

IIECP Program Report

Program overview and participant feedback

IUCEE INTERNATIONAL EDUCATORS CERTIFICATION PROGRAM

“I am Teaching, Are They Learning ?”

2,000+ faculty certified since 2015*	6 months online program	142 survey responses (11.5%)	98% agree or strongly agree
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**Per the program brief. Survey figures are from the September–October 2026 participant survey.*

Executive summary

IIECP is IUCEE's flagship faculty development program, helping engineering, science, humanities and management faculty in India become more effective, student-centric teachers. This report pairs a short overview of the program with the results of a participant feedback survey: 142 responses from 1,234 faculty invited (an 11.5% response rate), collected 29 September to 6 October 2026.

- **Participants rate the program very highly.** 98% agree or strongly agree that IIECP made them more effective student-centric teachers, and none disagreed.
- **Teaching practice changed in every module.** Respondents report more active learning, outcome-aligned course design, new digital tools, and rubric-based formative assessment.
- **The main requests are for more practice and continuity:** hands-on activities, peer sharing, follow-up after modules and certification, discipline-specific examples, and Generative AI content.
- **Read the results with care.** The response rate is low and 87% of respondents completed IIECP in the last three years.

Part 1: About IIECP

IIECP was designed by global experts of IUCEE to address the need for faculty in India to become more effective, student-centric teachers who guide graduates to be better qualified for the workforce. Since the program began in 2015 more than 2,000 faculty from more than 100 institutions across India have been certified. The IIECP is a unique, scientific program that balances the theoretical input with practical strategies. It is not only focuses on 'how' to align teaching to student learning needs but it also walks them through 'why' each learned strategy impacts student learning and growth. Based on its unique structure and approach, the IIECP has been recognized by IGIP (International Society for Engineering Pedagogy), Austria for joint certification which makes IIECP graduates eligible for getting IGIP's Diploma in Engineering Pedagogy title without having to complete the IGIP program.

Structure. The IIECP is a semester long, online program with synchronous and asynchronous tools. The program starts with an orientation and is completed over five modules, each lasting three weeks. The weekly teaching routine includes one 60-minute webinar, one 60-90 minute office hour, three to four scholarly readings, one online discussion and one assignment. The assignments are based on the practical component

that participants have learned and implemented in their own class. The program ends with a final capstone presentation and a viva exam.

Module	Focus
Module 0	Orientation
Module 1	The Teaching-Learning Process
Module 2	Course Design & Delivery
Module 3	Creating a Dynamic Classroom
Module 4	Harnessing the Power of Technology
Module 5	Effective Assessment

What sets it apart. IIECP is fully customised for the Indian education system and environment. It is designed to address fundamental issues that most faculty face in managing course content, large classes, student support, Gen Z behaviour and motivation. The program focuses on each key aspect of higher education teaching with full exposure to high level research and successful practices. It builds personal and professional confidence through a reflective mindset enforced by well-designed self-evaluation and feedback mechanism.

Faculty. The program is designed and coordinated by Dr. Veena Kumar, Executive Director of IIECP and a member of the IUCEE Board. Each module is taught by an international expert and supported by Assistant Faculty, who are professors from Indian universities and have completed the IIECP program with distinction.

Fees. Rs. 4,500 + GST for IUCEE Consortium members and Rs. 9,000 + GST for non-members. Fees fund modest honoraria for faculty, assistant faculty and supporting staff of IUCEE Foundation, a Section 8 non-profit company.

Part 2: Participant feedback survey

Participants completed a Google survey of 17 questions covering their background, the most useful modules, the positive changes they made (with evidence) for each of the five modules, an overall rating, and recommendations for improvements. The full wording of every question is provided in the Appendix.

Who responded

Of the 1,234 faculty emailed, 142 responded, from about 50 institutions. The sample leans heavily towards recent participants rather than reflecting the full ten years of alumni.

Year of IIECP completion	Respondents	Share
2026	72	51%
2025	30	21%
2024	22	15%
2021–2023	9	6%
Before 2021	9	6%

By teaching experience, 44% have 10–20 years, 23% have 5–10 years, 18% have more than 20 years and 15% have under 5 years. Mechanical, computer science and civil engineering were the most common departments, with some management, mathematics, chemistry and English faculty as well.

Overall verdict

Helped me become a more effective student-centric teacher	Respondents	Share
Strongly agree	116	82%
Agree	23	16%
Neutral	3	2%
Disagree / Strongly disagree	0	0%

Most useful modules

Respondents could select more than one module or practice.

Module or practice	Respondents	Share
Creating a Dynamic Classroom	121	85%
Teaching-Learning Process	114	80%
Effective Assessment	109	77%
Course Design and Delivery	99	70%
Harnessing the Power of Technology	91	64%

A majority rated every module useful.

What changed in teaching

Counts come from keyword matching of the open-ended answers and are approximate.

Module	Most common change reported
Module 1	Shift from lecturing to activity-based, student-centred teaching using group work and peer activities; engagement was the most common observed effect.
Module 2	Aligning course plans and assessments to learning outcomes (Bloom's taxonomy, CO-PO mapping, designing backward); about 85 respondents.
Module 3	The biggest behaviour change: about 100 respondents described active learning such as Think-Pair-Share, flipped classes, group activities and role plays.
Module 4	Adoption of digital tools (quiz apps, multimedia, LMS, video); a growing number also use AI to create content and tests.
Module 5	The most uniform change: about 104 respondents mentioned rubrics, formative assessment and timely feedback.

Evidence of impact. Most evidence is qualitative: higher engagement, more questions, better participation, and some mention of improved marks. Only a handful of respondents per module gave numbers; the strongest examples are a 14% rise in a class mean on a mini-project, and a 15% rise in attainment for one course outcome with 88% of students reporting positive results in an exit survey. About 13 respondents gave very short answers to several evidence questions. **Impact is best described as consistent self-reported change rather than measured learning gains.**

Recommended improvements

Of the 139 respondents who answered, about 17 said nothing needed to change. The rest fall into these themes (counts are approximate):

Theme	Mentions	What participants asked for
More hands-on practice	~58	Practical activities, demonstrations and real classroom examples.
Peer learning and sharing	~50	Time to share experiences and best practices with faculty from other institutions and disciplines.
Follow-up and mentoring	~42	Follow-up after each module and after certification; peer review of implemented practices; an alumni network.
Discipline-specific examples	~33	Examples for labs, CAD, design projects, electronics and computer science; also for management and maths faculty and for large Indian classrooms.
Generative AI	~19	A dedicated module or expanded Module 4 on AI in teaching and assessment, including academic integrity.
Workload and timing	~13	Fewer or shorter assignments and video reflections, more time for readings, recorded sessions and flexible timings.
In-person option	4	Two to three days of offline sessions.

Part 3: Priorities suggested by the feedback

These priorities are drawn from what participants asked for most often, and are offered as a starting point for discussion.

- **Build continuity after certification:** short follow-ups after each module, post-certification check-ins and an active alumni network.
- **Add discipline-specific examples:** especially for labs, design projects and technical subjects, and for non-engineering faculty in Module 4.
- **Bring Generative AI into the curriculum:** an expanded Module 4 or dedicated module covering AI-supported teaching, authentic assessment and academic integrity.
- **Secure the learning platform:** test before each batch, keep a backup, and give participants lasting access to course materials.
- **Ease the workload:** review the number and length of assignments and video reflections, and offer recorded sessions or flexible timings.

Notes on the data

Reading these results

Response rate: 142 of 1,234 is about 11.5%. Respondents to feedback surveys tend to be more satisfied than non-respondents, so results are likely more positive than the full group.

Recency: only 18 respondents completed IIECP in 2023 or earlier, so the findings mainly reflect recent cohorts.

Similar wording: many improvement answers are phrased almost identically, so count how many people raised a theme rather than how it was worded.

Appendix: Survey questions

The questions below are reproduced from the survey as asked, with spacing before question marks tidied. The survey also recorded each response's timestamp and username automatically.

A. About the respondent

No.	Question	Response format
1	Your Institution?	Short text
2	Your Department / Discipline	Short text
3	Years of teaching experience	Single choice: less than 5 years; 5 to 10; 10 to 20; more than 20
4	Which year did you complete the IIECP Certification Program?	Single choice: Before 2021, then each year from 2021 to 2026

B. Most useful modules

No.	Question	Response format
5	Which IIECP modules or practices have been most useful in your teaching? Select all that apply	Select all that apply: Teaching-Learning Process; Course Design and Delivery; Creating a Dynamic Classroom; Harnessing the Power of Technology; Effective Assessment;

C. Changes made and evidence observed, by module

No.	Question	Response format
6	Describe one significant change you made to your teaching in one of your courses as a result of your learnings from Module 1 (Teaching and Learning Process)	Open text
7	What evidence do you have of one positive change, if any, that you observed in the learning by your students in that course as a result of above change in your teaching related to Module 1 (Teaching-Learning Process)?	Open text
8	Describe one significant change you made to your teaching in one specific course as a result of your learnings from Module 2 (Curriculum Design and Delivery)	Open text
9	What evidence do you have of one positive change, if any, that you observed in the learning by your students in that course as a result of above change in your teaching related to Module 2 (Curriculum Design and Delivery)?	Open text
10	Describe one significant change you made to your teaching in one specific course as a result of your learnings from Module 3 (Creating a Dynamic Classroom)	Open text
11	What evidence do you have of one positive change, if any, that you observed in the learning by your students in that course as a result of above change in your teaching related to Module 3 (Creating a Dynamic Classroom)?	Open text
12	Describe one significant change you made to your teaching of one specific course as a result of your learnings from Module 4 (Harnessing Technology)	Open text
13	What evidence do you have of one positive change, if any, that you observed in the learning by your students in that course as a result of above change in your teaching related to Module 4 (Harnessing Technology)?	Open text
14	Describe one significant change you made to your teaching of one specific course as a result of your learnings from Module 5 (Effective Assessment)	Open text
15	What evidence do you have of one positive change, if any, that you observed in the learning by your students as a result of above change in your teaching related to Module 5 (Effective Assessment)?	Open text

D. Overall rating and recommendations

No.	Question	Response format
16	Do you agree that the IIECP Certification program has helped you become a more Effective Student-Centric Teacher?	Single choice (agreement scale); responses received were Strongly Agree, Agree and Neutral
17	What improvements would you recommend for future IIECP programs?	Open text