

OFFICE OF THE SECRETARY
TELANGANA SOCIAL WELFARE RESIDENTIAL EDUCATIONAL INSTITUTIONS
SOCIETY, HYDERABAD

CIRCULAR

Rc.No. RDC/RDCG/37/2021

Date:03.01.2022

Sub: TSWREIS – Higher Education Wing – Initiation of **Intelligent Analysis and Critical Thinking (I-ACT) Clubs (Debate Clubs)** in TSWRDCs – Structure & Rules – Reg.

Ref: Instructions of the Secretary, TSWREIS during the meeting with Principals, TSWRDCs dated 04.12.2021

@@@

During the review meeting with the Principals of TSWR Degree Colleges DATED 04.12.2021, the Secretary, TSWREIS reviewed the ongoing academic projects and co-curricular activities at TSWRDCs. In this regard, to improve the communication skills of the students, Secretary, TSWREIS suggested to initiate debate clubs across all the degree colleges and instructed the Higher Education Wing to design and structure the debate format and also curate the list of debate topics/resolutions. Further, the debate clubs would run in the name of Intelligent Analysis and Critical Thinking (I-ACT) Clubs as per the recommendations of the Secretary, TSWREIS.

All the Principals of TSWRDCs are hereby instructed to conduct the I-ACT clubs regularly following the structure as suggested in Annexure-I and maintain an exclusive register to record the session details.

Sd/-

SECRETARY

Copy to:

1. All the Principals, TSWRDCs.
2. Zonal Coordinators (North & South), TSWREIS.
3. File.

Annexure-I
Debate Clubs @ TSWRDCs

- **Structure for Debate:** The debate club must consist of two groups. One **supporting a resolution** (affirmative team), and one **opposing the resolution** (opposing team). Each team must consist a minimum of three members and a maximum of five members.
- The **judging panel** constituted by three faculty members must assess the quality of the evidence and arguments and the performance in the debate.
- **Debate Preparation:** The debate teams must be organized and the topics/resolutions to be debated must be ready at least a week in advance from the day of the debate.

Conducting Debate:

- i. Debate opens with the affirmative team (the team that supports the resolution) presenting their arguments, followed by a member of the opposing team.
- ii. The first speaker on the affirmative team presents arguments in support of the resolution (5 minutes).
- iii. The first speaker on the opposing team presents arguments opposing the resolution.
- iv. (5 minutes).
- v. This pattern is repeated for the second speaker in each team. Finally, each team gets an opportunity for rebutting the arguments of the opponent.
- vi. The judging panel may include a short recess for teams to prepare their rebuttals, if needed (5 minutes)
- vii. The opposing team begins with the rebuttal, attempting to defend the opposing arguments and to defeat the supporting arguments without adding any new information (3 – 5 minutes). This is followed by the rebuttal of the affirmative team (3 – 5 minutes)
- viii. Each team gets a second rebuttal for closing statements with the affirmative team having the last opportunity to speak (3 – 5 minutes each)

- ix. Speakers should speak slowly and clearly. The judges should be taking notes as the debate proceeds.
- x. There cannot be any interruptions. Speakers must wait their turns.

- **Post-debate Discussion and Assessment:**

- 1. When the formal debate is finished, allow time for debriefing and discussion. Members of the audience should be given an opportunity to ask questions and to contribute their own thoughts and opinions on the arguments presented.

- 2. The judging panel can use the assessment rubric (Appendix-1) as template for scoring the teams performance and announcing the winners.

- **Frequency of debate clubs:** The debate club must be conducted on the second and fourth Wednesday of every month during the club activity hour.

- **Topics for debate:** The judging panel/students can choose from the topics suggested in Appendix-2.

- **Record:** The debate club activities must be recorded with details including date on which program was conducted, list of students who participated and the names of the judging panel etc.

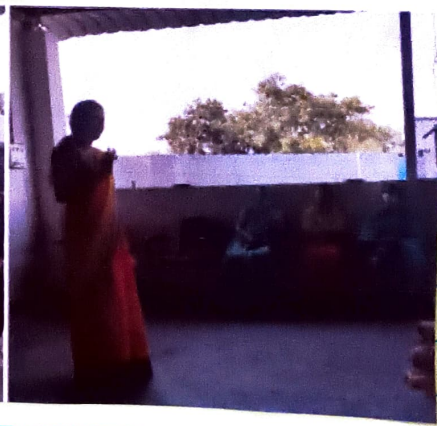
I - ACT CLUB.

Intelligent Analysis and
Critical Thinking.
(Debate clubs).

Incharge of Debate club: Sr. Neetha
Lecturer in physics.
TSWRDC - Nirmal.

Schedule for Debate Club.

S NO	Month & Date	TOPIC.
1.	January 05/01/22.	Online Teaching is Better than Offline teaching
2.	February 06/02/22.	Social media : Good or Bad.
3.	February. 10/02/22.	Demonitisation in India.
4.	February 17/02/22.	Government should invest in alternative energy sources.
5.	February. 24/02/22.	Why reservation is important in India.



List of topics for debate:

1. Inequality in Covid-19 vaccine distribution across the world: Is booster dose in the developed countries justified?
2. Kashmir's problem: Is it a creation of our unwise policies?
3. Demonetisation in India.
4. Article 370 and the Removal of Jammu & Kashmir's special status.
5. Can India boycott China?
6. Farm Bill: Reality behind the Repeal?
7. How Blockchain can transform India?
8. Why reservation is important in India?
9. Should politics have a minimum qualification?
10. Can we build AI without losing control over it?
11. Global pandemic: Boon or bane for environment.
12. Rural development is the right answer to our unemployment problem.
13. There is no dearth of job but qualified and skilled work force in the market.
14. Global warming: Are the citizens and governments ready to face the future.
15. Social media: Good or Bad.
16. Governments should invest in alternative energy sources.
17. Bitcoin and other cryptocurrencies should be encouraged or banned.

Online Teaching / Offline Teaching.

Affirmative team

Opposing team.

→ The Greatest Advantage is that accessibility of classes from anywhere around the world.

→ It is effective learning specially science students & there is a chance to exhibit colourful diagrams & tables & videos.

→ Time flexibility is there in online classes & when ever we have time we can listen the class.

→ It is Time saving & Reduce physical burdens. Learn more courses by less time.

Students Participated - 'A'

E. Ravioli	B.A-D	E. Ravioli
D. Shirisha	MZC-I	D. Shirisha
D. Ruchitha	TSZ-I	D. Ruchitha
K. Shivarani	BCC-I	K. Shivarani
K. Shireesha	BCC-II	K. Shireesha
Ch. Sravani	MPC-I	Ch. Sravani
V. Rajeshwari	BZC-II	V. Rajeshwari
J. Padma	MZC-II	
T. Priyanka	BCC-I	

Offline teaching is very effective in understanding the levels of student & their emotions.

→ Better Interaction between teacher & students. This kind of interaction will give better feeling.

→ online method is problematic like radiation & expensive & small kids can not cope-up with online education method.

→ No more gadget addiction & save resources.

Students - 'B'

B. Shivani	BZC	B. Shivani
M. Aruna	MSc-II	M. Aruna
K. Anjali	MSc-II	K. Anjali
K. Kishnaveni	BCC-II	
M. Akshaya	BZC-II	
E. Kshata	MZC-II	
K. Vardhini	MZC-II	
G. Vishakesh	BCC-I	

Debate - 1.

Appendix-1

Debate Assessment Rubric

Debating Team Name: Team-A (Affirmative)

Name of Assessor: G. Neetha Date: 05/01/22.

S.NO	Statement	Score				
1	The speakers' statements clearly supported their position in the debate	5	4 ✓	3	2	1
2	The speakers' statements appeared to be well researched and documented	5	4	3 ✓	2	1
3	The speakers addressed the opposing team and made appropriate eye contact	5	4 ✓	3	2	1
4	Arguments were presented with clarity and appropriate volume.	5	4	3 ✓	2	1
5	Speakers were well rehearsed with minimal reliance on notes	5	4 ✓	3	2	1
6	Rebuttals were specific to opposing arguments and expressed with clarity	5	4	3 ✓	2	1
7	Rebuttals showed evidence of good listening skills	5	4 ✓	3	2	1
8	Concluding arguments and statements were effective and convincing	5	4 ✓	3	2	1
9	Speakers adhered to the rules of the debate	5	4	3	2	1
10	The overall collective effort of the debate team was effective	5	4 ✓	3	2	1

37

Additional Comments:

→ The speaker should prepare the content well in advance.

1. G. Rajini
Lecturer in English - Rajini

3. A. Supriya
Lecturer in zoology - A

2. G. Saritha
Lecturer in commerce - Saritha

4. G. Vanaja
Lecturer in mathematics - Vanaja

Appendix-1

Debate Assessment Rubric

Debating Team Name: Team-B (Opposing)

Name of Assessor: G. Neetha. Date: 05/01/22

S.NO	Statement	Score				
		5	4	3	2	1
1	The speakers' statements clearly supported their position in the debate		✓			
2	The speakers' statements appeared to be well researched and documented		✓			
3	The speakers addressed the opposing team and made appropriate eye contact			✓		
4	Arguments were presented with clarity and appropriate volume.			✓		
5	Speakers were well rehearsed with minimal reliance on notes		✓			
6	Rebuttals were specific to opposing arguments and expressed with clarity		✓			
7	Rebuttals showed evidence of good listening skills			✓		
8	Concluding arguments and statements were effective and convincing			✓		
9	Speakers adhered to the rules of the debate			✓		
10	The overall collective effort of the debate team was effective			✓		

35

Additional Comments:

→ The speaker should maintain perfect eye contact with other team members.

1. G. Rajini - Lectures in English - KR
2. A. Supriya - Lectures in Zoology - A
3. G. Saritha - Lectures in Commerce - GS
4. G. Vanaja - Lectures in Mathematics - Vanaja

Is social media a boon or a bane.

Affirmative team

→ Compared to other means of communication like News paper, TV... the social media is having lot of scope to penetrate easily.

→ The people are awaring of knowing every thing around them.

→ The unknown works e-learning is happening with their families & easily in you-tube.

→ The proper use of social media leads a person emotionally fit & physically strong.

Opposing team.

→ The people are spending too much of time for non-verbal communication.

→ They are losing ability to interact in direct face to face interaction.

→ Lot of chance for gossips / rumours spreading.

→ No guarantee for a matter to be fact.

→ Losing time to spend with their families & becoming introverts.

→ The teenagers are becoming addicted to social media.

→ It is leading to a social isolation.

Students participated

'A'

T. Anusha I-MPC

G. Anuritha MPC-I

V. Rajeshwari BZC-II

E. Kushkulu MZC-II

J. Padma MZC-II

G. Vishaka BCC-I

B. Gangasagara B.CC-I

M. Meghana MSCS-I

S. Sreeja MSCS-I

'B'

P. Vaishali MPC-II

T. Sulochana MPC-II

M. Akshaya II-BZC

G. Madhan BZC-II

K. Vardhini MZC-II

T. Priyanka BCC-I

Sk. Heena B.A-II

G. Chandana B.A-II

B. Sheethal B.A-II

9

Appendix-1

Debate Assessment Rubric

Debating Team Name: Team-A (Affirmative)

Name of Assessor: Gr. Rajini Date: 08/02/22.

S.NO	Statement	Score				
		5	4	3	2	1
1	The speakers' statements clearly supported their position in the debate		✓			
2	The speakers' statements appeared to be well researched and documented		✓			
3	The speakers addressed the opposing team and made appropriate eye contact		✓			
4	Arguments were presented with clarity and appropriate volume.			✓	✓	
5	Speakers were well rehearsed with minimal reliance on notes			✓		
6	Rebuttals were specific to opposing arguments and expressed with clarity			✓		
7	Rebuttals showed evidence of good listening skills			✓		
8	Concluding arguments and statements were effective and convincing		✓			
9	Speakers adhered to the rules of the debate		✓			
10	The overall collective effort of the debate team was effective		✓			

35

Additional Comments:

Arguments should be presented with clarity and appropriate volume.

1. Gr. Rajini - lectures in English - Raj
2. Gr. Neetha - lectures in physics - Neetha
3. G. Saritha - lectures in commerce - Saritha
4. G. Vanaja - lectures in mathematics - Vanaja

Appendix-1

Debate Assessment Rubric

Debating Team Name: Team-B (Opposing)Name of Assessor: G. Rajini Date: 06/02/22

S.NO	Statement	Score				
		5	4	3	2	1
1	The speakers' statements clearly supported their position in the debate	✓				
2	The speakers' statements appeared to be well researched and documented		✓			
3	The speakers addressed the opposing team and made appropriate eye contact			✓		
4	Arguments were presented with clarity and appropriate volume.				✓	
5	Speakers were well rehearsed with minimal reliance on notes					✓
6	Rebuttals were specific to opposing arguments and expressed with clarity			✓		
7	Rebuttals showed evidence of good listening skills		✓			
8	Concluding arguments and statements were effective and convincing	✓				
9	Speakers adhered to the rules of the debate					✓
10	The overall collective effort of the debate team was effective			✓		

38

Additional Comments:

The speakers should give more examples in evidence of their arguments.

1. G. Rajini - Lecturer in English - Rajini
2. G. Neetha - Lecturer in physics - Neetha
3. G. Saritha - Lecturer in commerce - Saritha
4. G. Vanaja - Lecturer in mathematics - Vanaja

Demonitisation in India.

Affirmative team

- Demonitisation is introduced to stop fake currency which is out of circulation.
- To stop Hawala sources, funding towards Terrorists, Narcotics & underworld.
- Demonitisation can help to minimize fraudulent or criminal activities in the nation by changing the existing currency.
- The risks of flood cash handling by the government would be reduced.

Opposing team

- It is a confusing thing to the common public & inconvenient for primarily those associated with large businesses.
- After demonitisation, the economy will halt for a period without any growth.
- The trading sector took lot of time to adjust with the new currency system.
- Every ATM in the country needs to be remodified to allow the exchange of currency.

Students participated:

Team-A

1. M. Pravalya [BZC-I]
2. T. Priyanka [BCC-I]
3. A. Swetha [BCU-I]
4. E. Vishaka [MPC-I]
5. M. Aishwarya [MPC-I]
6. A. Anusha [BA-I]
7. P. Vasantha [BA-I]
8. R. Harshitha [BA-I]
9. J. Swapna [BA-I]
10. Ch. Priya [BA-I]

Team-B

1. B. Thanmayee [MScs-I]
2. S. Sreeja [MScs-I]
3. G. Rajasri [MScs-I]
4. D. Harshitha [BZC-I]
5. J. Srivani [MScs-I]
6. G. Saumya [BA-I]
7. M. Vandana [B.A.I]
8. S. Rajalakshmi [B.A.I]
9. E. Rakshi [B.A-I]

9.
Debate : 3

Appendix-1

Debate Assessment Rubric

Debating Team Name: Team - A

Name of Assessor: D. Mamatha Date: 10/09/22

S.NO	Statement	Score				
		5	4	3	2	1
1	The speakers' statements clearly supported their position in the debate			✓		
2	The speakers' statements appeared to be well researched and documented			✓		
3	The speakers addressed the opposing team and made appropriate eye contact		✓			
4	Arguments were presented with clarity and appropriate volume.		✓			
5	Speakers were well rehearsed with minimal reliance on notes				✓	
6	Rebuttals were specific to opposing arguments and expressed with clarity				✓	
7	Rebuttals showed evidence of good listening skills					
8	Concluding arguments and statements were effective and convincing			✓		
9	Speakers adhered to the rules of the debate			✓		
10	The overall collective effort of the debate team was effective			✓		

Additional Comments:

The students should give more examples on demonetisation.

1. D. Mamatha Lecturer in Political science mm
2. A. Supriya Lecturer in Zoology AS
3. G. Vasumathi, Lecturer in Mathematics G. Vasumathi

3.
Debate : 3.

Appendix-1

Debate Assessment Rubric

Debating Team Name: Team-B.

Name of Assessor: D. Manmatha Date: 10/09/22

S.NO	Statement	Score				
		5	4	3	2	1
1	The speakers' statements clearly supported their position in the debate		✓			
2	The speakers' statements appeared to be well researched and documented		✓			
3	The speakers addressed the opposing team and made appropriate eye contact			✓		
4	Arguments were presented with clarity and appropriate volume.			✓		
5	Speakers were well rehearsed with minimal reliance on notes			✓		
6	Rebuttals were specific to opposing arguments and expressed with clarity		✓			
7	Rebuttals showed evidence of good listening skills			✓		
8	Concluding arguments and statements were effective and convincing		✓			
9	Speakers adhered to the rules of the debate			✓		
10	The overall collective effort of the debate team was effective			✓		

Additional Comments:

The speaker should give real example on
demonetisation

1. D. Manmatha Lecturer in Political science mad
2. A. Supriya Lecturer in Zoology A
3. G. Vasumathi, Lecturer in Mathematics Smatti

Why reservation is important in India.

Affirmative team

- The act of reserving or keeping back for someone is known as reservation.
- The caste based reservation is as old as our Constitution.
- Indian Constitution provides reservation for STs, SCs, OBCs for the upliftment of back

Opposing team

- But the reservation has become a lifelong process of spoon feeding.
- The Scheduled caste and tribes are highly benefited people from reservation policy.
- & Reservation destroys self-respect so much that competition is no longer to determine the best but the most backward.
- Hence reservation is no longer necessary further to achieve equality.
- The promotion should be based on merit & ability.



Students participated.

Team-A

1. B. Sai Chirika (MPC-III)
2. Ch. Soujanya (MPC-III)
3. K. Lakshitha (BCC-II)
4. K. Krishnaveni (BCC-II)
5. M. Suband (MPC-II)
6. G. Deepika (BA III)
7. M. Sindhuja (B.A III)
8. A. Sweetha V

Team-B

1. A. Sarakka BA 1st year
2. Ch. Sweetha BA 1st year
3. J. Swapna BF 1st year
4. P. Eshwari BCC 1st year
5. R. Anusha MPC 1st year
6. W. Saralhya MPC 1st year
7. B. Navya MPC 1st year
8. M. Poojarani BCC-II year

GAT-2

Debate - 4

Appendix-1

Debate Assessment Rubric

Debating Team Name: Team-A (Affirmative)

Name of Assessor: Dr. G. Vasumathi Date: 06/04/22

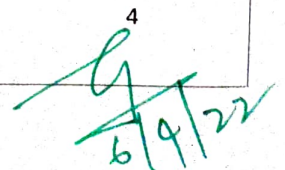
S.NO	Statement	Score				
		5	4	3	2	1
1	The speakers' statements clearly supported their position in the debate	5	4	3 ✓	2	1
2	The speakers' statements appeared to be well researched and documented	5	4 ✓	3	2	1
3	The speakers addressed the opposing team and made appropriate eye contact	5	4 ✓	3	2	1
4	Arguments were presented with clarity and appropriate volume.	5	4	3 ✓	2	1
5	Speakers were well rehearsed with minimal reliance on notes	5	4	3	2 ✓	1
6	Rebuttals were specific to opposing arguments and expressed with clarity	5	4 ✓	3	2	1
7	Rebuttals showed evidence of good listening skills	5	4	3 ✓	2	1
8	Concluding arguments and statements were effective and convincing	5	4	3 ✓	2	1
9	Speakers adhered to the rules of the debate	5	4 ✓	3	2	1
10	The overall collective effort of the debate team was effective	5	4	3 ✓	2	1

33

Additional Comments:

A small notes should be prepared before starting argument,

1. G. Neelha - Lecturer in physics - greet
2. Dr. G. Vasumathi - Lecturer in Mathematics - maths
3. R. Vanaja - Lecturer in Economics - stuart


 6/4/22

4.

Appendix-1

Debate Assessment Rubric

Debating Team Name: Team-B (Opposing)

Name of Assessor: Dr. G. Vasumathi Date: 06/09/22

S.NO	Statement	Score				
		5	4	3	2	1
1	The speakers' statements clearly supported their position in the debate	5	4 ✓	3	2	1
2	The speakers' statements appeared to be well researched and documented	5	4	3 ✓	2	1
3	The speakers addressed the opposing team and made appropriate eye contact	5	4 ✓	3	2	1
4	Arguments were presented with clarity and appropriate volume.	5	4	3 ✓	2	1
5	Speakers were well rehearsed with minimal reliance on notes	5	4	3 ✓	2	1
6	Rebuttals were specific to opposing arguments and expressed with clarity	5	4 ✓	3	2	1
7	Rebuttals showed evidence of good listening skills	5	4	3	2 ✓	1
8	Concluding arguments and statements were effective and convincing	5	4 ✓	3	2	1
9	Speakers adhered to the rules of the debate	5	4	3 ✓	2	1
10	The overall collective effort of the debate team was effective	5	4 ✓	3	2	1

34

Additional Comments:

Speakers are not following the rules of debate oftenly. They are breaking the rules.

1. G. Neetha - Lecturer in physics - Present
2. Dr. G. Vasumathi - Lecturer in Mathematics - Smritis
3. R. Vanaja - Lecturer in Economics - atunaji

4
G
6/9/22

Bitcoin and Other Cryptocurrencies should be encouraged & banned.

Affirmative team

Yes, it is to be encouraged as it is having lot of advantages.

1. Easy transaction can be made at low cost, using a simple smart phone app.
2. It is rapid & straight forward process.
3. It has incredible security, & blockchain security.
4. Used to safeguard the transfers than fiat money.
5. The industries such as fashion & pharmaceuticals use crypto as a medium of currency exchange.
6. The great benefit of crypto is that it can be used to exchange value between two parties. Because there is no central authority governing Bitcoin & most other crypto currencies.

Opposing team.

NO, it cannot be encouraged because it cannot play a role like VISA & MASTER card until the infrastructure delivering these technologies is massively scaled.

This evolution is complex & difficult.
→ It has lot of cyber security issues.

It may easily fall into the hands of hackers.

→ Price volatility & lack of inherent value. It is an important concern.

→ If this thing is not regulated, it is not under control, because it is not under the supervision of any United States Federal Reserve or any other central bank.



Students participated :

Affirmative team

Opposing team

- | | |
|---------------------------------------|---------------------------------------|
| 1. D. Pujitha [MPC-I] D. Pujitha | 1. K. Premalatha (BA-I) K. Premalatha |
| 2. T. Anusha [MPC-I] T. Anusha | 2. H. Akhila [BCC-I] H. Akhila |
| 3. M. Mukanya [MPC-I] m. mukanya | 3. T. Priyanka [BCC-I] T. priyanka |
| 4. K. Hamshika [MSCS-I] K. Hamshika | 4. G. Rajasri [MSCS-I] G. Rajasri |
| 5. B. Thanmayee [MSCS-I] B. Thanmayee | 5. D. Shirisha [MZC] D. shirisha |
| 6. O. Manisha [BA-I] O. Manisha | 6. D. Anjali [MZC] D. anjali |
| 7. M. Vandhana [BA-I] M. Vandhana | 7. D. Harshitha [BZC] D. Harshitha |
| 8. Ch. Deepika [MZC-I] Ch. Deepika | 8. M. Pravalya [BZC] M. Pravalya |

Appendix-1

Debate Assessment Rubric

Debating Team Name: Team-AName of Assessor: R. Vanaja Date: 20/04/22

S.NO	Statement	Score				
		5	4	3	2	1
1	The speakers' statements clearly supported their position in the debate	5	4	3	2	1
2	The speakers' statements appeared to be well researched and documented	5	4	3	2	1
3	The speakers addressed the opposing team and made appropriate eye contact	5	4	3	2	1
4	Arguments were presented with clarity and appropriate volume.	5	4	3	2	1
5	Speakers were well rehearsed with minimal reliance on notes	5	4	3	2	1
6	Rebuttals were specific to opposing arguments and expressed with clarity	5	4	3	2	1
7	Rebuttals showed evidence of good listening skills	5	4	3	2	1
8	Concluding arguments and statements were effective and convincing	5	4	3	2	1
9	Speakers adhered to the rules of the debate	5	4	3	2	1
10	The overall collective effort of the debate team was effective	5	4	3	2	1

Additional Comments:

prepare well for your debate for the purpose of oppose to arguments.

1. R. Vanaja Lectures in Economics - stuept
2. K. Suetika Lectures in Microbiology - K
3. G. Vanaja, Lectures in Mathematics - Van

Appendix-1

Debate Assessment Rubric

Debating Team Name: Team-B.Name of Assessor: R. Vanaja Date: 20/04/22

S.NO	Statement	Score				
		5	4	3	2	1
1	The speakers' statements clearly supported their position in the debate	5	4 ✓	3	2	1
2	The speakers' statements appeared to be well researched and documented	5	4	3 ✓	2	1
3	The speakers addressed the opposing team and made appropriate eye contact	5	4	3 ✓	2	1
4	Arguments were presented with clarity and appropriate volume.	5	4	3 ✓	2	1
5	Speakers were well rehearsed with minimal reliance on notes	5	4 ✓	3	2	1
6	Rebuttals were specific to opposing arguments and expressed with clarity	5	4 ✓	3	2	1
7	Rebuttals showed evidence of good listening skills	5	4	3 ✓	2	1
8	Concluding arguments and statements were effective and convincing	5	4	3 ✓	2	1
9	Speakers adhered to the rules of the debate	5	4 ✓	3	2	1
10	The overall collective effort of the debate team was effective	5	4	3 ✓	2	1

Additional Comments:

Their argument can focus on the benefits of the digital currency such as improve digital techniques.

1. R. Vanaja Lecturer in Economics - attractive
2. K. Sushtha Lecturer in Microbiology - to go
3. G. Vanaja, Lecturer in Mathematics - strong

Kashmir Problem: Is it a creation of Our unwise policies?

Affirmative team

Yes, it is the unwise policy by Indian government as India is liberal towards the free Kashmir.

- Pakistan took the advantage of it, & tried to occupy the state. As a result of that 30% of Kashmir was occupied by Pakistan.
- The liberal nature of Indian government lead to Genocide of several Kashmiri Pandits & many people migrated to some other states.
- It leads to several economical problems, poverty & unemployment.
- If India took a firm action/military operation as in case of Hyderabad state, Kashmir would have been a part of India.

Opposing team

NO, it is the wise plan played by British and America.

Actually Kashmir is a land locked state surrounded by Russia, China, Afghanistan, Pakistan & India.

Hence, there is a chance for India to become Socialist by the impact of Russia & it would become Communist by the impact of China.

So, the British occupied Gilgit and gifted it to Pakistan, the greedy Pakistan occupied some part of Kashmir, against Kashmiri willingness which is called as POK today. & China occupied some part called COK.

It became a great dispute between India & Pakistan & third party & China who pay for weapons forever to British.



Students participated:

Affirmative team

Opposing team

- | | | | |
|-------------------------|--------------|---------------------------|----------------|
| 1. V. Sangeetha (MPC-I) | V. Sangeetha | 1. Ch. Nanya (BZC-I) | Ch. Nanya |
| 2. Ch. Deepika (MPC-I) | Ch. Deepika | 2. R. Anusha (MPC-I) | R. Anusha |
| 3. G. Mounika (MPC-I) | G. Mounika | 3. M. Aishwarya (MPC-I) | M. Aishwarya |
| 4. G. Akhila (MPCS-I) | G. Akhila | 4. K. Hamshika (MPCS-I) | K. Hamshika |
| 5. S. Prasanna (BA-I) | S. Prasanna | 5. D. Ashwini (BUI-I) | D. Ashwini |
| 6. O. Manisha (BA-I) | O. Manisha | 6. M. Shashirekha (BUI-I) | M. Shashirekha |

Appendix-1




Debate Assessment Rubric

Debating Team Name: Team-AName of Assessor: Gr. Neetha Date: 22/04/22

S.NO	Statement	Score				
		5	4	3	2	1
1	The speakers' statements clearly supported their position in the debate	5	4	3	2	1
2	The speakers' statements appeared to be well researched and documented	5	4	3	2	1
3	The speakers addressed the opposing team and made appropriate eye contact	5	4	3	2	1
4	Arguments were presented with clarity and appropriate volume.	5	4	3	2	1
5	Speakers were well rehearsed with minimal reliance on notes	5	4	3	2	1
6	Rebuttals were specific to opposing arguments and expressed with clarity	5	4	3	2	1
7	Rebuttals showed evidence of good listening skills	5	4	3	2	1
8	Concluding arguments and statements were effective and convincing	5	4	3	2	1
9	Speakers adhered to the rules of the debate	5	4	3	2	1
10	The overall collective effort of the debate team was effective	5	4	3	2	1

Additional Comments:

- You should adhere to the rules of debate.
- Listen carefully while other team is speaking.

1. Gr. Neetha - Lecturer in Physics - 
2. N. Eshwaranna, Lecturer in Commerce, - 
3. D. Manjath, Lecturer in pol. sci - 

Appendix-1

Debate Assessment Rubric

Debating Team Name: Team-BName of Assessor: Gr. Neetha Date: 22/04/22

S.NO	Statement	Score				
		5	4	3	2	1
1	The speakers' statements clearly supported their position in the debate	5	4	3	2	1
2	The speakers' statements appeared to be well researched and documented	5	4	3	2	1
3	The speakers addressed the opposing team and made appropriate eye contact	5	4	3	2	1
4	Arguments were presented with clarity and appropriate volume.	5	4	3	2	1
5	Speakers were well rehearsed with minimal reliance on notes	5	4	3	2	1
6	Rebuttals were specific to opposing arguments and expressed with clarity	5	4	3	2	1
7	Rebuttals showed evidence of good listening skills	5	4	3	2	1
8	Concluding arguments and statements were effective and convincing	5	4	3	2	1
9	Speakers adhered to the rules of the debate	5	4	3	2	1
10	The overall collective effort of the debate team was effective	5	4	3	2	1

Additional Comments:

- Clarity is not maintained
 → collection of content should be improved,
 → Needs improvement in delivering,

1. Gr. Neetha - Lecturer in Physics - Gr
2. N. Eshwaranna, Lecturer in Commerce - Eding
3. D. Mananthen Lecturer in Pol. sci - Munif

Can India boycott China?

Affirmative team

- Yes, India can boycott China easily, because it's been possible by the program called Make in India started by Prime Minister Narendra Modi.
- It is made possible for India to stop the import of finished goods. It may not be economically beneficial but it may be possible atleast.
- Imports such as raw materials like steel, minerals can not really be stopped but final products can be stopped.
- The countries like United States of America, Canada, Australia & Britain are protecting Chinese products.
- An economist called Naroff said that, "We should be able to live very easily without having Chinese products".

Opposing team

- NO, India cannot completely boycott China. If complete boycott of China goods is issued, the companies will face pressure from China to prevent production in India.
- This results loss of employment in huge numbers.
- The complete ban is not possible for India because, as per the rules made by World Trade Organization - full ban should not be imposed even if there is no diplomatic, regional and trade relation with that country.
- The major imports from China include telecom instruments, computers hardware, fertilisers, electronic components & machinery.



Nirmal, Telangana, India

39J9+GGV, Venkatapur, Nirmal, Telangana 504106

India

Lat 19.081496°

Long 78.368923°

12/05/22 10:54 AM

Students participated:

Affirmative team

Opposing team

- | | |
|--|----------------------------|
| 1. B. Malleshwari [III-MSc] B. Malleshwari | 1. S. Neha MScs-I Neha |
| 2. B. Nisruja [III-MSc] B. Nisruja | 2. J. Srivani " Srivani |
| 3. P. Poojitha [III-BzC] P. Poojitha | 3. R. Varsha " R. Varsha |
| 4. A. Keerthana BzC-II A. Keerthana | 4. G. Rajasri " G. Rajasri |
| 5. P. Maheshwari " P. Maheshwari | 5. M. Sandhya " M. Sandhya |
| 6. S. Sureshanna (BA) S. Sureshanna | 6. M. Manisha " M. Manisha |
| 7. H. Pallavi (M.P.C) H. Pallavi | 7. T. Jyothi " T. Jyothi |
| 8. G. Chandana (BA) G. Chandana | 8. C. Nanya " C. Nanya |
| 9. O. Manisha BA-I O. Manisha | 9. J. Sreeja " J. Sreeja |
| 10. B. Thanmayee MScs-I B. Thanmayee | 10. S. Sreeja " S. Sreeja |

Appendix-1

Debate Assessment Rubric

Debating Team Name: Team - A.Name of Assessor: N. Eshwaramma Date: 12/05/22.

S.NO	Statement	Score				
		5	4	3	2	1
1	The speakers' statements clearly supported their position in the debate		✓			
2	The speakers' statements appeared to be well researched and documented		✓			
3	The speakers addressed the opposing team and made appropriate eye contact			✓		
4	Arguments were presented with clarity and appropriate volume.			✓		
5	Speakers were well rehearsed with minimal reliance on notes				✓	
6	Rebuttals were specific to opposing arguments and expressed with clarity				✓	
7	Rebuttals showed evidence of good listening skills			✓		
8	Concluding arguments and statements were effective and convincing			✓		
9	Speakers adhered to the rules of the debate				✓	
10	The overall collective effort of the debate team was effective			✓		

Additional Comments:

The debate team should follow the rules of debate as, one must be silent while others are speaking.

1. N. Eshwaramma, Lecturer in Commerce - Signature
2. R. Vanaja, Lect. in Economics - Signature
3. Afreen, Lect in Commerce - Signature

Appendix-1

Debate Assessment Rubric

Debating Team Name: Team-BName of Assessor: N. Eshwaramma Date: 12/05/22

S.NO	Statement	Score				
		5	4	3	2	1
1	The speakers' statements clearly supported their position in the debate	5	4	3	2	1
2	The speakers' statements appeared to be well researched and documented	5	4	3	2	1
3	The speakers addressed the opposing team and made appropriate eye contact	5	4	3	2	1
4	Arguments were presented with clarity and appropriate volume.	5	4	3	2	1
5	Speakers were well rehearsed with minimal reliance on notes	5	4	3	2	1
6	Rebuttals were specific to opposing arguments and expressed with clarity	5	4	3	2	1
7	Rebuttals showed evidence of good listening skills	5	4	3	2	1
8	Concluding arguments and statements were effective and convincing	5	4	3	2	1
9	Speakers adhered to the rules of the debate	5	4	3	2	1
10	The overall collective effort of the debate team was effective	5	4	3	2	1

Additional Comments:

You should prepare well before
delivering the content.
conclusion should be made somewhat
clear.

1. N. Eshwaramma, Lecturer in Commerce - Shree
2. R. Vanaja, Lecturer in Economics - atulya
3. Afreen, Lecturer in Commerce - Afreen

98

Global pandemic: Boom or bane for Environment.

Affirmative team

- Global pandemic can be treated as a Boom.
- It created new opportunities also. The people are habituated to online transactions, online shopping.
- So many villages have also digitalised during this situation
- In education system also, a new platform is created, Online teaching, virtual labs, Simulation experiments -- etc.
- Creativity increased in individuals like farming, crafts, cooking, designing.
- The percentage of road accidents greatly reduced.
- Parents got lot of time to spend with family members or kids.

Opposing team

- NO It is a bane as it created a period of lockdown which affected individuals lifestyles personally & professionally.
- New challenges arose during this period.
- Negative consequences on the physical & mental health of many people.
- The economical status of the people who are attacked by covid is affected badly.
- Thousands of eminent personalities died of Covid.
- The reputed institutions, industries, theatres, parks were closed.
- The women got suppressed by family members.
- A survey declared that, there is a drastic decrease in one's mental health.



Students participated :

Affirmative team:

Opposing team:

- | | | | |
|------------------------|-------------|--------------------------|----------------|
| 1. Ch. Deepika (MZA) | Ch. Deepika | 1. V. Sangeetha (MPC-I) | V. Sangeetha |
| 2. G. Shirisha (MZA-I) | G. Shirisha | 2. B. Anuradha (MPC-I) | B. Anuradha |
| 3. O. Manisha (BA-I) | O. Manisha | 3. B. Thanmayee (MSCS-I) | B. Thanmayee |
| 4. G. Manoja (BZC-I) | G. Manoja | 4. D. Harshitha (BZC) | D. Harshitha |
| 5. T. Priyanka (BCC-I) | T. Priyanka | 5. M. Pravalya (BZC) | M. Pravalya |
| 6. E. Ravali (BA-I) | E. Ravali | 6. G. Vishaka (BCC-I) | G. Vishaka |
| 7. G. Rajasri (MSCS-I) | G. Rajasri | 7. M. Shashirekha (I) | M. Shashirekha |
| 8. G. Mounika (MZA) | G. Mounika | 8. G. Apunavani (BZC) | G. Apunavani |

Appendix-1

Debate Assessment Rubric

Debating Team Name: Team-AName of Assessor: K. Swetha Date: 25/05/22

S.NO	Statement	Score				
1	The speakers' statements clearly supported their position in the debate	5	4 ✓	3	2	1
2	The speakers' statements appeared to be well researched and documented	5	4 ✓	3	2	1
3	The speakers addressed the opposing team and made appropriate eye contact	5	4 ✓	3	2	1
4	Arguments were presented with clarity and appropriate volume.	5	4	3 ✓	2	1
5	Speakers were well rehearsed with minimal reliance on notes	5	4	3 ✓	2	1
6	Rebuttals were specific to opposing arguments and expressed with clarity	5	4	3 ✓	2	1
7	Rebuttals showed evidence of good listening skills	5	4	3	2 ✓	1
8	Concluding arguments and statements were effective and convincing	5	4	3	2 ✓	1
9	Speakers adhered to the rules of the debate	5	4	3 ✓	2	1
10	The overall collective effort of the debate team was effective	5	4 ✓	3	2	1

Additional Comments:

Know the content clearly before participating into debate.

1. K. Swetha Lecturer in Microbiology - K. Swetha
2. Dr. P. Swarna Lecturer in Zoology - P. Swarna
3. G. Rajini Lec in English - G. Rajini

9.

8.

Appendix-1

Debate Assessment Rubric

Debating Team Name: Team-BName of Assessor: K. Swetha Date: 25/05/22

S.NO	Statement	Score				
		5	4	3	2	1
1	The speakers' statements clearly supported their position in the debate	5	4	3	2	1
2	The speakers' statements appeared to be well researched and documented	5	4	3	2	1
3	The speakers addressed the opposing team and made appropriate eye contact	5	4	3	2	1
4	Arguments were presented with clarity and appropriate volume.	5	4	3	2	1
5	Speakers were well rehearsed with minimal reliance on notes	5	4	3	2	1
6	Rebuttals were specific to opposing arguments and expressed with clarity	5	4	3	2	1
7	Rebuttals showed evidence of good listening skills	5	4	3	2	1
8	Concluding arguments and statements were effective and convincing	5	4	3	2	1
9	Speakers adhered to the rules of the debate	5	4	3	2	1
10	The overall collective effort of the debate team was effective	5	4	3	2	1

Additional Comments:

Everyone should listen carefully while other team is arguing.

1. K. Swetha Lecturer in Microbiology
2. Dr. P. Swapna Lecturer in Zoology. P. Thangaraj
3. G. Rajini Lecturer in English - G. Rajini

100

Should politicians have minimum qualification:

Affirmative team:

- Yes, the politicians should have a minimum qualification.
- Now-a-days every one is educated. To understand their queries well they need a minimum qualification.
- To initiate new programs like Digital India, Make in India, T-hubs, New startups digital literacy is required.
- To implement new education policies, financial policies, for smooth conduction of Economy, every politician require a minimum qualification.
- As the education is the key for the development of country, there should be an educational criterion.

Opposing team:

NO, if they have leadership qualities, then education doesn't need. If a person understood the problems of public well & have enough sensitization, then he would be the good politician among all educated politicians.

A person who won the hearts of people, who is efficient enough can be elected as a politician, even though he doesn't have minimum qualification.

A leader is the soul of the country. & if they are competent, then country leads to progress.



Students participated:

Affirmative team:

Opposing team:

- | | | | |
|-------------------------|--------------|--------------------------|--------------|
| 1. R. Anusha [MPC-I] | R. Anusha | 1. B. shivani [BZC-I] | B. shivani |
| 2. P. Gangethri [MPC-I] | P. Gangethri | 2. D. Ruchitha [BZC-I] | D. Ruchitha |
| 3. G. Manoja [BZC-I] | G. Manoja | 3. B. Thanmayee [MScs-I] | B. Thanmayee |
| 4. S. Navya [MZC-I] | S. Navya | 4. G. Akhila [MScs-I] | G. Akhila |
| 5. H. Akhila [BCC-I] | H. Akhila | 5. P. Pujitha [MPC-I] | P. Pujitha |
| 6. T. Vishala [BA-I] | T. Vishala | 6. Ch. Deepika [MZC] | Ch. Deepika |
| 7. G. Vishaka [BCC-I] | G. Vishaka | 7. B. Navya [MZC] | B. Navya |

Appendix-1

Debate Assessment Rubric

Debating Team Name: Affirmative teamName of Assessor: A. Supriya Date: 08/06/22

S.NO	Statement	Score				
1	The speakers' statements clearly supported their position in the debate	5	4 ✓	3	2	1
2	The speakers' statements appeared to be well researched and documented	5	4	3 ✓	2	1
3	The speakers addressed the opposing team and made appropriate eye contact	5	4 ✓	3	2	1
4	Arguments were presented with clarity and appropriate volume.	5	4	3 ✓	2	1
5	Speakers were well rehearsed with minimal reliance on notes	5	4 ✓	3	2	1
6	Rebuttals were specific to opposing arguments and expressed with clarity	5	4 ✓	3	2	1
7	Rebuttals showed evidence of good listening skills	5	4	3	2 ✓	1
8	Concluding arguments and statements were effective and convincing	5	4 ✓	3	2	1
9	Speakers adhered to the rules of the debate	5	4	3	2 ✓	1
10	The overall collective effort of the debate team was effective	5	4 ✓	3	2	1

34

Additional Comments:

The debate team should use appropriate volume, & you should grab the attention of every participant.

1. A. Supriya Lectures in Zoology A
2. G. Vanaja - Lectures in Mathematics - Vanaja
3. Dr. P. Swapna Lectures in Zoology - P. Swapna

Appendix-1

Debate Assessment Rubric

Debating Team Name: Opposing team.

Name of Assessor: A. Supriya Date: 08/06/22

S.NO	Statement	Score				
		5	4	3	2	1
1	The speakers' statements clearly supported their position in the debate	5	4	3	2	1
2	The speakers' statements appeared to be well researched and documented	5	4	3	2	1
3	The speakers addressed the opposing team and made appropriate eye contact	5	4	3	2	1
4	Arguments were presented with clarity and appropriate volume.	5	4	3	2	1
5	Speakers were well rehearsed with minimal reliance on notes	5	4	3	2	1
6	Rebuttals were specific to opposing arguments and expressed with clarity	5	4	3	2	1
7	Rebuttals showed evidence of good listening skills	5	4	3	2	1
8	Concluding arguments and statements were effective and convincing	5	4	3	2	1
9	Speakers adhered to the rules of the debate	5	4	3	2	1
10	The overall collective effort of the debate team was effective	5	4	3	2	1

31

Additional Comments:

The overall effort of the debate team should be improved.
The arguments should be made clear.

1. A. Supriya Lectures in Zoology A
2. G. Janaja - lectures in Mathematics - Janaja
3. Dr. P. Swapna Lectures in Zoology - P. Swapna

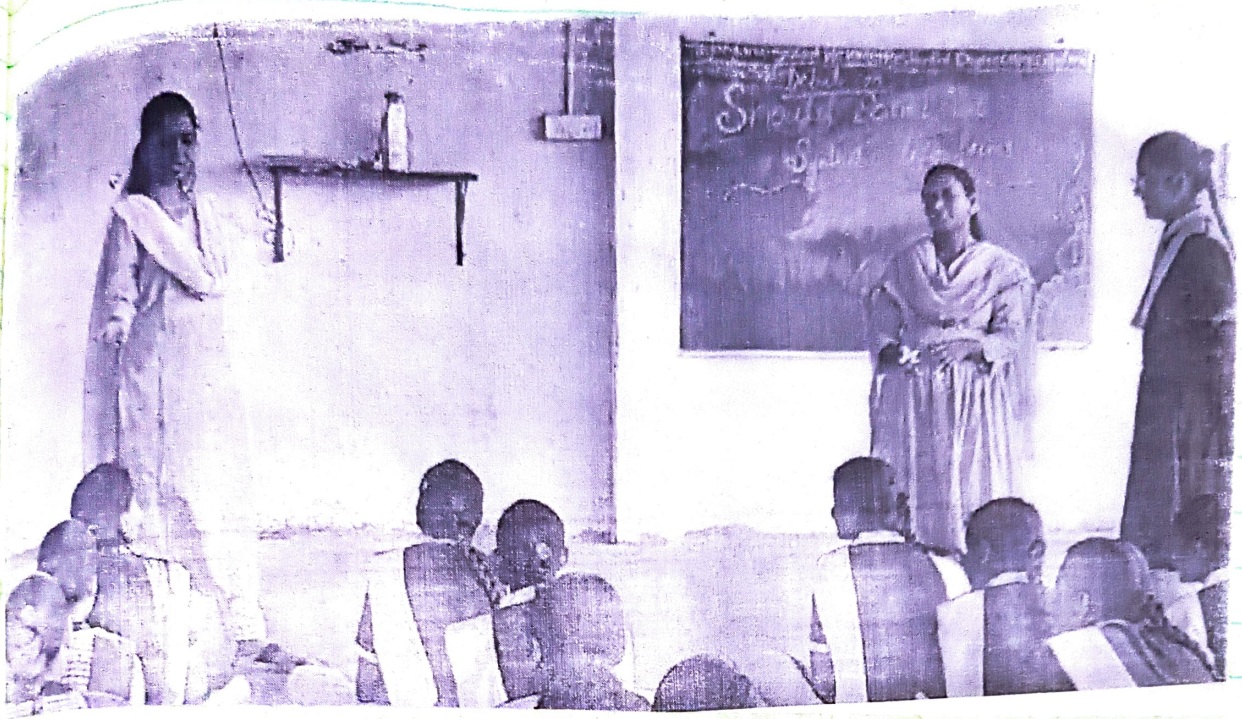
Should Scientists Create Synthetic life forms

Affirmative team

- Synthetic biology has already enabled the rapid public health
- Synthetic biology allows for the production of valuable small molecules
- Synthetic biology has great potential in a personalized medical approach.
- Synthetic biology provides the ability to program immune cells
- Synthetic biology see its potential to contribute to key issues like sustainable development
- Synthetic biology plays a major role in health technology development.

Opposing team

- Synthetic biology makes it easy to design dangerous organisms.
- Synthetic biology could also be used to create a drug to respond to threatening organism.
- Some people feel that this technology makes it too "easy to play God"
- Efficient organisms developed with synthetic biology might reduce the demand for conventional crops.
- Synthetic biology not just involve scientific but also moral issues
- Synthetic biology create unintended consequences.



Students Participated.

Affirmative team

Opposing team.

- | | | | |
|---------------------------|--------------|---------------------|--------------|
| 1. B. Bhojawa [BZC I] | B. Bhojawa | 1. A. Ramya [BZC I] | A. Ramya |
| 2. B. Pooja [BZC I] | B. Sravanthi | 2. B. Sravanthi | B. Sravanthi |
| 3. B. Rajitha [BZC I] | B. Rajitha | 3. B. Rachana | B. Rachana |
| 4. Ch. Shreya [BZC I] | Ch. Shreya | 4. B. Sandhya | B. Sandhya |
| 5. C. Rajitha [BZC I] | C. Rajitha | 5. C. Ramya | C. Ramya |
| 6. C. Saikeethana [BZC I] | K. Akshaya | 6. K. Akshaya | K. Akshaya |
| 7. G. Sabitya [BZC I] | G. Sapitya | 7. M. Soundarya | M. Soundarya |
| 8. G. Nagamma [BZC I] | G. Nagamma | 8. S. Nandhini | S. Nandhini |

A. Supriya
Lecturer in zoology

P. Anupa
Dr. P. Swapna
Lecturer in zoology

TOPIC: "The Impact of Green Revolution on Indigenous Crops of India":

Rudrama Devi Team

Rani Laxmi Bai Team

- ⇒ The green revolution is a program that uses fertilizers and chemicals to create high-yield crops quickly to improve results.
- ⇒ Repeated use of the pesticides and fertilizers will significantly affect health problems.
- ⇒ It uses a variety of techniques and enhances food production, it is an alternative to the traditional farming method.
- ⇒ The same crop leads to the depletion of soil nutrients and soil quality.
- ⇒ High-yielding varieties produce more food products while reducing the cost of food consumers all over the world.
- ⇒ Increase the amount of food chain interaction and causes the loss of beneficial genetic traits developed through traditional farming.
- ⇒ With increasing food demand, deforestation also increases, therefore, starting the "Green Revolution" meets food needs & encourages deforestation.
- ⇒ By creating seeds from mature plants, new technologies enable future crop growth to be started.
- ⇒ It gives consistent agricultural yields throughout all seasons.
- ⇒ The Green Revolution encourages monocropping practices, which have many adverse effects & reduce the production of high yielding crops.



Students participated.
[B.A - II year]

Rudrama Devi Team

- 1) A. Manasa - A. manasa
- 2) G. Srilatha - G. Srul
- 3) G. Soumya - G. Soumya
- 4) K. Sukshanya - Sukshanya.
- 5) K. Soujanya - K. Soujanya
- 6) Kumari. Remya - Remya
- 7) B. priyanka - priyanka
- 8) S. Shreethi - S. Shreethi
- 9) S. Krishnaveni - S. Krishnaveni
- 10) P. Manjula - manjula

Rami Laxmi Bai Team

- 1) K. Sravanthi - Sravanthi
- 2) Konda. Remya Sri - Remya
- 3) R. pravalika - Pravalika
- 4) R. Manasa - manasa
- 5) M. Navaneetha - Navaneetha
- 6) M. pavithra - Pavithra
- 7) K. Ravina - Ravina
- 8) J. Sushmitha - Sushmitha
- 9) -A. Varalaxmi - Varalaxmi
- 10) G. Snehasika - Snehasika

R. Vanaja
Lectures in Economics

Topic: Advantages and Disadvantages of social media

Appirmative Team

- 1) Staying connected
- 2) Access to News and current Events
- 3) platform for personal Branding
- 4) Business and marketing opportunity
- 5) convenience and Ease of Access
- 6) Fosters Innovation & Learning
- 8) provides Entertainment
- 9) platform for societal change
- 10) promotej skill development
- 11) supplement of Education

opposing Team

- 1) Distraction and loss of productivity
- 2) spread of misinformation
- 3) Compromise privacy and Data vulnerability.
- 4) promotes superficial connections
- 5) social media Addiction
- 7) Enablej Bully and Harassment
- 8) promotej social Isolation
- 9) causes Depression and Anxiety
- 10) promotej obsessive self-presentation
- 11) Helps spread scams & frauds



Students participated - BZC - II year.

- | | | | |
|-----------------|------------|----------------|-----------|
| ① k. Kavya | kavya | ① S. Sriharika | sriharika |
| ② R. pooja | B. pooja | ② P. vaishnavi | vaishnavi |
| ③ m. Mamatha | mamatha | ③ R. Reshma | reshma |
| ④ A. Naveena | naveena | ④ B. Rajitha | rajitha |
| ⑤ B. Rajitha | rajitha | ⑤ S. Nikitha | nikitha |
| ⑥ R. Nandini | nandini | ⑥ V. pranathi | pranathi |
| ⑦ m. mukteswari | mukteswari | ⑦ G. Nagamma | nagamma |

D. Sangeetha
Lec. in. Botany

Topic: Is homework helpful or harmful?

Affirmative Team

→ Homework should be given to students to gain practical knowledge.

→ Homework helps students to learn time management

→ It helps them to improve their writing skills

→ Giving homework to students develops creativity

→ Giving or Assigning homework makes student stable at work and creates interest

→ It is a channel of communication between the teacher and student

Opposing Team

→ Students can gain knowledge by observation.

→ Homework makes students to lose interest in school.

→ Students feel stress.

→ Homework leads them lack of interest and makes them to copy from others.

→ Excess of work leads student towards mental and physical illness

→ Too much of homework makes them to carry more book which is not a good thing.

Affirmative team

→ Doing homework everyday helps in preparing the students better for the tests and exams in school.

→ It helps a student to develop a sense of responsibility.

→ Having assigned to students it helps their parents to see/know how their children are doing in their studies.

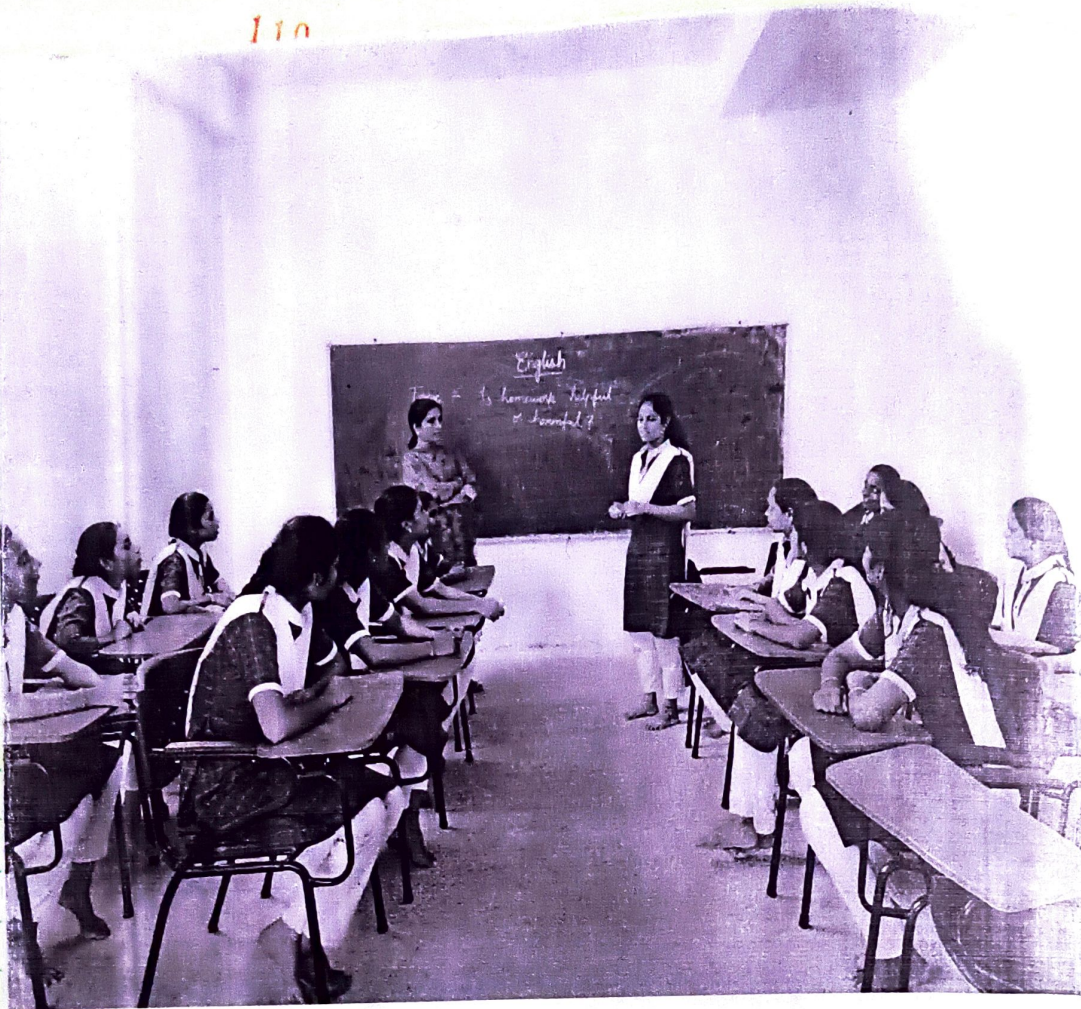
Opposing team

→ Homework cause a drift between the parents and children as parents want kids to work more.

→ Excess of homework takes time of students to spend with their families.

→ It reduces play hours and make them depressed.

conclusion by students :- Both the teams finally conclude that homework is to be assigned to students to learn better but it should be in a proper and limited way. Homework has to help students to gain knowledge and it should not cause them any sort of mental or physical or family disturbances.



Students participated :-

- | | |
|-------------------|-----------------|
| 1. A. Ramya | 4) B. Sravanthi |
| 2. B. Sandhya | 2) B. Rachana |
| 3. B. Sandhyarani | 3) Ch. Ramya |
| 4. M. Anusha | 7) M. Sony |
| 5. O. Rishika | 5) S. Nandhini |
| 6. T. Swarna | 6) K. Sahithya. |

Felly
S. Swarna
held in English

18/11/22

111

Topic: Advantages and Disadvantages of using cell phone

Affirmative Team

Opposing Team

1) people can Investigate flexible job choices by using mobile technology, which offers potential for generating Revenue.

2) Cell phones with built-in Gps technology make travelling easier

3) The inclusion of high-quality cameras in mobile phones has made photography more accessible

4) Cell phones help people stay safe because they give them a way to communicate in an emergency.

5) More people have had access to educational materials than ever before

1) unInstantaneous and inconvenient communication is made possible by cell phones ~~at~~ which leads to many Problems

2) cell phones provide people with a platform to harass, threaten.

3) cell phone usage while driving increases the risk of distracted driving and traffic accidents.

4) Mobile phone use may cause noise pollution in public areas.

5) Blue light that cell phones emit, can interfere with sleep cycles



Students Participated

- | | |
|-----------------|-----------------|
| 1. C. Narys | 1) K. Hamshikg |
| 2. B. Thanmayee | 2) G. Akhila |
| 3. D. Saijg | 3) M. Manishg |
| 4. S. Nehg | 4) R. Shireeshg |
| 5. T. Nikithg | 5) D. Priyankg |
| 6. J. Srivani | 6) R. vanshg |

R. Lakshya
Lecturer in Statistics

D: 23/01/23.

113

Topic: Sexual Education Should be Mandatory in Schools

Affirmative Team

⇒ Sex Education should be compulsory in every school. Comprehensive sex education is important for young people to prepare themselves for any bodily changes and maintain their healthy and hygienic well being.

⇒ Sex Education is important to learn to communicate on sensitive topics and know a lot about each other that will help it and when they want to develop intimate relationship in the future.

⇒ Teaching them together creates a comfortable and comfortable space between the genders

⇒ Boys and girls can learn from different perspectives when discussed in the class.

Opposing Team

⇒ Sex Education is not mandatory because students are feel shy and not comfortable to listen in the presence of same age students. Parents may feel uncomfortable letting their daughters receive sex education along with boys.

⇒ Boys and girls may hesitate to ask questions about menstruation or nocturnal emission unless there is an open question box.

⇒ It's becomes challenging for the experts to differentiate the instruction to meet the unique need of boys and girls. When taught together



Students Participated

1) K. pravallika

2) B. pallavi

3) B. Srividhya

4) S. pravallika

5) S. Akshaya

6) Ch. Ashwini

1) G. vaishnavi

2) S. poojitha

3) O. Navitha

4) K. venkatamma

5) S. komal

6) K. pooja

Conclusion by the Students:

Sex Education should be compulsory in every school. Comprehensive sex education is important for young people to prepare themselves for any bodily changes and maintain their healthy and hygienic well being.

V. Sravani
 Lect. in Microbiology
 Dept. of Microbiology