BEST PRACTICE 1

Title of the practice: **PIMER** Approach

OBJECTIVES OF THE PRACTICE :

The overall goal of adopting the PIMER approach is to create an ecosystem that promotes experiential learning among students through engagements.

SPECIFIC OBJECTIVES :

- To promote the essential skills in planning, implementation, evaluation, and redesigning of programmes
- To promote decentralisation and greater participation
- To develop skills in budgeting, reporting and documentation
- To ensure qualitative improvement in leadership, teamwork, and interpersonal skills
- To nurture the values of accountability and responsibility
- To promote self-efficacy, problem-solving skills, critical thinking and creativity

THE CONTEXT THAT REQUIRED THE INITIATION OF THE PRACTICE :

Our educational process focuses on the competence enhancement of students. We aim at the holistic transformation of students guided by the **VALUE BASED EDUCATION** paradigm. The most distinctive characteristic of this paradigm is its adherence to experiential learning integrating values. POs of the College also reiterate our commitment to imparting 21st-century competencies. Therefore, we adopted values as one of this paradigm's preferential domains, strengthening and developing the existing PIME approach to PIMER. PIME stands for Planning, Implementation, Monitoring, and Evaluation. We have

practised it consistently in the last 3 years, and it has generated overwhelmingly positive feedback from our students and alumni. The addition of 'R' (Redesigning) is based on our emphasis on continuous improvement in everything we do. We consider this important because the world is changing rapidly, and quality improvement has become decisive.

THE PRACTICE :

The bane of Indian higher education is overdependence on memory skills which might help students crack examinations. Examination-oriented teaching or learning leads to a muddle of theoretical abstractions at best, not as useful as the deeper knowledge gained through practical experience. So, experiential learning is imperative.

DBMS College of Education sees education as a proactive investment of quality time and resources in building a culture of excellence, inclusion, innovation, integrity and service. Under DBMS Trust 6 schools are functional with 1 college of education all of which uphold the ideal of holistic transformation and incessant pursuit of the still better. True to our heritage and professed vision, DBMS has been upholding the value of engaged learning, initially with the PIME approach of Planning, Implementation, Monitoring, and Evaluation and later adding the 'R' (Redesigning) component to make it PIMER. In the evolution of this practice, we have been influenced by NEP (2020) and Value Based Education

So, we adhere to the philosophy of 'learning by doing' by applying the PIMER approach to all our engagements. The implementation of this unique practice begins right at the time of induction.

Planning: Every programme begins with a common planning based on the suggestions in the previous year's evaluation report. Then the students are divided into various sub-committees with specific responsibilities like programme, invitation, registration,

finance, food, transportation, accommodation, decoration, hall arrangement, and documentation.

Implementation: The sub-committees ensure further decentralisation at the implementation level. They execute their roles in mobilising and efficiently utilising all resources—human, material, and financial.

Monitoring and Evaluation: Student leaders guided by the teachers-in-charge monitor everything, look into deviations, if any, and offer suggestions for improvement. During the final evaluation, students and faculty members reflect on the merits and limitations of the entire event. The documentation committee records all details from planning to evaluation and hands over the report to the IQAC.

Redesign: DBMS makes every attempt to continuously improvise its practices by incorporating constructive feedback. DBMS deliberates upon the suggestions and redesigns the programmes to make them still better next time.

EVIDENCE OF SUCCESS :

PIMER aims at the active participation of all students by getting them involved at all levels of programme management. Students frequently convey that this practice has helped them to plan and execute programmes effectively with the given resources. We have noticed that this practice has led to a perceptible improvement in the students' life skills such as problem solving, decision making, critical thinking, communication, networking, and collaboration. The College alumni have also given testimonials on how the practice of PIMER helped them in their career. Parents have consistently given us the feedback that their wards have become responsible in their behaviour. Community members from our students' field engagement locations have observed that our students are very systematic. PIMER also becomes an effective tool to achieve the POs—competence, responsible citizenship behaviour, sustainability consciousness,

ethical orientation and life-long learning—through the engagements in the ECE paradigm.

Obstacles faced if any and strategies adopted to overcome them and Resources required

- Frequent changes in the University's academic schedule, especially examination dates, is the biggest obstacle we face in this regard. We hope that attainment of autonomy status will help us overcome the same

- Another obstacle is the partial involvement of some students in programmes that go beyond normal working hours because they reside in faraway places

- To address this issue, we adopt the following strategies. a) Communicating with the parents to impress on them the importance of the programme b) Mandating student involvement as a parameter of outcome assessment under ECE paradigm c) Making the attendance data available to the mentors who follow it up with the students and motivate them.

BEST PRACTICE 2

TITLE OF THE PRACTICE: **VBE** (Value Based Education)

Objectives:

The objectives of value based education is to create a better society by cultivating ethical values and principles in our students, which help them become responsible and ethical teachers and members of society. Here are some of the key objectives of value based education:

- **Instilling values:** The primary objective of value based education is to instil essential values in students such as honesty, integrity, respect, empathy, responsibility, and compassion.
- **To build character:** The goal of value based education is to help people build strong characters based on moral principles and become responsible, accountable citizens.
- **Fostering critical thinking:** Value based education encourages students to think critically and reflect on their actions and beliefs, which helps them make better decisions and solve problems in a constructive way.
- **To promote social harmony:** Value based education aims to promote social harmony by instilling respect for diversity, encouraging empathy, and encouraging individuals to work together to build a better society.
- **Encourage positive behaviour:** Value based education aims to cultivate positive behaviour in students by promoting ethical principles such as honesty, responsibility, and empathy.
- **To enhance personal growth:** Value based education aims to assist individuals in achieving personal growth and development by instilling in them a sense of self-awareness, self-esteem, and self-worth.

CONTENT

It is the firm commitment of the DBMS College of Education to strengthen students' ethical values through integral education and care for those at the periphery of the society. DBMS College believes that no student should be left uncared for. Hence, the Management, the staff

and students contribute to the society by instilling values through education.

PRACTICE

1. **Classroom instruction:** This can involve teaching values through lessons, discussions, and activities in a formal educational setting.
2. **Role modelling:** This involves demonstrating values through one's own actions and behaviour and providing positive examples for others to follow.
3. **Service learning:** This involves combining service to the community with classroom instruction, allowing students to apply their values in a practical setting.
4. **Co-curricular activities:** These can include extracurricular clubs, sports teams, and other activities that provide opportunities for students to learn and practice values.
5. **Counselling and guidance:** This can involve providing individual or group counselling to help students understand and apply values in their own lives.
6. **Parental involvement:** Parents and guardians can play an important role in imparting values to their children by setting a good example and providing guidance and support.

EVIDENCE OF SUCCESS

DBMS College of Education has successfully embedded VBE in their curriculum and has noticed improvements in:

- staff and pupil relationships
- respectful, responsible and kind behaviour
- quality of teaching and learning – motivated teachers and learners
- educational standards and outcomes
- parent and wider community engagement
- levels of independence and ambition
- learners' ability to self-regulate and manage emotions
- child-centred pedagogy
- staff contentment, recruitment and retention

OBSTACLES

- There is no insurmountable problem faced by the college in following this practice.
- Catering to diverse learners with different learning abilities is a challenging task for any teacher
- With additional college responsibilities, producing notes/ICT in a creative, learnercentric manner was a time consuming task. Keeping the students' needs in mind, the faculty immersed themselves in this monumental task of producing customized ppt.