



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

SENIOR SCHOOL CURRICULUM DESIGN

HINDU RELIGIOUS EDUCATION

GRADE 11

OCTOBER, 2025

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NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1. Foster nationalism and patriotism and promote national unity.

Kenya's people belong to different communities, races and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. It is a paramount duty of education to help young people acquire this sense of nationhood by resolving conflicts and promoting positive attitudes of mutual respect which enable them to live together in harmony and foster patriotism in order to make a positive contribution to the life of the nation.

2. Promote the social, economic, technological and industrial needs for national development.

Education should prepare the youth of the country to play an effective and productive role in the life of the nation.

a) Social Needs

Education in Kenya must prepare children for changes in attitudes and relationships which are necessary for the smooth progress of a rapidly developing modern economy. There is bound to be a silent social revolution following in the wake of rapid modernization. Education should assist our youth to adapt to this change.

b) Economic Needs

Education in Kenya should produce citizens with the skills, knowledge, expertise and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy which is in need of an adequate and relevant domestic workforce.

c) Technological and Industrial Needs

Education in Kenya should provide learners with the necessary skills and attitudes for industrial development. Kenya recognizes the rapid industrial and technological changes taking place, especially in the developed world. We can only be part of this development if our education system is deliberately focused on the knowledge, skills and attitudes that will prepare our young people for these changing global trends.

3. Promote individual development and self-fulfilment

Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is the building of character.

4. Promote sound moral and religious values.

Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.

5. Promote social equity and responsibility.

Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.

6. Promote respect for and development of Kenya's rich and varied cultures.

Education should instil in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.

7. Promote international consciousness and foster positive attitudes towards other nations.

Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.

8. Promote positive attitudes towards good health and environmental protection.

Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.

THE SENIOR SCHOOL IN THE COMPETENCY BASED CURRICULUM

Senior School is the fourth level of Basic Education in the Competency Based Curriculum (CBC) that the learner shall proceed to after the Pre-Primary School, Primary School and Junior School levels. The essence of Senior School is to offer learners a pre-tertiary/university/ pre-career experience in which the learners have an opportunity to choose pathways, tracks and subjects where they shall have demonstrated interest and/or potential at the earlier levels. Senior School comprises three years of education for learners generally in the 16-18 years age bracket and lays the foundation for further education and training at the tertiary level and the world of work. In the CBC vision, learners exiting this level are expected to be *engaged, empowered and ethical citizens* ready to participate in the socio-economic development of the nation.

At this level, the learner shall take seven (7) learning areas as recommended by the *Presidential Working Party on Educational Reforms* (PWPER, 2023). These shall comprise **four compulsory learning areas** namely: English, Kiswahili, Essential Mathematics/Core Mathematics and Community Service Learning (CSL). Learners will choose between Core Mathematics (for learners pursuing the Science Technology Engineering and Mathematics Pathway) and Essential Mathematics (for learners pursuing the non-STEM pathways). The learner will select three learning areas depending on their career choice, aptitude, interest and personality with guidance by the Senior School career teacher.

LEARNING OUTCOMES FOR SENIOR SCHOOL

By the end of Senior School, the learner should be able to:

1. communicate effectively and utilise information and communication technology across varied contexts,
2. apply mathematical, logical and critical thinking skills for problem solving,
3. apply basic research and scientific skills to manipulate the environment and solve problems,
4. exploit individual talents for leisure, self-fulfilment, career growth, further education and training,
5. uphold national, moral and religious values and apply them in day-to-day life,
6. apply and promote health care strategies in day-to-day life,
7. protect, preserve and improve the environment for sustainability,
8. demonstrate active local and global citizenship for harmonious co-existence,
9. demonstrate appreciation of diversity in people and cultures,
10. manage pertinent and contemporary issues responsibly.

TABLE 1: LIST OF SUBJECTS AT SENIOR SCHOOL

Core Subjects	Arts & Sports Science	Social Sciences	Science, Technology, Engineering & Mathematics (STEM)
1. English 2. Kiswahili/KSL 3. Core Mathematics/ Essential Mathematics 4. Community Service Learning (CSL)	5. Sports and Recreation 6. Music and Dance 7. Theatre and Film 8. Fine Arts	9. Literature in English 10. Indigenous Languages 11. Fasihi ya Kiswahili 12. Sign Language 13. Arabic 14. French 15. German 16. Mandarin Chinese 17. Christian Religious Education 18. Islamic Religious Education 19. Hindu Religious Education 20. Business Studies 21. History and Citizenship 22. Geography	23. Biology 24. Chemistry 25. Physics 26. General Science 27. Agriculture 28. Computer Studies 29. Home Science 30. Aviation 31. Building Construction 32. Electricity 33. Metalwork 34. Power Mechanics 35. Woodwork 36. Media Technology 37. Marine and Fisheries Technology

Note:

- a) Physical Education (PE) and Information Communication and Technology (ICT) will be offered to all learners to facilitate learning, enjoyment and acquisition of life skills.
- b) Every school shall offer Pastoral/Religious Programme of Instruction (P/RPI) to enhance moral, spiritual and character development of the learners.
- c) There shall be one (1) lesson for personal or group study to deepen knowledge and enhance skills in areas of choice by the learners.

Table 2 provides guidelines on distribution of lessons at Senior School.

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TABLE 2: LESSON DISTRIBUTION AT SENIOR SCHOOL

Subjects	No of Lessons Per Week (40 minutes per lesson)
Core Subjects 4	
1. English	5
2. Kiswahili	5
3. Essential Mathematics/Core Mathematics	5
4. Community Service Learning	3
Elective Subjects	
5. Elective 1	5
6. Elective 2	5
7. Elective 3	5
* Physical Education	3
* ICT Skills	2
*PPI	1
* Learner Personal /Group Study	1
Total Number of Lessons	40

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ESSENCE STATEMENT

Hindu Religious Education (HRE) at Senior School level builds on knowledge, skills, attitudes and values that were acquired, developed and nurtured in the learner at Junior School level. The HRE curriculum will enable the learner to forge their own personal identity. Emphasis will be placed on aspects that mould them to appreciate their own and others' religious beliefs, values and cultural practices for global citizenship.

The HRE curriculum involves the study of Paramatma for strengthening the learner's understanding and beliefs in the (Sanatan/Vedic, Jain, Buddhist and Sikh) faiths, the Historical development of the four faiths, development of the Scriptures for firm grounding in the four faiths, Principles of Dharma and the Law of Karma. The curriculum is enriched with practical simulations that will empower the learner to live the faith and manage challenges in life effectively. The acquired knowledge, developed skills, formed attitude and nurtured values will help the learner to make informed choices in their careers and future endeavours.

Through a value based transformative approach, the learner will be guided to develop a sense of identity, belonging and a self-inquiry approach about physical, psychosocial, ethical and spiritual faculties. This is in line with relevant constructivist learning theoretical approaches such as Vygotsky's Theory of Learning, Erik Erikson's Stages of Psychosocial Development, Kolb's Experiential Learning and Roger's Humanism's learning.

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SUBJECT GENERAL LEARNING OUTCOMES:

By the end of the Senior School level, the learner should be able to:

1. interpret concepts on the Manifestations of Paramatma for appropriate response in his/her relationship with the ultimate and other creations as guided by (Sanatan/Vedic, Jain, Buddhist and Sikh) faiths,
2. examine the development of the Scriptures in the four faiths for instilling of values and desirable behaviour in daily interactions,
3. apply the Principles of Dharma for a righteous living,
4. analyse the Law of Karma for decision making in daily life,
5. acknowledge the relevance of Cultural Practices in the four faiths for enhancing career choices,
6. appreciate cultural and religious Heritage for self-identity and posterity,
7. discuss the Historical Development of the four faiths for harmonious coexistence,
8. utilise Digital Literacy skills for communication and inclusive learning.

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SUMMARY OF STRANDS AND SUB STRANDS

Strands	Sub Strands
1.0 Manifestations of Paramatma	1.1 Concepts of Paramatma in Sanatan/Vedic
	1.2 Jain faith
	1.3 Buddhist faith
	1.4 Sikh faith
2.0 Scriptures	2.1 Significance of Scriptures
	2.2 Religious Influences
	2.3 Prominent Personalities
3.0 Principles of Dharma	3.1 Core Beliefs
	3.2 Concepts of Karma
4.0. Cultural Practices	4.1 Religious practises in the four faiths
	4.2 Social practices in the four faiths

STRAND 1.0: MANIFESTATION OF PARAMATMA

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Manifestation of Paramatma	1.1 Concepts of Paramatma <i>Sanatan/Vedic</i> • Symbolism of OM • Sound of OM • Creation • Sat-Chit-Anand • Rites and rituals observed during Worship in Sanatan Mandir	By the end of the sub-strand the learner should be able to: a) analyse the role of <i>Brahma, Vishnu, and Shiva</i>, in the concept of creation in Sanatan/Vedic Dharma, b) interpret the religious importance of OM in Sanatan/Vedic, Jain and Buddhist faiths, c) explain the attributes of Paramatma as <i>Sat-Chit-Anand</i> for better understanding, d) prioritise rites and rituals observed during worship in a Sanatan Mandir,	Learner is guided to: • explore the role of <i>Brahma, Vishnu, and Shiva</i>, through group discussions or debates on its interpretations in different Scriptures like the Bhagavad Gita and Upanishads, • access information about the concept of Paramatma through books by eminent writers in the library, use digital devices*, dive into ancient stories and parables that illustrate the concept of Paramatma, • practice regular meditation through the sound of OM, • study short stories related to the <i>Sat-chit-Anand</i> attributes of Paramatma using varied platforms and their benefit in conflict resolutions in today's	1. How does the sound of OM influence one to go into the state of <i>Anand</i>(bliss)? 2. How does the Manifestation of Paramatma influence human life? 3. Why is it important to observe rites and rituals at a place of worship?

		e) nurture the concept of Paramatma through His Creation.	life and share information with peers, • watch authentic videos/visit the place of worship to observe and practice rites and rituals observed during worship in Sanatan <i>Mandir</i>, • involve in meditative practices, philosophical inquiry, and spiritual disciplines that help seekers connect with these divine attributes of Paramatma as <i>Sat-Chit -Anand</i> within themselves, • Visit Sanatan Mandir, consult the resource person, and experience peace through the vibrations of the sound of OM, • explore how OM is used in various traditions like Sanatan/Vedic, Buddhist, and Jain faiths, • create music incorporating the sound of OM to understand its universal resonance, • explore different meditation practices within Sanatan	
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			Dharma, such as dhyana and mantra meditation, • role play some selected short stories on the <i>Sat -chit -Anand</i> concept of Paramatma and the way these short stories help in guidance and counselling the youth, • practice yoga and meditation to experience the states of truth (<i>Sat</i>), consciousness (<i>Chit</i>), and bliss (<i>Anand</i>), • participate or witness religious ceremonies <i>Satsang</i>, <i>Katha</i>, recitation of <i>Mantras</i>, singing of <i>Bhajans</i> and the rituals, • learn the names and health benefits of trees and plants while visiting city parks/botanical garden to appreciate the creation of Paramatma, • create a kitchen garden, and look after the birds and animals near your residential area by keeping food trays and water bowls,	
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			- visit National parks and orphanages, - engage parents to guide/assist in procuring resources to help the needy and elderly in the community appropriately, - coach and assist juniors in education in different ways like, financial help, guiding and counselling them and treat juniors with love and respect, - assist learners with special needs to understand the concept of Paramatma, - discuss the concept of creation as described in scriptures and compare it with other religious philosophies.	
Core Competencies to be developed: - Learning to Learn: Learners will enhance the skill of carrying out research/ investigation as the learner research and access information about the concept of Paramatma through books by eminent writers in the library, use digital devices', dive into ancient stories and parables that illustrate the concept of Paramatma. - Critical Thinking and Problem Solving: learner will develop the skill of Evaluation and Decision Making as the learner explores how OM is used in various traditions like Sanatan/Vedic, Buddh, and Jain faiths. Assist learners with special needs by helping them to understand the concept of Paramatma.				

Self-Efficacy: learners will enhance Personal Skills as the learner construct a model of Sanatan Mandir as a group activity, and role plays some selected short stories on the <i>Sat -chit -Anand</i> concept of Paramatma.
Values: - Love: Encouraging Growth – Motivating each other to excel academically, socially, and personally develops generosity as the learner coaches and assist their juniors in education in different ways like, financial help, guiding and counselling them and treat juniors with love and respect, - Responsibility: Self-Discipline: Staying focused on goals enhances diligence as the learner explores how OM is used in various traditions like Sanatan/vedic, Buddhist, and Jain faiths.
Pertinent and Contemporary Issues (PCIs): Social awareness skills - Effective Communication is enhanced as the learner assists learners with special needs by helping them to understand the concept of Paramatma. Decision making skills - Creative and Analytical Thinking is developed as the learner explores how OM is used in various traditions like Sanatan/Vedic, Buddhist, and Jain faiths. Socio-Economic issues - Environmental conservation Animal Welfare learn the names and benefits of trees and plants while visiting city parks/botanical garden to appreciate the creation of Paramatma and their health benefits, - Create a kitchen garden and look after the birds and animals near your residential area by keeping food trays and water bowls.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Manifestation of Paramatma	1.2 Jain faith <i>Rites and rituals observed during Worship of Tirthankars in Derasar</i> <i>Presence of Paramatma through pilgrimage</i>	By the end of the sub-strand the learner should be able to: - interpret the rites and rituals observed in a <i>Derasar</i>, - assess meditation and chanting during worship for fostering spiritual growth, - identify key pilgrimage sites where <i>Tirthankars</i> attained liberation, - explain the value of pilgrimage to understand the concept of Paramatma, - discuss the importance of	Learner is guided to: - participate/observe the rites and rituals of adorning the murti of Tirthankar, - know and understand the symbolic meaning of items used for conducting rituals in the <i>Derasar</i> (Jain temple), - research using digital media and assistive technology/print media/resource person on the rites and rituals observed in a <i>Derasar</i>, - visit a <i>Derasar/pilgrimage site</i> to witness or participate in the worship rituals, including offerings of fruits, incense, and chanting of sacred mantras and to observe and feel pure vibrations of <i>Derasar/pilgrimage site</i> and linkage with the Tirthankar,	- How do rites and rituals influence the daily life of Jains? - Why is it important for devotees to visit pilgrimages? - What measures should a pilgrim take on road during pilgrimage?

		observing road safety regulations during pilgrimage, appreciate the Jain emphasis on preserving the sanctity of nature during pilgrimages, reflecting their principle of interdependence.	- explore how meditation and chanting during worship foster spiritual growth, - make a video/click photos of the rituals being performed and present in class and make a report of your visit, - write an article in the school magazine on the significance of pilgrimage to understand the role of <i>Tirthankars</i> to realise the concept of Paramatma, - learn about the communal and individual practices observed during pilgrimages, such as fasting and recitation of holy hymns, - observe road safety regulations during pilgrimage through role playing, - engage in dialogues with Jain monks or scholars about the importance of nonviolence (Ahimsa) and spiritual awakening during worship,	
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			• dramatize or roleplay some events from the lives of Tirthankars addressing some contemporary issues in the society, • participate in an essay competition with the title of Jain faith and Nature, citing examples of how non-violence be practiced through words, deeds and thoughts to have peaceful resolutions, • study the architectural beauty and inscriptions of Jain temples, understanding how they reflect devotion to the Paramatma, • journals or story tells, reflecting on how the pilgrimage inspires inner transformation.	
Core Competencies to be developed: • Learning to learn: Organizing own learning by carrying out research/investigations using a variety of learning styles as the learner visit a Derasar/pilgrimage site to witness or participate in the worship rituals, including offerings of fruits, incense, and chanting of sacred mantras and to observe and feel pure vibrations of Derasar/pilgrimage site and linkage with the Tirthankar. • Digital Literacy: Learners will enhance the skill of investigations as the learner researches using digital media and assistive technology/print media/resource person on the rites and rituals observed in a <i>Derasar</i>.				

• Critical thinking and problem solving: Evaluation and decision-making skill are developed as the learner participates in an essay competition with the title of Jain faith and Nature, citing examples of how non-violence be practiced through words, deeds and thoughts to have peaceful resolutions. • Communication and Collaboration: learners will enhance skills of speaking and teamwork skills as the learner dramatizes the role of <i>Tirthankars</i> to bring out the concept of Paramatma. • Self-Efficacy: effective communication skills will be enhanced as the learner engages in dialogues with Jain monks or scholars about the importance of nonviolence (<i>Ahimsa</i>) and spiritual awakening during worship.
Values: • Respect: Open mindedness is encouraged as the learner displays humility while visiting a Derasar (Jain temple) to witness or participate in the worship rituals, including offerings of fruits, incense, and chanting of sacred mantras. • Responsibility: Accountability: Owning up to actions and decisions, persistence is developed as the learner observes road safety regulations during pilgrimage. • Social Justice: Community Engagement – Encouraging partnerships between schools, families, and local organizations to foster civic awareness and real-world impact. Equity is enhanced as the learners dramatize or roleplay some events from the lives of <i>Tirthankars</i> addressing some contemporary issues in the society.
Pertinent and Contemporary Issues (PCIs): Decision making skills: • Creative thinking as the learner dramatizes the role of <i>Tirthankars</i> to bring out the concept of Paramatma. Socio-economic Issues • Safety and security: Learners enhance safety and security issues as they Demonstrate how to observe road safety regulations during pilgrimage. Self-management skills: • Peaceful conflict management: participate in an essay competition with the title of Jain faith and Nature, citing examples of how non-violence be practiced through words, deeds and thoughts to have peaceful resolutions,

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Manifestation of Paramatma	1.3 Buddh faith: <i>The Buddha's ministry</i> <i>The Buddha's Parinibbāna (Nirvana of Buddha)</i> <i>Understanding Buddhist prayer</i> <i>Protocols observed during Worship in Vihaar</i>	By the end of the sub-strand the learner should be able to: - explain understanding of Paramatma as Dhamma in Buddhist faith, - analyze the role of the Buddha's Sangha in propagating his teachings, - discuss how rituals promote mindfulness and reverence in Buddhist practice, - reflect on how the Buddha's death influenced the	Learner is guided to: - explore key events and teachings from the Buddha's life, like his enlightenment under the Bodhi tree and his first sermon, "The Dhammaca kkappavattana Sutta." Reflect on their significance, - research on the Concept Paramatma as Dhamma from varied sources including digital and print media, - participate in a discussion on how the Buddha's teachings are relevant to modern challenges, - create a timeline of the Buddha's ministry or artistic representations of key moments, such as his encounters with various followers to resolve conflicts, - participate/observe Buddhist prayer sessions, learning about	- How do Buddhists understand Paramatma? - How do the teachings of the Buddha guide devotees to earn their living through honest means in their day today life?

		continuity of Buddhist faith, e) recognize the symbolism of Buddhist chants.	mantras and their meanings (e.g., the "Om Mani Padme Hum"), - practice meditation to understand how it complements prayer in Buddhist, - visit a Vihaar (Buddhist temple) to experience and understand worship practices firsthand, - learn about protocols, such as bowing before statues of the Buddha, removing shoes, and dressing modestly offering flowers, chanting, or lighting incense, - make a presentation in class detailing the nine qualities of a Buddha, - using varied resources make a poster of the Buddhas of the past and the coming Buddha, - discuss in groups the teachings of Buddha that influence modern society on earning wealth with honest means, - use realia to demonstrate some key aspects in Buddha's life.	
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Core Competencies to be developed: • Learning to Learn: Learners will enhance the skill of investigations as they use digital devices and assistive technology to carry out research on the Concept Paramatma as Dhamma. Organising own learning when the learners learn about protocols, such as bowing before statues of the Buddha, removing shoes, and dressing modestly offering flowers, chanting, or lighting incense. • Citizenship: Active community life skills are developed as the learners create a timeline of the Buddha's ministry or artistic representations of key moments, such as his encounters with various followers to resolve conflicts, • Self-Efficacy: Learners will enhance the skill of effective communication as they discuss in groups the qualities of Buddha and make presentations in class detailing the nine qualities of a Buddha.	
Values: • Integrity: Ethical Decision-Making – Making choices based on moral principles. Honesty is enhanced as the learners discuss in groups the teachings of Buddha that influence modern society on earning wealth with honest means, • Peace: Conflict resolution – Using dialogue, empathy, and negotiation to resolve disagreements peacefully is promoted as the learner participates in discussion on how the Buddha's teachings are relevant to modern challenges.	
Pertinent and Contemporary Issues (PCIs): Socio-economic issues: • Self- management skills: create a timeline of the Buddha's ministry or artistic representations of key moments, such as his encounters with various followers to resolve conflicts, Decision making skills: • Analytical Thinking is enhanced as the learner participates in discussion on how the Buddha's teachings are relevant to modern challenges. • Financial Literacy: • Economic resources: Integrity as learners discuss the ways teachings of Buddha influence modern society on earning wealth with honest means.	

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Manifestation of Paramatma	1.4 Sikh faith References of Paramatma in: • <i>Jaap Sahib</i> • <i>Siddh Gosht</i> • <i>Ardas</i> • <i>Symbolism of Ik-ong-kar</i> • <i>Protocols observed during Worship in Gurdwara</i> • <i>Five Khands</i>	By the end of the sub-strand the learner should be able to: a) identify the attributes of Paramatma as described by Sri Guru Gobind Singh Ji in <i>Jaap Sahib</i>, b) explain the role of Ardas in uniting the Sikh congregation, c) interpret the religious significance of <i>Ik-ong-kar</i> in Sikh faith, d) analyse the five <i>Khands</i> in <i>Japji Sahib</i>, e) appreciate the practical application of teachings of Sikh Gurus in daily life, f) recognize importance of visiting a Gurdwara to	Learner is guided to: • explore the context in which Sri Guru Gobind Singh Ji composed <i>Jaap Sahib</i> and its role in Sikh daily prayers, • refer to, digital and print mediums to get information on the outlined Scriptural texts in Sikh faith, • create a catalogue to list the different attributes of Paramatma as given in the Scriptural texts, • visit a nearby Gurdwara, interact with the resource person to interpret the religious significance of <i>Ik-ong-kar</i> in Sikh faith, observe and to feel pure vibrations of Gurdwara and linkage with Paramatma through listening to <i>katha</i> and the singing of <i>Shabad</i>, listening to a <i>Hukamnama</i>	1. Why Ardaas in Sikhism is considered universal? 2. How <i>Jaap Sahib</i> reflects the Attributes of Paramatma? 3. Why is it important to observe protocols carried out during different religious practices in a Gurudwara?

		understand the concept of Paramatma.	(random reading from Sri Guru Granth Sahib ji), • integrate ICT and analyse the five Khands in Japji Sahib, • engage in group discussions or workshops on protocols observed in a Gurdwara and conflict resolutions derived from the <i>Hukamnama</i> from Sri Guru Granth Sahib ji, • know and understand the use of musical instruments used in the Gurdwara during <i>kirtan</i>, • attend or observe Ardas in Gurdwara to feel its collective spiritual power, • participate/observe the protocol of <i>Prakash</i> and <i>Sukhaasan</i> of Sri Guru Granth sahib ji, • make a video/click photos of the protocols being performed and present in class and make a report of the visit, • engage in a discussion with a resource person/authentic	
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			website to learn about the stages of spiritual progression on <i>Dharam Khand</i>, <i>Gyan Khand</i>, <i>Saram Khand</i>, <i>Karam Khand</i>, and <i>Sach Khand</i>, as described in Japji Sahib, • reflect on symbolic meaning of <i>Khands</i> and how they align with your personal spiritual journey, • write an article in the school magazine on the significance of Scriptural texts and the techniques prescribed to enhance personal growth and their relevance to the modern life, • Learn Through Art: Many Gurdwaras have beautiful paintings and calligraphy of Sikh teachings. Take time to observe them, reflect on their meanings, and maybe even sketch or write down your thoughts,	
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			participate in seminars on the contributions of Gurus and its applicability in today's time.	
Core Competencies to be developed: - Learning to Learn: is encouraged as the learner organises own learning by visiting a nearby Gurdwara and observe and to feel pure vibrations of Gurdwara and linkage with Paramatma through listening to katha and the singing of <i>Shabad</i>, listening to a <i>Hukamnama</i> (random reading from Sri Guru Granth Sahib ji). - Makes a video/click photos of the protocols being performed and present in class and make a report of the visit. - Creativity and Imagination: learner is encouraged to make observations and Learn Through Art: Many Gurdwaras have beautiful paintings and calligraphy of Sikh teachings. Take time to observe them, reflect on their meanings, and maybe even sketch or write down your thoughts.				
Values: - Respect: Supportive Guidance – Educators and mentors provide meaningful support rather than impose rigid control. Acceptance is encouraged as the learner participates in seminars on the contributions of Gurus and its applicability in today's time. - Social Justice: Student Voice & Participation – Platforms that empower learners to express their opinions, engage in decision-making, and advocate for social Justice. Equity is enhanced as the learners engage in group discussions or workshops on protocols observed in a Gurdwara and conflict resolutions derived from the <i>Hukamnama</i> from Sri Guru Granth Sahib ji.				
Pertinent and Contemporary Issues (PCIs): Social awareness skills: - Effective communication will be enhanced as the learner participates in seminars on the contributions of Gurus and its applicability in today's time. - Learner Support Programmes: Chaplaincy- Spiritual development is developed as the learner engage in a discussion with a resource person/authentic website to learn about the stages of spiritual progression as described in <i>Japji Sahib</i> on <i>Dharam Khand</i>, <i>Gyan Khand</i>, <i>Saram Khand</i>, <i>Karam Khand</i>, and <i>Sach Khand</i>.				

Suggested Assessment Rubric

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to analyze the role of <i>Brahma</i> , <i>Vishnu</i> , and <i>Shiva</i> , in the concept of creation in Sanatan/Vedic Dharma.	The learner analyses the role of <i>Brahma</i> , <i>Vishnu</i> , and <i>Shiva</i> , offering thoughtfully how the three roles interact and reflect cyclic creation.	The learner analyses role of <i>Brahma</i> , <i>Vishnu</i> , and <i>Shiva</i> , in the concept of creation in Sanatan/Vedic Dharma.	The learner analyses the role of <i>Brahma</i> , <i>Vishnu</i> , and <i>Shiva</i> , in the concept of creation offering descriptive rather than interpretive analysis.	The learner analyses the role of <i>Brahma</i> , <i>Vishnu</i> , and <i>Shiva</i> , in the concept of creation mixing up descriptive and interpretive analysis.
Ability to prioritise rites and rituals observed during worship in a Sanatan Mandir.	The learner prioritises rites and rituals observed during worship in a Sanatan Mandir in correct order and sequence.	The learner prioritises rites and rituals observed during worship in a Sanatan Mandir.	The learner prioritises rites and rituals observed during worship in a Sanatan Mandir with minor mix-ups in the order and sequence.	The learner prioritises rites and rituals observed during worship in a Sanatan Mandir with major mix-ups in order and sequence.
Ability to interpret the rites and rituals observed in a Derasar.	The learner interprets the rites and rituals observed in a Derasar with relevant reasons.	The learner interprets the rites and rituals observed in a Derasar.	The learner interprets the rites and rituals observed in a Derasar with relevant reasons but omitting minor details on the given reasons.	The learner interprets the rites and rituals observed in a Derasar with relevant reasons but omitting major details on the given reasons.

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to explain the value of pilgrimage to understand the concept of Paramatma.	The learner explains the value of pilgrimage to understand the concept of Paramatma comprehensively citing relevant examples and advantages.	The learner explains the value of pilgrimage to understand the concept of Paramatma.	The learner explains the value of pilgrimage to understand the concept of Paramatma citing relevant examples leaving out minor details on advantages.	The learner explains the value of pilgrimage to understand the concept of Paramatma citing relevant examples leaving out major details on advantages.
Ability to identify key pilgrimage sites as places where <i>Tirthankars</i> attained liberation.	The learner identifies key pilgrimage sites as places where <i>Tirthankars</i> attained liberation citing those which are still being revered.	The learner identifies key pilgrimage sites as places where <i>Tirthankars</i> attained liberation	The learner identifies key pilgrimage sites as places where <i>Tirthankars</i> attained liberation citing those which are still being revered with minor mix-ups.	The learner identifies key pilgrimage sites as places where <i>Tirthankars</i> attained liberation citing those which are still being revered with major mix-ups.
Ability to explain understanding of Paramatma as Dhamma in Buddhist faith.	The learner explains explicitly understanding of Paramatma as Dhamma in Buddhist faith mentioning relevant parables.	The learner explains understanding of Paramatma as Dhamma in Buddhist faith.	The learner explains understanding of Paramatma as Dhamma in Buddhist faith mentioning parables with minor omissions.	The learner explains understanding of Paramatma as Dhamma in Buddhist faith mentioning parables with major omissions.

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to analyse the role of the Buddha's <i>Sangha</i> in propagating his teachings.	The learner analyses the role of the Buddha's <i>Sangha</i> in propagating his teachings thoroughly.	The learner analyses the role of the Buddha's <i>Sangha</i> in propagating his teachings.	The learner analyses the role of the Buddha's <i>Sangha</i> in propagating his teachings with limited examples.	The learner analyses the role of the Buddha's <i>Sangha</i> in propagating his teachings lacking some clarity.
Ability to identify the attributes of Paramatma as described by Guru Gobind Singh Ji in <i>Jaap Sahib</i>	The learner identifies more than ten attributes of Paramatma as described by Guru Gobind Singh Ji in <i>Jaap Sahib</i> with clear reference to the original verses.	The learner identifies six to eight attributes of Paramatma as described by Guru Gobind Singh Ji in <i>Jaap Sahib</i> .	The learner identifies five to six attributes of Paramatma as described by Guru Gobind Singh Ji in <i>Jaap Sahib</i> .	The learner identifies less than four attributes of Paramatma as described by Guru Gobind Singh Ji in <i>Jaap Sahib</i> .
Ability to analyse the five <i>Khands</i> in <i>Japji Sahib</i> .	The learner analyses the five <i>Khands</i> in <i>Japji Sahib</i> citing relevant insights.	The learner analyses the five <i>Khands</i> in <i>Japji Sahib</i> .	The learner analyses the five <i>Khands</i> in <i>Japji Sahib</i> omitting minor insights.	The learner analyses the five <i>Khands</i> in <i>Japji Sahib</i> omitting major insights.

STRAND 2.0: SCRIPTURES

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Scriptures	2.1 Significance of Scriptures • <i>Sanatan</i> • <i>Jain</i> • <i>Buddhist</i> • <i>Sikh faith</i>	By the end of the sub strand, the learner should be able to: a) explain the significance of Scriptures in the four faiths, b) describe the role of Scriptures in shaping cultural, moral, and spiritual values within various religious traditions. c) summarise the significance of Scriptures in the four faiths for	The learner is guided to: • use scriptures as a basis for quiet reflection or meditation, pondering their teachings and how they resonate with real life experiences, • select hymns/verses/short stories from Scriptures that motivate to help the vulnerable, conservation of environment, social justice, communal worship and personal guidance, • search online using digital devices/print media/ assistive technology/ resource persons on the significance, historical background, cultural, and linguistic contexts in which the scriptures were written, in the four faiths, • attend Interfaith seminars or discussions where speakers from different faiths discuss their sacred texts and their relevance to life today/watch videos on the same,	1. Why does studying the Scriptures promote unity of faiths? 2. How does teachings of Scriptures in the four faiths influence one's life? 3. How have Scriptures influenced the mankind in modern perspectives?

		divine inspiration, d) nurture the outcomes of Scriptural Hymns in the four faiths for getting solutions for every situation in life.	• visit places of worship to witness the handling of Scriptures, • make a presentation in class on the significance of Scriptures, • choose a relevant theme from the Scriptures and outline salient features, write an article in the school magazine on similarities founds in different Scriptures, • make a catalogue of enticing pictures of different Scriptures, • write poem/song/motivational quotes that portray significance of scriptures in our life, • dive into how artists across ages have depicted themes and stories from scriptures in paintings, music, or drama, • participate in community service activities such as helping the less fortunate, supporting education, or environmental care, • look for themes or stories that are common in the Scriptures of different religions, like creation narratives, moral parables, or calls for justice,	
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			- analyse how scriptures are used today to address contemporary issues like justice, environmental stewardship, or personal growth, - collaborate with local religious organizations to participate in charity work, such as soup kitchens, cleaning public spaces, or helping those in need.	
Core Competencies to be developed: Learning to Learn: the learners will develop the skill of investigation as the learner search online using digital devices/print media/ assistive technology/ resource person on the significance, historical background, cultural, and linguistic contexts in which the scriptures were written, in the four faiths. Critical Thinking and Problem solving: Explanation is encouraged as the learners analyse how scriptures are used today to address contemporary issues like justice, environmental stewardship, or personal growth. Self-efficacy: the learners will enhance the skills of effective communication and negotiation as the learner choose a relevant theme from the Scriptures and outline salient features, writes an article in the school magazine on similarities founds in different Scriptures.				
Values: Patriotism: Volunteerism & Service – Engaging in community development projects, charity work, and mentorship programs. Citizenship is implemented as the learners collaborate with local religious organizations to participate in charity work, such as soup kitchens, cleaning public spaces, or helping those in need. Love: Genuine Care – Demonstrating concern for well-being through kind words and thoughtful actions. Caring and sharing is promoted as the learner participate in community service activities such as helping the less fortunate, supporting education, or environmental care.				

Social Justice: Mental Health & Well-being Support – Services that address emotional well-being, access to counseling, and a culture of care within schools. Responsibility is enhanced as the learner analyse how scriptures are used today to address contemporary issues like justice, environmental stewardship, or personal growth,
Pertinent and Contemporary Issues (PCIs): Decision making Skills: - Analytical and critical thinking is developed as the learner choose a relevant theme from the Scriptures and outline salient features, write an article in the school magazine on similarities founds in different Scriptures. Self-awareness skills: Self-management skills - Self-esteem is enhanced as the learners collaborate with local religious organizations to participate in charity work, such as soup kitchens, cleaning public spaces, or helping those in need.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Scriptures	2.2 Religious Influences: Morals, values, social connections, daily habits, and overall perspective on life. Sanatan - Swadharma - Four purusharthas - Four ashramas - Sanskaras Jain - Traditions Buddh - Contributors - Traditions	By the end of the sub strand, the learner should be able to: - explain the religious influences from the four faiths on day-to-day life, - summarise the overall perspective of religious influences in life - explain the Jain principles of non-violence (Ahimsa), truth (Satya), and self-discipline for harmony, - evaluate Buddhist practices in shaping moral and emotional well-being.	The learner is guided to: - invite resource person to the school to give talk on the religious influences from a particular faith, - organise a pod cast interview with learned representatives/historian from the four faiths, - search online using digital devices/print media/ assistive technology/ consult parents/guardian/teacher on the origin of religious influences in the four faiths, - take part in a seminar on the impact of religious and non-religious practices that influence on the mass in day-to-day life, - participate in an open forum during clubs and society sessions to discuss the	- How do the Four Ashramas (life stages) influence daily habits and life planning? - How do religious practices shape daily habits of a Jain devotee? - How do Buddhist traditions encourage social connections? - How does Sikh <i>Rehat Maryada</i> guide devotees on religious, social economical and political aspects in daily life?

	Sikh - Rehat maryada - Five seats of Authority	- analyse the influence of Sikh <i>Rehat Maryada</i>. - appreciate the religious influences on the society for a balanced life.	religious influences that are helpful in strengthening values and morals, - listen to talk shows/authentic digital platform to learn about the four goals in Sanatan/Vedic faith, - outline the dos and don'ts of religious and non-religious practices that directly impact the society, - choose a relevant theme from the religious ideas and traditions pervasive in our society and outline salient features, - engage with scriptures like the <i>Bhagavad Gita</i> to understand the philosophy behind <i>Dharma</i> (duty), <i>Artha</i> (prosperity), <i>Kama</i> (desire), and <i>Moksha</i> (liberation) and discuss their relevance in modern lifestyles and daily habits,	
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			- investigate on the concept of life's stages—<i>Brahmacharya</i>, <i>Grihastha</i>, <i>Vanaprastha</i>, <i>Sannyasa</i>—and their moral implication by consulting resource person, - compare traditional practices with contemporary life stages, - participate in or observe ceremonies to appreciate cultural rituals and their role in shaping values and reflect on how these principles influence social behavior and perspectives, - examine Jain interpretations of social roles and divisions, - embrace practices like meditation, mindfulness, and compassion in Buddhist traditions and incorporate mindfulness techniques to influence your daily habits and life outlook, - study the principles of <i>Rehat Maryada</i> that guide ethical	
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			behavior and religious practice and evaluate how these rules build social bonds and foster moral integrity, investigate the significance of the five <i>Takhts</i> as centres of spiritual guidance unifying Sikh community and promoting shared values.	
Core Competencies to be developed: Learning to Learn: skill of organising own learning is developed by carrying out research/investigations using a variety of learning styles as the learner search online using digital devices/print media/ assistive technology/ consult parents/guardian/teacher on the origin of religious influences in the four faiths. Citizenship: Active Community Life Skills are developed through understanding of shared values and common humanity as the learner studies the principles of <i>Rehat Maryada</i> that guide ethical behavior and religious practice. Evaluates how these rules build social bonds and foster moral integrity				
Values: Integrity: Ethical Decision-Making – Making choices based on moral principles rather than convenience or peer pressure. Honesty and discipline is inculcated as the learners study the principles of <i>Rehat Maryada</i> that guide ethical behavior and religious practice and evaluate how these rules build social bonds and foster moral integrity. Respect: Respect for Personal Identity – Their cultural background, individuality, and personal experiences are acknowledged and appreciated. Open mindedness is encouraged as the learner investigates on the concept of life's stages—<i>Brahmacharya</i>, <i>Grihastha</i>, <i>Vanaprastha</i>, <i>Sannyasa</i>—and their moral implications by consulting resource person.				

Pertinent and Contemporary Issues (PCIs):

Decision making Skills:

- Analytical thinking is developed as the learners engages with scriptures like the *Bhagavad Gita* to understand the philosophy behind *Dharma* (duty), *Artha* (prosperity), *Kama* (desire), and *Moksha* (liberation) and discuss their relevance in modern lifestyles and daily habits.
- Self-management skills: Self-esteem is built as the learner embrace practices like meditation, mindfulness, and compassion in Buddhist traditions and incorporate mindfulness techniques to influence your daily habits and life outlook,

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Scriptures	2.3 Prominent Personalities Jain: <i>Shrimad Rajchandra</i> <i>Chitrabhan</i> <i>Kanji Swami</i> <i>Propagation of Jain</i> <i>Lord Mahavir</i> Buddhist: <i>Ven. Buddhaghosa</i> <i>King Ashoka</i> <i>Bodhidhamma</i>	By the end of the sub strand, the learner should be able to: - describe the contributions of outlined prominent personalities in Jain and Buddhist faiths, - select the Scriptural stories that portray the teachings of prominent personalities for holistic development, - identify the chronology of the significant events in the propagation of faiths, - explain the contributions of the prominent	The learner is guided to: - watch recommended videos on the life histories of outlined prominent personalities from the faiths, - search online using digital devices/print media/ assistive technology/ resource to describe the contributions of outlined prominent personalities, - study the modern approach of <i>Chitrabhanu</i> to Jain faith, and his work in interfaith dialogue, and his efforts to propagate Jain teachings in the Western countries. - outline the challenges encountered by these personalities during the propagation of their teachings and faith, - watch on-line authentic videos/visit places of worship from the faiths and consult the resource person to get deeper understanding on the lives of prominent personalities,	- How do teachings of prominent personalities pave ways in holistic development? - How can our positive efforts help to mitigate pertinent and contemporary issues in society?

		personalities for divine inspiration, e) desire to implement the teachings of prominent personalities for personal upliftment, f) adopt modalities for overcoming religious intolerance experienced during the propagation of faiths.	• make a presentation in class for constructive feedback from the peers, • summarise the aspirations, that are inspired by the lives and teachings of prominent personalities, • draw, paint and make a tactual illustration for the peers with special needs on significant events from the lives of prominent personalities as a group activity, • make a chart of the values learnt from the lives of prominent personalities, • participate in an organised quiz, • compose poems and songs praising the significant works done by the prominent personalities and recite/sing in assembly/communal functions when their birth celebrations are going on, • participate in an activity that entails two groups representing different personalities and matching their contributions in society,	
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			• participate in retreats that incorporate teachings of Jain or Buddhist faiths for experiential learning. • watch or listen to content focusing on the history and lives of these personalities, • select the contributions that may help to mitigate some pertinent and contemporary issues of society which may affect the academic progress of learners.	
Core Competencies to be developed: • Critical thinking and Problem-solving: Evaluation and decision-making skill is developed as the learner selects the contributions that may help to mitigate some pertinent and contemporary issues of society which may affect the academic progress of learners. • Creativity and Imagination: Networking skill is enhanced as the learners draw, paint and make a tactual illustration for the peers with special needs on significant events from the lives of prominent personalities, • Citizenship: Information and communication skills are developed as the learner watches online authentic videos/visits places of worship from the faiths and consult the resource person to get deeper understanding on the lives of prominent personalities.				
Values: • Patriotism: Innovative Problem-Solving – Contributing to technological, educational, and economic advancements that serve the nation's future. Dedication is nurtured as the learner select the contributions that may help to mitigate some pertinent and contemporary issues of society which may affect the academic progress of learners.				

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Responsibility: Leadership: Taking initiative in group tasks, guiding peers, and setting positive examples. Resilience is observed as the learners draw, paint and make a tactual illustration for the peers with special needs on significant events from the lives of prominent personalities as a group activity.
Pertinent and Contemporary Issues (PCIs): Self-management Skills: - Self-esteem is encouraged as the learner writes a composition describing the aspirations, that are inspired by the lives and teachings of prominent personalities. - Decision making skills: Analytical thinking is developed as the learner selects the contributions that may help to mitigate some pertinent and contemporary issues of society which may affect the academic progress of learners

Suggested Assessment Rubric

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to describe the role of scriptures in shaping cultural, moral, and spiritual values within various religious traditions.	The learner describes the role of scriptures in shaping cultural, moral, and spiritual values with specific accurate examples from the four faiths.	The learner describes the role of scriptures in shaping cultural, moral, and spiritual values.	The learner describes the role of scriptures in shaping cultural, moral, and spiritual values with limited examples from two to three faiths.	The learner describes the role of scriptures in shaping cultural, moral, and spiritual values focussing on less than two faiths.

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to summarise the significance of Scriptures in the four faiths for divine inspiration.	The learner summarises the significance of Scriptures in the four faiths integrating relevant scriptural examples from each faith.	The learner summarises the significance of Scriptures in the four faiths.	The learner summarises the significance of Scriptures with limited use of scriptural examples from less than three faiths.	The learner summarises the significance of Scriptures with limited use of scriptural examples from less than two faiths.
Ability to describe the contributions of outlined prominent personalities in Jain and Buddhist faiths.	The learner describes the contributions of outlined prominent personalities in Jain and Buddhist faiths using relevant parables.	The learner describes the contributions of outlined prominent personalities in Jain and Buddhist faiths.	The learner describes the contributions of outlined prominent personalities in Jain and Buddhist faiths using relevant parables with minor factual gaps.	The learner describes the contributions of outlined prominent personalities in Jain and Buddhist faiths using relevant parables with major factual gaps.
Ability to explain the religious influences from the four faiths on day-to-day life	The learner explains explicitly the religious influences from the four faiths on day-to-day life using relevant examples.	The learner explains the religious influences from the four faiths on day-to-day life.	The learner explains the religious influences from the four faiths on day-to-day life but leaves out minor details.	The learner explains the religious influences from the four faiths on day-to-day life but leaves out major details.

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to evaluate how Buddhist practices shape moral and emotional well-being.	The learner evaluates how Buddhist practices shape moral and emotional well-being giving relevant scriptural references.	The learner evaluates how Buddhist practices shape moral and emotional well-being.	The learner evaluates how Buddhist practices shape moral and emotional well-being giving relevant scriptural references with general explanations.	The learner evaluates how Buddhist practices shape moral and emotional well-being giving relevant scriptural references with limited explanations.
Ability to identify the chronology of the significant events in the propagation of faiths.	The learner identifies the chronology of all significant events in the propagation of faiths in correct sequence.	The learner identifies the chronology of the significant events in the propagation of faiths.	The learner identifies the chronology of the significant events in the propagation of faiths with minor omissions.	The learner identifies the chronology of the significant events in the propagation of faiths with major omissions.
Ability to explain the contributions of the prominent personalities for divine inspiration.	The learner explains the contributions of the prominent personalities using relevant examples.	The learner explains the contributions of the prominent personalities.	The learner explains the contributions of the prominent personalities but leaves out minor details on divine inspiration.	The learner explains the contributions of the prominent personalities but leaves out major details on divine inspiration.

STRAND 3.0: PRINCIPLES OF DHARMA

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Principles of Dharma	3.1 Core Beliefs <i>Greetings</i> <i>Names and titles</i> <i>Clothing and attire</i> <i>Etiquettes in places of worship and social hall</i> <i>Food-vegetarian, drink-non-alcoholic - Importance of fasting</i> <i>Auspicious Days of a month</i> <i>Vernacular</i>	By the end of the sub strand, the learner should be able to: - identify the core beliefs practiced in the four faiths for promoting communal well-being, - create appropriate activities on the core beliefs from the four faiths to promote social integrity, - implement the core beliefs on ethics practiced in the four faiths for personal development, - examine the connection between faith and the dynamics of family relationships,	The learner is guided to: - discuss the practice of specific greetings, such as verbal salutations, physical gestures (like bowing or handshakes), or symbolic actions in each faith, - search online using digital devices/print media/assistive technology/ resource persons on the core beliefs from the four faiths, - summarize on the application of the core beliefs from the faiths in promoting individual and communal well-being, - compare the significance of greetings in spiritual gatherings, festivals, and everyday life, - take part in group work, to model appropriate activities from the core beliefs in the four faiths on social integrity,	- How do the core beliefs of the four faiths inspire the pursuit of knowledge and wisdom? - How do the core beliefs help to mitigate road crashes? - How do gestures or spoken words reflect one's personality? - How does clothing represent religious modesty or

	• <i>Norms of Family life</i> • <i>Family values</i> • <i>Spiritual educational institutions in the four faiths.</i>	e) advocate core beliefs that prohibit unethical behaviour on roads, f) appreciate the cultural significance of core beliefs within the faiths.	• participate with peers in a project catering different aspects outlined in the core beliefs from the four faiths, • make a presentation to peers on the developed model above and receive feedback for validation, • construct a decorative four-dimensional model to display the core beliefs in the four faiths, • demonstrate respect for prescribed attire in religious settings or festivals, • exhibit appropriate behavior and etiquettes within a worship setting (e.g., silence, gestures of reverence), • create a guide to behaviours encouraged in sacred spaces, such as removing shoes, sitting arrangements, or specific rituals. • role-play scenarios to practice showing respect and	identity in each faith?
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			understanding different customs, • attend forums and seminars based on safe road use and awareness on consequences of unethical behaviour on roads, • listen to a resource person giving a talk on ethical behaviour to be observed by an ideal citizen • brainstorm and practice the ethics and morals to resolve ethical dilemmas in personal and social contexts, • explore the various forms of devotion and their meanings across the four faiths, • share experiences of the events attended in different places of worship and make a summary. • participate respectfully in practices associated with auspicious days and observance of safety and security of the congregation in the four faiths,	
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			- reflect on how clothing reflects values like modesty, purity, or identity, - practice simple phrases or participate in language workshops that help deepen cultural appreciation.	
Core Competencies to be developed: - Digital Literacy: skill of interacting with technology will be enhanced as the learner searches online using digital devices/print media/assistive technology/ resource persons on the core beliefs from the four faiths. - Self-Efficacy: learners will develop Leadership skills as the learner discusses with peers on the application of the core beliefs from the faiths in promoting individual and communal well-being. - Citizenship: Social and civic skills are developed as the learners attend forums and seminars based on safe road use and awareness on consequences of unethical behaviour on roads.				
Values - Integrity: Responsibility & Accountability – Owning up to mistakes, completing assignments on time, and fulfilling commitments. Accountability is nurtured as the learners take part in group work, to model appropriate activities from the core beliefs in the four faiths on social integrity. - Respect: Respect for Personal Identity – Their cultural background, individuality, and personal experiences are acknowledged and appreciated. Humility is inculcated as the learner reflects on how clothing reflects values like modesty, purity, or identity. - Unity: Mutual Respect & Inclusivity – Learners demonstrate respect for different opinions, backgrounds, and cultures, fostering an environment of equality and inclusion. Inclusion by embracing others as the learner demonstrates respect for prescribed attire in religious settings or festivals, practices simple phrases or participate in language workshops that help deepen cultural appreciation.				

Pertinent and Contemporary Issues (PCIs): Decision Making skills: - Creative thinking is developed as the learner Constructs a decorative four-dimensional model to display the core beliefs in the four faiths. Learner Support Programmes: - Guidance services are encouraged through educational guidance as the learner creates a guide to behaviours encouraged in sacred spaces, such as removing shoes, sitting arrangements, or specific rituals. - Socio-economic issues: Safety and security is observed as the learner participates respectfully in practices associated with auspicious days and observance of safety and security of the congregation in the four faiths
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Principles of Dharma	3.2 Concepts of Karma <i>The ethical aspects of Karma</i> <i>Five Precepts of Karma</i> • <i>Abstain from killing living beings</i> • <i>Stealing</i> • <i>Immorality</i> • <i>Lying and intoxication</i> • <i>Karma theory as law of cause & effect</i> • <i>Dharma vs Adharma</i>	By the end of the sub-strand, learner should be able to: a) explain the concepts and different aspects of the Law of Karma for deeper understanding, b) analyze the impact of law of karma on future, c) experiment with selected aspects of the cyclic nature of karma for righteous living, d) utilise the five precepts of the law of karma for a balanced life, e) analyse the ethical framework in guiding actions. f) appreciate the role of law of Karma for selecting actions in <i>Dharma vs Adharma</i>.	The learner is guided to: • select stories from the lives of the Enlightened Beings from the four faiths that reflect the law of Karma and make notes with citations to present in class, • research using digital media/assistive technology/print media/resource person on the ethical aspects of karma (from the four faiths) as a group activity and write summary notes on their findings, • search on the precepts of Karma in and make a presentation, • watch recommended feature movies/animated videos on Karma theory as law of cause & effect,	1. Why is understanding the fundamental concepts of the law of karma important in one's life? 2. How does the cyclic nature of Karma inspire righteous living? 3. Why is it important for road users to practice ethical aspect of Karma?

			• attend yoga or Vedanta workshops where karma is studied in practical life contexts, • compose a creative writing based on selected case studies that reveal the effects of Law of Karma and present in class, • reflect on the power of free will and mindful living, methods and practices like penance and meditation to reduce the severity of karmic consequences, that influence one's destiny, • explore how actions influence rebirth in higher or lower planes, • maintain a journal about your understanding of <i>Dharma vs Adharma</i>, reflecting on ego and ignorance as causes of <i>Adharma</i>, • assess your daily decisions align with the concept of God's Hukam (will),	
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			participate in campaigns to sensitize peers and community on risk awareness and management on road use being the ethical aspect of Karma.	
Core Competencies to be developed: - Communication and Collaboration: Teamwork skills: As the learner research on the fundamental concepts of the <i>law of Karma</i> in the four faiths using digital media and assistive technology/print media/resource person as a group activity. - Digital Literacy: Connecting using technology skills: As the learner uses digital media and assistive technology to conduct research on the Law of Karma. - Citizenship: Social and Civic skills are developed as the learner attends yoga or Vedanta workshops where karma is studied in practical life contexts.				
Values: - Integrity: Responsibility & Accountability – Owning up to mistakes, completing assignments on time, and fulfilling commitments. Honesty and discipline is nurtured as learners Maintain a journal about your understanding of accumulated karma (Sanchit), present-life karma (<i>Prarabdha</i>) and ongoing actions (<i>Kriyamana</i>). - Responsibility: Accountability: Owning up to actions and decisions, whether successes or mistakes, and learning from them. resilience will be enhanced as the learner Reflect on practices like penance and meditation to reduce karmic duration.				
Pertinent and Contemporary Issues (PCIs): Decision making skills: - Analytical Thinking: is enhanced as the learner selects stories from the lives of the Enlightened Beings from the four faiths, that reflect the cyclic nature of the law of Karma and make notes with citations. - Learner Support Programmes: Learners enhance peer teaching by participating in campaigns to sensitize peers and community on risk awareness and management on road use.				

Suggested Assessment Rubric

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify the core beliefs practiced in the four faiths for promoting communal well-being.	The learner identifies the core beliefs practiced in the four faiths for promoting communal well-being with insightful comparisons and cultural sensitivity.	The learner identifies the core beliefs practiced in the four faiths for promoting communal well-being.	The learner identifies the core beliefs practiced in the four faiths for promoting communal well-being explaining them with examples with minor omissions on the understanding of diversity in religious practices.	The learner identifies the core beliefs practiced in the four faiths for promoting communal well-being explaining them with examples with major omissions on the understanding of diversity in religious practices.
Ability to examine the connection between faith and the dynamics of family relationships.	The learner examines the connection between faith and the dynamics of family relationships providing real-life case studies.	The learner examines the connection between faith and the dynamics of family relationships.	The learner examines the connection between faith and the dynamics of family relationships leaving minor details on real-life case studies.	The learner examines the connection between faith and the dynamics of family relationships leaving major details on real-life case studies.
Ability to create appropriate activities on the core beliefs	The learner creates appropriate activities on the core beliefs	The learner creates appropriate activities	The learner creates appropriate activities on the core beliefs from the	The learner creates appropriate activities on the core beliefs from the

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
from the four faiths to promote social integrity.	from the four faiths using innovative and motivating ideas.	on the core beliefs from the four faiths.	four faiths using innovative and motivating ideas making minor mix-ups.	four faiths using innovative and motivating ideas making major mix-ups.
Ability to explain the concepts and different aspects of the Law of Karma for deeper understanding.	The learner explains the concepts and different aspects of the Law of Karma clearly and insightfully citing relevant examples.	The learner explains the concepts and different aspects of the Law of Karma.	The learner explains the concepts and different aspects of the Law of Karma providing basic explanation.	The learner explains the concepts and different aspects of the Law of Karma providing very limited explanation.
Ability to analyse the impact of law of karma on future	The learner analyses the impact of law of karma on future with clear relevant insights.	The learner analyses the impact of law of karma on future.	The learner analyses the impact of law of karma on future missing minor relevant insights.	The learner analyses the impact of law of karma on future missing major relevant insights.
Ability to categorise the types of karma as per the four faiths.	The learner categorises all the types of karma with insightful comparisons and using appropriate terminology.	The learner categorises the types of karma.	The learner categorises the types of karma with insightful comparisons but making minor mistakes in terminology.	The learner categorises the types of karma with insightful comparisons but making major mistakes in terminology.

STRAND 4.0: CULTURAL PRACTICES

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Cultural Practices	4.1 Religious practises in the four faiths <i>Decent clothing</i> <i>Religious Festivals and celebrations</i> <i>Music</i> <i>Community service</i> <i>Food (Prasaad)</i> <i>Challenges in practicing a faith</i>	By the end of the sub strand, the learner should be able to: - explain different aspects of religious practices observed in the four faiths, - analyse the conditions leading to particular religious practices in the four faiths, - support all aspects of religious practices observed in the four faiths, - compile the challenges faced during the application of religious practices, - appreciate the religious practices for divine intervention.	The learner is guided to: - relate the geographical locations and conditions leading to the practice of certain religious and cultural beliefs, - research using varied digital devices/assistive devices/ print media/ resource persons on religious practices performed in the four faiths, - present their findings in class for constructive feedback, - create presentations on traditional and religious attire for each faith. - listen and interact with practitioners from each faith to explain how clothing relates to their spiritual beliefs, - distinguish music and musical instruments used in	- Why is it important to wear decent clothes? - What is the purpose of having a common kitchen at a place of worship? - How do cultural influences shape what is considered "decent" within the faith communities? - How does participating in community service contribute to one's spiritual growth?

			religious and cultural activities, • participate in the National annual musical festival displaying traditional attire and props, • dramatize ways of preventing road distractors while creating awareness and management on road use, • listen to religious music using varied digital platforms/live performances in places of worship/community centres, • visit/Create booths or exhibits showcasing artifacts, decorations, and foods associated with major religious festivals from the four faiths, • share stories or sacred texts that explain the origins and rituals of these festivals, • collaborate with local religious organizations to	
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			participate in charity work, such as soup kitchens, cleaning public spaces, or helping those in need, • participate in discussion about challenges, such as balancing faith with modern life or discrimination faced by practitioners, • role-Play/ Act out real-world dilemmas faced by individuals practicing their faith (e.g., fasting during exams), • watch documentaries or invite individuals to share their personal stories of overcoming challenges.	
Core Competencies to be developed: • Citizenship: Learners develop National and cultural identity skills as they participate in discussion about challenges, such as balancing faith with modern life or discrimination faced by practitioners, • Communication and Collaboration: Teamwork skills will be developed as the learner Collaborate with local religious organizations to participate in charity work, such as soup kitchens, cleaning public spaces, or helping those in need. • Critical Thinking and Problem Solving: Explanation as the learner Dramatize ways of preventing road distractors while creating awareness and management on road use.				

Values: • Responsibility: Time Management: Balancing academics, extracurricular activities, and personal life effectively.as the learners watch videos on musical instruments/visit different community centres/library/contact resource persons and create a list of his/her findings. • Unity: Teamwork & Cooperation – Strong ability to work harmoniously in teams, valuing each member’s contribution and prioritizing collective success, as the learner brainstorm and present their findings in groups. • Patriotism: Critical Thinking – Understanding history and national issues beyond surface-level narratives, questioning policies constructively, and proposing solutions.as the learner dramatize ways of preventing road distractors while creating awareness and management on road use.
Pertinent and Contemporary Issues (PCIs): Decision making Skills: • Creative thinking: is developed as the learner Role-Play/ Act out real-world dilemmas faced by individuals practicing their faith (e.g., fasting during exams). • Analytical and Critical thinking is developed as the learner Participate in discussion about challenges, such as balancing faith with modern life or discrimination faced by practitioners. • Learner Support Programmes: Counselling services: as the learner watches documentaries or invite individuals to share their personal stories of overcoming challenges. • Socio-economic issues: Road safety as the learner dramatize ways of preventing road distractors while creating awareness and management on road use,

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Cultural Practices	4.2 Social practices in the four faiths • <i>Ceremonies at Birth, Education, marriage and funeral</i> • <i>Folk dances</i> • <i>Seminars</i> • <i>Theatre</i> • <i>Artwork</i> • <i>Public speaking</i> • <i>Community clubs and societies</i> • <i>Career</i>	By the end of the sub strand, the learner should be able to: a) explain the significance of various ceremonies observed in the four faiths, b) assess the role of folk dances in storytelling and cultural preservation, c) build confidence in public speaking and question-answer sessions, d) develop leadership and teamwork skills through club activities, e) explain social practices which enhance safe road use during festivities,	The learner is guided to: • research using varied digital devices/assistive devices/ print media/ resource persons on social practices performed in the four faiths, • relate the geographical locations and conditions leading to the practice of certain social and cultural beliefs, • participate in or observe local ceremonies for births, weddings, and funerals to understand different cultural values and traditions, • attend folk dance performances or workshops to learn the movements and cultural importance of folk dances, • enhance physical coordination and teamwork skills through performance,	1. Why are musical instruments important in social practices? 2. Why is parental engagement necessary during celebration of festivals? 3. How does public speaking promote leadership and advocacy? 4. How does community mentorship influence career growth?

		f) appreciate insights into workplace ethics and professionalism.	• start or join public speaking clubs to build confidence, communication skills, where workplace ethics and professionalism are discussed and burning issues addressed, • attend workshops focusing on speech writing, voice modulation, presentation techniques, career guidance is imparted, • make leaflets and distribute in community centres on safe road use to avoid road crashes, risky behaviours e.g drink driving, unlicensed and underage driving during festivities, • participate in community service projects carried out during celebration of religious festivals and during natural calamities, • visit cultural centres or museums to explore exhibits on social practices,	
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			• encourage debates, storytelling, or poetry recitation events, • join or form clubs around shared interests like books, sports, or environmental conservation, • volunteer for organising community service projects to make a positive impact, • attend career fairs or guidance sessions with professionals from different fields, • participate workshops on skills like resume writing, networking, and job interview preparation, • create mentorship programs pairing experienced individuals with young learners.	
Core Competencies to be developed: • Digital Literacy: Interacting with digital technology: Use new digital technology to accomplish own tasks as the learner - Research using varied digital devices/assistive devices/ print media/ resource persons on social practices performed in the four faiths.				

• Learning to Learn: Shares learnt knowledge as the learner creates the mentorship programs pairing experienced individuals with young learners. • Self-Efficacy: self-awareness skills, by expressing how successful completion of a task makes them feel and set new goals as the learner volunteers for community service projects to make a positive impact.
Values: • Responsibility: Self-Discipline: Staying focused on goals, avoiding distractions, and maintaining healthy habits. Self-drive is developed as the learner participates in workshops on skills like resume writing, networking, and job interview preparation. • Respect: Opportunities for Leadership – Senior learners are entrusted with responsibilities, mentorship roles, and decision-making opportunities. Humility is nurtured as the learner participates in community service projects carried out during celebration of religious festivals and during natural calamities.
Pertinent and Contemporary Issues (PCIs): Socio-economic Issues: • Road safety: Learners enhance road safety awareness as they make leaflets and distribute in community centres on safe road use to avoid road crashes, risky behaviours e.g drink driving, unlicensed and underage driving during festivities. • Learner Support Programmes: Guidance services are encouraged as the learner Offer workshops on skills like resume writing, networking, and job interview preparation. • Create mentorship programs pairing experienced individuals with young learners.

Suggested Assessment Rubric

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to explain different aspects of religious practices observed in the four faiths.	The learner explains all different aspects of religious practices observed with clear understanding of their significance citing relevant examples.	The learner explains different aspects of religious practices observed.	The learner explains different aspects of religious practices observed citing basic examples.	The learner explains different aspects of religious practices observed missing minor basic examples.
Ability to analyse the conditions leading to religious practices adopted in the four faiths as per their environment.	The learner analyses the conditions leading to religious practices with clear relevant insights into diverse environmental factors.	The learner analyses the conditions leading to religious practices.	The learner analyses the conditions leading to religious practices providing general explanation with minor mix-ups.	The learner analyses the conditions leading to religious practices providing very basic explanation with major mix-ups.
Ability to compile the challenges faced during the application of religious practices.	The learner compiles the challenges faced during the application of religious practices providing evidence	The learner compiles the challenges faced during the application of religious practices.	The learner compiles the challenges faced during the application of religious practices providing evidence using scriptural	The learner compiles the challenges faced during the application of religious practices providing evidence using

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
	using scriptural references.		references leaving minor details.	scriptural references leaving major details.
Ability to explain the significance of various ceremonies observed in the four faiths.	The learner explains the significance of various ceremonies observed in the four faiths giving historical contexts.	The learner explains the significance of various ceremonies observed in the four faiths.	The learner explains the significance of various ceremonies observed in the four faiths leaving out minor historical contexts.	The learner explains the significance of various ceremonies observed in the four faiths leaving out major historical contexts.
Ability to assess the role of folk dances in storytelling and cultural preservation.	The learner assesses the role of folk dances in storytelling and cultural preservation insightfully clearly articulating their cultural backgrounds.	The learner assesses the role of folk dances in storytelling and cultural preservation.	The learner assesses the role of folk dances in storytelling and cultural preservation providing basic elements and cultural backgrounds.	The learner assesses the role of folk dances in storytelling and cultural preservation providing limited elements and cultural backgrounds.

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to develop leadership and teamwork skills through club activities.	The learner develops leadership and teamwork skills takes initiatives consistently inspires and mentor peers.	The learner develops leadership and teamwork skills.	The learner develops leadership and teamwork skills needs encouragement to take leadership roles.	The learner develops leadership and teamwork skills with minimal clarity in direction for leadership roles

APPENDIX 1: LIST OF ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES

Strand	Sub-Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non-Formal Activities
Manifestations of Paramatma	Trimurti, Dash Avatars, Jain tirthankars, Buddhist views, Gurus Graces.	Self and peer review Oral questioning Projects Portfolio Observation Written work Presentations of artwork Citations	Digital devices (Authenticated Online) Library Magazines Artwork Resource persons Tactile illustrations Charts Teacher Aid Local environment	Visit to places of Worship and community centres Interact with Community service activities Role play Outdoor activities Campaigns on road safety
Scriptures	Origin and development of Scriptures.	Self and peer review Oral questioning Projects Portfolio Observation Written work Presentations of artwork Audio//Video recordings' presentations Citations	Resource persons Digital Devices Library Magazines Scriptures Tactile illustrations Teacher Aid Images	Visit to places of Worship Parental engagement Skit performances

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Strand	Sub-Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non-Formal Activities
Principles of Dharma	Core beliefs in Sanatan, Jain, Buddhist, Sikh faiths.	Self and peer review Oral questioning Projects Portfolio Observation Written work Presentations of findings	Parents as resource persons Library Magazines Scriptural stories Tactile illustrations	Visiting to places of Worship Visiting animal shelter Visiting elderly homes Visiting orphanages Scouts/guides movement
Law of Karma	Introduction to the law of Karma Introduction to the Gunas.	Oral questioning Projects Portfolio Observation Written work Quiz Presentation of tabulated work Video recordings and presentations Self and peer review	Digital devices Resource persons Library Tactile illustrations Magazines	Visiting to places of Worship Recording videos Sensitization campaigns on prevention of road distractors.

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Strand	Sub-Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non-Formal Activities
Cultural Practices	Indian Vocal Music, Instrumental music Dances.	Oral questioning Projects Portfolio Observation Written work Self and peer review Quiz Photograph Video recordings of the performances, presentations Artwork presentations	Tactile illustrations Resource persons Digital devices Library Local environmental, Realia (Musical instruments, costumes)	Visit to places of worship (Vihara) Singing and reciting Mantras, Visit community centres to observe Vocal / Instrumental performances Talks from resource persons on prevention of road distractors.