



13.0 HINDU RELIGIOUS EDUCATION (315)

In the year 2007 KCSE examination, Hindu Religious Education (HRE) was tested in two papers. *Paper 1 (315/1)* 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. Paper 2 (315/2)* also consisted of six essay questions of which candidates were required to answer five. Paper 2 (315/2) tested the content areas of *Rites and Rituals, Utsav, Law of Karma, Places Pilgrimage, Historical Development and Hindu Heritage.*

Both papers 1 (315/1) and 2 (315/2) were marked out of maximum of 100 marks each and the time allocation for each of the papers was 2 hours and 30 minutes (2½hr). 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 the HRE secondary education syllabus, understanding of the meaning and interpretation of each of the topics, ability of candidates to express themselves on the basis of evidence, arguments, appreciation and evaluation of materials studied in each topic, ability to analyze and synthesize materials studied in each topic and ability to respond and apply the religious, moral and social issues raised in each topic.

The questions were also meant to give candidates across the various ranges of abilities the opportunity to show what they knew, understood, and could do.

13.1 GENERAL CANDIDATES' PERFORMANCE

Table 16 below shows the performance in HRE (315) in the last four years.

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

Year	Paper	Candidates	Maximum	Mean Score	Standard Deviation
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
2007	1		100	45.29	17.36
	2		100	51.57	19.26
	Overall	07	200	96.86	35.00

The following observations can be made from the table above:

13.1.1 There was a considerable drop in the candidates' general performance in the year 2007 as compared to the year 2006.

13.1.2 The candidature dropped from 13 candidates in the year 2006 to only 07 in the year 2007.

This report analyses the candidates' general performance in the year 2007 KCSE HRE examination papers paying special attention to the questions where the candidates' 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 2007 KCSE HRE Paper 1 (315/1) examination were Questions 2 (a), 4 (c) and 6 (b).

Question 2 (a)

Describe the role of Lord Vishnu in *Vaman Avatar*.

The question was set on the avatars (incarnations) of Lord Vishnu (Form 3 syllabus under Manifestations of Paramatma). The question expected that the candidates knew what Lord Vishnu did in each of the nine avatars (the tenth is expected in future). The question required the candidates to describe Lord Vishnu's role in Vaman Avatar. This is the fifth avatar when Lord Vishnu appeared as a dwarf.

Weaknesses

Candidates were not able to identify the particular avatar given in the question. Individual candidates chose to describe Lord Vishnu's role in any avatar of their choice rather than the one given in the question. Some candidates even attempted to describe the events of the ten avatars.

Expected Responses

- Vaman was born in answer to the prayer of Aditi and Sage Kashyap for deliverance of the Devas, heaven and earth from the oppression of King Bali.
- Vaman went to King Bali's yajna dressed as a Brahmin and was welcomed by the king.
- King Bali asked Vaman to name his daskshina.
- Vaman asked for 3 strides of land which Bali granted.
- As soon as the dakshina was granted, Vaman changed from a dwarf into a gigantic form.
- In the first stride, Vaman covered the heavens.
- In the second stride, he covered the earth.
- In the third stride, he put his foot on Bali's head and pushed him to the netherland/underworld/Patal.
- Vaman made Bali the ruler of Patal.
- The third step symbolized the removal of Bali's ego.

Question 4 (c)

Identify the qualities of Bhishma in the Mahabharata Epic and give examples of how he demonstrated them.

This question was on the scriptures. The question expected the candidates to be familiar with the character and activities of Bhishma, the commander-in-chief of the Kauravas during the battle of Kurukshetra.

Weaknesses

Candidates gave the qualities of Bhishma but did not give examples of how he demonstrated those qualities.

Expected Responses

- *Selflessness/generosity* : he sacrificed his own happiness for the sake of his father's happiness by remaining a bachelor all his life.
- *Wisdom*: gave discourses to Arjun and his brothers on the duties of a ruler, duties of subjects to the state, warfare, judiciary and civil duties.
- *Patriotism*: sided with Kauravas who were the rulers even when they were wrong.
- *Loyalty* : remained loyal to the rulers and respected authority.
- *Moral strength*: resisted Ambika's advances for marriage.
- *Steadfastness*: kept his vow not to marry as promised to his step mother's father (fisherman).
- *Respect* : respected all women; did not raise any weapon against them (Shikandi).
- *Forbearance*: he stayed on a bed of arrows for six months to work out his Karmas and shed off his tainted blood.

Question 6 (b)

Describe the role of *Prarthana* in attaining *Moksha*.

The question was on Yoga. The question required the candidates to describe the role of *Prarthana* in attaining *Moksha*.

Weaknesses

The candidates' responses showed that they could not relate/connect *Prarthana* with the attainment of *Moksha*. They simply gave a definition of *Prarthana*.

Expected Responses

- Brings a person closer to Partmatma.
- Activates purity, piety and compassion.
- Activates universal love.
- Reduces vices.
- Increases virtues.
- Develops faith in God
- Gives inner strength to face challenges
- Brings spiritual upliftment
- Brings inner peace and bliss.

13.3 PAPER 2 (315/2)

The questions in which candidates' performance was relatively poor in the year 2007 KCSE HRE Paper 2 (315/2) examination were Questions 1 (c), 5 (a) and (b).

Question 1 (c)

Name the components of a Jain Swastika and explain what each symbolises.

The question was set on the Jain Swastika. The question expected the candidates to state the components of the Jain Swastika and then explain what each symbolizes.

Weaknesses

Whereas the candidates stated the four components of the Jain Swastika, they failed to point out what each of those components symbolizes/represents.

Expected Responses

- **Lines:** 4 directions, 4 Purushatha (Dharma, Artha, Kaam and Moksha).
- **4 sides turning inwards** : go within in contemplation/self analysis.
- **Three dots:** Triratna - right knowledge, right faith, right conduct.
- **The crescent:** Place where the enlightened souls experience a state of permanent bliss/siddha sthan.
- **The dot in the crescent** :Siddha, enlightened soul

Question 5

- a. Give reasons why *Bhakti* cult became popular during the medieval period (1000 AD to 1750 AD).
- b. Identify the factors that helped in the spread of Buddhism during the rule of King Ashok.

Question 5 (comprising of part a and b) was the most unpopular question in this paper. The question was on historical development of Hinduism.

Weaknesses

Candidates did not have enough facts to answer the question. One is left wondering whether the topic, *Historic Development* was not neglected during teaching. Teachers are advised to adequately cover all the topics of the syllabus during teaching.

Expected Responses

- (a)
- Bhakti or devotion to a personal God appealed to the masses.
 - It prescribed an easy way to attaining Moksha.
 - It encouraged building of temples for various deities – made easy for Bhaktas to visit temples.
 - Bhaktas like Meerabai, Narshi, Mehta Tukaram, Soordas composed devotional songs – Bhajans which appealed to the devotees and helped to popularize Bhakti.
 - These songs were sung in temples as well as in open air gatherings/Satsang and individually.
 - All classes of people joined in Bhakti cult.
 - The Sikh Adi Granth also advocated Bhakti as a major way to salvation.
 - Rites and rituals helped devotees to establish a personal relationship with Paramatma.
 - Devotees worshipped Paramatma in any form desired.
 - The Puran stories depicted Rama and Krishna in human form which appealed to the masses.
 - In Bhakti, devotees worked out their emotions which helped in mental purification.
 - Devotees could have visions of Paramatma in several forms.
 - Miracles strengthened the belief and trust in Paramatma.
 - Paramatma was perceived as personal.

(b)

- King Ashok advocated non-violence for the followers of Buddhism.
- Accepted equality of all people and this made Buddhism attractive to the masses.
- Rejected rites and rituals, which were Brahmins prerogative.
- Advocated the middle path
- Gave royal assent and patronage to Buddhism.
- Gave financial assistance.
- Prepared and sponsored missionaries to spread Buddhism far and wide.
- Encouraged reading of Buddhist scriptures.
- Erected shrines, stupas for Buddha.
- Encouraged pilgrimage to these places.
- Built Vihar halls for monks to live, preach and teach in.
- Encouraged Indian art.
- Transformed Buddhism into a universal religion – spread to Ceylon, Japan, Nepal and Tibet.
- Sponsored council at Patliputra to spread Buddhist teachings.

23.11 HINDU RELIGIOUS EDUCATION (315)

23.11.1 Hindu Religious Education (315/1)

315/1
HINDU RELIGIOUS EDUCATION
Paper 1
Oct./Nov. 2007
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.

This paper consists of 2 printed pages

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

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Turn over

- 1 (a) State the attributes of *Nirgun Nirakar* Paramatma. (4 marks)
- (b) Explain the significance of performing *Puja* in a Hindu temple. (8 marks)
- (c) Describe the role of Goddess Ambaji. (8 marks)
- 2 (a) Describe the role of Lord Vishnu in *Vaman Avatar*. (8 marks)
- (b) State the teachings of Lord Mahavir on *Ahimsa*. (4 marks)
- (c) Identify the contributions made by Ramanujacharya to Hindu religion. (8 marks)
- 3 (a) Apart from *Pranayama*, state the other four components of *Panch Kosh* of *Sharir*. (4 marks)
- (b) Explain the benefits of *Pranayama*. (9 marks)
- (c) In what ways do Hindus practise *Jnana Yoga*? (7 marks)
- 4 (a) Describe the role of Kalpasutra in Jainism. (7 marks)
- (b) State ways in which Sikhs show respect to Guru Granth Sahib. (7 marks)
- (c) Identify the qualities of Bhishma in the Mahabharata Epic and give examples of how he demonstrated them. (6 marks)
- 5 (a) State the ten principles of Manusmriti in *Sanatan Panth*. (10 marks)
- (b) What are the duties to the community of a person in the *Vanprastha Ashram*? (10 marks)
- 6 (a) Name the four *Darshans* (schools of philosophy). (4 marks)
- (b) Describe the role of *Prarthana* in attaining *Moksha*. (8 marks)
- (c) Explain four ways in which the application of the principle of *Asteya* can help prevent corruption in society. (8 marks)

23.11.2 Hindu Religious Education (315/2)

315/2

HINDU RELIGIOUS EDUCATION

Paper 2

Oct./Nov. 2007

2½ hours

THE KENYA NATIONAL EXAMINATIONS COUNCIL

Kenya Certificate of Secondary Education

HINDU RELIGIOUS EDUCATION

Paper 2

2½ hours

Answer any five questions in the answer booklet provided.

This paper consists of 2 printed pages

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

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Turn over

1.
 - a. State the four main Hindu *Sanskar*. (4 marks)
 - b. Describe the rituals a Hindu performs when paying respect to a *Murti* in a temple. (6 marks)
 - c. Name the components of a Jain Swastika and explain what each symbolises. (10 marks)
2.
 - a. List the five Sikh *Utsav*. (5 marks)
 - b. What is the importance of Social *Utsav*? (10 marks)
 - c. How do Jains observe the *Utsav* of *Paryushan*? (5 marks)
3.
 - a. Name the four elements of *Purushartha*. (4 marks)
 - b. Describe ways of correcting the effects of accumulated *Karma*. (8 marks)
 - c. Suggest eight actions which can be done in *Nirahankar* (egoless) state of mind. (8 marks)
4.
 - a. Give reasons why Hindus go on pilgrimage to Kashi. (10 marks)
 - b. State the rituals performed by a devotee during a *Tirthayatra*. (10 marks)
5.
 - a. Give reasons why *Bhakti* cult became popular during the medieval period (1000 AD to 1750 AD). (10 marks)
 - b. Identify the factors that helped in the spread of Buddhism during the rule of King Ashok. (10 marks)
6.
 - a. Name the five types of Hindu dances. (5 marks)
 - b. State any six factors that Hindus consider when choosing a site for building a temple. (6 marks)
 - c. Identify the contributions made by Hindus to the development of education in Kenya. (9 marks)

24.11 HINDU RELIGIOUS EDUCATION

24.11.1 Hindu Religious Education Paper 1(315/1)



MANYAM FRANCHISE
Discover! Learn! Apply

1. (a)
- Infinite/limitless.
 - Timeless.
 - Self-existing.
 - Formless: has no form.
- (4 x 1 = 4 marks)**
- (b)
- It is a form of worship.
 - It is a way of communicating with Paramatma.
 - It is a way of showing total devotion to Paramatma.
 - Devotees feel the presence/closeness of Paramatma.
 - It is a way of praising Paramatma.
 - It is a way of thanksgiving to Paramatma.
 - It is a way of expressing love and faith in Paramatma.
 - It brings the devotees together/unity in worship.
- (8 x 1 = 8 marks)**
- (c)
- Ambaji is a consort of Lord Shiva.
 - She protects the righteous.
 - She destroys evil.
 - She kills demons.
 - She removes vices, for example: anger, jealousy.
 - She gives inner strength/power to devotees to overcome vices.
 - She gives motherly love.
 - She inspires women/females to face challenges of life with courage.
- (8 x 1 = 8 marks)**
3. (a)
- Vaman was born in answer to the prayer of Aditi and Sage Kashyap to deliver the Devas, heaven and earth from the oppression of King Bali.
 - Vaman went to King Bali's yajna dressed as a Brahmin and was welcomed by Bali.
 - King Bali asked Vaman to name his dakshina.
 - Vaman asked for 3 strides of land which Bali granted.
 - As soon as the dakshina was granted, Vaman changed from a dwarf into a gigantic form.
 - In the first stride, Vaman covered the heavens.
 - In the second stride, he covered the earth.
 - In the third stride, he put his foot on Bali's head and pushed Bali to the netherland/underworld/Patal.
 - Vaman made Bali the ruler of the Patal.
 - The third step symbolised the removal of ego of Bali.
- (8 x 1 = 8 marks)**
- (b)
- Ahimsa is non-violence/not hurting all living beings, big or small.
 - We should not hurt anyone by our speech or by uttering harsh/abusive words or gossip.
 - Not to hurt through thoughts – not even think of harming others.
 - Not to hurt through actions – not causing actual physical harm or killing any animals.
 - Not to hurt through sight – not to show hatred/not to show envy/jealousy.
 - Non-retaliation/not to take revenge.
- (4 x 1 = 4 marks)**
- (c)
- Ramanujacharya propagated Bhakti Marga.
 - He advocated performance of puja, jaap, visiting temples, singing of bhajans.
 - Did not accept caste system/preached against caste system.
 - Led people in chanting of Mantra.

3. (a)
 - Advocated Advait philosophy. Paramatma is only One. He is indivisible. Atma merges in Paramatma.
 - Wrote commentaries on Brahma Sutra.
 - Wrote Vedantasara, Vedant Sangraha, Vedant Deep.
 - He established the Vaishnav sect/Sri Sampradaya.
 - Travelled all over India to spread Bhakti Yoga. **(8 x 1 = 8 marks)**
- (a)
 - Annamaya.
 - Manomaya.
 - Vijnanamaya.
 - Anandmaya. **(4 x 1 = 4 marks)**
- (b)
 - Pranayama is one of the limbs of Ashtanga Yoga of Pitanjali.
 - Helps to regulate breathing.
 - It detoxifies the body.
 - Improves blood circulation.
 - Provides oxygen to every part of the body.
 - Helps purify the blood.
 - Relaxes body and mind.
 - Helps in concentration during meditation.
 - Helps to maintain good health.
 - Instils peace of mind. **(9 x 1 = 9 marks)**
- (c)
 - Reading of scriptures.
 - Contemplating on scriptures.
 - Absorbing the teachings from scriptures.
 - Listening to discourses by scholars.
 - Sharing of knowledge.
 - Holding discussions.
 - Training teachers to spread knowledge of scriptures. **(7 x 1 = 7 marks)**
4. (a)
 - Kalpasutra contains stories of the 24 Tirthankars.
 - It is a source of spiritual knowledge.
 - Contains the principles of Jainism.
 - Advocates way of life for lay people, monks and nuns, Shravak and Sadhu.
 - Gives extreme mental and physical discipline for spiritual development.
 - Acknowledges existence of enlightened beings.
 - Shows way to achieve Keval Jnana/Nirvana.
 - Special reverence is shown to it during Paryushan. **(7 x 1 = 7 marks)**
- (b)
 - Guru Granth Sahib is treated as a living Guru.
 - It is treated with royalty.
 - It is woken up every morning.
 - It is laid on a special platform with a canopy over it.
 - A chamar is waved by a person/ a fan is kept near it to ward off insects.
 - Granth presides over all Sikh ceremonies-birth, marriage, initiation, death, Dastar Bandhan.
 - It is covered with rumala (silken cloth).
 - All devotees bow to Granth.
 - Some Sikhs perform pradakshina by going round it.
 - It is offered karah prasad (food).
 - It is taken to a room for rest at night. **(7 x 1 = 7 marks)**
- (c)
 - **Selflessness/generosity:** He sacrificed his own happiness for the sake of his father's happiness by remaining a bachelor all his life.

- **Wisdom:** Gave discourses to Arjun and his brothers on the duties of a ruler, duties of subjects to the state, warfare, judiciary and civil duties.
- **Patriotism:** Sided with Kauravas who were the rulers even when they were wrong.
- **Loyalty:** Remained loyal to the rulers and respected their authority.
- **Moral strength:** Resisted Ambika's advances for marriage.
- **Steadfastness:** Kept his vow of not to marry as promised to his step mother's father (fisherman).
- **Respect:** Respected all women; did not raise any weapon against them (Shikandi).
- **Forbearance:** He stayed on a bed of arrows for six months to work out his Karmas and shed off his tainted blood. (6 x 1 = 6 marks)

5. (a)

- **Dhruti:** capacity to sustain.
- **Kshama:** forgiveness.
- **Dama:** self-control.
- **Asteya:** non-stealing.
- **Saucham:** purity in thought and action.
- **Indriya Nigraha:** control of sense organs.
- **Dhee:** wisdom.
- **Vidya:** spiritual knowledge.
- **Satya:** truthfulness.
- **Akrodha:** absence of anger. (10 x 1 = 10 marks)

(b)

- He guides people/gives guidance and counselling.
- Studies and teaches scriptures.
- Organises religious activities.
- Serves community by doing charity work.
- Shows importance of simplicity in life.
- Acquires and shares knowledge from and with visiting persons.
- Explains the meaning and importance of rites/rituals and religious symbols.
- Keeps tradition /cultural knowledge alive.
- Practises/preaches importance of yoga/meditation.
- Serves as a link between the past, present and future generations. (10 x 1 = 10 marks)

6. (a)

- Nyaya.
- Vaisheshika.
- Sankhya.
- Purva Mimansa. (4 x 1 = 4 marks)

(b)

- Brings a person closer to Parmatma.
- Activates purity, piety, compassion.
- Activates universal love.
- Reduces vices.
- Increases virtues.
- Develops faith in God.
- Gives inner strength to face challenges.
- Brings spiritual upliftment.
- Brings inner peace and bliss. (8 x 1 = 8 marks)

(c)

- Non-stealing/appeals to people not to steal and not to be dishonest in their dealings.
- Not using anything which belongs to others.
- Not coveting others' things/possessions/wealth/property.
- Practise simplicity in life – not to accumulate wealth.
- Condemn corruption and other vices in the society.
- Pay rates and taxes.

- Do civil duties faithfully.
- Be content and satisfied with what you have.
- Be authentic/genuine – not to steal ideas.
- Not to take credit for what you have not done.
- Obedience to laws of land/be law-abiding citizens.
- Accept punishment for misdeeds/disobeying the law. (4 x 2 = 8 marks)

24.11.2Hindu Religious Education Paper 2(315/2)

1. (a)
- NaamKaran/Naming ceremony.
 - Upanayan.
 - Vivah/Anand Karaj/Mariage.
 - Antyeshthi/Death ceremony. (4 x 1 = 4 marks)
- (b)
- Bowing to the murti.
 - Bathing the murti.
 - Offering clothes to murti.
 - Offering water – sprinkling water.
 - Offering milk.
 - Offering Prasad.
 - Placing garland.
 - Performing Aarti (6 x 1 = 6 marks)
- (c)
- **4 lines:** 4 directions, 4 Purusharha (Dharma, Artha, Kaam, Moksha)
 - **4 sides turning inwards:** go within contemplation /self analysis
 - **Three dots:** Tiratna – right knowledge, right faith, right conduct.
 - **The crescent:** Place where the enlightened souls experience a state of permanent bliss/siddha sthan.
 - **The dot in the crescent:** Siddha, enlightened soul. (5 x 2 = 10 marks)
2. (a)
- Guru Nanak Jayanti.
 - Baisakhi.
 - Guru Purab.
 - Deepavali.
 - Holi. (5 x 1 = 5 marks)
- (b)
- To express gratitude to Paramatma.
 - To mark the beginning of the new year.
 - To break the monotony of life.
 - To bring joy and happiness to self as well as others.
 - To promote unity in worship.
 - To establish a new relationship and strengthen the old ones.
 - To mark significant social and historical events.
 - To contribute to charity.
 - To share one's fortune with the less fortunate.
 - To exhibit one's skills and talents.
 - Brings cross section of society together in fanfare of mela.
 - To be entertained in fun and dancing.
 - To eat good food, wear new clothes, feast and display fireworks.
 - To get rejuvenated.
 - To remove stress/relax. (10 x 1 = 10 marks)
- (c)
- By fasting/no food/little water for eight days.
 - By reading Kalpasutra daily for eight days.
 - By doing samaik for eight days.

3. (a)
- Celebrate Mahvir Jayanti on the fifth day.
 - Abstain from creature comforts.
 - Performing Pratikraman daily
 - Performing communal pratikraman on the 8th day.
 - Asking for forgiveness by saying '*Michhani Dakhdan*'. (5 x 1 = 5 marks)
- (a)
- Dharma.
 - Artha.
 - Kama.
 - Moksha. (4 x 1 = 4 marks)
- (b)
- Praying/ worshipping asking Paramatma for grace.
 - Keeping cool so as not to offend others through thoughts, words and deeds/ forgiving others.
 - Kindness, love, compassion for animals and inanimate/practising non-violence.
 - Doing selfless work/being egoless.
 - Meditating to bring good and remove evil.
 - Doing self examination and not finding fault with others.
 - Being tolerant towards the wrongs done to us.
 - Practising Akrodh – non anger.
 - Practising Asteya – non stealing.
 - Remaining calm – same in bad and good times. (equanimity).
 - Acting/behaving with wisdom.
 - Discarding evil.
 - Practising simplicity
 - Being God Focused.
 - Not collecting Karmas – by working without expecting rewards.
 - Accepting destiny without complaining.
 - Not judging others. (8 x 1 = 8 marks)
- 3 (c)
- Helping the poor and needy, sick and disabled.
 - Making contributions for the victims of drought, famine and natural catastrophes.
 - Contributions to Harambee.
 - Donations in the temple.
 - Building shelters for the homeless.
 - Providing medicine for the sick.
 - Giving professional service without charging, for example: teachers, lawyer, doctors e.t.c.
 - Creating and providing employment.
 - Giving community service.
 - Caring for and preserving the environment. (8 x 1 = 8 marks)
4. (a)
- It is situated on the Holy River Ganges.
 - It is the oldest place of learning – has universities of Hindu Religious teachings.
 - People go to pay homage, honour and worship Lord Shiva.
 - A bath in River Ganges at Kashi washes away one's sins.
 - Ashes immersed in the river will release a soul from the cycle of birth and death.
 - Prayers offered here are more meritorious.
 - To visit the main Sanskrit University situated there.
 - Anyone who dies at Kashi gets salvation.
 - Hindu festivals are celebrated traditionally.
 - Hindus visit the place after fulfilment of vows.
 - To witness cremation ghats.
 - To witness the spectacular Aarti performed to invoke the presence of Paramatma and float the deepaks on the river to get merit. (10 x 1 = 10 marks)

(b)

- Travel on foot if possible.
- Fast or take only one meal a day.
- Take a vow not to eat one's favourite food.
- Concentrating on the name of Parmatma.
- Taking a bath in the river.
- Climbing a mountain.
- Trekking in the forest.
- Performing darshan of the presiding deity of the temple.
- Perform all of puja.
- Offering prayer for departed souls.
- Shaving hair by men and women.
- Making donations.

(10 x 1 = 10 marks)

5

(a)

- Bhakti or devotion to a personal God appealed to the masses.
- It prescribed an easy way of attaining Moksha.
- It encouraged building of temples for various deities – made easy for Bhaktas to visit.
- Bhaktas like Merabi, Narshi Tukaram, Sorrdas composed devotional songs – Bhajans which appealed and popularized Bhakti.
- These songs were sung in temples as well as in open air gatherings/Satsang and individually.
- All classes of people joined in Bhakti cult.
- The Sikh Adhi Granth also advocated Bhakti as a major way to salvation.
- Rites and rituals helped devotees to establish a personal relationship with Paramantha.
- Devotees worshiped Paramatma in any form desired.
- The Puran stories depicted Rama and Krishna in human form which appealed to the masses.
- In Bhakhti, devotees worked out their emotions which helped in mental purification.
- Devotees could have visions of Paramatma.
- Miracles strengthened the belief and trust in Paramatma.
- Paramatma was perceived as personal.

(10 x 1 = 10 marks)

(b)

- King Ashok advocated non-violence for the followers of Buddhism.
- Accepted equality of people which made Buddhism more attractive to masses.
- Rejected rites and rituals which was Brahmins main prerogative.
- Advocated the middle path.
- Gave royal assent and patronage to Buddhism.
- Gave financial assistance.
- Prepared and sponsored missionaries to spread Buddhism far and wide.
- Encouraged reading of Buddhist scriptures.
- Erected shrines, stupas for Buddha.
- Encouraged pilgrimage to these places.
- Built Vihar halls for monks to live and preach and teach.
- Encouraged Indian art.
- Transformed it to a universal religion – spread to Ceylon, Japan, Nepal, Tibet.
- Sponsored council at Patliputra to spread Buddhist teaching.

(10 x 1 = 10 marks)

6.

(a)

- Manipuri.
- Kathak.
- Bharat Natyam.
- Kathakali.
- Folk dances – Banghra, Rass, Garba.
- Kuchipudi.

(5 x 1 = 5 marks)

(b)

- In woods/wood/forests/groves.
- On mountain tops away from human settlement.
- In beautiful gardens – nearer to nature.
- On banks of rivers.
- On shores of lakes.
- Near the seashore.
- In the middle of man made-lakes.
- At the confluence of rivers.
- Places where some enlightened souls achieved moksha/ enlightenment.
- Indications of some murtis, symbols visualised at particular places.
- In mountain caves. **(6 x 1 = 6 marks)**

(c)

- Hindus have built schools and other educational institutions in Kenya.
- Hindu Business people and other professionals pay taxes which are used in running education.
- They have been involved in training of teachers, lecturers and other professionals.
- They have been involved in publication of educational books and other materials.
- Hindus have worked in education management and administration.
- Through their work of philanthropy they have contributed towards provision of bursaries, scholarships, giving loans and paying school fees.
- They have provided business and technical education.
- Contribute to school feeding programmes to encourage attendance and retention of pupils.
- Have made contributions to harambees for building schools.
- Hindus who have studied outside Kenya have come back to Kenya and worked in different professions including education.
- Have been involved in curriculum development, writing of educational materials and in the evaluation of the curriculum. **(9 x 1 = 9 marks)**