ESTD-2020

BIRANGANA SATI SADHANI RAJYIK VISHWAVIDYALAYA

A State University under the BSSRV Act 2020 of Govt. of Assam
Recognised by UGC under the section 2(f)

A co-educational State Government University

ADMISSION BROCHURE (2024-25)

UNIVERSITY ADMINISTRATION

Vice-Chancellor: Prof. G Singaiah

Registrar: Dr. Uday Kumar Khanikar

Academic Registrar i/c and Controller of Examination: Dr. Udayan Baruah

Deputy Controller of Examination: Mr. Utpal Duwarah

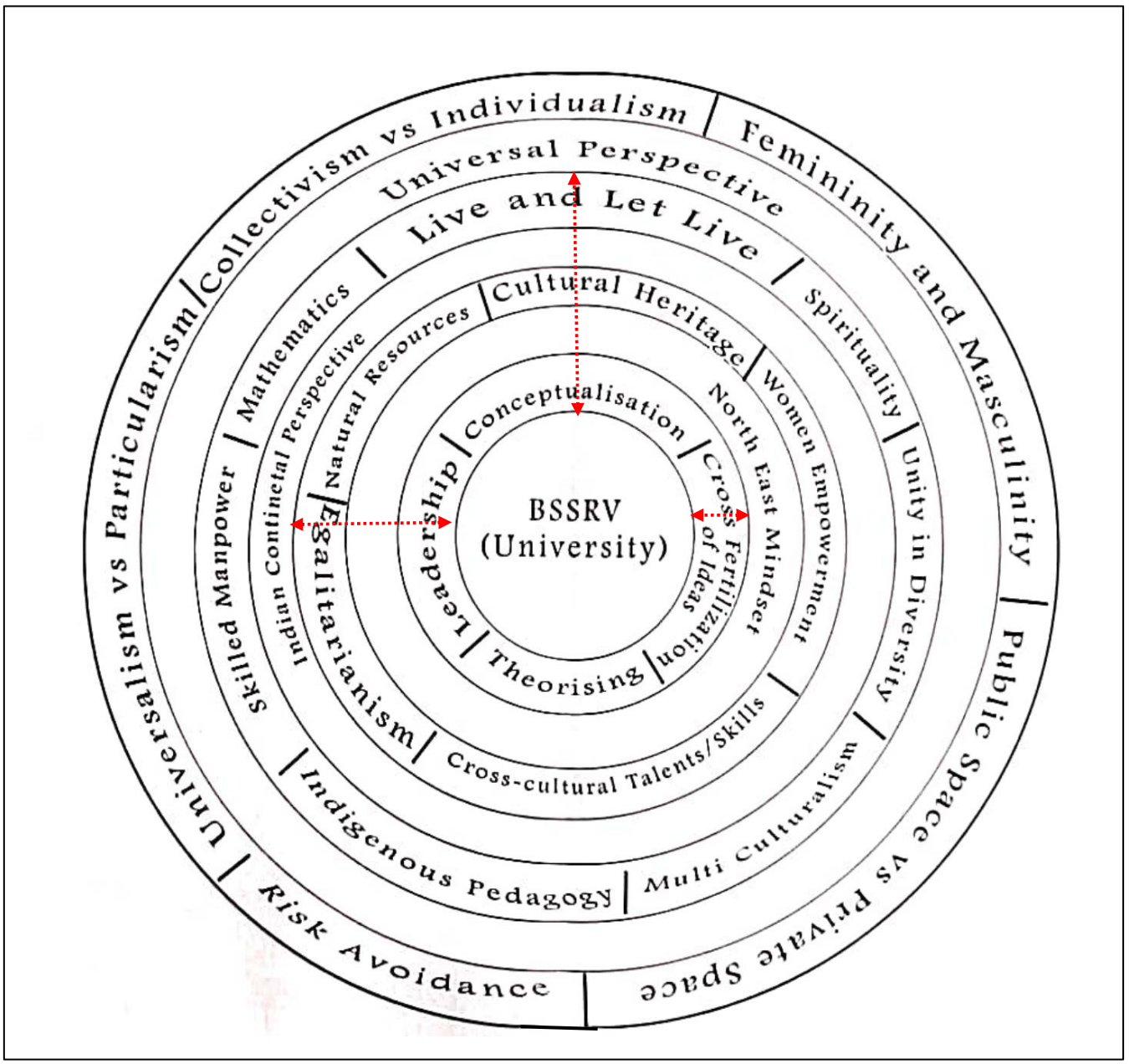
Deputy Registrar (Administration): Dr. Bhaskar Jyoti Barthakur

Assistant Registrar (Academics) i/c: Dr. Pranjit Das

BSSRV--An Evolving Phenomenon

Birangana Sati Sadhani Rajyik Vishwavidyalaya (BSSRV) was established in Golaghat by the Government of Assam under the Birangana Sati Sadhani Rajyik Vishwavidyalaya Act 2020. Being the first university established by the Government of Assam after the implementation of the **National Education Policy 2020**, BSSRV has been undertaking all required measures to achieve the goals and objectives envisaged in the NEP 2020 since its inception. Higher Education Institutions are established (and are expected) to identify and study various societal, cultural, political, economic and other triggering issues. The institutional management, resource mobilization, and learning outcomes in India or in India's Northeast during ancient time have gone through rapid changes in the modern era. Institutions like 'Gurukuls' and 'Ashrams' played a crucial role in dissemination of education in ancient India where the emphasis was basically on personalized education with a focus on holistic development rather than standardized curriculum. The basic pedagogy employed then was practical learning derived from experiences and wisdom. This system ensured the sustainability of educational institutions but could also lead to inequalities in access to education. Learning outcomes were measured more qualitatively, with an emphasis on mastery of subjects, moral values, and life skills rather than standardized testing. Educational institutions in India and the Northeast in modern era are more centralized and standardized, with government regulations and academic boards of universities setting curriculum standards. Management structures have evolved to incorporate principles of efficiency, accountability and inclusivity. In the modern era, there is a greater emphasis on measurable learning outcomes, often assessed through standardized testing and examinations. However, the challenge lies in ensuring equitable distribution of resources to address socio-economic disparities in access to education. For instance, through physical and industrial utilization of resources, unsustainable environmental practices are emerging. Excessive use of plastic is one of the examples of such practices. Likewise, as far as learning process and its cues are concerned, the way people were conditioned to learn by the traditional Gurukul systems and the way the modern education institutions are conditioned by technology driven systems causing cognitive dissonance among students that result in intra inter personal and intra and inter group conflicts and dilemmas. Shifting from joint family system to nuclear family is one of the examples of that dissonance. Therefore, a sincere attempt is made by our institution to examine the above-mentioned incongruences between process and systems that were practiced earlier and that are followed at present. Special focus is made in BSSRV to nurture the scientific temper through all programmes. BSSRV has been taking recourse to the scientific developments of Europe and North America and in the light of those scientific models and technologies, BSSRV is trying to inculcate in students awareness to inovate new things and develop self-dependency. As such, BSSRV aspires to study those issues within the backdrop of Northeast India, Indian continental and the universal context. BSSRV strives to blend the qualitative measures of ancient education systems with modern perspectives and scientific temper akin to Europe and also to address the gap realized between these two systems in a holistic way. BSSRV aims at executing its endeavours in three dimensional ways viz. the Northeastern region, India and the universal platform emphasising both theoretical and practical orientations of learning and research. In doing so, the curriculum of the university shall incorporate the study of cultural, social and natural resources, modern and traditional institutional practices, various learning cues available at various levels and through a scientific approach.

BSSRV and Institutional Framework – An Interface



BSSRV's Vision of the Northeast:

North-East India is a land fascinating with age-old socio-cultural traditions. The unity in diversity of the land is often cited for better understanding of integrity of a nation. Although the term North-East India refers to the geographic location that it occupies, the connotations of the term extend beyond such physical features. BSSRV aspires to study the age-old sociocultural traditions, cross-cultural phenomena, shared and unique practices of northeastern part of India with multidisciplinary critical perspectives. In general, the university intends to focus on the following areas of Northeast while preparing the programmes and curriculum:

Institutional Practices: Various traditional institutions like weaving, handicraft, musical instrument making, and religious institutions along with modern institutions like industries, educational institutions have been collaboratively working for development of the region. One of the most remarkable aspects of Northeastern culture is its emphasis on community and inclusivity, age-old traditional institutions like dormitory systems, barter economy, family and community values and various other informal institutions which instil a sense of belongingness sustainability and interconnectedness. The region has maintained both the traditional and modern institutions in the form of customary village headman along with the panchayat.

Natural and Physical Resources: The region is rich with various natural resources like forest, oil, natural gas, folk literature, ethnic cuisine, unique architecture, textile, fine arts etc. BSSRV aspires to incorporate all those components for both the theoretical and experiential study and research. BSSRV aspires to study the issues relating to proper utilization of those resources for sustainable development of the region and the nation at large.

Learning Practices: The Northeastern region has equally maintained both the traditional and modern learning practices in the form of tol (Traditional Oriental Learning) and modern academic institutions. Both the institutional practices have upheld their unique teaching and learning pedagogy as well as distinct ideological underpinnings. In a way, both the learning practices are dichotomous in nature and essence. BSSRV intends to address the dichotomy with the intention of bridging a gap by mitigating the conflicts and challenges.

Ethnic and Cultural Patterns: The distinctive ethnic and cultural patterns of Northeast India have continued to inspire, perplex and bewilder artists, anthropologists, social scientists and policymakers alike. This is a unity more of the mind than of geography propelled by a common history: the kind of bond shared by the people of Northeast rejoicing the glory of Rani Gaidinliu or Lachit Borphikan; Tali Ao, Baichung Bhutia or Mary Kom; Bhupen Hazarika or Guru Bipin Singha; Ratan Thiyam or Heisnam Kanhailal is perhaps equal and identical. With such unity in diversity, BSSRV has been evolving as a unique phenomenon which can be seen as microcosm of North-east and India. BSSRV aims to study those aspects emphasising on the commonalities and unique features of ethno-cultural pattens.

Oral and Written Literatures: Northeast Indian literature nowadays has been globally acknowledged as a unique branch of study. It has emerged as a diversified body of writings in English and vernacular languages reflecting the unique ways of living, ethno-cultural patterns, traditional and modern practices, prospects and problems, conflict and shared commonalities of different tribes and communities. All the tribes and communities have maintained their oral literatures in the form of folk tales, lullaby, songs and narratives. BSSRV aims to concentrate on this vast area of production in

its programmes and curriculum and will also focus on translating the texts to disseminate the ethos to the globe.

BSSRV's Vision of India:

Institutional Practices: Within the pan-Indian scenario, multidimensional institutional practices have been persisting throughout the ages. Within a broader arena, whatever we witness in Northeast India are found in more comprehensive and diversified dimensions in India at large. Such diversities become more inclusive when we look into different corners of the nation. Those institutions, such as religious institutions, secular academic institutions, institutions of cultural productions like art and craft, cloth and other materials of human consumption etc. While the North East is renowned for its silk textiles and bamboo products, other parts of India are famous for crafts such as Kashmiri carpets, Rajasthani block prints, and Kutchi embroidery. India has a rich tradition of handicrafts and handloom weaving, with each region producing its own unique crafts and textiles. BSSRV intends to study various dimensions of those institutional practices within a broader multidisciplinary perspective with an intention to create a bridge between the specific Northeastern Institutional practices and the Pan-Indian ones.

Natural and Physical Resources: The natural and physical resources of India are more diversified and multifaceted in comparison to Northeast India. India's natural landscapes encompass mountains, plains, deserts, forests, and coastlines, offering a wide variety of scenic vistas. These resources entail cutting-edge research and scholarly involvement of the academic institutions for conceptualizing and, in turn, understanding various dimensions of those resources for human and societal development. Every branch of study can perceive those dimensions in their own unique way to meet up the goal.

Learning Practices: India has been internationally acknowledged as a centre of academic hub throughout the ages. Till date, the country has witnessed both the traditional and modern learning practices like the Northeastern region. Almost every sect has maintained its traditional learning practices and has preserved institutionally. Whereas the gurukul system represents the traditional learning practice, the modern academic institutions involve various innovative approaches having technological supports. Digital education is the culmination of such modern learning practice. Both the learning practices have maintained a lacuna with their dichotomous existence within the nation. BSSRV aspires to address that lacuna with the intention of minimising the conflict and intends to search alternative ways to facilitate the benefits of both the learning practices to the students.

Culture and Heritage: While the North East of India does indeed have its own unique features, there are also similarities that can be found with the rest of India. Like the North East, India as a whole is incredibly diverse, with a multitude of languages, religions, cuisines, and traditions spread across its various regions. Each state in India has its own distinct cultural identity, contributing to the country's rich tapestry of heritage.

Art and Craft: Music and dance are integral parts of Indian culture, with diverse forms of classical, folk, and contemporary expressions found throughout the country. While the North East has its own traditional dance forms and musical instruments, other regions of India feature styles such as Bharatanatyam in Tamil Nadu, Kathak in Uttar Pradesh, and Bhangra in Punjab.

Tourism: India offers a wide range of adventure tourism opportunities, including trekking, rafting, skiing, and wildlife safaris. While the North East boasts adventure activities such as trekking in the Dzukou Valley and river rafting on the Brahmaputra, other regions of India offer adventures like

trekking in the Himalayas, skiing in Gulmarg, and wildlife safaris in national parks like Ranthambore and Jim Corbett.

Overall, while the North East of India has its own unique charm and characteristics, it also shares many similarities with the rest of the country in terms of cultural diversity, natural beauty, cuisine, traditional attire, handicrafts, music and dance, and adventure tourism. These commonalities contribute to India's rich and vibrant tapestry of culture and heritage.

BSSRV's Vision of the Universal Context:

India's cultural and social diversity is indeed vast and unique, and it is something that can be appreciated on a universal level in several ways. India in general with all its resources and practices shares commonality with cultural practices prominent in Latin America, Africa, Australia etc. These nations have witnessed various archetypal ethnic practices like customary practices and belief system. Recent development in the global context emphasises on studies in public and public space, universalism and particularism, collectivism and individualism, debate on the concept of masculinity and femininity and so on. The premier academic institutions of the world have fostered in-depth researches in new dimensions of humanism, artificial intelligence, digital humanities, global ecological issues, economic challenges etc. These studies have incorporated a global arena and findings of which are required to be contextualised in different corners of the world including India in general and Northeast India in particular.

Being one of the promising centres of higher education of Northeast India, BSSRV aspires to be a gateway for intellectual journey of the stakeholders to the national and international areas. BSSRV endeavours to be a medley of studying all those commonalities and uniqueness apparent in the local and global spheres. The university intends to prepare its programme and curriculums focusing on theoretical and practical orientations of all those practices and knowledge systems with special emphasis on experiential learning. With this end in view, the university is in the process of introducing courses which will imbue learners with the spirit to work towards nation-building, entrepreneurship, sustainability, social commitment and self-reliance. BSSRV is aware of the massive developments in Europe and North America led by science and how those countries made use of advance technology to harness innovation and creativity. In Europe and North America, scientific temper is a fundamental principle underlying university pedagogy, particularly in scientific disciplines. Scientific temper refers to the disposition to think scientifically, critically, and rationally. It encompasses an attitude of skepticism, inquiry, and openness to new ideas, evidence, and perspectives. Famous universities in Europe and North America such as Oxford, Cambridge, Harvard etc. prioritize the development of critical thinking skills among students. Courses are designed to encourage students to analyze information, evaluate evidence, and construct reasoned arguments. This approach fosters a scientific mindset that values evidence-based reasoning over dogma or belief. Many universities in these regions emphasize hands-on learning and inquiry-based methods in their science curricula. Students are encouraged to engage in experiments, research projects, and problem-solving activities that promote active learning and the application of scientific principles. This approach helps students develop a deeper understanding of scientific concepts and cultivates their curiosity and investigative skills. Those universities often promote interdisciplinary approaches to teaching and research, encouraging collaboration across different scientific disciplines. This approach reflects the interconnected nature of scientific knowledge and fosters a holistic understanding of complex phenomena. Students are encouraged to draw on insights from various disciplines to address real-world problems and challenges. Collaboration and communication skills are essential components of scientific temper. Those universities facilitate peer collaboration through group projects, discussions, and presentations, enabling students to exchange ideas, share perspectives, and learn from one another. This collaborative environment promotes teamwork, cooperation, and the exchange of diverse viewpoints, enriching the learning experience. These universities emphasize the importance of ethical and responsible conduct in scientific inquiry and

practice. Students are educated about ethical principles, research integrity, and the societal implications of scientific advancements. This focus on ethics and responsibility helps cultivate a sense of social responsibility among future scientists and professionals.

As BSSRV endeavours to be a universal hub of education, certain courses of the university will carry the spirit of the famous universities of the world. Importantly, BSSRV includes and addresses issues of different countries belong to the G20, commonwealth countries, SAARC and ASEAN nations and more specifically of our neighbouring countries such as Bhutan, Nepal and Bangladesh through its programmes which promote scientific temper in all ways. Though these are distinct countries with their own unique cultures and agricultural practices, there are some commonalities in terms of agriculture, culture, and other aspects.

In all three countries, agriculture plays a significant role in the economy, with a large portion of the population engaged in subsistence farming. Rice is a staple crop in Bhutan, Nepal, and Bangladesh. It is cultivated in terraced fields in hilly regions (such as in Bhutan and Nepal) as well as in fertile plains (such as in Bangladesh). While rice is a staple, each country also has its own cash crops. For example, in Bhutan, these include apples and oranges, while in Nepal, it includes tea, cardamom, and ginger. Bangladesh is known for jute, tea, and fisheries. Livestock rearing, including cattle, goats, and poultry, is common in rural areas of all three countries, contributing to the agricultural economy and providing additional sources of income.

Bhutan and parts of Nepal have a strong influence of Buddhism on their culture and traditions. Monasteries, prayer flags, and religious festivals are integral parts of their cultural landscapes. Nepal and parts of Bangladesh have a significant Hindu population, with Hinduism influencing cultural practices, rituals, and festivals. Each country celebrates a variety of traditional festivals that are deeply rooted in their cultural heritage. These festivals often involve music, dance, religious rituals, and communal feasting. Traditional arts and handicrafts, such as weaving, pottery, wood carving, and painting, are important aspects of the cultural identity of these countries. These skills are often passed down through generations. While there are regional variations, rice, lentils, vegetables, and spices are common elements in the cuisines of Bhutan, Nepal, and Bangladesh. Dishes are often influenced by geography, climate, and cultural traditions. Rivers and water bodies are significant features in all three countries, providing water for irrigation, transportation, and livelihoods. However, they also pose challenges such as flooding and erosion, particularly in Bangladesh.

BSSRV has designed certain programmes considering the geographic, social and cultural proximities to these countries where the prime emphasis is given on scientific temper, new innovation and persistent endeavours for new wisdom.

BSSRV: Visible and Invisible Features of Academic Programmes

Programme Design and Development

BSSRV envisions to be a leading name in the field of higher education as it is offering inclusive and equitable quality education leading to sustainable development and growth of the students in the universal context with appropriate understanding of the regional belongingness. Focusing on North-East India, it can be examined that the region is unique with harmonious co-existence between various ethnic communities and nature, hybridity and interconnectedness. These values can be the broad frameworks to design a multidisciplinary education and flexible curriculum envisaged in NEP 2020, which will facilitate creative combinations of various disciplines. BSSRV, in this direction, designs different programmes/courses/curriculum addressing the issue of modelling and visualization of the Eco-Cultural Heritage of North-East India, Language Dilemma, Tradition, Identity and Cultural Production, New Media Studies, Artificial Intelligence, Development Studies, Kaziranga Studies and so on. A variety of courses will be offered in BSSRV that encapsulate the diverse aspects

of the uniqueness of India's northeast. Such courses will be conducted either under the Centre of IKS or separately under certain departments. Some courses will also come under certain general programmes (BA/MA/Ph.D. etc.). These courses especially on India's northeast would make BSSRV an excellent and unique educational hub in the country or in the world. Some of the courses which are broadly as:

Cultural Anthropology of Northeast India: This course will delve into the rich cultural tapestry of the region, exploring its diverse ethnic groups, traditions, languages, and customs. Students would study the social structures, rituals, and belief systems that shape life in the Northeast. The programmes like BA/MA in Sociology, BA/MA in IKS and BA/MA in Assamese will cover this course as core/AEC/DSE.

Literature of the Northeast: A course focusing on the literature of the Northeast would examine the works of renowned authors from the region, spanning across various genres such as poetry, fiction, and drama. Students would analyse themes, motifs, and narrative techniques unique to North-eastern literature. BA/MA programmes in English, Assamese and IKS will cover this course as core/AEC/DSE.

Folklore and Mythology: This course shall explore the rich folklore and mythology of Northeast India, including myths, legends, folk tales, and oral traditions passed down through generations. Students would examine the cultural significance of these stories and their role in shaping identity and worldview. Rural art and craft practices of northeast will be explored through theory and practice. Under BA/MA programmes in IKS, Assamese, English, this course will be offered as core/AEC/DSE.

Natural Resources and Sustainable Development: Given the region's abundant natural resources and ecological diversity, a course on natural resources and sustainable development would be highly relevant. Students would study topics such as biodiversity conservation, food patterns, eco-tourism, sustainable agriculture, and renewable energy initiatives in the Northeast. A number of programmes such as BBA/MBA in Rural Management, BBA/MBA in Tourism and Hospitality, B.Sc. in Horticulture, B.Sc. in Naturopathy, B.Sc. in Food Nutrition and Dietetics, MA/M.Sc. in Economics, B.Tech. in Food Technology will cover this course as core/AEC/DSE.

History and Heritage Tourism: Focusing on the historical and cultural heritage of the Northeast, this course would examine the region's ancient civilizations, archaeological sites, the satra institution and satriya cultural practices such as mask-making and dancing; and architectural landmarks. Students would learn about the significance of heritage tourism for local economies and community development. BA/MA in IKS/Assamese, BBA/MBA in Tourism etc. programmes will offer this course as core/AEC/DSE.

History of Science: BSSRV is offering course in all programmes of science which is known as history of science. The history of science is a captivating journey through the evolution of human understanding, innovation, and discovery. As a course, it provides students with a unique perspective on how scientific ideas, theories, and methodologies have developed over time. The primary objective of the history of science course is to explore the development of scientific thought and practice within their historical contexts. By studying the contributions of scientists, philosophers, and scholars from various cultures and time periods, students gain insight into the factors that have shaped scientific knowledge and its impact on society. This will be offered as AEC/DSE/Minor in different programmes.

Archaeology of Assam: Archaeology is a discipline that offers a fascinating journey into the past, uncovering the material remains of ancient civilizations and shedding light on their cultures, lifestyles, and achievements. Offering archaeology as a special course in BSSRV not only enables students to explore Assam's rich heritage but also provides valuable insights into global archaeological practices. Assam boasts a diverse cultural landscape with a history spanning thousands of years, making it an ideal setting for the study of archaeology. By offering archaeology as a course, BSSRV contributes to the preservation, documentation, and interpretation of the state's archaeological heritage. Moreover, studying archaeology in Assam allows students to engage with a wide range of archaeological sites, monuments, and artifacts, from ancient cities to medieval forts and temples, from various mountains of Assam to the Ahom monuments like Rongghar, Karenghar etc. This course is designed in such a way that students from abroad may get attracted to pursue this.

Thrust Area of Research

BSSRV aims to engage with interdisciplinary research in the diverse areas identified on the basis of need and challenges at the regional, national and universal level. The university will encourage research in different fields like tribal studies, women's studies. ethno-histories, religion and culture, urbanization, economic history, social change and development, Indian Knowledge System, Food Technology, Eco-Cultural heritage of North-East India, Bhutan, Nepal and Bangladesh, study of Customary practices and institutions along with modern practices. The major areas of research include ancient civilizations of NE, archaeological sites of NE, the satra institution and satriya cultural practices, Ahom dynasty and sculpture, Chutiya history, iconography of ancient Assam, biodiversity conservation in NE, NE's eco-tourism, sustainable agriculture, renewable energy, myths, legends, folk tales, oral traditions, cultural assimilation of North-East India, India's other parts, Bhutan, Nepal, Bangladesh, Commonwealth nations, G20 countries, SAARC nations, poetry, fiction, drama, ethnic groups, languages, customs, social structures, rituals, belief systems of North East India, Bhutan, Nepal, Bangladesh etc.

Pedagogical Tools and Approaches

The pedagogy for these courses may involve a mix of traditional lectures, seminars, workshops, and hands-on experiences. Incorporating fieldwork, archival research, and internships allows students to engage directly with cultural artefacts and communities. Interactive discussions, case studies, and group projects foster critical thinking and analytical skills. Moreover, guest lectures by practitioners and field experts provide real-world insights. Utilizing multimedia resources such as documentaries, virtual tours, and digital archives enhances the learning experience, enabling students to explore diverse cultures and historical contexts. The pedagogy basically aims to cultivate a deep understanding of cultural heritage while fostering creativity, empathy, and a sense of responsibility towards preserving and interpreting the glorious past objectively. The pedagogy of different programmes at BSSRV encompasses various instructional methods and approaches aimed at facilitating effective learning and skill development among students. Some major pedagogical strategies commonly employed in the programmes of BSSRV include hands-on practice, field trips, educational tour, problem-based learning, research projects and internships, interactive lectures & demonstrations, group discussions & debates, online learning platforms and resources, experiential learning projects along with conventional pedagogical tools and approaches.

Practical and Incubation: These academic courses either individually or under some programmes will be offered in BSSRV for undergraduate, postgraduate and Ph.D. students. Such courses especially on India's northeast would make BSSRV an excellent and unique educational hub in the country or in the world. Each course would provide valuable insights into the region's unique

identity and contribute to a deeper understanding of its complex tapestry of traditions and narratives. These fields require a deep understanding of diverse cultures and strong research, communication, and critical thinking skills, which are highly transferable to many sectors. Staying few days in the satras and internalizing that spiritual life in the Majuli island or living some days in a tribal village of the region may be a part of experiential and practical learning. Students will be taken to visit countries like Bhutan, Nepal and Bangladesh for having real experience of different aspects of those countries. Opportunities for self-employability will be created through incubation and entrepreneurship development, research projects, product development, internship, festivals etc.

Collaborations

Collaboration with industry and premier institutions is a principal objective of BSSRV to stay relevant, foster innovation, and enhance students' learning experiences. Through strategic partnerships with leading academic institutions, research organizations and industries, various programmes of BSSRV aim to offer students valuable opportunities for experiential learning, industry exposure, and professional networking. Industry collaborations facilitate internships, field placements, and cooperative education experiences, allowing students to gain practical skills and work on real-world projects. BSSRV emphasizes collaborations with premier institutions to provide access to cutting-edge research facilities, expert faculty, and interdisciplinary perspectives, enriching the academic environment and fostering collaborative research initiatives.

Employability

With the framing of that aspiration, BSSRV has envisaged to offer various courses having durable market demand and the potentialities to engender scopes for multidisciplinary research and learning. The resources that the university aims to produce, in this sense, will not simply be a passive job aspirant in the competitive world but a creative professional having employability and innovative skills to meet the global challenges. All such courses are aligned with self-employability and job prospects. Job prospects include jobs in museums, cultural organizations, government agencies, and academia. Additionally, there is a growing demand for experts in heritage conservation and tourism. Self-employability is also viable through consultancy, freelance research, and cultural heritage management services. Through planned partnership with leading institutions and organisations of the north-eastern states, of India and abroad, valued opportunities for experiential learning, industry exposure will be facilitated for students. In this regard, MoUs will be signed with the satras, IITs, IIMs, regional & ethnic organizations, academic institutions, local industries, government agencies of Bhutan, Nepal and Bangladesh.

PROGRAMMES OFFERED AND INTAKE FOR THE ACADEMIC SESSION 2024-25

FACULTY	PROGRAMME	INTAKE
ARTS	**Four-Year Under Graduate Programmes (FYUGP) as per NEP 2020**	
	B.A. (Hons./Hon. with Research) in Assamese	**30**
	B.A. (Hons./Hon. with Research) in English	**30**
	B.A. (Hons./Hon. with Research) in Economics	**30**
	B.A. (Hons./Hon. with Research) in Political Science	**30**
	B.A. (Hons./Hon. with Research) in Sociology	**30**
	B.A. (Hons. /Hon. With Research) in Indian Knowledge System (IKS)	**30**
	Bachelor of Social Work (BSW)	**30**
	Bachelor of Physical Education and Sports (BPES)	**30**
	Two-Year PG Programmes	
	M.A. in Assamese	**30**
	M.A. in English	**30**
	M.A. in Economics	**30**
	M.A. in Political Science	**30**
	M.A. in Sociology	**30**
	Master of Social Work (MSW)	**30**
	M.A. in Indian Knowledge System (IKS)	**30**
Engineering and Technology	**Four-Year Under Graduate Programmes (FYUGP) as per NEP 2020**	
	B. Tech in Computer Science and Engineering	**30**
	B. Tech in CSE (Artificial Intelligence and Machine Learning)	**30**
	B. Tech in CSE (Data Science)	**30**
	B. Tech in Food Technology	**30**
	Bachelor of Computer Application (BCA)	**40**
	Two-Year PG Programmes	
	M. Tech in Computer Science and Engineering	**20**
	M. Tech in CSE (Artificial Intelligence and Machine Learning)	**20**
	M. Tech in CSE (Data Science)	**20**
	M. Tech in Food Technology	**20**
	M. Tech in Petroleum Refining and Petrochemicals	**20**
	Masters of Computer Application (MCA)	**30**
Sciences	**Four-Year Under Graduate Programmes (FYUGP) as per NEP 2020**	
	B.Sc. (Hons./Hon. With Research) in Micro Electronics and Semiconductor	**30**
	B.Sc. (Hons./Hon. With Research) in Mathematics and Computing	**30**
	B.Sc. (Hons./Hon. With Research) in Food Technology	**30**
	B.Sc. (Hons./Hon. With Research) in Yogic Science and Naturopathy	**30**
	B.Sc. (Hons./Hon. With Research) in Medical Lab Technology	**30**
	B.Sc. (Hons./Hon. With Research) in Food Nutrition and Dietetics	**30**

	B.Sc. (Hons./Hon. With Research) in Indian Knowledge System (IKS)	**30**
	Two-Year PG Programmes	
	M.Sc. in Food Technology	**20**
	M.Sc. in Economics	**20**
Management Science	**Four-Year Under Graduate Programmes (FYUGP) as per NEP 2020**	
	BBA (Hons. /Hon. with Research) in Hospitality Management	**30**
	BBA (Hons. /Hon. with Research) in Tourism and Travel Management	**30**
	BBA (Hons. /Hon. with Research) in Agri-Business Management	**30**
	BBA (Hons. /Hon. with Research) in Rural Management	**30**
	BBA (Hons. /Hon. with Research) in Tea Plantation Management and Processing Technology	**30**
	BBA (Hons./Hon. with Research) in Health Care and Hospital Management	**30**
	Two-Year PG Programmes	
	MBA (Hons. /Hon. with Research) in Hospitality Management	**30**
	MBA (Hons. /Hon. with Research) in Tourism and Travel Management	**30**
	MBA (Hons. /Hon. with Research) in Agribusiness Management	**30**
	MBA (Hons. /Hon. with Research) in Rural Management	**30**
	MBA (Hons. /Hon. with Research) in Tea Plantation Management and Processing Technology	**30**
	MBA (Hons./Hon. with Research) in Health Care and Hospital Management	**30**
	Executive MBA	**30**
Medicine	**Four-Year Under Graduate Programmes (FYUGP) as per NEP 2020**	
	Bachelor in Naturopathy and Yogic Science (BNYS)	**30**
Agriculture	**Four-Year Under Graduate Programmes (FYUGP) as per NEP 2020**	
	B.Sc. (Hons) Agriculture	**30**
	B.Sc. (Hons) Horticulture	**30**
	B.F.Sc. (Bachelor in Fishery Science)	**30**
	Master in Fishery Science (M.F.Sc.)	**20**
Mass Communication	**Four-Year Under Graduate Programmes (FYUGP) as per NEP 2020**	
	Bachelor of Journalism and Mass Communication (BCJ)	**30**
	Two-Year PG Programmes	
	Masters of Mass Communication and Journalism (MCJ)	**30**

Note:

* ***In addition to above programmes, Ph.D programmes are also offered for various disciplines at BSSRV***
* ***Additional seats are also available under Endowment Scheme.***

ELIGIBILITY CRITERIA FOR ADMISSION INTO VARIOUS PROGRAMMES

FACULTY	PROGRAMME	ELIGIBILITY
ARTS	**Four-Year Under Graduate Programmes (FYUGP) as per NEP 2020**	
	B.A. (Hons./Hon. with Research) in Assamese	10+2 standard pass in any stream
	B.A. (Hons./Hon. with Research) in English	10+2 standard pass in any stream
	B.A. (Hons./Hon. with Research) in Economics	10+2 standard pass in any stream
	B.A. (Hons./Hon. with Research) in Political Science	10+2 standard pass in any stream
	B.A. (Hons./Hon. with Research) in Sociology	10+2 standard pass in any stream
	B.A. (Hons. /Hon. With Research) in Indian Knowledge System (IKS)	10+2 standard pass in any stream
	Bachelor of Social Work (BSW)	10+2 standard pass in any stream
	Bachelor of Physical Education and Sports (BPES)	10+2 standard pass in any stream
	Two-Year PG Programmes	
	M.A. in Assamese	Bachelor's degree in the concerned subject
	M.A. in English	Bachelor's degree in the concerned subject
	M.A. in Economics	Bachelor's degree in the concerned subject
	M.A. in Political Science	Bachelor's degree in the concerned subject
	M.A. in Sociology	Bachelor's degree in the concerned subject
	Masters in Social Work (MSW)	Bachelor's degree in any discipline
	M.A. in Indian Knowledge System (IKS)	Bachelor's degree in any discipline
Engineering and Technology	**Four-Year Under Graduate Programmes (FYUGP) as per NEP 2020**	
	B. Tech in Computer Science and Engineering	10+2 standard passed in Science Stream and as per AICTE norms
	B.Tech in CSE (Artificial Intelligence and Machine Learning)	10+2 standard passed in Science Stream and as per AICTE norms
	B.Tech in CSE (Data Science)	10+2 standard passed in Science Stream and as per AICTE norms
	B. Tech in Food Technology	10+2 standard passed in Science Streamand as per AICTE norms
	Bachelor of Computer Application (BCA)	10+2 standard pass in any stream
	Two-Year PG Programmes	
	M. Tech in Computer Science and Engineering	BE/ B.Tech or equivalent Bachelor's degree in Computer Science and Engineering or MCA and as per AICTE norms
	M.Tech in CSE (Artificial Intelligence and Machine Learning)	BE/BTech or equivalent Bachelor's degree in Computer Science and Engineering/ Information Technology/ Electronics and
	M.Tech in CSE (Data Science)	

		Communication Engineering/any other allied Discipline, or MCA or its equivalent degree, or MSc in Computer Science/ Information Technology/ Electronics/ Mathematics/ Statistics and as per AICTE norms
	M. Tech in Food Technology	BE/BTech/MSc in Food Engineering and/or Technology/ Agricultural Engineering/ Chemical Engineering and/or Technology/ Dairy Engineering and/or Technology. Also, candidates must have Mathematics at 10+2 standard
	M. Tech in Petroleum Refining and Petrochemicals	Candidates having B.E/ B.Tech in Mechanical Engineering / Chemical/ Petroleum Engineering and M.Sc. in Applied Geology/ Geology/ Geophysics from any recognised university.
	Masters of Computer Application (MCA)	Passed any graduation degree with Mathematics at 10+2 or Graduation level.
Sciences	**Four-Year Under Graduate Programmes (FYUGP) as per NEP 2020**	
	B.Sc. (Hons./Hon. with Research) in Micro Electronics and Semiconductor	10+2 standard pass with Physics and Mathematics as the compulsory subjects.
	B.Sc. (Hons./Hon. with Research) in Food Technology	10+2 standard pass with Physics, Chemistry and Mathematics/ Biology compulsory subjects
	B.Sc. (Hons./Hon. with Research) in Medical Lab Technology	10+2 standard pass with Physics, Chemistry and Biology
	B.Sc. (Hons./Hon. with Research) in Mathematics and Computing	10+2 standard pass in any stream with Mathematics as one of the compulsory subjects.
	B.Sc. (Hons./Hon. with Research) in Food Nutrition and Dietetics	10+2 standard pass with Physics and Chemistry as compulsory subjects
	B.Sc. (Hons./Hon. with Research) in Yogic Science and Naturopathy	10+2 standard pass in any stream
	B.Sc. (Hons./Hon. with Research) in Indian Knowledge System (IKS)	10+2 standard pass in science stream
	Two-Year PG Programmes	
	M.Sc. in Food Technology	A Bachelor's Degree in Science / Agriculture / Engineering / Technology

	M.Sc. in Economics	Graduate in science stream with Economics, Mathematics and Statistics or Engineering Graduates.
	Master in Fishery Science (M.F.Sc.)	A candidate must have passed the B.F.Sc. of 4 years duration or equivalent degree from a recognized university
Management Science	**Four-Year Under Graduate Programmes (FYUGP) as per NEP 2020**	
	BBA (Hons. /Hon. with Research) in Hospitality Management	10+2 standard pass in any stream
	BBA (Hons. /Hon. with Research) in Tourism and Travel Management	
	BBA (Hons. /Hon. with Research) in Agri-Business Management	
	BBA (Hons. /Hon. with Research) in Rural Management	
	BBA (Hons. /Hon. with Research) in Tea Plantation Management and Processing Technology	
	BBA (Hons./Hon. with Research) in Health Care and Hospital Management	
	Two-Year PG Programmes	
	MBA (Hons. /Hon. with Research) in Hospitality Management	Bachelor's degree in any discipline
	MBA (Hons. /Hon. with Research) in Tourism and Travel Management	
	MBA (Hons. /Hon. with Research) in Agri-Business Management	
	MBA (Hons. /Hon. with Research) in Rural Management	
	MBA (Hons. /Hon. with Research) in Tea Plantation Management and Processing Technology	
	MBA (Hons./Hon. with Research) in Health Care and Hospital Management	
	Executive MBA	A Bachelor's degree in any discipline
Medicine	**Under Graduate Programmes**	
	Bachelor in Naturopathy and Yogic Science (BNYS)	10+2 standard pass with Physics, Chemistry and Biology.
Agriculture	**Under Graduate Programmes**	
	B.Sc. (Hons) Agriculture	10+2 standard pass in Science Stream
	B.Sc. (Hons) Horticulture	
	Bachelor in Fishery Science (B.F.Sc)	
Mass Communication	**Four-Year Under Graduate Programmes (FYUGP) as per NEP 2020**	
	Bachelor in Journalism and Mass Communication (BCJ)	10+2 standard pass in any stream
	Two-Year PG Programmes	
	Masters in Mass Communication and Journalism (MCJ)	Bachelor's degree in any discipline

DETAILS OF THE VARIOUS PROGRAMMES

<table>
<tr><th>FACULTY</th><th>About the Programmes</th></tr>
<tr><td rowspan="2">ARTS</td><td>Offered Programmes:
4-Year Under Graduate Programmes (FYUGP) as per NEP 2020:
B.A. in Assamese, Economics, English, Political Science, Sociology and
B.A. Indian Knowledge System (IKS)
Bachelor of Social Work (BSW)
Bachelor of Physical Education and Sports (BPES)

2-Year Post Graduate Programmes:
M.A. in Assamese, Economics, English, Political Science, Sociology and
M.A. in Indian Knowledge System (IKS)
Masters of Social Work (MSW)</td></tr>
<tr><td><u>B.A. in Assamese, Economics, English, Political Science and Sociology</u>

Basic Areas of Teaching: The Undergraduate (UG) syllabus of various Departments of the University has been prepared in light of the New Education Policy (NEP), 2020. The basic areas of teaching of every department comprise Major (Core) disciplines, Minor disciplines, Multi-Disciplinary Generic Elective Courses (MDGEC), Ability Enhancement Courses (AEC), Value Added Courses (VAC), Skill Enhancement Courses (SEC), Environmental Education (EE), YOGA, Community Based Engagement (NCC/NSS/Adult Education/Student Mentoring/NGO/Govt. institutions, etc.), Digital and Technological Solutions/Digital Fluency (DTS/DF), Research Ethics and Methodology, Research Project (Development of Project/Research Proposal, Review of related literature), Dissertation (Collection of Data, Analysis, and Preparation of Report), and Discipline Specific Electives (DSE).

Major Pedagogy: In addition to conventional pedagogical tools, the University is committed to exploring other practical-oriented pedagogical methods such as field-based learning, fieldwork, village tours, internships with government departments and NGOs, projects/dissertations so that students can learn from both readings and the real world. The University also encourages students to use various e-learning portals like DIKSHA, IGNOU e-content to gather experience and knowledge. Moreover, the University often invites prominent scholars and academicians to deliver lectures on various pertinent issues which undoubtedly make students aware of contemporary debates and discussions.

Practical and Incubation Orientation: The University firmly believes in developing practical knowledge and reinventing extracurricular activities and skills of the students and is committed to transforming their raw skills into an economically beneficial and socially significant product through providing training, guidance, and internship programs. As the University has a separate incubation center to take care of various incubation related activities, the students will get the opportunity to engage themselves in various economic activities such as Millet Cultivation,</td></tr>
</table>

	Mushroom production, handloom, and textile-related activities, and so on. **Collaboration with Industries and other premier Institutions:** The University is initiating to build collaboration with various premier academic institutions across the globe and other organizations to secure a space for our students. The university is also in constant touch with localized industries and entrepreneur groups to explore opportunities for our students to provide practical experiences in various fields. **Job Prospects:** Each of the concerned Departments has developed the syllabus of the BA program in such a manner that it can encompass all the relevant topics which are extremely important for NET/SET examination and all other state and national level competitive examinations. Moreover, the University has a dedicated and highly experienced group of Faculties in each department who are committed to providing adequate theoretical and practical knowledge of the discipline, computer and communication skills to make the students efficient and skilled to secure jobs in various government and non-governmental organizations. The University also has established a Centre for Competitive Examination for providing constant and continuing support to the students who aspire to clear all competitive examinations.
	B.A. , B.Sc. (Hons. /Hon. With Research) and M.A. in Indian Knowledge System (IKS) **Basic Areas of Teaching:** Indian Knowledge System is a comprehensive and all-inclusive term for Indian-born theoretical and practical systems of knowledge starting with the Vedas to various ethnic practices. The basic area of teaching BA (IKS) students includes understanding Indian civilization, philosophy, philosophers, philosophical schools, monuments, culture, society, economy, art & craft, architecture, planning, painting, dance, music, song, musical instruments, food habits, medicine, custom, customary practices, tradition, literature & scripture including the Vedas, Upa-Vedas, Puranas, Upanishads, grammar, various literary genres like drama, poetry, dramaturgy, rasa, astronomy, ethnic cultural practices, religions, belief systems, Ethnic Studies, Life Science in Plants, Anatomy, Physiology, Agriculture, Ecology and Environment, Āyurveda, Yuga, Archaeostronomy, etc. **Major Areas of Research:** Priority research funding – Dedicated research grants may be proposed through NRF in the future to boost IKS-related research proposals. Make catalytic grants that encourage original, serious, and deep scholarly research in the IKS and rejuvenate IKS research in India. Introduce IKS into prestigious schemes such as PMRF for attracting the best talent into the interdisciplinary IKS research. Promote innovation in the IKS through various grand national challenges, national competitions, and hackathons and incentivize innovation. International collaborations – Institutions may access global collaborations through institutions such as the Indian Council of Historical Research (ICHR) for conducting India-centric research. Include IKS as a theme in

	the ASEAN fellowships to foster collaborations among scholars and nurture the next generation of scholars. **Major Pedagogy:** Major pedagogy of IKS includes theoretical and practical orientations of apprehending Indian Knowledge System in a broader framework. The theoretical orientation of the pedagogy includes classroom teaching of the theoretical as well as the foundational underpinnings of various branches of IKS, memorization of scriptures, etc. The practical orientation of IKS mainly includes harnessing individual skills with typical Indian skill industries like art & craft, weaving, agricultural productions, painting, music, dance, etc. The pedagogy also includes experiential learning through site visits, meeting with professionals and local artists for acquiring skills and ideas. **Practical and Incubation Orientation:** Priority research funding - Dedicated research grants may be proposed through NRF in the future to boost IKS-related research proposals. Make catalytic grants that encourage original, serious, and deep scholarly research in the IKS and rejuvenate IKS research in India. Introduce IKS into prestigious schemes such as PMRF for attracting the best talent into interdisciplinary IKS research. Promote innovation in the IKS through various grand national challenges, national competitions, and hackathons and incentivizing innovation. International collaborations – Institutions may access global collaborations through institutions such as the Indian Council of Historical Research (ICHR) for conducting India-centric research. Include IKS as a theme in the ASEAN fellowships to foster collaborations among scholars and nurture the next generation of scholars. **Job Prospects:** The NEP 2020 has rendered utmost emphasis on Indian Knowledge System. Though, as of now, the scopes for recruitment in schools and colleges for a student of IKS are comparatively less, it is expected that the schemes of NEP 2020 will create a new horizon in the field of IKS in the near future. In one way, the University will be a pioneering institute in the entire northeast offering BA in IKS. Further, the course may pave the way for creating self-employed professionals in the field of Indian Arts and Craft as well as independent scholars in the field of Indian philosophy and epistemology. However, the IKS can foster self-employability through enhancement of various skills among the stakeholders and the program has the potentiality to create professionals in various fields. In the Thematic Session organized by the Ministry of Education, Govt. of India, the following points are mentioned regarding the creation of employment opportunities for youth through skill-based IKS-based programs such as IKS-based beautician and cosmetician training programs, Ayurveda-based dietician programs, Gandhashastra-based perfumery, among many uniquely IKS-based skills. Promote heritage technology by bringing technology solutions to showcase Indian heritage to Indians and the world. Aim to capture 10% of the world tourism market values at $10.5 Trillion in 2022 and provide massive employment opportunities to our youth.

	Collaboration with Industries and other Premier Institutions: BSSRV can collaborate with various academic institutions presently offering IKS as part of their academic program. Likewise, various skill-based industries like weaving, art and craft industries are readily available to collaborate. Industry collaborations facilitate internships, field placements, and cooperative education experiences, allowing students to gain practical skills, work on real-world projects, and build industry connections. Collaborations with premier institutions provide access to cutting-edge research facilities, expert faculty, and interdisciplinary perspectives, enriching the academic environment and fostering collaborative research initiatives. The program can facilitate the university to collaborate with ethnic institutions for marketing ethnic products in a global market. International collaboration: Institutes can access global collaboration through institutions such as the Indian Council of Historical Research (ICHR) to conduct India-centric research. One of the themes in the ASEAN Fellowship is to foster collaboration among scholars and nurture the next generation of scholars. Scope of cooperation. Given India's globalized history, multidisciplinary curricula designed by universities may consider the scope of collaboration internationally wherever possible. For example, NCERT is undertaking lessons highlighting the historical relations between India and Indonesia at the school level.
	<u>Bachelor of Social Work (BSW) and Master of Social Work (MSW)</u> **Basic Areas of Teaching**: Social Work is a value based professional activity that deals with the complexity of human lives and their environment. As a discipline its main objective is to train professionals with a knowledge base that is interdisciplinary in nature and with essential skills to intervene in context to such complexities. Therefore its area of teaching is formulated in such a way that a learner is trained in dealing with contemporary social issues. Basic area of teaching in Social Work represents theory and practice of knowledge and skills which is essential for application of the discipline. Thus for both BSW and MSW courses area of teaching includes- Social Work as a profession (Principles, Values & Ethics): Nature & Scope, Case Work & Group Work Processes, Social Work interventions, Community Organisation & Vulnerable groups, Social Policy & Planning, Social Work Administration, Social Work Research, Contemporary fields of Social Work practice, History of Social Work and its emergence as a profession, Principles and Concepts of Social Work Practice, Project Planning and Assessments, Human Resource Management, Specialisation specific contemporary issues and so on. **Major Areas of Research**: An integral part of Social Work discipline is research. The aim of research in Social Work is to discovery causal relationship in human behavior and ways to enhance the social functioning at various levels. Areas of Research allow a student to streamline the focus of Social Work interventions. Some of them are Disaster Management, Abuse: Elderly, Children, Domestic; Social Exclusion & Vulnerable groups, Social Deviance (Substance abuse, Addiction etc),

	Health: Issues & Concerns; Women, Child & Youth Welfare, Mental Health, Ageing, Poverty & Social Policy, Health & Family Welfare, Spatial Segregation & Migration, Social Protection & Security, Livelihood and the like. **Major Pedagogy**: Signature pedagogy in Social Work Course is Field Work based learning. However emphasis on theoretical inputs (Lectures) mixed with experiential learning (Discussions and reflections drawn from student's experience from the field) is also incorporated to encourage critical analysis of social issues in the young minds. Participation through group work and role play shall help students learn how to work in a team. Some of the major pedagogy in Social Work discipline are- Lectures & Discussions, Group Work, Case studies, Role play, Experiential Learning & organizational visits and Fieldwork. **Practical and Incubation Orientation**: A Social Worker needs training and skills in diverse areas in order to effectively help individuals, groups and communities cope with the dynamic nature of social maladies. Theoretical training in Social Work are offered in classroom settings. However it is not sufficient to tackle real-life situation. To reinforce classroom learning and develop problem solving skills, hands on experiences are provided to the students. These experiential learning are gained through internships and fieldwork in agencies or institution affiliated to social work programme offering practical training. Fieldwork placements are either block (full time) or concurrent (part time) depending on the course period. **Job Prospects:** Professional social workers are engaged in NGO work, government policy implementation, international agencies (UNICEF, UNESCO), industry, etc. Psychiatric social workers are engaged in the medical sector, educational institutions, etc. The profession of social work is becoming increasingly relevant in contemporary India, where a large portion of the population still lives in poverty and faces various socioeconomic challenges. Despite the shift towards a liberal economy, there is increasing emphasis on social sector development in public policy, thereby increasing the relevance of the profession of social workers. Professional social workers having post graduate degree are engaged in NGO work, government policy implementation, international agencies (UNICEF, UNESCO), industry, etc. Psychiatric social workers are engaged in the medical sector, educational institutions, etc. **Collaboration with Industries and other Premier Institutions:** In Assam and across India, our programs foster collaboration with renowned companies, organizations, and NGOs to provide students with hands-on experience and real-world insights into social work practice. Partnerships with industry leaders such as Tata Trusts, Oxfam India, and Infosys Foundation enable students to engage in meaningful projects, internships, and research initiatives aimed at addressing pressing social issues. Additionally, collaborations with premier academic institutions like Tata Institute of Social Sciences (TISS) and North-Eastern Hill University (NEHU) offer

	students access to interdisciplinary expertise and cutting-edge research opportunities. Our commitment to collaboration extends beyond national borders, with initiatives aimed at fostering international partnerships and exchanges. By collaborating with institutions such as Save the Children and UNICEF, students gain exposure to global perspectives and best practices in social work. These collaborations provide valuable networking opportunities, mentorship, and professional development experiences, preparing students to navigate the complexities of today's globalized society. In alignment with the diverse sociocultural landscape of Assam and India, our programs prioritize partnerships with local grassroots organizations and community-based initiatives. Collaborations with organizations such as Assam State Rural Livelihoods Mission (ASRLM), Assam Mahila Samata Society (AMSS), and Assam Foundation for Social Change (AFSC) enable students to engage directly with communities, build culturally sensitive approaches to social work, and effect positive change at the grassroots level. Through these collaborative efforts, our students gain invaluable practical experience, deepen their understanding of social issues, and develop the skills necessary to become effective agents of change in Assam, India, and beyond. Together with our industry and institutional partners, we are committed to advancing social justice, promoting human rights, and building resilient communities that thrive in the face of adversity.
	<u>Bachelor of Physical Education and Sports (BPES)</u> **Basic Areas of Teaching:** Our curriculum for the Bachelor of Physical Education and Sports (BPES) is meticulously crafted to encompass a broad spectrum of essential disciplines. From Sports Management to Anatomy and Physiology, Health Education to Indigenous Sports, our students delve into foundational knowledge vital for holistic development. Moreover, with modules dedicated to Yoga Education, Sports Nutrition and Weight Management, Sports Medicine, and Officiating and Coaching, our program equips learners with comprehensive expertise tailored to the diverse facets of physical education and sports. **Major Areas of Research:** In line with the dynamic landscape of sports education, our BPES program emphasizes research in key domains crucial for advancing the field. From delving into Sports Psychology and Performance, to exploring Exercise Physiology and Biomechanics, our students engage in cutting-edge research topics such as Adapted Physical Education, Physical Education Pedagogy, and Teacher Training. Furthermore, our focus extends to areas like Physical Education Policy and Advocacy, Assessment and Evaluation, Technology Integration, and fostering Social Justice through physical education initiatives.

	Major Pedagogy: Our pedagogical approach is designed to transcend conventional boundaries, fostering an environment of immersive learning both inside and outside the classroom. Through a blend of lectures, tutorials, interactive presentations, and hands-on projects, we cultivate a dynamic learning experience. Furthermore, our students benefit from group discussions, seminars, industry visits, and practical excursions, facilitating a holistic understanding of physical education principles. Leveraging state-of-the-art tools such as smart televisions, LCD monitors, and interactive whiteboards, we ensure an engaging and interactive learning journey. **Practical and Incubation Orientation:** At the core of our program is a commitment to practical application and experiential learning. Recognizing the integral role of physical activity in holistic development, our curriculum emphasizes hands-on experiences and real-world applications. From mastering game techniques to understanding anatomical and physiological principles, students engage in activities that promote physical and mental well-being. Moreover, our program instills values of discipline, hygiene, and health, preparing students to become valuable contributors to society. **Job Prospects:** Graduates of our BPES program are poised for a plethora of career opportunities in the field of physical education and sports. From roles as physical instructors in state and central public schools to positions as sports coaches and fitness instructors, our alumni are equipped with the skills and knowledge to excel in diverse professional settings. With Assam's rich sporting heritage and India's burgeoning sports industry, our graduates play a pivotal role in shaping the future of sports education and athleticism. **Collaboration with Industries and Other Premier Institutions:** In pursuit of academic excellence, we have forged strategic collaborations with esteemed institutions such as the Lakshmibai National Institute of Physical Education (LNIPE), Guwahati. Through these partnerships, we facilitate exchange programs, research collaborations, and industry-academic initiatives, providing our students with unparalleled opportunities for growth and development. Additionally, our engagement with industry leaders, renowned sports organizations, and NGOs ensures that our curriculum remains relevant and responsive to the evolving needs of the sports sector in Assam and beyond.
	M.A. in Assamese, M.A./ M.Sc. in Economics, M.A. in English, M.A. in Political Science and M.A. in Sociology **Basic Areas of Teaching:** Each of the concerned department of BSSRV has encompassed highly inclusive, diversified and comprehensive areas of teaching for inculcating both theoretical and society oriented knowledge and skills among the students of the Post Graduate programmes. The basic areas of teaching of the department of Political Science include- Political Theories, Western and Indian Political Thought, Indian Government and Politics, Public Administration, Theories

	and Issues of International Relations, India's Foreign Policy, Human Rights, Political Ecology, Comparative Government and Politics, Politics of North East India, and other relevant issues of National and International significance. The Department of Assamese primarily gives emphasis on the teaching areas of language, literature and culture. The major areas of teaching of MA in English encompasses a wide range of areas, genres, periods, issues, themes, and socio-cultural histories spanning from the British literature, American literature, Latin American literature, South-Asian literature, European literature, Postcolonial literature, Indian Writings in English, North-East literature, Literary Criticism and Theory etc. In addition, the department also offers a wide array of general and discipline specific courses such as African Writings in English, Graphic Fiction, Assamese Literature in Translation, Gender Studies, Translation Studies, Folklore and Cultural Studies, Literature and Human Rights etc. Regarding the basic areas of teaching, the Department of Sociology aims to engage with the recent developments both in global as well as local societies with a strong emphasis on classical as well as contemporary sociological theories. Major areas of teaching at the department include: Sociological theories, Research Methodology, Indian Society, Urban Society, Sociology of Development, Economic Sociology, Environment, Social Movements, Education, Gender, Health and Medicine, Public Health, Sociology of Northeast India etc. The basic areas of teaching of the Department of Economics include Microeconomics, Macroeconomics, Public Economics, International Economics, Economics of Development and Growth, Monetary Economics, Environmental Economics and Indian Economy with special reference to North Eastern Region. Apart from these courses more specialized courses are included such as, Mathematical Economics, Statistical Methods, Econometrics, Agricultural Economics, Demography, Labour Economics, etc. These course structure are designed to help students to understand economic concepts and develop economic reasoning in analyzing various Social Sciences problems and also sensitize them to apply in their day to day life as consumers, producers, workers, and citizens. **Major Areas of Research:** Each of the respective Department of BSSRV is committed to focus on those areas of research which have the potentiality to address the pertinent issues and problems of the common citizens at local, regional, national and international levels. The broad areas of Research offered by the department of Political Science comprise- terrorism and security studies, Indian Government and Politics, Politics of North-East India, Peace and Conflict studies, Gender Studies, identity Politics of Assam and the other North Eastern States etc. The major research areas of the Department of Assamese include Language, Literature, Culture, Digital Ethnography, Intercultural Communication, Heritage Studies, Cultural Identity, Cultural Icons, Indigenous Knowledge System, Comparative Cultural Studies, North-East India etc. The faculties of the

	Department of Sociology primarily focus on research areas such as Sociology of Development, Medical Sociology, Tribal Studies, Hybrid Identity, Border studies, Environment, Urban Studies, Minority Studies, Citizenship, Governance, Northeast India etc. Some major areas of research offered by the Department of Economics include Entrepreneurship and Rural Development, Tourism and Hospitality Industry, Agricultural Economics, Green Energy and Sustainable Development, etc. The Department of English offers opportunities for scholars and faculty members to explore unattended and unexplored areas stemming from the rich and diverse fields of British literature, American literature, Latin American literature, South-Asian literature, European literature, Postcolonial literature, Indian Writings in English, North-East literature, Literary Criticism and theory, African Writings in English etc. Pertaining to the provisions of NEP 2020, the department also encourages to conduct research in interdisciplinary/multidisciplinary areas such as Graphic Fiction, Assamese Literature in Translation, Folklore, Dalit Literature/Caste Studies, Cultural Studies, Writings from the Northeast, Film Studies, Gender Studies, Translation Studies etc. **Major Pedagogy:** All the concerned Departments of BSSRV focus on the interdisciplinary framework of pedagogical practices with a strong emphasis on attaining the objectives of the multidisciplinary approach as envisioned in the NEP 2020. Further, the departments put emphasis on participatory, experiential, and creative pedagogy. Major teaching tools are lectures, tutorials, assignments, mock classes, group discussions, seminar presentations, flipped classroom, audio-visual lecture videos, peer-teaching, film screening and E-learning tools etc. In addition to the conventional pedagogical tools, the Department of each discipline is committed to explore other practical oriented pedagogical methods such as field-based learning, field work, village tour so that students can learn from both readings and real world. Moreover, all the Departments often invite prominent scholars and academicians to deliver lectures on various pertinent issues which undoubtedly make the students aware of contemporary debates and discussions. **Practical and Incubation Orientation:** The University is committed to encourage and groom the post graduate students to develop their creative, critical and applied faculties by exposing them to creative-writing, critical theories and praxis and fieldwork-based surveys. The students shall be incubated to have disciplinary knowledge, creative and critical thinking, reflective thinking, problem solving, analytical reasoning, communication skills, research skills, life skills, multicultural competence, moral and ethical values, life-long learning etc. Each department firmly believes in developing practical knowledge and re-inventing extra-curricular activities and skills of the students and is committed to transform their raw skills into an economically beneficial and socially significant product through providing training, guidance and internship program. **Collaboration with Industries and other Premier Institutions:** All the concerned departments of BSSRV are initiating to build collaboration with various premier academic institutions and other government and Non-governmental organisations

	to secure a space for our students. **Job Prospects:** Each concerned Department has developed the syllabus of MA programme in such a manner that it can encompass all the relevant topics which are extremely important for NET/SET examination and all other state and national level competitive examinations. Moreover, each department is also providing adequate theoretical and practical knowledge of the discipline, computer and communication skills to make the students efficient and skilled to secure jobs in various government and non-governmental organisations. The major job prospects include teaching, Research, jobs in Non-Governmental Organisations, Civil Services, Health sectors, the social welfare department, and different government schemes, employment in Private Sector Banks and Financial Institutions, Firms and other MNCs etc.
Engineering and Technology	**Offered Programmes:** **Four-Year Under Graduate Programmes (FYUGP) as per NEP 2020:** Bachelor of Computer Application (BCA) B.Tech in Computer Science and Engineering B.Tech in Computer Science and Engineering (AI & ML) B.Tech in Computer Science and Engineering (Data Science) B.Tech in Food Technology **Two-Year Post Graduate Programmes:** Masters of Computer Application M.Tech in Computer Science and Engineering (CSE-AI & ML) M.Tech in Computer Science and Engineering (Data Science) M.Tech in Food Technology M.Tech in Petroleum Refining and Petrochemicals
	<u>Four Year-Under Graduate Programmes: BCA, B.Tech (CSE, CSE-AI & ML, Data Science)</u> **Basic Areas of Teaching:** The programmes emphasis on several specialized teaching areas such as fundamental of computer architectures, high level computer programming, web development, engineering mathematics, operating systems, software development, ability enhance languages, data structures & algorithm design, software engineering, statistics & probabilities, managerial skills, computer networks, Data base, artificial intelligence, machine learning, cyber security, critical analysis, entrepreneurship development and extension education etc. This program offers a unique opportunity for students to engage in independent research work under the guidance of experienced faculty members. **Major Areas of Research:** The major areas of research include Image processing, Social media data analysis, Data mining, Hyper spectral image analysis, Machine learning, Artificial Intelligence, Computer Networks.

Major Pedagogy: The pedagogy of BCA/ B.Tech (CSE, CSE-AI & ML, Data Science) programmes encompasses various instructional methods and approaches aimed at facilitating effective learning and skill development among the undergraduate students. Some of the major pedagogical strategies commonly employed in undergraduate BCA/B.Tech-CSE education includes interactive lectures & demonstrations, group discussions & debates, problem-solving based learning, hands-on computer laboratory practicals', industry tour, Mentor/Mentee, visit to software industries, research projects and internships, online learning platforms and resources, experiential learning projects.

Practical and Incubation Orientation: Practical and incubation orientation in BCA/ B.Tech (CSE, CSE-AI & ML, Data Science) programmes plays a pivotal role in bridging the gap between theoretical computer science knowledge and real-world application, fostering hands-on skills development, entrepreneurial mind set and industry readiness among the undergraduate students. Various computer programming practical on basic to advanced Java, C, python programming, web development, machine learning practical. Students will be encouraged to participate in hackathons, data science competitions, and coding challenges. Joining startup incubation programmes

Job Prospects: Students with a BCA degree/ B.Tech (CSE, CSE-AI & ML, Data Science) with specialization such as AI, Machine learning, Software development etc., have diverse career options in different IT/software industries as Data Analyst, AI-analyst, Software developer, Web developer.

Collaboration with Industries and other Premier Institutions:
Collaboration with industry and premier institutions is paramount for the undergraduate programmes such as BCA/ B.Tech (CSE, CSE-AI & ML, Data Science) programmes to stay relevant, foster innovation, and enhance students' learning experiences. Through strategic partnerships with leading Software/IT companies, research organizations, and academic institutions, BCA/ B.Tech (CSE, CSE-AI & ML, Data Science) programmes can offer students valuable opportunities for experiential learning, industry exposure, and professional networking. Industry collaborations facilitate internships, placements, and cooperative education experiences, allowing students to gain practical skills related to several real world applications.

Two-Year PG Programmes: MCA, M.Tech(CSE, CSE-AI & ML, Data Science)

Basic Areas of Teaching: MCA/M.Tech-CSE/M.Tech-CSE (AI & ML) are two year academic programmes that focuses on providing students with a comprehensive understanding of computer applications, computer science & engineering and equips the students with necessary computer technology skills so that they may absorb themselves in various IT/Software industry and as well as in higher academia. The basic area of programmes such as MCA/M.Tech-CSE/M.Tech-CSE (AI & ML) involves the fundamentals of computer organization and architecture, high level object oriented programming, mathematics, design and analysis of

	algorithm, compiler design, statistics, linear algebra, management skills, artificial intelligence, branches of machine learning, artificial neural networks, natural language processing, soft computing, cyber security, entrepreneurship development and extension education etc. These programmes offer a unique opportunity for students to engage in independent research work under the guidance of experienced faculty members. **Major Areas of Research:** The major area of research includes Image processing, Social media data analysis, Data mining, Hyper spectral image analysis, Machine learning, Artificial Intelligence, Cyber Security, Computer Networks, Agro-technology, Bio-medical image data analysis, Natural language processing. **Major Pedagogy:** The pedagogy of MCA/M.Tech-CSE/M.Tech-CSE (AI & ML) programmes encompasses various instructional methods and approaches aimed at facilitating effective learning and skill development among the post graduate students. Some of the major pedagogical strategies employed in MCA/M.Tech-CSE/M.Tech-CSE (AI & ML) education includes interactive lectures & demonstrations, group discussions & debates, problem-solving based learning, hands-on computer laboratory practicals', industry tour, Mentor/Mentee, visit to software industries, research projects and internships, online learning platforms and resources, experiential learning projects. **Practical and Incubation Orientation:** Practical and incubation orientation in MCA/M.Tech-CSE/M.Tech-CSE (AI & ML) programmes plays a pivotal role in bridging the gap between theoretical computer applications, computer science & engineering knowledge and real-world application, fostering hands-on skills development, entrepreneurial mind set andindustry readiness among the post graduate students. Various high level computer programming practicals, web development, data analysis, AI/ML practicals. Students will be encouraged to participate in hackathons, data science competitions, and coding challenges. Students of M.Tech-CSE/M.Tech-CSE(AI & ML) has to do research based project work in their final year. **Job Prospects:** Students with MCA/M.Tech-CSE/M.Tech-CSE (AI & ML) have diverse career options in different IT/software industries as Data Analyst, AI-analyst, Software developer/engineer. A beginner starts from a salary of INR 6-8 LPA after MCA. After gaining experience of 4-5 years, their standing gets strong with packages up to 15-20 LPA in MNCs and top-notch organizations. Also, students have the opportunities to join sectors like higher education institutes, research laboratories etc. **Collaboration with Industry and other Premier Institutions:** Collaboration with industry and premier institutions is paramount for the postgraduate programmes such as MCA/M.Tech-CSE/M.Tech-CSE (AI & ML) to stay relevant, foster innovation, and enhance students' learning experiences. Through strategic partnerships with leading Software/IT companies, research organizations, and academic institutions, these professional programmes can offer students valuable

	opportunities for research and innovation, experiential learning, industry exposure, and professional networking.
	B. Tech, M. Tech, B.Sc. and M. Sc. in Food Technology **Basic Areas of Teaching:** The students of these courses will understand the significant role of food science, processing, preservation, nutrition and quality in the broader societal context. There will be an understanding of the basics of professional ethics, research ethics and food-safety related issues **Major Areas of Research:** The course content will train learners and develop skills of processing of cereals, legumes, fruits and vegetables, milk products, etc. This will enhance employability in the field of food processing and preservation. The programme will enable students to get adopted in the area of food science as technical personal (e.g. production officers/executives, quality, assurance executives, technical officers, analysts, etc.). **Major Pedagogy:** The course prepares students with a broad knowledge of the biological, physical and engineering sciences to develop new food products, design innovative processing technologies, improve food quality and nutritive value, enhance the safety of foods and ensure the wholesomeness of our food supply. Food Science majors apply the principles learned in the basic sciences such as food chemistry, biochemistry, microbiology, food engineering and nutrition to provide consumers with safe, wholesome and attractive food products that contribute to their health and well-being. The objective of the curriculum is to prepare Food Scientists for career opportunities in food and allied industries. **Practical and Incubation Orientation:** Practical and incubation orientation plays a pivotal role in bridging the gap between theoretical knowledge and real-industry applications. Students who are interested Entrepreneurship and want to open their own hotel or restaurant can pursue this course. Moreover, if you think you are a good content creator or master in labeling products, you have a great opportunity to take your skill to a higher level. Students get a chance to build their career with top companies like AMUL, MTR Foods Limited, ITC Limited, Nestle, Cadbury, Hindustan Unilever Limited, Patanjali, MTR etc. **Job Prospects:** The Food Technology graduates in India can find jobs at food processing industry, which is rapidly growing in India and several employment opportunities are available in various industries. Many of the research institutes in the state as well as country are urgently in need of suitable candidates with specialization in Food Technology. This course offers numerous job opportunities in various areas like food processing industries, research laboratories and institutions, quality control labs, Food safety standards institutes and other food manufacturing facilities as engineers, technologists and managers. **Collaboration with Industries and other Premier Institutions:** Collaboration with

	industry and premier institutions is paramount Food Technology programs to stay relevant, foster innovation, and enhance students' learning experiences. Students who want to get an opportunity to work in Government sector such as The Food Corporation of India (FCI), Bureau of Indian Standards (BIS), Food Safety and Standards Authority of India (FSSAI), APEDA, MPEDA, NAFED, NABARD, BARC, MAFED, State & Central Food Laboratories, Ministry of Agriculture, Ministry of Health & Welfare, Ministry of Food Processing Industries etc.
Sciences	**Offered Programmes:** **Four-Year Under Graduate Programmes (FYUGP) as per NEP 2020:** B.Sc. (Hons./Hon. with Research) in Micro Electronics and Semiconductor B.Sc. (Hons./Hon. with Research) in Food Technology B.Sc. (Hons./Hon. with Research) in Mathematics and Computing B.Sc. (Hons./Hon. with Research) in Yogic Science and Naturopathy B.Sc. (Hons./Hon. with Research) in Indian Knowledge System (IKS) B. F.Sc. (Bachelor in Fishery Science) B.Sc. (Hons./Hon. with Research) in Medical Lab Technology B.Sc. (Hons./Hon. with Research) in Food Nutrition and Dietetics **Two-Year Post Graduate Programmes:** M.Sc. in Food Technology M.Sc. in Economics Masters in Fishery Science (M.F.Sc.)
	<u>B.Sc. (Hons./Hon. with Research) in Micro Electronics and Semiconductor</u> **Basic Areas of Teaching:** Microelectronics and semiconductor technologies are foundational to many aspects of modern life. Teaching microelectronics and semiconductor basics involves introducing fundamental concepts and principles crucial for understanding electronic devices and circuits. This includes semiconductor physics, covering band theory, intrinsic and extrinsic semiconductors, carrier concentration, and doping. Semiconductor devices such as diodes, bipolar junction transistors (BJTs), and field-effect transistors (FETs) are explored, along with their operation principles and applications. Integrated circuits (ICs) are introduced, with an overview of IC design, fabrication technologies, packaging, and testing. Basic circuit analysis techniques like Kirchhoff's laws and circuit analysis methods are taught to analyze semiconductor circuits effectively. Additionally, the applications of semiconductor devices in analog and digital circuits, sensors, and actuators are discussed. Emerging technologies such as nanoelectronics and quantum computing are touched upon to provide insight into future advancements in the field. This foundational knowledge equips students with the understanding needed to delve deeper into microelectronics and semiconductor engineering. **Major Areas of Research:** One major area of research in microelectronics and semiconductor engineering focuses on the development of advanced semiconductor materials and devices. This includes exploring novel materials with

	superior electrical, optical, and thermal properties, such as wide-bandgap semiconductors (e.g., silicon carbide, gallium nitride) for high-power and high-frequency applications. Another significant research area involves the design and fabrication of ultra-scaled electronic devices and integrated circuits. Researchers work on pushing the limits of miniaturization, developing techniques to fabricate transistors and interconnects at nanometer scales. This involves innovations in lithography, material deposition, etching, and device architecture to enhance performance, reduce power consumption, and improve reliability. Furthermore, research efforts are directed towards exploring new device concepts and architectures to overcome the limitations of traditional semiconductor devices. This includes the investigation of emerging technologies such as spintronics, memristors, and quantum computing devices, which offer promising alternatives for future computing and communication systems. Moreover, there is a growing emphasis on developing environmentally sustainable and energy-efficient semiconductor technologies. Research in this area focuses on reducing the environmental impact of semiconductor manufacturing processes, improving energy efficiency in electronic devices, and exploring renewable energy harvesting techniques using semiconductor materials. Overall, these research areas aim to drive innovation and address the evolving challenges in microelectronics and semiconductor technology, paving the way for the development of next-generation electronic devices and systems. **Major Pedagogy:** In microelectronics and semiconductor education, a major pedagogical approach involves a hands-on, project-based learning method. Students learn by actively engaging in designing, simulating, building, and testing electronic circuits and systems. This approach fosters practical skills, problem-solving abilities, and teamwork. Additionally, flipped classroom techniques are utilized, where students study theoretical concepts independently before class, allowing for more interactive and application-oriented discussions during lectures. Integration of simulation tools and laboratory experiments further enhances understanding and reinforces theoretical concepts. Overall, this pedagogical approach aims to provide students with a holistic understanding of microelectronics and semiconductor engineering while promoting critical thinking and creativity. **Practical and Incubation Orientation:** Practical and incubation-oriented education in microelectronics and semiconductor engineering emphasizes hands-on experience and entrepreneurial skills. Students engage in laboratory sessions, projects, and internships to apply theoretical knowledge to real-world scenarios. Incubation programs foster innovation and entrepreneurship by providing resources and mentorship to students interested in developing semiconductor-related startups. This approach encourages creativity, problem-solving, and collaboration while preparing students for careers in industry or entrepreneurship. By combining practical skills with entrepreneurial mindset, students are equipped

	to tackle challenges and contribute to advancements in microelectronics and semiconductor technology. **Job Prospects:** Job prospects in microelectronics and semiconductor engineering are diverse and promising. Graduates can pursue careers in various industries, including semiconductor manufacturing, telecommunications, consumer electronics, automotive, aerospace, and renewable energy. Roles range from semiconductor device design and fabrication to IC testing, process engineering, and systems integration. With the rapid advancements in technology, there's a growing demand for skilled professionals to innovate and develop next-generation electronic devices and systems. Additionally, opportunities exist in research and development, academia, and entrepreneurship. Overall, the field offers rewarding career paths with ample opportunities for growth and impact in shaping the future of technology. **Collaboration with Industries and other Premier Institutions:** Collaboration with industry and premier institutions is integral to advancements in microelectronics and semiconductor research and development. Such partnerships facilitate knowledge exchange, access to state-of-the-art facilities, and funding opportunities for joint projects. Industry collaborations offer valuable insights into real-world challenges, guiding research towards practical applications. Moreover, partnerships with premier academic institutions foster interdisciplinary research and talent exchange, enriching the learning experience for students and researchers. These collaborations drive innovation, accelerate technology transfer, and enhance the competitiveness of the microelectronics and semiconductor ecosystem, ultimately benefiting society through the development of cutting-edge technologies and solutions.
	B.Sc. (Hons./ Hon. with Research) in Medical Lab Technology **Basic Areas of Teaching:** Medical Laboratory Technology or MLT is the science that deals with the prevention, diagnosis, and treatment of various diseases with clinical laboratory tests. The students of medical laboratory technology involves in the fundamental the analysis of body fluids such as blood, urine, and tissue. Medical Laboratory Technologists perform analyses by preparing slides of human tissues and other specimens using lab equipment. The students can also choose specialization in different areas such as clinical chemistry, hematology, microbiology, immunology, and molecular biology. Each specialisation focuses on specific types of tests and techniques related to particular aspects of human health and disease. **Major Areas of Research:** The major area of research includes human physiology, human anatomy, biochemistry, pathology, microbiology, clinical haematology, immunology, serology, and bio-medical waste management etc. **Major Pedagogy:** The pedagogy of Medical Laboratory Technology education encompasses various instructional methods and approaches aimed at facilitating

	effective learning and skill development among students. Some major pedagogical strategies commonly employed in Medical Laboratory Technology education includes hands-on learning, problem-based learning, hospital visit, internships, interactive lectures & demonstrations, group discussions, online learning platforms and resources, experiential learning projects etc. **Practical and Incubation Orientation:** Practical and incubation orientation in B.Sc. (Medical Laboratory Technology) plays a pivotal role in bridging the gap between theoretical knowledge and real-world application, fostering hands-on skills development and industry readiness among students. It includes, practical laboratory sessions, internships & hospital attachments, project-based learning, workshops & seminars by experts, and networking events & professional conferences. **Job Prospects:** Candidates who have completed a degree in Medical Laboratory Technology have a variety of career prospects to choose from. In India, the demand for medical laboratory technicians or technologists is high, enough to accommodate numerous applications and many specialisations, and this demand is expected to soar in the coming years. Both government-owned and private industries have plenty of vacancies to offer prospective candidates who are fresh graduates from a BSc Medical Laboratory Technology course. Candidates may be employed as X-ray technicians, or MRI technicians, or may work in pathology labs, blood banks, and nursing homes. Another particularly high-income option that is available to professionals who have gathered a few years of experience is to work self-employed. **Collaboration with Industries and other Premier Institutions:** Collaboration with hospital and premier institutions is paramount for B.Sc. (Medical Laboratory Technology) programs to stay relevant, foster innovation, and enhance students' learning experiences. Through strategic partnerships with leading hospitals and academic institutions, B.Sc. In Medical Laboratory Technology programs can offer students valuable opportunities for experiential learning, professional networking, and collaborations to facilitate internships, field placements, and cooperative education experiences, allowing students to gain practical skills. Collaborations with premier hospitals and Laboratory provide access to expert faculty, and interdisciplinary perspectives, enriching the academic environment and fostering collaborative initiatives.

B.Sc. (Hons./Hon. with Research) in Mathematics and Computing:

Basic Areas of Teaching: Mathematics and Computing is a fusion of Mathematics and Computer Science that has obtained wide acceptance as a multidisciplinary over the past few years. It arises out of dealing with Mathematics as a fundamental tool in computing and with Computing as a primary component of mathematical problem solving. The program has been specially designed to meet the increasing needs of professionals who would be able to respond to the convergence between mathematical and computational problem solving. The program aims at expanding the mathematical, algorithmic and computational thinking of students and at providing sufficient and solid foundation for skill development in Mathematics and Computing. A strong mathematical foundation would enable the study and analysis of abstract concepts and to model many real life problems mathematically, algorithmic thinking would provide ways to solve these mathematical problems in an automated way and computational thinking would allow for evaluating the efficiency of these solutions. The basic area of teaching in Mathematics and Computing for students includes fundamental papers from Mathematics, Computer Science, and additional papers from Physics, Chemistry, English and Communication.

Major Areas of Research: Following are the major research area in Mathematics and computing: *a) Scientific Computing:* Mathematics and computing is widely used in scientific research to model and simulate physical phenomena. It helps scientists and researchers solve complex differential equations, perform numerical simulations, analyze data, and optimize algorithms. *b) Biology and Bioinformatics:* Mathematics and computing is used in biological research for modelling biological systems, analyzing genetic sequences, predicting protein structures, and studying evolutionary processes. *c) Social Science:* Mathematics and computing is applied in social sciences for modelling social network, analyzing data and understanding human behaviour.

Major Pedagogy: Mathematics and computing is a quite different from others, both in terms of difficulty and in terms of usage. The ultimate goal of Mathematics and computing is an understanding the material presented, applying the skills, and recalling the concepts in the future. There is a list of concepts revolving around multiple formulas that help to solve different and complex problem and make different decisions. Therefore, it is imperative to understand the material rather than memorizing the procedures of Mathematics and computing. Some major pedagogical strategies commonly employed in Mathematics and computing includes practical by using different mathematical and computing software, create an effective environment that is open for discussion, introduce the topics using multiple examples, show the students the different ways, encourage students for reasoning when solving problems with help of computing tools to make the difficulty level slowly, observe, modify, and re-evaluate.

	Job Prospects: In current economic scenario, employment opportunities for graduate, PG and PhD in Mathematics and computing are excellent both academic as well as in industry. This is a new era for UG/PG and PhD degree holders in Mathematics and computing, especially in the field of banking, insurance, IT industries apart from teaching job. For those inclined towards a research career, many positions are available in research institution and universities. For those who wish to pursue a teaching career, well-paying positions are available in public/private science and engineering institutions. And for those who are willing to apply mathematics and computing to practical problems, there has been a dramatic change in the job opportunities over the past few years in India. Many financial services companies, research labs of multinational companies and other reputed organisations are recruiting people with mathematics and computing background. Based on the combination of mathematics and computing students get a balanced and rigorous training in various aspects of mathematics and computing. **Collaboration with Industries and Other Premier Institutions:** Collaboration with industry and premier institutions for the programs of B.Sc. in Mathematics and computing has crucial role. It helps teachers identify challenging concepts, enhance teaching effectiveness, bridge content gaps, and stimulate student interest in the subject at the foundation phase level and attitude towards mathematics, leading to better learning outcomes. Collaborative learning has shown significant effectiveness in enhancing students' conceptual understanding, communication skills, academic and practical performance. Furthermore, research has indicated that collaborative realistic mathematical approaches improve students' mathematical ability, making them more active and effective in learning mathematical concepts. Overall, collaborative learning emerges as an effective strategy for enhancing mathematical and computing skills among students.
	<u>B.Sc. (Hons./Hon. With Research) in Food Nutrition and Dietetics</u> **Basic Areas of Teaching:** Food Nutrition and Dietetics is a field which deals with basic and advanced study of food and nutrition. In addition to these study of food and nutrition, the basic area of BSc (Food Nutrition and Dietetics) students involves the fundamentals of food and health, human nutrition, human physiology, food science, dietetics, lifespan nutrition, nutritional biochemistry, nutritional assessment, traditional foods and health, Quality Control, Nutrition in weight management, Diet in life style disorder, food microbiology, community nutrition, therapeutic nutrition, food preservation etc. **Major Areas of Research:** The major area of research includes clinical nutrition, nutrition metabolism, public health nutrition, Functional Foods and Packaging, Food Safety and Quality, Green and Sustainable Food and Biomaterials Processing Technologies etc.

	Major Pedagogy: The pedagogy of Food Nutrition and Dietetics education encompasses various instructional methods and approaches aimed at facilitating effective learning and skill development among students. Some major pedagogical strategies commonly employed in Food Nutrition and Dietetics education includes hands-on learning, problem-based learning, industry visit, research projects and internships, interactive lectures & demonstrations, group discussions & debates, online learning platforms and resources, experiential learning projects etc. **Practical and Incubation Orientation:** Practical and incubation orientation in B.Sc. (Food Nutrition and Dietetics) plays a pivotal role in bridging the gap between theoretical knowledge and real-world application, fostering hands-on skills development, entrepreneurial mind-set and industry readiness among students. It includes, practical laboratory sessions, incubation centre& entrepreneurship development, research projects & innovative challenges, internships & industry attachments, project-based learning and product development, workshops & seminars by experts, and networking events & professional conferences. **Job Prospects:** The job prospects for individuals with a Bachelor of Science (BSc) in Food, Nutrition, and Dietetics are generally quite promising. Here are some potential career paths: a) *Clinical Dietitian/Nutritionist:* Clinical dietitians work in hospitals, clinics, or healthcare facilities, providing medical nutrition therapy to patients with various health conditions. They assess patients' nutritional needs, develop individualized meal plans, and monitor their progress. b) *Community Nutritionist:* Community nutritionists work in community health centres, government agencies, non-profit organizations, or public health departments. They develop and implement nutrition education programs, conduct community outreach, and advocate for policies that promote healthy eating habits. c) *Food Service Manager:* Food service managers oversee the daily operations of food establishments such as hospitals, schools, cafeterias and restaurants. They ensure that meals meet nutritional standards, manage budgets, and supervise staff. d) *Corporate Wellness Coordinator:* Many companies are investing in employee wellness programs to promote health and productivity in the workplace. Corporate wellness coordinators design and implement initiatives such as nutrition workshops, fitness challenges, and health screenings. e) *Sports Nutritionist:* Sports nutritionists work with athletes to optimize their diet and performance. They may provide guidance on pre- and post-workout nutrition, hydration strategies, and supplementation. *f) Public Health Nutritionist:* Public health nutritionists focus on improving the nutritional status of populations through policy development, education, and advocacy. They may work for government agencies, NGOs, or international organizations, addressing issues such as food. **Collaboration with Industries and other Premier Institutions:** Collaboration with industry and premier institutions is paramount for B.Sc. (Food Nutrition and Dietetics) programs to stay relevant, foster innovation, and enhance students' learning experiences. Through strategic partnerships with leading companies related to Food Nutrition and Dietetics, research organizations, and academic institutions, B.Sc. In Food Nutrition and Dietetics programs can offer students

	valuable opportunities for experiential learning, industry exposure, and professional networking. Industry collaborations facilitate internships, field placements, and cooperative education experiences, allowing students to gain practical skills, work on real-world projects, and build industry connections. Collaborations with premier institutions provide access to cutting-edge research facilities, expert faculty, and interdisciplinary perspectives, enriching the academic environment and fostering collaborative research initiatives.
	B.Sc. (Hons./Hon. with Research) in Yogic Science and Naturopathy **Basic Areas of Teaching:** B.Sc. Yoga programs focus on the comprehensive study and practice of yoga, an ancient discipline that harmonizes the mind, body, and spirit. The basic area of teaching includes subjects such as yoga philosophy, anatomy and physiology, yoga therapy, meditation, pranayama (breathing techniques), asanas (postures), and the principles of Ayurveda (traditional Indian medicine). Students delve into the history, philosophy, and various branches of yoga, including Hatha, Raja, Karma, Bhakti, Jnana, and Kundalini yoga, to develop a deep understanding of this holistic science. **Major Areas of Research:** The major area of research in B.Sc. Yoga programs spans a wide range of topics related to yoga, meditation, mindfulness, and holistic health. Research endeavours may investigate the therapeutic benefits of yoga practices for physical and mental well-being, the effects of meditation on stress reduction and cognitive function, the role of yoga in managing chronic diseases such as hypertension, diabetes, and depression, and the integration of yoga with modern healthcare modalities. Furthermore, research may explore the physiological, psychological, and neurobiological mechanisms underlying the therapeutic effects of yoga practices. **Major Pedagogy:** The pedagogy in B.Sc. Yoga programs combines theoretical knowledge with practical training and experiential learning. Students engage in lectures, seminars, workshops, and daily practical sessions to deepen their understanding of yoga philosophy, anatomy, physiology, and therapeutic techniques. They learn various yoga practices, including asanas, pranayama, yogic kriyas (cleansing techniques), meditation, and relaxation techniques, and develop teaching skills to instruct individuals and groups effectively. The curriculum emphasizes a balance between theory and practice, with an emphasis on experiential learning through self-reflection, observation, and application of yogic principles in daily life. **Practical and Incubation Orientation:** Practical training is an integral component of B.Sc. Yoga education, focusing on experiential learning and skill development. Students participate in regular yoga classes, workshops, and retreats to deepen their personal practice and gain proficiency in teaching yoga to diverse populations. They learn how to design and sequence yoga classes, modify practices for individuals with specific needs or conditions, and integrate therapeutic

	techniques to address physical, mental, and emotional imbalances. Additionally, B.Sc. Yoga programs may offer opportunities for students to engage in internships, fieldwork, and community outreach projects to apply their knowledge and skills in real-world settings. **Job Prospects:** Graduates of B.Sc. Yoga programs have diverse job prospects in the fields of yoga instruction, wellness coaching, healthcare, education, research, and entrepreneurship. They can work as yoga instructors, yoga therapists, wellness consultants, meditation teachers, fitness trainers, and lifestyle coaches in various settings such as yoga studios, wellness centres, schools, hospitals, corporate offices, and retreat centres. With the growing popularity of yoga and holistic health practices worldwide, the demand for qualified yoga professionals is on the rise, offering abundant opportunities for career growth and development. **Collaboration with Industries and Other Premier Institutions:** B.Sc. Yoga programs often collaborate with industry partners, yoga schools, wellness centres, healthcare organizations, and premier institutions to enhance education, research, and professional development opportunities for students and faculty. Collaborations may involve guest lectures, workshops, seminars, and internships conducted by renowned yoga teachers, healthcare professionals, and experts in related fields. Industry partnerships enable students to gain practical experience, access mentorship opportunities, and stay updated with the latest trends and developments in the field. Moreover, collaborations with premier institutions facilitate academic exchanges, research collaborations, and interdisciplinary initiatives, enriching the learning experience and fostering innovation in yoga education and practice.
	Bachelor in Fishery Science (B.F.Sc.) and Master in Fishery Science (M.F.Sc.) **Basic Areas of Teaching:** Embark on a journey through the aquatic wonders of Assam, India, where the majestic Brahmaputra River and its tributaries weave a tapestry of life. Our programs delve into the rich biodiversity of Assam's waterways, exploring the unique ecosystems that sustain a myriad of fish species. From the sprawling wetlands of Kaziranga to the tranquil lakes of Haflong, students immerse themselves in the study of fish biology, aquaculture techniques, and environmental conservation tailored to the vibrant landscapes of Assam. **Major Areas of Research:** Discover the untapped potential of Assam's fisheries through our research-focused programs. Delve into topics such as indigenous fish species conservation, sustainable aquaculture practices, and community-based fisheries management, tailored to the socio-cultural and ecological context of Assam. With access to pristine water bodies and diverse aquatic habitats, students have the opportunity to pioneer research initiatives that contribute to the conservation and sustainable utilization of Assam's aquatic resources. **Major Pedagogy:** Navigate the currents of fishery science with our dynamic

	pedagogical approach, grounded in the rich cultural heritage and ecological diversity of Assam. Engage in experiential learning activities, field expeditions to local fisheries, and collaborative projects with indigenous communities, guided by faculty who are deeply rooted in Assam's aquatic traditions. Our curriculum integrates traditional knowledge with modern scientific principles, empowering students to become stewards of Assam's aquatic ecosystems and champions of sustainable fisheries management. **Practical and Incubation Orientation:** Dive into hands-on learning experiences that bridge theory with practice amidst the scenic landscapes of Assam. Our programs offer practical training in fish farming techniques, water quality assessment, and fisheries management practices tailored to the unique challenges and opportunities of Assam's aquatic environment. Through incubation-oriented initiatives, students explore entrepreneurship opportunities in aquaculture, value-added fish processing, and ecotourism, harnessing the entrepreneurial spirit of Assam's vibrant communities. **Job Prospects:** Chart your career path in Assam's thriving fisheries sector, where abundant opportunities await passionate graduates. From government agencies such as the Assam Fisheries Department to private aquaculture enterprises and non-governmental organizations focused on environmental conservation, graduates find diverse avenues for employment and professional growth. Whether you aspire to become a fisheries scientist, aquaculture entrepreneur, or environmental advocate, our programs equip you with the skills and knowledge to make a meaningful impact in Assam's fisheries industry. **Collaboration with Industries and Institutions:** Forge partnerships with industry stakeholders, research institutions, and community organizations that are integral to Assam's fisheries sector. Through collaborations with organizations such as the Assam Agricultural University and the Assam State Rural Livelihoods Mission, students gain first-hand exposure to cutting-edge research, industry best practices, and community engagement initiatives that shape the future of Assam's fisheries. Join us as we collaborate to safeguard the aquatic heritage of Assam and foster sustainable fisheries for generations to come.
Management Science	**Offered Programmes:** **BBA (Hons. /Hon. with Research) in** Hospitality Management, Tourism and Travel Management, Agri-Business Management, Rural Management, Tea Plantation Management and Processing Technology and Health Care and Hospital Management **MBA (Hons. /Hon. with Research) in** Hospitality Management, Tourism and Travel Management, Agri-Business Management, Rural Management, Tea Plantation Management and Processing Technology and Health Care and Hospital Management

	Basic Areas of Teaching: BBA and MBAProgrammes with the following basic areas of courses nurtures future leaders who will drive positive change in the global business landscape. The basic courses are, Financial Accounting covering the foundation and the advanced level, Managerial Economics with both micro and macro analysis of the economy, Organizational Behaviour from the sole proprietorship to multinational giants, Marketing Management of the fast moving consumer goods, very fast moving consumer goods and consumer durables, Operations Management in start-ups, MSME and large scale industries, Corporate Finance and its different phases., Business Strategy and how it affects the success factors, Data Analysis and Business Analytics with some readily available software like SPSS, Managerial Communication at the basic level inside the organization and outside the organization, Ethics and Corporate Social Responsibility, Stress Management for all the stake holders of the organization. **Major Areas of Research:** The major areas of research cover the Specializations or concentrations to allow students to tailor their education to their career goals and interests. The Finance, Marketing, Entrepreneurship, International Business, Operations Management, Human Resource Management, Strategic Management, Information Technology Management, Healthcare Management, Supply Chain Management, Sustainability and Corporate Social Responsibility (CSR), Real Estate Management. The faculty members will guide the students to select the topics of their interest and do the research work. This research work might be considered as innovative for the documentation purpose in some cases. **Major Pedagogy:** Pedagogy or the Program Structure sets our MBA program apart, including our renowned faculty, industry partnerships, and cutting-edge curriculum. It includes, Lecture-Based Learning from the knowledgeable faculty members, Case-Based Learning which enables to do a situational analysis, Personality development activities, Team building exercises with the help of other program students and faculty members, Field visits and interaction, Community development activities to inculcate social responsibility, Interaction with premier institutes for both knowledge and experience sharing, Online seminars and webinars with foreign faculty members, Group Discussions and Debates in management cases, Experiential Learning enabling the sharing of experiences, Problem-Based Learning (PBL), Team Projects and Presentations, Guest Speakers and Industry Panels, Technology-Enhanced Learning **Practical and Incubation Orientation:** Practical and incubation orientation in MBA plays a pivotal role in bridging the gap between theoretical knowledge and real-world application, fostering hands-on skills development, entrepreneurial mindset and industry readiness among students. It includes, practical sessions with community and organizations, field practicum & field training, incubation center & entrepreneurship development, research projects & innovative challenges, internships & industry attachments, project-based learning and product development, Management practices in different types of organizations, workshops & seminars by experts, agricultural fairs & exhibitions, and networking

	events & professional conferences **Job Prospects:** MBA graduates in India have a wide array of job prospects across various industries. Some common career paths for MBA graduates in India are, Management Trainee, Sales and Marketing, Finance and Banking, (FP&A), human resources, Consulting firms, Operations Management, Entrepreneurship, resulting in entrepreneurial endeavours, Information Technology (IT) Management, Retail Management, non-profit organizations, in roles related to property development, investment analysis, and infrastructure project management, social enterprises, or in corporate social responsibility roles, and International Business. Those interested in global business can explore careers in international trade, export-import management, or international marketing, leveraging their understanding of cross-border transactions and cultural differences. Placement assistance will be extended and Pre-placement training will be given from 3rd semester onwards. **Collaboration with Industries and other Premier Institutions:** By conducting Industry Academia meet once a year, collaboration with industry and premier institutions is paramount for BBA programs to stay relevant, foster innovation, and enhance students' learning experiences. Through strategic partnerships with leading companies, research organizations, and academic institutions, BBM program can offer students valuable opportunities for experiential learning, industry exposure, and professional networking. Industry collaborations facilitate internships, field placements, and cooperative education experiences, allowing students to gain practical skills, work on real-world projects, and build industry connections. Collaborations with premier institutions provide access to cutting-edge research facilities, expert faculty, and interdisciplinary perspectives, enriching the academic environment and fostering collaborative research initiatives. Students of final year will be trained to submit project/research reports depending on their interest and skills in their own area of specialization. Esteemed faculty members will be guiding the students in the whole process of research till submission of reports**.**
	<u>Executive MBA</u> **Basic Areas of Teaching:** The Executive MBA (EMBA) journey is a dynamic blend of theoretical knowledge and practical application, meticulously designed to empower seasoned professionals with the strategic acumen necessary to excel in today's complex business landscape. Across a multifaceted curriculum, EMBA programs holistically address key domains essential for executive leadership, seamlessly integrating foundational principles with real-world challenges.Through a rigorous blend of academic rigor, experiential learning, and peer collaboration, the Executive MBA curriculum equips seasoned executives with the strategic foresight, interdisciplinary knowledge, and leadership prowess to thrive in today's dynamic business ecosystem, shaping the future of global enterprise with confidence and resilience.

	Major Areas of Research: In Executive MBA (EMBA) programs, research focuses on several key areas critical to executive leadership and business success. Leadership and organizational behavior research delve into effective leadership styles, team dynamics, and organizational culture, aiding executives in navigating complex workplace dynamics. Strategic management and innovation studies explore strategic planning, competitive analysis, and disruptive technologies, empowering executives to drive organizational growth and innovation. Global business and international management research addresses cross-cultural management and global market strategies, essential for executives operating in a globalized economy. Entrepreneurship and corporate venturing research equip executives with knowledge of startup strategies, corporate innovation, and venture capital to foster entrepreneurial initiatives within organizations. Finance and risk management research provides executives with financial acumen, including investment strategies and risk assessment, crucial for informed decision-making. Marketing and customer experience research focuses on consumer behavior, branding, and digital marketing, enhancing executives' ability to create compelling customer experiences and drive market success. Lastly, research in corporate social responsibility and sustainability explores sustainable business practices and stakeholder engagement, aligning executives with societal and environmental responsibilities. Through engagement with these research areas, EMBA participants gain insights and skills essential for effective leadership in today's dynamic business landscape. **Major Pedagogy:** In the realm of Executive MBA (EMBA) education, pedagogical strategies are meticulously crafted to cater to the unique needs and aspirations of seasoned professionals seeking to augment their leadership prowess and strategic acumen. Central to this academic landscape is the dynamic interplay of various pedagogical approaches, each meticulously tailored to cultivate a transformative learning experience. The cornerstone of EMBA pedagogy lies in the acclaimed Case Methodology, where participants dissect real-world business dilemmas, honing critical thinking and decision-making skills through lively discussions and rigorous analysis. Complementing this approach is the immersive realm of Experiential Learning, which bridges theory and practice by thrusting participants into hands-on experiences such as simulations, consulting projects, and company visits, fostering deeper understanding and actionable insights. Moreover, the collaborative ethos of Team-Based Learning amplifies the educational journey, harnessing the collective intelligence of diverse cohorts to tackle complex challenges, foster knowledge exchange, and forge lifelong professional networks. Action Learning emerges as another pivotal facet, empowering participants to address tangible organizational issues through structured projects, under the guidance of faculty mentors, thereby driving innovation and tangible business impact. Embracing the digital age, Executive MBA programs often adopt Blended Learning methodologies, seamlessly integrating face-to-face interactions with online resources and virtual platforms to accommodate the demanding schedules of working professionals while promoting self-directed learning and ongoing engagement. Moreover, global immersions provide participants with invaluable exposure to diverse business landscapes and cultural contexts, nurturing global perspective and cross-cultural

	competencies essential for effective leadership in today's interconnected world. In tandem, Executive Coaching offers personalized guidance and support, empowering participants to navigate career transitions, enhance leadership effectiveness, and achieve professional growth. Anchored in applied research and thought leadership, Executive MBA pedagogy exemplifies a commitment to excellence, innovation, and continuous learning, empowering executives to navigate complexity, drive organizational success, and shape the future of global enterprise with confidence and resilience. **Practical and Incubation Orientation:** The Executive MBA (EMBA) stands as a beacon for seasoned professionals seeking to augment their leadership skills and strategic acumen while maintaining their professional commitments. A hallmark of EMBA programs is their practical orientation, designed to bridge theoretical knowledge with real-world application. Through case studies, experiential learning opportunities, and industry projects, EMBA participants engage in hands-on learning, tackling complex business challenges and honing their problem-solving abilities. Moreover, many EMBA programs foster an incubation orientation, empowering executives to cultivate entrepreneurial mindsets and drive innovation within their organizations. By providing access to mentorship, startup incubators, and entrepreneurial networks, EMBA programs nurture the entrepreneurial spirit, equipping executives with the tools and confidence to spearhead transformative initiatives. This dual emphasis on practicality and incubation not only enriches the learning experience but also empowers executives to effect tangible change in their organizations and industries. **Job Prospects:** EMBA graduates possess a unique blend of advanced business acumen, strategic thinking, and leadership skills, making them highly sought-after in today's competitive job market. With their depth of experience and refined executive capabilities, EMBA graduates often ascend to top leadership positions within their organizations, assuming roles such as CEOs, COOs, or executives in various functional areas. Additionally, EMBA programs typically offer extensive networking opportunities, connecting graduates with a diverse array of industry leaders and professionals, which can open doors to new career prospects and advancement opportunities. Beyond traditional corporate roles, EMBA graduates may also pursue entrepreneurial ventures, consulting opportunities, or executive positions in sectors such as finance, healthcare, technology, and beyond. Overall, the job prospects for EMBA graduates are robust, with ample opportunities for career growth, leadership advancement, and impactful contributions across industries and sectors. **Collaboration with Industries and other Premier Institutions:** The Executive MBA (EMBA) stands as a beacon for seasoned professionals seeking to enhance their leadership prowess amidst demanding schedules. Integral to the efficacy of EMBA programs is their symbiotic collaboration with industry stakeholders and premier academic institutions. Through strategic alliances with industry, EMBA participants engage in immersive learning experiences, tackling real-world challenges and gaining invaluable insights into contemporary business dynamics. Moreover,

	partnerships with premier institutions (IIMs, ISB, Hyderabad etc.) amplify the educational landscape, offering executives access to esteemed faculty, cutting-edge research, and a diverse cohort of peers. This fusion of academia and industry not only bridges the gap between theory and practice but also cultivates a culture of innovation and global perspective, equipping leaders with the acumen to navigate the complexities of modern business ecosystems adeptly.
Medicine	**Programme Offered:** **<u>Bachelor in Naturopathy and Yogic Science (BNYS)</u>** **Basic Areas of Teaching:** Our BNYS program delves deep into the ancient wisdom of India, offering students a holistic curriculum rooted in naturopathy and yogic sciences. The foundational teachings encompass subjects like Ayurveda, Anatomy and Physiology, Yoga Philosophy and Practices, Dietetics and Nutrition based on ancient texts like the Vedas and Upanishads, Hydrotherapy, Mud Therapy, Massage Therapy, Acupuncture, Yoga Therapy, Herbal Medicine, and Clinical Training. **Major Areas of Research:** Embracing the rich heritage of India's ancient healing traditions, our BNYS program fosters research in areas such as Naturopathic Treatment Modalities, Yogic Interventions for Health and Wellness based on ancient yogic texts like the Yoga Sutras of Patanjali, Herbal Remedies and Plant-Based Medicine from Ayurvedic scriptures, Mind-Body Interventions rooted in Vedic philosophy, Nutritional Therapies aligned with Ayurvedic principles, Lifestyle Medicine inspired by ancient practices, Integrative Health Practices, and Clinical Outcomes in Naturopathy and Yoga. **Major Pedagogy:** In line with India's timeless wisdom, the BNYS program blends traditional pedagogy with experiential learning, drawing from ancient teaching methods like Gurukula system. Students engage in lectures, seminars, practical demonstrations, case studies, laboratory sessions, and clinical rotations inspired by the ancient gurukul system. The program emphasizes hands-on training in naturopathic therapies and yogic practices, following the footsteps of ancient gurus and sages. **Practical and Incubation Orientation:** At the heart of our BNYS program lies practical training deeply rooted in India's ancient healing traditions. Through internships, clinical rotations, and experiential learning activities inspired by ancient ashrams and hermitages, students gain first-hand experience in applying naturopathic treatments and yogic techniques. The program nurtures an entrepreneurial spirit, encouraging students to explore opportunities for practice development and community outreach in alignment with India's ancient ethos. **Job Prospects:** Graduates of our BNYS program are poised for a myriad of career opportunities deeply embedded in India's holistic healthcare ecosystem. They can serve as modern-day Vaidyas, Yoga Gurus, Wellness Coaches, Ayurvedic

	Practitioners, Health Educators, Spa Managers, Research Associates in Ayurvedic institutes, Consultants for holistic wellness centres, and Entrepreneurs propagating India's ancient healing traditions worldwide. Additionally, graduates may pursue further specialization or academic pursuits in Ayurveda, Yoga, and Naturopathy. **Collaboration with Industries and Other Premier Institutions:** Our university collaborates with esteemed industry partners, research organizations, and healthcare institutions to enrich the BNYS program with India's ancient wisdom. Collaborations with renowned Ayurvedic hospitals, yoga ashrams, wellness resorts, herbal medicine companies, and Vedic research institutes provide students with invaluable exposure to authentic practices, research opportunities, and networking prospects deeply rooted in India's ancient heritage.
Agriculture	**Programme Offered:** **Four-Year Under Graduate Programmes (FYUGP) as per NEP 2020** B.Sc. (Hons) Agriculture, B.Sc. (Hons) Horticulture **B.Sc. (Hons.) Agriculture:** **Basic Areas of Teaching:** Agriculture is a multidisciplinary subject and students who pursue 4 years degree programme will focus on several key subject areas suchas Agronomy, Horticulture, Agricultural Engineering, Plant Pathology, Agricultural Entomology, Agricultural Microbiology Agricultural Economics, Agricultural Statistics and Animal Science. Students will learn in details about environmental studies & disaster management, general principles of land management, crop production of agricultural & horticultural crops and its management, organic farming, geo-informatics, nano-technology, precision farming, water management, protected cultivation, post-harvest technology, forestry, fundamental of plant biotechnology & molecular biology agricultural economics (agricultural finance and cooperation), soil science, principles of plant growth and development, crop protection, livestock anatomy and physiology, agro-meteorology & climate change, livestock breeding, livestock & poultry management, pasture management, crop improvement & breeding, essential farm structures and tools (fencing, farm buildings, water supplies, tools and machinery), entrepreneurship development and business communication and Intellectual Property Rights. **Major Areas of Research:** The major areas of research include crop production technology, improving crop yield, quality and resistance to biotic/abiotic stresses, effective management practices and evaluation of agricultural & horticultural crops, seed production, good agricultural practices & organic farming,propagation and nursery techniques, soil health & nutrient management, water management practices, plant propagation techniques, rootstock breeding, climate smart breeding technique, development of location specific agro techniques for sustainable crop production, genetics, genomics of abiotic stress, biotechnology &

	molecular biology, post-harvest technology, protected cultivation & controlled environment agriculture, climate resilient agriculture/climate change adaptation studies, climate change and changing pest scenario, pest & disease management practices, development of precision machinery and strategies,robotics and drones in production agriculture, electromagnetic waves in food processing, creation of functional/nutraceuticals foods and intelligent packaging systems, agricultural and resource policy. **Major pedagogy:** The pedagogy of agriculture education includes various instructional methods and approaches aimed at facilitating effective learning and skill development among students. Some major pedagogical strategies commonly employed includes hands-on learning, lecture-based smart learning, laboratory sessions, technology integration, field trips, visit to progressive farmer's field & FPOs, educational tour, problem-based learning, research projects and internships, interactive lectures & demonstrations, group discussions & debates, online learning platforms and resources, experiential learning projects and rural agricultural work experience (RAWE). **Practical and Incubation Orientation:** Practical and incubation orientation in B.Sc. (Agriculture) plays a pivotal role in bridging the gap between theoretical knowledge and real-world application, fostering hands-on skills development, entrepreneurial mind-set and industry readiness among students. It includes, practical laboratory sessions, field practicum & farm training, incubation center & entrepreneurship development, research projects & innovative challenges, internships & industry attachments, project-based learning and product development, horticultural demonstration gardens, workshops & seminars by experts, agricultural fairs & exhibitions, and networking events & professional conferences, strengthening infrastructure to promote entrepreneurship and agribusiness by providing financial support and nurturing the incubation ecosystem and also by tapping innovations and technologies for venture creation in agriculture. **Job Prospects:** Agriculture graduates are knowledgeable in a variety of multidisciplinary fields. Post B.Sc. (Agriculture), students have the options to either pursue postgraduate courses or look out for several professionals in government as well as private sector such as state Agriculture Officer, Extension Officer, Seed Technologist, Agribusiness Manager, Farm Manager, Food Inspector, Government jobs, Banking jobs, Agricultural Consultant, Assistant Plantation Manager, Business Development Executive, Marketing Executive, Seed Officer, Agricultural Research Officer and carry out their own entrepreneurial ventures in various fields. **Collaboration with Industries and other Premier Institutions:** Collaboration with industry and premier institutions is paramount for B.Sc. (Agriculture) programs to stay relevant, foster innovation and enhance students' learning experiences. Through strategic partnerships with leading agriculture companies, research organizations, and academic institutions, B.Sc. (Agriculture) programs can offer students valuable opportunities for experiential learning, industry exposure and

	professional networking. Industry collaborations facilitate internships, field placements, and cooperative education experiences, allowing students to gain practical skills, work on real-world projects and build industry connections. Collaborations with premier institutions provide access to cutting-edge research facilities, expert faculty, and interdisciplinary perspectives, enriching the academic environment and fostering collaborative research initiatives.
	B.Sc. (Hons.) Horticulture **Basic Areas of Teaching:** Horticulture as a whole deal with fruit crops, vegetable crops, flower crops & landscape architecture, spice & plantation crops and medicinal & aromatic crops. In addition to these crops, the basic area of teaching B.Sc. (Horticulture) students involves the fundamentals of horticulture, production technology of the horticultural crops, organic farming, mushroom cultivation, precision farming & protected cultivation, post-harvest technology, introductory to major field crops, growth & development of horticultural crops, plant science, soil science, natural resource management, plant pathology, entomology, plant parasitic nematodes, apiculture, genetics & plant breeding, molecular biology & biotechnology, statistics, economics, marketing, entrepreneurship development and extension education. **Major Areas of Research:** The major area of research includes crop production technology, effective management, enhancement, evaluation of horticultural crops, seed production of horticultural crops, landscape design, gardens and urban horticulture, **s**oil health & nutrient management, water management practices, plant propagation techniques, rootstock breeding, climate smart breeding technique, crop improvement & breeding of horticultural crops, genetics, genomics of abiotic stress in horticultural crops, biotechnology & molecular biology, post-harvest technology, protected cultivation & controlled environment agriculture, pest & disease management practices. **Major Pedagogy:** The pedagogy of horticulture education encompasses various instructional methods and approaches aimed at facilitating effective learning and skill development among students. Some major pedagogical strategies commonly employed in horticulture education includes hands-on learning, field trips, visit to progressive farmer's field & FPOs, educational tour, problem-based learning, research projects and internships, interactive lectures & demonstrations, group discussions & debates, online learning platforms and resources, experiential learning projects and rural horticultural work experience (RHWE). **Practical and Incubation Orientation:** Practical and incubation orientation in B.Sc. (Horticulture) plays a pivotal role in bridging the gap between theoretical knowledge and real-world application, fostering hands-on skills development, entrepreneurial mindset and industry readiness among students. It includes, practical laboratory sessions, field practicum & farm training, incubation center &

	entrepreneurship development, research projects & innovative challenges, internships & industry attachments, project-based learning and product development, horticultural demonstration gardens, workshops & seminars by experts, agricultural fairs & exhibitions, and networking events & professional conferences. **Job Prospects:** B.Sc. (Horticulture) graduates in India can find employment opportunities with various government and private organizations involved in agriculture, horticulture, research, and banking sectors. Various jobs for horticulture graduates include Horticulturist, Pomologist, Olericulturist, Floriculturist, Extension officer, Farm Manager, Laboratory Technician, Horticulture Development Officer, Nursery Manager, Crop consultant, Research Assistant, Landscape designer, Seed technologist, Agriculture Field Officer, Food Inspector and Entrepreneurial ventures. **Collaboration with Industries and other Premier Institutions:** Collaboration with industry and premier institutions is paramount for B.Sc. (Horticulture) programs to stay relevant, foster innovation, and enhance students' learning experiences. Through strategic partnerships with leading horticultural companies, research organizations, and academic institutions, B.Sc. Horticulture programs can offer students valuable opportunities for experiential learning, industry exposure, and professional networking. Industry collaborations facilitate internships, field placements, and cooperative education experiences, allowing students to gain practical skills, work on real-world projects, and build industry connections. Collaborations with premier institutions provide access to cutting-edge research facilities, expert faculty, and interdisciplinary perspectives, enriching the academic environment and fostering collaborative research initiatives.
Mass Communication	**Offered Programmes:** Four-Year Bachelor in Journalism and Mass Communication (BCJ), Two-Year Masters in Mass Communication and Journalism (MCJ) **Basic Areas of Teaching:** Media and Journalism courses typically cover a broad range of topics to provide students with a comprehensive understanding of the field. Some basic areas of teaching in these courses include: a) *Media Theory and History*: This area covers the foundational theories and historical developments of media and journalism, including the evolution of media technologies, communication theories, and the role of journalism in society. b) *Journalistic Writing:* Courses in journalistic writing focus on teaching students how to write news stories, features, opinion pieces, and other journalistic content. This includes learning journalistic style, writing for different platforms (print, online, broadcast), and conducting interviews. c) *Digital Media Production*: With the rise of digital media platforms, undergraduate courses often include instruction on digital media production techniques. This may involve learning skills such as video production, audio production, multimedia storytelling, and social media management. d) *Media Literacy and Criticism*: Courses in media literacy aim to develop students' critical thinking skills and their ability to analyse and evaluate media content. This

	includes understanding media bias, propaganda, and the influence of media on society. e) *Specialized Reporting*: Depending on the program, students may have the opportunity to specialize in specific areas of journalism, such as political reporting, investigative journalism, sports journalism, or environmental journalism. These courses delve deeper into the unique practices and challenges of reporting in these fields. These are some of the basic areas covered in undergraduate media and journalism courses, but the curriculum may vary depending on the institution and program focus. **Major Areas of Research:** Undergraduate media and journalism courses typically cover a broad range of topics and may include research in various areas. Some major areas of research in undergraduate media and journalism courses include: a) Media Effects and Audience Analysis: This area explores how media content influences individuals and society, as well as the methods used to study audience behavior, preferences, and consumption patterns. b) Media History and Theory: This area examines the historical development of media technologies, institutions, and practices, as well as theoretical approaches to understanding media phenomena and communication processes. c) Media Sociology and Cultural Studies: This area examines the social and cultural dimensions of media, including media representations, stereotypes, power dynamics, and the role of media in shaping identities and social norms. d) Global Journalism and International Communication: This area explores the role of media in shaping perceptions of global events and cultures, as well as cross-cultural communication challenges and practices in a globalized world. e) Investigative Journalism: Research in this area explores the methods and practices of investigative reporting, including investigative techniques, ethics, and the role of journalism in holding power to account. **Major Pedagogy:** The pedagogical practices of Media education encompasses various instructional methods and approaches aimed at facilitating effective learning of using media tools and skill development among students. Pedagogical practices in teaching media can vary widely depending on the specific goals of the course, the level of the students, and the resources available. However, several common pedagogical approaches are often used in teaching media: *a) Experiential Learning:* Media courses often incorporate hands-on, experiential learning opportunities where students actively engage in media production, such as writing articles, producing videos, recording podcasts, or designing multimedia projects. This approach allows students to apply theoretical concepts to real-world situations and develop practical skills. *b) Project-Based Learning:* Project-based learning involves assigning students projects that require them to solve real-world problems or create media products. Projects can range from creating a news story to developing a multimedia campaign or designing a website. This approach encourages collaboration, critical thinking, and creativity. *c) Multimedia Presentations:* Incorporating multimedia presentations into lectures or seminars can help engage students and illustrate key concepts or examples. Multimedia presentations may include video clips, audio recordings, interactive graphics, or other multimedia elements that enhance the learning experience and cater to

	different learning styles. *d) Discussion-Based Learning:* Facilitating discussions allows students to explore complex topics, exchange ideas, and critically evaluate different perspectives. Discussions can be structured around assigned readings, current events, or case studies, and may take place in person or online. **Practical and Incubation Orientation:** Practical and incubation orientation methods in media education focus on providing students with hands-on experience, real-world projects, and opportunities to incubate and develop their own media-related initiatives. These methods aim to bridge the gap between theory and practice, fostering creativity, innovation, and entrepreneurial skills. Here are some examples of practical and incubation orientation methods in media education: *a) Media Production Labs:* Establishing media production labs equipped with industry-standard equipment allows students to gain practical experience in media production, including video recording and editing, audio production, graphic design, and multimedia storytelling. *b) Media Workshops and Boot camps:* Organizing workshops and boot camps on specific media topics or skills provides intensive hands-on training and learning opportunities for students. Workshops may focus on topics such as photography, podcasting, data visualization, or social media marketing, allowing students to develop practical skills in a short period of time. *c) Media Internships and Externships:* Partnering with media organizations, agencies, or production companies to offer internships or externships allows students to gain real-world experience in professional media environments. Internships provide opportunities for students to apply classroom learning in practical settings, build professional networks, and gain insights into industry practices and workflows. d) Media Entrepreneurship Courses: Offering courses or programs focused on media entrepreneurship provides students with the knowledge, skills, and resources to launch and sustain media start-ups or ventures. These courses may cover topics such as business planning, fundraising, market analysis, intellectual property, and digital media monetization strategies, preparing students for careers as media entrepreneurs or innovators. **Job Prospects:** Job prospects for graduates with undergraduate degrees in media can vary depending on factors such as specialization, skills, experience, and industry demand. Here are some common career paths and job prospects for graduates with undergraduate media degrees: a) Journalism: Graduates can pursue careers as reporters, correspondents, editors, or news anchors in traditional print, broadcast, or digital media outlets. They may work for newspapers, magazines, radio stations, television networks, online news websites, or freelance as independent journalists. *b) Digital Media Production:* Graduates with skills in digital media production, including video editing, graphic design, animation, and multimedia storytelling, can find employment opportunities in film and television production companies, advertising agencies, corporate communications departments, or digital media start-ups. c) *Public Relations and Corporate Communications:* Graduates can work as public relations specialists, communications coordinators, or social media managers for public relations firms, corporate communications departments, non-profit organizations, government agencies, or private companies, managing media relations, internal

	communications, and social media campaigns. *d) Advertising and Marketing:*Graduates with skills in advertising, marketing, and strategic communication can pursue careers as advertising account executives, marketing coordinators, media planners, or creative directors in advertising agencies, marketing firms, media buying agencies, or corporate marketing departments. *e) Freelance and Entrepreneurship:* Some graduates may choose to work as freelance journalists, writers, photographers, videographers, or content creators, pitching stories, producing multimedia content, and selling their work to various media outlets, clients, or platforms. Others may start their own media-related businesses, such as production companies, digital agencies, or content studios. Overall, graduates with undergraduate degrees in media have a diverse range of career opportunities across various sectors of the media industry, including journalism, digital media production, public relations, advertising, marketing, media management, research, and entrepreneurship. Continuing education, internships, networking, and gaining relevant experience can enhance job prospects and advancement opportunities in the field. **Collaboration with Industries and other Premier Institutions:** Collaboration with industry and other premier institutions in undergraduate media and journalism courses can provide students with valuable opportunities to gain real-world experience, access industry expertise, and build professional networks. Here are some common ways collaboration is facilitated: a) *Internship Programs:* Many undergraduate media and journalism courses incorporate internship programs that allow students to gain hands-on experience in professional media environments. Collaborating with industry partners, such as media organizations, production companies, or advertising agencies, enables students to intern at reputable institutions and apply classroom learning in real-world settings. *b) Guest Lectures and Workshops:* Inviting industry professionals, journalists, film-makers, or media experts to deliver guest lectures or workshops provides students with insights into industry trends, best practices, and career opportunities. These sessions may cover topics such as media ethics, storytelling techniques, digital media trends, or media entrepreneurship. c) *Industry Projects and Partnerships:* Collaborating with industry partners on projects or initiatives allows students to work on real-world challenges and gain practical experience. This could involve partnering with media organizations to produce multimedia content, conducting research for industry stakeholders, or participating in media campaigns or events organized by industry partners. d) *Professional Mentoring Programs:* Establishing mentoring programs where students are paired with industry professionals provides personalized guidance, advice, and networking opportunities. Mentors can offer career advice, feedback on student projects, and insights into industry practices, helping students navigate the transition from academia to the professional world. *e)Collaborative Research Projects:* Partnering with premier institutions or research organizations on collaborative research projects enables students to engage in cutting-edge research, explore interdisciplinary perspectives, and contribute to academic knowledge in the field of media and journalism. Collaborative research projects may involve conducting surveys, analyzing data, or publishing scholarly articles in collaboration with industry or academic partners. *f) Exchange Programs and Study Tours:* Organizing exchange programs or study tours with premier institutions or media organizations allows students to gain international exposure, cultural insights, and comparative perspectives on media practices. Exchange programs may involve studying abroad for a semester, participating in cultural immersion experiences, or attending international conferences or workshops.

Vocational and Skill Development Courses (Three years duration):

B. Voc. in Retail Management, Weaving Technology, Fisheries Technology, Apiculture, Mushroom Culture, Nursery**,** etc.

Centres:

1. Incubation Centre
2. Centre for Distance and Online Learning
3. Centre for Indian Knowledge System
4. Wellness Centre
5. Centre for Competitive Examinations
6. Centre For Chutia Culture and Community Studies
7. Centre for Corporate Social Responsibility

P.G. Diploma Courses:

1. P.G. Diploma in Sports Coaching
2. P.G. Diploma in Sports Management
3. P.G. Diploma in Weaving Technology
4. P.G. Diploma in Japanese Language

Certificate Courses:

1. Certificate Course in Creative Writing
2. Certificate Course in Anchoring
3. Certificate Course in Mask Making
4. Certificate Course in Presentation Skills
5. Certificate Course in Cultural Heritage of Assam
6. Certificate Course in Tourist Guide
7. Certificate Course in Project Preparation
8. Certificate Course in Gender Studies
9. Certificate Course in Editing and Publication
10. Certificate Course in Political Leadership
11. Certificate Course in Election Campaign Management
12. Certificate Course in Communicative Assamese
13. Certificate Course in Biodiversity
14. Certificate Course in Photography and Film Making
15. Certificate Course in Life Skill Development
16. Certificate Course in Nursery
17. Certificate Course in Mushroom Culture

CONTACT DETAILS

UNIVERSITY ADMINISTRATORS

Name and Designation	Contact Number
Dr. Uday Kumar Khanikar (Registrar)	9435034245
Dr. Udayan Baruah (CoE and Academic Registrar i/c)	9563679290
Mr. Utpal Duwarah (Deputy Controller of Examination)	9436831148
Dr. Bhaskar Jyoti Barthakur (Deputy Registrar Admin.)	9859222700
Dr. Pranjit Das (Assistant Registrar Academics, i/c)	9706995315

FOR ADMISSION RELATED QUERIES

FACULTY	Name and Contact Details
ARTS AND MASS COMMUNICATION	Dr. Tribedi Chutia (9560901492)
ENGINEEING AND TECHNOLOGY	Dr. Pranjit Das (9706995315)
MANAGEMENT	Dr. Bhaskar Jyoti Barthakur (9859222700)
SCIENCE	Dr. Diganta Kumar Pathak (8638661749)
AGRICULTURE, MEDICINE AND OTHER PROGRAMMES	Dr. Antora Borah (7636830135)

DISCLAIMER *The prospectus is meticulously compiled using information gathered from Birangana Sati Sadhani Rajyik Vishwavidyalaya's several faculties, departments, centres, cells, and other sources. Nevertheless, it should never be interpreted as a guarantee-expressed or implied-about the accuracy and completeness of the data that has been made available thus far for easy access. Any mistakes, if any, in the Prospectus may be the result of unintentional deletions, transcription errors, or any other cause. Furthermore, there is no legally enforceable agreement between the University and the scholar/student created by this paper. The contents of the prospectus are subject to change /amendment.*

****