

## c841118 : MAJOR ELEMENTARY EDUCATION  
 KEY WORD: STATE AND PROBLEMS/CURRICULUM/BUDDHISM  
 TIPPAWHAN KHWANON : STATE AND PROBLEMS OF THE IMPLEMENTATION  
 OF THE BUDDHISM CURRICULUM ACCORDING TO THE ELEMENTARY  
 CURRICULUM B.E. 2521 (REVISED EDITION B.E.2533) IN SCHOOLS UNDER THE  
 JURISDICTION OF THE PRIVATE EDUCATION COMMISSION, BANGKOK METROPOLIS.  
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The purpose of this study was to find out the state and problems of the implementation of the Buddhism curriculum according to the elementary curriculum B.E. 2521 (Revised edition B.E.2533) in schools under the jurisdiction of the private education commission, Bangkok Metropolis. Research findings were as follows :

In administrative and curriculum services, most school administrators and teachers prepared for understanding and gaining knowledges about curriculum. The school administrators placed teachers according to their experience and abilities, set up the time table according to the structure of curriculum., served the materials for teacher's instructional media preparation, conducted the classrooms to be clean, neat and well ventilated. Most teachers specified that the school administrators investigated the teachers' readiness by studying the resume from registration and assigned them in to the classroom by considering the character development area and the life experience area teachers, prepared the instructional medias, supported the budget and informed about curriculum concerning through students to parents. The problems were found that the teachers do not have degree in Buddhism, the budget and classrooms are insufficient. Most of the assigned teachers lacked of knowledges about Buddhism curriculum and informing method.

In teaching and learning according to curriculum, most school administrators encouraged the teachers to do their lesson plans, conducted activities to be consistent with the purpose of the curriculum, produced and used instructional media, conducted extra-curriculum activities, distributed the budget to provide for measured and evaluated instruments. The most teachers did their lesson plans by themselves, conducted the learning teaching activities by student-centered learning and descriptive method, produced the instructional media by themselves, conducted the extra-curriculum activities, explained the objectivities, criteria and measuring to the students before teaching. In measurement an evaluation, tests, exercises and practical tests were used. They were administered after finishing lesson and measuring behaviors in cognitive, affective and psychomotor domain. The advantages which the students got form learning according to the Buddhism curriculum were the faith and realizing into the essential of Buddhism. The problems were found that most of the teachers lacked of knowledges about Buddhism, skills in writing lesson plans, knowledges about conducting learning-teaching activities and producing the instructional media, including the lacking times for instructional preparations.

In encouragement and implementation of curriculum, most school administrators specified that supervisors were academic administrative assistants. The supervisor used the supervising method and classroom visiting and staff meeting. They encouraged the teachers by giving advices. The problems were found that the teachers weren't supervised continously.

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