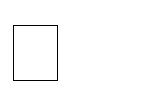
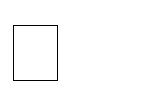
**HINDU RELIGIOUS EDUCATION ACTIVITIES. GRADE FIVE (5) SCHEMES OF WORK**



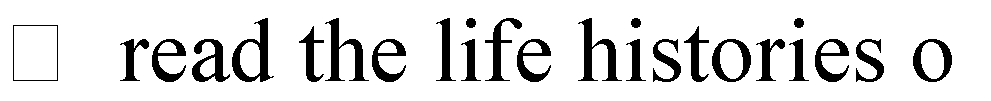
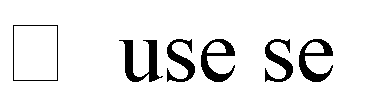
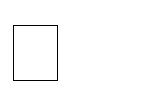
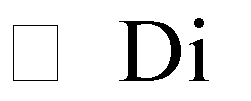
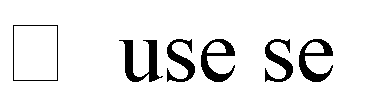
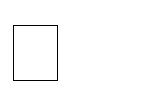
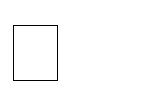
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| **Wk** |  | **Ls**  **n** | **Strand/The**  **me** | **Sub strand** | **Specific learning outcomes** | **Key inquiry**  **Questions** | **Learning experiences** | **Learning**  **Resources** | **Assessment**  **methods** | **Ref**  **l** |
| **1** | | **PREPARATIONS** | | | | | | | |  |
| **2** | | **1** | **CREATION** | **Concept of** | By the end of the Sub strand the learner should be able to:   1. Identify the concepts of creation for knowledge 2. Discuss the concepts of creation 3. Appreciate different views on concepts of creation for spiritual growth | 1. What is a creation concept? 2. Why is it necessary to know the different creation concepts? 3. Why is the concept of creation a wonder of Paramatma? | Learner could be guided to:  Visit places of worship accompanied by parents/guardian/teacher to inquire more about the concepts of creation    different creation concepts Watch a video on discourse  by a spiritual teacher on creation  elders/parents questions on different concepts of creation  Research on different creation concepts | * Scriptures, Magazines, Digital devices, Newspapers, animated movies, Realia | * Observation, QA, Essay writing, Role modelling, projects |  |
|  | |  | **(SRISHTI)** | **Creation as** |
|  | |  |  | **per** |
|  | |  |  | **Hinduism and** |
|  | |  |  | **Jainism** |
|  | |  |  | (Scriptural |
|  | |  |  | stories) |
|  | | **2** |  | **Concept of** | By the end of the Sub strand the learner should be able to:   1. Identify the concepts of creation for knowledge 2. Watch a video clip on creation 3. Appreciate different views on concepts of creation for spiritual growth | 1. What is a creation concept? 2. Why is it necessary to know the different creation concepts? 3. Why is the concept of creation a wonder of Paramatma? | Learner could be guided to:    accompanied by parents/guardian/teacher to inquire more about the concepts of creation    different creation concepts Watch a video on discourse  by a spiritual teacher on creation    questions on different concepts of creation  Research on different creation concepts | * Scriptures, Magazines, Digital devices, Newspapers, animated movies, Realia | * Observation, QA, Essay writing, Role modelling, projects |  |
|  | **Creation as** |
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|  | stories) |

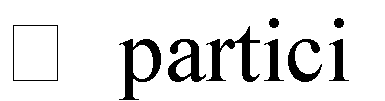
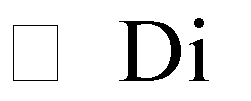
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|  | **3** |  | **Concept of Creation as per**  **Hinduism and Jainism** (Scriptural stories) | By the end of the Sub strand the learner should be able to:   1. Identify the concepts of creation for knowledge 2. Discuss the concept of creation as watched in the video 3. Appreciate different views on concepts of creation for spiritual growth | 1. What is a creation concept? 2. Why is it necessary to know the different creation concepts? 3. Why is the concept of creation a wonder of Paramatma? | Learner could be guided to:    accompanied by parents/guardian/teacher to inquire more about the concepts of creation    different creation concepts Watch a video on discourse  by a spiritual teacher on creation    questions on different concepts of creation  Research on different  creation concepts | * Scriptures, Magazines, Digital devices, Newspapers, animated movies, Realia | * Observation, QA, Essay writing, Role modelling, projects |  |
| **3** | **1** |  | **Concept of Creation as per**  **Hinduism and Jainism** (Scriptural stories) | By the end of the Sub strand the learner should be able to:   1. Mention the different concept of creation 2. Describe the different concepts of creation to one’s faith for deep understanding 3. Appreciate different views on concepts of creation for spiritual growth | 1. What is a creation concept? 2. Why is it necessary to know the different creation concepts? 3. Why is the concept of creation a wonder of Paramatma? | Learner could be guided to:    accompanied by parents/guardian/teacher to inquire more about the concepts of creation    different creation concepts Watch a video on discourse  by a spiritual teacher on creation    questions on different concepts of creation  Research on different creation concepts | * Scriptures, Magazines, Digital devices, Newspapers, animated movies, Realia | * Observation, QA, Essay writing, Role modelling, projects |  |
|  | **2** |  | **Concept of Creation as per**  **Hinduism and Jainism** (Scriptural stories) | By the end of the Sub strand the learner should be able to:   1. List the different concept of creation 2. Describe the different concepts of creation to one’s faith for deep understanding 3. Appreciate different views on concepts of creation for spiritual growth | 1. What is a creation concept? 2. Why is it necessary to know the different creation concepts? 3. Why is the concept of creation a wonder of Paramatma? | Learner could be guided to:    accompanied by parents/guardian/teacher to inquire more about the concepts of creation    different creation concepts Watch a video on discourse  by a spiritual teacher on creation    questions on different concepts | * Scriptures, Magazines, Digital devices, Newspapers, animated movies, Realia | * Observation, QA, Essay writing, Role modelling, projects |  |



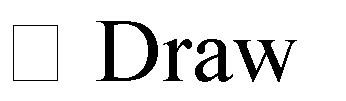
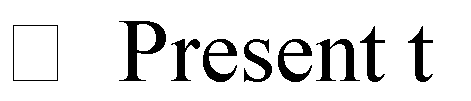
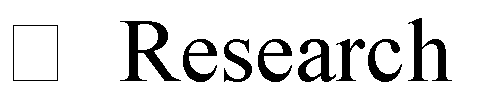
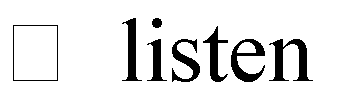
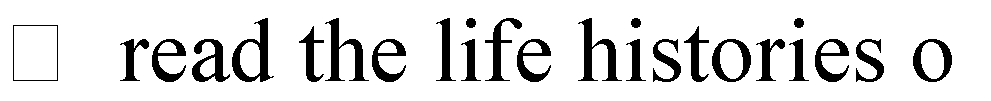
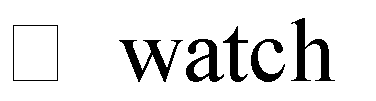
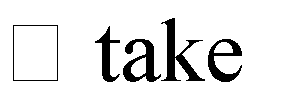
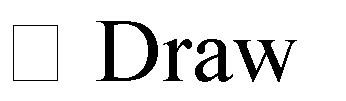
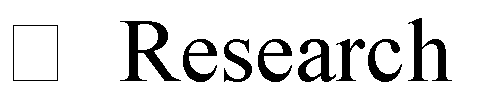


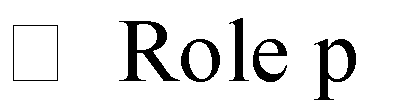
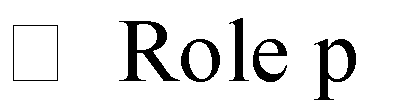
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|  |  |  |  |  |  | of creation  Research on different creation concepts |  |  |  |
|  | **3** |  | **Medicinal and sacred plants and**  **trees** | By the end of the Sub strand the learner should be able to:   1. Identify the most common medicinal plants for familiarization. 2. Illustrate the right use of medicinal plants for safety. 3. Nurture the medicinal plants for preservation of environment. | 1. How are medicinal plants important? 2. What are the appropriate ways of using medicinal plants? 3. Why is it important to nurture Medicinal plants? | medicinal plants  scuss, in groups, on the right use of medicinal plants  visit a temple/botanical garden to study medicinal plants, take photos and create a photo montage  watch a TV lesson showing the different stages of growth of medicinal plants  arch engines to learn the inter-dependency of plants and human life | * Scriptures, Magazines, Digital devices, Newspapers, animated movies, Realia | * Observation, QA, Essay writing, Role modelling, projects |  |
| **4** | **1** |  | **Medicinal and sacred plants and**  **trees** | By the end of the Sub strand the learner should be able to:   1. Identify the most common medicinal plants for familiarization. 2. Illustrate the right use of medicinal plants for safety. 3. Nurture the medicinal plants for preservation of environment. | 1. How are medicinal plants important? 2. What are the appropriate ways of using medicinal plants? 3. Why is it important to nurture Medicinal plants? | medicinal plants  scuss, in groups, on the right use of medicinal plants  visit a temple/botanical garden to study medicinal plants, take photos and create a photo montage  watch a TV lesson showing the different stages of growth of medicinal plants  arch engines to learn the inter-dependency of plants and human life | * Scriptures, Magazines, Digital devices, Newspapers, animated movies, Realia | * Observation, QA, Essay writing, Role modelling, projects |  |
|  | **2** |  | **Medicinal and sacred plants and**  **trees** | By the end of the Sub strand the learner should be able to:   1. Identify the most common medicinal plants for familiarization. 2. Illustrate the right use of medicinal plants for safety. 3. Nurture the medicinal plants for preservation of   environment. | 1. How are medicinal plants important? 2. What are the appropriate ways of using medicinal plants? 3. Why is it important to nurture Medicinal plants? | pate in a tree planting activity carried out in the school compound/community    medicinal plants available in their locality and make a scrap book. | * Scriptures, Magazines, Digital devices, Newspapers, animated movies, Realia | * Observation, QA, Essay writing, Role modelling, projects |  |
|  | **3** | **THE ENLIGHTEN ED**  **BEINGS** | **Contribution of Enlightened Beings in** | By the end of the sub-strand the learner should be able to:  a. Name the Enlightened Beings for familiarization | 1. Who are the Enlightened Beings? | Learner could be guided to:  f the four Enlightened Beings in the | * Scriptures, Magazines, Digital   devices, | * Observation, QA, Essay writing, Role |  |



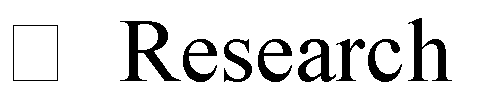
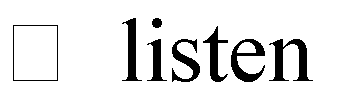
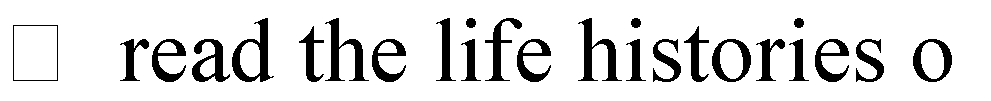
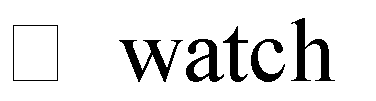
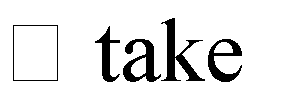
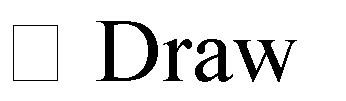
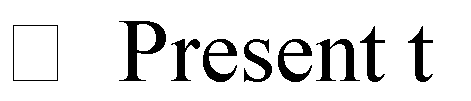
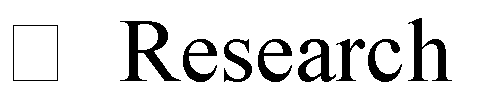
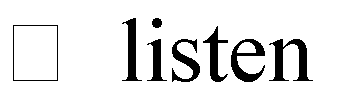
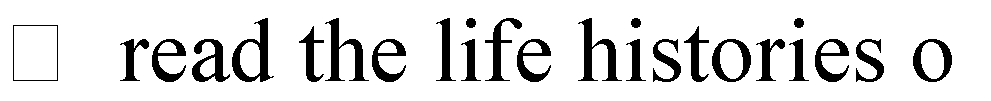
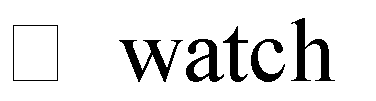


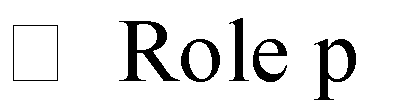
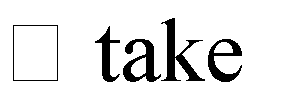
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|  |  |  | **reforming society:** Tirthankara Abhinandan nath | 1. Identify the contributions of Enlightened Beings for spiritual wellbeing 2. Appreciate the teachings of Enlightened Beings for peaceful living | 1. What are the common teachings of Enlightened Beings? 2. How do we emulate the Enlightened Beings in our lives? | Scripture through digital devices  Listen to the stories of Enlightened Beings from a resource person/audiovisual device  and write essays on the lives of Enlightened Beings    findings in class | Newspapers, animated movies, Realia | modelling, projects |  |
| **5** | **1** |  | **Contribution of Enlightened Beings in reforming society:** Tirthankara Abhinandan nath | By the end of the sub-strand the learner should be able to:   1. Recognize the reforms done by Enlightened Beings to improve life in the society 2. Implement the teachings of Enlightened Beings for righteous living 3. Appreciate the teachings of Enlightened Beings for peaceful living | 1. Who are the Enlightened Beings? 2. What are the common teachings of Enlightened Beings? 3. How do we emulate the   Enlightened Beings in our lives? | lay/Perform skits based on the reforms done by great Enlightened Beings  sketches of Enlightened Beings using digital devices/drawing books.  part in quiz competitions on reforms of Enlightened Beings.  animated films on Enlightened Beings using digital devices | * Scriptures, Magazines, Digital devices, Newspapers, animated movies, Realia | * Observation, QA, Essay writing, Role modelling, projects |  |
|  | **2** |  | **Contribution of Enlightened Beings in reforming society:** Swami Narayan | By the end of the sub-strand the learner should be able to:   1. Name the Enlightened Beings for familiarization 2. Identify the contributions of Enlightened Beings for spiritual wellbeing 3. Appreciate the teachings of Enlightened Beings for peaceful living | 1. Who are the Enlightened Beings? 2. What are the common teachings of Enlightened Beings? 3. How do we emulate the Enlightened Beings in our lives? | Learner could be guided to:  f the four Enlightened Beings in the Scripture through digital devices  to the stories of Enlightened Beings from a resource person/audiovisual device  and write essays on the lives of Enlightened Beings  heir research  findings in class | * Scriptures, Magazines, Digital devices, Newspapers, animated movies, Realia | * Observation, QA, Essay writing, Role modelling, projects |  |
|  | **3** |  | **Contribution of Enlightened Beings in reforming society:** | By the end of the sub-strand the learner should be able to:  a. Recognize the reforms done by Enlightened Beings to improve life in the society | 1. Who are the Enlightened Beings? 2. What are the common teachings of Enlightened | lay/Perform skits based on the reforms done by great Enlightened Beings  sketches of Enlightened Beings using digital devices/drawing books. | * Scriptures, Magazines, Digital devices, Newspapers, animated | * Observation, QA, Essay writing, Role modelling, projects |  |



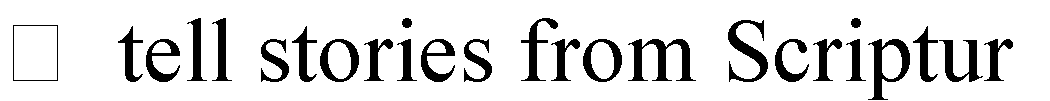
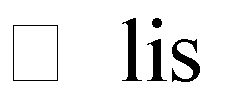
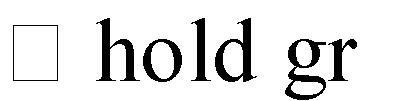
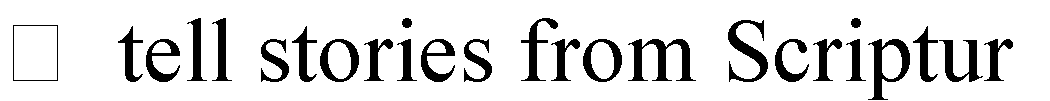
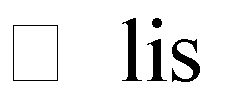
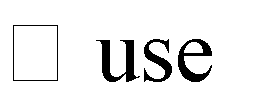
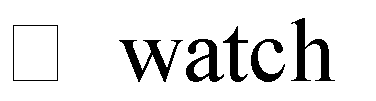
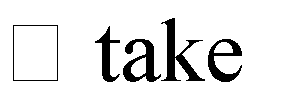
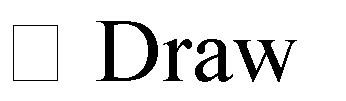
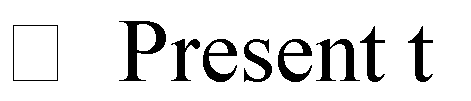


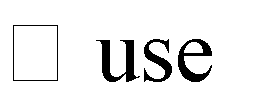
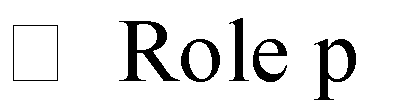
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|  |  |  | Swami Narayan | 1. Implement the teachings of Enlightened Beings for righteous living 2. Appreciate the teachings of Enlightened Beings for peaceful living | Beings?  3. How do we emulate the Enlightened Beings in our lives? | part in quiz competitions on reforms of Enlightened Beings.  animated films on Enlightened Beings using digital devices | movies, Realia |  |  |
| **6** | **1** |  | **Contribution of Enlightened Beings in reforming society:**  Sri Guru Arjan Dev ji | By the end of the sub-strand the learner should be able to:   1. Name the Enlightened Beings for familiarization 2. Identify the contributions of Enlightened Beings for spiritual wellbeing 3. Appreciate the teachings of Enlightened Beings for peaceful living | 1. Who are the Enlightened Beings? 2. What are the common teachings of Enlightened Beings? 3. How do we emulate the Enlightened Beings in our lives? | Learner could be guided to:  f the four Enlightened Beings in the Scripture through digital devices  to the stories of Enlightened Beings from a resource person/audiovisual device  and write essays on the lives of Enlightened Beings  heir research findings in class | * Scriptures, Magazines, Digital devices, Newspapers, animated movies, Realia | * Observation, QA, Essay writing, Role modelling, projects |  |
|  | **2** |  | **Contribution of Enlightened Beings in reforming society:**  Sri Guru Arjan Dev ji | By the end of the sub-strand the learner should be able to:   1. Recognize the reforms done by Enlightened Beings to improve life in the society 2. Implement the teachings of Enlightened Beings for righteous living 3. Appreciate the teachings of Enlightened Beings for peaceful living | 1. Who are the Enlightened Beings? 2. What are the common teachings of Enlightened Beings? 3. How do we emulate the Enlightened Beings in   our lives? | lay/Perform skits based on the reforms done by great Enlightened Beings  sketches of Enlightened Beings using digital devices/drawing books.  part in quiz competitions on reforms of Enlightened Beings.  animated films on Enlightened Beings using  digital devices | * Scriptures, Magazines, Digital devices, Newspapers, animated movies, Realia | * Observation, QA, Essay writing, Role modelling, projects |  |
|  | **3** |  | **Contribution of Enlightened Beings in reforming society:** Ananda | By the end of the sub-strand the learner should be able to:   1. Name the Enlightened Beings for familiarization 2. Identify the contributions of Enlightened Beings for spiritual wellbeing 3. Appreciate the teachings of Enlightened Beings for peaceful living | 1. Who are the Enlightened Beings? 2. What are the common teachings of Enlightened Beings? 3. How do we emulate the   Enlightened Beings in our lives? | Learner could be guided to:  f the four Enlightened Beings in the Scripture through digital devices  to the stories of Enlightened Beings from a resource person/audiovisual device  and write essays on the lives of Enlightened Beings | * Scriptures, Magazines, Digital devices, Newspapers, animated movies, Realia | * Observation, QA, Essay writing, Role modelling, projects |  |



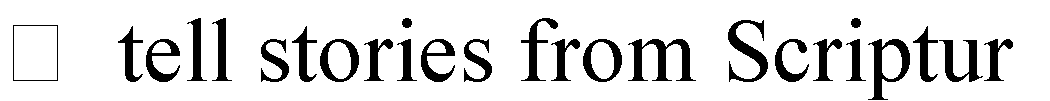
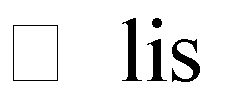
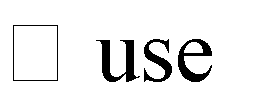
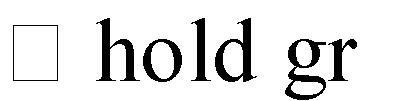
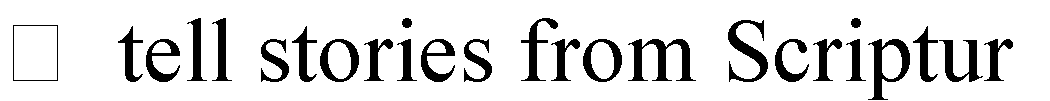
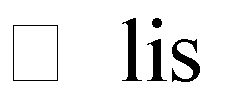
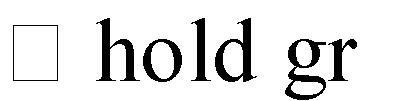
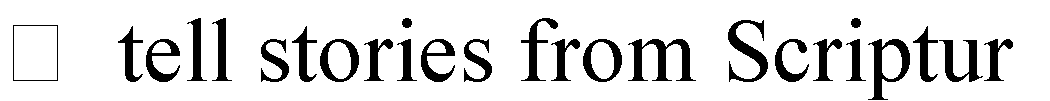
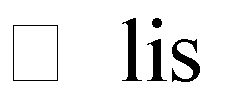
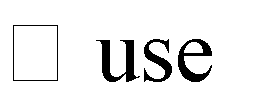


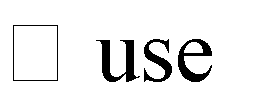
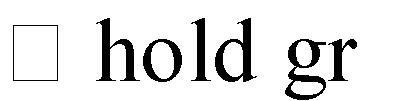
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| **7** | **1** |  | **Contribution of Enlightened Beings in reforming society:** Ananda | By the end of the sub-strand the learner should be able to:   1. Recognize the reforms done by Enlightened Beings to improve life in the society 2. Implement the teachings of Enlightened Beings for righteous living 3. Appreciate the teachings of Enlightened Beings for peaceful living | 1. Who are the Enlightened Beings? 2. What are the common teachings of Enlightened Beings? 3. How do we emulate the Enlightened Beings in   our lives? | lay/Perform skits based on the reforms done by great Enlightened Beings  sketches of Enlightened Beings using digital devices/drawing books.  part in quiz competitions on reforms of Enlightened Beings.  animated films on Enlightened Beings using  digital devices | * Scriptures, Magazines, Digital devices, Newspapers, animated movies, Realia | * Observation, QA, Essay writing, Role modelling, projects |  |
|  | **2** | **SCRIPTURES**  **(Naitik Niyams)** | **Role of Scriptures in instilling moral values** (Through scriptural stories) Ramayan, Uttradhayan (Ch. 7-12) | By the end of the Sub strand the learner should be able to:   1. identify the teachings of Scriptures at family level for developing moral values 2. explain the teachings that promote moral values in families as per Scriptures of the four faiths 3. appreciate the role of Scriptures for character development in the family | 1. How do Scriptures contribute to the instilling of moral values? 2. How do we apply moral values in different situations? | Learner could be guided to: search engines to identify  the role of Ramayan, Uttradhayan (Ch. 7-12.  ten to stories from a resource person/audio-visual device to know about the role of the Scriptures  es that promote the moral values    mantras/shabads/stavans/hymns from Scriptures based upon their roles to instil moral values  oup discussions on the role of Scriptures. | * Scriptures, Magazines, Digital devices, Newspapers, animated movies, Realia | * Observation, QA, Essay writing, Role modelling, projects |  |
|  | **3** |  | **Role of Scriptures in instilling moral values** (Through scriptural stories) Ramayan, Uttradhayan (Ch. 7-12) | By the end of the Sub strand the learner should be able to:   1. identify the teachings of Scriptures at family level for developing moral values 2. explain the teachings that promote moral values in families as per Scriptures of the four faiths 3. appreciate the role of Scriptures for character development in the family | 1. How do Scriptures contribute to the instilling of moral values? 2. How do we apply moral values in different situations? | Learner could be guided to: search engines to identify  the role of Ramayan, Uttradhayan (Ch. 7-12).  ten to stories from a resource person/audio-visual device to know about the role of the Scriptures  es that promote the moral values    mantras/shabads/stavans/hymns from Scriptures based upon their roles to instil moral values | * Scriptures, Magazines, Digital devices, Newspapers, animated movies, Realia | * Observation, QA, Essay writing, Role modelling, projects |  |



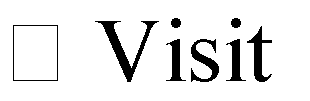
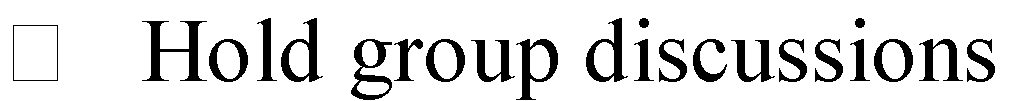
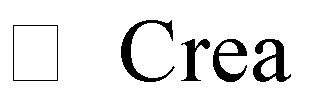
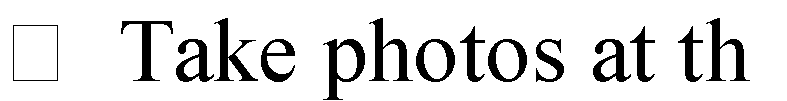
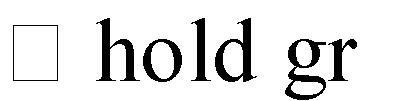
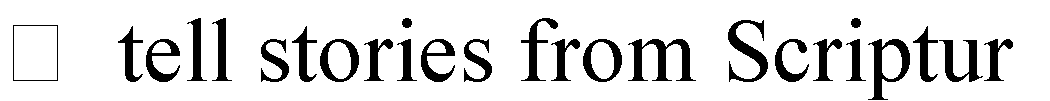
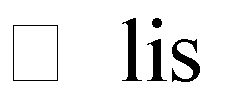
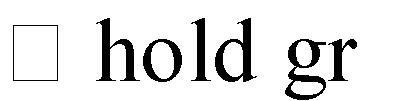


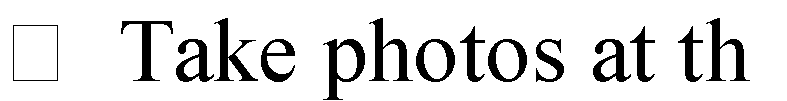
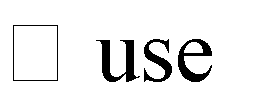
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| **8** | **1** |  | **Role of Scriptures in instilling moral values** (Through scriptural stories) Panca Sila | By the end of the Sub strand the learner should be able to:   1. identify the teachings of Scriptures at family level for developing moral values 2. explain the teachings that promote moral values in families as per Scriptures of the four faiths 3. appreciate the role of Scriptures for character development in the family | 1. How do Scriptures contribute to the instilling of moral values? 2. How do we apply moral values in different situations? | Learner could be guided to: search engines to identify  the role of Panca Sila, ten to stories from a  resource person/audio-visual device to know about the role of the Scriptures  es that promote the moral values    mantras/shabads/stavans/hymns from Scriptures based upon their roles to instil moral values  oup discussions on the role of Scriptures. | * Scriptures, Magazines, Digital devices, Newspapers, animated movies, Realia | * Observation, QA, Essay writing, Role modelling, projects |  |
|  | **2** |  | **Role of Scriptures in instilling moral values** (Through scriptural stories) Panca Sila | By the end of the Sub strand the learner should be able to:   1. identify the teachings of Scriptures at family level for developing moral values 2. explain the teachings that promote moral values in families as per Scriptures of the four faiths 3. appreciate the role of Scriptures for character development in the family | 1. How do Scriptures contribute to the instilling of moral values? 2. How do we apply moral values in different situations? | Learner could be guided to: search engines to identify  the role of Panca Sila  ten to stories from a resource person/audio-visual device to know about the role of the Scriptures  es that promote the moral values    mantras/shabads/stavans/hymns from Scriptures based upon their roles to instil moral values  oup discussions on the  role of Scriptures. | * Scriptures, Magazines, Digital devices, Newspapers, animated movies, Realia | * Observation, QA, Essay writing, Role modelling, projects |  |
|  | **3** |  | **Role of Scriptures in instilling moral values** (Through scriptural stories)  Sri Guru Granth Sahib ji | By the end of the Sub strand the learner should be able to:   1. identify the teachings of Scriptures at family level for developing moral values 2. explain the teachings that promote moral values in families as per Scriptures of the four faiths 3. appreciate the role of Scriptures for character development in the family | 1. How do Scriptures contribute to the instilling of moral values? 2. How do we apply moral values in different situations? | Learner could be guided to: search engines to identify  the role of Sri Guru Granth Sahib ji.  ten to stories from a resource person/audio-visual device to know about the role of the Scriptures  es that promote the moral values    mantras/shabads/stavans/hymns | * Scriptures, Magazines, Digital devices, Newspapers, animated movies, Realia | * Observation, QA, Essay writing, Role modelling, projects |  |





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|  |  |  |  |  |  | from Scriptures based upon their roles to instil moral values  oup discussions on the  role of Scriptures. |  |  |  |
| **9** | **1** |  | **Role of Scriptures in instilling moral values** (Through scriptural stories)  Sri Guru Granth Sahib ji | By the end of the Sub strand the learner should be able to:   1. identify the teachings of Scriptures at family level for developing moral values 2. explain the teachings that promote moral values in families as per Scriptures of the four faiths 3. appreciate the role of Scriptures for character development in the family | 1. How do Scriptures contribute to the instilling of moral values? 2. How do we apply moral values in different situations? | Learner could be guided to: search engines to identify  the role of Sri Guru Granth Sahib ji.  ten to stories from a resource person/audio-visual device to know about the role of the Scriptures  es that promote the moral values    mantras/shabads/stavans/hymns from Scriptures based upon their roles to instil moral values  oup discussions on the role of Scriptures. | * Scriptures, Magazines, Digital devices, Newspapers, animated movies, Realia | * Observation, QA, Essay writing, Role modelling, projects |  |
|  | **2** | **WORSHIP**  **(Ishwar bhakti)** | **Features and Importance of Jain**  **Derasar and Sikh Gurdwara** | By the end of the Sub-strand the learner should be able to:   1. Describe the features of places of worship for familiarization 2. Identify places of worship 3. appreciate the relevance of different features at a place of worship | 1. Why is it important to visit a place of worship? 2. What features are found in a Jain Derasar? 3. What features are found in a Sikh Gurdwara? | Learner could be guided to:  Collect pictures for Jain Derasar and Sikh Gurdwara from magazines/newspapers/digital devices.  e places of  worship  te a montage using photos from the places of worship  on the different features of Jain Derasar and Sikh Gurdwara  places of worship to  witness activities carried out at different times. | * Scriptures, Magazines, Digital devices, Newspapers, animated movies, Realia | * Observation, QA, Essay writing, Role modelling, projects |  |
|  | **3** |  | **Features and Importance of Jain**  **Derasar and Sikh Gurdwara** | By the end of the Sub-strand the learner should be able to:   1. Describe the features of places of worship for familiarization 2. Identify places of worship | 1. Why is it important to visit a place of worship? 2. What features are found in a Jain Derasar? 3. What features are found in a Sikh | Learner could be guided to:  Collect pictures for Jain Derasar and Sikh Gurdwara from magazines/newspapers/digital devices.  e places of  worship | * Scriptures, Magazines, Digital devices, Newspapers, animated   movies, Realia | * Observation, QA, Essay writing, Role modelling, projects |  |





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|  |  |  |  | c. appreciate the relevance of different features at a place of worship | Gurdwara? | te a montage using photos from the places of worship  on the different features of Jain Derasar and Sikh Gurdwara  places of worship to  witness activities carried out at different times. |  |  |  |
| **10** | **ASSESSMENT** | | | | | | | | |

