



BEST PRACTICE - I

PRISM

(**P**romotion of **R**esearch **I**nnovation
and **S**cholarship by the **M**anagement)



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(Promotion of Research Innovation and Scholarship by the Management)

Objective of the Practice:

- To enhance research output, create a culture of innovation, and support faculty and student development at the college.
- To increase the number of Ph.D. qualified faculty, improve the quality and impact of research publications, and strengthen the institution's role in conducting doctoral research.

The Context:

During the period of the 3rd cycle of assessment saw the college focus heavily on expanding its research capabilities. In the 2nd cycle, the college had **31 Ph.D. qualified faculty members** and only **2 Ph.D. guides**. While the college was active in research with **556 peer-reviewed publications**, the capacity to mentor doctoral students was limited, as seen in the **10 enrolled research scholars**. This highlighted a need for better faculty development and increase in guide-ship capabilities. Recognizing the gaps, the institution strategically invested in faculty growth, research infrastructure, and mentorship programs. The aim was to bolster the institution's academic standing and prepare students for advanced research roles, resulting in a significant transformation in the period of the 3rd cycle.

The Practice:

1. Promote Faculty Development and motivate faculty to complete Ph.D. through Performance Appraisal Meetings.
2. Incentivize the completion of Ph.D. through Increments.



3. Incentivize high-impact publication through Rev. Fr. G. Peter Rajendiram Award by Impact Factor.
4. Incentivize quality publications through Rev. Fr. Dr. M. Swaminathan Award for publication in WoS / Scopus Papers.
5. Support Ph.D. Program by augmenting research infrastructure.

Key Activities:

• Faculty Development:

- The number of Ph.D.-qualified faculty increased from **31** in the 2nd cycle to **126** in the 3rd cycle, a fourfold improvement. This increase enabled a greater capacity for research and advanced teaching.
- The number of faculty with guideship rose from **3** in the 2nd cycle to **25** in the 3rd cycle, allowing the institution to expand its capacity for doctoral guidance.

• Research Publications:

- Although the number of publications reduced from **556 peer-reviewed papers** in the 2nd cycle to **428 publications** in the 3rd cycle, the emphasis shifted toward **publishing in high-impact journals**. The focus on quality over quantity contributed to a higher academic impact, as indicated by citation indices.
- The increase in **chapters** from **14** in the 2nd cycle to **77** in the 3rd cycle reflects the contribution of faculty in peer-edited volumes especially in disciplines such as Tamil.

• Ph.D. Programs and Student Mentorship:

- The institution expanded its Ph.D. programmes from **3** in the 2nd cycle to **8** in the 3rd cycle, providing a wider range of research opportunities across disciplines.
- There was a significant increase in the number of research scholars, growing from **10** in the 2nd cycle to **51** in the 3rd cycle. This reflects the

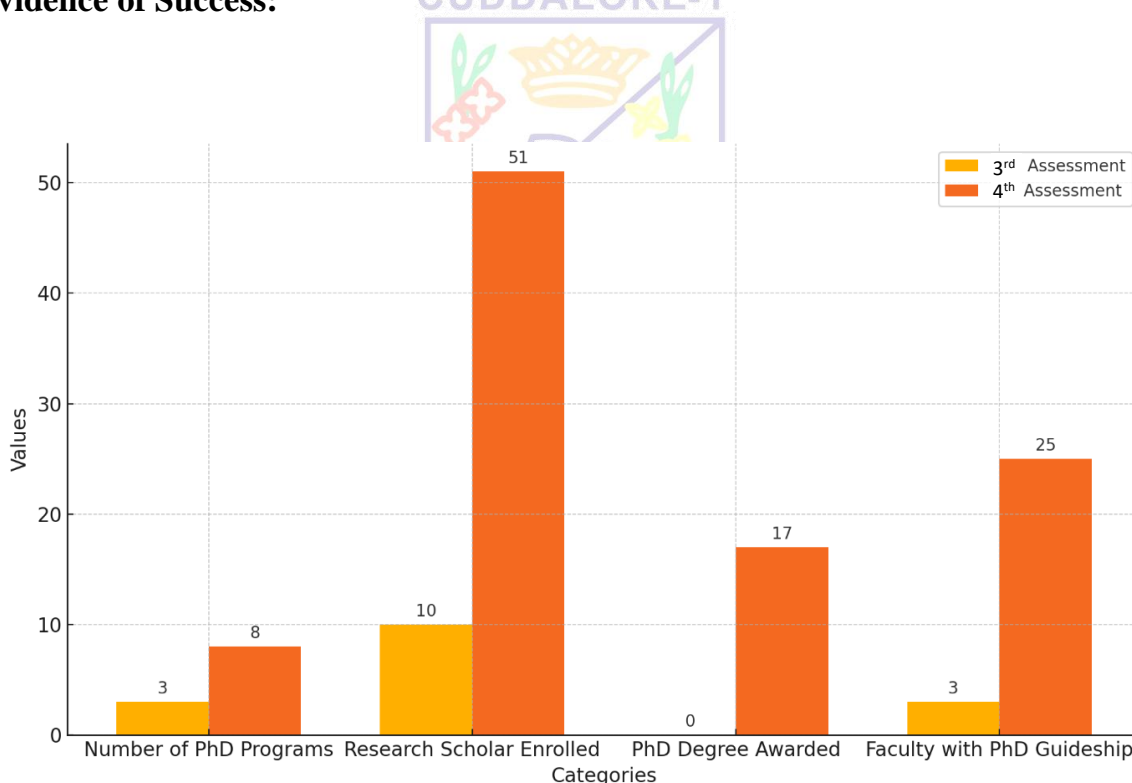
college's enhanced capacity for doctoral mentorship and its ability to attract more research scholars.

- **17 Ph.D. degrees** were awarded in the 3rd cycle, showcasing the success of the mentorship practises established by the institution.

• Intellectual Property and Skill Development:

- With the growth in faculty qualifications and research output, the college also placed a strong emphasis on innovation and skills. Patents awarded during the 3rd cycle signify a shift towards applied research.
- Training sessions on analytical tools like MatLab and SPSS were organized, equipping both faculty and students with advanced research capabilities.

Evidence of Success:



Comparison of 3rd and 4th Cycle



S. No	Topic	2 nd Cycle	3 rd Cycle
Faculty Metrics			
1	Faculty with Ph.D.	31	128
Publication Metrics			
2	Number of Papers	556 Peer-Reviewed Publications	428* Quality Publications
3	Number of Chapter	77	14
4	Research Scholar Enrolled	10	51
5	Ph.D. Degree Awarded	-	17
Ph.D. Guide			
6	Number of Ph.D. Programs	3	8
7	Research Scholar Enrolled	10	51
8	Ph.D. Degree Awarded	-	17
9	Faculty with Ph.D. Guideship	3	25
Funding Metrics			
10	Patents	0	3 Awarded / 4 Filed
11	Extra-mural funding received	3,55,000	1,70,03500
12	Seed Money Disbursed	NIL	88,000
Incentives			
13	Rev. Fr. G. Peter Rajendiram Award Rev. Fr. Dr. M. Swaminathan Award	Interest from corpus of 150000	Free Award 1,45,500
14	R & D Expenditure	1,82,45,876	51,44,724

Outcomes:

During the assessment period the initiatives of the institute have successfully translated to:

- 428 papers published during the assessment period.

- Scopus indexed **1206** citations, WoS **1157** with H-index of **17**.
- **54** faculty members received their Ph.D. degrees
- **126** staff members who served during the assessment period held Ph.D. Degree.
- **25** faculty members received their guideship.
- **51 students have registered for their** Ph.D. programs (Full Time / Part-Time).
- **17** Students completed their Ph.D. degree during the program.
- **3** patents were awarded and **4** patent applications have been filed.
- **All science departments conducted** research conferences / seminar / workshops. Hands-on training is provided on MatLab, SPSS and other analytical tools

Problems Encountered and Resources Required:

- **Challenges Faced:**
 - Initial difficulty in balancing research output with a shift in focus from quantity to quality publications.
 - Managing the increasing administrative and mentoring responsibilities of newly recognized Ph.D. guides required additional training and support.
 - Establishing a robust research culture demanded significant time and effort in engaging both faculty and students.
- **Resources Required:**
 - Enhanced funding for research activities, including support for patent filings and attending international conferences.
 - Administrative support to manage the growing number of Ph.D. programs and research scholars. Presently, one full time office assistant assists the



Dean of Studies, with the documentation work related to the Research Program and the Research Incentives.

- Infrastructure for advanced research, such as dedicated labs and access to premium online journals and databases, to support the increased research activity.

Impact on Students:

1. 54 students were enrolled in the program. A fivefold increase compared to the previous cycle.
2. 17 Ph.D. were awarded in this cycle.
3. Mandatory UG Projects were introduced.
4. During the assessment period **10 publications co-authored by PG students** were published in the college-run St. Joseph's Journal of Humanities and Sciences.

Conclusion:

The increase in research capabilities and output as had a positive impact on the overall institutional culture inspiring a large number of students, especially rural students to pursue post-graduation and research.