

An Investigation into the Current First Year Curriculum of Education Colleges in Myanmar

Padauk Win*

Abstract

This paper aims at providing highlight on the current first year curriculum of education colleges in Myanmar. The objectives of this research are to investigate the current first year curriculum of education colleges which was first introduced in 2003-2004 academic year in Myanmar, to offer some suggestions for further improvement of the current first year curriculum of education colleges in Myanmar, and to serve as a useful paper for further research in the field of teacher education. Subjects included in the current first year curriculum of education colleges are Educational Theory, Educational Psychology, Methodology (Myanmar, English, Mathematics, Natural Science and Basic Science, and General Studies and Social Studies), Academic Subjects (Myanmar, English, Mathematics, Physics/ History, Chemistry/ Geography, Biology/ Economics) and Co-curricular Subjects. The current first year curriculum of education colleges in Myanmar include foundational knowledge and skills, content-area and method knowledge, and bloc teaching. It was found that the current first year curriculum of education colleges in Myanmar is in line with the teacher education curriculum by Wikipedia (2010).

Key Words: Investigation, Current, First Year Curriculum

Introduction

Teacher education is very important for every country to build a modern-developed nation. Teachers are powerful people and keepers of the future. Thus, Teachers play a very important role to raise the standard of education. The quality of the education depends on the quality of teachers who are brought-up by the teacher education institutions. To produce all-round developed teachers, the advanced curriculum is essential in teacher education. Moreover, the curriculum of education colleges is the key factor in producing primary teachers who will help to improve the quality of primary education. To face the challenges of the knowledge age, curriculum reform movements had been made.

Teacher education is an integral component of the educational system. Teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviors and skills they require to perform their tasks effectively in the classroom, school and wider community. Teacher education is often divided into these stages:

- Initial teacher training/education (a pre-service course before entering the classroom as a fully responsible teacher);
- Induction (the process of providing and support during the first few years of teaching or the first year in a particular school);
- Teacher development or continuing professional development (CPD) (an in-service process for practicing teachers).

Initial teacher education in many countries takes place largely or exclusively in institutions of higher education. It may be organized according to two basic models.

In the consecutive model, a teacher first obtains a qualification in one or more subjects (often a first university degree), and then studies for a further period to gain an additional qualification in teaching; (in some systems this takes the form of a post-graduate degree, increasingly, this is a Master).

*Assistant Lecturer, Methodology Department, Sagaing University of Education

In the alternative concurrent model, a student simultaneously studies both one or more academic subjects, and the ways of teaching that subject, leading to a qualification as a teacher of that subject.

Other pathways are also available. In some countries, it is possible for a person to receive training as a teacher by working in a school under the responsibility of an accredited experienced practitioner.

Teacher education should be engaged with theory along with field experiences to help trainees view knowledge not as an external to the learner but as something that is actively constructed during learning.

Teacher education should integrate academic knowledge and professional learning into a meaningful whole. Teaching is a profession and teacher education is a process of professional preparation of teachers.

The quality of teacher education programmes largely depends upon the quality of those who are employed to educate the teachers, the educational administrators, technicians and clerical support staff.

The modern teacher must be, among other things, a change agent. Teachers are regarded as one of the five gems in some society. In Myanmar, teachers are regarded to be on the same plane of reverence as the Buddha, the Scriptures (dhama), the monk, and parents. The teachers are usually the role models in their communities.

Today's education is being transformed into a life long learning system. This change relates to the demands of the present and future, which requires qualifications of a very high degree of teachers. To build an education system which can create a learning society capable of facing the challenges of Knowledge Age, all teachers must try to become life-long learners in the society as a role of 21st century modern teachers. Therefore, teacher education is essential for raising the standard of education.

Aim

This paper aims at providing highlight on the current first year curriculum of education colleges in Myanmar.

Objectives

The objectives of the paper are:

- to investigate the current first year curriculum of education colleges in Myanmar,
- to offer some suggestions for further improvement of the current first year curriculum of education colleges in Myanmar, and
- to serve as a useful paper for further research in the field of teacher education.

Scope

This research is intended to investigate the current first year curriculum of education colleges which was first introduced in 2003-2004 academic year in Myanmar.

Review of Related Literature

The Field of Curriculum

A curriculum is a plan for learning consisting of two major dimensions, vision and structure. Vision in a curriculum is the product of a set of assumptions about people and the world at large and takes the form of some conceptualization of reality. Formally called a

philosophy, this 'reality' interprets the role of education through certain lenses. Because there are many differing views of reality in our society, there are also many conceptions of the role of education and many plans for educating. Any curriculum, or plan for learning, will always contain a set of value-laden assumptions about the purpose of education in our society.

The curriculum also contains a structure or basic organization for translating the visionary aspects of the plan into experiences for the learner. This methodology or organization is actually the way in which the intentions of the plan are to be implemented.

Wiles and Bondi (1989, p.3) stated that the structure of the curriculum development process always consists of a basic four step cycle: (1) analyze, (2) design, (3) implement and (4) evaluate.

According to Wiles and Bondi (1989), the following definitions of curriculum are indicative of how conservative philosophies of education see or "envision" school programming:

The curriculum should consist of permanent studies, the rules of grammar, reading, rhetoric and logic, and mathematics (for the elementary and secondary school), and the greatest books of the western world (beginning at the secondary level of schooling).

The curriculum must consist essentially of disciplined study in five great areas: (1) command of mother tongue and the systematic study of grammar, literature, and writing (2) mathematics, (3) sciences, (4) history (5) foreign language.

The curriculum should consist of entirely of knowledge which comes from the disciplines. Education should be conceived as a guided recapitulation of the process of inquiry which gave rise to the fruitful bodies of organized knowledge comprising the established disciplines.

By the mid- 1950s, it became increasingly evident that schools had a tremendous influence on students' lives. Some of those influences were structured; others were due to the congregation of youth. It was recognized that students also had experiences not planned by the school. During this period, definitions were dominated by those aspects of the curriculum that were planned, as opposed to simply the content or general experiences of students.

Finally, beginning in the 1960s and continuing in the 1980s, there has been a concern for the performance of educational programs. This focus, often referred to as 'accountability' in schools, has pushed the definition of the curriculum toward an emphasis on ends or outcomes. (Wiles & Bondi, 1989, p.7)

Curriculum is concerned not with what students will do in the learning situation, but with what they will learn as a consequence of what they do. Curriculum is concerned with results (Wiles & Bondi, 1989).

Trump (1969, p.12 cited in Hessong & Weeks, 1991) expressed that the curriculum is a vital, moving complex interaction of people and things in a freewheeling setting. It includes questions to debate, forces to rationalize, goals to illuminate, programs to activate, and outcomes to evaluate.

The concept of the curriculum as a product become associated more and more with the concept of curriculum development (as a process) (Braslavsky, n.d.).

Teacher Education Curriculum

Generally, the teacher education curriculum can be broken down into these blocks:

- **Foundational Knowledge and skills.** Usually this area is about education-related aspects of philosophy of education, history of education, educational psychology and sociology of education (Wikipedia, 2010).
- **Content-area and method knowledge.** This area often includes ways of teaching and assessing a specific subject, in which case this area may overlap with the first foundational area. There is an increasing debate about this aspect; because it is no longer possible to know in advance what kinds of knowledge and skill teachers should have. Increasingly, emphasis is placed upon transversal or horizontal skills such as learning to learn or social competences, which cut across traditional subject boundaries, and therefore call into question traditional ways of designing the teacher education curriculum and traditional school curricula and ways of working in the classroom.
- **Practice at classroom teaching or at some other educational practice.** This area is usually supervised and supported in some way, though not always practice can take the form of field observations, student teaching, or internship (Wikipedia, 2010).

Elementary Curriculum for Teacher Education in Japan, India and Europe

Elementary Curriculum for Teacher Education in Japan

The Elementary curriculum for teacher education in Japan is as follows (Plamann, 1994).

I. General Education Subjects-36 credits in three fields:

1. Cultural Science, Social Science and Natural Science -4 credits
2. Foreign Language-8 credits minimum
3. Health and Physical Education (Lecture and sports activity)-4 credits

II. Special Subjects for Teaching Training-76 credits including (as of 1986):

1. Education-related Subjects
 - (a) Educational Principles-3-4 credits
 - (b) Educational Psychology
 - Adolescent Psychology (SecEd)-3 credits
 - Child Psychology (ELED)-4 credits
 - (c) Methods of Teaching (SecEd)-3 credits
 - Study of Teaching Materials (ELED)-16 credits
 - (d) Study of Moral Education (ELED) -2 credits
2. Major Subject Studies, advanced level,
Teaching practice is the final requirement for Japanese teaching certificates. The teaching practice requirements for first class teacher certificates (as of 1986) are as follows:
 - Kindergarten and elementary school teachers-4 credits (about 4 weeks)
 - Lower secondary and upper secondary school teachers -2 credits (about 2 weeks)

Elementary Curriculum for Teacher Education in India

The elementary teacher education curriculum includes the following subjects (Plamann, 1994).

A. Foundation Courses

1. Education in Emerging India
2. Educational Psychology

B. Stage Relevant Specialization

3. Teaching Functions
4. Teaching of Mother Tongue
5. Teaching of English

6. Teaching of Mathematics
7. Teaching of Environmental Studies (Science)
8. Teaching of Environmental Studies (Social Science)
9. Teaching of Health and Physical Education
10. Teaching of Art Education
11. Teaching of Work Experience
- C. Additional Specialization
 12. Non-formal Education
 13. Multigrade Teaching
 14. Girls Education
 15. Education for the Disabled
- D. Practicum-cum-Field work

Primary Curriculum for Teacher Education in Europe

EPTE-European Primary teacher education offers six modules (European Primary Teacher Education, 2009).

- EPTE Language Module
- EPTE Mathematics Curriculum
- EPTE Natural and Social Science Curriculum
- EPTE Arts Curriculum
- EPTE Pedagogy and Didactics Curriculum
- EPTE Philosophy and Cultural Curriculum

Methodology

In this paper, literature survey method which is one of the descriptive methods was used.

Procedure

To acquire the relevant information, literature survey was conducted. Various primary and secondary sources were collected to obtain facts and information. Internet was also used for gathering data. Interviews were made with the responsible personnel to do this research. On completion of information collection, data was analyzed and interpreted as the research findings. Finally, suggestions were also presented.

Findings

Subjects Included in the Current First Year Curriculum of Education Colleges

Subjects included in the current first year curriculum of education colleges from 2003-2004 academic year are as follows:

- (1) Educational Theory
- (2) Educational Psychology

Methodology

- (3) Myanmar
- (4) English
- (5) Mathematics
- (6) Natural Science and Basic Science
- (7) (Geography +History)

Academic Subjects

- (8) Myanmar
- (9) English
- (10) Mathematics
- (11) Physics/History
- (12) Chemistry/Geography
- (13) Biology/Economics

ICT + Language Lab
Moral & Civic + Union Spirit + Life Skill

Co-curricular Subjects

- (14) Physical education
(15) Industrial Arts
(16) Domestic Science
(17) Agriculture
(18) Fine arts
(19) Music

At the end of first year, the candidates have to do bloc teaching for two months.

Note: Aspects of Myanmar has been added and taught since 2007-2008 academic year.

The subjects, the respective credit unit and periods per week for the current first year, first semester curriculum form 2003-2004 to now are stated (see Table 1)

Table 1. Subjects, Credit Unit and Periods Per Week for the Current First Year Curriculum of Education Colleges (First Semester) (From 2003-04 up to now).

Sr. No	Code	Subjects	Credit Unit	Period Per Week
1	ET. 101	Education Theory	2	3
2	EP. 101	Education Psychology	2	2
		Methodology		
3	MM.101	Myanmar	2	3
4	ME. 101	English	2	3
5	MMt.101	Mathematics	2	3
6	MNBS. 101	Natural Science and Basic Science	2	3
7	MGH. 101	Geography + History	2	3
		Academic		
8	AM. 101	Myanmar	2	2
9	AE. 101	English	2	2
10	AMt. 101	Mathematics	2	2
11	AP. 101/AH.101	Physics/History		
12	AC. 101/AG. 101	Chemistry/Geography	2	2
13	AB. 101/AEc. 101	Biology/Economics	2	2
		ICT + Language Lab		3
		Moral & Civic+Union Spirit+Life Skill		2
		Co-curricular Subjects		
14	CoPE. 101	Physical Education	1	(2+5)
15	CoIA. 101	Industrial Arts		
16	CoDS. 101	Domestic Science	1	2
17	CoAg. 101	Agriculture	1	2
18	CoFA. 101	Fine Arts	1	2
19	CoMs. 101	Music	1	2
		Total	29	45

Source: From Ministry of Education (2007), P. 118.

Note: For first year, first Semester, Aspects of Myanmar was taught 6 periods per semester and the teacher educators of teaching of history had to take the responsibility to teach it.

The subjects, the respective credit unit and periods per week for the current first year, second semester curriculum from 2003-04 to now are described. (see Table 2).

Table 2. Subjects, Credit Unit and Periods Per Week for the Current First Year Curriculum of Education Colleges (Second Semester) (From 2003-04 up to now).

Sr. No	Code	Subjects	Credit Unit	Period Per Week
1	ET. 102	Education Theory	2	3
2	EP. 102	Education Psychology	2	2
		Methodology		
3	MM.102	Myanmar	2	3
4	ME. 102	English	2	3
5	MMt.102	Mathematics	2	3
6	MNBS. 102	Natural Science and Basic Science	2	3
7	MGH. 102	Geography + History	2	3
		Academic		
8	AM. 102	Myanmar	2	2
9	AE. 102	English	2	2
10	AMt. 102	Mathematics	2	2
11	AP. 102/AH.102	Physics/History		
12	AC. 102/AG. 102	Chemistry/Geography	2	2
13	AB. 102/AEC. 102	Biology/Economics	2	2
		ICT + Language Lab		3
		Moral & Civic+Union Spirit+Life Skill		2
		Co-curricular Subjects		
14	CoPE. 102	Physical Education	1	(2+5)
15	CoIA. 102	Industrial Arts		
16	CoDS. 102	Domestic Science	1	2
17	CoAg. 102	Agriculture	1	2
18	CoFA. 102	Fine Arts	1	2
19	CoMs. 102	Music	1	2
		Total	29	45

Source: From Ministry of Education (2007), P. 118.

Note: For first year, first Semester, Aspects of Myanmar was taught 6 periods per semester and the teacher educators of teaching History had to take the responsibility to teach it.

Syllabus of the Each Subject of the Current First Year Curriculum of Education Colleges

Subjects included in the first year curriculum of education colleges are Educational Theory, Educational Psychology, Methodology (Myanmar, English, Mathematics, Natural Science and Basic Science, General Studies and Social Studies, Academic subjects (Myanmar, English, Mathematics, physics/ History, Chemistry/Geography, Biology/ Economics) and co-curricular subjects.

Educational Theory

The text book of educational Theory which was published in 2003-04 included three sections.

In Section (A),

- (1) definitions of education, curriculum, syllabus, and co-curricular subjects.
- (2) theory of basic learning,
- (3) multigrade teaching,
- (4) philosophies of education, and
- (5) all-round development of education are included.

In Section (B),

- (1) nature and definition of educational technology
- (2) systematic teaching plan

- (3) teaching learning materials
- (4) teaching methods for effective learning
- (5) Montessorie teaching and
- (6) basic computer course are included.

In Section (C),

- (1) organization of four Departments of Basic Education in Myanmar
- (2) general rules for staffs
- (3) management of school and class
- (4) duties and responsibilities of teachers
- (5) keeping school discipline
- (6) parent-teacher association, board of trustee, school family
- (7) types of leaves
- (8) dignity of teachers
- (9) etiquette of teachers and
- (10) pre-primary education are included.

Note: Since 2008-2009 academic year, the revised content "CCA" under the title "Philosophies of Education" have been inserted.

Educational Psychology

There are two sections in Educational Psychology.

Section (A) contains

- (1) the nature, meaning and the reasons for including of Educational Psychology,
 - 1.1 the nature and meaning of Educational Psychology,
 - 1.2 the reasons for including Educational Psychology,
 - 1.3 the relationship between Educational Psychology and teaching,
- (2) mental health,
- (3) the natural development and nurturing of primary school children,
 - 1.1 physical development of children
 - 1.2 mental development of children
 - 1.3 social development of children
 - 1.4 emotional development of children
- (4) multi-intelligence,
- (5) four-learning styles
- (6) motivation,
- (7) habit, and
- (8) memory.

Section (B) contains

- (1) the nature and definition of Educational Test and Measurement,
- (2) major functions and purposes of educational tests,
- (3) achievement tests,
- (4) types of written tests,
- (5) planning the test,
- (6) assembling the test, and
- (7) validity and reliability.

Note: From 2008-2009 academic year, four learning styles was revised as learning and motivation was also revised.

Methodology (Myanmar)

The syllabus of teaching of Myanmar is as follows:

- (1) Objectives of teaching of Myanmar
- (2) Teaching of listening
- (3) Teaching of speaking

- (4) Teaching of reading
- (5) Teaching of writing
- (6) Teaching of poem
- (7) Teaching method of basic teaching model
- (8) Relationship of text and teaching method in primary level
- (9) Guideline for teaching Myanmar at primary level
- (10) The importance of teaching-learning materials in teaching of Myanmar

Appendices

- (1) Sample question for the kindergarten
- (2) Sample question for standard one
- (3) Sample question for standard two
- (4) Sample question for standard three

Methodology (English)

The syllabus of teaching English is as follows:

1. Information Component
 - 1.1 The goal of teaching English in our country
 - 1.2 Objectives of teaching English at the primary level
 - 1.3 Nature of language and language learning
 - 1.4 Problems to anticipate
 - 1.4.1 The importance of pronunciation
 - 1.4.2 The importance of handwriting
 - 1.5 Organization of the primary TEFL course
 - 1.5.1 Organization of the course
 - 1.5.2 Organization of each reader
 - 1.6 General principles
 - 1.7 Questions of a good language teacher
2. Language skills component
 - 2.1 Sounds of the English Language
 - 2.2 Words (from the primer and form readers 1 to 4)
 - 2.3 Classroom language
 - 2.4 Songs and Rhymes (from readers)
3. Teaching Skills Component
 - 3.1 General teaching procedures
 - 3.2 General language teaching techniques
 - 3.2.1 Teaching the letters of the alphabet (A to F)
 - 3.2.2 Teaching the English numerals (1 to 10)
 - 3.2.3 Teaching handwriting
 - 3.2.4 Teaching how to write the English numerals (1 to 10)
 - 3.2.5 Teaching the words in the primer
 - 3.2.6 Techniques of teaching songs and rhymes
 - 3.2.7 Techniques of conducting language games
 - 3.2.8 Teaching spelling and giving dictation
 - 3.2.9 Techniques of teaching vocabulary
 - 3.2.10 Teaching techniques for standard one
 - 3.2.11 Teaching techniques for standard two
 - 3.2.12 Teaching techniques for standard three
 - 3.2.13 Teaching techniques for standard four
 - 3.3 Lesson planning and sample notes of lessons
 - 3.4 Teaching aids
 - 3.5 Language games

4. Language testing

4.1 Introduction

4.2 General Suggestions for designing and constructing language tests for the primary level

4.2.1 The language elements contained in the English syllabus

4.2.2 The aims and objectives of the syllabus

4.2.3 The type of question to be employed

4.3 Sample tests

4.3.1 Sample tests for the kindergarten level

4.3.2 Test relating to the oral production of sounds

4.3.3 Test relating to the symbol-sound recognition

4.3.4 Test relating to vocabulary

4.3.5 Test relating to reading comprehension

4.3.6 Test relating to grammar

4.3.7 Test relating to syntax

4.3.8 Test in handwriting

Methodology (Mathematics)

The syllabus of teaching Mathematics is as follows:

1. Objectives of teaching Mathematics
2. Teaching numerals
3. Teaching of fraction
4. Teaching of decimal number
5. Teaching of solving the problems in Mathematics
6. Teaching of various measurement
7. Lesson plan of teaching Geometry
8. Teaching of expression of basic figures
9. Assessment in Mathematics
10. The use of teaching-learning materials

Methodology (Natural and Basic Science)

The Syllabus of teaching of Natural and Basic Science is as follows:

1. Definition and importance of Natural Science
2. Definition and importance of Basic Science
3. Objectives of teaching of Natural Science
4. Objectives of teaching of Basic Science
5. The Study of organization of curriculum of Natural Science and Basic Science
6. Relationship of developmental stages of primary children and teaching of Natural Science and Basic Science
7. Collection and application of teaching-learning materials in teaching Natural Science
8. Collection and application of teaching learning materials in teaching Basic Science
9. Invention and creation of teaching aids
10. Lesson plan in Natural Science and Basic Science
11. Steps for teaching Natural Science
12. Sample lesson plan for Natural Science
13. Sample lesson plan for Basic Science
14. Assessment of Natural Science
15. Test and measurement applied in Basic Science

Note: From 2008-09 academic year, lesson plan of teaching of Natural Science and Basic Science was revised to lesson plan in which learner-centered approach was used.

Methodology (General Studies and Social Studies)

The syllabus of teaching General Studies and Social Studies is as follows:

1. Definition and importance of teaching General Studies and Social Studies
2. Objectives of teaching General Studies and Social Studies
3. The study of organization of curriculum of General Studies and Social Studies
4. Relationship of developmental Stage of primary children and teaching of General Studies and Social Studies
5. The use of teaching learning materials in teaching General Studies and Social Studies
6. Teaching Models
7. The use of assessment in General Studies and Social Studies

Note: From 2008-09 academic year, lesson plan of teaching of General Studies and Social Studies was revised to lesson plan in which learner-centered approach was used.

Myanmar

The syllabus of Myanmar consists of the selection of prose, poem and language for the first semester. Moreover, prose, poem and Myanmar language are included for the second semester.

English

The syllabus of English consists of the football match, the clever man, stories poems and vocabulary. Moreover, review exercises are also included.

Mathematics

The syllabus of Mathematics consists of logic and sets, Mathematical induction, functions about Mathematics and straight line for the first semester. Moreover the circles, conic section, limits and continuity, and the derivative are included for the second semester..

Physics

The syllabus of Physics is as follows:

- (1) Measurement and systems of units
- (2) Vectors
- (3) Motion
- (4) Newton's law and gravity
- (5) Work, energy and power
- (6) Momentum
- (7) Fluid mechanics
- (8) Temperature and heat
- (9) Thermal properties of materials
- (10) Vibrations and waves
- (11) Light
- (12) Mirrors and lenses
- (13) Vision and optical instruments
- (14) Electrostatics
- (15) Capacitance and dielectrics
- (16) Current, resistance, and power
- (17) Basic dc circuits
- (18) Magnetism

Chemistry

The syllabus of Chemistry is as follows:

- (1) Stoichiometry and the basic of the atomic theory
- (2) The electric structure of atom
- (3) The chemical bond
- (4) The representative elements groups I-IV

- (5) The properties of gases
- (6) Liquids and solutions
- (7) Chemical equilibrium
- (8) Ionic equilibria in aqueous solution
- (9) Organic Chemistry

Note: Since 2008-2009 academic year for the first semester, organic chemistry has been taught instead of the representative elements groups I-IV. Moreover, the lesson "periodic properties" is again added in organic chemistry in the first semester, and the lesson "petroleum" is added in organic chemistry for the second semester.

Biology

There are two sections in Biology. They are Botany and Zoology.

The syllabus of Biology (Botany) is as follows:

- (1) The origin of life
- (2) Cell, tissue and organ
- (3) Diversity of plants
- (4) Plant nutrition
- (5) Energy in plants
- (6) Ethnobotany
- (7) References for the Botany course for the first year

The syllabus of Biology (Zoology) is as follows:

- (1) The cell
- (2) Nutrition
- (3) Respiration
- (4) Transport
- (5) Homeostasis
- (6) Reference for the Zoology course for the first year

World-History

The syllabus of World-History is as follows:

- (1) The beginning of capitalist society
- (2) Development of early capitalist society
- (3) Overseas expansion
- (4) Bourgeois revolution
- (5) Industrial revolution and its consequences
- (6) Colonialism

Detailed syllabus of World-History can be seen in Appendix H.

Geography

The syllabus of Geography is as follows:

- (1) Introduction of environmental geography
- (2) Studying the environment
- (3) Human impact on the earth
- (4) Geophysical system or geomorphic system
- (5) Soil and land
- (6) Air, water, and waste
- (7) Natural hazard
- (8) Environmental planning

Detailed syllabus of Geography can be seen in Appendix I.

Note: The contents of Geography were prepared and taught from 2008-2009 academic year.

Economics

The syllabus of Economics is as follows:

- (1) What is Economics?

- (2) Goods and services
- (3) Economic activities, Economic structures and Economic system
- (4) The population of Myanmar
- (5) The economics structure of Myanmar.

Detailed syllabus of Economics can be seen in Appendix K.

Physical Education

The syllabus of Physical Education is as follows:

- (1) (a) The meaning of Physical Education, objectives and basic theories of Physical Education
- (b) The world modern Olympics
- (2) Planning for competitions
- (3) The law extractions of playing football
- (4) The law extractions of playing gantlet
- (5) The law extractions of playing athletics
- (6) Health and medicine
- (7) The danger of norcotic drugs

Industrial Arts

The syllabus of Industrial Arts is as follows:

- (1) The work of earthenware
- (2) The cane and bamboo work
- (3) The industrial arts and the works of book binding
- (4) Woodworking concerning the structure of timber
- (5) Basic technical drawing

Domestic Science

The syllabus of Domestic Science is as follows:

- (1) The Family health
- (2) Nutrition and cooking
- (3) Sanitary
- (4) Sewing
- (5) Handicraft
- (6) Making furnitures and facilities with vagrant
- (7) Making furnitures and facilities with local products

Agriculture

The syllabus of Agriculture is as follows:

- (1) Soil
- (2) Fertilizers
- (3) The basic parts of plants
- (4) The weeds
- (5) The basic points of gardening crop and agriculture
- (6) Reproduction in plants
- (7) The usage and maintaining of the tools used for agriculture
- (8) The task of planting in school compound
- (9) Growing seasonal vegetables
- (10) Growing long-lasting vegetables
- (11) Growing perennial
- (12) Growing seasonal flowers
- (13) Growing long-lasting flowers
- (14) The disease caused in plant
- (15) Insects

Fine Arts

The syllabus of Fine Arts is as follows:

- (1) The objectives of teaching fine arts
- (2) Method of writing alphabet
- (3) Basic drawing
- (4) Drawing models
- (5) Colours
- (6) The methods of teaching the fine arts for children
- (7) Methods of drawing teaching aids by curve lines or out lines
- (8) Drawing the painting of person
- (9) Methods of drawing natural scenery
- (10) The points to be paid attention in drawing scenery
- (11) Painting with wax multicolour
- (12) Drawing design

Detailed syllabus of Fine Arts can be seen in Appendix O.

Music

The syllabus of Music is as follows:

- (1) The learning of singing
- (2) The learning of dancing
- (3) The learning of music
- (4) The general knowledge of music

Aspects of Myanmar

The syllabus of Aspects of Myanmar which is taught in English is as follows:

- (1) Land and people
- (2) History
- (3) Foreign policy and relations
- (4) Economy
- (5) Myanmar traditional thought

The syllabus of Aspects of Myanmar which is taught in Myanmar is as follows:

- (1) Myanmar literature
- (2) Myanmar language
- (3) Myanmar traditional culture
- (4) The education of Myanmar

Evaluation System for First Year of Education Colleges

As far as the evaluation system of the first year of education colleges from 2003-2004 academic year to 2009-2010 academic year is concerned, the students had to sit for one tutorial, one assignment and one written examination, which were held at the end of the first semester. The assessment system was the same for the second semester. One semester lasts four months. Fifteen marks were given for one tutorial, 15 marks for one assignment and 40 marks were provided for written examination. Hence, after second semester, there were 30 marks for two tutorials, another 30 marks for two assignments. For the two written examination, the total 80 marks were divided by 2. Therefore, altogether 100 marks were provided for the whole academic year.

As regards the evaluation of the first year of education colleges from 2010-2011 academic year, there are one tutorial, one assignment and one written examination for the first semester. The evaluation system is the same for the second semester. Ten marks are given for one tutorial and ten marks for one assignment. For written examination, 30 marks are provided by multiplying given marks 40 marks with 0.75. Therefore, altogether 50 marks are given for the first semester. The evaluation system is the same for the second semester. Therefore, altogether 100 marks are provided for two semesters.

Conclusion and Recommendation

Conclusion

The objectives of this research are to investigate the current first year curriculum of education colleges which was first introduced in 2003-2004 academic year in Myanmar, to offer some suggestions for further improvement of the current first year curriculum of education colleges in Myanmar and to serve as a useful paper for further research in the field of teacher education.

Subjects included in the current first year curriculum of education colleges are Educational Theory, Educational Psychology, Methodology (Myanmar, English, Mathematics, Natural Science and Basic Science, and General Studies and Social Studies), Academic Subjects (Myanmar, English, Mathematics, Physics/History, Chemistry/Geography, Biology/Economics) and Co-curricular subjects. As Educational Theory, Educational Psychology, Methodology and Academic Subjects are taught in the first year course, the trainees can use knowledge from these subjects in managing their classroom, in teaching effectively and testing the students' achievement when they become primary teachers. Moreover, as the Co-curricular subjects are also taught in the first year course, the trainees can use knowledge for all round development of the students.

It can be said that the subjects which are taught in education colleges will be very useful for the students who will be able to join the Universities of Education for their BEd degree.

According to Wikipedia (2010), teacher education curriculum can be broken down into these blocks:

- Foundational knowledge and skills
- Content-area and methods knowledge
- Practice at classroom teaching or at some other form of educational practice.

The current first year curriculum of education colleges in Myanmar also include foundational knowledge and skills, content-area and methods knowledge, and bloc teaching. Therefore, the current first year curriculum of education colleges in Myanmar is in line with the teacher education curriculum defined by Wikipedia.

It is expected that findings and conclusion presented in this study will contribute to a considerable measure for the improvement of teacher education in Myanmar.

In investigating the current first year curriculum of education colleges in Myanmar, the researcher would like to offer some suggestions for further improvement of the current first year curriculum of education colleges.

Firstly, effective communication in English which is taught in the first year of Universities of Education should be inserted and taught in the first year of education colleges.

Secondly, among the eleven types of curriculum, overt, explicit, or written curriculum and hidden curriculum are now used in education colleges. The electronic curriculum should also be used in education colleges for the purpose of getting more information.

Thirdly, the essays should be inserted and taught in Myanmar at education colleges as at Universities of Education.

Fourthly, according to Tyler's procedure, there are seven major steps of curriculum development. For curriculum development of education colleges, needs analysis should be made.

Moreover, curriculum of first year education colleges consists of educational subjects, methodology, academic subjects and co-curricular subjects which are in line with the international teacher education curriculum.

Finally, the lessons of general methodology of Universities of Education should be inserted in educational technology of education colleges.

Today's education is being transformed into a lifelong learning process. To produce all-round developed teachers, the advanced curriculum is essential in teacher education. Moreover, the curriculum of education colleges is the key factor in producing primary teachers who will help to improve the quality of primary education.

Recommendation for Further Research

For further research, the following recommendations are provided.

Firstly, the current first year curriculum of Universities of Education should be investigated.

Secondly, the current curriculum of Diploma in Teacher Education Competency (DTEC) should be investigated.

Finally, primary teacher education curriculum of other countries should be investigated in detail in order to improve the primary teacher education curriculum in Myanmar.

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ပညာရေးစီမံကိန်းနှင့် လေ့ကျင့်ရေးဦးစီးဌာန (၂၀၀၃)၊ ဝင်ခွင့်လမ်းညွှန်၊ ရန်ကုန်။

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ပညာရေးဝန်ကြီးဌာန (၂၀၀၇)၊ အခြေခံပညာအလယ်တန်းနှင့် မူလတန်းအဆင့်ဘာသာပြဆရာများမွမ်းမံသင်တန်း၊ ပညာရည်မြှင့်မားရေး စီမံကိန်း ဆိုင်ရာလုပ်ငန်းတာဝန်များ၊ ရန်ကုန်။