



Master Lesson Plan

For

Devotional Paths to the Divine

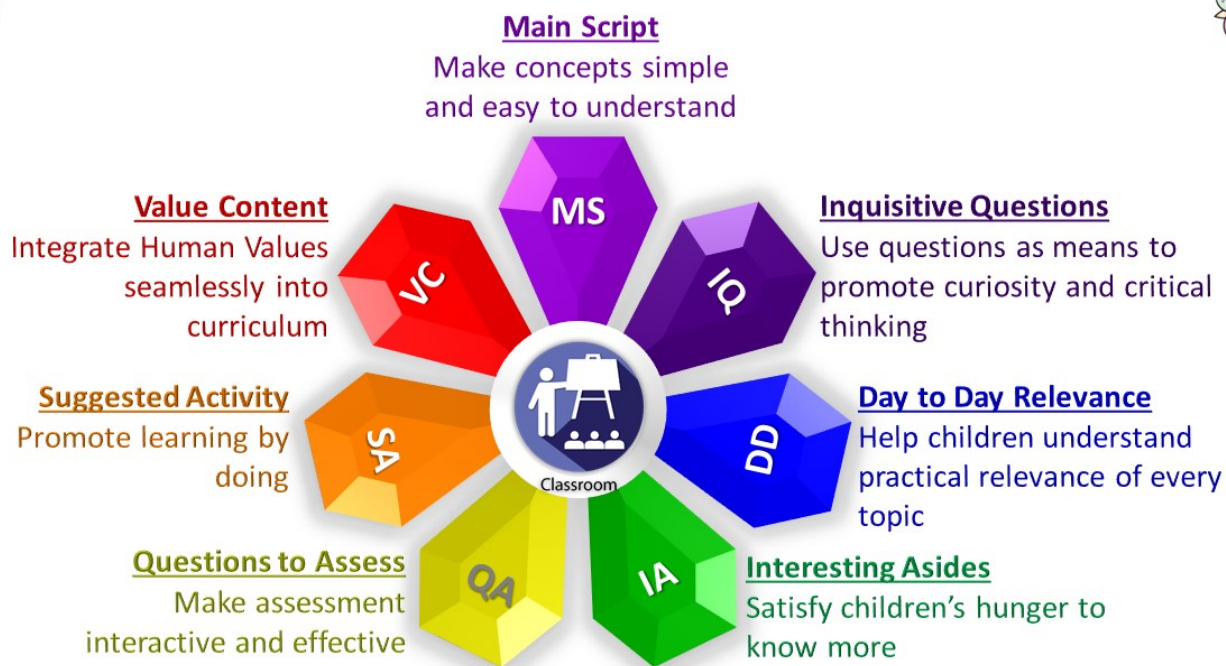
Board	Standard	Subject	Chapter	Language	Reference Link	Creation date
CBSE	STD VII	Social Science	Devotional Paths to the Divine	English	Devotional Paths to the Divine	2021-05-04 17:00:48

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Master Lesson Plan (MLP) - Covers the entire chapter with the help of these 7 asset types



For more information on how to use the lesson plan effectively, please scroll to the guidelines at the end of this document.

Devotional Paths to the Divine

1. MS_Devotional Paths to the Divine Learning Objectives

Devotional Paths to the Divine Learning Objectives

(Notes to the teacher: This asset lays down the proposed plan for transacting this chapter. It states the asset objectives of the MLP. This asset is for the teacher's reference and need not

be taught to the students.)

The students will be able to:

- a. demonstrate the different ways of expressing devotion to God
- b. examine why Bhakti became popular in India
- c. appreciate Andal's devotion to Lord Vishnu
- d. describe the new religious movement started by the Nayanars and Alvars in the south
- e. enjoy an incident from Adi Shankara's childhood
- f. distinguish between Shankara's philosophy of Advaita, Ramanuja's doctrine of Vishishtadvaita and the Virashaivism movement started by Basavanna
- g. recall details of the Bhakti movement started in South India
- h. describe the Bhakti tradition that was started in Maharashtra
- i. co-relate the ancient tradition of Varis with the service activities carried out during the present day Varis
- j. explain the teachings of the Nathpanthis, Siddhas and Yogis
- k. realize that all religions offer differing yet valid paths to the same destination
- l. state the major beliefs and practices of the Sufis
- m. analyse the impact of the saints teachings in the regional language
- n. describe the new wave of the bhakti movement started in North India
- o. appreciate titbits from the life of Sant Kabir
- p. examine Kabir's religious philosophy

- q. compare the different perception and approach to God by the saints and philosophers of the Bhakti movement
- r. explain the history of Sikhism and its founder Guru Nanak
- s. enjoy the story of Panja Sahib
- t. compile the details of the sants of the Bhakti Movement
- u. appreciate the Reformation movement that started in Europe in 1517
- v. asses their learnings of the topic, 'Devotional Paths to the Divine'.
- w. summarise the discussions on the philosophy and teachings of the sants of the Bhakti Movement

Time to teach	Asset Type	Theme	SubTheme
5 Minutes	Main Script	Religion and Religious Movements	The Idea of a Supreme God, The Idea of a Supreme God

2. SA_Different Ways of Expressing Devotion

Different Ways of Expressing Devotion

Aim:

To enable the students to display that all paths help us reach the same goal - God.

Materials required: Rosary with a Cross, Japa mala, Taal, Puja Bell and Aarti.

(Note to the teacher: On the previous day the teacher makes 5 groups with 5 children per group and assigns parts to them:

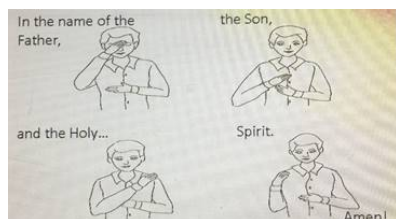
1st Group - 4 students have to come in with cymbals, taal and a bell in their hands while the 5th one has to come in with an Aarti in his/her hand. They have to come prepared with the 1st paragraph of any Aarti

2nd Group – the teacher chooses 5 students who are good in singing and asks them to prepare a bhajan

3rd Group – 5 students have to come with rosaries (if possible) in their hand.

They have to be taught to make the sign of the cross (as shown in the picture below) and say:

"In the name of the Father, and of the Son and of the Holy Spirit, Amen"



4th Group – 5 students have to be taught how to whirl around slowly like the Sufi Darvish.

5th Group – 5 students have to be instructed to come and sit cross-legged on the floor, with their eyes closed and chant **OM** 5 times together)

Procedure:

On the day of the activity :

On the day of the activity the teacher asks the students how their parents begin their day.

Do they start their day with a small prayer or by meditating or chanting? Do they pray in any specific way?

She then asks them to attentively watch the activity that follows since she is going to quiz them on it.

One student comes forward and introduces the activity:

"India is a land of different faiths. Today we will see how people of different faiths express their devotion to the Supreme Being."

The teacher has earlier instructed all groups to sit in the right order.

After the compere finishes introducing the activity, each group comes on the stage and makes its presentation as was instructed the previous day. Once they have finished, the children come off the stage and get back to their places. At any given time only one group should be on the stage.

After all the groups have finished their presentation as instructed the previous day, the teacher asks the class to identify what each group had performed.

Ans: The first group performed the Aarthi,



The second group sang a bhajan.



The third group made the sign of the cross and prayed like the Christians do.

The fourth group whirled round and round like the Sufi Dervish.



The fifth group meditated.

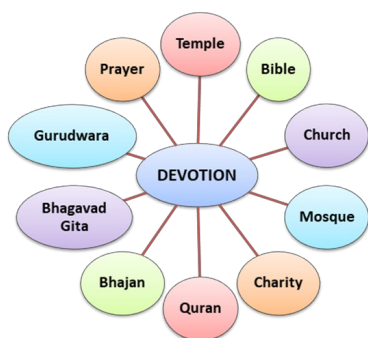


The teacher then shows slide no 3 of the PPT and tells the class that all groups had expressed their

devotion to the Supreme Being.

The teacher then writes the word **DEVOTION** in the centre of the black board and draws circles around it as shown in the diagram below. She asks all the students to open their note books and draw the diagram as shown on the blackboard; write Devotion in the centre circle and 10 words related to Devotion in the smaller circles.

The teacher can guide the students by suggesting the first word (e.g. rituals, bhajans, Qawwalis, meditation, holy places- temples, churches, mosques, Gurudwaras, pilgrimages, prayers, chanting, holy scriptures - Bhagavad Gita, Quran, Bible, charity, etc.)



DIFFERENT TYPES OF DEVOTION

QUESTIONNAIRE – (5 minutes)

(Note to the teacher: After the students have finished the diagram the teacher writes the following questions related to Devotion on the black board and asks the students to write the question and their answers in their note books below the diagram. Before the students start answering the questionnaire, the teacher discusses the questions and lets them come up with their answers.)

Q.1. As we have just seen, people have different faiths and pray in different ways. Why do you think they act in this manner?

Q.2. Why do people worship God in different ways?

Q.3. How do prayers help us?

QUESTIONNAIRE – ANSWERS

Suggested Ans 1: People perform various actions to connect themselves to God.

We all express devotion to the Supreme Being in different ways.

Suggested Ans 2:

Every individual chooses the form of worship that he or she can easily connect with.

Sug. Ans.3

Prayers help us to :

- connect to God
- seek his help
- express gratitude and receive his blessings.

Observation: The teacher observes that all 5 activities are correctly executed i.e. acting, singing, making the sign of the cross, meditating and dancing (whirling). She also ensures that the class maintains silence during the performances and the actors get back to their places silently after their performance.

Trouble shooting:

The teacher should ensure that the role play does not exceed 5 minutes.

Conclusion: The students demonstrate different ways of expressing devotion to God and show that all paths help us reach the same goal.

URL of images:

1. Aarthi

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2. Bhajan- http://media.radiosai.org/journals/Vol_04/01MAR06/images/Coverstory/sudha-raghunath.jpg

3. Rosary - <https://www.pxfuel.com/en/free-photo-jybto>

4.Sufi <https://pixabay.com/es/photos/los-derviches-islam-religi%C3%B3n-danza-4422194/>

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5.Meditation - SSSVV gallery (Keyword Meditation)

6.Sign of the Cross- OC_Kriti Mani

7.Diagram OC_Dipti Bose

Time to teach	Asset Type	Theme	SubTheme
15 Minutes	Suggested Activity	Religion and Religious Movements	The Idea of a Supreme God, The Idea of a Supreme God

3. MS_Existence of Supreme Lord**Existence of a Supreme God**

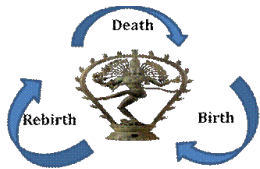
Different spiritual and religious texts such as the Bible, the Bhagavad Gita, the Guru Granth Sahib, the Quran, the Puranas and others have described the Supreme Being in different ways -



- A variety of gods and goddess were worshipped by different groups of people before the empires came into being.



- When towns developed, trade activities increased and large states emerged. Also interaction among people increased and as a result, new ideas spread.
- It was believed that all living things are reborn again and again and perform actions – both good and bad.



- However it was also believed that all men are not born equals.



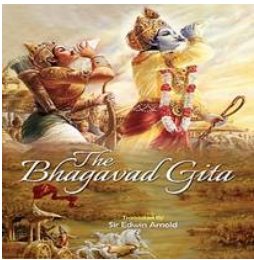
- Many religious texts mentioned that a person born in a noble family (eg. a king or a prince) or high caste(eg. a priest or a warrior)had more advantages than someone born in a low caste.



- Differences based on caste were not accepted by some people and they turned towards Buddhism or Jainism.



- Both these religions taught people how to overcome caste distinction in society. They emphasized that an individual could break the cycle of birth and death through his own efforts.
- Some believed in the 'Supreme God' who with sincere prayers and faith would release them from the cycle of rebirth.
- The Bhagawad Gita which was widely accepted in the early years of the Common Era also preached faith in the Supreme God who could be attained by Bhakti(devotional worship)



- People started believing that Shiva, Vishnu and Durga were Supreme deities and started worshipping them by performing detailed pujas (rituals).

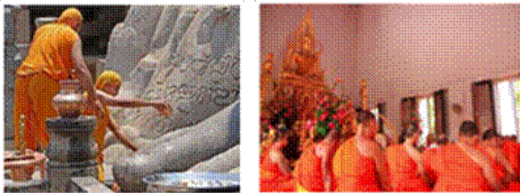


- Soon local folk tales were included in the Puranic stories and the methods of worship that were given in the Puranas were adopted at the local level.

Scene from the Bhagawata Purana



- The Puranas emphasized that everyone is entitled to God's grace irrespective of caste distinction.
- The Bhakti movement was against the caste system. Since the local languages were used, the message of this movement reached the masses.



- Buddhists and Jainas also started accepting the idea of Bhakti.

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3. Guru Granth Saheb - <https://www.flickr.com/photos/51733700@N00/4381386325>

"Dictation of the Guru Granth Saheb" by [hardeep.singh](#)

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6. Bhagavad Gita -

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11. Brahmin priest- https://commons.wikimedia.org/wiki/File:The_Sundhya_Plate_3.jpg

12. Buddha - <https://pixabay.com/photos/buddha-statue-buddhism-religion-265293/>

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14. Shiva - <https://pixabay.com/illustrations/shiva-sculpture-statue-hindu-5558695/>

15. Vishnu - <https://pixabay.com/illustrations/deity-vishnu-hindu-india-god-5658107/>

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16. Durga - <https://pixabay.com/photos/art-mural-stone-old-heritage-4831772/>

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17. Bhagavad Gita - <https://www.flickr.com/photos/89193793@N05/8124602803>

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18. Buddhist monks - <https://pixabay.com/photos/buddhist-holy-day-monk-buddhism-3770983/>

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19. Jain monks -

[https://commons.wikimedia.org/wiki/File:Puja_au_pied_de_Gomateshwara_\(Sravanabelgola,_Inde\)_\(14181851517\).jpg](https://commons.wikimedia.org/wiki/File:Puja_au_pied_de_Gomateshwara_(Sravanabelgola,_Inde)_(14181851517).jpg)

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Time to teach	Asset Type	Theme	SubTheme
5 Minutes	Main Script	Religion and Religious Movements	The Idea of a Supreme God, The Idea of a Supreme God

4. IA_The Devotion of Andal

The Devotion of Andal

(Note to the teacher: The teacher could narrate the story of Andal in her own words using the images provided in the ppt.)

All of us are aware of the devotion and intense love that saint Mirabai of the Bhakti Movement of North India had for Lord Krishna (Lord Vishnu)

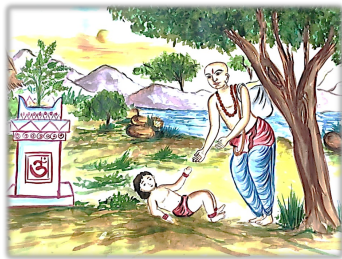


Similar feelings for the Lord Vishnu were expressed by Andal, the Alvar poet saint of

Srivilliputtur of South India. Andal was one of the 12 Alvar saints devoted to Lord Vishnu.



She was brought up by the well-known Alvar saint Vishnuchitta also known as 'Periyalvar'. Periyalvar too was one of the 12 Alvar Saints who were devotees of Lord Vishnu. He found her near the Tulsi plant in the flower garden of the Srivilliputhur Temple. He named her Kodhai, 'a gift found in the womb of mother earth'. Kodhai's devotion and love for Lord Vishnu grew as years passed and she secretly nurtured the desire to be the bride of the Lord himself.



Young Kodhai would every day make the garland to be offered to the Lord in the temple but would first wear it herself. Vishnuchitta would unknowingly carry the same garland and offer it to the Lord. One day he noticed a long strand of hair in the garland and suspected that it was Kodhai's hair. Next day he secretly watched as Kodhai prepared the garland and wore it herself. He got very angry and yelled at Kodhai. In all innocence she told him that she was wearing the garland of the Lord whom she would marry. He pleaded with the Lord to forgive Kodhai for her childishness. Quickly he prepared a fresh garland and offered it to the Lord.



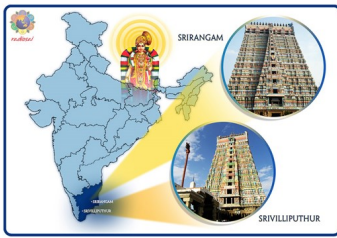
That night Lord Vishnu appeared in his dream and referred to Kodhai as 'Andal' (one who ruled the Lord) and declared that he would only wear the garland that was worn by her. Vishnuchitta realised that the love and affection that Andal felt for the Lord was pure. Years later as requested by the Lord Ranganathar (another name of Lord Vishnu) in his dream,



Vishnuchitta took Andal who was dressed in bridal finery to the Ranganathar Temple at Srirangam. As they entered the temple, Andal in her enthusiasm, rushed to the inner sanctum and merged with the Lord.



Under the patronage of the Pandya Kings, a beautiful temple dedicated to Andal was built at Srivilliputhur (where she was found by Periyalvar in the Tulsi bush). This temple Goporum is the motif of the Tamil Nadu government.



URL's of images:

- 1..Mirabai – [https://commons.wikimedia.org/wiki/File:Meerabai_\(crop\).jpg](https://commons.wikimedia.org/wiki/File:Meerabai_(crop).jpg)
- 2..Andal - http://media.radiosai.org/journals/Portal/pd-articles/pdimages/20090909/dsc_9648.jpg
- 3.. Child and Vishnuchitta – OC_Alpana Samal
4. Andal with the garland – OC_ Tulshiram K. Sutar
- 5 Andal - https://media.radiosai.org/journals/vol_14/01JAN16/images/11_h2h_special/Andal/andal-blessing.jpg
6. Reclining Vishnu still picture - <https://www.youtube.com/watch?v=qvpulAeP7rc>
7. Temples and Andal – http://media.radiosai.org/journals/vol_14/01JAN16/The-saint-who-became-a-goddess-andal.htm

Time to teach	Asset Type	Theme	SubTheme
3 Minutes	Interesting Asides	Religion and Religious Movements	The Idea of a Supreme God, The Idea of a Supreme God

5. MS_Nayanars and Alvars

Nayanars and Alvars

- Nayanars and Alvars initiated new religious movements between the seventh and 9th centuries in South India.



(Note: the teacher can develop a similar diagram on the black board and ask the students to draw it in their note books)

Nayanars: -

The 63 Nayanars were the devotional saint poets who worshipped Lord Shiva. **Appar'**, 'Sambandar', 'Manikkavasagar' were some of the well known Nayanars.



- They included untouchable workers, potters, hunters, peasants, soldiers, women, Brahmanas and chiefs.



- They believed that worship of Lord Shiva would lead to salvation.

ALVARs:-

(Note to the teacher: Andal was one of the 12 Alvars)



Alvars means those 'who are immersed in God'

- These were the 12 poet saints who worshipped Lord Vishnu.



- Some Alvars like the Pulaiyars and Panars belonged to the so called 'lower caste' (considered untouchables).
- The most well-known Alvars are Periyalvar (means 'big Alvar') his daughter Andal, (the only woman saint), Tondaradippodi Alvar and Nammalvar.
- According to them ardent devotion to Lord Vishnu was the only path to salvation.
- The ideas of the Nayanars and the Alvars were different from Buddhists and Jains. They sometimes spoke against the Buddhists and the Jains.

Both the Nayanars and Alvars were highly inspired by the ideals of love and heroism as depicted in the Sangam literature and blended them with Bhakti.

The Sangam literature emphasised on love for God (Bhakti),. The poems of the Sangam literature were composed in simple language and thus easy for the common man to understand.

These saints preached that love for God and not rituals was important.

'Nalayira Dhivya Prabandham' is a collection of 4000 Tamil Verses composed by the 12 Alvars on Lord Vishnu.



(Sangam literature is the earliest example of Tamil literature that goes back to the early centuries of the Common Era.)

The devotee's relationship with God

Composition by Manikkavasagar

Into my vile body of flesh

You came as though it were a temple of gold,

And soothed me wholly and saved me,

O Lord of Grace, O Gem most Pure,

Sorrow and birth and death are illusion

You took from me, and set me free

O Bliss! O Light! I have taken refuge in You

And never can I be parted from You

(Note: The teacher can ask the students to read the poem aloud and then ask them the following questions:

Q. What they think is the poet's relation with God?

A. The teacher should encourage the students to express their views and answer the question- keeping in mind the main theme i.e. love for God)

The Nayanars and Alvars travelled from place to place and composed musical poems

praising the local deities of the villages that they visited.

The Chola and Pandya kings built temples around the shrines visited by these saint poets in the tenth and twelfth centuries.

These temples were built to preserve the memories of these saints

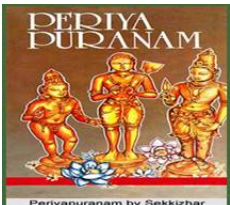


Temple built by the Chola Kings



Pandya Temple

This strengthened the link between temple worship and Bhakti.



Hagiographies or religious biographies were written on the Alwar and Nayanar saint poets. These biographies are valuable sources of history even today.

URL of the images:**1. Shiva -**

http://media.radiosai.org/journals/Vol_04/01FEB06/images/FeatureArticles/shiva/06.jpg

2. Vishnu -

https://media.radiosai.org/journals/Vol_06/01MAR08/images/05_Avatars/avatars.jpg

3. Shiva Stone carving - <https://pixabay.com/photos/shiva-antiquity-sri-lanka-stone-1306055/>

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4. Alvar saints - <http://media.radiosai.org/journals/Portal/pd-articles/pdimages/20090910/Untitled-1.jpg>**5. Tamil on Temple Wall-** https://commons.wikimedia.org/wiki/File:Ancient_Tamil_Script.jpg

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6. Temple by Rajarajeshwara Chola

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7. Ranganathaswamy Temple

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8. Hagiography -

https://media.radiosai.org/journals/vol_15/01FEB17/images/09_get_inspired/Sekkizhar__Author_of_the_Periyapuranam.jpg

Time to teach	Asset Type	Theme	SubTheme
5 Minutes	Main Script	Religion and Religious Movements	Nayanars and Alvars, Nayanars and Alvars

6. IA_Adi Shankara-Incident from His Childhood**Adi Shankara-Incident from His Childhood**

Incident from Shankaracharya's childhood:

- Shankara was the only son of a very religious Brahmin couple. His parents Sivaguru and Aryamba were very devoted to Lord Shiva. It is believed that he was born as a result of their prayers to Lord Shiva.



- He was a child prodigy and completed his studies of the Vedas when he was just eight years old.



- His father passed away when he was a child and as a result he was the only support of his mother.
- Right from childhood he was attracted to the life of Sanyas but his mother was totally against it.



- Once he was bathing in the Purna River and his mother was watching him from the river bank. Suddenly a crocodile caught hold of Shankara's leg and started dragging him into deep waters.
- Seeing her son in danger his mother started calling out for help. But there was no one around to help. Instead, Shankara was being dragged rapidly into deeper waters.

- Seeing death approaching Shankara called out to his mother and told her that the crocodile would definitely let his leg go if she allowed him take Sanyas (renunciation of the world).



- Very reluctantly in order to save her son's life, Aryamba gave her consent and miraculously the crocodile let go the boy's leg and disappeared.



- Coming out of the river young Shankara decided to become a wandering monk and soon left his village after promising his mother that he would be by her side during her last days and even perform her funeral rites.
- Shankara kept up the promise that he had made to his mother and came back to perform all the funeral rites (in spite of being a sanyasi).



URL of images:

1. & 2 – OC_Devi Rajgopal

3. Monk -<https://pixabay.com/photos/monk-walking-rose-petals-buddhism-458491/>

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4. Crocodile with Adi Shankara – OC_Devi Rajgopal

5. [Crocodile](#) - <https://pixabay.com/photos/aligator-reptile-crocodile-3824881/>

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6. Adi Shankara with dying mother – OC_Devi Rajgopal

Time to teach	Asset Type	Theme	SubTheme
2 Minutes	Interesting Asides	Religion and Religious Movements	Philosophy and Bhakti, Philosophy and Bhakti

7. MS_The Three Philosophers of the South

The Three Philosophers of the South-Adi Shankara, Ramanuja and Basavanna

(Note: The teacher can tell the students that they are going to explore the philosophies of 3 well known philosophers of South India)

ADI SHANKARA is one of the most revered Hindu philosophers of India.



Adi
Shankaracharya

- He was considered to be the incarnation of Lord Shiva

- Birth : 788 CE in Kaladi, Kerala
- Another name: Shankaracharya or Shankara Bhagavatpada

RAMANUJA was a philosopher and social reformer who put forth the doctrine of Vishishtadvaita.



Ramanuja

- **Birth:** Sriperumbudur, Tamil Nadu in 1017 CE.
- The teachings of the Alvars influenced him.

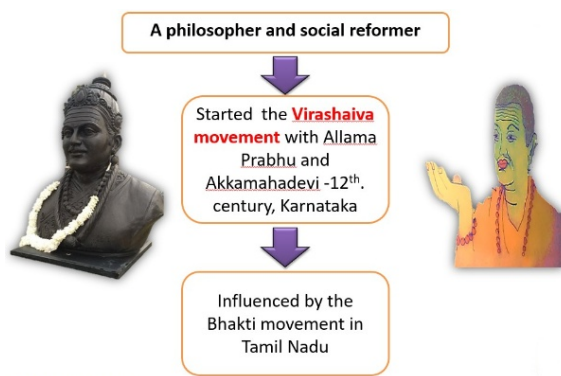
SHANKARA'S PHILOSOPHY/ RAMANUJA'S PATH OF BHAKTI

	Adi Shankara's Philosophy	Ramanuja's Path Of Bhakti
Name of the doctrine:	• Advaita	• Vishishtadvaita
Important principles:	• An individual's soul is one with the Supreme Lord • Brahman the divine force, the absolute reality is without a form and traits	• The human soul retains its uniqueness even when it merges with the Supreme God • Devotion to Lord Vishnu is a means of attaining God's grace
		

(Note: The teacher can draw a similar table on the black board and highlight the differences between the two philosophies. The teacher could also encourage the students to create a

similar table in their notebooks and enter the content in their own words)

- **BASAVANNA** was a philosopher and social reformer who started the Virashaiva movement or Lingayatism along with Allama Prabhu and Akkamahadevi in the second half of the 12 th. century in Karnataka.
- Their ideas were influenced by the Bhakti movement that had started in Tamil Nadu.
- **Birth:** 1134 CE in Basavana Bagewadi, Karnataka.



Basavanna opposed:

- The unjust caste system followed by the Brahmins
- Inferior status of women in the society
- All rituals and idol worship

Thus we have seen how Shankara's Advaita, Ramanuja's Path of Bhakti and Basavanna's Virashaivism influenced the way people thought about God, rituals, bhakti and social taboos.

(Note: The teacher could encourage students to create a mnemonics to remember the saints and their philosophy.

eg. to remember AdiShankara's Advaita, Ramanuja's Vishishtadwaita and Basavanna's Virashaivism a simple mnemonic such as

'Aditya And Ram Visited Basava's Village' could be used.)

URLs of images:**Image Source :****1. Adi Shankaracharya:**

http://media.radiosai.org/journals/Vol_03/08AUG01/images/featured%20articles/03_Sri-Adi-Shankaracharya.jpg

2. Ramanuja: <https://commons.wikimedia.org/wiki/File:Ramanuja1920s.jpg>

3. Basavanna: <https://commons.wikimedia.org/w/index.php?curid=45078769>

4. SSSVV gallery (Keyword: Basavanna)

Time to teach	Asset Type	Theme	SubTheme
8 Minutes	Main Script	Religion and Religious Movements	Philosophy and Bhakti, Basavanna's Virashaivism, Philosophy and Bhakti, Basavanna's Virashaivism

8. QA_Bhakti Movement of South India-Quick Recall**Bhakti Movement of South India-Quick Recall****Q1. Questions on Philosophy and Bhakti****Q.1 Fill in the blanks:**

1. There were _____ Nayanars and _____ Alvars
2. Adi Shankara was born in the state of _____, Ramanuja was born in the state of _____ and Basavanna was born in the state of _____.
3. The songs of love and devotion of Alvars are compiled in the holy book _____.
4. The Nayanars and Alvars were highly inspired by the ideals of love and heroism as depicted in the _____ literature.
5. _____ or religious biographies were written on the Alvars and the Nayanars.

Answers:

1. 63 and 12

2. Kerala, Tamil Nadu and Karnataka

3. Divya Prabandham

4. Sangam

5. Hagiographies

Q2. Match the following:

1. Ramanuja - a. Virashaivism

2. Alvars - b. Devotion to Shiva

3. Basavanna - c. Advaita

4. Nayanars - d.. Devotion to Vishnu

5. Adi Shankara e. Chola

6. - f. Vishishtadvaita

Ans:

1 – (f), 2 – (d), 3 – (a), 4 – (b), 5 - (c)

Q3. Name the following:

1 The 3 deities who were worshipped through rituals during the early centuries of the Common Era.

2 The dynasties of the south build temples in the places visited by the Alvars and Nayanars.

3. The two philosophers who promoted Virashaivism along with Basavanna.

Ans:

1. Shiva, Vishnu and Durga

2. Pandya and Chola Dynasties

3. Allama Prabhu, Akkamahadevi

Q4. Answer In Brief:

a. How is Adi Shankara's principle of Advaita different from Ramanuja's doctrine of Vishishtadvaita?

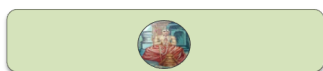
Answer:



Shankara's Advaita

Soul and formless, Supreme God are one

- The soul gives up attachment to the world; adopts the path of knowledge



Ramanuja's Vishishtadvaita

Each soul is unique, and retains its identity even after merging with the Lord

- Devotion (Bhakti) to Lord Vishnu - the best way of attaining God's grace
- Love, not fear God

b. What were the main principles of Basavanna's Virashaivism?

Answer:



Basavanna, Allama Prabhu and Akkamahadevi emphasized that all human beings are equal



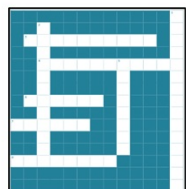
This movement opposed:

1. The unjust caste system followed by the Brahmins
2. Inferior status granted to women in the society
3. All forms of rituals and idol worship

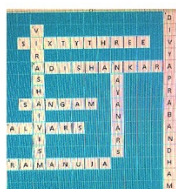
Q.5 Crossword Puzzle

(Note: The teacher could distribute the Crossword Worksheet and ask the students to solve the puzzle in 5 minutes. After they have finished the puzzle, Slide No.8 should be shown.)

Blank Crossword



Solved Crossword

**Across**

3. Number of Nayanars
4. Advocate of Advaita from Kerala
6. The earliest examples of Tamil literature
7. Saints devoted to Vishnu
8. Proponent of Vishishtadvaita from Tamil Nadu

Down

1. Compilation of the songs of love and devotion by the Alvars
2. Movement initiated by Basavanna in Karnataka
5. Saints devoted to Shiva

URLs

Adi Shankara - 1. Adi Shankara -

http://media.radiosai.org/journals/Vol_03/08AUG01/images/featured%20articles/03_Sri-Adi-Shankaracharya.jpg

Ramanuja - <https://commons.wikimedia.org/wiki/File:Ramanuja1920s.jpg>

Time to teach	Asset Type	Theme	SubTheme
15 Minutes	Assessments	Religion and Religious Movements	Philosophy and Bhakti, Nayanars and Alvars, Basavanna's Virashaivism, Philosophy and Bhakti, Nayanars and Alvars, Basavanna's Virashaivism

9. MS_Saints Of Maharashtra

Saints Of Maharashtra

The Bhakti movement which started in the South began in Maharashtra towards the end of the 13th century. Maharashtra gave birth to many enlightened saint poets from the thirteenth to the seventeenth century. The spread of the Bhakti movement in Maharashtra developed **oneness among the Marathas.**



Few important saints were:



Sant Dnyaneshwar



Sant Namdev



Eknath



Tukaram,

Samarth Ramdas and women poets like

Sakhubai.



Some of these saints like the family of Chokhamela belonged to the Mahar caste and were considered 'untouchables'.

Dnyaneshwar, Tukaram, Namdeo, and Eknath were all devotees of Vitthala of Pandharpur. Vitthala is considered to be an incarnation of God Vishnu.



The common people were attracted to the teachings of these saints since they preached in the local language Marathi.

Teachings:

These saints asked the people to believe in the God who exists in everyone.

They preached humanity, equality, brotherhood and harmony through their Abhangs (devotional hymns)

They opposed caste discrimination and also any outward show of devotion.

The Saints did not believe in leaving their homes and going off to the forests or to any hermitage (ashram).

They lived normal lives with their families, worked for their living like any house holder and helped and served the poor and the downtrodden. This was their idea of **Bhakti**.

Abhangs:

The saints like Tukaram, Namdev and Jyaneshwar composed abhangs (devotional hymns) in Marathi.

In one Abhang Sant Tukaram advocates that a true saint is one who empathises with the down trodden and who treats all as his own family.

In another Abhang, Chokhamela's son Karmamela (considered untouchable) blames God for the terrible treatment given to the lower caste. He asks God why he gave him a life in which he has to eat left over food all the time.

Through their Abhangas the saints pointed out that these differences of caste and birth were unjust.

(Note: The teacher may play the attached MP4 video at the end of slide no.8.

The gist of the Abhang in the video is as follows, " I am experiencing so much joy and eternal happiness....I cannot put it in words. This is all God's grace".

Video link:

<https://www.youtube.com/watch?v=ResvIQg3R-E&feature=youtu.be>

Sant Tukaram Abhang- Anandache Dohi Anandi Tarang 1.54 minutes)

Thus according to the saints of Maharashtra, bhakti or devotion involves empathising with those in pain and serving those who are in need.

As Narsi Mehta, a prominent saint of the Bhakti movement from Gujarat, puts it, "Those who understand the pain of others are true Vaishnavas" (devotees of Lord Vishnu).



URL of images:

1. India map: SSSVV Gallery (Keyword: Map)
2. Dnyaneshwar – OC_Ramdas Kasav
3. Tukaram - http://media.radiosai.org/www/imageloads/SMN_20141119.jpg
4. Namdeo – Ramdas Kasav
5. Eknath - <http://dharmakshetra.in/Images/AboutUs/Murals/Namdeo.jpg>
6. Sakhubai - http://media.radiosai.org/journals/Archives/darshan-video/thursday-darshan-videos_videolb/thumbnails/sathya-sai-baba-wallpapers-ashadi-ekadashi-3-The-Power-of-Faith.jpg
7. Vitthala - https://media.radiosai.org/journals/Archives/darshan-video/thursday-darshan-videos_videolb/thumbnails/sathya-sai-baba-wallpapers-ashadi-ekadashi-3-The-Power-of-Faith.jpg
8. Narsi Mehta – SSSVV Gallery (Keyword: Saints)

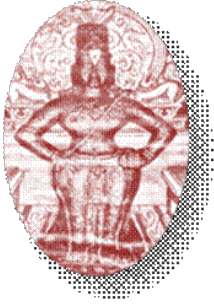
Time to teach	Asset Type	Theme	SubTheme
9 Minutes	Main Script	Religion and Religious Movements	The Saints Of Maharashtra, The Saints Of Maharashtra

10. DD_Pandharpur Wari

Pandharpur Wari

(Note: The teacher could encourage the students to talk about religious pilgrimages or festivals held in their region or native place. The teacher can ask them about the significance of such pilgrimages, and about the different service activities that are conducted during these pilgrimages. The pilgrims believe that selfless service carried out during pilgrimages brings them closer to God. The teacher could also ask them about the deity (Vithala of Pandharpur) who was worshipped by the saints of Maharashtra such as Tukaram and Dyaneshwar.)

- In the month of Ashad, the holy town of Pandharpur in Maharashtra gets ready to receive devotees who trek about 250 kms on foot from all over Maharashtra as well as nearby states to have the glimpse of their Lord Vitthal (Lord Vishnu). Pandharpur is located on the banks of the Chandrabhaga River in Sholapur District of Maharashtra., India.



- This pilgrimage or Wari, is an 800- year-old tradition and was started by Sant Dyaneshwar.



- About million people visit the holy shrine of Pandharpur every year and this event has become so popular that the Vithoba (Vitthal) temple has entered the book of records as one of the most popular shrines visited in a day.



The pilgrims in the 'Wari' (Yatra) are called 'Warkaris.'

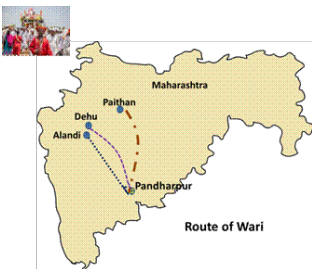
- Tukaram's youngest son Narayan Maharaj started the practice of carrying the 'Palkhis' or palanquins with the foot prints of holy saints from different places in Maharashtra to Pandharpur.
- Warkaris set out on foot, singing the compositions (Abhangs) of saints like Tukaram and Dyaneshwar from places like Dehu with the Palkhi of Sant Tukaram and from Alandi with the Palkhi of Sant Dyaneshwar.



Palkhi with the Padhukas (footwear) of Sant Dnyaneswar being taken in a silver bullock cart from Alandi.

- The journey takes around 21 days so that the pilgrims reach Pandharpur in time to have the darshan of Vitthal on the Ekadashi day in the month of Ashad. (Eleventh day after new moon and full moon are referred to as Ekadashi and Ashadi month falls in July - August).

The routes from Paithan, Dehu and Alandi to Pandharpur



- Each group of Warkaris is called 'Dindi.'



- In the modern times as the Palkhi processions cross small villages, the Dindi groups
 - organise cleanliness drives
 - hold medical camps and also
 - arrange for the distribution of basic items to these villages



They also undertake the task of restoring and repairing buildings as well as markets, schools, roads and bridges.

‘Nirmal Wari’ is a cleanliness drive organized with the idea of maintaining cleanliness in all the villages on the route of the Dindi.

- During this period the town of Pandharpur becomes a centre of hectic activity as arrangements have to be made for accommodation, food and other amenities required by devotees who come for the darshan of Lord Vitthal.



- The Wari is a pilgrimage of joy as it brings the Warkari closer to the divine. The Warkaris believe that the Wari cleanses the body, mind and spirit of the person who undertakes the pilgrimage. It fills his being with bliss and rejuvenates him with a sense of purpose.

OTHER ANNUAL PILGRIMAGES

The Jagannath Ratha Yatra



- associated with Lord Jagannath
- held at Puri, State of Odisha
- oldest Rath Yatra taking place in India and the world.

The Urs festival

- annual festival held at Ajmer, State of Rajasthan
- commemorates the death anniversary of Sufi Saint Moinuddin Chishti

URL OF IMAGES:

1. Vitthal/Vithoba -

<https://commons.wikimedia.org/wiki/File:Syayambhuvithoba.jpg> ([Public Domain](#))

2. <https://www.flickr.com/photos/31341155@N07/6256150381> (Attribution – Ramnath Bhat)

3. Warkaris - <https://pixahive.com/photo/people-celebrating-festival/> - CC0 - Free to Use

4. Dehu Palkhi -

https://commons.wikimedia.org/wiki/File:A_procession_Palkhi_festival_Hindu_culture_religion_rites_rituals_sights.jpg (Attribution: Shubhi Shrivastava)

5. Alandi Palki -

https://commons.wikimedia.org/wiki/File:Alandi_Palki_08.jpg (Attribution: van j)

6. Medicalcamp Warkaris – OC_Ramdas Kasav

7. Warkari hari katha-

http://media.radiosai.org/journals/Vol_04/01AUG06/images/Prasanthi-diary/A-04--Dindi-Hari-Katha.jpg

8. Pandharpur - <https://www.flickr.com/photos/23116228@N07/2731600954> (Attribution - SuSanA Secretariat)

9. Puri Rath - <https://www.flickr.com/photos/44325598@N00/5912964384> (Attribution - Saurabh Chatterjee)

10. Blank map of Maharashtra – SSSVV Gallery (Keyword: Maharashtra)

11. Dindi - <https://www.flickr.com/photos/44325598@N00/14424246129> (Attribution - Saurabh Chatterjee)

Time to teach	Asset Type	Theme	SubTheme
5 Minutes	Day-to-day Relevance	Religion and Religious Movements	The Saints Of Maharashtra, The Saints Of Maharashtra

11. MS_Nathpanthis, Siddhas and Yogis

Nathpanthis, Siddhas and Yogis

(Note to the teacher: The teacher can tell the students that around the same time that the Bhakti Movement started in Maharashtra, there were some other religious thinkers who offered the people a simple and practical approach to worshipping God.)

- During the medieval period there were some religious believers who rejected ritualistic and traditional ways of worshipping God.
- Unlike the saints of Maharashtra, the Nathpanthis, Siddhacharas (*those who have achieved*) and Yogis believed in rejecting and abandoning the world and meditating/contemplating on the formless supreme power to achieve oneness with it.

CONTEMPLATION ON THE SUPREME POWER



- According to them, meditation and yogic asanas especially pranayams (*deep breathing exercises*) would help train both the mind and body.

MEDITATION PRANAYAMS



(Note: While discussing contemplation, meditation and pranayams the teacher could show the relevant images in slide no.2 and 3 of the PPT.)

•REJECTION OF THE CASTE SYSTEM:



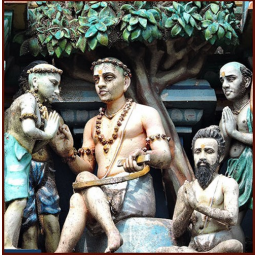
- They condemned the caste system i.e., division of society into 4 castes.
- They also condemned the privileges that were enjoyed by the higher castes especially the Brahmins.
- They were thus popular with the so called 'lower castes'.

NEW FORM OF DEVOTION

- The Nathpanthis, Sidhas and Yogis condemned traditional Hindu rituals and religious

practices. They laid the foundation of a new approach to Hindu religion based on devotion which gained popularity in North India.

SIDDHAS



URL of images:

1. contemplation -

http://media.radiosai.org/journals/Vol_05/01FEB07/images/SpiritualBlossoms/02%20Conversations%20with%20Sai/meditation.jpg

2. Meditation -

http://media.radiosai.org/journals/Vol_07/01FEB09/images/02_SpiritualBlossoms/02_Conversations_with_Sai/page05-copy.jpg

3. Pranayam - <https://www.flickr.com/photos/53620105@N06/6035868916>

<https://creativecommons.org/licenses/by/2.0/>

Attributions: José Antonio Morcillo Valenciano

4. Brahmin - https://commons.wikimedia.org/wiki/File:The_Sundhya_Plate_15.jpg

Public Domain

5. Kshatriya - https://www.flickr.com/photos/ajay_g/16209993761

<https://creativecommons.org/licenses/by/2.0/>

Attribution - 'BOMBMAN'

6. Vaishya -

https://en.wikipedia.org/wiki/Vaishya#/media/File:Sage_Jajali_is_honoured_by_the_Vaishya_Tuladhara.jpg

Public Domain

7. Sudras – SSSVV Gallery (Keyword: Cleaning)

8. Siddhas -

http://media.radiosai.org/journals/vol_16/01FEB18/images/03_FeatureArticles/15819217076_87ce30908d_b.jpg

Time to teach	Asset Type	Theme	SubTheme
5 Minutes	Main Script	Religion and Religious Movements	Siddhas and Yogis, Nathpanthis, Siddhas and Yogis, Nathpanthis

12. VC_Different Paths to the Divine

Different Paths to the same Destination

(Notes to the teacher: The teacher may introduce this value asset by saying,

“You may have seen people performing rituals, or singing bhajans, kirtans or qawwalis, or even repeating the name of God in silence.



Bhajans



Qawwalis



Meditation

You may have noticed that some of them are moved to tears. Such intense devotion or love for God is the legacy of various kinds of Bhakti and Sufi movements that have evolved since the eighth century.”

We find that different religions and their leaders had varied views on the path of devotion.

Buddha, Adi Shankara, Ramanuja, Jnaneshwar, Namdev, Eknath, Tukaram, Sakhubai, Sufis, Mirabai, Kabir, Guru Nanak and others, all had different views on the path of devotion.



Self-effort



Renunciation



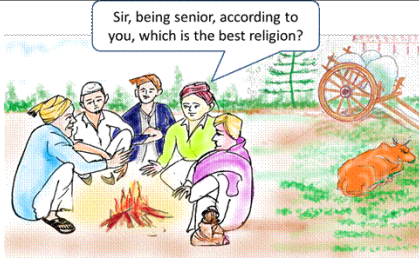
Purity of Thought

(Notes to the teacher: The teacher could ask the students the following questions and let them come out with their views)

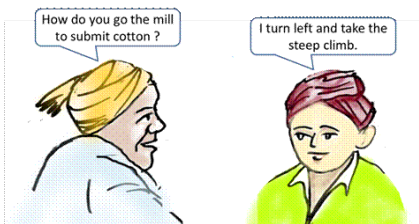
Students! What do you gather from all this? What was the main objective of all these Gurus and saints?

Sug. Ans: All these saints were all showing the paths to the Divine.

One winter evening after a hard day's work, some cotton farmers were relaxing around a bonfire. They soon got involved in a discussion on the merits of their respective religions. The eldest of them had been sitting quietly, just listening. The other farmers turned to him and asked him what he thought of different religions and which according to him was the best?



“Well”, asked the old man turning to the farmer on his right, “How do you go to the mill to submit your cotton?”



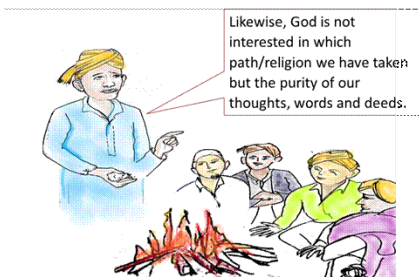
The farmer replied, “I turn left from my farm and take the steep climb from there. Soon I reach the mill.”

“What about you?” he asked the young farmer sitting on his left. “I actually prefer going around my farm and then taking the right turn from there.”

The third farmer said, “I take the longer route by going around the hill. It takes longer but it is safer.”

“Now tell me when you reach the mill does the man-in-charge ask you how you got there? Or does he just examine the purity of the cotton that you have delivered?”

“He is obviously only interested in the cotton that we deliver not the route we take.”



The old man said, “Well, it is the same with God. He is not interested in the path we take or the religion we follow. He is only interested in the purity of our thoughts, words and deeds.

We should realise that paths offered by different religions are different but correct. **Each leads us to the same destination** ”

Children! Let us join hands and hearts to serve the common goal

Let us realise that we are all part of one family i.e. the human family. Let us not remain unaware of our oneness.

"There is only one religion, though there are a hundred versions of it." George Bernard Shaw

"Flowers are many, but the worship is the same." (Sri Sathya Sai Baba)

Image URL:

1. Bhajan - http://media.radiosai.org/journals/vol_12/01NOV14/Purify-Yourself-and-the-World-by-Singing-Bhajans.htm

2. Qawwali - <https://www.flickr.com/photos/nagarjun/16879219019/in/album-72157651798584412/> (Attribution – Kandukuru Nagarjun)

3. Meditation - <https://pixabay.com/photos/buddhists-monks-meditate-thailand-453393/>

4. Buddha- <https://pixabay.com/illustrations/buddha-zen-meditation-yoga-4264589/>

5. Sankaracharya- https://commons.wikimedia.org/wiki/File:Raja_Ravi_Varma_-_Sankaracharya.jpg

6. Guru nanak - https://commons.wikimedia.org/wiki/File:Guru_Nanak_Dev_by_Raja_Ravi_Varma.jpg

7. Hand illustrations- SSSVV Gallery (Keyword: Farmer)

Time to teach	Value Type	Value Sub Type	Value Attribute
7 Minutes	Non-Violence	Brotherhood	Group Activities

13. MS_Islam and Sufism

Islam and Sufism

(Note: The teacher could introduce this asset by asking the students about the Bhakti

movement saints and how they perceived God e.g. the Saints of Maharashtra or the Nathpanthis, Sidhas and Yogis who were against rigid ritualistic worship. The teacher can then introduce them to the Sufis who were Muslim mystics who also rejected the rigid and complex rules of Islam.)

- Sufism is a mystical /spiritual/religious Islamic belief and practice in which a Sufi saint seeks to find the truth of divine love and knowledge through direct personal experience of God.



- The original Sufis wore simple woollen cloaks and in Arabic, the word Sufi means 'man of wool'.
- For the Sufi, devotion for God means compassion and love for all human beings.

Thus the Sants and the Sufis had much in common and embraced many ideas from each other.



- Islam promotes rigid monotheism (belief in one supreme God). All Muslims have to surrender to the will of Allah.
- Around the eighth and ninth century Muslim scholars expanded the holy law (Shariat) and the system of worship, which made Islam more complex.
- Sufism set a new trend by promoting a strong personal relationship between the seeker and God.
- Sufis did not promote rigid ritualistic worship and following strict rules of conduct which the orthodox Muslim religious scholars insisted upon.



- Sufis were similar to the Nathpantis, Siddhas and Yogis since they too believed that our hearts can be trained to look at the world with a different perspective. The Sufi treated God as a lover. He did not care what the world thought about him.
- Sufi poems express their feelings for a personal God.



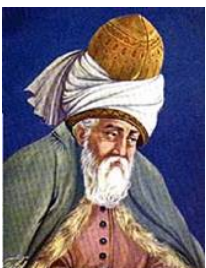
Masnavi

- In Sufi literature we find many stories and incidents on God, love, life and humility. They are simple stories which blend serious spiritual lesson with humour. (Masnavi is a poetic collection of anecdotes and stories by Rumi)

SUFI SAINTS

- Central Asia saw some great Sufi saints such as:

Ghazzali, Rumi and Sadi.



Rumi

Some of the great Indian Sufis were:

1. Hazrat Nizamuddin Aulia,
2. Shaikh Abdul Khaliq al – Ghujdawani and
3. Abdu – Wahir Abu Najib.

TRAINING:

- The Sufi Pir (religious teacher) train their disciples in:
 - Zikr or repetitive recitation of a name or sacred formula
 - Meditation
 - Sama (Singing)



- Raqs (Dancing)
- Analysing of stories
- Control of breath

SILSILA

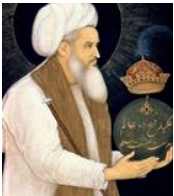
- o Each Sufi **Pir** followed a slightly different and unique method of instruction and practice of rituals.



o Students were taught by masters who gave them ijazah (permission) after they finished their education. The graduate was then entitled to have his own group of students. This chain of masters was known as Silsila or lineage.

o From the eleventh century after the Delhi Sultanate was firmly established, Hindustan became the residing place of a large number of Sufi saints from Central Asia. The Chishti Silsila was one of the most dominant and important orders.

Important Sufi teachers of the Chishti Silsila were:



- **Khwaja Muinuddin Chishti** of Ajmer,
- Qutbuddin Bakhtiar Kaki of Delhi,
- Baba Farid of Punjab,
- Khwaja Nizamuddin Auliya of Delhi and
- Bandannawaz Gisudaraz of Gulbarga.

KHANQAH



KHANQAHS or hospices (lodging for religious travellers) were the places where these

notable teachers held their assemblies. The hospices also served as rest houses for religious travellers. Discussions on several important topics would be carried out here. Music and dance were important aspects of the assemblies. Kings, nobles and masses belonging to all communities thronged to the Khanqahs to listen to the discourses and seek the blessings of these saints in worldly matters.

RISHI ORDER:

In the fifteenth and sixteenth centuries, a unique Sufi order called the Rishi order came up in Kashmir.

The people of Kashmir were greatly influenced by this order which was founded by Sheikh Nuruddin Wali (Nund Rishi).

These saints influenced the Kashmiris by their simplicity, piety and sincerity.

The Kashmir valley has many Dargahs built in the memory of these Rishi saints eg. Dastgir Sahib, Srinagar.



.Dastgir Sahib, Srinagar.

DARGAHS or tombs of the Sufi saints became centres of pilgrimage as devotees of all faiths believed that these Sufi saints had miraculous healing powers.



Haji Ali Dargah, Mumbai

URL of images:

1. Dervish - <https://pixabay.com/photos/dervish-dance-sufism-islam-sufi-4734595/>

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2. Quran - <https://pixabay.com/illustrations/quran-koran-muslim-islam-religion-3239153/>

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["Poem \(masnavi\), A love-struck beggar brings a ball to the king, Walters Manuscript W.656, fol. 53a"](#) by [Walters Art Museum Illuminated Manuscripts](#) is marked with [CC0 1.0](#)

5. Rumi -

https://media.radiosai.org/journals/Vol_06/01SEP08/images/03_Coverstory/20.-rumi1.jpg

6. dervish - <https://www.freeimg.net/photo/1423811/dance-action-sufi-ritual>

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7. Teacher and students - <https://pixabay.com/photos/studying-teacher-students-sunset-5831644/>

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8. Khwaja Muinuddin Chishti -

https://commons.wikimedia.org/wiki/File:Bichitr._Shaykh_Mu%27in_al-Din_Chishti_Holding_a_Globe,_detail_of_miniature_from_Minto_Album,_c._1610-18,_India,_Chester_Beatty_Library,_Dublin.jpg

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11. Haji Ali dargah - <https://pixabay.com/photos/haji-ali-shrine-mumbai-bombay-234231/>

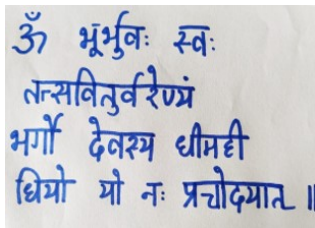
Time to teach	Asset Type	Theme	SubTheme
12 Minutes	Main Script	Religion and Religious Movements	Islam and Sufism, Islam and Sufism

14. IQ_Bhakti and Regional Language

Bhakti and Regional Language

(Note to the teacher: The teacher could ask the students why language is important as a means of communication. She could also ask them which language they are most comfortable with.)

Q1. In which language were most religious books of Hinduism written in the past?



SANSKRIT



ARABIC

Sug.Ans: Before the Bhakti Movement, most Hindu religious books were written in Sanskrit whereas Islamic teachings were in Quranic Arabic.

Q.2. Do you think the common man understood these teachings? Justify/Give reasons?

Sug.Ans: The common man could not read or understand the religious teachings as only priests and Brahmins could read and understand Sanskrit.

Q.3. In which language did the saints of the Bhakti Movement preach?

(Note: The teacher should encourage the maximum number of students to respond to this question before revealing the answers in Slide No.3 of the ppt. Some hints could be given, e.g. Which language did the Alvars preach in? Which language are Meerabai's bhajans sung in? They may not know all the languages but could mention a few.)

Sug.Ans: Most of the saints of the Bhakti movement composed their works in their local language.



Eknath

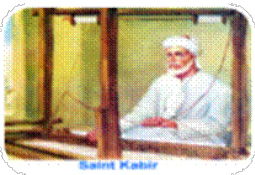
- *For instance the saint-poets from Maharashtra such as Dynaneshwar, Namdev, Tukaram, Eknath, Shakubai as well as Chokhamela composed their Abhangs in Marathi.*



The **Alvars** wrote in Tamil.



- *Rumi, the great Sufi of Central Asia wrote in Persian.*



- *Sant Kabir wrote in simple, vernacular Hindi.*



- *Tulsidas's famous composition Ramcharitmanas is composed in Awadhi (the language used in eastern Uttar Pradesh)*
- *Shankaradeva composed poems and plays in Assamese.*



- **Meerabai's bhajans** were composed in the local Rajasthani and Braj Bhasha,
- The **Guru Granth Sahib** was compiled by **Guru Angad Dev** and by the other Sikh Gurus in **Gurumukhi**.

Q 4 Why did the saints of the Bhakti Movement think it was necessary to use regional/local language in their songs/written work?

Sug.Ans. The saints of the Bhakti Movement realized that the common man was unable to understand the religious scriptures that were composed in Sanskrit.



They wanted their teachings to be effectively communicated to the masses. Hence they composed their works in the local language.

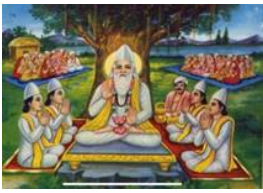
Q5 How did this benefit the common man?

Sug.Ans. The common man was now able to understand and appreciate the philosophy preached by the saints since it was in the simple, local language he was familiar with. Better understanding helped him accept, enjoy and appreciate the simple Abhangs, Meera bhajans Kabir's dohas and Nanak's Shabads.



- *The common people could now accept the saints as one of them and not as some superior being. It was easy for them to follow their simple teachings.*

The masses were now able to clearly understand and appreciate the message of the saints - that Bhakti is the true expression of love or devotion to God.



- *Till the recent past, God had been a powerful being to be worshipped from a distance. Now the common man understood that God is present everywhere and in everyone. This gave him the confidence that God is within him; he could talk to Him and discuss his problems. God would take care of him, protect him and guide him.*

URL of images

1. Sanskrit – OC – Megahana.Mandalappu@gmail.com

2.

[https://commons.wikimedia.org/wiki/File:A_scanned_image_of_First_Chapter_of_the_Quran_\(Arabic\).No_copyright,_a_public_domain.c.jpg](https://commons.wikimedia.org/wiki/File:A_scanned_image_of_First_Chapter_of_the_Quran_(Arabic).No_copyright,_a_public_domain.c.jpg)

3. Eknath - <http://dharmakshetra.in/Images/AboutUs/Murals/Namdeo.jpg>

4. Alvars

http://media.radiosai.org/journals/vol_14/01JAN16/images/11_h2h_special/Andal/alvars-sathya-sai.jpg

5. Rumi - https://media.radiosai.org/journals/Vol_06/01SEP08/images/03_Coverstory/20.-rumi1.jpg

6. Kabir das -

http://media.radiosai.org/journals/Vol_04/01MAR06/images/swami%20and%20me/sanjay%20shani/kabir.jpg

7. Tulsidas -

https://commons.wikimedia.org/wiki/File:Goswami_Tulsidas_Awadhi_Hindi_Poet.jpg

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8. Meerabai -

http://media.radiosai.org/journals/vol_14/01APR16/images/11_h2h_special/meerabai.jpg

9. Audience -

http://media.radiosai.org/journals/Vol_04/01JAN06/images/WTSS/sai%20seve%20in%20chennai%20and%20jammu/chennai/01-TANJORE.jpg

10. http://media.radiosai.org/journals/vol_12/01OCT14/SUMMER-SHOWERS-ILLUSTRATED-1990-DISCOURSE-04.htm11. Screenshot of Saint Kabir – From youtube video - https://www.youtube.com/watch?v=Mrugwh03wFI&ab_channel=InspiringSaints

Attribution: Inspiring Saints

Time to teach	Asset Type	Theme	SubTheme
10 Minutes	Inquisitive Questions	Religion and Religious Movements	Philosophy and Bhakti, Philosophy and Bhakti

15. MS_New Religious Developments in North India

New Religious Developments in North India

(Notes to the teacher: The Bhakti movement which started in South India in the 7th century gradually reached North India around the 13th century.)

- The Bhakti movement spread to North India around the thirteenth century.
- During this period, teachings of Islam, Brahmanical Hinduism, Sufism, and teachings of Nathpantis, Siddhas and Yogis all had an impact on each other.
- With the rise of new kingdoms and new towns, people were changing their line of work for new occupations.
- People now took up new jobs as craftsmen, labourers, traders, and peasants.

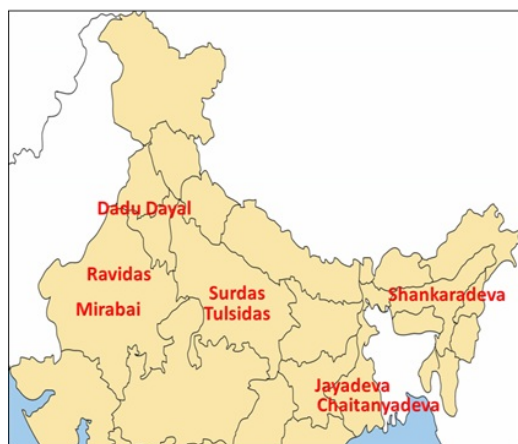
After a long day's work, they would assemble to listen to the discourses of these new saints.



- Some of these saints especially Baba Guru Nanak and Kabir did not accept conservative/traditional religious ideas.

On the other hand, some saints like Tulsidas and Surdas approved traditional practices but wanted them to be easily available to the common man.

SAINTS OF NORTH INDIA



Name of Saint	Century
▪ Jayadeva	12 th
▪ Ravidas	15 th
▪ Chaitanyadeva	15 th – 16 th
▪ Shankaradeva	15 th – 16 th
▪ Surdas	16 th
▪ Tulsidas	16 th – 17 th
▪ Dadu Dayal	16 th – 17 th
▪ Mirabai	16 th

(Notes to the teacher: The teacher could ask the students to create a mnemonic of the names of the saints of North India –

Sug. mnemonic: Mira Carefully Just Repeats This Simple Solution Daily – for

Mirabai, Chaitanyadeva, Jayadeva, Ravidas, Tulsidas, Shankaradeva, Surdas, DaduDayal)

Tulsidas:

(Notes to the teacher: The teacher can ask the students a few questions: Do you know who wrote the Ramayana? Which language was it initially written in? There is another version of the Ramayana. Do you know who wrote it? Have you heard of Tulsidas?)



- Tulsidas was also known as Goswami Tulsidas.
- He was a Hindu poet saint, reformer and philosopher and was a great devotee of Lord Rama.
- Tulsidas composed several popular works, but was known for his famous epic, 'Ramcharitmanas', a retelling of Valmiki's Ramayana. While Valmiki wrote the Ramayana in Sanskrit, Tulsidas wrote his 'Ramcharitmanas' in the vernacular Awadhi which is the local language of Eastern Uttar Pradesh.

SURDAS:



- Surdas was a blind saint, poet and musician of the 15th century.
- He was known for his devotional songs dedicated to Lord Krishna.
- His works- the Sursagara, Surasaravali and Sahitya Lahari clearly reflect his devotion to Lord Krishna.
- He was also known as 'Sant Surdas' which means 'Slave of Melody'.

SANKARADEVA:



Srimanta Sankaradeva was born in Assam.

He was a saint scholar; poet and a playwright of the late 15th century. He wrote poems and plays in the Assamese language. He was a great devotee of Lord Vishnu.

- Shankaradeva promoted the Bhakti movement in Assam

Many Satras (monasteries), Namghars (houses of recitation and prayer) were started by him in Assam. This practice is prevalent even today in Assam.

- He preached that the highest form of devotion was total surrender to God. His idea of devotion is described as 'Eka Sarana Nama Dharma'. His teachings are similar to the message conveyed in the Bhagavad Gita and Bhagvata Purana. He composed a collection of songs known as 'Kirtana Ghosha' for community singing.
- Some other saints that belonged to this period were :



- **Ravidas** who belonged to the lower caste and was considered as untouchable



- **Dadu Dayal** a poet saint and religious reformer from Gujarat who also belonged to the same Bhakti tradition/period and



- **Mirabai** a Rajasthani princess and disciple of Ravidas.

- She was one of the most significant saints of the Vaishnava Bhakti Movement.
- She was born in the Royal Rajput family in Kudaki, Rajasthan
- She was married to Crown Prince Bhojraj Singh Sisodia of Mewar who unfortunately soon died in battle.
- Her in-laws could never accept her love and devotion for Lord Krishna and persecuted her in different ways.
- Mirabai accepted Sant Ravidas (an untouchable) as her guru.
- Her disapproval for many of the practices of the 'upper' castes was openly expressed in her songs.
- Mirabai composed in the local Rajastani language
- Her songs were accepted by the masses in Rajasthan and Gujarat.
- These songs could be sung by women and the poor who added on their own compositions
- These Bhajans were handed down to the next generations orally and have become a part of our culture.
- Sant Mirabai's bhajans clearly reflect her emotions. She expresses her immense faith and love for Lord Krishna.
- Her songs also reflect her detachment to royal life.
- In one song she asks the Rana (her brother-in-law who was the ruler) why he keeps on persecuting her by sending her poison and trying to get her killed.
- Eventually she left the royal palace and all its comforts to pursue the path of Bhakti and to dedicate her life to Lord Krishna.

CHAITANYADEVA: West Bengal



- Chaitanyadeva a bhakti saint of the 16th century popularized the worship of Radha and Krishna through kirtan, song and dance.
- He preached that selfless devotion to Krishna-Radha was the only way to seek liberation.
- ***(Notes to the teacher: The teacher can tell the students about Swami Prabhupada (1896-1977), who set up 'The International Society for Krishna Consciousness (ISKCON)' commonly known as the Hare Rama Hare Krishna movement in the West to spread Chaitanya's teachings throughout the world.)***

JAYADEVA



Folio from Gita Govinda

- Jayadeva was a renowned 12th century poet of Bengal. He composed the 'Gita Govinda' in Sanskrit.
- In this composition Jayadeva describes Krishna's relationship with the Gopis especially Radha.
- Gita Govinda is one of the earliest musical texts in which the author indicates the exact raga (tune) and tala (rhythm) in which to sing each of the songs.



- Bhakti saints played a vital role in enriching music by composing different types of songs like kirtans, bhajans and abhangs in regional language. As a result even the poor simple women could sing these songs. They would often add their own compositions to these bhajans.
- Common people were greatly influenced by these songs which had a great emotional impact on the listener.

URL of images:

1. Guru – shishya - <https://in.pinterest.com/pin/475692779366070567/>

2. Tulsidas -

https://commons.wikimedia.org/wiki/File:Tulsidas_composing_his_famous_Avadhī_Ramcharit_manas.jpg

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3. Surdas - http://media.radiosai.org/journals/Vol_05/01APR07/images/Prasanthi-diary/music/surdas.jpg

4. Shankaradeva - <https://commons.wikimedia.org/wiki/File:Sankaradeva.jpg>

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5. Ravidas -

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6. Dadu Dayal – <https://www.youtube.com/watch?v=85gprP1Qklk&t=17s>

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7. Mirabai -

http://media.radiosai.org/journals/vol_14/01APR16/images/11_h2h_special/meerabai.jpg

8. Chaitanya - <https://www.flickr.com/photos/25921376@N08/3223383519>

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10. Bhajan singers - <https://www.flickr.com/photos/74821492@N00/16561070588>

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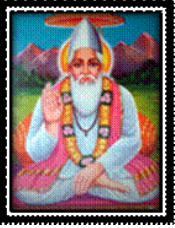
11. Political map of India – SSSVV Gallery (Keywords – Political map of India)

Time to teach	Asset Type	Theme	SubTheme
8 Minutes	Main Script	Religion and Religious Movements	New Religious Developments In North, New Religious Developments In North

16. IA Incidents from the Life of Sant Kabir

Incidents from the life of Sant Kabir

(Note to the teacher: The teacher could narrate the incidents from the life of Sant Kabir in her own words using the images provided in the ppt.)



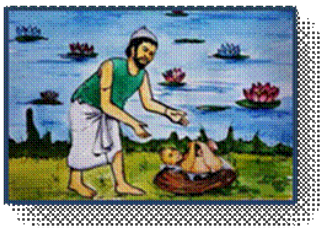
- One of the most prominent saints of the Bhakti movement of North India who lived in the 15th-16th century was Sant Kabir.



Baby in the Basket

There are many versions about his birth. The most popular one supports that he was born to a Hindu widow, who left the helpless infant on the banks of the river Ganga in Varanasi.

- Kabir was picked up by a Muslim weaver Niru, who found him on the banks of the Ganga and took him home.



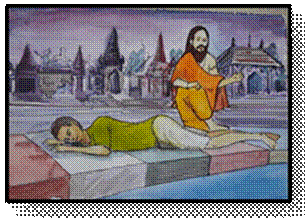
Niru brings him home to his wife Nima. Since she had no children of her own, Nima was absolutely thrilled on seeing the baby. The couple brought up the baby with a lot of love and affection. They named him Kabir meaning 'the great one' or 'Mahatma'.

As Niru and Nima were Muslims, he was brought up in the traditional Islamic way and learnt the Koran, but right from childhood he was interested in Hinduism.



Kabir- the weaver's son

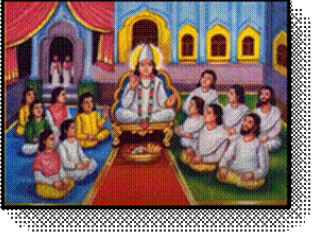
- Since Kabir's father was a weaver, Kabir learnt the art of weaving and became a weaver.
- As he grew up, he nurtured a keen desire to become the disciple of Swami Ramanand. Swami Ramanand was a 14th-century Vaishnava devotional poet saint. He lived in Varanasi and preached that everything was pervaded by Lord Rama. Kabir approached Ramanand, but since he was a Muslim, Ramanand did not accept him as his devotee. In spite of being rejected by Ramanand, Kabir was not ready to give up easily.
- He knew that every day at dawn Swami Ramanand would go to the Ghat along the Ganga for his bath. So one morning before dawn, while it was still dark, Kabir went to the Ghat and lay on the steps waiting for Guru Ramanand's arrival.



Kabir - on the steps of the ghat

As it was dark the Guru failed to notice Kabir who was lying on the steps and accidentally stepped on him. In astonishment he exclaimed, "Ram, Ram". Uttering the name of Lord Rama, he picked up Kabir who was lying on the steps.

- Kabir was delighted as his objective was fulfilled. He claimed that he was initiated by his Guru Ramanand as he had received the holy mantra of 'Rama' from him. Kabir's intelligence and his clarity of thoughts impressed Saint Ramanand and he agreed to accept him as his devotee despite protests from both orthodox Brahmins as well as Muslim Moulvis.



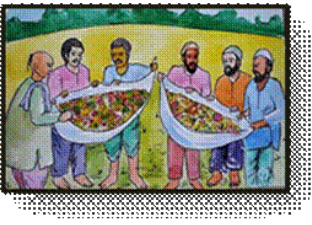
Kabir preached communal harmony

- Kabir's rejection of superstitious practices and outward show of ritualism attracted the simple, humble people to his side. He preached communal harmony and had both Hindu as well as Muslim followers.



Hindu and Muslim disciples quarreled for possession of his body

It is believed that after his death, his Hindu and Muslim disciples started quarrelling for the possession of his body. The Hindus wanted to cremate his body while the Muslims wanted to bury him. Suddenly Kabir appeared before them and asked them to remove the 'Chaddar' (shroud) covering his body. When they did so, instead of the body they found a heap of beautiful, fragrant flowers.



Beautiful, fragrant flowers

The Muslims then took half the flowers and buried them whereas the Hindus took the other half and cremated them.

Thus even in death Kabir taught his followers a beautiful fitting lesson.

URL of images:

1. Screen shot of Sant Kabir: https://www.youtube.com/watch?v=Mrugwh03wFI&ab_channel=InspiringSaints

Attribution: Inspiring Saints)

2. Kabir preached communal harmony- Screen shot of Sant Kabir: https://www.youtube.com/watch?v=Mrugwh03wFI&ab_channel=InspiringSaints

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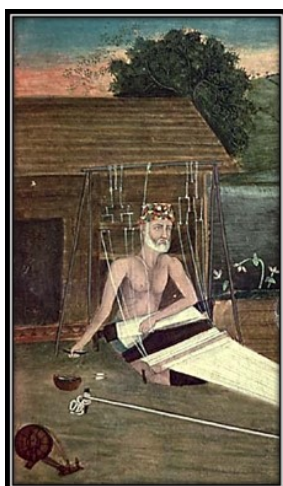
3. Illustrations of Kabir Das: SSSVV Gallery (Keyword: Saint Kabir Das)

Time to teach	Asset Type	Theme	SubTheme
3 Minutes	Interesting Asides	Religion and Religious Movements	Sant Kabir, Sant Kabir

17. MS_Sant Kabir

Sant Kabir

(Notes to the teacher: The teacher could introduce Sant Kabir by saying, "You may have heard about the well known saint Kabir and may have read his 'Dohas' . Now let's learn about his philosophy")



One of the most popular poet saints of the Bhakti movement who lived at Varanasi during the 15th and 16th century was Kabir Das.



He belonged to the Weaver Community

A Muslim couple of Varanasi who belonged to the Julahas or weavers community brought him up with love and care.

Much of the information about Kabir is available to us from the innumerable verses called Sakhis (historical account of events in Sikhism - story with a moral) and Pads. These verses were sung by wandering bhajan singers .



GURU GRANTH SAHIB

A large collection of the verses were compiled in the Guru Granth Sahib (the holy book of the Sikhs), Panch Vani and Bijak (compilation of verses by Kabir). His writings greatly influenced the Bhakti movement. Kabir was not literate and composed his poems orally in vernacular Hindi which was easy to understand.

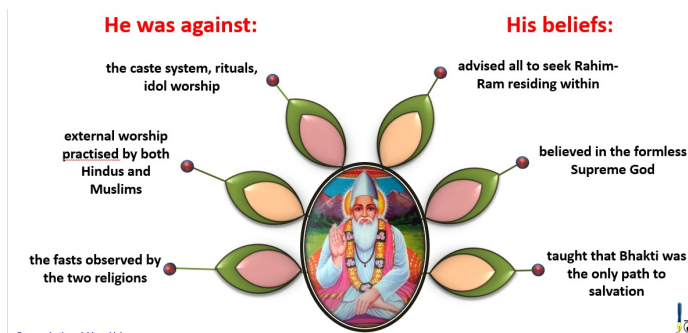


He was against the caste system, rituals, Idol worship and ridiculed all forms of external worship practised by both Hindus as well as Muslims.

In one of his **Dohas** (couplet), Kabir criticises the fasts that the Hindus keep on Ekadasi (and other holy days) and the Muslims keep during Ramzan. He advises people to seek Rahim-Ram within for He resides in our hearts.

Kabir believed in the Supreme God who is formless. Both Hindus as well as Muslims were his followers. He taught them that bhakti (devotion) was the only path to salvation.

KABIR'S CRITICISM AND BELIEFS



(Note to the teacher: The teacher could create a similar diagram on the black board)

URL of images:

1. Sant Kabir: <https://commons.wikimedia.org/wiki/File:Kabir004.jpg>

2. Sant Kabir:

http://media.radiosai.org/journals/Vol_04/01MAR06/images/swami%20and%20me/sanjay%20shani/kabir.jpg

3. Screen shot of Sant Kabir: https://www.youtube.com/watch?v=Mrugwh03wFI&ab_channel=InspiringSaints (Attribution: Inspiring Saints)

4. Screen shot of Guru Granth Sahib: https://www.youtube.com/watch?v=Mrugwh03wFI&ab_channel=InspiringSaints (Attribution: Inspiring Saints)

5. Screen shot of Sant Kabir: https://www.youtube.com/watch?v=Mrugwh03wFI&ab_channel=InspiringSaints (Attribution: Inspiring Saints)

Time to teach	Asset Type	Theme	SubTheme
5 Minutes	Main Script	Religion and Religious Movements	Sant Kabir, Sant Kabir

18. QA_Different Perceptions and Expressions of Devotion**Different Perceptions and Expressions of Devotion****DIFFERENT PERCEPTIONS AND EXPRESSIONS OF DEVOTION**

(Note: The teacher should ask the students to read the following Doha of Kabir and then answer the question)

IN SEARCH OF THE TRUE LORD

Here is a composition of Kabir:

O Allah-Ram present in all living beings

Have mercy on your servants, O Lord!

Why bump your head on the ground,

Why bathe your body in water?

You kill and you call yourself “humble”

But your vices you conceal.

Twenty-four times the Brahmana keeps

the ekadasi fast

While the Qazi observes the Ramzan

*Tell me why does he set aside the eleven
months*

To seek spiritual fruit in the twelfth?

Hari dwells in the East, they say

And Allah resides in the West,

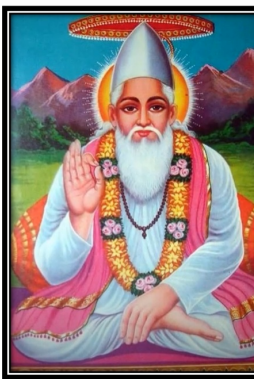
*Search for him in your heart, in the heart
of your heart;*

There he dwells, Rahim-Ram.

Q. 1. In what ways are the ideas of Kabir in this poem similar to or different from those of Basavanna and Jalaluddin Rumi?

Sug. Ans:

The Doha given above shows:

**Sant Kabir**

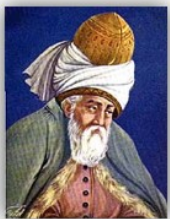
- Kabir's total rejection of all kinds of orthodox rituals and his opposition to the practice of fasting to attain liberation. Kabir Das reiterates that there is no need to fast during Ramzan. Ram or Rahim lives in our hearts and not outside.



Basavanna

- Basavanna advocated equality of all human beings and strongly opposed the unjust caste or Varna system.

He also rejected external forms of worship as he believed that God is the in dweller and thus our own body is the greatest temple where God lives.



Jalaluddin Rumi

- The great Sufi poet Jalaluddin Rumi of Iran writes that although he searched for Almighty in holy places like the Kaaba in Mecca or the Holy Cross of the Christian's, in the signs and symbols of the Hindus he couldn't find Him anywhere. Even the great philosopher Avicenna could not help him. But when he looked within, God was there present in his own heart and not in any external land.

Thus all three express similar ideas that God resides within in our hearts and not outside.

Q. 2 Compare the ways in which Mirabai, Tulsidas and Chaitanya expressed their devotion to the Almighty.

Sug. Ans:

Each saint of the Bhakti Movement had his or her own way of expressing devotion to the Almighty.



Tulsidas

- Tulsidas, the Hindu poet saint, reformer and philosopher wrote the famous epic Ramcharitmanas, a retelling of the Sanskrit Ramayana in the vernacular Awadhi. His work reflects his devotion to Lord Rama.



Mirabai

- Mirabhai composed many Bhajans (devotional songs) expressing her unconditional love for Lord Krishna.



Chaitanyadeva

- Chaitanyadeva, a bhakti saint of the 16th century and a great devotee of Radha-Krishna used to sing and dance in ecstasy.

Each saint of the Bhakti Movement had his or her own way of expressing devotion to the Almighty.

Through their own examples these saints showed that

devotees can practice any method of Bhakti which suits them best.

URL of images:

1.Composition Of Kabir: Taken from NCERT Textbook Our Past – II, Chapter 8- Devotional Paths to the Divine, Pg No 116

2.Screen shots of Sant Kabir: https://www.youtube.com/watch?v=Mrugwh03wFI&ab_channel=InspiringSaints (Atribution: Inspiring Saints)

3. Basavanna: SSSVV Gallery (Keyword - Saint)

4. Sufi Poet Rumi:
http://media.radiosai.org/journals/Vol_06/01SEP08/images/03_Coverstory/20.-rumi1.jpg

5. Tulsidas:
https://commons.wikimedia.org/wiki/File:Goswami_Tulsidas_Awadhi_Hindi_Poet.jpg

6. Mira Bai: [https://commons.wikimedia.org/wiki/File:Meerabai_\(crop\).jpg](https://commons.wikimedia.org/wiki/File:Meerabai_(crop).jpg)

7. Chaitanyadeva: https://www.flickr.com/photos/a108_net/31108123087/in/album-72157702506510661/ BY: www.A108.net - International Vaishnavas Portal

Time to teach	Asset Type	Theme	SubTheme
6 Minutes	Assessments	Religion and Religious Movements	Sant Kabir, New Religious Developments In North, Islam and Sufism, Basavanna's Virashaivism, Sant Kabir, New Religious Developments In North, Islam and Sufism, Basavanna's Virashaivism

19. MS_ Baba Guru Nanak

Baba Guru Nanak

(Note: We have just seen how Kabir's writings have been saved in the Sikh holy book - Guru Granth Sahib, let us now see how Sikhism was started and who was the founder.,



- Guru Nanak was born in Talwandi (Nankana Sahib in Pakistan) in 1469.
- He travelled far and wide spreading the message of one God, who dwells in the hearts of all His creations irrespective of caste and creed.
- According to Guru Nanak, God constitutes the eternal Truth.
- He set up a unique spiritual, social, and political order based on equality, fraternal love and goodness.



Dera Baba Nanak- Kartarpur

- He set up a centre at Kartarpur (Dera Baba Nanak Sahib) on the banks of river Ravi which is now in Pakistan.
- The holy centre that he set up was called **Dharmsal** then and is called **Gurdwara** (door

that leads to the Guru) now.

- He composed simple and easy to understand hymns which were sung regularly by his followers.



- He believed that all are equal and set the practice of a common kitchen (Langar) where everyone irrespective of their caste, creed or gender would cook and eat together.



Langar

- Guru Nanak had many followers, but his most sincere follower was Lehna. Before Guru Nanak passed away he appointed Lehna as his successor.



Guru Angad

Guru Nanak renamed Lehna-'Angad' (part of his body). Angad's name indicated that he was a part of the great master himself.

Guru Granth Sabib:



Guru Angad collected and consolidated the compositions of Guru Nanak and also added on his own compositions. He started a new script which he called **Gurmukhi** (meaning – ‘from the mouth of the Guru’).

ੴ
ਸਤਿ ਨਾਮੁ
ਕਰਤਾ ਪੁਰਖੁ
ਨਿਰਭਉ ਨਿਰਵੈਰੁ
ਅਕਾਲ ਮੂਰਤਿ ਅਜੂਨੀ
ਸੈਭੰ ਗੁਰ ਪ੍ਰਸਾਦਿ ॥

The first and main Sikh Prayer (Mool Mantra) in Gurmukhi

English Script and meaning:

Eko Ankar Satnam	<i>There is only one God, His name is Truth</i>
Kartar Purakh,	<i>He is the creator</i>
Nirbhao, Nirvair	<i>Without Fear, Without Hatred,</i>
Akaal Moorat, Ajonee	<i>Omnipresent, Free from Birth and Death</i>
Saebhang,	<i>Self-Illuminating</i>
Gurprasad,	<i>Known by the Grace of the True God</i>
Jap	<i>Meditate upon His name</i>
Aad Sach, Jugaad Sach	<i>He was true when time began, has been true since ages</i>
Haibhi Sach,	<i>He is still true</i>
Nanak Hosee Bhi Sach	<i>Nanak says He will always be true</i>

- The three subsequent successors of Guru Nanak also wrote under the name ‘Nanak’.
- In 1604 all these compositions were put together by the fifth Guru, ‘Guru Arjan ’.



Guru Arjan

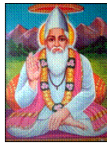
- The compositions of Shaikh Farid, Sant Kabir, Bhagat Namdev and the ninth Guru Tegh Bahadur were added to this compilation.



Shaikh Farid



Bhagat Namdev



Sant Kabir



Guru Tegh Bahadur

- Guru Gobind Singh (10th Guru) the son of the ninth guru, Guru Tegh Bahadur validated this compilation in 1706.

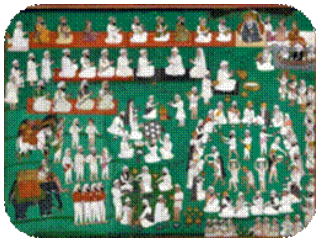


Guru Gobind Singh



Guru Granth Sahib

- This Holy Scripture - the Guru Granth Sahib is regarded as the final and eternal Guru.

Followers:

- Like the sants of Maharashtra, Guru Nanak led the life of an householder and insisted that his followers should not take 'Sanyas' but should live with their families and adopt productive and useful occupations.
- He expected them to make donations from their earnings to the community.

**Harmandir Sahib**

- The most important and central Gurdwara – The Harmandir Sahib (Meaning-abode of God) also known as the Golden Temple was built in a man-made pool by the fourth guru – Guru Ram Das in 1577. This gurudwara is commonly known as the Golden Temple.

**Ramdaspur**

- In early seventeenth century, the town of Ramdaspur(Amritsar) developed around Gurdwara Harmandir Sahib. It was independent, self-governing which modern historians called 'a state within a state'.



Mughal Emperor Jahangir

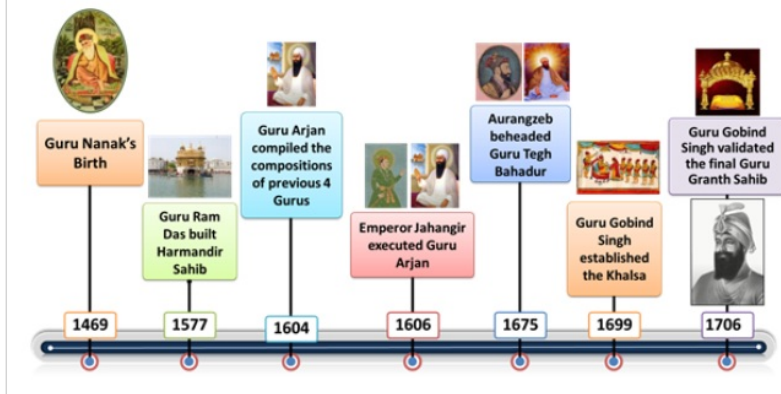
- This growing religious movement was considered as a growing menace by Mughal Emperor Jahangir and he had Guru Arjan Dev (fifth guru) executed in 1606.
- This tragic event and other historical incidents that took place in the 16th and 17th centuries left a deep impact on the Sikh community. Soon this religious movement started getting politicised.
- Guru Tegh Bahadur (9th Guru) was beheaded in 1675 on the orders of Mughal Emperor Aurangzeb for refusing to convert to Islam and for saving Kashmiri Pandits and other Non-Muslims. This tragic beheading and constant religious persecution by Aurangzeb led Guru Gobind Singh (the 10th Guru and son of Guru Tegh Bahadur) to establish the institution called the Khalsa (the pure) in 1699 which became a political organisation.

Establishing the Khalsa



- The Sikh movement started by Guru Nanak in 15th century gradually changed due to the changing historical conditions in the 16th and the 17th centuries

TIME LINE OF EVENTS



Impact of Guru Nanak's teachings:

Guru Nanak reiterated:

- o Worship of one God
- o Irrelevance of caste, creed or gender to attain salvation
- o Working hard and helping those in need was more important than searching for bliss

Nanak frequently used the words:

nam (right worship)

dan (welfare of others) and

insan (purity of conduct)

- We remember his teachings as:



- o nam-japna (meditating on God's name),



- o **kirt-karna** (earning a honest living) and



- o **vand-chhakna** (sharing with others and helping all)

- His teachings underline the importance of right belief and worship, helping others and earning a honest living.

Conclusion:

Thus Guru Nanak's teachings of equality had social and political significance.

URL of images:

1. Guru Nanak:

https://commons.wikimedia.org/wiki/File:Guru_Nanak_Dev_by_Raja_Ravi_Varma.jpg

2. Dera Baba Nanak:

https://commons.wikimedia.org/wiki/File:Sri_Dera_Baba_Nanak_Sahib.jpg Attribution: Government Open Data License - India (GODL) (Ministry of Home Affairs, India)

3. Screenshot of singing: https://www.youtube.com/watch?v=g6_Ypvcjptg (Attribution: Indian Diplomacy)

4. Screenshot of serving food: https://www.youtube.com/watch?v=g6_Ypvcjptg (Attribution: [Indian Diplomacy](#))

5. Screenshot of Guru Angad: <https://www.youtube.com/watch?v=g6rXwu6xBII> (Attribution: Ajit Sareen)

6. Guru Granth Sahib:

[https://commons.wikimedia.org/wiki/File:Sri_Guru_Granth_Sahib_\(2\).jpg](https://commons.wikimedia.org/wiki/File:Sri_Guru_Granth_Sahib_(2).jpg)

7. MulMantar: [File:Sikh mulmantar.png - Wikimedia Commons](#)

8. Guru Arjan: <https://www.youtube.com/watch?v=FyhD7mqSWew> (Attribution: Ratandeep kaur)

10. Screenshot of Shaikh Farid: <https://www.youtube.com/watch?v=ydsNBuac-kc> (Attribution: Guru Kirpa)

11. Screen shots of Sant Kabir: https://www.youtube.com/watch?v=Mrugwh03wFI&ab_channel=InspiringSaints (Attribution: Inspiring Saints)

12. Screenshot of Namdev: <https://www.youtube.com/watch?v=4CMsIX3DDHI> (Attribution: wikipedia tts)

13. Guru Tegh Bahadur :
<https://www.flickr.com/photos/106436495@N05/10453767514> (Attribution: Aavtar Singh)

14. Guru Gobind Singh: <https://www.youtube.com/watch?v=DOXh4gjRdMk> (Attribution: ekam art)

15. Guru Granth Sahib: https://www.youtube.com/watch?v=IZLuETdf_mY (Attribution: i Devotion)

16. Guru Nanak's Followers:
https://commons.wikimedia.org/wiki/File:Sikhs_paying_homage_to_Guru_Nanak_Wellcome_V0045987.jpg (Attribution: Wellcome Images)

17. Harmandir Sahib: SSSVV Gallery(Keyword: Amritsar)

18. Ramdasapur:
https://commons.wikimedia.org/wiki/File:1880_photograph_of_the_Golden_Temple,_Darbar_Sahib,_sacred_pool_and_nearby_buildings,_Amritsar.jpg

19. Mughal Emperor Jahangir: https://commons.wikimedia.org/wiki/File:Indian_-_Single_Leaf_of_a_Portrait_of_the_Emperor_Jahangir_-_Walters_W705_-_Detail.jpg

20. Khalsas:
https://commons.wikimedia.org/wiki/File:Guru_Gobind_Singh_creates_the_Khalsa.jpg

21. Nam-japna: https://www.flickr.com/photos/hari_singh/6489310053/in/album-72157628363869119/ (Attribution: Hari Singh)

22. Kirat karna: <https://pxhere.com/en/photo/547079>

23. vand-chhakna: <https://pixabay.com/pt/photos/trabalho-social-fome-2356009/>

24. Aurangzeb:

[https://commons.wikimedia.org/wiki/File:Face_detail,_Aurangzeb_Bahadur_holding_an_iris_\(6124502565\)_\(cropped\).jpg](https://commons.wikimedia.org/wiki/File:Face_detail,_Aurangzeb_Bahadur_holding_an_iris_(6124502565)_(cropped).jpg)

Time to teach	Asset Type	Theme	SubTheme
12 Minutes	Main Script	Religion and Religious Movements	Baba Guru Nanak, Baba Guru Nanak

20. IA_Panja Sahib

Panja Sahib

(Notes to the teacher: The teacher could show the PPT and tell the story of Panja Sahib in his/her own words. The teacher could stress on the lines that are in bold.)

Guru Nanak travelled to many places through the length and breadth of India and even went to Mecca and Baghdad.



Guru Nanak and Mardana

Once Guru Nanak along with his Muslim devotee Mardana reached Hasan Abdal, a small village surrounded by hills (This place is located in the Attock district of the Punjab province in present day Pakistan). On top of the hill lived a Muslim Peer who was known as Baba Wali Kandhari. On the same hill, where Wali Kandhari lived, was a big tank of water.

After the long journey when Guru Nanak and Mardana reached the foothills of the hill, they decided to take some rest. Mardana was very thirsty, but there was no water nearby. Guru Nanak then asked Mardana to go up the hill and request Wali Kandhari for some water.

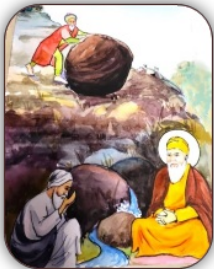
Mardana approached Wali Kandhari and said, **“My Guru, who is a great saint would be grateful if you gave us some water”**. Wali Kandhari who was sitting with his disciples got very offended when Mardana called his Guru "a great saint". He rudely refused to give Mardana any water. Mardana came down to Guru Nanak and told him what had

happened. But Guru Nanak sent him back to again request for water. This time too Wali Kandhari refused to give him any water. Mardana once again came back dejected, but Guru Nanak again sent Mardana up the hill a third time to ask Wali Kandhari for water.

Now Wali Kandhari angrily yelled at Mardana and said, **“If your master is such a great saint, why doesn’t he provide you water?”**

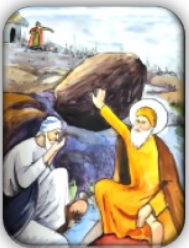
When Mardana again came back empty handed and totally exhausted, Guru Nanak said “Oh Bhai Mardanaji! Have faith in the Lord. **Chant his name and drink water to your heart’s content.**” Saying so, **he lifted a big stone that was lying on the hill side and to Mardana’s great surprise, a stream of pure spring water gushed out with force.** Both of them drank the pure spring water to their heart’s content.

Stream of pure spring water gushed out



Suddenly up on the hill Wali Kandhari realized that his tank was running dry. When he looked down the hill he saw Guru Nanak and Mardana resting by a rocky pool of spring water. He was filled with anger and jealousy. There was a huge boulder lying close by on the top of the hill. **Full of rage he dislodged it and sent it rolling down the hill towards Guru Nanak.**

Nanak pressed the huge boulder against the hill side



Hearing the thundering noise, Guru Nanak sat up and saw a huge boulder charging down the hill towards him, almost on top of him! At once Nanak lifted his right hand, opened his fingers wide and with his open palm pressed the huge boulder against the hill side. **The**

boulder stopped in its downward course and got fixed on the hillside with Guru Nanak's hand print on it. Wali Kandhari was shocked to see this miracle. He rushed down the hill, fell at Guru Nanak's feet and begged for forgiveness.

Guru Nanak smiled and said calmly, **"Always be hospitable and generous. Only then will you find true peace in the worship of God"**. Wali Kandhari realized Guru Nanak's greatness and divine powers and **begged to be accepted as his disciple.**

Boulder with Guru Nanak's palm-impression



*The boulder with Guru Nanak's palm-impression is there even today. This holy and revered place is called **Panja Sahib** (Panja means hand) and a Gurdwara named Gurdwara Panja Sahib has been built there. It is located in Hasan Abdal in present day Pakistan.*



Gurdwara Panja Sahib

URLs

URL of images:

1, 2, 3 - Guru Nanak, Mardana and Wal Kandhari: SSSVV Gallery (Keyword: Guru Nanak)

4. Guru Nanak's Hand print:

https://www.flickr.com/photos/ali_azfar_naqvi/2309317335/in/photolist-4bwqbh-4w4RA8/ (Attribution: Ali Azfar Naqvi)

5. Gurdwara Panja Sahib:

<https://www.flickr.com/photos/meemainseen/10399638713/in/photolist-gQYSgK-68wpwK-4bwqbh> (Attribution: Muhammad Imran Saeed)

Time to teach	Asset Type	Theme	SubTheme
3 Minutes	Interesting Asides	Religion and Religious Movements	Baba Guru Nanak, Baba Guru Nanak

21. SA_The Sants of the Bhakti Movement

The Sants of the Bhakti Movement

Activity on the Sants of the Bhakti Movement

(Notes to the teacher: The teacher could introduce this activity by saying: In this chapter, we have discussed the medieval sants of the country. Now let's take up an activity to learn more about them,)

Aim: To enable the students to realise that the sants have hailed from every part of the country.

Resources required: History text book, chart paper, pen, pencil, pictures of saints (if possible), glue, colours

Setting for the activity: Classroom

Type of activity: Preparation of charts by the children on a chart paper.

Time required: 20 minutes (preparation and presentation time)

Procedure:

2-3 days before the activity, the teacher should divide the entire class into the following 4 groups:

Sants of South India,

Sants of West India,

Sants of North India and

Sants of East India.

Each group should be asked to collect pictures of the saints of the region assigned to them. The teacher should ask them to include the sants other than those shown in the sample table.

(Notes to the teacher:

The teacher could help the students get the relevant pictures from the internet

The teacher should show the students the following sample table in the PPT which has details of one sant from each of the four regions)

On the day of the activity the teacher should ask the 4 groups to prepare the charts giving details of all the saints of the region assigned to them.

The teacher could go around and guide the students.

After the charts are ready, one student per group should come forward and present the chart to the class.

All 4 charts should then be put up in the class.

SANTS OF THE BHAKTI MOVEMENT

(A sample of one saint per region with relevant details is given below for reference)

Sr.no.	Name of Religious Leader	Place of Birth	Philosophy and religious teachings	Language preached in	
1	(Saint of South India) Adi Shankara	Kaladi, Kerala	Advaita – oneness of the individual soul with God. Brahman is formless and the only Reality.	Sanskrit	
2.	(Saint of West India) Tukaram	Maharashtra	He did not believe in rituals and in renunciation, believed in helping those in need, equality and brotherhood.	Marathi	
3.	(Saint of North India) Tulsidas	Uttar Pradesh	He wrote the epic Ramcharitmanas - the story of Lord Rama in Awadhi	Awadhi	
4.	(Saint of East India) Shankaradeva	Assam	He wrote poems and plays in Assamese in praise of Lord Vishnu He started the practice of establishing namghars (place of recitation and prayer)	Assamese	

Observation: The teacher goes around the class to check if the students are correctly listing all the details of the saints on the charts. At the end of the activity the students realise that the saints of the different regions had many similar beliefs..

Conclusion: The students compile the details of the Bhakti Movements Saints from all four regions of India.

Questionnaire:

(Notes to the teacher: To sum up the activity the teacher could ask the students the following questions)

Question 1. From which part of the country were the saints from?

Sug Ans: From all over the country

Question 2. What were most of them against?

Sug. Ans: Most of them were against the caste system and ritualistic practices.

Question 3. Did they all have any common belief?

Sug. Ans: They all believed that there was only one God - the Supreme Being.

Question 4: In which language did they preach?

Sug. Ans: They all preached in the local language.

URL of images:

1. Adi Shanakara:

https://media.radiosai.org/journals/Vol_04/01FEB06/images/FeatureArticles/the%20vision/sankara05.jpg

2. Tukaram: http://media.radiosai.org/journals/vol_12/01OCT14/SUMMER-SHOWERS-ILLUSTRATED-1990-DISCOURSE-04.htm

3. Tulsidas:

https://en.wikipedia.org/wiki/File:Tulsidas_composing_his_famous_Avadhī_Ramcharitmanas.jpg

4. Sankaradeva: <https://commons.wikimedia.org/wiki/File:Sankaradeva.jpg>

Time to teach	Asset Type	Theme	SubTheme
20 Minutes	Suggested Activity	Religion and Religious Movements	The Idea of a Supreme God, The Idea of a Supreme God

22. IA_Reformation in Europe

Reformation in Europe

(Notes to the teacher: The teacher may introduce this asset with these words, “Just as the Bhakti movement started in India during the medieval times, in Europe too there was a rebellion against the Roman Catholic Church around the same time”.)



- Around the sixteenth century, many corrupt practices were prevalent in the Christian Church.



- The Clergy (Christian religious leaders) and the priests became greedy and started accumulating wealth. The Pope, who was the head of the Christian church interfered in political matters and encouraged rulers of kingdoms to go to war with each other.



Clergyman

- Clergymen would hold position in more than one office. Many of them were illiterate.
- Superstitious beliefs that people could be protected from sin if they went on a pilgrimage were accepted.
- The common man felt exploited.
- Many of these practices went against the teachings of the Holy Bible. The church had slowly ceased to be an institution guiding people in spiritual matters.



Pope Leo X



St. Peter's Basilica

- In 1517, Pope Leo X declared that the funds collected by the sale of special indulgences would be used for the rebuilding of St. Peter's Basilica in Rome.
- It was felt by many thinkers that the Roman Catholic Church needed change. Like-minded thinkers supported the movement known as **Reformation**.



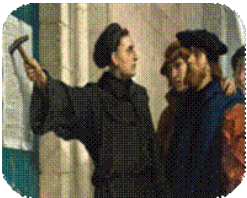
Martin Luther

- This was started by Martin Luther (1483-1546) a German priest, professor and religious reformer. He was against the corrupt practices of the church and protested against the 'sale of indulgences' which people were forced to buy.



Sale of Indulgences

- Selling indulgences was a way in which the church allowed people to be forgiven for the sins that they committed.
- These indulgences would free the sinner from guilt and punishment.



Ninety-five Theses

- Luther posted his Ninety-five Theses on the door of the Castle Church in Wittenberg, Germany, on October 31, 1517.



Luther Bible

- Just as the Bhakti sants translated the Hindu scriptures into the vernacular language, Luther translated the New Testament (second part of the Bible) from Latin into German (local language of Germany) in 1522 and the complete Bible (Old Testament and New Testament) in 1534.
- The invention of the printing press and the support of students and merchants helped to spread Luther's ideas to other parts of Europe. A series of events finally led to a split in the church with **southern countries supporting the Roman Catholic Church and the countries in the central and northern regions of Europe supporting the Reformation Movement.**

Conclusion:

- The Reformation Movement resulted in the split in Christianity between Roman Catholicism and Protestantism.
- The Church and the government were separated and the Church agreed not to interfere in the affairs of the Government.



URLs :

1. Reformation: <https://pxhere.com/en/photo/890903>
2. Pope Leo X: [https://commons.wikimedia.org/wiki/File:Raffael_040_\(crop\).jpg](https://commons.wikimedia.org/wiki/File:Raffael_040_(crop).jpg)
3. St. Peter's Basilica: <https://pixabay.com/photos/st-peter-s-basilica-building-2759266/>
- 4, 5. Clergyman and church: https://www.freepik.com/free-vector/religion-cathedral-interior-set_4300923.htm#query=christian%20clergyman&position=1 (Attribution-Macrovector)
6. Martin Luther: [https://commons.wikimedia.org/wiki/File:Martin_Luther_\(1483%E2%80%931546\)_MET_DP159769.jpg](https://commons.wikimedia.org/wiki/File:Martin_Luther_(1483%E2%80%931546)_MET_DP159769.jpg)
7. Sale of Indulgence: https://commons.wikimedia.org/wiki/File:Jeorg_Breu_Elder_A_Question_to_a_Mintmaker_c1500.png
8. Ninety-five Theses: <https://commons.wikimedia.org/wiki/File:Luther95theses.jpg>
9. Luther Bible: <https://commons.wikimedia.org/wiki/File:Lutherbibel.jpg>
10. Printing press: <https://pixabay.com/illustrations/printing-press-printing-press-paper-1093509/>
11. Church: https://www.freepik.com/free-vector/medieval-ancient-temples-horizontal-compositions_3907794.htm#page=1&query=church%20ancient&position=4 (BY: macrovector)

12. https://commons.wikimedia.org/wiki/File:Lorenzo_Lotto_019.jpg

Time to teach	Asset Type	Theme	SubTheme
4 Minutes	Interesting Asides	Religion and Religious Movements	The Idea of a Supreme God, The Idea of a Supreme God

23. QA_Let us assess - Devotional Paths to the Divine

Let us assess - Devotional Paths to the Divine

(Notes to the teacher: Question nos. IV, V, VI could be discussed in class and given as home work. Question nos. I and II could be completed in the class.)

Question 1: Replace The Incorrect Word With The Correct One:

(The incorrect word is in red and italics)

- The idea of Bhakti advocated in the ***Bhagavad Purana*** grew in popularity in the early centuries of the Common Era.
- Nayanars were saints devoted to ***Vishnu***.
- Ramanuja*** advocated the doctrine of the Advaita-oneness of the individual soul and the Supreme God.
- The ***Nathpanthis*** held their assemblies in their khanqahs or hospices.
- Tulsidas's composition, 'the Ramcharitmanas' was written in ***Hindi***.

Ans:

- Bhagavadgita, b. Shiva, c. Adi Shankara, d. Sufis e. Awadhi

QII The names of the sants have got intermixed with other groups**Classify them properly**

1. Tulsidas, Meerabhai, Sant Kabir and Guru Gobind Singh.
2. Guru Nanak, Guru Arjan, , Guru Tegh Bahadur and Surdas.
3. Jalaluddin Rumi , Qutbuddin Bakhtiar, Chowkhamela and Khwaja Nizamuddin Auliya
4. Jnaneshwar, Namdev, Khwaja Muinuddin Chishti and Eknath.

Ans:

1. Tulsidas, Meerabhai, Sant Kabir and Surdas.

(All 4 are sants of North India)

2. Guru Nanak, Guru Arjan, Guru Tegh Bahadur and Guru Gobind Singh

(All 4 are the Sikh Gurus)

3. Jalaluddin Rumi, Qutbuddin Bakhtiar, Khwaja Muinuddin Chishti and Khwaja Nizamuddin Auliya

(All 4 are the Sufi religious leaders)

4. Jnaneshwar, Namdev, Chowkhamela and Eknath.

(All 4 are sants from Maharashtra)

Q III Map Activity:

On the blank map of India please mark the names of any 10 Bhakti Sants in the regions they hail from.

(Notes to the teacher: The teacher could distribute copies of blank political maps of India and ask the students to mark the names of the saints in the regions they hail from. Slide no. 6 of the ppt which shows the names on a political map of India may be displayed for the benefit of the students.)

SANTS OF INDIA



Q IV. Why do you think many spiritual teachers rejected prevalent religious beliefs and practices?

Ans:

Before the Bhakti movement started, people had to perform elaborate rituals and customs to worship God. Performing these rituals was often beyond the means of the poor devotees. Only people of the higher castes were allowed to worship God.



Most people could not afford rituals



Higher castes were allowed to worship

Q. V. Find out whether in your neighbourhood there are any dargahs, gurdwaras or temples associated with saints of the bhakti tradition. Visit any one of these and describe what you see and hear.

(Notes to the teacher: The students could be asked to collect and write details of other religions. The teacher should ensure that all major religions are covered. The students could then be asked to read their answers in class.)

Suggested Ans:

- Last Sunday my friend and I visited a gurdwara in my neighbourhood. Outside the Gurdwara on a dome, there was an orange flag which we were told is called the Nishan Sahib.
- Before entering the gurdwara I took off my shoes, washed my feet and covered my hair.
- The gurdwara had a big prayer hall (Darbar Hall). We went in, bowed down to the Guru Granth Sahib which was placed on a takhat (an elevated throne) under a canopy.
- We then sat down and said some silent prayers. Men and women generally sit on different sides. Some raagis (musicians) were singing and explaining the verses from the Guru Granth Sahib. After listening to them for some time we went out and were given some Karah Prasad (sweet sheera made of wheat flour, ghee and sugar).
- After we walked around the building we went to the back where there is a big langar hall. Both of us sat down and had the langar which was being served by volunteers (They serve free vegetarian meals at the langar).
- The serene and pure atmosphere of the gurdwara made me feel very happy and peaceful.



Guru Granth Sahib on the takhat Langar

QVI. Find out more about the works of any other sant-poet whose compositions have been included in this chapter. Note down a few other poems written by them. Find out whether these are sung, how they are sung, and what the poets wrote about.

(Notes to the teacher: Just one example has been given as a hint. Students may be encouraged to write about any other sant of their choice.)



Q. a. In which language did Mirabai compose her hymns?

Ans: Mirabai composed many devotional hymns in padas (metric verses) in the Rajasthani language.

Q. b. What was the main theme of Mirabai's composition?

Ans: In her compositions Mirabhai praises Lord Krishna sometimes as her Lord, her lover and at times as the mountain lifter.

Q. c. Where do we find her compositions?

Ans: Any of her poems are found in the 19th century manuscripts. Poems composed by Mirabai are found in 'Prem Ambodh Pothi', a Sikh text which mentions her as one of the 16 important Bhakti saints.

Q. d. Are Mirabai's compositions popular today?

Ans: Mira bhajans are popular and are sung even today. One popular Mira bhajan is 'Payoji mene Ram rattan dhan payo'.

URL of images:

1. India Map: SSSVV Gallery (Keyword: Map)

2. Brahmins:

https://commons.wikimedia.org/wiki/File:Gangaputra_brahmin_applying_tilak_to_a_pilgrim.jpg

3. Wealthy man:

https://commons.wikimedia.org/wiki/File:A_Brahmin_chief_priest_in_a_procession.jpg

4. Inside Gurudwara: https://www.flickr.com/photos/hari_singh/6489207079/in/album-72157628363869119/ (Attribution: Hari Singh)

5. Screenshot of serving food: https://www.youtube.com/watch?v=g6_Ypvcjptg (Attribution: Indian Diplomacy)

6. Mirabai: https://commons.wikimedia.org/wiki/File:Meerabai_1.jpg

Time to teach	Asset Type	Theme	SubTheme
15 Minutes	Assessments	Religion and Religious Movements	The Idea of a Supreme God, The Idea of a Supreme God

24. MS_Summary_Devotional Paths to the Divine

Summary - Devotional Paths to the Divine

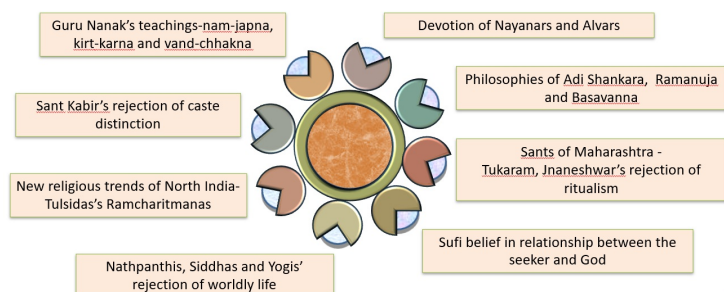
This chapter discusses the spread of the Bhakti Movement in India and the philosophy and teachings of the saints.

It describes:

- The devotion of the Nayanars to Lord Shiva and the belief of the Alvars that devotion to Vishnu was the only means of salvation;
- Adi Shankara's Advaita, Ramanuja's teachings of Vishistadvaita and Basavanna's opposition to all rituals and the unjust caste system;
- Saints of Maharashtra- Jnaneshwar, Namdev, Eknath, Tukaram, Sakhubai, Chokhamela and their teachings of humanity, equality, brotherhood and harmony;
- Sufi belief in a personal relationship between the seeker and God;
- Nathpanthis, Siddhacharas and Yogis' rejection of worldly life and promotion of meditation on the formless Supreme power;
- New religious trends of North India- Tulsidas's Ramcharitmanas, Surdas's compositions on Lord Krishna, teachings of Ravidas, Dadu, Mirabai's intense love for Lord Krishna, Chaitanyadeva's selfless devotion to Radha-Krishna,

Shankaradeva's teachings based on the Bhagwad Gita and Jayadeva's composition Gita Govinda;

- Sant Kabir's rejection of caste distinction, of fasts and formal worship;
- The Sikh Gurus-Guru Nanak, Guru Angad, Guru Arjan, Guru Tegh Bahadur, Guru Gobind and Guru Nanak's teachings-nam-japna, kirt-karna and vand-chhakna.



Time to teach	Asset Type	Theme	SubTheme
5 Minutes	Main Script	Religion and Religious Movements	The Idea of a Supreme God, The Idea of a Supreme God

Master Lesson Plan

Seven Asset Methodology for MLP

What is the purpose of this Master lesson Plan?	This Master Lesson Plan (MLP) prepared by Sri Sathya Sai Vidya Vahini (SSSVV), covers the entire chapter for the given board. The MLP for the chapter given in the textbook is broken down into smaller modules known as assets. Any chapter can be taught using the 7 asset types in SSSVV methodology. Several different assets together complete the entire chapter. Depending on the requirement, each asset is supported by teaching aids such as animated presentation, audio, video, and learning aids such as worksheets. The MLP is for the teacher's preparation and the teaching aids are for use in the classroom.
How to use it?	You can prepare for your class with this MLP by following 3 simple steps: 1. Read your textbook; 2. Go through the information given in the assets (document & multimedia); 3. Prepare your teaching notes. Great! Now you are ready to transact the chapter.
Duration	Kindly note the duration given for each asset. Due care has been taken in planning the assets, to ensure the chapter is completed within the time specified by the Board. Note: Preparation time is not included in the asset duration. The teaching time depends on the duration of the teaching aids and is not impacted by the length of the MLP.
What is a 'Main Script' (MS) Asset?	The Main Script asset is there for explaining the main concepts of the chapter clearly. The information given in the textbook is simplified, organised and structured to give more clarity. Additionally, you may find a video or mnemonics or a graphic organiser to deepen the understanding of the concept.
How to teach using the MS asset?	Please use the blackboard, slides and interaction to develop the concept.
What is an 'Inquisitive Questions' (IQ) asset?	The Inquisitive Questions asset uses questions to promote higher order thinking like the n^{th} why, what-if, new perspectives, cause-effect, and others, creating curiosity.
How to teach using the IQ asset?	You may use the questions to connect with the students, encourage exploration to engage them in the learning process. You may allow multiple responses and instead of rejecting any of the responses, ask why, before revealing the suggested answer or hints.
What is a 'Day to day Relevance' (DD) Asset?	The Day to Day Relevance asset helps students understand the practical relevance of every topic, making them eager participants in the classroom. If students connect the concepts to their environment, they would learn meaningfully without dislike or simply memorizing for exams.

How to teach using the DD asset?	You may use the asset by asking questions about their experience and use it to establish why they are learning the topic. If necessary you may substitute with a recent or local example.
What is an 'Interesting Aside' (IA) asset?	The Interesting Aside asset uses attention grabbing titbits or anecdotes to bring joy and satisfy the child's hunger to know more. This is a quick/short asset intended to bring attention back to the main concept being taught.
How to teach using the IA asset?	You may use this asset to give a piece of interesting information relevant to the topic, without prolonged explanation/discussion. You may suggest appropriate books for further reading.
What is a 'Suggested Activity' (SA) Asset?	The Suggested Activity asset provides a detailed step by step procedure for the teacher to conduct a hands-on activity. This promotes Activity Based Learning.
How to teach using the SA asset?	You may use this asset to energise your students to learn by doing simple, fun-filled activities based on the topic. The asset includes - preparation, activity, and follow-up. You may engage the students in the preparation and follow-up stages to develop collaboration and responsibility. You could try it once, yourself, before the actual delivery to be more comfortable with it. Note: The duration mentioned in the asset is usually for the activity part only.
What is a 'Value Content' (VC) Asset?	The Value Content asset integrates Universal Human Values (such as empathy, inclusivity, respect for nature that translates into responsible behaviour) seamlessly into the curriculum, as the "End of education is character".
How to teach using the VC asset?	You may use this asset to engage with the students to bring out their innate values and connect with the intrinsic values in the topic/concept. The asset includes pointers on the specific pedagogical technique followed.
What is a 'Questions to Assess' (QA) asset?	The Questions to Assess asset uses an interactive approach to check learning of different types of learners, and provides feedback to the teacher for appropriate action. The questions cater to all the levels of Bloom's Taxonomy. Questions from 'Apply' level and above enable students to reflect on their learning.
How to teach using the QA asset?	You may go through the slides to understand its flow and know when to click for the answer (slides include suggested answers). While presenting in the class, you may display the question and encourage multiple responses, before revealing the answer. In some cases, this asset may include extra questions/worksheet that can be given as homework.