

### 33. Rangoli

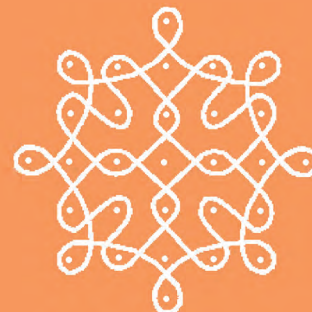


Rangoli is one of the most beautiful and most pleasing art forms of India. The word Rangoli or Rangaawali consists of two words, 'rang' meaning 'colour' and 'aawali' meaning a row or vine. Rangoli is the art of making designs or patterns on the walls or the floor of the house, using finely ground white powder and different colours. In many households, Rangoli designs are drawn in the courtyard or in front of the doorstep every day.

The most interesting feature of Rangoli is that it is drawn afresh every day. Just as you cleanse and adorn yourself every day, you clean your house and decorate it with a Rangoli every day. On special occasions you wear special clothes and ornaments. In the same way, special magnificent designs are made on the occasion of feasts and festivals.

#### Design and Patterns

The traditional form of Rangoli makes use of designs and motifs based on nature, such as mango, creepers, lotus and other flowers, swans, peacocks, fish and other animals and so on. Rangoli designs also include geometrical patterns and shapes. Nowadays, other fancy designs and free hand drawings are also used to make beautiful Rangolis.



## How it is Made

Usually, Rangoli lines are made using coarse grained powders such as sand, marble dust, saw dust, or rice grain powder as it provides a good grip while making the straight or curving lines. It is important to draw unbroken lines of even thickness to maintain the beauty of the design. The skill to do so comes with a lot of practice. The Rangoli can then be left as a beautiful drawing or you can fill it with bright coloured powders.

It is customary to prepare a special background for Rangoli with Geru or wet red ochre so that the white design stands out very well. Also, usually, a grid of rows and columns of dots is used to give a proper frame and shape to the design.

## Rangoli and Diwali

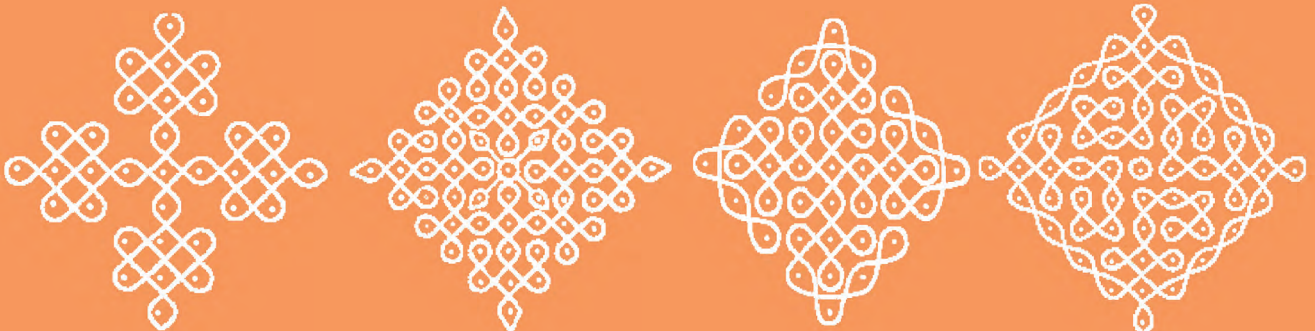
Rangoli occupies a special place in the festival of Deepawali or Diwali. Since the art form is an expression of warm hospitality, it is used by almost everyone to decorate the courtyard during the festival. It signifies that the people coming to the house are welcome inside.



## Rangoli in Different States

Rangoli art is known by different names in different parts of the country. It is known as Chowkpurana in Uttar Pradesh, Mandana in Rajasthan, Muggu in Andhra Pradesh, and as Rangoli in Gujarat, Karnataka and Maharashtra. Each region has its special characteristic designs and patterns. In the northern parts of India, it is customary to make Rangoli designs with traditional wet colours.

In Bengal, Rangoli is known as Alpanaa whereas in Bihar and Uttaranchal it is named Aripanaa. Kolam is the name given to the art of Rangoli in southern parts of the country, mainly in the States of Kerala and Tamil Nadu. Kolam designs are made with the help of rice powder.



## Rangoli in the Modern Days :

Rangoli art has been used for centuries to beautify many Indian households. Previously, it was used mainly by women. Today both men and women learn and practise this art, adding their innovative ideas to the

traditional designs and motifs. At the time of public celebrations, carpets of Rangoli are spread over large areas and even long distances. Some people use leaves and flowers to make Rangolis which are beautiful as well as fragrant. Would you like to try your hand at this beautiful art form ?



### Things to do :

#### 1. Guess the meaning of the following words.

- \* pleasing   \* finely   \* magnificent
- \* coarse grained   \* beautify   \* fragrant

#### 2. Answer the following questions.

- (1) What does 'Rangaawali' mean ?
- (2) Where is Rangoli usually drawn ?
- (3) What is used to make Rangoli designs ?
- (4) What are the common Rangoli designs or motifs ?
- (5) What different names is 'Rangoli' known by in different regions ?

#### 3. Make a collection of Rangoli motifs and patterns.

Write about each motif or pattern in your own words –  
it could just be a label or a description or some information or a comment.

\* \* \*

**- For the Teacher -**

The 'Language Study' pages contain a glossary or explanation of certain terms that are used to talk about language. These explanations should not be used as teaching items or for evaluation. While handling the passages and activities in the textbooks, the teachers may refer to these pages from time to time, and get the students to read the relevant parts from these pages, along with her. She should also show how to look up a particular word in these pages.

Some of the terms have been introduced at the end of some of the passages, with the help of questions like those given below. Those terms have been introduced in a graded manner. Once students become familiar with a term or explanation, the teacher may occasionally set similar questions on other suitable passages, for the purpose of revision.

**Some question types :**

- Find nouns/verbs from the paragraph given below.
- Read the underlined nouns/verbs and find 3-5 other nouns/verbs related to each.
- Write the singular/plural form of the noun given below.
- Use the correct noun/verb form.
- Find the adjective/adverb in the sentence.
- Use another adjective/adverb in place of the underlined one to change the meaning.
- Underline the prepositions/articles/pronouns in the paragraph given below.
- Read the sentence and say whether it shows the past, present or future tense.
- Rewrite the sentence correctly to show some other tense, e.g., past → future, past → present, present → past, present → future.
- Complete the table : Type 1 : slow – slower – slowest  
Type 2 : go – went – gone

**adjective** : a word that tells us something more about a **noun** or **pronoun**. Examples : a *small* box ; *fresh* mangoes ; I am *sorry* ; the *big, brown, wooden* board.

To show that something or someone has ‘more’ of a quality, we use ‘more’ before the adjective, eg., *more intelligent, more frightening*. If the adjective is short, (with only one or two syllables in it), we add ‘-er’ instead of using ‘more’, eg., *big-bigger, happy-happier*.

To show that something/someone has more of a quality than anything/anyone else, we use ‘most’ before longer adjectives and add ‘-est’ to the shorter adjectives. Examples : *most intelligent, most frightening, biggest, happiest, softest*.

There are many adjectives which end with : -ful (useful), -less (careless), -able (washable).

**adverb** : a word that tells us something more about • a **verb** : He runs *fast*. She went *away*. The girl sang *sweetly*. *Suddenly*, the dogs started barking. She did *not* smile. • an **adjective** : The tea was *too* sweet. The lion was *very* strong. • another **adverb** : He ran *very* fast. • a **phrase** or **sentence** : *Luckily*, he remembered the answer.

Adverbs give us information about : • place, eg., Come *here*. Come *in*. • time, eg., I saw a movie *yesterday*. *Now* I need a pen. • manner or the way something is done, eg., Read *aloud*. Stand *straight*. • degree,

eg., The water was *too* hot. • cause or reason, eg., She was tired and *therefore* unable to study.

We can use ‘more’ or ‘most’ with some of the adverbs too, eg., Stitch *more carefully*. She stitched it *most carefully*.

We add -er or -est to short adverbs like fast. Examples : Who ran *faster* ? Who ran *fastest* of all ?

Many adverbs end with -ly.

**alphabet** : a set of letters used for writing the words in a language. The letters have a fixed order in the alphabet. The set of letters we use for writing English is arranged from a to z. It is known as the Roman alphabet.

**article** : The words ‘a / an’ and ‘the’ are called articles. They are used before a **noun**.

‘The’ is known as the **definite article**. It shows that the noun refers to a particular example of something, eg., I am looking for *the* blue pen.

‘A/an’ is called the **indefinite article**. It shows that the noun refers to a general example of something, eg., I want *a* pen.

Before nouns beginning with a consonant sound, we use ‘a’ ; and before nouns beginning with a vowel sound, we use ‘an’. We do this both when we speak and when we write. Examples : *a lion, a squirrel*, but *an ant, an elephant*.

The definite article is always

written as 'the'. But when we speak, we pronounce it as 'द' before consonant sounds and 'दि' before vowel sounds, eg., 'द' *lion* but 'दि' *elephant*.

**conjunction** : a word that joins words, phrases or sentences. For example, *and, or, but, because, if*.

**consonant** : a **speech sound** like 'ब', 'द', 'स्', etc., which is not a vowel. A consonant **letter** is a letter that represents a consonant sound, eg., the consonant letter 'c' (सी) stands for the sound 'स्' in 'city' and 'क्' in 'come'.

The consonant letters we use for writing English are :

*b c d f g h j k l m n p q r s t v w x y z*

**dictionary** : a book that lists the words in a language in alphabetical order, and explains their meaning, use, pronunciation, etc.

**encyclopaedia** : a book or set of books giving facts or detailed information about many subjects. Some encyclopaedias give information about different things related with one subject.

**essay** : a short piece of writing about a particular topic.

**exclamation** : a sound, word, phrase or short sentence that shows sudden and strong emotion. For example, 'Oh !', 'What a surprise !', 'Too bad !'.

**future** : It is the time after the present, the time after now. We use 'will' with

a verb to show that something will happen in the future, eg., 'She *will tell* us a story *tomorrow*.' 'Next year, you'll be in Std VI.' • With 'I' and 'we', 'shall' is also used, especially in questions – *Shall we go ?* • We can also use (*be + going to + verb*) to talk about future plans, events, etc., eg., 'I am *going to learn* music in the next vacation'.

**glossary** : a list of difficult words with their meanings, especially one given at the end of a book or passage.

**grammar** : the study or use of the rules for changing the form of words and combining them to make sentences. Each language has its own grammar.

**heading** : The title written at the beginning of a piece of writing.

**headline** : The title of a news item, printed above it in large letters ; the main points in a news bulletin on TV/radio.

**idiom** : a phrase or a sentence that has a special meaning as a whole, which may be different from the meaning of the individual words. For example, I want to *go through* the book. Here, 'go through' means read.

**intonation** : the rise and fall of voice that adds meaning to what is said. For example, the voice rises or goes up at the end in 'You need coffee ?' to show that it is a question.

**letter<sup>1</sup>** : a written / printed sign that

stands for a speech sound. While writing English, we use **capital letters** (A, B, C, ...) and **small letters** (a, b, c, ...).

**letter<sup>2</sup>** : a written message that is usually sent by post.

**noun** : a word that is used to name :  
• a person (*Rohan, Reshma* as also *girl, doctor, student*) • an animal (*cow, hare*) • a place (*Mumbai, mountain, school*) • a thing (*table, house, milk*) • an idea or quality (*anger, courage*), etc.

The names given to particular persons or places are known as **proper nouns** (eg., *Anand, Nagpur, Narmada*). The rest are **common nouns** (eg., *boy, city, river, book*).

Some nouns refer to something that can be counted eg., *two spoons, three stars*. They are **countable nouns**. Some nouns refer to something that cannot be counted, eg., *light, water*. They are **uncountable nouns**.

A countable noun has two forms – **singular** and **plural**. When it refers to one thing, it is singular, eg., *moon, flower, man, cat*. When it refers to many things, it is plural, eg., *moons, flowers, men, cats*.

Many nouns end with -ness, -ity, -ment, -tion.

**paragraph** : a part or section of a piece of writing. A paragraph starts on a new line and has at least one line in it. Usually, it has one main idea.

**past** : It is the time before the present time, the time that has gone by. We use past tense forms of verbs to show actions/ events in the past, eg., ‘*She took my book yesterday.*’ ‘*I was in Std IV last year.*’ ‘*Long ago, there lived a king.*’

**phrase** : a short, meaningful group of words; a meaningful part of a sentence.

**plural** : the form of a **noun, pronoun** or **verb** which refers to many persons or things, eg., *children, tigers, caps, we, they*. The plural of *you* is *you*.

**preposition** : a word/group of words used before a noun or pronoun to show place, time, position, etc. Examples : *in the park, on the table, at home, from Monday to Friday, after 5 pm, in front of the school*, etc.

**present** : It is the time that is happening now. We use the present tense forms of verbs to show the actions/events that are happening now, eg., *She goes to school. It is raining.*

**pronoun** : a word that is used instead of a noun. The pronouns in English are *I, we, you, he, she, it, they* and their forms like *my, mine, me*.

**proverb** : a short well-known sentence or phrase that gives advice or tells you what is generally true. For example, ‘*A stitch in time saves nine*’ means ‘If one does something in time or immediately, it saves a lot of work’

later'. A proverb is also known as a **saying**.

**question** : a sentence or phrase that you use to get information or to ask for something, etc.

**rhyme<sup>1</sup>** : a short poem or song for children.

**rhyme<sup>2</sup>** : If two words rhyme, they end with the same sound. For example, the word 'king' rhymes with 'ring' but you cannot rhyme 'pack' with 'book'.

**rhythm** : a regular repeated pattern of sounds or movement.

**sentence** : A group of words that expresses a complete idea – a statement, a question or a command, eg., *My elder brother is in college. Do you know this address ?* or *Be quick.*

**singular** : the form of a **noun**, **pronoun** or **verb** which refers to one person or thing, eg., *child, tiger, cup, I, it, he, she.*

**sound** : a sound is something that you hear.

**speech** : the ability to speak. • A speech is a talk given on a particular topic.  
• The lines an actor says in a play are also called his / her speech.

**stanza** : A stanza is a part of a poem. The lines in a stanza usually have rhyming words at the end. Separate stanzas in a poem are shown by more

space/distance between them, or by changing the arrangement of lines.

**statement** : a statement is something that you state, that is, say or write to give definite information. eg., '*The sky is blue.*'

**stress** : Stress is the extra force used when pronouncing or saying a **word** or **syllable**. For example, in the word 'English', the syllable '*Eng*' is stressed. In the sentence, '*Say it in English!*' the word English is stressed.

**syllable** : a part of a word. There is one vowel sound in each syllable. It may have one or more consonant sounds at the beginning or at the end. The syllables in some words are shown below : *a-go* (ago), *ac-tion* (action), *crea-ture* (creature), *jo-ker* (joker), *ex-pla-na-tion* (explanation).

Words like *no, cat, ask* have only one syllable.

**tense** : the form of a verb which shows the time at which an action happens – the **past**, the **present** or the **future**, eg., *She went, She goes, She will go.*

**title** : the name of a book, poem, story, picture, etc.

**verb** : a word or group of words that shows action – what people or things do and what happens to them (*write, fall, float*). A verb may also describe an event (*It rained, It became dark,*) or a state (*She was unhappy*).

Verbs have different forms that show **tenses**, the time of the action to which the verb refers. (**future, past and present.**)

Verbs have singular and plural forms only in the case of the present tense : *sits* (singular), *sit* (plural).

Note that we do not use singular forms with 'I' and 'you' : *I come, You smile.*

The verbs **be** (am/are, is/are, was/were, being, been), **have** (has, have, having, had) and **do** (does, do, doing, did, done) can be used as main verbs in a sentence, eg., • be : I *am* twelve years old. They *were* ready. • have : I *have* a brother. The dinosaur *had* a long tail. • do : *Do* your best.

These verbs are also used with the main verbs in a sentence to show certain things. Then, they are called **auxiliary** or helping verbs.

- 'Be + main verb' shows that the action is not complete; it goes on, eg., I *am* running. It *is* raining. They *were* playing.

- 'Have + main verb' shows that the action about which we are talking now, is/was complete, eg., I *have* done my homework. She *had* read the book.

- 'Do' is used with the main verb to form -

(a) questions : *Do you know* the answer ? *Did you see* the bird ? What *do you want* ? What *did* the queen *tell* them ? (b) negative sentences : We *did not go* back.

- 'Be' and 'have' auxiliaries too are used to form questions and negatives. 'Do' is not needed when these are used, eg., Questions : *Are you writing* a story ? *Have you written* this ? Why *have you come* back ? Negatives : I *was not feeling* well. She *had not seen* the book.

There are other verbs like *can, could, may, might, will, would, shall, should, must, ought to, used to*, etc. which show whether something is possible, allowed, necessary, etc. These are known as **modal** verbs. They, too, are used as auxiliaries with the main verbs. Examples : I *can* swim. You *may* come in. You *should* not work too hard. *Must* you go ?

Some verbs end with -ize (dramatize) or -ify (classify).

**vowel** : a **speech sound** you make without closing any part of your mouth or throat. For example, 'अ', 'इ'. A vowel *letter* is a letter of the alphabet that stands for a vowel sound. The vowel letters are : *a, e, i, o, u*. The letter 'y' too, sometimes stands for a vowel. Note that one letter may stand for different sounds in different words. For example, the same vowel letter 'a' stands for different vowel sounds in the words **all, ate, ant, arm**, etc.

**word** : a group of sounds or letters that has meaning. A word is a unit of language. A word is written by leaving spaces on both the sides.

\* \* \*

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