

# upGrad

— FOUNDATION

[H] HARAPPA





[H] HARAPPA

INSPIRING  
FACULTY  
PROGRAM





# Why This Program Matters?

87%

faculty prefer to switch to blended learning

2%

HEI's equipped to host and manage online course content

43%

faculty finding it difficult to transition to virtual teaching methods

50 HOURS

of continuous professional development per faculty, each year mandated by NEP 2020





# Who Is It For?

A woman in a white sari with a silver necklace is holding a tablet computer. A man in a grey suit and turtleneck is standing behind her, smiling. The background is white.

Talented teaching professionals looking to become agile learners, inspiring role models, and engaging educators

# Program Outcomes

1

Apply outcome-oriented pedagogical frameworks for robust learning

## **#ThriveSkills**

Continuous Growth Mindset  
Growing Others  
Embracing Feedback

2

Build trust to become a coach, mentor and confidante for students

## **#ThriveSkills**

Audience Connect  
Listening Actively  
Client Centricity  
Fostering Trust  
Being Empathetic

3

Sharpen communication skills to engage students and facilitate rich discussions

## **#ThriveSkills**

Confident Public Speaking  
Impactful Presence  
Powerful Storytelling

4

Re-imagine the role of a teacher as an enabler of learning, not a sage on stage

## **#ThriveSkills**

Championing Innovation  
Learning Agility

5

Embrace technology and innovative teaching (hybrid, blended) methods

## **#ThriveSkills**

Catalyzing Change  
Digital Proficiency  
Instinctive Adaptability





**Program  
Thrive Skills**

- Performance Orientation
- Structured Problem-Solving
- Client Centricity**
- Consistent Productivity
- Creative Solutioning
- Detail Orientation
- Digital Proficiency**
- Efficient Prioritization
- Execution Excellence
- Learning Agility**
- Logical Reasoning
- Managing Projects Expertly
- Multi-Disciplinary Approach
- Practical Cleverness
- Service Orientation

**SOLVE**

- Assimilating Knowledge
- Big-Picture Thinking
- Cognitive Agility
- Continuous Growth Mindset**
- Critical Thinking
- Cultivating Foresight
- Enhanced Self-Awareness
- Ethical Clarity
- Good Judgement
- Optimistic Outlook
- Overcoming Bias
- Informed Decision Making
- Intellectual Curiosity
- Intellectual Rigor
- Practicing Mindfulness

**THINK**

- Audience Connect**
- Confident Public-Speaking**
- Impactful Presence**
- Influencing Masterfully
- On-Point Messaging
- Personal Brand-Building
- Personal Credibility
- Persuasive Conversations
- Powerful Storytelling**
- Precise Writing
- Presentation Flair
- Active Listening**
- Being Empathetic**
- Meaningful Synthesis
- Cultural Fluency

**COMMUNICATE**

- Collaborative Orientation
- Creating Alignment
- Embracing Feedback**
- Fostering Trust**
- Competition Fairly
- Infectious Energy
- Instinctive Adaptability**
- Meaningful Connections
- Navigating Conflict
- Global Perspective
- Skillful Teamwork
- Win-Win Negotiations
- Emotional Self-Regulation
- Decoding Ambiguity
- Being Dependable

**COLLABORATE**

**Categories Of Excellence**

**LEAD**

- |                               |                            |                       |
|-------------------------------|----------------------------|-----------------------|
| Outcome Orientation           | Giving Actionable Feedback | Purposeful Living     |
| <b>Catalyzing Change</b>      | Driving Inclusion          | Productive Delegation |
| Being Resilient               | <b>Growing Others</b>      | Prudent Risk-Taking   |
| <b>Championing Innovation</b> | Leading High Performance   | Self-Directedness     |
| Commercial Acumen             | Managerial Courage         | Taking Ownership      |

**Level Of Competence**

- Developing ● 0
- Emergent ● 8
- Mastery ● 8

# Program Journey



WEEK  
**1**

Orientation  
**Pre-Program  
Assessment**

Self-Paced Course  
**Adapting To  
Change**

WEEK  
**2-3**

Habit Drill  
**Giving  
Constructive  
Feedback**

Self-Paced Course  
**Becoming  
Design Savvy**

WEEK  
**4-5**

Habit Drill  
**Applying  
Backward  
Design  
Framework**

Self-Paced Course  
**Delivering  
The Lesson**

WEEK  
**6-7**

Habit Drill  
**The Art Of  
Connecting  
With Students**

Self-Paced Course  
**Reading The  
Class**

WEEK  
**8-9**

Habit Drill  
**The Trust  
Checklist**

Self-Paced Course  
**Innovating In  
the Classroom**

WEEK  
**10-11**

Habit Drill  
**Flip Your  
Classroom**

Self-Paced Course  
**Teaching in  
A New World**

WEEK  
**12-13**

Habit Drill  
**Teaching A  
Hybrid Class**



WEEK  
**14**

Graduation  
**Certificate,  
Feedback,  
Testimonials**

# 25

Hours Learning Time

# Self-Paced Courses

## Course 1 Adapting To Change

WEEK  
**2-3**

### Key Concepts

Performance Equation  
Building Curiosity  
Objective And Key  
Results Framework  
SBIS And CSS Model  
Of Feedback

## Course 2 Becoming Design Savvy

WEEK  
**4-5**

### Key Concepts

Backward Design  
Bloom's Taxonomy And  
Thinking Skills  
GRASPS Model For  
Assessment  
Elements Of A Good  
Rubric

## Course 3 Delivering The Lesson

WEEK  
**6-7**

### Key Concepts

Aristotle's Appeals  
Four Ps Of Oral  
Delivery  
Communicating Without  
Words  
Emotional Intelligence

## Course 4 Reading The Class

WEEK  
**8-9**

### Key Concepts

EAR Model Of Listening  
Types Of Biased  
Listening  
Listening And  
Trustworthiness

## Course 5 Innovating In The Classroom

WEEK  
**10-11**

### Key Concepts

3Cs Of Asynchronous  
Teaching  
The 3I Creativity  
Formula  
Design Thinking  
Active Learning

## Course 6 Teaching In A New World

WEEK  
**12-13**

### Key Concepts

Types Of Learning  
Blended Learning  
Hybrid Learning  
Remote Teaching

# 6

Self-Paced Courses



# 22

/25  
Hours Learning Time



# Habit Drills

## Drill 1 Giving Constructive Feedback

WEEK

**2-3**

### Description

Think about a student whose performance was dissatisfactory. Try to think back to understand the reasons for their low performance. Prepare a feedback plan you could have made for the student by using the Continue-Stop-Start (CSS) model.

Clearly indicate what you think the student should have continued to do; highlight what they should have stopped doing and indicate how they can do something better.

Type your response in 100 words with Continue-Stop-Start clearly outlined.

## Drill 2 Applying Backward Design Framework

WEEK

**4-5**

### Description

Select a topic from the course you teach. Apply Backward Design Framework to decide the following: Learning Outcomes, Assessments, Learning Activities

Define three learning outcomes for the topic.

For each outcome, design an assessment set with 5-7 questions that tests whether or not a student is delivering the outcome expected.

Finally, plan at least one learning activity which will help students to meet the desired learning outcomes.

## Drill 3 The Art Of Connecting With Students

WEEK

**6-7**

### Description

At the start of a new cohort, select three students. Plan your schedule and call each of these students in your office one by one or plan one on one online meetings.

Use Aristotle's appeals—Logos, Ethos and Pathos—to effectively communicate the importance of your course to them. Make sure that you craft a different message for each of the three students.

Record your message and upload all three audio clips here.

## Drill 4 The Trust Checklist

WEEK

**8-9**

### Description

Ask your students to rate your Trustworthiness anonymously via the Trust Questionnaire. Use the Trust Equation and the Trust Checklist for this survey.

Share the questionnaire with your students. Analyze your rating and identify the three areas you need to work on.

Create an action plan to work on these areas.

## Drill 5 Flip Your Classroom

WEEK

**10-11**

### Description

Select a topic from your course. Decide on how you can flip your lecture for this topic and prepare a plan on flipping the lecture.

Record your lecture as a video and make it available to students outside the classroom.

Upload the video recording of your lecture. List the classroom activities that you will include to involve your students in the classroom.

## Drill 6 Teaching A Hybrid Class

WEEK

**12-13**

### Description

Make a plan for teaching your course in a hybrid format. List the class equipment you will need for students in the class. Detail out the activities that you plan for your in-class students and online students and which activities you would want them to collaborate on as single group, as two distinct groups and as individual tasks.

Upload your course delivery plan document.

**6**

Habit Drills



**3** /25

Hours Learning Time

# Stellar Faculty



**Dr Rudrangshu Mukherjee**  
Chancellor & Professor of History,  
Ashoka University



**Meeta Sengupta**  
Founder, Center for Education Strategy



**Pramath Raj Sinha**  
Founder & Chairman, Harappa;  
Founder & Trustee, Ashoka University;  
Founding Dean, ISB



**Veena Vohra**  
Professor – HR and Behavioral  
Science, School of Business  
Management, NMIMS



**Reema Gupta**  
Director, Digital & Blended Learning, GITAM



**Sudeep Chhabra**  
Vice President, Harappa;  
Independent Consultant & Design  
Thinking Evangelist



**Dr Sousan Abadian**  
Leadership Coach & PhD & MA,  
Harvard University; MPA, Harvard  
Kennedy School



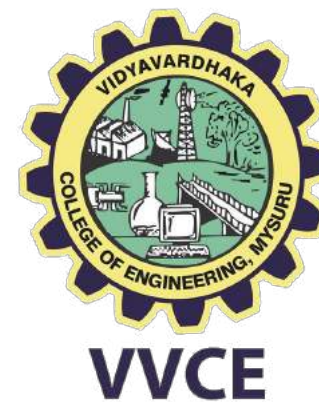
**Avik Chatterjee**  
Learning Designer, Adjunct Faculty;  
IMT, Ashoka University, Vedica  
Scholars Program and ISB



**Anustup Nayak**  
Project Director, Central  
Square Foundation



# Our Partners Love Us



## HAPPIER LEARNING EXPERIENCE, HIGHER STUDENT ATTENDANCE

While it's easy to blame the diminishing attention span of learners for the under-par efficacy of online education, we knew we had to shoulder some responsibility ourselves: for a faculty development program, where teachers can transform as performing artists, with solid content and intent. It was in this context that we curated PRATISTHA, with a Harappa blended journey for 225-odd faculty. The program introduced new directions towards leading self, building presence, speaking effectively, and listening actively, to prepare the faculty to deliver adaptively in physical, digital and blended modes.

It was evident that most of our faculty members were able to change their modes of teaching. For instance, they experimented with different flip modes where students were motivated to speak effectively while they listened actively with periodic interjections and a few random calls for student-wise responses, which in a way also assured the attendance vis-a-vis the list of attendees, and facilitated a participative conclusion. In other such instances, faculty members were able to design and develop exciting online assessment content using multimedia. The most desired outcome happened: we managed to achieve a happier learning experience.

**KRISHNENDU SARKAR**

Director, NSHM Knowledge Campus, Kolkata  
Chief of Strategy & Impact, and LifeSkills, NSHM Group of Institutions

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