

# **Research Papers (2018-19)**

# DEVELOPMENT OF ROAD TRANSPORTATION: A CASE STUDY OF KARNATAKA

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## Abstract

Karnataka has a rich cultural heritage. In the ancient Indian works of Kautilya, and foreign accounts of, Pliny Ptolemy and Alberuni there are reference to transport and conveyance system pertaining to Karnataka also. The State of Karnataka, confined roughly within  $11^{\circ}35''$  North and  $18^{\circ}30''$  North latitudes and  $74^{\circ}5''$  East and  $78^{\circ}35''$  East longitudes. The main aim of the paper are To know the road development in Karnataka and To know district wise No. of vehicles in Karnataka in 2001 & 2011. To achieve the set goals in the paper data were collected from various source like Department of road transportation, Statistical department of Karnataka, Karnataka Gazeters etc. to reach set goal 2001 & 2011 are considered as major year. In 1956, the road length including that of the integrated areas in the State was 43,182 km. The road development in Bidar, Gulbarga, Bellary, Raichur and Koppal was very poor. Special attention was paid to the development of roads in those areas during various Five Year Plans. For the development of economy of the state first the development of roads which connects all the places in all the seasons are essential. Hence, the study of development of road transportation is required.

**Keywords:** Road, National Highways, State Highways.

## INTRODUCTION

Karnataka has a rich cultural heritage. In the ancient Indian works of Kautilya, and foreign accounts of, Pliny Ptolemy and Alberuni there are reference to transport and conveyance system pertaining to Karnataka also. Early settlements of prehistoric culture and the existence of Atokan Rock edicts in different parts of Karnataka speaks much about the socio-cultural contacts that might have prevailed in those days, Hala, the Satavahana ruler of Kuntala, in his work Gatha Saptasathi, a poetic compilation also refer to major and minor roads. Moreover existence of early road system and flourishing trade centres in ancient Karnataka has been recorded in early inscriptions. A Copper Plate record (713 A.D.) of Ganga Shivamara I from Hallegere in Mandya taluk, refer not only to the construction of a bridge across Kilini river, but also a 'Rajapatha' (Highway) passing across the village. Likewise according to a record of 1123 A.D., a major road was connecting Terdal and Halasi, the two important commercial centres in North Karnataka. A Chola inscription refers to a major road running from Tanjore to Kalyana viz., Basava Kalyana, the Chalukyan capital. Another Highway or 'Doddamarga' was connecting Konkan area with the interior Karnataka and a place on the borders of Goa has that name even now. There were *aravattiges* (where drinking water was provided), choultries and shady groves all along such roads. Ferries and boats were operating across rivers and streams in between the land. Goods were transported on head load, kavadi or else on the back of bullocks, asses or he-buffaloes. Carts were moving



wherever roads existed. One bridge was connecting Hampi and Anegondi across the Tungabhadra river. Similar old bridges can also be seen at Harihara, Srirangapattana, Shivanasamudra, Panemangalore and such other places.

### STUDY AREA

The State of Karnataka, confined roughly within  $11^{\circ}35''$  North and  $18^{\circ}30''$  North latitudes and  $74^{\circ}5''$  East and  $78^{\circ}35''$  East longitudes, is situated on a tableland where the Western and Eastern Ghat ranges converge into the Nilgiri hill complex. Karnataka is a state in the southern part of India. It was created on November 1, 1956, with the passing of the States Reorganization Act. Originally known as the State of Mysore, it was renamed Karnataka in 1973. Karnataka is bordered by the Arabian Sea to the west, Goa to the northwest, Maharashtra to the north, Andhra Pradesh to the east, Tamil Nadu to the southeast, and Kerala to the southwest. The state extends to about 750km from North to South and about 400km from East to West and the total geographical area of the Karnataka 1,91,976 square kilometers.

### OBJECTIVES

- To know the road development in Karnataka.
- To know district wise No. of vehicles in Karnataka in 2001 & 2011.

### METHODOLOGY

To achieve the set goals in the paper data were collected from various source like Department of road transportation, Statistical department of Karnataka, Karnataka Gazetters etc. to reach set goal 2001 & 2011 are considered as major year

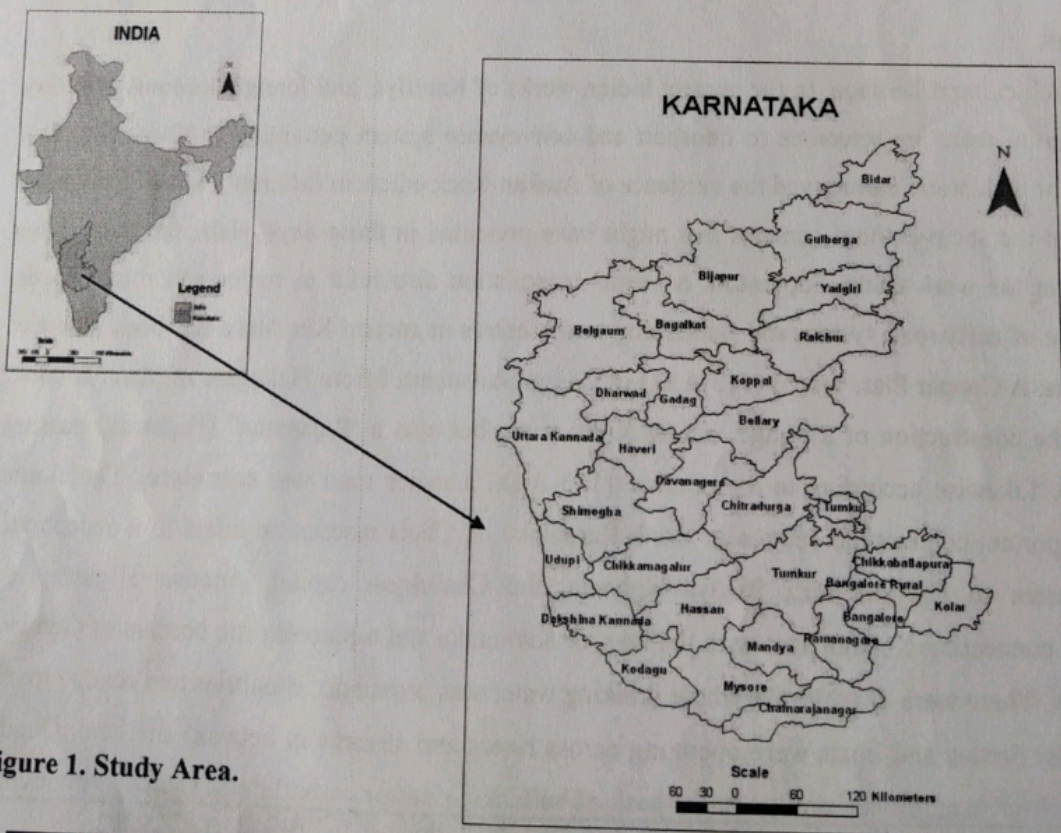


Figure 1. Study Area.



**DEVELOPMENT OF ROADS**

In 1956, the road length including that of the integrated areas in the State was 43,182 km. The road development in Bidar, Gulbarga, Bellary, Raichur and Koppal was very poor. Special attention was paid to the development of roads in those areas during various Five Year Plans. From 1956 to 1978, about 6,059 km new road length was added and 21,854 km existing roads were improved. During the same period, 16,344 km road length was asphalted. For providing accessibility to the villages, about 30,543 km. rural roads were formed and 460 bridges were constructed.

The total road length in 1981 was 98,523 km and an account of implementation of several road schemes, it went up to 1,21,266 km in 1992. The roads which were in charge of P.W.D. increased from 32,177 km in 1956 to 64,628 km in 1981. The quality of the roads maintained by the P.W.D. was also improved. The cement concreted/asphalted road surface which stood at 3,858 km in 1956 increased to 26,022 km in 1979 and was 36,229 during 1992. The length of cement concrete roads has decreased substantially due to its recoating with black topped surface. Un metalled roads in the control of

P.W.D. in 1956 were 2,343 km when compared to 8,935 km in 1966 and during 1992 it was 11,089 km. In addition, 11,089 km roads have been transferred from the control of P.W.D. to the Zilla Parishads (1-4-1987).

Zilla Parishads to the PWD on 18th February 1992. The aim was to improve them at the rate of 50 km per Assembly Constituency. Besides, they are being upgraded into major district roads. For the development of Gulbarga division (Gulbarga, Bellary, Bidar, Raichur and Koppal Districts), roads and bridges are being constructed. During 1990-91 and 1991-92, a sum of Rs.

61.60 lakhs was spent on roads and bridges. In 1990, a scheme for the improvement of roads was launched. Under this programme, a sum of rupees twelve lakhs was spent on road works in each Assembly constituency. An amount of Rs. 867.08 lakhs was spent in 1990-91 and in 1991-92 Rs. 1,694.39 Lakhs.

The total road length in the State by 1998 was 1,42,687 km comprising 2,335 km National Highways, 11,037 km State Highways, 28,301 km Major District Roads, 1,644 km Other District Roads, 42,791 km Village Roads, 31,583 km TDB Roads, 9,417 km Irrigation Dept. Roads and 2,582 km Forest Dept. Roads, the excluding 8,366 km of Municipality Roads and 4,665 km of Grampanchayati Roads. Among them, 97,392 km were surfaced, and others were unsurfaced Roads. The average road length per one lakh population is 288 km and the average road length per sq km is 64 km. These are above the national average of 238.8 km and 61.3 km respectively. During the 8th plan (1992-97), a sum of Rs. 42,717.24 lakhs were spent on laying and improving of 8,537 km, asphaltting 3,321 km of roads and building 1,323 major and minor Bridges within the State. During the 9th plan(1997-2002) , a sum of Rs. 953 crores has been provided for construction, improvement and maintenance of roads and bridges in the state. During the year 2000, 72 roads and 17 bridges were completed with NABARD assistance.



| Sl No | District Name          | National Highway | State Highway | Major district Roads |
|-------|------------------------|------------------|---------------|----------------------|
| 1.    | Bangalore              | 153              | 194           | 381                  |
| 2.    | Bangalore Rural        | 276              | 374           | 1045                 |
| 3.    | Chitradurga            | 164              | 485           | 888                  |
| 4.    | Davanagere             | 85               | 263           | 992                  |
| 5.    | Kolar                  | 129              | 433           | 1598                 |
| 6.    | Shimoga                | 222              | 402           | 1229                 |
| 7.    | Tumkur                 | 195              | 471           | 1902                 |
| 8.    | Chikmagalur            | 124              | 315           | 1251                 |
| 9.    | Dakshina Kannada       | 177              | 338           | 849                  |
| 10.   | Udupi                  | 142              | 283           | 631                  |
| 11.   | Hassan                 | 167              | 480           | 1668                 |
| 12.   | Kodagu                 | -                | 311           | 804                  |
| 13.   | Mandya                 | 73               | 244           | 1340                 |
| 14.   | Mysore                 | 79               | 338           | 1038                 |
| 15.   | Chamarajanagar         | 160              | 106           | 658                  |
|       | <b>South Karnataka</b> | <b>2146</b>      | <b>5037</b>   | <b>16274</b>         |
| 16.   | Belgaum                | 201              | 732           | 2331                 |
| 17.   | Bijapur                | 127              | 476           | 1202                 |
| 18.   | Bagalkot               | 60               | 396           | 1052                 |
| 19.   | Dharwad                | 143              | 163           | 599                  |
| 20.   | Gadag                  | 46               | 203           | 663                  |
| 21.   | Haveri                 | 103              | 197           | 742                  |
| 22.   | Uttar Kannada          | 329              | 669           | 801                  |
| 23.   | Bellary                | 181              | 300           | 1135                 |
| 24.   | Bidar                  | 75               | 276           | 763                  |
| 25.   | Gulbarga               | -                | 797           | 1510                 |
| 26.   | Raichur                | -                | 505           | 638                  |
| 27.   | Koppal                 | 125              | 270           | 537                  |
|       | <b>North Karnataka</b> | <b>1390</b>      | <b>4984</b>   | <b>11973</b>         |
|       | <b>Total</b>           | <b>3536</b>      | <b>10021</b>  | <b>28247</b>         |

Source: KSRTC.



Table 2. Major Road network in Karnataka 2011.

| Sl No | District Name          | National Highway | State Highway   | Major district roads |
|-------|------------------------|------------------|-----------------|----------------------|
| 1.    | Bangalore              | 147              | 91.3            | 682.1                |
| 2.    | Bangalore Rural        | 205              | 194.29          | 656.05               |
| 3.    | Ramanagara             | 73               | 315.5           | 1555.4               |
| 4.    | Chitradurga            | 167              | 613.2           | 2109.4               |
| 5.    | Davanagere             | 85               | 732.9           | 1608.8               |
| 6.    | Kolar                  | 137.4            | 306.9           | 1082.4               |
| 7.    | Chikkaballapura        | 148              | 263.8           | 928.04               |
| 8.    | Shimoga                | 221              | 990.1           | 1986.6               |
| 9.    | Tumkur                 | 325.9            | 632.2           | 3752.9               |
| 10.   | Chikmagalur            | 142              | 610.2           | 1644.02              |
| 11.   | Dakshina Kannada       | 252.1            | 528.8           | 775.85               |
| 12.   | Udupi                  | -                | 353.7           | 790.9                |
| 13.   | Hassan                 | 73               | 985.2           | 3071.35              |
| 14.   | Kodagu                 | 79               | 537.9           | 852.7                |
| 15.   | Mandya                 | 190              | 466.8           | 2966.7               |
| 16.   | Mysore                 | 2687.7           | 716.9           | 2518.55              |
| 17.   | Chamarajanagar         | 201              | 339.3           | 995.2                |
|       | <b>South Karnataka</b> | <b>2687.7</b>    | <b>8679.4</b>   | <b>27976.55</b>      |
| 18.   | Belgaum                | 201              | 2341.7          | 3040.6               |
| 19.   | Bijapur                | 267              | 685.3           | 2440.9               |
| 20.   | Bagalkot               | 126              | 875.5           | 1608.3               |
| 21.   | Dharwad                | 189              | 484.4           | 1389.5               |
| 22.   | Gadag                  | 74               | 709.5           | 1187.8               |
| 23.   | Haveri                 | 103              | 587.2           | 1843.7               |
| 24.   | Uttar Kannada          | 331              | 1245.4          | 2044.5               |
| 25.   | Bellary                | 181              | 1017.3          | 1862.8               |
| 26.   | Bidar                  | 82               | 693.1           | 877.1                |
| 27.   | Gulbarga               | 125              | 1251.8          | 1400.9               |
| 28.   | Yadgiri                | -                | 486.05          | 1275.8               |
| 29.   | Raichur                | -                | 1003.92         | 1506.6               |
| 30.   | Koppal                 | 124              | 709.02          | 1503.6               |
|       | <b>North Karnataka</b> | <b>1803</b>      | <b>12090.33</b> | <b>21982.38</b>      |
|       | <b>Total</b>           | <b>4490.7</b>    | <b>20769.7</b>  | <b>49958.9</b>       |

Source: KSRTC.



As on December 2004, the total road length in the State was 1,44,130 km. comprising 3,973 Km of National Highways, 17,252 Km State Highways, 30,647 Km Major District Roads, 1620 Km of Other District Roads, 48,148 Km of Village Roads and 42,490 Km of Other Roads with an average of 246 Km Road length per one lakh population and an average road length of 70 km per 100 Sq. Km area. As on March 2006, the total road length in the state had gone up to 1,67,779 km.s (comprised of 52,205 kms PWD roads and 1,15,574 Kms of Rural roads) while 3973 km. of national highways, 17,240kms of state highways and 30,992 kms of major district roads is controlled by the PWD. The remaining 1,15,574 km.s roads considered as rural roads are being maintained by the Rural Development and Panchayat Raj Department. The latter, include Other District Roads and Village Roads. Among the Rural Roads while 57,068 km. is surfaced the remaining 58,506 kms roads of unsurfaced nature. As on 2008 March, the total road length in the state had enhanced to 2,07,379 kms (comprised of 62, 654 km maintained by PWD and 1,44, 725 kms of rural roads) maintained by Rural Development Panchayat Raj Department.

### National Highways:

The National Highways are very important highways which connect Metropolitan cities, State capitals, Ports etc. throughout the country. The length of the National Highways in 1961 was 1,269 km and in 1981 it was about 1,968 km. They were under the control of the Central Government previously. Since 1971, the National Highways are maintained by a separate wing of the State PWD, out of the Central funds. As in 1992-93, there were seven National Highways traversing in the state, with a total length of 1,997 km. It was proposed to declare, another 13 roads with a length of 4,765 km as National Highways. During the last decade, 30 km of the National Highway No.4 has been widened from two lanes to four lanes. About 231 km length of the National Highway nos. 9, 13, 17 and 48 were widened, from single lane to double.

The Kozhikode-Kollegal section passing through Sultan Batheri, Gundlupet, Nanjangud, Mysore, T.Narasipur, Mugur, Uttamballi, and the road between Bangalore-Dindigal via Kanakapura, Halagur, Malavalli, Sattegal, Kollegal, Yelandur, Santhamarahalli and Chamarajanagar in the state were declared as NH-209 and NH-212 respectively on June-July 1999 and the work is in progress. The Government of India has declared the 193 km of Bijapur- Hubli road as the 13th National Highway in the State (NH-218) in October 2000. As a result, as on 2000 March, there were 13 National Highways traversing in the State totaling about 3,524 km. The second phase of Hubli- Dharwad by pass on Build-Operate-Transfer (BOT) basis has been completed and commissioned for traffic. Under the Asian Development Loan Assistance, a length of 25 km. of the NH-7 has been taken up for converting it into four lanes (from Bangalore to Tamilnadu border near Hosur). In february 2004, NH-218 has been further extended from Bijapur upto Humnabad (220 kms.) via Jevargi in Gulbarga district. As a result Gulbarga district also figures in the country map of National Highways. Likewise the road linking Gundlupet with NH-212 has also been declared as NH-67 in february 2004. As a result as on 31-03-2008, there were 14 National Highways (viz., N.H.-4, N.H.-4A, N.H.-7, N.H.-9, N.H.-13, N.H.-17, N.H.-48, N.H.-63, N.H.-67, N.H.-206, N.H.-207, N.H.-209, N.H.-212 and N.H.-218) passing through the State with a road



length of 3,973 km excluding the districts of Kodagu and Raichur which are deprived of National Highways, all other districts have National Highways passing through their jurisdictions. Uttarakannada district with 329 km NH, tops the list, Mandya and Gadag districts with 73 kms apiece are at the bottom. NH-4 which falls under the Golden Quadrilateral Highway Project and NH 7 which come under the North the South Corridor Project of 6 lanes, planned at National level and being executed through National Highway Authority, (NHAI) is under progress in the State. As a result NH-4 and NH-7 are gradually improving. This work is under progress even now.

#### **State Highways:**

They are important joining links connecting the district headquarters with the state capital and interconnecting links between the National Highways in the state. As on March 2005 there were altogether 105 State Highways running in the state having 17240 kms road length. As on March 2008, it has raised to 20, 738 kms in the state. Belgaum district with 2341 kms tops the list. Bangalore (Urban) district with 171 kms at the bottom. The road widening work on ST 17 (Mysore-Bangalore) and (Srirangapattana-Bidar) has also brought the expected results with free traffic movement.

#### **Major District Roads:**

As on March 2008, there was 37, 943 km roads of this category was in the State, maintained by the PWD. If Tumkur district with 3,761 kms was ranked first. Bangalore (Urban) with 456 km was at the bottom.



Table 3. No. Of district wise vehicles – 2001.

| Sl No | District Name          | Motor Cycles   | Goods Vehicles | Total          |
|-------|------------------------|----------------|----------------|----------------|
| 1.    | Bangalore              | 1049281        | 40087          | 1410856        |
| 2.    | Bangalore Rural        | 42852          | 3538           | 62788          |
| 3.    | Chitradurga            | 34525          | 1074           | 48839          |
| 4.    | Davanagere             | 76287          | 1430           | 107730         |
| 5.    | Kolar                  | 75775          | 3743           | 100073         |
| 6.    | Shimoga                | 92048          | 3599           | 125200         |
| 7.    | Tumkur                 | 85634          | 3282           | 114011         |
| 8.    | Chikmagalur            | 35202          | 2375           | 60739          |
| 9.    | Dakshina Kannada       | 97968          | 10087          | 163641         |
| 10.   | Udupi                  | 45651          | 4792           | 67819          |
| 11.   | Hassan                 | 48651          | 3224           | 74768          |
| 12.   | Kodagu                 | 15538          | 2322           | 45458          |
| 13.   | Mandya                 | 45840          | 2246           | 58654          |
| 14.   | Mysore                 | 195307         | 4682           | 243237         |
| 15.   | Chamarajanagar         | 16239          | 928            | 21667          |
|       | <b>South Karnataka</b> | <b>1956798</b> | <b>87409</b>   | <b>2705480</b> |
| 16.   | Belgaum                | 179340         | 11823          | 250402         |
| 17.   | Bijapur                | 39332          | 2299           | 57278          |
| 18.   | Bagalkot               | 40467          | 1702           | 60753          |
| 19.   | Dharwad                | 97393          | 7122           | 145382         |
| 20.   | Gadag                  | 23190          | 949            | 36289          |
| 21.   | Haveri                 | 27525          | 1246           | 43096          |
| 22.   | Uttar Kannada          | 62993          | 4678           | 81458          |
| 23.   | Bellary                | 76461          | 3315           | 100855         |
| 24.   | Bidar                  | 29759          | 3557           | 42495          |
| 25.   | Gulbarga               | 63615          | 3944           | 91566          |
| 26.   | Raichur                | 33318          | 1297           | 46960          |
| 27.   | Koppal                 | 21048          | 881            | 29491          |
|       | <b>North Karnataka</b> | <b>694441</b>  | <b>42813</b>   | <b>986025</b>  |
|       | <b>Total</b>           | <b>2651239</b> | <b>130222</b>  | <b>3691505</b> |

Source: Karnataka At a Glance – 2001.



Table 4. No. Of district wise vehicles – 2011.

| Sl No | District Name          | Motor Cycles   | Goods Vehicles | Total          |
|-------|------------------------|----------------|----------------|----------------|
| 1.    | Bangalore              | 1789023        | 141741         | 3791318        |
| 2.    | Bangalore Rural        | 63528          | 4690           | 122594         |
| 3.    | Ramanagara             | 62752          | 13485          | 242472         |
| 4.    | Chitradurga            | 9593           | 15239          | 148934         |
| 5.    | Davanagere             | 48003          | 9164           | 288132         |
| 6.    | Kolar                  | 40990          | 7362           | 149270         |
| 7.    | Chikkaballapura        | 47362          | 3265           | 88150          |
| 8.    | Shimoga                | 68883          | 9205           | 287944         |
| 9.    | Tumkur                 | 123445         | 7381           | 315155         |
| 10.   | Chikmagalur            | 4509           | 7705           | 156258         |
| 11.   | Dakshina Kannada       | 82349          | 26796          | 423409         |
| 12.   | Udupi                  | 82743          | 9746           | 181186         |
| 13.   | Hassan                 | 71028          | 9050           | 202203         |
| 14.   | Kodagu                 | 8848           | 4697           | 88638          |
| 15.   | Mandya                 | 96440          | 8795           | 168883         |
| 16.   | Mysore                 | 43515          | 15640          | 564755         |
| 17.   | Chamarajanagar         | 9763           | 3378           | 69069          |
|       | <b>South Karnataka</b> | <b>2652774</b> | <b>297339</b>  | <b>7288370</b> |
| 18.   | Belgaum                | 136075         | 27460          | 613895         |
| 19.   | Bijapur                | 12315          | 5310           | 152609         |
| 20.   | Bagalkot               | 59274          | 5009           | 186611         |
| 21.   | Dharwad                | 12860          | 21348          | 338481         |
| 22.   | Gadag                  | 33356          | 4061           | 89345          |
| 23.   | Haveri                 | 7000           | 5903           | 144016         |
| 24.   | Uttar Kannada          | 54343          | 8700           | 200484         |
| 25.   | Bellary                | 151550         | 12854          | 292691         |
| 26.   | Bidar                  | 35083          | 7016           | 101836         |
| 27.   | Gulbarga               | 123565         | 10293          | 212779         |
| 28.   | Yadgiri                | 30187          | 2219           | 54997          |
| 29.   | Raichur                | 85111          | 4044           | 155306         |
| 30.   | Koppal                 | 44750          | 3935           | 99063          |
|       | <b>North Karnataka</b> | <b>785469</b>  | <b>118152</b>  | <b>2642113</b> |
|       | <b>Total</b>           | <b>3438243</b> | <b>415491</b>  | <b>9930483</b> |

Source: Karnataka At a Glance 2011.



**Transport department and vehicles**

Till 1989, called as Motor Vehicle Department, it was started in 1957 and entrusted with the work of registration and tax collection of motor vehicles, issuing of permits, driver's and conductor's licenses etc., to the public in accordance with the provisions of 1) The Motor Vehicles Act, 1988 (Central Act 59 of 1988), 2) Central Motor Vehicles Rules 1989, 3) The Karnataka Motor Vehicles Rules 1989 4) The Karnataka Motor Vehicles Taxation Act 1957 (Karnataka Act 35 of 1957) and 5) Karnataka Motor Vehicles Taxation Rules 1957. At the time of integration of Karnataka, there were 25,976 registered motor vehicles. Their total number stood at 17,18,494 in 1992-93. Among the vehicles, the two wheelers were 12,30,200 and 1,59,888 were motor cars. Besides Commercial Vehicles, those on the farm front too, received a boost with the increase in the number of tractors from 20,561 in 1956-57 to 52,592 in 1992-93. The total number of motor vehicles in the State as on 31-3-1994 was 1,87,537 which included 1,67,207 motor cars, 20,237 buses (including 16,190 K.S.R.T.C. buses) and 81,869 goods carriers. As on December 1999, there were 32,60,663 registered motor vehicles in the State. They include 23,38,021 two wheelers, 3,00,687 Motor Cars, 38,990 Jeeps, 16,711 Cabs, 1,16,487 goods vehicles, 27,743 Omni Buses, 1,40,238 Autorikshaws, 20,876 K.S.R.T.C. Buses, 6,302 Private Buses, 98,406 Tractors, 99,015 Trailers, 574 Contract Carriers, besides 56,713 other vehicles with an overall increase of 9.17% during 98-99. By March 2000, there were 33,51,076 motor vehicles registered in the state with Bangalore division having highest number (17,84,812) of registered motor vehicles in the State.

The same had gone up to 44,61,105 by the end of March 2003. It included 32,45,652 motor cycles and scooters, 4,28,437 motor cars, 24,032 cabs, 1,74,151 Autorikshaws 40,930 Omni buses, 1,48,025 goods vehicles and 3,99,878 other vehicles. By 2007 March, the state had 69,39,710 registered vehicles and among the districts, if Bangalore tops the table with 27,60,766 registered vehicles, Chamaraajanagar with 45,530 registered vehicles touched the bottom. The Transport Department is one of the major revenue earning departments in Karnataka and the following table gives the district-wise Registered Motor Vehicles as on December 1999, March 2003, 2007 and 2008. It has increased to 80.25 lakhs by 2008.



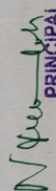
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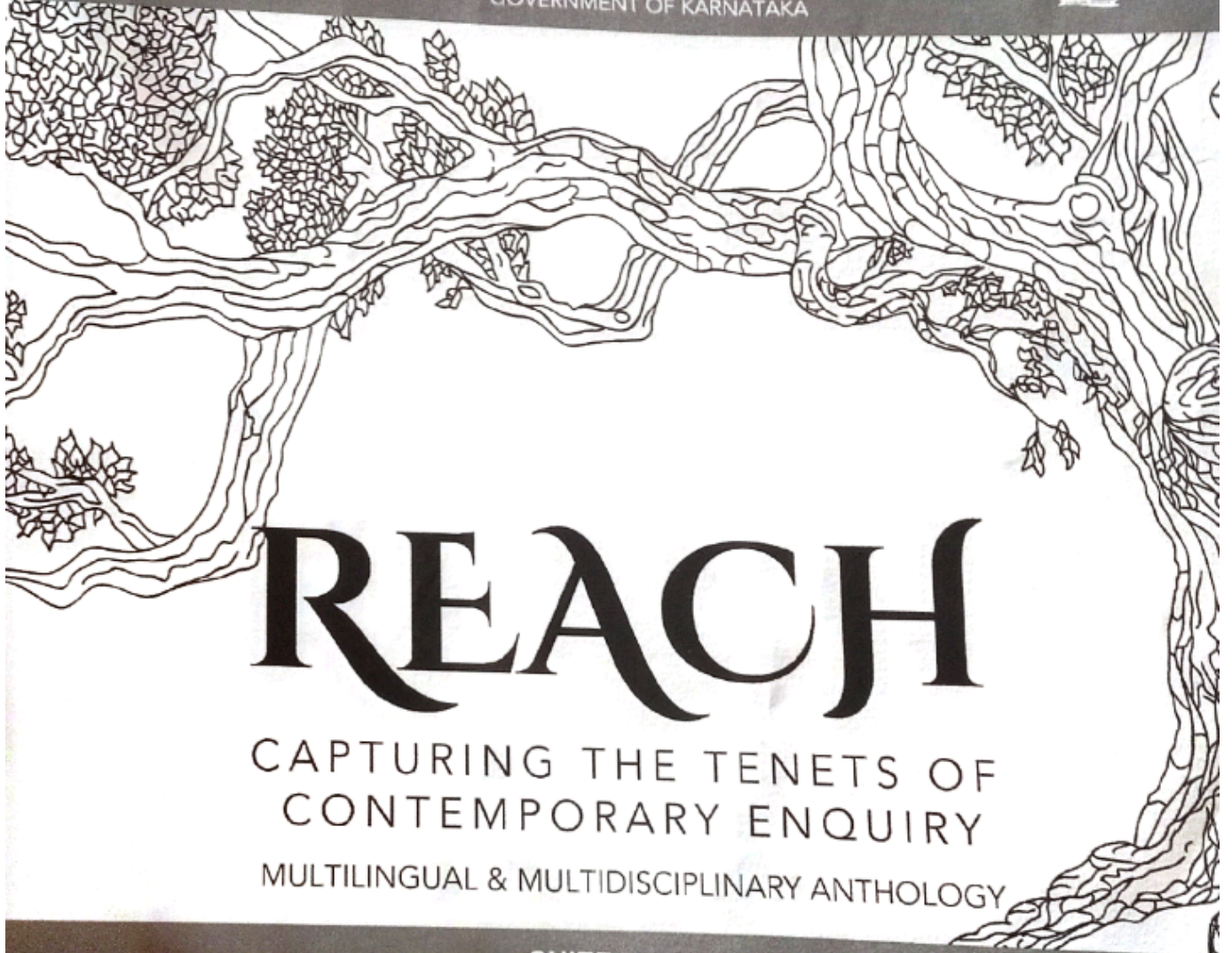
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# REACH

CAPTURING THE TENETS OF  
CONTEMPORARY ENQUIRY

MULTILINGUAL & MULTIDISCIPLINARY ANTHOLOGY

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# Skill India -Need of The Hour

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## Introduction:

India experienced a paradigm shift in terms of economic development as a result of liberalization and globalization. It transformed from being a predominantly agrarian economy to a tertiary-sector driven economy. The global economy, which was industry intense till the 1990s. Gradually grew into a knowledge-based economy. The demand for knowledge and skill-based workforce has increased tremendously since then. A study by Goldman Sachs has projected that India will have a surplus of 47 million people in the working-age, giving the country a competitive edge in labor costs, which will be sustainable up to 2050 (Asia Times, May 5, 2006, online edition). The study has further reported that by 2020 the US will be short of 17 million people of working age, China 10 million and Russia 6 million. This situation coupled with the demographic dividend will create a natural demand for the Indian labor force in the following decades.



## The Mission of the State

The Government should undertake a targeted approach towards expanding skill development infrastructure across the state. To achieve success in this ambitious skilling mission, it is recommended that the following initiatives be undertaken:

1. **Establishing career centers:** these centers will be equipped with state of the art infrastructure, propose to conduct training and offer jobs to local youth. They will also provide counseling services to job seekers to improve their employability. The center would also help job matching services.
2. **State skill department:** the newly formed skills department should be the nodal agency for all vocational skilling in the state; this is to ensure that skill development gets adequate focus. The department should manage the state's skill budget, fund apprenticeship programs and channelize entry-level employment through this department.
3. **Corporate championship program:** under this program a company collaborates with the government to provide training and employment to a pre-decided number of people. The government will fund other logistic related expenses. This program will enable government to bridge the skill gap by funding training projects that are on par with global standards, and ensure placement, retention and career progression.
4. **State Apprenticeship program:** The number of apprentices in India is far less than that in Japan, Germany and China. To increase in number of apprentices to a significant level in a the State, it is proposed to set up Karnataka Apprenticeship Corporation. This would be the nodal agency facilitating an apprenticeship program between and among all the stakeholders, including the central agencies.
5. **State Level Skill Development Program:** The State level skill development program named Karnataka Yuvakaushalya Program (kykp) will provide vocational skills to the identified target groups, which among others include women, marginalized class and unemployed youth on a mission mode basis.

Both developed and nations arterializing that the situation of development can be effectively addressed through quality education and appropriate skilling. Skilled labor would also lead to higher production. This has resulted in countries giving more attention to skill development. In this regard, Manu countries have come out with national policies pm skill development aimed at bridging skill gaps. For the purpose of this report, skill development policies adopted by Australia and Germany are explored as their models of skill development are well recognized across the globe. The additional, the skill development in policy of Brazil is looked into as it is a development nation like India with a similar economic environment.

## Plan of Action

Recent Initiatives in skill Development of India Skill India is a campaign launched by Prime Minister Narendra Modi on 15 July 2015, aim to train over crore (400 million) people in India in different skills by 2022, It includes various initiatives of the government like National Skill Development Mission, National Policy for a skill Development and Entrepreneurship 2015, Pradhan Mantri Kausha Vikas Yojana (PMKVY) and skill Loan scheme. As per the report unveiled by the Ministry of Skill Development and Entrepreneurship on June,6,2017 the status of Skill India can be summarized as follows:

1. More than 1.17 crore people trained under MSDE's programs
2. 26.5 lakhs candidates trained under MSDE's flagship scheme PMKVY
3. More than 4.82 lakhs people were brought into the organized sector through the recognition of prior learning program under PMKVY Rubber Tappers, More than 250 Railway Porters and 1500 Employees of Rashtrapati Bhawan)
4. More than 480 Pradhan Mantri census for skilling and would be in each district of the country already been established.
5. More than 1381 new ITIs have been opened with more than 5 lakh seats and the entire ecosystem of ITIs has BEEN REINVIGORATED AND REENERGIZED.



6. More than 1 core Person have been trained under NSDC's inception.

7. Pradhan Mantri Yuva Yjana was also launched to promote young entrepreneurs and self-sustainability. Target to cover 14.5 lakhs over the next 5 years.

To boost Skill India Mission, Govt has set aside Rs 17,273 crore in Budget 2017-18 16% higher than 2016-17's revised estimate of Rs 14,870 crore. In fact, MSDE has been a 38% jump in its allocation for the next fiscal at Rs 3,016 crore, as compared with Rs 2,173 crore in the revised of 2016-17.

## Present Requirement

- a) Communication Skills (Verbal and written)
- b) Commercial Awareness
- c) Attitude Towards Work
- d) Lifelong Learning
- e) Self-Management
- f) Teamwork
- g) Problem Solving
- h) Initiative
- i) Self-Motivation
- j) Adaptability
- k) Stress Management
- l) Creativity
- m) Interpersonal Sensitivity
- n) Technology/IT Skills

1. The two major reasons for skill shortage are faculty and faculty's role needs to change; it needs to flip around in a way that the teacher facilitates the overall learning of students rather than only distributing notes

2. The facility or infrastructure of a lot of schools needs to be upgraded as per 21st-century requirement, which will in turn encourage 21st century skills that students can adapt

3. Higher Education needs to be in line with present employment opportunities, and

hence there should be a focus on revising the curriculum and offering relevant new courses.

4. The Government may consider setting funds to facilitate of poor students for pursuing vocational training,

5. Students are willing to take huge loans to higher education but not so for skilling. Innovative ideas need to be evolved to encourage students to take out loans for skill training too. First of all, skill courses need to be made more attractive by ensuring placements and attaching a premium to the pay for higher skill capabilities. Costs of funds for willing students can be lowered by introducing interest subvention for skill related loans, providing tax exemption towards repayment of such loans, etc.

## Conclusion

There are many basic problems facing higher education in India today. These include

Inadequate infrastructure and facilities, large vacancies in faculty positions and poor faculty thereof, low student enrolment rate, outmoded teaching methods, declining research standards, unmotivated students, overcrowded classrooms and widespread geographic.

The employability gap between the education imparted in our higher education institutes and the requirement of the job market is huge. We can bridge this gap by relating education to the real world and assessing students on their thinking and problem-solving abilities, increasing access to education by the use of technology, improving student-teacher ratios and building stronger bridges with the industry and the job market. It is with such a changed mindset that Indians demographic advantage in terms of a large young population can be converted into a dynamic economic advantage. ■



## RESEARCH ARTICLE



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# Decadal growth of population: A case study of Karnataka

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## Abstract

*The study of human resources is of vital importance from economic point of view for the regional development. Human aspects influence the economic activity and determine the level of consumption and such offer economic and social endeavors. To know the decadal growth of population in Karnataka from 1951 – 2011. In the present study an attempt is made to know the demographic pattern. The State of Karnataka, confined roughly within 11° 35" North and 18° 30" North latitudes and 74° 5" East and 78° 35" East longitudes, is situated on a tableland where the Western and Eastern Ghat ranges converge into the Nilgiri hill complex. Karnataka is a state in the southern part of India. The present study concentrated on growth of population, relationship between area and population, & decadal growth. Temporal variations are observed at points of time i.e., 1951-2011. The required data for the present analysis is obtained from census of India. The data has been classified, processed and presented in the form of graphs. During the decade 2001-11, the State population witnessed a net addition of 82, 44, 735 persons to its 2001 population of 5, 28, 50, 562.*

**Keywords:** Population; decadal growth; temporal variation

## Introduction

The study of human resources is of vital importance from economic point of view for the regional development. Human aspects influence the economic activity and determine the level of consumption and such offer economic and social endeavors. It is necessary to know the quantitative terms of their number of people living in a region at a particular time, the rate at which their number is growing and the composition and distribution of population. The number resource is a labour force which helps in the process of production. This enables the sizeable population of a region to live

in condition of comfortable and healthy living. As such it becomes necessary to know the demographic characteristics of the region in quantitative and qualitative terms.

During the last million years a new and incredible thin layer has spread over large part of the earth's surface at the contact of air, water and land. This layer is spread of man and his work (Dicken and Ppills, 1970). The study of components of population variation and change is known as demography.

The study of human resource is of vital importance both from the point of view of economic development and social welfare. It is particularly important because



human beings are not only instrument of production but are also ends in themselves. It is necessary to know quantitative terms, the number of people living in a region at a particular time, the rate at which the number is growing and the composition and distribution of population.

The study of growth, distribution and density of population are most important aspect of a region, where one can understand their pattern in regional disparity. Therefore, man becomes a resource of the region and every other resource of the region becomes man's requirement. Hence, it is needless to say that regional study cannot be completed without study of population growth, distribution and density to harness the resource available in the area. The population growth with variation in density reflects on the existing land use and sprawl.

Sustainable development involves conservation of land and water resources. With the increasing pressure of the ever growing human population, increased living standard and the concomitant activities are exerting tremendous pressure on the finite natural resources. The uneven distribution of population needs the proper adjustment of exiting things through the spatial planning only raises the standard of living of the population. So the population planning is the main element with reference to which other resources are planned (Singh 1968). In view of these demographic dimension and human resource to examine the spatial pattern of population in the study area to know the regional disparity.

## Study Area

The State of Karnataka, confined roughly within 11°35" North and 18°30" North latitudes and 74°5" East and 78°35" East longitudes, is situated on a tableland where the Western and Eastern Ghat ranges converge into the Nilgiri hill complex. Karnataka is a state in the southern part of India. It was created on November 1, 1956, with the passing of the States Reorganization Act. Originally known as the State of Mysore, it was renamed Karnataka in 1973. Karnataka is bordered by the Arabian Sea to the west, Goa to the northwest, Maharashtra to the north, Andhra Pradesh to the east, Tamil Nadu to the southeast, and Kerala to the southwest. The state extends to about 750km from North to South and about 400km from East to West and the total geographical area of the Karnataka 1, 91, 976 square kilometers.

## Objectives

To know the decadal growth of population in Karnataka from 1951 – 2011.

## Methodology

In the present study an attempt is made to know the demographic pattern. The present study concentrated on growth

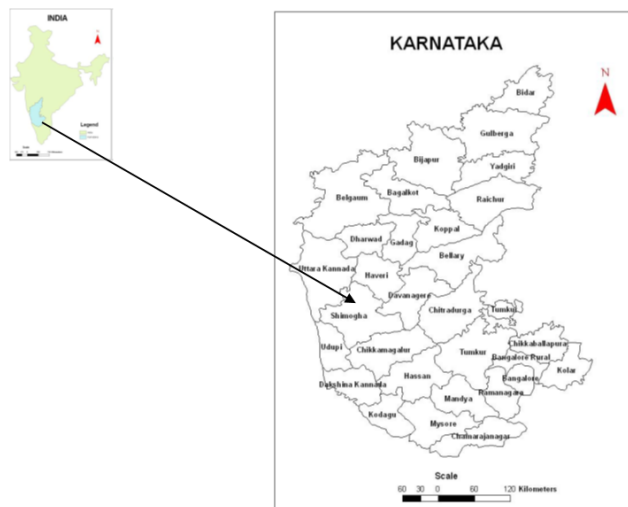


Fig. 1. Study area

of population, relationship between area and population, & decadal growth.

Temporal variations are observed at points of time i.e., 1951-2011. The required data for the present analysis is obtained from census of India. The data has been classified, processed and presented in the form of graphs.

## Decadal growth and composition of population

Table 1. Growth of population in Karnataka

| Census of the year | Persons  | Decadal Growth Rate |
|--------------------|----------|---------------------|
| 1951               | 19402000 | –                   |
| 1961               | 23587000 | 21.57               |
| 1971               | 29299000 | 24.22               |
| 1981               | 37136000 | 26.75               |
| 1991               | 44977000 | 21.12               |
| 2011               | 52850562 | 17.51               |
| 2011               | 61130704 | 15.60               |

Source: Census of India, computed by researcher

During the decade 2001-11, the State population witnessed a net addition of 82, 44, 735 persons to its 2001 population of 5, 28, 50, 562. The Male population increased by 40, 67, 739 and the Female population increased by 41, 76, 996.

Continuing the population growth trends of previous censuses, the State registered a growth rate of 15.60%, recording a decline of -1.91% in comparison to the growth of 17.51% registered during the 2001 Census.

While the Rural population grew at the rate of 7.40%, substantially less than the growth rate of 12.29% registered during the decade 1991-2001, the urban population registered



a growth rate of 31.54%, slightly higher than the growth rate of 29.15% recorded in 2001 Census.

Among the districts, Bangalore District, has witnessed the highest decennial growth rate of 47.18% followed by Yadgir, the newly created District, with 22.81%. The gap in the growth rate between the first and second ranked district is a whopping 24.37%. Chikmagalur District, a predominantly plantation area in the Malnad region, is the only District in the State which has registered a negative growth rate of -0.26%. Kodagu District another plantation area in the Malnad region with a growth rate of 1.09 % ranks 29, just above Chikmagalur District.

Only 7 districts have registered decennial growth rates higher than the State average of 15.60%. Of the remaining 23 districts as many as 14 districts have registered a growth rate of below 10%.

## Conclusion

Karnataka with a population of 6,10,95,297, retains the ninth rank as in 2001, in population size among all the States and Union Territories and accounts for 5.05% of Country's population of 1,21,05,69,573 in 2011.

Of the 6,10,95,297 persons enumerated in the State, 3,09,66,657 are Males and 3,01,28,640 are Females. Among the districts within the State, Bangalore District is the most populated District with 96,21,551 persons and accounts for 15.75% of the State's total population while Kodagu District with a population share of 0.91% is the least populated District. Except, Bangalore Rural (9,90,923) and Kodagu (5,54,519) Districts, all the remaining 28 districts have population higher than one million. Of the 6,10,95,297 persons enumerated in the State, 3,74,69,335 persons reside in the Rural areas and 2,36,25,962 persons reside in Urban areas. In terms of percentage, 61.33% are Rural residents and 38.67% are Urban residents.

In terms of urbanization, the State has witnessed an increase of 4.68% in the proportion of Urban population in the last decade. Among the districts, Bangalore is the most urbanized District with 90.94 % of its population residing in Urban areas followed by Dharwad District

(56.82%), Dakshina Kannada District (47.67%), Mysore District (41.50 %) and Bellary District (37.52%). The least urbanized District in the State is Kodagu with 14.61 %, preceded by Koppal District (16.81%), Mandya District (17.08%), Chamarajanagar District (17.14%) and Yadgir District (18.79%).

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## THE TECHNIQUES OF ELEMENTS OF SYMBOLISM AND EXPRESSIONISM THE HAIRY APE: A STUDY

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**ABSTRACT:** Symbolism and Expressionism are the recurring techniques of Eugene O' Neill. Both are incorporated in his plays, Symbol refers to anything that signifies or stands for something else. In literature, a symbol is usually something concrete, for example, a place, a character, an action, an object that stands for or suggests something abstract. Expressionism has been defined by Morner and Rausch in the following terms: "It attempts to express emotions, moods, and other aspects of inner experience by externalizing them through the use of non-realistic devices." In drama it involves drama-like distortions, staccato dialogue, abrupt, fantastic and many-leveled action, and non-realistic stage settings. Eugene O'Neill never made a secret of his influences. His indebtedness to the great Swedish dramatist August Strindberg has often been pointed out, and O'Neill himself devoted half the Nobel Prize speech in 1936 to him: "For me, he remains . . . the Master, still to this day more modern than any of us, still our leader."<sup>1</sup> The influence is not very surprising, for in temperament and in outlook on life, O'Neill and Strindberg had much in common. In fact, both of these men felt the urge to search restlessly for answers to questions such as: What is man's place in the universe? Why does he suffer? What is the essence of life? To do so, they dared to project their own soul on the stage, they dramatized their inner struggles.

**KEY WORDS:** Symbolism, expressionism, The Hairy Ape, Eugene O' Neill, language, setting, character, realistic and non realistic,.....

### INTRODUCTION:



A symbol is when it is created by an individual author as something new, something which has not so far been used by any other author. A symbol is universal when it is generally accepted or understood. A private symbol carries significance of the author's own ideas in a special way. For example, light and dark are universal symbols. They symbolize good and evil. The use of symbols or symbolism enables a writer to suggest vast concepts within a short space. It lends depth and breadth to the topic that a writer deals with. The Hairy Ape is a symbolic play and O'Neill has used symbolism with great effect here. The setting, the characters, especially Yank, the incidents, the title language itself are symbolic. **Expressionism** is a modernist movement, initially in poetry and painting, originating in Germany at the beginning of the 20th century. Its typical trait is to present the world solely from a subjective perspective, distorting it radically for emotional effect in order to evoke moods or ideas. German Expressionism · Expressionism (theatre) · Neo-expressionism · Franz Marc. An important aspect of O'Neill's technique is his conscious and studied use of symbolism. It is done with care and designed to extend the scope and meaning of the play beyond the limited boundary of straight forward realism. Winther says about O'Neill's symbolism

“..... symbolism has lent a poetic quality to O'Neill's prose; it has universalized his theme; and it has added an emotional quality to his realism. This method has made it possible for him at any moment in his writing to depart from the orderly logical language of prose into the psychological sequence of imaginative language. He has been able to remain true to the realism of his characters, and at the same time suggest those strange warnings, inductions; fantastic ideas that play on the periphery of consciousness, or lie buried in the sub-conscious, but at times assert themselves with painful vividness. He lays down no inflexible dogma but for himself he needs the wider field and the deeper, often dimly felt, meanings that some form of symbolism will give... The drama to him is a powerful medium through which the dark surging of man's inner life sheds for a moment it's unreal mask. His plays show the unreal reality, the concealed truth; they give form and substance to the dream; they land to that airy nothing which is in reality everything.”

As for the setting, The Hairy Ape O'Neill has been used symbolism. The very description of the stokehole conveys an impression of cramped space. It stands for over-populated, uncomfortable, present day



civilized world. The ship and its engine indirectly speak of the advancement of the world in respect of science and technology. The iron bars of the prison and the cage in which the gorilla is kept suggest, on the other hand, the degenerated state of the civilization brought about by science and technology itself. The sky scrapers in the Fifth Avenue symbolizes the sky high ambition of modern civilized world in respect to material development.

The characters are also symbolic. Yank, the protagonist of the drama, is a complex symbol—he symbolizes the animal nature of man, then the proletariat class, the have-nots, and the individual worker, the primitive Neanderthal Man and every man. He has the instinct and impulses which man has inherited from his biological ancestor, his quick savage reaction to his insult, and desire to kill the insulter. He represents the working class people who have to work in the most depressing conditions as well as the individual worker with his distinctive personal power, here physical. He is again a primitive Neanderthal man, with hairy chest, receding brows, and long, powerful arms. He is the hairy ape. He symbolizes also every man as a victim of the circumstances of life which the modern civilization creates.

Mildred Douglas symbolizes the rich capitalist class who lives a life of comfort and luxury, but are anemic, incapable of vigorous action or originality. The people that come out of the church are gaudy marionettes, yet with something of the relentless horror of Frankenstein's in their detached, mechanical purposeless life in the modern civilization.

The incidents themselves are symbolic. The confrontation between Yank and Mildred symbolizes the modern class conflict between the rich and the proletariat. It signals the beginning of Yank's disintegration and the loss of the sense of belonging. The last scene suggests Yank's regress from man to animal. The embracing of the gorilla means his sense of identification with the animal world and his being killed by the gorilla signifies he cannot fully belong to the animal world. He is virtually nowhere.

The language used in *The Hairy Ape* is also symbolic. Mildred called Yank a "filthy beast" and she looked towards him as if she regarded him as an hairy ape. Yank feels insulted in the very heart of his pride.



Henceforth, the feeling that he does not “belong” becomes an obsession with him and it is this obsession which results in the disintegration of his personality. This obsession of Yank is symbolized by his frequent use of the word “belong”. Indeed, the word is repeated throughout at regular intervals, so that the theme of alienation is driven into the consciousness of the audience, as if with the rhythmic beat of a hammer. By means of clipped and uneven phrasing of Yank’s speeches, with the words “belong” or “I do not belong”, interspersed throughout, the dramatist has effectively conveyed Yank’s agitation at his sense of alienation. The growls and roars of the gorilla interspersed throughout Yank’s speech suggest an approximation to a conversation between man and beast.

The very title *The Hairy Ape* is symbolical of Yank’s degeneration into an animal like being, and his language is that of a half-human, half animal being, closely resembling the growls, and roars of the gorilla. Symbolism is an all-pervasive technique used by the dramatist in *The Hairy Ape*. He has employed symbols in almost all the major elements of the play. The very setting of the drama lays the background for the symbols in the other elements. It has set the tone and color to the general symbolic atmosphere of the play, so that the symbols in the other elements look relevant and consistent with each other as constituent elements of the whole. The characters being another major element in a drama are also symbolic. They owe most of their histrionic significance to their symbolism. They stand out bold against the broad horizon of the play by virtue of their quality of being symbolic. Even the incidents are symbolic, and the interrelationship of characters and incidents are largely established through the medium of symbolism. Consistent with the whole plan, the language itself is symbolic, and the drama has its impact upon the mind of the audience through its symbolic language. And even the very title is not devoid of symbolic significance.

The dramatist is able to encompass vast concepts within a small space by the use of symbols. His technique of using symbols widens the meaning and significance of the play, and lifts it from the plane of individuality to the plane of universality.

In *The Hairy Ape* the playwright has adopted non-realistic method, that is though he has used realistic scenes, he has used them for non-realistic purposes. The setting of the opening scenes, for example is realistically presented, but the playwright warns the reader that “The treatment of this scene, or of any other scene in the play, should by no means be naturalistic. The effect sought after is a cramped space in the bowels of a ship, imprisoned by white steel.” The realistic setting has been to create an impression of overcrowding in the way of an expressionist.

The stokers, including Yank, have also been realistically presented, “Hairy-chested, with long arms of tremendous power, and low, receding brows above their small, fierce, resentful eyes. All the civilized white races are represented, but except for the slight differentiation in color of hair, skin, eyes, all these men are alike. Yank, the central figure of the play, is seated in the foreground. He seems broader, fiercer, more truculent, more powerful, more sure of himself than the rest. They respect his superior strength—the grudging respect of fear. Then, too, he represents to them a self-expression—the last word in what they are—their most highly developed individual.” Thus Yank is the representative of a class; he serves to create the impression of man as “hairy ape”. He symbolizes the primitive, the animal like man. Equally realistic as well as equally symbolic is the scene II. Both Mildred and her aunt are symbolic of the artificiality and enervation sensed by the contemporary mechanized and materialized urban life. The description of the inhabitants of the Fifth Avenue in scene V is equally expressionistic. “The crowd from the church enters from the right, sauntering slowly and effectively, their heads held stiffly up, looking neither to right nor left, talking in toneless, simpering voices. The women are rouged, calcimined, dyed... The men are in tail coats, tall hats, spats, canes etc. A procession of gaudy marionettes, yet with something of the relentless horror of Frankenstein’s in their detached mechanical unawareness.” In the description we get the exaggerated distortion of reality so characteristic of an expressionistic play.

According to Allan G. Halline, a critic “... this play is the purest example of the type that O’Neill wrote... In *The Hairy Ape* the feelings and attitudes of the characters, as well as the intent of the author are



brought out by heightened language, choral treatment of characters, distorted and symbolic sets, stylized acting. A majority of O'Neill plays, it may be noted, are expressionistic in one degree or another."

The number of characters in this expressionistic play is reduced to the minimum. The attention is focused on the central figure, and the rest of the characters are not individualized. They merely serve as background to the full picture of the protagonist. Except Paddy and Long, all the stokers are merely a shadow of voices, contribution to the development of the main character, Yank. The prisoners of the Blackwell Island and the denizens of the Fifth Avenue are presented as mere shadows, not individualized. This technique enables the playwright to focus on the obsession of Yank and the state of his soul. The interaction between the characters does not develop them, or their relationships; they are merely juxtaposed.

The dialogues are also expressionistic. The characters talk in broken sentences, clipped language indicative of their state of mind. Certain expressions are repeated there as also interior monologue. The entire action of the play is focused on the consciousness of Yank, the central figure, the only living personage in the play. The dramatist has exploited the technique of the "interior monologue", to lay bare the suffering, anguished soul of Yank. The long monologue of Yank after he has been thrown out of the I.W.W with the conviction that he belonged to it; now his conviction receives a rude, shattering shock, a shock which is too much for him. He finds that the I.W.W is the conventional women's stuff which would like to feed and dress his body and give him shorter hours of work. But the thing which hurts him is not in his belly, it is deep down at the bottom, and the I.W.W cannot touch him. In other words, his suffering—and that of the modern worker—is spiritual and not physical and it is the spirit which is being ignored in the modern mechanized age. Man has been degraded and dehumanized. He has been reduced to a machine, merely to a thing of steel. The full bewilderment of Yank is thus expressed. "I am a busted Ingersoll, dat's what. Steel was me and I owned de woild. Now I ain't steel, and de woild owns me. Aw, hell! I can't see — it's all dark, get me? It's all wrong! (He turns a bitter, mocking face up like an ape gibbering at the moon.) Say, youse up dere, Man in de Moon, yuh look so, wise, gimme de answer, huh? Slip me de inside dope, de information right from de stable—where do I get off at, huh?" He belongs neither to earth, nor to heaven.

**CONCLUSION:** With all his expressionistic techniques, O'Neill does not lose control of the form of drama. Goldberg's remark is worth quoting here. "O'Neill had yielded to neither the formlessness nor the incoherence of the more extreme expressionists; even when his contact with external reality seems least firm, he yet maintains his grip on the roots of things." O'Neill's expressionistic art in *The Hairy Ape* is quite successful. It has enabled him to achieve his purpose.

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# Recreational Linguistics for Effective English Language Teaching

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and  
Anasuya J. E

This paper is based on the practical experiments we conducted with students at a residential school to find a more effective method of teaching English.

Just as mathematics and chemistry torture the students in the city, English bothers the rural students. English has always been a tough nut to crack at all levels of learning. ELT experts have devised several means and methods to make English learning more effective and easy, but with little or no effect.

Our project was inspired by one of the most successful methods of teaching called Suggestopedia, invented by Georgi Lozanov the father of accelerated learning. He is a Bulgarian scientist and neurologist who developed suggestopedia in 1970s. He claims to say that the process of learning becomes more effective and quicker if the atmosphere in the class is informal and unconventional without any deterring forces of fear and anxiety as in the conventional classrooms.

Our method of using recreational linguistics to teach English also provides an informal atmosphere where the students feel that they are involved in an engrossing sport or a very happily exchanging jokes.

Logology or recreational linguistics is an activity that covers a variety of word games puzzles, riddles, jokes and word play which include terms like lipograms, acrostics



palindromes, doublets and pangrams. We can make use of recreational linguistics to teach students of all levels.

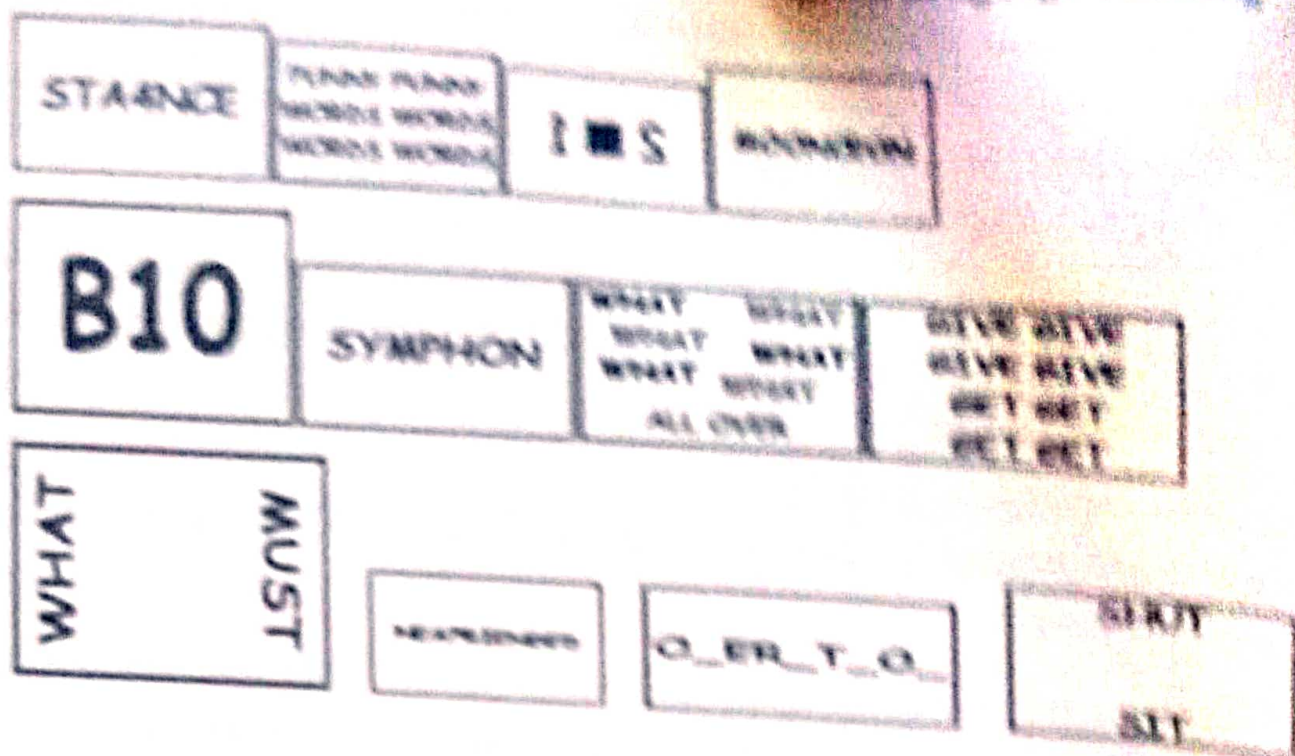
At primary level, it helps us to learn vocabulary, at the secondary level, we can use it to teach syntax and at the tertiary level, we can teach such complicated concepts like stylistic features of a language. However, this paper restricts to the basic level of learning using the two tools of "Word Games" and "humour".

The very familiar and popular word games are cross-word and hangman. The facilitator who initiates these games needs to do a lot of preparation. The crossword and Hangman games may be played as a lexical revision exercise after the completion each lesson. The inventory of words pertaining to the specific category may be used wisely to form the clues of the crossword, to fill in the grid. Hangman also helps the children to perfect the spellings in addition to get familiarized with the terms.

The word games make the child work faster, and they boost the working memory. They help in developing problem solving skills, and they extend the vocabulary of words. Word games can be a wonderful exercise for revision.

The next of learning could be made by the use of Rebus puzzles. A rebus puzzle combines the use of illustrated pictures with individual letters to depict familiar words, idioms and phrases. This helps not only in learning idioms and phrases, but also in developing lateral thinking- or thinking out of the box. These examples will give you an idea how interesting it will be.





## Humour

The second part of the study focuses on humour. Humour appeals to people of all ages and there are different shades of humour. It is unfortunate that humour has not been taken seriously by academicians. The potential of humour is enormous. Many grammatical usages and stylistic features of the language can be learnt through humour. Moreover, they serve as memory hooks and help to remember and retrieve the terms and concepts as and when required.

We have seen teachers use jokes in the classroom as a comic relief. Some relevant and some irrelevant. We are not mentioning about such diversions that helps them in breaking the monotony of teaching. The jokes we choose must have innately certain grammatical qualities through which the humour is generated.

Here are a few jokes, to give you a better idea that could be used to teach various aspects of grammar:

1. Teacher: Tell me a sentence that starts with an "I".



Student: I is the....

Teacher: Stop! Never put 'is' after an "I". Always put 'am' after an "I".

Student: OK. I am the ninth letter of the alphabet.

2. Little Johnny: Teacher, can I go to the bathroom?

Teacher: Little Johnny, MAY I go to the bathroom?

Little Johnny: But I asked first!

3. The grammar teacher noticed Tom was not listening to her. She wanted to spite him and asked

"Tom, Name two pronouns."

Bewildered, Tom said "Who, me?"

4. ~Call me a cab.

~Ok, you're a cab.

~Make me a cake.

~Abracadabra! You're a cake.

5. "I was born in Punjab."

"Which part?"

"All of me"

However, the teacher /facilitator must be creative and intelligent enough to choose the appropriate joke for making the student understand the intended grammatical concept. He must also be in control of the noise and chaos that the students could make taking lenience.

Though it may appear difficult, it is certainly possible to devise word games and cull out appropriate jokes to teach the

grammatical terms in the prescribed syllabus. Introducing recreational linguistics into the curriculum at the time of framing the syllabus would be an easier task to achieve the intended goal.

To conclude, the paper encourages the text book committees and writers, and board of studies who frame the syllabus to shed their inhibitions and conventional mind-set and generously introduce word games, and jokes into the curriculum to make learning more pleasurable and effective.



# Linguistic Finger-printing in authorship identification

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## Abstract

*The proposed paper intends to introduce a relatively new genre of applied linguistics that helps the law enforcement in finding the perpetrator in a specific kind of crimes. The word crimes like threat letters, fake suicide notes, extortion calls, and even plagiarism come under the scanner of Stylometry. The paper throws light on concepts like linguistic finger –printing and stylometry, and forensic linguistics. The paper focuses on suicide note that could be an evidence of a murder, but could easily mislead police and law enforcement as a simple case of suicide. The paper tries to show how a forensic linguist can expose a fake suicide note and help in catching the murderer.*

A suicide note was found tucked in Raju's shirt pocket, whose body was dangling from the ceiling in his secluded penthouse. The police arrived and the investigation began. The letter found in his pocket was a very strong evidence. It was taken to the forensic experts and the reports from the handwriting experts said that the handwriting matched with Raju's. It was proved beyond doubt that it was a clear case of suicide, and nobody was responsible for his death as he had explained, in his note. The case was closed as a man ended his life being frustrated in life.

The problem with the conventional police investigation is, it ends up with a handwriting expert. But there is always a chance that he was made to write in his own hand, under a gun point by others much against his will! Then it could be a case of murder, which the police has grossly failed to trace. The role of a linguist pitches in here. A linguist can play the role of a detective by applying his of linguistic skill to solve legal issues. Stylometry is the interface between language, crime and law. This paper introduces this new branch of applied linguistics called forensic Linguistics. The role of Stylometry by providing authentic clues to the enforcement of law, is restricted to such 'word crimes' like Suicide notes, ransom notes, threat calls and plagiarism, where the identification of authorship is involved. However, the paper intends to restrict its scope to suicide notes.

Since the audience/readers here are a heterogeneous group, I refrain from using technical jargons in my paper and shall make only a cursory initiation into the subject. When the authorship of a document is disputed or is found anonymous, stylometry is employed to decipher the issue. Even the much debated controversy over the authorship of Shakespeare's works has a solution with Stylometry. Today, with the

advancement of technology, the use of computers for statistical data on recurrence of words and its analysis, and the use of software system like “Signature” are also employed. However, in the earlier days, such study was done manually, by identifying the patterns of usage in the disputed texts.

### **How does it work?**

We all know that each one of us have fingerprints- the friction ridges of the human finger – which are unique to each individual. Forensic sciences say that no two finger prints are alike. Experts recover finger prints from the crime scene, deposited on smooth surfaces like glass or metal surface. They are later compared with the suspected people or the finger prints of the criminals saved in the police database. So also, each individual uses language in his or her own unique way, unconsciously. The lexical choice he makes, the syntactic structures and patterns he uses are typical to the individual. This can be so distinct from an individual to another, that it is called linguistic finger -printing.

This is otherwise known as idiolect. The vocabulary, syntax, the accent and pronunciation that a person chooses to use is unique to the individual. An idiolect is distinct from the dialect that is used regionally or socially, shared among a group of people. If a linguist listens to a person speaking a particular language, he can very precisely guess the co-ordinates of his region and social class, based on the dialect he uses. So also the stylometric analysis of the idiolect of a person can identify the authorship of a particular document. This is called linguistic finger-printing.

The different linguistic aspects in the disputed text may be compared with the other written samples of the contested authors to ascertain the authorship. Unwittingly, every individual will have a favourite word or phrase, or a grammatical structure which will be frequently used. The consistency and frequency of its usage is a clear marker of the authorship. Forensic Science is a very important field of study which is expanding as an inter-disciplinary subject. The court accepts the evidences provided by the forensic scientist as authentic, and based on that legal decisions are taken. Forensic science ties its relationship with the ballistic science, entomology, pathology, automobile engineering, toxicology and many such disciplines. They are all time tested and proven. Now applied linguistics has also a role to play with Forensic science and it is known as Forensic Linguistics. The skilled experts analyse the language of the perpetrator and draw vital inferences pertaining to the offender, like his age, gender, educational level, culture, ethnicity and geographical background.

### **Suicide notes :**

About 30-45% of people who commit suicide leave behind them a death note or otherwise known as suicide note. They usually indicate their frustration and failure. They are either in written form or these days



they may be in the form of an audio/ video recording too. There could be two contrasting reasons to leave a suicide note. Either to dissipate guilt and pain of the survivors, or to inflict them with guilt and pain.

Structurally, suicide notes are in sentence fragments, they are not lengthy. This is probably because they are not a long contemplated planned event. Under the fit of pressure they write as briefly as possible. It is observed to have more nouns and a generous references to persons and action verbs. This is probably because, Nouns and Verbs semantically express feelings better than other parts of speech.

Instructions to survivors will be in the high, regarding insurance, behaviour, revenge, etc.. they seem to believe fate and luck that has led them to this decision. Most suicide notes have certain recurrent features. They seem to be convinced that death is the most suitable solution for the problems they are facing. Highly religious people are guilty of the fact that they are doing something that outrages the God. So they ask for forgiveness too.

But as mentioned in the beginning of this paper, a murder can be camouflaged as a suicide to get away from the clutches of the law. The question who wrote the suicide note? Is it genuine or simulated? Was the suicide note written by the victim under threat?

I have deliberately avoided to give an example of a case study due to the paucity of time and listener interest. The form and content of the suicide note must be compared with the victim's text previously written elsewhere. The distinctive idiosyncratic choices of selected lexical items like collocations, grammatical structures cohesive devices etc must be identified. Both the micro linguistics and the macro-linguistic features must be identified. Micro linguistics studied the number of words per sentence, most frequently used collocations and binominals, and more interestingly, the most frequently made errors in spelling, grammar and punctuation. At the macro linguistic feature level, the most frequently used cohesive device, paragraphing and stability of coherence.

There are some irreversible freezes in the English languages which are popularly called as Siamese Twins or non-reversible word pairs. We usually find such pairs in the idiomatic expressions and collocations, which are normally appended by *and* /*or*.

The order of these elements can-not be reversed. For example, Thirty - forty, camp-fire, milk and honey (two nouns) short and sweet, Black and White, (two adjectives), rock and roll, do or die, wear and tear (two verbs), Many Indians as I have observed make errors while using such collocations of irreversible order. (if they use English in their suicide notes, or in other documents where authorship is at stake.) The consistent appearance of such errors make it very easy for the linguist to bust the perpetrator.

Identifying these features and comparing them with the previously written other samples of the victim clearly says whether the suicide note was authored by the victim or not. If they are convinced it was not

written by the victim, then the similarity of these features must be found from the short-listed suspects who could have probably killed the victim.

### Limitations:

This new genre of Applied Linguistics, Forensic Linguistics, has a bright prospect in law enforcement to stand as a dependable strong evidence by a language expert. However, it has its own limitations. Legal decisions are for judges to make and the forensic linguist's testimony is just one piece in the puzzle. Authorship identification is possible only when the controversy over the disputed text is in manageable number. Though it can be proved whether the disputed text is written by the intended author or not, it may not be possible to prove who the real author is, if the suspected writers are not short-listed.

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# THE UNSUNG POET OF THE 20<sup>TH</sup> CENTURY

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This paper focuses on the Indian writers in English of the past. We generally assume that we should keep abreast of the contemporary literature which has seen a riotous profusion with writers from literary and non-literary backgrounds writing a variety of fiction and non-fictional works. Dozens of books are published every week and consequently some writers may slip out of our recognition.

We are more or less convinced that we have explored the Indian writers in English of the yester years extensively, and that they are all defined, nothing more remains. However, there have been a few Indian writers in English who prolifically wrote in English during the early and mid twentieth century, but are not known even to most scholars of the Indian Writing in English.

This paper introduces such an unsung poet of the twentieth century. Surprisingly, He is a well established writers of Kannada, but his abilities in English writing remain unknown to the scholars of Indian writers in English. The paper makes a stylistic study of one of his poems to prove that he is at par with his established contemporaries and deserve to be taken into the mainstream, academically. The fame and success of this writer in Kannada has eclipsed his writings in English.

While the Kannada critics have restricted their study only on his works in Kannada, his English works have not reached the academia of readers and critics of Indian writing in English.

## A brief profile of Shankar Mokashi Punekar:

Shankar Mokashi Punekar's novel 'AVADESHWARI' written in Kannada secured the central Sahitya Academy Award in 1988. This polyglot has translated Kalidasa's 'Ritu Samhara' from original Sanskrit into English. He has also translated Kuvempu's great epic in Kannada, 'Sri Ramayana Darshanam' into English. As a poet, dramatist, short story writer, novelist, critic and a researcher, his contribution to Kannada and English literatures is remarkable.

Besides his several writings, Shankar Mokashi Punekar has written five anthologies of poems in English: *The Captive*, *The pretender*, *Tent-pole*, *Parodigms*, and *An Epistle to Prof. David McCutcheon*.

The poems in these anthologies show the varied topics Shankar Mokashi Punekar chooses to write on, though by and large, the general theme of his poems include the regional and national culture. Shankar Mokashi Punekar has chosen to write prosody and criticism in the poetic form in his poem, "My poems". This is reminiscent of Sanskrit literature where the rules of the prosody are written in poetic form. Some poems in his anthology, "Pretenders", he takes the critics to task. His poems exhibit satirical humour.

The predominant theme of his poem, "An Epistle to Prof. David McCutcheon" is the conflict between the poet and the critic, written in heroic couplet. He exhibits his chagrin against the disregard shown by the English towards literature in England.

Among Shankar Mokashi Punekar's non literary works, include his research on the Mohenjodaro seals. 'The contribution of the Dalits to the Medieval Indian thought' is his another significant research paper. Having given you this brief introduction to this unsung hero, we shall now focus on one of his slimmest anthologies, titled **Parodigms**. Which contains only fourteen poems.

Shankar Mokashi Punekar, an original thinker who advocates nativization of Indian sensibility, has not been recognized by the academia as an Indian writer in English, for he did not adopt the techniques of gaining recognition and reputation as his contemporaries by imitating the form and style of the western writers.

At the outset, the title of the book makes one feel that the poet has questionable knowledge of English, even at the vocabulary level. He seems to have mis-spelt the word **paradigms** (1989) on the very wrapper of the book. But later we realize that it is his coinage. He has created a portmanteau of **Parody** and **paradigm**., which could mean a model of prosody.

The contents of the anthology justify the title. The poems have the sarcastic humour poking at people and their follies, and situations around his contemporary world.

Now we take up one of his poems from the anthology 'Parodigm' for as stylistic analysis.

#### **The Cobbler's Daughter**

There came on road a little child,  
A girl of bud-like charm,  
A basket poised upon her head,  
A basket hung on arm.  
She clambered on with weary step,  
She was the village cobbler's daughter.



In feeble voice she said hesitantly,  
"Master, give me water!"

"I walked ten miles from our village  
To market in the town.  
I left at break of the day.  
Now the sun is almost down.  
I ate my roti under a tree.  
No one gave me water.  
Thirst will kill me; take pity  
On a poor cobbler's daughter!  
"I never was out selling shoes  
Before this sultry day.  
My father's illness got worse.  
I had to take his way.  
I've never walked this distance, Sir,  
See how my feet totter  
My mother died giving me birth.  
I'm a poor cobbler's daughter"

With soothing words I made her sit  
Upon the roadside grass.  
I hurried in and fetched a pitcherful  
Of clean water and a glass.  
But before she so much was wetted her mouth,  
She said, "I am a cobbler's daughter"

"Drink, child, and go straight home!"  
Your dad is awaiting, surely!  
"Are you a Brahmin born, Sir?"  
She asked me demurely.  
"Water knows no caste!" I said.  
"Caste doesn't matter!"  
"My dad told me not to touch!  
I am a cobbler's daughter!"

"But Brahmins too are human."  
"But Brahmins 're fire.  
Our hut 'll burn if I transgress,  
So believes my sire!  
The price my caste pays is too high  
For a sip of this water!  
I would rather bear my thirst longer.  
Thanks," said the cobbler's daughter!

Mulk raj Anand's *Untouchable* was already fifty years old by the time Shankar Mokashi wrote this poem. The trend of centring the marginalized was in vogue. We find this poet using a burning issue of his contemporary period. The poet goes a step further to prove that the deeply ingrained feeling in the mind of an outcaste is much tougher to eradicate than reforming the higher caste people.

The poem is made of six octaves with abab cded rhyme scheme almost consistently, used throughout the poem. The **anticlimax** in the **denouement** of the poem gives the theme an unexpected twist. While most readers expect the poem to end by bringing in **poetic justice** by making the Brahmin to relent to humanism and reconciling with the heterogeneous society, the poet sends message through the little girl, that the solution is not so simple.

The poem consistently sets the **atmosphere** and **attitude** of the poet describing the feelings of the dalit girl evoking **pathos**. The choice of the diction with vernacular words like **roti** and **Brahmin**, could suggest that his target audience are Indians.

The poem does not use heavily ornamental figurative devices, yet preserves the tone and tenor. The poet blends three perspectives in the point of view of this short poem. It begins as a third person narration, then the cobbler's daughter takes over, with her direct speech narration, and only in the fourth stanza does the **persona** of the poem begin his first person narration.

Though there is no refrain in the strict sense, the term, 'poor cobbler's daughter' appears at the end of the stanzas, without the monotony. The poem ends with a crafty **sylogism** letting the reader find his own deductive reasoning to ponder if the outcasts have out-casted a Brahmin? The poem voices the voiceless. It does not plead the upper caste to treat them equally, it outright rejects their favour and goodwill and challenges to thrive without their support or recognition.

In conclusion, one could say, based on this analysis, that the English verses written by Shankar Mokashi Punekar is at par with any of his contemporary English writers in India, and it needs a more serious academic status and may be brought to the mainstream.



# विश्व हिंदी पत्रिका

## 2017



विश्व हिंदी सचिवालय  
मॉरीशस



# हिंदी रंगमंच की ऐतिहासिक यात्रा

—डॉ. के. एस. सुधा अनंत पदमनाभ

के भी देश का साहित्य उसके बाह्य जीवन, राजनीतिक तथा आर्थिक स्थितियों का विवरण मात्र होता है, परंतु राष्ट्र के इतिहास का अध्ययन उस देश के समाज के बौद्धिक, नैतिक तथा मानसिक विकास का सिंहावलोकन समुपस्थित करता है। साहित्य मनोवेगों की सृष्टि है, उसमें सहित तत्व (सहितस्य भावः सहित्यम्) की वाणी और अर्थ के वैभव का समावेश होता है। समाज के उन्नयन-पतन, उसकी विचारधाराएँ तथा उसकी चेतन के विकास को जानने के लिए साहित्य के इतिहास का अध्ययन आवश्यक है। हम क्यों की दबी भावनाएँ, अनुभूतियाँ तथा सुख-दुख से संबंध विचार प्राप्त साहित्य के माध्यम से ही समझी जा सकती हैं।

हिंदी साहित्य का विकास विभिन्न उत्कर्षों से आन्दोलित परिवेश में क्रमद्वय मंदरगति से होता आया है। यवनों के आक्रमण ने तो इसकी दिशा बदल दी थी, परंतु परिस्थितियों के दुर्गम शिखरों को भी सरलता से पार कर हिंदी-साहित्य जनसाधारण की भाषा में ढलकर लोकप्रिय बनता गया और अब तो इसे जनप्रियता की इतनी प्रभूत राशि उपलब्ध हो गई है कि हिंदी को राष्ट्रभाषा के पद पर सच्चे अर्थों में प्रतिष्ठा प्राप्त हो या न हो, हिंदी साहित्य का अध्यापन कश्मीर से कन्याकुमारी तक अविश्राम गति से प्रशस्त हो जा रहा है। हिंदी-साहित्य की मूलभूत विशेषता इसकी जनप्रियता है। हिंदी भाषा जन-जन की भाषा होकर संपूर्ण विश्व को एकता के सूत्र में बंधने का कार्य अत्यंत सरलता से करती जा रही है।

आधुनिक काल के पूर्व हिंदी का समस्त प्राचीन साहित्य पद्य में लिखा गया, किंतु आधुनिक हिंदी साहित्य की रचना पद्य की अपेक्षा गद्य में ही अधिक हुई। हिंदी के आधुनिक साहित्य में गद्य का आविर्भाव नवदुर्ग की चेतना का प्रतीक है।

जिस तरह प्राचीन काल में मनुष्य मूर्ति-रचना, चित्रांकन, संगीत तथा कविता की भिन्न-भिन्न प्रगतियों से अपनी भावनाएँ व्यक्त करता था उसी प्रकार वह आज भी कर रहा है। साहित्य के मूल में भी वे ही मान्यताएँ हैं, जो सब कलाओं के मूल में हैं। साहित्य की उत्पत्ति और विकास प्रकार भी उसी तरह हुई है, जिस तरह से अन्य कलाओं का

जन्म: 18.07.1976

शिक्षा:

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व्यवसाय: व्याख्याता, हिंदी विभाग

प्रकाशन:

- ❖ 'वागप्रवाह' पत्रिका में 'मुद्राराक्षस' का साहित्यिक अवधान' नामक लेख प्रकाशित, 2014
- ❖ 'भारत का साहित्य और विश्वशांति' पुस्तक में 'साहित्य और विश्वशांति' नामक लेख प्रकाशित, 2013
- ❖ 'समकालीन साहित्य की चुनौतियाँ' पुस्तक में 'हिंदी की प्रमुख दलित कहानियाँ' नामक लेख प्रकाशित
- ❖ 'हिंदी साहित्य में परिलक्षित संवेदना और सरोकार' पुस्तक में 'हिंदी साहित्य में भक्ति आन्दोलन' नामक लेख प्रकाशित

पुरस्कार: गोवा की राज्यपाल, श्रीमति मृदुला सिन्हा द्वारा पी.एच.डी. अवार्ड, 2015



हुआ है। अन्य ललित कलाओं की ही भाँति साहित्य-स्रष्टा का चैतन्य भी मनुष्य है। यह संसार असंख्य जीवधारियों की निवास-भूमि है।

वर्तमान काल के भारतीय नाटक अधिकांश में पश्चिमी शैली का अनुकरण करके सफलता प्राप्त करना चाहते हैं परंतु इस देश में रूपक-रचना का मार्ग प्रशस्त किया जा चुका है और हम निस्संकोच रूप से कह सकते हैं कि यहाँ का रचना-क्रम पाश्चात्य प्रणाली से किसी अंश में कम उत्कृष्ट नहीं है। जब हम इस बात पर ध्यान देते हैं कि ईसा के कई शताब्दी पूर्व यहाँ 'नाट्य-शास्त्र' जैसे चमत्कारी ग्रंथ प्रसिद्ध हो चुके थे और भास तथा कालिदास जैसे श्रेष्ठ नाटककार अपनी नाट्य-सृष्टियाँ प्रस्तुत कर चुके थे, तब हमारे मन में आनंद और उत्साह की धारा प्रवाहित हो चलती है।

**हिंदी रंगमंच का इतिहास**

भारतीय रंगमंच की परंपरा अति प्राचीन है। भारतीय पुराण कथा के अनुसार



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