

Thesis Title	A Development of a Local Curriculum Entitled “108 Auspicious Signs in Buddha’s Footprint at Wat Khaodeesalak”, Thai Language Strand Group for Matthayomsuksa 3 Students, U-Thong District, Suphan Buri Province
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## **ABSTRACT**

The general purpose of this research was to 1) develop a curriculum entitled “108 Auspicious Signs in Buddha’s Footprint at Wat Khaodeesalak”, Thai Language Group for Matthayomsuksa 3 Students, U-Thong District, Suphanburi Province. and 2) evaluating the curriculum. The sample was 44 Matthayomsuksa 3 students from U-Thong School, in U-Thong District, Suphan Buri Province during the second semester of the academic year 2014. The sample, drawn by using simple random sampling, was a heterogeneous class of 44 Matthayomsuksa 3/10 students. The research instruments included: 1) an interview form with local stakeholders in curriculum development, 2) a questionnaire for students about activities in the curriculum, 3) an achievement test on the curriculum content with a reliability value of 0.803, 4) an evaluation form on project-based process skills and 5) a questionnaire on satisfaction towards the curriculum content. Data were analyzed in terms of percentage, mean, standard deviation, t-test and content analysis.

The findings showed that:

1. The curriculum developed should consisted of principles, objectives, structure, contents, learning time, activity management guidelines, learning media/ resources, measurement and evaluation, and 7 learning management plans of 14 hours. The result of the evaluation of the draft curriculum by curriculum experts showed that all the components of the curriculum were related and suitable for learning.

2. The trialing of the curriculum showed that students were interested and active in their learning. They had fun, paid attention to various types of learning,

participated in group activities and produced good work. The curriculum evaluation by using the achievement test revealed that after the curriculum implementation the students' score was higher than that before the implementation ( $p < .05$ ). Their project-based process skills were rated at a very good level. Their satisfaction towards that curriculum was rated at the highest level.