



REGENT EDUCATION & RESEARCH FOUNDATION

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ANNUAL PROGRESS REPORT

RESEARCH & DEVELOPMENT CELL

Academic Year 2025-2026

Purpose of the Report

To present the documented progress of the R&D Cell during the Academic Year 2025-2026, including research outputs, patent activity, doctoral progress, sponsored academic programmes, academic and industry collaboration, growth of the research team, and emerging institutional concerns affecting research and innovation.

Prepared and submitted by

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1. EXECUTIVE SUMMARY

The Academic Year 2025-2026 marked a strong phase of growth for the Research & Development (R&D) Cell of RERFGI. The Cell progressed from supporting a relatively small group of researchers to developing a broader ecosystem involving faculty research, doctoral work, patent filing, sponsored academic programmes, international conference activity, external researchers, national and international academic connections, and industry-oriented collaboration.

The most important feature of the year was not only the number of outputs generated, but the visible expansion of participation. During the first semester, a small core group worked closely with the R&D Cell. In the second semester, more faculty members and researchers became associated with the Cell, producing additional research outcomes and widening the collaborative network.

The documented outcomes associated with the R&D Cell include 14 reported research-paper outcomes, 4 patent applications filed, 2 Ph.D. thesis submissions, 1 AICTE-sponsored ATAL Faculty Development Programme, and the successful organisation of AMESEOM 2026. The Cell also developed a substantial academic-research network involving researchers from leading national institutions and international universities, while industry-oriented research discussions and proposed MoUs were initiated with multiple companies.

At the same time, some recent developments have raised serious concerns about the sustainability of this progress. These include reported restrictions on faculty access to the R&D Cell, a particularly serious case involving a researcher from a sister institution who reported restrictions affecting both R&D Cell access and Ph.D.-related work, and a broader cultural perception among some faculty members that research, doctoral work, projects, hackathons, and innovation are secondary to classroom teaching or mainly personal activities. These concerns are documented in this report because they may directly affect future research participation and student innovation.

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R&D at a Glance

Indicator	Documented Progress
AICTE-sponsored programme	1 ATAL FDP
Major international conference	AMESEOM 2026
Reported research-paper outcomes	14
Patent applications filed	4 (3 in Semester I; 1 in Semester II)
Ph.D. thesis submissions reported through the R&D-linked team	2
National academic/research connections identified	20+ institutions
International academic/research connections identified	9+ institutions
External researchers connected for collaborative work	2+
Industry organisations engaged for research collaboration	4+
Formal collaboration initiatives	MoU approaches initiated with selected academic/industry partners

Important Reporting Qualification

The figures in this report represent research activities that were reported to, facilitated by, or carried out in collaboration with the R&D Cell. They are not intended to represent the complete research output of every faculty member across RERFGI. Additional faculty members may be pursuing or have completed Ph.D. programmes, publications, patents, projects, or other research independently without having formally reported those activities to the Cell.

2. SCOPE AND REPORTING BASIS

This report is an R&D Cell progress report rather than an institute-wide research census. Accordingly, the names and outcomes listed here reflect activities that were known to the Cell through direct collaboration, facilitation, reporting, conference/research networking, or associated research work during the reporting period.

There may be faculty members in different departments who are independently carrying out research, are enrolled in Ph.D. programmes, have completed doctoral work, are publishing papers, filing patents, or participating in externally coordinated projects but have not yet reported or collaborated with the R&D Cell. Their work is not excluded intentionally; it is simply outside the documented scope available to the Cell for this report.

For the coming academic year, a semester-wise institutional research reporting mechanism is

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therefore recommended so that publications, Ph.D. progress, patents, projects, funded proposals, consultancy, prototypes, student innovation, and collaboration can be systematically captured from all departments.

3. MAJOR ACADEMIC AND INSTITUTIONAL ACHIEVEMENTS

3.1 AICTE-Sponsored ATAL Faculty Development Programme

A major achievement of the year was successfully bringing one AICTE-sponsored ATAL Faculty Development Programme to the institution. Securing and organising an externally sponsored national-level programme strengthened the academic visibility of RERFGI and created opportunities for faculty capacity building, expert interaction, research networking, and future collaboration.

The programme demonstrated that the R&D Cell can contribute not only to individual research support but also to the planning and execution of sponsored academic initiatives with wider institutional impact.

3.2 Successful Organisation of AMESEOM 2026

The R&D Cell successfully organised the International Conference on Advanced Materials, Energy, Structural Engineering & Operations Management (AMESEOM 2026), held on 05-06 June 2026. The conference created a multidisciplinary platform for researchers, academicians, industry professionals, and students, and substantially strengthened the external academic network of the institution.

AMESEOM also served as a practical collaboration-building platform. Academic relationships developed through conference preparation and participation contributed to research interaction, technical networking, future publication opportunities, international academic engagement, and discussion of longer-term institutional collaboration.

4. RESEARCH PROGRESS - FIRST SEMESTER

During the first semester, the R&D Cell worked with a focused group of faculty researchers. The period established the initial core team and generated measurable outcomes in research publication, doctoral progress, and intellectual property.

Researcher	Reported / R&D-Linked Progress
Mr. Chiranjit Ghosh	2 research-paper outcomes
Dr. Suman Kumar Dey	2 research-paper outcomes
Mr. Arpan Mondal	Ph.D. thesis submitted
Mr. Bidyut Ghosh	Ph.D. thesis submitted
Dr. Sabyasachi Mukherjee	1 Patent
Dr. Pritish Banerjee	1 Patent

First-Semester Documented Outcomes

4 reported research-paper outcomes; 2 Ph.D. thesis submissions; and 3 patent applications filed by the research team.

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5. ACCELERATED RESEARCH GROWTH - SECOND SEMESTER

The second semester showed a clear acceleration in both participation and research output. Existing researchers continued their work, while additional faculty members and researchers became associated with R&D-linked activities. The expansion of participation is itself a major institutional indicator because a sustainable research culture cannot depend on only a few individuals.

Researcher	Reported / R&D-Linked Progress
Mr. Chiranjit Ghosh	2 additional research-paper outcomes
Dr. Suman Kumar Dey	1 additional research-paper outcome
Mr. Mrinmoy Das	2 research-paper outcomes
Mr. Sourav Kundu	1 research-paper outcome
Ms. Labani Nandi	1 research-paper outcome
Mr. Subhadeep Mondal	1 research-paper outcome
Mr. Rupam Chatterjee (RIST)	2 research-paper outcomes
Mr. Rahul Das	Associated with ongoing R&D-linked research activities
Mr. Ashesh Rakshit	Joined / associated with R&D-linked research activities
Mr. Debtanu Patra	Joined / associated with R&D-linked research activities
Dr. Puspendu Chandra	Joined / associated with R&D-linked research activities

Second-Semester Documented Outcomes

10 additional reported research-paper outcomes and 1 additional patent application. Together with the first semester, the annual documented total became 14 research-paper outcomes, 4 patent applications, and 2 Ph.D. thesis submissions.

6. INTELLECTUAL PROPERTY AND INNOVATION PROGRESS

The filing of 4 patent applications during the year is an important indicator that the R&D activity was not limited to conventional publication. Three patent applications were filed during the first semester and one additional application during the second semester.

This is strategically important because an institutional R&D ecosystem should progressively create a pathway from research ideas to protectable intellectual property, prototype development, technical validation, industry interaction, and, where feasible, technology transfer or commercialisation.

Innovation Pathway

Research Idea > Technical Development > Patent / IP > Prototype > Validation > Industry Interaction > Technology Transfer / Commercialisation

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7. EXTERNAL RESEARCHERS AND CROSS-INSTITUTIONAL RESEARCH PARTICIPATION

The R&D Cell also attracted interest from researchers outside RERFGI who considered visiting the institution and pursuing collaborative research. This is a positive indicator because it reflects the gradual emergence of the Cell as a shared research platform rather than only an internal administrative unit.

Researcher	Institution	Nature of Connection
Dipak Kumar Shaw	BBIT	External research interaction / collaborative interest
Lipika Das	NSEC	External research interaction / collaborative interest

Such external participation can support joint publications, project development, student mentoring, experimental collaboration, invited interaction, and future institutional partnerships.

8. NATIONAL ACADEMIC AND RESEARCH NETWORK

During the year, the R&D Cell substantially expanded its national academic and research network. The relationships listed below represent reported research interaction, technical collaboration, conference/advisory participation, or ongoing academic networking with researchers affiliated with these institutions. Unless separately stated, inclusion in this list should not be interpreted as a signed institutional MoU.

National Academic / Research Connections	
National Institute of Technology Mizoram	National Institute of Technology Meghalaya
National Institute of Technology Silchar	National Institute of Technology Arunachal Pradesh
National Institute of Technology Calicut	Indian Institute of Engineering Science and Technology (IEST), Shibpur
Motilal Nehru National Institute of Technology Allahabad (MNNIT Allahabad)	Indian Institute of Science (IISc), Bengaluru
Indian Institute of Technology Palakkad	Indian Institute of Technology Roorkee
Indian Institute of Technology Indore	National Power Training Institute - North Eastern Region (NPTI-NER), Guwahati
BITS Pilani, Hyderabad Campus	Chaitanya Bharathi Institute of Technology (CBIT), Hyderabad
Ghani Khan Choudhury Institute of Engineering & Technology	Kalasalingam Academy of Research and Education

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National Academic / Research Connections	
Sharad Institute of Technology College of Engineering	SR University, Warangal
Assam University	CSIR-Central Mechanical Engineering Research Institute (CSIR-CMERI)
Abacus Institute of Engineering and Management (AIEM)	
Hi-Tech Institute of Technology	

The strategic objective is to progressively convert these relationships into sustained research outcomes such as joint publications, research proposals, technical mentoring, invited lectures, collaborative experimentation, faculty/student interaction, joint events, and, where appropriate, formal institutional partnerships.

9. INTERNATIONAL ACADEMIC AND RESEARCH NETWORK

International networking also expanded significantly. Reported research and conference-linked academic connections were developed with researchers affiliated with universities across Europe, North America, Australia, Southeast Asia, and the Middle East.

International Institution	Country
University of Cagliari	Italy
University of Lorraine	France
University of Zagreb	Croatia
Najran University	Saudi Arabia
Universiti Malaysia Perlis (UniMAP)	Malaysia
Universitas Brawijaya	Indonesia
University of Southern Queensland	Australia
Massachusetts Institute of Technology (MIT)	USA
University of Warwick	United Kingdom
University of Sheffield	United Kingdom

Among these relationships, interaction with the University of Cagliari progressed to the stage where an official institutional MoU was approached/proposed. Until formally executed, this should be recorded as an MoU initiative rather than a completed agreement.

10. INDUSTRY-ACADEMIA RESEARCH COLLABORATION

The R&D Cell also pursued industry-oriented collaboration so that research can move beyond academic outputs towards applied engineering, prototype development, industrial validation, intellectual property, and potential commercialization.

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Industry / Company	Reported Engagement
CCS Spacemaker SI Pvt. Ltd.	Research/product-development collaboration discussed; formal MoU approached
Hitachi Energy	Research/technical collaboration engagement
Constromech Engineering Solutions	Research and engineering collaboration engagement
GreenNode Engineering	Research and engineering collaboration engagement

The intended collaboration model is to enable RERFGI researchers and students to work on industry-relevant problems, while also allowing companies to bring suitable product or research ideas for collaborative investigation and prototyping. Formal rights, costs, intellectual property, commercialisation, and publicity arrangements should be defined project-wise through written agreements.

11. EMERGING CONCERNS REQUIRING INSTITUTIONAL ATTENTION

Despite the substantial progress described above, some recent developments have raised serious concerns about whether the developing research culture can be sustained. These issues are presented clearly because they may directly affect research participation, doctoral progress, interdisciplinary work, and student innovation. The intention is not to challenge departmental discipline or administrative authority; it is to identify barriers that may unintentionally weaken legitimate academic research.

11.1 Reported Restrictions on Faculty Access to the R&D Cell

It has recently been reported that some faculty members are being discouraged or prevented from visiting the R&D Cell frequently for research-related work, with the expectation that they should remain continuously within their respective departments even when no immediate teaching, student-related, or administrative responsibility is pending.

This creates practical difficulties for collaborative manuscript preparation, data analysis, patent work, research proposals, interdisciplinary project meetings, prototype planning, and interaction with collaborators. The R&D Cell is intended to function as a common institutional research platform; therefore, reasonable access to the Cell is necessary if interdisciplinary research is to continue effectively.

11.2 Serious Reported Case Involving a Researcher from RIST

A particularly serious concern has been reported by one researcher belonging to RIST located within the same campus. The researcher reported that he is being completely prevented from coming to the RERF R&D Cell for collaborative research. The same person also reported restrictions on leaving the institute building even for legitimate Ph.D.-related research activity.

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Reported Statement - Requires Administrative Verification

The researcher reported being told, in substance: "You are not allowed to leave the institute building even for Ph.D. work; **you may leave the Ph.D. or may resign.**" This statement is recorded here as a reported communication and should be institutionally verified before any conclusion is drawn.

If a restriction of this nature is being implemented, it requires urgent clarification because doctoral research may legitimately require supervisor interaction, laboratory or experimental work, specialised facilities, data collection, university-related activity, and collaboration outside a single room or building. The concern is not only individual; preventing research interaction within the same campus can also damage group-level research collaboration.

11.3 Teaching-Only Perception of the Faculty Role

A broader cultural concern has also become visible. Among some faculty members, there appears to be a perception that the primary or almost exclusive role of the institute is classroom teaching and syllabus delivery, while research, Ph.D. work, projects, patents, prototypes, and collaboration are additional activities of lower institutional importance.

This is not presented as an officially declared institutional position, nor as the view of all faculty members. However, opinions are sometimes expressed in a manner that treats a faculty member's Ph.D. or research as "his/her own work" undertaken mainly for personal growth. Such a perception can unintentionally discourage research because it fails to recognise that individual academic development can also produce institutional benefits through expertise, publications, patents, projects, collaborations, student mentoring, and academic reputation.

Key Principle

Teaching and research should not be treated as competing activities. In higher education, a strong academic role can include teaching, research, mentoring, innovation, project guidance, and knowledge creation. Individual academic growth and institutional growth can reinforce each other.

11.4 Concern Regarding Student Projects, Hackathons and Innovation Activities

A similar concern is sometimes seen in relation to student projects, hackathons, innovation challenges, prototype development, technical competitions, and interdisciplinary project work. These activities may occasionally be viewed as a waste of students' time or as distractions from conventional classroom study. In some cases, rather than actively encouraging students who are interested in such activities, some faculty members appear more comfortable remaining neutral.

Again, this is not being presented as an official policy or as the attitude of all faculty members. However, even a neutral or discouraging culture can significantly affect students because technically demanding projects usually require mentoring, encouragement, laboratory access, permission, and confidence-building from faculty members.

Hackathons and meaningful project work should be recognised as forms of experiential learning when

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they are academically relevant and responsibly managed. They enable students to identify real problems, work in teams, apply theory, design and troubleshoot systems, develop prototypes, present technical solutions, and sometimes progress towards publications, patents, start-ups, or industry interaction.

Desired Academic Culture

Teaching + Research + Student Projects + Innovation + Mentoring should operate as complementary parts of higher education. Student innovation should be encouraged and guided, not merely tolerated.

11.5 Potential Impact if These Concerns Remain Unaddressed

- Reduced motivation among active researchers and faculty pursuing doctoral work.
- Decline in interdisciplinary collaboration and R&D Cell participation.
- Delay or discontinuation of publications, patents, proposals, and prototypes.
- Reduced participation of researchers from sister institutions and external collaborators.
- Loss of student interest in hackathons, technical competitions, and innovation projects.
- Fewer student prototypes, publications, patents, and industry-linked projects.
- Difficulty sustaining national and international research relationships.
- A long-term culture focused mainly on routine academic delivery rather than knowledge creation and innovation.

12. RECOMMENDATIONS FOR A BALANCED RESEARCH-SUPPORTIVE POLICY

The concerns described above can be addressed without weakening teaching, departmental accountability, or institutional discipline. A balanced policy should protect scheduled academic duties while formally recognising legitimate research and innovation as part of higher-education academic work.

1. Scheduled teaching, examinations, student support, and essential departmental responsibilities should remain protected and clearly prioritised.
2. Faculty research activity should be formally recognised as legitimate academic work when scheduled responsibilities permit.
3. Faculty members should be allowed reasonable access to the R&D Cell for approved research, patent, project, and collaborative activities through a transparent information/permission mechanism.
4. Researchers from sister institutions on the same campus should have a defined process for participating in approved collaborative research.
5. Legitimate Ph.D.-related research requirements should be reasonably facilitated through a documented approval mechanism rather than blanket restriction.
6. Faculty participation in research should be assessed through measurable outputs such as research progress, publications, patents, proposals, prototypes, and collaboration rather than physical presence alone.

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7. Students participating in genuine hackathons, innovation challenges, projects, exhibitions, or prototype development should receive academic mentoring and reasonable institutional support.
8. Departments should periodically identify students with strong project/research potential and connect them with appropriate mentors and R&D/IIC support.
9. A semester-wise institutional research reporting system should be introduced so that achievements from every department are captured and recognised.
10. Formal MoUs should be pursued selectively where existing academic or industry relationships show genuine potential for sustained outcomes.

13. STRATEGIC PRIORITIES FOR THE NEXT ACADEMIC YEAR

Priority	Proposed Direction
Quality Research Publications	Increase quality submissions to appropriate peer-reviewed journals and conferences, with stronger internal review and collaboration.
Funded Research	Develop proposal teams for suitable national and international funding opportunities.
Intellectual Property	Increase quality patent filings and identify patents suitable for prototype development and technology transfer.
Interdisciplinary Research Groups	Create focused thematic groups that connect researchers across departments and sister institutions.
Student Research & Innovation	Integrate interested UG/PG students into faculty-led research, projects, hackathons, patents, prototypes, and publications.
Prototype and Product Development	Move selected research ideas and patents towards functional prototypes and validation.
Industry Collaboration	Convert promising industry discussions into project-specific research, consultancy, prototype, and testing engagements.
Internationalisation	Strengthen joint publications, invited interactions, collaborative supervision, visits, and research proposals with international partners.
Institutional Research Database	Implement a standard semester-wise reporting format covering publications, Ph.D., patents, grants, projects, consultancy, prototypes, collaborations, and student innovation.
Research Culture Orientation	Conduct periodic discussions on the role of research, Ph.D. development, project mentoring, innovation, and experiential learning in higher education.

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14. CONCLUSION

The Academic Year 2025-2026 was a highly productive period for the R&D Cell of RERFGI. The documented progress includes an AICTE-sponsored ATAL FDP, successful organisation of AMESEOM 2026, 14 reported research-paper outcomes, 4 patent applications, 2 Ph.D. thesis submissions, expansion of the active research team, a wide national and international academic network, external research participation, and growing industry engagement.

More importantly, the year demonstrated that a collaborative research ecosystem can develop when motivated researchers are connected through a common institutional platform. The growth from a small first-semester research group to a broader second-semester participation base is a particularly positive indicator.

However, the recent concerns documented in this report require attention. Research cannot be sustained if legitimate R&D participation is unnecessarily restricted, doctoral work is treated as incompatible with institutional responsibility, or research, projects, hackathons, and innovation are regarded as peripheral activities. At the same time, research support must remain balanced with teaching, student responsibilities, and administrative accountability.

The most constructive way forward is therefore a clear institutional model in which teaching is protected, research is recognised, accountability is maintained, student innovation is encouraged, and collaboration is facilitated. With such alignment, the R&D Cell can continue to contribute meaningfully to research excellence, innovation, intellectual property development, academic visibility, student opportunity, and industry-oriented problem solving at RERFGI.

SUBMISSION

This report is submitted for institutional review, record, and appropriate consideration of both the documented R&D progress and the concerns affecting the future research and innovation ecosystem.

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