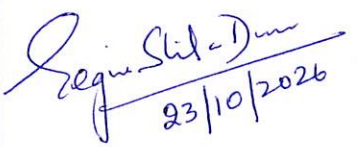
St. Francis
College for Women
Begumpet, Hyderabad-500016
(Autonomous & Affiliated to Osmania University)

IQAC External Peer Team Review Report
Autonomy Implementation and Institutional Performance
For Academic Year 2025-26

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An External Peer Team visited the College on 23/10/2026 to evaluate the Autonomy Implementation and Institutional Performance in line with the rules and regulations laid down by UGC, Sate Government and Affiliating University for autonomous colleges. The members of the Peer Team are:

Name	Designation	Signature
Prof. Vinod Pavarala	Senior Professor and Advisor, School of Digital Media & Communications, Mahindra University.	
Prof. D. Ananda	Professor of Political Science, School of Social Sciences, Indira Gandhi National Open University (IGNOU), New Delhi.	
Dr. Regina Sharmila Dass	Associate Professor, Ministry of Education, School of Life Sciences, Pondicherry University.	 23/10/2026
Dr. Bhanu Sireesha	Associate Professor, Department of Finance & Accounting, ICFAI Business School (IBS), Hyderabad.	

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INSTITUTIONAL PERFORMANCE AND SELF-EVALUATION REPORT
Academic Year 2025–26

EXECUTIVE SUMMARY

St. Francis College for Women is a Catholic Minority Institution founded by the Sisters of Charity -St. Bartholomea Capitanio and St. Vincenza Gerosa in 1959, for holistic education of women. St. Francis derives its inspiration from the person and teachings of Jesus Christ, who is its "norm, protector and guide". As a minority institution it reserves for itself its inherent and constitutional right (Art 30[1]) with regard to management and administration. It is primarily for Catholics but also admits students of other sections of society. Autonomy was conferred on the college by the University Grants Commission (UGC) in 1988. Since then the college has proved to be a trendsetter in academic development, with a commitment to a value system and qualitative self-improvement. The college was accredited with 5 stars by NAAC (National Assessment and Accreditation Council) in the year 1999, and re-accredited with 'A' grade in the year 2006. The rigorous NAAC accreditation process continued for the third cycle and fourth cycle with 'A' grade in 2012 & 2021. The College is affiliated to Osmania University. It is one of the first autonomous colleges in the twin cities of Hyderabad and Secunderabad to have completed 36 years of Autonomy in 2026. In 2004, UGC declared the college as a 'College with Potential for Excellence(CPE)' and this has been granted extension up to 2019. The college is in its 67th year of meaningful existence in the society offering an array of academic programmes along with varied co-curricular activities, civic and social responsibility initiatives, physical fitness and value education. In the National Institutional Ranking Framework (NIRF), MHRD, Government of India, our college has been ranked among under colleges in Higher Education Institutions.

St. Francis College for Women stands as a distinguished institution with over 3,300 students, more than 154 faculty members and 107 Non-teaching staff. The campus boasts modern infrastructure-smart classrooms, well-equipped labs, a digital library and dedicated spaces for sports and the arts. The college is recognized for its innovative teaching methodologies, strong value-based education and a dynamic placement cell that prepares students for both professional and academic success. Community engagement, environmental awareness and social outreach remain integral to its identity. Anchored in the founding principles of service, charity and excellence, the college continues to impact lives - preparing generations of young women to lead with vision, compassion and confidence.

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Vision

The vision of the college is Holistic Education for the Empowerment of Women, inspired by the great Visionary and Founder of the Sisters of Charity, St. Bartholomea Capitanio. The vision of the college is the fulcrum around which every activity of the college is structured. The vision of holistic education for the empowerment of women is constantly interpreted in terms of the changing needs of society in the introduction of curricular, co- curricular and extracurricular programmes. Every Department and auxiliary service in the college is turned to the needs of our students in empowering them as competent and confident woman. The alumnae carry this vision as they fulfil their duties to society and thus the vision of the college is extrapolated manifold in society.

Mission

Motivating students to become

- Intellectually Competent
- Morally Upright
- Socially Committed
- Emotionally Stable
- Spiritually Inspired
- Patriotic Women citizens of India

The mission statement of the college plays a supporting role in the fulfilment of the vision that the management has for the college. Six distinct areas are identified as the thrust areas in the institution for focussed strategic planning. Every single day the activities offered to the students are carefully thought of, planned and executed in order that the students are thoroughly equipped with every advantage that is necessary for their empowerment. The faculty and administrative staff contribute to the efficient planning and smooth execution of all activities. Every year feedback forms the basis for control and improvement of the programmes offered thus ensuring that the intellectual competence, moral uprightness, emotional stability, social commitment, spiritual inspiration and patriotism is assured.

The College continues to stand tall in the academic field in Telangana and the Country.

Accreditations and Ranking

NIRF: Rank Band 151-200

INDIA TODAY: Ranked among top 50 at National Level

National Level

- ❖ Arts – 47
- ❖ Science – 33
- ❖ Commerce – 42

College Awards

1. The college received the Global Excellence award 2026 from Shri Sanjay Nirmal G, Rashtra Mantri BJP in India International Centre, New Delhi.
2. St. Francis College for Women has been shortlisted for the Top 10 Best Women's College in India 2026.
3. St. Francis College for Women has been honored with the India Higher Education Rankings 2026-27 Award.
4. Outlook : No.1 College in Telangana
5. Education World : Ranked No.8 among Private Autonomous Colleges

Institution Profile

1.	Name of the institution and address	St. Francis College for Women, Street No.6, Uma Nagar, Begumpet, Hyderabad, Telangana,500016, India
2.	Name of the Head of the institution	Prof. Uma. T
3.	Contact details	04023418308, 04023403200, Mobile No. (Principal): 9849802918, Registered e-mail ID: info@sfc.ac.in
4.	Year of Establishment	1959
5.	College was declared under section 2(f) and 12(B) of UGC Act 1956	YES
6.	Year of Obtaining Autonomy	09/05/1988
7.	Year in which IQAC was Established	Year 2000
8.	Name of the IQAC Coordinator	Dr. P Roselin
9.	Contact Details of IQAC	9985452043, iqac@sfc.ac.in

10.	Category under which the College falls as per UGC Guidelines	Partially Aided and Self-financing Institute
11.	Type of College	Women's College – Undergraduate and Post-graduate
12.	Number of Teachers in the College	153
13.	Number of Non-teaching & Support Staff in the College	107
14.	Number of Students in UG Programmes	2891
15.	Number of Students in PG Programmes	353

Infrastructure:

1.	Total Land Available (in acres)	8 Acres
2.	Built-up Space (Sq.FT)	194,595.889
3.	Number of Classrooms/Halls	50/6
4.	Number of Laboratories	29
5.	**Central Library** (i) Total Area (ii) Availability of Reading Room (iii) Details of Library Resources: Books, Titles, Journals (National/International), CDs, E-resources, E-journals, Theses,	 20,000 sft. YES 90520, 33962 33962 76 750 14 lakhs through Delnet E-Resources 1500
6.	Departmental Libraries	1338 Sqft, All Departments have their own Library

7.	**General Infrastructure** (i) Administrative Block (ii) Principal's Office (iii) Staff Room (iv) Common Room (v) Canteen (vi) Auditorium (vii) Internet Facilities (viii) Medical Facilities	 YES YES YES YES YES YES YES YES
8.	Sports Facilities in the College (Indoor/Outdoor Campus), including Playgrounds, Fitness Equipment, Sports Coaches, etc.	12,000 sq. ft. multipurpose indoor stadium, playgrounds, gymnasium, and yoga center, all maintained by the Physical Education Department.
9.	Whether the College Website is Available and Updated Regularly?	YES www.sfc.ac.in

New initiatives of the year:

- Equal Opportunity cell
- Upgradation of student feedback forms for improved quality assurance
- Development of a smart campus with smart classrooms
- SFC MRP grant for Inter disciplinary research
- MoU with Public Relations Society of India (PRSI), Department of Heritage, GOI
- Collaboration with Don Bosco University of Paris.
- Series of guest Lectures by International Faculty for students of BA.
- Bended Teaching-Skill with Enhancement courses as E-Content

To maintain and sustain the quality standards of the institution and strengthen the effective implementation of autonomy, an External Peer Team Evaluation of Institutional Performance is being planned. Highly accomplished academicians are invited to evaluate the institution's academic and administrative performance, identify areas for improvement, and recommend strategies for continuous quality enhancement.

Objectives of the Audit

- **Assess Compliance with UGC Regulations:** Evaluate the institution's adherence to the University Grants Commission (UGC) Regulations for Autonomous Colleges, with particular focus on academic standards, governance, institutional autonomy, and regulatory requirements.
- **Evaluate Academic and Administrative Performance:** Review the effectiveness of academic programmes, curriculum implementation, teaching-learning practices, faculty development, student outcomes, research activities, and administrative processes.
- **Strengthen Quality Assurance Mechanisms:** Examine the effectiveness of the institution's internal quality assurance systems in promoting continuous improvement, maintaining academic standards, and fostering a culture of excellence.
- **Promote Accountability and Continuous Improvement:** Provide constructive observations and recommendations to enhance institutional quality, transparency, governance, stakeholder participation, and alignment with national standards and best practices in higher education.

IQAC External Peer Team:

The following External Peer Team of the Academic experts has been constituted by IQAC for evaluating the Institutional performance for the Academic year 2025-26

S.No	Name	Designation
1	Prof. Vinod Pavarala	Senior Professor & Advisor, School of Digital Media & Communications, Mahindra University. Hyderabad
2	Prof. D. Ananda	Professor of Political Science School of Social Sciences Indira Gandhi National Open University (IGNOU), New Delhi
3	Dr. Regina Sharmila Dass	Associate Professor, Ministry of Education, Research supervisor, Pondicherry University.
4	Dr. Bhanu Sireesha	Associate Professor, Department of Finance & Accounting ICFAI Business School (IBS) Hyderabad

CURRICULAR ASPECTS:

The institutional vision is centred on providing holistic education that enables women to develop intellectual competence, confidence, leadership qualities, ethical values and social responsibility. The College combines academic programmes with research, innovation, value education, co-curricular activities, extension and student-support initiatives.

The institutional ecosystem demonstrates emphasis on:

- Academic flexibility under autonomy;
- Curriculum development and emerging programmes;
- Research and innovation;
- DBT Star College activities;
- Student-centred teaching-learning;
- Value education;
- Women empowerment
- Scholarships and inclusive support
- NSS/NCC/SFC Wings and community engagement
- Entrepreneurship and innovation through Eureka

- Digital and e-content initiatives
- Quality assurance through IQAC; and Strengthening national and international academic linkages.

Academic Profile – 2025–26

Undergraduate programmes

Courses

- Bachelor of Management Studies {B.M.S}

B.Com

- Accounting & Finance
- International Business
- Honors
- Computer Application
- Integrated Professional Program

B.A.

- History / Literature / Political Science
- Economics / Public Adm. / Political Science
- History / Public Adm. / Political Science (Aided course)
- Psychology / Literature / Political Science
- Psychology /Public Adm./Political Science
- Mass Comm. / Literature / Political Science
- Mass Comm. / Literature /Psychology

B.Sc.

- Botany / Zoology / Chemistry
- Bio-Technology/Zoology/Chemistry
- Maths / Physics / Chemistry
- Maths / Physics / Computer Science
- Microbiology/Bio-Technology/Chemistry
- Microbiology / Biochemistry/ Chemistry
- Maths / Statistics / Computer Science
- Bio-Technology/Biochemistry/Chemistry
- Biochemistry/ Chemistry/ CAP

- Nutrition/Zoology/Chemistry
- Nutrition/Botany/Chemistry
- B.Sc. Honors (Software Engineering)
- Maths / Economic/ Statistics

PG

- M.Sc. Microbiology
- M.Sc. Computer Science(AI&ML)
- M.Sc. Organic Chemistry
- M.Sc. Applied Psychology
- M.Sc. Data Science
- M.Sc. Nutrition & Dietetics
- M.A. Mass Communication & Journalism
- M.A. English
- M.Com. Applied Finance & Analytics

Centre for Professional Studies

PG Diploma programmes include:

- Human Resource Management & AI
- Psychological Counselling Skills

Student Strength:

Total Number of students UG & PG year wise:

Program	I	II	III	TOTAL
UG	996	912	983	2891
PG	181	172		353
TOTAL	**3244**			

St. Francis College for Women as an autonomous institution affiliated to Osmania University, uses its academic autonomy to offer a relevant, flexible and future-oriented curriculum that balances disciplinary knowledge with employability, skills, values and social responsibility. The College offers a diverse range of UG and PG programmes in Arts, Commerce and Sciences, including emerging areas such as Data Science, Artificial Intelligence and Machine Learning, Computer Science, Software Engineering, Applied Psychology, Microbiology,

Nutrition and Dietetics, Finance and Analytics, and Mass Communication and Journalism. Curriculum revision and development are carried out through the Boards of Studies and Academic Council, with inputs from faculty and other stakeholders.

The curriculum is enriched through value education, certificate courses, internships, field visits, workshops, guest lectures, projects and experiential learning. Initiatives such as the DBT Star College Programme strengthen hands-on scientific learning and research orientation, while the Eureka Innovation Hub promotes creativity, innovation and entrepreneurship.

The College also integrates gender equity, environmental awareness, ethics, health, community engagement and social responsibility through curricular and extension activities. NSS, NCC, SFC Wings, student clubs and other institutional initiatives provide opportunities for students to apply their learning beyond the classroom.

Continuous feedback and academic review through the IQAC support curriculum improvement. Going forward, the College aims to further strengthen industry linkages, internships, multidisciplinary learning, emerging technology-based courses, entrepreneurship and research opportunities, thereby enhancing the relevance and employability of its graduates.

Teaching-Learning and Evaluation:

Teaching: The institution adopts a learner-centric and inclusive pedagogical approach that recognises differences in learners' abilities, learning pace and academic needs. Students requiring additional academic support are identified through continuous academic monitoring and provided with remedial instruction, mentoring and targeted academic support. Advanced learners are provided opportunities for academic enrichment and extension, including research activities, paper presentations and publications, SWAYAM courses, seminars, workshops, internships and participation in academic competitions. Teaching-learning practices emphasise experiential, participatory and hands-on learning, supported by laboratory work, projects, field visits, demonstrations, case studies and activity-based pedagogies.

Learning: The College promotes active, self-directed and outcome-oriented learning, enabling students to progressively develop disciplinary knowledge, transferable skills and higher-order thinking abilities. Learning is enriched through experiential learning, research-oriented activities, field-based learning, internships, certificate courses, guest lectures, workshops and student-led academic activities. Such practices provide opportunities for students to develop critical thinking, problem-solving, communication, digital literacy, creativity and collaborative skills, while connecting theoretical knowledge with real-world contexts.

D. Anand

Academic Support Initiatives

SFC caters to students with diverse learning abilities by identifying their academic needs and providing appropriate support to enhance their learning outcomes.

Process of Identification: First-year students are assessed based on previous academic records, participation in activities, and performance during the one-week induction programme. For second- and third-year students, identification is based on previous examination results, internal assessments, skill tests, classroom participation, and co-curricular activities. Subject teachers identify slow and advanced learners for each subject.

Academic Support Measures:

Bridge Courses: Strengthen foundational knowledge and bridge gaps in prior learning.

Remedial Classes: Provide additional academic support to slow learners.

Enrichment Activities: Encourage advanced learners through seminars, projects, presentations, and other challenging activities.

These initiatives aim to improve academic performance and address the diverse learning needs of all students.

Evaluation and Examination: The College follows a continuous, transparent and systematically structured assessment process aligned with the requirements of autonomous higher education. Student attainment is assessed through internal assessments, assignments, presentations, projects, practical examinations, skill-based assessments and semester-end examinations, as appropriate to the programme. The assessment process seeks to evaluate knowledge, application, analytical ability, practical competencies and communication skills. The Examination Branch coordinates the academic examination calendar, scheduling and conduct of examinations, question-paper setting and moderation, evaluation, result processing, publication of results and maintenance of examination records. Examination processes are supported by defined procedures and timely communication with students and departments, ensuring academic integrity, confidentiality, transparency and efficiency. The examination system is periodically reviewed to strengthen the alignment between assessment practices and learning outcomes and graduate attributes.

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Number of outgoing / final year students during the year : UG -983, PG -172

UG RESULTS:

Sem VI 2023 Batch					
S.No.	**Course**	**No. Registered**	**No. Appeared**	**No. Passed**	**Pass %**
1	B.A	203	203	182	90%
2	B.Sc	376	376	321	85%
3	B.Com	298	298	296	99%
4	B.M.S	56	56	55	98%
5	B.Voc-(RM&IT)	47	47	45	96%
TOTAL		**980**	**980**	**899**	**92%**

Sem IV 2024 Batch					
S.No.	**Course**	**No. Registered**	**No. Appeared**	**No. Passed**	**Pass %**
1	B.A	181	180	135	75%
2	B.Sc	383	382	253	66%
3	B.Com	289	289	256	89%
4	B.M.S	58	58	57	98%
TOTAL		**911**	**909**	**701**	**77%**

Sem II 2025 Batch					
S.No.	**Course**	**No. Registered**	**No. Appeared**	**No. Passed**	**Pass %**
1	B.A	192	191	152	80%
2	B.Sc	404	404	241	60%
3	B.Com	297	296	238	80%
4	B.M.S	58	58	56	97%
TOTAL		**951**	**949**	**687**	**72%**

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PG RESULTS:

S.No.	Course	2024 Batch (Sem Iv)			
		No. Registered	No. Appeared	No. Passed	% Pass
1	M.A. Mass Communication And Journalism	12	12	12	**100%**
2	M.A. English	9	9	9	**100%**
3	M.Com. Finance & Analytics	17	17	17	**100%**
4	M.Sc. Applied Psychology	29	29	28	**97%**
5	M.Sc. Nutrition & Dietetics	26	26	26	**100%**
6	M.Sc. Data Science	26	26	25	**96%**
7	M.Sc. Microbiology	28	28	28	**100%**
8	M.Sc. Computer Science (Ai & Ml)	14	14	14	**100%**
9	M.Sc. Organic Chemistry	10	10	10	**100%**

S.No.	Course	2025 Batch (Sem II)			
		No. Registered	No. Appeared	No. Passed	% Pass
1	M.A. Mass Communication And Journalism	17	17	16	**94%**
2	M.A. English	16	16	14	**88%**
3	M.Com. Finance & Analytics	19	18	18	**100%**
4	M.Sc. Applied Psychology	27	24	22	**92%**
5	M.Sc. Nutrition & Dietetics	30	30	25	**83%**
6	M.Sc. Data Science	10	10	9	**90%**
7	M.Sc. Microbiology	29	26	24	**92%**
8	M.Sc. Computer Science (Ai & Ml)	10	10	9	**90%**
9	M.Sc. Organic Chemistry	15	15	11	**73%**

D. Anand

Research, Innovations and Extension:

St. Francis College for Women has developed an institutional ecosystem that encourages faculty and students to engage in research, publication and innovation. The SFC Minor Research Project (MRP) scheme provides financial support to faculty for undertaking research, with grants of up to ₹2 lakh for projects in Science and ₹1.5 lakh for Humanities, Social Sciences, Languages, Literature, Arts, Commerce, Management, Sports, Library and allied disciplines. During 2025–26, six SFC research grants were awarded, four projects were ongoing and four projects were successfully completed. The College also supported research through externally funded projects, including the DBT Star College Scheme, which has a sanctioned project cost of ₹158.51 lakh for three years covering eight science departments. The institution encourages and recognises faculty research through initiatives such as the Maximum Research Award, while Teacher's Day celebrations provide a platform for recognising teaching and research achievements. Faculty research during the year resulted in 29 patents, 22 Scopus publications, 39 Peer reviewed, 43 book chapters, book authored 1 and 1 copyright. Student research is also promoted through projects, paper presentations, publications, internships and participation in research-oriented workshops and conferences.

Innovation

The institution fostered a culture of innovation and entrepreneurship by organising four diverse programmes encompassing networking opportunities, expert-led sessions, and a live entrepreneurship marketplace. These initiatives engaged over 95 students from multiple academic departments, providing them with opportunities to develop entrepreneurial thinking, creativity, and practical problem-solving skills. The club hosted accomplished industry professionals, including Ms. Lalitha Yanamandar, who shared insights on AI and Start-ups, and Ms. Shipra Bhutada, who facilitated learning on Design Thinking. The Eureka Showcase provided students with hands-on exposure to real-world business scenarios, enabling them to translate innovative ideas into practical entrepreneurial initiatives. A significant outcome was the successful launch of the SFC preneurs Catalogue, providing a platform to showcase student-led entrepreneurial initiatives.

Extension and Community Engagement: Extension at St. Francis College is closely linked to the institution's commitment to social responsibility and holistic education. Through NSS, NCC, Rotaract, Rangers, Women's Cell and other outreach initiatives, students participate in activities related to health, environmental sustainability, social awareness, community service

and women's empowerment. The NCC unit provides structured opportunities for leadership, discipline and national-level participation. During 2025–26 among the many achievements of the NCC cadets, the participation of LCpl M Tanushree in the Republic Day Parade and three cadets SUO Sri Vidya,, SUO MV Anushree, SUO Manisha Sringari in Youth Exchange Programmes held in Bhutan, Mauritius and Vietnam, respectively are particularly noteworthy.

The College's support for students representing the institution in NCC, NSS and sports at national and international levels is also reflected in its academic provisions, including special examination arrangements for eligible participants.

Community Engagement:

St. Francis College for Women, Hyderabad, is committed to giving back to society through initiatives such as Swarnajowla Golden Jubilee Initiative, in which the college supports the education of three girls from underprivileged backgrounds, providing them with educational opportunities to empower them for a brighter future. Till date 50 students have been benefitted from this scheme. Daan Utsav a week-long social outreach programme organised every December, in which each class visits orphanages, old-age homes and other care institutions to offer support, spend time with inmates, and instil the value of giving and social responsibility among students. The students and staff collectively raised a total of ₹5,50,419 through contributions this year 2025-26. As a participating institution under Unnat Bharat Abhiyan Programame of G.O.I , the college has adopted five villages in Sanga Reddy District of Kandi Mandal in Telangana namely Kandi Thanda, Laxmi Nagar Colony (Specially challenged people colony) in Kandi Village , Erdanoor Thanda, Ippalagadda Thanda, Vaddenaguda Thanda

Sports and Student Achievements: The College provides opportunities for students to pursue excellence in sports alongside academics, with participation at inter-collegiate, district, state, national and international levels. During 2025–26, students recorded notable achievements in basketball, handball, throw ball, volleyball, tennis, sailing and taekwondo, including representation at university, state and national levels. Notable achievements included participation in the Osmania University Handball team, state-level handball representation, medals in sailing and taekwondo, and an AITA 1 Lakh Women's Tournament singles title. Best Sports Women of the Year: Laveti Dharani of BA II (HLP) is recognised as the Best Outgoing Sports Woman 2025–2026 for representing India in International Sailing events in London and Japan. Pragya Mishra of B.A. (HPP) II is recognised for her representation at the National level in Softball and Baseball events. These achievements demonstrate the College's

emphasis on developing students through a balanced combination of academic, sporting, leadership and social engagement opportunities.

Infrastructure and Learning Resources

St. Francis College for Women has developed a technology-enabled and learner-friendly academic infrastructure that supports teaching, experiential learning, research and co-curricular activities. The campus has over 55 spacious lecture halls equipped with audio-visual facilities and LCD projection systems, along with conference halls, an auditorium and other learning spaces that facilitate seminars, workshops, expert interactions and institutional events.

The College has 29 well-equipped science laboratories, computer laboratories, language laboratory, Commerce Lab, Psychology laboratories and Mass Communication Studio, enabling students to acquire practical and application-oriented skills. The Computer Science block has nine high-tech computer laboratories with more than 400 computers, supported by LAN, internet and specialised software. The Central Instrumentation Facility (AXIS) provides sophisticated research facilities and supports interdisciplinary experimental work, while the Louis Pasteur Research Laboratory supports advanced research in Microbiology.

The Central Library and digital learning resources provide extensive support for academic and independent learning. The library is automated and provides access to books, journals, e-resources, Audio lessons for visually impaired, OPAC, N-LIST and DELNET. The Internet Resource Centre, campus-wide Wi-Fi and digital infrastructure further facilitate access to online learning and research resources. The College also houses the American Corner, providing additional academic and digital resources.

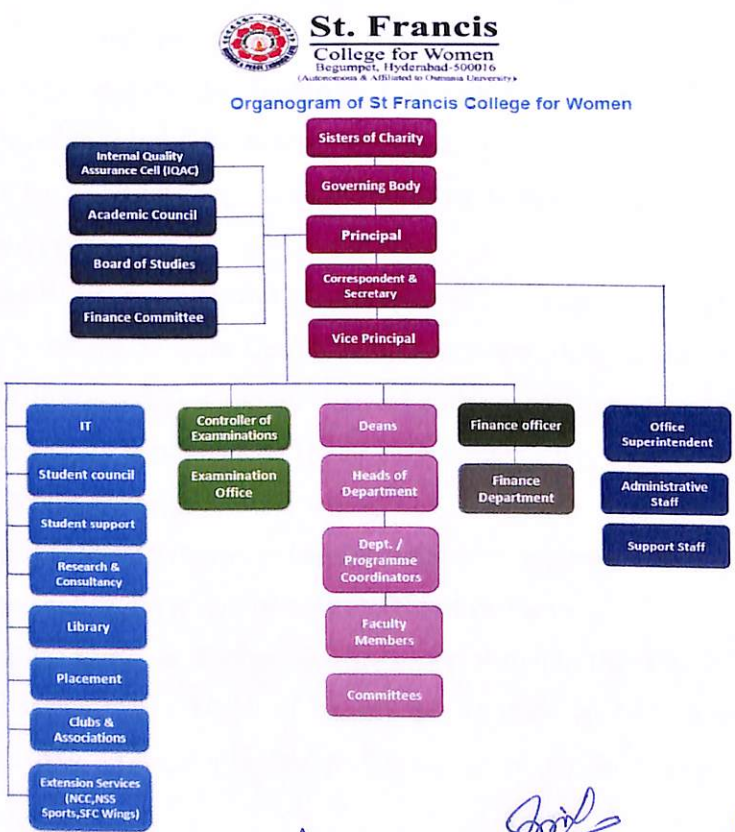
The institution also provides infrastructure for sports, health, student welfare and inclusive education, including indoor and outdoor sports facilities, a fitness studio, health centre and accessibility provisions such as lifts, ramps, Tactile Signage for Visually Impaired Persons, wheelchairs and examination scribes for students with disabilities. The college library provides inclusive support to visually challenged students by issuing required textbooks and study materials for the entire semester, ensuring convenient and equitable access to learning resources. During 2025–26, the library also introduced an internship programme where visually challenged students gained practical experience through Braille conversion of previous years' question papers, data verification, and systematic documentation and organisation of Braille materials. The College's ongoing institutional development plan also focuses on strengthening

digital infrastructure, e-learning resources, accessibility, maintenance and sustainable campus facilities.

Student Support and Progression:

The institution provides a comprehensive student-support ecosystem focused on academic progression, employability, personal development, and holistic well-being. Students are supported through Placement and Career Guidance initiatives, the Women's Cell, Internal Complaints Committee, Scholarship Cell, SC/ST Cell, Equal Opportunity initiatives, student grievance mechanisms, NSS, NCC, and various clubs and student forums. The Placement and Career Guidance initiatives facilitate career awareness, skill development, internships, and interaction with prospective employers, while higher-education guidance and competitive examination orientation further support student progression. During the academic year, around 45 companies participated in campus recruitment, resulting in 215 students being placed, with the highest package of 28.5 lakh per annum. In addition, around 350 students progressed to higher education, reflecting the effectiveness of institutional support in enabling students to transition from classroom learning to higher education, employment, entrepreneurship, and responsible citizenship.

Governance, Leadership and Management



D. Anand

St. Francis College for Women has a well-defined governance structure suited to its autonomous status, with institutional decision-making shared among the Management, Governing Body, Academic Council, Boards of Studies, Finance Committee, IQAC and academic and administrative leadership. The Governing Body, chaired by the Provincial Superior, provides overall institutional direction and approves institutional plans, academic programmes and major policy initiatives. The Principal, Prof. Uma Joseph, functions as the academic and administrative head, supported by the Vice Principals, Deans and Heads of Departments.

The College demonstrates active functioning of its statutory bodies. The 41st Academic Council meeting held in March 2025 included the Principal, Correspondent, Vice Principal, Deans of the Faculties of Arts, Science, Commerce and Management from Osmania University, the Controller of Examinations, IQAC Coordinator, Heads of Departments and an industry representative. The Council considered academic matters including curriculum and assessment reforms and proposals for new academic initiatives. This composition enables the College to bring together institutional, university, disciplinary and industry perspectives in academic decision-making.

The IQAC functions as the principal quality-management mechanism of the institution. It undertakes annual evaluation through Student Quality Circles, semester-wise review of examination results, stakeholder feedback and follow-up action. The College has also established an Academic and Administrative Audit Cell under the guidance of IQAC to identify strengths, areas for improvement and resource requirements and to support compliance and continuous quality enhancement.

A notable feature of the management system is its emphasis on participative governance and stakeholder involvement. Student Quality Circles provide students with a formal platform to contribute to decision-making, while statutory committees and departmental leadership provide opportunities for faculty participation. The 54th Governing Body meeting in 2025 reviewed the Action Taken Report of the previous meeting and considered external members' suggestions on analysing stakeholder feedback and addressing areas requiring improvement. This reflects feedback–review–action cycle within institutional governance.

Academic administration is further decentralised through the Deans of Arts, Science, Commerce and Management, Heads of Departments, Controller of Examinations and various functional cells. The College also has dedicated structures for Faculty Development and

Academic and Administrative Audit, linking professional development, academic leadership and quality assurance. The Faculty Development Cell conducts FDPs, FEPs, FIPs and capacity-building programmes, with emphasis on pedagogical skills, research, innovation and academic leadership.

Overall, the governance model of St. Francis College combines autonomous academic decision-making, management oversight, university representation, faculty participation, student involvement and structured quality assurance. The system provides a framework for translating institutional vision into academic programmes, quality initiatives and developmental plans while maintaining accountability through statutory bodies, audits, documented minutes, Action Taken Reports and stakeholder feedback.

Institutional Values and Best Practices:

Title of the Practice: Nurturing the Whole Person - Comprehensive Wellness through Body, Mind and Soul

Objectives: The practice aims to

- Promote the physical, mental, emotional and spiritual wellbeing of students.
- Develop self-awareness, personal effectiveness, resilience and professional readiness.
- Equip students to recognize mental health concerns and support peers appropriately.
- Foster values, faith, purpose, empathy and responsible citizenship and promote an inclusive and supportive campus environment.
- Encourage students to take responsibility for their own wellbeing and that of others.

The College recognizes that student wellbeing is integral to academic success and holistic development. Students today encounter academic, personal, emotional, health-related and professional challenges that require support beyond the classroom. In keeping with the institutional vision of **Holistic Education for the Empowerment of Women**, the College has adopted a comprehensive wellness approach addressing three interconnected dimensions:

BODY – Physical Wellness | MIND – Mental & Emotional Wellness | SOUL – Spiritual & Value-based Wellness

The approach also incorporates **inclusion and social responsibility**, ensuring that wellness is accessible and meaningful to the entire student community.

Practice

The College implements the practice through a range of awareness, training, and developmental programmes.

BODY – Physical Wellness

- Free General Health Camp and Eye Camp.
- Blood Donation Camp.
- Awareness programmes on Cancer, Thalassemia and Epilepsy with emphasis on early intervention.
- Weekly Nutri-Tip Initiative and the Annual Nutrition Awareness Week
- Physical & Emotional Wellbeing through Yoga.

MIND – Mental, Emotional and Professional Wellness

- Workshops on Self Awareness, Personal Effectiveness & Professional Readiness and Decoding a Successful Life.
- Mental Health Wellness programmes.
- Gatekeeper Training for Suicide Prevention.
- Cyber Security Awareness.
- Observance of International Day against Drug Abuse and Illicit Trafficking.

SOUL – Spiritual and Value-based Wellness

- Student Induction Programme (SIP) for first year students to facilitate a smooth transition into college and create a sense of belonging.
- Faith Formation and Spiritual Growth initiatives.
- Activities such as Value of the month & Human values sessions promoting reflection, values, purpose and responsible living.

INCLUSION AND SOCIAL RESPONSIBILITY

- Equal Opportunity Cell programmes and workshops supporting PWD students.
- Health and community-oriented initiatives that encourage empathy, service and responsibility.

The programmes collectively follow a developmental and inclusive approach, moving beyond awareness towards skill development, early intervention, support and responsible action.

Outcomes: The practice has contributed to:

- Increased awareness of physical and preventive healthcare.
- Greater self-awareness and personal effectiveness among students.
- Improved understanding of mental and emotional wellbeing.
- Development of resilience and help-seeking awareness.
- Increased awareness of suicide prevention, substance abuse and cyber safety.

- Opportunities for spiritual reflection, values formation and purposeful living.
- Greater sensitivity towards inclusion and the needs of PWD students.
- A more supportive, caring and inclusive campus environment.

The practice has fostered a culture in which **wellness is viewed as a multidimensional aspect of education**. The integrated approach enables students to become:

Healthy in Body → Resilient in Mind → Grounded in Values → Responsible towards Others

Thus, the practice translates the College's commitment to holistic education and women's empowerment into meaningful student experiences that contribute to the development of physically healthy, mentally resilient, emotionally balanced, spiritually grounded and socially responsible young women. The uniqueness of the practice lies in its integrated Body–Mind–Soul framework bringing together health promotion, mental wellness, personal and professional development, spiritual growth, inclusion and social responsibility under one comprehensive student wellbeing initiative.

Green Initiatives and Sustainability Development:

The institution promotes environmental sustainability through Shubhram for wet and dry waste segregation, a dual-dustbin system, rainwater harvesting pits measuring 30 ft × 20 ft × 15 ft, and rooftop solar power systems of 50 kWp and 255 kW. Sensor-based lighting systems are installed to conserve energy, while 1,430 students and 35 staff members use public transport to reduce the campus's carbon footprint. The active Prakriti Club promotes green initiatives, environmental awareness celebrations, Haritha Haram participation, plantation drives, and eco-friendly landscaping and campus maintenance. Applications and fee payments are digitized to reduce paper consumption. Green, energy, and water audits are conducted periodically, along with regular drinking water potability testing. The campus also provides sanitary pad vending machines and an incinerator for hygienic disposal, partners with ITC for paper recycling, and ensures the segregation and proper disposal of e-waste.

Plan of Action for 2026–27

1. **Curriculum and Academic Development:** Strengthen multidisciplinary and interdisciplinary programmes and introduce more courses in emerging areas such as AI, Data Science, Digital Technologies and emerging business domains. Increase opportunities for experiential learning, internships and industry interaction.

2. **Teaching–Learning**: Strengthen differentiated learner support through systematic identification of slow and advanced learners. Expand remedial programmes for students requiring academic support and provide advanced learners with greater opportunities for research, publications, SWAYAM courses, internships and academic competitions.
3. **Research and Innovation**: Increase faculty and student research through SFC Minor Research Projects, collaborative research, publications, patents and research-based student projects. Strengthen research mentoring and encourage greater participation in funded projects and interdisciplinary research.
4. **Entrepreneurship and Employability:** Further develop Eureka–SFCpreneurs by providing structured mentoring, incubation support, industry interaction and opportunities for students to take their ideas from concept to prototype and market. Strengthen placement-oriented training, internships and industry-linked certification programmes.
5. **Quality Enhancement**: Strengthen the department-level Plan–Review–Action cycle through systematic analysis of learning outcomes, examination results, stakeholder feedback, research output and student progression. Use the findings to prepare measurable departmental improvement plans.
6. **Student Progression and Well-being:** Strengthen career guidance, competitive-examination support, higher-education counselling and mentoring. Expand student participation in sports, NCC, NSS, cultural and leadership activities.
7. **Extension and Social Responsibility:** Increase student participation in community-based projects through NSS and other extension units, with greater emphasis on measurable outcomes in areas such as women's empowerment, health, environmental sustainability and community development.
8. **Infrastructure and Digital Learning:** Upgrade laboratories, ICT facilities, digital learning resources and research infrastructure in accordance with emerging academic requirements. Improve accessibility and create more collaborative and flexible learning spaces.
9. **Internationalisation:** Explore additional academic collaborations, faculty/student exchange opportunities, international internships, joint academic activities and exposure to global learning resources.

10. **Sustainability:** Strengthen green-campus practices, renewable-energy utilisation, waste management, water conservation and environmental awareness, with measurable sustainability indicators.

Overall Analysis based on Institutional SWOC

Strengths:

- Six decades of experience in women's higher education, with a strong institutional identity and established academic systems.
- Autonomous status enabling curriculum revision, introduction of emerging programmes and flexibility in teaching-learning and evaluation.
- Wide multidisciplinary portfolio across Arts, Commerce and Sciences, including contemporary programmes in Data Science, AI & ML, Computer Science, Psychology, Nutrition and allied areas.
- Strong student-centric teaching-learning ecosystem, including differentiated learner support, experiential learning, research exposure, internships and skill development.
- Established research and innovation culture, supported by SFC Minor Research Projects, faculty publications, patents, DBT–Star College and the Eureka Innovation Hub.
- Effective IQAC and participatory quality-assurance mechanisms, including departmental academic review and Student Quality Circles.
- Strong ecosystem for NSS, NCC, sports, women's empowerment and community engagement.
- Well-developed laboratories, ICT-enabled classrooms, library and specialised research facilities.

Weaknesses / Areas for Improvement:

- Need for stronger and more systematic industry–academia linkages across disciplines, particularly in non-science programmes.
- Scope to increase the scale and visibility of faculty and student research, interdisciplinary publications and externally funded projects.
- Need for more structured mechanisms to track student progression, placement outcomes, alumni engagement and long-term graduate outcomes.

- Greater integration of emerging technologies and digital pedagogies across all programmes could be pursued.
- Scope to further strengthen international exposure and opportunities for global academic collaboration.

Opportunities:

- Growing demand for programmes and skills in AI, Data Science, digital technologies, entrepreneurship, psychology, health and emerging interdisciplinary areas.
- Expansion of collaborations with industry, research institutions, universities, start-up ecosystems and professional organisations.
- Greater use of SWAYAM, MOOCs, digital resources and blended learning for curriculum enrichment.
- Potential to scale Eureka–SFC preneurs into a stronger institutional entrepreneurship and incubation ecosystem.
- Opportunities for collaborative and externally funded research, interdisciplinary projects and international academic partnerships.
- Hyderabad's growing technology, healthcare, research and start-up ecosystem provides opportunities for internships, projects and industry exposure.

Challenges:

- Rapid changes in technology and employment requirements necessitate continuous curriculum renewal and faculty upskilling.
- Maintaining academic quality while expanding programmes, student opportunities and emerging disciplines.
- Increasing competition among higher-education institutions for academically strong students, faculty and industry partnerships.
- Ensuring meaningful employability outcomes in a rapidly changing labour market.
- Balancing the increasing demand for digital and technology-enabled education with the College's commitment to holistic, value-based and socially responsible education.
- Sustaining and scaling research, innovation and internationalisation while working within available financial and human resources.

St. Francis
College for Women
Begumpet, Hyderabad-500016
(Autonomous & Affiliated to Osmania University)

Suggestions and Recommendations of the Peer Team Members

1. **Prof. Vinod Pavarala**
   - Prepare students for the evolving world of work while maintaining a balance between vocational training and broader-based education.
   - Suggested to go for Deemed to be University status.
   - Strengthen fundamental concepts and foundational knowledge in core disciplines to ensure holistic learning.
   - Remote access to the library catalogue within SFC premises.
   - Build research culture and research ecosystem, setting a bench mark and work towards it.
   - The Library facilities were highly appreciated for being well-stocked and well maintained.
2. **Prof. D. Ananda**
   - Explore the feasibility of progressing towards *Deemed-to-be University* status while sustaining academic autonomy.
   - Explore blended learning, online education, short-term courses, and flexible learning opportunities to enhance student access and engagement without compromising academic quality.
   - Consider innovative approaches to attendance and learning flexibility in accordance with applicable academic regulations.
   - Good journal publications can be increased.
3. **Dr. Regina Sharmila Dass**
   - Establish mechanisms to track and document students' academic growth / Student achievements mapping and overall development.
   - Strengthen skill-based teaching, specially in biological sciences like Microbiology, Botany, Zoology, Nutrition, Animal or Plant Sciences and experiential learning practices.
   - Introduce foreign-language learning opportunities, such as French and Spanish, through certificate courses to enhance higher education / education abroad.
   - Emphasise empathy, sensitivity, active listening, and an understanding of students' individual & mental well-being in the teaching-learning process.

- Highly appreciative about the documentation but also recommended that the documents can be prepared in alignment with UGC standards.

4. **Dr. Bhanu Sireesha**
   - Align the curriculum with industry requirements and emerging market trends while ensuring effective classroom delivery of the prescribed syllabus.
   - Strengthen upskilling and reskilling initiatives to equip students with relevant knowledge and competencies.
   - Encourage students to pursue distance education and online courses to supplement their regular academic programmes.
   - Student progression can be extended to the three years of their study (from semester to semester) which tracks their performance and growth.
   - Improve on networking and peer contacts with universities which will help in increasing publications.

Conclusion

St. Francis College for Women continues to uphold a strong tradition of academic excellence, women's empowerment and holistic development. Its learner-centric practices, quality assurance mechanisms, research and innovation initiatives, and vibrant student support and extension programmes provide a strong foundation for sustained growth.

With its rich legacy, committed academic community and student-centred ethos, the College is well poised to shape confident, capable and socially responsible women who will lead and contribute meaningfully to society.

Principal
St. Francis College for Women
Begumpet, Hyderabad - 16

IQAC Coordinator
St. Francis College for Women
Begumpet, Hyderabad-16



Pre-Audit Meeting and Principal's Presentation with the External Peer Team.















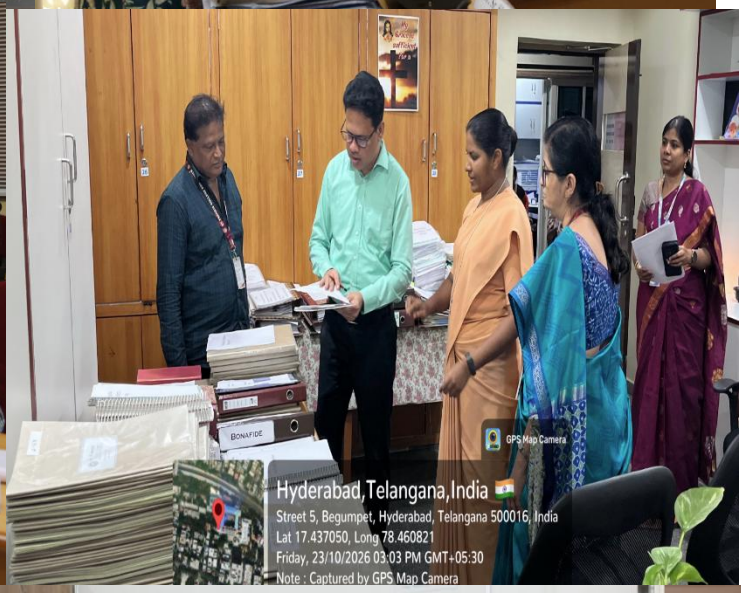


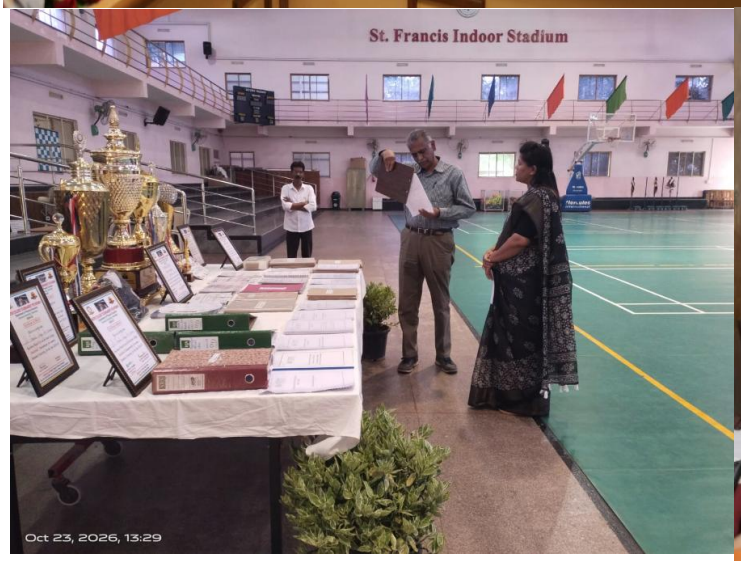
Academic Audit of the Departments













Administrative Audit of the Departments







Audit Exit Meeting





Handing over the Peer Team report to Principal