APPENDIX – 4

Check List of Analysis of NCF objectives

| 0. | Objectives | R | U | A | A | E | С | R | R | V | 0 | 1 | Ρ | S | G | Μ | С | A | 0 |
|-----|-------------------------------------|---|--------------|----------|---|--------------|---|---|----------|---|---|---|--------------|---|---|--------------|---|---|---|
| No. | • | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| 1. | To progress in | | | | | | | | | | | | | | | | | | |
| | each field of | | | | | \checkmark | | | | | | | | | | | | | |
| | curriculum by | | | | | | | | | | | | | | | | | | |
| | acquiring four | | | | | | | | | | | | | | | | | | |
| | basic skills that is | | | | | | | | | | | | | | | | | | |
| | listening, | | | | | | | | | | | | | | | | | | |
| | speaking, reading | | | | | | | | | | | | | | | | | | |
| | and writing. | | | | | | | | | | | | | | | | | | |
| 1.1 | To listen carefully | | | | | | | | | | | | | | | | | | |
| | and value the | | | _ | | | | | √ | | | | | | | | | | |
| | other person's | | | | | | | | | | | | v | | | | | | |
| | point of view. | | | | | | | | | | | | | | | | | | |
| 1.2 | To story in touch | | | | | | | | | | | | | | | | | | |
| 1.2 | To stay in touch with the unfolding | | | | | | | | | | | | | | | | | | |
| | utterance. | | \checkmark | | | | | | | | | | | | | | | | |
| | utterance. | | | | | | | | | | | | | | | | | | |
| 1.3 | To make flexible | | | | | | | | | | | | | | | | | | |
| | hypothesis about | | \checkmark | | | | | | | | | | | | | \checkmark | | | |
| | trhe meaning of | | | | | | | | | | | | | | | | | | |
| | what is being | | | | | | | | | | | | | | | | | | |
| | said. | | | | | | | | | | | | | | | | | | |
| 1.4 | To enrich | | | | | | | | | | | | | | | | | | |
| 1 | listening with the | | | | | | | | | | | | | | | | | | |
| | help of music | | | √ | | | | | | | | | \checkmark | | | | | | |
| | which includes | | | | | | | | , | | | | | | | | | | |
| | folk, classical and | | | | | | | | | | | | | | | | | | |
| | popular | | | | | | | | | | | | | | | | | | |
| | compositions. | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |

| 1.5 | To promote a | Τ | | F | | | 1 1 | | | 1 | | |
|-----|----------------------|--|---------------------|---|--------------|--------|-----|------|------|--------------|--------------|-----------------------|
| | culture of | | | | | | | | | | | |
| | reading | | | | | | | Y | | | | |
| | opportunities for | | | | | | | | | | | |
| | individualized | | | | | | | | | | | |
| | reading need to | | | | | | | | | | | |
| | be built. | | | | | | | | | | | |
| | T | | | | | | | | | | | |
| 1.6 | To use writing to | | | | | | | | | | | |
| | express or to | | ✓ | | | | | | | | \checkmark | |
| | convey one's | | | | | | | | | | | |
| | ideas. | | | | | r F | | | | | | |
| 1.7 | To identify artistic | | | | | | ┼╴┼ | | | | | |
| | and creative | | | | | | | | | | | |
| | expression from | | | | | | | | | | | |
| | the stories, | | | | | | | | | | | |
| | poems, dramas | | | | | | | | | | | |
| | and songs. | | | | | | | | | | | |
| 1.8 | To place writing | | | | | | | | | | | |
| 1.0 | in the same | | | | | | | | | | | |
| | domain as artistic | • | | | | | | | | | \checkmark | |
| | expression and to | | | | | | | | | | | |
| | cease perceiving | | | 1 | | | | | | | | |
| | it as an office | | | | | | | | | | | |
| | skill. | | | | | | | | | | | |
| | | | | | | | | | | | | |
| 1.9 | To associate the | | | | | | | | | | | |
| | training of speech | | | | \checkmark | | | | | \checkmark | | |
| | with the | | | | | | | | | | | |
| | expressive and | | | | | | | | | | | |
| | participatory | | | | | | | | | | | |
| | functions of | And a second | | | | | | **** | | | | and the second second |
| | language. | | | | | | | | | | | |
| | | | | L | | | | | | | | |

| 2. | To develop basic abilities which helps in the development of comprehension, values and skills. | | | | ~ | | | | ~ | | | |
|----|---|---|---|--|---|--|--|--|---|--|---|--|
| 3. | To express and interpret the things by the language and develop comprehension and ability of adjusting with others. | ~ | | | | | | | | | | |
| 4. | To develop other linguistic abilities by using multilingualism as a source. | | | | ~ | | | | | | | |
| 5. | To explore further the subject matter with the help of small group talk among children. | | | | ~ | | | | | | | |
| 6. | To use language for the proper communication of emotions. | | ~ | | | | | | | | ~ | |

| 7. | To develop the | | | <u> </u> | | | | | [| | | Γ |] | <u> </u> | <u> </u> | | |
|-----|---------------------|---|--------------|----------|--------------|---|-----|---|---|---|-------------|---|---|----------|----------|----|--|
| | activities that | | | | | | | | | | | | | | | | |
| | nurture the | | | | √ | | | | | | | | | | | | |
| | abilities to | | | | | | | | | | | | | | | | |
| | compare and | | | | | | | | | | | | | | | | |
| | contrast, to | | | | | | | | | | | | | | | | |
| | wonder and | | | | | | | | | | | | | | | | |
| | remember, to | | | | | | | | | | | | | | | | |
| | guess and | | | | | | | | | | | | | | | | |
| | challenge, to | | | | | | | | | | - - - | | | | | | |
| | judge and | | | | | | | | | | | | | | | | |
| | evaluate. | | | | | | | | | | | | | | | | |
| | ovaluato. | | | | | | | | | | | | | | | | |
| 8. | To develop the | | | | | | | | | | | | | | | | |
| | new concepts | | | | \checkmark | | | | | | | | | | | | |
| | and discuss them | | | | | | | | | | | | | | | | |
| | critically. | | | | | | | | | | | | | | | | |
| 9. | To develop | | - | | | | | | | | | | | | | | |
| 0. | interrelationship | | | - | | | | | | | | | | | | | |
| | among concepts, | | | | V | | | | | | | | | | | | |
| | individuals, things | | | | | | | | | | | | | | | | |
| | and outer world. | | | | | | | | | | | | | | | | |
| | | | | | | | · · | | | | | | | | | | |
| 10. | To use local, | | | | | | | | | | | | | | | | |
| | regional, national | | \checkmark | | | | | | | | | | | | | | |
| | and international | | | | | | | | | | | | | | | | |
| | language | | | | | | | | | | | | | | | | |
| | according to | | | | | | | | | | | | | | | | |
| | needs as mother | | | | | | | | | | | | | | | | |
| 1 | tongue. | | | | | | | | | | | | | | | | |
| 11. | To develop the | | | | | | | | | | | | | | | | |
| 11. | ability of | | | | | | | | | | | | | | | | |
| | extrapolation, | | | | \checkmark | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | |
| L | l | L | 1 . I | | 1 | L | L | 1 | L | L | | L | I | L | 1 | L] | |

| | precise interpretation stating relationship and logical thinking. | | | | | | | | |
|-----|---|---|---|---|--|---|---|--|--|
| 12. | To acknowledge and use various registers of each individual school subject. | ~ | | | | | ~ | | |
| 13. | To develop their abilities to understand their own experiences and to develop sensitivity to others. | | ~ | | | | | | |
| 14. | To link children to their cultural heritage by various types of literature such as stories, poems, songs and dramas. | | ~ | | | | | | |
| 15. | To develop the sense of empathy with self and others and with natural, physical, social world. | | | ~ | | v | | | |

| 16. | To develop the | | | | | | | | | | | |
|-----|-------------------|--|-------|--------------|--|------|---|---|---|--|---|------|
| | aesthetic sense. | | | \checkmark | | | | | | | | |
| | | | | | | | | | | | | |
| 17. | To develop the | | | | | | | | | | | |
| | ability of | | | \checkmark | | | | | | | | |
| | appreciation of | | | | | | | | | | | |
| | creativity and | | | | | | | | | | | |
| | beauty. | | | | | | | | | | | |
| 18. | To develop the | | | | | | | - | | | | |
| | commitment with | | | | | | 1 | | | | | |
| | values from the | | | | | | | | | | | |
| | knowledge and | | | | | | | | | | | |
| | comprehension | | | | | | | | | | | |
| | of world, welfare | | | | | 1 | | | | | | 1 |
| | of others and | | | | | | | | | | | |
| | sensitivity with | | | | | | | | | | | |
| | other's emotions. | | | | | | | | | | | |
| 19. | To develop the | | | | | | | | | | | |
| | ability to use | | | | | | | | | | | |
| | especially | | | | | | | | | | | |
| | designed | | | | | | | | | | | |
| | materials that | | | | | | | | | | | |
| | would assist and | | | | | | | | | | | |
| | enhance child's | | | | | | | | | | | |
| | growth and | | | | | | | | | | | |
| | development. | | | | | | | | | | | |
| L | | | 1 | | | | | | 1 | | L | |