COMPETENCY BASED EDUCATION
KENYA CERTIFICATE OF BASIC EDUCATION
SENIOR SCHOOL CURRICULUM
GRADE 11

HINDU RELIGIOUS EDUCATION NOTES



COMPETENCE GROUP

COMPREHENSIVE TEACHING AND LEARNING NOTES

STRAND 1.0: MANIFESTATION OF PARAMATMA

SUB-STRAND: PARAMATMA THROUGH HIS CREATION



1.0 INTRODUCTION

Hindu Religious Education teaches learners about Paramatma, the Supreme Divine Reality, and His manifestation through creation. The natural world, human beings, animals, plants and the universe provide opportunities for learners to appreciate the presence, greatness and divine attributes of Paramatma.

In Sanatan Dharma, creation is not viewed merely as a collection of physical objects. It is understood as a manifestation of divine power, order and presence.

Learners are encouraged to understand Paramatma through observation of creation, spiritual reflection, meditation, worship, environmental conservation and service to humanity.

The concept encourages learners to develop spiritual awareness, compassion, respect for life and responsibility towards the environment.

3.0 MEANING OF KEY TERMS

1. Paramatma

Paramatma refers to the Supreme Soul or Supreme Divine Reality that is understood in Hindu philosophy as the ultimate source and foundation of existence. Paramatma is beyond ordinary human limitations and is present throughout creation.

2. Creation (Srishti)

Creation refers to the manifestation or coming into existence of the universe, living organisms, natural features and all forms of life through divine power.

3. Sanatan Dharma

Sanatan Dharma refers to the eternal way of life based on spiritual truth, righteousness, duty, moral conduct and the teachings of Hindu scriptures.

4. Sat

Sat means truth, reality or eternal existence. It refers to the unchanging reality that exists beyond temporary physical changes.

5. Chit

Chit means consciousness, awareness or divine knowledge. It represents the ability to know, understand and experience existence.

6. Anand

Anand means spiritual bliss, deep inner joy or divine happiness that is not dependent on material possessions.

7. OM (AUM)

OM is a sacred sound and spiritual symbol in Hindu traditions. It represents ultimate reality and is used in prayer, meditation and religious recitation.

8. Dhyana

Dhyana refers to meditation or sustained concentration of the mind on a spiritual object, idea or divine reality.

9. Mantra

A mantra is a sacred word, sound or phrase repeated during prayer, worship or meditation to support spiritual concentration.

10. Satsang

Satsang refers to a spiritual gathering where people come together to listen to religious teachings, discuss spiritual matters, sing devotional songs and strengthen their understanding of Dharma.

11. Bhajan

A bhajan is a devotional song expressing love, praise and dedication to the Divine.

12. Katha

Katha refers to the narration or explanation of religious stories, teachings and spiritual lessons, often drawn from Hindu scriptures.

4.0 UNDERSTANDING PARAMATMA THROUGH HIS CREATION

4.1 Meaning of Paramatma

Paramatma is a central concept in Hindu philosophy. It refers to the Supreme Divine Reality that is the ultimate source, support and foundation of existence.

Paramatma is understood as:

1. The Supreme Soul.
2. The source of all creation.
3. The sustaining power behind the universe.
4. The ultimate spiritual reality.
5. The source of divine knowledge and consciousness.

6. The foundation of truth and righteousness.
7. The eternal reality beyond temporary material existence.

Different Hindu philosophical traditions explain the relationship between Paramatma, Brahman, Ishvara and the individual soul (Atman) in different ways.

For example:

- Advaita Vedanta emphasises the ultimate unity of Atman and Brahman.
- Dvaita Vedanta teaches a distinction between the individual soul and the Supreme Being.
- Vishishtadvaita teaches unity with real distinctions between the Divine, souls and the universe.

These interpretations help learners appreciate the richness of Hindu philosophical thought.

4.2 Manifestation of Paramatma Through Creation

Hindu teachings encourage people to appreciate creation as an expression of divine power.

The universe contains many features that demonstrate the complexity, beauty and interconnectedness of existence.

Examples include:

1. The sun

- Provides light and warmth.
- Supports photosynthesis in plants.
- Helps regulate natural cycles.
- Makes life on Earth possible.
- Reminds people of the importance of light and knowledge.

2. Water

- Supports the existence of living organisms.
- Provides drinking water.
- Supports agriculture and food production.
- Maintains ecosystems.
- Encourages people to practise cleanliness and responsible water use.

3. Plants and trees

- Produce oxygen.
- Provide food and medicine.
- Offer shade and shelter.
- Prevent soil erosion.
- Provide habitats for animals and birds.

4. Animals

- Contribute to ecological balance.
- Support food chains.
- Assist in pollination and seed dispersal.
- Provide companionship and other benefits.
- Remind human beings to practise compassion towards living creatures.

5. Human beings

- Possess the ability to reason and make moral decisions.
- Can seek spiritual knowledge.
- Can practise compassion and service.
- Have a responsibility to protect creation.
- Can develop self-awareness through meditation and reflection.

6. Mountains and rivers

- Provide habitats for different organisms.
- Support tourism and recreation.
- Influence climate and rainfall patterns.
- Provide water and other natural resources.
- Inspire spiritual reflection and appreciation of nature.





4.3 Ways of Understanding Paramatma Through Creation

Learners can understand and appreciate Paramatma through the following activities:

1. **Observation of nature:** Observing mountains, rivers, forests, plants and animals helps learners appreciate the complexity of creation.

2. **Spiritual reflection:** Reflecting on the beauty and interconnectedness of life encourages spiritual awareness.

3. **Environmental conservation:** Protecting natural resources demonstrates respect for creation.

4. **Meditation:** Meditation helps individuals develop inner awareness and reflect on divine reality.

5. **Religious study:** Reading Hindu scriptures helps learners understand creation from a spiritual perspective.

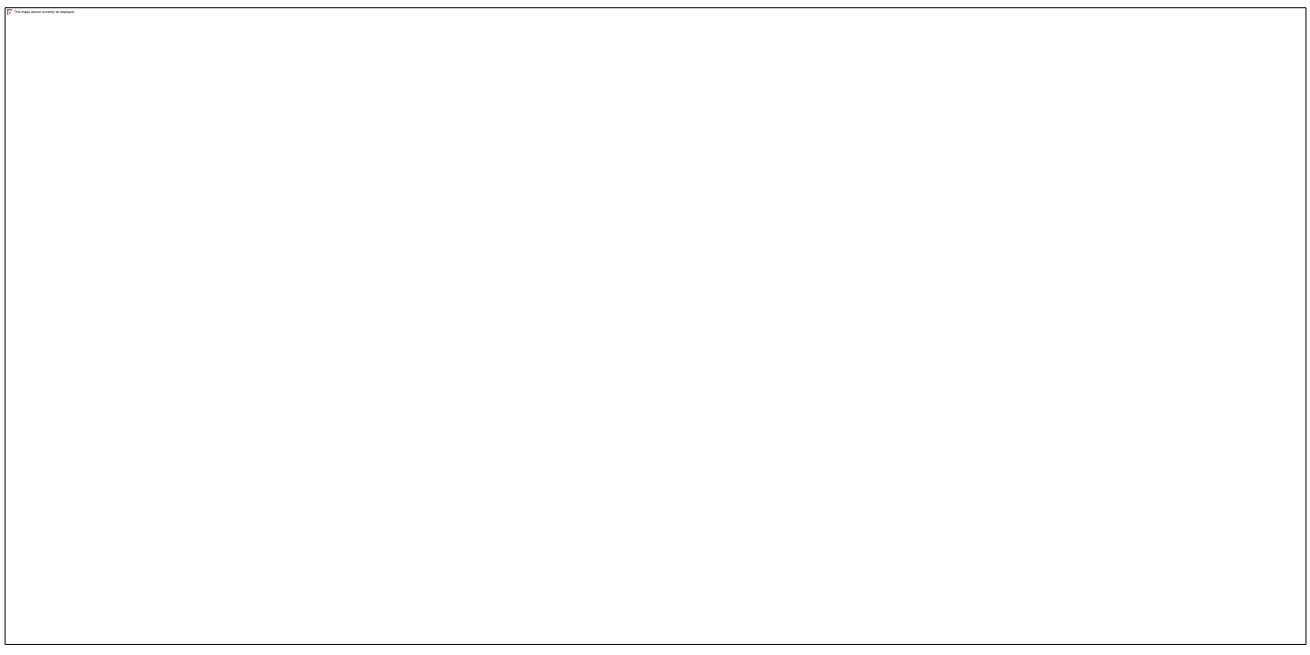
6. **Service to humanity:** Helping others demonstrates compassion and respect for the divine significance of life.

7. **Worship:** Participating in prayers and religious ceremonies strengthens spiritual understanding.

4.4 Importance of Understanding Paramatma Through Creation

1. Promotes respect for all forms of life.
2. Encourages environmental conservation.
3. Develops spiritual awareness.
4. Promotes peaceful coexistence.
5. Encourages gratitude for natural resources.
6. Develops compassion towards animals.
7. Promotes responsible use of resources.
8. Strengthens moral values.
9. Encourages appreciation of cultural and religious diversity.
10. Promotes sustainable living.

5.0 THE CONCEPT OF SAT-CHIT-ANAND



5.1 Meaning of Sat-Chit-Anand

Sat-Chit-Anand is a Sanskrit expression used in Hindu philosophy to describe the essential nature of ultimate spiritual reality.

It consists of three important attributes:

- Sat – Truth or eternal existence.
- Chit – Consciousness or awareness.
- Anand – Divine bliss or spiritual joy.

Together, these attributes help learners understand the nature of Paramatma as eternal existence, pure consciousness and infinite bliss.

5.2 Sat: Truth and Eternal Existence

Sat means truth, reality or eternal existence.

It refers to that which is real and permanent, rather than temporary or constantly changing.

Characteristics of Sat

1. **Eternal existence:** Sat represents reality that is not limited by temporary changes.

2. **Truthfulness:** It encourages individuals to speak and act truthfully.

3. **Reliability:** It represents a firm foundation upon which spiritual life is built.

4. **Permanence:** It reminds human beings that material possessions and physical conditions are temporary.

5. **Spiritual reality:** It points towards the ultimate reality beyond ordinary material experiences.

Examples of Sat in Daily Life

- Speaking the truth even when it is difficult.
- Keeping promises.
- Avoiding dishonesty during examinations.
- Being sincere in relationships.
- Standing for justice.
- Accepting responsibility for one's actions.

Importance of Sat

1. Promotes honesty.
2. Builds trust.
3. Encourages integrity.
4. Develops responsible leadership.
5. Promotes justice and fairness.
6. Strengthens moral character.

5.3 Chit: Consciousness and Awareness

Chit means consciousness, awareness or knowledge.

It refers to the capacity for knowing and experiencing existence.

In Hindu philosophy, Chit is an essential attribute of ultimate reality.

Characteristics of Chit

1. **Awareness:** It refers to the ability to recognise and understand experiences.

2. **Knowledge:** It represents spiritual understanding and wisdom.

3. **Self-awareness:** It encourages individuals to examine their thoughts, feelings and actions.

4. **Discernment:** It helps individuals distinguish between right and wrong.

5. **Spiritual understanding:** It encourages the search for deeper truths about existence.

Examples of Chit in Daily Life

- Reflecting before making decisions.
- Understanding the consequences of one's actions.
- Recognising the feelings of other people.
- Learning from mistakes.
- Developing awareness of the environment.
- Seeking knowledge through religious study.

Importance of Chit

1. Develops wisdom.
2. Promotes self-discipline.
3. Encourages critical thinking.
4. Strengthens moral judgement.
5. Promotes responsible decision-making.
6. Encourages spiritual growth.

5.4 Anand: Divine Bliss

Anand means spiritual bliss, deep inner joy or divine happiness.

It refers to a state of spiritual fulfilment that is not dependent on wealth, fame or material possessions.

Characteristics of Anand

1. **Inner peace:** It involves a sense of calmness and spiritual contentment.

2. **Spiritual happiness:** It is associated with deeper spiritual fulfilment.

3. **Contentment:** It encourages appreciation of what one has.

4. **Freedom from excessive attachment:** It encourages individuals not to depend entirely on material possessions for happiness.

5. **Harmony:** It promotes peaceful relationships with others.

Examples of Anand in Daily Life

- Experiencing contentment after helping a needy person.

- Finding peace through prayer and meditation.
- Appreciating family relationships.
- Participating in devotional singing.
- Forgiving others.
- Serving the community without expecting rewards.

Importance of Anand

1. Promotes inner peace.
2. Encourages gratitude.
3. Reduces excessive material attachment.
4. Promotes kindness.
5. Encourages forgiveness.
6. Strengthens spiritual development.

5.5 Relationship Between Sat, Chit and Anand

These three attributes are interconnected.

Attribute	Meaning	Practical expression
Sat	Truth and existence	Honesty and integrity
Chit	Consciousness and awareness	Wisdom and self-awareness
Anand	Divine bliss	Inner peace and contentment

A person who appreciates these teachings can:

- Live truthfully.
- Develop spiritual awareness.
- Treat others with compassion.
- Practise meditation.
- Promote peace.
- Appreciate the divine significance of creation.

5.6 Application of Sat-Chit-Anand in Youth Guidance and Counselling

The concept provides useful guidance to young people facing moral, social and personal challenges.

Application of Sat

- Encourages learners to avoid examination malpractice.
- Promotes honesty in friendships.
- Encourages responsible use of social media.
- Helps learners resist peer pressure.

Application of Chit

- Encourages critical thinking.
- Promotes awareness of the consequences of behaviour.

- Helps learners make informed decisions.
- Encourages reflection before taking action.

Application of Anand

- Encourages positive relationships.
- Promotes gratitude and contentment.
- Encourages peaceful conflict resolution.
- Helps learners appreciate non-material sources of happiness.

Activity 1: Group Discussion

Discuss the following situations:

1. A learner finds examination answers on another learner's desk.
2. A student is pressured by friends to engage in dishonest behaviour.
3. A learner helps a struggling classmate without expecting payment.
4. A student experiences conflict with a friend.

For each situation, explain how Sat, Chit and Anand can guide the learner.

6.0 THE SACRED SOUND OM (AUM)



6.1 Meaning of OM

OM, also written as AUM, is one of the most sacred sounds in Sanatan Dharma.

It is used during prayers, meditation, worship and the recitation of mantras.

In the Mandukya Upanishad, OM is discussed as a symbol of the whole of existence and ultimate reality.

The sacred sound is traditionally associated with the spiritual nature of Brahman and the different dimensions of human experience.

6.2 The Three Sounds of AUM

AUM is traditionally analysed through three sounds:

1. A (Akaar)

- Represents the waking state of consciousness.
- It is associated with ordinary awareness of the external world.
- It symbolises the beginning of the sound.

2. U (Ukaar)

- Represents the dreaming state of consciousness.
- It is associated with inner experiences and mental activity.
- It connects the first and third sounds.

3. M (Makaar)

- Represents the deep-sleep state.
- It is associated with a state in which ordinary waking and dreaming experiences are absent.
- It completes the audible sound.

The silence following AUM

The Mandukya Upanishad also discusses the silence beyond the audible syllable. It is associated with Turiya, the fourth dimension of consciousness, which is beyond the three ordinary states.

6.3 Spiritual Significance of OM

1. It symbolises ultimate reality.
2. It is used to begin and conclude many prayers.
3. It supports concentration during meditation.
4. It reminds worshippers of the divine.
5. It represents the interconnectedness of existence.
6. It is used during the recitation of sacred mantras.
7. It encourages spiritual reflection.

6.4 Use of OM During Worship in Sanatan Dharma

OM is used in different religious practices.

1. **Prayer:** Devotees may begin prayers by chanting OM.

2. **Meditation:** Practitioners may repeat OM to maintain concentration.

3. **Mantra recitation:** OM forms part of many traditional mantras.

4. **Religious ceremonies:** It may be recited during puja and other religious observances.

5. **Spiritual study:** It is used in the study and recitation of Hindu scriptures.

6. **Devotional music:** OM may be incorporated into spiritual singing and chanting.

6.5 OM in Different Religious Traditions

Although OM has a particularly central place in Hindu traditions, related uses and interpretations are also found in other Indian religious traditions.

Tradition	Understanding and use
Sanatan Dharma	Sacred syllable associated with Brahman and used in prayer and meditation
Buddhism	Used in some Buddhist mantras, especially Tibetan Buddhist traditions
Jainism	Appears in Jain devotional practice and is associated with a condensed sacred formula representing revered spiritual teachers

OM in Buddhism

In Tibetan Buddhism, OM appears at the beginning of the famous mantra associated with Avalokiteshvara:

Om Mani Padme Hum.

It is used in devotional recitation and spiritual practice.

OM in Jainism

OM is used in some Jain devotional traditions. It is associated with the five supreme spiritual beings represented in the Namokar Mantra.

Importance of Studying OM Across Traditions

1. Promotes interfaith understanding.
2. Encourages respect for different religious practices.
3. Demonstrates shared historical and cultural influences.
4. Promotes religious tolerance.
5. Encourages learners to appreciate spiritual diversity.

6.6 Experiencing the Sound of OM

Learners may visit a Sanatan Mandir under the guidance of a teacher and an authorised resource person to observe the appropriate use of OM.

During an educational session, learners can:

1. Observe how devotees chant OM.
2. Listen respectfully to the sound.
3. Learn the correct cultural and religious context.
4. Understand how OM is used during meditation.
5. Reflect on the importance of concentration.
6. Discuss the spiritual significance of sacred sounds.

Important: The sound of OM may be meaningful to worshippers as a spiritual practice. Learners should distinguish religious beliefs about its significance from scientific claims about sound and health.

7.0 MEDITATION PRACTICES WITHIN SANATAN DHARMA



7.1 Meaning of Meditation

Meditation is a spiritual practice that involves training the mind to develop concentration, awareness, calmness and deeper understanding.

In Sanatan Dharma, meditation is an important practice used by spiritual seekers to develop self-awareness and deepen their understanding of divine reality.

Meditation is associated with yoga, spiritual discipline and the search for liberation (Moksha).

7.2 Importance of Meditation

1. Encourages concentration.
2. Promotes self-awareness.
3. Supports emotional balance.
4. Encourages self-discipline.
5. Promotes spiritual reflection.
6. Helps learners manage everyday stress.
7. Encourages patience.
8. Develops inner calmness.
9. Promotes positive thinking.
10. Encourages responsible decision-making.

7.3 Types of Meditation Practices in Sanatan Dharma

A. Dhyana Meditation

Dhyana refers to sustained meditation or deep concentration.

It is one of the important limbs of Patanjali's eight-limbed yoga.

Characteristics:

- Involves sustained attention.
- Encourages inner awareness.
- Reduces distractions.
- Promotes spiritual reflection.
- Supports deeper understanding of the self.

Example: A learner sits quietly in a comfortable position and focuses attention on a spiritual idea under the guidance of a qualified instructor.

B. Mantra Meditation

Mantra meditation involves the repetition or contemplation of sacred words and phrases.

Examples include:

- OM.
- Gayatri Mantra.
- Other traditional mantras taught within the relevant Hindu tradition.

Importance:

1. Promotes concentration.
2. Encourages devotion.
3. Supports spiritual discipline.
4. Helps practitioners maintain focus.
5. Connects worshippers with their religious teachings.

C. Japa Meditation

Japa involves the repeated recitation of a mantra.

A mala, traditionally containing 108 beads, may be used to count repetitions.

Importance:

- Encourages consistency in spiritual practice.
- Develops concentration.
- Promotes devotion.
- Encourages self-discipline.

D. Breath Awareness Meditation

This practice involves paying attention to natural breathing.

It is used in different yoga and meditation traditions.

Importance:

1. Develops awareness.
2. Encourages calmness.
3. Promotes concentration.
4. Supports relaxation.

E. Bhakti Meditation

Bhakti meditation focuses on devotion and love towards the Divine.

It may involve:

- Prayer.
- Repetition of divine names.
- Singing bhajans.
- Reflection on divine qualities.
- Devotional worship.

F. Guided Meditation

In guided meditation, an instructor or spiritual teacher leads participants through a process of reflection and concentration.

It may involve:

- Reflection on positive values.
- Contemplation of divine qualities.
- Awareness of the natural environment.
- Spiritual visualisation.

7.4 Guidelines for Practising Meditation

1. Choose a quiet and safe place.
2. Sit comfortably.
3. Maintain a relaxed posture.
4. Follow the guidance of a qualified instructor.
5. Focus attention on the selected object or mantra.
6. Avoid forcing the mind or body.
7. Allow distractions to pass without frustration.
8. End the session calmly.
9. Reflect on the experience.
10. Respect different religious and cultural practices.

7.5 Yoga and Meditation

Yoga is a spiritual and philosophical discipline within Sanatan Dharma.

The Yoga Sutras of Patanjali describe an eight-limbed path known as Ashtanga Yoga.

The eight limbs are:

Limb	Meaning
Yama	Ethical restraints
Niyama	Personal observances
Asana	Posture
Pranayama	Regulation of breath
Pratyahara	Withdrawal of the senses
Dharana	Concentration
Dhyana	Meditation
Samadhi	Deep meditative absorption

Importance of Yoga

1. Promotes discipline.
2. Encourages self-awareness.
3. Develops concentration.
4. Supports physical wellbeing.
5. Promotes ethical conduct.
6. Encourages spiritual development.
7. Promotes harmony between body and mind.

7.6 Relationship Between Yoga and Sat-Chit-Anand

Yoga and meditation can help spiritual seekers reflect on the three attributes.

- Sat: Reflection on truth and eternal reality.
- Chit: Development of awareness and consciousness.
- Anand: Appreciation of spiritual peace and bliss.

8.0 RELIGIOUS ACTIVITIES IN SANATAN DHARMA





8.1 Meaning of Religious Activities

Religious activities are practices performed by individuals or communities to express faith, devotion, gratitude and commitment to spiritual teachings.

In Sanatan Dharma, these activities help devotees develop their relationship with the Divine and strengthen their understanding of Dharma.

8.2 Satsang

Satsang is a gathering of people for spiritual learning and reflection.

Activities during satsang may include:

1. Listening to religious teachings.
2. Discussing Hindu scriptures.
3. Singing devotional songs.
4. Reciting mantras.
5. Asking questions about spiritual matters.
6. Sharing experiences.
7. Learning moral values.

Importance of Satsang

- Promotes spiritual knowledge.
- Strengthens religious identity.
- Encourages good company.
- Promotes unity.
- Develops positive values.
- Provides opportunities for guidance and counselling.

8.3 Katha

Katha refers to religious storytelling or narration of spiritual teachings.

Stories may be drawn from:

- Ramayana.
- Mahabharata.
- Bhagavata Purana.
- Other Hindu scriptures.

Importance of Katha

1. Teaches moral values.
2. Develops spiritual understanding.
3. Encourages good behaviour.
4. Provides examples of responsible leadership.
5. Promotes courage and determination.
6. Helps young people address moral challenges.

8.4 Recitation of Mantras

Mantra recitation involves repeating sacred words or phrases during prayer and meditation.

Examples include:

- OM.
- Gayatri Mantra.
- Mahamrityunjaya Mantra.

Importance

1. Encourages devotion.
2. Promotes concentration.
3. Strengthens spiritual discipline.
4. Preserves religious traditions.
5. Encourages reflection on spiritual teachings.

8.5 Bhajans

Bhajans are devotional songs sung to express love and dedication to the Divine.

They may be performed individually or in groups.

Importance of Bhajans

- Promote devotion.
- Encourage unity.
- Preserve religious music.
- Strengthen cultural identity.
- Encourage positive emotions.
- Help transmit spiritual teachings.

8.6 Puja

Puja is an act of worship performed to honour the Divine.

Depending on the tradition, it may involve:

- Offering flowers.
- Lighting a diya (lamp).
- Offering fruits.
- Reciting mantras.
- Ringing a bell.
- Praying.
- Performing aarti.

Importance of Puja

1. Expresses devotion.
2. Encourages gratitude.
3. Strengthens religious commitment.
4. Promotes spiritual discipline.

5. Provides opportunities for family worship.

8.7 Importance of Visiting a Sanatan Mandir



A Sanatan Mandir is a place of worship and spiritual learning.

Visiting a mandir under appropriate guidance helps learners:

1. Observe religious ceremonies.
2. Learn the significance of OM.
3. Understand the role of the priest or pujari.
4. Observe respectful conduct during worship.
5. Learn about Hindu sacred objects and symbols.

6. Participate in appropriate educational activities.
7. Appreciate religious architecture.
8. Develop respect for religious diversity.

Appropriate Conduct When Visiting a Mandir

- Dress respectfully.
- Remove footwear where required.
- Maintain cleanliness.
- Follow the guidance of the temple authorities.
- Avoid unnecessary noise.
- Respect worshippers.
- Ask permission before taking photographs.
- Observe the rules of the place of worship.

9.0 PARAMATMA AND ENVIRONMENTAL CONSERVATION



9.1 Meaning of Environmental Conservation

Environmental conservation refers to the protection, management and sustainable use of natural resources to maintain ecological balance and support present and future generations.

Hindu teachings encourage respect for nature and recognition of the interconnectedness of living organisms.

9.2 Hindu Teachings on Nature

Several Hindu scriptures and traditions express respect for the natural world.

Examples include:

1. Atharva Veda

The Bhumi Sukta, or Hymn to the Earth, expresses reverence for the Earth and emphasises the relationship between humanity and the natural environment.

2. Bhagavad Gita

The Bhagavad Gita discusses the relationship between living beings, nature and the Divine.

3. Rig Veda

The Rig Veda contains hymns dedicated to natural forces and elements, including the sun, fire, wind and water.

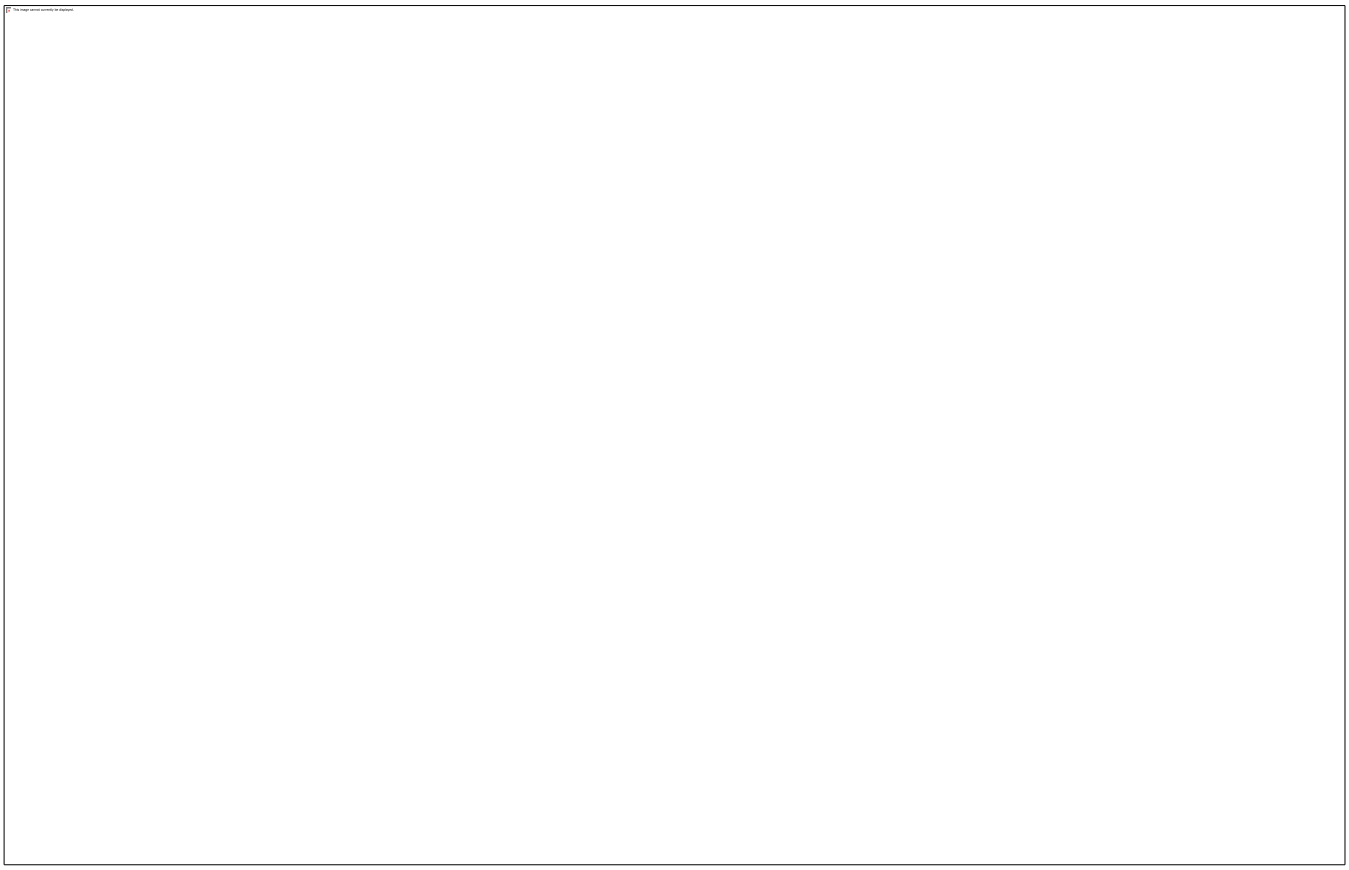
4. Upanishads

The Upanishads explore the relationship between ultimate reality, the individual self and the universe.

9.3 Importance of Trees and Plants in Hindu Traditions

Trees and plants are appreciated for their ecological, medicinal, cultural and spiritual significance.

Examples of trees and plants include:



1. Tulsi (Holy Basil)

- Revered in many Hindu households.
- Used traditionally in household practices.

- Associated with devotion to Lord Vishnu.
- Encourages care for plants.



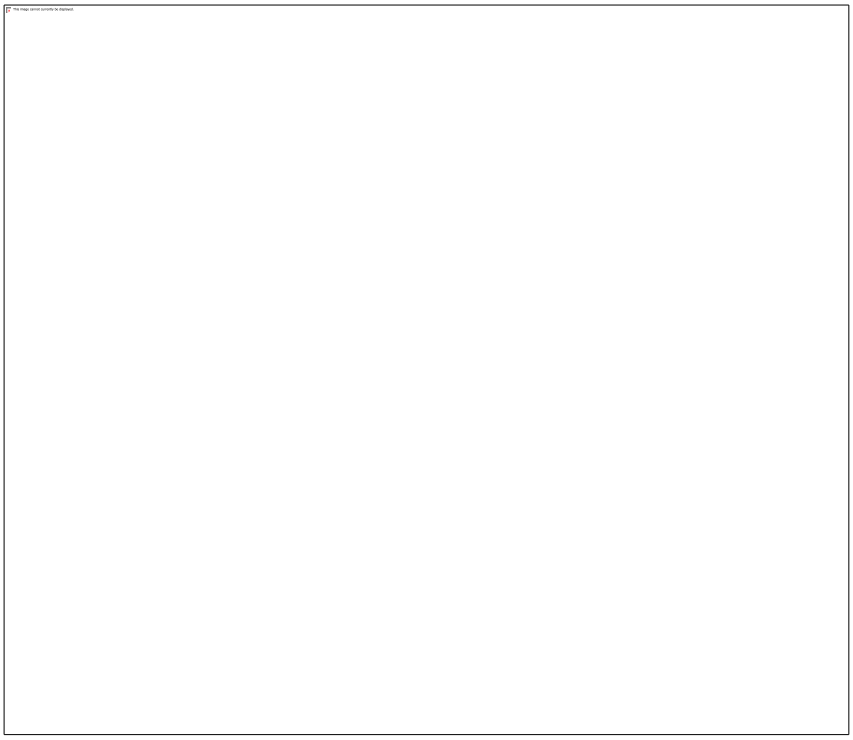
2. Peepal Tree (Ficus religiosa)

- Has religious significance in Hindu traditions.
- Provides shade.
- Supports biodiversity.
- Provides habitats for birds and insects.



3. Banyan Tree (Ficus benghalensis)

- Symbolises longevity and continuity in some traditions.
- Provides shelter for animals.
- Helps support biodiversity.
- Offers shade.



4. Neem Tree (Azadirachta indica)

- Traditionally valued for medicinal uses.
- Provides shade.
- Supports environmental health.
- Used in traditional household practices.



5. Lotus (Nelumbo nucifera)

- Symbolises purity and spiritual growth.
- Appears in Hindu religious art.

- Supports aquatic ecosystems.
- Encourages appreciation of nature.

9.4 Environmental Benefits of Trees

1. Absorb carbon dioxide.
2. Release oxygen through photosynthesis.
3. Reduce soil erosion.
4. Provide shade.
5. Support rainfall and water-cycle processes.
6. Provide habitats for wildlife.
7. Improve air quality.
8. Provide fruits and other useful products.
9. Support biodiversity.
10. Improve the beauty of the environment.

9.5 Establishing a Kitchen Garden

A kitchen garden is a small area where vegetables, fruits, herbs and other useful plants are grown for household consumption.

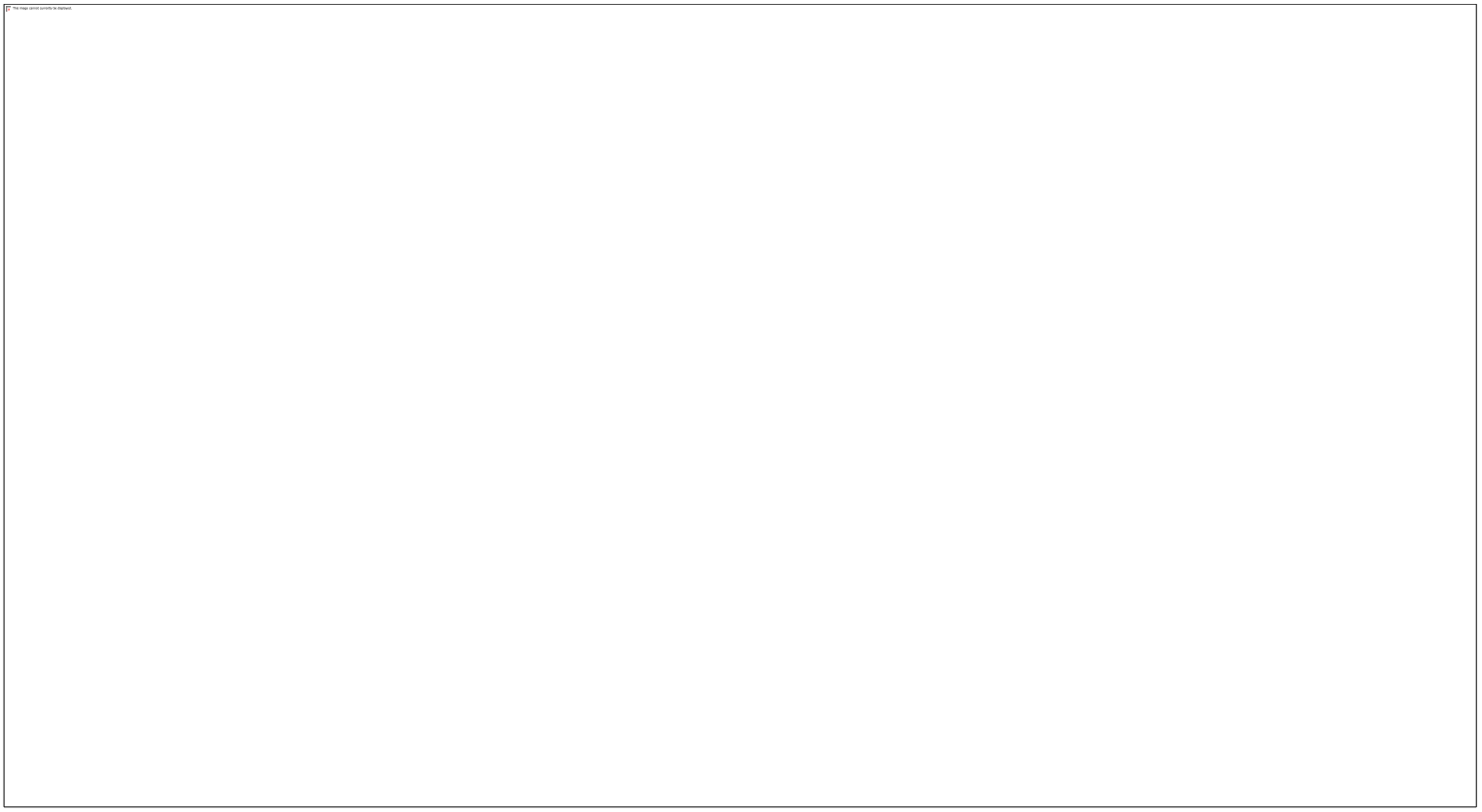
Examples of crops suitable for Kenyan kitchen gardens include:

- Sukuma wiki.
- Spinach.
- Managu.
- Terere.
- Tomatoes.
- Onions.
- Coriander.
- Traditional leafy vegetables.

Steps in Establishing a Kitchen Garden

1. Identify a suitable piece of land.
2. Clear unwanted vegetation safely.
3. Prepare the soil.
4. Add suitable organic manure.
5. Select appropriate seeds or seedlings.
6. Plant at recommended spacing.
7. Water the plants appropriately.
8. Remove weeds.

9. Protect crops from pests.
10. Harvest mature crops responsibly.



Importance of Kitchen Gardens

1. Provide fresh vegetables.
2. Improve household nutrition.
3. Encourage food security.
4. Teach responsibility.
5. Promote environmental conservation.
6. Reduce household food expenses.
7. Provide practical agricultural skills.
8. Encourage cooperation among family members.

9.6 Caring for Birds and Animals

Hindu teachings encourage compassion towards living creatures.

Learners can demonstrate this value through responsible care for animals and birds.

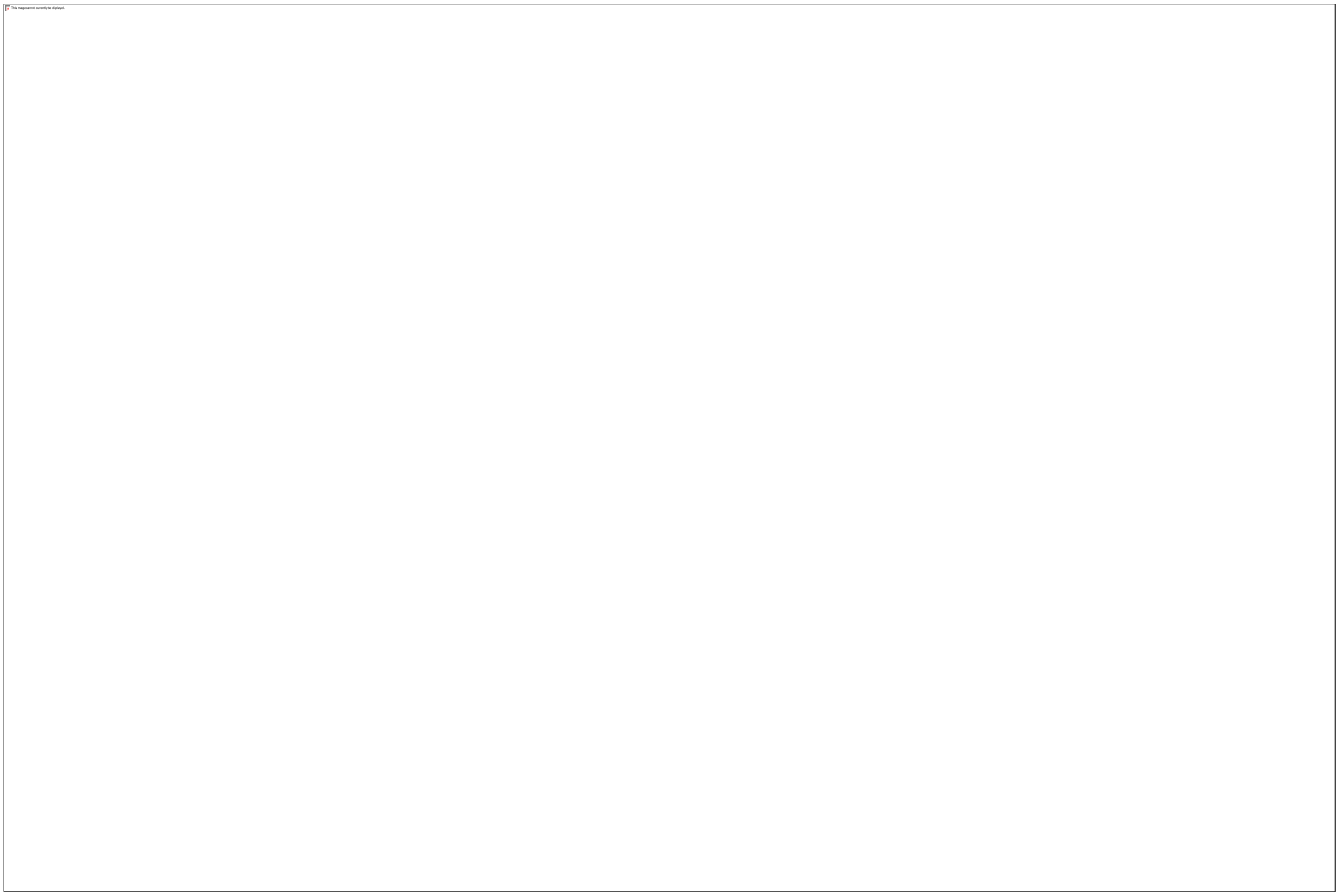
Practical Ways of Caring for Birds

1. Providing clean water in suitable containers.
2. Keeping food trays in safe places.
3. Avoiding disturbance of nests.
4. Planting trees that provide shelter.
5. Avoiding harmful chemicals.

6. Maintaining a clean environment.
7. Protecting birds from unnecessary harm.

Practical Ways of Caring for Domestic Animals

1. Providing clean drinking water.
2. Giving appropriate food.
3. Providing suitable shelter.
4. Maintaining cleanliness.
5. Seeking veterinary attention when necessary.
6. Avoiding cruelty.
7. Treating animals responsibly.

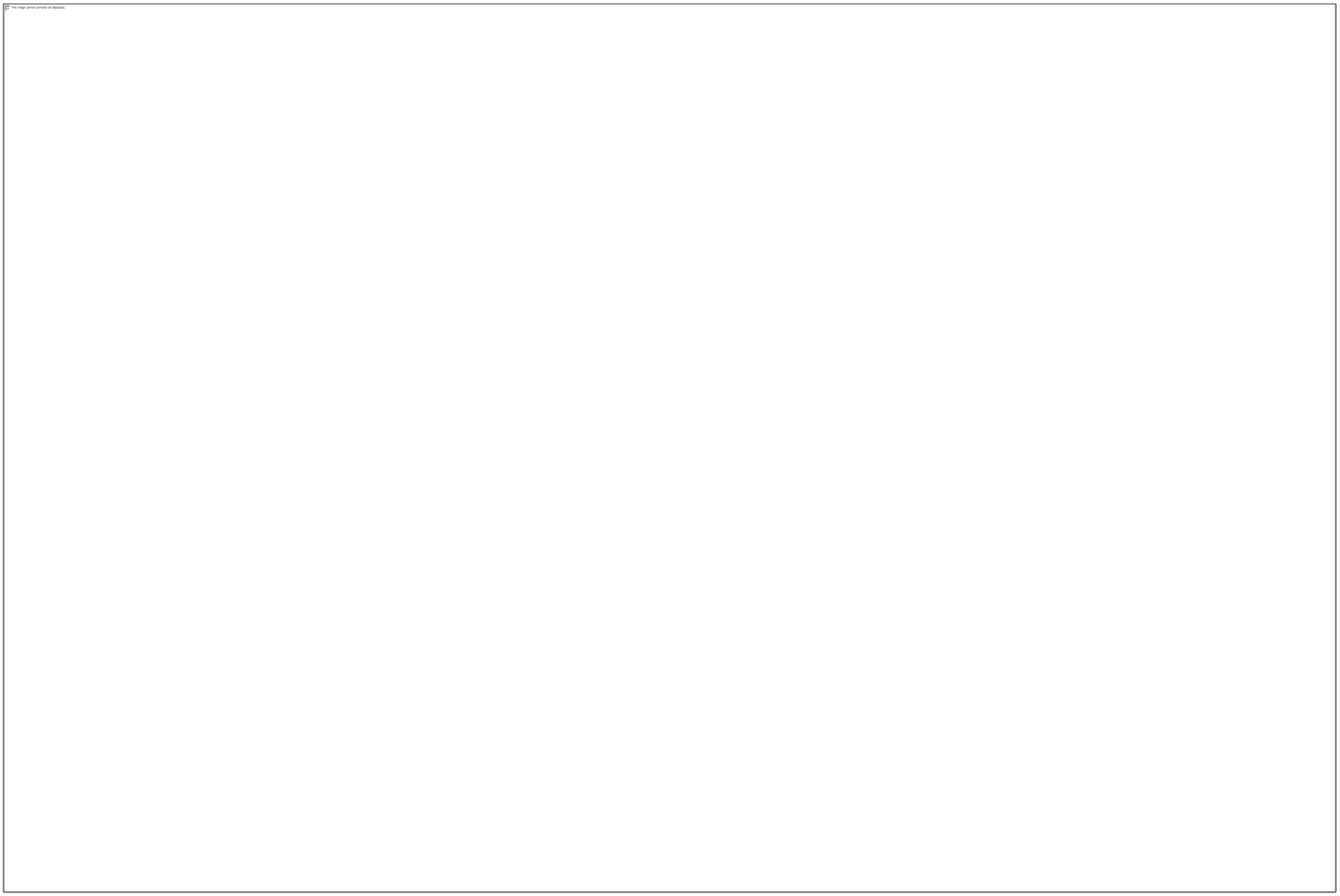


9.7 Importance of Environmental Conservation in Sanatan Dharma

- Demonstrates respect for creation.
- Encourages compassion towards living organisms.
- Promotes responsible resource use.
- Supports sustainable development.
- Protects biodiversity.
- Encourages gratitude.

- Promotes community responsibility.
- Strengthens moral and spiritual values.

10.0 PARAMATMA AND SERVICE TO HUMANITY



10.1 Meaning of Seva

Seva refers to selfless service performed for the benefit of others without expecting personal rewards.

In Sanatan Dharma, seva is an important expression of Dharma and compassion.

It may involve helping the needy, supporting the elderly, assisting learners and caring for vulnerable members of society.

10.2 Forms of Seva

1. Educational service

- Helping younger learners with schoolwork.
- Sharing learning resources.
- Guiding learners who experience academic difficulties.
- Encouraging responsible study habits.
- Providing mentorship.

2. Financial assistance

- Supporting needy families appropriately.

- Helping vulnerable learners access learning materials.
- Contributing to community welfare initiatives.

3. Emotional support

- Listening to people experiencing difficulties.
- Offering encouragement.
- Providing appropriate guidance.
- Referring people to qualified counsellors when necessary.

4. Physical assistance

- Helping elderly people with suitable daily activities.
- Supporting people with disabilities.
- Participating in community cleaning activities.
- Assisting vulnerable people to access essential services.

5. Spiritual service

- Sharing positive religious teachings respectfully.
- Participating in community prayer activities.
- Supporting religious education.
- Encouraging peaceful coexistence.

10.3 Importance of Helping the Needy

1. Demonstrates compassion.
2. Promotes social justice.
3. Reduces suffering.
4. Encourages unity.
5. Strengthens community relationships.
6. Develops responsibility.
7. Promotes generosity.
8. Encourages selflessness.
9. Builds peaceful communities.
10. Demonstrates the practical application of Dharma.

10.4 Caring for the Elderly

The elderly possess valuable knowledge and life experiences.

Learners can demonstrate respect towards them by:

- Listening to their advice.
- Helping them with appropriate tasks.
- Speaking politely.

- Supporting their access to community services.
- Visiting them where appropriate.
- Providing companionship.
- Including them in community activities.

10.5 Supporting Learners with Special Needs

Inclusive education requires every learner to be treated with dignity and respect.

Learners can support classmates with special needs by:

1. Offering appropriate assistance.
2. Respecting individual differences.
3. Avoiding discrimination.
4. Sharing learning materials.
5. Using accessible communication methods.
6. Encouraging participation in group activities.
7. Being patient.
8. Promoting equal opportunities.

Application of Paramatma in Inclusive Education

The understanding of divine significance in life can encourage learners to recognise the dignity and worth of every person.

This promotes:

- Equality.
- Compassion.
- Respect.
- Inclusion.
- Cooperation.
- Non-discrimination.

10.6 Visiting Orphanages and Community Support Centres

An orphanage or children's care institution provides care and support for children who need protection and assistance.

Educational visits should be organised with permission and in consultation with the institution.

Appropriate Activities During Visits

1. Donating approved educational materials.
2. Reading stories with children.
3. Sharing learning resources.
4. Participating in supervised games.

5. Offering appropriate mentorship.
6. Supporting approved welfare programmes.

Importance of Visiting Such Institutions

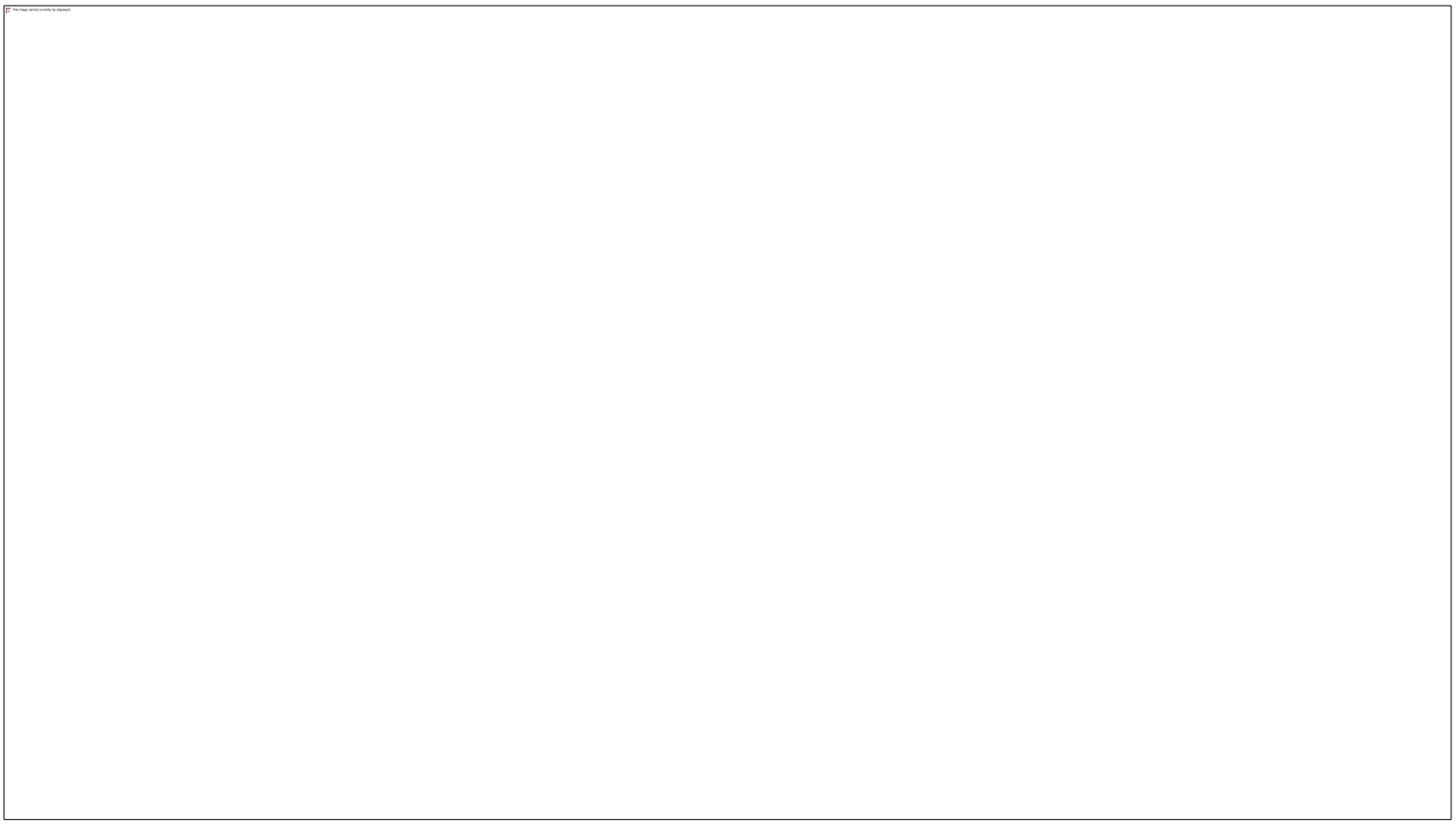
- Develops empathy.
- Encourages generosity.
- Promotes social responsibility.
- Builds friendships.
- Encourages community participation.
- Helps learners appreciate the needs of vulnerable groups.

11.0 ROLE OF RELIGIOUS STORIES IN GUIDANCE AND COUNSELLING

Hindu scriptures contain stories that communicate spiritual and moral teachings.

These stories provide examples that young people can use when making decisions.

11.1 Story of Nachiketa



The story of Nachiketa is found in the Katha Upanishad.

Nachiketa was a young boy who sought knowledge about the nature of the self and ultimate reality.

He approached Yama, the Lord of Death, and asked profound questions about life, death and spiritual truth.

Yama tested his determination by offering him worldly rewards. Nachiketa refused to abandon his search for spiritual knowledge.

Lessons from the Story

1. Importance of seeking truth.

2. Courage to ask questions.
3. Value of wisdom.
4. Avoidance of excessive material attachment.
5. Importance of determination.
6. Need for spiritual understanding.

Application to Youth

Young people can learn to:

- Seek reliable knowledge.
- Resist harmful peer pressure.
- Make wise decisions.
- Value education.
- Avoid choosing temporary pleasure over long-term wellbeing.

11.2 Story of Prahlada



Prahlada is a well-known figure in Hindu religious stories associated with devotion to Lord Vishnu.

Despite opposition from his father Hiranyakashipu, Prahlada remained committed to his faith.

The story describes the appearance of Lord Narasimha and the protection of Prahlada.

Lessons from the Story

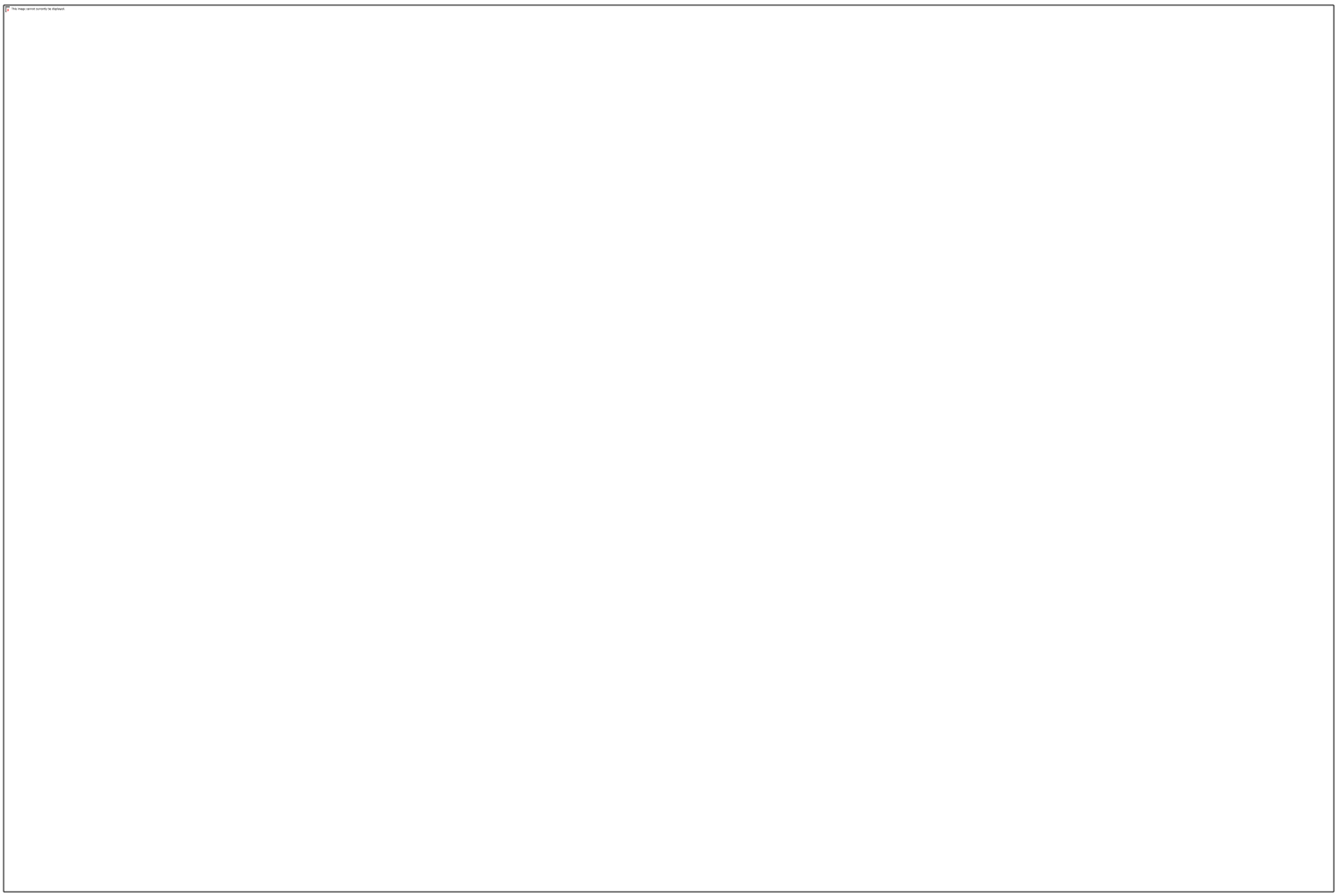
1. Faith and devotion.

2. Courage in difficult circumstances.
3. Commitment to truth.
4. Importance of righteousness.
5. Spiritual strength.
6. Trust in divine protection.

Application to Youth

- Encourages commitment to positive values.
- Helps learners resist negative influences.
- Promotes courage.
- Encourages moral responsibility.
- Strengthens spiritual reflection.

11.3 Story of Lord Rama



The Ramayana describes the life and experiences of Lord Rama.

Rama is traditionally regarded as an example of righteousness and responsible conduct.

Lessons from the Story

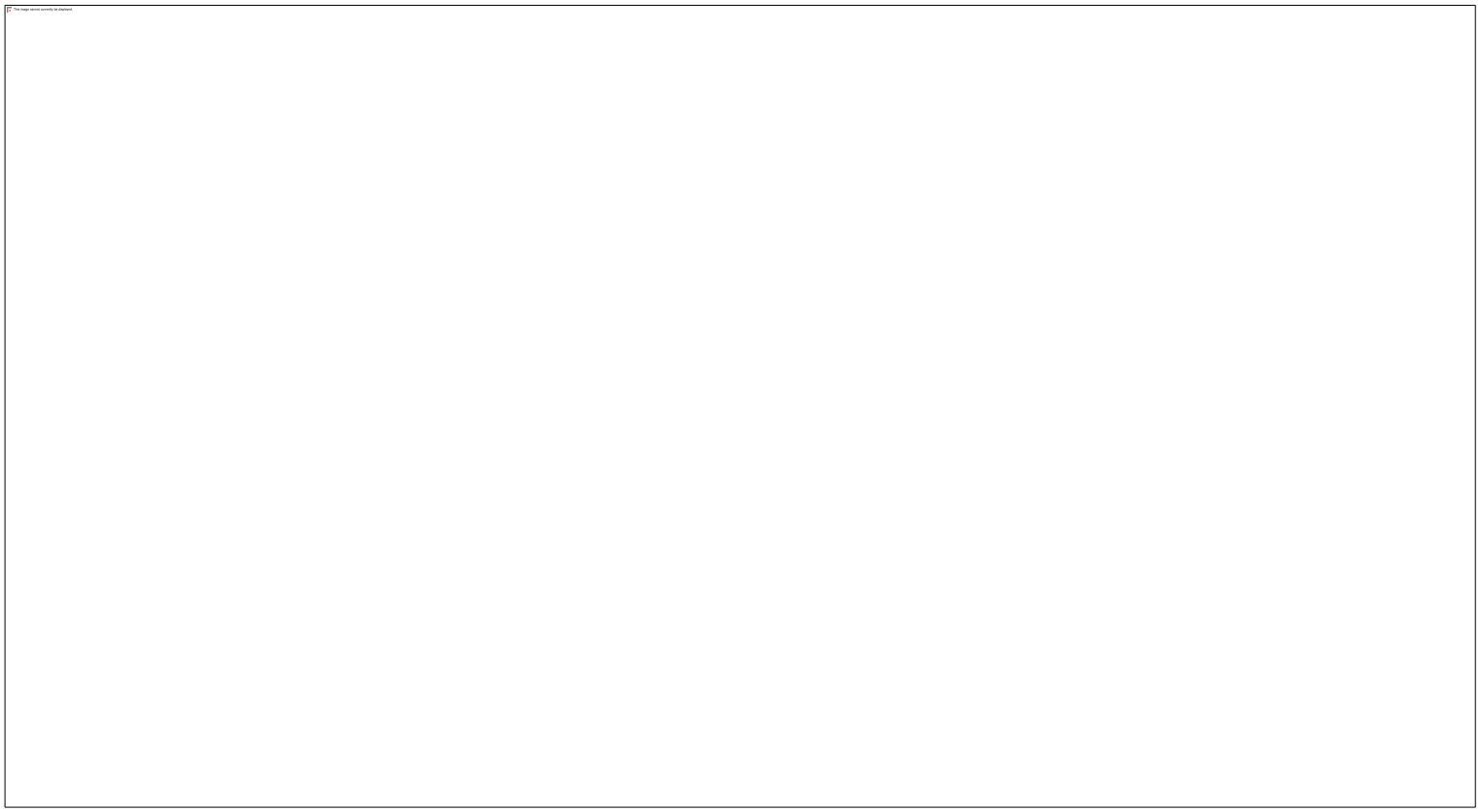
1. Respect for parents.
2. Responsibility.

3. Truthfulness.
4. Loyalty.
5. Courage.
6. Justice.
7. Self-discipline.
8. Respect for others.

Application to Youth

The story encourages young people to demonstrate integrity, respect family members and fulfil their responsibilities.

11.4 Story of Lord Krishna and Arjuna



In the Bhagavad Gita, Arjuna experiences confusion about his responsibilities on the battlefield.

Lord Krishna guides him through teachings on Dharma, selfless action, devotion and spiritual knowledge.

Lessons from the Story

1. Importance of fulfilling responsibilities.
2. Need for wisdom in decision-making.
3. Importance of selfless action.
4. Value of spiritual knowledge.
5. Need to overcome confusion.
6. Importance of discipline.
7. Understanding Dharma.

Application to Youth

- Encourages responsible decision-making.
- Promotes courage.
- Helps learners manage uncertainty.
- Encourages them to seek appropriate guidance.
- Promotes commitment to duties.

11.5 Comparison of the Stories

Story	Main teaching	Application
Nachiketa	Search for truth	Intellectual curiosity
Prahlada	Devotion and courage	Commitment to values
Lord Rama	Righteous conduct	Responsibility
Krishna and Arjuna	Dharma and wisdom	Decision-making

12.0 CREATION ACCORDING TO HINDU SCRIPTURES

12.1 Meaning of Creation in Hindu Philosophy

Creation refers to the manifestation of the universe and all forms of existence.

Hindu scriptures discuss creation through different philosophical and symbolic explanations.

The explanations are not necessarily identical, and Hindu traditions recognise a variety of interpretations.

12.2 Creation According to the Rig Veda

The Rig Veda contains the Nasadiya Sukta, commonly known as the Hymn of Creation.

It explores questions about the origin of the universe.

The hymn reflects on:

- The state of existence before creation.
- The emergence of the universe.
- The mystery surrounding the origin of existence.
- The limits of human knowledge.
- The possibility that the ultimate origin may be beyond ordinary understanding.

Lessons from the Nasadiya Sukta

1. Encourages philosophical inquiry.
2. Promotes curiosity.
3. Recognises the limits of human knowledge.
4. Encourages humility.

5. Inspires reflection on existence.

12.3 Creation According to the Purusha Sukta

The Purusha Sukta is found in the Rig Veda.

It describes a cosmic being known as Purusha, whose symbolic cosmic sacrifice is associated with the manifestation of the universe.

The hymn presents a vision of the interconnectedness of existence.

Important Ideas

1. The universe is presented through a cosmic vision.
2. Different aspects of existence are symbolically associated with Purusha.
3. It describes the relationship between the cosmic whole and its parts.
4. It provides a spiritual understanding of creation.

12.4 Creation According to the Upanishads

The Upanishads explore the relationship between Brahman, Atman and the universe.

They teach that Brahman is the ultimate reality.

Some Upanishadic passages describe the universe as emerging from Brahman, existing through Brahman and ultimately returning to Brahman.

Main Teachings

- Brahman is the ultimate reality.
- The universe is connected with ultimate reality.
- The individual self is an important subject of spiritual inquiry.
- Understanding the nature of existence requires knowledge and reflection.

12.5 Creation According to the Bhagavad Gita

The Bhagavad Gita explains the relationship between the Divine, nature and living beings.

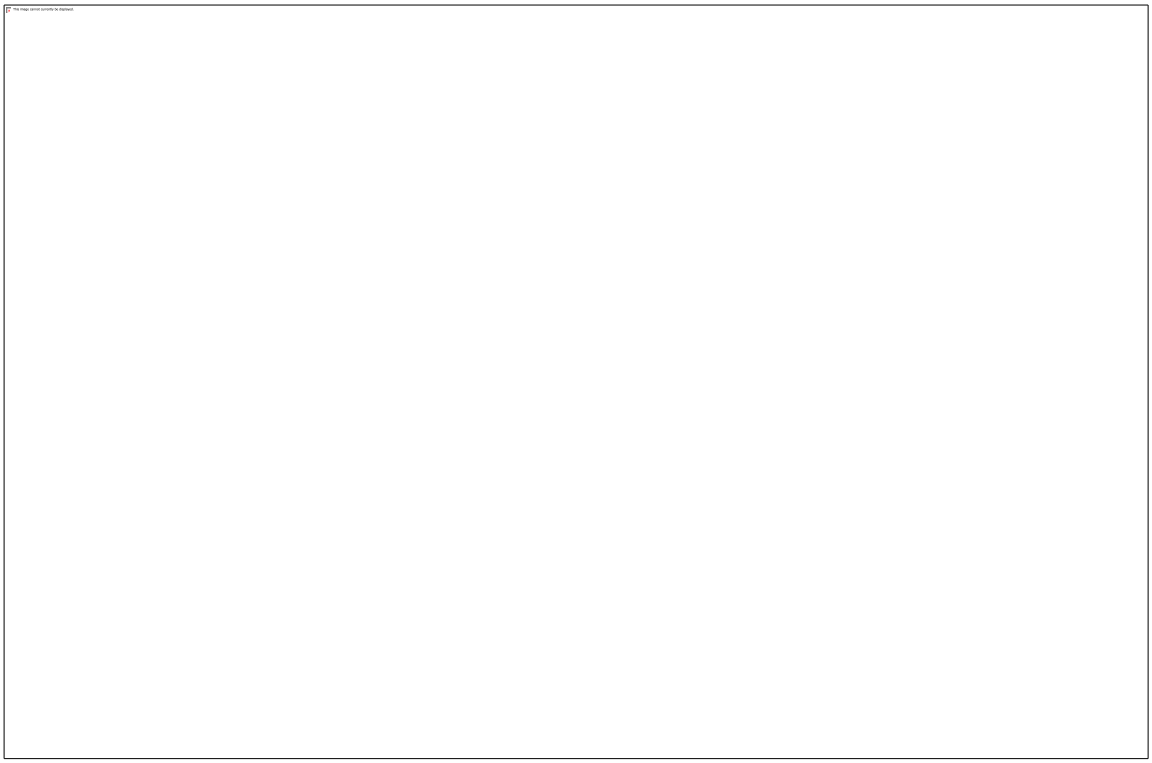
It teaches that:

1. The Divine is the source of existence.
2. Nature is associated with the Divine.
3. Living beings are connected with the cosmic order.
4. Human beings have responsibilities under Dharma.
5. Divine power sustains existence.

12.6 The Hindu Concept of Cyclical Creation

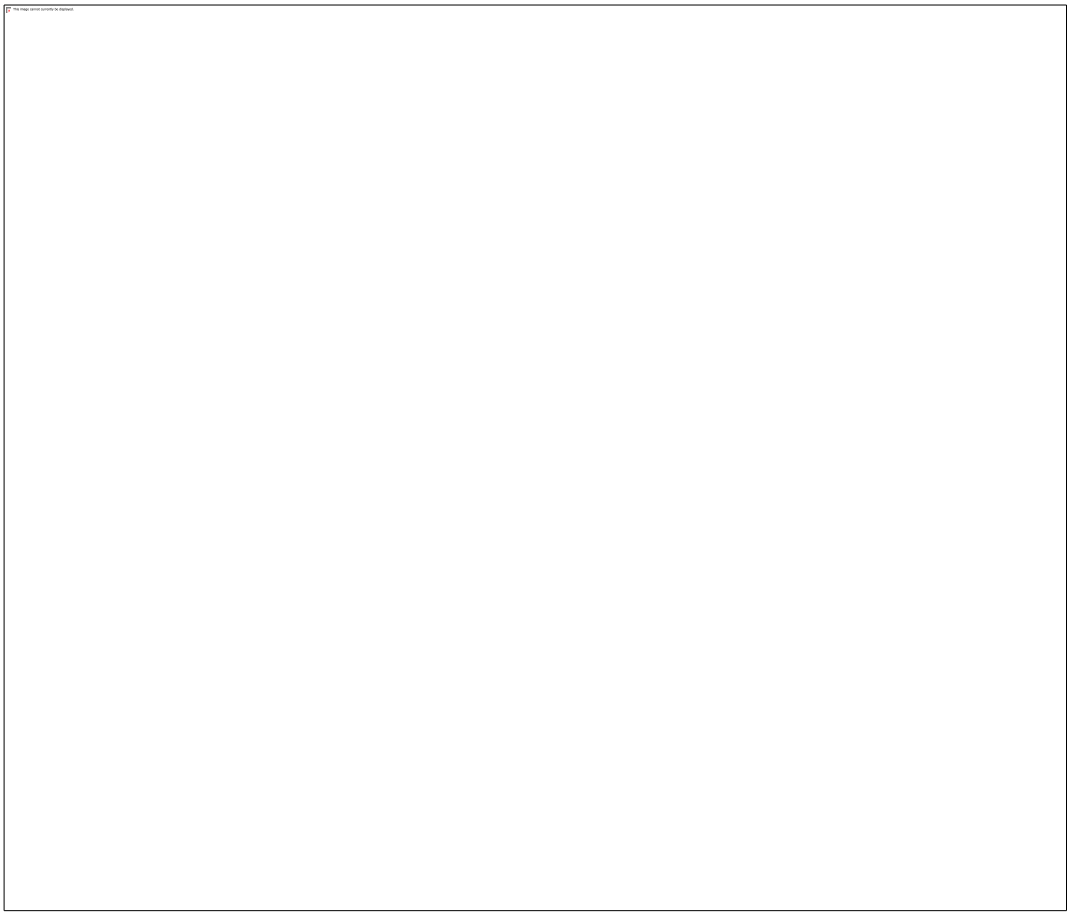
Many Hindu traditions understand the universe through cycles of creation, preservation and dissolution.

These are commonly associated with the three divine functions represented by:



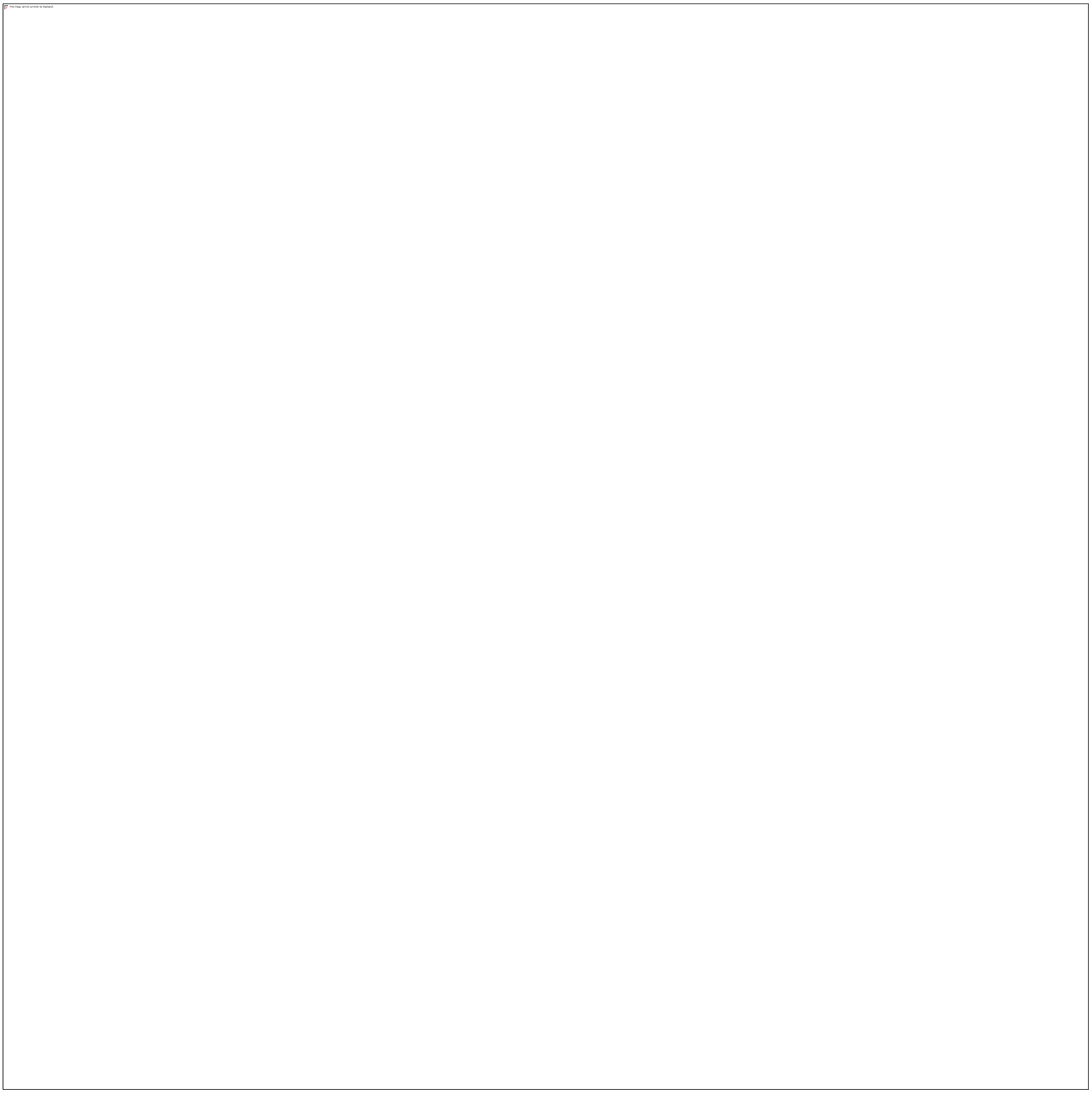
Brahma – Creation

Associated with the manifestation or creation of the universe.



Vishnu – Preservation

Associated with the preservation and maintenance of cosmic order.



Shiva – Dissolution

Associated with the dissolution and transformation of the universe.

These functions are understood differently across Hindu traditions, but together they illustrate the cyclical nature of existence.

12.7 Importance of the Hindu Creation Teachings

1. Promote understanding of the universe.
2. Encourage spiritual reflection.
3. Develop philosophical thinking.
4. Encourage respect for nature.

5. Promote humility.
6. Strengthen understanding of divine reality.
7. Encourage environmental responsibility.

13.0 COMPARISON OF HINDU CREATION TEACHINGS WITH OTHER RELIGIOUS PHILOSOPHIES

Different religions and philosophical traditions provide explanations about the origin of the universe. Studying these explanations encourages religious tolerance and interfaith understanding.

Religion or philosophy	**Understanding of creation**
Hinduism	Different traditions explain creation through Brahman, divine manifestation and cosmic cycles
Christianity	God is the creator of the universe; Genesis describes creation
Islam	Allah is the creator and sustainer of the universe
Judaism	God is the creator of heaven and Earth as described in Genesis
Buddhism	Many Buddhist traditions explain existence through dependent origination and do not rely on a single creator God
Jainism	The universe is generally understood as eternal and uncreated, operating through natural principles

13.1 Similarities

1. Several traditions recognise the importance of the universe.
2. They encourage respect for life.
3. They provide explanations about existence.
4. They encourage ethical responsibility.
5. They promote reflection on humanity's place in the world.

13.2 Differences

1. Hindu traditions include different explanations involving Brahman and cosmic cycles.
2. Christianity teaches creation by one God.
3. Islam teaches that Allah is the creator of everything.
4. Buddhism generally does not teach a single creator God as the explanation of existence.
5. Jainism teaches that the universe is eternal and uncreated.

13.3 Importance of Comparing Religious Philosophies

- Promotes religious tolerance.

- Encourages critical thinking.
- Reduces religious prejudice.
- Promotes peaceful coexistence.
- Strengthens cultural understanding.
- Encourages respect for different beliefs.

14.0 PRACTICAL APPLICATION OF PARAMATMA IN THE KENYAN COMMUNITY

The teachings of Paramatma can be applied in everyday life within Kenyan homes, schools and communities.

Setting	Practical activity	Expected value
School	Planting indigenous trees	Environmental responsibility
Home	Establishing a kitchen garden	Responsibility
Community	Helping elderly people	Compassion
School	Supporting younger learners	Mentorship
Mandir	Participating in satsang	Spiritual growth
Community	Providing water for birds	Care for life
School	Supporting learners with special needs	Inclusion
Family	Practising prayer and meditation	Spiritual discipline
Community	Participating in clean-up activities	Service
Nature	Visiting a national park	Appreciation of creation

14.1 Suggested Community-Based Learning Project

Project title: Appreciating Paramatma Through His Creation

Learners should work in groups to plan and carry out an environmental conservation or community service activity.

Suggested Activities

1. Visit a botanical garden or public park.
2. Identify at least five trees or plants.
3. Record their common names and ecological importance.
4. Establish a small kitchen garden at school.
5. Provide a safe bird-watering station.
6. Participate in an approved community service activity.
7. Interview a knowledgeable Hindu resource person about the importance of nature in Sanatan Dharma.
8. Prepare a report explaining how the project reflects the values of Paramatma.

Expected Competencies

- Communication and collaboration.
- Critical thinking and problem-solving.
- Creativity and imagination.
- Citizenship.
- Learning to learn.
- Self-efficacy.

- Digital literacy.

Values Developed

- Compassion.
- Responsibility.
- Respect.
- Integrity.
- Unity.
- Peace.
- Love.
- Generosity.

15.0 SUMMARY OF THE SUB-STRAND

The concept of Paramatma through His creation teaches that the universe and living beings should be approached with respect, appreciation and responsibility.

The major concepts covered include:

1. Paramatma as the Supreme Divine Reality.
2. Sat-Chit-Anand as attributes of ultimate spiritual reality.
3. OM as a sacred sound used in spiritual practices.
4. Meditation as a means of developing spiritual awareness.
5. Yoga as a discipline of ethical and spiritual development.
6. Satsang, Katha, Bhajan and Puja as religious activities.
7. Environmental conservation as an expression of respect for creation.
8. Seva as selfless service.
9. Hindu stories as sources of moral guidance.
10. Hindu scriptural explanations of creation.
11. Comparison of Hindu creation teachings with other religious philosophies.

PART TWO: GRADE 11 REVISION QUESTIONS

SECTION A – 30 MARKS

MULTIPLE-CHOICE QUESTIONS

1. In Hindu philosophy, Paramatma is best described as

A. the individual physical body.

B. the Supreme Divine Reality.

C. a natural resource.

D. a religious ceremony.

2. The Sanskrit word Sat in Sat-Chit-Anand refers to

A. eternal truth and existence.

B. material wealth.

C. physical strength.

D. religious music.

3. Which of the following best explains Chit?

A. Physical appearance.

B. Material possessions.

C. Consciousness and awareness.

D. Social status.

4. Anand refers to

A. worldly competition.

B. spiritual bliss.

C. physical punishment.

D. material attachment.

5. The sacred syllable OM is also written as

A. RAM.

B. AUM.

C. YAM.

D. HUM.

6. Which Upanishad discusses the spiritual significance of OM?

A. Katha Upanishad.

B. Mandukya Upanishad.

C. Chandogya Purana.

D. Bhagavata Purana.

7. In the traditional interpretation of AUM, the sound A represents

A. the waking state.

B. deep sleep.

C. spiritual silence only.

D. physical death.

8. The sound M in AUM is traditionally associated with

A. the dreaming state.

B. the waking state.

C. the deep-sleep state.

D. ordinary speech.

9. Which of the following is associated with meditation in Sanatan Dharma?

A. Dhyana.

B. Vyapara.

C. Krishi.

D. Yuddha.

10. Repetition of a sacred mantra is known as

A. Japa.

B. Katha.

C. Seva.

D. Puja.

11. Which of the following describes Satsang?

A. A business meeting.

B. A spiritual gathering.

C. A sporting activity.

D. A political campaign.

12. Devotional songs in Sanatan Dharma are commonly called

A. Bhajans.

B. Vedas.

C. Asanas.

D. Yamas.

13. Katha refers to

A. physical exercise.

B. religious storytelling.

C. agricultural production.

D. commercial activity.

14. Which of the following is an example of environmental conservation?

A. Cutting down all indigenous trees.

B. Dumping waste in rivers.

C. Planting trees.

D. Burning forests.

15. Which sacred plant is commonly associated with Lord Vishnu in Hindu traditions?

A. Tulsi.

B. Maize.

C. Wheat.

D. Tea.

16. The Peepal tree is scientifically known as

A. Azadirachta indica.

B. Ficus religiosa.

C. Nelumbo nucifera.

D. Mangifera indica.

17. Establishing a kitchen garden mainly promotes

A. food security.

B. environmental destruction.

C. unnecessary wastage.

D. deforestation.

18. Providing clean water for birds demonstrates

A. cruelty.

B. compassion towards living creatures.

C. material attachment.

D. dishonesty.

19. The Sanskrit term Seva refers to

A. selfless service.

B. material competition.

C. physical punishment.

D. commercial exchange.

20. Which of the following demonstrates respect for the elderly?

A. Ignoring their needs.

B. Mocking their experiences.

C. Listening to their advice.

D. Discriminating against them.

21. The story of Nachiketa is found in the

A. Katha Upanishad.

B. Ramayana.

C. Atharva Veda only.

D. Manusmriti.

22. One major lesson from the story of Prahlada is

A. dishonesty.

B. devotion and courage.

C. selfishness.

D. material greed.

23. In the Bhagavad Gita, Lord Krishna guides

A. Nachiketa.

B. Arjuna.

C. Prahlada.

D. Ravana.

24. The Nasadiya Sukta is associated with

A. creation and the origin of existence.

B. agricultural practices.

C. temple architecture.

D. family celebrations.

25. The Purusha Sukta is found in the

A. Rig Veda.

B. Ramayana.

C. Bhagavad Gita.

D. Yoga Sutras.

26. In the traditional Hindu understanding of the Trimurti, the deity associated with preservation is

A. Brahma.

B. Vishnu.

C. Shiva.

D. Indra.

27. Which of the following represents the concept of cyclical creation?

A. Creation, preservation and dissolution.

B. Education, employment and retirement.

C. Birth, examination and graduation.

D. Prayer, fasting and celebration.

28. Many Buddhist traditions explain the arising of phenomena through

A. dependent origination.

B. the Hindu Trimurti.

C. the Namokar Mantra.

D. the Vedic sacrifice alone.

29. Jain philosophy generally understands the universe as

A. created once by a supreme creator.

B. eternal and uncreated.

C. existing only through human imagination.

D. dependent on material wealth.

30. A learner who supports younger pupils with schoolwork demonstrates

A. selfishness.

B. Seva.

C. dishonesty.

D. discrimination.

SECTION B: STRUCTURED QUESTIONS – 50 MARKS

50 MARKS

Answer ALL questions.

QUESTION 1: PARAMATMA THROUGH CREATION (8 MARKS)

a) Define the term Paramatma. (2 marks)

b) Identify three ways through which learners can appreciate Paramatma through His creation. (3 marks)

c) Explain three reasons why human beings should respect the natural environment according to the teachings of Sanatan Dharma. (3 marks)

QUESTION 2: SAT-CHIT-ANAND (8 MARKS)

a) State the meaning of each of the following terms:

i. Sat. (1 mark)

ii. Chit. (1 mark)

iii. Anand. (1 mark)

b) Explain three ways in which the concept of Sat-Chit-Anand can guide young people in their daily lives. (3 marks)

c) Give two benefits of applying the concept of Sat-Chit-Anand in school life. (2 marks)

QUESTION 3: THE SACRED SOUND OM (8 MARKS)

a) Explain the meaning of OM in Sanatan Dharma. (2 marks)

b) Identify the three sounds that make up AUM. (3 marks)

c) State three spiritual benefits associated with the practice of chanting OM. (3 marks)

QUESTION 4: MEDITATION AND RELIGIOUS ACTIVITIES (8 MARKS)

a) Define the term Dhyana. (2 marks)

b) Identify three meditation practices within Sanatan Dharma. (3 marks)

c) Explain three ways in which participation in Satsang can benefit Grade 11 learners. (3 marks)

QUESTION 5: ENVIRONMENTAL CONSERVATION AND SEVA (9 MARKS)

a) State three environmental benefits of planting trees. (3 marks)

b) Identify three ways through which learners can demonstrate compassion towards animals and birds. (3 marks)

c) Explain three ways in which learners can practise Seva in their communities. (3 marks)

QUESTION 6: HINDU CREATION TEACHINGS (9 MARKS)

a) Identify two Hindu scriptures that provide explanations or reflections on creation. (2 marks)

b) Explain three teachings about creation found in Hindu scriptures. (3 marks)

c) State four differences between Hindu and other religious or philosophical explanations of creation. (4 marks)

PART THREE: SUGGESTED PRACTICAL ACTIVITIES FOR CBE

These activities can be used for classroom assessment, portfolios, group work and community-based learning.

Activity 1: Understanding Sat-Chit-Anand

Learners should prepare a chart showing:

- Sat and its practical application.
- Chit and its practical application.
- Anand and its practical application.

Present the chart to the class and explain how the three attributes can guide responsible behaviour.

Activity 2: OM and Spiritual Traditions

In groups, learners should:

1. Research the use of OM in Sanatan Dharma.
2. Find out how OM appears in Buddhist and Jain traditions.
3. Prepare a comparison chart.

4. Present their findings.
5. Demonstrate respect for different religious traditions.

Activity 3: Environmental Conservation

Learners should establish a small school kitchen garden.

They should:

- Select suitable vegetables.
- Prepare the planting area.
- Plant seedlings.
- Water the plants.
- Maintain a garden record.
- Explain the relationship between environmental care and the appreciation of creation.

Activity 4: Community Seva

Learners should identify a community need and organise an appropriate service activity with teacher and parental guidance.

Examples:

- Supporting elderly community members.
- Donating approved learning materials.
- Helping younger learners.
- Participating in environmental clean-up activities.

Activity 5: Hindu Religious Stories

Learners should select one story from the Ramayana, Mahabharata or Upanishads.

They should:

1. Identify the main characters.
2. Summarise the story.
3. Identify its spiritual teachings.
4. Relate the lessons to youth challenges.
5. Present the story through a short role-play.

PART FOUR: ANSWER GUIDE

Section A: Multiple-Choice Answers

Question	Answer	Question	Answer
1	B	16	B
2	A	17	A
3	C	18	B

4	B	19	A
5	B	20	C
6	B	21	A
7	A	22	B
8	C	23	B
9	A	24	A
10	A	25	A
11	B	26	B
12	A	27	A
13	B	28	A
14	C	29	B
15	A	30	B

Section B: Suggested Marking Points

Question 1

a) Paramatma is the Supreme Soul or Supreme Divine Reality, the ultimate source and foundation of existence. (2)

b) Any three:

- Observing nature.
- Studying Hindu scriptures.
- Practising meditation.
- Participating in worship.
- Protecting living organisms.
- Reflecting on creation. (3)

c) Any three explained:

- Protects biodiversity.
- Demonstrates respect for creation.
- Promotes sustainable living.
- Protects natural resources.
- Encourages compassion towards living organisms. (3)

Question 2

a)

- Sat – Truth and eternal existence. (1)
- Chit – Consciousness and awareness. (1)
- Anand – Divine bliss. (1)

b) Any three explained:

- Sat encourages honesty.
- Chit promotes wisdom.
- Anand encourages contentment.

- The three promote positive decision-making.
- They encourage responsible behaviour. (3)

c) Any two:

- Promotes integrity.
- Encourages concentration.
- Promotes peaceful relationships.
- Develops self-discipline.
- Encourages cooperation. (2)

Question 3

a) OM is a sacred syllable representing ultimate reality and used in prayer and meditation. (2)

b) A, U and M. (3)

c) Any three:

- Encourages concentration.
- Supports spiritual reflection.
- Promotes devotion.
- Strengthens spiritual discipline.
- Helps worshippers focus during meditation. (3)

Question 4

a) Dhyana is sustained meditation or deep concentration of the mind. (2)

b) Any three:

- Dhyana.
- Japa.
- Mantra meditation.
- Bhakti meditation.
- Breath awareness meditation.
- Guided meditation. (3)

c) Any three explained:

- Promotes spiritual knowledge.
- Encourages positive relationships.
- Strengthens religious identity.
- Provides moral guidance.
- Promotes unity.
- Encourages good behaviour. (3)

Question 5

a) Any three:

- Prevent soil erosion.
- Absorb carbon dioxide.
- Provide oxygen.
- Support biodiversity.
- Provide shade.
- Provide habitats. (3)

b) Any three:

- Providing clean drinking water.
- Providing appropriate food.
- Protecting animal habitats.
- Avoiding cruelty.
- Maintaining clean surroundings. (3)

c) Any three explained:

- Mentoring younger learners.
- Supporting elderly people.
- Donating learning resources.
- Participating in community clean-ups.
- Supporting people with special needs.
- Helping vulnerable families. (3)

Question 6

a) Any two:

- Rig Veda.
- Upanishads.
- Bhagavad Gita.
- Puranas. (2)

b) Any three:

- Brahman is ultimate reality.
- Creation is associated with divine manifestation.
- The universe is interconnected.
- Many traditions explain creation through cosmic cycles.
- The universe is associated with divine sustaining power. (3)

c) Any four relevant differences:

- Hindu traditions include cyclical creation; Christianity generally teaches creation by God.

- Islam teaches that Allah is the creator of the universe.
- Buddhism generally does not explain existence through a single creator God.
- Jainism understands the universe as eternal and uncreated.
- Hindu traditions include different philosophical explanations involving Brahman. (4)

STRAND 1.0: MANIFESTATION OF PARAMATMA

SUB-STRAND 1.2: JAIN FAITH

RITES AND RITUALS OBSERVED DURING WORSHIP OF TIRTHANKARS IN DERASAR AND PRESENCE OF PARAMATMA THROUGH PILGRIMAGE

1.0 Introduction to the sub-strand

Jainism is an ancient Indian religious tradition that emphasises non-violence (Ahimsa), truthfulness, self-discipline, non-attachment, compassion and spiritual liberation. It teaches that every living soul (Jiva) has the potential to attain spiritual perfection through right faith, right knowledge and right conduct.

Jain worship is closely associated with the Tirthankaras, who are enlightened spiritual teachers who conquered inner passions and showed the way to liberation (Moksha).

A Derasar is a Jain temple where devotees worship and pay respect to the Tirthankaras. Worship involves rituals, meditation, chanting, offerings and reflection on the qualities of enlightened beings.

Pilgrimage is also an important aspect of Jain religious life. Devotees visit sacred places associated with the lives, teachings and liberation of the Tirthankaras to strengthen their faith and develop spiritual discipline.

In this sub-strand, learners explore how worship rituals and pilgrimage help Jains understand the manifestation and presence of Paramatma through spiritual perfection.

1.1 Learning outcomes

By the end of this sub-strand, the learner should be able to:

1. Interpret the rites and rituals observed in a Derasar.
2. Assess how meditation and chanting during worship foster spiritual growth.
3. Identify key pilgrimage sites where Tirthankaras attained liberation.
4. Explain the value of pilgrimage in understanding the concept of Paramatma.
5. Discuss the importance of observing road safety regulations during pilgrimage.

6. Appreciate the Jain emphasis on preserving the sanctity of nature during pilgrimages, reflecting the principle of interdependence.

1.2 Key terms and their meanings

Term	Meaning
Jainism	An ancient Indian religious tradition that teaches liberation through non-violence, self-discipline and spiritual development.
Paramatma	The supreme or perfected soul; in the Jain context, it may refer to a fully liberated and perfected soul.
Tirthankara	An enlightened spiritual teacher who shows the path to liberation.
Derasar	A Jain temple used for worship and religious activities.
Murti	A sacred image or representation of a Tirthankara.
Puja	An act of worship involving prayers, offerings and devotional practices.
Ahimsa	The principle of non-violence towards all living beings.
Moksha	Liberation of the soul from the cycle of birth, death and rebirth.
Jiva	A living soul or conscious being.
Ajiva	Non-living substances or entities in Jain philosophy.
Dhyana	Meditation or focused contemplation.
Mantra	A sacred word, phrase or sound recited during religious practice.
Tirtha	A sacred place or spiritual crossing place associated with religious significance.
Samadhi	A state of deep concentration or spiritual absorption.
Pradakshina	Respectful circumambulation of a sacred object or shrine.

1.3 Understanding Jainism and the concept of Paramatma

1.3.1 Meaning of Paramatma in Jainism

Paramatma refers to the perfected state of the soul. Jainism teaches that the soul is naturally endowed with infinite knowledge, perception, energy and bliss. However, these qualities are obscured by karmic matter accumulated through actions and attachments.

Through spiritual discipline, the soul can free itself from karmic bondage and attain liberation.

A liberated soul is known as a Siddha. It has attained perfection and is free from the cycle of birth, death and rebirth.

Important distinction: Jainism does not generally describe Paramatma as a creator God who creates and controls the universe. Jain philosophy teaches that the universe is eternal and that every soul has the potential to attain liberation.

1.3.2 Qualities of a spiritually perfected soul

A spiritually perfected soul possesses the following qualities:

1. **Infinite knowledge (Ananta Jnana):** The liberated soul possesses complete and unlimited knowledge.
2. **Infinite perception (Ananta Darshana):** It has perfect and unlimited perception.
3. **Infinite bliss (Ananta Sukha):** It experiences eternal spiritual happiness free from suffering.
4. **Infinite energy (Ananta Virya):** It possesses unlimited spiritual energy.
5. **Freedom from karma:** It is no longer bound by karmic matter.
6. **Freedom from rebirth:** It does not return to the cycle of birth, death and rebirth.
7. **Perfect purity:** It is completely free from passions, attachments and ignorance.

1.3.3 The relationship between Tirthankaras and Paramatma

Tirthankaras are spiritually enlightened beings who have attained Kevala Jnana (absolute knowledge) and subsequently attained liberation.

They guide other souls by teaching the path of spiritual purification.

Examples of important Tirthankaras include:

- Rishabhanatha (Adinatha), the first Tirthankara.
- Ajitanatha, the second Tirthankara.
- Sambhavnatha, the third Tirthankara.
- Parshvanatha, the twenty-third Tirthankara.
- Mahavira, the twenty-fourth Tirthankara.

Jains respect Tirthankaras because they demonstrate that spiritual perfection is attainable through self-discipline, non-violence and the removal of karmic bondage.

1.4 RITES AND RITUALS OBSERVED DURING WORSHIP OF TIRTHANKARS IN A DERASAR

1.4.1 Meaning of rites and rituals in Jainism

Rites and rituals are religious activities performed by devotees to express faith, respect, devotion and commitment to spiritual development.

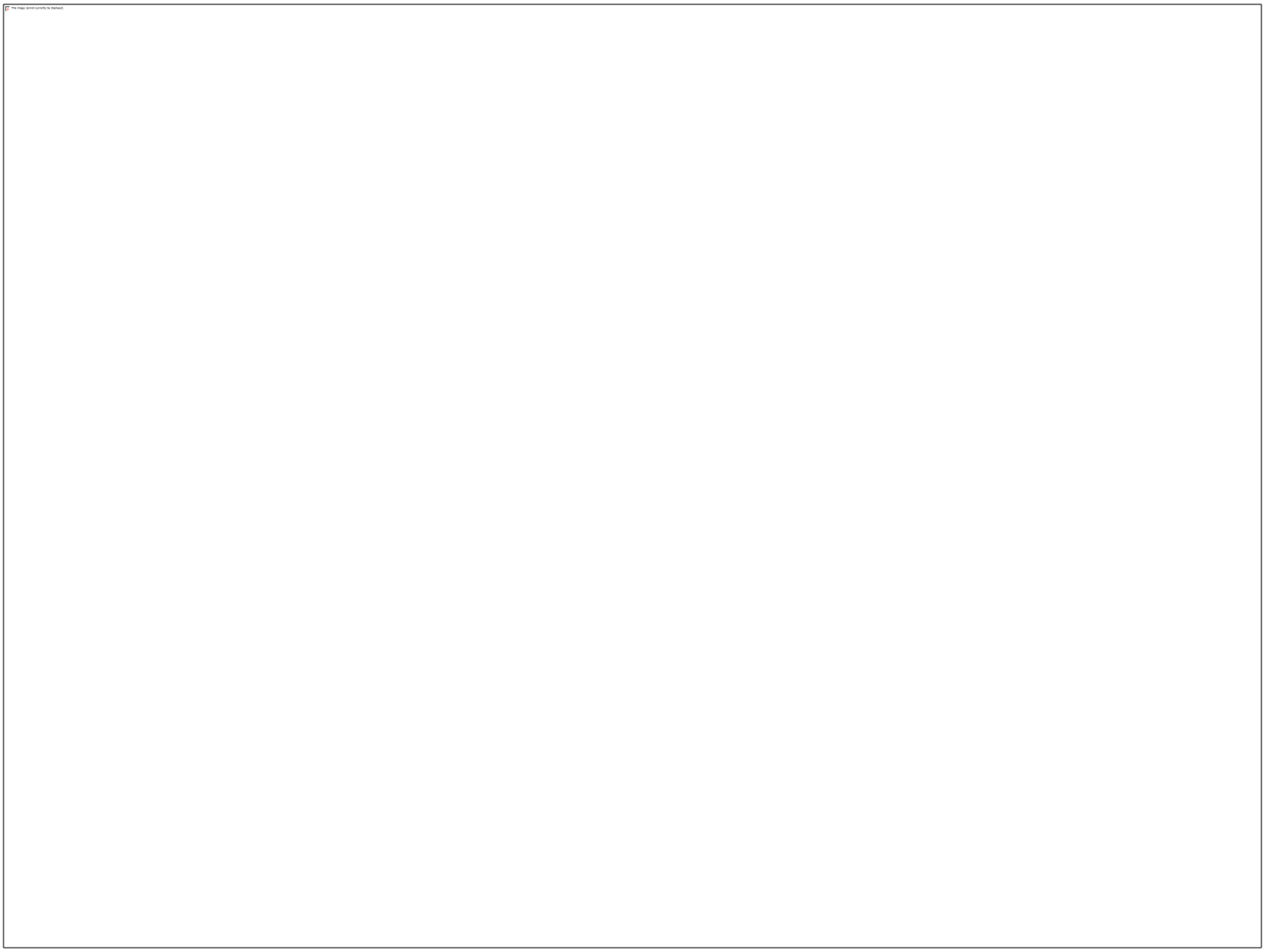
In Jainism, worship rituals are performed in a Derasar (Jain temple) as a way of honouring the Tirthankaras and reflecting on their spiritual qualities.

Jain worship is not based on the belief that Tirthankaras require material offerings. Rather, offerings remind devotees of the virtues they should cultivate as they seek spiritual purification.

Purposes of Jain worship rituals

1. **Showing respect to Tirthankaras:** Devotees honour the enlightened teachers who demonstrated the path to liberation.
2. **Developing spiritual discipline:** Regular worship encourages consistency in religious practice.
3. **Promoting self-reflection:** Rituals remind devotees to examine their thoughts, words and actions.
4. **Encouraging non-violence:** Worship reinforces the principle of Ahimsa.
5. **Developing humility:** Bowing and offering prayers encourage humility and respect.
6. **Strengthening religious identity:** Collective worship promotes a sense of belonging among Jain communities.
7. **Promoting purity:** Rituals remind devotees to work towards purity of thought, speech and action.
8. **Encouraging detachment:** Devotees learn that material possessions do not provide permanent happiness.

1.4.2 Important rites and rituals performed in a Derasar



The following are important worship practices observed in Jain temples.

A. Darshan (viewing the Tirthankara murti)

Darshan refers to respectfully viewing the sacred image of a Tirthankara.

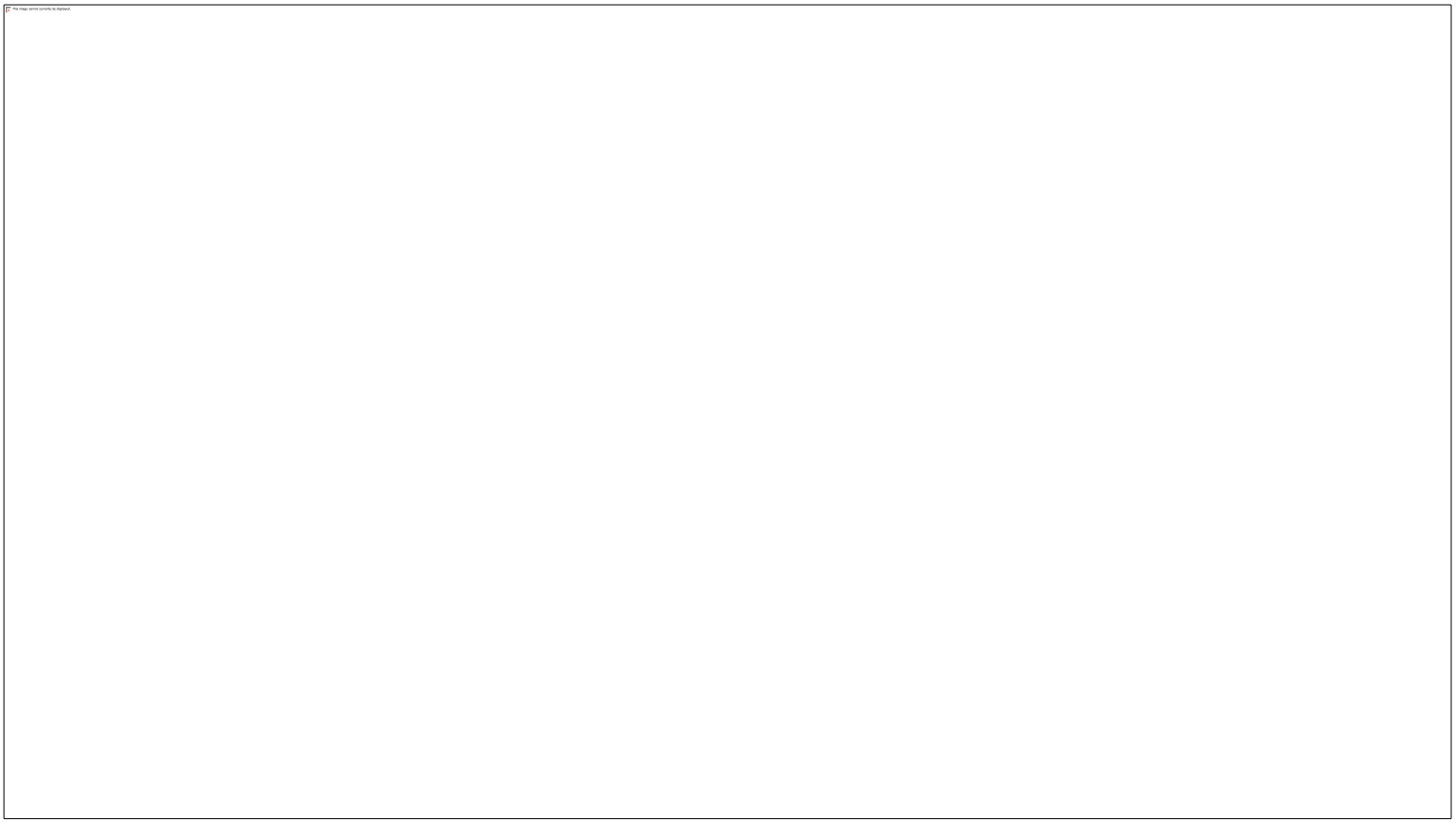
During this practice:

1. Devotees enter the Derasar respectfully.
2. They approach the shrine with clean bodies and minds.
3. They observe the murti of the Tirthankara.
4. They reflect on the virtues of the enlightened teacher.
5. They may bow or join their hands as a sign of respect.

Significance of Darshan

- Reminds devotees of the possibility of attaining spiritual perfection.
- Encourages meditation and reflection.
- Strengthens faith in the teachings of Jainism.
- Inspires individuals to practise truthfulness and non-violence.

B. Abhisheka (ceremonial bathing)



Abhisheka is the ceremonial bathing of the murti of a Tirthankara using pure substances such as water.

In some Jain traditions, milk and other substances may also be used according to the temple's customs.

Procedure

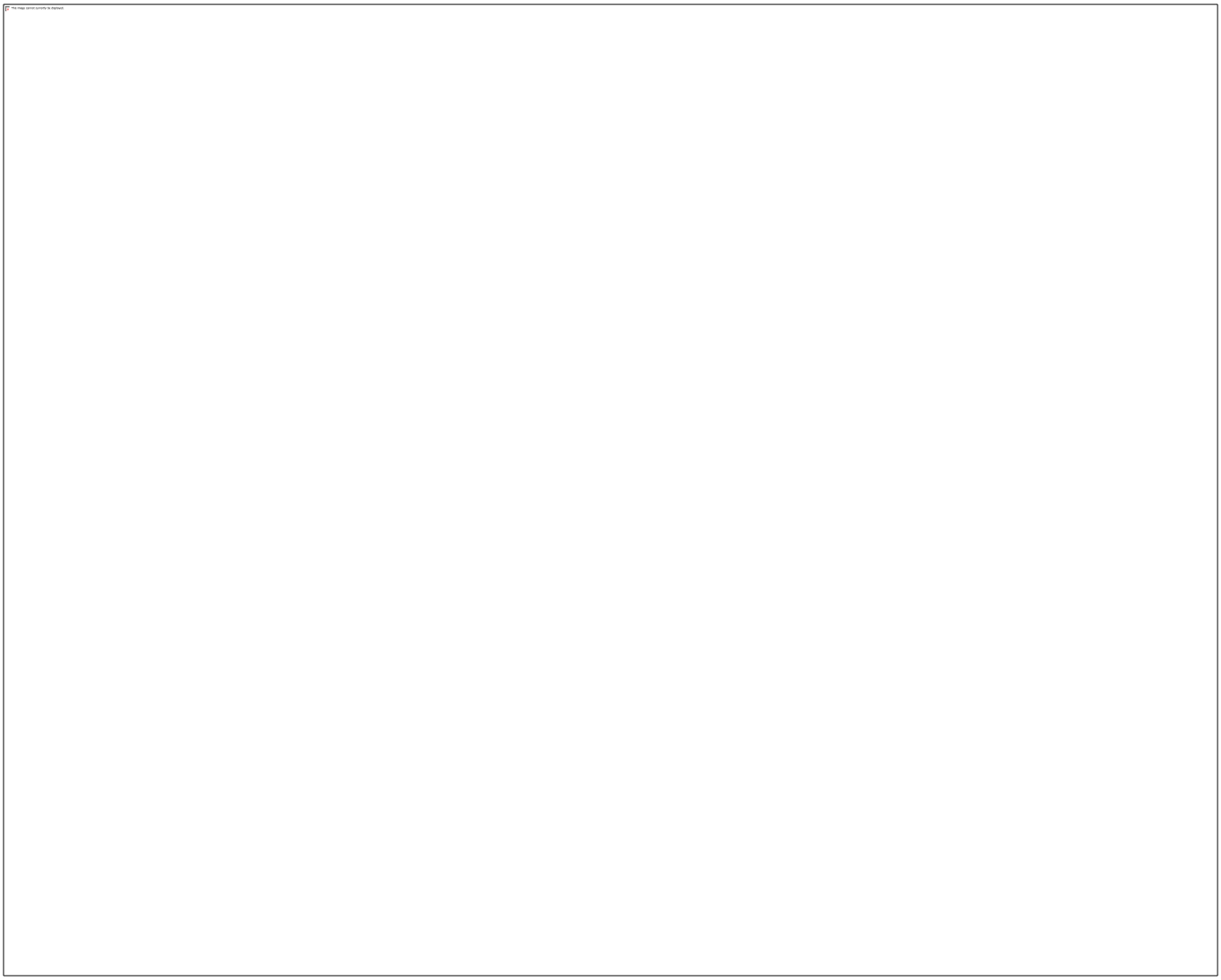
1. The murti is approached with reverence.
2. The worship area is prepared.
3. Water or other permitted substances are ceremonially poured over the murti.
4. Devotees recite prayers and sacred mantras.
5. The murti is respectfully dried and prepared for subsequent worship.

Symbolic meaning

- Represents spiritual purification.
- Reminds devotees to cleanse their minds of negative thoughts.
- Encourages freedom from pride, anger and greed.
- Symbolises the desire for inner transformation.

Important lesson: True purity in Jainism is achieved through spiritual discipline rather than physical bathing alone.

C. Ashtaprakari Puja (eightfold worship)



Ashtaprakari Puja is a form of Jain worship involving eight traditional offerings to the Tirthankara.

The offerings have symbolic meanings that guide devotees towards spiritual development.

Offering	Sanskrit name	Symbolic meaning
Water	Jala	Purification of the mind and soul.
Sandalwood paste	Chandan	Cultivation of peace and calmness.
Flowers	Pushpa	Development of good qualities and virtues.
Incense	Dhupa	Spreading goodness and cultivating pure conduct.
Lamp	Deepa	Removal of ignorance through knowledge.
Rice	Akshata	Symbol of purity and spiritual stability.
Sweet offering	Naivedya	Reminder of spiritual happiness and freedom from worldly attachment.
Fruit	Phala	Symbol of the fruits of spiritual effort and liberation.

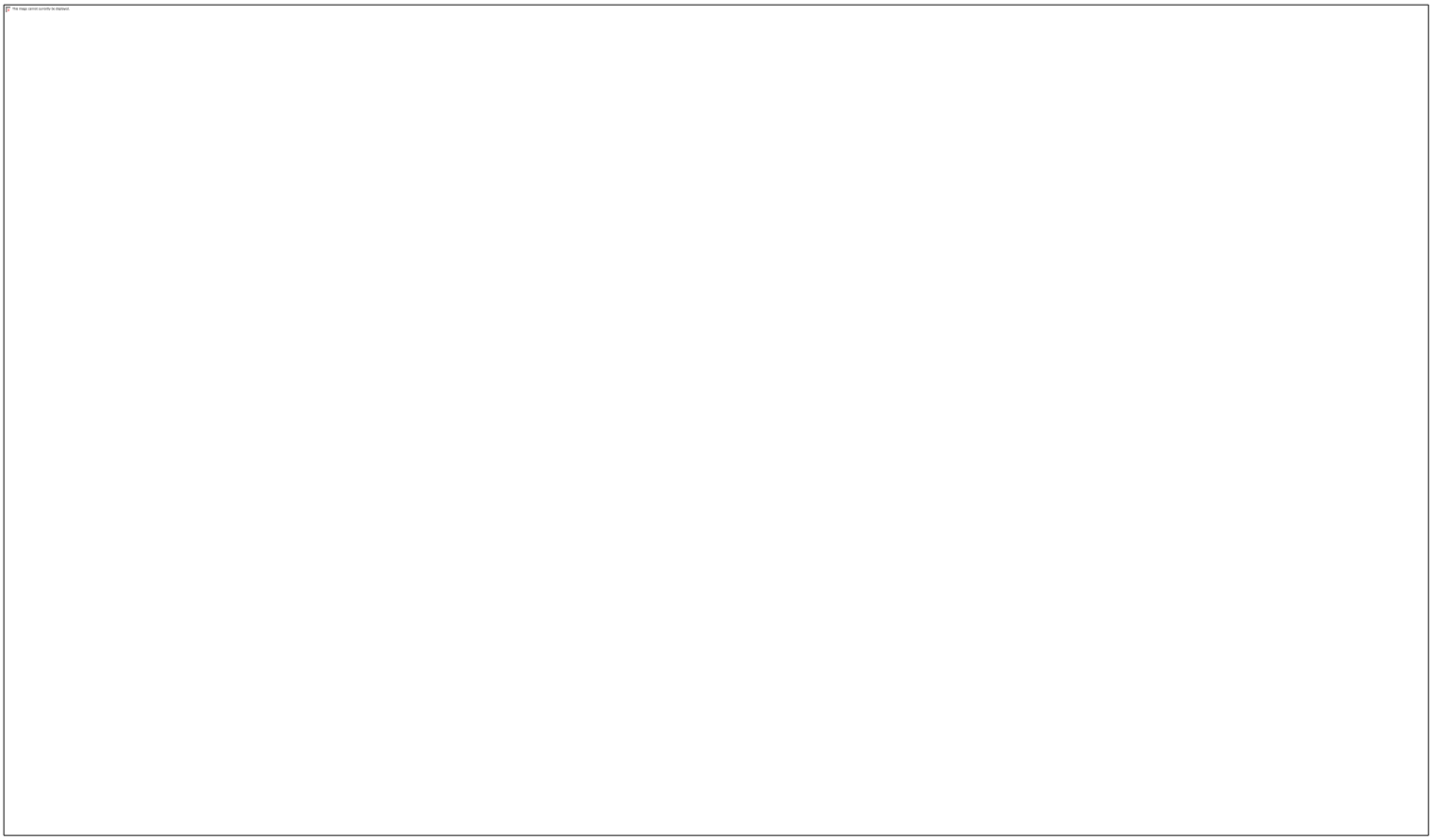
Explanation of the eight offerings

1. Water: It reminds devotees to purify their thoughts, speech and actions.
2. Sandalwood: Its pleasant fragrance symbolises calmness and peaceful behaviour.
3. Flowers: They represent the cultivation of virtues such as compassion and humility.
4. Incense: Its fragrance reminds devotees to spread goodness through their conduct.
5. Lamp: It represents knowledge that removes ignorance.

6. Rice: It symbolises purity and the stability required for spiritual progress.
7. Sweet offering: It reminds devotees of the joy associated with spiritual development.
8. Fruit: It represents the results of good spiritual conduct.

Note: Practices and interpretations may vary among Jain sects and individual temples. Jain teachings also emphasise avoiding unnecessary harm to living beings when preparing or making offerings.

D. Chanting of sacred mantras



Chanting involves the repeated recitation of sacred words or verses during worship.

One of the most important Jain prayers is the Namokar Mantra, also known as the Navkar Mantra.

It pays respect to five categories of spiritually advanced beings:

1. Arihants – enlightened beings who have destroyed inner enemies such as anger and pride.
2. Siddhas – liberated souls who have attained Moksha.
3. Acharyas – leaders of the Jain monastic community.
4. Upadhyayas – spiritual teachers and instructors.
5. Sadhus and Sadhvis – Jain monks and nuns.

Importance of chanting

- Strengthens concentration.
- Encourages humility.
- Promotes inner peace.
- Helps devotees remember the qualities of spiritually advanced beings.

- Encourages positive thinking.
- Strengthens commitment to Jain teachings.
- Promotes unity during communal worship.

E. Meditation (Dhyana)



Meditation is the practice of focusing the mind to develop awareness, concentration and spiritual understanding.

In Jainism, meditation is an important method of controlling the mind and overcoming negative passions.

How meditation is practised

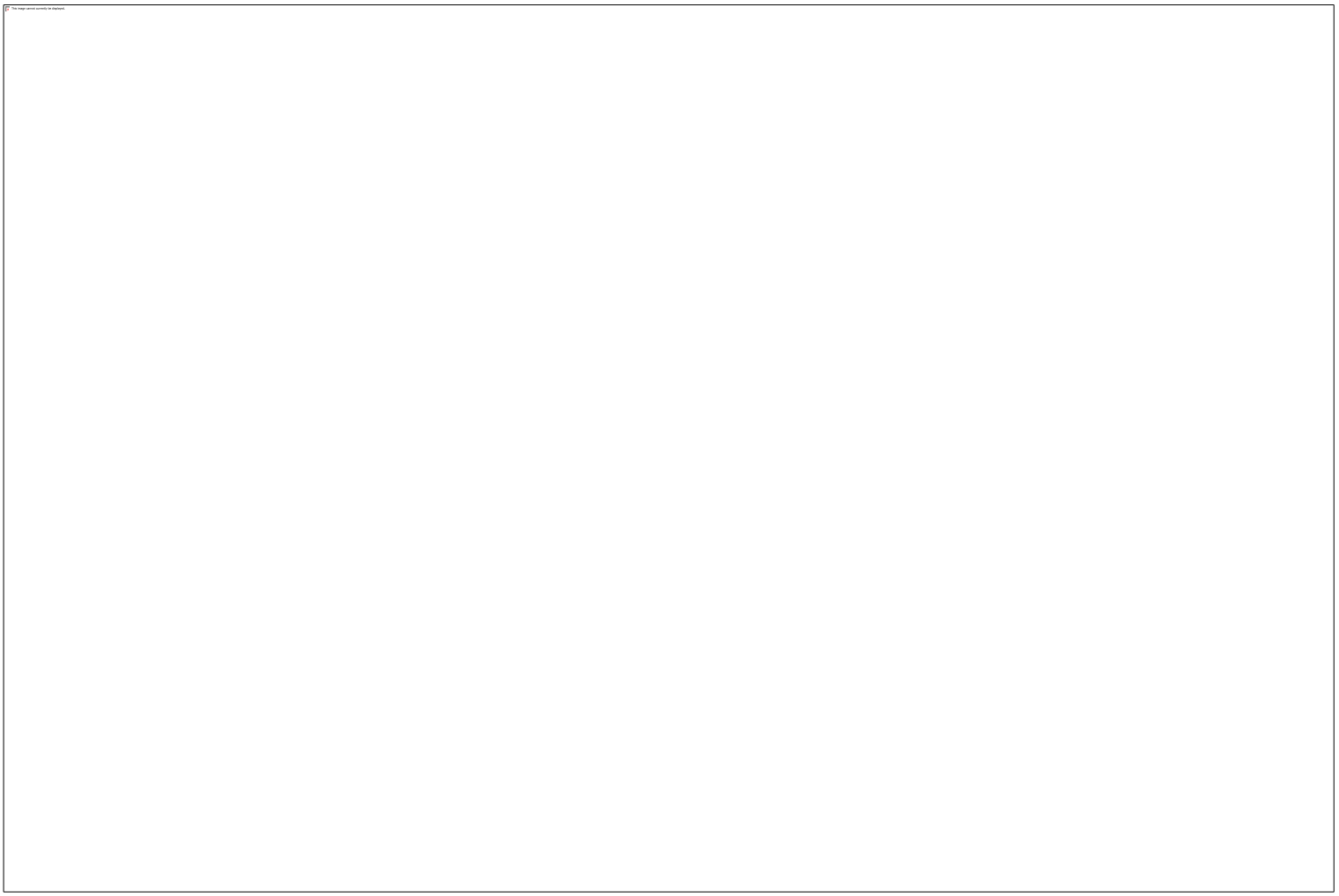
1. The devotee sits in a comfortable and peaceful position.
2. The body is kept relaxed and steady.
3. Attention is directed towards the breath, a mantra or a spiritual subject.
4. The individual observes thoughts without allowing distractions to dominate.
5. The practice encourages self-examination and spiritual awareness.

Importance of meditation

- Promotes self-control.
- Helps reduce anger and hatred.
- Encourages patience and tolerance.

- Develops concentration.
- Promotes emotional stability.
- Helps devotees understand their actions.
- Encourages detachment from unnecessary worldly desires.
- Supports spiritual purification.

F. Pradakshina (circumambulation)



Pradakshina refers to walking respectfully around a sacred shrine in a clockwise direction.

Significance

1. Demonstrates reverence towards the Tirthankaras.
2. Encourages reflection on their teachings.
3. Symbolises commitment to the spiritual path.
4. Promotes discipline and devotion.
5. Reminds devotees to organise their lives around spiritual values.

G. Bowing and offering salutations

Jain devotees may bow before the images of Tirthankaras as a sign of respect.

This practice is known as Vandana in various Jain contexts.

Importance

- Encourages humility.
- Reminds devotees to overcome pride.
- Demonstrates respect for spiritual teachers.
- Encourages obedience to ethical teachings.
- Promotes a humble attitude towards others.

H. Swadhyaya (religious study)

Swadhyaya refers to the study and reflection upon religious teachings.

In a Derasar, devotees may listen to religious discourses, read Jain scriptures and discuss spiritual values.

Importance

- Increases religious knowledge.
- Helps devotees understand Jain philosophy.
- Encourages correct interpretation of religious teachings.
- Develops critical thinking.
- Promotes responsible decision-making.

1.5 SYMBOLIC MEANING OF ITEMS USED DURING WORSHIP IN A DERASAR

Jain worship involves the use of various objects that communicate important spiritual lessons.

Item	Religious significance	Lesson to the devotee
Bell	May mark the beginning of worship.	Focus attention on worship.
Lamp	Represents knowledge and enlightenment.	Overcome ignorance.
Incense	Represents fragrance and goodness.	Practise good conduct.
Water vessel	Used in purification rituals.	Maintain inner purity.
Flowers	Represent virtues.	Cultivate good character.
Rice	Represents purity and stability.	Remain disciplined.
Fruits	Represent the results of spiritual effort.	Work towards liberation.
Prayer book	Contains sacred teachings.	Seek religious knowledge.
Prayer beads	May assist in recitation and concentration.	Develop consistency in spiritual practice.

1.5.1 Importance of understanding the symbolism of worship items

1. **Promotes meaningful worship:** Devotees understand the lessons represented by the objects.
2. **Encourages ethical behaviour:** Symbolic offerings remind individuals to practise good conduct.
3. **Strengthens religious knowledge:** Understanding rituals helps learners appreciate Jain traditions.
4. **Promotes self-discipline:** Rituals encourage regular spiritual practices.
5. **Encourages environmental responsibility:** Devotees become conscious of avoiding waste and unnecessary harm to living things.
6. **Promotes spiritual reflection:** Worship objects become reminders of the qualities needed for liberation.

1.6 COMMUNAL AND INDIVIDUAL WORSHIP PRACTICES IN JAINISM

Jain worship may be conducted individually or collectively.

1.6.1 Individual worship practices

Individual worship refers to religious activities performed by a person without necessarily involving a congregation.

Examples include:

1. Reciting the Namokar Mantra.
2. Personal meditation.
3. Reading Jain scriptures.
4. Observing personal fasting.
5. Practising self-examination.
6. Offering prayers at home.
7. Reflecting on the teachings of Tirthankaras.
8. Practising non-violence in daily activities.

Importance

- Encourages personal responsibility.
- Develops spiritual discipline.
- Strengthens personal faith.
- Helps individuals monitor their behaviour.
- Promotes independent religious learning.

1.6.2 Communal worship practices

Communal worship involves several devotees participating in religious activities together.

Examples include:

1. Group chanting of sacred mantras.
2. Collective prayers.
3. Listening to religious sermons.
4. Participating in temple festivals.
5. Group meditation.
6. Collective recitation of sacred hymns.
7. Community fasting activities.
8. Organising religious pilgrimages.

Importance

- Promotes unity among believers.
- Strengthens relationships.
- Encourages sharing of religious knowledge.

- Develops a sense of belonging.
- Promotes cooperation and mutual support.
- Encourages younger generations to understand their religious heritage.

1.6.3 Differences between individual and communal worship

Individual worship	Communal worship
Performed by one person.	Performed by a group.
Encourages personal reflection.	Encourages collective devotion.
Can be conducted at home.	Often conducted in a Derasar or gathering.
Strengthens personal discipline.	Strengthens community relationships.
May involve personal prayers.	May involve group prayers and chanting.

1.7 MEDITATION AND CHANTING AS MEANS OF SPIRITUAL GROWTH

1.7.1 Meaning of spiritual growth

Spiritual growth refers to the gradual development of a person's religious understanding, moral character, self-control and awareness of spiritual realities.

In Jainism, spiritual growth involves overcoming ignorance, attachment and harmful passions.

The ultimate goal is liberation of the soul from karmic bondage.

1.7.2 How meditation fosters spiritual growth

1. **Develops self-awareness:** Meditation enables individuals to understand their thoughts, emotions and actions.
2. **Promotes self-control:** It helps individuals control anger, pride, greed and excessive desires.
3. **Encourages non-violence:** Through reflection, devotees become more sensitive to the suffering of other living beings.
4. **Promotes patience:** Meditation encourages calmness when dealing with difficult situations.
5. **Develops concentration:** Regular meditation strengthens the ability to focus.
6. **Encourages detachment:** It helps individuals reduce unnecessary attachment to material possessions.
7. **Promotes inner peace:** Meditation helps individuals develop emotional stability.
8. **Encourages moral improvement:** Individuals become more conscious of their responsibilities.
9. **Supports spiritual purification:** It helps devotees reflect on the removal of negative passions and karmic bondage.

1.7.3 How chanting fosters spiritual growth

1. It reminds devotees of the qualities of enlightened beings.
2. It strengthens religious commitment.
3. It encourages positive thoughts.
4. It promotes humility and respect.
5. It improves concentration during worship.
6. It creates a sense of unity during communal prayers.

7. It encourages consistency in religious practice.
8. It strengthens knowledge of Jain teachings.

1.7.4 Differences between meditation and chanting

Meditation	Chanting
Involves focused contemplation.	Involves recitation of sacred words.
May be performed in silence.	Usually involves spoken or mental recitation.
Develops awareness and concentration.	Reinforces religious teachings and devotion.
Focuses on mental discipline.	Focuses on remembrance and reverence.
Encourages self-examination.	Encourages reflection on sacred teachings.

1.7.5 Assessment of meditation and chanting in Jain worship

Meditation and chanting are valuable because they encourage self-discipline, spiritual awareness and commitment to Jain values.

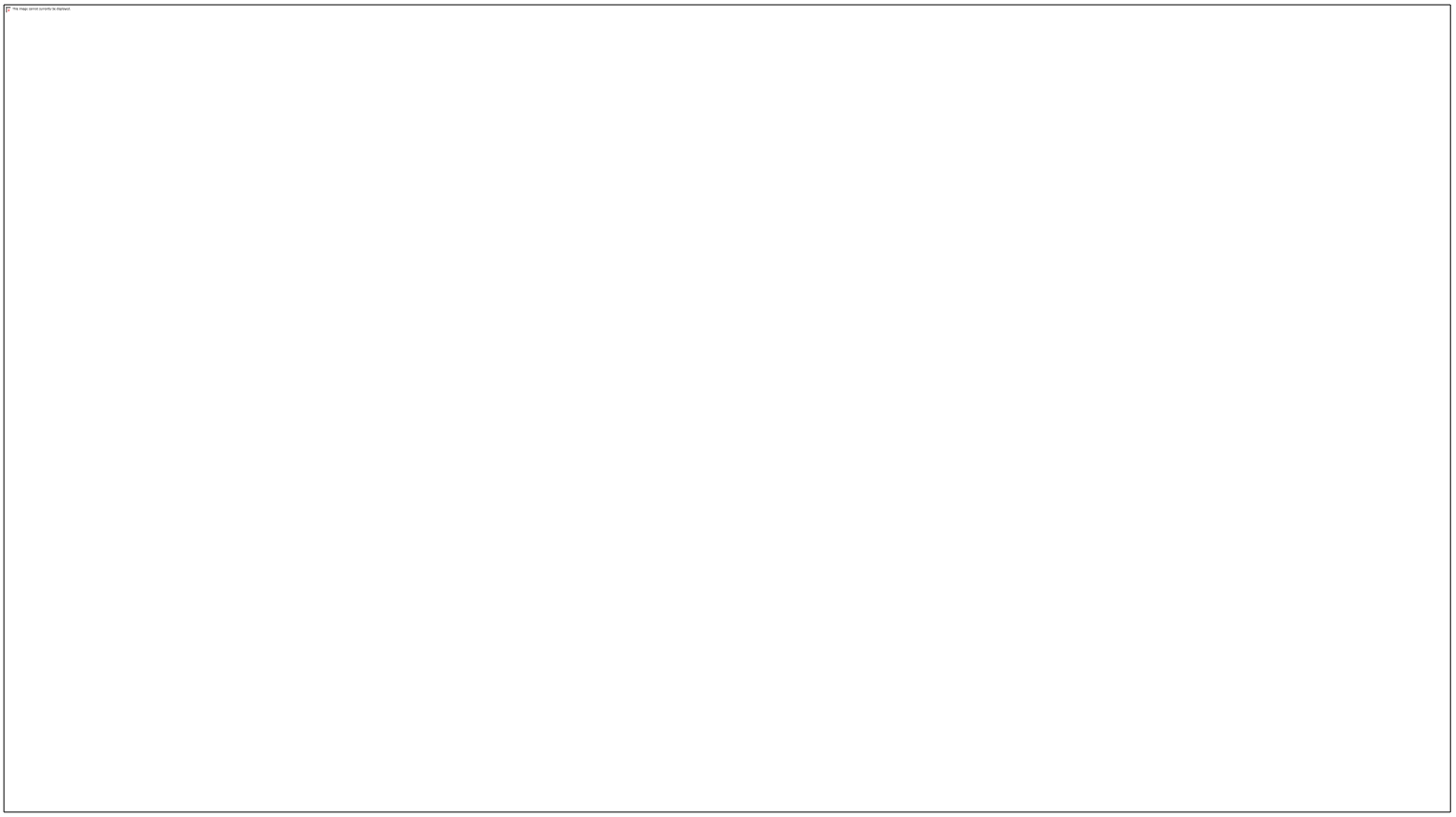
However, their effectiveness depends on sincere practice and the application of religious teachings in daily life.

For example, a person who chants about non-violence but continues to mistreat others has not fully applied the lesson of the prayer.

Therefore, Jain worship encourages the integration of religious practices with ethical living.

1.8 PRESENCE OF PARAMATMA THROUGH PILGRIMAGE

1.8.1 Meaning of pilgrimage



Pilgrimage is a religious journey undertaken by devotees to visit places considered sacred because of their association with religious teachers, events or spiritual experiences.

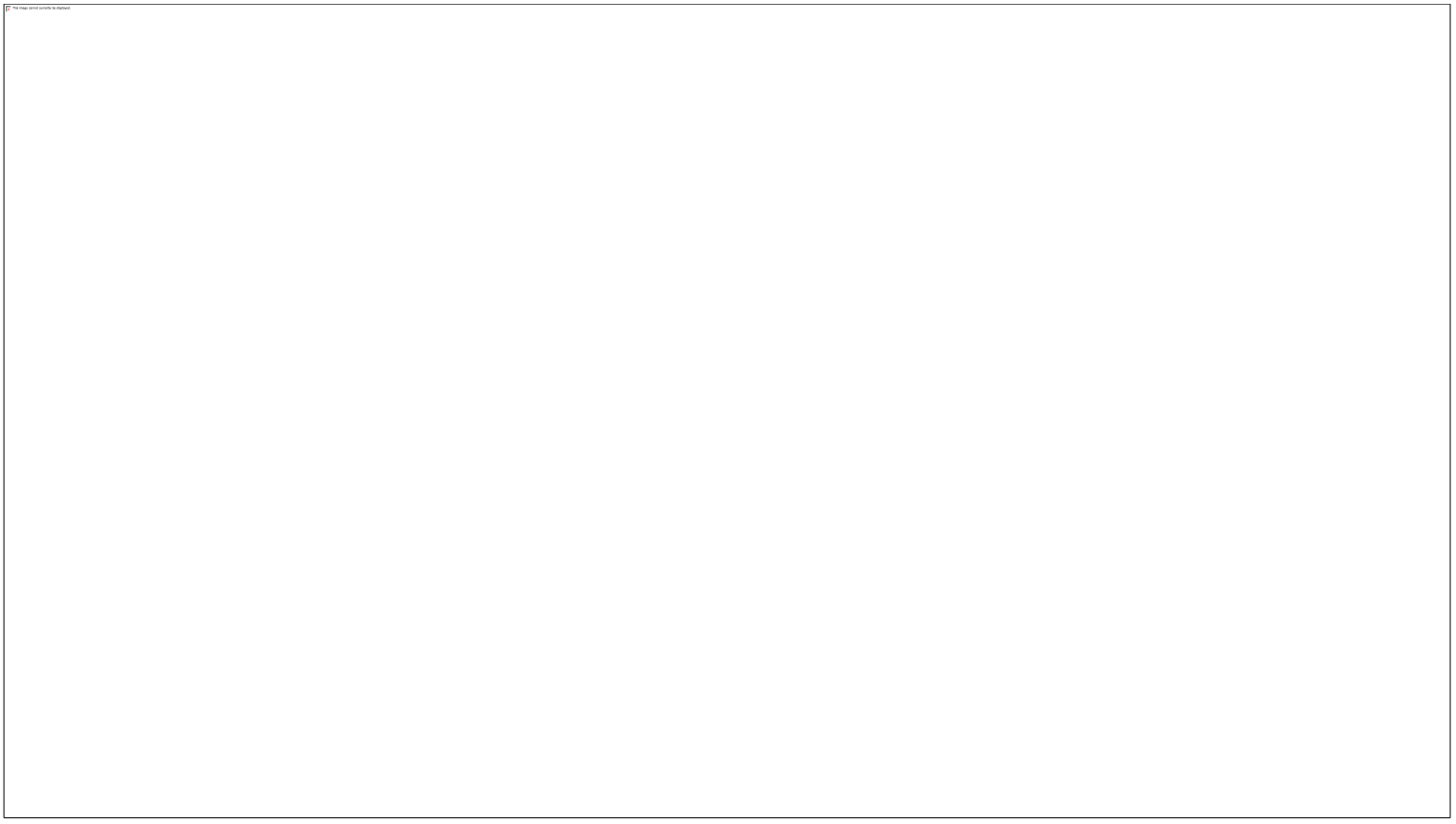
In Jainism, pilgrimage involves visiting sacred places associated with the Tirthankaras, particularly places connected with their birth, enlightenment, teachings and liberation.

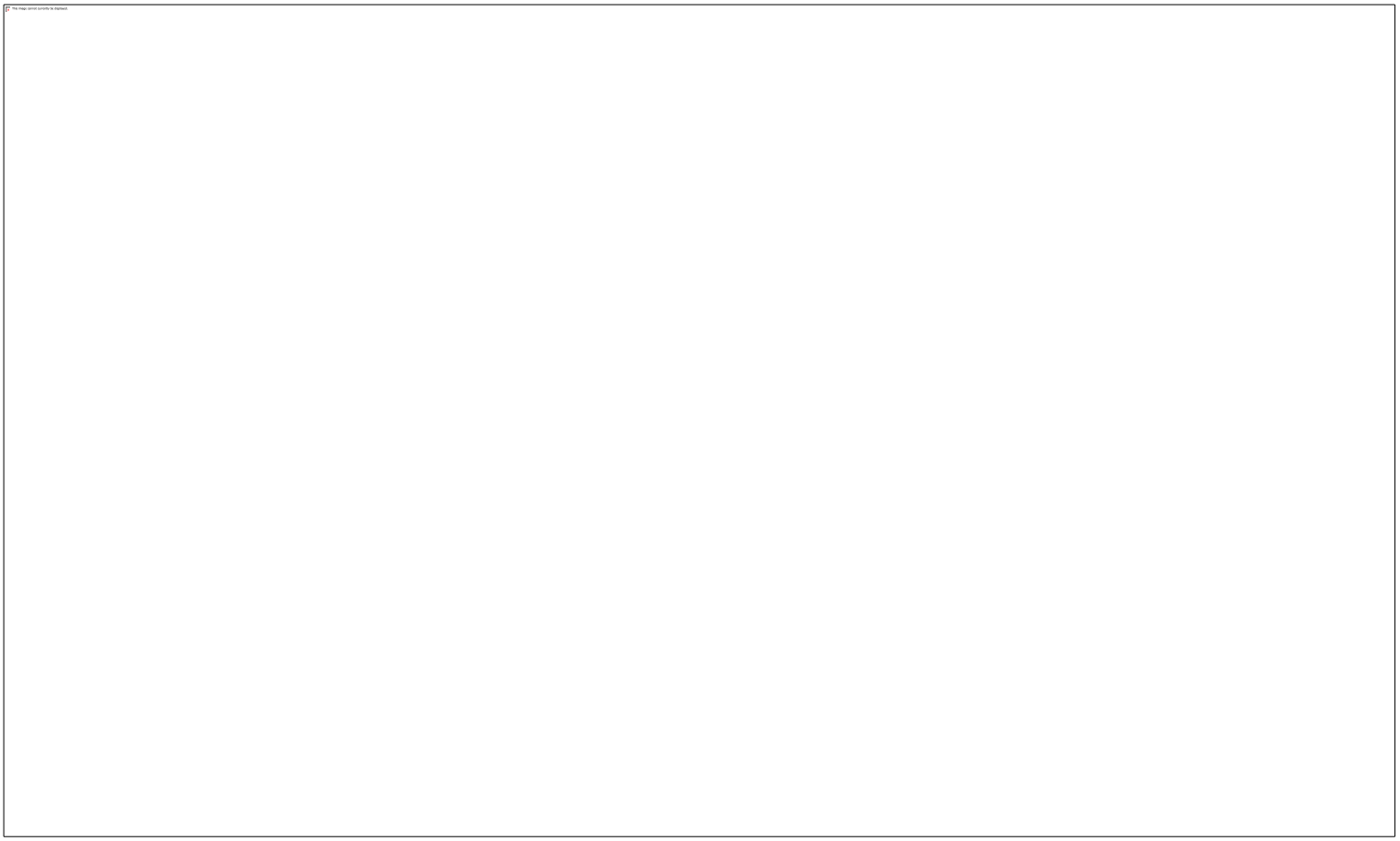
Pilgrimage provides an opportunity for devotees to strengthen their faith, reflect on spiritual teachings and develop personal discipline.

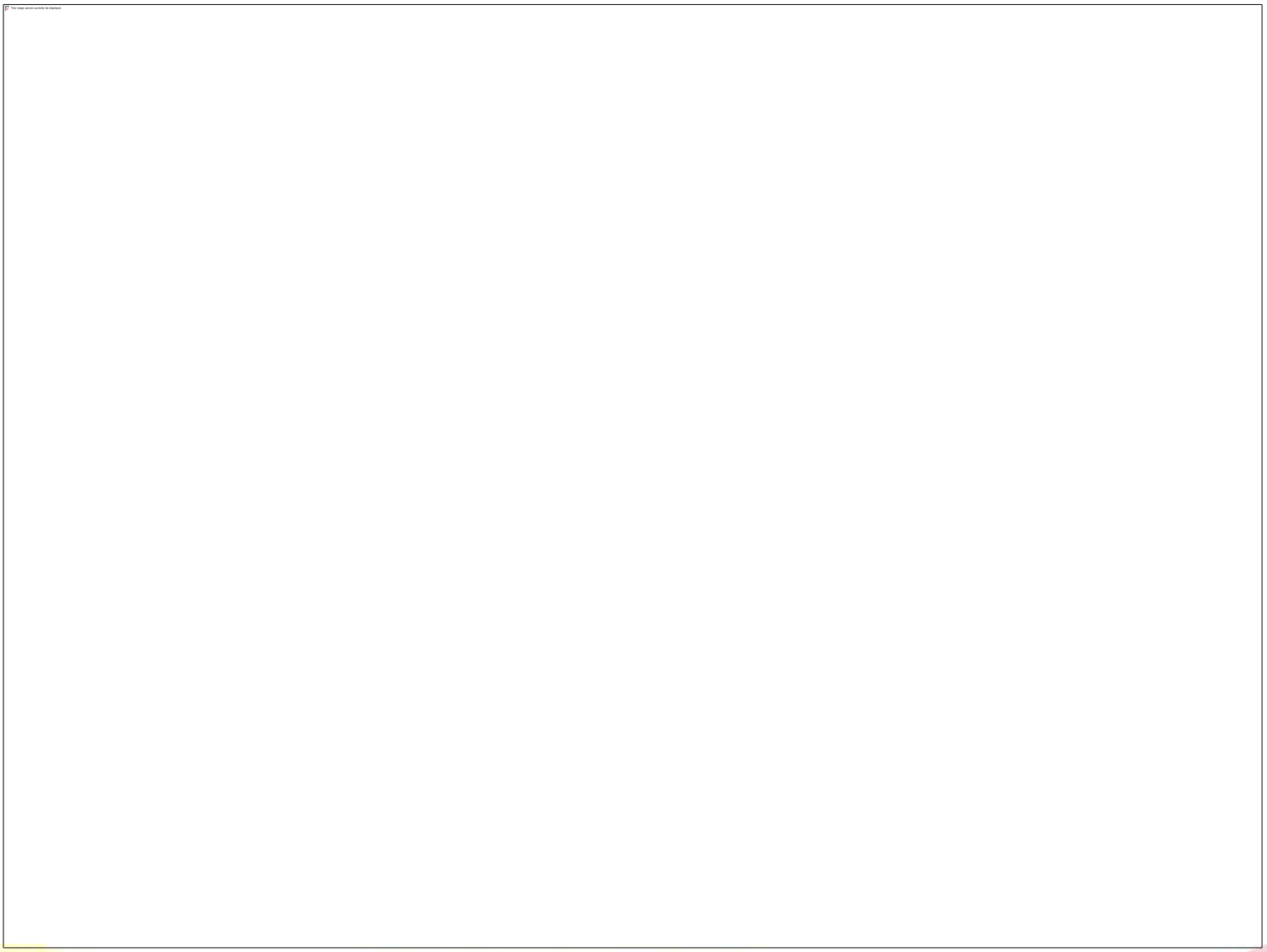
1.8.2 Reasons why Jains undertake pilgrimage

1. **To honour the Tirthankaras:** Devotees visit places associated with enlightened teachers.
2. **To strengthen faith:** Visiting sacred places reinforces commitment to Jain teachings.
3. **To seek spiritual development:** Pilgrimage encourages self-examination and personal transformation.
4. **To practise self-discipline:** Pilgrims may observe fasting, silence and other religious disciplines.
5. **To learn religious history:** Sacred places help devotees understand Jain heritage.
6. **To promote non-violence:** Pilgrimage encourages respect for humans, animals and the environment.
7. **To promote communal unity:** Families and communities travel and worship together.
8. **To develop humility:** Pilgrims learn to appreciate the teachings of spiritually advanced beings.
9. **To reflect on liberation:** Sacred places remind devotees of the possibility of attaining Moksha.
10. **To preserve religious heritage:** Pilgrimage encourages the conservation of historic temples and sacred sites.

1.8.3 Important Jain pilgrimage sites







Jainism has many important pilgrimage centres in India. Some are associated with the attainment of liberation by Tirthankaras.

A. Sammed Shikharji (Shikharji)

Location: Jharkhand, India.

Sammed Shikharji is one of the most sacred Jain pilgrimage sites.

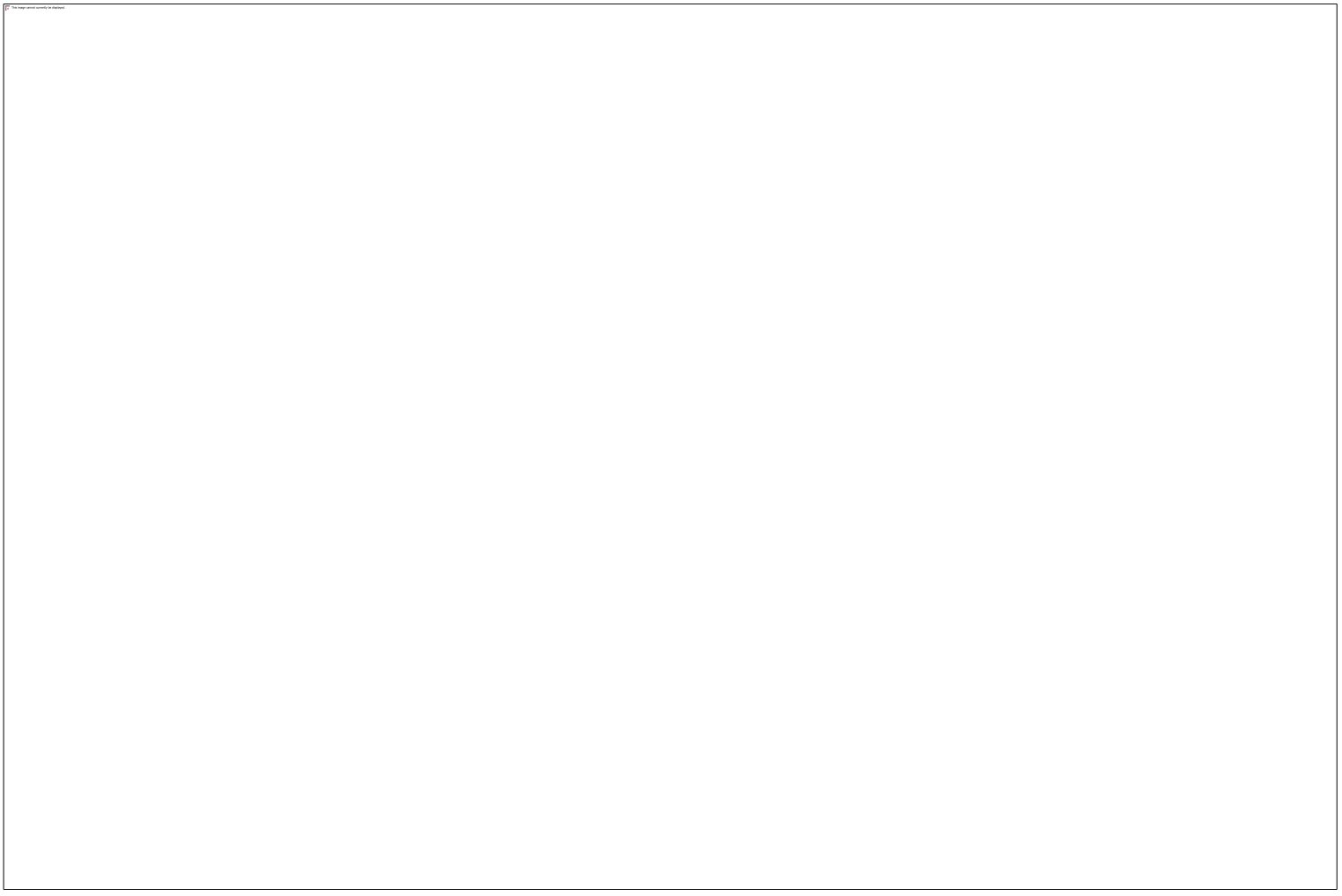
It is located in the Parasnath Hills.

Religious significance

- It is traditionally believed that twenty of the twenty-four Tirthankaras attained liberation at this sacred site.
- It is associated with the spiritual heritage of Jainism.
- Pilgrims undertake journeys to different sacred points on the hill.
- It reminds devotees of the importance of spiritual discipline and renunciation.
- It encourages respect for nature and sacred landscapes.

B. Palitana (Shatrunjaya Hills)

Location: Gujarat, India.



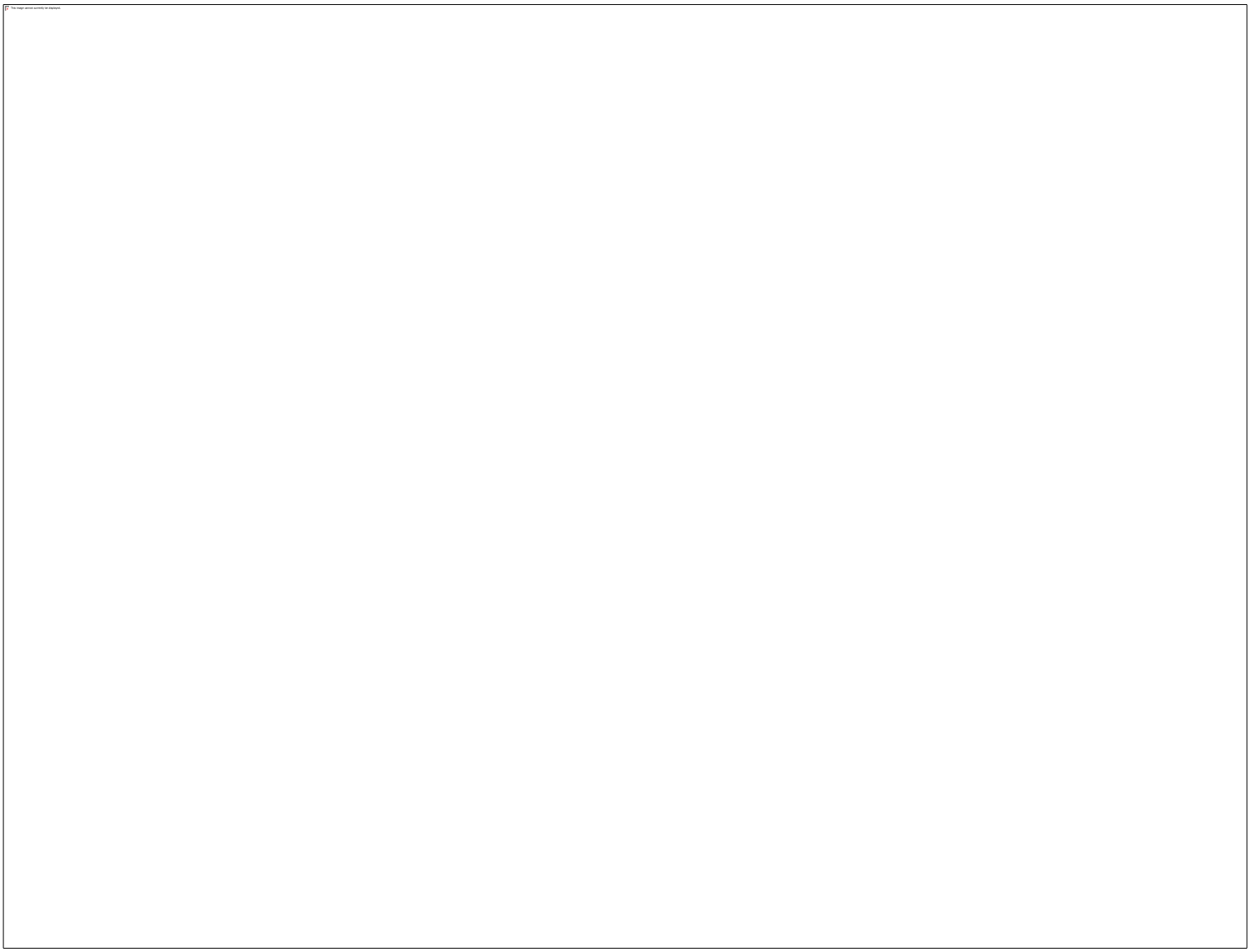
Palitana is a major Jain pilgrimage centre famous for its large collection of temples.

Religious significance

- It is closely associated with Rishabhanatha (Adinatha), the first Tirthankara.
- It contains numerous beautifully constructed Jain temples.
- It is a centre of Jain devotion and religious learning.
- Pilgrims climb the sacred hill as an act of devotion and discipline.
- The site demonstrates the importance of preserving Jain architectural heritage.

C. Girnar Hills

Location: Gujarat, India.



Girnar is an important Jain pilgrimage destination.

Religious significance

- It is traditionally associated with Neminatha, the twenty-second Tirthankara.
- Jain tradition holds that Neminatha attained liberation at this site.
- It contains ancient Jain temples.
- It encourages reflection on renunciation and compassion.
- It provides opportunities for religious learning and spiritual development.

D. Pavapuri

Location: Bihar, India.

Pavapuri is one of the most important pilgrimage centres in Jainism.

Religious significance

- It is traditionally identified as the place where Mahavira attained Nirvana.
- It is associated with the final liberation of the twenty-fourth Tirthankara.
- The Jal Mandir is a famous temple situated in a water body.
- It reminds Jains about the importance of renunciation and liberation.
- It is an important centre for religious remembrance and worship.

E. Shravanabelagola

Location: Karnataka, India.



Shravanabelagola is a famous Jain pilgrimage centre.

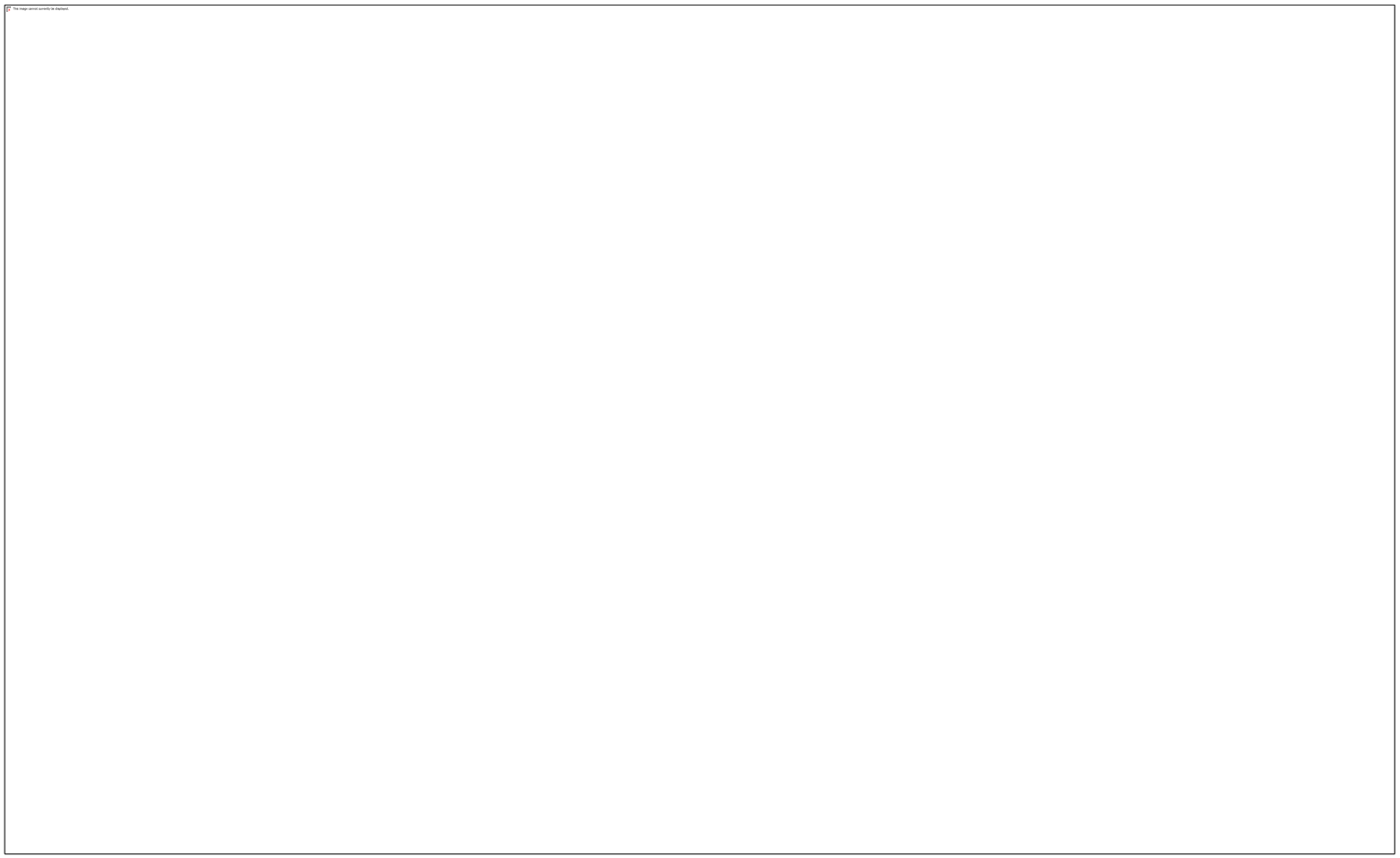
Religious significance

- It is famous for the enormous statue of Bahubali (Gomateshwara).
- It is associated with Jain teachings on renunciation and self-control.
- It reminds devotees of the importance of overcoming pride and worldly attachment.
- It hosts the Mahamastakabhisheka festival, traditionally held at intervals of twelve years.
- It is an important centre for Jain art and architecture.

Important clarification: Bahubali is highly revered in Jainism but is not one of the twenty-four Tirthankaras.

F. Mount Abu (Dilwara Temples)

Location: Rajasthan, India.



Mount Abu is famous for the Dilwara Jain temples.

Religious significance

- It contains remarkable examples of Jain temple architecture.
- It demonstrates the importance of religious devotion and artistic excellence.
- It provides opportunities for studying Jain religious heritage.
- Its intricate marble carvings communicate religious and cultural values.

Summary of important Jain pilgrimage sites

Pilgrimage site	Location	Religious association
Sammed Shikharji	Jharkhand	Liberation of twenty Tirthankaras
Palitana	Gujarat	Associated with Rishabhanatha
Girnar	Gujarat	Liberation of Neminatha
Pavapuri	Bihar	Liberation of Mahavira
Shravanabelagola	Karnataka	Bahubali and Jain renunciation
Dilwara Temples	Rajasthan	Jain religious art and architecture

1.9 VALUE OF PILGRIMAGE IN UNDERSTANDING THE CONCEPT OF PARAMATMA

Pilgrimage plays an important role in helping Jain devotees understand the nature of spiritual perfection.

1.9.1 How pilgrimage helps Jains understand Paramatma

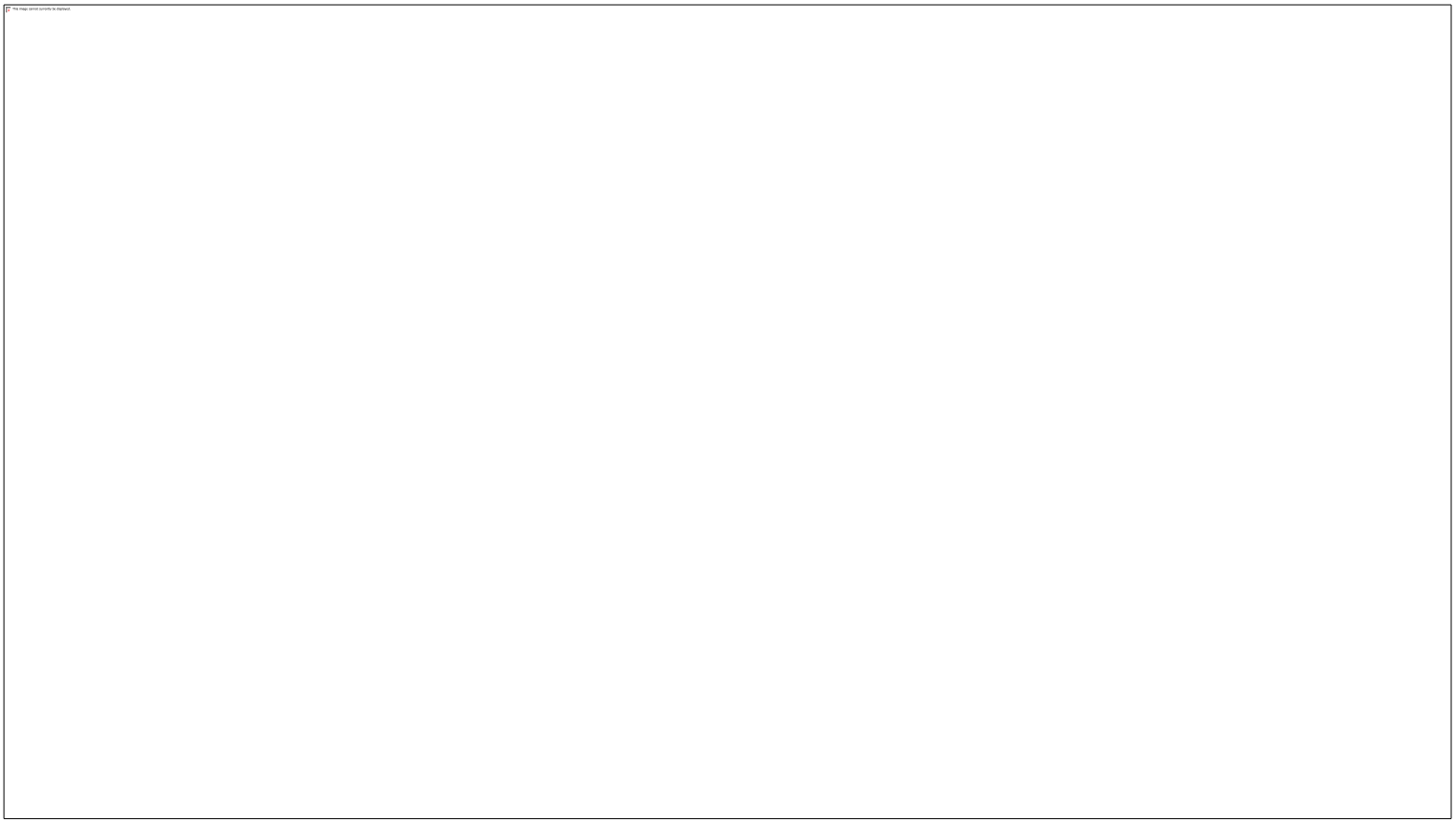
1. **Demonstrates the possibility of spiritual perfection:** Sacred sites associated with Tirthankaras remind devotees that liberation is attainable.
2. **Encourages reflection on the soul:** Pilgrims reflect on the importance of purifying the soul from karmic bondage.
3. **Promotes renunciation:** Sacred places remind devotees to reduce attachment to material possessions.
4. **Strengthens religious knowledge:** Pilgrims learn about the lives and teachings of Tirthankaras.
5. **Encourages self-discipline:** Pilgrimage requires patience, commitment and responsible behaviour.
6. **Promotes meditation:** Sacred environments provide opportunities for contemplation.
7. **Encourages non-violence:** Pilgrims learn to respect all forms of life.
8. **Develops humility:** Pilgrimage reminds individuals that spiritual development requires dedication.
9. **Promotes moral transformation:** Devotees are encouraged to practise truthfulness, compassion and self-control.
10. **Strengthens religious identity:** Visiting sacred sites connects believers with Jain history and traditions.

1.9.2 Pilgrimage and the attainment of Moksha

Moksha is the liberation of the soul from the cycle of birth, death and rebirth.

Jainism teaches that liberation is attained through the removal of karmic bondage.

The three jewels of Jainism are essential in this process:



The Three Jewels (Ratnatraya)

1. Right Faith (Samyak Darshana)

- Having proper understanding and confidence in Jain teachings.
- Developing faith in the Tirthankaras.
- Recognising the importance of spiritual liberation.
- Avoiding blind attachment to false beliefs.

2. Right Knowledge (Samyak Jnana)

- Understanding the teachings of Jainism correctly.
- Learning about the soul and karma.
- Understanding the principles of non-violence and self-discipline.
- Applying religious knowledge in everyday life.

3. Right Conduct (Samyak Charitra)

- Practising non-violence.
- Being truthful.
- Avoiding stealing.
- Exercising self-control.
- Reducing attachment to material possessions.

These three jewels guide Jains towards spiritual liberation.

Relationship with pilgrimage: Pilgrimage supports the development of right faith, right knowledge and right conduct, but merely visiting a sacred place does not automatically guarantee Moksha.

1.10 IMPORTANCE OF OBSERVING ROAD SAFETY REGULATIONS DURING PILGRIMAGE

1.10.1 Meaning of road safety

Road safety refers to the measures and practices followed by road users to prevent accidents, injuries and loss of life.

Jain pilgrims may travel long distances by road, walk along pilgrimage routes or use public transport to reach sacred sites.

Observing road safety is important because Jainism values the protection of life through Ahimsa.

1.10.2 Road safety measures pilgrims should observe



1. **Use designated pedestrian paths:** Pilgrims should walk on pavements or designated walkways whenever available.
2. **Use pedestrian crossings:** They should cross roads at designated crossing points.
3. **Obey traffic signs:** Pilgrims should observe road signs and traffic signals.
4. **Avoid overcrowding:** Groups should avoid blocking roads and pathways.
5. **Use safe vehicles:** Pilgrims should travel in properly maintained and legally compliant vehicles.
6. **Wear seat belts:** Passengers should use available seat belts.
7. **Avoid distracting drivers:** Passengers should not interfere with drivers.
8. **Use visible clothing:** Pedestrians should wear visible clothing, especially when travelling in low-light conditions.
9. **Avoid unnecessary night travel:** Pilgrimage organisers should plan journeys to reduce risks associated with travelling at night.
10. **Follow instructions from traffic officers:** Pilgrims should cooperate with authorised officers.

11. **Avoid littering:** Pilgrims should keep roads and stopping areas clean.
12. **Maintain group discipline:** Pilgrimage leaders should ensure that members move in an organised manner.
13. **Carry emergency contacts:** Organisers should have relevant emergency information.
14. **Observe speed limits:** Drivers should obey the prescribed speed limits.
15. **Use designated resting points:** Pilgrims should take breaks at safe places.

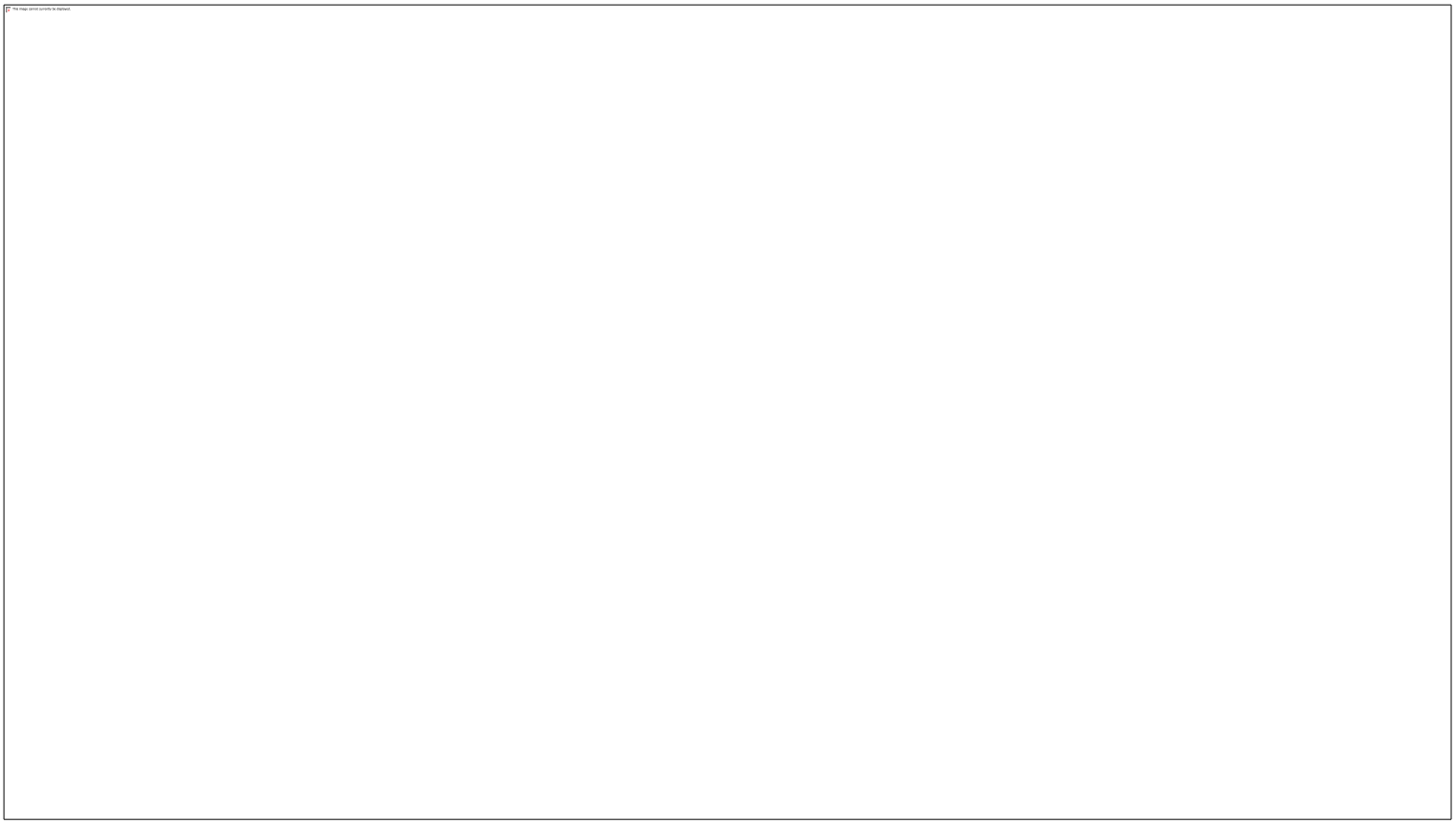
1.10.3 Importance of road safety during pilgrimage

- Protects human life.
- Prevents injuries and accidents.
- Demonstrates the Jain principle of Ahimsa.
- Promotes discipline and responsibility.
- Protects children, elderly people and persons with disabilities.
- Prevents unnecessary suffering.
- Promotes orderly movement of pilgrims.
- Encourages cooperation among road users.
- Reduces disruption to other road users.
- Promotes responsible religious tourism.

1.10.4 Role of pilgrimage organisers in promoting road safety

1. Preparing a travel schedule.
2. Choosing safe transport.
3. Ensuring that drivers are qualified.
4. Identifying safe stopping points.
5. Providing first-aid arrangements.
6. Sharing emergency contact information.
7. Guiding pilgrims on safe road behaviour.
8. Making appropriate arrangements for vulnerable pilgrims.
9. Ensuring that the group follows traffic regulations.
10. Communicating with relevant authorities where necessary.

1.11 PRESERVING THE SANCTITY OF NATURE DURING JAIN PILGRIMAGE



1.11.1 Meaning of the sanctity of nature

The sanctity of nature refers to the special value and importance attached to the natural environment and all living organisms.

Jainism teaches that living beings have souls and should be treated with respect.

The principle of Ahimsa encourages Jains to avoid causing harm to humans, animals, plants and other living organisms as far as reasonably possible.

The principle of interdependence also teaches that living beings and their environment are connected.

1.11.2 Jain teachings on the protection of nature

Jainism recognises different forms of life, including:

1. Earth-bodied organisms.
2. Water-bodied organisms.
3. Fire-bodied organisms.
4. Air-bodied organisms.
5. Plant-bodied organisms.
6. Mobile living beings with different numbers of senses.

This teaching encourages careful treatment of the environment because human activities can affect many forms of life.

1.11.3 Ways of preserving nature during pilgrimage

1. **Avoid littering:** Pilgrims should dispose of waste responsibly.

2. **Avoid unnecessary destruction of plants:** They should not uproot vegetation or damage trees.
3. **Protect animals:** Pilgrims should avoid disturbing or harming animals.
4. **Conserve water:** They should use water responsibly.
5. **Avoid unnecessary noise:** Excessive noise may disturb wildlife and other visitors.
6. **Use reusable containers:** Reusable water bottles and bags help reduce waste.
7. **Avoid polluting water sources:** Pilgrims should not dump waste into rivers, lakes or ponds.
8. **Respect sacred landscapes:** Pilgrims should follow conservation guidelines at sacred sites.
9. **Avoid damaging historical structures:** Temples, inscriptions and monuments should be protected.
10. **Participate in environmental clean-ups:** Pilgrims may help maintain the cleanliness of pilgrimage routes.
11. **Avoid unnecessary fires:** Fires should not be started in prohibited or environmentally sensitive areas.
12. **Support responsible tourism:** Pilgrims should use services that respect environmental protection.

1.11.4 Importance of preserving nature during pilgrimage

- Protects biodiversity.
- Prevents environmental pollution.
- Preserves sacred landscapes.
- Demonstrates commitment to Ahimsa.
- Protects the habitats of living organisms.
- Encourages sustainable tourism.
- Promotes respect for life.
- Preserves religious heritage for future generations.
- Strengthens the relationship between human beings and nature.
- Promotes peaceful coexistence.

1.11.5 Relationship between Ahimsa and environmental conservation

Ahimsa is the Jain principle of non-violence.

It requires individuals to avoid causing harm through:

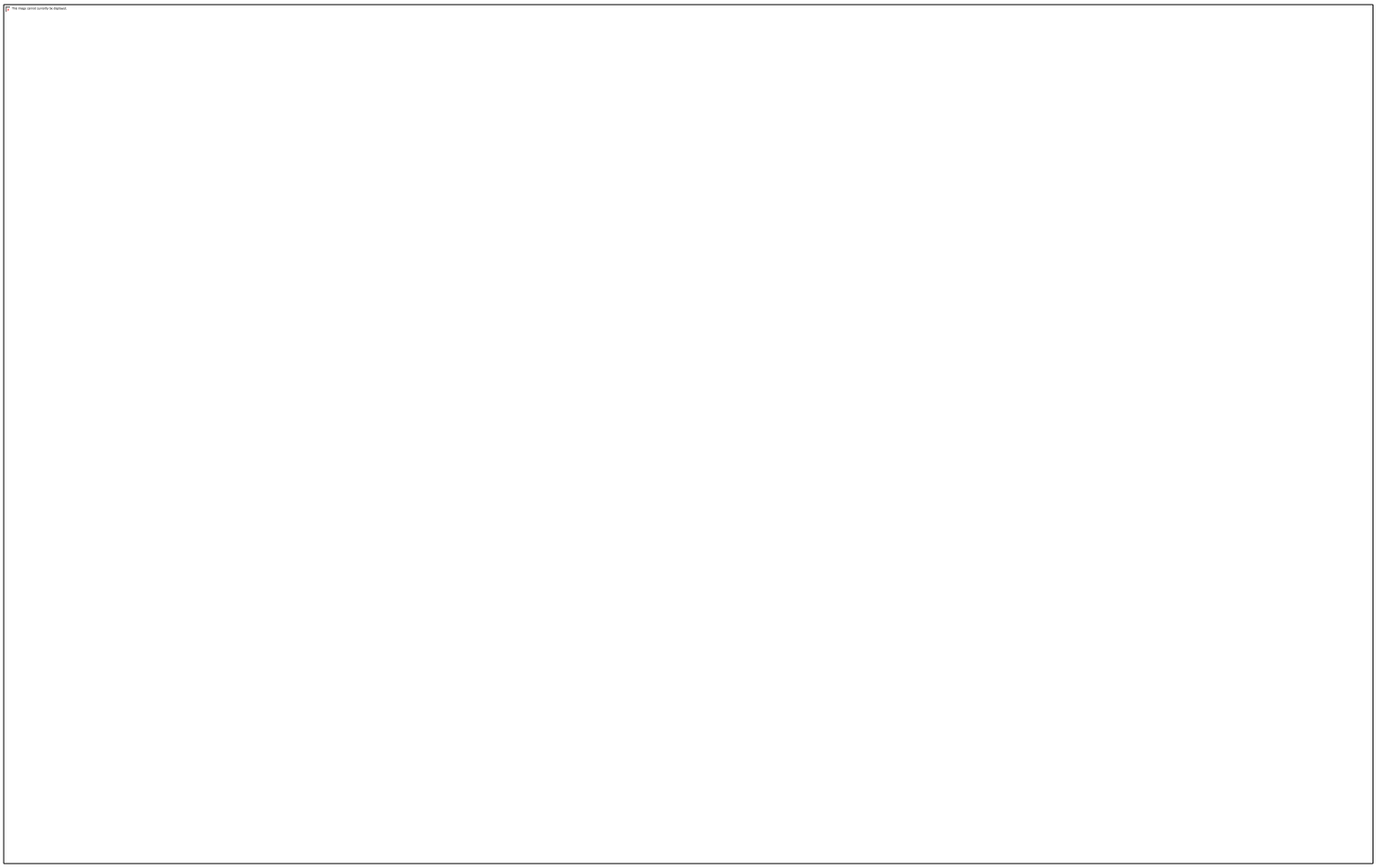
- Thoughts.
- Words.
- Actions.

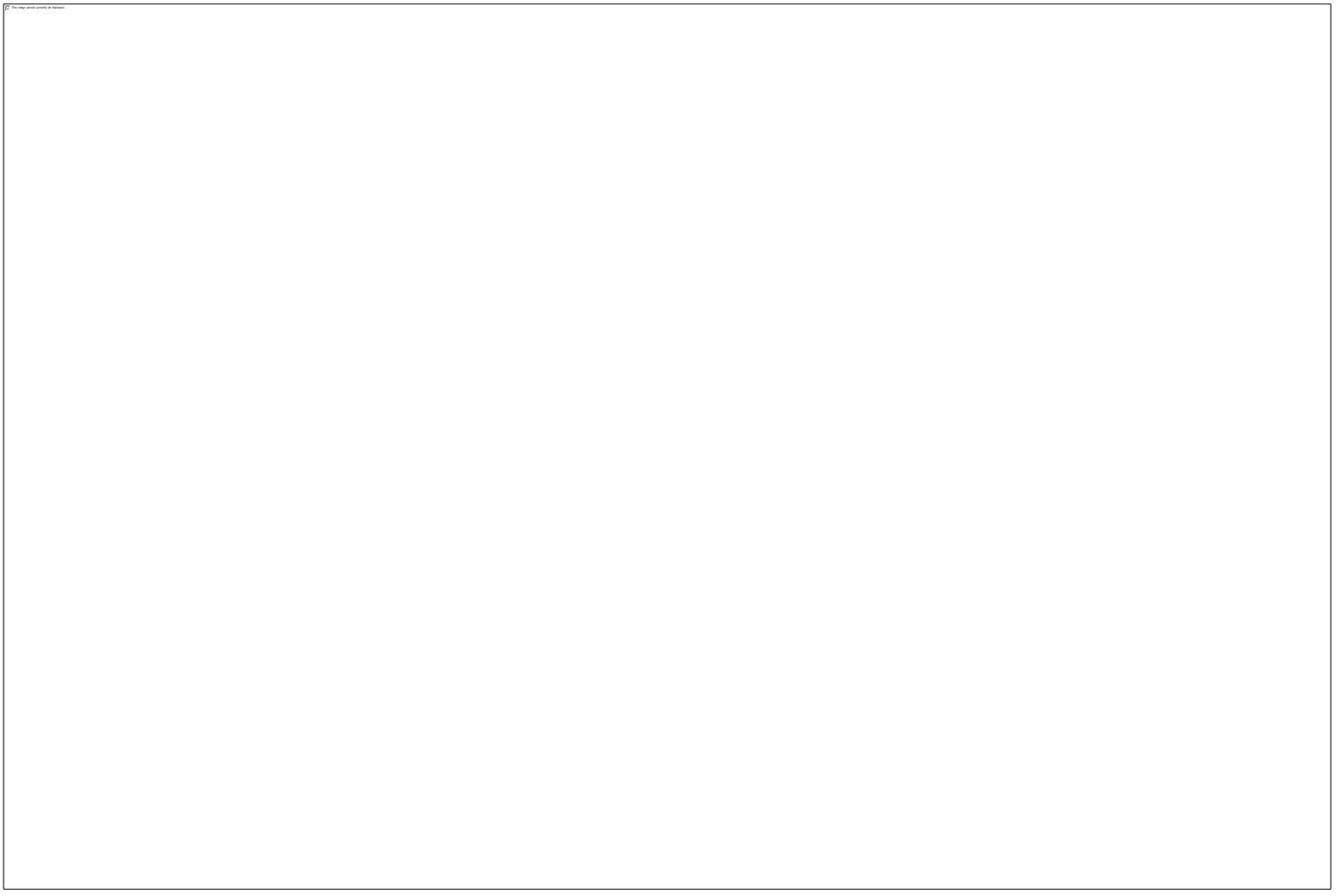
Environmental conservation is one way of practising Ahimsa.

For example:

Form of Ahimsa	Environmental application
Ahimsa through thoughts	Developing respect for all living organisms.
Ahimsa through words	Encouraging others to protect the environment.
Ahimsa through actions	Avoiding littering, pollution and destruction of habitats.

1.12 JAIN TEMPLE ARCHITECTURE AND ITS RELIGIOUS SIGNIFICANCE





1.12.1 Meaning of Jain temple architecture

Jain temple architecture refers to the artistic and structural design of temples constructed for Jain worship and religious activities.

Jain temples are known for their detailed carvings, marble structures, symbolic designs and peaceful worship environments.

1.12.2 Features of Jain temples

1. **Shrine:** The main place where the murti of a Tirthankara is kept.
2. **Mandapa:** A hall used for worship and religious gatherings.
3. **Shikhara:** A tower or superstructure above the shrine in many North Indian temple designs.
4. **Carved pillars:** They demonstrate artistic skill and religious devotion.
5. **Marble sculptures:** Many Jain temples contain carefully crafted marble images.
6. **Inscriptions:** These provide information about donors, religious history and temple construction.
7. **Decorated ceilings:** They contain intricate artistic patterns.
8. **Sacred courtyards:** These may provide space for movement and religious activities.

1.12.3 Religious significance of Jain temple architecture

- Reflects devotion to the Tirthankaras.
- Preserves Jain religious history.
- Encourages meditation and contemplation.
- Demonstrates the importance of discipline and artistic excellence.

- Promotes community identity.
- Provides a peaceful environment for worship.
- Preserves traditional craftsmanship.
- Educates younger generations about Jain heritage.

1.12.4 Importance of inscriptions in Jain temples

Inscriptions are written records engraved on stone, metal or other surfaces.

They may contain:

1. Names of temple donors.
2. Dates of temple construction.
3. Information about religious leaders.
4. Records of historical events.
5. Religious messages and teachings.
6. Details about temple renovations.
7. Information about the development of Jain communities.

Importance

- Help historians understand Jain history.
- Preserve information about religious traditions.
- Provide evidence of past community activities.
- Promote appreciation of cultural heritage.
- Support the study of ancient languages and artistic traditions.

1.13 THE ROLE OF JAIN MONKS AND SCHOLARS IN SPIRITUAL DEVELOPMENT



Jain monks and nuns play an important role in guiding devotees towards spiritual discipline.

They dedicate their lives to religious study, non-violence, self-control and renunciation.

Responsibilities of Jain monks and scholars

1. Teaching Jain scriptures.
2. Explaining the teachings of Tirthankaras.
3. Guiding devotees on the practice of Ahimsa.
4. Encouraging meditation.
5. Promoting truthfulness.
6. Teaching the importance of detachment.
7. Encouraging environmental protection.
8. Guiding religious ceremonies.
9. Providing moral guidance.
10. Encouraging peaceful conflict resolution.

Lessons learners can acquire from Jain monks

- Self-discipline.
- Humility.
- Patience.
- Compassion.
- Non-violence.
- Truthfulness.
- Simplicity.
- Respect for all living beings.
- Responsible use of resources.
- Commitment to spiritual development.

1.14 PRACTISING JAIN PRINCIPLES IN CONTEMPORARY KENYAN SOCIETY

Jain teachings provide valuable guidance for addressing challenges in modern Kenyan society.

1.14.1 Application of Ahimsa in Kenya

Ahimsa can be practised in the following situations:

1. Promoting peaceful solutions to conflicts in schools.
2. Avoiding bullying and intimidation.
3. Protecting wildlife and domestic animals.
4. Respecting the rights of other people.
5. Avoiding destruction of forests.
6. Promoting peaceful political discussions.
7. Encouraging responsible use of social media.

8. Avoiding hate speech.
9. Promoting peaceful coexistence among religious communities.
10. Supporting environmental conservation activities.

1.14.2 Application of truthfulness

Jains value truthfulness as an important ethical principle.

In Kenyan society, truthfulness can be practised through:

- Avoiding examination cheating.
- Giving accurate information.
- Keeping promises.
- Avoiding corruption.
- Being honest in business transactions.
- Respecting other people's property.
- Avoiding spreading false information online.

1.14.3 Application of non-attachment

Non-attachment encourages individuals to avoid excessive dependence on material possessions.

It can be applied through:

- Responsible consumption.
- Avoiding unnecessary competition over wealth.
- Sharing resources with those in need.
- Avoiding wastefulness.
- Practising gratitude.
- Living a simple and responsible lifestyle.

1.14.4 Jain teachings and peaceful conflict resolution

Jain philosophy encourages people to consider different viewpoints and avoid unnecessary hostility.

The principle of Anekantavada teaches that reality has many aspects and that human understanding may be limited.

Its application in Kenya includes:

1. Listening to different opinions.
2. Respecting cultural diversity.
3. Encouraging dialogue in schools.
4. Avoiding religious intolerance.
5. Promoting peaceful community meetings.
6. Resolving disagreements through discussion.
7. Avoiding discrimination.

8. Encouraging cooperation among communities.

1.15 JAIN PILGRIMAGE AND THE PRINCIPLE OF INTERDEPENDENCE

1.15.1 Meaning of interdependence

Interdependence refers to the relationship in which living organisms and their surroundings depend on one another for survival and well-being.

Jain teachings encourage people to recognise that their actions affect other living beings.

1.15.2 Examples of interdependence

1. Human beings depend on plants for food and oxygen.
2. Animals depend on plants and other organisms for food.
3. Plants depend on water, sunlight and suitable soil.
4. Pollinating insects support the reproduction of many plants.
5. Forests help regulate the environment.
6. Rivers provide water for people, animals and plants.
7. Soil organisms contribute to soil fertility.

1.15.3 How pilgrimage promotes interdependence

- Pilgrims appreciate the relationship between people and nature.
- They learn to avoid disturbing wildlife.
- They recognise the importance of clean water.
- They appreciate the value of forests.
- They understand the need for responsible tourism.
- They develop compassion towards living organisms.
- They learn to protect sacred natural environments.

1.17 SUGGESTED LEARNING ACTIVITIES AND PROJECTS

Activity 1: Investigating Jain worship rituals

Instructions

1. Research the meaning of worship in a Derasar.
2. Identify at least five worship rituals.
3. Describe the materials used in each ritual.
4. Explain the symbolic meaning of the materials.
5. Present your findings to the class.

Expected outcome: Learners appreciate the religious significance of Jain worship rituals.

Activity 2: Visiting a Derasar



Learners may visit a Derasar where access and permission have been arranged.

During the visit, learners should:

1. Observe the architectural design.
2. Identify the murti of a Tirthankara.
3. Observe the worship rituals.
4. Identify the symbolic objects used.
5. Observe chanting and meditation.
6. Interview a knowledgeable temple representative.
7. Record their observations respectfully.
8. Prepare a report.

Expected outcome: Learners develop appreciation of Jain worship and religious heritage.

Activity 3: Researching pilgrimage sites

Learners work in groups to investigate:

- Sammed Shikharji.
- Palitana.
- Girnar.
- Pavapuri.
- Shravanabelagola.
- Dilwara Temples.

Each group prepares a presentation covering the location, religious importance, associated Tirthankaras and conservation measures.

Activity 4: Road safety role-play

Learners dramatise a group of pilgrims travelling to a sacred site.

They demonstrate:

- Safe road crossing.
- Observing traffic signs.
- Proper use of seat belts.
- Respecting pedestrians.
- Following instructions.
- Responsible group movement.

Activity 5: Environmental conservation project

Learners organise a school environmental activity based on Jain teachings.

Possible activities include:

1. Planting trees.
2. Cleaning the school environment.
3. Protecting local water sources.
4. Creating environmental awareness posters.
5. Encouraging responsible waste disposal.

Activity 6: Essay writing

Essay title: Jain Faith and Nature: The Practice of Non-Violence in Environmental Conservation

Learners should explain how Ahimsa can be practised through thoughts, words and actions.

Activity 7: Reflection journal

Learners write a journal describing how Jain teachings on meditation, pilgrimage, non-violence and spiritual purification can influence their daily lives.

SECTION C: GRADE 11 REVISION EXERCISES

A. MULTIPLE-CHOICE QUESTIONS

Instructions: Choose the correct answer from the alternatives A, B, C and D.

1. What is the meaning of the term Derasar in Jainism?

A. A Jain monastery for monks only.

B. A Jain temple used for worship.

C. A sacred river.

D. A religious festival.

2. Who is a Tirthankara?

A. A person who leads political activities.

B. A person who constructs temples.

C. An enlightened spiritual teacher who shows the path to liberation.

D. A person who performs agricultural activities.

3. What is the ultimate spiritual goal in Jainism?

A. Accumulation of wealth.

B. Political leadership.

C. Social recognition.

D. Moksha.

4. Which term refers to the ceremonial bathing of a Tirthankara's murti?

A. Abhisheka.

B. Pradakshina.

C. Swadhyaya.

D. Dhyana.

5. What does Darshan mean in Jain worship?

A. Fasting.

B. Viewing the sacred image of a Tirthankara.

C. Walking around a temple.

D. Reading scriptures.

6. Which of the following represents the eightfold Jain worship?

A. Navkar Puja.

B. Samadhi Puja.

C. Ashtaprakari Puja.

D. Pradakshina Puja.

7. The offering of a lamp during Jain worship symbolises:

A. Removal of ignorance through knowledge.

B. Accumulation of wealth.

C. Political authority.

D. Physical strength.

8. Which offering is associated with calmness and peace?

A. Rice.

B. Sandalwood paste.

C. Fruit.

D. Water.

9. What is the main purpose of chanting the Namokar Mantra?

A. To request material wealth.

B. To entertain worshippers.

C. To honour spiritually advanced beings.

D. To celebrate political leaders.

10. Which of the following refers to meditation in Jainism?

A. Ahimsa.

B. Dhyana.

C. Jiva.

D. Puja.

11. What is Pradakshina?

A. Reading religious books.

B. Offering fruits.

C. Fasting.

D. Walking clockwise around a sacred shrine.

12. Which of the following is an individual worship practice?

A. Personal meditation.

B. Community festival.

C. Group pilgrimage.

D. Collective prayer.

13. Which of the following is a communal worship activity?

A. Private reflection.

B. Individual scripture reading.

C. Group chanting.

D. Personal fasting.

14. Which of the following is one of the Three Jewels of Jainism?

A. Wealth.

B. Right Knowledge.

C. Political power.

D. Physical strength.

15. The term Ahimsa refers to:

A. Non-violence.

B. Wealth creation.

C. Temple construction.

D. Social status.

16. Which Jain pilgrimage site is traditionally associated with the liberation of twenty Tirthankaras?

A. Palitana.

B. Girnar.

C. Sammed Shikharji.

D. Mount Abu.

17. Which pilgrimage site is associated with the liberation of Mahavira?

A. Shravanabelagola.

B. Palitana.

C. Girnar.

D. Pavapuri.

18. Girnar is traditionally associated with which Tirthankara?

A. Rishabhanatha.

B. Neminatha.

C. Mahavira.

D. Parshvanatha.

19. Which pilgrimage centre is famous for the colossal statue of Bahubali?

A. Shravanabelagola.

B. Pavapuri.

C. Palitana.

D. Sammed Shikharji.

20. What is the significance of pilgrimage in Jainism?

A. Promoting competition.

B. Accumulating material wealth.

C. Encouraging spiritual development.

D. Seeking political power.

21. What does Moksha mean?

A. Religious celebration.

B. Liberation of the soul.

C. Temple construction.

D. Community leadership.

22. Which practice helps devotees develop concentration and self-awareness?

A. Meditation.

B. Trading.

C. Competition.

D. Entertainment.

23. Which of the following is an important road safety measure during pilgrimage?

A. Walking in the middle of the road.

B. Ignoring traffic signs.

C. Travelling in overcrowded vehicles.

D. Using designated pedestrian crossings.

24. Why should Jain pilgrims avoid littering?

A. To attract tourists.

B. To increase the cost of pilgrimage.

C. To protect the environment and living organisms.

D. To avoid meeting other pilgrims.

25. Which Jain principle encourages respect for all living beings?

A. Ahimsa.

B. Aparigraha.

C. Asteya.

D. Satya.

26. What does Anekantavada teach?

A. Wealth is the greatest achievement.

B. Reality has many aspects and viewpoints.

C. Only one person can possess knowledge.

D. Nature has no spiritual importance.

27. What is Swadhyaya?

A. Temple decoration.

B. Fasting.

C. Religious study and reflection.

D. Pilgrimage.

28. Which of the following is an example of practising Ahimsa in a Kenyan school?

A. Bullying other learners.

B. Destroying school property.

C. Spreading hate speech.

D. Resolving conflicts peacefully.

29. What is the importance of inscriptions in Jain temples?

A. They preserve historical and religious information.

B. They are used for entertainment.

C. They replace religious teachings.

D. They prevent people from worshipping.

30. Which of the following best demonstrates Jain environmental responsibility during pilgrimage?

A. Cutting trees along the pilgrimage route.

B. Disturbing wildlife.

C. Disposing of waste responsibly.

D. Polluting water sources.

B. STRUCTURED QUESTIONS

50 marks

Instructions: Answer all questions. The marks for each question are indicated in brackets.

QUESTION 1: JAIN WORSHIP RITUALS (8 MARKS)

a) Define the term Derasar. (2 marks)

b) Identify three rites or rituals performed during worship in a Derasar. (3 marks)

c) Explain three reasons why Jains observe worship rituals in a Derasar. (3 marks)

QUESTION 2: SYMBOLISM OF WORSHIP ITEMS (8 MARKS)

a) What is Ashtaprakari Puja? (2 marks)

b) Explain the symbolic meaning of the following offerings during Jain worship:

i. Lamp. (1 mark)

ii. Sandalwood paste. (1 mark)

iii. Flowers. (1 mark)

iv. Fruit. (1 mark)

c) State two lessons that learners can acquire from understanding the symbolic meaning of Jain worship offerings. (2 marks)

QUESTION 3: MEDITATION AND CHANTING (8 MARKS)

a) Define the term Dhyana. (2 marks)

b) Identify three categories of spiritually advanced beings honoured in the Namokar Mantra. (3 marks)

c) Explain three ways through which meditation promotes spiritual growth among Jains. (3 marks)

QUESTION 4: JAIN PILGRIMAGE (8 MARKS)

a) Define the term pilgrimage. (2 marks)

b) Identify three Jain pilgrimage sites and state one religious association of each. (3 marks)

c) Explain three ways through which pilgrimage helps Jains understand the concept of Paramatma. (3 marks)

QUESTION 5: ROAD SAFETY AND ENVIRONMENTAL CONSERVATION (9 MARKS)

a) State four road safety measures that Jain pilgrims should observe during pilgrimage. (4 marks)

b) Explain three ways through which Jain pilgrims can protect nature during pilgrimage. (3 marks)

c) State two reasons why environmental conservation is important in Jainism. (2 marks)

QUESTION 6: APPLICATION OF JAIN TEACHINGS IN SOCIETY (9 MARKS)

a) Explain the meaning of Ahimsa. (2 marks)

b) State three ways through which learners can practise Ahimsa in their school. (3 marks)

c) Explain two ways through which Jain pilgrimage promotes spiritual discipline. (2 marks)

d) Identify two competencies or values developed through studying Jain worship and pilgrimage. (2 marks)

TOTAL: 50 MARKS

C. ANSWER KEY AND MARKING GUIDE

Multiple-choice answers

Question	Answer	Question	Answer
1	B	16	C
2	C	17	D
3	D	18	B
4	A	19	A
5	B	20	C
6	C	21	B
7	A	22	A

8	B	23	D
9	C	24	C
10	B	25	A
11	D	26	B
12	A	27	C
13	C	28	D
14	B	29	A
15	A	30	C

Structured marking guide

QUESTION 1 (8 marks)

a) A Derasar is a Jain temple where devotees worship and honour the Tirthankaras. (2)

b) Any three:

- Darshan.
- Abhisheka.
- Ashtaprakari Puja.
- Meditation.
- Chanting.
- Pradakshina.
- Vandana. (3)

c) Any three:

- To honour the Tirthankaras.
- To strengthen religious faith.
- To promote spiritual discipline.
- To encourage self-reflection.
- To promote non-violence.
- To develop humility. (3)

QUESTION 2 (8 marks)

a) Ashtaprakari Puja is the Jain practice of worship involving eight traditional offerings. (2)

b)

- Lamp – symbolises knowledge and removal of ignorance. (1)
- Sandalwood – symbolises calmness and peace. (1)
- Flowers – symbolise virtues and good qualities. (1)
- Fruit – symbolises the results of spiritual effort. (1)

c) Any two:

- Encourages spiritual reflection.
- Promotes good character.

- Strengthens understanding of Jain traditions.
- Encourages self-discipline. (2)

QUESTION 3 (8 marks)

a) Dhyana refers to meditation or focused contemplation. (2)

b) Any three:

- Arihants.
- Siddhas.
- Acharyas.
- Upadhyayas.
- Sadhus and Sadhvis. (3)

c) Any three:

- Promotes self-awareness.
- Develops concentration.
- Encourages self-control.
- Reduces negative passions.
- Promotes inner peace.
- Encourages non-violence. (3)

QUESTION 4 (8 marks)

a) Pilgrimage is a religious journey undertaken to visit sacred places associated with religious teachers, events or spiritual experiences. (2)

b) Any three:

- Sammed Shikharji – associated with the liberation of twenty Tirthankaras.
- Palitana – associated with Rishabhanatha.
- Girnar – associated with Neminatha.
- Pavapuri – associated with Mahavira's liberation.
- Shravanabelagola – associated with Bahubali.
- Dilwara – famous for Jain temples and architecture. (3)

c) Any three:

- Encourages reflection on spiritual perfection.
- Strengthens faith in the teachings of Tirthankaras.
- Promotes detachment from material possessions.
- Encourages self-discipline.
- Promotes understanding of liberation.
- Encourages meditation. (3)

QUESTION 5 (9 marks)

a) Any four:

- Use pedestrian crossings.
- Obey traffic signs.
- Wear visible clothing.
- Use seat belts.
- Avoid overcrowding.
- Use safe vehicles.
- Follow traffic officers' instructions.
- Avoid unnecessary night travel. (4)

b) Any three:

- Avoid littering.
- Protect wildlife.
- Conserve water.
- Avoid damaging vegetation.
- Avoid pollution.
- Protect sacred landscapes. (3)

c) Any two:

- Protects biodiversity.
- Demonstrates Ahimsa.
- Preserves sacred places.
- Protects the habitats of living organisms.
- Promotes sustainable tourism. (2)

QUESTION 6 (9 marks)

a) Ahimsa is the Jain principle of non-violence or avoiding harm towards living beings. (2)

b) Any three:

- Avoid bullying.
- Respect other learners.
- Resolve conflicts peacefully.
- Avoid hate speech.
- Protect animals.
- Respect school property. (3)

c) Any two:

- Pilgrimage encourages fasting and self-control.

- It promotes patience and humility.
- It encourages regular religious practices.
- It promotes reflection and meditation. (2)

d) Any two:

- Communication and collaboration.
- Critical thinking and problem-solving.
- Digital literacy.
- Citizenship.
- Respect.
- Responsibility.
- Self-efficacy. (2)

D. ADDITIONAL KEY INQUIRY QUESTIONS

1. How do rites and rituals influence the daily lives of Jains?
2. Why is it important for devotees to visit pilgrimage sites?
3. How does meditation contribute to spiritual purification?
4. What lessons can Kenyan learners acquire from Jain pilgrimage practices?
5. How can Ahimsa contribute to peaceful coexistence in Kenya?
6. What measures should pilgrims take to protect the environment?
7. How can Jain teachings contribute to road safety?
8. How does the study of Tirthankaras influence moral development?
9. Why is the preservation of Jain temples important?
10. How can learners apply the Three Jewels in their everyday lives?

E. IMPORTANT TEXTBOOK REFERENCES FOR FURTHER RESEARCH

For accurate textbook development and further enrichment, consult:

- Jain Education International – Jain educational resources.
- Jainpedia – Jain beliefs, practices, scriptures and art.
- Jainism – Encyclopaedia Britannica's overview of Jain traditions.
- Shravanabelagola – Jain pilgrimage heritage.
- Palitana – Jain temple complex.
- Sammed Shikharji – Jain pilgrimage centre.

COMPREHENSIVE TEACHING AND LEARNING NOTES

COMPETENCY-BASED EDUCATION (CBE) | KENYAN SENIOR SCHOOL CURRICULUM

STRAND 1.0: MANIFESTATION OF PARAMATMA

SUB-STRAND 1.3: BUDDHIST FAITH

Content areas

1. The Buddha's Ministry
2. The Buddha's Parinibbana (Nirvana of the Buddha)
3. Understanding Buddhist Prayer
4. Protocols Observed During Worship in a Vihaar

INTRODUCTION

Buddhism is one of the major religious and philosophical traditions in the world. It originated in ancient India through the teachings of Siddhartha Gautama, who became known as the Buddha, meaning *the Enlightened One*.

Buddhism teaches people how to understand suffering, overcome ignorance and craving, develop wisdom, practise compassion and attain liberation from the cycle of birth, death and rebirth.

Buddhist teachings have influenced religious life, education, ethics, meditation, art, culture and peaceful coexistence in different parts of the world, including Kenya.

In this sub-strand, learners explore the Buddha's ministry, the role of the Sangha, the significance of Parinibbana, Buddhist prayer, meditation, rituals, chants and worship protocols.

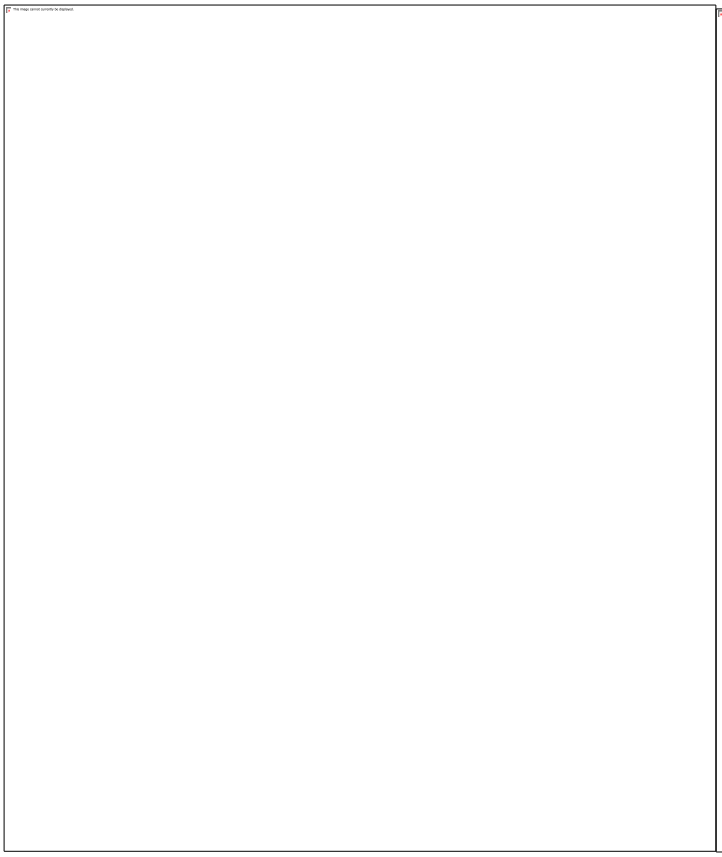
1.0 KEY TERMINOLOGY AND DEFINITIONS

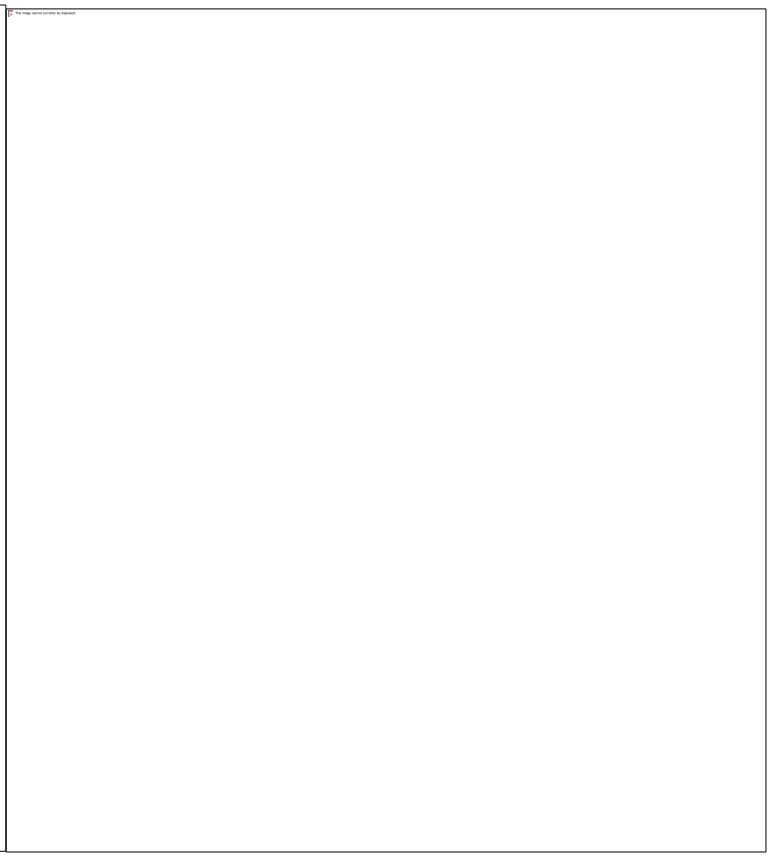
Term	Meaning
Buddha	The Enlightened One; a person who has attained perfect awakening.
Dhamma (Dharma)	The teachings and universal truth discovered and taught by the Buddha.
Sangha	The Buddhist monastic community, particularly ordained monks and nuns.
Paramatma	A term associated with the Supreme Self or Supreme Reality in Hindu thought.
Parinibbana	The final passing away of a fully awakened Buddha after death.
Nirvana (Nibbana)	Liberation from greed, hatred and delusion and the cycle of rebirth.
Vihaar (Vihara)	A Buddhist monastery or place where Buddhist monks and nuns live and practise.
Stupa	A Buddhist monument that may contain sacred relics and commemorates the Buddha or other important events.
Meditation	A mental discipline involving concentration, awareness and contemplation.
Mantra	A sacred syllable, word or phrase repeated during spiritual practice.
Mindfulness	Paying careful attention to present experiences without careless judgement.
Parinibbana	The final passing away of an enlightened being who will not be reborn.

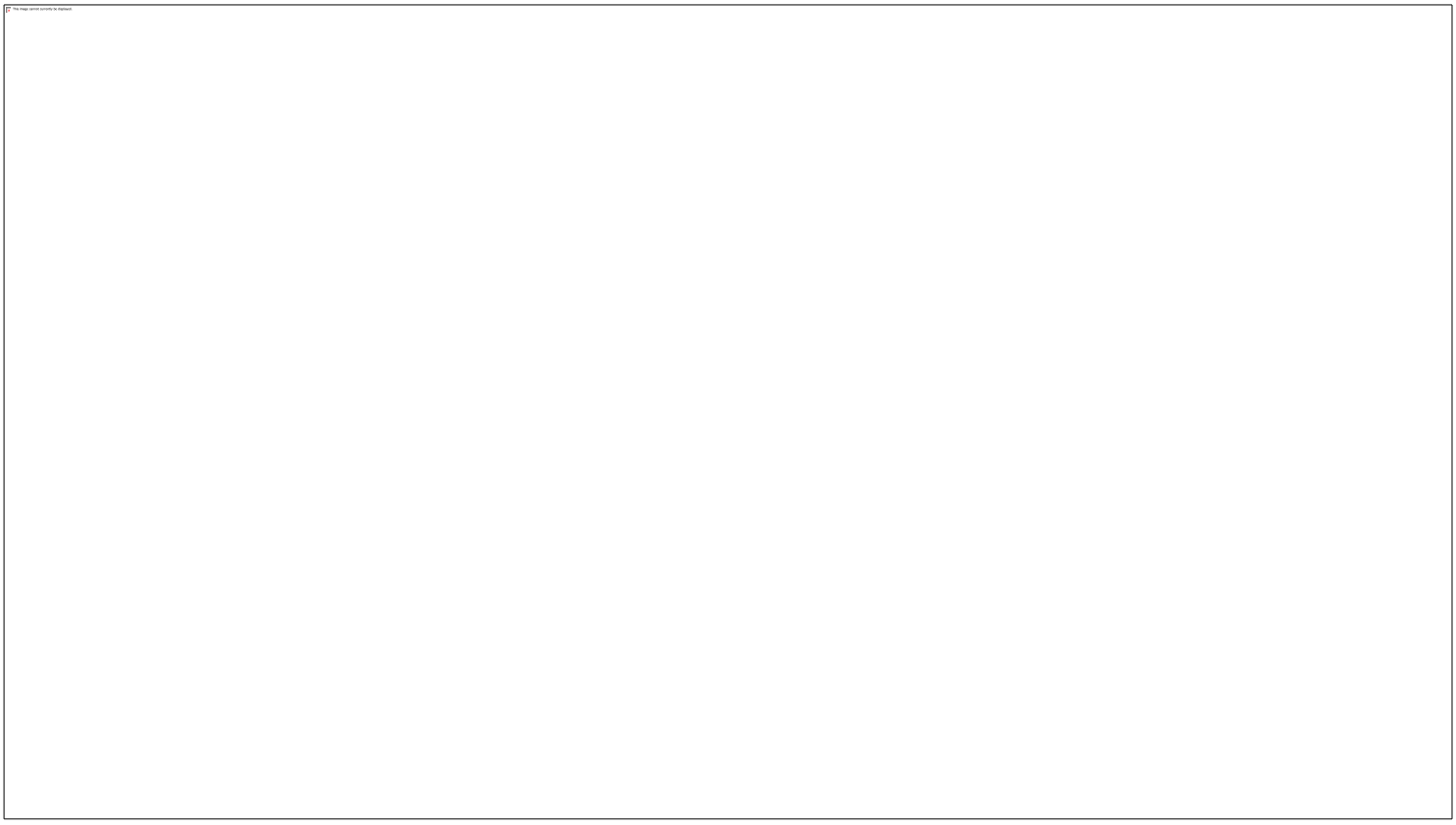
Important conceptual clarification: Paramatma is primarily a Hindu theological concept, whereas Buddhism centres on Dhamma, awakening and liberation. Early Buddhist teachings do not generally describe Dhamma as a creator God or an eternal Supreme Self. In this curriculum, the comparison helps learners examine how different religious traditions understand ultimate truth and spiritual reality.

PART A: THE BUDDHA'S MINISTRY

2.0 Understanding the Buddha







2.1 Who was the Buddha?

The Buddha was Siddhartha Gautama, the founder of Buddhism. He lived in ancient India, traditionally around the 5th century BCE, although the exact dates of his life remain debated.

- He was born into the Shakya clan.
- His birthplace is traditionally identified as Lumbini, in present-day Nepal.

- His father was traditionally known as King Suddhodana.
- His mother was Queen Maya.
- He was brought up in a royal environment.
- He later renounced his privileged life to seek answers to human suffering.
- Through meditation and deep reflection, he attained enlightenment.
- He spent the remaining years of his life teaching the Dhamma.

The title Buddha is not a personal name. It describes someone who has awakened to the truth about existence.

2.2 Early life of Siddhartha Gautama

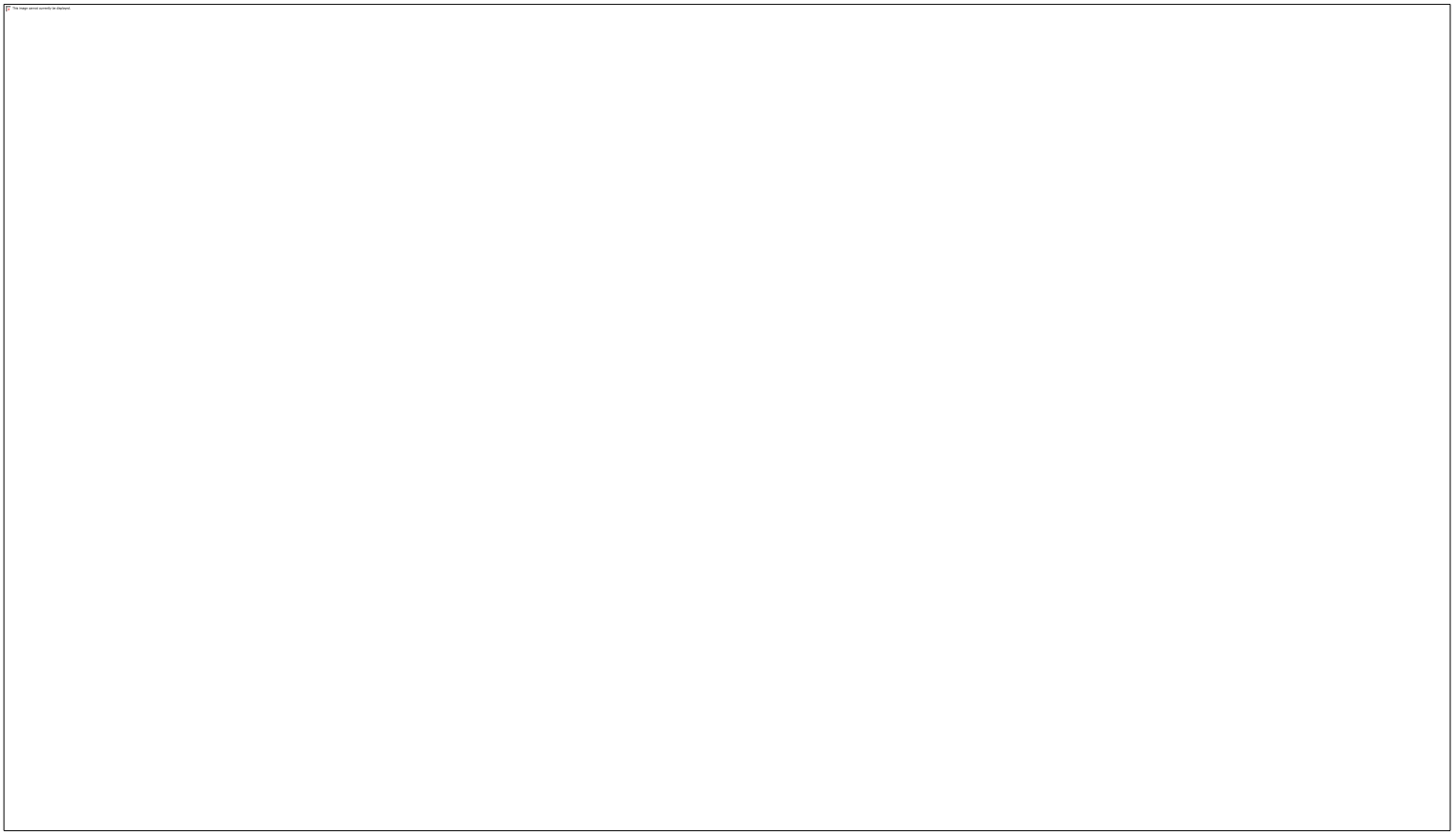
According to Buddhist tradition, Siddhartha grew up in a royal family and enjoyed comfort and protection.

His father wanted him to become a great ruler. Therefore, Siddhartha was sheltered from many unpleasant experiences of life.

However, he became concerned about the realities of human existence.

The Four Sights

According to traditional accounts, Siddhartha encountered four significant sights that changed his understanding of life.

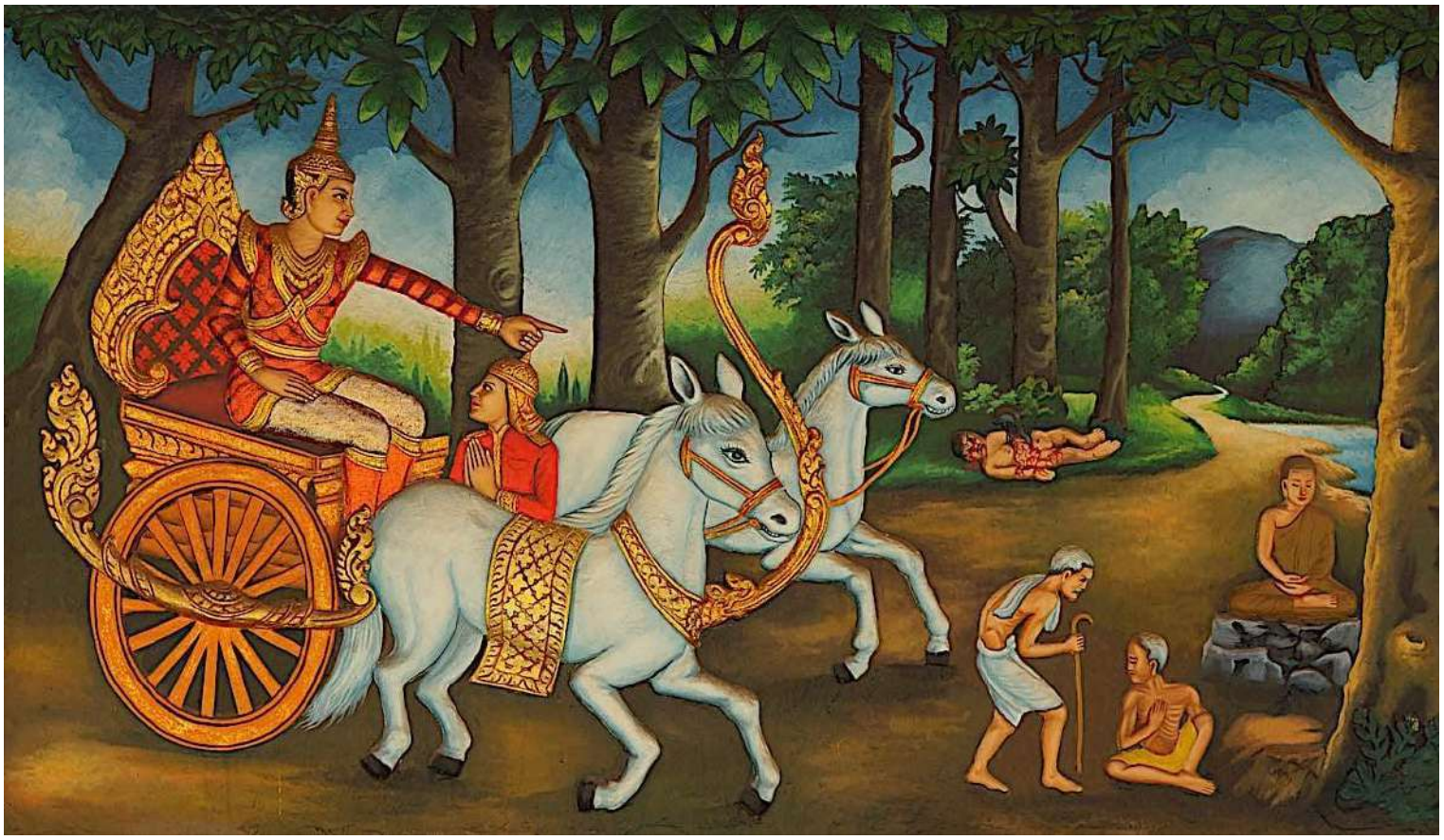


1. An old person

He realised that ageing is a natural experience that affects human beings.

2. A sick person

He understood that illness is part of human existence and that health is not permanent.



3. A dead person

He recognised that death is inevitable and that worldly possessions cannot prevent it.



4. A wandering ascetic

He saw a religious seeker who had renounced worldly attachments in pursuit of spiritual understanding.

Significance of the Four Sights

1. They made Siddhartha reflect on the temporary nature of human life.
2. They helped him recognise the reality of suffering.
3. They motivated him to search for the causes of suffering.
4. They inspired him to seek a path towards liberation.
5. They influenced his decision to leave royal life and become a spiritual seeker.

2.3 The Great Renunciation

The Great Renunciation refers to Siddhartha Gautama's decision to leave his royal household in search of spiritual truth.

He abandoned the comfort and privileges of palace life and became a wandering ascetic.

Reasons for the Great Renunciation

- He wanted to understand why human beings experience suffering.
- He wanted to discover why people grow old, become sick and die.
- He was dissatisfied with material comfort as a solution to human problems.
- He wanted to find a lasting way of overcoming suffering.
- He sought spiritual wisdom and liberation.
- He wanted to discover a path that could benefit humanity.

Lessons for learners

The Great Renunciation teaches learners:

- The importance of searching for truth.
- The need to avoid excessive attachment to material possessions.
- The value of self-discipline.
- The importance of compassion towards people experiencing difficulties.
- The need to reflect carefully before making important life decisions.

2.4 Siddhartha's search for enlightenment

After leaving the palace, Siddhartha studied under spiritual teachers and practised meditation.

He also practised severe austerities, including extreme fasting. However, he eventually realised that extreme self-indulgence and extreme self-denial were both unsuitable paths to liberation.

He therefore adopted the Middle Way.

The Middle Way

The Middle Way is the balanced approach to life that avoids the extremes of excessive pleasure and extreme self-mortification.

Its importance includes:

1. It promotes moderation in daily life.
2. It encourages responsible decision-making.
3. It discourages excessive attachment to material pleasures.
4. It discourages unnecessary self-denial.
5. It encourages mental discipline.
6. It supports the development of wisdom and compassion.

2.5 The Enlightenment of the Buddha



Siddhartha Gautama attained enlightenment while meditating beneath a Bodhi tree at Bodh Gaya in present-day India.

According to Buddhist tradition, he overcame ignorance and gained profound insight into the nature of existence.

After attaining enlightenment, he became known as the Buddha.

Significance of the enlightenment

- It marked the beginning of his life as an awakened teacher.
- He understood the nature and causes of suffering.
- He discovered the path leading to the cessation of suffering.
- He gained insight into impermanence, suffering and non-self.
- He became capable of guiding others towards liberation.
- It established the foundation of the Buddhist religious tradition.

2.6 The First Sermon of the Buddha



After attaining enlightenment, the Buddha travelled to the Deer Park at Sarnath, near Varanasi, where he delivered his first sermon to five former companions.

This sermon is known as the **Dhammacakkappavattana Sutta**, meaning *Setting the Wheel of Dhamma in Motion*.

The sermon introduced important Buddhist teachings, especially:

- The Middle Way.
- The Four Noble Truths.
- The Noble Eightfold Path.

Importance of the First Sermon

1. It marked the beginning of the Buddha's public teaching ministry.

2. It introduced the central principles of Buddhist philosophy.
3. It led to the establishment of the early Sangha.
4. It provided a practical path for overcoming suffering.
5. It enabled the Buddha to begin guiding other people towards enlightenment.

2.7 The Five Ascetics

The Buddha's first sermon was delivered to five ascetics who had previously practised austerities with him.

They are traditionally identified as:

1. Kondañña.
2. Vappa.
3. Bhaddiya.
4. Mahanama.
5. Assaji.

Kondañña is traditionally regarded as the first to understand the Buddha's teaching.

These five disciples became important in the formation of the early Buddhist Sangha.

2.8 Major events during the Buddha's ministry

The Buddha spent approximately 45 years teaching after his enlightenment, according to the traditional account.

During this period, he travelled to different places, taught people from different social backgrounds and established a community of followers.

Event	Explanation	Significance
Enlightenment at Bodh Gaya	Siddhartha attained awakening.	Established his authority as the Buddha.
First sermon at Sarnath	He taught the Four Noble Truths and the Middle Way.	Began his public ministry.
Formation of Sangha	Disciples joined the monastic community.	Enabled the spread of Dhamma.
Teaching at Rajagaha	He taught followers and rulers.	Expanded Buddhist influence.
Establishment of the Bhikkhuni Sangha	Women were admitted into the monastic community.	Provided women with opportunities for monastic practice.
Ministry at Jetavana	The Buddha taught at an important monastery in Savatthi.	Strengthened the Buddhist community.
Final journey	He travelled towards Kusinara.	Prepared for his final passing.

2.9 Important followers of the Buddha

The Buddha attracted followers from different communities, including rulers, merchants, householders, women and religious seekers.

Some notable disciples included:

1. Sariputta

- Known for exceptional wisdom.
- Helped explain Buddhist teachings.

- Played an important role in teaching the Dhamma.

2. Moggallana

- Known for his spiritual abilities.
- Assisted in guiding the Buddhist community.
- Was one of the Buddha's principal disciples.

3. Ananda

- Served as the Buddha's attendant.
- Was known for his excellent memory.
- Helped preserve the Buddha's teachings through oral transmission.

4. Mahapajapati Gotami

- Traditionally recognised as the first ordained Buddhist nun.
- Played an important role in the establishment of the Bhikkhuni Sangha.

5. Upali

- Was highly respected for his knowledge of monastic discipline.
- Helped preserve the rules governing monastic life.

6. Visakha

- A prominent female lay follower.
- Supported the Buddhist community through generosity.
- Demonstrated the importance of supporting religious institutions.

2.10 The Nine Qualities of the Buddha

Buddhists traditionally recite and contemplate nine qualities of the Buddha, known as the *Buddhanussati* attributes.

Pali quality	Meaning and explanation
1. Itipi so Bhagava	He is indeed the Blessed One.
2. Araham	He is worthy of respect and has overcome mental defilements.
3. Sammasambuddho	He is perfectly self-awakened.
4. Vijjacaranasampanno	He is endowed with wisdom and good conduct.
5. Sugato	He has gone to a good destination and teaches well.
6. Lokavidu	He is a knower of the world.
7. Anuttaro Purisadammasarathi	He is an unsurpassed trainer of persons who can be guided.
8. Sattha Devamanussanam	He is the teacher of gods and human beings.
9. Buddho Bhagava	He is the awakened and blessed one.

Importance of understanding the nine qualities

- They help Buddhists remember the character of the Buddha.
- They inspire people to practise wisdom and good conduct.
- They strengthen confidence in the Buddha's teachings.
- They encourage mindfulness and spiritual reflection.

- They promote reverence for the Buddha.

3.0 THE ROLE OF THE BUDDHA'S SANGHA IN PROPAGATING HIS TEACHINGS

3.1 Meaning of Sangha

The Sangha refers to the Buddhist monastic community consisting of ordained monks (Bhikkhus) and nuns (Bhikkhunis).

In a broader sense, the Buddhist community may include lay followers who support the preservation and practice of the Dhamma.

The Sangha is one of the Three Jewels of Buddhism:

1. Buddha – the Enlightened Teacher.
2. Dhamma – the teachings and truth discovered by the Buddha.
3. Sangha – the community that practises and preserves the teachings.

These Three Jewels are also called the Triple Gem.

3.2 Formation of the Sangha

The Sangha began when the Buddha started teaching his first disciples at Sarnath.

The five ascetics who listened to his first sermon became his earliest monastic followers.

As more people accepted his teachings, the community expanded to include monks, nuns and lay supporters.

The Sangha became an important institution for transmitting Buddhist teachings from one generation to another.

3.3 Roles of the Sangha in propagating Buddhist teachings

1. Teaching the Dhamma

- Monks and nuns explain the Buddha's teachings to followers.
- They organise religious discussions and teaching sessions.
- They interpret Buddhist principles for different audiences.
- They guide people in understanding the Four Noble Truths and the Noble Eightfold Path.

2. Preserving Buddhist scriptures

- The Sangha memorises and transmits important Buddhist teachings.
- Monastic communities preserve sacred texts.
- They support the copying, translation and publication of Buddhist scriptures.
- They help maintain the accuracy and continuity of religious teachings.

3. Establishing monasteries and Viharas

- Monks and nuns establish and maintain monasteries.
- Viharas provide places for religious learning and meditation.
- These institutions serve as centres for spiritual development.
- They enable people to access Buddhist teachings.

4. Guiding people in moral conduct

- Monks and nuns teach the importance of honesty.
- They encourage compassion and kindness.
- They discourage violence, hatred and exploitation.
- They guide followers towards responsible behaviour.

5. Conducting religious ceremonies

- The Sangha leads chanting and meditation sessions.
- Members conduct religious observances.
- They guide devotees during important Buddhist occasions.
- They help followers understand the meaning of rituals.

6. Promoting meditation and mindfulness

- They teach meditation techniques.
- They guide followers in developing concentration.
- They encourage awareness of thoughts and actions.
- They help individuals develop emotional balance.

7. Promoting peaceful coexistence

- The Sangha encourages forgiveness and tolerance.
- It teaches non-violence.
- It promotes peaceful conflict resolution.
- It encourages respect for people from different backgrounds.

8. Supporting education

- Buddhist monasteries provide religious education.
- Monks and nuns teach languages, ethics and philosophy.
- Some Buddhist institutions support wider community education.
- They encourage lifelong learning.

9. Providing spiritual counselling

- Monks and nuns advise people facing moral challenges.
- They help followers reflect on their decisions.
- They encourage patience and understanding.
- They provide guidance on overcoming anger, greed and hatred.

10. Promoting social welfare

- Buddhist communities may organise charitable activities.
- They support vulnerable members of society.
- They may participate in environmental conservation.
- They encourage generosity and service to humanity.

11. Spreading Buddhism to other regions

- Buddhist monks travelled to different parts of Asia.
- They introduced Buddhist teachings to new communities.
- They translated scriptures into local languages.
- They established monasteries and learning centres.

12. Using modern technology

- Buddhist institutions use websites and digital publications.
- They share teachings through online platforms.
- They organise virtual meditation sessions.
- They use digital media to reach younger generations.

3.4 Relationship between the Sangha and lay followers

Lay followers are people who practise Buddhism without becoming ordained monks or nuns.

They play an important role in supporting the Sangha.

Responsibilities of lay followers

1. Providing food to monks and nuns.
2. Donating clothes and other necessities.
3. Supporting the construction of monasteries.
4. Participating in religious ceremonies.
5. Practising the Buddha's teachings at home.
6. Supporting Buddhist education.
7. Observing ethical principles.
8. Participating in charitable activities.

Responsibilities of monks and nuns towards lay followers

1. Teaching the Dhamma.
2. Offering spiritual guidance.
3. Encouraging ethical living.
4. Conducting religious observances.
5. Teaching meditation.
6. Promoting harmony in society.

3.5 Importance of the Sangha in modern society

The Sangha continues to contribute to society in various ways.

- It promotes peaceful coexistence among communities.
- It encourages responsible use of resources.
- It teaches ethical approaches to earning wealth.

- It supports mental discipline through meditation.
- It encourages care for vulnerable people.
- It promotes environmental responsibility.
- It provides religious education.
- It encourages dialogue between religious traditions.

Application in the Kenyan context

Buddhist teachings can be applied in Kenya through:

- Interfaith dialogue involving Hindu, Buddhist, Christian, Muslim and other communities.
- Community service and charitable programmes.
- School activities that promote kindness and peaceful coexistence.
- Environmental conservation projects.
- Honest business practices.
- Respect for people from different cultural backgrounds.

4.0 THE FOUR NOBLE TRUTHS

The Four Noble Truths are the central teachings introduced in the Buddha's first sermon.

They explain the nature of suffering and the way to overcome it.

4.1 The First Noble Truth: Dukkha

Dukkha means suffering, dissatisfaction or the unsatisfactory nature of existence.

It recognises that human life involves challenges and experiences that cannot provide permanent satisfaction.

Examples include:

- Ageing.
- Illness.
- Death.
- Separation from loved ones.
- Failure to obtain what one desires.
- Experiencing unpleasant situations.
- Dissatisfaction arising from excessive attachment.

Lesson: Learners should recognise life's challenges and develop patience, understanding and resilience.

4.2 The Second Noble Truth: Samudaya

Samudaya refers to the origin or cause of suffering.

The Buddha taught that craving (Tanha) is a major cause of suffering.

Three forms of craving are commonly explained:

1. Kama-tanha – craving for sensual pleasures.
2. Bhava-tanha – craving for continued existence or becoming.

3. Vibhava-tanha – craving for non-existence or the ending of an unwanted state.

Craving may lead people to become excessively attached to wealth, power, possessions and recognition.

Lesson: People should avoid greed and excessive attachment.

4.3 The Third Noble Truth: Nirodha

Nirodha means the cessation or ending of suffering.

The Buddha taught that suffering can cease when craving and its underlying causes are eliminated.

This state of liberation is known as Nibbana.

Lesson: Human beings can develop freedom from destructive mental states through wisdom and disciplined living.

4.4 The Fourth Noble Truth: Magga

Magga means the path leading to the cessation of suffering.

It is explained through the Noble Eightfold Path.

5.0 THE NOBLE EIGHTFOLD PATH

The Noble Eightfold Path provides practical guidance on how Buddhists should think, speak and act.



The eight practices are:

Wisdom (Panna)

1. Right Understanding (Samma Ditthi)

- Understanding the Four Noble Truths.
- Recognising the causes of suffering.
- Understanding impermanence.
- Developing awareness of the consequences of actions.

Example: A learner understands that cheating may provide temporary success but damages trust and personal integrity.

2. Right Intention (Samma Sankappa)

- Developing intentions based on kindness.
- Avoiding harmful desires.
- Promoting goodwill.
- Reducing hatred and ill will.

Example: Choosing to resolve disagreements peacefully rather than seeking revenge.

Ethical Conduct (Sila)

3. Right Speech (Samma Vaca)

- Speaking truthfully.
- Avoiding abusive language.
- Avoiding gossip and malicious rumours.
- Speaking politely and constructively.

Example: A learner refuses to spread false information about another learner.

4. Right Action (Samma Kammanta)

- Avoiding actions that cause harm.
- Respecting other people's property.
- Acting honestly.
- Showing kindness to living beings.

Example: Returning a lost item to its rightful owner.

5. Right Livelihood (Samma Ajiva)

Right livelihood means earning a living through honest and ethical means.

Buddhists are encouraged to avoid occupations that involve exploitation, deception or causing harm.

Examples of acceptable livelihood include:

- Teaching.
- Farming.
- Ethical trade.
- Healthcare.
- Carpentry.
- Tailoring.
- Responsible entrepreneurship.
- Environmental conservation.

Traditional Buddhist teachings discourage livelihoods involving trading in weapons, living beings, meat, intoxicants and poisons.

Application in Kenya

A Buddhist-inspired entrepreneur in Kenya should:

- Sell genuine products.
- Avoid cheating customers.
- Pay workers fairly.
- Follow business laws.
- Avoid corruption and bribery.
- Respect employees and suppliers.
- Pay applicable taxes.
- Maintain accurate business records.
- Avoid exploiting vulnerable people.

6. Right Effort (Samma Vayama)

- Making efforts to prevent harmful thoughts.
- Abandoning harmful mental habits.
- Developing positive thoughts.
- Maintaining wholesome mental qualities.

Example: A learner makes a deliberate effort to replace jealousy with appreciation for others.

Mental Discipline (Samadhi)

7. Right Mindfulness (Samma Sati)

- Being aware of the body.
- Observing feelings.
- Understanding mental states.
- Reflecting on mental experiences.
- Remaining attentive to present activities.

Example: A learner pays full attention during a lesson rather than allowing distractions to control their concentration.

8. Right Concentration (Samma Samadhi)

- Developing a focused mind.
- Practising meditation.
- Training the mind to remain steady.
- Developing deeper states of concentration.

Example: A learner practises quiet meditation to improve attention and self-awareness.

Summary of the Noble Eightfold Path

Category	Practice	Main emphasis
Wisdom	Right Understanding	Understanding truth
Wisdom	Right Intention	Good intentions
Ethical conduct	Right Speech	Truthful communication
Ethical conduct	Right Action	Responsible behaviour
Ethical conduct	Right Livelihood	Honest employment
Mental discipline	Right Effort	Developing positive qualities
Mental discipline	Right Mindfulness	Awareness
Mental discipline	Right Concentration	Mental focus

Importance of the Noble Eightfold Path

1. It guides Buddhists towards liberation.
2. It promotes honesty.
3. It encourages self-discipline.
4. It discourages harmful behaviour.
5. It promotes peaceful relationships.
6. It encourages responsible economic activities.
7. It develops mindfulness.
8. It promotes wisdom and compassion.

PART B: THE BUDDHA'S PARINIBBANA (NIRVANA OF THE BUDDHA)

6.0 Meaning of Parinibbana

Parinibbana is a Pali term meaning the final passing away of a fully enlightened being who has attained Nibbana during life.

In Buddhism, it refers particularly to the death of the Buddha, Gautama Siddhartha, after completing his earthly ministry.

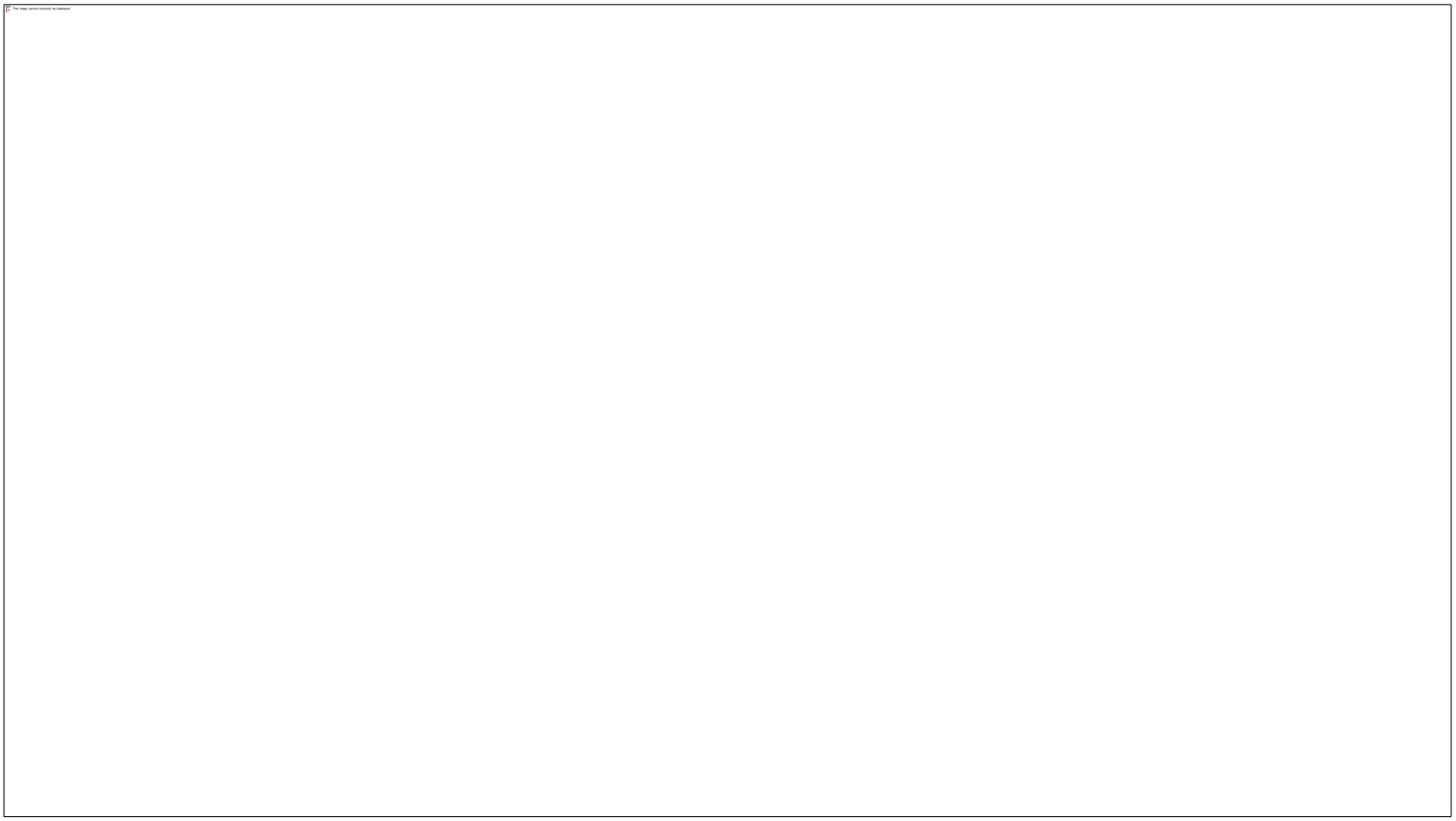
The Buddha attained enlightenment under the Bodhi tree during his lifetime. However, he continued living, teaching and guiding people for many years.

At his death, traditionally believed to have occurred at Kusinara (modern Kushinagar in India), he attained Parinibbana.

Important distinction between Nibbana and Parinibbana

Nibbana	Parinibbana
Refers to liberation from greed, hatred and delusion.	Refers to the final passing away of an enlightened being.
Can be attained during one's lifetime.	Occurs at the death of an enlightened being.
An enlightened person can continue living after attaining it.	Marks the end of that person's physical life.
Represents freedom from the causes of rebirth.	Represents the final passing away without further rebirth.

6.1 Background to the Buddha's Parinibbana



According to Buddhist tradition, the Buddha passed away at the age of approximately 80 years.

Before his passing, he had spent many years travelling, teaching the Dhamma and establishing the Sangha.

His final journey is described in the *Mahaparinibbana Sutta*, an important Buddhist discourse found in the Digha Nikaya.

The discourse provides information about his final teachings, the conduct of his disciples and events surrounding his death.

Events leading to the Buddha's Parinibbana

1. **The final journey**

The Buddha travelled with his disciples through different settlements, teaching the Dhamma and encouraging people to live ethically.

2. **Arrival at Pava**

He visited Pava, where he received a meal from a lay follower named Cunda.

3. **The final illness**

After the meal, the Buddha became seriously ill. Despite his condition, he continued his journey towards Kusinara.

4. **Arrival at Kusinara**

He reached Kusinara and rested in a grove of sal trees.

5. **Final instructions**

He gave instructions and guidance to his disciples concerning the Dhamma, discipline and the future of the Sangha.

6. **The final passing**

The Buddha passed away between the sal trees. This event is commemorated as Parinibbana.

6.2 The Buddha's final teachings

Before his passing, the Buddha reminded his followers about the importance of self-discipline, mindfulness and personal responsibility.

One of his famous final teachings is commonly translated as:

All conditioned things are subject to decay. Strive diligently for your liberation.

This teaching reminds Buddhists that everything arising from conditions is impermanent.

Major lessons from the Buddha's final teachings

1. Impermanence

- Everything that comes into existence is subject to change.
- Human life is temporary.
- Material possessions cannot last forever.
- People should avoid excessive attachment to temporary things.

2. Personal responsibility

- Individuals should take responsibility for their spiritual development.
- People should not depend entirely on others for their liberation.
- Personal effort is necessary in practising the Dhamma.

3. Importance of mindfulness

- People should remain aware of their thoughts and actions.
- Mindfulness helps individuals avoid harmful conduct.
- It promotes responsible decision-making.

4. Importance of the Dhamma

- The Buddha encouraged his followers to use the Dhamma as their guide.
- The teachings provide guidance for ethical living.
- The Dhamma helps followers understand the nature of existence.

5. Discipline in the Sangha

- Monks and nuns should observe their monastic rules.
- They should maintain harmony.
- They should avoid unnecessary disagreements.
- They should preserve the Buddha's teachings.

6.3 Circumstances surrounding the Buddha's Parinibbana

The Buddha's passing is associated with the following important circumstances:

- He had completed many years of religious teaching.
- He was surrounded by members of the Buddhist community.
- His disciples were deeply affected by his passing.
- His teachings were emphasised as the continuing guide for followers.
- His death demonstrated the Buddhist teaching of impermanence.
- His passing became an important event in Buddhist religious history.

6.4 Events following the Buddha's Parinibbana



After the Buddha's death, his body was cremated according to the traditional account.

His relics were distributed among different groups and preserved in stupas.

A stupa is a Buddhist monument that serves as a place of remembrance and veneration.

Important developments after his passing

1. Cremation of the Buddha

His body was cremated, and the remains were treated with great reverence.

2. Distribution of relics

The Buddha's relics were distributed among different groups. They were preserved in stupas for remembrance and veneration.

3. Preservation of the Dhamma

The Sangha took responsibility for preserving the Buddha's teachings through memorisation and oral transmission.

4. First Buddhist Council

According to traditional accounts, the First Buddhist Council was held at Rajagaha shortly after the Buddha's passing.

It was organised under the leadership of Mahakassapa.

Ananda is traditionally associated with reciting the Buddha's discourses, while Upali recited the monastic disciplinary rules.

5. Growth of Buddhist communities

Buddhist followers continued practising and teaching the Dhamma in different regions.

6.5 Significance of the Buddha's Parinibbana

The Parinibbana of the Buddha has great religious, philosophical and historical importance.

1. **Demonstration of impermanence**

It reminds Buddhists that all conditioned physical things are temporary.

2. **Emphasis on the Dhamma**

It encourages followers to rely on the Buddha's teachings for spiritual guidance.

3. **Strengthening of the Sangha**

It encouraged monks and nuns to preserve and continue teaching the Dhamma.

4. **Promotion of spiritual independence**

It reminds individuals to take responsibility for their own spiritual development.

5. **Encouragement of mindfulness**

It encourages Buddhists to live carefully and thoughtfully.

6. **Promotion of ethical conduct**

The Buddha's life and final instructions inspire followers to practise good conduct.

7. **Preservation of Buddhist heritage**

The event led to the veneration of relics and the development of important Buddhist monuments.

8. **Strengthening of Buddhist identity**

It became a central event in Buddhist history and religious observances.

9. **Promotion of detachment**

It teaches people not to become excessively attached to physical possessions or worldly experiences.

10. **Encouragement of compassion**

The Buddha's life inspires followers to show kindness to all living beings.

6.6 How the Buddha's death influenced the continuity of Buddhism

The Buddha's death did not mark the end of Buddhism. His followers continued practising, preserving and spreading his teachings.

The following factors contributed to the continuity of Buddhist faith:

- Establishment of the Sangha.
- Preservation of teachings through oral traditions.
- Development of Buddhist scriptures.
- Establishment of monasteries.
- Organisation of Buddhist councils.
- Translation of scriptures into different languages.
- Construction of stupas and monasteries.
- Development of Buddhist schools and traditions.
- Support from rulers and ordinary followers.
- Establishment of Buddhist educational institutions.
- Use of modern technology to spread Buddhist teachings.

6.7 Buddhist Councils and the preservation of teachings

Buddhist councils were gatherings of monks organised to recite, discuss, preserve or clarify Buddhist teachings and monastic discipline.

Council	Traditional location	Significance
First Council	Rajagaha	Recitation and preservation of the Dhamma and Vinaya.
Second Council	Vesali	Discussion of monastic disciplinary practices.
Third Council	Pataliputta	Traditionally associated with Emperor Ashoka and the purification of the Sangha.
Fourth Council	Associated with different locations in different Buddhist traditions.	Contributed to the development and preservation of Buddhist teachings.

Note for learners: Different Buddhist traditions give different accounts of the number, location and historical details of later councils.

6.8 Influence of Emperor Ashoka on the spread of Buddhism

Emperor Ashoka was an important ruler of the Mauryan Empire in ancient India.

After the Kalinga War, he became deeply concerned about the suffering caused by violence.

He embraced and supported Buddhist principles and promoted Dhamma through his policies.

Contributions of Emperor Ashoka

1. Supported the construction of stupas.
2. Promoted Buddhist teachings through inscriptions.
3. Supported Buddhist monasteries.
4. Encouraged non-violence and compassion.
5. Supported religious tolerance.
6. Encouraged charitable activities.
7. Promoted the spread of Buddhism beyond India.
8. Supported missionary activities.
9. Encouraged moral behaviour among citizens.
10. Helped establish Buddhism as an influential religious tradition.

Application to Kenyan society

The Buddha's Parinibbana provides lessons that Kenyan learners can apply in everyday life:

- Respect the temporary nature of life.
- Value moral teachings.
- Preserve positive cultural and religious traditions.
- Respect religious leaders and institutions.
- Avoid excessive attachment to material possessions.
- Develop personal responsibility.
- Promote peace and understanding among different communities.

PART C: UNDERSTANDING BUDDHIST PRAYER

7.0 Meaning of Buddhist Prayer



Buddhist prayer refers to religious activities through which Buddhists express reverence, cultivate wholesome mental qualities, reflect on the Dhamma and develop spiritual awareness.

Buddhist prayer may involve:

- Chanting.
- Meditation.
- Recitation of sacred texts.
- Offering flowers.

- Lighting incense.
- Bowing before Buddha images.
- Reciting the Three Refuges.
- Reflecting on the qualities of the Buddha.
- Practising loving-kindness.

Buddhist prayer differs from prayer in traditions that primarily involve asking a creator God to intervene in human affairs.

In many Buddhist traditions, prayer focuses on developing wisdom, compassion, mindfulness and commitment to the Dhamma.

7.1 Purposes of Buddhist prayer

1. Expressing reverence

Buddhists express respect for the Buddha and his teachings.

2. Developing mindfulness

Prayer encourages devotees to focus their attention and become aware of their thoughts and actions.

3. Cultivating compassion

Devotees reflect on the importance of kindness towards all living beings.

4. Developing wisdom

Prayer and reflection help Buddhists understand the teachings of the Buddha.

5. Strengthening commitment to the Dhamma

Recitation reminds devotees of their religious responsibilities.

6. Promoting inner peace

Meditation and chanting may help devotees develop calmness and emotional balance.

7. Encouraging ethical living

Prayer reminds Buddhists to practise honesty, generosity and self-discipline.

8. Strengthening the Buddhist community

Group prayer brings devotees together and strengthens their sense of belonging.

9. Remembering the Buddha

Recitation of the Buddha's qualities helps followers remember his teachings and example.

10. Promoting loving-kindness

Prayer encourages goodwill towards friends, family members, strangers and even people with whom one has disagreements.

7.2 Main forms of Buddhist prayer

1. Chanting

Chanting involves the repeated recitation of sacred verses, teachings and religious formulas.

Examples include:

- Recitation of the Three Refuges.
- Recitation of the Five Precepts.
- Recitation of Buddhist protective discourses.
- Recitation of the qualities of the Buddha.

Importance of chanting

- Helps devotees concentrate.
- Promotes remembrance of religious teachings.
- Encourages mindfulness.
- Strengthens religious identity.
- Promotes unity during communal worship.

2. Meditation



Meditation is a disciplined practice that involves training the mind to develop awareness, concentration and insight.

It is an important part of Buddhist spiritual life.

Types of Buddhist meditation

A. Samatha meditation

Samatha means tranquillity or calmness meditation.

It involves developing a calm and concentrated mind.

Its benefits include:

- Developing concentration.
- Reducing mental distractions.
- Promoting calmness.
- Improving awareness.
- Preparing the mind for deeper insight.

B. Vipassana meditation

Vipassana means insight meditation.

It involves observing experiences to develop understanding of the nature of existence.

Its main areas of reflection include:

- Impermanence.
- Suffering or dissatisfaction.
- Non-self.
- The changing nature of thoughts and feelings.

C. Metta meditation

Metta means loving-kindness.

It involves cultivating goodwill towards oneself and other living beings.

Its importance includes:

- Promoting kindness.
- Reducing hostility.
- Encouraging forgiveness.
- Developing compassion.
- Promoting peaceful coexistence.

3. Bowing

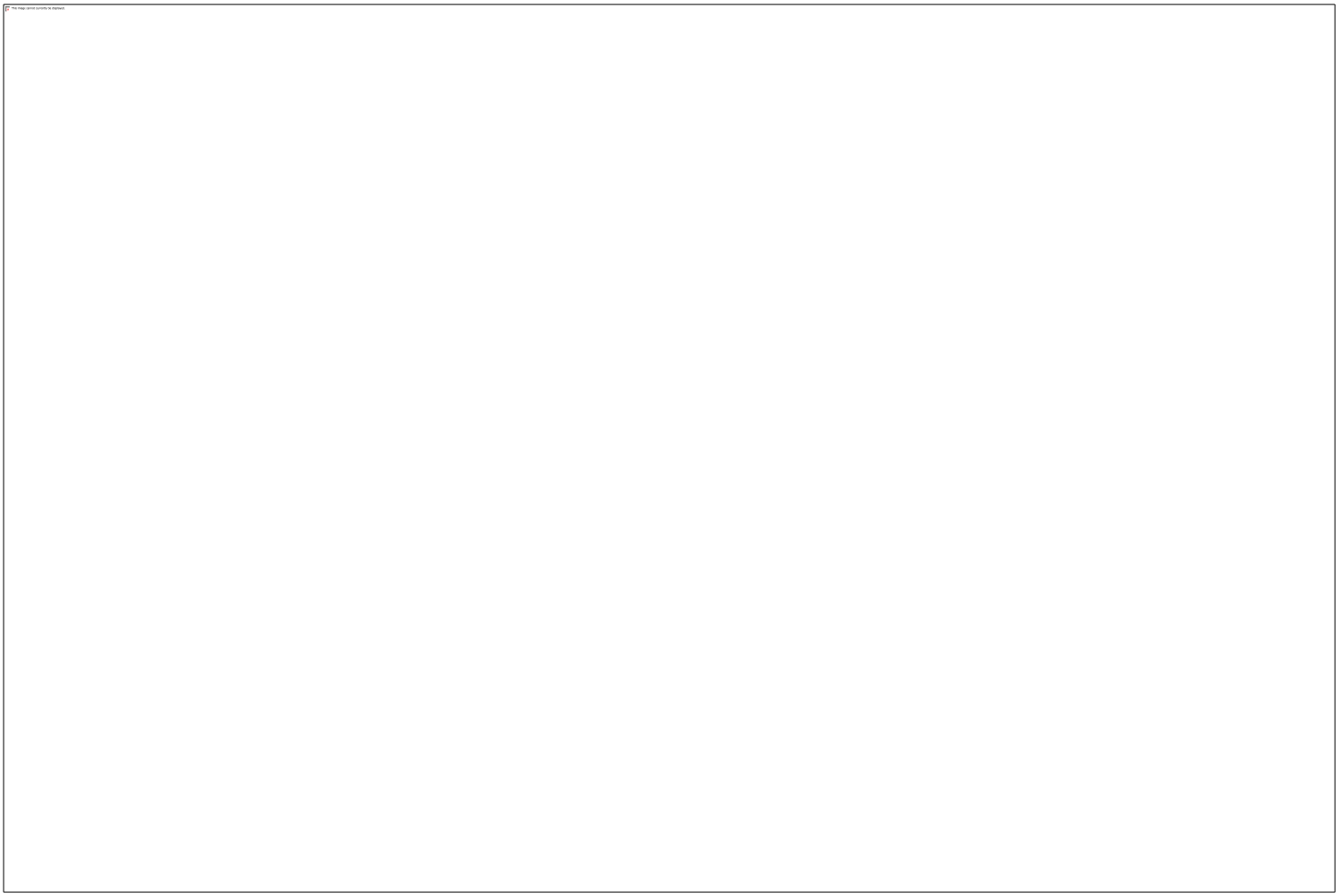
Bowing is an act of respect performed by Buddhists during worship.

Devotees may bow before a Buddha image, a monk or a sacred object.

Significance of bowing

- Demonstrates humility.
- Expresses reverence.
- Reminds devotees to practise self-discipline.
- Encourages respect for the Dhamma.
- Helps develop a humble attitude.

4. Offering flowers



Flowers are commonly offered before Buddha images.

Symbolism of flowers

- Flowers symbolise beauty.
- Their fading reminds Buddhists of impermanence.
- They encourage reflection on the temporary nature of life.
- They remind devotees to appreciate life.
- They express reverence for the Buddha.

5. Lighting incense

Incense is burned during worship in many Buddhist traditions.

Symbolic meanings

- Represents purity.
- Symbolises the fragrance of good conduct.
- Reminds devotees of the value of wholesome behaviour.
- Creates a respectful atmosphere.
- Encourages reflection and concentration.

6. Offering candles or lamps

Candles or lamps may be lit during Buddhist worship.

Symbolism

- Light represents wisdom.
- Darkness symbolises ignorance.
- Lighting a lamp reminds devotees to overcome ignorance.
- It symbolises the importance of spiritual understanding.

7. Recitation of sacred texts

Buddhists recite passages from sacred scriptures.

Examples include:

- Dhammapada verses.
- Mangala Sutta.
- Metta Sutta.
- Ratana Sutta.
- Dhammacakkappavattana Sutta.

Importance

- Preserves religious teachings.
- Encourages ethical conduct.
- Promotes reflection.
- Strengthens religious understanding.
- Provides spiritual guidance.

7.3 The Three Refuges

The Three Refuges are a fundamental expression of Buddhist commitment.

They are:

1. I take refuge in the Buddha.
2. I take refuge in the Dhamma.
3. I take refuge in the Sangha.

In Pali, the formula is:

- Buddham saranam gacchami.
- Dhammam saranam gacchami.
- Sangham saranam gacchami.

Meaning and significance

Refuge	Meaning	Importance
Buddha	Taking refuge in the Enlightened Teacher.	Provides an example of awakening.
Dhamma	Taking refuge in the teachings.	Provides guidance for spiritual development.
Sangha	Taking refuge in the Buddhist community.	Provides spiritual support and guidance.

7.4 The Five Precepts in Buddhist prayer and worship

The Five Precepts are basic ethical guidelines for lay Buddhists.

Precept	Meaning	Practical application
First	Refrain from taking life.	Respect living beings.
Second	Refrain from taking what is not given.	Avoid theft and dishonesty.
Third	Refrain from sexual misconduct.	Respect others and maintain appropriate conduct.
Fourth	Refrain from false speech.	Speak truthfully.
Fifth	Refrain from intoxicants that lead to heedlessness.	Maintain responsible awareness.

Importance of the Five Precepts

- Promote peaceful coexistence.
- Encourage honesty.
- Protect human life.
- Promote self-discipline.
- Reduce harmful behaviour.
- Encourage responsible decisions.
- Build trust in society.

7.5 Understanding Buddhist mantras and chants

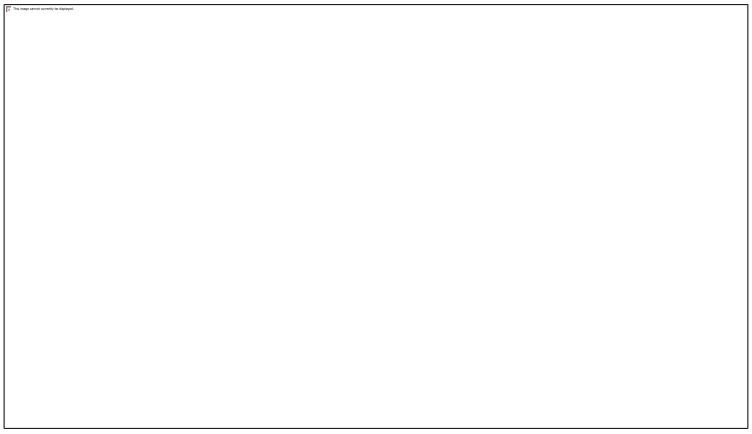
A mantra is a sacred word, sound or phrase repeated during spiritual practice.

Mantras are especially important in some Buddhist traditions, including Tibetan Buddhism.

One of the best-known Buddhist mantras is:

ॐ मणि पद्मे हूँ

OM MANI PADME HUM



Traditional Tibetan Buddhist mantra representation

This mantra is particularly associated with Avalokiteshvara, the Bodhisattva of compassion.

Meaning and significance

- It is associated with compassion.
- It reminds devotees to cultivate wisdom.
- It encourages purification of negative mental qualities.

- It promotes spiritual reflection.
- It is used as a devotional practice in Tibetan Buddhism.

The mantra should not be treated as having only one simple literal English translation. Its meaning is explained symbolically and devotionally in different Tibetan Buddhist traditions.

Other Buddhist chants

1. Buddhanussati

This is the recollection of the qualities of the Buddha.

It encourages devotees to remember the Buddha's wisdom, compassion and enlightenment.

2. Dhammanussati

This involves recollection of the qualities of the Dhamma.

It reminds followers that the Buddha's teachings provide a path to liberation.

3. Sanghanussati

This involves recollection of the qualities of the Sangha.

It encourages respect for the monastic community and its role in preserving the Dhamma.

4. Metta Sutta

This is a discourse on loving-kindness.

It encourages goodwill towards all living beings.

7.6 How Buddhist prayer promotes mindfulness and reverence

Prayer practice	How it promotes mindfulness	How it promotes reverence
Chanting	Focuses attention on sacred words.	Shows respect for the teachings.
Meditation	Develops awareness of thoughts.	Encourages reflection on the Dhamma.
Bowing	Encourages humility.	Expresses respect for the Buddha.
Offering flowers	Reminds devotees of impermanence.	Demonstrates devotion.
Lighting incense	Encourages reflective worship.	Creates a respectful atmosphere.
Lighting lamps	Encourages reflection on wisdom.	Symbolises respect for enlightenment.
Reading scriptures	Encourages careful attention.	Honours the Buddha's teachings.

7.7 Differences between prayer and meditation in Buddhism

Although prayer and meditation may be practised together, they are not exactly the same.

Buddhist prayer	Buddhist meditation
May involve chanting sacred words.	Involves training the mind.
May include offerings and bowing.	May involve sitting or walking mindfully.
Expresses reverence.	Develops concentration and insight.
May be practised individually or communally.	May be practised individually or in groups.
Reinforces religious commitment.	Develops awareness and understanding.
May involve reciting scriptures.	Involves observing experiences and mental states.

7.8 Importance of Buddhist prayer in modern life

Buddhist prayer has relevance to modern society because it encourages:

1. Peaceful relationships.
2. Self-discipline.

3. Compassion.
4. Respect for other religions.
5. Honest behaviour.
6. Mindful use of technology.
7. Responsible decision-making.
8. Emotional awareness.
9. Environmental responsibility.
10. Community participation.

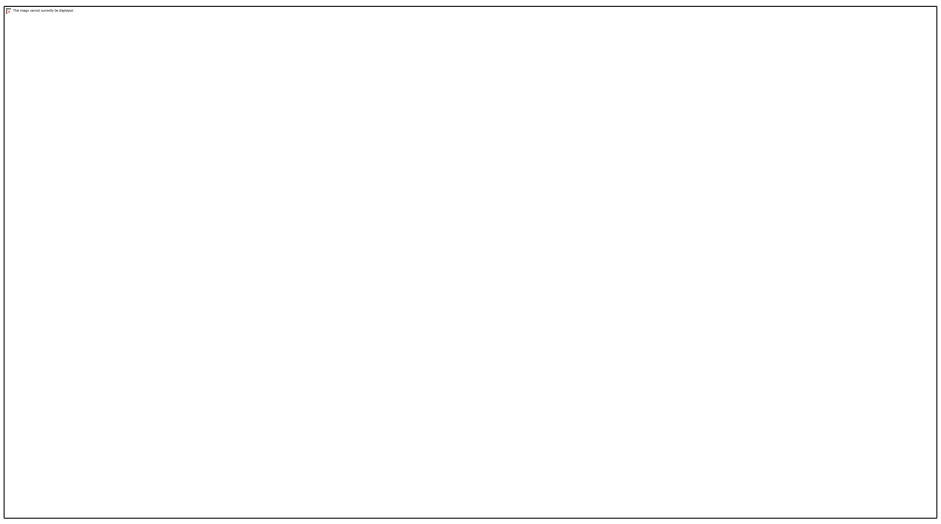
Kenyan application

A learner in Kenya can apply Buddhist prayer teachings by:

- Showing respect during religious gatherings.
- Practising kindness at school.
- Avoiding abusive language.
- Respecting learners from other religious backgrounds.
- Participating in peaceful community activities.
- Practising reflection before making important decisions.

PART D: PROTOCOLS OBSERVED DURING WORSHIP IN A VIHAAR

8.0 Meaning of Vihaar (Vihara)



A Vihaar, commonly written as Vihara, is a Buddhist monastery or religious establishment used by monks and nuns for residence, meditation, learning and religious activities.

In many Buddhist communities, a vihara also serves as a place where lay followers gather for worship, teachings and religious celebrations.

8.1 Functions of a Vihaar

1. Provides accommodation for monks and nuns.
2. Serves as a centre for Buddhist worship.
3. Provides a place for meditation.

4. Supports the teaching of the Dhamma.
5. Preserves Buddhist scriptures.
6. Provides a venue for religious ceremonies.
7. Promotes moral education.
8. Supports community activities.
9. Provides opportunities for spiritual counselling.
10. Encourages peaceful interaction among followers.

8.2 Common features found in a Vihaar



1. Buddha image

- Represents the Enlightened Teacher.
- Reminds devotees of his qualities and teachings.
- Serves as a focus for reverence and reflection.

2. Shrine or altar

- Provides a designated area for offerings.
- May contain Buddha images, flowers and lamps.
- Serves as a focal point during worship.

3. Meditation hall

- Provides a quiet place for meditation.
- Supports mindfulness practice.
- Encourages mental concentration.

4. Prayer hall

- Provides space for chanting and religious gatherings.

- Allows devotees to participate in group worship.

5. Stupa

- May be found within or near Buddhist religious establishments.
- Serves as a monument of remembrance.
- May contain sacred relics.

6. Monastic quarters

- Provide accommodation for monks and nuns.
- Support monastic discipline and daily routines.

7. Scripture library

- Stores Buddhist religious texts.
- Supports religious study and research.
- Helps preserve Buddhist literature.

8. Offering table

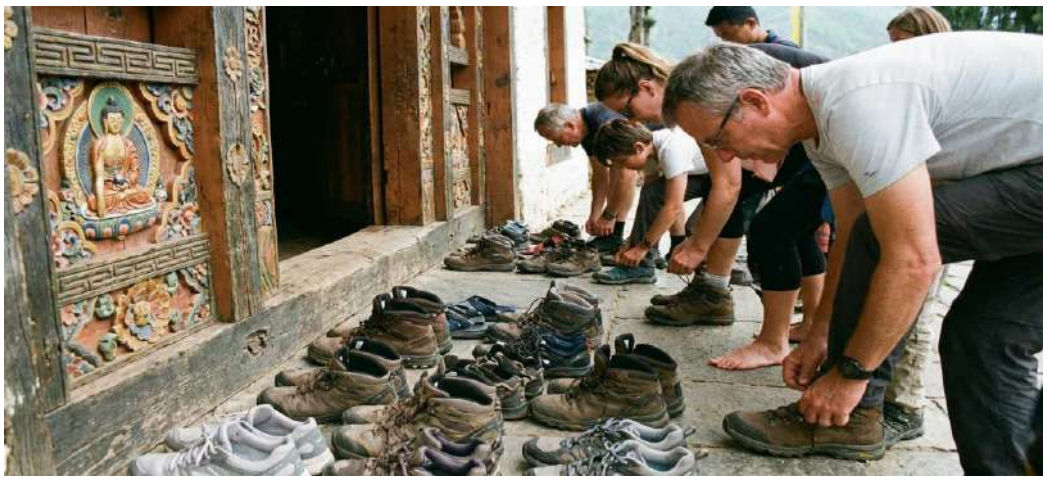
- Provides a place for flowers, lamps, incense and other offerings.

8.3 Protocols observed during worship in a Vihaar

Protocols are accepted rules of behaviour that guide people during religious activities.

Buddhists observe various protocols to demonstrate respect, humility and mindfulness during worship.

1. Removing shoes



Visitors are commonly expected to remove their shoes before entering designated sacred or prayer areas.

Reasons

- Demonstrates respect for the sacred space.
- Helps maintain cleanliness.
- Prevents dirt from being carried into the prayer hall.
- Encourages humility.

2. Dressing modestly

Visitors should wear clean and modest clothing.

Importance

- Shows respect for the religious institution.
- Prevents unnecessary distraction.
- Promotes dignity.
- Demonstrates cultural sensitivity.

3. Bowing before Buddha images



Devotees may bow before Buddha images as a sign of reverence.

Importance

- Demonstrates humility.
- Shows respect for the Buddha.
- Encourages reflection on his teachings.
- Promotes discipline.

4. Maintaining silence

Visitors are expected to maintain silence or speak quietly in prayer and meditation areas.

Importance

- Protects the peaceful atmosphere.
- Allows people to concentrate.
- Shows consideration for other worshippers.
- Promotes mindfulness.

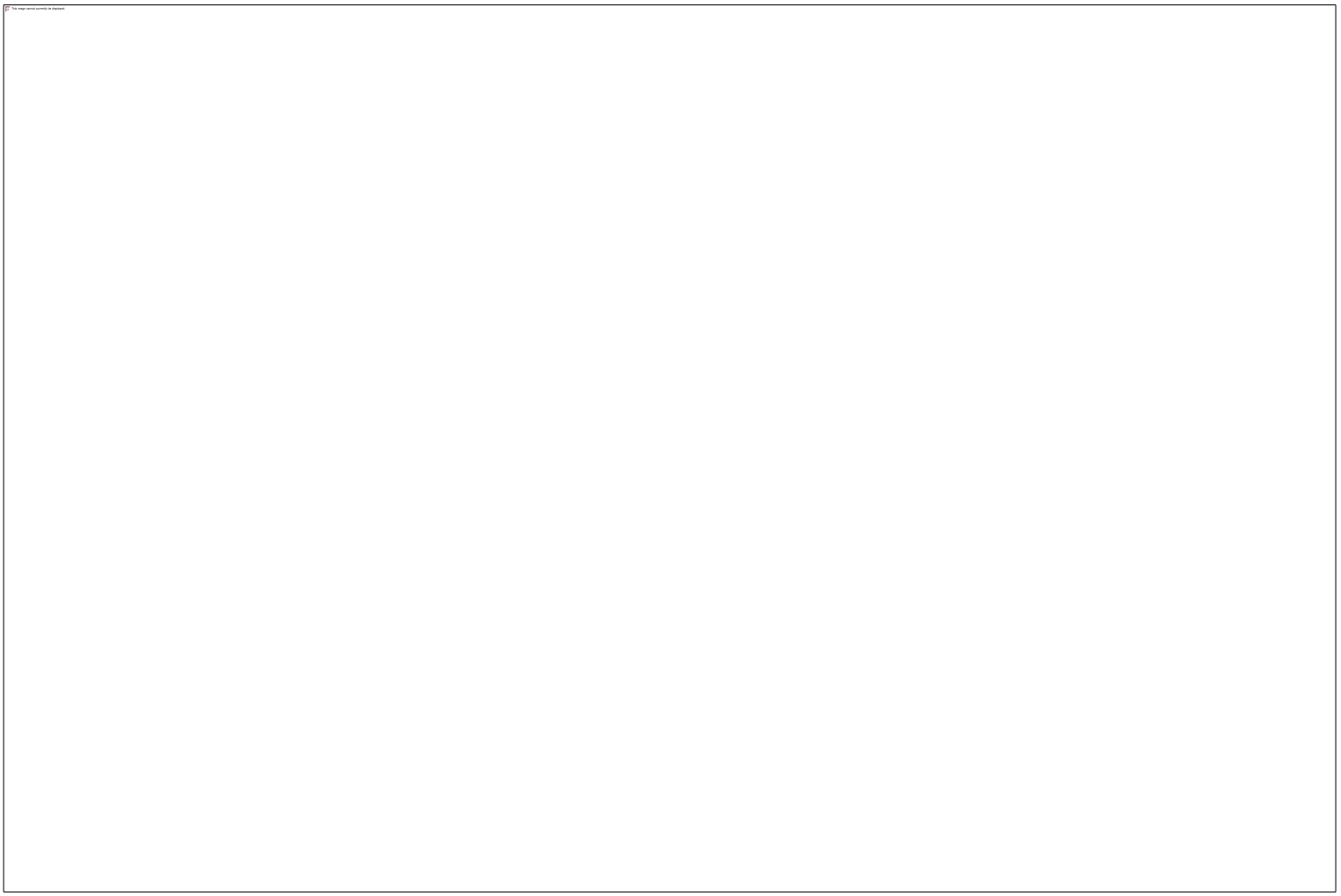
5. Offering flowers

Devotees may place fresh flowers before Buddha images.

Importance

- Demonstrates devotion.
- Symbolises impermanence.
- Encourages reflection on the temporary nature of life.

6. Lighting incense



Incense may be lit and placed in designated holders.

Importance

- Symbolises purity and good conduct.
- Demonstrates reverence.
- Encourages a reflective atmosphere.

Visitors should follow the temple's safety instructions when incense is used.

7. Respecting Buddha images

- Avoid touching Buddha images without permission.
- Do not climb or sit on religious statues.
- Avoid pointing feet directly towards Buddha images where this is considered disrespectful.

- Do not treat sacred images as ordinary decorations.
- Take photographs only where permitted.

8. Respecting monks and nuns

- Greet them respectfully.
- Listen attentively to their teachings.
- Avoid interrupting their religious activities.
- Follow the temple's customs concerning physical contact.
- Show respect when receiving religious guidance.

9. Sitting appropriately

Devotees should sit in a respectful posture during religious activities.

In many Buddhist settings, people avoid stretching their legs towards Buddha images or religious teachers.

10. Following instructions

Visitors should obey instructions from the temple authorities.

These instructions may concern:

- Worship arrangements.
- Photography.
- Movement within the temple.
- Use of meditation rooms.
- Offerings.
- Appropriate conduct.

11. Participating in chanting

Devotees may participate in group chanting according to the guidance provided.

Visitors who do not know the chants may listen respectfully.

12. Observing cleanliness

- Dispose of waste appropriately.
- Avoid littering.
- Keep the prayer hall clean.
- Handle religious materials carefully.
- Maintain cleanliness in shared facilities.

8.4 Importance of observing worship protocols

1. Promotes respect for Buddhist beliefs.
2. Maintains discipline in religious institutions.
3. Promotes peaceful worship.
4. Encourages humility.

5. Protects sacred objects.
6. Promotes cleanliness.
7. Strengthens religious identity.
8. Encourages peaceful coexistence.
9. Promotes cultural understanding.
10. Creates an environment suitable for meditation.

8.5 Appropriate behaviour when visiting a Buddhist temple in Kenya

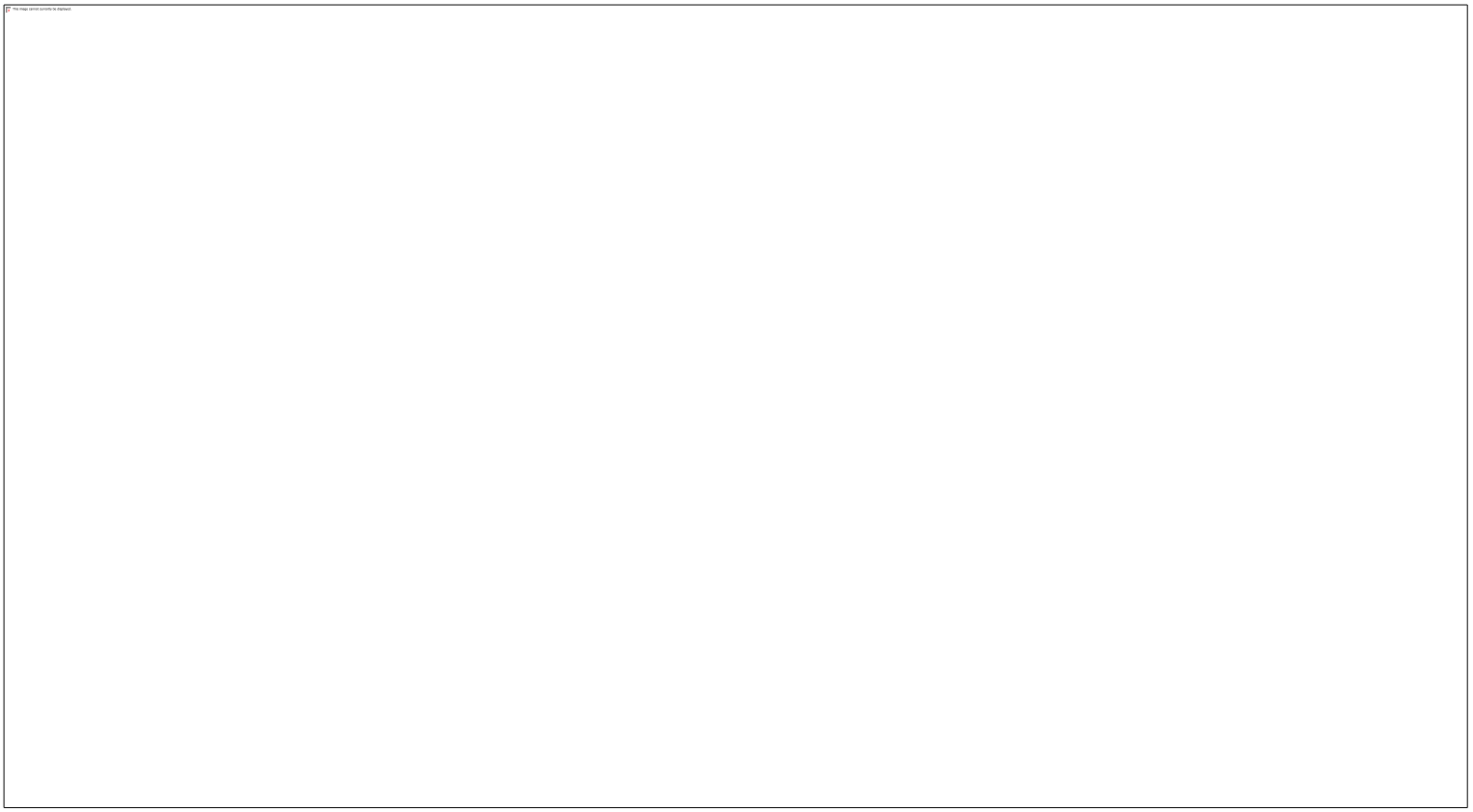
A Kenyan learner visiting a Buddhist temple or meditation centre should:

- Seek permission before entering.
- Find out the local worship customs.
- Dress modestly.
- Remove shoes where required.
- Switch off or silence electronic devices.
- Avoid unnecessary conversations.
- Respect the Buddha image.
- Avoid taking photographs without permission.
- Follow instructions from religious leaders.
- Avoid making negative comments about religious practices.
- Respect people who are meditating.
- Leave the premises clean.

Remember: Buddhist traditions differ across countries and communities. Worship protocols in Theravada, Mahayana and Vajrayana temples may vary. Visitors should follow the specific instructions of the vihara they visit.

PART E: BUDDHIST TRADITIONS AND THE BUDDHAS OF THE PAST AND FUTURE

9.0 The Buddhas of the Past



In Buddhist teachings, a Buddha is a fully awakened being who discovers the truth and teaches the path to liberation.

Some Buddhist traditions recognise Buddhas who appeared in previous ages.

The Theravada tradition commonly refers to seven Buddhas of antiquity, including Gautama Buddha.

The seven Buddhas of antiquity

1. Vipassi Buddha.
2. Sikhi Buddha.
3. Vessabhu Buddha.
4. Kakusandha Buddha.
5. Konagamana Buddha.
6. Kassapa Buddha.
7. Gautama Buddha.

Significance of the Buddhas of the past

- They demonstrate the continuity of the Buddhist tradition.
- They illustrate the idea that enlightenment is not limited to one historical period.
- They encourage followers to pursue wisdom.
- They provide examples of spiritual dedication.
- They reinforce the importance of the Dhamma.

9.1 The Coming Buddha: Maitreya



Maitreya, also called Metteyya in Pali, is regarded in Buddhist traditions as the future Buddha.

According to Buddhist belief, Maitreya will appear in a future age when the teachings of the present Buddha have disappeared from the world.

He will rediscover and teach the Dhamma to humanity.

Characteristics associated with Maitreya

- Associated with loving-kindness.
- Expected to attain complete enlightenment.
- Will teach the Dhamma.
- Will guide people towards liberation.
- Symbolises hope for future spiritual renewal.

Significance of belief in Maitreya

1. Encourages hope.
2. Promotes patience.
3. Inspires people to practise good conduct.

4. Strengthens commitment to Buddhist teachings.
5. Encourages compassion.
6. Promotes the continuity of Buddhist religious beliefs.

PART F: APPLICATION OF BUDDHIST TEACHINGS TO MODERN CHALLENGES

10.0 Relevance of Buddhist teachings to modern society

The Buddha's teachings remain relevant to individuals, families, schools, workplaces and communities.

10.1 Honesty in earning a living

Buddhism encourages Right Livelihood.

In Kenya, this teaching can be applied through:

- Conducting honest business transactions.
- Avoiding corruption.
- Avoiding exploitation of workers.
- Paying fair wages.
- Selling genuine goods.
- Avoiding fraud.
- Respecting customers.
- Observing lawful business practices.

10.2 Environmental conservation

Buddhist teachings encourage compassion and respect for living beings.

Learners can apply these principles through:

- Planting trees.
- Protecting water sources.
- Avoiding unnecessary pollution.
- Proper waste disposal.
- Protecting wildlife.
- Participating in environmental campaigns.

10.3 Conflict resolution

Buddhist teachings promote patience, loving-kindness and non-violence.

They can be applied by:

- Listening to other people's opinions.
- Avoiding insults.
- Forgiving others.
- Seeking peaceful solutions.
- Respecting differences.

- Avoiding revenge.

10.4 Responsible use of technology

Mindfulness can guide responsible use of digital devices.

Examples include:

- Avoiding cyberbullying.
- Checking information before sharing it.
- Respecting people's privacy.
- Avoiding online harassment.
- Using technology for education.
- Avoiding excessive digital distractions.

10.5 Family relationships

Buddhist values can promote healthy family relationships through:

- Kindness.
- Patience.
- Respect.
- Honesty.
- Generosity.
- Forgiveness.
- Responsible communication.

10.6 Education and personal development

The Noble Eightfold Path can guide learners in their studies.

For example:

Buddhist teaching	Application in school
Right Understanding	Understanding the importance of education.
Right Intention	Developing positive learning goals.
Right Speech	Avoiding insults and gossip.
Right Action	Avoiding cheating and bullying.
Right Livelihood	Preparing for honest future employment.
Right Effort	Working consistently towards learning goals.
Right Mindfulness	Paying attention during lessons.
Right Concentration	Remaining focused during study.

PART G: COMPETENCY-BASED LEARNING ACTIVITIES

11.0 Suggested learner activities

These activities are designed to develop practical skills, values and competencies.

Learning activity	Procedure	Expected learning outcome
Research on the Buddha	Use books and digital sources to investigate his life.	Research and digital literacy.

Timeline preparation	Arrange important events in the Buddha's life chronologically.	Communication and critical thinking.
Role-play	Demonstrate the Buddha's first sermon through an educational presentation.	Creativity and collaboration.
Group discussion	Discuss the role of the Sangha.	Communication and collaboration.
Poster preparation	Design a poster illustrating the Three Jewels.	Creativity and digital literacy.
Meditation demonstration	Participate in a guided mindfulness exercise.	Self-awareness and self-management.
Temple visit	Visit a Buddhist vihara where access is available and permitted.	Citizenship and cultural awareness.
Chant analysis	Research the meaning of Buddhist chants.	Critical thinking and communication.
Ethical business study	Examine honest business practices in Kenya.	Ethical decision-making.
Reflection writing	Write about lessons from the Buddha's Parinibbana.	Personal development.

11.1 Suggested project: A timeline of the Buddha's ministry

Instructions

Working individually or in groups:

1. Research the life of Siddhartha Gautama.
2. Identify major events in his life.
3. Arrange the events chronologically.
4. Include pictures or drawings.
5. Explain the significance of each event.
6. Present your timeline to the class.

Expected events

- Birth at Lumbini.
- Four Sights.
- Great Renunciation.
- Search for enlightenment.
- Enlightenment at Bodh Gaya.
- First sermon at Sarnath.
- Formation of the Sangha.
- Ministry and teaching.
- Final journey.
- Parinibbana at Kusinara.

11.2 Suggested project: Buddhist worship exhibition

Learners work in groups to prepare a classroom exhibition illustrating Buddhist worship.

The exhibition may include:

- A drawing of a vihara.
- A picture of a Buddha image.
- Drawings of flowers and incense offerings.
- The Three Refuges.
- The Five Precepts.
- Examples of Buddhist chants.
- A description of meditation.
- Appropriate temple protocols.

Learners should use drawings, labelled diagrams, photographs or other permitted educational resources.

GRADE 11 BUDDHIST RELIGIOUS EDUCATION

PART I: REVISION QUESTIONS AND MARKING SCHEME

STRAND: BUDDHIST TEACHINGS AND PRACTICES

TOTAL MARKS: 80

SECTION A: 30 MARKS

SECTION B: 50 MARKS

PART I: REVISION QUESTIONS

SECTION A: MULTIPLE-CHOICE QUESTIONS (30 MARKS)

13.0 MULTIPLE-CHOICE QUESTIONS

Instructions: Answer all questions. Choose the correct answer from the alternatives A, B, C and D.

1. Who was the founder of Buddhism?

A. Mahavira
B. Siddhartha Gautama
C. Confucius
D. Guru Nanak

2. The word Buddha means:

A. The Creator
B. The King
C. The Enlightened One
D. The Priest

3. Siddhartha Gautama attained enlightenment under the:

A. Banyan tree
B. Bodhi tree
C. Mango tree
D. Neem tree

4. The Buddha delivered his first sermon at:

A. Lumbini
B. Kushinagar
C. Sarnath
D. Rajagaha

5. The first sermon of the Buddha is known as:

A. Metta Sutta
B. Dhammacakkappavattana Sutta
C. Dhammapada
D. Ratana Sutta

6. Which of the following is one of the Four Sights encountered by Siddhartha Gautama?

A. A wealthy merchant
B. A soldier
C. A sick person
D. A king

7. The Great Renunciation refers to Siddhartha's decision to:

A. Establish a kingdom
B. Leave royal life to seek spiritual truth
C. Become a merchant
D. Build a palace

8. The Middle Way teaches Buddhists to:

A. Avoid all forms of education
B. Live through excessive pleasure
C. Avoid extremes and practise moderation
D. Accumulate wealth without limits

9. Which of the following is one of the Three Jewels of Buddhism?

A. Heaven
B. Sangha
C. Temple
D. Karma

10. The Buddhist monastic community is known as:

A. Ashram
B. Sangha
C. Mandir
D. Sabha

11. Which disciple was known for his excellent memory and served as the Buddha's attendant?

A. Ananda
B. Upali
C. Moggallana
D. Sariputta

12. The First Noble Truth is known as:

A. Samudaya
B. Magga
C. Dukkha
D. Nirodha

13. The Second Noble Truth explains:

A. The cessation of suffering
B. The origin of suffering
C. The path to liberation
D. The qualities of the Buddha

14. The Third Noble Truth refers to:

A. The cessation of suffering
B. The origin of suffering
C. The beginning of Buddhism
D. The formation of the Sangha

15. The Fourth Noble Truth teaches about:

A. The Four Sights
B. The Middle Way
C. The Noble Eightfold Path
D. The Three Refuges

16. Which of the following belongs to the ethical conduct category of the Noble Eightfold Path?

A. Right Concentration
B. Right Speech
C. Right Mindfulness
D. Right Understanding

17. Right Livelihood encourages Buddhists to:

A. Acquire wealth through dishonest means
B. Earn a living ethically
C. Exploit workers
D. Avoid all occupations

18. Which of the following is associated with mindfulness?

A. Careless behaviour
B. Awareness of present experiences
C. Excessive attachment
D. Ignoring responsibilities

19. Parinibbana refers to:

A. The birth of the Buddha
B. The Buddha's first sermon
C. The final passing away of an enlightened being
D. The beginning of meditation

20. The Buddha passed away at:

A. Lumbini
B. Kusinara
C. Sarnath
D. Bodh Gaya

21. Which Buddhist discourse describes the Buddha's final journey?

A. Metta Sutta
B. Mahaparinibbana Sutta
C. Mangala Sutta
D. Dhammapada

22. The Buddhist monument associated with the preservation of relics is called a:

A. Mandir
B. Stupa
C. Gurudwara
D. Mosque

23. Which of the following is a form of Buddhist meditation?

A. Vipassana
B. Puja dance
C. Hatha yoga
D. Pranayama

24. Metta meditation promotes:

A. Hatred
B. Competition
C. Loving-kindness
D. Greed

25. Which of the following is commonly used during Buddhist worship?

A. Flowers
B. Weapons
C. Gambling objects
D. Business documents

26. The mantra Om Mani Padme Hum is particularly associated with:

A. Avalokiteshvara
B. Emperor Ashoka
C. Sariputta
D. Siddhartha's father

27. A Buddhist monastery is commonly known as a:

A. Vihara
B. Synagogue
C. Cathedral
D. Gurudwara

28. Which of the following is an appropriate protocol when visiting a Buddhist temple?

A. Shouting during meditation
B. Wearing inappropriate clothing
C. Maintaining silence in worship areas
D. Touching sacred objects without permission

29. Who is regarded as the future Buddha in Buddhist tradition?

A. Mahavira
B. Maitreya
C. Ananda
D. Ashoka

30. Which of the following best demonstrates Right Livelihood in Kenya?

A. Selling counterfeit products
B. Cheating customers
C. Paying workers fairly and conducting honest business
D. Engaging in corruption

SECTION B: STRUCTURED QUESTIONS (50 MARKS)

14.0 STRUCTURED QUESTIONS

Instructions: Answer all questions. Show understanding through explanations, examples and relevant applications.

QUESTION 1: THE BUDDHA'S MINISTRY (8 MARKS)

a) Define the term Buddha. (2 marks)

b) Identify three of the Four Sights encountered by Siddhartha Gautama. (3 marks)

c) Explain three lessons that learners can acquire from the Great Renunciation. (3 marks)

QUESTION 2: THE BUDDHA'S TEACHINGS (8 MARKS)

a) State the Four Noble Truths. (4 marks)

b) Explain two ways in which Right Livelihood can guide young entrepreneurs in Kenya. (4 marks)

QUESTION 3: THE ROLE OF THE SANGHA (8 MARKS)

a) Explain the meaning of Sangha. (2 marks)

b) Describe three roles played by the Sangha in propagating the Buddha's teachings. (3 marks)

c) Explain three ways in which the Sangha contributes to peaceful coexistence in modern society. (3 marks)

QUESTION 4: THE BUDDHA'S PARINIBBANA (8 MARKS)

a) Define Parinibbana. (2 marks)

b) State three events associated with the Buddha's final journey. (3 marks)

c) Explain three ways in which the Buddha's passing influenced the continuity of Buddhism. (3 marks)

QUESTION 5: BUDDHIST PRAYER AND MEDITATION (9 MARKS)

a) Define Buddhist prayer. (2 marks)

b) Identify three practices associated with Buddhist worship. (3 marks)

c) Explain two ways in which meditation promotes mindfulness and spiritual development. (4 marks)

QUESTION 6: WORSHIP IN A VIHARA (9 MARKS)

a) What is a Vihara? (2 marks)

b) Identify three protocols observed when visiting a Buddhist temple. (3 marks)

c) Explain four ways in which Buddhist rituals promote mindfulness and reverence among devotees. (4 marks)

PART II: MARKING SCHEME

SECTION A: MULTIPLE-CHOICE QUESTIONS (30 MARKS)

Instructions to the examiner: Award 1 mark for each correct answer. No mark should be awarded for an incorrect or multiple response.

Question	Answer
1	B
2	C
3	B
4	C
5	B
6	C
7	B
8	C
9	B
10	B
11	A
12	C
13	B
14	A
15	C
16	B
17	B
18	B
19	C
20	B
21	B
22	B
23	A
24	C
25	A
26	A
27	A
28	C
29	B
30	C

TOTAL: 30 MARKS

SECTION B: STRUCTURED QUESTIONS (50 MARKS)

QUESTION 1: THE BUDDHA'S MINISTRY (8 MARKS)

a) Define the term Buddha. (2 marks)

- Buddha refers to the Enlightened One or Awakened One. (1 mark)
- It is a title given to a person who has attained enlightenment and understood the true nature of existence. (1 mark)

b) Identify three of the Four Sights encountered by Siddhartha Gautama. (3 marks)

Award 1 mark for each correct response:

1. An old man.
2. A sick person.
3. A dead person or corpse.
4. A holy man or ascetic.

c) Explain three lessons that learners can acquire from the Great Renunciation. (3 marks)

Award 1 mark for each well-explained point.

1. Detachment from material possessions: Learners should not become excessively attached to wealth and material possessions.
2. Search for truth: Learners should develop a desire to seek knowledge, wisdom and truth.
3. Compassion: Learners should show concern for people experiencing suffering.
4. Determination: Learners should remain committed to achieving worthwhile goals.
5. Self-discipline: Learners should practise discipline and control their desires.
6. Service to humanity: Learners should use their abilities to benefit others.

Maximum: 3 marks.

QUESTION 2: THE BUDDHA'S TEACHINGS (8 MARKS)

a) State the Four Noble Truths. (4 marks)

Award 1 mark for each correct response.

1. Dukkha: The truth of suffering or dissatisfaction in human existence.
2. Samudaya: The truth concerning the origin or cause of suffering, especially craving and attachment.
3. Nirodha: The truth concerning the cessation of suffering.
4. Magga: The truth concerning the path leading to the cessation of suffering, known as the Noble Eightfold Path.

b) Explain two ways in which Right Livelihood can guide young entrepreneurs in Kenya. (4 marks)

Award 2 marks for each well-explained point.

1. Promoting honesty in business: Young entrepreneurs should sell genuine products and avoid cheating customers through false information or dishonest transactions.

2. Fair treatment of workers: Entrepreneurs should pay employees fairly, respect their rights and provide safe working conditions.

3. Avoiding harmful businesses: They should avoid engaging in businesses that cause harm to individuals, animals or society.

4. Promoting responsible use of resources: Entrepreneurs should avoid environmental destruction and use natural resources responsibly.

5. Observing business laws: They should pay applicable taxes, obtain the necessary licences and follow government regulations.

6. Promoting social responsibility: Entrepreneurs should establish businesses that improve people's welfare and contribute positively to their communities.

Maximum: 4 marks.

QUESTION 3: THE ROLE OF THE SANGHA (8 MARKS)

a) Explain the meaning of Sangha. (2 marks)

- Sangha refers to the Buddhist religious community, particularly the community of monks and nuns. (1 mark)
- It is responsible for preserving, practising and spreading the teachings of the Buddha. (1 mark)

b) Describe three roles played by the Sangha in propagating the Buddha's teachings. (3 marks)

Award 1 mark for each correct role.

1. Teaching the Dhamma to followers and interested members of society.
2. Organising religious ceremonies and meditation sessions.
3. Preserving Buddhist scriptures and religious traditions.
4. Training new monks and nuns.
5. Establishing monasteries and Buddhist learning centres.
6. Guiding followers in observing Buddhist moral principles.

Maximum: 3 marks.

c) Explain three ways in which the Sangha contributes to peaceful coexistence in modern society. (3 marks)

Award 1 mark for each well-explained point.

1. Promoting compassion: The Sangha teaches people to care for others and avoid causing suffering.
2. Encouraging tolerance: It promotes respect for people from different religious and cultural backgrounds.
3. Conflict resolution: Buddhist leaders encourage peaceful dialogue and reconciliation.
4. Promoting non-violence: The Sangha teaches followers to avoid hatred, aggression and violence.
5. Community service: Monks and nuns may participate in charitable activities that unite communities.
6. Moral guidance: The Sangha encourages honesty, kindness and responsible behaviour.

Maximum: 3 marks.

QUESTION 4: THE BUDDHA'S PARINIBBANA (8 MARKS)

a) Define Parinibbana. (2 marks)

- Parinibbana refers to the final passing away of a fully enlightened being, such as the Buddha. (1 mark)

- In Buddhist teaching, it marks the complete release from the cycle of birth, death and rebirth. (1 mark)

b) State three events associated with the Buddha's final journey. (3 marks)

Award 1 mark for each correct response.

1. The Buddha travelled with his disciples through different places, including Pava and Kusinara.
2. He accepted a meal offered by Cunda at Pava.
3. He became seriously ill after the meal.
4. He continued his journey to Kusinara.
5. He gave his final instructions to his disciples concerning the Dhamma and Vinaya.
6. He lay between two Sala trees.
7. He attained Parinibbana at Kusinara.

Maximum: 3 marks.

c) Explain three ways in which the Buddha's passing influenced the continuity of Buddhism. (3 marks)

Award 1 mark for each well-explained point.

1. Preservation of teachings: His disciples preserved and recited his teachings to ensure that they were not lost.
2. Organisation of Buddhist councils: The first Buddhist council helped to collect and preserve the Buddha's teachings.
3. Growth of the Sangha: His disciples continued teaching Buddhism and training new followers.
4. Construction of stupas: Relics associated with the Buddha were preserved in stupas, which became important places of devotion.
5. Spread of Buddhism: His followers continued spreading Buddhism to different regions.
6. Preservation of discipline: The Sangha continued observing the Vinaya, which guided monastic conduct.

Maximum: 3 marks.

QUESTION 5: BUDDHIST PRAYER AND MEDITATION (9 MARKS)

a) Define Buddhist prayer. (2 marks)

- Buddhist prayer refers to devotional practices through which Buddhists express respect, gratitude and devotion to the Buddha and his teachings. (1 mark)
- It may involve chanting, recitation, reflection and making offerings as part of spiritual practice. (1 mark)

b) Identify three practices associated with Buddhist worship. (3 marks)

Award 1 mark for each correct response.

1. Chanting Buddhist scriptures and sacred verses.
2. Offering flowers, incense and candles.
3. Meditation and mindfulness practices.
4. Reciting Buddhist prayers and mantras.

5. Bowing before images or representations of the Buddha.
6. Listening to teachings given by monks.
7. Observing religious festivals and ceremonies.
8. Making offerings to support the Sangha.

Maximum: 3 marks.

c) Explain two ways in which meditation promotes mindfulness and spiritual development. (4 marks)

Award 2 marks for each well-explained point.

1. Improves concentration: Meditation trains the mind to focus on one activity or object, helping individuals improve attention and concentration.

2. Develops self-awareness: It enables individuals to observe their thoughts, emotions and actions, helping them understand themselves better.

3. Promotes emotional control: Meditation helps individuals respond calmly to difficult situations instead of reacting with anger or hatred.

4. Reduces attachment: It helps practitioners understand the temporary nature of experiences and develop freedom from excessive craving.

5. Develops compassion: Loving-kindness meditation encourages concern, goodwill and kindness towards other people.

6. Promotes spiritual understanding: Meditation helps practitioners reflect on the Buddha's teachings and develop wisdom.

Maximum: 4 marks.

QUESTION 6: WORSHIP IN A VIHARA (9 MARKS)

a) What is a Vihara? (2 marks)

- A Vihara is a Buddhist monastery or religious centre. (1 mark)
- It is a place where monks and nuns live, study Buddhist teachings, meditate and conduct religious activities. (1 mark)

b) Identify three protocols observed when visiting a Buddhist temple. (3 marks)

Award 1 mark for each correct response.

1. Removing shoes where required before entering sacred areas.
2. Dressing modestly and respectfully.
3. Maintaining silence in meditation and worship areas.
4. Bowing respectfully where appropriate.
5. Avoiding unnecessary touching of sacred objects.
6. Following instructions given by monks or temple attendants.
7. Showing respect towards Buddha images and religious symbols.
8. Avoiding disruptive behaviour during ceremonies.

Maximum: 3 marks.

c) Explain four ways in which Buddhist rituals promote mindfulness and reverence among devotees. (4 marks)

Award 1 mark for each well-explained point.

1. Encouraging concentration: Chanting and meditation help devotees focus their minds on religious teachings.

2. Developing respect: Bowing and making offerings encourage reverence for the Buddha, the Dhamma and the Sangha.

3. Promoting gratitude: Offering flowers, candles and incense reminds devotees to appreciate the teachings and guidance they receive.

4. Encouraging self-reflection: Religious rituals provide opportunities for devotees to examine their thoughts, behaviour and actions.

5. Developing discipline: Regular participation in worship encourages consistency and commitment to religious practices.

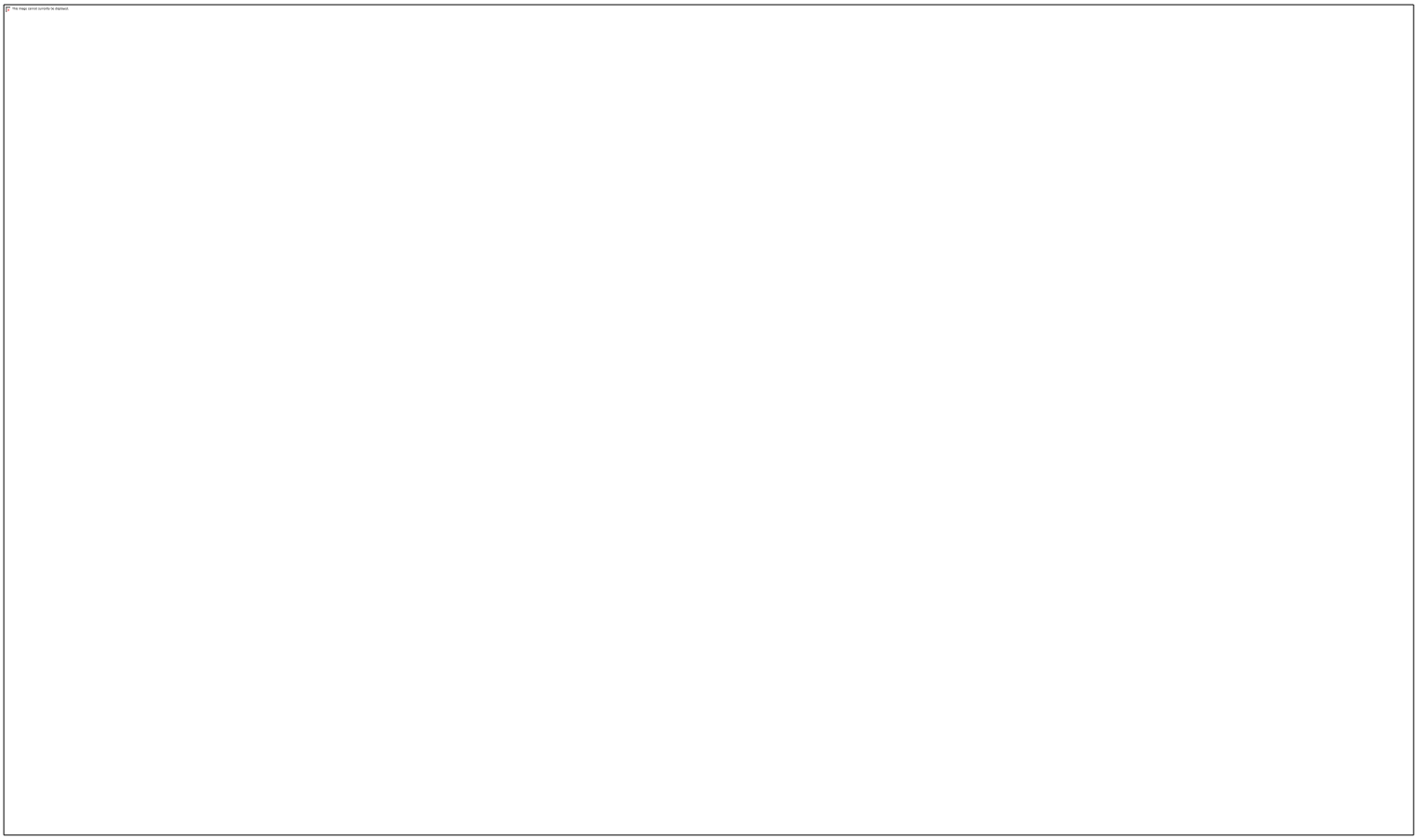
6. Promoting compassion: Prayers and loving-kindness practices encourage goodwill towards all living beings.

Maximum: 4 marks.

GRADE 11 HINDU RELIGIOUS EDUCATION

STRAND 1.0: MANIFESTATION OF PARAMATMA

SUB-STRAND 1.4: SIKH FAITH



THE SIKH FAITH: UNDERSTANDING PARAMATMA, SCRIPTURES AND WORSHIP

Grade 11

Competency-Based Education

Kenyan Senior School

1.0 INTRODUCTION TO THE SIKH FAITH

Sikhism is a monotheistic religion that teaches belief in one Supreme God, known as Waheguru. It originated in Punjab, in the Indian subcontinent, during the fifteenth century.

The Sikh faith was founded by Guru Nanak Dev Ji, the first of the ten human Sikh Gurus. The teachings of the ten Gurus guide Sikhs in developing a personal relationship with God and living a truthful, responsible and compassionate life.

The Sikh faith emphasizes:

1. Belief in one Supreme God.
2. Equality of all human beings.
3. Honest living.
4. Service to humanity.
5. Meditation and remembrance of God.
6. Sharing with others.
7. Justice, humility and compassion.
8. Rejection of discrimination and unnecessary religious divisions.

1.1 Meaning of Sikhism

The word *Sikh* originates from a word meaning learner, disciple or student.

A Sikh is therefore a learner who follows the teachings of the Sikh Gurus.

Sikhism teaches that human beings should continuously learn, improve their character and develop spiritual awareness.

1.2 The ten Sikh Gurus

The ten human Gurus played important roles in establishing and developing Sikhism.

Guru	Main contribution
Guru Nanak Dev Ji	Founded Sikhism and taught belief in one God.
Guru Angad Dev Ji	Promoted the Gurmukhi script.
Guru Amar Das Ji	Strengthened community organisation and equality.
Guru Ram Das Ji	Founded the town of Ramdaspur, later known as Amritsar.
Guru Arjan Dev Ji	Compiled the Adi Granth.
Guru Hargobind Ji	Emphasised spiritual and temporal responsibility.
Guru Har Rai Ji	Promoted compassion and service.
Guru Har Krishan Ji	Remembered for serving the sick and vulnerable.
Guru Tegh Bahadur Ji	Defended freedom of religion and conscience.
Guru Gobind Singh Ji	Established the Khalsa in 1699 and designated the Guru Granth Sahib as the eternal Guru.

2.0 MANIFESTATION OF PARAMATMA IN SIKHISM

2.1 Meaning of Paramatma

Paramatma refers to the Supreme Soul or Supreme Divine Reality. In Sikhism, this understanding is expressed through the belief in one Supreme God.

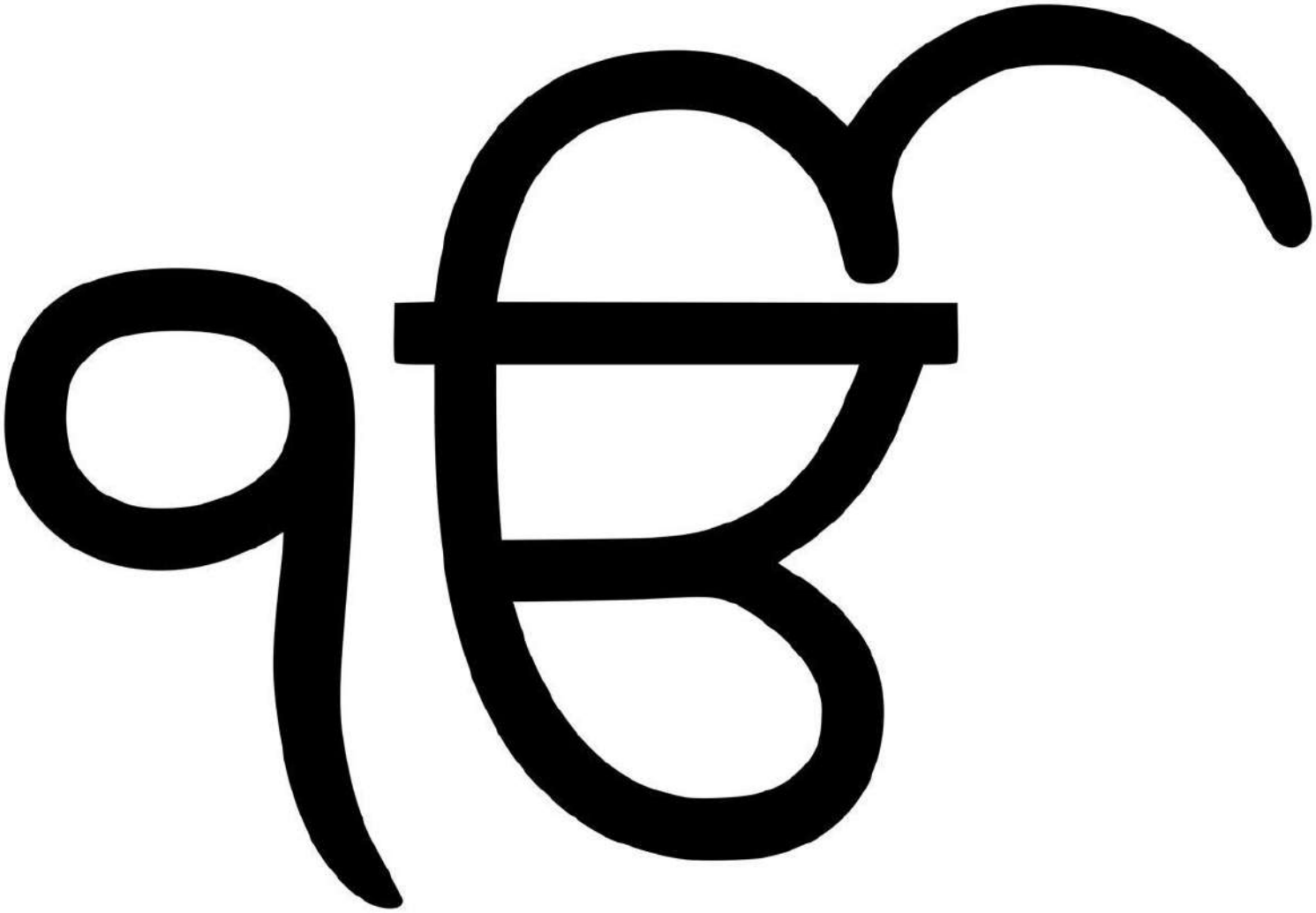
God is understood as:

- Eternal.
- Formless.
- All-powerful.
- All-knowing.
- Present everywhere.

- The creator and sustainer of the universe.
- Beyond human limitations.

Sikhs believe that God cannot be limited to a particular image, human form, place or community.

2.2 The concept of Ik Onkar



Ik Onkar is one of the most important symbols in Sikhism.

It is commonly translated as **There is One Supreme Reality or One God.**

The symbol appears at the beginning of the Guru Granth Sahib and introduces the central Sikh teaching of divine unity.

Meaning of the parts of Ik Onkar

Ik

- Means one.
- Emphasises that there is only one Supreme God.
- Rejects the belief that different gods are independent supreme powers.

Onkar

- Refers to the one eternal, creative and sustaining Divine Reality.
- Represents the unity of God and creation.

- Emphasises God's continuous presence and power.

Religious significance of Ik Onkar

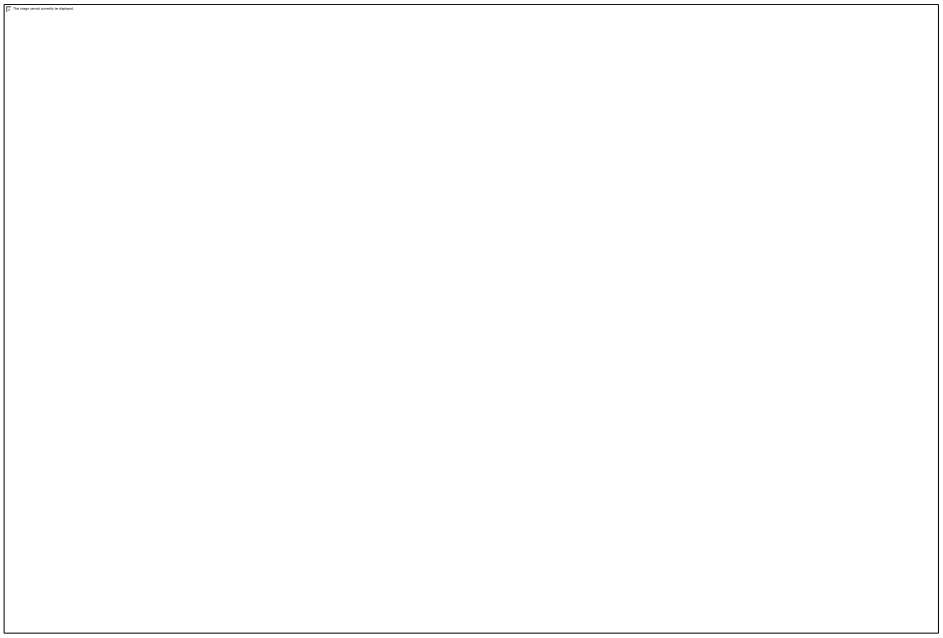
1. Unity of God: It teaches that there is one Supreme God.
2. Equality: All human beings are created by the same God.
3. Universal brotherhood: People should treat one another with respect.
4. Religious tolerance: It encourages respect for people of different religions.
5. Spiritual awareness: It reminds believers to remember God in daily activities.
6. Humility: It teaches human beings not to consider themselves superior to others.
7. Responsibility: People should live according to divine values.

Example in the Kenyan context:

A Sikh learner studying in a school with learners from different religious backgrounds should respect their beliefs because Ik Onkar teaches the unity of humanity under one Supreme God.

2.3 Attributes of Paramatma in Sikhism

The Sikh understanding of God's attributes is expressed in the opening composition of the Guru Granth Sahib, particularly the Mool Mantar.



The Mool Mantar introduces the nature of God.

The main attributes include:

1. Ik Onkar – One Supreme Reality

- God is one.
- There are no independent supreme gods.
- All creation originates from the same Divine Reality.

2. Sat Naam – Eternal Truth is God's Name

- God is the embodiment of truth.
- God's existence is permanent.

- Human beings should practise honesty and truthfulness.

3. Karta Purakh – The Creator

- God is the creator of the universe.
- All living things depend on God's creative power.
- Human beings should appreciate and protect creation.

4. Nirbhau – Without Fear

- God is not subject to fear.
- God is not controlled by any external power.
- Believers are encouraged to develop courage and confidence in doing what is right.

5. Nirvair – Without Hatred

- God has no hatred towards anyone.
- All people are worthy of dignity.
- Sikhs are encouraged to avoid revenge, discrimination and hostility.

6. Akaal Moorat – Timeless Being

- God exists beyond time.
- God is not affected by ageing or death.
- The Divine Reality is eternal.

7. Ajooni – Beyond Birth

- God is not born like human beings.
- God does not undergo human cycles of birth and death.
- God's existence is beyond physical limitations.

8. Saibhang – Self-existent

- God exists independently.
- God does not depend on another being for existence.
- God is the ultimate source of all creation.

9. Gur Prasad – Realised through the Guru's Grace

- Knowledge of God is received through divine grace.
- The teachings of the Guru guide believers towards spiritual understanding.
- Human beings should remain humble and receptive to divine guidance.

2.4 Practical application of the attributes of Paramatma

Attribute	Practical application

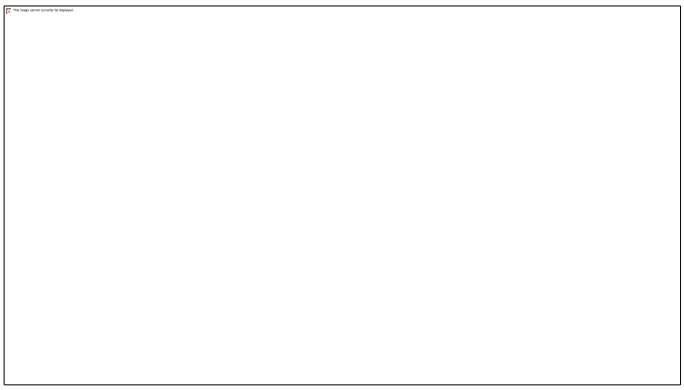
One God	Respect people of different religions.
Truth	Avoid cheating and dishonesty.
Creator	Protect the environment.
Without fear	Stand against injustice.
Without hatred	Forgive others and promote peace.
Timeless	Develop lasting spiritual values.
Beyond birth	Recognise God's uniqueness.
Self-existent	Depend on God rather than arrogance.
Divine grace	Practise humility and seek spiritual guidance.

Activity 1

In groups:

1. Identify five attributes of Paramatma.
2. Explain how each attribute can influence behaviour in school.
3. Discuss how belief in one God can promote peace in Kenya.
4. Present your findings to the class.

3.0 REFERENCES OF PARAMATMA IN JAAP SAHIB



3.1 Meaning of Jaap Sahib

Jaap Sahib is an important Sikh devotional composition written by the tenth Sikh Guru, Sri Guru Gobind Singh Ji.

It forms part of the Sikh daily prayers known as Nitnem.

It praises the Supreme God by describing God's limitless nature, power, glory and attributes.

The composition is included in the Dasam Granth.

3.2 Historical background of Jaap Sahib

Jaap Sahib was composed during the period of Guru Gobind Singh Ji.

Guru Gobind Singh Ji used devotional poetry to communicate important spiritual teachings.

The composition reflects the following teachings:

1. God is beyond human description.
2. God is eternal and unlimited.
3. God is the creator and sustainer of the universe.
4. God is beyond physical form.
5. Human beings should develop devotion and humility.
6. God's greatness cannot be fully understood through ordinary human language.

3.3 Purpose of Jaap Sahib

The main purposes include:

1. Praising God

Jaap Sahib praises the greatness and glory of the Supreme Being.

2. Strengthening devotion

Regular recitation encourages believers to develop a close spiritual relationship with God.

3. Developing spiritual awareness

It reminds believers that God is beyond material things.

4. Promoting humility

The composition teaches that human knowledge cannot fully explain the greatness of God.

5. Encouraging discipline

Regular prayer develops commitment, concentration and spiritual discipline.

6. Promoting courage

The descriptions of God's power inspire believers to face difficulties with confidence.

3.4 Attributes of Paramatma described in Jaap Sahib

Jaap Sahib uses numerous names and descriptions to express God's greatness.

Attribute	Explanation
Formless	God is not limited to a physical body.
Eternal	God has no beginning or end.
Omnipotent	God possesses unlimited power.
Omniscient	God possesses complete knowledge.
Omnipresent	God is present everywhere.
Incomparable	Nothing can equal God's greatness.
Compassionate	God is associated with mercy and benevolence.
Creator	God is responsible for creation.
Indestructible	God cannot be destroyed.
Beyond description	Human language cannot fully explain God.

3.5 Importance of reciting Jaap Sahib

1. It strengthens faith in one Supreme God.
2. It develops spiritual discipline.
3. It encourages meditation and remembrance of God.
4. It promotes courage and confidence.
5. It encourages humility.
6. It helps believers appreciate God's greatness.
7. It strengthens the relationship between the believer and the Divine.
8. It encourages positive moral behaviour.

3.6 Jaap Sahib and modern life

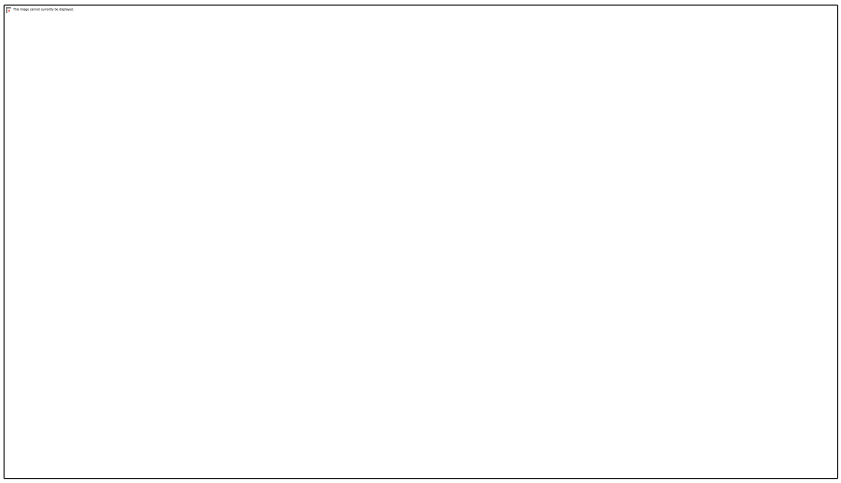
The teachings of Jaap Sahib are relevant in contemporary society.

- **Corruption:** The emphasis on truth encourages honesty in public service.
- **Religious intolerance:** The teaching of one Supreme Reality encourages respect across religions.
- **Fear and insecurity:** The description of God as Nirbhau inspires courage.
- **Hatred:** Divine qualities encourage peaceful relationships.
- **Materialism:** The composition reminds people that spiritual values are more important than possessions.
- **Stress:** Regular prayer and reflection can support inner calm and concentration.

Think and discuss:

How can the teachings of Jaap Sahib help Kenyan young people become responsible citizens?

4.0 REFERENCES OF PARAMATMA IN SIDDH GOSHT



4.1 Meaning of Siddh Gosht

Siddh Gosht is an important spiritual composition found in the Guru Granth Sahib.

It is attributed to Guru Nanak Dev Ji.

The title can be understood as a spiritual dialogue or discussion with Siddhas.

Siddhas were spiritual practitioners who sought higher spiritual knowledge and liberation through spiritual disciplines.

The composition presents a discussion between Guru Nanak Dev Ji and spiritual seekers about the nature of God, the purpose of human life and the path to spiritual fulfilment.

4.2 Main themes of Siddh Gosht

1. Nature of God

- God is eternal and beyond physical limitations.
- God is present throughout creation.
- God cannot be fully understood through physical observation.

2. True spiritual knowledge

- Spiritual wisdom is more valuable than mere intellectual knowledge.
- A person should seek guidance from the Guru.
- True understanding should influence behaviour.

3. Importance of Naam Simran

Naam Simran means remembrance and meditation on God's Name.

It involves:

- Remembering God regularly.
- Reflecting on divine qualities.
- Developing awareness of God's presence.
- Living according to God's teachings.

4. Importance of the Guru

- The Guru provides spiritual guidance.
- The Guru helps learners distinguish between right and wrong.
- The Guru's teachings guide believers towards spiritual understanding.

5. Rejection of pride

- Spiritual progress should not produce arrogance.
- A person should remain humble.
- True spirituality is demonstrated through conduct.

6. Importance of righteous living

- Believers should practise honesty.
- They should serve others.
- They should avoid selfishness.
- They should develop compassion.

4.3 References of Paramatma in Siddh Gosht

Siddh Gosht presents God as:

1. The eternal Supreme Being.

2. The creator and sustainer of creation.
3. The source of spiritual wisdom.
4. The Divine Reality present everywhere.
5. Beyond human physical limitations.
6. The ultimate source of spiritual fulfilment.

4.4 Lessons from Siddh Gosht

Teaching	Lesson for learners
Remember God	Develop regular reflection and prayer.
Seek spiritual wisdom	Appreciate guidance from teachers and elders.
Avoid pride	Respect others.
Practise righteous living	Be honest and responsible.
Serve humanity	Participate in community service.
Develop self-discipline	Manage time and behaviour responsibly.
Seek inner understanding	Reflect on personal actions.

4.5 Relevance of Siddh Gosht in Kenya

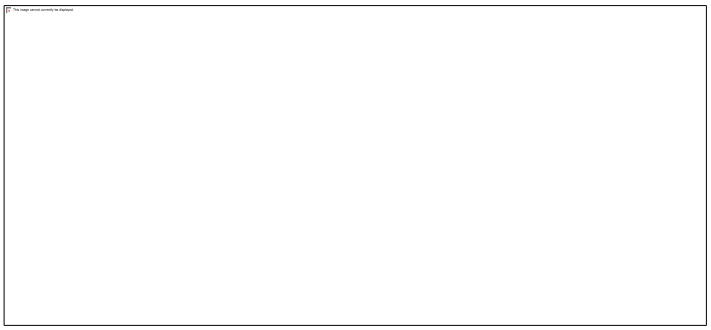
The teachings can be applied in the following ways:

- Promoting peaceful coexistence in multicultural schools.
- Encouraging learners to avoid arrogance and bullying.
- Developing responsible leadership.
- Encouraging environmental responsibility.
- Promoting honesty in examinations and public life.
- Encouraging respect for teachers, parents and community members.

Class activity

Prepare a short presentation explaining how Naam Simran and righteous living can contribute to moral development among Kenyan youth.

5.0 REFERENCES OF PARAMATMA IN ARDAS



5.1 Meaning of Ardas

Ardas is a Sikh congregational prayer offered to God.

It is an important part of Sikh worship and community life.

The prayer expresses:

- Gratitude to God.

- Remembrance of the Sikh Gurus.
- Requests for divine guidance.
- Commitment to righteousness.
- Concern for the welfare of humanity.

Ardas is normally performed while standing with folded hands.

5.2 Historical background of Ardas

Ardas developed through Sikh religious history.

It reflects the struggles, sacrifices and spiritual achievements of the Sikh community.

The prayer remembers:

1. The ten Sikh Gurus.
2. Important events in Sikh history.
3. Sikh martyrs who sacrificed their lives for their faith.
4. The Khalsa community.
5. The welfare of all humanity.

5.3 Main components of Ardas

1. Opening remembrance

The prayer begins by remembering the Supreme God and invoking divine blessings.

2. Remembrance of the Gurus

The congregation remembers the teachings and contributions of the Sikh Gurus.

3. Remembrance of Sikh history

Important historical events and sacrifices are recalled.

4. Requests for divine guidance

The congregation asks God for wisdom, strength and the ability to follow righteous conduct.

5. Welfare of humanity

The prayer includes a request for the wellbeing of all people.

6. Closing prayer

The prayer concludes with a collective expression of devotion and acceptance.

5.4 Role of Ardas in uniting the Sikh congregation

Ardas plays a major role in strengthening unity.

1. **Creates a common purpose:** All worshippers join in one prayer.
2. **Promotes equality:** Every member participates regardless of social or economic background.
3. **Strengthens identity:** It reminds Sikhs of their shared history and religious heritage.
4. **Encourages solidarity:** Members pray for one another and the wider community.
5. **Promotes compassion:** It encourages concern for the suffering of others.

6. **Develops belonging:** It strengthens the feeling of being part of a spiritual community.
7. **Encourages collective responsibility:** Members are reminded to support one another.
8. **Promotes peace:** Praying for everyone's welfare encourages harmonious relationships.

5.5 Why Ardas is considered universal

Ardas is considered universal because its concerns extend beyond individual worshippers and the Sikh community.

It includes prayers for the welfare of all humanity.

Its universal character is demonstrated through:

- Praying for the wellbeing of everyone.
- Encouraging equality among human beings.
- Promoting peace.
- Encouraging freedom of conscience.
- Remembering people facing difficulties.
- Promoting justice and compassion.
- Encouraging service to humanity.

5.6 Importance of Ardas in daily life

Ardas teaches Sikhs to:

- Begin and end important activities with gratitude.
- Seek divine guidance.
- Remain united with others.
- Remember people experiencing difficulties.
- Appreciate religious history.
- Develop humility.
- Promote peace and reconciliation.

5.7 Ardas and the Kenyan community

The teachings of Ardas can promote:

- National unity.
- Peaceful elections.
- Religious tolerance.
- Community development.
- Support for vulnerable people.
- National reconciliation.
- Responsible leadership.

Reflection question:

How can the universal message of Ardas help address tribalism, religious intolerance and discrimination in Kenya?

6.0 RELIGIOUS SIGNIFICANCE OF IK ONKAR

6.1 Ik Onkar as a religious symbol

Ik Onkar is a sacred symbol expressing the Sikh belief in one Supreme God.

It appears at the beginning of the Guru Granth Sahib.

It communicates the fundamental teaching that all existence is connected to one Divine Reality.

6.2 Religious significance

1. Unity of creation

All creation originates from one Supreme God.

2. Equality of human beings

No human being is inherently superior to another because all are created by the same God.

3. Rejection of discrimination

The symbol reminds believers to reject caste discrimination, racism and social prejudice.

4. Universal brotherhood

Humanity should live as one family.

5. Spiritual identity

It represents a central belief of Sikh religious identity.

6. Remembrance of God

It reminds believers to remember God in their daily activities.

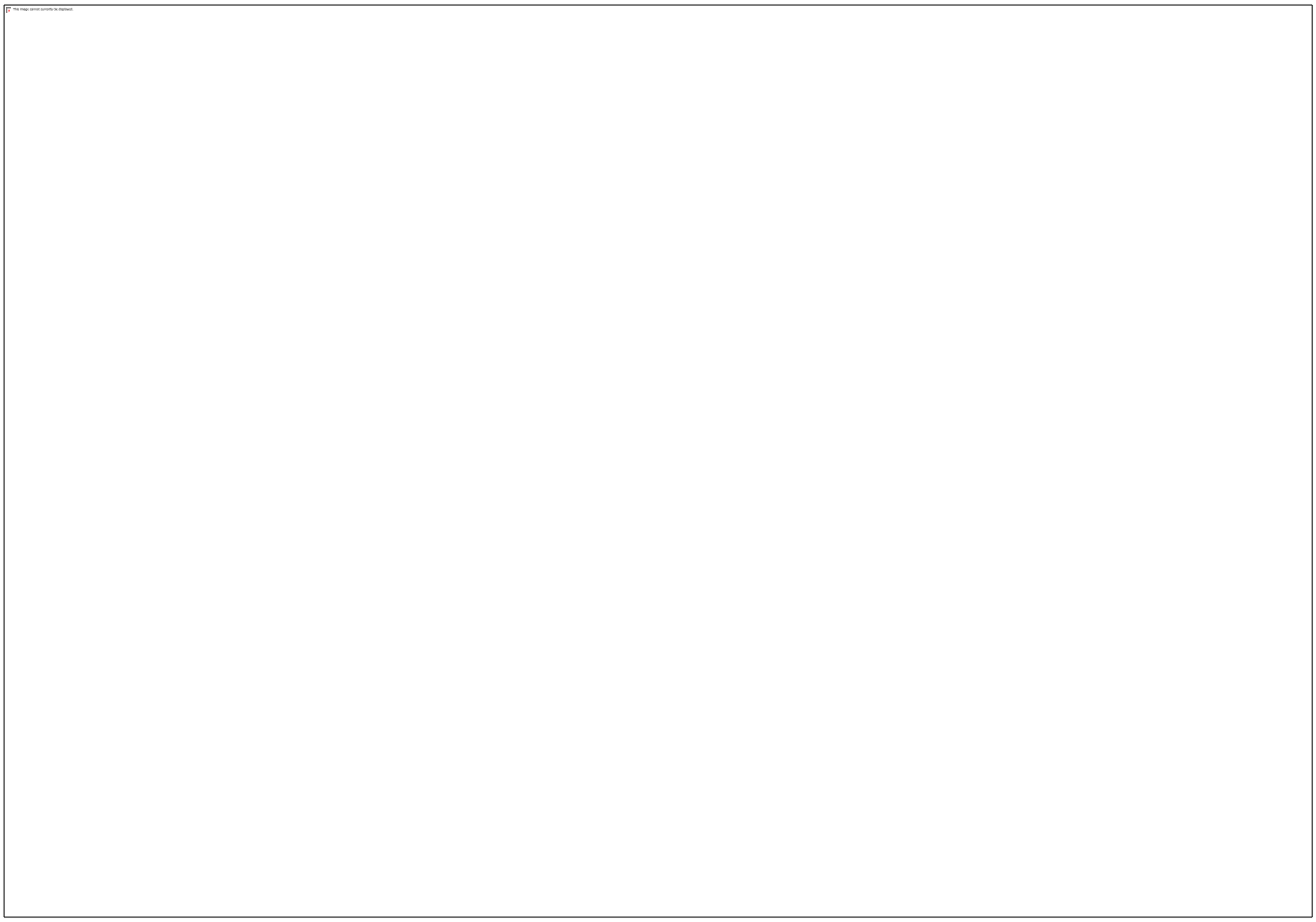
7. Religious harmony

It encourages respect for people from different religious backgrounds.

6.3 Practical application of Ik Onkar

Situation	Application
At school	Treat all learners equally.
At home	Respect every family member.
In society	Avoid discrimination.
In leadership	Serve all people fairly.
In religious activities	Respect other faiths.
In the environment	Appreciate the unity of creation.

7.0 FIVE KHANDS IN JAPJI SAHIB



7.1 Meaning of Japji Sahib

Japji Sahib is a foundational Sikh spiritual composition written by Guru Nanak Dev Ji.

It appears at the beginning of the Guru Granth Sahib and forms part of the morning Nitnem prayers.

Japji Sahib teaches about:

- The nature of God.
- The purpose of human life.
- Spiritual development.
- Divine grace.
- Truthful living.
- Liberation and union with God.

7.2 Meaning of Khands

The word *Khand* means realm, stage or spiritual domain.

In Japji Sahib, Guru Nanak Dev Ji describes five Khands that represent aspects of spiritual development.

The five Khands are:

1. Dharam Khand.
2. Gyan Khand.
3. Saram Khand.
4. Karam Khand.

5. Sach Khand.

7.3 Dharam Khand – Realm of Righteousness

Dharam Khand is the realm of righteousness and moral responsibility.

It represents the understanding that human beings are accountable for their actions.

Main characteristics

1. Understanding moral responsibility.
2. Recognising the importance of righteous conduct.
3. Living according to truth.
4. Respecting divine order.
5. Performing duties responsibly.
6. Understanding the consequences of one's actions.

Lessons from Dharam Khand

- Practise honesty.
- Respect parents and teachers.
- Avoid corruption.
- Treat others fairly.
- Fulfil personal responsibilities.
- Respect the environment.

Example:

A learner who refuses to cheat during examinations demonstrates the values associated with Dharam Khand.

7.4 Gyan Khand – Realm of Knowledge

Gyan Khand is the realm of spiritual knowledge and understanding.

At this stage, the individual develops deeper awareness of creation and the greatness of God.

Main characteristics

1. Acquisition of spiritual knowledge.
2. Understanding the complexity of creation.
3. Appreciating divine wisdom.
4. Developing awareness of the universe.
5. Recognising the limitations of human understanding.
6. Developing intellectual and spiritual curiosity.

Lessons from Gyan Khand

- Seek knowledge throughout life.
- Appreciate education.
- Develop critical thinking.

- Respect different forms of knowledge.
- Avoid ignorance and prejudice.
- Use knowledge responsibly.

Example:

A learner who studies the environment and understands the importance of protecting creation demonstrates the value of knowledge.

7.5 Saram Khand – Realm of Spiritual Effort and Refinement

Saram Khand represents spiritual refinement, effort and the development of inner character.

It emphasises the transformation of an individual through spiritual discipline.

Main characteristics

1. Development of good character.
2. Spiritual discipline.
3. Self-improvement.
4. Refinement of thoughts and behaviour.
5. Development of humility.
6. Strengthening devotion.
7. Control of negative tendencies.

Lessons from Saram Khand

- Practise self-discipline.
- Develop patience.
- Avoid pride.
- Cultivate humility.
- Improve personal behaviour.
- Make deliberate efforts towards spiritual growth.

Example:

A learner who works consistently to overcome dishonesty and develop integrity demonstrates the values associated with Saram Khand.

7.6 Karam Khand – Realm of Divine Grace

Karam Khand represents divine grace, spiritual strength and blessings.

It highlights the role of God's grace in spiritual development.

Main characteristics

1. Divine blessing.
2. Spiritual courage.
3. Strength of faith.

4. Spiritual empowerment.
5. Freedom from fear.
6. Greater devotion.
7. Transformation through divine grace.

Lessons from Karam Khand

- Remain humble.
- Appreciate divine blessings.
- Develop courage.
- Trust in God.
- Use personal abilities to serve others.
- Remain committed to righteousness.

Example:

A community member who uses their abilities to help vulnerable people demonstrates gratitude and commitment to spiritual values.

7.7 Sach Khand – Realm of Truth

Sach Khand is the realm of ultimate truth and divine reality.

It represents the highest spiritual understanding and closeness to God.

Main characteristics

1. Realisation of divine truth.
2. Awareness of God's presence.
3. Spiritual fulfilment.
4. Complete devotion.
5. Harmony with divine will.
6. Freedom from spiritual ignorance.
7. The highest stage of spiritual understanding.

Lessons from Sach Khand

- Live truthfully.
- Remain devoted to God.
- Practise humility.
- Avoid selfishness.
- Develop compassion.
- Accept divine guidance.

7.8 Summary of the five Khands

Khand	Meaning	Main emphasis
Dharam Khand	Realm of righteousness	Moral responsibility
Gyan Khand	Realm of knowledge	Spiritual understanding
Saram Khand	Realm of spiritual effort	Personal refinement
Karam Khand	Realm of divine grace	Spiritual strength
Sach Khand	Realm of truth	Ultimate spiritual realisation

7.9 Importance of the five Khands

The five Khands are important because they:

1. Explain spiritual development.
2. Encourage moral responsibility.
3. Promote the search for knowledge.
4. Encourage self-improvement.
5. Emphasise the importance of divine grace.
6. Guide believers towards spiritual fulfilment.
7. Encourage individuals to live truthfully.
8. Promote the development of positive character.

7.10 Applying the five Khands in everyday life

The five Khands provide useful principles for personal development.

Stage	Application in modern society
Dharam Khand	Being honest in school and work.
Gyan Khand	Seeking knowledge and education.
Saram Khand	Improving behaviour and discipline.
Karam Khand	Appreciating blessings and serving others.
Sach Khand	Living according to truth and divine values.

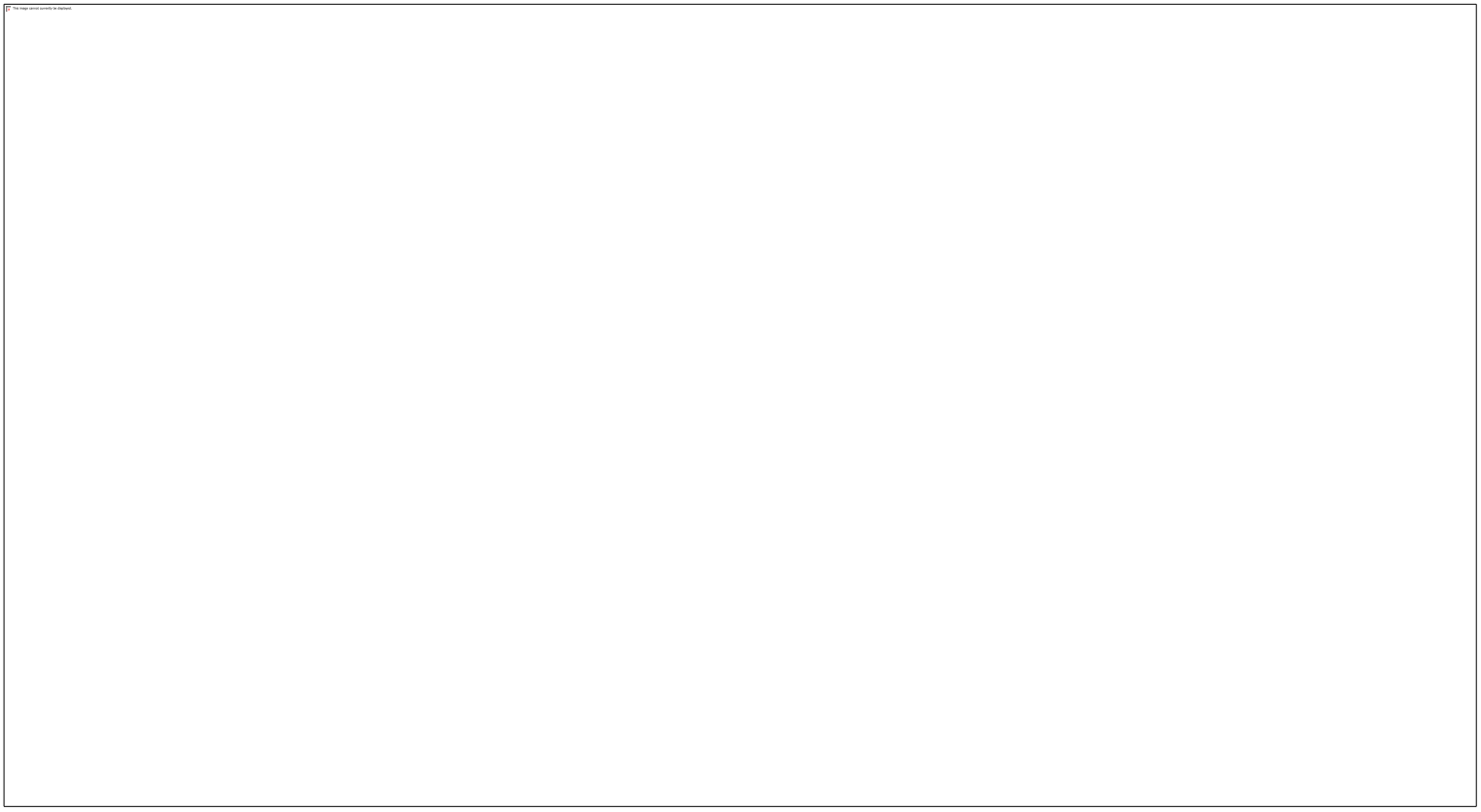
Group activity

Prepare a poster illustrating the five Khands. Include:

- The name of each Khand.

- Its meaning.
- Its main spiritual teaching.
- One practical example in Kenyan society.

8.0 GURDWARA: THE SIKH PLACE OF WORSHIP



8.1 Meaning of Gurdwara

A Gurdwara is a Sikh place of worship where the Sikh congregation gathers to pray, listen to the teachings of the Guru Granth Sahib, sing devotional hymns and participate in community service.

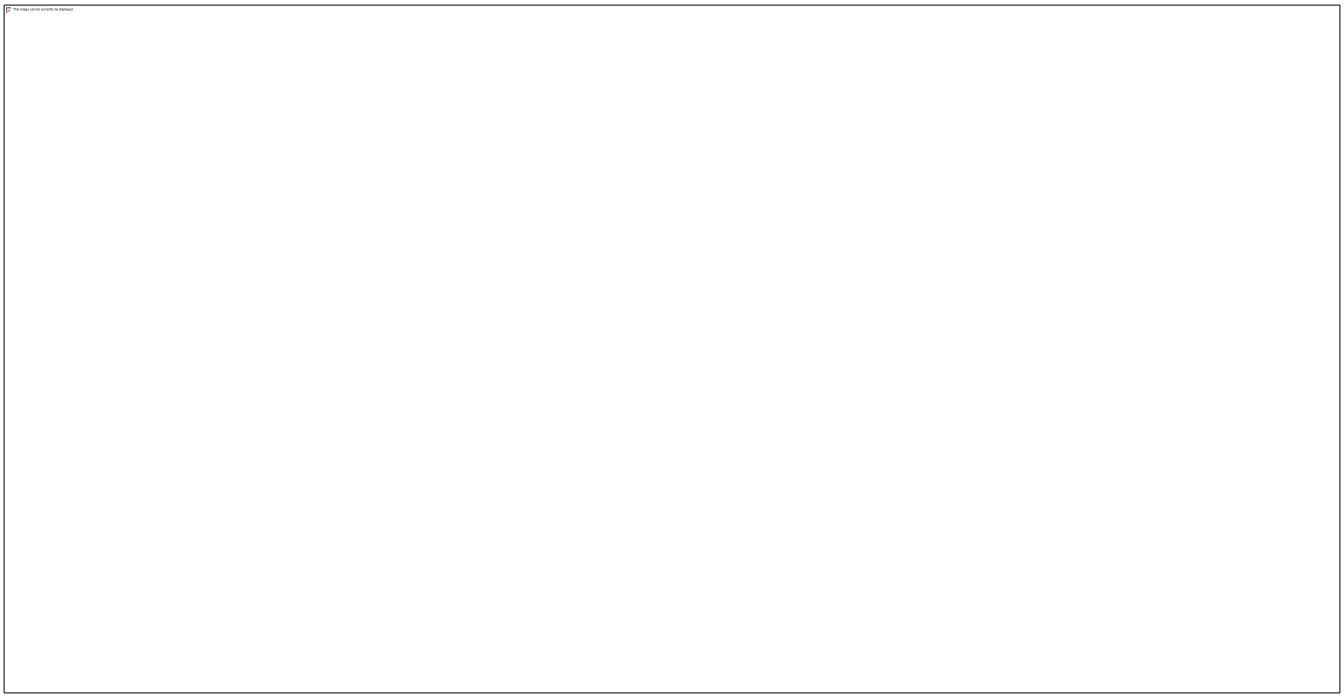
The word Gurdwara means the doorway or gateway to the Guru.

It is a place for spiritual learning, worship, equality and service.

8.2 Main purposes of a Gurdwara

1. Providing a place for congregational worship.
2. Reading and interpreting the Guru Granth Sahib.
3. Singing devotional hymns.
4. Performing Ardas.
5. Promoting Sikh religious education.
6. Providing Langar.
7. Encouraging community service.
8. Promoting equality and unity.
9. Supporting people in need.
10. Preserving Sikh culture and traditions.

8.3 Important features of a Gurdwara



1. Darbar Sahib

This is the main prayer hall where the Guru Granth Sahib is respectfully installed and the congregation gathers for worship.

2. Guru Granth Sahib

The Sikh sacred scripture, regarded as the eternal living Guru of the Sikhs.

3. Palki Sahib

A decorated structure or canopy under which the Guru Granth Sahib is respectfully placed.

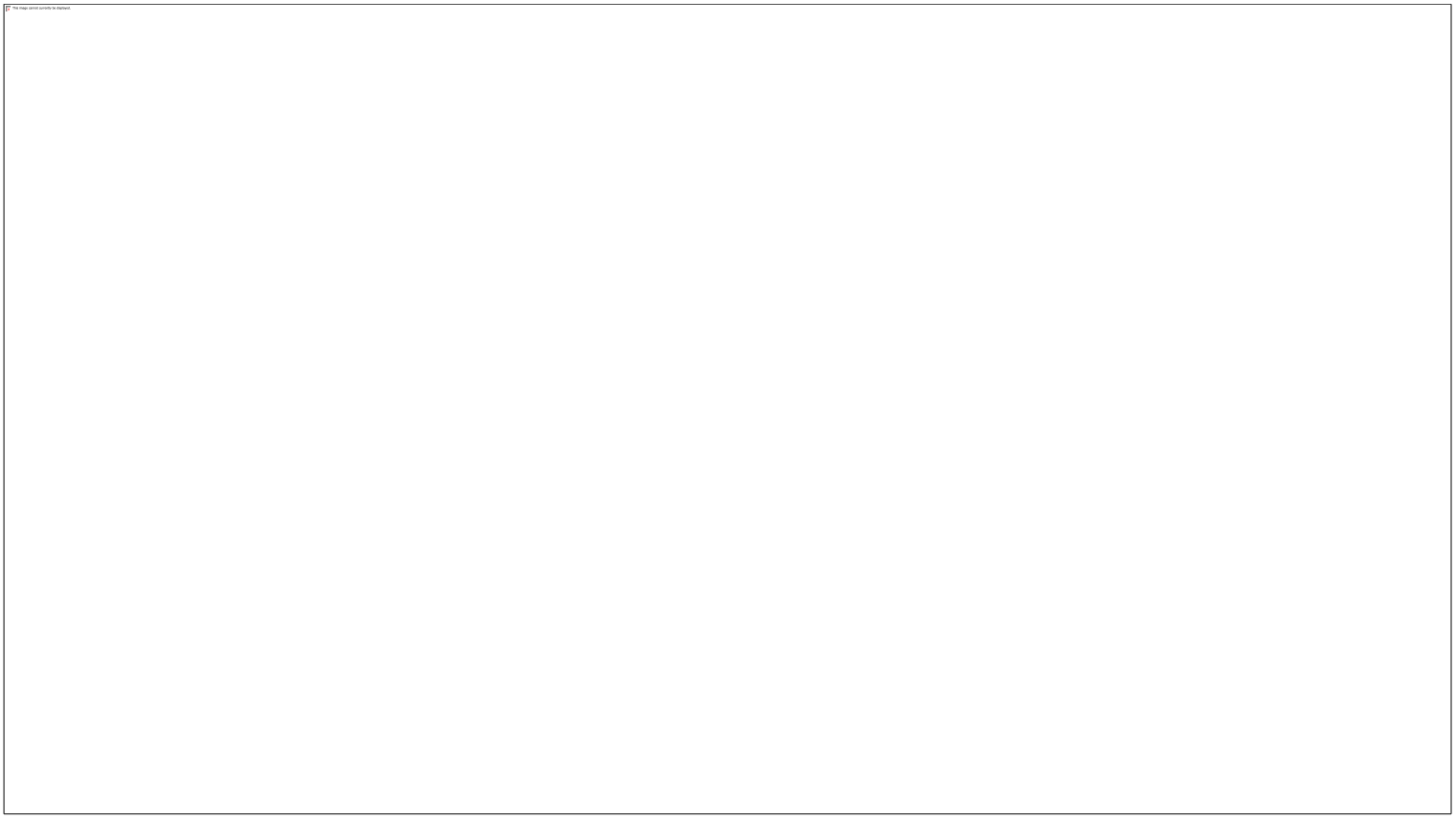
4. Nishan Sahib



This is the Sikh religious flag, usually saffron or deep blue, displayed outside a Gurdwara.

It represents Sikh identity and the presence of the Sikh community.

5. Langar Hall



This is the place where free community meals are prepared and served.

6. Kitchen

The kitchen is used to prepare food for Langar and other community activities.

7. Shoe storage area

Visitors remove their shoes before entering the prayer hall.

8. Washing facilities

Visitors wash their hands and may wash their feet before entering the prayer hall.

9.0 PROTOCOLS OBSERVED DURING WORSHIP IN A GURDWARA

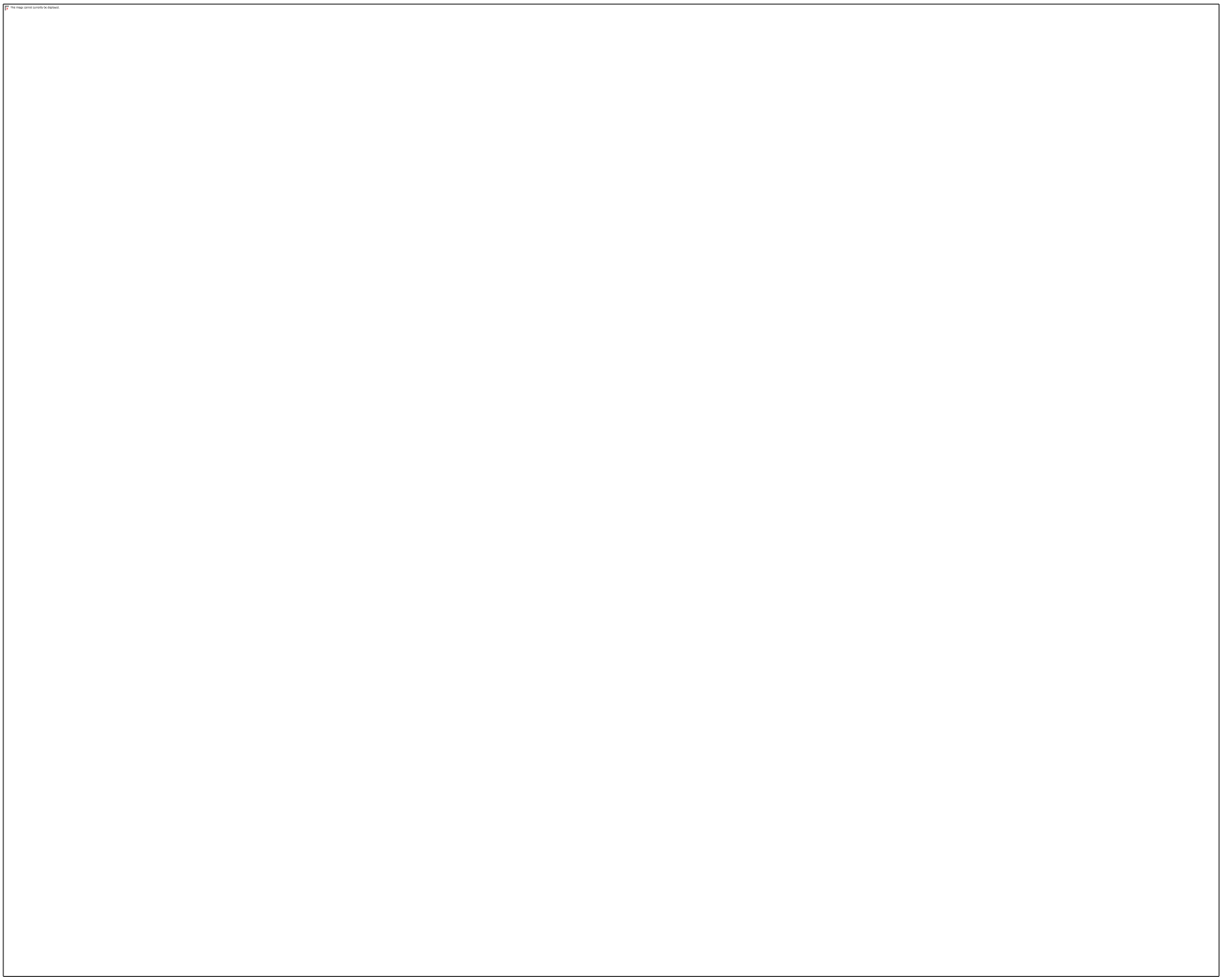
9.1 Meaning of worship protocols

Worship protocols are the accepted rules, procedures and practices followed by worshippers during religious activities.

Sikh worship protocols promote:

- Respect.
- Cleanliness.
- Discipline.
- Humility.
- Equality.
- Spiritual concentration.

9.2 Protocols observed before entering a Gurdwara



1. **Covering the head:** Visitors cover their heads using a scarf, cloth or head covering.
2. **Removing shoes:** Shoes are removed before entering the prayer hall.
3. **Washing hands:** Visitors wash their hands to maintain cleanliness.
4. **Respectful dressing:** Visitors wear modest and appropriate clothing.
5. **Maintaining cleanliness:** Visitors ensure that their personal hygiene is observed.
6. **Switching off disruptive devices:** Mobile phones should be silenced.
7. **Entering peacefully:** Visitors avoid unnecessary noise and disturbance.

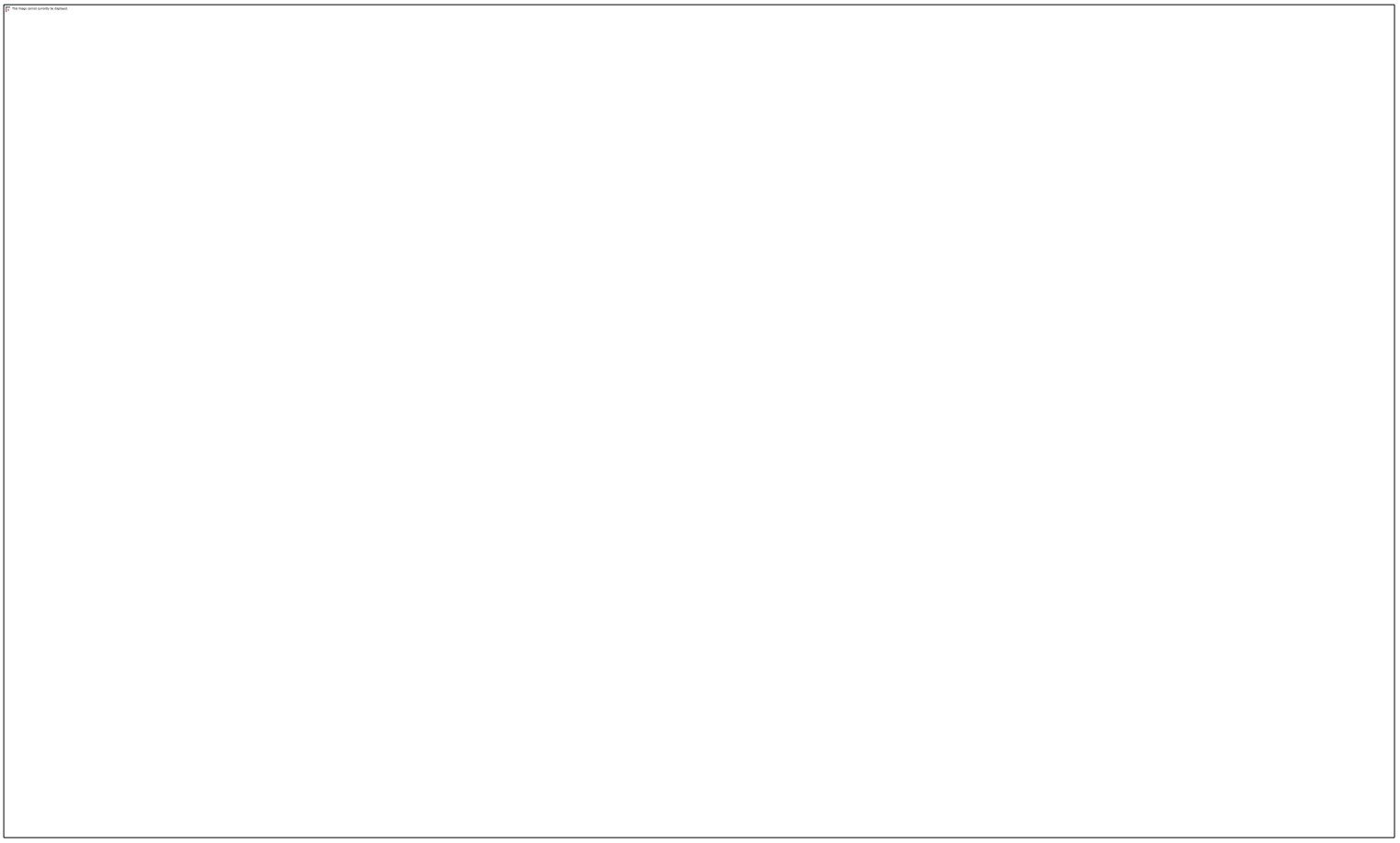
9.3 Protocols observed inside the Darbar Sahib

1. **Removing shoes:** Shoes should not be worn inside the prayer hall.
2. **Covering the head:** The head remains covered.
3. **Sitting respectfully:** Worshippers sit on the floor as a sign of humility and equality.
4. **Facing the Guru Granth Sahib:** Worshippers face the sacred scripture.
5. **Maintaining silence:** Unnecessary conversations should be avoided.
6. **Avoiding pointing feet:** Feet should not be deliberately directed towards the Guru Granth Sahib.
7. **Respecting the scripture:** Worshippers handle the Guru Granth Sahib with great reverence.
8. **Listening attentively:** Worshippers listen to readings and explanations.
9. **Avoiding disruptive behaviour:** Photography and recording should only be undertaken with permission.
10. **Participating respectfully:** Worshippers join prayers and devotional singing according to their ability.

9.4 Protocols during Ardas

1. Worshippers stand respectfully.
2. Hands are folded.
3. Heads remain covered.
4. The congregation maintains silence.
5. Worshippers listen attentively.
6. They participate in the prayer respectfully.
7. The congregation responds collectively at appropriate points.

9.5 Protocols during Kirtan



Kirtan is the singing of devotional hymns from Sikh scriptures.

The following protocols are observed:

- Worshippers listen attentively.
- Devotional singing is performed respectfully.
- Musicians maintain the appropriate religious atmosphere.
- The congregation avoids unnecessary conversations.
- Participants concentrate on the meanings of the hymns.
- Instruments are handled respectfully.

9.6 Protocols during Langar



Langar is the free community kitchen service associated with Sikhism.

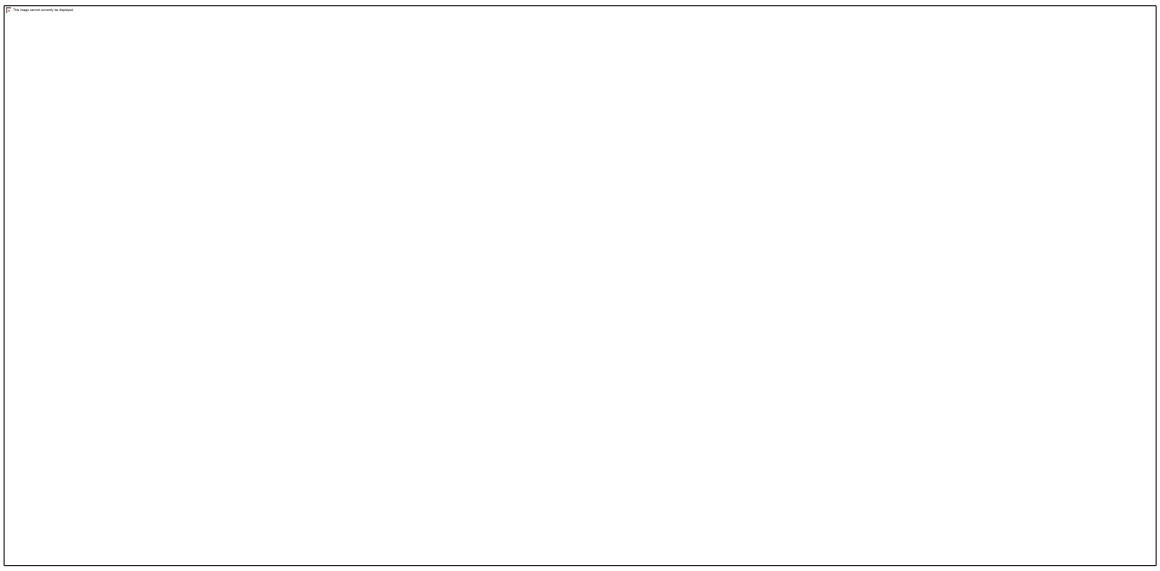
Protocols include:

1. Everyone is welcome regardless of religion, caste or social status.
2. People sit together in rows.
3. Food is served without discrimination.
4. Visitors receive meals without payment.
5. Everyone is encouraged to maintain cleanliness.
6. Volunteers serve with humility.
7. Food should not be wasted.
8. Participants should show gratitude.
9. The kitchen should be kept clean.
10. Volunteers work cooperatively.

9.7 Importance of observing Gurdwara protocols

1. They promote respect for Sikh religious traditions.
2. They maintain cleanliness.
3. They promote discipline.
4. They encourage humility.
5. They strengthen unity.
6. They minimise disturbances.
7. They promote peaceful worship.
8. They preserve religious heritage.
9. They encourage visitors to appreciate Sikh beliefs.
10. They promote respect between different religious communities.

10.0 PRAKASH AND SUKHASAN OF SRI GURU GRANTH SAHIB JI



10.1 Meaning of Prakash

Prakash is the respectful ceremonial installation and opening of the Guru Granth Sahib in the main prayer hall of a Gurdwara.

It marks the beginning of the day's formal congregational worship.

Main activities during Prakash

1. The prayer hall is prepared and cleaned.
2. The Guru Granth Sahib is respectfully brought from its resting place.
3. The scripture is carried with great reverence.
4. It is placed on the Palki Sahib.
5. It is opened respectfully.
6. A Hukamnama is taken through a prescribed reading.
7. The congregation listens to the sacred message.

10.2 Meaning of Sukhasan

Sukhasan refers to the respectful closing and resting of the Guru Granth Sahib after the day's worship.

The word conveys the idea of a state of rest or repose.

Main activities during Sukhasan

1. The day's worship comes to an end.
2. The Guru Granth Sahib is respectfully closed.
3. The scripture is prepared for ceremonial transportation.
4. It is carried to the designated resting place.
5. The resting place is prepared and maintained respectfully.
6. The scripture is placed in its resting place according to established Sikh practice.

10.3 Differences between Prakash and Sukhasan

Prakash	Sukhasan
Marks the beginning of daily worship.	Marks the end of daily worship.
The Guru Granth Sahib is opened.	The Guru Granth Sahib is respectfully closed.
The scripture is installed in the Darbar Sahib.	The scripture is taken to its resting place.
Worship begins with reverence.	Worship concludes with reverence.
A Hukamnama may be read after opening.	The scripture is prepared for rest.

10.4 Religious significance of Prakash and Sukhasan

- They demonstrate reverence for the Guru Granth Sahib.
- They promote religious discipline.
- They preserve Sikh traditions.
- They strengthen the spiritual identity of the congregation.
- They encourage respect for sacred teachings.
- They provide an organised structure for daily worship.

11.0 HUKAMNAMA IN SIKHISM



11.1 Meaning of Hukamnama

Hukamnama is a sacred message or divine guidance obtained through a prescribed reading from the Guru Granth Sahib.

In a Gurdwara, a Hukamnama is commonly read after the Guru Granth Sahib is opened during Prakash.

The congregation listens to the reading and reflects on its meaning.

11.2 Importance of Hukamnama

1. Provides spiritual guidance.
2. Encourages righteous behaviour.
3. Promotes humility.
4. Helps believers understand Sikh teachings.
5. Encourages reflection.
6. Strengthens faith.
7. Guides decision-making.
8. Promotes peaceful relationships.

11.3 Lessons obtained from Hukamnama

The lessons depend on the particular passage read.

They may include:

- Truthfulness.
- Forgiveness.
- Compassion.
- Patience.
- Service.
- Humility.

- Faith.
- Equality.
- Justice.
- Peace.

11.4 Conflict resolution through Sikh teachings

Sikh teachings encourage peaceful resolution of disagreements.

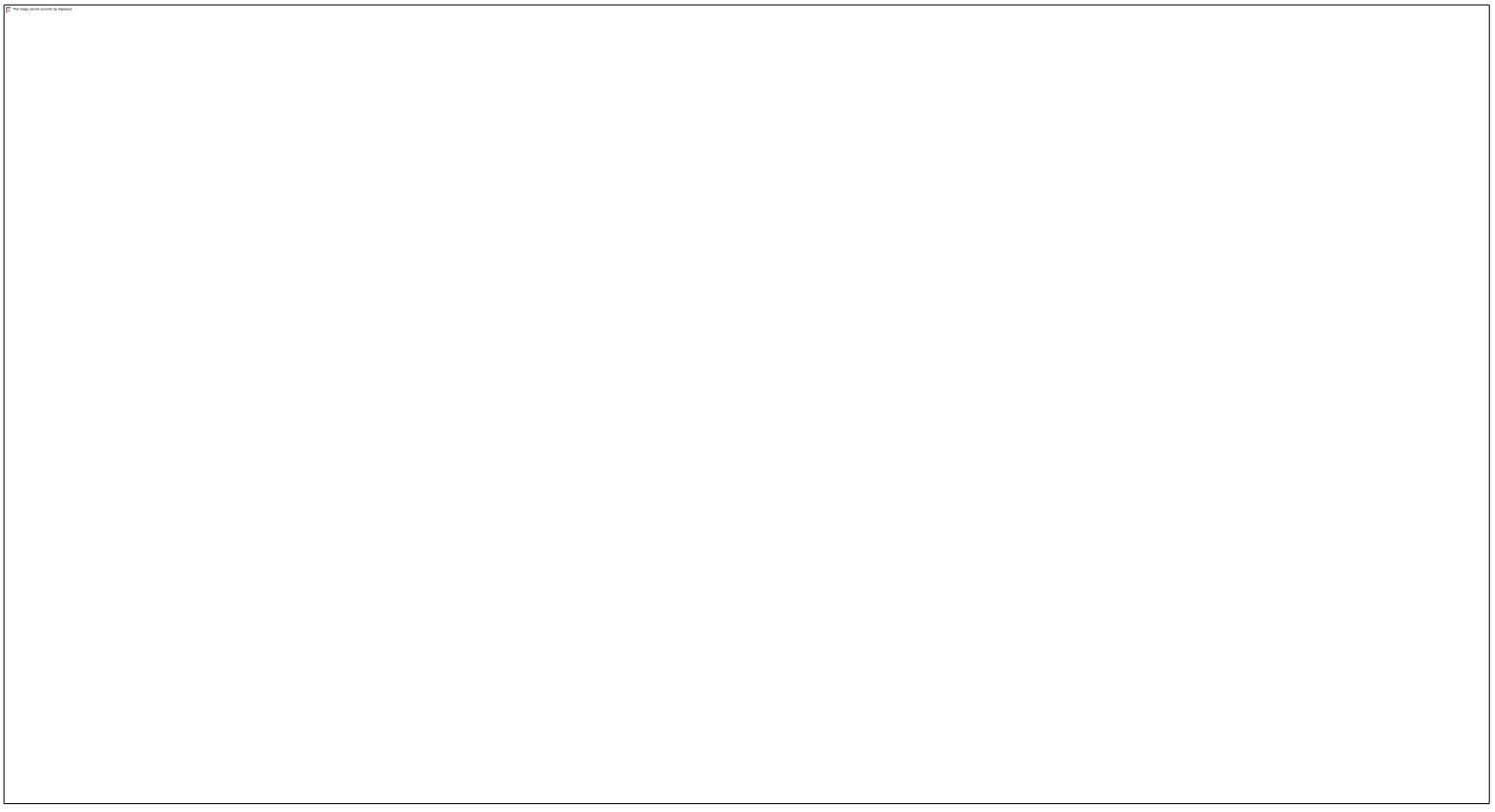
Methods of resolving conflicts:

1. Dialogue: Parties should communicate openly.
2. Forgiveness: People should be willing to forgive one another.
3. Equality: Everyone should be treated fairly.
4. Compassion: People should consider the feelings of others.
5. Truthfulness: Disagreements should be addressed honestly.
6. Patience: People should avoid making decisions through anger.
7. Mediation: A respected neutral person may help settle disagreements.
8. Reconciliation: Parties should seek peaceful relationships.

Kenyan application:

When learners disagree over leadership in a school club, they can apply Sikh values by listening to one another, respecting different opinions and seeking a fair solution.

12.0 KIRTAN AND MUSICAL INSTRUMENTS USED IN A GURDWARA



12.1 Meaning of Kirtan

Kirtan is the singing of devotional hymns from Sikh scriptures.

It is an important part of Sikh congregational worship.

The hymns communicate spiritual teachings and help worshippers remember God.

12.2 Importance of Kirtan

1. Praises God.
2. Encourages devotion.
3. Promotes spiritual reflection.
4. Strengthens congregational unity.
5. Communicates scriptural teachings.
6. Encourages peacefulness.
7. Preserves Sikh musical heritage.
8. Makes worship participatory.

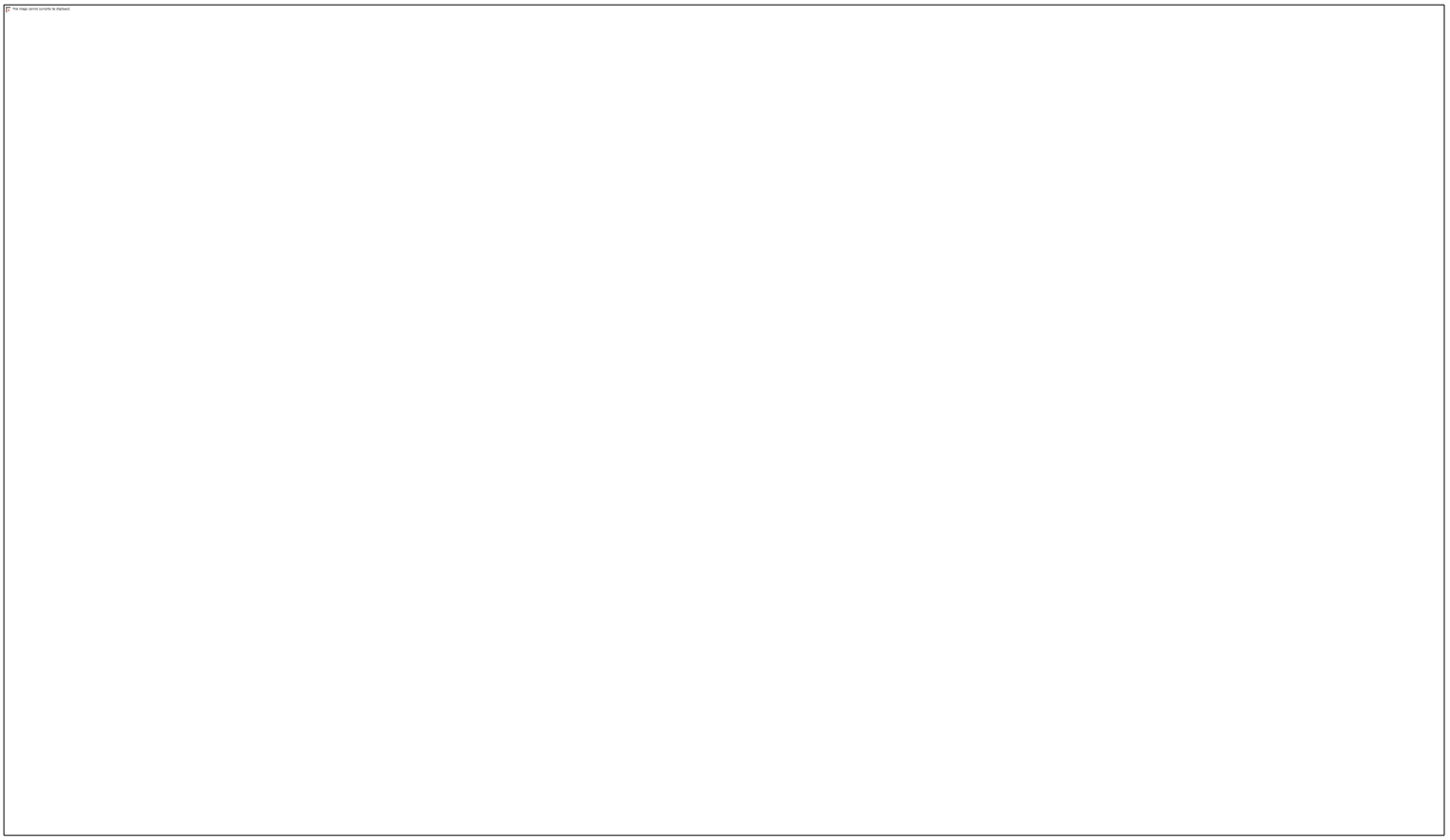
12.3 Musical instruments used during Kirtan

1. Harmonium



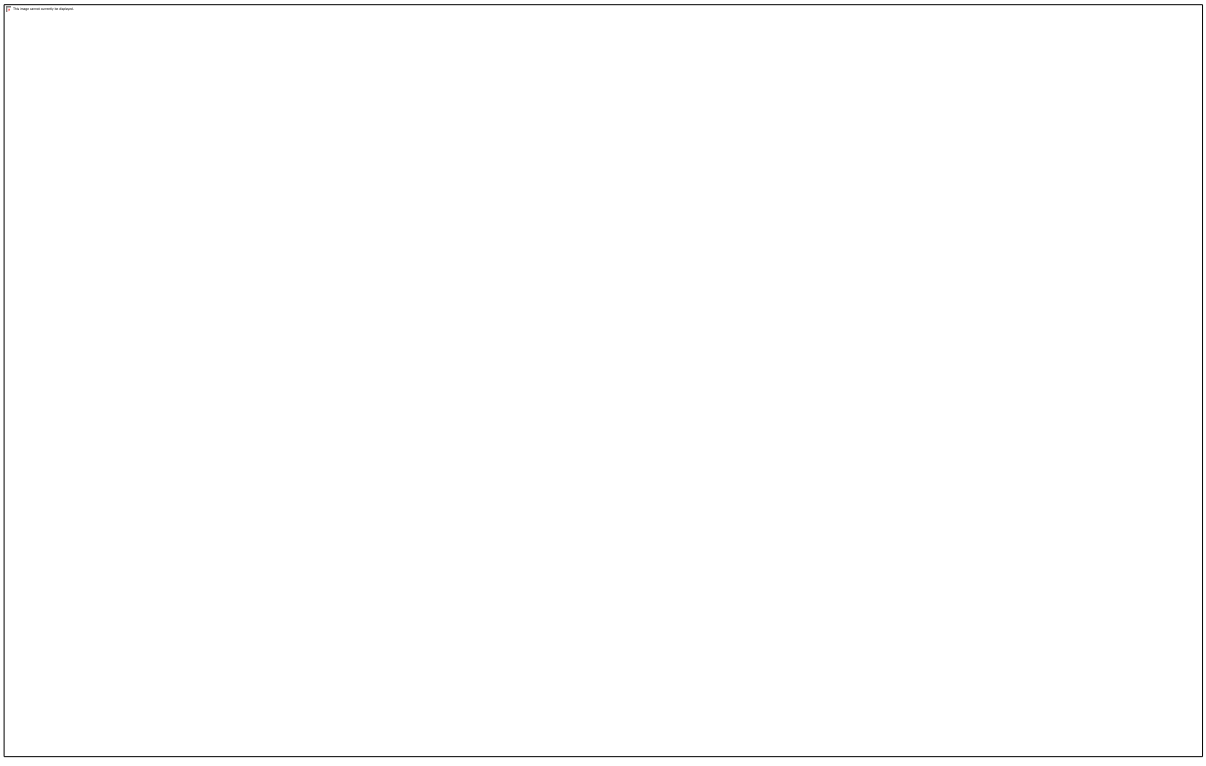
- A keyboard instrument operated using bellows.
- Produces sustained musical notes.
- Provides melodic accompaniment during Kirtan.

2. Tabla



- A pair of hand-played drums.
- Produces different rhythmic sounds.
- Maintains the rhythm during devotional singing.

3. Taus



- A traditional Sikh bowed string instrument.

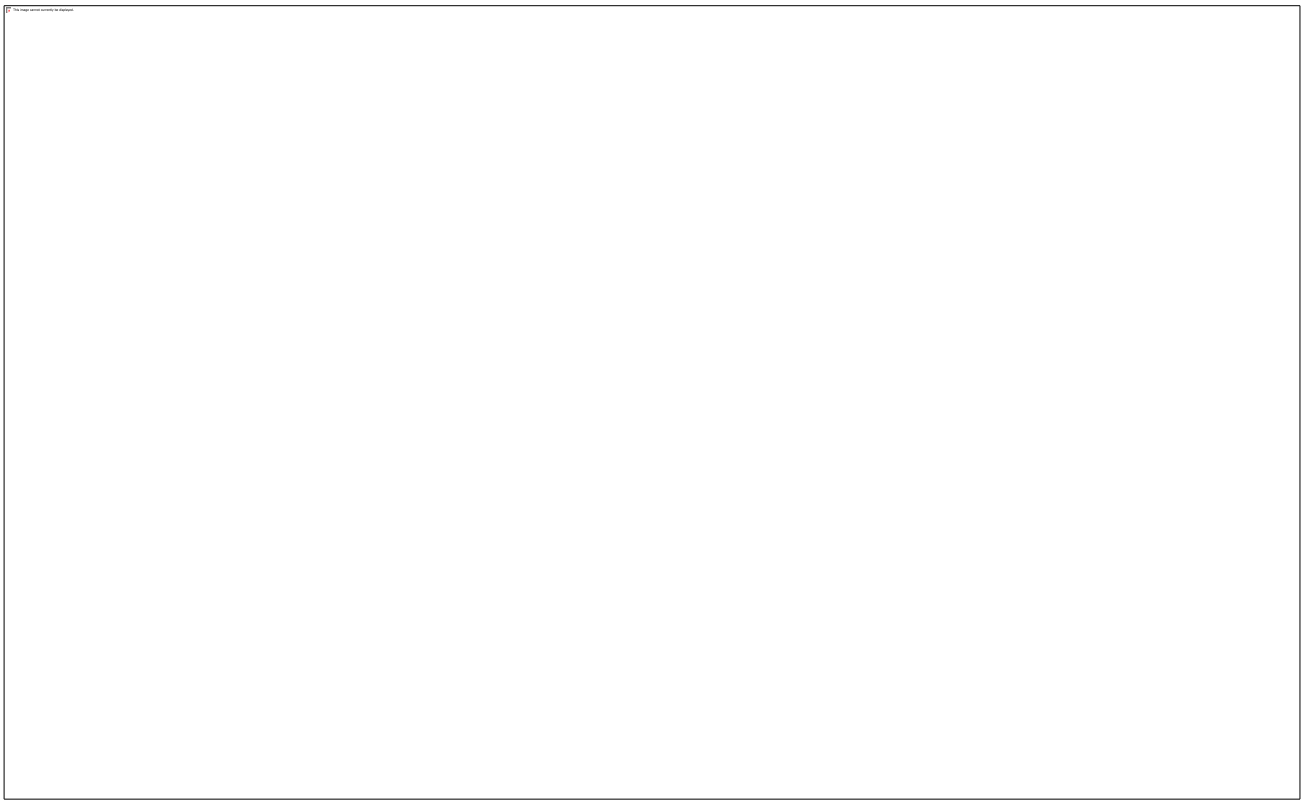
- Produces a rich melodic sound.
- Has historical connections with Sikh musical traditions.

4. Rabab



- A traditional stringed instrument.
- Associated with early Sikh musical traditions.
- Produces melodic accompaniment.

5. Dilruba

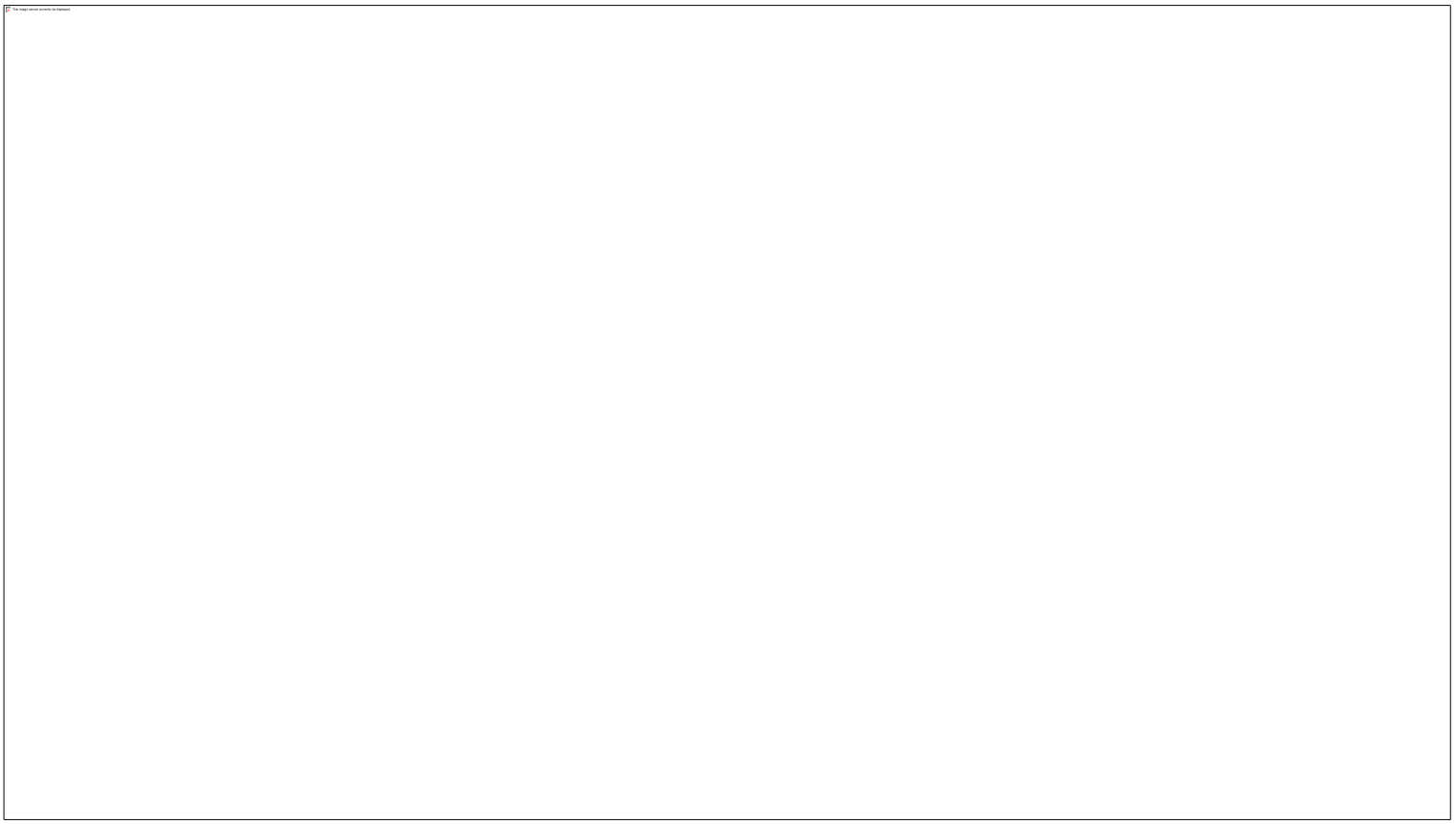


- A bowed string instrument.
- Produces a sustained melodic sound.
- Has been used in Sikh devotional music.

12.4 Importance of musical instruments during worship

- They support devotional singing.
- They maintain musical rhythm.
- They enhance the worship atmosphere.
- They help preserve Sikh musical heritage.
- They encourage congregational participation.
- They support the communication of scriptural teachings.

13.0 LANGAR AND SEWA: PRACTICAL APPLICATION OF SIKH TEACHINGS



13.1 Meaning of Langar

Langar is the free community meal served at a Gurdwara.

It is open to everyone without discrimination based on religion, race, caste, gender or economic status.

13.2 Significance of Langar

1. Promotes equality.
2. Encourages sharing.
3. Reduces social divisions.
4. Demonstrates compassion.
5. Encourages community participation.
6. Supports vulnerable people.
7. Promotes humility.

8. Strengthens unity.

13.3 Meaning of Sewa

Sewa means selfless service to others.

It involves serving people without expecting personal rewards.

Examples include:

- Preparing food for Langar.
- Cleaning the Gurdwara.
- Helping elderly people.
- Supporting people experiencing hardship.
- Donating time to community activities.
- Helping during disasters.
- Caring for the environment.

13.4 Application of Sewa in Kenya

Sewa can be practised through:

1. Visiting children's homes and supporting their needs.
2. Participating in environmental clean-up activities.
3. Helping elderly members of society.
4. Donating food to vulnerable households.
5. Supporting learners with disabilities.
6. Participating in community development.
7. Helping during floods and other emergencies.

13.5 Relationship between Langar and Sewa

Langar is an example of Sewa because volunteers prepare, cook and serve food without expecting payment.

Both practices express the Sikh values of:

- Equality.
- Humility.
- Compassion.
- Generosity.
- Cooperation.
- Responsibility.

14.0 IMPORTANCE OF VISITING A GURDWARA

14.1 Reasons for visiting a Gurdwara

1. To understand Sikh beliefs and practices.
2. To listen to Kirtan.

3. To learn from the Guru Granth Sahib.
4. To observe Ardas.
5. To appreciate Sikh religious architecture.
6. To understand the meaning of Langar.
7. To interact with Sikh religious leaders.
8. To learn about Sikh history.
9. To appreciate religious diversity.
10. To develop respect for different religious traditions.

14.2 Educational value of a Gurdwara visit

A visit to a Gurdwara provides experiential learning.

Learners can:

- Observe worship protocols.
- Listen to devotional music.
- Observe Prakash or Sukhasan where permitted.
- Listen to a Hukamnama.
- Observe community service.
- Interact with a knowledgeable resource person.
- Ask questions about Sikh teachings.
- Write a report about their observations.

14.3 Guidelines for learners visiting a Gurdwara

Before the visit:

- Obtain permission from the school and Gurdwara authorities.
- Research basic Sikh beliefs.
- Prepare relevant questions.
- Arrange transport and supervision.
- Understand expected behaviour.

During the visit:

- Cover the head.
- Remove shoes.
- Maintain cleanliness.
- Follow instructions from the Gurdwara authorities.
- Listen attentively.
- Ask questions respectfully.
- Obtain permission before taking photographs or videos.

After the visit:

- Discuss observations.
- Prepare a written report.
- Explain the lessons learnt.
- Reflect on the importance of religious tolerance.

REVISION QUESTIONS

Section A – Multiple Choice Questions

30 Marks

Choose the correct answer from the alternatives provided.

1. The founder of Sikhism was:

A. Guru Gobind Singh Ji

B. Guru Nanak Dev Ji

C. Guru Arjan Dev Ji

D. Guru Tegh Bahadur Ji

2. The Sikh understanding of the Supreme Divine Reality is commonly expressed through the concept of:

A. Moksha

B. Karma

C. Paramatma

D. Samsara

3. Ik Onkar communicates the belief in:

A. Many independent supreme gods.

B. One Supreme God.

C. Worship of ancestors.

D. Human beings as gods.

4. Which Sikh scripture contains the Mool Mantar at its beginning?

A. Guru Granth Sahib.

B. Ramayana.

C. Bhagavad Gita.

D. Vedas.

5. Jaap Sahib was composed by:

A. Guru Nanak Dev Ji.

B. Guru Arjan Dev Ji.

C. Guru Gobind Singh Ji.

D. Guru Amar Das Ji.

6. Jaap Sahib forms part of:

A. Langar.

B. Nitnem.

C. Sukhasan.

D. Sewa.

7. The attribute Nirbhau means God is:

A. Without hatred.

B. Without fear.

C. Beyond birth.

D. Self-existent.

8. Nirvair describes God as:

A. Without hatred.

B. The creator.

C. Timeless.

D. All-knowing.

9. The attribute Ajooni means that God:

A. Is born every year.

B. Is beyond birth.

C. Has a physical body.

D. Is mortal.

10. Siddh Gosht is attributed to:

A. Guru Nanak Dev Ji.

B. Guru Gobind Singh Ji.

C. Guru Har Rai Ji.

D. Guru Hargobind Ji.

11. Siddh Gosht presents spiritual discussions involving Guru Nanak Dev Ji and:

A. Soldiers.

B. Siddhas.

C. Merchants.

D. Farmers.

12. Naam Simran refers to:

A. Community cooking.

B. Remembrance of God's Name.

C. Religious dancing.

D. Historical storytelling.

13. Ardas is a Sikh:

A. Wedding dress.

B. Congregational prayer.

C. Musical instrument.

D. Religious building.

14. One important role of Ardas is to:

A. Promote individual superiority.

B. Unite the congregation.

C. Encourage discrimination.

D. Promote competition.

15. Ardas is considered universal because it:

A. Is only concerned with wealthy people.

B. Prays for the welfare of humanity.

C. Is restricted to children.

D. Excludes other communities.

16. The five Khands are discussed in:

A. Japji Sahib.

B. Jaap Sahib.

C. Ardas.

D. Langar.

17. Dharam Khand represents the realm of:

A. Knowledge.

B. Truth.

C. Righteousness.

D. Divine grace.

18. Gyan Khand is associated with:

A. Spiritual knowledge.

B. Physical strength.

C. Material wealth.

D. Political leadership.

19. Saram Khand emphasises:

A. Spiritual refinement.

B. Financial success.

C. Social status.

D. Physical appearance.

20. Karam Khand is associated with:

A. Divine grace.

B. Ignorance.

C. Dishonesty.

D. Hatred.

21. Sach Khand represents:

A. The realm of truth.

B. The realm of material wealth.

C. The realm of competition.

D. The realm of punishment.

22. A Sikh place of worship is known as:

A. Mandir.

B. Mosque.

C. Gurdwara.

D. Church.

23. The Sikh sacred scripture regarded as the eternal Guru is:

A. Guru Granth Sahib.

B. Vedas.

C. Quran.

D. Tripitaka.

24. The Sikh flag displayed outside a Gurdwara is called:

A. Khanda.

B. Nishan Sahib.

C. Palki Sahib.

D. Ik Onkar.

25. The free community kitchen in a Gurdwara is called:

A. Kirtan.

B. Langar.

C. Ardas.

D. Nitnem.

26. Prakash refers to:

A. The respectful opening and installation of the Guru Granth Sahib.

B. The closing of the Gurdwara.

C. Preparation of Langar.

D. Singing devotional hymns.

27. Sukhasan refers to:

A. The beginning of worship.

B. The respectful resting of the Guru Granth Sahib.

C. The preparation of food.

D. The performance of Kirtan.

28. The reading from the Guru Granth Sahib that provides spiritual guidance is known as:

A. Sewa.

B. Hukamnama.

C. Langar.

D. Khalsa.

29. Which instrument is commonly used during Sikh Kirtan?

A. Harmonium.

B. Guitar only.

C. Trumpet.

D. Flute only.

30. The Sikh practice of selfless service is called:

A. Maya.

B. Sewa.

C. Samsara.

D. Sukhasan.

SECTION B: STRUCTURED QUESTIONS

50 Marks

Answer all questions. The marks allocated to each question are indicated in brackets.

1. (8 marks)

a) Define the term Paramatma as understood in Sikhism. (2 marks)

b) State four attributes of Paramatma described in the Mool Mantar. (4 marks)

c) Explain two ways in which belief in one Supreme God can promote unity in Kenya. (2 marks)

2. (8 marks)

a) Identify the Sikh Guru who composed Jaap Sahib. (1 mark)

b) State three purposes of reciting Jaap Sahib. (3 marks)

c) Explain two attributes of Paramatma reflected in Jaap Sahib. (4 marks)

3. (8 marks)

a) Define the term Ardas. (2 marks)

b) State three roles of Ardas in uniting the Sikh congregation. (3 marks)

c) Explain three reasons why Ardas is considered universal. (3 marks)

4. (8 marks)

a) What is the meaning of Ik Onkar? (2 marks)

b) State three religious significances of Ik Onkar in Sikhism. (3 marks)

c) Explain three ways in which the teachings of Ik Onkar can promote peaceful coexistence in Kenyan society. (3 marks)

5. (9 marks)

a) Name the five Khands described in Japji Sahib. (5 marks)

b) Explain four lessons that learners can obtain from the teachings of the five Khands. (4 marks)

6. (9 marks)

a) Define the term Gurdwara. (2 marks)

b) State three protocols observed before entering a Gurdwara. (3 marks)

c) Explain two differences between Prakash and Sukhasan. (2 marks)

d) Identify two musical instruments used during Kirtan. (2 marks)

ANSWER KEY AND MARKING GUIDE

Section A: Multiple Choice Answers

Question	Answer	Question	Answer
1	B	16	A
2	C	17	C
3	B	18	A

4	A	19	A
5	C	20	A
6	B	21	A
7	B	22	C
8	A	23	A
9	B	24	B
10	A	25	B
11	B	26	A
12	B	27	B
13	B	28	B
14	B	29	A
15	B	30	B

Section B: Suggested marking guide

1.

a) Paramatma: The Supreme Soul or Supreme Divine Reality; in Sikhism, the one Supreme God. (2)

b) Any four:

- Ik Onkar.
- Sat Naam.
- Karta Purakh.
- Nirbhau.
- Nirvair.
- Akaal Moorat.
- Ajooni.
- Saibhang. (4)

c) Any two:

- Encourages equality.
- Promotes religious tolerance.

- Encourages peaceful coexistence.
- Discourages discrimination. (2)

2.

a) Guru Gobind Singh Ji. (1)

b) Any three:

- Praising God.
- Strengthening devotion.
- Developing spiritual awareness.
- Promoting humility.
- Encouraging spiritual discipline. (3)

c) Any two attributes explained:

- Formless: God is not limited to physical form.
- Eternal: God has no beginning or end.
- Omnipotent: God possesses unlimited power.
- Omnipresent: God is present everywhere.
- Incomparable: Nothing equals God's greatness. (4)

3.

a) Ardas is a Sikh congregational prayer offered to God. (2)

b) Any three:

- Creates a common purpose.
- Strengthens religious identity.
- Promotes solidarity.
- Encourages collective responsibility.
- Develops a sense of belonging. (3)

c) Any three:

- It prays for all humanity.
- Promotes peace.
- Encourages equality.
- Supports compassion.
- Encourages religious tolerance. (3)

4.

a) Ik Onkar means One Supreme Reality or One God. (2)

b) Any three:

- Emphasises unity of God.

- Promotes equality.
- Discourages discrimination.
- Promotes universal brotherhood.
- Encourages remembrance of God. (3)

c) Any three explained:

- Encourages interreligious respect.
- Discourages tribalism.
- Promotes equal treatment.
- Encourages peaceful coexistence.
- Promotes national unity. (3)

5.

a)

1. Dharam Khand.
2. Gyan Khand.
3. Saram Khand.
4. Karam Khand.
5. Sach Khand. (5)

b) Any four:

- Practise righteousness.
- Seek knowledge.
- Develop self-discipline.
- Remain humble.
- Appreciate divine grace.
- Live truthfully.
- Develop spiritual awareness. (4)

6.

a) A Gurdwara is a Sikh place of worship where the congregation gathers to pray and learn from the Guru Granth Sahib. (2)

b) Any three:

- Covering the head.
- Removing shoes.
- Washing hands.
- Wearing modest clothing.
- Maintaining cleanliness. (3)

c)

- Prakash marks the beginning of daily worship, while Sukhasan marks its conclusion.
- During Prakash, the Guru Granth Sahib is opened and installed; during Sukhasan, it is respectfully closed and taken to its resting place. (2)

d) Any two:

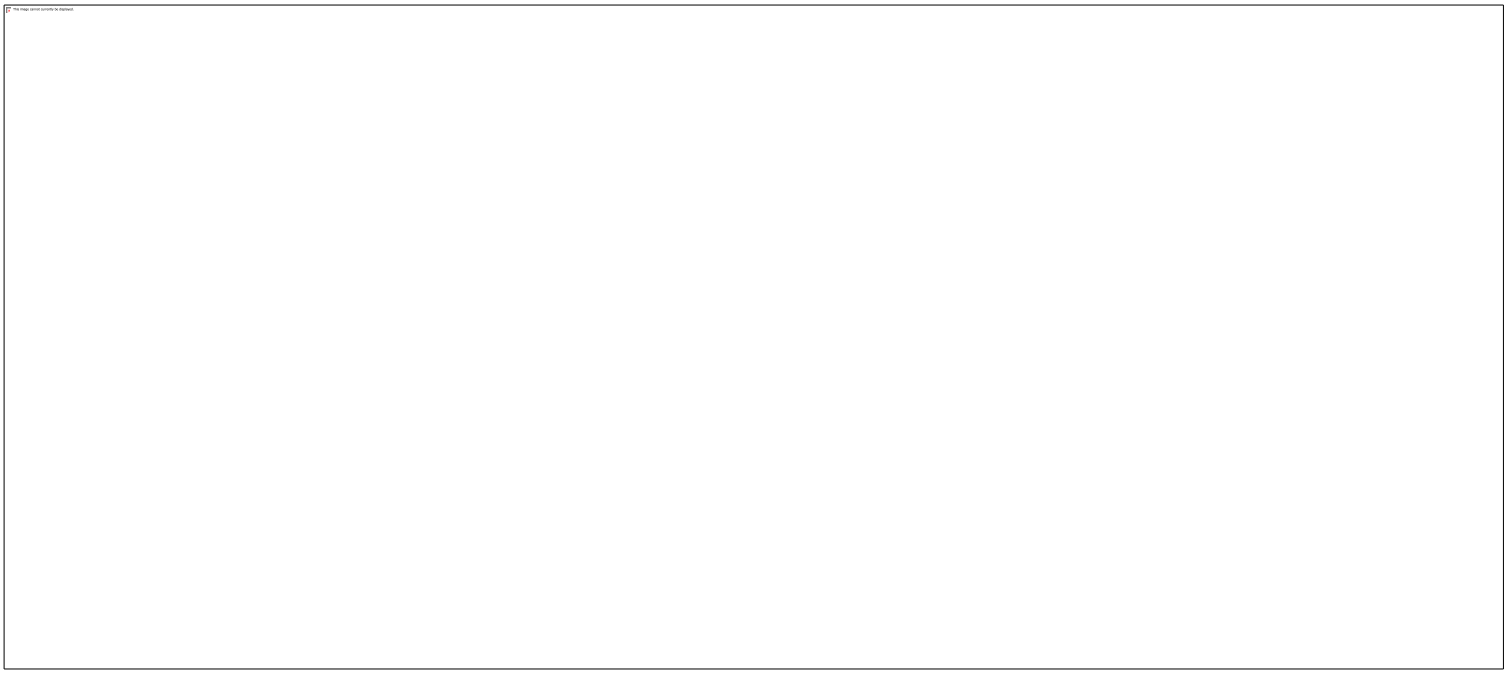
- Harmonium.
- Tabla.
- Taus.
- Rabab.
- Dilruba. (2)

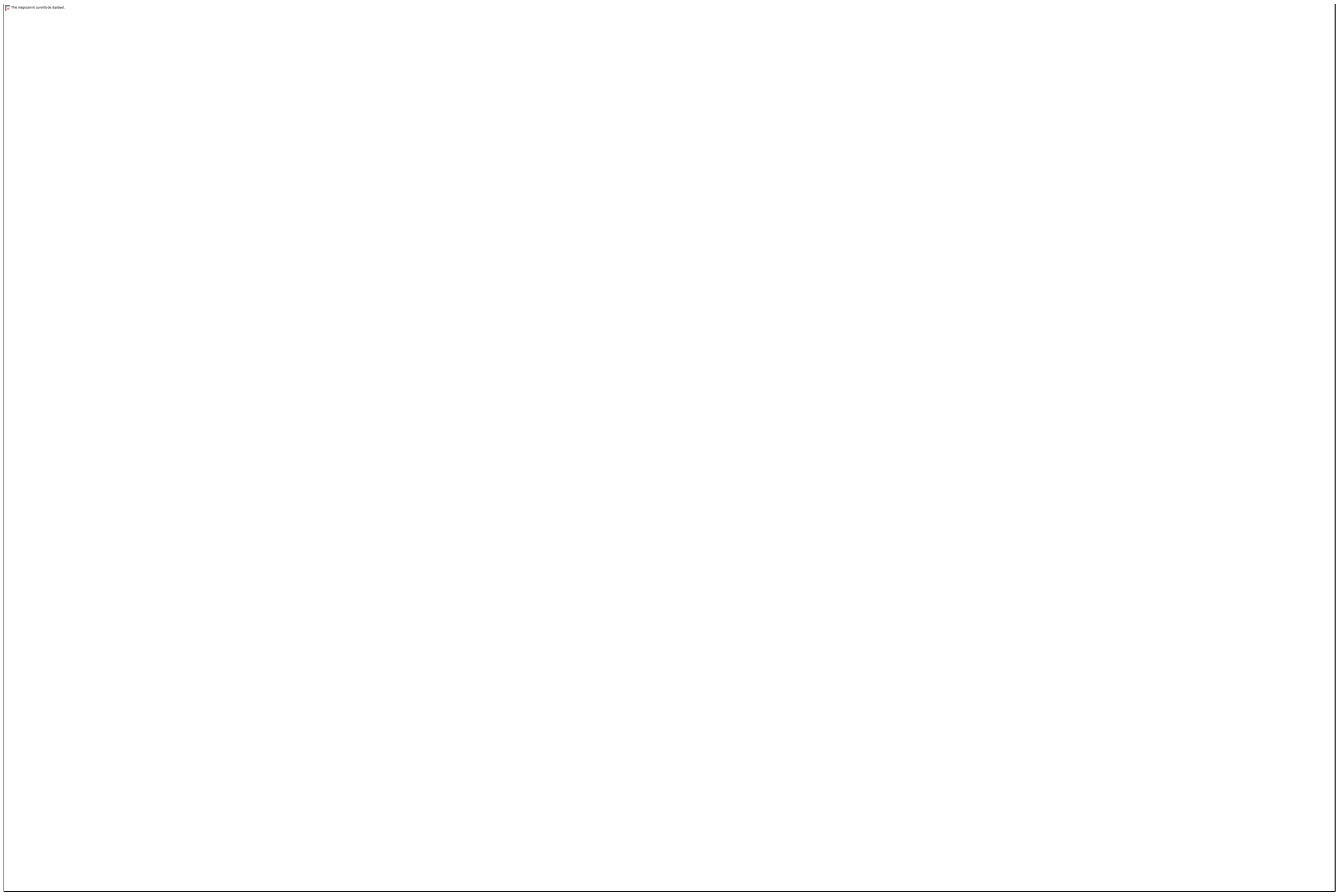
COMPREHENSIVE TEACHING AND LEARNING NOTES

KENYA COMPETENCY-BASED EDUCATION (CBE) | SENIOR SCHOOL | STRAND 2.0: SCRIPTURES

SUB-STRAND 2.2: RELIGIOUS INFLUENCES

Theme: Morals, Values, Social Connections, Daily Habits and Overall Perspective on Life.





1.0 INTRODUCTION TO RELIGIOUS INFLUENCES

1.1 Meaning of religious influences

Religious influences refer to the ways in which religious beliefs, teachings, values, traditions, scriptures and practices shape the behaviour, decisions, relationships and general lifestyle of individuals and communities.

Religion plays an important role in guiding people on how to live responsibly, relate with others, make moral decisions and understand the purpose of life.

Religious influences may affect:

1. **Personal behaviour:** Religion encourages individuals to practise honesty, kindness, discipline, patience and responsibility.

2. **Family relationships:** Religious teachings promote respect for parents, care for children, marital responsibility and peaceful family relationships.
3. **Social relationships:** Religion encourages cooperation, hospitality, forgiveness, tolerance and respect for other people.
4. **Economic activities:** Religious values influence how people earn, spend, save and share wealth.
5. **Education:** Many religions encourage the acquisition of knowledge, wisdom and responsible use of learning.
6. **Leadership:** Religious teachings promote justice, accountability, integrity and service to others.
7. **Emotional well-being:** Prayer, meditation, worship and reflection can help individuals develop inner peace and manage everyday challenges.
8. **Environmental responsibility:** Religious teachings may encourage protection of animals, plants, water and other natural resources.
9. **Cultural identity:** Religious ceremonies, festivals, dress and traditions help communities preserve their identity.
10. **Life planning:** Religious teachings guide individuals in setting goals and making decisions at different stages of life.

1.2 Meaning of morals

Morals are principles or standards that guide people in distinguishing right actions from wrong actions.

Examples include:

- Telling the truth.
- Respecting other people.
- Helping those in need.
- Avoiding stealing.
- Keeping promises.
- Treating all people fairly.
- Taking responsibility for one's actions.

1.3 Meaning of values

Values are important beliefs and principles that individuals or communities consider desirable and use to guide their behaviour.

Examples of religious values include:

Value	Explanation
Honesty	Speaking and acting truthfully.
Compassion	Showing concern for people experiencing difficulties.
Respect	Recognising the dignity of others.
Self-discipline	Controlling one's behaviour and desires.
Generosity	Freely sharing resources with others.
Justice	Treating people fairly.
Peace	Promoting harmony and avoiding unnecessary conflict.
Responsibility	Being accountable for one's duties and decisions.

1.4 Meaning of social connections

Social connections are relationships and interactions that people develop with family members, friends, neighbours, religious communities and the wider society.

Religious teachings strengthen social connections by:

- Encouraging people to participate in communal worship.
- Promoting hospitality and sharing.
- Encouraging assistance to vulnerable members of society.
- Promoting peaceful conflict resolution.
- Encouraging respect for cultural and religious differences.
- Creating opportunities for people to work together.

1.5 Importance of studying religious influences

Studying religious influences enables learners to:

1. Understand how religious beliefs affect human behaviour.
2. Appreciate similarities and differences among religious traditions.
3. Develop respect for religious diversity in Kenya.
4. Make responsible moral decisions.
5. Appreciate the importance of peaceful coexistence.
6. Develop positive relationships with others.
7. Understand the relationship between religious teachings and modern lifestyles.
8. Identify harmful practices and promote responsible behaviour.
9. Appreciate the contribution of religion to national development.
10. Develop an informed and balanced perspective on life.

2.0 RELIGIOUS INFLUENCES IN SANATAN DHARMA

2.1 Meaning of Sanatan Dharma

Sanatan Dharma is a traditional name for Hinduism. The Sanskrit expression means the eternal or timeless way of righteous living.

It refers to the spiritual, moral and religious principles believed to guide human beings towards righteous living, self-realisation and liberation.

Sanatan Dharma is based on teachings found in sacred literature such as:

- The Vedas.
- The Upanishads.
- The Bhagavad Gita.
- The Ramayana.
- The Mahabharata.
- The Puranas.

These scriptures contain teachings about Dharma, Karma, reincarnation, devotion, knowledge, self-discipline and Moksha.

2.1.1 Main characteristics of Sanatan Dharma

1. **Dharma:** Emphasises righteous living and fulfilment of moral duties.
2. **Karma:** Teaches that actions have consequences.
3. **Samsara:** Refers to the cycle of birth, death and rebirth.
4. **Moksha:** Refers to liberation from the cycle of birth, death and rebirth.
5. **Atman:** Refers to the inner self or spiritual self.
6. **Brahman:** Refers to the ultimate spiritual reality in many Hindu philosophical traditions.
7. **Ahimsa:** Encourages non-violence and respect for living beings.
8. **Bhakti:** Refers to devotion to God.
9. **Yoga:** Provides spiritual and disciplined approaches to personal development.
10. **Seva:** Refers to selfless service to others.

2.2 Swadharma

2.2.1 Meaning of Swadharma

Swadharma is a Sanskrit term referring to one's own duty, responsibility or righteous path according to one's nature, abilities, position and circumstances.

The word is formed from:

- **Swa:** One's own or personal.
- **Dharma:** Duty, righteousness or moral responsibility.

Swadharma teaches that individuals should identify and fulfil their responsibilities honestly and responsibly rather than blindly imitating others.

In the Bhagavad Gita, particularly Chapter 3 and Chapter 18, Krishna teaches Arjuna about the importance of performing one's duty.

2.2.2 Principles of Swadharma

1. **Understanding personal responsibilities:** Individuals should recognise the duties expected of them in their families, schools and communities.

2. **Acting according to one's abilities:** People should use their talents and abilities responsibly to contribute to society.

3. **Commitment to duty:** Individuals should fulfil their responsibilities faithfully, even when they encounter difficulties.

4. **Avoiding unnecessary comparison:** A person should not abandon their responsibilities simply because another person's role appears more attractive.

5. **Moral responsibility:** Duties should be performed ethically without deliberately harming others.

6. **Selfless action:** Individuals should avoid being excessively attached to rewards and recognition.

7. **Personal development:** Fulfilling responsibilities helps individuals develop discipline, confidence and maturity.

2.2.3 Examples of Swadharma in everyday life

Individual	Responsibility demonstrating Swadharma
Learner	Studying, respecting teachers and completing assignments.
Teacher	Guiding learners and providing quality education.
Parent	Providing care, protection and guidance to children.
Health worker	Providing responsible and compassionate care.
Farmer	Producing food and managing land responsibly.
Community leader	Promoting justice and serving the community.
Businessperson	Conducting business honestly and fairly.

2.2.4 Influence of Swadharma on daily life

Swadharma influences daily life in the following ways:

- Encourages people to take responsibility for their actions.
- Promotes commitment to family and community duties.
- Encourages learners to take education seriously.
- Promotes honesty in professional activities.
- Helps individuals identify their abilities and responsibilities.
- Discourages irresponsible behaviour.
- Promotes respect for different occupations and social contributions.
- Encourages individuals to contribute positively to society.

2.2.5 Importance of Swadharma in contemporary Kenyan society

Swadharma is relevant in Kenya because it encourages:

1. Responsible leadership in public and private institutions.
2. Commitment to professional ethics.
3. Respect for parents, teachers and community members.
4. Responsible participation in national development.
5. Accountability in the management of public resources.
6. Commitment to education and personal development.
7. Respect for the dignity of different occupations.

Practical example: A Grade 11 learner who completes assignments honestly, respects other learners and participates responsibly in school activities demonstrates the values associated with Swadharma.

2.3 The Four Purusharthas

2.3.1 Meaning of Purusharthas

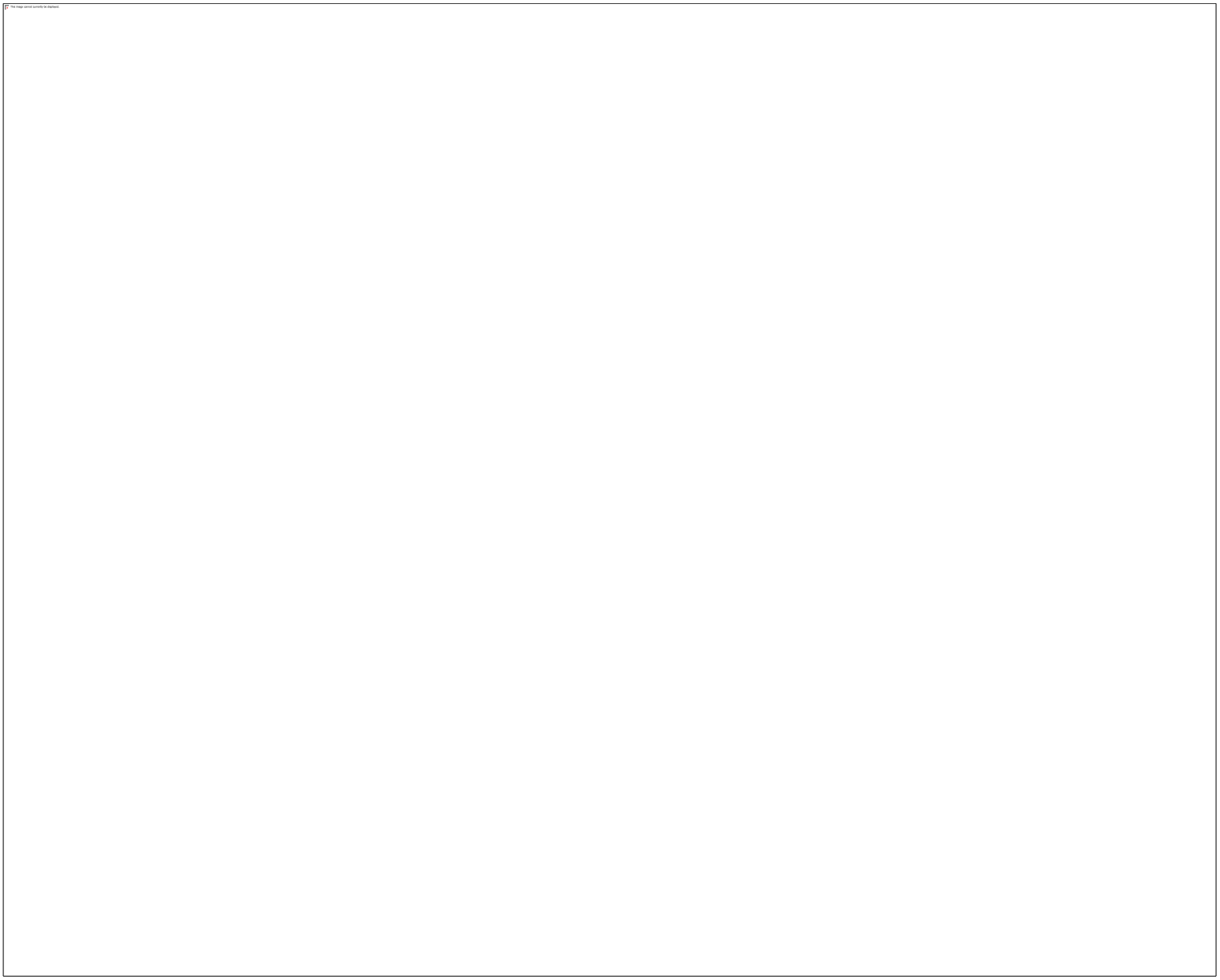
Purusharthas are the four major goals or aims of human life in Sanatan Dharma.

The word refers to the purposes that guide human beings towards a balanced, meaningful and spiritually fulfilling life.

The four Purusharthas are:

1. Dharma – Righteousness and duty.

2. Artha – Material prosperity and security.
3. Kama – Desires, enjoyment and fulfilment.
4. Moksha – Spiritual liberation.



2.3.2 Dharma – Righteousness and duty

Dharma refers to righteous conduct, moral responsibility and the duties that individuals should fulfil in life.

It guides people to distinguish between right and wrong actions.

Examples:

- Speaking the truth.
- Respecting elders.
- Helping vulnerable people.
- Protecting the environment.
- Fulfilling family responsibilities.
- Acting justly in society.

Influence on daily life:

- Promotes honesty in business.
- Encourages responsible leadership.
- Promotes peaceful family relationships.
- Encourages learners to observe school rules.
- Helps individuals make ethical decisions.

2.3.3 Artha – Material prosperity and security

Artha refers to the acquisition of wealth, resources and material security through legitimate and responsible means.

Sanatan Dharma recognises that people need material resources to meet their basic needs and fulfil their responsibilities.

Examples:

- Working to earn an income.
- Starting a business.
- Acquiring education and professional skills.
- Saving money.
- Providing for family members.
- Investing responsibly.

Influence on daily life:

1. Encourages hard work and productivity.
2. Promotes responsible financial management.
3. Encourages legitimate wealth creation.
4. Discourages dishonesty and exploitation.
5. Promotes provision for family needs.
6. Encourages generosity and social responsibility.

Example: A businessperson who earns income honestly, pays workers fairly and supports community development demonstrates responsible pursuit of Artha.

2.3.4 Kama – Desires and enjoyment

Kama refers to legitimate human desires, pleasures, affection, love and enjoyment of life.

It recognises that human beings have emotional, social and physical needs.

Examples include:

- Enjoying music and art.
- Appreciating nature.
- Developing friendships.
- Participating in cultural activities.

- Experiencing affection within appropriate relationships.
- Enjoying recreation and sports.

Influence on daily life:

- Encourages appreciation of life's positive experiences.
- Promotes healthy relationships.
- Encourages participation in cultural activities.
- Promotes emotional fulfilment.
- Encourages responsible enjoyment of material and social life.

However, Kama should be guided by Dharma so that personal desires do not lead to exploitation, dishonesty or harm to others.

2.3.5 Moksha – Spiritual liberation

Moksha refers to liberation from Samsara, the cycle of birth, death and rebirth.

It is regarded as the highest spiritual goal in many Hindu traditions.

Moksha is associated with freedom from ignorance, spiritual realisation and understanding the ultimate nature of existence.

Ways associated with the pursuit of Moksha include:

1. Knowledge and spiritual understanding.
2. Devotion to God.
3. Selfless action.
4. Meditation and spiritual discipline.
5. Control of harmful desires.
6. Living according to Dharma.

Influence on daily life:

- Encourages self-reflection.
- Promotes spiritual discipline.
- Encourages compassion and detachment from excessive materialism.
- Helps individuals appreciate the deeper meaning of life.
- Encourages the pursuit of inner peace.
- Promotes responsible use of wealth and power.

2.3.6 Relationship among the Four Purusharthas

The four Purusharthas are interconnected.

Purushartha	Main concern	Daily-life application
Dharma	Righteous living	Acting honestly and responsibly.
Artha	Prosperity	Earning and managing resources ethically.
Kama	Fulfilment	Enjoying life responsibly.
Moksha	Liberation	Pursuing spiritual growth.

The four goals encourage a balanced life in which material achievements and personal enjoyment are guided by moral principles and spiritual aspirations.

2.3.7 Application of the Four Purusharthas in modern Kenyan society

Dharma: A public officer performs duties honestly and respects the law.

Artha: A young person acquires professional skills and establishes a legitimate source of income.

Kama: A family participates in cultural celebrations and recreational activities responsibly.

Moksha: An individual practises prayer, meditation and self-reflection to develop spiritual understanding.

Activity for learners

In groups, discuss how a Kenyan young adult can balance education, career development, family responsibilities, personal happiness and spiritual development using the Four Purusharthas.

2.4 The Four Ashramas

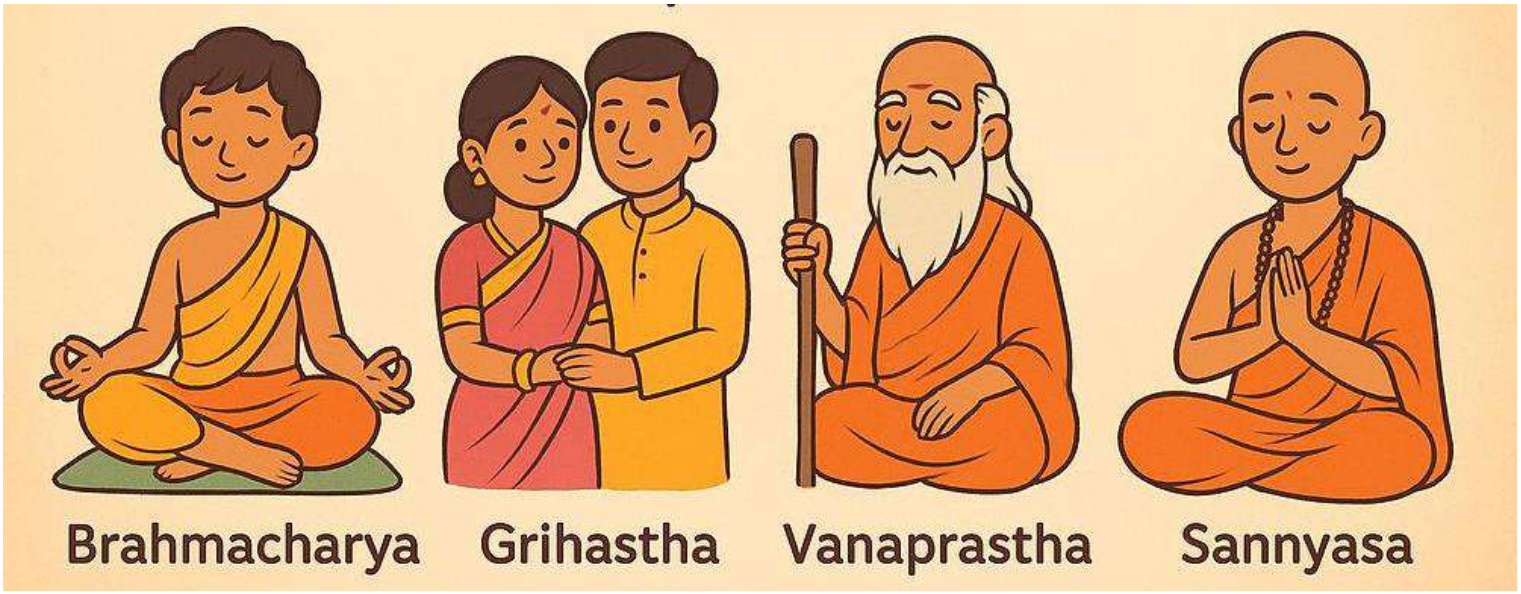
2.4.1 Meaning of Ashramas

Ashramas are the four traditional stages of life in Sanatan Dharma.

They provide a framework for understanding the responsibilities, duties and spiritual development expected at different stages of human life.

The four Ashramas are:

1. Brahmacharya.
2. Grihastha.
3. Vanaprastha.
4. Sannyasa.



2.4.2 Brahmacharya – Student stage

Brahmacharya is traditionally the first stage of life, associated with education, discipline, character formation and the acquisition of knowledge.

Traditionally, learners studied under the guidance of a teacher or Guru.

Main characteristics:

1. Acquisition of knowledge and practical skills.
2. Respect for teachers and elders.
3. Development of self-discipline.
4. Practice of truthfulness and honesty.
5. Control of harmful desires.
6. Development of good habits.
7. Spiritual and moral education.
8. Preparation for future responsibilities.

Influence on daily habits:

- Encourages learners to attend lessons regularly.
- Promotes respect for teachers.
- Encourages effective time management.
- Promotes responsible use of digital technology.
- Encourages reading and continuous learning.
- Develops personal discipline.

Kenyan example: A Grade 11 learner who follows a study timetable, respects school rules and participates in community activities demonstrates values associated with Brahmacharya.

2.4.3 Grihastha – Householder stage

Grihastha is the stage of family and household life.

It traditionally involves marriage, raising children, earning a living and contributing to society.

Main characteristics:

1. Establishing and maintaining family relationships.
2. Providing for dependants.
3. Earning wealth through legitimate activities.
4. Raising children responsibly.
5. Participating in community activities.
6. Supporting charitable and religious activities.
7. Observing moral and religious responsibilities.
8. Balancing economic and spiritual obligations.

Influence on daily habits:

- Encourages responsible family budgeting.
- Promotes care for children and elderly relatives.
- Encourages honesty in business.
- Promotes sharing with less fortunate people.
- Encourages respect between family members.
- Promotes responsible parenting.

Kenyan example: A family that works together, provides education for children, supports elderly relatives and participates in community service demonstrates the values of Grihastha.

2.4.4 Vanaprastha – Retirement and gradual withdrawal stage

Vanaprastha is traditionally the third stage of life, associated with gradual withdrawal from active household responsibilities and increased attention to spiritual development.

It does not necessarily mean abandoning one's family or living in a forest in contemporary society.

Main characteristics:

1. Gradually reducing involvement in material pursuits.
2. Giving younger generations greater responsibility.
3. Sharing knowledge and experience.
4. Increasing participation in spiritual activities.
5. Practising reflection and self-discipline.
6. Offering guidance to family and society.
7. Developing detachment from excessive material possessions.

Influence on daily habits:

- Encourages mentoring young people.
- Promotes community service.

- Encourages spiritual reflection.
- Promotes peaceful retirement.
- Encourages responsible succession planning.
- Helps older people share their experience with younger generations.

Kenyan example: A retired teacher who mentors young teachers and participates in community development demonstrates the values associated with Vanaprastha.

2.4.5 Sannyasa – Renunciation stage

Sannyasa is traditionally the fourth stage of life, associated with renunciation of worldly attachments and dedication to spiritual liberation.

A Sannyasi seeks spiritual understanding and freedom from excessive attachment to material possessions and social status.

Main characteristics:

1. Renunciation of excessive material attachment.
2. Dedication to spiritual pursuits.
3. Practice of meditation and contemplation.
4. Development of detachment.
5. Promotion of compassion and non-violence.
6. Search for spiritual truth.
7. Freedom from excessive concern for wealth and status.
8. Commitment to spiritual discipline.

Influence on daily habits:

- Encourages simplicity.
- Promotes self-control.
- Encourages meditation.
- Discourages greed.
- Promotes compassion.
- Encourages spiritual reflection.

Important clarification: The four Ashramas are a traditional ideal or framework. Not every Hindu follows all four stages in the same way, and modern life circumstances may differ.

2.4.6 Comparison of the Four Ashramas

Ashrama	Stage of life	Main responsibility
Brahmacharya	Student	Education and character development.
Grihastha	Householder	Family and economic responsibilities.
Vanaprastha	Gradual withdrawal	Mentorship and spiritual reflection.
Sannyasa	Renunciation	Spiritual liberation and detachment.

2.4.7 Importance of the Four Ashramas in life planning

The Four Ashramas:

1. Encourage individuals to prepare for future responsibilities.
2. Promote lifelong learning.
3. Encourage responsible family relationships.
4. Promote financial and social responsibility.
5. Encourage respect for older generations.
6. Promote mentorship and knowledge sharing.
7. Encourage spiritual development.
8. Help individuals balance personal, family and social responsibilities.
9. Promote responsible transitions between life stages.
10. Encourage people to appreciate the changing priorities of life.

2.5 Sanskaras

2.5.1 Meaning of Sanskaras

Sanskaras are Hindu religious and cultural rites of passage performed at important stages of human life.

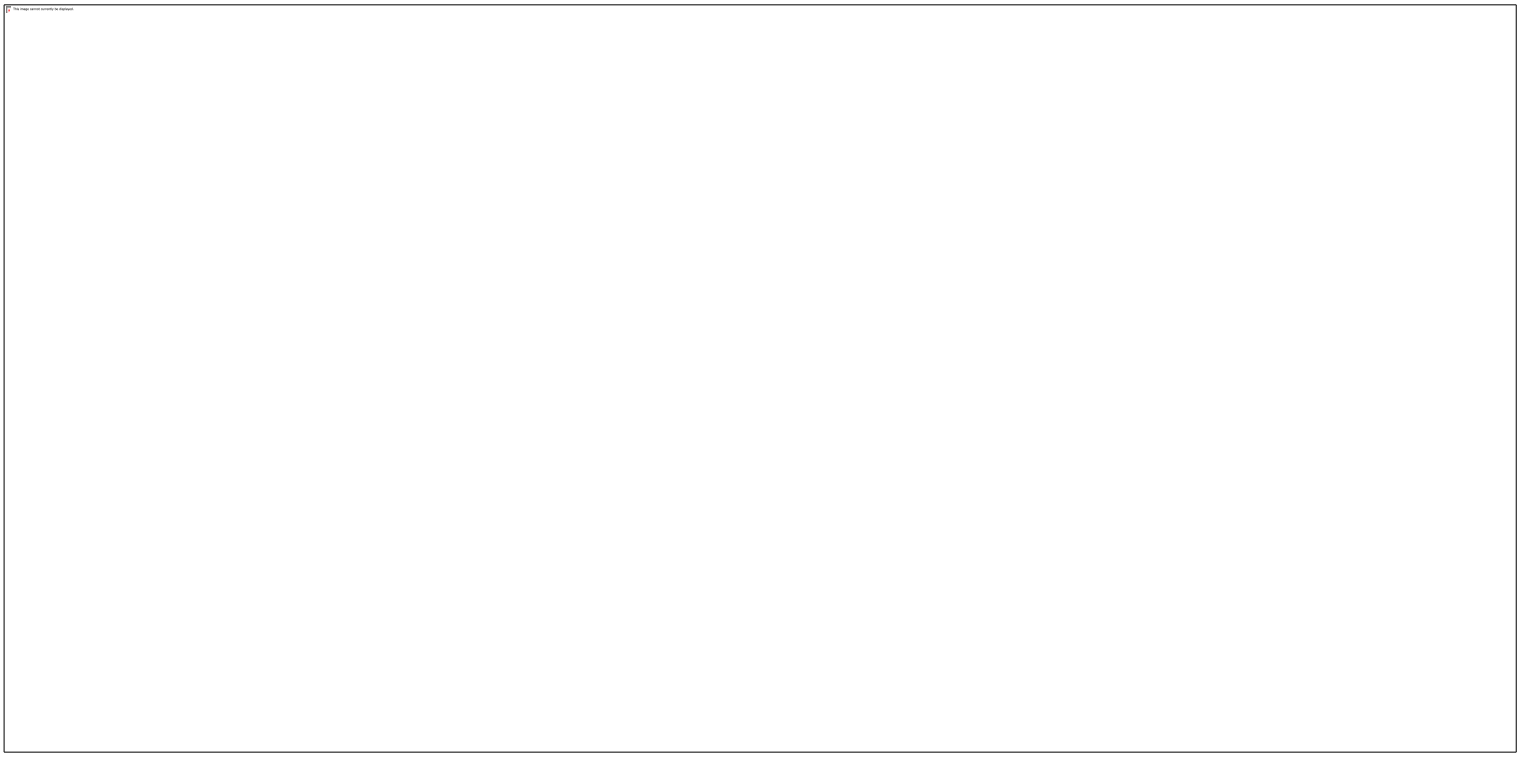
They are intended to purify, bless and guide individuals as they move through different stages of life.

Sanskaras help transmit religious teachings, cultural identity and moral values from one generation to another.

Different Hindu communities observe different Sanskaras, and the number and manner of performing them may vary.

2.5.2 Major Sanskaras

The traditional sixteen Sanskaras are commonly referred to as the Shodasha Sanskaras.



No.	Sanskara	Meaning and significance
1	Garbhadhana	Traditionally associated with conception and the intention to welcome a child.
2	Pumsavana	A traditional prenatal rite performed during pregnancy.
3	Simantonnayana	A ceremony associated with the well-being of the expectant mother and unborn child.
4	Jatakarma	Birth ceremony welcoming the newborn child.
5	Namakarana	Naming ceremony.
6	Nishkramana	Traditionally associated with the child's first outing.
7	Annaprashana	Introduction of solid food to a child.
8	Chudakarana	First haircut or tonsure ceremony.
9	Karnavedha	Ear-piercing ceremony.
10	Vidyarambha	Beginning of formal learning.
11	Upanayana	Sacred initiation traditionally associated with the beginning of Vedic study.
12	Vedarambha	Commencement of Vedic learning.
13	Keshanta	Traditional first shaving or haircut associated with adolescence.
14	Samavartana	Completion of formal studentship.
15	Vivaha	Marriage ceremony.
16	Antyeshti	Final funeral rites following death.

2.5.3 Religious and social importance of Sanskaras

1. **Preservation of culture:** Sanskaras transmit Hindu customs and traditions to younger generations.
2. **Religious identity:** They strengthen an individual's connection with Hindu beliefs and practices.
3. **Family unity:** Family members gather to celebrate important life events.
4. **Moral instruction:** Ceremonies communicate values such as respect, responsibility, purity and discipline.
5. **Community participation:** Members of the community participate in important ceremonies.
6. **Spiritual development:** Sanskaras remind individuals of the spiritual dimension of life.

7. **Recognition of life transitions:** They mark important changes such as birth, education, marriage and death.

8. **Intergenerational relationships:** They create opportunities for grandparents, parents and children to share cultural knowledge.

9. **Gratitude:** They encourage appreciation of life and the support received from family and society.

10. **Social responsibility:** They remind individuals of their obligations towards their families and communities.

2.5.4 Sanskaras in contemporary Kenyan society

Hindu communities in Kenya may observe Sanskaras through ceremonies conducted at home, temples or community centres.

Examples include:

- Naming ceremonies.
- Children's first learning ceremonies.
- Marriage ceremonies.
- Religious initiation ceremonies.
- Funeral rites.

These ceremonies may be adapted to contemporary lifestyles while preserving their religious and cultural meaning.

Discussion question: How do religious ceremonies contribute to the preservation of cultural identity among Hindu communities in Kenya?

3.0 RELIGIOUS INFLUENCES IN JAINISM

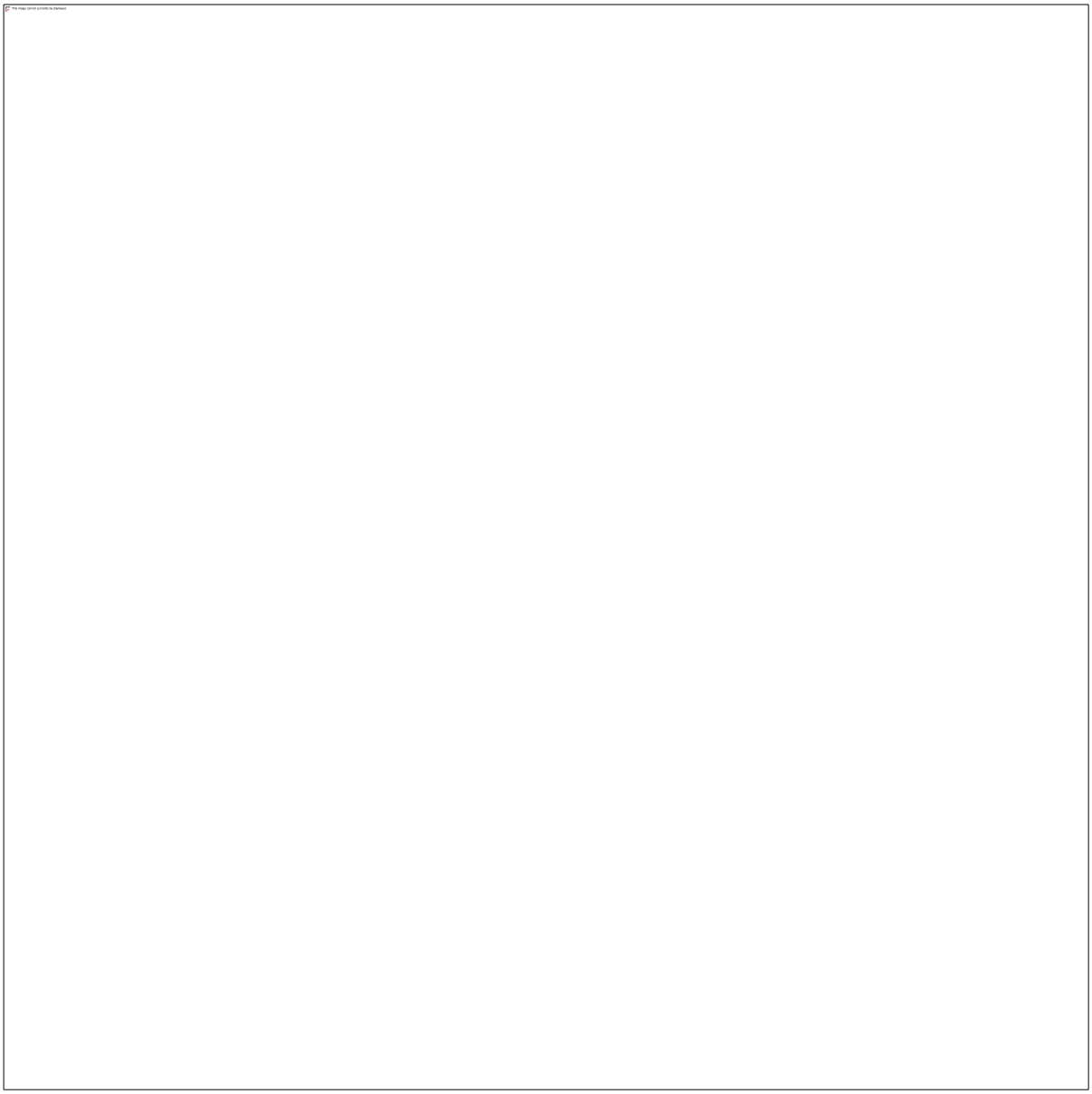
3.1 Meaning and origin of Jainism

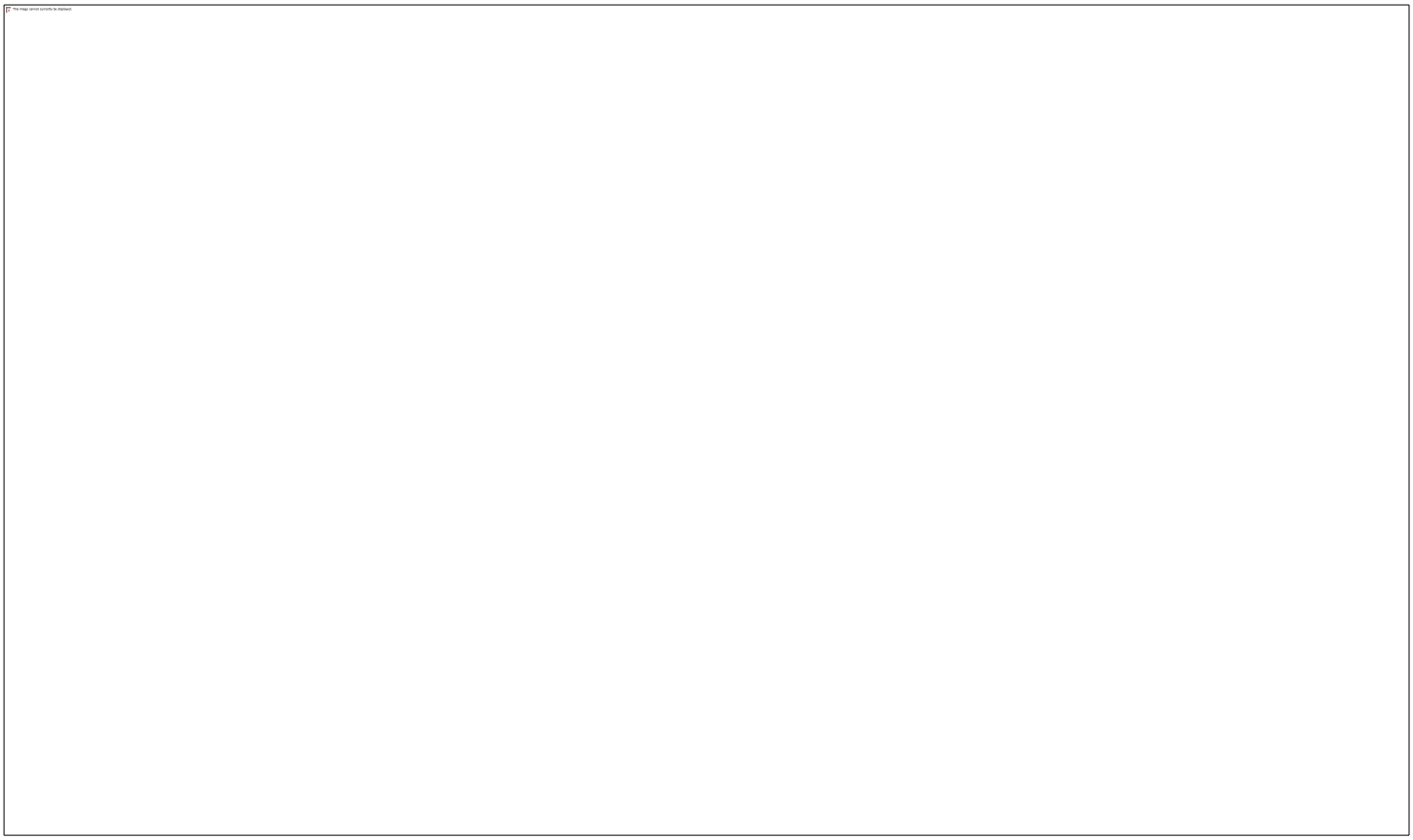
Jainism is an ancient Indian religion that teaches spiritual purification through non-violence, truthfulness, self-discipline, non-attachment and respect for all living beings.

The word Jain comes from the Sanskrit word *Jina*, meaning conqueror. A Jina is someone who has conquered inner passions such as anger, pride, greed and attachment.

Jainism teaches that every living being possesses a soul (Jiva) and that spiritual liberation can be attained by freeing the soul from karmic bondage.

The religion recognises twenty-four spiritual teachers known as Tirthankaras. The last Tirthankara was Mahavira, who lived in ancient India and helped establish and strengthen the Jain religious community.





3.1.1 Main teachings of Jainism

1. **Ahimsa:** Non-violence towards all living beings.
2. **Satya:** Truthfulness in speech and conduct.
3. **Asteya:** Not stealing or taking what is not freely given.
4. **Brahmacharya:** Control of sensual desires and disciplined conduct.
5. **Aparigraha:** Non-possessiveness and avoidance of excessive attachment.
6. **Karma:** Actions influence the spiritual condition of the soul.
7. **Jiva:** Living beings possess souls.
8. **Moksha:** Liberation of the soul from the cycle of birth, death and rebirth.
9. **Self-discipline:** Controlling thoughts, speech and actions.
10. **Compassion:** Showing concern for all living beings.

3.2 Jain traditions

3.2.1 Meaning of Jain traditions

Jain traditions refer to the religious beliefs, ceremonies, practices, customs and moral teachings that Jain followers observe to strengthen their faith and guide their daily lives.

These traditions promote non-violence, spiritual purification, self-control, compassion and respect for all forms of life.

3.2.2 Major Jain traditions and practices

1. Ahimsa (Non-violence)

Ahimsa is the central ethical principle of Jainism. It means avoiding harm to living beings through thoughts, words and actions.

Jains believe that all living beings have a soul and deserve respect.

Examples:

- Avoiding deliberate harm to animals.
- Showing kindness to insects and other small creatures.
- Avoiding unnecessary destruction of plants.
- Speaking respectfully to other people.
- Resolving disagreements peacefully.
- Supporting activities that protect animals.

Influence on daily life:

- Promotes peaceful relationships.
- Encourages compassion.
- Discourages cruelty.
- Promotes responsible environmental practices.
- Encourages peaceful conflict resolution.

2. Satya (Truthfulness)

Satya means speaking the truth and avoiding deliberate deception.

Jainism teaches that truthful communication should also be responsible and should not unnecessarily hurt others.

Examples:

- Giving honest information.
- Avoiding cheating in examinations.
- Keeping promises.
- Reporting mistakes honestly.
- Avoiding false accusations.
- Being truthful in business transactions.

Influence on daily life:

- Builds trust.
- Strengthens relationships.
- Promotes integrity.
- Reduces misunderstandings.

- Encourages accountability.

3. Asteya (Non-stealing)

Asteya means not taking anything that has not been freely given.

It also encourages respect for other people's property, time and resources.

Examples:

- Avoiding theft.
- Returning lost property.
- Respecting school resources.
- Avoiding plagiarism.
- Paying for goods and services honestly.
- Not exploiting another person's work.

Influence on daily life:

- Promotes respect for property.
- Encourages honesty.
- Strengthens social trust.
- Promotes responsible economic behaviour.

4. Brahmacharya (Self-control)

Brahmacharya refers to controlling desires and maintaining disciplined conduct.

For Jain ascetics, it includes complete celibacy. For householders, it generally involves responsible and ethical conduct in relationships.

Examples:

- Avoiding irresponsible behaviour.
- Practising self-control.
- Maintaining appropriate relationships.
- Controlling harmful desires.
- Avoiding excessive indulgence.

Influence on daily life:

- Promotes discipline.
- Encourages responsible decision-making.
- Supports healthy relationships.
- Encourages respect for others.

5. Aparigraha (Non-possessiveness)

Aparigraha means avoiding excessive attachment to possessions, wealth and material things.

It encourages people to live simply and avoid greed.

Examples:

- Sharing resources with people in need.
- Avoiding unnecessary accumulation of possessions.
- Practising generosity.
- Avoiding jealousy.
- Using resources responsibly.
- Being content with what one has.

Influence on daily life:

- Promotes generosity.
- Discourages greed.
- Encourages responsible consumption.
- Promotes environmental conservation.
- Encourages contentment.

3.3 The Three Jewels of Jainism (Ratnatraya)

The Three Jewels are the three essential principles through which Jains seek spiritual liberation.

They are:

1. Right Faith (Samyak Darshana).
2. Right Knowledge (Samyak Jnana).
3. Right Conduct (Samyak Charitra).



3.3.1 Right Faith – Samyak Darshana

Right Faith refers to having a correct understanding and acceptance of the fundamental teachings of Jainism.

It involves:

- Trust in the teachings of the Tirthankaras.
- Acceptance of the existence of the soul.
- Understanding karma and spiritual liberation.
- Developing confidence in the path of spiritual purification.
- Respecting the truth about living beings.

Influence: Right Faith guides individuals to develop a positive spiritual outlook and commitment to moral living.

3.3.2 Right Knowledge – Samyak Jnana

Right Knowledge refers to accurate understanding of reality and the teachings of Jainism.

It involves:

- Studying Jain scriptures.
- Understanding the nature of the soul.
- Understanding karma.
- Learning about non-violence.
- Understanding the consequences of human actions.
- Applying religious knowledge in everyday life.

Influence: It enables individuals to make informed moral decisions and avoid actions based on ignorance.

3.3.3 Right Conduct – Samyak Charitra

Right Conduct means putting religious knowledge and beliefs into practice through ethical behaviour.

It involves:

- Practising Ahimsa.
- Speaking truthfully.
- Avoiding stealing.
- Controlling harmful desires.
- Avoiding excessive attachment.
- Practising self-discipline.

Influence: It promotes harmony between religious beliefs and actual behaviour.

3.3.4 Relationship among the Three Jewels

The Three Jewels complement one another.

- Right Faith provides the correct spiritual direction.
- Right Knowledge provides an understanding of the religious teachings.

- Right Conduct translates the teachings into daily behaviour.

A Jain follower is expected to integrate all three in the pursuit of spiritual liberation.

3.4 Jain principles of non-violence, truth and self-discipline

3.4.1 Ahimsa – Non-violence

Ahimsa is the most important ethical principle in Jainism.

It requires individuals to avoid causing injury or suffering to living beings through their thoughts, words and actions.

Forms of Ahimsa:

1. Physical non-violence: Avoiding physical harm to living beings.
2. Verbal non-violence: Avoiding insults, threats and abusive language.
3. Mental non-violence: Avoiding hatred, hostility and harmful intentions.

Importance of Ahimsa:

- Promotes peaceful coexistence.
- Protects living beings.
- Encourages kindness.
- Promotes environmental responsibility.
- Reduces conflicts.
- Encourages respect for human dignity.
- Strengthens compassion.

3.4.2 Satya – Truth

Satya is the practice of honesty and truthfulness.

Jain teachings encourage individuals to speak truthfully and avoid statements that cause unnecessary harm.

Importance of Satya:

1. Builds trust among people.
2. Promotes transparency.
3. Encourages responsible communication.
4. Strengthens family relationships.
5. Promotes fairness in business.
6. Reduces corruption and dishonesty.
7. Encourages accountability.

3.4.3 Self-discipline

Self-discipline refers to the ability to control one's thoughts, emotions, speech and actions in accordance with moral and religious principles.

In Jainism, self-discipline is important in controlling passions and avoiding the accumulation of harmful karma.

Examples of self-discipline:

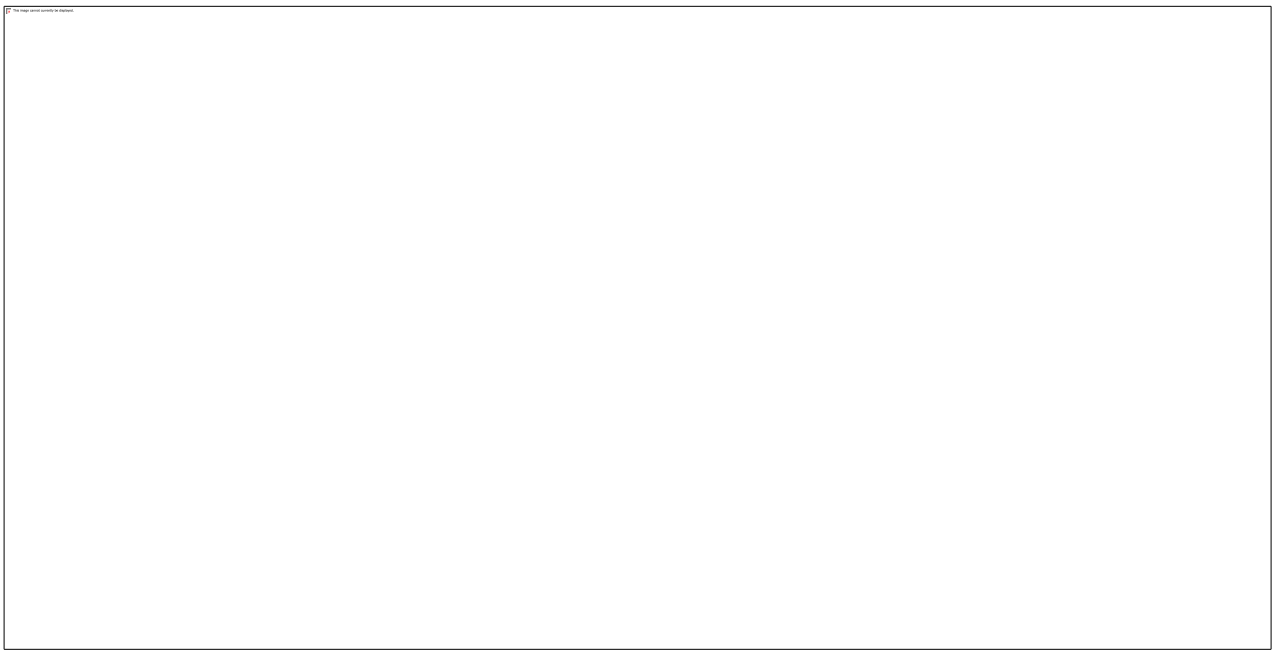
- Controlling anger.
- Avoiding greed.
- Practising moderation.
- Observing religious commitments.
- Controlling harmful speech.
- Maintaining personal integrity.
- Practising meditation.
- Avoiding unnecessary attachment.

Importance of self-discipline:

- Develops good character.
- Promotes responsible behaviour.
- Encourages patience.
- Helps people manage emotions.
- Strengthens commitment to religious principles.
- Promotes peaceful relationships.

3.5 Jain religious observances and ceremonies

3.5.1 Paryushana



Paryushana is an important annual Jain period of spiritual reflection, religious observance and self-purification.

It is especially important among the Shvetambara Jain community. Digambara Jains observe a corresponding period known as Das Lakshana Parva.

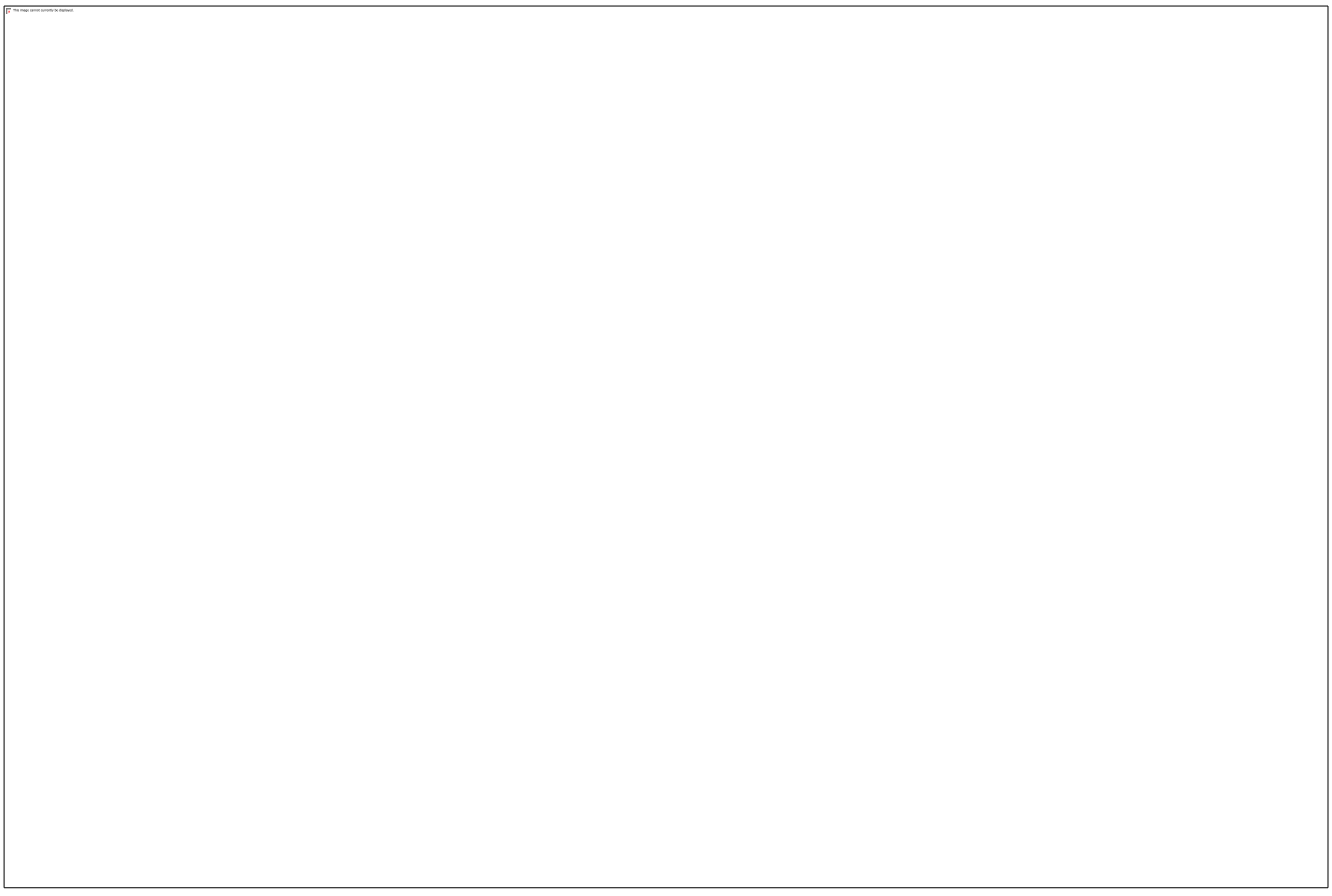
Activities during Paryushana include:

1. Fasting.
2. Prayer and meditation.
3. Studying Jain scriptures.
4. Practising forgiveness.
5. Reflecting on personal conduct.
6. Increasing acts of charity.
7. Seeking reconciliation with others.

Influence on daily life:

- Encourages self-examination.
- Promotes forgiveness.
- Strengthens spiritual discipline.
- Encourages compassion.
- Promotes peaceful relationships.

3.5.2 Mahavir Jayanti



Mahavir Jayanti commemorates the birth of Lord Mahavira, the twenty-fourth Tirthankara.

Activities may include:

- Visiting Jain temples.
- Offering prayers.
- Listening to religious teachings.

- Participating in processions.
- Giving charity.
- Reflecting on non-violence and compassion.

Importance:

- Promotes appreciation of Mahavira's teachings.
- Strengthens Jain identity.
- Encourages non-violence.
- Promotes community unity.

3.5.3 Samvatsari

Samvatsari is the principal day of forgiveness during the Paryushana period for Shvetambara Jains.

Jains seek forgiveness from those they may have offended knowingly or unknowingly.

A commonly used expression is *Micchami Dukkadam*, which communicates a request for forgiveness.

Importance:

- Promotes reconciliation.
- Encourages humility.
- Reduces hostility.
- Strengthens relationships.
- Encourages moral self-evaluation.

3.5.4 Jain fasting

Fasting is practised by many Jains as a means of spiritual discipline and self-control.

It may involve abstaining from food for a particular period or observing restrictions on certain foods.

Importance:

- Encourages control over desires.
- Promotes spiritual reflection.
- Strengthens religious commitment.
- Encourages moderation.
- Develops self-discipline.

Note: Fasting practices differ among individuals and communities. Religious fasting should always be approached with consideration for health and personal circumstances.

3.6 Jain interpretation of social roles and divisions

Jainism teaches that all souls have the potential for spiritual liberation.

The spiritual worth of an individual is not determined by wealth, occupation, family background or social status.

Important principles include:

1. **Spiritual equality:** All souls possess spiritual potential.
2. **Non-violence:** Individuals should avoid harming others regardless of their social position.
3. **Moral responsibility:** Every individual is responsible for their actions.
4. **Self-discipline:** Spiritual development requires personal effort.
5. **Compassion:** Individuals should treat others with kindness.
6. **Non-possessiveness:** People should avoid excessive attachment to wealth and status.
7. **Respect for life:** All living beings deserve consideration.

3.6.1 Influence on social relationships

- Encourages respect across social groups.
- Discourages cruelty and exploitation.
- Promotes peaceful coexistence.
- Encourages responsible use of wealth.
- Promotes charity and service.
- Encourages ethical leadership.
- Supports peaceful conflict resolution.

3.6.2 Relevance to contemporary Kenyan society

Jain teachings can contribute to:

- Peaceful relationships among communities.
- Prevention of discrimination.
- Respect for human dignity.
- Environmental conservation.
- Honest business practices.
- Responsible leadership.
- Compassion towards vulnerable groups.

3.7 The influence of Jainism on daily habits

Religious principle	Daily habit encouraged
Ahimsa	Treating people and animals with kindness.
Satya	Telling the truth.
Asteya	Respecting other people's property.
Brahmacharya	Practising self-control.
Aparigraha	Avoiding greed and excessive consumption.
Samyak Darshana	Developing correct religious understanding.
Samyak Jnana	Seeking accurate knowledge.
Samyak Charitra	Practising ethical behaviour.
Forgiveness	Reconciling with others.
Compassion	Supporting people in need.

4.0 RELIGIOUS INFLUENCES IN BUDDHISM

4.1 Meaning and origin of Buddhism

Buddhism is a religious and philosophical tradition that originated in ancient India through the teachings of Siddhartha Gautama, commonly known as the Buddha.

The word Buddha means the Awakened One or Enlightened One.

Buddhism teaches that human suffering is connected to craving, ignorance and attachment. Through moral conduct, meditation and wisdom, individuals can overcome suffering and attain Nirvana.



4.1.1 Main teachings of Buddhism

1. The Four Noble Truths.
2. The Noble Eightfold Path.
3. The Middle Way.
4. Karma.
5. Rebirth.
6. Impermanence (Anicca).
7. Suffering or unsatisfactoriness (Dukkha).
8. Non-self (Anatta).
9. Compassion (Karuna).
10. Loving-kindness (Metta).
11. Mindfulness.
12. Nirvana.

4.2 The Four Noble Truths

The Four Noble Truths form the foundation of Buddhist teaching.

4.2.1 First Noble Truth – Dukkha

Dukkha means suffering, dissatisfaction or the unsatisfactory nature of conditioned existence.

Buddhism recognises that human life involves challenges such as:

- Illness.
- Ageing.
- Loss.
- Disappointment.

- Separation from loved ones.
- Failure to achieve desired goals.
- Uncertainty and change.

Influence on daily life:

It encourages people to recognise life's challenges realistically and develop wisdom when dealing with difficulties.

4.2.2 Second Noble Truth – Samudaya

Samudaya refers to the origin or cause of suffering.

Buddhism identifies craving, attachment and ignorance as major causes of suffering.

Examples include:

- Excessive desire for wealth.
- Greed.
- Jealousy.
- Attachment to possessions.
- Uncontrolled desire for recognition.
- Ignorance of the nature of life.

Influence on daily life:

It encourages individuals to examine their desires and avoid excessive attachment.

4.2.3 Third Noble Truth – Nirodha

Nirodha refers to the cessation or ending of suffering through the elimination of craving and ignorance.

The ultimate realisation of this cessation is associated with Nirvana.

Influence on daily life:

- Encourages inner peace.
- Promotes freedom from excessive attachment.
- Encourages self-awareness.
- Promotes emotional balance.
- Encourages spiritual development.

4.2.4 Fourth Noble Truth – Magga

Magga refers to the path leading to the cessation of suffering.

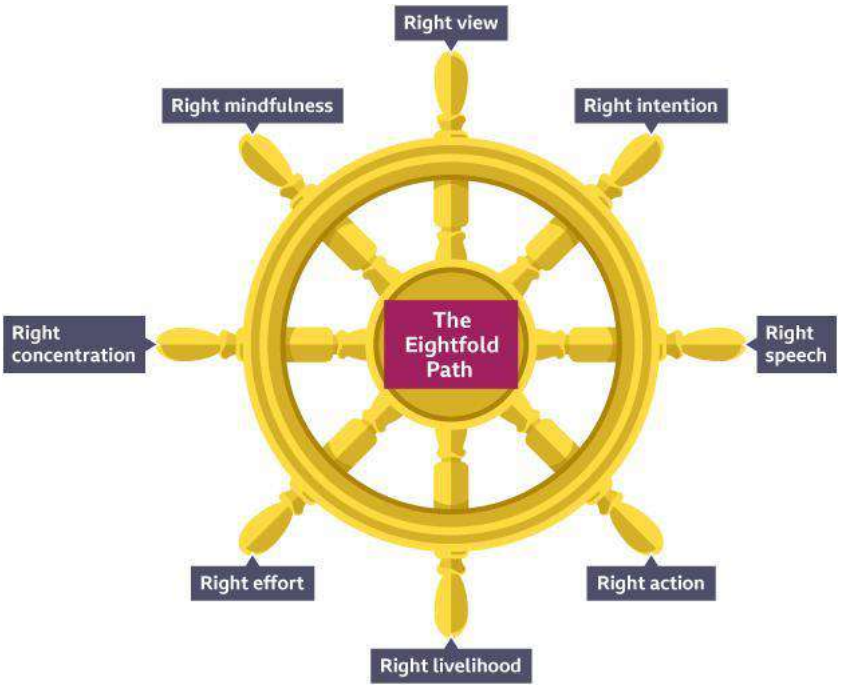
It is explained through the Noble Eightfold Path.

Influence on daily life:

It gives individuals practical ethical, mental and wisdom-based guidance for living responsibly.

4.3 The Noble Eightfold Path

The Noble Eightfold Path is the practical Buddhist guide to overcoming suffering and attaining spiritual liberation.



The eight elements are:

1. Right Understanding (Samma Ditthi)

This involves understanding the Four Noble Truths and the nature of reality.

Daily application:

- Thinking carefully before making decisions.
- Understanding that actions have consequences.
- Recognising the temporary nature of material possessions.
- Avoiding harmful beliefs.

2. Right Intention (Samma Sankappa)

This means developing positive intentions based on goodwill, compassion and freedom from harmful desires.

Daily application:

- Wishing others well.
- Avoiding revenge.
- Developing compassionate intentions.
- Avoiding greed and hostility.

3. Right Speech (Samma Vaca)

This means communicating truthfully and avoiding harmful speech.

It encourages people to avoid:

- Lying.
- Slander.
- Abusive language.

- Unnecessary harmful talk.

Daily application: Communicating respectfully with teachers, parents, friends and colleagues.

4. Right Action (Samma Kammanta)

This means performing ethical actions that do not harm others.

It encourages:

- Avoiding killing.
- Avoiding stealing.
- Avoiding sexual misconduct.
- Respecting the dignity of others.

Daily application: Respecting other people's rights and avoiding harmful behaviour.

5. Right Livelihood (Samma Ajiva)

This means earning a living through ethical and responsible activities.

Daily application:

- Avoiding dishonest business practices.
- Avoiding exploitation.
- Promoting fairness in employment.
- Respecting the welfare of others.

6. Right Effort (Samma Vayama)

This involves making a consistent effort to prevent and overcome unwholesome mental states and develop wholesome ones.

Daily application:

- Avoiding destructive habits.
- Developing positive attitudes.
- Practising patience.
- Maintaining commitment to good behaviour.

7. Right Mindfulness (Samma Sati)

Mindfulness means maintaining awareness of one's body, feelings, mind and experiences.

Daily application:

- Paying attention during lessons.
- Observing one's emotions.
- Listening carefully to others.
- Thinking before speaking.
- Being aware of one's actions.

8. Right Concentration (Samma Samadhi)

This refers to developing mental focus and deep meditative concentration.

Daily application:

- Concentrating during study.
- Practising meditation.
- Avoiding unnecessary distractions.
- Developing mental discipline.

4.3.1 Three major divisions of the Noble Eightfold Path

The Eightfold Path can be grouped into three categories.

Category	Elements
Wisdom (Panna)	Right Understanding and Right Intention.
Ethical Conduct (Sila)	Right Speech, Right Action and Right Livelihood.
Mental Discipline (Samadhi)	Right Effort, Right Mindfulness and Right Concentration.

These three divisions work together to develop wisdom, ethical behaviour and mental discipline.

4.4 Buddhist traditions

4.4.1 Meaning of Buddhist traditions

Buddhist traditions refer to religious beliefs, ceremonies, meditation practices, festivals, ethical teachings and communal activities observed by Buddhists.

They help preserve the Buddha's teachings and guide followers towards wisdom, compassion and spiritual development.

4.4.2 Meditation (Bhavana)



Meditation is a central Buddhist practice involving mental training and development of awareness and concentration.

Two important forms are:

A. Samatha meditation

Samatha means tranquillity or calmness.

It aims at developing mental calmness and concentration.

Benefits:

- Promotes relaxation.
- Develops concentration.
- Encourages patience.
- Reduces mental distractions.
- Supports emotional balance.

B. Vipassana meditation

Vipassana means insight or clear seeing.

It involves observing experiences carefully to understand impermanence, suffering and non-self.

Benefits:

- Promotes self-awareness.
- Encourages wisdom.
- Helps individuals understand emotions.
- Encourages non-attachment.
- Develops awareness of thoughts and actions.

4.4.3 Mindfulness

Mindfulness is the practice of paying attention to present experiences with awareness and without unnecessary judgement.

Examples:

- Paying full attention during a lesson.
- Listening carefully during conversations.
- Being aware of emotions before reacting.
- Eating attentively.
- Observing one's thoughts.
- Reflecting on daily behaviour.

Influence on daily life:

1. Promotes self-awareness.
2. Encourages emotional regulation.
3. Develops concentration.
4. Promotes thoughtful communication.

5. Encourages patience.
6. Supports responsible decision-making.
7. Promotes awareness of one's environment.

4.4.4 Metta – Loving-kindness

Metta refers to goodwill and loving-kindness towards oneself and other living beings.

It involves developing a sincere wish for the well-being and happiness of others.

Examples:

- Showing kindness to classmates.
- Respecting people with different beliefs.
- Supporting vulnerable members of society.
- Avoiding hatred and hostility.
- Wishing others well.

Influence on daily life:

- Promotes friendship.
- Reduces hostility.
- Encourages peaceful relationships.
- Develops compassion.
- Promotes social harmony.

4.4.5 Karuna – Compassion

Karuna refers to compassion and concern for beings experiencing suffering.

It motivates individuals to respond positively to the difficulties of others.

Examples:

- Helping a sick neighbour.
- Supporting disadvantaged learners.
- Caring for elderly people.
- Assisting people affected by disasters.
- Supporting community welfare programmes.

Influence on society:

- Promotes social responsibility.
- Strengthens community relationships.
- Encourages charity.
- Promotes empathy.
- Reduces indifference towards suffering.

4.5 Buddhist festivals and observances

4.5.1 Vesak



Vesak is one of the most important Buddhist festivals. It commemorates events associated with the birth, enlightenment and passing away of Gautama Buddha.

Activities may include:

- Visiting Buddhist temples.
- Offering prayers.
- Meditation.
- Listening to Buddhist teachings.
- Giving donations.
- Acts of kindness.
- Decorating temples and public spaces with lanterns.

Importance:

1. Reminds Buddhists of the Buddha's teachings.
2. Encourages compassion.
3. Promotes generosity.
4. Strengthens religious identity.
5. Encourages spiritual reflection.

4.5.2 Kathina

Kathina is an important Buddhist ceremony observed after the annual rains retreat in many Theravada Buddhist communities.

During this ceremony, lay followers offer robes and other necessities to Buddhist monks.

Importance:

- Promotes generosity.
- Strengthens relationships between monks and lay followers.
- Encourages community participation.
- Supports religious institutions.
- Promotes gratitude.

4.5.3 Uposatha

Uposatha refers to observance days traditionally associated with spiritual reflection and religious discipline.

Activities may include:

- Observing ethical precepts.
- Meditation.
- Listening to Buddhist teachings.
- Visiting monasteries.
- Reflecting on personal behaviour.

Importance:

- Strengthens moral discipline.
- Encourages spiritual growth.
- Promotes self-evaluation.
- Develops commitment to Buddhist teachings.

4.6 Buddhist moral precepts

Buddhists who undertake the Five Precepts are guided by the following ethical commitments:

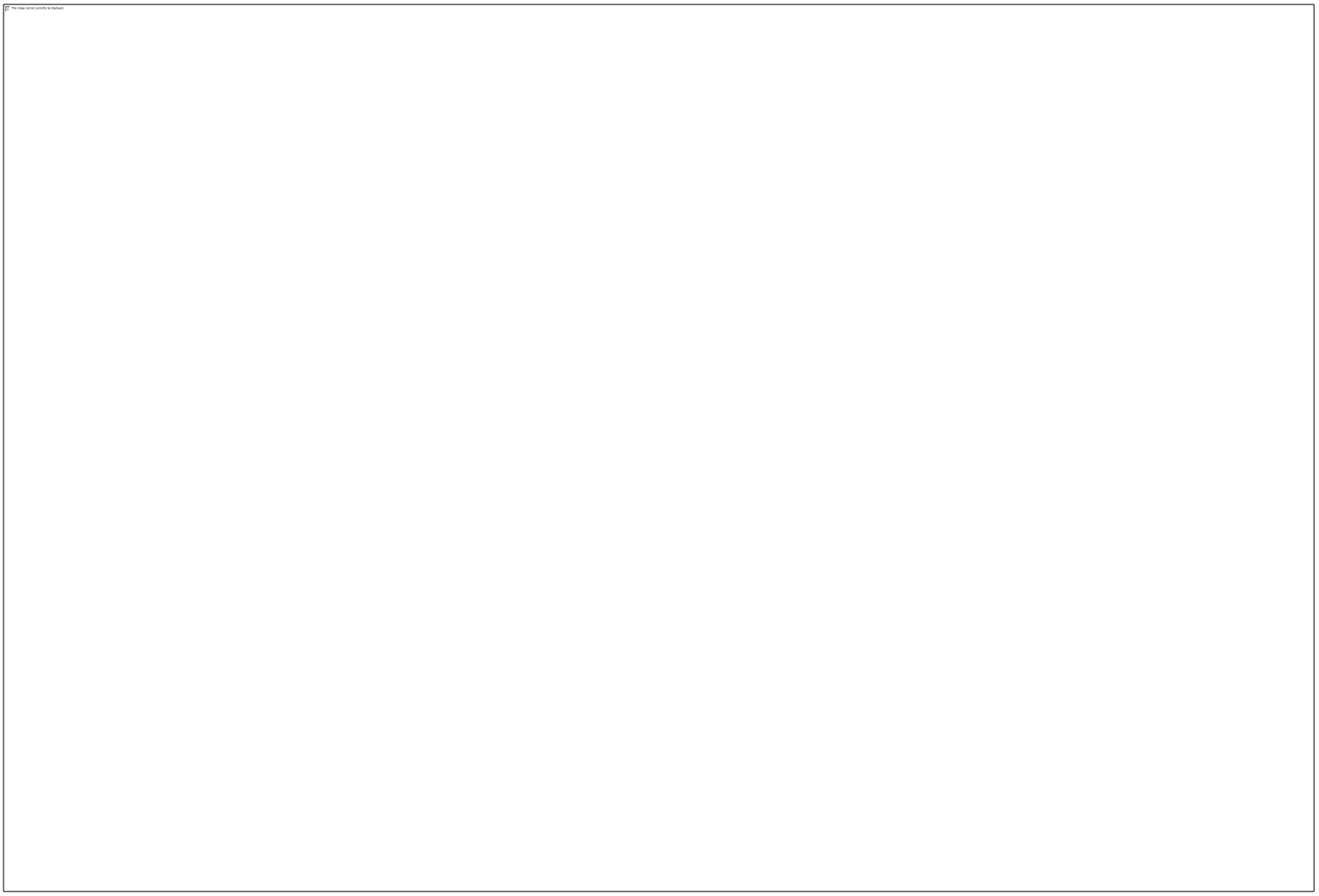
1. To abstain from taking life.
2. To abstain from taking what is not given.
3. To abstain from sexual misconduct.
4. To abstain from false speech.
5. To abstain from intoxicants that cause heedlessness.

These precepts encourage responsible conduct and peaceful relationships.

4.7 Buddhist contributors to society

Buddhism has been developed, preserved and spread through the contributions of spiritual teachers, scholars, monks, nuns and lay followers.

4.7.1 Siddhartha Gautama (The Buddha)



His major contributions include:

1. Establishing the foundation of Buddhist teachings.
2. Teaching the Four Noble Truths.
3. Teaching the Noble Eightfold Path.
4. Promoting compassion and non-violence.
5. Encouraging meditation and mindfulness.
6. Teaching the importance of wisdom.
7. Establishing the Sangha, the Buddhist monastic community.

4.7.2 Mahinda

Mahinda was a Buddhist missionary traditionally associated with the introduction of Buddhism to Sri Lanka during the reign of Emperor Ashoka.

His contributions include:

- Spreading Buddhist teachings.
- Promoting monastic institutions.
- Supporting the preservation of Buddhist scriptures and traditions in Sri Lanka.
- Strengthening Buddhist religious education.

4.7.3 Sanghamitta

Sanghamitta was a Buddhist nun and missionary associated with the spread of Buddhism to Sri Lanka.

Her contributions include:

- Supporting the establishment of the Bhikkhuni (nuns') community in Sri Lanka.
- Promoting women's participation in Buddhist monastic life.
- Helping transmit Buddhist traditions.
- Contributing to the spread of Buddhist teachings.

4.7.4 Emperor Ashoka



Emperor Ashoka was an ancient Indian ruler of the Mauryan Empire who became an important supporter of Buddhism.

His contributions include:

1. Supporting the spread of Buddhism.
2. Promoting moral conduct and compassion.
3. Supporting Buddhist monasteries and religious institutions.
4. Encouraging peaceful governance.
5. Supporting the dissemination of Buddhist teachings.
6. Promoting concern for human and animal welfare.

4.7.5 Nagarjuna

Nagarjuna was an influential Buddhist philosopher associated with the development of the Madhyamaka school of Mahayana Buddhism.

His contributions include:

- Developing philosophical explanations of emptiness (Shunyata).
- Influencing Buddhist philosophical thinking.
- Encouraging deeper understanding of Buddhist teachings.
- Contributing to the development of Mahayana Buddhism.

4.7.6 Buddhist contributors in contemporary society

Modern Buddhist monks, nuns, teachers, scholars and organisations contribute through:

- Religious education.
- Meditation instruction.
- Peacebuilding.
- Charity and community service.
- Environmental conservation.
- Interfaith dialogue.
- Support for vulnerable groups.

4.8 Buddhist traditions in promoting social connections

Buddhism promotes social connections through shared values and communal religious activities.

Ways Buddhism strengthens social relationships

1. **Sangha:** The Buddhist community provides a sense of belonging and mutual support.

2. **Metta:** Loving-kindness encourages people to develop goodwill towards others.

3. **Karuna:** Compassion motivates people to assist those experiencing difficulties.

4. **Dana:** Generosity encourages sharing of resources and supporting religious communities.

5. **Vesak celebrations:** Communal celebrations strengthen religious identity and social relationships.

6. **Meditation groups:** Shared meditation activities provide opportunities for learning and interaction.

7. **Ethical conduct:** The Five Precepts encourage trust and respect.

8. **Conflict resolution:** Buddhist teachings encourage patience, forgiveness and non-hatred.

9. **Community service:** Collective activities encourage cooperation.

10. **Respect for diversity:** Buddhist teachings can encourage tolerance and peaceful interaction with other religious communities.

4.9 Evaluation of Buddhist practices in shaping moral and emotional well-being

Buddhist practice	Moral influence	Emotional influence
Meditation	Encourages self-discipline.	Promotes calmness and concentration.
Mindfulness	Encourages responsible decisions.	Develops awareness of emotions.
Metta	Promotes kindness.	Encourages positive relationships.
Karuna	Promotes compassion.	Develops empathy.
Dana	Encourages generosity.	Promotes satisfaction through giving.
Five Precepts	Encourages ethical behaviour.	Promotes responsible living.

Right Speech	Promotes honesty.	Reduces unnecessary conflict.
Right Action	Encourages respect for life.	Promotes peaceful relationships.

4.9.1 Advantages of Buddhist practices

- Encourage self-awareness.
- Promote ethical behaviour.
- Encourage compassion.
- Develop concentration.
- Promote peaceful relationships.
- Encourage responsible choices.
- Strengthen social support.
- Encourage patience and tolerance.

4.9.2 Possible limitations and considerations

- Religious practices may be misunderstood when studied without proper guidance.
- Meditation requires consistent and appropriate practice.
- Some people may confuse mindfulness with simply avoiding difficult responsibilities.
- Different Buddhist traditions interpret and practise religious observances differently.
- Emotional well-being is influenced by many factors, including family, education, health and social conditions.

Conclusion: Buddhist practices can contribute significantly to moral development and emotional well-being when understood and practised responsibly.

5.0 RELIGIOUS INFLUENCES IN SIKHISM

5.1 Meaning and origin of Sikhism

Sikhism is a monotheistic religion that originated in Punjab in South Asia in the fifteenth century.

It was founded by Guru Nanak Dev Ji and developed through the teachings of the ten Sikh Gurus.

Sikhism teaches belief in one supreme God, equality, honest living, selfless service, justice, humility and remembrance of God.

The word Sikh means learner or disciple.





5.1.1 Main teachings of Sikhism

1. Belief in one God (Ik Onkar).
2. Equality of all human beings.

3. Honest living (Kirat Karni).
4. Sharing with others (Vand Chakna).
5. Remembrance of God (Naam Japna).
6. Selfless service (Seva).
7. Justice and fairness.
8. Humility.
9. Compassion.
10. Rejection of discrimination based on caste or social status.

5.2 Sikh religious traditions

5.2.1 Naam Japna – Remembrance of God

Naam Japna refers to remembering and meditating on God's name.

It encourages Sikhs to maintain awareness of God in their daily lives.

Examples:

- Reciting God's name.
- Participating in prayers.
- Reading the Guru Granth Sahib.
- Reflecting on divine teachings.
- Practising gratitude.

Influence on daily life:

- Promotes spiritual awareness.
- Encourages humility.
- Develops moral responsibility.
- Promotes inner peace.
- Encourages avoidance of wrongdoing.

5.2.2 Kirat Karni – Honest living

Kirat Karni means earning a livelihood through honest and responsible work.

It teaches that people should avoid exploitation, corruption and dishonest practices.

Examples:

- Working honestly.
- Paying workers fairly.
- Avoiding bribery.
- Conducting transparent business.
- Respecting other people's rights.

Influence on daily life:

- Promotes integrity.
- Encourages hard work.
- Supports economic responsibility.
- Discourages corruption.
- Promotes dignity of labour.

5.2.3 Vand Chakna – Sharing with others

Vand Chakna means sharing one's earnings, resources and blessings with others.

It promotes generosity and social responsibility.

Examples:

- Sharing food.
- Supporting vulnerable people.
- Donating to charitable activities.
- Helping neighbours.
- Supporting community projects.

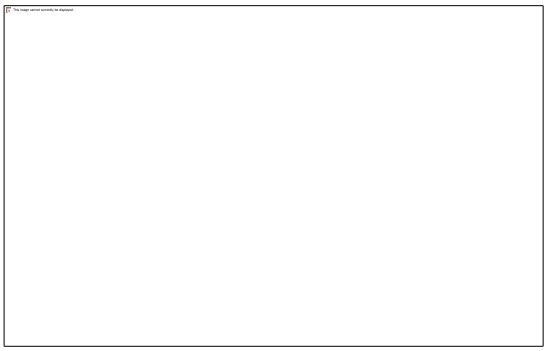
Influence on daily life:

- Reduces selfishness.
- Promotes generosity.
- Strengthens relationships.
- Encourages social equality.
- Promotes community development.

5.2.4 Seva – Selfless service

Seva refers to voluntary service performed for the benefit of others without expecting personal rewards.

It is an important Sikh religious practice.



Examples:

- Serving food in a Gurdwara.
- Cleaning places of worship.
- Helping elderly people.
- Supporting people affected by disasters.

- Providing assistance to vulnerable communities.

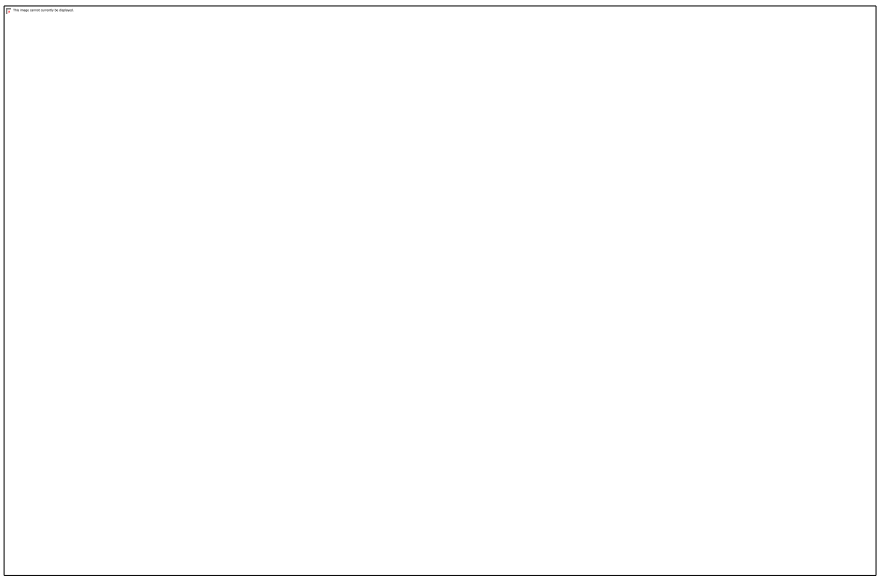
Importance of Seva:

1. Promotes humility.
2. Encourages generosity.
3. Develops a sense of responsibility.
4. Promotes equality.
5. Strengthens community relationships.
6. Encourages cooperation.
7. Promotes compassion.
8. Discourages selfishness.

5.3 Langar – The community kitchen

Langar is the free community kitchen associated with Sikh Gurdwaras.

It provides meals to people regardless of their religion, caste, gender, social status or economic background.



5.3.1 Main features of Langar

1. Food is provided without discrimination.
2. Volunteers participate in preparing and serving meals.
3. Everyone is welcomed.
4. Meals are generally vegetarian in keeping with the inclusive tradition of the community kitchen.
5. Participants are encouraged to share and serve others.
6. The practice promotes humility and equality.

5.3.2 Importance of Langar

- Promotes equality among people.
- Reduces social divisions.
- Encourages generosity.

- Promotes community participation.
- Provides food to people in need.
- Encourages selfless service.
- Strengthens relationships.
- Demonstrates the practical application of Sikh teachings.

5.3.3 Relevance of Langar in Kenya

The Langar tradition provides useful lessons for Kenyan society.

It encourages:

- Community feeding programmes.
- School feeding initiatives.
- Sharing food during community gatherings.
- Supporting people affected by drought and floods.
- Helping disadvantaged households.
- Promoting unity across religious and cultural groups.

5.4 The Five Ks (Panj Kakar)

The Five Ks are five articles of faith traditionally worn by initiated members of the Khalsa.

They represent Sikh identity, religious commitment and discipline.



1. Kesh – Uncut hair

Kesh refers to uncut hair.

It represents:

- Respect for God's creation.
- Acceptance of one's natural form.
- Spiritual discipline.
- Commitment to Sikh identity.

2. Kangha – Wooden comb

Kangha is a small comb traditionally made of wood.

It symbolises:

- Cleanliness.
- Orderliness.
- Personal discipline.
- Proper care of the body.

3. Kara – Steel bracelet

Kara is a circular steel or iron bracelet worn on the wrist.

It symbolises:

- Commitment to Sikh teachings.
- Unity.
- Continuity.
- Reminder to perform righteous actions.

4. Kachera – Special shorts

Kachera refers to a particular type of undergarment.

It symbolises:

- Modesty.
- Self-control.
- Personal discipline.
- Responsible conduct.

5. Kirpan – Ceremonial sword

Kirpan is a ceremonial article of Sikh faith.

It symbolises:

- Commitment to justice.
- Protection of the vulnerable.
- Courage.
- Responsibility to oppose oppression.

Note: The Five Ks have religious significance and should be understood respectfully as articles of faith. Their meanings are spiritual and ethical, not merely decorative.

5.5 Sikh Rehat Maryada

5.5.1 Meaning of Rehat Maryada

Rehat Maryada refers to the Sikh code of conduct and conventions that guide Sikh religious life and community behaviour.

The official Sikh Rehat Maryada is a code of conduct associated with the Shiromani Gurdwara Parbandhak Committee (SGPC).

It provides guidance on Sikh beliefs, worship, ceremonies, personal conduct, community responsibilities and religious identity.

5.5.2 Main purposes of Rehat Maryada

1. To guide Sikhs in practising their religion.
2. To promote unity among Sikh communities.
3. To preserve Sikh identity and traditions.
4. To promote moral integrity.
5. To encourage responsible behaviour.
6. To guide religious ceremonies.
7. To promote equality.
8. To strengthen community relationships.
9. To encourage service to humanity.
10. To maintain consistency in religious observances.

5.6 Main teachings and provisions of Sikh Rehat Maryada

5.6.1 Religious conduct

The Rehat Maryada provides guidance on:

- Daily prayers.
- Reading and respecting the Guru Granth Sahib.
- Participation in Gurdwara worship.
- Observance of Sikh religious ceremonies.
- Respect for the teachings of the Gurus.
- Maintaining Sikh religious identity.

5.6.2 Personal conduct

Sikhs are encouraged to:

1. Practise honesty.
2. Avoid dishonesty and exploitation.
3. Control harmful desires.
4. Avoid intoxicants that are prohibited by Sikh discipline.
5. Maintain personal discipline.
6. Treat others with respect.
7. Remember God.
8. Engage in selfless service.

5.6.3 Social conduct

The Rehat Maryada encourages:

- Equality among human beings.
- Respect for women and men.
- Rejection of caste discrimination.
- Community cooperation.
- Hospitality.
- Service to humanity.
- Respect for religious institutions.
- Peaceful coexistence.

5.6.4 Economic conduct

Sikh principles encourage followers to:

1. Earn wealth honestly.
2. Avoid corruption.
3. Avoid exploiting workers.
4. Share resources with those in need.
5. Support community welfare.
6. Practise generosity.
7. Avoid greed and dishonesty.

5.6.5 Political and civic conduct

Sikh teachings emphasise justice, dignity, equality and responsible participation in society.

They encourage followers to:

- Defend the rights of vulnerable people.
- Oppose injustice.
- Promote religious freedom.
- Respect human dignity.
- Participate responsibly in community affairs.
- Exercise leadership with integrity.
- Support peaceful coexistence.

Important distinction: The Rehat Maryada is principally a Sikh religious code of conduct. Its ethical principles can influence civic and political behaviour, but it should not be confused with a government constitution or a political party's rules.

5.7 Influence of Sikh Rehat Maryada on daily life

Area	Religious influence	Expected behaviour
Personal	Self-discipline	Maintaining good conduct.

Family	Respect and responsibility	Caring for family members.
Social	Equality	Avoiding discrimination.
Economic	Honest living	Avoiding corruption.
Religious	Prayer and worship	Observing religious commitments.
Community	Seva	Helping people in need.
Civic	Justice	Respecting human rights.
Spiritual	Naam Japna	Remembering God.

5.7.1 Importance of Rehat Maryada in promoting social harmony

1. Encourages shared religious identity.
2. Promotes consistency in religious practices.
3. Encourages respect for community members.
4. Promotes equality.
5. Discourages harmful behaviour.
6. Encourages community service.
7. Promotes ethical leadership.
8. Encourages peaceful conflict resolution.
9. Strengthens family and community relationships.
10. Promotes religious discipline.

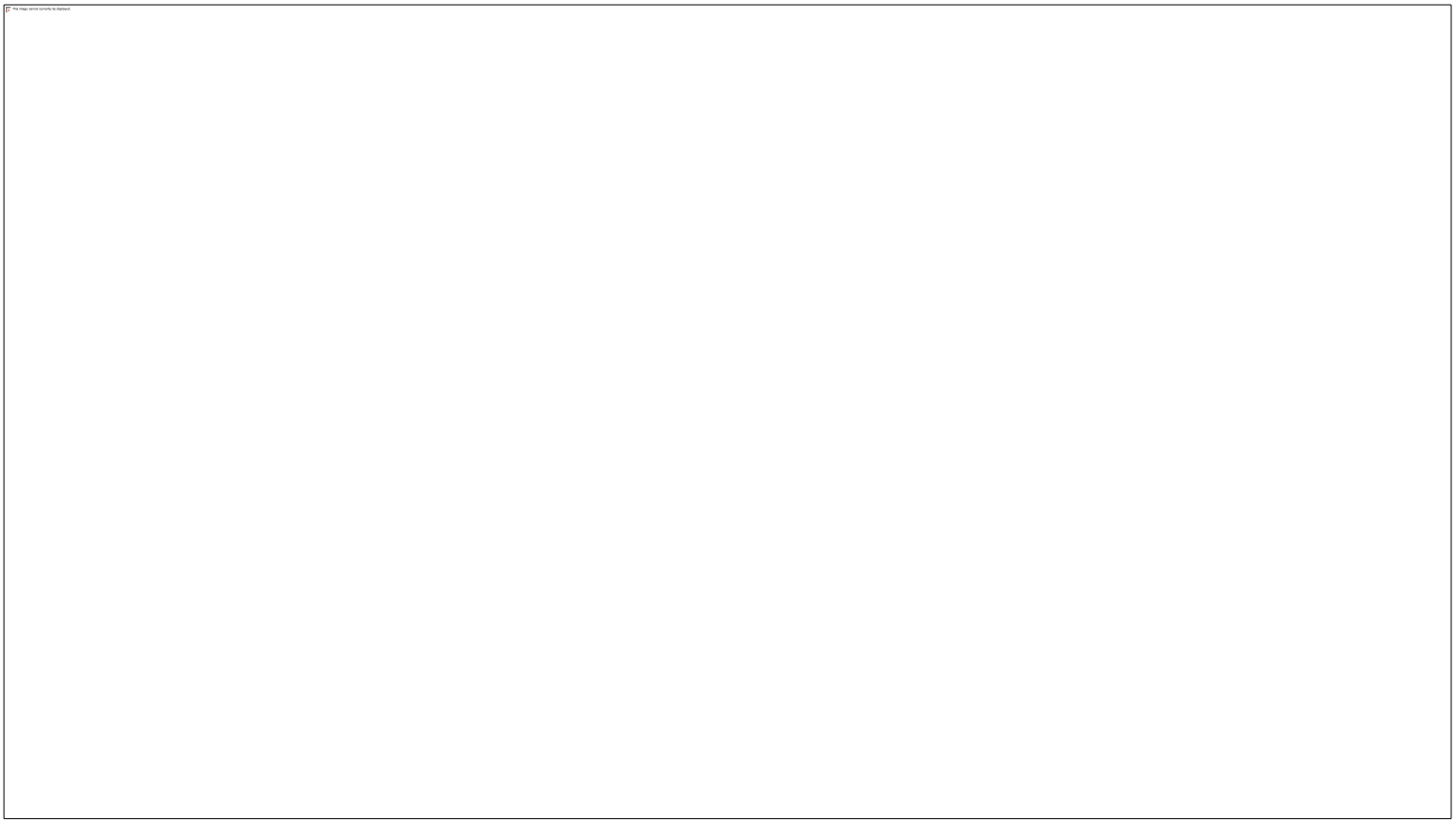
5.8 The Five Seats of Sikh Authority – Panj Takht

5.8.1 Meaning of Takht

The word Takht means throne or seat of authority.

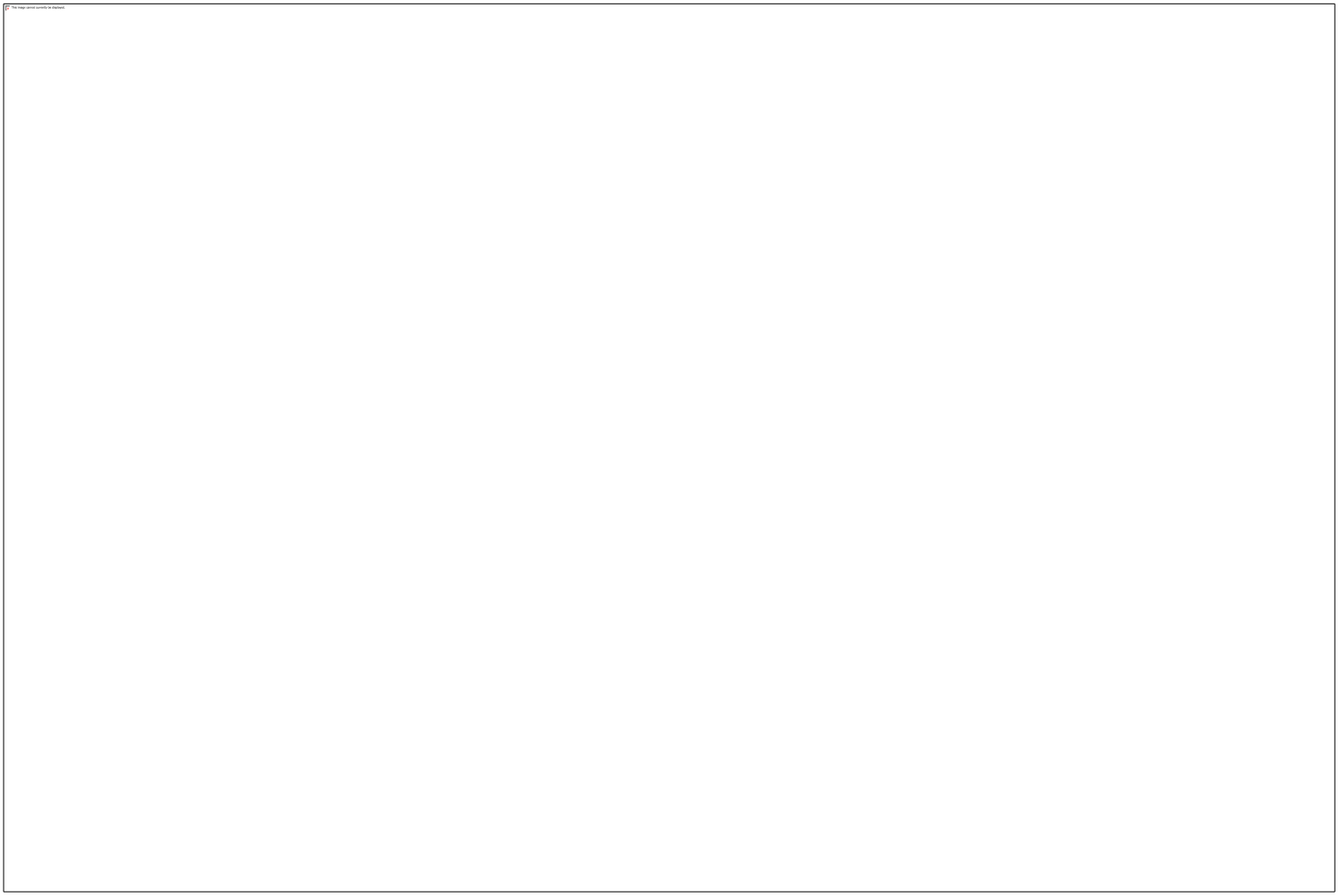
The Five Takhts are five important centres of spiritual and institutional authority in Sikhism.

They play important roles in guiding Sikh religious affairs, preserving traditions and strengthening unity among Sikhs worldwide.



5.8.2 The five Takhts

1. Akal Takht Sahib – Amritsar, Punjab



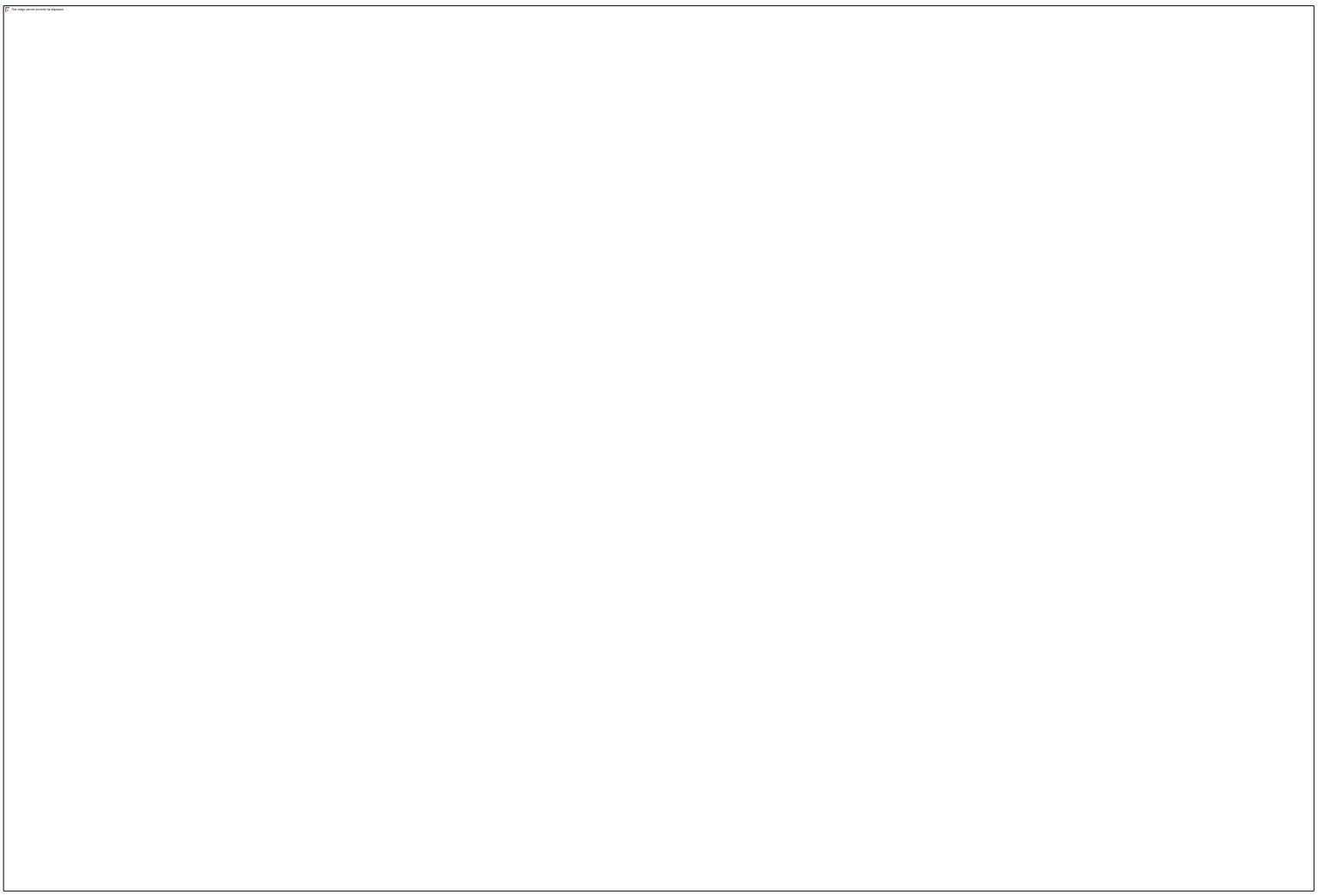
Akal Takht means the Throne of the Timeless One.

It was established by Guru Hargobind Sahib in 1606.

Importance:

- It is a major centre of Sikh temporal authority.
- It addresses important issues affecting the Sikh community.
- It symbolises Sikh sovereignty and responsibility.
- It contributes to the preservation of Sikh traditions.
- It provides important religious and institutional guidance.

2. Takht Sri Keshgarh Sahib – Anandpur Sahib, Punjab

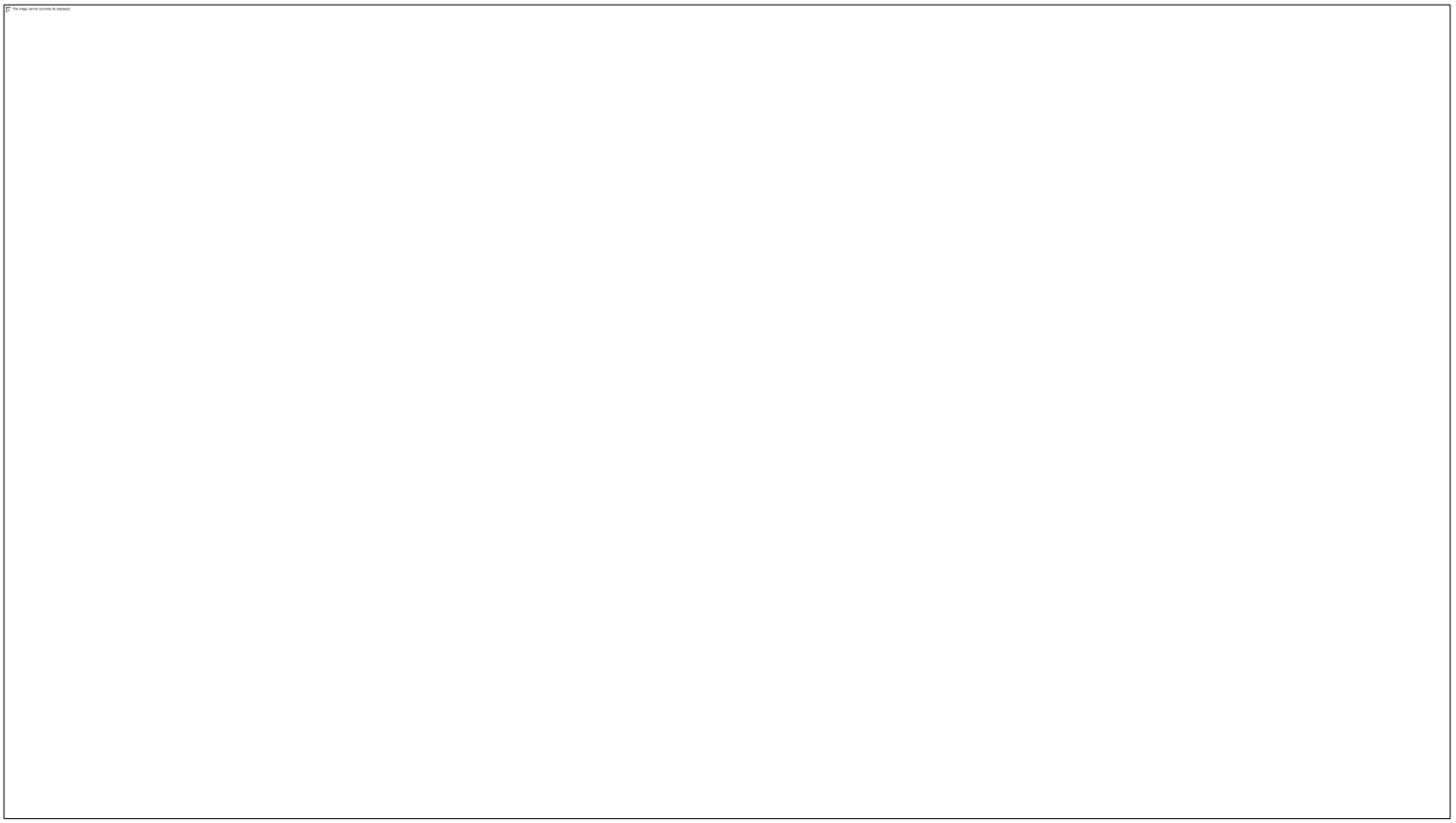


This Takht is associated with the establishment of the Khalsa by Guru Gobind Singh in 1699.

Importance:

- Commemorates the formation of the Khalsa.
- Preserves the history of Sikh initiation.
- Promotes Sikh identity and discipline.
- Strengthens commitment to Sikh teachings.

3. Takht Sri Patna Sahib – Patna, Bihar



This Takht is associated with the birthplace of Guru Gobind Singh.

Importance:

- Preserves the memory of Guru Gobind Singh's early life.
- Serves as a major pilgrimage centre.
- Promotes Sikh historical education.
- Strengthens religious identity.

4. Takht Sri Hazur Sahib – Nanded, Maharashtra

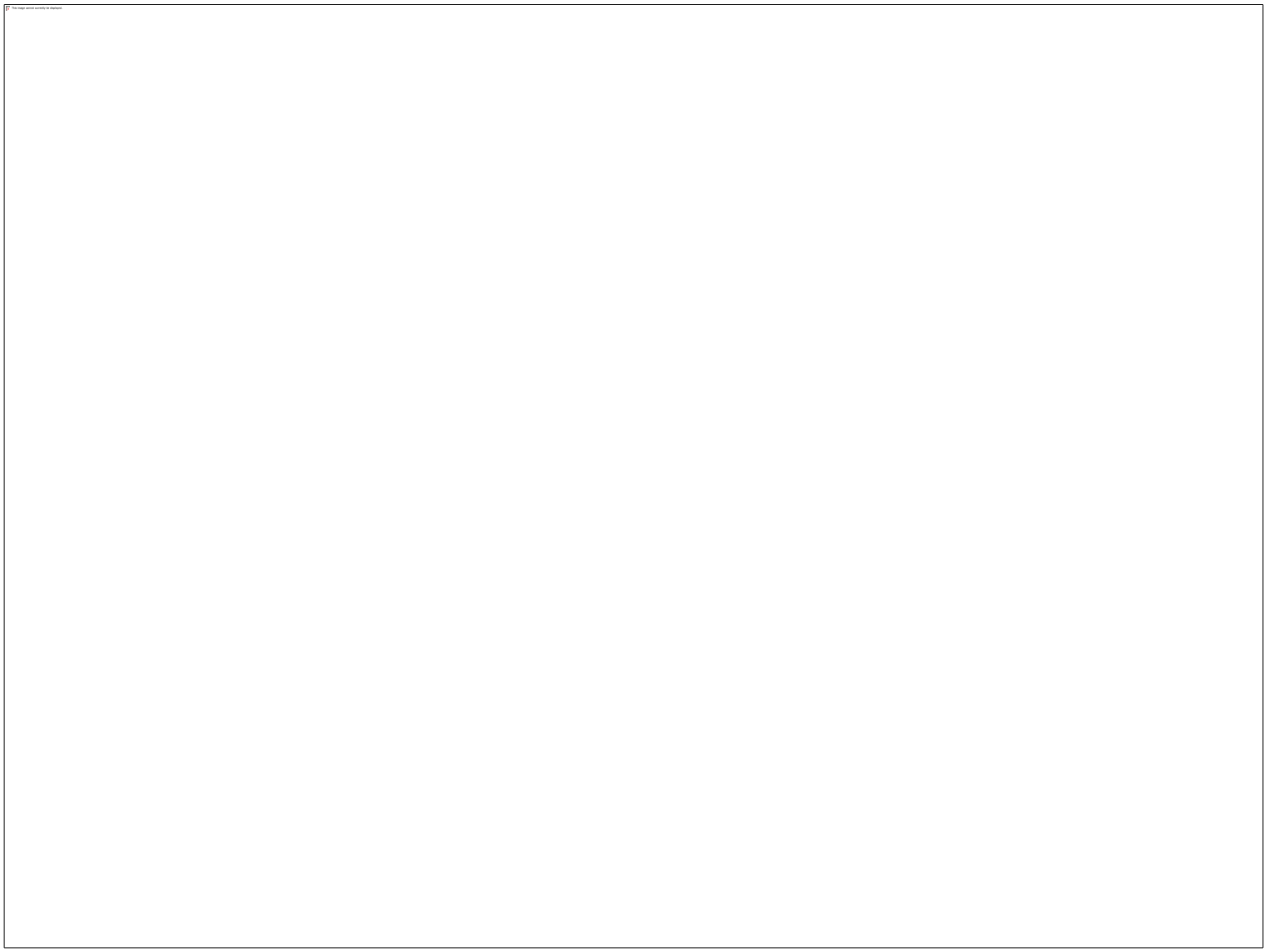


This Takht is associated with the place where Guru Gobind Singh spent his final days and where he affirmed the eternal spiritual authority of the Guru Granth Sahib.

Importance:

- Commemorates important events in Sikh history.
- Strengthens devotion to the Guru Granth Sahib.
- Promotes preservation of Sikh traditions.
- Serves as a centre of religious pilgrimage.

5. Takht Sri Damdama Sahib – Talwandi Sabo, Punjab



This Takht is associated with Guru Gobind Singh's stay at Talwandi Sabo and the preparation and transmission of Sikh scriptural learning.

Importance:

- Promotes Sikh religious scholarship.
- Preserves Sikh scriptural traditions.
- Encourages religious education.
- Strengthens Sikh identity.

5.8.3 Importance of the Five Takhts in Sikhism

1. **Spiritual guidance:** They provide important religious guidance to the Sikh community.

2. **Preservation of traditions:** They help maintain Sikh religious practices and historical heritage.

3. **Religious unity:** They provide common centres of authority and identity.

4. **Conflict resolution:** They contribute to addressing important religious and community issues.

5. **Historical preservation:** They preserve important events and memories associated with Sikh Gurus.

6. **Religious education:** They promote the study and understanding of Sikh teachings.

7. **Pilgrimage:** They provide places where Sikhs gather for worship and spiritual reflection.

8. **Community identity:** They strengthen the sense of belonging among Sikhs.

9. **Promotion of values:** They reinforce equality, justice, humility and service.

10. **Global connections:** They connect Sikh communities across different countries.

5.8.4 Relevance of the Five Takhts to Sikh communities in Kenya

The Five Takhts are important to Sikhs living in Kenya because they:

- Connect Kenyan Sikhs with the wider global Sikh community.
- Preserve shared Sikh beliefs and traditions.
- Provide important spiritual and historical reference points.
- Strengthen religious identity among younger generations.
- Encourage participation in religious education.
- Promote common ethical standards.
- Encourage unity among Sikh communities.

6.0 COMPARATIVE STUDY OF RELIGIOUS INFLUENCES

6.1 Similarities among Sanatan Dharma, Jainism, Buddhism and Sikhism

Although the four religious traditions have different beliefs and practices, they share several moral and social values.

Area	Sanatan Dharma	Jainism	Buddhism	Sikhism
Moral conduct	Dharma	Right Conduct	Noble Eightfold Path	Rehat Maryada
Non-violence	Ahimsa	Ahimsa	Non-harming	Compassion and justice
Truthfulness	Satya	Satya	Right Speech	Honest living
Self-discipline	Yoga and spiritual discipline	Brahmacharya and vows	Meditation and precepts	Sikh discipline
Generosity	Dana and Seva	Charity	Dana	Vand Chakna and Seva
Spiritual development	Moksha	Moksha	Nirvana	Union with God
Community	Family and social duties	Jain Sangha	Buddhist Sangha	Sikh Sangat
Religious teaching	Hindu scriptures	Jain scriptures	Buddhist scriptures	Guru Granth Sahib

6.2 Differences among the four religious traditions

Aspect	Sanatan Dharma	Jainism	Buddhism	Sikhism
Origin	Ancient Indian tradition	Ancient Indian tradition	Ancient India	Punjab
Important founder/teacher	No single historical founder	Tirthankaras, especially Mahavira	Gautama Buddha	Guru Nanak Dev Ji
Spiritual goal	Moksha	Moksha	Nirvana	Liberation and union with God
View of God	Diverse understandings, including Brahman and devotion to deities	Does not depend on a creator God	Generally non-theistic in its central teachings	Belief in one God
Important teaching	Dharma	Ahimsa	Four Noble Truths	Ik Onkar and Seva
Religious authority	Vedas and other scriptures	Jain Agamas and other texts	Buddhist scriptures	Guru Granth Sahib

6.3 How the four faiths influence everyday life

6.3.1 Personal behaviour

- Sanatan Dharma encourages individuals to live according to Dharma.
- Jainism encourages non-violence and self-control.
- Buddhism encourages mindfulness and ethical conduct.
- Sikhism encourages honest living and remembrance of God.

6.3.2 Family relationships

- Sanatan Dharma emphasises family responsibilities and respect for elders.
- Jainism promotes truthfulness, non-violence and responsibility.
- Buddhism encourages compassion and loving-kindness.
- Sikhism promotes equality, respect and care for family members.

6.3.3 Economic activities

- Sanatan Dharma encourages ethical acquisition of Artha.
- Jainism encourages non-stealing and non-possessiveness.
- Buddhism encourages Right Livelihood.
- Sikhism encourages Kirat Karni and Vand Chakna.

6.3.4 Social relationships

- Sanatan Dharma promotes Dharma and Seva.
- Jainism promotes Ahimsa and forgiveness.
- Buddhism promotes Metta and Karuna.
- Sikhism promotes Seva, equality and Langar.

6.3.5 Emotional and spiritual well-being

- Sanatan Dharma encourages yoga, prayer and spiritual reflection.
- Jainism encourages meditation and self-discipline.
- Buddhism encourages mindfulness and meditation.
- Sikhism encourages prayer, Naam Japna and devotional singing.

6.4 Religious and non-religious influences on society

People's behaviour is shaped by both religious and non-religious influences.

6.4.1 Religious influences

These include:

1. Sacred scriptures.
2. Religious leaders.
3. Prayer and worship.
4. Religious ceremonies.
5. Religious festivals.
6. Moral teachings.
7. Religious communities.
8. Spiritual practices.

6.4.2 Non-religious influences

These include:

1. Family upbringing.
2. Education.
3. Peer groups.
4. Social media.
5. Cultural traditions.
6. Government laws and policies.
7. Economic conditions.
8. Scientific and technological developments.
9. Professional ethics.
10. Community expectations.

6.4.3 Positive effects of religious and non-religious influences

- Promote good character.
- Encourage responsible citizenship.
- Strengthen social relationships.
- Promote education.
- Encourage community development.

- Promote respect for human rights.
- Encourage environmental protection.
- Support peaceful coexistence.

6.4.4 Negative effects of inappropriate influences

Some influences can encourage:

- Dishonesty.
- Discrimination.
- Intolerance.
- Corruption.
- Exploitation.
- Violence.
- Irresponsible consumption.
- Peer pressure.
- Misuse of technology.
- Destruction of the environment.

Learners should develop critical thinking skills to evaluate influences before adopting them.

6.5 Promoting a balanced life through religious influences

A balanced life involves managing different areas of human existence responsibly.

These include:

1. **Spiritual life:** Maintaining spiritual awareness and religious commitments.
2. **Personal life:** Developing self-discipline and responsible behaviour.
3. **Family life:** Showing love, respect and responsibility.
4. **Social life:** Developing positive relationships.
5. **Economic life:** Earning and using resources responsibly.
6. **Educational life:** Acquiring knowledge and skills.
7. **Emotional life:** Developing self-awareness and healthy ways of managing emotions.
8. **Environmental life:** Protecting nature and conserving resources.
9. **Civic life:** Respecting laws and contributing to national development.

6.5.1 Practical ways learners can apply religious values in school

Religious value	Application in school
Dharma	Performing school responsibilities.
Ahimsa	Avoiding bullying and cruelty.
Satya	Giving honest answers.
Aparigraha	Sharing learning materials.
Metta	Showing kindness to classmates.
Karuna	Supporting learners experiencing difficulties.

Seva	Participating in community service.
Kirat Karni	Completing assignments honestly.
Mindfulness	Paying attention during lessons.
Self-discipline	Following school rules.

6.6 Ways of strengthening religious and moral values in Kenyan society

1. Promoting religious education in schools.
2. Encouraging interfaith dialogue.
3. Organising community service programmes.
4. Promoting responsible leadership.
5. Teaching children to respect different beliefs.
6. Encouraging peaceful conflict resolution.
7. Promoting honesty in public institutions.
8. Supporting vulnerable community members.
9. Encouraging environmental conservation.
10. Promoting responsible use of social media.
11. Encouraging family participation in moral education.
12. Supporting cultural and religious celebrations that promote unity.

6.7 Overall perspective of religious influences in life

Religious influences provide moral, spiritual and social guidance that can help individuals live meaningful and responsible lives.

The four religious traditions examined in this sub-strand offer valuable lessons for contemporary Kenyan society.

- Sanatan Dharma teaches individuals to balance duty, prosperity, desires and spiritual liberation.
- Jainism teaches non-violence, truthfulness, non-possessiveness and self-discipline.
- Buddhism teaches mindfulness, compassion, wisdom and ethical conduct.
- Sikhism teaches remembrance of God, honest living, sharing and selfless service.

When applied responsibly, these teachings can promote peaceful coexistence, responsible citizenship, strong families, ethical economic activities and respect for human dignity.

However, individuals should also understand that religious traditions are diverse and that followers may interpret and practise their teachings differently.

The ultimate lesson is that religious knowledge should be translated into positive conduct that benefits individuals, families, communities and society.

GRADE 11 HINDU RELIGIOUS EDUCATION

REVISION EXERCISES

COMPETENCY-BASED ASSESSMENT (CBA)

Strand: 2.0 Scriptures
Sub-strand: 2.2 Religious Influences
Total Marks: 80
Section A: 30 Marks
Section B: 50 Marks

PART I: REVISION QUESTIONS

SECTION A: MULTIPLE-CHOICE QUESTIONS (30 MARKS)

Instructions: Answer all questions. Choose the correct answer from the alternatives A, B, C and D.

1. What is the meaning of the term Sanatan Dharma?

A. Temporary religious practice
B. Eternal or timeless way of righteous living
C. A traditional form of meditation
D. A religious festival

2. The term Swadharma refers to:

A. One's personal duty and responsibility
B. The accumulation of wealth
C. The abandonment of family responsibilities
D. The rejection of religious teachings

3. Which of the following represents Artha in the Four Purusharthas?

A. Spiritual liberation
B. Righteousness
C. Material prosperity
D. Personal renunciation

4. A Hindu who performs duties honestly without excessive attachment to rewards demonstrates:

A. Kama
B. Dharma
C. Samsara
D. Sannyasa

5. Which Purushartha is regarded as the ultimate spiritual goal of liberation?

A. Artha
B. Kama
C. Dharma
D. Moksha

6. A learner who concentrates on education, develops discipline and respects teachers demonstrates which Ashrama?

A. Brahmacharya
B. Grihastha
C. Vanaprastha
D. Sannyasa

7. Which Ashrama is mainly associated with family responsibilities and earning a livelihood?

A. Sannyasa
B. Vanaprastha

C. Grihastha
D. Brahmacharya

8. The traditional stage associated with gradual withdrawal from household responsibilities is:

A. Grihastha
B. Vanaprastha
C. Brahmacharya
D. Kama

9. Which of the following is an example of a Sanskara?

A. Langar
B. Vesak
C. Namakarana
D. Uposatha

10. Antyeshti refers to:

A. A naming ceremony
B. A marriage ceremony
C. A first learning ceremony
D. Final funeral rites

11. Jainism teaches that the central ethical principle governing relationships with living beings is:

A. Artha
B. Ahimsa
C. Kama
D. Naam Japna

12. A Jain learner who refuses to cheat in an examination demonstrates:

A. Satya
B. Aparigraha
C. Samsara
D. Samadhi

13. Which Jain principle discourages excessive attachment to material possessions?

A. Asteya
B. Satya
C. Aparigraha
D. Ahimsa

14. The Three Jewels of Jainism consist of:

A. Prayer, fasting and sacrifice
B. Right Faith, Right Knowledge and Right Conduct
C. Wealth, happiness and liberation
D. Meditation, charity and worship

15. During Paryushana, Jain followers mainly emphasise:

A. Commercial activities
B. Political campaigns
C. Spiritual reflection and self-purification
D. Sporting competitions

16. The Jain expression Micchami Dukkadam is associated with:

A. Requesting forgiveness
B. Celebrating wealth
C. Welcoming a newborn
D. Initiating a marriage

17. The founder of Buddhism was:

A. Guru Nanak
B. Mahavira
C. Siddhartha Gautama
D. Emperor Akbar

18. Which of the following is identified as the origin of suffering in the Second Noble Truth?

A. Generosity
B. Craving and attachment
C. Meditation
D. Compassion

19. Right Speech in Buddhism encourages individuals to:

A. Speak truthfully and avoid harmful communication
B. Avoid all communication
C. Speak only to religious leaders
D. Use language to defeat others

20. Which element of the Noble Eightfold Path encourages earning a living ethically?

A. Right Concentration
B. Right Mindfulness
C. Right Livelihood
D. Right Understanding

21. A learner who pays attention during lessons and observes personal emotions demonstrates:

A. Aparigraha
B. Mindfulness
C. Sannyasa
D. Asteya

22. Metta in Buddhism refers to:

A. Loving-kindness
B. Material prosperity
C. Religious authority
D. Spiritual renunciation

23. The Buddhist festival that commemorates events associated with the birth, enlightenment and passing away of Buddha is:

A. Paryushana
B. Mahavir Jayanti
C. Vesak
D. Vaisakhi

24. Emperor Ashoka contributed to Buddhism mainly by:

A. Opposing all religious institutions
B. Supporting and spreading Buddhist teachings
C. Establishing Sikhism
D. Introducing Jainism to India

25. Sikhism was founded by:

A. Guru Hargobind
B. Guru Gobind Singh
C. Guru Nanak Dev Ji
D. Mahavira

26. The Sikh principle of earning a livelihood honestly is known as:

A. Kirat Karni
B. Vand Chakna
C. Naam Japna
D. Ahimsa

27. What is the main purpose of Langar in Sikhism?

A. To collect money from worshippers
B. To provide free meals and promote equality
C. To train religious leaders
D. To conduct marriage ceremonies

28. Which of the following is one of the Five Ks in Sikhism?

A. Metta
B. Kangha
C. Dharma
D. Samadhi

29. The Sikh Rehat Maryada is important because it:

A. Provides a code of conduct guiding Sikh religious and community life
B. Establishes the laws of all countries
C. Replaces the Guru Granth Sahib
D. Guides only economic activities

30. Which Sikh Takht is associated with the establishment of the Khalsa in 1699?

A. Akal Takht Sahib
B. Takht Sri Patna Sahib
C. Takht Sri Keshgarh Sahib
D. Takht Sri Damdama Sahib

SECTION B: STRUCTURED QUESTIONS (50 MARKS)

Instructions: Answer all questions. Show clear understanding and provide relevant examples where necessary.

QUESTION 1: SANATAN DHARMA (10 MARKS)

a) Define the term Swadharma. (2 marks)

b) Identify the Four Purusharthas in Sanatan Dharma. (4 marks)

c) Explain four ways in which the Four Ashramas influence an individual's daily habits and life planning. (4 marks)

QUESTION 2: SANATAN DHARMA AND SANSKARAS (10 MARKS)

a) What are Sanskaras in Sanatan Dharma? (2 marks)

b) Identify four Sanskaras and explain their significance. (4 marks)

c) Explain four ways in which Sanskaras contribute to the preservation of religious and cultural values in Kenyan Hindu communities. (4 marks)

QUESTION 3: JAINISM (10 MARKS)

a) Define the following Jain principles:

i. Ahimsa. (1 mark)

ii. Satya. (1 mark)

b) State the Three Jewels of Jainism. (3 marks)

c) Explain five ways in which Jain teachings influence the daily habits of a devotee. (5 marks)

QUESTION 4: BUDDHISM (8 MARKS)

a) State the Four Noble Truths of Buddhism. (4 marks)

b) Explain four ways in which Buddhist meditation and mindfulness practices contribute to moral and emotional well-being. (4 marks)

QUESTION 5: SIKHISM (6 MARKS)

a) Explain the meaning of the following Sikh principles:

i. Naam Japna. (1 mark)

ii. Kirat Karni. (1 mark)

iii. Vand Chakna. (1 mark)

b) State three ways in which Langar promotes social equality and unity. (3 marks)

QUESTION 6: SIKH REHAT MARYADA AND THE FIVE TAKHTS (6 MARKS)

a) What is the Sikh Rehat Maryada? (2 marks)

b) State four ways in which the Five Takhts contribute to spiritual guidance and unity among Sikhs. (4 marks)

ANSWER KEY AND MARKING GUIDE

Section A: Multiple-choice answers

Each correct answer carries 1 mark.

Question	Answer	Question	Answer
1	B	16	A

2	A	17	C
3	C	18	B
4	B	19	A
5	D	20	C
6	A	21	B
7	C	22	A
8	B	23	C
9	C	24	B
10	D	25	C
11	B	26	A
12	A	27	B
13	C	28	B
14	B	29	A
15	C	30	C

Section B: Suggested marking scheme

Question 1

a) Swadharma refers to one's own duty, responsibility or righteous path according to one's nature, abilities and circumstances. (2)

b)

- Dharma. (1)
- Artha. (1)
- Kama. (1)
- Moksha. (1)

c) Any four:

- Brahmacharya promotes education and discipline.
- Grihastha promotes family responsibilities and honest economic activities.
- Vanaprastha encourages mentorship and spiritual reflection.
- Sannyasa promotes renunciation and spiritual development.

(1 mark each)

Question 2

a) Sanskaras are Hindu religious and cultural rites of passage performed at important stages of human life. (2)

b) Any four correctly identified with their significance. (1 mark each)

- Namakarana – naming ceremony.
- Jatakarma – birth ceremony.
- Annaprashana – introduction of solid food.
- Vidyarambha – beginning of formal learning.
- Vivaha – marriage ceremony.
- Antyeshti – final funeral rites.

c) Any four:

- Preserve Hindu cultural traditions.
- Strengthen religious identity.
- Promote family unity.
- Transmit moral values.
- Encourage community participation.
- Mark important life transitions.
- Strengthen relationships between generations.

(1 mark each)

Question 3

a) i. Ahimsa – Non-violence towards living beings. (1)

ii. Satya – Truthfulness in speech and conduct. (1)

b)

- Right Faith – Samyak Darshana. (1)
- Right Knowledge – Samyak Jnana. (1)
- Right Conduct – Samyak Charitra. (1)

c) Any five:

- Ahimsa encourages kindness towards living beings.
- Satya promotes honesty.
- Asteya encourages respect for other people's property.
- Brahmacharya promotes self-control.
- Aparigraha discourages greed.
- Meditation promotes self-awareness.
- Forgiveness promotes peaceful relationships.
- Charity encourages generosity.

(1 mark each)

Question 4

a)

- Dukkha – Existence involves suffering and dissatisfaction. (1)
- Samudaya – Craving and attachment are causes of suffering. (1)
- Nirodha – Cessation of suffering. (1)
- Magga – The path leading to the cessation of suffering. (1)

b) Any four:

- Meditation promotes concentration.
- Mindfulness encourages self-awareness.
- Metta promotes kindness.
- Karuna develops compassion.
- Meditation encourages emotional balance.
- Mindfulness promotes responsible decision-making.
- Right Speech encourages respectful communication.
- Ethical conduct strengthens relationships.

(1 mark each)

Question 5

a) i. Naam Japna – Remembrance of God. (1)

ii. Kirat Karni – Earning a livelihood honestly. (1)

iii. Vand Chakna – Sharing resources with others. (1)

b) Any three:

- Provides free meals to everyone.
- Welcomes people regardless of social status.
- Encourages sharing.
- Promotes community participation.
- Reduces discrimination.
- Encourages selfless service.

(1 mark each)

Question 6

a) The Sikh Rehat Maryada is the Sikh code of conduct and conventions guiding religious observances, personal behaviour and community life. (2)

b) Any four:

- Provide spiritual and religious guidance.
- Preserve Sikh traditions.
- Promote unity among Sikhs.
- Preserve important Sikh historical events.
- Promote religious education.
- Provide centres for pilgrimage.
- Guide important community religious matters.
- Strengthen shared Sikh identity.

(1 mark each)

9.0 SUGGESTED CBE LEARNING ACTIVITIES AND PROJECTS

These activities enable learners to demonstrate knowledge, skills, values and practical application of religious teachings.

Activity	Learner task	Competency developed
Group discussion	Compare the Four Purusharthas with modern life goals.	Communication and collaboration
Research	Investigate Jain Ahimsa and its relevance to environmental conservation.	Critical thinking
Role play	Demonstrate how Buddhist Right Speech can resolve a disagreement.	Self-efficacy
Interview	Interview a representative of a Sikh community about Langar and Seva.	Communication
Poster making	Design a poster illustrating the Five Ks.	Creativity
Debate	Discuss the importance of religious values in modern society.	Citizenship
Reflection	Prepare a personal plan for practising honesty, compassion and responsibility.	Learning to learn
Community service	Participate in an appropriate school or community service activity.	Citizenship
Digital research	Prepare a presentation about the Five Takhts.	Digital literacy
Case study	Examine how Swadharma can guide responsible leadership.	Critical thinking

11.0 IMPORTANT TERMS AND DEFINITIONS

Term	Meaning
Sanatan Dharma	Eternal or timeless way of righteous living.
Swadharma	One's personal duty or righteous responsibility.
Purusharthas	Four major goals of human life.
Dharma	Righteousness and duty.
Artha	Material prosperity and security.
Kama	Legitimate desires and enjoyment.
Moksha	Spiritual liberation.
Ashramas	Four traditional stages of life.
Sanskaras	Hindu rites of passage.

Ahimsa	Non-violence.
Satya	Truthfulness.
Asteya	Non-stealing.
Aparigraha	Non-possessiveness.
Jiva	Living soul in Jain philosophy.
Tirthankara	Spiritual teacher who shows the path to liberation in Jainism.
Ratnatraya	Three Jewels of Jainism.
Dukkha	Suffering or dissatisfaction.
Samudaya	Origin of suffering.
Nirodha	Cessation of suffering.
Magga	Path leading to cessation of suffering.
Metta	Loving-kindness.
Karuna	Compassion.
Mindfulness	Awareness of present experiences.
Nirvana	Liberation from the causes of suffering and the cycle of rebirth.
Naam Japna	Remembrance of God.
Kirat Karni	Honest living.
Vand Chakna	Sharing with others.
Seva	Selfless service.
Langar	Free community kitchen in Sikhism.
Rehat Maryada	Sikh code of conduct.
Panj Kakar	Five articles of Sikh faith.
Takht	Seat or throne of Sikh authority.
Sangha	Buddhist monastic community; more broadly, the Buddhist community in many traditions.

STRAND 2.0: SCRIPTURES

SUB-STRAND 2.3: PROMINENT PERSONALITIES – JAIN AND BUDDHIST FAITHS

1.0 INTRODUCTION

Religious personalities play an important role in the development, preservation and propagation of religious teachings. Throughout history, certain individuals have dedicated their lives to teaching spiritual values, promoting peaceful coexistence and guiding communities towards moral and spiritual development.

In Jain and Buddhist traditions, prominent personalities have contributed significantly to the development of religious teachings, the interpretation of scriptures, the establishment of religious institutions and the spread of their faith across different parts of the world.

Their lives provide important lessons on:

- Non-violence.
- Compassion.
- Self-discipline.
- Truthfulness.
- Religious tolerance.
- Service to humanity.
- Respect for all living things.
- Spiritual development.
- Environmental conservation.
- Peaceful coexistence.

In Kenya, these teachings are relevant in promoting national unity, peaceful coexistence, responsible citizenship and respect for religious diversity.

1.1 Meaning of Prominent Personalities

Prominent personalities are individuals who are widely recognised because of their significant achievements, leadership, contributions or influence in society.

In religion, prominent personalities are people who have made important contributions to the establishment, interpretation, preservation, development or propagation of religious beliefs and practices.

Characteristics of prominent religious personalities

Prominent religious personalities often demonstrate the following characteristics:

1. **Strong religious commitment:** They dedicate their lives to understanding, practising and teaching religious principles.
2. **Moral integrity:** They demonstrate honesty, truthfulness and good character.
3. **Spiritual discipline:** They practise self-control, meditation, prayer and other spiritual activities.
4. **Commitment to service:** They work towards improving the welfare of others.
5. **Courage:** They remain committed to their beliefs even when faced with opposition.
6. **Wisdom:** They provide guidance on spiritual, social and moral matters.
7. **Tolerance:** They respect people with different religious beliefs.
8. **Perseverance:** They continue spreading their teachings despite challenges.

1.2 Importance of Studying Prominent Religious Personalities

Studying prominent personalities helps learners to:

1. Understand the historical development of religious traditions.
2. Appreciate the contributions of religious leaders.
3. Develop positive moral values.
4. Learn how to overcome challenges.
5. Promote peaceful coexistence among different religious communities.

6. Develop spiritual awareness.
7. Appreciate religious diversity in Kenya.
8. Acquire leadership skills.
9. Develop compassion towards vulnerable members of society.
10. Apply religious teachings when addressing contemporary social problems.

2.0 PROMINENT PERSONALITIES IN JAIN FAITH

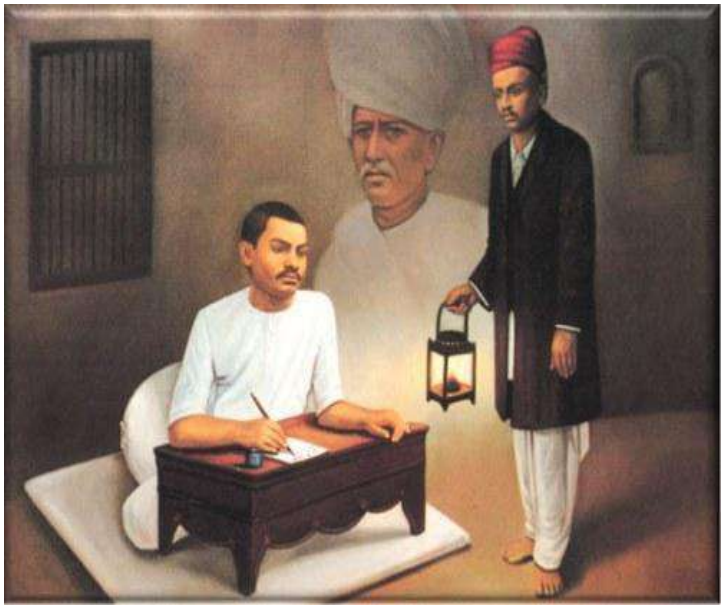
Jainism is an ancient Indian religion that emphasises non-violence, truthfulness, self-discipline, non-possessiveness and liberation of the soul.

Jain religious teachings are based on the guidance of the Tirthankaras and the contributions of other spiritual teachers and scholars.

The prominent Jain personalities covered in this sub-strand are:

1. Shrimad Rajchandra.
2. Chitrabhanu.
3. Kanji Swami.

2.1 SHRIMAD RAJCHANDRA



2.1.1 Introduction to Shrimad Rajchandra

Shrimad Rajchandra (1867–1901) was an influential Jain spiritual teacher, philosopher, poet and religious reformer from Gujarat, India.

He is remembered for his deep understanding of Jain philosophy, spiritual insight and commitment to the principles of non-violence and self-realisation.

He encouraged people to understand the true nature of the soul and work towards spiritual liberation.

His teachings emphasised that spiritual development requires self-knowledge, control of desires and freedom from attachment.

2.1.2 Early Life of Shrimad Rajchandra

1. He was born on 9 November 1867 in Vavania, Gujarat, India.

2. His birth name was Raichand Ravjibhai Mehta.
3. He grew up in a family where religious beliefs and practices were valued.
4. From an early age, he demonstrated an interest in spiritual matters.
5. He developed a strong interest in religious literature and philosophy.
6. He became recognised for his exceptional memory and intellectual ability.
7. He studied Jain religious teachings and other philosophical traditions.
8. He developed a strong desire to understand the nature of the soul and the purpose of human existence.

2.1.3 Major Contributions of Shrimad Rajchandra to Jain Faith

1. Promotion of spiritual self-realisation

- He taught that individuals should understand the true nature of their souls.
- He emphasised that spiritual liberation begins with self-knowledge.
- He encouraged people to examine their thoughts, actions and intentions.
- He taught that people should overcome ignorance and attachment.

2. Development of Jain philosophy

- He contributed to the explanation and interpretation of Jain philosophical principles.
- He encouraged deeper understanding of the relationship between the soul and material existence.
- He explained the importance of right faith, right knowledge and right conduct.
- His teachings helped followers understand the path towards liberation.

3. Promotion of non-violence (Ahimsa)

- He emphasised respect for all living beings.
- He encouraged people to avoid causing harm through their thoughts, words and actions.
- He taught that compassion should guide human relationships.
- He encouraged peaceful approaches to resolving disagreements.

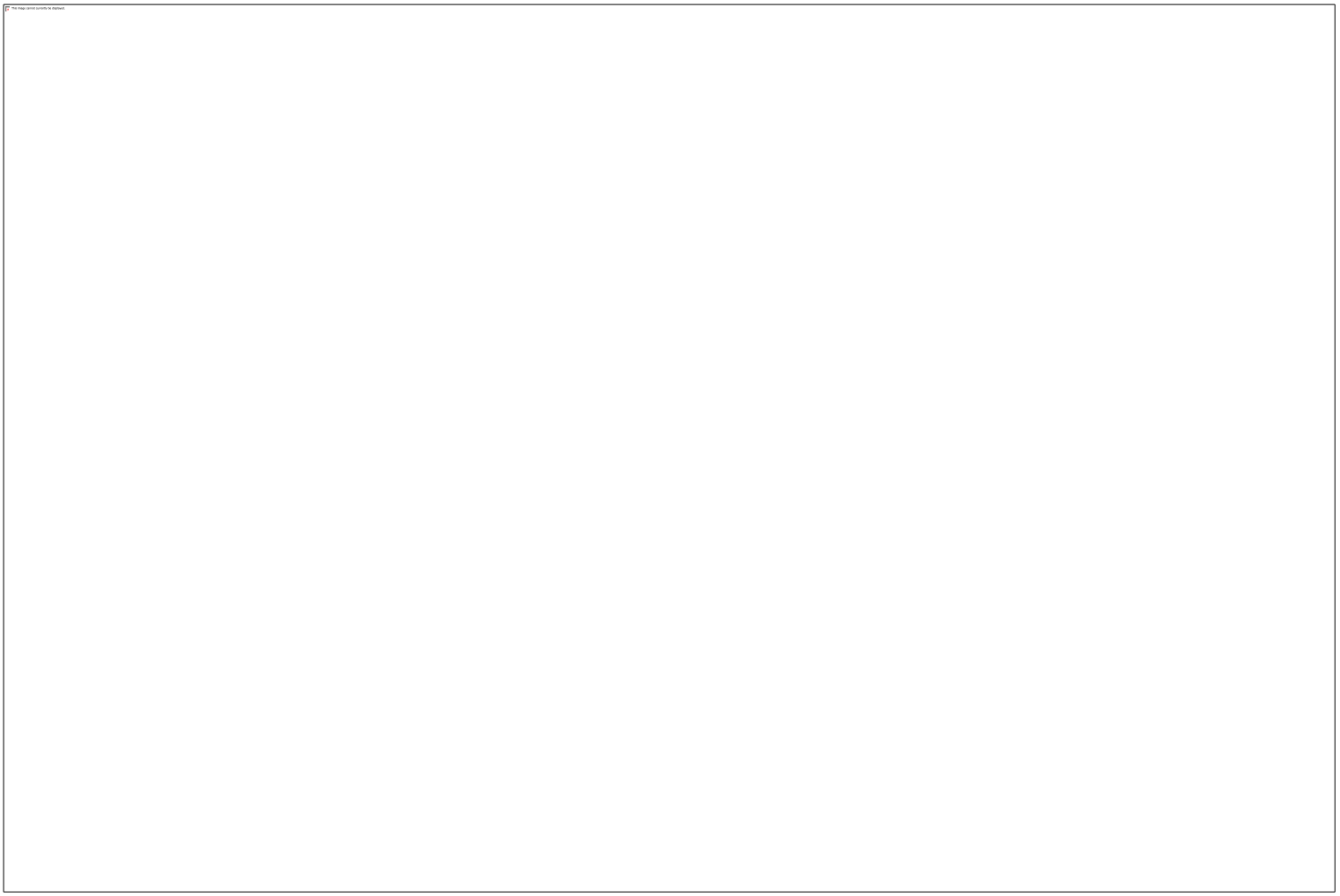
4. Promotion of self-discipline

- He encouraged individuals to control their desires and emotions.
- He emphasised the importance of meditation and spiritual reflection.
- He taught that uncontrolled attachment can prevent spiritual progress.
- He encouraged simple and responsible living.

5. Literary contributions

- He composed religious poems and philosophical writings.
- His writings explained important Jain teachings.
- He used literature to communicate spiritual ideas.
- His works continue to inspire students and followers of Jainism.

6. Composition of Atma Siddhi Shastra



- One of his most significant literary contributions was *Atma Siddhi Shastra*.
- It is a philosophical poem that explains important truths about the soul.
- It discusses the existence of the soul.
- It explains the importance of spiritual guidance.
- It addresses the causes of bondage and the possibility of liberation.
- It encourages seekers to pursue spiritual truth.

7. Influence on Mahatma Gandhi

- Shrimad Rajchandra influenced Mahatma Gandhi through their philosophical discussions and correspondence.
- Gandhi admired his spiritual understanding and moral commitment.
- Their interactions helped Gandhi reflect on non-violence, truth and religious tolerance.
- His influence contributed to Gandhi's understanding of Indian religious philosophy.

2.1.4 Teachings of Shrimad Rajchandra

His major teachings include:

1. **Self-realisation:** Individuals should understand their spiritual identity.
2. **Non-violence:** People should avoid harming other living beings.

3. **Truthfulness:** Individuals should speak and practise the truth.
4. **Self-control:** People should control their desires and emotions.
5. **Compassion:** Human beings should treat others with kindness.
6. **Detachment:** Individuals should avoid excessive attachment to material possessions.
7. **Spiritual reflection:** People should regularly examine their thoughts and actions.
8. **Right conduct:** Individuals should live according to sound moral principles.

2.1.5 Challenges Encountered by Shrimad Rajchandra

1. **Religious misunderstandings:** Some people had difficulties understanding his philosophical teachings.
2. **Limited communication facilities:** Communication and the distribution of religious literature were difficult during his time.
3. **Different philosophical interpretations:** He encountered different understandings of spiritual and religious issues.
4. **Personal health challenges:** His health was affected during parts of his life.
5. **Short lifespan:** He died at the age of 33, limiting the time available for his work.

2.1.6 Lessons Learners Acquire from Shrimad Rajchandra

Learners can acquire the following lessons:

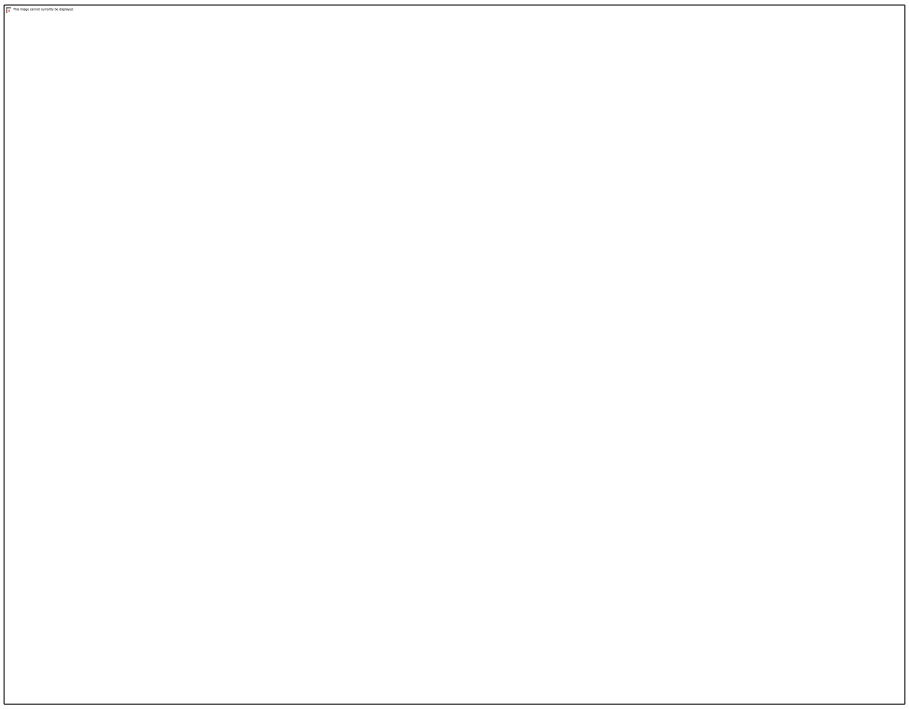
- The importance of knowing oneself.
- The need to practise honesty.
- The value of non-violence.
- The importance of controlling emotions.
- The need to respect other people's beliefs.
- The importance of reading religious literature.
- The value of spiritual reflection.
- The need to use knowledge for the benefit of society.

2.1.7 Relevance of His Teachings to Kenyan Society

His teachings can help address various contemporary issues in Kenya.

Contemporary issue	Application of his teachings
Ethnic conflicts	Promote tolerance and peaceful coexistence.
Corruption	Encourage honesty and integrity.
Bullying in schools	Promote compassion and non-violence.
Environmental destruction	Encourage respect for living things.
Excessive materialism	Promote responsible consumption.
Religious intolerance	Encourage mutual respect.
Indiscipline among learners	Promote self-control.

2.2 CHITRABHANU



2.2.1 Introduction to Chitrabhanu

Chitrabhanu (1922–2019) was a prominent Jain spiritual teacher, philosopher, author and international advocate of Jain teachings.

He was born in India and became well known for communicating Jain philosophy to international audiences.

He played an important role in introducing Jain principles to people outside India, particularly in Western countries.

He emphasised the practical application of Jain teachings in everyday life.

His work focused on:

- Non-violence.
- Universal compassion.
- Vegetarianism.
- Environmental protection.
- Interfaith dialogue.
- Spiritual awareness.
- Peaceful coexistence.

2.2.2 Early Life and Religious Development

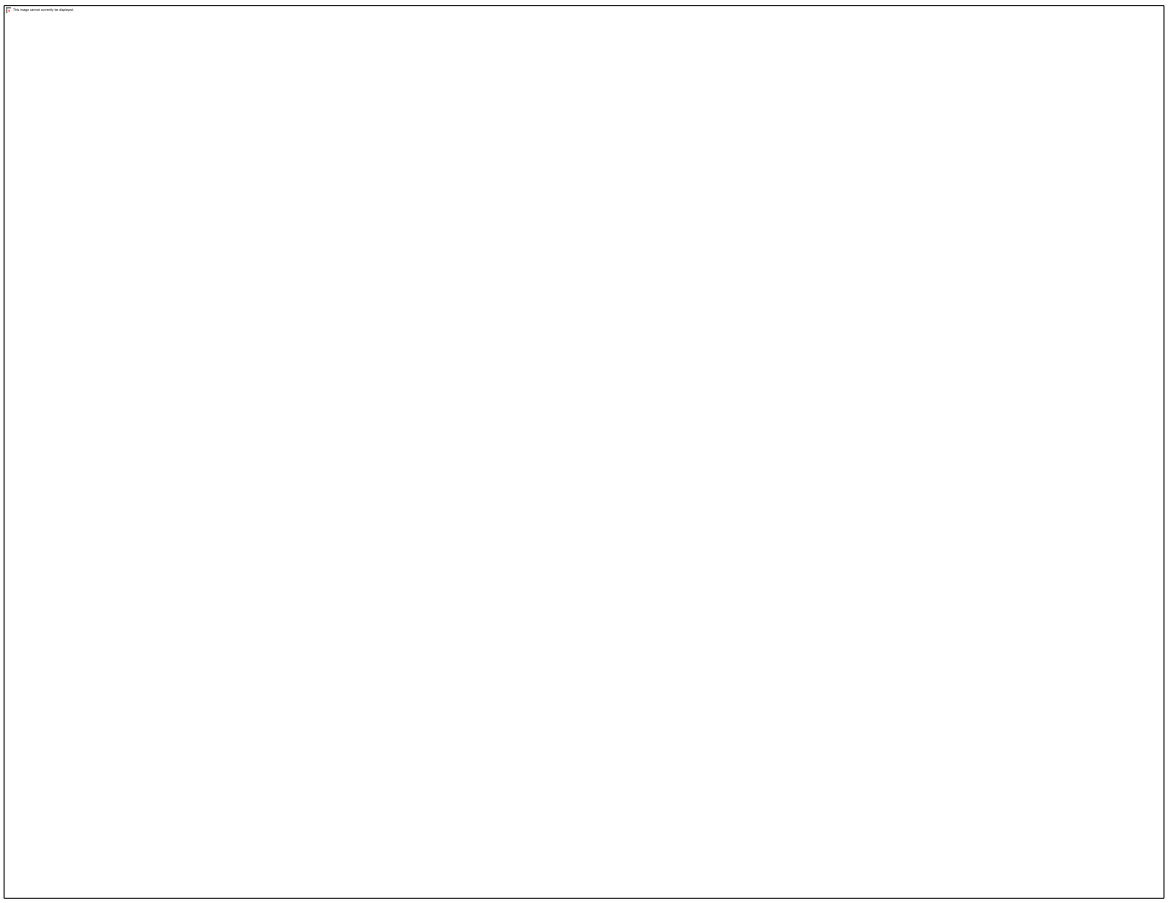
1. Chitrabhanu was born in 1922 in India.
2. He developed an interest in spirituality and Jain religious teachings from an early age.
3. He became a Jain monk and dedicated himself to religious learning and spiritual discipline.
4. He studied Jain scriptures and philosophical teachings.
5. He travelled and taught people about the principles of Jainism.
6. He later became internationally recognised for his efforts to communicate Jain teachings to wider audiences.

2.2.3 Major Contributions of Chitrabhanu to Jain Faith

1. International propagation of Jainism

- He helped spread Jain teachings beyond India.
- He introduced Jain principles to people in Western countries.
- He addressed international audiences on the importance of non-violence.
- He helped people understand the relevance of Jain philosophy in modern society.
- He encouraged the application of Jain teachings in daily life.

2. Promotion of interfaith dialogue



- He participated in discussions involving people from different religious backgrounds.
- He encouraged religious leaders to appreciate their shared moral values.
- He promoted mutual understanding among different faith communities.
- He taught that religious differences should not lead to hatred or conflict.
- He encouraged cooperation in addressing social problems.

3. Promotion of Ahimsa

- He taught that non-violence should guide human behaviour.
- He encouraged people to avoid harming animals.
- He promoted peaceful communication.
- He encouraged people to resolve conflicts through dialogue.
- He explained that non-violence involves thoughts, speech and actions.

4. Promotion of vegetarianism

- He encouraged people to adopt vegetarian diets as an expression of compassion.
- He taught that reducing harm to animals is an important aspect of Jain ethics.
- He connected food choices with respect for life.
- He encouraged responsible treatment of animals.

5. Environmental conservation

- He promoted respect for nature and the environment.
- He encouraged people to reduce activities that cause unnecessary harm to living organisms.
- He taught that human beings should live responsibly within the natural environment.
- His teachings support environmental awareness and conservation.

6. Promotion of universal compassion

- He encouraged people to develop kindness towards all living beings.
- He taught that compassion should extend beyond family and friends.
- He encouraged helping people experiencing suffering.
- He promoted respect for human dignity.

7. Promotion of Jain teachings in modern society

- He presented Jain teachings in ways that people from different backgrounds could understand.
- He demonstrated how Jain principles could guide modern lifestyles.
- He connected spirituality with environmental responsibility and peaceful living.
- He encouraged young people to adopt ethical lifestyles.

2.2.4 Modern Approach of Chitrabhanu to Jain Faith

Chitrabhanu helped present Jainism as a religion whose teachings could address modern challenges.

His modern approach included:

1. **Practical application:** He encouraged people to practise non-violence in their daily lives.
2. **International communication:** He used international platforms to spread Jain teachings.
3. **Interfaith cooperation:** He encouraged dialogue between different religions.
4. **Environmental responsibility:** He connected non-violence with the protection of nature.
5. **Universal compassion:** He emphasised kindness towards all living beings.
6. **Modern education:** He communicated Jain teachings to contemporary audiences.
7. **Peaceful coexistence:** He encouraged people to overcome religious and cultural divisions.

2.2.5 Challenges Encountered by Chitrabhanu

1. **Cultural differences:** Explaining Indian religious practices to Western audiences required cultural understanding.
2. **Language barriers:** Communicating religious concepts across different languages was challenging.

3. **Religious misunderstandings:** Some audiences were unfamiliar with Jain philosophy.
4. **Resistance to dietary changes:** Some people found it difficult to understand or adopt vegetarianism.
5. **Religious intolerance:** Differences in religious beliefs sometimes made interfaith engagement difficult.
6. **Global communication challenges:** Reaching people across different countries required considerable effort.

2.2.6 Lessons Learners Acquire from Chitrabhanu

1. The importance of respecting other religions.
2. The value of international cooperation.
3. The importance of environmental conservation.
4. The need to practise compassion.
5. The value of peaceful dialogue.
6. The importance of communicating religious teachings clearly.
7. The need to avoid discrimination.
8. The importance of responsible food choices.

2.2.7 Relevance of Chitrabhanu's Teachings to Kenyan Society

His teachings are relevant in addressing the following issues:

- Religious intolerance among communities.
- Human-wildlife conflict.
- Environmental degradation.
- Violence in schools.
- Discrimination against minority groups.
- Destruction of forests.
- Poor treatment of animals.
- Lack of cooperation among communities.

Example in the Kenyan context:

A learner who respects Chitrabhanu's teachings may participate in environmental conservation activities, respect classmates from different religious backgrounds and discourage bullying in school.

2.3 KANJI SWAMI



2.3.1 Introduction to Kanji Swami

Kanji Swami (1890–1980) was an influential Jain spiritual teacher and philosopher associated with the development and popularisation of the spiritual interpretation of Jain philosophy.

He was born in Umrala, Gujarat, India.

He initially followed the Sthanakvasi tradition of Jainism before becoming deeply influenced by the philosophical writings of Acharya Kundakunda and other Jain scholars.

He became widely known for explaining the nature of the soul and the path to spiritual liberation.

His teachings placed emphasis on understanding the true nature of the soul rather than focusing exclusively on external religious practices.

2.3.2 Early Life of Kanji Swami

1. He was born in 1890 in Gujarat, India.
2. He grew up in a family with religious and cultural values.
3. He developed an interest in religious learning.
4. He initially became a Jain monk in the Sthanakvasi tradition.
5. He studied Jain scriptures and philosophical writings.
6. He became particularly interested in the works of Acharya Kundakunda.
7. He later became an influential teacher of Jain spiritual philosophy.

2.3.3 Major Contributions of Kanji Swami to Jain Faith

1. Promotion of spiritual knowledge

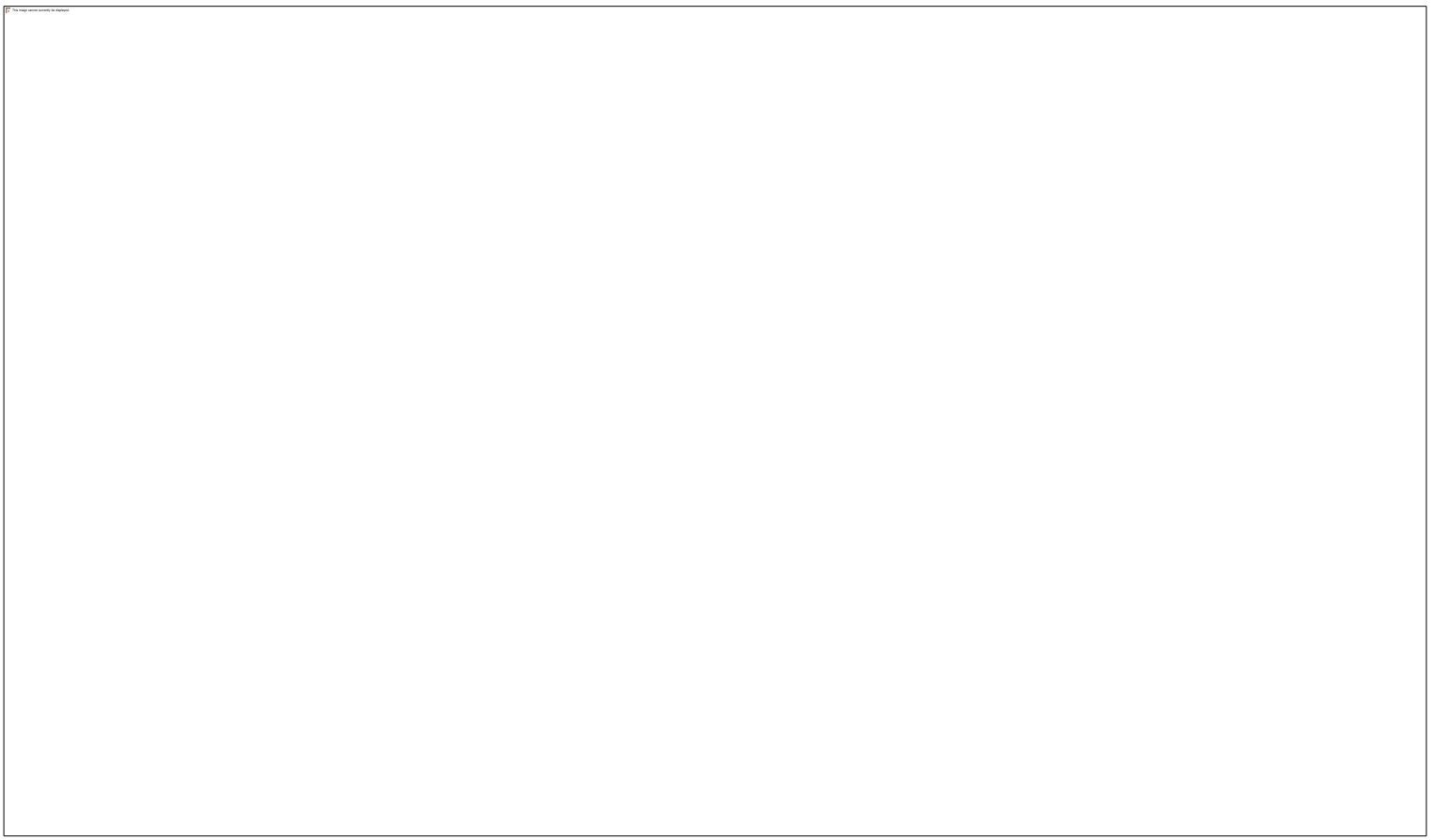
- He encouraged people to understand the true nature of the soul.

- He explained the difference between the soul and material possessions.
- He taught that spiritual progress requires right understanding.
- He encouraged individuals to examine their spiritual identity.

2. Interpretation of Jain scriptures

- He taught Jain philosophical principles using the writings of earlier Jain scholars.
- He explained the spiritual teachings found in the works of Acharya Kundakunda.
- He encouraged followers to study Jain scriptures.
- He helped make complex philosophical teachings easier to understand.

3. Promotion of the Samayasara teachings



- He popularised the study of *Samayasara*, a major Jain philosophical text associated with Acharya Kundakunda.
- He emphasised the spiritual nature of the soul.
- He taught that the soul should be understood independently of material attachments.
- He encouraged spiritual reflection and right knowledge.

4. Establishment of spiritual learning centres

- His followers helped establish centres for studying Jain philosophy.
- These centres supported religious education.
- They provided opportunities for spiritual discussions.
- They helped preserve and transmit Jain teachings to future generations.

5. Promotion of self-discipline

- He encouraged people to control their thoughts and actions.
- He emphasised the importance of spiritual concentration.
- He taught that uncontrolled desires can interfere with spiritual development.
- He encouraged individuals to develop inner peace.

6. Promotion of the path to liberation

- He explained the importance of right faith, right knowledge and right conduct.
- He taught that liberation involves overcoming spiritual ignorance.
- He encouraged people to develop detachment from material desires.
- He emphasised the importance of personal spiritual responsibility.

7. Preservation of Jain philosophical teachings

- He contributed to the continued study of Jain philosophy.
- He encouraged learners to study classical Jain writings.
- His teachings influenced generations of Jain followers.
- His followers continued teaching his philosophical approach.

2.3.4 Major Teachings of Kanji Swami

1. **Importance of the soul:** The soul is central to Jain spiritual philosophy.
2. **Right knowledge:** Individuals should acquire correct understanding of spiritual truths.
3. **Right faith:** People should develop genuine faith in the teachings of Jainism.
4. **Right conduct:** Spiritual understanding should be reflected in one's behaviour.
5. **Self-realisation:** Individuals should understand their true spiritual nature.
6. **Detachment:** People should avoid excessive attachment to material possessions.
7. **Spiritual discipline:** Individuals should practise meditation and self-control.
8. **Liberation:** The ultimate goal is freedom of the soul from karmic bondage.

2.3.5 Challenges Encountered by Kanji Swami

1. **Different religious interpretations:** Jain traditions had different approaches to understanding religious practices.
2. **Complex philosophical ideas:** Explaining advanced Jain philosophy required considerable effort.
3. **Limited access to religious education:** Not everyone had access to Jain philosophical literature.
4. **Resistance to new interpretations:** Some followers found different philosophical explanations difficult to accept.
5. **Preservation of classical teachings:** He had to encourage continued study of traditional religious literature.

2.3.6 Lessons Learners Acquire from Kanji Swami

- The importance of knowledge.

- The need for self-discipline.
- The importance of understanding one's purpose.
- The value of studying religious scriptures.
- The need to avoid excessive attachment.
- The importance of spiritual reflection.
- The value of patience and perseverance.
- The importance of moral conduct.

3.0 COMPARISON OF THE THREE JAIN PERSONALITIES

Personality	Main contribution	Important teaching
Shrimad Rajchandra	Jain philosophy and spiritual literature	Self-realisation
Chitrabhanu	International propagation and interfaith dialogue	Universal compassion
Kanji Swami	Interpretation and teaching of Jain philosophy	Nature of the soul

3.1 Common Contributions of the Three Personalities

All three personalities contributed to the development of Jain faith through:

1. Promotion of Jain philosophical teachings.
2. Encouragement of spiritual development.
3. Promotion of non-violence.
4. Encouragement of moral discipline.
5. Preservation of Jain religious knowledge.
6. Promotion of compassion.
7. Encouragement of self-realisation.
8. Guidance on overcoming attachment.
9. Encouragement of peaceful coexistence.
10. Inspiration of future generations.

4.0 PROMINENT PERSONALITIES IN BUDDHIST FAITH

Buddhism is a religion and philosophical tradition founded on the teachings of Gautama Buddha.

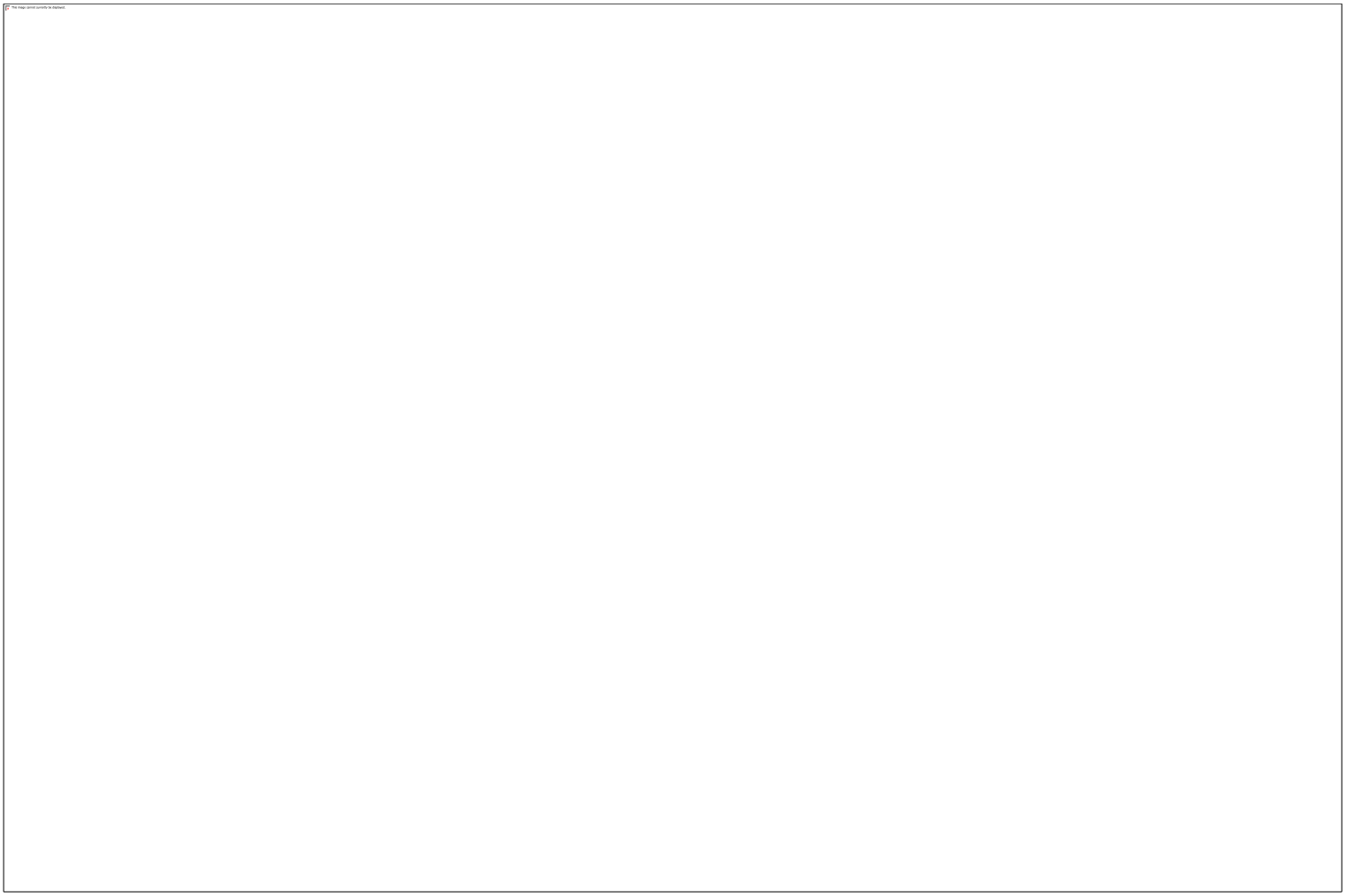
It emphasises the understanding of suffering, the causes of suffering and the path towards liberation.

The prominent Buddhist personalities covered in this sub-strand are:

1. Ven. Buddhaghosa.
2. King Ashoka.

3. Bodhidhamma (Bodhidharma).

4.1 VEN. BUDDHAGHOSA



4.1.1 Introduction to Buddhaghosa

Buddhaghosa was a prominent Buddhist scholar and commentator who lived around the fifth century CE.

He is particularly remembered for his major contributions to the preservation, interpretation and explanation of Theravada Buddhist scriptures.

He worked mainly in Sri Lanka, where he studied and translated important Buddhist commentarial traditions.

His writings helped make Buddhist teachings accessible to later generations of monks and scholars.

His best-known work is *Visuddhimagga*, meaning the Path of Purification.

4.1.2 Early Life of Buddhaghosa

1. Traditional accounts associate his birth with the Indian region of Magadha.
2. He lived during approximately the fifth century CE.
3. He developed an interest in religious and philosophical studies.
4. He initially studied Brahmanical traditions according to traditional biographies.
5. He later became interested in Buddhist teachings.
6. He became a Buddhist monk and devoted himself to religious learning.
7. He travelled to Sri Lanka to study Buddhist commentaries.

8. He became an important figure in Theravada Buddhist scholarship.

4.1.3 Major Contributions of Buddhaghosa to Buddhism

1. Composition of Visuddhimagga



- He wrote the famous Buddhist text *Visuddhimagga*.
- The title means the Path of Purification.
- The text explains important aspects of Buddhist spiritual development.
- It discusses morality, concentration and wisdom.
- It provides guidance on meditation.
- It explains how spiritual discipline contributes to liberation.
- It became an important reference work in Theravada Buddhism.

2. Interpretation of Buddhist scriptures

- He wrote commentaries explaining Buddhist teachings.
- He helped clarify difficult religious concepts.
- He interpreted important Pali texts.
- His work supported the understanding of Buddhist scriptures.
- He contributed to the preservation of Buddhist religious knowledge.

3. Promotion of Buddhist education

- He encouraged systematic study of Buddhist teachings.
- His writings became important educational resources.
- He helped monks understand religious principles.
- His scholarship supported the training of future Buddhist teachers.

4. Preservation of Theravada Buddhism

- He contributed to preserving the teachings of the Theravada tradition.
- He documented important religious interpretations.
- His writings helped transmit Buddhist knowledge across generations.
- His work strengthened the scholarly foundations of the tradition.

5. Explanation of meditation

- He explained different meditation practices.
- He discussed the development of concentration.
- He encouraged mental discipline.
- He explained how meditation could help overcome mental disturbances.
- He connected meditation with wisdom and spiritual liberation.

6. Promotion of morality

- He explained the importance of ethical behaviour.
- He encouraged people to avoid harmful actions.
- He emphasised the value of compassion and self-control.
- He taught that morality supports spiritual progress.

4.1.4 Major Teachings Associated with Buddhaghosa

1. **Sila (Morality):** Living according to ethical principles.
2. **Samadhi (Concentration):** Developing mental stability through meditation.
3. **Panna (Wisdom):** Developing correct understanding of existence.
4. **Mindfulness:** Being aware of one's thoughts and actions.
5. **Self-discipline:** Controlling harmful behaviour.
6. **Compassion:** Showing concern for other living beings.
7. **Mental purification:** Working towards freedom from greed, hatred and delusion.

4.1.5 Challenges Encountered by Buddhaghosa

1. **Complexity of Buddhist teachings:** Explaining philosophical ideas required extensive study.
2. **Language differences:** Working with Pali and earlier commentarial traditions required linguistic skills.
3. **Preservation of religious literature:** Ancient manuscripts required careful interpretation and transmission.
4. **Different interpretations:** Buddhist scholars sometimes approached religious teachings differently.
5. **Limited communication:** Religious writings could not be distributed as easily as modern publications.

4.1.6 Lessons Learners Acquire from Buddhaghosa

- The importance of education.
- The value of research and scholarship.

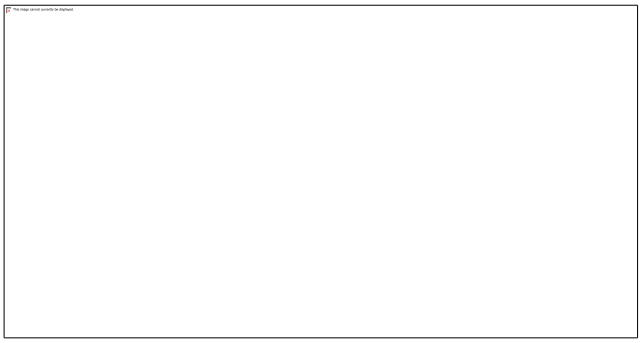
- The need to preserve religious knowledge.
- The importance of meditation.
- The value of moral discipline.
- The importance of wisdom.
- The need for patience.
- The importance of explaining knowledge clearly.

4.1.7 Relevance of Buddhaghosa's Teachings to Kenyan Society

His teachings can help learners:

1. Develop concentration during lessons.
2. Practise self-discipline.
3. Avoid harmful behaviour.
4. Develop positive relationships.
5. Improve decision-making.
6. Manage disagreements peacefully.
7. Appreciate the importance of education.
8. Develop emotional awareness.

4.2 KING ASHOKA



4.2.1 Introduction to King Ashoka

King Ashoka (approximately 304–232 BCE) was one of the most influential rulers of ancient India.

He belonged to the Maurya Empire and became one of the most important supporters of Buddhism.

He is remembered for his transformation from a powerful conqueror into a ruler who promoted peace, compassion, moral responsibility and social welfare.

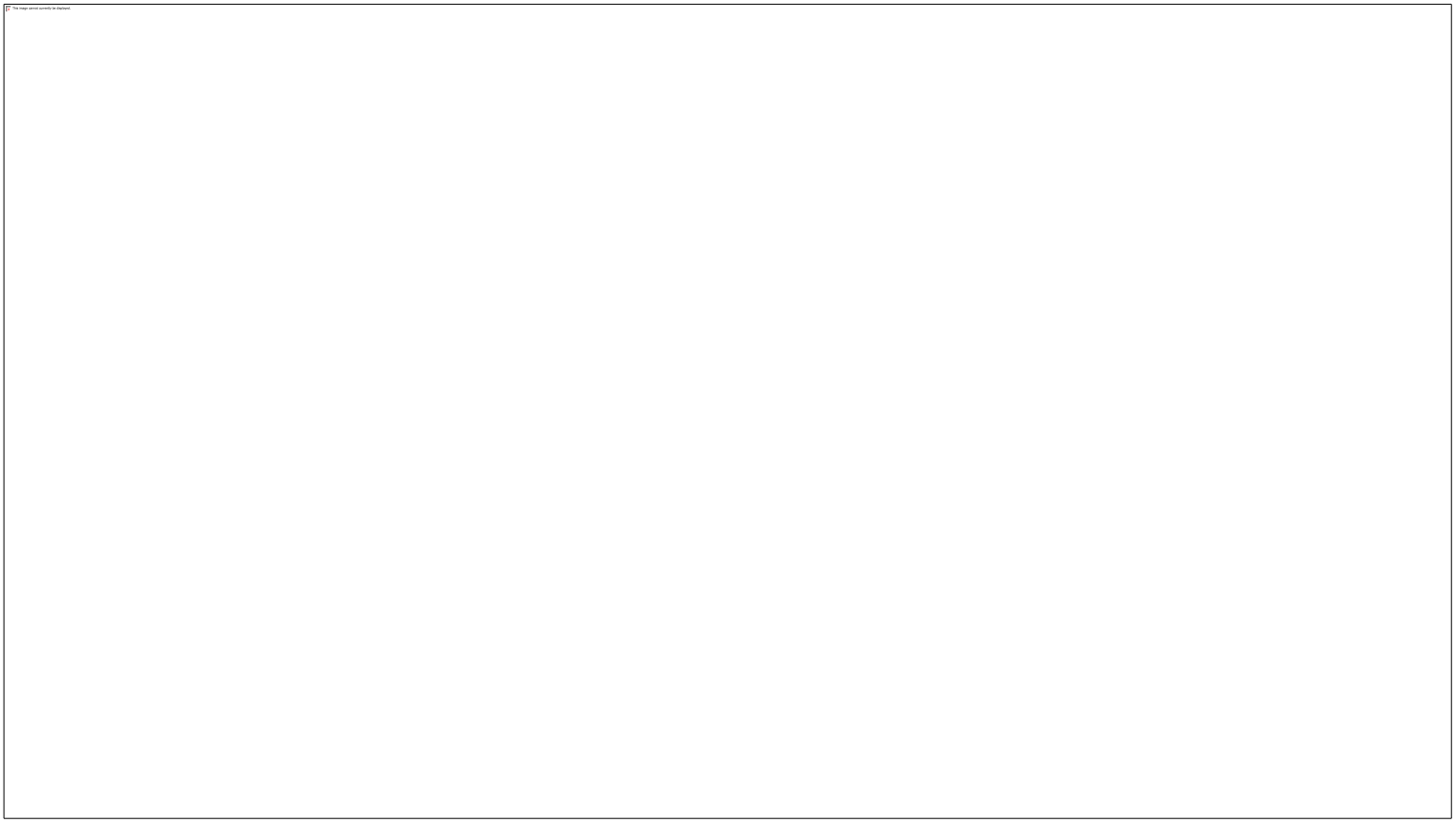
His reign played a significant role in the spread of Buddhism within India and beyond.

4.2.2 Early Life of King Ashoka

1. Ashoka was born around 304 BCE.
2. He was a member of the Maurya royal family.
3. His father was Emperor Bindusara.
4. He became ruler of the Maurya Empire around 268 BCE, according to commonly used historical chronology.

5. His empire covered large parts of the Indian subcontinent.
6. He initially expanded his empire through military campaigns.
7. His conquest of Kalinga became a major turning point in his life.
8. He later became a strong supporter of Buddhist teachings.

4.2.3 The Kalinga War and Transformation of Ashoka



The Kalinga War took place around 261 BCE.

Kalinga was an independent kingdom in eastern India.

The war resulted in widespread suffering, loss of life and displacement.

After witnessing the consequences of the war, Ashoka became deeply concerned about the suffering caused by military conquest.

This experience contributed to his transformation and his increased commitment to Buddhist values.

Lessons from the Kalinga War

1. War causes suffering to individuals and communities.
2. Violence can destroy social relationships.
3. Leaders should consider the welfare of their people.
4. Peace is important for sustainable development.
5. Compassion should guide leadership.
6. Conflicts should be resolved through peaceful means.

4.2.4 Major Contributions of King Ashoka to Buddhism

1. Promotion of Buddhism

- He became a major supporter of Buddhist teachings.
- He encouraged the practice of compassion and non-violence.
- He supported Buddhist monks and religious institutions.
- He encouraged people to follow ethical principles.
- He contributed to the development of Buddhism as a major religious tradition.

2. Spread of Buddhism beyond India



- He supported Buddhist missionary activities.
- Traditional Buddhist accounts associate his son Mahinda with the introduction of Buddhism to Sri Lanka.
- His daughter Sanghamitta is traditionally associated with taking a branch of the Bodhi tree to Sri Lanka.
- His support contributed to the spread of Buddhism beyond India.
- He helped establish conditions that allowed Buddhist teachings to reach new communities.

3. Construction and support of Buddhist monuments

- He supported the construction and maintenance of stupas.
- He promoted the preservation of Buddhist sacred sites.
- He supported places where people could learn and practise Buddhist teachings.
- His monuments helped preserve Buddhist history.

4. Promotion of non-violence

- He encouraged peaceful relationships among communities.
- He discouraged unnecessary violence.
- He promoted compassion towards human beings and animals.

- He encouraged rulers and citizens to practise moral responsibility.

5. Promotion of religious tolerance

- He encouraged respect for different religious traditions.
- He advised people against insulting other religions.
- He promoted dialogue and mutual understanding.
- He recognised the importance of peaceful coexistence.

6. Promotion of social welfare



- He supported the establishment of facilities for public welfare.
- He promoted medical care for people and animals.
- He supported the planting of trees.
- He encouraged the digging of wells.
- He promoted the development of rest houses along roads.
- He encouraged activities that improved people's quality of life.

7. Use of inscriptions to spread moral teachings

- He communicated his ideas through inscriptions on rocks and pillars.
- His inscriptions are commonly known as Ashokan Edicts.
- They explained his principles of Dhamma.
- They encouraged good conduct and social responsibility.
- They provided historical evidence about his administration and religious policies.

8. Promotion of moral leadership

- He encouraged leaders to serve the public.
- He emphasised fairness and compassion.
- He promoted responsibility among government officials.
- He encouraged rulers to consider the welfare of their subjects.

4.2.5 The Dhamma of King Ashoka

The word *Dhamma* in Ashoka's inscriptions refers to a broad code of moral and social conduct.

It was influenced by Buddhist ethical principles but was also presented as a code of conduct applicable to people of different religious backgrounds.

His Dhamma emphasised:

1. Respect for parents and elders.
2. Kindness towards servants and workers.
3. Compassion towards animals.
4. Respect for religious traditions.
5. Truthfulness.
6. Self-control.
7. Generosity.
8. Peaceful coexistence.
9. Avoidance of unnecessary violence.
10. Concern for the welfare of others.

4.2.6 Challenges Encountered by King Ashoka

1. **Management of a large empire:** Governing different communities and regions required effective administration.
2. **Religious diversity:** Different religious communities had different beliefs and practices.
3. **Resistance to change:** Some people were accustomed to traditional practices involving warfare and conquest.
4. **Communication challenges:** Spreading moral teachings across a large empire was difficult.
5. **Political pressures:** Maintaining political stability required balancing peace with the security of the empire.
6. **Preservation of Buddhist institutions:** Religious institutions required continued support and organisation.

4.2.7 Lessons Learners Acquire from King Ashoka

1. Leadership should focus on service.
2. Violence causes suffering.
3. Peaceful coexistence promotes development.

4. Religious diversity should be respected.
5. Leaders should be accountable.
6. Public resources should benefit society.
7. Compassion should guide decision-making.
8. Good leadership requires moral integrity.

4.2.8 Relevance of King Ashoka's Teachings to Kenya

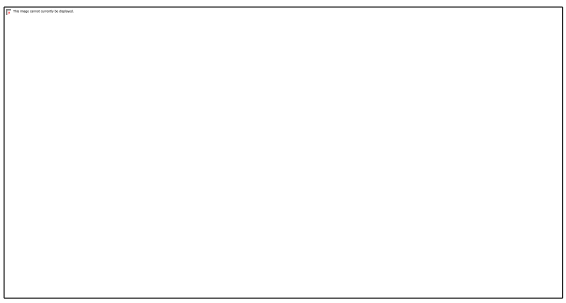
Ashoka's teachings can help address:

- Ethnic conflicts.
- Religious intolerance.
- Political violence.
- Environmental destruction.
- Abuse of public resources.
- Poor leadership.
- Discrimination.
- Lack of social responsibility.

Application in Kenya:

A student leader who follows Ashoka's example should promote fairness, listen to different opinions, discourage bullying and ensure that school resources are used responsibly.

4.3 BODHIDHAMMA (BODHIDHARMA)



4.3.1 Introduction to Bodhidhamma

Bodhidhamma, commonly known as Bodhidharma, was a Buddhist monk traditionally associated with the introduction and development of Chan Buddhism in China.

He is generally placed around the fifth or sixth century CE.

He is traditionally remembered as an important figure in the development of Chan Buddhism, which later developed into Zen Buddhism in Japan.

His teachings emphasised meditation, direct spiritual understanding and personal experience of Buddhist principles.

Historical details about his early life are uncertain, and many accounts of his life come from later Buddhist traditions.

4.3.2 Early Life of Bodhidhamma

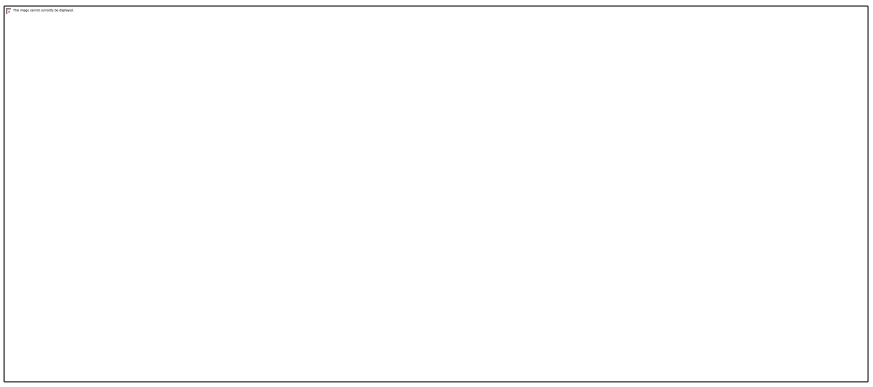
1. Traditional accounts associate his origin with India.
2. He is believed to have travelled to China to spread Buddhist teachings.
3. He became associated with the development of Chan Buddhism.
4. He emphasised meditation as an important spiritual practice.
5. He encouraged people to understand Buddhist teachings through personal experience.
6. He became associated with the Shaolin Monastery in later traditions.
7. His teachings influenced the development of meditation traditions in East Asia.

4.3.3 Major Contributions of Bodhidhamma to Buddhism

1. Development of Chan Buddhism

- He is traditionally regarded as an important early patriarch of Chan Buddhism.
- He emphasised meditation and direct spiritual experience.
- He encouraged followers to seek deeper understanding of Buddhist teachings.
- His influence contributed to the development of Chan Buddhist traditions in China.

2. Promotion of meditation



- He emphasised meditation as a means of spiritual development.
- He encouraged mental concentration.
- He taught the importance of examining one's thoughts.
- He promoted discipline and awareness.
- His traditional teachings influenced later meditation practices.

3. Promotion of direct spiritual understanding

- He encouraged individuals to develop personal understanding of Buddhist teachings.
- He emphasised the importance of spiritual experience.
- He discouraged dependence on superficial religious appearances.
- He encouraged deeper reflection on the nature of existence.

4. Influence on Zen Buddhism

- Chan Buddhism later spread to Japan, where it became known as Zen.
- Bodhidharma became an important symbolic figure in Zen traditions.

- His emphasis on meditation influenced the development of Buddhist spiritual practices.
- His legacy continues to be recognised in East Asian Buddhism.

5. Influence on monastic discipline

- Traditional accounts associate him with strict spiritual discipline.
- He encouraged perseverance in meditation.
- He emphasised the importance of commitment to religious practice.
- His teachings inspired later Buddhist monks.

6. Influence on Shaolin traditions

- Later traditions associate Bodhidharma with the Shaolin Monastery.
- Some stories connect him with physical exercises practised by monks.
- However, the historical relationship between Bodhidharma and the development of Shaolin martial arts is uncertain.
- His better-established religious legacy is his association with Chan meditation.

4.3.4 Major Teachings Associated with Bodhidhamma

1. **Meditation:** Individuals should develop mental concentration through meditation.
2. **Self-awareness:** People should understand their thoughts and actions.
3. **Direct experience:** Spiritual understanding should involve personal reflection and experience.
4. **Discipline:** Individuals should remain committed to spiritual practices.
5. **Perseverance:** Spiritual development requires patience.
6. **Simplicity:** People should avoid unnecessary distractions.
7. **Wisdom:** Individuals should seek deeper understanding of existence.
8. **Inner peace:** Meditation can help develop calmness and mental stability.

4.3.5 Challenges Encountered by Bodhidhamma

1. **Cultural differences:** Introducing Indian Buddhist ideas into Chinese society required cultural adaptation.
2. **Language barriers:** Communication between Indian and Chinese communities was challenging.
3. **Different religious traditions:** Buddhism encountered other established Chinese philosophical and religious traditions.
4. **Limited historical records:** Much of his life is known through later traditional accounts.
5. **Resistance to unfamiliar practices:** Meditation-centred approaches were not immediately understood by everyone.

4.3.6 Lessons Learners Acquire from Bodhidhamma

- The importance of patience.

- The value of concentration.
- The importance of meditation.
- The need for perseverance.
- The value of self-awareness.
- The importance of personal responsibility.
- The need to respect different cultures.
- The importance of discipline.

4.3.7 Relevance of Bodhidhamma's Teachings to Kenyan Society

His teachings can help learners:

1. Improve concentration during lessons.
2. Develop self-awareness.
3. Manage everyday stress through appropriate mindfulness practices.
4. Develop patience.
5. Improve personal discipline.
6. Respect cultural differences.
7. Develop peaceful relationships.
8. Make thoughtful decisions.

5.0 COMPARISON OF THE THREE BUDDHIST PERSONALITIES

Personality	Main contribution	Important teaching
Ven. Buddhaghosa	Interpretation and preservation of Buddhist scriptures	Wisdom and purification
King Ashoka	Propagation of Buddhism and social welfare	Peace and compassion
Bodhidhamma	Development of Chan Buddhist traditions	Meditation and self-awareness

5.1 Similarities Among the Buddhist Personalities

1. They contributed to the development of Buddhist traditions.
2. They promoted moral and spiritual development.
3. They influenced generations of Buddhist followers.
4. They encouraged the understanding of Buddhist teachings.
5. They contributed to the spread or preservation of Buddhism.
6. They emphasised personal discipline.
7. Their contributions continue to influence Buddhist communities.

5.2 Differences Among the Buddhist Personalities

1. Buddhaghosa concentrated mainly on scholarship and interpretation of Buddhist scriptures.
2. Ashoka concentrated on supporting Buddhism, governance and social welfare.
3. Bodhidhamma is traditionally associated with meditation and the development of Chan Buddhism.

4. Buddhaghosa's influence was particularly important in Theravada Buddhist scholarship.
5. Ashoka's influence extended to political leadership and the spread of Buddhism.
6. Bodhidhamma's legacy became especially important in East Asian meditation traditions.

6.0 CHRONOLOGY OF SIGNIFICANT EVENTS IN THE PROPAGATION OF JAIN AND BUDDHIST FAITHS

Chronology refers to the arrangement of historical events according to the order in which they occurred.

Understanding chronology helps learners appreciate how religious teachings developed and spread across different periods.

6.1 Chronology of Jain Personalities

Period	Significant event
1867	Birth of Shrimad Rajchandra.
1890	Birth of Kanji Swami.
1922	Birth of Chitrabhanu.
1901	Death of Shrimad Rajchandra.
1980	Death of Kanji Swami.
2019	Death of Chitrabhanu.

6.2 Chronology of Buddhist Personalities

Period	Significant event
c. 304 BCE	Birth of King Ashoka.
c. 268 BCE	Ashoka became emperor.
c. 261 BCE	Kalinga War and Ashoka's transformation.
c. 260s BCE onwards	Ashoka increasingly supported Buddhist teachings.
c. 232 BCE	Death of King Ashoka.
c. 5th century CE	Life and scholarly work of Buddhaghosa.
c. 5th–6th century CE	Traditional period associated with Bodhidharma.

Note: Dates for some ancient Buddhist personalities are approximate because historical sources differ.

7.0 PROPAGATION OF JAIN AND BUDDHIST FAITHS

7.1 Meaning of Propagation

Propagation refers to the process of spreading religious beliefs, teachings, practices and values to other people and communities.

Religious propagation may take place through:

1. Religious teaching.
2. Missionary activities.
3. Writing and publishing religious literature.
4. Establishment of places of worship.
5. Public lectures.
6. Religious conferences.
7. Interfaith dialogue.
8. Use of digital media.
9. Cultural exchanges.

10. Personal example and community service.

7.2 Methods Used by Jain Personalities to Propagate Jainism

1. **Religious writings:** Shrimad Rajchandra used philosophical writings and poetry to communicate Jain teachings.
2. **Public teaching:** Jain teachers explained religious principles to followers.
3. **International conferences:** Chitrabhanu used international platforms to communicate Jain philosophy.
4. **Interfaith dialogue:** Religious discussions helped introduce Jain teachings to other communities.
5. **Religious learning centres:** Kanji Swami's followers supported centres for the study of Jain philosophy.
6. **Modern communication:** Jain teachings are shared through websites, books and online lectures.
7. **Community activities:** Jain organisations promote compassion and service.

7.3 Methods Used by Buddhist Personalities to Propagate Buddhism

1. **Missionary activities:** Ashoka supported the spread of Buddhist teachings to other regions.
2. **Religious literature:** Buddhaghosa wrote commentaries explaining Buddhist scriptures.
3. **Inscriptions:** Ashoka used inscriptions to communicate moral principles.
4. **Meditation centres:** Buddhist institutions provide opportunities for meditation and religious learning.
5. **Monastic education:** Monks preserve and teach Buddhist scriptures.
6. **International conferences:** Buddhist teachers participate in discussions about peace and spirituality.
7. **Digital platforms:** Buddhist teachings are shared through online resources.

8.0 CHALLENGES ENCOUNTERED DURING THE PROPAGATION OF JAIN AND BUDDHIST FAITHS

Religious propagation is not always easy. Religious teachers may encounter social, political, economic and cultural challenges.

8.1 Major Challenges

1. Religious intolerance

- Some communities reject teachings from other religious traditions.
- Religious differences may cause disagreements.
- Some people may discriminate against followers of minority religions.

2. Cultural differences

- Religious teachings may originate from cultures different from those of the target communities.
- Some cultural practices may be difficult for new audiences to understand.
- Religious teachers must explain unfamiliar practices carefully.

3. Language barriers

- Religious teachings may be written in ancient languages.
- Translation may change the original meaning of some concepts.
- Different communities communicate in different languages.

4. Limited resources

- Religious institutions may lack sufficient funds.
- Printing and distributing religious books can be expensive.
- Travelling to distant communities requires resources.

5. Misinterpretation of religious teachings

- Some people may misunderstand religious principles.
- Incorrect information may spread through social media.
- Different religious schools may interpret teachings differently.

6. Political interference

- Government policies may restrict some religious activities.
- Political conflicts may affect religious institutions.
- Religious leaders may face pressure from political authorities.

7. Modernisation and changing lifestyles

- Some young people may lose interest in traditional religious practices.
- Modern lifestyles may create competing demands on people's time.
- Religious teachers must communicate teachings in relevant ways.

8. Limited access to education

- Some communities may lack access to religious literature.
- Literacy challenges may affect understanding.
- Remote communities may have limited access to religious institutions.

8.2 Ways of Overcoming Religious Intolerance

1. Promoting interfaith dialogue.
2. Teaching respect for different religions.
3. Encouraging peaceful communication.
4. Organising interreligious community activities.
5. Avoiding religious discrimination.
6. Promoting religious freedom.
7. Encouraging responsible use of social media.
8. Teaching learners about religious diversity.
9. Promoting shared values such as compassion and honesty.
10. Resolving religious disagreements through peaceful means.

9.0 VALUES LEARNT FROM THE LIVES OF PROMINENT PERSONALITIES

Values are principles that guide individuals in making decisions and determining acceptable behaviour.

The lives of Jain and Buddhist personalities provide important lessons that can guide learners towards responsible living.

9.1 Important Values

Value	Meaning	Example of application
Ahimsa	Non-violence	Avoiding bullying and physical aggression.
Karuna	Compassion	Helping vulnerable people.
Satya	Truthfulness	Giving honest answers in examinations.
Self-discipline	Controlling behaviour	Following school rules.
Tolerance	Respecting differences	Respecting classmates of different religions.
Humility	Avoiding pride	Appreciating other people's contributions.
Responsibility	Being accountable	Completing assigned duties.
Generosity	Willingness to share	Supporting needy learners.
Wisdom	Making informed decisions	Thinking before acting.
Perseverance	Continuing despite difficulties	Working hard towards academic goals.
Simplicity	Avoiding unnecessary excess	Using resources responsibly.
Service	Helping others	Participating in community service.

9.2 Importance of These Values to Learners

1. They promote good academic discipline.
2. They improve relationships among learners.
3. They reduce bullying and violence.
4. They promote peaceful coexistence.
5. They encourage responsible citizenship.
6. They help learners make good decisions.
7. They promote environmental responsibility.
8. They develop leadership skills.
9. They encourage honesty in examinations.
10. They promote respect for human dignity.

10.0 APPLICATION OF JAIN AND BUDDHIST TEACHINGS TO PERTINENT AND CONTEMPORARY ISSUES IN KENYA

Jain and Buddhist teachings provide guidance on addressing various social, economic, environmental and moral challenges.

10.1 Religious Intolerance

Religious intolerance occurs when people fail to respect the beliefs and practices of other religious communities.

Application of teachings:

- Chitrabhanu's interfaith approach encourages dialogue.
- Ashoka promoted respect for different religious traditions.

- Learners should respect people from Hindu, Christian, Muslim, Sikh, Jain, Buddhist and other religious communities.
- Schools should encourage interreligious cooperation.

10.2 Bullying and Violence in Schools

Bullying involves repeated aggressive behaviour towards another person.

Application of teachings:

- Shrimad Rajchandra's teaching of Ahimsa encourages non-violence.
- Chitrabhanu emphasised universal compassion.
- Ashoka demonstrated the importance of peace.
- Learners should resolve disagreements through dialogue.
- Schools should promote kindness and respect.

10.3 Environmental Degradation

Environmental degradation refers to the destruction or deterioration of the natural environment.

Examples include:

- Deforestation.
- Water pollution.
- Soil erosion.
- Destruction of wildlife habitats.
- Improper waste disposal.

Application of teachings:

1. Jain Ahimsa encourages respect for living organisms.
2. Chitrabhanu promoted environmental responsibility.
3. Ashoka supported tree planting and public welfare.
4. Learners should participate in tree planting.
5. Schools should encourage proper waste management.
6. Communities should protect water sources.



10.4 Corruption

Corruption involves the misuse of entrusted power or resources for personal benefit.

Application of teachings:

- Shrimad Rajchandra emphasised truthfulness.
- Buddhaghosa's teachings emphasised moral discipline.
- Ashoka promoted responsible leadership.
- Learners should practise honesty.
- Student leaders should use school resources responsibly.
- Citizens should reject bribery and dishonesty.

10.5 Poverty and Social Inequality

Poverty refers to a situation in which individuals lack adequate resources to meet their basic needs.

Application of teachings:

1. Buddhist compassion encourages helping disadvantaged people.
2. Ashoka promoted public welfare.
3. Jain compassion encourages concern for living beings.
4. Learners should participate in charitable activities.
5. Communities should support vulnerable households.

6. Schools should encourage inclusive learning opportunities.

10.6 Mental and Emotional Challenges Among Learners

Learners may experience pressure associated with academic work, family responsibilities and social relationships.

Application of teachings:

- Bodhidhamma's meditation tradition encourages mental concentration.
- Buddhaghosa explained the role of meditation in spiritual development.
- Learners can practise appropriate mindfulness exercises.
- Schools should promote supportive relationships.
- Learners should seek guidance from trusted adults when facing difficulties.

10.7 Animal Cruelty

Animal cruelty involves causing unnecessary suffering to animals.

Application of teachings:

- Jainism emphasises non-violence towards living beings.
- Chitrabhanu promoted compassion towards animals.
- Ashoka encouraged concern for animal welfare.
- Learners should treat animals responsibly.
- Communities should discourage unnecessary harm to wildlife.

10.8 Poor Leadership

Poor leadership occurs when people entrusted with authority fail to act responsibly.

Application of teachings:

1. Ashoka provides an example of leadership focused on public welfare.
2. Shrimad Rajchandra emphasised moral responsibility.
3. Learners should practise honesty when given leadership roles.
4. School leaders should treat all learners fairly.
5. Leaders should be accountable for their decisions.

11.0 STORIES AND EXAMPLES THAT PORTRAY THE TEACHINGS OF PROMINENT PERSONALITIES

Stories help learners understand how religious teachings can be applied in practical situations.

The following are illustrative learning stories, not historical accounts of the named personalities.

11.1 The Story of a Learner Who Practised Ahimsa

A Grade 11 learner noticed that some students were bullying a new student because of his cultural background.

Instead of joining the bullying, the learner encouraged the group to stop and treat the new student respectfully.

The learner also reported the incident to the teacher and helped the new student settle into the school community.

Lessons from the story

1. Non-violence should guide human behaviour.
2. People should respect cultural differences.
3. Bullying should be discouraged.
4. Compassion strengthens friendships.
5. Individuals should stand against injustice peacefully.

Related personality: Shrimad Rajchandra and Chitrabhanu.

11.2 The Story of Responsible Leadership

A student council received money to organise a school environmental activity.

The student leader decided to account for every amount spent and involved other learners in making decisions.

The activity was successful because the leader acted honestly and responsibly.

Lessons

- Leaders should be accountable.
- Public resources should be used responsibly.
- Honesty builds trust.
- Leadership should serve others.

Related personality: King Ashoka.

11.3 The Story of Concentration and Self-Discipline

A learner experienced difficulties concentrating during private study.

The learner developed a study timetable, reduced unnecessary distractions and practised a short mindfulness exercise before beginning revision.

Over time, the learner became more organised and attentive.

Lessons

- Concentration improves learning.
- Self-discipline is important.
- Meditation can support mindfulness.
- Consistency contributes to personal development.

Related personality: Bodhidhamma.

12.0 IMPLEMENTING THE TEACHINGS OF PROMINENT PERSONALITIES FOR PERSONAL UPLIFTMENT

Personal upliftment refers to the improvement of an individual's moral, intellectual, emotional, social and spiritual well-being.

Learners can implement the teachings of prominent Jain and Buddhist personalities through the following activities.

1. Practising honesty in school and at home.
2. Avoiding bullying and discrimination.
3. Respecting people from different religious backgrounds.
4. Participating in community service.
5. Practising meditation and personal reflection.
6. Conserving the environment.
7. Treating animals with kindness.
8. Controlling anger and harmful behaviour.
9. Reading religious and moral literature.
10. Supporting people experiencing difficulties.
11. Demonstrating fairness when given leadership responsibilities.
12. Resolving disagreements peacefully.

12.1 Personal Development Plan

A learner can develop a personal plan based on the teachings studied.

Area of development	Action to be taken	Expected outcome
Moral development	Practise honesty	Improved integrity
Spiritual development	Practise reflection	Greater self-awareness
Social development	Respect others	Better relationships
Academic development	Develop concentration	Improved learning
Environmental development	Plant trees	Improved environment
Emotional development	Practise self-control	Better emotional management

13.0 HOLISTIC DEVELOPMENT THROUGH RELIGIOUS TEACHINGS

Holistic development refers to the balanced development of an individual in different aspects of life.

Jain and Buddhist teachings support holistic development by encouraging individuals to develop morally, intellectually, socially, emotionally, physically and spiritually.

13.1 Dimensions of Holistic Development

1. Moral development

- Promotes honesty.
- Encourages responsibility.
- Develops respect for others.
- Discourages harmful behaviour.

2. Intellectual development

- Encourages reading and research.

- Develops critical thinking.
- Promotes wisdom.
- Encourages lifelong learning.

3. Social development

- Promotes peaceful coexistence.
- Encourages teamwork.
- Develops tolerance.
- Strengthens community relationships.

4. Emotional development

- Encourages self-control.
- Promotes patience.
- Develops emotional awareness.
- Encourages peaceful conflict resolution.

5. Physical development

- Encourages responsible treatment of the body.
- Promotes healthy lifestyles.
- Encourages moderation.
- Supports balanced living.

6. Spiritual development

- Encourages self-realisation.
- Promotes meditation.
- Develops spiritual awareness.
- Encourages moral responsibility.

14.0 ACTIVITIES FOR LEARNERS

The following activities can be used by teachers to support competence-based learning.

Activity 1: Group Research

Learners work in groups to research the lives of Shrimad Rajchandra, Chitrabhanu and Kanji Swami.

They should present:

1. Their early lives.
2. Their religious backgrounds.
3. Their major contributions.
4. Their teachings.
5. Challenges they encountered.
6. Lessons relevant to Kenyan society.

Activity 2: Historical Timeline

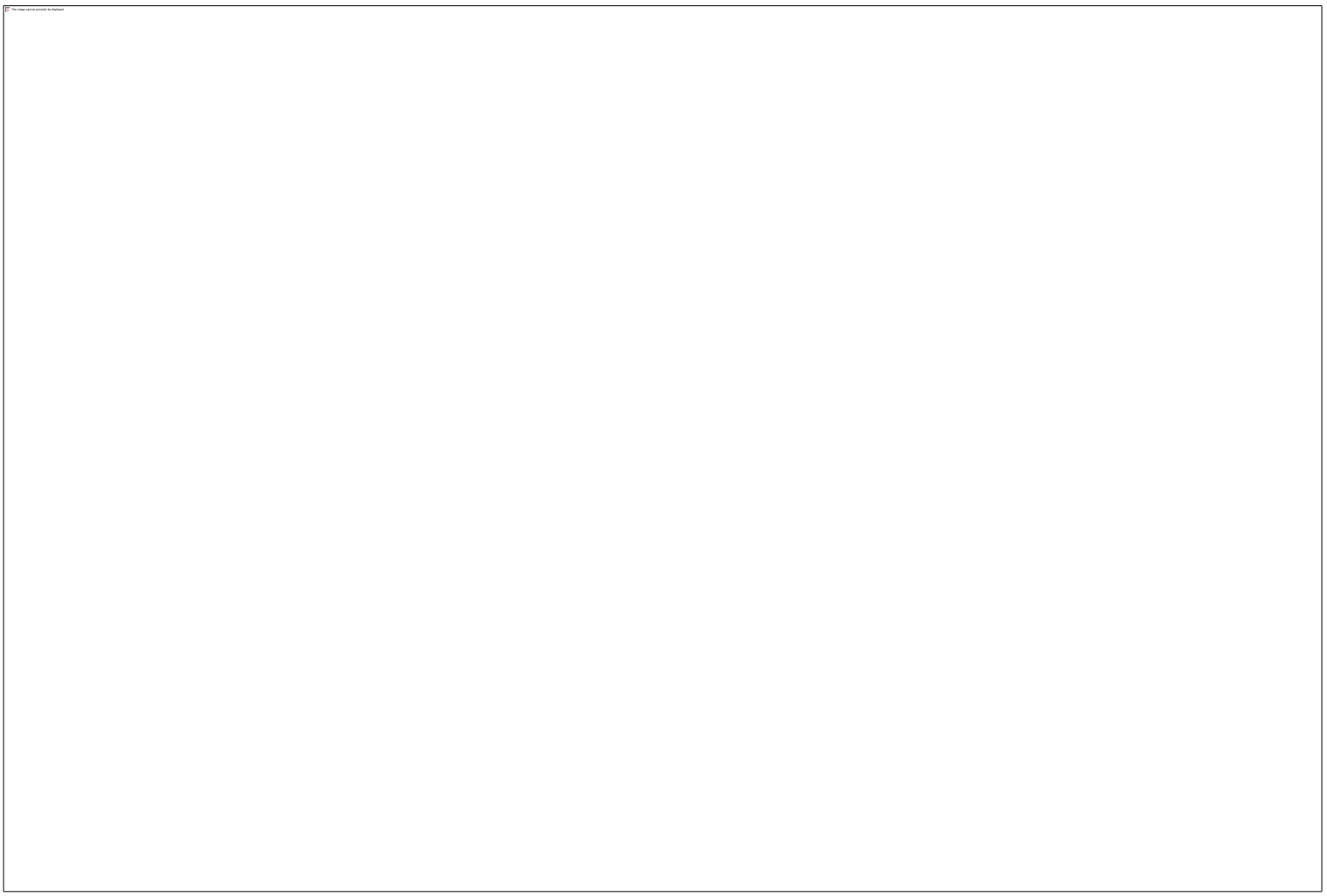
Learners prepare a timeline showing the significant events in the lives of the six personalities.

They should include:

- Birth dates.
- Major religious activities.
- Significant contributions.
- Death dates where historically established.

Activity 3: Values Chart

Learners prepare a chart showing the values learnt from the prominent personalities.



Activity 4: Interfaith Dialogue

Learners participate in a discussion on how religious communities can promote peaceful coexistence in Kenya.

They should consider:

- Religious tolerance.
- Respect for cultural differences.
- Community service.
- Peacebuilding.
- Environmental conservation.

Activity 5: Creative Presentation

Learners may:

- Compose poems.
- Write songs.
- Prepare role plays.
- Draw illustrations.
- Develop posters.
- Present short speeches.

The presentations should communicate the values and contributions of the personalities studied.

Activity 6: Community Service

Learners participate in an environmental conservation or community service activity inspired by Jain and Buddhist values.

Examples:

- Tree planting.
- Cleaning the school environment.
- Supporting vulnerable people.
- Promoting peaceful relationships.
- Creating awareness about animal welfare.

15.0 SUMMARY OF THE SUB-STRAND

The six personalities have made significant contributions to Jain and Buddhist traditions.

Faith	Personality	Major contribution
Jain	Shrimad Rajchandra	Spiritual philosophy and Atma Siddhi Shastra
Jain	Chitrabhanu	International propagation and interfaith dialogue
Jain	Kanji Swami	Interpretation and teaching of Jain philosophy
Buddhist	Buddhaghosa	Buddhist scholarship and Visuddhimagga
Buddhist	King Ashoka	Propagation of Buddhism and public welfare
Buddhist	Bodhidhamma	Traditional development of Chan Buddhist meditation

Key concepts to remember

- Ahimsa – Non-violence.
- Karuna – Compassion.
- Satya – Truthfulness.
- Dhamma – Moral and religious teaching.
- Sila – Morality.
- Samadhi – Mental concentration.
- Panna – Wisdom.
- Self-realisation – Understanding one's true spiritual nature.

- Propagation – Spreading religious teachings.
- Interfaith dialogue – Discussions that promote understanding among different religious communities.
- Holistic development – Balanced growth in different aspects of life.

GRADE 11 HINDU RELIGIOUS EDUCATION

REVISION EXERCISES

SECTION A – MULTIPLE CHOICE QUESTIONS

30 MARKS

Instructions: Answer all questions. Choose the correct answer from the alternatives A, B, C and D.

1. Who was Shrimad Rajchandra?

A. A Buddhist emperor.

B. A Jain spiritual teacher and philosopher.

C. A Buddhist missionary.

D. A Hindu political leader.

2. Shrimad Rajchandra was born in which year?

A. 1867.

B. 1890.

C. 1922.

D. 1901.

3. Which literary work is associated with Shrimad Rajchandra?

A. Visuddhimagga.

B. Samayasara.

C. Atma Siddhi Shastra.

D. Tripitaka.

4. The main teaching emphasised by Shrimad Rajchandra was:

A. Military conquest.

B. Self-realisation.

C. Political expansion.

D. Material accumulation.

5. Which international Jain teacher promoted interfaith dialogue and the spread of Jain teachings in Western countries?

A. Kanji Swami.

B. Buddhaghosa.

C. Chitrabhanu.

D. Ashoka.

6. Chitrabhanu was particularly known for promoting:

A. Religious intolerance.

B. Interfaith dialogue.

C. Military activities.

D. Political competition.

7. Which Jain personality is associated with the popularisation of the teachings of Acharya Kundakunda?

A. Kanji Swami.

B. Chitrabhanu.

C. Shrimad Rajchandra.

D. King Ashoka.

8. The concept of Ahimsa means:

A. Wealth accumulation.

B. Non-violence.

C. Political authority.

D. Religious conversion.

9. Which Jain personality is associated with the composition of Atma Siddhi Shastra?

A. Chitrabhanu.

B. Kanji Swami.

C. Shrimad Rajchandra.

D. Buddhaghosa.

10. Chitrabhanu's promotion of vegetarianism was mainly based on:

A. Competition.

B. Compassion towards living beings.

C. Political influence.

D. Economic development.

11. Ven. Buddhaghosa was particularly associated with which Buddhist tradition?

A. Theravada.

B. Mahayana only.

C. Sikhism.

D. Jainism.

12. Which Buddhist scholar wrote Visuddhimagga?

A. Ashoka.

B. Bodhidhamma.

C. Buddhaghosa.

D. Rajchandra.

13. Visuddhimagga means:

A. Path of Purification.

B. Path of Wealth.

C. Path of Political Leadership.

D. Path of Conquest.

14. Buddhaghosa contributed mainly to Buddhism through:

A. Military expansion.

B. Scriptural interpretation and scholarship.

C. Construction of government offices.

D. Political leadership.

15. King Ashoka belonged to which empire?

A. Gupta Empire.

B. Maurya Empire.

C. Roman Empire.

D. Mughal Empire.

16. Which war contributed significantly to Ashoka's transformation?

A. Battle of Plassey.

B. Kalinga War.

C. World War I.

D. Battle of Waterloo.

17. After the Kalinga War, Ashoka increasingly promoted:

A. Violence and conquest.

B. Peace and compassion.

C. Religious discrimination.

D. Slavery.

18. Ashoka used which means to communicate his moral teachings?

A. Radio broadcasts.

B. Rock and pillar inscriptions.

C. Television programmes.

D. Social media.

19. Which personality supported the spread of Buddhism to Sri Lanka through missionary activities associated with his family?

A. Shrimad Rajchandra.

B. King Ashoka.

C. Kanji Swami.

D. Chitrabhanu.

20. Ashoka's Dhamma emphasised:

A. Religious hatred.

B. Moral and social responsibility.

C. Political oppression.

D. Excessive materialism.

21. Bodhidhamma is traditionally associated with the development of:

A. Chan Buddhism.

B. Jainism.

C. Sikhism.

D. Hindu nationalism.

22. Bodhidhamma is commonly known as:

A. Buddhaghosa.

B. Bodhidharma.

C. Mahavira.

D. Rajchandra.

23. Which practice was strongly emphasised in the teachings associated with Bodhidhamma?

A. Meditation.

B. Military conquest.

C. Wealth accumulation.

D. Political campaigning.

24. Chan Buddhism later influenced the development of which tradition in Japan?

A. Zen Buddhism.

B. Jainism.

C. Sikhism.

D. Confucianism.

25. Which of the following best describes interfaith dialogue?

A. Forcing people to change their religions.

B. Promoting discussions and understanding among different religions.

C. Preventing people from practising religion.

D. Encouraging discrimination.

26. Which value is promoted by Jain and Buddhist teachings?

A. Hatred.

B. Greed.

C. Compassion.

D. Dishonesty.

27. A learner who respects classmates from different religious backgrounds demonstrates:

A. Intolerance.

B. Religious tolerance.

C. Discrimination.

D. Selfishness.

28. Which of the following is an example of applying Ahimsa in school?

A. Bullying other learners.

B. Destroying school property.

C. Resolving disagreements peacefully.

D. Encouraging fights.

29. The term holistic development refers to:

A. Academic development only.

B. Physical development only.

C. Balanced development of different aspects of life.

D. Economic development only.

30. Which activity best demonstrates the application of Jain and Buddhist environmental teachings?

A. Cutting down trees carelessly.

B. Polluting rivers.

C. Planting trees and conserving wildlife.

D. Destroying animal habitats.

SECTION B: STRUCTURED QUESTIONS

50 MARKS

Instructions: Answer all questions. Write your answers clearly and provide relevant examples where necessary.

QUESTION 1: SHRIMAD RAJCHANDRA (8 MARKS)

a) Define the term prominent religious personality. (2 marks)

b) Identify three contributions of Shrimad Rajchandra to Jain faith. (3 marks)

c) Explain three lessons that learners can acquire from the life and teachings of Shrimad Rajchandra. (3 marks)

QUESTION 2: CHITRABHANU (8 MARKS)

a) Identify two ways through which Chitrabhanu contributed to the international propagation of Jainism. (2 marks)

b) Explain three ways in which Chitrabhanu promoted interfaith dialogue. (3 marks)

c) Explain three ways in which his teachings can help address contemporary issues in Kenya. (3 marks)

QUESTION 3: KANJI SWAMI (8 MARKS)

a) Identify two major teachings of Kanji Swami. (2 marks)

b) Explain three contributions of Kanji Swami to the preservation and interpretation of Jain philosophy. (3 marks)

c) Describe three ways learners can apply his teachings to improve their personal lives. (3 marks)

QUESTION 4: BUDDHAGHOSA (8 MARKS)

a) Identify the major Buddhist tradition with which Buddhaghosa was associated. (1 mark)

b) Name the famous book written by Buddhaghosa. (1 mark)

c) Explain three contributions of Buddhaghosa to Buddhist faith. (3 marks)

d) Explain three ways his teachings can promote academic development among learners. (3 marks)

QUESTION 5: KING ASHOKA (9 MARKS)

a) Identify the empire ruled by King Ashoka. (1 mark)

b) State the war that contributed to Ashoka's transformation. (1 mark)

c) Explain three contributions of King Ashoka to the propagation of Buddhism. (3 marks)

d) Explain four lessons Kenyan leaders can acquire from the leadership of King Ashoka. (4 marks)

QUESTION 6: BODHIDHAMMA AND APPLICATION OF RELIGIOUS TEACHINGS (9 MARKS)

a) State two teachings associated with Bodhidhamma. (2 marks)

b) Explain three challenges encountered during the propagation of Jain and Buddhist faiths. (3 marks)

c) Explain four ways in which the teachings of prominent Jain and Buddhist personalities can help promote peaceful coexistence in Kenya. (4 marks)

GRADE 11 HINDU RELIGIOUS EDUCATION

MARKING SCHEME – REVISION EXERCISES

Strand: 2.0 Scriptures
Sub-strand: 2.2 Religious Influences
Assessment: Competency-Based Assessment (CBA)
Section A: 30 Marks
Section B: 50 Marks
Total: 80 Marks

SECTION A: MULTIPLE-CHOICE QUESTIONS (30 MARKS)

Instructions to the examiner: Award 1 mark for every correct answer. No marks for incorrect answers.

No.	Answer
1	B
2	A
3	C
4	B
5	C
6	B
7	A
8	B
9	C
10	B
11	A
12	C
13	A
14	B
15	B
16	B
17	B
18	B
19	B
20	B
21	A
22	B
23	A
24	A
25	B
26	C
27	B
28	C
29	C
30	C

SECTION A TOTAL: 30 MARKS

SECTION B: STRUCTURED QUESTIONS (50 MARKS)

QUESTION 1: SHRIMAD RAJCHANDRA (8 MARKS)

a) Define the term prominent religious personality. (2 marks)

- A prominent religious personality is an individual who is widely recognised for their significant contribution to a religion. (1 mark)
- Such a person influences religious beliefs, practices, values and the spiritual lives of followers. (1 mark)

b) Identify three contributions of Shrimad Rajchandra to Jain faith. (3 marks)

Award 1 mark for each correct response.

1. Composed the famous Jain philosophical work Atma Siddhi Shastra.
2. Promoted self-realisation and spiritual development.
3. Emphasised the importance of right faith, right knowledge and right conduct.
4. Promoted Ahimsa (non-violence) and compassion towards living beings.
5. Encouraged meditation and self-examination.
6. Inspired later Jain spiritual leaders and followers.

Maximum: 3 marks.

c) Explain three lessons that learners can acquire from the life and teachings of Shrimad Rajchandra. (3 marks)

Award 1 mark for each well-explained point.

1. Self-discipline: Learners should develop discipline and control their behaviour.
2. Self-realisation: Learners should understand their strengths, weaknesses and responsibilities.
3. Non-violence: Learners should avoid hurting others through words or actions.
4. Honesty: Learners should practise truthfulness in their academic and personal lives.
5. Spiritual development: Learners should make time for reflection and personal growth.
6. Compassion: Learners should show kindness and concern for other living beings.

Maximum: 3 marks.

QUESTION 2: CHITRABHANU (8 MARKS)

a) Identify two ways through which Chitrabhanu contributed to the international propagation of Jainism. (2 marks)

Award 1 mark for each correct response.

1. Travelled internationally to explain Jain teachings.
2. Promoted Jain philosophy and the principle of Ahimsa in Western countries.
3. Participated in international religious conferences.
4. Established connections with people from different religious backgrounds.

Maximum: 2 marks.

b) Explain three ways in which Chitrabhanu promoted interfaith dialogue. (3 marks)

Award 1 mark for each well-explained point.

1. Participating in interfaith meetings: He engaged with religious leaders and followers from different faiths.
2. Promoting mutual respect: He encouraged people to appreciate religious differences.
3. Teaching non-violence: He shared Jain teachings on peaceful coexistence with other religious communities.
4. Encouraging cooperation: He promoted collaboration in addressing common social problems.
5. Sharing religious knowledge: He explained Jain beliefs and practices to international audiences.

Maximum: 3 marks.

c) Explain three ways in which his teachings can help address contemporary issues in Kenya. (3 marks)

Award 1 mark for each well-explained point.

1. Ethnic and religious conflicts: His teachings on tolerance and non-violence can encourage peaceful coexistence.
2. Environmental conservation: His teachings on respect for life can encourage protection of wildlife and natural resources.
3. Corruption: His emphasis on truthfulness and ethical living can promote integrity.
4. Social discrimination: His teachings can encourage equality and respect for all people.
5. Violence in society: His emphasis on Ahimsa can promote peaceful conflict resolution.
6. Hunger and poverty: His teachings on compassion can encourage charitable activities and support for vulnerable people.

Maximum: 3 marks.

QUESTION 3: KANJI SWAMI (8 MARKS)

a) Identify two major teachings of Kanji Swami. (2 marks)

Award 1 mark for each correct response.

1. Emphasised self-realisation and understanding the true nature of the soul.
2. Taught the importance of Right Faith, Right Knowledge and Right Conduct.
3. Emphasised the study of Jain scriptures and the philosophy of Acharya Kundakunda.
4. Encouraged detachment from worldly attachments.

Maximum: 2 marks.

b) Explain three contributions of Kanji Swami to the preservation and interpretation of Jain philosophy. (3 marks)

Award 1 mark for each well-explained point.

1. Promoted Jain scriptures: He encouraged the study and understanding of traditional Jain religious texts.

2. Popularised Kundakunda's teachings: He helped followers understand the philosophical works of Acharya Kundakunda.
3. Established spiritual learning centres: He inspired the development of institutions for studying Jain philosophy.
4. Promoted self-realisation: He emphasised understanding the soul as an important part of spiritual development.
5. Encouraged religious education: He guided followers in learning and practising Jain teachings.

Maximum: 3 marks.

c) Describe three ways learners can apply his teachings to improve their personal lives. (3 marks)

Award 1 mark for each relevant explanation.

1. Self-awareness: Learners should understand their strengths, weaknesses and personal responsibilities.
2. Self-discipline: They should develop good study habits and avoid destructive behaviour.
3. Moral conduct: They should practise honesty, respect and kindness.
4. Avoiding excessive attachment: They should not allow material possessions to control their lives.
5. Continuous learning: They should develop a habit of reading, reflecting and acquiring knowledge.
6. Spiritual growth: They should set aside time for meditation and personal reflection.

Maximum: 3 marks.

QUESTION 4: BUDDHAGHOSA (8 MARKS)

a) Identify the major Buddhist tradition with which Buddhaghosa was associated. (1 mark)

- Theravada Buddhism. (1 mark)

b) Name the famous book written by Buddhaghosa. (1 mark)

- Visuddhimagga (The Path of Purification). (1 mark)

c) Explain three contributions of Buddhaghosa to Buddhist faith. (3 marks)

Award 1 mark for each well-explained point.

1. Preservation of Buddhist teachings: He helped preserve and explain important Buddhist scriptures and teachings.
2. Development of Buddhist literature: He wrote the Visuddhimagga, which explains Buddhist meditation, morality and wisdom.
3. Interpretation of scriptures: He prepared commentaries that helped followers understand Buddhist teachings.
4. Promotion of meditation: His writings explained meditation practices that support spiritual development.
5. Strengthening Theravada Buddhism: His scholarship contributed to the development and preservation of Theravada Buddhist traditions.
6. Promotion of religious education: His writings became important learning resources for Buddhist monks and scholars.

Maximum: 3 marks.

d) Explain three ways his teachings can promote academic development among learners. (3 marks)

Award 1 mark for each well-explained point.

1. Encouraging concentration: His teachings on meditation can help learners develop attention during lessons.
2. Promoting discipline: Learners can develop regular study routines and responsible behaviour.
3. Encouraging research: His scholarly work inspires learners to read, investigate and seek knowledge.
4. Developing critical thinking: Learners can analyse information and understand ideas deeply.
5. Promoting perseverance: Learners can remain committed to their studies despite challenges.
6. Encouraging lifelong learning: Learners can develop a positive attitude towards continuous education.

Maximum: 3 marks.

QUESTION 5: KING ASHOKA (9 MARKS)

a) Identify the empire ruled by King Ashoka. (1 mark)

- Maurya Empire. (1 mark)

b) State the war that contributed to Ashoka's transformation. (1 mark)

- Kalinga War. (1 mark)

c) Explain three contributions of King Ashoka to the propagation of Buddhism. (3 marks)

Award 1 mark for each well-explained point.

1. Supported Buddhist missionaries: He supported the sending of missionaries to spread Buddhism to different regions.
2. Spread Buddhism to Sri Lanka: He supported missionary activities associated with his son Mahinda and daughter Sanghamitta.
3. Constructed Buddhist monuments: He supported the construction of stupas and other Buddhist religious structures.
4. Used inscriptions: He communicated moral teachings through rock and pillar inscriptions.
5. Supported Buddhist councils: He supported the Third Buddhist Council, traditionally associated with the reign of Ashoka.
6. Promoted religious tolerance: He encouraged respect for different religious traditions.

Maximum: 3 marks.

d) Explain four lessons Kenyan leaders can acquire from the leadership of King Ashoka. (4 marks)

Award 1 mark for each well-explained point.

1. Peaceful leadership: Leaders should promote peace instead of using violence to resolve disagreements.
2. Compassion: Leaders should care about the welfare and needs of citizens.
3. Religious tolerance: Leaders should respect people from different religious backgrounds.
4. Accountability: Leaders should exercise authority responsibly and serve the public honestly.
5. Social responsibility: Leaders should support education, healthcare and community development.

6. Justice and fairness: Leaders should treat all citizens equally without discrimination.
7. Environmental conservation: Leaders should promote responsible use and protection of natural resources.
8. Moral leadership: Leaders should demonstrate integrity and act as good examples to society.

Maximum: 4 marks.

QUESTION 6: BODHIDHAMMA AND APPLICATION OF RELIGIOUS TEACHINGS (9 MARKS)

a) State two teachings associated with Bodhidhamma. (2 marks)

Award 1 mark for each correct response.

1. Emphasis on meditation as a means of spiritual understanding and self-realisation.
2. Direct personal experience of truth rather than relying only on theoretical knowledge.
3. Self-discipline and control of the mind.
4. Simplicity and detachment from excessive material desires.
5. Development of inner wisdom through meditation.

Maximum: 2 marks.

b) Explain three challenges encountered during the propagation of Jain and Buddhist faiths. (3 marks)

Award 1 mark for each well-explained point.

1. Language barriers: Different languages and dialects made it difficult to communicate religious teachings.
2. Cultural differences: Differences in customs and traditions sometimes affected the acceptance of new religious ideas.
3. Religious opposition: Some communities resisted the introduction or spread of new religious teachings.
4. Limited resources: Lack of funds and learning materials made religious activities difficult.
5. Misinterpretation of teachings: Some people misunderstood the beliefs and practices of Jainism and Buddhism.
6. Geographical barriers: Long distances and difficult travel conditions hindered missionary activities.
7. Changing social conditions: Political instability and social changes sometimes affected religious institutions.

Maximum: 3 marks.

c) Explain four ways in which the teachings of prominent Jain and Buddhist personalities can help promote peaceful coexistence in Kenya. (4 marks)

Award 1 mark for each well-explained point.

1. Promoting non-violence: The Jain principle of Ahimsa and Buddhist teachings encourage people to avoid violence and resolve conflicts peacefully.
2. Encouraging religious tolerance: Their teachings promote respect for different religious beliefs and practices.

3. Developing compassion: Their teachings encourage kindness, generosity and concern for vulnerable members of society.
4. Promoting honesty: Jain and Buddhist moral teachings encourage truthfulness and integrity in personal and public life.
5. Encouraging environmental conservation: Respect for living beings encourages the protection of wildlife, forests and other natural resources.
6. Promoting unity: Their teachings encourage cooperation among people from different ethnic, cultural and religious backgrounds.
7. Encouraging forgiveness: Religious teachings promote reconciliation and peaceful settlement of disagreements.
8. Promoting equality: Their teachings encourage respect for human dignity and discourage discrimination.

Maximum: 4 marks

STRAND 3.0: PRINCIPLES OF DHARMA

SUB-STRAND 3.1: CORE BELIEFS



GRADE 11 – SENIOR SCHOOL

Competency-Based Education (CBE) | Kenya

Learning area: Hindu Religious Education

Main focus: Understanding and applying the core beliefs, values, ethics and practices of four Dharmic faiths to promote personal development, family harmony and communal well-being.

1.0 INTRODUCTION TO THE PRINCIPLES OF DHARMA

1.1 Meaning of Dharma

Dharma is a Sanskrit term referring to righteous living, moral duty, religious principles, truth, justice and the responsibilities that guide individuals in society.

Dharma provides guidance on how human beings should conduct themselves towards themselves, other people, animals, nature and the divine.

In Hindu Religious Education, Dharma is an important principle that encourages individuals to live responsibly and maintain harmony in society.

Dharma is not simply about performing religious rituals. It also involves putting religious teachings into practice through daily actions.

1.2 Understanding Dharma in the Four Dharmic Faiths

The four faiths considered in this sub-strand are Hinduism, Buddhism, Jainism and Sikhism.

Although they have different teachings, traditions and religious practices, they share several values that promote peaceful living.

Faith	Understanding of Dharma or its related principle
Hinduism	Dharma refers to righteous conduct, duty, responsibility and moral order.

Buddhism	Dhamma (Dharma) refers to the teachings of the Buddha and the path of righteous living.
Jainism	Dharma is associated with right conduct, non-violence and the principles guiding the soul towards liberation.
Sikhism	Dharma involves living truthfully, serving humanity, remembering God and fulfilling one's responsibilities.

Important distinction: The term Dharma has different meanings and applications in these traditions. It should not be assumed that all four religions interpret it in exactly the same way.

1.3 Importance of Dharma in Human Life

Dharma is important because it:

1. Promotes peaceful coexistence among people of different religious and cultural backgrounds.
2. Encourages honesty and integrity in personal and professional activities.
3. Promotes respect for human dignity and the rights of others.
4. Guides individuals in making responsible decisions.
5. Encourages compassion towards people, animals and the environment.
6. Strengthens family relationships through love, responsibility and mutual respect.
7. Discourages harmful practices such as corruption, dishonesty and violence.
8. Promotes justice, fairness and accountability.
9. Encourages responsible citizenship.
10. Provides moral guidance when individuals face difficult situations.

Example in the Kenyan context: A learner who finds a lost schoolbag and returns it to its owner demonstrates Dharma through honesty and responsibility.

2.0 CORE BELIEFS OF THE FOUR DHARMIC FAITHS

2.1 Meaning of Core Beliefs

Core beliefs are the fundamental religious teachings, values and principles that guide the faith, behaviour and way of life of followers of a particular religion.

They influence how believers understand life, worship, relate with others and make decisions.

2.2 Core Beliefs in Hinduism

Hinduism teaches several important beliefs that guide followers towards righteous living.

a) Belief in Brahman

- Brahman is understood as the ultimate reality and supreme spiritual principle.
- It is the source and foundation of existence.
- Hindu traditions explain the relationship between Brahman, the universe and individual souls in different ways.
- This belief encourages reverence for the sacred nature of existence.

b) Belief in Atman

- Atman refers to the true self or eternal soul in many Hindu philosophical traditions.
- It is distinct from the temporary physical body.
- Understanding Atman encourages individuals to develop spiritual awareness.
- It reminds believers that human life has a spiritual dimension.

c) Belief in Karma

- Karma refers to the principle that actions have consequences.
- Good actions contribute to positive consequences, while harmful actions produce negative consequences.
- Karma encourages people to take responsibility for their behaviour.
- It promotes ethical conduct.

Example: A learner who works honestly and respects others demonstrates good conduct.

d) Belief in Samsara

- Samsara refers to the cycle of birth, death and rebirth.
- It is associated with the continuing journey of the soul.
- The nature of one's actions influences future experiences according to the doctrine of karma.

e) Belief in Moksha

- Moksha means liberation from the cycle of birth, death and rebirth.
- It is considered the ultimate spiritual goal in many Hindu traditions.
- It involves spiritual freedom and realisation of ultimate truth.

f) Belief in Dharma

- Every individual has responsibilities and duties.
- People should perform their duties honestly and responsibly.
- Dharma promotes social order and harmonious living.

g) Belief in Ahimsa

- Ahimsa means non-violence.
- It encourages avoiding harm to living beings through thoughts, words and actions.
- It promotes compassion, tolerance and respect for life.

2.3 Core Beliefs in Buddhism

Buddhism is based on the teachings of Siddhartha Gautama, commonly known as the Buddha.

Its central teachings include:

a) The Four Noble Truths

1. Dukkha – Life involves suffering, dissatisfaction and difficulties.
2. Samudaya – Craving and attachment are important causes of suffering.

3. Nirodha – It is possible to bring suffering to an end.
4. Magga – The Noble Eightfold Path provides a way towards the cessation of suffering.

b) The Noble Eightfold Path

The Noble Eightfold Path provides practical guidance for ethical, mental and spiritual development.

It consists of:

1. Right understanding – Understanding reality and the Four Noble Truths.
2. Right intention – Developing thoughts of goodwill, compassion and renunciation.
3. Right speech – Avoiding lies, abusive language and harmful speech.
4. Right action – Acting ethically and avoiding harmful conduct.
5. Right livelihood – Earning a living through honest and responsible means.
6. Right effort – Making an effort to develop positive qualities.
7. Right mindfulness – Being aware of one's thoughts, feelings and actions.
8. Right concentration – Developing mental focus through meditation.

c) Belief in Karma

- Actions have consequences.
- Intentional actions influence future experiences.
- People should avoid harmful actions and cultivate positive behaviour.

d) Belief in Rebirth

- Buddhism teaches rebirth within the cycle of samsara.
- Rebirth is understood differently from the Hindu concept of an unchanging eternal Atman.
- Buddhism teaches Anatta, meaning that there is no permanent, independent self.

e) Belief in Nirvana

- Nirvana is the liberation from greed, hatred and ignorance.
- It represents the ending of the conditions that sustain suffering and rebirth.
- It is the ultimate spiritual goal in Buddhism.

f) Compassion and Loving-kindness

- Buddhists are encouraged to develop compassion towards all living beings.
- Loving-kindness promotes peaceful relationships.
- These values discourage hatred, cruelty and revenge.

2.4 Core Beliefs in Jainism

Jainism is an ancient Indian religion that places great emphasis on non-violence, self-discipline and liberation of the soul.

Its major beliefs include:

a) Ahimsa (Non-violence)

- Ahimsa is the central ethical principle of Jainism.
- It requires avoiding harm to living beings.
- It applies to thoughts, words and actions.
- Jains are encouraged to show compassion towards humans, animals and other forms of life.

b) Anekantavada (Many-sidedness of Reality)

- This principle teaches that reality has many aspects.
- Human understanding may be limited.
- People should avoid assuming that their perspective is the only possible truth.
- It encourages tolerance, dialogue and respect for different opinions.

c) Aparigraha (Non-possession)

- It means avoiding excessive attachment to possessions.
- It encourages simplicity and self-control.
- It discourages greed, wastefulness and materialism.

d) Karma

- Jainism teaches that karma affects the soul.
- Harmful actions and attachments contribute to karmic bondage.
- Spiritual discipline helps the soul overcome this bondage.

e) Samsara

- Samsara is the cycle of birth, death and rebirth.
- The soul continues through this cycle until liberation is attained.

f) Moksha

- Moksha is liberation of the soul from karmic bondage.
- It is attained through right faith, right knowledge and right conduct.

g) The Three Jewels (Ratnatraya)

The Three Jewels provide the foundation for spiritual progress.

1. Right faith (Samyak Darshan) – Having correct belief and understanding of reality.
2. Right knowledge (Samyak Jnana) – Understanding the teachings of Jainism correctly.
3. Right conduct (Samyak Charitra) – Practising ethical and disciplined behaviour.

2.5 Core Beliefs in Sikhism

Sikhism was founded by Guru Nanak Dev Ji and developed through the teachings of the ten Sikh Gurus.

Its central teachings include:

a) Belief in One God (Ik Onkar)

- Sikhism teaches that there is one supreme, eternal God.

- God is beyond human limitations.
- All people are equal before God.
- This belief promotes unity and respect for humanity.

b) Equality of Humanity

- All human beings have equal dignity.
- No individual should be discriminated against because of social background, gender or economic status.
- Equality promotes peaceful coexistence.

c) Naam Japna

- This means remembering and meditating on God's name.
- It encourages spiritual awareness.
- It helps believers develop humility, discipline and devotion.

d) Kirat Karni

- It means earning an honest living through hard work.
- It discourages exploitation, corruption and dishonest practices.
- It promotes self-reliance and responsibility.

e) Vand Chhakna

- It means sharing one's resources with others.
- It encourages generosity and concern for people in need.
- It strengthens community relationships.

f) Seva (Selfless Service)

- Seva involves serving others without expecting personal rewards.
- It promotes compassion and community responsibility.
- It is demonstrated through voluntary service and helping vulnerable members of society.

g) Belief in the Guru Granth Sahib

- The Guru Granth Sahib is the central Sikh scripture.
- It contains hymns and teachings that guide Sikh spiritual and moral life.
- It is accorded the status of the eternal Guru.

3.0 RELIGIOUS GREETINGS IN THE FOUR DHARMIC FAITHS

3.1 Meaning of Religious Greetings

A greeting is a verbal expression, physical gesture or symbolic action used to acknowledge another person and communicate respect, goodwill and friendliness.

Religious greetings are important because they communicate spiritual values, cultural identity and respect for other people.

Different religious communities have established ways of greeting one another during worship, festivals, family gatherings and ordinary social interactions.

3.2 Greetings in Hinduism



Common Hindu greetings include:

a) Namaste

- Namaste is a common greeting used by Hindus.
- It involves bringing both palms together in front of the chest.
- The head may be slightly bowed.
- It communicates respect, humility and goodwill.
- It is used when meeting people, welcoming visitors and greeting religious teachers.

b) Namaskar

- Namaskar is another respectful form of greeting.
- It is commonly used to acknowledge elders and respected individuals.
- It may be accompanied by folded hands and a slight bow.

c) Pranam

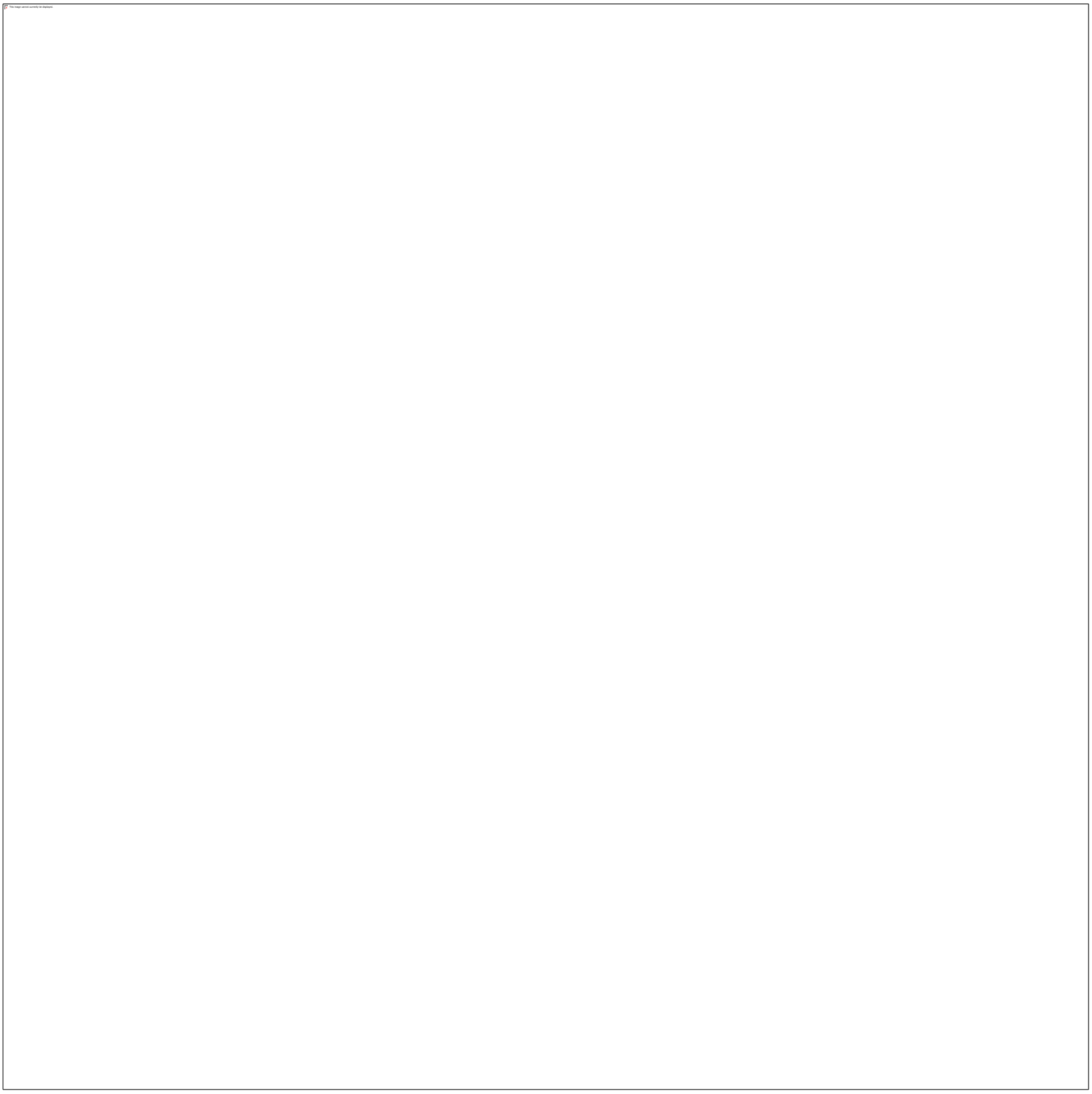
- Pranam expresses deep respect and reverence.
- It is commonly used when greeting parents, grandparents, teachers and spiritual leaders.
- In some Hindu communities, younger people may bow before elders or touch their feet as a sign of respect.

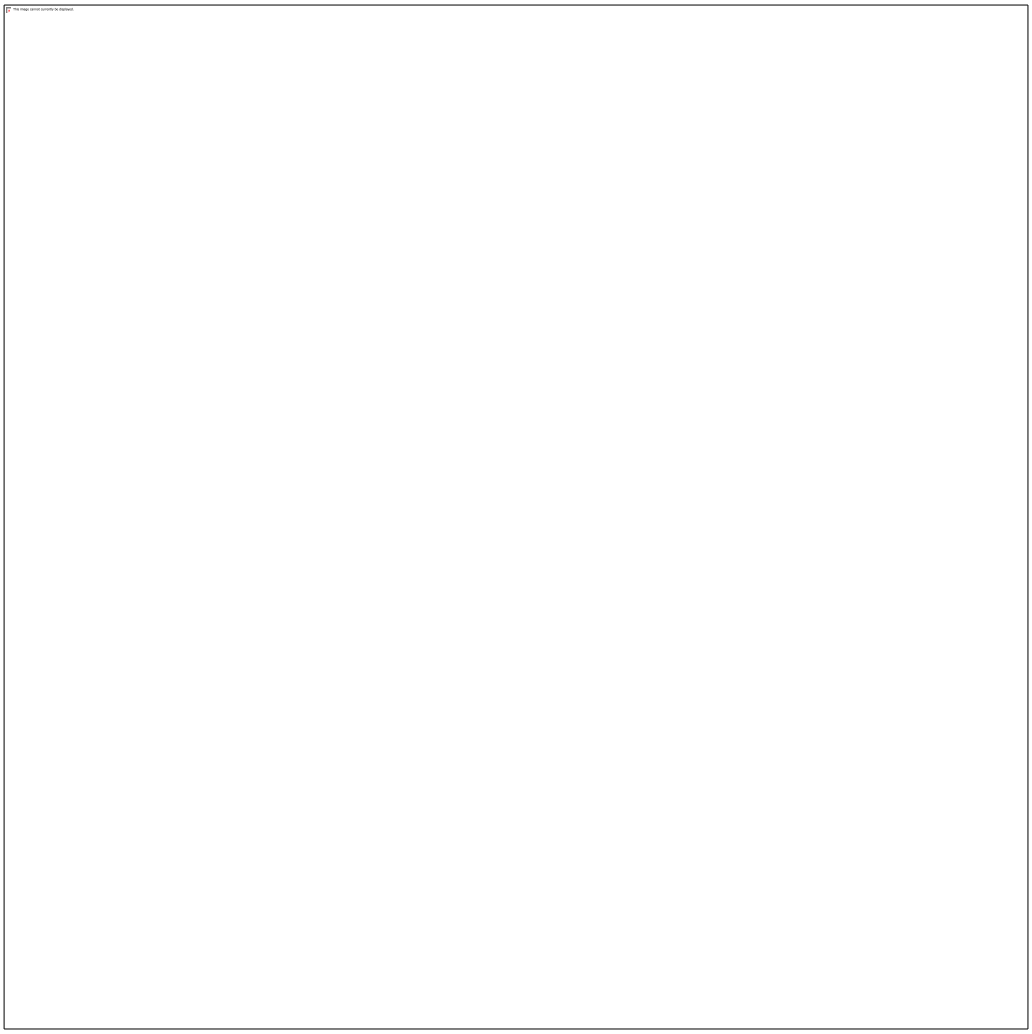
Importance of Hindu greetings

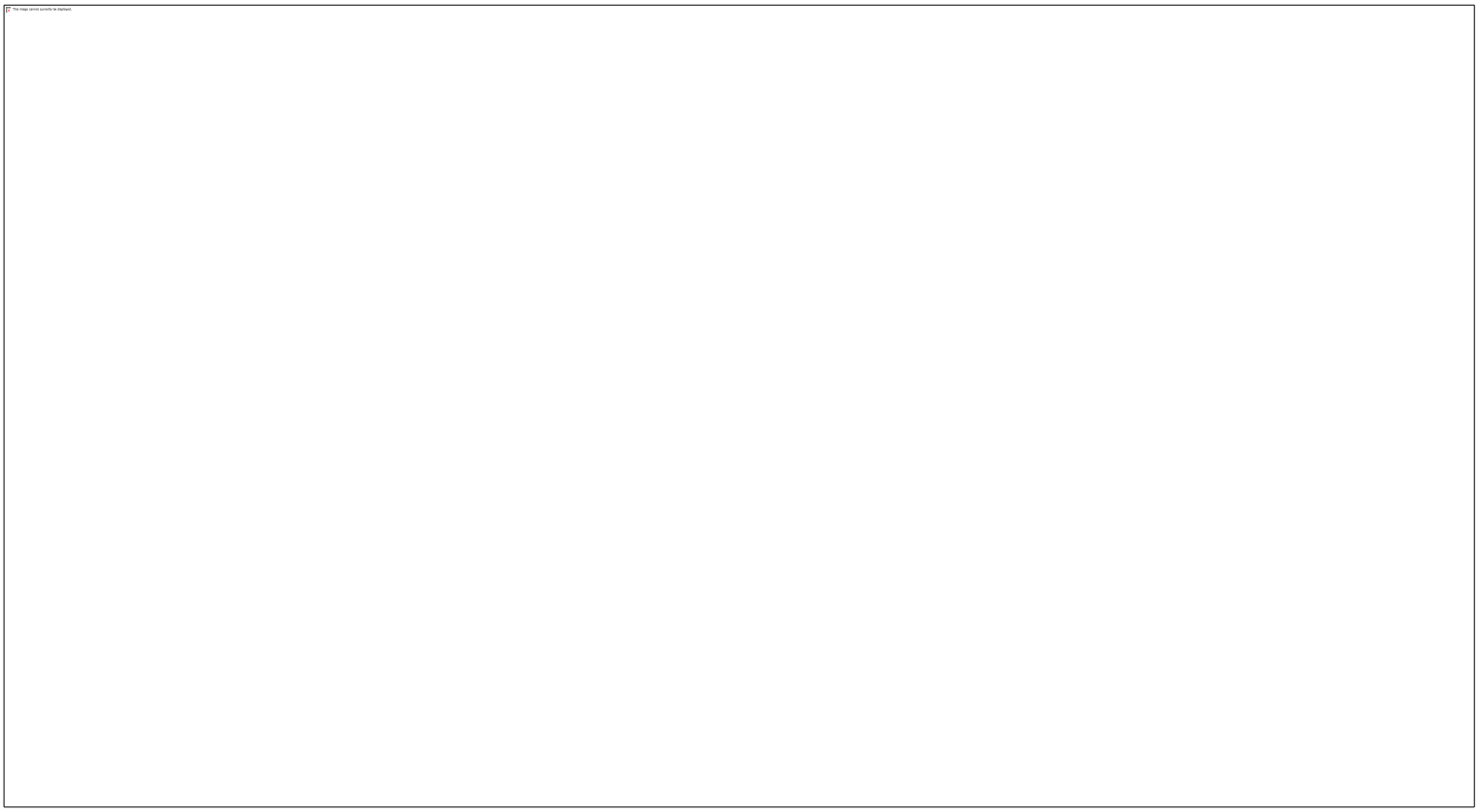
1. Promote humility.

2. Demonstrate respect for elders.
3. Strengthen family relationships.
4. Encourage peaceful interactions.
5. Promote a sense of belonging.
6. Express goodwill and spiritual respect.

3.3 Greetings in Buddhism







Common Buddhist greetings include:

a) Anjali Mudra

- It involves bringing the palms together in front of the chest.

- It communicates respect, gratitude and goodwill.
- It is used when greeting monks, teachers and other people.

b) Bowing

- Buddhists may bow when greeting monks or showing reverence in a temple.
- Bowing communicates humility and respect.
- It may also be performed during religious ceremonies.

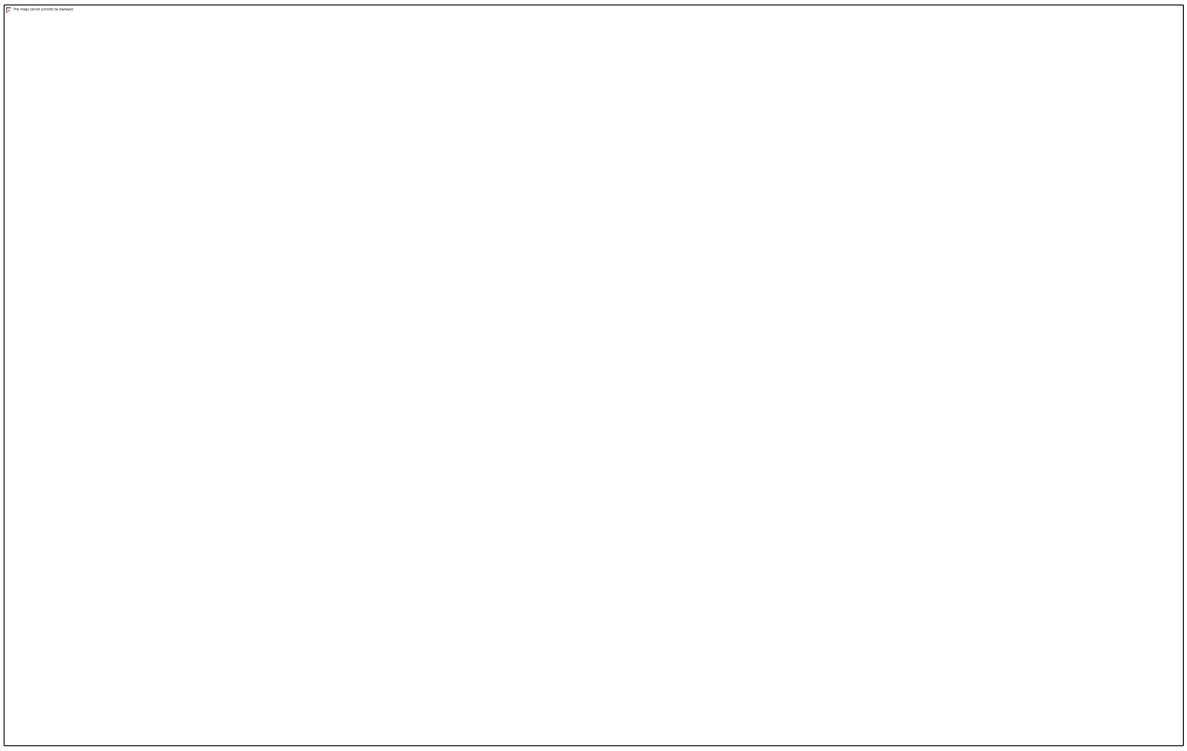
c) Verbal greetings

- Some Buddhist communities use culturally specific greetings.
- In some Theravada Buddhist communities, people use the greeting "Namo Buddhaya", expressing reverence to the Buddha.
- Greetings vary according to country, language and Buddhist tradition.

Importance of Buddhist greetings

1. Encourage humility.
2. Promote mindfulness.
3. Show respect for spiritual teachers.
4. Encourage peaceful relationships.
5. Promote kindness and harmony.

3.4 Greetings in Jainism



Common Jain greetings include:

a) Jai Jinendra

- This is a common greeting among Jains.
- It means victory to the Jinas or spiritual conquerors.

- The Jinas are those who have conquered inner passions and attained spiritual victory.
- The greeting expresses respect for the spiritual teachings of the Tirthankaras.

b) Namaste

- Jains also use Namaste.
- It involves joining the palms together.
- It expresses respect and humility.

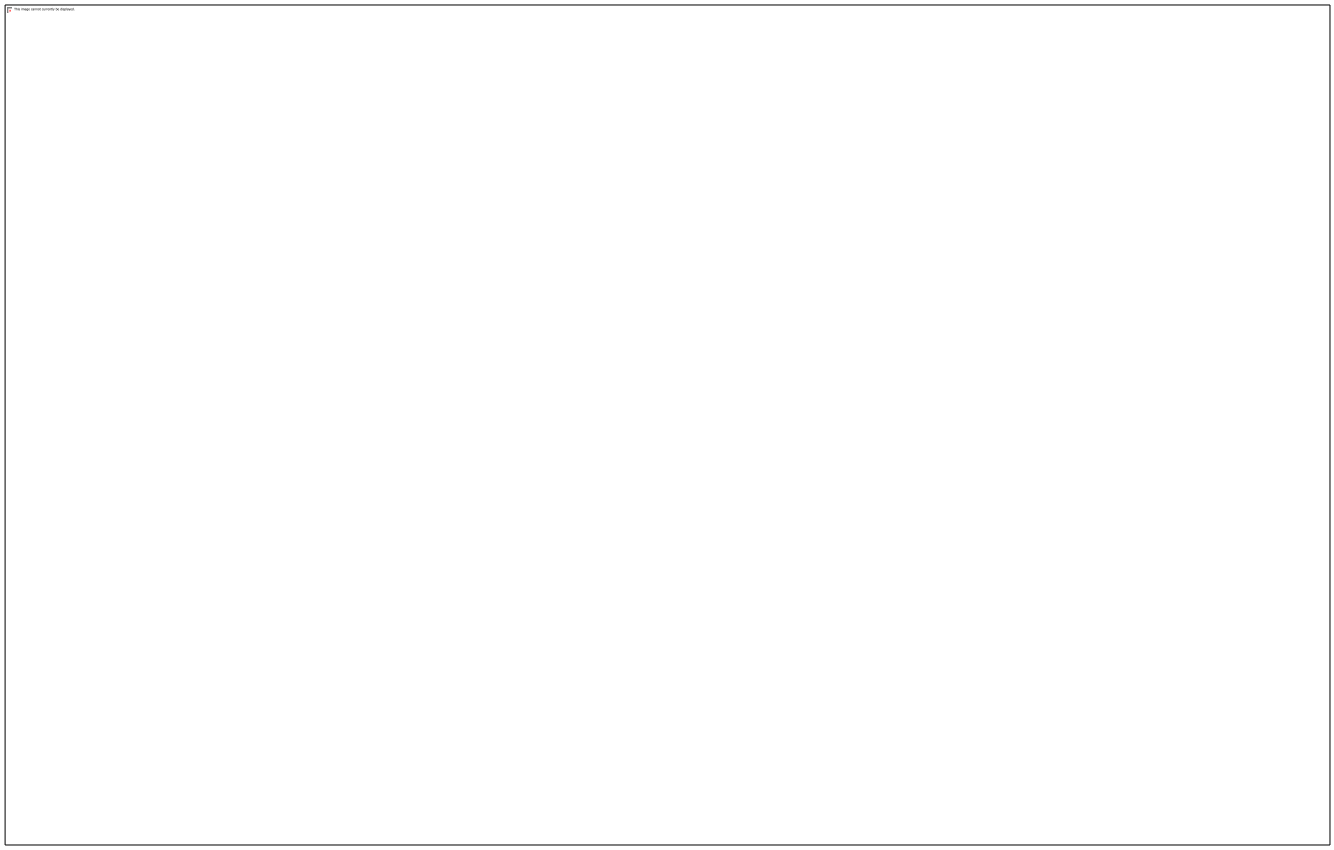
c) Michhami Dukkadam

- This expression is associated with forgiveness, especially during the Paryushana and Kshamavani observances.
- It communicates a request for forgiveness for any harm caused knowingly or unknowingly.
- It encourages reconciliation and peaceful relationships.

Importance of Jain greetings

1. Encourage forgiveness.
2. Promote non-violence.
3. Strengthen peaceful relationships.
4. Demonstrate humility.
5. Promote respect for all living beings.

3.5 Greetings in Sikhism





Common Sikh greetings include:

a) Sat Sri Akal

- This is a widely used Sikh greeting.
- It conveys the belief that the Eternal One is the ultimate truth.
- It is used when meeting and departing from members of the Sikh community.

b) Waheguru Ji Ka Khalsa, Waheguru Ji Ki Fateh

- This is an important Sikh religious greeting.
- It acknowledges that the Khalsa belongs to God and that victory belongs to God.
- It is particularly associated with Sikh religious gatherings.

c) Folded hands

- Some Sikhs use folded hands when greeting others.
- This gesture expresses humility and respect.

Importance of Sikh greetings

1. Promote religious identity.
2. Express devotion to God.
3. Encourage respect.
4. Strengthen community unity.
5. Promote peaceful interactions.

3.6 Comparison of Greetings in the Four Faiths

Faith	Common greeting	Main meaning
Hinduism	Namaste, Namaskar	Respect and goodwill
Buddhism	Anjali Mudra, Namo Buddhaya	Respect and reverence
Jainism	Jai Jinendra	Victory of spiritual conquerors
Sikhism	Sat Sri Akal	Recognition of the Eternal One

Activity 1:

In groups, demonstrate appropriate greetings from the four faiths. Discuss how greetings can promote respect and peaceful coexistence in Kenyan schools.

Key lesson: A person's greeting can communicate their values, personality, culture and attitude towards other people.

4.0 RELIGIOUS NAMES AND TITLES

4.1 Meaning of Names and Titles

A name is a word or combination of words used to identify an individual.

A title is a word or expression used before or after a person's name to indicate their position, responsibility, honour or religious authority.

Religious names and titles may reflect:

- Religious identity.
- Spiritual achievements.
- Family traditions.
- Religious leadership.
- Cultural heritage.
- Devotion to God.
- Respect for religious teachers.

4.2 Names and Titles in Hinduism

Examples include:

Name or title	Meaning or significance
Pandit	A learned person or religious scholar
Pujari	A person who performs worship rituals
Swami	A spiritual teacher or religious renunciant, depending on tradition
Guru	A spiritual teacher
Acharya	A respected teacher or spiritual guide
Maharaj	An honorific title used in various contexts
Mataji	A respectful title for a woman, often a spiritual or respected figure

Hindu names may be associated with:

1. Hindu deities.
2. Religious scriptures.
3. Virtues such as peace and wisdom.
4. Sanskrit words.
5. Family and cultural traditions.

Examples include names such as Krishna, Lakshmi, Arjun, Sita and Ananya.

4.3 Names and Titles in Buddhism

Name or title	Meaning or significance
Buddha	The awakened or enlightened one
Bhikkhu	An ordained Buddhist monk in Theravada traditions
Bhikkhuni	An ordained Buddhist nun in Theravada traditions
Lama	A respected religious teacher in Tibetan Buddhism
Venerable	An honorific title for a respected monastic
Rinpoche	An honorific title commonly used for a highly respected Tibetan Buddhist teacher

Names may be associated with:

- Buddhist teachings.
- Compassion.
- Wisdom.

- Enlightenment.
- Spiritual teachers.
- Religious traditions.

4.4 Names and Titles in Jainism

Name or title	Meaning or significance
Tirthankara	A spiritual teacher who shows the path to liberation
Acharya	A leader or teacher of a Jain monastic community
Muni	A Jain monk
Aryika	A Jain nun in certain traditions
Sadhvi	A Jain female renunciant
Jain	A follower of Jainism
Jina	A spiritual conqueror who has overcome inner passions

Examples of important Jain spiritual figures include:

- Rishabhanatha.
- Parshvanatha.
- Mahavira.

4.5 Names and Titles in Sikhism

Name or title	Meaning or significance
Guru	Spiritual teacher
Granthi	A person responsible for reading and caring for the Guru Granth Sahib in a Gurdwara
Bhai	A respectful title meaning brother
Bibi	A respectful title for a woman
Singh	Lion; commonly used by Sikh men
Kaur	Princess; commonly used by Sikh women
Giani	A knowledgeable religious scholar

Sikh names often communicate equality, courage, faith and devotion.

4.6 Importance of Respecting Religious Names and Titles

1. Promotes respect for religious identity.
2. Prevents discrimination and stereotyping.
3. Recognises religious leadership and responsibility.
4. Encourages peaceful communication.
5. Promotes cultural appreciation.
6. Strengthens relationships among different communities.
7. Helps learners understand religious diversity.

Kenyan application: Learners should pronounce their classmates' names correctly and use appropriate titles when addressing religious leaders.

5.0 RELIGIOUS CLOTHING AND ATTIRE

5.1 Meaning of Religious Clothing

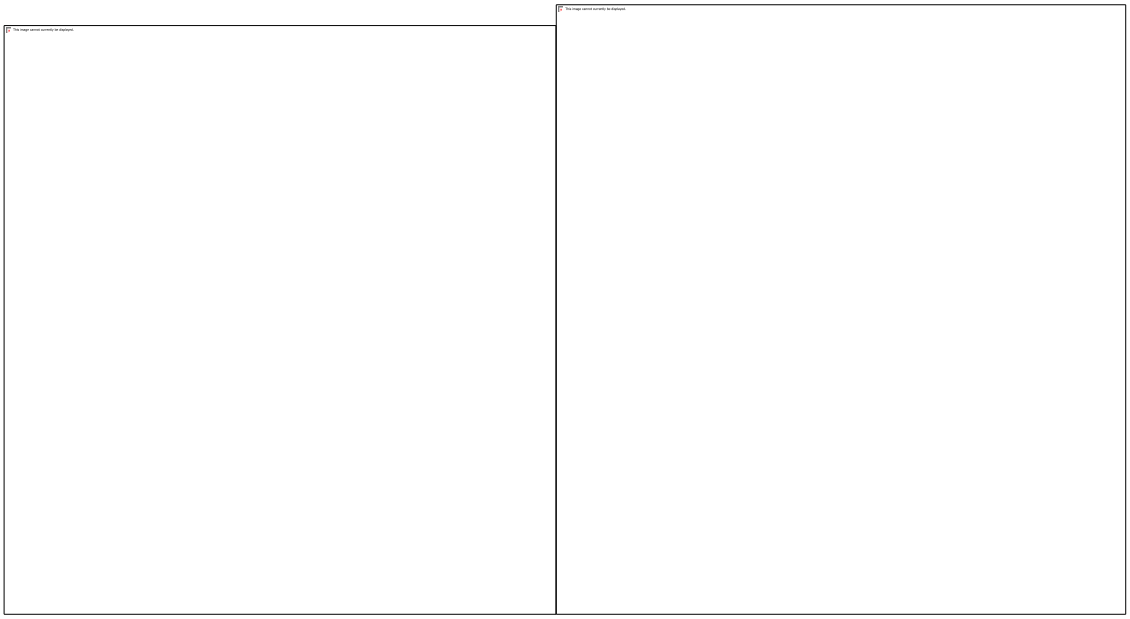
Religious clothing refers to garments or special items worn by followers of a religion for reasons associated with faith, modesty, identity, worship and cultural tradition.

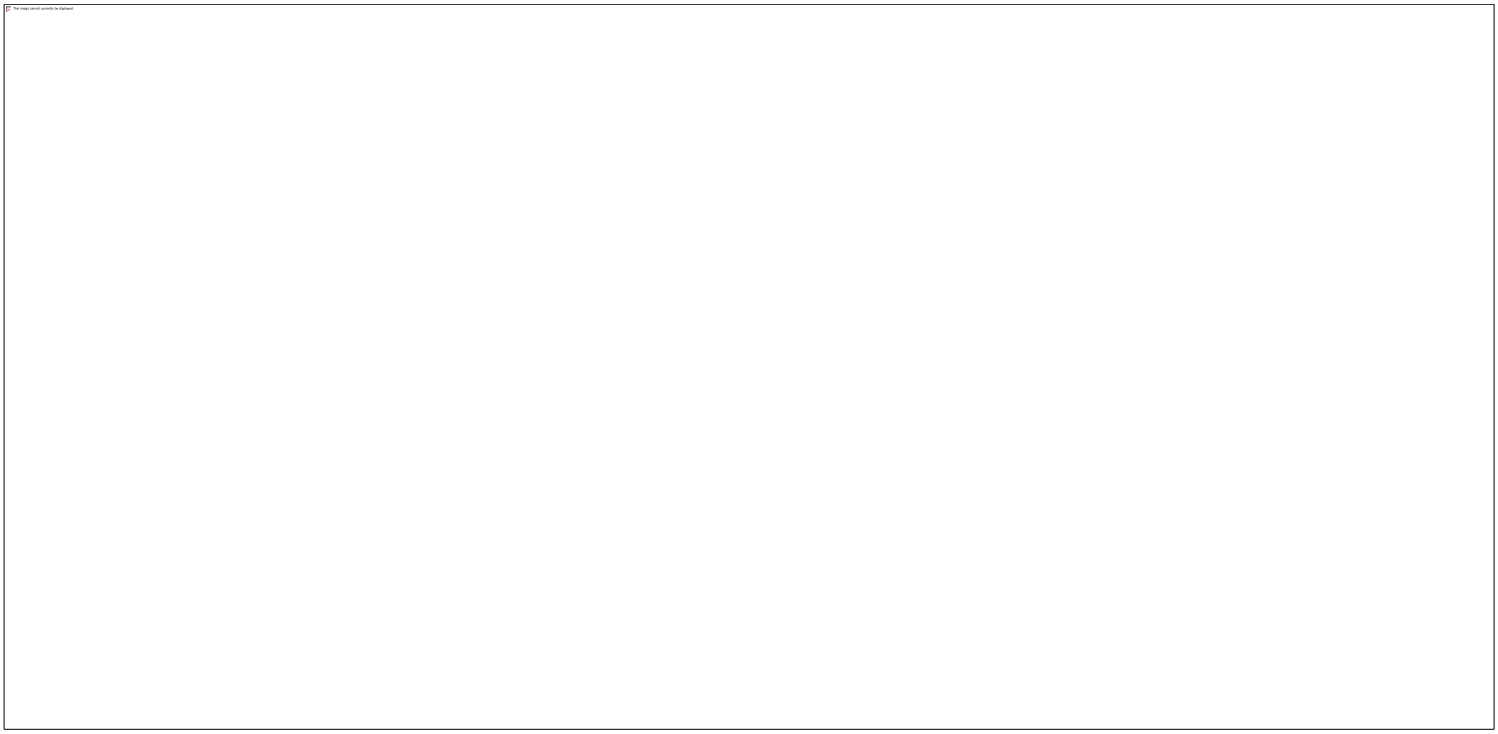
Clothing may communicate:

- Religious identity.
- Modesty.
- Purity.
- Humility.
- Discipline.
- Spiritual commitment.
- Cultural belonging.

Religious attire may be worn during worship, festivals, ceremonies and everyday life.

5.2 Clothing and Attire in Hinduism





Common Hindu attire includes:

a) Saree

- A long piece of cloth traditionally worn by many Hindu women.
- It is wrapped around the body in different styles.
- It is commonly worn during religious celebrations, weddings and cultural events.

b) Dhoti

- A traditional garment worn by some Hindu men.
- It is wrapped around the waist and legs.
- It is commonly worn during religious ceremonies and cultural occasions.

c) Kurta

- A loose-fitting upper garment.
- It may be worn with trousers, pyjamas or other traditional clothing.
- It is used during religious and social gatherings.

d) Salwar Kameez

- A traditional outfit consisting of a tunic and loose trousers.
- It is worn by women in many South Asian communities.
- It may be used during worship and celebrations.

e) Tilak

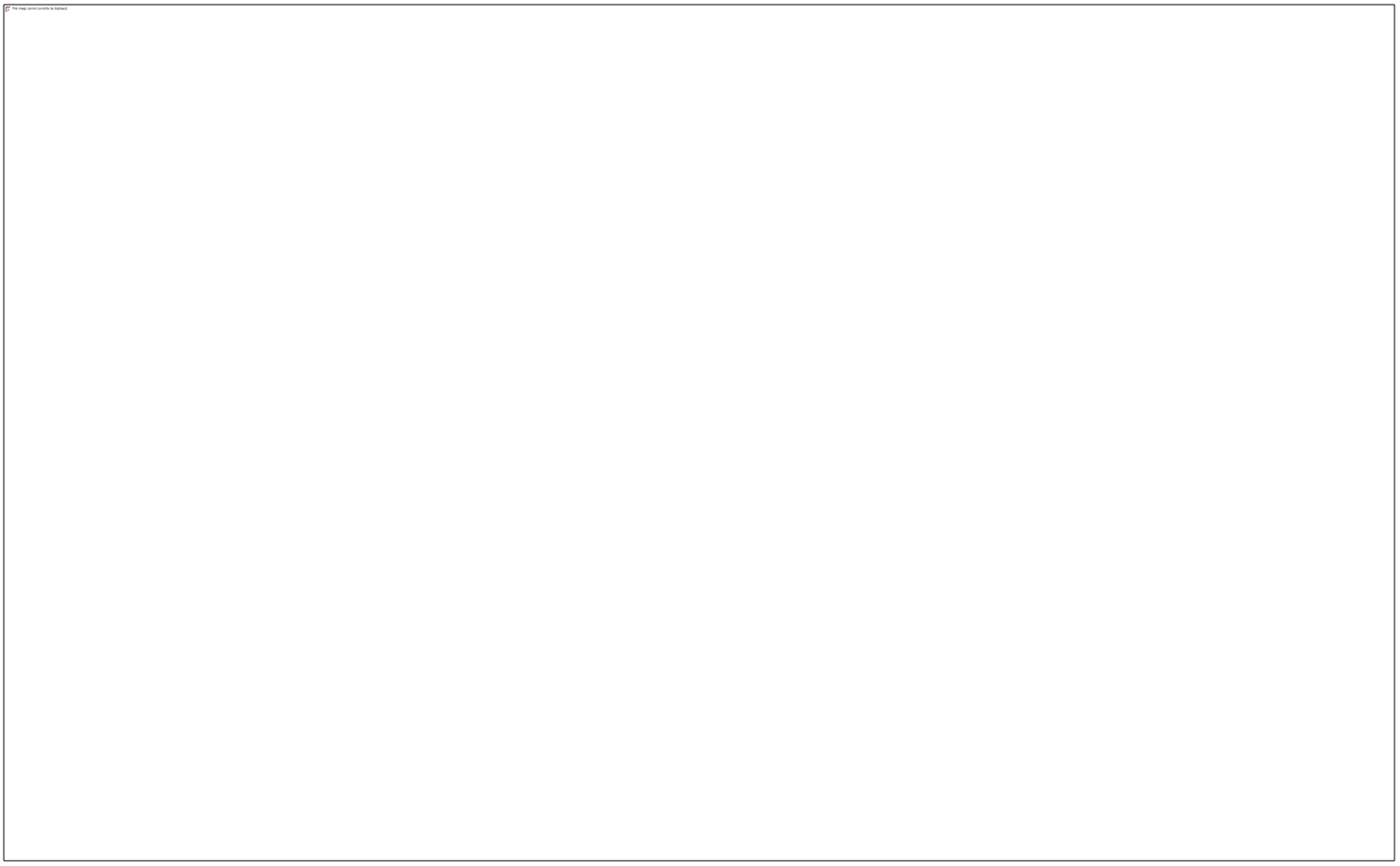
- A mark applied to the forehead in different Hindu traditions.
- It may be made using substances such as sandalwood paste, ash or coloured powder.
- Its meaning varies among Hindu traditions.
- It may communicate devotion or religious identity.

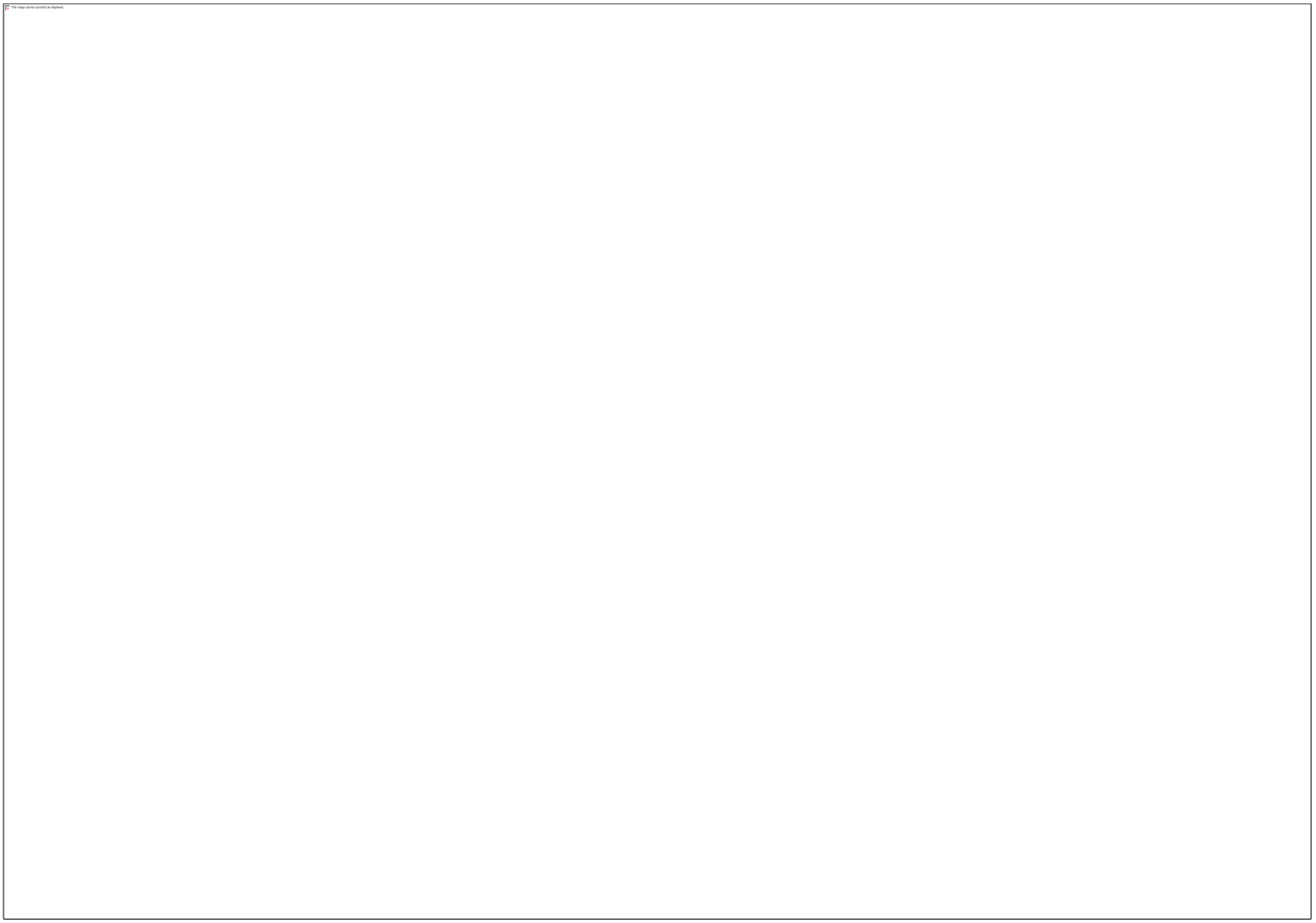
Importance of Hindu religious attire

1. Promotes modesty.
2. Shows respect during worship.
3. Expresses cultural identity.
4. Demonstrates devotion.
5. Encourages a sense of belonging.

5.3 Clothing and Attire in Buddhism







a) Monk's robes

- Buddhist monks wear robes associated with simplicity and renunciation.
- Robe colours vary according to Buddhist traditions.
- Theravada monks commonly wear saffron, ochre or similar coloured robes.
- Tibetan Buddhist monastics commonly wear maroon robes.

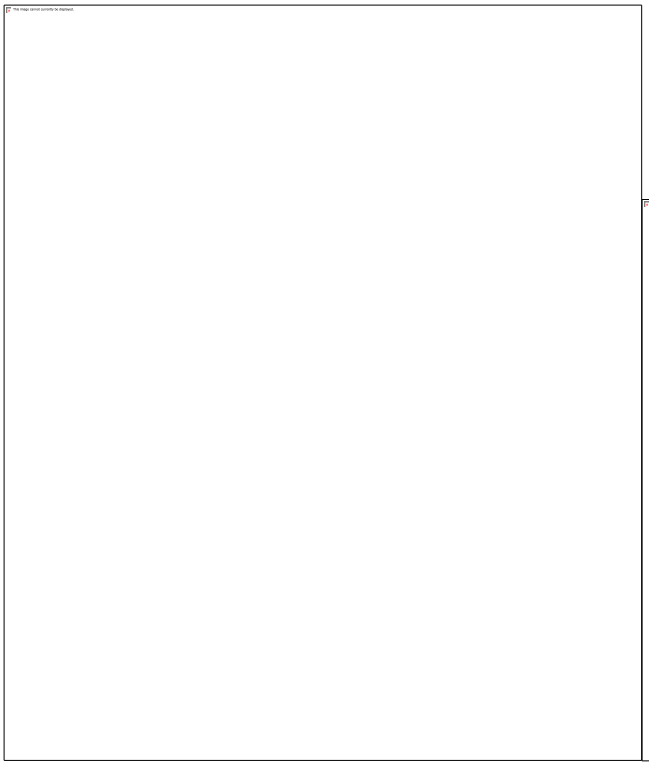
b) Nun's robes

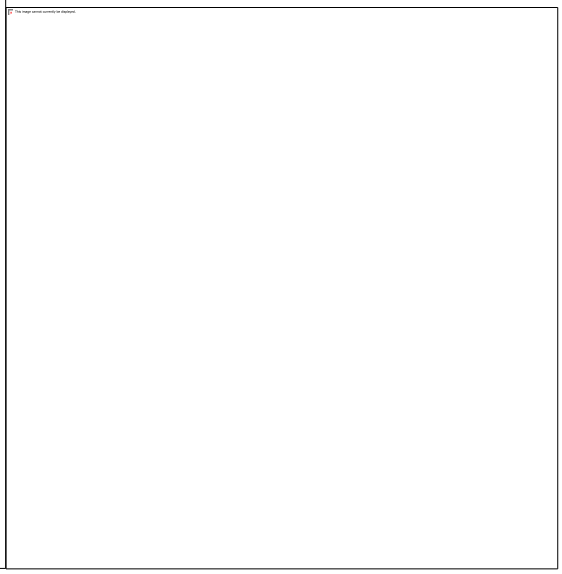
- Buddhist nuns wear modest clothing associated with their monastic commitment.
- Their clothing varies across Buddhist traditions.

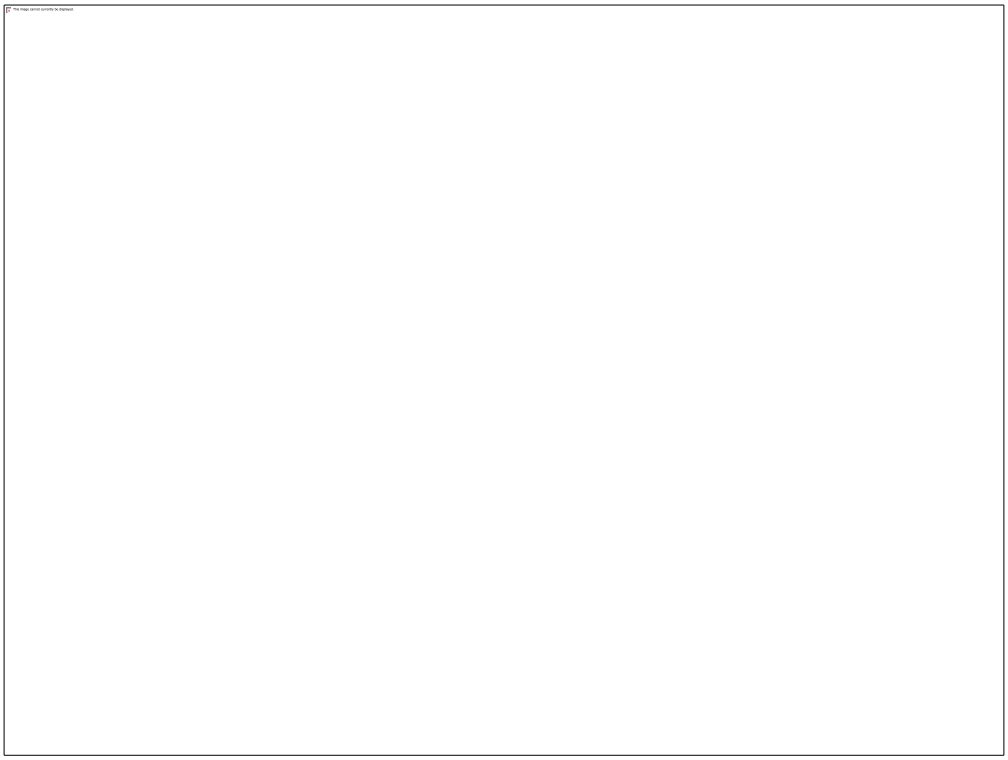
Importance of Buddhist attire

1. Demonstrates renunciation of excessive material possessions.
2. Encourages simplicity.
3. Identifies monastic members.
4. Promotes discipline.
5. Reminds followers of spiritual commitment.

5.4 Clothing and Attire in Jainism







Jain religious clothing varies between different sects.

a) Shvetambara tradition

- Shvetambara means white-clad.
- Many Shvetambara monks and nuns wear simple white garments.
- The clothing symbolises simplicity and renunciation.

b) Digambara tradition

- Digambara means sky-clad.
- Fully ordained Digambara male ascetics traditionally practise complete non-possession and do not wear clothing.
- This is a specialised monastic practice and not the everyday dress of Jain lay followers.

c) Jain lay followers

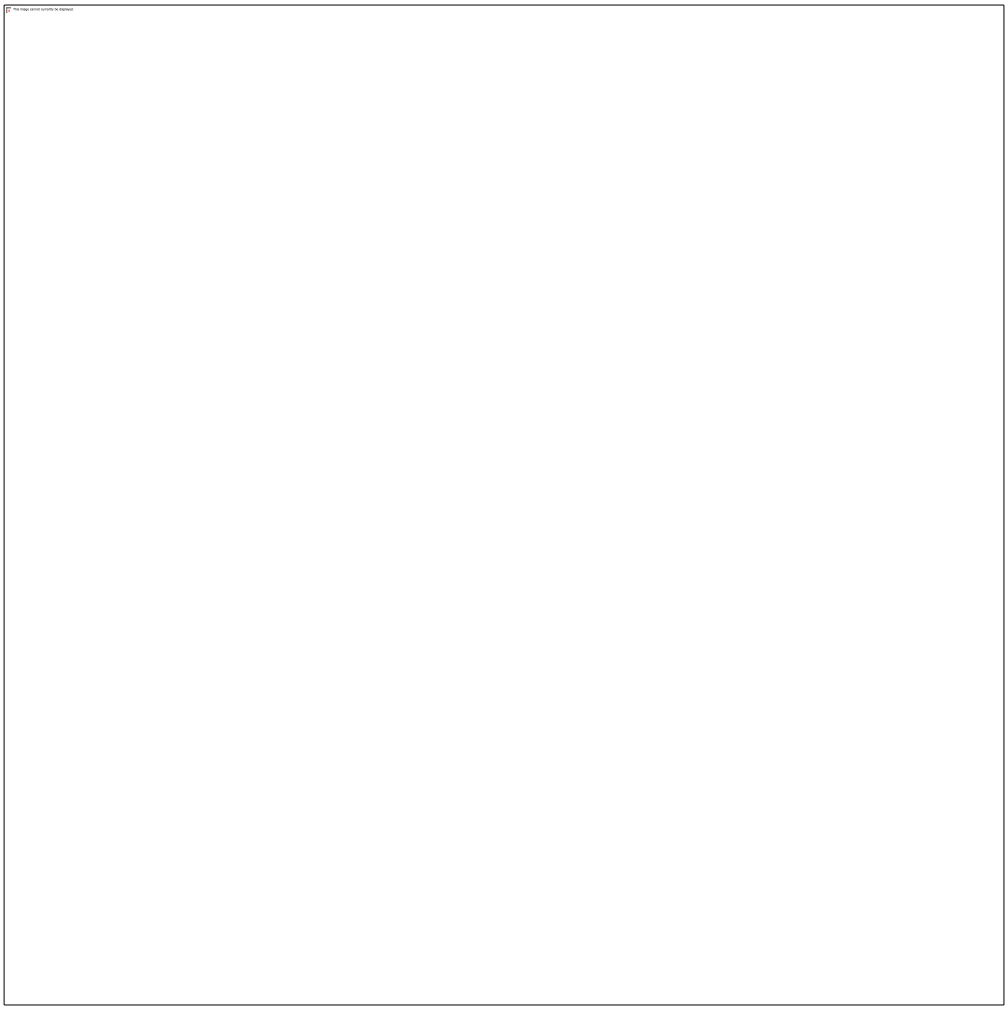
- Ordinary Jain followers wear modest and culturally appropriate clothing.
- Special attire may be worn during worship and festivals.

Importance of Jain attire

1. Demonstrates non-attachment to material possessions.
2. Encourages simplicity.
3. Promotes modesty.
4. Reflects spiritual discipline.
5. Communicates religious identity.

5.5 Clothing and Attire in Sikhism





Sikh attire includes:

a) Dastar (Turban)

- A turban worn by many Sikh men and some Sikh women.
- It represents dignity, equality, discipline and commitment.
- It also helps cover and protect uncut hair.

b) Five Ks (Panj Kakaar)

The Five Ks are articles of faith associated with initiated members of the Khalsa.

1. Kesh – Uncut hair, representing acceptance of God's creation.
2. Kangha – A wooden comb, representing cleanliness and discipline.
3. Kara – An iron or steel bracelet, reminding the wearer of moral responsibility.
4. Kachera – Special cotton shorts, symbolising self-control and discipline.
5. Kirpan – A ceremonial article of faith symbolising the duty to protect justice and defend the vulnerable.

c) Salwar Kameez

- A traditional outfit worn by many Sikh women.
- It consists of a tunic and trousers.
- It may be accompanied by a head covering.

d) Kurta and trousers

- Some Sikh men wear kurta and trousers during religious and cultural events.

5.6 Comparison of Religious Clothing

Faith	Examples of clothing	Main significance
Hinduism	Saree, dhoti, kurta	Cultural identity and modesty
Buddhism	Monastic robes	Simplicity and renunciation
Jainism	White robes in Shvetambara tradition	Simplicity and non-possession
Sikhism	Turban and Five Ks	Identity, discipline and commitment

5.7 Importance of Respecting Religious Clothing

1. Promotes religious freedom.
2. Protects cultural identity.
3. Prevents discrimination.
4. Encourages peaceful coexistence.
5. Demonstrates understanding of religious diversity.
6. Promotes tolerance in schools and public institutions.

Class activity: Research the religious attire of the four faiths. Draw and label the garments, explaining their religious significance.

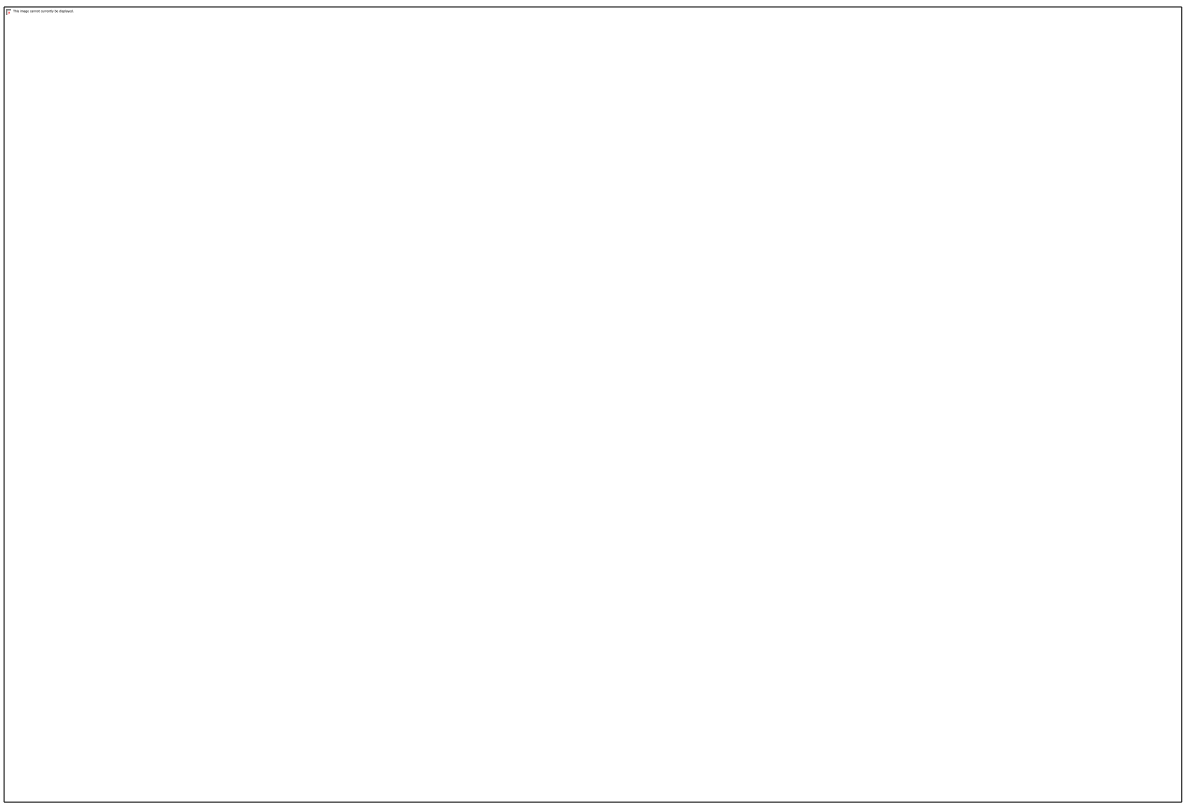
6.0 ETIQUETTE IN PLACES OF WORSHIP AND SOCIAL HALLS

6.1 Meaning of Religious Etiquette

Religious etiquette refers to the accepted rules, manners and behaviours that people are expected to observe in religious places and during sacred gatherings.

It promotes respect, order, discipline and peaceful participation.

6.2 Etiquette in Hindu Places of Worship



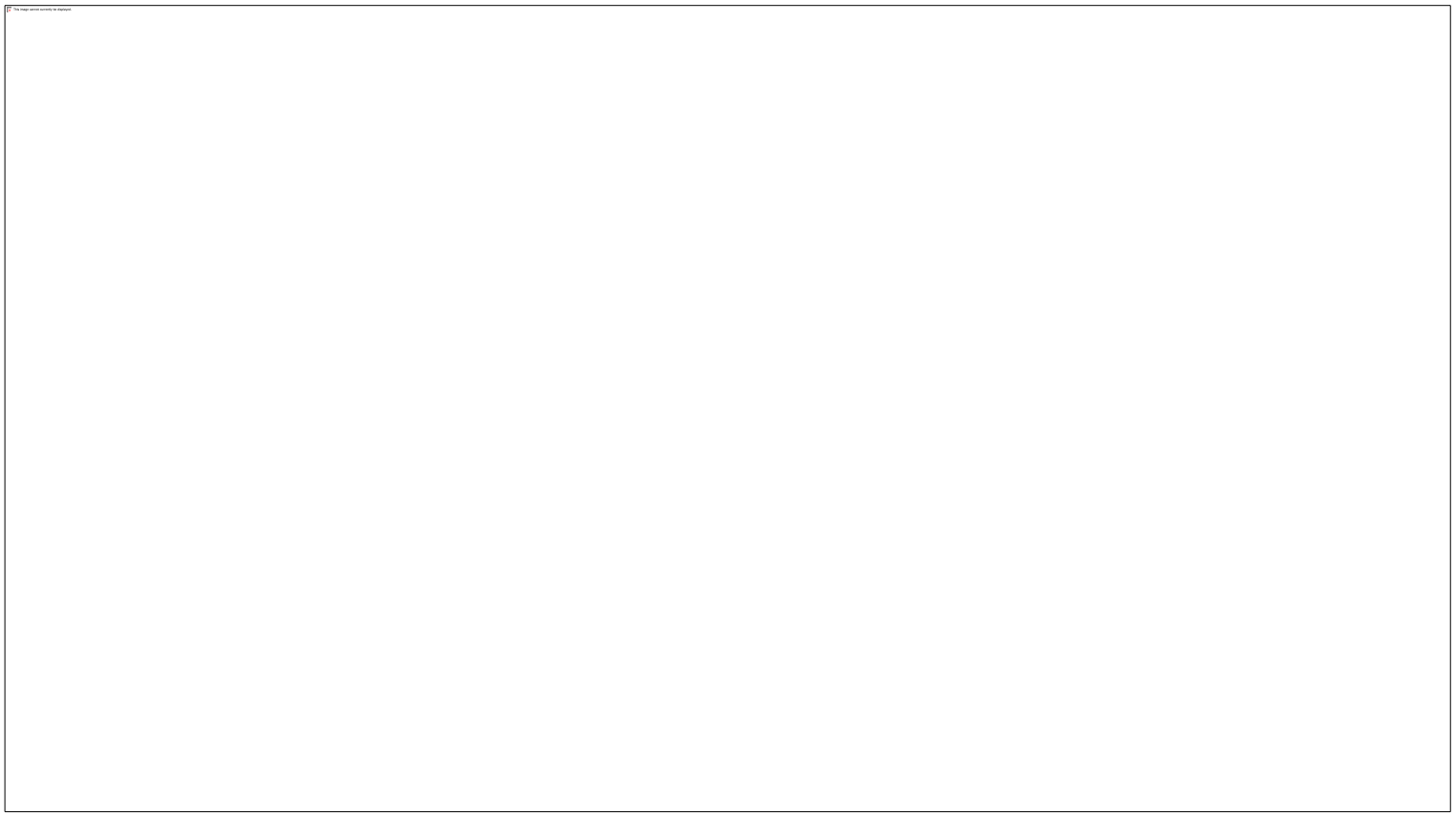
A Hindu place of worship is commonly called a **Mandir** or temple.

Appropriate etiquette includes:

1. Removing shoes before entering areas where this is required.
2. Wearing clean and modest clothing.
3. Maintaining silence or speaking softly.
4. Respecting religious images and sacred objects.
5. Following the instructions of temple authorities.
6. Avoiding unnecessary disturbance during prayers.
7. Washing hands where required before worship or receiving offerings.
8. Showing respect when participating in religious rituals.
9. Avoiding photography where prohibited.
10. Keeping the temple clean.

Special consideration: Practices differ among Hindu temples. Visitors should follow the instructions of the particular temple.

6.3 Etiquette in Buddhist Places of Worship



A Buddhist place of worship may be called a temple, monastery or Vihara.

Appropriate etiquette includes:

1. Removing shoes where required.
2. Wearing modest clothing.
3. Speaking quietly.
4. Respecting Buddha images and religious objects.

5. Avoiding disruptive behaviour.
6. Sitting respectfully during meditation.
7. Following instructions from monks or temple attendants.
8. Avoiding pointing the feet towards Buddha images in traditions where this is considered disrespectful.
9. Seeking permission before taking photographs.
10. Showing respect to monks and nuns.

6.4 Etiquette in Jain Places of Worship



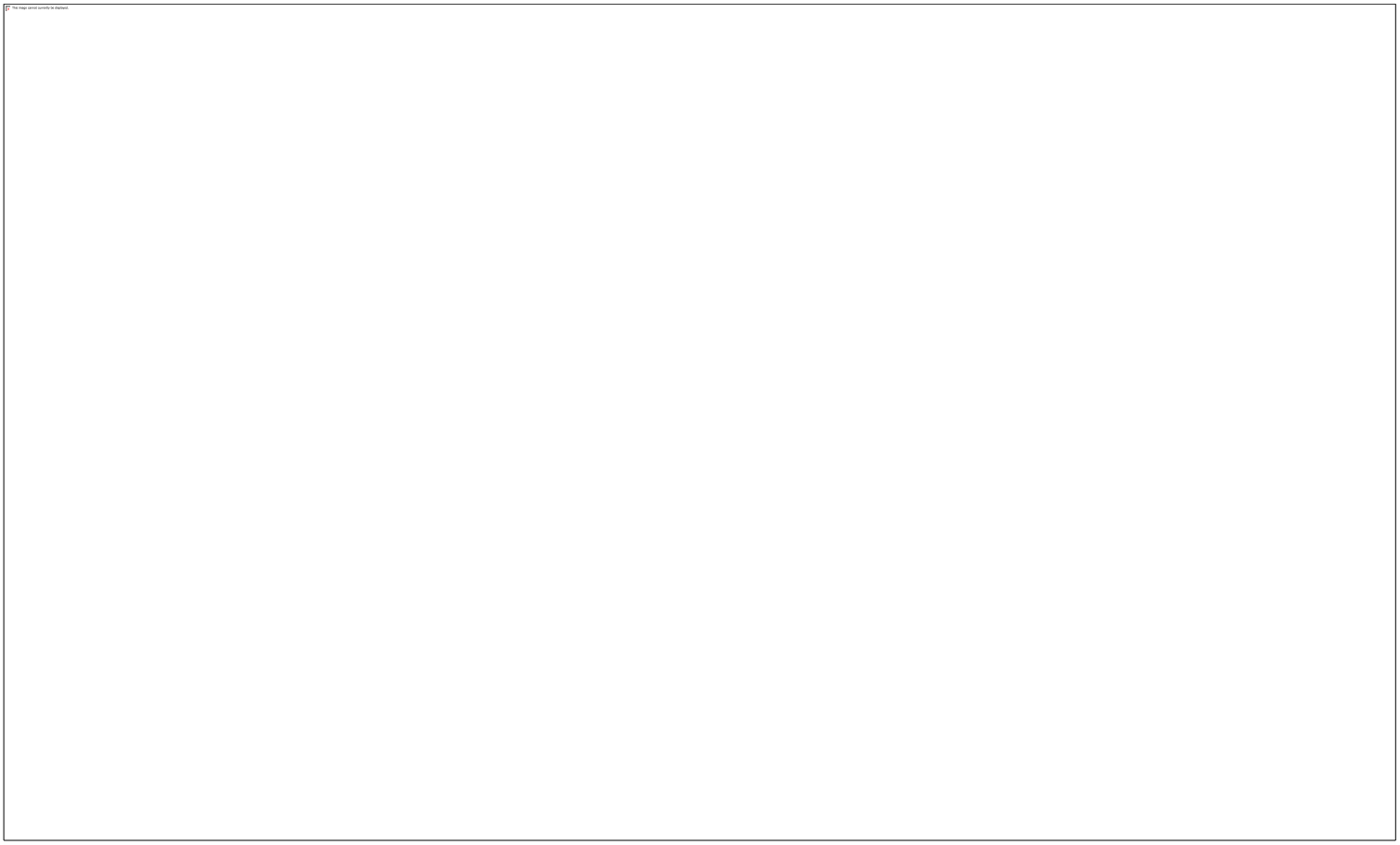
A Jain place of worship is commonly called a **Jain Mandir** or temple.

Appropriate etiquette includes:

1. Removing shoes before entering designated areas.
2. Wearing clean and modest clothing.
3. Maintaining cleanliness.
4. Observing silence during worship.
5. Respecting images of Tirthankaras.
6. Avoiding unnecessary harm to living creatures.
7. Following the rules of the temple.
8. Avoiding the touching of sacred objects without permission.

9. Participating respectfully in religious ceremonies.
10. Maintaining order during congregational worship.

6.5 Etiquette in Sikh Places of Worship



A Sikh place of worship is called a **Gurdwara**.

Appropriate etiquette includes:

1. Covering the head before entering the prayer hall.
2. Removing shoes at the designated entrance.
3. Washing hands where facilities are provided.
4. Wearing clean and modest clothing.
5. Sitting respectfully in the prayer hall.
6. Avoiding unnecessary conversation.
7. Showing respect to the Guru Granth Sahib.
8. Avoiding pointing the feet towards the Guru Granth Sahib.
9. Following instructions given by the Gurdwara management.
10. Participating respectfully in community activities such as Langar.

6.6 General Etiquette in Social Halls

Social halls are places where members of religious communities meet for discussions, celebrations, education and social activities.

Appropriate behaviour includes:

- Arriving on time.
- Greeting people politely.
- Listening attentively.
- Avoiding disruptive conversations.
- Respecting different opinions.
- Maintaining cleanliness.
- Avoiding discriminatory remarks.
- Following the programme.
- Participating responsibly.
- Respecting leaders and fellow participants.

6.7 Importance of Religious Etiquette

1. Maintains peace and order.
2. Demonstrates respect for sacred places.
3. Prevents unnecessary conflicts.
4. Promotes religious tolerance.
5. Protects religious objects and property.
6. Encourages discipline.
7. Promotes peaceful interaction between visitors and worshippers.
8. Strengthens communal relationships.

Application: When a learner visits a Gurdwara, they should cover their head, remove their shoes and follow the established rules rather than assuming that every place of worship has identical practices.

7.0 FOOD, DRINK AND RELIGIOUS PRACTICES

7.1 Meaning of Religious Food Practices

Religious food practices refer to the rules, values and customs that guide what followers eat and drink, how food is prepared and how meals are shared.

Food practices are influenced by:

- Religious teachings.
- Health considerations.
- Compassion.
- Purity.
- Self-discipline.
- Cultural traditions.
- Spiritual commitments.

The four Dharmic faiths place importance on responsible food consumption, although their practices differ.

7.2 Vegetarianism in Hinduism



Vegetarianism is practised by many Hindus, although dietary practices vary among Hindu communities.

Vegetarian food includes food obtained from plants and, in many dietary practices, dairy products.

Examples include:

1. Rice.
2. Chapati.

3. Green vegetables.
4. Fruits.
5. Beans.
6. Lentils.
7. Milk.
8. Yoghurt.
9. Nuts.
10. Potatoes.

Reasons for vegetarianism among many Hindus

1. Ahimsa – Avoiding harm to living creatures.
2. Compassion – Showing concern for animals.
3. Purity – Following dietary practices associated with spiritual discipline.
4. Religious devotion – Observing food customs associated with worship.
5. Self-control – Developing discipline in eating habits.

Important: Not all Hindus are vegetarian. Some consume meat depending on family, regional, cultural and religious traditions.

7.3 Vegetarianism in Buddhism

Buddhist dietary practices differ across traditions.

- Many Buddhists choose vegetarian diets to practise compassion.
- Some Buddhist monks and nuns follow specific food rules.
- In some Theravada traditions, monastics may accept food offered by lay supporters, including meat under particular conditions.
- Many Mahayana Buddhist communities encourage vegetarianism.

Reasons for vegetarianism

1. Promoting compassion.
2. Reducing harm to animals.
3. Practising mindfulness.
4. Encouraging self-discipline.
5. Supporting peaceful coexistence.

7.4 Vegetarianism in Jainism

Jainism strongly emphasises vegetarianism because of its central teaching of Ahimsa.

Jain dietary practices are among the strictest in the Dharmic traditions.

Food practices among Jains include:

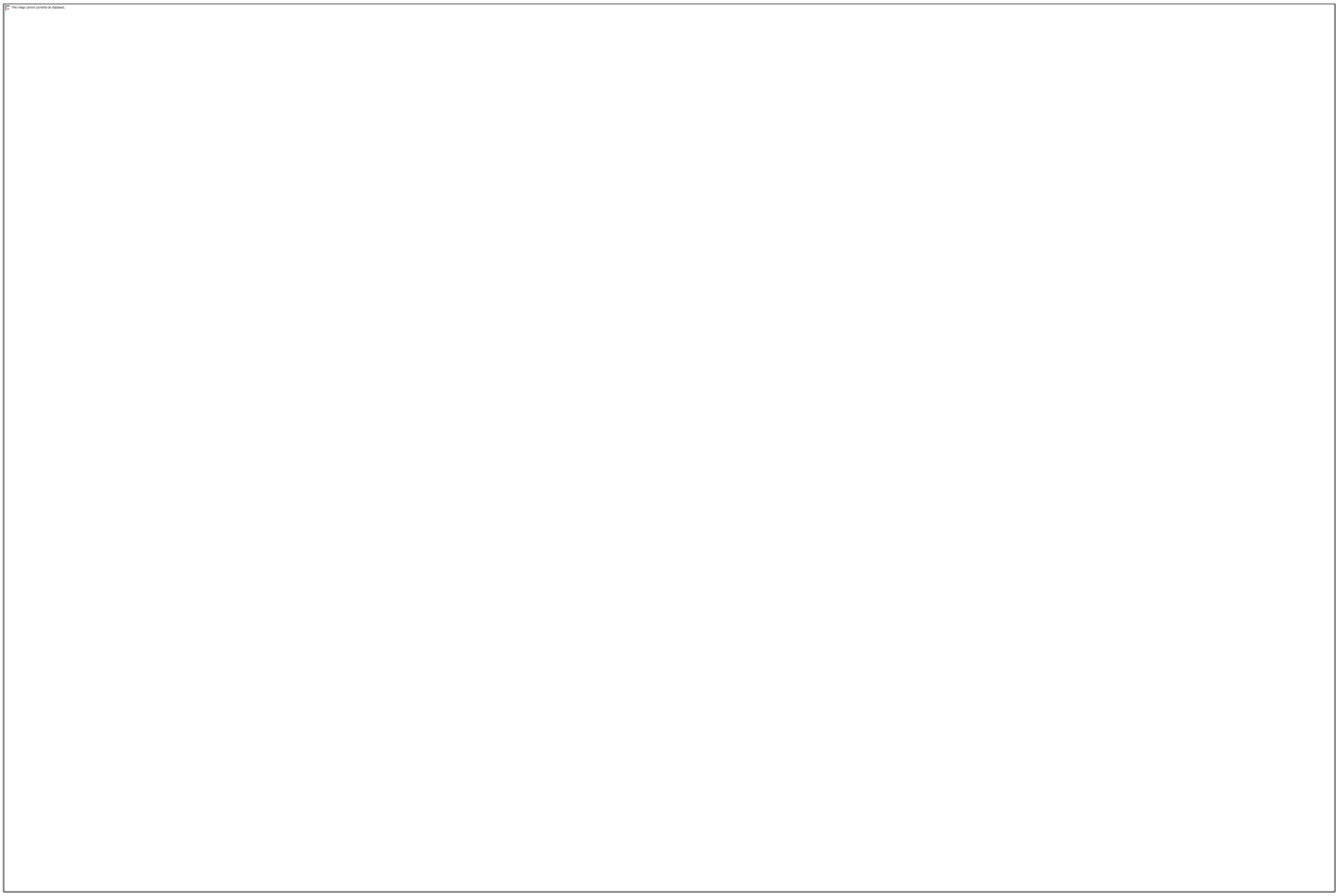
1. Avoiding meat.
2. Avoiding fish.
3. Avoiding eggs in traditional Jain vegetarian diets.
4. Avoiding foods that involve unnecessary harm to living beings.
5. Many traditional Jains avoid root vegetables such as onions, garlic, potatoes and carrots because harvesting them involves uprooting the entire plant and may harm organisms in the soil.
6. Avoiding unnecessary food wastage.
7. Eating mindfully and responsibly.

Importance of Jain vegetarianism

- Promotes non-violence.
- Demonstrates compassion.
- Encourages respect for life.
- Develops self-control.

- Promotes environmental responsibility.

7.5 Food Practices in Sikhism



Sikhism promotes sharing, equality and community service through food.

Langar

Langar is the free community kitchen and meal served in a Gurdwara.

Its main characteristics include:

1. Meals are offered to visitors without discrimination.
2. People from different backgrounds can eat together.
3. It promotes equality.
4. It demonstrates selfless service.
5. It encourages sharing.
6. It helps people experiencing food insecurity.
7. Meals are commonly vegetarian to enable people with different dietary practices to participate.

Food practices among Sikhs

- Many Gurdwaras serve vegetarian Langar.
- Sikh dietary practices vary.

- Initiated Sikhs who observe the Khalsa code avoid certain prohibited foods, including ritually slaughtered meat known as Kutha.
- Individual Sikhs and communities may have different dietary choices.

7.6 Comparison of Food Practices

Faith	Common food practices	Religious significance
Hinduism	Many followers practise vegetarianism	Ahimsa, purity and devotion
Buddhism	Vegetarianism is encouraged in many traditions	Compassion and mindfulness
Jainism	Strict vegetarianism among traditional followers	Non-violence towards living beings
Sikhism	Vegetarian Langar; varied individual diets	Equality, sharing and service

8.0 NON-ALCOHOLIC DRINKS IN THE FOUR FAITHS

8.1 Meaning of Non-alcoholic Drinks

Non-alcoholic drinks are beverages that do not contain intoxicating alcohol.

Examples include:

- Water.
- Milk.
- Fresh fruit juice.
- Herbal drinks.
- Tea.
- Buttermilk.
- Coconut water.

Religious communities may encourage drinks that support health, discipline and responsible living.

8.2 Drinks in Hinduism

Hindus consume different beverages depending on cultural and religious practices.

Examples include:

1. Water – Important for purification and daily life.
2. Milk – Used in some Hindu rituals and religious offerings.
3. Fruit juice – Consumed during meals and religious celebrations.
4. Buttermilk – A traditional drink in several Indian communities.
5. Herbal drinks – Used in some households.

Many Hindus avoid alcohol for religious, cultural or personal reasons, although practices differ.

8.3 Drinks in Buddhism

Buddhist teachings encourage mindfulness and avoidance of intoxicants.

- Water is commonly consumed.
- Tea is popular in many Buddhist communities.
- Herbal beverages may be used.
- Monastic dietary rules differ between traditions.

The Fifth Precept discourages consuming intoxicants that lead to heedlessness.

8.4 Drinks in Jainism

Jain followers commonly consume:

- Water.
- Milk.
- Fresh fruit juice.
- Buttermilk.
- Herbal beverages.

Traditional Jain dietary discipline may include special rules on when and how liquids are consumed.

Some Jains observe restrictions on drinking water after sunset as part of their religious discipline, although practices vary.

8.5 Drinks in Sikhism

Sikh teachings encourage a disciplined and responsible way of life.

Common non-alcoholic drinks include:

- Water.
- Milk.
- Tea.
- Fruit juice.
- Lassi, a traditional yoghurt-based drink.

Many Sikh religious communities discourage alcohol and other intoxicants because they can interfere with spiritual discipline and responsible living.

8.6 Importance of Non-alcoholic Drinks

1. Promote responsible living.
2. Support health and hydration.
3. Encourage self-discipline.
4. Reduce risks associated with intoxication.
5. Promote clarity of thought.
6. Support responsible decision-making.
7. Encourage safe behaviour in families and communities.

9.0 IMPORTANCE OF FASTING IN THE FOUR DHARMIC FAITHS

9.1 Meaning of Fasting

Fasting is the voluntary restriction or avoidance of certain foods and drinks for a specified period, usually for religious, spiritual or personal reasons.

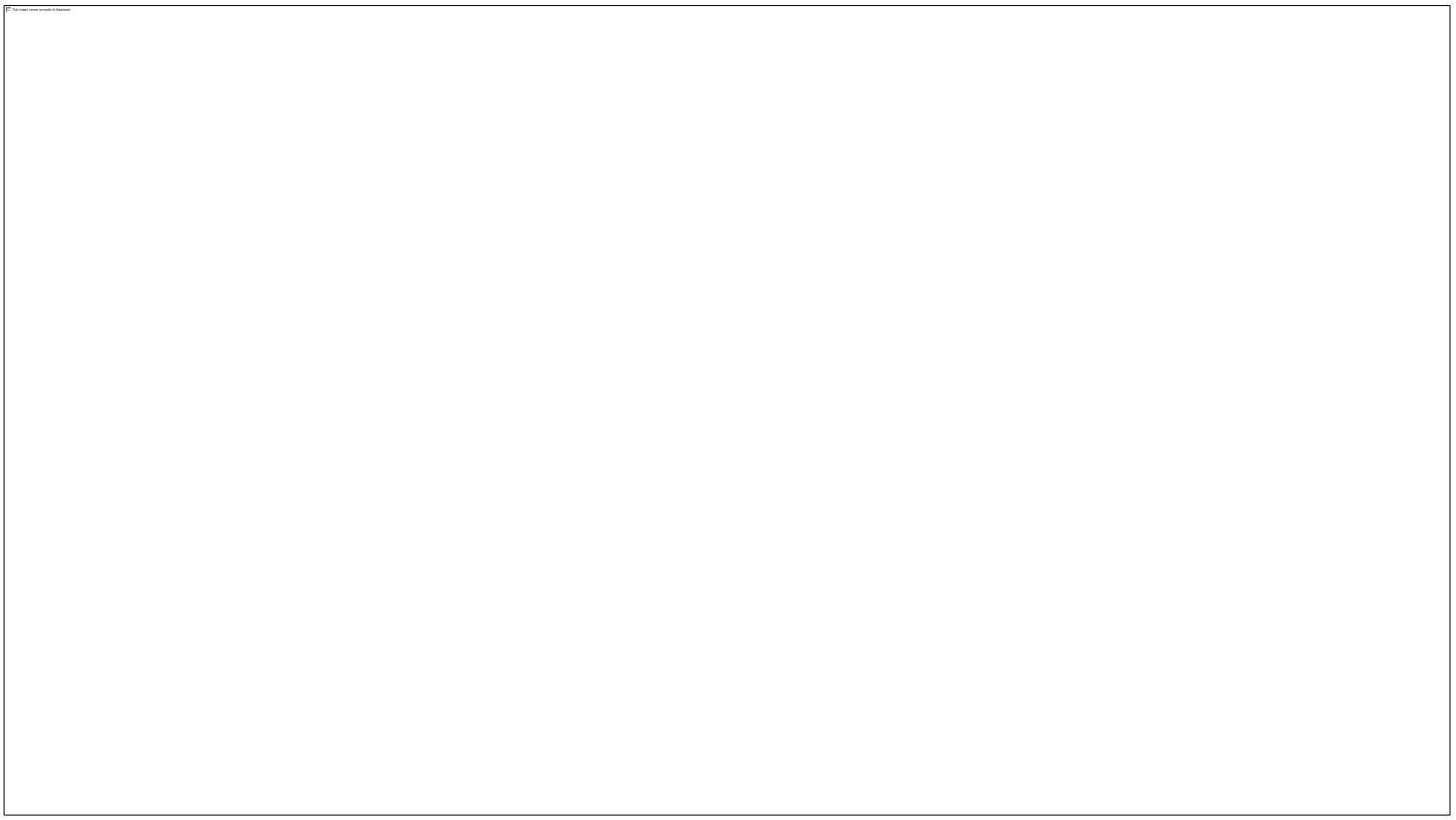
Fasting may involve:

- Avoiding particular foods.

- Eating only at specified times.
- Eating simple meals.
- Avoiding certain ingredients.
- Observing periods of abstinence.
- Combining dietary discipline with prayer, meditation and charity.

Fasting practices vary according to religion, tradition, age, health and individual circumstances.

9.2 Fasting in Hinduism



Hinduism recognises fasting as a spiritual discipline.

Some common Hindu fasting observances include:

a) Ekadashi

- Ekadashi occurs on the eleventh lunar day of each lunar fortnight.
- Many Hindus observe fasting on this day.
- It is particularly associated with devotion to Lord Vishnu.
- Some people avoid grains while others observe stricter forms of fasting.

b) Maha Shivaratri

- This festival is dedicated to Lord Shiva.
- Many devotees observe fasting and prayer.
- It is associated with spiritual reflection and devotion.

c) Navratri

- Navratri is a festival lasting nine nights.
- Some devotees observe fasting or follow special dietary practices.
- It is associated with devotion to the Divine Mother in different Hindu traditions.

Importance of fasting in Hinduism

1. Strengthens devotion.
2. Encourages self-control.
3. Promotes spiritual reflection.
4. Demonstrates commitment to religious values.
5. Encourages simplicity.
6. Provides time for prayer and meditation.

9.3 Fasting in Buddhism



Buddhism encourages moderation and discipline in eating.

Uposatha observance

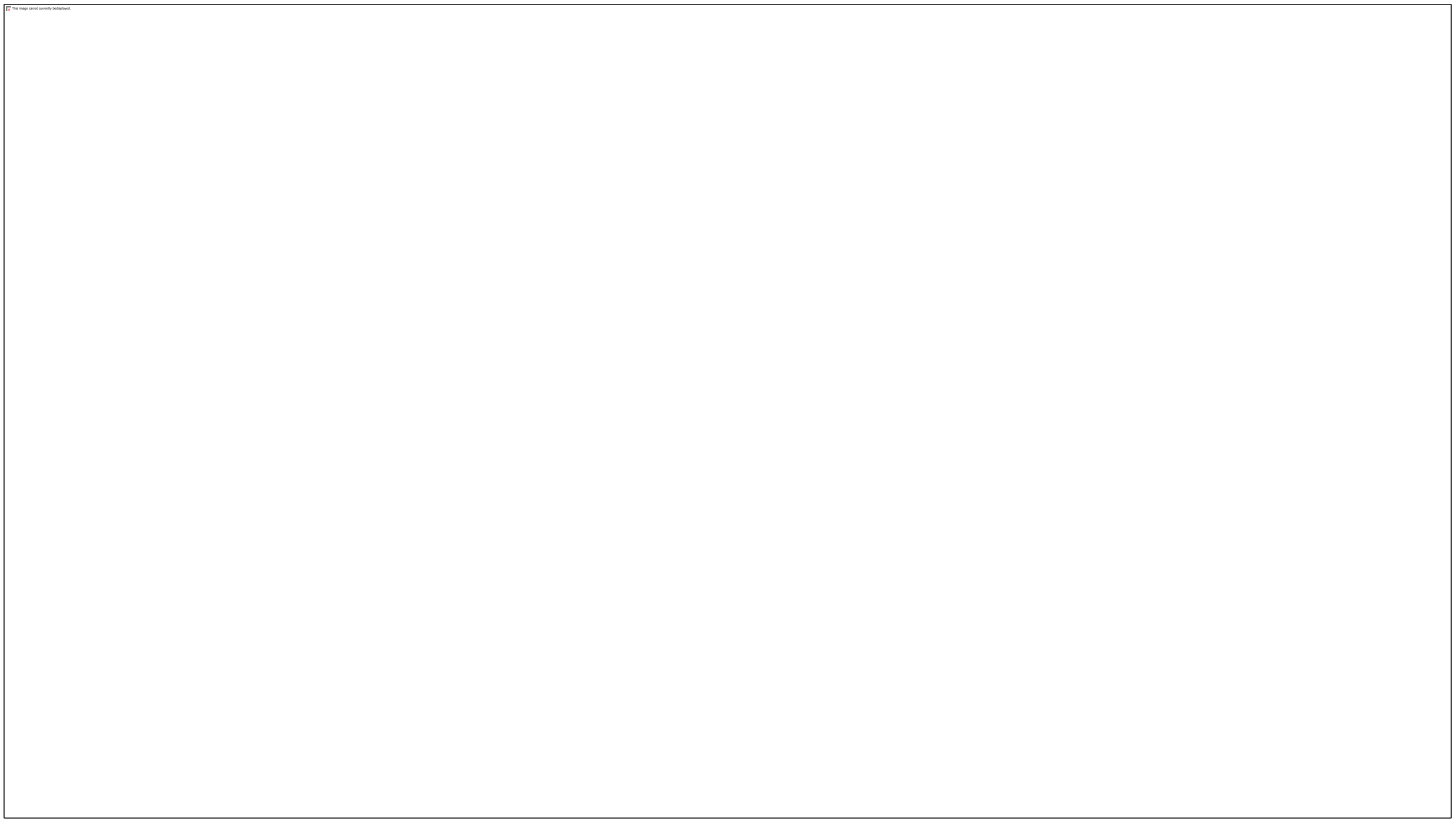
- Uposatha days are special days of religious observance.
- Lay Buddhists may undertake additional precepts.
- Some observe restrictions on eating after midday.
- They may spend additional time meditating, listening to teachings and practising generosity.

Importance of fasting and dietary discipline in Buddhism

1. Develops self-control.
2. Reduces excessive attachment to food.
3. Encourages mindfulness.
4. Promotes meditation.

5. Strengthens commitment to ethical living.
6. Encourages moderation.

9.4 Fasting in Jainism



Fasting is an important spiritual discipline in Jainism.

a) Paryushana

- Paryushana is an important Jain religious period.
- It involves prayer, reflection, study and forgiveness.
- Many Jains observe fasting during this period.
- Some undertake different levels of dietary restriction.

b) Ayambil

- Ayambil is a Jain dietary observance.
- It involves eating simple food prepared without certain ingredients, including oil, spices and other rich additions.
- The precise practice varies.

c) Sallekhana

- Sallekhana is a specialised Jain religious vow involving gradual renunciation of food and bodily attachment at the end of life under specific religious conditions.
- It is distinct from ordinary fasting and should not be confused with a general fasting practice.

Importance of fasting in Jainism

1. Develops self-discipline.

2. Encourages detachment from material pleasures.
3. Supports spiritual purification.
4. Promotes reflection.
5. Encourages forgiveness.
6. Strengthens commitment to non-violence.

9.5 Fasting in Sikhism

Sikhism does not generally prescribe ritual fasting as a means of spiritual liberation.

The Sikh Gurus emphasised that inner devotion, honest living and service are more important than merely avoiding food.

Sikh understanding of fasting

- Sikhism discourages believing that hunger or dietary restrictions alone make someone spiritually superior.
- Sikhs are encouraged to remember God.
- They should practise honest work.
- They should share with others.
- They should demonstrate compassion and humility.

Importance of the Sikh teaching on fasting

1. Emphasises genuine spiritual devotion.
2. Discourages religious pride.
3. Promotes honest living.
4. Encourages service to others.
5. Reminds believers that moral behaviour is more important than outward displays of religion.

9.6 Comparison of Fasting Practices

Faith	Examples of observance	Main purpose
Hinduism	Ekadashi, Navratri, Maha Shivaratri	Devotion and self-discipline
Buddhism	Uposatha dietary observance	Mindfulness and moderation
Jainism	Paryushana, Ayambil	Self-discipline and spiritual purification
Sikhism	No general requirement for ritual fasting	Emphasis on inner devotion and service

Health and safety consideration: Religious fasting should be approached responsibly. Children, adolescents, pregnant people and individuals with health conditions should not undertake restrictive fasting without appropriate guidance from qualified health professionals and their families. Religious participation can also take non-restrictive forms such as prayer, reflection, charity and service.

10.0 AUSPICIOUS DAYS OF A MONTH

10.1 Meaning of Auspicious Days

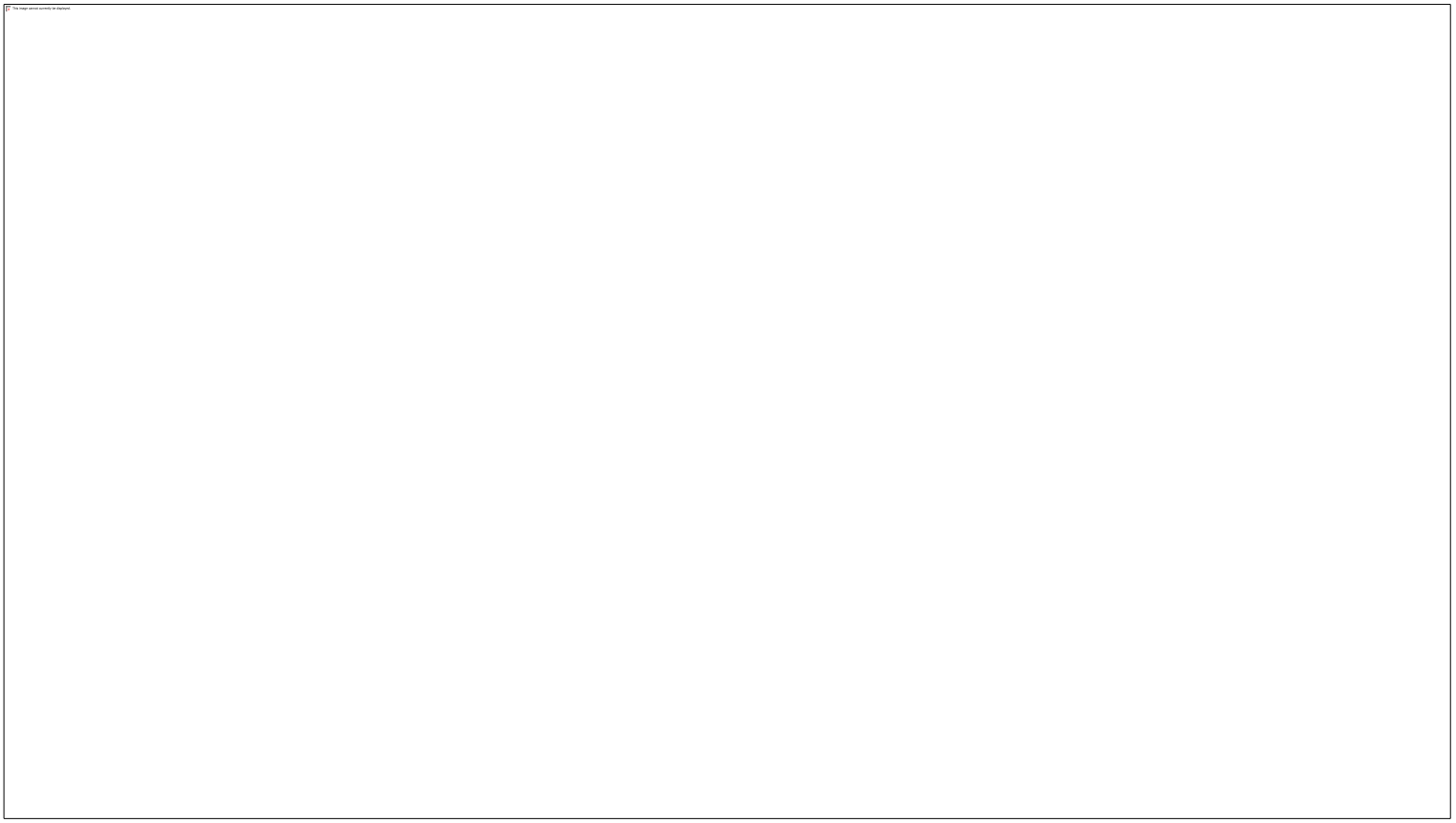
Auspicious days are days considered spiritually or religiously significant for prayer, worship, meditation, ceremonies, reflection or special activities.

They may be determined by:

- Religious calendars.
- Lunar cycles.
- Historical religious events.
- Festivals.
- Commemorations of spiritual teachers.
- Community traditions.

Auspicious days differ among the four faiths.

10.2 Auspicious Days in Hinduism



Hindu religious observances are often based on the lunar calendar.

Examples include:

a) Ekadashi

- Observed on the eleventh lunar day of each fortnight.
- Associated with devotion to Lord Vishnu.
- Many followers observe fasting, prayer and meditation.

b) Purnima

- Purnima refers to the full-moon day.

- It is considered spiritually significant in many Hindu traditions.
- Devotees may perform worship, charity and religious ceremonies.

c) Amavasya

- Amavasya is the new-moon day.
- It is associated with prayers and remembrance of ancestors in some Hindu traditions.

d) Pradosh Vrat

- It is observed on the thirteenth lunar day of each fortnight.
- It is associated with worship of Lord Shiva.

e) Sankranti

- Sankranti refers to the transition of the Sun into a new zodiac sign.
- It is observed in different ways across Hindu communities.

10.3 Auspicious Days in Buddhism



Buddhism recognises days that are significant for worship and reflection.

a) Uposatha Days

- These are special observance days in many Buddhist traditions.
- They are often associated with the new moon, full moon and quarter moons.
- Followers may observe additional precepts, meditate and listen to Buddhist teachings.

b) Vesak

- Vesak commemorates important events associated with the life of the Buddha.
- These include his birth, enlightenment and passing away in many Buddhist traditions.
- Activities include meditation, charity, religious discussions and community service.

c) Asalha Puja

- It commemorates the Buddha's first sermon.
- It is important in Theravada Buddhist communities.
- It reminds followers of the Four Noble Truths and the beginning of the Buddhist teaching community.

d) Magha Puja

- It commemorates an important gathering of disciples of the Buddha.
- It encourages moral conduct and spiritual discipline.

10.4 Auspicious Days in Jainism



Important Jain religious observances include:

a) Paryushana

- An important annual period of spiritual reflection.
- Followers engage in prayer, fasting, study and forgiveness.
- It encourages moral purification.

b) Mahavir Jayanti

- Celebrates the birth of Lord Mahavira, the twenty-fourth Tirthankara of the current Jain time cycle.

- Followers visit Jain temples.
- Religious teachings and charitable activities may be organised.

c) Samvatsari

- An important day during the Shvetambara Paryushana observance.
- It is associated with forgiveness and reconciliation.

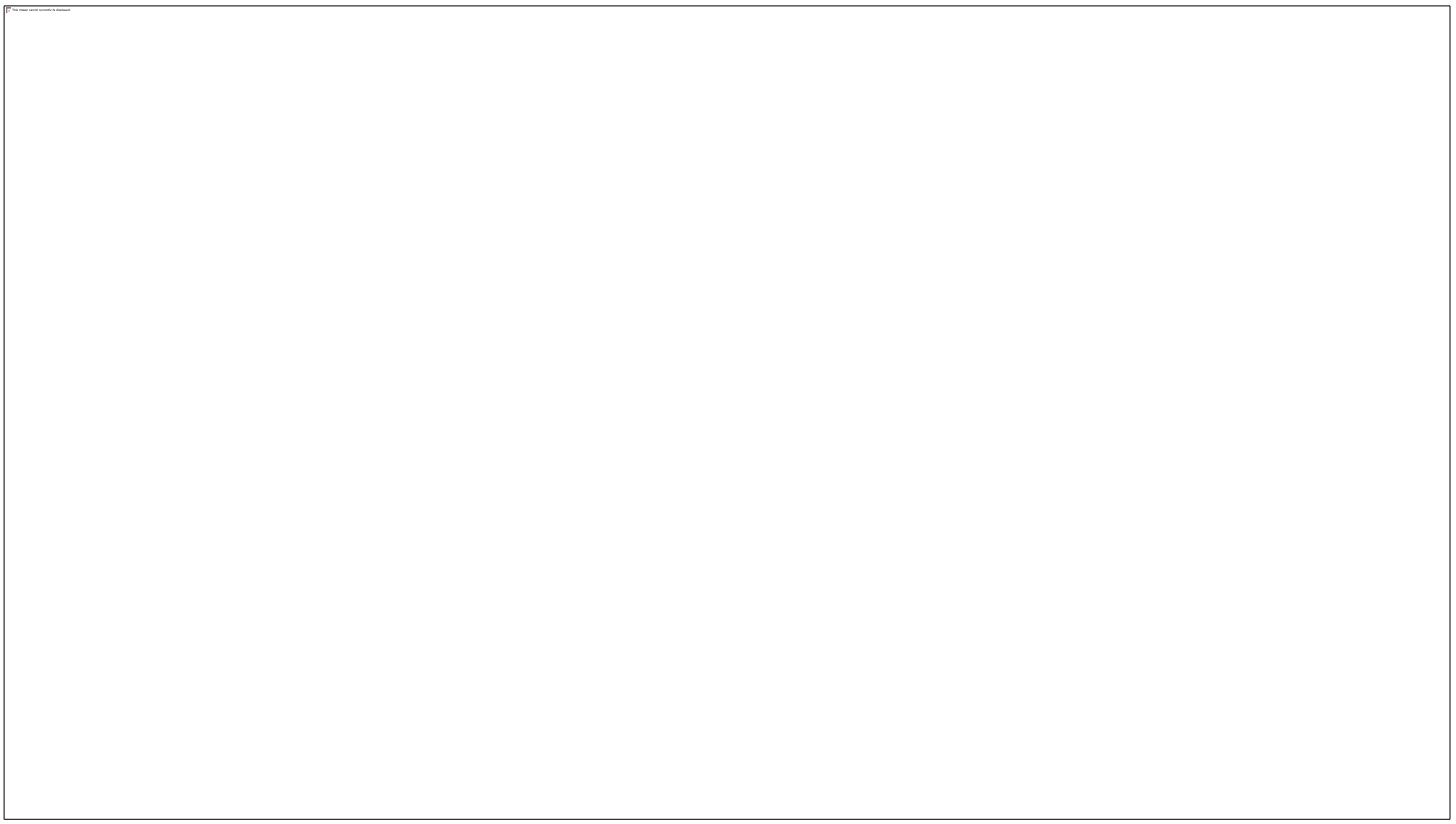
d) Kshamavani

- A forgiveness observance associated with the conclusion of the Digambara Das Lakshana festival.
- Followers seek forgiveness for mistakes and harm caused to others.

e) Diwali

- Jains commemorate the liberation of Lord Mahavira on Diwali.
- The observance has a distinct spiritual meaning in Jainism.

10.5 Auspicious Days in Sikhism



Important Sikh religious days include:

a) Gurpurab

- Gurpurabs commemorate important events in the lives of Sikh Gurus.
- They include celebrations of the births and, in some cases, martyrdom anniversaries of the Gurus.
- Activities include prayer, hymns and community service.

b) Vaisakhi

- Vaisakhi is an important Sikh festival.

- It commemorates the establishment of the Khalsa by Guru Gobind Singh Ji in 1699.
- It also has agricultural and cultural significance in Punjab.

c) Bandi Chhor Divas

- It commemorates the release of Guru Hargobind Sahib from imprisonment and the associated return to Amritsar.
- It is observed by Sikhs around the same time as Diwali.

d) Hola Mohalla

- This is an important Sikh festival associated with Guru Gobind Singh Ji.
- It promotes courage, discipline and community participation.
- It includes processions and demonstrations of traditional skills.

e) Shaheedi Gurpurabs

- These commemorate the martyrdom of Sikh Gurus and other important Sikh figures.
- They encourage reflection on courage, sacrifice and commitment to justice.

10.6 Comparison of Auspicious Days

Faith	Religious day or observance	Significance
Hinduism	Ekadashi	Devotion and fasting
Hinduism	Purnima	Full-moon worship
Buddhism	Uposatha	Ethical and spiritual observance
Buddhism	Vesak	Commemorates the Buddha's life
Jainism	Paryushana	Reflection and forgiveness
Jainism	Mahavir Jayanti	Birth of Mahavira
Sikhism	Gurpurab	Commemorates the Sikh Gurus
Sikhism	Vaisakhi	Formation of the Khalsa

10.7 Importance of Observing Auspicious Days

1. Strengthens religious commitment.
2. Preserves religious heritage.
3. Promotes family unity.
4. Encourages charity and generosity.
5. Provides opportunities for spiritual reflection.
6. Promotes communal participation.
7. Encourages moral renewal.
8. Strengthens relationships among community members.

Kenyan application: Learners should respect classmates who observe religious festivals and should understand that religious calendars may not follow the same dates as the ordinary Gregorian calendar.

11.0 VERNACULAR LANGUAGES AND RELIGIOUS IDENTITY

11.1 Meaning of Vernacular

A vernacular language is a language commonly spoken by people within a particular community or region.

It is often used in everyday communication and may carry important cultural and religious meanings.

In Kenya, examples include:

- Kikuyu.
- Dholuo.
- Kalenjin.
- Kamba.
- Kisii.
- Luhya.
- Maasai.
- Somali.
- Mijikenda languages.
- Meru.
- Embu.

Kiswahili is also an important national language that supports communication among different communities.

11.2 Importance of Vernacular Languages in Religious Life

1. **Communication of religious teachings:** Local languages help people understand religious teachings in familiar terms.

2. **Preservation of cultural heritage:** Vernacular languages preserve traditional stories, songs, sayings and customs.

3. **Family religious education:** Parents and grandparents can teach religious values through languages understood by younger family members.

4. **Promotion of identity:** Language connects individuals with their cultural and community backgrounds.

5. **Transmission of moral values:** Proverbs and traditional expressions communicate values such as honesty, kindness, respect and responsibility.

6. **Community participation:** People can participate more effectively in religious gatherings when they understand the language being used.

7. **Intergenerational learning:** Local languages help preserve knowledge passed from older generations to younger generations.

11.3 Use of Language in the Four Faiths

Hinduism

- Sanskrit is important in many Hindu scriptures, mantras and rituals.
- Other languages, including Hindi, Gujarati, Tamil and many regional languages, are used in Hindu religious life.
- Hindu communities in Kenya may use English, Kiswahili and their heritage languages.

Buddhism

- Pali is important in Theravada Buddhist scriptures.

- Sanskrit is important in several Mahayana Buddhist texts.
- Tibetan, Chinese, Japanese and other languages are used in different Buddhist traditions.

Jainism

- Prakrit languages, including Ardhamagadhi, are important in Jain scriptures.
- Sanskrit is also used in Jain philosophical and religious literature.
- Modern Jain communities use their local and national languages.

Sikhism

- Punjabi is central to Sikh religious and cultural life.
- The Guru Granth Sahib contains hymns in several languages and dialects.
- Gurmukhi is the script used for the standard text of the Guru Granth Sahib.

11.4 Importance of Learning Religious Expressions in Different Languages

- Promotes intercultural understanding.
- Encourages respectful communication.
- Reduces misunderstandings.
- Strengthens religious identity.
- Promotes tolerance.
- Encourages appreciation of linguistic diversity.

Activity: In groups, identify common greetings used in different Kenyan communities and compare them with greetings in Hinduism, Buddhism, Jainism and Sikhism.

12.0 NORMS OF FAMILY LIFE

12.1 Meaning of Family

A family is a social unit consisting of people connected through relationships such as marriage, birth, adoption or other recognised family arrangements.

The family is an important institution because it provides care, protection, socialisation, education and emotional support.

12.2 Meaning of Family Norms

Family norms are the accepted rules, expectations, values and behaviours that guide how family members relate and interact with one another.

They help maintain order, responsibility and harmony within the family.

Examples include:

1. Respecting parents and guardians.
2. Caring for children.
3. Supporting elderly family members.
4. Sharing household responsibilities.
5. Resolving disagreements peacefully.

6. Maintaining honesty.
7. Supporting family members during difficult situations.
8. Practising kindness and forgiveness.
9. Respecting personal boundaries.
10. Making responsible family decisions.

12.3 Family Life in Hinduism

Hinduism considers family life an important aspect of social and spiritual development.

The traditional Hindu concept of Ashramas describes four stages of life:

a) Brahmacharya

- The stage of student life.
- Emphasises education, discipline and self-control.
- Learners are expected to acquire knowledge and develop good character.

b) Grihastha

- The stage of household life.
- Involves marriage, family responsibilities and earning a living.
- Individuals are expected to support their families and contribute to society.

c) Vanaprastha

- Traditionally represents the stage of gradual withdrawal from household responsibilities.
- Emphasises spiritual reflection and guidance to younger generations.

d) Sannyasa

- The stage of renunciation.
- Emphasises spiritual dedication and detachment from worldly attachments.

Hindu family values include:

- Respect for parents and elders.
- Love and affection.
- Responsibility towards children.
- Respect for teachers.
- Hospitality.
- Honesty.
- Charity.
- Family unity.

12.4 Family Life in Buddhism

Buddhism teaches that healthy family relationships should be based on compassion, kindness, responsibility and mutual respect.

The Sigalovada Sutta provides guidance on responsibilities in family and social relationships.

Responsibilities of parents include:

1. Guiding children towards good conduct.
2. Providing education.
3. Supporting their development.
4. Helping them develop responsible behaviour.
5. Preparing them to become independent.

Responsibilities of children include:

1. Respecting parents.
2. Supporting parents when necessary.
3. Maintaining family traditions that promote good values.
4. Acting responsibly.
5. Remembering and honouring their parents' contributions.

Responsibilities between spouses include:

- Mutual respect.
- Faithfulness.
- Cooperation.
- Kindness.
- Sharing responsibilities.
- Maintaining trust.

Importance of Buddhist family teachings

1. Promote compassion.
2. Encourage peaceful relationships.
3. Develop personal responsibility.
4. Reduce family conflicts.
5. Promote respect across generations.

12.5 Family Life in Jainism

Jainism encourages family relationships founded on non-violence, truthfulness, honesty, self-restraint and non-possessiveness.

Family values in Jainism include:

1. Ahimsa – Avoiding harm to family members.
2. Satya – Being truthful.

3. Asteya – Avoiding stealing and dishonesty.
4. Brahmacharya – Practising appropriate self-restraint according to one's stage of life.
5. Aparigraha – Avoiding excessive attachment to possessions.

These values are particularly important in guiding personal and family conduct.

Responsibilities of family members

- Parents should provide guidance and care.
- Children should respect and appreciate their parents.
- Spouses should support one another.
- Family members should resolve disagreements peacefully.
- Families should practise generosity.
- Members should avoid wastefulness and excessive greed.

12.6 Family Life in Sikhism

Sikhism encourages believers to live as responsible members of their families and communities.

Sikh teachings value household life and discourage unnecessary withdrawal from society as the only path to spiritual progress.

Important Sikh family values include:

a) Respect

- Family members should respect one another.
- Elders should be treated with dignity.
- Children should be guided with patience.

b) Honest living

- Family members should work honestly.
- They should avoid corruption and exploitation.
- They should contribute to family welfare.

c) Sharing

- Resources should be shared with those in need.
- Family members should support one another.
- Generosity strengthens relationships.

d) Service

- Members should assist one another.
- They should contribute to community welfare.
- They should show concern for vulnerable people.

e) Equality

- Family members should be treated fairly.

- No individual should be discriminated against because of gender or social position.

12.7 Comparison of Family Norms in the Four Faiths

Faith	Main family principles
Hinduism	Duty, respect for elders, family responsibilities and hospitality
Buddhism	Compassion, kindness, mutual responsibility and respect
Jainism	Non-violence, truthfulness, self-restraint and non-possession
Sikhism	Equality, honest living, sharing and selfless service

13.0 FAMILY VALUES IN THE FOUR DHARMIC FAITHS

13.1 Meaning of Family Values

Family values are the moral principles, beliefs and standards of behaviour that guide members of a family in their daily lives.

They influence how people communicate, make decisions, solve problems and support one another.

Family values are important because the family is the first environment in which many individuals learn acceptable social behaviour.

13.2 Major Family Values

a) Love

- Love involves showing genuine concern and affection towards family members.
- It encourages people to support one another.
- It promotes emotional security and belonging.

b) Respect

- Respect involves recognising the dignity and worth of other people.
- It encourages listening to others.
- It promotes peaceful communication.

c) Honesty

- Honesty involves speaking the truth and acting sincerely.
- It creates trust among family members.
- It discourages deception.

d) Responsibility

- Responsibility means fulfilling assigned duties.
- It encourages children to participate in appropriate household activities.
- It promotes accountability.

e) Forgiveness

- Forgiveness involves letting go of resentment and seeking reconciliation.
- It helps families resolve disagreements.
- It strengthens relationships.

f) Cooperation

- Cooperation involves working together to achieve common goals.
- It promotes teamwork.
- It reduces unnecessary family disagreements.

g) Compassion

- Compassion involves understanding the difficulties experienced by others.
- It encourages kindness and assistance.
- It promotes emotional support.

h) Generosity

- Generosity involves sharing resources, time and knowledge.
- It encourages care for relatives and neighbours.
- It strengthens community relationships.

13.3 How the Four Faiths Promote Family Values

Family value	Hinduism	Buddhism	Jainism	Sikhism
Respect	Dharma and respect for elders	Right speech and conduct	Right conduct	Equality and humility
Honesty	Truthfulness	Right speech	Satya	Honest living
Compassion	Ahimsa	Karuna	Ahimsa	Seva
Self-control	Discipline and yoga	Right effort	Aparigraha and self-restraint	Discipline
Generosity	Dana	Dana	Charity and compassion	Vand Chhakna
Responsibility	Dharma	Ethical conduct	Five vows	Kirat Karni

13.4 Benefits of Practising Family Values

1. Promote peaceful family relationships.
2. Reduce conflicts and misunderstandings.
3. Encourage responsible parenting.
4. Promote children's moral development.
5. Strengthen relationships between generations.
6. Encourage financial and emotional support.
7. Promote respect for individual differences.
8. Reduce discrimination and unfair treatment.
9. Encourage care for vulnerable family members.
10. Promote responsible participation in society.

13.5 Challenges Affecting Family Values in Modern Kenyan Society

Some challenges include:

- Inadequate communication.
- Financial difficulties.
- Substance misuse.
- Family disagreements.
- Neglect of parental responsibilities.
- Excessive use of digital devices.
- Peer pressure.
- Discrimination.
- Intergenerational misunderstandings.
- Lack of quality family time.

Ways of strengthening family values

1. Encouraging open communication.
2. Practising forgiveness.
3. Organising family activities.
4. Teaching children positive moral values.
5. Seeking guidance from appropriate counsellors.
6. Supporting responsible parenting.
7. Respecting different opinions.
8. Practising religious and cultural values that promote dignity.

14.0 SPIRITUAL EDUCATIONAL INSTITUTIONS IN THE FOUR FAITHS

14.1 Meaning of Spiritual Educational Institutions

Spiritual educational institutions are organisations or centres established to teach religious knowledge, spiritual principles, moral values and appropriate ways of life.

They help individuals understand their faith and develop responsible behaviour.

These institutions may offer:

- Religious instruction.
- Moral education.
- Meditation.
- Scripture study.
- Language learning.
- Spiritual counselling.
- Community service.

- Cultural education.

14.2 Hindu Spiritual Educational Institutions



Examples include:

a) Gurukula

- A traditional Hindu system of education.
- Learners studied under a Guru.
- Education included religious teachings, moral discipline, knowledge and practical skills.
- The teacher played an important role in guiding learners' personal development.

b) Pathashala

- A traditional centre of learning.
- It may provide instruction in religious texts, languages and cultural practices.
- It supports the preservation of Hindu knowledge.

c) Hindu religious schools

- These institutions provide structured religious education.
- Learners study Hindu beliefs, scriptures, festivals and moral values.
- They may also organise cultural activities.

d) Temples and religious learning centres

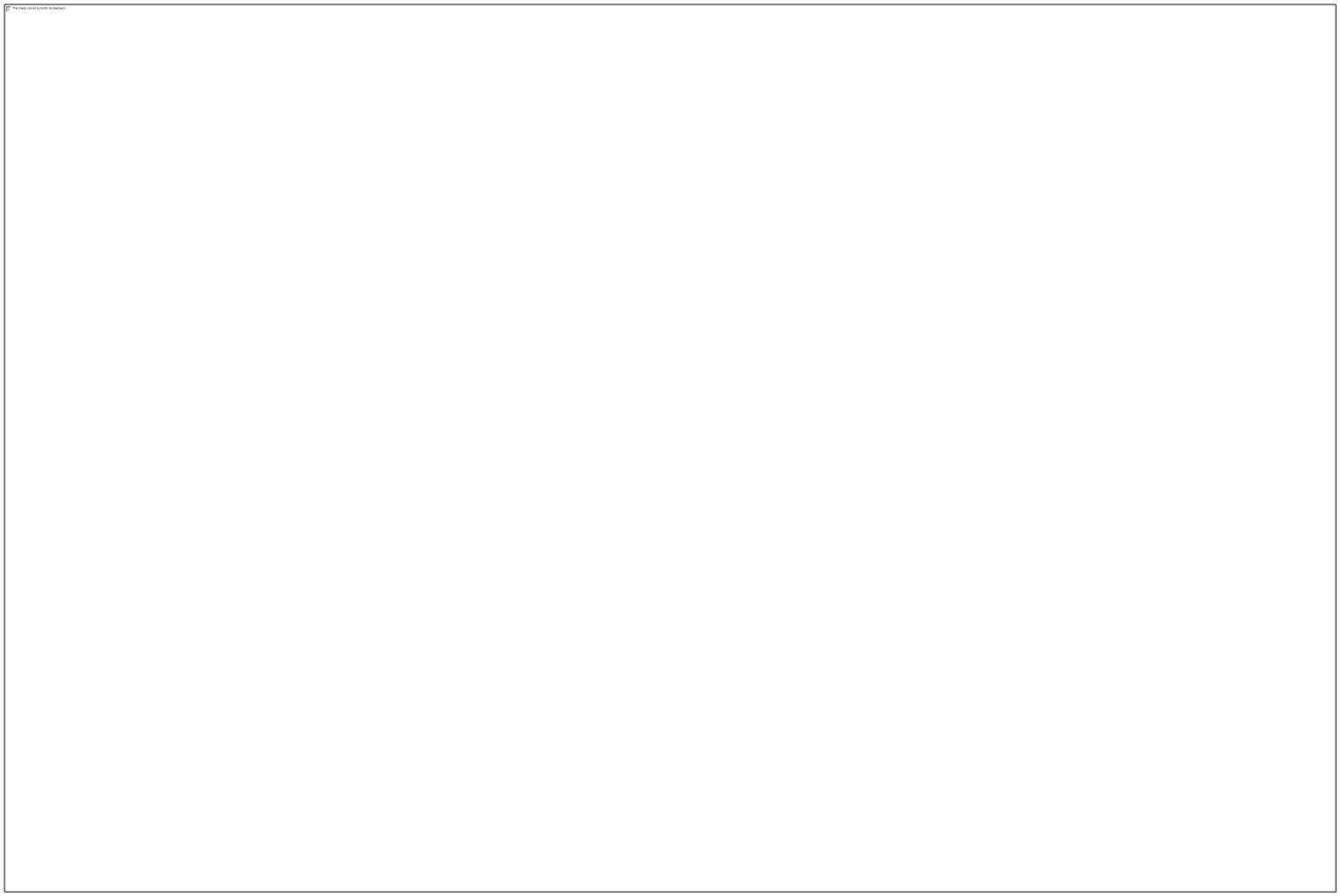
- Temples may provide religious classes.
- Children and adults may learn prayers, hymns, rituals and religious teachings.
- They also provide opportunities for community learning.

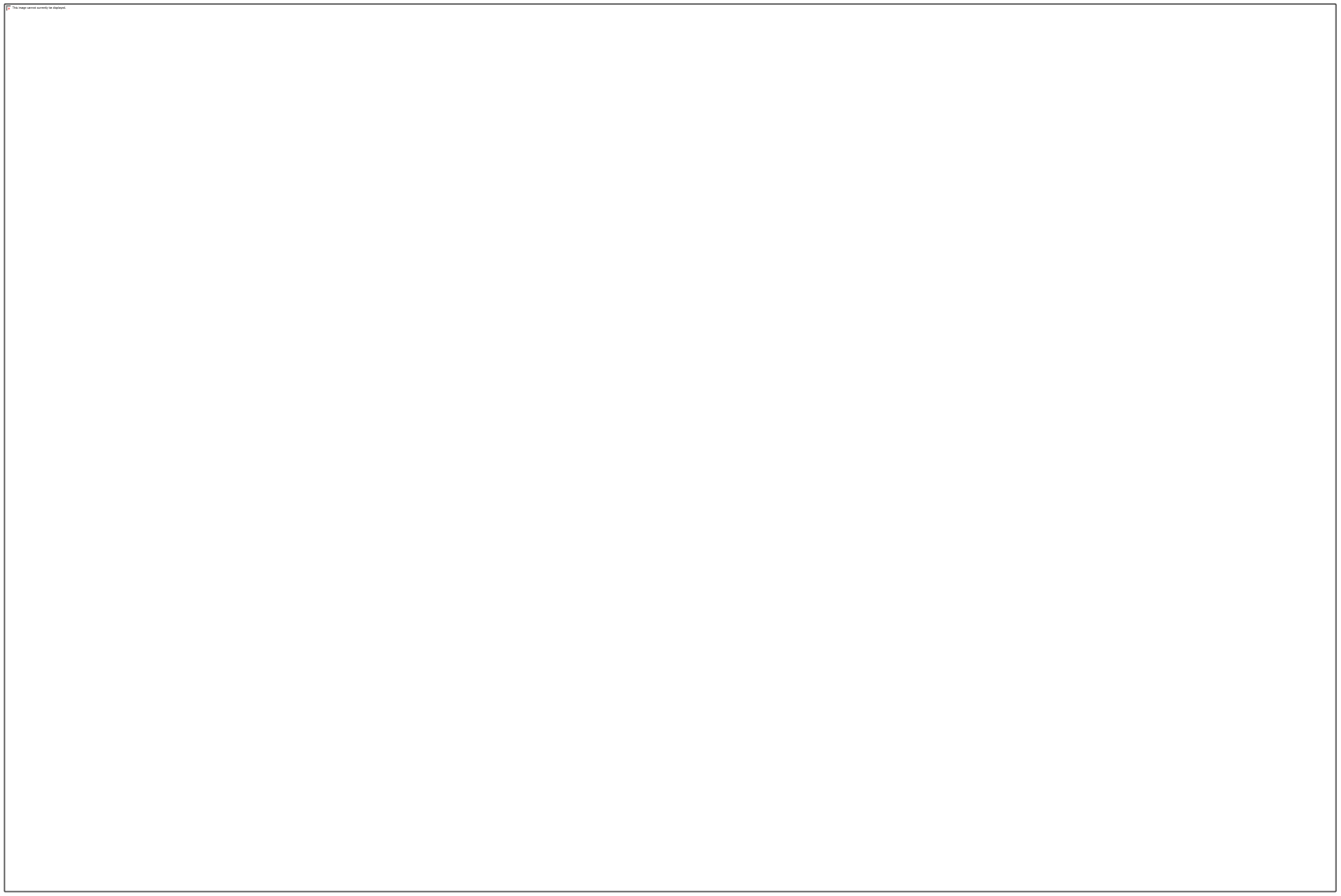
Contributions of Hindu spiritual educational institutions

1. Preserve religious traditions.
2. Promote ethical conduct.
3. Teach Hindu scriptures.
4. Encourage spiritual development.
5. Promote cultural identity.
6. Strengthen family and community relationships.

14.3 Buddhist Spiritual Educational Institutions







Examples include:

a) Buddhist monasteries

- These are religious communities where monks and sometimes nuns live and study.
- They provide religious and spiritual education.
- Learners study Buddhist scriptures, meditation and ethical teachings.

b) Buddhist Sunday schools

- They provide religious education, especially for children and young people.
- They teach the life of the Buddha, Buddhist values and religious practices.

c) Dharma schools

- These are centres that provide education about Buddhist teachings.
- Learners study the Four Noble Truths and Noble Eightfold Path.
- They may also learn meditation and compassion.

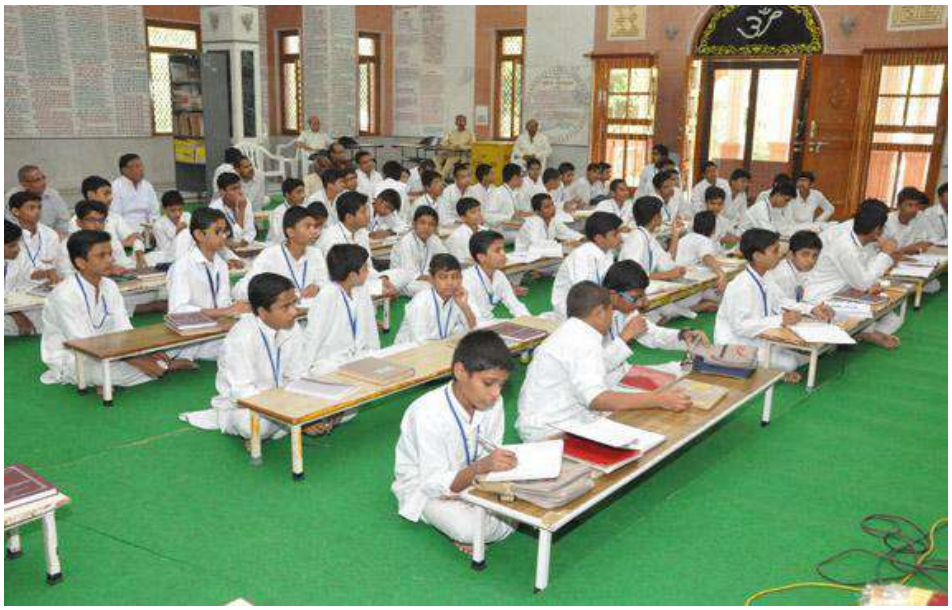
d) Buddhist meditation centres

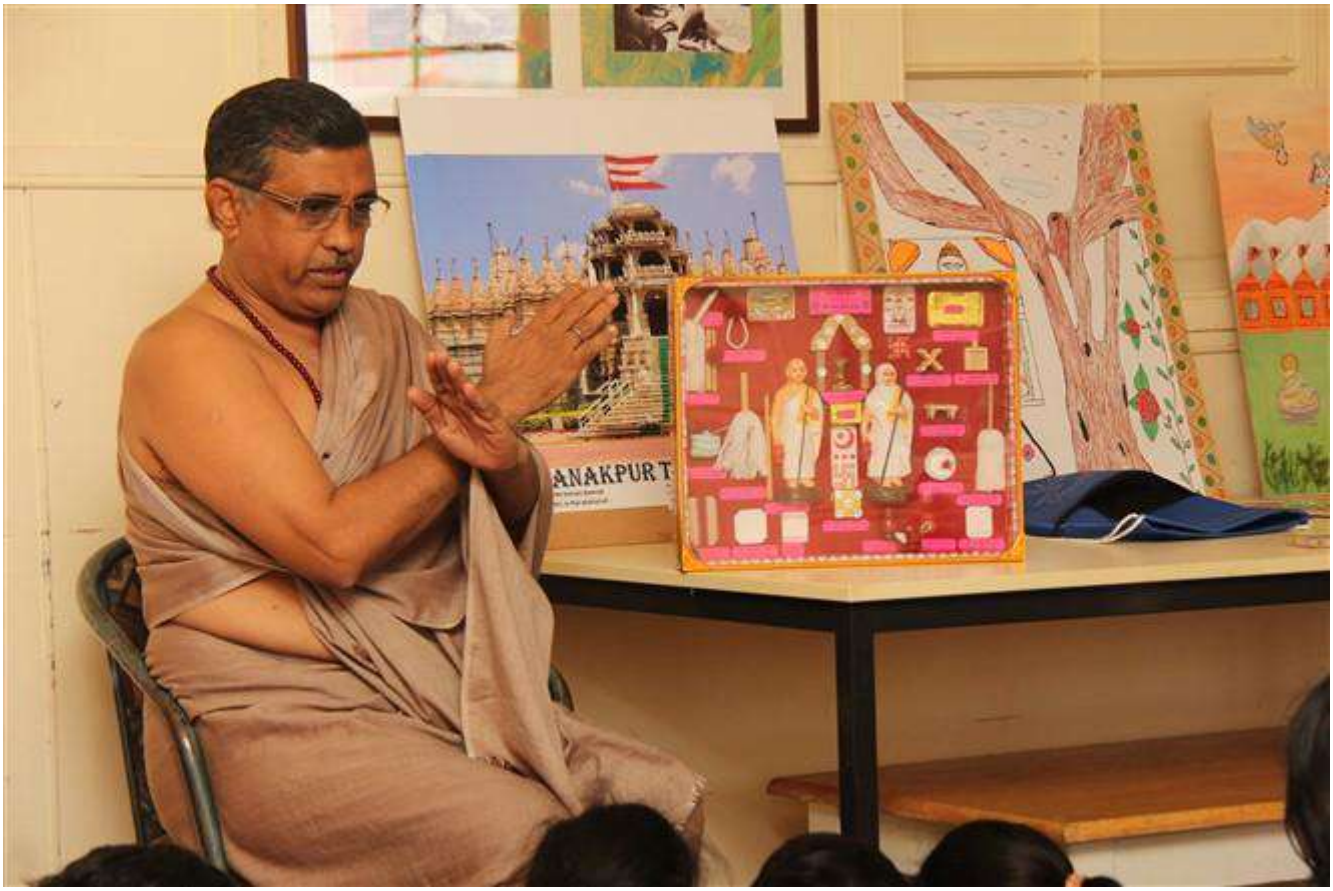
- They provide opportunities for meditation and spiritual development.
- They help learners understand mindfulness and mental discipline.

Contributions of Buddhist educational institutions

1. Teach Buddhist philosophy.
2. Promote compassion and loving-kindness.
3. Encourage mindfulness.
4. Promote peace and non-violence.
5. Develop ethical decision-making.
6. Preserve Buddhist culture.

14.4 Jain Spiritual Educational Institutions





Examples include:

a) Jain Pathashalas

- These are centres where learners study Jain religious teachings.
- They teach Jain scriptures, prayers and moral principles.
- They help younger generations understand Ahimsa and other Jain values.

b) Jain monasteries and religious learning centres

- They provide religious instruction and spiritual guidance.
- Monks and nuns may teach religious philosophy and discipline.
- They promote self-control and non-violence.

c) Jain educational societies

- These organisations support religious and general education.
- They may establish schools and learning programmes.
- They promote Jain culture and ethical values.

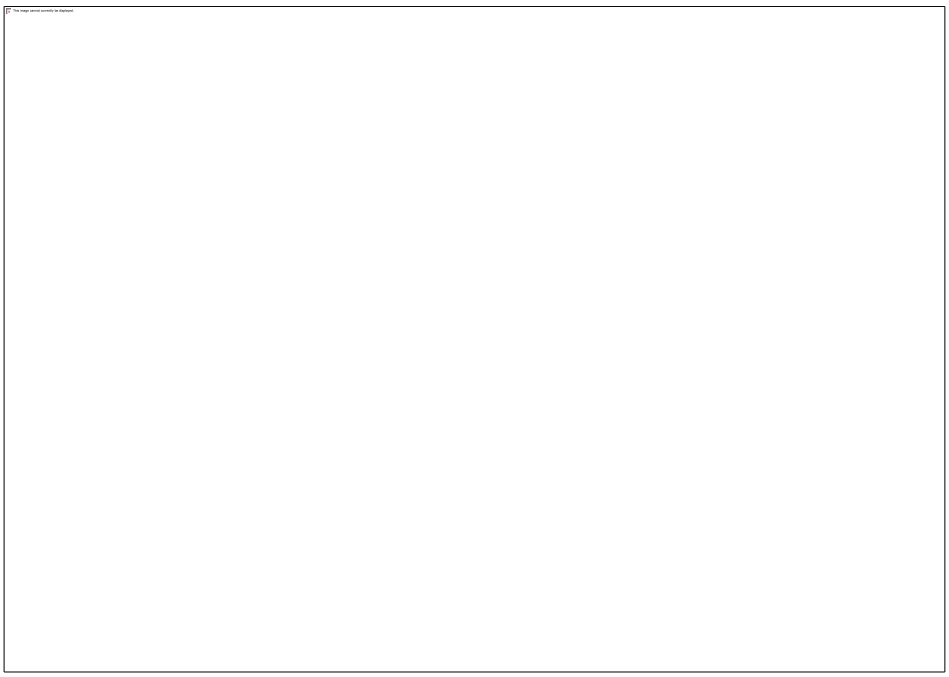
d) Jain libraries and scripture study centres

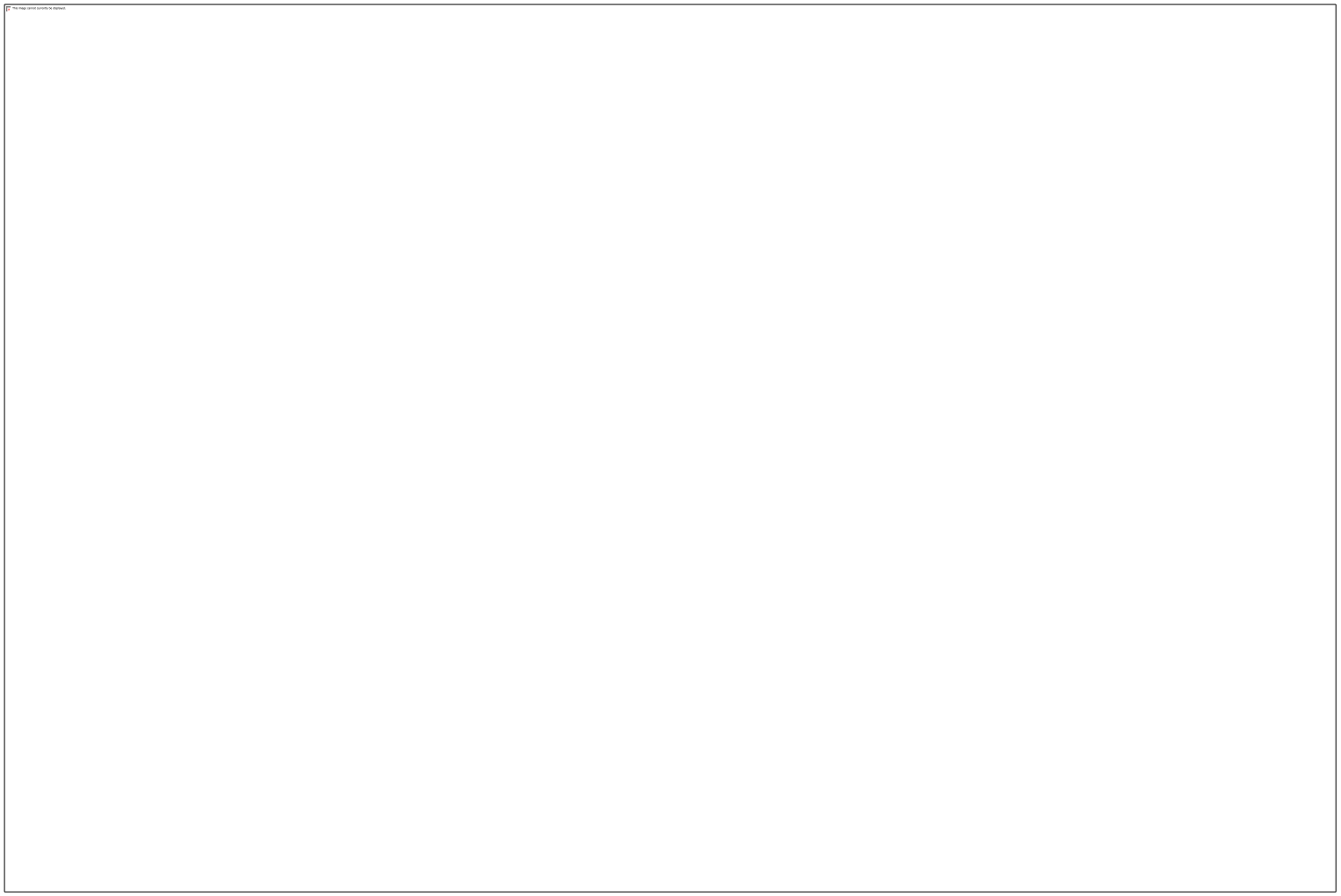
- These institutions preserve Jain literature.
- They provide opportunities for studying religious texts.
- They support research and understanding of Jain philosophy.

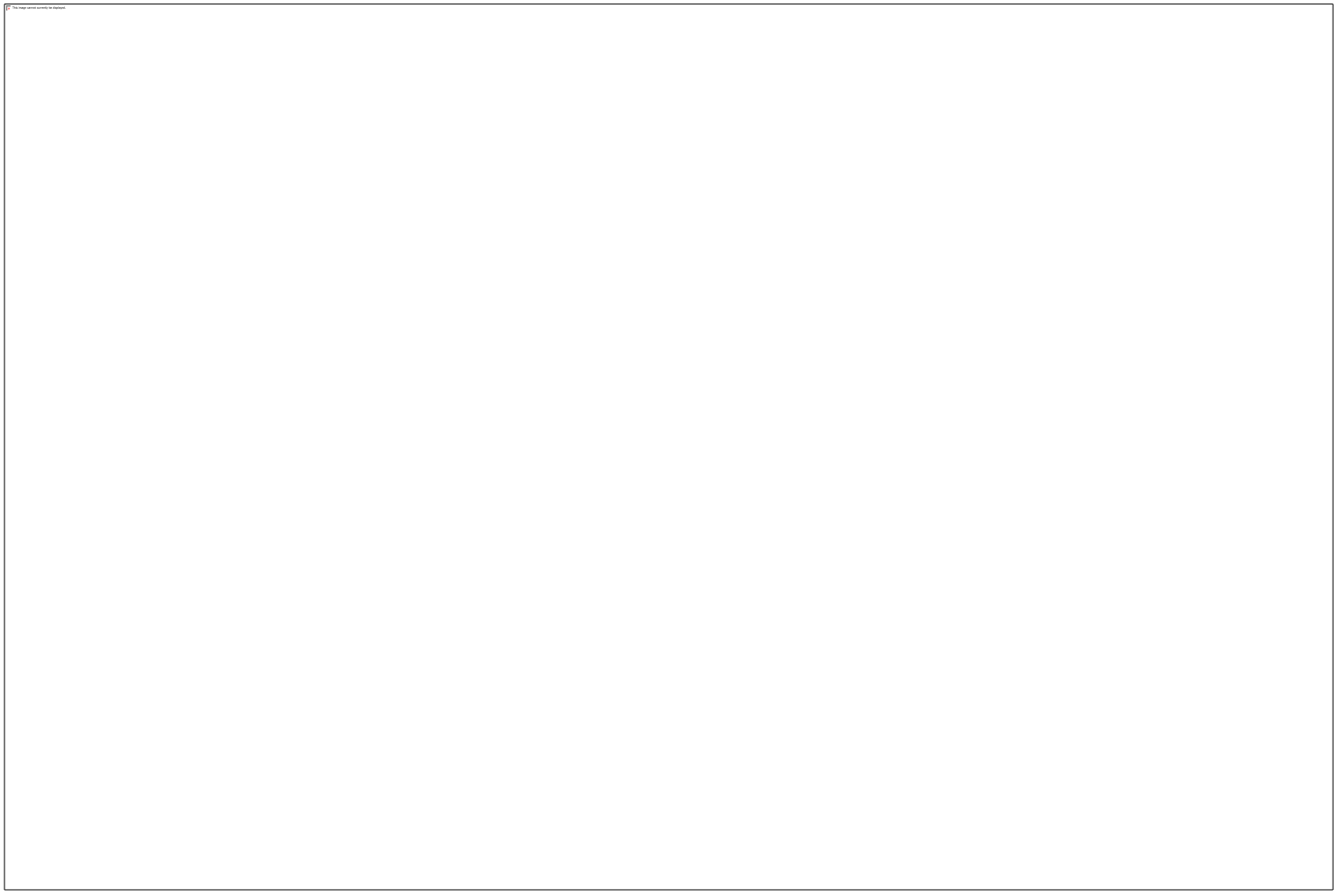
Contributions of Jain educational institutions

1. Teach non-violence.
2. Promote respect for living beings.
3. Preserve Jain scriptures.
4. Encourage self-discipline.
5. Promote simplicity.
6. Encourage forgiveness and peaceful living.

14.5 Sikh Spiritual Educational Institutions







Examples include:

a) Gurdwaras

- Gurdwaras are Sikh places of worship and community learning.
- They provide opportunities for religious instruction.
- Members learn Sikh teachings through hymns, prayers and religious discussions.

b) Sikh religious schools

- These institutions teach Sikh history, religious beliefs and moral values.
- Learners may study Punjabi and Gurmukhi.
- They help preserve Sikh cultural identity.

c) Gurdwara Sunday schools

- They provide religious education for children.
- Learners study the lives of Sikh Gurus.
- They learn the importance of Seva, equality and honest living.

d) Sikh seminaries and learning institutions

- These provide advanced study of Sikh scriptures, philosophy and religious history.
- They prepare individuals for religious leadership and teaching.

Contributions of Sikh educational institutions

1. Teach Sikh religious principles.
2. Promote service to humanity.
3. Encourage equality.
4. Preserve Sikh heritage.
5. Promote honest living.
6. Encourage community participation.

14.6 Comparison of Spiritual Educational Institutions

Faith	Examples of institutions	Main educational focus
Hinduism	Gurukula, Pathashala, temple schools	Dharma, scriptures and spiritual discipline
Buddhism	Monasteries, Dharma schools, meditation centres	Buddha's teachings and mindfulness
Jainism	Jain Pathashalas, monasteries	Ahimsa, Jain philosophy and discipline
Sikhism	Gurdwaras, Sikh schools and seminaries	Sikh Gurus' teachings, equality and Seva

14.7 Importance of Spiritual Educational Institutions in Kenya

1. Promote religious literacy.
2. Preserve cultural heritage.
3. Encourage peaceful coexistence.
4. Develop responsible citizens.
5. Promote respect for religious diversity.

6. Encourage community service.
7. Provide moral guidance to young people.
8. Promote intercultural understanding.
9. Encourage discipline and integrity.
10. Strengthen cooperation among different religious communities.

Learner activity: Identify religious educational institutions found in Kenya or in your locality. Interview a religious education teacher or community leader about their contributions to society.

15.0 APPLICATION OF CORE BELIEFS IN PROMOTING SOCIAL INTEGRITY

15.1 Meaning of Social Integrity

Social integrity refers to the practice of honesty, fairness, responsibility, respect and ethical behaviour in society.

A person with social integrity demonstrates consistency between their beliefs, words and actions.

Social integrity helps build trust among individuals and institutions.

15.2 Religious Principles that Promote Social Integrity

a) Ahimsa – Non-violence

Practised strongly in Hinduism and Jainism and also valued in Buddhism and Sikhism.

It encourages:

- Avoiding physical and verbal harm.
- Respecting human life.
- Protecting vulnerable individuals.
- Promoting peaceful conflict resolution.
- Respecting animals and the environment.

b) Satya – Truthfulness

Truthfulness is an important ethical principle in Hinduism and Jainism. It is also encouraged through Buddhist Right Speech and Sikh teachings on truthful living.

It promotes:

- Honesty.
- Trust.
- Transparency.
- Accountability.
- Responsible communication.

c) Dana – Generosity

Generosity is encouraged in Hinduism and Buddhism and is also practised in Jain and Sikh communities.

It promotes:

- Sharing resources.

- Helping vulnerable people.
- Supporting education.
- Assisting people affected by disasters.
- Encouraging community development.

d) Seva – Selfless Service

Seva is especially prominent in Sikhism and is also valued in other Dharmic traditions.

It promotes:

- Voluntary community service.
- Helping people in need.
- Cleaning public spaces.
- Supporting the elderly.
- Assisting people with disabilities.

e) Aparigraha – Non-possession

This principle is particularly important in Jainism and is also reflected in other traditions' teachings on moderation and non-attachment.

It promotes:

- Avoiding greed.
- Responsible consumption.
- Environmental conservation.
- Sharing resources.
- Avoiding unnecessary competition over possessions.

f) Karuna – Compassion

Compassion is especially emphasised in Buddhism.

It promotes:

- Empathy.
- Kindness.
- Forgiveness.
- Care for vulnerable people.
- Peaceful relationships.

15.3 Application in Kenyan Society

Social challenge	Relevant religious principle	Expected behaviour
Corruption	Satya and Dharma	Honesty and accountability
Ethnic discrimination	Equality and compassion	Respect for all communities
Domestic conflicts	Ahimsa and Karuna	Peaceful communication
Environmental destruction	Ahimsa and Aparigraha	Environmental responsibility
Poverty	Dana and Seva	Helping vulnerable people

Bullying in schools	Ahimsa and Right Speech	Respect and kindness
Dishonesty	Satya and Kirat Karni	Truthfulness and honest work
Wastefulness	Aparigraha	Responsible consumption

16.0 CORE BELIEFS AND ETHICAL BEHAVIOUR ON ROADS

16.1 Meaning of Road Ethics

Road ethics refers to the moral principles and responsible behaviours that road users should demonstrate to protect themselves and other people.

Road users include:

- Drivers.
- Passengers.
- Pedestrians.
- Cyclists.
- Motorcyclists.
- Public transport operators.
- Other road users.

Road safety is not only a legal responsibility but also a moral responsibility.

16.2 Religious Principles that Promote Road Safety

a) Ahimsa – Avoiding Harm

- Road users should avoid behaviour that puts other people in danger.
- Drivers should not drive recklessly.
- Pedestrians should use designated crossing points.
- Motorcyclists should use appropriate protective equipment.
- Passengers should avoid distracting drivers.

b) Dharma – Responsibility

- Drivers should obey traffic regulations.
- Passengers should follow safety instructions.
- Pedestrians should use roads responsibly.
- Public transport operators should prioritise passenger safety.

c) Satya – Truthfulness

- Drivers should provide truthful information after an accident.
- Road users should not give false statements to authorities.
- Vehicle operators should not falsify safety inspection records.

d) Right Action in Buddhism

- Avoiding behaviour that causes harm.

- Making responsible decisions.
- Respecting the safety of other road users.

e) Seva – Service

- Assisting accident victims within one's ability and training.
- Alerting emergency services.
- Helping vulnerable road users.
- Supporting road safety awareness campaigns.

f) Kirat Karni – Honest Work

- Public transport operators should work honestly.
- Vehicle owners should maintain their vehicles responsibly.
- Drivers should not overload vehicles for financial gain.

g) Aparigraha – Self-control

- Avoiding greed that encourages dangerous overloading.
- Avoiding excessive competition on roads.
- Demonstrating patience and self-restraint.

16.3 Unethical Behaviours on Kenyan Roads

Examples include:

1. Speeding.
2. Driving under the influence of intoxicating substances.
3. Using a mobile phone while driving.
4. Dangerous overtaking.
5. Ignoring traffic signs.
6. Carrying excess passengers.
7. Driving unroadworthy vehicles.
8. Driving without the required licence.
9. Disregarding pedestrian crossings.
10. Refusing to give way to emergency vehicles.
11. Driving aggressively.
12. Failing to wear appropriate safety equipment.
13. Bribing traffic officers.
14. Abandoning accident victims without seeking help.
15. Blocking emergency access routes.

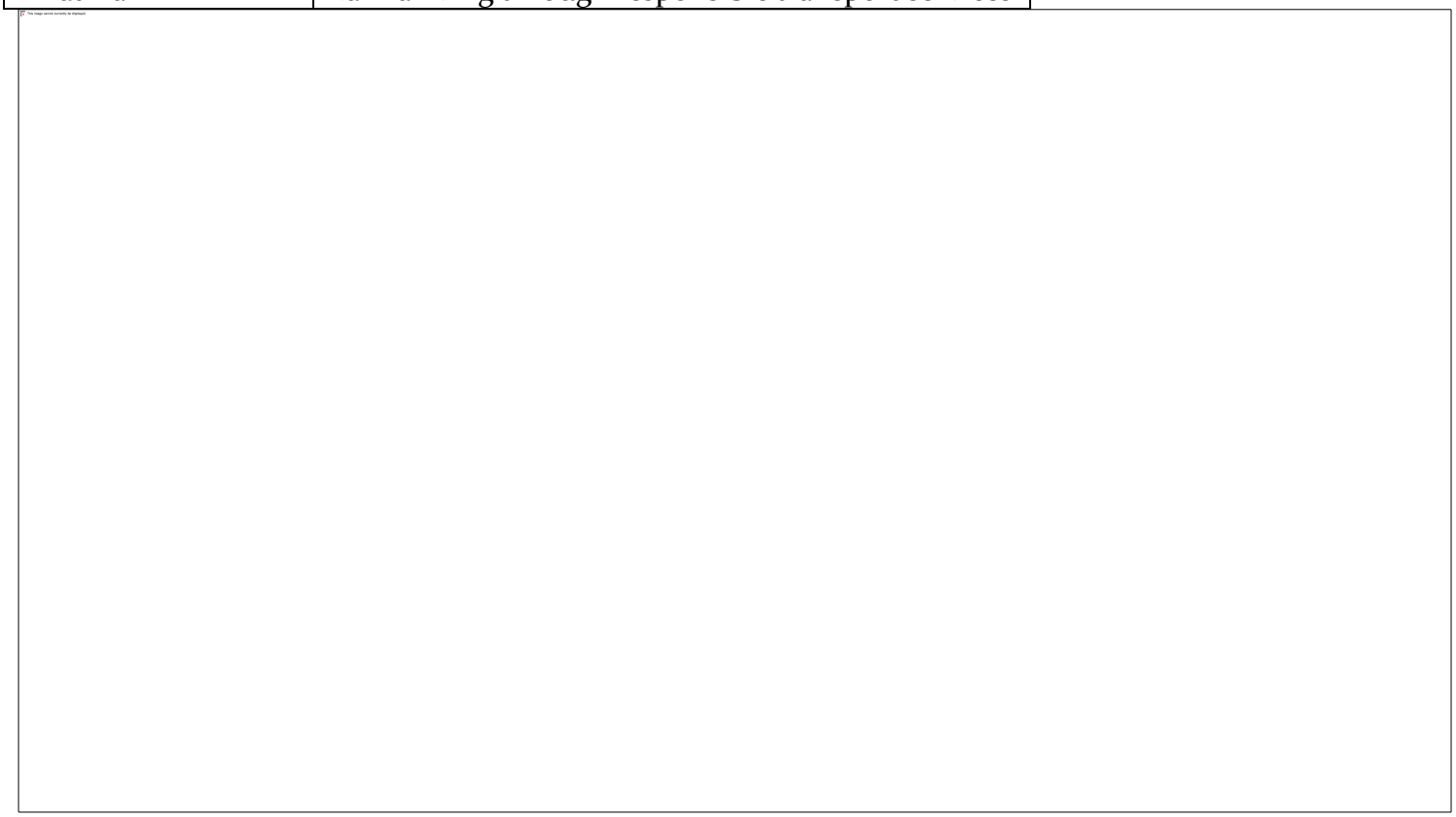
16.4 Ways of Promoting Ethical Road Use

1. Observing traffic regulations.

2. Respecting pedestrians.
3. Wearing appropriate seat belts and protective equipment.
4. Avoiding distractions while driving.
5. Maintaining vehicles.
6. Reporting dangerous road conditions.
7. Supporting road safety education.
8. Practising patience.
9. Avoiding alcohol and other intoxicants when driving.
10. Respecting the rights of other road users.

16.5 How Core Beliefs Help Mitigate Road Crashes

Religious principle	Road safety application
Ahimsa	Avoid reckless driving that can harm others
Dharma	Fulfil road user responsibilities
Satya	Give honest information after crashes
Right Action	Avoid dangerous behaviour
Seva	Assist accident victims responsibly
Aparigraha	Avoid greed-driven overloading
Karuna	Show concern for vulnerable road users
Kirat Karni	Earn a living through responsible transport services




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Scenario-based learning

A public service vehicle driver is carrying more passengers than permitted. The driver is also speeding to reach the destination quickly.

As a learner guided by the principles of Dharma, Ahimsa and Right Action, explain why the driver's conduct is unethical.

Expected discussion: The driver places passengers and other road users at risk, puts financial gain above human safety and fails to fulfil the responsibility of protecting passengers.

17.0 THE RELATIONSHIP BETWEEN FAITH AND FAMILY RELATIONSHIPS

17.1 Meaning of Faith

Faith refers to a strong belief, trust or confidence in religious teachings, spiritual principles or a supreme reality.

Religious faith influences people's values, decisions, relationships and lifestyles.

17.2 How Faith Influences Family Relationships

a) Promotes mutual respect

- Religious teachings encourage respect between spouses, parents and children.
- Respect reduces misunderstandings.
- It strengthens family unity.

b) Encourages responsibility

- Faith teaches individuals to fulfil their duties.
- Parents are encouraged to care for children.
- Children are encouraged to appreciate their parents and guardians.

c) Promotes forgiveness

- Religious teachings encourage reconciliation.
- Family members learn to resolve disagreements without hostility.

d) Encourages honesty

- Religious principles discourage lying and deception.
- Honesty builds trust among family members.

e) Promotes compassion

- Family members are encouraged to care for one another.
- It promotes assistance during difficult situations.

f) Encourages responsible parenting

- Religious teachings encourage parents to guide children.
- They promote moral education and positive discipline.

g) Promotes equality and dignity

- Religious teachings can help families recognise the dignity of all members.

- They discourage discrimination and unfair treatment.

17.3 How Family Relationships Influence Religious Faith

The relationship also works in the opposite direction.

Families influence the religious development of individuals through:

1. Teaching religious beliefs.
2. Practising family prayers and worship.
3. Celebrating religious festivals.
4. Teaching religious greetings.
5. Observing religious dietary practices.
6. Encouraging participation in religious institutions.
7. Passing religious traditions from one generation to another.
8. Providing moral guidance.
9. Encouraging charity and community service.
10. Demonstrating religious values through daily actions.

17.4 Challenges Arising from Differences in Religious Beliefs Within Families

In modern Kenya, some families consist of people who follow different religious traditions.

Possible challenges include:

- Differences in dietary practices.
- Differences in religious festivals.
- Disagreements about religious education.
- Differences in worship schedules.
- Conflicting expectations about religious ceremonies.
- Differences in clothing and religious identity.

17.5 Ways of Promoting Harmony in Interfaith Families

1. Respecting each family member's beliefs.
2. Encouraging open communication.
3. Avoiding religious discrimination.
4. Agreeing on family activities.
5. Respecting different dietary needs.
6. Teaching children about religious diversity.
7. Allowing responsible religious participation.
8. Avoiding forced religious practices.
9. Seeking guidance where disagreements become difficult.
10. Emphasising shared values such as honesty, compassion and respect.

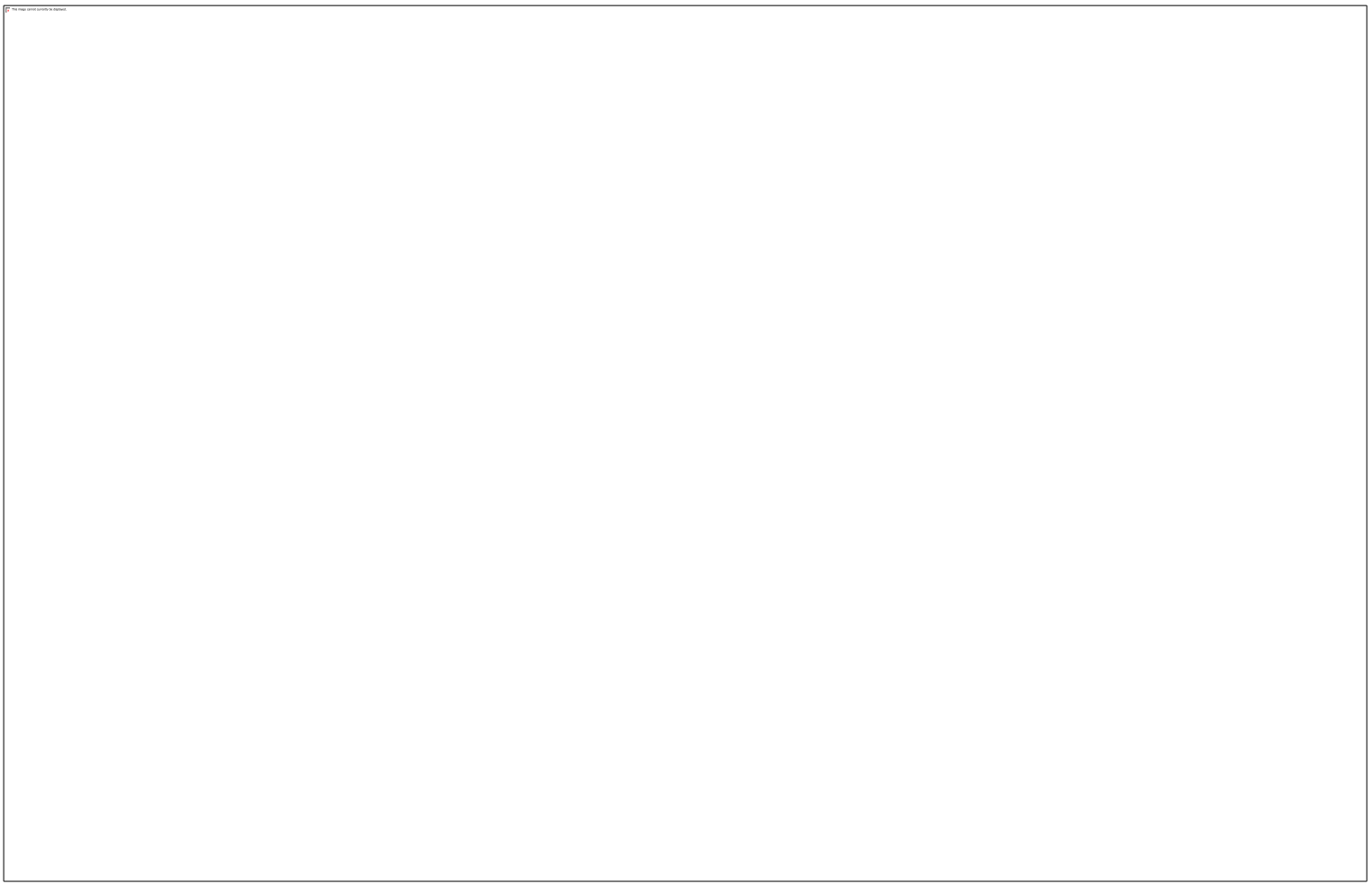
18.0 EXPLORING FORMS OF DEVOTION IN THE FOUR FAITHS

18.1 Meaning of Devotion

Devotion is a strong commitment, love, reverence or dedication towards a religious belief, spiritual ideal or supreme reality.

Devotion may be expressed through prayer, meditation, worship, chanting, service and ethical conduct.

18.2 Forms of Devotion in Hinduism



a) Puja

- Puja is a form of worship.
- It may involve prayers, offerings, flowers, incense and lamps.
- It is performed in homes and temples.

b) Bhajan

- Bhajans are devotional songs.
- They praise the divine.
- They encourage spiritual reflection and devotion.

c) Kirtan

- Kirtan involves devotional singing and chanting.
- It may be performed individually or in groups.

d) Japa

- Japa involves the repetition of a sacred name or mantra.
- It promotes concentration and spiritual awareness.

e) Meditation

- Meditation helps individuals develop concentration and spiritual understanding.

18.3 Forms of Devotion in Buddhism



a) Meditation

- Meditation is a major Buddhist spiritual practice.
- It develops mindfulness and concentration.

b) Chanting

- Buddhists may chant teachings, verses and sacred texts.
- It encourages reflection and commitment to the Dhamma.

c) Offering

- Some Buddhists offer flowers, candles or incense before Buddha images.
- These offerings are reminders of impermanence, gratitude and reverence.

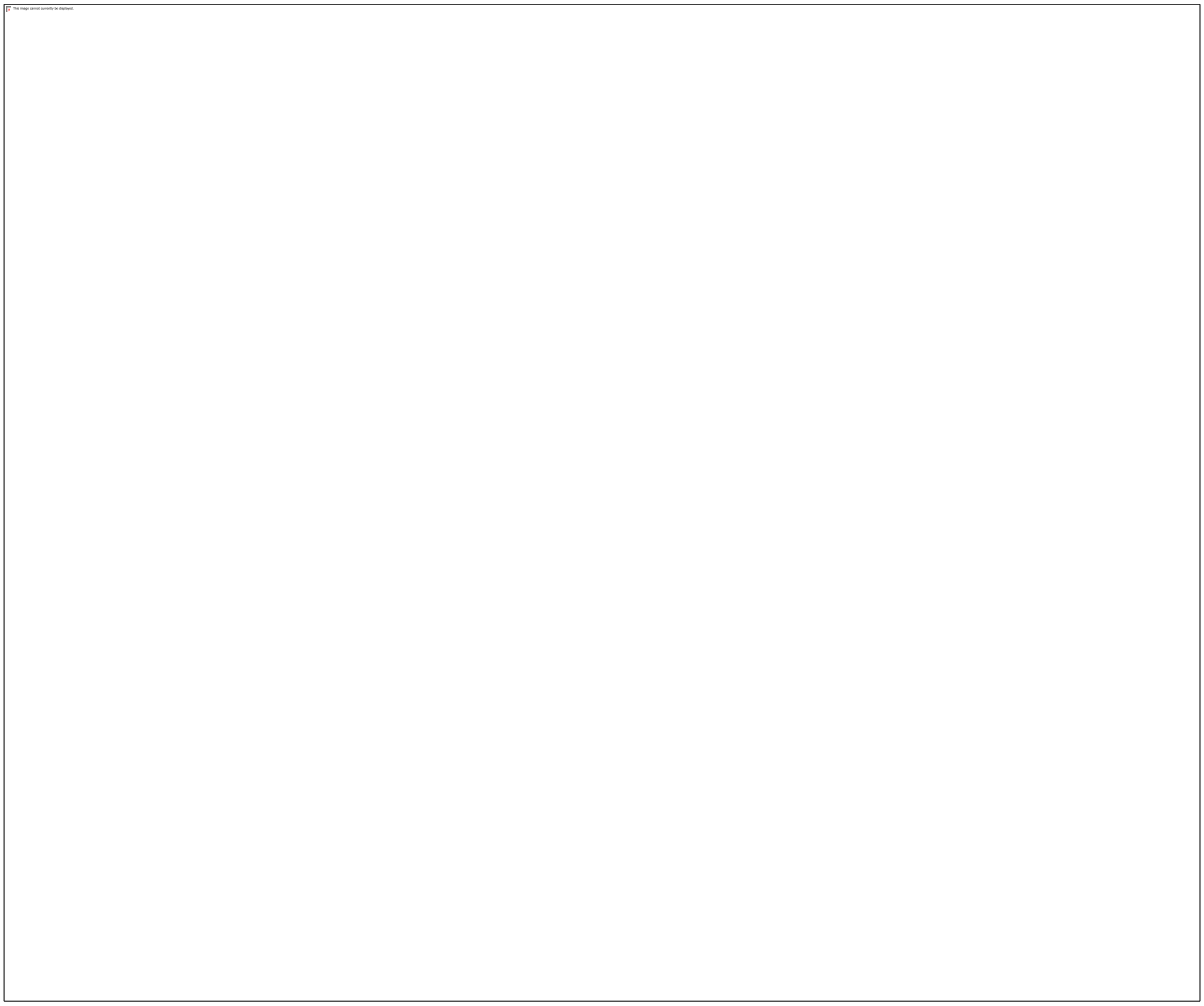
d) Listening to Dhamma teachings

- Listening to teachings helps followers understand Buddhist principles.
- It encourages ethical living.

e) Practising compassion

- Helping people and showing kindness are important expressions of Buddhist practice.

18.4 Forms of Devotion in Jainism



a) Samayika

- Samayika is a Jain practice of meditation and equanimity.
- It encourages calmness and equality of attitude towards living beings.

b) Pratikraman

- This involves reflection on one's actions.
- It includes acknowledging mistakes and seeking forgiveness.
- It encourages moral improvement.

c) Worship of Tirthankaras

- Jain followers may offer prayers and perform devotional rituals in honour of the Tirthankaras.
- These practices express reverence for spiritual examples.

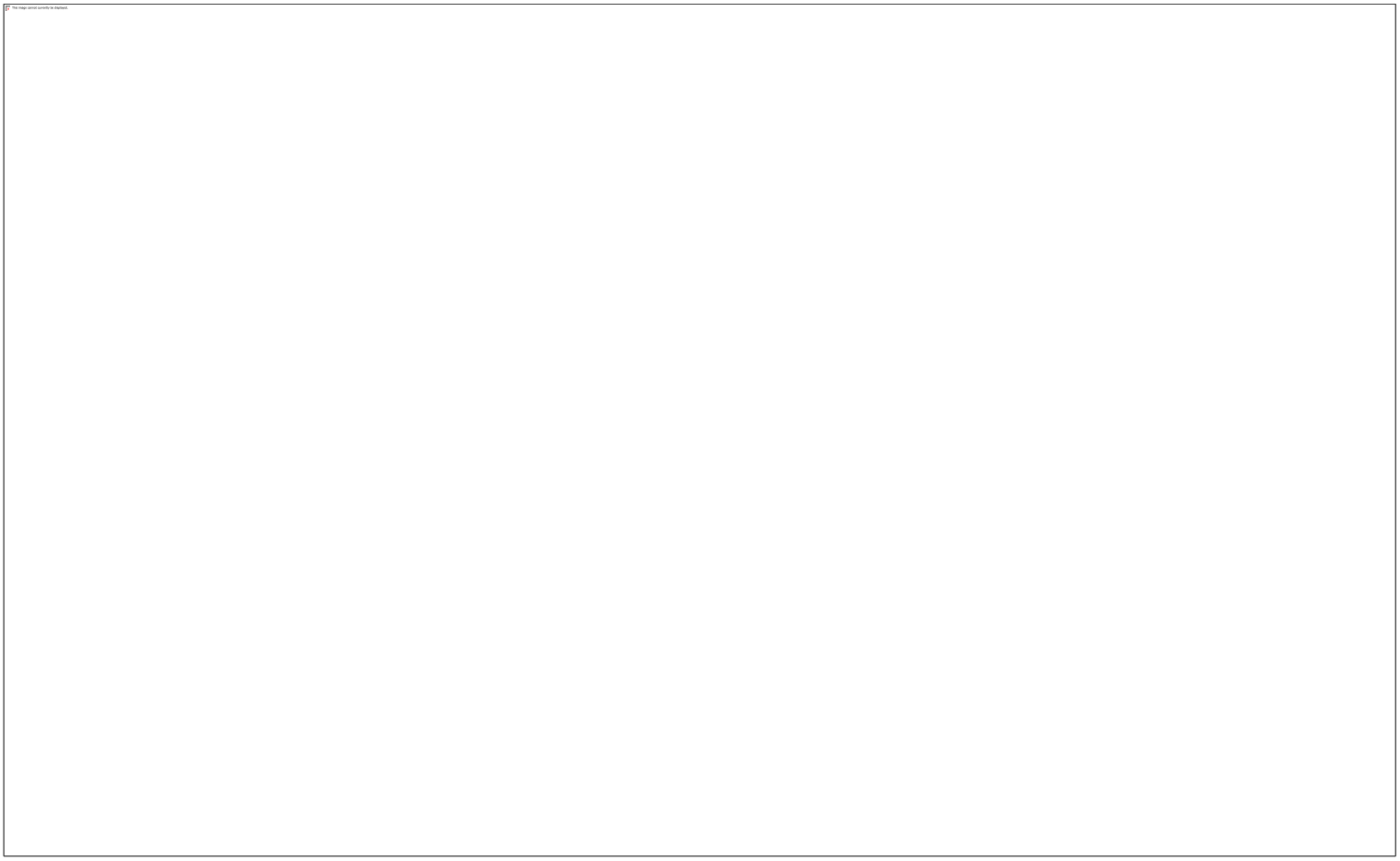
d) Swadhyaya

- Swadhyaya involves religious study.
- It encourages understanding of Jain teachings.

e) Fasting and self-discipline

- These may be undertaken as spiritual practices.
- They encourage self-control and reflection.

18.5 Forms of Devotion in Sikhism



a) Naam Simran

- This means remembering and meditating on God's name.
- It promotes spiritual awareness.

b) Kirtan

- Kirtan involves singing hymns from the Guru Granth Sahib.
- It promotes devotion and spiritual reflection.

c) Ardas

- Ardas is a Sikh prayer.
- It may be offered during worship and important occasions.
- It expresses gratitude, humility and requests for divine guidance.

d) Seva

- Selfless service is an important expression of Sikh devotion.
- It involves helping others without expecting rewards.

e) Reading the Guru Granth Sahib

- Sikhs engage in the reading and listening of sacred hymns.

- It strengthens understanding of Sikh teachings.

18.6 Comparison of Forms of Devotion

Hinduism	Buddhism	Jainism	Sikhism
Puja	Meditation	Samayika	Naam Simran
Bhajan	Chanting	Pratikraman	Kirtan
Japa	Listening to Dhamma	Swadhyaya	Ardas
Meditation	Compassion	Fasting	Seva

18.7 Importance of Devotion

1. Strengthens spiritual commitment.
2. Promotes moral discipline.
3. Encourages reflection.
4. Develops humility.
5. Promotes inner peace.
6. Encourages compassion.
7. Strengthens religious identity.
8. Promotes community participation.

19.0 CULTURAL SIGNIFICANCE OF CORE BELIEFS

19.1 Meaning of Cultural Significance

Cultural significance refers to the importance of beliefs, traditions, practices and customs in preserving the identity and heritage of a particular community.

Religious beliefs are often closely connected to language, clothing, food, music, celebrations and family traditions.

19.2 How Core Beliefs Preserve Culture

a) Preservation of traditions

- Religious beliefs guide ceremonies and festivals.
- They help communities preserve traditional practices.

b) Preservation of language

- Religious languages and expressions are passed from one generation to another.
- This protects linguistic heritage.

c) Promotion of identity

- Religious practices provide a sense of belonging.
- They help people understand their cultural backgrounds.

d) Preservation of music

- Devotional songs and hymns preserve religious history and teachings.
- Examples include Hindu Bhajans, Buddhist chanting, Jain devotional songs and Sikh Kirtan.

e) Preservation of food traditions

- Religious dietary practices influence the preparation and sharing of food.
- Langar is an important example of community food sharing in Sikhism.

f) Promotion of family continuity

- Families pass beliefs and practices to younger generations.
- This helps preserve cultural knowledge.

19.3 Importance of Appreciating Religious Diversity in Kenya

1. Promotes national unity.
2. Encourages peaceful coexistence.
3. Reduces religious intolerance.
4. Promotes mutual understanding.
5. Encourages respect for cultural differences.
6. Strengthens social cohesion.
7. Promotes inclusive education.
8. Encourages cooperation in national development.

20.0 SUGGESTED COMPETENCY-BASED LEARNING ACTIVITIES

The following activities help learners apply the knowledge gained from the sub-strand.

Learning activity	Competency developed	Expected outcome
Demonstrating greetings from the four faiths	Communication and collaboration	Respectful interaction
Designing a religious attire display	Creativity and imagination	Appreciation of religious identity
Visiting places of worship	Citizenship	Respect for religious etiquette
Preparing a comparative food chart	Critical thinking	Understanding dietary differences
Organising a road safety campaign	Citizenship and communication	Ethical road use
Creating a family values poster	Creativity and imagination	Appreciation of family values
Conducting interviews with religious leaders	Communication	Understanding religious teachings
Participating in community service	Self-efficacy and citizenship	Demonstration of Seva and compassion
Preparing a multilingual greetings chart	Learning to learn	Appreciation of linguistic diversity
Organising an interfaith discussion	Collaboration	Peaceful coexistence

Suggested Project: The Four Faiths and Their Core Beliefs

Project title: Promoting Social Integrity Through the Core Beliefs of Hinduism, Buddhism, Jainism and Sikhism.

Project instructions:

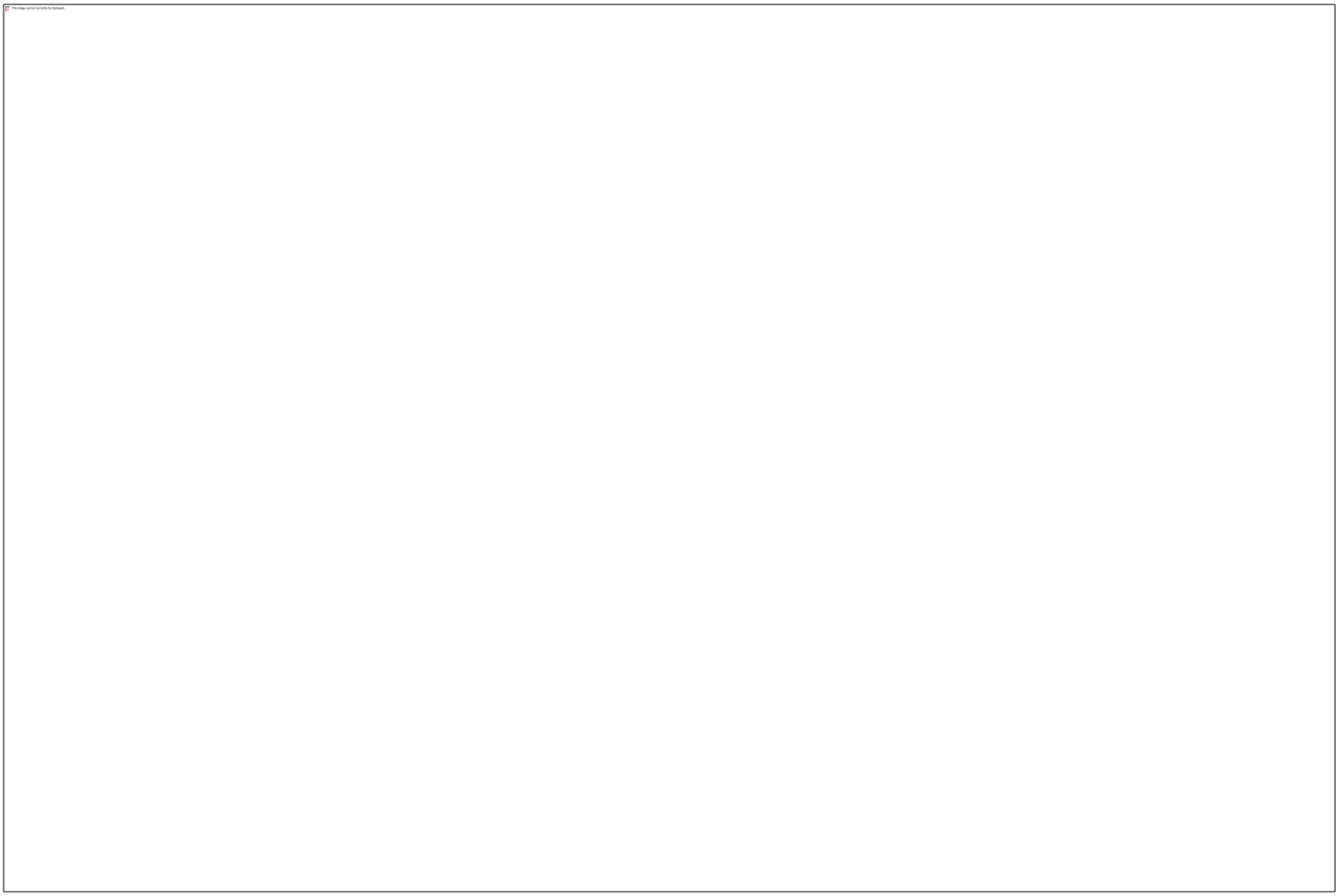
In groups, prepare a four-dimensional display model showing the core beliefs of the four Dharmic faiths.

Your model should contain:

1. The name of each faith.
2. Its important core beliefs.
3. Religious greetings.
4. Examples of religious attire.
5. Food and dietary practices.
6. Examples of religious observances.
7. Family values.
8. Forms of devotion.
9. Ethical principles.
10. Ways the teachings promote social integrity.

Suggested materials:

- Cardboard.
- Manila paper.
- Coloured pencils.
- Recycled materials.
- Pictures.
- Glue.
- Labels.
- String.



Assessment criteria:

- Accuracy of religious information.
- Creativity.
- Organisation of information.
- Respectful representation of all four faiths.
- Teamwork.
- Ability to explain the model.
- Application of religious values to real-life situations.

21.0 SUMMARY OF THE SUB-STRAND

The following are the main concepts learners should remember.

1. Dharma guides people towards righteous living and responsible behaviour.
2. Hinduism, Buddhism, Jainism and Sikhism share several ethical values, although their doctrines differ.
3. Religious greetings express respect, identity and goodwill.
4. Religious names and titles communicate identity and recognise spiritual leadership.
5. Religious clothing expresses modesty, discipline, commitment and cultural belonging.
6. Places of worship require appropriate etiquette.

7. Vegetarianism is important in many Hindu, Buddhist and Sikh communities and is strongly emphasised in Jainism.
8. Non-alcoholic drinks support responsible living and are encouraged in different ways across the four faiths.
9. Fasting may promote devotion, discipline and spiritual reflection, although Sikh teachings do not generally regard ritual fasting as a requirement for spiritual progress.
10. Auspicious days provide opportunities for worship, reflection and community participation.
11. Vernacular languages preserve cultural and religious heritage.
12. Family norms promote responsibility, respect and harmonious relationships.
13. Family values contribute to personal development and social well-being.
14. Spiritual educational institutions preserve religious knowledge and moral values.
15. Ahimsa, Satya, Dharma, Karuna, Seva and Aparigraha promote social integrity.
16. Religious principles encourage ethical behaviour on roads.
17. Faith influences family relationships through shared beliefs and moral responsibilities.
18. Devotion is expressed through prayer, meditation, worship, chanting and service.
19. Respecting religious diversity strengthens national unity.
20. Core beliefs should be translated into responsible actions in everyday life.

REVISION EXERCISES

GRADE 11 HINDU RELIGIOUS EDUCATION

STRAND 3.0: PRINCIPLES OF DHARMA

SUB-STRAND 3.1: CORE BELIEFS

REVISION ASSESSMENT

SECTION A: MULTIPLE CHOICE QUESTIONS (30 MARKS)

Choose the correct answer from the alternatives A, B, C and D.

1. Which of the following best describes Dharma in Hinduism?

A. The rejection of all family responsibilities.

B. The practice of righteous living and fulfilment of duties.

C. The accumulation of material possessions.

D. The avoidance of all social activities.

2. The Hindu concept of Karma teaches that:

A. All actions have no consequences.

B. Only religious leaders are responsible for their actions.

C. Actions have consequences that influence future experiences.

D. Wealth determines spiritual development.

3. Which term refers to liberation from the cycle of birth, death and rebirth in Hinduism and Jainism?

A. Samsara.

B. Moksha.

C. Puja.

D. Karma.

4. The Buddhist teaching that explains the way towards ending suffering is known as:

A. The Five Ks.

B. The Four Ashramas.

C. The Noble Eightfold Path.

D. The Five Great Vows.

5. Which of the following is the central ethical principle of Jainism?

A. Material possession.

B. Ahimsa.

C. Competition.

D. Social superiority.

6. The Sikh belief in one supreme God is expressed through the concept of:

A. Samsara.

B. Ik Onkar.

C. Anatta.

D. Anekantavada.

7. Which of the following is a common Hindu greeting?

A. Jai Jinendra.

B. Sat Sri Akal.

C. Namaste.

D. Namo Buddhaya.

8. The Jain greeting Jai Jinendra expresses:

A. Victory to the spiritual conquerors.

B. Respect for wealth.

C. Celebration of material success.

D. Recognition of political authority.

9. Which greeting is widely used among Sikhs?

A. Ekadashi.

B. Sat Sri Akal.

C. Pratikraman.

D. Namaste only.

10. The Buddhist gesture of bringing the palms together in front of the chest is called:

A. Kirtan.

B. Anjali Mudra.

C. Vand Chhakna.

D. Pratikraman.

11. Which of the following is a respectful title for a Hindu spiritual teacher?

A. Guru.

B. Granthi.

C. Bhikkhu.

D. Muni.

12. The title Granthi in Sikhism refers to a person who:

A. Leads a Jain monastery.

B. Performs Hindu temple worship.

C. Reads and cares for the Guru Granth Sahib.

D. Leads Buddhist meditation.

13. Which of the following is associated with Buddhist monastic attire?

A. Kangha.

B. Saffron or ochre robes.

C. Kara.

D. Kachera.

14. Which article of faith is associated with Sikh initiated members of the Khalsa?

A. Tilak.

B. Kangha.

C. Dhoti.

D. Mala only.

15. The practice of removing shoes before entering designated areas of worship mainly demonstrates:

A. Competition.

B. Religious disrespect.

C. Respect and cleanliness.

D. Material attachment.

16. The Sikh place of worship is known as a:

A. Mandir.

B. Vihara.

C. Gurdwara.

D. Gurukula.

17. Which of the following religions strongly emphasises avoiding root vegetables in many traditional dietary practices?

A. Jainism.

B. Sikhism.

C. Buddhism in all traditions.

D. All Hindu communities.

18. The free community meal served in a Gurdwara is known as:

A. Puja.

B. Langar.

C. Japa.

D. Uposatha.

19. Which of the following is a Hindu fasting observance?

A. Ekadashi.

B. Vesak.

C. Gurpurab.

D. Kshamavani.

20. The Buddhist observance days associated with additional religious discipline are called:

A. Navratri.

B. Uposatha.

C. Paryushana.

D. Vaisakhi.

21. Which Jain observance strongly emphasises forgiveness, reflection and spiritual purification?

A. Vesak.

B. Vaisakhi.

C. Paryushana.

D. Maha Shivaratri.

22. Which Sikh festival commemorates the establishment of the Khalsa in 1699?

A. Vaisakhi.

B. Vesak.

C. Purnima.

D. Mahavir Jayanti.

23. The traditional Hindu educational system in which learners study under a Guru is called:

A. Gurdwara.

B. Gurukula.

C. Vihara.

D. Langar.

24. Which of the following is a principle of Jainism that encourages non-attachment to possessions?

A. Aparigraha.

B. Naam Simran.

C. Kirat Karni.

D. Anjali Mudra.

25. The Sikh principle of sharing one's resources with others is known as:

A. Samayika.

B. Vand Chhakna.

C. Japa.

D. Samsara.

26. Which religious principle encourages individuals to avoid harming other living beings?

A. Ahimsa.

B. Samsara.

C. Moksha.

D. Kirtan.

27. Which religious principle is most directly demonstrated when a learner assists an elderly person without expecting payment?

A. Aparigraha.

B. Seva.

C. Samsara.

D. Purnima.

28. A driver who refuses to overload a public service vehicle demonstrates which religious value most clearly?

A. Greed.

B. Responsibility and non-harm.

C. Material attachment.

D. Discrimination.

29. Which of the following best explains the importance of vernacular languages in religious communities?

A. They discourage cultural identity.

B. They prevent religious education.

C. They preserve cultural heritage and communicate religious teachings.

D. They eliminate the need for national languages.

30. Which of the following actions best promotes harmony in an interfaith family?

A. Forcing every member to follow one religious tradition.

B. Disrespecting different religious practices.

C. Avoiding communication about religious differences.

D. Respecting each member's beliefs and encouraging open communication.

SECTION B: STRUCTURED QUESTIONS (50 MARKS)

Answer ALL questions.

QUESTION 1: PRINCIPLES OF DHARMA (8 MARKS)

a) Define the term Dharma. (2 marks)

b) Identify THREE core beliefs of Hinduism. (3 marks)

c) Explain THREE ways in which the principle of Dharma promotes responsible behaviour among learners in Kenyan schools. (3 marks)

QUESTION 2: RELIGIOUS GREETINGS, NAMES AND ATTIRE (8 MARKS)

a) State TWO common greetings used in Hinduism and Jainism. (2 marks)

b) Identify TWO Sikh religious articles of faith and explain their significance. (2 marks)

c) Explain FOUR reasons why individuals should respect religious names, titles and clothing in society. (4 marks)

QUESTION 3: RELIGIOUS ETIQUETTE, FOOD AND FASTING (8 MARKS)

a) State THREE appropriate behaviours expected of visitors in a Sikh Gurdwara. (3 marks)

b) Explain THREE reasons why Jainism strongly emphasises vegetarianism. (3 marks)

c) State TWO benefits of religious fasting. (2 marks)

QUESTION 4: AUSPICIOUS DAYS AND SPIRITUAL EDUCATION (8 MARKS)

a) Identify FOUR religious observances associated with the four Dharmic faiths, giving one example from each faith. (4 marks)

b) Explain TWO contributions of spiritual educational institutions to society. (2 marks)

c) State TWO ways vernacular languages promote religious and cultural heritage. (2 marks)

QUESTION 5: FAMILY VALUES AND SOCIAL INTEGRITY (9 MARKS)

a) Define family values. (2 marks)

b) Identify THREE family values encouraged by the four Dharmic faiths. (3 marks)

c) Explain FOUR ways religious beliefs can strengthen relationships among family members. (4 marks)

QUESTION 6: ETHICAL BEHAVIOUR AND APPLICATION OF CORE BELIEFS (9 MARKS)

A public transport driver in Kenya operates a vehicle carelessly, overloads passengers and ignores traffic regulations. An accident occurs, leaving several passengers in need of assistance.

a) Identify TWO religious principles from the four Dharmic faiths that could guide the driver towards responsible behaviour. (2 marks)

b) Explain THREE ways the principles of Ahimsa, Seva and Dharma can promote road safety. (3 marks)

c) Describe FOUR activities learners can undertake to promote social integrity and peaceful coexistence in their community. (4 marks)

MARKING SCHEME

STRAND 3.0: PRINCIPLES OF DHARMA

SUB-STRAND 3.1: CORE BELIEFS

TOTAL MARKS: 80

SECTION A: MULTIPLE CHOICE QUESTIONS (30 MARKS)

Award 1 mark for each correct answer.

No.	Answer	No.	Answer	No.	Answer
1	B	11	A	21	C
2	C	12	C	22	A
3	B	13	B	23	B
4	C	14	B	24	A
5	B	15	C	25	B
6	B	16	C	26	A
7	C	17	A	27	B
8	A	18	B	28	B
9	B	19	A	29	C
10	B	20	B	30	D

Section A: 30 marks

SECTION B: STRUCTURED QUESTIONS (50 MARKS)

QUESTION 1: PRINCIPLES OF DHARMA (8 MARKS)

a) Define the term Dharma. (2 marks)

- Dharma refers to righteous living, moral conduct and the fulfilment of one's duties and responsibilities according to religious and ethical principles. (2 marks)

b) Identify THREE core beliefs of Hinduism. (3 marks)

Award 1 mark for each correct response.

1. Brahman: Belief in the Supreme Reality or ultimate universal spirit.
2. Atman: Belief in the eternal soul or inner self.
3. Karma: Belief that actions have consequences.
4. Samsara: Belief in the cycle of birth, death and rebirth.
5. Moksha: Liberation from the cycle of birth, death and rebirth.
6. Dharma: Righteous living and fulfilment of duties.

Accept any three.

c) Explain THREE ways in which the principle of Dharma promotes responsible behaviour among learners in Kenyan schools. (3 marks)

Award 1 mark for each well-explained point.

1. Promotes honesty: Learners avoid cheating in examinations and telling lies.
2. Encourages discipline: Learners follow school rules and respect authority.
3. Promotes responsibility: Learners complete assignments and perform their duties.
4. Encourages respect: Learners respect teachers, parents and fellow students.

5. Promotes fairness: Learners avoid discrimination and treat others equally.
6. Encourages hard work: Learners work diligently towards achieving their educational goals.
7. Promotes peaceful coexistence: Learners resolve disagreements peacefully.

Accept any three.

QUESTION 2: RELIGIOUS GREETINGS, NAMES AND ATTIRE (8 MARKS)

a) State TWO common greetings used in Hinduism and Jainism. (2 marks)

Award 1 mark each.

1. Namaste.
2. Jai Jinendra.

Other acceptable responses:

- Pranam.
- Namo Arihantanam.

b) Identify TWO Sikh religious articles of faith and explain their significance. (2 marks)

Award 1 mark for each correctly identified article with its significance.

1. Kesh: Uncut hair, symbolising acceptance of God's creation and commitment to Sikh identity.
2. Kangha: A wooden comb symbolising cleanliness and discipline.
3. Kara: An iron or steel bracelet symbolising unity, eternity and commitment to righteous actions.
4. Kachera: Special shorts symbolising self-control and moral discipline.
5. Kirpan: A ceremonial sword symbolising courage, protection of the vulnerable and justice.

Accept any two.

c) Explain FOUR reasons why individuals should respect religious names, titles and clothing in society. (4 marks)

Award 1 mark for each explanation.

1. Promotes religious tolerance: Encourages people to appreciate different religious traditions.
2. Preserves cultural identity: Helps communities maintain their religious and cultural heritage.
3. Promotes peaceful coexistence: Reduces misunderstandings and religious conflicts.
4. Demonstrates dignity: Recognises the worth and identity of individuals.
5. Encourages mutual respect: Creates an environment where people appreciate diversity.
6. Promotes national unity: Encourages people from different religious backgrounds to live together peacefully.

Accept any four.

QUESTION 3: RELIGIOUS ETIQUETTE, FOOD AND FASTING (8 MARKS)

a) State THREE appropriate behaviours expected of visitors in a Sikh Gurdwara. (3 marks)

Award 1 mark each.

1. Covering the head before entering the prayer hall.
2. Removing shoes before entering designated worship areas.
3. Maintaining cleanliness and personal hygiene.
4. Dressing modestly and respectfully.
5. Remaining quiet during prayers.
6. Respecting the Guru Granth Sahib.
7. Sitting respectfully during worship.
8. Avoiding alcohol, tobacco and intoxicating substances on the premises.

Accept any three.

b) Explain THREE reasons why Jainism strongly emphasises vegetarianism. (3 marks)

Award 1 mark for each explanation.

1. Promotion of Ahimsa: Vegetarianism reduces harm to animals and other living beings.
2. Respect for life: It recognises the importance of protecting living organisms.
3. Spiritual purification: It encourages compassion and reduces actions associated with harming living beings.
4. Self-discipline: It trains individuals to control their desires and eating habits.
5. Promotion of compassion: It encourages kindness towards all forms of life.

Accept any three.

c) State TWO benefits of religious fasting. (2 marks)

Award 1 mark each.

1. Promotes spiritual growth and closeness to God.
2. Develops self-discipline and self-control.
3. Encourages compassion towards the less fortunate.
4. Promotes reflection and repentance.
5. Strengthens commitment to religious teachings.
6. Encourages gratitude and appreciation.

Accept any two.

QUESTION 4: AUSPICIOUS DAYS AND SPIRITUAL EDUCATION (8 MARKS)

a) Identify FOUR religious observances associated with the four Dharmic faiths, giving one example from each faith. (4 marks)

Award 1 mark for each correctly identified observance and associated faith.

Religion	**Religious observance**
Hinduism	Ekadashi, Navratri, Diwali or Maha Shivaratri

Jainism	Paryushana, Mahavir Jayanti or Kshamavani
Buddhism	Vesak, Uposatha or Kathina
Sikhism	Vaisakhi, Gurpurab or Bandi Chhor Divas

b) Explain TWO contributions of spiritual educational institutions to society. (2 marks)

Award 1 mark for each explanation.

1. Moral education: They teach values such as honesty, compassion, discipline and respect.
2. Religious knowledge: They educate learners about religious beliefs, practices and traditions.
3. Cultural preservation: They preserve religious languages, customs and heritage.
4. Social responsibility: They encourage community service and helping vulnerable people.
5. Peace and unity: They promote tolerance and peaceful coexistence.

Accept any two.

c) State TWO ways vernacular languages promote religious and cultural heritage. (2 marks)

Award 1 mark each.

1. They help communicate religious teachings to local communities.
2. They preserve traditional songs, prayers and religious stories.
3. They promote cultural identity and belonging.
4. They enable older generations to pass religious knowledge to younger generations.
5. They preserve indigenous expressions and cultural practices.

Accept any two.

QUESTION 5: FAMILY VALUES AND SOCIAL INTEGRITY (9 MARKS)

a) Define family values. (2 marks)

Family values are the moral principles, beliefs and standards of behaviour shared by family members that guide their relationships, decisions and responsibilities. (2 marks)

b) Identify THREE family values encouraged by the four Dharmic faiths. (3 marks)

Award 1 mark each.

1. Love.
2. Respect.
3. Honesty.
4. Compassion.
5. Faithfulness.
6. Responsibility.
7. Forgiveness.
8. Cooperation.
9. Unity.

10. Generosity.
11. Kindness.
12. Self-discipline.

Accept any three.

c) Explain FOUR ways religious beliefs can strengthen relationships among family members. (4 marks)

Award 1 mark for each explanation.

1. Promote love and care: Religious teachings encourage family members to love and support one another.
2. Encourage forgiveness: Religious principles teach family members to forgive one another and resolve disagreements.
3. Promote respect: Religious beliefs encourage respect for parents, children and other relatives.
4. Encourage responsibility: They remind family members to fulfil their duties and responsibilities.
5. Promote honesty: Religious teachings encourage truthfulness and trust among family members.
6. Encourage unity: Shared religious activities bring family members together.
7. Promote generosity: Family members are encouraged to share resources and assist one another.
8. Encourage peaceful conflict resolution: Religious teachings discourage hatred and promote dialogue.

Accept any four.

QUESTION 6: ETHICAL BEHAVIOUR AND APPLICATION OF CORE BELIEFS (9 MARKS)

a) Identify TWO religious principles from the four Dharmic faiths that could guide the driver towards responsible behaviour. (2 marks)

Award 1 mark each.

1. Ahimsa: Non-violence and avoidance of harm to other living beings.
2. Dharma: Performing one's duties and responsibilities righteously.
3. Karma: Understanding that actions have consequences.
4. Seva: Selfless service to others.
5. Karuna: Compassion towards others.
6. Satya: Truthfulness and honesty.

Accept any two.

b) Explain THREE ways the principles of Ahimsa, Seva and Dharma can promote road safety. (3 marks)

Award 1 mark for each well-explained point.

1. Ahimsa: Drivers should avoid careless driving and actions that may injure or endanger passengers and other road users.
2. Seva: Drivers should assist accident victims and prioritise the welfare of passengers.
3. Dharma: Drivers should obey traffic regulations, avoid overloading and fulfil their professional responsibilities.

4. Karma: Drivers should understand that irresponsible actions have consequences for themselves and others.
5. Satya: Drivers should provide truthful information when reporting accidents and vehicle defects.

Accept any three relevant explanations.

c) Describe FOUR activities learners can undertake to promote social integrity and peaceful coexistence in their community. (4 marks)

Award 1 mark for each well-described activity.

1. Participating in community clean-up activities: Learners can work together to maintain a clean and healthy environment.
2. Helping vulnerable members of society: They can assist elderly people, persons with disabilities and needy families.
3. Participating in interfaith activities: Learners can engage in religious dialogues and celebrations that promote mutual understanding.
4. Organising peace campaigns: They can sensitise community members on tolerance, unity and peaceful conflict resolution.
5. Reporting wrongdoing: They can report corruption, discrimination and other forms of injustice to appropriate authorities.
6. Promoting environmental conservation: They can participate in tree planting and environmental protection activities.
7. Practising honesty: They can demonstrate integrity in school and community activities.
8. Volunteering: They can participate in community service projects that improve people's welfare.
9. Resolving conflicts peacefully: They can use dialogue, mediation and negotiation to settle disagreements.

Accept any four.

STRAND 3.0: PRINCIPLES OF DHARMA

SUB-STRAND 3.2: CONCEPTS OF KARMA

INTRODUCTION

Human beings make decisions every day. Some decisions promote peace, honesty, justice and harmony, while others result in suffering, dishonesty, conflict and destruction. Hindu Religious Education teaches that our actions have consequences and that individuals should strive to live responsibly.

The concept of **Karma** is one of the fundamental principles of Hindu philosophy. It explains the relationship between actions and their consequences. It encourages individuals to make wise decisions, fulfil their duties and live according to Dharma (righteousness).

In the Kenyan context, the principles of Karma can be applied in families, schools, religious institutions, workplaces, communities and public spaces. For example, a learner who studies diligently, respects teachers, avoids cheating and helps others contributes positively to the school community.

Understanding Karma enables learners to appreciate personal responsibility, ethical decision-making, accountability and the importance of righteous living.

1.0 LEARNING OUTCOMES

By the end of this sub-strand, the learner should be able to:

1. Explain the concepts and different aspects of the Law of Karma for deeper understanding.
2. Analyse the impact of the Law of Karma on the future.
3. Explore selected aspects of the cyclic nature of Karma for righteous living.
4. Utilise the five precepts of the Law of Karma for a balanced life.
5. Analyse the ethical framework in guiding human actions.
6. Appreciate the role of the Law of Karma in choosing between Dharma and Adharma.

2.0 MEANING AND CONCEPT OF KARMA

2.1 Definition of Karma

The word *Karma* originates from the Sanskrit word *Karman*, which means action, deed or work.

Karma is the spiritual and moral principle that human actions, intentions and decisions produce consequences that influence an individual's present and future experiences.

In Hindu philosophy, Karma explains that actions performed with particular intentions contribute to the consequences experienced by an individual.

Karma applies to:

- Physical actions – what a person does.
- Verbal actions – what a person says.
- Mental actions – what a person thinks and intends.

2.2 Examples of Karma in Everyday Life

Action	Ethical implication
Helping a needy person	Demonstrates compassion and selflessness.
Telling the truth	Promotes honesty and trust.
Stealing another person's property	Demonstrates dishonesty and injustice.
Respecting parents and teachers	Promotes responsibility and respect.
Cheating in examinations	Undermines integrity and fairness.
Protecting the environment	Demonstrates responsibility towards creation.
Forgiving others	Promotes peace and reconciliation.

2.3 Main Characteristics of Karma

1. **Karma involves action:** Every deliberate action contributes to the moral and spiritual direction of an individual's life.

2. **Karma involves intention:** The intention behind an action is important in assessing its moral significance.

3. **Karma has consequences:** Actions can produce immediate or long-term effects.

4. **Karma encourages accountability:** Individuals should accept responsibility for their decisions.

5. **Karma is connected to Dharma:** Righteous actions are guided by moral duties and religious principles.

6. **Karma influences future experiences:** In Hindu teachings, accumulated karma is connected to future circumstances and rebirth.

7. **Karma encourages self-discipline:** Individuals are encouraged to control their thoughts, speech and behaviour.

8. **Karma promotes moral awareness:** People are encouraged to consider the possible consequences of their actions before acting.

2.4 Importance of Understanding Karma

Understanding the Law of Karma is important because it:

1. Encourages individuals to take responsibility for their actions.
2. Promotes honesty and integrity.
3. Encourages people to avoid harmful behaviour.
4. Promotes compassion and kindness towards other living beings.
5. Encourages self-discipline and responsible decision-making.
6. Helps individuals appreciate the connection between actions and consequences.
7. Encourages peaceful coexistence in society.
8. Promotes spiritual development.
9. Encourages individuals to fulfil their duties.
10. Helps people appreciate the importance of living according to Dharma.

Kenyan application: A learner who refuses to participate in examination cheating demonstrates integrity. This decision contributes to a culture of fairness and accountability in school.

3.0 THE ETHICAL ASPECTS OF KARMA

3.1 Meaning of Ethical Karma

Ethical Karma refers to the moral dimension of human actions, thoughts and words and the consequences associated with them.

Ethical Karma encourages individuals to distinguish between right and wrong actions and to choose behaviours that promote goodness, peace, justice and spiritual development.

In Hinduism, ethical conduct is guided by Dharma, which provides principles for determining appropriate behaviour.

3.2 Three Main Dimensions of Ethical Karma

1. Physical actions (Kaya Karma)

These are actions performed using the body.

Examples:

- Helping elderly people.
- Protecting animals.
- Sharing food with the needy.
- Respecting other people's property.
- Avoiding physical harm to others.
- Participating in community service.

2. Verbal actions (Vachika Karma)

These are actions performed through speech.

Examples:

- Speaking the truth.
- Giving constructive advice.
- Encouraging others.
- Avoiding insults and abusive language.
- Avoiding gossip and false accusations.
- Speaking respectfully to parents, teachers and community members.

3. Mental actions (Manasika Karma)

These involve thoughts, intentions, attitudes and feelings.

Examples:

- Developing compassion.
- Practising forgiveness.
- Avoiding jealousy and hatred.
- Cultivating gratitude.
- Developing positive intentions.
- Practising self-control.

3.3 Importance of Ethical Karma

Ethical Karma:

1. Promotes peaceful relationships.
2. Encourages respect for human dignity.
3. Promotes justice and fairness.
4. Develops personal discipline.
5. Encourages responsible use of resources.
6. Strengthens family relationships.
7. Promotes environmental conservation.

8. Encourages accountability.
9. Promotes spiritual growth.
10. Reduces harmful behaviour in society.

4.0 THE FIVE PRECEPTS OF KARMA

The five ethical precepts provided in this sub-strand correspond to the Five Precepts (Pañca Śīla) particularly associated with Buddhism. They are also useful for comparative study of ethical conduct in Hinduism and other Indian religious traditions.

The precepts provide guidelines for responsible behaviour and self-discipline.



4.1 First Precept: Abstaining from Killing Living Beings

Meaning

This precept teaches individuals to avoid intentionally taking the life of living beings or causing unnecessary harm to them.

It promotes respect for life, compassion, kindness and non-violence.

The principle is closely related to *Ahimsa* in Hinduism, which means non-violence.

Ways of practising this precept

1. Avoid deliberately harming other people.
2. Respect animals and other living creatures.
3. Avoid cruelty towards domestic animals.
4. Protect wildlife and natural habitats.
5. Promote peaceful conflict resolution.

6. Avoid unnecessary destruction of living organisms.
7. Support environmental conservation programmes.
8. Demonstrate kindness towards vulnerable people.

Examples in the Kenyan context

- Protecting wildlife in Maasai Mara National Reserve.
- Avoiding cruelty towards livestock.
- Participating in tree-planting programmes.
- Promoting peaceful coexistence among communities.
- Avoiding unnecessary harm to animals.

Importance of abstaining from killing living beings

1. Promotes respect for life.
2. Encourages compassion.
3. Promotes peaceful coexistence.
4. Reduces cruelty and unnecessary suffering.
5. Encourages environmental responsibility.
6. Develops self-control.
7. Promotes the principle of Ahimsa.

4.2 Second Precept: Abstaining from Stealing

Meaning

Stealing refers to taking another person's property without permission or legal authority.

This precept teaches individuals to respect other people's property and practise honesty.

In Hindu ethical teaching, this principle is closely associated with *Asteya*, meaning non-stealing.

Examples of stealing

1. Taking money belonging to another person without permission.
2. Stealing school property.
3. Taking another learner's books.
4. Receiving property obtained through dishonest means.
5. Misusing public resources.
6. Taking a neighbour's livestock.
7. Using another person's work without acknowledging its source.
8. Fraudulently obtaining money or property.

Ways of practising this precept

- Returning lost property to its owner.
- Seeking permission before using another person's belongings.

- Respecting school and public property.
- Giving proper credit to other people's work.
- Avoiding examination cheating and academic dishonesty.
- Being truthful in financial transactions.
- Using public resources responsibly.

Importance of abstaining from stealing

1. Promotes honesty.
2. Builds trust.
3. Encourages respect for property rights.
4. Promotes justice.
5. Reduces conflicts.
6. Strengthens peaceful relationships.
7. Develops personal integrity.
8. Encourages responsible citizenship.

Application in school: A learner who finds another learner's mobile phone and returns it to the owner demonstrates honesty and respect for property.

4.3 Third Precept: Abstaining from Sexual Misconduct (Immorality)

Meaning

This precept teaches individuals to behave responsibly and ethically in relationships and to avoid sexual misconduct, exploitation, coercion and betrayal of trust.

It promotes respect, responsibility, self-control and human dignity.

Ways of practising this precept

1. Respecting the dignity of other people.
2. Avoiding sexual exploitation.
3. Respecting personal boundaries.
4. Avoiding coercion and harassment.
5. Being faithful to agreed relationship commitments.
6. Demonstrating self-discipline.
7. Respecting the rights of others.
8. Avoiding behaviour that takes advantage of vulnerable people.

Importance of practising moral discipline

- Promotes respect for human dignity.
- Encourages responsible relationships.
- Protects vulnerable individuals.

- Promotes self-control.
- Strengthens family and community relationships.
- Reduces exploitation and abuse.
- Encourages responsible decision-making.

Kenyan application: Learners should respect one another, avoid harassment and understand the importance of personal boundaries and responsible conduct.

4.4 Fourth Precept: Abstaining from Lying

Meaning

Lying involves deliberately communicating information that is false or misleading with the intention of deceiving others.

This precept teaches individuals to speak truthfully and maintain honesty in their relationships.

Examples of lying

1. Giving false information to parents.
2. Cheating during examinations.
3. Making false accusations.
4. Forging school documents.
5. Giving misleading information during business transactions.
6. Spreading rumours.
7. Making false promises.
8. Hiding important facts to deceive others.

Ways of practising honesty

- Speaking the truth.
- Admitting mistakes.
- Keeping promises.
- Giving accurate information.
- Avoiding gossip.
- Reporting information responsibly.
- Respecting confidentiality.
- Correcting false information.

Importance of avoiding lies

1. Builds trust.
2. Promotes transparency.
3. Strengthens relationships.
4. Encourages accountability.

5. Promotes justice.
6. Develops integrity.
7. Reduces misunderstandings.
8. Promotes peaceful coexistence.

4.5 Fifth Precept: Abstaining from Intoxication

Meaning

This precept teaches individuals to avoid intoxicating substances that impair judgement, awareness and responsible decision-making.

In its traditional Buddhist formulation, it concerns intoxicants that lead to heedlessness.

Examples of substances associated with intoxication

- Alcoholic drinks.
- Certain recreational drugs.
- Other intoxicating substances.

Ways of practising this precept

1. Making responsible lifestyle choices.
2. Avoiding intoxicating substances.
3. Practising self-discipline.
4. Participating in constructive activities.
5. Seeking appropriate support when necessary.
6. Avoiding peer pressure.
7. Promoting awareness of substance-related risks.

Importance of abstaining from intoxication

1. Promotes clear thinking.
2. Encourages responsible decision-making.
3. Supports personal discipline.
4. Reduces accidents and injuries.
5. Promotes peaceful family relationships.
6. Encourages responsible behaviour.
7. Supports educational achievement.
8. Promotes community safety.

4.6 Summary of the Five Precepts

Precept	Main principle	Related ethical value
Abstaining from killing	Respect for life	Compassion
Abstaining from stealing	Respect for property	Honesty
Abstaining from sexual misconduct	Responsible relationships	Respect

Abstaining from lying	Truthful communication	Integrity
Abstaining from intoxication	Clear awareness	Self-discipline

4.7 Application of the Five Precepts in Kenyan Society

The five precepts can be applied in:

Schools

- Avoiding examination cheating.
- Respecting other learners.
- Avoiding bullying.
- Protecting school property.
- Promoting truthful communication.

Families

- Respecting family members.
- Avoiding dishonesty.
- Supporting one another.
- Promoting responsible behaviour.

Communities

- Protecting people and animals.
- Respecting other people's property.
- Promoting peace.
- Avoiding harmful behaviour.

Road use

- Avoiding driving under the influence of intoxicating substances.
- Respecting pedestrians.
- Following traffic rules.
- Avoiding reckless behaviour.
- Helping accident victims appropriately.
- Using designated pedestrian crossings.

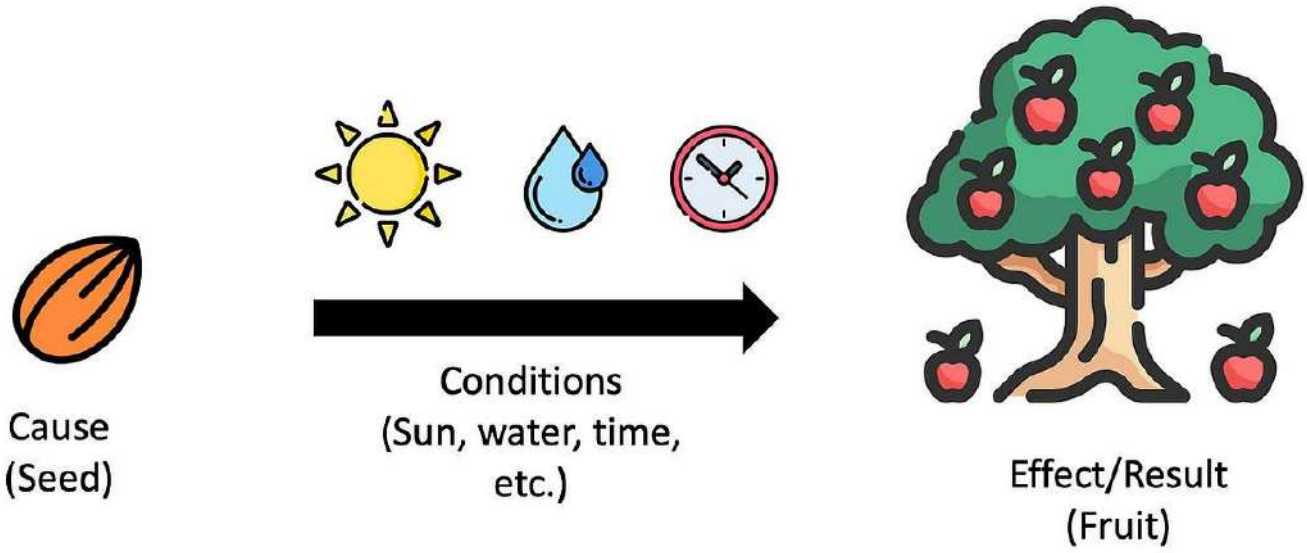
5.0 KARMA THEORY AS THE LAW OF CAUSE AND EFFECT

5.1 Meaning of the Law of Cause and Effect

The Law of Karma is commonly explained as the law of cause and effect.

It teaches that actions and intentions have consequences. Good actions are associated with positive karmic results, while harmful actions can generate negative karmic consequences.

The principle encourages individuals to think carefully before making decisions.



5.2 How the Law of Karma Operates

The Law of Karma can be understood through the following stages:

1. **Intention:** An individual develops an intention to perform an action.

2. **Decision:** The individual chooses whether to act.

3. **Action:** The individual carries out the decision through thoughts, speech or physical behaviour.

4. **Consequence:** The action produces results that may affect the individual and other people.

5. **Learning:** The individual reflects on the outcome and may change future behaviour.

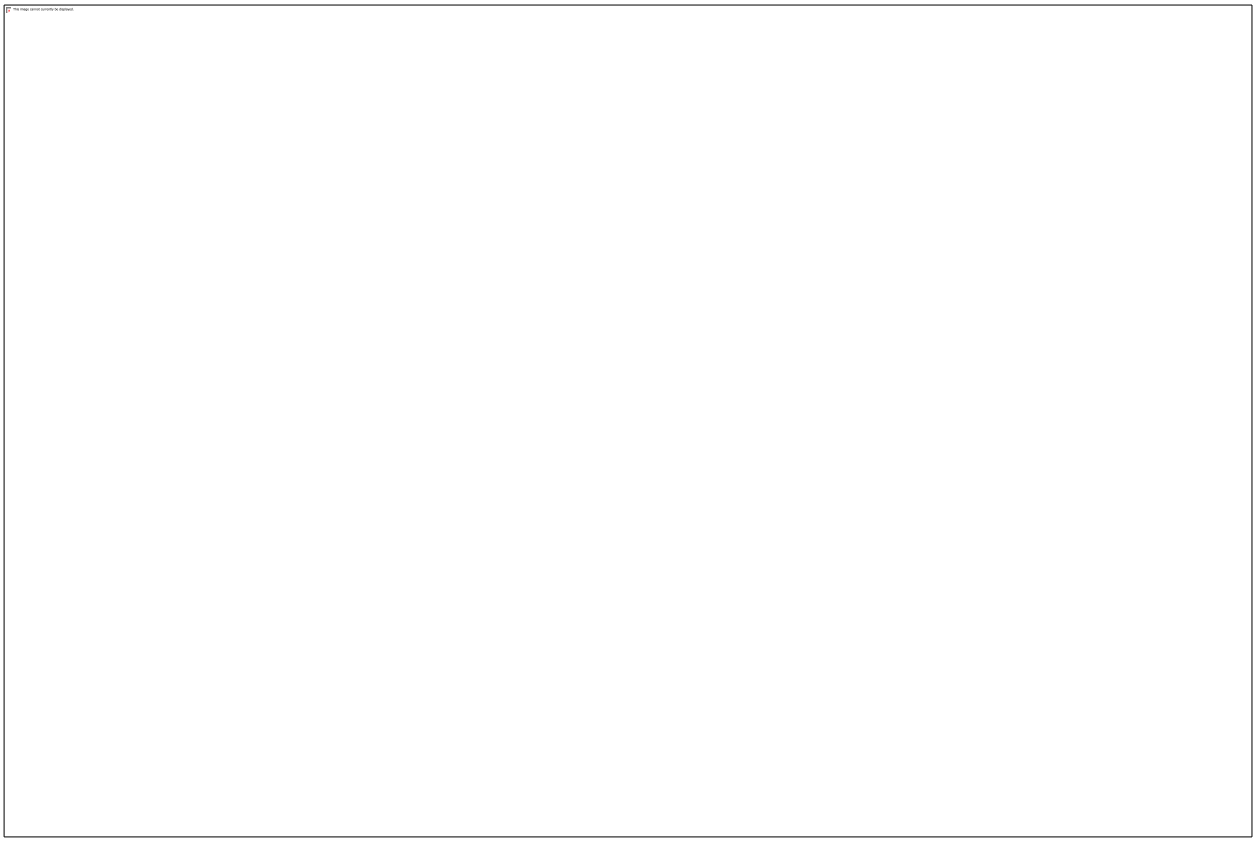
Example:

A learner decides to help a classmate who is struggling academically.

- Intention: To support another learner.
- Decision: To offer assistance.
- Action: Explaining difficult concepts.
- Immediate result: The classmate understands the work better.
- Wider consequence: Cooperation and friendship develop.

5.3 Types of Karma in Hindu Philosophy

Hindu philosophical traditions commonly explain Karma through three important categories.



1. Sanchita Karma (Accumulated Karma)

Sanchita Karma refers to the accumulated store of karma from previous actions across previous lives.

Explanation:

- It represents accumulated karmic potential.
- It includes consequences of actions that have not yet become manifest.
- It is traditionally understood to influence future experiences.
- It is connected to the Hindu teaching on rebirth.
- Spiritual knowledge and liberation are discussed in Hindu traditions in relation to overcoming bondage to Karma.

Example:

A person is traditionally understood to carry accumulated karmic consequences from previous births.

2. Prarabdha Karma (Karma that has begun to bear fruit)

Prarabdha Karma refers to the portion of accumulated Karma that has begun to produce results in the present life.

Explanation:

- It is associated with present-life circumstances.
- It represents karma whose effects are already unfolding.
- It is traditionally connected with an individual's present birth and experiences.
- It explains why some karmic consequences are understood to be experienced in the present life.

Example:

In traditional Hindu explanations, certain circumstances of an individual's present birth are associated with Prarabdha Karma.

3. Kriyamana Karma (Ongoing or Current Karma)

Kriyamana Karma refers to actions being performed in the present moment.

Explanation:

- It involves current decisions and behaviour.
- It can influence future karmic consequences.
- It highlights the importance of free will.
- It encourages individuals to make responsible choices.
- It reminds people that they can improve their future conduct.

Example:

A learner who decides to study diligently, respect others and avoid dishonesty is performing actions that contribute to future karmic consequences.

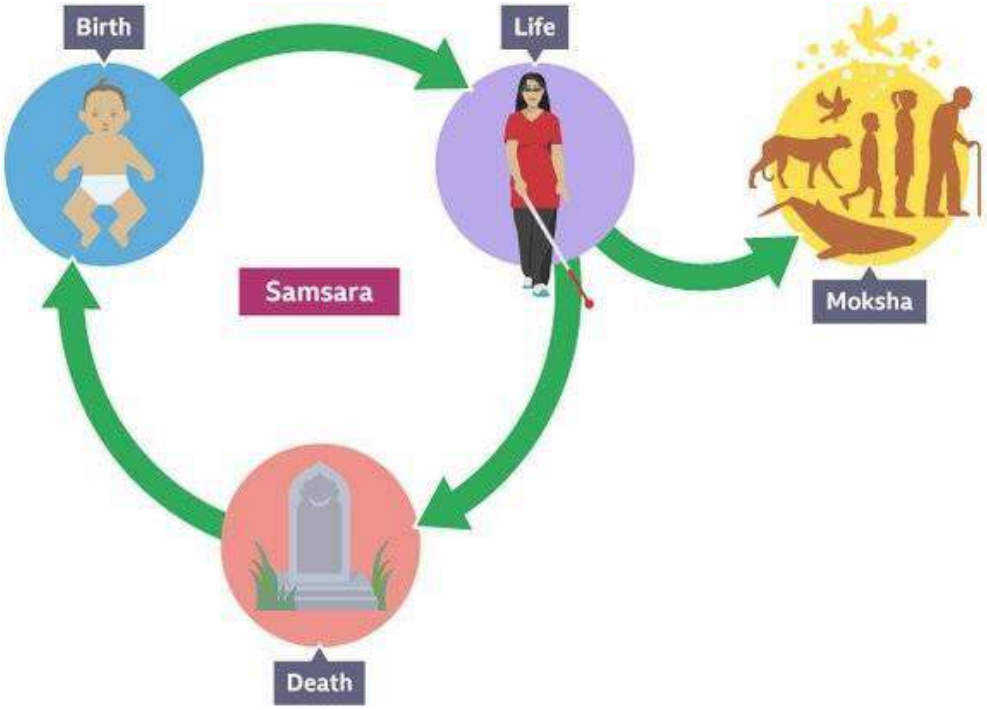
5.4 Differences Between the Three Types of Karma

Sanchita	Prarabdha	Kriyamana
Accumulated Karma	Karma bearing fruit	Current actions
Associated with past actions	Associated with present-life experiences	Associated with present decisions
Accumulated karmic potential	Results already unfolding	Actions being performed now
Influences future experiences	Influences current experiences	Helps shape future consequences

5.5 The Cyclic Nature of Karma

The cyclic nature of Karma refers to the continuing relationship between actions, consequences and future experiences.

In Hindu philosophy, Karma is closely connected with Samsara, the cycle of birth, death and rebirth.



The cycle can be explained as follows:

1. An individual performs actions.
2. The actions generate karmic consequences.
3. The consequences influence future experiences.
4. Accumulated Karma is traditionally associated with rebirth.
5. The individual continues to perform actions in the new life.
6. New actions generate further karmic consequences.
7. The cycle continues until spiritual liberation is attained.

5.6 Relationship Between Karma and Samsara

Samsara refers to the cycle of birth, death and rebirth.

Karma is traditionally understood to influence the experiences associated with this cycle.

The relationship can be explained through the following points:

1. Karma influences the conditions of rebirth.
2. Actions generate consequences.
3. Accumulated Karma is associated with future births.
4. Attachment and ignorance contribute to continued bondage.
5. Righteous living supports spiritual progress.
6. Liberation from Samsara is the ultimate spiritual goal in Hindu traditions.

5.7 Meaning of Moksha

Moksha is spiritual liberation from Samsara, the cycle of birth, death and rebirth.

In Hindu philosophy, Moksha represents freedom from the bondage of ignorance, attachment and Karma.

Ways traditionally associated with attaining Moksha include:

- Jnana Yoga – the path of knowledge.
- Bhakti Yoga – the path of devotion.
- Karma Yoga – the path of selfless action.
- Raja Yoga – the path of meditation and spiritual discipline.

5.8 How the Cyclic Nature of Karma Inspires Righteous Living

1. Encourages people to avoid harmful actions.
2. Promotes self-discipline.
3. Encourages responsible decision-making.
4. Develops respect for other living beings.
5. Promotes honesty and integrity.
6. Encourages fulfilment of duties.
7. Promotes spiritual development.

8. Encourages compassion.
9. Inspires individuals to reflect on their actions.
10. Encourages people to seek liberation from Samsara.

6.0 KARMA AND FREE WILL

6.1 Meaning of Free Will

Free will refers to the ability of an individual to make choices and decisions voluntarily.

Hindu teachings recognise the importance of human effort and responsible decision-making.

Although past Karma may influence present circumstances, present actions remain important.

6.2 Relationship Between Karma and Free Will

1. Past Karma may influence an individual's present circumstances.
2. Individuals make choices within their circumstances.
3. Current actions generate new karmic consequences.
4. Responsible choices can promote positive changes.
5. Individuals should not use Karma as an excuse for wrongdoing.
6. Self-discipline helps individuals make better decisions.
7. Spiritual knowledge helps people understand the consequences of their actions.

6.3 Importance of Free Will in Human Life

- Encourages personal responsibility.
- Promotes independent thinking.
- Develops decision-making skills.
- Encourages moral development.
- Helps individuals learn from mistakes.
- Promotes accountability.
- Encourages positive behavioural change.

7.0 PRACTICES THAT HELP REDUCE KARMIC BONDAGE

Hindu traditions teach various spiritual practices that help individuals develop self-control, purify intentions and overcome attachment.

7.1 Penance (Tapas)

Definition: Tapas refers to disciplined spiritual effort, self-control and practices aimed at personal purification and spiritual development.

Examples:

- Practising self-discipline.
- Observing appropriate religious fasts.
- Controlling harmful desires.

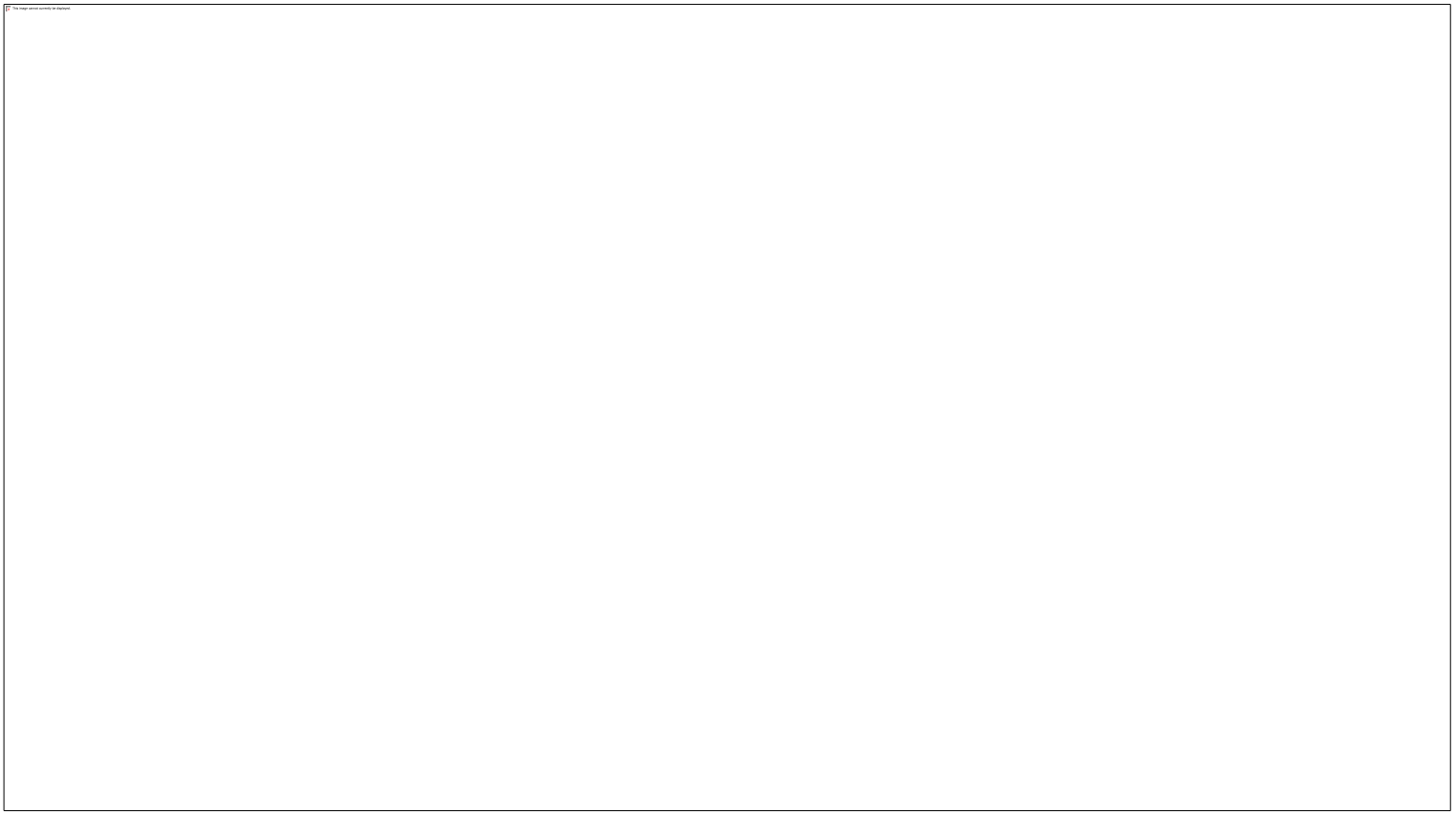
- Maintaining personal discipline.
- Devoting time to prayer and reflection.

Importance:

1. Develops self-control.
2. Encourages patience.
3. Promotes discipline.
4. Helps individuals overcome selfishness.
5. Strengthens spiritual commitment.
6. Encourages responsible behaviour.

7.2 Meditation (Dhyana)

Definition: Meditation is a spiritual practice involving focused attention and mental concentration to develop inner awareness, calmness and spiritual understanding.



Examples:

- Quiet meditation.
- Breath awareness.
- Mantra meditation.
- Guided meditation.
- Reflective meditation.

Importance:

1. Promotes mental calmness.

2. Encourages self-awareness.
3. Improves concentration.
4. Helps control negative thoughts.
5. Develops patience.
6. Encourages mindful decisions.
7. Supports spiritual development.

7.3 Prayer and Devotion (Bhakti)

Bhakti refers to loving devotion to God.

Importance:

- Strengthens faith.
- Encourages humility.
- Promotes gratitude.
- Develops compassion.
- Encourages righteous conduct.
- Helps individuals develop spiritual commitment.

7.4 Selfless Service (Seva)

Seva means service performed for the benefit of others, preferably without expecting personal reward.

Examples in Kenya:

- Helping vulnerable members of society.
- Visiting children's homes.
- Supporting community clean-up activities.
- Helping elderly neighbours.
- Participating in environmental conservation.
- Supporting people affected by disasters.

Importance:

1. Reduces selfishness.
2. Promotes compassion.
3. Strengthens community relationships.
4. Encourages humility.
5. Promotes social responsibility.
6. Supports the practice of Dharma.

7.5 Selfless Action (Nishkama Karma)

Nishkama Karma refers to performing one's duties without selfish attachment to the rewards of the actions.

This teaching is particularly associated with the Bhagavad Gita.

Examples:

- A teacher educating learners with dedication rather than focusing only on personal rewards.
- A learner studying diligently without depending entirely on praise.
- A community member volunteering to support vulnerable people.

Importance:

- Encourages commitment to duty.
- Reduces selfishness.
- Promotes humility.
- Encourages discipline.
- Develops spiritual awareness.
- Helps individuals focus on responsible actions.

8.0 DHARMA AND ADHARMA

8.1 Meaning of Dharma

Dharma is a Sanskrit term referring to righteousness, duty, moral order and conduct that sustains harmony in the world.

It guides individuals on how to live responsibly and fulfil their obligations.

8.2 Characteristics of Dharma

1. Promotes righteousness.
2. Encourages truthfulness.
3. Promotes justice.
4. Encourages compassion.
5. Promotes self-discipline.
6. Encourages respect for others.
7. Promotes fulfilment of duties.
8. Supports harmony in society.
9. Encourages responsible decision-making.
10. Promotes spiritual growth.

8.3 Examples of Dharma in Everyday Life

At home

- Respecting parents and guardians.
- Supporting family members.
- Caring for younger siblings.
- Speaking truthfully.

At school

- Completing assignments honestly.
- Respecting teachers.
- Following school rules.
- Helping fellow learners.

In society

- Respecting the law.
- Protecting public property.
- Helping vulnerable people.
- Promoting peace.
- Protecting the environment.

8.4 Meaning of Adharma

Adharma refers to actions or behaviour that go against righteousness, moral duties and ethical principles.

It involves conduct that causes harm, injustice, dishonesty and disorder.

8.5 Examples of Adharma

1. Stealing.
2. Cheating.
3. Corruption.
4. Lying.
5. Exploitation.
6. Cruelty towards living beings.
7. Discrimination.
8. Misuse of public resources.
9. Environmental destruction.
10. Disrespecting other people's rights.

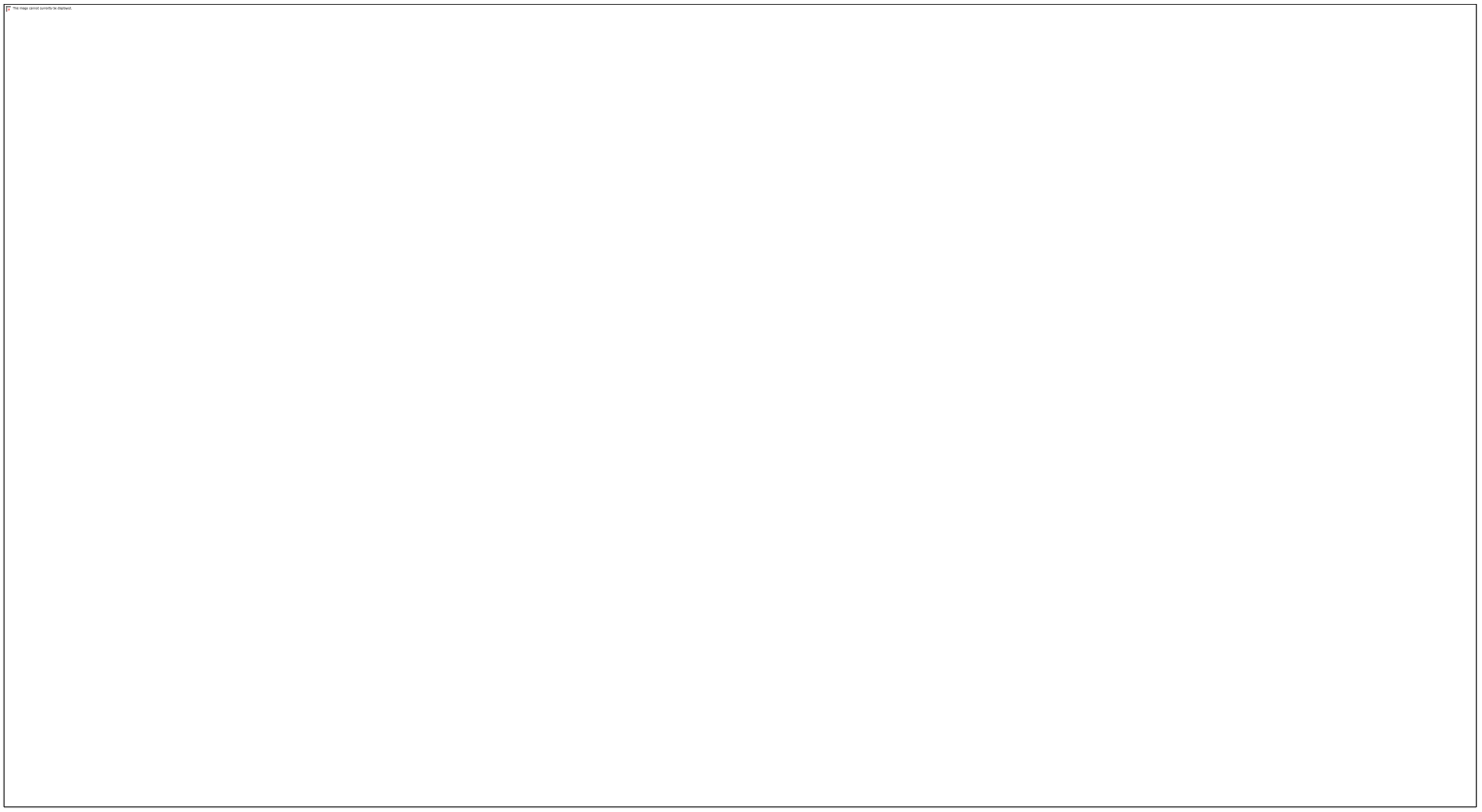
8.6 Differences Between Dharma and Adharma

Dharma	Adharma
Righteous conduct	Unrighteous conduct
Promotes truth	Promotes dishonesty
Encourages justice	Encourages injustice
Promotes compassion	Promotes cruelty
Encourages responsibility	Encourages irresponsibility
Promotes peace	Creates conflict
Respects human dignity	Violates human dignity
Supports moral order	Undermines moral order

8.7 Relationship Between Dharma and Karma

Dharma and Karma are closely related in Hindu philosophy.

- Dharma guides individuals on what is right.
- Karma concerns actions and their consequences.
- Actions performed according to Dharma are generally associated with positive ethical and spiritual outcomes.
- Actions that violate Dharma may generate harmful karmic consequences.
- Dharma provides moral guidance when making decisions.
- Karma emphasises accountability for decisions and actions.



8.8 Causes of Adharma

1. Ego (Ahankara)

Ego refers to excessive attachment to one's own importance, status or achievements.

Effects:

- Encourages selfishness.
- Makes individuals disrespect others.
- Promotes arrogance.
- Encourages misuse of power.

2. Ignorance (Avidya)

Ignorance refers to a lack of true spiritual understanding and knowledge.

Effects:

- Leads to poor decisions.
- Encourages harmful behaviour.

- Prevents individuals from recognising moral responsibilities.
- Encourages attachment and selfishness.

3. Greed (Lobha)

Greed is excessive desire for wealth, possessions or personal benefits.

Effects:

- Encourages corruption.
- Promotes dishonesty.
- Encourages exploitation.
- Creates conflicts.

4. Anger (Krodha)

Anger is a strong emotional reaction that may lead to harmful decisions when not controlled.

Effects:

- Causes disagreements.
- Damages relationships.
- Encourages revenge.
- Interferes with good judgement.

5. Attachment (Moha)

Attachment refers to excessive emotional or material dependence that interferes with wise decision-making.

Effects:

- Encourages selfishness.
- Makes individuals unwilling to accept change.
- Can lead to poor decisions.
- May interfere with spiritual progress.

8.9 Ways of Overcoming Adharma

1. Practising truthfulness.
2. Developing humility.
3. Practising meditation.
4. Controlling anger.
5. Avoiding greed.
6. Acquiring spiritual knowledge.
7. Practising compassion.
8. Performing selfless service.
9. Following ethical principles.
10. Reflecting on one's actions.

9.0 KARMA IN THE FOUR INDIAN RELIGIOUS TRADITIONS

The four faiths commonly studied in comparative Indian religious education include Hinduism, Buddhism, Jainism and Sikhism.

Although these traditions share some ethical concerns, their explanations of Karma are not identical.

9.1 Karma in Hinduism

- Karma refers to actions and their consequences.
- It is associated with Dharma.
- It influences the cycle of rebirth.
- It is connected to the three categories of Karma.
- Moksha is liberation from Samsara.
- Nishkama Karma encourages selfless action.

9.2 Karma in Buddhism

- Karma is closely connected to intentional actions.
- Mental intention is particularly important.
- Ethical conduct is encouraged through the Five Precepts.
- Karma influences future experiences and rebirth.
- Liberation involves overcoming ignorance, craving and attachment.
- The ultimate goal is Nirvana.

9.3 Karma in Jainism

- Karma is understood as a subtle material substance that attaches to the soul.
- Harmful actions and passions attract karmic matter.
- Ahimsa is a central ethical principle.
- Self-discipline and austerity help prevent and remove karmic bondage.
- Liberation of the soul is known as Moksha.

9.4 Karma in Sikhism

- Karma concerns actions and their consequences.
- Human beings are encouraged to live according to God's Hukam (divine will).
- Good conduct, honest living and service are emphasised.
- Naam Simran involves remembering and meditating on God's name.
- Seva promotes selfless service.
- Liberation involves overcoming ego and living in harmony with God.

9.5 Comparative Summary

Aspect	Hinduism	Buddhism	Jainism	Sikhism
Karma	Actions and consequences	Intentional actions and consequences	Karmic matter attached to the	Actions and consequences

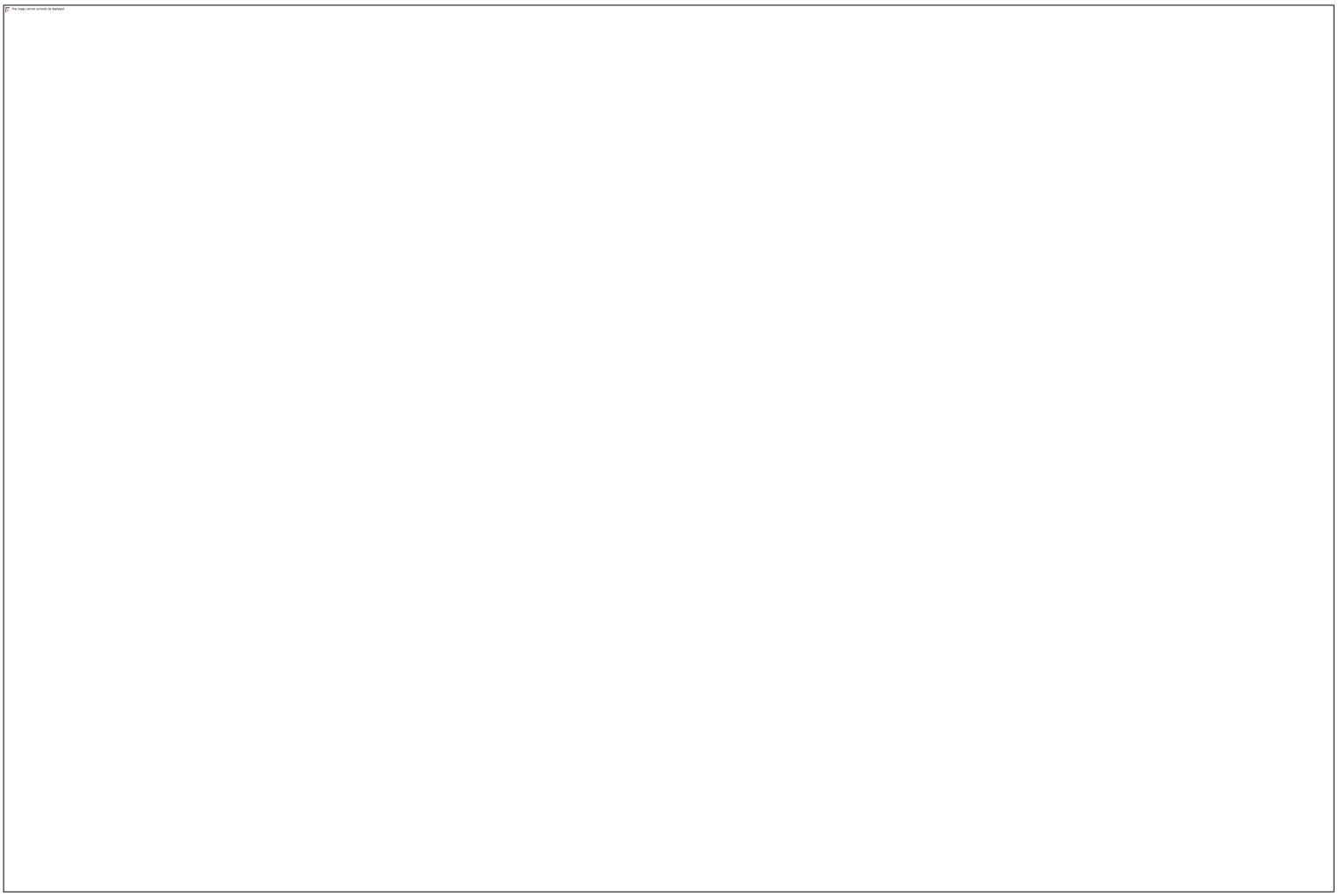
			soul	
Main ethical emphasis	Dharma and selfless action	Five Precepts and the Noble Eightfold Path	Ahimsa and self-discipline	Hukam, Seva and honest living
Rebirth	Samsara	Rebirth	Rebirth	Reincarnation
Spiritual goal	Moksha	Nirvana	Moksha	Liberation and union with God

Important distinction: These four religions should not be treated as having identical beliefs. Their understanding of the soul, rebirth, divine reality and liberation differs.

10.0 KARMA AND ROAD SAFETY: ETHICAL RESPONSIBILITY

Road use provides an important practical example of how Karma and ethical behaviour can be applied in Kenyan society.

Every road user has a responsibility to protect life and respect other people's rights.





10.1 Ethical Responsibilities of Road Users

Drivers

1. Obey traffic regulations.
2. Avoid driving under the influence of intoxicating substances.
3. Respect pedestrians.
4. Avoid reckless driving.
5. Maintain their vehicles properly.
6. Exercise patience.
7. Avoid unnecessary use of mobile phones while driving.

Pedestrians

1. Use designated pedestrian crossings.
2. Observe traffic signals.
3. Avoid crossing carelessly.
4. Walk on appropriate pedestrian paths.
5. Remain alert when using roads.

Motorcyclists

1. Wear appropriate protective helmets.
2. Follow traffic regulations.
3. Avoid carrying excessive passengers.
4. Respect other road users.
5. Maintain their motorcycles.

Passengers

1. Encourage responsible driving.
2. Use appropriate safety restraints.
3. Avoid distracting drivers.
4. Follow transport safety rules.
5. Report dangerous road behaviour appropriately.

10.2 Why Is It Important for Road Users to Practise Ethical Aspects of Karma?

1. It protects human life.
2. It reduces road accidents.
3. It promotes respect among road users.
4. It encourages responsible decision-making.
5. It discourages reckless behaviour.
6. It promotes patience and tolerance.
7. It encourages accountability.
8. It protects vulnerable road users.
9. It promotes peace in society.
10. It encourages individuals to consider the consequences of their actions.

10.3 Road Safety Campaign Activities

Learners can participate in:

- Preparing road safety posters.
- Organising school road safety awareness sessions.
- Inviting road safety professionals to speak to learners.

- Preparing messages on responsible road use.
- Participating in community awareness programmes.
- Developing road safety slogans.
- Promoting responsible behaviour among pedestrians.

11.0 GOD'S HUKAM AND RESPONSIBLE LIVING

11.1 Meaning of Hukam

Hukam is a Sikh religious concept referring to God's divine command, will or order.

It teaches that the universe operates according to God's divine order and that human beings should strive to live in harmony with it.

11.2 Applying Hukam in Everyday Life

1. Accepting responsibilities.
2. Demonstrating humility.
3. Avoiding excessive ego.
4. Practising honesty.
5. Helping other people.
6. Accepting life's challenges with patience.
7. Respecting God's creation.
8. Living according to moral principles.
9. Practising gratitude.
10. Serving the community.

11.3 Relationship Between Hukam and Karma

- Both encourage responsible conduct.
- Both emphasise the importance of human actions.
- Both encourage humility.
- Sikhism teaches that individuals should live in harmony with God's Hukam.
- Sikh teachings emphasise God's grace alongside human responsibility.
- Karma should not be interpreted as an excuse to blame people experiencing hardship.

12.0 PRACTICAL APPLICATION OF KARMA IN KENYA

The principles of Karma can be applied in different areas of Kenyan life.

Area	Application
Education	Academic honesty and hard work
Family	Respect and responsibility
Environment	Tree planting and conservation
Leadership	Accountability and integrity
Business	Fair trade and honesty
Transport	Responsible road use

Community	Compassion and voluntary service
Technology	Responsible digital communication
Religion	Prayer, meditation and self-discipline
Citizenship	Respecting laws and public property

13.0 KEY TERMS AND DEFINITIONS

Term	Meaning
Karma	Actions and their consequences
Dharma	Righteousness, duty and moral order
Adharma	Unrighteousness or conduct contrary to Dharma
Ahimsa	Non-violence
Asteya	Non-stealing
Samsara	Cycle of birth, death and rebirth
Moksha	Liberation from Samsara
Nirvana	Liberation from suffering and the cycle of rebirth in Buddhism
Sanchita Karma	Accumulated Karma
Prarabdha Karma	Karma that has begun to bear fruit
Kriyamana Karma	Current or ongoing actions
Tapas	Spiritual discipline and austerity
Dhyana	Meditation
Bhakti	Devotion
Seva	Selfless service
Nishkama Karma	Action without selfish attachment to rewards
Avidya	Ignorance
Ahankara	Ego
Hukam	God's divine will or order in Sikhism
Satya	Truthfulness

14.0 LEARNING ACTIVITIES AND COMPETENCY DEVELOPMENT

Activity 1: Research on Karma in the Four Faiths

In groups, learners should:

1. Identify Hinduism, Buddhism, Jainism and Sikhism.
2. Research their teachings about Karma.
3. Use textbooks, religious resources and digital media.
4. Identify similarities and differences.
5. Prepare summary notes.
6. Present their findings to the class.

Expected outcome: Learners develop research, communication, collaboration and digital literacy skills.

Activity 2: Case Study on Ethical Karma

Read the following situation.

A learner finds money belonging to another learner in the classroom. Instead of keeping it, the learner reports the matter to the class teacher.

Discuss:

1. Identify the ethical principle demonstrated.

2. Explain how the action relates to Karma.
3. State four values demonstrated.
4. Explain the possible consequences of the learner's action.
5. Relate the action to Dharma.

Activity 3: Personal Karma Journal

Learners should maintain a journal for one week.

Record:

- Responsible actions performed.
- Instances of honesty.
- Acts of kindness.
- Decisions that required self-control.
- Lessons learnt from mistakes.
- How future decisions can be improved.

Activity 4: Dharma versus Adharma

Prepare two columns in your notebook.

Dharma	**Adharma**
Telling the truth	Lying
Helping the needy	Exploiting the needy
Protecting life	Causing unnecessary harm
Returning lost property	Stealing
Respecting others	Bullying

Add ten more examples.

Activity 5: Road Safety Campaign

In groups:

1. Identify common road safety challenges in your community.
2. Discuss the responsibilities of different road users.
3. Prepare road safety messages.
4. Design posters.
5. Present your campaign to other learners.
6. Reflect on the relationship between ethical actions and consequences.

GRADE 11 HINDU RELIGIOUS EDUCATION

REVISION EXERCISES

STRAND 3.0: PRINCIPLES OF DHARMA

SUB-STRAND: KARMA

REVISION ASSESSMENT

TOTAL MARKS: 80

SECTION A: MULTIPLE-CHOICE QUESTIONS (30 MARKS)

Instructions: Answer ALL questions. Each question carries 1 mark. Choose the correct answer from the alternatives A, B, C and D.

1. The Sanskrit word from which Karma originates is best understood to mean:

A. Prayer

B. Action

C. Worship

D. Liberation

2. The Law of Karma mainly explains the relationship between:

A. Wealth and poverty

B. Birth and education

C. Actions and consequences

D. Religion and culture

3. Which of the following best describes Dharma?

A. Uncontrolled desire

B. Righteousness and duty

C. Accumulated wealth

D. Physical strength

4. The Hindu concept of non-violence is known as:

A. Ahimsa

B. Asteya

C. Bhakti

D. Moksha

5. Which of the following is an example of verbal Karma?

A. Planting trees

B. Helping an elderly person

C. Speaking the truth

D. Sharing food

6. The ethical principle of non-stealing is called:

A. Satya

B. Asteya

C. Dhyana

D. Tapas

7. Which of the following is the first of the five Buddhist precepts?

A. Abstaining from lying

B. Abstaining from stealing

C. Abstaining from killing living beings

D. Abstaining from intoxication

8. The precept against lying mainly promotes:

A. Greed

B. Truthfulness

C. Anger

D. Attachment

9. The fifth Buddhist precept discourages:

A. Meditation

B. Charity

C. Intoxication

D. Education

10. Which of the following is an example of Adharma?

A. Returning lost property

B. Helping the needy

C. Cheating in examinations

D. Respecting parents

11. Accumulated Karma from previous actions is known as:

A. Prarabdha

B. Kriyamana

C. Sanchita

D. Dharma

12. Karma that has begun to bear fruit in the present life is known as:

A. Prarabdha

B. Moksha

C. Bhakti

D. Asteya

13. Current actions performed by an individual are referred to as:

A. Sanchita Karma

B. Kriyamana Karma

C. Prarabdha Karma

D. Samsara

14. The cycle of birth, death and rebirth is called:

A. Seva

B. Samsara

C. Tapas

D. Satya

15. Liberation from Samsara in Hinduism is known as:

A. Ahimsa

B. Moksha

C. Krodha

D. Avidya

16. Which of the following is associated with selfless service?

A. Seva

B. Lobha

C. Moha

D. Ahankara

17. Nishkama Karma teaches individuals to:

A. Avoid all responsibilities

B. Perform duties without selfish attachment to rewards

C. Seek wealth through dishonest means

D. Ignore other people's needs

18. The Sanskrit term for meditation is:

A. Dhyana

B. Dharma

C. Asteya

D. Adharma

19. Which practice is associated with spiritual discipline and austerity?

A. Tapas

B. Lobha

C. Moha

D. Krodha

20. Which of the following is a major cause of Adharma?

A. Compassion

B. Humility

C. Ignorance

D. Honesty

21. Excessive pride and attachment to one's importance are associated with:

A. Ahankara

B. Ahimsa

C. Bhakti

D. Seva

22. In Sikhism, Hukam refers to:

A. Accumulated material wealth

B. God's divine will or order

C. A type of meditation posture

D. The cycle of rebirth only

23. Which of the following is particularly important in Buddhist Karma?

A. Intention behind actions

B. Physical appearance

C. Social status

D. Family wealth

24. In Jainism, Karma is traditionally understood as:

A. A form of worship only

B. Subtle material matter attaching to the soul

C. A political system

D. A type of prayer

25. Which of the following promotes responsible road use?

A. Reckless driving

B. Driving under the influence

C. Respecting pedestrian crossings

D. Ignoring traffic regulations

26. A learner who returns a lost book demonstrates:

A. Greed

B. Asteya

C. Adharma

D. Ignorance

27. Which of the following is an example of mental Karma?

A. Carrying a desk

B. Planting flowers

C. Developing compassionate thoughts

D. Sweeping the classroom

28. Which of the following practices is associated with devotion to God?

A. Bhakti

B. Lobha

C. Krodha

D. Moha

29. Which action best demonstrates Dharma in public life?

A. Destroying public property

B. Taking bribes

C. Protecting public resources

D. Spreading false information

30. The ultimate purpose of righteous living in Hindu philosophy is closely associated with:

A. Increasing selfish desires

B. Spiritual development and liberation

C. Accumulating material possessions

D. Seeking revenge

SECTION B: STRUCTURED QUESTIONS (50 MARKS)

Instructions: Answer ALL questions. Each question carries the marks indicated.

QUESTION 1: CONCEPT OF KARMA (8 MARKS)

a) Define the term Karma. (2 marks)

b) Identify THREE dimensions of Karma. (3 marks)

c) Explain THREE reasons why understanding Karma is important in human life. (3 marks)

QUESTION 2: FIVE PRECEPTS OF KARMA (8 MARKS)

a) State the FIVE ethical precepts discussed in this sub-strand. (5 marks)

b) Explain THREE ways in which learners can practise the precept against stealing in school. (3 marks)

QUESTION 3: KARMA AS THE LAW OF CAUSE AND EFFECT (8 MARKS)

a) Explain the meaning of Karma as the law of cause and effect. (2 marks)

b) Differentiate between the following types of Karma:

i. Sanchita Karma. (2 marks)

ii. Prarabdha Karma. (2 marks)

iii. Kriyamana Karma. (2 marks)

QUESTION 4: DHARMA AND ADHARMA (8 MARKS)

a) Define the following terms:

i. Dharma. (2 marks)

ii. Adharma. (2 marks)

b) Identify FOUR causes of Adharma. (4 marks)

QUESTION 5: KARMA AND RIGHTEOUS LIVING (9 MARKS)

a) Explain THREE ways in which the cyclic nature of Karma inspires righteous living. (3 marks)

b) Describe THREE spiritual practices that can help an individual overcome karmic bondage. (3 marks)

c) Explain THREE ways in which free will influences an individual's Karma. (3 marks)

QUESTION 6: KARMA IN PRACTICAL LIFE (9 MARKS)

Read the following case study and answer the questions that follow.

A Grade 11 learner notices that some classmates are involved in examination cheating, bullying and dishonesty. The learner decides to reject these behaviours and instead promotes honesty, respect and cooperation. During a community activity, the learner also participates in cleaning the environment and sensitising other young people about road safety.

a) Identify THREE actions in the case study that demonstrate Dharma. (3 marks)

b) Explain THREE ways in which the learner's behaviour reflects the ethical aspects of Karma. (3 marks)

c) Describe THREE ways in which the learner can promote responsible road use in the community. (3 marks)

GRADE 11 HINDU RELIGIOUS EDUCATION

MARKING SCHEME

STRAND 3.0: PRINCIPLES OF DHARMA

SUB-STRAND: KARMA

TOTAL MARKS: 80

SECTION A: MULTIPLE-CHOICE QUESTIONS (30 MARKS)

Award 1 mark for each correct answer.

No.	Answer	No.	Answer	No.	Answer
1	B	11	C	21	A
2	C	12	A	22	B
3	B	13	B	23	A
4	A	14	B	24	B
5	C	15	B	25	C
6	B	16	A	26	B
7	C	17	B	27	C
8	B	18	A	28	A
9	C	19	A	29	C
10	C	20	C	30	B

Section A: 30 marks

SECTION B: STRUCTURED QUESTIONS (50 MARKS)

QUESTION 1: CONCEPT OF KARMA (8 MARKS)

a) Define the term Karma. (2 marks)

Karma refers to the principle of action and its consequences, whereby every intentional action, whether physical, verbal or mental, produces results that influence an individual's present and future experiences. (2 marks)

b) Identify three dimensions of Karma. (3 marks)

Award 1 mark each.

1. Physical Karma: Actions performed through the body, such as helping others, stealing or harming living beings.
2. Verbal Karma: Actions performed through speech, such as telling the truth, lying, encouraging or insulting others.
3. Mental Karma: Actions involving thoughts, intentions, feelings and attitudes, such as compassion, hatred, jealousy and kindness.

c) Explain three reasons why understanding Karma is important in human life. (3 marks)

Award 1 mark for each explanation.

1. Promotes responsibility: Individuals understand that their actions have consequences and therefore become accountable for their behaviour.
2. Encourages good conduct: It motivates people to practise honesty, kindness, compassion and fairness.
3. Promotes self-discipline: Individuals learn to control negative thoughts, words and actions.
4. Encourages peaceful coexistence: It discourages harmful behaviour towards other people.
5. Promotes spiritual development: It encourages righteous living and the pursuit of spiritual liberation.
6. Encourages positive decision-making: Individuals become more careful when making choices.

Accept any three.

QUESTION 2: FIVE PRECEPTS OF KARMA (8 MARKS)

a) State the five ethical precepts discussed in this sub-strand. (5 marks)

Award 1 mark for each correct precept.

1. Abstaining from killing or harming living beings.
2. Abstaining from stealing what is not given.
3. Abstaining from sexual misconduct.
4. Abstaining from false speech or lying.
5. Abstaining from intoxicants that lead to carelessness and loss of mindfulness.

b) Explain three ways in which learners can practise the precept against stealing in school. (3 marks)

Award 1 mark for each explanation.

1. Respecting other people's property: Learners should avoid taking books, stationery or personal belongings without permission.
2. Returning lost property: Learners should hand over found items to the rightful owners or school administration.
3. Avoiding examination malpractice: Learners should not steal answers or copy another learner's work.
4. Seeking permission: Learners should ask before borrowing other people's belongings.
5. Protecting school property: Learners should avoid stealing or misusing school resources.

Accept any three.

QUESTION 3: KARMA AS THE LAW OF CAUSE AND EFFECT (8 MARKS)

a) Explain the meaning of Karma as the law of cause and effect. (2 marks)

- Karma teaches that every intentional action has consequences. (1 mark)
- Good actions produce positive results, while harmful actions produce negative consequences that influence an individual's experiences. (1 mark)

b) Differentiate between the following types of Karma.

i. Sanchita Karma. (2 marks)

- Refers to the accumulated Karma from an individual's past actions. (1 mark)
- It consists of karmic results that have not yet been experienced or exhausted. (1 mark)

ii. Prarabdha Karma. (2 marks)

- Refers to the portion of accumulated Karma that has begun to bear fruit. (1 mark)
- It influences the experiences and circumstances of an individual's present life. (1 mark)

iii. Kriyamana Karma. (2 marks)

- Refers to the Karma generated through actions performed in the present. (1 mark)
- These current actions contribute to an individual's future karmic consequences. (1 mark)

QUESTION 4: DHARMA AND ADHARMA (8 MARKS)

a) Define the following terms.

i. Dharma. (2 marks)

Dharma refers to righteousness, moral conduct and the fulfilment of one's religious, social and personal duties according to ethical principles. (2 marks)

ii. Adharma. (2 marks)

Adharma refers to unrighteousness or behaviour that goes against moral principles, religious teachings, justice and one's responsibilities. (2 marks)

b) Identify four causes of Adharma. (4 marks)

Award 1 mark for each correct response.

1. Avidya (ignorance): Lack of spiritual and moral understanding.
2. Lobha (greed): Excessive desire for wealth and possessions.
3. Krodha (anger): Uncontrolled anger that leads to harmful actions.
4. Moha (delusion): Excessive attachment and inability to distinguish right from wrong.
5. Ahankara (ego or pride): Excessive self-importance and disregard for others.
6. Jealousy: Resentment towards other people's success.
7. Dishonesty: Deliberately misleading others for personal benefit.
8. Selfishness: Placing personal interests above the welfare of others.

Accept any four.

QUESTION 5: KARMA AND RIGHTEOUS LIVING (9 MARKS)

a) Explain three ways in which the cyclic nature of Karma inspires righteous living. (3 marks)

Award 1 mark for each explanation.

1. Encourages good actions: Individuals are motivated to perform good deeds because actions have consequences.
2. Promotes moral responsibility: People become aware that their present actions influence future experiences.
3. Discourages wrongdoing: Individuals avoid harmful actions because they may generate negative karmic consequences.
4. Encourages spiritual growth: Individuals seek to improve their conduct and progress towards liberation.
5. Promotes compassion: People become more considerate towards other living beings.

Accept any three.

b) Describe three spiritual practices that can help an individual overcome karmic bondage. (3 marks)

Award 1 mark for each correctly described practice.

1. Dhyana (meditation): Helps individuals develop mental discipline, concentration and self-awareness.
2. Bhakti (devotion): Encourages love and devotion to God, helping individuals reduce selfishness and attachment.

3. Nishkama Karma (selfless action): Encourages individuals to perform their duties without selfish attachment to rewards.
4. Tapas (spiritual discipline): Encourages self-control, endurance and purification through disciplined living.
5. Seva (selfless service): Encourages helping others without expecting personal benefits.
6. Satya (truthfulness): Encourages honesty and avoidance of harmful conduct.

Accept any three.

c) Explain three ways in which free will influences an individual's Karma. (3 marks)

Award 1 mark for each explanation.

1. Enables personal choices: Individuals can choose between good and bad actions.
2. Determines the nature of actions: The decisions people make influence whether their actions generate positive or negative Karma.
3. Promotes accountability: Individuals are responsible for the choices they make and their consequences.
4. Encourages self-improvement: People can change their behaviour by choosing righteous actions.
5. Influences future experiences: Present choices contribute to future karmic results.

Accept any three.

QUESTION 6: KARMA IN PRACTICAL LIFE (9 MARKS)

a) Identify three actions in the case study that demonstrate Dharma. (3 marks)

Award 1 mark each.

1. Rejecting examination cheating.
2. Rejecting bullying.
3. Promoting honesty.
4. Showing respect to others.
5. Encouraging cooperation.
6. Participating in environmental cleaning.
7. Sensitising young people about road safety.

Accept any three.

b) Explain three ways in which the learner's behaviour reflects the ethical aspects of Karma. (3 marks)

Award 1 mark for each explanation.

1. Promotes positive Karma: The learner chooses good actions such as honesty, respect and cooperation, which are considered morally beneficial.
2. Avoids negative Karma: Rejecting cheating and bullying demonstrates avoidance of harmful actions.
3. Demonstrates selfless service: Participating in community cleaning shows concern for the welfare of others.
4. Promotes responsible speech and conduct: Sensitising other young people encourages positive behaviour in society.

5. Demonstrates good intentions: The learner acts out of concern for others and the community.
6. Promotes moral accountability: The learner takes responsibility for making ethical choices.

Accept any three.

c) Describe three ways in which the learner can promote responsible road use in the community. (3 marks)

Award 1 mark for each well-described point.

1. Organising road safety awareness campaigns: Educate community members about traffic rules and safe road use.
2. Encouraging pedestrian safety: Teach pedestrians to use designated crossings and footbridges where available.
3. Promoting responsible driving: Sensitise drivers against speeding, overloading and careless driving.
4. Discouraging drunk driving: Educate motorists about the dangers of driving under the influence of alcohol or other intoxicating substances.
5. Encouraging the use of safety equipment: Promote the use of seat belts and appropriate helmets.
6. Reporting dangerous road behaviour: Encourage community members to report reckless driving and traffic violations to relevant authorities.
7. Promoting respect for traffic regulations: Educate cyclists, motorists and pedestrians on obeying road signs and traffic signals.

Accept any three.

SUGGESTED ASSESSMENT RUBRIC

The following rubric can be used by teachers to assess learners during research, group discussions, presentations, reflective journals and practical activities.

Assessment criterion	**EE – 4**	**ME – 3**	**AE – 2**	**BE – 1**
Understanding of Karma	Explains concepts accurately and comprehensively	Explains most concepts correctly	Demonstrates partial understanding	Demonstrates limited understanding
Research skills	Uses relevant and varied sources effectively	Uses relevant sources	Uses few sources	Requires considerable guidance
Communication	Presents ideas clearly and confidently	Presents ideas clearly	Presents ideas with some	Has difficulty communicating

			difficulty	ideas
Collaboration	Participates actively and supports others	Participates well	Participates occasionally	Rarely participates
Application of values	Demonstrates integrity and responsibility consistently	Demonstrates most values	Demonstrates some values	Requires guidance
Critical thinking	Analyses ethical situations deeply	Gives reasonable explanations	Gives basic explanations	Struggles to analyse situations

STRAND 4.0: CULTURAL PRACTICES

SUB-STRAND 4.1: RELIGIOUS PRACTICES IN THE FOUR FAITHS

Main areas of study

1. Decent clothing and religious attire.
2. Religious festivals and celebrations.
3. Religious music and musical instruments.
4. Community service and social responsibility.
5. Food and Prasaad (Prasad).
6. Challenges experienced in practising a faith.

7. The relationship between religious practices, culture and geographical conditions.
8. The importance of religious practices in seeking divine intervention.

INTRODUCTION TO THE STRAND

Religious practices are activities, customs, traditions and ways of life through which believers express their faith, demonstrate devotion, observe religious teachings and maintain their relationship with the divine.

Religious practices form an important part of the identity of religious communities. They influence how people dress, eat, celebrate, worship, interact with others and contribute to society.

In the Kenyan Senior School context, the study of cultural practices encourages learners to understand and appreciate religious diversity, peaceful coexistence, respect for different beliefs and responsible participation in society.

This strand examines practices in four faith traditions:

- Hinduism.
- Sikhism.
- Jainism.
- Buddhism.

Although these faiths share some historical and philosophical connections, each has its own beliefs, values, traditions and religious practices.

4.1.1 DECENT CLOTHING AND RELIGIOUS ATTIRE

1. Meaning of decent clothing

Decent clothing refers to dressing in a manner that demonstrates modesty, dignity, respect, cleanliness and consideration for the cultural, religious and social expectations of a particular community.

In religious communities, clothing is not only used to cover the body. It may also communicate a person's religious identity, values, discipline, humility and commitment to spiritual teachings.

Religious attire refers to special garments, coverings or accessories worn by believers during worship, religious ceremonies, festivals and other spiritual activities.

2. Importance of decent clothing in religious life

Decent clothing is important because:

1. **Demonstrates respect for God and sacred places:** Appropriate clothing shows respect when entering temples, gurdwaras, viharas and other places of worship.

2. **Promotes modesty:** It encourages believers to dress in a manner that reflects dignity and self-respect.

3. **Identifies religious affiliation:** Certain garments and accessories help believers identify themselves with their religious communities.

4. **Promotes discipline:** Observing religious dress expectations encourages self-control and obedience to community guidelines.

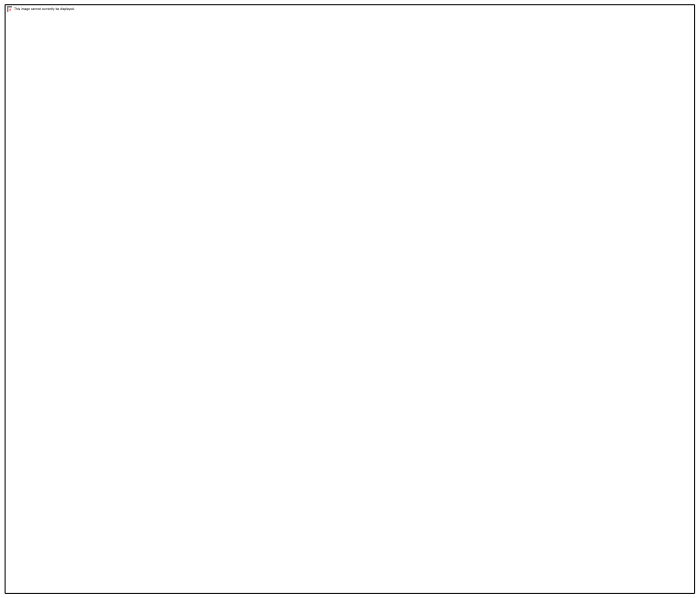
5. **Preserves cultural heritage:** Traditional garments help communities maintain their cultural identity across generations.

6. **Promotes unity:** Wearing similar attire during religious ceremonies can create a sense of belonging.

7. **Encourages cleanliness:** Clean clothing is valued in many religious settings as an expression of personal discipline and respect.

8. **Promotes peaceful coexistence:** Respecting other people's religious dress practices encourages tolerance and understanding.

3. Decent clothing in Hinduism





Hindu clothing practices are influenced by religious teachings, cultural traditions, geographical location, climate, family customs and the occasion.

Common Hindu garments include:

a) Saree

- A long piece of cloth traditionally worn by many Hindu women.
- It is wrapped around the body in different regional styles.
- It may be worn during religious ceremonies, festivals, weddings and other cultural occasions.
- Sarees are made in different fabrics, colours and designs.

b) Dhoti

- A traditional garment commonly worn by Hindu men.
- It is a rectangular piece of cloth wrapped around the waist and legs.
- It is commonly worn during religious ceremonies and temple worship.
- It is particularly associated with traditional forms of Indian attire.

c) Kurta

- A long shirt worn by men and women.
- It may be worn with trousers, leggings or other traditional garments.
- It is common during religious celebrations and cultural events.

d) Salwar kameez

- A traditional outfit consisting of a tunic and loose-fitting trousers.
- It is worn by many women in South Asian communities.
- It is suitable for various religious and social occasions.

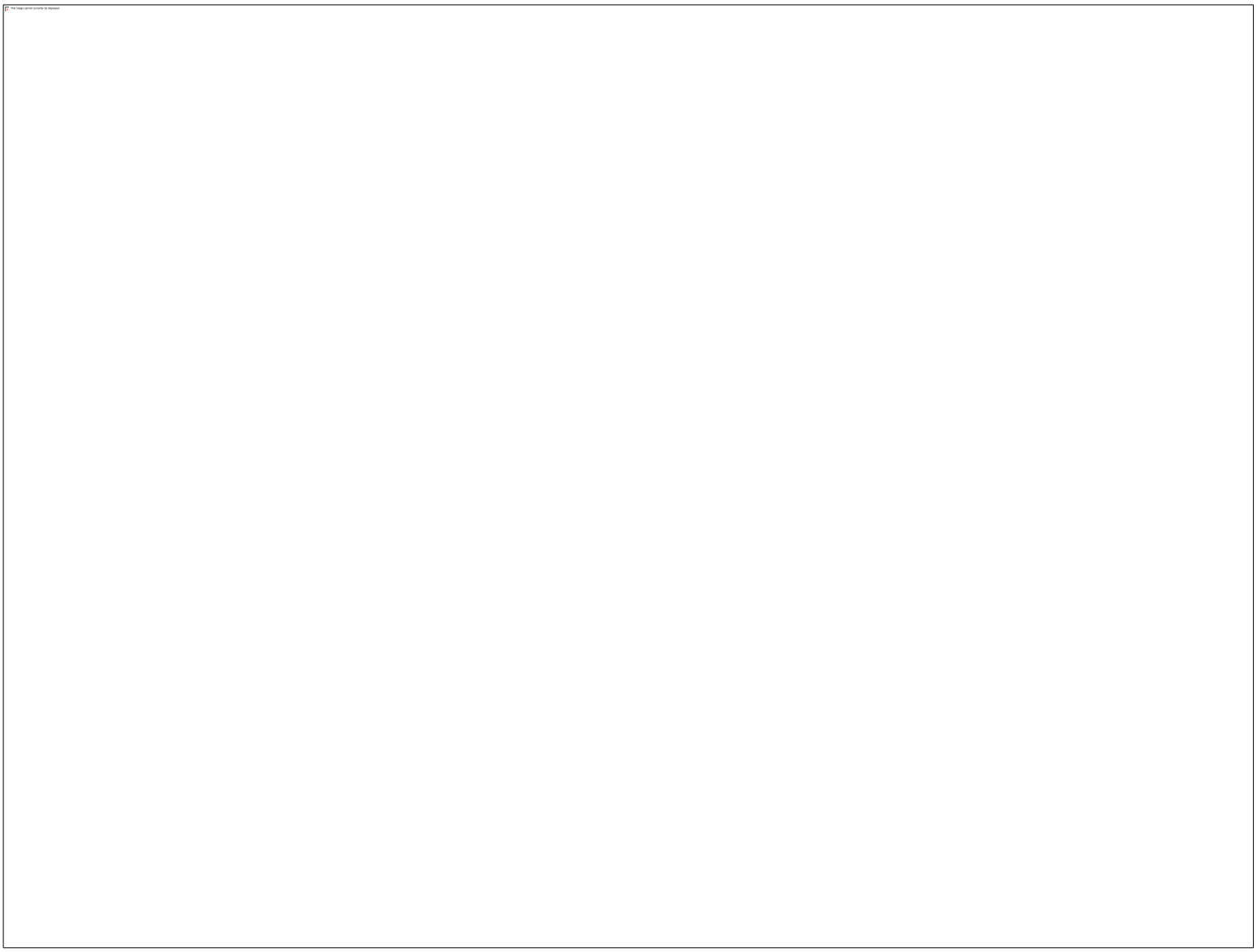
e) Tilak

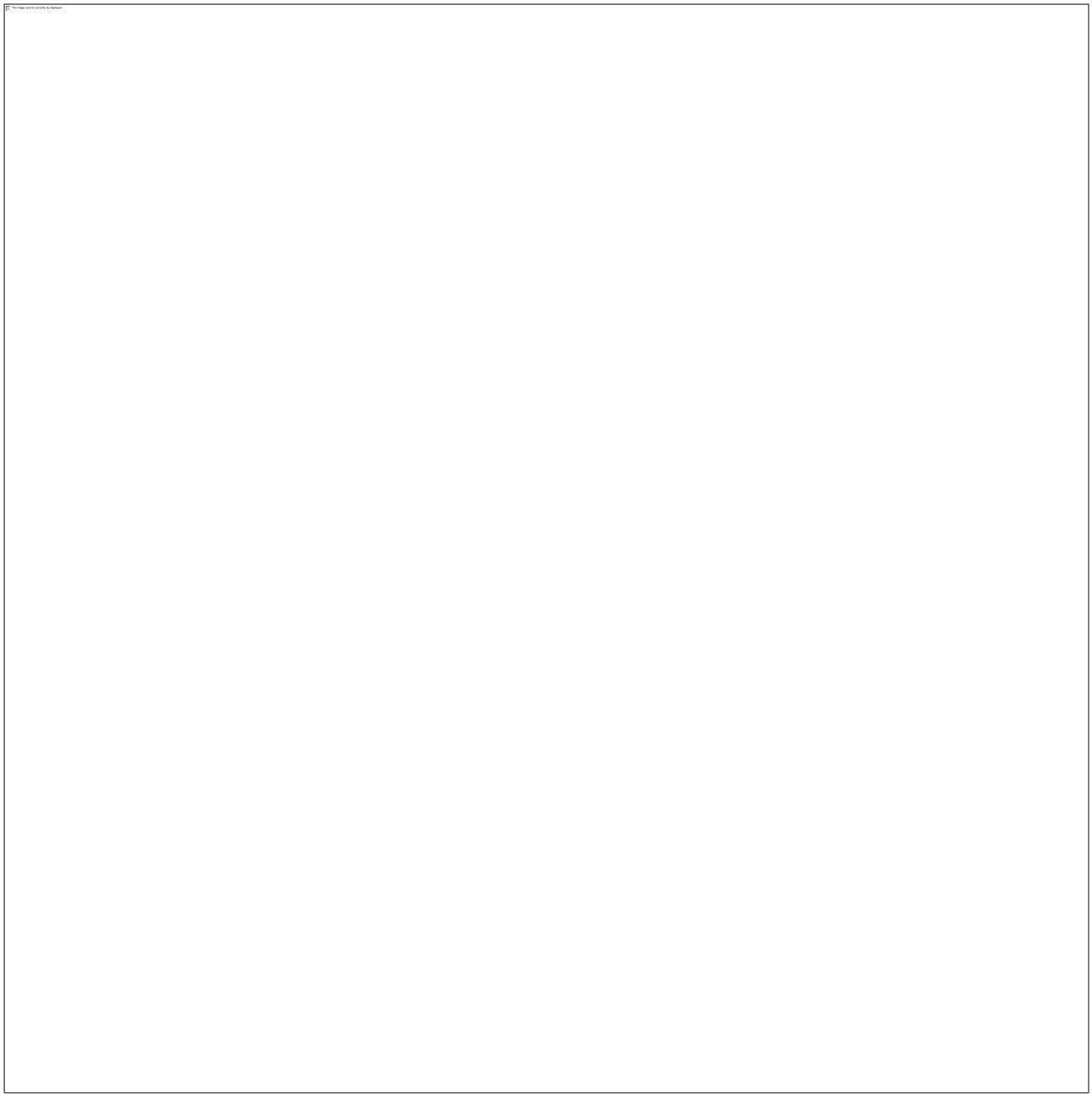
- A mark applied on the forehead using materials such as sandalwood paste, ash or coloured powder.
- It may represent devotion, religious identity or participation in a religious ceremony.
- Its appearance and significance vary among Hindu traditions.

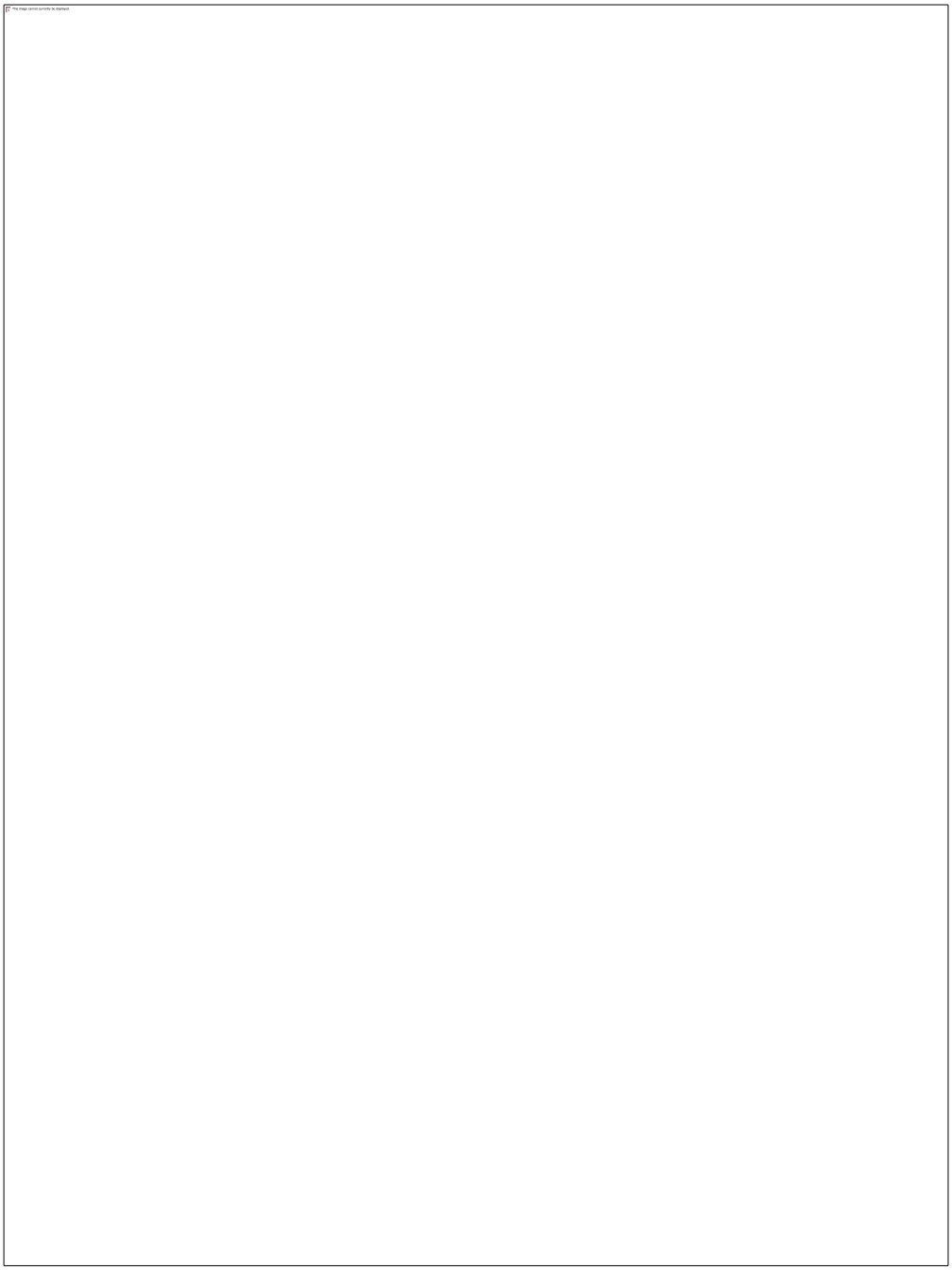
f) Rudraksha beads

- Sacred beads associated with devotion to Lord Shiva.
- They may be worn as necklaces or prayer beads.
- They are also used in meditation and prayer.

4. Decent clothing in Sikhism







Sikh clothing practices express religious identity, equality, dignity, discipline and commitment to the teachings of the Sikh Gurus.

Important Sikh garments and articles include:

a) Turban (Dastar)

- A length of cloth wrapped around the head.
- It is an important expression of Sikh identity.
- Many Sikh men and some Sikh women wear turbans.
- It represents dignity, responsibility, self-respect and commitment to the Sikh faith.

b) Salwar kameez

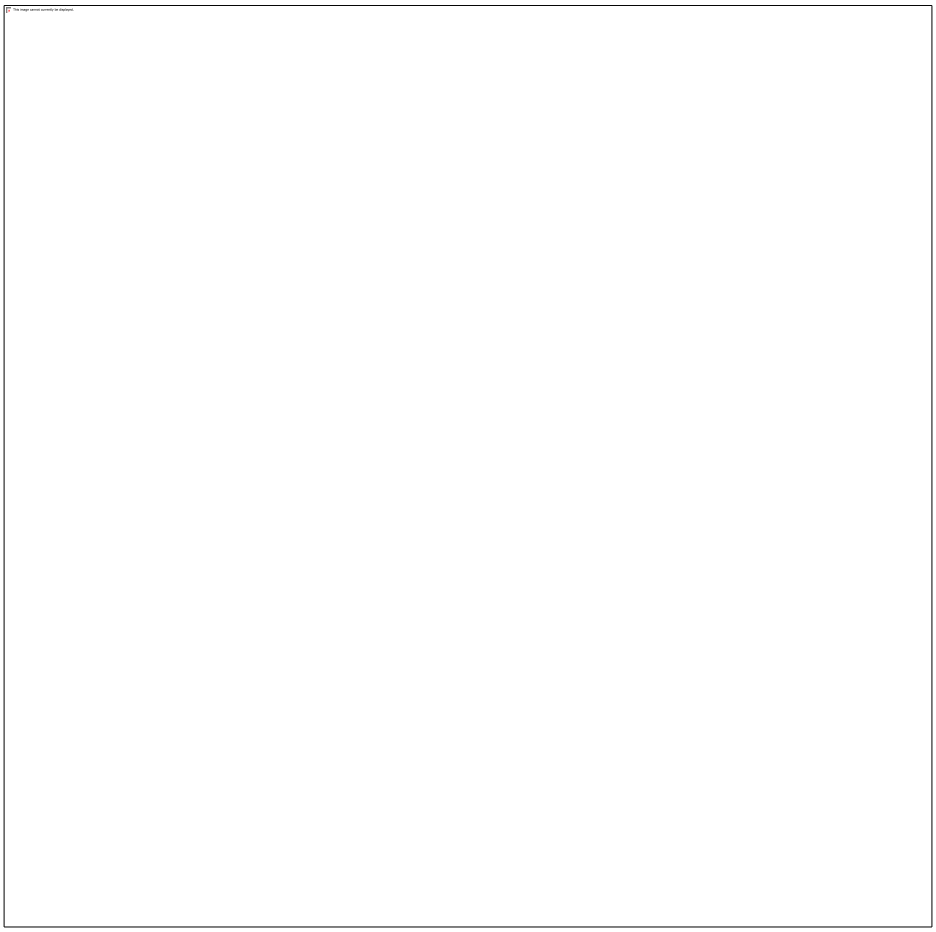
- A traditional outfit commonly worn by Sikh women.
- It consists of a long tunic and loose trousers.
- It may be accompanied by a scarf or dupatta.

c) Kurta and pajama

- Traditional garments worn by Sikh men.
- A kurta is a long shirt while pajama refers to trousers.
- They may be worn during worship and religious celebrations.

d) The Five Ks (Panj Kakaar)

The Five Ks are five articles of faith traditionally maintained by initiated Khalsa Sikhs.



1. **Kesh:** Uncut hair, representing acceptance of God's creation and commitment to Sikh identity.
2. **Kangha:** A small wooden comb used to maintain cleanliness and neatness of the hair.
3. **Kara:** An iron or steel bracelet worn around the wrist, reminding the believer of discipline and connection to the teachings of the Gurus.
4. **Kachera:** Special short breeches representing modesty, self-control and discipline.
5. **Kirpan:** A ceremonial sword representing the responsibility to uphold justice and protect the vulnerable.

The Five Ks are particularly important in the Khalsa tradition. Not every Sikh observes all five in exactly the same way.

5. Decent clothing in Jainism



Jain clothing practices are strongly influenced by the principles of non-violence (Ahimsa), self-discipline, detachment and simplicity.

Jainism has two major monastic traditions:

a) Svetambara tradition

- Svetambara means 'white-clad'.
- Monks and nuns in this tradition wear simple white clothing.
- White clothing is associated with simplicity, purity and detachment from excessive material possessions.
- Their attire reflects a disciplined religious lifestyle.

b) Digambara tradition

- Digambara means 'sky-clad'.
- Traditionally, male Digambara monks practise complete renunciation of ordinary possessions and clothing.
- This practice represents extreme detachment from material possessions.
- Lay followers in this tradition wear ordinary modest clothing.

c) Clothing among Jain lay followers

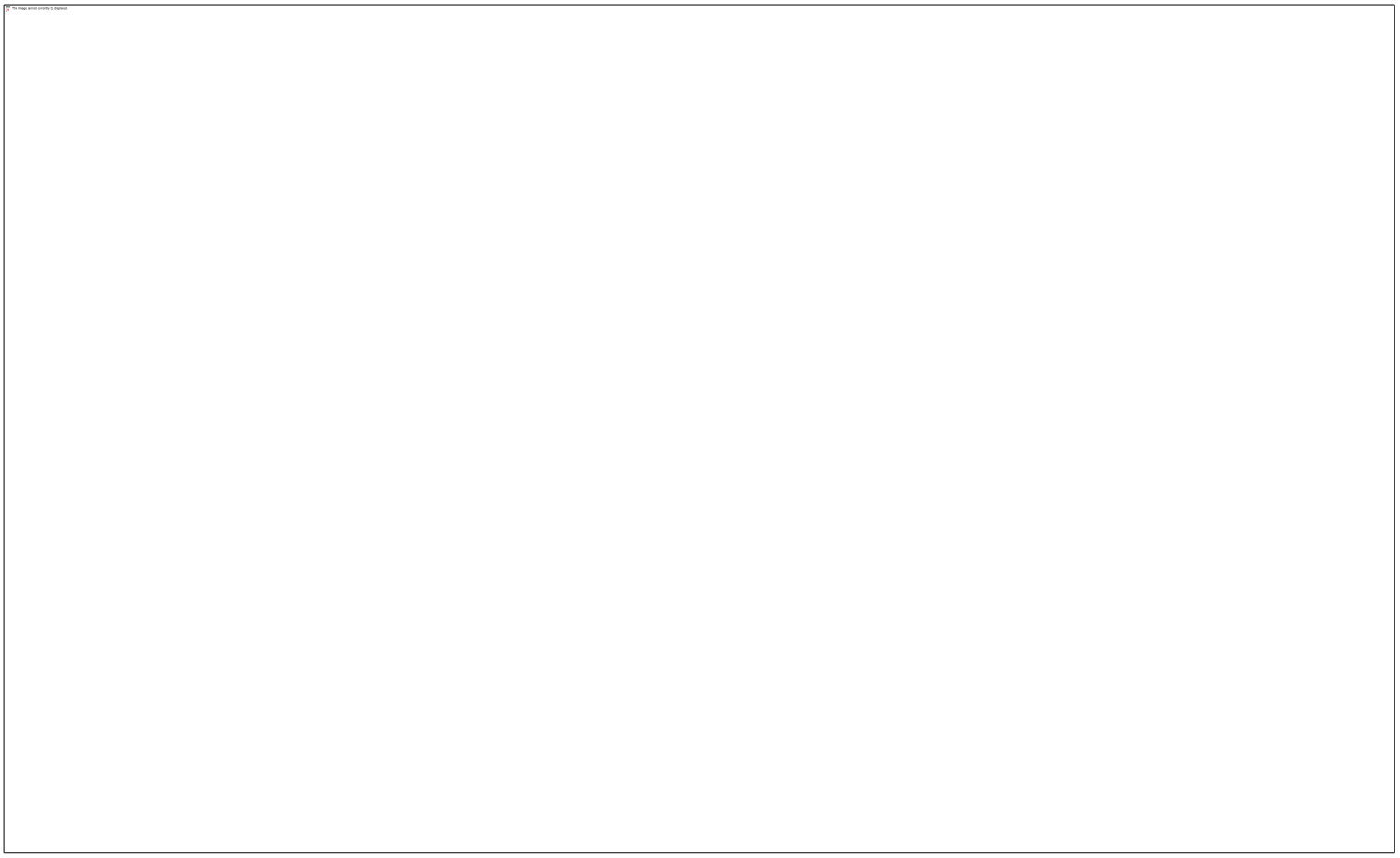
- Lay followers wear clean, modest and culturally appropriate clothes.
- Their clothing may vary according to region, climate and occasion.
- Simplicity and avoidance of unnecessary extravagance are encouraged.

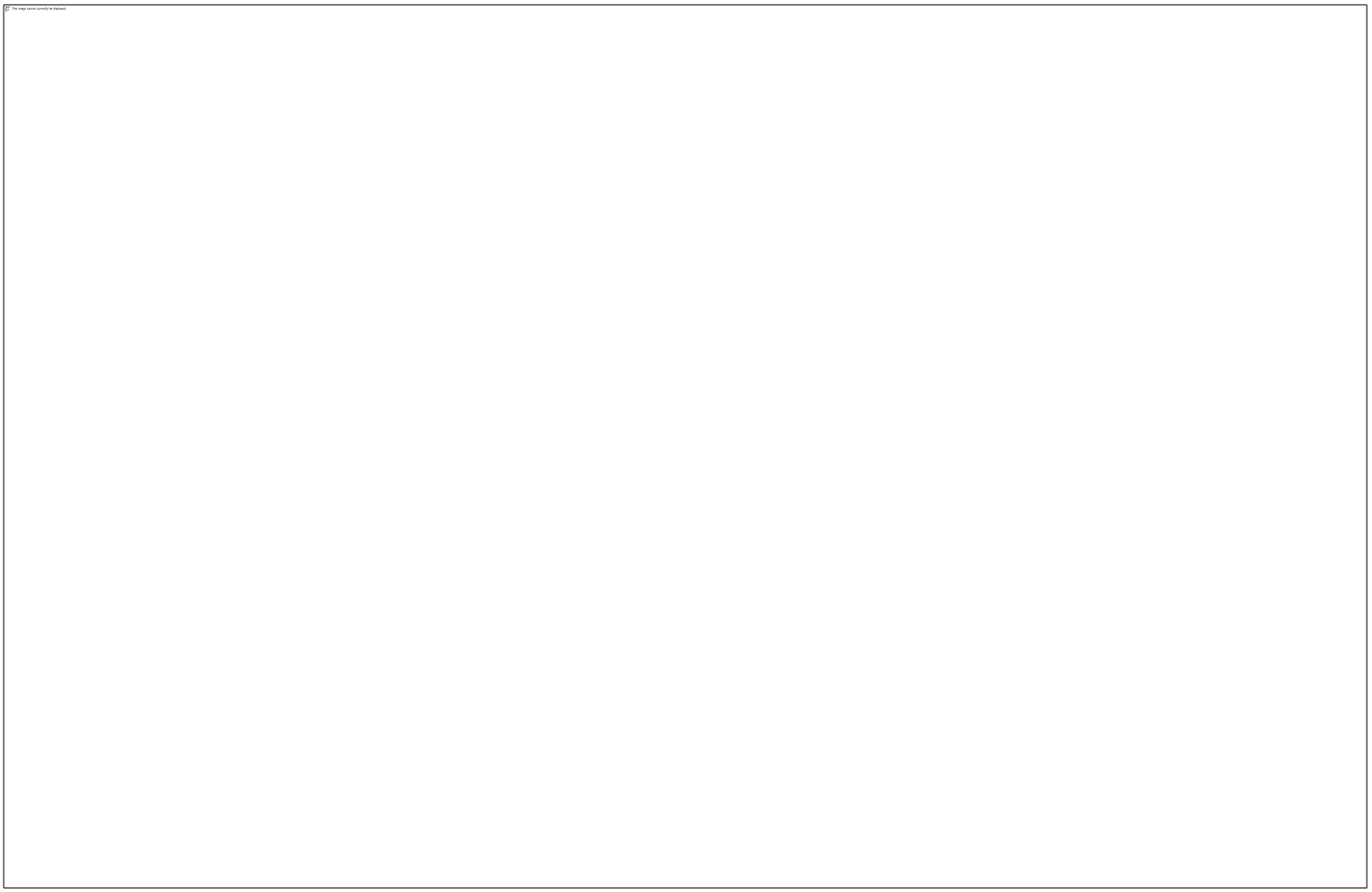
d) Muhapatti

- A small cloth covering used by some Jain ascetics, particularly in certain Svetambara traditions.
- It is associated with carefulness in speech and the practice of non-violence.
- Its use reflects concern about avoiding harm to tiny living organisms.

6. Decent clothing in Buddhism







Buddhist clothing practices are influenced by simplicity, moderation, detachment and the avoidance of excessive attachment to material possessions.

a) Monastic robes

- Buddhist monks and nuns wear special robes.
- Robe colours vary according to Buddhist traditions and regions.
- Theravada monks commonly wear saffron, ochre or brown robes.
- Tibetan Buddhist monastics commonly wear maroon robes.
- The robes represent renunciation, simplicity and commitment to the Buddhist path.

b) Lay Buddhist clothing

- Lay Buddhists generally wear clean, modest and appropriate clothing.
- White garments may be worn during religious observances in some Buddhist communities.
- White clothing is associated with purity and religious commitment in certain traditions.

c) Meditation attire

- Comfortable and modest clothing is encouraged during meditation.
- It allows believers to concentrate without unnecessary distractions.

7. Factors influencing decent clothing in the four faiths

The following factors influence the type of clothing worn by believers:

1. **Religious teachings:** Sacred texts, traditions and spiritual leaders influence appropriate dressing.

2. **Climate:** People living in hot areas may prefer light clothing, while those in cold areas require warmer garments.

3. **Geographical location:** Communities in India, Kenya, Nepal, Sri Lanka and Tibet may have different clothing traditions.

4. **Cultural background:** Local customs influence colours, designs, fabrics and styles.

5. **Religious ceremonies:** Weddings, funerals, festivals and worship services may require special attire.

6. **Religious identity:** Some garments and articles distinguish particular religious communities.

7. **Economic circumstances:** The availability and affordability of clothing influence dressing choices.

8. **Modernisation:** Contemporary fashion and technology have influenced traditional clothing practices.

8. Importance of respecting religious attire in Kenya

- It promotes religious freedom.
- It encourages peaceful coexistence in schools and communities.
- It prevents discrimination based on religious identity.
- It promotes national unity and mutual respect.
- It enables learners to appreciate Kenya's cultural and religious diversity.
- It encourages responsible citizenship.

Kenyan application: In a multicultural school, learners should respect a Sikh learner wearing a turban, a Hindu learner wearing traditional attire, a Jain learner observing simple clothing practices and a Buddhist monk wearing religious robes.

9. Challenges related to religious clothing

- Discrimination against learners wearing religious attire.
- Limited availability of traditional garments.
- Misunderstanding of religious symbols.
- Conflict between school dress codes and religious requirements.
- High costs of specialised clothing.
- Pressure to abandon traditional clothing due to modern fashion.
- Stereotyping and negative attitudes towards religious dress.

10. Values developed through religious clothing practices

- Respect.
- Modesty.
- Discipline.
- Responsibility.
- Tolerance.
- Self-control.
- Cultural appreciation.
- Unity.

4.1.2 RELIGIOUS FESTIVALS AND CELEBRATIONS

1. Meaning of religious festivals

A **religious festival** is a special occasion observed by members of a religious community to commemorate important religious events, honour spiritual personalities, express devotion, remember religious teachings or celebrate significant events in their faith.

Religious festivals bring believers together through prayer, worship, singing, dancing, sharing meals, giving gifts and participating in acts of charity.

Festivals also preserve cultural heritage and strengthen relationships among families and communities.

2. Importance of religious festivals

Religious festivals are important because they:

1. **Strengthen faith:** They remind believers of their religious teachings and encourage commitment to spiritual values.

2. **Promote unity:** They bring families, friends and members of religious communities together.

3. **Preserve culture:** They help preserve traditional songs, dances, clothing, food and customs.

4. **Teach religious values:** They communicate lessons about kindness, forgiveness, compassion, sacrifice and humility.

5. **Encourage charity:** Many celebrations involve donating food, money and other resources to needy people.

6. **Promote forgiveness:** Some festivals encourage believers to seek forgiveness and restore broken relationships.

7. **Promote religious identity:** They enable believers to express their faith publicly and collectively.

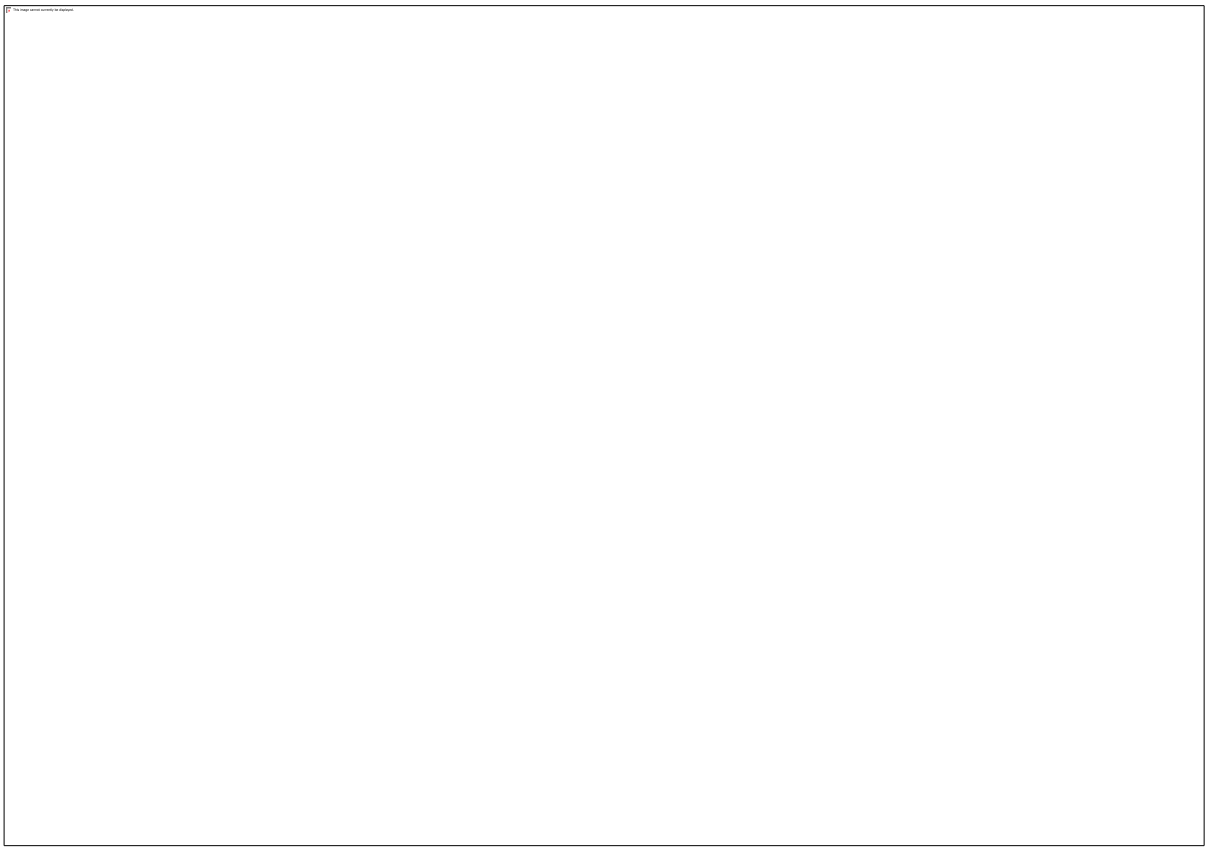
8. **Strengthen family relationships:** Family members gather to pray, share meals and celebrate together.

9. **Promote interfaith understanding:** Inviting people from other religions to celebrations encourages tolerance and peaceful coexistence.

10. **Encourage spiritual reflection:** Believers reflect on their conduct and renew their commitment to religious teachings.

3. Major Hindu festivals and celebrations

Hindu festivals are influenced by religious stories, sacred texts, seasonal changes, agricultural activities, historical events and regional traditions.





A. Diwali (Deepavali)

Meaning: Diwali is commonly known as the Festival of Lights.

It is one of the major Hindu festivals celebrated in India, Kenya and other parts of the world.

Religious significance

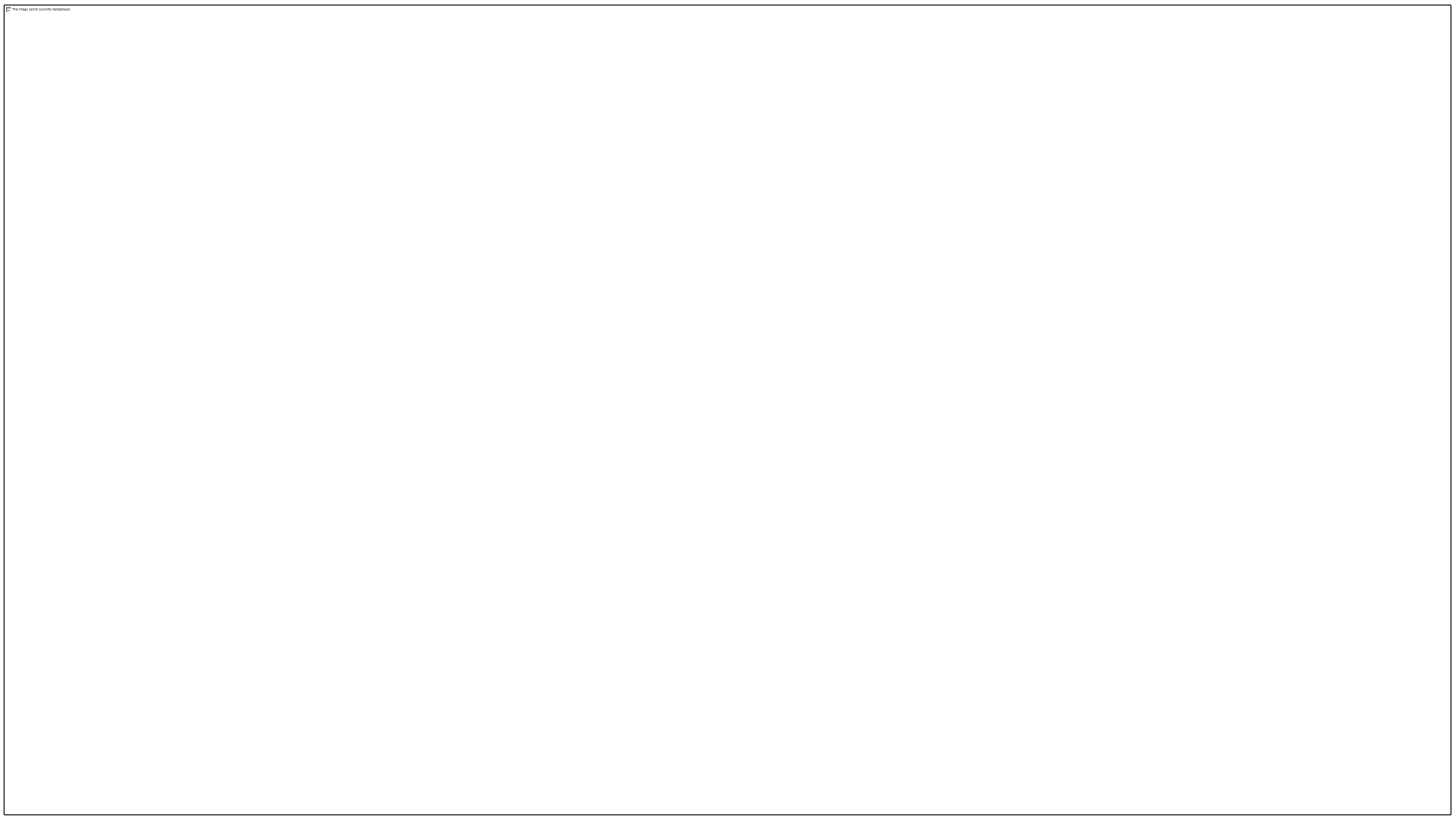
- It symbolises the victory of light over darkness.
- It represents the victory of good over evil.
- It reminds believers of the importance of knowledge over ignorance.
- In many Hindu traditions, it is associated with Goddess Lakshmi, who is honoured for prosperity and well-being.
- In some regional traditions, it commemorates the return of Lord Rama to Ayodhya after defeating Ravana.

Activities performed during Diwali

1. Cleaning and decorating homes.
2. Lighting traditional oil lamps called diyas.
3. Decorating floors with colourful rangoli patterns.
4. Offering prayers and performing puja.
5. Sharing sweets and other foods.
6. Visiting relatives and friends.
7. Giving gifts to family members and neighbours.
8. Donating food and other necessities to people in need.

Lessons learnt from Diwali

- Goodness should overcome evil.
- Knowledge should overcome ignorance.
- Families should remain united.
- People should share their blessings.
- Believers should promote peace and happiness.



B. Holi

Meaning: Holi is known as the Festival of Colours.

It is a Hindu festival associated with the arrival of spring and the victory of good over evil.

Religious significance

- It is associated with the story of Prahlada and Holika.
- Prahlada remained devoted to Lord Vishnu despite opposition from his father, King Hiranyakashipu.
- The story demonstrates the triumph of devotion and righteousness over evil.
- The festival also celebrates love, friendship and the renewal of relationships.

Activities performed during Holi

1. Singing traditional songs.
2. Dancing and celebrating with family members.
3. Applying coloured powders to one another.
4. Sharing special foods and sweets.
5. Visiting friends and relatives.
6. Participating in community celebrations.
7. Exchanging greetings and forgiving one another.

Lessons learnt from Holi

- Faithfulness and devotion are important.
- Goodness ultimately triumphs over evil.

- People should forgive one another.
- Unity and friendship should be promoted.
- Cultural diversity should be respected.

C. Navratri

Meaning: Navratri means nine nights.

It is a Hindu festival dedicated to the worship of the Divine Mother, particularly in her forms associated with Goddess Durga.

Religious significance

- It celebrates the power of the Divine Mother.
- It commemorates the victory of divine power over evil.
- It encourages believers to develop courage, devotion and righteousness.
- It provides an opportunity for spiritual renewal.

Activities performed during Navratri

1. Performing daily prayers and puja.
2. Observing fasting according to individual traditions.
3. Singing devotional songs called bhajans.
4. Participating in traditional dances such as Garba and Dandiya Raas.
5. Decorating temples and homes.
6. Sharing food and helping needy people.

D. Dussehra (Vijayadashami)

Dussehra is a Hindu festival celebrating the victory of good over evil.

Religious significance

- It is associated with Lord Rama's victory over Ravana in the Ramayana.
- In some traditions, it also celebrates Goddess Durga's victory over Mahishasura.
- It reminds believers to reject evil and uphold righteousness.

Activities

- Performing prayers.
- Reading and dramatizing stories from the Ramayana.
- Organising cultural performances.
- Participating in processions.
- Sharing meals and gifts.

E. Janmashtami

Janmashtami celebrates the birth of Lord Krishna.

Religious significance

- It commemorates the birth of Lord Krishna.
- It reminds believers of Krishna's teachings about righteousness, devotion and duty.
- It encourages people to live according to Dharma.

Activities

1. Singing devotional songs.
2. Reading stories about Krishna.
3. Performing puja.
4. Decorating temples.
5. Organising cultural performances.
6. Sharing food and sweets.
7. Participating in devotional dances.

F. Maha Shivaratri

Maha Shivaratri is a major Hindu festival dedicated to Lord Shiva.

Religious significance

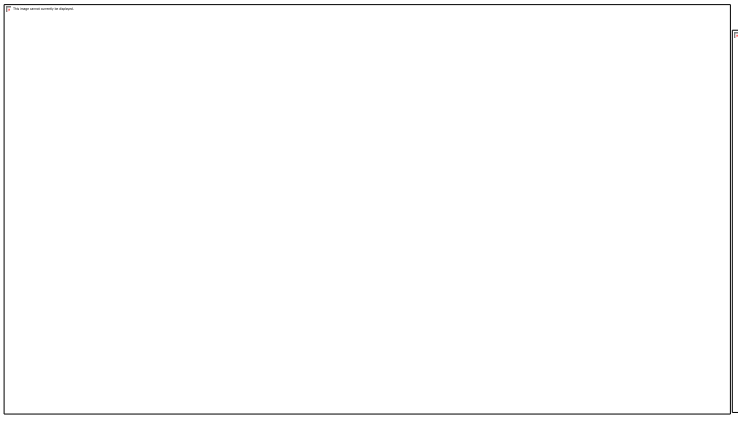
- It is a special occasion for devotion to Lord Shiva.
- It encourages spiritual discipline and self-reflection.
- It reminds believers of the importance of overcoming ignorance and attachment.

Activities

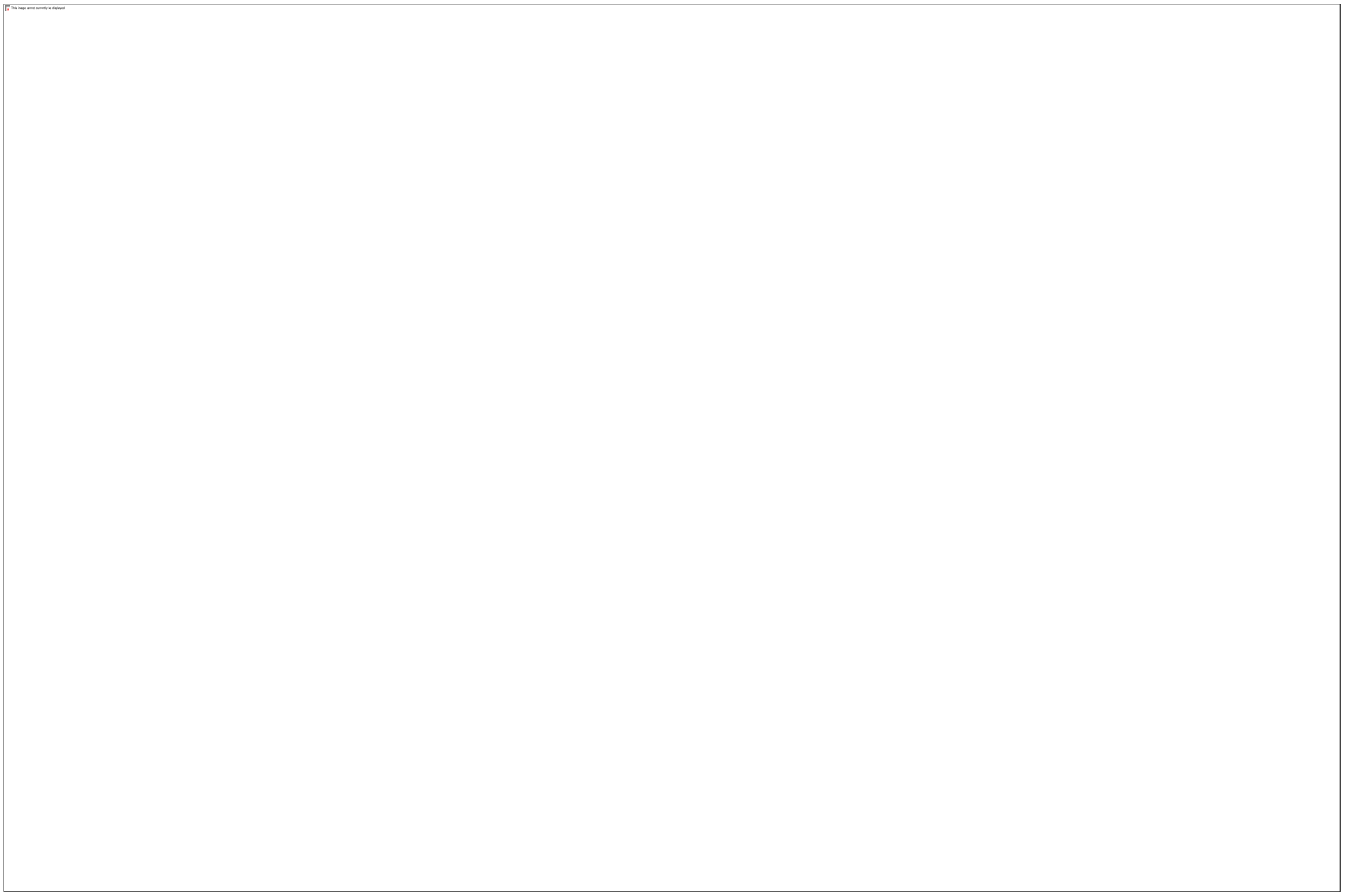
- Visiting temples.
- Performing puja.
- Chanting prayers and mantras.
- Observing fasting according to personal and family traditions.
- Meditating.
- Singing devotional songs.

4. Major Sikh festivals and celebrations

Sikh festivals commemorate the lives and teachings of the Sikh Gurus, important events in Sikh history and the development of the Sikh community.







A. Vaisakhi (Baisakhi)

Meaning: Vaisakhi is an important Sikh festival celebrated mainly in April.

Religious significance

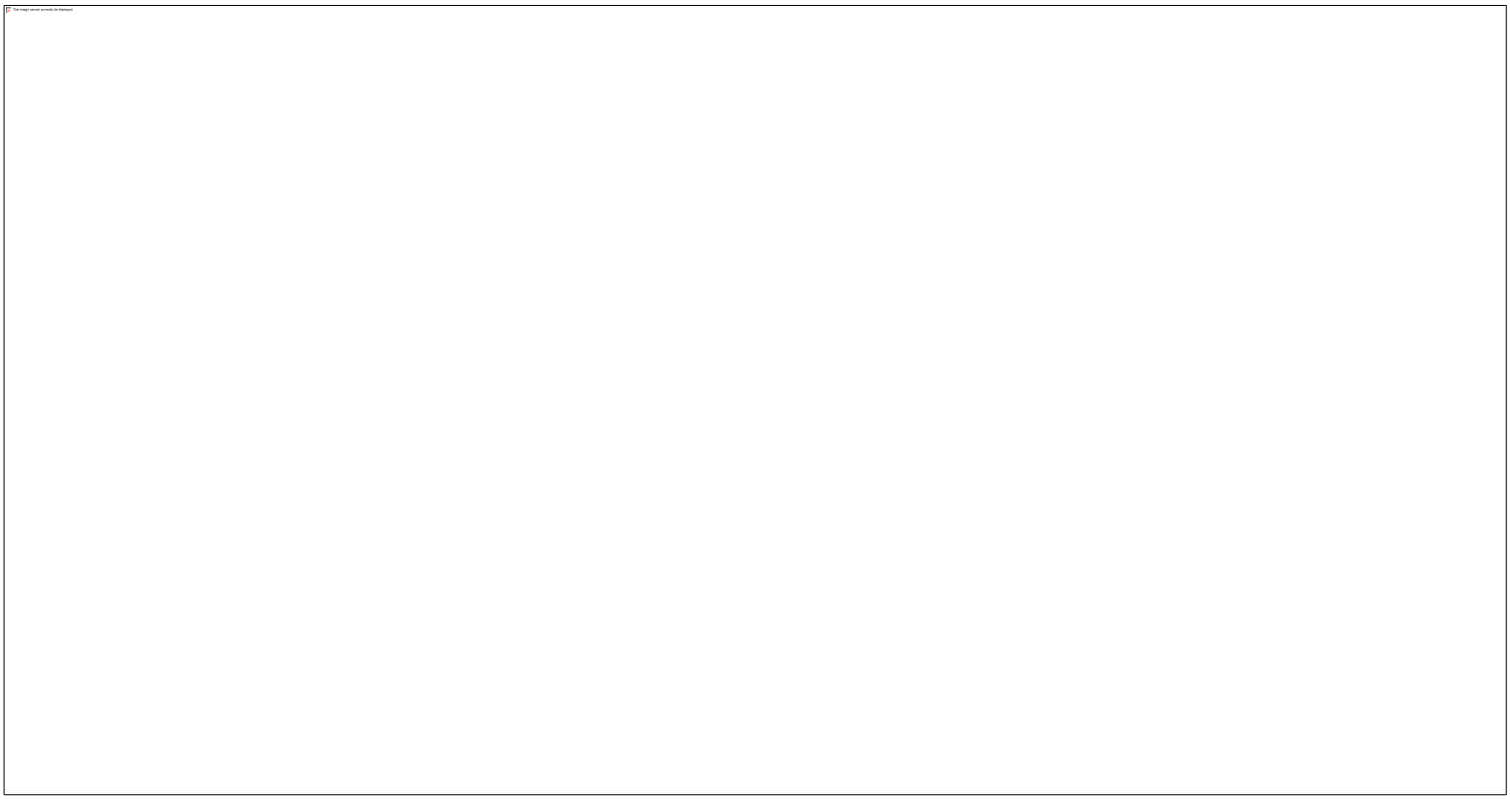
- It commemorates the establishment of the Khalsa by Guru Gobind Singh in 1699.
- It marks an important event in Sikh religious history.
- It reminds Sikhs of courage, equality, discipline and commitment to their faith.
- It is also associated with the harvest season in Punjab.

Activities performed during Vaisakhi

1. Visiting gurdwaras.
2. Participating in prayers and religious services.
3. Organising Nagar Kirtan processions.
4. Singing hymns from the Guru Granth Sahib.
5. Participating in community meals known as Langar.
6. Performing traditional dances such as Bhangra and Giddha.
7. Helping needy members of society.

Lessons learnt from Vaisakhi

- Courage in defending truth.
- Equality of all human beings.
- Commitment to religious values.
- Service to humanity.
- Unity and brotherhood.



B. Gurpurab

Meaning: Gurpurab refers to a Sikh celebration commemorating significant events in the lives of the Sikh Gurus, particularly their birth anniversaries.

One of the most widely celebrated Gurpurabs is the birth anniversary of Guru Nanak Dev Ji.

Religious significance

- It honours the lives and teachings of the Sikh Gurus.
- It reminds Sikhs of the importance of devotion to one God.
- It promotes equality, humility, honesty and service.
- It encourages believers to practise the teachings of the Gurus.

Activities

1. Reading passages from the Guru Granth Sahib.
2. Singing hymns called Shabad Kirtan.
3. Organising processions.
4. Decorating gurdwaras.
5. Providing free meals through Langar.

6. Sharing religious teachings.
7. Participating in charitable activities.

C. Hola Mohalla

Hola Mohalla is a Sikh festival established by Guru Gobind Singh.

Religious significance

- It encourages courage, discipline and community unity.
- It highlights the importance of defending justice.
- It commemorates the martial and spiritual traditions of the Sikh community.

Activities

- Martial arts demonstrations.
- Traditional sporting activities.
- Religious singing.
- Processions.
- Community meals.
- Poetry and cultural performances.

D. Bandi Chhor Divas

Bandi Chhor Divas is celebrated by Sikhs to commemorate Guru Hargobind's release from imprisonment and the release of other political prisoners alongside him.

Activities

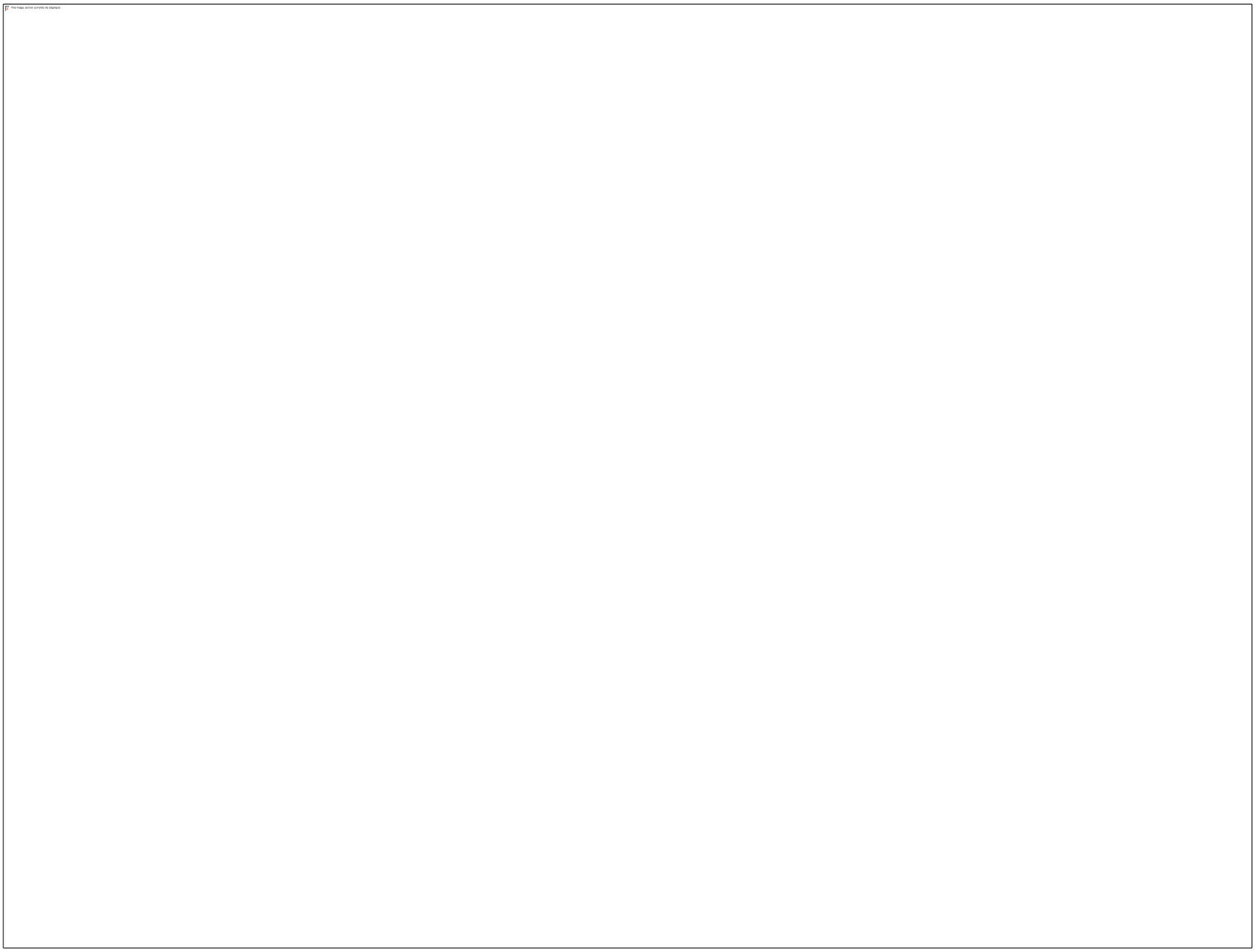
1. Visiting gurdwaras.
2. Lighting lamps.
3. Singing hymns.
4. Sharing meals.
5. Participating in prayers.
6. Helping people in need.

Lessons learnt

- Freedom is important.
- Justice should be promoted.
- Leaders should protect the welfare of others.
- People should show compassion towards those who suffer.

5. Major Jain festivals and celebrations

Jain festivals emphasise non-violence, self-discipline, forgiveness, compassion, spiritual purification and liberation.





A. Paryushan Parva

Paryushan is one of the most important Jain religious observances.

It is particularly important among Svetambara Jains, while Digambara Jains observe a related festival known as Das Lakshana Parva.

Religious significance

- It is a period of spiritual reflection and purification.
- It encourages believers to examine their conduct.
- It promotes non-violence and self-control.
- It encourages forgiveness and the reduction of attachment.
- It reminds believers to live according to Jain teachings.

Activities

1. Observing fasting according to individual ability and tradition.
2. Reading and studying sacred Jain texts.
3. Attending religious teachings.
4. Meditating.

5. Practising charity.
6. Seeking forgiveness from others.
7. Reflecting on personal behaviour.

B. Mahavir Jayanti

Mahavir Jayanti celebrates the birth of Lord Mahavira, the 24th Tirthankara of Jainism.

Religious significance

- It honours the life and teachings of Mahavira.
- It reminds believers of Ahimsa (non-violence).
- It encourages truthfulness and non-attachment.
- It promotes compassion towards all living beings.
- It encourages spiritual discipline.

Activities

1. Visiting Jain temples.
2. Praying and meditating.
3. Listening to religious teachings.
4. Organising processions.
5. Decorating temples.
6. Donating food and other necessities.
7. Promoting animal welfare.

C. Samvatsari

Samvatsari is an important day associated with the conclusion of Paryushan among Svetambara Jains.

Religious significance

- It is a special day for seeking and granting forgiveness.
- It encourages believers to reconcile with others.
- It promotes humility and peaceful relationships.

A traditional Jain expression used during forgiveness observances is:

Micchami Dukkadam.

It expresses the request for forgiveness for any harm caused knowingly or unknowingly.

Activities

- Asking for forgiveness.
- Forgiving others.
- Reflecting on personal mistakes.
- Praying and meditating.
- Renewing commitment to non-violence.

D. Jain Diwali

Jains also celebrate Diwali, but it has an important distinct religious meaning.

Religious significance

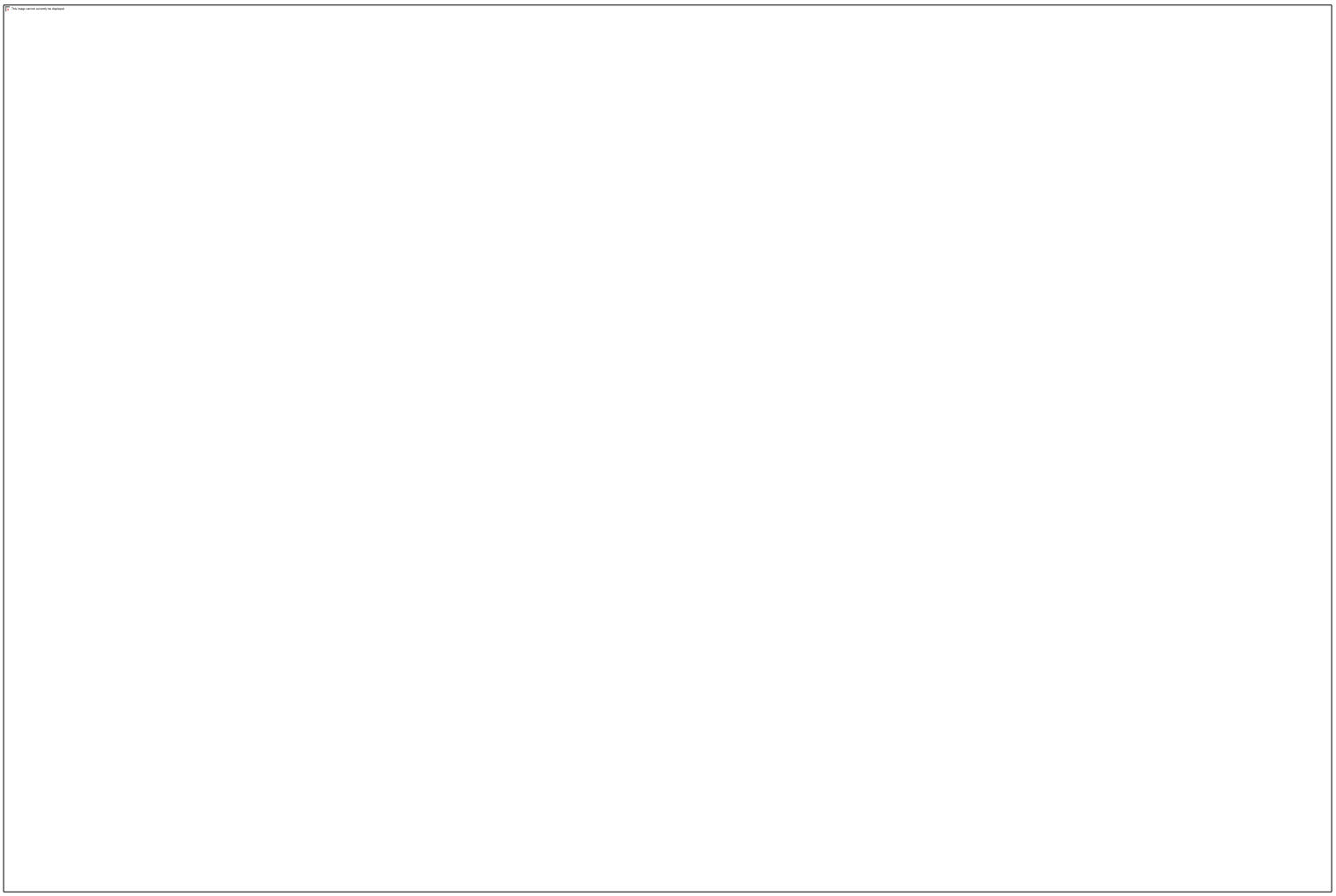
- It commemorates the liberation (Nirvana) of Lord Mahavira.
- It reminds believers of the goal of liberation from the cycle of birth and death.
- It encourages spiritual enlightenment and detachment.

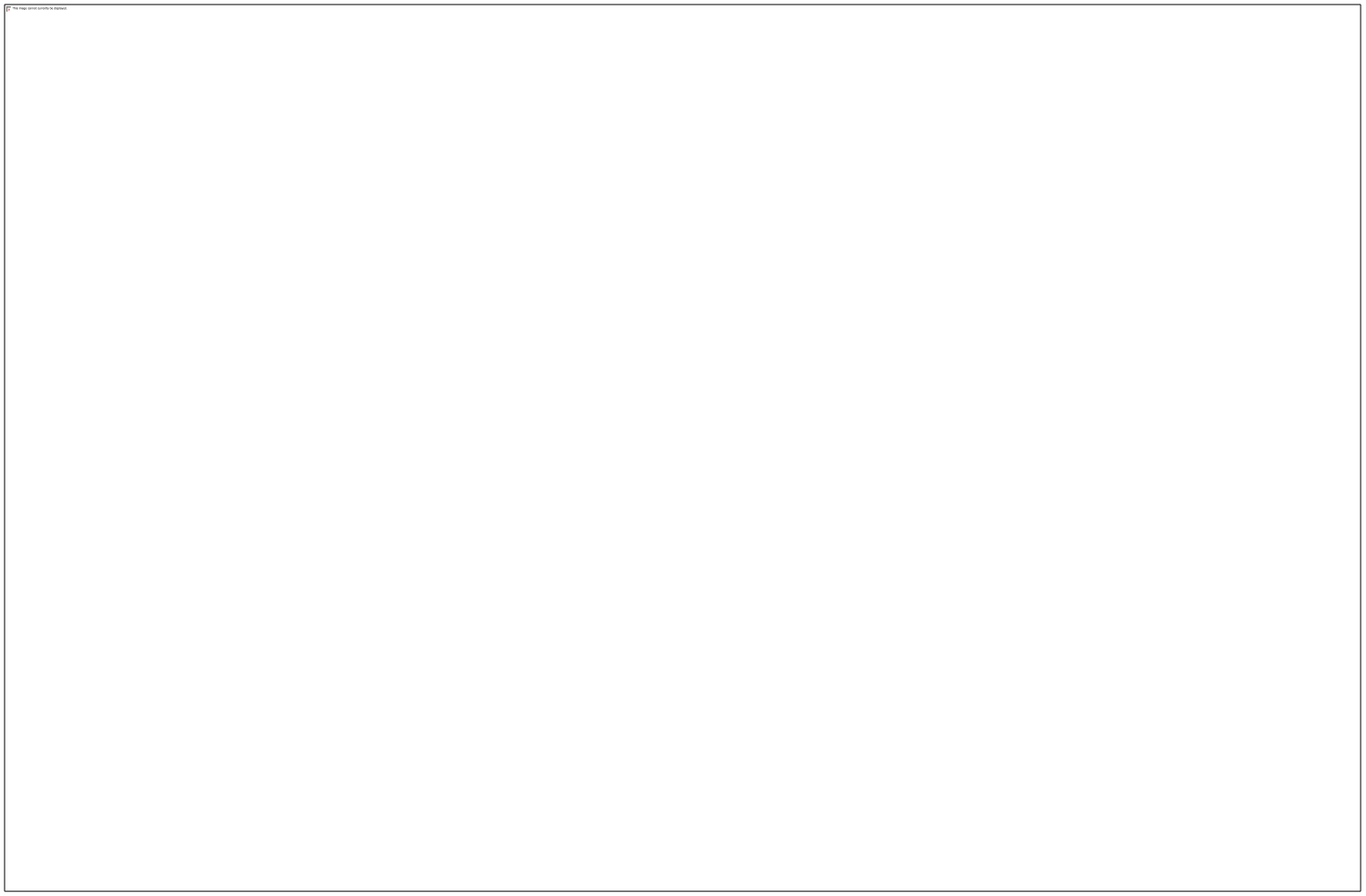
Activities

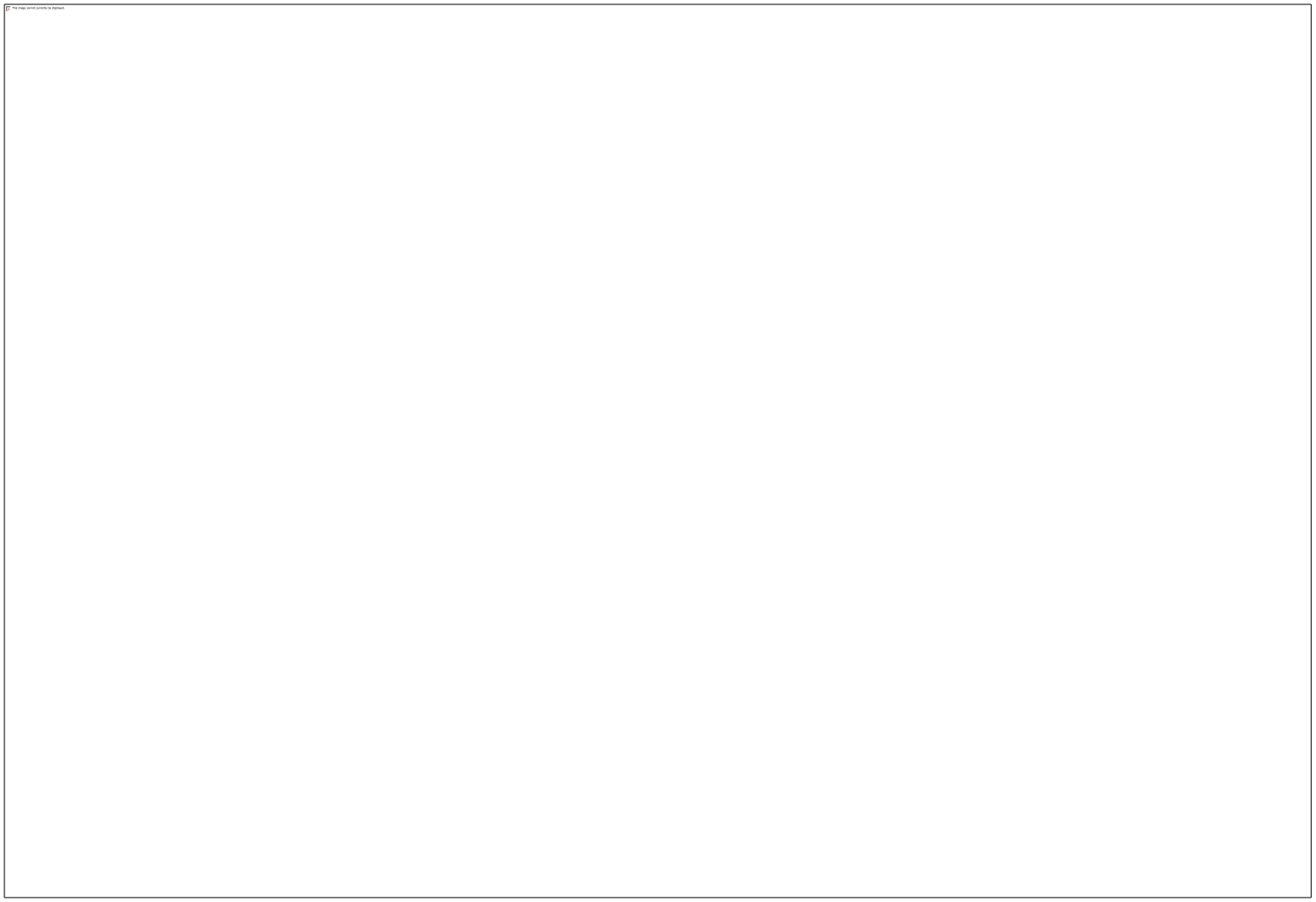
- Offering prayers.
- Lighting lamps.
- Studying Jain scriptures.
- Meditating.
- Reflecting on Mahavira's teachings.

6. Major Buddhist festivals and celebrations

Buddhist festivals commemorate important events in the life of Gautama Buddha and significant events in Buddhist history.







A. Vesak (Buddha Purnima)

Vesak is one of the most important Buddhist festivals.

Religious significance

It commemorates three major events in the life of Gautama Buddha:

1. His birth.
2. His enlightenment.
3. His passing away (Parinirvana).

These events are traditionally associated with the full moon of the month of Vesak in many Buddhist traditions.

Activities

1. Visiting Buddhist temples.
2. Offering flowers and incense.
3. Meditating.
4. Listening to Buddhist teachings.
5. Chanting religious verses.
6. Giving food and necessities to needy people.
7. Releasing animals in some communities, where this is practised responsibly.
8. Decorating temples with lanterns and lights.

Lessons learnt

- Compassion towards all living beings.
- Avoidance of greed and hatred.
- Self-discipline.
- Peaceful coexistence.
- Generosity and kindness.
- Spiritual enlightenment.

B. Magha Puja

Magha Puja commemorates an important gathering of disciples who came together to hear the Buddha teach.

Religious significance

It reminds Buddhists of the importance of practising the Buddha's teachings.

The celebration is associated with the principles of:

- Avoiding evil.
- Doing good.
- Purifying the mind.

Activities

- Visiting temples.
- Listening to sermons.
- Meditating.
- Chanting.
- Participating in candlelight processions in some Buddhist communities.

C. Asalha Puja

Asalha Puja commemorates the Buddha's first sermon at Deer Park in Sarnath.

The sermon is traditionally known as the Dhammacakkappavattana Sutta, or the Setting in Motion of the Wheel of Dhamma.

Religious significance

- It marks the beginning of the Buddha's public teaching ministry.
- It introduces the Four Noble Truths.
- It explains the Middle Way.
- It reminds believers about the path towards liberation from suffering.

Activities

1. Visiting temples.
2. Listening to Buddhist teachings.
3. Meditating.
4. Chanting.
5. Practising generosity.
6. Observing religious precepts.

D. Kathina

Kathina is a Buddhist festival during which lay followers offer robes and other necessities to monks following the rains retreat.

Religious significance

- It promotes generosity.
- It strengthens the relationship between monks and lay followers.
- It supports the monastic community.
- It encourages service and gratitude.

Activities

- Offering robes.
- Donating food.
- Providing medicine and other necessities.
- Participating in temple ceremonies.

- Listening to religious teachings.

7. Comparison of festivals in the four faiths

Faith	Festival	Main significance
Hinduism	Diwali	Victory of light over darkness and good over evil
Hinduism	Holi	Triumph of good over evil and renewal of relationships
Hinduism	Janmashtami	Birth of Lord Krishna
Sikhism	Vaisakhi	Establishment of the Khalsa
Sikhism	Gurpurab	Commemoration of the Sikh Gurus
Sikhism	Bandi Chhor Divas	Guru Hargobind's release and freedom of prisoners
Jainism	Paryushan	Spiritual purification and forgiveness
Jainism	Mahavir Jayanti	Birth of Lord Mahavira
Jainism	Jain Diwali	Liberation of Lord Mahavira
Buddhism	Vesak	Birth, enlightenment and Parinirvana of Buddha
Buddhism	Magha Puja	Important gathering associated with Buddha's teachings
Buddhism	Asalha Puja	First sermon of Gautama Buddha

8. Conditions influencing religious festivals

Religious festivals are influenced by several conditions:

a) Historical conditions

Some festivals commemorate important historical events, such as the establishment of the Khalsa or the enlightenment of Gautama Buddha.

b) Geographical conditions

The geographical location of a religious community influences how festivals are celebrated.

For example, celebrations in India may include traditional regional dances, while Hindu and Sikh communities in Kenya may incorporate locally available foods and cultural activities.

c) Climatic conditions

Seasonal changes influence agricultural festivals and the timing of certain celebrations.

d) Religious beliefs

Sacred teachings determine the meaning, activities and rituals associated with festivals.

e) Cultural traditions

Traditional songs, clothing, foods and dances influence the manner in which communities celebrate.

f) Lunar and religious calendars

Some festivals follow lunar calendars rather than fixed Gregorian calendar dates.

g) Economic conditions

The availability of resources determines the scale of celebrations.

h) Modern technology

Digital communication enables religious communities to share prayers, sermons, celebrations and religious teachings across geographical boundaries.

9. How religious festivals promote national unity in Kenya

- They encourage interaction among people from different religious backgrounds.

- They promote tolerance and respect for diversity.
- They create opportunities for interfaith dialogue.
- They encourage charitable activities.
- They promote cultural tourism.
- They strengthen family and community relationships.
- They support peaceful coexistence.
- They promote the constitutional right to freedom of religion.

10. Challenges experienced during religious festivals

1. High costs of organising celebrations.
2. Commercialisation of religious festivals.
3. Misinterpretation of religious teachings.
4. Discrimination against minority religious communities.
5. Conflicts arising from differences in religious beliefs.
6. Inadequate facilities for large gatherings.
7. Environmental pollution caused by irresponsible celebrations.
8. Difficulties observing festivals in school or workplace settings.
9. Inadequate knowledge among younger generations.
10. Cultural changes that weaken traditional practices.

4.1.3 RELIGIOUS MUSIC AND MUSICAL INSTRUMENTS

1. Meaning of religious music

Religious music refers to songs, chants, hymns, instrumental performances and musical expressions used during worship, meditation, ceremonies, festivals and other religious activities.

Religious music helps believers express devotion, communicate spiritual teachings, praise the divine, develop concentration and strengthen relationships within religious communities.

Religious music may be vocal, instrumental or a combination of both.

2. Importance of religious music

1. **Worship:** Music is used to praise and honour the divine.

2. **Prayer:** Singing and chanting may form part of religious prayers.

3. **Teaching:** Religious songs communicate important spiritual teachings and moral values.

4. **Meditation:** Repetitive chanting may help believers concentrate and calm the mind.

5. **Unity:** Group singing strengthens relationships among members of a religious community.

6. **Cultural preservation:** Traditional songs and instruments preserve cultural heritage.

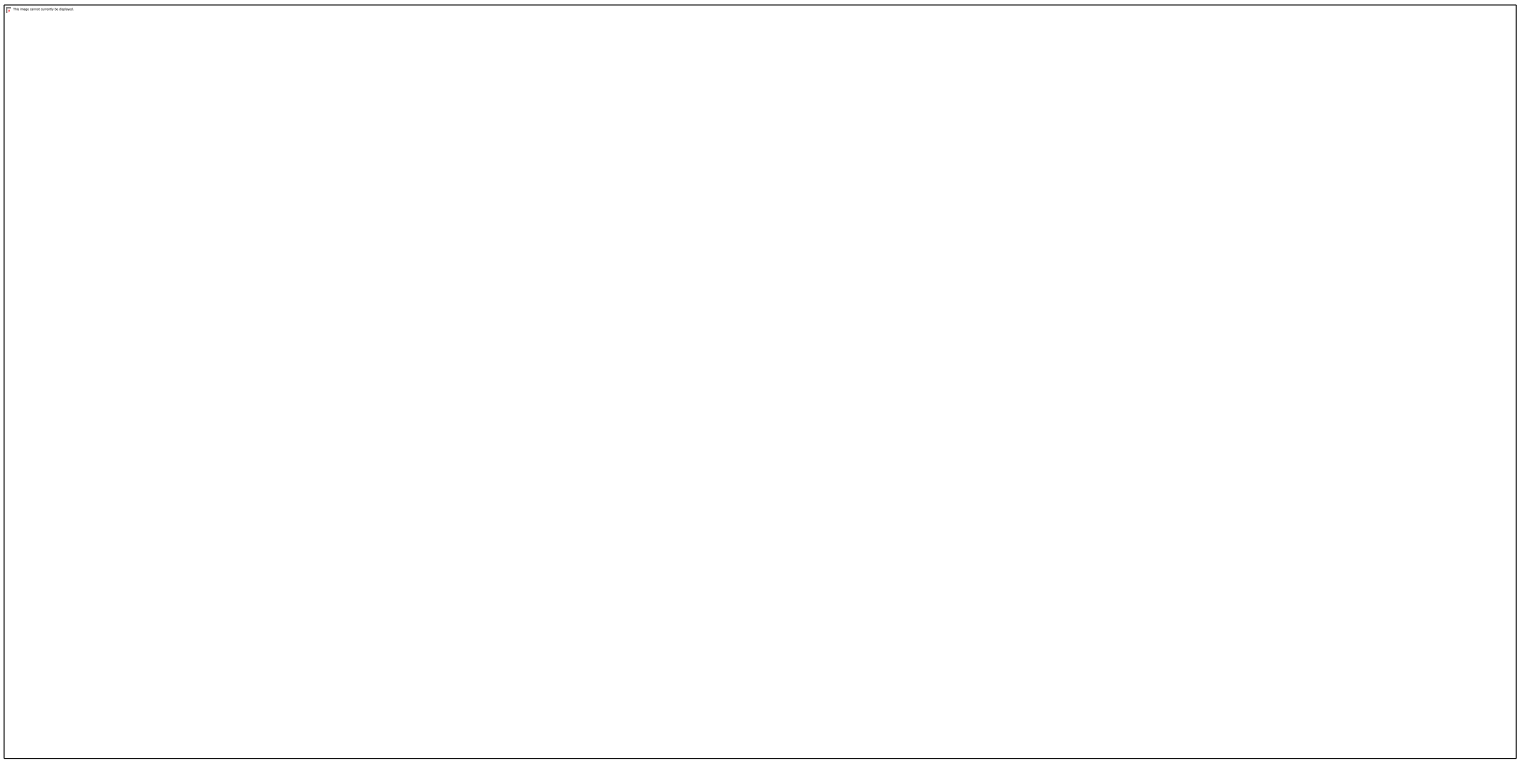
7. **Emotional expression:** Music enables believers to express gratitude, joy, sorrow and devotion.

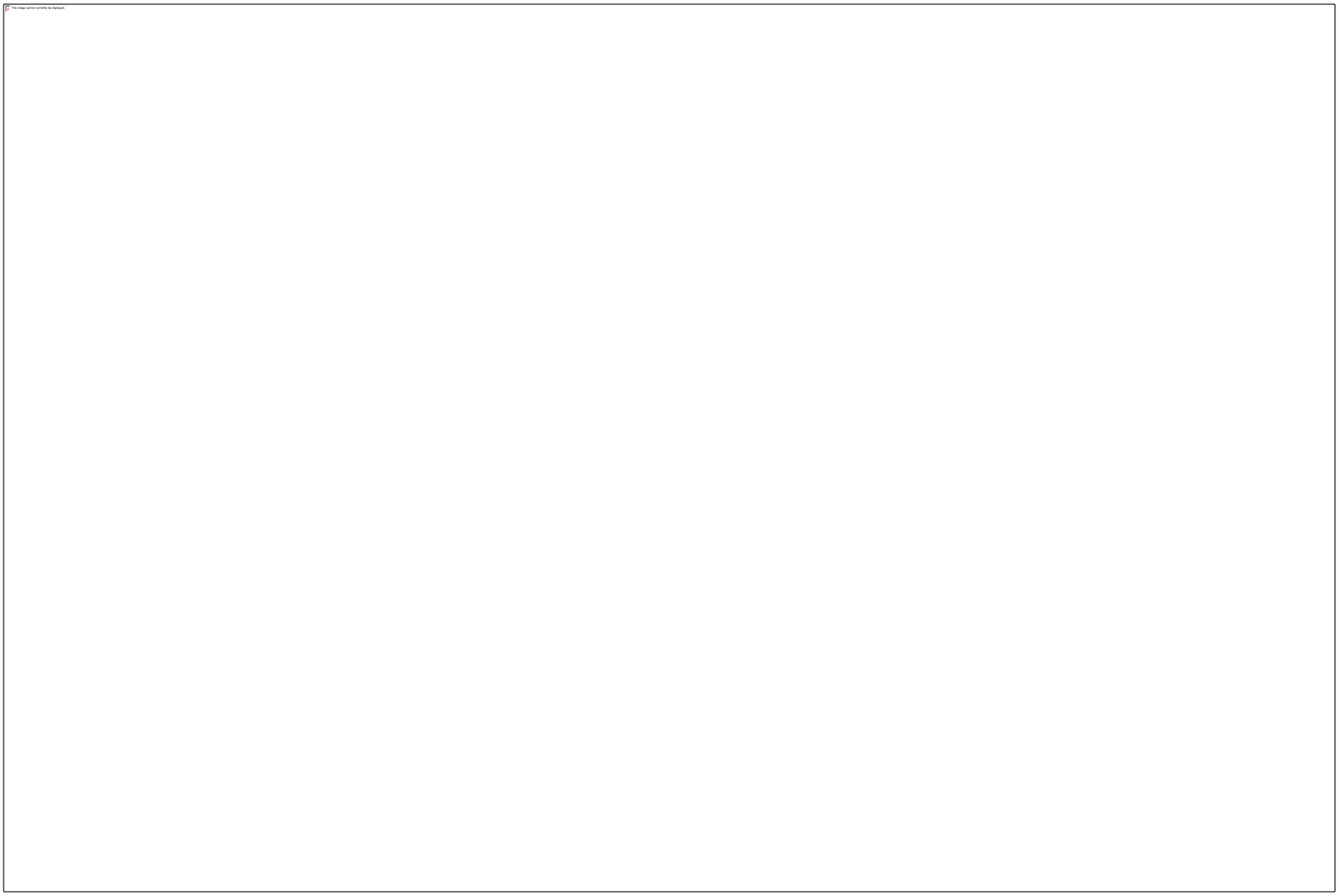
8. **Festival celebrations:** Music adds meaning and enjoyment to religious festivals.

9. **Transmission of teachings:** Religious songs help younger generations learn religious stories and values.

10. **Spiritual reflection:** Music encourages believers to reflect on their conduct and relationship with the divine.

3. Religious music in Hinduism







Hindu religious music is used during temple worship, home prayers, festivals, meditation and religious ceremonies.

Important forms include:

A. Bhajans

Bhajans are devotional songs sung in praise of Hindu deities.

Characteristics

- They express love and devotion to the divine.
- They may be sung individually or in groups.
- They communicate religious teachings.
- They are performed in temples and homes.
- They may be accompanied by musical instruments.

B. Kirtan

Kirtan is a form of devotional singing that often involves repeating sacred names, prayers or religious verses.

Characteristics

- It encourages collective worship.

- It involves call-and-response singing in many traditions.
- It creates a sense of unity.
- It encourages devotion and spiritual concentration.

C. Mantra chanting

Mantras are sacred words, sounds or phrases repeated during prayer and meditation.

An example is:

Om Namah Shivaya.

This mantra is associated with devotion to Lord Shiva.

D. Classical devotional music

Hindu traditions also use classical musical forms during worship and religious ceremonies.

Examples include devotional compositions performed through different Indian musical traditions.

Hindu musical instruments







1. Harmonium

- A keyboard instrument that produces sound through air passing over reeds.
- It is used to accompany bhajans and kirtans.
- It helps maintain the melody during devotional singing.

2. Tabla

- A pair of small hand drums.
- It produces different rhythmic patterns.
- It accompanies devotional and classical music.

3. Sitar

- A traditional Indian string instrument.
- It produces melodic sounds.
- It is used in Indian classical and devotional music.

4. Dholak

- A two-headed hand drum.
- It provides rhythm during devotional singing and celebrations.

5. Manjira

- Small hand cymbals.
- They are struck together to maintain rhythm during bhajans and kirtans.

6. Flute (Bansuri)

- A wind instrument made traditionally from bamboo.
- It produces melodious sounds.
- It has an important association with Lord Krishna in Hindu traditions.

4. Religious music in Sikhism





Music plays a central role in Sikh worship.

Sikh devotional music is known as **Shabad Kirtan**.

Shabad Kirtan involves singing hymns from the Guru Granth Sahib.

Importance of Shabad Kirtan

1. It expresses devotion to one God.
2. It communicates the teachings of the Sikh Gurus.
3. It encourages humility and equality.
4. It promotes spiritual concentration.
5. It unites worshippers.
6. It reminds believers of the importance of truthful living.
7. It strengthens religious identity.

Sikh musical instruments

a) Harmonium

- Commonly used to accompany Sikh devotional singing.
- It provides melody for hymns.

b) Tabla

- Used to provide rhythm during Shabad Kirtan.
- It supports coordinated group singing.

c) Rabab

- A traditional string instrument associated with the early Sikh musical tradition.
- It is historically associated with Bhai Mardana, the companion of Guru Nanak.
- It is used to produce melodic accompaniment.

d) Saranda

- A traditional bowed string instrument associated with Sikh musical heritage.
- It has been used in the performance of devotional music.

e) Taus

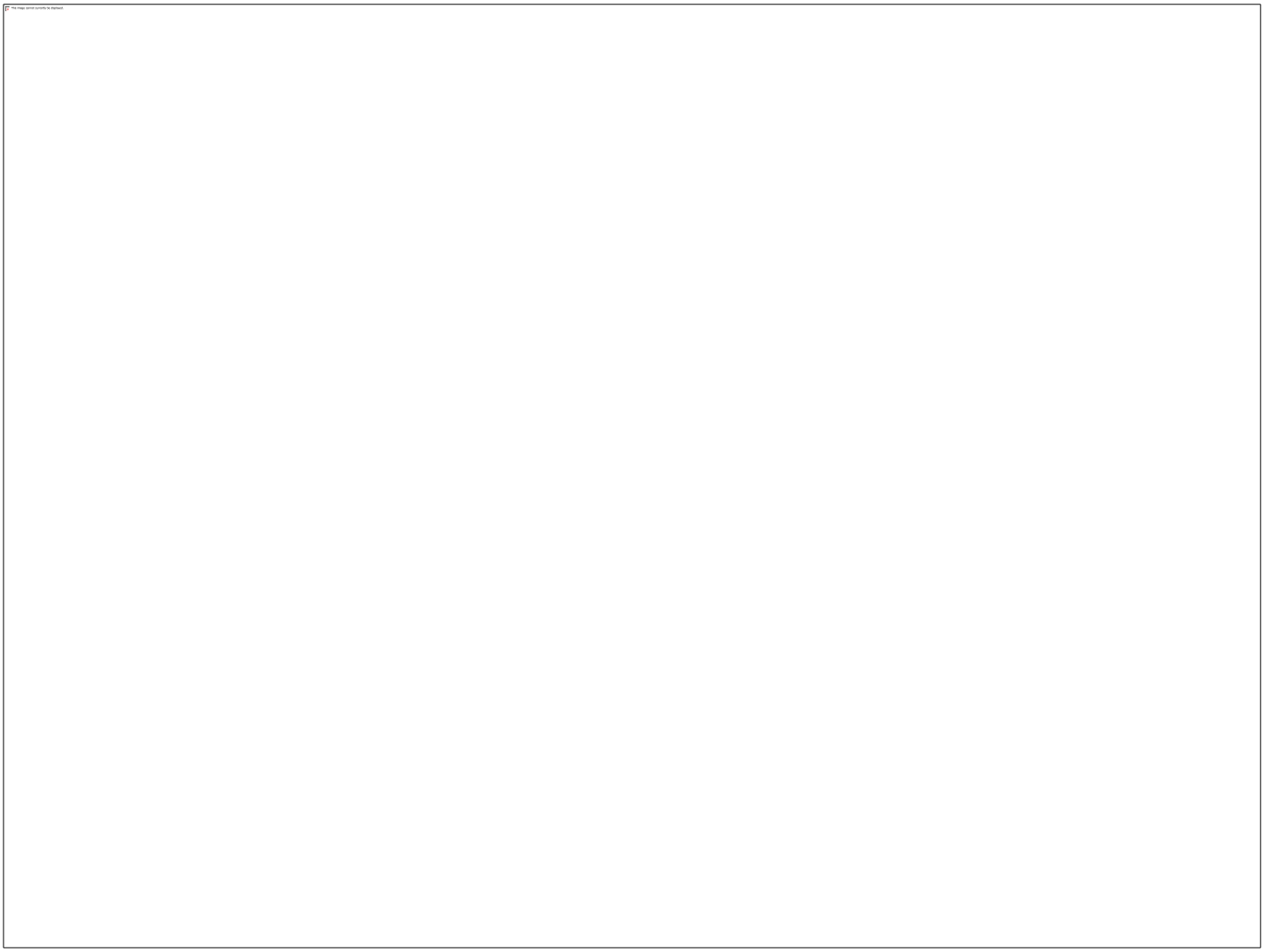
- A traditional bowed string instrument associated with Sikh musical traditions.
- Its name refers to a peacock-like design.

Musical practices in Sikh worship

- Singing hymns from the Guru Granth Sahib.
- Listening to religious music.
- Participating in group singing.
- Reflecting on the meanings of hymns.
- Using music to communicate religious values.

5. Religious music in Jainism





Jain religious music is used to express devotion, celebrate religious occasions and communicate the teachings of the Tirthankaras.

Forms of Jain religious music

a) Jain Stavan

- Devotional songs composed in praise of the Tirthankaras.
- They express respect and devotion.
- They remind believers of the qualities of enlightened beings.

b) Jain Bhajans

- Devotional songs used during religious gatherings.
- They communicate Jain teachings and values.
- They encourage non-violence, forgiveness and self-discipline.

c) Jain hymns and prayers

- These are recited or sung during religious ceremonies.
- They promote spiritual reflection.
- They help believers remember important religious principles.

d) Navkar Mantra recitation

The Navkar Mantra is one of the most important prayers in Jainism.

It expresses reverence for five categories of spiritually advanced beings:

1. Arihants.
2. Siddhas.
3. Acharyas.
4. Upadhyayas.
5. Sadhus and Sadhvis.

The mantra encourages humility and respect for spiritual development.

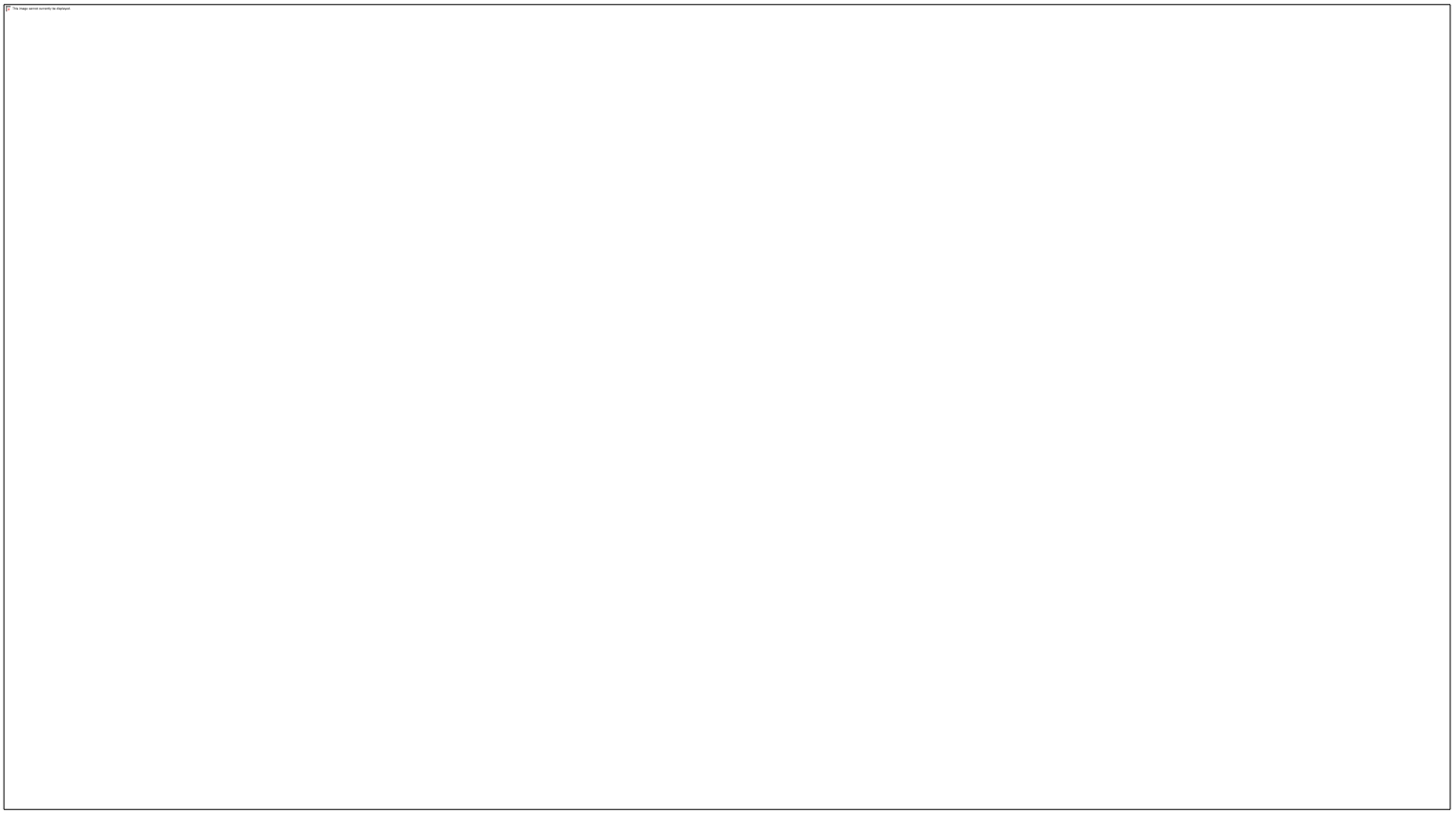
Musical instruments used in Jain celebrations

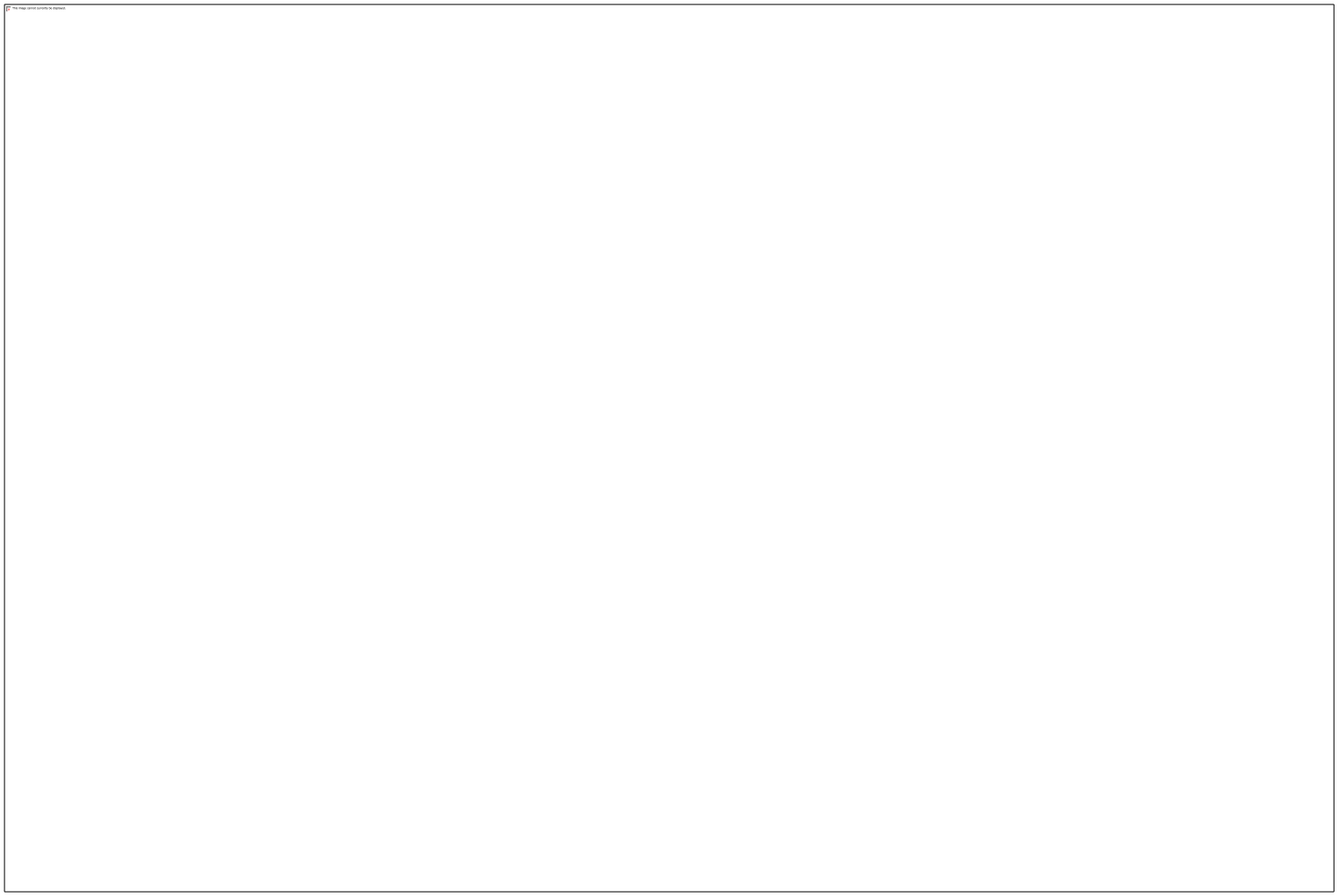
Depending on the community and occasion, instruments may include:

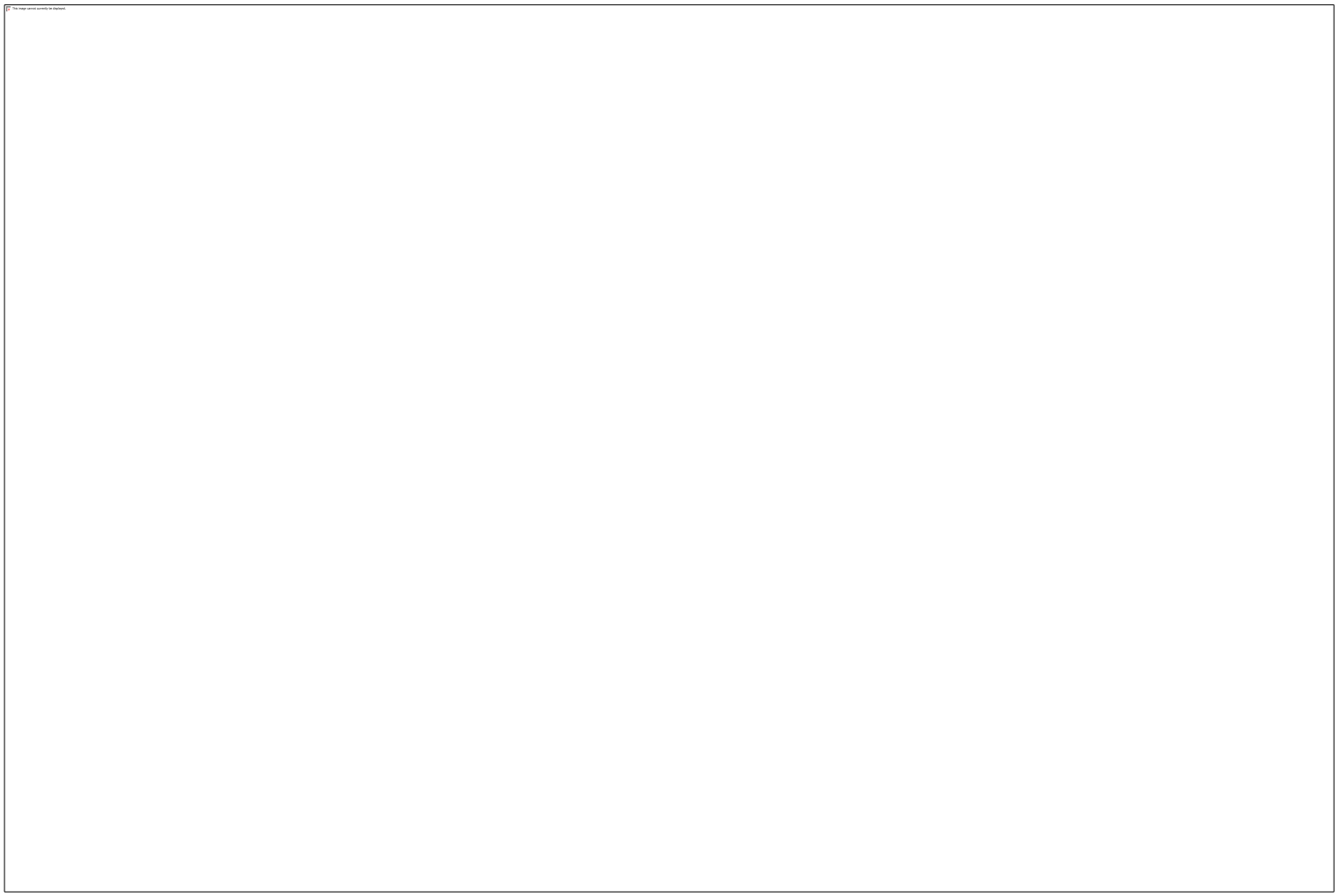
- Harmonium.
- Tabla.
- Dholak.
- Manjira.
- Cymbals.
- Bells.

Important: Jain spiritual practice places strong emphasis on meditation, reflection and non-attachment. Music may be used during devotional gatherings, but not all Jain religious observances require musical accompaniment.

6. Religious music in Buddhism







Buddhist music is used during chanting, meditation, religious ceremonies and festivals.

It is intended to support mindfulness, concentration, spiritual reflection and the transmission of Buddhist teachings.

Forms of Buddhist religious music

a) Chanting

- Involves the repeated recitation of Buddhist scriptures, teachings and sacred verses.
- It helps believers concentrate.
- It strengthens memory of Buddhist teachings.
- It encourages mindfulness.

b) Sutra recitation

- Involves reading or chanting Buddhist scriptures.
- It communicates the teachings of the Buddha.
- It encourages reflection on the Dhamma.

c) Devotional singing

- Some Buddhist communities sing religious songs during ceremonies.
- Such songs express reverence and commitment to Buddhist teachings.

d) Meditation sounds

- Certain Buddhist traditions use gentle sounds to support meditation.
- They help mark the beginning or end of meditation sessions.

Musical instruments used in Buddhism

1. Singing bowl

- A metal bowl that produces a resonant sound when struck or rubbed.
- It is used in some Buddhist meditation and ceremonial practices.
- Its sound can help mark periods of meditation.

2. Gong

- A large metal instrument that produces a deep ringing sound.
- It is used in some Buddhist temples and ceremonies.
- It may signal the beginning of a religious activity.

3. Bell

- Used in different Buddhist ceremonies.
- It may signal the beginning of meditation or religious rituals.

4. Drum

- Used in some Buddhist ceremonies.
- It provides rhythm and may mark important stages of worship.

5. Dungchen

- A long ceremonial trumpet used in Tibetan Buddhist traditions.
- It produces a deep sound.
- It is used during certain monastic ceremonies.

6. Cymbals

- Used in some Buddhist ritual performances.
- They produce rhythmic sounds during ceremonies.

7. Comparison of religious music in the four faiths

Faith	Forms of religious music	Instruments
Hinduism	Bhajans, kirtans, mantra chanting	Tabla, harmonium, sitar, dholak, flute
Sikhism	Shabad Kirtan, hymn singing	Rabab, tabla, harmonium, saranda
Jainism	Stavan, bhajans, Navkar Mantra recitation	Harmonium, tabla, manjira, bells
Buddhism	Chanting, sutra recitation, devotional music	Bells, gongs, drums, singing bowls

8. How music promotes religious values

- Encourages devotion.
- Promotes unity and cooperation.
- Teaches respect and humility.
- Encourages peaceful behaviour.
- Preserves cultural identity.
- Promotes concentration.
- Encourages appreciation of religious diversity.
- Strengthens intergenerational learning.

9. Challenges facing religious music

1. Loss of traditional musical knowledge.
2. Influence of modern entertainment.
3. Limited opportunities to learn traditional instruments.
4. High costs of musical instruments.
5. Differences in musical traditions.
6. Misinterpretation of sacred songs.
7. Reduced participation among younger generations.
8. Limited access to religious music resources.

9. Language barriers in understanding traditional hymns.
10. Commercialisation of religious performances.

10. Ways of preserving religious music in Kenya

- Establishing cultural and religious music groups.
- Teaching traditional songs in appropriate educational settings.
- Recording traditional performances.
- Organising interfaith cultural festivals.
- Supporting local religious musicians.
- Using digital platforms to preserve music.
- Inviting knowledgeable religious practitioners to schools.
- Encouraging learners to research traditional instruments.

4.1.4 COMMUNITY SERVICE IN THE FOUR FAITHS

1. Meaning of community service

Community service refers to voluntary activities performed by individuals or groups to improve the welfare of other people and the environment without expecting personal financial gain.

It involves helping vulnerable members of society, promoting social justice, protecting the environment and supporting the general well-being of the community.

Community service is an important expression of religious values because many faith traditions teach compassion, generosity, equality, kindness and responsibility towards others.

2. Importance of community service

1. **Promotes compassion:** It encourages people to care for others.

2. **Reduces suffering:** It supports vulnerable individuals and families.

3. **Promotes unity:** It brings people together to work towards common goals.

4. **Encourages generosity:** It teaches believers to share their resources.

5. **Develops responsibility:** It encourages people to take responsibility for community welfare.

6. **Promotes environmental conservation:** Activities such as tree planting and cleaning protect the environment.

7. **Strengthens religious commitment:** It enables believers to apply religious teachings in everyday life.

8. **Promotes equality:** It encourages people to treat others with dignity.

9. **Builds peace:** It reduces divisions and promotes cooperation.

10. **Develops leadership:** It provides opportunities to develop teamwork, planning and decision-making skills.

3. Community service in Hinduism

Hinduism encourages selfless service as an important expression of Dharma.

One important concept is **Seva**, which means service performed for the welfare of others.

Another important concept is **Karma Yoga**, which involves performing one's duties selflessly without attachment to the rewards of actions.

Forms of community service in Hinduism

a) Anna Daan (Food donation)

- Providing food to hungry people.
- Supporting poor families.
- Donating meals during religious celebrations.
- Organising feeding programmes.

b) Helping the elderly

- Visiting older people.
- Providing basic necessities.
- Offering emotional and social support.
- Assisting elderly people with daily activities.

c) Supporting vulnerable children

- Donating books and learning materials.
- Supporting children's homes.
- Providing clothing and food.
- Supporting educational programmes.

d) Environmental conservation

- Planting trees.
- Cleaning public spaces.
- Protecting water sources.
- Promoting responsible use of natural resources.

e) Medical support

- Participating in medical outreach programmes.
- Donating medical supplies.
- Supporting people who cannot afford medical care.

f) Disaster assistance

- Donating food and clothing.
- Supporting families affected by floods and drought.
- Helping communities rebuild after disasters.

Hindu values that encourage community service

- Seva – selfless service.
- Dana – generosity or giving.

- Ahimsa – non-violence.
- Dharma – righteous duty.
- Karuna – compassion.

4. Community service in Sikhism

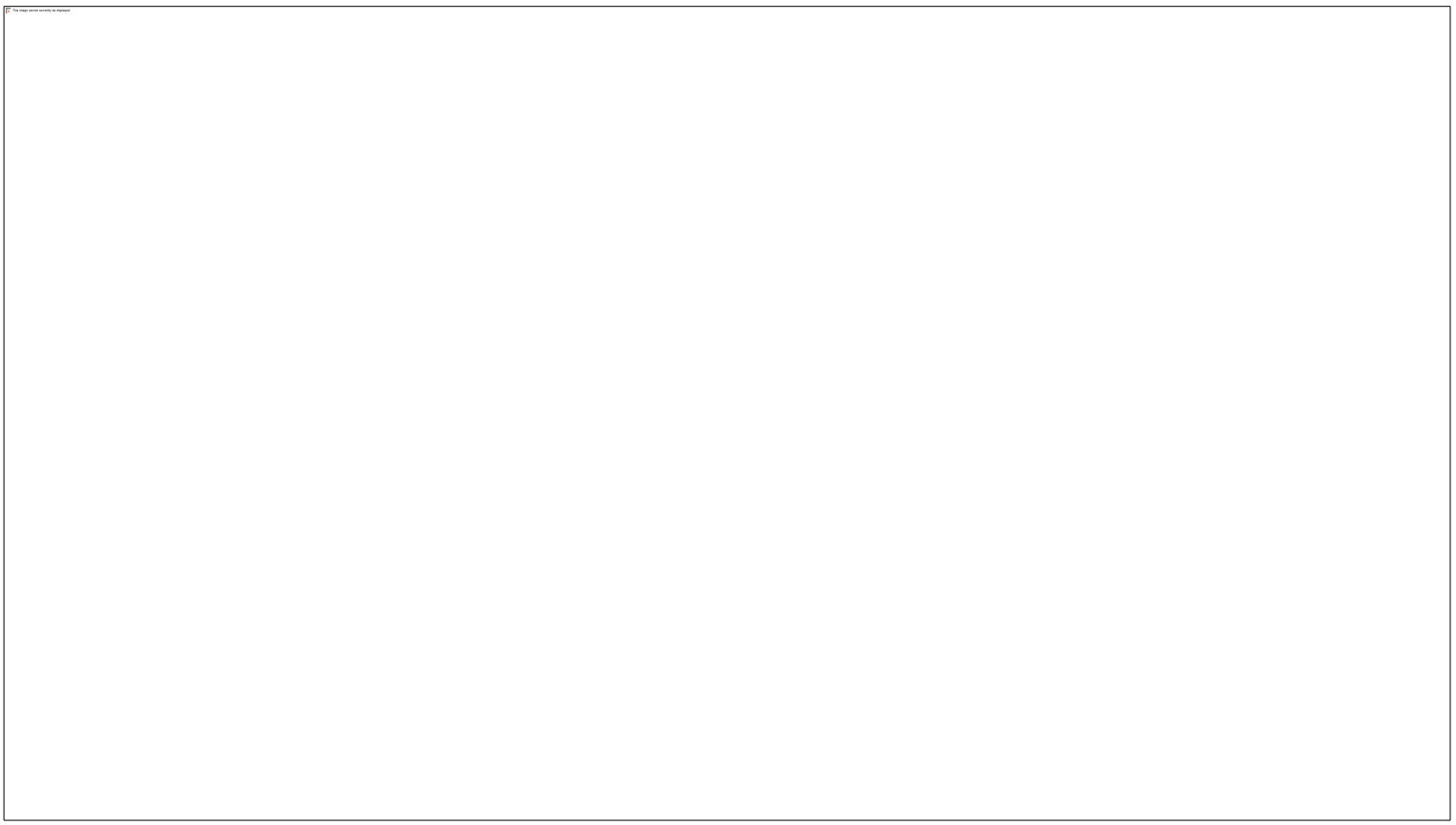
Community service is a central part of Sikh religious life.

The Sikh concept of **Seva** encourages selfless service to humanity.

Sikhism teaches that serving other people is an important way of expressing devotion to God.

Forms of community service in Sikhism

a) Langar



Langar is the free community kitchen associated with Sikh gurdwaras.

Important features of Langar include:

1. Free meals are provided to visitors.
2. Everyone is welcome regardless of religion, social class, gender or economic background.
3. Volunteers prepare and serve meals.
4. People sit together to share food.
5. The practice promotes equality and humility.
6. The food is commonly vegetarian, allowing people from different backgrounds to participate.
7. Volunteers clean the kitchen and dining areas after meals.

Importance of Langar

- Promotes equality.
- Reduces hunger.
- Encourages generosity.
- Promotes unity.
- Breaks down social divisions.
- Encourages voluntary service.
- Strengthens relationships among community members.

b) Helping the needy

- Donating food and clothing.
- Supporting homeless people.
- Assisting poor families.
- Providing educational support.

c) Medical outreach

- Organising health camps.
- Supporting patients.
- Donating medical supplies.
- Providing assistance during emergencies.

d) Environmental conservation

- Cleaning public places.
- Planting trees.
- Conserving water.
- Maintaining places of worship.

e) Disaster response

- Providing meals to affected families.
- Donating clothing and necessities.
- Supporting emergency relief programmes.

Sikh principles that encourage community service

1. Seva: Selfless service to humanity.

2. Vand Chhakna: Sharing one's resources and blessings with others.

3. Kirat Karni: Earning an honest living through hard work.

4. Sarbat da Bhala: Wishing for the welfare and well-being of all.

These principles encourage Sikhs to become responsible members of society.

5. Community service in Jainism

Jainism teaches that all living beings deserve respect and protection.

The principle of **Ahimsa** is central to Jain community service.

Jains are encouraged to minimise harm and demonstrate compassion towards all forms of life.

Forms of community service in Jainism

a) Animal welfare

- Supporting animal shelters.
- Providing food and water to animals.
- Supporting veterinary services.
- Protecting animals from cruelty.
- Promoting responsible treatment of living creatures.

b) Food donation

- Providing vegetarian meals to needy people.
- Supporting food distribution programmes.
- Donating food to vulnerable families.

c) Environmental protection

- Conserving water.
- Planting trees.
- Reducing pollution.
- Avoiding unnecessary destruction of living organisms.
- Promoting responsible consumption.

d) Medical assistance

- Supporting health programmes.
- Donating medical supplies.
- Assisting vulnerable patients.
- Supporting community health education.

e) Educational support

- Donating books.
- Supporting disadvantaged learners.
- Providing learning opportunities.
- Encouraging moral and spiritual education.

f) Charity and generosity

Jainism encourages Dana, which refers to giving or generosity.

Believers may donate resources to support education, health, welfare and other beneficial causes.

Jain principles that encourage community service

1. Ahimsa – non-violence.
2. Satya – truthfulness.
3. Asteya – non-stealing.
4. Aparigraha – non-possessiveness.
5. Karuna – compassion.

6. Community service in Buddhism

Buddhism encourages compassion, loving-kindness, generosity and the reduction of suffering.

Two important Buddhist concepts are:

- **Dana:** Generosity or giving.
- **Karuna:** Compassion towards those experiencing suffering.

Forms of community service in Buddhism

a) Dana (Generosity)

- Donating food.
- Giving clothing.
- Supporting needy families.
- Providing resources to religious institutions.
- Supporting educational programmes.

b) Supporting monks and nuns

- Providing food.
- Donating robes.
- Providing medicine.
- Offering accommodation and other necessities.

c) Helping vulnerable people

- Visiting the sick.
- Supporting older people.
- Helping disadvantaged children.
- Supporting people affected by disasters.

d) Environmental conservation

- Planting trees.
- Protecting wildlife.
- Conserving water.
- Reducing environmental pollution.

e) Promoting peace

- Encouraging dialogue.

- Supporting reconciliation.
- Promoting non-violence.
- Teaching peaceful conflict resolution.

f) Health and education

- Supporting health programmes.
- Donating learning materials.
- Participating in community education.
- Promoting mental well-being through appropriate mindfulness education.

Buddhist values that encourage community service

1. Karuna – compassion.
2. Metta – loving-kindness.
3. Dana – generosity.
4. Ahimsa – non-violence.
5. Sila – moral discipline.

7. Comparison of community service in the four faiths

Faith	Important concept	Examples of service
Hinduism	Seva	Food donation, charity, environmental care
Sikhism	Seva and Langar	Free meals, disaster relief, helping the needy
Jainism	Ahimsa and Dana	Animal welfare, food donation, environmental conservation
Buddhism	Dana and Karuna	Supporting monks, charity, compassion-based service

8. Conditions that encourage community service

1. Religious teachings.
2. Poverty and unemployment.
3. Natural disasters.
4. Social inequality.
5. Environmental challenges.
6. Community needs.
7. Religious leadership.
8. Cultural traditions.
9. Government and non-governmental programmes.
10. Availability of volunteers and resources.

9. Community service and spiritual growth

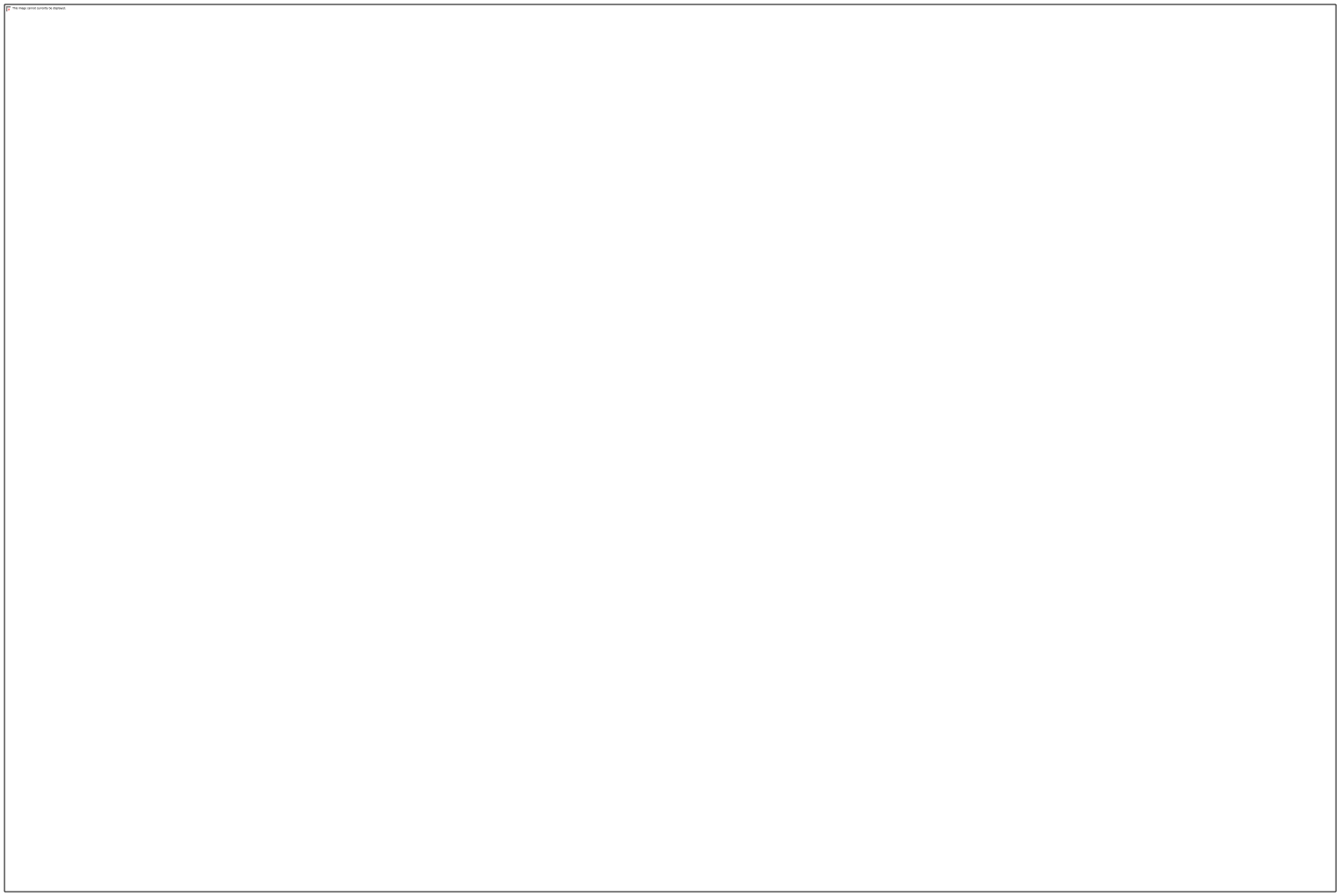
Community service contributes to spiritual growth in the following ways:

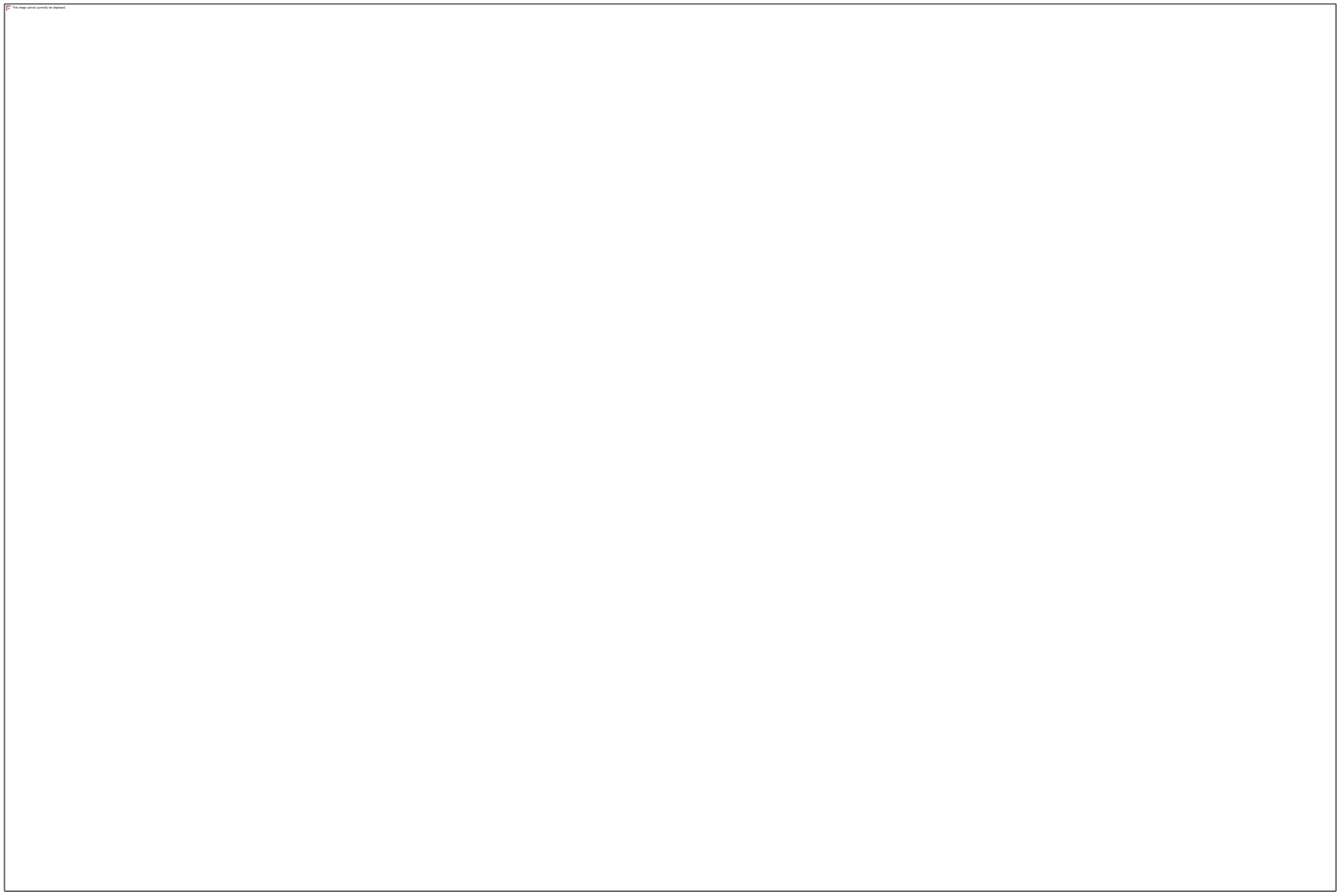
- It develops compassion.
- It reduces selfishness.
- It encourages humility.
- It strengthens commitment to religious teachings.
- It develops gratitude.
- It encourages forgiveness.
- It promotes self-discipline.
- It strengthens relationships.
- It enables believers to practise their faith.
- It encourages concern for the welfare of all living beings.

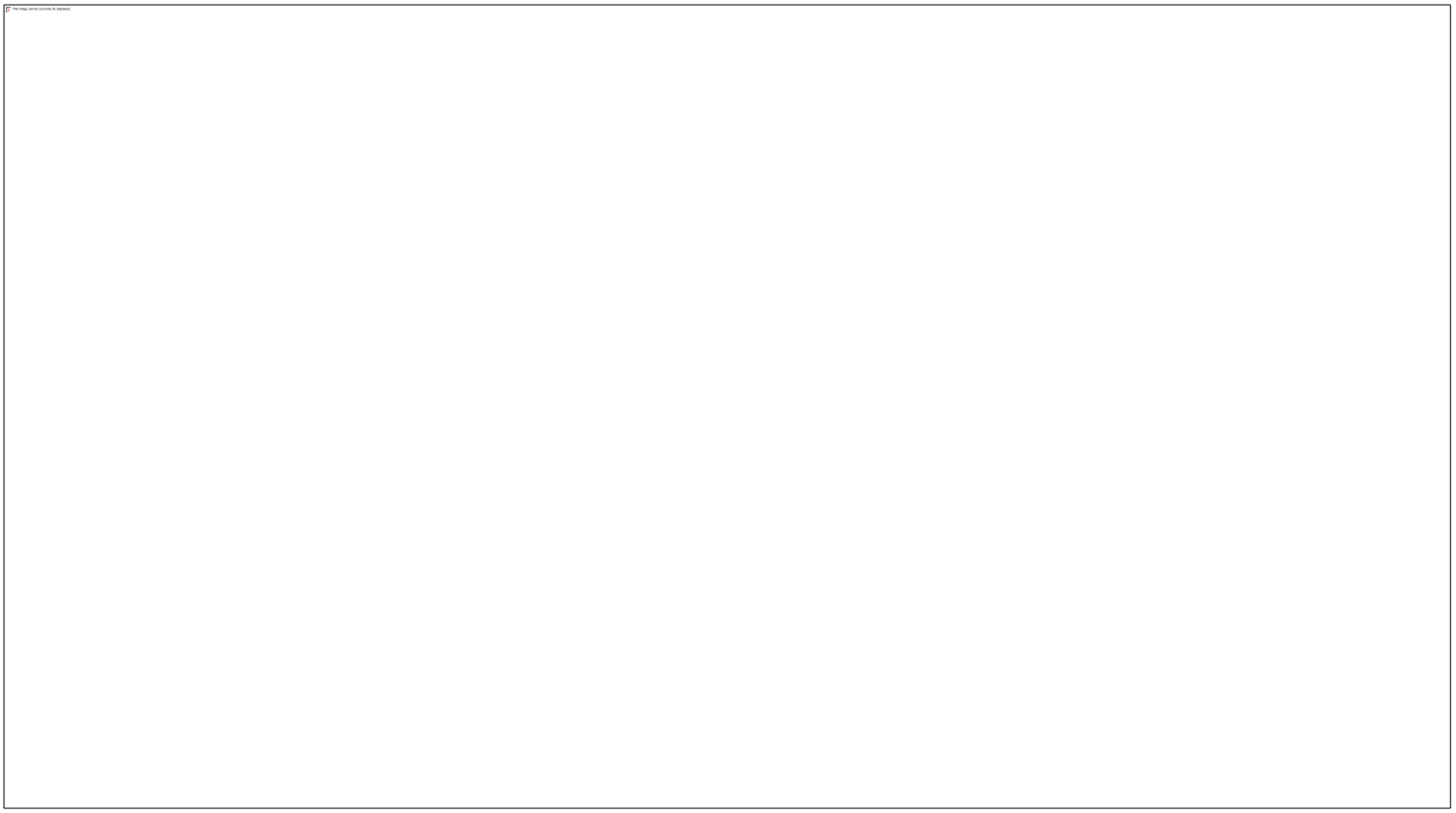
10. Application of community service in the Kenyan context

Learners can participate in community service through:

1. Visiting children's homes.
2. Cleaning markets and public spaces.
3. Planting trees in schools.
4. Supporting elderly people.
5. Donating books to disadvantaged learners.
6. Participating in environmental conservation.
7. Organising food drives.
8. Supporting people affected by drought.
9. Participating in road safety awareness.
10. Helping people with disabilities.
11. Participating in community health campaigns.
12. Supporting peaceful coexistence among religious communities.







11. Challenges facing community service

- Insufficient financial resources.
- Lack of volunteers.
- Mismanagement of donated resources.
- Discrimination against beneficiaries.
- Lack of coordination.
- Poor infrastructure.
- Inadequate community awareness.
- Corruption.
- Political interference.
- Limited participation among young people.

12. Values developed through community service

- Compassion.
- Responsibility.
- Cooperation.
- Generosity.
- Humility.
- Respect.
- Integrity.
- Patriotism.

- Environmental responsibility.
- Social justice.

4.1.5 FOOD AND PRASAAD (PRASAD)

1. Meaning of food in religious practices

Food is an important part of religious life because it sustains the body, brings people together and provides opportunities for expressing gratitude, sharing, generosity and devotion.

Religious communities have different dietary requirements, food restrictions, preparation methods and practices associated with worship.

Food may be used during religious ceremonies, festivals, fasting periods, communal meals and charitable activities.

2. Meaning of Prasaad (Prasad)

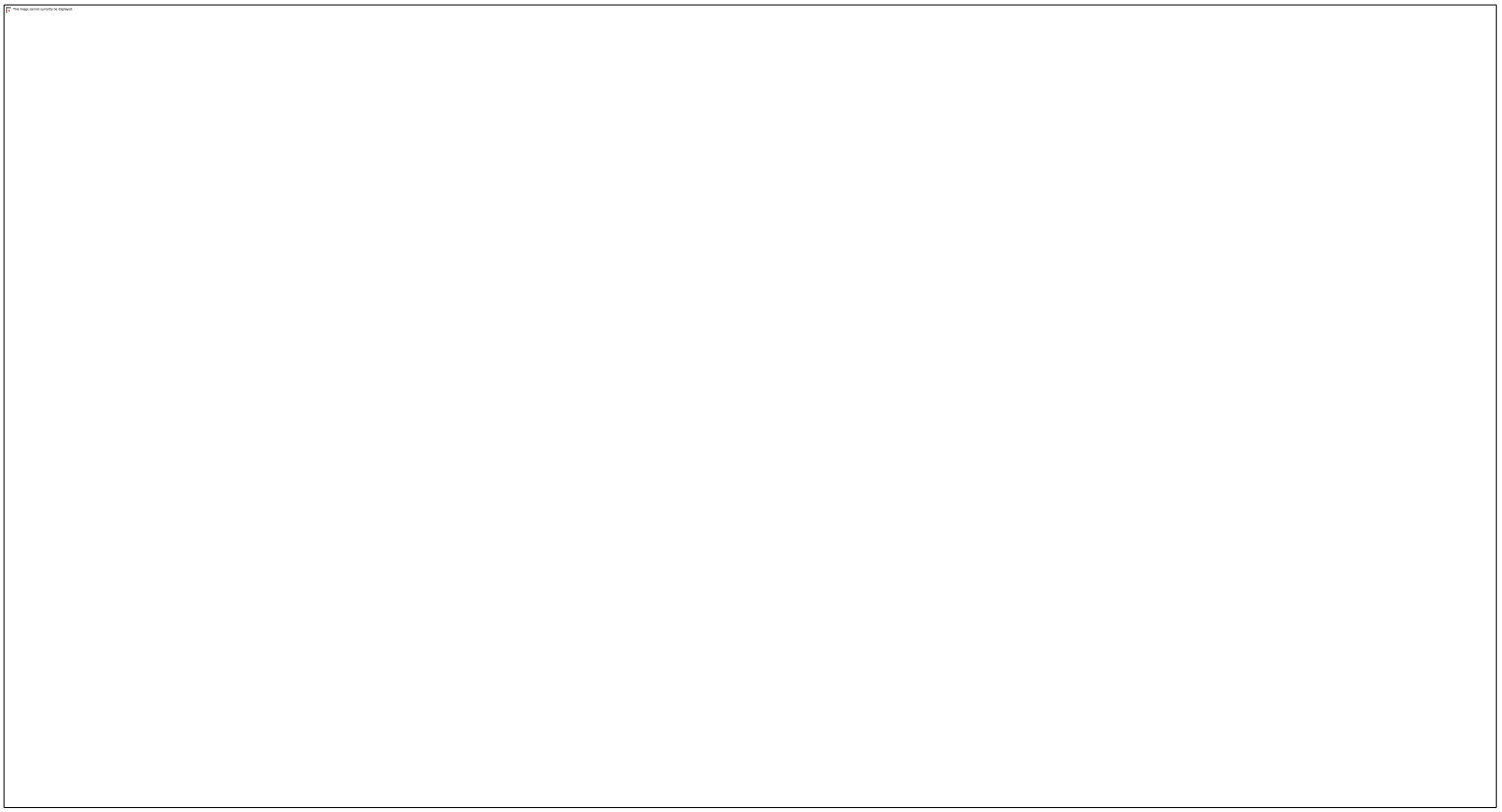
Prasaad, also written as Prasad, refers to food or other offerings that have been presented to a deity during worship and are subsequently received by devotees as blessed offerings.

In Hinduism, Prasad is regarded as a sign of divine grace and blessing.

It may be distributed to worshippers after puja or other religious ceremonies.

Characteristics of Prasad

1. It is offered to a deity during worship.
2. It is regarded as a blessed offering.
3. It is shared among devotees.
4. It expresses gratitude and devotion.
5. It encourages humility.
6. It promotes unity.
7. It is commonly prepared using ingredients considered appropriate for the particular tradition.
8. It may include fruits, sweets, cooked foods and other vegetarian offerings.



3. Importance of Prasad in Hinduism

a) Expression of devotion

Prasad represents the devotee's offering to the divine.

b) Symbol of divine blessing

It is received as a sign of divine grace.

c) Promotes sharing

It encourages believers to share blessings with others.

d) Promotes equality

When distributed to worshippers, it encourages people to receive food without discrimination.

e) Expresses gratitude

It reminds believers to appreciate the blessings they receive.

f) Strengthens religious unity

Sharing Prasad strengthens relationships among worshippers.

g) Preserves religious traditions

The preparation and distribution of Prasad preserve Hindu religious customs.

4. Common types of Prasad

The type of Prasad varies according to religious tradition, region, deity and occasion.

Examples include:

1. Fruits

- Bananas.

- Apples.
- Oranges.
- Coconuts.
- Mangoes.

2. Sweets

- Laddoo.
- Modak.
- Halwa.
- Kheer.
- Barfi.

3. Cooked foods

- Rice preparations.
- Sweet rice.
- Vegetarian dishes.
- Other foods prepared for religious offerings.

4. Panchamrit

A traditional sacred mixture prepared using ingredients that commonly include milk, yoghurt, honey, sugar and ghee.

The exact preparation may differ among communities.

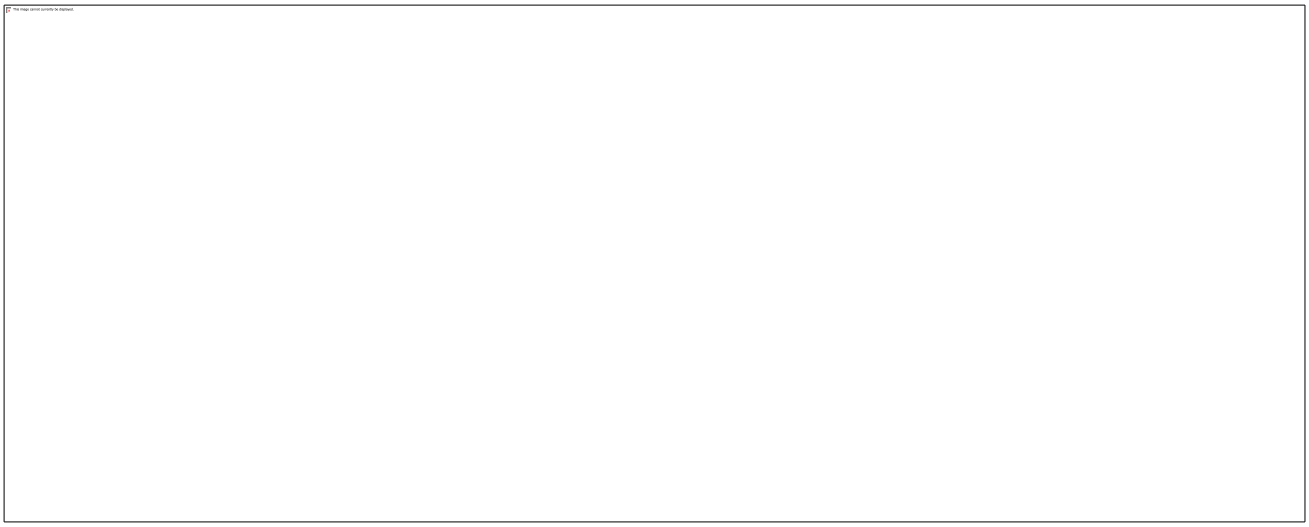
5. Charanamrit

Sacred liquid distributed in some Hindu worship traditions. Its ingredients and preparation vary.

5. Common kitchen at a place of worship

A common kitchen is a shared cooking and food preparation facility within or associated with a place of worship.

In Sikhism, this is particularly represented by the institution of Langar.



Importance of a common kitchen

1. **Promotes equality:** People from different social and economic backgrounds can share food together.

2. **Reduces hunger:** It provides meals to visitors and people in need.

3. **Promotes unity:** Sharing meals strengthens relationships.

4. **Encourages voluntary service:** Members contribute their time and skills.

5. **Promotes humility:** People learn to serve others without seeking recognition.

6. **Encourages generosity:** People contribute food and other resources.

7. **Promotes cooperation:** Volunteers work together to prepare and distribute meals.

8. **Preserves religious values:** It translates religious teachings into practical action.

9. **Supports visitors:** Travellers and worshippers can receive food.

10. **Encourages social inclusion:** People are welcomed regardless of social status or background.

6. Food practices in Hinduism

Hindu dietary practices differ among individuals and communities.

Many Hindus practise vegetarianism because of the principle of Ahimsa (non-violence).

Common Hindu food practices

a) Vegetarianism

Many Hindus avoid meat and fish because they believe in reducing harm to living beings.

b) Avoidance of beef

Many Hindu traditions consider the cow sacred and therefore avoid beef.

c) Sattvic food

Sattvic food is associated with purity, balance and clarity of mind in Hindu philosophy.

Examples commonly include:

- Fresh fruits.
- Vegetables.
- Grains.
- Pulses.
- Milk and some dairy products.
- Nuts.

d) Food offerings

Food may be prepared and offered to deities during puja.

e) Fasting

Some Hindus observe fasting during particular religious occasions.

f) Sharing food

Food may be shared with family members, visitors and people in need.

Note: Dietary practices vary among Hindu communities. Not all Hindus follow identical food restrictions.

7. Food practices in Sikhism

Sikhism teaches equality, generosity and sharing.

Common Sikh food practices

a) Langar

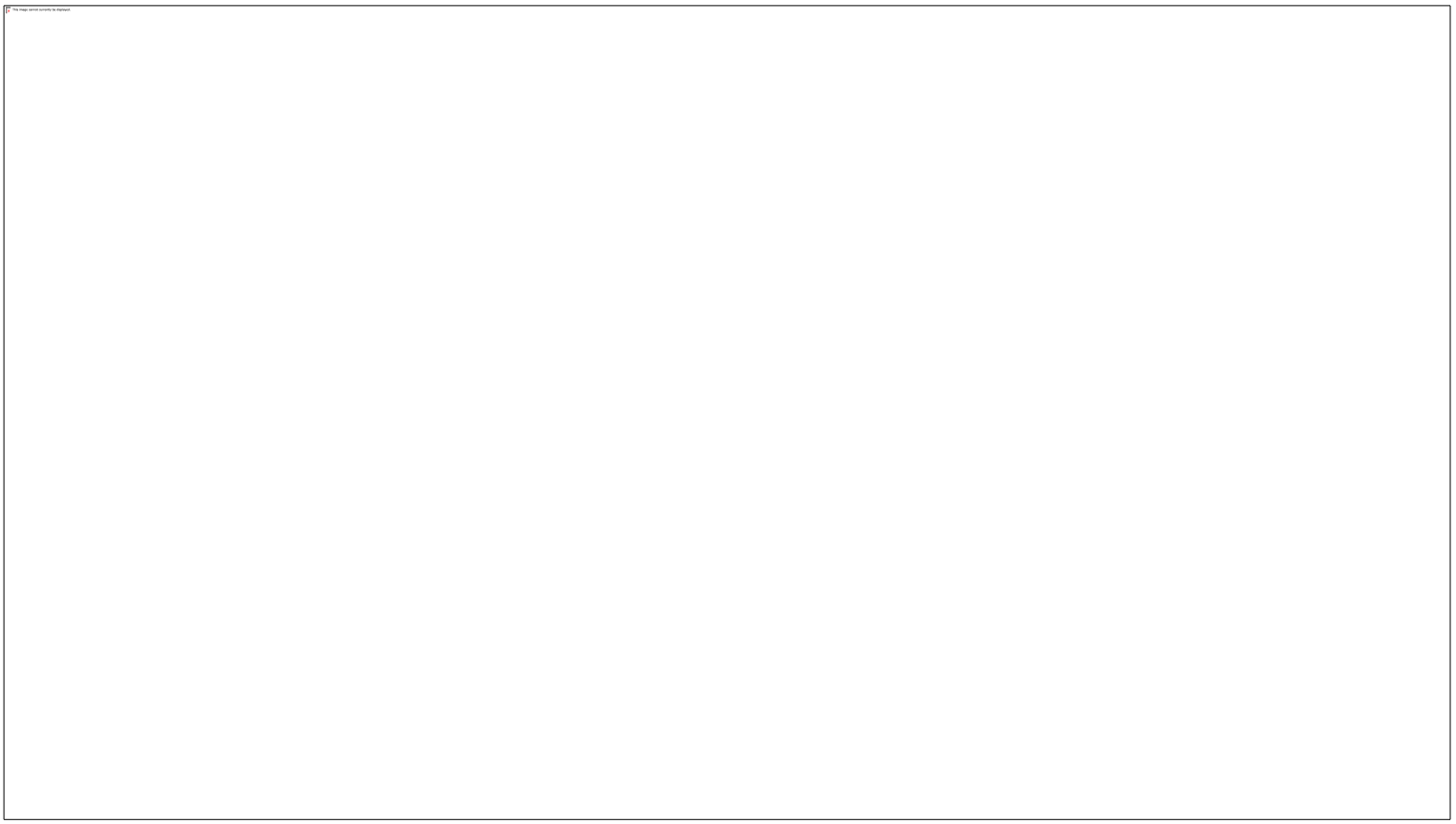
- Free community meals served at gurdwaras.
- Commonly vegetarian.
- Open to everyone.
- Prepared and served by volunteers.

b) Karah Prasad

Karah Prasad is a sacred sweet offering distributed during Sikh religious services.

It is traditionally prepared using wheat flour, ghee, sugar and water in appropriate proportions.

It represents divine blessing and the sharing of spiritual grace.



c) Dietary choices

- Sikh dietary practices vary.
- Many Sikhs eat vegetarian food.
- Some Sikhs eat meat.
- Initiated Khalsa Sikhs are expected to avoid Kutha meat, which refers to meat prepared through a prescribed ritual slaughter.
- Alcohol and intoxicants are prohibited in the Khalsa code of conduct.

d) Sharing food

Sharing meals demonstrates equality, generosity and community spirit.

8. Food practices in Jainism

Jainism places strong emphasis on Ahimsa, or non-violence.

Food choices are therefore influenced by the need to minimise harm to living beings.

Common Jain food practices

a) Vegetarianism

- Jains generally practise vegetarianism.
- They avoid meat, fish and eggs in many traditional observances.
- Their dietary practices are based on respect for life.

b) Avoidance of root vegetables

Many observant Jains avoid root vegetables such as:

- Onions.
- Garlic.
- Potatoes.
- Carrots.
- Radishes.

This practice is associated with the Jain understanding that harvesting root vegetables may harm the plant and other small living organisms.

c) Food preparation

- Care is taken to avoid unnecessary harm to living beings.
- Cleanliness is emphasised.
- Some Jains observe specific restrictions on food preparation times.

d) Fasting

Fasting is practised during certain religious observances.

It encourages self-discipline, restraint and spiritual reflection.

e) Dana (food donation)

Jains may donate food to needy people as an expression of generosity and compassion.

f) Avoidance of unnecessary waste

Jain teachings encourage responsible consumption and avoidance of wastage.

9. Food practices in Buddhism

Buddhist dietary practices vary according to Buddhist traditions, regions and individual interpretations.

Common Buddhist food practices

a) Vegetarianism

- Many Buddhists practise vegetarianism because of compassion for living beings.

- Some Buddhist traditions strongly encourage avoiding meat.
- Other traditions permit the consumption of meat under particular conditions.

b) Food offerings

- Lay followers offer food to monks and nuns.
- Food donations express generosity and respect.
- Monastics receive food according to the rules of their traditions.

c) Dana

Dana refers to generosity and giving.

Food donation is an important way of practising Dana.

d) Mindful eating

Buddhists are encouraged to eat mindfully and avoid greed and excessive consumption.

e) Moderation

Buddhist teachings encourage moderation and avoiding extremes.

f) Fasting and dietary discipline

Some Buddhist monastic communities observe restrictions on eating at certain times.

10. Comparison of food practices in the four faiths

Faith	Food practice	Religious significance
Hinduism	Prasad and vegetarian offerings	Devotion and divine blessing
Sikhism	Langar and Karah Prasad	Equality, generosity and sharing
Jainism	Strict vegetarianism and food restraint	Non-violence and compassion
Buddhism	Dana and mindful eating	Generosity and moderation

11. Factors influencing food practices

1. Religious teachings.
2. Cultural traditions.
3. Geographical location.
4. Climate and agricultural conditions.
5. Availability of food.
6. Economic circumstances.
7. Health considerations.
8. Family traditions.
9. Religious leadership.

10. Personal interpretation of sacred teachings.

12. Importance of food practices in promoting peaceful coexistence in Kenya

- They encourage learners to respect different dietary requirements.
- They promote tolerance in schools and workplaces.
- They reduce religious discrimination.
- They encourage sharing and generosity.
- They promote cultural appreciation.
- They encourage inclusive meal planning.
- They support peaceful coexistence in multicultural communities.

13. Challenges associated with religious food practices

- Limited availability of appropriate food.
- High costs of specialised foods.
- Misunderstanding of dietary restrictions.
- Cross-contamination during food preparation.
- Inadequate facilities for religious food preparation.
- Discrimination against people with different food practices.
- Difficulties observing fasting requirements.
- Food wastage during celebrations.
- Differences in dietary requirements among family members.
- Lack of awareness in schools and public institutions.

4.1.6 CHALLENGES IN PRACTISING A FAITH

1. Meaning of religious challenges

Religious challenges are difficulties, obstacles or situations that make it difficult for individuals or communities to observe, express or practise their religious beliefs and traditions.

These challenges may arise from personal circumstances, family expectations, economic conditions, cultural differences, social attitudes, educational institutions, government policies and technological changes.

Religious freedom is important in Kenya. Article 32 of the Constitution of Kenya protects freedom of conscience, religion, belief and opinion.

However, individuals may still experience practical difficulties when trying to observe their religious practices.

2. Common challenges experienced by followers of the four faiths

A. Religious discrimination

Religious discrimination occurs when an individual is treated unfairly because of their religious beliefs, practices or identity.

Examples

- Refusing to employ someone because of their religion.

- Making negative remarks about religious attire.
- Excluding learners from school activities because of their faith.
- Denying individuals equal opportunities because of their beliefs.

Effects

- Creates divisions.
- Causes misunderstanding.
- Reduces national unity.
- Violates individual dignity.
- Discourages freedom of worship.

B. Conflict between religion and modern lifestyles

Modern lifestyles may sometimes conflict with religious teachings.

Examples

- Pressure to consume foods prohibited by a religious tradition.
- Pressure to participate in activities that conflict with religious observances.
- Influence of popular culture on traditional clothing.
- Difficulty maintaining religious discipline in a highly demanding environment.

Effects

- Weakens commitment to religious values.
- Creates family disagreements.
- Causes personal conflict.
- May lead to reduced participation in religious activities.

C. Economic challenges

Religious practices may require resources that some believers cannot afford.

Examples

- Cost of traditional religious attire.
- Transport expenses when attending places of worship.
- Costs of organising religious festivals.
- Costs of purchasing special foods.
- Financial requirements for religious ceremonies.

Effects

- Reduced participation.
- Unequal opportunities.
- Dependence on donations.
- Difficulty maintaining certain traditions.

D. Time management challenges

Learners and workers may experience difficulties balancing religious practices with their responsibilities.

Examples

- Attending religious services while preparing for examinations.
- Observing religious festivals during school terms.
- Balancing work schedules with worship.
- Participating in fasting while maintaining daily responsibilities.

Possible solutions

- Proper planning.
- Respectful communication with institutions.
- Flexible arrangements where appropriate.
- Responsible time management.
- Guidance from religious leaders.

E. Cultural differences

Religious communities may have different customs, food practices, dress requirements and forms of worship.

Examples

- Differences in traditional attire.
- Differences in the use of religious music.
- Different food restrictions.
- Differences in festival celebrations.

Effects

- Misunderstanding.
- Stereotyping.
- Social tension.
- Reduced cooperation.

F. Peer pressure

Peer pressure occurs when individuals are influenced by friends or other people to behave in ways that may conflict with their religious beliefs.

Examples

- Pressuring someone to abandon religious attire.
- Mocking a learner who observes religious dietary restrictions.
- Pressuring a believer to participate in activities that conflict with their values.

Solutions

- Developing self-confidence.

- Learning to make responsible decisions.
- Seeking guidance.
- Associating with supportive people.
- Respecting personal convictions.

G. Inadequate religious facilities

Some communities lack adequate facilities for worship and religious education.

Examples

- Lack of appropriate places of worship.
- Limited space for religious gatherings.
- Inadequate facilities for preparing religious meals.
- Limited access to religious educational materials.

Effects

- Reduced participation.
- Difficulty observing religious practices.
- Limited opportunities for religious education.

H. Misrepresentation of religious teachings

Misrepresentation occurs when religious teachings are communicated inaccurately or misunderstood.

Causes

- Inadequate religious knowledge.
- Spread of misinformation.
- Misuse of social media.
- Cultural stereotypes.
- Lack of interaction with religious practitioners.

Effects

- Religious intolerance.
- Conflict.
- Discrimination.
- Confusion among believers.

I. Globalisation and modern technology

Globalisation exposes communities to different cultures, beliefs and lifestyles.

Challenges

- Some young people may lose interest in traditional practices.
- Religious information may be misrepresented online.
- Traditional music may receive less attention.

- Social media may promote intolerance.
- Digital entertainment may reduce participation in some religious activities.

Positive response

- Using digital platforms to teach religious values.
- Recording traditional songs and prayers.
- Conducting online religious education.
- Promoting respectful interfaith discussions.

J. Challenges associated with religious fasting

Fasting may create practical difficulties for some believers.

Examples

- Managing fasting alongside school responsibilities.
- Difficulty accessing appropriate meals.
- Balancing religious observances with work.
- Misunderstanding from people who do not observe fasting.

Solutions

- Following appropriate religious guidance.
- Planning responsibilities.
- Respecting individual circumstances.
- Promoting awareness in schools and workplaces.

K. Language barriers

Religious teachings may be communicated in languages that some younger believers do not understand.

Effects

- Difficulty understanding prayers.
- Reduced participation.
- Loss of traditional religious vocabulary.
- Weak transmission of religious knowledge.

Solutions

- Translating religious teachings.
- Teaching traditional languages.
- Providing explanations in familiar languages.
- Using age-appropriate digital learning materials.

L. Generational differences

Older and younger members of religious communities may differ in their interpretation and practice of traditions.

Examples

- Differences in preferred religious music.
- Differences in clothing styles.
- Different attitudes towards traditional ceremonies.
- Differences in the use of technology during worship.

Solutions

- Intergenerational dialogue.
- Respectful sharing of experiences.
- Religious education.
- Involving young people in community activities.

3. Specific challenges experienced in the four faiths

Faith	Possible challenges
Hinduism	Maintaining traditional festivals, observing dietary practices, access to temples and preserving cultural identity
Sikhism	Maintaining the Five Ks, discrimination against turbans, access to gurdwaras and practising Langar in new environments
Jainism	Access to suitable vegetarian food, maintaining strict dietary practices, practising non-violence and preserving traditional teachings
Buddhism	Access to meditation facilities, preserving monastic traditions, language barriers and maintaining mindfulness in demanding modern lifestyles

These challenges are not experienced by every member of the respective communities.

4. Balancing religious practices with modern education

Learners may sometimes face situations in which school activities coincide with religious practices.

Examples

1. A learner may have a religious festival during the examination period.
2. A learner may require appropriate food due to religious dietary requirements.
3. A learner may need time for prayer.
4. A learner may observe fasting during a demanding academic period.
5. A learner may wear religious attire that differs from the general school uniform.

Appropriate approaches

- Respectful communication between parents, learners and school administrators.
- Fair consideration of religious requirements.

- Responsible planning of school activities.
- Respect for school rules and constitutional rights.
- Avoidance of religious discrimination.
- Guidance from qualified religious practitioners.

5. Ways of overcoming challenges in practising a faith

1. **Religious education:** Teaching believers about their religious values and responsibilities.
2. **Interfaith dialogue:** Encouraging discussions between different religious communities.
3. **Respect for constitutional rights:** Protecting freedom of religion and belief.
4. **Community involvement:** Encouraging participation in religious and charitable activities.
5. **Proper communication:** Promoting dialogue between learners, parents, teachers and religious leaders.
6. **Responsible use of technology:** Using digital platforms to share accurate religious information.
7. **Cultural preservation:** Recording and teaching traditional practices.
8. **Economic empowerment:** Supporting vulnerable religious communities.
9. **Tolerance:** Respecting other people's beliefs and practices.
10. **Family support:** Encouraging families to transmit positive religious values.
11. **Peaceful conflict resolution:** Addressing religious disagreements through dialogue.
12. **Inclusive institutional policies:** Promoting fair treatment in schools and workplaces.

6. Role of the Kenyan government in promoting religious freedom

The Kenyan Constitution provides an important framework for protecting religious freedom.

Key provisions include:

Article 8: State and religion

There shall be no State religion.

Article 27: Equality and freedom from discrimination

It provides for equality and prohibits discrimination, including discrimination on religious grounds.

Article 32: Freedom of conscience, religion, belief and opinion

It protects the right to freedom of religion and belief.

Article 33: Freedom of expression

It protects freedom of expression, subject to constitutional limitations.

Article 36: Freedom of association

It protects the right to associate with others, including through religious organisations.

Importance of constitutional protection

- Promotes peaceful coexistence.
- Protects minority religious communities.
- Promotes equality.

- Prevents religious discrimination.
- Encourages freedom of worship.
- Strengthens national unity.
- Promotes respect for human dignity.

7. The role of religious leaders in overcoming religious challenges

- Teaching accurate religious principles.
- Promoting tolerance.
- Encouraging peaceful coexistence.
- Supporting vulnerable believers.
- Resolving conflicts.
- Preserving religious traditions.
- Guiding young people.
- Promoting community service.
- Encouraging interfaith dialogue.
- Addressing misinformation.

8. The role of learners in promoting religious tolerance

Learners can:

1. Respect classmates from different religious backgrounds.
2. Avoid mocking religious attire.
3. Respect different food requirements.
4. Learn about different faith traditions.
5. Participate in appropriate interfaith activities.
6. Avoid spreading religious misinformation.
7. Promote peace in school.
8. Support learners facing discrimination.
9. Participate in community service.
10. Appreciate Kenya's religious diversity.

4.1.7 RELATIONSHIP BETWEEN GEOGRAPHICAL CONDITIONS, CULTURE AND RELIGIOUS PRACTICES

1. Meaning of geographical conditions

Geographical conditions refer to the physical and environmental characteristics of a particular area that influence how people live and practise their cultural and religious traditions.

They include:

- Climate.

- Temperature.
- Rainfall.
- Relief and landforms.
- Vegetation.
- Natural resources.
- Availability of water.
- Location and settlement patterns.

2. How geographical conditions influence religious practices

A. Climate

Climate influences the type of clothing worn by believers.

For example:

- In hot regions, people may wear light garments.
- In cold regions, people may wear heavier clothing.
- Monastic clothing may be adapted to local temperatures.

B. Availability of food

The availability of food influences dietary practices.

For example:

- Agricultural communities may use locally available grains, fruits and vegetables during religious celebrations.
- Religious communities may adapt traditional recipes using locally available ingredients.

C. Availability of water

Water is important for cleaning, cooking and certain religious rituals.

In areas experiencing water scarcity, religious communities may have to organise their activities carefully.

D. Agricultural seasons

Agricultural activities influence some cultural celebrations.

For example, Vaisakhi is associated with the harvest season in Punjab.

E. Natural resources

Communities use locally available resources to make musical instruments, traditional attire and decorations.

F. Settlement patterns

The distribution of religious communities influences access to places of worship.

People living far from temples, gurdwaras or viharas may use digital platforms or organise local gatherings.

3. How culture influences religious practices

Culture refers to the shared beliefs, customs, values, traditions, language, arts and ways of life of a community.

Culture influences:

1. Traditional clothing.
2. Food preparation.
3. Religious music.
4. Festival celebrations.
5. Marriage ceremonies.
6. Forms of worship.
7. Language used in prayers.
8. Community service.
9. Religious art and decoration.
10. Transmission of religious knowledge.

4. Cultural adaptation of religious practices in Kenya

Religious communities in Kenya may incorporate local cultural elements while maintaining the central teachings of their faith.

Examples include:

- Using locally available foods during religious celebrations.
- Singing devotional music accompanied by locally available instruments.
- Wearing traditional attire alongside religious garments.
- Organising charitable activities in local communities.
- Explaining religious teachings in Kiswahili and local languages.
- Celebrating festivals through local cultural exhibitions.

5. Importance of understanding geographical and cultural influences

- Encourages cultural appreciation.
- Promotes religious tolerance.
- Reduces stereotyping.
- Strengthens interfaith understanding.
- Promotes peaceful coexistence.
- Preserves cultural heritage.
- Encourages responsible cultural adaptation.
- Helps learners appreciate religious diversity.

4.1.8 RELIGIOUS PRACTICES AND DIVINE INTERVENTION

1. Meaning of divine intervention

Divine intervention refers to the belief that God or a divine power can influence human affairs, provide guidance, offer protection or bring about help in particular circumstances.

Different religions understand divine intervention in different ways.

Hinduism, Sikhism, Jainism and Buddhism have distinct understandings of divinity, spiritual liberation, karma, prayer and the relationship between human actions and spiritual outcomes.

It is therefore important not to assume that all four faiths understand divine intervention in the same way.

2. Religious practices through which believers seek spiritual guidance

A. Hinduism

Hindus may seek divine guidance through:

- Puja.
- Prayer.
- Meditation.
- Mantra chanting.
- Reading sacred scriptures.
- Performing acts of charity.
- Observing religious festivals.
- Practising Dharma.

These practices strengthen devotion and help believers seek blessings, wisdom and guidance from the divine.

B. Sikhism

Sikhs may seek divine guidance through:

- Naam Simran (remembering and meditating on God's name).
- Ardas (formal prayer).
- Reading the Guru Granth Sahib.
- Shabad Kirtan.
- Seva.
- Living according to the teachings of the Sikh Gurus.

These practices encourage devotion to one God, humility, discipline and truthful living.

C. Jainism

Jainism places emphasis on spiritual self-discipline and personal responsibility rather than dependence on a creator God.

Jains may practise:

- Meditation.
- Samayika (a practice of equanimity).
- Prayers and reverence towards the Tirthankaras.
- Observance of religious vows.
- Fasting.
- Self-reflection.

- Practising Ahimsa.

These practices encourage spiritual purification and progress towards liberation.

D. Buddhism

Buddhism emphasises the importance of following the Buddha's teachings and developing wisdom, compassion and mindfulness.

Buddhists may practise:

- Meditation.
- Chanting.
- Observing the Five Precepts.
- Practising generosity.
- Studying the Dhamma.
- Developing loving-kindness.
- Following the Noble Eightfold Path.

These practices support the development of wisdom and the achievement of liberation from suffering.

3. Benefits of religious practices in spiritual development

1. Strengthen religious commitment.
2. Encourage self-discipline.
3. Promote peace of mind.
4. Develop compassion.
5. Encourage moral behaviour.
6. Promote humility.
7. Strengthen relationships.
8. Encourage forgiveness.
9. Develop wisdom.
10. Promote responsible living.

4.1.9 PRACTICAL APPLICATION OF RELIGIOUS PRACTICES IN THE SCHOOL AND COMMUNITY

Religious learning should go beyond memorising information. Learners should demonstrate the values and competencies developed through studying different religious traditions.

1. Suggested practical learning activities

Activity	**Expected learner achievement**
Researching religious attire	Identifies religious garments and explains their significance
Preparing a religious festival exhibition	Demonstrates understanding of festivals

Listening to devotional music	Identifies musical forms and instruments
Participating in community cleaning	Demonstrates environmental responsibility
Organising a food-sharing activity	Demonstrates generosity and cooperation
Interviewing religious practitioners	Develops communication and research skills
Role-playing religious dilemmas	Develops problem-solving skills
Comparing religious food practices	Demonstrates respect for diversity
Preparing a digital presentation	Develops digital literacy
Participating in interfaith discussions	Develops tolerance and citizenship

2. Suggested school project: Religious cultural exhibition

Project title: Understanding Cultural Practices in the Four Faiths.

Instructions to learners

Work in four groups. Each group researches one faith.

- Group 1: Hinduism.
- Group 2: Sikhism.
- Group 3: Jainism.
- Group 4: Buddhism.

Each group should prepare an exhibition containing:

1. Pictures of religious attire.
2. Names and explanations of religious festivals.
3. Pictures of musical instruments.
4. Examples of religious music.
5. Examples of community service.
6. Pictures of religious food.
7. Explanation of food restrictions.
8. Challenges experienced by followers.
9. Ways of promoting religious tolerance.

Expected outcomes

Learners should demonstrate:

- Communication skills.

- Collaboration.
- Critical thinking.
- Creativity.
- Digital literacy.
- Citizenship.
- Respect for diversity.

3. Suggested practical activity: Community service

Activity: Organising a school environmental conservation day.

Learners should:

1. Identify an environmental problem in their school or neighbourhood.
2. Discuss the problem in groups.
3. Plan a community service activity.
4. Identify the resources required.
5. Participate in the activity safely.
6. Record the work undertaken.
7. Reflect on the religious values demonstrated.

Values demonstrated

- Responsibility.
- Compassion.
- Cooperation.
- Generosity.
- Respect for nature.
- Service to humanity.

4. Suggested role-play: Religious diversity in a Kenyan school

Scenario:

A school is organising a cultural day. Learners from Hindu, Sikh, Jain and Buddhist backgrounds have been invited to present their religious practices.

Some learners suggest that only one religion's traditional attire and music should be presented.

Tasks

1. Identify the problem.
2. Explain why all religious communities should be respected.
3. Suggest ways of ensuring equal participation.
4. Explain the importance of religious freedom.
5. Demonstrate how learners can resolve the disagreement peacefully.

Expected lesson: Religious diversity should be respected and celebrated without discrimination.

4.1.10 SUMMARY OF THE STRAND

The following table summarises the major cultural practices studied in the four faiths.

Aspect	Hinduism	Sikhism	Jainism	Buddhism
Clothing	Saree, dhoti, kurta	Turban, kurta, Five Ks	Simple attire, white robes in Svetambara tradition	Monastic robes
Festivals	Diwali, Holi, Navratri	Vaisakhi, Gurpurab	Paryushan, Mahavir Jayanti	Vesak, Magha Puja
Music	Bhajans, kirtans	Shabad Kirtan	Stavan, bhajans	Chanting, sutra recitation
Instruments	Tabla, sitar, harmonium	Rabab, tabla, harmonium	Manjira, tabla, harmonium	Gong, bell, singing bowl
Community service	Seva, Dana	Seva, Langar	Ahimsa, Dana	Dana, Karuna
Food	Prasad, vegetarian offerings	Langar, Karah Prasad	Vegetarian food, dietary restraint	Dana, mindful eating
Main values	Dharma, devotion, generosity	Equality, service, honesty	Non-violence, self-discipline	Compassion, mindfulness, wisdom

KEY TERMS AND THEIR MEANINGS

Term	Meaning
Ahimsa	Non-violence towards living beings
Aparigraha	Non-possessiveness or non-attachment
Ardas	Formal Sikh prayer
Bhajan	Hindu devotional song
Dastar	Sikh turban
Dana	Generosity or giving
Dharma	Righteous duty or moral responsibility
Diwali	Hindu Festival of Lights
Gurpurab	Celebration commemorating significant events in the lives of Sikh Gurus
Kachera	One of the Five Ks in Sikhism
Kangha	Sikh wooden comb
Kara	Sikh iron or steel bracelet
Karah Prasad	Sacred sweet offering in Sikhism
Karuna	Compassion
Kesh	Uncut hair, one of the Five Ks
Kirtan	Devotional singing
Langar	Free community kitchen in Sikhism
Mantra	Sacred word, sound or phrase used in prayer or meditation
Metta	Loving-kindness
Muhapatti	Cloth mouth covering used by some Jain ascetics
Navkar Mantra	Important Jain prayer
Nirvana	Liberation; its precise meaning differs across religious traditions
Panj Kakaar	The Five Ks of Khalsa Sikhs
Parinirvana	The final passing away of a Buddha
Prasad	Blessed offering distributed to devotees
Puja	Hindu worship
Seva	Selfless service
Shabad Kirtan	Sikh devotional singing of hymns
Sila	Moral discipline in Buddhism

Sitat?	Not applicable
Stavan	Jain devotional hymn
Tilak	Religious mark applied on the forehead in Hindu traditions
Vaisakhi	Sikh festival commemorating the establishment of the Khalsa
Vesak	Buddhist festival commemorating the Buddha's birth, enlightenment and passing away

REVISION EXERCISES

GRADE 11 HINDU RELIGIOUS EDUCATION

STRAND 4.0: CULTURAL PRACTICES

SUB-STRAND 4.1: RELIGIOUS PRACTICES IN THE FOUR FAITHS

SECTION A: MULTIPLE-CHOICE QUESTIONS (30 MARKS)

Instructions: Answer all questions. Choose the correct answer from the alternatives A, B, C and D.

1. What is the main purpose of wearing decent clothing in religious communities?

A. To demonstrate wealth and social status.

B. To promote modesty, dignity and respect.

C. To distinguish rich people from poor people.

D. To follow modern fashion trends.

2. Which traditional garment is commonly worn by Hindu women during religious celebrations?

A. Kachera.

B. Dastar.

C. Saree.

D. Muhapatti.

3. The Sikh article of faith known as Kangha is used for:

A. Covering the head.

B. Maintaining cleanliness of the hair.

C. Representing physical strength.

D. Covering the feet.

4. Which of the following is associated with the Svetambara tradition of Jainism?

A. White robes.

B. Saffron robes.

C. Sikh turbans.

D. Buddhist maroon robes.

5. The wearing of simple robes by Buddhist monks mainly symbolises:

A. Political authority.

B. Wealth and prosperity.

C. Renunciation and simplicity.

D. Social superiority.

6. Diwali is popularly known as the:

A. Festival of Colours.

B. Festival of Lights.

C. Festival of Harvest.

D. Festival of Forgiveness.

7. The Hindu festival of Holi is associated with:

A. The birth of Guru Nanak.

B. The liberation of Mahavira.

C. The triumph of good over evil.

D. The first sermon of Buddha.

8. Which Hindu festival commemorates the birth of Lord Krishna?

A. Janmashtami.

B. Dussehra.

C. Navratri.

D. Maha Shivaratri.

9. The establishment of the Khalsa in 1699 is commemorated during:

A. Gurpurab.

B. Bandi Chhor Divas.

C. Hola Mohalla.

D. Vaisakhi.

10. The Sikh festival of Gurpurab is mainly associated with:

A. The lives of the Sikh Gurus.

B. The enlightenment of Buddha.

C. The birth of Mahavira.

D. The victory of Lord Rama.

11. Which Jain festival is particularly associated with spiritual purification, self-reflection and forgiveness?

A. Vesak.

B. Paryushan.

C. Vaisakhi.

D. Holi.

12. Mahavir Jayanti commemorates the:

A. Enlightenment of Gautama Buddha.

B. Establishment of the Khalsa.

C. Birth of Lord Mahavira.

D. Birth of Guru Nanak.

13. The expression *Micchami Dukkadam* is associated with:

A. Seeking forgiveness.

B. Celebrating the harvest.

C. Offering food to monks.

D. Singing devotional songs.

14. Which Buddhist festival commemorates the birth, enlightenment and passing away of Gautama Buddha?

A. Kathina.

B. Magha Puja.

C. Asalha Puja.

D. Vesak.

15. The first sermon of Gautama Buddha is commemorated during:

A. Kathina.

B. Asalha Puja.

C. Vaisakhi.

D. Diwali.

16. Devotional songs sung in praise of Hindu deities are commonly known as:

A. Shabad.

B. Stavan.

C. Bhajans.

D. Langar.

17. Which musical instrument is commonly used to accompany Sikh Shabad Kirtan?

A. Harmonium.

B. Saxophone.

C. Trumpet.

D. Violin.

18. The rabab is historically associated with which Sikh personality?

A. Guru Gobind Singh.

B. Bhai Mardana.

C. Guru Arjan Dev.

D. Guru Tegh Bahadur.

19. The Navkar Mantra is an important prayer in:

A. Buddhism.

B. Sikhism.

C. Hinduism.

D. Jainism.

20. Which instrument is commonly used in some Buddhist meditation and ceremonial practices?

A. Sitar.

B. Dholak.

C. Singing bowl.

D. Kangha.

21. The Sikh practice of providing free meals to everyone through a community kitchen is known as:

A. Puja.

B. Langar.

C. Dana.

D. Samayika.

22. The principle of selfless service in Sikhism is known as:

A. Seva.

B. Dharma.

C. Nirvana.

D. Aparigraha.

23. Which principle is most directly associated with Jain community service?

A. Attachment to possessions.

B. Competition for wealth.

C. Non-violence towards living beings.

D. Social superiority.

24. In Buddhism, the concept of Dana refers to:

A. Religious clothing.

B. Meditation.

C. Fasting.

D. Generosity and giving.

25. Food offered to a Hindu deity during worship and subsequently distributed to devotees is called:

A. Langar. B. Prasad.

C. Stavan. D. Kachera.

26. Which of the following is traditionally associated with Sikh Karah Prasad?

A. Wheat flour, ghee, sugar and water.

B. Meat, salt and cooking oil.

C. Rice, fish and vegetables.

D. Fruits and milk only.

27. The Jain avoidance of many root vegetables is primarily associated with:

A. The desire to acquire wealth.

B. The celebration of festivals.

C. The principle of Ahimsa.

D. The observance of music.

28. Which geographical condition can influence the type of clothing worn by religious communities?

A. Political leadership.

B. Examination schedules.

C. Population registration.

D. Climate.

29. Which provision of the Constitution of Kenya protects freedom of conscience, religion, belief and opinion?

A. Article 8.

B. Article 32.

C. Article 27.

D. Article 36.

30. A learner who respects the religious dietary requirements of classmates demonstrates:

A. Religious intolerance.

B. Social discrimination.

C. Religious tolerance and respect.

D. Cultural rejection.

SECTION B: STRUCTURED QUESTIONS (50 MARKS)

Instructions: Answer all questions. Show clear understanding and give relevant examples where necessary.

QUESTION 1: DECENT CLOTHING (5 MARKS)

a) Define the term decent clothing. (1 mark)

b) Identify four reasons why decent clothing is important in religious communities. (4 marks)

QUESTION 2: RELIGIOUS FESTIVALS (5 MARKS)

a) Name one major religious festival celebrated in each of the following faiths:

i. Hinduism. (1 mark)

ii. Sikhism. (1 mark)

iii. Jainism. (1 mark)

iv. Buddhism. (1 mark)

b) State one religious lesson learnt from the celebration of Diwali. (1 mark)

QUESTION 3: RELIGIOUS MUSIC (10 MARKS)

a) Explain the meaning of religious music. (2 marks)

b) Identify two forms of religious music practised in Hinduism. (2 marks)

c) State three musical instruments used during religious activities in the four faiths. (3 marks)

d) Explain three ways through which religious music promotes spiritual development. (3 marks)

QUESTION 4: COMMUNITY SERVICE (10 MARKS)

a) Define community service. (2 marks)

b) Explain four ways through which the Sikh institution of Langar promotes equality and unity in society. (4 marks)

c) Identify four ways through which learners can participate in community service in their local communities in Kenya. (4 marks)

QUESTION 5: FOOD AND PRASAAD (10 MARKS)

a) Define Prasad. (2 marks)

b) State four reasons why Prasad is important in Hindu religious practices. (4 marks)

c) Explain four differences or similarities in the food practices of Hinduism, Sikhism, Jainism and Buddhism. (4 marks)

QUESTION 6: CHALLENGES IN PRACTISING A FAITH (10 MARKS)

a) Explain the meaning of religious discrimination. (2 marks)

b) Identify four challenges experienced by believers when practising their faith in modern society. (4 marks)

c) Explain four ways through which schools and communities in Kenya can promote religious tolerance and peaceful coexistence. (4 marks)

GRADE 11 HINDU RELIGIOUS EDUCATION

MARKING SCHEME

STRAND 4.0: CULTURAL PRACTICES

SUB-STRAND 4.1: RELIGIOUS PRACTICES IN THE FOUR FAITHS

TOTAL MARKS: 80

SECTION A: MULTIPLE-CHOICE QUESTIONS (30 MARKS)

Award 1 mark for each correct answer.

No.	Answer	No.	Answer	No.	Answer
1	B	11	B	21	B
2	C	12	C	22	A
3	B	13	A	23	C

4	A	14	D	24	D
5	C	15	B	25	B
6	B	16	C	26	A
7	C	17	A	27	C
8	A	18	B	28	D
9	D	19	D	29	B
10	A	20	C	30	C

Section A: 30 marks

SECTION B: STRUCTURED QUESTIONS (50 MARKS)

QUESTION 1: DECENT CLOTHING (5 MARKS)

a) Define the term decent clothing. (1 mark)

- Decent clothing refers to garments that are modest, clean, appropriate and respectful of religious, cultural and social values. (1 mark)

b) Identify four reasons why decent clothing is important in religious communities. (4 marks)

Award 1 mark for each correct response.

1. Promotes modesty: Encourages individuals to dress in a manner that respects their dignity.
2. Demonstrates respect: Shows respect for religious beliefs, worship places and ceremonies.
3. Preserves cultural identity: Helps communities maintain their traditional dressing practices.
4. Promotes dignity: Encourages people to maintain self-respect and respect for others.
5. Encourages discipline: Promotes appropriate behaviour and observance of religious expectations.
6. Promotes unity: Creates a sense of belonging among members of a religious community.
7. Provides protection: Appropriate clothing protects individuals against different weather conditions.

Accept any four.

QUESTION 2: RELIGIOUS FESTIVALS (5 MARKS)

a) Name one major religious festival celebrated in each of the following faiths. (4 marks)

Award 1 mark for each correct response.

i. Hinduism: Diwali, Holi, Janmashtami, Navratri or Dussehra.

ii. Sikhism: Vaisakhi, Gurpurab, Hola Mohalla or Bandi Chhor Divas.

iii. Jainism: Paryushan, Mahavir Jayanti or Kshamavani.

iv. Buddhism: Vesak, Kathina, Magha Puja or Asalha Puja.

b) State one religious lesson learnt from the celebration of Diwali. (1 mark)

- The triumph of good over evil. (1 mark)

Other acceptable responses:

- Light over darkness.

- Knowledge over ignorance.
- Hope and renewal.
- The importance of righteousness and moral living.

QUESTION 3: RELIGIOUS MUSIC (10 MARKS)

a) Explain the meaning of religious music. (2 marks)

- Religious music refers to songs, chants, hymns and instrumental performances used during worship and other religious activities. (1 mark)
- It is intended to express devotion, communicate religious teachings, praise the divine and promote spiritual development. (1 mark)

b) Identify two forms of religious music practised in Hinduism. (2 marks)

Award 1 mark each.

1. Bhajans: Devotional songs sung in praise of Hindu deities.
2. Kirtan: Devotional singing involving the repetition of divine names and religious verses.
3. Mantra chanting: Repetition of sacred words or verses.
4. Stotras: Hymns of praise and prayer to deities.

Accept any two.

c) State three musical instruments used during religious activities in the four faiths. (3 marks)

Award 1 mark each.

1. Harmonium.
2. Tabla.
3. Sitar.
4. Dholak.
5. Rabab.
6. Mridangam.
7. Singing bowls.
8. Bells.
9. Cymbals.
10. Flute.

Accept any three.

d) Explain three ways through which religious music promotes spiritual development. (3 marks)

Award 1 mark for each explanation.

1. Strengthens devotion: Religious songs encourage believers to express love and devotion to God.
2. Promotes meditation: Chants and hymns help individuals develop concentration and inner peace.
3. Communicates religious teachings: Songs convey moral lessons and religious beliefs.

4. Encourages unity: Group singing brings believers together during worship.
5. Promotes spiritual reflection: Religious music encourages individuals to reflect on their conduct and relationship with the divine.
6. Reduces stress: Peaceful religious music can promote calmness and emotional well-being.

Accept any three.

QUESTION 4: COMMUNITY SERVICE (10 MARKS)

a) Define community service. (2 marks)

- Community service refers to voluntary activities undertaken by individuals or groups to improve the welfare and living conditions of people in their community. (2 marks)

b) Explain four ways through which the Sikh institution of Langar promotes equality and unity in society. (4 marks)

Award 1 mark for each explanation.

1. Promotes equality: Everyone is served food regardless of religion, caste, race, gender or social status.
2. Encourages sharing: Members contribute food, money and other resources to support the community kitchen.
3. Promotes unity: People from different backgrounds sit and eat together, strengthening social relationships.
4. Encourages selfless service: Volunteers prepare and serve food without expecting payment.
5. Reduces discrimination: It discourages social divisions and promotes equal treatment.
6. Supports the needy: It provides free meals to people experiencing poverty and hunger.

Accept any four.

c) Identify four ways through which learners can participate in community service in their local communities in Kenya. (4 marks)

Award 1 mark each.

1. Participating in environmental clean-up activities.
2. Planting trees and conserving the environment.
3. Visiting and assisting elderly people.
4. Supporting needy children and vulnerable families.
5. Participating in charity activities and fundraising.
6. Helping clean and maintain public facilities.
7. Participating in road safety awareness campaigns.
8. Visiting hospitals and supporting patients.
9. Educating community members on health and sanitation.
10. Participating in interfaith peace-building activities.

Accept any four.

QUESTION 5: FOOD AND PRASAD (10 MARKS)

a) Define Prasad. (2 marks)

- Prasad is food or another offering presented to a Hindu deity during worship. (1 mark)
- After being blessed through the religious offering, it is distributed to devotees as sacred food. (1 mark)

b) State four reasons why Prasad is important in Hindu religious practices. (4 marks)

Award 1 mark for each correct response.

1. Expresses devotion: It demonstrates love, respect and devotion towards the deity.
2. Symbolises divine blessings: It is regarded as food blessed by the deity.
3. Promotes sharing: It encourages devotees to share food with others.
4. Promotes unity: Sharing Prasad brings worshippers together.
5. Demonstrates gratitude: It allows devotees to express thankfulness for divine blessings.
6. Promotes humility: It reminds believers to appreciate blessings rather than become proud.
7. Strengthens religious identity: It helps preserve Hindu religious traditions and practices.

Accept any four.

c) Explain four differences or similarities in the food practices of Hinduism, Sikhism, Jainism and Buddhism. (4 marks)

Award 1 mark for each correct explanation.

1. Hinduism: Many Hindus practise vegetarianism because of Ahimsa, although dietary practices vary among Hindu communities.
2. Sikhism: Sikhism encourages sharing food through Langar, where vegetarian meals are traditionally served to accommodate people from different backgrounds.
3. Jainism: Jains strongly emphasise vegetarianism and many avoid root vegetables to minimise harm to living organisms.
4. Buddhism: Many Buddhists practise vegetarianism as an expression of compassion, although dietary practices differ among Buddhist traditions.
5. Common practice: All four faiths may use food in religious ceremonies, acts of generosity and community gatherings.
6. Food restrictions: Different religious communities observe particular dietary guidelines according to their beliefs.

Accept any four distinct and correctly explained points.

QUESTION 6: CHALLENGES IN PRACTISING A FAITH (10 MARKS)

a) Explain the meaning of religious discrimination. (2 marks)

- Religious discrimination refers to unfair or unequal treatment of individuals because of their religious beliefs, practices or affiliations. (2 marks)

b) Identify four challenges experienced by believers when practising their faith in modern society. (4 marks)

Award 1 mark for each correct response.

1. Religious intolerance: Some people fail to respect the beliefs and practices of other religious communities.

2. Stereotyping: Believers may be judged based on negative assumptions about their religion.
3. Restrictions on religious practices: Some individuals may face difficulties observing religious requirements at school or work.
4. Peer pressure: Young people may be pressured to abandon their religious beliefs and practices.
5. Discrimination: Some believers may experience unfair treatment because of their religious identity.
6. Misrepresentation of religious teachings: Incorrect information about religions may create misunderstandings.
7. Conflicts between religious and modern lifestyles: Some social practices may conflict with particular religious teachings.
8. Limited religious facilities: Some communities may lack suitable places for worship.
9. Religious prejudice: Negative attitudes towards other faiths may create divisions in society.

Accept any four.

c) Explain four ways through which schools and communities in Kenya can promote religious tolerance and peaceful coexistence. (4 marks)

Award 1 mark for each explanation.

1. Promoting interfaith dialogue: Schools and communities should organise discussions where learners and community members share knowledge about different religions.
2. Teaching religious tolerance: Schools should educate learners about respecting different religious beliefs and practices.
3. Organising interfaith activities: Communities can organise joint celebrations and activities that bring people from different religious backgrounds together.
4. Enforcing anti-discrimination policies: Schools should protect learners against unfair treatment based on religious beliefs.
5. Encouraging community service: People from different faiths can work together in activities that benefit society.
6. Promoting peaceful conflict resolution: Religious disagreements should be addressed through dialogue, mediation and mutual understanding.
7. Respecting religious freedom: Schools and communities should allow individuals to practise their faith within the law.
8. Promoting cultural exchange: Learners should be encouraged to appreciate different religious traditions and customs.

Accept any four.

GRADE 11 HINDU RELIGIOUS EDUCATION

STRAND 4.0: CULTURAL PRACTICES

SUB-STRAND 4.2: SOCIAL PRACTICES IN THE FOUR FAITHS

Introduction

Social practices are activities, customs and traditions through which members of a religious community interact, celebrate important events, pass on values and maintain their identity. They influence how people relate with one another from birth to death.

In this sub-strand, learners explore social practices among the four faiths: **Hinduism, Sikhism, Jainism and Buddhism**. These practices include ceremonies at birth, education, marriage and funerals, as well as folk dances, seminars, theatre, artwork, public speaking, community clubs and societies, and career-related activities.

The practices may differ from one community to another because of religious beliefs, regional traditions and cultural backgrounds.

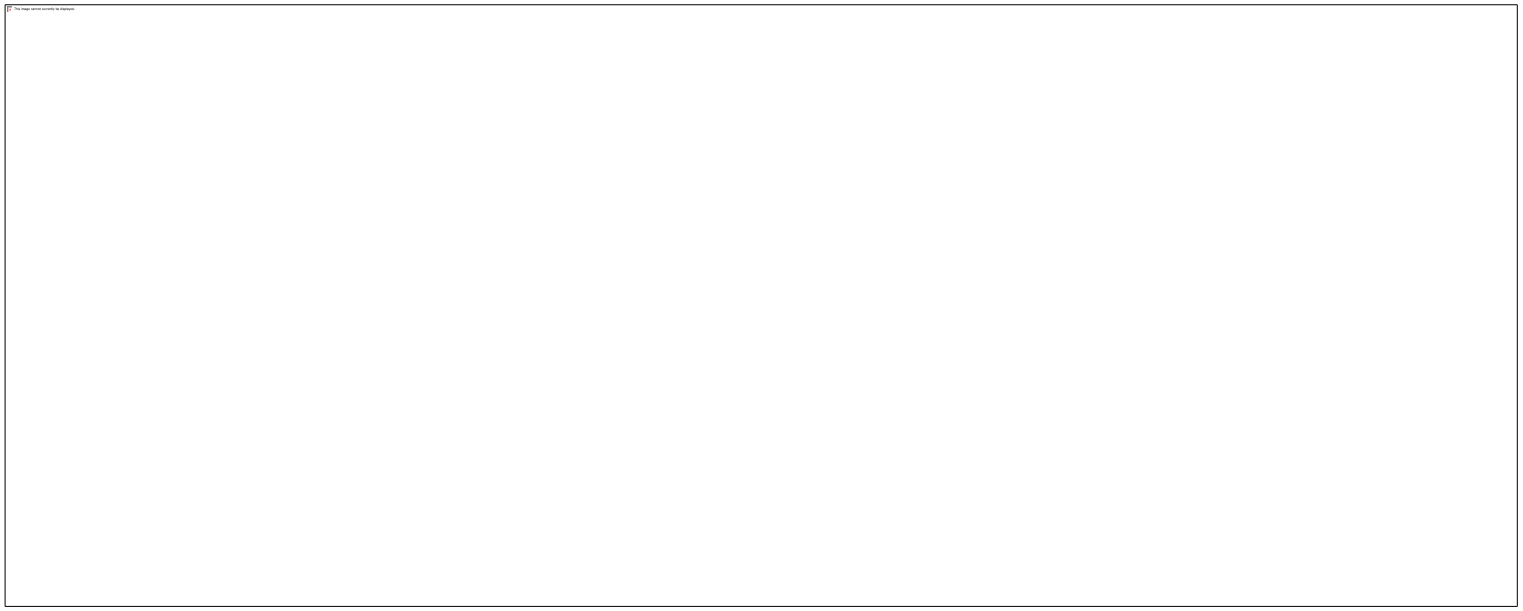
4.2.1 Meaning of Social Practices

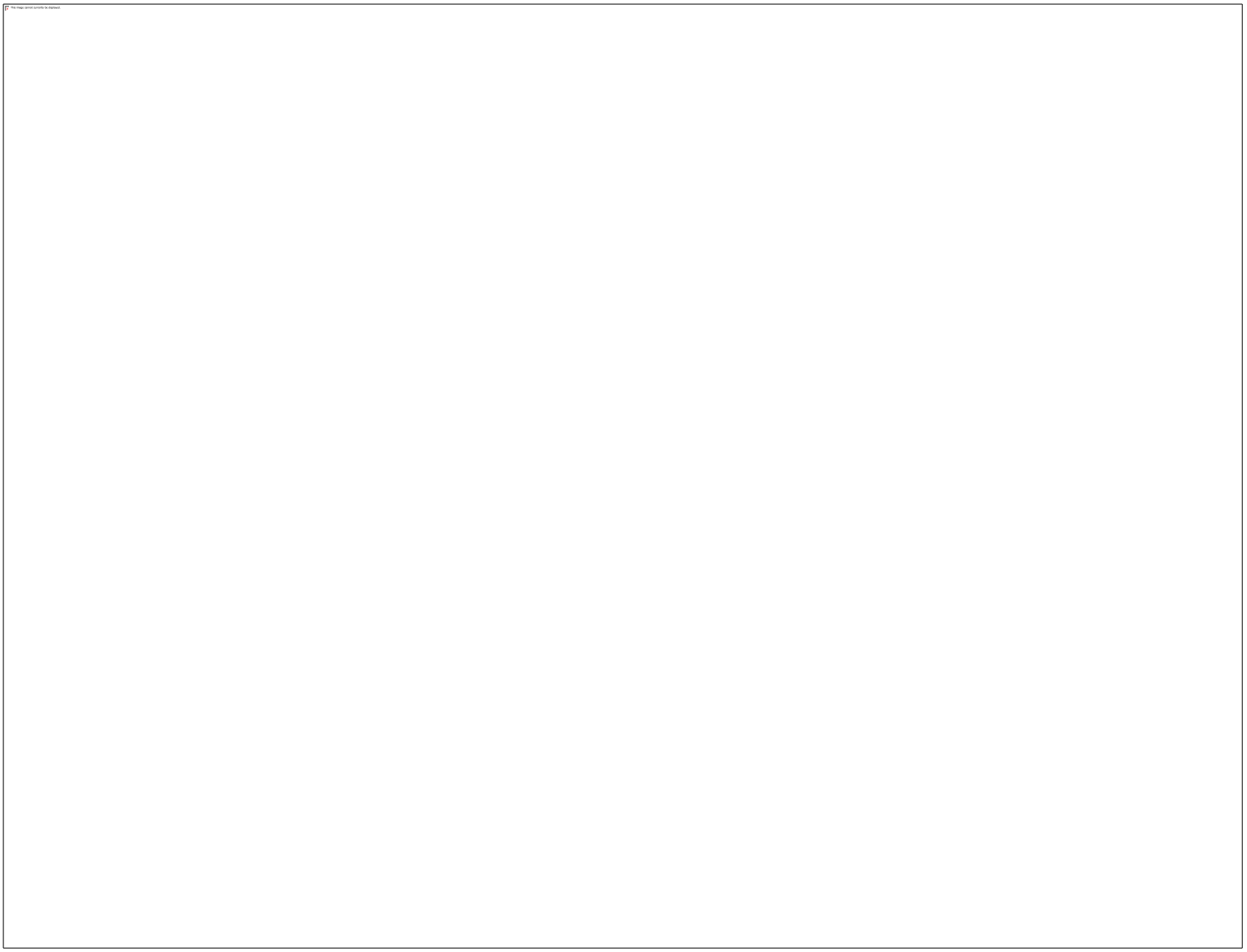
Social practices are the customs, activities and accepted ways of behaviour that people follow when interacting with others in their families, religious communities and society.

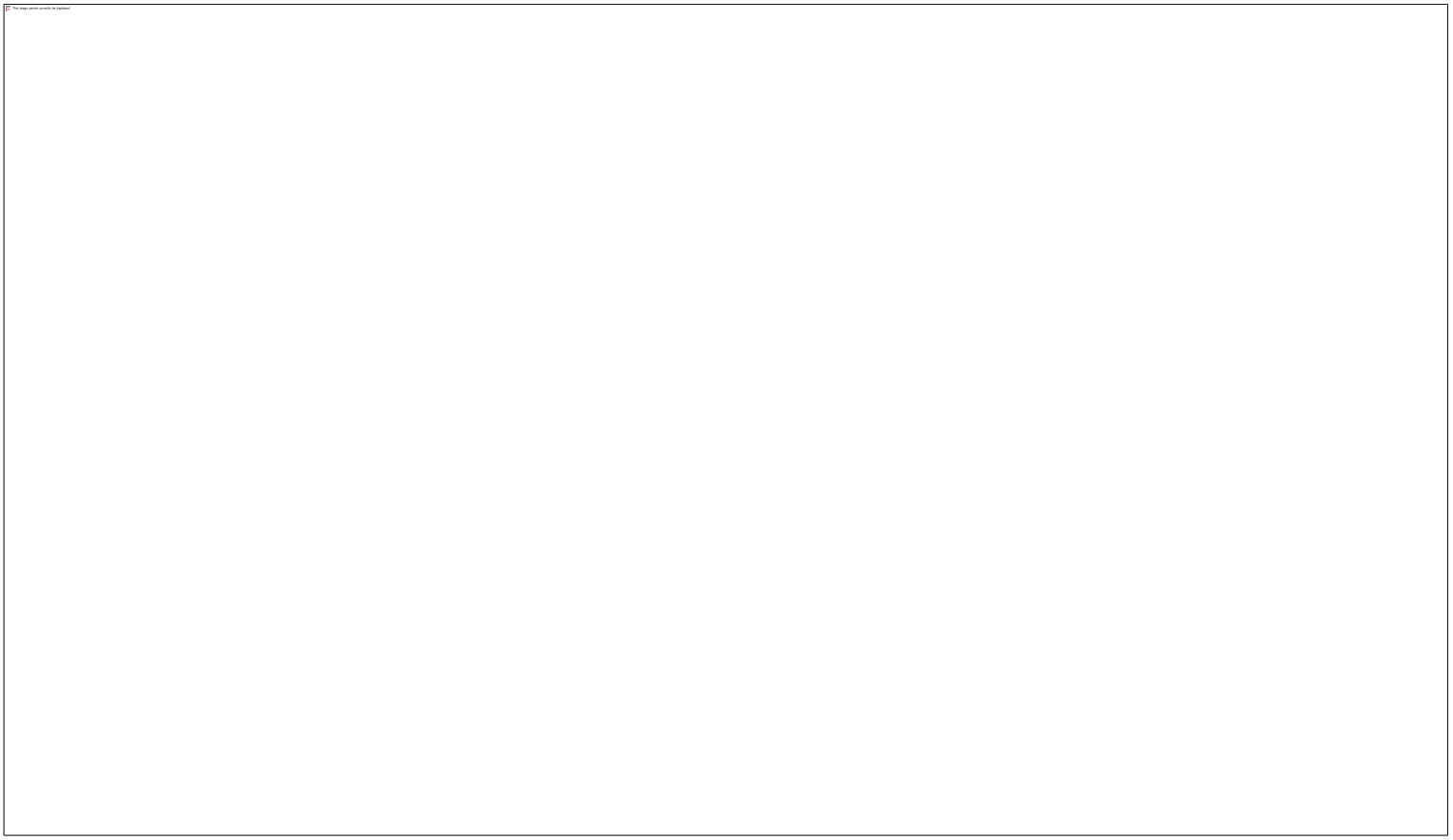
Examples include:

1. Celebrating the birth of a child.
2. Taking children to school and supporting their education.
3. Conducting marriage ceremonies.
4. Honouring the dead through funeral rites.
5. Participating in folk dances and cultural performances.
6. Attending religious seminars and community meetings.
7. Taking part in community clubs and societies.
8. Participating in career guidance and mentorship activities.

4.2.2 Social Practices in Hinduism, Sikhism, Jainism and Buddhism







The four faiths have social practices that guide their followers in family life, education, relationships and community responsibilities.

Faith	Examples of social practices
Hinduism	Birth-related samskaras, naming ceremonies, marriage rites, funeral rites, religious festivals and community service.
Sikhism	Naming ceremonies at the Gurdwara, education in Gurmukhi and Sikh teachings, Anand Karaj marriage, funeral prayers and community service through seva.
Jainism	Welcoming and naming children, religious education, marriage customs influenced by community traditions, funeral rites and the practice of ahimsa.
Buddhism	Naming and blessing ceremonies in some communities, Buddhist education, marriage blessings, funeral chanting and community activities based on compassion.

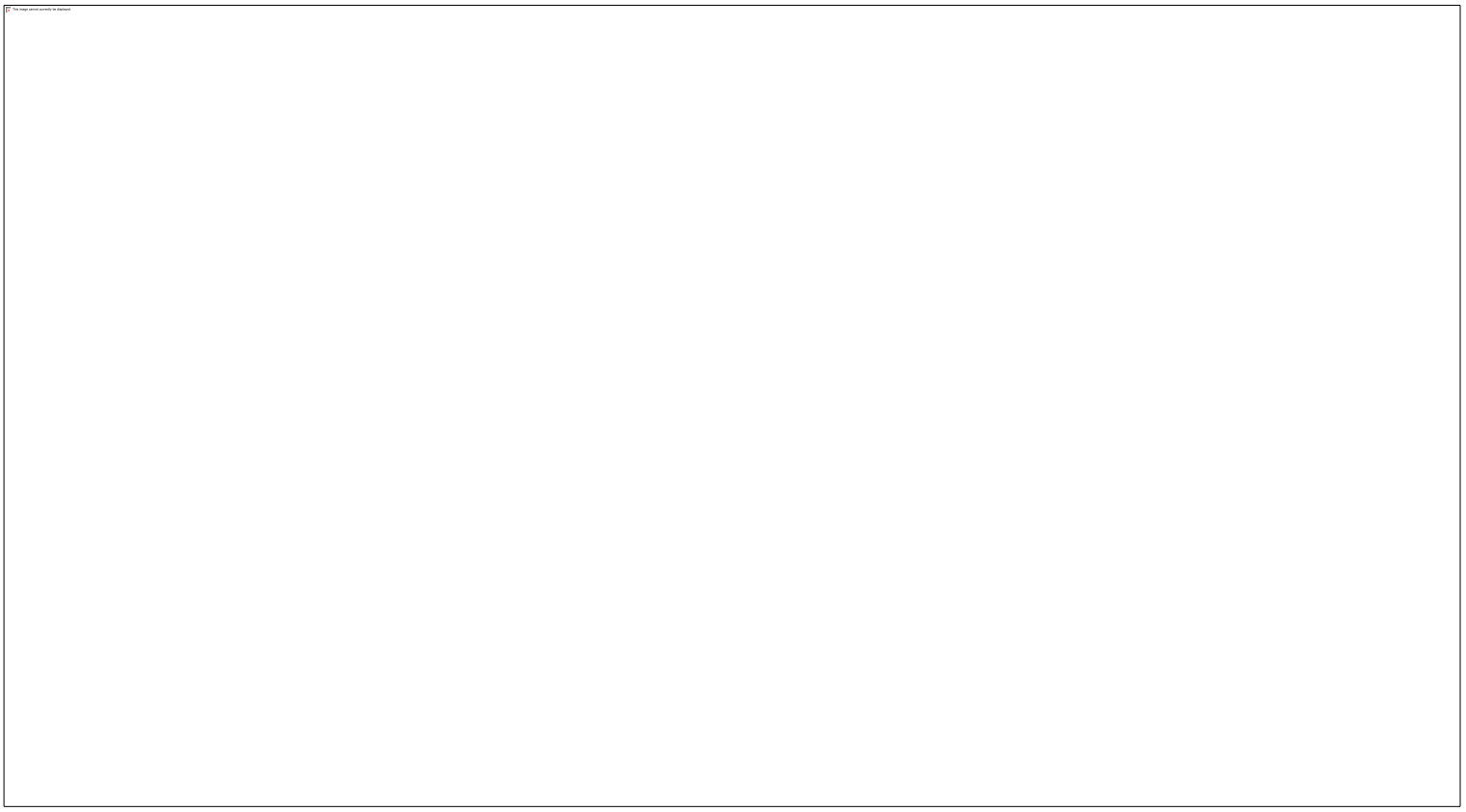
Important: Not every follower observes every practice in the same way. Customs may vary according to region, family tradition, denomination and local culture.

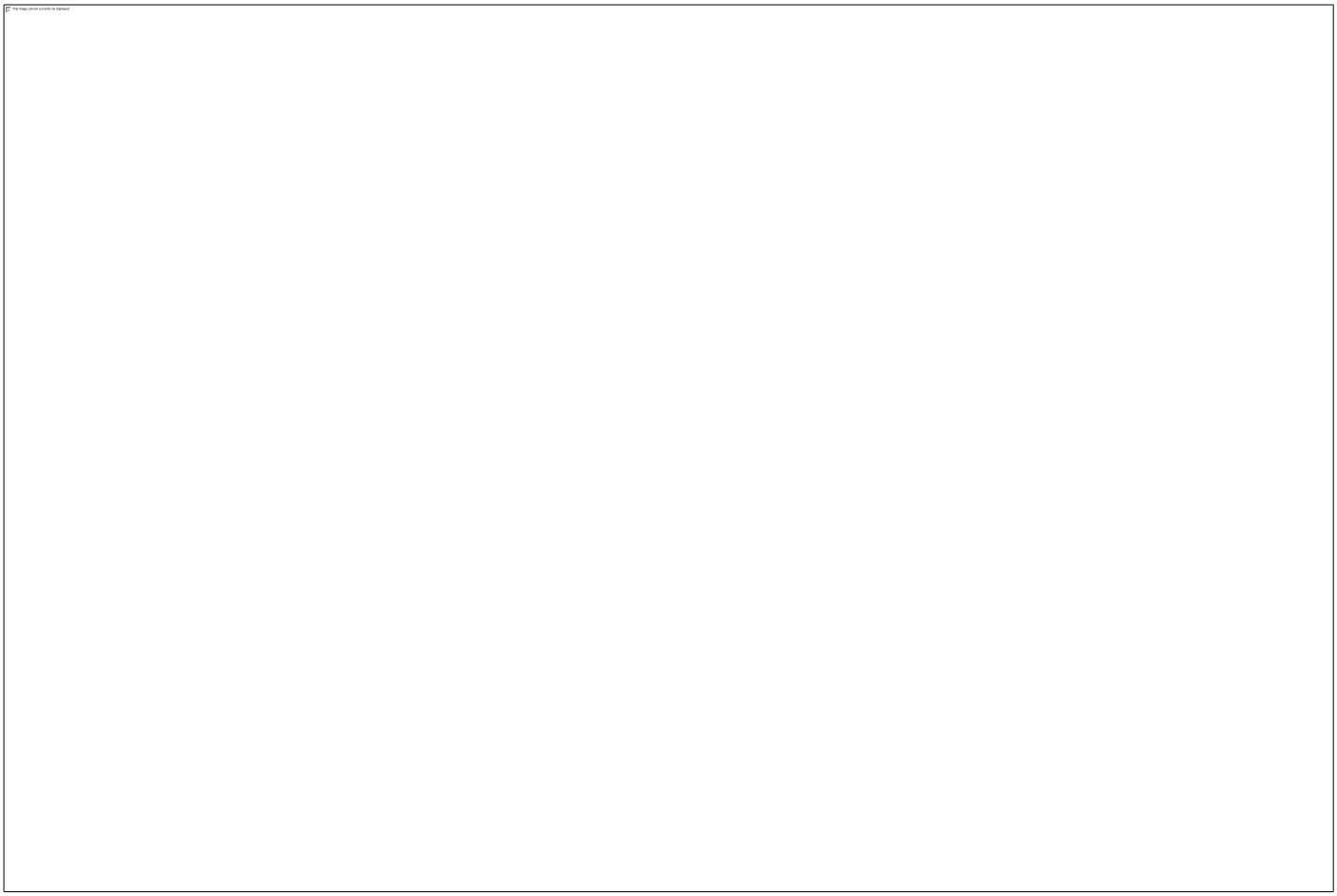
4.2.3 Ceremonies at Birth

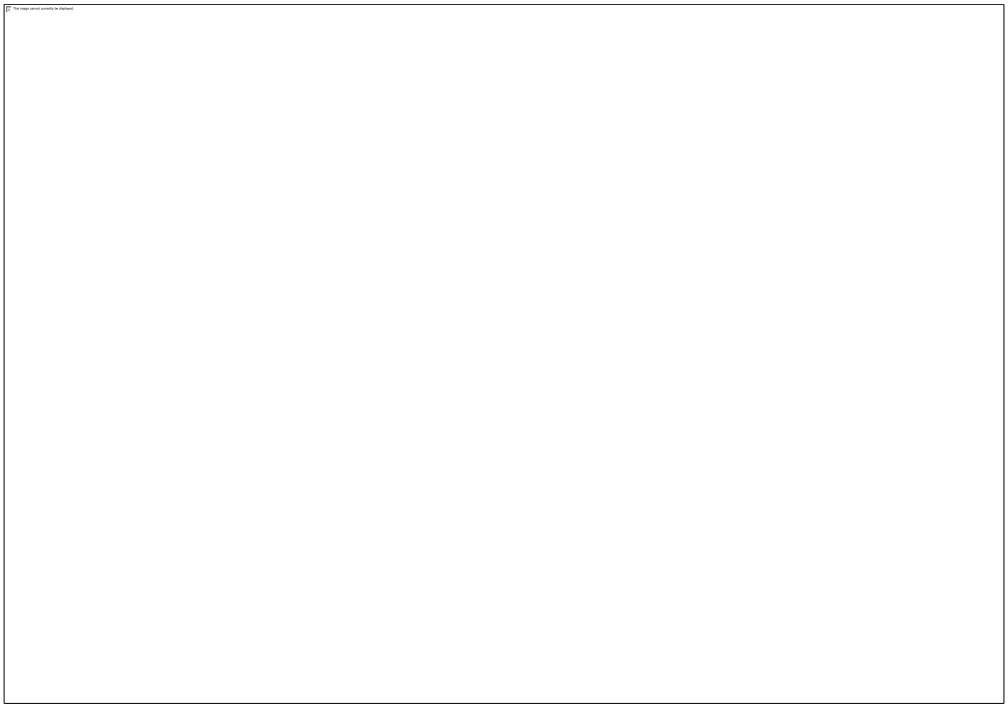
Meaning of birth ceremonies

Birth ceremonies are religious and cultural activities performed to welcome a newborn child into a family and community. They may involve prayers, blessings, naming, thanksgiving and the introduction of the child to religious teachings.

Birth ceremonies help families express gratitude, seek divine blessings and recognise the responsibilities of raising a child.







A. Birth ceremonies in Hinduism

Hinduism has several *samskaras*, which are rites of passage marking important stages in human life.

Examples include:

1. **Jatakarma**

- A traditional birth-related samskara performed in some Hindu communities.
- It welcomes the newborn and expresses hopes for the child's well-being.

- It symbolises the beginning of the child's journey in life.

2. **Namakarana (naming ceremony)**

- This is the ceremony of giving a child a name.
- It is commonly performed after birth, with the timing varying among families and traditions.
- Family members may gather for prayers and blessings.
- Names may reflect religious beliefs, family heritage or qualities that parents wish the child to develop.

3. **Nishkramana**

- This is a traditional ceremony marking a child's first outing from the home.
- It may involve prayers and blessings for the child's safety and well-being.

4. **Annaprashana**

- This ceremony marks a child's first intake of solid food in traditions that observe it.
- It expresses gratitude for nourishment and the child's growth.

B. Birth ceremonies in Sikhism



1. **Naam Karan**

- This is the Sikh naming ceremony.
- It is usually conducted at a Gurdwara.
- The family listens to a hymn or *hukamnama* from the Guru Granth Sahib.
- A name is selected according to Sikh tradition, often beginning with a letter from the hymn.
- The ceremony includes prayers and thanksgiving.

2. **Blessings and prayers**

- The family seeks God's blessings for the child's life.
- The congregation shares in welcoming the child.

3. **Community support**

- Relatives and members of the Gurdwara community support the family.
- The ceremony strengthens unity and a sense of belonging.

C. Birth-related practices in Jainism

1. **Welcoming the newborn**

- Families celebrate the arrival of a child through family gatherings and prayers according to their traditions.
- The child is welcomed as a new member of the family and community.

2. **Naming the child**

- A child may be given a name during a family or religious gathering.
- The name may reflect family heritage, religious values or admired qualities.

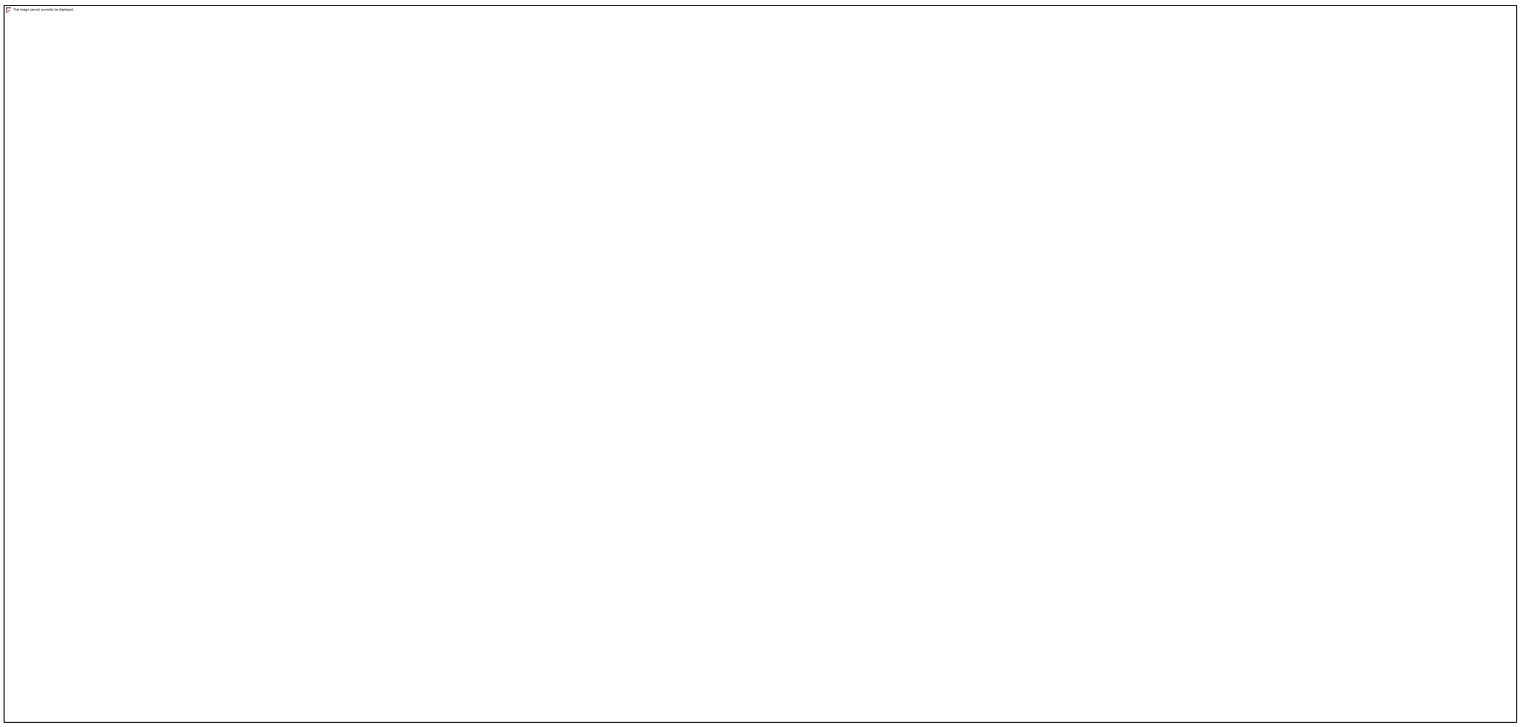
3. **Religious blessings**

- Some families seek blessings from Jain religious teachers or elders.
- The family may be encouraged to raise the child with values such as non-violence, truthfulness and self-discipline.

4. **Teaching Jain values**

- Parents are encouraged to introduce children to *ahimsa* (non-violence), *satya* (truthfulness) and compassion as they grow.

D. Birth-related practices in Buddhism



1. **Welcoming the child**

- Families may hold gatherings to celebrate the birth of a child.
- The occasion may involve prayers, chanting and expressions of gratitude.

2. **Naming ceremonies**

- Some Buddhist communities organise naming ceremonies.
- The family may invite monks to offer blessings or recite teachings.

3. **Blessing ceremonies**

- Monks may chant protective teachings or offer blessings for the child's well-being.
- The ceremony encourages the family to raise the child with compassion and wisdom.

4. **Teaching Buddhist values**

- Parents introduce children to values such as kindness, mindfulness, generosity and respect for life.

Significance of birth ceremonies

1. **Welcoming a new member:** They formally recognise the child as part of the family and community.
2. **Seeking blessings:** Families pray for the child's health, protection and well-being.
3. **Strengthening family bonds:** Relatives gather and share happiness.
4. **Preserving culture:** Ceremonies pass religious customs and traditions to younger generations.
5. **Promoting religious identity:** Children are introduced to the faith and its teachings.
6. **Encouraging parental responsibility:** Parents are reminded of their duty to provide care, protection and moral guidance.
7. **Promoting unity:** Community members share in welcoming and supporting the child.

4.2.4 Ceremonies Related to Education

Meaning of educational ceremonies

Educational ceremonies are religious or cultural activities that mark the beginning, progress or completion of a person's education. They may include prayers, blessings, initiation into learning, graduation celebrations and recognition of academic achievement.

Education is important in the four faiths because it helps individuals acquire knowledge, develop moral values and contribute positively to society.





A. Hindu educational practices

1. Vidyarambham

- This is a traditional ceremony marking a child's introduction to learning.
- In some Hindu communities, the child is guided to write the first letters.
- It may involve prayers to Saraswati, who is associated with knowledge, music and learning.
- It encourages respect for teachers and education.

2. **Upanayana**

- This is a traditional initiation ceremony associated with the beginning of formal religious study in some Hindu traditions.
- It has historically been observed differently among communities and social groups.
- It symbolises commitment to learning, discipline and religious responsibility.

3. **Guru-shishya tradition**

- This is the traditional relationship between a teacher (*guru*) and a learner (*shishya*).
- The teacher guides the learner in knowledge, conduct and personal development.
- It emphasises respect, commitment and continuous learning.

B. Sikh educational practices

1. **Learning religious teachings**

- Sikh children learn about the teachings of the ten Gurus and the Guru Granth Sahib.
- They are taught values such as equality, honesty, service and compassion.

2. **Learning Gurmukhi**

- Learners may study the Gurmukhi script to read Sikh scriptures.
- This helps preserve the language and religious heritage.

3. **Education in Gurdwaras**

- Some Gurdwaras provide religious classes and learning activities.
- Children may learn hymns, prayers and Sikh history.

4. **Respect for teachers**

- Sikh teachings encourage humility, respect and responsible use of knowledge.

C. Jain educational practices

1. **Learning Jain teachings**

- Children are introduced to the teachings of Jain Tirthankaras.
- They learn about ahimsa, truthfulness, non-stealing and self-control.

2. **Study of sacred texts**

- Learners study Jain teachings and stories that explain moral conduct.
- This helps them understand the importance of peaceful living.

3. **Religious classes**

- Some Jain temples and community organisations offer religious education.
- Learners may participate in discussions, recitations and cultural activities.

4. **Moral development**

- Education encourages compassion, discipline and respect for all living beings.

D. Buddhist educational practices

1. **Learning Buddhist teachings**

- Children are introduced to the life and teachings of the Buddha.
- They learn about the Four Noble Truths, the Noble Eightfold Path and compassion.

2. **Learning in monasteries**

- In some Buddhist traditions, monasteries provide religious education.
- Monks and teachers guide learners in Buddhist teachings and moral conduct.

3. **Learning meditation and mindfulness**

- Learners may be introduced to age-appropriate mindfulness practices.
- These practices encourage attention, calmness and self-awareness.

4. **Study of sacred texts**

- Learners may study Buddhist scriptures and stories.
- This helps them understand the principles of wisdom and compassion.

Significance of educational ceremonies and practices

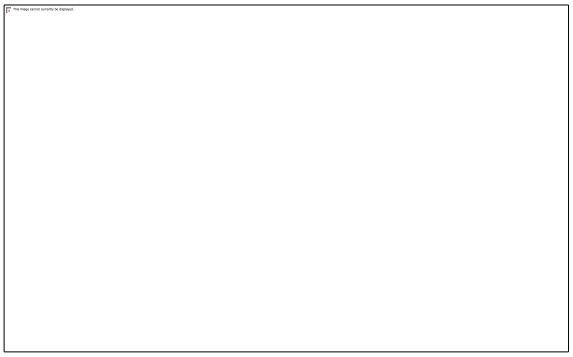
1. They encourage learners to value knowledge.
2. They promote discipline and respect for teachers.
3. They introduce young people to religious teachings.
4. They preserve religious languages, literature and traditions.
5. They promote moral development.
6. They strengthen relationships between learners, families and religious communities.
7. They encourage lifelong learning and responsible citizenship.

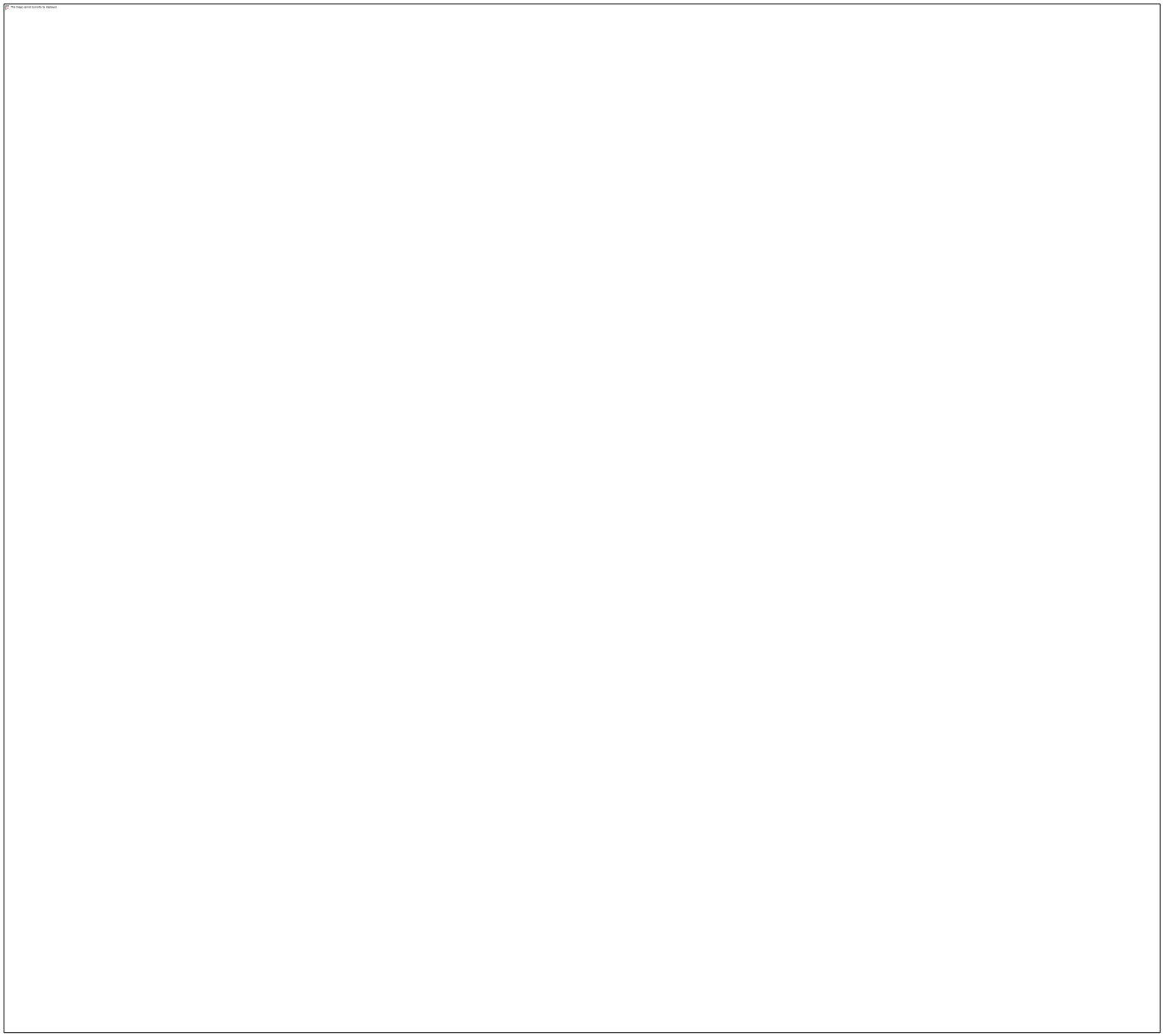
4.2.5 Marriage Ceremonies

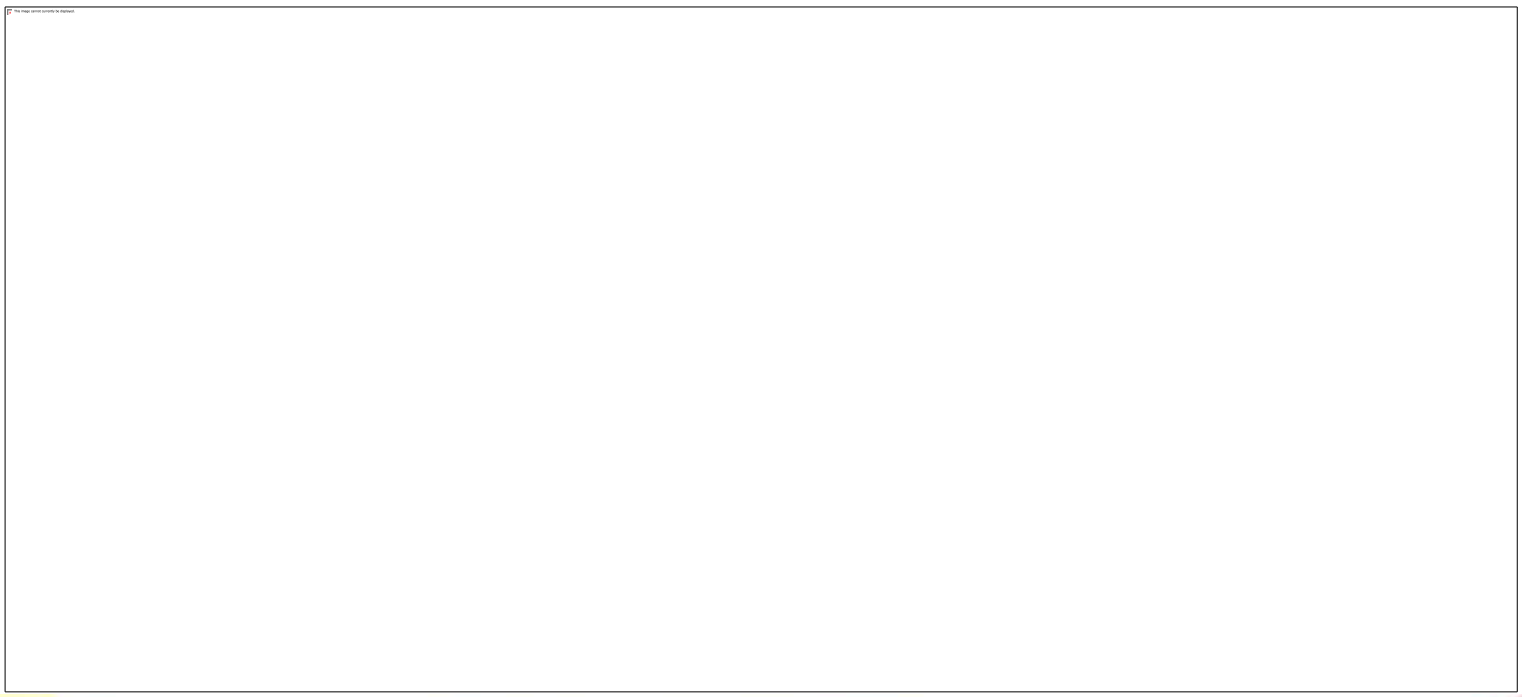
Meaning of marriage ceremonies

Marriage ceremonies are religious and cultural activities through which two people are formally united as partners in marriage. They may involve prayers, vows, blessings, exchange of gifts, symbolic actions and celebrations.

Marriage is significant because it establishes a family relationship and creates responsibilities between spouses, their families and the wider community.







A. Marriage ceremonies in Hinduism

Hindu marriage is commonly known as *Vivaha*. It is regarded as an important samskara in many Hindu traditions.

Common practices include:

1. **Engagement (Sagai)**

- The families may formally announce the intention of the couple to marry.
- Gifts and blessings may be exchanged.
- It provides an opportunity for the families to meet and prepare for the wedding.

2. **Ganesh Puja**

- Some Hindu families begin wedding activities with prayers to Lord Ganesha.
- This is done to seek blessings and the removal of obstacles.

3. **Kanyadaan**

- In traditions that observe it, the bride's family formally entrusts the bride to the marriage relationship.
- It is a symbolic expression of family participation and commitment.

4. **Mangal Phera or Saptapadi**

- In many Hindu weddings, the couple performs ritual steps around a sacred fire or takes seven steps together.
- The steps represent commitments such as mutual support, prosperity, well-being and companionship.
- The exact form and interpretation vary among Hindu traditions.

5. **Exchange of garlands**

- The couple may exchange flower garlands.
- This symbolises acceptance and respect for one another.

6. **Blessings**

- Elders and guests offer prayers and good wishes to the couple.
- The couple is encouraged to build a responsible and harmonious family.

B. Marriage ceremonies in Sikhism



The Sikh marriage ceremony is known as **Anand Karaj**, meaning a ceremony of bliss.

Common practices include:

1. **Ardas**

- The ceremony begins with a Sikh prayer.
- The congregation seeks God's blessings for the couple.

2. **Presence of the Guru Granth Sahib**

- The marriage takes place in the presence of the Sikh holy scripture.
- This reminds the couple to base their lives on Sikh teachings.

3. **Laavan**

- The couple participates in four hymns known as the Laavan.
- They walk around the Guru Granth Sahib as the hymns are sung.
- The four hymns describe stages of spiritual development and the relationship with God.

4. **Kirtan**

- Devotional hymns are sung during the ceremony.
- They encourage spiritual reflection and commitment.

5. **Blessings from the congregation**

- Family members and the congregation pray for the couple.
- The ceremony promotes equality, love, faithfulness and responsibility.

C. Marriage ceremonies in Jainism

Jain marriage ceremonies are influenced by local customs and family traditions. Marriage is generally conducted as a social and family commitment, while Jain religious teachings guide the conduct of married life.

Common practices may include:

1. **Engagement**

- Families may formally announce the intention of the couple to marry.
- The families discuss preparations for the marriage.

2. **Wedding prayers and rituals**

- Some Jain families conduct prayers and rituals seeking blessings for the couple.
- The activities may be influenced by regional customs.

3. **Exchange of garlands**

- In some communities, the couple exchanges flower garlands.
- This represents acceptance and mutual respect.

4. **Family blessings**

- Elders offer advice and blessings.
- The couple is encouraged to practise honesty, self-control and non-violence.

5. **Community celebration**

- Relatives and community members may gather to celebrate the union.
- The event strengthens family and community relationships.

D. Marriage ceremonies in Buddhism

Buddhist marriage customs vary widely across Buddhist countries and communities. Marriage is generally treated as a social commitment rather than a universal religious sacrament.

Common practices include:

1. **Family agreement**

- The couple and their families may meet to agree on the marriage arrangements.
- This promotes mutual understanding.

2. **Blessings by monks**

- In some Buddhist communities, monks chant blessings or teachings for the couple.
- The couple is encouraged to build a peaceful and compassionate relationship.

3. **Exchange of vows or gifts**

- Some couples exchange vows, rings or gifts.
- These symbolise commitment and mutual support.

4. **Water-pouring ceremony**

- In some Buddhist cultures, a water-pouring ritual is performed.
- It may symbolise the sharing of merit and good wishes.

5. **Family celebration**

- Relatives and friends gather to celebrate the marriage.
- The occasion strengthens social relationships.

Significance of marriage ceremonies

1. **Recognising the marriage:** They publicly acknowledge the union of the couple.
2. **Promoting commitment:** They remind spouses of their responsibilities towards each other.
3. **Seeking blessings:** Families and communities pray for the couple's well-being.
4. **Strengthening families:** They bring together relatives and friends.
5. **Preserving culture:** They pass traditional customs to younger generations.
6. **Promoting moral values:** They encourage faithfulness, respect, patience and responsibility.
7. **Building community relationships:** They create opportunities for people to support one another.
8. **Preparing for family life:** They remind the couple of their responsibilities in nurturing and guiding children.

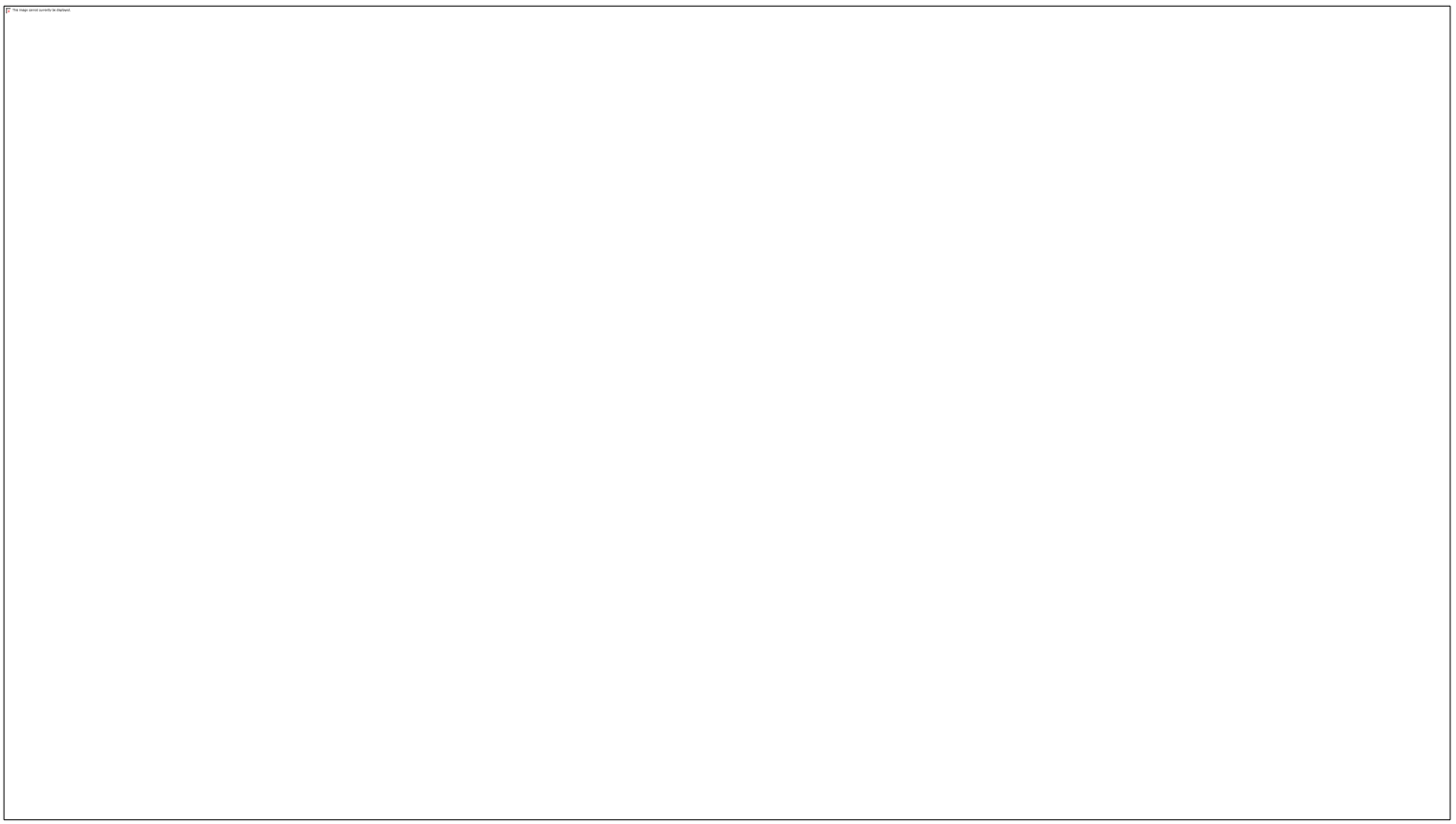
4.2.6 Funeral Ceremonies

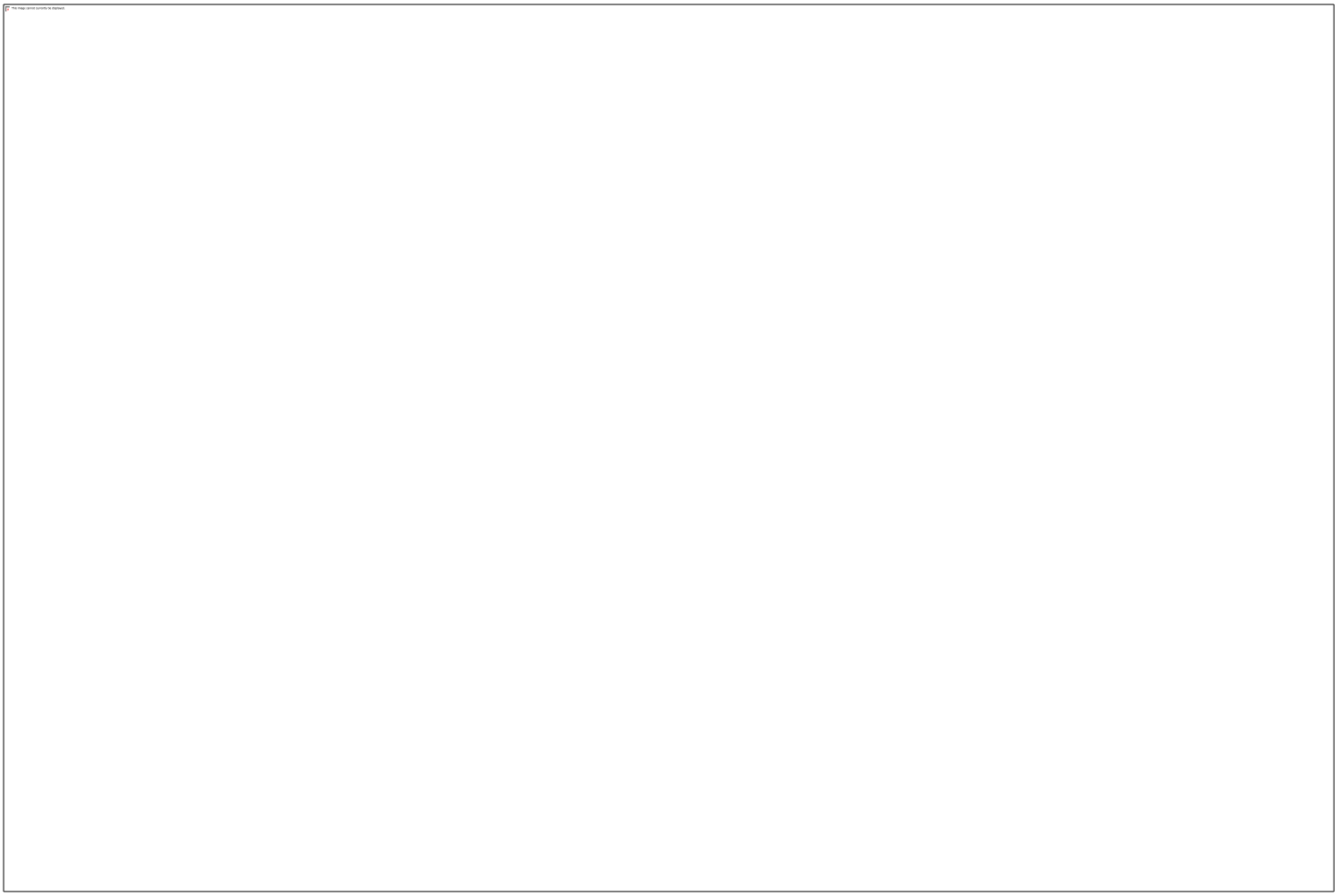
Meaning of funeral ceremonies

Funeral ceremonies are religious and cultural activities performed when a person dies. They help family members and the community honour the deceased, express grief, offer support to the bereaved and observe their religious beliefs concerning death.

The ceremonies may involve prayers, chanting, scripture reading, memorial services, burial or cremation, depending on the faith and community.







A. Funeral ceremonies in Hinduism

Hindu funeral rites are commonly referred to as *Antyeshti*, meaning the final rites.

Common practices include:

1. **Preparation of the deceased**

- The body is respectfully prepared according to family and community customs.
- Family members may offer prayers and express their final respects.

2. **Prayers and chanting**

- Religious prayers and sacred verses may be recited.
- These remind the family of the Hindu understanding of life, death and the soul.

3. **Cremation**

- Cremation is common in many Hindu traditions.
- It symbolises the return of the physical body to the elements.
- The practice is connected to Hindu beliefs about the temporary nature of the physical body and the continuing journey of the soul.

4. **Collection of ashes**

- In some traditions, the ashes are collected and immersed in a sacred river or another appropriate place.
- The practice varies according to family customs and circumstances.

5. **Memorial and mourning rites**

- Families may observe prayers and remembrance activities after the funeral.
- These may include *Shraddha* rites in traditions that practise them.

B. Funeral ceremonies in Sikhism



The Sikh funeral ceremony is known as **Antam Sanskar**, meaning the final rite.

Common practices include:

1. **Prayer and remembrance**

- Family and community members gather to pray.
- Hymns from the Guru Granth Sahib may be recited.

2. **Cremation**

- Cremation is the usual Sikh funeral practice.
- It reflects the belief that the physical body is temporary.

3. **Kirtan and Ardas**

- Devotional hymns may be sung.
- The congregation offers Ardas, asking for strength and comfort for the bereaved.

4. **Final prayers**

- The family may hold further prayers at the Gurdwara.
- These activities encourage acceptance and spiritual reflection.

5. **Community support**

- Members of the Sikh community support the bereaved family.
- This may include providing food, practical assistance and companionship.

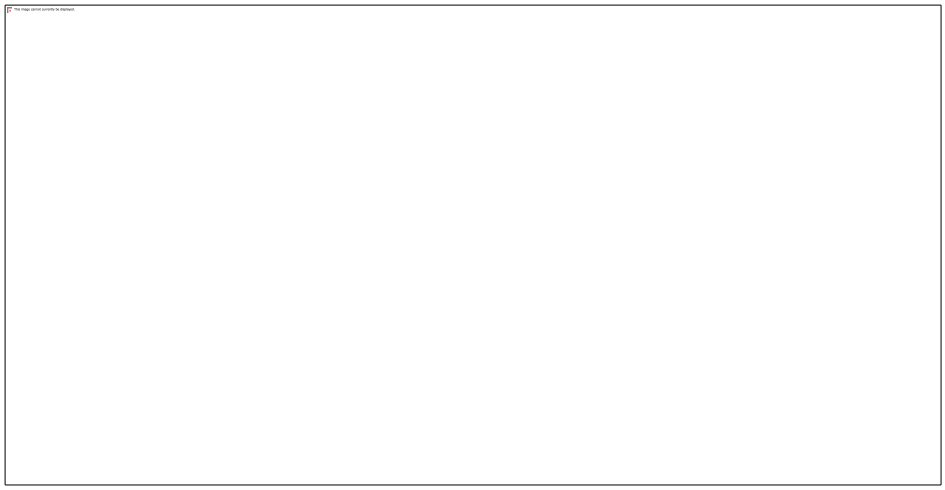
C. Funeral ceremonies in Jainism

Jain funeral practices are guided by beliefs about the soul, karma and liberation. Customs differ across Jain communities.

Common practices include:

1. **Respect for the deceased**
   - Family members and the community honour the person who has died.
   - They may gather for prayers and remembrance.
2. **Prayers and reflection**
   - Jain prayers and teachings may be recited.
   - The family reflects on the temporary nature of physical life.
3. **Cremation**
   - Cremation is common in many Jain communities.
   - It is performed according to family and local customs.
4. **Reflection on karma**
   - The community may reflect on the Jain teaching that actions influence the soul's journey.
   - The occasion encourages people to live ethically.
5. **Support for the bereaved**
   - Relatives and community members comfort the family.
   - They may offer practical assistance and guidance.

D. Funeral ceremonies in Buddhism



Buddhist funeral ceremonies vary according to Buddhist traditions and local cultures.

Common practices include:

1. **Chanting**
   - Monks or other religious leaders may chant Buddhist teachings.
   - Chanting encourages reflection on impermanence and the nature of life.
2. **Offering prayers and blessings**

- Family members may offer prayers and dedicate merit to the deceased.
- This is intended to express goodwill and compassion.

3. **Cremation or burial**

- Cremation is common in many Buddhist communities, although burial is also practised.
- The choice depends on local traditions and family circumstances.

4. **Memorial services**

- Family members may organise services to remember the deceased.
- They may offer food or other support to monks and people in need.

5. **Teaching about impermanence**

- The ceremonies remind people that life is temporary.
- They encourage compassion, wisdom and responsible living.

Significance of funeral ceremonies

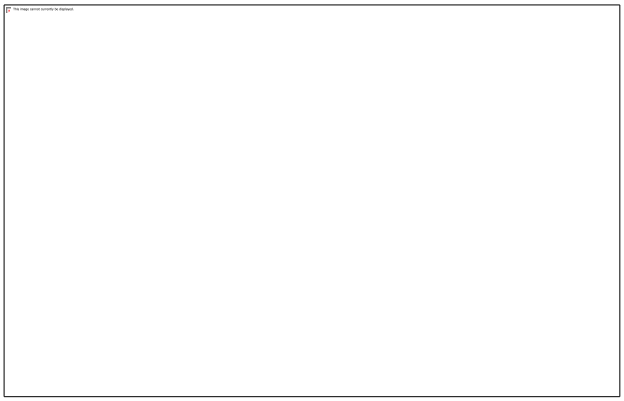
1. **Honouring the deceased:** They show respect for the person who has died.
2. **Comforting the bereaved:** Prayers and community support help families cope with loss.
3. **Expressing religious beliefs:** They demonstrate beliefs about life, death, the soul and the afterlife.
4. **Promoting unity:** Relatives and community members come together to support one another.
5. **Preserving traditions:** Funeral customs pass religious practices from one generation to another.
6. **Encouraging reflection:** They remind people to live responsibly and value life.
7. **Providing closure:** They help families and friends formally acknowledge the death and begin the process of remembrance.
8. **Promoting compassion:** They encourage kindness towards grieving people.

4.2.7 Folk Dances in the Four Faiths

Meaning of folk dances

Folk dances are traditional dances developed and practised by particular communities. They reflect the history, beliefs, customs, occupations and experiences of the people.

They are usually performed during cultural festivals, religious celebrations, weddings and community gatherings.




महावीर जैन जागृति परिषद्
सकल जैन समाज हिरण मगरी उपनग
परिक्षेत्र

Examples of folk dances associated with the four faiths

A. Hindu communities

1. **Garba**

- A traditional dance associated with Gujarat.
- It is commonly performed during Navratri celebrations.
- Dancers move in circles to music and rhythmic clapping.
- It expresses devotion, joy and community unity.

2. **Dandiya Raas**

- A traditional dance often performed during Navratri.
- Dancers use decorated sticks in coordinated movements.
- It promotes cooperation, rhythm and cultural identity.

3. **Bharatanatyam**

- A classical Indian dance tradition with religious and cultural themes.
- It uses gestures, facial expressions and body movements to communicate stories.
- It may portray stories from Hindu traditions.

4. **Bhangra**

- A lively folk dance originating from Punjab.
- It is associated with harvest celebrations and Punjabi cultural identity.
- It is also performed at social and cultural events.

B. Sikh communities

1. **Bhangra**

- It is widely associated with Punjabi culture, including Sikh communities.
- It is performed during celebrations and cultural festivals.
- It expresses joy, energy and community pride.

2. **Giddha**

- A traditional Punjabi folk dance commonly performed by women.
- It includes rhythmic clapping, singing and expressive movements.
- It communicates social experiences and cultural values.

C. Jain communities

- Jain communities participate in regional folk dances that reflect the cultures of the areas where they live.
- During cultural and religious celebrations, communities may perform traditional dances.
- The performances may communicate stories about family life, moral conduct and community history.
- Jain cultural performances should promote respect for life and avoid encouraging harmful behaviour.

D. Buddhist communities

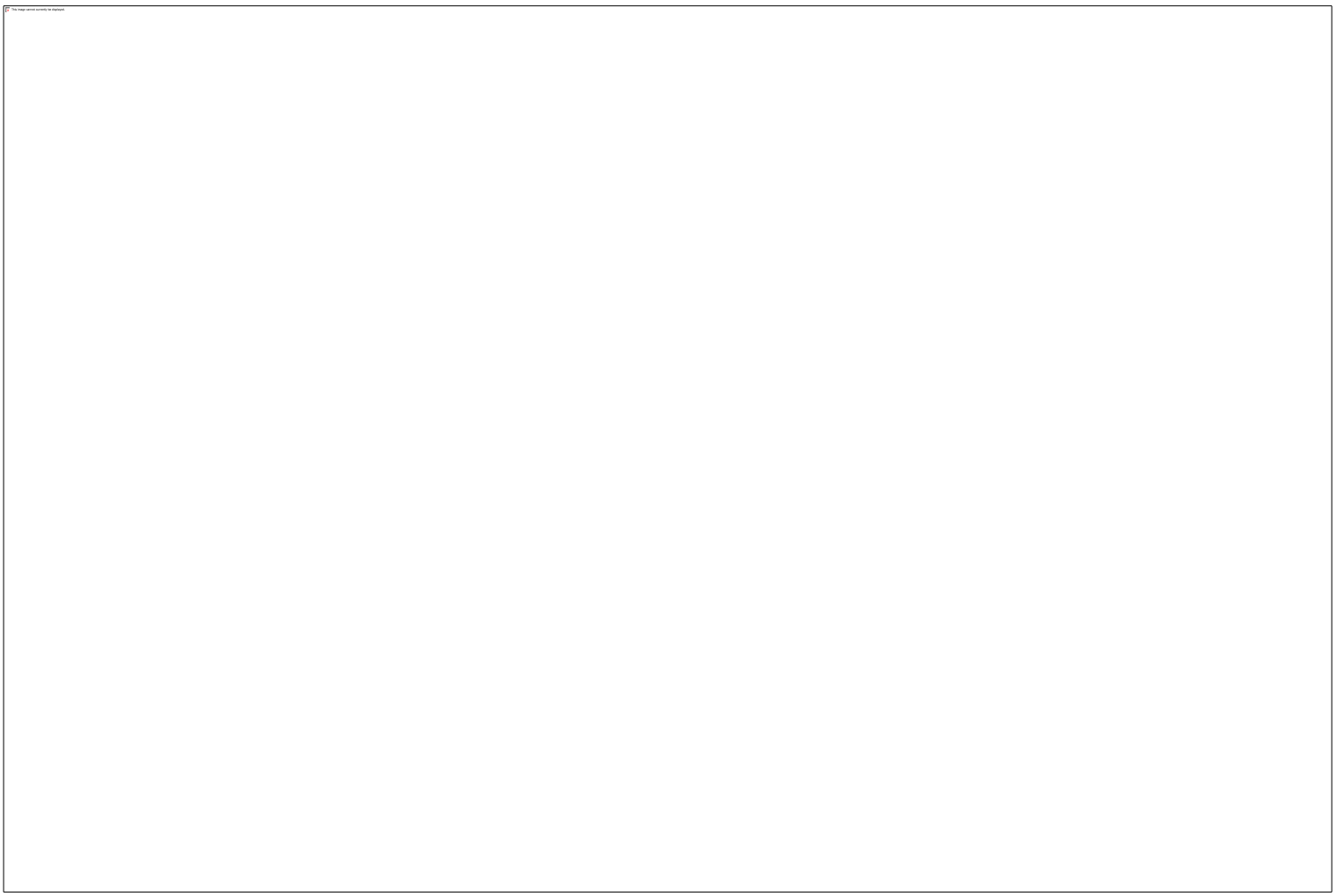
1. **Cham dance**

- A masked dance performed in some Tibetan Buddhist traditions.
- It is associated with religious festivals and monastic ceremonies.
- It communicates Buddhist teachings through symbolic movements and costumes.

2. **Traditional dances in Buddhist communities**

- Different Buddhist societies have dances associated with festivals and local customs.
- Some performances communicate stories about the Buddha, compassion and the triumph of wisdom.

Role of folk dances in storytelling and cultural preservation



1. **Passing historical information**

- Folk dances communicate stories about the origin, experiences and history of communities.
- They help younger generations understand their heritage.

2. **Teaching religious values**

- Some dances portray stories about religious teachers, spiritual figures and moral lessons.
- The performances help audiences understand religious teachings.

3. **Preserving traditional music**

- Folk dances use traditional songs, instruments and rhythms.

- This helps keep traditional music alive.

4. **Preserving language**

- Songs performed during dances may use local languages.
- This encourages young people to learn and value their languages.

5. **Promoting cultural identity**

- Traditional costumes, movements and songs distinguish one community's cultural heritage.
- They strengthen a sense of belonging.

6. **Educating young people**

- Dances communicate lessons about respect, unity, courage, cooperation and responsibility.
- They provide an enjoyable way of learning.

7. **Promoting social unity**

- Group performances bring people together.
- They encourage teamwork and cooperation.

8. **Promoting tourism and cultural exchange**

- Cultural performances attract visitors to festivals and cultural centres.
- They create opportunities for communities to share their heritage.

9. **Providing entertainment**

- Folk dances provide enjoyment during celebrations and social gatherings.
- They also allow performers to display their talents.

10. **Preserving traditional skills**

- Learning traditional movements and instruments helps preserve artistic knowledge.
- Experienced performers can train younger members of the community.

Qualities of a good folk dance performance

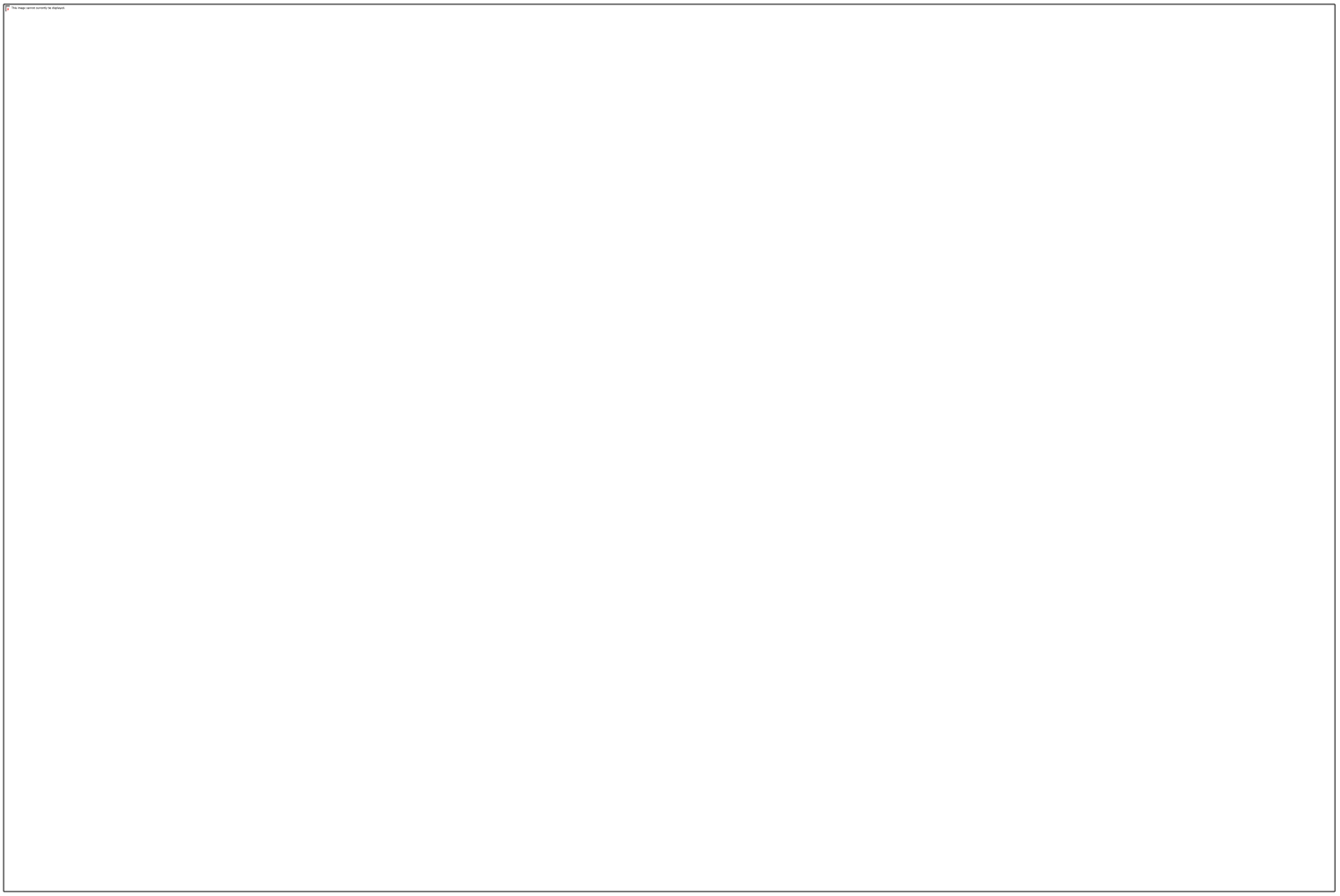
- It should respect the culture and beliefs of the community.
- It should communicate a clear message or story.
- It should use appropriate costumes and instruments.
- It should promote positive values.
- It should encourage participation and cooperation.
- It should respect the dignity of performers and audiences.

4.2.8 Seminars in the Four Faiths

Meaning of a seminar

A seminar is an organised meeting where people gather to discuss, learn about and exchange ideas on a particular subject. It may involve presentations, group discussions, questions and answers, and expert contributions.

Religious communities organise seminars to educate members, discuss social issues and strengthen religious understanding.



Examples of seminar topics

1. Religious teachings and moral values.
2. Family responsibilities and peaceful relationships.
3. Respect for religious diversity.
4. Education and personal development.
5. Environmental conservation.
6. Drug and substance abuse prevention.
7. Community service and volunteering.
8. Leadership and responsible citizenship.
9. Career development and workplace ethics.
10. Peacebuilding and conflict resolution.

Seminars in the four faiths

A. Hinduism

- Seminars may discuss the Bhagavad Gita, Vedas, Upanishads and other Hindu teachings.
- Participants may explore dharma, karma, ahimsa and service to humanity.

- Discussions may focus on family responsibilities, moral conduct and environmental care.

B. Sikhism

- Seminars may focus on the teachings of the Sikh Gurus and the Guru Granth Sahib.
- Participants may discuss equality, honest work, sharing and seva.
- They may also explore the role of the Gurdwara in supporting society.

C. Jainism

- Seminars may focus on ahimsa, aparigraha, satya and self-discipline.
- Participants may discuss peaceful living, care for animals and environmental responsibility.
- They may explore ways of applying Jain teachings in modern society.

D. Buddhism

- Seminars may discuss the Four Noble Truths and the Noble Eightfold Path.
- Participants may explore mindfulness, compassion and peaceful relationships.
- Discussions may focus on reducing suffering and promoting responsible conduct.

Significance of seminars

1. They increase religious knowledge and understanding.
2. They encourage critical thinking and exchange of ideas.
3. They promote respect among followers of different faiths.
4. They provide opportunities to discuss challenges facing society.
5. They develop communication and leadership skills.
6. They encourage application of religious values in daily life.
7. They promote cooperation in addressing community problems.
8. They provide opportunities for learners to interact with knowledgeable resource persons.

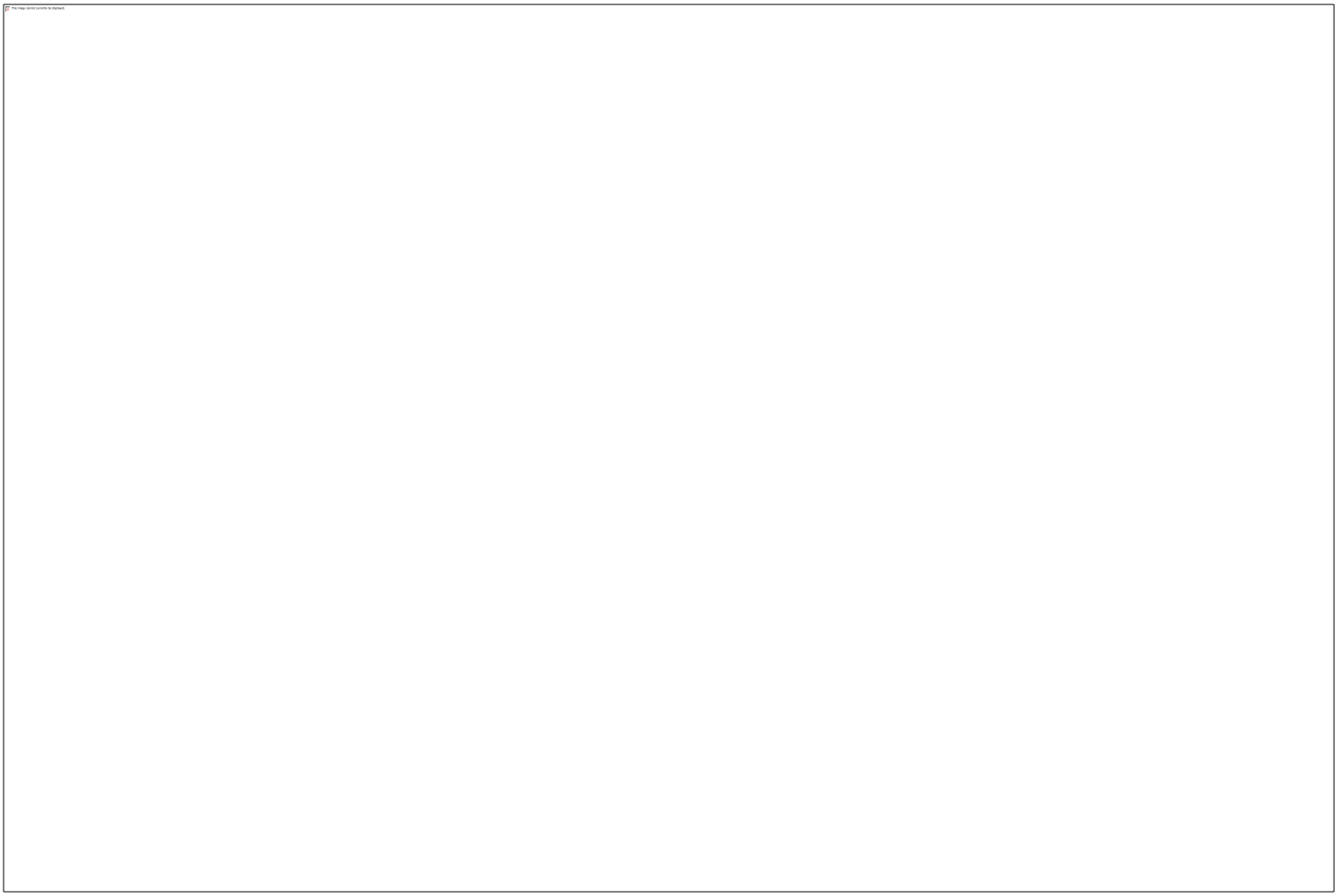
4.2.9 Theatre and Drama

Meaning of theatre

Theatre is the art of presenting stories, ideas and experiences through acting, dialogue, music, movement and stage performance before an audience.

Drama can be used by religious and cultural communities to teach moral values, preserve history and communicate important messages.





Uses of theatre in the four faiths

A. Hinduism

- Theatre may present stories from the Ramayana and Mahabharata.
- Performances may communicate lessons about courage, truthfulness, duty and devotion.
- *Ramlila* is a traditional theatrical presentation of stories from the Ramayana.
- It is performed in some Hindu communities, especially during the Dussehra period.

B. Sikhism

- Theatre may present the history and experiences of Sikh Gurus.
- Performances may teach equality, courage, sacrifice, honesty and service.
- Dramas can help young people understand Sikh history and identity.

C. Jainism

- Drama may present stories about Jain Tirthankaras and other religious figures.
- Performances may teach non-violence, truthfulness, self-control and compassion.
- Stories can demonstrate the consequences of selfishness and harmful actions.

D. Buddhism

- Theatre may present Jataka tales, which are stories about the previous lives of the Buddha.
- Performances may communicate lessons about kindness, generosity, patience and wisdom.

- Drama helps learners understand Buddhist teachings through familiar situations.

Significance of theatre and drama

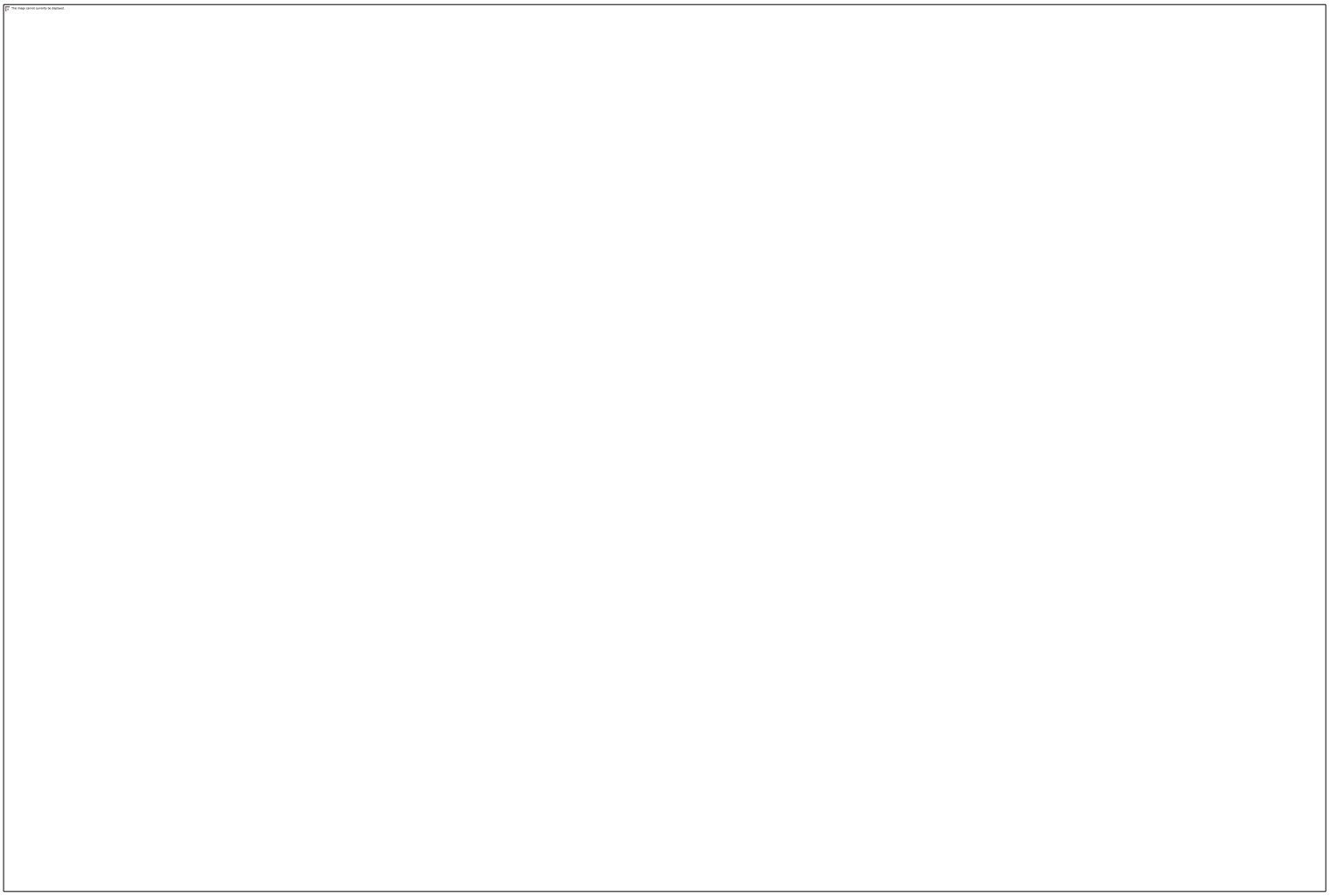
1. **Moral education:** Drama communicates values through stories and characters.
2. **Cultural preservation:** It preserves traditional stories, costumes, music and language.
3. **Entertainment:** It provides enjoyable learning experiences.
4. **Communication:** It helps performers express ideas clearly.
5. **Creativity:** It encourages imagination and artistic expression.
6. **Confidence:** It helps learners develop confidence when speaking before an audience.
7. **Social awareness:** It can address issues such as discrimination, corruption, environmental destruction and violence.
8. **Religious understanding:** It helps learners appreciate the teachings and histories of different faiths.

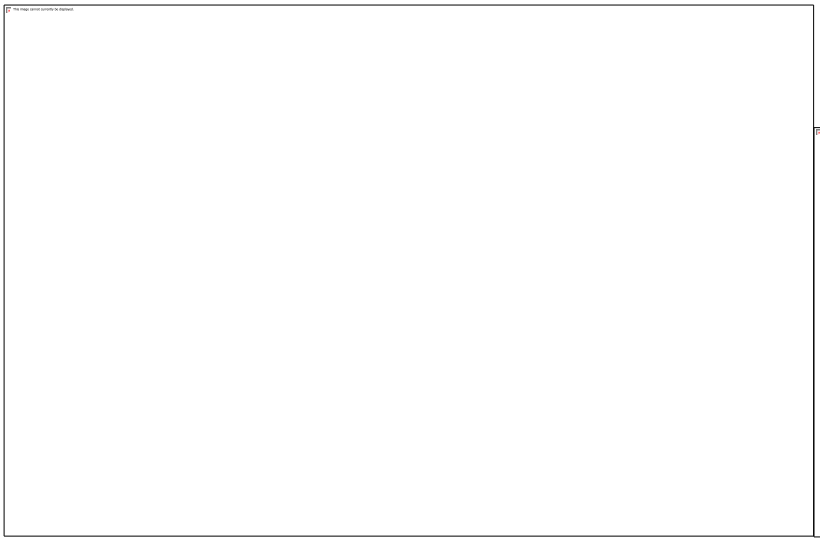
4.2.10 Artwork in the Four Faiths

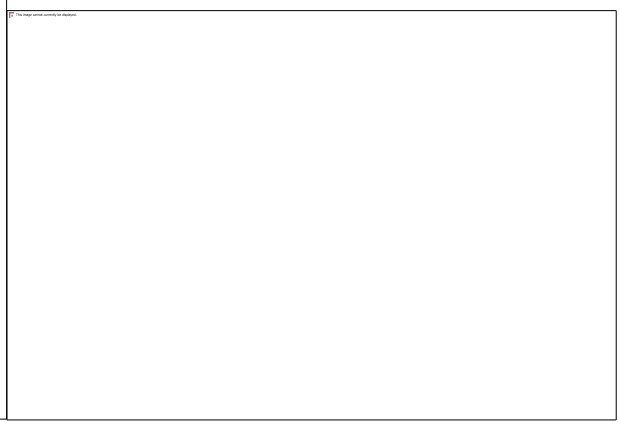
Meaning of artwork

Artwork refers to creative objects and expressions produced through drawing, painting, sculpture, carving, weaving, decoration, architecture and other artistic activities.

Religious artwork may communicate beliefs, preserve history, decorate places of worship and inspire spiritual reflection.







Examples of artwork

A. Hinduism

1. **Rangoli**

- Colourful patterns created on floors using coloured powder, rice flour or other materials.
- They are commonly made during festivals and special occasions.
- They symbolise welcome, beauty and celebration.

2. **Religious paintings**

- Paintings may portray Hindu deities and stories from sacred texts.
- They communicate religious beliefs and cultural heritage.

3. **Sculptures**

- Images and sculptures are used in temples and other religious settings.
- They may represent deities and religious stories.

4. **Temple architecture**

- Hindu temples often contain detailed carvings and symbolic designs.
- These communicate religious and cultural ideas.

B. Sikhism

1. **Calligraphy**

- Artistic writing may be used to display Sikh prayers and religious verses.
- It encourages respect for sacred teachings.

2. **Gurdwara architecture**

- Gurdwaras are designed as places of worship and community gathering.
- Their architectural features reflect Sikh religious identity.

3. **Historical paintings**

- Artwork may portray the Sikh Gurus and important events in Sikh history.
- It helps preserve historical memory.

4. **Decorative crafts**

- Communities may use artistic decoration during religious celebrations and cultural events.

C. Jainism

1. **Manuscript illustrations**

- Jain manuscripts may contain detailed illustrations of religious teachings and stories.
- They help preserve religious knowledge.

2. **Temple carvings**

- Jain temples may contain detailed stone carvings.
- The designs reflect artistic skill and religious devotion.

3. **Paintings of Tirthankaras**

- Paintings may portray the twenty-four Tirthankaras.
- They remind followers of the path towards spiritual liberation.

4. **Symbolic artwork**

- Jain symbols communicate religious principles such as non-violence and spiritual development.

D. Buddhism

1. **Buddha images**

- Sculptures and paintings of the Buddha are found in many Buddhist communities.
- They remind followers of his teachings.

2. **Thangka paintings**

- These are detailed religious paintings associated particularly with Tibetan Buddhism.
- They may portray the Buddha, bodhisattvas and Buddhist teachings.

3. **Stupas**

- These are religious structures associated with Buddhist traditions.
- They may contain sacred relics and serve as places of devotion.

4. **Mandala artwork**

- Mandalas are symbolic geometric designs used in some Buddhist traditions.
- They may support meditation and represent aspects of Buddhist teachings.

Significance of religious artwork

1. It communicates religious teachings visually.
2. It preserves cultural and historical information.
3. It decorates religious buildings and cultural spaces.
4. It encourages creativity and artistic talent.

5. It provides opportunities for employment and income generation.
6. It promotes cultural tourism.
7. It helps younger generations appreciate their heritage.
8. It provides a way of expressing religious devotion and identity.

4.2.11 Public Speaking

Meaning of public speaking

Public speaking is the act of addressing an audience to inform, educate, persuade, entertain or inspire them.

It is an important social practice because it enables individuals to share knowledge, communicate beliefs and participate in community decision-making.



Examples of public speaking activities

1. Giving speeches during religious festivals.
2. Presenting religious teachings to a group.
3. Participating in interfaith dialogue.
4. Giving talks during seminars and workshops.
5. Leading discussions in community meetings.
6. Taking part in debates and storytelling competitions.
7. Presenting environmental conservation messages.
8. Giving career guidance presentations.

Public speaking in the four faiths

- **Hinduism:** Religious teachers and speakers may explain teachings from sacred texts and discuss values such as dharma, truthfulness and service.
- **Sikhism:** Speakers may explain the teachings of the Sikh Gurus and encourage equality, honest work and community service.

- **Jainism:** Religious teachers may explain ahimsa, self-discipline and responsible living.
- **Buddhism:** Monks and teachers may explain Buddhist teachings and encourage compassion, mindfulness and wisdom.

Qualities of an effective public speaker

1. **Confidence:** The speaker should address the audience with self-assurance.
2. **Clarity:** Ideas should be expressed in simple and understandable language.
3. **Good organisation:** A speech should have an introduction, main points and conclusion.
4. **Appropriate language:** The speaker should use respectful and audience-appropriate language.
5. **Good listening:** A speaker should listen to questions and respond appropriately.
6. **Knowledge of the topic:** The speaker should understand the subject being discussed.
7. **Voice control:** The speaker should use appropriate volume, pace and tone.
8. **Respect:** The speaker should respect different opinions and avoid insulting others.

Significance of public speaking

- It develops confidence and self-esteem.
- It improves communication skills.
- It promotes leadership.
- It encourages critical thinking.
- It provides opportunities to share religious knowledge.
- It promotes peaceful dialogue.
- It prepares learners for interviews, employment and leadership roles.

4.2.12 Community Clubs and Societies

Meaning of community clubs

Community clubs are organised groups of people who come together because they share common interests, goals or responsibilities.

A society is an organised group formed to promote particular activities, values or interests within a community.

Religious communities and schools may establish clubs and societies to encourage learning, leadership, service and positive social relationships.





Examples of community clubs and societies

1. **Environmental clubs**
   - Promote tree planting, waste management and environmental conservation.
   - Encourage responsible use of natural resources.
2. **Interfaith clubs**
   - Bring together learners from different religious backgrounds.
   - Promote religious tolerance, understanding and peaceful coexistence.
3. **Cultural clubs**
   - Promote traditional music, dances, languages, dress and artwork.
   - Help preserve cultural heritage.
4. **Debate clubs**
   - Encourage learners to discuss important issues.
   - Develop public speaking, reasoning and listening skills.
5. **Community service clubs**
   - Organise activities such as visiting vulnerable people and cleaning public spaces.
   - Encourage compassion and responsibility.
6. **Reading and religious study groups**
   - Encourage members to read and discuss religious and educational materials.
   - Promote knowledge and moral development.

7. **Sports clubs**

- Promote physical activity, teamwork and discipline.
- Bring people together through shared interests.

8. **Career clubs**

- Provide information about careers, training opportunities and workplace expectations.
- Help learners prepare for future employment.

Participation of the four faiths in community clubs

- **Hindu communities:** Members may participate in youth groups, cultural associations, environmental activities and charity organisations.
- **Sikh communities:** Members may participate in youth groups, Gurdwara committees, educational programmes and seva activities.
- **Jain communities:** Members may participate in educational groups, animal welfare activities, environmental clubs and charity organisations.
- **Buddhist communities:** Members may participate in meditation groups, youth organisations, charitable activities and environmental programmes.

Significance of community clubs and societies

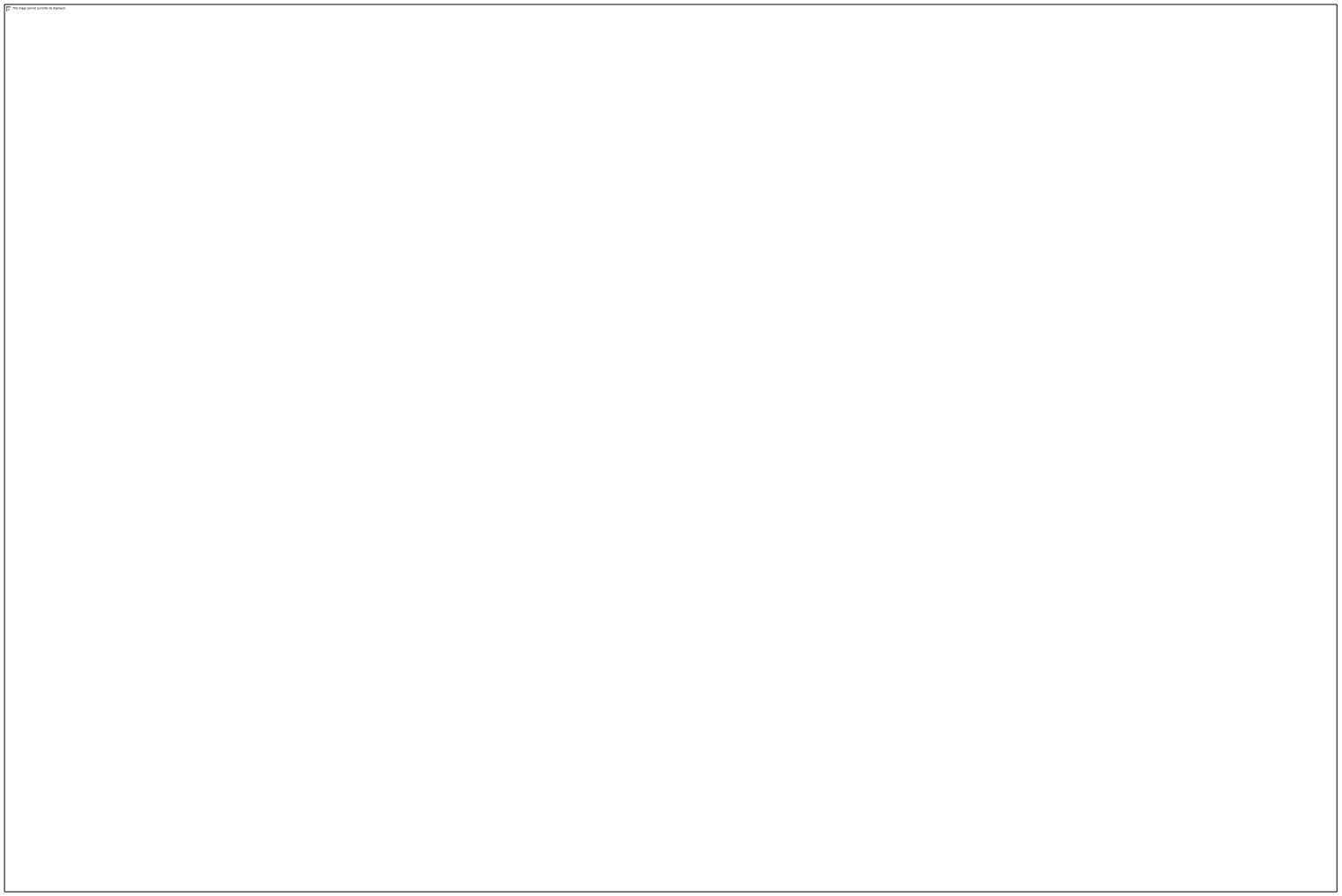
1. They promote unity and friendship.
2. They develop leadership and teamwork.
3. They encourage volunteerism and community service.
4. They provide opportunities to share knowledge and skills.
5. They promote responsible use of leisure time.
6. They encourage respect for religious and cultural diversity.
7. They help address social and environmental problems.
8. They develop talents and prepare young people for future responsibilities.

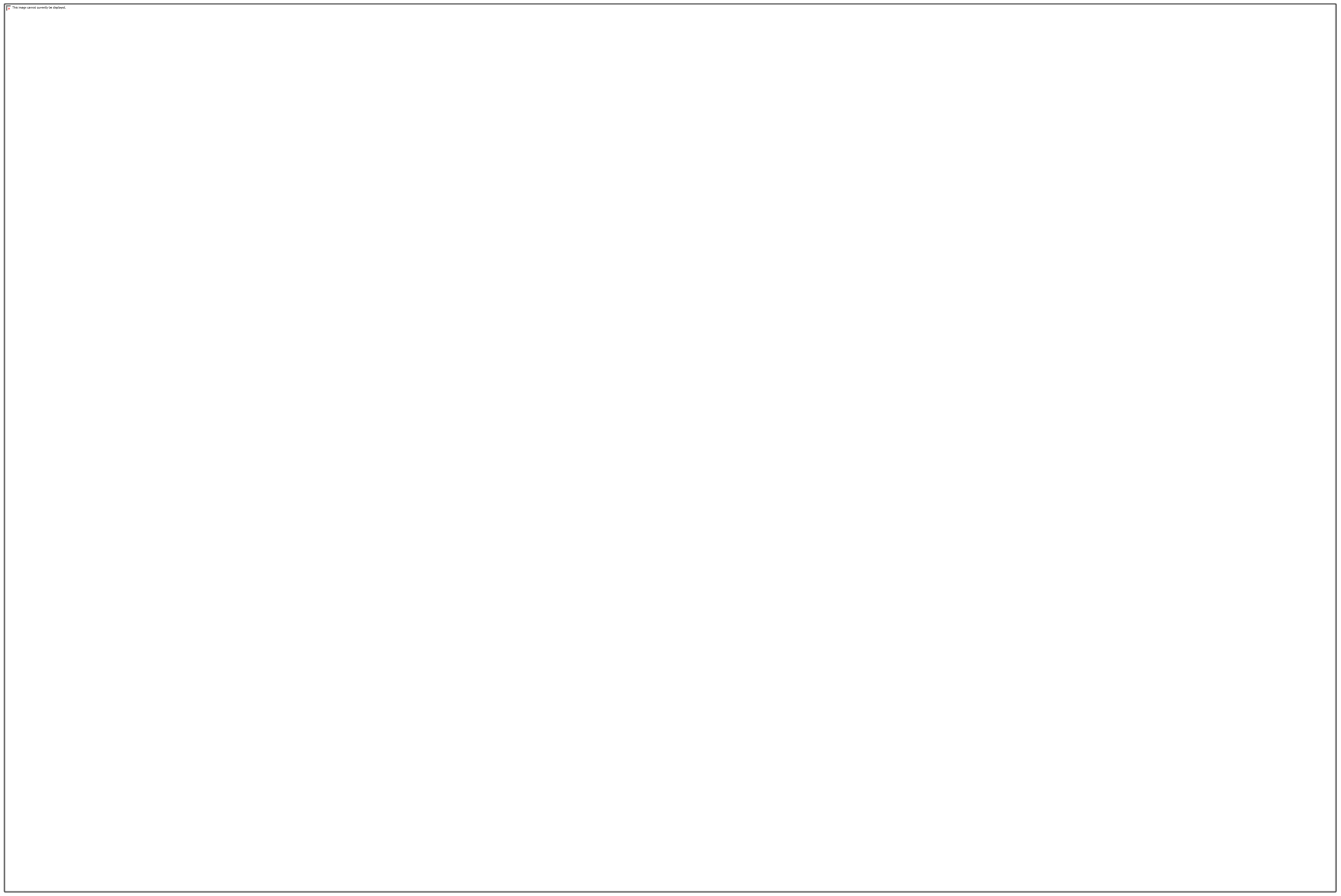
4.2.13 Career-Related Social Practices

Meaning of career

A career is a person's long-term journey of work, learning and professional development in a particular field or across different occupations.

Career-related social practices are activities that help individuals identify their interests, develop skills, access opportunities and prepare for employment or self-employment.







Career-related activities in the four faiths

Religious communities may support career development through mentorship, education, training, networking and guidance. These activities are not restricted to one faith.

1. **Career guidance**

- Learners receive information about different occupations.
- They identify their interests, abilities and possible career paths.
- They learn about the education and training required for different professions.

2. **Mentorship programmes**

- Experienced people guide younger members of the community.
- Mentors share their experiences and offer advice.
- They encourage learners to set realistic goals.

3. **Career fairs**

- Learners interact with institutions, employers and professionals.
- They obtain information about courses, training and employment opportunities.

4. **Workshops**

- Participants learn practical skills such as communication, teamwork and problem-solving.
- They may also learn how to prepare a curriculum vitae (CV) and participate in interviews.

5. **Networking**

- Individuals interact with people in different professional fields.
- They establish useful relationships that may support future learning and employment.

6. **Entrepreneurship training**

- Learners are introduced to business planning, innovation and financial responsibility.
- They develop skills that can help them establish and manage enterprises.

7. **Volunteering and community service**

- Young people gain experience through activities that benefit society.
- They develop teamwork, responsibility and leadership skills.

Religious values that promote ethical careers

Faith	**Values relevant to career development**
Hinduism	Dharma (duty), karma (actions and their consequences), satya (truthfulness), seva (service).
Sikhism	Kirat Karni (earning an honest living), Vand Chakna (sharing), Naam Japna (remembering God).
Jainism	Ahimsa (non-violence), satya (truthfulness), asteya (non-stealing), aparigraha (non-possessiveness).
Buddhism	Right Livelihood, compassion, honesty, mindfulness and responsible conduct.

Importance of religious values in the workplace

1. **Honesty:** Employees should communicate truthfully and avoid deception.
2. **Responsibility:** Workers should complete assigned duties carefully.
3. **Respect:** People should treat colleagues and clients with dignity.
4. **Fairness:** Employees should avoid discrimination and favouritism.
5. **Self-discipline:** Workers should manage their time and follow workplace rules.
6. **Cooperation:** Employees should work together to achieve shared goals.
7. **Integrity:** Workers should avoid corruption and misuse of resources.
8. **Service:** Professionals should use their skills to benefit society.

Significance of career-related social practices

- They help learners make informed career choices.
- They expose learners to different professions.
- They develop communication and interpersonal skills.
- They promote self-confidence and independence.
- They encourage ethical conduct at work.

- They provide opportunities for mentorship and networking.
- They promote entrepreneurship and innovation.
- They prepare learners to contribute to national development.

4.2.14 Significance of Social Practices in the Four Faiths

Social practices play an important role in the lives of individuals, families and religious communities.

1. **Preservation of religious identity:** They help followers maintain their beliefs, customs and traditions.
2. **Promotion of family unity:** Birth, marriage and funeral ceremonies bring relatives together.
3. **Moral education:** They teach values such as honesty, respect, compassion, discipline and responsibility.
4. **Promotion of social cohesion:** They encourage cooperation and peaceful coexistence.
5. **Cultural preservation:** Dances, artwork, theatre and storytelling preserve community heritage.
6. **Transmission of knowledge:** Seminars, religious classes and public speaking pass knowledge to younger generations.
7. **Development of talents:** Cultural activities help people identify and develop their abilities.
8. **Community development:** Clubs and societies organise activities that address social problems.
9. **Career development:** Mentorship and career guidance prepare young people for employment and entrepreneurship.
10. **Religious tolerance:** Interfaith activities help people understand and respect different beliefs.
11. **Emotional support:** Religious and community gatherings provide encouragement during important life events and difficult times.
12. **Responsible citizenship:** Social practices encourage people to participate positively in society.

4.2.15 Conditions That Influence Social Practices

Social practices are influenced by different factors, including:

1. **Religious beliefs:** Teachings and doctrines influence how followers conduct ceremonies and social activities.
2. **Cultural background:** Customs inherited from ancestors influence family and community practices.
3. **Geographical location:** Communities in different regions may develop different customs.
4. **Family traditions:** Families may maintain practices passed down through generations.
5. **Education:** Formal and religious education influences people's understanding of social practices.
6. **Economic conditions:** The resources available to families may influence how ceremonies and celebrations are conducted.
7. **Modernisation:** Technology, urbanisation and changing lifestyles may influence traditional practices.
8. **Government laws:** Legal requirements influence matters such as marriage registration, education and public events.
9. **Interaction with other communities:** Cultural exchange may introduce new practices and ideas.

10. **Availability of facilities:** Religious buildings, schools, cultural centres and community halls provide spaces for social activities.

4.2.16 Challenges Facing Social Practices in the Four Faiths

Religious and cultural communities may experience challenges when practising and preserving their social traditions.

Challenge	Explanation	Possible response
Modernisation	Some young people may become less interested in traditional practices.	Organise cultural education and youth activities.
High cost of ceremonies	Some families may struggle to meet the costs of elaborate ceremonies.	Encourage simple and affordable celebrations.
Loss of traditional languages	Younger generations may not learn languages used in traditional songs and stories.	Encourage language learning and documentation.
Religious intolerance	Some people may disrespect practices followed by other faiths.	Promote interfaith dialogue and mutual respect.
Urbanisation	People moving away from their communities may find it difficult to participate in traditional activities.	Organise community gatherings and cultural associations.
Limited resources	Some cultural groups may lack facilities and equipment.	Seek partnerships and community support.
Misrepresentation of traditions	Some people may spread inaccurate information about religious practices.	Use reliable religious and cultural sources.
Generational differences	Young and older people may disagree about certain customs.	Encourage respectful discussions between generations.
Discrimination	Some individuals may face unfair treatment because of their religious or cultural identity.	Promote equality and respect for diversity.
Limited career opportunities	Young people may lack access to mentorship and career information.	Establish career clubs and mentorship programmes.

4.2.17 Ways of Promoting and Preserving Social Practices

1. Organising cultural festivals and exhibitions.
2. Teaching religious and cultural values in families and learning institutions.
3. Recording traditional songs, dances and stories.
4. Establishing cultural and religious youth clubs.

5. Organising interfaith seminars and discussions.
6. Encouraging young people to participate in community service.
7. Establishing museums and cultural centres.
8. Promoting responsible use of digital media to document cultural heritage.
9. Supporting traditional artists, musicians and performers.
10. Encouraging respectful interaction among different religious communities.
11. Organising mentorship and career guidance programmes.
12. Encouraging elders and knowledgeable community members to teach younger generations.

4.2.18 Suggested Learning Experiences and Activities

Learners can participate in the following activities to develop their understanding of social practices.

Activity	What learners should do	Skills and values developed
Birth ceremony research	Research birth ceremonies in the four faiths and present findings.	Research, communication and respect.
Marriage ceremony comparison	Compare marriage ceremonies among the four faiths.	Critical thinking and appreciation of diversity.
Funeral practices discussion	Discuss the significance of funeral ceremonies.	Empathy and respect.
Folk dance exhibition	Observe or perform appropriate traditional dances.	Creativity, teamwork and cultural appreciation.
Storytelling	Present stories communicated through traditional dances and drama.	Communication and cultural preservation.
Seminar participation	Attend or organise a seminar on religious values.	Public speaking and collaboration.
Theatre presentation	Prepare a short drama showing the importance of a religious value.	Creativity and confidence.
Artwork exhibition	Display drawings, paintings or other cultural artwork.	Creativity and appreciation of heritage.
Public speaking club	Prepare and present speeches on social practices.	Confidence and communication.
Community club activity	Participate in an environmental or charitable activity.	Responsibility and leadership.

Career guidance workshop	Invite professionals to discuss different careers.	Goal-setting and self-awareness.
Mentorship programme	Interact with experienced people from different professions.	Learning to learn and self-efficacy.

GRADE 11 – HINDU RELIGIOUS EDUCATION

STRAND 4.0: CULTURAL PRACTICES

SUB-STRAND 4.2: SOCIAL PRACTICES IN THE FOUR FAITHS

COMPETENCY-BASED EDUCATION (CBE)

ASSESSMENT: REVISION QUESTIONS

Instructions:

- Section A: Answer all questions. Each question carries 1 mark.
- Section B: Answer all questions. The section carries 50 marks.

SECTION A: MULTIPLE-CHOICE QUESTIONS (30 MARKS)

Choose the correct answer from the alternatives A, B, C and D.

1. Social practices in the four faiths mainly refer to:

A. Religious beliefs about creation only
B. Activities and customs that guide social interaction and community life
C. Political activities in society
D. Economic activities performed by individuals

2. Which of the following is an important ceremony performed after the birth of a child in Hinduism?

A. Antyeshti
B. Namakarana
C. Vivaha
D. Shraddha

3. The Hindu ceremony associated with naming a newborn baby is known as:

A. Namakarana
B. Upanayana
C. Vivaha
D. Antyeshti

4. Which of the following is the main significance of birth ceremonies in religious communities?

A. Promoting competition
B. Welcoming and blessing the newborn child
C. Encouraging discrimination
D. Promoting political activities

5. In Hinduism, the sacred thread ceremony is commonly known as:

A. Antyeshti
B. Upanayana
C. Vivaha
D. Namakarana

6. Which of the following best describes the importance of religious education ceremonies?

A. They encourage ignorance
B. They promote spiritual and moral development
C. They discourage responsibility
D. They promote social isolation

7. The Hindu marriage ceremony is known as:

A. Vivaha
B. Antyeshti
C. Namakarana
D. Upanayana

8. One major purpose of marriage ceremonies in the four faiths is to:

A. Encourage dishonesty
B. Establish socially and religiously recognised family relationships
C. Discourage family responsibilities
D. Promote conflicts between families

9. Which of the following is commonly associated with Hindu marriage ceremonies?

A. Saptapadi
B. Namakarana
C. Antyeshti
D. Shraddha

10. The Hindu funeral rite is commonly known as:

A. Vivaha
B. Upanayana
C. Antyeshti
D. Namakarana

11. Which of the following is an important purpose of funeral ceremonies?

A. Celebrating dishonesty
B. Honouring the deceased and supporting the bereaved
C. Promoting social divisions
D. Encouraging conflicts

12. In Hindu traditions, cremation is associated with:

A. Marriage ceremonies
B. Funeral rites
C. Naming ceremonies
D. Educational ceremonies

13. Folk dances are important in religious and cultural communities because they:

A. Destroy cultural identity
B. Preserve traditions and communicate cultural stories
C. Discourage community participation
D. Promote social isolation

14. Which of the following is an example of an Indian classical dance tradition?

A. Bharatanatyam
B. Rugby
C. Athletics
D. Swimming

15. One important role of folk dances in storytelling is to:

A. Replace all written communication
B. Communicate historical events, values and cultural experiences
C. Discourage traditional knowledge
D. Promote cultural conflicts

16. Seminars in religious communities are mainly organised to:

A. Promote learning and discussion
B. Encourage dishonesty
C. Discourage interaction
D. Promote unnecessary competition

17. The main purpose of religious seminars is to:

A. Discourage spiritual growth
B. Share knowledge and discuss important religious issues
C. Promote hatred
D. Encourage discrimination

18. Theatres can promote cultural preservation through:

A. Destruction of traditional practices
B. Performing plays based on religious and cultural stories
C. Discouraging creativity
D. Preventing community interaction

19. Artwork in religious communities is important because it:

A. Expresses religious beliefs and cultural identity
B. Encourages cultural destruction
C. Promotes social discrimination
D. Discourages creativity

20. Which of the following is an example of religious artwork?

A. A traditional painting depicting a religious story
B. A damaged road sign
C. A business receipt
D. A sports timetable

21. Public speaking in religious communities helps individuals to:

A. Avoid sharing ideas
B. Communicate religious teachings and inspire others
C. Discourage discussions
D. Promote misunderstanding

22. Community clubs and societies are important because they:

A. Encourage social isolation
B. Promote cooperation and shared interests
C. Discourage community development
D. Promote unnecessary conflicts

23. Which of the following is an example of a community religious activity?

A. Organising a youth cultural club
B. Destroying public property
C. Spreading false information
D. Encouraging discrimination

24. Religious and cultural activities can influence career development by:

A. Preventing skills development
B. Developing talents and identifying career interests
C. Discouraging creativity
D. Promoting unemployment

25. Which of the following is a possible career associated with traditional dance?

A. Professional dancer
B. Mining engineer only
C. Pilot only
D. Medical laboratory technician only

26. Which of the following is a benefit of birth ceremonies?

A. Promoting family unity
B. Encouraging family conflicts
C. Discouraging cultural identity
D. Promoting social isolation

27. Which of the following values is promoted by marriage ceremonies?

A. Irresponsibility
B. Commitment and responsibility
C. Dishonesty
D. Selfishness

28. Which of the following best explains the importance of funeral ceremonies?

A. They prevent people from remembering the deceased
B. They provide an opportunity to honour the deceased and support the family
C. They discourage family unity
D. They promote cultural destruction

29. In Kenya, cultural and religious performances can promote national unity by:

A. Encouraging ethnic hostility
B. Promoting appreciation of cultural diversity
C. Discouraging interaction
D. Promoting discrimination

30. The most appropriate way for learners to preserve cultural heritage is to:

A. Reject all traditional knowledge
B. Participate in cultural activities and document valuable traditions
C. Discourage cultural performances
D. Ignore religious practices

SECTION B: STRUCTURED QUESTIONS (50 MARKS)

Instructions: Answer all questions. Each question carries the marks indicated.

QUESTION 1: SOCIAL PRACTICES IN THE FOUR FAITHS (8 MARKS)

a) Define the term social practices in the context of religious and cultural communities. (2 marks)

b) Identify four social practices observed in the four faiths. (4 marks)

c) State two ways in which social practices promote unity in society. (2 marks)

QUESTION 2: CEREMONIES AT BIRTH AND EDUCATION (8 MARKS)

a) Identify four ceremonies or practices associated with birth and welcoming newborn children in the four faiths. (4 marks)

b) Explain two reasons why birth ceremonies are important in religious communities. (2 marks)

c) State two ways in which religious education ceremonies promote moral development among young people. (2 marks)

QUESTION 3: MARRIAGE AND FUNERAL CEREMONIES (9 MARKS)

a) Name the following Hindu ceremonies:

i. Hindu marriage ceremony. (1 mark)

ii. Hindu funeral rites. (1 mark)

iii. Hindu naming ceremony. (1 mark)

b) Explain three reasons why marriage ceremonies are important in the four faiths. (3 marks)

c) Explain three ways in which funeral ceremonies benefit the bereaved family and community. (3 marks)

QUESTION 4: FOLK DANCES AND CULTURAL PRESERVATION (8 MARKS)

a) Define the term folk dance. (2 marks)

b) Identify three roles of folk dances in storytelling and cultural preservation. (3 marks)

c) Explain three ways in which folk dances can promote unity and appreciation of cultural diversity in Kenya. (3 marks)

QUESTION 5: RELIGIOUS AND CULTURAL ACTIVITIES (9 MARKS)

a) State three ways in which seminars promote religious and cultural development. (3 marks)

b) Explain three roles of theatre and artwork in preserving religious and cultural heritage. (3 marks)

c) Identify three benefits of public speaking in religious communities. (3 marks)

QUESTION 6: COMMUNITY CLUBS, SOCIETIES AND CAREER DEVELOPMENT (8 MARKS)

a) Identify four examples of activities that can be organised by religious community clubs and societies. (4 marks)

b) Explain two ways in which community clubs and societies promote social development. (2 marks)

c) State two career opportunities associated with religious and cultural activities. (2 marks)

MARKING SCHEME

GRADE 11 – HINDU RELIGIOUS EDUCATION

STRAND 4.0: CULTURAL PRACTICES

SUB-STRAND 4.2: SOCIAL PRACTICES IN THE FOUR FAITHS

MARKING SCHEME

SECTION A – 30 MARKS

SECTION A: MULTIPLE-CHOICE ANSWERS

Question	Answer
1	B
2	B
3	A
4	B
5	B
6	B
7	A
8	B
9	A
10	C
11	B
12	B
13	B
14	A
15	B
16	A
17	B
18	B
19	A
20	A
21	B
22	B
23	A
24	B
25	A
26	A

27	B
28	B
29	B
30	B

30/30

Total marks for Section A

SECTION B: STRUCTURED QUESTIONS (50 MARKS)

QUESTION 1: SOCIAL PRACTICES IN THE FOUR FAITHS (8 MARKS)

a) Define social practices in the context of religious and cultural communities. (2 marks)

Social practices are the customs, traditions, activities and behaviours followed by members of a religious or cultural community to guide their social relationships and interactions. (2 marks)

b) Identify four social practices observed in the four faiths. (4 marks)

Award 1 mark each for any four:

1. Birth ceremonies.
2. Religious education ceremonies.
3. Marriage ceremonies.
4. Funeral ceremonies.
5. Folk dances.
6. Religious seminars.
7. Theatre performances.
8. Religious artwork.
9. Public speaking.
10. Community clubs and societies.

c) State two ways in which social practices promote unity in society. (2 marks)

Award 1 mark each:

1. They bring people together during religious and cultural celebrations.
2. They promote cooperation among community members.
3. They encourage mutual respect.
4. They strengthen family relationships.
5. They promote appreciation of cultural diversity.
6. They encourage sharing of cultural values and traditions.

QUESTION 2: CEREMONIES AT BIRTH AND EDUCATION (8 MARKS)

a) Identify four ceremonies or practices associated with birth and welcoming newborn children in the four faiths. (4 marks)

Award 1 mark each for any four relevant examples:

1. Namakarana – Hindu naming ceremony.
2. Jatakarma – Hindu birth-related welcoming ceremony.
3. Aqeeqah – Islamic birth-related ceremony.
4. Baptism – Christian initiation ceremony.
5. Naming and thanksgiving ceremonies in Christian communities.
6. Sikh naming ceremony (Naam Karan).

b) Explain two reasons why birth ceremonies are important in religious communities. (2 marks)

Award 1 mark each:

1. They welcome the newborn child into the family and community.
2. They express gratitude for the birth of the child.
3. They seek blessings and protection for the child.
4. They strengthen family relationships.
5. They preserve religious and cultural traditions.
6. They introduce the child to the religious identity of the family.

c) State two ways in which religious education ceremonies promote moral development among young people. (2 marks)

Award 1 mark each:

1. They teach religious values and moral responsibilities.
2. They encourage discipline and respect.
3. They promote spiritual growth.
4. They prepare young people for adult responsibilities.
5. They strengthen religious identity.

QUESTION 3: MARRIAGE AND FUNERAL CEREMONIES (9 MARKS)

a) Name the following Hindu ceremonies. (3 marks)

i. Hindu marriage ceremony – Vivaha. (1 mark)

ii. Hindu funeral rites – Antyeshti. (1 mark)

iii. Hindu naming ceremony – Namakarana. (1 mark)

b) Explain three reasons why marriage ceremonies are important in the four faiths. (3 marks)

Award 1 mark each:

1. They formally recognise the union of a couple according to religious and cultural traditions.
2. They encourage commitment and faithfulness between partners.

3. They bring families and communities together.
4. They promote family responsibilities.
5. They preserve religious and cultural heritage.
6. They provide religious blessings for the couple.

c) Explain three ways in which funeral ceremonies benefit the bereaved family and community. (3 marks)

Award 1 mark each:

1. They provide an opportunity to honour and remember the deceased.
2. They offer emotional and spiritual support to the bereaved.
3. They bring family and community members together.
4. They help families and communities cope with loss.
5. They preserve religious beliefs and funeral traditions.
6. They provide an opportunity to express condolences.

QUESTION 4: FOLK DANCES AND CULTURAL PRESERVATION (8 MARKS)

a) Define the term folk dance. (2 marks)

A folk dance is a traditional dance that originates from a particular community or cultural group and is passed from one generation to another as an expression of its customs, beliefs and way of life. (2 marks)

b) Identify three roles of folk dances in storytelling and cultural preservation. (3 marks)

Award 1 mark each:

1. They communicate historical events and community experiences.
2. They preserve traditional songs, movements and cultural practices.
3. They pass cultural knowledge from older to younger generations.
4. They communicate religious beliefs and moral teachings.
5. They preserve traditional languages and expressions.
6. They promote cultural identity.

c) Explain three ways in which folk dances can promote unity and appreciation of cultural diversity in Kenya. (3 marks)

Award 1 mark each:

1. They bring people from different communities together during cultural festivals.
2. They encourage appreciation of other communities' traditions.
3. They promote peaceful coexistence.
4. They encourage cultural exchange.
5. They reduce prejudice and discrimination.
6. They promote national identity and unity.

QUESTION 5: RELIGIOUS AND CULTURAL ACTIVITIES (9 MARKS)

a) State three ways in which seminars promote religious and cultural development. (3 marks)

Award 1 mark each:

1. They provide opportunities to learn about religious teachings.
2. They encourage discussions on social and moral issues.
3. They promote interaction among religious members.
4. They provide opportunities to share experiences.
5. They encourage spiritual growth.
6. They promote understanding of different religious traditions.

b) Explain three roles of theatre and artwork in preserving religious and cultural heritage. (3 marks)

Award 1 mark each:

1. Theatre presents religious stories and historical events through performances.
2. Artwork preserves religious symbols and cultural images.
3. Plays communicate moral and spiritual teachings.
4. Traditional paintings preserve community history.
5. Artistic performances pass cultural knowledge to younger generations.
6. Theatre and artwork promote appreciation of cultural diversity.

c) Identify three benefits of public speaking in religious communities. (3 marks)

Award 1 mark each:

1. It enables individuals to communicate religious teachings.
2. It develops confidence among speakers.
3. It encourages public participation.
4. It promotes moral awareness.
5. It develops leadership skills.
6. It provides opportunities to address social challenges.
7. It encourages effective communication.

QUESTION 6: COMMUNITY CLUBS, SOCIETIES AND CAREER DEVELOPMENT (8 MARKS)

a) Identify four examples of activities that can be organised by religious community clubs and societies. (4 marks)

Award 1 mark each for any four:

1. Religious discussions.
2. Community clean-up exercises.
3. Cultural dance performances.
4. Charity activities.
5. Youth mentorship programmes.

6. Religious celebrations.
7. Seminars and workshops.
8. Drama and theatre performances.
9. Art exhibitions.
10. Community outreach programmes.
11. Environmental conservation activities.
12. Public speaking competitions.

b) Explain two ways in which community clubs and societies promote social development. (2 marks)

Award 1 mark each:

1. They encourage cooperation and teamwork among members.
2. They provide opportunities for sharing knowledge and skills.
3. They promote social responsibility.
4. They support vulnerable members of society.
5. They promote cultural preservation.
6. They develop leadership skills.
7. They encourage peaceful coexistence.

c) State two career opportunities associated with religious and cultural activities. (2 marks)

Award 1 mark each:

1. Professional dancer.
2. Theatre performer.
3. Artist or painter.
4. Cultural researcher.
5. Religious educator.
6. Event organiser.
7. Musician.
8. Choreographer.
9. Cultural heritage officer.
10. Public relations officer.
11. Museum curator.
12. Tour guide.




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