GUJARAT TECHNOLOGICAL UNIVERSITY

Program Name: Bachelor of Engineering
Level: UG
Branch: All
Subject Code: BE01R00151
Subject Name: Contributor Personality Development Program

w. e. f. Academic Year:	2024 - 2025
Semester:	Ist Year
Category of the Course:	HSMC-01

Type of course: Work-Personality Development

Rationale: The Contributor Program aims to accomplish the following outcomes in the lives of students–

- Improve the employability of students by giving them the right work ethic and thinking that employers are looking for.
- Build their confidence with which they can go into any job and contribute meaningfully.
- Improve their ability to engage better in the workplace and to be able to handle the challenges that come up there.
- Build their career-worthiness and help them develop into future-ready contributors with ability tonavigate a career in a volatile, changing world.
- Widen their choices of career and success, so that they are able to open up more opportunities for themselves and take up unconventional career pathways.
- Enable them to recognize how they, as technical professionals, can participate and make a positive contribution to their communities and to their state.

Towards this goal, the Contributor Program has been designed to awaken and strengthen students from within, in terms of building positive self-esteem, increasing their confidence level and I-can attitude, improving their aspirations, giving them new methods of thinking, building their cognitive capacities, exposing them to the skills and practices associated with being contributors in the workplace (not mere employees).

The Program content is also designed to expose students to real-world workplace scenarios and sensitize them to some of the challenges faced in society around them, especially in the local communities around them and in their own state of Gujarat.

The Contributor Program syllabus has been evolved and fine-tuned over several years, (a) to address the changing need and contemporary challenges being faced by industry and what employers of today are looking for in the people they hire and (b) by working extensively with universities and students building an appreciation of their challenges and concerns. At the core, the program is guided by the higher ideas and principles of practical Vedanta in work.

Teaching and Examination Scheme:

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Teaching / Learning Scheme (in Hours per semester)					Total Credits = TH/30	Assessment Pattern and Marks					Total Marks
						Theory		Tutorial / Practical			
L	T	P	TW/SL	TH		ESE (E)	PA (M)	PA/ (I)	TW/SL (I)	ESE (V)	
30	00	00	30	60	02	70	30	00	30	00	130

Where L = Lecture, T= Tutorial, P= Practical, TW/SL = Term-Work / Self-Learning, TH = Total Hours, PA = Progressive Assessment, ESE = End-Semester Examination

Note:

- Classroom facilitated sessions are planned which include Solutioning and Self- discovery sessions.
- In addition, there will be individual/ team projects as part of Practicals. Students can do this on their own, with faculty as guide.

Note:

It is the responsibility of the institute heads that marks for PA of theory & ESE and PA of practical for each student are entered online into the GTU Portal at the end of each semester within the dates specified by GTU.

Content:

Sr. No.	Content	Total Hrs.
1.	**The Contributor Work Ideal** In this topic, students explore what is their "ideal" of work - is the ideal to be a "worker" or to be a "contributor"? For example, an employee who has the ideal of a "worker" goes to work to pass time, earn a living, get benefits; in contrast to an employee with the ideal of a "contributor" who wants to make a difference, get things done well, create value for the company. This enables students to transform their expectation of themselves in work	5
2.	**Identity & Self-esteem** In this topic, students engage with the question "who am I?" or on whatbasis do they define themselves. Is their identity defined by what others think of them (extrinsic self-esteem) or by what they think of themselves (intrinsic self-esteem)? Further, they discover positive identities that lead to intrinsic self-esteem, such as an I-can identity based on one's capacity and inner strength. This enables them to build confidence and self-esteem.	5

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3.	**Become a Creator of one's destiny** In a "victim stance", we see the career environment as full of difficultiesand hurdles. We feel powerless or blame our circumstances for not having many opportunities. This makes us fearful of uncertainty and makes us settle for jobs where we remain mediocre. In this topic, students discover the "creator of destiny stance" to challenges and situations. This stance frees them to try out new things, open up new possibilities, take on responsibility, see the opportunity hidden in their environment.	5
4.	**Achieving Sustainable Success** In this topic, students discover how to achieve sustainable or lasting success, by building one's "engine of success", making them success-worthy. Where their focus shifts to building one's "engine of success" rather than being on chasing the "fruits of success". This is important, because over a lifetime of work, all people go through ups and downs – where the fruits are not in their control. People who are focused on the fruits of success, fall prey to disappointment, loss in motivation, quitting too early, trying to find shortcuts – when fruits don't come. Whereas people focused on building their engine of success continue to contribute steadily, irrespective of whether fruits come or not. And with a strong engine of success, fruits come to them in time.	5
5.	**Career Development Models** In this topic, students explore a range of diverse "career development models" and the possibilities for contribution each opens up to them (e.g. start-up career model, change-maker career model, etc.). This opens their mind to different and even unconventional career models possible, beyond the usual (such as "stable large company career model" where one gets an engineering degree, then MBA, then get a job in a large company). This frees them from a herd mentality when makingcareer choices.	5
6	**Expanding contribution in every role** In this topic, students explore the many roles they can play in their life & discover the power they have to expand the contribution possible in any role. (E.g. role of student, role of manager, role of a project site engineer). So, the potential of a role is in the individual's hands. This opens their mind to an alternative way of career growth.	5
	Total Hours	**30**

Suggested Specification table with Marks (Theory):

Distribution of Theory Marks (for B.Pharm)					
R Level	U Level	A Level	N Level	E Level	C Level

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-	15	20	-	25	20

Distribution of Theory Marks (for B.E., Diploma, MCA)					
R Level	U Level	A Level	N Level	E Level	C Level
-	15	15	-	20	20

Legends: R: Remembrance; U: Understanding; A: Application, N: Analyze and E: Evaluate C: Createand above Levels (Revised Bloom's Taxonomy)

Reference resources:

A. Basic reference for both students and teachers

1. Contributor Personality Program textbook cum workbook developed by Illumine.

2. Web-based ActivGuide^TM for self-exploration of rich media resources to vividly understand many of the ideas, watch role models, learn from industry people, get reference readings – that help them enrich the understanding they gained in the class published by Illumine Foundation

B. Advanced reference for teachers

1. On Contributors, Srinivas V.; Illumine Ideas, 2011
2. Enlightened Citizenship and Democracy; Swami Ranganathananda, Bharatiya Vidya Bhavan,1989
3. Eternal Values for a Changing Society – Vol I-IV, Swami Ranganathananda; Bharatiya VidyaBhavan
4. Karma Yoga, Swami Vivekananda; Advaita Ashrama
5. Vivekananda: His Call to the Nation, Swami Vivekananda; Advaita Ashrama
6. Six Pillars of Self Esteem, Nathaniel Branden; Bantam, 1995
7. Mindset: The New Psychology of Success, Carol S. Dweck; Random House Publishing Group,2007
8. Lasting Contribution: How to Think, Plan, and Act to Accomplish Meaningful

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Work, TadWaddington; Agate Publishing, 2007

9. Why not?: how to use everyday ingenuity to solve problems big and small, Barry Nalebuff, IanAyres; Harvard Business School Press, 2003

10. The value mindset: returning to the first principles of capitalist enterprise (Ch 8 & 9); ErikStern, Mike Hutchinson; John Wiley and Sons, 2004

11. The Power of Full Engagement: Managing Energy, Not Time, is the Key to High Performance and Personal Renewal, Jim Loehr, Tony Schwartz; Simon and Schuster, 2003

12. Creating Shared Value, Michael E. Porter and Mark R. Kramer; Harvard Business Review;Jan/Feb2011, Vol. 89 Issue 1/2

13. The Speed of Trust: The One Thing That Changes Everything, Stephen M. R. Covey, Rebecca
R. Merrill, Stephen R. Covey; Free Press, 2008

14. The Courage to Meet the Demands of Reality, Henry Cloud; HarperCollins, 2009

15. Responsibility at work: how leading professionals act (or don't act) responsibly, HowardGardner; John Wiley & Sons, 2007

Course Outcomes:

Sr. No.	CO statement	Marks % weightage
Outcome of theory sessions		
CO-1	Students will be able to recognize & appreciate two alternative ideals of work – ideal of a "worker" and ideal of a "contributor". And why organizations of todayexpect people they employ to be contributors and not just workers.	10-12%
CO-2	Students will be able to recognize & appreciate alternative ways in which they could define themselves or "who am I" (their identity) – and which are positive identities that will lead to building intrinsic self-esteem and confidence in oneself; in contrast to identities that will lead to extrinsic self-esteem that makes them more dependent on their environment.	10-12%
CO-3	Students will be able to recognize & appreciate a "victim" stance as distinct froma "creator of destiny" stance in the way people approach challenges and situations; and how the latter frees individuals to take on challenges and open up opportunities.	10-12%
CO-4	Students will be able to differentiate between two alternative approaches to success - 'building one's engine of success' and 'chasing the fruits of success'; they also appreciate the payoffs/ consequences of both and which is more likely to lead to sustainable or lasting success in the long run.	10-12%
CO-5	Students will be able to recognize & appreciate different career models and their value; to help them make more informed career-related choices.	10-12%

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CO-6	Students will be able to recognize & appreciate how one can expand the contribution possible in any role, thereby opening up an alternative way of career growth to them.	10-12%
Outcome of practical sessions		
CO-7	Students learn to re-interpret their life and college experiences to showcase their contribution affinities which are relevant for employers.	15%
CO-8	Students learn to apply contributor thinking to real-world or career relevant challenges.	15%

- **Activities suggested under self learning**

Sl. No.	Name of the activity	No. of hours	Evaluation Criteria
1	Identify one habit to be transformed and ask student to execute it for 21 days	Activity duration =21 day. Duration= 5 hours	Based on report /Chart/Poster/Presentation submitted
2	Track social media usage: Decide one social media app to be uninstalled from your phone for 15 days.	Activity duration =15 day. Duration= 5 hours	Based on report /Chart/Poster/Presentation submitted
3	To do seva activities at old age home, orphanage home, ,hospital, Cleanliness at school,society,college	Duration =5 hours	Based on report /Chart/Poster/Presentation submitted
4	Prepare a chart of famous failures.	Duration = 5 hours	Based on report /Chart/Poster/Presentation submitted
5	Make a team of 2-3 members .Plan the overall activities to be carried out for tech fest at your college, Make detailed list of activities to be done and budget plan.	Duration =5 hours	Based on report /Chart/Poster/Presentation submitted
6	Introspect and identify at least five scenario where you feel that your actions could be updated based on learning from listening and understanding	Duration =5 hours	Based on report /Chart/Poster/Presentation submitted
7	Sit with your family for 15 minutes a day discuss and share each other's activities(for Total 20 days)	Duration= 5 hours	Based on report /Chart/Poster/Presentation submitted
8	A well-organized plan for managing a **college tech fest** with a **team of 2–3 members**, including a **detailed list of activities** and a **budget plan**.	Duration =5 hour	Based on report submitted.
9	Sitting with your family for just **15 minutes a day** share each other's activities	Activity time = 5 hours (20 days) Report time = 5 hours	Based on report /Chart/Poster/Presentation submitted.
10	Group discussion: *What do I owe to my parents?* Write a Gratitude Letter to a parent/sibling/friend.	Duration= 1 hour	Based on report /Chart/Poster/Presentation submitted.

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11	Prepare a "Personal Vision Statement" or "My Code of Living" booklet	Duration =1 hour	Based on report /Chart/Poster/Presentation submitted.
12	Role-play or skit on miscommunication in relationships and solutions	Duration = 1 hour	Based on report /Chart/Poster/Presentation submitted
13	Community Seva (Service Activity): cleaning, helping elderly, teaching kids, etc. + reflection	Duration= 5 hours	Based on report /Chart/Poster/Presentation submitted
14	Self-Observation Diary: Record thoughts/emotions/actions for 10 days.	Duration = 1 hour	Based on report /Chart/Poster/Presentation submitted
15	Life Vision Journal: Write your 5-year vision—career, health, relationships, contribution. "My Life Compass" Poster: Personal motto, core values, role models, goals.	Duration =1 hour	Based on report /Chart/Poster/Presentation submitted
16	Avoid all social media for 24 hours. Reflect: *What did I miss? What did I gain?*	Duration =1 hour	Based on report /Chart/Poster/Presentation submitted
17	Review and clean your social media: Unfollow toxic or negative accounts. Follow value-based, positive pages. Reflect: *What did I miss? What did I gain?*	Duration =1 hour	Based on report /Chart/Poster/Presentation submitted
18	Maintain a log of daily screen/social media usage for 3–5 days. Categorize it into productive vs unproductive time.	Duration =1 hour	Based on report /Chart/Poster/Presentation submitted
19	Organize a physical or virtual tour to a local museum, heritage site, or historical monument.	Duration = 5 hour	Based on report /Chart/Poster/Presentation submitted
20	Students create weekly factsheets or digital posts sharing unknown facts from India's past (science, ethics, literature, and education).	Duration = 5 hour	Based on report /Chart/Poster/Presentation submitted
21	Watch a documentary (e.g., *Bharat Ek Khoj*, *Science in Ancient India*) and write a reflection on what surprised or inspired them.	Duration =1 hour	Based on report /Chart/Poster/Presentation submitted

Note:
1. All the suggested activity should be related to the subject.
2. The number of hours are suggestive. Faculty can sub-divide the number of hours based on the activity. However, total number of hours is fixed.
3. Rubrics for the evaluation can be prepared by the faculty.

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