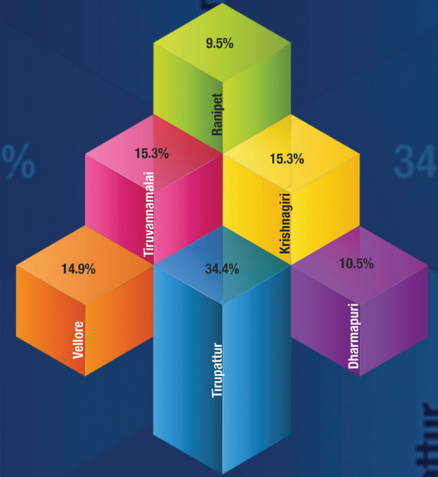
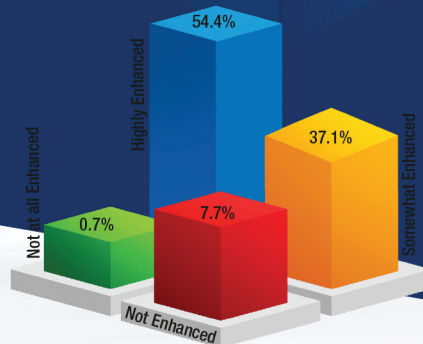
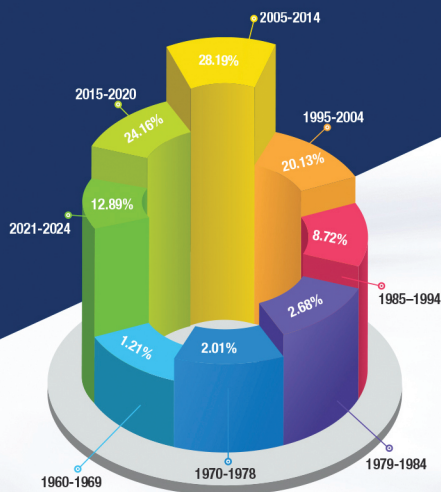


The Sacred Heart MODEL

A 75-YEAR IMPACT STUDY

of Inclusive Higher Education,
Value-Based Formation,
and Community Engagement



SACRED HEART COLLEGE
(AUTONOMOUS)
TIRUPATTUR



The Sacred Heart
MODEL

A 75-YEAR IMPACT STUDY

**OF INCLUSIVE HIGHER EDUCATION,
VALUE-BASED FORMATION,
AND COMMUNITY ENGAGEMENT**



SACRED HEART COLLEGE (AUTONOMOUS)
Tirupattur, Tirupattur District – 635 601
Tamil Nadu, India

January 2026

**The Sacred Heart Model: A Seventy-Five-Year Impact Study of Inclusive Higher Education,
Value-Based Formation, and Community Engagement (1951–2026)**

A Platinum Jubilee Commemorative Book

Copyright (c) 2026 by Sacred Heart College, Tirupattur.

All rights reserved. No portion of this book may be reproduced,
by any process or technique, without the express written consent of the publisher.

ISBN: 978-81-987492-2-2

Published by

Sacred Heart College (Autonomous),
Tirupattur, Tirupattur District,
Tamil Nadu – 635 601, India

Printed at
SIGA Press, Kilpauk, Chennai – 10

Price: ₹ 750/-

Dedication

*"Unless the Lord builds the house, those who build it labour in vain."
- Psalm 127:1*

On the occasion of the seventy-fifth year of Sacred Heart College, this **Impact Study** is reverently dedicated to all who have shaped, sustained, and been transformed by this institution of public trust.

Founded in the Salesian vision of education as a liberating and life-giving mission, the College has remained steadfast in its commitment to the rural, the marginalized, and first-generation learners, placing knowledge and hope within their reach.

This work honours the generations of Salesians whose sacrifice and foresight laid its foundations; the faculty and staff who uphold its standards; the benefactors and collaborators who strengthen its mission; and the alumni and students who embody and renew its spirit.

May this Study stand as a grateful remembrance of the past and a solemn pledge for the future.

God bless Sacred Heart College.

Long live the spirit of Don Bosco.

"Let all that you do be done in love."

- Don Bosco





VIT[®]
UNIVERSITY
(Estd. u/s. 3 of UGC Act 1956)

Dr. G. VISWANATHAN

Founder & Chancellor

Former Member of Parliament

Former Minister Government of Tamil Nadu

President, Education Promotion Society for India, New Delhi



Foreword

The true measure of a higher educational institution lies not merely in its academic outputs, but in the long arc of public value it creates for society. Institutions that endure across generations are those that align educational excellence with national priorities, social responsibility, and ethical leadership. Sacred Heart College (Autonomous), Tirupattur, as it marks seventy-five years of dedicated service, belongs firmly within this category of nation-shaping institutions.

From a policy perspective, what distinguishes Sacred Heart College is the consistency with which it has interpreted higher education as a public mission rather than a private good. Established in a region historically underserved by formal educational infrastructure, the College has functioned as a corrective institution by addressing structural inequities through access, inclusion, and sustained community engagement. Its trajectory mirrors a larger national aspiration to democratize quality education while retaining academic rigor and moral purpose.

Dr. S. Radhakrishnan, reflecting on the civilizational role of universities, observed that *“universities stand for the human conscience of a nation.”* This observation finds quiet yet compelling affirmation in the journey of Sacred Heart College. Over seven and a half decades, the institution has consistently interpreted education as a moral responsibility that demands attentiveness to social realities beyond the classroom and accountability to the communities it serves.

In this sense, the vision of Sacred Heart College finds strong resonance with the foundational philosophy of Vellore Institute of Technology. While our institutional contexts differ in scale and specialization, both institutions are anchored in a shared conviction that universities must serve as engines of national development. At VIT, this commitment is articulated through innovation-driven education, research excellence, and global engagement. At Sacred Heart College, it is expressed through inclusive pedagogy, grassroots outreach, and the formation of socially responsive graduates. These are not competing models, but complementary pathways within India's higher education ecosystem.

This impact study is particularly significant because it moves beyond celebratory narrative to offer empirical reflection. It documents how sustained institutional choices such as curricular

autonomy, student-centric governance, ethical leadership, and community partnerships accumulate into long-term social dividends. The study makes visible a form of impact that national policy often seeks but struggles to measure, namely generational mobility, civic responsibility, and value-based leadership emerging from first-generation learners and marginalized communities.

In the current national context, where higher education policy emphasizes autonomy, accountability, employability, and social relevance, Sacred Heart College offers a credible institutional case study. Its long-standing engagement with rural development, livelihood initiatives, environmental stewardship, and inclusive education aligns closely with the broader goals of nation-building articulated in India's educational reforms. The College demonstrates that autonomy, when exercised with social conscience, strengthens rather than dilutes public accountability.

Equally noteworthy is the institution's capacity to evolve without abandoning its core ethos. Over seven decades, Sacred Heart College has adapted to changing academic standards, regulatory frameworks, and societal expectations, while remaining firmly anchored in a humanistic vision of education. This balance between continuity and reform is precisely what Indian higher education requires as it navigates global competitiveness alongside domestic responsibility.

From the standpoint of institutional leadership, this study also underscores the importance of evidence-based self-reflection. By systematically listening to students, alumni, parents, and neighbouring communities, Sacred Heart College affirms a governance culture that values transparency and learning. Such reflexivity is essential if higher education institutions are to remain relevant contributors to national development rather than insular academic enclaves.

As India moves toward its aspiration of becoming a knowledge-driven society, institutions like Sacred Heart College play a critical, if often understated, role. They operate at the intersection of education and social transformation, ensuring that national progress is not confined to metropolitan or elite spaces alone. Their contribution lies in shaping citizens who are not only employable, but also ethically grounded and socially engaged.

This impact study therefore stands as both documentation and direction, capturing a legacy of service while pointing toward the responsibilities that lie ahead. I commend the leadership and academic community of Sacred Heart College for undertaking this rigorous reflection. May the insights contained herein continue to inform institutional practice and inspire higher education policy that is inclusive, purposeful, and deeply aligned with the task of nation-building.



Dr. G. Viswanathan
Founder and Chancellor

30 January 2026

Rector's Message

A COVENANT OF LOVE AND SERVICE

Rev. Dr. Praveen Peter SDB

The Rector and Secretary

Sacred Heart College (Autonomous), Tirupattur Dt. Tamil Nadu



As the Rector and Secretary of Sacred Heart College, it is a moment of profound spiritual and institutional significance to me to release this impact study, *'The Sacred Heart Model: A Seventy-Five-Year Impact Study of Inclusive Higher Education, Value-Based Formation, and Community Engagement* in the grace-filled year of our Platinum Jubilee (1951–2026).

In the Salesian tradition, the Rector is called to be a father, brother, guide and the "centre of unity" for the entire educative community. From this privileged place of service, I reflect with gratitude on the seventy-five years of quiet miracles that have unfolded on this soil.

When the pioneering Salesians laid the foundation of this college in 1951, they did so with a radical preferential option for the poor. They envisioned a sanctuary where the "unreached" would find not merely instruction, but a home, a school, a church, and a playground. Today, as I oversee both the administrative stewardship and spiritual direction of this vast campus, I see that original vision alive and flourishing in every corridor, classroom and courtyard. Our mission has never been merely to grant degrees; rather, it has been a living "Covenant of Love" with the marginalized youth of the North Arcot region and beyond.

The findings of this study, echoing the voices of thousands of students, alumni, parents and neighbours, confirm that we have stayed true to the Preventive System of Don Bosco. By grounding our administration in the pillars of Reason, Religion, and Loving-Kindness, we have created an environment where discipline is born of affection and an excellence nurtured by joy. By intentionally opening our doors to rural youth and marginalized communities, we have ensured that high-quality, value-based education – once the preserve of a privileged few – has become the rightful inheritance of the underprivileged.

As the Correspondent and Secretary, I have witnessed the tireless dedication of our faculty and staff who embody our motto, "Ready for Every Good Work." Their commitment to the holistic development of our students – intellectual, spiritual, moral and social – is what makes Sacred Heart College a "transformative force." Whether through the DEEDS outreach programme

or our innovative academic reforms, our goal remains the same: to form what Don Bosco so memorably called "honest citizens and good Christians," men and women capable of becoming a leaven and a light in society.

This Platinum Jubilee marks not merely the passage of time, but a milestone of transformation. We celebrate 75 years of breaking the chains of poverty and ignorance. As we look to the future, our resolve is only strengthened: to remain a "home that welcomes the young" and a "school that prepares them for life."

I express my deepest gratitude to the Salesian Province of Chennai, our benefactors, collaborators, alumni, and the thousands of families who have trusted us with their children's dreams and destinies. May the Sacred Heart of Jesus continue to bless our endeavours, and may we remain ever "Ready for Every Good Work" for the years and decades to come.



Rector & Secretary

Sacred Heart College (Autonomous)

Presentation



Rev. Fr. D. Maria Antony Raj SDB

Principal

Sacred Heart College (Autonomous), Tirupattur Dt. Tamil Nadu

As we stand at the historic threshold of our Platinum Jubilee (1951–2026), it is with profound gratitude and a deep sense of purpose that I present this study, *'The Sacred Heart Model: A Seventy-Five-Year Impact Study of Inclusive Higher Education, Value-Based Formation, and Community Engagement (1951–2026)*. From its very inception, this institution has been more than a centre for academic pursuit; it has been a sanctuary of transformation animated by the vision and charisma of the Salesians of Don Bosco. Anchored in the enduring values of Reason, Religion, and Loving-kindness, we remain steadfast in our mission to form men and women of character, competence, and compassion.

Our cherished motto, "Ready for Every Good Work," is the heartbeat of our campus life, driving us to reach those at the rural ends and marginalized sectors of society. This study captures the collective voice of 1,724 current students, 745 alumni, 480 parents, and 860 members of our neighbourhood communities, all of whom testify to the college's enduring impact. From first-generation learners to distinguished alumni serving as global leaders in education, public service, and entrepreneurship, our legacy is etched in the lives we have touched.

We have never compromised on the quality of our premier educational facilities or on the dedication of our faculty, who mentor students through personal accompaniment and deep respect. Our autonomous status has enabled us to consistently ensure excellence by updating our curriculum in consultation with industry experts, ensuring our programmes remain transformative and market-relevant. The high levels of satisfaction expressed regarding our fair, transparent and rigorous examination system further affirm our unwavering commitment to academic integrity.

Beyond the classroom, our social responsibility is mirrored in the trust of the neighbourhood communities across six districts of Tamil Nadu, who see the college as a custodian of cultural values and a catalyst for social justice. Our outreach initiatives such as the DEEDS Programme

and environmental initiatives like "Go Green Projects" underscores our sustained commitment to fostering social consciousness, ecological responsibility, and empathy in every learner.

Parents, particularly those from rural and tribal backgrounds, view this institution as a transformative force that empowers their children with education, discipline, and enduring values. We remain firmly committed to inclusive education, extending particular support to disadvantaged and minority students through initiatives like the Marino Scholarship. As we celebrate this Platinum Jubilee, this message reaffirms our mission and vision. With gratitude for the past and confidence in the future, we look ahead to the next chapter of our journey - continuing to serve the youth with unwavering faith and a steadfast dedication to every good work.

A handwritten signature in black ink, appearing to read "D. Marino", written over a horizontal line.

Principal

Sacred Heart College (Autonomous)

Research Team

Rev. Dr. D. Maria Antony Raj SDB

Principal

Sacred Heart College (Autonomous), Tirupattur Dt. Tamil Nadu

Dr. K. Arockiaraj

Asst. Professor &

Director - Centre for Positive Youth Development

P.G & Research Department of Social Work (Aided)

Sacred Heart College (Autonomous), Tirupattur Dt. Tamil Nadu

Dr. Clayton Michael Fonceca

Asst. Professor

P.G & Research Department of Social Work (Aided)

Sacred Heart College (Autonomous), Tirupattur Dt. Tamil Nadu

Fr. K. J. Louis, SDB

Former Secretary, Salesian Provincial Conference of South Asia (SPCSA)

Former Secretary, Salesian Province of Chennai

Mr. Namsinchui Boniface Kamei

Research Scholar

P.G. & Research Department of Social Work

Sacred Heart College (Autonomous), Tirupattur Dt. Tamil Nadu

Expert Advisors

Dr. A. J. Christopher

Former Head of the Department

P.G & Research Department of Social Work

Sacred Heart College (Autonomous), Tirupattur Dt. Tamil Nadu

Dr. J. Henry Rozario

Former Head of the Department

P.G & Research Department of Social Work

Sacred Heart College (Autonomous), Tirupattur Dt. Tamil Nadu

Acknowledgements

The completion of this comprehensive Impact Study stands as a testament to our collective intellectual rigour and a shared commitment to Don Bosco's mission. At the outset, we express our profound gratitude to **Rev. Dr. Praveen Peter SDB**, Rector and Secretary of the college. His spiritual leadership and administrative patronage provided the stable foundation upon which this academic endeavour was built. By fostering an environment of excellence and research, he ensured that the rich heritage of this institution was documented with the dignity and precision it so richly deserves.

Our deepest sense of appreciation is reserved for **Rev. Dr. D. Maria Antony Raj SDB**, Principal, whose intellectual foresight and passion for the institution's history served as the catalyst for this work. It was his vision that envisaged this study, recognizing the need to bridge the college's glorious past with its vibrant present. Beyond his administrative role, his active involvement as a key member of the research team provided the strategic direction necessary to navigate the complexities of this socio-historical analysis. His mentorship has been both an inspiration and a guiding light throughout the process.

The analytical depth of this study is largely due to the tireless efforts of the core Research Team. We are immensely grateful to **Dr. K. Arockiaraj** and **Dr. Clayton Michael Fonceca**, Assistant Professors in the P.G. & Research Department of Social Work, whose academic diligence, methodological expertise and complete conceptualization and coordination of the research process transformed an idea into a rigorous scholarly enterprise. We also place on record our appreciation for **Mr. Namsinchui Boniface Kamei**, Ph.D. Research Scholar, whose dedication in synthesizing vast volumes of data was instrumental in shaping the final analytical narrative. Their collaborative spirit and commitment to scholarly integrity form the intellectual backbone of this work.

We are also profoundly indebted to our Expert Advisors, **Dr. A. J. Christopher** and **Dr. J. Henry Rozario**, both Former Heads of the P.G. & Research Department of Social Work. Their seasoned wisdom, garnered over decades of service to the college, provided the necessary critical perspective to ensure the study's validity. Their mentorship acted as a bridge between generations of social work practice at Sacred Heart. In the same vein, we extend our sincere thanks to **Mr. Maria Michael Nithyn** from the Department of History for providing the essential historical narrative of the college, and to **Rev. Fr. K. J. Louis SDB** for his meticulous linguistic review, which

refined and polished the manuscript into its final, elegant form. A sincere thanks to **Bro. Arun Raj SDB**, Manager, SIGA Press, and his team for the attractive design and printing of this research report.

A study of this magnitude would have been incomplete without the invaluable participation of our primary stakeholders. We gratefully acknowledge the alumni, neighbourhood community, parents, and present students who willingly offered their time, insights and honest reflections. Their responses constitute the qualitative and quantitative soul of this research. Special recognition is due to the energetic Social Work students who served as field investigators; their tenacity and commitment during data collection phase ensured that every voice from the community was carefully heard and faithfully recorded.

In conclusion, we offer our humble thanks to the Almighty for the grace to complete this significant milestone. Every person mentioned has contributed a unique thread to the tapestry of this study, ensuring that the legacy of Sacred Heart College continues to be understood, celebrated, and transmitted to future generations. To everyone who supported this mission, both named and unnamed, we offer our most sincere and heartfelt gratitude.

Contents

Dedication	
Foreword	
Rector's Message	
Presentation	
Research Team	
Acknowledgements	
List of Tables and Diagrams	
Executive Summary	1
Introduction and Background of the Study: Rationale, Objectives and Scope	4
Methodology	8
Seventy-Five Years of Grace, Growth and Excellence	14
A Legacy of Academic Excellence and Research Innovation	22
Benchmarks of Excellence: Rankings and Accolades	24
Research Ecosystem and Knowledge Advancement at Sacred Heart College	26
Enduring Influence of Higher Education: Impact of Sacred Heart College in the Lives of Alumni	29
Impact of Sacred Heart College on Neighbourhood Communities	41
Shaping Lives through Education: Parents' Perception of the Impact of Sacred Heart College on Students' Lives	55
Transforming Lives through Education: Impact of Sacred Heart College on Students' Lives	62
The Transformative Impact of Communicative English Education at Sacred Heart College	85
A Holistic Model for Community Development and Experiential Learning	87
From Classroom to Life: Holistic Student Formation through Life Skill Education	90

From Skills to Sustainable Livelihoods: Sacred Heart College's Mission in Empowering Rural Youth	91
Lab-To-Land: Sacred Heart College's Long-Standing Commitment to Neighbourhood Development	93
Training and Placement Support to Students (Vazhikatti)	95
Building a Culture of Fitness and Sporting Excellence	97
Revealing the Deep History of Tirupattur: Archaeological and Heritage Contributions of Sacred Heart College	100
IGNOU Study Centre – Expanding Access to Higher Education	103
Empowering Rescued Bonded Labour Families in Tirupattur District: A Transformative Community Impact by Sacred Heart College	104
Seeding Hope: Nurturing Mental Well-Being, Resilience, and Holistic Student Development	107
From Margins to Mainstream: CRCHE's Role in Educating and Empowering Urban Slum Children	110
Environmental Responsibility in Action: A Model of Campus-Community Sustainability	112
Lighting the Path after School: Evening Study Centres as Bridges to Educational Continuity	114
Family Counselling Centre (Fcc)	116
Sacred Heart College's Journey with the Idhaya Nagar Gypsy Community	117
Marino Transgender Scholarship: A Pioneering Initiative for Inclusive Higher Education	119
<i>Matru Nadaga Iyakkam (Mni): Theatre as Transformative Education at Sacred Heart College</i>	120
Nourishing Minds to Learn: Ensuring Food Security and Academic Continuity for Vulnerable Students	124
Women Empowerment Through Self-Help Groups	125
Key Results of the Study	127
Key Recommendations of the Study	131
Conclusion	134
Bibliography	136
About the Research Team	137

List of Tables and Diagrams

SACRED HEART'S IMPACT ON THE ALUMNI	
Gender of the Respondents	30
Distribution of the Respondents by Cohorts	31
Representation of Alumni by their Departments	32
Role Played in the Society by the Respondents	33
Alumni's Connection with Alma Mater (Sacred Heart College)	34
Impact of Sacred Heart College in Alumni Life	35
Impact of Sacred Heart in the Daily Life of Alumni	36
Perceived Impact of College on the Lives of the Alumni	37
Overall Impact of Sacred Heart College - Alumni Experiences	39

SACRED HEART'S IMPACT ON NEIGHBOURHOOD	
Distribution of the Respondents by their Districts	41
Gender of the Respondents	43
Respondents' Category	43
Religious Affiliations of the Respondents	45
Respondents' Relationship with the College	46
Overall Impact Perceived in Neighbourhood Communities	47
Specific Impact due to the Existence of the College	48
Impact of Sacred Heart College in the Neighbourhood	49
Sacred Heart's Impact on Education	49
Sacred Heart's Impact on Economic Development	50
Sacred Heart's Impact on Social Development	51
Sacred Heart's Impact on Environment	52
Sacred Heart's Impact on Health and Wellness of Neighbourhood	52
Sacred Heart's Impact on Cultural and Heritage Aspects	53
Respondents' Willingness to Recommended SHC to other Students	54

PARENTS' PERCEPTION OF THE IMPACT OF SACRED HEART COLLEGE ON STUDENTS' LIVES

Demographic Characteristics of the Parents	56
Parents' Opinion about Sacred Heart College	58
Contributions of Sacred Heart to Family Wellbeing	60

SACRED HEART'S IMPACT ON STUDENTS' LIVES

Students' Categories	63
Students' Grading of the Curriculum at Sacred Heart College	64
Relevance and Job Orientation of Courses to the Present Labour Market	65
Competency (Knowledge/Skills) Enhancement through the Courses	67
Competency (Knowledge, Skills and Teaching Ability) of Teachers at SHC	67
Learning Support Received from Teachers	69
Teaching Methodology Used by Teachers	69
Quality of Examination System/Pattern in the College	70
Career Decision of the Students	71
Extent of Student Participation in Extracurricular Activities	72
Students' Grading of Facilities at Sacred Heart College	74
Students' Perception of Respectful and Inclusive Treatment on Campus	77
Students' Grading of the Safety Aspects of the College	78
Students' Grading of Green coverage of the college	79
Students' Grading of Sanitation and Cleanliness of the College	79
Impact of Sacred Heart College on Students' Lives	82
Importance Given to the Holistic Development of Students at Sacred Heart College	84

Executive Summary

The Sacred Heart Model: A Seventy-Five-Year Impact Study of Inclusive Higher Education, Value-Based Formation, and Community Engagement (1951–2026)

Sacred Heart College (Autonomous), Tirupattur, stands as a monumental testament to the transformative power of education, deeply rooted in the enduring spirit of the Salesians of Don Bosco. What is today a distinguished institution of higher learning was born from the courageous vision of **Fr. José Carreño SDB**, who discerned the urgent need to educate and empower marginalized communities, particularly the youth of the region. He founded the college in 1951 in the rural heartland of Tirupattur, envisioning education not merely as the transmission of knowledge, but as a powerful pathway to dignity, opportunity, and lasting social transformation. From its humble beginnings as a sanctuary for orphans and the underprivileged, the institution has grown steadily into a premier autonomous citadel of higher education. Today, Sacred Heart College is widely recognized for its academic distinction—accredited with the prestigious “A++” grade by the National Assessment and Accreditation Council (NAAC) and ranked 42nd nationally by the National Institutional Ranking Framework (NIRF). These honours reflect its unwavering commitment to excellence, inclusion, innovation, and the holistic formation of socially responsible citizens.

As the College celebrates its Platinum Jubilee, it continues to harmonize a vibrant research culture with its distinctive “Lab-to-Land” philosophy—bridging academic inquiry with grassroots realities. In doing so, it forms graduates who are not only intellectually competent but also socially committed.

This impact study chronicles seventy-five years of institutional evolution, employing a rigorous mixed-method approach to assess how the College has functioned as a catalyst for community transformation, social empowerment, and intergenerational mobility.

The **significance** of this study lies in its role as a scientific record of how Sacred Heart College has impacted as a vital engine of socio-economic mobility for the marginalized populations of rural South India. The rationale for this research stems from the need to scientifically validate the "Lab-to-Land" pedagogical model, ensuring that the institution's seventy-five-year legacy of Salesian service translates into measurable outcomes in human capital development and community empowerment. By documenting the shift from traditional classroom instruction to a holistic ecosystem of research, social outreach, and inclusive scholarship, the study provides a replicable framework for educational institutions globally to bridge the gap between academic theory and grassroots reality. The scope of the research is extensive, encompassing a diverse stakeholder universe of over 3,800 study respondents and the participants in the case studies, including multi-generational alumni, current students, parents, and neighbouring communities across six districts, thereby offering a

The primary objective of this research was to systematically evaluate the seventy-five-year multidimensional legacy of Sacred Heart College, measuring its efficacy in fostering academic excellence, social equity, and community transformation.

comprehensive assessment of the college's total impact on the regional landscape.

The primary **objective** of this research was to systematically evaluate the seventy-five-year multidimensional legacy of Sacred Heart College, measuring its efficacy in fostering academic excellence, social equity, and community transformation. Specifically, the study sought to assess the effectiveness of the autonomous curriculum on student employability, analyse the long-term career trajectories of alumni, and document the socio-economic shifts in neighbouring marginalized communities resulting from institutional interventions. To achieve these goals, the study employed a rigorous mixed-method **research design** over a 16-month period in 2025, integrating both quantitative and qualitative approaches. The data universe comprised a robust sample of 3,809 primary respondents, including 1,724 outgoing students, 745 alumni from the 1951-2024 cohorts, 480 parents, and 860 community members. Quantitative data were analysed using SPSS to identify patterns in stakeholder perceptions, complemented by 28 in-depth case studies that provided rich qualitative evidence of individual and community-level transformations.

The study presents a compelling dual **narrative of success**, with quantitative data showing that 80.9% of alumni report a "High Impact" on their overall lives, while 94.6% attribute their intellectual growth and critical thinking skills directly to the institution. A significant 97.6% of students rated the autonomous curriculum as exceptional, and over 95% expressed high satisfaction with the campus's green coverage and sanitation. In the social sphere, the college's outreach is

equally measurable, with its Self-Help Group initiative facilitating approximately Rs.4 crores in credit linkages annually for rural women. Qualitatively, 28 in-depth case studies reveal a profound culture of "Restorative Justice," highlighting transformative individual journeys within the Marino Transgender Scholarship programme and the rehabilitation of rescued bonded labourers. Collectively, these results demonstrate that the college functions as a "Green Beacon" of social mobility, where value-based pedagogy translates into both career success and a lifelong commitment to social justice.

The study's **findings** imply that Sacred Heart College has successfully transitioned into a powerhouse of social engineering, where its "Lab-to-Land" philosophy effectively bridges the gap between ivory-tower academia and grassroots social reality. A central implication is that the institution serves as a definitive vehicle for generational change; the education of a single student frequently lifts an entire family out of systemic poverty. To sustain this trajectory, the study **recommends** that the college leverages its autonomy to introduce "future-ready" specializations in fields like Artificial Intelligence and Sustainable Energy, alongside the establishment of a "Digital Equity Fund" to provide hardware for ultra-poor learners. Furthermore, it suggests transforming the "Lab-to-Land" model into a "Lab-to-Market" ecosystem by launching a "Don Bosco Incubation and Startup Centre" to foster entrepreneurship. Finally, the college should aim for Net-Zero Carbon Status by 2030, positioning itself as a "Green Beacon" that aligns institutional operations with global United Nations Sustainable Development Goals.

This study stands as a scholarly masterpiece because it transcends traditional institutional reporting to become a profound "Social Biography" of Sacred Heart College, capturing the heartbeat of a seventy-five-year legacy dedicated to the Salesian ideal of serving the poor. It is a masterpiece not merely because of its statistical rigour, but because it meticulously weaves together the quantitative growth of a premier "A++" research institution with the qualitative, soul-stirring narratives of marginalized individuals whose lives were rewritten within its walls. From the rehabilitation of bonded labourers to the evolution of a "Lab-to-Land" philosophy that fuels rural innovation, the research serves as a definitive archive of how education can act as a catalyst for restorative justice. It ultimately reflects a legacy where academic brilliance is never divorced from human empathy, proving that the true contribution of Sacred Heart College is not just the degrees it confers, but the transformed, compassionate citizens it sends forth to change the world.

INTRODUCTION AND BACKGROUND OF THE STUDY: *RATIONALE, OBJECTIVES AND SCOPE*



Sacred Heart College (SHC), Tirupattur, stands as a monumental testament to the power of transformative education and the enduring spirit of the Salesian charism. Founded in 1951 by the visionary missionary Fr. Josè Carreño SDB, the institution was born from a profound commitment to uplift the marginalized youth of rural South India. What began as a humble sanctuary for orphans has flourished over seven and a half decades into a premier autonomous citadel of higher learning. As the college approaches its Platinum Jubilee, it remains a *"Sandalwood City"* landmark, harmonizing the pursuit of academic excellence with a deep-rooted mission to form *"good humans and honest citizens"* who are intellectually competent and socially committed.

The essence of Sacred Heart College lies in its unique pedagogical framework, rooted in the **Salesian Preventive System of reason, religion, and loving-kindness**. As an autonomous institution, the college has leveraged its academic freedom to craft a multi-tiered educational ecosystem that spans from foundational undergraduate studies to cutting-edge doctoral research. With a diverse portfolio of 53 academic programmes and a vibrant community of 5,000 students, the college ensures that quality is not merely an aspiration but a lived reality. This commitment is mirrored in its prestigious national rankings and its consistent ascent to an 'A++' grade from NAAC, signalling its status as a benchmark for quality in the national landscape of higher education.

Central to the institution's identity is its pioneering "Lab-to-Land" philosophy, which bridges the gap between ivory-tower academia and grassroots social reality. This

study captures how the college serves as a catalyst for social engineering, extending its influence far beyond the campus gates into urban slums, rural settlements, and marginalized enclaves. From empowering rescued bonded labour families and the Idhaya Nagar Gypsy community to providing inclusive scholarships for transgender learners, the college's outreach is a masterclass in restorative justice. Through its vast network of Evening Study Centres and women's Self-Help Groups, skilling the rural youth the institution fosters a holistic model of community development that ensures educational continuity and economic self-reliance for the most vulnerable sections of society.

This Impact Study is a comprehensive endeavour to document the multidimensional legacy of Sacred Heart College across 75 years of grace and growth. By employing a rigorous mixed-methodology, the study triangulates the perspectives of students, alumni, parents, and community stakeholders to provide an evidence-based assessment of institutional success. It explores 28 distinct facets of impact, ranging from the research ecosystem and communicative English proficiency to the rural youth to the transformative role of sports and archaeological contributions. More than just a collection of data, this study serves as a living record of how a single institution can alter the trajectory of thousands of lives, proving that when education is coupled with empathy, it becomes the most powerful tool for societal transformation.

As we reflect on this journey, the study stands as both a mirror of a glorious past and a lamp for a promising future. It highlights a culture where student well-being, mental health, and

life-skill education are prioritized alongside academic rigour, creating a nurturing environment where every learner can thrive. By showcasing the enduring bond between the campus and the community, this report reaffirms the unwavering dedication of Sacred Heart College to its founding vision. It is an invitation to witness a legacy of excellence that continues to seed hope, empower youth, and shape the destiny of a nation through the silent, steady power of holistic education.

Significance and Rationale of the Study

The significance of this impact study lies in its comprehensive documentation of the 75-year journey of Sacred Heart College as a transformative force in rural higher education. While contemporary institutional success is often reduced to quantitative metrics, this research provides a vital longitudinal perspective on how the Salesian pedagogical model – rooted in Reason, Religion, and

Loving-Kindness – effectively bridges the gap between academic theory and grassroots social reality.

The rationale stems from the necessity to validate the philosophy of the college, demonstrating how an autonomous institution serves as a catalyst for social engineering. By empowering marginalized groups – including first-generation learners, rescued bonded labourers, and the Gypsy community – the college has created a unique ecosystem of inclusive excellence. Through the triangulation of data from students, alumni, parents, and local residents, this study establishes an evidence-based framework for holistic development. It serves not only as a historical record for the Platinum Jubilee but also as a replicable blueprint for global educational institutions seeking to generate sustained, generational impact.



The essence of Sacred Heart College lies in its unique pedagogical framework, rooted in the Salesian Preventive System of reason, religion, and loving-kindness.

Objectives of the Study

The primary objective of this study is to systematically evaluate the multidimensional legacy of Sacred Heart College, measuring its efficacy in fostering academic excellence, social equity, and community transformation.

The specific objectives include:

- To assess the effectiveness of the autonomous curriculum in enhancing student employability, research competence, and professional readiness.
- To analyse the long-term career trajectories, societal contributions, and value orientations of the alumni.
- To document socio-economic shifts within neighbouring rural and urban marginalized communities resulting from institutional intervention.
- To examine stakeholder perceptions – ranging from parental trust to student well-being – to provide an empirical validation of the Sacred Heart Model as a standard for inclusive higher education.

Scope of the Study

The scope of this impact study is designed to be multi-dimensional and expansive, tracing the seventy-five-year evolution of Sacred Heart College from its founding in 1951 to its current status as a premier autonomous research hub. Geographically centered in the Tirupattur District, the study extends across the North Tamil Nadu region to capture the narratives of rural, tribal, and urban marginalized settlements served by the initiatives of the college. Methodologically, the study was conducted over a rigorous 16-month period, utilizing a mixed-method research design to ensure both statistical precision and qualitative depth. The data universe comprises a robust sample of 3,809 primary respondents,

including 1,724 outgoing students, 480 parents, and 745 alumni spanning graduation cohorts from 1951 to 2024, alongside various community stakeholders. Data collection employed scientific tools such as structured questionnaires administered via Google Forms and field-based interview schedules, all of which underwent expert validation and pilot testing to ensure high reliability. The findings and recommendations are intended to serve as a strategic roadmap for the institution's Platinum Jubilee era, providing actionable insights for refining the autonomous curriculum and scaling social interventions. Ultimately, the study offers a replicable model for higher education institutions globally, demonstrating how inclusive excellence can be translated into sustained, generational social mobility.

Methodology

Mixed-Method Research Design for Evaluating Inclusive Higher Education, Value-Based Formation, and Community Engagement

This Impact Study of Sacred Heart College employed a mixed-method research design, integrating quantitative and qualitative approaches to capture the institution's academic, social, and community contributions comprehensively. Data were collected from four primary stakeholder groups – outgoing students, alumni, parents, and members of neighbouring communities – to ensure triangulation, statistical robustness, and contextual depth.

1. Sacred Heart Model

In this study, the Sacred Heart Model is operationally defined as the integrated institutional framework developed and practised by Sacred Heart College over seventy-five years (1951–2026), rooted in the Salesian Preventive System of Reason, Religion, and Loving-Kindness inspired by Don Bosco. It represents a holistic educational ecosystem combining academic autonomy, inclusive access, residential formation, scholarship support, life-skill education, and community outreach. The model is measured through stakeholder perceptions (students, alumni, parents, and neighbourhood communities) regarding academic excellence, moral development, social responsibility, and socio-economic

mobility. It functions as a replicable framework of “inclusive excellence” that integrates intellectual rigour with social justice. Operationally, it is assessed through multidimensional indicators captured in structured questionnaires and case studies.

2. Impact

In the context of this research, Impact is operationally defined as the perceived and measurable transformation attributed to the institutional interventions of Sacred Heart College across academic, personal, social, and economic domains. It includes changes in employability, leadership capacity, value orientation, critical thinking, family upliftment, and community development. Impact is measured quantitatively through stakeholder (alumni, parents, students, public and development partners) ratings (Likert scales, satisfaction indices, and frequency distributions) and qualitatively through 28 documented case studies. Since no baseline data were available, impact refers specifically to perceived long-term influence rather than experimental causality. It is assessed across four stakeholder groups to ensure triangulation and reliability of findings.

3. Inclusive Higher Education

In this study, Inclusive Higher Education is operationally defined as the systematic provision of accessible, affordable, and equitable educational opportunities to students from rural, marginalized, first-generation, SC/ST, minority, economically disadvantaged, and transgender backgrounds. It includes scholarship support systems, hostel facilities, remedial coaching, inclusive policies, and non-discriminatory campus culture. Inclusivity is measured through enrolment patterns, scholarship coverage (nearly 97% beneficiaries), student perceptions of respectful treatment, safety, and belongingness. It also includes targeted interventions for vulnerable groups such as rescued bonded labour families and urban slum children. Operationally, inclusivity is assessed through demographic analysis and stakeholder perception metrics.

4. Value-Based Formation

Value-Based Formation is operationally defined as the structured and intentional cultivation of moral integrity, social responsibility, empathy, discipline, leadership, and spiritual awareness within students through curricular and co-curricular processes. Rooted in the Salesian philosophy of holistic formation, it includes life-skill education, mentoring systems, community outreach participation, campus ministry, and character-building programmes. This construct is measured through alumni value orientation, student participation in service initiatives (e.g., DEEDS outreach), parental perceptions of character development, and case narratives of ethical leadership. It

represents the transformation from mere degree acquisition to the formation of "good human beings and responsible citizens."

5. Community Engagement

In this research, Community Engagement is operationally defined as the sustained, structured, and reciprocal interaction between Sacred Heart College and its surrounding rural and urban communities across six districts of North Tamil Nadu. It includes outreach programmes such as women's Self-Help Groups, Evening Study Centres, environmental initiatives, empowerment of marginalized communities, skill development training, and "Lab-to-Land" interventions. Engagement is measured through responses from 860 community stakeholders, documentation of socio-economic improvements, and case-based evidence of livelihood enhancement and social development. It reflects the institution's role as a catalyst for regional transformation beyond campus boundaries.

Sampling Design

Sacred Heart's Impact on Students' Lives

Quantitative data were collected from 1,724 graduating students through structured exit interviews administered via Google Forms. The instrument assessed multiple dimensions, including academic quality, curriculum relevance, competency enhancement, faculty effectiveness, examination fairness, and career readiness. Beyond academics, the survey captured participation in extracurricular activities, research, sports,

cultural programmes, and community-based outreach initiatives, as well as perceptions of campus facilities, safety, and hygiene. This substantial sample size ensures statistical adequacy and representativeness, allowing the findings to reliably reflect the student body's collective experiences while providing insights into personal, professional, and social development outcomes.

Sacred Heart's Impact on Alumni

The study "Impact of Sacred Heart College in My Life - Experiences of Alumni" engaged 745 alumni across 17 departments, spanning graduation cohorts from 1951 to 2024. The sample included 477 male (64%) and 268 female (36%) respondents, reflecting historical gender distribution, as the college became co-educational in 1998. This longitudinal and diverse sample enabled the study to capture both temporal consistency and the evolution of alumni experiences. Structured instruments documented career trajectories, societal contributions, and the enduring influence of the college's academic and value-based education. The findings reveal professional accomplishments across sectors and a sustained connection to the institution through mentoring, collaborations, and financial contributions, demonstrating the college's long-term transformative impact.

Sacred Heart's Impact Perceived by Parents of the Students

Recognizing parents as key stakeholders, data were collected from 480 parents, representing a student population of close to 5,000. Convenient sampling was used to identify participants, with tools circulated via students to their parents. Statistically, this

sample size is sufficient to achieve a 95% confidence level with a margin of error of $\pm 4\%$, providing reliable and representative insights into parental perceptions of institutional quality, character-building, communication, and student development. Parental input complements student and alumni perspectives by highlighting the college's role in fostering confidence, values, and social responsibility.

Sacred Heart's Impact perceived by the Neighbourhood Communities

To assess the college's outreach and societal contributions, 860 community members from six key districts - Vellore, Tiruvannamalai, Tirupattur, Ranipet, Krishnagiri, and Dharmapuri - participated in structured interviews and field-based assessments. The sample was designed to provide both geographical and socio-cultural representation, ensuring inclusion of diverse community contexts. Statistically, this sample size is adequate to achieve a 95% confidence level with a margin of error of approximately $\pm 3.3\%$, making it robust for drawing inferences about community perceptions. The large sample allows for meaningful comparisons across districts, enhances the external validity of the findings, and ensures that the observed patterns of impact - including educational outreach, livelihood programmes, environmental sustainability initiatives, and social development interventions - are representative of the broader population within the North Arcot region of Tamil Nadu.

Justification of Sample Size and Selection

The sampling strategy combined stratified random sampling for students and parents with purposive sampling for alumni and community respondents, ensuring both representativeness and relevance. Sample sizes were determined using statistical principles, prioritizing absolute numbers to achieve high confidence levels, low margins of error, and reliable inferences. The multi-stakeholder approach ensures that findings are robust, generalizable, and reflective of the college's holistic impact across academic, social, and community dimensions. With regard to the definition of 'impact', it only reflects the perceived impact of the stakeholders and not a measured one with the baseline data.

Case Studies

To complement survey data, 28 in-depth case studies were conducted to examine the transformative impact of the college across multiple domains, including academic excellence, research innovation, student development, community engagement, heritage contributions, inclusive education, career guidance, mental well-being, and empowerment of marginalized groups. The case studies explored initiatives such as holistic student formation through life skills education, empowerment of rural youth, food security programmes, theatre-based education, and support for urban slum children and transgender students. Collectively, these studies provide rich qualitative evidence, illustrating both institutional innovations and individual and community-level transformations.

Research Tools and Techniques Applied

The study employed a combination of structured tools tailored to each stakeholder group to ensure reliable and valid data collection. For neighbourhood respondents, interview schedules were administered through field-based interactions, while Google Forms were used to collect responses from alumni and parents. Exit interview data have been taken completely to capture the perceived impact of Sacred Hearts in students' life (outgoing students). Instruments included Likert-scale items (Strongly Agree to Strongly Disagree), dichotomous questions (Yes/No), and multiple-response items, capturing both attitudinal and factual information. To enhance accessibility, tools for parents and neighbourhood respondents were administered in Tamil, improving comprehension and response validity. Data collection was facilitated by trained social work students, who conducted interviews, clarified questions, and assisted participants to ensure accurate and complete responses. Their involvement-maintained consistency in administration, minimized response bias, and ensured culturally sensitive engagement.

Statistical Design

Quantitative data collected from students, alumni, parents, and neighbourhood respondents were coded and analysed using the Statistical Package for the Social Sciences (SPSS, Licenced Version 20). Descriptive statistics, including frequencies, percentages, means, and standard deviations, were computed to summarize patterns across



The Sacred Heart Model is operationally defined as the integrated institutional framework developed and practised by Sacred Heart College over seventy-five years (1951–2026), rooted in the Salesian Preventive System of Reason, Religion, and Loving-Kindness inspired by Don Bosco.

stakeholder groups. Cross-tabulations were employed to present the relationships between demographic variables and perceptions of institutional impact. Qualitative data from open-ended survey questions and case studies were thematically analysed, identifying recurring patterns, narratives, and insights that complemented the quantitative findings. The longitudinal impact of Sacred Heart on the neighbourhood was captured through the structured interviews. This integrated approach ensured both statistical rigour and interpretive depth, providing a holistic understanding of the college's academic, social, and community contributions.

Ethical Considerations

All research adhered to strict ethical standards, including informed consent, voluntary participation, confidentiality,

and culturally sensitive engagement, particularly with vulnerable populations such as slum residents, rescued bonded labour families, marginalized communities and transgender students. All the photos and artefacts have been placed in the report with the proper consent of the persons in the photos and some have been already documented in various reports of the college. This integrated methodology provides a comprehensive, evidence-based, and credible assessment of Sacred Heart College's sustained influence on students, alumni, families, and communities, capturing both measurable outcomes and transformative experiences across 75 years of institutional legacy.



SEVENTY-FIVE YEARS OF GRACE, GROWTH AND EXCELLENCE

Genesis of a Transformative Vision (1931 - 1951)

Sacred Heart College traces its origins to the early decades of the twentieth century, rooted in a deep concern for social justice and education. In 1931, Rt. Rev. Dr. Eugene Mederlet SDB, Archbishop of Madras, acquired a piece of land on the outskirts of Tirupattur with a long-term vision of serving the educational needs of the region. This vision was powerfully realized through Fr. José Carreño SDB, a dedicated Salesian missionary who arrived in 1933. Witnessing the harsh realities of widespread orphanhood caused by frequent accidents in the Kolar Gold Fields and a regional literacy rate of merely 9.5%, Fr. Carreño envisioned education as a means of upholding human dignity and social upliftment. His mission took concrete form with the establishment of the Sacred Heart Orphanage and School on 15 August 1941, eventually culminating in the founding of Sacred Heart College in 1951. Affiliated to the University of Madras, the college began its journey with just 80 students, primarily from rural and marginalized backgrounds.

Consolidation and Institutional Growth (1954 - 1986)

The period from 1954 to 1986 marked a phase of consolidation, academic expansion, and identity formation. Under the leadership of Fr. Joseph Murphy SDB, the first full-time Principal, Sacred Heart College attained "first-grade" status in 1954 and introduced undergraduate programmes in Economics and Mathematics. This era also saw the holistic development of students through the National Cadet Corps (NCC), sports, and cultural activities, earning the institution widespread recognition as a "Volleyball College" due to its consistent dominance in state-level tournaments. In 1967, Rev. Dr. Abraham Panampara SDB assumed office as the first Indian Principal, further strengthening the academic foundation through the introduction of the B.Sc. Physics programme and the expansion of campus infrastructure. The Silver Jubilee celebrations in 1976 marked a historic milestone, highlighted by the inauguration of the Silver Jubilee Building and the Indoor Stadium, symbolizing the institution's steady horizontal and vertical growth.





Autonomy, Research Orientation, and Quality Assurance (1987–2000)

A defining moment in the history of Sacred Heart College occurred in the academic year 1987–88 with the conferment of Autonomous status. This autonomy empowered the institution to design flexible, learner-centric curricula and implement progressive evaluation reforms suited to the needs of first-generation and rural learners. The 1990s witnessed a decisive shift toward advanced research and academic excellence. In 1992, the Department of Economics pioneered the introduction of M.Phil. and Ph.D. programmes, laying the foundation for a robust research culture across disciplines. This phase also saw the construction of a dedicated library building under the visionary leadership of Fr. Francis Guezou SDB, providing a permanent intellectual resource for students and scholars. The college's growing commitment to quality was formally recognized in 1999 when it underwent its first NAAC assessment and was awarded a Four-Star accreditation.


Expansion, National Recognition, and Academic Excellence (2001–2024)

The post-2000 period has been characterized by institutional expansion and increasing national visibility. The Golden Jubilee celebrations in 2002 led to the establishment of the Golden Jubilee Building and the introduction of self-financed programmes to meet emerging academic and industry demands. Following the reorganization of higher education in Tamil Nadu, Sacred Heart College is now affiliated with Thiruvalluvar University, Vellore. With 53 academic programmes and a vibrant student population of close to 5,000, the institution has evolved into a premier centre of higher learning. Its commitment to quality is reflected in a consistent upward trajectory in NAAC accreditation – progressing from an 'A' grade to 'A+' (3.31 CGPA) in the 4th cycle in 2019, and reaching an institutional pinnacle with an 'A++' grade and an impressive 3.53/4 CGPA in the 5th cycle in 2024. The college has also been consistently ranked among the Top 100 Colleges in India (42nd rank in 2023) under the National Institutional Ranking Framework (NIRF), along with strong performances in India Today rankings.



Platinum Jubilee Vision and Salesian Legacy (2025–2026 and beyond)

As Sacred Heart College approaches its Platinum Jubilee in 2026, it continues to be guided by visionary leadership, including the present Rector, Rev. Dr. Praveen Peter SDB, and the Principal, Rev. Dr. D. Maria Antony Raj. Anchored in the Salesian educational philosophy of reason, religion, and loving-kindness, the institution remains steadfast in its mission of forming “*good human beings and honest citizens.*” Over the last 75 years, Sacred Heart College has grown from a modest rural initiative into a nationally recognized institution of excellence, leaving a profound and enduring impact on individuals, communities, and society at large.



The institution remains steadfast in its mission of forming “*good human beings and honest citizens.*”

Inclusive Growth, Student Empowerment, and Residential Academic Culture

Over its 75 years of dedicated service to higher education, Sacred Heart College has emerged as a powerful engine of social mobility, inclusive growth, and holistic student development. From a modest beginning with just 80 students in 1951, the college has educated and graduated more than 66,000 students, many of whom are first-generation learners from rural and marginalized communities. By 2025, the institution has grown into a vibrant academic ecosystem with almost 5,000 students studying on campus including 958 students belonging to SC/ST communities. A significant milestone in this journey has been the introduction of co-education, which has opened doors for women's higher education; to date, over 20,000 girls have successfully graduated from Sacred Heart College, reflecting the institution's deep commitment to gender





Salesian presence, nutritious food, affordable fees, academic mentoring, and vibrant co-curricular life, making residential education a core pillar of the Sacred Heart identity and a transformative experience for thousands of deserving students.

equity and educational access. In recent years, transgender students have been admitted through a dedicated policy and scholarships.

A distinctive hallmark of Sacred Heart College is its long-standing tradition of residential education, inspired by the Salesian Preventive System of St. Don Bosco, where the hostel is envisioned not merely as accommodation but as a nurturing “home.” Over the decades, the college’s housing infrastructure has steadily evolved to meet growing and diverse student needs. Beginning with landmark hostels such as Rinaldi Hostel (1957), and Jyoti Nivas (1971), the institution expanded its residential capacity through the Murphy Hostel (1979)

and the Amalagam Hostel (2003) in response to the transition to co-education. The modern phase saw further strengthening with the establishment of Guezou Hostel (2006) and the Mazzarello Home for women, collectively benefiting approximately 15,000 students over the years. Beyond providing shelter, these hostels offer a holistic environment of wellbeing through continuous Salesian presence, nutritious food, affordable fees, academic mentoring, and vibrant co-curricular life, making residential education a core pillar of the Sacred Heart identity and a transformative experience for thousands of deserving students.

Sacred Heart College also holds a pioneering legacy in academic autonomy and self-governance, marked by a strategic and phased approach to institutional freedom. This journey began as early as 1987, when the Department of Social Work (MSW) and the Department of Mathematics (M.Sc.) were granted autonomous status, serving as experimental models for curriculum innovation and evaluation reforms. Building on their success, the University Grants Commission (UGC) conferred autonomous status on the entire institution in 2007, empowering the college to modernize curricula, introduce skill- and research-oriented programmes, and adopt learner-centric assessment systems across disciplines. This legacy of academic independence has been consistently reaffirmed through periodic reviews, with the most recent extension of autonomy granted by the UGC up to the 2024-25 academic year, marking nearly four decades of sustained excellence in autonomous higher education.

At the heart of Sacred Heart College's impact lies its unwavering commitment to student support and social equity. Financial hardship has never been allowed to become a barrier to education, as evidenced by the institution's extensive scholarship ecosystem that reaches nearly 97% of the student population. Each year, over 3,500 students benefit from Government of India Post-Matric and Higher Educational Special Scholarships for SC/ST and Scheduled Caste. Special attention is given to the most vulnerable, with the IVDP Koselay Memorial Scholarship supporting approximately 350 orphan and semi-orphan students annually. Complementing government support, the college management extends institutional assistance to nearly 1,000 students every year through initiatives such as the Midday and

Morning Meals Scholarship, which ensures daily nutrition for over 450 students, along with the DB Work Scholarship (Earn While You Learn) and the Rector's Scholarship. In addition, more than 88 Endowment Scholarships address the needs of students with disabilities, transgender students, and those from ultra-poor families, fostering a campus culture rooted in dignity, care, and inclusion.

A landmark expression of this inclusive ethos is the Marino Transgender Scholarship, launched in 2022, one of the first structured scholarship initiatives for transgender students at the university level. Established to address the unique challenges faced by transgender individuals – such as economic vulnerability, social exclusion, and educational discontinuity – the scholarship is supported by a dedicated institutional policy that ensures holistic inclusion and protection. Since its inception, three transgender students have benefited from this initiative, receiving not only financial assistance but also academic mentoring, emotional support, and a safe, affirming campus environment. Faculty members, alumni, and well-wishers actively collaborate to extend additional support, ensuring that beneficiaries feel accompanied and empowered throughout their academic journey.

Together, these initiatives reflect the profound and measurable impact of Sacred Heart College as an institution committed to human dignity, inclusive excellence, and transformative education. By integrating access, care, autonomy, and value-based residential education, the college continues to shape socially responsible graduates and stands as a model of how higher education can serve as a catalyst for individual growth and societal transformation.

A LEGACY OF ACADEMIC EXCELLENCE AND RESEARCH INNOVATION



Sacred Heart College stands as a beacon of higher education, offering a diverse range of 53 academic programmes designed to meet the evolving needs of the 21st century. As an autonomous institution, the college exercises the academic freedom to design and update its curricula, ensuring the highest quality in pedagogy, examination, and holistic student development. The institution's framework is meticulously structured to provide a robust learning environment spanning 19 undergraduate (UG), 15 postgraduate (PG), 6 PG Diploma, and 13 doctoral (Ph.D.) levels, serving a vibrant student body of almost 5,000.

At the undergraduate level, the college offers 19 distinct programmes across arts, science, and commerce, serving a significant number of first-generation learners from rural areas. A key feature of this curriculum is the integration of the Don Bosco Skill Centre, which offers vocational skill courses as mandatory 2-credit components. Utilizing a blended learning method, these courses ensure that students graduate with both theoretical knowledge and industry-relevant practical skills. This autonomous approach to "*learning by doing*" guarantees that community outreach and vocational excellence are high-quality, credit-earning staples of every student's journey.

The transition to higher specialization is supported by 15 postgraduate programmes and 6 PG Diploma courses. The PG tracks offer advanced specializations in cutting-edge fields such as Data Analytics, Artificial Intelligence, Banking & Finance and Materials Science, while the diploma offerings provide practical training in areas like Office Automation, Human Resources Management

and Hospitality Management. These courses are specifically tailored to enhance employability and prepare graduates for leadership roles. By maintaining autonomy over these specialized curricula, the college can swiftly adapt its PG offerings to meet the shifting demands of a complex global economy.

Keeping in mind the vision and mission of the Salesians of Don Bosco - to educate, evangelize, and empower young people, especially the marginalized - the College introduced Youth Development as a specialization within the Postgraduate Programme in Social Work in 1988.

This specialization was the first of its kind in India, marking a historic milestone in professional social work education. It pioneered a structured academic pathway for the formation of trained youth workers, integrating theory, field engagement, and value-based youth empowerment rooted in the Salesian charism.

The pinnacle of the college's academic excellence is its Ph.D. programme, offered across 13 key disciplines. The institution fosters a powerful research culture with over 126 active scholars currently pursuing their degrees under the guidance of a prestigious faculty of over 235 members, of whom 139 (59.1%) hold doctorates. With over 600 doctoral degrees awarded since the inception of Ph.D. programme, Sacred Heart College continues to be a regional leader in knowledge creation. This sustained output is a testament to the college's commitment to maintaining rigorous quality standards that define its reputation as a premier centre for research.

Benchmarks of Excellence: Rankings and Accolades

Sacred Heart College (Autonomous) in Tirupattur has established itself as a top-ranked institution, consistently receiving high ratings from major national assessment and ranking bodies. Its dedication to academic excellence is reflected in its NAAC accreditation with an 'A++' Grade in the 5th Cycle, a remarkable achievement based on a Cumulative Grade Point Average (CGPA) of 3.53 out of 4. This top-tier accreditation signifies that the college meets the highest standards of quality in its academic, administrative, and infrastructural functions.



The college has also been consistently ranked among the best in India by the Ministry of Education's National Institutional Ranking Framework (NIRF). In the NIRF 2024 rankings, Sacred Heart College secured the 47th position among all colleges in India. For 2025, the college holds the 80th rank in the 'Overall College Category' by NIRF. In addition to these overall rankings, the college has also been recognized by publications like *Outlook* and *India Today* for specific courses, with its BBA programme ranked 71st and BCA programme 52nd by *Outlook* in 2024. *India Today's* 2025 rankings place its Social Work programme at 22nd, the BBA programme at 69th and the BCA programme at 73rd, showcasing the institution's strong performance across diverse academic disciplines.





Research Ecosystem and Knowledge Advancement at Sacred Heart College

The college has built a strong and sustainable research ecosystem that promotes interdisciplinary inquiry, innovation, ethical research practices, and social relevance. The research culture of the college is anchored in dedicated research centres, clearly defined research and consultancy policies, structured funding mechanisms, publication platforms, and quality assurance systems. A distinctive initiative in this regard is the Bosco Interdisciplinary Research Centre for Public Theology (BIRCPT), which integrates theology with social sciences, humanities, ethics, governance, and public policy, encouraging critical engagement with contemporary issues such as justice, human dignity, peace, ecology, and inclusive development. Through seminars, research projects, publications, and policy dialogues, the centre bridges academic scholarship with public engagement and social transformation.

The college actively promotes faculty- and student-led research projects across Arts, Science, Commerce, Management, and interdisciplinary domains. Departments continuously undertake minor and major research projects, consultancy assignments, and action research initiatives supported by both internal seed funding and external agencies such as UGC, ICSSR, DST, DBT, TNSCST, and other governmental and non-governmental organizations. To encourage research initiation and continuity, the institution offers internal grants including the Don Bosco Research Grant, Sacred Heart Fellowship, and the Fr. Carreño Research Grant, which function as seed money and research fellowships for faculty members and research scholars. These initiatives have significantly strengthened proposal development, pilot studies, and the acquisition of external research funding.

Knowledge dissemination is a major strength of the institution, with Sacred Heart College supporting multiple peer-reviewed online journals that provide platforms for interdisciplinary scholarship. These include the Journal of Computational Mathematica (JCM), Journal of Computing and Intelligent Systems (JCIS), Journal of Functional Materials and Biomolecules (JFMB), Puthiya Avaiyam (JPA), Journal of Social Sciences and Management Research (JSSMR), and the Sacred Heart Journal of Science and Humanities. Together, these journals enhance the national and international visibility of faculty and student research. The college maintains a comprehensive and continuously updated database of publications, documenting journal articles, books, edited volumes, book chapters, conference proceedings, and patents, enabling systematic tracking, transparency, and accreditation readiness.



Sacred Heart College has also established a robust framework to promote innovation and protect intellectual contributions through its Intellectual Property Rights (IPR) Cell, which creates awareness on patents, copyrights, and technology transfer while guiding researchers through filing and commercialization processes. Complementing this, the institution maintains a digital database of approved research supervisors and registered research scholars, ensuring effective mentoring, monitoring, and interdisciplinary collaboration. Students are actively encouraged to publish their project work as research papers, and incentives are provided to faculty members for significant publications, thereby reinforcing a vibrant culture of research and scholarly output.

Sacred Heart College, Tirupattur, provides a comprehensive range of software and digital tools to support teaching, research, administration, and learning. For research and academic purposes, the college uses SPSS for statistical analysis, NVivo for qualitative data analysis, and Turnitin for plagiarism detection. Administrative and infrastructural support includes Microsoft Office suites, Oracle 8i database systems, and both Windows and Linux servers, with open-source operating systems like Ubuntu and Red Hat Linux also in use. The college employs Moodle as a Learning Management System and an ERP system for academic and administrative processes. Library and knowledge resources are enhanced through eBLIS 2.0 for library automation, DSpace for institutional repository management, and the Library

OPAC for easy access to holdings, alongside subscriptions to e-resources via N-LIST. Additionally, digital learning is supported through interactive boards, LCD projectors, and high-speed campus Wi-Fi and LAN infrastructure, ensuring seamless integration of technology across all academic and research activities. Well-equipped research centres, access to digital libraries, e-resources, seminar halls, and dedicated research workspaces further support rigorous inquiry. A central Research Cell coordinates and monitors all research activities, formulates policies, organizes capacity-building programmes, and ensures adherence to ethical standards and national research guidelines.

Overall, Sacred Heart College (Autonomous), Tirupattur has emerged as a leading research institution within the university through its integrated approach to research promotion, innovation, funding, publication, and ethics. Currently there are 61 research supervisors with 126 Ph.D. research scholars at the campus, including one transgender person. Over 7500 papers published in reputed journals, over 2300 books published by the faculty members, over 570 research and consultancy projects have been carried out over the years. With over 1,500 research papers and nearly 280 books published annually in reputed journals and publishing houses, active collaborations with premier research institutions, strong internal and external funding support, and a clear emphasis on societal relevance, the college continues to nurture a dynamic research culture that contributes meaningfully to academic advancement and social development.



Enduring Influence of Higher Education: **Impact of Sacred Heart College in the Lives of Alumni**

The study *“Enduring Influence of Higher Education: Impact of Sacred heart College in the Lives of Alumni”* presents a comprehensive and evidence-based account of how generations of students have been shaped by the institution’s academic excellence, value-based education, and enduring Salesian legacy. Drawing on responses from 745 alumni representing 17 academic departments and spanning graduation cohorts from 1951 to 2024, the study captures both the diversity and depth of alumni experiences. The inclusion of alumni across six decades enables a meaningful exploration of continuity and change, while the balanced gender representation ensures that both male and female perspectives are adequately reflected.

The findings reveal that alumni have distinguished themselves across a wide spectrum of professional fields, including education, public service, corporate and industrial sectors, entrepreneurship, scientific research, and social organizations. Beyond professional accomplishments, the study highlights a strong and sustained commitment to the values imbibed during their college years. Alumni continue to remain actively connected with their alma mater through mentoring, teaching, academic collaborations, institutional support, and philanthropic contributions - demonstrating the depth of belonging fostered by the college. Above all, the overwhelming majority of respondents affirm the profound personal, moral and social impact of their education at Sacred Heart College. The institution emerges not merely as a centre of academic learning, but as a formative space for holistic growth, ethical grounding, and social responsibility. This report thus stands both as a celebration of the alumni’s journey

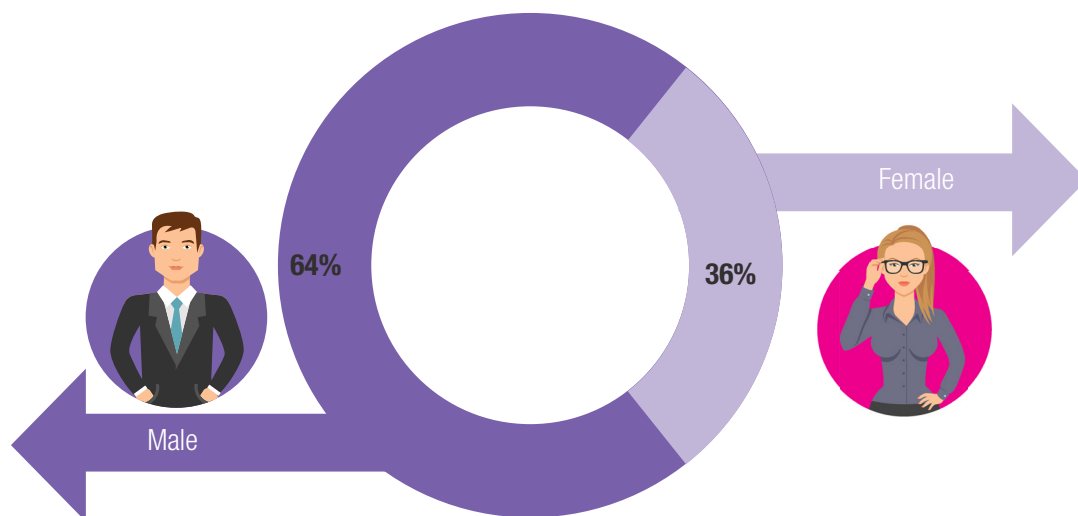
and as a reaffirmation of Sacred Heart College's mission: to form men and women of character, competence, and compassion, inspired by the educational vision of Don Bosco rooted in reason, faith and loving-kindness.

Adequacy and Representativeness of the Sample

The 745 alumni responses provide a scientifically adequate and meaningful basis to understand the legacy and contributions of Sacred Heart College over its 75-year history. While the number of respondents from earlier cohorts is naturally smaller, the study successfully captures a broad cross-section of alumni experiences across decades, departments, genders, and societal roles. Since the objective is not cohort-wise comparison but an assessment of the overall institutional impact on its alumni, this sample is sufficiently robust to reflect the shared perceptions and collective voice of Sacred Heart's alumni. The findings can therefore be considered representative of the enduring values, mission, and influence of the college in shaping generations of students, even though some early cohorts are underrepresented.

Gender of the Respondents

Gender	Frequency (N)	Percentage (%)
Male	477	64
Female	268	36
Total	745	100

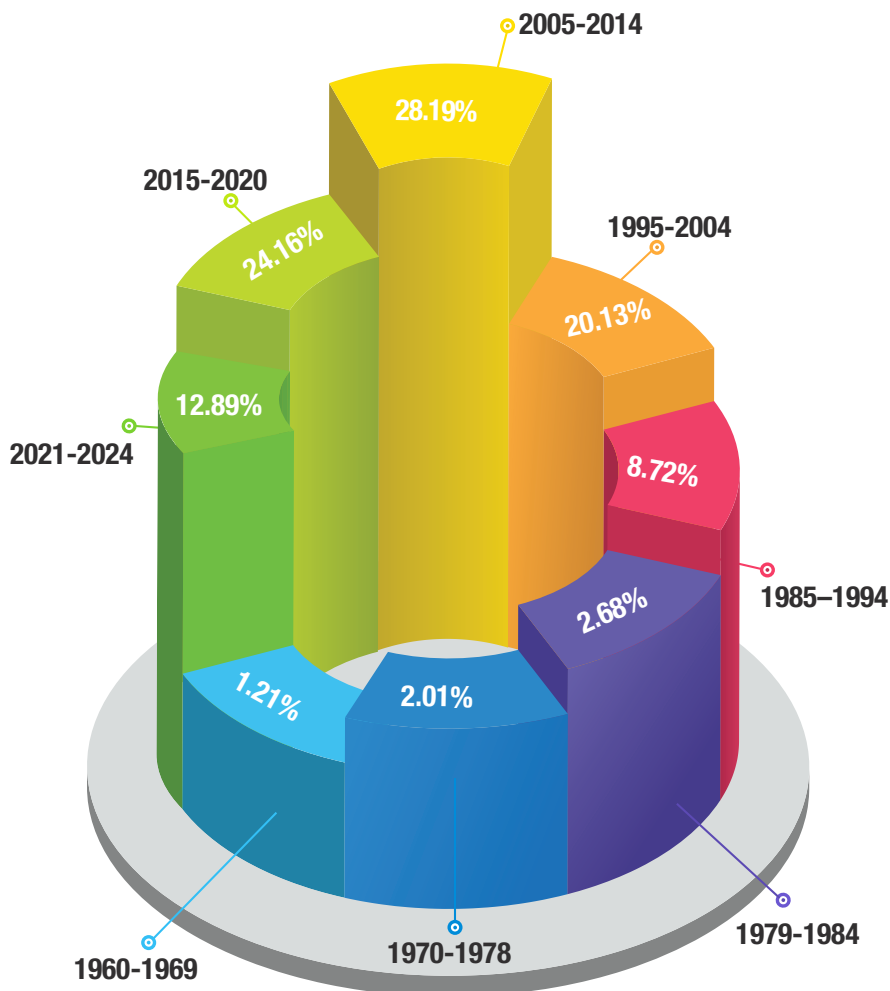


The study reached out to 477 male alumni (64%) and 268 female alumni (36%), totalling 745 respondents, to capture their experiences regarding the legacy and contributions of Sacred Heart College. This distribution ensures that perspectives of both male and female alumni

are represented, while reflecting the historical composition of the alumni body, given that the college became co-educational in 1998. Consequently, earlier graduating cohorts naturally had fewer female students, and this sample proportion mirrors that historical context while still capturing meaningful insights from female alumni.

Distribution of the Respondents by Cohorts

Graduation Year Range	Number of Alumni	Percentage (%)
1960-1969	9	1.21
1970-1978	15	2.01
1979-1984	20	2.68
1985-1994	65	8.72
1995-2004	150	20.13
2005-2014	210	28.19
2015-2020	180	24.16
2021-2024	96	12.89
Total	745	100



The distribution of alumni responses spans over six decades, beginning with the earliest batch of 1960–1969 (1.21%) and gradually increasing across time, ensuring that both the historical roots and contemporary growth of Sacred Heart College are represented. While smaller in number, the early alumni voices (1.21%–2.68% up to 1984) provide valuable insights into the college's formative years and its early impact. Participation rises steadily from 1985–1994 (8.72%) and peaks in the 2005–2014 cohort, which alone accounts for 28.19% of responses - reflecting the expansion and prominence of the institution during this period. Recent graduates remain strongly represented, with 24.16% from 2015–2020 and 12.89% from the most recent batch (2021–2024), underlining the continued relevance and loyalty of young alumni. This balanced distribution captures the enduring legacy of Sacred Heart College across generations while highlighting its ability to engage alumni both from its early decades and its latest cohorts, making the dataset comprehensive and reflective of the institution's rich history and ongoing impact.

Representation of Alumni by their Departments

Department	Total	Percentage
BBA	46	6.17
BCA	51	6.85
Biochemistry	30	4.03
Chemistry	54	7.25
Commerce	63	8.46
Computer Science	61	8.19
Economics	43	5.77
English	42	5.64
Mathematics	48	6.44
MBA	44	5.91
MCA	28	3.76
MSW	72	9.66
Microbiology	36	4.83
Physics	45	6.04
Psychology	26	3.49
B. Com (CA)	30	4.03
Tamil	26	3.49
Total	745	100

The alumni data (N=745) are distributed across 17 departments, with the largest shares from MSW (9.66%), Commerce (8.46%), Computer Science (8.19%), Chemistry (7.25%), and BCA (6.85%), together accounting for about 40% of responses. Mid-level contributions come from Mathematics, MBA, Physics, Economics, English, and BBA (between 5 - 6.5%), while smaller departments like MCA, Microbiology, Biochemistry, Psychology, Tamil, and B. Com (CA) each contribute less than 5%. Overall, the distribution is fairly balanced with no single department dominating, making it sufficient to capture the general opinion of alumni, though for more precise insights, especially given historical differences in department sizes, weighting responses by departmental strength would provide a clearer institutional picture.

Role Played in the Society by the Respondents

Role Played in the Society	Total	Percentage
UPSC, PSC, IES, Indian Armed Forces	18	2.42
Vice-Chancellor	2	0.27
Scientist	5	0.67
Minister in Government Ministry	1	0.13
Public Officer (Mayor, District Collector, MLA)	6	0.81
Owning enterprise	48	6.44
Owning industry/Consultancy	32	4.3
NGO/CBO Director/Trustee	28	3.76
Correspondent of School/Technical Centre	10	1.34
Correspondent of College	4	0.54
Principal of College	6	0.81
Head of the Department in Colleges	22	2.95
Teacher in School/ITI/Polytechnic	118	15.84
Teacher in Colleges and Universities	210	28.19
Received Award	40	5.37
Author of Books and Articles	15	2.01
Employee in a Company/Organization	150	20.13
Others (Unspecified)	30	4.03
Total	745	100

Sacred Heart College has nurtured a legacy that extends far beyond its campus, as reflected in the remarkable diversity of its alumni who contribute meaningfully to society. A significant portion of graduates serve in the field of education, with many shaping young minds as

schoolteachers (15.84%), college professors (28.19%), and academic leaders such as principals, heads of departments, and correspondents. This strong academic presence underscores the institution's enduring commitment to building future generations. At the same time, a large share of alumni (20.13%) are employees in various companies and organizations, reflecting the college's ability to prepare students for professional success in the corporate and service sectors. The spirit of intellectual and cultural contribution is further evident through award recipients (5.37%) and published authors (2.01%), while others carry forward the mission of leadership in schools, colleges, and technical centres. Collectively, this spectrum of roles demonstrates how Sacred Heart College has consistently inspired its students to become educators, professionals, innovators, and leaders - leaving a lasting imprint on communities and strengthening the college's reputation as a cradle of holistic human development and social transformation.

Alumni Connection with Alma Mater (Sacred Heart College)

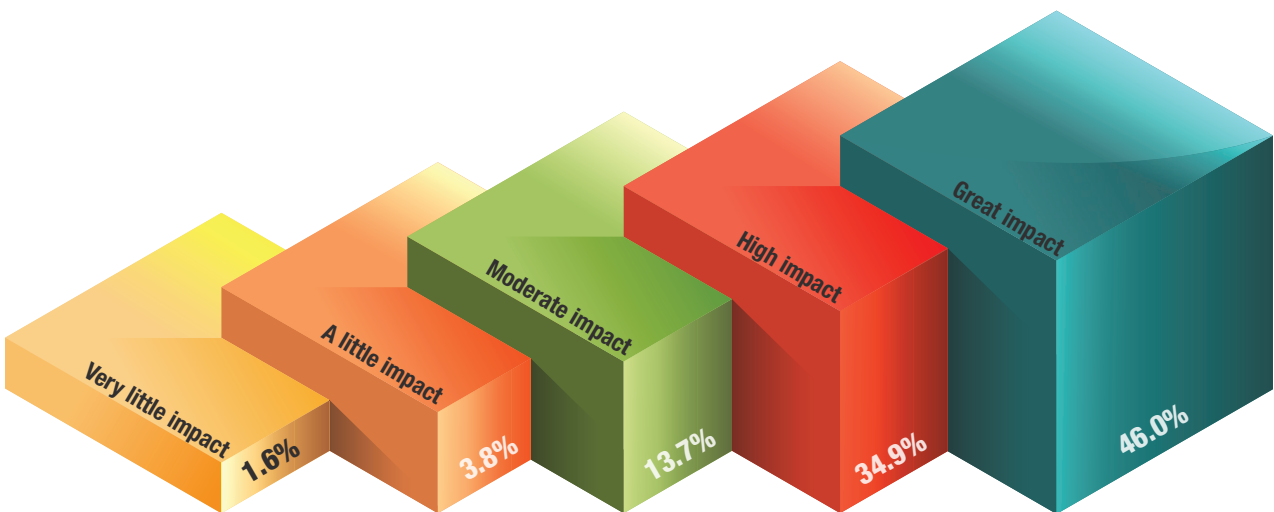
Connection to Alma Mater	Frequency	Percentage (%)
Served as Guest Lecturer	210	28.2
Served as Speaker in conferences and seminars	165	22.1
Served as resource person at Workshops and Training Programs	140	18.8
Acted as alumni mentor	120	16.1
Collaborated for academic projects (research, workshops, MoUs, etc.)	95	12.8
Became a faculty at Sacred Heart College	38	5.1
Supported for Curriculum Development (BoS, etc.)	30	4
Supported Internships and Placement requirements	84	11.3
Donated for Scholarships and Endowments	62	8.3
Donated for Infrastructure development	25	3.4
Sponsored Events and Programmes	58	7.8
Participated in Alumni Association Activities	350	47
Supported Student Start-ups	8	1.1
Joined for collaborative Research Projects	6	0.8
Collaborated in fundraising for Social Causes	45	6
Participated in college programs	20	2.7

The alumni of Sacred Heart College continue to uphold the institution's legacy through dynamic and multifaceted engagement with their alma mater, reflecting both gratitude and a commitment to its growth. Nearly half of the respondents (47%) actively participate in alumni association activities, showing the strength of community and belonging that the college

nurtures. A significant number also contribute to the academic and professional development of students - serving as guest lecturers (28.2%), speakers at conferences (22.1%), and resource persons at workshops and training programmes (18.8%). Many alumni extend their influence further by acting as mentors (16.1%), supporting internships and placements (11.3%), and collaborating in academic projects (12.8%), thereby enriching the learning ecosystem. Their contributions are not limited to knowledge sharing; they also make tangible impacts through scholarships (8.3%), sponsorship of events (7.8%), and infrastructure support (3.4%). Alumni involvement in creative and social dimensions; such as writing, fundraising for social causes (6.0%), and even serving as faculty members (5.1%) highlights their holistic commitment to the college. While some have ventured into entrepreneurship and research collaborations, even these smaller numbers demonstrate diversity in alumni engagement. Together, this broad spectrum of contributions illustrates how Sacred Heart College alumni remain deeply connected, transforming their association into a living testimony of loyalty, service, and shared responsibility for the college's continuing excellence and social mission.

Impact of Sacred Heart College in Alumni Life

Impact Level	Responses	Percentage (%)
Very little impact	12	1.60
A little impact	28	3.80
Moderate impact	102	13.70
High impact	260	34.90
Great impact	343	46.00
Total	745	100



The impact of Sacred Heart College on the lives of its alumni is both profound and inspiring, reflecting the institution's enduring mission to serve the poor and to instil the values of reason, religion, and loving-kindness. An overwhelming majority of alumni acknowledge the

transformative role of the college, with nearly half (46%) affirming that it had a great impact on their lives and another 34.9% recognizing a high impact. Even those reporting a moderate impact (13.7%) testify to the significant influence of the college in shaping their personal and professional journeys. The negligible percentage of alumni who felt only little impact underscores how consistently the college has succeeded in touching lives across generations. This remarkable legacy demonstrates that Sacred Heart College is not merely an academic institution, but a cradle of values, service, and holistic growth - empowering students to become compassionate professionals, socially responsible citizens, and bearers of Don Bosco's vision of education rooted in human dignity and kindness.

Impact of Sacred Heart in the Daily Life of Alumni

Impact / Value Lived Out	Responses	Percentage (%)
I care for the nature, environment, wild-life, animals	420	56.4
I serve the poor and marginalized communities	390	52.3
I stand for justice, equality at home and workplace	355	47.7
I stand against bribe and corruption	310	41.6
I volunteer during crisis situations	285	38.3
I donate blood	260	34.9
I volunteer for neighbourhood wellbeing (food donation, evening study)	240	32.2
I participate in social awareness campaigns and rallies	225	30.2
I stand against drugs and alcoholism	320	42.9
I support for inclusive workplace	180	24.2
I stand for fair trade and ethical business practices	165	22.1
I stand against domestic violence and support victims	150	20.1
I instituted or supported scholarships for underprivileged students	95	12.8
I care for the elders at home	400	53.7
I raised voice against injustices at home, workplace and society	280	37.6
Others	20	2.7

The values lived out by the alumni of Sacred Heart College are a powerful testimony to the college's holistic education and its deep-rooted mission of forming socially responsible, value-driven individuals. More than half of the alumni affirm their commitment to caring for nature (56.4%) and serving the poor and marginalized (52.3%), echoing the institution's legacy of ecological sensitivity and preferential option for the underprivileged. Equally remarkable is the

alumni's stand for justice and equality (47.7%), their resistance against bribery and corruption (41.6%), and their resolve to fight against drugs and alcoholism (42.9%), showing that the values of integrity, responsibility, and courage nurtured during their student years continue to guide their lives. The willingness of many to volunteer during crises (38.3%), donate blood (34.9%), participate in campaigns (30.2%), and raise voices against injustices (37.6%) demonstrates an active civic spirit and a readiness to transform society through concrete action. Beyond this, their care for elders at home (53.7%), inclusive workplace advocacy (24.2%), and support for victims of domestic violence (20.1%) highlight how compassion and loving-kindness, hallmarks of Don Bosco's pedagogy are being lived out in both private and public spheres. Even in smaller numbers, alumni initiatives such as scholarships for underprivileged students (12.8%) and fair-trade advocacy (22.1%) reveal a breadth of engagement that spans education, social justice, and ethical economics. Together, this rich tapestry of values embodied by alumni affirms that Sacred Heart College has not only imparted knowledge but has ignited a lifelong mission in its students: to serve with reason, to live with faith, and to love with kindness, leaving an enduring legacy in families, workplaces, communities, and the wider society.

Perceived Impact of College on the Lives of the Alumni

Dimension	Impact Area	Very Little Impact	A Little Impact	Moderate Impact	High Impact	Great Impact
Social	Community engagement, relationships, and leadership roles	11 (1.5)	20 (2.7)	40 (5.4)	280 (37.6)	394 (52.9)
Economical	Career progression, income level, and entrepreneurial success	15 (2.0)	35 (4.7)	90 (12.1)	300 (40.3)	305 (40.9)
Political	Civic participation, understanding of governance, and democratic engagement	25 (3.4)	40 (5.4)	110 (14.8)	340 (45.6)	230 (30.8)
Spiritual	Development of personal ethics, values, and sense of purpose	5 (0.7)	15 (2.0)	50 (6.7)	250 (33.5)	425 (57.1)
Emotional	Mental health, resilience, self-confidence, and emotional intelligence	10 (1.3)	25 (3.4)	75 (10.1)	320 (43.0)	315 (42.2)
Environmental	Ecological awareness, sustainable practices, and environmental advocacy	30 (4.0)	50 (6.7)	120 (16.1)	300 (40.3)	245 (32.9)
Intellectual	Lifelong learning, critical thinking skills, and analytical abilities	5 (0.7)	10 (1.3)	25 (3.4)	200 (26.9)	505 (67.7)
Cultural	Appreciation for diversity, engagement with the arts, and cultural activities.	10 (1.3)	20 (2.7)	60 (8.1)	260 (34.9)	395 (53.0)

Sacred Heart College has fundamentally exceeded its role as a mere educational institution, emerging as a powerhouse of holistic transformation for its alumni. Data collected from alumni reveals an overwhelming commitment to excellence, with the vast majority reporting a combined Transformative Impact across all measured aspects of their post-collegiate lives. This phenomenal influence underscores the College's success in instilling its core values and preparing students for meaningful societal contributions. The intellectual domain shows the College's highest success rate, with a magnificent 94.6% of alumni reporting a Transformative Impact on their Intellectual growth, specifically in critical thinking and lifelong learning. This intellectual mastery forms the bedrock of their subsequent success, notably in the Economic sphere, where a highly impressive 81.2% report a Transformative Impact on their career progression and income level.

The College's mission, rooted in spiritual and ethical development, is profoundly successful.

The highest overall Transformative Impact is recorded in the Spiritual dimension at 90.6%, signifying an almost universal success in shaping alumni's personal ethics and sense of purpose. This strong ethical core immediately translates into action, with 90.5% reporting a Transformative Social impact, confirming the College's effectiveness in fostering community engagement and leadership.

Beyond academics and ethics, the College instils the emotional fortitude necessary for modern life. A robust 85.2% of alumni report a Transformative Emotional impact, demonstrating the College's success in building resilience, self-confidence, and emotional intelligence. This personal stability supports informed civic action, as evidenced by 76.4% reporting a Transformative Political impact on their understanding of governance and democratic participation. The College also successfully cultivates global and responsible citizenship. The promotion of inclusivity is evident in the 87.9% Transformative Cultural impact in fostering an appreciation for diversity. While impressive, the Environmental



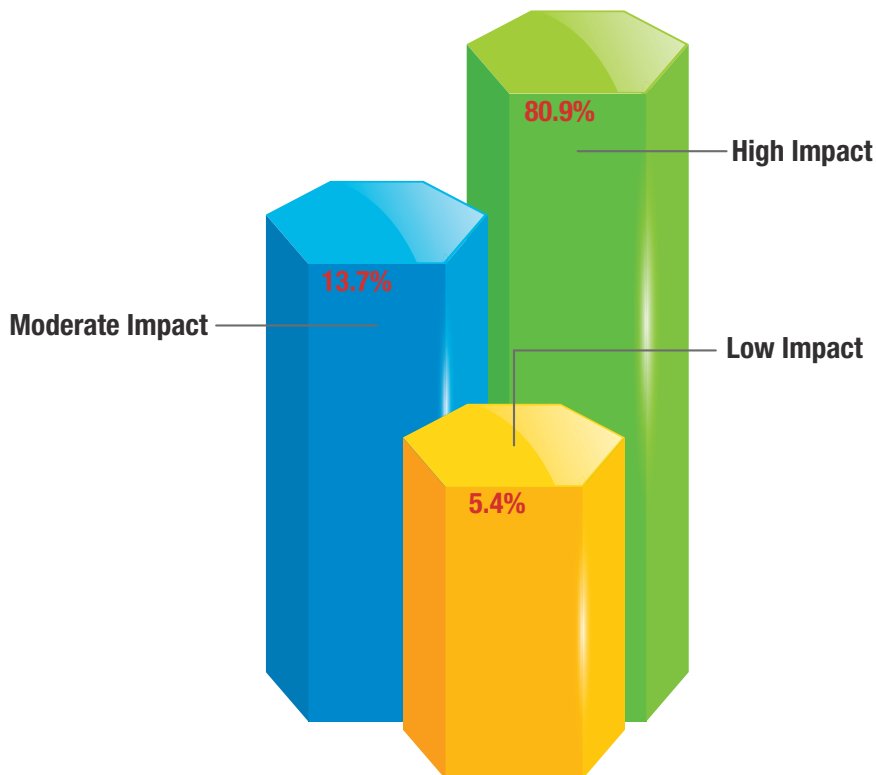
dimension has the lowest rate of Transformative Impact at 73.2%. This suggests that while awareness is strong, translating that awareness into widespread professional leadership and activism remains an opportunity for growth.

In conclusion, the findings unequivocally establish Sacred Heart College as a premier institution of transformative education. The consistently high rates of Transformative Impact across all eight dimensions - from the intellectual and spiritual spheres, where success rates exceed, to the economic and emotional realms confirm that the College does not merely educate minds; it shapes lives of purpose, competence, and service. The impressive holistic development, validated by the Economic impact and the social impact, proves the College's unique ability to merge academic rigor with ethical leadership. Sacred Heart College's enduring mission is thus realized in every alumnus, creating a dynamic, resilient, and socially responsible global community that continues to amplify its great contribution far beyond the campus gates.

Overall Impact of Sacred Heart College - Alumni Experiences

Impact Level	Frequency (n)	Percentage (%)
Low Impact	40	5.4
Moderate Impact	102	13.7
High Impact	603	80.9
Total	745	100

Computed Score



A remarkable 80.9% of alumni reported a high impact on their overall lives. This computed score is the single most powerful affirmation of the College's success, demonstrating that the education received leads to fundamental, life-changing results for the vast majority of its graduates.

The College has clearly achieved its mission of holistic transformation, with four out of every five alumni attributing a major, lasting impact to their time as students. This extraordinary success confirms the status of the college as a premier institution dedicated to developing successful, ethical, and purpose-driven citizens.



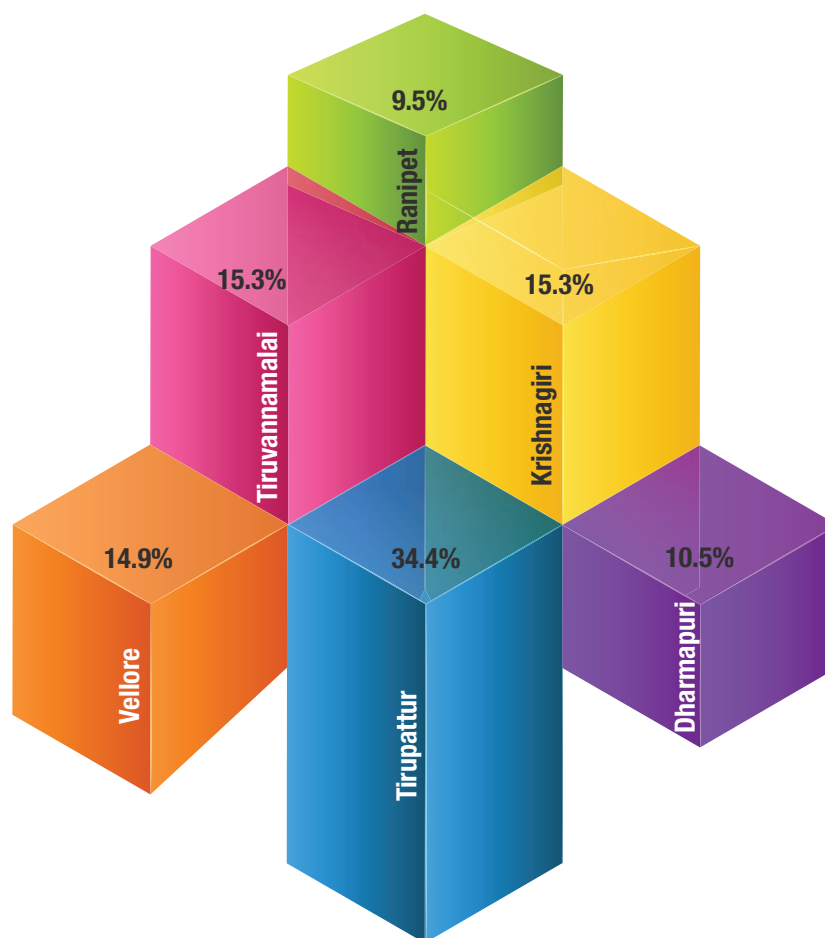
Impact of Sacred Heart College on Neighbourhood Communities

For over 75 years, Sacred Heart College has touched and transformed the lives of individuals, families, and communities across North Tamil Nadu through its educational, social and developmental initiatives. This study seeks to capture the college's impact as perceived by neighbourhood communities, drawing on responses of the general public across selected districts.

The data were collected using a structured interview schedule from a substantial sample of 860 respondents, providing a robust statistical base. The sample was drawn from six key districts – Vellore, Tiruvannamalai, Tirupattur, Ranipet, Krishnagiri, and Dharmapuri - which together constitute the immediate and extended catchment area of Sacred Heart College. While the college's influence extends beyond these districts, the study deliberately focused on this region to maintain a manageable scope and enable in-depth analysis. The study's dataset is therefore considered adequate and representative for understanding public perceptions of Sacred Heart College's legacy and contributions within the former North Arcot region of Tamil Nadu.

Distribution of the Respondents by their Districts

District	Frequency	Percentage (%)
Vellore	128	14.9
Tiruvannamalai	132	15.3
Tirupattur	296	34.4
Ranipet	82	9.5
Krishnagiri	132	15.3
Dharmapuri	90	10.5
Total	860	100



Distribution of the Respondents by their Districts

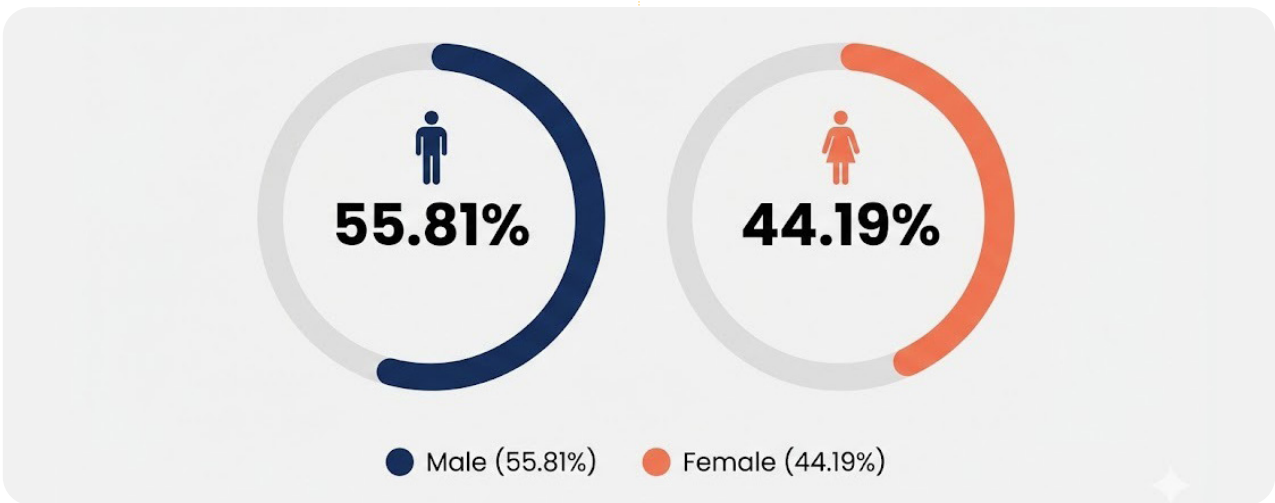
The district-wise distribution shows a balanced geographical spread. Tirupattur, the district closest to the college, accounts for the largest share of respondents (34.4%), reflecting proximity and frequent interaction with SHC. Tiruvannamalai and Krishnagiri each contribute 15.3%, followed closely by Vellore (14.9%). Dharmapuri (10.5%) and Ranipet (9.5%) are also adequately represented. This spread ensures that perspectives from both nearby and relatively distant communities are included, allowing for a comprehensive understanding of SHC's influence across the region.

The district-wise distribution shows a balanced geographical spread. Tirupattur, the district in which the college exists, accounts for the largest share of respondents (34.4%), reflecting proximity and frequent interaction with SHC. Tiruvannamalai and Krishnagiri each contribute 15.3%, followed closely by Vellore (14.9%). Dharmapuri (10.5%) and Ranipet (9.5%) are also adequately represented. This spread ensures that perspectives from both nearby and relatively distant communities are included, allowing for a comprehensive understanding of SHC's influence across the region.

Overall, the data distribution is robust and sufficient for the study, allowing meaningful analysis of legacy and contributions of the college while reflecting the diversity of neighbourhood communities in the region.

Gender of the Respondents

Gender	Frequency	Percentage
Male	480	55.81
Female	380	44.19
Total	860	100.00



The gender composition of the sample is fairly balanced, with 55.8% male and 44.2% female respondents. This proportional representation ensures that perceptions from both men and women are meaningfully captured, enhancing the inclusivity and reliability of the findings.

Respondents' Category

Respondents' Category	Frequency	Percentage
Daily Wage Earners	153	17.8
Home Makers	129	15
Business Owners	90	10.5
Parents of Present Students	95	11
School/College Teacher	95	11
Government Employee	70	8.1
Employee in Nearby Shop	60	7
Student of other Schools/Colleges	70	8.1
Member of SHG/NGO/Youth Group	75	8.7
Others	24	2.8
Total	860	100

Respondents were drawn from Tirupattur and its surrounding districts, historically served by Sacred Heart College. By situating the survey within this socio-cultural and geographical context, the study offers an authentic assessment of SHC's role in addressing the educational, social, and cultural needs of the region. With a large sample size of 860 respondents, the dataset provides a robust basis for understanding community perceptions of the college's standards, social engagement, and enduring legacy.

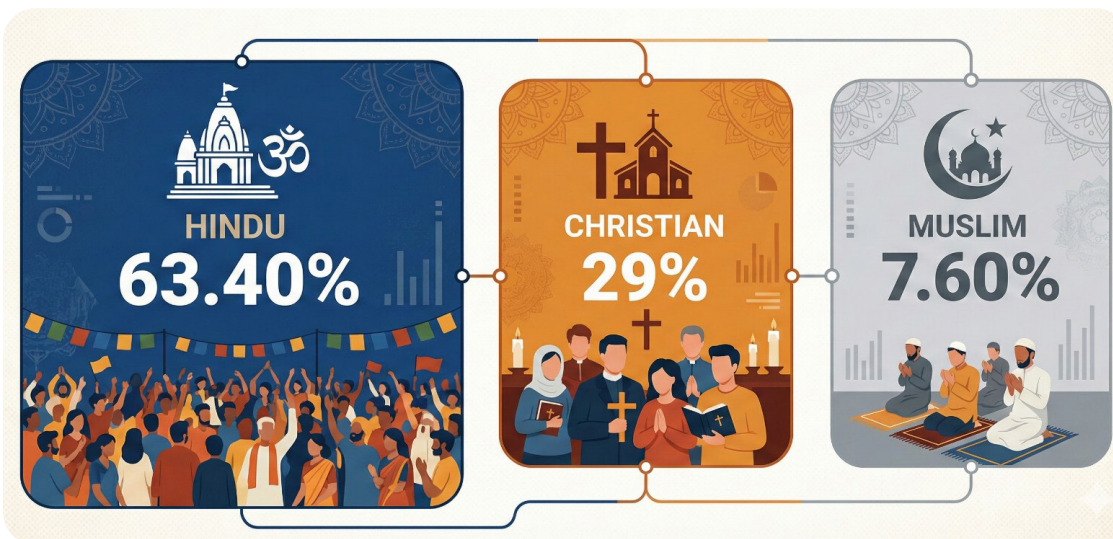
The respondents' categories encompass a wide range of social and professional groups, including daily wage earners, homemakers, business owners, parents of students, teachers, government employees, shop employees, students from other schools/colleges, members of SHGs/NGOs/Youth groups, and others. This diversity ensures that the study captures insights from individuals with different socioeconomic backgrounds, occupations, and levels of engagement with the college and the broader community.

Further, certain categories, such as daily wage earners (17.8%) and homemakers (15%), represent the economically active and family-oriented segments, providing an understanding of the college's influence on household and community life. Categories like school/college teachers (11%) and members of SHGs/NGOs/Youth groups (8.7%) bring perspectives from educators and socially active citizens, who are often involved in community development and education advocacy. Meanwhile, parents of students (11%) reflect direct stakeholder opinions on the college's academic and holistic impact on youth.

Finally, the large sample size combined with the inclusion of multiple respondent categories enhances the representativeness and credibility of the study. By capturing views from a wide variety of social roles and occupations, the dataset provides a comprehensive picture of public opinion about Sacred Heart College, making it a strong foundation for assessing its educational standards, social contributions, and broader societal impact in the Tirupattur region.

Religious Affiliations of the Respondents

Religion	Frequency	Percentage (%)
Hindu	545	63.4
Christian	249	29
Muslim	66	7.6
Total	860	100



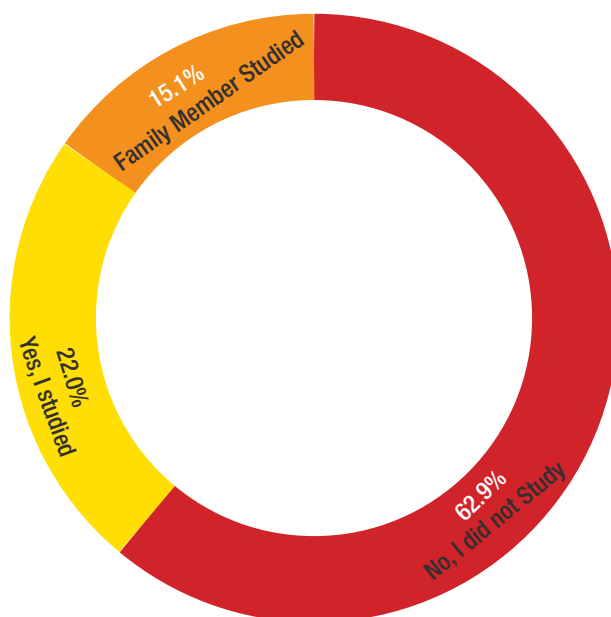
The data on religious affiliations of respondents shows that the majority are Hindus (63.4%), followed by Christians (29%) and Muslims (7.6%) participated in this study. This distribution reflects the religious composition of the communities surrounding Sacred Heart College (SHC) and provides a meaningful perspective on its impact across different faith groups.

The representation of multiple religions ensures that the study captures diverse viewpoints and experiences, allowing for a nuanced understanding of how SHC influences the social, educational, and personal development of youth and families from different religious backgrounds. Although Hindus form the majority, the inclusion of Christian and Muslim respondents provides adequate coverage to assess the college's outreach and contributions to minority communities as well.

Overall, the religious distribution of the respondents is well-balanced for the purpose of the study and supports a comprehensive analysis of SHC's impact on neighbourhood communities, highlighting its role in promoting inclusive education and community development.

Respondents' Relationship with the College

Studied at SHC	Frequency	Percentage
Yes, I studied	189	22.0
No, I did not Study	541	62.9
Family Member Studied	130	15.1
Total	860	100



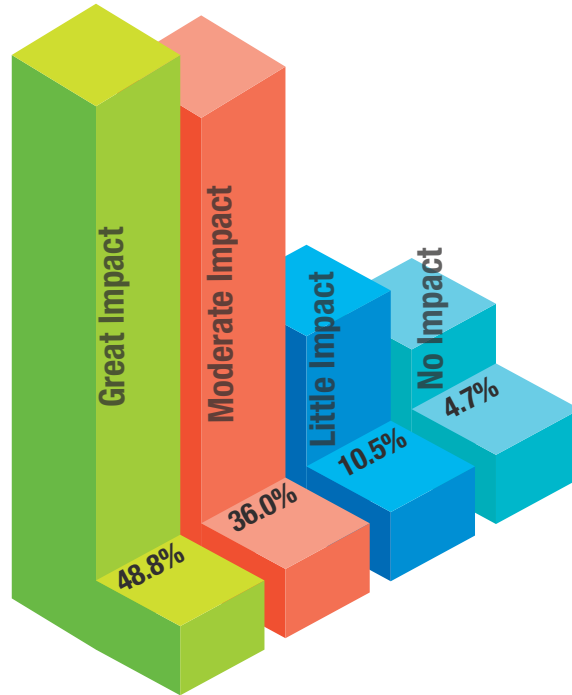
Respondents' Relationship with the College

The data on respondents' relationship with Sacred Heart College (SHC) provides a strong foundation for the study by incorporating perspectives from diverse stakeholder groups. With 22.0% of respondents having personally studied at SHC, the study benefits from direct insights of alumni who are well positioned to reflect on their academic experiences, personal growth, and the long-term influence of the institution. The 62.9% of respondents who have not studied at SHC contribute an external viewpoint, enabling the study to assess the college's reputation, community presence, and perceived value beyond its immediate student population.

Additionally, 15.1% of respondents reporting that a family member studied at SHC introduce a generational dimension, underscoring the institution's role in shaping educational aspirations within families and its broader social footprint. By including respondents with varying degrees of association with SHC, the dataset ensures a comprehensive and balanced understanding of the college's influence both within and beyond the campus, thereby strengthening the relevance and reliability of the study in evaluating SHC's impact on education, social development, and community engagement.

Overall Impact Perceived in Neighbourhood Communities

Overall Impact	Frequency	Percentage (%)
Great Impact	420	48.80
Moderate Impact	310	36.00
Little Impact	90	10.50
No Impact	40	4.70
Total	860	100



Overall Impact Perceived in Neighbourhood Communities

The college is widely perceived to have made a meaningful difference in the neighbourhood community. Nearly half of the respondents (48.8%) reported that Sacred Heart College has had a great impact, while another 36% felt that it has had a moderate impact. Only a small minority indicated little (10.5%) or no impact (4.7%). Taken together, these findings highlight that close to 85% of the community recognises the significant role of the college in fostering educational, social, and community development.

From a scientific perspective, this can be interpreted as a strong positive impact. In community impact assessments, when more than two-thirds of stakeholders (above 66%) perceive an institution as having either a great or moderate effect, it is generally taken as evidence of substantial community relevance and effectiveness. In this case, nearly 85% of respondents affirm the positive contribution of Sacred Heart College, placing it well above the benchmark for a good impact. This reinforces the view that SHC is not only an educational institution but also a catalyst for neighbourhood development, wellbeing, and social cohesion.

Specific Impact due to the Existence of the College

Impact	Strongly Agree	Somewhat Agree	Neutral	Disagree	Total
Education Standard Improved	569 (66.2)	269 (31.3)	17 (2.0)	5 (0.6)	860
Economy Improved	479 (55.7)	309 (35.9)	64 (7.4)	8 (0.9)	860
Social Development	429 (49.9)	291 (33.8)	89 (10.3)	51 (5.9)	860
Nature Protected	339 (39.4)	311 (36.2)	129 (15.0)	81 (9.4)	860
Poor & Marginalized Protected	449 (52.2)	291 (33.8)	79 (9.2)	41 (4.8)	860
Youth Guided	499 (58.0)	271 (31.5)	61 (7.1)	29 (3.4)	860
Equality Promoted	459 (53.4)	291 (33.8)	71 (8.3)	39 (4.5)	860
Employment Increased	459 (53.4)	319 (37.1)	74 (8.6)	8 (0.9)	860

The table presents respondents' perceptions of improvements in neighbouring communities attributable to the presence of Sacred Heart College (SHC). When positive responses are combined, an overwhelming majority of respondents acknowledged that education standards have improved (97.4%), strongly affirming SHC's pivotal role in expanding academic access, quality, and learning opportunities in the surrounding areas. Similarly, a substantial proportion perceived notable economic improvement (91.6%), indicating the college's contribution to local economic activities, skill development, and income generation.

Perceptions of social development (83.7%) further reflect SHC's role in fostering inclusive social environments and strengthening community well-being. The college's commitment to social responsibility is strongly evident in respondents' recognition of its role in protecting the poor and marginalized (86.0%), guiding youth (89.5%), and promoting equality (87.2%), highlighting SHC's sustained efforts toward social justice, empowerment, and the formation of responsible and value-oriented citizens.

Positive perceptions were also pronounced with respect to environmental protection (75.6%), indicating SHC's contribution to environmental awareness and conservation practices within the community. Importantly, perceptions of employment generation were very strong (90.5%), underscoring the college's significant role in enhancing employability, supporting livelihoods, and creating indirect employment opportunities in the locality.

Overall, the data demonstrate that Sacred Heart College has exerted a comprehensive and transformative influence on the surrounding community. Its impact extends across education, economic growth, social welfare, environmental consciousness, equality, youth development, and employment, thereby firmly establishing SHC as a key driver of sustainable, inclusive, and community-centred development.

Impact of Sacred Heart College in the Neighbourhood

It was an open-ended question, where the spontaneous responses were noted for this study.

Sacred Heart's Impact on Education

Impact on Education	Responses	Percentage (%)
Family member got chance to study at SHC	380	44.2
Received Quality Education at the College	420	48.8
Education infrastructure in locality improved	210	24.4
Family member received scholarship	145	16.9
Attended job fair organized by the college	180	20.9
Benefited from evening study centres of the college	120	14
Safe learning environment ensured	300	34.9

The contribution of Sacred Heart College (SHC) to the educational development of the neighbourhood community is evident across several dimensions. Nearly half of the respondents reported that their families directly benefited from SHC, with 48.8% highlighting quality education and 44.2% acknowledging the opportunity for a family member to study at the college. Beyond access, SHC has also ensured a supportive learning climate, as 34.9% recognised the safe learning environment it provides, while 24.4% appreciated improvements in local educational infrastructure.

In terms of additional educational support, 20.9% of respondents benefitted from job fairs, 16.9% received scholarships, and 14.0% made use of evening study centres. These findings demonstrate that the college's influence goes beyond classroom teaching, extending into community empowerment through employment support, financial assistance, and supplementary learning opportunities.

Overall, with nearly half of the respondents affirming direct educational benefits and a substantial proportion recognising institutional and community-level contributions,

the data underscores the role of the college as a catalyst of quality education, equity, and opportunity in the neighbourhood.

Sacred Heart's Impact on Economic Development

Impact on Economic Development	Frequency	Percentage (%)
Income improved due to the existence of the college	791	92
Support to improve business/economic activities	585	68
Got employment at the college	249	29
Land/property value increased	748	87
Local tourism improved	602	70

The data underscore the significant and multi-dimensional economic impact of Sacred Heart College (SHC) on the surrounding community. A very large majority of respondents (92%) reported that their income improved due to the existence of the college, indicating SHC's substantial indirect contribution to strengthening household livelihoods and local income sources. Similarly, 68% of respondents acknowledged that SHC has provided support for improving business and economic activities, reflecting the institution's role in stimulating entrepreneurship, enhancing skills, and energizing local commerce.

Direct employment opportunities generated by the college were recognized by 29% of respondents, highlighting SHC's importance as a local employer and a source of stable livelihoods. Beyond income and employment, the presence of SHC has also positively influenced the value of land and property (87%), suggesting increased demand, infrastructural development, and investor confidence in the locality. Furthermore, 70% of respondents perceived an improvement in local tourism, indicating that the college contributes to greater visibility, visitor inflow, and ancillary economic activities in the area.

Overall, these findings clearly illustrate that Sacred Heart College functions as a catalyst for local economic development, fostering income growth, business expansion, employment generation, enhanced property values, and tourism-related

activities. Collectively, SHC's presence has strengthened the economic base of the neighbourhood and contributed to sustained and inclusive local prosperity.

Sacred Heart's Impact on Social Development

Impact on Social Development	Responses	Percentage (%)
Benefited from SHC Organized Public events (i.e., Health Camps...)	310	36
Benefited from Awareness Campaigns by Faculty/ Students	280	32.6
Received Sports & Recreation Support	190	22.1
Participated in Cultural Activities	160	18.6
SHC Supports Local Voluntary Organisations	75	8.7
Support from SHC Student Volunteers	85	9.9
Received Crisis Support (flood, COVID)	110	12.8
Received Mental Health Support	95	11
Participated in SHC Sports Activities	140	16.3
SHC Students Assisted Government Agencies	60	7

The data illustrates the broad social impact of Sacred Heart College (SHC) on the surrounding communities, highlighting its active engagement beyond academics. A substantial proportion of respondents reported benefiting from SHC-organized public events, such as health camps (36%), and awareness campaigns by faculty and students (32.6%), demonstrating the college's role in promoting community health, knowledge, and social awareness. Engagement in sports and recreation (22.1%) and cultural activities (18.6%) reflects SHC's commitment to fostering holistic development and community participation.

The college also contributes to supporting local voluntary organizations (8.7%) and provides assistance through student volunteers (9.9%), showing its efforts in encouraging civic responsibility and active citizenship. Notably, crisis support during floods and COVID (12.8%) and public mental health initiatives (11%) underscore SHC's responsiveness to urgent community needs, while participation in SHC sports activities (16.3%) and assisting government agencies (7%) indicate the college's collaborative role in strengthening social infrastructure.

Overall, these findings demonstrate that SHC serves as a catalyst for social development, actively enhancing health, awareness, recreation, cultural engagement, volunteerism, and crisis response, thereby significantly improving the quality of life and resilience of the neighbourhood community.

Sacred Heart's Impact on Environment

Contributions	Frequency	Percentage (%)
Tree planting by the college	335	39
Introduced eco-friendly initiatives	275	32
Created awareness on environment	396	46
Supplied saplings	439	51

The neighbourhood community clearly recognises the contributions of Sacred Heart College to environmental sustainability, though these efforts are perceived as relatively moderate when compared with the college's educational, economic, and social impacts. Among the respondents, 39% acknowledged the involvement of the college in tree planting initiatives, which contribute directly to increasing green cover and supporting ecological balance in the surrounding areas. In addition, 32% of respondents reported that the college has introduced eco-friendly initiatives, such as environmentally responsible campus practices, waste management measures, and sustainability-oriented programmes.

A larger proportion of respondents (46%) indicated that SHC has created awareness on environmental issues, highlighting the institution's role in sensitising the community to ecological concerns and sustainable practices. Furthermore, 51% recognised the college's efforts in supplying saplings, suggesting tangible community-level engagement in promoting plantation and long-term environmental improvement.

Overall, these findings demonstrate that SHC has established a visible and meaningful presence in promoting environmental awareness and green practices within the neighbourhood. While the scale of environmental interventions may be comparatively limited in relation to other domains of impact, they play a crucial role in nurturing a culture of sustainability and ecological responsibility. Expanding and systematising these initiatives could further strengthen SHC's position as a leader in community-based environmental stewardship and sustainable development.

Sacred Heart's Impact on Health and Wellness of Neighbourhood

Contributions	Frequency	Percentage (%)
Gained health awareness	270	31.4
Used SHC sports / walking facilities	160	18.6
Benefited from mental health programs	107	12.4
Benefitted from counselling services	141	16.4

The neighbourhood community perceives Sacred Heart College (SHC) as a meaningful contributor to health and overall wellbeing through its outreach programmes and health-related initiatives. The most frequently reported benefit is health awareness gained through SHC interventions (31.4%), reflecting the college's sustained efforts in preventive care, health education, and the promotion of healthy practices among community members. Additionally, 18.6% of respondents reported using SHC's sports and walking facilities, underscoring the institution's role in encouraging physical activity and fostering an active lifestyle within the locality.

Further, 12.4% of respondents indicated that they benefited from mental health programmes, highlighting SHC's growing attention to psychological wellbeing and emotional resilience. Moreover, 16.4% acknowledged benefiting from counselling services, demonstrating the college's supportive role in addressing personal, emotional, and psychosocial concerns within the community.

Taken together, these findings suggest that SHC's contribution extends beyond academics to encompass holistic community health, addressing both physical and mental dimensions of wellbeing. Strengthening and expanding wellness infrastructure, outreach health camps, and mental health and counselling services could further enhance SHC's role as a comprehensive and community-centred promoter of health and wellbeing.

Sacred Heart's Impact on Cultural and Heritage Aspects

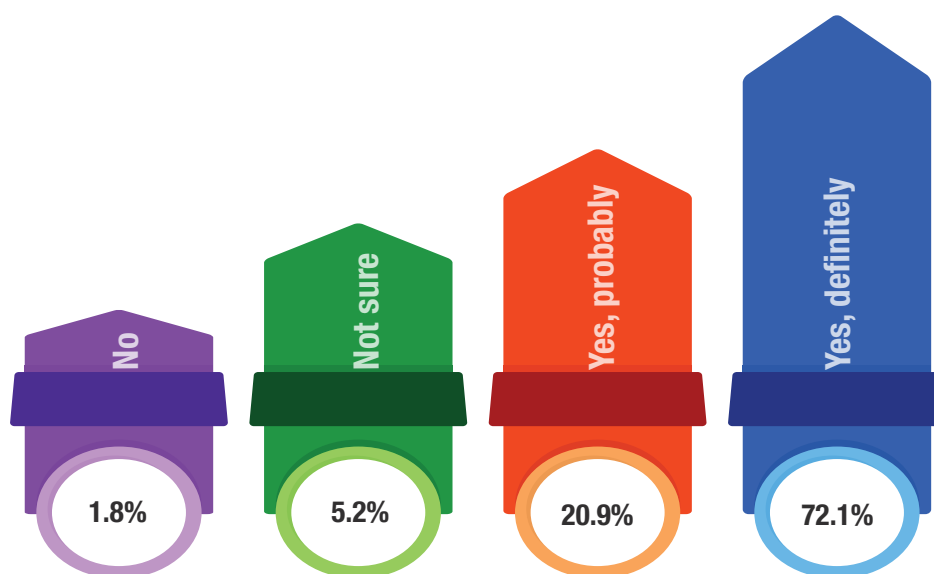
Contributions	Responses	Percentage (%)
Participated in cultural/heritage events	180	20.9
SHC helped prevent child labour/bonded labour	65	7.6
SHC supported local folk artists	55	6.4

Sacred Heart College (SHC) also contributes meaningfully to preserving and promoting cultural and heritage values in its neighbourhood. About 20.9% of respondents participated in cultural and heritage events organised by SHC, showing its role in fostering community engagement and cultural vibrancy, the various art promoting groups such as Alternative Theatre Movement "Matru Nadaga Iyakkam". Meanwhile, 7.6% recognised SHC's efforts in preventing child labour and bonded labour, indicating its advocacy for social justice and protection of vulnerable groups. Additionally, 6.4% acknowledged SHC's support for local folk artists, reflecting the institution's commitment to sustaining indigenous traditions and arts.

These findings reveal that SHC acts not only as an academic hub but also as a custodian of culture and heritage, strengthening social justice and cultural identity within the community. With greater investment in folk arts and heritage preservation, SHC can further establish itself as a leading promoter of cultural sustainability in the region.

Respondents' Willingness to Recommend SHC to Other Students

Responses	N	Percentage (%)
Yes, definitely	620	72.10
Yes, probably	180	20.90
Not sure	45	5.20
No	15	1.80
Total	860	100



Willingness to Recommend SHC to Other Students

Community endorsement of SHC is exceptionally strong. The neighbourhood community expresses a strong willingness to recommend Sacred Heart College (SHC) to other students, reflecting high levels of satisfaction and trust in the institution. A significant 72.1% of respondents stated they would “definitely” recommend SHC, while another 20.9% indicated they would “probably” recommend it, showing that over nine out of ten people (93%) hold a positive perception of the college.

From a scientific perspective, this is a very positive indicator of institutional reputation, sustained relevance and long-term community-confidence. High recommendation rates are often considered a strong measure of impact and credibility, suggesting that SHC has not only met but also exceeded the expectations of its neighbourhood communities. This positive word-of-mouth endorsement stands as evidence of sustainable community trust and long-term goodwill for the college.

In sum, the findings firmly establish Sacred Heart College as not merely an academic institution, but a transformative presence - educationally, economically, socially, culturally, and ethically - within its neighbourhood communities.

Shaping Lives through Education: Parents' Perception of the Impact of Sacred Heart College on Students' Lives

Understanding the quality and contribution of a higher education institution through the perspective of parents is both valuable and necessary. As key stakeholders, parents offer a distinctive viewpoint that goes beyond academic metrics and student self-reports. They are uniquely positioned to observe the long-term impact of the college education on their child's personality, confidence, values, and overall life orientation. Their perceptions provide a critical assessment of the institution's effectiveness in character-building, ethical grounding, and emotional and social development.



Parents' feedback also sheds light on the institution's ability to foster a safe, supportive, and nurturing environment, as well as the quality of its engagement and communication with families—both of which are integral to a meaningful educational experience. By capturing their insights, colleges can gain a holistic understanding of their strengths and identify areas for improvement, ensuring they are meeting the diverse needs of both students and their families.

Sample Size and Statistical Adequacy

The parent survey was conducted with a sample of 480 respondents, which is statistically adequate to represent a parent population of approximately 5,000. From a statistical standpoint, the reliability of survey findings depends more on the absolute size of the sample than on its proportion to the population.

For large populations, a sample of 400 to 500 respondents is sufficient to achieve a high confidence level (typically 95%) and a low margin of error (e.g., $\pm 4\%$). Beyond this point, the principle of diminishing returns applies whereby increasing the sample size yields only marginal improvements in accuracy. This means the survey results are a dependable reflection of the entire parent body's views. Therefore, the choice of 480 respondents is neither arbitrary nor incidental; it is a statistically robust figure that ensures the findings are both representative, dependable and methodologically sound.

Demographic Characteristics of the Parents

Demographic Characteristics	Category	Frequency	Percentage (%)
Occupation	Daily Wage	162	33.8
	Pvt. Company	96	20
	Business	72	15
	Govt. Job	150	31.2
Educational Qualification	Not Studied	54	11.3
	Primary	108	22.5
	Secondary	126	26.3
	Hr. Secondary	90	18.8
	Graduation & above	102	21.3

Family Annual Income	Up to Rs. 1 lakh	174	36.3
	Rs. 1 – 3 lakhs	156	32.5
	Rs. 3 – 5 lakhs	96	20
	Rs. 5 lakhs & above	54	11.3
Domicile	Rural	288	60
	Tribal	48	10
	Town	84	17.5
	Urban	60	12.5
Studied at SHC	Yes	102	21.3
	No	378	78.7
	Total	480	100.0

The parent sample of 480 respondents provides a strong and balanced representation of different socioeconomic and educational backgrounds, making it useful to understand parental perceptions of Sacred Heart College. Parents come from diverse occupations, with daily wage earners (33.8%) and government employees (31.2%) forming the largest groups, alongside private sector employees and business families. Their educational levels range from illiterate (11.3%) to graduates and above (21.3%), ensuring voices across literacy levels are included.

Most parents belong to lower- and middle-income groups, with nearly 70% earning less than Rs.3 lakh annually, and the domicile spread shows a strong rural (60%) and tribal (10%) representation, reflecting the college's community focus. Importantly, while the majority of parents are non-alumni (78.7%), nearly one-fifth are alumni themselves, offering perspectives both from legacy holders and fresh observers.

Overall, the data is well-spread and particularly effective in capturing what rural, lower-income, and first-generation families think about the college. The findings can be considered valid for understanding grassroots parental perceptions, though perspectives of affluent and urban families are relatively less represented. This strengthens the evidence of SHC's impact as an institution serving diverse and underprivileged communities.

Parents' Opinion about Sacred Heart College

The following statements were assessed using the Likert Scale - Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (DA).

Parents' Opinion	SA	A	D	SD
The College Provides Quality Education	340 (70.83)	122 (25.42)	12 (2.50)	6 (1.25)
Positively Influenced my Child's Personality	298 (62.08)	158 (32.92)	18 (3.75)	6 (1.25)
Faculty are Approachable & Supportive	286 (59.58)	162 (33.75)	24 (5.00)	8 (1.67)
Ensures Holistic Development	335 (69.79)	118 (24.58)	15 (3.12)	12 (2.50)
Safe Place to Study	350 (72.92)	108 (22.50)	14 (2.92)	8 (1.67)
College Ranks High among Many Colleges	300 (62.50)	152 (31.67)	20 (4.17)	8 (1.67)
Students Supported in Many Ways	340 (70.83)	116 (24.17)	16 (3.33)	8 (1.67)
Teachers are Qualified & Skilled	302 (62.92)	154 (32.08)	16 (3.33)	8 (1.67)
Opportunities are there for Extracurricular Activities	270 (56.25)	170 (35.42)	28 (5.83)	12 (2.50)
Emphasis is given for Life skills & Employability Skills Enhancement	276 (57.50)	170 (35.42)	22 (4.58)	12 (2.50)
Good infrastructure	360 (75.00)	92 (19.17)	18 (3.75)	10 (2.08)
Good Career Guidance & Placement Support	254 (52.92)	184 (38.33)	30 (6.25)	12 (2.50)
Opportunities for Neighbourhood Community Engagement	330 (68.75)	116 (24.17)	22 (4.58)	12 (2.50)
Gives Importance to Discipline	345 (71.88)	114 (23.75)	15 (3.12)	6 (1.25)
Supports Poor & Deserving Students	350 (72.92)	102 (21.25)	16 (3.33)	12 (2.50)
Ensures Positive Transformation in My Child	340 (70.83)	122 (25.42)	12 (2.50)	6 (1.25)
Parents can Consult Teachers	292 (60.83)	162 (33.75)	18 (3.75)	8 (1.67)
Good Relationship between College & Parents	284 (59.17)	168 (35.00)	20 (4.17)	8 (1.67)
Humanitarian Values Enhanced through Outreach	335 (69.79)	112 (23.33)	21 (4.38)	12 (2.50)
Rich & Updated Curriculum	345 (71.88)	114 (23.75)	15 (3.12)	6 (1.25)

Sacred Heart College is widely perceived as excelling in its core mission of providing a comprehensive education. The data reveals an exceptionally high level of satisfaction among parents regarding the college's academic standards and faculty. Over 70% of respondents

strongly agreed that the college provides quality education, a figure supported by equally high ratings for the competence of its teachers and the richness of its curriculum. This overwhelming approval for the academic domain is a clear testament to the college's success in its primary role of preparing students with strong intellectual foundations.

Beyond academics, the college's physical environment also receives outstanding praise. The survey shows that an overwhelming majority of parents strongly agree that the college has good infrastructure (75.0%) and provides a safe place to study (72.92%). These high percentages indicate that the institution has effectively invested in creating a modern, secure, and well-maintained campus. Parents see the college not just as an educational institution but as a nurturing environment that prioritizes the well-being and safety

of their children, a critical factor in their overall satisfaction.

Furthermore, the survey results strongly suggest that Sacred Heart College's role extends far beyond the confines of academic instruction. The high level of parental agreement on statements like "*Ensures holistic development*" and "Positively influenced my child's personality" points to the college's effectiveness in shaping the character and values of its students. This perception is reinforced by the strong endorsement of the college's efforts to enhance humanitarian values and support deserving students. While satisfaction with career and placement support is 52.92% (Strongly Agree) despite the social and geographical challenges, it is still a positive indicator that the college is recognized for its efforts in preparing students for their future careers.

In essence, the findings demonstrate that Sacred Heart College is perceived by parents

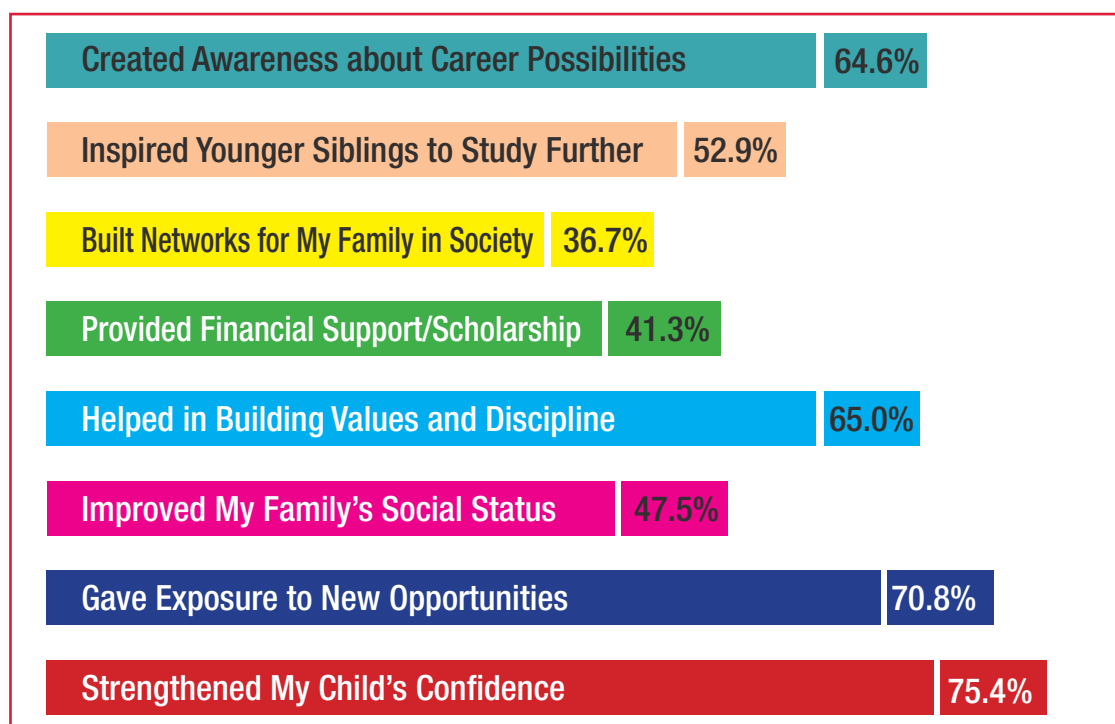


as a pivotal institution that plays a dual role in the lives of young people: as a hub for academic excellence and as a nurturing ground for personal and ethical development. The consistent and high satisfaction rates across all surveyed areas from academic quality and infrastructure to character-building and community engagement are a strong testament to the college's success. This positive feedback confirms that the institution is effectively implementing its mission to provide a well-rounded education that prepares students to be not only knowledgeable professionals but also responsible and compassionate citizens.

Contributions of Sacred Heart to Family Wellbeing

Contributions	Frequency	Percentage
Strengthened My Child's Confidence	362	75.4
Gave Exposure to New Opportunities	340	70.8
Improved My Family's Social Status	228	47.5
Helped in Building Values and Discipline	312	65.0
Provided Financial Support/Scholarship	198	41.3
Built Networks for My Family in Society	176	36.7
Inspired Younger Siblings to Study Further	254	52.9
Created Awareness about Career Possibilities	310	64.6

N=480



Based on the given table, the college is perceived by parents as having a significant and positive impact on their children and, indirectly, on their families. The findings highlight the college's strength in areas related to student development, while indicating that its role in a family's personal social or financial status is seen as secondary.

The most substantial contributions of SHC, as identified by parents, are directly related to the student's personal growth and future prospects. The highest-rated contribution is "Strengthened my child's confidence," with a remarkable 75.4%. Similarly, "Gave exposure to new opportunities" and "Helped in building values and discipline" were also highly rated, at 70.8% and 65%, respectively. These findings collectively suggest that parents see the college as a transformative force that empowers their children, broadens their horizons, and instils a strong sense of character.

Conversely, the areas with the lowest perceived contributions are those related to the parents' direct social and financial standing. With only 47.5%, "Improved my family's social status" had a notably lower rating, followed by "Provided financial support/scholarship" at 41.3% and "Built networks for my family in society" at 36.7%. This indicates that parents primarily value the college for its impact on their child's development rather than for personal or social gain.

Overall, the data underscores the effectiveness of Sacred Heart College in fulfilling its core mission of student development, rather than serving as a tool for a family's social or financial advancement. The results show that the college's biggest impact, from a parent's perspective, is on the student's confidence, opportunities, and personal values, which aligns with its role as a key educational and character-building institution.





Transforming Lives through Education: Impact of Sacred Heart College on Students' Lives

Based on data collected from exit interviews with 1,724 graduating students, this study offers a comprehensive assessment of the perceived impact of Sacred Heart College on students' academic, personal and professional lives. Graduating students were invited to share their experiences and perceptions through a structured Google Form, covering a wide range of academic and non-academic dimensions of college life.

The key objectives of this study were to evaluate the effectiveness of the curriculum and coursework, assess the relevance and job-orientation of the academic programmes in relation to the current labour market, and measure the extent of competency enhancement achieved by students during their period of study. The research also examined the quality of the teaching faculty, focusing on their subject expertise, pedagogical competence, instructional methodologies and the learning support they provide. Furthermore, the study investigated the quality and fairness of the examination system and its role in career determination among students.

Beyond the academic domain, the survey explored the extent of student participation in extracurricular and co-curricular activities including sports, cultural events, research, and community-based outreach activities. The quality of campus infrastructure - such as classrooms, library resources, sports facilities, hygiene standards, and overall campus safety - were also assessed. Ultimately, the study sought to capture the holistic impact of the college on students' personal and professional development, including their self-confidence, communication skills, leadership qualities, social consciousness, and career aspirations. The findings collectively highlight the college's

strong commitment to providing a supportive, inclusive, and transformative learning environment that promotes all-round student development.

Students' Categories

Category	Respondents	Frequency	Percentage
Shift	Shift I	633	36.80
	Shift II	1091	63.20
	Total	1724	100
Gender	Male	854	49.50
	Female	870	50.50
	Total	1724	100.00

The distribution of the respondents by shift and gender demonstrates that the sample of 1,724 students provides a strong and proportionate representation of the overall student community of Sacred Heart College. The study includes students from both Shift I and Shift II in alignment with the actual institutional structure, where Shift II traditionally accommodates a larger number of students. In the sample, 36.80% of the respondents belong to Shift I and 63.20% to Shift II, closely mirroring actual enrolment patterns. This proportional inclusion ensures that the academic, administrative, and co-curricular experiences across both shifts are adequately captured, thereby enhancing the reliability and validity of the study's findings.

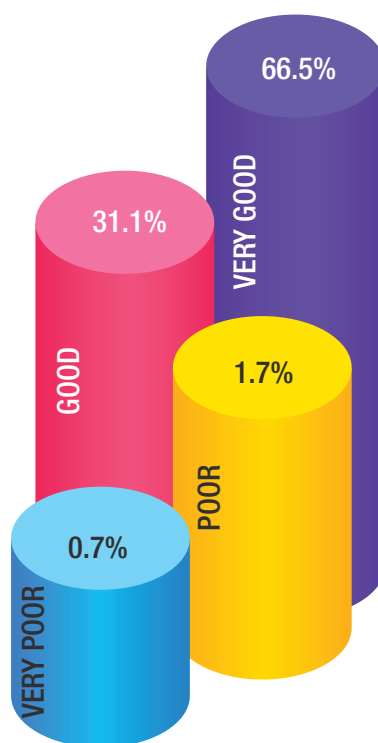


Similarly, the gender distribution of the respondents further strengthens the representativeness of the sample. With 49.50% male and 50.50% female participants, the sample demonstrates an almost equal participation from both genders. Such balanced gender representation is crucial for a study that evaluates institutional impact, as it ensures that the diverse experiences, needs, and perceptions of both male and female students are equitably reflected. This reduces gender-based bias and enhances the generalizability of the study outcomes.

Overall, the balanced coverage of shifts and the near-equal gender composition indicate that the sample is comprehensive and inclusive. Therefore, the collected data can be considered a credible and representative foundation for assessing the impact of Sacred Heart College on its students' academic journey, personal development, and overall college experience.

Students' Grading of the Curriculum at Sacred Heart College

Curriculum/Course	Frequency	Percentage (%)
Very Poor	12	0.7
Poor	29	1.7
Good	537	31.1
Very Good	1146	66.5
Total	1724	100

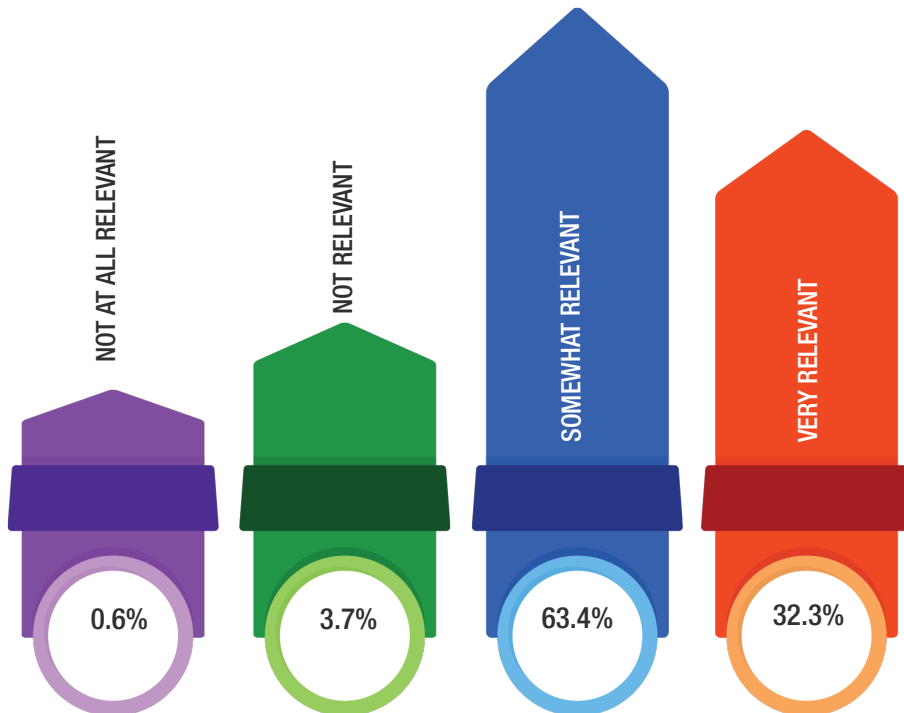


Students' Grading of the Curriculum at Sacred Heart College

The data reveals an overwhelmingly positive perception of the curriculum and coursework offered by the college. A total of 97.6% of students rated the curriculum as either Good or Very Good. Notably, 66.5% of respondents graded the curriculum content as "Very Good", while 31.1% rated it as "Good." As an autonomous institution, Sacred Heart College continuously ensures academic excellence by regularly restructuring and updating its curriculum and teaching methods. These revisions are carried out in consultation with field experts, ensuring that the programmes remain current, industry-relevant, and responsive to emerging academic and professional trends. This exceptionally high satisfaction level highlights the strong academic quality, relevance, and effectiveness of the curriculum at SHC. The findings affirm that the college provides a transformative learning experience, equipping students with a solid and meaningful academic foundation that positively shapes their personal and professional growth.

Relevance and Job Orientation of Course to the Present Labour Market

Relevance	Frequency	Percentage (%)
Not At All Relevant	10	0.6
Not Relevant	64	3.7
Somewhat Relevant	1093	63.4
Very Relevant	557	32.3
Total	1724	100



The data reveals an overwhelmingly positive perception of the curriculum and coursework offered by Sacred Heart College (SHC). As mentioned earlier, a total of 97.6% of students rated the curriculum as either Good or Very Good, with 66.5% marking it as Very Good and 31.1% as Good. Similarly, 95.7% of respondents perceive their course as relevant to the current labour market, indicating that the curriculum is well-aligned with industry needs and effectively prepares students for employment. Only a minimal proportion reported the curriculum as

poor or irrelevant, demonstrating that SHC's programmes significantly enhance students' employability and career readiness.

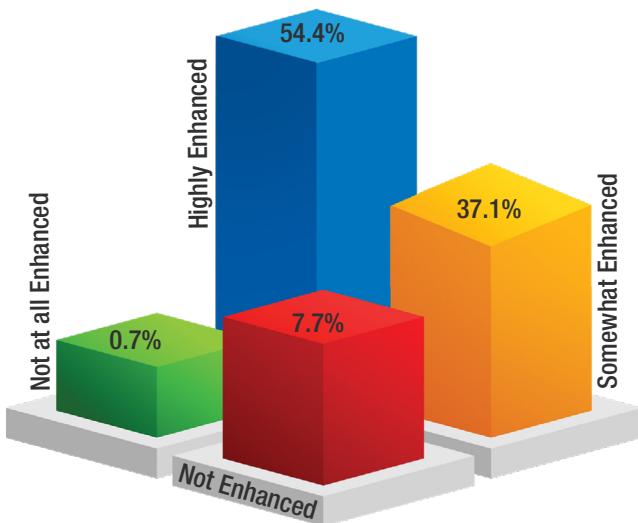
As an autonomous institution, SHC consistently ensures excellence by regularly restructuring and updating its curriculum and teaching methods in consultation with field experts, industry professionals, alumni, and academic specialists. This systematic and collaborative approach enables the college to incorporate emerging trends, innovative pedagogies, and market-driven competencies into its programmes. As a result, the curriculum remains contemporary, high-quality, and



transformative - empowering students with the knowledge, skills, and confidence needed for both personal growth and professional success.

Competency (Knowledge/Skills) Enhancement through the Courses

Competency Enhanced	Frequency	Percentage (%)
Not at all Enhanced	12	0.7
Not Enhanced	133	7.7
Somewhat Enhanced	640	37.1
Highly Enhanced	939	54.4
Total	1724	100

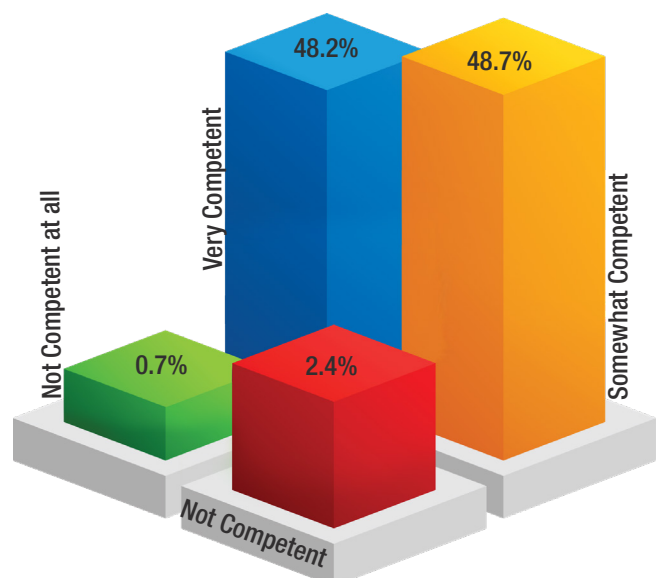


A significant majority of respondents (91.5%) reported that the course enhanced their competencies in knowledge and skills, either somewhat or highly. This demonstrates that the course effectively contributes to students' professional and academic growth, equipping them with relevant skills and knowledge to perform confidently in their respective fields. The data clearly reflects that the course has a substantial positive impact on student competency, reporting a very high

level of skill and knowledge improvement. This indicates that the teaching methods, curriculum design, and practical exposures are effective in fostering both theoretical understanding and practical abilities. The overwhelmingly positive response also indicates that the course is responsive to student learning needs and aligned with contemporary industry expectations. Overall, the findings underscore the course's role in preparing students for professional success and lifelong learning.

Competency (Knowledge, Skills and Teaching Ability) of Teachers at SHC

Competency of Teachers	Frequency	Percentage (%)
Not Competent at all	12	0.7
Not Competent	41	2.4
Somewhat Competent	840	48.7
Very Competent	831	48.2
Total	1724	100



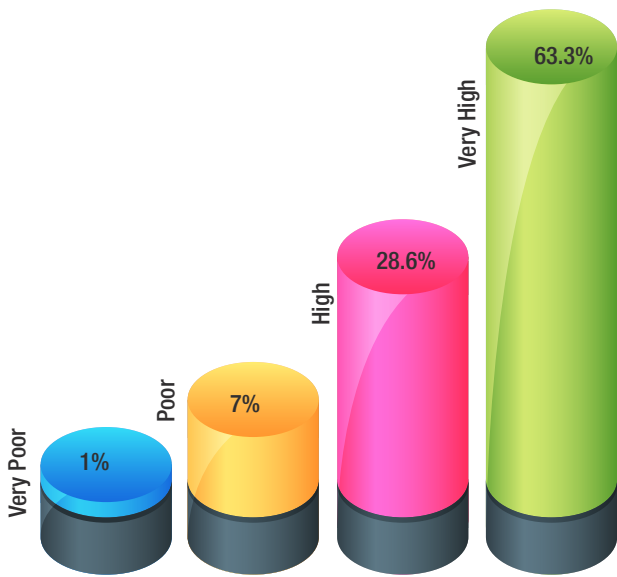
An overwhelming majority of respondents (96.9%) perceive their teachers as competent in knowledge, skills, and teaching ability, with nearly half rating them as very competent. This highlights the faculty's strong capability in delivering quality education, mentoring students effectively, and facilitating both academic and skill development. The nearly equal distribution between "somewhat

competent" (48.7%) and "very competent" (48.2%) suggests that most students experience a consistently high level of instruction. This reinforces the college's reputation for strong faculty engagement and indicates that teachers are not only knowledgeable but also effective in applying teaching strategies that enhance student learning outcomes.



Learning Support Received from Teachers

Learning Support Received	Frequency	Percentage (%)
Very Poor	17	1
Poor	121	7
High	494	28.6
Very High	1092	63.3
Total	1724	100

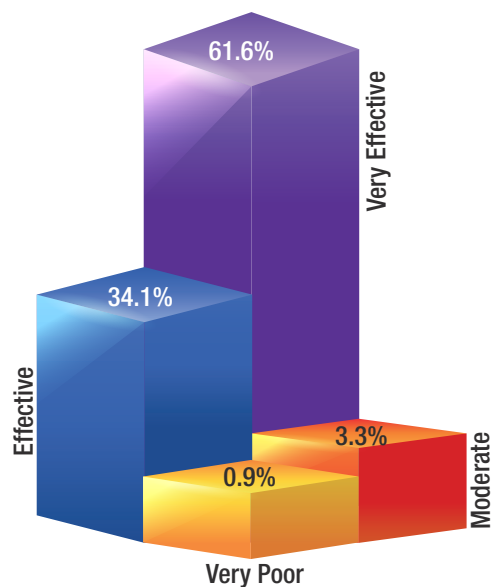


The data indicates that an overwhelming majority of students (91.9%) received substantial learning support from their teachers, with 28.6% rating it as high and 63.3% as very high. This clearly demonstrates that the faculty at Sacred Heart College are highly attentive to student needs, providing continuous guidance, timely clarifications, and consistent encouragement that significantly enhance learning outcomes. Such strong academic assistance reflects a deep culture of mentorship within the institution, ensuring that students are well-supported throughout their educational journey and are empowered to achieve excellence as well as holistic personal growth.

In addition to their academic support, the teachers at Sacred Heart College are well-grounded in Don Bosco's method of education, which emphasizes reason, religion, and loving-kindness. Faculty members consciously integrate Salesian values - such as kindness, empathy, accompaniment, respect, and a family-like environment - into their daily interactions with students. Through these practices, the college nurtures a caring, inclusive, and value-based learning atmosphere where students feel safe, respected, and motivated. This Salesian way of education strengthens the bond between teachers and students, promotes character formation, and enhances the overall well-being and growth of every learner.

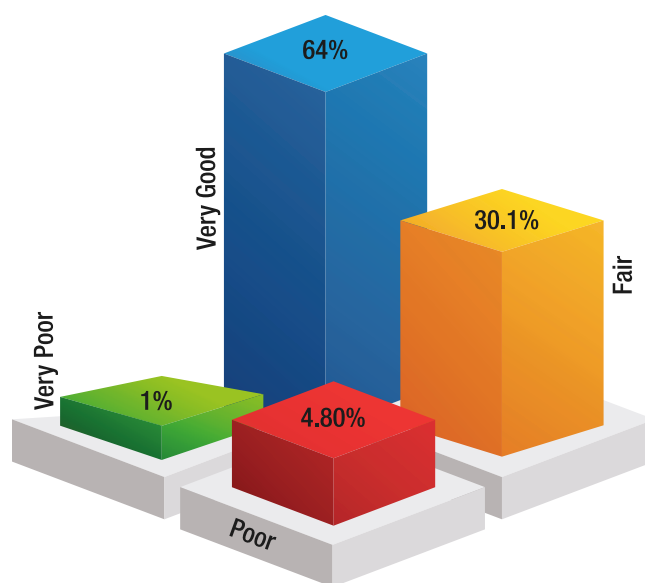
Teaching Methodology Used by Teachers

Teaching Methodology	Frequency	Percentage (%)
Very Poor	16	0.9
Moderate	57	3.3
Effective	589	34.1
Very Effective	1062	61.6
Total	1724	100





A vast majority of students (95.7%) consider the teaching methodology employed by their teachers as effective, with 34.1% rating it satisfactory and 61.6% rating it very effective. This reflects that the pedagogical approaches adopted by the faculty are well-structured, engaging, and conducive to learning. Overall, the data highlights that Sacred Heart College employs teaching strategies that successfully facilitate comprehension, critical thinking, and practical application, thereby contributing significantly to students' academic growth and skill development.



Quality of Examination System/ Pattern in the College

Quality of Examination System	Frequency	Percentage (%)
Very Poor	18	1
Poor	82	4.8
Fair	521	30.1
Very Good	1103	64
Total	1724	100

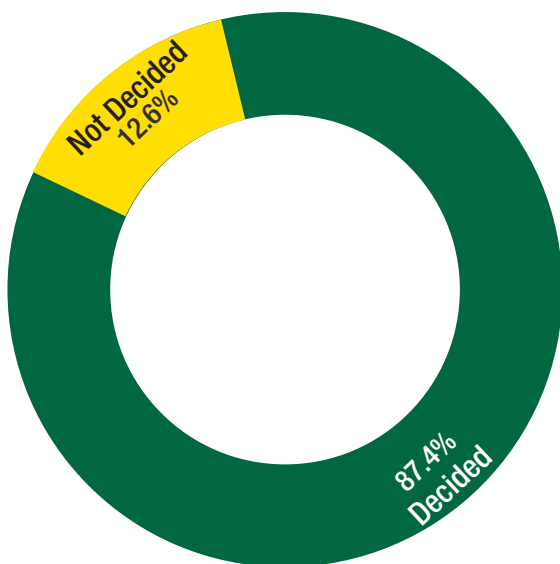
A strong majority of students (94.1%) perceive the examination system and pattern at Sacred Heart College as positive, with 30.1% rating it as good and 64% as very good. This reflects that the assessment methods are widely regarded as fair, transparent, and well-aligned with the learning objectives of the courses. The college also strictly adheres to the highest standards of examination integrity, ensuring rigorous supervision and preventing any form of deviance or malpractice during assessments. This commitment to ethical

and disciplined conduct reinforces trust in the evaluation system and upholds the credibility of the institution's academic processes.

Overall, the findings highlight that the college's evaluation system effectively supports student learning, measures competency accurately, and fosters academic rigour while maintaining fairness. Through its transparent procedures, strict supervision, and student-centred assessment practices, Sacred Heart College continues to ensure that examinations serve as a meaningful reflection of learning and uphold the values of honesty, integrity, responsibility, and academic excellence.

Career Decision of the Students

Career Decision	Frequency	Percentage (%)
Decided	1507	87.4
Not Decided	217	12.6
Total	1724	100



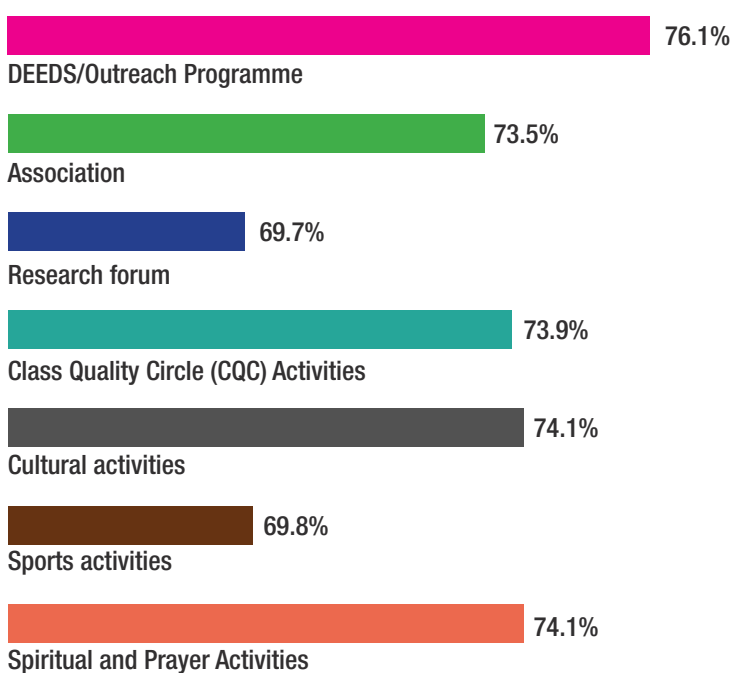
A substantial majority of students (87.4%) have already decided on their career paths, reflecting the college's strong role in guiding students toward clear and realistic professional goals. This success is strengthened by the college's full-fledged Placement and Career Guidance Centre, which offers regular placement training, skill-development workshops, aptitude assessments, campus recruitment drives, and job fairs. Only 12.6% of students are still exploring their options, indicating that most learners are well-prepared and informed to make sound career decisions. These findings highlight that Sacred Heart College not only imparts academic knowledge but also actively facilitates career readiness, employability, and a smooth transition into the labour market.

At the same time, the college works tirelessly to combat the socio-economic vulnerabilities and challenges faced by many of its students, including limited parental education, financial hardship, and lack of exposure to career opportunities. Through personalised mentoring, continuous guidance, remedial support, and targeted career counselling offered by the Placement Cell, SHC ensures that students from disadvantaged backgrounds receive equal opportunities to grow, compete, and succeed. This holistic, compassionate, and student-centred approach ensures that every learner - regardless of their socio-economic circumstances is supported, empowered, and guided toward a stable and promising future.

Extent of Student Participation in Extra Curricular Activities

Students Participation	Never	Rarely	Sometimes	Often
Class Participation (Listening/ Questioning/Involvement)	10 (0.6%)	70 (4.1%)	860 (49.9%)	784 (45.5%)
Sports Activities	200 (11.6%)	220 (12.8%)	680 (39.5%)	624 (36.2%)
Cultural Activities	80 (4.6%)	150 (8.7%)	750 (43.5%)	744 (43.2%)
Class Quality Circle Activities	45 (2.6%)	130 (7.5%)	805 (46.7%)	744 (43.2%)
Research Forum	200 (11.6%)	180 (10.4%)	680 (39.5%)	664 (38.5%)
Association	90 (5.2%)	150 (8.7%)	760 (44.1%)	724 (42.0%)
DEEDS Programme	90 (5.2%)	100 (5.8%)	580 (33.6%)	954 (55.4%)
Spiritual and Prayer Activities	100 (5.8%)	150 (8.7%)	690 (40.0%)	784 (45.5%)

Ranking of Participation in Activities	Mean (%)
Active Class Participation	74.9
Sports activities	69.8
Cultural activities	74.1
Class Quality Circle (CQC) Activities	73.9
Research forum	69.7
Association	73.5
DEEDS/Outreach Programme	76.1
Spiritual and Prayer Activities	74.1



The extra-curricular engagement patterns of respondents clearly show that Sacred Heart College provides a vibrant, student-centred environment where learning extends far beyond the classroom. When the responses for "Sometimes" and "Often" are combined, an overwhelming majority of students report actively participating in almost every activity offered by the College. This reflects the institution's strong commitment to holistic development. Participation in classroom-based activities - listening, questioning, and involvement - is very high, with about 95.4% of students regularly engaging. This suggests a healthy academic climate where students feel encouraged and comfortable to participate, grow intellectually, and interact actively. In sports, roughly 75.7% of students take part, indicating that the College values physical wellness, teamwork, and resilience. Similarly, about 86.7% engage in cultural activities, showing the College's success in nurturing creativity, cultural expression, and talent among its students.

The areas of academic involvement and quality-enhancing initiatives such as Class Quality Circle (CQC) and mentoring (SHAPE) programmes, research forums, and academic associations also show strong participation - with 89.9% in CQC, approx. 78% in research forums, and around 86.1% in associations. These high levels reflect the college's encouragement for critical thinking,

collaboration, leadership development, and academic enthusiasm.

Most notably, the DEEDS Programme, a centre that facilitates student engagement with neighbourhood communities, sees participation from about 89% of students. This reflects the College's deep commitment to social responsibility, community engagement, and experiential learning. Through DEEDS, students have meaningful opportunities to connect with their surrounding communities, offering service while developing empathy, civic awareness, and leadership.

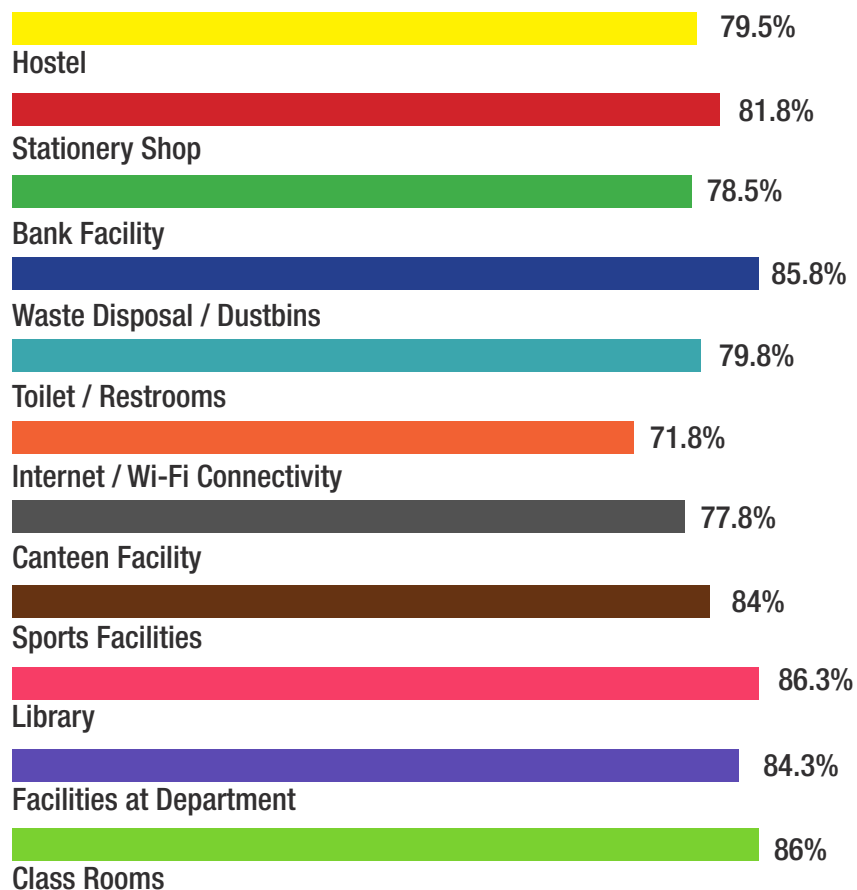
Additionally, about 85.5% of students participate in spiritual and prayer activities, signifying that the College also supports spiritual nourishment and holistic well-being. These opportunities provide students with moral grounding and a balanced sense of identity beyond academics.

Overall, these participation patterns demonstrate that Sacred Heart College is more than just an academic institution - it is a caring, socially aware community committed to supporting and empowering its students in multiple dimensions. By fostering academic engagement, cultural vibrancy, physical wellness, community service, and moral development, the College creates an inclusive, supportive, and enriching environment where students can thrive academically, socially, and personally.

Students' Grading on Facilities at Sacred Heart College

Facility	Very Poor	Poor	Good	Very Good
Class rooms	17 (1.0%)	59 (3.4%)	798 (46.3%)	850 (49.3%)
Facilities at Department	16 (0.9%)	74 (4.3%)	889 (51.6%)	745 (43.2%)
Library	16 (0.9%)	55 (3.2%)	786 (45.6%)	867 (50.3%)
Sport facilities	41 (2.4%)	143 (8.3%)	905 (52.5%)	635 (36.7%)
Canteen Facility	67 (3.9%)	196 (11.4%)	936 (54.3%)	525 (30.4%)
Internet/Wi-Fi connectivity	186 (10.8%)	313 (18.2%)	767 (44.5%)	458 (26.6%)
Toilet/Restrooms	64 (3.7%)	143 (8.3%)	910 (53.0%)	607 (35.0%)
Waste disposal/Dustbins	19 (1.1%)	57 (3.3%)	817 (47.4%)	831 (48.2%)
Bank Facility	74 (4.3%)	153 (8.9%)	952 (55.2%)	545 (31.7%)
Stationery Shop	22 (1.3%)	91 (5.3%)	1014 (58.8%)	597 (34.6%)
Hostel	62 (3.6%)	130 (7.5%)	970 (56.2%)	562 (32.7%)

Students' Grading on Facilities at Sacred Heart College	Mean %
Class Rooms	86
Facilities at Department	84.3
Library	86.3
Sports Facilities	81
Canteen Facility	77.8
Internet / Wi-Fi Connectivity	71.8
Toilet / Restrooms	79.8
Waste Disposal / Dustbins	85.8
Bank Facility	78.5
Stationery Shop	81.8
Hostel	79.5



Students' Grading on Facilities at Sacred Heart College

Although Sacred Heart College is situated in a predominantly rural and tribal region, the findings clearly demonstrate that geographical location has not constrained the institution's pursuit of educational excellence. The consistently high student ratings across a wide range of facilities affirm the College's strong commitment to providing quality infrastructure, enabling learning environments, and comprehensive support systems on par with reputed urban institutions.

Academic infrastructure stands out as a key institutional strength. Classrooms record a Mean Percentage score of 86%, with 95.6% of students rating them as either good or very good. Similarly, facilities at the departmental level receive a Mean % of 84.3%, with 94.8% positive responses. The library, often regarded as the intellectual nucleus of an institution, emerges as the most appreciated facility, securing the highest Mean % score of 86.3% and 95.9% favourable student ratings. These results reflect sustained institutional investment in creating learner-centric academic spaces that foster engagement, research orientation, and academic achievement.

Beyond academics, the College demonstrates commendable performance in co-curricular and student-support facilities. Sports facilities (Mean % 81%), hostels



திருவள்ளுவர் - THIRUVALLUVAR

Donated by Dr.V.G.SANTHOSAM

Founder, விடுவி Utuga Tamil Sangam - Chennai, Tamilnadu, India.

தெய்வப்புவர்
அய்யன் வள்ளுவர் திருவருவச்சிலை

சிலை திறப்பாளர்

கலைமாமணி டாக்டர் வி.ஜி.சந்தோசம்
தலைவர், வி.ஜி.பி. உலக தமிழ்ச்சங்கம், சென்னை
நாள் :- 26.01.2022

இன்னா செய்தாரை ஒறுத்தல் அவர்
நாண நன்னயம் செய்துவிடல் - குறள் 314

LIBRARY

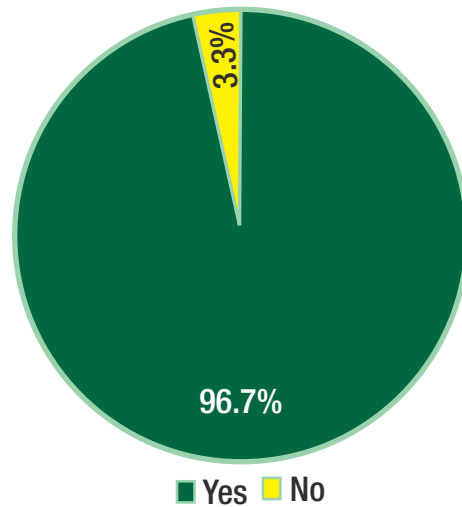
(79.5%), stationery shop (81.8%), and bank facilities (78.5%) receive strong approval, indicating a supportive and convenient campus ecosystem. The College's emphasis on cleanliness and student well-being is evident from the high Mean % scores for toilets/restrooms (79.8%) and waste disposal systems (85.8%), reinforcing the presence of a hygienic and well-maintained campus environment.

Infrastructure that is often challenging in rural settings, particularly Internet and Wi-Fi connectivity, records a comparatively lower yet encouraging Mean % of 71.8%. While this suggests scope for further enhancement, it also highlights the College's ongoing efforts to strengthen digital access and bridge the rural-urban digital divide.

Taken together, the data strongly affirm that Sacred Heart College has successfully transformed its rural-tribal context into a distinctive advantage. By ensuring access to quality facilities, holistic support services, and an enabling campus environment, the institution has created a space where students can thrive academically, socially, and personally. The vision of providing a "quality environment for better learning" is thus not merely aspirational but is tangibly reflected in students' high levels of satisfaction across all dimensions of campus life.

Student Perception of Respectful and Inclusive Treatment on Campus

Responses	Frequency	Percentage (%)
Yes	1,667	96.7
No	57	3.3
Total	1,724	100



The data shows that an overwhelming 96.7% of students at Sacred Heart College feel they are treated with dignity and respect, underscoring the institution's unwavering commitment to fostering a truly inclusive, compassionate, and student-centred campus environment. This strong positive perception reflects the College's deep-rooted values of respect, equality, and human dignity - values that guide both its policies and day-to-day practices.

Sacred Heart College stands out as a model of inclusivity by welcoming and accommodating students from all sections of society, especially those who are disadvantaged, differently abled, or belong to sexual and gender minority groups. The campus is intentionally structured to ensure that every student - regardless of background, identity, or personal circumstances - finds acceptance, safety, and equal opportunity.

A hallmark of this commitment is the College's wide range of scholarships for orphaned and semi-orphaned students, ensuring that financial hardship never becomes a barrier to higher education. Equally noteworthy is the orphan and semi-orphan scholarship, work scholarship and Marino Scholarship, a dedicated financial support system

exclusively for transgender students - the first of its kind in the entire University system. This pioneering initiative reflects the College's progressive vision and its dedication to uplifting communities that often remain marginalized in mainstream education.

Such policies translate into a lived campus experience where students feel valued, respected, and empowered. This nurturing environment not only strengthens academic engagement but also enriches students' personal development, confidence, emotional well-being, and sense of belonging. The overwhelmingly positive feedback from students affirms that Sacred Heart College continues to uphold its mission of forming responsible, compassionate, and socially conscious individuals through a culture of care, respect, and radical inclusivity.

Students' Grading of the Safety Aspects of the College

Grade	Frequency	Percent
Very Poor	11	0.6
Poor	47	2.7
Good	764	44.3
Very Good	902	52.3
Total	1724	100



The perception of campus safety at Sacred Heart College is overwhelmingly positive, with 96.6% of students rating the safety measures as good or very good. Of the 1,724 respondents, 44.3% rated safety as good and 52.3% rated it as very good, demonstrating a high level of confidence in the institution's security systems and preventive mechanisms.

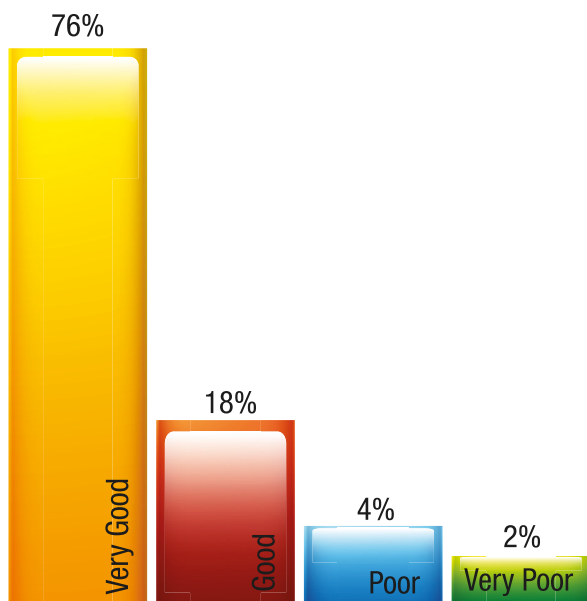
A key reason for this strong sense of security is the College's extensive surveillance infrastructure. The campus is equipped with over 250 CCTV cameras strategically installed across academic blocks, hostels, common areas, pathways, and entry-exit points. This wide-ranging surveillance network ensures continuous monitoring, rapid response capability, and a proactive approach to student safety.

In addition to technology-enabled monitoring, the College maintains a vigilant security team, well-lit pathways, and regulated access points, creating a safe and reassuring environment for all students. These measures collectively ensure that learners - whether engaged in academic work, co-curricular activities, or late-evening study sessions - feel protected at all times.

The exceptionally high safety ratings reflect more than just physical security; they symbolize the College's deep commitment to student well-being, peace of mind, and holistic development. A secure campus empowers students to focus fully on learning, participation, collaboration, and personal growth without fear or hesitation. Sacred Heart College's safety framework thus stands as a strong pillar of its student-centred educational model, reinforcing trust and contributing to a vibrant, confident, and thriving student community.

Students' Grading of Green Coverage of the College

Green Coverage	Frequency	Percent
Very Good	1,310	76
Good	310	18
Poor	69	4
Very Poor	35	2
Total	1724	100

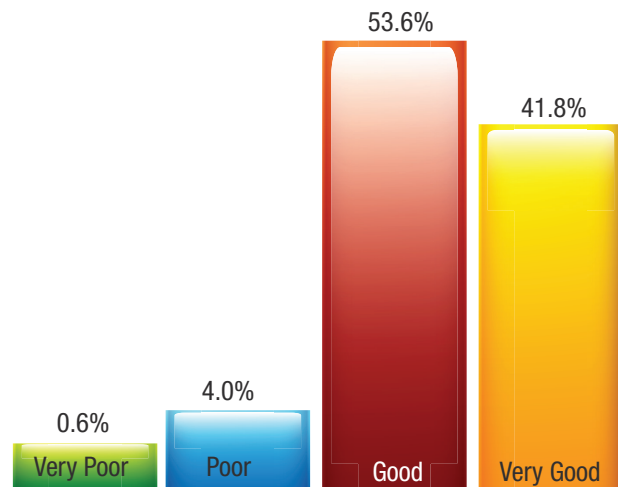


The perception of green coverage at Sacred Heart College is overwhelmingly positive, with 94% of students rating the campus as very good or good (Very Good: 76%, Good: 18%), reflecting the College's strong commitment to maintaining an eco-friendly, clean, and aesthetically pleasing environment. A key feature of this commitment is the Go Green Nursery, which nurtures around 1 lakh saplings for distribution to neighbouring communities and institutions, managed by a dedicated faculty member to ensure their care throughout the year. This initiative began in 2017 when a small group of MSW students launched the 4G – Go Green Grow Green campaign, which

has since evolved into a major institutional mission. The College's Eco Club and other sustainability programmes further support plantation drives, biodiversity protection, and waste reduction, actively engaging students in environmental stewardship. The high level of student satisfaction underscores Sacred Heart College's dedication to sustainability and environmental ethics, providing a serene, green, and conducive atmosphere for learning and well-being. Through these sustained efforts, the College stands as a model for integrating ecological values into higher education, demonstrating that caring for nature is integral to nurturing the student community.

Students' Grading of Sanitation and Cleanliness of the College

Sanitation and Cleanliness of the college	Frequency	Percentage (%)
Very Poor	10	0.6
Poor	69	4
Good	924	53.6
Very Good	721	41.8
Total	1724	100







The sanitation and cleanliness of Sacred Heart College are rated highly by students, with 95.4% perceiving them as good or very good, including 53.6% rating good and 41.8% rating very good. This outstanding feedback reflects the College's unwavering commitment to maintaining a hygienic, safe, and well-managed campus. Sanitation is treated as a top priority, with regular cleaning schedules, well-maintained restrooms, proper waste disposal systems, and a dedicated team ensuring that the campus remains spotless at all times. The College's attention to cleanliness goes beyond aesthetics; it fosters a healthy environment that supports physical well-being, mental focus, and overall student satisfaction. Coupled with its lush green spaces and eco-friendly initiatives, the College creates a serene and inviting atmosphere, encouraging students to engage actively in academic, co-curricular, and recreational activities. By emphasizing hygiene and environmental care, Sacred Heart College demonstrates that a clean, well-organized campus is integral to student welfare, learning excellence, and a culture of pride, responsibility, and respect.

Impact of Sacred Heart College in Students' Lives

Impact Area	Little	Somewhat	High	Very High
Gained confidence in life	11 (0.6%)	85 (4.9%)	670 (38.9%)	958 (55.6%)
Improved English Communication skills	28 (1.6%)	150 (8.7%)	814 (47.2%)	732 (42.5%)
Enhanced Subject Knowledge	14 (0.8%)	134 (7.8%)	781 (45.3%)	795 (46.1%)
Improved Inter-personal Relationship Skill	26 (1.5%)	133 (7.7%)	746 (43.3%)	819 (47.5%)
Developed Good Manners	11 (0.6%)	124 (7.2%)	625 (36.3%)	964 (55.9%)
Improved in Leadership skills	24 (1.4%)	160 (9.3%)	731 (42.4%)	809 (46.9%)
Enhanced Social Consciousness	20 (1.2%)	138 (8.0%)	686 (39.8%)	880 (51.0%)
Improved Team work skills	24 (1.4%)	133 (7.7%)	667 (38.7%)	900 (52.2%)
Enhanced self-management and discipline	14 (0.8%)	117 (6.8%)	652 (37.8%)	941 (54.6%)
Enhanced career aspiration	24 (1.4%)	127 (7.4%)	718 (41.7%)	855 (49.6%)

The impact of Sacred Heart College on its students is both profound and transformative, reflecting the institution's unwavering dedication to the empowerment, well-being, and holistic development of every learner. When combining the responses for High and Very High, it is evident that an overwhelming majority of students experiences significant personal, academic, and professional growth across multiple domains.



A remarkable 94–96% of students reports gains in confidence, good manners, self-management and discipline, and teamwork skills, demonstrating the College's commitment to nurturing well-rounded personalities. Similarly, academic and professional competencies are strongly enhanced, with subject knowledge (91.4%), leadership skills (89.3%), career aspirations (91.3%), communication skills (89.7%), and interpersonal relationships (90.8%) reflecting the College's focus on equipping students with the knowledge, skills, and soft competencies required for success in life.

Furthermore, 90.8% of students note enhanced social consciousness, highlighting the College's emphasis on values such as responsibility, empathy, and community engagement. These outcomes underscore Sacred Heart College's ability to create a supportive, inclusive, and stimulating environment where students are encouraged

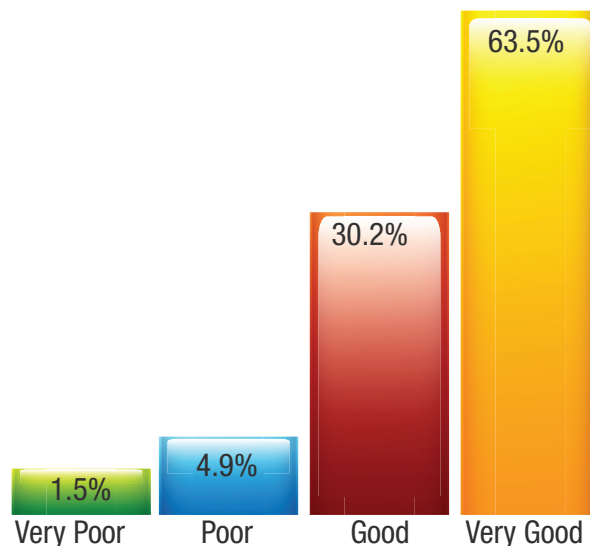
to excel academically, develop leadership and interpersonal skills, and cultivate ethical and socially conscious perspectives.

The College achieves this transformative impact through a range of structured programmes and initiatives. For instance, the DEEDS Programme engages students in meaningful community service, fostering empathy and social responsibility. The 4G – Go Green Grow Green initiative, SHAPE and active Eco Club instil environmental consciousness and teamwork skills. Cultural clubs, sports activities, research forums, and associations provide avenues for leadership development, interpersonal growth, and creativity. Additionally, dedicated mentoring, counselling, and skill-building workshops, along with scholarships and inclusive policies for disadvantaged and differently-abled students, ensure that every learner receives support to realize their potential.

Across all impact areas, over 90% of students reports at least some level of enhancement, reinforcing the College's role as an institution that empowers students, promotes well-being, and prepares them to thrive in both professional and personal spheres. Sacred Heart College not only imparts education - it shapes confident, skilled, socially responsible, and compassionate individuals ready to make meaningful contributions to society.

Importance Given to Holistic Development of Students at Sacred Heart College

Importance Given to Holistic Development of Students	Frequency	Percentage (%)
Very Poor	25	1.5
Poor	84	4.9
Good	520	30.2
Very Good	1095	63.5
Total	1724	100



A vast majority of students (93.7%) perceive that Sacred Heart College places strong importance on the holistic development of its learners, highlighting the College's consistent focus on all-round growth. The institution ensures student well-being through multiple key factors: high-quality academic programs that promote intellectual growth; skill enhancement workshops in leadership, communication, and interpersonal skills; ethical and value-based education that fosters moral development; co-curricular and cultural activities that nurture creativity and teamwork; sports and physical fitness programs that support health and vitality; and community engagement initiatives, such as the DEEDS Programme and environmental projects like 4G - Go Green Grow Green, which cultivate social responsibility and empathy.

Additionally, the College prioritizes mental and emotional well-being through dedicated counselling services, mentorship programs, and inclusive policies that support differently-abled, disadvantaged, and minority students, including scholarships and initiatives like the Marino Scholarship for transgender learners.

This multi-faceted approach ensures that students are not only academically competent but also socially conscious, emotionally resilient, ethically grounded, and fully equipped to excel in both professional and personal spheres. Sacred Heart College's commitment to holistic development thus creates a nurturing and empowering campus environment where every student can thrive.



The Transformative Impact of Communicative English Education at Sacred Heart College

The Communicative English Programme of Sacred Heart College (Autonomous), Tirupattur, is one of the most impactful best practices of the institution, designed to support the large number of rural and first-generation learners who join the college every year. Introduced as a compulsory two-credit course in 2013, the programme trains around 800 first-year students annually, ensuring that every learner receives structured language support during the crucial entry stage of college education. The practice evolved from the earlier 'Odyssey Programme' and is now built on a strong pedagogical foundation emphasizing '*Listening, Speaking, Reading, and Writing (LSRW)*' skills. A systematic pre-test and post-test model, combined with streaming students into different proficiency levels, ensures individualized attention and measurable improvements in competence.

The course uses a rich combination of customized learning materials, ESL cards, videos, and interactive classroom activities, developed specifically for students

from rural and vernacular backgrounds. The adoption of the Lexical Approach helps students acquire functional grammar, real-life expressions, and vocabulary in meaningful chunks, enabling them to communicate with better fluency and confidence. All learning resources – including worksheets, short videos, pronunciation exercises, and reading passages – are developed in-house, making the programme highly contextual and student-friendly. This flexible and learner-centred approach allows teachers to adapt the content to the needs of beginners, intermediate learners, and advanced groups, thereby ensuring inclusiveness and accessibility.

A major strength of the practice is the assessment-driven teaching process, where students are placed into appropriate levels based on their pre-test performance. Tailored classes are conducted for each level so that weaker learners receive foundational support while advanced learners engage in higher-order communication tasks. The post-test conducted at the end of the semester

consistently shows significant improvement in LSRW skills, communication confidence, and classroom participation. This progress directly contributes to better academic performance across subjects, as students gain the ability to understand lectures, write assignments, participate in discussions, and perform well in interviews and presentations.

The impact of the programme extends beyond the campus. Over the last six years, Sacred Heart College has provided consultancy and training in Communicative English to four other institutions, benefitting nearly 1,500 students and more than 400 teachers every year. This outreach reflects the effectiveness and replicability of the model. Employers visiting the campus have also acknowledged the improved communication skills of students, which has strengthened their employability and placement outcomes. Overall, the Communicative English Programme stands as a transformative initiative that bridges socio-linguistic gaps, uplifts rural learners, and reinforces the college's mission of providing holistic and inclusive education.





A Holistic Model for Community Development and Experiential Learning

The **Department of Extension Education and Services (DEEDS)** of Sacred Heart College stands as a vibrant symbol of the institution's long-standing commitment to social responsibility, inclusive development, and community empowerment. Functioning as the outreach arm of the college, DEEDS integrates the academic, social, and developmental goals of the institution with the urgent needs of the surrounding rural and urban communities. Guided by the college's mission "to transform lives through education and service," DEEDS works tirelessly to uplift marginalized families, empower women and youth, and promote sustainable and holistic community development.

At the heart of DEEDS' initiatives lies its focused engagement with women, children, and the rural poor. Through the formation and strengthening of Self-Help Groups (SHGs), the department enhances women's financial independence, leadership skills, and entrepreneurial capacities. Vocational skill training programmes in tailoring, computer literacy, soft skills, and small-scale enterprise development provide youth and adults with practical livelihood options. The unique Work Scholarship Scheme, which allows economically disadvantaged students to "earn while they learn," is one

of DEEDS' flagship initiatives, offering financial assistance, dignity of labour, and valuable work experience to deserving students.

The CFCA (Christian Foundation for Children and Aging) Scholarship at Sacred Heart College, Tirupattur was introduced as a key milestone in the year 2000, reflecting the institution's commitment to inclusive education and community service. Over the past 25+ years, this scholarship has consistently supported economically deserving students by providing financial assistance that helps them meet their college and hostel fees while engaging in meaningful service to the neighbourhood communities of Tirupattur. Through this programme, students gain opportunities to apply their subject expertise in real-world contexts, thereby strengthening both academic learning and social responsibility. Beyond financial aid, the CFCA Scholarship fosters the development of employability skills such as communication, teamwork, problem-solving, and professional ethics, as well as essential social skills that prepare students for the workplace. The initiative has enabled hundreds of students to participate in community engagement activities, contributing to both personal growth and local development. Its integration of service, learning, and earning makes the CFCA Scholarship a sustainable and impactful best practice of the college. By nurturing students' talents while alleviating economic barriers, the scholarship exemplifies the college's ethos of service with dignity and purpose.

In recognition of this remarkable contribution to environmental sustainability and community engagement, Sacred Heart College, Tirupattur was conferred the

'Green Champion Award' by the Tamil Nadu Pollution Control Board. This prestigious award acknowledges the college's consistent efforts in promoting eco-friendly practices, environmental awareness, and responsible stewardship of natural resources through student-led and community-oriented initiatives. The recognition further affirms the institution's commitment to integrating environmental consciousness into its academic, co-curricular, and outreach activities.

Education and child development form another major pillar of DEEDS' work. The department coordinates Evening Study Centres in nearby villages, offering daily academic support, mentoring, and value education to school children from socio-economically vulnerable families. In addition, DEEDS oversees the Community Reach-Out Centre for Holistic Education (CRCHE) at Shivarajpet, which has been a sanctuary of learning and hope for slum children since 1986. Through after-school coaching, life-skill training, nutrition support, and personalised care, CRCHE has transformed the lives of hundreds of disadvantaged children, enabling them to stay in school, develop confidence, and pursue higher education.

A key dimension of DEEDS is its leadership in Unnat Bharat Abhiyan (UBA), the national initiative by the Government of India to promote rural development through higher educational institutions. Sacred Heart College has adopted five villages under UBA, where DEEDS conducts household surveys, sanitation and hygiene awareness drives, digital literacy programmes, health campaigns, environmental education sessions, and organic farming promotion.

Through these efforts, the department directly addresses community needs, while actively involving students and faculty in planning and implementing development activities.

Environmental sustainability is another core area of DEEDS' focus. The department is responsible for maintaining the Eco Green Nursery, a vibrant green hub that produces thousands of saplings every year. These plants are distributed to schools, villages, self-help groups, and community organisations. Through a range of outreach programmes, DEEDS promotes environmental awareness, ecological responsibility, and sustainable living Greening drives, waste management campaigns, and environmental education sessions, further - nurture a culture of conservation and responsible stewardship of natural resources.

DEEDS' numerous collaborations with government departments, NGOs, local bodies, and community stakeholders enhance the

depth and impact of its outreach work. With consistent support from the Department of Social Work, faculty volunteers, and student groups, DEEDS serves as a bridge between the college and the wider community - ensuring that academic knowledge is translated into real-world solutions. Regular community engagement, field visits, capacity-building programmes, and action-based research further deepen the relationship between the college and the communities it serves.

Through its multifaceted initiatives, DEEDS has become a transformative force in the region - uplifting families, strengthening communities, and providing hope to the disadvantaged. It also plays a key role in shaping Sacred Heart College students into compassionate, socially responsible, and globally conscious individuals. By integrating learning with service, DEEDS embodies the spirit of "education for life," making it one of the most impactful and cherished wings of the institution.





From Classroom to Life: Holistic Student Formation Through Life Skill Education

The Department of Life Skill Education, established 2013, stands as a unique and pioneering initiative of Sacred Heart College dedicated to shaping well-rounded, value-driven, and employable young individuals. Created with the vision of strengthening the personal, social, and professional competencies of students, the department focuses on nurturing essential 21st-century life skills – communication, leadership, ICT proficiency, employability skills, value education, and human rights awareness. With a team of four faculty members, led by the Rector, the department plays an instrumental role in the holistic formation of students, especially those coming from rural and economically vulnerable backgrounds.

Every year, around 2,200 students benefit directly from its programmes, and over eight years, more than 17,000 students have been empowered through structured modules, skill-training sessions, mentoring, and awareness programmes. The department conducts a wide range of student-development initiatives including drug abuse awareness, memory enhancement sessions, media literacy programmes, and social and political awareness campaigns ensuring that students are informed, responsible, and socially conscious citizens. The department also organizes regular Faculty Development Programmes (FDPs), inviting external experts and faculty from other colleges to strengthen the teaching-learning process and promote academic excellence across institutions.

The USP of the Department lies in its integration of human values with employability, ensuring that graduates of the College are not only job-ready but also grounded in ethics, sensitivity, and social responsibility. Consistently, the department has contributed to enhanced student confidence, improved communication skills, stronger leadership qualities, and significantly better placement outcomes. With its holistic approach, continuous mentoring, and innovative pedagogy, the Department of Life Education continues to be a cornerstone in the College's mission of forming responsible, skilled, and value-centred young adults who positively contribute to society.

From Skills to Sustainable Livelihoods: Sacred Heart College's Mission In Empowering Rural Youth

Sacred Heart College has been a pioneer in skill development for rural youth for more than four decades, creating pathways for dignified employment and economic mobility. Since 1979, the College has been imparting tailoring skills to over 1,000 young women, helping them earn independently and support their families. Through the SURABI Scholarship Programme, the College has extended skill support to differently abled youth, enabling more than 25 beneficiaries to receive specialized training and livelihood opportunities. The institution has expanded its skill portfolio through MSME-funded initiatives, conducting training in tailoring, mushroom cultivation, Aari embroidery, and Entrepreneurship Development (EDP) programmes, ensuring that rural youth receive both technical skills and entrepreneurial orientation.



A major milestone in the College's skilling mission is the implementation of the DDU-GKY project, which has trained 480 unemployed youth so far in job-oriented trades such as electrician work, reinforcement fitting, and drywall installation. The College not only trains but also provides robust placement support by linking graduates with renowned companies and reputed industries, ensuring they secure stable jobs within and outside Tamil Nadu. With a strong network of trainers, industry partners, and government collaborations, Sacred Heart College continues to transform the lives of thousands of rural youth by equipping them with employable skills, confidence, and the ability to build a sustainable livelihood. The College remains deeply committed to ensuring that every young person, regardless of background, has access to opportunities that promote economic independence and social upliftment.





Lab-To-Land: Sacred Heart College's Long-Standing Commitment to Neighbourhood Development

Since 2012, Sacred Heart College has consistently extended its educational mission beyond the campus – embracing a “lab-to-land” philosophy in which second-year undergraduates and postgraduates actively engage with neighbouring communities and schools. Through regular field visits, students collaborate with local residents to identify real community needs, then jointly design and implement programmes tailored to those needs. Over the years, nearly all panchayats in Tirupattur district as well as 35 neighbourhood schools have been covered under this outreach effort. To date, close to 15,000 students have participated in these meaningful initiatives.

The impact has been multifaceted. Students and community members together have organized medical camps, bringing essential health check-ups and basic care directly to rural populations with limited healthcare access. Awareness campaigns on computer literacy have empowered rural women, farmers, and micro-business owners with essential digital skills. Entrepreneurship training, along with facilitation of bank linkages, has supported many residents in developing sustainable livelihood pathways. Environmental awareness has also been a key focus: programmes on the ill effects of pesticide overuse and the benefits of organic farming have encouraged more sustainable agricultural practices. Additionally, outreach initiatives on sanitation, hygiene, and healthy living have raised public-health awareness among villagers. Beyond health, livelihood, and environment, the college has addressed emerging social and behavioural concerns through awareness sessions on mobile-phone addiction, wildlife protection, and general well-being – broadening perspectives and nurturing responsible citizenship.

A significant strength of the Lab-to-Land initiative is its collaboration with government departments and private organizations. Partnerships with local health departments, agricultural extension centres, schools, child development services, banks, and NGOs have

enabled specialised expertise, resources, and professional support for the outreach activities. These collaborations have enhanced the quality of medical camps, strengthened agriculture-based training, ensured accurate information on government schemes, and widened the reach of educational and social awareness programmes.

For students, this engagement has served as powerful experiential learning – helping them develop empathy, leadership, teamwork, planning, and organisational skills. The partnership with local communities has strengthened trust, deepened social bonds, and promoted a collaborative model of development where programmes evolve based on community priorities.

Overall, the college's Lab-to-Land initiatives have catalysed tangible improvements in rural neighbourhoods: better access to healthcare; greater digital and entrepreneurial literacy; environmentally sustainable farming practices; improved sanitation awareness; and social empowerment of women, farmers, youth, and micro-entrepreneurs. In doing so, the institution has not only enriched community life but has also fulfilled its role as a socially committed centre of learning that produces college graduates who are conscious of societal challenges and equipped to contribute meaningfully to community welfare.



Training and Placement Support to Students (Vazhikatti)

The Training and Placement Department at Sacred Heart College (Autonomous), Tirupattur – widely known as the Vazhikatti Centre – has been a pivotal force in student career development since its establishment in 2001. Built on a strong and sustained partnership with Don Bosco Vazhikaatti, a reputed organization for career guidance, the centre serves as a bridge between academic learning and professional readiness. Its mission is to shape competent, confident,

and career-ready graduates, aligning with the college's vision of holistic and value-based education.

Despite the rural location of the institution, where students often face socio-economic challenges and limited exposure to professional environments, the Placement Cell has created a robust ecosystem that consistently enables students to pursue meaningful employment opportunities. Its structured and student-centric approach ensures that learners are guided at every stage of their career journey.

A well-planned framework of career orientation, career guidance, and personalised counselling forms the foundation of the department's activities. Students are introduced to emerging career trends, sectoral expectations, and essential professional competencies through regular workshops, training sessions, and one-on-one mentoring. These initiatives help students understand their strengths and set achievable career goals.

A major highlight of the department is the Hire, Train, and Deploy (HTD) model – a distinctive USP of Sacred Heart College. Through this programme, collaborating companies conduct training on campus and deploy successful candidates directly into job roles, ensuring a seamless transition from education to employment.

For undergraduate students, the college offers BEST – Bosco Employability Skill Training, implemented through Don Bosco Vazhikatti. This flagship programme provides

intensive training in communication, group discussions, workplace etiquette, aptitude skills, mock interviews, and overall personality development, ensuring that every student is professionally equipped before graduation.

The Placement Cell invites over 50 companies every year, representing sectors such as manufacturing, IT, healthcare, education (including Tamil Nadu Model Schools), banking, and other service industries. Numerous schools also participate in campus interviews, offering opportunities for students aspiring to careers in teaching and academic administration.

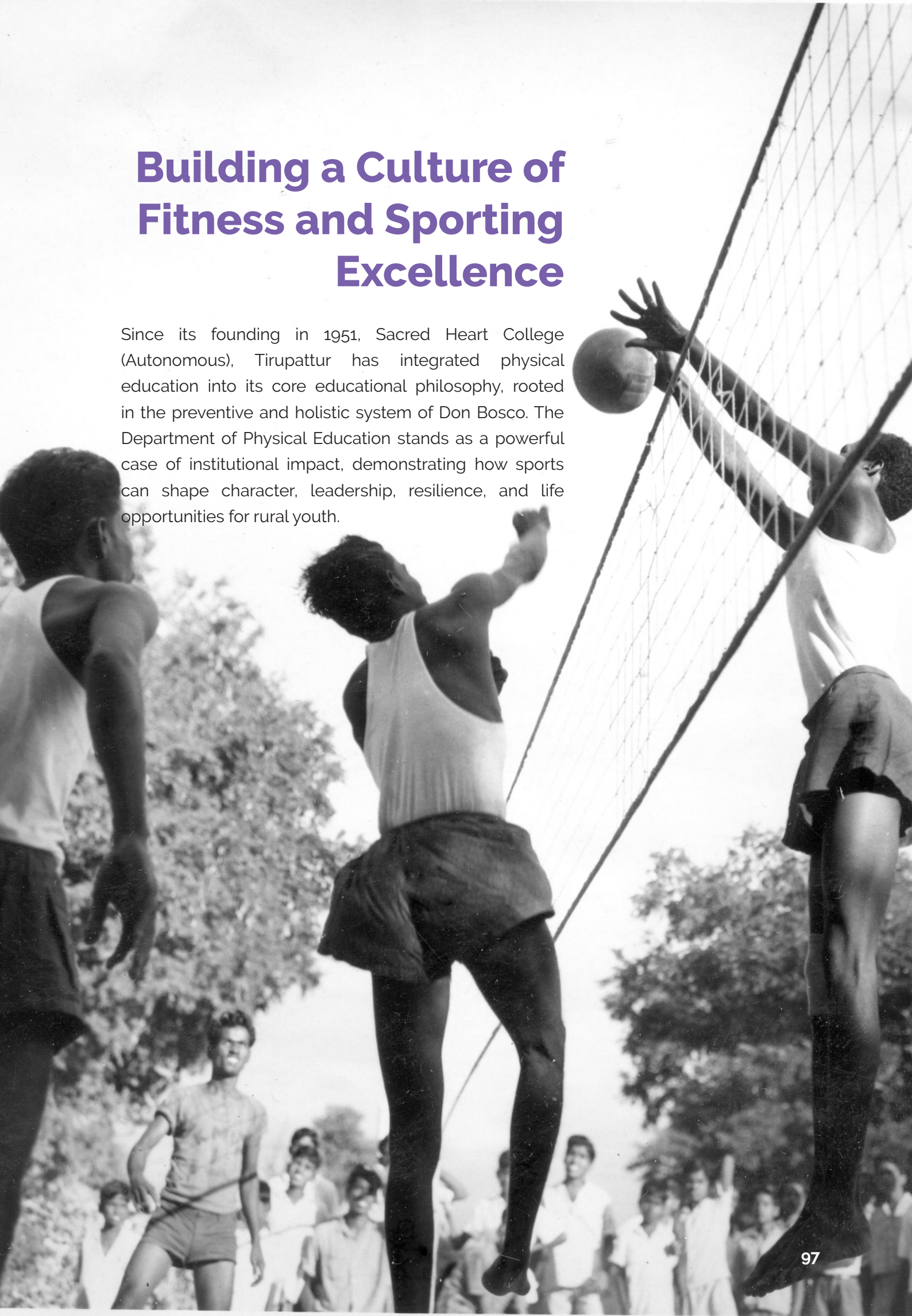
To further expand employment avenues, the college conducts an annual Job Fair, attracting regional and national organisations. These fairs benefit not only Sacred Heart College students but also youth from neighbouring institutions, demonstrating the college's commitment to enhancing employability in the wider community.

Despite cultural reluctance among rural students to relocate, the college consistently achieves around 70% placement every year, reflecting the strength of its training modules, institutional commitment, and the confidence that recruiters place in its graduates.

The Vazhikatti Centre continues to play a transformative role by connecting rural talent with national-level opportunities. Through sustained training, guidance, and industry collaboration, it empowers students with the skills, exposure, and confidence required to build successful and fulfilling careers.

Building a Culture of Fitness and Sporting Excellence

Since its founding in 1951, Sacred Heart College (Autonomous), Tirupattur has integrated physical education into its core educational philosophy, rooted in the preventive and holistic system of Don Bosco. The Department of Physical Education stands as a powerful case of institutional impact, demonstrating how sports can shape character, leadership, resilience, and life opportunities for rural youth.



In alignment with its value-based formation model, the College treats sports not as extracurricular activities but as essential components of holistic development. Nearly 75% of students participate annually in interdepartmental tournaments, structured coaching programmes, and annual Sports Day events. Continuous scientific feedback mechanisms - including fitness assessments, performance reviews, and coach observations - ensure both excellence and student well-being.

The institution promotes a wide range of disciplines such as athletics, volleyball, football, basketball, cricket, kabaddi, kho-kho, badminton, handball, throwball, table tennis, chess, yoga, and indigenous games. Historically known as a "Volleyball College," Sacred Heart has produced dominant intercollegiate teams and five international volleyball players who represented India.

A landmark achievement came in 1972, when five players from the College were part of the University of Madras team that won the All India Inter-University Volleyball Championship and qualified for the World University Competition. Again in 1996, six players contributed to another All India Inter-University victory. The College also won the Bertram Memorial Volleyball Tournament for 13 consecutive years (1968–1980) and later in 1997, marking an era of sustained dominance.

Each year, 30–40 student-athletes represent the College in South Zone and All India Inter-University tournaments under Thiruvalluvar University. The institution has also achieved recognition in state-level competitions, including the prestigious Chief Minister's Trophy.

Sports infrastructure significantly strengthens this impact: expansive playgrounds, an athletics track, indoor facilities, multiple courts, two exclusive gymnasiums for men and women, and a

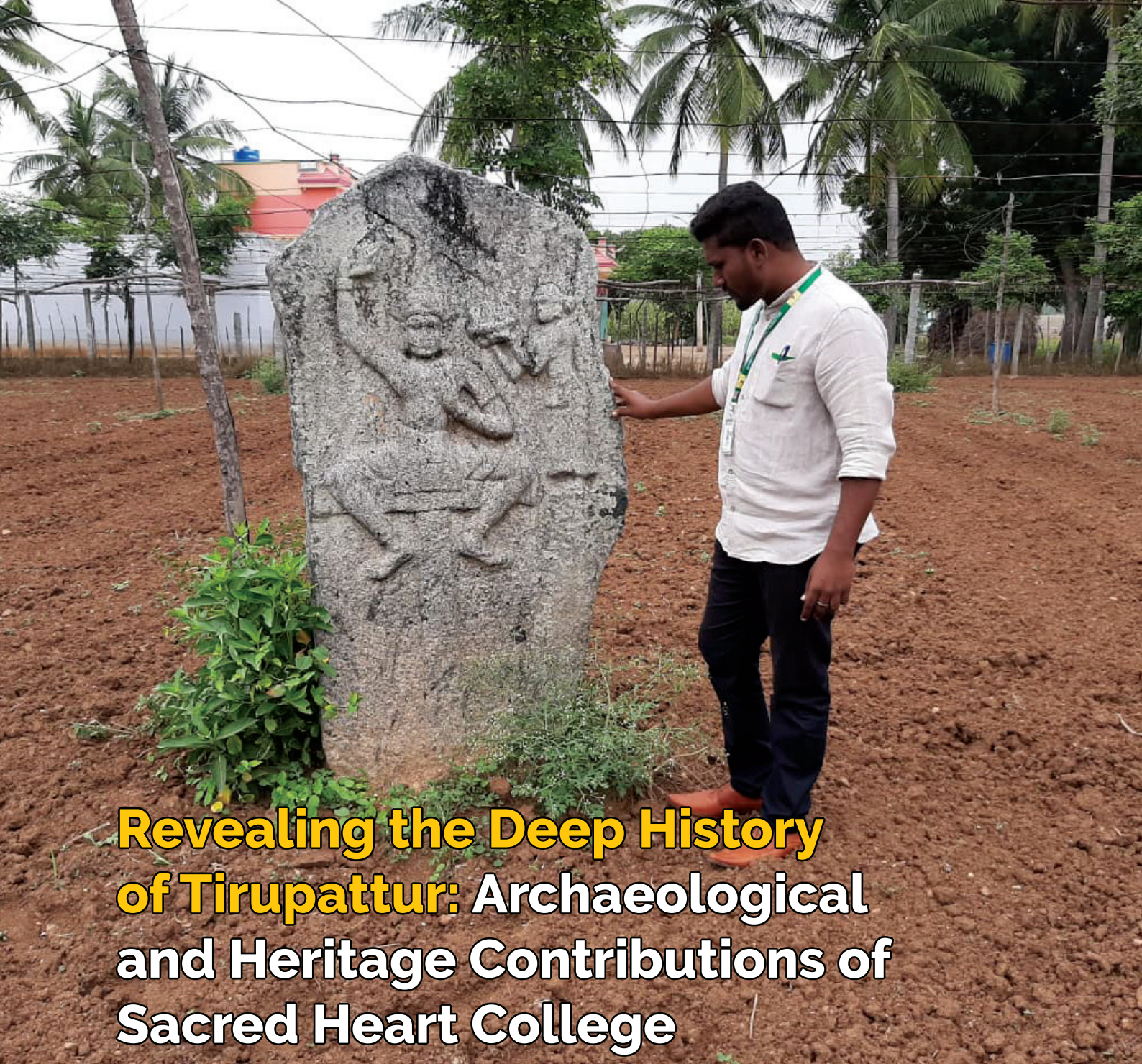


dedicated sports hostel fostering discipline, nutrition, and focused preparation. Around 70 student-athletes annually receive up to 100% scholarships in tuition and hostel fees, ensuring equitable access for rural and economically challenged youth. The Basketball team alone has seen nearly 300 players represent University, District, and State teams, with many later securing appointments in Tamil Nadu Uniformed Services and other government sectors. The College also hosts major tournaments such as the Don Bosco Centenary State-Level Volleyball Tournament and the Fr. Guezuo State-Level Basketball Tournament, strengthening community engagement and sporting culture.

Beyond medals and trophies, the department has cultivated a culture of discipline, punctuality, teamwork, and emotional resilience among students. Participation in

competitive sports has enhanced students' self-confidence, stress management, and leadership abilities, positively influencing their academic performance and career trajectories. The inclusive approach of the department has also enabled participation of differently-abled athletes, including representation in para-athletics at higher levels. The long-term impact is visible in the alumni network of sportspersons who serve in State and Central Government sectors, armed forces, police services, education, and corporate organizations. Many attribute their professional success to the formative discipline and character training received through sports at the College. Thus, the Department of Physical Education not only builds athletes but also shapes socially responsible citizens, reinforcing Sacred Heart College's identity as a transformative institution committed to holistic rural youth development.





Revealing the Deep History of Tirupattur: Archaeological and Heritage Contributions of Sacred Heart College

Sacred Heart College (Autonomous), Tirupattur, has played a significant role in uncovering and documenting the deep historical and cultural roots of the Tirupattur region, revealing evidence of human habitation dating back nearly 5,000 years. The region surrounding Tirupattur has emerged as a rich archaeological landscape, yielding diverse material remains such as rock art (பாறை ஓவியங்கள்), megalithic burial sites (பெருங்கற்கால ஈமச் சின்னங்கள்), hero stones (நடுகற்கள்), sati stones (சதிக்கற்கள்), inscriptions (கல்வெட்டுகள்), pottery shards, iron slags, and stone tools. These findings provide tangible links to prehistoric, Sangam, and early historic societies that once flourished in this region, firmly placing Tirupattur on the archaeological map of South India.



Over the past 18 years, the Tamil Department of Sacred Heart College has been actively engaged in systematic field explorations and surface surveys across the district. Extensive documentation has been carried out in regions such as Savvathumalai, Yelagiri Hills, Tirupattur, Vaniyambadi, and Ambur, leading

to the identification of stone axes, stone slabs, hero stones, inscriptions, burial markers, iron remnants, palm-leaf manuscripts, weapons, and other historical materials. Particularly noteworthy are the twelve inscriptions identified at Naviramalai, a site referred to in the Sangam text Malaipadukadam,

highlighting the continuity between classical Tamil literature and material evidence. In Yelagiri Hills, discoveries of Neolithic tools, hero stones, and inscriptions further attest to early human settlement and cultural activity in the region.

The cumulative outcome of these efforts includes the identification of more than 200 historically significant artifacts and documentary evidences, as well as the recognition of three potential sites suitable for future archaeological excavation. An exceptional discovery from this region is the Mushroom Rock formation, a rare geological feature previously documented only in India's Thar Desert, which adds a unique geo-archaeological dimension to Tirupattur district's heritage significance. Together, these discoveries underline the region's importance as a continuous cultural landscape spanning prehistoric to historic periods.

Surface field surveys conducted in areas such as Kundureddiyur and Kanthili have brought to light rare traces left by Megalithic and Sangam-period communities. These artifacts are preserved and showcased at the Heritage Centre of Sacred Heart College, making the institution a key custodian of regional history. The Heritage Centre functions as an educational resource for students, researchers, and the public, fostering awareness of local history and encouraging heritage conservation. In line with the

college's outreach mission, research findings are widely disseminated through regional and national media in Tamil, English, and Telugu, as well as through social media platforms, ensuring that academic knowledge reaches the broader community.

The archaeological and heritage research initiatives are actively led by the faculty of the Tamil Department, with Dr. A. Prabhu and Dr. K. Mohan Gandhi playing a central role in field exploration, documentation, and scholarly interpretation. Their research focuses on understanding the language, culture, technology, social organisation, and everyday life of early Tamil societies through material evidence. The outcomes of these studies are systematically documented through research articles, books, and public lectures, contributing to both academic scholarship and public historical consciousness.

Through sustained field research, heritage documentation, public dissemination, and student involvement, Sacred Heart College (Autonomous), Tirupattur, has made a lasting contribution to uncovering and preserving the ancient history of the region. These efforts not only strengthen academic research and cultural identity but also position the college as a leading centre for regional heritage studies, demonstrating meaningful institutional impact in the areas of research, community engagement, and cultural preservation.

IGNOU Study Centre – Expanding Access to Higher Education

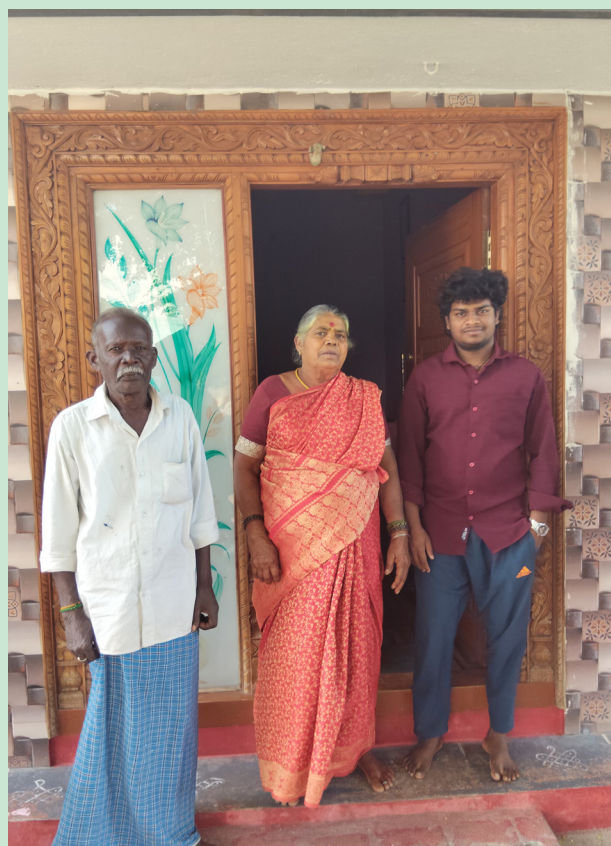
Sacred Heart College has been a proud host of the IGNOU Study Centre since 1991, offering accessible and flexible higher education opportunities to learners from diverse backgrounds. Over the years, the centre has grown into a vibrant hub of distance learning, enabling students, working professionals, homemakers, and lifelong learners to upgrade their qualifications without disrupting their personal or professional commitments. In recognition of its excellence in academic support and learner facilitation, the centre received the Best Student Support Service Award in 2018 from IGNOU for the Chennai Region – a testament to its dedication, efficiency, and learner-friendly services.

To date, the IGNOU Centre at the college has recorded 7,884 enrolments, demonstrating its significant role in widening the reach of quality education. With around 50 programmes offered across undergraduate, postgraduate, diploma, certificate, and professional streams, the centre provides a wide spectrum of learning pathways. Each year, nearly 400 students pursue courses through this centre, equipping themselves with additional qualifications that enhance their employability and professional growth. For many, these programmes have served as a stepping stone to better job prospects, promotions, or a second chance at education. Through IGNOU, Sacred Heart College continues to reaffirm its mission of inclusive education – making learning flexible, affordable, and accessible to all who aspire to grow.



From Bondage to Dignity: Sacred Heart College's Transformative Impact on Rescued Bonded Labour Families in Tirupattur District

Sacred Heart College (Autonomous), Tirupattur, has played a historic, pioneering, and deeply transformative role in the liberation and empowerment of bonded labour families in the district. Under the bold and compassionate leadership of Fr. Joe Arimpoor and with the active involvement of the Department of Social Work, the College was instrumental in identifying individuals and families trapped in bonded labour across several villages including Jawathi hills, thiruvannamalai and Krishnagiri districts. Through secret midnight meetings, confidential conversations, and coordinated rescue operations with government officials, the College ensured the safe release of numerous families. Over time, these interventions have positively impacted not just the original rescued families but their



expanding households – today reaching nearly 500 families in Tirupattur alone – who continue to benefit from the foundational support provided by the College.

Across these villages, Sacred Heart College has contributed significantly to improving the social, educational, and economic landscape of the community. The College's outreach ensured access to government schemes, construction of houses, infrastructure support, and enrolment of children into schools. Visible improvements include regular school attendance, a remarkable decline in caste and gender discrimination, and growing participation of women in economic and social activities. Through the College's community fieldwork, women were organized into Self-Help Groups (SHGs), empowered to save regularly, and linked to bank credit and microfinance systems, allowing them to start



small livelihood activities. These SHGs have become strong pillars of financial discipline and collective strength in villages such as Savuloor, Aarikkanvattam, and Madapalli.

Educational and skill empowerment has been another hallmark of the College's long-term involvement. Evening study centres, livelihood promotion activities, tuition classes, and village libraries – run by volunteers connected to Sacred Heart College – have reduced dropout rates and created a culture of learning, especially among first-generation learners. Many children who once belonged to families trapped in bondage are now completing secondary education, and some even pursuing higher studies. The College has also focused on skill development and career readiness, guiding youth towards vocational training, certificate courses, and new livelihood opportunities. This has helped them shift away from dependence on landowners and explore employment in construction, carpentry, agriculture, industries, and service sectors. Women, who earlier restricted themselves to coolie work, now express confidence in taking up home-based enterprises after receiving skill exposure through the College.

Housing, sanitation, and community infrastructure have improved in many locations due to sustained advocacy and support. While disparities remain between villages closer to Tirupattur and those farther away, Sacred Heart College has consistently helped families access government housing schemes, repaired damaged structures, and regularized land-related issues. The College's interventions have also enhanced migration-based income, encouraged safe mobility, and ensured that migrant workers' children

stay connected to education. In several villages, families have benefited from government schemes providing goats, cows, and small farm assets – programmes promoted and followed up by the College's social work team.

Today, the once-marginalized bonded labour families – now numbering close to 500, stand as empowered communities with stronger social identity, improved economic stability, better educational outcomes, and higher aspirations for the next generation. The transformation of these villages is a direct reflection of Sacred Heart College's unwavering commitment to social justice, human dignity, and community welfare. Through decades of accompaniment, field engagement, SHG mobilization, educational support, and livelihood facilitation, the College has created a sustainable community development model that continues to uplift the most vulnerable and reshape the socio-economic landscape of Tirupattur district.



Seeding Hope: Nurturing Mental Well-Being, Resilience, and Holistic Student Development

The Seeding Hope - Counselling Centre at Sacred Heart College - stands as a vital institutional initiative committed to promoting students' psychological well-being and holistic development. Established to respond to the academic, emotional, and social challenges faced by students – particularly first-generation learners and those from rural and economically disadvantaged backgrounds – the Centre aims to nurture resilient, confident, and socially responsible individuals. On an average, nearly 400 students benefit from the services of the Counselling Centre every year, including current students, alumni, and parents, reflecting its sustained reach and relevance.





The Centre aims to nurture resilient, confident, and socially responsible individuals. On an average, nearly 400 students benefit from the services of the Counselling Centre every year



A distinctive feature of the Centre is its preventive and inclusive approach, wherein all students are screened at the primary level, especially during their entry into the institution. This early screening facilitates the timely identification of psychological, emotional, and behavioural concerns. Students identified with psychological distress, academic stress, or behavioural challenges are provided specialized and individual counselling, ensuring confidentiality and focused care. This structured intervention has played a significant role in early detection, emotional stabilization, and academic continuity among students.

The Counselling Centre functions in close collaboration with teachers and mentors, recognizing that student well-being is a collective responsibility. Faculty members work alongside counsellors to monitor students' progress and extend academic and emotional support wherever

required. Additionally, peer counselling and mentoring practices are promoted through accompaniment programmes, enabling students to support one another in managing stress, relationships, and personal challenges. This collaborative approach has contributed to improved student retention and a nurturing campus environment.

To further enhance its impact, the Centre organizes need-based sessions and awareness programmes on common behavioural and psychosocial concerns such as boy-girl relationships, mentoring, personal integrity, emotional maturity, and prevention of suicidal ideation. These interventions equip students with essential coping skills, ethical sensitivity, and emotional resilience. Overall, the Seeding Hope Counselling Centre has made a measurable and lasting impact on students' academic performance, self-confidence, interpersonal relationships, and long-term psychosocial well-being.

From Margins to Mainstream: CRCHE's Role in Educating and Empowering Urban Slum Children



Since its establishment in 1986, the Community Reach-Out Centre for Holistic Education (CRCHE) located in Shivarajpet has been a vital support system for children living in the nearby urban slum areas. The centre was created to offer academic guidance, life-skill training, and a safe and nurturing learning space for children who face multiple socio-economic challenges. Between 2015 and 2025 alone, 748 children have benefitted from CRCHE's sustained interventions. The centre provides after-school coaching, value-based education, basic health and hygiene awareness, nutrition support, and exposure programmes that expand children's aspirations and confidence. With personalised attention and consistent mentoring, CRCHE strengthens foundational learning and prepares children for continued success in school.

Over the years, CRCHE has actively collaborated with parents, community leaders, and partner organisations to build a strong support ecosystem around each child. Regular home visits, counselling sessions, and community-based activities have significantly improved school attendance and reduced dropout rates among slum children. Many beneficiaries have gone on



to pursue higher education or skill-based training, demonstrating the programme's lasting impact. CRCHE stands as a powerful expression of the college's commitment to social transformation – ensuring that even the most marginalised children of Shivarajpet are given meaningful opportunities to learn, grow, and build a brighter future.

Environmental Responsibility in Action: A Model of Campus - Community Sustainability

Since 2017, the Go Green Grow Green (4G) initiative launched by the Social Work students has evolved into one of the most impactful environmental projects of the college. What began with the growing and planting of 1,000 saplings has grown into a thriving nursery that hosts nearly one lakh saplings ready for distribution and plantation. The college has undertaken large-scale tree plantation drives, including sowing about one lakh palmyra seeds around the water bodies of Tirupattur District to revive native ecosystems.

In partnership with the Tamil Nadu Birders Movement, Don Bosco Green Alliance and teams of young local volunteers, the college has created five Miyawaki forests,



strengthening biodiversity and establishing dense green pockets across the region. Through these continuous efforts, the college has planted and protected numerous native tree species, ensuring their survival and long-term ecological value.

These contributions have been recognized widely: the institution received the 'Green Champion Award' from the Tamil Nadu Pollution Control Board (TNPCB) for its exemplary nursery work under DEEDs, and the Best Outreach Award from Thiruvalluvar University for its sustained environmental engagement. Environmental responsibility is embedded in campus life. The college has established a waste-segregation system with blue and red bins placed across the entire campus, ensuring that biodegradable and non-biodegradable waste are systematically collected and managed.

Students and faculty are sensitized regularly to follow responsible waste-disposal practices. Alongside academic courses on environmental protection, the institution conducts numerous programmes – awareness drives, workshops, hands-on plantation activities, nature walks, and conservation campaigns – that encourage students to become environmentally conscious citizens.

Through education, community outreach, seed-sowing activities, forest creation, and the nurturing of saplings, the college demonstrates how consistent, collective efforts can regenerate ecosystems. What started as a small student initiative has grown into a movement that strengthens green cover, supports birdlife, restores landscapes, and inspires environmental stewardship across Tirupattur district.



Lighting the Path after School: Evening Study Centres as Bridges to Educational Continuity



Since 2001, the college has been operating eight Evening Study Centres in the neighbourhoods of Idayanagar, Shivarajpettai, Sagayanagar, Bosco Nagar, Kalangar Nagar, Anna Nagar, Lakshminagar, and Gandhi Nagar. These locations are predominantly slum pockets and marginalized settlements where children often lack academic guidance, peaceful study space, and educational encouragement at home. The centres function every evening, offering a structured learning environment where nearly 500 children receive homework support, clarification of difficult subjects, and assistance in strengthening their reading, writing, and arithmetic skills. Trained student volunteers and community educators create a friendly, motivating environment that helps children develop regular study habits and confidence in their academic abilities. Over the years, these centres have become safe learning spaces that promote discipline, consistency, and a positive attitude towards education.

The Evening Study Centres play a crucial role in preventing school dropouts, especially among first-generation learners who face multiple socio-economic barriers. By ensuring continuous and supervised learning, the centres help children remain connected to school, improve their performance, and stay motivated to continue their studies. Beyond academics, the centres focus on holistic growth – conducting group activities,



value education sessions, and simple life-skill exercises that enhance the overall well-being of the children. Parents and community members frequently acknowledge the impact of these centres in reducing educational disparities and providing hope for a better future. For more than two decades, these centres have stood as a strong bridge between the school and the community, creating a conducive educational environment for slum and rural children and empowering them to pursue brighter opportunities and long-term success.

Family Counselling Centre (FCC)

Strengthening Families And Building Social Well-Being

The Family Counselling Centre (FCC), originally part of the Bosco Institute of Social Work and now functioning from the District Collectorate, has been a key extension and community service initiative since its establishment in 1991. Sponsored by the Central Social Welfare Board (CSWB), the FCC provides professional counselling and psychosocial support to individuals and families facing emotional, relational, and social difficulties. The centre is proud to have the senior-most counsellor in Tamil Nadu, Mr. Arul Das, along with Ms. Tharageshwari, serving as dedicated counsellors. Between 2015 and 2025 alone, the centre has supported 2,595 individuals through direct counselling interventions, crisis support, and continuous follow-up.

The FCC has significantly impacted the community by offering specialised counselling services in areas such as marital conflict, domestic violence, substance abuse, emotional distress, adolescent issues, and family dysfunction. Regular awareness programmes are conducted on mental health, family relationships, child protection, substance misuse, and stress management – reaching schools, self-help groups, and community clusters. The FCC also extends its services to educational institutions, including schools, where counsellors help students deal with academic pressure, behavioural difficulties, and personal issues.

These initiatives have strengthened family systems, enhanced emotional resilience, and promoted a culture of seeking professional help for mental well-being.

One of the FCC's major strengths is its strong collaboration with government and institutional stakeholders. It works closely with the judiciary, police, district welfare departments, and the Department of Social Work of the college to provide holistic support to vulnerable individuals. Through this coordinated approach, many cases have been resolved amicably, preventing family breakdown and ensuring safety and protection for women and children. The FCC stands as a powerful example of the college's commitment to social responsibility and community development, addressing complex family and social issues with professionalism, compassion, and sustained engagement.





Sacred Heart College's Journey with the Idhaya Nagar Gypsy Community

Sacred Heart College has been a lifeline of transformation for the Idhaya Nagar Gypsy Community, one of the most marginalized and nomadic groups in Tirupattur. What began as a challenging mission – initiated with the tireless efforts of Fr. A.T. Thomas and Sr. Juli, who first identified the community living without stability or a permanent settlement has grown into a model of inclusive development. With constant support from the Department of Social Work, the college helped the first 15 families find temporary shelter and worked relentlessly until they secured patta land. This marked the beginning of a historic shift from nomadic living to a settled, thriving community. Today, 52 families comprising 325 members live in Idhaya Nagar, fully integrated into mainstream society. Education became the first doorway to change – seven girls were the first to reach school, and now all children attend good private, aided, or government schools, supported by scholarships and opportunities through the Salesian institutions. Several youth have completed professional courses like Computer Applications and now work in IT companies, while Mr. Sanjay, one of the community's brightest, won State First in Wushu and received Rs. 3 lakhs from the Chief Minister of Tamil Nadu.



The college's commitment goes far beyond education. Sacred Heart College facilitated community certificates, ensured access to government schemes, supported the community during their strike in Delhi, and helped build a permanent community hall through its ISR initiatives. The college mobilized ₹37 lakhs as revolving credit through ISR funds with minimal interest, helping more than 50 families begin income-generating activities. Three families –those of Mr. Chinnathambi, Arjun, and Goundamani - were able to purchase land and build houses through these loans. Government housing schemes were also accessed with the college's intervention, ensuring safe and dignified living conditions. Through the SURABI Scholarship, many children received long-term educational support; one girl, who was supported from LKG to B. Sc. Nursing, is now employed in Dubai. Currently, two girls, Rithika and Monisha, are pursuing nursing, and eight students are studying at Sacred Heart College. Various departments organize frequent awareness programmes for health, education, hygiene, child rights, and personal development. What began as a mission of hope has become a story of empowerment, dignity, and lasting social change showcasing Sacred Heart College's unwavering commitment to uplifting the most vulnerable through holistic and sustained community development.



Marino Transgender Scholarship: A Pioneering Initiative for Inclusive Higher Education

In 2022, Sacred Heart College launched the Marino Transgender Scholarship, a landmark initiative and one of the first of its kind at the university level. Rooted in the college's deep commitment to equity, dignity, and social justice, this scholarship was established to ensure that transgender students receive the financial and social support necessary to pursue higher education without discrimination or hardship. Recognizing the unique challenges faced by transgender individuals – including economic vulnerability, social exclusion, and limited access to educational opportunities – the college formulated a separate, comprehensive policy dedicated to their holistic development and inclusion on campus.

Since its inception, three transgender students have benefited from the Marino Scholarship, enabling them to overcome financial crises, continue their academic pursuits with confidence, and experience a safe and affirming educational environment. The scholarship goes beyond tuition support: it is embedded within a broader support framework where faculty, alumni, well-wishers, and other stakeholders are regularly approached to provide additional financial, emotional, and academic assistance. This ensures that transgender students not only receive monetary help but also feel respected, accompanied, and fully integrated into campus life.

The Marino Transgender Scholarship stands as a visionary initiative that reflects the ethos of Sacred Heart College – to uphold human dignity, empower the marginalized, and build an inclusive community. By opening its doors wider and creating structured support systems, the college continues to lead by example, demonstrating how higher education institutions can actively contribute to the empowerment and visibility of transgender persons in society.



Mattru Nadaga Iyakkam (MNI): Theatre as Transformative Education at Sacred Heart College







Matru Nadaga Iyakkam (MNI), meaning Alternative Theatre Movement, is a vibrant theatre initiative of Sacred Heart College (Autonomous), Tirupattur, that reflects the institution's strong commitment to holistic, experiential, and value-based education. Emerging as a structured student theatre movement around 2018, MNI has evolved into an institutional platform where theatre functions as a powerful medium for self-expression, social awareness, leadership development, and cultural engagement. The initiative was conceptualised and initiated under the leadership of Dr. K. Parthibaraja, Associate Professor, PG and Research Department of Tamil, whose vision laid the foundation for its sustained growth.

A distinctive feature of MNI is the organisation of intensive summer and vacation-based theatre workshops, designed to provide immersive, practice-oriented training for youth. These workshops have been conducted in collaboration with national-level theatre practitioners, recognised theatre groups, and theatre-related academic departments, offering structured training in acting, body movement, voice modulation, improvisation, script interpretation, stage presence, and mind-body coordination. Such extended training programmes enable students to engage deeply with theatre beyond regular classroom learning and have significantly enhanced their confidence, discipline, creativity, and expressive abilities.

Over the years, MNI has built strong credentials through sustained collaborations with reputed theatre collectives and experts such as Red Elephant Theatre Group, Ya-Car Theatre Group, independent national theatre trainers, and academicians associated with theatre and performance studies. These collaborations have exposed students to both contemporary and traditional theatre practices, leadership through theatre, time-space management, and socially responsive performance techniques, effectively connecting campus-based theatre learning with broader regional and national theatre movements.

MNI has also made meaningful contributions to the theatre and cultural landscape through impactful stage productions and performances. Student-led plays such as *Visaranai* and *Egalaivan* have been staged both within the college and at external venues including Chennai and Mumbai, reflecting strong artistic quality and social relevance. Many of these productions address themes of justice, identity, human dignity, and social responsibility, reinforcing theatre as a tool for critical reflection and social transformation. In addition, MNI has actively employed street theatre and performative methods for campus and extension activities such as anti-ragging awareness, youth sensitisation, and value-oriented social campaigns.

In terms of measurable impact, *Matru Nadaga Iyakkam* has directly benefitted over 800 youth over the past six to seven years through structured workshops, summer theatre training programmes, productions, seminars, and cultural events. Individual programmes have recorded participation ranging from 25 to over 70 students per activity, with many

students engaging continuously across multiple years. Beyond direct participants, a substantially larger number of students and community members have benefitted indirectly as audiences, volunteers, and peer learners, thereby amplifying the educational and social reach of the movement.

Overall, *Matru Nadaga Iyakkam* stands as a significant contributor to the cultural vitality and student-centred educational mission of Sacred Heart College (Autonomous), Tirupattur. Through national-level collaborations, immersive summer training programmes, and socially relevant theatre practices, MNI exemplifies the college's commitment to nurturing confident, socially conscious, and creatively empowered youth, and serves as a strong model of arts-based experiential learning and institutional impact in higher education.



Nourishing Minds to Learn: Ensuring Food Security and Academic Continuity for Vulnerable Students

Sacred Heart College has long recognized that many students from economically vulnerable families arrive on campus without having eaten, affecting their focus, health, and classroom engagement. To address this, the college introduced the Morning Breakfast Scheme and the Mid-Day (Lunch) Subsidized Meal Scheme, ensuring that the most deserving students receive nutritious meals every day. These welfare programmes have been functioning for several years and benefit several hundred students annually, forming a crucial safety net for first-generation learners, rural students, and those from socio-economically disadvantaged backgrounds. A unique feature of this initiative is that all fines collected for late-coming or minor misbehaviours are channelled directly into the meal scheme, thus transforming corrective measures into compassionate support for peers in need.

The rationale behind the scheme is rooted in the college's mission to accompany the marginalized and ensure that hunger never becomes a barrier to education. Many students travel long distances and may not have access to timely meals, making this support vital for their academic performance and overall well-being. By providing breakfast and subsidized lunch, the college significantly improves attendance, concentration, and emotional stability among beneficiaries. Over the years, thousands of students have benefited from these initiatives, reflecting the institution's commitment to holistic student welfare and social responsibility. The Breakfast and Mid-Day Meal Schemes remain shining examples of how Sacred Heart College integrates care, discipline, and community solidarity to transform student lives meaningfully.



Women Empowerment Through Self-Help Groups

Sacred Heart College has consistently demonstrated an unwavering commitment to women's empowerment through its long-standing support to Self-Help Groups (SHGs) across the region. Over the years, the College has facilitated and strengthened nearly 800 SHGs, each comprising 12–20 women, offering thousands of women a powerful platform for economic and social transformation. Through sustained capacity-building initiatives, the College has linked SHGs with financial institutions, enabling a remarkable Rs. 4 crores in credit linkages every year. Since 2012, through NABFINS and other banking partners, improving women's access to capital, entrepreneurship, and financial independence.





Beyond financial empowerment, the College invests deeply in leadership, skills, and confidence building. It organizes training programmes under TNSLRM on book-keeping, PLF functioning, record maintenance, and leadership development for SHG animators. The annual Women's Day celebration, attended by over 2,500 women, stands as a testimony to the College's strong grassroots presence and enduring commitment to women's rights and dignity. Today, SHGs nurtured by Sacred Heart College have grown into vibrant community institutions, enabling women to take charge of their families, finances, and futures. The College firmly believes that empowering women is non-negotiable and continues to build stronger, more resilient, and self-reliant communities through its sustained efforts.



Key Results of the Study

This impact study serves as a comprehensive evaluation of the institution's multi-faceted legacy, exploring how it transforms the lives of rural and marginalized communities. By synthesizing quantitative data from thousands of stakeholders with qualitative case studies, the report documents a profound journey of grace, growth, and inclusive excellence. Ultimately, it validates the college's mission to form intellectually competent and socially conscious citizens who drive sustainable change in society. The following are the key results of this study.

1. Academic Excellence and Institutional Quality

The quantitative data underscores an institution in its prime. Sacred Heart College (SHC) has achieved an institutional pinnacle with a NAAC 'A++' grade and a CGPA of 3.53/4, placing it among the elite higher education institutions in India. This is bolstered by its consistent performance in the NIRF Top 100, where it currently ranks 47th nationally. The academic framework is exceptionally robust, featuring 53 programmes and a faculty profile where over 139 are qualified with Ph.D. and one third of them hold Ph.D. guideship. This high-level expertise fuels a thriving research ecosystem that has produced over 600 doctoral graduates since the inception of the Ph.D. programme, demonstrating a sustained commitment to knowledge advancement.

2. Transformative Student and Alumni Experiences

The survey of 1,724 outgoing students and 745 alumni reveals profound developmental outcomes. Quantitatively, 88.4% of students reported being treated with dignity and respect, highlighting a campus culture rooted in the Salesian Preventive System. Satisfaction with infrastructure is high, particularly in essential services like waste disposal (95.6%) and stationery (93.4%). Long-term impact is even more striking: 80.9% of alumni across cohorts from 1951 to 2024 describe the college's impact on their lives as "Great" or "High." Notably, SHC graduates are living the institution's values, with 56.4% actively engaged in environmental care and 52.3% dedicated to serving the poor, proving that the college successfully forms "good humans and honest citizens."

3. The "Lab-to-Land" Outreach and Community Engineering

The study's most distinctive qualitative findings involve the Lab-to-Land commitment, where the college acts as a catalyst for social justice. Through the Bosco Institute of Social Work (BISW) and the DEEDS Programme, SHC has transformed the lives of the most marginalized. Key success stories include the empowerment of rescued bonded labour families and the Idhaya Nagar Gypsy community, who have transitioned from

social exclusion to organized self-reliance. The establishment of Evening Study Centres has ensured educational continuity for rural children, while the Marino Transgender Scholarship - the first of its kind in the region - has paved the way for inclusive higher education. These initiatives demonstrate that the college's boundaries extend far beyond its walls into the heart of the community.

4. Holistic Formation and Skill Development

Beyond degrees, the college prioritizes the "total person." The Don Bosco Skill Centre integrates vocational training into the main curriculum through 2-credit blended learning courses, ensuring students graduate with job-ready skills. The Vazhikatti Training and Placement cell further bridges the gap to employment, with many alumni now holding leadership roles in education (44%) and the corporate sector (20%). Qualitatively, the Seeding Hope Counselling Centre and MNI Theatre Group are cited as vital for mental well-being and life-skill formation, using performance and dialogue to help rural youth navigate complex social realities and build emotional resilience.

5. Parental Trust and Social Mobility

The inclusion of 480 parents in the study provided a crucial perspective on social mobility. For the large population of first-generation learners at SHC, the college is viewed not just as a school, but as a gateway to a different life. Parents consistently rated the college high for its safe environment and value-based education. The findings suggest that the institution acts as a vehicle

for generational change, where the education of one student often lifts an entire family out of the cycle of poverty, fulfilling the founding vision of Fr. Joseph Carreño to serve the "least, the last, and the lost."

6. Research Ecosystem and Scholarly Advancement

The study highlights a sophisticated research culture that distinguishes Sacred Heart College from other rural institutions. Quantitatively, the college hosts 13 doctoral research departments and a faculty where more than half (59.1%) are Ph.D. holders and one third are Ph.D. supervisors, driving a high output of scholarly work. Qualitatively, the findings point to the Bosco Interdisciplinary Research Centre for Public Theology (BIRCPT) and the publication of six peer-reviewed journals as pivotal milestones. These platforms have not only produced over 600 doctoral graduates but have also bridged the gap between academic theory and social advocacy, allowing researchers to address local issues such as labour rights and environmental conservation through an academic lens. College has promoted 72 patents over the years in various disciplines.

7. Digital Infrastructure and Rural Connectivity

A critical finding of the study is the college's success in bringing high-tech resources to a rural landscape. Quantitative surveys show that 71.1% of students are satisfied with the campus Internet and Wi-Fi connectivity - a significant achievement for an institution serving largely rural, first-generation learners. Qualitatively, the study documents

the role of smart classrooms and digital libraries in levelling the playing field for students from disadvantaged backgrounds. This infrastructure has been vital for the Don Bosco Skill Centre's blended learning method, ensuring that technological literacy is a fundamental byproduct of a Sacred Heart education.

8. Gender Equity and Inclusive Social Policy

The research identifies SHC as a pioneer in institutionalized inclusivity. Qualitatively, the Marino Transgender Scholarship stands out as a landmark result, being the first such initiative in the region to offer not just financial aid, but a safe academic space for transgender individuals. On the broader gender spectrum, the study finds that the college's support for women through Self-Help Groups (SHGs) and leadership roles in student councils has significantly altered parental perceptions. 480 surveyed parents consistently noted that the college provides a secure and empowering environment for female students, which is a primary driver for enrollment among conservative rural families.

9. Environmental Stewardship and 4G Initiatives

The "Go Green Grow Green" (4G) project has translated institutional policy into measurable ecological impact. Quantitative findings show that 56.4% of alumni actively continue to practice environmental care as a direct result of their training at SHC. The campus itself serves as a "living laboratory," where waste disposal systems (praised by 95.6% of students) and water harvesting projects

demonstrate sustainability in action. The study suggests that the college has effectively inculcated an "ecological conscience" in its students, ensuring that environmental responsibility remains a core life value long after graduation.

10. Heritage Preservation and Archaeological Contributions

Unique to this impact study is the documentation of the college's role as a custodian of local history. Qualitative findings highlight the Department of History's contributions to the archaeological understanding of the Tirupattur region. The study notes that through field excavations and the preservation of local artifacts, the college has strengthened the cultural identity of the neighbourhood. This "heritage impact" fosters a sense of pride among local community members and students alike, connecting the modern academic pursuit with the deep historical roots of the "Sandalwood City," and proving that the college's impact is as much about the past as it is about the future.

11. Professional Readiness and Career Trajectories

The study reveals a high rate of professional absorption among SHC graduates. Quantitative data indicates that approximately 44% of alumni have entered the education sector as schoolteachers or university professors, while 20.13% have secured roles in the corporate sector. Qualitatively, the findings attribute this success to the Vazhikatti Training and Placement Cell, which provides systematic career guidance. The data suggests that for the large population of first-

generation learners, the college acts as a vital bridge to organized employment, with 80.9% of alumni affirming that the institution played a “High” or “Great” role in their professional upward mobility.

12. Communicative English and Global Competency

A standout finding is the transformative role of Communicative English Education in levelling the playing field for rural students. Qualitative case studies highlight that the English language immersion programs and language labs have significantly boosted the confidence of students coming from vernacular mediums. The study finds that this proficiency is a primary factor in the success of students in competitive exams and international placements. Quantitatively, students rated the institution’s skill-enhancement workshops—specifically in communication—as a top factor in their holistic development, enabling them to compete in the global job market.

13. Community Health and Mental Well-being

The study identifies the Seeding Hope Counselling Centre as a cornerstone of the college’s social impact. Quantitatively, the survey found that the availability of professional counselling services significantly reduced stress levels and drop-out rates among students from distressed backgrounds. Qualitatively, the findings detail how the centre extends its services to the neighbourhood through family counselling and mental health awareness programs. This “safety net” ensures that student well-

being is not just an academic footnote but a lived priority, fostering emotional resilience alongside intellectual growth.

14. Lifelong Value Orientation and Social Ethics

One of the most profound findings relates to the endurance of the Salesian value system. The study found that long after graduation, 52.3% of alumni actively engage in serving the poor, and 47.7% consistently stand for justice and equality in their local communities. Qualitatively, the research credits the mandatory life-skills education and the DEEDS (Department of Extension Education and Services) program for this. These findings prove that SHC’s impact is not temporary; it creates a lifelong ethical compass that drives graduates to become agents of positive social change in their respective fields.

15. Expanding Access through Distance and Lifelong Learning

The presence of the IGNOU Study Centre within the campus has drastically expanded the college’s scope of influence. Qualitatively, the study documents how this centre provides access to higher education for working professionals, housewives, and those unable to attend regular streams. This “Open Door” policy has effectively democratized education in the Tirupattur region. The findings suggest that the college acts as a regional knowledge hub, where the boundary between “student” and “citizen” is blurred, ensuring that the pursuit of excellence is inclusive of those who have historically been left behind by the formal education system.

Key Recommendations of the Study

1. Driving Academic Innovation and Research Excellence

To sustain its trajectory within the NIRF Top 100, Sacred Heart College must prioritize curriculum agility and the practical application of research. While the institution boasts a robust framework of 53 programmes and over 600 doctoral degrees, there is a clear observation that global economic demands are shifting toward specialized technologies. It is recommended that the college leverages its autonomous status to introduce "future-ready" specializations such as Artificial Intelligence, Sustainable Energy, and Advanced Data Analytics. Furthermore, the institution should formalize the Research Centre as a regional "think-tank." By translating academic findings into actionable social policy for the North Tamil Nadu region and increasing internal seed funding via the Don Bosco Research Grant, the college can bridge the gap between scholarly inquiry and local socio-economic problem-solving.

2. Bridging the Digital Divide and Enhancing Infrastructure

A critical observation of the study is that while 71.1% of students are satisfied with campus connectivity, many first-generation learners lack the necessary hardware to thrive in a digital-heavy environment. To ensure total inclusivity, it is recommended that the college establishes a "Digital

Equity Fund" to provide subsidized laptops and tablets for ultra-poor students. Infrastructure upgrades should extend to smart classrooms, integrating advanced video-conferencing to facilitate global alumni mentoring and international lectures. By expanding the Don Bosco Skill Centre's blended learning model to include digital-first certifications accessible via the IGNOU Study Centre, the college will ensure that no student is left behind in the transition to modern pedagogical methods.

3. Sustaining the "Lab-to-Land" Social Engineering Model

The college's commitment to marginalized groups, such as the Gypsy community and rescued bonded labourers, has been transformative, yet long-term sustainability remains a challenge once specific student cohorts graduate. To address this, the institution should establish "Community Incubation Hubs" in neighbouring districts like Tiruvannamalai and Krishnagiri to provide permanent support for regional Self-Help Groups (SHGs). Additionally, the pioneering Marino Transgender Scholarship model should be integrated into a comprehensive "Inclusion Centre." This centre would provide specialized career placement and advocacy not only for transgender learners but for all vulnerable and differently-abled groups, cementing the college's role as a catalyst for restorative social justice.

4. Mobilizing Alumni for Institutional Growth

With 47% of alumni currently active in association activities, there is a significant untapped potential for institutional development. The study observes that 44% of alumni are in education and 20% are in the corporate sector; therefore, a formal "Alumni Mentorship Platform" should be created to connect these professionals with current students for systematic career coaching. Strategically, the college should launch a "Platinum Jubilee Endowment Fund" to modernize older residential premises. This initiative will preserve the vital "home-away-from-home" Salesian culture while ensuring the campus infrastructure meets the standards of a modern, world-class educational hub.

5. Fostering Holistic Well-being and Mental Health

The success of Sacred Heart College is rooted in treating the student as a "whole person," yet the increasing complexity of youth mental health requires moving beyond traditional counselling. It is recommended that the college implements a "Peer-Mentoring Certification" programme, empowering students to serve as a first-response support system alongside professional counsellor. Simultaneously, the institution must address the physical foundations of learning by expanding the Morning Breakfast and Mid-Day Meal schemes. By ensuring food security for a wider demographic, the college removes physiological barriers to academic success, evolving from a centre of excellence into a global model of Socially Engaged Higher

Education that nurtures the body, mind, and spirit.

6. Globalizing the Salesian Pedagogical Model

The Perspective Plan 2030 emphasizes a "Resolute Commitment towards Higher Education" through the Salesian Mission. To reach global standards, the college should transition from a regional leader to a global reference point for Salesian higher education. It is recommended that SHC establishes a "Global Centre for Salesian Pedagogy," which documents and exports the college's unique blend of "Reason, Religion, and Loving-Kindness" as a viable alternative to secular educational models. By hosting international colloquiums and offering fellowships to scholars from the global network of Don Bosco institutions, SHC can lead the discourse on value-based holistic education on a world stage.

7. Strategic Internationalization and Academic Mobility

A key pillar for achieving global standards is the diversification of the campus community. Following the roadmap to 2030, the college should actively pursue International Accreditation (such as AACSB or EQUIS for relevant departments) to complement its NAAC A++ status. Recommendations include the creation of an "International Student & Faculty Exchange Cell" to facilitate semester-abroad programmes and dual-degree collaborations with foreign universities. This "International Outlook" will improve the college's standing in global ranking frameworks like QS and Times Higher

Education, ensuring that the Tirupattur campus becomes a melting pot of global perspectives and local wisdom.

8. Environmental Leadership and “Carbon Neutral” Campus Standards

Building on the “Go Green Grow Green” (4G) project and the mandated annual energy audits mentioned in the 2030 plan, the college should aim for Net-Zero Carbon Status. Recommendations include the installation of a comprehensive smart-grid solar farm and a zero-waste circular economy model on campus. By aligning campus operations with the United Nations Sustainable Development Goals (SDGs), specifically Goal 13 (Climate Action), SHC can position itself as a “Green Beacon” for global higher education. This environmental leadership will not only serve the local Tirupattur ecosystem but also

provide a replicable sustainability model for institutions worldwide.

9. Industry-Interfaced Innovation and Entrepreneurship

To bridge the gap between rural talent and global industry, the college should evolve its “Lab-to-Land” philosophy into a “Lab-to-Market” ecosystem. The Perspective Plan 2030 hints at increasing innovation; therefore, the college should establish a “Don Bosco Incubation and Startup Centre.” This centre would provide the necessary infrastructure – patenting support, venture capital networking, and legal mentorship – to turn student research into viable social enterprises. By fostering a culture of “Technopreneurship” among first-generation learners, Sacred Heart College will ensure its graduates are not just job-seekers but job-creators who can compete and thrive in the global economy.



Conclusion

A Legacy of Excellence and a Vision for the Future

The seventy-five-year journey of Sacred Heart College, Tirupattur (1951–2026), stands as a compelling testament to the transformative power of education and the enduring vitality of the Salesian charism. From its humble beginnings as a bold response to the educational deprivation of rural youth, the institution has matured into a premier autonomous college and research centre, distinguished by its A++ NAAC accreditation and its reputation for academic integrity, inclusivity, and innovation.

As the College celebrates its Platinum Jubilee, it does so not merely by recalling milestones, but by reaffirming the foundational conviction that education is both a right and a mission—especially for the “unreached,” the rural poor, first-generation learners, and socially marginalized communities. What began as a radical act of faith in the potential of neglected youth has evolved into a dynamic and sustainable model of higher education that integrates access, excellence, and equity.

This Impact Study has empirically validated what may rightly be called the “Sacred Heart Model” of holistic education. Anchored in the Salesian pillars of Reason, Religion, and Loving-Kindness, the model demonstrates measurable outcomes in socio-economic mobility, leadership formation, civic

engagement, and value-based living. The data confirm that when intellectual formation is accompanied by moral grounding and friendly accompaniment, education becomes a powerful engine of personal empowerment and community transformation.

The College's commitment to relevance and responsiveness is evident in its pioneering initiatives. The Lab-to-Land outreach programme has bridged the gap between research and rural application, ensuring that knowledge serves lived realities. The Marino Transgender Scholarship and Service Scholarships embody restorative justice and radical inclusion. Skill development programmes, entrepreneurship training, and technology-integrated education have strengthened employability and digital competence among rural youth. Meanwhile, the institution's comprehensive Green Initiatives—spanning renewable energy, biodiversity conservation, waste management, and environmental education—have positioned the campus as a living laboratory of sustainability.

Through these initiatives, Sacred Heart College has consistently demonstrated that academic excellence is inseparable from human empathy, social responsibility, and ecological stewardship. It has created an

educational ecosystem where intellectual rigour harmoniously coexists with compassion, inclusion, and ethical accountability.

Looking to the future, the College advances with renewed clarity of purpose. Its autonomous status offers the flexibility to design future-ready curricula and interdisciplinary programmes in emerging domains such as Artificial Intelligence, Data Science, Sustainable Energy, Environmental Studies, and Social Innovation. By doing so, the institution seeks to ensure that rural and first-generation learners are not passive observers but active participants in a rapidly globalizing and technologically evolving world.

At the same time, Sacred Heart College remains deeply rooted in its founding vision. It continues to align its institutional policies and practices with national priorities and global sustainability goals, aspiring to serve as a "Green Beacon" and a centre of ethical leadership in higher education. Its mission extends beyond career preparation to character formation-beyond professional success to responsible citizenship.

As it enters its next chapter, Sacred Heart College stands steadfast in its resolve to form "honest citizens and good Christians," nurturing individuals who combine competence with

conscience and achievement with service. The College remains a sanctuary of learning where knowledge enlightens the mind, faith deepens the heart, and community strengthens the human spirit.

Guided by its enduring motto, "Ready for Every Good Work," Sacred Heart College moves forward with confidence and hope-prepared to expand its horizons, deepen its impact, and continue carrying the light of knowledge and the warmth of compassionate service to generations yet to come.

As Sacred Heart College marks seventy-five years of grace-filled service, it stands not at a culmination, but at a threshold. The Platinum Jubilee is not merely a celebration of endurance, but a proclamation of renewed audacity-an invitation to dream larger dreams for the youth of rural India and beyond. With gratitude for the past, confidence in the present, and faith in Divine Providence, the College looks to the horizon with missionary courage. May the next decades witness an even deeper flowering of wisdom, justice, innovation, and compassion, so that Sacred Heart College may continue to be not only a centre of higher learning, but a luminous sign of hope-where minds are formed, hearts are transformed, and society itself is ennobled.

Bibliography

1. Sacred Heart College (Autonomous). (n.d.). About us: College profile and history. Retrieved from <http://www.shctpt.edu>
2. Sacred Heart College (Autonomous). (n.d.). Vision and mission: Inspired by the Salesian system of Don Bosco. Retrieved from http://www.shctpt.edu/about/vision_mission
3. Ministry of Education, Government of India. (2024). National Institutional Ranking Framework (NIRF) 2024: Ranking of colleges in India. Retrieved from <https://www.nirfindia.org/2024/CollegeRanking.html>
4. National Assessment and Accreditation Council (NAAC). (2024). Institutional accreditation (5th Cycle): Sacred Heart College (Autonomous), Tirupattur. Retrieved from <http://www.shctpt.edu/academics/naac>
5. Sacred Heart College (Autonomous). (2024). Sacred Heart's perspective plan 2030: A strategic roadmap for excellence and innovation. Tirupattur, TN: Internal Quality Assurance Cell (IQAC).
6. Bosco Interdisciplinary Research Centre for Public Theology (BIRCPT). (n.d.). Research initiatives and doctoral scholars database. Sacred Heart College. Retrieved from <http://www.shctpt.edu/research/bircpt>
7. Sacred Heart College (Autonomous). (2024). Annual report on outreach programmes: DEEDS, Gypsy community development, and bonded labour empowerment. Tirupattur, TN: Bosco Institute of Social Work (BISW).
8. Sacred Heart College (Autonomous). (2024). Marino scholarship for inclusive higher education: A policy document. Retrieved from <http://www.shctpt.edu/scholarships/marino>
9. Vazhikatti – The Don Bosco Career Guidance and Placement Centre. (2024). Placement and career trajectory report 2023-2024. Sacred Heart College. Retrieved from <http://www.shctpt.edu/placement/report>.

About the Research Team



Rev. Dr. D. Maria Antony Raj is the Principal of Sacred Heart College and a distinguished educationist inspired by the Salesian vision of St. Don Bosco. Ordained as a priest in 1999, he has served the institution in several academic and administrative capacities, including Director of SEERS, Vice Principal, Controller of Examinations, and Director of the MBA Department. A Government-approved faculty member in the Department of Commerce, he has published over 35 research papers in national and international journals. As Principal, he has led major institutional reforms, including the digital transformation of academic and administrative systems. Under his leadership, Sacred Heart College secured NAAC A++ accreditation in 2024 and notable (42nd rank in 2023) NIRF rankings among Arts and Science Colleges in India. A Fulbright Scholar (2019), his leadership emphasizes participatory governance, outcome-based education, and continuous quality enhancement.



Dr. K. Arockiaraj is an Assistant Professor in the P.G. & Research Department of Social Work at Sacred Heart College (Autonomous), Tirupattur, with over 19 years of experience in teaching, training, research, and practice. He currently serves as the Director of the Centre for Positive Youth Development, with a strong academic focus on youth work. He specializes in research methodology, SPSS, youth development, and intervention research. He has authored and edited several scholarly books and developed structured intervention modules on life skills, employability skills, and entrepreneurship development. He has served as a resource person for over 500 programmes and published over 42 research papers in national and international journals. As a research mentor, he is guiding Ph.D. scholars and actively contributes to academic governance through roles such as IQAC member.



Dr. Clayton Michael Fonceca is an Assistant Professor in the P.G. and Research Department of Social Work at Sacred Heart College (Autonomous), Tirupattur District, with over thirteen years of teaching and research experience. A Double Gold Medalist, he holds a Doctorate in Social Work along with an M.Phil. and a Post Graduate Diploma in Journalism and Public Relations. He has published 67 research papers in Scopus-indexed and peer-reviewed journals and authored five academic books. As a research mentor, he has guided Ph.D. scholars and actively contributes to academic governance through roles such as IQAC member and HR Forum Secretary. He also serves as an editor for scholarly publications.



Fr. K. J. Louis, SDB, is a proud alumnus of Sacred Heart College, Tirupattur, an institution that played a formative role in shaping his intellectual and spiritual journey. He has served the Congregation in diverse leadership and administrative responsibilities. He was the Secretary of the Salesian Provincial Conference of South Asia (SPCSA) for nine years, facilitating coordination and collaboration among the Provinces of the region. He also served for seven years as Secretary of the Salesian Province of Chennai. An accomplished writer, editor, historian, and communicator, Fr. Louis has edited several major Salesian publications and commemorative volumes. He is the author of *Basics of Social Communications*, a textbook on communication studies, and has written hundreds of articles in magazines and journals. Through his research, writing, and documentation of Salesian history and educational initiatives, he has consistently sought to preserve institutional memory and interpret the Salesian mission for contemporary readers.



Namsinchui Boniface Kamei holds a Master of Social Work (MSW) with a specialization in Youth Development (2022–2024) and is currently pursuing a full-time PhD in Social Work at Sacred Heart College (Autonomous), Tirupattur. He has worked as a research consultant, supporting organizations in research design, data analysis, and report preparation. He is a soft skills trainer and a budding data analyst with a strong interest in youth-focused interventions. He has served as an animator for children's conferences, actively engaging and empowering young participants. A dynamic youth, he also inspires peers through music, singing, and sports.

The Sacred Heart Model

For seventy-five years, Sacred Heart College, Tirupattur, has stood as a beacon of transformative education in rural India. Founded in 1951, the College began with a bold commitment to the “unreached” — rural, first-generation, and economically marginalized youth — and has grown into a premier autonomous institution distinguished by academic excellence and social responsibility.

The Sacred Heart Model presents a comprehensive seventy-five-year impact study that examines how value-based higher education can foster socio-economic mobility, leadership formation, and community transformation. Drawing on empirical data, alumni trajectories, institutional records, and community outcomes, the study demonstrates how the integration of Reason, Religion, and Loving-Kindness has produced measurable and sustainable impact.

Through pioneering initiatives in inclusive access, skill development, research outreach, green sustainability, scholarships for the marginalized, and community engagement, Sacred Heart College has evolved into an educational ecosystem where intellectual rigour coexists with compassion and justice. The findings offer not merely a record of institutional growth, but a replicable framework for mission-driven and community-responsive higher education.

Published as a Platinum Jubilee commemorative volume (1951–2026), this book is both a celebration of legacy and a strategic reflection for the future. It speaks to universities, policymakers, Church leadership, educators, alumni, and all who believe that higher education must shape not only competent professionals, but responsible citizens and ethical leaders.

At its heart, this volume affirms a timeless conviction: when education is rooted in values and directed toward the common good, it becomes a powerful instrument of personal dignity, social equity, and national development.



ISBN: 978-81-987492-2-2



9 788198 749222