**CHAPTER TWO**

**HIGHER EDUCATION**

Myanmar is home to numerous universities. University education, which originated during the colonial era, was formally institutionalized after independence through the University Act, establishing Yangon University and Mandalay University College. Today, institutions of higher education in Myanmar are categorized as universities, colleges, and science schools, offering instruction primarily in the Burmese language.[[1]](#footnote-1)

Between 1920 and 1959, education laws in Myanmar underwent several amendments.[[2]](#footnote-2) When the University of Rangoon was established in 1920, the term “university” was not yet commonly used. The Act passed in 1920, written in English, is referred to in Burmese as the “Rangoon University Act”. Initially, the institution was named the “University of Science”. The term “university” is derived from the Latin word “*universitas*”, which signifies an institution dedicated to learning, while collegium refers to “a place where scholars gather”. After 1930, the terms “university” and “college” began to appear more frequently in academic and official articles.[[3]](#footnote-3)

The university structure generally follows two models: (1) unitary and (2) collegiate. The Rangoon University Act of 1920 established University College and Judson College under the Rangoon University. Subsequently, the Medical College and Teachers’ Training College were opened in 1930, followed by the Agricultural College in 1938. However, when World War II reached Burma in 1942, the Rangoon University Act was suspended. In 1946, the Department of Education established an interim university to continue offering university-level courses.[[4]](#footnote-4) Mandalay Upaza College reopened in 1947 and was renamed Mandalay University College in 1948. It subsequently merged with Rangoon University and began offering degree-level courses.[[5]](#footnote-5) In July 1949, the University of Yangon became a separate, self-governing institution operating as a "unitary" university.[[6]](#footnote-6) In 1953, the Military Academy in Ba Htoo was designated as an affiliated college of the University of Yangon. Additionally, several new colleges were established: Mawlamyine College in 1954; Kyaukphyu College, Yankin College, and Hteetan College in 1955; Magway College in 1955; and Pathein College in 1958.[[7]](#footnote-7) That same year, Mandalay University College was elevated to the status of an independent university, and Magway College was placed under its administration.[[8]](#footnote-8)

In the post-war period, Rangoon University, organized under the unitary system, established faculties of Medicine, Engineering, and Education in 1946. Subsequently, faculties of Law, Arts, and Science were introduced in 1947. After independence, three additional faculties were expanded and inaugurated: the Faculty of Agriculture in 1948, the Faculty of Social Sciences in 1958, and the Faculty of Forestry. However, in 1959, the Faculty of Arts and Social Sciences was abolished, and Deans of Students were appointed.[[9]](#footnote-9) As a result of political changes and evolving circumstances, the departments and faculties previously part of Rangoon University were reorganized into separate entities. The first department to gain independence in the post-war period was the Department of Geography and Geology. The Department of English offered courses in English literature and language, as well as French, German, and other European languages.[[10]](#footnote-10) In 1955, the Department of Economics was divided into two distinct departments: the Department of Commerce and the Department of Economics. The Department of Economics provided degree programs in General Economics, Administration, and Accounting, while the Department of Commerce offered similar programs focused on General Studies, Administration, and Accounting.[[11]](#footnote-11) Since 1956, the Department of English and the Department of Modern European Languages have expanded their offerings to include Latin, French, German, and Persian.[[12]](#footnote-12)

**Post-war Students' Union**

In 1942, during the general strike, the University Students' Union boycotted the university in support of the independence movement. After World War II, the University Students' Union and the All-Burma Students' Union (ABSU) were reorganized in 1945 with the initiation of an emergency university course. The University Students' Union primarily addressed student affairs, education, and political issues, eventually evolving into a political party movement after independence. In 1953, the October Uprising occurred following the university's closure for only 15 days, prompting widespread student protests. On 19 October 1956, the government issued a directive requiring all unions in Burma to be dissolved within 30 days. In response, the Struggle Committee for the Sustainability of Unions was formed and led protests on the university campus. During this time, the fall of a three-years expulsion system at Rangoon University further incited demonstrations, with the University Union at the forefront. Under the Revolutionary Council government, tensions between university students and authorities escalated, culminating in the notable July Uprising of 1962. Students gathered at the University Union Building to protest stricter school regulations. The government responded by demolishing the University Union Building and indefinitely closing the university and its affiliated colleges. Since the July Uprising, the University of Yangon Students' Union—established during the colonial era and dedicated to student advocacy and national liberation—was dissolved, marking a significant shift in student activism in Myanmar.[[13]](#footnote-13)

In 1962, the Revolutionary Council was established, and by 1964, universities were reorganized under a new system. Under this restructuring, the former vocational faculties were transformed into separate universities.[[14]](#footnote-14) On 30 April 1962, the Revolutionary Council announced the Burma Socialist Programme, which introduced four guiding principles for university education:

(1) promoting education that supports vocational training;

(2) prioritizing scientific disciplines;

(3) fostering the development of high moral character; and

(4) providing special encouragement to individuals with exceptional intellectual ability and the potential to pursue higher education.[[15]](#footnote-15)

Since October 1964, universities and colleges in Myanmar have been reorganized, with the former Faculty of Education being transformed into a vocational education institution known as the “University of Education.” The traditional university education system, which was conducted in English, was replaced by a new system in the Burmese language.[[16]](#footnote-16) The new university education system abandoned the previous Combination System and adopted the Majoring System, which focuses on specialization in a single subject. Students who pass the high school or university entrance examination are admitted based on merit scores determined by the University Admission Selection Board.[[17]](#footnote-17) Under this system, the Yangon University of Arts and Sciences offers nine arts subjects and seven science subjects.[[18]](#footnote-18)

|  |  |
| --- | --- |
| Arts Subject | Science Subjects |
| Pali | Mathematics |
| Law | Zoology |
| Geography | Botany |
| Philosophy | Chemistry |
| English | Physics |
| Burmese | Forestry |
| History | Geology |
| Psychology |  |
| Anthropology |  |

The University Entrance Examination Board in Myanmar has categorized students who have passed the university entrance examination into 20 groups based on their scores in five subjects. Students with the lowest marks are placed in Group 1, followed by Group 2 for the next tier, Group 3, and so on, up to Group 20 for those with the highest marks. The group scores from each of the five subjects are then aggregated to determine the individual qualification level of each student.[[19]](#footnote-19)

Following the establishment of the Union of Burma Revolutionary Council on March 2, 1962, Article 17(a) concerning education states:

The State Revolutionary Council recognizes the need for reform in the current education system, which fails to adequately support livelihoods. Consequently, a new education system will be established, emphasizing support for livelihoods and fostering high moral values. Special priority will be given to science education. The primary educational objective is to ensure universal access to basic education. Furthermore, opportunities for higher education will be encouraged and made accessible exclusively to individuals who demonstrate both intelligence and effort.

In 1962, the educational system included 655 teachers, 16,514 students, and 863 graduates. There were eight universities, degree colleges, and colleges, as outlined below.[[20]](#footnote-20)

|  |  |
| --- | --- |
| No. | University, Degree College, College |
| 1 | Rangoon University |
| 2 | Mandalay University |
| 3 | *Thekgyi* University |
| 4 | Mawlamyine College of Education |
| 5 | Taunggyi College of Education |
| 6 | Magway College of Education |
| 7 | Pathein College of Education |
| 8 | Kyaukphyu College of Education |

During the socialist era, the education system also produced intellectuals and professionals who significantly contributed to economic, administrative, and social development. In the administration of university education, Yangon University and Mandalay University were reorganized into departments directly overseen by the government. To formulate university policies and manage the implementation of higher education, two central governing bodies were established under the University Education Law of the Union of Myanmar (1964): the Central Council of Universities and the Council of University Education.[[21]](#footnote-21) The Minister of Education serves as the Chairman of the Central Council of Universities. The responsibilities of the Council are as follows:

1. Formulating policies for university education.
2. Submitting recommendations to the government for the establishment of new colleges and scientific schools under the auspices of universities.
3. Considering and deciding on postgraduate degrees, diplomas, and certificates to be awarded by universities.
4. Limiting the number of students admitted to universities in consultation with the Burma Socialist Programme Party and the Socialist Economic Construction Committee to ensure the availability of the required number of scholars.
5. Reviewing and determining the annual budgets of universities.
6. Identifying and deciding on research activities that benefit the entire country.
7. Deciding on the conferment of honorary degrees.
8. Defining tasks aligned with the objectives of university education.
9. Supervising the activities of university administrative bodies and making decisions on all issues presented to the Council.

Similarly, the Minister of Education serves as the Chairman of the Council of University Education Bodies. The responsibilities of this Council include:

1. Establishing standards for university education.
2. Determining the qualifications required for university admission and the selection system.
3. Establishing rules and systems for conducting university examinations.
4. Defining the basic qualifications for university teachers at all levels and organizing research activities to enhance their education.
5. Overseeing the research activities of each university education body and managing related duties.
6. Coordinating activities among university education bodies.
7. Examining proposals for university education improvement submitted by individual education bodies and forwarding them to the Central Council of Universities.

To achieve the objectives of the universities, various subjects were expanded and modified. The main course in Oriental Studies (Pali) was discontinued at Yangon University of Arts and Sciences and instead offered at Mandalay University of Arts and Sciences. Similarly, the main course in English was transferred to the University of Education, Yangon.[[22]](#footnote-22) Students interested in psychology and law selected subjects relevant to their arts disciplines under the guidance of professors and focused on studying a single major language in depth during their fourth year.[[23]](#footnote-23)

The higher education center of Upper Burma, initially established as Mandalay University College, became an independent university in 1958. The Faculty of Medicine, Faculty of Agriculture, and Magway College, which were previously affiliated with Yangon University, were subsequently integrated into the University of Mandalay. Beginning with the 1961 academic year, Taunggyi College and Myitkyina Upasa College were established under the University of Mandalay, offering Honours degrees as well as Master of Arts and Master of Science programs. The educational activities of Mandalay University underwent significant changes after the Revolutionary Council assumed power on 2 March 1962.[[24]](#footnote-24) Under the University Act of 1964, the responsibilities of the University Administration and Academic Board of Yangon University and Mandalay University included determining the curriculum, conducting examinations, and awarding degrees and diplomas. Furthermore, the Academic Board of Mandalay University was tasked with supervising the curriculum, teaching, and examination processes at Magway College, Taunggyi College, and Myitkyina College, all of which were affiliated with the University of Mandalay. The primary disciplines available for study in the Arts and Sciences faculties at Mandalay University include:

|  |  |
| --- | --- |
| Arts | Science Subjects |
| Burmese | Mathematics |
| History | Chemistry |
| Geography | Physics |
| Philosophy | Zoology |
| Psychology | Geology |
| Pali |  |
| Foreign Languages |  |

The initial degrees offered are the Bachelor of Arts (B.A.) and Bachelor of Science (B.Sc.), while the postgraduate degrees include the Master of Arts (M.A.) and Master of Science (M.Sc.).[[25]](#footnote-25)

To successfully implement the education policy, a university education seminar was held in April 1964, inviting teaching staff and other stakeholders to participate in discussions organized into five (5) groups. The discussion groups focused on the following topics:

1. Objectives, structure, and organization of university education.
2. The new university education system and its implementation.
3. Teaching, research, and training.
4. Coordination between vocational schools and universities.
5. Evening courses and external examinations.

The seminar addressed specific objectives for university education, teaching methodologies, core subjects of study, teacher training, strategies for changing students' mindsets, and initiatives to enhance the knowledge and skills of working individuals. Based on these discussions, the Revolutionary Council Government of the Union of Burma enacted the “University Education Law of the Union of Burma, 1964” (Law No. 9).[[26]](#footnote-26) Despite these efforts, the lack of effective management by the Revolutionary Council Government in the 1960s and 1970s led to instability in education-related activities. The government prioritized quantity over quality, resulting in a significant increase in university enrollment. To address this issue, a plan was devised to establish regional colleges in each state and division, offering workplace-related subjects to support regional development. In 1970, regional colleges were established to implement the policies of the Programme (Lanzin) Party. By the 1976–77 academic year, seveteen regional colleges had been opened, one regional college in 1977-78 academic year and two additional colleges in 1978-79 academic year were established during the 1977–78 academic year, bringing the total to twenty regional colleges.[[27]](#footnote-27) Furthermore, the Union of Myanmar Education Law of 1964 was repealed, and the University Education Law of 1973 was enacted. This new legislation re-designated former vocational universities as universities of applied sciences. It also reorganized the Central Council of Universities, introducing significant changes. The provision in the 1964 law to “determine the annual expenditure of universities” was removed, while a new provision to “determine the basic educational qualifications of university teachers at all levels” was added.[[28]](#footnote-28) During the socialist era, universities were expanded to train and produce intellectuals and professionals with six (6) key objectives:[[29]](#footnote-29)

* 1. To develop skilled and competent professionals aligned with socialist ideology and ethics to support the construction of a socialist society in Myanmar.
  2. To cultivate professionals capable of advancing the socialist economy, public administration, and social welfare.
  3. To prioritize education in skills and sciences that directly support livelihoods.
  4. To conduct research aimed at ensuring the success of socialist system development.
  5. To educate and train individuals to take pride in their work.
  6. To continually enhance the knowledge, perspectives, and skills of those contributing to the construction of a socialist society in Myanmar.

The objectives of regional colleges are as follows:[[30]](#footnote-30)

* 1. To implement the educational policies established by the Burma Socialist Programme Party.
  2. To provide vocational training that promotes self-reliance.
  3. To equip students with practical expertise.
  4. To deliver applied education in disciplines essential to the manufacturing industry.
  5. To contribute to regional development.

The first year of regional college focuses on practical courses, while the second year emphasizes vocational skills. Subjects in the first year provide a foundation in basic arts and sciences to support the specialized studies in the second year. Students in their first year are required to choose one of four (4) subject streams: Arts (Ordinary), Arts (Mathematics), Science (Biology), or Science (Mathematics). The courses for each stream are as follows:[[31]](#footnote-31)

* Arts (Ordinary): Political Science, Burmese, English, History, Geography, Logic, Psychology.
* Arts (Mathematics): Political Science, Burmese, English, Mathematics (Arts), Geography, Logic, History (or Psychology).
* Science (Biology): Political Science, Burmese, English, Chemistry, Physics, Biology.
* Science (Mathematics): Political Science, Burmese, English, Mathematics, Chemistry, Physics.

Political Science is a compulsory subject. Mathematics in the Arts stream is tailored to support statistical studies, while Mathematics in the Science stream is designed to aid in engineering applications. In the second year, students can select from twenty vocational courses, including office administration, agriculture, animal husbandry, fisheries, accounting, electrical work, mass communication, printing, film production, home economics, and food processing.[[32]](#footnote-32)

Upon completing two years of study at a regional college, students are awarded a diploma. Those who pass the university entrance examination may continue their education at a university. Diploma holders who wish to enter the workforce can enroll in a one-year vocational course. Additionally, students who do not pass the university entrance examination are eligible to attend vocational courses. For individuals who join the workforce but later wish to pursue higher education, university correspondence courses offer a pathway to continue their studies.[[33]](#footnote-33)

In 1954-55, the number of university students increased from 690 to over 1,000. During this period, Mandalay Medical College was expanded, and the Universities of Arts and Sciences in Yangon and Mandalay, along with the technical colleges in Pathein, Mawlamyine, and Magway, were upgraded to degree-granting institutions. Following the enactment of the University Education Law in 1964-65, universities and colleges were reorganized according to the new education system. As a result, the number of university students grew to over 20,000, and two types of universities were established: the University of Arts and Sciences and the University of Skills and Knowledge.[[34]](#footnote-34) Consequently, ten universities were created from the two major institutions, the University of Yangon and the University of Mandalay.[[35]](#footnote-35)

|  |  |
| --- | --- |
| No. | University |
| 1. | University of Arts and Science, Yangon |
| 2. | University of Arts and Science, Mandalay |
| 3. | University of Medicine (1), Yangon |
| 4. | University of Medicine (2), Mingalardon, Yangon |
| 5. | University of Medicine, Mandalay |
| 6. | Rangoon Institute of Technology, Yangon |
| 7. | University of Economics, Yangon |
| 8. | University of Education, Yangon |
| 9. | University of Agriculture, Mandalay |
| 10. | University of Animal Husbandry and Veterinary Medicine, Insein, Yangon |

There are seven (7) colleges affiliated with these universities, but they operate independently in terms of administration. They are as follows:

(a) University of Arts and Science, affiliated with Yangon:

1. Mawlamyine College
2. Pathein College
3. Workers' College

(b) University of Arts and Science, affiliated with Mandalay:

1. Magway College
2. Taunggyi College
3. Myitkyina College

(c) University of Medicine (1), affiliated with Yangon:

1. University of Dentistry

The most significant activity for the development of higher education is conducting research at universities and colleges. Research not only contributes to the enhancement of educational standards but also helps address challenges in the country’s manufacturing industries. The Revolutionary Council government established a policy requiring final-year university students to compile a research paper, aiming to engage both teachers and students in research activities. Additionally, the University Academic Bulletin is published every three months.[[36]](#footnote-36) University educational departments engage in two types of research: departmental research and individual research. The government encouraged teachers from these departments to present their research at academic conferences and established research guidelines in collaboration with experts from the fields of administration and economics.[[37]](#footnote-37) From 1966 to 1971, the departments of education, economics, social sciences, and culture presented 1,712 research papers at these conferences. Of these, 149 papers focused on the social sciences, reflecting the government’s policy of scientific guidance. In contrast, only 110 literary research papers were presented between 1967 and 1971. This suggests that while various research projects were undertaken to support the development of the country’s economic, social, and cultural sectors, literary research was less emphasized compared to social science research.

The fundamental requirement for research activities is financial support. The Revolutionary Council government provided financial assistance for university research activities and allocated the necessary funds. The following amounts were designated for expenditure on research projects and the budgets of universities and colleges.[[38]](#footnote-38)

**Costs for research project proposals**

|  |  |  |  |
| --- | --- | --- | --- |
| No. | Academic year | Kyats | Pya |
| 1 | 1964-65 | 25065 | 65 |
| 2 | 1965-66 | 27412 | 62 |
| 3 | 1966-67 | 65688 | 40 |
| 4 | 1967-68 | 73171 | 80 |
| 5 | 1968-69 | 52853 | 26 |
| 6 | 1969-70 | 52736 | 74 |
| 7 | 1970-71 | 57536 | 59 |

Before 1964, the percentage of students studying science was 60%, while 40% studied arts in the new education system. The proportion of students studying science was higher than that of those studying arts. To implement the new education system, a committee was formed to develop and coordinate research policies and activities. Under this committee, there were 11 academic research groups, namely:

1. Agricultural Science Research Group
2. Forestry Science Research Group
3. Medical Science Research Group
4. Industrial Science Research Group
5. Mathematics and Physical Science Research Group
6. Chemical Science Research Group
7. Biological Science Research Group
8. Geoscience Research Group
9. Social Science Research Group
10. Language, Literature, and Culture Research Group
11. Engineering Science Research Group

Research seminars were also held on the Yangon University campus starting in 1966.[[39]](#footnote-39) Between 1966 and 1971, 1,706 research papers were submitted by teachers and lecturers from various universities to the relevant research seminars.[[40]](#footnote-40) Former Minister of Education Dr. Nyi Nyi criticized the colonial education system and the post-independence university education system while praising the unique advantages of the socialist education system. In his view, the new socialist education system was characterized by the following features:[[41]](#footnote-41)

1. Having specific goals
2. Establishing and opening universities separately
3. Prioritizing science and vocational education
4. Adapting the curriculum to suit contemporary needs
5. Developing a specialized study system
6. Designating the Burmese language as the medium of instruction
7. Encouraging research
8. Changing the teaching style
9. Implementing a planning system

**University Administration and University Academic Council**

During the Revolutionary Council era, each university had both a university administrative board and an academic board. The administrative board was composed of nine members, including the rector as the chairman, two members selected by the Department of Education, two representatives from the Central Council of Universities, three university faculty members, and a registrar. The administrative board had the following responsibilities:

* 1. To manage personnel matters, such as appointments, promotions, transfers, and leaves of university employees, in accordance with government regulations, directives, and orders.
  2. To oversee financial activities as authorized by regulations, directives, and orders.
  3. To establish rules and regulations for students and ensure strict compliance with them.
  4. To address matters concerning the university campus.
  5. To supervise and organize physical and cultural activities for students.
  6. To manage the health of university staff and students.
  7. To handle all school-related affairs.
  8. To make recommendations for the awarding of scholarships and tuition fee waivers.

The responsibilities of the University Academic Council included:

* 1. Determining the curriculum.
  2. Developing the curriculum.
  3. Conducting examinations and announcing the results.
  4. Awarding degrees, diplomas, certificates, and prizes.
  5. Supporting the establishment of new departments.
  6. Determining and recommending the necessary qualifications for various levels of academic positions.
  7. Reviewing and approving the books to be published by the university.

**New system exams**

In implementing the new education system, the 100-point percentage system was replaced by the Grade Point system. The grading scale was divided into five levels, ranging from Grade One to Grade Five, with the passing grade in the main subjects set at Grade Three. If a student obtained an average grade of Grade Four or higher in the fourth-year main course examination, they were considered eligible to enter the Master of Arts (MA)/Master of Science (MSc) program. If the average grade was below 3.5, the student was not permitted to directly enter the MA/MSc program but was instead required to take a one-year qualification course. Graduates from the old system who entered the MA/MSc program were also required to begin with the qualification course, starting from Part (1). The qualification course was divided into Parts (1) and (2), with the final year of the MA/MSc program corresponding to Parts (1) and (2). Under the new university education system, examinations were held twice per academic year. The first semester ran from November to February, with exams in March. The university was closed from April to May 15. The second semester ran from May 16 to September 15, with exams held from September 16 to 30. The next semester began in November. A student was considered to have passed if they had an overall average grade of 2.57 across all subjects and at least a Grade 3 in the main subjects. Due to student unrest, beginning in the 1972-73 academic year, examinations were conducted only once per academic year. Honors courses, which had been suspended after the introduction of the new education system, were reopened in the 1980-1981 academic year. Students who passed the fourth-year course were permitted to take a one-year honors course. From the 1985-1986 academic year, the honors system was reinstated after completing the second year of study.[[42]](#footnote-42) From the 1984-1985 academic year, the Grade Point system was abolished, and the 100-point mark system was reintroduced. Additionally, for arts subjects, the exam score was set at 80 marks, with the tutorial marks set at 20 points, totaling 100 marks. For science subjects, the exam score was set at 80 marks, with practical work contributing 20 points. A student passed the exam if they achieved a minimum score of 50 for major subjects and 40 for general subjects. Students who failed the same course twice were no longer allowed to continue their studies in universities and colleges but were given one final opportunity to retake the exam as external students.[[43]](#footnote-43)

The postgraduate courses, namely the Master of Arts and Master of Science programs, are divided into two parts. The first part is the Master of Arts/Master of Science qualification course, and the second part is the Master of Arts/Master of Science degree course. The qualification course lasts for two years, with one examination held per year. In the second year, students must submit a practical examination and a thesis. The duration of the qualification course is typically a minimum of two years and a maximum of five years. Subsequently, in the final year of the Master of Arts course, the examination period was reduced to one year, while the thesis period was extended to either two or three years. Only those who scored 65 marks or more in the examination were considered to have passed.[[44]](#footnote-44)

Universities throughout the Union of Myanmar also serve as places where students from all ethnic groups gather and study. Ethnic students in universities represent the young people who will eventually provide leadership as experts and professionals in various regions and sectors. These students are nurtured on campus to foster unity and mutual respect among them. With this objective in mind, when the new universities were established in 1964, ethnic literature and culture committees were formed at these institutions.

To guide and oversee these committees, the Central Committee for Ethnic Literature and Culture of Ethnic Nations was formed on February 11, 1965. The committee comprised teachers, staff, and students from various ethnic backgrounds across university colleges. The chairman of the committee was U Tin Ae (Shan State), and the members included U Soe Thein (Myanmar), U M Zau Nang (Kachin), U San Tha Aung (Rakhine), U Htun Aung Chein (Karen), U Thant Zin (Myanmar), Dr. Min Tin Mon (Mon), U Aye Kyaw (Rakhine), Saya Wol Lak Kan Gyi (Karen), along with ethnic teachers and students from various universities. The main objectives of the Central Committee for Ethnic Literature and Culture were as follows:

* 1. To promote and cultivate the literature and culture of all ethnic groups.
  2. To foster mutual appreciation and respect for the traditional customs and literary cultures of each ethnic group.
  3. To eliminate narrow-minded ethnic views.
  4. To unite all ethnic groups with a shared sense of purpose and spirit.

To implement these objectives, the Sub-Committee for Ethnic Literature and Culture was established under the leadership of the Central Committee. Initially referred to as a “sub-committee,” it later dropped the word "sub" and became known simply as the Ethnic Literature and Culture Committee. The committees included:

* Kachin Ethnic Literature and Culture Committee
* Kayah Ethnic Literature and Culture Committee
* Karen Ethnic Literature and Culture Committee
* Chin Ethnic Literature and Culture Committee
* Shan Ethnic Literature and Culture Committee
* Mon Ethnic Literature and Culture Committee
* Rakhine Ethnic Literature and Culture Committee
* Pa-O Ethnic Literature and Culture Committee

In total, there were eight committees. Later, the Myanmar Ethnic Literature and Culture Committee expanded to include a ninth committee.[[45]](#footnote-45)

The ethnic literature and culture committees organized various activities to promote the literature and cultures of their respective ethnic groups. These activities included the publication of magazines, brochures, postcards, and calendars, as well as the organization of speech classes and dance workshops. State days, national holidays, and New Year's celebrations for each ethnic group were also observed. Additionally, traditional events such as Maung Mae Thit Lwin's (Fresher) welcome ceremony, the final-year students' farewell ceremony, the Asriya offering (Mentor Homage) ceremony, and the scholarship award ceremony were held in accordance with established traditions. University ethnic cultural lectures and demonstrations took place annually from 1977 to 1982.[[46]](#footnote-46)

The Workers' College was established in September 1947, after World War II, to provide university education to older individuals who had been unable to study during the war. Initially, the *Theti* University operated at Myoma Boys' School (Dagon).[[47]](#footnote-47)

In 1948, the *Thetgyi* University was supported by part-time teachers from the University of Yangon. It followed the prescribed curriculum, enabling students to take the examinations conducted by the University of Yangon as external candidates. In March 1962, the Revolutionary Council, as part of its efforts to improve workers' living conditions, introduced educational facilities to allow workers to pursue university education. On 1 October 1964, with the introduction of the new education system, the *Thetgyi* University was brought under the administration of the Education Department of the Revolutionary Government. It was subsequently renamed "The College of Workers." Additionally, the evening courses offered by the University of Yangon, which had commenced in 1963, were integrated into the College of Workers. The College of Workers then became affiliated with the University of Yangon in academic matters.[[48]](#footnote-48) Since the Workers' College had a limited number of students, it has been conducting external examinations annually since 1970 to make university education accessible to the general public. The program has a duration of five years, and only core subjects, including Burmese, Geography, History, Philosophy, Psychology, and Pali, are eligible for examination.[[49]](#footnote-49) In 1972, with the implementation of the new Myanmar system, the Myanmar Historical Commission was reorganized under the Ministry of Culture as the Department of State History Research.[[50]](#footnote-50) To accommodate individuals who wished to pursue university education but were unable to attend due to work commitments, a correspondence course was introduced in Yangon during the 1975–76 academic year.[[51]](#footnote-51) Postgraduate programs, specifically the Master of Arts (M.A.) and Master of Science (M.Sc.) courses, are structured in two parts. The first part consists of a qualifying course, which spans two years, with one examination conducted per year. Candidates are permitted to take the qualifying examination only once. During the second year, students are required to complete a practical examination and submit a paper. The duration of the M.A. and M.Sc. degree courses ranges from a minimum of two years to a maximum of five years. In the final phase of the M.A. program, students typically spend one year completing examinations and two years preparing a thesis. To pass the M.A. or M.Sc. degree examination, candidates must achieve a Grade Four or higher, equivalent to 65 marks or above.[[52]](#footnote-52)

The Revolutionary Council's policy of deprioritizing academic subjects resulted in significant changes to both basic education examinations and university education. Between 1961 and 1970, the Rangoon and Mandalay Universities of Arts and Science collectively produced approximately 30,525 graduates. In 1965, Mandalay University awarded 256 Bachelor of Arts (B.A.) degrees, 135 Bachelor of Science (B.Sc.) degrees, 8 Bachelor of Arts (Honours), 12 Bachelor of Science (Honours), and 2 Master of Science (M.Sc.) degrees. With the introduction of the new education system in 1964, emphasis shifted toward vocational and scientific subjects. By 1976, the university conferred 241 B.A. and 106 B.Sc. degrees. Year-by-year graduation statistics also reflect this trend. In 1968, Mandalay University awarded 218 B.A. degrees and 201 B.Sc. degrees. This number rose in 1969, with 310 B.A. and 305 B.Sc. degrees being conferred.[[53]](#footnote-53)

The Revolutionary Council government made political science a compulsory subject but failed to equip university students with sufficient knowledge in the field. The government's education policy, which prioritized science, brought about significant changes at both the matriculation level and within universities and colleges. During the colonial period, arts subjects were more commonly studied than science subjects. Similarly, prior to the Revolutionary Council era, the number of arts graduates at Mandalay University of Arts and Science exceeded that of science graduates.[[54]](#footnote-54) In 1970, the number of science graduates gradually increased under the new university education system, as students increasingly specialized in science subjects to improve their job prospects. While the Revolutionary Council's education policy aimed to produce intellectuals and technicians to support the construction of socialism in Burma, the overall growth in the number of graduates remained slow, except at the University of Technology during the 1961–72 academic years. During this period, Rangoon and Mandalay Universities of Arts and Sciences produced a total of 14,179 graduates. However, many faced significant challenges in securing employment.[[55]](#footnote-55) In response to this issue, a committee was established in 1970 to find jobs for approximately 3,000 unemployed graduates who had registered with employment offices. Despite these efforts, only about 1,200 graduates were successfully employed, highlighting the persistent problem of educated unemployment.[[56]](#footnote-56)

Graduates from the University of Arts and Sciences faced considerable challenges in securing suitable employment. The table below illustrates the percentage of students enrolled in graduate courses by subject at the University of Arts and Sciences during the Revolutionary Council era, which was notably low.[[57]](#footnote-57)

**Table ( ) Postgraduate Degrees Earned by Teachers of Arts Subjects, Categorized by Subject**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No. | University  College Name | Total  strength | Types of postgraduate degrees | | | | |
| Master  Domestic | Master  Abroad | PhD  Abroad | Total | Percentage |
| 1 | University of Arts and Sciences |  |  |  |  |  |  |
|  | Geography | 118 | 28 | 5 | 2 | 35 | 29.66 |
|  | History | 120 | 40 | 5 | 2 | 47 | 39.17 |
|  | Psychology | 37 | 16 | 3 | 3 | 24 | 64.86 |
|  | Philosophy | 70 | 20 | 3 | 1 | 24 | 34.29 |
|  | Law | 28 | - | 7 | 1 | 8 | 28.57 |
|  | Anthropology | 14 | 8 | 1 | - | 9 | 64.29 |
| 2 | Economics | 171 | 16 | 19 | 10 | 45 | 26.32 |
| 3 | University of Education | 66 | 13 | 6 | 8 | 27 | 40.91 |
| Total | | 624 | 141 | 49 | 27 | 219 | 35.10 |

Source: Tin Tin Moe, 2017, 117

**Table ( ) List of Graduates from Mandalay University of Arts and Sciences (1970–1973)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year of Conferment | Bachelor of Arts | Bachelor of Science | Master of Arts | Master of Science |
| 21 February 1970 | 353 | 619 | 9 | 2 |
| 20 November 1970 | 368 | 716 | 13 | 1 |
| 20 November 1971 | 317 | 913 | 6 | 7 |
| 25 November 1972 | 390 | 1026 | 4 | 11 |
| 3 November 1973 | 312 | 962 | 7 | 7 |

Source: Tin Tin Win, 1978, 72

**Table ( ) List of Students in the Higher Education Sector Under the Ministry of Education During the Academic Years 1962 to 1974**

|  |  |
| --- | --- |
| Academic Years | Students |
| 1962-1963 | 16843 |
| 1963-1964 | 16613 |
| 1964-1965 | 20587 |
| 1965-1966 | 26095 |
| 1966-1967 | 30516 |
| 1967-1968 | 33725 |
| 1968-1969 | 40139 |
| 1969-1970 | 45876 |
| 1970-1971 | 51074 |
| 1971-1972 | 52809 |
| 1972-1973 | 51811 |
| 1973-1974 | 53602 |

**Table ( ) List of graduates (1962 to 1974)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No. | Year | Diploma | First  Degree | Honour  class | M.Philo | MA | M.Res | Ph.D | Total |
| 1 | 1962 | 256 | 591 | 16 |  |  |  |  | 863 |
| 2 | 1963 | 281 | 1889 | 69 |  | 19 |  |  | 2258 |
| 3 | 1964 | 185 | 1415 | 1554 |  | 14 |  |  | 3168 |
| 4 | 1965 | 210 | 2156 | 80 |  | 16 |  |  | 2462 |
| 5 | 1966 | 259 | 2625 | 144 |  | 23 |  |  | 3051 |
| 6 | 1967 | 364 | 3295 |  |  | 13 |  |  | 3672 |
| 7 | 1968 | 359 | 5300 |  |  | 4 |  |  | 5663 |
| 8 | 1969 | 407 | 4611 |  |  | 46 |  |  | 5064 |
| 9 | 1970 | 370 | 6512 |  |  | 49 |  |  | 6931 |
| 10 | 1971 | 171 | 6919 |  |  | 40 |  |  | 7130 |
| 11 | 1972 | 167 | 9625 |  |  | 60 |  |  | 9852 |
| 12 | 1973 | 150 | 9881 |  |  | 98 |  |  | 10129 |
| 13 | 1974 | 569 | 11207 |  |  | 142 |  |  | 11918 |

**Departments related to higher education**

The Myanmar Historical Commission, established in 1955, was reorganized as the Department of National History Research under the Ministry of Culture following the implementation of the new Myanmar administrative system in 1972. On December 27, 1984, the Department of National History Research was transferred to the Ministry of Education. In 1953, the Revolutionary Council established the Union of Burma Literature Compilation and Translation Commission. The commission comprised notable figures such as university Vice-Chancellors, the Director of the Department of Culture, the Director of the Policy Department of the Information Department, the Director of the Cultural Palace, the Editor-in-Chief of the Translation Department, and professors from Yangon University specializing in English, Burmese, and Pali. The Translation Commission was tasked with several key responsibilities, including the production of a government-standard Burmese dictionary, the formulation of a standardized writing system, the compilation of necessary texts for translation from primary to university levels, the development of reference books and periodicals, the creation of a standardized vocabulary, and the publication of translated works. In 1971, the Revolutionary Council enacted the Burmese Language Commission Law, which established the Burmese Language Committee as a separate department under the Ministry of Education. The committee's primary responsibilities included the compilation of a Burmese dictionary and the publication of Burmese grammar books. Between 1978 and 1980, the committee successfully published a five-volume summary of the Burmese dictionary, compiled foundational Burmese grammar texts, and prepared a wax copy of a comprehensive Burmese grammar book.[[58]](#footnote-58)

The library is the most essential facility for the research activities of the Department of Higher Education. Following the establishment of the New System University in 1964, the former Yangon University Library was restructured as the University Central Library and placed under the Ministry of Education, Department of Higher Education. Its primary objective is to support the educational, research, and knowledge enrichment needs of universities and colleges. At the time of its transformation, the University Central Library was the largest library in Myanmar, housing approximately 60,000 books. It also coordinates the activities of libraries within university and college departments and maintains collections of books related to Southeast Asian countries, rare books, and pamphlets. Additionally, the library played a pivotal role in leading the postgraduate library diploma course.[[59]](#footnote-59) Library classes were also conducted during the long summer vacations. The first librarian of the University Central Library was U Thein Han. Upon his retirement, U Thaw Kaung succeeded him as librarian. Although the University Central Library oversees the operations of university libraries, there remains a significant need for reliable reference materials and well-trained staff in the libraries of universities and colleges located in State's areas.[[60]](#footnote-60) The central library of universities, managed by qualified librarians, has successfully accumulated an extensive collection of reference books across various subjects. However, universities and colleges in regional areas face significant challenges, including a lack of reliable reference materials and adequately trained library staff. Other key departments include the University Press, the University Translation and Publishing Department, the Scientific Equipment Factory, and the Graduate Department of Applied Geology.[[61]](#footnote-61)

The government sought to establish a vocational education system; however, it prioritized science over a comprehensive core curriculum. Enrollment in medical and technical colleges was restricted. In universities and colleges of arts and sciences, the number of students majoring in science exceeded those majoring in the arts. Despite the emphasis on science in higher education, universities and colleges faced a lack of modern, well-equipped science laboratories. As the student population in science departments grew, a single instructor often delivered lectures to large groups of students.[[62]](#footnote-62)

**Table ( ) Number of students in universities**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Universities** | **1961-62** | **1962-63** | **1963-64** | **1964-65** | **1965-66** | **1966-67** | **1967-68** | **1968-69** | **1969-70** | **1970-71** |
| Medical Universities | 1414 | 1501 | 1674 | 2351 | 2543 | 2791 | 2939 | 3062 | 3394 | 3632 |
| Agricultural Universities | 66 | 68 | 90 | 197 | 363 | 519 | 665 | 808 | 939 | 960 |
| Industrial Universities | 604 | 675 | 665 | 1513 | 1866 | 2234 | 2565 | 2969 | 3217 | 3525 |
| Veterinary  Universities | 30 | 30 | 40 | 92 | 152 | 202 | 255 | 328 | 475 | 551 |
| Economics Universities | - | - | - | 1634 | 1877 | 1964 | 1987 | 2425 | 3025 | 3512 |
| Education Universities | 1060 | 1164 | 779 | 1350 | 1685 | 1061 | 1785 | 1982 | 2045 | 2740 |
| Colleges of Dentistry | - | - | - | 40 | 88 | 142 | 103 | 228 | 253 | 287 |

**Table ( ) List of Myanmar University Graduates from 1962 to 1975**

**(1961-62 to 1973-74)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No. | University /  College | Opening | 1961-62 | 1968-69 | 1969-70 | 1970-71 | 1971-72 | 1972-73 | 1973-74 |
| 1 | Universities of Arts and Sciences | 2 | 2414 | 3374 | 4052 | 3926 | 4890 | 5327 | 5664 |
| 2 | Postgraduate Medical Courses | - | - | - | - | - | - | - | 43 |
| 3 | College of Medicine | 2 | 164 | 260 | 320 | 329 | 461 | 477 | 467 |
| 4 | University of Animal Husbandry and Veterinary Medicine | 1 | 1 | 16 | 10 | 30 | 47 | 51 | 70 |
| 5 | University of Technology | 1 | 112 | 232 | 310 | 468 | 758 | 752 | 1756 |
| 6 | University of Agriculture | 1 | 59 | 47 | 149 | 149 | 499 | 499 | 520 |
| 7 | University of Dentistry | 1 | - | 17 | 10 | 27 | 205 | 205 | 186 |
| 8 | University of Economics | 1 | - | 412 | 464 | 431 | 633 | 338 | 431 |
| 9 | University of Education | 1 | 562 | 435 | 552 | 707 | 46 | 49 | 37 |

**Table ( ) Number of papers read at Myanmar Research Seminars**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Subjects | 1966 | 1967 | 1968 | 1969 | 1970 | 1971 | Total |
| Agricultural Science | 29 | 28 | 25 | 25 | 27 | 39 | 173 |
| Biological Science | 18 | 23 | 22 | 33 | 30 | 18 | 144 |
| Marine Science | - | - | 12 | 20 | 2 | 19 | 76 |
| Forestry Science | 20 | 20 | 21 | 22 | 15 | 14 | 112 |
| Earth Science | 27 | 24 | 18 | 19 | 23 | 21 | 132 |
| Mechanical Science | 22 | 16 | 17 | 12 | 18 | 25 | 110 |
| Chemistry | 22 | 22 | 22 | 17 | 23 | 13 | 119 |
| Engineering | 21 | 22 | 14 | 18 | 19 | 21 | 115 |
| Mathematics Physics | 26 | 26 | 31 | 29 | 35 | 70 | 217 |
| Medicine | 51 | 32 | 46 | 43 | 40 | 43 | 255 |
| Social Science | 22 | 30 | 25 | 22 | 24 | 26 | 149 |
| Language and Literature | 20 | 18 | 18 | 18 | 18 | 18 | 110 |

(1966-1971)

**Review**

The University of Yangon functioned as an autonomous institution in the realm of university and higher education from 1920 to 1962. However, the 1960s and 1970s were marked by instability in educational policies and ineffective management, primarily due to the lack of clear administrative direction during the Revolutionary Council era. During this period, the number of university students increased significantly as institutions prioritized quantity over quality in their enrollment policies. Under the new University Education Law, the Central Council of Universities was granted the authority to appoint teaching and administrative staff as well as to oversee examination activities. Mandalay College was upgraded to become an affiliated college of the University of Yangon. Simultaneously, the adoption of the Burmese language as the medium of instruction led to significant changes in the education system. The abolition of the college system allowed for the establishment of specialized universities, including those focusing on medicine, technology, and agriculture. Previously, the faculties of medicine and engineering, which had been part of the University of Yangon and Mandalay, were separated and reconstituted as independent institutions. The socialist era produced a generation of professionals, including factory managers, engineers, agriculturalists, and economists, who contributed to various sectors such as business, public administration, and social work. Nevertheless, graduates from the University of Arts and Sciences faced challenges in securing suitable employment. For instance, of 3,000 graduates, only 1,200 were recruited as government employees, while the remainder were registered with the Labor Office. Employment opportunities for university graduates were limited due to stringent central control and inefficient management within government ministries. During this period, the management of universities and colleges was centralized under government control, and research—an essential component of higher education—was also regulated by the state. Additionally, the Revolutionary Council government established regional colleges to expand access to education. Despite these challenges, the University of Yangon, once regarded as one of the premier universities in Asia, continues to symbolize higher education in Myanmar.

1. Dr. Nyi Nyi, တက္ကသိုလ်ပြုပြင်ပြောင်းလဲရေး (University Reform), ***Dr. Nyi Nyi's 85th Birthday Commemoration Series No. (1),*** Yangon, Khit Pya Tike Press, 2015, First Edition, March, pp. 19-21 (Henceforth: Nyi Nyi, 2015) [↑](#footnote-ref-1)
2. ရန်ကုန်တက္ကသိုလ်သမိုင်း (၁၉၂၀-၁၉၅၅) (History of Yangon University (1920-1955), Yangon, Department of University History Research, 1995, p. 50 (Henceforth: History of Yangon University, 1995) [↑](#footnote-ref-2)
3. Nyi Nyi, 2015, pp. 19-21 [↑](#footnote-ref-3)
4. တက္ကသိုလ်လက်စွဲစာအုပ် (University Handbook), Yangon University of Arts and Sciences, Ministry of Education, October 1965, p. 12 [↑](#footnote-ref-4)
5. မြန်မာ့စွယ်စုံကျမ်းအနှစ်ချုပ် (Summary of the Myanmar Encyclopedia), Yangon, Sarpay Beikhman Press, 1987, p. 44 (Henceforth: Encyclopedia, 1987) [↑](#footnote-ref-5)
6. Nyi Nyi, 2015, p. 27 [↑](#footnote-ref-6)
7. Encyclopedia, 1987, p. 44 [↑](#footnote-ref-7)
8. Dr. Kyaw Win, ကံ့ကော်မြေရာပြည့် (University Centenary), ***History of Yangon University (1920-2020***), Yangon, Khit Pya Tike Press, 2017, p. 222 (henceforth: Kyaw Win, 2017) [↑](#footnote-ref-8)
9. Nyi Nyi, 2015, p. 27 [↑](#footnote-ref-9)
10. Kyaw Win, 2017, p.222 [↑](#footnote-ref-10)
11. Kyaw Win, 2017, p.223 [↑](#footnote-ref-11)
12. Kyaw Win, 2017, p.222 [↑](#footnote-ref-12)
13. Kyaw Win, 2017, p.232 [↑](#footnote-ref-13)
14. Kyaw Win, 2017, p. 42 [↑](#footnote-ref-14)
15. Nyi Nyi, 2015, pp. 5-6 [↑](#footnote-ref-15)
16. Ten Years of New System Education, 1972, p. 66 [↑](#footnote-ref-16)
17. မြန်မာနိုင်ငံ ပညာရေးသမိုင်း(အဆင့်မြင့်ပညာရေးကဏ္ဍ) (History of Education in Myanmar (Higher Education Sector), Government of the Union of Myanmar, Ministry of Education, September 2014, p. 29 (Henceforth: Higher Education Sector, 2014) [↑](#footnote-ref-17)
18. Tin Tin Moe, တော်လှန်ရေးကောင်စီအစိုးရလက်ထက် မြန်မာနိုင်ငံပညာ‌ရေး၊(၁၉၆၂-၁၉၇၄) (Myanmar Education during the Revolutionary Council Government (1962-1974), PhD Dissertation, Department of History, Mandalay University, p. 97 (Henceforth: Tin Tin Moe, 2017) [↑](#footnote-ref-18)
19. Higher Education Sector, 2014, p. 39 [↑](#footnote-ref-19)
20. Higher Education Sector, 2014, p. 25 [↑](#footnote-ref-20)
21. Higher Education Sector, 2014, 29 [↑](#footnote-ref-21)
22. Higher Education Sector, 2014, 41 [↑](#footnote-ref-22)
23. History of Yangon University, 1995, p. 128 [↑](#footnote-ref-23)
24. Tin Tin Win, အထက်တန်းပညာရေး(အထက်မြန်မာနိုင်ငံ)သမိုင်း၊ ၁၉၂၅-၁၉၇၇ (History of Higher Education (Upper Burma), 1925-1977), M.A Thesis, Mandalay University of Arts and Sciences, Department of History, 1978, p. 26 (Henceforth: Tin Tin Win, 1978) [↑](#footnote-ref-24)
25. Tin Tin Win, 1978, p. 34 [↑](#footnote-ref-25)
26. Higher Education Sector, 2014, 32 [↑](#footnote-ref-26)
27. Tin Tin Moe, 2017, p. 72 [↑](#footnote-ref-27)
28. Kyaw Win, 2017, p. 247 [↑](#footnote-ref-28)
29. Than Maung, မြန်မာနိုင်ငံအုပ်ချုပ်ရေး (၁၉၆၂-၁၉၇၃) (Myanmar Administration (1962-1973), M.A, Thesis, Mandalay University of Arts and Sciences, Department of History, September 1981, p. 143 (Henceforth: Than Maung, 1981) [↑](#footnote-ref-29)
30. Higher Education Sector, 2014, pp. 27-31 [↑](#footnote-ref-30)
31. Kyaw Win, 2017, p. 277 [↑](#footnote-ref-31)
32. Yangon University Seventy-fifth Anniversary Report, 1995, p. 279 [↑](#footnote-ref-32)
33. Higher Education Sector, 2014, p. 46 [↑](#footnote-ref-33)
34. Than Maung, 1981, p. 144 [↑](#footnote-ref-34)
35. Higher Education Sector, 2014, p. 32 [↑](#footnote-ref-35)
36. Tin Tin Moe, 2017, pp. 85, 86 [↑](#footnote-ref-36)
37. New System Education, 1997, p. 69 [↑](#footnote-ref-37)
38. New System Education, 1997, p. 72 [↑](#footnote-ref-38)
39. Higher Education Sector, 2014, p. 33 [↑](#footnote-ref-39)
40. Dr. Nyi Nyi, တက္ကသိုလ်ပြုပြင်ပြောင်းလဲရေး (University Reform), Yangon, Khit Pya Tike Press, 2015, p. ------- [↑](#footnote-ref-40)
41. Dr. Nyi Nyi, စနစ်သစ်ပညာရေး (New System of Education), Yangon, Bagan Printing Press, 1976, p. 14 [↑](#footnote-ref-41)
42. Yangon University Seventy-fifth Anniversary Report, 1995, p. 25 [↑](#footnote-ref-42)
43. History of Yangon University, 1995, p. 131 [↑](#footnote-ref-43)
44. Kyaw Win, 2017, p. 251 [↑](#footnote-ref-44)
45. History of Yangon University, 1995, p. 181 [↑](#footnote-ref-45)
46. History of Yangon University, 1995, p. 182 [↑](#footnote-ref-46)
47. Higher Education Sector, 2014, p. 42 [↑](#footnote-ref-47)
48. Thaung Htut, 2013, p. 190 [↑](#footnote-ref-48)
49. Higher Education Sector, 2014, p. 42 [↑](#footnote-ref-49)
50. Higher Education Sector, 2014, p. 53 [↑](#footnote-ref-50)
51. Tin Tin Moe, 2017, p. 100 [↑](#footnote-ref-51)
52. History of Yangon University, 1995, p. 132 [↑](#footnote-ref-52)
53. Tin Tin Win, 1978, p. 72 [↑](#footnote-ref-53)
54. Than Maung, 1981, p. 146 [↑](#footnote-ref-54)
55. Tin Tin Moe, 2017, p. 84 [↑](#footnote-ref-55)
56. Than Maung, 1981, p. 146 [↑](#footnote-ref-56)
57. Tin Tin Moe, 2017, p. 117 [↑](#footnote-ref-57)
58. History of Education (Higher), 2004, pp. 53-59 [↑](#footnote-ref-58)
59. History of Yangon University, 1995, p.136 [↑](#footnote-ref-59)
60. History of Yangon University, 1995, p. 136 [↑](#footnote-ref-60)
61. Than Maung, 1981, p. 146 [↑](#footnote-ref-61)
62. Than Maung, 1981, p. 146 [↑](#footnote-ref-62)