EVALUATION OF THE NEW BHUTANESE ENGLISH CURRICULUM FOR GRADE 10 USING CIPP MODEL

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This study aimed to evaluate context, input, process and the product of the new Bhutanese English curriculum for grade 10 using the CIPP model. Two sets of questionnaires (with the reliability of Cronbach’s Alpha Coefficient at 0.934 and 0.874) were administered to 36 English teachers and 272 grade 11 students of 10 higher secondary schools across Bhutan (stratified random sampling). Two curriculum developers and one English teacher were interviewed. The data obtained were analyzed by using frequencies, percentage, means, standard deviation, t-test and ANOVA. The findings were: The context evaluation indicated that the curriculum objectives were clearly stated; practice oriented and addressed the needs of the learner. The input evaluation showed that educational resources were available to serve the teaching and learning process. However, some of the resources were inadequate. In the process evaluation, the teaching-learning process and assessment process was good. The product evaluation prescribed that the graduates achieved the general and specific competencies as mentioned in the curriculum objectives.