

Evaluation of Implementation of the Revised Kiswahili Curriculum: A Case of a Teachers' College in Kenya

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Abstract

The revised Kiswahili curriculum is a curriculum in which Kiswahili subject is compulsory and a teacher trainee is expected to pass in the subject in order to be awarded the certificate of Primary Teacher Education (PTE). This is opposite to the previous Kiswahili curriculum where it was not a must for one to pass in Kiswahili to be awarded PTE certificate. The evaluation study aimed at providing important information to curriculum implementers and management for making informed decisions on teaching, learning, assessment process and improvement of the subject. Combinations of ex post facto and naturalistic designs were utilized. Many of the participants believed that to great extent the curriculum was realistic and practical; and the implementation was effective though with some difficulties. It was concluded that if the all the hindrances were eliminated then the implementation would be perfected.

Key words: evaluation, implementation, revised, curriculum, Kiswahili, teachers, college, Kenya

Full text: <https://www.iiste.org/Journals/index.php/JEP/article/view/4039/4081>