

A STUDY OF DIPLOMA IN TEACHER EDUCATION PROGRAM IN MYANMAR

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Abstract

The main purpose of this paper is to study Diploma in Teacher Education (DTEd) program in Myanmar. Literature survey, one of the descriptive methods, was used in this paper. Literature survey was mainly conducted to collect relevant data for this study. There are 24 Education Colleges and 12 Departments under the Ministry of Education. The necessary data for this study were collected by studying books from libraries, theses, reports, journals and downloading related data from internet besides 3 Education Colleges and Department of Higher Education. The obtained data were analyzed, synthesized and presented as the research findings. It was found that there are purpose of DTEd program, management and control, type, level and duration of the program, admission requirements, application and selection procedure, registration fees, daily program, curriculum and credit unit of first year and second year, practice teaching, assessment system of the DTEd program and awards and appointment of the DTEd students. After completion the course, the trainees are awarded Diploma in Teacher Education (DTEd). These results indicate that DTEd program is a two-year diploma course, the longest teacher education course, available for qualifying as a primary school teacher.

Keywords; Education, Teacher Education, Diploma

Introduction

An effective teacher is not just born; they are made over time through training and experience. Teacher education is crucial in this process (Thompson & Power, 2015). Quality training must therefore be assured by teacher education institutions and other training programs sanctioned by the Ministry of Education (Karan & Morren, 2013). Teacher education and teachers themselves are a crucial part of educational change and development (Rehmani, 2006).

In order to build human resources in the field of education, training must be done both at the pre-service and in-service levels. Pre-service training refers to training individuals before they become teachers (Nyuyet & Ha, 2010). To know the efficiency of teacher education programs in our country, we should study teacher education program that is necessary for the improvement of teachers' proficiency and competency. For that reason, a study of the Diploma in Teacher Education (DTEd) program was conducted.

Objectives of the Study

1. to present the DTEd program in Myanmar
2. to offer some suggestions concerning the DTEd program in Myanmar
3. to serve as a useful paper for further research in the field of teacher education

Definition of Key Terms

Education : Education is a system process through which a child or an adult acquires knowledge, experience, skill and sound attitude. It makes an individual civilized, refined cultured and educated (Parankimakil, 2014).

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Teacher Education : Teacher Education is wider than teacher-training in that it includes not simply a teacher's vocational training but also whatever general post-secondary education he has that contributes to his growth as a person regardless of his future profession (Rowntree, 1981).

Diploma : Diploma is a course of study at a college or university. e.g. a two-year diploma course (Oxford Advanced Learner's Dictionary, 2015).

Scope

This research is intended to study the DTED program offered by Education Colleges in Myanmar. The purposes of DTED program, management and control, type, level and duration of the program, admission requirements, application and selection procedure, registration fees, daily program, curriculum and credit unit of DTED course, practice teaching, assessment system of the DTED program and awards and appointment of the DTED students are emphasized.

Review of Related Literature

Meaning and Aims of Education

Different educationists' thoughts from both Eastern and Western side have explained the term education. Various educationists have given their views on education. Some important definitions are:

1. **Mahatma Gandhi** – By education mean an all-round drawing out of the best in man – body, mind and spirit.
2. **Rabindranath Tagore** – Education enables the mind to find out the ultimate truth, which gives us the wealth of inner light and love and gives significance to life.
3. **Nelson Mandela** – Education is the most powerful weapon which you can use to change the world (Parankimakil, 2014).

Aims give direction to activities. Aims of education are formulated keeping in view the needs of situation. Human nature is multisided with multiple needs, which are related to life. Educational aims are correlated to ideals of life (Parankimakil, 2014).

1. **Knowledge Aim.** Knowledge is essential for intellectual development, better adjustment in life, social efficiency, character formation and spiritual upliftment.
2. **Vocational Aim.** Self-preservation is the individual's first need. So education should enable one to earn his bread and butter. Most of the parents send their children to school mainly with this aim in mind.
3. **Social Aim.** Social aims of education include creation of the sense of citizenship, development of a sense of community involvement, protection and increase of culture and civilization, increasing consciousness of other cultures, developing national integration and international understanding (Parankimakil, 2014).

Meaning and Nature of Teacher Education

Teacher education encompasses teaching skills, sound pedagogical theory and professional skills.

Teacher Education = Teaching Skills + Pedagogical theory + Professional skills.

Teacher education has become differentiated into stage-specific programmes. This suggests that the knowledge base is adequately specialized and diversified across stages, which should be utilized for developing effective processes of preparing entrant teachers for the functions which a teacher is expected to perform at each stage. It is a system that involves an interdependence of its inputs, processes and outputs (Kilpatric, 2009).

Historical Background of Teacher Education in Myanmar

The teacher education started as the monastic system in Myanmar. The Christian Missionaries introduced the teacher education during the First Anglo-Burmese War (Kaung, 1963, cited in KoKoAung, 2014). During (1853-1885) teacher education was given in the Normal Schools. Most of the Normal Schools were opened by the Christian Missionaries. The first Normal Schools were established at Hinthata (henzata) and Pathein (bassien) to train primary school teachers during the year 1862-63. In 1886-87, there were four Normal Schools which were opened by the government (three for men teachers in Yangon, Sittwe and Mawlamyine; one for women teachers in Yangon), and three Missionary Normal Schools for women teachers (Kaung, 1963, cited in KoKoAung, 2014).

After the establishment of Yangon University in 1920, a separate Education Department came into being and Diploma Classes were conducted beginning from 1921 (Han Aye, 2002). In 1925-26, there were six Missionary Normal Schools aided by the Government (Kaung, 1963, cited in KoKoAung, 2014). Short courses for Middle School teachers were also offered during October Holidays (1928). In 1931, a Teacher Training College (TTC) was established with the former Head of Education Department of Yangon University, Dr. Clark as its principal. Normal schools were abolished and all English and Anglo Vernacular teachers (except KG teachers) were trained at the Teachers Training College (TTC) (Han Aye, 2002).

In 1941, all schools of Yangon were closed because of the declaration of War by the Japanese. And then, the schools in Taninthayi Division were closed. Only the schools in Ayeyarwady Delta Region were opened until 31st March, 1942 (Kaung, 1963, cited in KoKoAung, 2014). In the post-war period, the UTTC courses were dropped and were handed over to the State Teacher Training College (STTC) in 1947. Only BEd classes were conducted at the former TTC. Meanwhile, University of Yangon (Yangon University was reorganized on a unitary basis. All the constituent colleges were converted into Faculties under the control of Yangon University. So, the TTC became Faculty of Education in 1946-1947 AY (Han Aye, 2002). The B.A.Ed course was opened in 1950 to those who passed the Intermediate Examination of the Faculty of Education. The reasons for the introduction of this course were

1. to produce trained teachers with a professional degree and
2. to provide more teachers, which was a felt need at the time (Han Aye, 2002).

To meet the urgent need for more teachers created by the expansion of education, a TTC in Mandalay and Teacher Training Schools (TTSs) in Mawlamyine, Pathein, Kyaukphyu, and Meiktila were opened (1955). More TTCs and TTSs totaling 19 have been opened since then to meet the raising demands and needs (Han Aye, 2002). In October 1964, the New System of University Education was implemented according to the new University Education Law (Han Aye, 2002).

Under the new system, the Institute of Education offered a five-year BEd degree course for those who had passed the matriculation examination. At the same time, a one-year Dip.Ed. course for university graduates and a one-year BEd course for those who passed B.A.Ed. or Dip.Ed. continued to be offered until their cessation in 1966-67 and 1969-70 AY respectively. From 1970-71 academic year, MEd courses for deserving in-service teachers with Diplomas in Education (DT/Dip.Ed.) and BEd degree were offered to upgrade the quality of the teaching force (Han Aye, 2002). In 1975-76, a bridge system for Junior Teachers to attend the course beginning from the third year was introduced. Since 1980-81, the duration of the course has been reduced to one-year and the course came to be intended mainly for in-service graduates (Junior Teachers and Senior Teachers) (Han Aye, 2002).

According to a felt need for in-service training of Upper Myanmar, Institute of Education, Mandalay was established in 1992. Beginning from 1998-99 academic year, MEd degree course were also conducted (Han Aye, 2002). In 1998, the TTCs and TTSs have been upgraded to Education Colleges (မြေကျပ်၊ ၂၀၁၄). According to the Education Promotion Programmes which begin in 1998, (5) Teacher Training Colleges were upgraded to Education Colleges (Level I) and (14) Teacher Training Schools were upgraded to Education Colleges (Level II) (Han Aye, 2002). In 2002, Daewi Education College (Level I) was opened. On January 16, 2004, (14) Education Colleges (Level II) were upgraded to Education Colleges (Level I). During 2013-2016, 5 Education Colleges (Level I) were opened. All Education Colleges became Education Colleges (Level I). Institutes of Education (IOE) were upgraded to Universities of Education on June 5, 2014 (မြေကျပ်၊ ၂၀၁၄). IOE also offer higher degree courses such as Bachelor of Education, Master and PhD courses (Suzuki, 2007).

Research Method

Design

In order to collect the relevant data for this paper, literature survey which is one of the descriptive methods was used (Gay, 1987).

Procedure

Literature survey was mainly conducted to collect relevant data for this study. The necessary data for this study were collected by studying books, theses, reports and journals form libraries, and downloading related data from internet besides 3 Education Colleges (Mandalay Education College, Taunggyi Education College and Sagaing Education College) and Department of Higher Education (DHE). Then, the obtained data were analyzed, synthesized and presented as the research findings.

Findings

Purposes of the Program

The purposes of the DTED program is as follows:

1. to get the chances to study primary and middle teacher education for the students who pass the matriculation examination,
2. to fulfill and serve those who pass the diploma in teacher education as necessary primary teachers in basic schools and
3. to get the opportunities for the local youths serving as the primary teachers according to the divisions and states.

Application and Selection Procedure

1. The applicant must send three sets of applications to the respective State/Division Education Office or Joint State/Division (from batch 1/98 to batch 19/14), two sets of applications to the respective State/Division Education Office or Joint State/Division (from batch 20/15 to batch 21/16) and two sets of applications to the respective Education College (from batch 22/17 to batch 23/18) together with each passport as in admission application assigned.
2. From batch 1/98 to batch 9/04, the applicant who can be able to serve anywhere within the country will be selected. From batch 10/05 to batch 23/18, the applicant will be selected by means of their subject wise marks in matriculation examination.
3. From batch 1/98 to batch 9/04, the applicant will be examined at the respective State/Division Education Office on the assigned day. From batch 10/05 to batch 23/18, the candidate must reach to the education college earlier than one or two days before the course starts. There will be a physical examination of student teacher in the respective education college. If the physical character does not find him suitable to the teaching profession, the candidate will be sent back.
4. From batch 1/98 to batch 17/12, a list of applicants to attend will be announced in the respective State/ Division/ Township Education Office.
5. From batch 10/05 to batch 23/18, the order, a list of applicants to attend the course, will be sent to the candidate selected.
6. The candidate to the diploma course must give a medical certificate of the respective township.
7. The candidate must be able to attend the appointed education college together with documents needed.
8. From batch 10/05 to batch 23/18, the candidate must complete the agreement that he can serve anywhere within the country.

Registration Fees for the Course

All of the DTED students are required to register at the beginning of the academic year (AY). The fees for DTED course (batch 23/18) is as follows:

Registration fees	100ks
Admission fees	100ks
Hostel fees	300ks
School fees	6000ks
Sport fees	100ks
Laboratory fees (for science)	600ks
Laboratory fees (for art)	300ks
Examination fees	300ks
Library fees	300ks

Curriculum and Credit Unit of DTED Course

Curriculum and credit unit of DTED course from 1998-99 AY to 2002-03 AY is described in Table 1.

Table 1: Credit Unit of First Year and Second Year Curriculum (from 1998-99 AY to 2002-03 AY)

Sr. No	Subjects	Credit Unit (first year)		Credit Unit (second year)	
		First semester	Second semester	First semester	Second semester
1	Educational Theory	4		4	
2	Educational Psychology	4		4	
3	Methodology				
	(a) Myanmar	3		3	
	(b) English	3		3	
	(c) Mathematics	3		3	
	Natural Science and Social Science (first year)/General Science (second year)	3		3	
	General Studies and Social Studies (first year)/Geography + History (second year)	3		3	
	Academic Subjects				
	(a) Myanmar				
	(b) English				
4	(c) Mathematics		4		4
	(d) Physics/History		4		4
	(e) Chemistry/Geography		4		4
	(f) Biology/Economic		4		4
	Co-curricular Subjects		4		4
	(a) Physical Education		4		4
	(b) Industrial Arts/ Domestic Science	1	1	1	1
5	(c) Agriculture	1	1	1	1
	(d) Fine Arts	1	1	1	1
	(e) Music	1	1	1	1
		1	1	1	1
	Total	28	29	28	29

ရင်းမြစ်စာညာရေးဝန်ကြီးဌာန (၂၀၀၂)

Curriculum and credit unit of DTED course from 1998-99 AY to 2002-03 AY is described in Table 2.

Table 2 Credit Unit of First Year and Second Year Curriculum (from 2003-04 AY to 2018-19 AY)

Sr. No	Subjects	Credit Unit (first year)		Credit Unit (second year)	
		First semester	Second semester	First semester	Second semester
1	Educational Theory	2	2	2	2
2	Educational Psychology	2	2	2	2
3	Methodology				
	(a) Myanmar	2	2	2	2
	(b) English	2	2	2	2
	(c) Mathematics	2	2	2	2
	(d) Natural Science and Basic Science (first year)/Basic Science (second year)	2	2	2	2
	(e) Geography and History (first year)	2	2		
	(f) Geography (second year)			2	2
	(g) History (second year)			2	2
4	Academic Subjects				
	(a) Myanmar	2	2	2	2
	(b) English	2	2	2	2
	(c) Mathematics	2	2	2	2
	(d) Physics/History	2	2	2	2
	(e) Chemistry/Geography	2	2	2	2
	(f) Biology/Economic				
5	Co-curricular Subjects				
	(a) Physical Education	1	1	1	1
	(b) Industrial Arts/ Domestic Science	1	1	1	1
	(c) Agriculture	1	1	1	1
	(d) Fine Arts	1	1	1	1
	(e) Music	1	1	1	1
	ICT	-	-	-	-
	Total	29	29	31	31

ရင်းမြစ်ကညာရေးစီမံကိန်းနှင့်လေ့ကျင့်ရေးဦးစီးဌာန (၂၀၁၂)

Daily Program for the Trainees of DTED Course

Daily program for the students is described in Table 3.

Table 3 Daily Program for the DTED Students

Period	Time	Activity
1	5:00 am	Getting up
2	6:00-6:45 am	Taking Physical Exercise
3	7:00-7:45 am	Attending co-curricular classes
4	7:45-8:00 am	Taking bath
5	8:00-9:00 am	Breakfast
6	9:30-12:30 am	Attending morning classes
7	12:30-1:00 pm	Lunch
8	1:00-3:15pm	Attending afternoon classes
9	3:15-4:00 pm	Attending co-curricular classes
10	4:00-5:00 pm	Dinner
11	5:00-7:00 pm	Leisure time
12	7:00-10:00 pm	Night study
13	10:00 pm	Going to bed

Source: From UNICEF (2013)

Practice Teaching

Concerning the teaching practice, the prospective primary school teachers have to do practical teaching in local school or attached school at the end of first year course of education colleges. They conduct their teaching practice in the selected primary, middle and high schools of their township for about two months (ပညာရေးစီမံကိန်းနှင့်လေ့ကျင့်ရေးဦးစီးဌာန၊ ၂၀၁၀). The program of practice teaching is helped and supported by the township education officers and relevant principals of primary, middle and high schools. The placements are designed so each student is supervised and mentored by the class teacher and monitored and assessed by the head teacher and the Township Education Officer (TEO) or Assistant TEO (ATEO). Assessment of the placements is through the TEOs checklist and the student teachers’ post-practicum report based on daily journals. At the end of a placement, the teacher educators receive both the checklists and reports.

From 1998-99 AY (batch 1/98) to 2001-02 AY (batch 6/01), the trainees had to take practice teaching at the end of the first semester of the first year for the first time and that of the second year for the second time. From 2002-03 AY (batch 7/02) to 2013-14 AY (batch 18/13), they had to take practice teaching at the end of the first year for the first time and at the end of the first semester of the second year for the second time. From 2014-15 AY (batch 19/14) to 2018-19 AY (batch 23/18), they had to take practice teaching at the end of the first year for the first time and at the end of the second year for the second time. After the completion of practical teaching, the trainees have to send the evaluation records to the respective education college in time(ပညာရေးစီမံကိန်းနှင့်လေ့ကျင့်ရေးဦးစီးဌာန၊ ၁၉၉၈).

Assessment System

Since the beginning of 1998-99 AY, an attendance of 90% is the requirement for permission to sit for the examination (ပညာရေးစီမံကိန်းနှင့်လေ့ကျင့်ရေးဦးစီးဌာန၊ ၂၀၁၀). From 2017-18 AY, an attendance of 75% is the requirement for permission to sit for the examination (အဆင့်မြင့်ပညာဦးစီးဌာန၊ ၂၀၁၇). From 1998-99 AY to 2016-17 AY, the question papers for tutorial are set up by a group of teacher educators in the respective education college. For mid-term test and final examination of first year and second year, the question papers for all subjects are set up by the educational personnel in the respective Department (DEPT or DTET or DHE). From 2017-18 AY to 2018-19 AY, the question papers for the mid-term test and final examination of first year are set up by teacher educators in the respective education college, and that of second year are set up by Department of Higher Education. The assessment system for assignment is as follow.

1. Introduction	0.5 marks
2. Objective	0.5 marks
3. Presentation	4 marks
4. Conclusion	0.5 marks
5. Suggestion	3 marks
6. References	0.5 marks
7. Appendix	0.5 marks
8. Format from 1 to 7	0.5 marks
Total	10 marks

Since the beginning of 1998-99 AY, the credit system with modular approach has been introduced and it is applied to all Education Colleges. The proportion of marks prescribed for each education subject and academic subject are shown in Table 4.

Table 4 Proportion of Marks for Assessment of Educational Subjects and Academic Subjects

No	Classification	Percentage	
		1998-99 AY to 2009-2010 AY	2010-11 AY to 2018-19 AY
1	Tutorials (first semester + second semester)	30	20
2	Assignments (first semester + second semester)	30	20
3	Final examination (first semester + second semester)	40	60
Total		100	100

ရှင်းမြစ်ကညာရေးဝန်ကြီးဌာန (၂၀၀၂) နှင့်ပညာရေးဝန်ကြီးဌာန (၂၀၁၃)

For co-curricular subjects, a hundred marks are mostly based on the daily routine, practical tasks and final examination. Marks allocation for co-curricular subjects from 1998-99 AY to 2018-19 AY is shown in Table 5.

Table 5: Marks Allocation for Co-curricular Subjects

No	Examination	Given Marks	
		PT	Co-curricular Subjects (expect PT)
1	Daily routine (first semester + second semester)	40	30
2	Practical (first semester + second semester)	30	40
3	Final examination (first semester + second semester)	(40 x 0.75= 30)	(40 x 0.75= 30)
Total		100	100

ရှင်းမြစ်ကညာရေးဝန်ကြီးဌာန (၂၀၁၂)

From 1998-99 AY to 2018-19 AY, assigned credit unit in accordance with the attendance is presented in Table 6.

Table 6 Credit Unit with Attendance

No	Percentage of Attendance	Earned Credit Unit	
1	90% - 100%	4	1998-99 AY to 2002-03 AY
2	85% - 89%	3	
3	80% - 84%	2	
4	75% - 79%	1	
5	0% - 74%	0	
1	95% - 100%	4	2003-04 AY to 2018-19 AY
2	90% - 94%	3	
3	85% - 89%	2	
4	80% - 84%	1	

ရှင်းမြစ်ကညာရေးဝန်ကြီးဌာန (၂၀၀၂) နှင့်ပညာရေးဝန်ကြီးဌာန (၂၀၁၃)

From 1998-99 AY to 2018-19 AY, changing grade number from written, tutorial, assignment and practical marks each subject is presented in Table 7.

Table 7 Changing Grade Number from Written, Tutorial and Assignment Marks

No	Marks range	Grade No. Assigned	Meaning	
1	0-49	0	Fail	
2	50-59	1	Pass	1998-99 AY
3	60-69	2	Good	to
4	70-79	3	Very Good	2007-08 AY
5	80-100	4	Excellent	
1	0-49	1	Resist	
2	50-59	2	Pass	
3	60-64	2.5	Pass	2008-09 AY
4	65-69	3	Pass	to
5	70-74	3.5	Pass	2016-17 AY
6	75-79	4	Pass	
7	80-84	4.5	Pass	
8	85+	5	Qualified	
1	0-34	1	Fail	
2	35-49	2	Moderation	2017-18 AY
3	50-64	3	Pass	to
4	65-74	4	Qualification	2018-19 AY
5	75+	5	Distinction	

၇၄:မြစ်ကညာရေးဝန်ကြီးဌာန (၂၀၀၂)၊ ပညာရေးဝန်ကြီးဌာန (၂၀၀၂) နှင့်အဆင့်မြင့်ပညာဦးစီးဌာန (၂၀၁၈)

From 1998-99 AY to 2018-19 AY, assigned specification based on grade point average is presented in Table 8.

Table 8 Assigned Specification Based on Grade Point Average

No	GPA	Specification	
1	3.5 - 4.0	Distinctions	
2	2.5 - 3.49	Good	1998-99 AY to
3	1.5 - 2.49	Pass	2002-03 AY
4	1 - 1.49	Conditional Pass	
1	4.5 - 5	Distinctions	
2	3.5 - 4.49	Very Good	2003-04 AY to
3	2.5 - 3.49	Good	2018-19 AY
4	2 - 2.49	Pass	

၇၄:မြစ်ကညာရေးဝန်ကြီးဌာန (၂၀၀၂) နှင့်ပညာရေးဝန်ကြီးဌာန (၂၀၀၂)

Awards and Appointment

After the completion of the one-year pre-service course, the candidates are awarded Certificate in Education and appointed as Primary Teachers at the same time. Those who pass the first year course must attend the second year course. The candidates who pass the second year course are awarded Diploma in Teacher Education and appointed as Primary Teachers. Up until 2014 (batch 18/13), ECs also offered a one-year Certificate in Teacher Education, which provided the Y1 diploma curriculum, and qualified new teachers for primary school level only (UNESCO, 2016).

Those who finished the course are obliged to serve anywhere within the country. Concerning the appointment procedure, those who finished the course colleges are obliged to serve as school teachers for a minimum of five years after training. If they are absent, they must compensate 40000 kyats to the country (from batch 1/98 to batch 19/14), 50000 kyats (from batch 20/15 to batch 21/16) and 300000 kyats (from 22/17 to batch 23/18).

From batch 1/98 to batch 16/11, the scholar are obliged to serve as school teachers for a minimum of ten years after training. If they are absent, they must compensate two times of contribution including 40000 kyats (from batch 1/98 to batch 16/11) to the country. Beginning from batch 17/12, the scholarship program stopped (Department of Educational Planning and Training, 2012). From batch 20/15 to batch 23/18, all student teachers get 30000 kyats for the contribution. If the student teachers are absent to serve as school teachers, they must compensate two times of contribution including 50000 kyats (batch 20/15 to batch 21/16) and the contribution including 300000 kyats (batch 22/17 to batch 23/18) to the country. After completion of the two-year course, the qualified students can attend B.Ed. course from third year.

Conclusion

Discussion

The main purpose of this study was to study the DTED program in Myanmar. Regarding the management and control, there were Department of Educational Planning and Training (1998-99 AY to 2012-13 AY), Department of Teacher Education and Training (2013-14 AY to 2015-16 AY) and Department of Higher Education (2016-17 AY to 2018-19 AY) for the responsibilities for all aspects of teacher education. In the role of duration of training of the course, the student teachers had to attend four months for the first semester and four months for the second semester. Sometimes, they had four months or fifteen days or two months for off-days between two semesters (from 1998-99 AY to 2018-19 AY). Because of four months for off-days, there is gap in time between two semesters. Because of fifteen days or two months for off-days, there is no gap in time between two semesters. It is easy to recall the lesson that learnt the first semester of each academic year.

Regarding the admission requirements for the course, there are changes according to the admission guide-books. Regarding the fees for the course, total fees for science stream is 7800 kyats and 7500 kyats for art stream. In the role of daily program for the DTED students, the student teachers have to take daily activities regularly. This makes the student teachers' body healthy and fit. Regarding the curriculum, educational subjects, academic subjects and co-curricular subjects are taught together in both semesters (from 2003-04 AY to 2018-19 AY). This makes the student teachers interesting in teaching-learning process.

In the role of practice teaching and curriculum, the student teachers had to take practice teaching at the end of the first semester of each academic year, or sometimes at the end of the whole academic year. Taking practice teaching at the end of first year/second year made the student teachers' practice teaching skill efficient as they learnt the educational subjects and academic subjects within the academic year. It is efficient for practice teaching because the student teachers learnt the educational subjects and academic subjects at the whole academic year. Regarding the change of attendance of 90% to 75%, the student teachers get more opportunities to study other subjects and to carry out the activities.

Regarding awards and appointment of the DTED students, the trainees who complete first year course are awarded Certificate in Teacher Education until batch 18/13. The teachers can still get job opportunities for their life by offering Certificate in Teacher Education. The candidates who pass the second year course are awarded Diploma in Teacher Education. For those who are awarded Diploma in Teacher Education can become middle school teachers (Junior Teacher, JT) without attending the Correspondence Course in Middle School Teachers Training. By

completing the confession, percentage of drop-out of school teachers can reduce. This may contribute as a part in the role of building the modern and developing country with education.

Suggestions

The applicants who have passed the matriculation examination attended DTED course. After the completion of the course, the candidates are awarded Diploma in Teacher Education and appointed as Primary Teachers. For a primary school teacher (Primary Teacher, PT) to be promoted to a middle school teacher (Junior Teacher, JT), they need to complete a further degree-level course. The majority of teachers seemingly complete a degree-level correspondence course post their diploma through the University of Distance Education (UDE).

Although they studied the academic subjects in the two-year teacher training course, they attend the correspondence course again from first year. As the school that he/she serves as school teacher is far from the location of the University of Distance Education, it is impossible to do the practical task (for science subjects). Thus they choose the art subjects although they studied the science subjects in the training course. Because of the unconformity of the subject specialization, teaching-learning process is not effective. Thus the subject specialization in the DTED course should be conformable with the subject specialization in the University of Distance Education. The trainee who finished the teacher training course in education college studies for two years at the diploma in teacher education course and for three or four years at the University of Distance Education to promote or become a middle school teacher. Increasing the duration of training and offering the trainees degree in stead of diploma will solve the condition of the unconformity of the subject specialization and the duration that lasts for six years to get degree. Thus the duration of training should be increased and the course should be upgraded.

Student teachers should have the option to study specific subjects. By selecting the subject specialization that the student teachers want to study, this makes them interesting on their specialized subjects and their proficiency with their subject specialization may improve. This proficiency can contribute the improvement of their teaching-learning process. The period of the practice teaching for student teachers matches with the October examination in basic education. This means regular lessons are not being carried out and student teachers are therefore not able to practice teaching. The period of the practice teaching should be changed. Concerning the award and appointment, the student teachers that finished the course are young. Thus, the duration of training should be increased to become qualified and complete teachers.

Conclusion

The aim of this paper is to study the DTED program in Myanmar. The objectives of this paper are (a) to present the DTED program in Myanmar, (b) to offer some suggestions concerning the DTED program in Myanmar, and (c) to serve as a useful paper for further research in the field of teacher education. Regarding the management and control, there were three departments (Department of Educational Planning and Training, Department of Teacher Education and Training and Department of Higher Education) for the responsibilities for all aspects of teacher education. In the role of type, level and duration, diploma in teacher education program is pre-service teacher training course leading to diploma. The course is a two-year training course and there are two semesters in an academic year. The different admission requirements, fees for the course, curriculum and credit unit are described.

In the role of practice teaching, they conduct the practice teaching in the selected primary, middle and high schools of their township for about two months. Regarding the assessment system of the DTED program, the percentage of attendance that requires for permission to sit for the examination is stated. The assessment system of the DTED program is stated from 1998-99 AY to 2018-19 AY. Regarding awards and appointment of the DTED students, the trainees who complete first year course are awarded Certificate in Teacher Education and those who complete the second year course for Diploma in Teacher Education.

The findings of this study contribute that ECs and DTED program have a key role to play in the reform of teacher education in Myanmar at the pre-service stage. So pre-service teacher education program such as DTED program is necessary for the improvement of teachers' proficiency and competency. Findings of this study will contribute to a consideration measure for the improvement of the program and for further research concerning the teacher education program.

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ဆရာအတတ်ပညာနှင့်လေ့ကျင့်ရေးဦးစီးဌာန။ (၂၀၁၅)။ *ဝင်ခွင့်လမ်းညွှန်*။ နေပြည်တော်။

ပညာရေးဝန်ကြီးဌာန။ (၂၀၁၆)။ *ပညာရေးဝန်ကြီးဌာန၏ (၂၀၁၁ခုနှစ် မှ ၂၀၁၅ခုနှစ်အထိ) လုပ်ငန်းဆောင်ရွက်ချက်မှတ်တမ်း*။ ရန်ကုန်၊ ဧရာဝတီပုံနှိပ်တိုက်။

ပညာရေးဝန်ကြီးဌာန။ (၂၀၁၇)။ *ဘက်စုံလွှမ်းခြုံနိုင်သောပညာရေးကဏ္ဍ လေ့လာသုံးသပ်ရေး လုပ်ငန်း အစီရင်ခံစာ၊ အတွဲ-၁*။ ရန်ကုန်။

ပညာရေးဝန်ကြီးဌာန။ (၂၀၁၄)။ *ဘက်စုံလွှမ်းခြုံနိုင်သောပညာရေးကဏ္ဍလေ့လာသုံးသပ်ရေး လုပ်ငန်း အစီရင်ခံစာ၊ အတွဲ-၂*။ ရန်ကုန်။

ပညာရေးဝန်ကြီးဌာန။ (၂၀၀၅)။ *အခြေခံပညာကဏ္ဍ ၂၀၀၅ခုနှစ် အမျိုးသားပညာရည်မြှင့်တင်ရေး နှီးနှောဖလှယ်ပွဲသို့ တင်ပြသည့် စာတမ်းများ*။ ရန်ကုန်။

ပညာရေးဝန်ကြီးဌာန။ (၂၀၀၂)။ *အခြေခံပညာကဏ္ဍ အမျိုးသားပညာရည်မြှင့်တင်ရေး နှီးနှောဖလှယ်ပွဲသို့တင်ပြသည့်စာတမ်းများ*။ ရန်ကုန်။

ပညာရေးစီမံကိန်းနှင့်လေ့ကျင့်ရေးဦးစီးဌာန။ (၂၀၁၂)။ ဆရာအတတ်ပညာကဏ္ဍ အဆင့်မြှင့်တင်ရေး လုပ်ငန်းဆွေးနွေးပွဲ၊ နေပြည်တော်။

ပညာရေးဝန်ကြီးဌာန။ (၂၀၀၄)။ *အခြေခံပညာကဏ္ဍ (၂၀၀၃-၂၀၀၄) အကောင်အထည်ဖော်မှုအစီရင်ခံစာ*။ ရန်ကုန်။

ပညာရေးစီမံကိန်းနှင့်လေ့ကျင့်ရေးဦးစီးဌာန။ (၂၀၁၀)။ ပညာရေးကောလိပ်လုပ်ငန်းခွင်အကြံပြုဆရာအတတ်ပညာသင်တန်းသားများ လက်တွေ့ တန်းပြလေ့ကျင့်ရေးလမ်းညွှန်။

ပညာရေးစီမံကိန်းနှင့်လေ့ကျင့်ရေးဦးစီးဌာန။ (၁၉၉၈)။ *ဝင်ခွင့်လမ်းညွှန်*။ ရန်ကုန်။

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ပညာရေးစီမံကိန်းနှင့်လေ့ကျင့်ရေးဦးစီးဌာန။ (၂၀၁၀-၂၀၁၄)။ *ဝင်ခွင့်လမ်းညွှန်*။ ရန်ကုန်။

မြကျော်မောင်။ (၂၀၁၄)။ *ပညာရေးခရီး*။ ရန်ကုန်၊ ဆုစာအုပ်တိုက်။

မြကျော်မောင်။ (၂၀၁၈)။ *မြန်မာနိုင်ငံဆရာအတတ်ပညာသမိုင်း*။ ရန်ကုန်၊ ဆုစာအုပ်တိုက်။

အဆင့်မြင့်ပညာဦးစီးဌာန။ (၂၀၁၆-၂၀၁၈)။ *ဝင်ခွင့်လမ်းညွှန်*။ နေပြည်တော်။

အဆင့်မြင့်ပညာဦးစီးဌာန။ (၂၀၁၄)။ သင်တန်းသူသင်တန်းသား စားသောက်စရိတ်ပြင်ဆင်သတ်မှတ်ခြင်းကိစ္စ။ နေပြည်တော်။

အဆင့်မြင့်ပညာဦးစီးဌာန။ (၂၀၁၈)။ ပညာရေးကောလိပ်ကျောင်းအုပ်ကြီးများနှင့်လုပ်ငန်း ညှိနှိုင်း အစည်းအဝေးမှတ်တမ်း။ နေပြည်တော်။