

## CULTURE AND TRADITION

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INCREDIBLE INDIA!

0673CH05



Let us read the following passage.

Bharat has been known worldwide as a land of wise and heroic individuals. Its rich and diverse culture has attracted numerous travellers since ancient times. The people here live in unison, presenting to the world unity in diversity. Bharat is a land rich with rivers, lakes, and high mountains. Its green forests are home to many plants, insects, birds, and animals. All these elements ensure that Bharat prospers and is respected globally. As its inhabitants, we need to continue working hard and make sure that it prospers.



## Let us discuss

1. What has Bharat always been known for?
2. What is attractive about Bharat?
3. What is special about the fact that the people live here in unison?
4. What geographical features does the passage mention?
5. What is the advice given to everyone?

## *Kalakritiyon ka Bharat*

### Let us do these activities before we read.

Our country is beautiful and every state has its own uniqueness. The words given below are part of our identity. Complete these words with the correct vowels (A, E, I, O, U).

- (a) We like to decorate our homes with our **f \_ l k \_ r t**.
- (b) Our **c \_ l t \_ r e** consists of our ideas, customs, traditions, values, arts, and languages.
- (c) All of us celebrate our **f \_ s t \_ v \_ l s** together.
- (d) We tell stories to our children to teach them about our **c \_ l t \_ r e**, **h \_ s t \_ r y**, and **l \_ g \_ n d s**.
- (e) We have our own **l \_ n g \_ a g \_ s** to talk to each other.





## Let us read

### I

“So, are you ready to meet your friends from all over the country?” the teacher asked the students sitting in the big hall.

“Yes!” was the loud answer from the class.

“Can someone tell me for which programme are we here?” the teacher asked.

“*Ek Bharat, Shreshtha Bharat*”, the students answered together again.

“Please raise your hand to tell me what it is all about,” the teacher said.

Many hands went up and some were jumping to answer. The teacher asked Renu. With a smile on her face, she said, “It is to know that we all belong to one nation and that is the bond we share. And our unity in diversity makes us the most wonderful country in the world.”

## Let us discuss

1. What is the *Ek Bharat, Shreshtha Bharat* programme all about?
2. Why is this programme being conducted?

### II

The teacher smiled at her as everyone clapped. Just then, Bala pointed out, “Look! The video has started!” The big screen now had little windows each with a smiling child. Each child had something to share.



*Pranam!* I am Aakansha from Uttarakhand. I am going to tell you about *Aipan*, our folk art, that we draw on family functions and festivals. It is done with white rice flour paste on brick-red walls coloured with *geru*. It is made on floors and walls of puja rooms, and outside the main door of the home. It is an art form made by the women in the family. The designs are very beautiful and mathematical, and are based on our cultural traditions, and observations of nature.



*Aipan*—Folk art

*Suprabhat!* I am Priyaranjan from Odisha. My tribe practises a 4000-year-old metal craft named *Dhokra*. To begin, we make a figure with clay, dry it, and cover it with a layer of wax. Then, we **carve** the fine details on the wax. After that, we cover the figure with clay, and put it in the fire. The wax melts and comes out of small openings. Next, brass **scrap** is melted and poured into the empty space. The liquid metal takes the same shape as the wax.



*Dhokra*

**geru:** red clay used as colour

**carve:** to make design with sharp tool

**scrap:** small unwanted pieces

Finally, we remove the outer layer of clay and finish the metal figure as we want.

*Suprabhaatam!* I am Chitra from Kerala. I want to tell you about coconut shell craft. First, we clean the outside and inside of a brown coconut shell. After that, we make it smooth by using sandpaper or a machine. Then we give it the shape we want, and make it **stable** by fixing a base under it. At last, we polish it using wood polish to make it shine. We make household things like bowls and even jewellery from the coconut shells. It is a **biodegradable** craft.



Coconut shell craft

*Subhodayam!* I am Balamurali from Andhra Pradesh. I want to tell you about the 400-year-old art of making toys in my village, Kondapalli. To make the toys, we take soft wood from the nearby hills. After that, we carve each part of the toy separately. Then, we use *makku*—a paste of **tamarind** seed powder and **sawdust** to join the pieces together. Next, we add details and finish the toys. Finally, we use oil and water-colours or vegetable **dyes** and **enamel** paints to colour them. These toys are based on folk stories, animals, birds, bullock carts, rural life, etc.



Kondapalli

**stable:** not able to move

**biodegradable:** something that will not harm the environment

**tamarind:** an edible sour fruit



**sawdust:** dust of wood

**dyes:** colours

**enamel:** paints that form a protective layer



### Let us discuss

On the basis of what the speakers said about the art forms, complete the table given below.

Name of the child	State	Art form	Things needed
Akanksha		<i>Aipan</i>	
Priyaranjan			clay, brass scrap, wax, fire
Chitra			
Balamurali	Andhra Pradesh	<i>Kondapalli</i>	



### Let us think and reflect

1. Fill in the blanks to complete the following sentences.

- The designs for *Aipan* are taken from \_\_\_\_\_ and \_\_\_\_\_.
- Dhokra* metal craft is very old because it is \_\_\_\_\_ old.
- A base is needed for coconut shell craft to make it \_\_\_\_\_.
- Soft wood, \_\_\_\_\_ and colours are used to make *Kondapalli* toys.

2. Why does Akanksha's family make *Aipan*?

3. In *Dhokra*, why does wax come out of the small openings?

4. What is common in the toys made in Balamurali's village and coconut shell craft in Kerala?





## Let us learn

1. Priyaranjan, Chitra and Balamurali share how art works of their states are made. They use some words to show the order of making it. Those words are given in the box below.

to begin	first	then	after that
next	finally	at last	

Now, use some of these words to complete the paragraph given below. Use one word only once.

### How I Get Ready for School

- (i) \_\_\_\_\_ I get up and go to take a shower. (ii) \_\_\_\_\_, I wear my school dress. (iii) \_\_\_\_\_, I eat my food. (iv) \_\_\_\_\_, I wear my shoes. (v) \_\_\_\_\_, I pick up my bag and go out of my home.
2. The children from different states each speak about one art form from their state. When they speak, they use the first form of the verb. It shows something that happens regularly. It is called the **present tense**. With he, she and it, -s/-es is used with the verb to show the present tense. Make five sentences with the help of the words given in the table below. Use -s/-es wherever necessary. Two examples are given.

Pronouns	Verbs	Part of a sentence	Complete Sentences
I	ask	how to dance.	I know how to dance.
You	know	questions to understand.	We
He	tell	beautiful flowers.	You
She	draw	a story every day.	He speaks very loudly.
It	make	very loudly.	She
We	practise	paintings in free periods.	They
They	speak	spellings on Friday.	It





### Let us listen

1. Listen to the description of *gakkad bharta* and complete the notes given below. (refer to page 162 for transcript)

#### Gakkad Bharta

- (a) Name of the speaker : \_\_\_\_\_
  - (b) The town of the speaker : \_\_\_\_\_
  - (c) The state he belongs to : \_\_\_\_\_
  - (d) The name of the food item : \_\_\_\_\_
  - (e) Vegetables roasted for *bharta* : \_\_\_\_\_
2. Now, listen to the description again and complete the flowchart on how to make *gakkad bharta*.

1	To make <i>gakkad</i> , make balls of _____ dough and _____ them on high heat.
2	To make <i>bharta</i> , _____ brinjal and tomatoes and garnish with _____ onions, coriander, green chillies and salt.
3	To serve, crumble the <i>gakkad</i> , put some _____ on it and add one spoon of <i>ghee</i> .



### Let us speak

1. Speak about a local art form of your region. It can be any one out of painting, rangoli, metal craft, embroidery, music, dance or drama. Remember to include:
  - the name of the art form
  - what things do they need for it
  - how do they make/present it
2. You may use the words given below when you speak.
  - I know about the art form called ...
  - They need ...
  - To make it, first ... after that ... next ... then ... at last ...







### Let us write

You heard children from different states speak about the art forms from their state. Discuss in pairs which art form you liked the most.

Now, write a paragraph with five sentences giving your reasons for liking it.



### Let us explore

1. Madhubani painting is a traditional art form from Bihar. The artists use natural colours to make them on the walls of their houses. You can also make and use natural colours as given below.

- yellow from *haldi*
- green from leaves
- red from red flowers/*geru/sindoor*
- orange from flowers
- blue from *neel/indigo powder*

Given below is a Madhubani painting. Colour it with natural colours or any other colour.



## 2. *Ek Bharat, Shreshtha Bharat* Programme

*Bharat* has diverse languages, cuisines, music, dance, theatre, movies and films, handicrafts, sports, literature, festivals, paintings, sculptures, etc. The *Ek Bharat, Shreshtha Bharat* programme aims to enhance interaction and promote mutual understanding between people of different states/UTs through the concept of state/UT pairing. This is to celebrate the unity in diversity and strengthen the emotional bonds between its citizens. The vision is to enable people to develop a sense of common identity by sharing best practices and experiences. The programme aims to contribute to nation building by highlighting the inter-connectedness between various cultures and traditions.

