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## HEALTHY BODY IMAGE PERCEPTIONS AND ADOLESCENTS

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### Abstract:

It's a fact that if healthy practices regarding food and exercise are carried out right from the childhood then in adolescence period it would help adolescents to develop a healthy body image and positive self identity. Negative attitude regarding self image and identity could lead to long lasting consequences in a child. This can damage their self esteem and mental health along. Physical health, eating habits and social development. There are various factors which affect on self identity and body image perception such as family environment, school environment, peer pressure, social media, cultural background and many other related factors. So with an objective, "To study about adolescents concern and attitude towards their body image and the practices they carry on for achieving the so called body image"; the current study was conducted among school and college going adolescent girls and boys of three income groups. Variables like, body satisfaction and health care practices were tested.

**Key Words:** Body Image Concern, Health Practices of Adolescents, How to Develop Positive Body Image.

### Introduction:

Body image development is an emotional matter for adolescents. Their beliefs and perception regarding their body image affect their psychological and physical health. Adolescence is a very complex period as an adolescent have to go under various changes in body. They are heavily conscious regarding their body image and looks, even a small blemish on skin or an extra pound in body. They are overblown with the 'Ideal' body image flaunted on social media that are impossible to achieve. Adolescent boys and girls compare themselves with polished athletes and movie stars and feel dissatisfied. (1)

Through various studies conducted regarding adolescents perception towards their body image and healthy body image practices, it is proved that perceived health is influenced by physical appearance and body image. (2) In adolescent period, adolescence that is different from the set norms of attraction or ideals is prone to body dissatisfaction. Body image could be defined as how an individual identifies his or her own body and attractive about self. But if there is any dissimilarity between ones distinguished own body and ideal body, negative traits regarding body image are developed. (3, 4)

Through previous studies it has been proved that lower body satisfaction can lead to depression, lower self-esteem and social adjustment problems. Overweight adolescents are very much concerned about their weight and are engaged in dieting, bingeing, eating disorders, taking unnecessary medications and excessive exercise to achieve a perfect body. (5, 6)

Generally we think that boys are not concerned regarding their body image only girls are. But it does not mean that, they do think about their body image and get involved in unhealthy practices. Age and gender difference is seen regarding body dissatisfaction of adolescents. This body dissatisfaction arises because of peer pressure, twofold process of society and identity makers. (7,8) Parents and doctors are the persons that can assist these adolescents to achieve positive body image and self identity both in girls and boys.

We could not forget that right from their childhood to adult age our children are imitating us. They closely watch our daily routine, our activities and our traits. So if we want that our adolescent should develop positive self identity then we should first set an example for them. If we give importance to balance diet eating and have it, if we go for regular exercise program, if we do some regular activities for our entertainment instead of watching mobile or TV; then surely they will join or at least think about it. (9)

So with an objective, "To study about adolescents concern and attitude towards their body image and the practices they carry on for achieving the so called body image"; the current study was conducted among school and college going adolescent girls and boys.

### Selection of Sample:

For present study 527 adolescent students of Nanded district from schools and colleges were selected by stratified random sampling. The students were divided as per economic status, sex and age. The total sample consisted of 265 girls and 262 boys from 16 to 18 year age group from three income groups.

### Data Collection and Statistical Analysis:

Data was collected with the help of open- cum- ended interview schedule to study about adolescents concern towards body image and health along with other aspects related to food habits. Interviews were held in 5-6 students' group. The obtained data was further statistically analyzed by simple percentage frequency method.



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**GENDER AND MEDIA: REPRESENTATIONS, ISSUES AND CHALLENGES**



**GENDER AND MEDIA: REPRESENTATIONS  
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aggregate of systematized knowledge and practical skills that allow theoretical and practical problems to be solved by a given type of training, utilizing and creatively developing the modern achievements of science, technology, and culture. The term "higher education" is also applied to the training of highly skilled specialists in the fields of economics, science, technology, and culture at various types of higher schools, which accept persons who have successfully completed secondary general-education schools or secondary specialized-education institutions.(1)

Education plays a critical role in empowering the women. It is only possible by eliminating all kinds of discriminations, which the women have been facing in our country today. Equality, development and peace can only be attained through creating more employment opportunities, health care facilities, and imparting quality education in general and higher education in particular and their larger involvement in decision making process and representation in parliamentary democracy of nation. Imparting quality higher education of its all segments (general, medical, engineering, legal and contemporary skills related courses) is essential for their empowerment. Unfortunately, today Indian women are lagging behind in all spheres of life. Female literacy in India is only 65.46% in compare to male i.e 82.14%. (2)

The expansion of education among girls/women has been an integral part of educational policies and program. The National Policy on Education 1986 (as modified in 1992) lays emphasis on education of girls/women through empowerment program. Accordingly, Ministry of Human Resource Development has taken a number of initiatives for expansion of girls' education. (3) With the goal of sensitizing the higher education system, recognize gender equity and increasing the number of women enrolling for higher education Indian Government is taking various initiatives. Higher education for women in India has witnessed an impressive growth over the years and the Government is pooling resources needed to promote female education at all levels.(4)

#### Statistics of Women in Higher Education in India

According to the survey of HRD ministry, gender gap is narrowing in higher education girl students outnumbering men in eight disciplines. (5) As per the recently released report of All

India survey for Higher Education (AISHE) 2018-2019 overall 37.4 million students are taking higher education of which the percentage of females is 18.2 million. This percentage is more than 48% of the total enrollment, an increase percentage than previous year. This number was just 1.2 million in 2010-2011.

This improvement is note worthy but is not consistent in different streams. Almost 80% of enrollment in Higher education is in undergraduate level, the gender split is scene in five major streams i.e Arts, Commerce, Science, Engineering and Technology, Medical science and Law presents a slight different picture. Engineering includes Electronics, Computers, Mechanical and Information Technology- Sectors that are relatively more job-lucrative but unfortunately the percentage of females is lower than 29% in these fields than males. Similarly women constitute less than 40% of total enrollment in management as well as Law streams. Whereas in medical science Females constitute more than 60% of the total enrollment. These preferences contribute on gendered labor markets as well as wage structure.

In 2018, the IIT-JEE exams, the percentage of female applicants were very less. Even among them, only 12 percent made it to the top 25000. To improve these numbers it is essential to address implicit biases that exist throughout the education system.(6) At the doctoral level, the share of female graduates drops to 44% and a mere 29% of researchers are women, in 110 countries with data. This is almost an identical pattern compared to 2008 data, suggesting that the rates at which women graduated with PhDs or engage in post-doctoral research has remained more or less stagnant.(7)

#### Barrier For women Participation In Higher Education:

As per UNESCO report the principal barriers preventing the participation of women in Higher Education are related to core system of society. (8) According to UIS data, less than 30% of the world's researchers are women. It is necessary to reduce this gap; for which we must go beyond the numbers to identify the qualitative factors that deter women from pursuing careers in science, technology, engineering and mathematics (STEM). (9) The principal barriers of women participation in higher education are:



  
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1. Limited access to education, especially higher education.
2. Discriminatory appointment and promotion practices.
3. The stresses of dual family and professional roles.
4. Family attitudes.
5. Child marriage
6. Cultural stereotyping.
7. Low ability to bear risk
8. Low need for Achievement
9. Financial constraints
10. Career interruptions.
11. Alienation from the male culture and continued resistance to women in management positions.
12. Absence of adequate policies and legislation to ensure the participation of women.
13. Lack of educational programs
14. Absence of Ambitions for the Achievement
15. Low mobility

#### Need of Women Education

Higher education definitely raises women's status, contributing in the income of their family. If given a chance women can be at par with men. Majority of the women in our country are uneducated and are suppressed. Educational institution should come forward to motivate women education through various activities. Individual, Social, Economic and Political empowerment of women is important and education is the best medium of it. Educated women might live healthier and happier life which is enough for promoting girls education. Some communities are India which still discriminates against education of the girl child and tries to restrict a girl but education gives her the wings to fly. Women's Education in India plays an important role in growth of India. (11) Education can bring phenomenal change in women's life resulting in social transformation in the long run by inculcating following attributes among them:

- Enhancing their confidence
- Raising their status in the family and society
- Bring awareness about their rights
- Boosting their self esteem
- Increasing the

- Reducing their dependency
- Better upbringing of their children
- Enhancing their mobility
- Opening career opportunities

#### Advantages of woman education

Majority of women in our country are uneducated which is the reason for their downfall but education can change the scenario. Women empowerment is an essential element in national development. Since women constitute half of the population there can be no development unless the needs and interests of women are fully taken into account. The effective management and development of women's resources, their capabilities, interests, skills and potentialities are of paramount importance for the mobilization of human resources. Education can help in bringing changes in women such as:

- Woman education will help to solve many issues faced by society. By pacing woman education India can achieve the goal of social development.
- Woman is part of unprivileged section of society. Education will help to close a gender gap in society. Co-education institutes will help children to give respect to female.
- It will bring economic gains not only to woman but will also raise GDP of a nation
- A well educated woman will have more chances of making better decisions for her family's health. Studies have shown that increased literacy among woman will bring down infant mortality rate.
- Education will improve chances of employment for women. A well educated woman has more chances of getting better employment and better standard of living.
- As a developing nation India strives for growth in each sector for all sections of society and education is a way to achieve this goal.
- Education is powerful tool for woman emancipation and empowerment. For long woman has been deprived of her rights. By educating herself she can achieve a place in society.





- Education will create awareness among women which will cause increased participation in politics which ultimately leads to strengthening of democracy. They could secure their rights through mobilization.

#### Government Policies for Education of Women:

Education leads to women empowerment because it helps them to respond to social change in their life. Government of India has undertaken different schemes for upliftment & security of women (11) some are the following schemes...

- EMK (Eshika Mahila Kosh)
- Sakshar Bharat mission for female literacy
- National Programme for Education of Girls at Elementary Level
- Central Board of Secondary Education (CBSE) Scholarship Scheme/Policy for Girl Education
- Rajaraja Mahilayam Shiksha Abhiyan
- Ushakshem scheme
- STEP (Support to training and employment program for women)
- SSA (Sarva Shiksha Abhiyan)
- Beti Bachao Beti Padhao
- Swarn Jyoti Scheme
- Kishori Shakti Yojana
- Mahila Samridhi Yojana
- Maternity Benefit Scheme
- Pragn
- Indira Gandhi Scholarship

#### Measures for Promoting Women Education

Indian Government is trying its best for women education in India. But it is time to make the simple efforts in our daily routine to contribute for women's education in India. It starts from every home; women education in India can be improved when:

- Girls child should not be considered as a burden but a person holding great opportunities
- Similar opportunities should be provided to all of our kids

- Women should be imagined beyond cooking, laundry and other household chores jobs
- Women should be treated with the same respect as a fellow human being and should not be categorized as inferior
- We should stop thinking that women need not have a career and are ready to accept that they deserve equal prospects
- Our domestic helpers/drivers and each and every person surrounding us should be encouraged to send their kids to school without any discrimination
- Our friends/neighbors/relatives must be avoided to not stop the education of a girls just because she got a great match and needs to get married.
- Each and everyone should try their best to retain the women workforce of this country

There are many possibilities for promotion of women education but at the same time it is necessary to change our thinking, attitude and mindset towards women education in India. There are many well-to-do families where women are confined to houses, not because they cannot do any better but because we take away their opportunity in letting them create their own identity.

#### Conclusion:

Greater participation of women in the higher education system can make a distinctive contribution to the enrichment of higher education in the country. We have also tried to indicate how their participation could be increased and made more effective. But, it would be simplistic to say that men or women in higher education in India today can achieve much unless efforts to improve their capabilities are accompanied by some basic structural changes in the system and by a concerted effort to halt the politicization which dominates the system.

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## EFFECT OF AEROBIC TRAINING ON FLEXIBILITY AMONG MESOMORPH STUDENTS

Fabeem Faisal

### ABSTRACT

The purpose of study was to find out the effect of aerobic training on flexibility among mesomorph students of S.R.T.M. university Nanded. Data was collected on individually through 30 control and 30 experimental group of subjects of S.R.T.M. university Nanded. The age ranging between 18+28 years and was selected as the subject for the study. The instruction of training was given by researcher every day before starting the training in S.R.T.M. university Nanded gym. Simple random sampling was used for collection of data. The data were analyzed using descriptive and t test. Only one variable of Physical fitness component was selected as the independent variable i.e. flexibility and sit and reach test was used for this study. The mean value and standard deviation of control group and experimental group in relation to flexibility of mesomorph students was (1.75#4.03pre), (2.01#3.82post) and (2.21#3.53pre), (4.11#3.82post) respectively. Calculated t-ratio of control and experimental group was found 0.257 and 2.054 in relation to flexibility. The results of this study on the basis of statistical analysis states that "significant results were drawn. The experimental group have more efficient flexibility level than of the control group. Further the study reveals that aerobic training has all the essentials to improve flexibility level.

**Keywords:** Aerobic Training, Flexibility and Mesomorph

### INTRODUCTION

Without adequate flexibility, daily activities, such as getting out of bed, lifting a child or squatting to pick something up can become more difficult to do. In addition, inadequate flexibility can affect your athletic performance by preventing you from reaching the full potential strength and power of your muscles.

  
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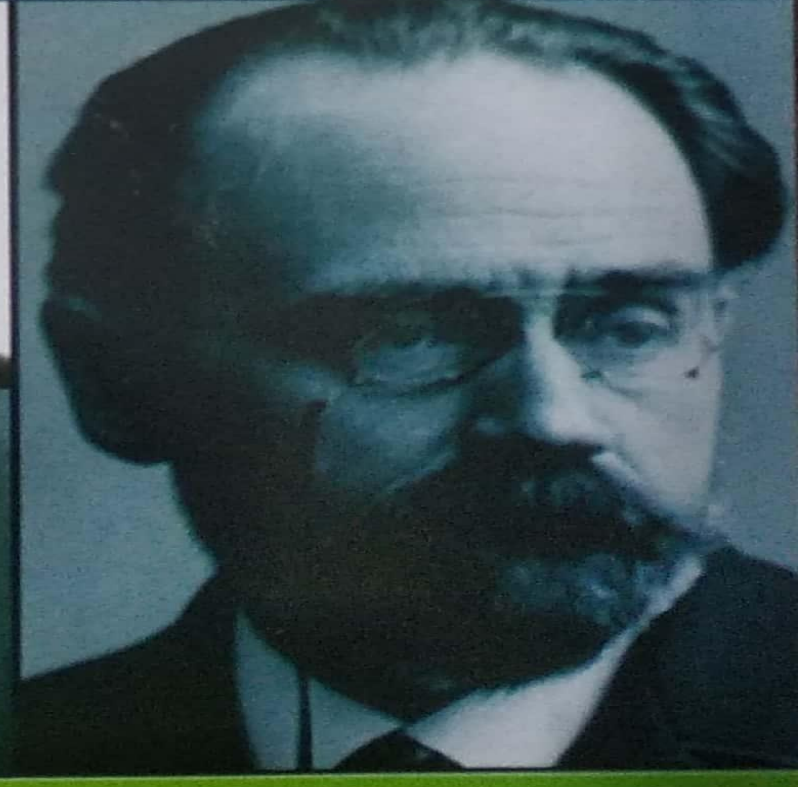
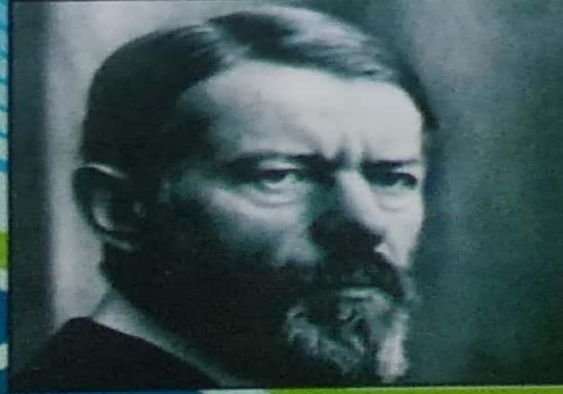
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# INTRODUCTION TO POPULATION AND SOCIETY

## SOCIOLOGY (G2)

Dr. JYOTI SUHAS GAGANGRASS

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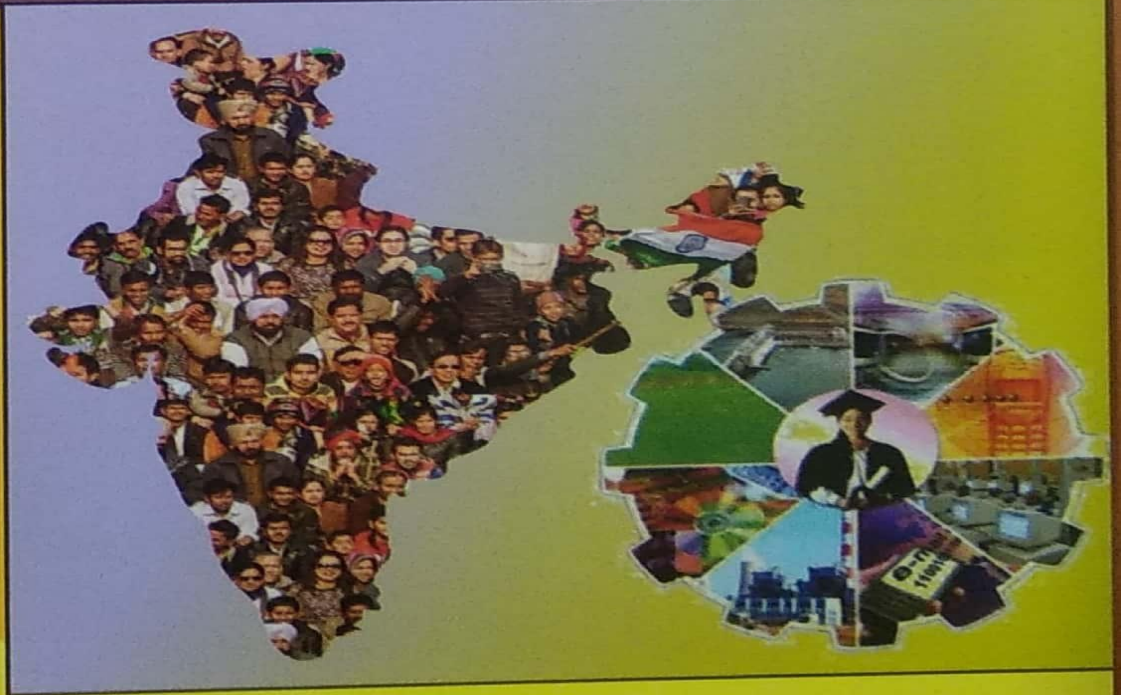
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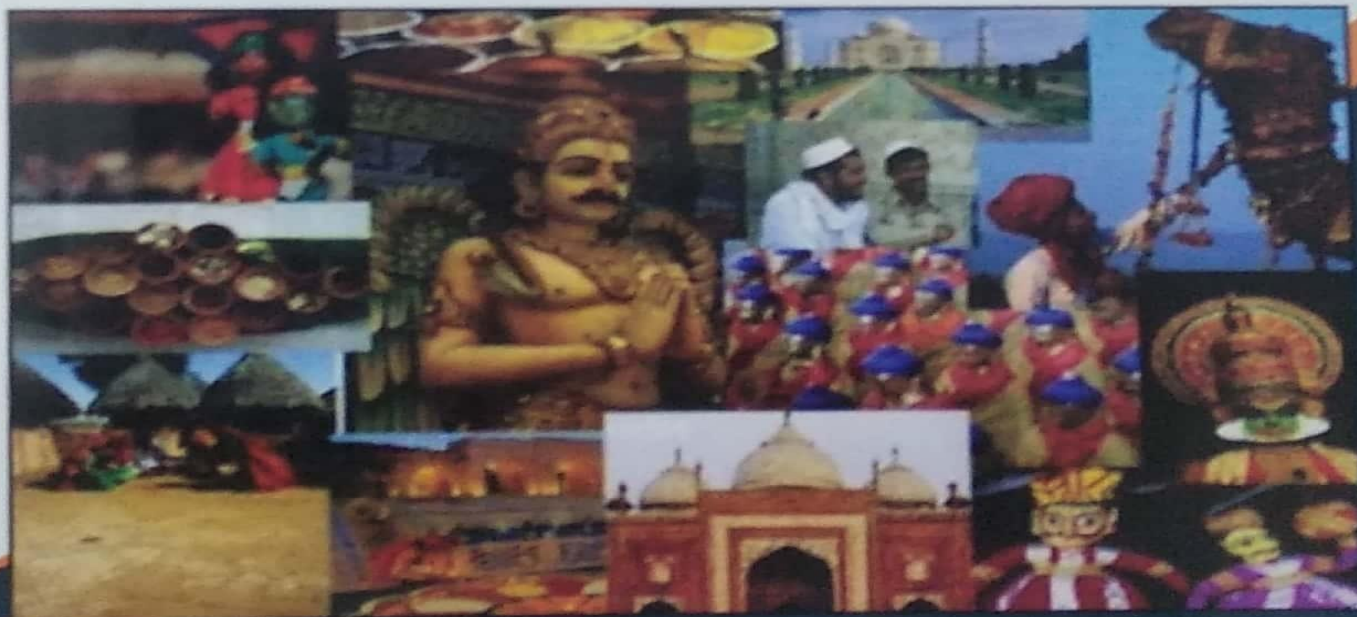
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SOCIOLOGY (G2)

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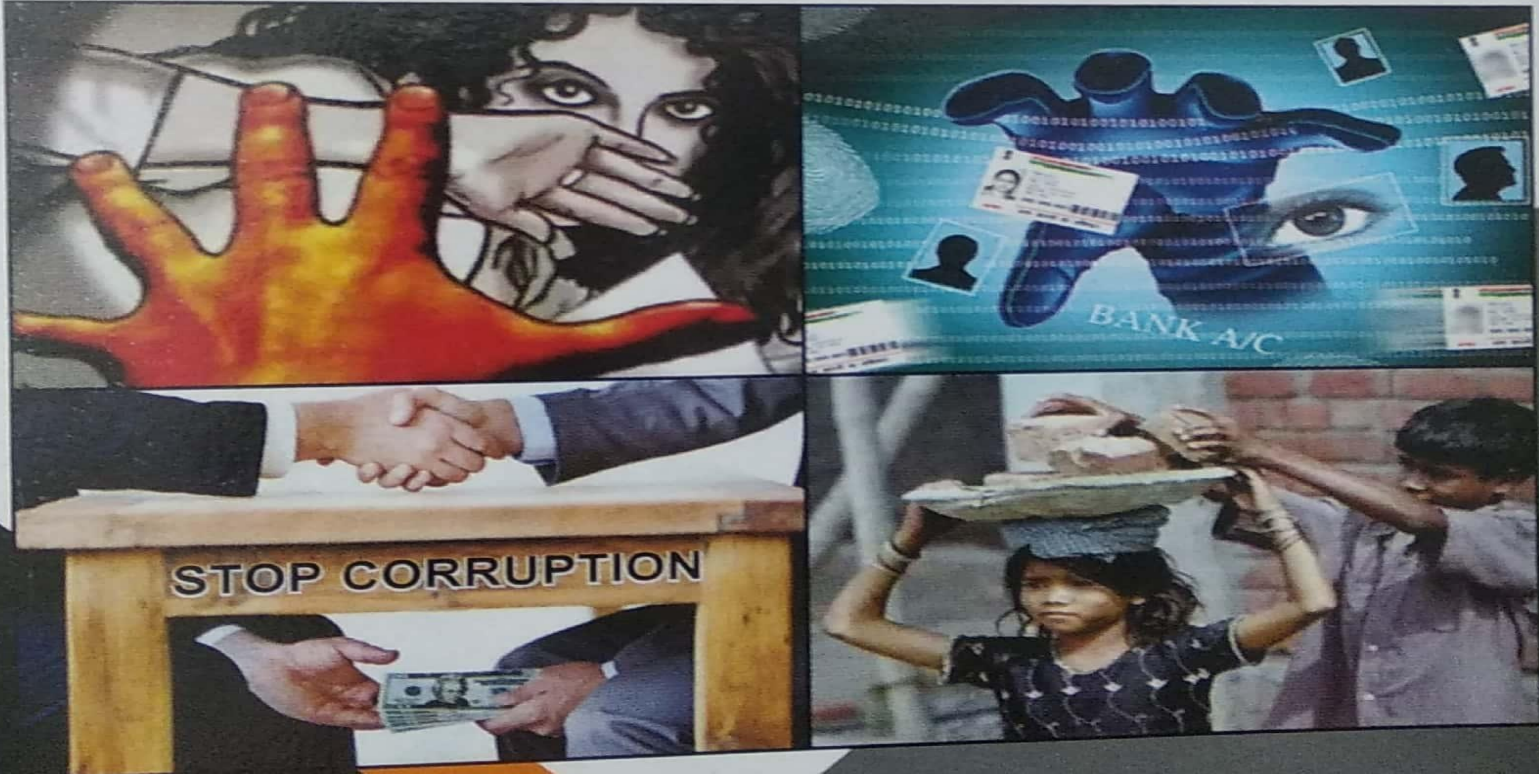
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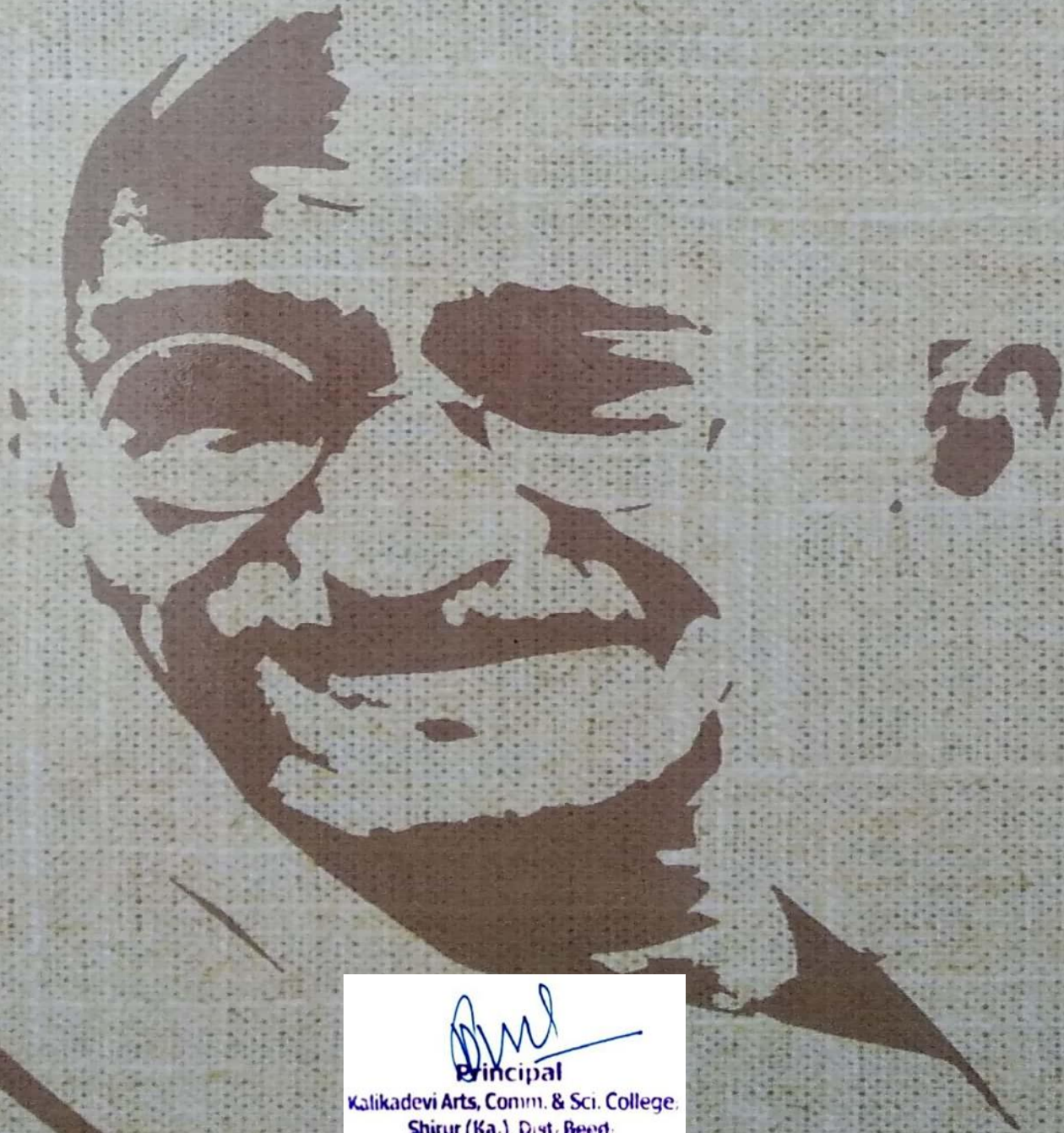
  
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# Revisiting Gandhi



  
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**A Tribute to Mahatma Gandhi**



### 3.3 शाश्वत विकास, ग्राम स्वराज्य, पाणी फाऊंडेशन, वॉटरकप आणि महात्मा गांधीचे विचार

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#### सारांश (Abstract)

महात्मा गांधी यांचे विचार केवळ स्वातंत्र्य लढ्यापुरतेच मर्यादित नाहीत तर मानवी जीवनाच्या संपूर्ण जीवनाला सार्थ करणारे शाश्वत विचार आहेत. शाश्वत विकास म्हणजे आपल्या वर्तमानातील गरजापूर्ण करतांना पुढील पिढ्यांच्या गरजा पूर्ण करण्याच्या क्षमतेला बाधा न येऊ देता साध्य केलेला विकास होय. मानवाच्या जगण्याचा हेतू आणि विकासाचे प्रतिमान याचा जवळचा संबंध असल्याने उपभोग या हेतूला महात्मागांधी विरोध करतात. भौतिक सुखाच्या सतत पाठलाग करणे व त्यात वाढ करणे हे एक संकट आहे. शरीराला जितके द्यावे तितकी भोगाची इच्छा वाढत जाते. भोगवृत्तीतूनच मानव नैसर्गिक साधन संपत्तीचा भोग मोठ्या प्रमाणावर घेऊ लागला आहे. त्यामुळेच जंगलतोड, दुष्काळ, पाणीटंचाई इत्यादी समस्या निर्माण होऊ लागल्या आहेत. ग्रामीण भागातून होणारे स्थलांतर ही मोठी समस्या बनू लागली आहे. महात्मा गांधी यांनी ग्रामस्वरज्य संकल्पनेतून खेड्याकडे चला हा संदेश दिला. कारण खेड्यांचा विकास म्हणजे देशाचा विकास होय. स्वयंपूर्णता व समृद्धीतूनच शाश्वत विकासाला चालना मिळणार आहे. समृद्ध व स्वयंपूर्ण खेडी हीच शाश्वत विकासाची केंद्रे होती. म्हणूनच म. गांधी यांचा विचार घेऊन श्री. आण्णा हजारे (राळेगणसिध्दी), श्री. पोपटराव पवार (हिवरेबाजार) यांनी खेड्यांचा शाश्वत विकास करून एकप्रकारे महात्मा गांधी यांच्या विचाराला व ग्रामस्वरज्य संकल्पनेला पाठबळ दिले आहे. या गावांची प्रेरणा घेऊन पाणी फाऊंडेशन वॉटरकप स्पर्धा, ग्रामसमृद्धी योजनेच्या माध्यमातून ग्रामीण भागाच्या शाश्वत विकासाला सुरुवात झाली आहे.

**Key words:** शाश्वत विकास, ग्रामस्वरज्य, स्वयंपूर्णता, वॉटरकप चळवळ.





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### प्रस्तावना

डॉ. बाबासाहेब आंबेडकरांच्या प्रशासकीय विचाराचे ठळक टप्पे आढळतात. ईस्ट इंडिया कंपनीचे प्रशासन आणि आर्थिक व्यवस्थापन हा त्यांच्या पहील्या टप्प्याचे प्रतिनिधित्व करतो. यात 1792 ते 1858 ह्या कालखंडातील ईस्ट इंडिया कंपनीचे प्रशासन व आर्थिक व्यवस्थापन या संबंधी च्या धोरणातील बदलांचा ऐतिहासिक आढावा घेतला आहे. हे बदल भारतीय जनतेला कसे अन्यायकारक ठरले, याचे विधारक प्रशासकीय व आर्थिक चित्र त्यांनी मांडले आहे. त्याचबरोबर डॉ. आंबेडकर म्हणतात 'इंग्रजांचे आपण ऋणी रहायला पाहीजे ते आर्थिक क्षेत्रा व्यतिरिक्त इतर क्षेत्रातील त्यांच्या योगदानाबद्दल कायदा व सुव्यवस्था, पाश्चिमात्य शिक्षणाची ओळख, विध्यापीठे, न्यायालयीन व प्रशासकीय स्वरूपाच्या आधुनिक संस्थांची उभारणी, याबद्दल परंतू आर्थिक आधःपाताच्या बदल्यात पाशवी शांतता स्वीकाराई

आहे का ? असा प्रश्न उपस्थित करून त्याचा निर्णय त्यांनी सुजान वाचकावर सोपवला आहे. भारताने इंग्लडला अमाप दिले आणि इंग्लड कडून भारताला अक्षरशः काहीही मिळाले नाही, दोन्ही विधाने आश्चर्य कारक वाटतील परंतू प्रशासकीय व आर्थिक दृष्टिकोनातून पाहीले तर यातील सत्यता निर्विवाद आहे. म्हणूनच त्यांनी जनतेच्या कल्याणासाठी विविध संकल्पनांचा विचार केलेला दिसतो. त्यात 'राज्य समाजवाद' ही संकल्पना अत्यंत महत्वपूर्ण असल्याचे निदर्शनात येते. भारतीय प्रशासन भारताच्या राज्यघटनेवर चालते हे आपणास विधीत आहे. लोकप्रशासन हा विचार संविधान, कायदा राजकारण आणि प्रशासन याचा भाग आहे म्हणून त्यांच्या दृष्टिकोनातून हा विषय सुध्दा निश्चितच गेलेला होता. त्यांनी अत्यंत बारकाईने हा विषय समजून घेतला आहे. त्यामूळे ते असे विद्वान आणि सिध्दांतवादी आहेत. त्याच बरोबर प्रशासन व्यवहाराचे ज्ञान असल्याचे सिध्द होते. ब्रिटीश भ





**Dr. B. R. AMBEDKAR'S THOUGHTS ON BUDDHISM**

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**Cite This Article:** Dr. Korde Rajabhau Chhaganrao, "Dr. B. R. Ambedkar's Thoughts on Buddhism", 5<sup>th</sup> International Conference on Recent Trends in Arts, Science, Engineering & Technology, Organized By DK International Research Foundation, ISBN Number: 978-81-947057-3-4, Page Number 57-61, 2020.

**Abstract:**

Dr. B.R. Ambedkar was a great National Leader who made an outstanding contribution towards making of the constitution of India. Dr. Ambedkar was a religious man but did not want hypocrisy in the name of religion. To him religion was morality and it should effect the life of each individual his character, actions, reactions likes and dislikes. He experienced the bitterness of caste system in Hindus & criticized it. He renounced Hinduism and embraced Buddhism as a religious solution to the problems of untouchables. Dr. Ambedkar rejected Islam, Sikhism and Christianity and preferred Buddhism because of two reasons. Firstly, Buddhism has its roots in the Indian soil and Secondly, it is the religion of ethics, morality and learning which has no place for caste system. Dr. Ambedkar laid down 22 vows for the people who wanted conversion to Buddhism. On 14th Oct., 1956 Baba Sahab embraced Buddhism with his followers, more than five lakh in member. He brought a great revolution in the life of the depressed, suppressed and oppressed castes in India.

**Key Words:** Buddhism, Dr. B.R. Ambedkar, Caste, Democracy

**Introduction:**

Dr Bhimrao Ramji Ambedkar, or popularly Baba Saheb, helped to reconstruct Indian society through its legal and political systems. Earning four doctorates in economics, he conducted research in law, economics and politics into the lowest class of India's caste system called the untouchables, the Dalits or the depressed classes, and also into the low status of women. British rule in India (1858-1947) and social inequality and prohibition straddled sub-continent Indian society. In taking the depressed classes as one group, Dr Ambedkar regularly opposed Mahata Gandhi. Ambedkar was the leader of the untouchables because he was brought up as one within the Mahar caste, which was the lowest and fourth Hindu class. From the military town of Mhow, he experienced socio-economic discrimination and his father served in the army. Being strictly Hindu he made sure all five children read the Hindu classics, insisting that Bhimrao and his brother read the Mahabharata and Ramayana to their sisters and others at bedtime every night.(1)

When Babasaheb was 14, he was fascinated by the Buddha. Dada Keluskar gave young Bhim the biography of the Buddha, and young Bhim was immediately fascinated. Ramji was a great debator and a man of independent thinking, and he encouraged his son to read religious texts, including Kabir. Babasaheb Ambedkar also informed on some occasions that when he was in the USA, he studied Buddhism and deeply thought about it. In a way, Babasaheb deeply studied Buddhism for 50 years. Many early references to the Buddha can be found in the life, writings, speeches, and other areas of Babasaheb Ambedkar. One can sketch a detailed picture of Babasaheb's understanding of Buddhism. It is simple and deeply sophisticated at the utmost level practical. Over 40 years, Babasaheb educated his people, and his speeches became the means of public education. Babasaheb's speeches were attended by thousands, and he has skills to explain in simple and accessible language. Besides skills in educating people, he planned everything meticulously. Without many resources, he built institutions. Today on the eve of Buddha Jayanti, we are going to reflect on Babasaheb's lectures on Dhamma, what he called dharmopadesh: discourse on Dhamma. And he gave many and wrote much which can be called "discourses on Dhamma."

But we will focus on discourses delivered on the occasion of Buddha Jayanti. The first appeared in Janata in May 1941 in Marathi. Actually most of these discourses are in Marathi. There is a short one in Hindi and one in English. The first discourse on the Buddha Jayanti in 1941 is written and titled "The Buddha Jayanti and its political significance". This is like a speech itself aimed at educating the readers in the life and mission of the Buddha. From 1950 onwards, Babasaheb Ambedkar started the public organization of the Buddha Jayanti.

**Here is a Small Account of Buddha Jayanti Babasaheb Ambedkar Celebrated:**

- 2<sup>nd</sup> May 1950(New Delhi) over 20,000 people attended
- 19, 20, 21 May 1951 (New Delhi) organized jointly by Delhi Scheduled Caste Federation and Mahabodhi society over 30,000 attended
- 2496<sup>th</sup> Buddha Jayanti in 1952, Babasaheb Ambedkar went to America
- 27<sup>th</sup> May 1953: Celebrated in Mumbai/ Pune
- 17<sup>th</sup> May 1954: no reference is found
- 6<sup>th</sup> May 1955: celebrated in Nalasopara 9th May 1955 in Worli, 80,000 people in attendance
- 24<sup>th</sup> May 1956 in Mumbai: A series of programs





lead a social revolution. His message to youth was, "Educate. Agitate. Organize." Dr. B.R. Ambedkar is an example to us of what is possible, individually and collectively. Dr. Ambedkar was an extraordinary patriot, social mastermind, political reformer, philosophical essayist with dynamic thoughts.

He represented all political, social and social activities which expanded the explanation of human advancement and satisfaction. He was the spirit for the constitution of India. He campaigned for the advancement of the abused and discouraged classes. He stood uncommon crusading soul, cutting out in this method assumes significant job for himself between the main engineers of current India. In this procedure, Dr. Ambedkar rises not just as a Valliant upholder of the Indian equitable republic, yet too catches the extraordinarily unmistakable spot in the Indian Pantheon as an unordinary scholarly mass pioneer who stirred the social still, small voice of contemporary India.

Today Babasaheb is not with us but the path that he has shown is before us. Dr Ambedkar is being remembered all over the world. His message has now reached to every corner of the planet. The "ROMAS" (derogatorily referred to as gypsies across Europe), discriminatory minority in Hungary turn to Babasaheb Ambedkar in their quest for Dignity and Equality. Dr O?ba?de?le? Bakari Kambon, Ph.D. an Afrikan anti-amerikkkan from the University Campus in Ghana said, "Ambedkar is more relevant to Africa than Gandhi". "We need Ambedkar, Not Gandhi" he famously advocated while protesting for the removal of the statute of Mahatma Gandhi. On this note I ask final question- When will we understand the relevance of Dr. B.R. Ambedkar, his life and struggles to us? Undoubtedly, the words of a man who rejected violent Karl Marx and accepted compassionate Buddha – Bhimrao Ramji Ambedkar will forever echo in the eons to come.(6)

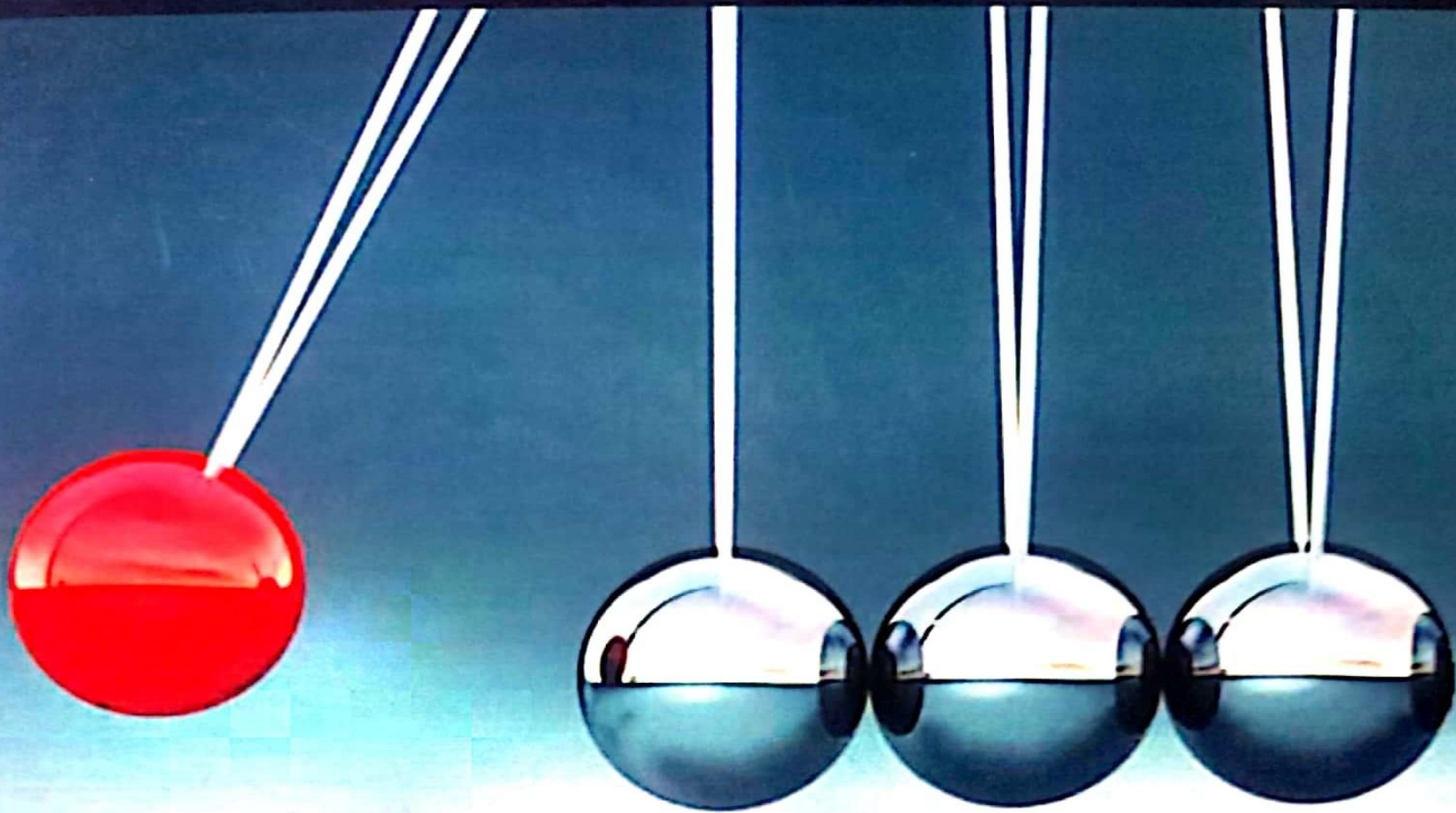
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# OBJECTIVE PHYSICS

## For B.Sc. Students



  
Principal  
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For B.Sc. Students

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