



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A skilled and Ethical Society

JUNIOR SCHOOL CURRICULUM DESIGN

HINDU RELIGIOUS EDUCATION

GRADE 8

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NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1. Foster nationalism and patriotism and promote national unity.

Kenya's people belong to different communities, races and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. It is a paramount duty of education to help young people acquire this sense of nationhood by 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 needs 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 equality 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.

LESSON ALLOCATION AT JUNIOR SCHOOL

S/No	Learning Area	Number of Lessons per week
1.	English	5
2.	Kiswahili / Kenya Sign Language	4
3.	Mathematics	5
4.	Religious Education	4
5.	Social Studies	4
6.	Integrated Science	5
7.	Pre-Technical Studies	4
8.	Agriculture and Nutrition	4
9.	Creative Arts and Sports	5
	Pastoral/Religious Instruction Programme	1
Total		40 + 1

LEARNING OUTCOMES FOR MIDDLE SCHOOL

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

1. Apply literacy, numeracy and logical thinking skills for appropriate self-expression.
2. Communicate effectively, verbally and non-verbally, in diverse contexts.
3. Demonstrate social skills, spiritual and moral values for peaceful co-existence.
4. Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development.
5. Practise relevant hygiene, sanitation and nutrition skills to promote health.
6. Demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility.
7. Appreciate the country's rich and diverse cultural heritage for harmonious co-existence.
8. Manage pertinent and contemporary issues in society effectively.
9. Apply digital literacy skills for communication and learning.

ESSENCE STATEMENT

Hindu Religious Education (HRE) at Junior Secondary School level builds on knowledge, skills, attitudes and values that were acquired and developed by the learner at the primary school level. The learner will be guided to develop a sense of identity, belonging and a self-inquiry approach to the physical, mental, moral, social, and spiritual fundamental faculties. This is in line with relevant theoretical approaches such as Piaget's Cognitive Theory of Development, Vygotsky's Theory of Learning and Erik Erikson's Stages of Psychosocial Development.

Hindu Religious Education offers an avenue to learn to build positive relationships and solve challenges collectively, with care, empathy, respect and understanding of differences with people of different heritages and religions. This contributes to solidarity and towards building a more tranquil and inclusive society. It also promotes and strengthens mutual understanding, appreciation and respect for religious freedom and diversity. The learner is thus guided to behave responsibly at local, national and global levels for a more serene and sustainable world. This subject also contributes to the empowerment of the learner, fostering inclusion and social cohesion.

Hindu Religious Education reiterates the importance of core values and empowers the learner to advance human rights and equality, with a respect for different cultures and beliefs and with dignity offers the opportunity to build a peaceful society. HRE will also provide opportunities for exploring, acquiring and practicing core competencies that will lay a firm foundation not only for senior secondary but also for diverse career paths.

SUBJECT GENERAL LEARNING OUTCOMES:

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

- a) Discover self-identity through firm grounding in the (Sanatan/Vedic, Jain, Buddhist and Sikh) faiths
- b) Develop awareness and practice the Principles of Dharma for righteous living
- c) Apply teachings from Scriptures for guidance and moral formation in daily life
- d) Demonstrate acquired knowledge, skills, and values for coping in the contemporary world
- e) Preserve heritage and foster ethical socio-cultural values that promote national and international harmony
- f) Use varied media for effective communication and learning
- g) Appreciate the importance of Yog for holistic development and well-being.

SUMMARY OF STRANDS AND SUB STRANDS

Strands	Sub Strands
1. MANIFESTATION OF PARAMATMA	<ul style="list-style-type: none">• Enlightened beings• <i>Lord Krishna,</i>• <i>Tirthankar Neminath,</i>• <i>Lord Buddha,</i>• <i>Sri Guru Har Rai Ji,</i>• <i>Guru Har Kishan ji</i>
2. SCRIPTURES	Sanatan/Vedic Scriptures <i>Yajur Ved – Shanti Mantra (Ch. 36, 17) and Sangathan mantra</i>

<p>3. PRINCIPLES OF DHARMA (<i>DHARMIC SIDDHANT</i>)</p>	<p>Sanatan/Vedic Dharma</p> <ul style="list-style-type: none"> • <i>Pranidaya</i> (compassion) • <i>Purusharth</i> (hard work) • <i>Punar janam</i> (reincarnation) • <i>Paramatma</i> (Supreme Being) • <i>Prarthana</i> (prayer)
<p>4. RELIGIOUS PRACTICES</p>	<ul style="list-style-type: none"> • Buddhist Practices • Places of Worship <p><i>Durga Pooja,</i> <i>Ayambil,</i> <i>Vesak</i> <i>GurPurab</i></p>
<p>5. YOG</p>	<ul style="list-style-type: none"> • Concepts of Yog • Bhakti Yog (<i>Devotion</i>) <p>Personal (<i>mantras, mala, meditation, chanting/recitation</i>) Communal (<i>Satsang, Sangha, Sangat</i>)</p>
<p>6. SANSKAARS (RITES OF PASSAGE)</p>	<ul style="list-style-type: none"> • Sanatan/Vedic SANSKAARS • Birth Ceremony (<i>Jatkaram</i>) • Naming Ceremony (<i>Naamkaran</i>) • Thread Ceremony (<i>Upnyan</i>) • Beginning of education (<i>Vidyarambh</i>) • Marriage (<i>Vivaah</i>) • Death rituals (<i>Antyeshti</i>)

STRAND 1.0: MANIFESTATION OF PARAMATMA

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0. Manifestation of Paramatma (Supreme Being)	1.1 Enlightened beings <i>-Chaitanya Mahaprabhu</i> <i>-Tirthankar Mallinath</i> <i>-Lord Buddha</i> <i>-Sri Guru Tegh Bahadur Ji (Hind Kee Chaadhar)</i> (10 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> explain key attributes of the listed Enlightened Beings for familiarisation, outline the contributions of the Enlightened Beings for inspiration in daily life, participate in activities that reflect the teachings of the Enlightened Beings for individual transformation, recognize the contributions of Enlightened Beings for guidance in life. 	The learner is guided to: <ul style="list-style-type: none"> research and discuss in groups the attributes of the specified Enlightened Beings based on their life history using varied digital/digital media with assistive technology /print media/ resource persons, tabulate or write the attributes and commonalities of the selected Enlightened Beings watch or listen to audio visual clips on the life history of the Enlightened Beings role play the story of Tirthankar Mallinath: Malli kumari and kings, 	<ol style="list-style-type: none"> Why is it important to learn the attributes of Enlightened Beings? How can we implement the teachings of Enlightened Beings in our lives?

			<ul style="list-style-type: none">• explain the events that led to Sri Guru Tegh Bahadur Ji's entitlement,• write an essay on the implementation of the teachings learnt from the Enlightened Beings• draw, paint or make a tactual illustration on a life event of an Enlightened Being• design a catalogue of each Enlightened Being by sticking at least two pieces of poetry/quotes from religious magazines/recorded discourses/personal composition against a relevant portrait of each Enlightened Being• develop a practical activity in groups to solve a problem in their community applying a specific teaching from the Enlightened Beings.	
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Core Competencies to be developed:

- Critical Thinking and Problem Solving: Learners enhance critical thinking as they develop a practical activity in groups to solve a problem in their community applying the teachings from the lives of Enlightened Beings.
- Self-efficacy: Learners acquire leadership skills as they role play the story of Tirthankar Mallinath: Malli kumari and kings.

Values:

- Social justice: Learners acquire equity as they watch or listen to audio visual clips on the life history of the Enlightened Beings.
- Responsibility: Learners acquire resilience as they watch or listen to audio visual clips on the life history of the Enlightened Beings and implement the teachings responsibly in daily life.

Pertinent and Contemporary Issues (PCI's):

- Human rights and responsibilities: Learners enhance Human rights and responsibilities as they explain the events that led to Sri Guru Tegh Bahadur Ji's entitlement of *Hind Kee Chaadhar*.
- Positive discipline: Learner inculcates positive discipline in them as they watch video clips on the life history of the Enlightened Beings.

Link to other Subjects:

- English: Learners develop writing skills as they write an essay on the implementation of the teachings they have learnt from the Enlightened Beings.

Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to explain the key attributes of the listed Enlightened Beings for familiarisation.	Explains the key attributes of the listed Enlightened Beings with ease.	Explains the key attributes of the listed Enlightened Beings.	Explains some of the key attributes of the listed Enlightened Beings.	Explains some of the key attributes of the listed Enlightened Beings with assistance.
Ability to outline the contributions of the Enlightened Beings for inspiration in daily life.	Outlines the contributions of the Enlightened Beings with details.	Outlines the contributions of the Enlightened Beings.	Outlines some of the contributions of the Enlightened Beings.	Outlines some of the contributions of Enlightened beings with guidance.

STRAND 2.0: SCRIPTURES

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0. Scriptures	2.1. Scriptural Texts <i>- Yajur Ved: Sangathan mantra</i> <i>- Uttradhyan Sutra Chapter 19-21 (Summary)</i> <i>- Mangala Sutta SN2.4</i> <i>- Sukhmani Sahib 9-16</i> <i>Ashtpadi(Summary)</i>	By the end of the sub strand, the learner should be able to: a) analyse the role of Scriptures for guidance in daily life, b) prepare a code of conduct based on Scriptures for personal development, c) utilise common teachings from the Scriptures for peace and harmony, d) appreciate Scriptural teachings for spiritual nourishment.	The learner is guided to: <ul style="list-style-type: none"> • read the selected verses under parental supervision and write a report on how these Scriptures guide our daily lives, • discuss in groups the roles of Scriptures in society, • visit Sanatan Mandir, Derasar Vihar and Gurdwara to learn about the Scriptures • tabulate or write a code of conduct for their daily life based on the Scriptures they have learned about, • recite/sing/ chant the verses/ hymns/stavans/mantras/Shabads from the selected Scriptures that promote peace and harmony. 	<ol style="list-style-type: none"> 1. How does reading of Scriptures influence our daily life? 2. How does code of conduct in Scriptures instills moral values?

	(11 Lessons)		<ul style="list-style-type: none"> ● listen to stories and recorded audio-visuals on the listed verses from the Scriptures, ● discuss in groups how teachings from the Scriptures promote peace and harmony and make a presentation in class. ● Assist learners with special needs as per their abilities through peer teaching basic concepts from Scriptures in their class. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Citizenship: Learners enhance information and communication as they discuss the role of Scriptures in groups. ● Digital Literacy: Learners interact with technology as they listen to stories/observe signed stories and watch or listen to recorded audio-visuals on the listed verses from the Scriptures. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Respect: Learners acquire open mindedness as they discuss in groups and present their findings in class. ● Peace: Learners instill love and compassion as they apply teachings of the Scriptures by living a peaceful and harmonious life. 				

Pertinent and Contemporary Issues (PCI's):

- Citizenship: Learners will enhance Global Citizenship as they recite or sign verses/ hymns/ mantras from the selected Scriptures that promote peace and harmony.

Link to other Subjects:

- Performing Arts: Learners enhance performing skills as they recite/sing/chant mantras, stavans and hymns from Scriptures on peace and harmony.
- Social Studies: Learners reinforce social skills as they visit Sanatan Mandir, Derasar, Vihar and Gurdwara to learn about the Scriptures.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to analyse the role of Scriptures for guidance in daily life.	Analyses the role of Scriptures elaboratively.	Analyses the role of Scriptures.	Analyses the role of Scriptures in less details.	Analyses the role of Scriptures in less details with assistance.
Ability to prepare a code of conduct based on Scriptures for personal development.	Prepares a code of conduct in detail.	Prepares a code of conduct.	Prepares a code of conduct with less details.	Prepares a code of conduct with less details through guidance.

STRAND 3.0: PRINCIPLES OF DHARMA

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 Principles of Dharma	3.1. Fundamental Principles - Sanatan/Vedic- <i>Punarjanam</i> (Reincarnation) - Jain- Non-attachment (<i>Aparigraha</i>), - Celibacy (<i>Bhramacharya</i>) - Sikh-Satisfaction (<i>Santokh</i>) - Truth (<i>Sat</i>)	By the end of the sub-strand, the learner should be able to: a) identify the fundamental Principles of Dharma for character formation, b) display the Principles of Dharma in a school environment, c) nurture the Principles of Dharma for virtuous living.	The learner is guided to: <ul style="list-style-type: none"> • explore the Fundamental Principles of Dharma from the four faiths through digital media/ libraries / resource person(s) • research famous personalities to ascertain their efforts in following the Principles of Dharma, • create a list of activities to guide them on the practice of each of the Principles of Dharma • discuss in groups the activities enlisted regarding the practice of Principles of Dharma, • explore and narrate stories in the classroom based on Principles of Dharma • visit Sanatan Mandir, Derasar, Vihar and Gurdwara, listen, sermons on the Principles of Dharma, 	<ol style="list-style-type: none"> 1. How can Principles of Dharma be practised in day-to-day life? 2. Why is it important to live by the Principles of Dharma?

	(10 lessons)		<ul style="list-style-type: none"> prepare relevant skits based on Scriptural stories depicting Principles of Dharma. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Learning to Learn: Learners share learnt knowledge as they discuss in groups the activities enlisted regarding the practice of Principles of Dharma. Creativity and Imagination: Learners will develop networking skills as they do skits based on Principles of Dharma. Digital Literacy: Learners enhance digital literacy skills as they use digital technology as they explore the Principles of Dharma through digital media. 				
<p>Values:</p> <ul style="list-style-type: none"> Respect: Learners acquire acceptance for self and others as they develop tolerance towards other religions. Peace: Learners enhance compassion as they learn about non-violence. 				
<p>Pertinent and Contemporary Issues (PCI's):</p> <ul style="list-style-type: none"> Citizenship: Learners enhance global citizenship as they learn about religious tolerance. Values Based Education: Learners enhance values as they get exposed to the Principles of Dharma. Financial Literacy: Learners apply financial literacy as they practice the principle of non-stealing and non-attachment. 				
<p>Link to other Subjects:</p> <ul style="list-style-type: none"> Visual Arts: Learners enhance creative skills as they prepare skits based on Scriptural stories depicting Principles of Dharma. 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 Principles of Dharma	3.2 Buddhist Principles of Dharma Noble Eightfold Path (8 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) describe the Buddhist Principles of Dharma for spiritual nourishment, b) practice the Buddhist Principles of Dharma for character formation, c) acknowledge the Buddhist Principles of Dharma for virtuous living. 	The learner is guided to: <ul style="list-style-type: none"> • read religious Buddhist magazines to identify components of the Noble Eightfold Path • listen to a discourse by resource persons explaining the noble eightfold path, • create a mind map/make a summary /list that incorporates activities of the noble eightfold path and discuss in groups the components that can be exercised in daily life, • watch/ listen/ selected videos about the practice of the noble eightfold path in Buddhism/consult practising Buddhists to learn how the components are applied in day to day life. 	What is the significance of noble eightfold path in our life?

			<ul style="list-style-type: none"> Assist learners with special needs as per their abilities through peer teaching religious practices carried out in a place of worship. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Learning to Learn: Learners develop independent learning skills as they read religious Buddhist magazines to identify components of the Buddhist eightfold path. Digital Literacy: Learners will enhance digital literacy skills as they interact with technology as they watch/ listen/ observe signed videos on the practice of the eightfold path. 				
<p>Values:</p> <ul style="list-style-type: none"> Respect: Learners acquire humility as they practice right speech, and right action for self and others. Integrity: Learners enhance accountability as they practice the Buddhist Principles of Dharma. 				
<p>Pertinent and Contemporary Issues (PCI's):</p> <ul style="list-style-type: none"> Social Awareness Skills: Learners acquire social skills as they embrace the components of eightfold path. Self-Management Skills: Learners develop management skills as they create a mind map/summarize /list that incorporates activities of the eightfold path and discuss in groups the components that can be exercised in daily life. 				
<p>Link to other Subjects:</p> <ul style="list-style-type: none"> Visual Arts: Learners apply creative skills as they create a mind map/ summarise/list that incorporates activities of the eightfold path. 				

Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to describe the Buddhist Principles of Dharma for spiritual nourishment.	Describes the Buddhist Principles of Dharma giving examples.	Describes the Buddhist Principles of Dharma.	Describes some of the Buddhist Principles of Dharma.	Describes some of the Buddhist Principles of Dharma with prompts.
Ability to practice the Buddhist Principles of Dharma for character formation.	Practices the Buddhist Principles of Dharma with resilience.	Practices the Buddhist Principles of Dharma.	Practices some of the Buddhist Principles of Dharma.	Practices some of the Buddhist Principles of Dharma with motivation.
Ability to identify the Fundamental Principles of Dharma for character formation.	Identifies the Fundamental Principles of Dharma correctly.	Identifies the Fundamental Principles of Dharma.	Identifies some of the Fundamental Principles of Dharma.	Identifies some of the Fundamental Principles of Dharma with guidance.

STRAND 4.0: RELIGIOUS PRACTICES

STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
4.0 Religious Practices	4.1. Protocols in Sanatan Dharma <i>Arti & Circumbulation</i> (11 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> describe the protocols of a religious practice from the Sanatan faith in Mandir, display the mandatory religious etiquette for self-efficacy, model the protocols and etiquette for personal welfare. 	The learner is guided to: <ul style="list-style-type: none"> visit places of worship for the Sanatan Dharma, accompanied by parents/guardians, to observe, record with digital devices / adapted digital devices to present in class the relevance of <i>Arti</i>, its components and significance, perform the <i>Arti</i> at the end of their presentation, individually or in groups, write a detailed report on findings from visits to places of worship that include the attitudinal disposition one has while performing the religious practices, demonstrate the religious practices in groups, invite resource person to give a talk on the mandatory protocols of the religious practices where learners record and take notes, 	Why are protocols important in religious practices?

			<ul style="list-style-type: none"> visit a place of worship to note the etiquettes observed. Assist learners with special needs as per their abilities through peer teaching to make them understand the religious practices carried out in a place of worship. 	
Core Competencies to be developed: <ul style="list-style-type: none"> Self-efficacy: Learners enhance self-awareness and planning skills as they engage in role play the mandatory religious practices in groups. Digital literacy: Learners enhance digital skills as they manipulate digital devices to conduct and record an interview with resource persons on mandatory protocols in places of worship. 				
Values: <ul style="list-style-type: none"> Respect: Learners develop open mindedness as they visit a place of worship to note the etiquettes observed. 				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> Citizenship: Learners enhance social cohesion as they re-enact the dos and don'ts of religious etiquette observed at places of worship. 				
Link to other Subjects: <ul style="list-style-type: none"> Performing Arts: Learners apply creative skills as they role play the mandatory religious practices in groups. Computer Science: Learners enhance digital skills as they record using digital devices /digital devices with assistive technology to present in class. 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
4.0 Religious Practices	4.2. Protocols in Jain Dharma <i>Aarti and Mangal Divo,</i> (11 lessons)	By the end of this sub strand, the learner should be able to: <ol style="list-style-type: none"> a) describe the protocols from the Jain faith for recognition, b) display the mandatory religious etiquette for self-esteem, c) appreciate the protocols and etiquette for social harmony. 	The learner is guided to: <ul style="list-style-type: none"> • visit the <i>Derasar</i>, accompanied by parents/guardians, to record with digital devices / assistive technology and present in class the relevance of the protocols, their components and significance, • perform the protocols at the end of their presentation, individually or in groups, • write a detailed report on findings from visits to places of worship that include the attitudinal disposition one has while performing the religious practices, • invite resource person to give a talk on the mandatory protocols of the religious practices where learners record and take notes, • create a skit and dramatise the dos and don'ts of religious etiquette observed at the <i>Derasar</i>. 	Why is it important to learn about the Aarti, Mangal Divo and its significance?

Core Competencies to be developed:

- Self-efficacy: Learners enhance self-awareness and planning skills as they create a skit and dramatise the dos and don'ts of religious etiquette observed at the *Derasar*.
- Critical thinking: Learners enhance active listening and communication skills as they write a detailed report and present in class.

Values:

- Respect: Learners acquire open mindedness as they create a skit and dramatise the dos and don'ts of religious etiquette observed at the *Derasar*.

Pertinent and Contemporary Issues (PCI's):

- Citizenship: Learners enhance citizenship as they write a detailed report and presents it with the recording: on their findings from their visit to the *Derasar* that includes their own attitudes with the people they encounter.
- Financial Literacy: Learners apply financial literacy skills as they observe how the Aarti and Mangal Divo rituals are planned and executed.

Link to other Subjects:

- Performing Arts and Music: Learners apply creative skills as they create a skit and dramatise the dos and don'ts of religious etiquette observed at the *Derasar* and perform the Aarti and Mangal Divo at the end of their presentation.

Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to describe the protocols from the Jain faith for recognition.	Describes the protocols from the Jain faith with consistency.	Describes the protocols from the Jain faith.	Describes some of the protocols from the Jain faith.	Describes some of the protocols from the Jain faith with prompts.
Ability to display the mandatory religious etiquette for self-esteem.	Displays the mandatory religious etiquette correctly and creatively.	Displays the mandatory religious etiquette.	Displays some of the mandatory religious etiquette.	Displays some of the mandatory religious etiquette with assistance.
Ability to describe the protocols of the religious practices from the Sanatan faith for recognition.	Describes the protocols of the religious practices from the Sanatan faith with necessary details.	Describes the protocols of the religious practices from the Sanatan faith.	Describes the protocols of the religious practices from the Sanatan faith with less details.	Describes some of the protocols of the religious practices from the Sanatan faith with guidance.
Ability to display the mandatory religious etiquette for self-efficacy.	Displays the mandatory religious etiquette creatively.	Displays the mandatory religious etiquette.	Displays the mandatory religious etiquette fairly.	Displays some of the mandatory religious etiquette with help.

STRAND 5.0: YOG

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<p>5.0. Yog</p>	<p>5.1 Path of Action (<i>Karma Yog</i>)</p> <p><i>Sister Nivedita</i> <i>Rishabh dev,</i> - <i>Buddhaghosha</i> - <i>Bibi Sundari Ji</i></p> <p>(9 lessons)</p>	<p>By the end of the sub strand the learner should be able to:</p> <p>a) examine actions that enable him to understand Karma Yog,</p> <p>b) summarise key events of prominent practitioners of Karma Yog for social welfare,</p> <p>c) implement Karma Yog for self-improvement,</p> <p>d) recognise the essence of Karma Yog for better understanding.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • Make a list of all the duties/roles in their life, divide them into the roles they like and dislike and prioritise as per importance at home and in school, • Hold discussions with peers to assess each other's daily actions with regards to Karma Yog • Read key events of prominent practitioners of Karma Yog through digital media/ assistive digital media/ library/ resource persons and summarise and make a presentation on the benefits of selfless service based on their personal experience and lessons from resource persons, • Role play key events of prominent practitioners of Karma Yog • Select relevant Scriptural stories/verses/hymns that reflect on Karma Yog. 	<ol style="list-style-type: none"> 1. How do the lives of practitioners of karma Yog inspire us? 2. Why do we need to practise Karma Yog? 3. How do different Scriptures guide us on Karma Yog?

			<ul style="list-style-type: none"> Undertake selfless service in school and community and assist learners with special needs as per their abilities. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Communication and Collaboration: Learners enhance listening and teamwork skills as they role plays key events of prominent practitioners of Karma Yog. Learning to Learn and Critical Thinking: Learners develop self-discipline as they make a list of all the duties/roles in their life, divide them into the roles they like and dislike and prioritise as per importance at home and in school. Digital Literacy: Learners interact with technology as they read key events of prominent practitioners of Karma Yog through digital media/ assistive digital media. 				
<p>Values:</p> <ul style="list-style-type: none"> Responsibility: Learners enhance self-drive as they commit to selfless services and make a list of all the duties/roles in their life, divide them into the roles they like and dislike and prioritise as per importance at home and in school. 				
<p>Pertinent and Contemporary Issues (PCI's):</p> <ul style="list-style-type: none"> Global Citizenship: Learners enhance global citizenship as they undertake selfless service in their school and community. Learner Support Programmes: Learners strengthens positive discipline as they make a list of all the duties/roles in their life, divide them into the roles they like and dislike and prioritise as per importance at home and in school. 				
<p>Link to other Subjects:</p> <ul style="list-style-type: none"> Life Skills: Learners develop social skills as they role play key events of prominent practitioners of Karma Yog. Social Studies: Learners will develop civic mindedness as they undertake selfless service in their school and community. 				

Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to summarise key events of prominent practitioners of Karma Yog for social welfare.	Summarises key events of prominent practitioners of Karma Yog precisely.	Summarises key events of prominent practitioners of Karma Yog.	Summarises some of the key events of prominent practitioners of Karma Yog.	Summarises some of key events of prominent practitioners of Karma Yog with guidance.
Ability to implement Karma Yog for self-improvement.	Implements Karma Yog consistently.	Implements Karma Yog.	Implements Karma Yog with inconsistencies.	Implements Karma Yog with motivation.

STRAND 6.0: SANSKAARS (RITE OF PASSAGE)

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<p>6.0 Sanskaars (Jains)</p>	<p>6.1. Religious Ceremonies</p> <p><i>Naam</i> <i>Vivah</i> <i>Antim</i></p> <p>(12 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) interpret religious ceremonies for knowledge,</p> <p>b) illustrate the significance of religious ceremonies for self-efficacy,</p> <p>c) observe the religious ceremonies for social interaction,</p> <p>d) apply all necessary protocols while participating in the religious ceremonies,</p> <p>e) embrace the religious ceremonies of one's faith for spiritual nourishment.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● use digital devices / resource persons / publications to research in groups on the religious ceremonies to create a PowerPoint presentation for discussion: ● imagine and create a story that incorporates any one of the religious ceremonies, ● visit a <i>Derasar</i> to observe Sanskaars being performed and take notes, ● collect items/accessories needed to participate in Jain <i>Sanskaars</i> ● invite a resource person to learn about the necessary protocols observed during the mentioned ceremonies, 	<ol style="list-style-type: none"> 1. How do religious ceremonies influence one's life? 2. What role does religious ceremonies play in society?

			<ul style="list-style-type: none"> • tabulate/ write a list of activities that are performed during religious ceremonies. • read through and discuss in groups a scenario/ case study and pick out instances where any of the three religious ceremonies apply. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy: Learners enhance self-awareness and planning skills as they use digital devices/ digital devices with assistive technology to research in groups on the religious ceremonies to create a PowerPoint presentation/ tactual illustration. • Digital literacy: Learners interact with digital technology as they use digital devices to research in groups. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: Learners enhance self-drive as they tabulate/write a list of activities that are performed during religious ceremonies. 				
<p>Pertinent and Contemporary Issues (PCI's):</p> <ul style="list-style-type: none"> • Life skills: Learners develop social awareness skills (Empathy, assertiveness, friendship formation, peer pressure resistance, conflict resolution and effective communication) as they imagine and create a story that incorporates at least one of the three jewels through self-evaluation. 				
<p>Link to other Subjects:</p> <ul style="list-style-type: none"> • Computer Science: Learners enhance digital literacy skills as they use digital devices/ digital devices with assistive technology to research in groups on the religious ceremonies to create a PowerPoint presentation/ tactual illustration for discussion. 				

- Mathematics: Learners enhance mathematical skills as they tabulate/write a list of activities that are performed during religious ceremonies.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
6.0 Sanskaars (Rite of Passage)	6.2. Buddhist Sanskaars - <i>Naming,</i> - <i>Marriage</i> - <i>Death (Maranam)</i> (8 lessons)	By the end of the sub strand, the learner should be able to: a) explain Buddhist Sanskaars for familiarity, b) illustrate the significance of Buddhists' Sanskaars for self-confidence, c) desire to advocate the Buddhists' Sanskaars for sensitisation.	The learner is guided to: <ul style="list-style-type: none"> ● use digital devices/ digital devices with assistive technology /libraries/ resource persons to research on and discuss in groups the Buddhist Sanskaars, ● visit resource persons accompanied by parents/guardians/ to gather more information on Sanskaars (regarding family and community life), ● participate actively in family functions regarding the Buddhist Sanskaars, ● make a video/participate in making an audio-visual clip or tactile illustrations and then make a class presentation on Buddhists' Sanskaars, 	1. How do Sanskaars influence our lives?

			<ul style="list-style-type: none"> • sing/sign sing hymns and verses related to these Sanskaars. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy: Learner enhance self-awareness and planning skills as they participate actively in family functions regarding the Buddhist Sanskaars. • Digital Literacy: Learners enhance digital technology skills as they make a video/participate in making an audio-visual clip and then make a class presentation on Buddhists’ Sanskaars. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: Learners enhance resilience as they make a video/ participate in making an audio-visual clip and then make a class presentation on Buddhists’ Sanskaars. 				
<p>Pertinent and Contemporary Issues (PCI’s):</p> <ul style="list-style-type: none"> • Social Cohesion: Learners enhance social skills as they participate actively in family functions regarding the Buddhist Sanskaars. • Financial Literacy: Learners apply financial literacy skills as they observe the planning, creation and execution of the Buddhist Sanskaars. 				
<p>Link to other Subjects:</p> <ul style="list-style-type: none"> • Performing Arts/Music: Learners apply creative skills as they sing/sing hymns and verses related to these Sanskaars. • Computer Science: Learners enhance digital literacy skills as they make a video/ participate in making an audio-visual clip and then make a class presentation on Buddhists’ Sanskaars. 				

Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to explain Buddhist Sanskaars for familiarity.	Explains Buddhist Sanskaars systematically.	Explains Buddhist Sanskaars.	Explains some of the Buddhist Sanskaars.	Explains some of the Buddhist Sanskaars with prompts.
Ability to illustrate the significance of Buddhists' Sanskaars for self-confidence.	Illustrates Buddhists' Sanskaars in an organised manner.	Illustrates Buddhists' Sanskaars.	Illustrates Buddhists' Sanskaars in a less organised manner.	Illustrates Buddhists' Sanskaars in a less organised manner with assistance.
Ability to interpret religious ceremonies for knowledge.	Interprets religious ceremonies systematically.	Interprets religious ceremonies.	Interprets some of the religious ceremonies.	Interprets some of the religious ceremonies with guidance.
Ability to illustrate the significance of religious ceremonies for self-efficacy.	Illustrates the significance of religious ceremonies creatively.	Illustrates the significance of religious ceremonies.	Illustrates the significance of some of the religious ceremonies.	Illustrates the significance of some of the religious ceremonies with guidance.

APPENDIX 1: COMMUNITY SERVICE LEARNING AT GRADE 8

Introduction

In Grade 8, learners will undertake an integrated Community Service Learning (CSL) project of choice from a single or combined subject. The CSL project will enable the learner to apply knowledge and skills from other subjects to address a problem in the community. The implementation of the integrated CSL project will take a Whole School Approach, where all members of the school community including teachers, school administration, parents/guardians/ local community and support staff. It will be a collaborative effort where the teacher of Social Studies coordinates and works with other subject teachers to design and implement the integrated CSL projects. The teachers will select a theme drawn from different Learning Areas and the broader categories of Pertinent and Contemporary Issues (PCIs) for the CSL project. It should also provide an opportunity for development of core competencies and nurturing of values. Learners will undertake **one common** integrated class CSL project following a 6-step milestone approach as follows:

Milestone	Description
Milestone 1	<p>Problem Identification</p> <p>Learners study their community to understand the challenges faced and their effects on community members. Some of the challenges in the community can be:</p> <ul style="list-style-type: none">• Environmental degradation• Lifestyle diseases, Communicable and non-communicable diseases• Poverty• Violence and conflicts in the community• Food security issues

Milestone 2	<p>Designing a solution</p> <p>Learners create an intervention to address the challenge identified.</p>
Milestone 3	<p>Planning for the Project</p> <p>Learners share roles, create a list of activities to be undertaken, mobilise resources needed to create their intervention and set timelines for execution</p>
Milestone 4	<p>Implementation</p> <p>The learners execute the project and keep evidence of work done.</p>
Milestone 5	<p>Showcasing /Exhibition and Report Writing</p> <p>Exhibitions involve showcasing learners’ project items to the community and reflecting on the feedback</p> <p>Learners write a report detailing their project activities and learnings from feedback</p>
Milestone 6	<p>Reflection</p> <p>Learners review all project work to learn from the challenges faced.</p> <p>They link project work with academic concepts, noting how the concepts enabled them to do their project as well as how the project helped to deepen learning of the academic concepts.</p>

NOTE: The milestones will be staggered across the 3 terms of the academic calendar.

Assessment of CSL integrated Project

Assessment for the integrated CSL project will be conducted formatively. The assessment will consider both the process and end product. This entails assessing each of the milestone stages of the integrated CSL class project. It will focus on 3 components namely: skills from various learning areas applied in carrying out the project, core competencies developed and values nurtured.

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APPENDIX 2: LIST OF ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES

Strand	Sub-Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non-Formal Activities
Manifestations of Supreme Beings (Paramatma)	Enlightened Beings	Self & Peer Review Oral questioning Practical Activity Projects Portfolio Observations Written work Presentations of artwork	Digital resources (Authenticated Online) Library Magazines Artwork Resource persons Art and Craft Materials Tactual Illustrations	Visiting Places of Worship and Community Art Centres Role Play/ Skit performances
Scriptures	Jain and Buddhist Scriptures	Self & Peer Review Oral questioning Projects Observations Written work Presentation of artwork Audio visual recordings Presentations	Resource persons Digital media Library Magazines Scriptures Art and Craft Materials Tactual Illustrations	Visiting Places of Worship Discussing with resource persons Skit performances

Principles of Dharma	Jain Principles of Dharma Buddhist Principles of Dharma	Self & Peer Review Oral questioning Observations Written work Presentation of artwork Audio visual recordings	Resource persons Digital Media Library Magazines Scriptural stories Art and Craft Materials Tactual Illustrations	Visiting Places of Worship to engage in interfaith dialogue Dramatization Debate
Religious Practices	Protocols in Sanatan Dharma	Self & Peer Review Oral questioning Projects Portfolio Observations Written work Audio visual recordings Presentation of artwork Photographs, music, and software presentations	Digital devices Resource persons Library Magazines Art and Craft Materials Realia Tactual Illustrations	Visiting Places of Worship Descriptive Photography Recording audio visuals
Yog	Selfless Service (Karma Yog)	Self & Peer Review Oral questioning Projects Portfolio Observations Written work Presentations Creative writing Audio visual recordings	Resource persons Digital devices Library Realia Art and Craft Materials Tactual Illustrations	Practice meditation and devotional activities

Rites of Passages (Samskaars)	Jain Samskaars Buddhist Samskaars	Self & Peer Review Audio visual presentation Presentations Projects Written work Oral questioning Portfolio Observations Presentation of artwork	Curated written material Digital devices Resource persons Realia Art and Craft Materials Tactual Illustrations	Visiting Places of Worship Visiting Community Centres Role Play
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