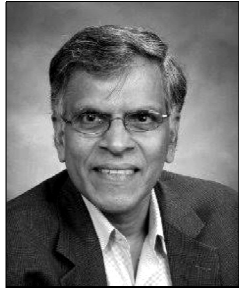


Editorial



Dear Readers of JEET,

We are gradually seeing the emergence of an engineering education research community in India. The papers published in JEET during the past few years are evidence of this. In particular, we have seen many high quality papers submitted to this year's Fifth Annual Conference on Transformations in Engineering Education (ICTIEE 2018: <http://ictiee.org/ictiee2018/>)

In this editorial, I would like to reflect on how this culture of engineering education research is intrinsically relevant to the overarching vision of IUCEE for engineering education in India. It is a direct outcome of our concern over the poor employability of the large number of engineering graduates in India, which led to the founding of IUCEE ten years ago. Our founding team was convinced that in order to address this, we need to improve the quality and global relevance of engineering education in India by building an ecosystem with the help of global experts from around the world. This ecosystem includes face-to-face workshops, webinars and courses in a blended format for faculty development, international conferences, a peer-reviewed journal for engineering education, a certification program as well as networking opportunities between engineering educators and students from India and the global community. The primary goal is to assist in making engineering graduates to be employable, leaders and entrepreneurs.

Two signature programs have emerged in past two years, which are already making a major impact:

1. A certification program for engineering faculty in India has been started by UCEE with assistance of IGIP (International Society for Engineering Education), Austria. So far more than 200 faculty have obtained IIEECP (IUCEE International Engineering Educator Certification Program) certification and more than another 100 are in process. This program provides faculty with the foundations of teaching and learning principles and encourages them to transform their teaching through innovations in their curriculum, delivery and assessment practices. Faculty practice student-centric approaches such as dynamic classroom, collaborative learning and project based learning. They are encouraged to reflect on their experiments and publish these as research papers.

2. The IUCEE-EPICS (Engineering Projects in Community Service) program has been launched in partnership with Purdue University. EPICS is an academic program in

which teams of students partner with local community organizations to provide technology solutions. This is a long-term partnership intended to solve real problems, and are defined in consultation with project partners from community organizations. The most important aspect is that students working on EPICS projects develop important skills, which are transferrable to any other real world problems, making the engineering graduates much more employable, as well as developing their leadership and entrepreneurial skills. The IUCEE-EPICS Partnership has been launched in 2016. It is now in its second year. Fourteen IUCEE Consortium Institutions are members of this IUCEE-EPICS partnership in 2017.

Both these programs have generated an enormous amount of experimentation and scholarly activity among the engineering educators in India. The direct result of these appears to be the emergence of the community of engineering educators who have contributed a very significant numbers of papers to ICTIEE 2018. We expect and hope to see this trend continue. An important indicator of this trend is that the Journal of Engineering Education Transformations (JEET) as well as the International Conference on Transformations in Engineering Education (ICTIEE) have both been recognized and ranked among the top 20 publications in the field of engineering education by Google Scholar.

Jai Ho !

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