

PREECHA PUENGCHITTON : THE IMPLEMENTATION OF THE BOY SCOUTS CURRICULUM B.E. 2528 IN ELEMENTARY SCHOOLS UNDER THE JURISDICTION OF THE OFFICE OF PATHUM THANI PROVINCIAL PRIMARY EDUCATION. THESIS ADVISOR : MR. SWAT CHONGKOL, 371 PP. ISBN 974-519-083-4

The purposes of this research were to study the states and problems of the implementation of the Boy Scouts Curriculum B.E. 2528 in elementary schools under the jurisdiction of the Office of Pathum Thani Provincial Primary Education.

Findings were as follows:

1. Concerning curriculum transferring to instruction, it was found out as follows. Most schools set up policy for curriculum utilization, prepared lesson plans and teaching plans. Curriculum materials constructed by teachers were instruction manuals, teaching plans and lesson plans. Reference books widely used by teachers were instruction manual, and supplementary texts.

2. Concerning curriculum inputs for curriculum utilization were as follows. Most schools surveyed teachers' readiness to teach, sending teachers attended curriculum utilization workshop, supervision and follow-up of curriculum utilization were conducted, and preparing teacher made-instructional aids to solve the shortages of such aids.

3. Concerning instructional activities, findings were: most teachers prepared lesson plans and teacher regularly informed students about instructional objectives prior to teaching. Instructional methods mostly used by teachers were games playing, and singing, group process, and practising the scheduled activities. Evaluation methods widely used by teachers were systemetic observations inspection of students' products with the emphasis of students ability in understanding and implementation.

Problems found were as follows: teachers' insufficient knowledge to how to construct curriculum materials; differences of teachers' basic knowledge, shortages of teachers who were well verse in teaching, shortages of instructional aids, differences of students' basic knowledge, teachers' lack of certail instructional methods, and shortages of evaluation instruments.

It was found that most schools lacked curriculum material and instructional for grade I-VI students.