



13.0 HINDU RELIGIOUS EDUCATION (315)

In the year 2006 KCSE examination, Hindu Religious Education (HRE) was tested in two papers. *Paper 1 (314/1)* consisted of six essay questions and candidates were required to answer five. The paper tested the content areas of *Attributes of Paramatma, Manifestations of Paramatma, Scriptures, Principles of Dharma* and *Yoga*. The other paper, *Paper 2 (315/2)* consisted of six essay questions of which candidates were required to answer five. Paper 2 tested the content areas of *Rites and Rituals, Utsav, Law of Karma, Places Pilgrimage, Historical Development* and *Hindu Heritage*.

Both Papers 1 (314/1) and 2 (314/2) were marked out of a maximum of 100 marks each and the time allocation for each of the papers was 2 hours and 30 minutes. Each question in both papers carried a maximum of 20 marks.

The questions in the HRE examination were set to test candidates' knowledge of the factual materials relevant to each of the topics contained in HRE secondary syllabus, understanding of the meaning and interpretation of each of the topics, ability of candidates' to express themselves on the basis of evidence and arguments, appreciation and evaluation of materials studied in each topic, ability to analyse and synthesise materials studied in each topic and ability to respond and apply the religious, moral and social issues raised in each topic.

13.1 GENERAL CANDIDATES' PERFORMANCE

The table below shows the candidates' performance in HRE for the last four years.

Table 16: Candidates' Overall Performance in HRE in the Last Four Years

Year	Paper	Candidature	Maximum Score	Mean Score	Standard Deviation
2003	1		100	45.19	17.35
	2		100	50.80	15.34
	Overall	26	200	95.99	29.06
2004	1		100	43.33	11.49
	2		100	49.40	9.44
	Overall	15	200	92.73	18.00
2005	1		100	54.87	21.17
	2		100	51.13	14.02
	Overall	15	200	106.00	32.00
2006	1		100	59.23	8.27
	2		100	59.62	10.14
	Overall	13	200	118.85	16.00

The following observations can be made from the table above:

- i) Candidates scored the highest overall mean in the year 2006 in the four years under review.
- ii) Candidates registered the best performance in both Papers 1 (315/1) and 2 (315/2) over the four years under review in the year 2006.
- iii) The year 2006 registered the lowest overall standard deviation in the four year period.
- iv) The candidature dropped from 15 in the year 2005 to 13 in the year 2006.

This report analyses the candidates' general performance in the year 2006 KCSE HRE examination papers paying special attention to the questions where performance was relatively

poor. An attempt has been made to highlight possible causes of the poor performance. The report also gives samples of the expected responses and makes suggestions to teachers with the hope of helping them evaluate and improve their methods and approaches in the teaching of HRE in order to further improve the candidates' performance in the subject in the future.

13.2 PAPER 1 (315/1)

The questions in which candidates performance was relatively poor in the year 2006 KCSE HRE paper 1 (315/1) examination were Questions *1(a)*, *(b)* and *4 (b)*.

Question 1 (a)

State the attributes of Parmatma according to Gita chapter 13: 15 - 17.

The question required the candidates to know the contents of Gita 13: 15 - 17. The question expected candidates to know this passage which is found in the form III HRE Syllabus under Attributes of Paramatma).

Weaknesses

Most candidates had no knowledge of Gita 13: 15 - 17 and were therefore unable to answer the question.

Expected Responses

- All pervading.
- Animate and inanimate.
- Subtle.
- Indivisible.
- One and many.
- Creator.
- Preserver.
- Destroyer.
- Eternal light/ sat, chit, anand.
- Knowledge.
- Resides in all.
- Causeless.
- Consciousness.

Question 1(b)

Explain the role of Sagun Sakar Parmatma in Kurma Avatar.

The question expected the candidates to know what happened in the second avtar of Vishnu - Kurma.

Weaknesses

Unfortunately, majority of the candidates did not have adequate knowledge of the avtar to answer the question satisfactorily.

Expected Response

- He sustained the world on his back.
- He dived into the depth of the ocean and acted as base to support Mt. Mandara.
- He churned the ocean and the churning produced 14 treasures: Kamdhenu cow, poison and amrit, Airawat, medicine and Kalpavruksha.
- He gave Amrit to the Devas.

Question 4 (b)

Discuss the ways in which the Sikh practice of Wand Shakana would help those living with HIV / AIDS in Kenya.

The question required candidates to apply their knowledge of Wand Shakana to the emerging issue of HIV/AIDS.

Weaknesses

Most candidates described what the Wand Shakana entails and failed to apply it to HIV/AIDS. Teachers should ensure that their students learn to apply the religious and moral principles to life and to emerging issues.

Expected Responses

- Donation of food to the AIDS orphans.
- Donation of medicine to those who are infected.
- Paying visits to those infected.
- Giving moral support to the infected and affected.
- Giving psychological support to the infected.
- Offering guidance and counselling to the affected and infected
- Educating the victims on how to live positively with the disease.
- Offering shelter to the AIDS orphans.
- Opening our homes for HIV/AIDS orphans.
- Making contributions to hospices.
- Giving home based care to AIDS victims.
- Giving money to the AIDS victims, that is, the affected and infected.

13.3 PAPER 2 (315/2)

In this paper, candidates had difficulties in Questions 5(a), (b) and 6 (b).

Question 5 (a)

Discuss the contribution made by Chaitanya Mahaprabhu in the spread of Bhakti Cult during the medieval period.

Weaknesses

The question expected the candidates to know the biography of Chaitanya Mahaprabhu, one of the enlightened souls selected for study in the content area of Hindu Historical Development (Form III Syllabus). Unfortunately, the majority of candidates had scanty knowledge on the life of Chaitanya Mahaprabhu to be able to answer the question adequately.

Expected Responses

- He allowed everyone to join in the worship/opened worship to all castes, creeds and races.
- He preached devotion to Hari, Rama and Krishna.
- He preached that devotion is the only way to God.
- He made it easy for people to perform worship since there were no elaborate rites and rituals prescribed.

- He introduced dancing while singing during worship and this attracted people.
- He taught equality, tolerance and consideration for all.
- He sent out people to spread his teachings.
- He compared the relationship between Krishna and a devotee to that between Krishna and Radha.

Question 5 (b)

Describe how the Hare Krishna movement has influenced the Kenyan Society

Weaknesses

Majority of the candidates described the development of the movement and were unable to connect its influence on the Kenyan society. This again, points to the inability of the candidates to apply knowledge to modern society. Teachers should take note that candidates should be trained to see the relevance of what they learn to the society.

Expected Responses

- Kenyans, irrespective of race, color, sex, tribe and religion have joined the movement.
- Chanting of "*Hare Rama*" in groups is a common sight in the cities of Kenya.
- All can come and see the cultural, religious programmes, drama and also participate in them.
- Kenyans have benefited from charitable activities, such as feeding programmes for the poor, medical camps and dispensaries.
- The devotees with their distinctive features: shaven heads, mala, pouch tilak can be spotted from the rest.
- Preachings and teachings are carried out in ISKCON temples built by the Movement for all.

Question 6 (b)

Describe the role of musical instruments in the singing of Bhajan and Kirtan.

Weaknesses

Some candidates chose to write on the importance of singing Bhajan and Kirtan and not the role musical instruments play in the singing of Bhajan and Kirtan as the question required. These candidates lost marks for being irrelevant. Candidates should be advised to read questions carefully and understand their demands before writing down their responses.

Expected Responses

- Bring rhythm in the singing.
- Draw and sustain the attention of devotees.
- Help in concentration.
- Give rest to singers.
- Liven up the surrounding/singing becomes alive
- Add melody to Bhajan/Kirtan songs.
- Energize the atmosphere.
- Enrich spiritually/enrich worship.
- Help singers to keep in tune/rhythm.
- Create harmony in singing.

23.11 HINDU RELIGIOUS EDUCATION

23.11.1 Hindu Religious Education Paper 1 (315/1)

**315/1
HINDU RELIGIOUS EDUCATION
Paper 1
Oct./Nov. 2006
2½ hours**



**THE KENYA NATIONAL EXAMINATIONS COUNCIL
Kenya Certificate of Secondary Education
HINDU RELIGIOUS EDUCATION
Paper 1
2½ hours**

Answer any five questions in the answer booklet provided.

Candidates should check the question paper to ensure that both pages are printed as indicated and no questions are missing.

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Turn over

1. a. State the attributes of Parmatma according to Gita chapter 13: 15 - 17. (7 marks)
- b. Explain the role of *Sagun Sakar* Parmatma in *Kurma Avatar*. (8 marks)
- c. Name any five goddesses related to *Sagun Sakar* Parmatma. (5 marks)
2. a. State the virtues symbolised by each of the five K's introduced by Guru Gobind Singh. (10 marks)
- b. Describe the role of Hanuman in assisting Rama to free Sita from Ravana. (10 marks)
3. a. Name the three books in Tripitika. (3 marks)
- b. Give reasons why Hindus read scriptures. (7 marks)
- c. Discuss the role played by Lord Krishna in the battle of Kurukshetra. (10 marks)
4. a. State any four principles of Jainism. (4 marks)
- b. Discuss the ways in which the Sikh practice of *Wand Shakana* would help those living with HIV/AIDS in Kenya. (8 marks)
- c. What lessons on *Ahimsa* can be learnt from the incident when Siddhartha saved a bird which had been wounded by Devdatta? (8 marks)
5. a. State the teachings of *Poorva Mimansa Darshan*. (4 marks)
- b. Explain the importance of prayers in the lives of Hindus. (10 marks)
- c. Discuss how the practice of *Akrodh* enriches a person's life. (6 marks)
6. a. What are the eight limbs of *Ashtanga Yoga of Pitanjali*? (8 marks)
- b. How does the practice of *Ashtanga Yoga* lead a devotee to *Moksha*? (12 marks)

23.11.2 Hindu Religious Education Paper 2 (315/2)

**315/2
HINDU RELIGIOUS EDUCATION
Paper 2
Oct./Nov. 2006
3½ hours**

**THE KENYAN NATIONAL EXAMINATIONS COUNCIL
Kenya Certificate of Secondary Education
HINDU RELIGIOUS EDUCATION
Paper 2
2½ hours**

Answer any five questions in the answer booklet provided.

Candidates should check the question paper to ensure that both pages are printed as indicated and no questions are missing.

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Turn over

1.
 - a. State ways in which Jains practice *Ahimsa*. (5 marks)
 - b. What does the symbol of Lotus stand for? (5 marks)
 - c. Describe the procedure of worshipping the presiding deity in a Hindu *Mandir*. (10 marks)

2.
 - a. State the three types of Karma according to the Law of Karma. (3 marks)
 - b. Describe the characteristics of a person dominated by each of the *Triguna*. (9 marks)
 - c. Discuss the Law of Karma as explained in the Gita. (8 marks)

3.
 - a. State the three categories of *Utsav* that Hindus in Kenya celebrate. (3 marks)
 - b. Describe ways in which the Hindus in Kenya celebrate the *Jamhuri Utsav*. (10 marks)
 - c. State the virtues developed by *Jamhuri* celebrations. (7 marks)

4.
 - a. Identify the symbols found on the *Murti* of Lord Shiva. (5 marks)
 - b. Give reasons why Hindus go on pilgrimage. (10 marks)
 - c. Explain the rituals observed during pilgrimage. (5 marks)

5.
 - a. Discuss the contribution made by Chaitanya Mahaprabhu in the spread of *Bhakti* Cult during the medieval period. (10 marks)
 - b. Describe how the Hare Krishna movement has influenced the Kenyan Society. (10 marks)

6.
 - a. Identify the main features of a Hindu temple and state their functions. (10 marks)
 - b. Describe the role of musical instruments in the singing of *Bhajan* and *Kirtan*. (10 marks)



24.11 HINDU RELIGIOUS EDUCATION

24.11.1 Hindu Religious Education Paper 1 (315/1)

- 1 (a) Attributes of Parmatma according to Gita chapter 13: 15 - 17
- all pervading
 - animate and inanimate
 - subtle
 - indivisible
 - one and many
 - creator
 - preserver
 - destroyer
 - eternal light/sat, chit, anand
 - knowledge
 - resides in all
 - causeless
 - consciousness
- (1 × 7 = 7 marks)*
- (b) Role of Sagun Sakar Parmatma in Kurma Avatar
- He sustained the world on his back.
 - He dived into the depths of the ocean and acted as base to support Mt. Mandara
 - He churned the ocean and the churning produced 14 treasures: Kamdhenu cow, poison and Amrit, Airawat, medicine and Kalpavruksha.
 - He gave Amrit to the Devas
- (2 × 4 = 8 marks)*
- (c) Female goddesses related to Sagun Sakar Parmatma
- Durga
 - Laxmi
 - Saraswati
 - Amba
 - Bahuchar
 - Chamunda
 - Kali
 - Parvati
 - Radha / Rukmani
 - Sita
 - Hingdaj
 - Limbachi
 - Virbai
- (1 × 5 = 5 marks)*
2. (a) Virtues symbolised by each of the five K's introduced by Guru Gobind Singh
- Kesh (hair) : simplicity, freedom of spirit, strength, saintly appearance, spirituality, detachment.
 - Kanga (comb): cleanliness, neatness
 - Kada (bangle) : honesty, brotherhood, restraint, strength, energy, eternity of creation.
 - Kachha (shorts): chastity, purity.
 - Kirpan (sword): courage, bravery, self respect, self defence, dignity, sovereignty.
- (2 × 5 = 10 marks)*
- (b) Role of Hanuman in assisting Rama to free Sita from Ravana
- Became the commander in chief of Sugreev to fight against Ravan.
 - Made efforts for friendship between Rama and Sugreev, who agreed to give his army to Rama.

- Crossed the ocean from India to Lanka to search for Sita.
 - Defeated Lankini, the guard of Lanka.
 - Consoled Sita in Vatika and gave her Rama's ring.
 - Destroyed the entire Vatika.
 - Advised Ravan to give back Sita to Rama.
 - Set fire to Lanka.
 - Consoled Rama on his return.
 - Carried Rama and Laxman on his shoulder to Lanka.
 - Killed many Rakshash.
 - Saved Laxman by bringing Sanjivani.
 - Broke the spell of Nagastra by bringing Garuda. (1 × 10 = 10 marks)
3. (a) The Three books in Tripitika
- Vinay pitika
 - Abhidhama pitika
 - Sutta pitika (1 × 3 = 3 marks)
- (b) Reasons why Hindus read scriptures
- To get spiritual knowledge.
 - To learn code of conduct.
 - Perform rites and rituals according to scriptures.
 - Get objective knowledge e.g. Science, humanity.
 - Follow moral virtues prescribed in scriptures.
 - Follow the way to liberation, Moksha, cycle of death and birth.
 - Learn to live in harmony with creation e.g. plants, animals, human beings.
 - Relate with other religions and tolerance to them.
 - Observe the prescribed prayers and worship.
 - To get idea of history, culture, literature.
 - Use them to propagate Hindu dharma.
 - Learn the philosophy.
 - Learn the relationship between Atma and Parmatma. (1 × 7 = 7 marks)
- (c) The role played by Lord Krishna in the battle of kurukshetra. Lord Krishna
- Served as a Charioteer of Arjun.
 - Gave the Yadav army to Kauravas.
 - Inspired Arjun by giving good advice in the form of Gita.
 - Became advisor of Pandavas.
 - Urged Arjun to fight as a Kshatriya.
 - Planned various war strategies.
 - helped to kill Jayadratha by blocking the sun
 - sent Abhimanyu to enter Chakravyuha and not Yudhishtir
 - tricked Dhronachrya into hearing about the death of his son Ashwathama
 - Acted as shield to Arjun - so long as Krishna was in the chariot, no weapon could kill him.
 - Brought Shikhandi, a woman, in front of Bhishma, who would not fight a woman in the war.
 - Saved Pandavas from Brahmashtra of Ashwathama.
 - Made Karna use his weapon (shakti) given by Indra on Ghatotkach.
 - Told Arjun to shoot Karna, when he was defenceless (while lifting the wheel of a chariot)
 - Advised Bhima to break the thigh of Duryodhan
 - Prevented Balram from taking part in the war. (1 × 10 = 10 marks)

4. (a) Principles of Jainism

- (i) Ahimsa - non- violence
- (ii) Satya - truthfulness
- (iii) Aparigraha - non-acquisition
- (iv) Asteya - non - stealing
- (v) Sheel - chastity
- (vi) Anekantwad - religious tolerance

(1 × 4 = 4 marks)

(b) Ways in which the Sikh practise of Wand Shakana (Sharing with others) would help those living with HIV/AIDS in Kenya.

- Donation of food to the AIDS orphans.
- Donation of medicine to those who are infected.
- Paying visits to those infected.
- Giving moral support to the infected and affected.
- Giving psychological support to the infected.
- Offering guidance and counselling to the affected and infected.
- Educate the victims on how to live positively with the disease
- Offering shelter to the AIDS orphans.
- Open homes for HIV/AIDS orphans.
- Making contributions to hospices.
- Give home based care to AIDS victims.
- Give money to the AIDS victims - affected and infected.

(1 × 8 = 8 marks)

(c) Lessons on Ahimsa that can be learnt from the incident when Siddhartha saved a Bird.

- One should not harm or injure any living beings/ animals
- One should show compassion to the wounded and sick animals.
- One should treat wounded or sick animals.
- One should provide a home/shelter to the animals.
- One should take care of animals.
- One should protect the animals.
- Animals should not be kept in captivity.
- Animals should be allowed to live in their natural environment.

(2 × 4 = 8 marks)

5. (a) Teachings of Poorva Mimansa Darshan

- Accepts the authority of Veda.
- Advocates performance of rites and rituals.
- Performance of rites and rituals leads one to heaven and grants all desires.
- Preaches that world is real.
- Preaches that heaven is eternal.
- Asserts that a performer of Karmakand attains happiness.
- Advocates prayashchit for any bad adharmic deeds. (1 × 4 = 4 marks)

(b) Importance of Prayers in the lives of Hindus

- Help one to become one with Parmatma.
- Give guidance and help.
- Purify mind and get rid of evil thoughts.
- Lead one to find one's self.
- Help to get Parmatma's grace.
- Work as a healing force for any unhappiness.
- Make one aware of others' needs and how to respond to them.
- Give strength to acknowledge one's faults.
- Give courage to follow path of righteousness.
- Develop soul force/overpower weaknesses.
- Lead to self realisation through meditation.

- Allow one to praise Parmatma for his qualities.
- Help in communication with Parmatma.
- Promote universal/personal peace.
- Help to become one with universe.

(1 × 10 = 10 marks)

(c) How the practice of Akrodh (non - anger) enriches a person's life

- Giving rise to constructive thoughts.
- Giving one power to discriminate between good and evil.
- Enhancing energy and good qualities.
- Improving a person physically and mentally.
- Making one rationale.
- Giving peace, calmness and coolness.
- Helping to improve concentration.
- Allowing one to make proper decisions.

(1 × 6 = 6 marks)

6. (a) The eight limbs of Ashtanga Yoga of Pitanjali

- | | | |
|--------------|---|--|
| ▪ Yama | - | Universal commandments |
| ▪ Niyama | - | Disciplines for self purification |
| ▪ Asana | - | Physical postures |
| ▪ Pranayama | - | Rhythmic control of breath |
| ▪ Pratyahara | - | Withdrawal of mind from exterior objects |
| ▪ Dharna | - | Concentration |
| ▪ Dhyana | - | Meditation/Contemplation |
| ▪ Samadhi | - | State of superior consciousness/detachment |

(1 × 8 = 8 marks)

(b) The ways in which practice of Ashtanga Yoga leads a devotee to Moksha.

- Teaches self control and discipline.
- Enhances mental and physical purification.
- Promotes healthy mind in a healthy body.
- Helps in improving mental concentration.
- Assists in withdrawal of senses/detachment.
- Helps to steady and fix the mind to enter higher stage.
- Leads one to go deeper in quest for self.
- Helps soul to merge with Parmatma - the knower, the knowledge and the known become one.

(2 × 6 = 12 marks)

24.11.2

Hindu Religious Education Paper 2 (315/2)

1. (a) Ways in which Jains Practice Ahimsa. Jains:
- Do not inconvenience any fellow beings.
 - Do not drink or eat after dark – so as not to swallow small insects.
 - Do not kill any bugs – even the ones that may irritate.
 - Do not kill animals for their meat.
 - Do not eat crops that grow underground as digging may kill worms.
 - Follow strict vegetarian diet.
 - Carry a broom to sweep their path so as not to kill any insects while walking.
 - Put a ‘muhapati’ on their mouth to filter air of any microisms from entering the mouth.
 - Strain their drinks.
 - Avoid injury to all living beings.
 - Avoid offending fellow human beings through speech. (5 × 1 = 5 marks)
- (b) The symbol of Lotus stands for:
- detachment
 - ability to withstand all diversities
 - steadfastness
 - seat of intellect – Saraswati
 - inner and outer beauty
 - feet of Lord Vishnu. (5 × 1 = 5 marks)
- (c) The procedure of worshipping the presiding deity in a Hindu Mandir
- The deity is awakened every morning by the tolling of bells.
 - Deity is bathed with special prayer /mantras.
 - Clothing is offered.
 - Deity is anointed with kumkum, chandan, rice.
 - Flowers and garlands are offered.
 - Incense is burnt.
 - Diva is lighted
 - Aarti is performed.
 - Chanting of Jaap is done.
 - Hymns and bhajans are sung.
 - Prasad is offered and then distributed to devotees.
 - Meditation is observed.
 - Deities are screened off in the afternoon for rest.
 - Deities are screened off at night for rest and sleep. (10 × 1 = 10 marks)
2. (a) The three types of Karma according to Law of Karma
- (i) Akarma : action without feeling of doership
action without expectation of reward.
 - (ii) Vikarma: actions prohibited by Dharma.
 - (iii) Anasakta/Nishkam: actions without desire/attachment (3 × 1 = 3 marks)
- (b) Characteristics of a person dominated by each Triguna
- | Triguna | Characteristics |
|----------------|---|
| (i) Sattvic | pure, peaceful, knowledgeable, innocent, clear thinking, creative, discriminative, dynamic, and detached. |
| (ii) Rajasic | passionate, attached to desires, lustful, royal, restless, greedy, ready to fulfil desires, very |

- (iii) Tamasic active.
Ignorant, delusioned, indolent, lazy,
inconsistent, cruel, inactive, passive,
unenlightened, no discriminatory powers
to distinguish good from bad.
(3 × 3 = 9 marks)

- (c) Law of Karma as explained in the Gita
- Law of Karma operates in the moral world.
 - Man should always be active and do his work.
 - Karma should be done without any expectation of reward.
 - Work with an even mind.
 - Work efficiently.
 - Work skilfully.
 - Both good or bad deeds bring results.
 - Karma determines one's present and future happiness.
 - Be dedicated and committed.
 - Law of Karma is law of action and reaction.
 - Law of Karma is law of cause and effect.
 - Re-incarnation gives individuals opportunities to work out their Karma.
 - Present life is a result of past deed.
 - Future life will be designed by our present deeds,
 - Prarabdha and Sanchit Karma affect the future and present life of a person.
(8 × 1 = 8 marks)
3. (a) The three categories of Utsav that Hindus in Kenya celebrate.
- Religious
 - Social
 - National
(3 × 1 = 3 marks)
- (b) Ways in which the Hindus in Kenya, celebrate Jamhuri Utsav. Hindus
- Hold national activities – sports, cultural programmes.
 - Hold prayers – individual and communal.
 - Hold religious discourses/akhand paath, dhun.
 - Attend national parade.
 - Perform dances.
 - Sing songs
 - Rejoice at the freedom gained by Kenya.
 - Give alms, and stage charitable activities.
 - Indulge in leisure activities e.g. picnic, go to movies, hold garden parties.
(10 × 1 = 10 marks)
- (c) Virtues developed by Jamhuri celebrations.
- patriotism/loyalty.
 - unity
 - forgiveness
 - religious tolerance
 - generosity
 - gratitude to freedom fighters.
 - respect to ancestors.
 - determination to work for Kenya's progress
 - brotherhood.
 - joy/happiness/gladness.
(7 × 1 = 7 marks)
4. (a) Symbols found on the Murti of Lord Shiva
- rudraksha mala
 - crescent moon.
 - tiger hyde
 - ash

- snakes
- water/R. Ganga.
- drum/ damaru
- trishul/trident

(5 × 1 = 5 marks)

(b) Reasons why Hindus go on pilgrimage

- To visit places of religious significance/shrines.
- Follow path of enlightened souls.
- Re-vitalise one's own spirituality.
- Break the monotony of routine life.
- Get rid of worries and frustrations.
- Do penance
- Bathe in holy rivers
- Reinforce ones religious /spiritual, physical condition.
- Do darshan of one's Ishata Devta.
- Get close to and appreciate Parmatma's creation.
- Die on banks of River Ganges in order to attain Moksha.
- Strengthen the bond between God and Self.
- Fulfil vows.
- Ask for blessings, prosperity, and good fortune.
- Perform Sanskar – Mundan, Upanayan, Antyeshthi;
- Join masses e.g. Mela to get vibrations/ecstasy.
- (xvii) Listen to discourses from learned persons. *(10 × 1 = 10 marks)*

(c) Rituals observed during pilgrimage

- wake up before sunrise.
- perform daily bath.
- observe strict discipline throughout the pilgrimage.
- perform penance, fasting.
- recite prayers, mantras for meditation.
- perform individual or collective prayers.
- read scriptures.
- perform darshan of presiding deity. *(5 × 1 = 5 marks)*

5. (a) Contribution made by Chaitanya Mahapraphu in spread of Bhakti Cult during the Medieval period.

- He allowed everyone to join in the worship/opened worship to all castes, creeds and races.
- He preached devotion to Hari, Rama and Krishna.
- He preached that devotion is the only way to God.
- He made it easy for people to perform worship since there were no elaborate rites and rituals prescribed.
- He introduced dancing while singing during worship and this attracted people.
- He taught equality, tolerance and consideration for all.
- He sent out people to spread his teachings.
- He compared the relationship between Krishna and a devotee to that between Krishna and Radha. *(5 × 2 = 10 marks)*

(b) How the Hare Krishna movement has influenced the Kenyan Society.

- Kenyans, irrespective of race, colour, sex, tribe and religion have joined the movement.
- Chanting of "Hare Rama" in groups is a common sight in the cities of Kenya.
- All can come and see the cultural, religious programmes, drama and also participate in them.
- Kenyans have benefited from charitable activities – feeding programmes

- for the poor, medical camps and dispensaries.
- The devotees with their distinctive features – shaven heads, mala, pouch tilak can be spotted from the rest.
- Preachings and teachings are carried out in ISKCON temples built by the Movement for all. *(5 × 2 = 10 marks)*

6. (a) Main features of a Hindu Temple and their functions.

Feature	Function
(i) Garbha Griha	reigning deities are kept here
(ii) Shikhar	marks the Garbha Griha
(iii) Kalaash & flag	identifies the location of temple with these symbols.
(iv) Antarala	passage form Mandap to Garbhagraha for devotees to pay obeisance
(v) Pradakshina path	for circum-ambulation while chanting prayers
(vi) Mandap	assembly hall, devotees gather for discourses, worship, sanskar, yajna, festivals.

(5 × 2 = 10 marks)

(b) Role of Musical instruments in the singing of Bhajan and Kirtan

- Bring rhythm in the singing.
- Draw and sustain the attention of devotees.
- Help in concentration.
- Give rest to singers.
- Liven up the surrounding/singing becomes alive.
- Add melody to bhajan/kirtan songs.
- Energize the atmosphere.
- Enrich spiritually/enrich worship.
- Help singers to keep in tune/rhythm.
- Create harmony in singing.

(5 × 2 = 10 marks)