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GROWING UP WITH BIAFRAN NATIONALIST CONSCIOUSNESS: MBACHU'S WAR GAMES

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Abstract:

Mbachu's novel 'War Games' is about the impact of war on the ordinary people of Biafra. He belongs to the Igbo generation that had closely witnessed the war during their childhood. They had experienced the harshness of the situation. It is these war experiences that Mbachu pours into the present novel. The novel is published in the first decade of the 21st century, which is nearly thirty five years after the actual war. Hence, it may be treated as a war memoir in the form of novel. Mbachu adroitly presents the war realities in his novel. He portrays the male coming-of-age experiences of its protagonist Basil Chekwubechukwu Odukwu, nicknamed Cheche, against the backdrop of Nigerian Civil War. As the war begins and continues to devastate life in Amafor, his family suffers disorderly and muddled civilian life caused by the war. Cheche describes his rural idyllic life in Amafor and the struggle of his people to survive the war conditions. However, despite the war crises, by the end of the text, Cheche successfully completes the phase of coming-of-age. He shows much precocity in his overall behaviour. As the text explores male coming-of-age during war crises, the present paper focuses on the formation of Cheche as a moral human being by the end of the text.

Keywords: Nationalism, Biafran Nationalist Consciousness, Coming-of-Age, etc.

Nigerian Civil War took place from the year 1967 to 1970 soon after Nigeria's independence in 1960. Having declared its independence in 1967, the Eastern state, which is Igbo majority state, separated from Nigeria and became known as Biafra. As a result, the civil war broke between Nigeria and newly independent state of Biafra on 6th July 1967. During the war years, Biafra was not recognized by any of the European nations. The only African nations that recognized this tiny nation were Gabon, Ivory Coast, Tanzania and Zambia (Williams 247). However, due to lack of ammunition and weapons and much essential international support, the weak resistance of secessionist government of Biafra was easily crushed by Federal forces of Nigeria. Subsequently, Biafra was defeated in January 1970.

Chinua Achebe views the Nigerian Civil war as 'big incredible experience' for millions of Biafrans (Achebe 31). While describing the war situation, he says:

Food is short, drugs are short. Thousands-no, millions by now- have been uprooted from their homes and brought into the safer areas where they really have no roots, no property, many of them live in school buildings, camps, and the committee does what it can (31).

Assessing the real causes of the civil war, he opines that the creation of Biafra makes Nigeria worse 'not only in terms of natural resources, but in human resources' (36). He also adds that because of 'visible progress in things like acquiring wealth, education and so on, the Northerners had antipathy towards Igbo' (36). It is only due to power struggle that politicians exploited the tribal sentiments and remained in power (36). Achebe mourns for the victims of the war. It was so horrendous that as many as two million people were killed in the conflict. The young Biafran generation was completely devastated during this civil war

due to starvation and malnutrition. It underlined the tribal conflicts in multi-ethnic society of Nigeria and questioned the idea of one Nigerian nation.

The above Nigerian situation during the war conflict has been replicated in Nigerian literature. Since Biafran War, many novels have been written that deal with 'Nigerian Civil War' as a central theme. Ogunyemi's essay, 'Poetics of War Novel' analyses the novels like S.O. Mezu's *Behind the Rising Sun* (1971); Elechi Amadi's *Sunset in Biafra: a Civil War Diary* (1973); John Munonye's *A Wreath for the Maidens* (1973); LN.C. Aniebo's *The Anonymity of Sacrifice* (1974); Cyprian Ekwensi's *Survive the Peace* (1976); Eddie Iroh's *Forty-eight Guns for the General* (1976) and *Toads of War* (1979); Isidore Okpewho's *The Last Duty* (1976)...and Tony Ubesie's Igbo novel *Juo Obinna* (1977). The above novels were compared with famous American war novels of Stephen Crane, E.E. Cummings, Ernest Hemingway, Norman Mailer and Joseph Heller (Ogunyemi 206). By doing so, he attempts to find out the parallels between Nigerian war novels and its counterpart in American literature. He asserts that 'Although the Biafrans lost on the battlefield, the Igboman, by portraying Nigeria's victory as pyrrhic, has tried to recapture his manhood through the pen. There is ironic laughter in the portrait of a powerful giant who defeated a child' (204).

Besides, Buchi Emecheta's *Destination Biafra* (1982), Dulue Mbachu's *War Games* (2005) and Chimamanda Ngozi Adichie's *Half of a Yellow Sun* (2006) also present the war torn Biafra in their narratives with its graphical portrayal of war realities. These novels attempt to assess the causes of postcolonial failed nation building. They reflect on what went wrong in the post-independent phase of African nations.

Mbachu's novel *War Games* is more about the impact of war on the ordinary people of Biafra. He belongs to the Igbo generation that had closely witnessed the war during their childhood. They had experienced the harshness of the situation. It is these war experiences that Mbachu pours into the present novel. The novel is published in the first decade of the 21st century, which is nearly thirty five years after the actual war. Hence, it may be treated as a war memoir in the form of novel. Mbachu adroitly presents the war realities in his novel. He portrays the male coming-of-age experiences of its protagonist Basil Chekwubechukwu Odukwe, nicknamed Cheche, against the background of Nigerian Civil War. The protagonist is an Igbo child of a rich oil trader in Jos. In the beginning of the text, Cheche is four years old and living a peaceful life with his parents. However, the pre-war massacres of Igbos in the north compel Cheche's family to move from Jos to their native village Amafor and from there to Umuahia and again back to Amafor. As the war begins and continues to devastate life in Amafor, his family suffers disorderly and muddled civilian life caused by the war. Cheche describes his rural idyllic life in Amafor and the struggle of his people to survive the war conditions. However, despite the war crises, by the end of the text, Cheche successfully completes the phase of coming-of-age. He shows much precocity in his overall behaviour. As the text explores male coming-of-age during war crises, the present analysis focuses on the formation of Cheche as a moral human being by the end of the text.

It may be argued that Mbachu's coming-of-age novel is what Ogunyemi calls 'a special pleading that history should not be permitted to repeat itself' (204). It may be reckoned as a personal war chronicle that gives the accounts of horrors of Biafra. In order to portray these horrors, the novelist uses child narrator who naively describes the impact of the war. Mbachu's narrative gives the most unbiased account of the war impacts. Taking an objective stance on the war, Mbachu neither tries to justify the civil war nor refutes its historical essentiality. He simply places his hero and other characters amidst the war situation and shows how the civil war makes the people of Biafra suffer physical and mental damage. It is through his innocent and unique perspective that the narrative is unfolded. The novel explicates the birth and eventual death of Biafra. At the same time, it is paralleled with the development of its hero Cheche and his successful coming-of-age. Cheche grows up witnessing the nationalist spirit and consciousness of Biafra.

It can be observed that Mbachu recreates the Biafran spirit of the independence for their state

through the narration of Cheche.

Then one day, there was a great rejoicing and merriment all over Igboland: *we were a new country, the Republic of Biafra*. I heard everyone saying. We were no longer part of Nigeria, and it was now that I understood exactly what Mama meant about her and Papa being older than Nigeria. They were there when it was declared. I didn't need any telling to realize that I was older than Biafra (emphasis mine) (34).

He seems to prove Benedict Anderson's idea of nation as 'an imagined political community' (6). The idea of new nation of Biafra interpellates Cheche and his people with its Biafran consciousness. All of a sudden, the people of Eastern state of Nigeria become Biafrans. This Biafran nationalist ideology subjects the people of the region and they have to suffer the war consequences. Nonetheless, Mbachu never seems to romanticize the war. It is evident when Cheche implies the foolhardiness of his people. He says:

War, I gathered, meant a scale of killing and destruction worse than the pogrom we had already experienced. But surprisingly, they spoke of it with enthusiasm, in a manner that suggested they welcomed it as if it was some big sporting event (33).

Mbachu tries to denounce the imposition of the war on common people. He mocks the forced recruitment of young people in the army who are half trained through the character of Uncle Emeka who always fears conscription gangs and avoids joining Biafran Army. He makes a point that 'it would have been better to have joined up voluntarily and received proper training than go into battle as a poorly trained conscript "to face obvious slaughter"' (78). Mbachu emphasizes the absurdity of these conscript gangs and the insanity of the war politics. Instead of promised secession and independence of their state, the war turns Biafra a place of refugees, starvation and malnutrition, diseases like kwashiorkor, scarcity of food, deadly air raids of federal forces and the death toll. It also brings mental derailment of its people. However, Cheche survives all these crises.

Cheche, an observer of the impact of the war events on the commoners, represents the generation of Nigeria which suffered and survived the war crises of Biafra. His coming-of-age is greatly influenced by the war crises as his ordered life in Jos is disturbed by the crises. His forced migration from northern Nigerian city of Jos to his native place Amafor can be identified as his temporary regression from peaceful life to a war affected region of Biafra. Cheche is migrated from pre-war healthy conditions of Jos to dystopian conditions of Biafra. He refers:

People now talked of "Before Independence", "Since Independence" and "After Independence," and dropped names like Zik, Awo, Ahmadou Bello and Tafawa Balewa ...Then they talked of "Army take-over" or "Military take-over." Names like Major Nzeogwu, Major Ifeajuna and Major-General Aguiyi-Ironsi came up but things only got worse and there was fear in the land (16).

These adroit references clearly imply the debilitated political structure and the death of infantile democracy in Nigeria. Mbachu explicates how ordinary people are deeply affected by the surge for the political power. It is in these malevolent postcolonial civil war conditions that Mbachu puts his protagonist Cheche and shows the impact of war on his coming-of-age.

While touching the tribal issues of Nigeria, Mbachu mourns the cruelties inflicted on fellow Igbos by Northerners. For instance, Cheche narrates horrifying experiences during riots in Jos:

Nights became even more frightening, dominated as they were by blood-curdling cries of "Oshebee! Hey! Oshebee!! Hey!! Oshebeeeee!!! Heeey!!!" Mama told me they were the war cries of the Hausa mobs attacking the Igbo in another part of town' (17).

Before war, what Cheche knows about his identity is that he belongs to a better off Odukwe family that follows Roman Catholicism. However, it is war that makes him aware of his own identity. The riots between Hausas and Igbos create in him what may be called tribal consciousness. When Igbos are attacked and killed in Jos, Cheche's perceptive mind questions the violent psychology of his fellow countrymen. He

reflects:

I now realized I was an Igbo and wondered what I had done to deserve such hatred. The adult said it was because the other tribes were envious of our success in commerce, the civil service and other fields. I wondered how they came to single out the Igbo as the common enemy. Did they hold a meeting somewhere to decide it? No one seemed ready to provide an answer (17).

This collective Igbo hatred in the wake of the civil war shapes the budding mind of Cheche. He receives his tribal identity at the very earlier stage of his life due to warriots. Mbachu seems to suggest the rifts between the Nigerian tribes that widened during the Nigerian civil war. He questions the very idea of multi ethnic society in which one tribe tries to dominate the other. Igbo hatred by the Hausas and other tribes and eventual Biafran war may be interpreted as the outcome of false jingoistic consciousness of both Biafran and Nigerian military leaders. He emphasizes the disillusionment and failure to build one nation of Nigeria in the postcolonial phase due to tribal conflicts fuelled by politicians. It is through Cheche's character that Mbachu underscores Nigeria as a bunch of tribal leaders fighting with each other for power politics.

As far as socio-cultural ethos of Amafor is concerned, it can be said that it is in Amafor that Cheche receives his true Igboness. Amafor endows him the rich Igbo heritage which he may have been deprived of otherwise. His vacant time is filled with the tasks like fetching water from stream, plucking wild fruits of Udala trees, spending time with his cousins and friends and safeguarding himself from air raids. As the war makes the Igbo people turn towards their traditional life as farmers, Cheche also learns farming skills from his Grandpa and Obiukwu. Mbachu makes a romantic description of childhood plays and romps through the fields and bushes. Cheche's Grandpa becomes the rich source to Cheche to know his traditional religion with its positive as well as negative aspects. Mbachu presents the character of Grandpa as a man with traditional wisdom of medicine. At the same time, Mbachu denounces the pagan practices in Igbo religion. Cheche never partakes in any of his chicken killing rituals. Mbachu, by sketching the character of Grandpa, criticizes the traditional paganism of Igbo religion. However, concurrently, he admits it as a part of an Igbo life cycle and appreciates its positive aspects. For instance, Mbachu explains the pantheistic nature of Igbo religion. Cheche describes the significance of Ishigwu forest which is dedicated to god Ishigwu. He says:

In obedience to that god, it was permanently conserved in its natural state and was often used by medicine men to collect herbs. There we children often hunted for wild fruits or collected Okazi leaves for our mothers to make soup with. Cutting live trees was forbidden but dry branches could be hacked off. A number of such forest plots were dedicated to Ishigwu around Amafor (195).

Cheche's stay with his Grandpa and other members of Amafor makes him realize his own roots. He learns his own Igbo culture by witnessing annual Ogwugwu festival, its spirit dance and songs and folktales. It helps him build his unique perspective to look at his own people and their culture. Amafor brings him in the vicinity of nature that changes his outlook towards rural traditional life. It may be argued that Mbachu contrasts and heightens the insensibility and ugliness of the war with the descriptions of beautiful Ogwugwu valley, its streams, fields and landscape. Mbachu paints a sad picture of the war affected Biafra.

Mbachu also focuses on the issue of scarcity of food during the war. In pre-war period, hunger is never an issue in Cheche's life as he belongs to a well to do family. However, it gains a huge importance during the war in the wake of lack of food. In Cheche's words:

It was now that I realized the true meaning of hunger, and how things that didn't matter before or which I took for granted suddenly assumed unimaginable importance (108).

In the beginning of the text, Cheche informs that he is raised in a better-off Odukwe family in which there is the abundance of food. He says 'invariably, there was a lot to eat and drink' (5). Mbachu contrasts this abundance of food with the scarcity of food during the war crises. As Cheche and his people have to eat

lizards, rats and frogs, Mbachu sarcastically remarks that these small creatures 'must have realized that a war was indeed going on' (122). It is not only humans but also animals got affected by the war crises. The most significant lesson that Cheche learns from the war is that the war disgraces the dignity of man when it comes to basic drive hunger.

Furthermore, it is due to the war that Cheche's education is frequently interrupted which damages his educational growth. However, it does not hamper his moral growth. In these hard times, his family plays an important role in the formation of his character. His parents remain a great influence on Cheche's formation as a rational and thinking man. Cheche is well protected by his parents. Though other children become the victims of kwashiorkor due to lack of nutritional food, Cheche does not suffer from malnutrition. His parents become the significant protective factors in regard of Cheche's physical and psychological growth. He says 'Mama always made sure I was well fed. But she didn't bother anymore about what I wore' (127). Nonetheless, Cheche does not fail to notice the physical deterioration of his parents as well.

The most significant experience that the war renders him is 'the value of being alive' (40). Being always under the burden of survival, he begins to understand what death means. Cheche's companion Little Johnny is killed as he unknowingly keeps an unexploded grenade in his hand. Cheche describes Little Johnny's shredded body: 'Where his head had been was blood and gore. Only his lower torso and limbs were still intact' (166). Though Cheche faints at the sight of Little Johnny's body in pieces, the experience of the death helps him understand the futility of the war and the worthlessness of lives of ordinary people in the wake of the civil war.

By the end of the text, the focal point of the narrative is shifted from the war to the moral development of Cheche. Mbachu shows the significant role that his parents, church and Bible play in Cheche's complete formation as a rational human being. Cheche displays the development of moral tenacity in him when he begins to attend Church as an altar boy. On one occasion, when the president of altar boys Paulinus Nweze and his associates wrongly deny the Jollof rice and corned beef to Cheche and others, which is actually meant to be equally distributed among all, he rebels against them and refuses to apologize for his disobedience. Subsequently, Cheche is suspended from his duties of altar boys. It creates a psychological conflict in the cognitive mind of Cheche. His restlessness can be seen when he says: 'I was all alone with my problem and felt like an outcast' (199). Instead of apologizing, Cheche stops attending the Church. His rebel is the outcome of his moral and rational thinking that he develops at his pubescent age. His moral growth can be clearly viewed in his reflection on virtues and sins:

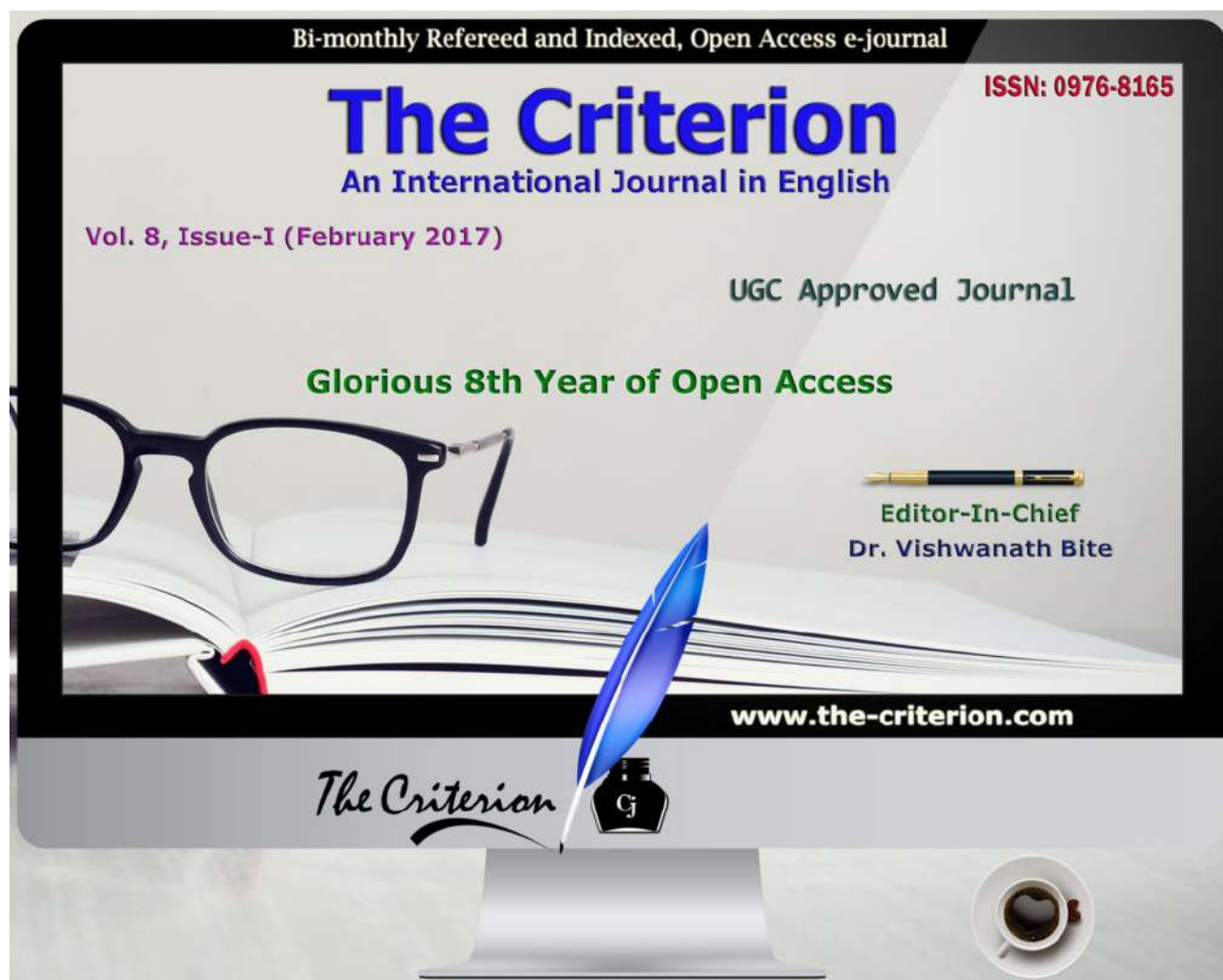
I wanted to tell her that it wasn't that corned beef was such a novelty but that it was a matter of principle; that I was only acting with the teaching at home and in school and church that we should always stand up for truth and justice...(201).

He fights lonely against the corrupt altar boys of Church. His decision of not making apologies for his rebellious and disobedient behaviour is appreciated and wins him the title "the hard-headed one" (204). Finally, Cheche remains firm to his decision and resolves his problem with dignity. Therefore, his act of rebellion symbolizes the moral fibre of Igbos. Mbachu suggests moral toughness of Igbos through Cheche's character. All in all, Cheche is portrayed as a boy growing during the national crises and how these crises transform him into more humane, sensible, rebellious and morally tough individual.

In a nut shell, it may be said that it is the war crises that render Cheche a revelation to trust himself. His formation as a rational being that is capable of making judgment between justice and injustice, sin and virtue and good and evil is caused by his exposure to war realities. The political turmoil in the nation, pre-war riots, the civil war conditions and the Igbo socio-cultural ambience shape Cheche's opinions, beliefs, attitudes and ideologies about his own self, his cultural identity, his religion and his society. In Mbachu's view, the war quickens the process of gaining maturity as children come of age earlier during this period. At the same time, he mourns those children who face deadly consequences of the war.

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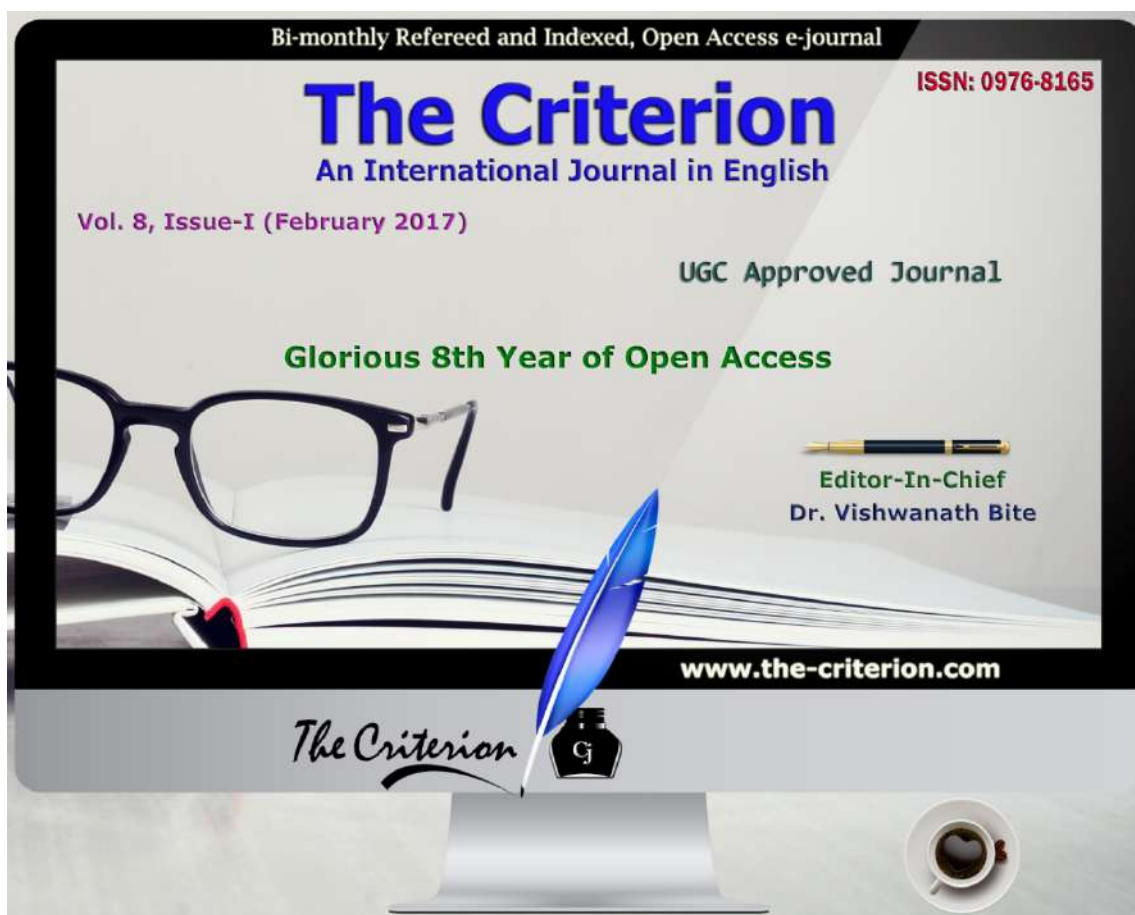
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A Study of L2 Explicit Knowledge of UG and PG Students of Shivaji and Solapur Universities

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Abstract:

Implicit Knowledge of the L2 is often defined as the intuitive and procedural knowledge that is normally accessed automatically in fluent performance and that cannot be verbalized. (R. Ellis, 2005). Explicit Knowledge is understood as the conscious and declarative knowledge of the L2 that is accessed during controlled processing and is potentially verbalizable (R. Ellis, 2005). The Present article examines Explicit Knowledge of a Second Language (L2) of UG and PG students of Shivaji and Solapur Universities. The data for the present study is collected through the responses of the selected students to the questionnaires used and prepared for testing the role of Explicit L2 Knowledge in learning English.

Keywords: Implicit Knowledge, Explicit Knowledge, Second Language Acquisition, etc.

The importance to Explicit Knowledge in the theories of L2 acquisition is given by number of renowned scholars like Bialystok, R. Ellis, Hulstijn, Krashen etc. The idea that there are two types of knowledge that learners may possess about a second language, that is, Implicit and Explicit Language Knowledge, dates back to and underlies two early language learning theories put forth by Krashen and Bialystok. The purpose of this article is to examine Explicit Knowledge of a Second Language (L2) of UG and PG students of Shivaji and Solapur Universities. 229 students of Under Graduate and Post Graduate Classes are selected from both the universities.

Implicit and Explicit L2 Knowledge

Before talking about Implicit and Explicit L2 Knowledge, it is essential to know the meaning of the phrase 'linguistic knowledge'. There are two positions regarding linguistic knowledge. The first position, based on the works of Chomsky, claims that linguistic knowledge consists of knowledge of the features of a specific language, which are derived from impoverished input (positive evidence) with the help of Universal Grammar (UG). This view of language is innatist and mentalist in orientation. It emphasizes the contribution of a complex and biologically specified language element in the mind of the learner. The second position, which is based on connectionist theories of language learning, and is advanced by cognitive psychologists such as Rumelhart and McClelland (1986), views linguistic knowledge as comprised of an elaborate network of nodes and internode connections of varying strengths that dictate the ease with which specific sequences or 'rules' can be accessed (Ellis, R. 2009: 10). These positions are generally presented as opposite to one another (e.g. Gregg, 2003), but in one important respect they are in agreement. Both the

innatist and connectionist accounts of L2 learning view linguistic competence as consisting primarily of Implicit L2 Knowledge and see the goal of linguistic theory as explaining how this Implicit Knowledge is acquired. However, they differ in the importance that they attach to Explicit Knowledge. (Ellis, R. 2009: 11).

Rod Ellis has attempted to identify the criteria that can be used to distinguish Implicit and Explicit L2 knowledge. There are seven dimensions which are used to distinguish Implicit and Explicit Knowledge. They are divided into two broad categories. One of them is 'representation dimensions' and other is 'processing dimensions'. The representation dimensions involve (a) Awareness, (b) Type of knowledge, and (c) Systematicity and certainty of L2 knowledge. The processing dimensions include (a) Accessibility of knowledge, (b) Use of L2 knowledge, (c) Self report and (d) Learnability.

Representation dimensions:

- 1. Awareness:** There are two kinds of awareness, the unconscious awareness and conscious one. Karmiloff-Smith gave the distinction between them for the first time in 1979. According to him, unconscious knowledge is connected with epilinguistic behaviour. It means one is able to recognise whether a sentence is grammatical or ungrammatical immediately but s/he may not know why a given sentence is grammatical or ungrammatical and at the same time s/he may not know the grammatical rule that has been broken. Unconscious awareness is active in Implicit Knowledge and conscious awareness is active in Explicit Knowledge (Ellis 2006:433).
- 2. Type of knowledge:** It is the second dimension which represents the difference between Implicit and Explicit Knowledge. Explicit Knowledge is like declarative knowledge and Implicit is like procedural knowledge. Declarative knowledge is encyclopaedic in nature as far as grammatical features are concerned. Procedural knowledge is easily accessible and one can easily write or correct a sentence. It is activated very quickly without even thinking about the grammatical structure (Ellis 2006:433).
- 3. Systematicity and certainty of L2 Knowledge:** According to Tarone (1982), (quoted in Ellis 2006:433), once Implicit Knowledge is established in a learner's interlanguage it becomes very systematic. Sorace (quoted in Ellis 2006: 433) says Explicit Knowledge tends to be imprecise, inaccurate and inconsistent.

Processing dimensions:

- 1. Accessibility of Knowledge:** It concerns with the time needed to access Implicit and Explicit Knowledge when it is necessary. In the year 2002, Preston suggested that all L2 learners use two different types of grammar knowledge. One is deeply embedded and other resides more on the surface. According to Ellis (2006), first one is Implicit Knowledge and second one is Explicit Knowledge. Therefore, it means that deeply embedded (Implicit) Knowledge can be processed automatically and more on the surface (Explicit) Knowledge can be processed in much more controlled way. However, all researchers do not agree with the way Implicit and Explicit Knowledge is accessed. Hulstijn (2002) suggests that even though it may be possible to speed up the processing of Explicit Knowledge through practice there remains a fundamental difference between automated Explicit Knowledge and Implicit Knowledge. In

contrast, DeKeyser (2003) argues that there is no functional difference between automated Explicit Knowledge and Implicit Knowledge (quoted in Ellis 2006: 433).

2. **Use of L2 Knowledge:** The situation in which learners are asked to perform task affects the learners' use of knowledge. It is proved that if an intermediate learner gives a lot of time to think about what to say, how to structure his/her sentence/utterance, his/her speech becomes more accurate. The reason for this result is that if a learner is given a lot of time s/he gets access to Explicit Knowledge. And when the same learner is not given enough time and pressured to complete the task rapidly, his/her speech becomes less accurate and s/he uses Implicit Knowledge.
3. **Self Report:** It refers to the capacity of a learner to justify the words and grammatical constructions s/he has used. In his study, Butler (2002) states that the all Japanese adults learning English gave an explanation for the choice of articles in a close task. They were able to tell whether the given sentence is correct or incorrect and simultaneously they can explain the grammatical rules, but often in non-technical language. However it is to be remembered that Implicit Knowledge cannot be verbalised and to verbalise any rule one has to form an explicit rule. This leads to the conclusion that self report is formed by using Explicit Knowledge (Ellis 2006: 434).
4. **Learnability:** The point of learnability is very significant. It is believed that one can learn L2 explicitly at any age. On the other hand, Implicit Learning can only take place when the subject is young (Ellis 2006: 434). Munzo (2007) claimed that older learners learn explicitly better than young ones. However, Bialystok (1994) claims that 'Explicit Knowledge can be learned at any age', but that there are age-related limitations on L2 learners' ability to learn. Krashen (1982) also argues that most learners are capable of learning only rules formally and functionally simple as Explicit Knowledge.

Following are the main points that have emerged from this discussion of Implicit and Explicit L2 Knowledge (Ellis, R. 2009: 16)

- (1) Explicit Knowledge appears phylogenetically and ontogenetically later than Implicit Knowledge and it involves different access mechanisms.
- (2) Explicit Knowledge is neurologically distinct from implicit knowledge.
- (3) The question of whether the two types of knowledge are to be seen as dichotomous or continuous is a matter of controversy, but neurological evidence and current connectionist models of linguistic knowledge point to a dichotomy.
- (4) The question of the separateness of the representation of the two types of knowledge is independent from the question of whether the processes of Implicit and Explicit Learning are similar or different. This remains a controversial issue. It is likely, however, that learning processes and knowledge types are correlated to some degree at least.
- (5) While there is controversy regarding the interface of Explicit and Implicit Knowledge at the level of learning, there is wide acceptance that they interact at the level of performance.

The Present Study:

The subjects who are chosen for the present study are UG and PG students of Shivaji and Solapur Universities. The mother tongue of the most of these students is Marathi. Most of the students have started learning English from their first standard as per the new education policy of Govt. of Maharashtra. They have learnt English as a second compulsory language up to 12 standards. Arts students continued to learn it in their three years course of graduation, while science and commerce students study it at first and third and at first and second years of their graduation course respectively. Apart from that, from 11 Standard English is used as the medium of instruction for Science students and for Commerce students

from first year at the under graduation. The medium of instruction for PG students is English. So it can be said that the students who are selected for the present study have studied English language for more than 13 years in classrooms.

For the present study, in all, 229 UG and PG students from Shivaji and Solapur Universities have been selected. The age of these students range from 20 to 28 and the average age is 21.0437. The students related to Arts, Commerce and Science faculties are randomly selected from the colleges and university departments affiliated to Shivaji and Solapur Universities. The following table shows the University-wise number of students selected for the research.

University	Class		Faculty			Sex		Residential Location		Total
	UG	PG	Arts	Commerce	Science	Male	Female	Rural	Urban	
Shivaji	57	60	72	14	31	43	74	91	26	117
Solapur	57	55	49	13	50	46	66	87	25	112
Total	114	115	121	27	81	89	140	178	51	229

Table 1.1 Distribution of Students

Data Collection

The data for the present study is collected through the responses of the selected students to the questionnaires used and prepared for testing the role of Explicit L2 Knowledge in learning English. The three questionnaires are used and prepared for the present research. These questionnaires are administered to 229 students in their respective classrooms. These questionnaires are untimed tests. To collect the natural data for knowing the role of Explicit L2 Knowledge in learning English, students are also asked to write the very first response they think as the most appropriate to the situations given in the questionnaires.

The Questionnaire/ Test Battery

In the present research three questionnaires are used. Questionnaire 1 seeks to collect the background information about of the students. The Questionnaire II is the Untimed Grammaticality Judgement Test. It consists of 68 grammatically correct and incorrect sentences and it is designed to assess the Explicit Knowledge of English of the students. The Questionnaire III is Metalinguistic Knowledge Test. It is divided into two subparts. The first part includes 17 ungrammatical sentences and second part contains 16 sentences.

The detailed discussion of the questionnaire is as follows:

Questionnaire Part I

This questionnaire tries to collect information about the selected students. The variables considered here are university and college students, their sex, age, category, class, faculty, medium of education, residential location, parents' education, mother tongue and English studying year. As mentioned earlier these variables influence the process of acquisition of English language. Moreover, these variables are important, as they help to classify students on different dimensions like Shivaji University and Solapur University, UG and PG, Male and Female, Rural and Urban, family education background , faculty, students studying English from first or fifth standard, etc.

Questionnaire Part II

As mentioned earlier, this questionnaire is prepared to examine the Explicit Knowledge of English language. This test is used and prepared to assess the Explicit Knowledge of the students as they get ample time to think over the given sentences and in the process they can recall the grammatical rules and recognise the grammatically correct or incorrect sentences. Printed questionnaire is given to each student and they are asked to state whether the sentence is correct or incorrect and, after that, they also have to register the degree of certainty of their response. It means that they have to state whether they are 'less than 50 % sure' or 'more than 50% sure' or '100 % sure' of their response. The grammatical categories examined in the tests are as follows:

Sr. No	Grammatical Category	Distribution in the test (Item No.)
1	Verb Complements	4,26,44,57
2	Regular Past Tense	5,19,38,53
3	Question Tag	6,36,49,64
4	Yes/No question	8,22,39,61
5	Modal Verbs	9,18,32,47
6	Unreal Conditions	10,28,41,56
7	Since/For	1,11,17,34
8	Articles	13,30,48,55
9	Ergative Verbs	14,37,58,62
10	Possessive S	15,33,43,52
11	Plural S	16,40,54,63
12	Third Person	7,20,25,59
13	Relative Clauses	65,66,67,68
14	Embedded Question	12,21,29,50
15	Dative Alteration	3,23,31,49
16	Comparatives	2,24,35,42
17	Adverb Placement	27,45,46,60

Table 1.2 Item distribution in the Timed Grammaticality Judgement Test

Questionnaire Part III

This part of the questionnaire is the untimed Metalinguistic Knowledge Test. It is divided into two sections. It aims at assessing the Explicit Knowledge of the students about English language. The first section of the questionnaire includes 17 ungrammatical sentences. The part of the sentence containing the error is underlined. The students are asked to find the correct statement, from the given four alternatives, that best explains the error. In this test it is believed that students read out the sentence and find the underlined part as the error in the sentence and the error is described in the four alternatives given. It is hypothesized that while finding out the best explanation for the underlined error, students use the explicit knowledge which is stored in their mind as they get enough time to register their response. The grammatical categories used in this test are as follows:

Grammatical Category	Distribution in the test (Item No.)
Modal	1
Verb Complement	2
Third Person	3
Unreal Condition	4
Comparatives	5

Indefinite article	6
Ergative Verbs	7
Possessive- s	8
Regular Past Tense	9
Indefinite article	10
Embedded Question	11
Yes/No	12
Adverb Placement	13
Question Tag	14
Since/For	15
Dative Alteration	16
Relative Pronoun	17

Table 1.3 Item distribution in the Metalinguistic Knowledge Test (Section 1)

It is hypothesized that while finding out the best explanation for the underlined error, students use the explicit knowledge which is stored in their mind as they get enough time to register their response.

The section II of the test is again divided into two subsections. In the first subsection of the test, a short passage is given and the students are asked to read the paragraph carefully and write down the various grammatical features asked for from the passage. The grammatical features used in the test are: definite article, verb, noun, preposition, passive verb, conditional verb, adjective, adverb, countable noun, indefinite article, relative pronoun, auxiliary verb, modal verb, past participle, finite verb, infinitive verb, agent, comparative form and pronoun. It is assumed that the students use their explicit grammatical knowledge to register their response. In the second subsection 16 sentences are given and the students are asked to underline the item requested in the bracket after the sentence. The grammatical features used in the test are: subject, indirect object, gerund, direct object, complement, object etc. This test, too, assesses the explicit grammatical knowledge of the students.

These tests were designed keeping in mind the criteria which distinguish Implicit and Explicit Knowledge. It is predicted that each test would measure Explicit Knowledge. Following table sets out these predictions:

Criterion	Untimed GJT	Metalanguage
Degree of Awareness	Rule	Rule
Time available	Unpressured	Unpressured
Focus of attention	Form	Form
Metalinguistic Knowledge	Yes	Yes

1.4 Table Design features of the test (Ellis, R. 2005: 157)

Test Content

The tests are designed to provide measures of learners' knowledge of 17 English grammatical structures. The choice of the grammatical content is motivated by a number of factors. First and foremost, an attempt was made to select target language structures that were known to be universally problematic to learners (i.e. to result in errors). For this, the SLA literature was consulted (e.g., Burt & Kiparsky, 1972). Second, the structures are selected to represent both early and late acquired grammatical features according to what is known about the developmental properties of L2 acquisition (e. g., Pienemann, 1989). Third, the structures are selected to represent a broad range of proficiency levels according to when they were

introduced in ESL courses covering beginner, lower intermediate, upper intermediate, and advanced levels. Fourth, the structures are chosen to include both morphological and syntactic features (Bowles, Melissa A., 2005: 252). Following table lists the selected structures and summarizes their properties in terms of the various selection criteria.

Structure	Example of Learner Error	Acquisition	Pedagogic introduction	Type
Verb Complements	Dipak says he wants buying a car next week	Early	Lower intermediate	S
Regular Past Tense	Sonali miss an interesting party last weekend.	Intermediate	Elementary/ lower intermediate	M
Question Tag	We will leave tomorrow, isn't it?	Late	No clear focus at any level	S
Yes/No Question	Did Anand visited his father yesterday?	Intermediate	Elementary/ lower intermediate	M
Modal Verbs	I must to brush my teeth now.	Early	Various levels	M
Unreal Conditions	If he had been richer, she will marry him.	Late	Lower intermediate/ intermediate	S
Since and For	Ranjana has been studying in Auckland for three years	Intermediate	Lower intermediate	S
Indefinite Articles	They had the very good time at the party.	Late	Elementary	M
Ergative Verbs	Between 1990 and 2000 the population of India was increased.	Late	Various levels	S
Possessive S	Leena is still living in her rich uncle house.	Late	Elementary	M
Plural S	Mahesh sold a few old coin to a shop.	Early	No clear focus at any level	M
Third Person Subject Verb Concord	Heera live with his friend Kajol.	Late	Elementary /lower intermediate	M
Relative Clauses	The boat that my father bought it has sunk.	Late	Intermediate/ advanced	S
Embedded Questions	She wanted to know why had he studied English.	Late	Intermediate	S
Dative Alteration	The teacher explained Saurabh the answer.	Late	No clear focus at any level	S
Comparatives	The building is more bigger than your house.	Late	Elementary/ intermediate	S
Adverb Placement	She writes very well English.	Late	Elementary/ lower intermediate	S

Note: S=Syntactic, M=Morphological

Table 1.5 Experimental grammatical structures (Ellis, R. 2005: 155)

Analysis of the data

The group-wise (5 groups) performance of the students, who are divided into five groups based on the percentage of the score they have obtained in the questionnaires II and III. Five groups are shown in the following table:

Sl. No.	Group Number	Score in percentage (%)
1	I	0-20
2	II	21-40
3	III	41-60
4	IV	61-80
5	V	81-100

Table 1.6 Five Groups

The percentage of the overall score of the students on the tests assessing Explicit Knowledge is discussed in the following histogram:

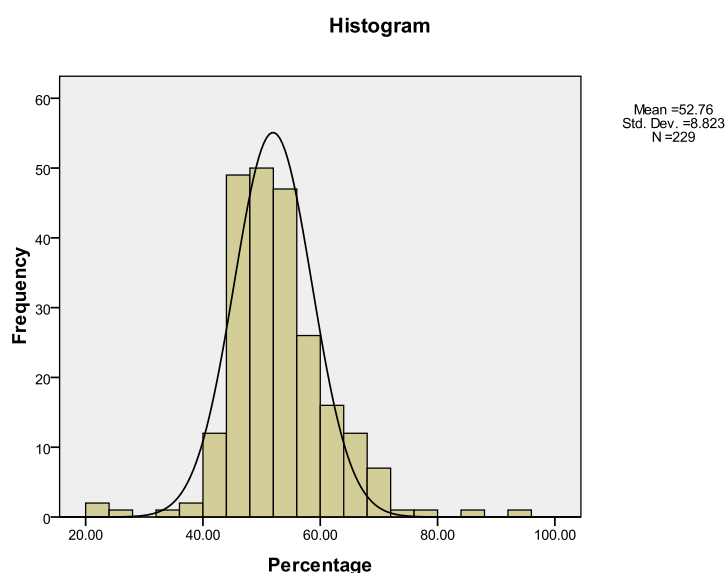


Table 1.7 Total Score of the students

The score is converted into percentage and on the basis of this percentage, and the formula given in the table 5.1 the score is divided five groups. The frequency of these groups i.e. the number of students pertaining to each is shown in the following table:

Group Number	Score in percentage (%)	Frequency
I	0-20	0
II	21-40	7
III	41-60	185
IV	61-80	35
V	81-100	2
	Total	229

Table 1.8 Explicit Groups

The above table explains that the highest numbers of the students, i.e. 185, belong to the group number III, whereas the least numbers of the students, i.e. 2, are included in the group number V. 35 students fall in the group number IV and group number II includes seven students.

With the help of the classification of students in these groups, the following part reveals the Explicit Knowledge of the students in terms of their university, class and residential location.

University-wise

Table 1.9 presents the group-wise distribution of marks of the students from Shivaji and Solapur Universities.

	Score obtained %	Explicit Group					Total
		0-20	21 -40	41 - 60	61 - 80	81 - 100	
University	Shivaji University	0	5	88	23	1	117
	%	0	4	75	20	1	
	Solapur University	0	2	97	12	1	112
	%	0	2	87	11	1	
	Total	0	7	185	35	2	229

Table 1.9 Group-wise responses: University

The table 1.9 shows that, out of 229 students, 117 Students of Shivaji and 112 students of Solapur Universities are selected. Two students get the highest marks i.e. between 81 and 100 %. Out of them, one (1%) student each belongs to both Universities. Seven students obtain the lowest marks i.e. between 21 and 40 %. Of all, two (2%) students are from Solapur and five (4%) are from Shivaji Universities. 35 students receive scores between 61 and 80 %. Out of them, (23) 20 % students are from Shivaji and 12 (11%) students are from Solapur Universities. The highest number of students, 185, achieves marks between 41 and 60 %. Out of them, 97 (87%) students belong to Shivaji and 88 (75%) students belong to Solapur Universities.

Undergraduate-Postgraduate

The following table 1.10 presents the group-wise distribution of marks of the students from UG and PG:

		Explicit Group					
	Score obtained %	0-20	21 -40	41 - 60	61 - 80	81 – 100	Total
Class	Undergraduate	0	5	99	9	1	114
	%	0	4	87	8	1	
	Postgraduate	0	2	86	26	1	115
	%	0	2	75	23	1	
	Total	0	7	185	35	2	229

Table 1.10 Group-wise responses: UG and PG

The above table shows that, out of 229 students, 114 Students are from PG and 115 students are from UG classes. 2 students get the highest marks i.e. between 81 and 100 %. Out of them, one (1%) student each belongs to both UG and PG classes. 7 students obtain the lowest marks i.e. between 21 and 40 %. Of all, five (4%) students are from UG and two (2%) students are from PG classes. 35 students receive scores between 61 and 80 %. Out of them, 26 (23%) students are PG and nine (8%) are UG students. The highest number of students, 185, achieves marks between 41 and 60 %. Out of them, 86 (75%) students belong to PG and 99 (87%) students belong to UG classes.

Residential Location

The following table 1.11 presents the group-wise distribution of marks of the students from rural and urban areas.

		Explicit Group					
	Score obtained %	0-20	21 -40	41 - 60	61 - 80	81 – 100	Total
Location	Rural	0	7	150	20	1	178
	%	0	4	84	11	1	
	Urban	0	0	35	15	1	51
	%	0	0	69	29	2	
	Total	0	7	185	35	2	229

Table 1.11 Group-wise responses: Residential Location

The above table shows that, out of 229 students, 178 Students are from rural and 51 students are from urban areas are selected. 2 students get the highest marks i.e. between 81 and 100 %. Out of them, one (1%) each belongs to both rural and urban areas. 7 students obtain the lowest marks i.e. between 21 and 40 % and all of them i.e. seven (4%) students are from rural area. 35 students receive scores between 61 and 80 %. Of all, 15 (29%) students are from urban and 20 (11%) students are from rural areas. The highest number of students, 185, achieves marks between 41 and 60 %. Out of them, 150 (84%) students belong to rural and 35 (69%) students belong to urban areas.

Conclusions:

To conclude, after studying the analysis of the students, it can be said that Explicit Knowledge of the students of Solapur University is either equal to or greater than that of students of Shivaji University. The analysis of the UG and PG students shows that Explicit

Knowledge of the Undergraduate students is better than that of Post graduate students. Residential Location wise study of the students reveals that rural students' Explicit Knowledge is either greater or equal to than that of the urban students.

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Questionnaire I

1. Name :
2. Sex : Male / Female
3. Age :
4. Category : General/SC/ST/OBC/NT/SBC
5. Name of the College and University :
6. Class : Undergraduate/ Postgraduate
7. Faculty : Arts/Commerce/Science
8. Medium of Education : English/ Marathi
9. Complete Address :
(also specify whether you belong to urban or rural area)
10. Parents' Education of :
Father: SSC/ HSC/Graduation /Post graduation
Mother: SSC/ HSC/Graduation /Post graduation
11. Parents' occupation:
a. Govt. Servant b. Private Servant
c. Businessman d. Farmer e. Labourer
12. Mother Tongue : Marathi / Hindi / Kannada
13. From which Standard have you been studying English? – 1st / 5th

Questionnaire II

The Grammaticality Judgment Test Items (untimed versions). Read the following Sentences and mark (✓) to indicate your choice

Items

1. **I haven't seen him for a long time.**

Grammatically Correct-	- Yes	/	No
Degree of Certainty: less than 50 %	-		
More than 50%		-	
100%			-

2. **I think that he is nicer and more intelligent than all the other students.**

Grammatically Correct-	- Yes	/	No
Degree of Certainty: less than 50 %	-		
More than 50%		-	
100%			-

3. **The teacher explained the problem to the students.**

Grammatically Correct-	- Yes	/	No
Degree of Certainty: less than 50 %	-		
More than 50%		-	
100%			-

4. **Dipak says he wants buying a car next week.**

Grammatically Correct-	- Yes	/	No
Degree of Certainty: less than 50 %	-		
More than 50%		-	
100%			-

5. Manoj completed his assignment and print it out.

Grammatically Correct-	- Yes	/	No
Degree of Certainty: less than 50 %	-		
More than 50%			-
100%			-

6. We will leave tomorrow, isn't it?

Grammatically Correct-	- Yes	/	No
Degree of Certainty: less than 50 %	-		
More than 50%			-
100%			-

7. He plays soccer very well.

Grammatically Correct-	- Yes	/	No
Degree of Certainty: less than 50 %	-		
More than 50%			-
100%			-

8. Did Kiran completed her homework?

Grammatically Correct-	- Yes	/	No
Degree of Certainty: less than 50 %	-		
More than 50%			-
100%			-

9. I must to brush my teeth now.

Grammatically Correct-	- Yes	/	No
Degree of Certainty: less than 50 %	-		
More than 50%			-
100%			-

10. If he had been richer, she will marry him.

Grammatically Correct-	- Yes	/	No
Degree of Certainty: less than 50 %	-		
More than 50%			-
100%			-

11. He has been living in India since three years.

Grammatically Correct-	- Yes	/	No
Degree of Certainty: less than 50 %	-		
More than 50%			-
100%			-

12. Prashant wanted to know what I had told Jahangir.

Grammatically Correct-	- Yes	/	No
Degree of Certainty: less than 50 %	-		
More than 50%			-
100%			-

13. They had the very good time at the party.

Grammatically Correct-	- Yes	/	No
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Degree of Certainty: less than 50 %	-	
More than 50%		-
100%		-

14. Between 1990 and 2000 the population of India was increased.

Grammatically Correct-	- Yes	/ No
Degree of Certainty: less than 50 %	-	
More than 50%		-
100%		-

15. Leena is still living in his rich uncle house.

Grammatically Correct-	- Yes	/ No
Degree of Certainty: less than 50 %	-	
More than 50%		-
100%		-

16. Mahesh sold a few old coins and stamp to a shop.

Grammatically Correct-	- Yes	/ No
Degree of Certainty: less than 50 %	-	
More than 50%		-
100%		-

17. I have been studying English since a long time.

Grammatically Correct-	- Yes	/ No
Degree of Certainty: less than 50 %	-	
More than 50%		-
100%		-

18. I can to speak English very well.

Grammatically Correct-	- Yes	/ No
Degree of Certainty: less than 50 %	-	
More than 50%	-	
100%	-	

19. Sonali miss an interesting party last weekend.

Grammatically Correct-	- Yes	/ No
Degree of Certainty: less than 50 %	-	
More than 50%	-	
100%	-	

20. Kishor eats a lot of paneer.

Grammatically Correct-	- Yes	/ No
Degree of Certainty: less than 50 %	-	
More than 50%	-	
100%	-	

21. Sunil wanted to know where I had been.

Grammatically Correct-	- Yes	/ No
Degree of Certainty: less than 50 %	-	

More than 50% -
100% -

22. Did Sarita cook dinner last night?

Grammatically Correct- - Yes / No
Degree of Certainty: less than 50 % -
More than 50% -
100% -

23. Ramesh reported the crime to the police.

Grammatically Correct- - Yes / No
Degree of Certainty: less than 50 % -
More than 50% -
100% -

24. Manisha is taller than her sisters.

Grammatically Correct- - Yes / No
Degree of Certainty: less than 50 % -
More than 50% -
100% -

25. Heera live with his friend Kajol.

Grammatically Correct- - Yes / No
Degree of Certainty: less than 50 % -
More than 50% -
100% -

26. Kavita wants to buy a computer this weekend.

Grammatically Correct- - Yes / No
Degree of Certainty: less than 50 % -
More than 50% -
100% -

27. She writes very well English.

Grammatically Correct- - Yes / No
Degree of Certainty: less than 50 % -
More than 50% -
100% -

28. If she had worked hard, she would have passed the exam.

Grammatically Correct- - Yes / No
Degree of Certainty: less than 50 % -
More than 50% -
100% -

29. Tushar wanted to know whether was I going.

Grammatically Correct- - Yes / No
Degree of Certainty: less than 50 % -
More than 50% -

100% -

30. I saw very funny movie last night.

Grammatically Correct- - Yes / No
 Degree of Certainty: less than 50 % -
 More than 50% -
 100% -

31. The teacher explained Saurabh the answer.

Grammatically Correct- - Yes / No
 Degree of Certainty: less than 50 % -
 More than 50% -
 100% -

32. I must finish my homework tonight.

Grammatically Correct- - Yes / No
 Degree of Certainty: less than 50 % -
 More than 50% -
 100% -

33. Kavita went to the school to speak to her children teacher.

Grammatically Correct- - Yes / No
 Degree of Certainty: less than 50 % -
 More than 50% -
 100% -

34. Ranjana has been studying in Auckland for three years.

Grammatically Correct- - Yes / No
 Degree of Certainty: less than 50 % -
 More than 50% -
 100% -

35. This building is more bigger than your house.

Grammatically Correct- - Yes / No
 Degree of Certainty: less than 50 % -
 More than 50% -
 100% -

36. That book isn't very interesting, is it?

Grammatically Correct- - Yes / No
 Degree of Certainty: less than 50 % -
 More than 50% -
 100% -

37. Her English vocabulary increased a lot last year.

Grammatically Correct- - Yes / No
 Degree of Certainty: less than 50 % -
 More than 50% -
 100% -

38. Hameed received a letter from his father yesterday.

Grammatically Correct-	- Yes / No
Degree of Certainty: less than 50 %	-
More than 50%	-
100%	-

39. Does Savita live in India?

Grammatically Correct-	- Yes / No
Degree of Certainty: less than 50 %	-
More than 50%	-
100%	-

40. Leena left some pens and pencils at school.

Grammatically Correct-	- Yes / No
Degree of Certainty: less than 50 %	-
More than 50%	-
100%	-

41. If he hadn't come to India, he will stay in Japan.

Grammatically Correct-	- Yes / No
Degree of Certainty: less than 50 %	-
More than 50%	-
100%	-

42. My car is more faster and more powerful than your car.

Grammatically Correct-	- Yes / No
Degree of Certainty: less than 50 %	-
More than 50%	-
100%	-

43. Pravin flew to Delhi to meet the President's advisor.

Grammatically Correct-	- Yes / No
Degree of Certainty: less than 50 %	-
More than 50%	-
100%	-

44. Pravin wants finding a new job next month.

Grammatically Correct-	- Yes / No
Degree of Certainty: less than 50 %	-
More than 50%	-
100%	-

45. Sapna works very hard but earns very little.

Grammatically Correct-	- Yes / No
Degree of Certainty: less than 50 %	-
More than 50%	-
100%	-

46. India is a very interesting country.

Grammatically Correct-	- Yes / No
Degree of Certainty: less than 50 %	-
More than 50%	-

100% -

47. I can cook Indian food very well.

Grammatically Correct- - Yes / No
 Degree of Certainty: less than 50 % -
 More than 50% -
 100% -

48. They enjoyed the party very much.

Grammatically Correct- - Yes / No
 Degree of Certainty: less than 50 % -
 More than 50% -
 100% -

49. The boys went to bed late last night, is it?

Grammatically Correct- - Yes / No
 Degree of Certainty: less than 50 % -
 More than 50% -
 100% -

50. She wanted to know why had he studied English.

Grammatically Correct- - Yes / No
 Degree of Certainty: less than 50 % -
 More than 50% -
 100% -

51. He reported his father the bad news.

Grammatically Correct- - Yes / No
 Degree of Certainty: less than 50 % -
 More than 50% -
 100% -

52. Sanjay spoke to the professor's secretary.

Grammatically Correct- - Yes / No
 Degree of Certainty: less than 50 % -
 More than 50% -
 100% -

53. Yuvraj stayed at home all day and finished the book.

Grammatically Correct- - Yes / No
 Degree of Certainty: less than 50 % -
 More than 50% -
 100% -

54. Supriya found some keys on the ground.

Grammatically Correct- - Yes / No
 Degree of Certainty: less than 50 % -
 More than 50% -
 100% -

55. They did not come at the right time.

Grammatically Correct-	- Yes / No
Degree of Certainty: less than 50 %	-
More than 50%	-
100%	-

56. If he had bought a ticket, he might have won the prize.

Grammatically Correct-	- Yes / No
Degree of Certainty: less than 50 %	-
More than 50%	-
100%	-

57. Nilesh says he wants to get married next year.

Grammatically Correct-	- Yes / No
Degree of Certainty: less than 50 %	-
More than 50%	-
100%	-

58. An accident was happened on the motorway.

Grammatically Correct-	- Yes / No
Degree of Certainty: less than 50 %	-
More than 50%	-
100%	-

59. Kaveri lives in Pune but work in Mumbai.

Grammatically Correct-	- Yes / No
Degree of Certainty: less than 50 %	-
More than 50%	-
100%	-

60. She likes always watching television.

Grammatically Correct-	- Yes / No
Degree of Certainty: less than 50 %	-
More than 50%	-
100%	-

61. Did Anand visited his father yesterday?

Grammatically Correct-	- Yes / No
Degree of Certainty: less than 50 %	-
More than 50%	-
100%	-

62. Something bad happened last weekend.

Grammatically Correct-	- Yes / No
Degree of Certainty: less than 50 %	-
More than 50%	-
100%	-

63. Madan bought two present for her children.

Grammatically Correct-	- Yes / No
Degree of Certainty: less than 50 %	-
More than 50%	-

100% -

64. She is working very hard, isn't she?

Grammatically Correct- - Yes / No
 Degree of Certainty: less than 50 % -
 More than 50% -
 100% -

65. The bird that my brother caught it has died.

Grammatically Correct- - Yes / No
 Degree of Certainty: less than 50 % -
 More than 50% -
 100% -

66. The boat that my father bought it has sunk.

Grammatically Correct- - Yes / No
 Degree of Certainty: less than 50 % -
 More than 50% -
 100% -

67. The book that Sneha wrote won the prize.

Grammatically Correct- - Yes / No
 Degree of Certainty: less than 50 % -
 More than 50% -
 100% -

68. The car that Vinay has rented is a Toyota.

Grammatically Correct- - Yes / No
 Degree of Certainty: less than 50 % -
 More than 50% -
 100% -

Questionnaire III

Metalinguistic Knowledge Test

Part 1

In this part of the test there are 17 sentences. All of them are ungrammatical. The part of the sentence containing the error is underlined. For each sentence, choose the statement that best explains the error.

Mark (✓) a, b, c or d to indicate your choice.

1. You must to wash your hands before eating.

- a. 'Must' is the wrong form of the imperative.
- b. Change to 'must have to wash' to express obligation.
- c. Modal verbs should never be followed by a preposition.
- d. After 'must' use the base form of the verb, not the infinitive.

2. Santosh wants visiting Mumbai this year.

- a. 'Visiting' should be written in the base form.
- b. The verb following 'want' must be an infinitive i.e. 'to visit'
- c. We cannot have two verbs together in a sentence.

d. It should be 'visit' because the event is in the future.

3. Mahesh work in a car factory.

- a. Work is a noun so it cannot have the subject 'Mahesh'.
- b. We must use the present simple tense after a pronoun.
- c. We need 's' after the verb to indicate third person plural.
- d. In the third person singular the present tense verb takes 's'.

4. If Sarika had asked me, I would give her some money.

- a. Since 'would' is conditional, it should appear in the 'if' clause.
- b. The first clause contains impossible condition, so no need to use 'would'.
- c. We must use 'would have given', because the event has already happened.
- d. Since it is hypothetical and unfulfilled condition, the verb in main clause should be in the past conditional, i.e. 'would have given'.

5. Learning a language is more easier when you are young.

- a. 'More' is an adjective so we must use 'easily' not 'easier'.
- b. The comparative ending of a two-syllable adjective is 'er'.
- c. The 'er' ending indicates comparison, so 'more' is not needed.
- d. You cannot have two adjectives together in the same sentence.

6. Sandhya grew some roses in her garden.

- a. The noun is countable, so after 'some' the plural form is inessential.
- b. The wrong adjective has been used before 'roses'.
- c. A noun must always have 'a' or 'the' before it.
- d. Use 'a few' not 'some' with countable nouns.

7. His school grades were improved last year.

- a. The verb 'improve' can never be used in the passive form.
- b. We should insert 'by him' after the verb to indicate the agent.
- c. Use 'improved' as the sentence refers to a specific event last year.
- d. The verb should be in active form even though the subject is not the agent.

8. Mahesh lost his friend book.

- a. We need possessive "'s" to show that the friend owns the book.
- b. You cannot have two nouns next to one another in a sentence.
- c. The verb refers to a personal object, so must have an apostrophe.
- d. Insert 'of' before book to show that it belongs to the friend.

9. Sneha happen to meet an old friend yesterday.

- a. It took place yesterday, so use a past tense verb ending.
- b. Third person singular verbs always have an 's' ending.
- c. We don't use a preposition after the verb 'happen'.
- d. 'Happen' never follows the subject of a sentence.

10. Because he was late, he called for taxi.

- a. Insert 'a' before taxi because it is not a specific one.
- b. Use 'some taxis' because taxi cannot be singular.
- c. We must always use 'the' before countable nouns.
- d. Use the definite article because the taxi is unique.

11. They were interested in what was I doing.

- a. In embedded questions the word order is the same as that in statements.
- b. Change the word order, because 'what' is always followed by a pronoun.
- c. Interrogative clause cannot be embedded.
- d. The clause 'What was I doing' should be followed by a question mark.

12. Does Laxman owns a Chinese car?

- a. No need to use auxiliary verb 'does'.

- b. We must use the base form of verb after 'do/does'.
- c. Use 'have' or 'has' instead of 'does'.
- d. The word order changes when we use the question form.

13. Savita likes very much her new job.

- a. Adverbial phrases should occur before verbs.
- b. An adverb should not come between a verb and its object.
- c. The phrase 'very much' is incorrect.
- d. The adverbial phrase must always precede the verb.

14. They have already finished, isn't it?

- a. We cannot use 'it' because the main verb 'finish' does not have an object.
- b. 'have' should be used instead of 'is' in all question tags referring to past time.
- c. The tag question should be positive because the main verb is in the affirmative.
- d. The form of the question tag must relate to the subject and verb in the main clause.

15. He has been saving money since 10 years.

- a. The wrong conjunction has been used in the time clause.
- b. We cannot use 'since' because the exact date is not specified.
- c. It should be 'year' not 'years'.
- d. Use definite article before '10 years'.

16. I explained my friend the rules of the game.

- a. The indirect object must never precede the direct object of a verb.
- b. The verb 'explain' can have only one object, i.e. direct object, and the indirect object 'my friend' should precede a preposition.
- c. 'Explain' is an intransitive verb.
- d. Use present tense 'explain', not the past.

17. The cake that you baked it tastes very nice.

- a. Omit 'that' when the relative pronoun is subject of the clause.
- b. We should use 'which' instead of 'that' when referring to things.
- c. Omit 'it' in the relative clause because it refers to same thing as 'that'.
- d. Omit 'that' when using 'it' in the relative clause to avoid having two.

Part 2

Adapted from Alderson et al. (1997)

1. Read the passage below. Find ONE example in the passage for each of the grammatical features listed in the table. Write the examples in the table in the spaces provided. The first one is done for you.
Note: it may be possible to choose the same example to illustrate more than one grammatical feature.

The materials are delivered to the factory by a supplier, who usually has no technical knowledge, but who happens to have the right contacts. We would normally expect the materials to arrive within three days, but this time it has taken longer.

Grammatical feature Example

definite article	
Verb	
Noun	
Preposition	
passive verb	
conditional verb	
Adjective	
Adverb	
countable noun	
indefinite article	
relative pronoun	
auxiliary verb	
modal verb	

past participle	
conjunction	
finite verb	
infinitive verb	
Agent	
comparative form	
Pronoun	

2. In the following sentences, underline the item requested in brackets:

1. Poor little Samadhan stood out in the snow. (SUBJECT)
2. The woman gave him some money. (INDIRECT OBJECT)
3. Hunting tigers is dangerous. (GERUND)
4. The policeman chased Joe down the street. (DIRECT OBJECT)
5. I bought a new pair of running shoes. (GERUND)
6. The boy plays cricket. (SUBJECT)
7. He is the boss. (COMPLEMENT)
8. Rohan puts a lot of garlic in his food. (SUBJECT)
9. Nancy is the winner. (COMPLEMENT)
10. Rahul and Saurabh study in the same school. (SUBJECT)
11. She kicked him.(OBJECT)
12. She is good at painting. (GERUND)
13. I prefer my coffee black. (COMPLEMENT)
14. One of life's pleasures is having breakfast in bed. (GERUND)
15. She named the baby Bruce. (COMPLEMENT)
16. I learned to play football (OBJECT)

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A Study of L2 Implicit Knowledge of UG and PG students of Shivaji and Solapur Universities

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Abstract

Implicit Knowledge of the L2 is often defined as the intuitive and procedural knowledge that is normally accessed automatically in fluent performance and that cannot be verbalized. (R. Ellis, 2005). Explicit Knowledge is understood as the conscious and declarative knowledge of the L2 that is accessed during controlled processing and is potentially verbalizable (R. Ellis, 2005). The Present article examines Implicit Knowledge of a Second Language (L2) of UG and PG students of Shivaji and Solapur Universities. The data for the present study is collected through the responses of the selected students to the questionnaires used and prepared for testing the role of Explicit L2 Knowledge in learning English.

Key Words: Implicit Knowledge, Explicit Knowledge, Second Language Acquisition, etc.

The importance to Explicit Knowledge in the theories of L2 acquisition is given by number of renowned scholars like Bialystok, R. Ellis, Hulstijn, Krashen etc. The idea that there are two types of knowledge that learners may possess about a second language, that is, Implicit and Explicit Language Knowledge, dates back to and underlies two early language learning theories put forth by Krashen and Bailystok. The purpose of this article is to examine Explicit

Knowledge of a Second Language (L2) of UG and PG students of Shivaji and Solapur Universities. 229 students of Under Graduate and Post Graduate Classes are selected from both the universities.

Implicit and Explicit L2 Knowledge

Before talking about Implicit and Explicit L2 Knowledge, it is essential to know the meaning of the phrase ‘linguistic knowledge’. There are two positions regarding linguistic knowledge. The first position, based on the works of Chomsky, claims that linguistic knowledge consists of knowledge of the features of a specific language, which are derived from impoverished input (positive evidence) with the help of Universal Grammar (UG). This view of language is innatist and mentalist in orientation. It emphasizes the contribution of a complex and biologically specified language element in the mind of the learner. The second position, which is based on connectionist theories of language learning, and is advanced by cognitive psychologists such as Rumelhart and McClelland (1986), views linguistic knowledge as comprised of an elaborate network of nodes and internode connections of varying strengths that dictate the ease with which specific sequences or ‘rules’ can be accessed (Ellis, R. 2009: 10). These positions are generally presented as opposite to one another (e.g. Gregg, 2003), but in one important respect they are in agreement. Both the innatist and connectionist accounts of L2 learning view linguistic competence as consisting primarily of Implicit L2 Knowledge and see the goal of linguistic theory as explaining how this Implicit Knowledge is acquired. However, they differ in the importance that they attach to Explicit Knowledge. (Ellis, R. 2009: 11).

Rod Ellis has attempted to identify the criteria that can be used to distinguish Implicit and Explicit L2 knowledge. There are seven dimensions which are used to distinguish Implicit and Explicit Knowledge. They are divided into two broad categories. One of them is ‘representation dimensions’ and other is ‘processing dimensions’. The representation dimensions involve (a) Awareness, (b) Type of knowledge, and (c) Systematicity and certainty of L2 knowledge. The processing dimensions include (a) Accessibility of knowledge, (b) Use of L2 knowledge, (c) Self report and (d) Learnability.

Representation dimensions:

- 1. Awareness:** There are two kinds of awareness, the unconscious awareness and conscious one. Karmiloff-Smith gave the distinction between them for the first time in 1979. According to him, unconscious knowledge is connected with epilinguistic behaviour. It means one is able to recognise whether a sentence is grammatical or ungrammatical immediately but s/he may not know why a given sentence is

grammatical or ungrammatical and at the same time s/he may not know the grammatical rule that has been broken. Unconscious awareness is active in Implicit Knowledge and conscious awareness is active in Explicit Knowledge (Ellis 2006:433).

2. **Type of knowledge:** It is the second dimension which represents the difference between Implicit and Explicit Knowledge. Explicit Knowledge is like declarative knowledge and Implicit is like procedural knowledge. Declarative knowledge is encyclopaedic in nature as far as grammatical features are concerned. Procedural knowledge is easily accessible and one can easily write or correct a sentence. It is activated very quickly without even thinking about the grammatical structure (Ellis 2006:433).
3. **Systematicity and certainty of L2 Knowledge:** According to Tarone (1982), (quoted in Ellis 2006:433), once Implicit Knowledge is established in a learner's interlanguage it becomes very systematic. Sorace (quoted in Ellis 2006: 433) says Explicit Knowledge tends to be imprecise, inaccurate and inconsistent.

Processing dimensions:

1. **Accessibility of Knowledge:** It concerns with the time needed to access Implicit and Explicit Knowledge when it is necessary. In the year 2002, Preston suggested that all L2 learners use two different types of grammar knowledge. One is deeply embedded and other resides more on the surface. According to Ellis (2006), first one is Implicit Knowledge and second one is Explicit Knowledge. Therefore, it means that deeply embedded (Implicit) Knowledge can be processed automatically and more on the surface (Explicit) Knowledge can be processed in much more controlled way. However, all researchers do not agree with the way Implicit and Explicit Knowledge is accessed. Hulstijn (2002) suggests that even though it may be possible to speed up the processing of Explicit Knowledge through practice there remains a fundamental difference between automated Explicit Knowledge and Implicit Knowledge. In contrast, DeKeyser (2003) argues that there is no functional difference between automated Explicit Knowledge and Implicit Knowledge (quoted in Ellis 2006: 433).
2. **Use of L2 Knowledge:** The situation in which learners are asked to perform task affects the learners' use of knowledge. It is proved that if an intermediate learner gives a lot of time to think about what to say, how to structure his/her sentence/utterance, his/her speech becomes more accurate. The reason for this result

is that if a learner is given a lot of time s/he gets access to Explicit Knowledge. And when the same learner is not given enough time and pressured to complete the task rapidly, his/her speech becomes less accurate and s/he uses Implicit Knowledge.

- 3. Self Report:** It refers to the capacity of a learner to justify the words and grammatical constructions s/he has used. In his study, Butler (2002) states that the all Japanese adults learning English gave an explanation for the choice of articles in a close task. They were able to tell whether the given sentence is correct or incorrect and simultaneously they can explain the grammatical rules, but often in non-technical language. However it is to be remembered that Implicit Knowledge cannot be verbalised and to verbalise any rule one has to form an explicit rule. This leads to the conclusion that self report is formed by using Explicit Knowledge (Ellis 2006: 434).
- 4. Learnability:** The point of learnability is very significant. It is believed that one can learn L2 explicitly at any age. On the other hand, Implicit Learning can only take place when the subject is young (Ellis 2006: 434). Munzo (2007) claimed that older learners learn explicitly better than young ones. However, Bialystok (1994) claims that 'Explicit Knowledge can be learned at any age', but that there are age-related limitations on L2 learners' ability to learn. Krashen (1982) also argues that most learners are capable of learning only rules formally and functionally simple as Explicit Knowledge.

Following are the main points that have emerged from this discussion of Implicit and Explicit L2 Knowledge (Ellis, R. 2009: 16)

- (1) Explicit Knowledge appears phylogenetically and ontogenetically later than Implicit Knowledge and it involves different access mechanisms.
- (2) Explicit Knowledge is neurologically distinct from implicit knowledge.
- (3) The question of whether the two types of knowledge are to be seen as dichotomous or continuous is a matter of controversy, but neurological evidence and current connectionist models of linguistic knowledge point to a dichotomy.
- (4) The question of the separateness of the representation of the two types of knowledge is independent from the question of whether the processes of Implicit and Explicit Learning are similar or different. This remains a controversial issue. It is likely, however, that learning processes and knowledge types are correlated to some degree at least.
- (5) While there is controversy regarding the interface of Explicit and Implicit Knowledge at the level of learning, there is wide acceptance that they interact at the level of performance.

The Present Study:

The subjects who are chosen for the present study are UG and PG students of Shivaji and Solapur Universities. The mother tongue of the most of these students is Marathi. Most of the students have started learning English from their first standard as per the new education policy of Govt. of Maharashtra. They have learnt English as a second compulsory language up to 12 standards. Arts students continued to learn it in their three years course of graduation, while science and commerce students study it at first and third and at first and second years of their graduation course respectively. Apart from that, from 11 Standard English is used as the medium of instruction for Science students and for Commerce students from first year at the under graduation. The medium of instruction for PG students is English. So it can be said that the students who are selected for the present study have studied English language for more than 13 years in classrooms.

For the present study, in all, 229 UG and PG students from Shivaji and Solapur Universities have been selected. The age of these students range from 20 to 28 and the average age is 21.0437. The students related to Arts, Commerce and Science faculties are randomly selected from the colleges and university departments affiliated to Shivaji and Solapur Universities. The following table shows the University-wise number of students selected for the research.

University	Class		Faculty			Sex		Residential Location		Total
	UG	PG	Arts	Commerce	Science	Male	Female	Rural	Urban	
Shivaji	57	60	72	14	31	43	74	91	26	117
Solapur	57	55	49	13	50	46	66	87	25	112
Total	114	115	121	27	81	89	140	178	51	229

Table 1 Distributions of Students

Data Collection

The data for the present study is collected through the responses of the selected students to the questionnaires used and prepared for testing the role of Explicit L2 Knowledge in learning English. The three questionnaires are used and prepared for the present research. These questionnaires are administered to 229 students in their respective classrooms. These questionnaires are untimed tests. To collect the natural data for knowing the role of Explicit L2 Knowledge in learning English, students are also asked to write the very first response they think as the most appropriate to the situations given in the questionnaires.

The Questionnaire/ Test Battery

In the present research three questionnaires are used. Questionnaire 1 seeks to collect the background information about of the students. The Questionnaire II is the Untimed Grammaticality Judgement Test. It consists of 68 grammatically correct and incorrect sentences and it is designed to assess the Explicit Knowledge of English of the students. The Questionnaire III is Metalinguistic Knowledge Test. It is divided into two subparts. The first part includes 17 ungrammatical sentences and second part contains 16 sentences.

The detailed discussion of the questionnaire is as follows:

Questionnaire Part I

This questionnaire tries to collect information about the selected students. The variables considered here are university and college students, their sex, age, category, class, faculty, medium of education, residential location, parents' education, mother tongue and English studying year. As mentioned earlier these variables influence the process of acquisition of English language. Moreover, these variables are important, as they help to classify students on different dimensions like Shivaji University and Solapur University, UG and PG, Male and Female, Rural and Urban, family education background , faculty, students studying English from first or fifth standard, etc.

Questionnaire Part II

As mentioned earlier, this questionnaire is prepared to examine the Explicit Knowledge of English language. This test is used and prepared to assess the Explicit Knowledge of the students as they get ample time to think over the given sentences and in the process they can recall the grammatical rules and recognise the grammatically correct or incorrect sentences. Printed questionnaire is given to each student and they are asked to state whether the sentence is correct or incorrect and, after that, they also have to register the degree of certainty of their response. It means that they have to state whether they are 'less than 50 % sure' or 'more than 50% sure' or '100 % sure' of their response. The grammatical categories examined in the tests are as follows:

Sr. No	Grammatical Category	Distribution in the test (Item No.)
1	Verb Complements	4,26,44,57
2	Regular Past Tense	5,19,38,53
3	Question Tag	6,36,49,64
4	Yes/No question	8,22,39,61

5	Modal Verbs	9,18,32,47
6	Unreal Conditions	10,28,41,56
7	Since/For	1,11,17,34
8	Articles	13,30,48,55
9	Ergative Verbs	14,37,58,62
10	Possessive S	15,33,43,52
11	Plural S	16,40,54,63
12	Third Person	7,20,25,59
13	Relative Clauses	65,66,67,68
14	Embedded Question	12,21,29,50
15	Dative Alteration	3,23,31,49
16	Comparatives	2,24,35,42
17	Adverb Placement	27,45,46,60

Table 2 Item distribution in the Timed Grammaticality Judgement Test

Questionnaire Part III

This part of the questionnaire is the untimed Metalinguistic Knowledge Test. It is divided into two sections. It aims at assessing the Explicit Knowledge of the students about English language. The first section of the questionnaire includes 17 ungrammatical sentences. The part of the sentence containing the error is underlined. The students are asked to find the correct statement, from the given four alternatives, that best explains the error. In this test it is believed that students read out the sentence and find the underlined part as the error in the sentence and the error is described in the four alternatives given. It is hypothesized that while finding out the best explanation for the underlined error, students use the explicit knowledge which is stored in their mind as they get enough time to register their response. The grammatical categories used in this test are as follows:

Grammatical Category	Distribution in the test (Item No.)
Modal	1
Verb Complement	2
Third Person	3
Unreal Condition	4
Comparatives	5
Indefinite article	6
Ergative Verbs	7
Possessive- s	8

Regular Past Tense	9
Indefinite article	10
Embedded Question	11
Yes/No	12
Adverb Placement	13
Question Tag	14
Since/For	15
Dative Alteration	16
Relative Pronoun	17

Table 3 Item distributions in the Metalinguistic Knowledge Test (Section 1)

It is hypothesized that while finding out the best explanation for the underlined error, students use the explicit knowledge which is stored in their mind as they get enough time to register their response.

The section II of the test is again divided into two subsections. In the first subsection of the test, a short passage is given and the students are asked to read the paragraph carefully and write down the various grammatical features asked for from the passage. The grammatical features used in the test are: definite article, verb, noun, preposition, passive verb, conditional verb, adjective, adverb, countable noun, indefinite article, relative pronoun, auxiliary verb, modal verb, past participle, finite verb, infinitive verb, agent, comparative form and pronoun. It is assumed that the students use their explicit grammatical knowledge to register their response. In the second subsection 16 sentences are given and the students are asked to underline the item requested in the bracket after the sentence. The grammatical features used in the test are: subject, indirect object, gerund, direct object, complement, object etc. This test, too, assesses the explicit grammatical knowledge of the students.

These tests were designed keeping in mind the criteria which distinguish Implicit and Explicit Knowledge. It is predicted that each test would measure Explicit Knowledge. Following table sets out these predictions:

Criterion	Untimed GJT	Metalanguage
Degree of Awareness	Rule	Rule
Time available	Unpressured	Unpressured
Focus of attention	Form	Form
Metalinguistic Knowledge	Yes	Yes

4 Table Design features of the test (Ellis, R. 2005: 157)

Test Content

The tests are designed to provide measures of learners' knowledge of 17 English grammatical structures. The choice of the grammatical content is motivated by a number of factors. First and foremost, an attempt was made to select target language structures that were known to be universally problematic to learners (i.e. to result in errors). For this, the SLA literature was consulted (e.g., Burt & Kiparsky, 1972). Second, the structures are selected to represent both early and late acquired grammatical features according to what is known about the developmental properties of L2 acquisition (e. g., Pienemann, 1989). Third, the structures are selected to represent a broad range of proficiency levels according to when they were introduced in ESL courses covering beginner, lower intermediate, upper intermediate, and advanced levels. Fourth, the structures are chosen to include both morphological and syntactic features (Bowles, Melissa A., 2005: 252). Following table lists the selected structures and summarizes their properties in terms of the various selection criteria.

Structure	Example of Learner Error	Acquisition	Pedagogic introduction	Type
Verb Complements	Dipak says he wants <i>buying</i> a car next week	Early	Lower intermediate	S
Regular Past Tense	Sonali <i>miss</i> an interesting party last weekend.	Intermediate	Elementary/ lower intermediate	M
Question Tag	We will leave tomorrow, <i>isn't it?</i>	Late	No clear focus at any level	S
Yes/No Question	Did Anand <i>visited</i> his father yesterday?	Intermediate	Elementary/ lower intermediate	M
Modal Verbs	I must <i>to brush</i> my teeth now.	Early	Various levels	M
Unreal Conditions	If he had been richer, she <i>will</i> marry him.	Late	Lower intermediate/ intermediate	S
Since and For	Ranjana has been <i>studying</i> in Auckland <i>for</i> three years	Intermediate	Lower intermediate	S
Indefinite	They had <i>the</i> very good time at the	Late	Elementary	M

Articles	party.			
Ergative Verbs	Between 1990 and 2000 the population of India <i>was increased</i> .	Late	Various levels	S
Possessive S	Leena is still living in her rich <i>uncle</i> house.	Late	Elementary	M
Plural S	Mahesh sold a few old <i>coin</i> to a shop.	Early	No clear focus at any level	M
Third Person Subject Verb Concord	Heera <i>live</i> with his friend Kajol.	Late	Elementary /lower intermediate	M
Relative Clauses	The boat that my father bought <i>it</i> has sunk.	Late	Intermediate/advanced	S
Embedded Questions	She wanted to know why <i>had he studied English</i> .	Late	Intermediate	S
Dative Alteration	The teacher explained <i>Saurabh the answer</i> .	Late	No clear focus at any level	S
Comparatives	The building is <i>more bigger</i> than your house.	Late	Elementary/intermediate	S
Adverb Placement	She writes <i>very well</i> English.	Late	Elementary/lower intermediate	S

Note: S=Syntactic, M=Morphological

Table 5 Experimental grammatical structures (Ellis, R. 2005: 155)

Analysis of the data

The group-wise (5 groups) performance of the students, who are divided into five groups based on the percentage of the score they have obtained in the questionnaires II and III. Five groups are shown in the following table:

Sl. No.	Group Number	Score in percentage (%)
1	I	0-20
2	II	21-40
3	III	41-60
4	IV	61-80

5	V	81-100
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Table 6 Five Groups

The percentage of the overall score of the students on the tests assessing Implicit Knowledge is discussed in the following histogram:

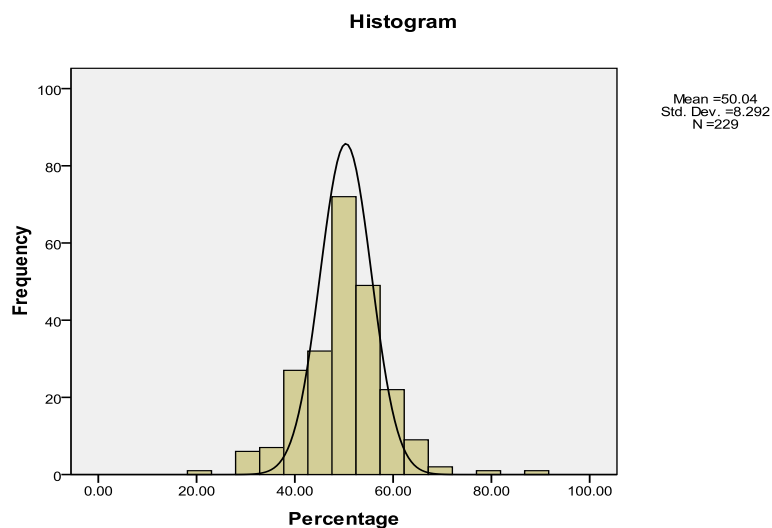


Table 7 Group-wise Implicit Knowledge

The score is converted into percentage and on the basis of this percentage the students are classified in five groups using the following table. The frequency of these groups i.e. the number of students pertaining to each is shown in the following table:

Implicit Groups	Implicit Score in %	Frequency
I	0-20	0
II	21 -40	29
III	41 – 60	181
IV	61 – 80	17
V	81 - 100	2
	Total	229

Table 8 Implicit Groups

The table shows that a large number of students, i.e. 181, belong to Group III, while the least number of students, i.e. two, falls in Group V. 29 students belongs to II group and 17 students are included in IV group. There are no students who get score between o and 20 for Implicit Knowledge.

With the help of the classification of students in these groups, the following part of the chapter explains the relation between the Implicit Knowledge of the students and their university, class, and residential location.

University-wise Implicit Knowledge

Table 9 illustrates the group-wise Implicit Knowledge of the students from Shivaji and Solapur Universities.

The table shows that, out of the total 229, 117 Students are from Shivaji and 112 students are from Solapur Universities. Out of the total 117 students of Shivaji University, only one (1%) student scores the highest marks .i.e. between 81 and 100 %. The large numbers of students i.e. 88 (75%) have obtained marks between 41 and 60 %. The marks between 61 and 80 % have been received by only 14 (12%) students.14 (12%) students get the marks between 21 and 40 %.

		Implicit Group					Total
		0-20	21 -40	41 - 60	61 - 80	81 - 100	
University	Shivaji University	0	14	88	14	1	117
	%	0	12	75	12	1	

	Solapur University	0	15	93	3	1	112
	%	0	13	83	3	1	
	Total	0	29	181	17	2	229

Table 9 Group-wise Implicit Knowledge: University-

However, out of the total 112 students of Solapur University, the maximum numbers of students i.e. 93 (83%) have attained marks between 41 and 60 %. Only one (1%) student gets the highest marks i.e. between 81 and 100 %. The marks between 21 and 40 % have been obtained by 15 (13%) students and only three students (3 %) get the marks between 61 and 80 %. The above table also shows that not a single student from both the universities get the least marks i.e. zero and 20 %.

Class-wise Implicit Knowledge

The table 10 shows the group-wise Implicit Knowledge of the students in relation to their class. It reveals that, out of the total 229, 114 are UG and 115 are PG students. Out of the total 114 UG students, only one (1%) student scores the highest marks .i.e. between 81 and 100 %. The large numbers of students i.e. 85 (75%) have obtained marks between 41 and 60 %. The marks between 61 and 80 % have been received by only seven (6%) students. 21 (18%) students get the marks between 21 and 40 %.

		Implicit Group					
	Score obtained %	0-20	21 -40	41 - 60	61 - 80	81 - 100	Total
Class	UG	0	21	85	7	1	114
	%	0	18	75	6	1	
	PG	0	8	96	10	1	115
	%	0	7	83	9	1	
	Total	0	29	181	17	2	229

Table 10 Group-wise Implicit Knowledge-Class

However, out of the total 115 PG students, the maximum numbers of students i.e. 96 (83%) have attained marks between 41 and 60 %. Only one (1%) student gets the highest marks i.e. between 81 and 100 %. The marks between 21 and 40 % have been obtained by

eight (7%) students and 10 students (9 %) get the marks between 61 and 80 %. The table also shows that not a single student from both the classes get the least marks i.e. zero and 20 %.

4.4.3 Residential Location-wise Implicit Knowledge

The table 11 explains the group-wise Implicit Knowledge of the students from rural and urban areas. It shows that, out of the total 229, 178 students are from rural and 51 students are from urban areas. Out of the total 117 rural students, only one (0.56) student scores the highest marks .i.e. between 81 and 100 %. The large numbers of students i.e. 143 (80%) have obtained marks between 41 and 60 %. The marks between 61 and 80 % have been received by only 12 (7%) students. 22 (12%) students get the marks between 21 and 40 %.

	Score obtained %	Implicit Group					Total
		0-20	21 -40	41 - 60	61 - 80	81 - 100	
Location	Rural	0	22	143	12	1	178
	%	0	12	80	7	0.56	
	Urban	0	7	38	5	1	51
	%	0	14	74	10	2	
	Total	0	29	181	17	2	229

Table 11 Group-wise Implicit Knowledge: Residential Location

However, out of the total 51 urban students, the maximum numbers of students i.e. 38 (74%) have attained marks between 41 and 60 %. Only one (2%) student gets the highest marks i.e. between 81 and 100 %. The marks between 21 and 40 % have been obtained by seven (14%) students and only five students (10 %) get the marks between 61 and 80 %. The above table also shows that not a single student from both the areas get the least marks i.e. zero and 20 %.

Conclusions:

To conclude, after studying the analysis of the students, it can be said that Implicit Knowledge of the students of Shivaji University is either equal to or greater than that of students of Solapur University. The analysis of the UG and PG students shows that Implicit

Knowledge of the Postgraduate students is better than that of Undergraduate students. Residential Location wise study of the students reveals that rural students' Implicit Knowledge is better than that of the urban students.

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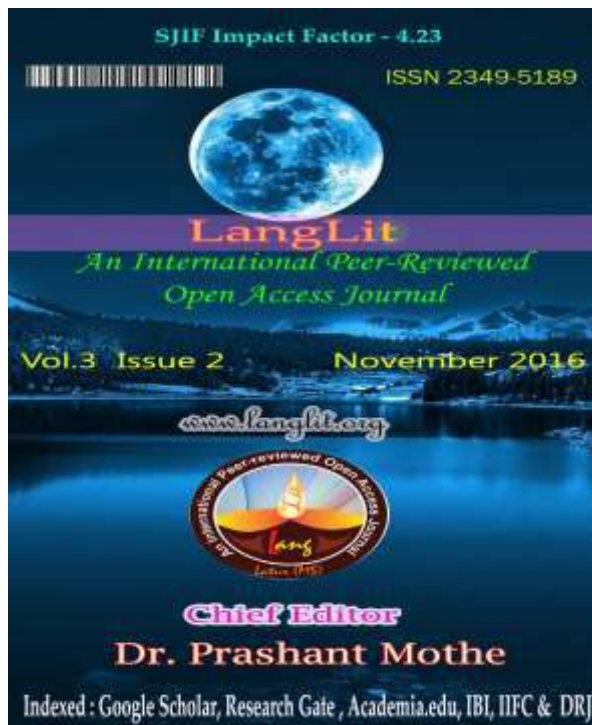
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THE FEARSOME NEGRO IN THE WHITE WORLD OF SHAKESPEARE'S OTHELLO

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ABSTRACT

Shakespeare's Othello is a tragedy of a Venetian black moor Othello who fails to understand the conspiracy of a white man, Iago who destroys his nuptial life for his mere suspicion that Othello has immoral relationship with his wife Emilia and makes Othello kill his 'unfaithful' wife Desdemona. The present article explores the unconscious play of racism and image of black man in the unconscious mind of the white man as Othello is the only black man in the play. Fanonian and Freudian perspectives have been used to understand the unconscious motives of the characters. According to Elizabeth Nunez, not only Shakespeare but also critics of Othello like A.C. Bradley and Dr. Johnson had also been racist in their remarks on the character of Othello. Besides, there are two questions long debated that the present paper attempts to answer. These are: i) what was Iago's motive behind Othello's destruction? ii) What is it that propels Othello to that extent where he becomes insane and kills his beloved wife Desdemona whom he loves so passionately?

Key Words: Black, White, Unconscious, Racism, Fanonian, Freudian Etc.

Shakespeare wrote Othello between 1602 and 1604. It is the only domestic tragedy that he ever wrote. It is a tragedy of a Venetian black moor Othello who fails to understand the conspiracy of a white man, Iago who destroys his nuptial life for his mere suspicion that Othello has immoral relationship with his wife Emilia and makes Othello kill his 'unfaithful' wife Desdemona. Shakespeare took the story of an unfortunate moor from Giraldi Cinthio's collection of tales; *Hecatommithi* (1565). There are number of critics like Dr. Johnson, A.C. Bradley, A.C. Swinburne and many others who have tried to analyze the play. Thomas Rymer has attacked the play for its improbabilities and for its failure to satisfy the demands of poetic justice (Muir 12) Dr. Johnson found the last scene unendurable (13) There is consensus of the critics like S.T. Coleridge, Charles Lamb, William Hazlitt, A.C. Bradley and many others that Iago's actions do not have any motive. Iago's malignity is motiveless. He was also compared with Satan and "the various motives that he acknowledges are mere rationalizations." (15)



Adelman has argued that Othello has been 'the victim of the racist ideology everywhere visible in Venice, an ideology to which he is relentlessly subjected' (Adelman 2). With the help of Fanonian theory, Elizabeth Nunez, in her article, shows that not only Shakespeare but also critics of Othello like A.C. Bradley and Dr. Johnson had also been racist in their remarks on the character of Othello. They treat him as an outsider and unequal match for Desdemona. She unravels the racial treatment of so called white world that Othello receives in the play. She provides the reader altogether a different angle to look at the play. She concludes in the following words.

'....I am triumphant in my conviction that Othello's tragic flaw was not his jealousy, but his inability to accept himself as equal to the white man-as worthy of his daughter, and worthy of her love. It is the tragedy of a man who outside of his world, his cultural milieu, is made to question his ability, his goodness, his character, because of the constant denial by others of his total-humanity. It is the tragedy of a Black man, relevant to those of us who, today, are forced to re-open the fundamental question, who am I? And I must find the courage to add: It is the tragedy of those of us Black people, who are crippled by paranoia.' (4)

With above line of thinking, the present article tries to explore the unconscious play of racism and image of black man in the unconscious mind of the white man as Othello is the only black man in the play. The play describes the encounter of a black man with whites and his experiences as a black man in the white world. Besides, there are two questions long debated that the present paper attempts to answer. These are: i) what was Iago's motive behind Othello's destruction? In Othello's words "Why he hath thus ensnared my soul and body? (Act V, ii) In this scene when Othello poses this question, Iago does not tell anything. ii) What is it that propels Othello to that extent where he becomes insane and kills his beloved wife Desdemona whom he loves so passionately?

In order to seek the answers to both of these questions, we have to analyze both of the characters with different perspectives. Fanonian and Freudian perspectives have been used to understand the unconscious motives of the characters. Iago's actions are based on mere suspicion that he takes it for surety. There are no strong evidences for his suspicion. His suspicion is that Othello has immoral relationship with his wife. He hates Cassio for his promotion as Lieutenant. He admits that he loves Desdemona however as she marries Othello he hates her too. He uses Roderigo as his "purse". He deceives Emilia. However, as has been mentioned above, these are rationalizations that his conscious mind seeks. He proves his own description "*I am not what I am*" right by dominating and deceiving everyone.

If we consider the character of Iago, Iago, as a speaking man lies, pretends and deceives others. Overtly he is the only one who knows what he is. But paradoxically even Iago also does not know what he is and what he wants. As a part of the white world, he is jealous of Othello for his dominance over whites. The roots of his jealousy can be traced by using Fanonian thought. Frantz Fanon, (1926-1961) anti-Colonial revolutionary in Algeria, would give evidences for his unconscious mind. He has given us the insights to understand the psyche of white man and black man when both of them come into contact with each other. In his book *Black Skin and White Mask* (1952) he argues that the Negro has created a Phobia in



white men. The Negro actually produces the fear and revulsion in white men and women. This culminates into Negrophobia. He further contends that the Negro is envied for his 'Sexual potency' and yields a feeling of 'Sexual inferiority' to the white man. Being a white man, this 'Sexual inferiority' is the unconscious current that flows beneath every action of Iago. Othello, as a black moor appears to be the great threat to the white manhood of Iago. His incapability to have an appealing valour, physical strength, and virility that Othello has, leads him to destroy this black moor. In the first act itself, Iago and Roderigo describe Othello as sex-maniac who is having sex with Brabantio's daughter Desdemona. Their use of images like "An old black ram" and "A Barbary horse" signifies their sexual jealousy. Iago and Roderigo's hideous description of Othello as what Fanon calls "a biological danger" to white men again reemphasizes their 'sexual impotency'. Let us consider a scenario. If Othello were not a General and being a common black moor if he had committed such (according to white men) a gross crime, he would have been lynched and even castrated by the white men. Bringing this fate on Othello is absolutely impossible for Iago, as he knows that politically Othello holds an important position and has been successful diplomat in state affairs. In Fanonian perspective, Iago, as a white man, has an unconscious wish to castrate Othello. However it is not possible in reality. So Iago indirectly castrates him by impelling him to kill his own wife. Ergo, it cannot be said that Iago did not have any motive behind destroying many people. In order to separate Othello from his love object Desdemona, he uses every other character as mere puppet. He overshadows rest of the characters. That's why it would be proper to say that Iago's malignity had an unconscious motive and that was to castrate a black moor.

The second question that needs an answer is that why Othello kills Desdemona. Overtly the answer is he was made to perceive ugly reality in relation to Desdemona. Iago successfully befools Othello and by giving false evidence in the form of 'a handkerchief', he makes him believe that Desdemona is unfaithful in true sense. He believes blindly that she has destroyed his honour and has made him a cuckold. However if we look at the killing of Desdemona by Othello and analyze the words at the time of her murder we can get the clues. Othello says:

It is the cause, it is the cause my soul:

*Let me not name it to you, you chaste stars!
It is the cause. Yet I will not shed her blood,
Nor scar that whiter skin of hers than snow,
And smooth as monumental alabaster:
Yet she must die, else she'll betray more men
(Act V Scene ii)*

The above words are uttered before he kills Desdemona. He is actually giving the rationalization for her murder that he has received from Iago. He appears to convince his own soul that he should kill her. If we analyze the above words, there is, in Freudian terms, an "ambivalence of feeling". Sigmund Freud (1856-1939), an Austrian psychoanalytical thinker has been influential for his ideas of the unconscious mind. Freud, in 'Our Attitude towards Death', the second part of his essay 'Thoughts for the Times on War and Death' (1915) describes our attitude towards death. In an attempt to explain it, he takes help of the primal



scene. He asserts that the law of ‘ambivalence of feeling’ governs our emotional relations with those whom we love most. He further argues that our unconscious does not know its own death; however it always has a death wish for others and even for those who are loved ones. Our unconscious does not know a punishment other than the death itself no matter how trifle the crime is. What Freud means by ‘ambivalence of feeling’ is the primeval man’s attitude towards death. This primeval man, according to Freud, loved his close people and at the same time he saw in them a stranger too that he loathed and that aroused in him hostile feelings. We, as civilized men, share this ambivalence of feeling. We love someone passionately and at the same time hate our beloved ones. In the above lines, Othello looks desperate to kill her but at the same time he knows it would be unbearable sight to see his beloved’s blood. Therefore he smothers her. His perplexed mind to its extremity isn’t ready to shed her blood or to give a scar to her whiter skin. In Othello’s case, according to him, Desdemona’s crime is not a trifle crime. It is the most heinous act that she has done to deceive the man who loves her most passionately. His love for Desdemona is evident when he meets her in Cyprus. Othello’s words are:

*If it were to die,
T’were now to be most happy,
My soul hath her content so absolute
That not another comfort like to this
Succeeds in unknown fate (Act II,i)*

The lines describe the happiest moments of the play in the lives of the lovers in the course of the play. However in the latter half of the play, the love is replaced by sheer sexual jealousy. There is a mixture of feelings of cruelty and compassion, love and hate, faith and betrayal. He does not take a decision to kill himself. Rather he decides to kill Desdemona. The Freudian perspective answers this question that as mentioned above, Othello’s unconscious could not think of his own death, because his unconscious already had a death wish for his beloved Desdemona. It is Iago who fuelled this unconscious wish and it is Othello’s super ego that permits the murder. After realizing that he has done a great blunder and feeling unbearable agony and repentance, his superego asks him to kill himself. The play eventuates in the self killing of the black moor.

In conclusion, what one can say is Shakespeare has conceived the character of Othello as masculine, brave, fearless, but at the same time someone who lacks rational thinking, and good judgment. He never comes to terms with his domestic life. He is painted as someone who is from exotic world, the world that is completely opposite of the European world. Not only Iago, Roderigo but also Brabantio and Emilia show their racial prejudices against black moor. Emilia too abuses Othello with these soubriquets as “the blacker devil” and “dull moor” Shakespeare’s treatment is easily viewed as racist. He creates Othello as misfit in the white world. The only person who accepts him for what he is unfortunate Desdemona whom Othello rejects.



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Elaine Showalter's Gynocriticism: A Note

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Abstract

Gynocriticism is the historical study of woman writers as a distinct literary tradition. It refers to a criticism that constructs "a female framework for the analysis of women's literature, to develop new models based on the study of female experience, rather than to adapt male models and theories. Showalter's two notable essays in feminism *Toward a Feminist Poetics* and *Feminist Criticism in the Wilderness* are keys to her female perspectives. In "*A Literature of Their Own*" Showalter outlines a literary history of women writers, produces a history which shows configuration of their material, psychological and ideological determinants; promotes both a feminist critique (concerned with women readers) and a gynocritics (concerned with women writers). The book examines the British women novelists since the Brontes from the point of view of women's experience. According to Showalter while there is no fixed or innate female sexuality or female imagination, there is nevertheless a profound difference between women's writing and men's, and that a whole tradition of writing has been neglected by male critics. Showalter divides this tradition into three phases. 1. Feminine (1840-1880) 2. Feminist(1880-1920) 3. Female (1920-onwards). Showalter infuses optimism and purpose in her efforts to unify feminist criticism by proposing models of difference to rescue feminism from wilderness: 1. Biographical Model, 2. Linguistic Model, 3. Psychological Model, 4. Cultural Model.

One of America's foremost academic literary scholars, Elaine Showalter is renowned for her pioneering feminist studies of nineteenth- and twentieth-century female authors and her provocative cultural analysis of women's oppression in the history of psychiatry. In her influential book *A Literature of Their Own: British Women Novelists from Bronte to Lessing* (1977), Showalter advanced a new form of feminist literary theory under the term "gynocriticism," offering an alternative framework for the interpretation of women's literary history. Elaine Showalter coined the term gynocritics in her 1979 essay "*Towards a Feminist*

Poetics.” Unlike feminist literary criticism, which might analyze works by male authors from a feminist perspective, gynocriticism wanted to establish a literary tradition of women without incorporating male authors. Elaine Showalter felt that feminist criticism still worked within male assumptions, while gynocriticism would begin a new phase of women’s self-discovery. Gynocriticism is the historical study of woman writers as a distinct literary tradition. It refers to a criticism that constructs “a female framework for the analysis of women’s literature, to develop new models based on the study of female experience, rather than to adapt male models and theories. Showalter’s two notable essays in feminism *Toward a Feminist Poetics* and *Feminist Criticism in the Wilderness* are keys to her female perspectives. Perhaps they are the compact thesis of what she called the task of gynocritics. In her study of women belonging to different phase of developing feminism, Showalter found that there were no theoretical base of feminist criticism, nor she found neither any particular school in feminism of philosophy, nor any theory of feminism before 1960, which could assert its singular identity like psychoanalytic, new critical theory had. Thus Showalter found criticism in wilderness. She developed a theory of feminist reading against American formalism and established a carefully devised plan of action to achieve the meaning of all ‘ideological assumptions’ of what woman in literature is/was and would be. Tracing reading and writing as two different strategies of creativity, she divides feminist criticism into two distinct varieties

- 1 Feminist Critique- concerned with /represents woman a reader
- 2 Gynocritics *la gynocritique* - concerned with woman as the producer of textual meaning, represents woman as writer.

Gynocritics is not an analysis, elucidation, nor assessment but an interpretation made on women in history, society, art, literature, and genres by woman herself. It is more creative act than feminist critique because it can establish woman as genius and intellectual one. Elaine Showalter created different model in feminism which she calls gynocriticism to give feminist criticism distinctive characteristics and status.

- 1) The first purpose of gynocriticism was to restudy well known women authors.
- 2) Second was to rediscover women’s history and culture, particularly women’s communities that nurtured female creativity.
- 3) Third, to rediscover neglected, forbidden or forgotten women writers and thus to make an alternative tradition, a canon that better represents the female perspectives.

In “ A Literature of Their Own” Showalter outlines a literary history of women writers, produces a history which shows configuration of their material, psychological and ideological determinants; promotes both a feminist critique (concerned with women readers) and a gynocritics (concerned with women writers). The book examines the British women novelists since the Brontes from the point of view of women’s experience. According to

Showalter while there is no fixed or innate female sexuality or female imagination, there is nevertheless a profound difference between women's writing and men's, and that a whole tradition of writing has been neglected by male critics. Showalter divides this tradition into three phases.

1) FEMININE (1840-1880) –

It includes Elizabeth Gaskell and George Eliot. In this phase women writers imitated and internalized the dominant male aesthetic standards which required that female authors remain gentlewomen.

2) FEMINISTS (1880-1920)

It includes radical feminist writers as Elizabeth Robins and Oliver Schreiber, who protest against male values and advocate separatist utopias and suffragette sisterhood.

3) FEMALE (1920-onwards)

It inherited characteristics of the female period and developed the idea of specifically female writing and female experience in a phase of self-discovery. For Showalter Rebecca West, Katherine Mansfield and Dorothy Richardson were its most important early female novelists.

In the same period that Joyce and Proust were writing novels of subjective consciousness, Richardson's equally long novels 'Pilgrimage' took its subject female consciousness. Richardson consciously tried to produce elliptical and fragmented sentences in order to convey what she considered to be the shape and texture of the female mind. In the early 70s a more angry tone occurs in the novels of Penelope Mortimer, Mariel Spark and Doris Lessing. Showalter's title indicates her debt to V. Woolf – a passion for women's writing and feminist research..... links both critics. Aware of the invisibility of women's lives, they are active in the essential work of retrieval, trying to find the forgotten precursors. Showalter criticizes Woolf for her retreat into denying her femaleness and for her elusive style. This exactly where Toril Moi disagree with Showalter, and where the focus of the opposition between Anglo-American and French critical feminism may be sharply perceived. For the French Woolf's refusal subversion of her strength whereas the Anglo-American gynocritic wishes to centre on the female author and character, and on female experience as the maker of authenticity which can be represented by way of the literary work.

A feature of the Showalter's work is its reluctance to engage and contain French theoretical initiatives for it is deconstructed by them. Paradoxically at the point when the gynocritics saw themselves as making women's experience and culture positively visible and empowering, poststructuralist feminism textualizes sexuality and regards the whole project of women writing and writing about women as misconceived. Showalter infuses optimism and purpose in her efforts to unify feminist criticism by proposing models of difference to rescue feminism from wilderness.

1) BIOGRAPHICAL MODEL:

Biological differences between man and woman have been the ground on which differential constructions have been built throughout man's history. Victorian physician believed that women's psychological functions diverted twenty percent of their creative energy from brain activity. Making biological differences, once again, a basic feminists reverse the theories, rejecting the theories, rejecting the woman as subordinate construction use this base for erecting massive theoretical framework that privileges women's experiences. The crucial difference is that today's biological oriented feminists wish to regard female body as a resource of creativity extending its range from limitations imposed on them by society. The text of women must focus on uniqueness of woman by interpreting the women's brain as the womb containing source of production. The mother figure of women must be projected.

2) LINGUISTIC MODEL:

It means that through the mediums of language the areas of similarity and differences between men's and women's writing must be defined and categorized. Quoting Mary Jacobus in her essay *Feminist Criticism in Wilderness*, she urges women writer to reinvent the language that will establish the gynocritic character of language. Writers like Virginia Woolf commented sharply upon the traditional linguistic taboos imposed upon women and society's feeling of outrage if women spoke as they felt. It is this reality which is at the bottom of issue regarding for women's language. It is for this reason that French feminists give linguistic study a priority over other considerations and emphasize the need to develop 'women's language'.

3) PSYCHOLOGICAL MODEL:

The most essential and basic difference between men and women is perceived in psyche, 'in the relation of gender to the creative process'. French feminists have centered their study on Freudian Neo Freudian and Lacanian psychoanalytical theories seeking to uncover the role of oedipal phase and fantasy about genitals. These theories see women at disadvantage for which psychoanalysis

has the term 'lack'. Miller counters Freudian theory which asserts that women's unsatisfied desires and dreams are mainly erotic and these desires and dreams shape their texts and plots, whereas male desires and dreams are egoistic. Miller feels such distance genderist and gynocritical study reveals 'a repressed egoistic/ambitious fantasy in women's writing as well as in men's. The significance of feminist psychoanalysis for literary criticism is that there can be seen a literary bondage among 'daughters and sisters' to show that psychodynamics of female bonding determine relationship not only among characters but also among writers.

4) CULTURAL MODEL:

A cultural theory foregrounds the separate women's, their social experiences and various ways in which they get expressed. Genda Lerner emphasizes the importance of examining the women's experience in its own terms. In her opinion history has largely ignored women and their feats, their roles and their attainments; there is a need to look into history all over again and focus on women centered inquiry and establish a female culture within the general culture shared by men and women. History would be dramatically different if seen through women's eyes. The model gives scope for women's voice to be presented and recognized in cultural history.

According to Showalter there are two distinct modes of feminist criticism. They are, first, the ideological mode which is concerned with the 'feminist as reader' and second, 'the study of women as writer'.

1) FMINIST AS READER:

It offers feminist readings of the text which consider the image and stereotypes of women in literature. Such reading also considers the omission and misconception about women in criticism. Showalter calls this 'feminist reading' or 'feminist critique'. It is a mode of interpretations.

2) WOMEN AS WRITERS:

Feminist criticism has gradually shifted its center from revisionary readings to sustained investigations of literature by women. Its subjects include- history, styles, and structure of writing by women, psychodynamics of female creativity, collective female career, and laws of female literary tradition. This specialized critical discourse is called 'gynocritics'. Unlike feminist critique, gynocritics offers many theoretical opportunities.

At the conclusion we can say that the emphasis in each country falls somewhat differently. English feminist criticism stresses oppression, French feminist criticism stresses

oppression, and American feminist criticism stresses expression. However all have become gynocritic. Thus Showalter's contributions to feminist criticism and women's studies have helped to influence the canon of British and American literature, bringing new visibility and legitimacy to often forgotten or under-appreciated female authors.

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A Thematic Study of 'Silence! The Court is in Session'

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Abstract

The present paper tries to explain the themes of the play 'Silence the court is in session', written by Vijay Tendulkar. This play gives him enormous popularity as an Indian writer in English. The theme of the play is very simple and concentrated but it is quite aggressive in tone. It emerges the forceful voice of lower middle class society problems through modern view. It discussed the problem of a women who is charged to female infanticide. The play is continued to the Preparation and rehearsal of a play. At the end of the play we come to know that it was a trap for the woman who is charged for infanticide.

Introduction: The play was first written in Marathi by Vijay Tendulkar in 1967. Later it was translated in English by Priya Adarkar in 1947. It was translated in different languages and performed on the stage popularly. The texture of the play is built on a pattern of contrast. The play portrays the rehearsal of a play in a small village by theatre group. The play is an illusion of a social problem of unmarried motherhood and men's attitude to her. It reflects the realistic picture of orthodox society towards women. The protagonist of the play, Miss Benare lives in a world of illusion to escape the bitter realities of life. No one is ready to accept her. She revolts against it and raised her voice at the end of the play. The play itself is a rehearsal of a play. The actual show is scheduled at night. All characters of the play arrives in the village where the rehearsal will take place. In an empty hall of a village, the setting is created by the theater group. It is a court scene where the women is charged for infanticide and the women is Miss Benare. She seems to be free minded women looking for a male friend. She enters in a room with Samant, a local resident. She very frankly says him that she likes him and wants to go away with him. She becomes very romantic with him. Samant is an innocent villager and talks about different things in village. She says that she is very honest to her students and wants to do everything for them. She does not allow anyone to interrupt in her private life. She is very clear about her private and public life. She is very excited about the play and remains unknown about what is going on behind the curtain. She is completely unconscious about the reality.

At first the characters are introduced to Miss. Benare. She has bitter experience with Prof. Damle who runs away from the real-life problems. He is also member of the theater group but he doesn't dare to come in front of the society. He developed sexual relationship with Benare and withdraws her when she becomes pregnant. All other members of the group are very jealous of Benare for being successful and independent women. So they prepare a trap for Miss. Benare



ELT in Multilingual Classrooms

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ABSTRACT

Multilingualism is a way of life in India, so we can see multiple diversity in India regarding learning and teaching English language. The teachers of India are very familiar with our multilingual society and ways of learning. They must put in efforts to evolve alternative materials and methods. We can generate a number of new ideas and interesting ways of teaching English. It should be possible for every learner to learn English in an enjoyable way without fear. Only the teachers can change the fate of future generations. The teachers face the learners every day in the classrooms. Every day they have different experiences. It is the fact that the teachers teach the grammar or Phonetics only theoretically but never teach them to use every day English. So it is the necessity to teach the learners to speak and write mere English. In India the teaching of English is carried on mechanically without any involvement of the teachers and the learners. The exam oriented attitude of



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13. Nectar in a Sieve: A Feministic Study

Dr. Anupama Prakash Pol

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Abstract

The present paper deals with the feministic references of a rural woman, Rukmini, who stands apart in the family. She fights with the financial calamity and social evils. It raises the problem of dowry, infertility, the necessity of male child, prostitution, purdah system women's safety, security, unplanned families with meager economic resources and loss of privacy. It talks an awful tale of how hunger leads Rukmini to her catastrophe from her marriage to her widowed state. There is a lot of criticism on Kamla Markandaya regarding different aspects of her writings. This paper tries to discuss the novel as a feministic study

Key Words: prostitution, barrenness, equality, hunger, colonial, exploitation.

Introduction

For a feministic study of the novel, we must know the silent features of feminist literature. The first most important feature is woman's experience as the central concern of the author's writing such feminist literature focuses on feminine values and tries to connect various myths regarding woman. In the literature women is the central figure. It brings out the oppressive conditions of women in a male dominated society. The writers become more articulate and conscious while speaking about women's experiences. They try to create space for women and present women's problems with emotions and feelings. They expose the male dominated systems and speak boldly on the topic of family and marriage. The writers of post-independent India write mostly about the destiny of female in the rapidly changing country. The goal of the feminists is limited to the conception of equality between man and woman. They focus on the issue of equality only, it shows that in a male dominated society. There is a very little self-satisfaction or victory that a woman can aspire for.

Kamla Markandaya expose the another side of woman in the novel. Though Rukmini, the heroine, has heroic qualities, she did not succeed at the end. She does not get equal treatment from her husband, she fights with all the hurdles of the family. The novelist raised the various problems of women in the novel. Hunger is one of the major theme of this novel which shows

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JANE AUSTEN AS A NOVELIST: A STUDY

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ABSTRACT

The present paper try to focus on the major contributions of Jane Austen during the Romantic Age. This period was a revolutionary period in literature and rebellion against the old standards of Classicism. The writers of this period tried to establish individual freedom in the world of imagination. In the present paper the focus is on the discussion of the features of Jane Austen's novels. As a novelist of Romantic Age, she wrote her novels to please herself. The novel was a popular form of literature during this period. She wrote domestic and realistic novels like – Pride and Prejudice, Sense and Sensibility, Emma, Mansfield Park, Northanger Abbey and Persuasion. There was a growing demand for sentimentality and realistic literature. There was increase in the number of women readers. After the death of Jane Austen, the demand of sentimental novel was increased. She wrote several novels before she was twenty five but no any novel was published before her death. She was not influenced by the current fashion in fiction or by the revolutionary ideas. The present paper focuses on the most important features of her novels and also discusses her major contributions.

Keywords: imagination, sentimentality, craftsmanship, purity, simplicity...

INTRODUCTION

Jan Austen had written several of her novels before she was twenty five she began to write earlier but unfortunately not a single novel was published before her death. She wrote only novels, but these novels are highest in quality. She had the qualities of purity, simplicity and sensitivity which made her popular. She wrote domestic and realistic novels which focused the real characters of life. She discussed the domestic problems though womanist view, so there was a large increase in the number of women readers during the Romantic Age. She discussed the problems of woman in her novels through the point of view of woman she was not attracted by revolutionary ideas. Though her novels became popular. Her well known works were pride of prejudice 'sense and sensibility' and 'Emma'. The present paper will discuss some of the feature of her novels, like 'pride and prejudice' and sense and 'sensitivity'.

Silent Features of her Novel: during the romantic Age, the writers were influenced by revolutionary ideas and they wrote for pleasing themselves. But unlike all those writers of Romantic Age, Jane Austen was not influenced by these ideas. She wrote her novels with realistic approach. Some of the main features of her novels are as follows:

- **Limited Range of her Novels:** Jane Austen wrote very limited number of novels. She obeyed the first rule of imaginative composition. She stayed within the range of her imaginative inspiration, it was very limited one. It was confined to human beings in their personal relations. Man in relation to God, to politics to abstract ideas, passed her by. It was only when she saw him his family and his neighbors that her creative impulse began to stir activity. She described Mrs. Brown not as a soul or as a citizen but only as the wife of Mr. Brown. Her view was towards Mrs. Brawn was limited by the fact that in general she describes Mrs. Brown in only one perspective i.e. of satiric. Her first literary impulse was humorous. It was her integral part to end of her life of her creative process. The smile was one of the feature which began to spread across her features of imagination. So smile was the signature on her finished work. Due to her angle of satiric vision, she could create the light of wit to the works of literature in the world. Her characters were live character. They belonged to middle class society. They were not described as very adventurous. There was presence of very limited range of events in the life of characters. All male characters were shown with female characters. No men were left alone in her novels. All the stories were told from the point of view of a woman. All the stories dealt with such person and events which could naturally came under the observation.
- **Realistic Approach:** As there was a limited range, in all aspects, there was reference of convincing delineation of characters. Her humoristic approach, ordinary experience, fine discrimination of human personalities and the development of personality under stress made her novels more readable with joy and countless number of readers. We did not find too much sentimentality in the novels of Jane Austen. It is the range of everyday experience, with which everyone is familiar, and her interpretation of individual personalities and happiness is as fresh today as ever. In her novel, 'Pride and Prejudice', there are two sins as conspicuous in everyday affairs as when she delineated their effect so humorously that bears their names. In the novel, 'Emma', the character tells of a delightful girl who is as essentially true to life today as she was in

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TITLE OF THE PAPER: GLOBALIZATION, INDIAN LITERATURE AND CULTURE

Dr. Anupama Prakash Pol

Head, Dept. of English, K.N.Bhise Arts and Commerce College, Kurduwadi.

Abstract

This paper tries to present some interpretations of the concept with indications that global integration is superficial. Global debate has enhanced the consciousness of societies to delimit its spread so as to maintain cultural boundaries. Culture the soul of the people, is territorially conditioned. Although globalization is meant to be culturally neutral, the language and content in gaining access to it is made out to be culturally homogenizing. This paper plans to show that powerful non-English cultural territories are in the process of a counter effect. There are differing manifestations such as monoculture, global neighborhood, global governance, etc. The globalization has dominant power. The globalization surely affects the literature and society. Through technological advances globalization has come to mean the economic and cultural interconnectedness of people in a world bereft of borders. It is a complex metaphor the world is experiencing possibly with the motive to expand links across humanity, to evolve a global consciousness. It is similar to the modernization with shades of difference. Globalization is a social process in which the constraints of geography on social and cultural arrangements recede and in which people become increasingly aware that they are receding. Therefore globalization can be perceived as a historical transformation to vigorously spread and propagate practices, values and technologies in shaping human activities. It is emerging as a political response to the expansion of market power- a domain of knowledge where power is intended to be centralized and un-sharable, borne out by the fact that most world organizations are moral covers for powerful nations who rule the world through a smokescreen.

Key Words – globalization, global, culture, language, literature

Introduction

Globalization can be defined as the incorrectness of nations at a purely surface level like Economics. It is perceived as a narrative contradictions and incoherence according to the point of the power of socio-cultural parameters like- race, religion, language and economy. In the view of Arthur Miller, the famous American writer, Arts is a highway into the soul of the people with the power to unlock the secrets of global cultures. Race, religion and language are the most important symbols that keep the nations across the world diverse as cultural zones. The effect of globalization on literature leads to the mixing of cultures in particular places and practices. It can be interpreted differently according to the local tradition, the universal must take particular form.

Globalization can be meant social change or modernity. Some critics see it as an economic nightmare for the poor. It is the way of thinking about the world that has contradictory implications. According to the view of Yogendra Singh, it changes social structure and challenges traditional values in the religions towards mobility. It is crystalized through the television media, political conflicts and rational progress through intellectual debates.

**INDIANNESS IN 'THE OLD STONE MANSION'****MRS. ANUPAMA PRAKASHI POL**

M.A. (English) NET, PGDTE

Head, Dept. of English,

K. N. Bhise, Arts and Commerce College, Kurduwadi,
Solapur University, Solapur.**ABSTRACT**

Mahesh Elkunchwar represented 'Deshpandes Wada' not just as a symbol but the representative of the vast Indian cultural ethos. Today, we could see the same condition of old stone mansions in the rural areas of India despite of changes in the castes and creed. These old stone mansions and the Indian joint-families living in Wada have not yet cut off their culture roots in the false praise of 'Modernity'. The present paper focuses on Indianness with reference to Indian aspects represented in the drama 'The Old Stone Mansion'. The main intension of the present paper is to highlight the Indian culture, tradition and religious activities according to Indian psychology. As being an Indian drama, the mansion itself is the symbol of Indian culture. The paper tries to focus realities of the old stone mansions in India and the condition of joint families living in them. It shows how the drama is a family centered realistic play. It focuses on typical Indian women who are the true protectors of Indian traditions. The present paper tries to represent the rustic life in India with specific reference to Vidarbha region in Maharashtra. It also mentions the real cause of behind the crumbling ethos of the old stone mansion in India.

Introduction

Mahesh Elkunchwar is an Indian Marathi playwright, born in 1938, in the Vidarbha region of Maharashtra. The present drama shows a battle between the old feudalism and commercialism in the post-colonial period. The effect of post-colonialism represents that after independence, people had diverse opinions about the colonizers. The play is about realism with reference to the traditional mansion in rural areas. It is about feudal families who had to face the harsh realities of the changes in social order during and after British Raj. It also talks about the inner darkness in the souls of the human beings. It is a family centered realistic play.

Indian Aspects

In most of the India dramas, we have different aspects which show Indianness. Some of the important aspects can be religion, culture, tradition, rural background, rural language, lifestyle in rural area, belongingness, agriculture, selfishness, inner darkness of souls, absurdity, etc. Through these aspects the writer tries to focus on Indianness of the play. We will discuss all these aspects with illustration.

1. Religious Aspect

The play opens with the discussion of family members for the past-funeral ceremony of Tatyaji; the head of the family. All are gathered together only for this religious activity

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Measuring Oral Communication Skills at Undergraduate Level: A Case Study**Prof. Mrs. Pol Anupama Prakash***K.N. Bhise, Arts and Commerce College, Kurduwadi, (Maharashtra) India***Abstract**

The present study is a case study which does not claim to find a solution once and for all to the vexed question of poor oral communication skills in second language learners. It attempts to identify these factors and tries to focus on major issues responsible for learners' weakness in spoken fluency. It tries to give some recommendations for improving the second language learners' spoken fluency. It also aims to identify the pattern of communication strategies used by second language learners. It tries to examine the obtained data on the second language learners' use of communication strategies. It focuses on neglected skills of speaking fluently in English as second language learners. The present paper tries to focus on the use of communication strategies which can improve the oral communication skills of second language learners. Though it is a fact that there is a lot of research in this area, the use of communication strategies is still limited in communication. The second language learners are not well-versed with the implementation of communication strategies in oral communication. We cannot deny that the teachers concentrate mainly on developing writing skills which are tested in examination. While developing speaking skills or oral proficiency is given least importance in the classroom situations. This study will provide a model for developing oral communication skills with the use of communication strategies. It will help to measure oral communication skills with the help of fluency and accuracy after making use of communication strategies. Hence the present study is significant in the area of research on second language learning.

Key Words: fluency, accuracy, oral communication skills, communication strategies, second language learning, proficiency

Introduction

Oral communication is the vital component of the language arts curriculum. Speech enables the students to make connections between what they know and what they are learning. Speaking skill is the basis for efficient learning of language. At the same time, speaking is the most crucial part of the language learning process. Learning of a language depends completely on its understanding and comprehension. So for effective and successful communication, the learners have to develop their oral

communication skills. When the ability of speaking is developed, he learns how to speak, what to speak and where to speak. This leads to the development in the fluency as well as the effectiveness in speaking.

The demand of English speaking skill in our students is increasing day by day. Accordingly, it is necessary to develop oral communication skills and to identify which factors can affect their fluency and accuracy. To develop fluency and accuracy in a second language is a developmental process which requires a lot of exercise and time. If

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A STUDY OF ENGLISH COMMUNICATION STRATEGIES OF STUDENTS FROM THE COLLEGES AFFILIATED TO SOLAPUR UNIVERSITY

Mrs. Pol Anupama Prakash, K.N.Bhise, Arts and Commerce College, Kurduwadi

Abstract

As a second language learner, students face problems in oral communication of English language. These problems affect English language ability of ESL learners. The present study tries to find out types of Communication Strategies used by the ESL learners in Solapur University to overcome their oral communication problems. The study aims to state the correlation between oral communication skills and Communication Strategies. It tries to find out correlation between fluency and accuracy of ESL learners. It focuses on the factors that affect oral communication skills of the ESL learners. It attempts to measure oral communication skills of ESL learners in Solapur University in terms of fluency and accuracy. Five hundred Solapur University students participated in the study. The data is collected in the form of questionnaires, interviews and audio recordings of the learners and teachers from affiliated colleges of Solapur University. With the help of quantitative, qualitative and statistical analysis of the collected data from the informants of Solapur University learners and teachers, it is found that the ESL learners use various Communication Strategies like- paraphrasing, explanation, word-coinage, code switching, miming, fillers, topic avoidance etc. to overcome their oral communication problems in English. From the statistical analysis it is found that there is a positive correlation

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19. To Study the Relationship between Available Water Reservoirs and Land Use Land Cover for the Tributary Basin of Sina River, Maharashtra, India

Dr. NagareVikas B.

K.N.B.A.C. and V.P.S. College Bhosare, Kurduwadi.

Abstract

Now Indian villages is facing the biggest problem of water availability for drinking and also for Agriculture. The Indian agriculture is totally depend on the precipitation, but now a day and day to day precipitation has been going to decreases. The present study is depend on micro level study that is tributary basin of Sina River which is the tributary of Dhima River basin, this is one of the study of micro level. The given study area is located in a small village of Maharashtra that is Rogole, Zinkale, Riturgaon etc. The selected area is not only under totally water scarcity zone and rain shadow region but also selected area has inadequate rainfall distribution, therefore there is water scarcity in this region because of that the area is always under area of drought zone. So there is need to study the relationship between available water reservoirs and land use land cover pattern. At the time of field survey there is sequence of Kolhapur type tank constructed after the year of 2014. But the size of tank is very small, because of that the water storage capacity is also low, but the production of agriculture has going to increases because of the area under agriculture is increased because of such type of water reservoir constructed. In this study we find out that there is hardly 9 small Kolhapur type tanks is available so we give an information of the study area what is the situation of agriculture area before the construction of Kolhapur type tank and what change occur after construction of Kolhapur type tanks type in the study area for this objective fulfillment we obtained the IRS satellite images of the year of 2008, and the IRS satellite images of the year of 2016. For the analysis of the bothe durational images we find out that the cropped land area is increased 7.72 %, Scanty vegetation is increased 2.30 % and Mixed fodder land also increased 6.89% but the barren land is decreased 17.48 % and water body is increased only 0.14 %.

Key Words:- Water Reservoirs, Land Use Land Cover, Tributary, basin of Sina River Basin, Agriculture, Cropped land, Vegetation, Kolhapur type Tank etc.

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के.एन.पिमे कॉलेज, कुर्डूवाडी, ता. माढा, जि. सोलापूर

प्रस्तावना :

शरणकुमार लिंबाळे हे मराठी साहित्यातील अलीकडच्या काळातील दखलपात्र असे लेखक आहेत. मराठी साहित्याला भाषा, प्रांत, वंश आदि सीमांच्या पलीकडे घेऊन जाण्याचे कार्य लिंबाळे यांनी केलेले आहे. मराठीतील विविध साहित्य प्रकारांना स्वतःच्या प्रतिमेचा वैश्विक स्पर्श मिळवून देणारे लेखक म्हणून लिंबाळे यांच्या नावाचा आवर्जून उल्लेख करावा लागतो. मानवी जीवन जाणिवेच्या सर्वांगीण वेध घेणारे लेखक म्हणून लिंबाळे मराठी साहित्यात सर्वानाच परिचित आहेत. त्यांनी दलित साहित्यात आत्मकथन, कथा, कादंबरी, कविता इत्यादी साहित्यप्रवाहात मोलाची कामगिरी केलेली आहे. त्याप्रमाणे त्यांनी मोलाचे असे वैचारिक लेखन केले आहे. त्याचबरोबर काही संपादने करून दलित साहित्यात मोलाची भर घातली आहे. या त्यांच्या संपादन आणि वैचारिक साहित्याचे योगदान एकूणच मराठी साहित्यात काय आहे याचा शोध शरणकुमार लिंबाळे यांच्या काही निवडक संपादनांच्या व वैचारिक ग्रंथांच्या आधारे प्रस्तुत शोधनिबंधातून घ्यावयाचा आहे.

शरणकुमार लिंबाळे यांनी संवेदनशील व मुजनशील लेखनाबरोबर जे ग्रंथ संपादित केले आहेत, ते संख्यात्मक आणि गुणात्मक दृष्ट्याही मराठी साहित्यात वैशिष्ट्यपूर्ण ठरतात. दलित जीवनव्यवस्थेतीलच नव्हे तर सामाजिक व्यवस्थेतील मानदंड, वाङ्मयीन अवकाश सांस्कृतिक संघर्ष, राजकीय अनास्था,

धार्मिक संघर्ष आदि प्रश्नांची उकल करणाऱ्या लेखांचे संकलन करून त्यामागील आपली भूमिकाही त्यांनी अत्यंत सूत्रबद्धतेने मांडलेली आहे.

स्वातंत्र्यानंतरच्या कालखंडात दलितांच्या सामाजिक वास्तवाशी निगडित अनेक प्रश्न निर्माण झाले. दलितांना माणूस म्हणून नाकारले जाणे, अस्पृश्यता, शिक्षण व्यवस्थेतून बेदखल केले जाणे आदी गंभीर प्रश्नांनी दलित समुहाचे विभिन्न मार्गांनी शोषण मुरू होते. लिंबाळेंनी या विविध प्रश्नांच्या सोडवणूकीसाठी विभिन्न दृष्टीकोनातून छेद देण्याचा प्रयत्न केलेला दिसून येतो. तत्कालीन मराठी वाङ्मयीन क्षेत्रात काही वाङ्मयीन व अवाङ्मयीन प्रश्न निर्माण झाले. या प्रश्नांना मृळ्यातून वेध घेण्याचा प्रयत्न शरणकुमार लिंबाळे यांनी आपल्या वाङ्मयीन, संपादनातून घेतल्याचा दिसून येतो.

‘दलित साहित्य : शतकातील दलित विचार’, ‘दलित प्रेमकविता’ आणि ‘गावकुसाबाहेरील कथा’ ही त्यांनी संपादने वाङ्मयीन दृष्टीकोनातून अत्यंत महत्त्वपूर्ण ठरताना दिसतात. ‘दलित साहित्य’ हे शरणकुमार लिंबाळे यांचे महत्त्वपूर्ण संकलन आहे. १९८० ते १९९० या कालखंडात भरलेल्या दलित साहित्य संमेलनाच्या अध्यक्षांचे अध्यक्षीय भाषणांचे ते संकलन आहे. दलित साहित्य निर्मितीपासून त्यावर अनेक अंगानी चर्चा व चिकित्सा झालेली आहे. दलित साहित्याच्या प्रेरणा, प्रवृत्ती, नकार आणि विद्रोही भूमिकांचे आकलन होण्याच्या दृष्टीने प्रस्तुत ग्रंथ महत्त्वपूर्ण ठरतो. स्वातंत्र्योत्तर कालखंडात शिक्षणाने आलेल्या आत्मभानाने डॉ. बाबासाहेब आंबेडकरांच्या प्रेरणेने दलित, शोषित, वंचित माणूस जागा झाला. हा दलित माणूस आपल्या भावना प्रथमच अभिव्यक्त करू लागला. या दलित माणसाच्या वेदना, विद्रोह आणि नकाराच्या आत्मपरिक्षणाचा संवेदनशील अविष्कार म्हणजे ‘गावकुसाबाहेरील कथा’ हे लिंबाळेचे संपादन होय. प्रस्तुत संपादनातून दलित कथेचे सुरुवातीपासूनच स्वरूप स्पष्ट होते. या बाबतीत प्रकाश खराग म्हणतात, “गावकुसा बाहेरील कथासाहित्याच्या संपादनाने मराठी कथेतिहासाला वाङ्मयविषयक व जीवनविषयक नवे मूल्यात्मक भान दिले आहे. विमाव्या शतकातील

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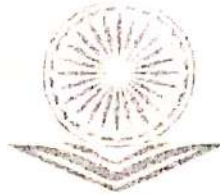
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मराठी विभागप्रमुख, के.एन.मिसे कॉलेज, कुर्डुवाडी, ता. माढा, जि. सांगलीपूर.

प्रस्तावना

मराठी साहित्य गिरवात शरणकुमार लिंबाळे हे नाव अवक्समाशी या आत्मकथनाशी जोडले गेलेले आहे या आत्मकथनाने त्यांची एक आत्मकथनकार म्हणून ओळख निर्माण झाली. पण त्यांनी आपला साहित्यप्रवास तेवढ्यापुरताच ग्यादित ठेवला नाही, तर आत्मकथनावरोंबर, कादंबरी, कविता, कथा, वैचारिक लेखन यामध्येही आपल्या कर्तृत्वाचा ठसा उमटवलेला आहे. मराठी दलित कथेला लाभलेला संपन्न वारशात शरणकुमार लिंबाळे याची कथाही मोलाची भर घालताना दिसते 'दलित ब्राह्मण', 'उद्रेक' यांसारख्या कथासंग्रहातून दलित समुहाच्या शोषणाविषयी, दारिद्र्याविषयी दलितत्वाच्या विविध पैलूविषयी त्यांची भूमिका नेमकेपणाने अभिव्यक्त होताना दिसते.

शरणकुमार लिंबाळे यांच्या साहित्याच्या मुळाशी सामाजिक बांधिलकीचे सूत्र आहे. त्याबद्दल अविनाश सांगोलेकर याचे मत पुढीलप्रमाणे, "शरणकुमार लिंबाळे यांच्या साहित्याच्या मुळाशी सामाजिक बांधिलकीचे सूत्र आहे. ही बांधिलकी बुद्ध, कबीर, मार्क्स, फुले, डॉ. आंबेडकर यांच्या विचारांशी जशी आहे, तशीच ती स्वातंत्र्य, समता, बहुता ह्या चतुःसूत्रीशीही आहे ही बांधिलकी दलित चळवळीशी आहे, दलित समाजाशी आहे. एकूणच दलित कथा डॉ. आंबेडकरांच्या विचारप्रेरणेतून निर्माण झाली आहे. ती दलित समाजाच्या व्यथा विवचना मांडते." शरणकुमार लिंबाळेचे कथासाहित्य दलित समाजाच्या व्यथा येदनाचा व एकूणच दलित समाजाच्या अन्याय अत्याचाराचा वेध घेताना दिसते. तो कसा घेतला आहे याचा शोध 'दलित ब्राह्मण' या कथा संग्रहाच्या आधारे प्रस्तुत शोध निबंधात आपणास घ्यावयाचा आहे.

'दलित ब्राह्मण' हा शरणकुमार लिंबाळे याचा महत्त्वाचा कथासंग्रह असून, ब्राह्मणी जीवनशैलीचे अनुकरण करणाऱ्या दलितास दलित ब्राह्मण असे म्हटले जाते. शरणकुमार लिंबाळे म्हणतात "समाजात ब्राह्मण्य ही एक मानसिकता आहे. भारतातील जातीप्रधान समाजात ही मानसिकता प्रत्येकाच्या मना-मंदूत भिनलेली आहे. लेखक, फलावंत आणि विचारवंत हे देखील यास अपवाद असू शकत नाहीत" शिक्षण आणि नोकरीतून मिळालेल्या स्थैर्याने दलितांच्या जीवनशैलीत परिवर्तन झाले आहे. जीवनशैली बरोबर त्यांच्या वैचारिक भूमिकांमध्येही काही प्रमाणात बदल झाले. त्या पार्श्वभूमीवरच दलित ब्राह्मण ही संज्ञा उदयास आलेली दिसते. वास्तविक पाहता दलित चळवळीत हा शब्द तिरस्काराने वापरला जातो. शरणकुमार लिंबाळे यांच्या प्रस्तुत कथासंग्रहातून ब्राह्मणीकरण झालेल्या दलित समुहापासून दूरावलेल्या नायकाची काही वैशिष्ट्यपूर्ण चित्रे येत आहेत.

आंतरजातीय विवाहास आजही समाज मान्यता नाही. 'रजनी' ही कथा अशा आंतरजातीय विवाह केलेल्या जोडप्यास तत्कालीन परिस्थितीत अनेक सामाजिक रोषाना सामोरे जावे लागते याचे चित्रण करते. त्यांना समाजाकडून विदारक अनुभव आल्यामुळे आपल्या मुलीने म्हणजे 'रजनी' आंतरजातीय विवाह करू नये असे वाटणे स्थामाविकच आहे कारण आंतरजातीय विवाह केल्यानंतर काय यातना मांगाव्या लागतात याची जाणीव या जोडप्याला

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मराठी विभागप्रमुख, के.एन.भिसं कॉलेज, कुर्दवाडी, ता. माढा, जि. सोलापूर.

प्रस्तावना

मराठी साहित्य विश्वास शरणकुमार लिवाळे हे नाव अवकरमाशी या आत्मकथनानी जोडले गेले आहे या आत्मकथनाने त्यांना सर्वार्थाने स्वतःची वेगळी ओळख मिळवून दिली. परंतु त्याचे साहित्यविषयक कर्तृत्व मात्र तेवढ्यावरच मर्यादित राहिले नाही आत्मकथनानी त्याचा साहित्यविश्वात झालेला प्रवास त्यानंतर अधिकाधिक द्विगुणित होत गेला मुलत कवीची प्रवृत्ती असणाऱ्या लिवाळेनी आत्मकथनावरच कथा, कादंबरी आणि वैचारिक साहित्याचीही लक्षवेधी निर्मिती केलेली आहे महाराष्ट्रातील आंबेडकरी चळवळ, दलित पेंथर, नामांतर आदि आशय विषयांनी त्याच्या कादंबरीचा आवाका व्यापलेला आहे भारतीय राजकारणात त्यांच्या कादंबरीत दलित समुह जीवनाचे व समुहमनाचे चित्रण आलेले आहे भारतासारख्या लोकशाही देशात दलित, शोषित, पिडीत समाजाला हिंदुत्ववाद्यांकडून कशी वागणूक मिळते याचे यथार्थ वर्णन शरणकुमार लिवाळे यांच्या कादंबऱ्या करतात त्याच्या उपल्या, बहुजन, झुड अशा अनेक कादंबऱ्या प्रकाशित झाल्या आहेत या कादंबऱ्यांपैकी आपण प्रस्तुत शोधनिकघात 'हिंदू' या त्याच्या कादंबरीतून कोणत्या सामाजिक जाणिवांचा प्रत्यय येतो याचा शोध घेणार आहोत.

शरणकुमार लिवाळे यांची उपल्या, हिंदू व बहुजन या कादंबरींमधील 'हिंदू' ही कमशा प्रकाशित होणारी दुसरी कादंबरी आहे 2003 साली प्रकाशित झालेल्या कादंबरीत दलितांच्या मनात हिंदुत्व या संकल्पनेविषयी असणाऱ्या सकारात्मक आणि नकारात्मक जाणिवांचा द्विआत्मक आविष्कार झालेला आहे. या कादंबरीविषयी केशव मेश्राम म्हणतात "शरणकुमार यांची उपल्या प्रकाशित झाल्यानंतर त्याचाच पुढचा भाग म्हणून 'हिंदू' कादंबरी प्रकाशित झाली नव्वद नंतर हिंदुत्ववादी ताकद भारतीय राजकारणात कशा सक्रीय होतात आणि त्यात दलितांची कशी फरफट होते हा विषय या कादंबरीच्या केंद्रस्थानी असलेला दिसून येतो." नव्वदनंतर हिंदुत्ववादी राजकारणाचा चेहरामोहराच बदलून गेला जातीयता, धर्माघतेचे चटक अधिकच तीव्रतेने दलितांना जाणवू लागले त्यामुळे दलितांची अवस्था अत्यंत वाईट झाली याबद्दल शरणकुमार लिवाळे लिहीतात, "हिंदू समाजातील विषम ताणबाणे आणि विकृत जातीयव्यवस्थेची चिरफाड करण्यासाठी हिंदू कादंबरी लिहिली आहे आपल्या देशावरील जातीयव्यवस्थेचा कलंक नष्ट झाल्याशिवाय हा देश सुंदर होणार नाही जाती व्यवस्थेविरुद्ध बोलणे म्हणजे आपल्या राष्ट्राच्या ऐक्याची सौंदर्याची भाषा बोलणे होय" लेखकाच्या मनातील हिंदुत्वविषयक आणि एकूणच मानवी धर्मविषयक जाणिवांचे मुक्त चिंतन प्रस्तुत कादंबरीतून आपणास अनुभवयास मिळते हिंदू कादंबरीतून खालील सामाजिक जाणिवा अभिव्यक्त झालेल्या दिसून येतात.

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शरणकुमार लिंबाळे यांचे संपादन आणि वैचारिक साहित्यातील योगदान

प्रा. प्रकाश सदाशिव कांबळे
मराठी विभागप्रमुख,
के.एन.पिमे कॉलेज, कुर्डूवाडी, ता. माढा, जि. सोलापूर

प्रस्तावना :

शरणकुमार लिंबाळे हे मराठी साहित्यातील अलीकडच्या काळातील दखलपात्र असे लेखक आहेत. मराठी साहित्याला भाषा, प्रांत, वंश आदि सीमांच्या पलीकडे घेऊन जाण्याचे कार्य लिंबाळे यांनी केलेले आहे. मराठीतील विविध साहित्य प्रकारांना स्वतःच्या प्रतिमेचा वैश्विक स्पर्श मिळवून देणारे लेखक म्हणून लिंबाळे यांच्या नावाचा आवर्जून उल्लेख करावा लागतो. मानवी जीवन जाणिवेच्या सर्वांगीण वेध घेणारे लेखक म्हणून लिंबाळे मराठी साहित्यात सर्वानाच परिचित आहेत. त्यांनी दलित साहित्यात आत्मकथन, कथा, कादंबरी, कविता इत्यादी साहित्यप्रवाहांत मोलाची कामगिरी केलेली आहे. त्याप्रमाणे त्यांनी मोलाचे असे वैचारिक लेखन केले आहे. त्याचबरोबर काही संपादने करून दलित साहित्यात मोलाची भर घातली आहे. या त्यांच्या संपादन आणि वैचारिक साहित्याचे योगदान एकूणच मराठी साहित्यात काय आहे याचा शोध शरणकुमार लिंबाळे यांच्या काही निवडक संपादनांच्या व वैचारिक ग्रंथांच्या आधारे प्रस्तुत शोधनिबंधातून घ्यावयाचा आहे.

शरणकुमार लिंबाळे यांनी संवेदनशील व मुजनशील लेखनाबरोबर जे ग्रंथ संपादित केले आहेत, ते संख्यात्मक आणि गुणात्मक दृष्ट्याही मराठी साहित्यात वैशिष्ट्यपूर्ण ठरतात. दलित जीवनव्यवस्थेतीलच नव्हे तर सामाजिक व्यवस्थेतील मानदंड, वाङ्मयीन अवकाश सांस्कृतिक संघर्ष, राजकीय अनास्था,

धार्मिक संघर्ष आदि प्रश्नांची उकल करणाऱ्या लेखांचे संकलन करून त्यामागील आपली भूमिकाही त्यांनी अत्यंत सूत्रबद्धतेने मांडलेली आहे.

स्वातंत्र्यानंतरच्या कालखंडात दलितांच्या सामाजिक वास्तवाशी निगडित अनेक प्रश्न निर्माण झाले. दलितांना माणूस म्हणून नाकारले जाणे, अस्पृश्यता, शिक्षण व्यवस्थेतून बेदखल केले जाणे आदी गंभीर प्रश्नांनी दलित समुहाचे विभिन्न मार्गांनी शोषण मुरू होते. लिंबाळेंनी या विविध प्रश्नांच्या सोडवणूकासाठी विभिन्न दृष्टीकोनातून छेद देण्याचा प्रयत्न केलेला दिसून येतो. तत्कालीन मराठी वाङ्मयीन क्षेत्रात काही वाङ्मयीन व अवाङ्मयीन प्रश्न निर्माण झाले. या प्रश्नांना मृळ्यातून वेध घेण्याचा प्रयत्न शरणकुमार लिंबाळे यांनी आपल्या वाङ्मयीन, संपादनातून घेतल्याचा दिसून येतो.

‘दलित साहित्य : शतकातील दलित विचार’, ‘दलित प्रेमकविता’ आणि ‘गावकुसाबाहेरील कथा’ ही त्यांनी संपादने वाङ्मयीन दृष्टीकोनातून अत्यंत महत्त्वपूर्ण ठरताना दिसतात. ‘दलित साहित्य’ हे शरणकुमार लिंबाळे यांचे महत्त्वपूर्ण संकलन आहे. १९८० ते १९९० या कालखंडात भरलेल्या दलित साहित्य संमेलनाच्या अध्यक्षांचे अध्यक्षीय भाषणांचे ते संकलन आहे. दलित साहित्य निर्मितीपासून त्यावर अनेक अंगानी चर्चा व चिकित्सा झालेली आहे. दलित साहित्याच्या प्रेरणा, प्रवृत्ती, नकार आणि विद्रोही भूमिकांचे आकलन होण्याच्या दृष्टीने प्रस्तुत ग्रंथ महत्त्वपूर्ण ठरतो. स्वातंत्र्योत्तर कालखंडात शिक्षणाने आलेल्या आत्मभानाने डॉ. बाबासाहेब आंबेडकरांच्या प्रेरणेने दलित, शोषित, वंचित माणूस जागा झाला. हा दलित माणूस आपल्या भावना प्रथमच अभिव्यक्त करू लागला. या दलित माणसाच्या वेदना, विद्रोह आणि नकाराच्या आत्मपरिक्षणाचा संवेदनशील अविष्कार म्हणजे ‘गावकुसाबाहेरील कथा’ हे लिंबाळेचे संपादन होय. प्रस्तुत संपादनातून दलित कथेचे सुरुवातीपासूनच स्वरूप स्पष्ट होते. या बाबतीत प्रकाश खराग म्हणतात, “गावकुसा बाहेरील कथासाहित्याच्या संपादनाने मराठी कथेतिहासाला वाङ्मयविषयक व जीवनविषयक नवे मूल्यात्मक भान दिले आहे. विमाव्या शतकातील

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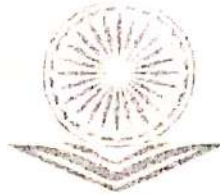
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मराठी विभागप्रमुख, के.एन.मिसे कॉलेज, कुर्डुवाडी, ता. माढा, जि. सांगलीपूर.

प्रस्तावना

मराठी साहित्य गिरवात शरणकुमार लिंबाळे हे नाव अवक्समाशी या आत्मकथनाशी जोडले गेलेले आहे या आत्मकथनाने त्यांची एक आत्मकथनकार म्हणून ओळख निर्माण झाली. पण त्यांनी आपला साहित्यप्रवास तेवढ्यापुरताच ग्यादित ठेवला नाही, तर आत्मकथनावरोंबर, कादंबरी, कविता, कथा, वैचारिक लेखन यामध्येही आपल्या कर्तृत्वाचा ठसा उमटवलेला आहे. मराठी दलित कथेला लाभलेला संपन्न वारशात शरणकुमार लिंबाळे याची कथाही मोलाची भर घालताना दिसते 'दलित ब्राह्मण', 'उद्रेक' यांसारख्या कथासंग्रहातून दलित समुहाच्या शोषणाविषयी, दारिद्र्याविषयी दलितत्वाच्या विविध पैलूविषयी त्यांची भूमिका नेमकेपणाने अभिव्यक्त होताना दिसते.

शरणकुमार लिंबाळे यांच्या साहित्याच्या मुळाशी सामाजिक बांधिलकीचे सूत्र आहे. त्याबद्दल अविनाश सांगोलेकर याचे मत पुढीलप्रमाणे, "शरणकुमार लिंबाळे यांच्या साहित्याच्या मुळाशी सामाजिक बांधिलकीचे सूत्र आहे. ही बांधिलकी बुद्ध, कबीर, मार्क्स, फुले, डॉ. आंबेडकर यांच्या विचारांशी जशी आहे, तशीच ती स्वातंत्र्य, समता, बहुता ह्या चतुःसूत्रीशीही आहे ही बांधिलकी दलित चळवळीशी आहे, दलित समाजाशी आहे. एकूणच दलित कथा डॉ. आंबेडकरांच्या विचारप्रेरणेतून निर्माण झाली आहे. ती दलित समाजाच्या व्यथा विवचना मांडते." शरणकुमार लिंबाळेचे कथासाहित्य दलित समाजाच्या व्यथा येदनाचा व एकूणच दलित समाजाच्या अन्याय अत्याचाराचा वेध घेताना दिसते. तो कसा घेतला आहे याचा शोध 'दलित ब्राह्मण' या कथा संग्रहाच्या आधारे प्रस्तुत शोध निबंधात आपणास घ्यावयाचा आहे.

'दलित ब्राह्मण' हा शरणकुमार लिंबाळे याचा महत्त्वाचा कथासंग्रह असून, ब्राह्मणी जीवनशैलीचे अनुकरण करणाऱ्या दलितास दलित ब्राह्मण असे म्हटले जाते. शरणकुमार लिंबाळे म्हणतात "समाजात ब्राह्मण्य ही एक मानसिकता आहे. भारतातील जातीप्रधान समाजात ही मानसिकता प्रत्येकाच्या मना-मंदूत भिनलेली आहे. लेखक, फलावंत आणि विचारवंत हे देखील यास अपवाद असू शकत नाहीत" शिक्षण आणि नोकरीतून मिळालेल्या स्थैर्याने दलितांच्या जीवनशैलीत परिवर्तन झाले आहे. जीवनशैली बरोबर त्यांच्या वैचारिक भूमिकांमध्येही काही प्रमाणात बदल झाले. त्या पार्श्वभूमीवरच दलित ब्राह्मण ही संज्ञा उदयास आलेली दिसते. वास्तविक पाहता दलित चळवळीत हा शब्द तिरस्काराने वापरला जातो. शरणकुमार लिंबाळे यांच्या प्रस्तुत कथासंग्रहातून ब्राह्मणीकरण झालेल्या दलित समुहापासून दूरावलेल्या नायकाची काही वैशिष्ट्यपूर्ण चित्रे येत आहेत.

आंतरजातीय विवाहास आजही समाज मान्यता नाही. 'रजनी' ही कथा अशा आंतरजातीय विवाह केलेल्या जोडप्यास तत्कालीन परिस्थितीत अनेक सामाजिक रोषाना सामोरे जावे लागते याचे चित्रण करते. त्यांना समाजाकडून विदारक अनुभव आल्यामुळे आपल्या मुलीने म्हणजे 'रजनी' आंतरजातीय विवाह करू नये असे वाटणे स्वाभाविकच आहे कारण आंतरजातीय विवाह केल्यानंतर काय यातना मांगाव्या लागतात याची जाणीव या जोडप्याला

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प्रस्तावना

मराठी साहित्य विश्वास शरणकुमार लिवाळे हे नाव अवकरमाशी या आत्मकथनानी जोडले गेले आहे या आत्मकथनाने त्यांना सर्वार्थाने स्वतःची वेगळी ओळख मिळवून दिली. परंतु त्याचे साहित्यविषयक कर्तृत्व मात्र तेवढ्यावरच मर्यादित राहिले नाही आत्मकथनानी त्याचा साहित्यविश्वात झालेला प्रवास त्यानंतर अधिकाधिक द्विगुणित होत गेला मुलत कवीची प्रवृत्ती असणाऱ्या लिवाळेनी आत्मकथनावरच कथा, कादंबरी आणि वैचारिक साहित्याचीही लक्षणी निर्मिती केलेली आहे महाराष्ट्रातील आंबेडकरी चळवळ, दलित पेंथर, नामांतर आदि आशय विषयांनी त्याच्या कादंबरीचा आवाका व्यापलेला आहे भारतीय राजकारणात त्यांच्या कादंबरीत दलित समुह जीवनाचे व समुहमनाचे चित्रण आलेले आहे भारतासारख्या लोकशाही देशात दलित, शोषित, पिडीत समाजाला हिंदुत्ववाद्यांकडून कशी वागणूक मिळते याचे यथार्थ वर्णन शरणकुमार लिवाळे यांच्या कादंबऱ्या करतात त्याच्या उपल्या, बहुजन, झुड अशा अनेक कादंबऱ्या प्रकाशित झाल्या आहेत या कादंबऱ्यांपैकी आपण प्रस्तुत शोधनिकघात 'हिंदू' या त्याच्या कादंबरीतून कोणत्या सामाजिक जाणिवांचा प्रत्यय येतो याचा शोध घेणार आहोत.

शरणकुमार लिवाळे यांची उपल्या, हिंदू व बहुजन या कादंबरींमधील 'हिंदू' ही कमशा प्रकाशित होणारी दुसरी कादंबरी आहे 2003 साली प्रकाशित झालेल्या कादंबरीत दलितांच्या मनात हिंदुत्व या संकल्पनेविषयी असणाऱ्या सकारात्मक आणि नकारात्मक जाणिवांचा द्विआत्मक आविष्कार झालेला आहे. या कादंबरीविषयी केशव मेश्राम म्हणतात "शरणकुमार यांची उपल्या प्रकाशित झाल्यानंतर त्याचाच पुढचा भाग म्हणून 'हिंदू' कादंबरी प्रकाशित झाली नव्वद नंतर हिंदुत्ववादी ताकद भारतीय राजकारणात कशा सक्रीय होतात आणि त्यात दलितांची कशी फरफट होते हा विषय या कादंबरीच्या केंद्रस्थानी असलेला दिसून येतो." नव्वदनंतर हिंदुत्ववादी राजकारणाचा चेहरामोहराच बदलून गेला जातीयता, धर्माघतेचे चटक अधिकच तीव्रतेने दलितांना जाणवू लागले त्यामुळे दलितांची अवस्था अत्यंत वाईट झाली याबद्दल शरणकुमार लिवाळे लिहीतात, "हिंदू समाजातील विषम ताणबाणे आणि विकृत जातीयवस्थेची चिरफाड करण्यासाठी हिंदू कादंबरी लिहिली आहे आपल्या देशावरील जातीयवस्थेचा कलंक नष्ट झाल्याशिवाय हा देश सुंदर होणार नाही जाती व्यवस्थेविरुद्ध बोलणे म्हणजे आपल्या राष्ट्राच्या ऐक्याची सौंदर्याची भाषा बोलणे होय" लेखकाच्या मनातील हिंदुत्वविषयक आणि एकूणच मानवी धर्मविषयक जाणिवांचे मुक्त चिंतन प्रस्तुत कादंबरीतून आपणास अनुभवयास मिळते हिंदू कादंबरीतून खालील सामाजिक जाणिवा अभिव्यक्त झालेल्या दिसून येतात.

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ता. माढा, जि. सोलापूर

प्रस्तावना :

१९८० नंतरच्या कालखंडात स्वतःच्या आत्मभानाचे व्यापक भान घेऊन शरणकुमार लिंबाळेची कविता मराठी साहित्यात दाखल झाली. साठोत्तरी कालखंडात दलिताना शिक्षणातून मिळालेल्या आत्मविश्वासाने आपले सामाजिक, सांस्कृतिक संचित कवितेच्या माध्यमातून व्यक्त केले जाऊ लागले. या काव्याचा परिघ ओलांडून शरणकुमार लिंबाळे यांची कविता दलितांचे एक दुर्लक्षित, शोषित जग आपल्या कवितेच्या माध्यमातून चित्रित करत आहेत. त्यांचे उत्पात १९८२, श्वेतपत्रिका १९८९ आणि उद्रेक २००९ हे कविता संग्रह प्रसिध्द आहेत. या त्यांच्या कविता संग्रहातून ज्या प्रेमजाणीवा व्यक्त झाल्या आहेत त्याचा शोध प्रस्तुत शोधनिबंधात घ्यावयाचा आहे.

शरणकुमार लिंबाळेची कविता सामाजिक जाणिवांनी ओतप्रोत भरलेली आहे. मानवी मनाच्या विविध जाणिवांना उजागर करण्याचा तो यशस्वी प्रयत्न करते. मानवी मनाच्या विविध कंगोऱ्यांना तो स्पर्श करते. श्रद्धा, प्रेम, संघर्ष, यातना आदि मानवी कृतीप्रवृत्तींना कलात्मकतेने साकारणारी त्यांची कविता कायमच काळाच्या प्रवाहात स्वतःचे वेगळेपण जोपासताना दिमते. 'श्वेतपत्रिका' या त्यांच्या कवितासंग्रहाच्या निवेदनात आपली काव्यविषयक भूमिका अभिव्यक्त करताना लिंबाळे म्हणतात, "माझी कविताही माझ्या अस्वस्थ मनाची अभिव्यक्ती आहे. सामाजिक

भाषण वास्तवानं मला कधीच सुखाने जगू दिलं नाही. प्रियेच्या ओठाजवळ असतानाही मला आरेळ्या ऐकू येतात, आक्रोश ऐकू येतो" मानवी जीवनातील सर्वांगसुंदर जाणीव असणाऱ्या प्रेमविषयक जाणीवेतही त्यांना समाजबांधव दलितांच्या यातनांचा, वेदनांचा, शोषणांचा आक्रोशऐकू येतो. त्यांच्या असहाय्यतेच्या आरेळ्याऐकू येतात. शरणकुमार लिंबाळे यांची कविता मानवी शुध्द प्रेमाला सामाजिक जाणिवेच्या दृष्टीकोनातूनच चित्रित करण्याचा प्रयत्न करते.

विद्रोही कवी प्रेमविषयक सुखासीन जगाच्या संकल्पनांना आपल्या कवितेतून चित्रित करून त्या जाणिवांना न्याय देऊ शकत नाही. असा एक चूकीचा विचार या महाराष्ट्रात रुजला होता. लिंबाळे सांगतात "मराठी प्रेम कविता मला नेहमीच काल्पनिक, वास्तवापासून दूर नेणारी परकी जाणीव वाटली आहे. मराठी प्रेमकवितेतील प्रेयसी व प्रियकर यात माझा आणि माझ्या प्रेयसीचा चेहरा कोठेच दिसला नाही. मराठी प्रेमकविता मृगजळाचीच वाटली. माझ्या 'प्रियेला' कवितेत आणले तरी जेव्हा कवितेत आली तेव्हा माझे 'भूत, वर्तमान आणि प्रेमाचा आदर्श ठरली'" लिंबाळेची कविता या सगळ्याचूकीच्या संकल्पनांना फोल ठरवत नव्या संकल्पनांना रुजविण्याचा प्रयत्न करते. यातनांच्या अमहात्म्य उल्लेखनेतही त्यांची प्रेमविषयक जाणीव मरत नाही. एकीकडे प्रेमविषयक संकल्पना जोपासत असतानाच त्यात कायम गुंतून न पडण्याचे आणि समाजवादलाची, संघर्षाची आवर्तने जोपासण्याचे व्रतही कवी त्यांच्या कवितेतून आग्रहीपणे मांडतो.

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राष्ट्र ध्वजागत प्रिय वाटतोच

पोलिसांच्या लाठ्याझेलून

चळवळीची सुरुवात केली

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मराठी विभागप्रमुख, के.एन.भिसे कॉलेज, कुर्दवाडी, ता. माढा, जि. सोलापूर.

प्रस्तावना

१९६० नंतर उदयास आलेले दलित साहित्य हे या देशातील दलित उपेक्षित, शोषित, पिडित यांचा प्रश्न, समस्या मांडणारे साहित्य आहे. बुध्द, फुले, कबीर यांच्या विचारांच्या प्रेरणा मानणाऱ्या या दलित साहित्यास डॉ. बाबासाहेब आंबेडकर यांच्या विचार व तत्त्वज्ञानाचा भक्कम आधार आहे किंबहुना दलित कवितेतील नकार आणि विद्रोह याच्या मागे आंबेडकरी विचारांचीच जाणीव आहे. लोकीक जीवनातील सर्वसामान्य माणसाला सुखदुःखाची जाणीव होवू नये यासाठी प्रस्थापित वर्गाने पुनर्जन्म, नशीब यासारख्या अनाकलनीय अशा कल्पना निर्माण केल्या आणि त्यामध्ये त्यास गुंतवून ठेवण्यात आले. त्यामुळे आपल्यावरच्या होणाऱ्या अन्यायाची जाणीव त्याला प्रकर्षाने झाली नाही. पण आंबेडकरी विचारांनी मिळवून दिलेल्या विवेकामुळे दलिताचे आत्मगान जागे झाले. ते आत्मशोध घेऊ लागले. त्यांना स्वत्वाची जाणीव आंबेडकरी विचारांमुळेच झाली. त्यामुळे अर्जुन डांगळे म्हणतात, "दलित साहित्याचे प्रेरणास्त्रोत हे डॉ. आंबेडकरांचे विचार आणि त्याचे कार्य आहे." दलित साहित्याचा, आंबेडकरवादाचा केंद्रबिंदू हा सामान्य माणूस आहे. जो शोषित, पिडित, दलित आहे. ज्याचे सामाजिक, आर्थिक, धार्मिक, सांस्कृतिक शोषण केले गेले आहे असा हा माणूस आहे.

दलित साहित्य कथा, कादंबरी, कविता, आत्मकथा, नाटक अशा विविध प्रकारांतून निर्माण झाले. यामध्ये कविता हा वाङ्मयप्रकारातून बऱ्याच प्रमाणात दलित मनाची अभिव्यक्त विकसित झाली आहे किंबहुना दलित साहित्यामध्ये कविता हाच प्रकार दलित समाजाच्या व्यथा वेदनांचे भान ठेवून, समाजजीवन दलित कवितेने आविष्कृत केले आहे. तिने सामाजिक, सांस्कृतिक बंड करून ज्या व्यवस्थेने दलित जीवन व्यथा विवंचनेत ठेवले त्याविरुद्ध तिने वड केले आहे. ही बंडाची सुरुवात दलित कवितेने केली आहे. "व्यवस्थेविरुद्ध बंड केले की नवी संदर्भ, नवी मुल्ये जीवनाला व त्याचबरोबर वाङ्मयास लागत असतात या बंडाची एक ऐतिहासिक कामगिरी भारतीय साहित्यात दलित वा आंबेडकरी साहित्याने केली." या विद्रोहाची, बंडाची सुरुवात दलित कवितेने केली. दलित साहित्याचे विद्रोह, वेदना नकार ही प्रामुख्याने महत्त्वाची वैशिष्ट्ये आहेत. दलित कवितेत नकाराचे स्वरूप काय आहे. याचा शोध प्रस्तुत शोधनिबंधात घेण्याचे प्रयोजन आहे.

विद्रोहाची अगोदरची स्थिती म्हणजे नकार होय. दलित कवितेतील नकार हा सवर्ण व्यवस्थेने हजारो वर्षे दलितांच्यावर लादलेल्या अन्यायी, अत्याचारी परिस्थितीतून निर्माण झाला आहे. पिढ्यान् पिढ्या दलित पिढीस शोषितांचा आहे दलितांच्या आत्ममानास व्यवस्थित ठेचण्याचा, व्यवस्थितीत प्रयत्न ज्या व्यवस्थेने केला त्याच्याविरुद्ध हा नकार उग्र स्वरूपात दिसून येतो. हा नकार आंबेडकरी विचारातून निर्माण झालेला आहे. तो नकार उच्चवर्णीय

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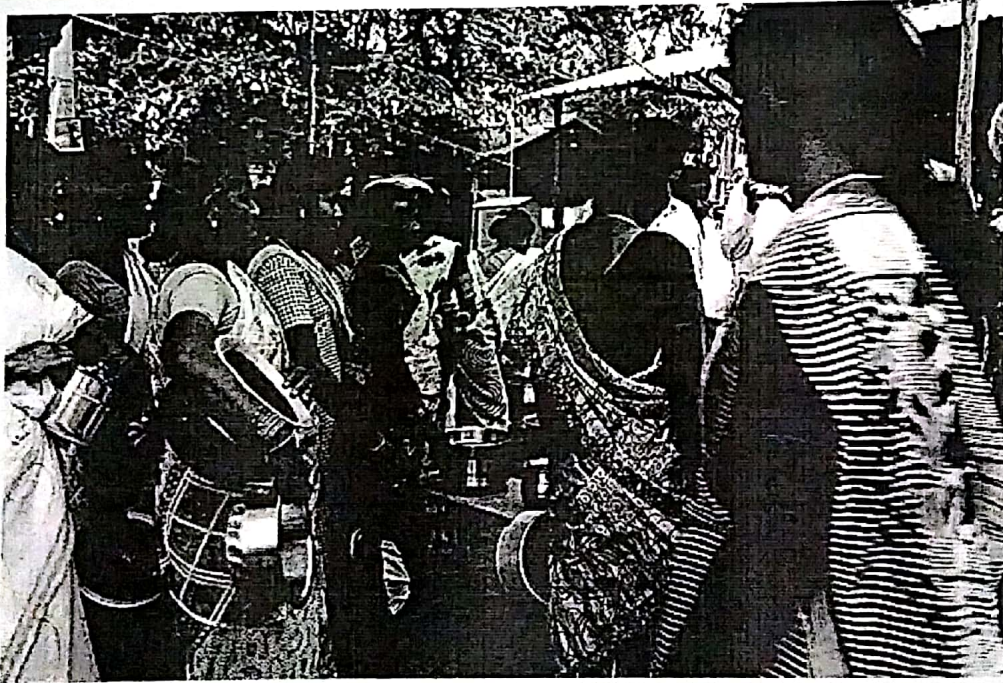
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प्रकाश कांबळे

प्रकाश कांबळे

मराठी विभाग प्रमुख, के. एन. मिसे आर्ट्स - सायन्स कॉलेज कुर्दवाडी.

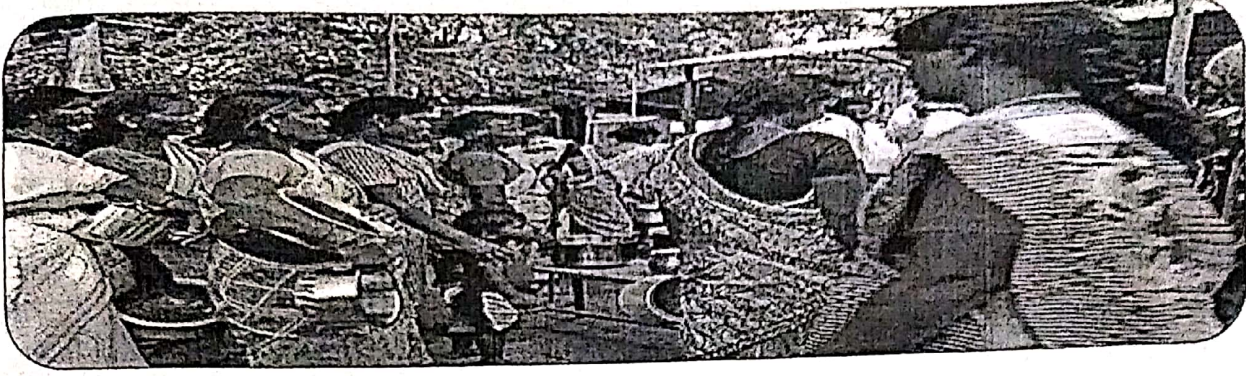
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Review Of Research



नव्वद नंतरच्या दलित कवितेतील जागतिकीकरणाचे चित्रण

प्रकाश कांबळे

मराठी विभाग प्रमुख, के. एन. भिसे आर्ट्स अँड सायन्स कॉलेज कुईवाडी,

प्रस्तावना :-

१९९० नंतरच्या कालखंडात देशाने स्विकारलेल्या मुक्त अर्थव्यवस्थेच्या धोरणाने 'जागतिकीकरणाची' प्रक्रिया आपल्या देशात सुरू झाली. काही काळानंतर जेव्हा ही प्रक्रिया स्थिरावली तेव्हा तिचे भयावह परिणाम आपणाला जाणवू लागले. सुरुवातीला निव्वळ व्यापारी आणि आर्थिक असणाऱ्या या प्रक्रियेने सामाजिक जीवनातही नंतरच्या काळात खूप मोठा बदल घडवू आणलेला दिसून येतो. या प्रक्रियेने संपूर्ण सामाजिक व्यवस्थाच ढवळून निघालेली दिसते. आंबेडकरी प्रेरणेचे वलय लाभलेल्या दलित समाजावरही या प्रक्रियेचा खोलवर परिणाम झाला. सामाजिक न्याय व समता ही मूल्ये बाजूला पडून पैसा या एकाच गोष्टीला अपरंपार महत्त्व आले. प्रत्येक क्षेत्रात खाजगीकरणाने डोके वर काढल्याने दलितांच्या हक्कांच्या राखीव जागांची संकल्पनाही मोडीत निघाली. त्यांच्या हाताला काम आणि पोटाला भाकरी मिळणेही दुरापास्त झाले. ग्रामीण आणि शहरी असा दोन्हीकडील दलित समाज यामुळे चांगलाच अडचणीत सापडला. या स्थित्यंतराचे अस्वस्थ करणारे चित्रण नव्वद. नंतरच्या दशकातील अरूण काळे, महेंद्र भवरे, उत्तम कांबळे, लोकनाथ यशवंत, धम्मपाल रत्नाकर, रोहन नागदिवे, अविनाश गायकवाड आदि कवींच्या कवितांतून येताना दिसते. प्रस्तुत शोधनिबंधातून नव्वद नंतरच्या दलित कवितेतील जागतिकीकरणाचे चित्रण यावर भाष्य करण्याचा प्रयत्न केला आहे.

१) जागतिकीकरणाच्या आगमनाचे चित्रण :-

राष्ट्रीय आंतरराष्ट्रीय पातळीवर घडणा-या सर्वघटनांचे सूचक भान जोपसणारी पिढी म्हणून समकालीन दलित पिढीकडे पाहता येते. भोवतालच्या जगण्यात तीव्र सामाजिक भान असणारी ही पिढी जागतिकीकरणाच्या परिणामाने जीवनानुभववार होऊ घातलेल्या परिणामांची, त्यांच्या सामाजिक जीवनातील अवन तीचे गंभीर आणि सूक्ष्म चित्रण करताना आढळतो. ते अरूण काळे त्यांच्या 'नंतर आलेले लोक' या कवितासंग्रहात लिहीतात,

खुष्कीच्या मार्गातून ।

मसाल्याचा ठसका आला पुन्हा इंडियाची डिस्कवरी सुरू झाली ।

सायराबाद अन्. हैदराबाद सुपरमार्केट अन् पानठेला ।

स्पेस शटल अन् सायकलरिवक्षा हेलपाट्या अन् कंटेनर्स-----

(नंतर आलेले लोक, पृष्ठ. ३०)



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महादेवी के काव्य में विरह भाव

प्रा.डॉ. साळुंखे मनिषा नामदेव

के. एन. भिसे कला, वाणिज्य, विनायकराव पाटील सायन्स

महाविद्यालय विद्यानगर कुईवाडी

शोधसार संक्षेप :-

प्रत्येक युग के साहित्य में उस युग की परिस्थितियाँ प्रत्यक्ष एवं अप्रत्यक्ष रूप में काम करती रहती हैं। छायावाद विशेष प्रकार की भाव पद्धति है। छायावादी काव्यचेतना में भारतीय एवं पाश्चात्य प्रवृत्तियों का समन्वित रूप है। पंत, निराला, प्रसाद के पश्चात छायावादी कवियों में महादेवी वर्मा का नाम आदर के साथ लिया जाता है। छायावादी काव्य को संवारने में महादेवी का बहुत बड़ा हाथ है। हृदय अनुभूतियों और सूक्ष्मतम भावनाओं की अभिव्यक्ति सफलता के साथ महादेवी ने की है। महादेवी के काव्य की विशेषता वेदना है। वे वेदना को अपने प्रियतम की देन समझकर उसका पोषण बड़ी सावधानी से करती हैं। विरह वेदना की अग्नि में जितना अधिक जलती है। अपने को उतना अधिक ही वे अपने को प्रियतम के निकट समझती हैं। दुःखी व्यक्ति का हृदय अत्यंत सहानुभूतिपूर्ण हो जाता है और इसीलिए महादेवी के सारा संसार अपना सा लगता है। इसी दुःख की वजह से अज्ञान सत्ता की ओर उन्मुख हुई है। इसी सत्ता को उन्हें प्रियतम के रूप में स्वीकार किया है। महादेवी के काव्य में तन्मयता, अनुभूति, की तीव्रता तथा माधुर्यभाव मिलता है।

प्रस्तावना :-

वेदना एवं करुणा का प्राधान्य छायावाद की एक प्रमुख विशेषता है। हर्ष-शोक, हास-रुदन, जन्म-मरण, विरह-मिलन के भावों से धीरे मानव जीवन को देखकर कवि-हृदय वेदना तथा करुणा से भर जाता है। हृदयगत भावों की अपूर्णता सौंदर्य की नश्वरता मानवी दुर्बलता के कारण कवि के काव्य में वेदना एवं करुणा पाई जाती है। महादेवी के काव्य में भावनात्मक रहस्यानुभूति पायी जाती है। वे उस अज्ञात प्रियतम को पाने के लिए निरंतर बैचन है उनके लिए तो पीडा बहुत ही अधिक स्पृहणीय है।

पर शेष नहीं होगी यह मेरे प्राणों की क्रीडा

तुमको पीडा में ढूँढा तुममें ढूँढूंगी पीडा ।

महादेवी की विरहानुभूति किसी लौकिक प्रिय के प्रति न होकर उस अज्ञात प्रियतम के प्रति हैं।

प्रस्तुत शोधनिबंध के उद्देश है -

- 1) छायावादी कवियों में महादेवी वर्मा के काव्य की जानकारी लेना ।
- 2) महादेवी के काव्य में विरह भाव को जानना ।
- 3) महादेवी के काव्यभाषा तथा शैली की जानकारी लेना ।

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स्वातंत्र्योत्तर काळातील कथा : एक आकलन

प्रा. एस. व्ही. मोहीते

कै.एन.भिसे आर्टस्, कॉमर्स ॲन्ड विनायकराव पाटील सायन्य कॉलेज, भोसरे.

प्रस्तावना :

महायुद्धानंतर मराठी कथेची जी जडण-घडण झाली त्याचे श्रेय गंगाधर गाडगीळ आणि अरविंद गोखले अशा लेखकांना दिले जाते. सत्ता, संपत्ती आणि प्रतिष्ठा ह्यापासून वंचित असलेल्या मध्यमवर्गीय लेखकांच्या मनातला परात्मभाव ह्या काळातल्या लेखनात दिसून येतो. नवकथेबरोबरच ग्रामीण कथा, दलित कथा आणि स्त्रीवादी कथांचे क्षितीज विस्तारताना दिसते. विशानवादी कथाही ह्या काळात लिहिल्या गेल्या आहेत. महायुद्ध, स्वातंत्र्य आणि शिक्षणाच्या परिणामामुळे समाजमन बदलत गेले. मध्यमवर्गीयातली 'परात्म भावना' ग्रामीण शेतकऱ्याच्या शेती-शिवारातील दैन्य, दलितांच्या व्यथा आणि वेदना ह्या काळातील कथांमधून व्यक्त झालेल्या दिसतात.



शोधनिबंधाची उद्दिष्ट्ये :

- स्वातंत्र्योत्तर काळातील कथेचे स्वरूप जाणून घेणे.
- स्वातंत्र्योत्तर काळातील कथेची वैशिष्ट्ये अधोरेखित करणे.
- स्वातंत्र्योत्तर काळातील प्रमुख कथाकारांच्या कथांचे विश्लेषण करणे.
- था वाङ्मयात चित्रित आशयाची समाजोपयोगिता तपासणे.

स्वातंत्र्योत्तर काळातील नवसाहित्यातील कवितेचे प्रवर्तक बा.सी.मढेकर हे होते, तर कथेचे गंगाधर गाडगीळ हे होते. कवितेप्रमाणेच कथाही स्वातंत्र्योत्तर काळातील परिस्थिती आणि मानवी जीवन ह्यांना सामोरी गेलेली दिसते. नवकथेत मध्यमवर्गीय माणसाच्या जीवनातील विविध विषय हाताळलेले दिसतात. विशेष करून शहरी मध्यमवर्गीय माणूस हा ह्या कथेचा केंद्रबिंदू ठरलेला दिसतो. मानवी जीवनातल्या संगती-विसंगती, सुरता आणि क्षुद्रता, स्वार्थ आणि ढोंग हे ह्या कथेचे विषय झालेले दिसतील अभिव्यक्ती आणि आशयाच्या दृष्टीने ही कथा आधुनिक वाटते. ह्या कथेत मानवी मनाची सुक्ष्म आणि तरल स्पंदने जशी व्यक्त झाली आहेत, तशी काव्यमय प्रतिमा, प्रतिके आणि रुपांंचीही रेलचेल दिसून येते. दैनंदिन जीवनातील साध्या-सोप्या विषयांना नव कथा सरळ भिडते आणि त्यातील व्यंग आणि मर्म उलगडून दाखवते.

ग्रामीण कथेमध्ये खेड्यातील जीवनाची अनुभूती व्यक्त होते. ही कथा वास्तवातून आकाराला आली आहे. वि.स.सुखटणकर, लक्ष्मणराव सरदेसाई, श्री.म.माटे, ग.ल.ढोकळ, र.वा.दिघे, व्यंकटेश माडगुळकर, शंकर पाटील, द.मा.मिरासदार, उद्धव शेळके, रणजीत देसाई, रा.रं.बोराडे, भास्कर चंदनशीव, गणेश आवटे ह्या ग्रामीण कथाकारांनी ग्रामीण जीवनावरच्या कथा लिहिल्या. त्यांनी आपल्या कथांमधून खेड्यातील ग्रामीण जीवन पद्धती, बाराबलुतेदारी, गावगाडा, निसर्ग, शेती, दुष्काळ, शेती व्यवसायातील जनावरे, ग्रामसंस्कृती ह्यांचे बारकाव्याने वर्णन केलेले दिसते.

दलितांना पशुपातळीवरचे जीवन जगावे लागत आहे. त्याला प्रस्थापित विषम समाजरचना कारणीभूत आहे. विषमतेमुळे दलितांना भोगावे लागणारे दास्य आणि आंबेडकरी चळवळीमुळे निर्माण झालेला विद्रोह हा दलित कथेतून व्यक्त होताना दिसतो. बंधू माधव, शंकरराव खरात, आण्णाभाऊ साठे ह्यांनी आपल्या कथांमधून दलितांच्या वेदना मांडल्या आहेत. अर्जुन जंगळे, अमिताभ, योगिराज बाघमारे ह्या लेखकांनी दलितांच्या जीवनातील संघर्ष चितारला आहे.

"स्वातंत्र्योत्तर मराठी कथनसाहित्यातील बदल"



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सारिका विष्णूदास मोहिते

के.एन.गिसे आर्ट्स अँड कॉमर्स कॉलेज, कुर्डवाडी, ता. माडा, जि. सोलापूर.

सारांश

१९ व्या शतकाच्या उत्तरार्धात हा स्त्रीला शिक्षण मिळालांच पाहीजे, तिला घरात व दारात पुरुषाइतकाच मान असला पाहिजे या संघर्षाकरीता सिध्द झालेला दिसतो विवाह केव्हा करावा, नवरा वारल्यास पूनर्विवाह करावा की करू नये यासारखे आयुष्यातले अत्यंत व्यक्तीगत निर्णय घेण्याचं स्वातंत्र्य तिला असलं पाहीजे असा आग्रह धरत स्त्रियांवरच्या जाचक निर्वंधाचे उच्चटन करण्यासाठी वर उल्लेखलेली सारीच सुधारक मंडळी त्या काळात धर्मवादीच्या विरोधात बंडाचा झेंडा हाती घेऊन उभी असल्याचं चित्र पाहायला मिळतं.

या सुधारक मंडळींनी घालून दिलेल्या वाटेवरून पुढे जात आणि आता स्वतःची म्हणून एक स्वतंत्र वाट या जागतिकीकरणाच्या युगात चोखाळत स्वातंत्र्यासाठी तिचा लढा आजही चालूच आहे.

प्रस्तावना

वैदिक काळापासून विसाव्या शतकाच्या मध्यापर्यंत 'धर्म' नामक सत्तेचा वापर करून, धर्माचा अडोसा घेऊन पुरुषप्रधान संस्कृतीचे स्त्रीला अपार दुःख दिलं : पण, कुठलाच समाज एकाच अवस्थेत फार काळ राहू शकत नाही. गत हा त्याचा धर्म असतोच. एकोणिसाव्या शतकाच्या अखेरीस भारत ब्रिटीशांचा गुलाम झाला आणि पुरुषी गुलामगिरीतून मुक्त होण्यासाठी मदत करणारी ठरली. शिक्षणाच्या प्रसारामुळे तरुण पिढीला भोवतालचं भान आलं. स्त्रीला वाट्याला आलेला अनन्वित छळ, अतोनात दुःख आणि त्याचा तिनं केलेला मुक्त स्विकार ह्या तरुण पिढीला बंडखोरोची प्रेरणा देत राहिला. यातूनच स्त्रीवर अन्याय करणाऱ्या अनिष्ट प्रथांविरुद्ध कर्वे, दुर्गा भागवत, कमलाबाई टिळक, कृष्णाबाई मोरे, अनुसया लिमये, गीता साने, विद्याबाळ आशी अनेक माणसं पुढे आली.

आजच्या जागतिकी करणात ही आनेक लेखक, कवि समिक्षक यांनी स्त्री स्वातंत्र्याची वाटचाल कशी आहे हे आपल्या साहीत्यातून प्रखरपणे मांडले आहे.

विषयाची निवड

आजच्या जागतिकीकरणात स्त्रीवर लादलेली बंधन साहीत्यात कशी पेरली आहेत याचा शोध घेणं त्याची कारणमिमासाठ करणं

संशोधनाचा उद्देश

१. साहीत्यातील स्त्री - स्वातंत्र्याची वाटचाल याचा अभ्यास करणे



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'अजिंठा' या त्रैमासिकात प्रसिध्द झालेली मते मुख्य संपादक, संपादक मंडळ व सल्लागार मंडळास मान्य असतीलच असे नाही. या नियतकालिकात प्रसिध्द करण्यात आलेली लेखकाची मते ही त्याची वैयक्तिक मते आहेत.

तसेच शोधनिबंधाची जबाबदारी स्वतः लेखकावर राहिल. हे नियतकालिक मालक मुद्रक प्रकाशक विनय शंकरराव हातोले यांनी अजिंठा कॉम्प्युटर अँड प्रिंटर्स जयसिंगपूर विद्यापीठ गेट औरंगाबाद येथे मुद्रित व प्रकाशित केले.

२१

शबरी कादंबरीतील विवाहित स्त्री शबरीचे व्यक्तीचित्रण

सारिका विष्णूदास मोहिते

के.एन.मिसे आर्ट्स अँड कॉमर्स कॉलेज, कुर्डवाडी, ता. माडा, जि. सोलापूर.

सारांश

२१ व्या शतकात स्त्रीला शिक्षण मिळालंच पाहिजे तिला घरात व दारात पुरुषाइतकाच मान असला पाहिजे या संघर्षकरीता सिध्द झालेला दिसतो. विवाह केव्हा करावा, नवरा कसा असावा किंवा निवडण्याचा अधिकार स्त्रियांना आजही सामाजिक बंधनातून मिळाला नाही. जर एखाद्या स्त्रीने समाजाची बंधने झुगारून वैयक्तिक निर्णय घेतला तर तीची होणारी घुसमट आपणाला ऐकायला मिळते.

प्रेम करून विवाह केला तर तो टिकतो का? दोघांचे नाते सुरक्षीत राहते का? शहरी व ग्रामीण संस्कृतीत याचे परिणाम काय होतात? या सर्व प्रश्नांची उत्तरे आम्हाला विभावरी शिरूरकर यांची कादंबरी 'शबरी' मधून मिळतात.

प्रस्तावना

वैदिक काळापासून विसाव्या शतकाच्या मध्यापर्यंत 'धर्म' नामक सत्तेचा वापर करून धर्माचा आडोसा घेऊन पुरुषप्रधान संस्कृतीने स्त्रीला अपार दुःख दिलं, पण कुठलाच समाज एकाच अवस्थेत फार काळ राहु शकत नाही. 'गत' हा त्याचा धर्म असतोच. एकोणिसाव्या शतकाच्या आखेरीस भारत ब्रिटीशांचा गुलाम झाला आणि पुरुषी पिढीला भोवतालचं भान आलं. स्त्रीच्या वाट्याला आलेला अनन्वित छळ, अतोनात दुःख आणि त्याचा तिनं केलेला मुक्त स्वीकार ह्या तरुण पिढीला बंडखोरीची प्रेरणा देत राहिला, यातूनच स्त्रीवर अन्याय करणाऱ्या अनिष्ट प्रथाविरुद्ध कवे, दुर्गा भागवत, कमलाताई टिळक, कृष्णाबाई मोरे, अनुसया लिमये, गीता साने, विभावरी शिरूरकर अशा लेखिका पुढे आल्या.

आजच्या २१ व्या शतकात या लेखक मंडळींनी स्त्रीवर होणाऱ्या वेदनाचा अविष्कार आपल्या साहित्यातून मांडण्याचा प्रयत्न केला आहे.

विषयाची निवड

२१ व्या शतकात स्त्रीवर लादलेली बंधन साहित्यात कशी पेरली आहेत याचा शोध घेणं.

संशोधनाचा उद्देश

१. शबरी कादंबरीतील 'शबरी' स्त्री व्यक्तीरेखेचा शोध घेणे.
२. 'शबरी' या व्यक्तीरेखेचा वैवाहीक जीवनाचा शोध घेणे.
३. साहित्यातून मांडलेल्या संवेदनाचा अभ्यास करणे.
४. सध्याच्या वास्तव दर्शनाचा अभ्यास करणे.

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रविंद्र शोभणे यांच्या ग्रामीण कादंबऱ्या आणि जागतीकीकरण

सारिका विष्णूदास मोहिते

के. एन. भिसे आर्ट्स अँड कॉमर्स कॉलेज, कुडवाडी, ता. माडा, जि. सोलापूर.

प्रस्तावना

ग्रामीण साहित्य ही संकल्पना साधारणतः १९६० नंतर मराठी साहित्य क्षेत्रात चर्चेला आलेली आज ग्रामीण साहित्याला मराठी साहित्यात एक स्वतंत्र स्थान प्राप्त झाले आहे. साहित्यातील "ग्रामीण" हा शब्द "ग्राम" या शब्दावरून मराठीत आलेला आहे आणि ग्राम या मराठीत गांव, खेडेगांव, शेती, वस्ती असा अर्थ अभिप्रेत आहे. यावरून ग्रामीण साहित्य संदर्भात असे विधान करता येईल की, एखाद्या साहित्यकृतीमध्ये प्राधान्याने गांवातले असे कांही चिन्हात झाले असेल तर त्या साहित्य कृतीला ग्रामीण साहित्य ही मंशा देता येईल. ग्रामीण साहित्यामध्ये वर्ण विषयाचा मुख्य आधारघटक गांव हाच असायचा पाहिजे. म्हणून वर्ण्य विषय गांव ही ग्रामीण साहित्याचा एक महत्वाचा गुणधर्मच आहे. ही गोष्ट प्राथमिक स्वरूपात या ठिकाणी स्पष्ट होते.

ग्रामिण साहित्यात गांवातले समाज जीवन, निसर्ग-शेती, ग्रामिण जीवन चित्रित झालेले असते ते सर्व गावाणीच निगडित असते. त्या साहित्यकृतीमधील वातावरण, घटना, प्रसंग गांवातले असतात. म्हणून त्या साहित्याला ग्रामीण साहित्य असे म्हणतात. ग्रामीण साहित्याची भाषा ही गांवगाड्याशी निगडित असते. गांव म्हटल्यावर गावकी, बलुतेदारी, कारु नारु, फिरणे हे शब्द "गावगाड्याचे भागीदार" सर्वांची दुःख, परस्परातील ताण तणाव, जाती संघर्ष, भावकीतील आनंद संघर्ष शेती शेतमजूर यांना एक साधारणपणे वेगळ्या साहित्यात मांडला जातो. त्याला ग्रामीण साहित्य म्हणता येईल. अशी व्यापकता ग्रामीण साहित्याच्या केंद्रस्थानी ठेवण्यात येऊ शकते. साहित्य केवळ भाषिक कृषी नसून ती एक सांस्कृतिक घटनाही असते. भारतीय संस्कृतीचा एक वेगळा पैलू म्हणूनच ग्रामीण समाज जीवनाचा वैशिष्टपूर्ण स्थान आहे. भारतीय संस्कृतीची एक वेगळी प्रकृती म्हणून ग्रामीण साहित्य हे आपल्या समोर येते. ग्रामीण साहित्य ही निर्मिती व स्वरूप विशद करित असताना डॉ. द.ता.भोसले म्हणतात. "लेखकाची ग्रामीण विषयाची जाणीव ग्रामीण साहित्य निर्मितीमध्ये महत्वाची असते. ग्रामीण हेतुकल्पना कृषिसंस्कृतीच्या केंद्रस्थानी जोडलेले अनुभव, ग्रामीण बोलीचा कलात्मक म्हणून झालेला वापर आणि ग्रामिणांचे संस्कार असलेले लेखकाचे व्यक्तिमत्व यातून ग्रामीण साहित्यनिर्मिती होते."

एखाद्या विशिष्ट काळातील समाज वास्तवाचे स्वरूप जेव्हा आपण लक्षात घेवू तेव्हाच त्या काळातील साहित्याचे स्वरूप आपल्या लक्षात येत असते. कारण माणूस आणि समाज यांना बाजूला ठेवून साहित्याचा विचार करता येणार नाही. स्वतः लेखन हा कोणत्याही समाजाचा घटक असतो. तो ज्या समाजात जन्मतो. वाढतो त्याचे प्रतिबिंब त्याच्या अनुभवानुसार कमी अधिक स्वरूपात साहित्यात उमटणे स्वाभाविक असते. त्या काळातील सामाजिक, आर्थिक, राजकीय, सांस्कृतिक परिस्थिती त्याला स्वतःला आणि समाजालाही घडवत असते. म्हणून विशिष्ट काळातील समाज जीवनाचे चित्रण त्या त्या साहित्यातून अवतिर्ण होत असते. समाजरचना ही कृषिकेंद्रित आहे. प्राचीन काळापासून ती कृषिकेंद्रितच राहिली आहे. त्यामुळे ग्रामीण भागातील इतर व्यवसाय कृषिकेंद्रित निर्माण झाली आहे. ही कृषिकेंद्रित समाजरचना निसर्गसन्मुख आहे. त्यामुळे ग्रामीण जीवनाचे रंगच वेगळे होऊन जातात. आज ग्रामीण भागात रेडिओ, वर्तमानपत्रे येऊन पोहचली आहेत. लोकशाही ग्रामीण माणसाच्या दारात येऊन पोहचली आहे. लोशाशाही ग्रामीण माणसाच्या दारात येऊन पोहचली आहे. साखर कारखान्याचे रुपाने यंत्रयुग आले. शेतीही यंत्राच्या सहाय्याने होऊ लागली असा बदल ग्रामीण भागात झाला.



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सारिका विष्णूदास मोहिते

डॉ. बाबासाहेब आंबेडकर मराठवाडा विद्यापीठ, औरंगाबाद.

ललित लेखकाला भोवतालच्या सामाजिक, आर्थिक प्रश्नांचे भान असेल तर वृत्तपत्रातील बातम्या आकडेवारी, आर्थिक विश्लेषण यामागे दडलेल्या मानवी प्रवृत्तीचा तो वेध घेऊ शकतो आणि एक जिवंत अनुभव कलाकृतीच्या रूपाने मांडतो, पांढर ही अशी कलाकृती आहे.

(पाणी हेच) त्यांचे सर्व धन व ऐश्वर्य आहे. त्याचमध्ये त्यांच्या सर्व सोयी व ऐशआरामाच्या गोष्टी आहेत. कारण त्यास जर एकाच साली पाण्याने आपले हातचे सोडिले की, त्यांचे सर्व सौख्य जाते. संपत्ती जाते. ऐश्वर्य जाते आणि मुलाबाळांसह व दुसरी कुटुंबातील माणसे त्यांसह मोठे विपत्ती पडतात. कित्येकांना आपला देशत्याग करावा लागतो, कित्येक अन्नकरीता त्राही होऊन लोकांच्या दारोदारी (भीक मागू) लागतात, कित्येक आपले प्राणत्यागासह प्रवृत्त होतात.

महात्मा जोतिबा फुले

(इशारा १८८५ साली प्रकाशित केलेल्या पुस्तिकेतून)

पांढर या कादंबरीचे केंद्र दुष्काळ आहे. एकविसाव्या शतकाच्या प्रारंभीच ग्लोबलायझेशनच्या प्रगतीचा मुखवटा भेसूर असल्याची जाणीव सर्वप्रथम कृषिव्यवस्थेला झाल. त्यामुळे कृषिवलांचेच उचाड झाले असे नाही. तर भुईचेही सृजनशीलत्व हो लागले.

डॉ. किशोर सानप

(पांढर च्या ब्लर्बवरून)

महात्मा फुले यांचे पाणी या मूलभूत प्रश्नाबाबतचे निरीक्षण आणि पांढरचे आजचे वास्तव यात सव्वाशे वर्षांचे अंतर आहे. काळ बदलला, संदर्भ बदलले तरी दुष्काळामागची वेदना तीच आहे. दुष्काळ या विषयावर मराठी साहित्यात अनेकदा लिहिले गेले आहे. भावनेच्या अंगानेच बऱ्याचदा त्याचे चित्रण झालेले आहे. रविंद्र शोभणे यांची पांढर कादंबरी दुष्काळाच्या निमित्ताने सामाजिक पर्यावरणाचा एक चिकित्सक वेध घेऊ पाहते. दुष्काळ ही नैसर्गिक आपत्ती तर खरीच पण समाजव्यवस्था, जातीयता, राजकारण, प्रशासन अशा विविध थरांमधल्या हितसंबंधामुळे दुष्काळी परिस्थिती कशी गुंतागुंतीची आणि गंभीर होते जाते त्यांचेही चित्रण पांढर मध्ये येते.

शोभणे यांची ही आठवी कादंबरी आहे. पडघम कादंबरी लिहून झाल्यानंतर शोभणे खरे तर संकल्पित कादंबरीच्या दुसऱ्या आणि तिसऱ्या खंडाकडे वळणार होते. पण पांढरचे कथानक त्यांना स्वस्थ बसू देईना आणि एका झपाटलेपणाच्या अवस्थेत त्यांनी पांढर लिहून काढली. शोभणे यांनी प्रास्ताविकात म्हटले आहे की, खरसोली या त्यांच्या जन्मगावात त्यांनी वीस



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H-ZSM-5 Catalysed Synthesis of 1,5-Benzodiazepine-2-yl Pyran-2-one derivatives via Three-Component Condensation.

Ahmad L. Shaikh^{a*}, Shankar P. Phulwale^b, Shankar P. Hangirgekar^c & Rahul V. Pinjari^d.

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Abstract

1, 5-Benzodiazepine-2-yl pyran-2-one derivatives prepared via multicomponent reaction of o-phenylene

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SYNTHESIS, CHARACTERIZATION AND BIOLOGICAL EVALUATION OF SOME NEW ACRIDINE DERIVATIVES

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Abstract

A simple, efficient and cost-effective method for the synthesis of 3, 4-dihydro-3, 3-dimethyl-9-phenylacridine-1(2H, 9H, 10H)-one by a one-pot three component cyclo condensation of dimedone, substituted aldehydes and substituted aniline in the presence of polyethylene glycol has been developed in present work. 10 novel 3, 4-dihydro-3, 3-dimethyl-9-phenylacridine-1(2H, 9H, 10H)-one derivatives have been synthesized. The chemical structures were assigned by means of spectral analysis such as FT-IR, ¹H NMR, MS etc. Synthesized compounds were screened for in vitro antibacterial and antifungal activity against *S. aureus*, *E. coli*, *P. Aeruginosa*, *B. Subtilis*, *Protease vulgaris*, *Klebsiella pneumoniae*, *Candida albicans* and *Candida krusei* respectively. In antifungal activity, compounds-10 showed more potent activity against *Candida albicans* and *Candida krusei*.

Keywords:

3, 4-dihydro-3, 3-dimethyl-9-phenylacridine-1(2H, 9H, 10H)-one, antibacterial activity, antifungal activity, multicomponent reaction.

Introduction:

Multicomponent reactions (MCRs) have emerged as efficient and powerful strategies in the modern synthetic organic chemistry because synthesis of complex organic molecules from readily available substrates can be achieved in a very fast and efficient manner



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[Abstract](#)

- 4. Synthesis of 14-imino-11-methyl-9, 13-dioxo-8H-pyrimido [1, 2-a] pyrimido [4, 5-d] pyrimido [2, 1-b] [1, 3] benzothiazole derivatives and evaluation of their biological activity**

Sandeep G. Sontakke (2017). *Res. J. Recent Sci.*, **6(2)**, 21-24.

[Abstract](#)

- 5. Biosorption efficiency of tea residue for analysis of cadmium and lead ions using open circuit potential for real time measurement**

Ansari S.,Devnani H. ,Satsangee S.P. (2017). *Res. J. Recent Sci.*, **6(2)**, 25-29.

[Abstract](#)



Synthesis of 14-imino-11-methyl-9, 13-dioxo-8H-pyrimido [1, 2-a] pyrimido [4, 5-d] pyrimido [2, 1-b] [1, 3] benzothiazole derivatives and evaluation of their biological activity

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Abstract

The broad spectrum biological importance of sulphur and nitrogen containing heterocycles were constantly encouraged chemists to synthesize their large number of derivatives during last few decades. one of the most significant compound among these are benzothiazole derivatives which was found to be biologically and medicinally potent. in this study we condensed a mixture of 3-cyano-2-methylthio-6-methyl-4, 8-dioxo-9H-pyrimido [1, 2-a] pyrimidine and differently substituted benzothiazoles in the incidence of K_2CO_3 and DMSO as a reaction solvent, to get corresponding 14-imino-11-methyl-9, 13-dioxo-8H-pyrimido [1, 2-a] pyrimido - pyrimido [2, 1-b] [1, 3] benzothiazole derivatives. All the products were confirmed on the basis of IR, 1H NMR and mass spectroscopic techniques and evaluate their biological activity.

Keywords: Potassium carbonate, Nitrogen, benzothiazoles, Biological activity, Spectroscopic techniques.

Introduction

Benzothiazoles derivatives are significant class of fused heterocycles due to their extensive range of biological and pharmacological potential, in addition to this its value in the synthesis of drug molecules and natural products. It shows anti-inflammatory¹, analgesic², antioxidant³, antidiabetic⁴, antimicrobial⁵, antituberculosis⁶, vasodilator⁷, antitumor⁸, antiproliferative⁹, anticancer activity¹⁰. Vartale S.P. et. al.¹¹ achieved the synthesis of Pyrido [1, 2-a] pyrimido [5, 6-e] pyrimido [2, 3-b] benzothiazole derivatives starting from pyrido [1, 2-a] pyrimidine and 2-amino substituted benzothiazoles. Serkan Yavuz et. al.¹² extended the synthesis of 4-imino-3, 4-dihydro-2H-pyrimido [2, 1-b][1, 3] benzothiazole-2-one. A very few references and wide biological significance inspire us to synthesize some pyrimido-benzothiazole derivatives.

Materials and methods

Material: Each and every chemicals utilized in the present research works are from A.R. grade and used without further purification. M.P of the products was determined in open tube on an electrothermal instrument. All the reactions were monitored by TLC. IR spectra were recorded on Shimadzu FT-IR spectrophotometer, 1H -NMR spectra were obtained on Bruker avance spectrophotometer 500 MHz in DMSO- d_6 using tetramethylsilane as an internal standard. Mass spectra were recorded on GC-MS spectrometer using the ESI technique.

General Procedure: Synthesis of 14-imino-11-methyl-9, 13-dioxo-8H-pyrimido [1, 2-a] pyrimido [4, 5-d] pyrimido [2, 1-

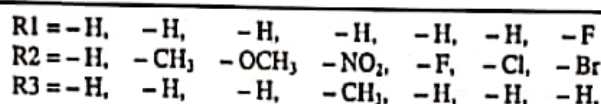
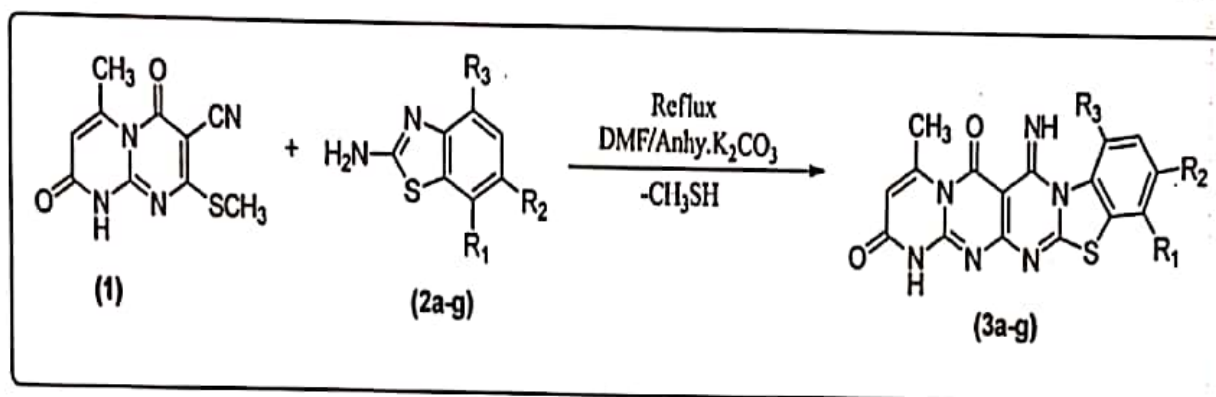
b] [1, 3] benzothiazole and their 1/3/4 substituted derivatives (5B.12a-g): A parent compound (1) (0.001 mol) treated independently with 2-aminobenzothiazole (2a), 2-amino-6-methylbenzothiazole(2b), 2-amino-6-methoxy-benzothiazole (2c), 2-amino-7-methyl -6-nitrobenzothiazole(2d), 2-amino-6-fluoro-benzothiazole(2e), 2-amino-6-chlorobenzothiazole (2f), 2-amino-6-bromo-4-fluorobenzothiazole (2g), (0.001 mol) in 15 ml of DMF as a boiling solvent and anhydrous K_2CO_3 (10 mg) catalyst were refluxed for 4-5 hours.

The reaction material was cooled and added to the crushed ice. The separated solid products were filtered, wash down and clean with water and recrystallized from ethanol to give pure (3a-g) respectively.

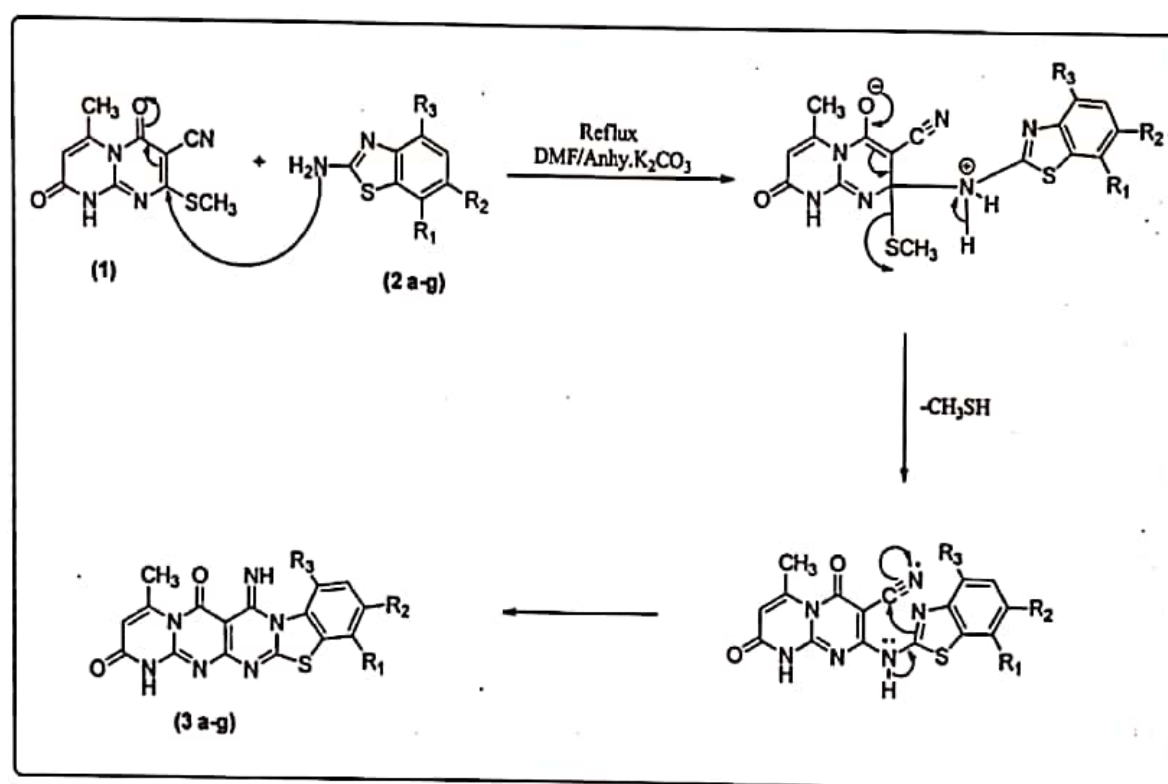
Result and discussion

In the present research, we reported one pot synthesis of 14-imino-11-methyl-9, 13-dioxo-8H-pyrimido [1, 2-a] pyrimido [4, 5-d] pyrimido [2, 1-b] [1, 3] benzothiazole and their 1/3/4 substituted derivatives (3a-g). The reaction started with 3-cyano-2-methylthio-6-methyl-4, 8-dioxo-9H-pyrimido [1, 2-a] pyrimidine (1) and differently substituted amino benzothiazoles (2a-g) in DMF and K_2CO_3 to get corresponding target compounds (3a-g).

The reaction start on with opening attack of amino group of benzothiazole derivatives on dynamic carbon bounded to $-SCH_3$ group end result in the loss of $-SCH_3$ group in the form of $-CH_3SH$. The resultant amine polarizes and attack on carbon of cyano group to give ring product (3a-g).



Scheme-1: Synthesis of 14-imino-11-methyl-9, 13-dioxo-8H-pyrimido [1, 2-a] pyrimido [4, 5-d] pyrimido [2, 1-b] [1, 3] benzothiazole and their 1/3/4 substituted derivatives (3a-g).



Scheme-2: A plausible mechanism of formation of 14-imino-11-methyl-9, 13-dioxo-8H-pyrimido [1, 2-a] pyrimido [4, 5-d] pyrimido [2, 1-b] [1, 3] benzothiazole and their 1/3/4 substituted derivatives (3a-g).

All structure of novel ring substances (3a-g) were established on the foundation of spectral data. The IR spectra of compounds (3a-g) demonstrate the missing of cyanide stretching absorption band in the region 2206 cm⁻¹ which indicates that ring formation took place and showed the IR spectrum in the region of 3282-3298 cm⁻¹ to (=NH). The ¹H NMR spectra exhibited a singlet at δ 12 to 12.5 which can be assigned to (=NH) proton.

14-imino-11-methyl-9,13-dioxo-8H-pyrimido[1,2-a]pyrimido [4, 5-d] pyrimido [2, 1-b] [1, 3] benzothiazole (3a). Color: Brown solid. Yield:70%. M.P: 315°C - 318°C. M.W. 350. M.F. C₁₆H₁₀N₆O₂S. IR: 3282 cm⁻¹(=NH), 1670, 1724 cm⁻¹(>C=O stretch), 1454-1639(aromatic C=C stretch). ¹HNMR: (500 MHz, DMSO-d₆) δ: 2.5 (s, 3H, -CH₃), 7.9 (s, 1H,C-NH), 5.8 (s, 1H,

ethylene C-H), 12.5 (s, 1H, =NH) 6.7-7.7 (m, 4H, Ar-H), ppm; Mass:m/z= 351 (M+1).

14-imino-3,11-dimethyl-9, 13-dioxo-8H-pyrimido [1, 2-a] pyrimido [4, 5-d]pyrimido[2, 1-b] [1, 3] benzothiazole (3b). Color: Brown solid, Yield: 64%, M.P: 310-312°C, M.W. 364, M.F. C₁₇H₁₂N₆O₂S

14-imino-3-methoxy-11-dimethyl-9,13-dioxo-8H-pyrimido [1,2-a] pyrimido[4,5-d] pyrimido[2, 1-b] [1, 3] benzothiazole (3c). Color: Faint brown solid, Yield:68%, M.P:305°C - 307°C, M.W. 380, M.F.C₁₇H₁₂N₆O₃S, IR: 3191,3298cm⁻¹(-NH, =NH), 1675,1738cm⁻¹(>C=O stretch), 1438-1601(aromatic C=C stretch). ¹HNMR: (500 MHz, DMSO-d₆) δ: 2.8 (s, 3H, -CH₃), 3.7 (s, 3H, -OCH₃), 8 (s, 1H, C-NH), 5.2 (s 1H, ethylene C-H), 12.0(s, 1H,=NH) 7.2-7.6 (m, 3H, Ar-H), ppm; Mass:m/z= 381 (M+1).

14-imino-1,11-dimethyl-3-nitro-9,13-dioxo-8H-pyrimido[1,2-a]pyrimido[4,5-d]pyrimido [2, 1-b] [1, 3] benzothiazole(3d). Color: Dark brown solid, Yield: 74 %, M.P: 321-323°C, M.W. 409, M.F. C₁₇H₁₁N₇O₄S.

14-imino-3-fluoro-11-methyl-9,13-dioxo-8H-pyrimido [1, 2-a] pyrimido [4,5-d] pyrimido [2, 1-b] [1, 3] benzothiazole(3e). Color: Brown solid, Yield: 67 %, M.P: 306-308°C, M.W. 368, M.F. C₁₆H₉FN₆O₂S

3-chloro-14-imino-11-methyl-9,13-dioxo-8H-pyrimido[1, 2-a] pyrimido [4, 5-d] pyrimido [2, 1-b] [1, 3] benzothiazole(3f). Color: Brown solid, Yield: 69%, M.P: 317-320°C, M.W. 384, M.F. C₁₆H₉ClN₆O₂S

3-bromo-14-imino-4-fluoro-11-methyl-9,13-dioxo-8H-pyrimido[1,2-a]pyrimido[4,5-d] pyrimido [2, 1-b] [1, 3] benzothiazole (3g). Color: Yellow solid, Yield: 65%, M.P: 322-325°C, M.W. 447, M.F. C₁₆H₈BrFN₆O₂S.

Antioxidant activity: The DPPH radical scavenging assay has been used for preliminary screening of the samples for antioxidant activity. The DPPH radical scavenging activity done by proton radical mechanism, the DPPH radical becomes paired with hydrogen then it changes purple color turns into yellow color with strong absorption maximum at 517nm using standard Ascorbic acid (78.48 ± 0.13) drug.

The overall DPPH radical scavenging activity of tested benzothiazole derivatives were in a range of 16.31±0.60 to 29.67±0.51 % as compared to the standard ascorbic acid (78.48 ± 0.13 %).

The novel synthesized compounds 3a, 3b, 3c, 3d, 3e, 3f and 3g shows good DPPH radical scavenging activity as compared with Ascorbic acid (78.48 ± 0.13 %). It is important to note that highest DPPH radical scavenging activity was exhibited by compound 3a is (29.67±0.51).

Table-1: Antioxidant potential of pyrimido – benzothiazoles.

Sr. No	Compound	DPPH radical scavenging activity (%)
1	3a	29.67±0.51
2	3b	21.34±0.44
3	3c	16.31±0.60
4	3d	20.74±0.52
5	3e	18.30±0.62
6	3f	22.12±0.73
7	3g	17.56±0.77
8	Ascorbic Acid	78.48 ± 0.13

Conclusion

In the present work we synthesized 14-imino-11-methyl-9, 13-dioxo-8H-pyrimido [1, 2-a] pyrimido [4, 5-d] pyrimido [2, 1-b] [1, 3] benzothiazole and their 1/3/4 substituted derivatives (3a-g) excellent quantity. Selected novel analogues were determined their free radical scavenging activities using DPPH free radical model. It is significant to note that benzothiazole derivatives were comparatively good in stabilizing the DPPH free radical as compared with the standard ascorbic acid.

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The authors are thankful to Principal, Yeshwant Mahavidyalaya, Nanded for providing laboratory facilities. Director CIF, Savitribai Phule Pune University, Pune, Vishnu Chemicals Ltd. for providing spectral data and Botany department, Indira Gandhi Mahavidyalaya, CIDCO, Nanded helping to carry out the antioxidant activity.

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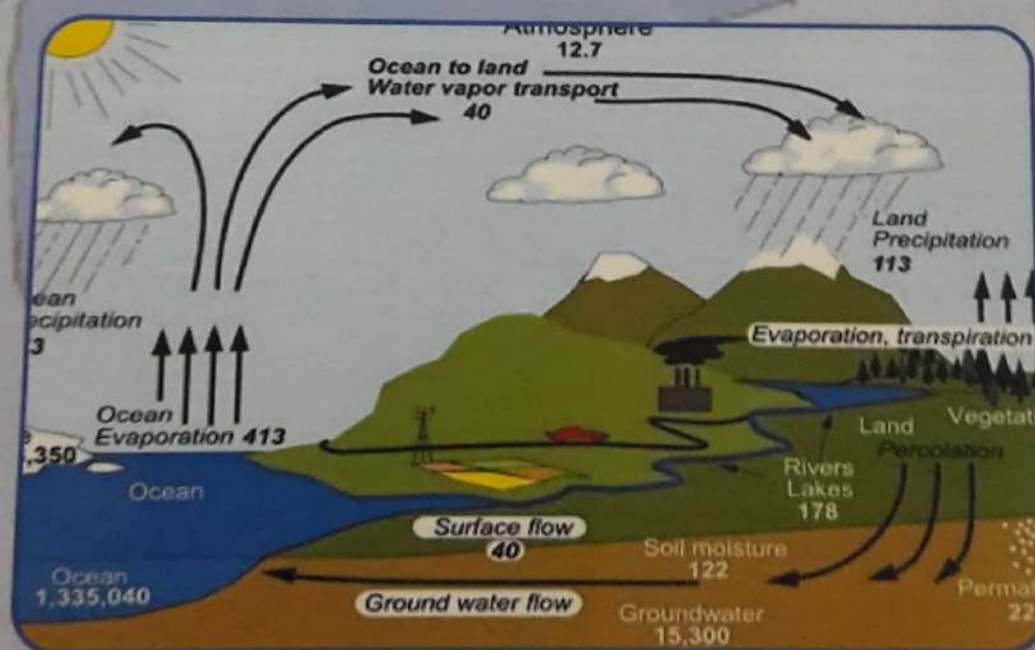
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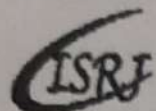
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Assistant Professor, Department of Chemistry, K. N. Bhise Arts & Commerce College, Kurduwadi.

ABSTRACT:- Technology offers a means to assess, plan, and implement sustainable programmes that can affect us into the future. A GIS-based framework helps gain a scientific understanding of the.....

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BIOGEOCHEMICAL - HYDROLOGICAL CYCLE & IT'S MODELING

Ms. Vandana Sandipan Shinde
 Assistant Professor, Department of Chemistry,
 K. N. Bhise Arts & Commerce College, Kurduwadi.

ABSTRACT:-

Technology offers a means to assess, plan, and implement sustainable programmes that can affect us into the future. A GIS-based framework helps gain a scientific understanding of the earth at a truly global scale. GIS with updated data helps people to know what happens in our planet, how water takes place and where impacts of environment. Remote sensing was also identified as a foundational technology. Tying in remote sensing technologies and data with GIS is a powerful combination of understanding spatial patterns in the earth's ever changing surface. Combining Remote sensing information in a GIS allows us

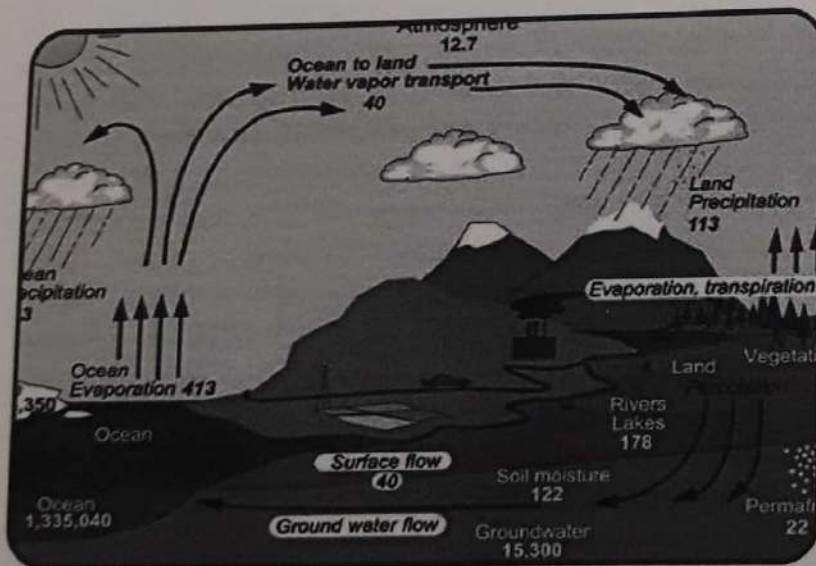
to track, model, and observe Water trends across the planet's surface.

KEYWORDS:- Geographic information system, remote sensing, Hydrological cycle & DEM.

INTRODUCTION:-

The increase of carbon dioxide and Water in our planet, combine with climate variability will likely bring about more extreme weather events, such as tropical storms, floods and droughts . Using GIS and Remote sensing techniques allows us to utilize complex statistical methods to view trends and change at specific times or over periods of times GIS can help us study potential solutions to problems and potential outcomes of implementing the potential solutions. It can help us become visionary rather than reactionary.

The first application of geospatial technologies to climate



science is in assessing the current state of water cycle, greenhouse gas emissions, land use, forestry and other critical factors. GIS is often seen primarily as a tool for educated analysis of causes and impacts of phenomena related to climate change.

Various GIS techniques, involved urban planning and land use pattern in car map reading systems, practical globes, public health, local and national gazetteer administration, environmental model and analysis, armed forces, transport communication system , agriculture, and climate change, marine and joined ocean and atmosphere modeling, business position plan, structural design and archeological renewal, telecommunications, criminology and offense recreation, aviation, biodiversity conservation and nautical ways. The importance of the spatial angle in assess, monitoring and modeling a variety of issues

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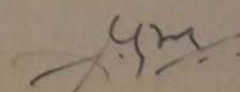
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Industry 4.0 and Challenge of Skilled Workforce

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The new industrial development era digitalization has called for companies to invest in tools, techniques and better marketing solution that allow their processes employees and even the products themselves to be integrated in to a single integrated network for data collection, data analysis, the evolution of company development, and performance improvement. Through computers and robotics were available earlier also, opportunities provided by them has been industrial revolutionized. This revolution is based on data and the way in which it can be collected, analyzed and used for making right management decision has turned out to be the competitive factor. Industry 4.0 is one of the industrial revolution it creates many opportunities for the manufacturer as well as companies, there exists many challenges. All industrial management should be plan to get success in our globally spread market. This paper tries to look up on the effect automation on the available current employee and required Industry 4.0 skilled workforce.

In worlds, fast moving marketing strategy is facing an increasing number of challenges to cope with. With competitors from all over the globe, innovation capacity and a short time -to-market become essential. The third starting in the mid-20th century, new information technology and automation, business have embarked on Industry 4.0 with a range of new technologies and innovations like smart robots, Virtual Reality (VR) for the digital world the Internet of Things(IoT) and 3D printing.

The volatile and heterogeneous markets are constantly changing customer expectations and needs. Therefore, qualification strategies for the current workforce are required. In addition, altering social values of employees and demographic change towards an accelerated aging of the society creates future needs for further action. Strategic management of competencies is very



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8. Water Availability for Agriculture: Maintaining Food Security

Dr. J. S. Ingale

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Kurduwadi (M.S.)

Abstract

Today there is need self estimated that what is use of water which is seriously essentiality of water and how to do decentralize use water. This question is needable of scarcity about water. Irrigated agriculture is the main source of water withdrawals, accounting for around 70% of all the world's freshwater withdrawals. The development of irrigated agriculture has boosted agricultural yields and contributed to price stability, making it possible to feed the world's growing population. Rapidly increasing demands of nonagricultural sector for the changing water availability, food preferences, global climate change, and new demands for biofuel production place increasing pressure on scarce water resources. Challenges of growing water scarcity for agriculture are heightened by the increasing costs of developing new water, soil degradation, groundwater depletion, increasing water pollution, the degradation of water-related ecosystems, and wasteful use of already developed water supplies. This article discusses the role of water for agriculture and food security, the challenges facing irrigated agriculture in India.

Key Words: water security, food security, irrigation water, population growth, ground water.

1. Introduction

In India, for food security, the future agriculture faces the challenge of enhancing crop production under uncertain climatic extremes, in a limited (or degraded at many places) land area, with more and more requirement of water (in many places, poor quality water), complexities and rapid erosion of natural biodiversity and agricultural systems, and the socio-economic systems governing food supply and demand. Plant attributes conferring good yields, under fast-depleting/deteriorating natural resource base, are yet to be identified. Breeding for crop improvement, for higher quality, production, heat and water stress resistance, has met with limited success. It is well known that despite planting the improved genetic varieties, and

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STUDIES ON ENZYMOLOGICAL CHANGES IN WHEAT (*Triticum aestivum*) PLANTS UNDER ALLELOPATHIC STRESS



Goyal A. M.

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K.N.Bhise Arts, Commerce and Science college, Kurduwadi, Solapur, Maharashtra India.

ABSTRACT:-Effect of *Alternanthera* weed aqueous extract was studied on activities of Peroxidase (E.C. 1.11.1.7), Polyphenol oxidase (EC 1.14.18.1) and Superoxide dismutase (EC 1.15.1.1) in wheat (*Triticum aestivum*). In control conditions, activity of all three enzymes was at optimum and

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STUDIES ON ENZYMOLOGICAL CHANGES IN WHEAT (*Triticum aestivum*) PLANTS UNDER ALLELOPATHIC STRESS



Goyal A. M.

K.N.Bhise Arts, Commerce and Science college ,
Kurduwadi, Solapur, Maharashtra India.

ABSTRACT

Effect of *Alternanthera* weed aqueous extract was studied on activities of Peroxidase (E.C. 1.11.1.7), Polyphenol oxidase (EC 1.14.18.1) and Superoxide dismutase (EC 1.15.1.1) in wheat (*Triticum aestivum*). In control conditions, activity of all three enzymes was at optimum and expressed continuous increase in their activity as the concentration of treatment increased and maximum activity was found at 10% concentration.

KEYWORDS: Allelopathy, *Alternanthera*, Peroxidase, Superoxide dismutase, Polyphenol Oxidase.

INTRODUCTION

Allelopathic stress increases the amount of Stress enzymes. One of the biochemical changes occurring when plants are subjected to these harmful stress conditions is the accumulation of reactive oxygen species (ROS) (Smirnoff 1993) which are inevitable by-products of normal cell metabolism. Reactive oxygen species are produced by intracellular organelles chloroplast and mitochondria and these oxygen reacts with O₂ in aerobic metabolism and produces superoxide and hydrogen peroxides which are highly harmful for normal functioning of the cell. The enzymes under study, Peroxidase (E.C. 1.11.1.7), Polyphenol oxidase (EC 1.14.18.1) and Superoxide dismutase (EC 1.15.1.1) act as scavengers of these ROS and play important role in stress management so study of these enzymes are done.

Some workers reported stimulation in the activity of enzyme polyphenol oxidase along with enhanced phenolic contents in lettuce seeds treated with different exudates. Similarly Bogatek et al. (2006) recorded the activation of many antioxidant enzymes like superoxide dismutase (SOD), catalase



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SODIUM FLUORIDE INDUCED HISTOCHEMICAL CHANGES IN THE LIVER OF FRESHWATER FISH, TILAPIA MOSSAMBICA (OREOCHROMIS MOSSAMBICUS)

M. B. BAGALE, K. R. RAO, S. S. KSHIRSAGAR AND N. V. SHAH

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ABSTRACT

The present investigation deals with the effect of chronic treatment of sodium fluoride, on the histochemical components of the liver from freshwater fish, *Tilapia mossambica* (*Oreochromis mossambicus*). This freshwater fish was exposed to the predetermined $1/10^{th}$ of LC_{50} concentration (5.4ppm) of sodium fluoride in laboratory conditions for a duration of 10, 20 and 30 days. The histochemical observation revealed that the carbohydrate reserves were severely depleted particularly glycogen as well as increased acidic mucosubstances noticed. This was time dependent to sodium fluoride toxicity. As the fish, *Tilapia mossambica* is largely consumed by people, it is essential to know the effect sodium fluoride on histochemical changes from liver.

INTRODUCTION

The careless disposal of various wastes due to anthropogenic activity, the surface water is getting polluted. The industrial waste is also contributing much through their discharges mostly includes heavy metals and trace metals which are most toxic for aquatic in habitats. The entire world now -a- days facing a major problem of pollution through various sources. All sorts of media are appearing to be polluting day by day, likewise aquatic medium is also getting polluted on large scale. There are so many toxicants polluting the water and hence adversely affecting the inhabiting organisms at cellular as well as molecular levels. The aquatic environment is severely affected by different types of chemicals which are toxic to the inhabiting organisms (Kopeca et al., 2006).

Discharge of effluent into freshwater system deplete the dissolved oxygen content and by interfering with respiratory metabolism cause heavy mortality (Quasim and Siddique, 1960; David and Ray, 1966; Venkataraman, 1966; Hingorani et al., 1979). Pollution of aquatic ecosystem by domestic and untreated or partially treated industrial effluent greatly contributes to massive kill of fish and other important aquatic biota (Kumari and Ramkumari, 1997). Shaikh (2013) analyzed the heavy metals from the fish, *Cirrhina mrigala* from Godavari river. He has stated that these metals accumulate more in gills and muscles damaging the physiology of the fish. Anand Kumar and Tejpal Dahiya (2013) have studied the impact of zinc on liver from the fish, *Cirrhinus mrigala*. They have observed that the liver

levels decreased when exposed to zinc from *C. mrigala*. There are few reports available on the toxic effect of industrial effluent on protein, lipid and glycogen of fishes (Fujiya 1961; Mcleay and Brown, 1974, 1979; Stonner and Livingston, 1978; Saffi, 1980, 1981; Oikari and Nakari, 1985; Kumar and Gopal, 2001). Rout et al. (2013) studied determine the LC_{50} concentrations after exposing the fish, *Clarius batrachus* to the lead acetate they have stated that the toxicity affect the behavior of the fish and ultimately resulted the death of certain fish.

Fluoride not only enters into the aquatic media through various human activities but also from sediment rocks. Human intervention is also equally responsible for increasing the Fluoride content in aquatic media. The other source of fluoride excess release is through phosphate fertilizer production, aluminum smelting etc. (Environment Canada, 1972). Fluoride is one of the components, which are toxic at high concentrations. The toxic effects of elevated fluoride on various aquatic species, humans, livestock and plants are well documented. (Gikunju, 1992; Dwivedi et al., 1997; Mariappan et al., 2000; Camargo, 2003). Giri et al., (2013) have evaluated the sub acute exposure of sodium fluoride to the male wistar rats and studied the impact on male reproductive system. They have stated that sodium fluoride significantly affects the cytoarchitecture of the spermatozoa and ultimately influences adversely the male reproductive system.

Fishes are considered as index organism for assessment of toxicological studies. Bioassay studies of any toxicant will give

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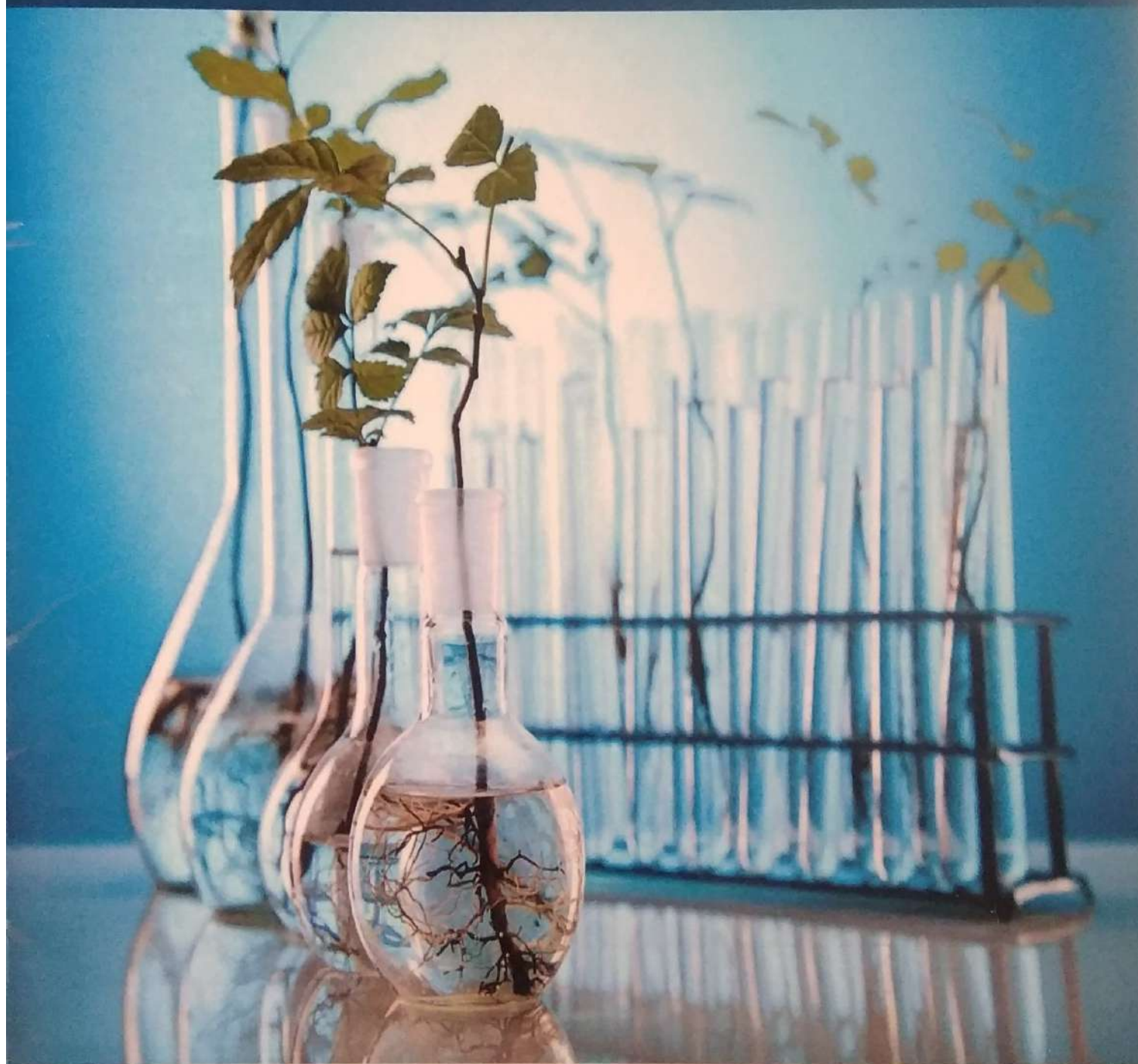
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Antimicrobial activity of extracts of hepatopancreas and mucus of bivalve, *Meretrix meretrix*

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Abstract

Molluscs are highly delicious sea food. It is used as a staple food by the people live near the coastal area in many parts of world. They are very good source for bio-medically important products. Among the molluscs some have pronounced pharmacological activities or other properties which are useful in biomedical area. Molluscs having their own protective mechanism against number of pathogens. For this protection they secrete number of molecules. The present study investigated the antimicrobial activity of hepatopancreas extracts and mucus of *Meretrix meretrix* against pathogens like *S. typhi* and *S. aureus*.

Keywords: *Meretrix meretrix*, Antimicrobial activity, Hepatopancreas

Introduction

Molluscs are invertebrates belonging to Phylum Mollusca. There are three classes of Phylum Mollusca, namely class Bivalvia, class Cephalopoda and class Gastropoda, are important, so far as molluscs are concerned. The class Bivalvia consists commercially important animals. Bivalves are considered as delicacy in several countries all over the world. However, in India, it is not considered a much relished food item in most part of country. Bivalves are actually highly nutritious. They are rich in vitamin A and many B group vitamins. They also contain adequate amount of protein, glycogen and many important minerals.

The multicellular animals continuously exposed to various foreign bodies, including infectious agents like bacteria, viruses, protozoa, etc. Despite constant exposure to variety of pathogens, most of the animals remain healthy. The animal has ability to resist almost all type of foreign bodies. The system which protects them from various infectious agents is called immune system. Any foreign substance invading body and capable of stimulating an immune response, is called an antigen. The protective chemicals produced by immune cells in response to antigens are called antibodies.

The mollusc such as bivalves also contains some antibodies to resists against foreign particle. Antimicrobial peptides are the important in first line of the host defence system of many animal species [1]. Their value in innate immunity lies in their ability of function without either high specificity or memory. Now-a-days the screening of marine organisms, especially marine bivalves for therapeutic drugs or greater interest. Bivalves are widely used in world research institution for various studies, but only recently they have been recognized as a potential source of anti-bacterial and antifungal substances. The potential of the marine bivalve as a source of biologically active products is largely unexplored. Hence, a broad based screening of marine bivalves for bioactive compounds is necessary.

For the experimentation as a organ Hepatopancreas was selected. Hepatopancreas is the one of the important site where majority of enzymes, proteins and biological active compounds are synthesized. Along with this for protection mollusc also secretes mucus. Mucus having their own importance in various biological activities. Due to this, in the present investigation Hepa to pancreas and mucus were selected to check their antibacterial activity.

Materials and Methods

Live specimens of bivalves (*Meretrix meretrix*), has been collected from Sakhar tar estuary of Ratnagiri, west coast of India.

Extraction method

The collected fresh bivalves were dissected and hepatopancreas was separated. During dissection mucus was also collected in separate sterile glass test tube. The homogenate of dissected organ Was prepared in the sterile distilled water. Centrifuged the homogenate at 5000 rpm for 15 min and supernatant was collected. This Supernatant was used for checking antimicrobial activity.

Microbial Strains Used

Antimicrobial activity of hepatopancreas and mucus was determined against 2 bacterial strains namely *Salmonella typhi* and *Staphylococcus aureus*. These strains were obtained from microbiology department of Gogate-Jogalekar College, Ratnagiri.

Antimicrobial assay

The spectrum of antibacterial and antifungal activity was investigated by using the standard technique [2]. Antibacterial and antifungal activity was expressed in terms of diameter of

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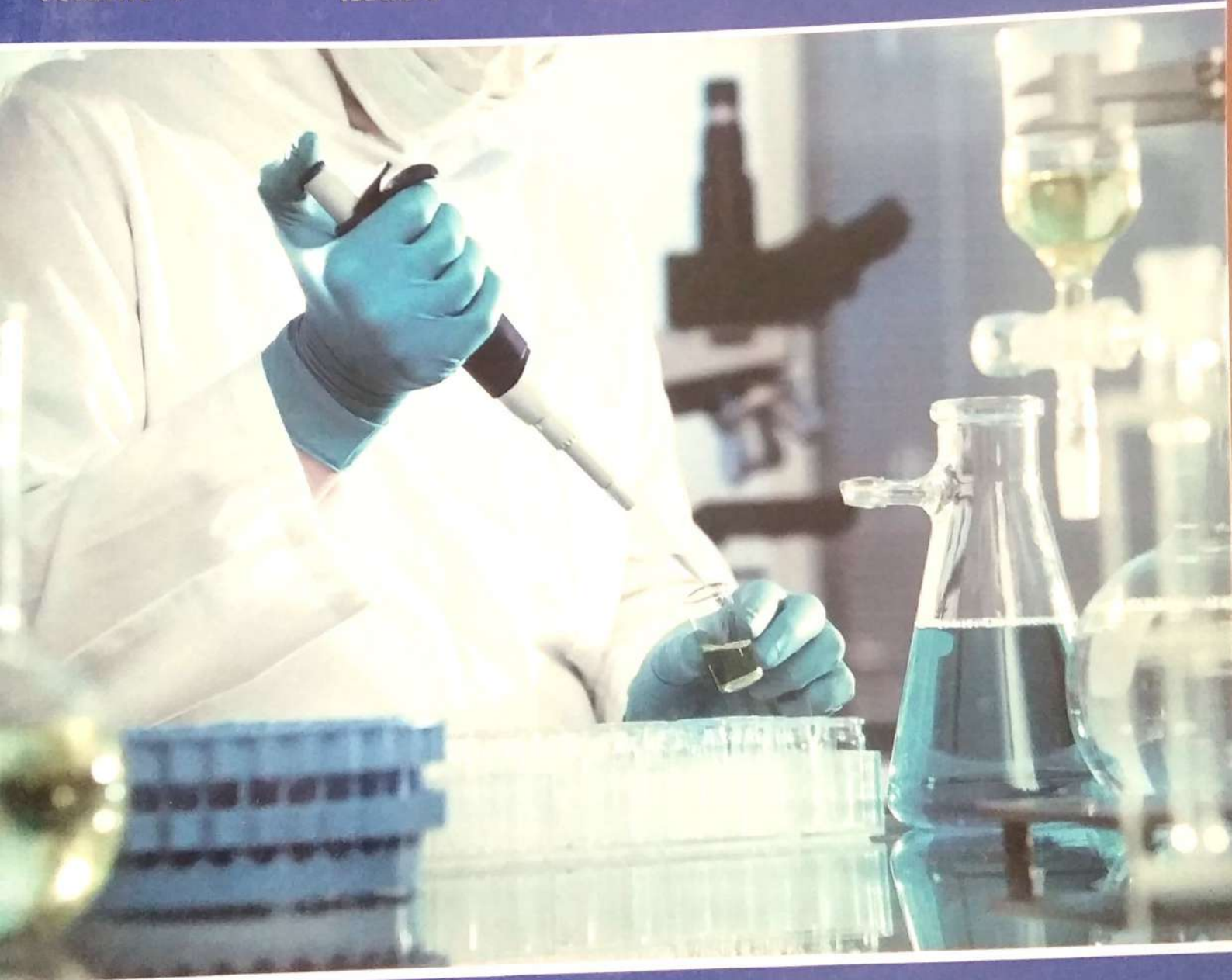
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Effect of Sodium fluoride on Hematological parameters in freshwater edible fish, *Rita rita*

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Abstract

In the present investigation, an attempt has been made to determine the acute toxicity of sodium fluoride and its toxicological effects on hematological parameters of freshwater edible fish, *Rita rita* from Bhima river near Solapur. Fishes were exposed to different groups like predetermined LC₀ (30mg/l), LC₁₀ (35mg/l) and LC₅₀ (75mg/l) concentrations of sodium fluoride (during December 2008 and January 2009). Alterations in hematological parameters were studied at the end of 24, 48, 72 and 96 hours of treatment. The findings of this study showed that parameters like R.B.C, W.B.C, Hemoglobin (Hb), Hemocrite (HCT), Mean corpuscular hemocrite (MCH) and Mean corpuscular hemocrite concentration (MCHC) levels were decreased in the sodium fluoride treated fishes. The observed changes indicated that the hematological parameters can be used as bioindicator of sodium fluoride stress in freshwater edible fish, *Rita rita*.

Keywords: sodium fluoride, hematology, *Rita rita*

1. Introduction

Fluoride has a high biological activity with well-established toxic effects on many organisms (Kaul and Susheela, 1974; Groth 1975; Lee, 1983; Shashi, *et al*, 1989) [10, 8, 11, 17]. Fluoride is a widespread pollutant, and is relatively persistent in environment. Fluoride also induces biochemical alterations in human and other mammalian models. Susheela and Jain (1983) [19] have studied the fluoride induced hematological changes in rabbits and mentioned that excessive ingestion of fluoride exert its impact on the overall profile of hematological parameters. Pillai and Mane (1985) [12] have studied the effect of air born fluoride on some hematological parameters of chick and stated that the chicks exposed to the polluted atmosphere retained considerable amount of fluoride in their serum. Jain and Susheela (1987) [9] have studied the effect of sodium fluoride on erythrocyte membrane function with respect to metal ion transport in rabbits and stated that fluoride in circulation and in erythrocyte membranes altered calcium and magnesium ions significantly. However, very little is known about the injury caused by fluoride to aquatic organism (Wright, 1977; Chitra and Ramana Rao, 1980) [23, 4]. Rivers, streams and ponds in India are severely polluted by domestic and industrial waste contains many toxic chemicals that adversely affect aquatic organisms. Several human activities result in substantial fluoride input to aquatic environment. (Dobbs, 1974) [5]. Aquatic organisms take up fluoride directly from water and tend to accumulate in their exoskeleton (Scientific facts on fluoride, 2005). Fish is an important food chain organism and many fishes like other vertebrate haven the ability to accumulate elevated fluoride levels (Fisher and Prival, 1973) [7]. In the present study, an attempt was made to study the toxic effect of fluoride on hematological aspects of freshwater edible fish, *Rita rita*.

2. Material and Methods

Freshwater fishes, *Rita rita* obtained from the Bhima river

near Takli, Solapur District. Healthy fishes were acclimated to laboratory conditions for ten days in well aerated water. Water was replaced every 12 hours in order to maintain healthy environment. Fishes with an average length (8-10 cm) and weight (15-20 gm) were selected for experimental study. External feeding was stopped before 24 hours to experimentation. The physicochemical parameters of water were analyzed by using APHA *et al.*, (1998) [1] methods. LC₅₀ concentration for 24, 48, 72, 96 hours was calculated by probit analysis method (Finney, 1978) [6]. After establishment of lethal concentrations, the fishes were exposed to observed LC₀ group (30mg sodium fluoride/l), LC₁₀ group (35 mg sodium fluoride/l) and LC₅₀ group (75 mg/l) (during December 2008 to January 2009). Ten healthy fishes exposed to each concentration of different groups to sodium fluoride. A concurrent control without toxicant was also run simultaneously. For hematological studies, ten fishes each for control, LC₀, LC₁₀ and LC₅₀ were exposed to different concentrations. Fishes from each group were removed and their tails were severed at the caudal peduncle with sterilized surgical blade. Blood was drawn from control and sodium fluoride treated fishes and transferred into small vials containing EDTA as an anticoagulant. The blood samples were analyzed separately from each group after 24, 48, 72 and 96 hours of duration. Blood samples were analyzed by Cranasisa Sysmax - KX- 21 cell counter. The experiment was repeated for three times for confirmation. Statistical analysis were done by using standard 't' test to compare values of control and treated fishes (Bailey, 1965) [2].

3. Result

Acute toxicity studies were conducted by exposing fishes, *Rita rita* after treating with sodium fluoride. The regression equation ($Y = a \pm bx$) was established for 24, 48, 72 and 96 hours and LC₅₀ calculated values are given in table No. 1.

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RESEARCH ARTICLE

TECHNICAL APPROACH TO PREPARE MOSQUITO REPELLENTS USING DIFFERENT NATURAL PLANTS EXTRACTS.

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Abstract:

Background: WHO has declared that the mosquito as 'public enemy number one'. The traditional Hindu system of medicine that is 'Ayurveda' stresses the use of plant-based medicines, treatments and preventions. **Objectives:** The present study is based on some plant extracts, which can be used for preparation of mosquito repellents. There are many hazardous effects of synthetic repellents are seen on our health. This work is particularly focused to create such repellents which contain only natural substances and have no hazardous side effects on the human health. **Methods:** The leaf extracts of Neem (*Azadirachta indica*), Tulsi (*Ocimum sanctum*), Rui (*Calotropis gigantea*), Durva grass (*Cynodon dactylon*), Ashoka (*Saraca asoca*) and additional to this Cow urine & cow dung, Neem oil, distilled water, wax and Whatmann filter paper-1 were used. By using these all, dhoop stick, extract cards etc. were prepared and their antimosquito activity and antibacterial activities are also studied. **Results:** The natural repellents prepared by using given methodology have satisfactory anti mosquito as well as antimicrobial potential. **Conclusion:** The study revealed that these mosquito repellents have no side effect on human health. Beside this, these repellents are very cheap and can be easily prepared by common man.

Key Words:-*Azadirachta indica*, *Ocimum sanctum*, *Calotropis gigantea*, *Cynodon dactylon*, *Saraca asoca*, Mosquito repellent.

Introduction:-

External parasite mosquito transmits various diseases than any other group of arthropods. They belong to family of Culicidae. Several vector control measures such as biological, chemical, environmental and individual protection measures are taken to prevent spread of malaria, dengue fever and other mosquito-borne diseases. Personal protection is one of the established methods to prevent mosquito bites. Insect repellents date back to ancient times, with the use of tars, smokes, plant oils and other modalities [1]. In recent years, new synthetic repellents have been formulated and advocated. However, constant and indiscriminate use of these synthetic repellents causes adverse effects on the user [2]. Many plants have evolved aromas that repel mosquitoes and other herbivores [3]. Plant based products have been used as repellents either as topical applicant or fumigant and many plant species showed mosquito repellent and insecticidal property [4]. Kweka *et al.* (2011) studied the seasonal evaluation of the efficiency of cow urine in producing ovipositor cues to *Anopheles gambiae* and *Culex quinquefasciatus* [5].

There are numbers of health associated problems developed by constant use of synthetic mosquito repellents. To solve these problems, in present work, anti-mosquito products of plant origin are being rejuvenated. The leaf extracts of Neem (*Azadirachta indica*), Tulsi (*Ocimum sanctum*), Rui (*Calotropis gigantea*), Durva grass (*Cynodon dactylon*), Ashoka (*Saraca asoca*) and additional to this Cow urine (*Gomutra*), cow dung, Neem oil, distilled water, wax and Whatmann filter paper-1 were used. By using this material, 'dhoop stick', 'extract cards' and 'candles' etc. were prepared and their anti-mosquito activity was determined. The burning of these aids not only controlled mosquitoes but also reduced air microflora from surrounding area.

Materials and methods:-**Plant material:**

Leaves of Neem (*Azadirachta indica*),

Tulsi (*Ocimum sanctum*),

Rui (*Calotropis gigantea*),

Durva grass (*Cynodon dactylon*),

Ashoka (*Saraca asoca*).

Additional material: Cow urine, Cow dung, Neem oil, Distilled Water, Wax and Whatmann filter paper-1 was used for the experiment.

Preparation of extract: Five gm of plant leaves were collected and rinsed in distilled water. By using mortar and pestle, these leaves were crushed using distilled water and cow urine with 1:1 proportion separately. This way two types of extract were prepared, one in distilled water and another set was in cow urine (*Gomutra*). These extracts were used for further preparations of mosquito repellent aids.

Preparation of Dhoop sticks: (Figure 1): Dhoop sticks were prepared by using fresh Indian cow dung and leaves extract of each selected plant separately. For this preparation, 5 gm of freshly collected Indian cow dung were added in 5 ml of each plant extract separately. One important thing should be kept in mind that Indian cow dung and urine gives better results as compared to other species. After preparation of sticks allow it for sun drying. Then, use completely dried sticks for further experiment.

Preparation of Extract card: (Figure 1): Extract papers were prepared by using Whatmann filter paper-no.1. These papers were soaked in each extract and dried it to prepare extract card.

Preparation of candles: (Figure 1): Candles were prepared by using dried powder of each plant leaves which were mixed in Neem oil and pre melted wax. A cotton thread was inserted before solidification of wax which is essential for burning. After solidification of wax, candles are ready to use.

Preparation of control: (Figure 1): Along with these experimental aids, one set of control aid were also prepared. For example, control dhoop stick was prepared by adding only distilled water instead of leaves extract, control card was prepared by soaking Whatmann filter paper in distilled water and in only cow urine. Similar way control candles were prepared, without addition of plant powder.

Collection of Mosquitoes: Mosquitoes were collected from surrounding area of college campus and public places. Collected mosquitoes were of different species. Mixed population of mosquitoes was used for further experimentation.

Anti-mosquito activity (mosquito repellent activity): Mosquito repellent activity was checked by using 10 mosquitoes (irrespective of their species) per exposure to each extract aids smoke (Dhoop sticks, extract paper and candles) in closed cabinet. Area of experimental cabinets was 3.5ft X 2ft X 4ft. The cabinet had a small opening at one side. That opening was closed by net at initial period of experiment. During this exposure behaviour (like gathering of mosquitoes toward net area for escaping) of mosquitoes were recorded. After one hour, for checking mosquito repellent activity, experimental cabinet was opened to form a small opening. The mosquitoes that successfully ran away, also counted to determine repellent efficiency of aids.

Antimicrobial activity: For checking antimicrobial activity Nutrient agar plates were prepared. Before and after burning of all extract cards; air microflora of exposed area were checked by exposing NA plates to respective area for one minute each. Nutrient Agar plates were exposed to check normal microflora of selected area. This plate is labelled as negative control. After exposure, plates were kept in incubator for 24 hrs.

For checking antimicrobial activity of each extract paper, the burning extract paper was kept in selected experimental cabinet. After complete burning of paper, NA plate was exposed to air of that cabinet for 1 minute. These plates were labelled with respective plant and extract name. All plates were kept at 37°C in incubator for 24 hrs.

Results:-**Mosquito repellent activity: (Graph 1, 2 and Figure 2).**

In the present study, the mosquito repellent activity of selected local plants Neem [*Azadirachta indica*], Tulsi [*Ocimum sanctum*], Rui [*Calotropis gigantea*], Durva grass [*Cynodon dactylon*], Ashoka [*Saraca asoca*] was evaluated.

After complete burning of each aid, mosquito count was taken for analysis of efficiency of plant extract aids. Due to closed experimental area, few mosquitoes get killed and few of them became unconscious. After opening of cabinet, few mosquitoes escaped from that area.

The comparative data of anti-mosquito activity showed that, effect of extract paper burning was more than dhoop stick and candles in case of all plant extract. The comparative study of effect of plant extracts showed that, extract of Tulsi (*Ocimum sanctum*) that is prepared in cow urine was more effective than distilled water extract. Same results were found in case of Neem (*Azadirachta indica*), Rui (*Calotropis gigantea*), Durva grass (*Cynodon dactylon*), Ashoka (*Saraca asoca*). As compared to control aids, more effect was recorded in aids with plant extract. The effectiveness of these three aids is represented in descending order which is, Extract paper >Dhoop sticks >Candles.

Effect of smoke on air microflora:-

After 24 hrs of incubation, microbial growth on each plate was recorded. The negative control plate showed full growth but plates that were exposed to extract paper smoke showed only few microbial colonies. The experiment showed anti-microbial potency of different plant extract paper smoke in descending order which is given below,

Tulsi> Mixed extract >Neem>Durva>Rui>Ashoka.

Based on these observations, it is clear that the burning of extract paper not only reduces mosquito population but also helps to reduce general air microflora. (See Figure 3)

Discussion:-

Plant products can be used, either as an insecticide for killing larvae or adult mosquitoes or as repellents for protection against mosquito bites, depending on the type of activity they possess [6]. Smoke is still the most widely used common method of repelling biting insects that is used throughout the world. Fresh and dried plants are frequently added to fires to enhance the repellent properties of the smoke. Several field evaluations, where plants were burned to repel mosquitoes have shown good reduction in mosquito landings [7]. In the United States, citronella is accepted botanical component in insect repellent formulations. Candles and incense contain oil of citronella are used as insect repellents [8].

The fruit of the osage orange has been used as an insect repellent for several years. Pioneers in the American West placed the ripe fruit of osage orange in cupboards to repel cockroaches and other insects [9].

Similar results were found with Neem extract which were filled in mosquito refill apparatus. The vapors of Neem leaf extract were responsible for increase the mortality rate of mosquitoes [10]. The crude extract of *E. alba* and *A. paniquât* was also used as mosquito repellent and excellent results were found against *An. Stephens* mosquitoes [11]. Some researcher used the dried powder of *Azadirachta indica*, *Citrus medica*, *Murraya koenigii*, *Ocimum tenuiflorum* and *Ricinus communis* plant leaves each (250g) burnt on glowing charcoal produced smoke act as a mosquito repellent. Out of these five plants, *Ricinus communis* and *Ocimum tenuiflorum* were retained their mosquito repellency upto four hours while *Azadirachta indica*, *Murraya koenigii* and *Citrusm edica* provided repellence upto six hours [12]. Ghosh *et al.* (2012) concluded that plant extracts are having mosquito repellent as well as larvicidal activity [13]. While Samuel T. *et al.* recorded that, *Ageratum houstonianum* plant extract prepared in hexane, ethylacetate and methanol showed potential repellent activity against mosquitoes *Ae. Aegypti*, *An. stephensi* and *Culex quinquefasciatus* respectively.

The biological effect of the plant extract might be due to active phytochemical compounds in plants including phenols, alkaloids, terpenoids etc. [15].

In present investigation, mosquito repellents aids like Extract card, Dhoop sticks and candles were prepared by using traditionally local plants, Neem (*Azadirachta indica*), Tulsi (*Ocimum sanctum*), Rui (*Calotropis gigantea*), Durva grass (*Cynodon dactylon*), Ashoka (*Saraca asoca*) and additional to this Cow urine and cow dung were used. Amongst all the plants, Tulsi (*Ocimum sanctum*) and mix extract paper showed highest mosquito repellent activity. The experimental results showed anti mosquito activity in descending order of Tulsi>Mix extract>Neem>Durva>Rui>Ashoka. These results were found in all aids prepared using plant materials. From the three aids, 'Extract paper' showed maximum mosquito repellent activity than dhoop stick and candles. The burning of extract paper not only provides protection against mosquitoes but also from harmful pathogens present in air.

The aids prepared from plant extract are best option for chemically synthesized mosquito repellent. The ingredients of cow urine and phytochemical compounds of plant extract are responsible for mosquito repellence. The mosquito coils available in market creates heavy smoke that can generate respiratory problems especially for patients of Asthma. Though the 'Fast card mosquito papers' are available in market, they contain of TFT molecules which has adverse effect on respiratory system. By repeated use of mosquito coils and fast card paper, mosquitoes may acquire resistance against smoke and TFT molecules. These problems can be reduced by using plant extract paper with more efficiency for longer time. Along with this, dhoop stick and candles may also be used. Production of these natural repellents may help common man in earning more money as it very cheap and eco-friendly.

Acknowledgement:-

Authors are thankful to Walchand College of Arts and Science and Walchand Centre for Biotechnology and Department of Genetics for constant support during this research work.



Figure 1:- The figure presents the different Mosquito repellent aids prepared from selected plant Extract.

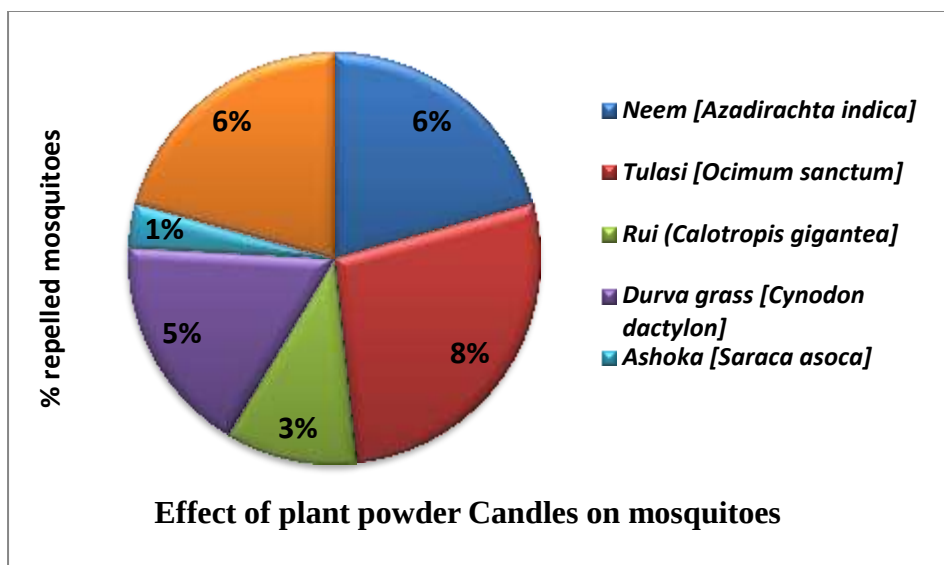


Figure 2:- The figure presents the effect of plant powder Candles on Mosquitoes.

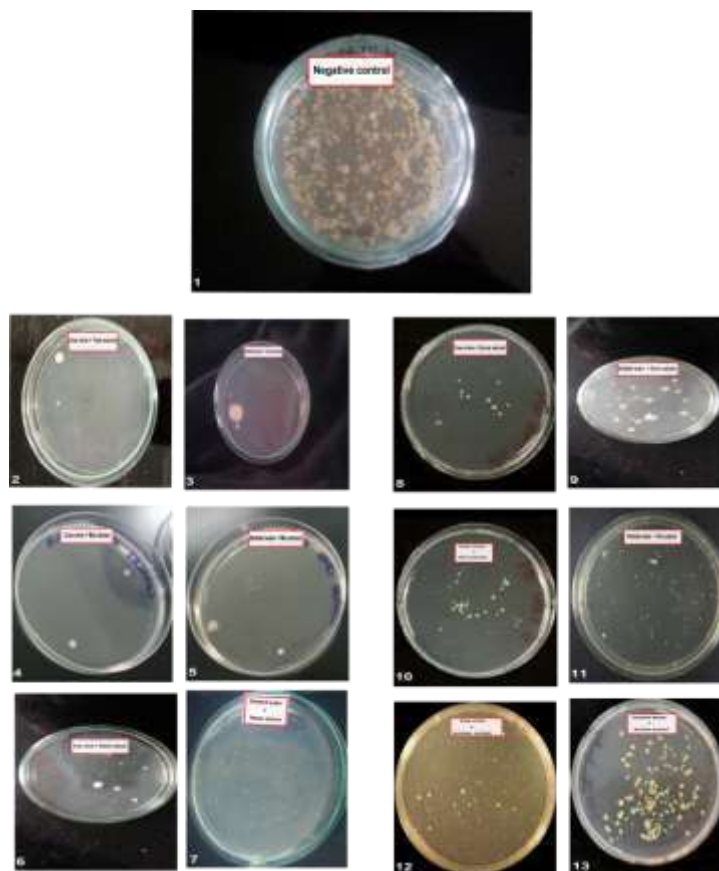
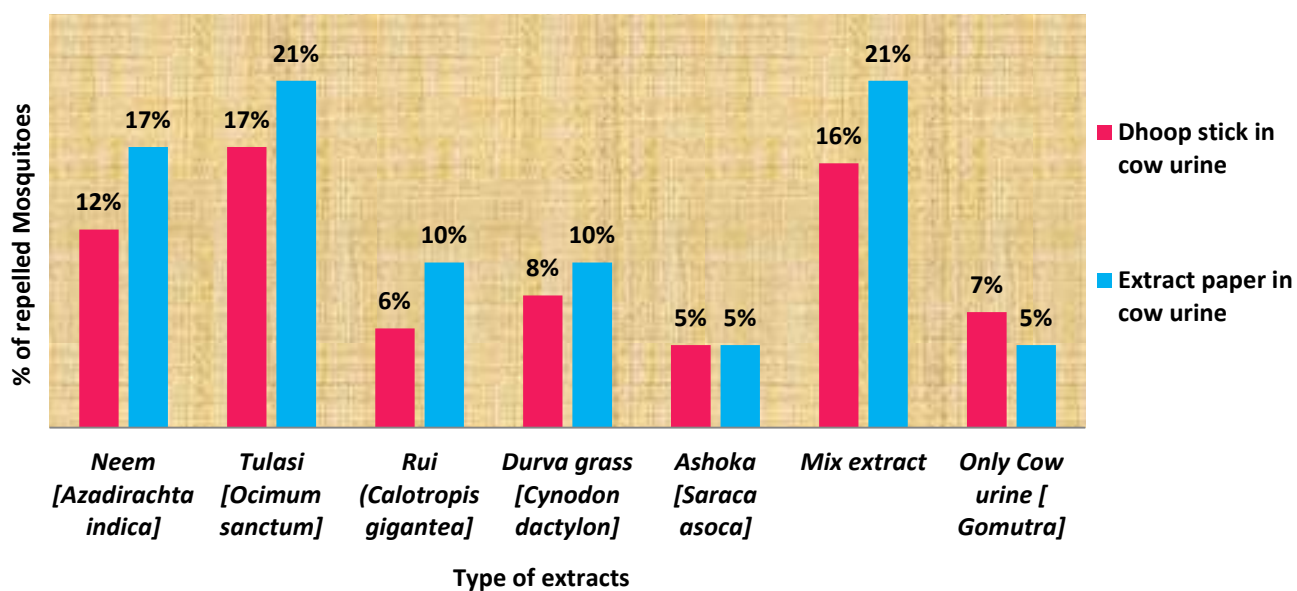
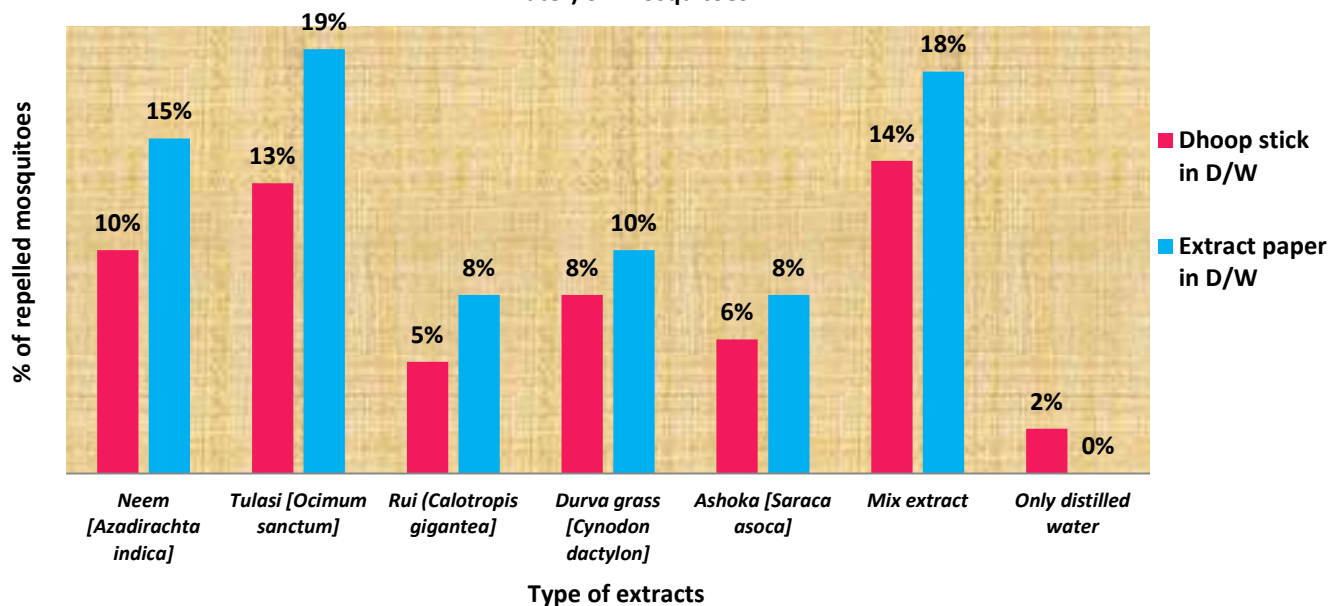


Figure 3:- The figure represents the effect of smoke released after burning of mosquito repellent aids on air microflora.

Graph 1: Effect of Dhoop stick and extract paper (prepared from different plant extract and cow urine) on mosquitoes



Graph 2: Effect of Dhoop stick and extract paper (prepared from different plant extract and distilled water) on mosquitoes



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IN-VITRO EVALUATION OF ANTIOXIDANT ACTIVITY OF AQUEOUS AND SOLVENT EXTRACTS OF GYMNEMA SYLVESTER

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ABSTRACT

Antioxidants play an important role in inhibiting and scavenging free radicals, thus, providing protection to human body against infection and degenerative diseases. Nowadays the modern research is directed towards "Natural antioxidants" from the herbal plants due to their safe therapeutic usage. In present studies, antioxidant activity of aqueous and solvent extracts of commercially available powder of *Gymnema sylvestre* was investigated for its free radical scavenging activity by adopting various in vitro methods. The powder extracts were investigated for the antioxidant activity using 2,2-diphenyl, 1-picrylhydrazyl (DPPH) radical scavenging activity, reducing capacity,

competition with DMSO, Hydroxyl group reducing activity, estimation of total phenol and estimation of Ascorbic acid. The results showed the plant extract exhibited significant DPPH scavenging activity, reducing capacity, and hydroxyl radical scavenging activity. The polar flavonoid extracted was found to have highest % of DPPH scavenging activity. The measurement of total phenolics indicated that 10 gm. of powdered plant material contained 0.55 g of phenols equivalent of catechol. The results suggest that the *Gymnema sylvestre* plant possess antioxidant activity and can be used as potential natural herbal therapeutic agent for human beings.

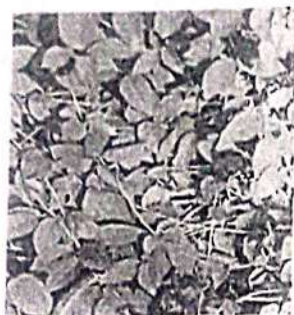
KEYWORDS: Antioxidant, free radicals, *Gymnema sylvestre*.

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INTRODUCTION



- **Common name:** Gurmar.
- **Hindi:** chhota-dudhilata, gudmar, gurmar, medhashingi,
- **Marathi:** kavali, bedaki, bedakuli, kalikardori, kaoli.
- **Botanical name:** *Gymnema Sylvestre*.
- **Family:** Asclepiadaceae (Milkweed family).

Many herbal plants contain antioxidant compounds which protect cells against degenerative effects of reactive oxygen species (ROS) which is a free radical such as singlet oxygen, superoxide, peroxy radicals, hydroxyl radicals.^[1,2] The oxidative stress is that, when a balance between ROS production and antioxidant defenses is lost 'Oxidative stress' results which through a series of events deregulates the cellular function and leads to various diseases such as aging, arthritis, asthma, carcinogenesis, diabetes, rheumatism and various neurodegenerative disease.^[3]

Antioxidants are substances that neutralize free radical /their actions. These are superoxide dismutase (SOD), glutathione peroxidase, glutathione reductase, thioredoxin thiols, and disulphide bonding that are buffering system in every cell. Alpha tocopherols is a chain breaking antioxidant which prevents the propagation of free radicals reaction in all cell-membrane in human body. Ascorbic acid is also a part of normal protecting mechanism. Other non-enzymatic antioxidant includes carotenoid, flavonoid and related polyphenols, alpha lipoic acid and glutathione.

In India indigenous remedies have been used in treatment of various diseases such as diabetes, cancer since sixth century BC. *Gymnema sylvestre* commonly known as gudmar belongs to the family Asclepiadaceae. It is a woody, climbing herb grown in India, China, Indonesia, Japan, Malaysia, Srilanka, Vietnam and South Africa.^[9] The plant is useful in inflammations, hepatosplenomegaly, dyspepsia, constipation, haemorrhoids, helminthiasis,

cough, asthma, bronchitis, cardiopathy, jaundice, intermittent fever, piles, amenorrhea, conjunctivitis, leucoderma, and urinary disorders. The fresh leaves when chewed have the remarkable property of paralyzing taste for sweet and bitter substance for some time. According to Ayurvedic literature leaves were used as a cardi tonic, diuretic, laxative, stimulant, stomachic and uterine tonic and these are also used as antiviral, diuretic, antiallergic, hypoglycemic, hypolipidemic, for the treatment of obesity and dental caries. It is a potent antidiabetic plant used in folk, ayurvedic and homeopathic systems of medicine. It is reported to possess antimicrobial, antihypercholesterolemic, hepatoprotective, anti-allergic, antiviral, lipid lowering effects.

The objective of the present study were to determine the antioxidant activity of commercially available *Gymnema sylvestre*. Powder by measuring total phenolic content, DPPH scavenging activity, reducing power activity, hydroxyl group reducing activity and estimation of Ascorbic Acid.

MATERIALS AND METHODS

Plant material and extracts

The *Gymnema sylvestre* in powder form was purchased from Yogesh Pharmacy A-6/6 MIDC, Nanded- 431 603. The Powder was extracted with different solvents for obtaining various kinds of fractions / extracts by hot continuous extraction method using soxhlet apparatus as given below.

Solvents used for extraction Active principle of extracts wt. of extracts / 100g of Sample

Ethanol+diethyl ether+

N-Butanol	-	Saponin 27.13 g
Water	-	tannin 12.75g
Ethanol	-	phenol 5.83 g
Methanol	-	polar flavonoid 15.813 g
Ethyl acetate	-	Terpenoid 2.8 g
Chloroform	-	Non polar flavonoid 1.46 g

The extracts were concentrated by evaporating the solvents on boiling water bath. The dried extract thus obtained was used for the assessment of antioxidant activity through various in vitro methods. Preliminary qualitative analysis was done to determine presence of flavonoid, tannin, protein, phenol, Saponin etc.

Research Article



Study of Antibacterial Activity of Palm Wine against Bacterial Pathogens Isolated From the Clinical Samples.

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ABSTRACT

The alcoholic beverages in the world, such as beer, wine champagne etc., are usually made by fermentation with yeasts. The most commonly used organisms are strains of *Saccharomyces cerevisiae*. In many tropical areas of the world, other types of alcoholic beverages are very popular and widely used; these consist of plant saps undergoing a mixed fermentation, containing bacteria from the genus *Zymomonas*. Some of the fermentation products are found very useful for the treatment of various diseases ranging from chronic enteric metabolic disorders to gynecological infections. Palm wine is also called Palm Toddy, it is an alcoholic beverages created from the sap of various species of palm tree. Study was carried out for isolation of bacteria from palm wine and check antimicrobial activity of palm wine against pathogenic bacteria. In current research the bacterial pathogens were isolated from the clinical samples. The antibacterial activity of palm wine carried out by using *pseudomonas species* (20mm zone diameter) and *Klebsiella species*. Palm wine shows higher antibacterial activity against *Klebsiella species* (23mm zone diameter).

Keywords: Palm Wine, *Zymomonas mobilis*, antibacterial activity, Pathogenic bacteria.

INTRODUCTION

The alcoholic beverages in the world such as beer, wine champagne etc. are usually made by the fermentation with yeasts. The most commonly used organisms are the strains of *Saccharomyces cerevisiae*. In many tropical areas of the world other types of alcoholic beverages, are very popular & widely used these consist of the plant saps undergoing a mixed fermentation containing bacteria from the genus *Zymomonas*. Some of its fermentation products are found useful in the treatment of various diseases ranging from chronic enteric metabolic disorders to gynecological infections (swings and De ley 1977) Palm wine is also called Palm toddy, it is an alcoholic beverages produced from the sap of various species of palm tree such as the Palmyra and the coconut palms. This drink is common in various parts of the Asia & Africa and it is known by various names such as

location. In parts of India, the unfermented sap is called "Neera" and is refrigerated, stored and distributed by semi-governmental agencies. A little lime is added to the sap to prevent it from fermenting. Palm sap contains nutritionally important components including amino acids, Proteins, vitamins, Sugars and micronutrients. Palm sap beings fermenting immediately after collection, due to natural micro flora in the air. Within two hours, fermentation yields an aromatic wine of up to 4 % alcohol.

MATERIALS AND METHODS

Collection of Sample

The sample collected from near Akluj area region at morning time in the sterile plastic cans. The samples were kept in clean dry bottles previously washed and rinsed by distilled water. The sample was then stored at 4°C and it was used for further studies.

Isolation of bacteria from palm wine

To isolate inherent bacteria from collected sample requires a specific media, MYPG. It was designed and used. The designed media consists the components all in percentage, (wt/vol) malt extract-0.3; yeast extract- 0.3; glucose- 2; peptone- 0.5. and the pH of media was adjusted to 4.8.

Enrichment of Collected Sample

1 liter broth of designed media was prepared and sterilized by autoclaving at 121°C for 20 minutes. 10 ml sample of collected sap enriched in the suitable detection broth medium and incubated at 30°C for 48 hours. Further isolation, characterization and identification of

State/territory/ Regions in India Common Name used

Andhra Pradesh , Kerala	Kallu
Bihar Assam	Tadi
Tamil Nadu	Padaneer
Maharashtra	Tadi, Shindhi

The qualitative characteristic of palm wine depends on the factors such as the period of tapping the palm trees, the palm species, the storage period and the season etc. The concentration of alcohol in palm wine ranges from 0.1 to 7.1 % ethanol, depending on the stages at which it is collected. A normal palm wine contains 4 to 5 % ethanol and has a pH of 3 to 4. The alcoholic fermentation of the sap starts in the collection ground or



pure culture were carried out on agar medium by spread plate technique.

Identification of *Zymomonas* species

Colonies suspected to be those of *Zymomonas* were isolated from the enriched sap sample by spread plate and purified by streaking on freshly prepared media incubated for 2 days at 30°C in the anaerobic jar. Isolates from such plates were subjected for the Grams nature, motility and morphological characterization. The biochemical characterization of isolates involves following tests catalase, oxidase, nitrate reduction, indole production and, carbohydrate fermentation.

Biochemical characterization study

Biochemical tests were done for identification of bacteria.

Estimation of alcohol concentration from palm wine

Qualitative estimation of ethanol in an palm wine carried out by using $K_2Cr_2O_7$. The various concentrations of alcohol such as 1%, 2%, upto 10% prepared and sequentially filled in the series of test tubes add 1.5 ml of $K_2Cr_2O_7$ reagent and incubate at 60 for 30 minutes and recorded. O.D. at 600nm. While palm wine used as unknown.

Isolation and Identification of Pathogenic Bacteria from clinical sample

The clinical samples of patients such as urine were collected from the hospitals of Barshi city. The collected sample was enriched in sterile MacConkeys broth at

37°C for 24 hours. The potential pathogens were isolated on MacConkeysagar plates incubated at 37°C for 24 hours. Isolates from such plates were subjected for the Grams nature, motility and morphological characterization. The biochemical characterization and identification of pathogenic bacterial species from urine samples carried out by using VITEK-2 Autoanalyzer.

Antibacterial activity of palm against the same pathogenic bacteria

Antibacterial activities of palm wine against pathogenic bacteria were studied by agar well diffusion assay. 100µl suspension of isolates of clinical sample was spread with the help of glass spreader on sterile nutrient agar plate. The wells were prepared on sterile nutrient agar with the help of cork borer and each well poured by 100µl palm wine with the help of micropipette. The plates were incubated at 37°C for 24 hours.

RESULTS AND DISCUSSION

Isolation of inherent bacterial species from palm wine

When palm wine sample spread on sterile MYPG agar medium and incubated at 30°C for 48 hours. After incubation four isolates were selected randomly for further study.

Morphological Characteristics of Isolates:

Colony characteristics of Isolates isolated on MYPG agar medium incubated at 30°C for 48 hours.

The results are shown in below tables.

Table 1: Colony characters of bacteria isolated from palm wine

Isolate	Morphology	Gram Nature	Motility
1	Rod Shaped	Gram Negative	Motile
2	Rod Shaped	Gram Negative	Motile
3	Cocci	Gram Positive	Motile
4	Rod Shaped	Gram Negative	Motile

Table 2: Gram nature and motility

Isolate	Size(mm)	Shape	Colour	Margin	Elevation	opacity	Consistency
1)	1	Circular	White	Entire	Raised	opaque	Moist
2)	1.5	Circular	White	Entire	Flat	Opaque	Moist
3)	1	Circular	White	Entire	Flat	Opaque	Moist
4)	1.1	Circular	White	Irregular	Raised	Opaque	Moist

Table 3: Biochemical test

Sr. No	TEST	ISOLATES 1	ISOLATES 2	ISOLATES 3	ISOLATES 4
1	Indole Production	-	-	-	-
2	Methyl red test	-	-	-	-
3	Vogues paskaur test	-	-	-	-
4	Citrate utilization test	-	-	-	-
5	Glucose	+	+	+	+



6	Maltose	+	-	+	+
7	Fructose	+	+	+	+
8	Lactose	-	-	-	+
9	Oxidase	-	-	-	-
10	H ₂ S Production	-	-	-	-

Table 4: Estimation of palm wine by K₂Cr₂O₇

Sr.No.	Conc. of alcohol (%)	Amount of alcohol in ml	Amount of D/W in ml	K ₂ Cr ₂ O ₇ Reagent in ml	Incubation	O.D. at 600nm
1.	1.	1	1	1.5	In water bath at 60°C for 30 Minutes	0.20
2.	2.	1	1	1.5		0.30
3.	3.	1	1	1.5		0.60
4.	4.	1	1	1.5		0.80
5.	5.	1	1	1.5		0.140
6.	6.	1	1	1.5		0.150
7.	7.	1	1	1.5		0.160
8.	8.	1	1	1.5		0.180
9.	9.	1	1	1.5		0.200
10.	10	1	1	1.5		0.235
11.	Unknown	0.5	0.5	1.5		0.40
12.	Blank	-	1	1.5		0.0

Isolation and Identification of bacterial pathogens from urine sample

The clinical sample spread on MacConkeys agar medium after incubation their morphological and biochemical characterization study was done

Identification of *Pseudomonas* species on Vitek -2 (Autoanalyzer)

Identification Information	Analysis Time: 8.00 hours	Status: Final
Selected Organism	Pseudomonas aeruginosa	
ID Analysis Messages	Bionumber: 0003041103530352	

Biochemical Details											
2	APPA	3	ADO	4	Pyru	5	URE	7	GCFL	9	BCAL
10	H ₂ S	11	DNAG	12	ACLTp	13	gGLU	14	GGT	15	OFF
16	BCGU	17	gMAL	18	gMAN	19	gMNE	20	gXYL	21	gALp
22	gPhe	23	gIP	24	gTAL	25	gTyr	26	gURE	27	gSOR
28	gSAC	29	gTAG	30	gTLE	31	gCT	32	gMNI	33	gSKG
34	gATL	35	gAGL	36	gSUC	37	gNAG	38	gACAL	39	gPHOS
40	gGly	41	gGDC	42	gLDL	43	gBBSa	44	gCMT	45	gGUR
46	gT2SR	47	gGAA	48	gM Ta	49	gELSA	50	gLATa	51	

Identification of *Klebsiella* species on Vitek -2 (Autoanalyzer)

Identification Information	Analysis Time: 10.00 hours	Status: Final
Selected Organism	Klebsiella pneumoniae ssp pneumoniae	
ID Analysis Messages	Bionumber: 863773575057152	

Biochemical Details											
2	APPA	3	ADO	4	Pyru	5	URE	7	GCFL	9	BCAL
10	H ₂ S	11	DNAG	12	ACLTp	13	gGLU	14	GGT	15	OFF
16	BCGU	17	gMAL	18	gMAN	19	gMNE	20	gXYL	21	gALp
22	gPhe	23	gIP	24	gTAL	25	gTyr	26	gURE	27	gSOR
28	gSAC	29	gTAG	30	gTLE	31	gCT	32	gMNI	33	gSKG
34	gATL	35	gAGL	36	gSUC	37	gNAG	38	gACAL	39	gPHOS
40	gGly	41	gGDC	42	gLDL	43	gBBSa	44	gCMT	45	gGUR
46	gT2SR	47	gGAA	48	gM Ta	49	gELSA	50	gLATa	51	

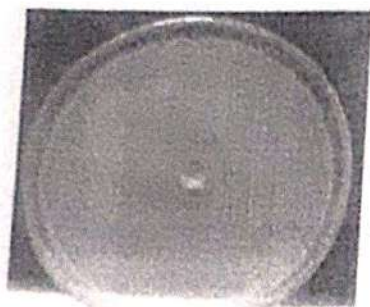


Photo 1: Antibacterial activity of palm wine against *Klebsiella* species

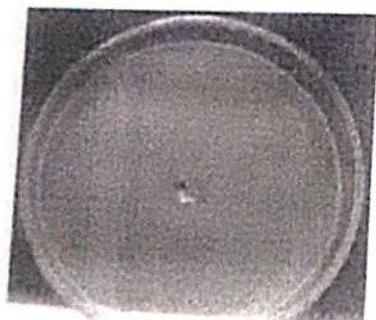


Photo 2: Antibacterial activity of palm wine against *Pseudomonas* species

Antibacterial activity of palm wine

Sr. No.	Pathogenic Bacteria	Inhibition zone in diameter
1	<i>Pseudomonas</i> species	20mm
2	<i>Klebsiella</i> species	23mm

Antibacterial activity of palm wine against *Pseudomonas* and *Klebsiella* species

CONCLUSION

The palm wine consist inherent flora such as organisms studies on the basis of morphological, cultural and

biochemical characteristics. Amongst *Zymomonas* spp. were found to be predominant.

The antibacterial activity of Palm wine studied against the pathogens like *Pseudomonas* species and *Klebsiella* species by agar well diffusion method. The sample of palm wine showed higher antibacterial activity against *Klebsiella* species (23mm inhibition zone diameter) and *Pseudomonas* species (20mm inhibition zone diameter).

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Intergeneric fusant development using chitinase preparation of *Rhizopus stolonifer* NCIM 880

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Abstract

Fungal chitinase have tremendous applications in biotech industries, with this approach we focused on extracellular chitinase from *Rhizopus stolonifer* NCIM 880 for the formation of fungal protoplasts. The maximum chitinase production reached after 24 h at 2.5% colloidal chitin concentration in presence of starch as an inducer. Chitinase was extracted efficiently at 65% cold acetone concentration and then purified by using DEAE-Cellulose column chromatography. Purified chitinase having molecular weight 22 kDa with single polypeptide chain was optimally active at pH 5.0 and temperature 30 °C. The purified chitinase revealed kinetic properties like K_m 1.66 mg/ml and V_{max} 769 mM/min. Crude chitinase extract efficiently formed protoplasts from *A. niger*, *A. oryzae*, *T. viride* and *F. moniliforme*. The formed protoplasts of *A. niger* and *T. viride* showed 70 and 66% regeneration frequency respectively. Further, intergeneric fusants were developed successfully and identified at molecular level using RNA profiling. Thus, this study could be useful for strain improvement of various fungi for biotechnological applications.

Keywords: Chitinase, *R. stolonifer*, Protoplasts, Acetone precipitation, DEAE cellulose

Introduction

Chitinase (E.C. 3.2.1.14) is a glycosyl hydrolase which catalyzes degradation of chitin polymer (Henrissat and Bairoch 1993). Chitinases have been detected in vast array of organisms including bacteria, fungi, insects, viruses, plants, and animals and may have various functions in different organisms (Mathivanan et al. 1998; Park et al. 2002; Tanabe et al. 2000; Tikhonov et al. 2002; Waghmare and Ghosh 2010a, b). Bacterial chitinases are produced to meet nutritional needs, so that chitin can be used as carbon and nitrogen sources. Plant chitinases function in self defense against pathogens having chitinous cell wall, whereas yeast and fungal chitinases are required for development and growth of the respective organisms (Gohel et al. 2006). Chitinase from *Autographa californica* nucleopolyhedrovirus was successfully expressed in

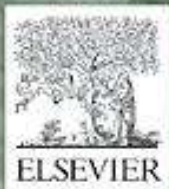
transgenic tobacco plant to enhance resistance against pest and fungal pathogens (Maro et al. 2010). *Rhizopus* is a filamentous fungus and known for production of commercially important compounds such as fumaric acid and cortisone (Manosroi et al. 2006; Engel et al. 2008). Several fungi producing chitinase having diversified properties have been reviewed recently (Narayanan et al. 2014).

Protoplast fusion is an important tool to perform strain improvement as well as to manipulate and develop hybrid strains in filamentous fungi (Lalithakumari 2000). Fungal protoplasts have been used as an effective experimental biochemical tool to study cell wall synthesis, enzyme synthesis and their secretion, as well as in strain improvement for biotechnological applications. Dahiya et al. (2005) reported the effectiveness of *Enterobacter* sp. NRG4 chitinase in the generation of protoplasts from *Trichoderma reesei*, *Pleurotus florida*, *Agaricus bisporus*, and *A. niger* (Kitamoto et al. 1988; Dahiya et al. 2006). Mizuno et al. (1997) isolated protoplast from *Schizophyllum commune* using the culture filtrate of *B. circulans* KA-304. An enzyme complex from *B. circulans* WL-12

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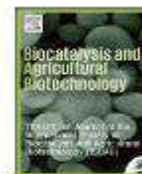


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Purification and characterization of SDS stable protease from *Bacillus safensis* strain CK



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ABSTRACT

Proteases are widely used in chemical, medical and food industries. Microbial proteases play an important role in the cellular metabolic processes and have gained considerable attention by industrial communities. Hence, in the present work we have identified and investigated role of novel *Bacillus safensis* strain CK to produce an extracellular protease. The isolated protease was purified by Diethyl amino ethane (DEAE) cellulose column chromatography with 7 fold purity and 8.2% yield. Molecular weight of the protease estimated to be around 40 kDa and showed activity over a wide range of pH, from neutral to alkaline. The purified protease showed 100% and 92% stability in presence of 1% Sodium Dodecyl Sulphate (SDS) and commercial detergent respectively. Thus, *B. safensis* strain CK has potential to produce an extracellular protease, active at neutral and alkaline pH. This protease may be useful in various industrial processes.

1. Introduction

Proteases play an important role in the cellular metabolic processes and have gained significant attention by industrial communities (Rao et al., 1998; Bruins et al., 2001). It has been shown that several animals, plants and microbes are the principal sources of proteases (Shafee et al., 2005). However, production of proteases from plant and animal sources has some limitations because of climatic reasons and ethical issues respectively (Rao et al., 1998; Shafee et al., 2005). The microbial proteases have two-third share of commercial production in the enzyme market worldwide (Kumar and Takagi, 1999).

Microorganisms of the genera *Pyrococcus*, *Thermococcus* and *Staphylothermus* are considered as prominent producers of proteases and metalloproteases (Niehaus et al., 1999). However, the genus *Bacillus* is the center of attraction in biotechnology due to relative ease of isolation from diverse sources like soil, alkaline waters, and the deep sea, and the ability to grow on proteinaceous substrates (Longo et al., 1999). Microbial sources have occupied an unshakable domain in the production of all the three major types of proteases - acidic, neutral, and alkaline. Neutral and alkaline proteases hold great potential for the application in the detergent and leather tanning industries due to the increasing trend of developing eco-friendly technologies (Rao et al., 1998).

At present there is considerable interest in enzymes which should be

stable in presence of oxidizing agents and bleaching of detergents (Oberoi et al., 2001). There is always need for the novel enzymes that can enhance the washing performance of the enzyme-based detergents. Currently bleach stability is introduced into the enzyme through site directed mutagenesis and protein engineering by replacement of certain amino acid residues (Wolff et al., 1996). So, present study describes purification and characterization of extracellular SDS stable protease from novel *B. safensis* strain CK.

2. Materials and methods

2.1. Isolation and identification of protease producing microorganism

Soil from slaughter house waste was used as source for screening of protease producing microorganisms. Serially diluted soil sample was spread on medium containing gelatin - 1.2%, peptone - 0.4%, yeast extract - 0.1%, agar - 2% and incubated at 37 °C for 24 h. The identification of the strain was carried out on the basis of morphological, biochemical characteristics and the 16S rDNA gene sequence analysis. All the biochemical tests were performed according to the methods described in *Bergey's Manual of Systematic Bacteriology*. The 16S rDNA sequencing was done at GeNei, Bangalore, India. Sequence comparison with gene sequence database was performed using BLASTn program through the NCBI website (Altschul et al., 1997).

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Production of novel antimicrobial protein from *Bacillus licheniformis* strain JS and its application against antibiotic-resistant pathogens

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ABSTRACT

Bacillus licheniformis strain JS has been shown to produce antimicrobial protein (AMP) using wheat bran as carbon and nitrogen source. Monitoring of AMP production revealed maximum after 72 h and extracted optimally at 70% saturation of ammonium sulphate. The extracted protein was further purified by ion exchange column chromatography which was eluted at 0.3 M NaCl concentration. The 16 kDa purified antimicrobial protein shows more activity against Gram-positive bacteria *Bacillus cereus* as compared to other bacteria. Further, combinatorial effect of AMP with antibiotics showed increased efficiency of Kanamycin, Neomycin and Streptomycin. So, the AMP extracted from *B. licheniformis* strain JS could be promising to increase the efficiency of present antibiotics against antibiotic-resistant pathogens. Thus, this study could be useful to design new therapeutic strategies to treat infectious diseases.

Keywords Anionic · Antimicrobial protein · *B. licheniformis* · DEAE-Cellulose · Antibiotic resistance

Introduction

The alarming increase in antibiotic-resistant bacterial infections is a serious threat to humans and animals worldwide. In this respect, antimicrobial peptides (AMPs) are potential therapeutic tools, because of their rapid and specific killing activity against pathogens. So far, more than 800 AMPs have been isolated from different sources such as humans, animals, plants, insects and bacteria (Reddy et al. 2004). The AMPs are classified as ribosomal and non-ribosomal peptides. The ribosomal AMPs are also called as bacteriocins consist of only 19 to 37 amino acids, whereas large peptide with molecular weight 90,000 Da (Joerger 2003). So far, the peptides exhibiting antimicrobial properties are small, amphipathic and cationic in nature, whereas very few reports on anionic peptides are found (Lai et al. 2002; Cytrynska et al. 2007; Akeel et al. 2017). Recently, several reports have suggested alternative mechanisms of AMPs on multiple targets, but specifically known for its interactions

with bacterial cell membrane for permeabilization (Zhang et al. 2001; Jenssen et al. 2006). Anionic antibacterial peptides kill bacterial cells by causing precipitation of cytoplasmic proteins and intracellular content flocculation (Brogden et al. 1996, 2003).

The *Bacillus* genus has been known for its diversified characteristics. It has potential to produce antibiotics since for 50 years. The production of antimicrobial peptides has been described for many *Bacillus* species like *B. thuringiensis* (Paik et al. 1997), *B. subtilis* (Zheng et al. 1999), *B. cereus* (Bizani and Brandelli 2002) and *B. licheniformis* (Cladera-Olivera et al. 2004). Among the different species of *Bacillus*, the *B. licheniformis* has been widely accepted for its industrial applications (de Boer et al. 1994).

The novel antimicrobial peptides could be an option for the control of infectious diseases caused by the antibiotic resistant microorganisms. Thus, to understand its effectiveness, it is very important to isolate microorganisms producing AMPs and study its characteristics, and its mechanism of action against particular bacteria. Present work deals with the purification and characterization of antimicrobial peptide from *B. licheniformis* strain JS.

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REVIEW OF RESEARCH

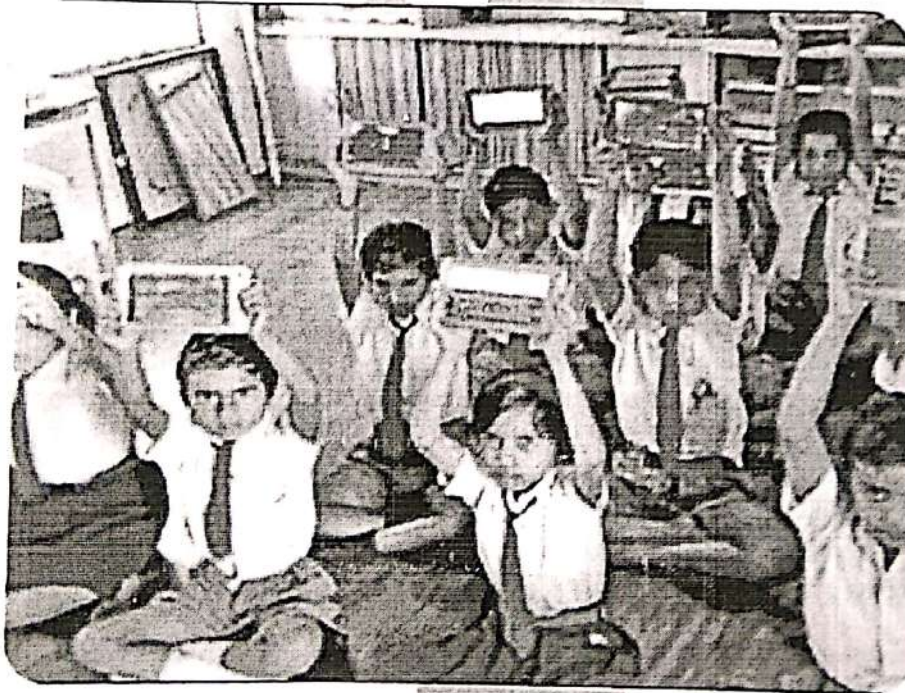


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अध्यापक विद्यालायातील मुलींच्या शारीरिक क्षमतेवर योगाचा होणारा परिणाम



Research by



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सारांश :- मनुष्याने आध्यात्मिक पातळीवरून कितीही उच्च विचार केला तरी शेवटी शरीरस्वास्थ्य हे प्रमुखाचे आवश्यक असते. शारीरिक अस्वास्थ्य हे विंचू दशाप्रमाणे असते. अस्वास्थाचे विश एकदा अगात शिरले ...

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प्रास्ताविक:-

मनुष्याने आध्यात्मिक पातळीवरून कितीही उच्च विचार केला तरी शेंवटी शरीरस्वास्थ्य हे प्रमुखाचे आवश्यक असते. शारीरिक अस्वास्थ्य हे विंचू दंशाप्रमाणे असते. अस्वास्थाचे विष एकदा अंगात शिरले की ते उतरणे कठीण असते. तेंव्हा आसन प्राणायाम हे दोन्ही रोग अशक्तात व दुर्बलता यांचा नाईनाट करायचा असेल तर योगाभ्यासाची नितांत गरज आहे. शरीर शक्ती मनशक्ती, बुद्धीशक्ती यांचा योग्य ताळमेळ करायचा असेल तर योगाभ्यासाची आवश्यकता आहे. बाह्य जगात विकास घडत असतांना आंतरिक जगातही तो विकास घडणे आवश्यक आहे जो पर्यंत आंतरिक विकास घडत नाही तो पर्यंत बाह्य विकासाचा आनंद घेऊ शकणार नाही. मनुष्याच्या शरीराचा, मनाचा आणि बुद्धीचा पूर्ण विकास म्हणजे बुद्धीचा विकास होय. अशा प्रकारचा विकास झाला की व्यक्तीची सर्वांगीण उन्नती होते. मनुष्यास आरोग्य व मानसिक स्वास्थ्य उत्तम प्रकारचे लाभते त्याची बौद्धिक पात्रता सुध्दा वाढते. अशा प्रकारचा विकास करावयाचा असेल तर तो योगाभ्यासाने साध्य होतो.

संशोधनाची गरज व महत्त्व

आजचे युग हे स्पर्धेचे युग आहे. या स्पर्धेत टिकून राहण्यासाठी प्रत्येकजण आपापल्या परीने धडपड करत असतांना प्रचंड शारीरिक व मानसिक तणावाला सामोरे जावे लागते. मोठ्या माणसापासून ते विद्यार्थ्यांपर्यंत ही स्पर्धा चालू असते; अशा परिस्थितीत एकंदरीत विद्यार्थ्यांचा विचार करता आजचे विद्यार्थी उद्याच्या भारताचे आधारस्तंभ होणार आहेत. या स्पर्धेमुळे कदाचित विद्यार्थी नैराश्याच्या गर्तेत ढकलला जातो व त्यामुळे शारीरिक क्षमतेच्या अभावी इतरांशी स्पर्धा करतांना त्यांना अनेक अडचणींना सामोरे जावे लागते व कालांतराने असे विद्यार्थी एकलकोंडे होतात आणि त्यांच्या मनात न्यूनगंड तयार होतो.

अशा प्रकारचे संशोधन विद्यार्थ्यांची शारीरिक क्षमता पाहण्यासाठी उपयुक्त ठरेल. योग प्रशिक्षणामुळे विद्यार्थ्यांच्या शारीरिक क्षमतेत चांगला परिणाम झाल तर आध्यापक विद्यालयामध्ये योगाचे प्रशिक्षण राबविण्यास व मानसिकतेवर चांगला परिणाम झाल्यानंतर त्याचे शारीरिक व मानसिक आरोग्य चांगले राहिले व अत्यंत चांगल्या पद्धतीने अध्यापन करतील. शिक्षकांनाही अध्यापनात योग्य फायदा होईल. मुलांची शारीरिक व मानसिक स्थिती उत्तम राहून शाळेचे वातावरण संतुलीत रहाण्यात मदत होईल म्हणून अशा प्रकारच्या संशोधनाची गरज आहे. कोणताही थकवा न येता अतिशय उत्साहाने व सतर्क राहून सतत दैनंदिन काम करण्याची क्षमता म्हणजे शारीरिक क्षमता होय.



समस्या विधान :

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होणारा परिणाम



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सारांश :- निरोगी शरीरामध्ये निरोगी मन असते. कोणत्याही शिक्षकाला विद्यार्थ्यांच्या सर्वांगीण विकास करावयाच्या असेल तर विद्यार्थ्यांच्या शारीरिक मानसिक आरोग्याकडे लक्ष देणे गरजेचे आहे....पृष्ठ क्र.- 59

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IMPARTING ANALYTICAL SKILLS THROUGH HIGHER EDUCATION
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NANTAPURAMU

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RIGHT TO INFORMATION AND INFORMATION LITERACY

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कार्यक्रमाचा होणारा परिणाम

Prashant Indrajit Tambile¹ and Dr. C. B. Vaigragar

PSYCHOSOCIAL FACTORS THAT AFFECT STUDENT'S ACADEMIC
PERFORMANCE: THE CASE OF FIRST YEAR STUDENTS AT DILLA
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अध्यापक विद्यालयातील मुलांच्या शारीरिक क्षमतेवर योग प्रशिक्षण कार्यक्रमाचा होणारा परिणाम

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प्रास्ताविक:-

निरोगी शरीरामध्ये निरोगी मन असते. कोणत्याही शिक्षकाला विद्यार्थ्यांच्या सर्वांगीण विकास करावयाच्या असेल तर विद्यार्थ्यांच्या शारीरिक मानसिक आरोग्याकडे लक्ष देणे गरजेचे आहे. आज जगामध्ये अनेक प्रकारचे वेगवेळे शोध लागत आहेत. त्यांचे अनेक चांगले गुण असले तरी सुद्धा त्यामध्ये अनेक प्रकारचे दोष ही आढळून येतात. त्यामुळे त्याचे दूषरिणाम होत असलेले दिसतात. शिक्षणाच्या दृष्टिने विचार केला तर अनेक गोष्टीचे दुषरिणाम झालेले दिसतात. त्यामुळे विद्यार्थी समाज विघातक गोष्टी करणारा प्रवृत्त होऊ लागले आहेत. योगामुळे बाह्य व आंतरिक शरीर ज्ञानेन्द्रिये, कर्मेन्द्रिये, मन बुद्धी अहंकार या सर्वावर विजय मिळविता येतो व आंतरात्म्याचा सही शोध घेता येतो. जीवनात एकसुत्रीपणा, सुसंगती व शिस्त शारीरिक व मानसिक प्रगती हवी असते. आजची शिक्षण पध्दती काहीशी मर्यादित आहे आपल्यातील अंतः शक्तीचा किंवा सुप्त गुणांचा विकास होत असेल तरच खरे शिक्षण. योगाभ्यासाने शरीरावर आणि मनावर विशिष्ट संस्कार घडून स्वतःच्या कार्यक्षमतेची पूर्ण जाणीव होते. केवळ बुद्धी असून चालत नाहीतर त्यासाठी शारीरिक कार्यक्षमताही महत्त्वाची असते. म्हणूनच योगाभ्यासाची आधुनिक काळासाठी आवश्यकता आहे.

संशोधनाची गरज व महत्त्व

आजचे युग हे स्पर्धेचे युग आहे. या स्पर्धेत टिकून राहण्यासाठी प्रत्येकजण आपापल्या परीने धडपड करत असतांना प्रचंड शारीरिक व मानसिक तणावाला सामोरे जावे लागते. मोठ्या माणसापासून ते विद्यार्थ्यांपर्यंत ही स्पर्धा चालू असते; अशा परिस्थितीत एकंदरीत विद्यार्थ्यांचा विचार करता आजचे विद्यार्थी उद्याच्या भारताचे आधारस्तंभ होणार आहेत. या स्पर्धेमुळे कदाचित विद्यार्थी नैराश्याच्या गर्तेत ढकलला जातो व त्यामुळे शारीरिक क्षमतेच्या अभावी इतरांशी स्पर्धा करतांना त्यांना अनेक अडचणींना सामोरे जावे लागते व कालांतराने असे विद्यार्थी एकलकोंडे होतात आणि त्यांच्या मनात न्यूनगंड तयार होतो.



अशा प्रकारचे संशोधन विद्यार्थ्यांची शारीरिक क्षमता पाहण्यासाठी उपयुक्त ठरेल. योग प्रशिक्षणामुळे विद्यार्थ्यांच्या शारीरिक क्षमतेत चांगला परिणाम झाल तर आध्यापक विद्यालयामध्ये योगाचे प्रशिक्षण राबविण्यास व मानसिकतेवर चांगला परिणाम झाल्यानंतर त्याचे शारीरिक व मानसिक आरोग्य चांगले राहिले व अत्यंत चांगल्या पध्दतीने अध्यापन करतील. शिक्षकांनाही अध्यापनात योग्य फायदा होईल. मुलांची शारीरिक व मानसिक स्थिती उत्तम राहून शाळेचे वातावरण संतुलीत रहाण्यात मदत होईल म्हणून अशा प्रकारच्या संशोधनाची गरज आहे. कोणताही थकवा न येता अतिशय उत्साहाने व सतर्क राहून सतत दैनंदिन काम करण्याची क्षमता म्हणजे शारीरिक क्षमता होय.

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अध्यापक विद्यालयातील विद्यार्थ्यांच्या ५० यार्ड धावणे क्षमतेवर योगाचा होणारा परिणाम



Prashant Indrajit Tambile

Director of Physical Education and Sports,
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प्रस्तावना : शरीराची सुसंगत वाढ होण्यासाठी, शरीर निरोगी राहण्यासाठी शारीरिक क्षमता उत्तम राहण्यासाठी व्यायामाबरोबरच योगाची ही आवश्यकता आहे.....

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झाली. त्यामुळेच संशोधकाने अभ्यासासाठी विद्यार्थ्यांच्या शारीरिक क्षमतेवर योगाचा होणारा परिणाम हा संशोधन विषय निवडला व संशोधन केले.

अध्यापक विद्यालयातील विद्यार्थ्यांच्या ५० यार्ड धावणे क्षमतेवर योगाचा होणारा परिणाम

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प्रस्तावना

शरीराची सुसंगत वाढ होण्यासाठी, शरीर निरोगी राहण्यासाठी शारीरिक क्षमता उत्तम राहण्यासाठी व्यायामाबरोबरच योगाची ही आवश्यकता आहे. कारण सद्याच्या यांत्रिकीयुगामुळे, धावपळीमुळे मुलांना शारीरिक क्षमता उत्तम ठेवणे कठीण जात आहे. परंतु कोणतेही कार्य चांगल्या प्रकारे करण्यासाठी व्यक्तीची शारीरिक क्षमता उत्तम असणे गरजेचे आहे. म्हणूनच योग प्रशिक्षणामुळे (व्यायाम) मुलांच्या शारीरिक क्षमतेवर काय परिणाम होतो अशी जिज्ञासा संशोधकाच्या मनामध्ये निर्माण

संशोधनाची गरज व महत्त्व :

योग प्रशिक्षणामुळे विद्यार्थ्यांच्या शारीरिक क्षमतेत चांगला परिणाम झाल तर आध्यापक विद्यालयामध्ये योगाचे प्रशिक्षण राबविण्यास व मानसिकतेवर चांगला परिणाम झाल्यानंतर त्याचे शारीरिक व मानसिक आरोग्य चांगले राहिले व अत्यंत चांगल्या पद्धतीने अध्यापन करतील योग्य शिक्षकांनाही अध्यापनात फायदा होईल. विद्यार्थ्यांची शारीरिक व मानसिक स्थिती उत्तम राहून शाळेचे वातावरण संतुलीत राहण्यात मदत होईल म्हणून अशा प्रकारच्या संशोधनाची गरज आहे.

समस्या विधान :

"अध्यापक विद्यालयातील विद्यार्थ्यांच्या ५० यार्ड धावणे क्षमतेवर योगाचा होणारा परिणाम."

संशोधनाची व्याप्ती व मर्यादा :

१. प्रस्तुत अध्यापक फक्त बार्शी

२. शहरातील शंकरराव निंबाळकर अध्यापक विद्यालयापुरता मर्यादीत आहे.

३. सदर प्रबंधाचा अभ्यास फक्त शंकरराव निंबाळकर अध्यापक विद्यालय, बार्शी या विद्यालयात प्रवेश घेतलेल्या डी.एड् भाग २ मधील २० विद्यार्थ्यांचा आहे.

४. योग प्रशिक्षणासाठी निवडलेले विद्यार्थी हे बार्शी शहरातील वास्तव्य करणारे आहेत.

५. विद्यार्थीनींना या योग प्रशिक्षणामध्ये सहभागी करून घेतले नाही.

६. योगशास्त्रातील अष्टांगयोगापैकी म्हणजे आठ योगापैकी फक्त चार योगांचा अभ्यास करणार आहे.

१) यम, २) नियम ३) आसने ४) प्राणायाम

७. हृदयाचे रोग असणाऱ्या विद्यार्थ्यांना या योगाच्या प्रशिक्षणामध्ये सहभागी करून घेतले नाही. उदा : दमा.

संशोधनाची उद्दिष्ट्ये :

१. योग प्रशिक्षणामुळे विद्यार्थ्यांच्या खांद्यातील स्नायूची ताकद आजमावने.

२. योग प्रशिक्षणामुळे विद्यार्थ्यांना गतिमान स्थितीतून चटकन दिशा बदलता येते का ते आजमावने.

३. योग प्रशिक्षणामुळे विद्यार्थ्यांना वेगात धावता येते का ते आजमावने.

४. योग प्रशिक्षणामुळे विद्यार्थ्यांना दीर्घकाळ हालचाल करता येते का ते आजमावने.

संशोधन पद्धती :

प्रस्तुत संशोधनासाठी प्रायोगिक पद्धत वापरण्यात आली आहे.

नमुना निवड :

प्रस्तुत संशोधनासाठी शंकरराव निंबाळकर अध्यापक विद्यालय, बार्शी येथील एकूण डी.एड् भाग १ व डी.एड् भाग २ मधील एकूण ४० विद्यार्थ्यांपैकी डी.एड्. भाग २

Isolation and Identification of Endophytic Bacteria from Day Flower of *Commellina benghalensis*

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Keywords: *Commellina benghalensis*,
Dayflower, Endophytic bacteria, Affinity
chromatography, *Micrococcus* species

ABSTRACT

Objective: Endophytes are nothing but microflora of plant. Each plant has its own endophytic flora. *C. benghalensis* is weed. Day flower is unique feature of *Commellina benghalensis*. Which is relatively difficult to control by herbicide? So, objective of this work is to isolate and identify endophytic bacteria from dayflower of *Commellina benghalensis* and finding role of entophyte in herbicide resistivity.

Methods: The plant of *C. benghalensis* was collected from nearby Solapur area and re-cultivated in college botanical garden. Dayflowers were collected from underground roots of *C. benghalensis*. Separated dayflowers were brought in laboratory and wash thoroughly by tap water. Surface sterilization was carried out by 70% alcohol, Tween 20, Sodium hypochloride and distilled water. Each dayflower was cut into two pieces from its central axis. These two cut pieces were separately inoculated on nutrient agar medium (cut portion facing toward medium) and incubate for 24 hours at 37 °C.

Result: After 24 hours of incubation, white bacterial growth was observed on nutrient agar medium exactly near surrounding area of cut portion of dayflower. Colonies were isolated and used for further biochemical tests. The Biochemical tests were performed on Vitek 2 biomérieux vitek 2 systems by using the identification software PIBWIN Version 2.0.0. On the basis of analysis of this system, it is finalized that the isolated bacterial strain was *Micrococcus* spp.

Conclusion: This resistivity to herbicides might be due to presence of *micrococcus* spp. in its dayflower. Because, *Micrococcus* actively participate in catabolic reactions by utilizing a wide range of unusual substrate like herbicides, pyridine, oil and chlorinated biphenyls.

INTRODUCTION

Bacteria and fungi which live inside plant cells without any harm to plant are called endophytes^[1]. Most plant species accommodate one, or more than one, kind of endophyte. Endophytes develop some associations with the host plant^[2-6]. These associations can be commensal or mutualistic but, sometime few bacteria and fungi live as parasite inside the plant cells^[7]. More work was done on endophytic fungi than bacterial endophytes^[8,9]. In this study, we have isolated endophytic bacteria from day flower of *Commellina benghalensis*. The *Commellina benghalensis* is a weed plant belongs to family *commelinaceae*^[10]. These weeds are normally found in crop field during monsoon season (June to September).

Commellina benghalensis commonly known as the Benghal dayflower, tropical spiderwort, wandering jew, kanshira in Bengali language while in Hindi it is called as Kana and in Sanskrit: kanchata, kosapuspi, marishajalaja. Day flower is a unique character of *commelinaceae* family. This day flower is self-pollinating. It is a native to tropical Asia and Africa.

The study suggested that, there is a great diversity in reproductive systems of dayflower of *Commellina*^[11]. It produces

three types of flowers one male flower, chasmogamous and twohermaphroditeschasmogamous andcleistogamous. All three types develop on aerial branches. From this hermaphrodite chasmogamous flowers are on subaerial branches and cleistogamous flowers grow on underground branches. Also some plants may produce female flowers on aerial branches. The dayflowers have three ovules per ovary^[11].

As per the review of literature maximum work was done on different plant parts of *C. benghalensis* except dayflower and a bit of work was carried out on endophytes of this plant. So effort was made to isolated endophytic bacteria from day flower of *Commelina benghalensis* other than different plant portion.

MATERIALS AND METHODS

Collection of plant

The plant of *C. benghalensis* was collected from nearby Solapur area and re-cultivated in college botanical garden (**Figures 1 and 2**).



Figure 1. *Commelina benghalensis* plant.



Figure 2. *Commelina benghalensis* plant.

Isolation of Endophytic bacteria

For isolation of endophytes, dayflowers were collected from underground roots of *C. benghalensis* (**Figure 3**). Separated dayflowers were brought in laboratory and wash thoroughly by tap water. Surface sterilization was carried out by 70% alcohol, Tween 20, Sodium hypochloride and distilled water. Each dayflower was cut into two pieces from its central axis. These two cut pieces were separately inoculated on nutrient agar medium (cut portion facing toward medium) and incubate for 24 hours at 37 °C.



Figure 3. Dayflowers of *commelina benghalensis*.

Biochemical characterization of Endophyte

The isolated endophytic bacterial colonies were identified on the basis of morphological, cultural and biochemical characteristics. The Biochemical tests were performed on Vitek 2 biomérieuxvitek 2 systems using the identification software PIBWIN Version 2.0.0 ^[12].

RESULTS

Isolation of Entophytic bacteria

In the present study, After 24 hours of incubation, white bacterial growth was observed on nutrient agar medium exactly near surrounding area of cut portion of dayflower. Four quadrant streaking method was performed to isolate single colony of respective bacteria. Well isolated colony was streak and maintain on separate nutrient agar slant. These isolated colonies were used for further biochemical tests (**Figure 4**).



Figure 4. Isolation of endophytic bacteria of Dayflower of *commelina benghalensis*.

Biochemical test

The isolated endophyticbacteria were gram positive with white coloured colony morphology (**Figure 5**). These strain showed positive results for biochemical tests such as Catalase, Arginine, Hihydrolase 1, Beta galactosidase, Alpha glucosidase, Lascinarmylamidase, L-prolinearmylamidase, Alanine, Arylamidase, Tyrosine armylamidase, Urease, D-glucose, D-ribose, N-acetyl - D-glucosamine, D-maltose, Bactracin resistance, D-mannitol, D-mannose, Methyl -B-D-glucopyranoside, Saccharose \ Sucrose, D-trehalose and optochin resistance. The Biochemical tests were performed on Vitek 2 biomérieuxvitek 2 systems by using the identification software PIBWIN Version 2.0.0. On the basis of analysis of this system, it is finalized that the isolated bacterial strain was *Micrococcuspp*. The result of biochemical tests (**Table 1**).

Table 1. Biochemical tests for identification of isolated entophytic strains from Dayflower of *Commellina benghalensis*.

Biochemical Tests	Result
White Creame Colony	-
Yellow Orange colony	-
Pink Red colony	-
Catalase	+
Oxidase	-
Coagulase	-
Amygdalin	-

Phosphatidylinositol Phospholipase C	-
Xylose	-
Arginine Dihydrolase 1	+
Beta Galactosidase	+
Alpha Galactosidase	+
Cycloextrin	-
L Aspartate Arylamidase	-
Beta Galactopyranosidase	-
Alpha Mannosidase	-
Phosphatase	-
Leucine Arylamidase	+
L-proline Arylamidase	+
Beta Galacturonidase	-
Alpha- Galactosidase	+
L-Pyrrolidonyl- Aethylamidase	+
Beta- Glucuronidase	-
Alanine Arylamidase	+
Tyrosine Arylamidase	+
D-sorbitol	-
Urease	+
Polymyxin B Resistance	-
D- Galactose	+
D-Ribose	+
L-Lactate Alkalitization	-
Lactose	-
N-Acetyl-D-Glucosamine	+
D-Maltose	+
Bactecan Resistance	+
Novobiocin Resistance	-
Growth In 6.5% NaCl	-
D- Mannose	+
D-Mannose	+
Methyl I-B-D-Glucopyranoside	+
pullulan	-
D-Raffinose	-
O/129 Resistance (Comp. Vibrio.)	-
Salicin	-
Saccharose/Sucrose	+
D-Trehalose	+
Arginine Dihydrolase-2	-
Optochin Resistance	+
Identification	Micrococcus Spp.

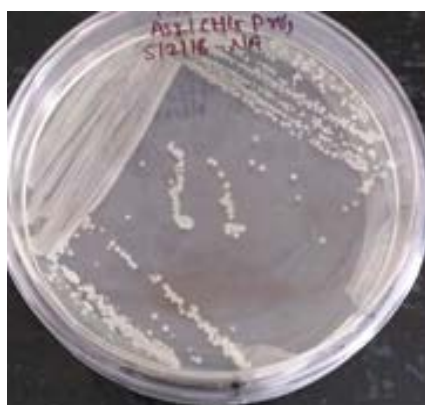


Figure 5: Isolation of single colony by four quadrant streaking method.

DISCUSSION

The planet having about 300,000 species of plants, from these, majority of plants contain endophytes^[13]. In nature, an endophyte-free plant is a rare exception^[14]. Endophytes help plant to cope up with infections developed by pathogen and various environmental stress^[15].

The most frequently found genera of bacterial endophytes are *Pseudomonas*, *Micrococcus*, *Bacillus*, *Stenotrophomonas*, *Burkholderia*, *Pantoea*, *Microbacterium*,^[16-22]. Genus *micrococcus* have been detected an endophytes in several other plants including the *Aloe vera*^[23], *zea*^[6], cotton^[24], rice seed^[5], the roots of *Polysporaaxillaris*^[25] and *Aquilariasinensis*^[26].

The result of this study indicates that the isolated strain of endophyte shows distinct features of different species of genus *micrococcus*, that it should be described as novel species in day flower of *C. benghalensis*. This *Micrococcus* spp. are likely involved in biodegradation of different environmental pollutant to and decrease their toxicity^[27-30]. Some *Micrococcus* isolates also can produce different useful products, such as long-chain aliphatic hydrocarbons for lubricating oils.

CONCLUSION

Medicinal plants are source of great economic value all over the World. On literature available it can be said that *C. benghalensis* plant, show unique characteristic of presence of day flower whose entophytic screening were studied. According to this study an endophytic bacteria of dayflower of said plant is nothing but *Micrococcus* spp.

C. benghalensis is relatively difficult to control by herbicide. This resistivity to herbicides might be due to presence of *micrococcus*spp. In its dayflower. Because, *Micrococcus* actively participate in catabolic reactions by utilizing a wide range of unusual substrate like herbicides, pyridine, oil and chlorinated biphenyls.

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