



# A. G. TEACHERS COLLEGE

RUN BY THE AHMEDABAD EDUCATION SOCIETY

NAAC Reaccredited with grade A

Ref. No. :

Date : 27.6.2017

## Title of Best Practice: Game based teaching-learning

### Context:

A.G.Teachers College is a grant in Aid College which follows guidelines and regulations of Gujarat University and Govt. of Gujarat. It is very essential to strengthen pedagogical aspects of trainees for becoming effective subject teacher. This calls upon the responsibility of college to incorporate varied teaching experiences during teaching learning process. This was the main aim of incorporating development of edugames and its tryout in college and schools for better experience to trainees.

### Objective of the practice:

Following were the objectives of the practice:

- To develop creativity in subject of trainees.
- To look at the content in different perspective and represent it.
- To develop board games in the subject of mathematics
- To tryout the board games in college and at schools

### The Practice:

The entire task of game preparation was discussed with trainees of maths-science subject by the method master. Method master demonstrated few games which were available. They played those board games in college was better acquaintance as the concept of edu games was very new to trainees. They enjoyed the game and now were ready for developing their own. Topics of mathematics were selected by trainees and they started constructing board games. Snakes and ladder, car race board game, housie, Bingo were the game type selected by trainees. Under the guidance of method master games were developed. It was zero cost development as trainees had to computerize the game on their own. So the game development activity sharpened their ICT skills and cost effectiveness approach. Developed games were played in groups by them in college and necessary rectification was done if needed. Games were ready with final version for try out in schools. Trainees conducted try out when they went to schools for internship.



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## Obstacle faced

Trainees had no idea about the concept of gamebased learning approach so they were a bit hesitant in the task initially. It was a fix mindset about mathematics that it is the subject of sums and no other technique can help rather than just chalk and talk. Trainees never had an opportunity to peep into the subject and think creatively and critically. This mindset was the obstacle initially.

## Impact of Practice

- Trainees explored the subject with afresh vision, which gave them better clarity of the subject.
- Trainees became confident for developing their own TLM in innovative way with low cost.
- Trainees got positive feedback from school students which motivated them to use innovative active learning pedagogies in classroom.
- Trainees confidence boosted and transfer of training resulted into game development in science subject.
- During the show case of such task in college, other subject students also readily agreed to develop games in their school subjects

## Resources required

- ICT skills among students

## Title of Practice: Enhancing Professional Competency through practical approach

### Context:

In the revised two year B.Ed program, Enhancing Professional Competency (EPC) is a course to be delivered to students in which "Drama in education" is to be taught . University has given flexibility of evaluating students either b theoretical knowledge or practical knowledge or both. It was decided by IQAC committee that this year "Drama in Education" will be assessed practically.



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## Objective:

Following were the objective of practice:

- To integrate art in education
- To explore content in a different perspective through drama
- To sharpen verbal and nonverbal behavior of future teachers.
- To eliminate stage fear enhance presentation skills of to be teachers.

## Practice:

To decide the strategy for course delivery was the first step. It was decided that basic elements of drama will be taught by faculty and expert will be invited for practical sessions. Expert was identified who is a famous TV artist and teaching faculty in reputed performing arts college of the city. Expert conducted the practical session and every individual student was given the opportunity to perform. Students were divided into groups and they had to identify theme of drama and write the script. Scripts were thoroughly checked by method masters and then students were given time to practice. Each group performed in front of the college. On the basis of performance, students were evaluated.

## Obstacles faced

As it was a new way to teach the course, how to teach, how to conduct practical sessions, guidance to the students etc. parameters were of concern. It was too time consuming activity. Financial resources was an obstacle due to inadequate grant as remuneration had to be paid to expert faculty.

## Impact:

- Stage fear of students was minimized and hidden talent came with flying colours.
- Students got a fresh exposure of delivering content in an innovative way and their creativity bloomed.
- Compilation of scripts resulted in publication of a book which serves as a source repository.
- Feedback from students reflected this practice as most liked one.

## Resource required:

- Expert in the field of drama
- Proper open space/amphitheatre for practice and performance
- Sound system

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