



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

**DIPLOMA IN TEACHER EDUCATION
PRE-PRIMARY AND PRIMARY**

**HINDU RELIGIOUS EDUCATION
CURRICULUM DESIGN**

2024

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INTRODUCTION

The development of the curriculum for Diploma in Teacher Education for the Pre-Primary and Primary level (**DTE-PP&P**) is a critical milestone in the implementation of Competency Based Curriculum (CBC) in Kenya. The curriculum designs herein have been developed to prepare the teacher trainee to be able to effectively guide the learners at the Pre-Primary and Primary School level; that is from Pre-Primary One (PP1) to Grade Six (G6) in Basic Education.

It is envisaged that the teacher educator will guide the teacher trainees appropriately to embrace the shift from the Objective-Based to the Competency Based Curriculum which is hinged on use of learner-centred pedagogy for realisation of the stated expected learning outcomes. In addition, the emphasis on formative assessment to facilitate learning should be underscored as the basis for determining learner aptitude and performance. Other key aspects that have been introduced include structured micro-teaching, a longer period for the practicum and the introduction of specific Professional Courses that ensure congruence with the CBC vision, mission, pillars and guiding principles as enshrined in the *Basic Education Curriculum Framework* (KICD, 2017).

The DTE-PP&P curriculum seeks to develop the teacher to act as a facilitator in the learning process taking into consideration the different abilities and learning styles of individual target learners. The curriculum has been designed with emphasis on experiential and reflective learning to develop appropriate Pedagogical Content Knowledge (PCK); hence, the emphasis on integrated content and pedagogy for the student teachers while at college. This is to ensure that the student teacher is given adequate time to practice how to facilitate learning of the different strands prescribed in the curriculum designs.

The Curriculum designs for the DTE-PP&P are packaged according to courses of training as follows:

Professional Learning areas

1. Child Development and Psychology
2. Curriculum Studies
3. Educational Resources
4. ICT Integration in Education
5. Educational Assessment
6. Research Skills
7. Inclusive Education
8. Educational Leadership and Management
9. Sociological and Philosophical Foundations of Education
10. Historical and Comparative Foundations of Education
11. Micro Teaching
12. Practicum

Integrated Content and Pedagogy Learning areas

1. English
2. Kiswahili
3. Mathematics
4. Science and Technology
5. Agriculture
6. Home Science
7. Religious Education: CRE/IRE/HRE
8. Social Studies
9. Physical and Health Education
10. Art and Craft
11. Music
12. Indigenous Language
13. Foreign Languages: French/ Arabic/ German/ Mandarin (Chinese)/ KSL

REGULATIONS FOR DIPLOMA IN TEACHER EDUCATION -PRE-PRIMARY AND PRIMARY (DTE-PP&P)

Entry Requirements

The entry requirements for the Diploma in Teacher Education – Pre-Primary and Primary shall be **C Plain** Mean Grade in the Kenya Certificate of Secondary Education examination (KCSE) or its equivalent (as equated by the Kenya National Examinations Council (KNEC). The Special Needs Candidates (SNE) could be admitted with **C Minus (-)** Grade in KCSE or equivalent

Duration of Training

The duration for the Diploma in Teacher Education – Pre-Primary and Primary shall be **three years**.

Subjects Offered

The trainee undertaking the Diploma in Teacher Education – Pre-Primary and Primary (DTE –PP&P) shall take **ALL** courses specified in the DTE- PP&P curriculum; which includes Professional Courses and learning areas (subjects) related to the content in the Pre-Primary and Primary School Curriculum.

Micro-Teaching and Practicum

Micro Teaching shall be undertaken as a course and shall be a pre-requisite for the Practicum; hence a course design has been developed for it. There shall be two (2) school term practicum sessions for which guidelines shall be developed.

Award of the Diploma

To be awarded the Diploma in Teacher Education – Pre-Primary and Primary (DTE-PP&P), the candidate must achieve the following:

- i) Complete the required hours for coursework and pass the stipulated assessment as directed by the Kenya National Examinations Council (KNEC).
- ii) Complete the required hours for the Practicum and pass the stipulated assessment as directed by the Kenya National Examinations Council (KNEC).

Note: If the student teacher fails to meet the requirements for award of the Diploma in Teacher Education – Pre-Primary and Primary (DTE –PP&P) he/she will be allowed to repeat the specific component or learning area failed.

Grading

The Diploma in Teacher Education – Pre-Primary and Primary (DTE PP&P) shall be graded as stipulated by the Kenya National Examinations Council (KNEC).

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TABLE 1: DISTRIBUTION OF PROFESSIONAL LEARNING AREAS

	SUBJECT	TERM 1	TER M 2	TER M 3	TERM 4	TER M 5	TER M 6	Sub Total	TERM 7 Micro Teaching - Subject Practicals	TE RM 8	TER M 9	TOTAL FOR COURSE
PROFESSIONAL LEARNING AREAS												PROFESSIONAL LEARNING AREAS (420 Hours)
1.	Child Development and Psychology	10	10	10	10	10	10	60				
2.	Curriculum Studies	30	20	20	20			90				
3.	Educational Resources	10	10	10				30				
4.	ICT Integration in Education	10	10	10				30				
5.	Educational Assessment	10	10	10				30				
6.	Research Skills	10	10	4				24				
7.	Inclusive Education	10	10	10				30				
8.	Educational Leadership and Management				10	10	10	30				
9.	Sociological and Philosophical Foundations of Education				10	10	10	30				
10.	Historical and Comparative Foundations of Education				10	10	10	30				
11.	Micro Teaching	30						30				
SUB TOTAL		120Hrs	80Hrs	80Hrs	60Hrs	40Hrs	40Hrs	414Hrs				

TABLE 2: DISTRIBUTION OF CONTENT + PEDAGOGY (SUBJECTS)

CONTENT + PEDAGOGY (SUBJECTS)												
	SUBJECT	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6	SUB TOTAL	TERM 7 Micro Teaching - Subject Practicals	TERM 8	TERM 9	TOTAL FOR COURSE
1	English	24	34	34	35	29	30	186	30	Practicum	Practicum	CONTENT & PEDAGOGY (SUBJECTS) (1680 Hrs) + PRACTICUM (600Hrs)
2	Kiswahili	20	20	20	20	20	20	120	20			
3	Mathematics	30	30	30	30	30	30	180	30	300 Hours	300 Hours	
4	Science and Technology	20	20	20	20	20	20	120	30			
5	Agriculture	20	20	20	20	20	20	120	20			
6	Home science	20	20	20	20	20	20	120	20			
7	Religious Education:- (CRE, IRE, HRE)	20	20	20	20	20	20	120	20			
8	Social Studies	20	20	20	20	20	20	120	20			
9.	Physical and Health Education	10	10	10	30	30	30	120	30			
10.	Art and craft	10	30	30	10	20	20	120	20			
11.	Music	10	20	20	20	20	30	120	20			
12.	Indigenous Languages	10	20	20	20	30	20	120	20			
13	Foreign Languages: French/ Arabic/ German/ Mandarin (Chinese)/ KSL	10	10	10	30	30	30	120	20			
SUB TOTAL		230 Hrs	270 Hrs	270 Hrs	290 Hrs	310 Hrs	310 Hrs	1686Hrs				
TOTAL		350	350	350	350	350	350	2100	300	300	300	3000 HRS

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 removing 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 instill 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.

LEVEL LEARNING OUTCOMES FOR DIPLOMA IN TEACHER EDUCATION - PRE-PRIMARY AND PRIMARY (DTE–PP&P)

By the end of the course the teacher trainee should be able to:

1. Model appropriate behaviour and values for Pre-Primary and Primary school learners to emulate for development of good citizenship
2. Communicate and collaborate effectively with learners, peers, parents and the community to create a conducive learning environment.
3. Use appropriate pedagogical approaches to facilitate learning for Pre-Primary and Primary school learners in and out of the classroom
4. Apply inclusive practices to support all Pre-Primary and Primary school learners including those with disabilities and special educational needs
5. Employ ICT skills in the learning process to enhance digital literacy
6. Employ appropriate assessment approaches to promote effective learning
7. Identify and nurture learner's potential and talents for appropriate placement and transition into Junior School.
8. Develop environmental conservation skills in Pre-Primary and Primary school learners to promote education for sustainable development
9. Create innovative and effective solutions to challenges in the learning process.
10. Integrate pertinent and contemporary issues in learning to enable learners to cope with daily challenges.

ESSENCE STATEMENT

Hindu Religious Education (HRE) is the combined study of four faiths, namely, Sanatan/Vedic, Jainism, Buddhism and Sikhism.

The study offers a unique opportunity for the teacher trainee to develop a deeper understanding of the above and other faiths, through a comparative study approach. Using this approach, various distinguishing aspects of the religious beliefs, principles and Scriptural teachings of the faiths can be easily comprehended and explained.

At DTE –PP&P level, the HRE curriculum design aims at engaging the teacher trainee via Constructive and Self Constructive pedagogical approaches, and use Behaviourism approach, only when required. The approaches will equip the teacher trainee with pertinent pedagogical skills including, Reflective Learning, Differentiated Instruction, Expeditionary Learning and Kinaesthetic Learning, where applicable. It is the expectation of the curriculum design, that the teacher trainees further apply these pedagogical methods and approaches in their primary level teaching, but also incorporate Game Based Learning and extensive use of digital resources, to inspire their learners.

The DPTE aims at employing various assessment strategies and HRE curriculum designs, to therefore engage Diagnostic Assessments at the beginning of each new Strand, all the while continuing employing Formative and Summative assessments throughout the course. The teacher trainee is also encouraged to use Criterion Referenced and Ipsative Assessment tools, for self-valuation.

HRE aspires to enrich the teacher trainees, professionally and to enhance their socio-economic sustainability, while in their pursuit of education. This will in turn, enable the teacher trainee to engage and empower various stakeholders, in their education advancement, social networking, community identity and spirituality. By virtue of the CBC and HRE's inclusivity requisite, the teacher trainee will be encouraged to develop and inculcate an attitude of responsible behaviour, appreciation of moral values and good citizen model for their learners.

GENERAL LEARNING OUTCOMES

By the end of the course, an HRE teacher trainee should be able to:

1. Explain the concept of *Paramatma* (The Supreme Soul) for familiarization

2. Discuss with communities during festivities, to understand the festivities' influence on religion, society, demography and culture.
3. Describe *Sadachaar* (Good behaviour) into their day to day living
4. Nurture values, attitudes, and skills of engaging with diverse groups for harmonious living
5. Examine the role of Yoga in one's holistic development
6. Mainstream pertinent and contemporary issues in the society through HRE
7. Creatively integrate ICT to enhance inclusive learning of Hindu Religious Education.
8. Explore opportunities for social entrepreneurship, civic engagement, and initiate action to transform oneself and society.
9. Apply relevant modes of assessment in the delivery of HRE.
10. Use appropriate approaches, resources, and methods to facilitate HRE including
11. Appreciate the role of Creation as an important aspect in life.

STRAND 1.0 OVERVIEW OF COMPARATIVE RELIGION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
1.0 Overview of Comparative Religion	1.1 Basic concepts in Hindu Religious Education. (04 Hours)	By the end of the Sub strand, the teacher trainee should be able to: <ol style="list-style-type: none"> a) analyse the term Religion, for a deeper understanding of the philosophies of beliefs, b) compare the principles of HRE with those of other religions in the world, c) describe various theories and philosophies of belief in HRE, d) appreciate the basic concepts of 	The teacher trainee: <ul style="list-style-type: none"> ● participates in peer discussions, on the meaning of Religion ● researches on various philosophies of belief using library, religious magazines, Scriptures, and internet and make notes for presentation to peers ● listens to discourses on various religions, their philosophies and beliefs ● Participates online, in an open public discussion on religion. ● suggests ways of maintaining human 	<ol style="list-style-type: none"> 1. Why do we compare the principles of HRE with those of other religions 2. What are the social implications of different religions on humanity?

		<p>religion and their role in enhancing social harmony.</p>	<p>decency and professional responsibility, always.</p> <ul style="list-style-type: none"> ● visits identified schools, community centres and offices to establish contacts. ● Participate in religious activities such as organising religious camps for the youth/training, Singing/learning devotional songs ● develops materials for teaching and learning 	
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Core Competencies to be developed:

- Communication and collaboration: teacher trainees contribute to collaboration during research work, group work and peer teaching.
- Self-efficacy: teacher trainees reflect confidence through research and making reports and interaction with stakeholders.
- Learning to learn and reflective practices: teacher trainee engage in collective learning when participates in peer discussions, on the meaning of Religion
- Digital Literacy Skills: teacher trainee demonstrates digital literacy skills when participates online, in an open public discussion on religion

Values:

- **Unity:**teacher trainee Participate in religious activities such as organising religious camps for the youth/training, Singing/learning devotional songs
- **Respect:** teacher trainee participates in peer discussions, on the meaning of Religion
- **Responsibility:** teacher trainee develops materials for teaching and learning

Suggested Formative Assessment Rubric

Level Indicators	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to analyse the term Religion	Analyses the term Religion in depth details.	Analyses the term Religion.	Analyses the term Religion with minimal details.	Analyses the term Religion without details.
Ability to compare the principles of HRE with those of other religions.	Compares the principles of HRE with those of other religions very keenly.	Compares the principles of HRE with those of other religions.	Compares the principles of HRE with those of other religions keenly.	Compares the principles of HRE with those of other religions less keenly.
Ability to describe various theories and philosophies of belief.	Describes various theories and philosophies of belief in depth details.	Describes various theories and philosophies of belief.	Describes various theories and philosophies of belief with minimal details.	Describes various theories and philosophies of belief without details.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<p>1.0 Overview of Comparative Religion</p>	<p>1.2 Comparative Studies of World Religions.</p> <p>05 hrs.</p>	<p>By the end of the Sub strand, the teacher trainee should be able to:</p> <p>a) investigate the common principles of different faiths of Hindu Religious Education with those of other religions in the world,</p> <p>b) compare the principles from the four faiths in HRE with those of world religions for establishing their relationship,</p> <p>c) model a lesson for learners on how to teach basic comparative religion,</p> <p>d) appreciate the common basic principles and practices of different</p>	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> ● use ICT devices to research on principles and practices Hindu Religious Education ● conducts independent research from authenticated materials, to understand the HRE doctrines ● Watch documentaries, films, visit places of worship, carry out group projects on rites and rituals of different ● analyse various world religions. ● Participate in various religious activities such as Singing/learning devotional songs, prayers, etc. ● develop a local resource online 	<p>Why is Comparative studies of world religions important?</p>

		world religions.	tool for curated or researched materials for HRE	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn and reflective practices: teacher trainee develop a local resource online tool for curated or researched materials for HRE • Digital literacy & Critical thinking: teacher trainee demonstrates digital literacy skills when using digital devices to conduct research and writing reports. • Citizenship and leadership: teacher trainee interact successfully and respectfully with others when participate in various religious activities such as Singing/learning devotional songs, prayers, etc. • Pedagogical content knowledge: teacher trainee evaluates and improvise a local resource online tool for curated or researched materials for HRE. 				
<p>Values: Respect as they learn about other religions and see the common principles therein.</p>				

Suggested Formative Assessment Rubric

Level Indicators	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to investigate the principles and practices in Hindu Religious Education and other world religions.	Investigates the principles and practices in Hindu Religious Education and other world religions very keenly.	Investigates the principles and practices in Hindu Religious Education and other world religions.	Investigates the principles and practices in Hindu Religious Education and other world religions keenly.	Investigates the principles and practices in Hindu Religious Education and other world religions less keenly.
Ability to compare the principles from the four faiths in HRE with those of world religions.	Compares the principles from the four faiths in HRE with those of world religions most frequently.	Compares the principles from the four faiths in HRE with those of world religions.	Compares the principles from the four faiths in HRE with those of world religions occasionally.	Compares the principles from the four faiths in HRE with those of world religions rarely.
Ability to model a lesson for learners on how to teach basic comparative religion	Models a lesson for learners on how to teach basic comparative religion in depth details.	Models a lesson for learners on how to teach basic comparative religion.	Models a lesson for learners on how to teach basic comparative religion with minimal details.	Models a lesson for learners on how to teach basic comparative religion occasionally

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Overview of Comparative Religion	1.3 Role of Religion in Society 03 hrs	<p>By the end of the Sub strand, the teacher trainee should be able to:</p> <p>a) investigate the role of religion in the society and its development,</p> <p>b) design a HRE networking forum, for professional development,</p> <p>c) discuss the essence statement on HRE in the design,</p> <p>d) appreciate the role of religion in enhancing community development practices.</p>	<p>The teacher trainee:</p> <ul style="list-style-type: none"> • submits a group presentation, for peer review, on Religion's role in society • discusses with peers, on the religious development in Kenya • discuss the essence statement on HRE in the learners' design • visits community centres to sensitize about the role of religion • Plan a lesson on showing learners a video on different world religions that reflect their basic rituals • Prepare an assessment rubric for learners on the role of religion in society 	<p>How has religion contributed to the peaceful co-existence in society?</p>

Core Competencies to be developed:

- Communication and collaboration: teacher trainee enhances their skills in communication when discusses with peers, on the religious development in Kenya
- Pedagogical content knowledge: teacher trainee demonstrates knowledge and capability to plan when visits community centres to sensitize about the role of religion

Values:

- Peace-Through devotional songs that promote peace.
- Respect during research and other activities as the teacher trainees take care of everyone's sentiments, emotions and demonstrate the same during execution of these values

Suggested Formative Assessment Rubric

Level Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation	Exceeds Expectation
Ability to investigate the role of religion in the society and its development.	Investigates the role of religion in the society and its development very keenly.	Investigates the role of religion in the society and its development.	Investigates the role of religion in the society and its development keenly.	Investigates the role of religion in the society and its development less keenly.	Investigates the role of religion in the society and its development very keenly.
Ability to design an HRE networking forum, for professional development	Designs a HRE networking forum most frequently.	Designs an HRE networking forum.	Designs a HRE networking forum occasionally.	Designs a HRE networking forum rarely.	Designs a HRE networking forum most frequently.

Level Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation	Exceeds Expectation
Ability to discuss the essence statement on HRE in the design	Discusses the essence statement on HRE in the design in depth details.	Discusses the essence statement on HRE in the design.	Discusses the essence statement on HRE in the design with minimal details.	Discusses the essence statement on HRE in the design without details	Discusses the essence statement on HRE in the design in depth details.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
1.0 Overview of Comparative Religion	1.4 Hindu Religious Education in Kenya 02 hrs	By the end of the Sub strand, the teacher trainee should be able to: a) survey the historical development of HRE in Kenya, b) articulate the significance of HRE in Kenya for better understanding, c) relate the national goals of education to the learning of HRE, d) Prepare a report on the Challenges in the continuing development of HRE in Kenya, e) appreciate the role played by stakeholders involved in the development of HRE	The teacher trainee to: <ul style="list-style-type: none"> ● use ICT devices and other media to search for suggested information on historical foundations of HRE in Kenya ● research on the development of HRE in Kenya and make a report to share with peers ● write a report and present in plenary on historical foundations of HRE in Kenya ● identify and relate the principles and beliefs in Hindu Religious Education with the National goals of 	<ol style="list-style-type: none"> 1. Which challenges hinder the effective development of HRE in Kenya? 2. How are key principles of the four faiths in HRE related to the national goals of education in Kenya?

		in Kenya.	<p>Education.</p> <ul style="list-style-type: none"> ● carry out a project on the continuing development of HRE in Kenya ● research on the contributions of the four communities in HRE have made towards economic, social and political development in Kenya 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Citizenship and leadership: teacher trainee participate fully in an effective and constructive way when hold discussions on HRE’s development in Kenya. ● Learning to learn and reflective practices: teacher trainee uses ICT tools interactively when search for information on historical foundations of HRE in Kenya. ● Pedagogical content knowledge: teacher trainee demonstrates knowledge and capability to plan when write a report and present in plenary on historical foundations of HRE in Kenya. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility in taking care of everybody’s feelings towards their faith, treating all faiths with the same respect. 				

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to survey the historical development of HRE in Kenya.	Surveys the historical development of HRE in Kenya very keenly.	Surveys the historical development of HRE in Kenya.	Surveys the historical development of HRE in Kenya keenly.	Surveys the historical development of HRE in Kenya less keenly.
Ability to articulate the significance of HRE in Kenya for better understanding.	Articulates the significance of HRE in Kenya in depth details.	Articulates the significance of HRE in Kenya.	Articulates the significance of HRE in Kenya with minimal details.	Articulates the significance of HRE in Kenya without details.
Ability to relate the National goals of education to the development of HRE.	Relates the National goals of education to the development of HRE very often.	Relates the National goals of education to the development of HRE.	Relates the National goals of education to the development of HRE less often.	Relates the National goals of education to the development of HRE not often.
Ability to Prepare a report on the Challenges in the continuing development of HRE.	Prepares a report on the Challenges in the continuing development of HRE very keenly.	Prepares a report on the Challenges in the continuing development of HRE.	Prepares a report on the Challenges in the continuing development of HRE keenly.	Prepares a report on the Challenges in the continuing development of HRE with prompts.

STRAND 2.0 CREATION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<p>2.0 Creation</p>	<p>2.1 Panch-mahabhoot (Five elements) 05 hrs</p>	<p>By the end of the sub-strand teacher trainee should be able to:</p> <ul style="list-style-type: none"> a) analyse the concept of <i>Panch-mahabhoot</i> as applied in the four faiths, b) design an interactive teaching media to exhibit the religious use of <i>Panch-mahabhoot's</i> elements by the four faiths, c) examine the concept of conservation of the environment, in reference to <i>Panch-mahabhoot</i>, d) model a lesson on the importance of Panch- 	<p>The teacher trainee:</p> <ul style="list-style-type: none"> ● Research to gather information on the concept of Panch-mahabhoot using internet/resource person/Scriptures/field study as per the four faiths ● makes educational video clips on the <i>Panch-mahabhoot</i>, as per HRE ● Make field visits/sites to observe and gather information on usage of Panch-Mahabhoot relevant to young learners 	<ol style="list-style-type: none"> 1. Why is the study of <i>Panch-mahabhoot</i> elements important? 2. How do the elements of <i>Panch-mahabhoot</i> relate with the conservation of the environment?

		Mahabhoot in daily life , e) appreciate panch- mahabhoot.	<ul style="list-style-type: none"> ● designs ways learners can make spontaneous murals on <i>Panch-mahabhoot in pairs</i> ● develop PowerPoint presentations/videos, on the elements, for the learners. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: teacher trainee work collaboratively when Designs ways learners can make spontaneous murals on <i>Panch-mahabhoot in pairs</i> ● Critical thinking and problem solving: teacher trainee facilitate exploring new ways of develop PowerPoint ● Presentations /videos, on the elements, for the learners. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility as the teacher trainee carry out the task to the best of his/her ability like caring for the environment. ● Love-listening patiently to different concepts in the four faiths on <i>Panch-mahabhoot</i>. 				

Suggested Formative Assessment Rubrics

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to analyse the concept of <i>Panch-mahabhoot</i>	Analyses the concept of <i>Panch-mahabhoot</i> in depth details.	Analyses the concept of <i>Panch-mahabhoot</i> .	Analyses the concept of <i>Panch-mahabhoot</i> with minimal details.	Analyses the concept of <i>Panch-mahabhoot</i> without details.
Ability to design an Interactive media to exhibit the religious use of <i>Panch-mahabhoot</i> elements	Designs an interactive media to exhibit the religious use of <i>Panch-mahabhoot</i> elements very keenly.	Designs an interactive media to exhibit the religious use of <i>Panch-mahabhoot</i> elements.	Designs an interactive media to exhibit the religious use of <i>Panch-mahabhoot</i> elements keenly.	Designs an interactive media to exhibit the religious use of <i>Panch-mahabhoot</i> elements less keenly.
Ability to examine the concept of conservation of the environment, in reference to <i>Panch-mahabhoot</i> .	Examines the concept of conservation of the environment most frequently.	Examines the concept of conservation of the environment.	Examines the concept of conservation of the environment occasionally.	Examines the concept of conservation of the environment irregularly.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggest Key Inquiry Questions
2.0Creation	2.2 Panch-mahabhoot and sense organs 07 hrs	<p>By the end of the Sub strand, the teacher trainee should be able to:</p> <p>a) investigate the relationship of <i>Panch-mahabhoot</i> to the sense organs,</p> <p>b) identify role of <i>Panch- mahabhoot</i> in the physical, mental and spiritual development of human life,</p> <p>c) develop teaching aids to demonstrate the relationship between <i>Panch-mahabhoot</i> and the sense organs,</p> <p>d) appreciate the</p>	<p>The teacher trainee:</p> <ul style="list-style-type: none"> ● uses ICT devices to research and make plenary presentations on the relationship between <i>Panch-mahabhoot</i> and sense organs ● engage a resource person on the religious use of <i>Panch-mahabhoot</i> in HRE ● design a micro teaching lesson on <i>Panch-mahabhoot</i> and sense organs' relationship ● Participates in peer discussions on <i>Panch-mahabhoot</i> and sense organs' relationship in HRE. ● develops relevant micro teaching material ● Model a lesson to demonstrate the relationship of Panch-Mahabhoot 	<p>How are sense organs and prevention of Covid-19 correlated?</p>

		relationship of <i>Panch-mahabhoot</i> to the sense organs.	with the sense organs of the human body <ul style="list-style-type: none"> • Designs a personal hygiene awareness activity, for learners 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving: teacher trainee facilitate exploring new ways of develops relevant micro teaching material • Self-efficacy: teacher trainee utilizes resources which reflect diversity of learners design a micro teaching lesson on <i>Panch-mahabhoot</i> and sense organs' relationship • Creativity and Innovation: teacher trainee use knowledge, skills, and values acquired when develops relevant micro teaching material. 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity- as teacher trainee does research in a project as group activity and holds discussions with peers. • Responsibility as they learn to take care of the body 				

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to investigate the relationship of <i>Panch-mahabhoot</i> to the sense organs.	Investigates the relationship of <i>Panch-mahabhoot</i> to the sense organs very keenly.	Investigates the relationship of <i>Panch-mahabhoot</i> to the sense organs.	Investigates the relationship of <i>Panch-mahabhoot</i> to the sense organs keenly.	Investigates the relationship of <i>Panch-mahabhoot</i> to the sense organs less keenly.
Ability to develop teaching aids to demonstrate the relationship between <i>Panch-mahabhoot</i> and the sense organs	Develops teaching aids to demonstrate the relationship between <i>Panch-mahabhoot</i> and the sense organs in depth details.	Develops teaching aids to demonstrate the relationship between <i>Panch-mahabhoot</i> and the sense organs	Develops teaching aids to demonstrate the relationship between <i>Panch-mahabhoot</i> and the sense organs with minimal details.	Develops teaching aids to demonstrate the relationship between <i>Panch-mahabhoot</i> and the sense organs without details.
Ability to identify role of <i>Panch-mahabhoot</i> in the physical, mental and spiritual development	Identifies role of <i>Panch-mahabhoot</i> in the physical, mental and spiritual development very often.	Identifies role of <i>Panch-mahabhoot</i> in the physical, mental and spiritual development.	Identifies role of <i>Panch-mahabhoot</i> in the physical, mental and spiritual development less often.	Identifies role of <i>Panch-mahabhoot</i> in the physical, mental and spiritual development not often.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
2. Creati on	2.3 Care for creati on 05 hrs	<p>By the end of the Sub strand, the teacher trainee should be able to:</p> <p>a) examine ways of conserving Creation as advanced by Scriptures,</p> <p>b) design activities that encourage the learner to portray creative ways of caring for the environment,</p> <p>c) discuss the influence of ancient extended family homes on modern nuclear family homes in relation to sustainability of Creation,</p> <p>d) appreciate the</p>	<p>The teacher trainee:</p> <ul style="list-style-type: none"> ● researches on relevant Scriptural teachings on caring for the Creations ● plan for practical demonstration of “reduce, reuse, recycle” ● prepare a lesson plan for learners on environmental conservation ● draw and colour God’s creation ● observe pictures on how to care for creation ● compose songs on how to care for creation 	<ol style="list-style-type: none"> 1. What effective measures can be taken to conserve creation? 2. How can pollution be prevented?

		<p>importance of caring for the elements of creation in the environment.</p>	<ul style="list-style-type: none">• Participate in discussions on challenges that animals in their locality face and how to overcome them in a manner that is age appropriate• relate caring for the creation to the teaching in scriptures.• creates a PowerPoint presentation on interviews with conservatives• Plans activities/skits demonstrating different ways of conservations and enhancing community service learning for	
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			learners. <ul style="list-style-type: none"> • Organize trips to compare locations that are well taken care of to those that are not, as a field work activity • studies the impact, stated family living styles have, on the sustainability of Creation. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn and reflective practice: teacher trainee develops analytical tools for teaching and learning when prepare a lesson plan for learners on environmental conservation • Communication and collaboration: teacher trainee work collaboratively when discuss the importance of caring for the creation 				
<p>Values:</p> <ul style="list-style-type: none"> • Love-Learning and listening patiently to different concepts in the four faiths on <i>creation</i>. • Responsibility as they learn the importance of five elements in creation. • Citizenship and Patriotism as the trainee learns to care for the environment and resources. 				

Suggested Formative Assessment Rubric

Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to examine ways of conserving Creation as advanced by Scriptures	Examines ways of conserving Creation very often.	Examines ways of conserving Creation.	Examines ways of conserving Creation less often.	Examines ways of conserving Creation not often.
Ability to design activities that encourage the learner to portray creative ways of caring for the environment	Designs activities that encourage the learner to portray creative ways of caring for the environment most frequently.	Designs activities that encourage the learner to portray creative ways of caring for the environment.	Designs activities that encourage the learner to portray creative ways of caring for the environment occasionally.	Designs activities that encourage the learner to portray creative ways of caring for the environment rarely practices.
Ability to discuss the influence of ancient extended family homes on modern nuclear family homes in relation to sustainability of Creation.	Discusses the influence of ancient extended family homes on modern nuclear family homes in depth details.	Discusses the influence of ancient extended family homes on modern nuclear family homes.	Discusses the influence of ancient extended family homes on modern nuclear family homes with minimal details.	Discusses the influence of ancient extended family homes on modern nuclear family homes without details.

STRAND 3.0 PARAMATMA (SUPREME SOUL)

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
3.0 Paramatma (Supreme soul)	3.1. Overview of Paramatma 05 hrs	By the end of the sub-strand, the teacher trainee should be able to: <ol style="list-style-type: none"> distinguish the concepts of <i>Paramatma</i> as per the four faiths, design effective classroom activities which help to connect the varied concepts of <i>Paramatma's</i> Attributes, develop assessment tools to assess the concepts of <i>Paramatma</i>, nurture the concepts of <i>Paramatma</i> through Scriptural stories. 	The teacher trainee: <ul style="list-style-type: none"> conduct research and discuss with peers on the concept of <i>Paramatma</i> as per the four faiths discusses the concept of <i>Paramatma</i> for peer teaching. develop age-appropriate teaching materials for learners. Create a digital diary on Scriptural stories on <i>Paramatma</i> from the four faiths. develop diagnostic assessment tools for assessing tasks. 	How do scriptures depict the concept of <i>Paramatma</i> ?

Core Competencies to be developed:

- Pedagogical content knowledge: teacher trainee identifies the formless attributes of *Paramatma* in the four faiths.
- Assessment competency: teacher trainee engages learners actively in assessment process when develop assessment tools for assessing tasks.
- **Learning to learn and reflective practices:** teacher trainee research into the concept of *Paramatma*.
- Digital literacy: teacher trainee uses digital devices to conduct research and create a digital diary.

Values:

- **Respect:** teacher trainees learn how to respect other’s sentiments and emotions.
- Integrity as the trainee handles data as they conduct research.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to distinguish the concept of <i>Paramatma</i> in Hindu Religious Education	Distinguishes the concept of <i>Paramatma</i> in Hindu Religious Education very keenly.	Distinguishes the concept of <i>Paramatma</i> in Hindu Religious Education.	Distinguishes the concept of <i>Paramatma</i> in Hindu Religious Education keenly.	Distinguishes the concept of <i>Paramatma</i> in Hindu Religious Education with prompts.

Ability to design effective classroom activities which help to connect the varied concepts of <i>Paramatma's</i> Attributes	Designs effective classroom activities most frequently.	Designs effective classroom activities.	Designs effective classroom activities occasionally.	Designs effective classroom activities rarely.
Ability to develop assessment tools to assess the concepts of <i>Paramatma</i>	Develops assessment tools to assess the concepts of <i>Paramatma</i> very often.	Develops assessment tools to assess the concepts of <i>Paramatma</i> .	Develops assessment tools to assess the concepts of <i>Paramatma</i> less often.	Develops assessment tools to assess the concepts of <i>Paramatma</i> not often.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
3.0 Paramatma (Supreme soul)	3.2. Attributes of Paramatma 04 hrs.	<p>By the end of the Sub strand, the teacher trainee should be able to:</p> <ol style="list-style-type: none"> examine <i>Paramatma</i> as omnipresent, omniscient, and omnipotent from a scriptural and abstract point of view, select age-appropriate Scriptural stories based on Attributes of <i>Paramatma</i> for learners from the four faiths, investigate the attributes of <i>Paramatma</i> for devotion by learners, establish ways of finding Scriptural stories depicting attributes of <i>Paramatm</i>,. cultivate harmonious 	<p>The teacher trainee:</p> <ul style="list-style-type: none"> researches and shares Scriptural stories on the Attributes of <i>Paramatma</i> as omnipresent, omniscient, and omnipotent develop assessment tools to assess PRY level learners on formless attributes of <i>Paramatma</i> (Nirakar). listens to discourses on the attributes of <i>Paramatma</i> in the four faiths suggest ways a learner can 	<ol style="list-style-type: none"> How are Attributes of <i>Paramatma</i> relatable to a learner, in daily life? How does faith in <i>Paramatma</i> influence learners?

		<p>coexistence between HRE learners and learners from other faiths for developing the concept of the Supreme Being.</p>	<p>incorporate Scriptural stories in daily activities</p> <ul style="list-style-type: none"> • attends public discourses on the 3 concepts at various places of worship • collaborates with CRE and IRE peers to practice differentiated learning • selects age-appropriate stories from the four faiths on Attributes of <i>Paramatma</i>. Select devotional songs on the appreciation of <i>Paramatma</i> in the learners. 	
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Core Competencies to be developed:

- Digital literacy skills: teacher trainee Promotion of technological skills as teacher trainees use digital devices, Teamwork as they work in groups.
- Self-efficacy: teacher trainee carries out a project on selecting age-appropriate stories from the four faiths on Attributes of

Paramatma for primary level learners.

Values:

- Love and respect as the teacher trainee visit places of worship during group activity looking for age-appropriate Scriptural stories.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to examine <i>Paramatma</i> as omnipresent, omniscient, and omnipotent from a scriptural and abstract point of view	Examines <i>Paramatma</i> as omnipresent, omniscient, and omnipotent from a scriptural and abstract point of view very keenly.	Examines <i>Paramatma</i> as omnipresent, omniscient, and omnipotent from a scriptural and abstract point of view.	Examines <i>Paramatma</i> as omnipresent, omniscient, and omnipotent from a scriptural and abstract point of view keenly.	Examines <i>Paramatma</i> as omnipresent, omniscient, and omnipotent from a scriptural and abstract point of view less keenly.
Ability to select age-appropriate Scriptural stories based on Attributes of	Selects age-appropriate Scriptural stories based on Attributes of <i>Paramatma</i> most frequently.	Selects age-appropriate Scriptural stories based on Attributes of <i>Paramatma</i> .	Selects age-appropriate Scriptural stories based on Attributes of <i>Paramatma</i>	Selects age-appropriate Scriptural stories based on Attributes of

Paramatma for learners from the four faiths.			occasionally.	Paramatma rarely.
Ability to investigate the attributes of <i>Paramatma</i> for devotion by learners	Investigates the attributes of <i>Paramatma</i> in depth details.	Investigates the attributes of <i>Paramatma</i> .	Investigates the attributes of <i>Paramatma</i> with minimal details.	Investigates the attributes of <i>Paramatma</i> irregularly.

DRAFT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
3.0Paramatma (Supreme soul)	3.3. Enlightened Beings and their teachings 07 hrs.	By the end of the Sub strand, the teacher trainee should be able to: a) explain the concept of manifestation of Paramatma in Enlightened Beings in the four faiths of HRE, b) develop age-appropriate motivational materials on the Enlightened Beings' ethical lessons, c) model a lesson on how to teach Manifestations of	The teacher trainee to: <ul style="list-style-type: none"> • research on the teachings of Enlightened Beings and make presentations in class • plan learners' participation during the birth anniversaries' celebrations of Enlightened Beings • prepare learners' worksheets on each Enlightened Being's life history • prepares engaging worksheets/games/Art activities for each Enlightened Being • Plans age-appropriate activities, for the learners based on the birth/enlightenment/death anniversaries. • watch movies/videos on the 	1. Why should we study the life histories of Enlightened Beings? 2. How influential are Enlightened Beings' lives in modern society?

		<p>Paramatma, d) appreciate the importance of learners to nurture spiritual growth, through the basic teachings of Enlightened Beings in HRE.</p>	<p>Enlightened Beings' lives and teachings</p> <ul style="list-style-type: none"> • listen to discourses on the Enlightened Beings' lives and teachings • Prepare a lesson plan to teach the concept of Manifestations of Paramatma • model a lesson on how to motivate learners through the life history of Enlightened Beings. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy skills: teacher trainee use and evaluate digital resources when research on the teachings of Enlightened Beings • Communication and collaboration: teacher trainee Enhance their skills in communication, team building when listen to discourses on the Enlightened Beings' lives and teachings 				
<p>Citizenship and leadership: teacher trainee learnt from the life histories of Enlightened Beings brings citizenship and leadership competency.</p>				
<p>Values: Love and respect as the teacher trainee visit places of worship during group activity. Promoting love and unity as the teacher trainee chants OM, AUM and Waheguru, respectively in the celebration of</p>				

birth anniversaries of Enlightened Beings.
 Integrity life histories of Enlightened Beings are inspirational in promoting integrity and when the teacher trainee interacts with different faiths with same reverence and diligence.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to explain the concept of manifestation of Paramatma in Enlightened Beings in the four faiths of HRE	Explains the concept of manifestation of Paramatma in Enlightened Beings in the four faiths of HRE in depth details.	Explains the concept of manifestation of Paramatma in Enlightened Beings in the four faiths of HRE.	Explains the concept of manifestation of Paramatma in Enlightened Beings in the four faiths of HRE with minimal details.	Explains the concept of manifestation of Paramatma in Enlightened Beings in the four faiths of HRE without details.
Ability to develop age-appropriate motivational materials on the Enlightened Beings' ethical lessons	Develops age-appropriate motivational materials very keenly.	Develops age-appropriate motivational materials.	Develops age-appropriate motivational materials keenly.	Develops age-appropriate motivational materials less keenly.

<p>Ability to model a lesson on how to teach Manifestations of Paramatma</p>	<p>Models a lesson on how to teach Manifestations of Paramatma in depth details.</p>	<p>Models a lesson on how to teach Manifestations of Paramatma.</p>	<p>Models a lesson on how to teach Manifestations of Paramatma with minimal details.</p>	<p>Models a lesson on how to teach Manifestations of Paramatma without details.</p>
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
3.0Paramatma (Supreme soul)	3.4. Religious Symbols in the four faiths 05 hrs.	By the end of the Sub strand, the teacher trainee should be able to: a) identify the respective places of worship, and the religious symbol for familiarization b) classify the significance of all religious symbols in HRE c) develops prototype age-appropriate structures of different places of worship with their respective symbols, using locally available materials d) facilitate the learners' intuitive nature of observation and exploration, with adequate stimulation. e) appreciates the	The teacher trainee to: <ul style="list-style-type: none"> ● visits places of worship to enhance learners' learning ● research on the origins and development of the religious and communal symbols ● observes during visit, the religious symbols utilization ● prototypes different places of worship with symbols ● Research on the correct depiction and application of the religious symbols in HRE. ● models' appropriate structures of places of worship with their respective symbols ● Develops age appropriate 	<ol style="list-style-type: none"> 1. What is the significance of religious symbols in the four faiths in HRE? 2. Which are the effective ways to teach your learners about the religious symbols?

		significance of structural symbols in the places of worship mentioned in Hindu Religious Education.	kinaesthetic and engaging materials for learners <ul style="list-style-type: none"> • Draw and colour structures of places of worship 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • self-efficacy: teacher trainee reflect confidence in the ability to develops age appropriate kinaesthetic and engaging materials for learners. • Assessment competency: teacher trainee Engages learners actively in assessment process in order to develop their capacity to model appropriate structures of places of worship with their respective symbols. • Creativity and Innovation: teacher trainee making models for religious symbols and artwork while using locally available resources. 				
<p>Values:</p> <ul style="list-style-type: none"> • Promotion of peace through devotional songs/hymns. • Love and respect as the teacher trainee visit places of worship during group activity to observe the religious symbols. 				

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify the respective places of worship, and the religious symbol for familiarization	Identifies the respective places of worship, and the religious symbol very often.	Identifies the respective places of worship, and the religious symbol.	Identifies the respective places of worship, and the religious symbol less often.	Identifies the respective places of worship, and the religious symbol not often.
Ability to classify the significance of all religious symbols in HRE	Classifies the significance of all religious symbols in HRE most frequently.	Classifies the significance of all religious symbols in HRE.	Classifies the significance of all religious symbols in HRE occasionally.	Classifies the significance of all religious symbols in HRE rarely.
Ability to develops prototype age-appropriate structures of different places of worship with their respective symbols, using locally available materials	Develops prototype age-appropriate structures of different places of worship with their respective symbols, using locally available materials very keenly.	Develops prototype age-appropriate structures of different places of worship with their respective symbols, using locally available materials.	Develops prototype age-appropriate structures of different places of worship with their respective symbols, using locally available materials keenly.	Develops prototype age-appropriate structures of different places of worship with their respective symbols, using locally available materials less keenly.

STRAND 4.0DHARAM GRANTH (SCRIPTURES)

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>4.0Dharam Granth (Scriptures)</p>	<p>4.1. Origin and compilation of Dharam Granth (Scriptures)</p>	<p>By the end of the sub-strand teacher trainee should be able to:</p> <p>a) identify the authors of the of <i>Dharam Granth</i>.</p> <p>b) analyse the historical circumstances, that encouraged the authorship of the <i>Dharam Granth</i></p> <p>c) assess the challenges faced by authors of the Dharam Granth in the process of its compilation</p> <p>d) Prepare a lesson to explain the origin and compilation of Scriptures</p> <p>appreciate the role played by the authors of Dharam</p>	<p>The teacher trainee:</p> <ul style="list-style-type: none"> • researches on the authors, origin, and compilation of listed <i>Dharam Granth</i> • develop historical timelines of the Scriptures, for analysis • develops video clips on the challenges faced by authors of Scriptures • Make a catalog of the Scriptures for record keeping • uses the above references to select age-appropriate stories, from this era 	<p>How can a <i>Dharam Granth</i> (Scripture) help learners develop morals and practice ethics in their lives?</p>

		<i>Granth</i> (Scriptures) in Hindu Religious Education.	<ul style="list-style-type: none"> develops ICT media files to highlight the timeline of: the Scriptures in the four faiths in HRE. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Pedagogical content and knowledge: teacher trainee demonstrates knowledge and capability to plan when Self-efficacy: teacher trainee skillfully handling technical devices and handling Scriptures correctly. Learning to learn competency and perseverance: teacher trainees learn on the challenges faced in development of Scriptures. 				
<p>Values:</p> <ul style="list-style-type: none"> Respect and Love-as the teacher trainee exhibits while handling Scriptures from different faiths. Unity – the teacher trainee appreciates the spirit of equality and oneness while studying Scriptures of different faiths. 				

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to analyse the historical circumstances, that encouraged the authorship of the <i>Dharam Granth</i>	Analyses the historical circumstances, that encouraged the authorship of the <i>Dharam Granth</i> very keenly.	Analyses the historical circumstances, that encouraged the authorship of the <i>Dharam Granth</i> .	Analyses the historical circumstances, that encouraged the authorship of the <i>Dharam Granth</i> keenly.	Analyses the historical circumstances, that encouraged the authorship of the <i>Dharam Granth</i> less keenly.
Ability to assess the challenges faced by authors of the Dharam Granth in the process of its compilation.	Assesses all the challenges faced by authors of the Dharam Granth.	Assess the challenges faced by authors of the Dharam Granth.	Assess the challenges faced by authors of the Dharam Granth missing on some minor ones.	Assess the challenges faced by authors of the Dharam Granth missing on some major ones.
Ability to prepare a lesson to explain the origin and compilation of Scriptures	Prepares a lesson to explain the origin and compilation of Scriptures in depth details.	Prepares a lesson to explain the origin and compilation of Scriptures.	Prepares a lesson to explain the origin and compilation of Scriptures with minimal details.	Prepares a lesson to explain the origin and compilation of Scriptures without details.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<p>4.0 <i>Dharam Granth</i> (Scriptures)</p>	<p>4.2. Role of <i>Dharam Granth</i> (Scriptures) in daily life.</p> <p>04 hrs.</p>	<p>By the end of the Sub strand, the teacher trainee should be able to:</p> <p>a) analyse the role of <i>Dharam Granth</i> in shaping the society</p> <p>b) Organize an open forum for learners to nurture the role of Scriptures for spiritual growth</p> <p>c) discuss and model a lesson on the role of <i>Dharam Granth</i> (Scriptures)</p> <p>d) create an assessment rubric on the role of <i>Dharam Granth</i> (Scriptures) in shaping the society.</p> <p>e) participate in</p>	<p>The teacher trainee:</p> <ul style="list-style-type: none"> • brainstorms the role of <i>Dharam Granth</i> (Scriptures) through devotional stories • reflects upon the to the role <i>Dharam Granth</i> (Scriptures) have in religious and devotional acts • identifies various festivities where the <i>Dharam Granth</i> (Scriptures) plays a vital role • participates in identified festivities • studies to observe all protocols, of the festivities • Organize an open forum for learners with a renowned resource person on the role of Scriptures 	<ol style="list-style-type: none"> 1. How does the message of <i>Dharam Granth</i> (Scriptures) inculcate Universal brotherhood? 2. How do the <i>Dharam Granth</i>(Scriptures) teachings shape a learner's life?

		religious/cultural functions where the <i>Dharam Granth</i> play a vital role, to enhance self-efficacy f)	<ul style="list-style-type: none"> models a lesson on the role of <i>Dharam Granth</i> (Scriptures) in reforming society Writes a project paper on the role of the <i>Dharam Granth</i> (Scriptures) in society. create an assessment rubric on the role of Scriptures 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Pedagogical content and knowledge: teacher trainees learn how to handle <i>Dharam Granth</i> (Scriptures). Self-efficacy: teacher trainee skillfully handling technical devices and handling <i>Dharam Granth</i> (Scriptures) correctly. 				
<p>Values: Promotion of Responsibility - As the teacher trainee demonstrates handling of <i>Dharam Granth</i> (Scriptures) in the correct way.</p>				

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to analyse the role of <i>Dharam Granth</i> (Scriptures) in society	Analyses the role of <i>Dharam Granth</i> (Scriptures) in depth details.	Analyses the role of <i>Dharam Granth</i> (Scriptures.)	Analyses the role of <i>Dharam Granth</i> (Scriptures) leaving minor details.	analyse the role of <i>Dharam Granth</i> (Scriptures) with mix ups.
Ability to discuss and model a lesson on the role of <i>Dharam Granth</i> (Scriptures)	Discusses and model a lesson on the role of <i>Dharam Granth</i> (Scriptures) most frequently.	Discusses and model a lesson on the role of <i>Dharam Granth</i> (Scriptures).	Discusses and model a lesson on the role of <i>Dharam Granth</i> (Scriptures) occasionally.	Discusses and model a lesson on the role of <i>Dharam Granth</i> (Scriptures) rarely.
Ability to create an assessment rubric on the role of <i>Dharam Granth</i> (Scriptures) in shaping the society.	Creates an assessment rubric on the role of <i>Dharam Granth</i> very keenly.	Creates an assessment rubric on the role of <i>Dharam Granth</i> .	Creates an assessment rubric on the role of <i>Dharam Granth</i> keenly.	Creates an assessment rubric on the role of <i>Dharam Granth</i> with prompts.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p>4.0<i>Dharam Granth (Scriptures)</i></p>	<p>4.3. Handling of <i>Dharam Granth (Scriptures)</i>.</p> <p>02 hrs</p>	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <p>a) recognise the key steps in handling <i>Dharam Granth (Scriptures)</i> for reverence of <i>Dharam Granth (Scriptures)</i></p> <p>b) assess the appropriate behaviour all must adhere to, when interacting with the <i>Scriptures</i></p> <p>c) appreciate the significance of the protocols in handling the <i>Dharam Granths</i></p>	<p>The teacher trainee:</p> <ul style="list-style-type: none"> ● watches authentic documentaries/films/videos on handling of <i>Dharam Granth (Scriptures)</i> ● elaborates to peers, the importance of rituals in handling the <i>Dharam Granth (Scriptures)</i> ● Designs an age appropriate interactive material to develop confidence in handling <i>Scriptures</i>. ● role play the rituals observed while handling <i>Scriptures</i> ● model a lesson to demonstrate rituals in handling <i>Dharam Granth (Scriptures)</i> for reverence fostering responsibility among learners 	<ol style="list-style-type: none"> 1. What are the prerequisites of handling <i>Dharam Granth (Scriptures)</i>? 2. What is the significance of rituals in handling <i>Dharam Granth (Scriptures)</i>?

		(Scriptures).	<ul style="list-style-type: none"> ●listens to a discourse on handling <i>Dharam Granth</i> (Scriptures) appropriately ●Discusses factors influencing the handling of <i>Dharam Granth</i> (Scriptures). ●Strategize to engage learners to practice rituals in handling of Scriptures in their respective places of worship 	
<p>Core Competencies to be developed: Learning to learn and reflective practice: teacher trainee demonstrating the key steps and rituals in handling Scriptures. Self-efficacy: teacher trainee skillfully handling technical devices and handling Scriptures correctly.</p>				
<p>Values: Unity – the teacher trainee appreciates the spirit of equality and oneness while studying Scriptures of different faiths. Respect and Humility-as the teacher trainee appreciates the basic prayers and visits places of worship it encourages accepting others. Love, Unity, Obedience, Harmony as the teacher trainee visit places of worship to conduct and observe rituals in the four faiths.</p>				

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to recognise key steps in Handling of <i>Dharam Granth</i> (Scripture)	Recognises the key steps in Handling of <i>Dharam Granth</i> (Scriptures) in depth details.	Recognises the key steps in Handling of <i>Dharam Granth</i> (Scriptures)	Recognises the key steps in Handling of <i>Dharam Granth</i> (Scriptures) missing minor details.	Recognises the key steps in Handling of <i>Dharam Granth</i> (Scriptures) missing major details.
Ability to assess the appropriate behaviour all must adhere to, when interacting with the Scriptures	Assess the appropriate behaviour very often.	Assess the appropriate behaviour.	Assess the appropriate behaviour less often.	Assess the appropriate behaviour not often.

STRAND 5.0**ISHWAR BHAKTI (WORSHIP)**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 <i>Ishwar Bhakti</i> (Worship)	5.1. <i>Ishwar Bhakti</i> (Worship) in the four faiths 05 hrs	By the end of the sub-strand teacher trainee should be able to: a) compare individual and congregational forms of <i>Ishwar Bhakti</i> (Worship) to nurture devotional practices in the four faiths b) design a lesson plan to engage learners in congregational devotional practices c) analyse the role of musical instruments played during congregational prayers for enhancing one's <i>Ishwar Bhakti</i> d) Demonstrate hygiene protocols observed while	The teacher trainee to: <ul style="list-style-type: none">• visits all places of worship to observe/participate in congregational worship• watches YouTube videos/congregational live feeds to observe musical instruments used in worship• researches on the relationship between music and spirituality• designs an age-appropriate lesson plan to encourage the devotional practices• learns the musical	<ol style="list-style-type: none">1. What protocols are observed for individual and congregational worship?2. Why are musical instruments used in worship?

		<p>conducting prayers</p> <p>e) appreciate the harmonious co-existence amongst the learners, of different backgrounds, when engaging them in acts of <i>Ishwar Bhakti</i>..</p>	<p>instruments used in <i>Ishwar Bhakti</i>, as per the four faiths</p> <ul style="list-style-type: none"> • Brainstorm on the individual and congregational methods of worship. • constructs models of common musical instruments • Construct an age-appropriate key inquiry question on basic rituals and prayers. 	
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Core Competencies to be developed:

- **Critical thinking and problem-solving:** teacher trainees facilitate exploring new ways of doing things when brainstorming on the individual and congregational methods of worship.
- **Self-efficacy:** teacher trainee reflect confidence in the ability to constructs models of common musical instruments
- **Learning to learn and reflective practices:** teacher trainees appreciate social cultural contexts when visiting places of worship to learn about the faiths and their practice of worship.

Values:

Promotion of Respect-as the teacher trainee appreciates the basic prayers and visits places of worship of the four faiths in HRE.

Love and Unity as the teacher trainee visit places of worship to conduct and observe rituals in the four faiths.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to analyse the role musical instruments played during congregational prayers for enhancing one's <i>Ishwar Bhakti</i> .	Analyses the role musical instruments played during congregational prayers most frequently.	Analyses the role musical instruments played during congregational prayers.	Analyses the role musical instruments played during congregational prayers occasionally.	Analyses the role musical instruments played during congregational prayers rarely.
Ability to design a lesson plan to engage learners in congregational devotional practices	Designs a lesson plan to engage learners in congregational devotional practices very keenly.	Designs a lesson plan to engage learners in congregational devotional practices.	Designs a lesson plan to engage learners in congregational devotional practices keenly.	Designs a lesson plan to engage learners in congregational devotional practices less keenly.

Ability to analyse the role musical instruments played during congregational prayers for enhancing one's <i>Ishwar Bhakti</i> .	Analyses the role musical instruments played during congregational prayers most frequently.	Analyses the role musical instruments played during congregational prayers.	Analyses the role musical instruments played during congregational prayers occasionally.	Analyses the role musical instruments played during congregational prayers rarely.
Ability to demonstrate hygiene protocols observed while conducting prayers	Demonstrates hygiene protocols observed while conducting prayers in depth details.	Demonstrates hygiene protocols observed while conducting prayers.	Demonstrates hygiene protocols observed while conducting prayers with minimal details.	Demonstrates hygiene protocols observed while conducting prayers irregularly.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
5.0 <i>Ishwar Bhakti</i> (Worship)	5.2 Basic rituals and prayers (05 hrs)	By the end of the sub- strand teacher trainee should be able to: a) examine the basic prayers, from the four faiths, to enhance effective memorization and application b) develop an HRE tool that is both Pedagogical and Assessment based, for enhancing self and learners' skill development c) prepare a	The teacher trainee: <ul style="list-style-type: none"> • watches videos/observes at places of worship, the various basic prayers and rituals, of each faith's congregation • research on the correct English translations for the prayers in the four faiths • familiarizes with the instruments/add-ons used in the basic prayers • engage Diagnostic skills to develop key inquiry question on basic rituals and prayers • strategizes in guiding learners to observe basic prayers in a live setting • participate in various religious activities in the places of worship 	<ol style="list-style-type: none"> 1. Why is it important for you to observe rituals during <i>Ishwar Bhakti</i>? 2. What motivational steps can be taken to teach basic prayers?

		<p>model lesson on how to conduct the basic prayers</p> <p>d) develop rubrics to assess the basic rituals practiced in the four faiths.</p> <p>e) appreciate the importance of conducive environment to enhance the learners' worship experiences.</p>	<ul style="list-style-type: none"> • visits places of worship to observe basic prayers being sung/recited • Listens to selected various calming instrumental music pieces of prayers • develops age-appropriate lessons on conducting each faith's basic rituals • creates pedagogy and assessment education tool, on basic rituals and prayers • Prepares an Observation checklist to assess learners on basic rituals to enhance assessment competency. • Strategize on guiding learners to carefully listen and respond to the way basic prayers are conducted and participate in various religious activities in 	
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			<p>the places of worship.</p> <ul style="list-style-type: none"> • Devise a rubric to assess learners on the basic rituals practiced in the four faiths, 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Pedagogical content knowledge: teacher trainee displays understanding about how to engage Diagnostic skills to develop key inquiry question on basic rituals and prayers. • Assessment competency: teacher trainee engages learners actively in assessment process in order to develop their capacity to prepares an Observation checklist to assess learners on basic rituals to enhance assessment competency. 				
<p>Values:</p> <ul style="list-style-type: none"> • Promotion of Respect-as the teacher trainee appreciates the basic prayers and visits places of worship of the four faiths in HRE. • Love and Unity as the teacher trainee visit places of worship to conduct, sing and observe rituals in the four faiths. 				

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to examine the basic prayers, from the four faiths, to enhance effective memorization and application	Examines the basic prayers, from the four faiths very keenly.	Examines the basic prayers, from the four faiths.	Examines the basic prayers, from the four faiths keenly.	Examines the basic prayers, from the four faiths less keenly.
Ability to prepare a model lesson on how to conduct the basic prayers	Prepares a model lesson on how to conduct the basic prayers in depth details.	Prepares a model lesson on how to conduct the basic prayers.	Prepares a model lesson on how to conduct the basic prayers with minimal details.	Prepares a model lesson on how to conduct the basic prayers without details.
Ability to develop rubrics to assess the basic rituals practiced in the four faiths.	Develops rubrics to assess the basic rituals practiced in the four faiths most frequently.	Develops rubrics to assess the basic rituals practiced in two out of the four faiths.	Develops rubrics to assess the basic rituals practiced in one out of the four faiths occasionally.	Ability to develop rubrics to assess the basic rituals practiced in the four faiths irregularly.

STRAND 6.0 PRINCIPLES OF DHARMA

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
6.0 Principles of Dharma	6.1 <i>Sadachaar</i> (General behaviour) in the four faiths	<p>By the end of the sub-strand the teacher trainee should be able to:</p> <ol style="list-style-type: none"> distinguish the various greetings practiced in the four faiths of HRE compare etiquette as observed in the four faiths in Hindu Religious Education use community resources in a responsible way for practicing <i>Sadachaar</i> model a lesson on how to practice etiquette in day-to-day life. develop Pedagogical tools on cultural behaviours, according to the four faiths in HRE <p>appreciate the general behavior</p>	<ul style="list-style-type: none"> The teacher trainee: discusses with resource person on commonly practiced greetings research on the cultural etiquettes taught from early years for each faith Study concepts of blessings and their relationship with morals and values. watches video clips on etiquette observed as per the four faiths consults a resource person for guidance on etiquette as per the four faiths Make posters and wallpapers on the dos and don'ts of <i>Sadachaar</i> from the four faiths 	<p>Why is it important to observe etiquette in daily life?</p>

		in the four faiths	<ul style="list-style-type: none"> • develops pedagogical, instrumental and engaging age-appropriate materials • Model a lesson to explain safety measures while using various resources as an etiquette • models a lesson to explain etiquettes to be observed when using various resources • organize debates and seminars on <i>Sadachaar</i> as per the four faiths, 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Pedagogical content and knowledge: teacher trainee displays understanding about how learners learn to plan. model a lesson to explain safety measures while using various resources as an etiquette • Digital literacy: teacher trainee uses digital devices to facilitate teaching and learning. • Creativity and Innovation: teacher trainee demonstrate acquired knowledge skills and values to develop pedagogical, instrumental and engaging age-appropriate materials 				

Values:

Integrity as the teacher trainee practice general etiquette

Responsibility while following Principles and teachings of Scriptures and Enlightened Beings from different faiths.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to distinguish the various greetings practiced in the four faiths of HRE.	Distinguishes the various greetings practiced in the four faiths.	Distinguishes the various greetings practiced in three out of the four faiths.	Distinguishes the various greetings practiced in two out of the four faiths.	Distinguishes the various greetings practiced in only one out of the four faiths.
Ability to develop Pedagogical tools on cultural behaviours, according to the four faiths in HRE	Develops effective and learner friendly pedagogical tools on cultural behaviours.	Develops Pedagogical tools on cultural behaviours.	Develops Pedagogical tools on cultural behaviours missing minor details.	develop Pedagogical tools on cultural behaviours missing major details.

Ability to use community resources in a responsible way for practicing <i>Sadachaar</i> .	Uses community resources in a responsible way most frequently.	Uses community resources in a responsible way.	Uses community resources in a responsible way occasionally.	use community resources in a responsible way rarely practices.
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.0 Principles of Dharma	6.2 Pillars of Dharma 05 hrs	<p>By the end of the Sub strand, the teacher trainee should be able to:</p> <p>analyse the pillars of <i>Dharma</i> in the four faiths in Hindu Religious Education</p> <p>investigate the pillars of <i>dharma</i> in relation to the four faiths in HRE</p> <p>model lessons on the implementation of the basic pillars of Dharma in the four faiths</p> <p>appreciate the importance of the basic pillars of Dharma in the four faiths in Hindu Religious Education.</p>	<p>The teacher trainee:</p> <ul style="list-style-type: none"> ● watches videos and shares observation on the pillars of <i>Dharma</i> in the four faiths ● wiki build an open forum, to discuss/share information, on the Principles of Dharma concept ● compare the studies of the Pillars and their role in strengthening Kenyan values ● Make posters of pillars and Principles of Dharma for learners from four faiths from various sources including Scriptures in all public places ● Make a collection of Scriptural/religious stories based 	<p>How can you effectively relate the Pillars of <i>Dharma</i> to the learners' modern life?</p>

			<p>on the pillars and Principles of Dharma from the four faiths</p> <ul style="list-style-type: none"> ● Write motivational skits/rhymes based on the pillars and Principles of Dharma ● Use ICT devices to search for information on the pillars in Hindu Religious Education. ● develop lesson plans on the implementation of the basic pillars of <i>Dharma</i> ● Write an essay on how issues of human sexuality can be addressed in an age-appropriate manner using the teachings from the pillars found in the four faiths, 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Learning to learn and reflective practice: teacher trainee uses ICT tools interactively when searching for information on the pillars in Hindu Religious Education. ● Pedagogical content knowledge: teacher trainee displays understanding about how learners learn to plan a variety of instructional strategies and resources when develop lesson plans on the implementation of the basic pillars of <i>Dharma</i> 				

Values:

- Integrity as the teacher trainee practice general etiquette
- Respect- respect of others' views during group discussion
- Unity-Sharing information and teaching learning resources among peers.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to analysis on Pillars of <i>Dharma</i>	Analyses pillars of <i>Dharma</i> from the four faiths in depth details.	Analyses pillars of <i>Dharma</i> from three out of the four faiths.	Analyses pillars of <i>Dharma</i> from two out of the four faiths.	Analyses pillars of <i>Dharma</i> from one out of the four faiths.
Ability to model lessons on the implementation of the basic pillars of Dharma in the four faiths.	Models lessons on the implementation of the basic pillars of Dharma in the four faiths very often.	Models lessons on the implementation of the basic pillars of Dharma in the four faiths.	Models lessons on the implementation of the basic pillars of Dharma in two out of the four faiths.	Models lessons on the implementation of the basic pillars of Dharma in only one out of the four faiths.
Ability to investigate the pillars of <i>dharmā</i> in relation to the four faiths in HRE	Investigates the pillars of <i>dharmā</i> in relation to the four faiths in HRE very keenly.	Investigates the pillars of <i>dharmā</i> in relation to the four faiths in HRE	Investigates the pillars of <i>dharmā</i> in relation to the four faiths in HRE less keenly.	Investigates the pillars of <i>dharmā</i> in relation to the four faiths in HRE with prompts.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.0 Principles of <i>Dharma</i>	6.3 Principle s of <i>Dharma</i> 06 hrs.	<p>By the end of the Sub strand, the teacher trainee should be able to:</p> <p>a) analyse the basic Principles of Dharma in Hindu Religious Education</p> <p>b) model a lesson on how to teach the basic Principles of <i>Dharma</i> in HRE</p> <p>c) develop key inquiry questions in relation to Principles of Dharma</p> <p>d) compose motivational rhymes on Principles of Dharma for upholding the Principles</p> <p>appreciate the importance of the basic Principles of Dharma in enhancing spirituality.</p>	<p>The teacher trainee:</p> <ul style="list-style-type: none"> ● listens to a resource person explaining the application of the Principles of <i>Dharma</i> ● presents a model lesson, to teach Principles of <i>Dharma</i> to Primary learners ● designs a skit for special needs learners, that depict moral values embedded in the principles ● makes a Scriptural stories' collection, based on the principles of <i>Dharma</i> from the four faiths ● develop key inquiry questions in relation to Principles of <i>Dharma</i> <p>Write motivational skits/rhymes</p>	<p>How can Principles of <i>Dharma</i> promote values embedded in BECF, for learners?</p>

			based on the pillars and Principles of Dharma	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Pedagogical content knowledge competence: teacher trainee displays understanding about how learners learn to plan a variety of instructional strategies and resources designs a skit for special needs learners, that depict moral values embedded in the principles • Self-efficacy: teacher trainee Reflect confidence in the ability to makes a Scriptural stories’ collection, based on the principles of <i>Dharma</i> from the four faiths 				
<p>Values: Promotion of unity, love and integrity as the teacher trainee practice general etiquette Respect- respect of others’ views during group discussions</p>				

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to analyse the basic Principles of Dharma in Hindu Religious Education	Analyses the basic Principles of Dharma in Hindu Religious Education in depth details.	Analyses the basic Principles of Dharma in Hindu Religious Education.	Analyses the basic Principles of Dharma in Hindu Religious Education with minimal details.	Analyses the basic Principles of Dharma in Hindu Religious Education without details.

Ability to develop key inquiry questions in relation to Principles of Dharma	Develops key inquiry questions in relation to Principles of Dharma most frequently.	Develops key inquiry questions in relation to Principles of Dharma.	Develops key inquiry questions in relation to Principles of Dharma occasionally.	Develops key inquiry questions in relation to Principles of Dharma rarely.
Ability to compose motivational rhymes on Principles of <i>Dharma</i>	Composes motivational rhymes	Composes motivational rhymes.	Composes motivational rhymes with assistance.	Composes motivational rhymes with guidance.

STRAND 7.0YOGA

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
7.0Yoga	7.1 Basics of Yoga 4 hrs	<p>By the end of the sub-strand teacher trainee should be able to:</p> <ol style="list-style-type: none"> investigate the concept of Yoga in relation to enhancing good human health analyse the ‘Eight Limbs of Yoga’ as an important aspect for familiarization develop an age-appropriate Yoga guidance programmed for use in sports and games Model a lesson to explain the eight limbs of Yoga appreciate the importance of Yoga as an essential aspect of spiritual nourishment and development. 	<p>The teacher trainee:</p> <ul style="list-style-type: none"> does research and writes report on the basic concept of Yoga design an appropriate Yoga guidance/schedule/programmed learners consults a Yoga expert on the safety measures and etiquette to be observed. gathers basic information, on the ‘Eight Limbs of <i>Yoga using digital devices</i> discuss the safety measures and etiquette to be observed while practicing Yoga writes educational information pieces, on the holistic benefits of Yoga for <i>Yog</i> (Spiritual nourishment) voluntarily participates in opportunities like International 	<ol style="list-style-type: none"> How can Yoga foster harmonious coexistence among learners? How can a teacher inspire learners to practice Yoga in their daily routine?

			<p>Day of Yoga</p> <ul style="list-style-type: none"> • Model a lesson and present it to peers for review to explain the eight limbs of Yoga (time, space, relationship, attire) • Research on the international forums the benefits of different kinds of <i>Yoga</i> for <i>Yog</i> (Spiritual nourishment). 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Pedagogical content knowledge: teacher trainee demonstrates knowledge and capability to Model a lesson and present it to peers for review to explain the eight limbs of Yoga (time, space, relationship, attire) • Creativity and innovation: teacher trainees enhance creativity in the mind when designing an appropriate Yoga guidance/schedule/programmed learners consults a Yoga expert on the safety measures and etiquette to be observed. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect: teacher trainee correctly follows instructions from the Yoga instructor. • Integrity: teacher trainees follow the instructions of resource persons for healthy living. 				

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to investigate the concepts of Yoga.	Investigates the concepts of Yoga very often.	Investigates the concepts of Yoga.	Investigates the concepts of Yoga less often.	Investigates the concepts of Yoga not often.
Ability to analyse the 'Eight Limbs of Yoga' as an important aspect for familiarization	Analyses the 'Eight Limbs of Yoga' as an important aspect most frequently.	Analyses the 'Eight Limbs of Yoga' as an important aspect.	Analyses the 'Eight Limbs of Yoga' as an important aspect occasionally.	Analyses the 'Eight Limbs of Yoga' as an important aspect rarely.
Ability to develop an age-appropriate Yoga guidance.	Develops a comprehensive age-appropriate Yoga guidance in depth details.	Develops an age-appropriate Yoga guidance.	Develops an age-appropriate Yoga guidance missing minor informations with minimal details.	Develops an age-appropriate Yoga guidance missing major information irregularly.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
7.0 Yoga	7.2 Essential pre-requisites in Yoga 04 hrs	By the end of the Sub strand, the teacher trainee should be able to: <ol style="list-style-type: none"> justify the essential prerequisites in yoga for the prevention of injury or disease propose age-appropriate <i>asanas</i> (postures) for good health and positive discipline recognize the benefits of essential pre-requisites in Yoga for better living appreciate the importance of Yoga practices in enhancing good health. 	The teacher trainee: <ul style="list-style-type: none"> uses ICT devices to research on essential prerequisites in Yoga practice (diet, attire, and safety measures) writes a report on the importance of Yoga practice discusses the importance of Yoga practice visits institutions that practice Yoga. Observes Yoga experts, to learn instructive learning. Frame key inquiry questions to assess learners on the prerequisites of Yoga 	Why are pre-requisites' knowledge, useful in teaching Yoga?
Core Competencies to be developed: <ul style="list-style-type: none"> Self-efficacy: teacher trainees practice Yoga asanas and pranayama efficiently and are able to demonstrate. 				

- Digital literacy skills: teacher trainee access the internet when uses ICT devices to research on essential prerequisites in Yoga practice (diet, attire, and safety measures)

Values:

- Responsibility teacher trainee correctly follows instructions from the Yoga instructor.
- Integrity as the teacher trainee follows the instructions of the resource person for healthy living.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to justify the essential prerequisites in yoga.	Justifies the essential prerequisites in yoga very keenly.	Justifies the essential prerequisites in yoga.	Justifies the essential prerequisites in yoga keenly.	Justifies the essential prerequisites in yoga with prompts.
Ability to propose age-appropriate <i>asanas</i> (postures) for good health and positive discipline	Proposes age-appropriate <i>asanas</i> (postures) most frequently.	Proposes age-appropriate <i>asanas</i> (postures).	Proposes age-appropriate <i>asanas</i> (postures) occasionally.	Proposes age-appropriate <i>asanas</i> (postures) rarely.

<p>Ability to recognize the benefits of essential pre-requisites in Yoga for better living</p>	<p>Recognizes the benefits of essential pre-requisites in Yoga very often.</p>	<p>Recognizes the benefits of essential pre-requisites in Yoga.</p>	<p>Recognizes the benefits of essential pre-requisites in Yoga less often.</p>	<p>Recognizes the benefits of essential pre-requisites in Yoga not often.</p>
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STRAND 8.0 UTSAV (FESTIVALS)

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.0 Utsav (Festivals)	8.1 Utsav in Hindu Religious Education 2 hrs	By the end of the sub-strand teacher trainee should be able to: <ol style="list-style-type: none"> investigate the main Festivals and ceremonies of different faiths of HRE develops a repertoire of video programmes of Utsav in HRE develop appropriate strategies for engaging learners in the celebrations of National Festivals to instill the National values and citizenship Evaluate the impact of festivals on learners for economic growth, social cohesion and patriotism appreciate the role <i>Utsav</i> plays in instilling cultural, moral and communal values, in its next 	The teacher trainee: <ul style="list-style-type: none"> does research on the term Utsav, in different contexts using available resource discusses with peers, to understand which festivities are most important for the faiths records a video clip to introduce Utsav in an appealing and creative way Organizes visits to different venues for Utsav celebrations, from the four faiths. Dramatize and role-play the rituals and characters in celebrating specific festivals strategize ways of engaging 	Why is it important to learn about the origin and background of festivals that are commonly celebrated in the four faiths in HRE?

		generations.	<p>diverse learners in National celebrations</p> <ul style="list-style-type: none"> • develops a tool, for celebrating common festivities • Correlates the teachings/values of the HRE festivities with the Kenyan values and cultures. • develop a portfolio on recitations chants citations hymns Scriptural verses, folk songs, and prayers relevant to different festivals to preserve culture 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and Innovation: teacher trainee Enhance creativity in the mind of learners when develop a portfolio on recitations chants citations hymns Scriptural verses, folk songs, and prayers relevant to different festivals to preserve culture • Communication and collaboration: teacher trainee Enhance their skills in communication when discusses with peers, to understand which festivities are most important for the faiths 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: teacher trainee actively participates in a celebration of festivities. 				

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to evaluate the impact of festivals on learners for economic growth, social cohesion and patriotism	Evaluates the impact of festivals on learners most frequently.	Evaluates the impact of festivals on learners.	Evaluates the impact of festivals on learners occasionally.	Evaluates the impact of festivals on learners rarely.
Ability to develop appropriate strategies for engaging learners in the celebration of National Festivals to instill the National values and citizenship	Develops appropriate strategies for engaging learners in the celebration of National Festivals very keenly.	Develops appropriate strategies for engaging learners in the celebration of National Festivals.	Develops appropriate strategies for engaging learners in the celebration of National Festivals keenly.	Develops appropriate strategies for engaging learners in the celebration of National Festivals less keenly.

<p>Ability to develop appropriate strategies for engaging learners in the celebration of National Festivals to instill the National values and citizenship</p>	<p>Develops appropriate strategies for engaging learners in the celebration of National Festivals in depth details.</p>	<p>Develops appropriate strategies for engaging learners in the celebration of National Festivals.</p>	<p>Develops appropriate strategies for engaging learners in the celebration of National Festivals with minimal details.</p>	<p>Develops appropriate strategies for engaging learners in the celebration of National Festivals occasionally.</p>
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
8.0 Utsav (Festivals)	8.2 Religious and social festivals 3 hrs	<p>By the end of the Sub strand, the teacher trainee should be able to:</p> <p>a) explain the religious and social significance of festivals for pedagogical content knowledge</p> <p>b) catagorises types of festivals in the four faiths in HRE</p> <p>c) investigates the essence religious festivals in HRE</p> <p>d) recognise the role of festivals in fostering moral values and ethical living</p> <p>e) appraise the importance of participating in the religious activities associated with festivals,</p>	<ul style="list-style-type: none"> • The teacher trainee: • researches on the religious background of listed festivals • visit relevant venues to observe the celebration of festivals as a community service learning to enhance learning to learn and reflective practice, • device ways of engaging young learners in making greeting cards and artifacts, using locally available materials for use in different festivals • visit areas where Utsav is performed and make a report on the activities carried out 	<p>How can the religious essence of festivals be inculcated in learners?</p>

			<ul style="list-style-type: none"> • develops appropriate pedagogical tools to introduce festivals’ religious essence • Develop a portfolio on recitations chants citations hymns Scriptural verses, folk songs, and prayers relevant to different festivals • Participates in the religious festivities to understand their role in society. 	
<p>Core Competencies to be developed: Pedagogy content knowledge: teacher trainee while teaching learning about the reasons and different ways of celebrating festivals in the four faiths in HRE, health and safety – during the celebration of festivals.</p>				
<p>Values: Unity – by taking part in the celebration of festivals from other communities.</p>				

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to explain the religious and social significance of festivals	Explains the religious and social significance of festivals in depth details.	Explains the religious and social significance of festivals.	Explains the religious and social significance of festivals leaving minor details.	Explains the religious and social significance of festivals leaving major details.
Ability to categorize types of festivals in the four faiths in HRE	Categorizes types of festivals in the four faiths.	Categorizes types of festivals in three out of the four faiths.	categorize types of festivals in two out of the four faiths.	categorize types of festivals in only one out of the four faiths.
Ability to investigate the essence religious festivals in HRE	Investigates the essence religious festivals in HRE very keenly.	Investigates the essence religious festivals in HRE.	Investigates the essence religious festivals in HRE keenly.	Investigates the essence religious festivals in HRE less keenly.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
8.0 Utsav (Festivals)	8.3 Safety and cleanliness 3 hrs	By the end of the Sub strand, the teacher trainee should be able to: a) investigate measures to be observed by primary level learners during celebrations of festivals for safety to promote life skills b) propose measures to be observed for safety during festival celebrations, c) evaluate the impact of festivals on national development. d) Appreciates the safety and cleanliness during celebration of festivals.	The teacher trainee: <ul style="list-style-type: none"> ● plans a mock drill exercise on safety measures to be observed during celebrations ● participates in pre- and post-cleaning exercises during various festivities. ● dramatizes through role-play the rituals, storylines, and essence of certain festivities ● model a lesson safety and cleanliness measures necessary during festivals ● Propose for parents to list variety of food items suitable for learners served during celebration of each festival ● organize a mock drill exercise on safety measures to be observed during celebration of festivals, ● designs learning materials for 	<ol style="list-style-type: none"> 1. What is the role of festivals in inculcating discipline in learners? 2. Why is it important to observe safety and cleanliness during festivals?

			<p>effective teaching of Utsav</p> <ul style="list-style-type: none"> ● Visits relevant venues to observe the celebration of festivals. ● dramatize / role-play the rituals and characters in celebrating specific festivals fostering creativity and innovation, ● actively participate during the celebration of festivals enhancing community service learning and integrating PCI. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Learning to learn and reflective practice: teacher trainee engages in collective learning when participates in pre- and post-cleaning exercises during various festivities ● Critical thinking and Problem solving: teacher trainee facilitate exploring new ways of doing things when dramatizes through role-play the rituals, storylines, and essence of certain festivities ● Pedagogical content knowledge: teacher trainee Identifies and nurtures learner’s talents when plans a mock drill exercise on safety measures to be observed during celebrations 				
<p>Values:</p> <ul style="list-style-type: none"> ● Promotion of Love, respect, unity, responsibility as the teacher trainee actively participates in a celebration of festivities. ● Teacher trainees exhibit responsibility during celebration by taking care of the sentiments of colleagues from other faiths. 				

- Unity – by taking part in the celebration of festivals from other communities.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to propose measures to be observed for safety during festival celebrations	Proposes more than five safety measures.	Proposes five safety measures.	Proposes three to four safety measures.	Proposes only two safety measures.
Ability to investigate measures to be observed during celebrations of festivals	Investigates measures to be observed very keenly.	Investigates measures to be observed.	Investigates measures to be observed keenly.	Investigates measures to be observed less keenly.
Ability to evaluate the impact of festivals on national development.	Evaluates the impact of festivals on national development in depth details.	Evaluates the impact of festivals on national development.	Evaluates the impact of festivals on national development with minimal details.	Evaluates the impact of festivals on national development without details.

LEARNING RESOURCES AND ASSESSMENT METHODS

Suggested Resources:

- Video clips, magazines, research papers, internet, resource persons, KICD Archives, visit Hindu Council of Kenya, places of worship, Indian High commission archives, Kenya Archives, Railway archives, world heritage archives
- Course books, Media, Newsletters, Magazines, Scriptures, Library, Community, Encyclopedia, Biographies, Charts, Souvenirs, Kenyan Constitution, Education Act, The Commission report.
- Scriptures and Scriptural writings, previous dissertations, internet, community libraries, places of worship
- Print and electronic media, posters, atlas, community resources, field trips, safety, care, maintenance and storage of resources.

Suggested Assessment Methods:

Oral questions, observation checklist, project work, checklist, portfolio, self/peer assessment, written test, practical performance, peer teaching, Rubrics, word search, quizzes, puzzles, Treasure hunting, Modelling.