The Role of Debates and Awareness Camps IN Teacher Education Pedagogy Helps Teachers the Better Communicators IN Teaching Learning Process-

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Abstract: India after independence made innumerable efforts in all the parameters that helped to grow as one nation. The one such parameter was the concept of Equality- this is mentioned in the constitution too. Invested in primary, secondary, and Higher Education. India has diversity in caste, religion, gender, locations language socioeconomic status, creed, etc. Like western countries it also believed in education as an agent in achieving Equality; Diversity and Inclusivity, subsequently it appointed education commissions to achieve such goals. University Education Commission said each person should have the educational opportunity of the kind and to the extent that is suited to his capacity and interest and which represents his fair share of the total educational resources" All the commissions recommended for achieving equality, diversity, and inclusivity. Equality in sports, opportunity, Education, women, etc is possible through a Diversified curriculum, pedagogy, and evaluation techniques. The present topic "The Role of Debates and Awareness camps to study Equality, Diversity, and
Inclusivity – In Teacher Education Pedagogy, curriculum and Evaluation '' is a novel one. It is a theoretical paper – the information is gathered through secondary sources.

Keywords: Education, Commission; Diversity, Secondary Sources, Equality, Pedagogy Etc.

1. INTRODUCTION

(a) MEANING:
  i. DEBATE: The etymological meaning of the word "Debate derived from old French, meaning "to beat". Debate in general a statement that has opposing claims. Two opposing teams take sides.
 ii. AWARENESS: a relative concept. It may be focused on an internal state.
iii. Awareness or 'to sense can be described as something that occurs when the brain is activates in certain ways, such as color red is what is seen once the retina is stimulated by light waves-" (Wikipedia)

iv. EQUALITY :a situation in which all human beings , boys and girls ; men and women; educated non- educated ; different races , religions etc are well treated and have equal opportunities.(Wikipedia)

v. DIVERSITY: A condition or a state of having many elements. For example in a classroom , students coming from various backgrounds say ,gender , ethnic, economic, social ,religious ,language etc. A variety or assortment.

vi. **INCLUSIVITY**: a thought to provide equal access to denied opportunities and resources for people who might otherwise be excluded or marginalised, like disable children,or having mental deformities , minority groups. (vi)Religious identity is listed on a par with race, caste, sex and place of origin, all in the same line, and these other traits are used to identify beneficiaries.

vii. The Constitution, resolves to secure to all citizens... 'equality of status and of opportunity,' and directs the government to be proactive to ensure equal opportunity. Equality, equal access and equal opportunity concepts are elaborated in Articles 14 (right to equality), 15 (access to education) and 16

viii. (Public employment). The '... state shall not discriminate.... on grounds only of religion, race, caste, sex, place of birth ....'

ix. Hindu.

x. It has been multiple decades now that we are talking about **Equality**. The word has literally flooded the entire print and electronic media. Everybody seems to be talking about equality, to achieve equality firstly we need to realize the requirement of **Gender Incluisivity**, how it is essential for a healthy society and the various means ad methods to achieve the same. The legislations we started with, were fairly, perhaps fully legitimate for the times, but the dawn of the passing day has put men in such gullible a position, that they are victimized by the so-intended women empowering legislations. We are in a country where rarely people talk about the rights of transgender community. Thus, this decade has acknowledge the need of a **Gender Incluisivity** in the laws to provide the equal opportunities, status and rights to every gender.

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(b) The objectives of the study:
(1) Recommendations of commissions on Equality, Diversity and The concept of Inclusivity
(2) To study kinds of Debates, the role of Awareness campaigns
(3) To study the suitable pedagogy to and curriculum in Teacher Education

Review of Related Literature
The following mentioned books and articles referred, the list is given below.

BASIC RESEARCH BY GLENCOE , this book talks how to learn debating and its rudiments- how to analyze the topic, research fundamentals, logical reasoning that is important for cross – examining, not so relevant arguments . The role of ethics, the role of critical thinking etc.

BEING LOGICAL; a GUIDE TO GOOD THINGKING D.Q.MaInerny: Just as moral education starts at the home, a good argument starts with sound logic. This book has information like, how to create concise logical arguments and how to build an argument on premises. It also helps to differentiate the logical from the illogical so that a reader or a academician can better understand it when it occurs.

Why Debate! Transformed by Academic discourse SHAWN F BRIECOE
In this book, the author has given tips to variety of students in a variety of formats, which helps the students in academic levels. Debates does not develop theory for love and hate but it serves as a tool for civic and civility engagement.

How to win arguments, more often than not
William .A. Rusher, This book was first published in 1981, yet a best seller for even today. A reader of this book gains good amount of knowledge in the areas like, rational, irrational,logical and emotional kinds of arguments.
Dr.J.Evanjeline Sheela Bell, in her article, "commissions and committees on education since independence in India' talks about the recommendations of (a) Radha Krishnan commission1948 (b) secondary education commission1952 (C)
The National Committee on Womesn's Education was appointed by the
Government of India under the chairmanship of Shrimathi Durgabai Deshmukh in
1958 (d) Hansa Mehta committee report 1962(e) Bhaktavatsalam Committee Report 1963 (f) Kothari Commission Report 1964-66 these commissions made recommendations for education of women.

How to argue and win everytime; Spence, in this book says, everyone can win an argument only after proper understanding of the argument. This way of proper understanding helps the reader to gain authority and thus leads to imperative debate reading.

The disadvantages of Debates, Anthony Owens, says debates can be organized about pressing issues, manageable chunks. The academicians, Teachers and Professors should be aware of the disadvantages and advantages of debates.

Debates Can Be Hurtful: "The magic of Dialogue "Professor Daniel Yankelovich, author-observed that the arguments hurt the feelings of the opposing camps. The people who participate in arguments are sometimes driven by logic and research only yet the feelings are felt threatened. It was found out in the research conducted.

Assigning Sides Sways Opinions , students differ in their opinions with regard to the outcomes or conclusions or findings – Lilly , in study , which was published in which was published in the International Journal of Teaching and Learning in Higher Education, the actual merits of arguments are often swayed .

Relationship between Metacognitive Awareness and Study Habits of Higher Secomdary school students – Edutracks-Vol.18.No6, February 2019 ISSN : 09729844, Sushanta Roy Chowdhury is a Assistant Teacher, Assam – says in conclusion ; the majority of the higher secondary students both male and female have average level of Metacognition Awareness and their level of Study Habits is also average.

"Awareness, Suggestibility and Hardiness in Adherence among HIV/AIDS Affected individuals"; Harendra Kumar Sharma- says ANOVA findings showed that Suggestibility has no role on Adherence. But the victims, after the diagnosis, took lot of interest in being aware of the HIV/AIDS.   Edutracks-Vol.18.No6,
February 2019 ISSN: 0972-9844
ICT Management and Challenges ISBN: 978-93-84845-19-3; A study on Awareness of Information Communication Technologies among the B.Ed students; Dr.A .Gayatri, and Dr.A.Nagamani -findings are- 1 Both Male and Female B.Ed students have a significant difference on their awareness of Information and Communication Technologies.
2. There is a significant difference between Science and Arts basic degree of B.Ed students among the awareness of Information and Communication Technologies
3. There is no significant difference between rural and urban B.Ed students among the awareness of ICT.
I referred the above mentioned Books and articles to complete the present write up but the present topic "**The Role of Debates and Awareness camps In Teacher Education pedagogy helps teachers the better communicators IN Teaching Learning Process-** '' is a novel one. The conclusions are drawn based on the secondary sources.

Indian Education Commissions and Recommendations for Equality, Diversity and Inclusivity
The New Education policy 2020 mentioned the worthwhile contribution made by the earlier commissions and committees. The issues of access and equity received due weightage in 1992. The free and compulsory education Act 2009 is a legal right for achieving universal elementary education.

NEP 2020: List of the areas mentioned:
1. Early Childhood Care and Education (ECCE)
2. Foundational Literacy and Numeracy (FLN)
3. Universal access to education at all levels
4. Curriculum and pedagogy in schools
5. Testing and assessments
6. Teacher and teacher education
7. Equitable and inclusive education
8. School complexes
9. Standard setting and school accreditation
The union govt formed NCERT, NCTE, UGC, RCI etc to advise both the union and the state governments on formulating and implementing education policies.

Based on the Kothari Commission, compulsory education for all children upto the age og 14, three language formula, Hindi as the common lang, ENLISH as associate official language, mother tongue. Sanskrit to promote culture and heritage.

1986 equal educational opportunitiesfor S.T's and S.C's women, adult education child centred method and approah, OBB, rural universities, openuniversities, etc

2020: introduce, 5+3+3+4 instead of 10=2

In general, at work place, Inclusivity follows a formula that is (a) Access (b) Attitude (c) Choice (d) partnerships (e) communications (f) policy (g) opportunities

Kinds of Debates:

(a)BENEFITS OF DEBATES:

(1)Debate a best practice for arguementation :(2) Focus On intensive, current and contemperory problems. (3) **Debate provides preparation for effective participation in a society with representative government.** (4) Debate give direction to participants for leadership (5) **debate helps to integrate knowledge based on several disciplines:** (6) **Debate develops proficiency and prupose: (7) Debate emphasizes quality instruction (8) Debate enhances students scholarship.** (9)Debate develops LSRW skills. (10) Helps in brainstorming ideas.

Moderated Debates: This kind of debate we can see on TV networks or on university programmes.

Each participant is allowed to make a statement, with a time keeper the debate is allowed. This is known a "rebuttal". The moderator is allowed to host the session. The audience are present in this kind of debate, they are also allowed to pose questions and follow the debate.

Hall Debates: Known for digital platforms. The moderator is allowed to take the micro phone and walk around the Town audience opinion. If the audience are not active the fun in hosting this kind of debate is not so interesting. This again gives birth to unnecessary debate.

The Lincoln-Douglas Format: This is an open style of debate. Came into practice in 1858. The name suggest that the styles of Lincoln and Douglas were taken into consideration. There is time limit and the announcement of the topic beforehand. This is a structured debate .high school and college debates follow this one because of flexibility. Within $45 - 40$ minutes one complete the debate. Share; Tweet; share; Email; messages

THE COMMON RULES FOR PARTICIPANTS:

Debates, the name itself suggests the controversial topics . Controversial and current topics may be taken for discussion. The parliamentary language should be adopted. The penalty to be imposed is taking a loss, having to repeat the debate or a reprimand. Some rules should be set for interrupting, raised voices and personal attacks before starting the debate.

Rules for selection of Topics in Teacher Education classroom.

The selection of the topics should help the students academically, for example, practicing micro teaching skills and its relevance- (b) The benefits of two year B.Ed course across the country. The academic climate is always preferable. Students may be allowed to debate on current affairs. It should be introduced as an optional paper.

THE RULES FOR THE SPEAKERS: It depens upon as to how many rounds a debate should have. Each side should be given priority.

(b)AWARENESS CAMPAIGNS :there are formal awareness campaigns ; syllabus related campaigns ; subject related campaigns ; classroom based campaigns ; campus based campaigns Great Schools org was started at Oakland, CA the United States in the year 1998 as a Non - profit organization has been putting efforts in the areas like, (a) empowering parents to improve educational opportunities for their child. (b) conducts trustworthy ratings that help the parents to find the right school for their family and contribute a bit more to improve their communities.9c) Local and national households and community leaders turn to Great School org for getting the information they need to direct their children to their great futures or endeavors.

GreatSchools is the leading national nonprofit empowering parents to unlock educational opportunities for their child.
GreatSchools' trusted ratings and school information help parents find the right school for their family and improve schools in their communities. The thousands of articles, tips and interactive tools help parents support their child's learning and wellbeing every day.

WHO: was started on 1948, 7th April.Its recent ventures are as follows,
(1) Advice for the public(2) Country and Technical Guidance (3)Vaccines , treatments and tests(4) Situation updates (5) Research and Developmetn(6) and, Scam alert.
- The other Community Awareness activities are joining local groups and sharing information, jointly conducting consortiums. Collaborate , create and care- taking regularly and making the record.
- The study of number of primary ,highschool , Junior college , Degree college in local area and planning the activities.
- Training For Professionals and Non-Professionals: In promoting skills , The following organizations are in vogue.
- "Training" refers to education about available programs/services that are provided to professional and non-professional audiences.
- Trainers must be competent in the following content areas:
- Social service agencies and organizations
- Educational institutions, including daycare centers
- Healthcare facilities
- Law enforcement agencies
- Youth organizations
- Legal – (e.g.. legal associations, clerk-of-court or prosecutors)
- Clubs (e.g., League, Kiwanis, Rotary, Senior Center, LGBTQ, 4-H)
- Local businesses (e.g., provide sexual violence training to employees)
- Churches (e.g., provide training to congregations and/or religious leaders)
- Festivals
- Fairs
- Community celebrations
- Parades
- Social service outreach (career day open house)
- School events (sports events or campus clubs/activities>
- Sexual Assault Awareness Month activities/li>

- Public Speaking

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3. CONCLUSION

 2020 Education policy discussed in detail about the respobsibility of the teacher at Anganwadi level; primary school level; secondary; at teacher education and also at University level. Due to the changes in the soceities in the world academically, technologically the perspectives in the education have also changed .The curriculum, pedagogy syllbus and evaluation procedures have brought so many changes. The teachers should develop entrepreunural skills while imparting the   knowledge in the classrooms. The teacher as knowledge giver; a friend; guide; philosopher all looks somewhat dfferent. And outdated. A better communicator-in the classroom- in teaching learning process

Appendices: abstract of B.ED syllabus

Semester -I	Code	External examination	Internal examination	Credits	units
Philosophical perspectives of education	EDN-01	70 marks	30	4+1	5
Sociological perspectives of education	EDN-02	70 Marks	30 marks	4+1	5
Psychology of CHILDHOOD ADOLOSCENCE childhood	EDN-03	70 MARKS	30 MARKS	4+1	5
Methods of mathematics	EDN- 04/a	70 marks	30 marks	4+1	5
Pedagogy of Biological science	EDN-04/a	70	30	4+1	5
Pedagogy of social science	EDN-04/a	70	30	4+1	5
Pedagogy of physical science	EDN-05/a	70	30	4+1	5
Pedagogy of English	EDN-05/a	70	30	4+1	5
SELF DEVELOPMENT COMMUNICATIVE ENGLISH , life skills and yoga	EDN-6	35	15	2	3
PAPER-VII (EDN-07 a)	(EDN-07 a) Observation Record		50	1	-

Semester 11	CODE	External Examination	Internal examination	Credits	units
PAPER – IV Method I / II - Pedagogy of Mathematics	(EDN-04 b)	70	30	4+1	5
PAPER – IV Method I / II - Pedagogy of SocialSciences	(EDN – 04 b)	70	30	4+1	5

PAPER – IV Method I / II - Pedagogy of Biological Sciences	(EDN – 04 b)	70	30	4+1	5
PAPER – V Method I / II - Pedagogy of Physical Sciences	(EDN – 05 b)	70	30	4+1	5
PAPER – V Method I / II - Pedagogy of Physical Sciences	(EDN – 05 b	70	30	4+1	5
PAPER – V Method I / II - Pedagogy of English	(EDN – 05 b)	70	30	4+1	5
Semester I, II, III & IV Paper VII –	(EDN – 07 b)	70	30	4+1	4
PAPER- VIII (EDN- 08) Assessment for Learning	(EDN- 08)	70	30	4+1	5
Paper – IX / X Microteaching & Reflective Teaching Microteaching (Method I / II)	(Paper 09 / 10		25+25	2	
PAPER-XI ICT Mediation in Teaching Learning	(EDN11) EPC 2	35	15	2	
Semester - III	**Code**	**External examination**	**Internal examination**	**Credits**	**units**
PAPER - XIV **School Organization and Management**	(EDN- 14)	70	30	4+1	5

PAPER – XV EDN – 15 EPC 3 **Drama and Art in Education**		35	15	2	3
PAPER – XII / XIII (EDN – 12 c / 13 c)					
Practical Examination (Final Lesson) – Method I & II					

Semester – IV	code	External Examination	Internal examination	credits	units
PAPER – XVI (EDN – 16)	(EDN – 16)	35	15	2+1	3
PAPER- XVII Contemporary Education in India	(EDN- 17)	70	30	4+1	5
PAPER- XVIII – Inclusive Practises	(EDN – 18	35	15	2+1	3
PAPER – XIX Environmental Education: Issues and Concerns	(EDN – 19)	35	15	2+1	3
Paper – XX – Electives –Peace Education	EDN- 20 a	35	15	2+1	3
Paper – XX – Electives – EDN- 20 b Guidance and Counseling		35	15	2+1	3

Paper – XX – Electives – EDN- 20 c Entrepreneurship Training					
Paper – XX – Electives – EDN- 20 d Classroom Management and Organization					
Paper – XX – Electives – EDN- 20 e Disaster Management Education					
Paper – XX – Electives – EDN- 20 f Practical Ethics					
Paper – XX – Electives – EDN- 20 g Tribal Education					
PAPER – XXI EDN – 21 EPC 4 **Reflective Reading**	(EDN-21)	35	15	2	3

Community Awareness &
Education Activities Programs