



*Yashwantrao Chavan Trust's (Yashwantrao)*

## **THAKUR COLLEGE OF ENGINEERING & TECHNOLOGY**

*Autonomous College Affiliated to University of Mumbai*

*Approved by All India Council for Technical Education (AICTE) and Government of Maharashtra (GoM)*

*Conferred Autonomous Status by University Grants Commission (UGC) for 10 years w.e.f. A.Y 2019-20*

*Amongst Top 200 Colleges in the Country. Ranked 195<sup>th</sup> in NIRF India Ranking 2019 in Engineering College category*

*• ISO 9001:2015 Certified • Programmes Accredited by National Board of Accreditation (NBA) New Delhi*

*• Institute Accredited by National Assessment and Accreditation Council (NAAC) Bangalore*

Website | [www.tcetmumbai.in](http://www.tcetmumbai.in)

**Date: 21/09/2021**

## **National Initiative Program (Student Exchange Program)**

### **Report on Online Debate Competition**

As per the Initiatives of Ministry of Human Resource -Development and AICTE, Thakur College of Engineering and Technology started to conduct Student exchange programs. NIP Debate Competition was held on 18<sup>th</sup> September, 2021 for partner colleges along with host college TCET. The debate competition was proposed for 2 tracks: Technical and Non-Technical. The event envisioned to provide a platform where participants could think critically and analyze each and every aspect of the concerned topic and learn in-depth by mutual contributions to recognize strengths and weaknesses by presenting their arguments thereby, enhancing communication skills and dissolving stage fear. Also, the purpose was to learn the culture, living styles, social customs and such other aspects of the social and cultural affairs of each other's institute along with learning soft skills and technical skills.

#### **Objective:**

1. To generate effective critical thinking into primary issues in the given topic and analyze each and every aspect of the concerned topic.
2. To compare and discriminate between ideas, verify the value of evidence for concept, resolve controversies, recognize strengths and weaknesses of arguments.
3. To give students an exposure to the skills such as team work, communication and lifelong learning.
4. To adopt the national initiatives under EBSB: Students exchange program at institute level.

#### **Student Exchange Activity:**

##### **➤ Debate Competition**

- Technical Topics
- Non-Technical topics

### Overall Coordinators:

- Dr. Lochan Jolly (Dean SSW)
- Dr. Megharani Patil (Activity Head- National Initiative Program)

### Track Faculty In-charges:

- **Technical Debate : Core Engineering branches Vs Emerging Engineering Branches**
  - (1) Ms. Niki Modi ( COMP Dept)
  - (2) Ms. Jalpaben D. Pandya (ELEX Dept)
  - (3) Mr. Arpit Vyas (Civil Dept.)
- **Non-Technical Debate : Education in English Vs Language Neutral Education**
  - (1) Mrs. Sonali Singh (E&TC Dept)
  - (2) Ms. Amruta Gokhale (Mech Dept)

**Venue:** Online Platform (Zoom/YouTube)

### Target Participants:

Undergraduate Engineering students from Host College and partner colleges.

### Host College:

- (1) Thakur College of Engineering & Technology

### Partner Colleges:

- (1) GIET University, Gunupur, Odisa
- (2) KLS Gogte Institute Of Technology, Belagavi, Karnataka
- (3) Muthayammal Engineering College, Rasipuram, Namakkal, Tamilnadu, India
- (4) Maratha Vidya Prasarak Samaj's Karmaveer Baburao Ganpatrao Thakare College of Engineering, Nashik, Maharashtra

### Judges:

TCET and Partner College Faculty members.

Technical Debate Judges			Non-Technical Debate Judges		
Name	Designation	College Name	Name	Designation	College Name
Dr.Milind Yadav	Associate Professor	Finolex Academy of management & technology	Dr. N.Nasrath Banu	Associate Professor	MEC, TAMILNADU
Ms. Swarooprani Manoor	Assistant. Professor	KLS Gogte Institute of Technology, Belagavi	Dr.Milind Tagare	Professor	FAMT-Finolex Ratnagiri
Mr.Arpit Vyas	Assistant Professor	TCET	Mrs.Swati Abhang	Assistant Professor	TCET

### Program Details and Duration:

Sr. No	Program	Dates	Time
1	<b>Debate Competition</b> 1. Technical Topics 2. Non-Technical topics  (2 Parallel Tracks)	18 <sup>th</sup> September 2021	10.00 AM to 1.00 PM

### Details of Event:

NIP Debate Competition was held on 18<sup>th</sup> September, 2021 for partner colleges along with host college TCET. The debate competition was proposed for 2 tracks: Technical and Non-Technical. Due to pandemic situation, this event of TCET was conducted online where participants could think critically and analyze each and every aspect of the concerned topic and learn in-depth by mutual contributions to recognize strengths and weaknesses by presenting their arguments thereby, enhancing communication skills and dissolving stage fear.

The event started at 10:00 am by welcoming participants in the respective debate tracks. The judges of respective debate track were introduced. Before the start of the debate, rules for the same were read out to the participants and they were given a platform to clear any doubt that they had. The debate was formal, involving two teams: one supporting a resolution (the affirmative team), one opposing the resolution (the negative team). Both the teams will consist of two members each.

The structure to be followed was also explained to them precisely. Then, the participants were put back into the waiting room and each group was admitted as per the line-up schedule provided to them.

#### a. Description of the Technical Debate Execution along with Highlights of points covered by each Group:

The Technical Debate was on the topic: Core Engineering branches Vs Emerging Engineering Branches. Following was the lineup and points covered by each group:

Group	Team (Affirmative / Negative)	Points covered	Question Asked	Response to counter question
G1A	Affirmative		ABSENT	
G1B	Negative		ABSENT	
G2A	Affirmative	Importance of core engineering institutions in	Can the core engineering branches sustain the changes taking	All the emerging branches are evolved from core branches

		infrastructural development	place in the industry?	
G2B	Negative	Need of New Engineering technologies for development	Wouldn't the emerging industries such as robotics cause decline in human values?	The emergence of the robotics branch would not only give humans new opportunities but would also increase their productivity
G5A	Affirmative	Importance of core engineering branches, highlighting the basics covered in core engineering branches.	Core engineers are meant for specific fields while the emerging domains are more diverse. What's your take?	Core engineering branches are constant which the emerging branches are continuously changing.
G3B	Negative	Need for emerging engineering branches and why they are a necessity for modern generation.	All emerging fields are based on some or the other core subject. Without having knowledge of core subjects how can we move towards emerging fields?	The future is in core branches but with the extension of new technologies.
G4A	Affirmative	Background of core engineering fields came into picture and its importance.	If core branches are sufficient then how come unemployment is still an issue in India?	These problems can be solved by emerging techs.
G4B	Negative	Background of emerging fields came into picture and its importance.	Won't the emerging branches such as robotics also will lead to unemployment?	As nature demands change so its is the need of the hour to accept the emerging branches. Since robot are form us it will always be in our control to maintain them.
G3A	Affirmative	Pillars of core branches and how core branches are	Having said that core branches are evergreen	I don't disagree by this facts and infact this is sab

		important for someone looking to get a government job.	branches, but then why many big colleges are shutting down core departments? What is your take on this?	that core branches are shut because core branches cover all the basic that are essential.
<b>G7B</b>	<b>Negative</b>	Stressed on why India has just settled to be a service based company while countries much smaller in size such as Hungary, Japan have thrived so much by adopting emerging fields.	Emerging fields are necessary but the specialization can be done after learning the basic/core engineering. What is your take on this?	It doesn't take for a student to know in which field they are interested in, so why waste 4 years if we can specialize in the subject of our liking during the engineering course.
<b>G6A</b>	<b>Affirmative</b>	<b>ABSENT</b>		
<b>G6B</b>	<b>Negative</b>	<b>ABSENT</b>		
<b>G7A</b>	<b>Affirmative</b>	<b>ABSENT</b>		
<b>G5B</b>	<b>Negative</b>	<b>ABSENT</b>		

**b. Description of the Non-Technical Debate Execution along with Highlights of points covered by each Group:**

The Non-Technical Debate was on the topic: Education in English (affirmative) Vs. Language Neutral Education (negative). Following was the lineup and points covered by each group:

<b>Group No</b>	<b>Team (Affirmative / Negative)</b>	<b>Points covered</b>	<b>Question Asked</b>	<b>Response to counter question</b>
<b>G1A</b>	<b>Affirmative</b>	Importance of English in developing employability skills	Language is important or skill is important?	If a person wants to show their skill set globally then language along with skills also plays a very vital role.
<b>G1B</b>	<b>Negative</b>	Comfort of studying in Native Language	Can coding be done in any native language?	We support English but want the students to explain their talents in native language.
<b>G2A</b>	<b>Affirmative</b>	<b>ABSENT</b>		

G2B	Negative	Impact of native language in making a student culturally diverse and adaptable to different cultures and ethnic groups	Do you feel that computer technology could be learned in native languages?	Yes, developed countries like Japan are educating everyone in native language.
G3A	Affirmative	The impact of English for global connectivity.	If a contractor cant understand the English language then how can a civil engineer explain their point?	Regional languages are important but for a civil engineer English is also important as he has to communicate with many higher authorities
G3B	Negative	ABSENT		
G4A	Affirmative	Importance of language and the importance and impact of English language in human connection	How can we speak with a person who is disabled in only English?	We support language neutrality but English is an essential language for connecting globally
G4B	Negative	The impact of mother tongue and comfort in the education system	How would a student express his ideas effectively if he/she does not have a command over the English language?	English should be taught as a secondary language till class 8 but should be the given the status of a primary language to ensure that the student can effectively communicate in English.
G5A	Affirmative	ABSENT		
G7B	Negative	ABSENT		
G7A	Affirmative	Background of how English came to be introduced in education and how it has proven to be a blessing with examples of prominent personalities.	Talking about remote regions, students do lose self-esteem as they find it difficult to grasp the vocabulary which leads to drop outs. What is the use of language if the students	Yes, We can understand the complex vocab, but the solution is that if this is introduced from a very early stage in education then students will

			aren't able to learn from it?	eventually learn the language.
<b>G5B</b>	<b>Negative</b>	Threw light on the fact that knowledge is important and if it's imparted in native language then students would grasp better.	How would the students get a job / survive in MNCs where English is a common medium of communication if knowledge is imparted in native languages?	English is important but not at the cost where students don't learn anything. Many researchers suggest regional language teaching is far more effective.
<b>G6A</b>	<b>Affirmative</b>	Stressed on a research which stated that education in English can reduce the gaps in developed and developing nations	If we just turn towards a foreign language then most of our culture and regional language would just go extinct. Would that be correct?	I don't disagree, but here the context is with respect to education and I am referring to technical subjects where a common language can dissolve many problems.
<b>G6B</b>	<b>Negative</b>	Put forth a research which stated that majority students feel fun towards learning when knowledge is imparted in English	India is a nation of many linguistics. Just 1 word is pronounced differently in every language. Then don't you think that talking inter-states would be a problem if everyone just knows their native language?	In our nation around 50% of people are not comfortable learning a foreign language moreover there are translators that can come to rescue.

**c. Track wise registered groups and no. of Students (College-wise): -**

College		Technical Debate		Non-Technical Debate		Total
		Affirmative	Negative	Affirmative	Negative	
Thakur College of Engineering and Technology, Mumbai, Maharashtra	<b>Groups</b>	1	1	4	1	7
	<b>Students</b>	2	2	8	2	14
GIET University, Gunupur, Odisha	<b>Groups</b>	0	1	1	0	2
	<b>Students</b>	0	2	2	0	4

Muthayammal Engineering College, Rasipuram, Namakkal, Tamilnadu, India	<b>Groups</b>	6	2	0	4	12
	<b>Students</b>	12	4	0	8	24
KLS Gogte Institute Of Technology, Belagavi, Karnataka	<b>Groups</b>	0	1	0	1	2
	<b>Students</b>	0	2	0	2	4
Maratha Vidya Prasarak Samaj's Karmaveer Baburao Ganpatrao Thakare College of Engineering, Nashik, Maharashtra	<b>Groups</b>	0	2	2	1	5
	<b>Students</b>	0	4	4	2	10
Total	<b>Groups</b>	7	7	7	7	28
	<b>Students</b>	14	14	14	14	56

**d. Debate Attendance (College-wise): -**

College		Technical Debate		Non-Technical Debate		Total
		Affirmative	Negative	Affirmative	Negative	
Thakur College of Engineering and Technology, Mumbai, Maharashtra	<b>Groups</b>	0	1	3	1	5
	<b>Students</b>	0	2	6	2	10
GIET University, Gunupur, Odisha	<b>Groups</b>	0	0	1	0	1
	<b>Students</b>	0	0	2	0	2
Muthayammal Engineering College, Rasipuram, Namakkal, Tamilnadu, India	<b>Groups</b>	4	0	0	3	7
	<b>Students</b>	8	0	0	6	14

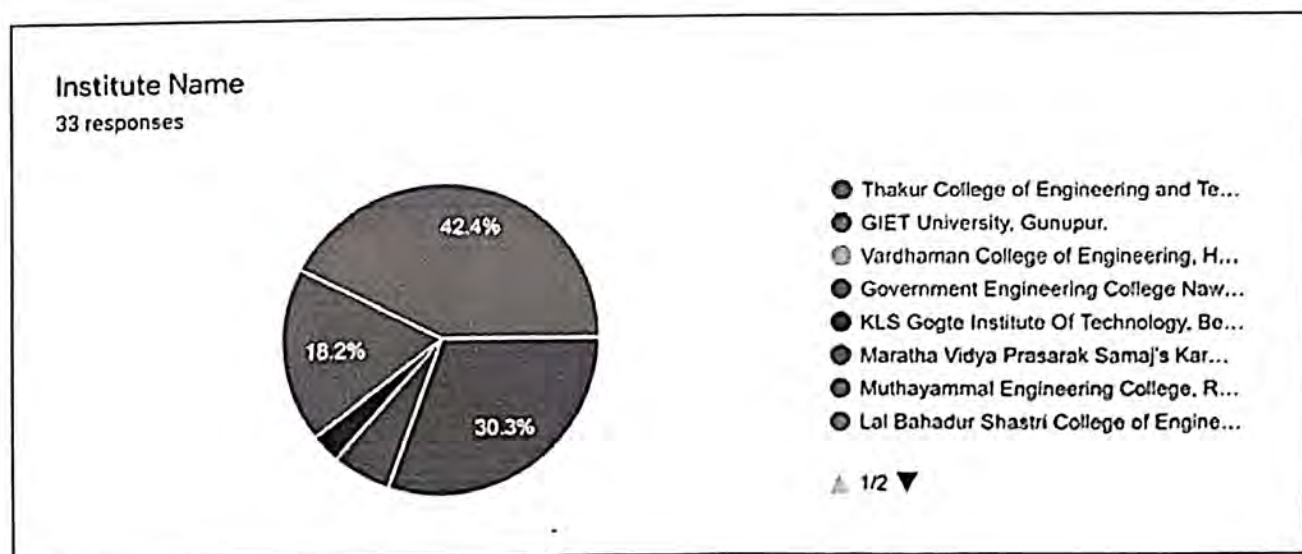


KLS Gogte Institute Of Technology, Belagavi, Karnataka	<b>Groups</b>	0	1	0	0	1
	<b>Students</b>	0	1	0	0	1
Maratha Vidya Prasarak Samaj's Karmaveer Baburao Ganpatrao Thakare College of Engineering, Nashik, Maharashtra	<b>Groups</b>	0	2	1	1	4
	<b>Students</b>	0	3	2	2	7
Total	<b>Groups</b>	4	4	5	5	18
	<b>Students</b>	8	6	10	10	34

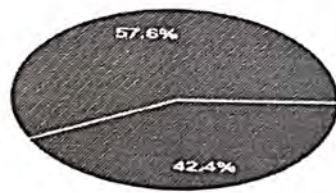
**\*Note: Details of the students who successfully attended the debate and winner list are attached in annexure.**

**e. Overall feedback:**

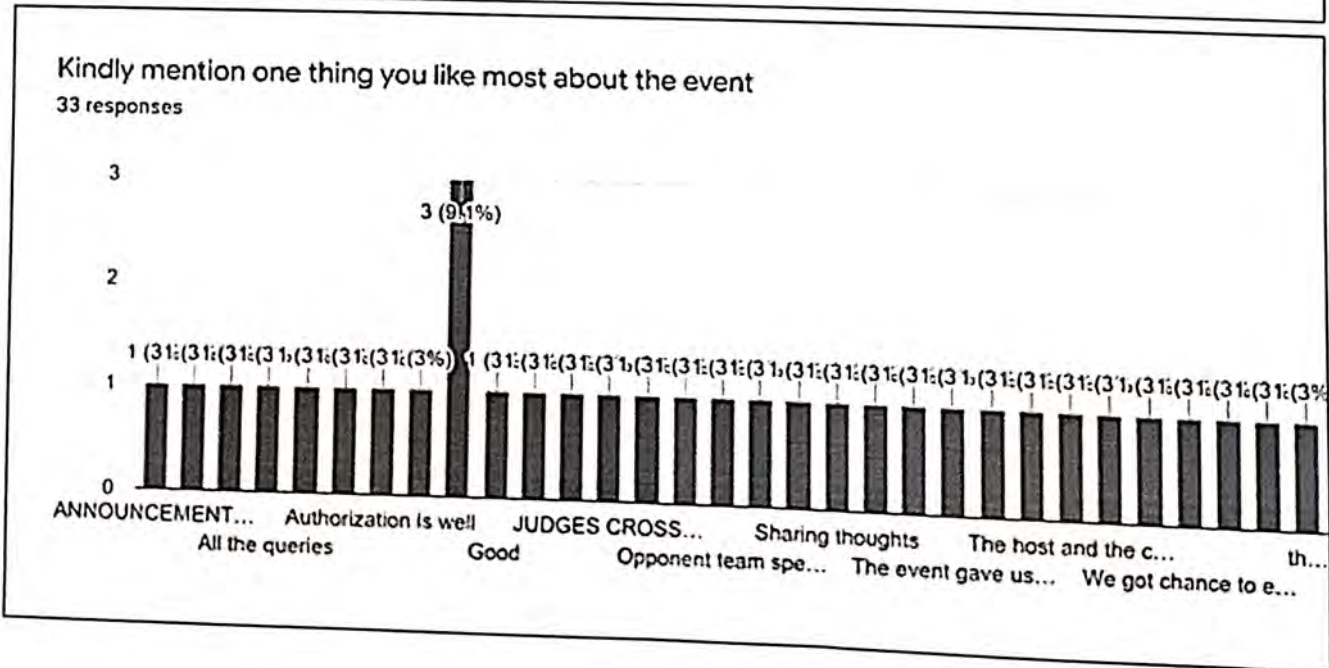
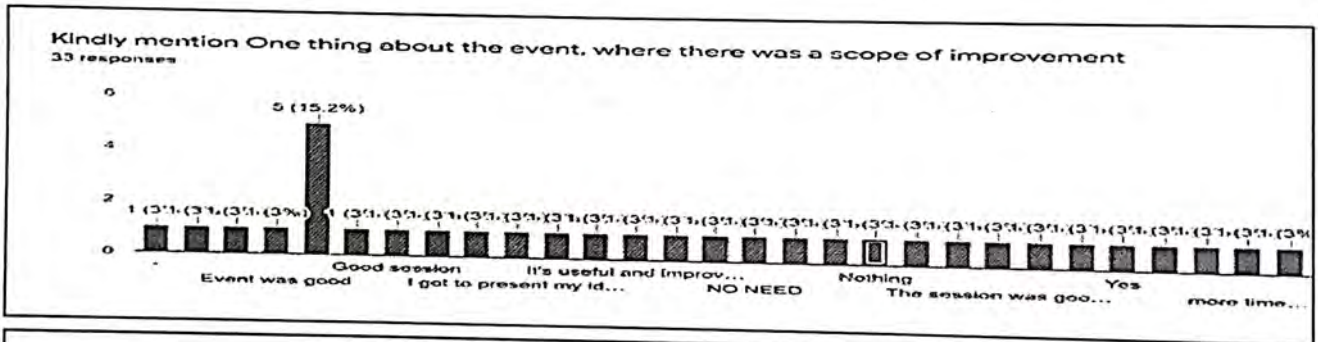
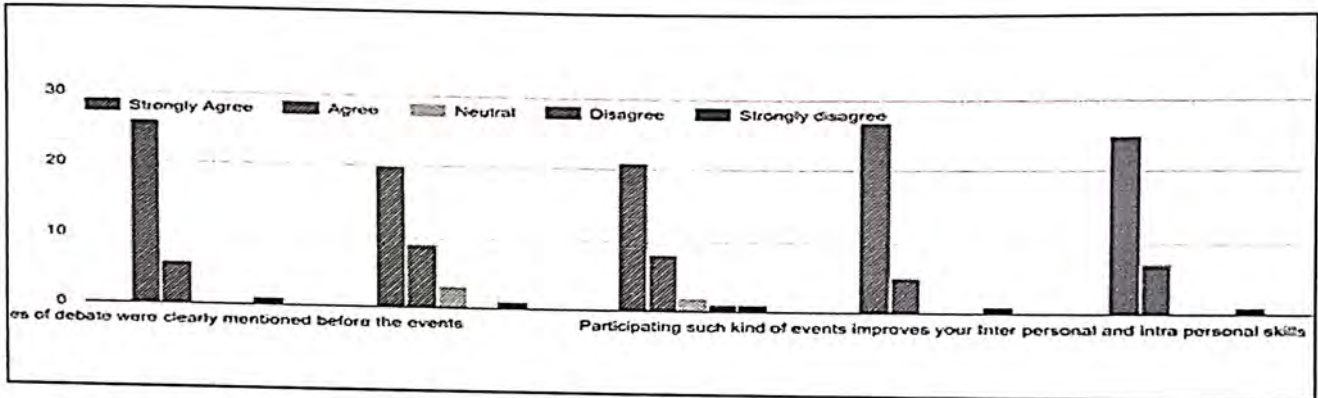
A total 33 feedback were received overall including both the debate tracks. Feedback analyses are as follows:



Track Name  
33 responses



● Technical  
● Non-Technical

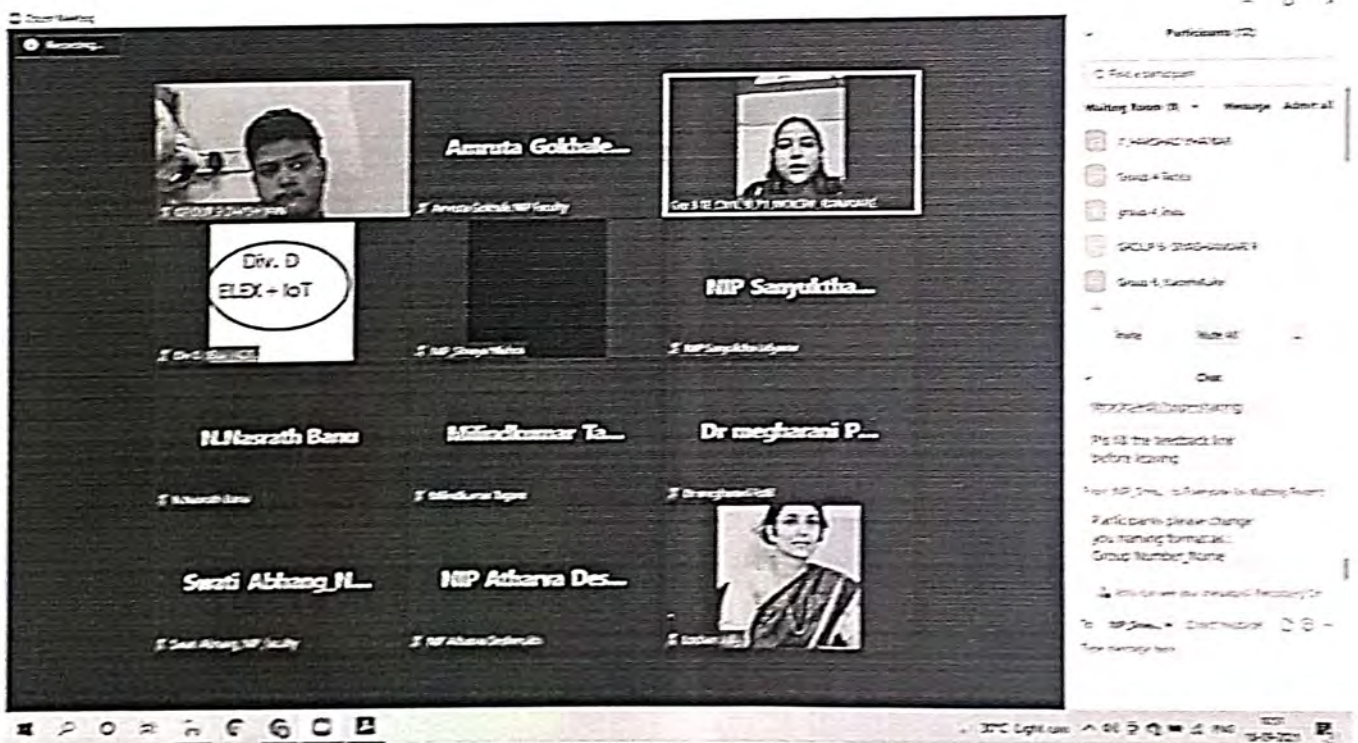
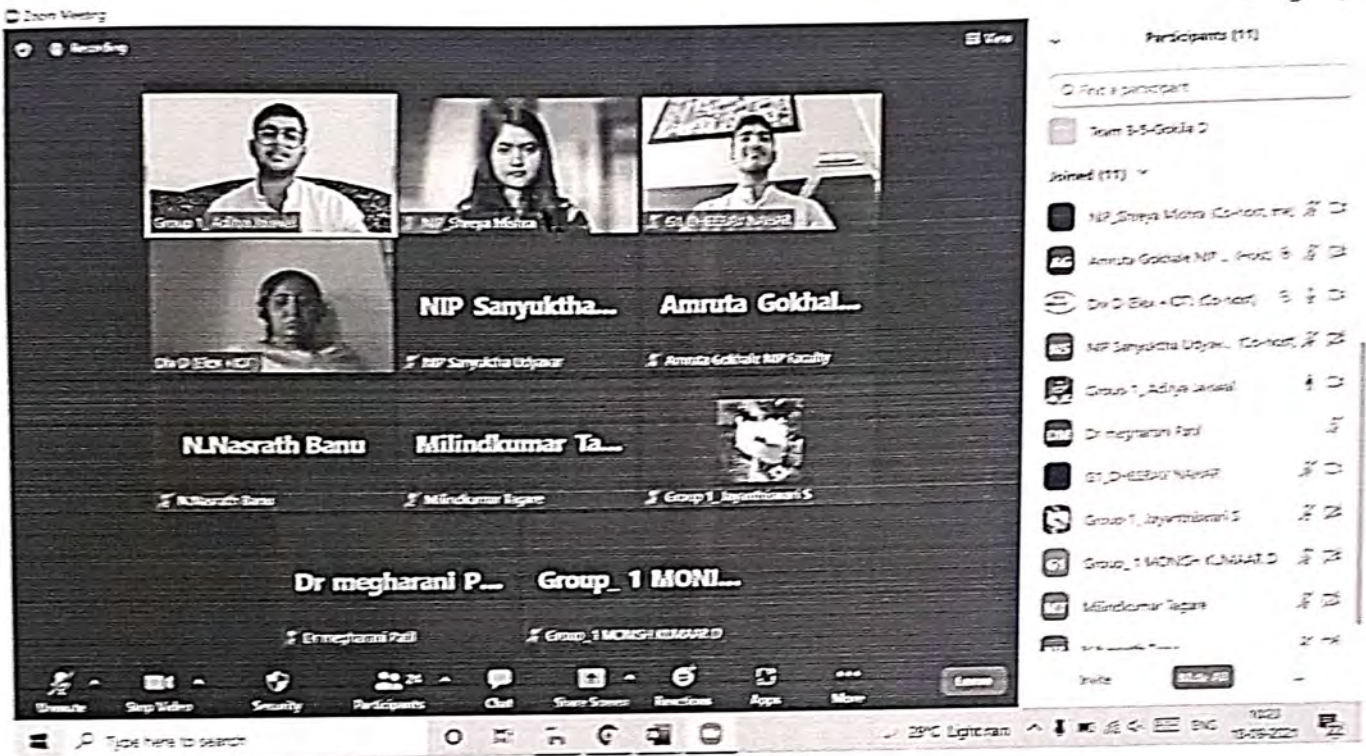


## Glimpse of Program:

### Technical Debate Core Engineering branches Vs Emerging Engineering Branches

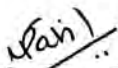


# Non-Technical Debate Education in English Vs Language Neutral Education



**Outcome:** 18 groups comprising of 34 students in total from host and partner colleges including GIET University, Gunupur, Odisha under EBSB: Students exchange program successfully participated in the debate competition by contributing interactive and insightful debate arguments and live-long learnings. Debate Competition as a part of Academic Exchange program provided a platform where participants could think critically and analyze each and every aspect of the concerned topic and learn in-depth by mutual contributions to recognize strengths and weaknesses by presenting their arguments thereby, enhancing communication skills and dissolving stage fear. The topic for Technical Debate was: Core Engineering branches Vs Emerging Engineering Branches; while, The Non-Technical Debate was on the topic: Education in English Vs Language Neutral Education. In Technical Debate track the participants put forth insightful arguments towards the debate topic and focused on the need for emerging engineering branches, why they are a necessity for modern generation and also covered the importance of core engineering institutions in infrastructural development. In Non-Technical Debate track the participants put forth thought provoking arguments towards the debate topic where they covered the importance of mother tongue and comfort of its use in the education system and also why English is important and how education in English can reduce the gaps in developed and developing nations.

**Collectively Proposed By**

  
Dr. Megharani Patil

**Activity Head NIP**

  
Dr. Lochan Jolly

**Dean SSW**

**Reviewed By**

  
Dr. Deven Shah

**Vice Principal**

**Approved By**

  
Dr. B. K. Mishra

**Principal**



9	Dheerav Nahar	Thakur College of Engineering and Technology, Mumbai	dheeravsvnagar@gmail.com	Non Technical Debate (Education in English)
10	Dhivya S	Muthayammal Engineering College, Rasipuram, Namakkal, Tamilnadu, India	dhivyas11092002@gmail.com	Technical Debate ( Core Engineering Branches)
11	E.Abinaya	Muthayammal Engineering College, Rasipuram, Namakkal, Tamilnadu, India	abinayaelanchezhiyan1@gmail.com	Technical Debate ( Core Engineering Branches)
12	Gayathri V	Muthayammal Engineering College, Rasipuram, Namakkal, Tamilnadu, India	gayuvgayav@gmail.com	Technical Debate ( Core Engineering Branches)
13	Gokila D	Muthayammal Engineering College, Rasipuram, Namakkal, Tamilnadu, India	gokiladurai13@gmail.com	Non Technical Debate (Language Neutral Education)
14	Harshad Vhatkar	Thakur College of Engineering and Technology, Mumbai	vhatkarharshad@gmail.com	Non Technical Debate (Education in English)
15	Indu Bantupalli	GIET University, Gunupur.	indubantupalli390@gmail.com	Non Technical Debate (Education in English)
16	Janani G	Muthayammal Engineering College, Rasipuram, Namakkal, Tamilnadu, India	janani11022002@gmail.com	Non Technical Debate (Language Neutral Education)
17	Jayeskumar M	Muthayammal Engineering College, Rasipuram, Namakkal, Tamilnadu, India	jjayaskumar@gmail.com	Technical Debate ( Core Engineering Branches)
18	Kachole Omkar Swapnil	Maratha Vidya Prasarak Samaj's Karmaveer Baburao Ganpatrao Thakare College of Engineering, Nashik, Maharashtra	okachole99@gmail.com	Technical Debate ( Emerging Engineering Branches)
19	Karimullah Warsi	Thakur College of Engineering and Technology, Mumbai	warsikarimullah127@gmail.com	Non Technical Debate (Language Neutral Education)
20	Keyur Shiroya	Thakur College of Engineering and Technology, Mumbai	Keyurshiroya7641@gmail.com	Non Technical Debate (Education in English)

21	M Sai Likhitha	GIET University, Gunupur.	Lovelylikhita02@gmail.com	Non Technical Debate (Education in English)
22	Mansi Vikas Gangurde	Maratha Vidya Prasarak Samaj's Karmaveer Baburao Ganpatrao Thakare College of Engineering, Nashik, Maharashtra	mansigangurde13@gmail.com	Technical Debate ( Emerging Engineering Branches)
23	Mokshi Ranavare	Thakur College of Engineering and Technology, Mumbai	Mokshiranavare2001@gmail.com	Non Technical Debate (Education in English)
24	Payal kishor Rohra	Maratha Vidya Prasarak Samaj's Karmaveer Baburao Ganpatrao Thakare College of Engineering, Nashik, Maharashtra	payalrohra61@gmail.com	Non Technical Debate (Language Neutral Education)
25	Pooja Nitin Sanklecha	Maratha Vidya Prasarak Samaj's Karmaveer Baburao Ganpatrao Thakare College of Engineering, Nashik, Maharashtra	poojasanklecha9@gmail.com	Non Technical Debate (Language Neutral Education)
26	Rishabh Shukla	Thakur College of Engineering and Technology, Mumbai	shuklarishabh150@gmail.com	Technical Debate ( Emerging Engineering Branches)
27	S. Jayanthiswari	Muthayammal Engineering College, Rasipuram, Namakkal, Tamilnadu, India	jayanthiswari2002@gmail.com	Non Technical Debate (Language Neutral Education)
28	S.Ramya	Muthayammal Engineering College, Rasipuram, Namakkal, Tamilnadu, India	ramyasiva2002@gmail.com	Technical Debate ( Core Engineering Branches)
29	Sathya V	Muthayammal Engineering College, Rasipuram, Namakkal, Tamilnadu, India	vsathya642002@gmail.com	Non Technical Debate (Language Neutral Education)



30	Sivashankari R	Muthayammal Engineering College, Rasipuram, Namakkal, Tamilnadu, India	ravisivashankari@gmail.com	Non Technical Debate (Language Neutral Education)
31	Swati vishnu zagade	Maratha Vidya Prasarak Samaj's Karmaveer Baburao Ganpatrao Thakare College of Engineering, Nashik, Maharashtra	swatizagade106@gmail.com	Technical Debate ( Emerging Engineering Branches)
32	Thirishiya L	Muthayammal Engineering College, Rasipuram, Namakkal, Tamilnadu, India	drthirishiya2019@gmail.com	Technical Debate ( Core Engineering Branches)
33	Vaidehi kuite	Maratha Vidya Prasarak Samaj's Karmaveer Baburao Ganpatrao Thakare College of Engineering, Nashik, Maharashtra	kbtug20010@kbtcoe.org	Non Technical Debate (Education in English)
34	Vedant Pandya	Thakur College of Engineering and Technology, Mumbai	pandyavedant18@gmail.com	Technical Debate ( Emerging Engineering Branches)

*Wain*  
**Dr. Megharani Patil**  
 ( Activity Head-NIP )

*Solus*  
 2/19/21  
**Dr Lochan Jolly**  
 ( Dean SSW )



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### Technical Debate Competition Winners

Date 21/9/21

Congratulations!!!!

Rank	Team Member Details		Institute
Winner (G2A)	Vedant Pandya	Rishabh Shukla	TCET, MUMBAI
Runner Up (G3B)	S. Ramya	E. Abinaya	MEC, TAMILNADU

### Non-Technical Debate Competition Winners Congratulations!!!!

Rank	Team Member Details		Institute
Winner (G4B)	Atawaris Warsi	Karimullah Warsi	TCET, MUMBAI
Runner Up (G6A)	Vaidehi Kuite	Bhawna Muthal	MVP'S KBGTCE, NASHIK

*M.P.*  
Dr. Megharani Patil  
Activity Head NIP

*Lochan*  
Dr. Lochan Jolly  
Dean SSW