

## B. Com. Semester I

### Leadership - Syllabus

Unit	Title	Details of Topic
I	<b>Leadership and Body Language</b>	Importance of non-verbal messages for the leader, positive-negative impressions a leader can form with subtle messages perceived by people, guidelines, how not to oversee body language, synchronization of verbal-nonverbal messages. This unit involves pictorial demonstrations of different gestures/postures/ signs and their interpretation.
II	<b>Leadership Shield</b>	This is an activity based unit, which makes students draw an imaginary shield (a sign of a protection) and draw within their goals, aspirations, values, role models and their strength. This activity makes students look within and explore their strengths and dreams.
III	<b>Inclusive Education for the leaders of tomorrow</b>	Importance of inclusive society and equitable society. How education can transform the nation, inclusive educational model which is affordable and of a global standard.
IV	<b>Audit of an Independent India</b>	Analyzing the strengths and weaknesses of independent India. Past legacy and future aspirations, brainstorming on the challenges and solutions for the sustainable development.
V	<b>Art of Persuasion</b>	Skills of persuasion for a leader. This is an activity based unit. A movie 'Ek Ruka Hua Faisala' is shown and discussion generated on how a leader is supposed to be open to new ways of looking, neutral and how the leader can drive people to the desired actions.
VI	<b>Importance of Freedom</b>	This unit focuses on the national spirit, how freedom is essential but license is bad. This takes students back in history and explains the movement of freedom for India and how 'India' as an entity has retained its unique identity. A documentary is shown and debate is generated.
VII	<b>Team Work</b>	This is an activity based unit. Students are given different pictures that may make sense upside or down. They are asked to arrange them in a order that makes the profile of a business organization and that charts the journey of that company. Students are divided in groups and encouraged to explore different possibilities. This ends with presentations.
VIII	<b>Story Story Die</b>	This is an activity based unit. Students are formed into groups. They are given the first line of any possible story, students in the order of their turn carry on the story meaningfully without a pause till they are asked to stop and then next picks up the story from where it stops. If the

		student fumbles, the class boos saying ‘die..die’. An observer from the group tries to remember the story and repeats the entire story at the end. This develops qualities of fluency and improvisation in students.
IX	<b>Letter to a grandchild.</b>	In this activity, students are asked to imagine that they are octogenarians and they are writing a letter (yes, a letter in a world of mobile phones) to their grandchildren explaining to them value of life as they have realized. They are also asked to think about a unique gift they can send to their grandchildren and what that gift stands for. In a way, this activity makes students look maturely at the values of life.
X	<b>Leadership Quiz</b>	Like Television quiz shows, a quiz is conducted in a class, involving questions related to leadership from areas like – politics, mythology, audio round, women leaders and business leaders. Class is divided into four groups and each group nominates six students from the group to contest the quiz. The activity is oriented to test the general knowledge and makes students curious to explore various facts/myths.
XI	<b>Servant Leadership</b>	This unit tries to break the ‘leader – has- power’ myth and orients students to develop servant leadership. It establishes the importance of ‘heart-to-heart talk’ and how a leader can transform the outlook of people through transparent way of life.
XII	<b>History and lessons of history in the context of leadership</b>	This unit is a debate unit where in students debate whether history can teach or history has not been able to change the world. Students are encouraged to cite examples to support their arguments.
XIII	<b>Branding India, Indianness and Indians</b>	This unit focuses on the nation as a brand and exploring USP of a nation. How and what India can brand in the years to come , what makes for ‘Indianness’ and what are the national attributes.
XIV	<b>Leader of my Choice</b>	Students are asked to prepare an open question for the exams on the leader of their choice. They are asked to explore leadership strengths and styles of the leader they are selecting. The objective of this unit is to make student study beyond the syllabus and define their idea of a leader.
XV	<b>Election</b>	Activity based – students are formed into political parties and they prepare their party symbol, manifesto etc. Spokesperson speaks and Janta asks questions. At the end of the unit, the class votes the party as in real election scenario.
XVI	<b>Motivation</b>	In this unit a movie on Jonathan Livingston Seagull is shown and students are asked to think about infinite possibilities each individual carries. Leadership is nothing but exploring the hidden talent and trying endlessly.
XVII	<b>Leader by Profession</b>	This unit differentiates the leaders who occupy leadership

	<b>– Leader by Practice</b>	roles for power or by accident and those who change the world positively through their practice. The idea of the unit is to emphasize on the importance of action not chance.
XVIII	<b>Final Term Projects</b>	Planning and executing an activity that shows the team work and leadership qualities and its presentation

**Books Recommended:**

1. Sham Lal. Indian Realities in Bits and Pieces, Rupa and Co. New Delhi
2. Surendra Kumar & Pradeep Kapur. India of My Dreams, Academic Foundation, New Delhi
3. Nissam, Utlah. India: Economic, Political and Social Issues
4. Drucker, Peter and Maciariello, Joseph: 366 Days of Insight and Motivation for Getting the Right Things Done: Rutledge