**1. Title of the practice**: **PIMER APPROACH**

**2. Objectives of the practice**

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

**Specific Objectives**

- To promote the essentialskills in planning, implementation, evaluation, and redesigning of programmes
- To promote decentralisation and greater participation
- To develop skills in budgeting, accounting 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 skill, and critical and creative thinking

**3. The context that required the initiation of the practice**

Our educational process focuses on the competence enhancement of the students. We aim at the holistic transformation of students guided by the Engaged Competence Enhancement (ECE) paradigm. The most distinctive characteristic of this paradigm is its adherence to experiential learning. POs of the College also reiterate our commitment to imparting 21$^{st}$-century competencies. Therefore, we adopted programme management as one of this paradigm's preferential domains, strengthening the existing PIME approach to evolve it as PIMER. PIME stands for Planning, Implementation, Monitoring, and Evaluation. We have practised it consistently over the years, and it has generated overwhelmingly positive feedback from our students and alumni. Addition of R (redesigning) is done 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.

**4. The Practice**

The bane of Indian higher education is over-dependence on memory skills which might help students crack examinations. True education is what remains after all examinations are over. 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.

LCSS is a part of the global network of 3,897 Jesuit educational institutions spread across 96 countries, all of which uphold the ideal of holistic transformation and incessant pursuit of the still better. True to our heritage and professed vision, Loyola has been upholding the value of engaged learning, initially with the PIME approach of Planning, Implementation, Monitoring, and Evaluation and later adding the 'R' (Re-designing) component to make it PIMER. In the evolution of this practice, we have been influenced by NEP (2020), UN documents like Sustainable Development Goals 2030 and Jesuit promulgations of Integral Pedagogical Paradigm (IPP) and the Universal Apostolic Preferences (2019).

So, we favour the philosophy of **'learning by doing'** and makes it possible by applying the PIMER approach to all our engagements. The implementation of this **unique practice** begins right at the induction. After briefing them on its principles and working, the freshers are divided into four functional groups and tasked with managing the five-day programme, guided by a faculty team. Since the functional responsibilities are rotational, each student handles all roles within five days. This pattern is followed in all other engagements at Loyola, implemented under the five preferential domains of the ECE paradigm.

• **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, discipline, 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, financial, spatial, and temporal.

•**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**: LCSS 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 gives them more confidence to communicate, network, and collaborate. We have noticed that this practice leads to perceptible improvement in the students' life skills too. The College alumni also have 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 and have even started advising them on family matters. 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—global competence, responsible citizenship behaviour, sustainability consciousness, ethical orientation and life-long learning—through the engagement of all the domains envisaged in the ECE paradigm.

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

⎞ Frequent change 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 this.

⎞ 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.

⎞ The only financial assistance we need is for increasing the capacity of the ladies' hostel.

**7 Contact Persons for further details**

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