

Shri Tuljabhavani Bahuuddeshiya Samajsevi Sanstha, Vetalwadi's

College of Education For Women, Kurduwadi

Tq. Madha, Dist. Solapur 413208

Criteria : 3

Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.4

Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include

Documentary evidences in support of the claims for each effort



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Youth Club & Electoral Literacy Club Activity Report

Name of the Activity: Debate Competition

Title: "Should Political Candidates be Required to Take a Standardized Test on Governance and Policy Issues?"

Date: 08/02/2022

Number of students participated: 12

Contact details of the teacher / Agencies involved: Mrs. S. S. Maral

Introduction:

The debate competition on the topic "Should political candidates be required to take a standardized test on governance and policy issues?" was organized by College of Education. The event aimed to encourage critical thinking, promote a healthy exchange of ideas, and develop a deeper understanding of the subject among the participants.

Background:

In recent times, there have been discussions and debates surrounding the idea of implementing a standardized test for political candidates to assess their knowledge of governance and policy issues. The purpose of this debate competition was to explore the pros and cons of such a requirement.

Structure of the Debate:

The competition followed a structured format, consisting of two teams: the Proposition and the Opposition. Each team comprised three members who presented their arguments, countered opposing viewpoints, and engaged in a rebuttal. The participants were expected to present well-researched points and support them with evidence and logical reasoning.

Arguments Presented:

a) Proposition Team:

- i. Ensuring Competency: The team argued that a standardized test would ensure that political candidates possess the necessary knowledge and understanding of governance and policy issues, thus enhancing their competency.
- ii. Reducing Bias and Populism: By having a standardized test, the selection of candidates would be based on merit rather than popularity or personal charisma, reducing the influence of biased factors.
- iii. Enhancing Transparency: Requiring candidates to take a test would enhance transparency and accountability by providing voters with a clear understanding of a candidate's knowledge and capabilities.

b) Opposition Team:

- i. Limiting Democratic Representation: The opposition team argued that a standardized test could limit the democratic representation of diverse voices, as some candidates with valuable perspectives might not excel in such tests.
- ii. Inadequate Measure of Leadership: They contended that policy knowledge alone does not guarantee effective leadership, as leadership qualities, empathy, and other skills are equally important but difficult to assess through a standardized test.
- iii. Potential for Manipulation: The opposition team expressed concerns about the potential manipulation of the test content or grading system, which could introduce biases or favour certain ideologies.


Judges' Evaluation:

The competition was evaluated by a panel of judges, comprising faculty members and experts in the field of governance and policy. The judges assessed the participants based on their content, presentation skills, rebuttals, and overall persuasiveness. They emphasized the importance of evidence-based arguments and logical reasoning.

Conclusion:

The debate competition provided a platform for students to critically analyse the proposition of requiring political candidates to take a standardized test on governance and policy issues. It highlighted the complexities and implications of such a requirement, fostering a deeper understanding of the subject matter. Participants showcased their research and rhetorical skills, enabling a lively and enlightening debate. Overall, the debate competition was successful in facilitating an engaging and intellectual discourse on the topic, contributing to the development of critical thinking skills among the participants and fostering a better understanding of the subject matter.




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Youth Club & Electoral Literacy Club Activity Report

Name of the Activity : Debate Competition

Title: Report on Debate Competition: "Should Voting be Made Mandatory for all Eligible Citizens?"

Date : 08/04/2023

Number of students participated: 16

Contact details of the teacher / Agencies involved : Mrs. R.L. Bhong

Introduction:

The debate competition on the topic "Should voting be made mandatory for all eligible citizens?" was organized by College of Education. The purpose of this event was to foster critical thinking, encourage active participation in the democratic process, and explore the pros and cons of mandatory voting.

Background:

The concept of mandatory voting has been a subject of debate in many countries worldwide. This competition aimed to provide a platform for participants to present their arguments, exchange ideas, and gain a deeper understanding of the implications and potential benefits of mandatory voting.

Structure of the Debate:

The competition followed a structured format, with two teams: the Proposition and the Opposition. Each team consisted of three members who presented their viewpoints, refuted opposing arguments, and engaged in a rebuttal. The participants were expected to present well-researched points, supported by evidence and logical reasoning.

Arguments Presented:

a) Proposition Team:

- i. Enhancing Democratic Participation: The team argued that mandatory voting would encourage citizens to actively engage in the democratic process and exercise their civic duty, thereby enhancing overall democratic participation.
- ii. Representation of Diverse Voices: They contended that mandatory voting would ensure a more accurate representation of diverse voices and interests, as it would compel citizens from all backgrounds to participate in the electoral process.
- iii. Strengthening Government Legitimacy: The proposition team highlighted that mandatory voting would increase the legitimacy of elected officials and the government by ensuring a broader mandate and minimizing the influence of apathetic or disengaged citizens.

b) Opposition Team:

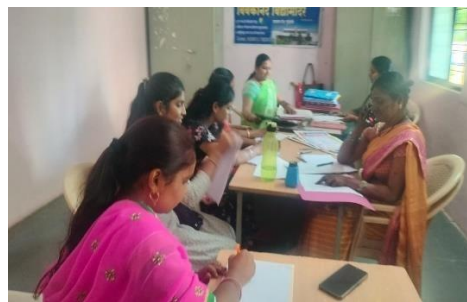
- i. Preserving Freedom of Choice: The opposition team argued that voting is a personal choice, and mandatory voting would infringe upon an individual's freedom to abstain from participating in the electoral process.
- ii. Informed Voting vs. Compelled Voting: They emphasized the importance of informed decision-making in voting and expressed concerns that mandatory voting could lead to uninformed or coerced choices, potentially undermining the integrity of the democratic process.
- iii. Addressing Root Causes of Voter Apathy: The opposition team suggested that instead of making voting mandatory, efforts should be directed towards addressing the root causes of voter apathy and enhancing civic education to promote voluntary participation.

Judges' Evaluation:

A panel of judges, comprising faculty members and experts in the field of political science, evaluated the competition. The judges assessed the participants based on the clarity of their arguments, evidence-based reasoning, effective communication skills, and the ability to counter opposing viewpoints.

Conclusion:

The debate competition provided a platform for students to critically analyse the proposition of mandatory voting for eligible citizens. It facilitated a nuanced understanding of the topic, allowing participants to explore the potential benefits and drawbacks of such a requirement. The competition contributed to the development of critical thinking skills, persuasive communication, and a deeper appreciation of democratic principles. Overall, the debate competition successfully engaged participants in an intellectual discourse on the topic of mandatory voting. It encouraged thoughtful analysis, fostering a deeper understanding of the subject matter and instilling a sense of civic responsibility among the participants.



Signature
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