External Peer Team Review Report

(Regarding the Implementation of Autonomy & Performance of the College)

Name of the college: Christ College of Engineering (Autonomous)

Date of visit: 24/09/2026

Name & Details of the Experts

Name & Address	Contact/Email
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The modus operandi of the Peer Team included physical inspection of the campus, review of the relevant documents, interaction with the staff and collection information from various departments/offices. The team gathered evidence & interacted with the Principal, Deans/Directors, Controller of Examinations, Heads of Departments, Faculty, Training & Placement Officer and Students. These meetings gave a clear picture of academics, administration, student support, research, infrastructure, and overall implementation of autonomy in the college. The Team also toured the Boys & Girls Hostels and verified the transportation facilities of the college. The Notice of the Meetings, Agenda, Minutes of meetings, Action Taken, and relevant documents of the statuary, non- statutory committees are verified.

For systematic review, Peer Team decided to conduct the Review about the Implementation of Autonomy & performance of the College under the following seven parameters:

Parameter A: Curricular Aspects

1. Curriculum Design and Development
2. Program Outcomes
3. Implementation of OBE
4. Curriculum Flexibility
5. Curriculum Enrichment
6. Feedback System

Parameter B: Teaching-Learning and Evaluation

1. Student Enrolment and Profile
2. Catering to Student Diversity
3. Teaching-Learning Process
4. Use of ICT
5. Evaluation Process and Reforms

Parameter C: Research, Innovations, and Extension

1. Research Promotion
2. Innovation Ecosystem
3. Research Publications
4. Other research related programmes/activities
5. Extension Activities

Parameter D: Infrastructure and Learning Resources

1. Physical Infrastructure
2. IT Infrastructure
3. Maintenance of Infrastructure

Parameter E: Student Support and Progression

1. Student Welfare
2. Student Progression
3. Student Participation

Parameter F: Governance, Leadership, and Management

1. Vision and Mission
2. Institutional Governance
3. Faculty Empowerment

Parameter G: Institutional Values and Best Practices

1. Gender Equity and Inclusiveness
2. Environmental Sustainability
3. Best Practices

Institution Name	Christ College of Engineering (Autonomous
Address	Irinjalakuda, Thrissur - 680125
Year of Establishment	2015
Name of Head of the Institute	Dr. Soloman P A
Mobile No. (Head of the Institute)	9447865261
Registered e-mail ID (Head of the Institute)	principal@cce.edu.in

Current Academic Details

Details	Academic year 2026-27
Number of Programs Offered in the College	4
Number of Courses in all the Programs	9+3 allied courses
Total Number of on roll Students	2173
Number of Full-Time Teachers working in the College	130

Parameter A: Curricular Aspects

Sub parameter	Statement	Comments
Curriculum Design and Development	Is the curriculum aligned with local, national, and global developmental needs?	Yes, the college regularly updates its curriculum by incorporating contemporary academic developments in both the Indian and global contexts. Efforts are currently underway to integrate more industry relevant courses and internships into curriculum design and development. The curriculum is aligned with local, national, and global priorities, as demonstrated by the inclusion of subjects such as Environmental Science, Professional Ethics, Human Values, and the Indian Knowledge System, SDG. Each department designs its own syllabi, which are then reviewed and approved by the respective Board of Studies. During the year, 2026-27 after the implementation of autonomy in 2025, curriculum revisions were undertaken in all 8 B.Tech. programmes, 2 M. Tech. programmes, MBA and MCA programmes.
Program Outcome	Are Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) clearly defined and communicated?	Yes, the College has clearly formulated Programme Outcomes (POs) for all academic programmes offered, grounded in the pedagogical principles of the revised Bloom's Taxonomy. Each department develops Programme Specific Outcomes (PSOs) and Course Outcomes (COs), which are thoroughly discussed and finalized in the respective Board of Studies (BOS) meetings. COs are specifically designed to align with the broader POs to ensure coherence and academic consistency. Whenever syllabus revisions are approved by the BOS, corresponding updates are made to the COs. These revisions are subsequently reviewed and ratified by the College Academic Council. The POs, PSOs, and COs are effectively communicated to all stakeholders through multiple channels, including the college website and physical displays within departments. This ensures transparency and enhances student awareness of their academic and career objectives. The College also regularly monitors the attainment levels of COs, PSOs, and POs through a robust, continuous, and comprehensive evaluation system. Based on the analysis of outcome attainment data, appropriate corrective measures are implemented to address identified gaps and promote need-based improvements in teaching and learning
Implementation of OBE	Is OBE implemented and communicated properly?	OBE concepts are implemented but OBE is not fully understood. Even though course files are kept for all the courses, there are lapses in the files. Course plan is not included in the course file. Attainments sheets are not kept in the course file.

Curriculum Flexibility	Does the institution offer flexibility through electives, open courses, SDGs and MOOCs?	Yes, the college provides academic flexibility through a variety of options, including electives and MOOC courses. Flexibility is ensured via the Choice-Based Credit System (CBCS) and a Bucket System, which categorizes elective and open elective courses, allowing students to choose subjects aligned with their interests and career aspirations. This also includes the option to pursue MOOCs to further personalize their learning journey. In line with the National Education Policy (NEP) 2020, the institution is actively working to promote student enrolment in online platforms such as NPTEL and other MOOCs.
Curriculum Enrichment	Are cross-cutting issues like Professional Ethics, Gender, Human Values, Environment, and Sustainability integrated into the curriculum?	Yes, cross-cutting themes are effectively integrated into the curriculum. Issues such as environmental sustainability, gender sensitivity, and human values are addressed through a combination of dedicated courses, experiential learning, and interactive activities. Environmental sustainability is emphasized through hands-on projects, encouraging students to engage with real-world environmental challenges. These courses provide a multidisciplinary perspective, enriching students' understanding of ethical, social, and global issues.
Feedback System	Is there a structured feedback mechanism for curriculum improvements from stakeholders (students, alumni, industry)?	Yes, feedback is collected and systematically used for continuous improvement. After thorough analysis, appropriate actions are taken in a timely manner. This feedback plays a crucial role in updating and improving the curriculum to ensure its ongoing relevance and alignment with industry and academic standards. But the feedback system also needs considerable improvement. Feedback has to be taken from all the stake holders.

Parameter B: Teaching-Learning and Evaluation

Sub parameter	Statement	Comments
Student Enrolment and Profile	How does the institution ensure diversity in student enrolment?	The college has an annual intake 834 students across all the programmes. Social and gender diversity ae maintained. Most of the students are from locality. A significant effort is required to admit students from various geographical regions in India.
Catering to Student Diversity	Are advanced and slow learners identified, and are appropriate support systems in place (e.g., remedial classes, mentorship)?	Yes, the institution effectively addresses diverse learning needs through a robust system of continuous assessment to identify advanced and slow learners. The Language Lab plays a critical role, leveraging language acquisition technology to assist students struggling with English and those aiming to enhance communication skills. Advanced learners are challenged through workshops, projects, and interactive lectures to stimulate higher-order thinking, while slow learners benefit from remedial classes and mentorship programs. For further enhancement, college may introduce peer-to-peer mentoring where advanced learners support slow learners, fostering collaboration and reinforcing learning for both groups.
Teaching-Learning Process	Is the teaching-learning process student-centric with methods such as experiential and participatory learning?	The college should focus on participatory and experiential learning, fostering high student engagement through a student-centric teaching-learning process. The institution should employ diverse methods such as case studies, hands-on projects, open house exhibitions, field trips, and problem-solving exercises to enhance learning outcomes. Cross-departmental collaboration in open house exhibitions and projects to foster interdisciplinary problem-solving, aligning with the institution's emphasis on cross-disciplinary learning should be entertained. Efforts are to b made include Higher Order Thinking based activities in the teaching learning process.

Use of ICT	Are ICT-enabled tools and Learning Management Systems (LMS) used effectively for teaching?	The institution campus is Wi-Fi-enabled campus with Seminar Halls & classrooms including rooms with ICT facilities (Smart LEDs/ Interactive Smart Panels/ Projectors/ Internet Facilities). These facilities support visual, virtual-experiential, and interactive learning. Faculty utilize tools like PowerPoint, statistical software, Excel, e-books, for teaching, evaluation, communication, and resource sharing, encouraging students to gain contemporary knowledge. The Learning Management System (LMS) enhances resource sharing, online assessments, and examination processes, including marks entry, semester result declarations, report generation, admit card issuance, and individual student record management, with robust security features in place.
Evaluation Process and Reforms	Are reforms in the examination system and Continuous Internal Assessment (CIA) integrated into the teaching-learning process?	Yes, college has implemented robust reforms in its examination system and continuous internal assessments, aligning with Bloom's Taxonomy and Course Outcomes to effectively evaluate student learning. The institution employs diverse assessment methods, including written tests, MCQs, quizzes, presentations, assignments, projects, and end semester assessments, to track program attainment. Feedback via teaching assessment questionnaires ensures alignment with learning objectives. The examination system is automated, covering pre-exam, exam, and post-exam processes, with IT integration, a Central Valuation Centre, and secure online result publication. Key reforms include automated question paper selection, fee payment, and result visibility through the LMS portal. Security measures, such as CCTV monitoring and electronic gadget and, minimize malpractices. A grievance redressal mechanism exists to enhance fairness and efficiency. These reforms ensure streamlined, transparent, and comprehensive evaluation, promoting consistent tracking of student performance. The questions paper setting and scrutiny process needs a thorough revision. Standard of the question paper is to be improved and marking of the taxonomy level should be appropriate.

- Parameter C: Research, Innovations, and Extension

Sub Parameter	Statement	Comments
Research Promotion	Are research policies well-defined, and does the institution promote research activities?	Research policies exist, but at the implementation level seems to be inadequate. Institution promotes research activities.
Innovation Ecosystem	Is there a system for innovation and entrepreneurship at the institution?	Yes, college has a foundation for fostering innovation and entrepreneurship, but there's room to strengthen it through deeper industry collaboration. The Entrepreneurship Cell's efforts in skill development and entrepreneurial activities are a solid start. Engaging more local and national industries for mentorship, funding and real-world problem-solving.
Research Publications and Consultancy	Are there notable research publications, patents, consultancies and funded projects?	Research publications, consultancies and funded project are not adequate.
Other research related programmes and activities?	Research centre, conferences, workshops, FDPs?	Departments organize conferences and workshops. But can be increased.
Extension Activities	Are there extension activities that involve students in community-based projects?	Yes, institution demonstrates general and active student involvement in a varied community-based initiatives. NSS wing conducts social outreach and extension activities, and various academic departments, often in collaboration with external organizations. Participating students engage with diverse groups such as street and slum children, individuals with physical and mental challenges, orphans, domestic workers, hospital patients, and senior citizens. Community outreach efforts include blood donation drives, rural camps, social projects, and annual exhibitions. Departments also organize cleanliness drives, health awareness programs, remedial coaching for students in village schools, environmental campaigns, and plantation drives.

Parameter D: Infrastructure and Learning Resources

Sub Parameter	Staements	Comments
Physical Infrastructure	Are the physical infrastructure and facilities adequate for teaching and learning (e.g., classrooms, labs, libraries)?	Yes, college has reasonably adequate infrastructure and physical facilities to meet its current academic and administrative needs. The campus is equipped with well-maintained infrastructure, including modern classrooms, well-equipped laboratories, robust computing facilities, and a well-stocked library
IT Infrastructure	Does the institution have adequate IT infrastructure (e.g., bandwidth, Wi-Fi, cyber security policies)?	The institution boasts a well-established and adequate IT infrastructure that robustly supports the academic environment. The campus is equipped with campuswide Wi-Fi, offering 24/7 connectivity to both students and staff, supported by a 500 Mbps leased line. Cybersecurity protocols are actively implemented to ensure a safe digital environment. Multiple computer labs, including IT labs, a video conferencing lab, and a language lab, are strategically located across the campus to support various academic programs. The college has assistive technologies (screen readers and text-to-speech converters) for visually impaired students. Collectively, these IT facilities significantly contribute to the smooth conduct of learning, research, and administrative activities.
Maintenance of Infrastructure	Are there established procedures for maintaining infrastructure and resources (e.g., libraries, labs)?	Yes, Infrastructure maintenance is systematic and effective, supported by well-established procedures to ensure all facilities remain in optimal condition. Regular maintenance is conducted through Annual Maintenance Contracts (AMCs) as well as routine inspections of electrical systems, equipment, water purifiers, sewage, and waste disposal. Qualified electricians and workshop technicians handle the basic maintenance of laboratory equipment, while classrooms and laboratories are cleaned daily by the attendants. The library is managed and maintained by the librarian. Sports equipment is regularly cleaned and maintained by the respective incharge along with support personnel. Campus security personnel are recruited and managed directly by the Chief Security Officer office, ensuring a safe and secure environment on campus.

- Parameter E: Student Support and Progression

Sub Parameter	Statement	Comments
Student Welfare	Are there effective support systems for student welfare (e.g., scholarships, counselling, clubs)?	Yes, College has a well-established student welfare system that plays a vital role in supporting students throughout their academic journey. A comprehensive range of services is offered, including scholarships, counselling, and career guidance, which help students overcome academic challenges and prepare for successful professional careers.
Student Progression	What percentage of students' progress to higher education, secure placements, or clear competitive exams?	Yes, College has a well-established student welfare system that plays a vital role in supporting students throughout their academic journey. A comprehensive range of services is offered, including scholarships, counselling, and career guidance, which help students overcome academic challenges and prepare for successful professional careers.
Student Participation	Is there active student participation in academic and administrative bodies?	Yes, student participation at this college is robust and multi-dimensional, reflecting the college's commitment to fostering leadership, responsibility, and teamwork. Students are actively encouraged to engage in both academic and administrative bodies, including the Internal Quality Assurance Cell, Grievance Redressal Cell, and the Discipline Committee. Their involvement ensures transparency, inclusivity, and a sense of ownership in institutional functioning. Well-structured student committees are in place across various levels to coordinate and lead activities, contributing significantly to campus life.

Parameter F: Governance. Leadership. and Management

Sub Parameter	Statement	Comments
Vision and Mission	Is the institution's governance reflective of effective leadership?	Yes, in alignment with its vision, the college leadership fosters a conducive environment characterized by empathy, inclusion, and continuous improvement. The management actively supports and encourages all stakeholders—students, faculty, and staff—to perform at their best, promoting a culture of collaboration and growth. The leadership is proactive in aligning both academic and administrative processes with institutional goals. It ensures that policies, practices, and initiatives remain studentcentric and forward-looking, reflecting a strong commitment to academic excellence and social responsibility.
Institutional Governance	Is there decentralization and participatory management within the institution?	Yes, the college follows a decentralized and participatory governance model. A comprehensive committee system is in place to manage various academic and administrative functions. These committees reflect the college's commitment to participative management and the decentralization of power. Key features include: Presence of multiple statutory and nonstatutory committees, including those overseeing student activities, cultural events, seminars and conferences, library operations, and more. All committees operate in a democratic manner, fostering collaboration and ensuring accountability in institutional processes.
Faculty Empowerment	Are faculty welfare measures and career progression avenues available?	Yes, Faculty empowerment is a key priority at the institution. The college actively promotes professional growth by offering numerous opportunities for faculty development through workshops, seminars, and career advancement programs. Adequate infrastructure and resources are in place to support and sustain these empowerment policies.

Parameter G: Institutional Values and Best Practices

Sub Parameter	Statement	Coemments
Gender Equity and Inclusiveness	What are the institution's initiatives for promoting gender equity and inclusiveness?	The college demonstrates a strong commitment to gender equity and inclusiveness through comprehensive policies and initiatives.
Environmental Sustainability	Are there initiatives for managing waste, renewable energy, and promoting environmental sustainability?	The college demonstrates a robust commitment to environmental sustainability through well-structured initiatives integrated into its operations
Best Practices	Are there unique best practices implemented by the institution that reflect its distinctiveness?	Unique best practices are to be identified.

General Observations of Peer Team after its interaction and review of the documents:

- Course plan needs considerable improvement
- Standard of questions papers need considerable improvement
- Higher Order Thinking based activities to be included
- Number of SCI/Scopus research publications are to be increased.

Name and Signature of the Peer Team Members:

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Date:

24.09.2026

Place: Irinjalakuda.