



GUJARAT TECHNOLOGICAL UNIVERSITY
Syllabus for Integrated MSc, 7th Semester
Branch: Computer Science
Subject Name: Personality Development and Aptitude
Subject Code: 1370303

Teaching and Examination Scheme:

Teaching Scheme			Credits	Examination Marks				Total Marks
L	T	P		Theory Marks		Practical Marks		
			ESE(E)	PA (M)	PA (I)	ESE (V)		
2	0	0	2	70	30	20	30	150

Content:

Sr. No.	Content
1.	<p>The Contributor Work Ideal</p> <p>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</p>
2.	<p>Identity & Self-esteem</p> <p>In this topic, students engage with the question “who am I?” or on what basis 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.</p>
3.	<p>Become a Creator of one’s destiny</p> <p>In a “victim stance”, 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 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</p>
4.	<p>Achieving Sustainable Success</p> <p>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.</p>
5.	<p>Career Development Models</p> <p>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 making career choices.</p>



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6.	<p>Expanding contribution in every role</p> <p>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.</p>
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Reference Material:

1. Contributor Personality Program textbook cum workbook developed by Illumine
2. Web-based ActivGuide™ 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

- On Contributors, Srinivas V.; Illumine Ideas, 2011
- Enlightened Citizenship and Democracy; Swami Ranganathananda, Bharatiya Vidya Bhavan, 1989
- Eternal Values for a Changing Society – Vol I-IV, Swami Ranganathananda; Bharatiya Vidya Bhavan
- Karma Yoga, Swami Vivekananda; Advaita Ashrama
- Vivekananda: His Call to the Nation, Swami Vivekananda; Advaita Ashrama
- Six Pillars of Self Esteem, Nathaniel Branden; Bantam, 1995
- Mindset: The New Psychology of Success, Carol S. Dweck; Random House Publishing Group, 2007
- Lasting Contribution: How to Think, Plan, and Act to Accomplish Meaningful Work, Tad Waddington; Agate Publishing, 2007
- Why not?: how to use everyday ingenuity to solve problems big and small, Barry Nalebuff, Ian Ayres; Harvard Business School Press, 2003
- The value mindset: returning to the first principles of capitalist enterprise (Ch 8 & 9); Erik Stern, Mike Hutchinson; John Wiley and Sons, 2004
- 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
- Creating Shared Value, Michael E. Porter and Mark R. Kramer; Harvard Business Review; Jan/Feb2011, Vol. 89 Issue 1/2
- The Speed of Trust: The One Thing That Changes Everything, Stephen M. R. Covey, Rebecca R. Merrill, Stephen R. Covey; Free Press, 2008
- The Courage to Meet the Demands of Reality, Henry Cloud; HarperCollins, 2009
- Responsibility at work: how leading professionals act (or don't act) responsibly, Howard Gardner; John Wiley & Sons, 2007

Course Outcome:



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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 today expect people they employ to be contributors and not just workers.
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.
CO-3	Students will be able to recognize & appreciate a “victim” stance as distinct from a “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.
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
CO-5	Students will be able to recognize & appreciate different career models and their value; to help them make more informed career-related choices.
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.