

GRADE 10

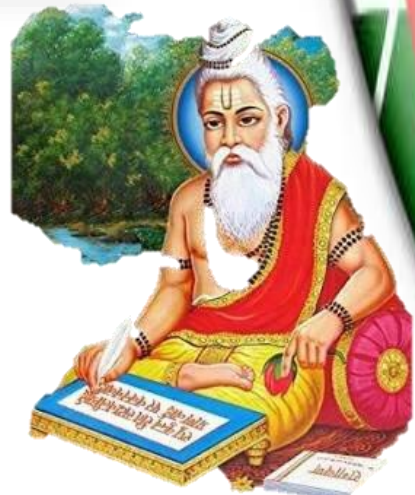
GRADE GUIDE NOTES



HINDU RELIGIOUS EDUCATION



1ST EDITION





INTEGRITY

LOVE

SOCIAL JUSTICE

Core Values

RESPONSIBILITY

PATRIOTISM

RESPECT

PEACE

UNITY



Communication and  
Collaboration



Critical Thinking  
and Problem  
Solving



Digital  
Literacy



Citizenship



Imagination and  
Creativity



Self Efficacy



Learning to  
Learn

# New Kenya Basic Education Curriculum Framework

2 - 6 - 6 - 3

## Pre - Primary School - 2 Yrs.

Pre-Primary 1

Pre-Primary 2

Formative Assessment

## Lower Primary School - 3 Yrs.

Grade 1

Grade 2

Grade 3

Formative Assessment and  
National Assessment

## Upper Primary School - 3 Yrs.

Grade 4

Grade 5

Grade 6

Formative Assessment and  
National Assessment

## Lower Secondary School - 3 Yrs.

Grade 7

Grade 8

Grade 9

Formative Assessment and  
National Assessment

## Senior Secondary School - 3 Yrs.

Grade 10

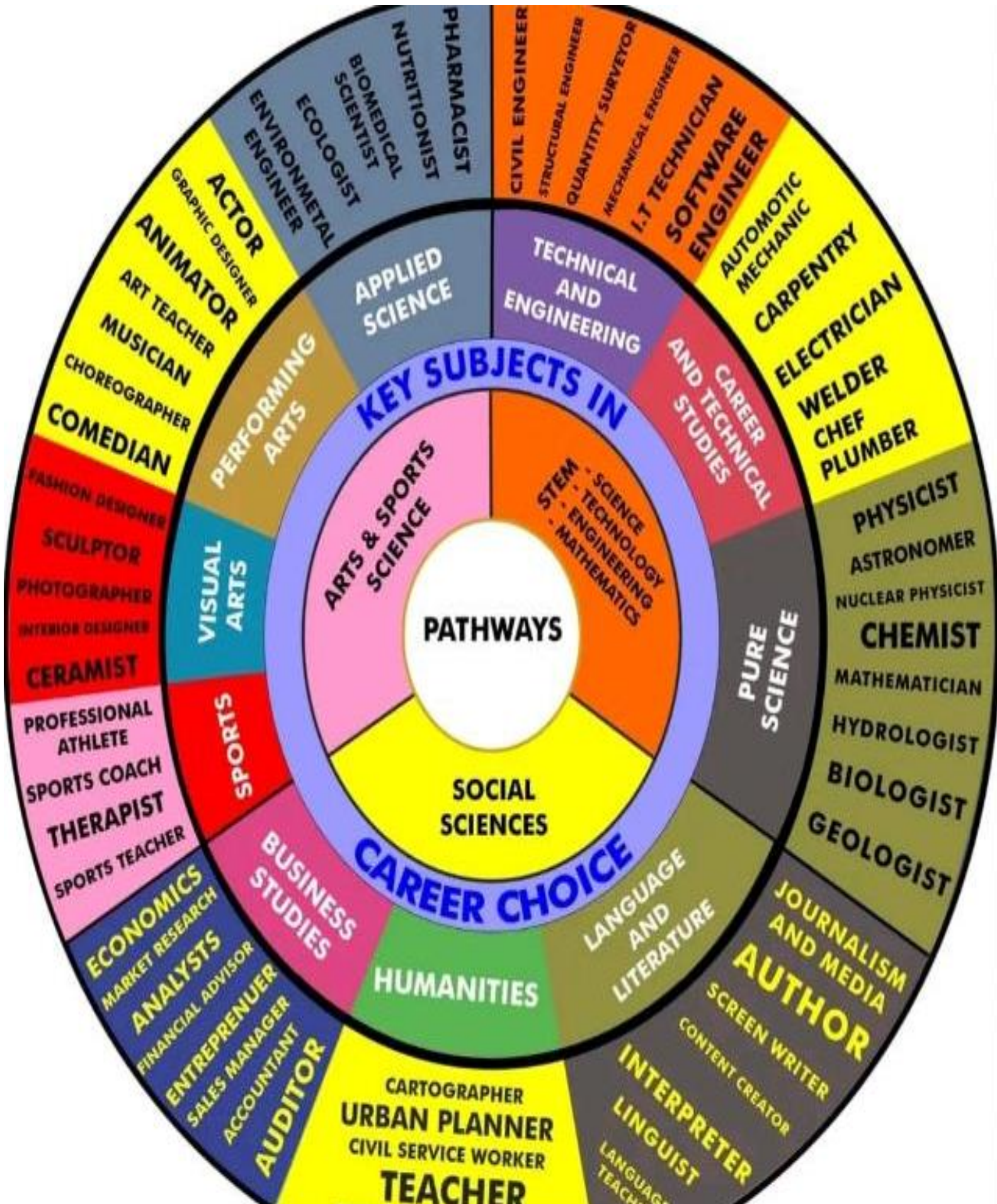
Grade 11

Grade 12

Formative Assessment and  
National Assessment

Tertiary and Higher Education  
3 Years

- ❑ **Formative Assessments** - Ongoing throughout term/semester
- ❑ **National Assessments** - Summative - end of lower and upper primary education, lower secondary education and senior school. For placement and certification



## **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.

## **LEARNING OUTCOMES FOR SENIOR SCHOOL**

**By the end of senior school, the learner should be able to:**

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

## **THE SENIOR SCHOOL IN THE COMPETENCY BASED CURRICULUM (CBC)**

**Senior School** is the fourth level of Basic Education in the Competency Based Curriculum (CBC) that learners shall come to after the Pre-Primary, Primary and Junior School (JS). The essence of Senior School is to offer learners a Pre- University/ Pre- career experience where the learners have an opportunity to choose pathways where they have demonstrated interest and/or potential at the earlier levels. Senior school comprises three years of education for learners in the age bracket of 15 to 18 years and lays the foundation for further education and training at the tertiary level and the world of work. In the CBC vision, learners exiting this level are expected to be engaged, empowered and ethical citizens ready to participate in the socio-economic development of the nation.

At this level, learners shall take SEVEN (07) learning areas (LAs) as recommended by the Presidential Working Party on Educational Reforms (PWPER). These shall comprise Four Compulsory learning areas, and Three learning areas opted for by the learner according to their chosen Pathway. While English and Kiswahili are indicated as

Compulsory, the learners who opt for these learning areas as their subjects of specialization shall go through a differentiated curriculum in terms of scope, experiences and assessment. Such learners shall; therefore, take Advanced English or Kiswahili Kipevu with additional two lessons. It is recommended that AT LEAST TWO learning areas should be from chosen Pathway. In exceptional cases, some learners may opt for ONE learning area from the chosen Pathway and a maximum of TWO learning areas from any of the three pathways; depending.

## **LIST OF LEARNING AREAS AT SENIOR SCHOOL**

Compulsory Subjects	Science, Technology, Engineering & Mathematics (STEM)	Social Sciences	Arts & Sports Science
1. English	5. Mathematics/Advanced Mathematics	22. Advanced English	36. Sports and Recreation
2. Kiswahili/KSL	6. Biology	23. Literature in English	37. Physical Education (C)
3. Community Service Learning	7. Chemistry	24. Indigenous Language	38. Music and Dance
4. Physical Education	8. Physics	25. Kiswahili Kipevu/Kenya Sign Language	39. Theatre and Film
	9. General Science	26. Fasihi ya Kiswahili	40. Fine Arts
	10. Agriculture	27. Sign Language	
	11. Computer Studies	28. Arabic	
	12. Home Science	29. French	
	13. Drawing and Design	30. German	
	14. Aviation Technology	31. Mandarin Chinese	
	15. Building and Construction	32. History and Citizenship	
	16. Electrical Technology	33. Geography	
	17. Metal Technology	34. Christian Religious Education/ Islamic Religious Education/Hindu Religious Education	
	18. Power Mechanics	35. Business Studies	
	19. Wood Technology		
	20. Media Technology*		
	21. Marine and Fisheries Technology*		

*NB: ICT skills will be offered to all students to facilitate learning and enjoyment*

## LESSON DISTRIBUTION AT SENIOR SCHOOL

The number of lessons in each of the compulsory learning areas shall be 4; while the optional areas shall be 6 lessons each. A lesson shall be 40 minutes. The "**free**" lessons shall be used for development of ICT skills, Pastoral Instruction Programme (PPI), projects, collaborative study and further reading.

## **ESSENCE STATEMENT**

Hindu Religious Education (HRE) at the senior school level builds upon the knowledge, skills, attitudes, and values developed in junior school. This curriculum aims to nurture knowledgeable, competent, ethical, and globally-minded citizens who have deeply rooted moral and religious values, and who are empowered to contribute to societal growth, and are being prepared for lifelong learning.

By enhancing the competence of critical thinking and problem solving, integrity, empathy, and appreciation for diverse religious perspectives, the curriculum fosters global awareness and national unity. It prepares learners to apply ethical principles in real-life situations and promotes peaceful coexistence and social justice within their communities. The curriculum integrates the study of religious teachings, values, and cultural practices across Sanatan/Vedic, Jain, Buddhist, and Sikh faiths; focusing on the manifestation of Paramatma, development of the Scriptures, Principles of Dharma and Cultural Practices. The curriculum is enriched with practical simulations that will empower the learner to live and manage challenges in life effectively.

HRE at this level not only fosters spiritual growth and moral integrity but also opens pathways to various careers and significant contributions to the National goals. Learners will be well-prepared for roles in education, counselling, social work, cultural management, community leadership, media, and public administration. Through their professional and civic engagement, learners will contribute to the country's national unity, social equity, economic growth, cultural preservation, and international awareness.

The curriculum is value based, using transformative and self-inquiry approaches about, ethical, spiritual, physical, psychosocial faculties. This is in line with relevant theories in the Basic Education Curriculum framework.

**SUBJECT GENERAL LEARNING OUTCOMES:**

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

1. Interpret concepts on the Manifestations of Paramatma fo appropriate response in his/her relationship with the ultimate and Other creations as guided by (Sanatan/Vedic, Jain, Buddhist and Sikh) faiths
2. Examine the development of the Scriptures in the four faiths for instilling values and desirable behaviour in daily interactions
3. Apply the Principles of Dharma for a righteous living
4. Analyse the Law of Karma for decision making in daily life
5. Acknowledge the relevance of Cultural Practices in the four faiths for enhancing career choices
6. Appreciate cultural and religious Heritage for self-identity and posterity. Utilize Digital Literacy skills for communication and inclusive learning.

## **SUMMARY OF STRANDS AND SUB STRANDS**

### **1.0 MANIFESTATIONS OF PARAMATMA**

- 1.1 Trimurti & DashAvatars
- 1.2 Jain Tirthankar
- 1.3 Buddhist Views
- 1.4 Guru's Grace – Sikh faith

### **2.0 SCRIPTURES**

- 2.1 Origin and Development
- 2.2 Ethical and Moral Teachings
- 2.3 Prominent Personalities

### **3.0 PRINCIPLES OF DHARMA**

- 3.1 Core Beliefs
- 3.2 Introduction to the Law of Karma

### **4.0. CULTURAL PRACTICES**

- 4.1 Music - Vocal Music
- 4.2 Instrumental music
- 4.3 Dances (Folk and Classical)

## STRAND 1.0: MANIFESTATION OF PARAMATMA (SUPREME BEING)

### Sub-Strand 1.1: Trimurti and Dashavatars

#### A. Meaning of Manifestation of Paramatma

- ✓ **Paramatma** refers to the **Supreme Being** or **Universal Soul** in Hinduism.
- ✓ **Manifestation** means how the Supreme Being appears or takes form to interact with the world.
- ✓ In Hindu belief, Paramatma manifests in different forms to **create, preserve,** and **destroy** the universe as needed.
- ✓ These forms include the **Trimurti** and the **Dashavatars**.

#### B. The Trimurti (Three Main Forms of Paramatma)



Name	Role	Symbolism
<b>Brahma</b>	The Creator	Knowledge, origin
<b>Vishnu</b>	The Preserver or Sustainer	Protection, order
<b>Mahesh (Shiva)</b>	The Destroyer or Transformer	Endings, renewal

#### Key Point:

Together, they maintain the **cycle of creation, preservation, and destruction**, which is essential for balance in the universe.

### C. The Dashavatara (Ten Incarnations of Vishnu)

These are ten major incarnations (avatars) of Lord Vishnu. He incarnates to restore **dharma** (righteousness) and protect the **good** from evil.

No.	Avatar	Form	Purpose/Significance
1	<b>Matsya</b>	Fish	Saved the Vedas and sages from a great flood
2	<b>Kurma</b>	Tortoise	Helped during the churning of the ocean
3	<b>Varaha</b>	Boar	Rescued the Earth from the demon Hiranyaksha
4	<b>Narasimha</b>	Half-man, half-lion	Destroyed the demon Hiranyakashipu
5	<b>Vamana</b>	Dwarf	Defeated the demon king Bali through humility
6	<b>Parshurama</b>	Warrior with axe	Fought corruption among Kshatriyas
7	<b>Rama</b>	Prince of Ayodhya	Ideal king and symbol of righteousness
8	<b>Krishna</b>	Divine guide	Gave the Bhagavad Gita; promoted devotion and duty
9	<b>Buddha</b>	Enlightened teacher	Taught compassion and non-violence
10	<b>Kalki</b>	Future warrior	Yet to come; will destroy evil and bring justice

#### D. Lessons from Dashavatara (Key Values)

Avatar	Lessons/Values Learnt
Matsya	Importance of saving knowledge and wisdom
Kurma	Patience, teamwork, and cooperation
Varaha	Protection of the Earth/environment
Narasimha	Faith in God and courage against injustice
Vamana	Humility, wisdom over strength
Parshurama	Fighting injustice with discipline
Rama	Duty, honesty, ideal leadership
Krishna	Wisdom, devotion, doing one's duty (karma yoga)
Buddha	Compassion, peace, mindfulness
Kalki	Hope for justice, good will triumph

#### E. Application in Real Life

Learners should use the values from the lives of the avatars to:

- ✓ **Solve problems** like injustice, violence, corruption, etc.
- ✓ **Promote harmony** in their communities.
- ✓ **Live with dharma** – righteousness and ethical behavior.
- ✓ **Uplift society** through compassion, truth, and discipline.

## Sub-Strand 1.2: Jain Tirthankaras

### Who are Tirthankaras?

- ✓ **Tirthankaras** are great spiritual teachers in **Jainism** who have conquered **karma** and attained **liberation (moksha)**.
- ✓ The word "**Tirthankara**" means "**ford-maker**" – one who shows the way across the ocean of rebirths.
- ✓ There are **24 Tirthankaras** in Jainism. This lesson focuses on **five**:  
**Rishabhdeva, Parshvanath, Neminath, Mallinath, and Bhagwan Mahavir.**

### The Five Selected Tirthankaras and Their Contributions

Tirthankara	Contribution / Significance
<b>1. Rishabhdeva (1st Tirthankara)</b>	- Introduced <b>agriculture, pottery, trade, and writing</b>

- ✓ Considered the **founder of society and economy** in Jainism | | **2. Parshvanath** (23rd) | - Taught **4 principles**: non-violence, truth, non-stealing, non-possession
- ✓ Popularised **ascetic practices** and compassion | | **3. Neminath** (22nd) | - Known for **renouncing marriage** and choosing a spiritual life
- ✓ Spread teachings of **renunciation and self-discipline** | | **4. Mallinath** (19th) | - The only **female Tirthankara** (in the Shwetambar tradition)

- ✓ Promoted **equality of genders**, purity, and devotion | | **5. Bhagwan Mahavir** (24th and last) | - Added the **5th vow: celibacy (brahmacharya)**
- ✓ Strengthened **Jain Sangha (community)**
- ✓ Taught **Ahimsa** (non-violence) as a way of life

### **Moral Lessons from the Tirthankaras**

- ✚ Practice **Ahimsa** (non-violence) in thoughts, words, and actions.
- ✚ Live a life of **simplicity** and **self-control**.
- ✚ Promote **truthfulness, honesty, and non-possession**.
- ✚ Serve others and uplift the **moral and spiritual values** in society.

### **Sub-Strand 1.3: Buddhist Views**

#### **A. Buddhist Understanding of Paramatma as Dhamma**

- ✓ **Buddhism** does not believe in a personal god (Ishwara) or creator.
- ✓ Instead, the **ultimate truth** or reality is known as **Dhamma (Dharma)**.
- ✓ **Dhamma** refers to the **natural law, cosmic order, and the teachings of the Buddha** that lead to enlightenment.
- ✓ In Buddhism, **Paramatma** is understood not as a being, but as the **truth, compassion, wisdom, and law of nature**.

**Paramatma = Dhamma = Truth, Law, and Path to Liberation.**

#### **B. The Buddhas of the Past and the Coming Buddha**

Buddhists believe in **many Buddhas**, not just Gautama Buddha.

Buddha	Significance
<b>Dipankara</b>	A Buddha of the past who predicted the coming of Gautama Buddha.
<b>Gautama Buddha (Siddhartha Gautama)</b>	The present Buddha who attained enlightenment and taught the Dhamma.
<b>Maitreya (Future Buddha)</b>	The coming Buddha who will appear when Dhamma is forgotten and restore it again.

### C. The Nine Qualities of a Buddha (Navaratna Buddha Gunas)

A **Buddha** possesses the following nine supreme qualities:

1. **Araham** – Worthy of honour
2. **Sammā-sambuddho** – Perfectly Self-Enlightened
3. **Vijjā-carāṇa-sampanno** – Endowed with knowledge and conduct
4. **Sugato** – Well-gone (to Nirvana)
5. **Lokavidū** – Knower of the worlds
6. **Anuttaro purisa-damma-sārathi** – Supreme trainer of people
7. **Satthā devamanussānam** – Teacher of gods and humans
8. **Buddho** – Enlightened one
9. **Bhagavā** – Blessed one

These qualities inspire faith and are seen as **guidelines for moral living and leadership** in Buddhism.

### D. Impact of Buddha's Teachings in Modern Society

- ✓ **Non-violence (Ahimsa):** Promotes peace and tolerance.
- ✓ **Mindfulness & Meditation:** Widely used for mental health and well-being.

- ✓ **Compassion & Right Conduct:** Encourages ethical behavior and service to others.
- ✓ **Environmental Awareness:** Buddhism respects all forms of life, promoting sustainable living.
- ✓ **Equality:** Buddha challenged social hierarchies, encouraging respect for all.

### **Sub-Strand 1.4: Guru's Grace – Sikh Faith**

#### **. Journey to Spiritual Growth Through Guru's Grace**

- ✚ In **Sikhism**, *Guru's Grace* is key to spiritual development.
- ✚ A **Guru** is seen as a divine teacher who guides seekers from darkness (ignorance) to light (knowledge of God).
- ✚ **Guru Nanak Dev Ji**, the first Guru, introduced the idea of living truthfully, sharing with others, and remembering God always (*Naam Japna*).
- ✚ Attaining **Guru's grace** involves:
  - ✓ **Sewa** (selfless service)
  - ✓ **Simran** (meditation on God's name)
  - ✓ **Sangat** (good company/community)
  - ✓ **Living righteously** by following the Guru's teachings

## B. Teachings of Guru Granth Sahib Ji in Daily Life

- ✚ The **Guru Granth Sahib Ji** is the eternal Guru in Sikhism.
- ✚ It teaches:
  - ✓ **Equality** of all human beings (rejects caste/gender discrimination)
  - ✓ **Honest living** and **self-discipline**
  - ✓ **Devotion to God** and **meditation on Naam (God's Name)**
  - ✓ **Helping others**, being compassionate and humble
- ✚ Sikhs turn to Guru Granth Sahib Ji for guidance in daily actions, decisions, and spiritual practice.

## C. The Ten Sikh Gurus – Their Social and Religious Contributions

Guru	Key Contributions
<b>Guru Nanak Dev Ji</b>	Founded Sikhism, preached equality, devotion, and service.
<b>Guru Angad Dev Ji</b>	Introduced <b>Gurmukhi script</b> , emphasized physical fitness.
<b>Guru Amar Das Ji</b>	Promoted <b>Langar</b> (community kitchen), supported <b>women's rights</b> .
<b>Guru Ram Das Ji</b>	Founded <b>Amritsar</b> , encouraged devotional music.
<b>Guru Arjan Dev Ji</b>	Compiled <b>Adi Granth</b> , built the <b>Golden Temple</b> ,

	martyred for faith.
<b>Guru Hargobind Sahib Ji</b>	Introduced <b>Miri-Piri</b> (temporal and spiritual leadership), wore two swords.
<b>Guru Har Rai Ji</b>	Promoted peace and preserved the environment.
<b>Guru Harkrishan Ji</b>	Helped cholera/epidemic victims in Delhi, youngest Guru.
<b>Guru Tegh Bahadur Ji</b>	Fought for <b>religious freedom</b> , martyred for protecting Hindus.
<b>Guru Gobind Singh Ji</b>	Founded the <b>Khalsa</b> (saint-soldiers), finalized Guru Granth Sahib as the eternal Guru.

#### D. Appreciating Guru's Teachings for Social Welfare

✚ Sikh Gurus emphasized:

- ✓ Helping the **needy** (e.g., Langar, charity)
- ✓ **Standing up** against injustice
- ✓ Promoting **education** and **health**
- ✓ Living a **disciplined, honest** and **service-oriented** life

✚ These teachings guide modern Sikhs to be **active contributors** to society, upholding human rights and dignity.

## STRAND 2.0: SCRIPTURES

### Sub-strand 2.1: Origin and Development of Scriptures

#### A. Origin of Scriptures in the Four Faiths

Faith	Main Scriptures	Origin
<b>Sanatan Dharma (Hinduism)</b>	Vedas, Shruti, Smriti, Upanishads, Puranas, Ramayana, Mahabharata	Revealed to sages (Rishis) during meditation; orally passed down (Shruti = "heard", Smriti = "remembered")
<b>Jainism</b>	Agamas, Kalpasutra	Taught by Tirthankaras, especially Mahavira; orally preserved and later written down
<b>Buddhism</b>	Tripitaka (Three Baskets), Visuddhimagga	Collected after Buddha's death at Buddhist councils; originally oral, later written on palm leaves
<b>Sikhism</b>	Sri Guru Granth Sahib Ji, Dasam Granth	Composed by the Sikh Gurus and saints; compiled by Guru Arjan Dev Ji and Guru Gobind Singh Ji

## B. Development of Scriptures

### ✚ Sanatan Dharma:

- ✓ Started as oral chants → later written in Sanskrit.
- ✓ Developed over thousands of years.
- ✓ Includes **Vedic hymns, epics** (e.g. Mahabharata with Bhagavad Gita), and **Puranic stories**.

### ✚ Jainism:

- ✓ Teachings of **Mahavira** and earlier Tirthankaras recorded as **Agamas**.
- ✓ Due to famine and migrations, many scriptures were lost; Jain monks wrote them down later to preserve them.

### ✚ Buddhism:

- ✓ **First Buddhist Council** preserved Buddha's teachings.
- ✓ Divided into:
  - ❖ **Vinaya Pitaka** (discipline)
  - ❖ **Sutta Pitaka** (sermons)
  - ❖ **Abhidhamma Pitaka** (philosophy)
- ✓ Commentaries like **Visuddhimagga** added later.

### ✚ Sikhism:

- ✓ Guru Nanak's hymns preserved by his followers.
- ✓ Guru Arjan compiled the **Adi Granth**.

- ✓ Guru Gobind Singh added writings to form **Sri Guru Granth Sahib Ji** (eternal Guru).
- ✓ **Dasam Granth** contains writings of Guru Gobind Singh Ji.

### C. Challenges in the Development of Scriptures

- ✚ **Sanatan Dharma:** Oral tradition risked loss of accuracy; language evolution; invasions destroyed texts.
- ✚ **Jainism:** Famines led to the death of knowledgeable monks; disputes over authentic texts.
- ✚ **Buddhism:** Political changes affected preservation; early scriptures were memorized—risk of distortion.
- ✚ **Sikhism:** Need for accurate compilation; persecution of Sikhs during Mughal rule threatened preservation.

### D. Importance of Scriptures for Harmonious Coexistence

- ✚ Encourage **morality, peace, and respect** across faiths.
- ✚ Teach values like:
  - ✓ **Truth, non-violence** (Ahimsa)
  - ✓ **Compassion, service to humanity**
- ✚ Help promote **interfaith dialogue** and **understanding**.
- ✚ Build appreciation for **spiritual diversity**.

## Sub-strand 2.2: Ethical and Moral Teachings (22 Lessons)

### A. Overview

This sub-strand explores moral and ethical teachings from the **scriptures of four faiths** and how they promote personal integrity, social harmony, and spiritual development.

#### 1. Sanatan Dharma (Hinduism)

**Scriptures:** *Mahabharata* and *Ramayana*

#### Key Teachings:

- ✓ **Dharma (Righteousness)** – do your duty with honesty and selflessness.
- ✓ **Truthfulness** – Satyam is the highest virtue.
- ✓ **Non-violence (Ahimsa)** – respect for all life.
- ✓ **Self-control** – practice restraint of desires.
- ✓ **Respect for elders and teachers** – key to harmony and learning.
- ✓ **Example:** Rama's obedience to his father in *Ramayana*.

#### □ 2. Jainism

**Scriptures:** *Agamas*, *Kalpasutra*

#### Key Teachings:

- ✚ **Five Great Vows** (Mahavratas):

1. Ahimsa (non-violence)
2. Satya (truth)
3. Asteya (non-stealing)
4. Brahmacharya (chastity)
5. Aparigraha (non-possession)

✚ **Compassion and forgiveness**

✚ **Purity of thought, word, and action**

### 3. Buddhism

**Scriptures:** *Vinaya Pitaka*, *Sila* (precepts)

**Key Teachings:**

✚ **Five Precepts** (Pancha Sila):

1. Avoid killing
2. Avoid stealing
3. Avoid sexual misconduct
4. Avoid false speech
5. Avoid intoxicants

✚ **Eightfold Path** – a guide to ethical living

✚ **Compassion, mindfulness, and right conduct**

## □ 4. Sikhism

**Scriptures:** *Sri Guru Granth Sahib Ji, Dasam Granth*

**Key Teachings:**

- ✓ **Honest living (Kirat Karni)**
- ✓ **Sharing with others (Vand Chakko)**
- ✓ **Remembering God (Naam Japna)**
- ✓ **Equality and service (Seva)**
- ✓ **Condemnation of discrimination, lying, greed, and ego**

### **Sub-strand 2.3: Prominent Personalities**

#### **Prominent Personalities in Hinduism**

##### **1. Ved Vyas**

- ✓ **Compiled the Vedas** and wrote the **Mahabharata**.
- ✓ Also credited with writing the **Puranas** and organizing **Vedic knowledge**.
- ✓ Promoted **spiritual discipline and wisdom**.

##### **2. Adi Shankaracharya**

- ✓ Preached the doctrine of **Advaita Vedanta** (non-dualism).
- ✓ Emphasized **self-realization** and **oneness with Brahman**.
- ✓ Set up **four maths (monasteries)** across India.

- ✓ Promoted **Vedic dharma** and **unity among Hindus**.

### 3. Tulsidas

- ✓ Wrote **Ramcharitmanas** (a version of the Ramayana in Hindi).
- ✓ Spread **devotion to Lord Rama**.
- ✓ Encouraged **faith, humility, and dharma**.

### □ 4. Swami Vivekananda

- ✓ Disciple of **Ramakrishna Paramhansa**.
- ✓ Represented Hinduism at the **Parliament of World Religions** (1893).
- ✓ Promoted **youth empowerment, education, and self-confidence**.
- ✓ Key message: "**Arise, awake, and stop not till the goal is reached.**"

### 5. Ramakrishna Paramhansa

- ✓ Preached **universal religion and unity of all faiths**.
- ✓ Emphasized **spiritual experience over rituals**.
- ✓ Inspired many spiritual leaders like **Swami Vivekananda**.

## Propagation Movements

### a) Swaminarayan Movement

- ✓ Founded by **Sahajanand Swami (Swaminarayan)**.

- ✓ Promoted **discipline, devotion, purity, and service**.
- ✓ Built temples and improved **social morality**.
- ✓ Advocated for **women's dignity and ethical living**.

## **b) Arya Samaj**

- ✓ Founded by **Swami Dayanand Saraswati**.
- ✓ Rejected idol worship and promoted **Vedas as supreme authority**.
- ✓ Advocated **education for all**, including girls.
- ✓ Supported **social reforms** like widow remarriage and abolition of child marriage.

## **Suggested Learning Activities**

- ✓ Research on lives and teachings of each personality.
- ✓ Peer discussions and group summaries.
- ✓ Community service projects inspired by the teachings.
- ✓ Presentations and media-based reports on their impact.
- ✓ Visit places of worship or spiritual centers.

## **Key Inquiry Questions**

1. How can learning about prominent personalities help us in our lives?
2. Why is understanding the personalities behind the scriptures important?

## **STRAND 3.0: PRINCIPLES OF DHARMA**

### **Sub-strand 3.1: Core Beliefs**

#### **Core Dharma Principles in the Four Faiths**

##### **Sanatan (Hinduism)**

1. **Ahimsa** – Non-violence in thought, word, and action.
2. **Satya** – Truthfulness.
3. **Asteya** – Non-stealing.
4. **Brahmacharya / Sheel** – Self-control and celibacy.
5. **Aparigraha** – Non-possessiveness or simplicity.
6. **Pranidhan (Ishwar Pranidhan)** – Surrender to God.
7. **Saucha** – Cleanliness and purity.
8. **Tapas** – Discipline or spiritual effort.
9. **Swadhyay** – Study of scriptures and self-reflection.
10. **Santosha** – Contentment.
11. **Punarjanam** – Belief in rebirth.
12. **Prarthana** – Prayer and devotion.

##### **Jainism**

1. **Ahimsa** – Total non-violence, even to the smallest life.
2. **Asteya** – Not taking what is not given.
3. **Brahmacharya** – Chastity or celibacy.
4. **Anekantavada** – Acceptance of multiple viewpoints (non-absolutism).
5. **Aparigraha** – Detachment from material possessions.
6. **Tapas** – Austerity or self-discipline.

## **Buddhism**

1. **Sila** – Ethical conduct.
2. **Nekhamma** – Renunciation of desires.
3. **Panna** – Wisdom.
4. **Viriya** – Right effort or diligence.
5. **Khanti** – Patience and forbearance.
6. **Truthfulness** – Always speaking and living in truth.
7. **Adhittana** – Determination or resolution.
8. **Metta** – Loving-kindness to all beings.
9. **Upekkha** – Equanimity or calmness of mind.

## **Suggested Learning Experiences**

Learners should:

- ✓ Discuss principles of Dharma in small groups.
- ✓ Research using books, digital devices, and resource persons.
- ✓ Share how these principles can be applied in daily life.
- ✓ Role-play or dramatize scenarios that reflect core beliefs.
- ✓ Reflect and write journals or essays on these values.

## **? Key Inquiry Questions**

1. **How do the Principles of Dharma promote one's well-being?**
2. **In what ways can the principles be used to build a peaceful and moral society?**
3. **How can I live by these core values in my everyday life?**

## **STRAND 3.0: PRINCIPLES OF DHARMA**

### **Sub-strand 3.2: Law of Karma**

#### **The Law of Karma in the Four Faiths**

##### **Sanatan (Hinduism)**

- ✓ **Sanchit Karma** – Accumulated karma from past lives.
- ✓ **Prarabdha Karma** – Portion of Sanchit karma influencing current life.
- ✓ **Kriyamana Karma** – Present actions creating future karma.

##### **Jainism – Karma as a substance that binds to the soul.**

- ✓ **Prakriti Bandh** – Type/nature of karma.
- ✓ **Sthiti Bandh** – Duration karma stays with the soul.
- ✓ **Anubhag Bandh** – Intensity of karma.
- ✓ **Pradesh Bandh** – Quantity of karma particles attached.

##### **Buddhism – Karma classified based on effect.**

###### **1. By Function:**

- ✓ **Reproductive karma** (determines rebirth),
- ✓ **Supportive, Obstructive, Destructive** karma.

## 2. **By Priority of Effect:**

- ✓ Weighty karma, habitual, death-proximate, and residual karma.

## 3. **By Time of Effect:**

- ✓ Immediate, deferred, or stored for future lives.

## 4. **By Plane of Effect:**

- ✓ Karma working on different levels of existence (mental, physical, spiritual).

## **Sikhism**

- ✓ **Sukrit Karma** – Good karma, in line with God's will.
- ✓ **Dukrit Karma** – Bad karma, against divine will.

## **Suggested Learning Experiences**

- ✓ Brainstorm with peers on Karma's meaning.
- ✓ Research Karma types using digital/print media.
- ✓ Study stories of Enlightened Beings showing Karma cycles.
- ✓ Draw charts or diagrams to illustrate Karma types.
- ✓ Discuss how personal actions influence future outcomes.

## **? Inquiry Questions**

1. Why is understanding the Law of Karma important in one's life?
2. How can we apply the Law of Karma in our daily lives?

## **STRAND 4.0: CULTURAL PRACTICES**

### **Sub-strand 4.1: Vocal Music**

#### **Types of Vocal Music**

1. **Sacred Songs** – Sung in places of worship and during prayers.
2. **Folk Songs** – Traditional songs sung in local languages during ceremonies or daily life.
3. **Secular/Patriotic Songs** – Sung to promote love for country and unity.
4. **Classical Music (Light)** – Sung for entertainment or meditation, based on ragas and melodies.

#### **Vocal Music in Four Faiths**

##### ***Sanatan Dharma (Hinduism)***

- ✓ **Bhajans** – Devotional songs.
- ✓ **Kirtans** – Group songs with musical instruments.
- ✓ **Shlokas & Mantras** – Chanted in prayers.

##### ***Jainism***

- ✓ **Stavans** – Hymns praising the Tirthankaras.
- ✓ **Mangalacharan** – Invocational prayers.
- ✓ **Samayik Bhajans** – For meditation and daily reflection.

### ***Buddhism***

- ✓ **Chanting of Sutras** – Reciting teachings of the Buddha.
- ✓ **Gathas** – Verses used in daily practice.
- ✓ **Devotional songs** – Promote mindfulness and compassion.

### ***Sikhism***

- **Kirtan** – Singing of Guru Granth Sahib verses.
- **Shabad** – Sacred hymns from scripture.
- **Simran** – Repetition of God's name through singing.

### **Suggested Learning Activities**

- ✚ Research and present on different music forms using digital tools.
- ✚ Match folk songs to occasions like weddings or harvest.
- ✚ Participate in school or interfaith music festivals.
- ✚ Watch/listen to live or recorded religious music.
- ✚ Collect and present photos of 5 iconic vocalists.

### **? Key Inquiry Questions**

1. How do vocal music forms enhance spiritual development?
2. Why do we have music festivals every year?
3. Why is the National Anthem sung at national events?

## **Sub-strand 4.2: Instrumental Music**

### **Common Musical Instruments Used in the Four Faiths**

#### **1. Sanatan Dharma (Hinduism)**

- ✓ **Sitaar:** A stringed instrument used in classical Indian music and temples.
- ✓ **Tabla:** Percussion instrument for rhythm during devotional music.
- ✓ **Harmonium:** Keyboard instrument used in bhajans and kirtans.
- ✓ **Taanpura:** Provides a drone sound to support vocals in classical music.
- ✓ **Flute:** Played during prayers, especially in temple settings.
- ✓ **Sarod:** String instrument used in classical music for devotion.
- ✓ **Dhol:** Drum used during religious processions and celebrations.

#### **2. Jainism**

- ✓ **Sitar** and **Tabla** used for chanting devotional hymns.
- ✓ **Dholak:** Small drum used in religious songs.

#### **3. Buddhism**

- ✓ **Tibetan Cymbals:** Used in rituals and prayers.
- ✓ **Drum:** Played during chanting and meditation sessions.

#### **4. Sikhism**

- ✓ **Tabla** and **Harmonium**: Used in Kirtan (religious hymns).
- ✓ **Saarangi**: A bowed string instrument used in spiritual songs.
- ✓ **Dhol**: Played during celebrations and religious occasions.

### **Suggested Learning Activities**

- ✓ **Research** on types of instrumental music across the four faiths using digital tools.
- ✓ **Watch** videos on instrumental music performance during religious services.
- ✓ **Visit** community centers or places of worship to learn about the instruments used.
- ✓ **Play** a musical instrument (like tabla or harmonium) during a class or school assembly.
- ✓ **Prepare a chart** of musical instruments and their use in religious worship.
- ✓ **Practice** playing a musical instrument associated with any of the four faiths.

### **? Key Inquiry Questions**

1. How important is it to play musical instruments during worship?
2. Why are musical instruments essential in cultural and social practices?
3. What role do musical instruments play in fostering unity during religious ceremonies?

## Sub-strand 4.3: Dances

### Types of Dances

#### Indian Dances

1. **Garba:** A folk dance performed during Navaratri, accompanied by devotional songs and rhythmic music, usually played on dhol and dholak.



2. **Dandiya:** A lively dance performed with sticks, popular during Navaratri, with music from dhol and tabla.



3. **Bhangra:** A traditional dance from Punjab, performed to energetic music, often using the dhol drum.



4. **Kathak:** One of the eight classical dance forms of India, known for intricate footwork and storytelling, often accompanied by classical music and tabla.



5. **Bharatanatyam:** A classical Indian dance form originating from Tamil Nadu, based on Hindu religious themes, accompanied by Carnatic music.



6. **Naga Dance:** A traditional dance from the Naga community, performed during festivals and celebrations.



Dance	Origin	Description
<b>Bharatnatyam</b>	Tamil Nadu	Performed mainly by women; combines facial expressions (bhava), hand gestures (mudras), and rhythm to tell stories of devotion.
<b>Kathak</b>	North India	Involves intricate footwork, spins, and expressive storytelling, often based on epics like the Mahabharata and Ramayana.
<b>Odissi</b>	Odisha	Characterized by grace, fluidity, and sculptural poses; often dedicated to Lord Jagannath.
<b>Kathakali</b>	Kerala	Known for its elaborate makeup and costumes; it uses exaggerated facial expressions and movements to enact stories from Hindu mythology.
<b>Kuchipudi</b>	Andhra Pradesh	A blend of speech, mime, and pure dance, often performed by both male and female dancers.
<b>Manipuri</b>	Manipur	Reflects devotion to Lord Krishna and Radha with soft, graceful movements.
<b>Mohiniyattam</b>	Kerala	Performed solo by women; slow and elegant movements symbolizing the divine enchantress Mohini.

## Kenyan Dances

### 1. Isukuti Dance



- ✓ **Community:** Luhya
- ✓ **Occasion:** The Isukuti dance is typically performed during major celebrations such as weddings, initiation ceremonies, and harvest festivals.

- ✓ **Description:** It involves vigorous foot stamping, rhythmic drumming, and chanting. The dancers, often in a circle, move to the rhythm of drums and other percussion instruments. The dance is usually performed by both men and women, with men leading the vigorous movements.

## 2. Benga Dance



- ✓ **Community:** Luo
- ✓ **Occasion:** This dance is common during social gatherings, weddings, and celebrations.
- ✓ **Description:** Benga music accompanies this dance, which is characterized by fast-paced movements and lively beats. The dance involves rhythmic hip movements and energetic footwork. It is often performed with partners and focuses on coordination and rhythm.

## 3. Maasai Dance



- ✓ **Community:** Maasai
- ✓ **Occasion:** The Maasai people perform this dance during ceremonies such as circumcision, weddings, and other traditional rites of passage.
- ✓ **Description:** The Maasai are known for their high jumping, which is the focal point of their dance. The men especially leap high into the air while chanting and clapping. The dance symbolizes strength and courage, and it is performed to the beat of traditional drums.

#### 4. Kalenjin Dance



- ✓ **Community:** Kalenjin
- ✓ **Occasion:** Performed during harvest festivals, weddings, and celebrations of important achievements.
- ✓ **Description:** This dance is energetic and often involves rhythmic footwork, body movements, and chanting. The dancers typically form a circle and move in unison to the beat of drums.

## 5. Gikuyu Dance



- ✓ **Community:** Kikuyu
- ✓ **Occasion:** This dance is often performed during weddings, initiation rites, and other celebrations within the Kikuyu community.
- ✓ **Description:** The dance involves graceful and controlled movements, with dancers moving in sync to the rhythm of traditional Kikuyu songs. It is often accompanied by traditional instruments like drums and rattles.

## 6. Taarab Dance



- ✓ **Community:** Coastal Communities (Swahili)
- ✓ **Occasion:** Taarab music is performed during festive events such as weddings, social gatherings, and celebrations.
- ✓ **Description:** Taarab is a fusion of traditional African, Arab, and Indian influences, characterized by melodic rhythms and instrumental performances.

The dance accompanying Taarab music is elegant and fluid, with dancers swaying gracefully to the beat.

## 7. Mijikenda Dance



- ✓ **Community:** Mijikenda
- ✓ **Occasion:** The Mijikenda people perform this dance during religious ceremonies, rites of passage, and traditional celebrations.
- ✓ **Description:** The dance involves circular movements and chanting, with dancers often wearing colorful attire. It is a form of social cohesion, allowing participants to celebrate their heritage and unity.

## 8. Pokot Dance



- ✓ **Community:** Pokot
- ✓ **Occasion:** This dance is often performed during traditional ceremonies such as circumcisions, weddings, and harvest festivals.

- ✓ **Description:** The dance involves rhythmic foot stamping and fast-paced movements, often accompanied by chanting and drumming. The dance symbolizes unity and is a way of celebrating important milestones within the community.

## 9. Chuka Dance



- ✓ **Community:** Chuka (Meru)
- ✓ **Occasion:** The dance is commonly performed during traditional festivals, community celebrations, and initiation ceremonies.
- ✓ **Description:** The dance is characterized by synchronized movements and chanting. It often involves simple yet elegant steps that reflect the culture and values of the Chuka people.

## 10. Dudu Dance:



A type of traditional dance in some Kenyan communities, characterized by energetic movements and drumming.

## Importance of Traditional Dances

1. **Cultural Preservation:** Traditional dances help preserve the cultural heritage of various ethnic communities in Kenya. Through dance, stories, history, and cultural practices are passed down to future generations.
2. **Rites of Passage:** Many dances are part of important life events like initiations, weddings, and circumcisions, marking transitions in an individual's life and the community's growth.
3. **Social Cohesion:** Traditional dances bring together people from different parts of a community, strengthening social ties and reinforcing unity among people.
4. **Spiritual Significance:** Some dances have religious or spiritual meanings and are performed as acts of worship or during important cultural rituals.
5. **Celebration and Enjoyment:** Dances are often performed during celebrations, festivals, and feasts, providing a joyful and energetic way to mark special occasions.

## Suggested Learning Experiences

- ✓ **Research** using digital tools, print media, and resource persons on different types of folk and classical dances.
- ✓ **Categorize** the dances and prepare charts for each category to present in class.
- ✓ **Watch video clips** on folk and classical dances to understand their movements, costumes, and music.
- ✓ **Consult** with a dance instructor to learn the basics of classical and folk dances.
- ✓ **Take part** in folk and classical dance performances during school cultural programs.

- ✓ **Prepare and present** a folk or classical dance during an annual school celebration or national day.
- ✓ **Take photographs** of various dances during music festivals and performances.
- ✓ **Create a performance** showcasing a selected dance from either Indian or Kenyan culture.

### ? Key Inquiry Questions

1. How do music and dance enhance one's spiritual growth?
2. Why are classical dances performed in Mandirs (temples) during worship?
3. How can folk and classical dances promote social cohesion and cultural identity?