**1.1.1.** ***The Institution ensures effective curriculum delivery through a well planned and documented process***

**The institute ensured effective curriculum delivery, as a continuation in 2022-23, through the following key academic attributes**

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| Code | Key academic attributes | Link to the document |
| 1.1.1\_1 | The Institute delivered teaching to the students following a well-structured curriculum/syllabus provided by the university as per the curriculum imposed by Pharmacy Council of India | <https://www.bcrcp.ac.in/NAAC/AQAR22-23/CR-1/1.1.1/1.1.1_1.pdf>  |
| 1.1.1\_2 | The teaching learning was delivered by a well-planned time table or class routine which has been flexible as per the lesson plan, time interval and faculty distribution of the college | <https://www.bcrcp.ac.in/NAAC/AQAR22-23/CR-1/1.1.1/1.1.1_2.pdf>  |
| 1.1.1\_3 | The institute adhered to rational workload distribution of the faculty members | <https://www.bcrcp.ac.in/NAAC/AQAR22-23/CR-1/1.1.1/1.1.1_3.pdf>  |
| 1.1.1\_4 | Workload distribution guideline as per PCI | <https://www.bcrcp.ac.in/NAAC/AQAR22-23/CR-1/1.1.1/1.1.1_4.pdf>  |
| 1.1.1\_5 | Workload distribution guideline as per UGC | <https://www.bcrcp.ac.in/NAAC/AQAR22-23/CR-1/1.1.1/1.1.1_5.pdf>  |
| 1.1.1\_6 | The institute maintained a well-structured organization hierarchy and job distribution to ensure a proper teaching learning ambience in the institute | <https://www.bcrcp.ac.in/NAAC/AQAR22-23/CR-1/1.1.1/1.1.1_6.pdf>  |
| 1.1.1\_7 | The Institute defined each course outcome as per Revised Bloom’s taxonomy and follows well correlated specific program outcomes as referred by AICTE, India (also displayed in the institutional website) | <https://www.bcrcp.ac.in/NAAC/AQAR22-23/CR-1/1.1.1/1.1.1_7.pdf>  |
| 1.1.1\_8 | The institutes adhered to its pre-planned academic calendar to properly poise the curriculum delivery as well as examinations | <https://www.bcrcp.ac.in/NAAC/AQAR22-23/CR-1/1.1.1/1.1.1_8.pdf>  |
| 1.1.1\_9 | The teaching learning in the institute was aided by smart classroom based teaching tools for better presentation of course contents |  |
| 1.1.1\_10 | The institute maintained a slow learner-advanced learner policy for grooming the students based on their specific requirements | <https://www.bcrcp.ac.in/NAAC/AQAR22-23/CR-1/1.1.1/1.1.1_10.pdf>  |
| 1.1.1\_11 | The institute maintained a digital repository (also displayed in the institutional website) to help students in self learning and remedial learning | <https://bcrcp.ac.in/online-content-delivery>  |
| 1.1.1\_12 | The institute adhered to experiential learning modules as per the curriculum which promoted creative and analytical content development among the students (project work/ Practice School/ Training/Internships) | <https://www.bcrcp.ac.in/NAAC/AQAR22-23/CR-1/1.1.1/1.1.1_12.pdf>  |
| 1.1.1\_13 | The institute launched three Add on/ Certificate course program for better training the students in specific fields as per the requirement |  |
| 1.1.1\_14 | The Institute adhered to Mandatory Additional Requirements (MAR) as proposed by the university to promote all round academic development to the students | <https://www.bcrcp.ac.in/NAAC/AQAR22-23/CR-1/1.1.1/1.1.1_14.pdf>  |
| 1.1.1\_15 | The institute incorporated Massive Open Online Courses (MOOCS) as per the Govt. of India and affiliating university curriculum for additional learning of the students *via* credit transfer accreditation to their candidature | <https://www.bcrcp.ac.in/NAAC/AQAR22-23/CR-1/1.1.1/1.1.1_15.pdf>  |
| 1.1.1\_16 | Course file (Sample) | <https://www.bcrcp.ac.in/NAAC/AQAR22-23/CR-1/1.1.1/1.1.1_16.pdf>  |
| 1.1.1\_17 | Feedback analyses from all the stakeholders is another effective tool of the institute to self-assess the teaching learning pedagogy of the same; thus creating avenues for further betterment of the curriculum delivery |  |