

LEADERSHIP DEVELOPMENT COURSE

SYLLABUS FOR FOUR YEAR UNDERGRADUATE PROGRAMME (FYUGP)

VALUE ADDED COURSE (VAC)

(FIRST AND SECOND SEMESTER)

APPROVED BY ACADEMIC COUNCIL VIDE RESOLUTION NO. AC – 07/2026/04 DATED: 20 – 06 – 2026



UMA
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THE SYLLABUS IS PREPARED JOINTLY BY

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AND

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NEW YORK METROPOLIS, 07920

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PREFACE

“Education is not preparation for life; education is life itself.” —John Dewey

The aim of imparting education is not only to increase the knowledge but also to create the possibilities for a student to invent and discover. The purpose of this syllabus is to establish minimum basic concepts for each course to meet the needs of all our students. All the elements in this syllabus amalgamate to bring out the best in every student and enable them to be on the path of continuous progress.

The syllabus is framed based on Learning Outcome Based Education (LOCF) –the spirit of NEP, 2020. The programmes offered by the college are:

- i. Bachelor Degree in Arts
- ii. Bachelor Degree in Science
- iii. Bachelor Degree in Commerce

Under the above programme, the following courses are offered by the college:

- i. Core Course
- ii. Minor Course
- iii. Skill Enhancement Course
- iv. Interdisciplinary Course
- v. Ability Enhancement Course
- vi. Value Added Course
- vii. Internship

Programme outcome of each programme and Programme Specific Outcomes of each discipline/subject offered by the college is mapped with course learning outcome of each course. Graduate attributes of students obtaining Undergraduate Degree from the college are also incorporated in the syllabus.

The syllabus includes eight semesters where there will be 23 Core Courses, 8 Minor Courses, 2 Value Added Courses, 3 SEC Courses, 3 IDC Courses, 4 AEC courses and internship. The total credit offered for eight semesters is 160.

The syllabus framed takes into account the different styles of learning – audio, visual and experiential. The syllabus correlates academics to real life situations balancing social and emotional stimulation among the students and imbibe human values. Also, the syllabus gives the opportunity for the theoretical knowledge to be pursued ensuring maximum application of it.

Structure of Four Year Undergraduate Course

Semester	Type	Core	Minor	SEC	IDC	AEC	VAC/FC	IN
	Credit	4	4	3	3	2	4(2 + 2)	2
I		CE-1114	MN-1114	SE-1113	ID-1113	AE-1112	VL-1112 (Two Courses)	-
II		CE-2114	MN-2114	SE-2113	ID-2113	AE-2112	VL-2112 (Two Courses)	-
III	CE-3214	MN-3214	SE-3213	ID-3213	AE-3212	-	-	-
	CE-3224							
IV	CE-4214	MN-4214	-	-	AE-4212	-	-	IN-4212
	CE-4224							
	CE-4234							
V	CE-5314	MN-5214	-	-	-	-	-	-
	CE-5324							
	CE-5334							
	CE-5344							
VI	CE-6314	MN-6214	-	-	-	-	-	-
	CE-6324							
	CE-6334							
	CE-6344							
VII	CE-7414*	MN-7314	-	-	-	-	-	-
	CE-7424**							
	CE-7434**							
	CE-7444**							
	CE-7454**							
VIII	CE-8414 [#]	MN-8314	-	-	-	-	-	-
	CE-8424 [#]							
	CE-8434 [#]							
	CE-8444 [#]							
	CE-8454 [#]							

*Compulsory for all students in the 7th semester.

**Students are required to choose any three courses from the remaining four core courses in the 7th semesters.

Students who wish to pursue a Bachelor Degree with Honours must choose any four of the five core courses in the 8th semester.

NOTE: Students who secure a minimum of 7.5 CGPA at the end of the 6th semester (without any arrears) may opt for a Bachelor Degree with Honours and Research. Those students shall have to choose one core course out of the given five courses in the 8th semester and have to complete a Research Dissertation of 12 credits.

Course code: First two letters is the abbreviation of course component

First digit implies semester number

Second digit implies course level

Third digit implies course number

Fourth digit implies credit points per course.

Digit	Course Level
1	100 - 199
2	200 - 299
3	300 - 399
4	400 - 499

About the Course:

The Leadership Development and International Skills Program at Arya Vidyapeeth College aims to equip students with the knowledge, skills, and attitudes necessary to become effective leaders in a globalized world. Through a combination of theoretical learning, practical experiences, international exposure, and emerging technologies in cyber, AI, and digital realms, students will develop their leadership abilities and intercultural competencies.

Course Objectives:

1. To understand various leadership theories and styles.
2. To develop effective communication and interpersonal skills.
3. To cultivate critical thinking, problem-solving, and decision-making abilities.
4. To foster teamwork, collaboration, and conflict resolution skills.
5. To gain insights into cultural diversity and global perspectives.
6. To enhance adaptability and resilience in cross-cultural environments.
7. To apply leadership principles in real-world situations through experiential learning.
8. To develop a global mindset and appreciation for diverse perspectives.
9. To build networks and establish connections with international organizations and leaders.

FIRST SEMESTER

COURSE NAME: Leadership Foundations and Intercultural Communication

COURSE CODE: LD – VL – 1112

Total Credits: 2 (Theory)

Total Lectures : 30

COURSE OBJECTIVE:

This course aims to cultivate leadership skills, global applicable knowledge, and an understanding of emerging digital technologies, to foster local economic development and growth.

COURSE LEARNING OUTCOME:

After completing the course students will gain

CLO-1: An understanding of the fundamental principles of global leadership

CLO-2: Develop communication, confidence and key competency skills.

Unit I: Embracing Diversity and Understanding Bias (3 Lectures)

Exploring diverse dimensions, dispelling assumptions based on stereotypes, as well as analyzing manifestations and costs of biases towards minorities.

Unit II: Impact of Cyber and AI in Digital Leadership (4 Lectures)

Exploring the role of emerging technologies in shaping leadership strategies and decision-making processes.

Unit III: Building Inclusive Workplaces (3 Lectures)

Exploring the impact of inclusion, belonging, and decency on workforce retention.

Unit IV: Flexibility, Empathy and Nurturing Decency in Leadership (3 Lectures)

Emphasizing top-down leadership, the significance of flexibility and the evolution of empathy, in fostering the Decency Quotient (DQ) to shape organizational culture.

Unit V: Grassroots Culture : Social Norms and Inclusivity (3 Lectures)

Examining bottom-up cultural dynamics and adherence to social norms and the unspoken rules of the playground.

Unit VI: Personal Accountability, Hard Work, and Change making (4 Lectures)

Fostering personal responsibility and empowerment for driving positive change.

Unit VII: Cultivating Confidence and Inner Strength (3 Lectures)

Developing strategies to boost confidence and unlock individual potential.

Unit VIII: Resilience and Adaptive Leadership (3 Lectures)

Understanding the power of resilience in shaping leadership responses to challenges.

Unit IX: Global Leadership Perspectives (4 Lectures)

Summarizing key concepts with examples and anecdotes from global experts.

Mode of Delivery:

- Utilizing experiential learning techniques with interactive lectures, guest speakers from diverse backgrounds, and practical demonstrations. Hybrid teaching formats are encouraged.

RECOMMENDED BOOKS:

1. Kakati-Shah,R.,2022, *The Goddess of Go-Getting: Your Guide to Confidence, Leadership, and Workplace Success*.
2. Kakati-Shah, R., 2022, Chapter 2, Gender Equality in Business and the Economy: Role of Households, Workplaces, Society, and Politics–Through the Lens of Global Citizenship, *Impact of Women’s Empowerment on SDGs in the Digital Era*, IGI Global, P20-64
3. Selected articles / journals provided by faculty and guest speakers.

SECOND SEMESTER

COURSE NAME: Advanced Leadership Practices and Global Perspectives

COURSE CODE: LD – VL – 2112

Total Credits :2 (Theory:1+ Case Study :1)

Theory (15 Lectures)

COURSE OBJECTIVE:

This course aims to apply theoretical leadership concepts through real-world scenarios, to develop practical leadership skills and global applicable knowledge.

Integrating insights from cyber, AI, and digital domains.

COURSE LEARNING OUTCOME:

After completing the course,

CLO-1: Students will have gained a comprehensive understanding of global leadership,

CLO-2: Students will develop confidence, communication and negotiation skills, as well as enhanced drive and determination to create positive impact.

Unit I: Confidence, Empowerment, and Overcoming Impostor Syndrome (3 Lectures)

Techniques for empowerment and strategies to overcome self-doubt.

Unit II: Advanced Communication and Presentation Skills (3 Lectures)

Refining communication abilities with a focus on presentation skills.

Unit III: The Art of Persuasion, Negotiation, and Networking (3 Lectures)

Practical approaches to persuasion and negotiation in professional and social environments.

Unit IV: Career Strategies, Entrepreneurship and Global Business (3 Lectures)

Preparing for global career opportunities through fostering an entrepreneurial mindset and understanding basic finances.

**Unit V: Reversing *Brain Drain* through Sustainable Development and Gender Equality
(3 Lectures)**

Exploring sustainability, gender equality, and the United Nation's Sustainable Development Goals, to address issues and challenges to improve the local infrastructure and economy.

Case Study: (15 Lectures)

We look to reverse ‘Brain Drain’ with the guided analysis of local infrastructure challenges and proposal of solutions to improve the local economy.

1. Students shall be divided into smaller groups, with mixed backgrounds and interests.
2. Each group shall prepare a case study, proposing solutions to tackle an area of the local Assamese and northeast Indian infrastructure.
3. Case studies will be submitted and judged by chosen faculty members using preset criteria.
4. Students will present the summary of their case studies in their groups to the whole class, followed by Q & A.
5. Top three case studies to be recognized, with one winner chosen.

Guidelines:

- Case study template to be provided, with guidance provided in class.
- Potential topics to be pre-approved, to make sure the task is understood and relevant issues are covered.
- Students must work together in their chosen groups, and learn to delegate, work together, compromise and negotiate with each other around time zones or any schedule clashes.
- Presentation of case studies will use skills taught during the course syllabus, such as communication and presentation style, tone of voice, body language, rapport with engagement with the audience.

Mode of Delivery:

- Faculty should use experiential learning with interactive lectures, guest speakers from diverse backgrounds, and practical case study discussions. Hybrid teaching formats are encouraged.

RECOMMENDED BOOKS:

1. Kakati-Shah,R.,2022,*The Goddess of Go-Getting: Your Guide to Confidence, Leadership, and Workplace Success.*
2. Kakati-Shah, R., 2022, Chapter 2, Gender Equality in Business and the Economy: Role of Households, Workplaces, Society, and Politics–Through the Lens of Global Citizenship, *Impact of Women’s Empowerment on SDGs in the Digital Era*, IGI Global, P20-64
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