CHAPTER 5

A critical analysis of the contents and concepts presented

After the survey in the previous chapter, we propose to deal in the present one, with the contents of some selected books and the concepts conveyed by them. We have selected only those books which appear to us after scrutiny as landmarks in the history of Marathi geographical literature.

Part I - Contents:

5.1 1832 - 1848 - 'Geography, Astronomy & History'

Of the books published during this period "Bhugol-Khagol" and 'Bhugol Vidya' (1836) claim our major attention for understanding the contents of Geography as they were conceived then. (Appendix-A,B) In Bhugol-Khagol the shape and size of earth, distribution of land and sea are treated first. Then countries are treated with special reference to Asia. India receives a detailed reference. Here some historical reference background is given. After India, the neighbouring countries are described in a general way.

In the description of Europe, Turkey is included; there is reference to England and Scotland; after some historical background and form of Government the rise of the British Empire is attributed to the concept that the "change is the law of nature" and secondly to leadership in technology. The other countries of Europe are described according to their political importance. The continent of Africa is very briefly described as it was known at that time. N and S. Africa are described with an emphasis on the conquests by the European powers.
On the whole the treatment is given mainly on the basis of political divisions. The final part carries lessons on astronomy, but it also includes electricity, magnetism, art of printing and praise of the Creator of Universe.

'Bhugol Vidya' starts with land and water, continents, countries etc. Then follow the descriptive accounts of the four continents. India is described mainly on the basis of political organisation in 1830's with an emphasis on the British possessions in India. Astronomical Geography relates to latitude and longitude. During this period Geography was taught as a necessary introduction to history as could be seen in the books on History by Elphinstone.

5.2 1849 - 1880 - 'Political Divisions & Gazetteer accounts'

During this period Bal Shastri's book appeared in 1850 as a third edition. The question-answer method is replaced by a descriptive style. This edition is better organised and gives more detailed description of lands, according to their political divisions, but physical features are also mentioned. There is a more detailed description of India with a three-fold division - (a) Himalayas, (b) the Madhya Desh and (c) South Hindustan; protected Indian states are also mentioned. Europe, Africa, N and S America receive a brief description.

The book 'Asia Khandache Varnan' (1862) serves as a highlight to indicate how Geography was taught in a gazetteer style. This book is a reference manual to a map of Asia. Major Candy's "Bhugolache Varnan" (1865) is a much better organised
book giving general geography of the world and the main
continents. The treatment is by political divisions. Asia
and Europe receive greater attention than the other continents.
There is some reference to climate, natural vegetation, minerals
agricultural products, wild animals, birds, fishes; people
of different races are also described. There is a good deal
of information about trade, industry, Government revenue,
languages, religion, church, etc. Attention is also paid to
places of wonder and scenic beauty. This book is packed with
information but there is hardly any geographical reasoning.

5.3 1861-1912 'Supplementary readers'
'Hindusthancha Bhugol' (1860)
By Bapu P. Joshi
The book follows the gazetteer type tradition. After giving
the frontiers, sea-boundaries, latitudes, longitudes, etc.,
in a tabular form, the geographical distribution of India,
based on political divisions, it is followed by physical
features, crops, vegetation, and ends with Indian people
and their appearance, description of Bombay Presidency,
and Maharashtra, place names. While Blanford's book dealt with
physical geography it does not seem to have received the
attention of geography textbook writers.

(1912) - S.V. Patwardhan's 'Mumbai Ilakhyache Varnan'
is a detailed book again on the basis of political units.
It is a compendium of information. So is Phansalkar's
'Hindusthanache Bhugol Varnan' (1888) - the contents of
geography textbooks of this period were not at all influenced
by books dealing with aspects of Geographical interest such as
those on science, travel accounts and guide books.

5.4 1913-1947 - Human Geography-physical Geography

While Patwardhan's books were in current use, R.J. Jokhale's books began to be popular in this period. The contents are better organised. There is a more systematic presentation of the countries beginning with physical features, climate, etc. but description by political units dominates. These books are more comprehensive in giving accounts of the various countries, and in places there is an attempt to offer cause and effect reasoning. His 'Maharashtra Bhuvanana' (1921) is presented in a simple language with maps and one bargraph. His other books are interesting in that their contents show how important is environmental influence on man.

Valsangkar's 'Bharatvarsha' (1926) is a straightforward gazetteer. The content of geography is still enumeration of physical features, place names etc. Khandekar's 'Mumbai Ilakhyacha Pradeshi Bhugol' (1926) reveals for the first time the regional approach in writing geography text books. The account is more selective and less burdened with gazetteer type of information. Jogal and Pendkar's "Kavin Bhugol" (1927) is the first Marathi book with an emphasis on Human Aspects - but the books are not free from the method of dealing geography in terms of districts. In the book by D.S. Kulkarni (1931) we witness an increasing emphasis on Human Geography and Determinism. Modak and Nene's book ("Jagacha Varnatmak Bhugol") (1938) indicates that contents are influenced not only by the human aspects - but the concept of geographical
Which were regions, first enunciated by Herbertron as long ago as in 1905. The informative part is toned down.

5.5 Human & Regional Geography

During this period the growing interest in human and regional geography is clearly seen in books by Parulekar & Sane and many other writers. The contents were organised to follow the syllabus and in so doing the books are packed with information so much so that in place of political divisions, they do almost the same thing but on the basis of natural regions.

5.6 Conclusions

From the foregoing analysis it is possible to draw some conclusions as regards the contents.

1832-1848

In this period 1832-1848, the books presented contents that were too general and geography was treated along with Astronomy; but other natural phenomenon were included. Jambhekar's and Candy's books were more informative. Understandably in giving information of the world there was an emphasis on India, Maharashtra and Great Britain. There was little information given about the Americas and Africa.

1849-1880

The text-books of this period laid emphasis on the descriptive or the enumerative aspects - political geographies of those times. Blanford's physical geography was a commendable book that received, surprisingly, little attention from the geography text book-writers.
1881-1912

Patwardhan's books were widely used. These gave itemised information. Our reference to the books which were not used as text-books is intended to show that books on scientific phenomena, travel accounts, place names dictionary, commercial geography and antiquities like forts did have good circulation, but these books were hardly made use of as useful references by the contemporary or later writers of geography text-books.

1913-1947 : The contents of the text books of this period show more cogent arrangement but they are not free from the routinised contents of geographical information. The contents follow, though not rigidly, the syllabus and the average number of pages is greater than in the previous period. The effect of L. Dudley Stamp on the contents, presentation and maps and diagrams is evident. A flexible syllabus produced some good books.

1948-1967

This period shows that along with well organised contents, the text-books appear as a 'series' to cover all their Secondary School Standards. In keenness 'to cover the syllabus', the contents tend to be bulky and routinised presentation.

We may note the following:

(1) In the first period, the contents started with Astronomy and a general account of the world,
(2) During the middle and the later part of the 19th century, they gave a considerable emphasis on political divisions and 'gazetteer' accounts.

(3) Towards the beginning of the present century aspects of Human Geography began to be mentioned and later they received greater attention.

(4) During 1920's and 1930's, the importance of physical geography stemmed from L. Dudley Stamp's books and there was a greater inclusion of maps and diagrams.
Part II - Concepts.

After a survey of the Geography books (Chapter IV) and the contents (Part I of this Chapter,) we attempt here an analysis of the concepts which were sought to be conveyed by our authors.

We begin our analysis by an introductory clarification of what we mean by 'Concept'. Without going into the metaphysical and semantic aspects of 'Concept', which have been elaborated by Harvey (1969), and also referred to by Derek Gregory (1978) and Stoddart (1981), we may say that Concept is "a mental construct and image" of what we have perceived and what we wish to convey through language(terms).

"Geographers have in the past developed 'concepts' and 'principles' to facilitate explanation and to justify the way in which they organize a particular set of facts" (Harvey, 1969, p.117). The concepts used by geographers may be classified as indigenous and derivative. Indigenous are those which are evolved within the domain of Geography and derivative are those which have been taken directly from some other discipline because they are useful in explaining geographical phenomena."The World as the Home of Mankind", "Region", and "Systematic and General Geography"
may be cited as concepts indigenous to Geography. On the other hand, "the Cycle of Erosion", Christaller's Central Place Theory", and "Diffusion" are derived concepts.

It is in the background of these rather oversimplified considerations, that we proceed to identify and analyse the concepts as presented by the Marathi text-books of our study period. We have addressed ourselves the following questions as regards the contents of the books we have studied:

What according to the author is the definition of Geography and its main concern? How does he view Geography in relation to other Science? How has he marshalled his facts and presented them in the body of the book to achieve his objective? Does he directly state his concepts or only indirectly? We concede that on judging these books on the basis of the present day norms, we have the benefit of hindsight; yet, applying these norms does reveal as insight into the mind of our authors, and it has, we argue, some relevance to the future framing of syllabuses and writing of text-books.

We shall, first, begin with the indigenous concepts that we have been able to identify and then make at appropriate places a reference to the derivative concepts embodied in the writings.

The arrival of 'Western Science' in India came much before the declared policy of the Court of Directors while
renewing the life of the East India Company. This was through the Missionary activities which began from Calcutta the capital seat of the British Colonial possessions in India. Along with the Missionaries like Father Derozio, were laymen like David Hare and Carey. Their mission to 'civilise' Indians was, of course, influenced by converting people to Christianity.

5.7 "Geography as a description of the World and its political division:"

It is in this background that we have to see the concepts embodied in Mainwaring and Janhavkar's 'Bhugol'-'Khogol', Astronomy's strong links with Geography was a British inheritance from the days of Newton. With the advance of Physics, it was but natural that concepts like the size and shape of the Earth, Solar System, Moon, eclipses and tides, were not only described but an explanation given. Acquainting the reader with the physical features and the definitions was a preliminary in the study of Geography. These are evidently derivative concepts. Along with the description of the distribution of the continents, that of the people (mainly by religious) was a useful addition. Quite a substantial part of the book is devoted to the description of the continents, their countries and peoples. It starts with India, the praise of the British rule, with a brief sketchy historical background of India and the other European possessions in India. The emphasis shifts then to the
neighbouring countries of India, and England and Scotland, then to Europe, and then to a general cursory survey of the America and the 'Dark Continent of Africa'. The aim is to widen the geographical horizons of the reader: from India, neighbouring countries, the home of the rulers and on to the rest of the world. The central concept appears to be that the role of Geography is to describe the lands of the world with Indo-British Geographical facts and figures as its core.

But even the concept is not clearly worked out. The authors stray into fields of History, and also include Electricity, Magnetism and Art of Printing! And, finally where reasoning stops, there are moral precepts to heighten the glory of the Creator! Perhaps, it is a subtle attempt to show the superiority of Christianity over Hindus and other religions. (The other Missionary books and newspapers like 'Dnyanodaya' were quite outspoken about the aim of proselytisation.) It would be interesting to know how Mainwaring derives his information Janhavekar Shastri seems to be mainly aiding in translation), but this would be a separate field of enquiry.

Jambhekar's 'Bhugol Vidya' is a refreshing advance over the previous book. His definition of Geography as a science 'Bhugol Vidya' indicates a precision that was later on lost by the successor title "Bhugol". The definition of Geography-
is not only precise and well oriented, but one that modern scholars would approve it. In his 3rd edition, however, the bulk of the book relapses into description of the continents and their political divisions though the sequence is better, and Marathi more elegant and untainted by the prevalent "Missionary Marathi." The concept that Geography should start with definitions of Physical Features is embodied in this book. But there is no connection shown between the physical features and the lands described. (Appendix -A,B)

There is a hint of conveying the derivative concept of a cultural region. "पृच्छि राज्य वाचकः लहान लहान विभाग कै आहेत, त्याळं देश म्हणतात. ते देश एकार्थ्यी भाषा बोलणारा या आणि एका राज्यांतः राज्यांतः मनुष्यांही बसून वस्तुनिष्ठ असतात."
(p.14) (See also Part III of the book Page No.37)

where Khandesh, Konkan an Maharashtra Desh are mentioned as separate regions. The prevailing concept can be that the land area was one which is politically and administratively divided and sub-divided, and further that capital
cities and important towns were to be mentioned. This thinking follows the contemporary British viewpoint of Geography.

Astronomical Geography is relegated to an Appendix. The main concept conveyed in this book—that Geography "is an itemized description of the various and this parts of the world," marks the beginning of the "Gazetteer" type of Geography.

5.8 "Geography as an Introduction to History".

This concept followed the British thinking as expressed in school books on History like Monneypeny and Buckle's 'History of Civilisation'; H.B. George's 'Relations between History and Geography' summarizes the point of view. It is not surprising, therefore, that the Elphinstone's and Grant Nuff's History books carried geographical introductions, possibly to acquaint the English reader with the area of the historical happenings which the authors were to write about.

5.9 The "Gazetteer" concept in full swing.

While the "descriptive Index" (1862) is a further expression of the concept, it is seen in its marked elaboration in Candy's "Manual"—Bhugolache Varnan (1865 Part II), but there are occasional references to 'climate', land, agricultural production, animal and bird life. This is a new feature not present in the earlier books. But no explanation is attempted. Giving them in broad
locations is a further advance. The dominance of the concept that "Geography is a description of political division" is seen in the author's division of the world into 'Kingdoms,' 'Empire,' and 'Republics'. The division of Geography into General ('Samanya Varnan') and "Country-wise" (not Regional, but political divisionwise) indicates a better organization of facts and items which are also summarised as detailed Tables. It appears that the author thinks that the knowledge of 'places of importance and wonder' ought to be a part of Geography. Finally, Candy, the product of the British Imperial Age that he was, could not help in highlighting the Empire and its achievements. He writes: "विज्ञान कला-कौशल्य, सदाचार या विज्ञानवर ब्रिटिश तात्त्विक वाणी बरोबरी कोणाह्याने कातिकार नाही". (p. 56)

Bapu Joshi's "Hindustancha Bhugol" (1869) is an example in excelsis of this type of Geography. S.V. Patwardhan's 'Bhugol Vidyach (1890) has very much the same view of Geography, and further his sub-title 'Bhugol Vidyachi Kultatve' does not match with his performance. There are hardly any principles treated. We get a glimpse of the current notion of Geography as taught in the school from the wide use of Patwardhan's books. One of his books ran into 9th edition in 1907.

5.10 The Dawn of Explanation in Geography as 'Navin Bhugol'

In R.J. Gokhale's book (1914) followed by his later contributions, we find for the first time, an attempt to correlate physical aspects with human life and activities.
He claims that he has given his geographical account giving casual relationship, ("Sakaran Karya Karan rupe"). Gokhale is the only author to give his sources of information - the books by British scholars. In his model questions, it is apparent that he wants the young readers to know the answers for 'Which' and all places for 'Where', but not 'Why' and 'How'. In the other books of Gokhale, the description of human life in different environments is selective, and the books succeed in showing the influence of environment on human activities. This is the beginning of the concept that environment and man are basic considerations in Geography.

5.11 The Concept of the Region.

In Khandekar's "Mumbai Ilakhyacha Praeshik Bhugol" (1926) we see the first glimpse into the regional concept. There is better integration between the physical setting and human life in terms of different parts of the Presidency but no explanation in terms of the Region as we understand it.

5.12 "The World as the Home of Man"

In 1920's, we see the influence of Cameron Morrison's "The World" on the Marathi writers. Jogal and Penkar's "Navil Bhugol" (1927) introduces their concept by the following:
But the book does not fulfill the promise, especially in explaining the three concepts stated above. Further, the treatment of political divisions persists. This book makes a transition between the concept of giving information about the world to the concept of Man-Environment relationship. The other books of Jogal and Penkar follow the same trend. जोगल कुकर्नी के "जगच्छा परिचय - चीन वा जापान" (1931) अनुसार "नागरिक परिस्थितिवाद तथा राजनीतिक क्षेत्रों का परिचय बाला आहे, इतयादी गोष्टी सीमाणे महानेश भूगोल होय."

The influence of Ratzel's Determinism via the Geography Books written in English is apparent.

5.13 "Major Geographical Natural Regions" as the core concept

Dudley Stamp's "The World - A General Geography for for Schools in Asia" appeared first in 1927. Since then the book has influence the Marathi writers to a remarkable degree; in its emphasis on the concept of "the Major Natural Regions" after A.J. Herbertson; in highlighting geology (Stamp was by training a geologist) and physical geography; in a systematic presentation of "General Physical and World Geography" (Part I) and "Regional Geography" (Part II) and in the copious use of thematic maps and diagrams.
5.14 V.D. Ghate in his "Jagachi Tond Olakh" series follows Stamp's approach, and describes Man-Environment relations with a skill unusual in Marathi writers. He brings out the influence of environment on man, and in doing so he shows the impact of Determinism. In his book he writes the earlier writing in the preface of "भारत आर्थिक र रणनीति अनेक निवेदन पर देश के आधे व अवधेदः लोकाच्याच्या स्टरक्टर माहिती न देशा भौगोलिक परिस्थितीं त्याच्या जीवनार्थ त्योट परिणाम को ध्वस्त आहेते ते रक्तविण लागिले आहेते". He leans over to the other extreme of "Man and his Conquest of Nature (Newbegin 1922). C.B. Joshi in his "Bhuvindnya" (1941) strongly urges the study of Geography by integrating physical aspects and human activities in order to understand the interrelationship ("Karya Karan Bhav"). In his "Jagachi Tond Olakh" series he attempts to present this interrelationship.

This integration can be seen in the earlier book also. "Jagacha Varnanatmak Bhugol" (for Matriculation examination) by V.A. Moosak and B.G. Nene (1938). Closely adhering to the syllabus of the Bombay University, the authors claim in their "Hints to Teachers" that Geography can be better understood if "an integrated picture is presented". And for this they argue that this book contains "copious accounts". Again, they say that "basic principles of Geography" have been emphasized. How this has been done in a highly descriptive account ("Varnanatmak") is far from clear.
The Directorate's Revised syllabus of 1953 brought in changes in the approved text-books which can be only called catastrophic. The syllabus compelled the writers to follow its directions, almost to an absurd extent, as could be seen in the most popular and durable "series" 1 - 3 for Stds' III to XI by R.V. Parulekar and A.K. Sane. We have considered the content aspect earlier in Part I - What geographical concepts as such do these books convey?

Part of the preface "Aple Jag Pustak II (1954)

In the para reproduced above, "The World as a home of Mankind", the interrelation between "Natural understanding of Regions" and Geographical influence (Karya Karan Bhav) on human activities are mentioned as concepts. But the main aim "Bhugolacha Sakhol Abhyas karta yewun Bharatachi Changli Olakh Whavi" betrays the unfortunate fact that "knowing lands" is the main aim of Geography.
according to these authors. Not surprisingly these and other authors became steeped into giving details, with concepts faintly echoing in the background.

In reviewing the change in favour of Major natural region and understanding human activity in relation to its environment as presented by the above mentioned authors, one cannot resist the impression that they aim at compressing geographical information in a new straight jacket! Further, they are not free from determinism. They give copious information, but do not emphasize the fact that Geography is a point of view in studying the Earth and Man. Overloading with information and paying a faint homage to the concept involved seem to be the two leading characteristics of the text-books published by the Marathi followers of Stamp. The more evident and contemporary current concept of 'Man's dynamic and Creative Role' and of 'human behaviour in advanced environmental and social settings" were yet to materialize in our Geography text-books. Even the heavily physically and regionally oriented "Apla Maharashtra" (Director of Education, 1967) does not show the awareness of these two concepts.

5.15 In the other books that we have analysed in Part I of this Chapter, Blanford deserves praise for explaining the concepts in Physical Geography. The other books are either place names dictionaries or travel accounts. They do not convey any concept as such, but they served in making Geography interesting.
It will be thus seen that indigenous concepts in Geophraphy, which relate to the Man-environment relationship, spatial patterns and processes ... (physical or man-made) and regional synthesis are only vaguely dealt with. Most importantly is Geography a description of the Earth? By political divisions? By physical or geographical natural regions? Is Geography an evaluation of man-environment relations through space (different lands) and Time (evolutionary aspects)? These basic issues have not clearly emerged in our books.

We have seen in our analysis that our geographers started with unconnected itemization leading later on to the Gazeteer type of presentation. Description by political divisions was the next phase. Only towards the end of our study period, is there an awareness of natural regions ("Swabhavik Vibhag"), but after mentioning the divisions there is usually a lapse into describing geographical facts in their political or administrative divisions.

As regards concepts derived from other disciplines like Geology (of Glanford), Climatology, and other natural and field sciences, and Economics and Sociology and other social Sciences, these do come in as supporting concepts in our books, but indirectly. Our study of the Marathi text-books reveals that climate comes in boldly; next to it is geology (physical geography) and bio-geography.
5.16 Summary.

We thus see that so far as the concepts are concerned the Marathi text-books had the following stages:

"Geography as a description of the World" (based on political division), "Geography as an introduction to History", "Geography as giving a gazetteer account of the world", "Geography as an explanation of human response", "the Region as a method for conveying geographical knowledge", "the world as the home of man" and "Geography as a more cogent explanation of human activities in different parts of the world". The emphasis on the concept of human ingenuity in relation to Man's response to Nature was yet to come; and even today we cannot say that it has come!

But the concepts derived from Social Sciences receive only a scant attention, and all these concepts derived from Natural and Social Sciences are indirectly and weakly presented concepts are subsumed, if not sacrificed, at the alter of giving more and more information!

This type of presentation of text-books seems, unfortunately, to continue! The consequences have been obvious. The general impression persists that Geography is a compendium of information; to be memorized for examinations, and perhaps forgotten later. If only our authors had independently and with an enquiring mind consulted books like Unstead and Taylor's "General and Regional Geography", books by G.P. Marsh, and Vidal de la Blache, and wrote independently on the basis of their experience and introspection, as only V.D. Ghate did, our Geography books would have become animated and more capable of stimulating the young mind to probe into the ever changing and exciting Man-Environment relationship.
Reference

Harvey D (1969) "Explanation in Geography; London"
Gregory, D. J. "Ideology, Science and Human Geography" (1978)
Appendix – A  Chapter 5

1843, Pahila Rapot
Board of Education

Extract from the first Report of Board of Education regarding 'Bhugolvidya' – Geography.

भूगोलविद्या.

मला चालावले तुम्हीं संशोधन गर्नुहोस्। काहीं शायद मध्ये भूगोलविद्या आफ्नो वक्तृत्वमा चालाउने भएका नकारात हो भएको पर्दछ। परंतु भत्की हो विषय शिक्त गरी नहुने सहखन्त लघुभाषा मुलांस शपि विश्लेषणाची पद्धति धारणी गर्ने, त्यस्तै नित्य चर्चा बर्मा लक्ष्य रिहेको छ। अति निर्णय अभ्यास मुलांस आदर्श असे केही का आएको हो। दूरबैं काहीं परोली यादिकाहरूलाई स्नातक शिक्षण आफ्नो लघुभाषामा धर्माचा वर्तमान अवस्थान, परंतु भत्की आफ्नी आफ्नी भएको काही असे केही कोट्रै हुन सक्छ।

आर्थिक औद्योगिक परीक्षा देखि नगर जिल्लाहरू उदाहरण बृहत विश्लेषण यथा भूगोलविद्या वस्तुतः ब्रह्माण्ड ग्राम पाहिन भएको छ।

P.T.O.
शाखेची गैली परीक्षा कार उनम झाली; आणि त्या पंतोजीम ननो एक मराठी ठोळ नजर केला, याने त्यांची शेषी आवश्यक आहेच. न्या शाखा यांच्यासाठी जादूच्या कशा न्या जाणकारी, त्यांना गोंड नेट केल्याने थोर पंतोजींच्या दासविने, त्यांना किंतु एक पंतोजींच करण्याची इच्छा उम्मीद झाली आहे.

बहुतेक शाखेच्या पनाच्या वर्गस्थानांत तुम्हें परिचित येईल नाही, त्यानंतर संदर्भात व त्याच्या वळणांत वाचून काही अद्वितीय दृष्टिकोन असेल. त्याला करतील राण्याच्या नाव राणांनी नाही. त्याला संदर्भात त्याच्या वळणांत बांधायला नुसऱ्या गांवांच्या नाव तांगालाने वेन बांधकर, दासविने शाखेची कार देखील तुम्हाला मिळेल. त्यानंतर त्याच्या वळणांत असलेला दासविन नाही, ती येथे तुम्हाला काही अद्वितीय दृष्टिकोन असेल. त्याला करतील राण्याच्या नाव राणांनी नाही. त्याला संदर्भात त्याच्या वळणांत बांधायला नुसऱ्या गांवांच्या नाव तांगालाने वेन बांधकर, दासविने शाखेची कार देखील तुम्हाला मिळेल.
Appendix-B

1857, Prabhudesai G.G.
Bhugolvidya - (Geography)
Introduction of the book -
(२)

आप्नी याच्या माननीस कसे पाठ्य बोड़ूँ? विद्यापीठ काय परंतु आप्नी समोर माँड़ू याच्या विद्यापीठ बाध्य कार्यांत यथाचार्मण्डल ही येणार न ही अर्जीरेंत्रे असतो आम्हाचा वाचकांचे केवळ अन्धीन आहे- यान कार्यां, यांचा वरिष्ठ बाजीराणे कार्यकुरूप ही मोठे अग्य आहे, या मूल्यां यांचा राजा पासून रंगा पर्यंत उपयोग असून उपनिवेश सर या विद्याची फार्म गरज आहे.

या प्रमाणदृष्टी विद्या फार्म उपयुक्त मूल्यांना गरजाय पर्यंत अर्जीरेंत्रे अर्जीरेंत्रे मातृभूमी निर्माण वेळ्यावर मातृभूमी अनन्त असा संपल्होतो; परंतु आम्ही न असा अनन्त आहे, तर या विषयात विद्यापीठांनी अनेक अंतर्दृष्टी आणांनी आपल्या हिंदुस्तानांत तर भूमिकेच्याच विषयात इतर विषयात अनेक अंतर्दृष्टी आणांनी आपल्या हिंदुस्तानांत तर भूमिकेच्याच विषयात इतर विषयात अनेक अंतर्दृष्टी आणांनी आपल्या हिंदुस्तानांत तर भूमिकेच्याच विषयात इतर विषयात अनेक अंतर्दृष्टी आणांनी आपल्या हिंदुस्तानांत तर भूमिकेच्याच विषयात इतर विषयात अनेक अंतर्दृष्टी आणांनी आपल्या हिंदुस्तानांत तर भूमिकेच्याच विषयात इतर विषयात अनेक अंतर्दृष्टी आणांनी आपल्या हिंदुस्तानांत तर भूमिकेच्याच विषयात इतर विषयात अनेक अंतर्दृष्टी आणांनी आपल्या हिंदुस्तानांत तर भूमिकेच्याच विषयात इतर विषयात अनेक अंतर्दृष्टी आणांनी आपल्या हिंदुस्तानांत तर भूमिकेच्याच विषयात इतर विषयात अनेक अंतर्दृष्टी आणांनी आपल्या हिंदुस्तानांत तर भूमिकेच्याच विषयात इतर विषयात अनेक अंतर्दृष्टी आणांनी आपल्या हिंदुस्तानांत तर भूमिकेच्याच विषयात इतर विषयात अनेक अंतर्दृष्टी आणांनी आपल्या हिंदुस्तानांत तर भूमिकेच्याच विषयात इतर विषयात अनेक अंतर्दृष्टी आणांनी आपल्या हिंदुस्तानांत तर भूमिकेच्याच विषयात इतर विषयात अनेक अंतर्दृष्टी आणांनी आपल्या हिंदुस्तानांत तर भूमिकेच्याच विषयात इतर विषयात अनेक अंतर्दृष्टी आणांनी आपल्या हिंदुस्तानांत तर भूमिकेच्याच

P.T.O.
इडयुकेज्ञान यात्रा आदेशोंना पुलवाम ज्ञानोपात्साह आचार्यं
झोला घाट यात्रा भूपाल इंदिराधर्मी शतांत्र यात्रा चारू हेमींट्
के के, हुकुम देशी किरणली कृष्णस्वामी या विचार, वालशंकर कांभी मे
य के के आदेश, परंतु जासु इंद्रेश्वरी शतांत्र आदेश आयोक के से
वालशंकर ज्ञान में अस्मानाचे अंतर दृश्यांतर यें यें दूर होणसा सर्वा एकारा मोह आपल्या हानूद वही
न नाहीं मद्युषण कोंडी चत् न करण्य हें, परंतु महाकुण्ड जगन भि
पाशीं पाशीं तारे के उडुं आपणास आपणास शस्त्र दिवसे
नाहीं मद्युषण घायणी ही न बाघणा सारे आदेश अनुष्ठानेका
एक पुढे रोगी एपिल शाखेचे मुरुगु आदेश झानुक बीही इंद्रेश्वरी यें
रंग घायरे इंद्रेश्वरी यें बाघण वाश विराजी गो
कुंड सांत आणि मिकाळू योंचा, यंगां अंदाजीत कोंडी विषय
याचा तरजुण काहीत आहे हे यादासे पुलक तारे
उड्ड यांना केवळ देशा, शहरे, नाचा, सरीर सारा दिवसा दिव्या वी
शी काँवणांच कुद्दरी आहेत असे नाहीं, इंद्रेश्वरी यें उपम, भी
ती कावाच, राम, मोदी, मसूर मसूरचे अस्त्राण्शा, रेशा
श्री, दिहु मधुसूदनची, राजार्थी विज्ञाप (विशेष) माधवची
शंग विषयिंगु भांवी घान मद्युषणे कुटियाळे, उपमां
दृ व्यांशी पास्या पासून अंतरे, यात्रागामी करा आहेत.
(३४)
इयादोंची साधारण नाहीत. अभुक स्वाभाविक आर्थिक स्थिती में हो आढ़ा इंग्लिश सामग्री रीति, रुपया वाहनदीन आणि आर्थिक वातावरण; आर्थिक कारण; आणि कार्यक्रमांक, इयादोंचं विषयानुसार ही लिहिलं आहे.
सारांश दर लिहिलं विषयानुसार एकादश मोठा मंथ तयार होई पर्यंत या उळक चा कॉमून मोठा थपयोग होईक: असे नाहीं हो पुस्तक केलें आहेत, तर यांचा साधू रचनेवर अथवा भा पंचको ईंदी व्यावहारणानुसार आहे विविध वातावरणात एकादश दिवसांत आणि उपलब्ध व्यावहारणानुसार उपलब्ध व्यावहारणानुसार आहे. त्यांनांमध्ये नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीच्या नदीchal