermore, data from student perceptions enhances the institution's reputation and accountability. It supports decision-making with evidence, promotes ongoing development, and guarantees a satisfying educational experience—all of which draw in new students and show stakeholders that you are accountable.

Examining how students view NYRDDC Yangon's B.A., Bachelor of Science, and A.G.T.I. Diploma programs is the main objective of this specific study. It also aims to make recommendations for long-term methods of educating underrepresented students and getting them ready for careers in research. The study investigates the

effects of courses that incorporate hands-on learning on students' technical skills as well as their growth. Finding possible institutionalized strategies to increase the availability of assessments for these courses and exam systems, including specialized co-curricular courses that have an impact on core subjects, is its ultimate objective. In order to improve its learning environment, ensure student success, and produce competent young people for the nation's border regions, NYRDDC Yangon, Myanmar, has focused upon the opinions of students.

## **1.2 Objectives of the Study**

The main objectives are;

- 1) To assess students' perceptions of the undergraduate academic courses offered by NYRDDC Yangon, and
- 2) To examine the students' perception on extra curriculum activities and Special Co-curriculum Subjects of NYRDDC Yangon.

## **1.3 Method of the Study**

The study uses a combination of qualitative and quantitative methods to examine students' perceptions of NYRDDC Yangon. Surveys examine the impact of students, while student questionnaires are used to gather primary data. NYRDDC Yangon's Examination and Convocation Department is the source of secondary data. This study used the basic random sampling method to gather 350 respondents from the population of 1148 in order to achieve its goal. The data for this study is analyzed using SPSS and Excel software.

## **1.4 Scope and Limitation of the Study**

The study focused on ten different major students of B.A., B.Sc., and A.G.T.I. Diploma (2024-2025 AY) in the Nationalities Youth Resource Development Degree College (Yangon) from February to June 2025.

## **1.5 Organization of the Study**

Five chapters make up this paper. Chapter 1 introduces the study's premise, objectives, methodologies, scope, and organization. Chapter 2 covers the meanings of nationality, youth, and development; educational services and youth development;

students' perceptions in higher education; and previous studies. Chapter 3 covers the Nationalities Youth Resource Development Degree College, Yangon's training program, course structures, and graduates. In Chapter 4, Survey Profile, Design, and Analysis on Nationalities Youth Races Development Degree College, Yangon, are . Chapter 5 concludes with results and suggestions.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Meanings of Nationality, Youth and Development**

A person's legal membership in a country or state is determined by their nationality, which confers certain rights on them, like the ability to possess a passport, and imposes duties on them, like following the law. Usually, one obtains this status by citizenship or birth. Nationality mainly denotes official citizenship, though it is frequently associated with a common culture or ethnicity (Gellner, 1983; Brubaker, 1992).

The meaning of "youth" is both fluid and polysemic, acquiring very different interpretations in various contexts and for different purposes. Strictly speaking, the Oxford English Dictionary provides us with an overall concept of "youth" as the period of transition from childhood to adulthood, but its operational definitions are more specific. From a legislative and statistical point of view, "youth" only includes those between the ages of 15 and 18. This particular age span is standard in national statistics and demographic surveys and includes a key time in development (United Nations, 2013). However, in the absence of consensus guidance, international experts have widely ranging views of what young adulthood is. This absence of agreement is indicative of biological, psychological, and sociological forces all working together in this phase of life (UNESCO, 2017).

It's easy to think of "youth" as just teenagers, but the World Health Organization (WHO) sees things differently. They embrace a broader definition, calling anyone from 10 to 24 years old "young people" (WHO, 2014). This isn't just a technicality; it's a recognition that incredible development, from how our bodies change to how they think and connect with others, continues right through our early twenties. Understanding this extended period of growth is crucial for creating educational, health, and social support systems that truly resonate with and benefit young individuals at every step of their journey (Patton et al., 2016).

Development in an educational context is a dynamic, continuous process that extends well beyond academic achievement. It might take the form of a singular experience (like learning a new skill), a continuous process (like improving one's critical thinking), or the simple act of learning new information in a variety of fields. In general, these developments may be divided into four interconnected categories: intellectual, social, physical, and moral (Piaget, 1952; Kohlberg, 1984; Berk, 2013).

Developing ethical thinking, empathy, and a strong sense of right and wrong are all components of moral growth. Enhancing cognitive capacities, problem-solving ability, creativity, and analytical thinking are the main goals of intellectual growth. Social development places a strong emphasis on the capacity to collaborate, grasp social norms, form connections, and communicate successfully with others. Health, well-being, motor skills, and general body competence are all related to physical development (Santrock, 2021).

Teachers have a big role in making sure this whole growth happens. They help students reach goals they never believed were imaginable by pushing them to go beyond their limits, improving their self-esteem, and being a mentor (Hattie, 2009). In addition to being their first significant non-family mentors, teachers support their students' decision to continue their education and explore a range of career options. Many students see their teachers as seasoned mentors and even well-known individuals who embody wisdom and defend core values (Day & Gu, 2010).

Educators have the vital responsibility of fostering values like collaboration, solidarity, and teamwork in a world that is becoming ever more competitive and where choices as well as achievement for oneself frequently seem to be paramount. Future success on both levels of life and work depends on these attributes (OECD, 2019). It follows that a strong civil service, which is the foundation of society's ability to function, must constantly evolve and adapt to meet the changing needs and developmental paths of society as a whole. This requirement transcends the boundaries of the classroom. This guarantees that public services will continue to be effective, responsive, and of importance in fostering the development of citizens (UNDP, 2020).

The purpose of teaching practice is to give students the chance to apply the knowledge and abilities they have learned. After this, the student will understand their role in the larger operating environment and their profession. Teachers, as well as executives, must work together to create training programs that are effective. People who know a lot about how to make programs might be a big help to them. Creative

methods of instruction can be supported and encouraged by formal organizations, ideally those with knowledge in the relevant field. Many communities could have benefited from coordinated training programs. Fresh information was hoped to be provided by UNESCO. Although broad guidelines are required, care should be taken in the preparation of this (UNESCO, 2021).

The phrase "professional development" encompasses a wide range of educational endeavors intended to consistently improve people's skills in a particular field. In the field of education, it refers to the wide range of formal education, advanced professional learning, and specialized education intended to assist educators, administrators, and other teachers in enhancing their professional performance, competence, and knowledge (Darling-Hammond et al., 2017). This ongoing education is not just about acquiring new facts; it's also about improving current abilities, implementing fresh teaching methods, keeping up with research-proven techniques, and adjusting to changing educational environments (e.g., integrating new technologies, addressing diverse student populations).

Workshops, seminars, conferences, postgraduate studies, mentorship programs, and collaborative learning communities are just a few of the various ways that professional development can occur. Since the quality of education is closely related to the continuous development and proficiency of those who administer and offer it, this represents a worthwhile investment in human capital (Guskey, 2002). In the long run, comprehensive professional growth guarantees that educators continue to be efficient, creative, and able to handle the challenging requirements of their positions.

## **2.2 Educational Services and Youth Development**

Educational services encompass a vast array of activities, from direct instruction and training to crucial support functions like academic, administrative, and technical assistance, as well as physical infrastructure. These services, offered by diverse entities including public and private institutions, NGOs, individuals, and corporations, fundamentally aim to cultivate human knowledge and capabilities. Their scope spans the entire learning spectrum, from early childhood education to advanced professional degrees and lifelong learning initiatives (OECD, 2019; UNESCO, 2021).

Youth development, on the other hand, represents a holistic and proactive approach to nurturing the growth and well-being of young people. It deliberately focuses on their inherent strengths and talents across physical, emotional, cognitive,

social, and moral dimensions. By offering opportunities for growth, engagement, and a long-term focus, youth development prepares young individuals for personal success, societal well-being, problem prevention, and future leadership roles, and fosters equity and inclusion (Lerner et al., 2005; Catalano et al., 2002).

The relationship between educational services and youth development is deeply interconnected. Robust educational services are indispensable for comprehensive youth development, and, conversely, effective youth development significantly contributes to positive educational outcomes. Education provides the foundational framework for a young person's development in critical areas such as cognition, intellect, skill acquisition, social interaction, character building, and values formation (Eccles & Gootman, 2002; Darling-Hammond et al., 2020). These programs are instrumental in disseminating knowledge, fostering critical thinking, problem-solving abilities, literacy, and numeracy. They equip young people with essential employable skills for the future, promote social and emotional growth through interaction, and encourage moral development, civic responsibility, and ethical reasoning (Jones & Kahn, 2017). Ultimately, a positive school experience can cultivate a well-rounded individual by enhancing a young person's self-awareness and trust.

The benefits of positive youth development are multifaceted, leading to increased enthusiasm and engagement in learning, improved academic results, reduced risky behaviors, active participation and leadership, and better preparation for adulthood (Benson et al., 2006). When youth feel supported, valued, and have a sense of purpose, they are far more likely to learn, attend classes, and actively participate in educational programs. They become better equipped to navigate academic challenges, manage stress, and persist in their studies (Scales et al., 2006).

Furthermore, youth development programs actively work to mitigate factors that can impede educational progress, such as substance abuse, violence, or early school dropout. Active participation and leadership skills are vital, empowering students to take initiative, lead projects, and advocate effectively for their own educational needs (Search Institute, 2007). Therefore, educational services are paramount for positive youth development, providing structured learning environments and necessary knowledge, while a strong foundation in youth development fosters receptive, resilient, and motivated learners, crucial for nurturing the next generation and promoting overall growth.

Several theories provide valuable insights into the dynamics of educational services and youth development. The Seven Principles for Good Practice in Undergraduate Education, outlined by Chickering & Gamson (1987), emphasize crucial elements like prompt feedback, faculty-student interaction, and active learning as standards for measuring educational quality.

John (1998) highlighted the intangible nature of "service," a perception he attributed to viewing it as an activity rather than a tangible object, despite services often including physical components like facilities, equipment, and staff. He also noted differing perceptions between customers and service providers. Aldridge & Rowley (1998) added that overall "client satisfaction" in higher education is significantly influenced by institutional image and administrative effectiveness.

The Expectancy-Disconfirmation Theory (EDT) (Oliver, 1980; Bhattacharjee, 2001) is instrumental in understanding how students perceive educational services. Students arrive with specific expectations, such as highly skilled teachers, useful skills, and clearly defined learning objectives. Their satisfaction or dissatisfaction is determined by whether the actual service delivery meets, surpasses, or falls short of these expectations. For instance, an NYRDDC Yangon student expecting highly practical engineering courses with modern lab equipment (high expectation) but encountering out-of-date labs and theoretical lectures (low perceived performance) will experience negative disconfirmation and dissatisfaction.

Herzberg's Two-Factor Theory identifies two key elements influencing motivation and satisfaction in learning environments. Hygienic factors, such as operational classrooms and transparent administrative processes, can lead to discontent if absent or insufficient (Herzberg, Mausner, & Snyderman, 1959). For NYRDDC Yangon, this would include a clean environment, regular daily routines, and functional dorm facilities.

The relationship between youth development and educational services can also be explored through theories like Erikson's Psychosocial Stages of Development, Social Learning Theory, and Humanistic Learning Theory. According to Bandura's (1977) Social Learning Theory, successful learning environments and positive role models significantly influence youth development, with learning occurring through imitation, modeling, and observation.

Erikson's (1968) Psychosocial Stages of Development, which delineate life's changes and growth, are particularly relevant for college-aged young people.

Educational services offered by institutions like NYRDDC Yangon can support students' overall youth development by providing opportunities to explore their interests, discover their purpose, and cultivate meaningful relationships with teachers and peers.

Students' perception of undergraduate courses is influenced by several factors. These include course content relevance, instructor effectiveness, learning environment and engagement, assessment and feedback, resources and support, workload and pacing, and course organization and communication (Richardson, 2005). Students value up-to-date, relevant content that aligns with their academic or career goals. Effective teaching requires thorough explanations, lively debates, and helpful criticism, all of which are essential (Biggs & Tang, 2011).

A positive learning environment encourages active participation and engagement, while fair and clear assessments and feedback are essential. Access to relevant resources and support, a well-structured syllabus, and clear communication from instructors are also important. By focusing on these critical factors, institutions and instructors can improve the quality of their courses.

Ultimately, student perception of undergraduate courses is influenced by factors like course content relevance, instructor effectiveness, learning environment, assessment and feedback, resources, workload, and communication. By prioritizing these elements, institutions and instructors can enhance course quality, thereby strengthening the foundation for positive youth development and nurturing a generation of receptive, resilient, and motivated learners.

### **2.3 Students' Perception in Higher Education Service**

Student perception is how students understand and interpret their school experiences, informed by their beliefs and expectations as well as their experiences. Both students and educators arrive with preconceived notions about their academic, social, and extracurricular journeys, influenced by factors like brand perception, online reviews, and personal beliefs (Astin, 1993). The student experience is impacted by every interaction that occurs in the school environment, including those between peers, teachers, administrators, and facilities (Tinto, 1993).

Understanding student perception is vital for gauging attitudes, emotions, and intentions, which in turn helps schools better comprehend student interest and satisfaction in areas such as student-teacher relationships, classroom environments,

engagement, satisfaction, and well-being (Kuh et al., 2005). Surveys are a key tool for schools to understand student perception throughout their educational journey, ensuring positive experiences align with expectations (Richardson et al., 2017).

While schools often rely on operational data like grades and attendance, student perceptions offer a distinct and crucial perspective on the student experience, often varying significantly from administrative views. For example, a survey of college leaders and students by Chang and Smith (2008) revealed a significant disconnect, with 78% of administrators believing students were satisfied with academics, which often contrasted with student realities.

Students' perceptions of higher education services have a profound impact on their satisfaction, academic success, and personal development. These perceptions often reflect their evaluation of the quality, accessibility, and relevance of the educational services provided. Research supports this: Richardson et al. (2017) discovered that students were more satisfied and motivated to study when they thought their teachers were knowledgeable and helpful.

Furthermore, a UNESCO (2021) report highlighted that effective administrative support correlates with improved retention rates in higher education institutions. The National Survey of Student Engagement (NSSE, 2020) found that 74% of students consider campus life essential to their overall satisfaction. A Gallup-Purdue Index Report (2021) revealed that students with access to effective career counseling were 2.4 times more likely to believe their education prepared them for work. In the UK, the National Student Survey (2022) showed that 82% of students emphasized the importance of accessible and updated learning resources.

## **2.4 Factors Influencing on Students' Perceptions**

Various factors influence student perceptions. Teaching quality—including faculty expertise, teaching methods, and student engagement—significantly impacts satisfaction and academic motivation (Richardson et al., 2017; Biggs & Tang, 2011). Modern infrastructure and digital learning platforms, such as access to libraries, technology, and well-equipped facilities, also significantly influence students' academic experiences (OECD, 2019; EDUCAUSE, 2020). Administrative services like course registration, exam scheduling, and grievance redressal mechanisms play a crucial role, with effective administrative support correlating with improved retention rates (UNESCO, 2021; Tinto, 1993).

The transition to online and hybrid learning models has also reshaped how students perceive their educational experiences. A QS survey (2021) reported that 62% of students favored institutions with robust digital capabilities. Additionally, institutions prioritizing mental health support and counseling have seen higher satisfaction levels, with 68% of students in Times Higher Education data (2023) placing high value on mental health programs.

Diversity and inclusion are increasingly valued in higher education, with diverse campuses reporting higher satisfaction levels among minority groups (Williams et al., 2005). Establishing regular feedback channels, investing in cutting-edge learning tools and infrastructure, improving career readiness programs, and supporting inclusivity and mental health initiatives are strategies suggested to improve student perceptions (Gallup-Purdue Index Report, 2021; NSSE, 2020).

Furthermore, students' perceptions of higher education services are critical for evaluating their quality and effectiveness. Students prioritize high-quality teaching, a relevant curriculum, effective support services, a conducive learning environment, fair and transparent assessment, and value for money (Richardson, 2005). They place a high importance on a campus culture that fosters community, safety, and inclusivity, as well as well-maintained buildings and sufficient resources (National Student Survey, 2022).

Students anticipate real benefits from their education, such as improved career opportunities, personal development, and practical skills. Institutions that consistently meet or exceed expectations in these areas tend to report higher satisfaction rates, better retention, and stronger institutional reputation, underscoring the importance of student perceptions in continuous educational improvement (Kuh et al., 2005; Astin, 1993).

These factors not only enhance the overall learning experience but also contribute to a thriving academic environment. By prioritizing these elements, institutions can cultivate a supportive atmosphere that empowers students to succeed both during their studies and in their future endeavors.

Students' perception is a multifaceted and indispensable metric for higher education institutions. It provides a unique lens into the student experience, revealing critical insights into satisfaction, engagement, and well-being that operational data alone cannot capture (Tinto, 1993). Understanding these perceptions allows institutions to identify areas for improvement and innovation. By actively seeking student feedback and implementing changes based on their insights, colleges and universities can enhance their offerings and better meet the evolving needs of their student populations.

(Richardson et al., 2017).

The effectiveness of administrative and support services, the accessibility of resources, the quality of instruction, the integration of technology, and campus inclusivity all significantly impact student perceptions. These factors contribute not only to satisfaction but also to retention and academic success (UNESCO, 2021; NSSE, 2020). By fostering a culture of continuous improvement and responsiveness, educational institutions can create a more engaging and supportive environment for all students.

Understanding and actively responding to student perceptions are paramount for higher education institutions to thrive. By prioritizing high-quality teaching, investing in modern infrastructure and digital learning, enhancing administrative and support services (including mental health and career counseling), and fostering diverse and inclusive environments, institutions can consistently meet or exceed student expectations. Higher satisfaction rates, better retention, increased academic achievement, personal growth, and a stronger institutional reputation are the results ultimately promoting ongoing development and ensuring long-term efficacy.

#### **2.4.1 Curriculum and Content**

Students' perceptions of curriculum, content, teaching methods, and quality are fundamental to their engagement, motivation, and ultimately, their learning outcomes (Biggs & Tang, 2011; Richardson, 2005). When students feel that what and how they are learning is valuable, relevant, and effective, they are far more likely to succeed (Tinto, 1993).

The curriculum itself is a powerful tool, and how students perceive it directly influences their engagement and success. Relevance and practicality are key factors. For example, a curriculum that directly applies to future careers, incorporating real-world case studies, social media analytics, or campaign planning, significantly increases its perceived value (Barnett & Coate, 2005; HEFCE, 2016). Engaging in authentic problem-solving within real-world contexts, such as designing a sustainable product or analyzing economic data, fosters critical thinking and a sense of purpose (Lombardi, 2007).

Furthermore, a curriculum that allows for customization and aligns with personal goals and interests can significantly boost engagement and perceived relevance (Ryan & Deci, 2000). Students value the ability to choose courses and project

topics, giving them a sense of ownership and tailoring their learning to their individual needs. This concept of personalized learning paths is highly valued, particularly in advanced educational settings (Jisc, 2019).

A truly effective curriculum also reflects diverse perspectives, cultures, and experiences, making learning more relatable and meaningful for all students (Gay, 2010; Banks, 2006). Conversely, a curriculum perceived as Eurocentric or biased can lead to disengagement among certain student groups (Ladson-Billings, 1995).

The content of a curriculum must be clear, coherent, and logically structured, with well-defined learning objectives and appropriate scaffolding. Students appreciate when connections between different topics are explicitly highlighted, demonstrating the holistic nature of knowledge (Biggs & Tang, 2011). A balanced curriculum provides sufficient depth for mastery while offering appropriate breadth for broader context. To remain relevant—especially in fast-evolving fields like technology and medicine—curricula must incorporate current research and trends. They should also be responsive to societal changes such as climate change, AI ethics, and global pandemics to be perceived as forward-thinking and pertinent (OECD, 2018).

Enhancing the perceived richness of content also involves engagement with diverse media and resources, such as videos, simulations, interactive online modules, podcasts, guest lectures, and fieldwork (Mayer, 2009). Access to quality resources, including up-to-date libraries, online databases, specialized software, and laboratory equipment, is equally important (EDUCAUSE, 2020).

Curriculum design should extend beyond content knowledge to focus heavily on skills development. Essential skills like critical thinking, problem-solving, communication, digital literacy, collaboration, and teamwork are vital for preparing students for complex real-world challenges (Trilling & Fadel, 2009; Griffin et al., 2012). Encouraging interdisciplinary connections, where different subjects are integrated, further prepares students for these multifaceted problems (Beane, 1997). Opportunities for original design, ideation, and experimental approaches are also highly beneficial (Kolodner, 2002).

Finally, assessment and feedback are pivotal in education. Authentic assessments, which mirror real-world tasks, are far more meaningful than rote tests (Gulikers et al., 2004). Clear rubrics and fair grading contribute to a perception of fairness. Constructive and timely feedback, directly linked to learning objectives, helps students understand their strengths and weaknesses and guides their improvement

(Sadler, 1989). Striking a good balance between formative and summative assessments is essential; an overemphasis on high-stakes summative assessment can lead to anxiety and a focus on grades over genuine learning (Black & Wiliam, 1998).

#### **2.4.2 Teaching Method and Quality**

A teacher's or instructor's approach, interactions with students, and the general learning environment all have a significant impact on how students see teaching methods and quality. As the curriculum's main distributor, the teacher or instructor greatly influences the learning process through their pedagogical decisions (Devlin & Samarawickrema, 2010; Seidel & Shavelson, 2007; Kember & Wong, 2000).

A variety of teacher characteristics and professional attributes are essential for effective instruction. A thorough understanding of their subject, sincere excitement, and good communication skills, which include active listening, well-crafted questions, and the deft use of tone, tempo, body language, and eye contact, are among these (Darling-Hammond, 2006). Empathy, fairness, and respect are also crucial. When it comes to participation, grading, and interactions, teachers ought to treat every student fairly and without partiality (Stronge, 2018). They must respect students' viewpoints and foster an environment that is welcoming to a range of perspectives.

Additionally, it's critical to acknowledge and address students' academic, emotional, and personal difficulties to demonstrate concern for their well-being (Wentzel, 2012). Accessibility and approachability are crucial; educators should be reachable by email, after school, or during office hours. Last but not least, professionalism is crucial and may be shown by being on time, being organized, having prepared papers, and consistently keeping your word.

To deal with different learning styles, educational strategies and teaching approaches must be modified. This involves using discussions, role-playing, simulations, problem-based learning, inquiry-based learning, interactive lectures, and collaborative learning (Felder & Silverman, 1988). Teachers can meet the various requirements of their students by using visual aids, aural explanations, kinesthetic activities, and reading materials. It's critical to modify the pace of instruction so that all students can keep up and to support varied learners by offering extra resources and enrichment.

Engagement and comprehension are also improved by culturally responsive education, which uses situations, stories, and examples that speak to the varied cultural

backgrounds of the students (Gay, 2010). In order to improve learning, technology integration should also be intentional, including interactive whiteboards, learning management systems (LMS), multimedia, educational apps, and internet resources (Koehler & Mishra, 2009). It is crucial to prioritize the development of digital literacy in order to give pupils the necessary digital skills for the future.

It is impossible to compromise on good feedback and assessment procedures. Feedback needs to be given promptly and constructively so that students can learn from their errors and get better (Hattie & Timperley, 2007). Real-time instructional modifications are made possible by formative assessment, which is used to periodically check for understanding throughout classes. Using a variety of evaluation methods supports various learning objectives and lessens test anxiety (Black & William, 1998).

Students' opinions of the quality of instruction are greatly influenced by the classroom atmosphere and learning environment. In order to ensure that students feel free to voice their thoughts and ask questions without worrying about being judged, psychological safety is crucial (Edmondson, 1999). While a cooperative and encouraging peer environment promotes constructive interactions and inhibits harmful competition, positive teacher-student relationships cultivate trust and rapport (Pianta, Hamre, & Stuhlman, 2003). A physical location that is well-lit, well-organized, and sufficiently resourced is also crucial. Lastly, preserving a positive learning environment depends on managing disturbances well (Marzano & Marzano, 2003).

It's critical to recognize that views of teaching quality are also influenced by student factors. These consist of prior educational experiences, personal learning styles, levels of drive and self-efficacy, and cultural norms and expectations (Zimmerman, 2000). Teachers and curriculum designers can create more effective and favorably seen learning environments by taking into account these complex aspects, which will give them a thorough grasp of students' perspectives.

As a result of a synergistic interaction between the educational design, the teacher's or instructor's delivery, and the unique traits and experiences of each student, students' perceptions of curriculum, content, teaching techniques, and quality are dynamic. For educators and organizations looking to design more efficient and captivating learning experiences, it is essential to comprehend these interconnected components (Biggs, 1999).

## 2.5 Reviews on Previous Studies

Bhattacharjee's (2001) extension of Oliver's Expectancy-Disconfirmation Theory (EDT) (1980, 1997) to continuance. These frameworks provide valuable insights into consumer behavior, particularly in understanding how expectations influence satisfaction and loyalty. By analyzing how actual experiences align or differ from anticipated outcomes, researchers can better predict long-term engagement with products or services. EDT posits that satisfaction arises from a comparison between pre-purchase expectations and post-purchase perceived performance.

In education, if a student's experience with a course (performance) exceeds their initial expectations, they will be satisfied. Although it was initially used to explain workplace motivation, Herzberg's Two-Factor Theory (1959, 1966, 1968) can also be modified. It suggests that certain "hygiene" factors (e.g., basic facilities, administrative efficiency) prevent dissatisfaction but do not necessarily create satisfaction, while "motivator" factors (e.g., challenging coursework, recognition, opportunities for growth) genuinely lead to satisfaction.

Chickering & Gamson (1987) examined the "Seven Principles for Good Practice in Undergraduate Education" and offered practical advice for promoting student-faculty contact, cooperation, active learning, prompt feedback, time on task, high expectations, and respect for diverse talents and learning styles. These ideas immediately apply to course delivery quality assessment.

Aldemir, C., & Gülcan, Y. (2004) provide a Turkish case study on student satisfaction, demonstrating its measurement and importance in a non-Western context. This indicates that assessing student satisfaction is a global concern for higher education institutions. This study assesses effective career counseling in higher education. The study recommended that 2.4 times more likely to believe that education prepares students for work, and overall, students' perceptions of their education are shaped by these factors and their overall experience.

Butt & Rehman (2010) studied student satisfaction in higher education. This study aimed to examine the general landscape of student satisfaction. Like many others, they conduct a general "study examining the student's satisfaction in higher education," often using quantitative surveys to gather data on student perceptions of various services provided by their institutions. The survey showed that quality of teaching, curriculum relevance, and infrastructure were key drivers of student contentment.

Biggs & Tang (2011) are cornerstones for understanding "Teaching for Quality Learning at University." Their work on "constructive alignment" (where teaching activities and assessment tasks are aligned with intended learning outcomes) is crucial for designing effective courses that lead to deep learning rather than rote memorization.

In 2013, Zayar Linn conducted a case study on the University of Computer Studies in Patheingyi to evaluate the university's bachelor's programs. The study's primary goal is to evaluate UCSP's bachelor's degree programs in terms of graduates' career development. This study focused solely on UCSP Patheingyi graduates who earned a B.C. Sc./B.C. Tech. between the 2004–2005 and 2010–2011 school years. The study suggested that UCSP undergraduate degrees still require public awareness-raising in several effective ways that will greatly enhance UCSP's positive reputation and increase employment prospects.

Duque, L. (2014), offers a more comprehensive "framework for analyzing higher education performance," linking student satisfaction not only to perceived service quality but also to crucial outcomes like perceived learning outcomes. This is a significant advancement, moving beyond mere satisfaction to its impact on student success and retention. The study looks at students' perceptions, perceived learning outcomes, and dropout intentions. This study found that 74% of students consider campus life essential to their overall satisfaction with higher education. Career support services, such as internships, placements, and alumni networking, also contribute to students' perceptions. Campus environments, including a safe, inclusive, and vibrant one, foster positive student experiences and contribute to overall satisfaction with higher education.

Yi Yi Pwint Phyu (2018) conducted a case study on Dagon University to examine an evaluation of higher education services. The research examined student satisfaction with higher education services. The study revealed that the university's instructional services and students' expectations should match, but they didn't.

Zaw Moe Aung (2019) evaluated Thanlyin Co-operative University's bachelor programs. Students were asked about Co-operative University Thanlyin's bachelor programs' operation and performance. The research suggested using certain training aids and more realistic job application periods.

In general, as reported in the Students' Perception Survey SPS 2019–2020 Report, the goal of SPS criteria is to improve the overall quality of education and the overall students' experience through multiple aspects in evaluating higher education

institutions: institutional management, mission, faculty quality, and student support services. SPS develops standards for higher education in the Asia-Pacific region in institutional mission, programs, curriculum, student support services, faculty quality, instructional methods, facilities, quality maintenance, feedback channels, research, community service, internationalization, governance, management, and student participation.

In other words, student centeredness, program relevance, responsiveness of support services, research responsiveness, and good governance practices are assessed. Also, this study assesses world exposure, educational experiences, graduation, retention, and postgraduate performance qualities with regard to higher education, routine assessments, and continuous improvement initiatives necessary for student satisfaction.

The Myanmar-specific educational context is outlined in policy documents such as "Challenges and Opportunities for Educational Reform: 2023. Under the New Myanmar Government, "Myanmar: Principles and General Objectives of Education" and the "National Education Strategic Plan 2016-21." The studies discuss the Myanmar government's vision for education, current reform agenda, and desired outcomes for higher education, including human resource development. It also explores student perceptions of learner autonomy in English language classrooms, revealing students often expect teachers to lead classroom management. The research also addresses challenges related to curriculum domination and lack of cultural and linguistic diversity in content. The study also highlights the significant influence of factors like teaching and instruction, learning environment, student-teacher relations, and service quality on student satisfaction.

Aung Kyaw Phy (2024) conducted research on how International Theravada Buddhist Missionary University students felt about its educational offerings. The university's curriculum, teaching methods, and student support services will be assessed in this study. Language studies students wanted more interesting teaching techniques and tools, according to the report.

## **CHAPTER III**

### **OVERVIEW ON NATIONALITIES YOUTH RESOURCE DEVELOPMENT DEGREE COLLEGE, YANGON**

#### **3.1 Brief Description of Myanmar's Education System and Policy**

The Association of Southeast Asian Nations includes Myanmar. Myanmar, sometimes known as Burma, is the biggest country in mainland Southeast Asia, with 55 million inhabitants (World Bank, 2020). It has a long coastline on the Andaman Sea and Bay of Bengal and borders Bangladesh, India, Thailand, Laos, and China. Agriculture drives the economy, and the nation has forests, arable land, minerals, and natural gas (Asian Development Bank [ADB], 2019). Myanmar is composed of 135 different ethnic groups, each of which has its own religious and cultural customs (UNESCO, 2017). Myanmar has previously experienced periods of powerful kingdoms and empires, which were succeeded by British colonial rule. Following its independence, Myanmar has experienced political unrest and conflict, including a 1962 military takeover and continuing ethnic conflict (Steinberg, 2013).

Administratively, Myanmar comprises seven regions and seven states with a total area of 261,228 square miles. Kachin, Kayah, Kayin, Chin, Mon, Rakhine, and Shan are the states, and Yangon, Bago, Ayeyarwady, Tanintharyi, Mandalay, Sagaing, and Magway are the regions. According to the 2014 Myanmar Population and Housing Census by the Ministry of Labor, Immigration, and Population, Myanmar's population was estimated at 51 million (Ministry of Immigration and Population, 2015).

During British rule, the education system in Myanmar changed from traditional monastic education to one influenced by the West. Monasteries were the basic schools of pre-colonial society, teaching religious scriptures and elementary reading and writing. The British established a secular educational system through government-opened schools and increased educational opportunities, particularly for women (Cheesman, 2005). Following independence, the system initially flourished with many schools run by missionaries. However, political reforms in the 1960s led to the

nationalization of educational institutions and the termination of language instruction, which enabled conditions to deteriorate (Lwin, 2000).

An 11-year basic education cycle precedes higher education in Myanmar, which is administered by the State Administration Council (SAC) Ministry of Education (MoE) (Ministry of Education, 2022). The system includes Early Childhood Care and Development (ECCD), primary education (5 years), middle school, and high school. Children aged 2–5 attend preschools and kindergartens under ECCD.

Primary education is mandatory, covering subjects like the Burmese language, mathematics, science, and social studies. The lower secondary education (middle school) builds on the primary foundation and introduces additional specialized subjects. Upper secondary education (high school) is significant and culminates in the Basic Education Standard X Examination (matriculation exam), which is highly standardized and often reliant on rote learning (UNICEF Myanmar, 2020). Tertiary education includes universities offering bachelor's, master's, and doctoral degrees in numerous fields, as well as specialized universities and open universities providing access to students unable to attend traditional campuses (ADB, 2020).

In Myanmar, non-state systems of education such as online platforms, private schools, monastic schools, and ethnic education systems have become prominent alternatives to the traditional government-run system. In the aftermath of recent unrest, monastic schools offering basic education and often combining religious instruction have emerged as safe learning environments (Lall & South, 2014). Private schools, mostly in urban areas, serve wealthier families and are generally perceived to offer higher quality education.

Myanmar's education policy has traditionally been centralized in favor of national unity. The National Education Strategic Plan (NESP) 2016–2021, developed during the decade of democratic transition (2011–2021), aimed to modernize the education sector through flagship policy pillars. These include Universal Basic Education, Early Childhood Care and Development, Alternative Education, and Inclusive Education (MoE & UNESCO, 2016).

Quality improvement in education involves curriculum reform, teacher professional development, exam reform, and enhanced English instruction. Decentralization is intended to devolve decision-making authority to sub-national levels to improve responsiveness and community ownership (World Bank, 2019). Strengthening evidence-based management through the Education Management

Information System (EMIS) improves data collection, analysis, and monitoring. Public-private partnerships have encouraged greater non-state involvement in education provision.

Relevance and employability efforts align education outcomes with labor market needs, strengthening TVET programs and enhancing lifelong learning (ILO, 2019). Perhaps the most progressive aspect of the NESP is the move toward mother-tongue-based multilingual education (MTB-MLE) in primary schools, addressing historical grievances and promoting inclusivity (UNESCO, 2018).

The Nationalities Youth Resource Development Degree College (NYRDDC) in Yangon, established in 2000 under the Ministry of Border Affairs, aims to contribute to the human resource and socio-economic development of national races, especially in border and remote areas (Ministry of Border Affairs, 2021). Its objectives include making tertiary education accessible to ethnic youths from remote areas, providing knowledge and skills in academic and technical fields, and producing qualified intellectuals who can contribute to regional development.

The college also aims to strengthen national unity and union spirit by nurturing mutual understanding and solidarity among diverse ethnic groups. It encourages students to preserve their traditional customs, literature, and culture while fostering progress (Ministry of Border Affairs, 2021). The NYRDDC thus serves as a specialized institution developing a cohesive, skilled workforce drawn from Myanmar's diverse ethnic base to support both local and national development goals, often in alignment with state-led efforts for stability and integration (South, 2008).

### **3.2 Background of the Nationalities Youth Resource Development Degree College NYRDDC, Yangon**

Once independent, internal armed factions formed based on differences in ideology, identity, and geography. Successive governments intended to develop border areas, but due to regional instability and challenges in transportation and communication infrastructure, these initiatives were not fully implemented. Instead, peace and stability were prioritized above all else (South, 2008; ICG, 2013).

Since 1989, several ethnic armed organizations became legitimate, and the government's border development policies gained momentum. As ethnic armed groups observed development initiatives in their areas, many came to view the government's programs as sincere efforts for socioeconomic uplift, leading several to enter the legal

fold (Taylor, 2009). Approximately 17 major and 23 minor ethnic armed groups have entered into ceasefire or peace agreements since 1989 (Smith, 2007). In response, the government formed the Central Committee for Border Areas and National Races Development, aimed at reducing the development gap between border regions and the central areas (Ministry of Border Affairs [MoBA], 2021).

However, these broad development programs required a dedicated ministry. On September 24, 1992, the Ministry of Border Affairs was created to fulfill this mandate. It was renamed the Ministry for the Progress of Border Areas and National Races on the same day and again renamed the Ministry for the Progress of Border Areas and National Races and Development Affairs on January 30, 1994. Finally, the ministry returned to its former name—Ministry of Border Affairs—on March 30, 2011 (MoBA, 2021).

The Ministry of Border Affairs comprises three departments: The Minister's Office, the Department for the Progress of Border Areas and National Races, and the Education and Training Department. Established in 1999, the Education and Training Department promotes education among border youth to nurture local intellectuals. It also provides vocational training in domestic sciences for young women in these areas (MoBA, 2020). The department oversees several institutions, including its head office, the University for the Development of the National Races of the Union, Nationalities Youth Resource Development Degree Colleges, a Central Training School, 45 Nationalities Youth Development Training Schools, and 45 Vocational Training Schools for Women.

Building a strong and enduring Union of Myanmar, founded by diverse ethnic groups, requires harmony and mutual respect. On January 30, 1994, the State Law and Order Restoration Council (SLORC) emphasized ethnic development by renaming the ministry. Nationalities Youth Development Training Schools were established to offer free education to disadvantaged but committed ethnic children (Lall & South, 2014). One such school, originally the Nationalities Development Charity Tiger School, later became the Nationalities Youth Resource Development Degree College, Yangon. This college is located on Kamayut Station Street, Hlaing Township, in Quarter No. (6) of Yangon Region.

Upgraded to a degree college on August 1, 1998, the institution expanded its purpose. To further ethnic and border development goals, the Department of Education and Training was founded on June 30, 1999. On December 6, 1999, the foundation

stone for the current Nationalities Youth Resource Development Degree College (Yangon) was laid on the former Tiger School's 8.878-acre site. The college officially opened on June 15, 2000, and relocated to its present-day campus in Dagon Seikkan Township on July 5, 2005. The college now occupies 31.516 acres on Plot No. 3383, Land Surveying Quarter No. 61 (MoBA, 2021).

This institution aims to provide advanced education for young nationals from border regions, train them in arts, sciences, and engineering, and prepare them to serve as competent government personnel. The Nationalities Youth Resource Development Degree College functions as a key mechanism for integrating ethnic minorities into national development through education and skill-building (South & Lall, 2016).

### **3.2.1 Objectives of NYRDDC, Yangon**

Objectives of NYRDDC, Yangon, were laid down on 15th June 2000, and they are as follows (Ministry of Border Affairs [MoBA], 2001):

- (1) To foster unity and goodwill among the young people of different nations while they are attending the same college.
- (2) To support and believe in the three primary national reasons of maintaining state sovereignty, preventing the dissolution of the Union, and preserving national unity.
- (3) After completing their higher education, the graduates should be given the proper assignments related to the development activities in their particular regions.
- (4) To foster and increase passion and morale in border area development efforts.
- (5) To encourage the will to work hard and primarily toward creating a new, modern, developed, and peaceful country.

The brothers and sisters of the nation had earlier lived in harmony and goodwill, but due to decisions made through more than a century of imperialist divide-and-rule policies, they grew apart, misunderstood each other, and fell into arguments. This historical example of national races working together for thousands of years while colonialists continued to support national racial unity should serve as a lesson for students studying the NYRDDC. As assigned, they ought to always, like a grain of sand and a piece of brick, contribute to the ongoing development of the national races' shared spirit (NYRDDC, 2005).

### **3.2.2 Core Value and Union Sprit**

The degree college's academic programs, student life, and institutional culture are built around five core values that reaffirm student dedication to national identity and collective achievement. Through living together in harmony and engaging in shared educational experiences, students internalize the Three Main National Causes and foster Union Spirit—a sense of shared purpose across ethnic lines. These values are deeply embedded in NYRDDC's educational philosophy, which prioritizes national racial development as a critical task of government and society (MoBA, 2005). Despite existing challenges, NYRDDC continues to prioritize the development of youth from underrepresented national races and their communities, strengthening unity while promoting regional and national progress (NYRDDC, 2020).

### **3.2.3 Student Learning Goals and Student Learning Outcomes**

NYRDDC's students have promoted six major Arts and Sciences and AGTI student learning goals at the undergraduate level (NYRDDC, 2018; MoBA, 2021):

1. Knowledge - Knowledge acquisition, construction, integration, and application
2. Creative thinking - Cognitive complexity
3. Self-Realization - Intrapersonal Development
4. Relationships - Relational interdependence among the national brethren
5. Social Responsibility - Community engagement and maintaining union spirit
6. Life Skills - Practical Competence NYRDDC' undergraduate graduates will be able to demonstrate competence in a major field. (Knowledge)
7. Construct, integrate, and apply knowledge from instruction and experience. (Knowledge)
8. Think critically and creatively in seeking solutions to practical and theoretical problems. (Thinking)
9. Use ethical reasoning to make informed and principled choices. (Social Responsibility and Self-Realization)
10. Demonstrate self-knowledge across a range of developmental areas. (Self-Realization)
11. Communicate effectively through writing, speaking, and interpersonal and group interactions (relationships).
12. Apply understanding of cultural differences in diverse environments. (Social Responsibility)

13. Contribute to local, national, and global communities in which they live. (Social Responsibility)
14. Apply life skills to succeed in college and beyond. (Life Skills)

The combination of core education and student development programs will provide students with instruction and experience in these areas. When combined, these educational and student-development initiatives give pupils the chance to achieve their learning objectives (NYRDDC, 2020).

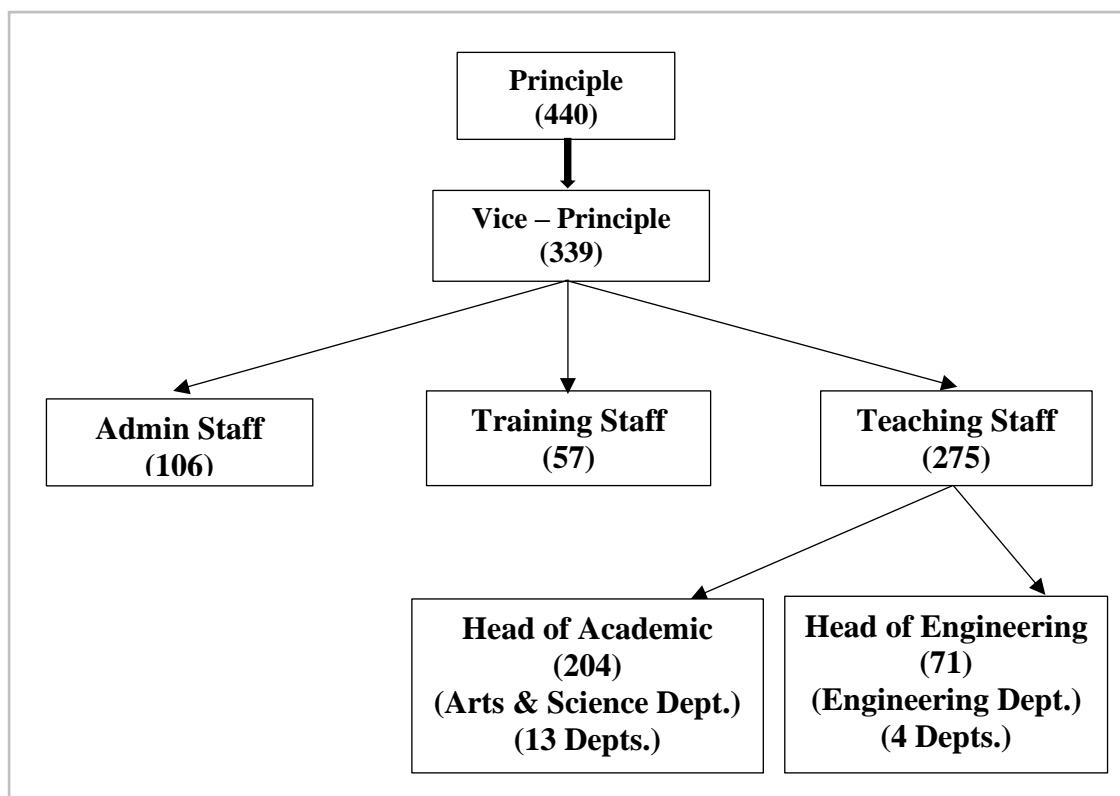
### **3.2.4 Organizational Structure**

The Nationalities Youth Resources Development Degree College, NYRDDC, employs 440 people: 275 teachers, 106 administrators, and 57 trainers. The faculty has 19 professors, 17 associate professors, 52 lecturers, 63 assistant lecturers, and 82 tutors/demonstrators in 19 departments.

The Central Council for Universities (2/1999) allowed the NYRDDC, Yangon, to join with Yangon University. The assembly also chartered an Administration Board. The teaching staff has 19 departments. This college has 19 professors, 17 associate professors, 52 lecturers, 63 assistant lecturers, and 82 tutor/demonstrators. According to the Central Council for Universities (2/1999), the NYRDDC, Yangon, may be associated with Yangon University, and the Administration Board was approved.

The Admission Selection Board, directed by the Deputy Minister, interviews matriculated border youth of national races before choosing pupils. The University of Yangon and Yangon Technological University partner in the arts, science, and engineering departments of Nationalities Youth Resource Development Degree College (Yangon). For social welfare improvement, the Nationalities Affairs Department educates all pupils in Union Spirit and Advanced Culture.

**Figure (3.1) Organizational Structure of NYRDDC, Yangon**



Sources: Administration Department (NYRDDC)

The list of academic departments is as follows:

**Table (3.1) Academic Departments of NYRDDC**

Sr. No.	Arts	Sr. No.	Science	Sr. No.	Engineering
1.	Myanmar Language	1.	Chemistry	1.	Civil
2.	English	2.	Physics	2.	Mechanical
3.	Geography	3.	Mathematics	3.	Electrical Power
4.	History	4.	Biology	4.	Electronics
5.	Economics	5.	Computer Sciences		
1.	Anthropology				
2.	Psychology				
3.	Nationalities Affairs				

Sources: Examination and Convocation Department (NYRDDC)

### 3.3 Assessment System

At the end of each semester, there will be a final exam. A three-hour paper will be included in the examination for each module in the examination courses. All assessments will be based on pre-exam teaching and practice. The following grades are given: Add 20 marks for tutorial and practical work to 80 marks for the written test to get a passing score of fifty. Students must take examinations after the difficult course. Exam scores are combined with assignment, project, and practical work ratings to determine success. The two-semester course demands a lot of time. The first and second semesters of a school year have 18 weeks each.

Weekly allocation at teaching periods is as follows:

- (a) Practical work 10 (45 mins/periods)
- (b) Class Lecture 35 (45 mins/periods)

Effective instruction is provided through lectures, practical work, demonstrations, the use of multimedia tools, practical teaching, and field visits. The following is how the receptive course is assessed:

- (a) Tutorial 10%
- (b) Practical/ Assignment 10%
- (c) Semester-end Examination 80%

The term “Credit” is defined as follow:

- (a) Theory; 1 period of lecture per week per semester = 1 Credit
- (b) Tutorial/ Practical 1-3 period per week per semester = 1 Credit
- (c) 3 - 6 hours of field practice per week per semester = 1 Credit
- (d) 1 instruction period followed by 1-3 period of physical Activities per week per semester = 1 Credit

Exam marks may be classified into five levels of Grade are as follow,

**Table (3.2) Exam Marks and Grades**

No.	Marks Range	Letter of Grade	Meaning
1.	75 and above	A	Excellent
2.	65 - 74	B	Good
3.	50 - 64	C	Pass
4.	35 - 49	D	Fail
5.	0 - 34	E	Fail

Sources: Examination and Convocation Department (NYRDDC)

Grades A, B, and C students may not need to meet with their department heads, but grades D and E students must do so in order to discuss their challenges and find solutions with professors.

As of the 2000-2001 academic year, the general combination system was in operation, and this college's linked Yangon University began awarding B.A. and B.Sc. degrees. The college's affiliation, Yangon Technological University, awarded the A.G.T.I. Diploma (Civil, MP, EP, and EC).

Students are specialized in subjects as per their results in the matriculation examination. In the beginning, when this college was established, only male students were allowed and trained to enter government services. But from the 2015-2016 academic year, female students from the border areas have also been admitted along with boys. From the 2014-2015 academic year, this college has been introducing specialization where it has also issued degrees and duration of the courses as below:

**Table (3.3) Courses and Duration**

<b>Sr. No.</b>	<b>Conferred Degree</b>	<b>Specialization</b>	<b>Course Duration</b>
1.	B. A	Myanmar, Geography, History	Four-year Course
2.	B.Sc.	Physics, Mathematics, Chemistry	Four-year Course
3.	A.G.T.I Diploma	Civil, MP, EP, EC	Three-year Course
	Computer Science (Certificate)		

Sources: Examination and Convocation Department (NYRDDC-2025)

Yangon University's M.A. and M.Sc. programs accept graduates with qualifying arts or scientific degrees from this program who complete continuing education criteria. Graduates with master's degrees can advance their professions by pursuing Ph.D. programs. Yangon Technological University's B.E., M.E., and Ph.D. programs accept A.G.T.I.-qualified engineering students.

From 2002-2003 to 2023-2024, 3,304 students graduated. These 2,231 alumni received arts or science degrees. Of those, 1,706 qualified for higher study. 864 of 1,073 A.G.T.I. graduates qualified. These graduates now work for several ministries and contribute to national efforts.

### 3.4 Number of Graduates

Between 2002-2003 and 2023-2024, 3,304 students earned B.A. or B.Sc. degrees and AGTI Diplomas from the Nationalities Youth Resource Development Degree College, NYRDDC. Information is in Table 3.4. In 2012-2013, 19 B.A., 60 B.Sc., and 59 AGTI students who moved from NYRDDC Sagaing to Yangon graduated. Table (3.4) shows that 17.61% of B.A. graduates and 25.7% of B.Sc. graduates qualified. Therefore, 37.74%, or nearly 38%, of students met their targets.

**Table. (3.4) Number of BA. B.Sc. Graduates from Programmes**

Sr NO	Graduate Year	B. A		B.Sc.		B.A / B.Sc.		
		No. of Graduates	No. of Qualified	No. of Graduates	No. of Qualified	No. of Graduates	No. of Qualified	
1.	2002-2003	15	6	18	5	33	11	
2.	2003-2004	18	6	20	8	38	14	
3.	2004-2005	25	7	21	7	46	14	
4.	2005-2006	19	5	31	3	50	8	
5.	2006-2007	29	6	42	4	71	10	
6.	2007-2008	34	10	63	8	97	18	
7.	2008-2009	12	3	71	18	83	21	
8.	2009-2010	21	6	87	24	108	30	
9.	2010-2011	38	14	60	19	98	33	
10.	2011-2012	18	10	50	20	68	30	
11.	2012-2013	39	11	172	49	211	60	
12.	2014-2015	37	17	139	55	176	72	
13.	2015-2016	38	21	198	100	236	121	
14.	2016-2017	79	33	146	105	225	138	
15.	2017-2018	46	32	69	47	115	79	
16.	2018-2019	49	22	86	31	135	53	
17.	2010-2020	48	7	79	9	127	16	
18.	2022-2023	74	19	88	27	162	46	
19.	2023-2024	65	34	87	34	152	68	
	<b>Total</b>	<b>704</b>	<b>269</b>	<b>1527</b>	<b>573</b>	<b>2231</b>	<b>842</b>	
		<b>Total</b>					<b>2231</b>	

Sources: Examination and Convocation Department (NYRDDC-2025)

**Table (3.5) Number of A.G.T.I Diploma from Programmes**

Sr. No.	Graduate Year	Civil		M		EP		EC		A.G.T. I	
		No. of Diplomas	No. of Qualified	No. of Diplomas	No. of Qualified	No. of Diplomas	No. of Qualified	No. of Diplomas	No. of Qualified	No. of Diplomas	No. of Qualified
1	2000- 2001	-	-	-	-	-	-	-	-	-	-
2	2001-2002	7	4	7	2	6	3	-	-	20	9
3	2002-2003	5	4	5	1	4	2	-	-	14	7
4	2003-2004	6	4	6	4	6	4	5	3	23	15
5	2004-2005	7	7	7	5	6	3	6	3	26	18
6	2005-2006	7	6	3	3	3	2	3	3	16	14
7	2006-2007	6	3	4	3	4	3	4	4	18	13
8	2007-2008	7	7	8	7	7	6	3	2	25	22
9	2008-2009	12	10	12	12	11	11	11	11	46	44
10	2009-2010	11	7	9	9	10	9	11	8	41	33
11	2010-2011	10	10	10	10	10	10	9	9	39	39
12	2011-2012	15	13	16	15	15	15	16	12	62	55
13	2012-2013	31	31	32	24	31	27	32	29	126	111
14	2015-2016	33	30	35	27	34	29	33	32	135	118
15	2016-2017	16	14	17	13	18	13	17	13	68	53
16	2017-2018	20	19	16	15	17	16	15	15	68	65
17	2018-2019	19	15	15	12	15	15	14	10	63	52
18	2019-2020	26	15	27	19	20	9	15	11	88	54
19	2022-2023	28	24	19	13	24	19	10	4	81	60
20	2023-2024	18	14	15	11	14	11	8	7	55	43
	<b>Total</b>	<b>298</b>	<b>247</b>	<b>278</b>	<b>213</b>	<b>270</b>	<b>222</b>	<b>227</b>	<b>182</b>	<b>1073</b>	<b>864</b>
	<b>Total</b>									<b>1073</b>	

Sources: Examination and Convocation Department (NYRDDC-2025)

NYRDDC issued 1,073 A.G.T.I. Diplomas between 2001-2002 and 2023-2024. Table (3.5) shows details. All 2010-2011 A.G.T.I. students qualified, per Table 3.4. About 864 engineering students had qualifying A.G.T.I. Table 3.5 shows 80.52% of A.G.T.I. credentials qualified. Due to academic calendar changes, 2013-2014 and 2014-2015 graduation data is unavailable. From 2002–2003 until 2023–2024, 3,304 students obtained B.A. or B.Sc. degrees and AGTI certifications from the Nationalities Youth Resource Development Degree College.

**Table (3.6) Numbers of Students in (2024-2025) AY**

Sr. No.	Major	1st Year. (2 <sup>nd</sup> Sem.)			2 <sup>st</sup> Year. (2 <sup>nd</sup> Sem.)			3 <sup>rd</sup> Year (2 <sup>nd</sup> Sem.)			4 <sup>th</sup> Year (1 <sup>st</sup> Sem.)			4 <sup>th</sup> Year (2 <sup>nd</sup> Sem.)			Total		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1.	Myanmar	5	6	11	7	6	13	13	19	32	12	13	25	8	8	16	45	52	97
2.	Geography	12	11	23	11	7	18	23	8	31	24	14	38	10	8	18	80	48	128
3.	History	7	10	17	12	2	14	16	10	26	15	9	24	8	4	12	58	35	93
4.	Chemistry	15	20	35	8	9	17	21	19	40	10	25	35	23	8	31	77	81	158
5.	Physics	15	22	37	8	7	15	22	27	49	19	20	39	14	14	28	78	90	168
6.	Math	19	18	37	7	6	13	13	28	41	19	19	38	16	11	27	73	82	155
7.	Civil	10	9	19	8	7	15	26	18	44	22	15	37	-	-	-	66	49	116
8.	MP	7	5	12	7	4	11	21	16	37	15	10	25	-	-	-	50	35	85
9.	EP	5	7	12	9	3	12	22	16	38	17	12	29	-	-	-	53	38	91
10.	EC	3	9	12	6	5	11	9	10	19	8	7	15	-	-	-	26	31	57
	<b>Total</b>	98	117	215	83	56	139	186	171	357	161	144	305	79	53	132	607	541	1148

Sources: Examination and Convocation Department (NYRDDC Yangon -2025)

Table (3.6) shows the students enrollment at the Nationalities Youth Resource Development Degree College, Yangon, for the 2024-2025 academic year. As of now, the college has a total of 1,181 students enrolled, distributed across different year levels: 215 in the first year, 139 in the first semester of the second year, 357 in the first semester of the third year, 305 in the second semester of the third year, and 138 in the first semester of the fourth year.

### **3.4.1 Curriculum for B.A., B.Sc., AGTI Diploma and Special Co-Curricular Subjects for All Specializations**

NYRDDC provides detailed curricula for its 10 major fields of study. It further specifies that all Arts and Science specialized courses are taught according to the syllabi of Yangon University, and AGTI Diploma courses are all affiliated with Yangon Technological University. All specializations (major) is shown in appendix C.

## CHAPTER IV

### SURVEY ANALYSIS

#### 4.1 Survey Profile

This study collected data from 350 student participants at the Nationalities Youth Resource Development Degree College, Yangon, during the 2024-2025 academic year in Table (4.1). The sample included 200 B.A. and B.Sc. students and 150 A.G.T.I. diploma students, with fifty participants selected from each academic year, ranging from second year to final year.

**Table (4.1) Number of Survey Respondents**

Sr. No.	Major	Total Population	Survey Respondents Frequency	Respondents' Percentage
1.	Myanmar	97	34	35.05%
2.	Geography	128	33	25.78%
3.	History	93	31	33.33%
4.	Chemistry	158	35	22.15%
5.	Physics	168	34	20.24%
6.	Match	155	33	21.29%
	<b>Total</b>	<b>799</b>	<b>200</b>	<b>25.03%</b>
7.	Civil	116	41	35.34%
8.	MP	85	38	44.71%
9.	EP	91	38	41.76%
10.	EC	57	33	57.89%
	<b>Total</b>	<b>349</b>	<b>150</b>	<b>43.00%</b>
	<b>Total</b>	<b>1148</b>	<b>350</b>	<b>30.49%</b>

Source: Survey Data 2025.

The survey, which included 350 respondents from a total population of 1148, had a response rate of 30.49%, indicating a reasonable response rate for a student perception survey. However, there was a noticeable difference in engagement between

the two major categories, with the Civil, MP, EP, and EC majors showing significantly higher engagement rates (average 43% response rate) compared to the Myanmar, Geography, History, Chemistry, Physics, and Math majors (average 25% response rate).

## 4.2 Survey Design

Using a sample random research method approach based on primary and secondary data, the study sought to investigate the involvement of 350 students of ten different specializations at NYRDDC, Yangon, 2024-2025 AY. The study's research design calls for gathering data through a survey that uses a straightforward random sampling method.

Ten sections make up the survey questionnaire. The first focuses on demographic information about the respondents, such as age, education, and specialization; the second focuses on course content and curriculum; the third focuses on teaching method and quality; the fourth focuses on teaching facility; the fifth focuses on infrastructure; the sixth focuses on extracurricular activities; the seventh focuses on assessment and feedback; the eighth focuses on overall satisfaction; the ninth focuses on the overall mean value of the student perception survey on undergraduate courses of National Youth Resource Development Degree College, Yangon; and the last focuses on the result of open questions.

There was a total of 83 questions on the questionnaire form, and the answers were evaluated using a 5-point Likert scale, which is essentially a multiple indicator. The scale ranged from "strongly disagree, disagree, undecided or neutral (neutrality), agree, and strongly agree." When distributed at the study location, the questionnaire items were translated into the local language of Myanmar. Additionally, key informant interviews were conducted using the qualitative research method to encourage participants to voice their opinions in the open question section.

## 4.3 Determination of Sample Size

The following formula, Yamane (1973) was used for sample size determination.

$$n = \frac{N}{1+Ne^2}$$

n = Sample Size,      N = Total Population

$$e = \text{Error Margin} = \frac{1148}{1+1148(0.05)^2} = \frac{1148}{3.875} = 296.26 \text{ respondents}$$

**Table (4.2) Respondents' Demographic Profile**

Sr.No.	Item	Frequency	Percent (%)
<b>1.</b>	<b>Academic Year (2024 - 2025)</b>		
	<b>BA. / B.Sc.</b>		
	Second Year (Second Sem.)	50	14.3
	Third Year (Second Sem.)	50	14.3
	Final Year (First Sem.)	50	14.3
	Final Year (Second Sem.)	50	14.3
	<b>Total</b>	<b>200</b>	
	<b>A.G.T. I</b>		
	Second Year (First Sem.)	50	14.3
	Second Year (Second Sem.)	50	14.3
	Third Year (Second Sem.)	50	14.3
	<b>Total</b>	<b>150</b>	
<b>2.</b>	<b>Specialization Subjects</b>		
	Myanmar	34	9.7
	Geography	33	9.4
	History	31	9
	Chemistry	35	10
	Physics	34	9.7
	Mathematics	33	9.4
	Civil	41	12
	Mechanical	38	10.8
	Electrical Power	38	10.8
	Electronic	33	9.1
	<b>Total</b>	<b>350</b>	
<b>3.</b>	<b>Gender</b>		
	Male	203	58
	Female	147	42
	<b>Total</b>	<b>350</b>	
<b>4.</b>	<b>Age Group</b>		
	Less than 19	89	25.4
	20 Year - 22 Year	224	64
	Over 22 Year	37	10.6
	<b>Total</b>	<b>350</b>	

Source: Survey Data 2025.

The demographic profiles of the study participants are presented in Table (4.2), with frequency distributions calculated for each individual. This analysis focuses on covering the result that included a sample of 350 students drawn from the ten different specializations offered at NYRDDC, Yangon.

Table (4.2) presents the demographic profile of the respondents, detailing their academic year, specialization subjects, gender, and age groups for the 2024-2025 academic year. Civil engineering emerged as the most popular specialization among respondents, accounting for 12% of the sample, while history was the least popular at 9%. The gender distribution showed that 42% of respondents were women and 58% were men. This aligns with the overall student body, where there are twice as many male students as female students; thus, men constituted the majority of the respondents.

The respondents were nearly evenly distributed across semesters and academic years. Each of the seven "Academic Year" categories (three from A.G.T. I and four from BA/B.Sc.) had exactly 50 respondents, representing 14.3% of the total sample. This balanced distribution ensures fair representation of students from various stages of their college education in the 2024-2025 academic year.

The study's respondents represent a diverse range of academic specializations. Civil engineering had the highest representation, accounting for 12.0% of all respondents. Chemistry followed with 35 responses (10.0%), showing a slightly increased presence. Subjects such as Myanmar, geography, physics, mathematics, and electronics were grouped together, each contributing 33-34 respondents, representing approximately 9.1% to 9.7% of the total. History had the fewest respondents, with 31 individuals (9.0%). This distribution suggests a broad range of academic backgrounds among the participants, with a notable concentration in civil engineering and chemistry.

The demographic profile explains a clear gender imbalance and a predominant age group among respondents. The majority of respondents were male, totaling 203 individuals (58.0%), while female respondents comprised 147 individuals (42.0%). This indicates a higher proportion of male participants in the study. In terms of age, the largest group was "20 Years - 22 Years," accounting for a significant 224 responders (64.0%). The "Less than 19" age group was the second largest, with 89 respondents (25.4%). The "Over 22 Years" age group had the fewest responses, with 37 individuals (10.6%). This age distribution strongly suggests that a large proportion of the respondents are young adults, most likely current university students in their early to mid-academic years.

#### **4.4 The Result of Survey Analysis**

The evaluation of education services involved collecting results from a modified questionnaire that assessed student perception and satisfaction. This data was subsequently analyzed using a variety of statistical techniques.

##### **4.4.1 Course Content and Curriculum**

As shown in Table 4.3, the survey collected responses on 12 different aspects of course content and curriculum with a 5-point Likert scale: 1 = Very Irrelevant (VI), 2 = Somewhat Irrelevant (SI), 3 = Neutral (N), 4 = Somewhat Relevant (SR), and 5 = Very Relevant (VR), with an overall total mean value of 3.95. This value indicates a generally positive sentiment from the respondents, leaning towards "Strongly Relevant" or "Very Relevant" on a typical Likert scale where higher numbers represent stronger agreement.

The survey aimed to assess various aspects of the course content and curriculum, with respondents providing feedback on a scale where higher mean values indicate greater agreement or positive perception. The results highlight generally positive views across most areas.

The course content is highly relevant to academic and career goals, providing adequate preparation for future careers. The course objectives are clearly defined and communicated, making it suitable for undergraduate students. The curriculum is logically structured, well-sequenced, and up-to-date, effectively addressing the specific needs of the local region. It is designed and regularly updated to address contemporary education needs. The curriculum includes cocurricular subjects, special cocurricular subjects, computer courses, ICT, essential software, and a variety of courses to explore different interests and develop a broad skill set. Overall, the curriculum is designed to meet the contemporary needs of education.

The course content and curriculum have been rated highly by respondents, with a mean value of 3.95. The courses are highly relevant to students' academic and career goals (mean: 4.08), providing adequate preparation for their future careers (mean: 4.10). The clear objectives are highly rated (mean: 4.12), indicating effective communication of learning goals. The curriculum's logical structure (mean: 4.05), sequencing, and up-to-dateness received a strong positive response, as well as its effectiveness in addressing local needs (mean: 4.09).

**Table (4.3) Course Content and Curriculum**

<b>Sr. No</b>	<b>Course Content and Curriculum</b>	<b>Mean</b>	<b>SD</b>
1	The course content is highly relevant to my academic and career goals.	4.08	0.702
2	The course objectives are clearly defined and communicated.	4.12	0.559
3	The course content's relevance to current college standards is high.	3.92	0.730
4	The courses provide adequate preparation for my future career.	4.10	0.343
5	The course content is very suitable for undergraduate students.	4.01	1.240
6	The curriculum seems to align well with my academic and professional goals.	3.67	1.086
7	The curriculum is logically structured, well-sequenced, and up-to-date, which helps me connect new information with existing knowledge.	4.05	0.554
8	The up-to-date curriculum effectively addresses the specific needs and demands of the local region.	4.09	0.376
9	The curriculum is designed and regularly updated to address the contemporary needs of education.	3.56	0.920
10	The curriculum includes Cocurricular Subjects and Special Cocurricular Subjects.	4.10	0.300
11	The curriculum includes computer courses, ICT and essential software.	4.08	0.271
12	The variety of courses offered in undergraduate program is to explore different interests and develop a broad skill set.	3.67	0.735
	<b>Mean Value</b>	<b>3.95</b>	

Source: Survey Data 2025.

The inclusion of modern skills, such as cocurricular subjects, special cocurricular subjects, computer courses, ICT, and essential software, received high

mean scores (4.10 and 4.08, respectively), indicating satisfaction with the breadth of skills covered. However, the perceived alignment with academic and professional goals (mean: 3.67) and the variety of courses for exploring different interests (mean: 3.67) could be areas for further consideration. The survey results indicate a strong positive perception of the course content and curriculum, particularly regarding its relevance, clarity, and the inclusion of important subjects.

#### 4.4.2 Teaching Method and Quality

In the table (4.4), the survey includes 7 statements on teaching methods and quality and shows a generally positive perception among respondents, with a 5-point Likert scale of 1 = Very Dissatisfied (VD), 2 = Dissatisfied (D), 3 = Neutral (N), 4 = Satisfied (A), and 5 = Very Satisfied (VS), an overall Total Mean Value of 4.03 out of a possible 5, indicating that students are satisfied with the teaching approaches and the quality of instruction.

**Table (4.4) Teaching Method and Quality**

<b>Sr. No.</b>	<b>Teaching Method and Quality</b>	<b>Mean</b>	<b>SD</b>
1	Teaching - learning method is freely and actively collaborating in discussions.	4.15	0.409
2	The teaching method promote a highly collaborative environment and students can happy and actively participate in discussions.	4.02	0.282
3	Teachers demonstrate an ability to perceive connections between existing knowledge and their personal experiences, leading to new insights.	4.03	0.434
4	Teachers are form with teaching methods to up to date.	4.12	0.636
5	Teachers' specializations are in alignment with the subjects they teach.	3.86	0.424
6	Faculty teaches their classes at the right times.	3.94	0.310
7	Teaching and Learning activities enhance Life Long Learning.	4.09	0.471
	<b>Mean Value</b>	<b>4.03</b>	

Source: Survey Data 2025.

The survey evaluated teaching methodology and quality, with respondents indicating their satisfaction. The mean values showed that the teaching-learning method promotes collaboration, students actively participate, teachers can connect existing knowledge with personal experiences, teachers are up-to-date with teaching methods, their specializations align with subjects, faculty teaches at the right times, and teaching and learning activities enhance lifelong learning. Overall, the mean value for teaching method and quality was 4.03.

The teaching-learning method is highly regarded for its ability to foster active collaboration and a collaborative environment, with teachers being perceived as effective in connecting existing knowledge with personal experiences for new insights (mean: 4.03). They are generally up-to-date with teaching methods and believe their specializations align with their subjects (mean: 3.86). Classes are taught at the right times, and teaching and learning activities contribute positively to lifelong learning, with a mean of 4.09.

Overall, the survey results indicate a strong positive perception regarding the teaching methods and quality, particularly in terms of promoting student engagement, collaboration, and the up-to-dateness of teaching practices.

#### **4.4.3 Teaching Facility**

The survey on teaching facilities encompassed 10 different aspects, giving a mean value of 2.77 in Table (4.5). This suggests a generally neutral to slightly dissatisfied sentiment among respondents regarding the current state of teaching facilities, with several areas indicating a need for significant improvement. For this analysis, the study assumes a Likert scale where 1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Neutral (N), 4 = Agree (A), and 5 = Strongly Agree (SA).

**Table (4.5) Teaching Facility**

<b>Sr. No.</b>	<b>Teaching Facility</b>	<b>Mean</b>	<b>SD</b>
1	No electricity problem during teaching - learning process.	3.72	0.649
2	The teaching and learning facilities and equipment (lecture halls, classrooms, projects rooms, etc.) are adequate and updated to support education and research.	2.13	1.073
3	The practical laboratory and equipment are adequate and updated to support education and research	2.64	1.153
4	The library and its resources are adequate and updated to support education and research.	3.12	1.227
5	The language lab features are adequate and updated to support education and research.	2.13	1.073
6	Student - teacher ratio for teaching and learning process is suitable for learning.	1.58	0.862
7	Internet access is available in college campus.	2.75	1.071
8	The IT facilities including e-learning infrastructure are adequate and updated to support education and research.	3.38	1.111
9	Students and staff have access to adequate health facilities.	2.74	1.101
10	The sports facilities are adequate and include modern equipment.	3.55	1.107
	<b>Mean Value</b>	<b>2.77</b>	

Source: Survey Data 2025.

The study describes that there is no significant issue of electricity during the teaching-learning process, suggesting reliability for most respondents. The teaching and learning facilities and equipment are adequate and updated to support education and research, with a mean score of 2.13. However, there is a general dissatisfaction or perception that these facilities are sufficiently updated.

The practical laboratory and equipment are also adequate and updated, with a mean score below the neutral point of 3. This indicates a tendency towards disagreement regarding the adequacy and up-to-dateness of practical laboratories and their equipment. The library and its resources are somewhat adequate, with a mean

score slightly above neutral. Language lab features are adequate and updated, indicating significant dissatisfaction or a perceived inadequacy.

The student-teacher ratio for the teaching and learning process is suitable for learning, with a mean score of 1.58, indicating strong disagreement. Internet access is available on college campuses, but it is not consistently perceived as adequate or reliable by a notable portion of respondents. IT facilities, including e-learning infrastructure, are generally considered adequate and updated. Health facilities are perceived as less than fully adequate by many respondents.

Sports facilities are adequate and include modern equipment, with a mean score of 3.55, indicating general satisfaction with the adequacy and modernity of sports facilities.

The study found that on average, respondents perceive teaching facilities as somewhat below adequate or in need of improvement. The strengths of the facilities include electricity, IT facilities, and sports facilities. However, there are areas of significant dissatisfaction, such as the student-teacher ratio, general teaching and learning facilities, language lab features, and practical laboratories. The study also found that library resources are slightly above neutral, internet access is slightly below neutral, and health facilities are slightly below neutral, indicating a need for better provision. The overall mean value of the survey is 2.77.

In conclusion, while some areas of teaching facilities are satisfactory, there are significant concerns regarding the student-teacher ratio and the adequacy and modernity of core teaching facilities (classrooms, labs, and language labs). Addressing these critical areas could lead to a substantial improvement in the overall student and staff experience.

#### **4.4.4 Infrastructure**

The survey on infrastructure covered 10 different aspects, resulting in a mean value of 3.03 in Table 4.6. This indicates a mixed but generally neutral to slightly positive perception of the infrastructure, with some areas performing well and others requiring significant improvement. The survey assumes a Likert scale where 1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Neutral (N), 4 = Agree (A), and 5 = Strongly Agree (SA).

**Table (4.6) Infrastructure**

<b>Sr. No.</b>	<b>Infrastructure</b>	<b>Mean</b>	<b>SD</b>
1	With its modern and up-to-date infrastructure, the building's aesthetic is greatly improved by the surrounding lake, flowers, and trees.	3.29	1.109
2	The library features a modern and well-maintained collection, offering an adequate supply of up-to-date books and updated.	3.46	0.697
3	The library offers a clean, quiet, and well-light environment with fresh air, promoting ease of access and use.	3.43	0.957
4	The e-library offers digital resources and Internet access and WIFI free is available	3.98	0.655
5	Student have easy access to drinking pure water in both classrooms and hostels.	2.13	1.073
6	The canteens maintain high standards of hygiene.	1.91	0.938
7	Accommodations and mess are clean and comfortable.	2.95	1.135
8	Students recreation and beautiful garden are built near hostels.	3.74	0.970
9	Teaching aids are completed and update.	2.75	1.071
10	The sports facilities are adequate and include modern equipment.	2.74	1.101
	<b>Mean Value</b>	<b>3.03</b>	

Source: Survey Data 2025.

The building's aesthetic is enhanced by the surrounding lake, flowers, and trees, enhancing its modern infrastructure (mean: 3.29). The library features a modern and well-maintained collection, offering an adequate supply of up-to-date books and resources (mean: 3.46). The library's clean, quiet, and well-lit environment promotes ease of access and use, making it a conducive study environment (mean: 3.43). The e-library offers digital resources, internet access, and free Wi-Fi, indicating high satisfaction with its digital resources and internet access (mean: 3.98).

Students have easy access to drinking pure water in both classrooms and hostels, indicating a need for improvement (mean: 2.13). The canteens maintain high standards of hygiene, but respondents generally believe they do not maintain these standards (mean: 1.91). Accommodations and mess facilities are clean and comfortable but not consistently met (mean: 2.95). Students' recreation and beautiful gardens near hostels are positive, indicating good satisfaction with their presence and quality (mean: 3.74).

Teaching aids are completed and updated but not consistently perceived as complete or updated (mean: 2.75). Sports facilities are adequate and include modern equipment, but they are not fully adequate or equipped with modern gear as desired by respondents (mean: 2.74). Overall, the building's aesthetic, library, and facilities are all considered important aspects of the overall quality of the school.

The infrastructure perception is generally neutral to slightly positive, with high satisfaction in areas like e-library resources, library environment, recreational areas, and building aesthetics. However, there are areas of dissatisfaction, such as canteen hygiene and improved access to pure drinking water. Improvements include enhancing cleanliness and comfort in accommodations, updating teaching aids, and modernizing sports facilities. The overall perception is neutral to slightly positive, with areas for improvement including enhancing library ambiance, improving recreational spaces, and ensuring sports equipment adequacy.

#### **4.4.5 Extracurricular Activities**

The survey on extracurricular activities, encompassing 10 distinct statements, resulted in a mean value of 3.46 in Table (4,7). This indicates a generally positive attitude toward extracurricular activities among respondents, aligning with the 5-point Likert scale (1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree). This suggests that they generally have a positive attitude toward extracurricular activities, and students largely recognize the value of these activities.

The survey results for extracurricular activities evaluated by students reveal a mixed perception of their involvement in these activities. Students generally agree that they regularly participate in extracurricular subjects to develop new skills and broaden their social circle. The number of extracurricular activities offered is appropriate, with a high mean of 4.01, suggesting satisfaction with the variety and quantity available.

Extracurricular activities complement academic learning by providing practical application opportunities for theoretical knowledge, with a mean of 3.05, slightly above

neutral. Extracurricular subjects are well-organized and consistently offer meaningful engagement, with a mean of 3.98. They are given equal importance as academic courses, with a mean of 3.21, slightly above neutral, suggesting a mixed perception.

**Table (4.7) Extracurricular Activities**

<b>Sr. No.</b>	<b>Extracurricular Activities</b>	<b>Mean</b>	<b>SD</b>
1	Regularly participate in extracurricular subjects to develop new skills and broaden my social circle.	3.93	1.139
2	The number of extracurricular activities offered is appropriate to students.	4.01	0.707
3	The extracurricular activities offered complement of academic learning by providing practical application opportunities for theoretical knowledge.	3.05	1.050
4	The extracurricular subjects are well-organized and consistently offer meaningful engagement for students.	3.98	0.655
5	The extracurricular subjects are given equal importance as academic courses.	3.21	1.037
6	The causes of extracurricular subjects are equal weighted to study of academic courses.	3.09	1.042
7	The extracurricular subjects are different subjects so the students get different, knowledge, skills, experiences and ideas.	3.25	1.309
8	The extracurricular subjects are upgrade personality, confidence, decision making power, community involvement capacity, more discipline and ready to assist society.	3.74	0.970
9	Because academic subjects are taught in conjunction with extracurricular activities, there's no detriment to learning academic subjects.	2.75	1.071
10	It would be more effective to complete extracurricular subjects after the academic subjects' exam.	3.60	0.927
	<b>Mean Value</b>	<b>3.46</b>	

Source: Survey Data 2025.

The causes of extracurricular subjects are equally weighted to academic studies, with a mean of 3.09, suggesting a nuanced view on whether the workload or emphasis for extracurriculars is equally balanced with academic studies. Extracurricular subjects offer diverse knowledge, skills, experiences, and ideas, contributing to a broader educational experience.

Extracurricular subjects upgrade personality, confidence, decision-making power, community involvement capacity, discipline, and readiness for societal involvement. However, a mean of 2.75 falls slightly below the neutral point, suggesting some concern that combining academic and extracurricular activities might negatively impact academic learning. A significant proportion of students believe scheduling extracurricular subjects after academic exams would be more effective, possibly to reduce pressure or allow for better focus.

The study found that students generally find extracurricular activities valuable and well-provided. The positive aspects include active participation, skill development, appropriate number and organization, and personal growth. However, there is room for improvement in the perceived direct application of theoretical knowledge through extracurriculars (mean: 3.05). There is mixed perception on the equal importance or weighting of extracurriculars as academic courses, possibly due to graded or prioritized activities. Some students feel a negative impact on academic learning (mean: 2.75) due to concurrent extracurriculars. A notable preference for completing extracurriculars after academic exams suggests a desire for better time management or reduced concurrent workload (mean: 3.60). Overall, the study suggests that extracurricular activities can be improved to enhance students' overall experience.

In conclusion, the perceptions of extracurricular subjects are generally successful in engaging students and fostering personal development. However, there are opportunities to better integrate these activities with academic learning, ensure their perceived importance aligns with academic courses, and optimize their scheduling to minimize any perceived negative impact on academic performance.

#### **4.4.6 Assessment and Feedback**

The survey on assessment and feedback, consisting of 10 distinct statements, resulted in a mean value of 3.78. This indicates a generally positive perception among respondents regarding assessment practices and feedback mechanisms, leaning towards "Satisfied" on the 5-point Likert scale with 1=Very Dissatisfied (VD), 2=Dissatisfied (D), 3=Neutral (N), 4=Satisfied (S), and 5=Very Satisfied (VS).

The survey aimed to gauge student perceptions regarding the clarity, fairness, and effectiveness of assessment methods and the feedback processes at the institution. The mean values generally reflect the level of agreement or satisfaction, with higher scores indicating more positive views.

The study reveals that students generally agree that pass/fail and grading criteria are clear and communicated clearly. Assessment methods, such as exams and assignments, are deemed fair, and students are clearly informed about timelines, methods, regulations, weight distribution, rubrics, and grading. Exam rooms are adequate, and seating arrangements are well-planned, with a high mean score of 4.02. Assessment rubrics and marking schemes are used to ensure the validity, reliability, and fairness of student assessment.

**Table (4.8) Assessment and Feedback**

<b>Sr. No.</b>	<b>Assessment and Feedback</b>	<b>Mean</b>	<b>SD</b>
1	Pass/fail and grading criteria are clear.	4.18	0.384
2	The assessment methods are fair (e.g., exams, assignments).	4.35	0.477
3	The student assessment including timelines, methods, regulations, weight distribution, rubrics and grading are explicit and communicated to students.	3.74	0.970
4	All Exam Room are adequate and sitting plan are systematically well- plan.	4.02	0.707
5	Methods including assessment rubrics and making schemes are used to ensure validity, reliability and fairness of student assessment.	4.21	0.407
6	All receive timely and constructive feedback on our assessments	3.98	0.655
7	Feedback of student assessment is timely and help to improve learning.	3.55	1.107
8	The responsible officials always listen to student feedback and implement necessary improvements.	3.03	1.411
9	The responsible officials always listen to improve collage images and insights.	3.51	1.258
10	Students have already access to appeal procedure.	3.29	1.109
	<b>Mean Value</b>	<b>3.78</b>	

Source: Survey Data 2025.

Students generally receive timely and constructive feedback on their assessments, with a mean score of 3.98. Feedback is perceived as timely and helpful for improving learning, though slightly less strongly than just receiving feedback. Responsible officials listen to student feedback and implement necessary improvements, with a mean score of 3.03. They also listen to improve college images and insights, with a mean score of 3.51. Students have access to an appeal procedure, with a mean score of 3.29, suggesting that students generally agree with this, though there might be room for more clarity or awareness.

The overall satisfaction with assessment and feedback is high, with a mean value of 3.78, indicating a positive perception of fairness, transparency, and fairness in student assessment. The strongest areas of satisfaction include fairness of assessment methods, clarity of criteria, and confidence in robust assessment methods. The physical environment for exams is well-regarded. However, there are areas for potential enhancement, such as a communication gap in feedback implementation, ensuring all students are fully aware and confident in using the appeal procedure, and emphasizing the direct impact of feedback on learning. Overall, the overall satisfaction with assessment and feedback is moderate to neutral, with areas for improvement such as better communication, increased awareness of the appeal procedure, and a more emphasized emphasis on feedback's direct impact on learning.

The survey results show a positive perception of the assessment and feedback processes, focusing on clarity, fairness, and quality of exam logistics. However, there is room for improvement in the perception of responsiveness to student feedback and its role in learning improvement. The primary opportunity for growth lies in enhancing the perception of institutional responsiveness to student input, ensuring that student voices are translated into tangible improvements, and making appeal procedures clear and accessible. By addressing these areas, the college can create a more supportive and engaging environment where students feel heard and empowered in their academic journey.

#### **4.4.7 Overall Satisfaction**

The mean value of 3.85 indicates a strong overall satisfaction with the undergraduate program at NYRDDC Yangon. This score leans firmly towards "Agree" on a 5-point Likert scale where 1=Very Dissatisfied, 2=Dissatisfied, 3=Neutral, 4=Satisfied, and 5=Very Satisfied, suggesting a highly positive perception among respondents.

The survey reveals that NYRDDC Yangon is a highly reputable institution, particularly beneficial for youth in border regions. Its overall undergraduate program satisfaction is high, reflecting the core academic offerings and environment.

The study found positive satisfaction in assessment and feedback processes, with a mean of 3.98, indicating fairness and completeness. However, it suggests that teaching methodologies, teacher quality, co-curricular subjects, and extracurricular activities are perceived as helpful but have room for improvement compared to other highly rated aspects. Overall, these aspects contribute to a sense of transparency and equity in evaluations.

**Table (4.9) Overall Satisfaction**

<b>Sr. No.</b>	<b>Overall Satisfaction</b>	<b>Mean</b>	<b>SD</b>
1	Satisfaction with undergraduate program at NYRDDC is high, reflecting a comprehensive and enriching educational experience.	4.28	0.433
2	NYRDDC Yangon is highly reputable and an excellent institution for youth in border regions to attend.	4.35	0.432
3	The teaching methodologies, teachers 'quality, co-curricular subjects, and extracurricular activities at NYRDDC Yangon are immensely helpful for the younger generation.	3.74	0.430
4	The curricula and training program of NYRDDC Yangon are very helpful for border area and career development	4.02	0.430
5	The infrastructure of NYRDDC Yangon is complete.	4.21	0.431
6	Assessment and Feedback of NYRDDC is fair and complete.	3.98	0.429
7	I want to request that NYRDDC School introduce additional specializations or majors beyond what is currently available.	3.55	0.431
8	I will be recommended good image of teaching and learning strategy of this college to others youth in border area.	3.03	0.429
9	I recommend this program to prospective students for new generation.	3.51	0.421
	<b>Mean Value</b>	<b>3.85</b>	

Source: Survey Data 2025.

The study reveals that NYRDDC has a desire for additional specializations or majors to diversify its academic offerings and meet evolving student interests and market demands. However, the recommendation of the program to prospective students is generally recommended, but there are some aspects that may prevent a stronger recommendation. The recommendation of the teaching and learning strategy to others is also low, suggesting a need to review and potentially enhance teaching methods and pedagogical approaches to further inspire and satisfy students in border areas. These findings suggest that NYRDDC could explore opportunities for growth and address specific concerns. The college's infrastructure is well-regarded, indicating that physical facilities and resources are effectively meeting student needs. The curriculum and training programs are seen as very helpful for border area and career development, indicating that the academic content is relevant and prepares students for their future endeavors. Overall, NYRDDC Yangon's reputation and institutional excellence are key strengths.

The survey at NYRDDC Yangon aimed to gauge satisfaction levels with various aspects of the undergraduate program. The results showed an overall mean satisfaction score of 3.85, indicating a generally high level of satisfaction among respondents. The standard deviation across these mean scores is approximately 0.43, suggesting that the average satisfaction levels for the different aspects surveyed are relatively consistent, without extreme outliers. The SD of around 0.43 across mean scores implies that average satisfaction levels for different aspects surveyed are concentrated around the overall mean of 3.85, suggesting a relatively consistent perception of satisfaction across the college experience.

The survey paints a positive picture of NYRDDC Yangon, highlighting its strong reputation, comprehensive undergraduate program, and complete infrastructure. The institution successfully caters to the career development needs of youth from border areas through its curricula. While generally satisfied, respondents have expressed a desire for more diverse academic specializations and a stronger positive impression of the college's teaching and learning strategies, particularly for external recommendation. Addressing these specific areas could further enhance the overall student experience and bolster the institution's already positive image.

#### **4.4.8 Overall Mean Value of Student Perception Survey on Undergraduate Courses of National Youth Resource Development Degree College, Yangon**

The overall mean value of 3.55 indicates a generally positive perception among students regarding the undergraduate courses at NYRDDC (Yangon) in Table 4.10. On a 5-point Likert scale, students generally agree that their experience in the undergraduate program is satisfactory across various aspects, with 3 being neutral and 4 being agreeable.

The survey reveals a moderate level of satisfaction among students at NYRDDC, Yangon, regarding the quality of undergraduate courses. The mean value across all categories is 3.55, indicating a positive perception of teaching methods and quality. Students are generally satisfied with the quality of instruction and effective pedagogical approaches. The content and curriculum of their courses are well-structured and relevant. Overall satisfaction is also high, indicating broad contentment with their educational experience. The fairness and effectiveness of assessment methods and the quality of feedback provided are viewed positively by students, contributing to a transparent and helpful evaluation process. However, there are areas for improvement, such as addressing the need for more effective pedagogical approaches and competent faculty.

**Table (4.10) Overall Mean Value of Student Perception Survey on Undergraduate Courses of NYRDDC, Yangon**

<b>Sr. No</b>	<b>Questions</b>	<b>Overall Mean Value</b>
1	<b>Course Content and Curriculum</b> of Student Perception Survey on Undergraduate Courses of NYRDDC, Yangon	3.95
2	<b>Teaching Method and Quality</b> of Student Perception Survey on Undergraduate Courses of NYRDDC, Yangon	4.03
3	<b>Teaching Facility</b> of Student Perception Survey on Undergraduate Courses of NYRDDC, Yangon	2.77
4	<b>Infrastructure</b> of Student Perception Survey on Undergraduate Courses of NYRDDC, Yangon	3.03
5	<b>Extracurricular Activities</b> of Student Perception Survey on Undergraduate Courses of NYRDDC, Yangon	3.46
6	<b>Assessment and Feedback</b> of Student Perception Survey on Undergraduate Courses of NYRDDC, Yangon	3.78
7	<b>Overall Satisfaction</b> of Student Perception Survey on Undergraduate Courses of NYRDDC, Yangon	<b>3.85</b>
	<b>Overall Mean Value</b>	<b>3.55</b>

Source: Survey Data, 2025.

Moderate perceptions of extracurricular activities (mean: 3.46) are present in the student experience, suggesting room for improvement. The average perception of these activities is moderate, suggesting potential opportunities to improve their variety, quality, or promotion to enhance the student experience.

The overall satisfaction with the undergraduate program at NYRDDC is high, with students generally expressing high satisfaction with their comprehensive educational experience, indicating the institution's ability to meet student expectations at a broad level. These findings highlight the need for improvement in the overall educational experience and the need for a more inclusive and effective approach to student satisfaction.

The student perception survey at NYRDDC, Yangon, reveals that despite its high-quality teaching and curriculum, the college faces challenges in its physical infrastructure and teaching facilities. To improve student satisfaction and overall

educational experience, NYRDDC should prioritize investment in these areas. Addressing physical aspects is crucial as they are the primary drivers of lower student perception. Maintaining strong teaching quality, curriculum content, and assessment methods will ensure a positive academic foundation for the undergraduate programs.

#### **4.4.9 Respondents Opinions**

##### **1. What aspects of the program do you think need improvement?**

The student perception survey data for undergraduate courses at NYRDDC, Yangon, reveals that the program needs improvement in two areas: teaching facilities and instructors. The teaching facility, with a mean value of 2.77, is the lowest-rated aspect, suggesting issues with the physical learning environment. The teachers or instructors, with a mean value of 3.03, have concerns about their knowledge, communication skills, accessibility, and engagement with students. Addressing these concerns would significantly improve student satisfaction and program quality. Other areas, such as extracurricular activities and assessment and feedback, also need improvement. The most immediate and impactful improvements should focus on improving teaching facilities and instructor quality.

##### **2. What aspects of the program do you think are particularly strong?**

The Student Perception Survey on Undergraduate Courses of NYRDDC, Yangon, shows that the program's strengths lie in its teaching method and quality, which are highly rated by students. The course content and curriculum are also highly rated, with students finding the material relevant, well-structured, and engaging. Overall satisfaction is also high, with a score of 3.85, indicating a generally positive experience for students. These areas, particularly teaching methodology and curriculum, are considered the program's greatest strengths, according to the students' perception.

The college's overall assessment indicates a moderately positive perception, but there's room for improvement in specific areas. It excels in "Course Content and Curriculum" and "Teaching Method and Quality," but urgent attention is needed in "Teaching Facility" and "Teachers or Instructors." The "Teaching Facility" improvement is a critical area that requires urgent investment. Modernizing classrooms with modern equipment, investing in well-equipped laboratories and workshops, improving technology access, and enhancing library resources are suggested improvements. The low score indicates a significant deficit in the physical learning

environment. Additionally, establishing a robust system for regular maintenance and upkeep of all facilities is recommended. This will ensure a more comfortable and effective learning environment for students.

**3. Please provide any additional comments or suggestions to improve the undergraduate courses at the college.**

The college is implementing professional development programs for teachers or instructors, focusing on pedagogical skills, subject matter expertise, communication, faculty-student interaction, performance evaluation, and recruitment strategies, to enhance student engagement, active learning, and classroom management.

The text emphasizes the importance of expanding the range of extracurricular activities to cater to diverse student interests, ensuring accessibility and promotion, empowering students to initiate and lead these activities, and linking them to academic learning outcomes to provide practical application of knowledge. It also emphasizes the need for student leadership and integration with learning.

The result emphasizes the importance of timely and constructive feedback on assignments and exams, as well as utilizing diverse assessment methods beyond traditional exams. It emphasizes the importance of clear communication of assessment criteria and expectations to students at the beginning of each course. Rubrics are also encouraged for assignment grading and feedback guidelines.

**4. Please write recommendations for improvement.**

The study also emphasizes the importance of maintaining and building upon strengths in course content and teaching methods. Regular curriculum reviews are conducted to ensure relevance and align with desired learning outcomes. Best practices in teaching methods are shared among instructors, encouraging peer observation and collaborative lesson planning. Innovative teaching methods and technologies, such as blended learning and flipped classrooms, are also explored to keep students engaged.

The text proposes strategies to enhance the undergraduate student experience at NYRDDC (Yangon) by establishing an actionable feedback loop, forming a student-faculty committee, benchmarking against similar institutions, and integrating feedback into strategic planning. It suggests addressing areas like "Teaching Facility" and "Teachers or Instructors" to build trust and encourage future participation. The student perception survey results show a generally positive experience, but recommendations focus on leveraging strengths and strategically addressing areas with lower scores.

The teaching facility is the lowest-scoring area, requiring immediate attention. Invest in modernizing classrooms, ensuring reliable internet access, and maintaining specialized labs. Improve accessibility for students with disabilities and create collaborative learning spaces. Offer workshops and training on effective teaching strategies, student engagement techniques, and active learning methodologies. Implement a system for instructors to receive constructive feedback on their performance. Workload management is crucial for instructors, and expanding extracurricular activities caters to diverse student interests.

Continuously improve assessment and feedback, ensure timely feedback, and use clear rubrics for grading. Focus on improving facilities, instructors, and extracurricular activities to boost overall satisfaction. Strengthen the course content and curriculum, share best practices, encourage innovative pedagogies, and leverage technology to enhance teaching quality. Prioritize addressing the lowest-scoring areas with significant resources and effort.

## **CHAPTER V**

### **CONCLUSION**

#### **5.1 Findings**

A comprehensive survey was conducted at the Nationalities Youth Resource Development Degree College (NYRDDC) in Yangon during the 2024-2025 academic year to assess student perceptions of undergraduate courses. The survey included 350 respondents, a sample size determined using the Yamane (1973) formula from a total student population of 1148. The participants comprised 200 B.A./B.Sc. students and 150 A.G.T.I. diploma students, ranging from their second to final year of study.

Of the 350 students surveyed, 200 were from B.A. and B.Sc. programs, and 150 were A.G.T.I. diploma students. Specializations such as civil, MP, EP, and EC demonstrated higher response rates, averaging 43%. Civil engineering was the most represented specialization, followed by chemistry (10%) and history (9%). The survey also revealed a gender imbalance consistent with the institution's overall student body, with 58% male and 42% female participants. A significant majority of respondents (64%, or 224 individuals) were between 20 and 22 years old, with 25.4% falling into the "less than 19" group and 10.6% in the "over 22 years" group.

The primary aim of the survey was to assess student perceptions of undergraduate courses at NYRDDC Yangon. The overall mean perception value was 3.55, indicating a moderate level of satisfaction. Students expressed general contentment with the teaching methods and quality of instruction, evidenced by a mean rating of 4.03. They also reported high satisfaction with the content and curriculum of their undergraduate courses, finding them relevant and well-structured, which contributed to an overall satisfaction mean rating of 3.85 for their educational experience. Furthermore, the fairness and effectiveness of assessment methods and the quality of feedback provided were viewed positively, highlighting a transparent and helpful evaluation process.

While many aspects of the academic experience were positively perceived, the survey identified specific areas requiring attention. Student perception of

extracurricular activities were moderate, with a mean score of 3.46. This suggests potential for improvement in terms of variety, quality, or promotion to enhance the student experience.

More critically, students expressed low perceptions regarding the college's physical infrastructure and teaching facilities. Infrastructure, with a mean score of 3.03, indicates students may find the physical campus environment inadequate. Teaching facilities, scoring an even lower mean of 2.77, point to a significant deficiency in tools, equipment, classrooms, and other resources essential for effective teaching. These areas were consistently the lowest-scoring, underscoring an urgent need for upgrades to the learning environment.

The study also assessed students' perceptions of special co-curricular subjects. Students generally hold a positive view of their inclusion in the curriculum, as reflected by a high mean score of 4.10 for the statement "The curriculum includes cocurricular subjects and special cocurricular subjects." However, there was a mixed perception regarding the direct application of theoretical knowledge from these subjects and whether they are given equal importance or weighting as academic courses. Some students also expressed concerns that combining academic and extracurricular activities might negatively impact academic learning, suggesting a need for better integration and clear communication about their value and scheduling.

The student perception survey at NYRDDC Yangon reveals a college with high-quality teaching and a strong curriculum. However, significant challenges exist in its physical infrastructure and teaching facilities. To enhance student satisfaction and the overall educational experience, NYRDDC should prioritize immediate investment in upgrading these physical aspects. Addressing these facilities is crucial as they are the primary drivers of lower student perception. Maintaining the current strengths in teaching quality, curriculum content, and assessment methods will ensure a robust academic foundation for all undergraduate programs while the necessary improvements to the physical learning environment are made.

## **5.2 Suggestions**

The survey's findings indicate that NYRDDC Yangon has strengths in instruction and curriculum quality, but it also faces major obstacles with regard to resources and buildings. According to the survey, students' biggest complaints have to do with poor teaching facilities and infrastructure. A thorough facility audit should be

carried out to evaluate the present condition of these facilities in order to address this. The changes should have a specific budget, perhaps provided by grants, the government, or donations from former students.

Fundamental learning environments and specific laboratories are high-use subjects that need to be the primary objective of a phased building and remodeling plan. Understanding may be transformed through investing in well-maintained tools and updating instructional equipment. Clean restrooms, enough lighting, cozy seating areas, and enhanced accessibility for all students are all necessary to improve the campus environment. To make sure that improvements satisfy their practical needs and preferences, student representatives should be involved in the planning and design stages.

Extracurricular activities are moderately perceived by students, suggesting that they could be improved. Increasing the variety of activities, enhancing the caliber and resources of current clubs and new initiatives, bolstering communication and advertising through multiple channels, showcasing student accomplishments, and collecting student feedback are all necessary to improve this. This will motivate students to engage in other extracurricular activities and help them acknowledge the importance of these experiences. By doing this, the university can give students accessibility to a greater interest and varied environment.

NYRDDC Yangon should improve its assessment and feedback loop to build student trust and enhance the learning process. Addressing mixed perceptions about officials' responsiveness to feedback is crucial, as indicated by 39% disagreement. This can be achieved by establishing clearer channels for feedback, providing transparent updates on actions taken based on student input, and visibly demonstrating how student suggestions lead to tangible changes.

It is also important to clarify appeal procedures for assessments, ensuring they are unequivocally clear, widely publicized, and easily accessible to all students. Lastly, while feedback is generally timely, the institution must ensure actionable feedback that consistently helps improve learning by providing clear, practical steps for students to enhance their performance. By strategically addressing these areas, NYRDDC Yangon can build upon its strong foundation of student satisfaction and reputation, creating an even more supportive, engaging, and comprehensive educational environment for future generations.

The inclusion of co-curricular subjects in education is generally viewed positively, but there are mixed perceptions about their direct application and weighting. To optimize co-curricular subject integration, it is essential to clarify learning outcomes and relevance, enhance practical application through hands-on activities, and communicate the importance and academic weighting of these subjects. Additionally, reviewing the scheduling of co-curricular activities can help minimize negative impacts on academic learning and ensure better integration into the overall curriculum. Finally, providing faculty training can equip them with the necessary skills to effectively teach and integrate co-curricular subjects, emphasizing their practical value.

The survey emphasizes the importance of maintaining and leveraging existing strengths in teaching methods, instruction quality, curriculum content, and assessment. To achieve this, it suggests investing in ongoing professional development for faculty, regularly reviewing curriculum content, promoting best practices in assessment, acknowledging and rewarding excellence, and incorporating qualitative feedback mechanisms. These steps will ensure faculty remain updated on the latest teaching methodologies, pedagogical approaches, and subject matter; maintain transparency and fairness in assessment; and enhance student engagement. By incorporating these strategies, the university can ensure a positive academic experience for its students.

NYRDDC Yangon can enhance students' perceptions, improve the overall educational experience, and solidify its position as a high-quality institution by systematically addressing these suggestions.

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## APPENDIX (A)

### Questionnaire form examining the “A Study on Student Perception Survey on Undergraduate Courses of National Youth Resource Development Degree College, Yangon” Academic Year (2024-2025)

#### Section A: Demographic Information

1. Gender:  Male  Female
2. Age:     Less than 19     20-22         23 above
3. Year of Study:  2<sup>nd</sup> Year (Sem II)         3<sup>rd</sup> Year (Sem II)     4<sup>rd</sup> Year (Sem I)  
                           4<sup>th</sup> Year (Sem II)
4. Specialization: .....

Test scores given to complement the actual findings on the services of Nationalities Youth Races Development Degree College Yangon are listed below. Circle your satisfaction level.

#### Section B: Course Content and Curriculum

1 = Very Irrelevant. 2 = Somewhat Irrelevant. 3 = Neutral. 4 = Somewhat Relevant. 5 = Very Relevant.

Sr. No	Course Content and Curriculum	VI (1)	SI (2)	N (3)	SR (4)	VR (5)	Total
1	The course content is highly relevant to my academic and career goals.	1	2	3	4	5	
2	The course objectives are clearly defined and communicated.	1	2	3	4	5	
3	The course content's relevance to current college standards is high.	1	2	3	4	5	
4	The courses provide adequate preparation for my future career.	1	2	3	4	5	
5	The course content is very suitable for undergraduate students.	1	2	3	4	5	
6	The curriculum seems to align well with my academic and professional goals.	1	2	3	4	5	

<b>Sr. No</b>	<b>Course Content and Curriculum</b>	<b>VI (1)</b>	<b>SI (2)</b>	<b>N (3)</b>	<b>SR (4)</b>	<b>VR (5)</b>	<b>Total</b>
7	The curriculum is logically structured, well-sequenced, and up-to-date.	1	2	3	4	5	
8	The up-to-date curriculum effectively addresses the specific needs and demands of the local region.	1	2	3	4	5	
9	The curriculum is designed and regularly updated to address the contemporary needs of education.	1	2	3	4	5	
10	The curriculum includes Cocurricular Subjects and Special Cocurricular Subjects.	1	2	3	4	5	
11	The curriculum includes computer courses, ICT and essential software.	1	2	3	4	5	
12	The variety of courses offered in undergraduate program is to explore different interests and develop a broad skill set.	1	2	3	4	5	

### Section C: Teaching Method and Quality

1 = Very Dissatisfied. 2 = Dissatisfied. 3 = Neutral. 4 = Satisfied. 5 = Very Satisfied.

<b>Sr. No</b>	<b>Teaching Method and Quality</b>	<b>VD (1)</b>	<b>D (2)</b>	<b>N (3)</b>	<b>S (4)</b>	<b>VS (5)</b>	<b>Total</b>
1	Teaching - learning method is freely and actively collaborating in discussions.	1	2	3	4	5	
2	The teaching method promote a highly collaborative environment and students can happy and actively participate in discussions.	1	2	3	4	5	
3	Teachers demonstrate an ability to perceive connections between existing knowledge and their personal experiences, leading to new insights.	1	2	3	4	5	
4	Teachers are form with teaching methods to up to date.	1	2	3	4	5	
5	Teachers' specializations are in alignment with the subjects they teach.	1	2	3	4	5	
6	Faculty teach their classes at the right times.	1	2	3	4	5	
7	Teaching and Learning activities enhance Life Long Learning.	1	2	3	4	5	

### Section D: Teaching Facility

1 = Strongly Disagree 2 = Disagree. 3 = Neutral. 4 = Agree 5 = Strongly Agree.

<b>Sr. No</b>	<b>Teaching Facility</b>	<b>SD (1)</b>	<b>D (2)</b>	<b>N (3)</b>	<b>A (4)</b>	<b>SA (5)</b>	<b>Total</b>
1	No electricity problem during teaching - learning process.	1	2	3	4	5	
2	The teaching and learning facilities and equipment (lecture halls, classrooms, projects rooms, etc.) are adequate and updated to support education and research.	1	2	3	4	5	
3	The practical laboratory and equipment are adequate and updated to support education and research.	1	2	3	4	5	
4	The library and its resources are adequate and updated to support education and research.						
5	The language lab features are adequate and updated to support education and research.	1	2	3	4	5	
6	Student - teacher ratio for teaching and learning process is suitable for learning.	1	2	3	4	5	
7	Internet access is available in college campus.	1	2	3	4	5	
8	The IT facilities including e-learning infrastructure are adequate and updated to support education and research.	1	2	3	4	5	
9	Students and staff have access to adequate health facilities.	1	2	3	4	5	
10	The sports facilities are adequate and include modern equipment.	1	2	3	4	5	

## Section E: Infrastructure

1 = Strongly Disagree 2 = Disagree. 3 = Neutral. 4 = Agree 5 = Strongly Agree.

<b>Sr. No</b>	<b>Infrastructure</b>	<b>SD (1)</b>	<b>D (2)</b>	<b>N (3)</b>	<b>A (4)</b>	<b>SA (5)</b>	<b>Total</b>
1	With its modern and up-to-date infrastructure, the building's aesthetic is greatly improved by the surrounding lake, flowers, and trees.	1	2	3	4	5	
2	The library features a modern and well-maintained collection, offering an adequate supply of up-to-date books and updated.	1	2	3	4	5	
3	The library offers a clean, quiet, and well-light environment with fresh air, promoting ease of access and use.	1	2	3	4	5	
4	The e-library offers digital resources and Internet access and WIFI free is available	1	2	3	4	5	
5	Student have easy access to drinking pure water in both classrooms and hostels.	1	2	3	4	5	
6	The canteens maintain high standards of hygiene.	1	2	3	4	5	
7	Accommodations and mess are clean and comfortable.	1	2	3	4	5	
8	Students recreation and beautiful garden are built near hostels.	1	2	3	4	5	
9	Teaching aids are completed and update	1	2	3	4	5	
10	The sports facilities are adequate and include modern equipment.	1	2	3	4	5	

## Section F: Extracurricular Activities

1 = Strongly Disagree 2 = Disagree. 3 = Neutral. 4 = Agree 5 = Strongly Agree.

Sr. No	Extracurricular Activities	SD %	D %	N %	A %	SA %	Total
1	Regularly participate in extracurricular subjects to develop new skills and broaden my social circle.	1	2	3	4	5	
2	The number of extracurricular activities offered is appropriate to students.	1	2	3	4	5	
3	The extracurricular activities offered complement of academic learning by providing practical application opportunities for theoretical knowledge.	1	2	3	4	5	
4	The extracurricular subjects are well-organized and consistently offer meaningful engagement for students.	1	2	3	4	5	
5	The extracurricular subjects are given equal importance as academic courses.	1	2	3	4	5	
6	The causes of extracurricular subjects are equal weighted to study of academic courses.	1	2	3	4	5	
7	The extracurricular subjects are different subjects so the students get different, knowledge, skills, experiences and ideas.	1	2	3	4	5	
8	The extracurricular subjects are upgrade personality, confidence, decision making power, community involvement capacity, more discipline and ready to assist society.	1	2	3	4	5	
9	Because academic subjects are taught in conjunction with extracurricular activities, there's no detriment to learning academic subjects.	1	2	3	4	5	
10	It would be more effective to complete extracurricular subjects after the academic subjects' exam.	1	2	3	4	5	

## Section G: Assessment and Feedback

1 = Very Dissatisfied. 2 = Dissatisfied. 3 = Neutral. 4 = Satisfied. 5 = Very Satisfied.

<b>Sr. No</b>	<b>Assessment and Feedback</b>	<b>VD (1)</b>	<b>D (2)</b>	<b>N (3)</b>	<b>S (4)</b>	<b>VS (5)</b>	<b>Total</b>
1	Pass/fail and grading criteria are clear.	1	2	3	4	5	
2	The assessment methods are fair (e.g., exams, assignments).	1	2	3	4	5	
3	The student assessment including timelines, methods, regulations, weight distribution, rubrics and grading are explicit and communicated to students.	1	2	3	4	5	
4	All Exam Room are adequate and sitting plan are systematically well- plan.	1	2	3	4	5	
5	Methods including assessment rubrics and making schemes are used to ensure validity, reliability and fairness of student assessment.	1	2	3	4	5	
6	All receive timely and constructive feedback on our assessments	1	2	3	4	5	
7	Feedback of student assessment is timely and help to improve learning.	1	2	3	4	5	
8	The responsible officials always listen to student feedback and implement necessary improvements.	1	2	3	4	5	
9	The responsible officials always listen to improve collage images and insights.	1	2	3	4	5	
10	Students have already access to appeal procedure.	1	2	3	4	5	

## Section H: Overall Satisfaction

1 = Very Dissatisfied. 2 = Dissatisfied. 3 = Neutral. 4 = Satisfied. 5 = Very Satisfied.

Sr. No	Over all Satisfaction	VD %	D %	N %	A %	SA %	Total
1	Satisfaction with undergraduate program at NYRDDC is high, reflecting a comprehensive and enriching educational experience.	1	2	3	4	5	
2	NYRDDC Yangon is highly reputable and an excellent institution for youth in border regions to attend.	1	2	3	4	5	
3	The teaching methodologies, teachers 'quality, co-curricular subjects, and extracurricular activities at NYRDDC Yangon are immensely helpful for the younger generation.	1	2	3	4	5	
4	The curricula and training program of NYRDDC Yangon are very helpful for border area and career development	1	2	3	4	5	
5	The infrastructure of NYRDDC Yangon is complete.	1	2	3	4	5	
6	Assessment and Feedback of NYRDDC is fair and complete.	1	2	3	4	5	
7	I want to request that NYRDDC School introduce additional specializations or majors beyond what is currently available.	1	2	3	4	5	
8	I will be recommended good image of teaching and learning strategy of this college to others youth in border area.	1	2	3	4	5	
9	I recommend this program to prospective students for new generation.	1	2	3	4	5	

**Section I: Overall Mean Value of Student Perception Survey on Undergraduate Courses of National Youth Resource Development Degree College (Yangon)**

<b>Sr. No</b>	<b>Questions</b>	<b>Overall Mean Value</b>
1	<b>Course Content and Curriculum</b> of Student Perception Survey on Undergraduate Courses of NYRDDC (Yangon)	
2	<b>Teaching Method and Quality</b> of Student Perception Survey on Undergraduate Courses of NYRDDC (Yangon)	
3	<b>Teaching Facility</b> of Student Perception Survey on Undergraduate Courses of NYRDDC (Yangon)	
4	<b>Instructure</b> of Student Perception Survey on Undergraduate Courses of NYRDDC (Yangon)	
5	<b>Extracurricular Activities</b> of Student Perception Survey on Undergraduate Courses of NYRDDC (Yangon)	
6	<b>Assessment and Feedback</b> of Student Perception Survey on Undergraduate Courses of NYRDDC (Yangon)	
7	<b>Overall Satisfaction</b> of Student Perception Survey on Undergraduate Courses of NYRDDC (Yangon)	
	<b>Overall Mean Value</b>	

**Section J: Respondents Opinions**

**Instructions for Respondents:**

- Please answer all questions honestly.
- For multiple-choice questions, select the option that best represents your opinion.
- For open-ended questions, feel free to provide detailed responses.

**1. What aspects of the program do you think need improvement?**

.....  
.....

**2. What aspects of the program do you think are particularly strong?**

.....  
.....

**3. Please provide any additional comments or suggestions to improve the undergraduate courses at the college.**

.....  
.....

**4. Please write recommendations for improvement**

.....  
.....

xxxxxxxxxxxxx Thanks for Your Answering xxxxxxxxxxxxxxxx

## APPENDIX (B)

**Table (4.3) Course Content and Curriculum**

Sr. No	Course Content and Curriculum	VI %	SI %	N %	SR %	VR %	Mean
1	The course content is highly relevant to my academic and career goals.	0	0	21	50	29	4.08
2	The course objectives are clearly defined and communicated.	0	0	10	67	23	4.12
3	The course content's relevance to current college standards is high.	1	8	1	78	12	3.92
4	The courses provide adequate preparation for my future career.	0	0	1	86	12	4.10
5	The course content is very suitable for undergraduate students.	11	2	24	51	22	4.01
6	The curriculum seems to align well with my academic and professional goals.	12	2	3	73	10	3.67
7	The curriculum is logically structured, well-sequenced, and up-to-date, which helps me connect new information with existing knowledge.	1	1	4	80	14	4.05
8	The up-to-date curriculum effectively addresses the specific needs and demands of the local region.	0	0	3	85	12	4.09
9	The curriculum is designed and regularly updated to address the contemporary needs of education.	2	15	17	57	9	3.56
10	The curriculum includes Cocurricular Subjects and Special Cocurricular Subjects.	0	0	0	90	10	4.10
11	The curriculum includes computer courses, ICT and essential software.	0	0	0	92	8	4.08
12	The variety of courses offered in undergraduate program is to explore different interests and develop a broad skill set.	3	7	10	80	0	3.67
<b>Mean Value</b>							<b>3.95</b>

Source: Survey Data 2025.

**Table (4.4) Teaching Method and Quality**

<b>Sr. No</b>	<b>Teaching Method and Quality</b>	<b>VD %</b>	<b>D %</b>	<b>N %</b>	<b>S %</b>	<b>VS %</b>	<b>Mean</b>
1	Teaching - learning method is freely and actively collaborating in discussions.	0	0	2	81	17	4.15
2	The teaching method promote a highly collaborative environment and students can happy and actively participate in discussions.	0	0	3	92	5	4.02
3	Teachers demonstrate an ability to perceive connections between existing knowledge and their personal experiences, leading to new insights.	0	1	5	84	10	4.03
4	Teachers are form with teaching methods to up to date.	0	3	6	67	24	4.12
5	Teachers' specializations are in alignment with the subjects they teach.	0	0	17	80	3	3.86
6	Faculty teaches their classes at the right times.	0	0	8	90	2	3.94
7	Teaching and Learning activities enhance Life Long Learning.	0	0	7	77	16	4.09
	<b>Mean Value</b>						<b>4.03</b>

Source: Survey Data 2025.

**Table (4.5) Teaching Facility**

<b>Sr. No</b>	<b>Teaching Facility</b>	<b>SD %</b>	<b>D %</b>	<b>N %</b>	<b>A %</b>	<b>SA %</b>	<b>Mean</b>
1	No electricity problem during teaching - learning process.	0	0	39	50	11	3.72
2	The teaching and learning facilities and equipment (lecture halls, classrooms, projects rooms, etc.) are adequate and updated to support education and research.	32	41	11	14	2	2.13
3	The practical laboratory and equipment are adequate and updated to support education and research	21	20	41	10	8	2.64
4	The library and its resources are adequate and updated to support education and research.	11	20	32	20	17	3.12
5	The language lab features are adequate and updated to support education and research.	32	41	11	14	2	2.13
6	Student - teacher ratio for teaching and learning process is suitable for learning.	62	23	10	5	0	1.58
7	Internet access is available in college campus.	14	26	36	19	5	2.75
8	The IT facilities including e-learning infrastructure are adequate and updated to support education and research.	9	16	10	58	7	3.38
9	Students and staff have access to adequate health facilities.	19	20	29	32	0	2.74
10	The sports facilities are adequate and include modern equipment.	9	10	10	59	12	3.55
	<b>Mean Value</b>						<b>2.77</b>

Source: Survey Data 2025.

**Table (4.6) Infrastructure**

<b>Sr. No</b>	<b>Infrastructure</b>	<b>SD %</b>	<b>D %</b>	<b>N %</b>	<b>A %</b>	<b>SA %</b>	<b>Mean</b>
1	With its modern and up-to-date infrastructure, the building's aesthetic is greatly improved by the surrounding lake, flowers, and trees.	9	12	30	39	10	3.29
2	The library features a modern and well-maintained collection, offering an adequate supply of up-to-date books and updated.	0	11	32	57	0	3.46
3	The library offers a clean, quiet, and well-light environment with fresh air, promoting ease of access and use.	0	27	13	50	10	3.43
4	The e-library offers digital resources and Internet access and WIFI free is available	0	0	21	60	19	3.98
5	Student have easy access to drinking pure water in both classrooms and hostels.	32	41	11	14	2	2.13
6	The canteens maintain high standards of hygiene.	40	36	17	7	0	1.91
7	Accommodations and mess are clean and comfortable.	17	12	30	41	0	2.95
8	Students recreation and beautiful garden are built near hostels.	2	12	13	56	17	3.74
9	Teaching aids are completed and update.	14	26	36	19	5	2.75
10	The sports facilities are adequate and include modern equipment.	19	20	29	32	0	2.74
<b>Mean Value</b>							<b>3.03</b>

Source: Survey Data 2025.

**Table (4.7) Extracurricular Activities**

<b>Sr. No</b>	<b>Extracurricular Activities</b>	<b>SD %</b>	<b>D %</b>	<b>N %</b>	<b>A %</b>	<b>SA %</b>	<b>Mean</b>
1	Regularly participate in extracurricular subjects to develop new skills and broaden my social circle.	8	12	20	49	21	3.93
2	The number of extracurricular activities offered is appropriate to students.	0	2	20	53	25	4.01
3	The extracurricular activities offered complement of academic learning by providing practical application opportunities for theoretical knowledge.	10	10	45	35	0	3.05
4	The extracurricular subjects are well-organized and consistently offer meaningful engagement for students.	0	0	21	60	19	3.98
5	The extracurricular subjects are given equal importance as academic courses.	12	3	41	40	4	3.21
6	The causes of extracurricular subjects are equal weighted to study of academic courses.	10	16	33	37	4	3.09
7	The extracurricular subjects are different subjects so the students get different, knowledge, skills, experiences and ideas.	17	2	30	41	10	3.25
8	The extracurricular subjects are upgrade personality, confidence, decision making power, community involvement capacity, more discipline and ready to assist society.	2	12	13	56	17	3.74
9	Because academic subjects are taught in conjunction with extracurricular activities, there's no detriment to learning academic subjects.	14	26	36	19	5	2.75
10	It would be more effective to complete extracurricular subjects after the academic subjects' exam.	0	10	39	32	19	3.60
	<b>Mean Value</b>						<b>3.46</b>

Source: Survey Data 2025.

**Table (4.8) Assessment and Feedback**

<b>Sr. No</b>	<b>Assessment and Feedback</b>	<b>VD %</b>	<b>D %</b>	<b>N %</b>	<b>S %</b>	<b>V S %</b>	<b>Mean</b>
1	Pass/fail and grading criteria are clear.	0	0	0	82	18	4.18
2	The assessment methods are fair (e.g., exams, assignments).	0	0	0	65	35	4.35
3	The student assessment including timelines, methods, regulations, weight distribution, rubrics and grading are explicit and communicated to students.	2	12	13	56	17	3.74
4	All Exam Room are adequate and sitting plan are systematically well- plan.	0	0	23	52	25	4.02
5	Methods including assessment rubrics and making schemes are used to ensure validity, reliability and fairness of student assessment.	0	0	0	79	21	4.21
6	All receive timely and constructive feedback on our assessments	0	0	21	60	19	3.98
7	Feedback of student assessment is timely and help to improve learning.	9	10	10	59	12	3.55
8	The responsible officials always listen to student feedback and implement necessary improvements.	20	19	9	42	10	3.03
9	The responsible officials always listen to improve collage images and insights.	11	10	9	57	13	3.51
10	Students have already access to appeal procedure.	9	12	30	39	10	3.29
<b>Mean Value</b>							<b>3.78</b>

Source: Survey Data 2025.

**Table (4.9) Overall Satisfaction**

<b>Sr. No</b>	<b>Over all Satisfaction</b>	<b>VD %</b>	<b>D %</b>	<b>N %</b>	<b>A %</b>	<b>SA %</b>	<b>Mean</b>
1	Satisfaction with undergraduate program at NYRDDC is high, reflecting a comprehensive and enriching educational experience.	0	0	0	72	28	4.28
2	NYRDDC Yangon is highly reputable and an excellent institution for youth in border regions to attend.	0	0	0	65	35	4.35
3	The teaching methodologies, teachers 'quality, co-curricular subjects, and extracurricular activities at NYRDDC Yangon are immensely helpful for the younger generation.	2	12	13	56	17	3.74
4	The curricula and training program of NYRDDC Yangon are very helpful for border area and career development	0	0	23	52	25	4.02
5	The infrastructure of NYRDDC Yangon is complete.	0	0	0	79	21	4.21
6	Assessment and Feedback of NYRDDC is fair and complete.	0	0	21	60	19	3.98
7	I want to request that NYRDDC School introduce additional specializations or majors beyond what is currently available.	9	10	10	59	12	3.55
8	I will be recommended good image of teaching and learning strategy of this college to others youth in border area.	20	19	9	42	10	3.03
9	I recommend this program to prospective students for new generation.	11	10	9	57	13	3.51
	<b>Mean Value</b>						<b>3.85</b>

Source: Survey Data 2025.

## APPENDIX (C)

### Curriculum for B.A., B.Sc., AGTI Diploma and Special Co-Curricular Subjects for All Specializations

#### (a) Curriculum for B.A (Myanmar)

##### First Year

Semester I		Semester II	
Module No	Name of Module	Module No	Name of Module
မ ၁၀၀၁	မြန်မာစာ	မ ၁၀၀၁	မြန်မာစာ
Eng 1001	English	Eng 1001	English
မ ၁၁၀၁	စာပေယဉ်ကျေးမှုဆောင်းပါးများ၊ မေတ္တာစာ	မ ၁၁၀၃	ဘာသာပြန်ဆောင်းပါးများ၊ ဘာသာပြန်
မ ၁၁၀၂	အချင်း၊အချိုးကဗျာများ	မ ၁၁၀၄	သံဝေရပျို့
N Anth 1001	Introduction to General Anthropology I	N Anth 1001	Introduction to General Anthropology I
Psy 1003	General Psychology I	Psy 1003	General Psychology I

Sources: Examination and Convocation Department (NYRDDC Yangon -2025)

##### Second Year

Semester I		Semester II	
Module No	Name of Module	Module No	Name of Module
Eng 2001	English	မ ၂၀၀၄	မဟော်သဓာပြဇာတ်၊ ခေတ်သစ်ပြဇာတ်များ
မ ၂၁၀၁	စကားပြေ	Eng 1001	English
မ ၂၁၀၂	ကဗျာ(ပျို့)	မ ၂၁၀၅	အာသံနိုင်မော်ကွန်း
မ ၂၁၀၃	ဘာသာဆောင်းပါး၊ စကားပြေအရေးအသား	မ ၂၁၀၆	ဝေါဟာရတ္ထပကာသနီ၊ ဘာသာပြန်
N Anth 2002	Sociocultural Anthropology I	N Anth 1001	Introduction to General Anthropology I
Psy 2004	Stress and Stress Management	Psy 1003	General Psychology I

Sources: Examination and Convocation Department (NYRDDC Yangon -2025)

### Third Year

Semester I		Semester II	
Module No	Name of Module	Module No	Name of Module
Eng 3001	English	Eng 3002	English
မ ၃၁၀၁	ဝတ္ထု(၁)	မ ၃၁၀၆	ဝတ္ထု(၂)
မ ၃၁၀၂	ကဗျာ(၁)	မ ၃၁၀၇	ကဗျာ(၂)
မ ၃၁၀၃	ဘာသာစကား	မ ၃၁၀၈	နိုင်ငံခြားသားသင်မြန်မာစာ၊ မွန်ကျောက်စာ
မ ၃၁၀၄	ဘာသာဗေဒ၊ သဒ္ဒါဗေဒ(၁)	မ ၃၁၀၉	ဘာသာဗေဒ၊ သဒ္ဒါဗေဒ(၂)
မ ၃၁၀၅	စာပေသဘောတရား	မ ၃၁၁၀	သုတေသနနည်းပညာ

Sources: Examination and Convocation Department (NYRDDC Yangon -2025)

### Fourth Year

Semester I		Semester II	
Module No	Name of Module	Module No	Name of Module
မ ၄၁၀၁	ဝတ္ထုပျို့	မ ၄၁၀၁	ဝတ္ထုပျို့
မ ၄၁၀၂	ဘာသာစကား	မ ၄၁၀၂	ဘာသာစကား
မ ၄၁၀၃	Research Outline Presentation	မ ၄၁၀၃	Research Outline Presentation
မ ၄၁၀၄	Research Outcome Presentation	မ ၄၁၀၄	Research Outcome Presentation

Sources: Examination and Convocation Department (NYRDDC Yangon -2025)

**(b) Curriculum for B.A (History)**

**First Year**

<b>Semester I</b>		<b>Semester II</b>	
<b>Module No</b>	<b>Name of Module</b>	<b>Module No</b>	<b>Name of Module</b>
မ ၁၀၀၁	မြန်မာစာ	မ ၁၀၀၁	မြန်မာစာ
Eng. 1001	English	Eng. 1001	English
Hist 1101	Democratic Thought & Institution I	Hist 1103	Democratic Thought & Institution II
Hist 1102	World History (1500 - 1900) I	Hist 1104	World History (1500 - 1900) II
Psy. 1003	General Psychology I	Psy. 1003	General Psychology I
AM 1001	Aspects of Myanmar	AM 1001	Aspects of Myanmar

Sources: Examination and Convocation Department (NYRDDC Yangon -2025)

**Second Year**

<b>Semester I</b>		<b>Semester II</b>	
<b>Module No</b>	<b>Name of Module</b>	<b>Module No</b>	<b>Name of Module</b>
Eng. 2001	English	Hist 2106	Ancient Myanmar II
Hist 2101	Ancient Myanmar I	Hist 2107	European Expansion and Colonialism in Southeast Asia
Hist 2102	Ancient Southeast Asia	Hist 2108	World History (1900 to Present II)
Hist 2103	World History (1900 to Present I)	Hist 2109	Political Organization I (Elective)
Hist 2104	Political Organization I	Hist 21010	History of Science and Technology I (Elective)
Hist 2105	History of Science and Technology I		

Sources: Examination and Convocation Department (NYRDDC Yangon -2025)

### Third Year

Semester I		Semester II	
Module No	Name of Module	Module No	Name of Module
Eng 3001	English	Eng 3002	English
Hist 3101	Modern Myanmar	Hist 3106	Introduction to Research Writing
Hist 3102	Modern Southeast Asia	Hist 3107	International Relations Since 1945
Hist 3103	Modern China	Hist 3108	Modern Japan
Hist 3104	Modern Russia	Hist 3109	Modern USA
Hist 3105	Modern India	Hist 3110	Myanmar and Regional Organizations

Sources: Examination and Convocation Department (NYRDDC Yangon -2025)

### Fourth Year

Semester I		Semester II	
Module No	Name of Module	Module No	Name of Module
Hist 4101	Myanmar Historiography	Hist 4101	Myanmar Historiography
Hist 4102	Contemporary Southeast Asia	Hist 4102	Contemporary Southeast Asia
Hist 4103	Research Paper Title Submission and Approved	Hist 4103	Research Paper Title Submission and Approved
Hist 4104	Research Report Progress	Hist 4104	Research Report Progress
Hist 4101	Myanmar Historiography		
Hist 4102	Contemporary Southeast Asia		

Sources: Examination and Convocation Department (NYRDDC Yangon -2025)

(c) Curriculum for B.A (Geography)

**First Year**

Semester I		Semester II	
Module No	Name of Module	Module No	Name of Module
မ ၁၀၀၁	မြန်မာစာ	မ ၁၀၀၂	မြန်မာစာ
Eng.1001	English	Eng.1002	English
Geog.1101	Physical Geography	Geog.1103	Climatology
Geog.1102	Mapwork and Basic Techniques I	Geog.1104	Mapwork and Data Presentation Techniques II
Bot .1001	Plants and Their Importance	Zoo.1002	Organizations and Variety of Life
AM.1001	Aspects of Myanmar	AM.1002	Aspects of Myanmar

Sources: Examination and Convocation Department (NYRDDC Yangon -2025)

**Second Year**

Semester I		Semester II	
Module No	Name of Module	Module No	Name of Module
Eng.2001	English	Eco.2002	Economics
Geog.2101	Integrated Human Geography	Eng.2002	English
Geog.2102	Geography of World Regions	Bot. 2001	Plant Taxonomy
Geog.2103	Surveying and Map Projections	Geog.2105	Environmental Geography
Geog.2104	Fundamentals of Remote Sensing	Geog.2106	Geography of Myanmar
Zool. 2001	Ecology and Zoogeography	Geog.2107	Cartography and Topographic Map Reading
		Geog.2108	Fundamentals of Geographic Information Systems

Sources: Examination and Convocation Department (NYRDDC Yangon -2025)

### Third Year

Semester I		Semester II	
Module No	Name of Module	Module No	Name of Module
Eng.3001	English	Eng.3002	English
Geog.3101	Soils and Biogeography	Geog.3107	Agricultural Geography
Geog.3102	Political Geography	Geog.3108	Urban Geography
Geog.3103	Economic Geography	Geog.3109	Project Introduction and Field Training
		Eco. 3002	Economics
Geog.3104	"Introduction to Research: Quantitative Methods"	Geog.3110	"Introduction to Research: Qualitative
		Geog.3111	Cultural Geography

Sources: Examination and Convocation Department (NYRDDC Yangon -2025)

### Fourth Year

Semester I		Semester II	
Module No	Name of Module	Module No	Name of Module
Geog.4101	Geomorphology	Geog.4105	Application of Geospatial Technology in Geographical Analysis
Geog.4102	Impact of Climate Change	Geog.4106	Regional Development
Geog.4103	Research Project in Geography I	Geog.4107	Research Project in Geography I
Geog.4104	Research Project in Geography II	Geog.4108	Research Project in Geography II

Sources: Examination and Convocation Department (NYRDDC Yangon -2025)

**(d) Curriculum for B.Sc. (Chemistry)**

**First Year**

Semester I		Semester II	
Module No	Name of Module	Module No	Name of Module
မ ၁၀၀၁	မြန်မာစာ	မ ၁၀၀၂	မြန်မာစာ
Eng. 1001	English	Eng. 1002	English
Chem 1101	Fundamental Chemistry I	Chem 1102	Fundamental Chemistry II
Phys 1001	General Physics I	Phys 1001	General Physics II
Math 1001	Mathematics I	Math 1001	Mathematics II

Sources: Examination and Convocation Department (NYRDDC Yangon -2025)

**Second Year**

Semester I		Semester II	
Module No	Name of Module	Module No	Name of Module
Eng. 2001	English	Chem 2106	Inorganic Chemistry II
Chem 2101	Inorganic Chemistry I	Chem 2107	Physical Chemistry II
Chem 2102	Physical Chemistry I	Chem 2108	Organic Chemistry II
Chem 2103	Organic Chemistry I	Chem 2110	Atmospheric Chemistry
Chem 2104	Chemistry in Society	Eco.2002	Economics

Sources: Examination and Convocation Department (NYRDDC Yangon -2025)

**Third Year**

Semester I		Semester II	
Module No	Name of Module	Module No	Name of Module
Eng. 3001	English	Eng. 3002	English
Chem 3101	Inorganic Chemistry III	Chem 3107	Inorganic Chemistry IV
Chem 3102	Physical Chemistry III	Chem 3108	Physical Chemistry IV
Chem 3103	Organic Chemistry III	Chem 3109	Organic Chemistry IV
Chem 3104	Analytical Chemistry I	Chem 3110	Analytical Chemistry II
Chem 3105	Biochemistry	Chem 3113	Research Methodology

Sources: Examination and Convocation Department (NYRDDC Yangon -2025)

## Fourth Year

Semester I		Semester II	
Module No	Name of Module	Module No	Name of Module
Chem 4101	Advanced Chemistry I	Chem 4105	Advanced Chemistry III
Chem 4102	Advanced Chemistry II	Chem 4106	Advanced Chemistry IV
Chem 4103	Project (Outline & Experimental)		
Chem 4104	Project (Progress Report)		

Sources: Examination and Convocation Department (NYRDDC Yangon -2025)

## (e) Curriculum for B.Sc. (Physics)

### First Year

Semester I		Semester II	
Module No	Name of Module	Module No	Name of Module
မ ၁၀၀၁	မြန်မာစာ	မ ၁၀၀၂	မြန်မာစာ
Eng 1001	English	Eng 1002	English
Chem 1101	Fundamental Chemistry I	Phys 1002	General Physics II
Phys 1001	General Physics I	Chem 1102	Fundamental Chemistry II
Math 1001	Mathematics I	Math 1001	Mathematics II

Sources: Examination and Convocation Department (NYRDDC Yangon -2025)

### Second Year

Semester I		Semester II	
Module No	Name of Module	Module No	Name of Module
Eng. 2001	English	Eco.2002	Economics
Phys 2101	Mathematical Physics	Phys 2102	Computational Physics
Phys 2103	Electric and Magnetic Fields	Phys 2104	Thermal Physics
Phys 2105	Atomic Physics	Phys 2106	Analytical Mechanics
Phys 2107	Statistical Mechanics	Phys 2108	Optics & Photonics
Math 2001	Mathematics I	Phys 2104	Thermal Physics

Sources: Examination and Convocation Department (NYRDDC Yangon -2025)

### Third Year

Semester I		Semester II	
Module No	Name of Module	Module No	Name of Module
Eng. 3001	English	Eng 3002	English
Phys 3101	AC Circuits & Electronics	Phys 3102	Electronics
Phys 3103	Nuclear Physics	Phys 3104	Nuclear Physics
Phys 3105	Quantum Mechanics	Phys 3106	Quantum Mechanics
Phys 3107	Electromagnetic Wave Theory (EM $\theta$ )	Phys 3108	"Condensed Matter Physics (Materials Science)"
Phys 3109	Mathematical Physics	Phys 3110	Introduction to Research Methodology

Sources: Examination and Convocation Department (NYRDDC Yangon -2025)

### Fourth Year

Semester I		Semester II	
Module No	Name of Module	Module No	Name of Module
Phys 4101	Electronic I & Condensed Matter Physics I	Phys 4102	Electronic II & Condensed Matter Physics II
Phys 4103	Nuclear Physics I & Quantum Mechanics I	Phys 4104	Nuclear Physics II & Quantum Mechanics II
Phys 4105	Research & Seminar I (Research Outline Presentation)	Phys 4106	Research & Seminar III
Phys 4107	Research & Seminar II (Research Outcome Presentation)	Phys 4108	Defense & Viva Voce

Sources: Examination and Convocation Department (NYRDDC Yangon -2025)

**(f) Curriculum for B.Sc. (Mathematics)**

**First Year**

Semester I		Semester II	
Module No	Name of Module	Module No	Name of Module
မ ၁၀၀၁	မြန်မာစာ	မ ၁၀၀၂	မြန်မာစာ
Eng. 1001	English	Eng. 1002	English
Math 1101	Foundations I	Math 1103	Foundations II
Math 1102	Mathematical Structures I	Math 1104	Mathematical Structures II
Phys 1001	General Physics I	Phys 1002	General Physics II

Sources: Examination and Convocation Department (NYRDDC Yangon -2025)

**Second Year**

Semester I		Semester II	
Module No	Name of Module	Module No	Name of Module
Eng 2001	English	Eco.2002	Economics
Math 2101	Complex Variables I	Math 2107	Linear Algebra I
Math 2102	Calculus of Several Variables	Math 2108	Ordinary Differential Equations
Math 2103	Vector Algebra and Statics	Math 2109	Vector Calculus and Dynamics
Math 2104	Discrete Mathematics I	Math 2110	Discrete Mathematics II
Phys 2003	Electric and Magnetic Fields I	Phys 2003	Electric and Magnetic Fields II

Sources: Examination and Convocation Department (NYRDDC Yangon -2025)

**Third Year**

Semester I		Semester II	
Module No	Name of Module	Module No	Name of Module
Eng 3001	English	Eng 3002	English
Math 3101	Analysis I	Math 3107	Analysis II
Math 3102	Linear Algebra II	Math 3108	Linear Algebra III
Math 3103	Differential Equations	Math 3109	Mechanics
Math 3104	Differential Geometry	Math 3110	Probability and Statistics
Math 3106	Number Theory I	Math 3111	Introduction to Undergraduate Research in Mathematics

Sources: Examination and Convocation Department (NYRDDC Yangon -2025)

## Fourth Year

Semester I		Semester II	
Module No	Name of Module	Module No	Name of Module
Math 4101	Analysis III	Math 4104	General Topology I
Math 4102	Partial Differential Equations	Math 4105	Abstract Algebra I
Math 4103	Project	Math 4106	Project

Sources: Examination and Convocation Department (NYRDDC Yangon -2025)

## (g) Curriculum for Civil Engineering

### First Year

Semester I		Semester II	
Module No	Name of Module	Module No	Name of Module
MM-CP 1101	Myanmar	GE-CM-1121	Social Science
EN-CP 1101	English for Communication I	EN-CP-1102	English for Communication II
GE-CP 1111	Life Skills	GE-CM-1211	Occupational Safety and Health
Aph-CM 1101	Applied Physics	ACh-CM-1101	Applied Chemistry
AM-CM 1101	Applied Mathematics I	AM-CM-1102	Applied Mathematics II
ME-DP 1501	Engineering Mechanics	CE-DP-1103	Surveying I
CE-DP 1101	Basic Engineering Drawing	CE-DP-1102	Civil Engineering Drawing
CE-DP 1201	Building Materials and Construction I	CE-DP-1202	Building Materials & Construction II
CE- DP 1101	Civil Engineering Drawing I		

Sources: Examination and Convocation Department (NYRDDC Yangon -2025)

## Second Year

Semester I		Semester II	
Module No	Name of Module	Module No	Name of Module
EN-CP-2201	Technical English	EN-CP-2301	Professional English
GE-CP-2202	Laws and Guidelines relating to Technology	GE-CM-2131	Ethics, Sustainability and Humanities
AM-CM-2111	Applied Mathematics III	GE-CP-2203	National Development Plans
IT-CM-2103	Introduction to ICT	AM-CM-2112	Applied Mathematics IV
CE-DP-2104	Surveying II	CE-DP-2105	Specialized Software Application (AutoCAD)
CE-DP-2301	Mechanics of Materials	CE-DP-2302	Theory of Structures
CE-DP-2501	Fundamentals of Geotechnical Engineering	CE-EL-2602	Hydrology and Irrigation (Water)
CE-DP-2601	Fluid Mechanics (Water)	CE-DP-2801	Building Services
CE-DP-2701	Roads and Bridges (Transportation)		

Sources: Examination and Convocation Department (NYRDDC Yangon -2025)

## Third Year

Semester I		Semester II	
Module No	Name of Module	Module No	Name of Module
GE-CM-3401	Engineering Economics	E 32011	English
GE-CM-3402	Entrepreneurship Development and Project Management	CE 32021	Surveying
CE-DP-3203	Estimating	CE 32012	Civil Engineering Drawing
CE-DP-3401	Design of Concrete, Steel and Timber Structures	CE 32022	Estimate & Specification
CE-DP-3702	Railway and Airports (Transportation)	CE 32014	Fundamental of Timber, Steel & Concrete Structure
CE-EL-3XXX	Elective	CE 32024	Design of Concrete Structure
CE-PJ-3901	Final Year Project	CE 32026	Irrigation
		CE 32018	Building Services

Sources: Examination and Convocation Department (NYRDDC Yangon -2025)

## (h) Curriculum for Electronic Engineering

### First Year

Semester I		Semester II	
Module No	Name of Module	Module No	Name of Module
MM-CP 1101	Myanmar	GE-CM-1121	Social Science
EN-CP 1101	English for Communication I	EN-CP-1102	English for Communication II
GE-CP 1111	Life Skills	GE-CM-1211	Occupational Safety and Health
Aph-CM 1101	Applied Physics	ACh-CM-1101	Applied Chemistry
AM-CM 1101	Applied Mathematics I	AM-CM-1102	Applied Mathematics II
ME-DP 1501	Engineering Mechanics	EC-DP-1102	Circuit Analysis II
ME -DP 1101	Basic Technical Drawing	EC-DP-1203	Digital Electronics I
EC-DP 1101	Circuit Analysis I	EC-DP-1201	Analog Electronics I

Sources: Examination and Convocation Department (NYRDDC Yangon -2025)

### Second Year

Semester I		Semester II	
Module No	Name of Module	Module No	Name of Module
EN-CP 2201	Technical English	EN-CP-2301	Professional English
GE-CP 2201	Laws & Guidelines relating to Technology	GE-CM-2131	Ethics, Sustainability and Humanities
AM-CM 2111	Applied Mathematics III	GE-CP-2203	National Development Plans
IT-CM 2303	Introduction to ICT	AM-CM-2112	Applied Mathematics IV
EP-DP 2401	Electrical Machines	EC-DP 2601	Specialized Software Application (Proetus Design Suite)
EC-DP 2204	Digital Electronics II	EC-DP 2302	Computer Programming, II
EC-DP 2202	Analog Electronics II	EC-DP 2401	Electronic Communication System I
EC-DP 2301	Computer Programming, I	EC-DP 2302	Computer Programming, II
GE-CP 2201	Laws & Guidelines relating to Technology	EC-DP 2501	Automation Control Systems I

Sources: Examination and Convocation Department (NYRDDC Yangon -2025)

### Third Year

Semester I		Semester II	
Module No	Name of Module	Module No	Name of Module
GE-CM-3401	Engineering Economics	E - 32011	English
GE-CM-3402	Entrepreneurship Development and Project Management	EcE-32031	Applied Electronics II
EC-DP 3402	Electronic Communication Systems II	EcE-32012	Electronic Communication Systems IV
EC-DP 3502	Automation Control Systems II	EcE-32051	Industrial Electronics and Control II
EC-DP 3503	PIC Microcontroller	EcE-32022	Data Communication and Networking II
EC-PJ 3701	Final Year Project	EcE-32013	Microcontroller II

Sources: Examination and Convocation Department (NYRDDC Yangon -2025)

### (i) Curriculum for Electrical Power Engineering

#### First Year

Semester I		Semester II	
Module No	Name of Module	Module No	Name of Module
MM-CP 1101	Myanmar	GE-CM-1121	Social Science
EN-CP 1101	English for Communication I	EN-CP-1102	English for Communication II
GE-CP 1111	Life Skills	GE-CM-1211	Occupational Safety and Health
Aph-CM 1101	Applied Physics	ACh-CM-1101	Applied Chemistry
AM-CM 1101	Applied Mathematics I	AM-CM-1102	Applied Mathematics II
ME-DP 1501	Engineering Mechanics	EP-DP 1201	Basic Analog & Digital Electronics
ME -DP 1101	Basic Technical Drawing	EP-DP 1301	Basic Electrical Drawing
EP-DP 1101	Basic Electricity	ME-DP 1402	Mechanical Engineering Fundamental

Sources: Examination and Convocation Department (NYRDDC Yangon -2025)

## Second Year

Semester I		Semester II	
Module No	Name of Module	Module No	Name of Module
EN-CP 2201	Technical English	EN-CP-2301	Professional English
GE-CP 2202	Laws & Guideline relating to Technology	GE-CM-2131	Ethics, Sustainability and Humanities
AM-CM 2111	Applied Mathematics III	GE-CP-2203	National Development Plans
IT-CM 2303	Introduction to ICT	AM-CM-2112	Applied Mathematics IV
EP – DP 2103	Engineering Circuit Analysis	ME-DP 2103	Specialized Software Application (Auto CAD)
EP – DP 2302	Electrical Wiring Design and Illumination I	EP – DP 2303	Electrical Wiring Design and Illumination II
EP – DP 2401	Electrical Machines I	EP – DP 2403	Electrical Machines II
EP – DP 2601	Generation, Transmission and Distribution I	EP – DP 2602	Generation, Transmission and Distribution II

Sources: Examination and Convocation Department (NYRDDC Yangon -2025)

## Third Year

Semester I		Semester II	
Module No	Name of Module	Module No	Name of Module
GE-CM-3401	Engineering Economics	E - 32011	English
GE-CM-3402	Entrepreneurship Development and Project Management	EP - 32012	Electrical Safety & Protection
EP – DP 3304	Electrical Machines I	EP - 32014	Transmission and Distribution
EP – DP 3603	Electrical Safety & Protection	EP - 32015	Electrical Estimating
EP – DP 3501	Industrial Motor Control	EP - 32022	Electrical Machine IV
EP -PJ 3701	Final Year Project	EP - 32011	Programmable Logic Controllers

Sources: Examination and Convocation Department (NYRDDC Yangon -2025)

**(j) Curriculum for Mechanical Engineering**

**First Year**

<b>Semester I</b>		<b>Semester II</b>	
<b>Module No</b>	<b>Name of Module</b>	<b>Module No</b>	<b>Name of Module</b>
MM-CP 1101	Myanmar	GE-CM-1121	Social Science
EN-CP 1101	English for Communication I	EN-CP-1102	English for Communication II
GE-CP 1111	Life Skills	GE-CM-1211	Occupational Safety and Health
Aph-CM 1101	Applied Physics	ACh-CM-1101	Applied Chemistry
AM-CM 1101	Applied Mathematics I	AM-CM-1102	Applied Mathematics II
ME-DP 1501	Engineering Mechanics	ME 1014	Strength of Materials
ME-DP 1101	Basic Technical Drawing	ME 1021	Mechanical Engineering Drawing
EP-DP 1102	Principles of Electrical and Electronic Technology	ME 1012	Workshop Technology

Sources: Examination and Convocation Department (NYRDDC Yangon -2025)

## Second Year

Semester I		Semester II	
Module No	Name of Module	Module No	Name of Module
EN-CP 2201	Technical English	EN-CP-2301	Professional English
GE-CP 2202	Laws & Guideline relating to Technology	GE-CM-2131	Ethics, Sustainability and Humanities
AM-CM 2111	Applied Mathematics III	GE-CP-2203	National Development Plans
IT-CM 2103	Introduction to ICT	AM-CM-2112	Applied Mathematics IV
ME -DP 2301	Thermodynamics	ME-DP 2103	Specialized Software Application (Auto CAD)
ME -DP 2202	Production Technology	ME 2023	Internal Combustion Engines II
ME -DP 2302	Internal Combustion Engine	ME 2035	Automotive Technology
ME -DP 2502	Theory of Machines	ME 2026	Applied Hydraulics and Neuronitis

Sources: Examination and Convocation Department (NYRDDC Yangon -2025)

## Third Year

Semester I		Semester II	
Module No	Name of Module	Module No	Name of Module
GE-CM-3401	Engineering Economics	E 32011	English
GE-CM-3402	Entrepreneurship Development and Project Management	EM 32017	Refrigeration and Air-conditioning
ME - 31035	Automotive Technology	ME 32035	Automotive Technology II
ME - 31033	Internal Combustion Engine	ME 32033	Internal Combustion Engine IV
ME - 3016	Fluid Mechanics	ME 32016	Fluid Mechanics II
ME - 3026	Control Technology	ME 32026	Control System
ME 3031	Design of Machine Elements	ME 32031	Design of Machine Elements
ME 3017	Refrigeration and Air-conditioning	ME 32018	Estimating & Shop Management

Sources: Examination and Convocation Department (NYRDDC Yangon -2025)

**(k) Special Co-Curricular Subjects and Extra Curricula Activities for All Specialization**

Sr. No.	Degree	Specialization	Special Co-Curricular Subjects for All Specialization (1 <sup>st</sup> Year– Final Year)	Extra Curricula Activities for All Specialization (1 <sup>st</sup> Year – Final Year)
1.	B. A	Myanmar, Geography, History	အဘိဓမ္မာ၊ အဆင့်မြင့်ယဉ်ကျေးမှု၊ ပြည်ထောင်စုစိတ်ဓာတ်၊စက်မှု ပညာ၊ စိုက်ပျိုးရေး၊မွေးမြူရေး Leadership & Management အခြေခံကာယပညာ	Basic Military Training, Myanmar Traditional Martial Arts, Hygiene; First-Aid, Basic Course on Health care and Medicine, Indigenous, Basic Course on Fire-Fighting
2.	B.Sc	Physics, Mathematics, Chemistry	အဘိဓမ္မာ၊ အဆင့်မြင့်ယဉ်ကျေးမှု၊ ပြည်ထောင်စုစိတ်ဓာတ်၊စက်မှု ပညာ၊စိုက်ပျိုးရေး၊မွေးမြူရေး Leadership & Management အခြေခံကာယပညာ	Basic Military Training, Myanmar Traditional Martial Arts, Hygiene; First-Aid, Basic Course on Health care and Medicine, Indigenous, Basic Course on Fire-Fighting
3.	AGTI Diploma	Civil, MP, EP, EC	အဘိဓမ္မာအဆင့်မြင့်ယဉ်ကျေး မှု၊ ပြည်ထောင်စုစိတ်ဓာတ်၊ စိုက်ပျိုးရေး ၊မွေးမြူရေး ၊ Leadership & Management အခြေခံကာယပညာ	Basic Military Training, Myanmar Traditional Martial Arts, Hygiene; First-Aid, Basic Course on Health care and Medicine, Indigenous, Basic Course on Fire-Fighting

Sources: Examination and Convocation Department (NYRDDC Yangon -2025)