



GUJARAT TECHNOLOGICAL UNIVERSITY

Program Name: Engineering

Level: Diploma

Branch: All

Course / Subject Code : DI02000131

Course / Subject Name : Contributor Personality Development

w. e. f. Academic Year:	2024-25
Semester:	2 nd
Category of the Course:	HSMC

Prerequisite:	-
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 I-Can attitude and self-confidence for their career. • Improve their ability to engage positively to handle the challenges in career and workplaces. • Build long-term and sustainable view of success and career that will help them make sustainable choices in a volatile and changing world of work. • 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. • Awaken their aspiration to develop as Contributors in their organizations and society. The program is focused on building foundational career values and the self-esteem of students to contribute in today's world of work. The Contributor Program syllabus has been evolved and fine-tuned over several years, to – a) address the changing needs and contemporary challenges being faced by industry and what employers today are looking for in the people they hire. b) working extensively with universities and students and an appreciation of their challenges and concerns. c) guided by the higher ideas and principles of Practical Vedanta in work.



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Course Outcome:

After Completion of the Course, Student will able to:

No	Course Outcomes	RBT Level
	Outcome of class sessions	
01	Students are able to recognize the work ideal of a Contributor in terms of their motives for working and approach to work. They appreciate the value and importance of becoming Contributors in today's context.	R/U
02	Students are able to recognize & appreciate a "caged" approach as distinct from a "creator" approach in the way people deal with challenges and situations; and learn ways to develop a creator approach.	U/A
03	Students are able to recognize an "I Can" approach or way of thinking in situations. They learn how to apply this thinking to systematically develop themselves and their self-confidence in any area they choose.	U/A
04	Students are able to widen their understanding of success that will help them make more sustainable career choices.	A/C
05	Students are able to recognize & appreciate different career development pathways and their value; to open up different career possibilities for themselves.	N/E/C
06	Students are able to recognize that any role has the potential for contribution. And they learn how to systematically expand the contributions and impact they can make in any role.	E/C
	Outcome of practical /project sessions	
	Students learn to apply the new thinking in the real world context	N/E/C

*Revised Bloom's Taxonomy (RBT)

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

Teaching and Examination Scheme:

Teaching Scheme (in Hours)			Total Credits L+T+ (PR/2)	Assessment Pattern and Marks				Total Marks
L	T	PR	C	Theory		Tutorial / Practical		
				ESE (E)	PA / CA (M)	PA/CA (I)	ESE (V)	
2	0	2	3	70	30	20	30	150



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Course Content:

Unit No.	Part	Content	No. of Hours
1.	Part 1: Developing self- efficacy and basic inner strength	Who is a Contributor? Students build a vision of who they can become as a ‘Contributor’ in their career. They gain clarity on expectations from the future workforce, and importance of being a contributor. This enables students to transform their expectation of themselves in their career and future work.	5 hrs Lab Sessions (discovery-based facilitator led)
2.		The ‘creator approach’ to life & challenges In a “caged approach”, we see the career environment as full of difficulties and 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 approach” to challenges and situations. This helps them take ownership & responsibility to shape destiny, build a new future, find answers to challenges; and stop being complainers.	5
3.		Develop yourself to succeed: The I CAN Approach Students learn to develop an “I CAN” attitude to everything. This is the base that helps them develop a Growth Identity & builds their self-esteem step by step; making them ready to deal with the dynamic demands of the future workplace.	5
4.	Part 2: Building ability to make more effective career choices	Achieving Sustainable Success in their career Students discover how to achieve sustainable or lasting success, by making themselves success worthy. Where their focus shifts to building one’s “engine of success” rather than being focused 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. This helps them make better choices in life, that leads to steady success & long-term career fulfillment in an uncertain world.	5
5.		Career Development Pathways open to us In this topic, students explore a range of diverse “career development models” and the possibilities for contribution that each opens up for them. This helps them open up hidden opportunities that such an environment offers. And	5



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		free themselves from a herd mentality when making career choices.	
6.		Unleashing our Power to Contribute In this topic, students learn how to expand the contribution possible in any role they play. This helps them take charge of their own career growth & discover their power to contribute in any role or job.	5
	Project work	Project Assignments are given corresponding to each of the six topics. These projects require research and field work beyond the classroom that students are expected to do.	Beyond classroom, with student presentations in the class
		Total	30 hrs.

COURSE FORMAT

Class Sessions:

- Students will have to attend 3 hours of discovery-based sessions, to build new models of thinking & capacities for every module. [i.e., total 18 hours of classroom sessions in the semester]
- They will work closely with their peers to discuss and understand these new models of thinking.
- Their learning will be facilitated by trained college faculty.
- They also go through standard end-of-module, live assessments in class via a Student App, for continuous assessment of learning, which will be used for the progressive assessment component.

Project work:

- Students will have to complete projects as part of Practical work. They have one project corresponding to each module. These projects help them apply contributor thinking into their careers and life. These also help them build their confidence to communicate, ability to do systematic research and present their thinking effectively.
- For the successful completion of projects:
 - Students will be given orientation to the project and systematic guidelines on how to conduct the project by their trained college faculty in a project orientation session.
 - The projects will be done in teams and will require research. It may also need field work.
 - Student teams present their projects in the classroom in project presentation sessions.



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Suggested Specification Table with Marks (Theory):

Distribution of Theory Marks (in %)					
R Level	U Level	A Level	N Level	E Level	C Level
8	23	23	8	15	23

Where R: Remember; U: Understanding; A: Application, N: Analyze and E: Evaluate C: Create (as per Revised Bloom's Taxonomy)

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.

Note:

- It will carry 3 credits.

References/Suggested Learning Resources:

A. Basic reference for both students and teachers –

1. Student Resources for study comprising of key ideas learnt in the classroom in each topic and additional references to videos, articles etc. from the internet for continued exploration. These resources are made available via the Student App.
2. In-class Assessment Quizzes for each of the 6 modules that students do via the Student App.
3. Structured classroom presentations that teachers use to conduct classes systematically. This is provided via a digital delivery platform (only for teachers).
4. Guides and preparation material to help teachers prepare for the classroom sessions. This is also provided via the digital delivery platform.
5. Project Guides and support materials provided via the digital delivery platform and the Student App.

These will be made available by Illumine (www.illumine.in), Knowledge Partner for the Contributor Program.

B. Advanced reference for teachers –

1. On Contributors, Srinivas V.; Illumine Ideas, 2011
2. Awaken the Contributor Within (Contributor Ethic), Srinivas V.; Illumine Ideas, 2019
3. Becoming a Contributor Teacher (Contributor Ethic), Srinivas V.; Illumine Ideas, 2018
4. Reclaiming our intentionality: from “victims” to “creators of our destiny” (Design of Life), Srinivas V.; Illumine Ideas, 2016.



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5. Examining our motives of work: can we ask more out of ourselves? (Design of Life), Srinivas V.; Illumine Ideas, 2016.
6. Building a Contributor Ethic in Organizations, Srinivas V.; Illumine Ideas, 2019.
7. Enlightened Citizenship and Democracy; Swami Ranganathananda, Bharatiya Vidya Bhavan, 1989
8. Eternal Values for a Changing Society – Vol I-IV, Swami Ranganathananda; Bharatiya Vidya Bhavan
9. Karma Yoga, Swami Vivekananda; Advaita Ashrama
10. Six Pillars of Self Esteem, Nathaniel Branden; Bantam, 1995
11. Mindset: The New Psychology of Success, Carol S. Dweck; Random House Publishing Group, 2007
12. Lasting Contribution: How to Think, Plan, and Act to Accomplish Meaningful Work, Tad Waddington; Agate Publishing, 2007
13. Why not? how to use everyday ingenuity to solve problems big and small, Barry Nalebuff, Ian Ayres; Harvard Business School Press, 2003
14. The value mindset: returning to the first principles of capitalist enterprise (Ch 8 & 9); Erik Stern, Mike Hutchinson; John Wiley and Sons, 2004
15. 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
16. Responsibility at work: how leading professionals act (or don't act) responsibly, Howard Gardner; John Wiley & Sons, 2007

EXAMINATION PATTERN:

End Semester Examination Pattern:

- 1.0 The final examination will cover all six modules included in the course content.
- 2.0 The examination is largely understanding and application oriented. Thus, a thorough appreciation of the key concepts of the course to recognize contributor thinking and application of the concepts in everyday life & work context, will help students to do well in the examination.
- 3.0 The examination paper will have 29 questions and is to be completed in 2 ½ hours.
- 4.0 All questions are compulsory.
- 5.0 Pattern of questions –
 - There are four sections in the question paper.
 - All questions are in multiple-choice format (MCQ).
 - The questions are in the form of scenarios / situations giving options. The student is



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expected to choose one option out of the given options.

6.0 The total number of marks is **70 marks**. The No. of questions and maximum marks per section is given below:

Section	Type of questions & No. of questions	Marking scheme
Section A	Case with 4 MCQs (with 2 or 3 options each). Student has to choose only one option.	2 questions x 3 marks each 2 questions x 2 marks each Max. marks = 10 marks Min. marks = zero
Section B	10 MCQs (with two valid options each). Student has to choose only one option.	10 questions x 2 marks each Max. marks = 20 marks Min. marks = zero
Section C	5 MCQs (with 3 or 4 options each). Student has to prioritize/ rank the statements & choose only one option that is closest to their ranking or priority-combination.	5 questions x 2 marks each Max. marks = 10 marks Min. marks = zero
Section D	10 MCQs (with 3 options each). Student has to choose only one option.	10 questions x 3 marks each Max. marks = 30 marks Min. marks = 10 marks

Sample Question Paper Pattern:

Section A

Instructions: This section has a scenario. Read carefully before answering the subsequent questions. There are 4 questions in this section. All questions are compulsory. Each question has 3 or 2 options. Choose ONLY ONE option which you consider the most appropriate option. Read carefully before answering.

Maximum Marks: 10

E-retailer Flipkart has announced that it will use the services of Dabbawalas of Mumbai for delivering goods to customers.

The Dabbawalas have been in the profession of transporting lunch boxes with absolute accuracy for more than 120 years. Their unique delivery system has been smooth, and reliable under all conditions. Their business involves no paper or administrative team. This helps in keeping the costs down.

However the Dabbawalas are not technology savvy which can be a problem for Flipkart.

1. The biggest advantage of this partnership is that...

[3 marks]



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- a] ...it will reduce Flipkart's cost of delivery significantly.
b] ...it is an unusual and beneficial partnership for all concerned. c]
...it will give Dabbawalas additional income.
2. Suppose a partnership fails, your learning from it would be... [2 marks]
a] These things happen, don't think about it but go forward.
b] I need to think through more carefully whom to partner with and how we work together.

Section B

Instructions: There are 10 questions in this section. All questions are compulsory. Each question has 2 statements. Select ONLY ONE statement you feel is closest to your thinking and mark it on the answer sheet given to you.

[10 Qs x 2 marks = max. marks 20]

3. An astronomer made a discovery of a new planet at a unique location in the galaxy after several years of work. This helped prove and support an already well-established theory in Physics. Will the astronomer be called a Contributor?
a] No, not a contributor, as finally his work led to nothing substantial (the theory was already well established).
b] Yes, he is a Contributor because he continued for long and didn't give up so that he could make a discovery.
4. a] "I won the 'Best Athlete Award' last year. I should practice well enough to win it again this year."
b] "I won the 'Best Athlete Award' last year. For this year's sports day, I should practice to improve my stamina and speed."

Section C

Instructions: This section will have 5 questions. All questions are compulsory. Each question has some statements with a unique number (e.g. 1, 2, 3, 4) and 3 or 4 options (e.g. a, b, c, d). Each option is either a combination of statements or a specific order of the statements. Choose ONLY ONE option closest to your thinking and mark it on the answer sheet given to you.

[5 Qs x 2 marks = max. marks 10]

5. What makes a project successful? (Rank in the order of most likely to least likely option)



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1. An inspiring team leader who can delegate jobs to his team.
 2. Hardworking team members who complete the tasks which are assigned to them.
 3. A team who believes the project should be successful.
 4. People who think like a 'team'.
a] 4-3-2-1 b] 2-1-4-3 c] 2-1-3-4 d] 4-3-1-2
6. What are the different I CANs required to crack a job interview?
1. I CAN learn to articulate my thoughts in a better manner
 2. I CAN overcome the fear of others judging me
 3. I CAN train myself to build my stamina
 4. I CAN think calmly to answer difficult questions
- a] 1, 2, 3 b] 1, 2, 4 c] 1, 3, 4 d] 2, 3, 4

Section D

Instructions: There are 10 questions in this section. All questions are compulsory. Each question has 3 options. Select ONLY ONE option you feel is the most appropriate and mark it on the answer sheet given to you.

[10 Qs x 3 marks = max. marks 30]

7. Which is a Contribution to Self, that a football player can make in his role?
- a] Asking for personalized attention from the coach and better opportunities to prove himself in the team.
 - b] Improving his dribbling and passing techniques and his ability to work in smooth co-ordination with other players
 - c] Winning more matches and increasing the number of goals scored by him in different matches.
8. Vaibhav, a mechanical engineering student, guides his classmates in completing their lab and group project work, gives regular updates on the progress to the teacher and works with everyone so that the journals of the entire class are submitted in time for external evaluation. What roles is Vaibhav playing in his college/class?
- a] Student leader, friend, role model
 - b] Student, classmate, class representative
 - c] Student, mentor, coordinator, representative of the class, assisting the teacher

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