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A Don Bosco Institution of Higher Education, Founded in 1951 * Affiliated to Thiruvalluvar University, Vellore * Autonomous since 1987

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Thiruvalluvar University



BEST PRACTICE - I COMMUNICATIVE ENGLISH

ANALYSIS ON THE EFFECTIVENESS OF THE COMMUNICATIVE ENGLISH PROGRAMME AT SHC

Aim

This analysis seeks to evaluate the effectiveness of the 'Communicative English Programme' as one of the best practices of Sacred Heart College.

Objectives

- To understand the level to which students were able to improve their vocabulary.
- To highlight the extent to which they were able to improve their listening and comprehension ability.
- To determine the level of improvement in their speaking skills.
- To ascertain their reading and comprehension skill as a result of the Communicative English Programme.
- To highlight the extent to which they were able to improve their writing skills.
- To understand the overall impact and effectiveness of the Communicative English Programme.

Universe and Sampling

This research has been broadened to include undergraduate students in their final year who successfully completed three years of rigorous training in the Communicative English Programme administered at SHC. The census method was applied by which statistical investigation in the data are collected for each element/unit of the population as a result 937 students were chosen as research participants for the study

Tools of Data Collection

A questionnaire was developed and reviewed utilising an online platform to allow students to submit feedback. The rating scale utilized in this study is a five-point 'Likert' scale with five dimensions that include questions on the development of students vocabulary, listening and comprehension skills, speaking ability, reading and comprehension and their writing skills.

Case Processing Summary

Inferences		N	%
	Valid	937	100.0
Cases	Excluded ^a	0	.0
	Total	937	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.943	5

The reliability of the instrument was tested and found to be .943 Cronbach's Alpha which is a way of assessing reliability by comparing the amount of shared variance, or covariance, among the items making up an instrument to the amount of overall variance.

Analysis and Interpretation

The presented analysis provides a methodological investigation using both descriptive and inferential statistics on the distribution of data carefully analyzed using SPSS V.21.

Table 1**Distribution of respondents with regard to various departments**

Departments	Frequency	Percent
Biochemistry	42	4.5
Chemistry	96	10.2
Commerce	71	7.6
Commerce-CA	71	7.6
Computer Applications	47	5.0
Computer Science	80	8.5
Economics	50	5.3
English	125	13.3
History	32	3.4
Maths	118	12.6
Microbiology	57	6.1
Physics	90	9.6
Tamil	58	6.2
Total	937	100.0

The table above shows the distribution of responses from the various departments involved in the survey. The distribution of responders may appear disproportionate, however this is due to the variance in the number of students in each class. It is evident from the table that more than one-tenth of the respondents were from the department of English (13.3%), Mathematics (12.6%) and Chemistry (10.2%); while less than one-tenth of the respondents were from the department of Physics (9.6%) and Computer Science (8.5%).

An equal distribution of respondents (7.6%) were from the department of Commerce and Commerce-CA respectively. A meager representation of respondents were seen from the departments of Tamil (6.2%), Microbiology (6.1%), Economics (5.3%), Computer Application (5.0%), Bio-Chemistry (4.5%) and History (3.4%).

Table 2

Distribution of respondents based on their gender

Gender	Frequency	Percent
Male	562	60.0
Female	375	40.0
Total	937	100.0

The present table highlights that majority (60%) of the respondents were male and two-fifth (40.0%) of the respondents were female.

Table 3

Distribution of respondents based on their age

Age	Frequency	Percent
Less than 18	15	1.6
19 to 20	792	84.5
Above 21	130	13.9
Total	937	100.0

It is evident from the given table that a significant majority (84.5%) of the respondents were between the age group of 19 to 20 years. More than one-tenth (13.9%) of the respondents were above 21 year of age while a very meager (1.6%) of the respondents were less than 18 years old.

Table 4

Distribution of respondents based on their age

Edu. Qual.	Frequency	Percent
UG III	937	100.0

As stated from the universe and sampling technique adopted, table-4 further reveals that cent percent (100%) of the respondents were final year undergraduate students.

Table 5

Distribution of respondents with regard to their domicile

Domicile	Frequency	Percent
Rural	532	56.8
Town	305	32.6
Urban	100	10.7
Total	937	100.0

The table states that more than half (56.8%) of the respondents are from rural areas. Less than one-third (32.6%) of the respondents were from nearby towns, while only little more than one-tenth were from urban localities.

Table 6

Distribution of respondents with regard to their high school board

School Board	Frequency	Percent
Matric	248	26.5
State Board	676	72.1
CBSE	12	1.3
ICSE	1	.1
Total	937	100.0

It can be understood from the above table that less than three-fourth (72.1%) of the respondents were from state-board, while more than one-third (26.5%) of the respondents were from matriculation schools. A meager (1.3%) of the respondents were from CBSE, while a futile (0.1%) were from ICSE.

Table 7

Distribution of respondents with regard to their medium of instruction

Medium of instruction	Frequency	Percent
Tamil	475	50.7
English	456	48.7
Others	6	.6
Total	937	100.0

The purpose of the Communicative English Programme can be better understood through this table as it is evident that more than half (50.7%) of the respondents were from Tamil medium of education. Less than half (48.7%) of the respondents were only from English medium, while a futile (0.6%) were from other mediums of instruction.

As more than half of the applicants to the college were from Tamil and other languages, it was essential to address this urgent need by implementing the Communicative English Programme to help students better adapt their language and linguistic abilities in English.

Table 8

Distribution of respondents with regard to college shift

College Shift	Frequency	Percent
Shift 1 - Day	415	44.3
Shift 2 - Evening	522	55.7
Total	937	100.0

The presented table denotes that more than half (55.7%) of the respondents were from Shift 2 (Evening College), while less than half (44.3%) were from Shift 1 (Day College).

Table 9

Distribution of respondents with regard to their caste/community

Community	Frequency	Percent
OC	11	1.2
BC	344	36.7
SC/ST	202	21.6
MBC	372	39.7
Others	8	.9
Total	937	100.0

The aforementioned table emphasizes the respondents' caste- and community-based distribution and does not make a distinction between discriminatory practises. The analysis that has been provided is simply meant to understand how the data are distributed. It is evident from the given table than less than two-fifth (39.7%) of the respondents were from most backward communities, while more than one-third (39.7%) of the respondents were from most backward-communities. More than two-tenth (21.6%) of the respondents were from SC/ST and only a very meager (1.2%) of the respondents were from OC. The table also reveals that a very futile (0.9%) of the respondents were from other communities.

Table 10**Distribution of respondents with regard to their religion**

Religion	Frequency	Percent
Christian	107	11.4
Hindu	793	84.6
Muslim	35	3.7
Others	2	.2
Total	937	100.0

The presented table reveals that a significant majority (84.6%) of the respondents were Hindus. More than one-tenth (11.4%) of the respondents were Christians. A very meager (3.7%) of the respondents were Muslims, while a very futile (0.2%) of the respondents were from other religious backgrounds.

Table 11**Distribution of respondents with regard to their type of family**

Type of Family	Frequency	Percent
Nuclear	656	70.0
Joint	281	30.0
Total	937	100.0

The above table illustrates that a vast majority (70.0%) of the respondents were from a nuclear family type, while less than one-third (30.0%) of the respondents were from a traditional joint family system.

Table 12**Distribution of respondents with regard to the type of employment of their parent**

Type of employment of the parent	Frequency	Percent
Government	155	16.5
Private	257	27.4
Own	525	56.0
Total	937	100.0

Table 12, reveals that more than half (56.0%) of the respondents' parents were engaged in their own business. More than one-fourth (27.4%) were working in private firms, while less than two-tenth (16.5%) were government employee.

Inferential Statistics

Findings related to the various dimensions of the questionnaire based on the effectiveness of the Communicative English Programme.

Table 13**Distribution of respondents with regard to level to which they have improved their vocabulary**

Improved their Vocabulary	Frequency	Percent
Low	269	28.7
High	668	71.3
Total	937	100.0

The presented table reveals that a vast majority (71.3%) of the respondents have denoted a high rating with regard to their development of their vocabulary through the Communicative English Programme over the period of three years of their study. It was also found that less than one-third (28.7%) had denoted a lower level of inference with regard to the same.

Table 14

Distribution of respondents with regard to level to which they have enhanced their listening and comprehension ability

Improved their listening and comprehension ability	Frequency	Percent
Low	308	32.9
High	629	67.1
Total	937	100.0

It is evident from the given table that majority (67.1%) of the respondents have improved their listening and comprehension ability, while less than one-third (32.9%) have denoted a low rating with regard to the same.

Table 15

Distribution of respondents with regard to level to which they have improved their speaking skills in English

Improved their speaking skills in English	Frequency	Percent
Low	369	39.4
High	568	60.6
Total	937	100.0

The above table denotes that majority (60.6%) of the respondents have improved their speaking skills in English. More than one-third (39.4%) have inferred that the same was not true. This enables us to understand that spoken English continues to be a challenge for students as more than half of them were from a Tamil medium of school education.

Table 16

Distribution of respondents with regard to level to which they have improved their reading and comprehension skills

Improved their reading and comprehension skills	Frequency	Percent
Low	291	31.1
High	646	68.9
Total	291	31.1

It can be inferred from the given table that, majority (68.9%) of the respondents have improved their reading and comprehension skill through the training programme. Less than one-third (31.1%) of the respondents have denoted a low rating with regard to the same. This analysis can be cross-tabulated with that of table 6 which reveals that more than half (50.7%) of the respondents did their schooling in their vernacular language.

Table 17

Distribution of respondents with regard to level to which they have improved their writing skills

Improved their writing skills	Frequency	Percent
Low	232	24.8
High	705	75.2
Total	937	100.0

The given table reveals that more than three-fourth (75.2%) of the respondents have improved their writing skills, while less than one-fourth (24.8%) have inferred a low rating based on the same.

Table 18

Distribution of respondents with regard to overall effectiveness of the communication skill programme

Overall effectiveness of the communication skill programme	Frequency	Percent
Low	378	40.3
High	559	59.7
Total	937	100.0

According to the data in the table, the majority (59.7%) of respondents believe the 'Communicative English' programme is effective. Cross-examination of the various factors contributing to the effectiveness of this programme reveals that students' vocabulary, narrating skills, extempore, reading comprehension, and ability to understand and comprehend the language 'English' has gotten better. Despite the fact that almost two-fifths (40.3%) of the respondents have given a negative rating, it is clear that there is stillroom for growth in catering to the wide range of students from varied backgrounds.



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BEST PRACTICE - II

**SACRED HEART ACCOMPANIMENT PROGRAMME OF EDUCATION (SHAPE)
& SEEDING HOPE COUNSELING CENTRE**

INTRODUCTION

Students of Sacred Heart College (Autonomous) come from rural regions in the great majority, and many of them are first-generation college students with poor socioeconomic backgrounds. Many students enrolled in the college have predominant unhealthy parenting, alcoholic or abusive parents, disturbed study environment, dysfunctional family setup etc. The counselling and mentorship services are helpful for students who are coming from such an environment and require advice in psychological and academic areas. Academic focus is challenging for kids who are dealing with age-related, familial, or peer group challenges; nevertheless, with the help of a mentor and counsellor, these students will be able to manage their academic and personal lives more effectively.

A student's success is determined by the state of his or her physical and psychological well-being, which may be addressed through the counselling and mentoring process. Understanding the aforementioned factors, Sacred Heart College (Autonomous) established a specific division under the banner "Seeding Hope Counselling Centre" and SHAPE (Sacred Heart Accompaniment Programme of Education). SHAPE is a novel approach put forth by the Salesian System of Education which offers a distinct method of mentoring the young by offering meaningful counsel and direction. In this one-of-a-kind practice, each mentor attempts to guide their mentees in accepting responsibility for what they do and grow into good citizens of the nation. These two programmes though under different banners and one in the same which aims to assist students in dealing with day-to-day problems, resolving adjustmental issues, developing self-motivation strategies, and becoming self-sufficient individuals.

I. ANALYSIS ON THE EFFECTIVENESS OF THE SACRED HEART ACCOMPANIMENT PROGRAMME OF EDUCATION (SHAPE) AT SHC

Aim

The aim of this research is to study the effectiveness of the 'Sacred Heart Accompaniment Programme of Education' at which is a holistic formation plan for undergraduate students at SHC.

Objectives

The Salesian System of Education offers a distinct method of mentoring the young by offering meaningful counsel and direction. In this one-of-a-kind practice, each mentor attempts to guide their mentees in accepting responsibility for what they do and grow into good citizens of the nation. The research was undertaken with the following objectives in mind:

- To understand the impact of SHAPE on the academic performance of the students.
- To highlight the effectiveness of career guidance
- To identify the improvement in student personality development as a result of SHAPE.
- To reveal the extent to which students have enhanced their rapport building skills
- To assess the extent to which students' problem-solving abilities improved by SHAPE
- To understand the effectiveness of the mentor
- To highlight the overall effectiveness of the Sacred Heart Accompaniment Programme of Education (SHAPE)

Universe and Sampling

The study was conducted with first and second year students who have been part of the Sacred Heart Accompaniment Programme of Education (SHAPE) at Sacred Heart College (Autonomous), Tirupattur. In this regard, the purposive sampling technique was adopted and a total of 445 students were taken for the study.

Tools of Data Collection

A questionnaire was developed and pre-tested with 10% of the population, and as a result, the following dimensions were studied in depth: students' academic performance, career guidance received, the extent to which they were able to develop their personality, improve rapport building skills, enhance problem solving abilities, and highlight the effectiveness of the mentor. A Likert scale 5 point rating scale was used to measure attitudes, responses and opinions based on the aforesaid dimensions. The reliability test was computed and it was found to be 0.933 Cronbach's Alpha.

Case Processing Summary

	N	%
Valid	445	100.0
Cases Excluded ^a	0	.0
Total	445	100.0

Reliability Statistics

Cronbach's Alpha	N of Items
.933	6

a. Listwise deletion based on all variables in the procedure.

The larger the reliability coefficient, the more repeatable or reliable the test scores. The presented table serves as a general guideline for interpreting test reliability.

Cronbach's Alpha Reliability Estimates

Reliability coefficient value	Interpretation
.90 and up	excellent
.80 - .89	good
.70 - .79	adequate
below .70	may have limited applicability

Analysis and Interpretation

The analysis provided here conducts a methodical examination utilizing both descriptive and inferential statistics to examine the distribution of data that was meticulously analysed with SPSS V.21.

Descriptive Statistics

Table 1

Distribution of respondents with regard to their gender

Gender	Frequency	Percent
Male	257	57.8
Female	187	42.0
Transgender	1	.2
Total	445	100.0

The above table highlights that, more than half (57.8%) of the respondents were male. More than two-fifth (42.0%) of the respondents were female and a very meager (0.2%) was a respondent who belonged to the third-gender.

Table 2

Distribution of respondents with regard to their age

Age of the respondents	Frequency	Percent
less than 18 years	7	1.6
19 to 20 years	385	86.5
Above 21	53	11.9
Total	445	100.0

It is evident from the given table that, a significant majority (86.5%) of the respondents were between the age group of 19 to 20 years. This enables us to understand that most of the respondents were in their second year of graduation. More than one-tenth (11.9%) of the respondents were above 21 years, while a very meager (1.6%) of the respondents were less than 18 years of age.

Table 3**Distribution of respondents with regard to the various departments**

Department	Frequency	Percent
Bio-Chemistry	40	9.0
Business Administration	62	13.9
Chemistry	49	11.0
Computer Science	37	8.3
Economics	49	11.0
English	51	11.5
Mathematics	53	11.9
Microbiology	56	12.6
Physics	48	10.8
Total	445	100.0

It presented table denotes that, more than one-tenth of the respondents were from the department of Business Administration-BBA (13.9%), Micro-biology (12.6%), Mathematics (11.9%), English (11.5%), Economics (11.0%), Chemistry (11.0%) and Physics (10.8%) respectively. Less than one-tenth (9.0%) and (8.3%) of the respondents were from the departments of Bio-chemistry and Computer Science.

Table 4**Distribution of respondents with regard to their caste**

Caste	Frequency	Percent
OC	4	.9
BC	173	38.9
SC/ST	85	19.1
MBC	180	40.4
Others	3	.7
Total	445	100.0

The above table emphasizes the respondents' caste and community-based distribution and does not make a distinction. The analysis provided is simply meant to understand how the data is distributed. It is evident from the given table that almost two-fifth (40.4%) of the respondents were MBC. More than one-third (38.9%) of the respondents were BC. Less than two-tenth (19.1%) of the respondents were SC/ST. A very meager (0.9%) and (0.7%) belonged to the OC and other category respectively.

Table 5**Distribution of respondents with regard to their religion**

Religion	Frequency	Percent
Christian	59	13.3
Hindu	371	83.4
Muslim	15	3.4
Total	445	100.0

The table presented meant to understand how respondents are classified based on their religious background; it does not seek to discriminate against any respondent based on their faith. The above table denotes that a vast majority (83.4%) of the respondents were Hindus. More than one-tenth (13.3%) of the respondents were Christians and a very meager (3.4%) of the students were Muslims.

Table 6

Distribution of respondents with regard to their type of family

Type of Family	Frequency	Percent
Nuclear	334	75.1
Joint	111	24.9
Total	445	100.0

The given table reveals that, a little more than three-fourth (75.1%) of the respondents are from a nuclear family. Less than one-fourth (24.9%) of the respondents are from a joint family setup.

Table 6

Distribution of respondents with regard to their domicile

Native Domicile	Frequency	Percent
Rural	271	60.9
Town	114	25.6
Urban	60	13.5
Total	445	100.0

It is evident from the given table that majority (60.9%) of the respondents are from a rural background. A little more than one-fourth (25.6%) of the respondents were from towns. More than one-tenth (13.5%) of the respondents were from urban areas.

Inferential Statistics

Findings related to the questionnaire based on the effectiveness of the Sacred Heart Accompaniment Programme of Education (SHAPE) is statistically presented below:

Table 7

Impact of SHAPE on the academic performance as perceived by students

Academic Performance	Frequency	Percent
Low	172	38.7
High	273	61.3
Total	445	100.0

From the above table it is revealed that, majority (61.3%) of the students have inferred a high rating and stated that the programme SHAPE has helped them improve in their academics. More than one-third (38.7%) of the respondents have inferred a low rating based on the same.

Table 8

Distribution of respondents with regard to career guidance rendered through the SHAPE programme

Career Guidance	Frequency	Percent
Low	163	36.6
High	282	63.4
Total	445	100.0

It is evident from the presented table that, majority (63.4%) of the respondents have stated that the career guidance that they have received through the SHAPE programme was highly effective. More than one-third (36.6%) have inferred a low rating based on the same.

Table 9**Impact of SHAPE on personality development as perceived by students**

Personality Development	Frequency	Percent
Low	151	33.9
High	294	66.1
Total	445	100.0

The given table highlights that, majority (66.1%) of the respondents have inferred a high rating pertaining to personality development they have received through the shape programme. However, almost one-third (33.9%) of the respondents have denoted a low rating based on the same.

Table 10**Impact of SHAPE on rapport building skills as perceived by students**

Rapport Building	Frequency	Percent
Low	158	35.5
High	287	64.5
Total	445	100.0

From the above table it can be understood that, majority (64.5%) of the have developed their rapport building skills through the programme SHAPE. More than one-third (35.5%) of the respondents have however, denoted a low rating.

Table 11**Impact of SHAPE on the development of the problem skills as perceived by students**

Problem Solving Skills	Frequency	Percent
Low	177	39.8
High	268	60.2
Total	445	100.0

The presented table reveals that majority (60.2%) of the respondents have inferred a high rating pertaining to the SHAPE programme which had helped them to enhance their problem solving ability. More than one-third (39.8%) of the respondents have however, denoted a low rating pertaining to their ability to enhance their problem solving ability through the SHAPE programme.

Table 12**Distribution of respondents with regard to the effectiveness of the mentor in the SHAPE programme**

Effectiveness of the Mentor	Frequency	Percent
Low	158	35.5
High	287	64.5
Total	445	100.0

The given table highlight that, majority (64.5%) of the respondents have inferred a high rating pertaining to the effectiveness of their mentor in the SHAPE programme. Less than one-third (35.5%) have however denoted a low rating pertaining to the effectiveness and efficiency of their mentor in the said programme.

Table 13

Distribution of respondents with regard to the overall effectiveness of the SHAPE programme

Effectiveness of the SHAPE Programme	Frequency	Percent
Low	165	37.1
High	280	62.9
Total	445	100.0

In understanding the overall effectiveness of the Sacred Heart Accompaniment Programme of Education (SHAPE) based on various parameters. It is evident that, majority (62.9%) of the students have expressed a high rating with regard to the programmes impact on their overall formation in areas such as; their academic performance, the career guidance they received, the degree to which they were able to develop their personalities, improve relationship-building skills and the effectiveness of the mentor. Though, more than one-third (37.1%) have inferred a low rating, it can be understood that the programme is evolving and more changes could be brought out to cater the vast needs of students. The analysis that is being given makes it quite evident that SHAPE has made it possible for the majority of young people to receive appropriate academic and career advice, preparing them for employment. Students have been able to further develop their personalities by mastering effective interpersonal and problem-solving techniques. Students who have received personal guidance, direction, and self-efficacy support via SHAPE have been able to increase their confidence, address personal issues, become more employable, and become better members of society.

II. ANALYSIS ON THE EFFECTIVENESS OF THE SEEDING HOPE COUNSELING CENTRE AT SHC

As students' lives become more complicated, counselling has become an essential component of all degrees leading to higher education. Guidance and counselling are required to assist students in achieving best results and effective adjustment in a variety of life situations. As a result, there is an urgent need to introduce and improve counselling services not only in our country's schools but also in its institutions.

Aim

To study the effectiveness of the Seeding Hope Counseling Centre, which provides students with counselling as one of the Best Practices of Sacred Heart College (Autonomous).

Objectives

- To evaluate the effectiveness of the counselling center in providing guidance and counselling for students.
- To denote the extent to which students are satisfied, happy and benefitted from the counselling process.
- To highlight the degree to which students believe they have overcome their difficulties, solved their challenges, improved their personal wellbeing and college experience.

Universe and Sampling

The analysis was extended to include students who had attended the Counselling Centre on many occasions and expressed a willingness to engage in the research at Sacred Heart College (Autonomous) over a 5-year period. The purposive sample approach was used, and 110 students participated in the survey.

Tools of Data Collection

To allow students to offer feedback on the effectiveness of the counselling services received, a questionnaire was created and tested utilizing an online platform. Two instruments, one employing a "Likert" five-point rating scale and the other a three-point rating scale, were employed to facilitate such data. The reliability of the tool was examined, and it was determined to be Cronbach's alpha 0.856.

To examine the efficacy of the practice, several statistical analyses utilizing SPSS (Statistical Package for Social Sciences) Ver. 21 was used.

Case Processing Summary

	N	%
Valid	110	100.0
Cases Excluded ^a	0	.0
Total	110	100.0

Reliability Statistics

Cronbach's Alpha	N of Items
.856	16

a. Listwise deletion based on all variables in the procedure.

The reliability of the instrument was tested and found to be .856 Cronbach's Alpha which is a way of assessing reliability by comparing the amount of shared variance, or covariance, among the items making up an instrument to the amount of overall variance.

Analysis and Interpretation

Findings are methodological classified and presented to draw meaningful inferences based on the data that has been collected and computed. The presented analysis further provides data using descriptive and inferential statistics which was analyzed using SPSS V.21.

Table 1**Distribution of respondents based on their respective departments**

Department	Frequency	Percent
Biochemistry	10	9.1
Business Administration	13	11.8
Chemistry	2	1.8
Commerce	12	10.9
Commerce (CA)	3	2.7
MCA	2	1.8
Computer Science	2	1.8
Counselling Psychology	17	15.5
Economics	4	3.6
English	17	15.5
Mathematics	15	13.6
Micro-Biology	3	2.7
Physics	7	6.4
Tamil	3	2.7
Total	110	100.0

The presented table highlights that, more than one-tenth of representation of students were from the department of English (15.5%), Counselling Psychology (15.5%), Mathematics (13.6%), Business Administration-BBA (11.8%) and Commerce (10.9%) respectively, while less than one-tenth of the respondents were from the department of Bi-chemistry (9.1). A meager representation of respondents were seen from the department of Physics (6.4%), Economics (3.6%), Micro-biology (2.7%), Tamil (2.7%), Commerce-CA (2.7%), MCA (1.8%), Computer Science (1.8%) and Chemistry (1.8%). This table represents the classification of respondents from various departments pertaining to their willingness to participate in the research undertaking.

Table 2**Distribution of respondents with regard to their college shift**

College Shift	Frequency	Percent
Shift I	86	78.2
Shift II	24	21.8
Total	110	100.0

From the given table it is evident that, more than three-fourth (78.2%) of the respondents were from Shift-I, while less than one-fourth (21.8%) of the respondents were from Shift-II who took part in the research.

Table 3**Distribution of respondents with regard to their year of study**

Year	Frequency	Percent
I Year	85	77.3
II Year	13	11.8
III Year	12	10.9
Total	110	100.0

It is evident from the given table that, more than three-fourth (77.3%) of the students seeking guidance and psychological help were from the first year of under-graduation. More than one-tenth (11.8%) and (10.9%) of the respondents were pursuing their II and III year respectively. The table thus highlights the significance and importance of reaching students right at their very entry into the college by providing them with adequate psychological help, guidance and support.

Table 4

Distribution of respondents with regard to their gender

Gender	Frequency	Percent
Male	66	60.0
Female	44	40.0
Total	110	100.0

The given table enables us to understand that, majority (60.0%) of the students seeking guidance and counselling were male. Two-fifth (40.0%) of the respondents were female.

Table 5

Distribution of respondents based on their age

Age of the respondents	Frequency	Percent
Less than 18	53	48.2
19 to 21	29	26.4
Above 22	28	25.5
Total	110	100.0

It can be understood from the given table that less than half (48.2%) of the respondents were less than 18 years of age. More than one-fourth (26.4%) and (25.5%) were between the age group of 19 to 21 and above 22 respectively.

Table 6

Distribution of respondents based on their marital status

Marital Status	Frequency	Percent
Unmarried	108	98.2
Married	2	1.8
Total	110	100.0

The above table highlight that nearly cent percent (98.2%) of the students were unmarried, while a very meager (1.8%) of the respondents were married.

Table 7**Distribution of respondents with regard to their educational qualification**

Educational Qualification	Frequency	Percent
Graduate	77	70.0
Post Graduate	29	26.4
M.Phil/Ph.D.	1	.9
Others	3	2.7
Total	110	100.0

From the above table it is evident that a significant majority (70.0%) of the students were pursuing their graduation. More than one-fourth (26.4%) of the students were pursuing their post-graduation. A very meager (2.7%) of the respondents were either pursuing either a diploma belonged to the other category, while a very futile (0.9%) were pursuing their M.Phil/Ph.D.

Table 8**Distribution of respondents with regard to their caste**

Caste	Frequency	Percent
OC	1	.9
BC	51	46.4
SC/ST	23	20.9
MBC	32	29.1
Others	3	2.7
Total	110	100.0

The following table was created to simply explain data classification and does not intend to discriminate against any caste, culture, or faith. The table reveals that, less than half (46.4%) of the respondents were BC. Less than one-third (29.1%) of the respondents were MBC. A little more than two-tenth (20.9%) of the respondents were SC/ST, while a meager (2.7%) belonged to the other category. A very futile (0.9%) were from OC.

Table 9

Distribution of respondents with regard to their domicile

Native Domicile	Frequency	Percent
Rural	67	60.9
Town	27	24.5
Urban	16	14.5
Total	110	100.0

The presented table highlights that majority (60.9%) of the respondents were from rural areas. Almost one-fourth (24.5%) of the respondents were from nearby towns, while more than one-tenth (14.5%) of the respondents were from urban localities.

Table 10

Distribution of respondents with regard to their religion

Religion	Frequency	Percent
Christian	35	31.8
Hindu	68	61.8
Muslim	7	6.4
Total	110	100.0

The table provided is solely intended to understand the classification of respondents based on their religious background; it does not attempt to discriminate against any respondents based on their faith. It is evident from the given table that majority (61.8%) of the respondents were Hindus. Less than one-third (31.8%) of the respondents were Christians, while a very meager (6.4%) of the respondents were Muslims.

Table 11

Distribution of respondents with regard to their type of family

Type of Family	Frequency	Percent
Nuclear	83	75.5
Joint	27	24.5
Total	110	100.0

It is evident from the given table that, a little more than three-fourth (75.5%) of the respondents were from a nuclear family, while almost one-fourth (24.5%) were from a joint family setup.

Inferential Statistics

Findings related to the questionnaire based on the effectiveness of the Seeding Hope Counselling Center is statistically presented below:

Table 12

Distribution of respondents based on the effectiveness of counselling

Effectiveness of Counselling	Frequency	Percent
Low	36	32.7
High	74	67.3
Total	110	100.0

The presented table allows us to understand the success of counselling center and its effectiveness in guidance, solving students problems, improving their coping mechanism and improving ones mental health and wellbeing as perceived by students participating in the process. It is evident from the above table that majority (67.3%) of the students have denoted a high rating inferring the effectiveness of the counselling rendered while less than one-third (32.7%) have expressed a low rating with regard to the same.

Table 13

Distribution of respondents with regard to the outcome/satisfaction of counselling and its process

Outcome/Satisfaction of counselling and its process	Frequency	Percent
Low	28	25.5
High	82	74.5
Total	110	100.0

According to the above table, over three-fourths (74.5%) of the students seeking help from the counselling center gave a good rating, implying a favourable outcome and satisfaction with the counselling provided and its procedure. Though little more than one-fourth (25.5%) indicated a low rating, it is possible that there is still potential for improvement.

Table 14

Distribution of respondents with regard to overall effectiveness of the Seeding Hope Counselling Center

Overall Effectiveness of the Seeding Hope Counselling Center	Frequency	Percent
Low	32	29.1
High	78	70.9
Total	110	100.0

In understanding, the overall effectiveness of the Seeding Hope Counselling Center and its service rendered. It is evident that a vast majority (70.9%) of the students have inferred that they have found the process and the service rendered towards their ability to overcome their difficulties, solve their daily challenges, improve their personal wellbeing and enrich their college experience to be useful. It can be also understood that, less than one-third (29.1%) of the respondents have denoted a low rating with regard to the same, implying that there could be more areas of improvement in the counselling programme.

As previously stated in the research, majority of the students come from rural backgrounds, and it was found that they had little knowledge of the notion of counselling. Counselling was regarded to be only seeking advice, and those with issues would only go to a counsellor. Visiting a counsellor was considered as a stigma in this population, and students who obtained assistance were characterized as having serious difficulties. Recognizing the aforementioned difficulty, the institution has made counselling mandatory for all first-year students since 2014. Various seminars and sessions were also held to raise awareness about the true meaning and purpose of counselling. This has helped students to overcome the aforementioned stigma and seek expert assistance when necessary.

The research that has been provided clearly shows that SHAPE and the Seeding Hope Counselling Centre play an important role in its reach to the student population in providing improved counsel, influencing motivation, and effective problem-solving solutions. A student's success is determined by the state of his or her emotional, psychological, and mental well-being, which is addressed through SHAPE and the Seeding Hope Counselling Centre. As a result, these practices has become an integral element of Sacred Heart College in assisting the youth in successfully dealing with their challenges on a daily basis and becoming successful nation building citizens.