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**Savitribai Phule Pune University Pune**

**ID NO -PU/PN/B.Ed/223/2005**

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

1. Participative efforts (brain storming, think tank, etc.) to identify possible and needed innovations
2. Encouragement to novel ideas
3. Official approval and support for innovative try-outs
4. Material and procedural support

**Supportive Document:-**

1. Activity report



  
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**Name of the Activity: Debate Competition**

**Title: "Should Political Candidates be required to take a Standardized Test on Governance and Policy Issues?"**

**Date: 15/03/2022**

**Number of students participated: 18**

**Contact details of the teacher / Agencies involved: Ms. Salgar S.Y.**

**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 Subhashanna Kul 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.



  
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**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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