

Distance Education in Asia and the Pacific:

MYANMAR

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THE NATIONAL CONTEXT FOR DISTANCE EDUCATION

The Gross National Product (1987/88), in current prices in Myanmar is 66,369 Kyat (in millions), or about US \$10,071. Total investment equals 8,569 Kyat, or 12.9%; imports equal 4,065 Kyat, or 6.1%; exports equal 1,655 Kyat, or 2.5%; and per capita output is 1,720 Kyat. The sectoral composition of GDP (1987/88) and labour force is: Agriculture 48.6% GDP, 65.1% labor force; industry 12.1% GDP, 11.0% labor force; and services/trade 39.3% GDP, 23.9% labor force. Union Government Finance (1987/88) were: Receipts 6,674 Kyat, 9.9% GDP; current expenditure 5,927 Kyat, 8.9% GDP; capital expenditure 2,159 Kyat, 3.2% GDP; overall deficit -1,412 Kyat, -2.1% GDP; external assistance 1,285 Kyat, 1.9% GDP.

The Union of Myanmar lies in Southeast Asia between latitudes 09.32'N and 28.31'N and longitudes 92.10'E and 101.11'E. The Tropic of Cancer passes through the country close to the towns of Tiddim, Tagaung and Kutkai. Latitude 16.45'N and longitude 97.30'E run through Yangon, the capital city of the Union of Myanmar. The Myanmar Standard Time, taken as on longitude 97.30'E, is six hours and thirty minutes ahead of Greenwich Mean Time. Myanmar's neighbors are Peoples' Republic of China, Laos, Thailand, Bangladesh and India.

The length of the contiguous frontier is 6157 kilometers and the coastline from the mouth of Naaf River to Kawthaung is 2229 kilometers. With a total area of 676,577 square kilometers, it is twice the size of Vietnam and approximately the size of Great Britain and France combined. More than half of the land is mountain country, mostly covered with forests. The country is made up of seven states and seven divisions.

Myanmar has a tropical climate with three seasons. The rainy season is from mid-May to mid-October, the dry cool season is from mid-October to mid-February, and the hot season is from mid-February to mid-May. In the central plains (referred to as the Dry Zone), it is generally dry with an abundance of sunshine during the rainy season. Humidity is high from mid-April to December. Average temperatures in the coastal and delta regions, inclusive of Yangon, are 32.C in the hot season and 21.C in the dry, cool season.

The population of the Union of Myanmar in 1989-90 was estimated to be 40.03 million with an annual growth rate of 1.88%. The annual growth rate between 1973 and 1983 was 2.02%. The Union of Myanmar comprises many nationalities and ethnic groups. There are 135 recognized ethnic groups in the Union. The largest nationality is formed by the Bamas, who make up 68% of the population, living mainly in the lowlands. The other major nationalities which number seven are: Chins, Kachins, Kayahs, Kayins, Mons, Rakhines and Shans. About 85% of the population - mainly Bamas, Kayins, Mons, Rakhines and Shans - are Buddhists, while the rest are Christians, Muslims, Hindus or Animists.

Education in Myanmar enjoys a favourable environment as the people have

Distance Education in Asia and the Pacific

traditionally given education the highest priority in their lives since the time of King Anawratha (1044-1077) when Theravada Buddhism became the dominant religion of a unified country. Traditionally, young boys (of Buddhist faith) before the age of twenty entered a monastery as a novice for a period of time during which they were provided with basic functional literacy and numeracy and were introduced to religious teachings through Buddhist scriptures. Girls, when young, also went to monasteries to acquire basic functional literacy and numeracy. During the era of Myanmar kings, the only schools which existed were monastic, and children went there to learn and write the Myanmar language (and a bit of Pali), and also to study Buddhist literature. This accounts for the high (nation-wide) literacy rate which Myanmar has had for centuries. But monastic education become less prominent under British rule from 1886-1948. Though the western type of formal education has been adapted and adopted in Myanmar (as in other parts of the world) and monastic schools are no longer part of the formal education system, a type of informal monastic education is still practiced today in urban areas and, more so, in rural areas. Consequently, people are, by and large, religious and have great respect for education. The culture inherently serves as a very positive foundation for it. As a result of both the monastic tradition and the social welfare emphasis given by post-independence governments, learning and literacy have long been prestigious attributes in Myanmar. According to the 1983 Population Census, the country had a population of 39.35 million out of which 79% of those fifteen years and over were literate and 66% of ten-year olds were in school.

TABLE 1: Educational Data

(1) Number of schools-teachers-students by levels (Basic Education)

<u>Level</u>	<u>Schools</u>	<u>Teachers</u>	<u>Students</u>
Primary school	31429	118913	5202408
Middle school	1696	47666	1129859
High school	722	12754	290862
Total	33847	17933	6623129

(2) Student-teacher ratio (average): Basic Education

<u>Level</u>	<u>Urban</u>	<u>Rural</u>
Primary school	41	32
Middle school	26	22
High school	36	17

(3) Number of schools per 100,000 population (SY1987-88)

<u>Level</u>	<u>Urban</u>	<u>Rural</u>
Primary school	29.01	96.63
Middle school	4.12	4.39
High school	5.31	0.70

(4) Educational Structure

<u>Primary School</u>	<u>Middle School</u>	<u>High School</u>
(KG - 4)	(5 - 8)	(9 - 10)
5 years	4 years	2 years

(5) Language(s) of Instruction

Myanmar = KG - 8
 English = 9-10 (Science, Mathematics and Economics)

Myanmar

(6) Teacher Education - school/college/institute-teachers- students

<u>Level</u>	<u>Institution</u>	<u>Number</u>	<u>Teachers</u>	<u>Students</u>
Higher Education	Institute of Education	1	99	620
	Teacher Training College	4	185	1578
	Teacher Training School	14	271	2055

(7) Number of schools/institutes-teachers-students (Technical, Agricultural and Vocational Education)

<u>Institute/School</u>	<u>Number</u>	<u>Teachers</u>	<u>Students</u>
Government Technical Institute	10	477	6493
State Agricultural Institute	7	182	695
Technical High School	13	376	2879
Agricultural High School	9	94	110
Commercial School	3	23	150
School of Home Science	6	98	958
Handicraft School	7	56	240
Machine Repair & Maintenance School	7	56	94
School of Fishery	2	1233	

(8) Institutes of Higher Education

<u>Type</u>	<u>Number</u>	<u>Teachers</u>	<u>Student</u>
Professional institutes	6	741	13466
University	3	3347	79349
Degree College (4-year)	6	666	21121
College (2-year)	11	641	12964
Total	26	5395	126900

(9) BEHS passed students admitted to tertiary institutions (AY 1991-92)

BEHS ('A'list)	42001	
Places applied for	38649	92.01%
<u>Breakdown:</u>		
Regular full-time on campus courses	23147	59.88%
Workers College (YU)/ Evening classes(MU)	1069	2.76%
Correspondence courses	14433	37.35%

Note: BEHS = Basic Education High School (matriculation) Examination

YU=University of Yangon

MU=University of Mandalay

(10) BEd by correspondence (2-year courses) offered by Institute of Education, Yangon

1986-87=2372
1987-88=3340
1989-90=2347
1990-91=1177

(11) Literacy rate (national): 1983 census=79%

Distance Education in Asia and the Pacific

The Union of Myanmar continues to be committed to:

- (a) both quantitative as well as qualitative to bring about universal basic education; this implies such measures as the expansion of school facilities together with the continued improvement of instructional quality as well as internal efficiency;
- (b) upgrade technical, agricultural and vocational education (TAVE) and to encourage more students to join TAVE schools and institutes so that the manpower needs for mid-level technicians and personnel required by the changing economy could be met; this also includes the strengthening and expanding of commerce programmes under the Department of Technical, Agricultural and Vocational Education;
- (c) continue support to higher education, giving priority to programmes that are relevant to national needs and also to the improvement of basic courses in the arts and sciences;
- (d) strengthen certain education programmes in the light of the country's new economic orientation; these include business administration, commerce, management, banking, and international trade, as well as project identification, development, evaluation, implementation and operation;
- (e) develop an education system conducive to production;
- (f) provide higher education on a more equitable basis throughout the Union and to provide greater access to education in the border areas and other remote areas.

The major source of information regarding the population, the labour force, and employment in Myanmar is the Population Census of 1983. Of the population aged fifteen years and above, 79% are literate. High literacy rates are common to all age groups with the lowest being recorded as 63% for the population aged sixty-five years and above. These rates demonstrate the strong emphasis given to state schooling over the recent past and perhaps also to monastic instruction especially in the rural areas. Of those aged twenty years and above the education level attained is: No education, 51.1%; Standards 1-4 (Primary), 3.2%; Standards 5-8 (Middle), 11.2%; Standards 9-10 (High), 5.1; and Diploma/Degree, 2.4%.

These figures demonstrate the continuing improvement in the educational level of the population. According to the Census, 62% of 5-9 year olds were in school; 66% of 10-14 year olds were in school; 21% of 15-19 year olds were in school; and 6% of 20-24 year olds were in school.

Since 1948, when Myanmar regained her independence, education policy regarding the language of instruction has changed twice. The 1947 constitution states that the Myanmar language is to be the official language of the nation and the medium of education. The change from English to Myanmar was finally achieved in 1965 when all the schools were nationalized. With the enactment of University Law of 1964, the medium of instruction at the university level also became Myanmar. The second change regarding the medium of instruction took place in 1981 when English language proficiency was again considered as an objective of education and thus given greater usage as a medium of instruction. English began to be used for the teaching of subjects (mathematics, physics, chemistry, biology) for the science stream and for economics at the high school level. Starting from AY 1986-87, English was taught from the first year at school (kindergarten) upwards (instead of from the fifth standard).

This change in policy suggests the need for reinforcing the English language capability not only of language teachers but of teachers in general; expanding English language library holdings; a continuing improvement of textbooks and instructional materials; improving and expanding media-based programmes directed to teachers and students alike; and expanding

manufacturing capacity and greater usage of locally manufactured self-instruction packages. These needs also hold true for the correspondence courses offered by the arts and science universities, their affiliated colleges and also the Institute of Education.

Apart from the monsoon period from mid-May to mid-October, all parts of the country are easily accessible. According to Kyaw Sein (1987:468), 1985 figures for postal services in the country are: Post offices, 1,126; telephones, 55,936; telegraphs, 336; and telexes, 160. Since 1983, the Ministry of Education and MERB have sponsored an ETV (education television) project for High School. The Ministry of Education and MERB worked in collaboration with the Ministry of Information and TV Myanmar. Ten or fifteen minute programmes in high school English, Mathematics, Physics, Chemistry, Biology and Myanmar were aired twice a week on public television. The programmes were enthusiastically received but MERB had to rely on the public broadcasting system for production assistance. Though MERB had access to air time, it lacks manpower, know-how and facilities to produce top-quality TV presentations. The University of Yangon has also carried out the production of ETV materials. For improving distance education in Myanmar, a multi-media approach must be taken. Though radio education programmes have existed for years, no realistic evaluation has ever been made. Improvements must be made to make it more efficient.

HISTORY AND BACKGROUND

The Union of Myanmar has, since its re-emergence as an independent sovereign nation in 1948, achieved considerable success in expanding primary, secondary and higher education. There is near universal enrollment for the primary level and increasing numbers of students are able to advance to secondary education and then to higher education. A major effort was made nearly three decades ago to provide greater access to higher (or university) education with the enactment of the University Education Law of 1964. In addition to the existing universities (University of Yangon and University of Mandalay) and colleges, a number of university-level institutes came into existence. The dramatic increase in the number of students seeking university education, however, outstripped the capacity of these institutions. This effect was felt most by the arts and science universities and their affiliated colleges because, unlike the professional institutes, no limits were set on the number of places offered. In a period of great economic constraints, large scale expansion to ensure greater access and equity became increasingly problematic. The Ministry of Education decided that a distance-teaching by correspondence system was a viable and economical means of broadening opportunities for a university education.

The university education courses by correspondence were not to provide a second chance for those who could not follow the normal progression but to serve as a viable alternative mode to the regular on-campus courses. Second chance courses were already in existence in the form of the External Arts programme conducted by the University of Yangon in the 1960's (and phased out in the 1970's); the Workers' College which is affiliated to the University of Yangon; and evening classes at the University of Mandalay which have over the years tried to meet the continuing education needs of those who have left the normal university stream to work.

Distance Education in Asia and the Pacific

In 1976, to provide greater access to ensure equity and to bring about continuing education, the University Correspondence Course was first established. It was begun under the supervision of the Rector of the Arts and Science University, Rangoon (Yangon) and existed as a centralised quasi-government establishment. The center in Yangon served the distance education needs of the whole country. In 1981, the Correspondence Course was placed under the Department of Higher Education, Ministry of Education and became a regular governmental establishment. The day-to-day management of university education is, to a certain extent, decentralised, with the responsibilities being shared by the three universities and their affiliated colleges. The University of Yangon's affiliated colleges are Patheingyi Degree College, Sittwe Degree College, Workers' College, Hinthada College, and Pyigyidagon College. The University of Mandalay's affiliated colleges are Magway Degree College, Myittha Degree College, Taunggyi Degree College, Lashio College, Monywa College, Meiktila College, Shwebo College, Pakokku College, and Yenangyaung College. The University of Mawlamyine's affiliated colleges are Bago College, Dawei College, and Hpa-an College.

The prerequisite for admission to the university correspondence courses of the universities and their affiliated colleges is similar to those required of a student joining the on-campus courses. The correspondence courses offered are in Arts, Science, Economics, and Law. The duration for all the courses is five years with the exception of the law course which is for six years. The degrees offered are: BSc in Mathematics, Physics, Chemistry, Zoology, and Botany; BA in Myanmar, History, Geography, Philosophy, Psychology, and Economics; and LLB in Law (6 years).

For every level of basic education there is a corresponding type of institution for teacher education. It has been estimated that about 15,000 new trainees need to be produced by teacher education institutions so as to reduce the back log, to cope with increasing enrollment, and make up for normal attrition. In order to meet the certification needs of teachers, a two-year Diploma in Education course by correspondence was started in AY 1973-74. This course was offered by the Institute of Education, Yangon. The Diploma by correspondence course was phased out in AY 1981-82, and the two-year BEd by correspondence course was established. Enrollment for this course peaked in AY 1987-88. The enrollment for the first and second year was 1947 and 1393 respectively. In AY 1990-91, the enrollment numbers were down to 419 and 758. This course is conducted by the Institute of Education, Yangon.

There are no correspondence courses for middle school teachers. In 1978, a two-year Distance-Learning-Through-Correspondence course for non-certificated primary school teachers was established. The number of primary school teachers accepted was approximately 1000. Since then the number has risen to 2000. The responsibility for this course lies with State Teacher Training Institutions and the Department of Basic Education. The teacher education courses have proved attractive and more effective than the university correspondence courses because the former are integrated with career advancement.

OVERVIEW OF CURRENT SITUATION

Geographical Coverage

To provide greater access and to ensure a more equitable distribution of higher education, all seven states and divisions are covered by Universities or affiliated colleges. Chin State is covered by Mandalay University, Monywa College, and Pakokku College; Kachin State by Myityina Degree College; Kayin State by Hpa-an College; Mon State by Mawlamyine University; Rakhine State by Sittwe Degree College; Shan State by Taunggyi Degree College, and Lashio College; Ayeyarwaddy Division by Patheingyi Degree College, and Hinthada College; Bago Division by Bago College, and Pyi College; Magway Division by Magway Degree College, Yenangaung College, and Pakokku College; Mandalay Division by Mandalay University, and Meiktila College; Sagaing Division by Monywa College, and Shwebo College; Tanintharyi Division by Dawei College; and Yangon by Yangon University.

In AY 1985-86, to ensure educational standards, science subjects were offered only in areas where universities and degree colleges are located. It is only in these institutions that there are adequate laboratory facilities. The on-campus activities were programmed for Friday evenings and on Saturdays and Sundays. For enrollment in Economics courses, only students from townships which are easily accessible to Yangon were accepted.

Enrollments in Distance Education

Enrollments for the distance education courses peaked in AY 1986-87 when the total (nation-wide) enrollment was 105,587; AY 1987-88 and AY 1991-92 have shown decreasing figures in enrollments.

TABLE 2: Number of Students Majoring in University Correspondence Courses

Year	Arts	Science	Law	Economics
1985-86	61081	20609	6223	3865
1986-87	79799	17753	5249	2786
1987-88	70711	12238	3552	1380
1991-92	68371	7090	2548	899

Aims and Objectives

The main aim of distance education in Myanmar is to provide higher education on a more equitable basis throughout the Union and in the area of education to provide training and certification opportunities for primary and high school teachers. It also aims at providing an opportunity for those who are already employed to continue their education without having to leave their jobs. The rationale for distance education is that it is low-cost as compared to regular, on-campus education and that it ensures a better educated workforce which will in turn contribute to national development.

Distance Education in Asia and the Pacific

Organization and Management Structure

The management of the education system (including distance education as part of higher education) is top down, in line with overall government management. However, the day-to-day management has been decentralized to a certain extent and the regional centers function with autonomy (however minimal). The distance education system of Myanmar may be taken as having three main components.

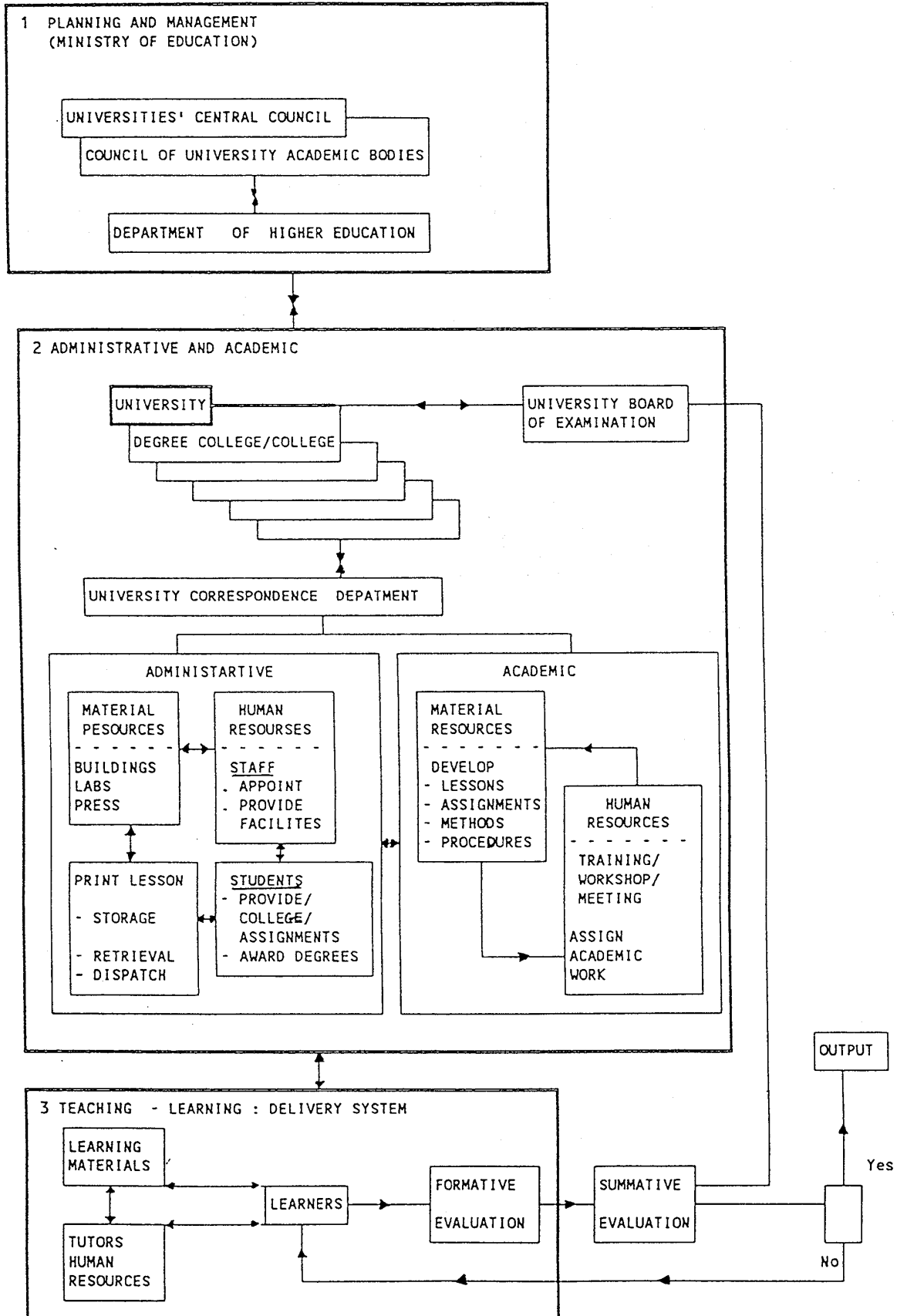
In the Union of Myanmar, matters pertaining to education are administered by the Ministry of Education. The Department of Higher Education, a major department of the Education Ministry, functions under two Councils appointed by the State - The Universities Central Council and the Council of University Academic Bodies. University Correspondence courses (as well as a BEd by correspondence course at the Institute of Education) as part of higher education is administered by the Department of Higher Education with policy control by the two councils. Planning and management functions consist of approving courses; sanctioning finances; allocating and adjusting the higher education budget; and also providing leadership and supervision.

The second component of the system is administrative and academic which together make up the operational system. At the university level, the nominal head of the Correspondence Center is the Rector, and the Principal at the college level. Then, depending upon the size of the student population, section heads are appointed. The head of the academic section co-ordinates the effective utilization of human as well as material resources. He/She supervises the network of admissions and examinations, as well as distribution of books and assignments, and communication problems as they may arise. The head of the administrative/management section deals with problems that concern staff affairs, accounts, monetary transactions as well as general supervision.

The third component is the teaching-learning process as a function of the delivery system. The teaching-learning process takes place via a combination of correspondence study, radio broadcasts, compulsory on-campus attendance during weekends (for science and economics students), or short-term intensive teaching (for arts and law students).

The examination for the correspondence courses are held at the end of every academic year. Those who fail are allowed to repeat the course. The decision box in the flow chart indicates that if a student fails the examination he gets one other chance to take the examination.

Table 3: Distance Education System - University



Distance Education in Asia and the Pacific

Financing Distance Education

Financing of education is the responsibility of the Government. Distance education in the form of the University Correspondence Course receives its allocation of funds from the Department of Higher Education. The fees collected from students have been treated as Government revenue since the University Correspondence Course was taken over in 1981 by the Department of Higher Education. University Correspondence, like other forms of education, are subsidized by the State. Annual fees collected from students are Kyats 375.00 (approximately US \$55.00) for Arts courses and Kyats 400.00 (approximately US \$60.00) for Science courses. Since the academic staff of the universities and colleges undertake the teaching functions, no extra expenditure is incurred for their salaries. This is also true of the teacher education courses.

Instructional System

The courses offered by the university correspondence departments are in Arts and Science leading to the award of the BA and BSc degrees respectively; those students undertaking the study of economics course are awarded the BA (Econ) and those studying law are awarded the LLB degree. Apart from the teacher education courses, no other vocational courses are offered.

Printed lessons and assignments are the main instruments of instruction for the teaching-learning process of the correspondence courses. Personal contact programmes are also an important segment of the process.

A large quantity of learning materials are sent by mail. The study methods have mainly been those of traditional correspondence study, that of prepared packages requiring written two-way communication. The learning materials are based on books prescribed for the on-campus courses of Yangon and the assignments are prepared by the staff of the various departments of the University of Yangon and the University of Mandalay, and also by the Institute of Economics in Yangon for the BA (Econ) courses. Following the initial package of books, the students are sent one assignment every fortnight. There are sixteen assignments altogether. The students are expected to complete them and return them at the same rate. The evaluation of these completed assignments is done by the academic staff of the universities and colleges and are sent back to the students every fortnight. In practice, however, this time frame is almost never adhered to. More often than not there are complaints from those students in the more remote areas of irregular delivery of their assignments and also of assignments being lost in transit.

The advantages of using a multi-media approach to distance education have not been exploited to the full. With the expansion and improvement of the national network both television and radio could be used for maximum effect.

Growth and Expansion

Since its establishment, university distance education has remained constant. Growth has taken place in the teacher education courses by correspondence. This growth, however, has been quantitative rather than qualitative. The main thrust of the education system is to strengthen certain education programmes in light of the country's new economic orientation. Growth areas for distance education would be in the areas of technology (vocational and professional), management, administration, business, banking, entrepreneurship, commerce and international trade.

Research

Little research has been carried out in this area. The Education Sector Study (Project No. MYA/90/004) which is being implemented jointly by the Ministry of Education, UNDP and UNESCO will include a study of distance education.

Problems and Issues

Distance education in Myanmar has not grown appreciably in terms of quantity, quality and effectiveness. The major weaknesses and problems discernible are: The inadequacy of the postal system to handle the volume of correspondence generated by the distance education programmes; the lack of multi-media inputs into the distance education programmes; the physical facilities are inadequate for storage and dispatch of instructional materials; the press facilities have difficulty coping with the volume of print required by correspondence programmes; the declining standards resulting from using materials which are not specifically designed for distance education; the shortage of paper which has cramped the correspondence activities essential for the success of the distance education programmes; the unavailability of micro-computers for record keeping and retrieval; the absence of an education management information system which prevents correct information from being available for decision making; the lack of regular feedback and evaluation procedures for maintaining standards and initiating growth and improvement; and the failure to address the need for staff development. Imposing a double load on academic staff (without any incentives) has adversely affected the quality of education and may cause a decline in the standard of education.

In order to improve distance education in Myanmar, the above problems and issues will have to be addressed and before any expansion of distance education is contemplated, viable solutions must be found. Only by doing so, will it be possible to shape the education system to meet the challenges facing Myanmar.

Distance Education in Asia and the Pacific

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APPENDICES:

- (i) Number of Students by Majoring in University Correspondence Courses, 1985-86
(page 209)
- (ii) Number of Students by Majoring in University Correspondence Courses, 1986-87
(page 210)
- (iii) Number of Students by Majoring in University Correspondence Courses, 1987-88
(page 211)
- (iv) Number of Students by Majoring in University Correspondence Courses (page 212)

ABBREVIATIONS

- MOE = Ministry of Education
- DHE = Department of Higher Education
- DBE = Department of Basic Education
- DTAVE = Department of Technical, Agricultural and Vocational Education
- MERB = Myanmar Educational Research Bureau
- ESS = Education Sector Study (UNESCO/UNDP)

Distance Education in Asia and the Pacific

Number of Students by Majoring in University Correspondence Courses
(1985-86)

Sr. No.	Year	Correspondence Courses (Yangon University)				Correspondence Courses (Mandalay University)			
		Arts	Science	Law	Econ.	Total	Arts	Science	Total
1	I.Yr	4064	1715	645	542	6966	1656	368	2024
2	II.Yr	12265	4089	1545	1238	19137	8136	2261	10397
3	III.Yr	6231	4144	1378	912	12665	5079	1988	7067
4	IV.Yr	4092	3212	1413	1173	9890	2775	1589	4364
5	V.Yr	-	-	1242	-	1242	-	-	-
	Total	26652	13160	6223	3865	49900	17646	6206	23852

Sr. No.	Year	Correspondence Courses (Mawlamyine University)		Correspondence Courses (Degree Colleges & Two-Year Colleges)			Grand Total					
		Arts	Science	Total	Arts	Science	Total	Arts	Science	Law	Econ.	Total
1	I.Yr	1039	144	1183	15744	1099	16843	22503	3326	645	542	27016
2	II.Yr	-	-	-	-	-	-	20401	6350	1545	1238	29534
3	III.Yr	-	-	-	-	-	-	11310	6132	1378	912	19732
4	IV.Yr	-	-	-	-	-	-	6867	4801	1413	1173	14254
5	V.Yr	-	-	-	-	-	-	-	-	1242	-	1242
	Total	1039	144	1183	15744	1099	16843	61081	20609	6223	3865	91778

Source: DHE

Number of Students by Majoring in University Correspondence Courses
(1986-87)

Sr. No.	Year	Correspondence Courses (Yangon University)				Correspondence Courses (Mandalay University)	
		Arts	Science	Law	Econ.	Total	Total
1	I.Yr	4725	2181	328	284	7518	3446
2	II.Yr	5764	1897	725	522	8908	2327
3	III.Yr	9285	3995	1322	909	15511	9782
4	IV.Yr	5816	3567	1383	1071	11837	6471
5	V.Yr	-	-	1491	-	1491	-
	Total	25590	11640	5249	2786	45265	22026

Sr. No.	Year	Correspondence Courses (Mawlamyine University)		Correspondence Courses (Degree Colleges & Two-Year Colleges)		Grand Total					
		Arts	Science	Arts	Science	Arts	Science	Law	Econ.	Total	
1	I.Yr	1131	174	20726	677	21403	29559	3501	328	284	33672
2	II.Yr	1113	127	14125	223	14348	22801	2775	725	522	26823
3	III.Yr	-	-	-	-	-	16921	6141	1322	909	25293
4	IV.Yr	-	-	-	-	-	10518	5336	1383	1071	18308
5	V.Yr	-	-	-	-	-	-	-	1491	-	1491
	Total	2244	301	34851	900	35751	79799	17753	5249	2786	105587

Source: DHE

Number of Students by Majoring in University Correspondence Courses
(1987-88)

Sr. No.	Year	Correspondence Courses (Yangon University)				Correspondence Courses (Mandalay University)		
		Arts	Science	Law	Econ.	Arts	Science	Total
1	I.Yr	1695	428	241	49	1296	99	1395
2	II.Yr	3748	2096	348	219	2549	487	3036
3	III.Yr	4296	1336	631	400	4927	435	5362
4	IV.Yr	8583	3874	1075	712	6999	2170	9169
5	V.Yr	-	-	1257	-	-	-	-
	Total	18322	7734	3552	1380	15771	3191	18962

Sr. No.	Year	Correspondence Courses (Mawlamyine University)			Correspondence Courses (Degree Colleges & Two-Year Colleges)			Grand Total				
		Arts	Science	Total	Arts	Science	Total	Arts	Science	Law	Econ.	Total
1	I.Yr	336	32	368	6900	101	7001	10227	660	241	49	11177
2	II.Yr	1079	191	1270	17886	560	18446	25262	3334	348	219	29163
3	III.Yr	3148	176	3324	7269	253	7522	19640	2200	631	400	22871
4	IV.Yr	-	-	-	-	-	-	15582	6044	1075	712	23413
5	V.Yr	-	-	-	-	-	-	-	-	1257	-	1257
	Total	4563	399	4962	32055	914	32969	70711	12238	3552	1380	87881

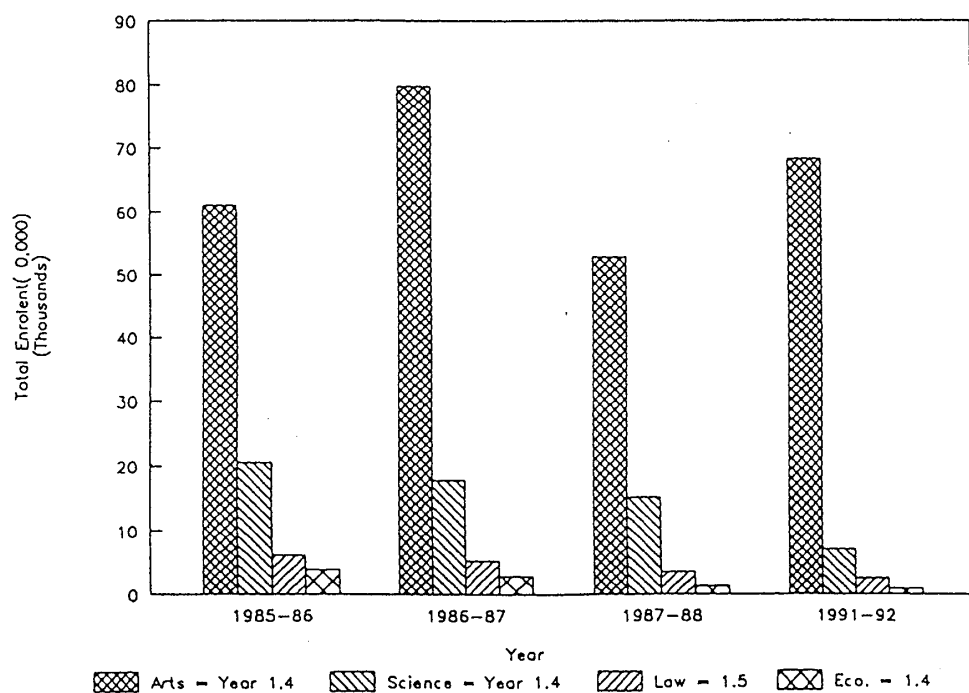
Source: DHE

Number of Students by Majoring in University Correspondence Courses

Year	Arts	Science	Law	Econ.
1985-86	61081	20609	6223	3865
1986-87	79799	17753	5249	2786
1987-88	70711	12238	3552	1380
1991-92	68371	7090	2548	899

UNIVERSITY CORRESPONDENCE -

FIG : TOTAL ENROLMENT (By discipline)



Source: MERB/ESS