



## RAIGANJ SURENDRANATH MAHAVIDYALAYA

Sudarshanpur, Raiganj, Uttar Dinajpur  
(Affiliated to University of Gour Banga, Malda)  
Recognized by UGC U/S 2f & 12(B)  
NAAC accredited College with "B+" Grade (December, 2016)

# CRITERION 3

## Research, Innovations and Extensions

### 3.2. Innovation Ecosystem

**Documentation w.r.t. 3.2.1 Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident**

#### DOCUMENTS

**Link to the uploaded documents in the institutional website**



<http://rsmraiganj.in/wp-content/uploads/2024/09/3.1.1-Ecosystem-for-Innovations.pdf>

*Chandan B*  
Principal  
Raiganj Surendranath Mahavidyalaya  
Raiganj, U/D





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Our institution has created various cells under innovative ecosystem to conduct various programmes related to IKS, IPR, hands on training programme, knowledge transfer on regular basis. Apart from this we are in the developing process of our newly set up incubation centre. In 2022 these cells were created under the initiative of IQAC cell of the college. The main motto of such cell is to categorically organize various programme on regular basis and most importantly to connect the society or enrich the society by such initiatives.

The institution encourages and nurtures quality research, as a part of this we have initiated to publish a E-journal "Pragyaan". The institution has published 17 book chapters (national / international) comprising research articles written by the faculty members to boost up research activities.

### **Promoting Indian Knowledge System:**

The faculties deliver class lectures in multilingual mode such as English, Bengali, Hindi. Department of Bengali has theory course on folk culture / folk literature in their 2nd Semester Course curriculum. Department of Education also course curriculum on Vedic Period, Buddhist Period as a part of IKS in 1st Semester. Department of History takes their students in each year for various study tour (museum, royal palace, various heritage sites, old temples monuments e.t.c). To experience the essence of Indian culture, Indian tradition, art, sculptures, architecture, different languages and indigenous knowledge of the various community from different part of the country including tribal people various video graphical classes are taken by the departments of Arts and Humanities. Apart from this International Mother Language Day is organised every year by the college in collaboration with IQAC. In near future we will conduct various seminar programme and outreach programme over it so that maximum number of students of our institution and people from nearby society get enriched by Indian knowledge and Indian tradition.

### **Awareness about Intellectual Properties Right (IPR):**

  
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Our institution though has not conducted any specific programme over IPR, but we are in the process to conduct few seminar programme and lecture series on this topic. But students from Political Science Department are learned by their teachers about IPR to understand their few syllabus topics.

### **Creation and Transfer of Knowledge:**

Faculty members are invited as: resource person / keynote speaker / chairperson in invited lectures / paper presenter in Seminars / Webinar/ Conferences, as judges for District level science fair, exhibition, expert in the selection committee e.t.c (Seminars / Webinars - 42; Conferences / Workshops – 06)


### **Incubation Centre:**

Our institution is in the process to develop incubation centre by the active involvement of incubation cell. In May, 2023 incubation cell which was established under innovative ecosystem in 2022, organized few programmes involving the villagers of Abhor Village. To enable the underprivileged and unemployed villagers financially independent from nearby community, we have shown some hands-on training programme involving incubation cell. These include:

**"Organic manures from domestic and kitchen wastes", by Department of Zoology**

**"Mushroom cultivation", by Department of Botany.**

**"Phenyl preparation", by Department of Chemistry.**

  
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## **Report**

**On**

## **“Hands on Training Programme”**

**Organized by**

**Incubation Centre**

**(under Innovative Ecosystem)**

**Date of programme: 22.05.2023**

**Venue: Rabindra Kakshya**

**No. of Participants: 23**

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### Objective of the programme:

The main objective of "hands on training" programme is the transfer of scientific knowledge among the villagers and thereby enable them financially independent. The institution has taken such initiative for nearby community specially for underprivileged and unemployed residents. It was an effort which was organized by the initiative of incubation cell. As the incubation cell is in the developing process of "incubation centre" within college campus we have already thinking over a parallel programme like "hands on training". Gradually our purpose is to organize more such programmes mainly to motivate and train interested and needy villagers to by extending our hands and sharing our scientific knowledge with them. To make it practically feasible we have chosen our adopted "Abhor Village". The programme was well coordinated by the Dr. Kamala Rani Bhattacharyya.

### Summary of the programme:

1. Welcome Address: The programme was kicked off with a welcome address delivered by the Dr. Chandan Roy, Principal, highlighting the importance of practicing cleanliness and maintenance.
2. Self-introduction by villagers: Eight villagers actively participated in this program. They introduced themselves.
3. Demonstration on mushroom cultivation at home: A brief demonstration on different types of mushrooms, distinguishing characters of poisonous vs non-poisonous mushroom was ensued. Mushroom cultivation techniques were discussed in details, simple set-up for mushroom cultivation at home was then projected.
4. Demonstration on organic manure manufacture at the backyard: A brief demonstration on how to manage domestic wastes and out of that how organic manures can be manufactured simply by dumping the biodegradable wastes into the pit was discussed.
5. Demonstration on phenyl preparation at home: Phenyl preparation protocol was discussed.

  
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6. Interactive Session: To discuss the importance of these initiatives in reducing carbon footprint, promoting organic farming, and maintenance of clean and green environment, an interactive session was conducted. The session encouraged participants to brainstorm ideas for restoring mother Earth.
7. Conclusion and Feedback: The programme concluded with a vote of thanks by **Dr. Kamala Rani Bhattacharyya, Convenor, Incubation Centre, RSM**. Dr. Bhattacharyya extended to all participants for their active involvement. Participants had been asked to assess their experience and suggestions were asked for future such initiatives.

### Programme Outcome:

The participants learnt how to contribute in sustainable development and aid in building up clean and green environment, can effectively manage domestic wastes and manufacture bio-compost from them at the backyard. They learnt about organic farming, mushroom culture techniques, phenyl preparation. This initiative may help them to earn extra money without any high capital investment.

### Conclusion:

The programme was organized by Botany, Zoology, and Chemistry departments in collaboration with incubation centre under innovative ecosystem, RSM. They served as a commendable effort towards promoting environmental stewardship among participants. It not only disseminates knowledge among the villagers but also instilled a sense of ecological responsibility among the participants, emphasizing the importance of sustainable living.

*Chandan R*

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## Hands on Training Programme

*Organized by*

**Incubation Centre (Under Innovative Ecosystem), Raiganj Surendranath Mahavidyalaya**

*In collaboration with*

**IQAC, Raiganj Surendranath Mahavidyalaya**

**Date: 22.05.2023, Venue: Raiganj Surendranath Mahavidyalaya**

### Programme Schedule

1 p.m to 1-10 p.m	<b>Introductory Speech by Dr. Chandan Roy, Principal, RSM</b>
1-10 p.m to 1-15 p.m	<b>Self introduction by villagers, Abhor Village</b>
1-15 p.m to 1-30 p.m	<b>Mushroom Cultivation</b> <b>Presentation by Department of Botany</b>
1-30 p.m to 1-45 p.m	<b>Preparation of organic manures from household wastes</b> <b>Presentation by Department of Zoology</b>
1-45 p.m. to 3-10 p.m	<b>Preparation of Phenyl</b> <b>Presentation &amp; Demonstration by Department of Chemistry</b>
3-10 p.m to 3-15 p.m	<b>Vote of Thanks by Programme Convenor, Dr. K. R. Bhattacharyya</b>

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Sl No	Name	Signature
1	Dr. Chandan Roy	
2	Dr. Abhinandan Das	
3	Dr. Kamala Rani Bhattacharyya (Acharyya)	
4	Dr. Rakhee Das Biswas	
5	Dr. Sujit Ghosh	
6	Dr. Nilima Moktan	
7	Sri. Sanat Kr. Singha	
8	Dr. Abdus Sabur	
9	Dr. Priyanjalee Banerjee	
10	Dr. Meghla Mallik	
11	MD. AZMALUL ALAM	
12	BANASHREE BARMAN	
13	NANDINI DAS	
14	MINI GHOSH	
15	SUMI SAHA	
16	Sowita Das	
17	MD. B. S.	
18	RAHUL DAS	
19	Samrat Saha	
20	Sahana Begam	
21	Puro Roibanshi	
22	Reba Rani Das	
23	Shikha Rani Das	
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Chandan R

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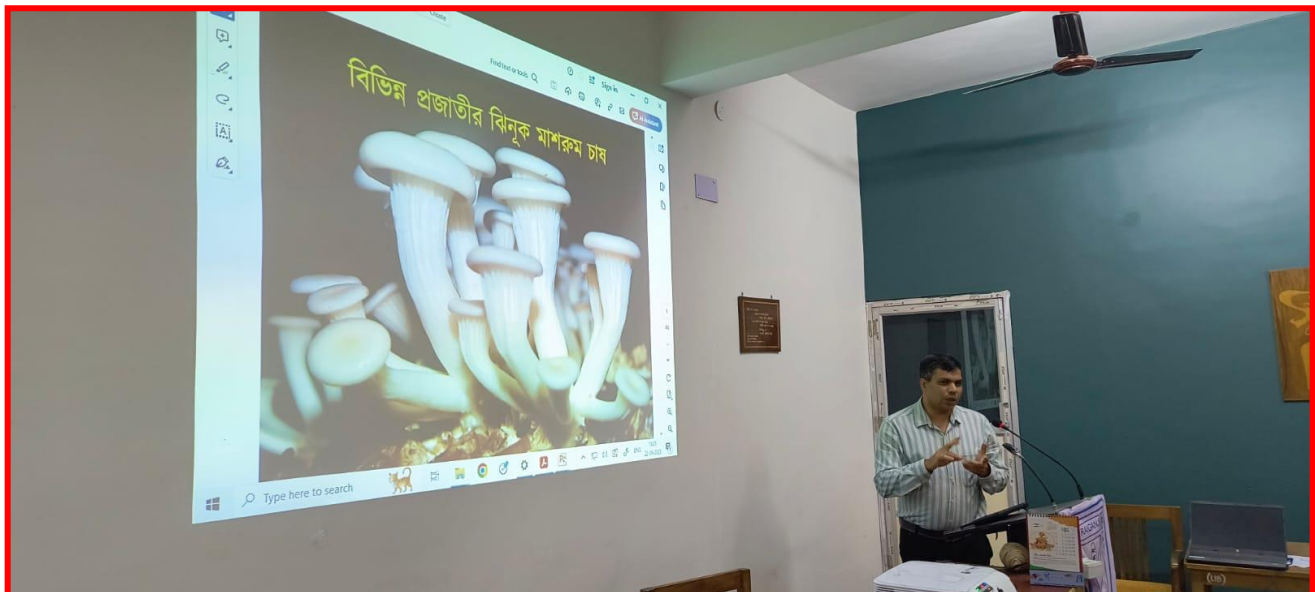
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## Some Photographs Taken during the programme



Picture 1: Picture of villagers of "Abhor Village" with Principal Sir, NSS Co-ordinator, IQAC members and Teachers from Science Departments



Picture 2: Dr. Abdus Sabur, Assistant professor, dept. of Botany presenting about "Mushroom Cultivation"

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**Picture 3: Dr. Abdus Sabur, Assistant Professor, Dept. of Botany finishing his presentation about "Mushroom Cultivation"**



**Picture 4: Dr. Sujit Ghosh, Assistant Professor, Dept. of Chemistry is going to deliver his presentation about "Phenyl Preparation"**

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**Picture 5: Dr. Sujit Ghosh, Assistant professor, Dept. of Chemistry finishing his presentation about "Phenyl Preparation"**



**Picture 6: Members of incubation cell (From left Dr. Rakhee Das Biswas, Associate Professor, Dept. of Botany, Dr. Priyanjalee Banerjee, Assistant Professor, Dept. of Zoology) with Convenor, incubation cell (At right, Dr. Kamala Rani Bhattacharyya, Associate Professor, Dept. of Chemistry)**

Chandan Roy  
Principal  
Raiganj Surendranath Mahavidyalaya  
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**Picture 7. Demonstration of Phenyl preparation in Chemistry Department**

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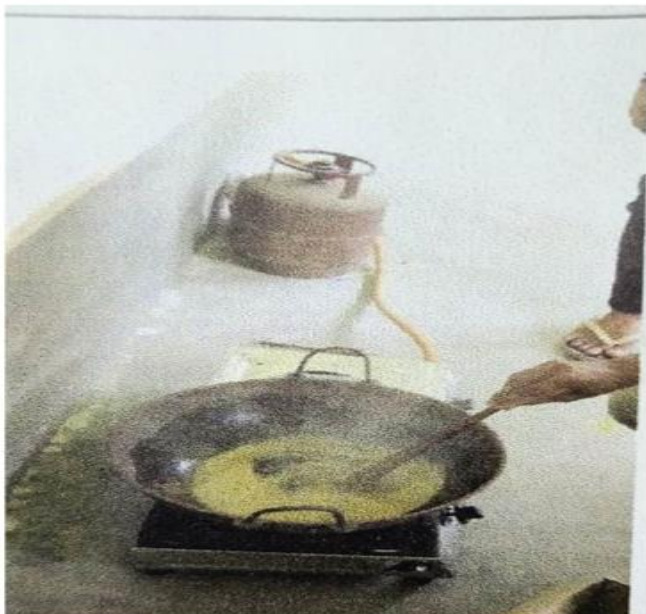
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(Some picture during phenyl preparation)



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## Formation of incubation centre in the meeting of GB under Innovative Ecosystem


### **Item No. 8: To appraise the Hon'ble Administrator regarding formation of Few Committees, Students' Feedback and Action Taken Report.**

The Principal informed Hon'ble Administrators regarding formation of three vital committees under Innovation Ecosystem, which were pre-requisite of NAAC. The Committees were Electoral Literacy Club, Incubation Centre & Indian Knowledge System as follows:

Sl. No.	Name of the Centre/Cell	Chairperson	Chief Advisor	Convenor	Members
1	<b>Electoral Literacy Cell (ELC)</b>	Dr. Chandan Roy, Principal	Dr. Abhinandan Das, Coordinator, IQAC	Pranati Majumder Dr. Subrata Ghosh Dr. Abhijit Mandal	Two Students (one male and one female) from Each Semesters
2	<b>Incubation Centre</b>	Dr. Chandan Roy, Principal	Dr. Abhinandan Das, Coordinator, IQAC	Dr. Kamala Bhattacharyya	Dr. Rakhee Das Biswas Dr. Sujit Ghosh Dr. Debasmita Bondyopadhaya Dr. Abdus Sabur Dr. Priyanjalee Banerjee Dr. Suvankar Paul Dr. Arijit Pal
3	<b>Indian Knowledge System (IKS)</b>	Dr. Chandan Roy, Principal	Dr. Abhinandan Das, Coordinator, IQAC	Dr. Nilima Muktan	Dr. Abhinandan Das Dr. Debasmita Bondyopadhaya Dr. Abdus Sabur Sanat Kr. Singha Dr. Suvankar Paul Sohini Roy Tinku Das Dr. Purusattam Singha

Principal Dr. Roy also shared with Hon'ble Administrator all the Students Feedback Reports for the last five years (i.e., 2018 to 2023) and the successive Action Taken Reports of the College based on the analysis of the Students' Feedback.


**Resolution:** The matter was approved.

  
(Dr. Chandan Roy)  
**Principal**  
Raiganj Surendranath Mahavidyalaya  
Raiganj, U/D



  
(Sri Kingshuk Maity)  
**Administrator**  
Raiganj Surendranath Mahavidyalaya  
ADMINISTRATOR  
RAIGANJ SURENDRANATH MAHAVIDYALAYA

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### Formation of incubation centre in the meeting of IQAC under Innovative Ecosystem


#### Formation of Incubation Centre

It has been decided in the meeting of 3<sup>rd</sup> meeting of IQAC (Ref No. RSM/IQAC/2022-23/3 Date: 1<sup>st</sup> March, 2023) that institution must have to create various cell/centre under the initiative of **Innovative Ecosystem**. The different cell/ under this ecosystem is IKS (Indian Knowledge System) cell, IPR (Intellectual Property Right) cell and Incubation Centre. These are essential for the creation and transfer of knowledge/technology and their outcomes under the head of research, innovation, and extension. It was unanimously decided in the meeting that Dr. K.R. Bhattacharyya, Head, dept. of Chemistry will act as the Convener of **Incubation Centre** with the following body –

Sl. No.	Name of the Centre/Cell	Chairperson	Chief Advisor	Convener	Members
1	Incubation Centre	Principal/TIC	Dr. Sankar Kr. Roy, Coordinator, IQAC	Dr. Kamala Bhattacharyya	Dr. Rakhee Das Biswas Dr. Sujit Ghosh Dr. Debasmita Bondyopadhaya Dr. Abdus Sabur Dr. Priyanjalee Banerjee

Sd/-

**Dr. Subrata Ghosh**  
Teacher-in-Charge

  
Principal  
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**Excerpt from the IQAC meeting resolution Ref. No. RSM/IQAC/2022-23/3 Dt. 01/03/2023**

### 3. Quality Initiative Decisions for the 4<sup>th</sup> quarter of the Session 2022-23

Chairperson sought suggestions from the members to prepare quality initiatives. Few taken decisions are:

1. To organize seminars/ webinars in the coming days
2. To start value added course on Karate and Self defense
3. To finalise the AISHE data
4. To create Incubation Centre under the initiative of **Innovative Ecosystem** with the following suggested members –

Sl. No.	Name of the Centre/Cell	Chairperson	Chief Advisor	Convenor	Members
1	<b>Incubation Centre</b>	Principal/TIC	Dr. Sankar Kr. Roy, Coordinator, IQAC	Dr. Kamala Bhattacharyya	Dr. Rakhee Das Biswas Dr. Sujit Ghosh Dr. Debasmita Bondyopadhaya Dr. Abdus Sabur Dr. Priyanjalee Banerjee

**Decision: All the matters were approved.**

**Sd/  
Coordinator, IQAC  
Raiganj Surendranath Mahavidyalaya**

**Sd/-  
TIC  
Raiganj Surendranath Mahavidyalaya**

*Chandan R*  
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## Syllabus under IPR (covered by the Teachers of Department of Political Science)

Skocpol, T. et al (eds.) (1985) *Bringing the State Back In*. Cambridge: Cambridge University Press, pp. 3-43 and 343-366.  
Dye, T.R. (2002) *Understanding Public Policy*. 10th Edition. Delhi: Pearson, pp.11-31.

### III. Political Economy and Policy: Interest Groups and Social Movements.

Lukes, S. (1986) *Power*. Basil: Oxford, pp. 28-36.  
Lukes, S. (1997) 'Three Distinctive Views of Power Compared', in Hill, M. (ed.), *The Policy Process: A Reader*. 2nd Edition. London: Prentice Hall, pp. 45-52.  
Giddens, A. (1998) *The Third Way: The Renewal of Social Democracy*. Cambridge: Polity Press, pp. 27-64 and 99-118.

### IV. Models of Policy Decision-Making

Hogwood, B. & Gunn, L. (1984) *Policy Analysis for the Real World*. U.K: Oxford University Press, pp. 42-62.  
Sabatier, P.L. & Mazmanian, D. (1979) 'The Conditions of Effective Policy Implementation', in *Policy Analysis*, vol. 5, pp. 481-504.  
Smith, G. & May, D. (1997) 'The Artificial Debate between Rationalist and Incrementalist Models of Decision-making', in Hill, M. *The Policy Process: A Reader*. 2nd Edition. London: Prentice Hall, pp. 163-174.  
IGNOU. *Public Policy Analysis*. MPA-015, New Delhi: IGNOU, pp. 38-54.  
Henry, N.(1999) *Public Administration and Public Affairs*. New Jersey: Prentice Hall, pp. 346-368.

### V. Ideology and Policy: Nehruvian Vision, Economic Liberalisation and recent developments

Basu Rumki (2015) *Public Administration in India Handates, Performance and Future Perspectives*, New Delhi, Sterling Publishers  
Self, P. (1993) *Government by the Market? The Politics of Public Choice*. Basingstoke: MacMillan, pp. 1-20,70-105,113-146,198-231 and 262-277.  
Girden,E.J.(1987) 'Economic Liberalisation in India: The New Electronics Policy' in *Asian Survey*. California University Press. Volume 27, No.11. Available at - [www.jstor.org/stable/2644722](http://www.jstor.org/stable/2644722).

## SEMESTER – VI

### DSE-3(A) India's Foreign Policy in a Globalizing world

**I. India's Foreign Policy: From a Postcolonial State to an Aspiring Global Power (7 lectures)**

**II. India's Relations with the USA and USSR/Russia (9 lectures)**

**III. India's Engagements with China (6 lectures)**

**IV. India in South Asia: Debating Regional Strategies (9 lectures)**

**V. India's Negotiating Style and Strategies: Trade, Environment and Security Regimes (11 lectures)**

**VI. India in the Contemporary Multi-polar World (6 lectures)**



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## Discipline Core – 12: Global Politics

### I. Globalization: Conceptions and Perspectives (23 lectures)

- Understanding Globalization and its Alternative Perspectives (6 lectures)
- Political: Debates on Sovereignty and Territoriality (3 lectures)
- Global Economy: Its Significance and Anchors of Global Political Economy: IMF,
- UNO, World Bank, WTO, TNCs (8 lectures)
- Cultural and Technological Dimension (3 lectures)
- Global Resistances (Global Social Movements and NGOs) (3 lectures)

### II. Contemporary Global Issues (20 lectures)

- Ecological Issues: Historical Overview of International Environmental Agreements, Climate Change, Global Commons Debate (7 lectures)
- Proliferation of Nuclear Weapons (3 lectures)
- International Terrorism: Non-State Actors and State Terrorism; Post 9/11 developments (4 lectures)
- Migration (3 lectures)
- Human Security (3 lectures)

### III. Global Shifts: Power and Governance (5 lectures)

- Changing World Order and Governance
- Power Shift and Global Governance: Challenges from South and North.

#### Essential Readings:

- M. Nicholson, (2002) *International Relations: A Concise Introduction*, New York: Palgrave, pp. 1-4.  
R. Jackson and G. Sorensen, (2007) *Introduction to International Relations: Theories and Approaches*, 3rd Edition, Oxford: Oxford University Press, pp. 2-7  
S. Joshua. Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman, 2007, pp. 29-35  
C. Brown and K. Ainley, (2009) *Understanding International Relations*, Basingstoke: Palgrave, pp. 1-16.

#### Additional Readings:

- K. Mingst and J. Snyder, (2011) *Essential Readings in International Relations*, New York: W.W. Norton and Company, pp. 1-15.  
M. Smith and R. Little, (eds) (2000) 'Introduction', in *Perspectives on World Politics*, New York: Routledge, 2000, 1991, pp. 1-17.  
J. Baylis and S. Smith (eds), (2008) *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 1-6.  
R. Mansbach and K. Taylor, (2008) *Introduction to Global Politics*, New York: Routledge, pp. 2-32.  
RumkiBasu, (ed)(2012) *International Politics: Concepts, Theories and Issues* New Delhi, Sage.

#### History and IR: Emergence of the International State System:

##### Essential Readings:

- R. Mansbach and K. Taylor, (2012) *Introduction to Global Politics*, New York: Routledge, pp. 33-68.  
K. Mingst, (2011) *Essentials of International Relations*, New York: W.W. Norton and Company, pp. 16-63.  
P. Viotti and M. Kauppi, (2007) *International Relations and World Politics: Security, Economy, Identity*, Pearson Education, pp. 40-85.





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R. Jackson and G. Sorensen, (2007) *Introduction to International Relations: Theories and Approaches*, 3rd Edition, Oxford: Oxford University Press, pp. 2-7  
S. Joshua. Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman, 2007, pp. 29-35  
C. Brown and K. Ainley, (2009) *Understanding International Relations*, Basingstoke: Palgrave, pp. 1-16.

#### Additional Readings:

- K. Mingst and J. Snyder, (2011) *Essential Readings in International Relations*, New York: W.W. Norton and Company, pp. 1-15.  
M. Smith and R. Little, (eds) (2000) 'Introduction', in *Perspectives on World Politics*, New York: Routledge, 2000, 1991, pp. 1-17.  
J. Baylis and S. Smith (eds), (2008) *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 1-6.  
R. Mansbach and K. Taylor, (2008) *Introduction to Global Politics*, New York: Routledge, pp. 2-32.  
Rumki Basu, (ed) (2012) *International Politics: Concepts, Theories and Issues* New Delhi, Sage.

#### History and IR: Emergence of the International State System:

##### Essential Readings:

- R. Mansbach and K. Taylor, (2012) *Introduction to Global Politics*, New York: Routledge, pp. 33-68.  
K. Mingst, (2011) *Essentials of International Relations*, New York: W.W. Norton and Company, pp. 16-63.  
P. Viotti and M. Kauppi, (2007) *International Relations and World Politics: Security, Economy, Identity*, Pearson Education, pp. 40-85.



# RAIGANJ SURENDRANATH MAHAVIDYALAYA

Sudarshanpur, Raiganj, Uttar Dinajpur  
(Affiliated to University of Gour Banga, Malda)  
Recognized by UGC U/S 2f & 12(B)  
NAAC accredited College with "B+" Grade (December, 2016)

## Syllabus under IKS (covered by the Teachers of Department of Education)

### EDUCATION HONOURS SEMESTER-I DC-1 (DISCIPLINE CORE-1)

#### Philosophical Foundation of Education

#### (INDIAN KNOWLEDGE SYSTEM)

#### Course objectives:

Objectives of this course are– 1. To develop understanding of the meaning, aims, objectives, and functions of education. 2. To develop an understanding of the roles of Philosophy in Education. 3. To develop understanding of major components in education and their interrelationship. 4. To develop an understanding of the roles of Education in National Integration, International Understanding and Democracy. 5. To develop an understanding of the need of discipline.

#### Unit – II: Philosophy of Education Credit 2

❖ Philosophy of Education: Meaning, Concept, Nature, Scope and Implication. ❖ Schools of Indian Philosophy of Education: • Vedic Schools (Sankhya, Yoga, Naya), • Non-Vedic Schools (Charvaka, Buddhist, Jain) and • Islamic Philosophy – Their educational ideology and contributions.

#### DC -4 (DISCIPLINE CORE -4)

#### Education in Ancient, Medieval and Pre-Independence India

#### Course Objectives:


Objectives of this course are 1. To be acquainted with the salient features of education in India in Ancient & Medieval times. 2. To be acquainted with the development of education in British India. 3. To be acquainted with the development of education in Independent India, including significant points of selected Education. 4. To have an adequate knowledge of the recommendations of various commissions and committees on Indian Education.

#### Course Contents: Unit – I: Education in Ancient India Credit 2

• Vedic Period: Aims of Education, Structure, Curriculum, Methods, Discipline, Teacher-Student relation and contribution. • Buddhist Period: Aims of education, Structure, Curriculum, Methods, Discipline, Teacher-student relation and contribution.

#### Unit – II: Education in Mediaeval India Credit 2

• Mediaeval Period: Aims of education, Structure, Curriculum, Methods, Discipline Teacher-Student relation and contribution. Educational activities of Firoj Shah, Great Akbar and Aurangzeb.

  
Principal  
Raiganj Surendranath Mahavidyalaya  
Raiganj, U/D

