



# SACRED HEART COLLEGE (AUTONOMOUS)

Tirupattur – 635 601, Tamil Nadu, S.India Resi : (04179) 220103

College : (04179) 220553

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Ready for  
Every Good Work

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

Accredited by NAAC (4<sup>th</sup> Cycle – under RAF) with CGPA of 3.31 / 4 at 'A+' Grade

## BEST PRACTICES

*Describe at least two institutional best practices (as per NAAC Format)*

### 1. Title of the Practice: Communicative English Programme (CEP)

### 2. Objectives of the Practice – 100 words

- To impart English Communication Skills among all students of the college
- To understand the level to which students were able to improve their vocabulary through the Communicative English Programme
- 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.

### 3. The Context – 150 words

Sacred Heart College (Autonomous) – Tirupattur, is located in a rural region and it a fact that students pursuing their studies at Sacred Heart College, hail from many surrounding villages situated in an around of district. When it comes to education, students from rural areas face a number of challenges. English, in particular, has been noted as being a significant barrier to rural Indian learners at the secondary level of education. The relevance and importance of this best practice may be fully understood in light of the fact that majority of students enrolled at Sacred Heart College are from rural areas/towns and have completed their schooling in Tamil medium, and that too in government-run institutions, with limited exposure to English.

SHC is therefore dedicated in minimizing this obstacle for students by teaching English communication skills to all of its students and helping them in communicating effectively.

#### **4. The Practice – 400 words**

##### ***Facts - Constrains and Limitations***

At Sacred Heart College majority of the students enrolled have done their schooling in a Tamil medium board of education and that too in government run schools and hence their exposure to English is to a minimum level.

- Another interesting fact is that the parents of such students themselves are not exposed to English and thus the family situation does not help him/her in acquiring the necessary English fluency at home.
- Most of the students enrolled in the college are from rural backgrounds and are not from co-educational schools. Hence, most of the students especially, the girls are tongue-tied in front of the boys.

##### ***Significance of English as a Language at the Indian Higher Education Standard***

- Acquiring English language as a skill needs continuous language practice, which in the present context of education is not provided.
- Students who gain admission at Sacred Heart College do have the basic potential for English language, which calls for appropriate ways of making students acquire English.
- As almost all tertiary level studies are done through English medium of studies, it is necessary to enhance English language proficiency of the student's right at the start of the studies, which will help them to pursue their main subjects of specialization.
- A good proficiency in English language could ensure a successful career in the present context of globalization.

### ***Strategies Adopted to overcome the constraints and limitations***

The first year students at the tertiary level of studies are streamed into three homogeneous groups. Two continuous hours are allocated for English Communicative Skill classes. All Departmental programme are in English. Thus, creating a continuous English language learning environment. The basic language skills of Listening, Speaking, Reading, and Writing (LSRW) are taught in isolation, emphasizing each skill at a time and the language assessment of learners are always done by a team of trainers. Another significant feature of this novel programmes is that No term-end examination is conducted for Communicative English Programme. A series of formative tests are conducted at regular intervals to assess the progress made by the learners. The tests' scores are used to make a final evaluation of a learner.

### **5. Evidence of Success – 200 words**

A scientific research was undertaken 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.

The study revealed 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.
- Majority (67.1% and 68.9%) of the respondents have improved their listening, reading and comprehension ability.
- More than three-fourth (75.2%) of the respondents have improved their writing skills
- It was also found that majority (59.7%) of respondents inferred that the CEP had helped them to improve their vocabulary, narrating skills, extempore, reading comprehension, and ability to understand and comprehend the English language. Sacred Heart College's CEP has thus established a standard and a baseline to help its students become proficient in English, despite the fact that majority of them came from rural backgrounds and received their education in Tamil.

## **6. Problems Encountered and Resources Required – 150 words**

Few of the main issues were the number of students in the class being too large, recurrent absenteeism, the students' lack of motivation, and the scheduling of the classes for Shift-I. Numerous resources have been integrated, and each session now has the right number of students according to their English language ability at the outset. To lower student absenteeism from participating in various activities, departments were requested to plan events without interfering with the Communicative English Programme. Even the least interested students were frequently encouraged to come to class. Through these courses, the value of the English language in daily life was also made clear. Shift-I students finish their classes at 1:30 pm and begin their Communicative English sessions at 2:00 pm leaving them with little time for lunch. As a result students were asked to bring lunch, and those who were unable to do so were given midday meals.



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## BEST PRACTICES

*Describe at least two institutional best practices (as per NAAC Format)*

### 1. Title of the Practice: Sacred Heart Accompaniment Programme of Education (SHAPE) & Seeding Hope Counseling Centre

### 2. Objectives of the Practice – 100 words

- To understand the impact of SHAPE on the academic performance of the students.
- To highlight the effectiveness of career guidance, personality development and rapport building skills as a result of SHAPE.
- To assess the extent to which students' problem-solving abilities have improved by SHAPE
- To highlight the overall effectiveness of the Sacred Heart Accompaniment Programme of Education (SHAPE)
- To evaluate the effectiveness of the counselling center in providing guidance and counselling for students.
- To highlight the degree to which students believe they have overcome their difficulties, solved their challenges, improved their personal wellbeing and college experience.

### 3. The Context – 150 words

Since majority of the students at Sacred Heart College are from rural regions, there is a significant demand for guidance and counselling. It is also evident that students enrolled at SHC are from poor socioeconomic backgrounds. Many students have dysfunctional family structures, poor parenting practices, alcoholic or abusive parents and disrupted learning environments. Students from such environments require supervision in both academic and psychological areas, which is where counselling and mentorship programmes may be helpful.

Students who struggle with age-related, familial, or peer group challenges find it challenging to focus in class; these students will be better able to manage their academic and personal lives with the help of a mentor and counsellor. Mentorship and counselling are now an integral part of all degrees leading to higher education because they help students to make appropriate adjustments in a variety of life situations thus helping them become successful nation building citizens.

#### **4. The Practice – 400 words**

Sacred Heart College's Seeding Hope Services are comprised of two services: CC (Counselling Centre) and SHAPE (Sacred Heart Accompaniment Programme of Education). Under the SHAPE programme, first-year UG students are assigned to one mentor for personal academic supervision, while the counselling department handles personal and psychological difficulties. At the start of the semester, all first-year students get personalized orientation to the Counselling Centre and the SHAPE Programme. Students who are behind on their assignments and who have arrears receive remedial coaching and guidance. Seeding Hope Services - SHC's counselling centre is also used by students' families. The CC conducts outreach events for students dealing with psychological disorders on campus as well as for schools/colleges in the Tirupattur District. Past students are granted access to the CC services. Students who are hesitant to share their identities can also receive guidance and counselling via phone therapy. Issues brought to the centre by SHAPE and class instructors are generally about relationships, academics, and psychological components. Students who are confused about infatuation and love may have difficulties defining limits in a boy-girl relationship. Such youngsters are helped to grasp the distinctions between the two and are made aware of the need of a good boy-girl relationship.

Psychological techniques such as Catching oneself, Disputing irrational beliefs, Changing one's language, Cognitive homework, Self-verbalization, Behaviour change, Relaxation training, Scheduling activities, Graded exposure, Systematic desensitization are practiced. The factors that serve as an obstacle to students' academic performance identified are; Financial troubles, Day-to-day stress, Future anxiety, Physical sickness, Inferiority complex, Low self-esteem, Peer pressure, Experimentation leading to self-destructive actions, Helplessness, Hopelessness, Addiction to media, Addiction to gadgets, Identity issues, Suicide/self-injury Physical/emotional/sexual abuse, Emotional negligence of parents, and hostel sickness. Students who have these issues are identified by SHAPE (Sacred Heart Accompaniment Programme of Education) or the administration and immediately sent to the CC.

This method has helped many students stay on track with their studies and has lowered dropout rates. The aforementioned problems are addressed depending on individual requirements, taking into consideration personality variables and the pupils' available resources. Individuals are not given advice whereas they are empowered and facilitated to tackle the current problematic issues on their own. Students are empowered in such a way that they may become self-sufficient from Counselling in the shortest possible period and are able to become self-reliant.

## **5. Evidence of Success – 200 words**

Scientific research was done to examine the impact of the Sacred Heart Accompaniment Programme of Education (SHAPE) and the Seeding Hope Counselling Centre. The study include students who had participated in SHAPE and had visited the Counselling Centre. This resulted in a total of 445 and 110 students respectively. Likert scale was used and the reliability of the instrument was found to 0.933 and 0.856 Cronbach's.

### **Effectiveness of SHAPE**

- Majority (61.0 % and above) of the students inferred a high rating and stated that the programme SHAPE has helped them improve in their academics, develop their personality and enhance their rapport building skills.
- Majority (63.4%) of the respondents denoted that the career guidance was highly effective while (62.9%) have expressed a high rating with regard to the impact of SHAPE on their overall formation.

### **Effectiveness of Counselling**

- Over three-fourths (74.5%) of the students denoted a high rating, implying a favourable outcome and satisfaction with the counselling provided and its procedure.
- A vast majority (70.9%) 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.

## 6. Problems Encountered and Resources Required – 150 words

### **Barrier 1: Dispelling Stigma Surrounding Counseling Services**

**Challenge:** Students lacked awareness about the comprehensive nature of counseling, perceiving it solely as advice-giving. Seeking counseling was stigmatized, leading to the belief that those who sought help had serious issues.

**Strategy:** Since 2014, mandatory private counseling sessions for all first-year students aim to deepen their understanding of counseling's true purpose and dispel misconceptions.

### **Barrier 2: Annual Mentor Changes**

**Challenge:** Students faced the difficulty of starting anew with a different mentor each academic year.

**Strategy:** To promote continuity, a mentor is now assigned at the beginning of the graduate programme, offering consistent guidance throughout the academic journey.

### **Barrier 3: Restricted Monthly Mentor Visits**

**Challenge:** Limiting mentor visits to once a month hindered students from accessing regular guidance.

**Strategy:** Addressing this constraint, students can now schedule mentor visits according to their convenience, fostering more frequent and timely access to support and guidance.