

So do you recall the days you've played outside? Like No man's business? I distinctly remember playing hopscotch, hide and seek, card games and so on. We eagerly waited for school to end and rushed to the grounds where our friends have been waiting eagerly. On reflection, I now realize the impact it had on my personality over time. It made me a social person, A-team player and the courage to lose over and over again and not give up. Today, with technology form predominant in our lives, physical changes have taken a backseat, but how do we bring these attributes back within our classrooms to inculcate the right blend of knowledge and attitude and values in our students. Well, Gamification is the answer. Gamification in Education is incorporating the game design elements like points scoring, peer competition, teamwork, score table environments to increase student engagement and motivation. So let me take you to the journey of how Gamification can be taught in classrooms. Let's see how it goes. In the classrooms, a standard three had played games like the Pyramid Race, the Ball pool race, the mix up relay race, and the fix the flag race. For subjects in science, topics of birds, social studies was changed in the neighborhood and school and in mathematics subtraction. You can see them actually using the entire playground to their liking and enjoying the learning process. In standard four, we had students working on 3D shapes in mathematics. We had them doing the digestive and excretory sySTEM in the sciences, the air, water and land pollution in social studies and obviously the SDG goal 3 good health and well-being and climate action and the learning objectives was to enhance their regulation and critical thinking, which she did it so beautifully in the projects that they have really created and are playing. In standard five, we had students play online games and simulated games. There were board games, task games. There were light and shadow games housing games and also car racing games. And the subject entirely covered was history, geography, science and mathematics. The entire learning outcome that came out of this was to develop insights into critical issues around the world. So thus you can see the total amount of engagement at the students are putting across here and obviously the kind of fun that they had while doing these topics. In standard six, you have these students play a lot of other games where I'm a puzzle, or they have them working on things of religion, different kind of civilization that they worked on in standard 6, and they also dressed up as those roles to make sure that it gives a kind of intensity and a feel to the characters. In standard seven, we had students play board games, Scrabble games, a Ludo game, and they even created a snakes and ladder game to understand integers. They also played advertisements to make sure that again a learning outcomes were achieved. Just the entire, through this process they did a map of India. They learned about data, collected data on various criteria, demonstrate use of spreadsheets, using real life to perform calculations. And the smiles on the face

of the students tell you everything. The standard eight, we had students play the game of Housie, the game of Dictionary, a Phase Five. They had them again using a Monopoly to learn about different kinds of countries and cities and obviously another game and amusement park to understand the tower, tumbling tower of elements. So through this they learned the process of chemistry, they learned about geography and they learned about so many other concepts which all came together and consolidated in this process of learning. For standard 9, we had them use again variety of games to learn topics of Pythagoras theorem, we had them use DART games to understand chemistry. We had them use the escape room where they actually played snake ladders, darts, a lot of other online games to understand electrolysis and obviously actually came to understand the board game of water of crystallization, so entire students learned the topics through a play way method and they worked in teams and the skills that they were implemented was drawing, crafting, and writing. They had a lot of confidence in speaking and obviously a lot of personal bonding happened among the players. In standard 10, again, you can see the students playing a variety of games. We had them play a map logy of India, where they learned the different states of India. The memory game Minecraft, they used game of Minecraft to understand the dots to freedom. They had spin the bullets again a Minecraft game to understand the light case. And in all of this. They learned finance, money and life skills. They became literate on making money, spending and investing it wisely. First, they were able to borrow certain gain principles and apply them to real life setting to engage users. To the main core principle of using the games in this entire Gamification in education was to have them think critically, to develop the six C's that is, Communication, Collaboration, Critical thinking, Creativity, Citizenship, and for most important Character. Thus, through this games we saw this kind of the three most important takeaways. We realize the concept of Gamification in STEM learning, we realize the practical examination. Examples of Gamification of STEM within the classroom, how do you bring it within the classroom and also how you can replicate this kind of classroom teaching anywhere across the world? So yes, definitely Gamification has been a huge success and we want to make sure that this continues for years to come. Thank you so much.