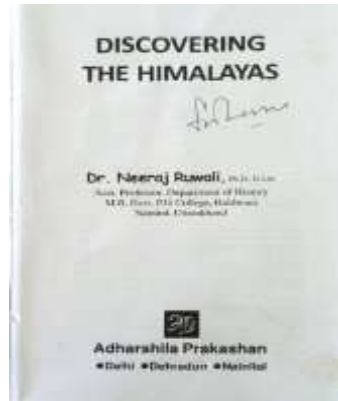
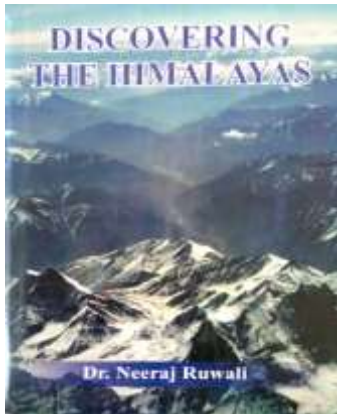


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**BRYOPHYTES AS BIOGENIC
ROCK-BUILDERS-CALC-TUFA OR
TRAVERTINE**

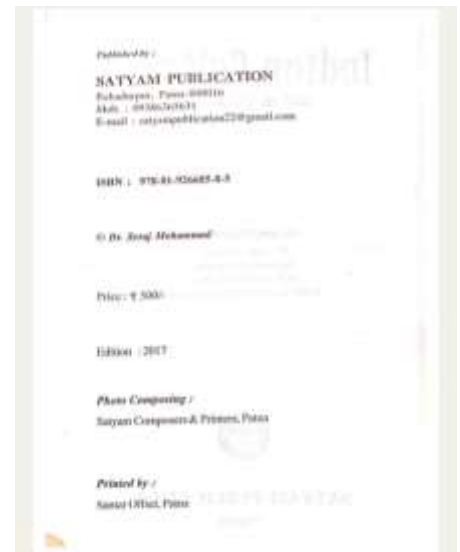
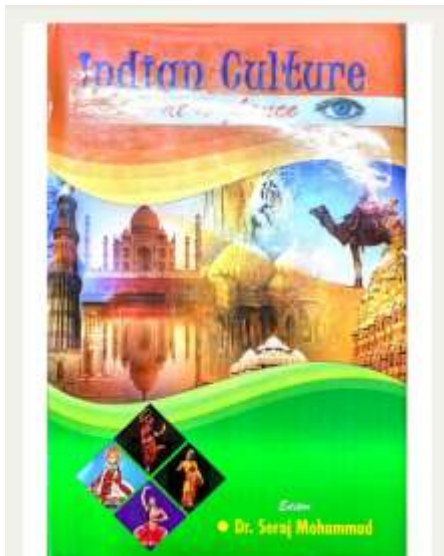
S.D.Tewari,
Deepa Nainwal
Prachi Joshi

Abstract
Bryophytes form a striking part of the Himalayan vegetational complex contributing to the overall greenery of the region. However these tiny plants are facing danger to their sustainability in a disturbed scenario where greater hazards of man-made destruction are at work. The bryophyte vegetation associated with calc-tufa deposits in limestone dominated region of Kumaon Himalaya (Uttarakhand) was explored during the course of the present study. Twenty two calcicolous bryophyte species including 9 liverworts and 13 mosses were recognized to be flourishing well in a highly xerophilic, calcareous biocenose of dynamic development around calcareous spring, seepages, streams, waterfalls and rivers. The mechanism of tufa formation, role of bryophyte their reactions and regeneration potential is discussed. An urgent need of conservation is emphasized as these deposits are the sites of natural 'filter'.

Introduction
Bryophytes are a distinctive green group of poikilohydrous, non-vascular land plants. Morphologically, bryophytes (liverworts, hornworts and mosses) are usually small organisms, typically green lacking some of the complex structures found in vascular plants. They do not produce flowers and such and majority have no internal mechanism for transporting water or nutrients. Although they have no roots, they do have root like structure called rhizoids for anchoring and water absorption. These flowerless, simplest and hardiest of all the land plants with unperennating their beauty and life cycle, hold a special significance in the Himalayan vegetational complex, contributing to the overall greenery of the region (Pant and Tewari, 1989).

2017

Dr. Vibha Pandey



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BRITISH PERIOD AND PROTECTION OF INDIAN CULTURE BY INDIAN WRITERS IN ENGLISH

Dr. Vibha Pandey

"I have travelled across the length and breadth of India and I have not seen one person who is a beggar who is a thief. Such wealth I have seen in this country, such high moral values, people of such calibre, that I do not think we would ever conquer this country, unless we break the very backbone of this nation, which is her spiritual and cultural heritage and therefore, I propose that we replace her old and ancient education system, her culture, for if the Indians that all that is foreign and English is good and greater than their own, they will lose their self-esteem, their native culture and they will become what we want them, a truly dominated nation." Lord Macaulay's Address to the British Parliament on 2nd Feb 1835.

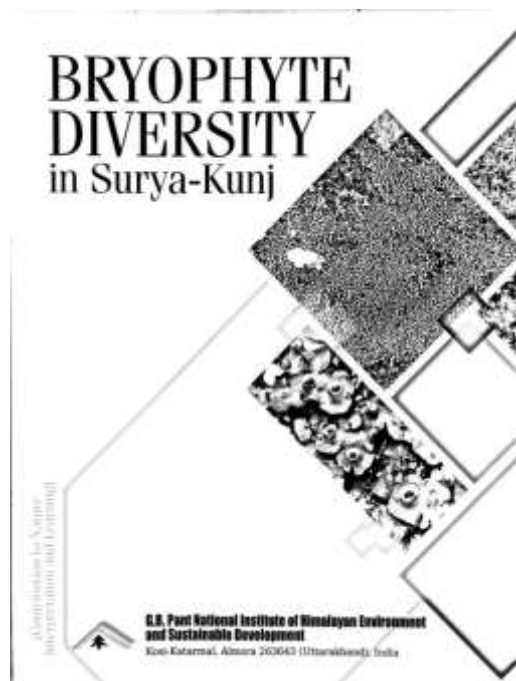
The words of Lord Macaulay related to Indian culture come true in some respect but not fully occupied its place, as our Indian writers explored Indian culture through their various works and helped in maintaining its glory in the time of British period.

Indian culture is the oldest culture in the world and Indian literature itself, in its latest or 'modern' phase, is little more than a century old. During 17th and 18th centuries there was in this vast sub-continent once the home of learning, the liberal arts and culture, hardly any organised education worth mentioning. No serious attempt was made or could be made in the prevalent conditions to bridge the widening gap between the few still surviving centres of traditional learning and the learning illiterate millions. The stream of Indian culture seemed to have lost itself in the parched desert of the national enslavement.

The British impact, however gave us in the fulness of time thus needed impulses. In the words of Sri Aurobindo, "It revived the dormant intellectual and critical impulse, it rehabilitated life and awakened the desire of new creation, it put the roving Indian

2019

Dr. S. D. Tewari



Bryophyte Diversity in Surya-Kunj

(Contribution to Nature Interpretation and Learning)

IV

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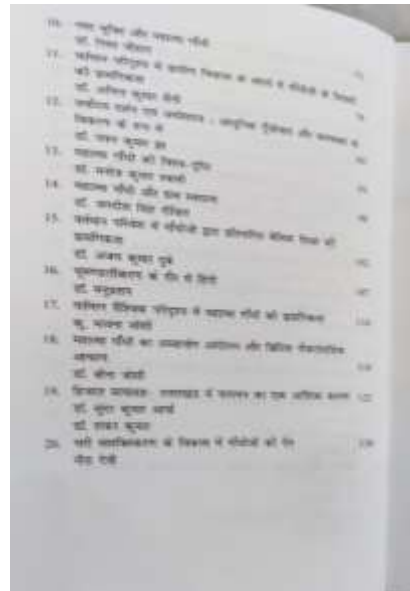
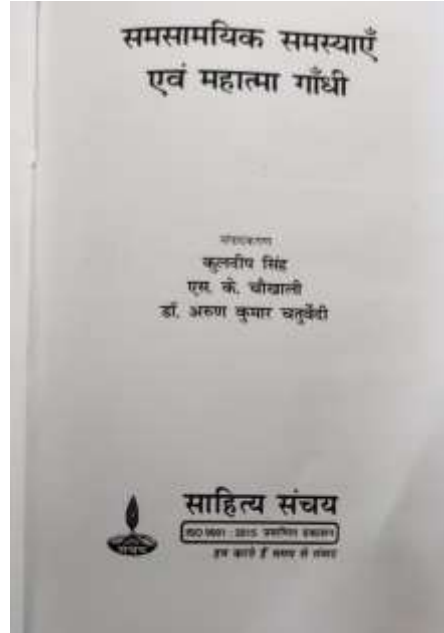
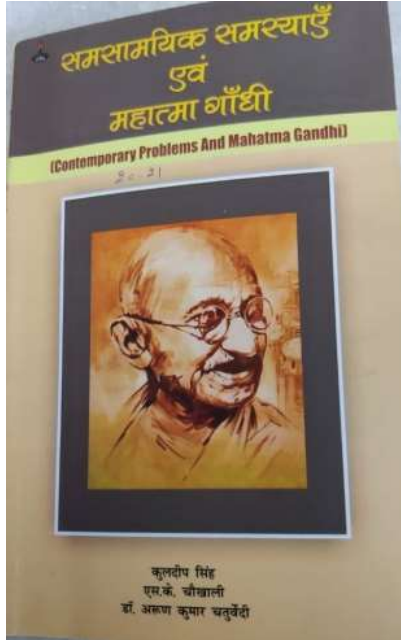
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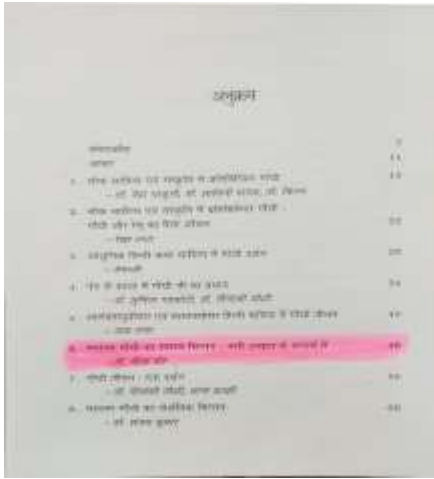
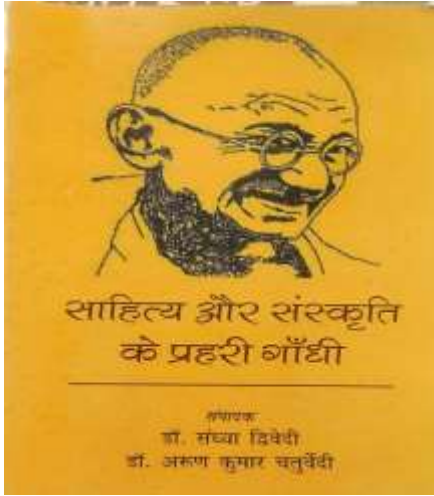
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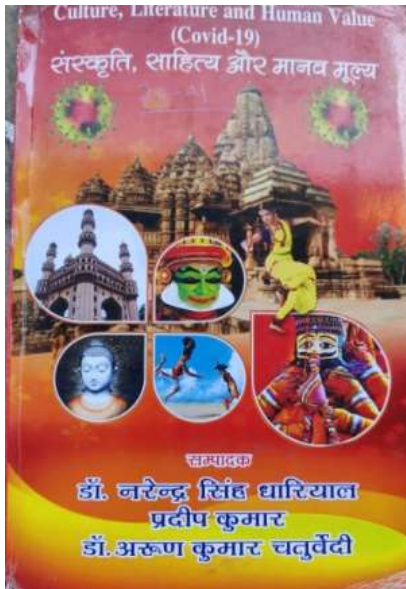
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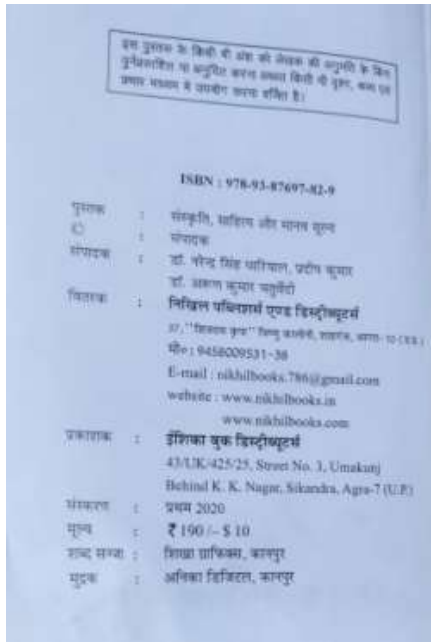
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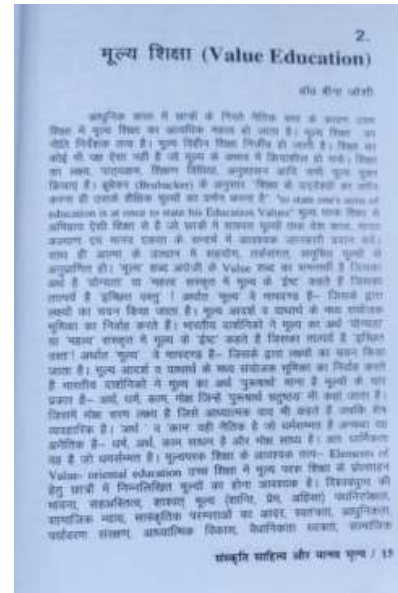
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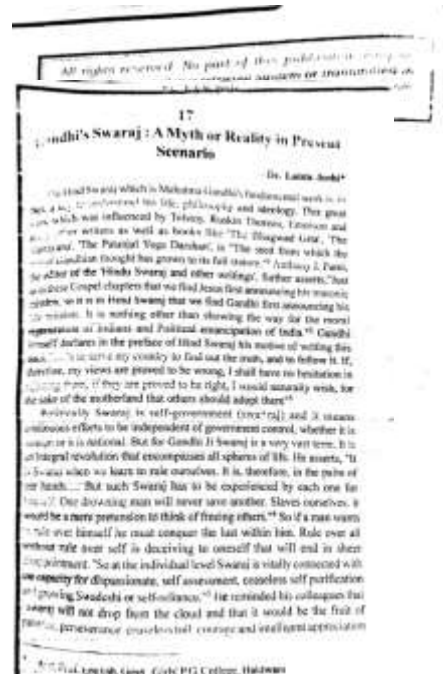


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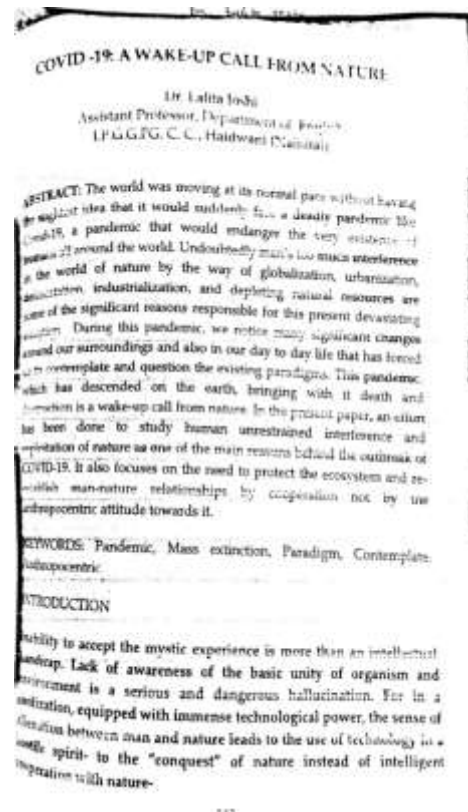


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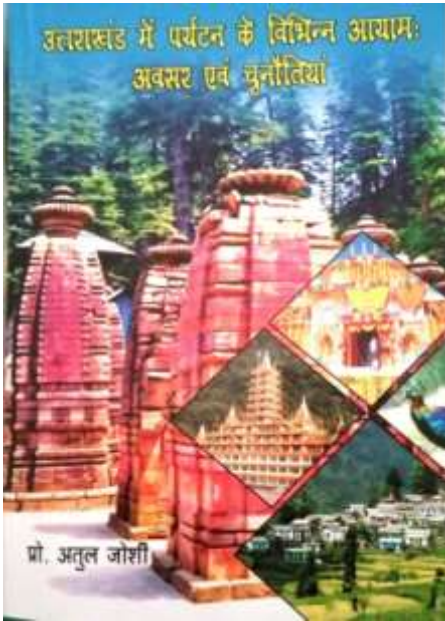


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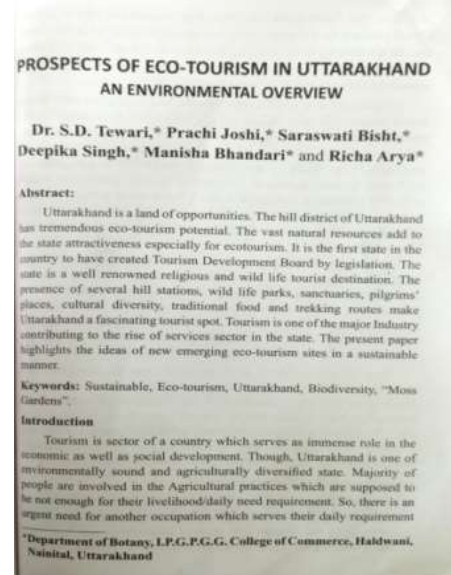


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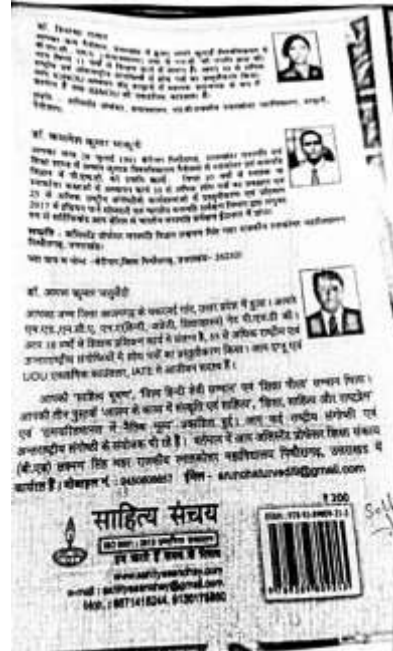


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