

BEST PRACTICE – I

Title of the Best Practice

Crossian Research Seed Money Scheme (CRSMSP): Nurturing Research, Innovation and Scholarly Excellence

Objective

To strengthen the institutional research ecosystem by providing financial support, mentoring and research opportunities to faculty members and research scholars.

Context

Holy Cross College (Autonomous), Nagercoil, has identified research and innovation as important components of quality enhancement. Recognising that financial support is often essential for initiating innovative research, the institution introduced the Crossian Research Seed Money Scheme Projects (CRSMSP) to encourage faculty and scholars to undertake research in emerging and socially relevant areas. The scheme provides ₹10,000 to each research scholar and ₹1,00,000 to faculty members for undertaking research projects. The initiative was implemented alongside institutional efforts to strengthen research proposal preparation, publication, patent filing and collaboration with external agencies.

Practice

During 2024–2025, the institution implemented a structured research-support mechanism through CRSMSP. Research projects were supported across disciplines including **Mathematics, Physics, Botany, Zoology, English and Commerce**. The supported projects addressed diverse areas such as Zika virus modelling, green synthesis of nanoparticles, biomedical applications, plant biotechnology, marine biotechnology, literature and cinema, artificial intelligence and green entrepreneurship.

The research ecosystem was further strengthened through financial assistance for patent-related activities and incentives for quality publications. During the year, the institution supported faculty members and research scholars in patent-related work and encouraged publication in quality journals.

Distinctive Feature

The distinctive feature of CRSMSP is its **inclusive research-support model**, which extends institutional seed funding not only to faculty members but also to research scholars. By combining financial assistance with proposal-writing capacity building, publication incentives and patent support, the practice creates a pathway from **research idea → seed funding → research output → publication/patent → academic impact**.

Outcome

The practice has contributed to the **strengthening of the institutional research culture, increased research productivity, enhanced publication quality, patent development and improved faculty and scholar capacity for securing external research grants**. It has also encouraged multidisciplinary research and provided a sustainable foundation for developing the institution as a research-oriented centre of higher education.

BEST PRACTICE – II

Title of the Best Practice

Integrated Skill Enhancement and Career Readiness Programme: Empowering Students for Employability, Entrepreneurship and Lifelong Learning

Objective

To equip students with 21st-century skills, employability competencies, career awareness, entrepreneurial abilities and practical exposure through an integrated framework of skill training, career guidance, competitive examination coaching, value-added courses, internships, industrial exposure and placement support.

Context

Holy Cross College (Autonomous), Nagercoil, recognises that higher education must extend beyond classroom learning and prepare students to respond effectively to changing academic, professional and societal needs. Accordingly, the institution adopted skill enhancement as one of the major themes of the academic year 2024–2025. The institution designed a broad-based approach combining academic learning with practical training, communication skills, digital literacy, career guidance, competitive examination preparation, entrepreneurship and experiential learning.

Practice

During 2024–2025, the institution conducted 118 skill-enhancement programmes covering areas such as soft skills, career guidance, competitive examinations, cybersecurity and communication. These programmes were complemented by 12 certificate courses and 16 generic value-added courses, enabling students to acquire additional competencies beyond their regular curriculum. Experiential learning was promoted through summer training, in-plant training and industrial visits. A total of 224 students participated in summer training programmes, 20 students underwent in-plant training and 23 students participated in industrial visits. The institution also encouraged students to pursue online learning. 563 students registered for MOOCs, with 162 students successfully completing their courses. Entrepreneurship was integrated into the student development framework through the Startsteps initiative.

Outcome

The integrated skill-enhancement practice has contributed to improved employability, practical exposure, career awareness, entrepreneurial orientation and lifelong learning among students. The measurable outcomes in placements, training, MOOCs, Startsteps ventures and value-added learning demonstrate the effectiveness of the institution's effort to develop students with the competencies, confidence and adaptability required for academic, professional and entrepreneurial success.