

FOREIGN LANGUAGE I - MANDARIN I

Course Code	LBA 404	Course Category	Core Course	L-T-P-C	4	0	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)	Mandarin II			
Course Offering Department	Liberal Arts	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

Objective 1: Understand and apply fundamental theories and concepts of Mandarin acquisition.

Objective 2: Develop listening, speaking, reading, and writing skills in Mandarin Chinese to engage with diverse contexts and professional settings.

Objective 3: Utilize language learning strategies and resources effectively to facilitate continuous improvement and adaptation to evolving language demands.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Demonstrate understanding and interpretation of fundamental theories and concepts of the Chinese language.	2	80%	70%
Outcome 2	Engage in basic communication in Chinese through listening, speaking, reading, and writing in both daily life and professional settings.	3	70%	70%
Outcome 3	Employ self-directed learning strategies to continuously improve Chinese language proficiency and adapt to changing linguistic demands and environments.	2	60%	60%
Outcome 4	Ability to comprehend fundamental concepts of the Chinese language and culture, including language structure, evolution, and usage contexts.	2	60%	70%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	Demonstrate the theories and concepts in different fields.	Application of multi-disciplinary knowledge in various professional capacities.	Demonstrate critical, rational, and scientific capabilities in meeting different socio-political
Outcome 1	3	3	1			1		2	1	2		2	3	1	2
Outcome 2	3	2	1			3		2	3	3		1	3	3	1
Outcome 3	1	2	2			3		1	1	2		3	1	2	2
Outcome 4	3	3	3			1		3	1	3		3	3	2	3
Course Average	2.5	2.3	2			2		2	1.5	2.5		2.3	2.5	2	2

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Introduction of Mandarin Chinese & Pinyin			2
	Introduction of Mandarin Chinese.	3	1	
	Greetings in normal and polite ways.	2	1	
	Pinyin (Mandarin Chinese phonetic system)	10	1	
Unit 2	Lesson 1 Welcome to Taiwan!			1
	Learning simple phrase to introduce people.	8	2	
	Learning simple phrase to discuss likes/dislikes.	5	2	
	Learning simple phrase to express gratitude.	2	2	
Unit 3	Lesson 2 My Family			
	Learning to talk about family member and their names.	7	3	
	Learning to describe people, places, and possessions.	6	3	
	Learning to talk about the number of people in a family.	2	3	
Unit 4	Lesson 3 What Are You Doing Over the Weekend?			
	Learning to describe likes/dislikes (e.g., sports and movies).	5	4	
	Learning to express what two groups have in common.	2	4	
	Learning to politely ask others' opinions and make simple suggestions.	5	4	
	Learning to form choice questions.	3	4	
Total Contact Hours			60	

Recommended Resources

1. A Course in Contemporary Chinese Volume 1 《當代中文課程 1》 by the Mandarin Training Center at National Taiwan Normal University. Publisher: Sanctum Books; First Indian edition (31 March 2021).
2. Supplementary Pinyin & cultural materials.

Learning Assessment

Question Difficult	Bloom's Level of Cognitive Task	Continuous Learning Assessments (60%)			End Semester Exam (40%)
		CLA-1 (20%)	CLA-2 (30%)	Mid-1 (10%)	
Level 1	Remember	70%	50%	40%	30%
	Understand				
Level 2	Apply	30%	50%	60%	70%
	Analyse				
Level 3	Evaluate				
	Create				
Total		100%	100%	100%	100%

Course Designers

Miss HsinYi Huang, Instructor

Industry Standard Employability Skills-I

Course Code	ISES 101	Course Category	Ability Enhancement Course (AEC)	L-T-P-C	3	0	0	1
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	CDC	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

Objective 1: Gain the ability to work in a team and learn leadership skills.

Objective 2: Gain the ability to be a leader who can cope up with the challenges, risks, and change management.

Objective 3: Gain the ability to understand and be professionals with idealistic practical and moral values.

Objective 4: Gain ability to acquire decision making skills in different situations.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Recognise the leadership skills for teamwork.	1	70%	60%
Outcome 2	Demonstrate the ability to cope up with changes and challenges.	3	80%	70%
Outcome 3	Manage stress and control emotions.	3	70%	60%
Outcome 4	Apply decision making and problem-solving skills to given scenarios.	3	90%	80%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

COs	Program Learning Outcomes (PLO)														
	Engineering Knowledge	Problem Analysis	Design and Development	Analysis, Design and Research	Modern Tool and ICT Usage	Society and Multicultural Skills	Environment and Sustainability	Moral, and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Project Management and Finance	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1									1			2			
Outcome 2		2					1								
Outcome 3						2		2							
Outcome 4		2		1					2		1				
Course Average		2		1		1	1	1	2		1	1			

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	COs Addressed	References Used
Unit 1	Interpersonal skills	9		
	Understanding the relationship between Leadership Networking and Teamwork, Realizing Ones Skills in Leadership	3	1,2	1,2
	Networking & Teamwork and Assessing Interpersonal Skills Situation description of Interpersonal Skill.	3	1,4	1,3
	Teamwork Necessity of Team Work Personally, Socially and Educationally.	3	1,4	1,3
Unit 2	Leadership	9		
	Skills for a good Leader, Assessment of Leadership Skills	3	1,2	1,2
	Change Management, Exploring Challenges	3	1,3	1,2
	Risking Comfort Zone, Managing Change	3	1,3	1,3
Unit 3	Stress management	9		
	Causes of Stress and its impact, how to manage & distress, Understanding the circle of control, Stress Busters.	3	2,3	3,4
	Emotional Intelligence What is Emotional Intelligence, emotional quotient	3	2,3	3,4
	why Emotional Intelligence matters, Emotion Scales. Managing Emotions.	3	2,3	3,4
Unit 4	Conflict resolution	9		
	Conflicts in Human Relations	3	1,4	2,3
	Reasons Case Studies	3	4	2,3
	Approaches to conflict resolution	3	1,4	2,3
Unit 5	Decision making	9		
	Importance and necessity of Decision Making	3	1,4	1,4
	process of Decision Making	3	1,4	1,4
	Practical way of Decision Making, Weighing Positives & Negatives.	3	2,4	1,4
Total Contact Hours			45	

Recommended Resources

1. Covey Sean, Seven Habit of Highly Effective Teens, New York, Fireside Publishers, 1998.
2. Carnegie Dale, How to Win Friends and Influence People, New York: Simon& Schuster, 1998.
3. Thomas A Harris, I am ok, you are ok, New York-Harper and Row, 1972
4. Daniel Coleman, Emotional Intelligence, Bantam Book, 2006.

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)								End Semester Exam (50%)	
		CLA-1 (10%)		Mid-1 (15%)		CLA-2 (10%)		Mid-2 (15%)			
		Th		Th		Th		Th		Th	
Level	Remember	40%		50%		40%		50%		50%	
	Understand										
Level 2	Apply	60%		50%		60%		50%		50%	
	Analyse										
Level 3	Evaluate										
	Create										
Total		100%		100%		100%		100%		100%	

Course Designers

Mr. Asghar Ahamad, *Soft skills trainer, Department of CDC, SRM University AP.*

Industry Standard Employability Skills -II

Course Code	ISES 102	Course Category	Ability Enhancement Course (AEC)	L-T-P-C	3	0	0	1
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	CDC	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

Objective 1: Develop interpersonal skills to be a good team player.

Objective 2: Develop socialization skills, positive attitude, and behavioural skills

Objective 3: Eliminate the barriers of communication and make conscious efforts to improve skill sets.

Objective 4: Recognise practice and acquire the skills necessary to deliver effective presentation with clarity and impact.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Recognise the intrinsic motivating factors.	1	70%	60%
Outcome 2	Demonstrate the ability to conceptualize an original idea.	3	80%	70%
Outcome 3	Solve the given problems using lateral thinking techniques	3	70%	60%
Outcome 4	Apply interpersonal skills to be a team player	3	90%	80%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

COs	Program Learning Outcomes (PLO)														
	Eng ineer ing Know ledge	Pro ble m Ana lysis	Des ign and Deve lop ment	Ana lysis, Des ign and Res earch	Mo der n Too l and ICT Usa ge	Soc iety and Mul ticul tural Skills	Env iron ment and Sus tain a bilit y	Mor al, and Eth ical Aw are ness	Indi vidual and Tea mwork Skills	Co mmu nic ation Skills	Proj ect Ma nage ment and Finan ce	Self - Dir ecte d and Life Long Learn ing	PSO 1	PSO 2	PSO 3
Outcome 1					1			2		2		1			
Outcome 2		2			3			3	3						
Outcome 3		3							2			2			
Outcome 4								2	3			2			
Course Average		3			2			2	3			2			

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	COs Addressed	References Used
Unit 1	Motivation	9		
	Soldiers' walk (Activity on factors of motivation)	3	1,4	1,4
	The Japanese fan (An activity on factors of motivation)	3	1,4	1,4
	Steps to ward off demotivation.	3	1,4	1,4
Unit 2	Creativity and innovation	9		
	Short film: (Students are encouraged to make a ten-minute documentary on various topics to enhance the power of aesthetics and precision)	3	1,2	1,4
	Creative short film (This activity is aimed at creating an interest on research and think out of the box)	3	1,2	1,4
Unit 3	Critical and lateral thinking	3		
	Fill me up, stimulating lateral thinking	9	1,2	2,4
	The curious case of Mary and Kevin (Activity triggering the different types of thinking)	3	2,3	2,4
	The creative college	3	2	2,4
Unit 4	Team dynamics	3		
	Story boarding, Frenzy, come to my island.	9	1,2,3	2,3
	Striking cars	3	1,2	2,3
	Defend the egg, tallest tower (Activities on the different stages of team building, team communication, coordination, and collaboration.	3	1,2,3	2,3
Unit 5	Mini project	3		
	Concept 1: Mini project presentation	9	1,2,3,4	1,4
	Concept 2: Mini project presentation	3	1,2,3,4	1,4
	Concept 3: Mini project presentation	3	1,2,3,4	1,4
Total Contact Hours		45		

Recommended Resources

1. Personality development and soft skills – Braun K. Mitra
2. Key to success in workplace and life – Meenakshi Roman, Shalini Upadhyay.
3. Mastering soft skills – Julian Vyner
4. The Accidental Creative – How to be brilliant at a moment's notice – Todd

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)								End Semester Exam (50%)	
		CLA-1 (10%)		Mid-1 (15%)		CLA-2 (10%)		Mid-2 (15%)			
		Th	Prac	Th	Prac	Th	Prac	Th	Prac	Th	Prac
Level 1	Remember	40%		50%		40%		50%		50%	
	Understand										
	Apply	60%		50%		60%		50%		50%	

Level 2	Analyse										
Level 3	Evaluate										
	Create										
Total		100%		100%		100%		100%		100%	

Course Designers

Mr. Asghar Ahamad, Soft skills trainer, Department of CDC, SRM University AP.

Industry Specific Employability Skills-IV

Course Code	ISES 202	Course Category	Ability Enhancement Course (AEC)	L-T-P-C	3	0	0	1
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	CDC	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

Objective 1: apply the knowledge of mathematics, science, and Engineering.

Objective 2: Develop an ability to function on multidisciplinary teams.

Objective 3: Enhance lexical skills through systematic application of concepts and careful analysis of style, usage, syntax, semantics, and logic.

Objective 4: Build vocabulary through methodical approaches and nurture passion for learning new words.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Solve the given mathematical problems.	3	90%	80%
Outcome 2	Solve the given logical reasoning problems.	3	70%	80%
Outcome 3	Analyse the given data based on the information.	4	70%	60%
Outcome 4	Solve the given problems on data analysis and interpretation.	3	80%	70%
Outcome 5	Use emotional intelligence to develop interpersonal relations.	3	70%	60%
Outcome 6	Recall the grammatic rules for verbs forms, tense forms, cohesion, and coherence.	1	80%	90%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Engi neeri ng Know ledge	Prob lem Anal ysis	Desi gn and Dev elop men t	Anal ysis, Desi gn and Rese arch	Mod ern Tool and ICT Usa ge	Soci ety and Mult icult ural Skill s	Envi ron men t and Sust aina bilit y	Mor al, and Ethi cal Awa rene ss	Indi vidu al and Tea mw ork Skill s	Com muni cati on Skill s	Proj ect Man agem ent and Fina nce	Self- Dire cted and Lifel ong Lear ning	PS O 1	PS O 2	PS O 3
Outcome 1												2			
Outcome 2		2		1											
Outcome 3		3		2	2										
Outcome 4			2	3	1							2			
Outcome 5								2	3	2		2			
Outcome 6										3					
Course Average		3	2	3	2			2	3	3		2			

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Quantitative Reasoning	9		
	Time and Work; Powers and tools	3	1,2	2,4
	Pipes and cistern; Problems on clock	3	1,2	2,4
	Calendriers and cubes; Heights and Distance; Logarithms	3	1,2	2,4
Unit 2	Logical Reasoning	9		
	Alpha numerical sequence puzzles; Symbols and relationships; Blood relationships	3	1,2	1,4
	Seating arrangement; Coding-Decoding	3	1,2	1,4
	Input-output; Test direction, sense test	3	1,2	1,4
Unit 3	Data Analysis and Interpretation	9		
	Graphical and numerical methods for describing data; Interpretation of data in tables and graphs	3	3,4	2,4
	Permutations and Venn diagrams, Counting methods	3	3,4	2,4
	Probability	3	3,4	2,4
Unit 4	Emotional intelligence II	9		
	Self-awareness; Self-regulation	3	5	5,6
	Social skills	3	5	5,6
	Empathy and Motivation	3	5	5,6
Unit 5	Verbal Ability	9		
	Conditionals, Tense forms	3	6	3
	Verb forms, Phrasal verbs	3	6	3
	Cohesion and coherence	3	6	3
Total Contact Hours			30	

Recommended Resources

1. R.S. Agarwal, A Modern Approach to Verbal & Non-Verbal Reasoning, S. Chand Publication
2. How to prepare for Quantitative Aptitude for CAT - Arun Sharma
3. Meenakshi Upadhyay, Arun Sharma -Verbal Ability and Reading Comprehension
4. How to prepare for Logical reasoning and data interpretation for CAT - Arun Sharma.
5. Mastering Soft skills - Julian Vyner.
6. Soft skills - Key to success in workplace and life - Meenakshi Raman, Shalini Upadhyay.

Learning Assessment (Theory only and integrated course)

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)								End Semester Exam (50%)	
		CLA-1 (10%)		Mid-1 (15%)		CLA-2 (10%)		Mid-2 (15%)			
		Th	Prac	Th	Prac	Th	Prac	Th	Prac	Th	Prac
Level 1	Remember										
	Understand	40%		40%		40%		40%		40%	
Level 2	Apply	60%		60%		60%		60%		60%	
	Analyse										
Level 3	Evaluate										
	Create										
Total		100%		100%		100%		100%		100%	

Course Designers

Mr. Naresh Adapa, Quantitative Aptitude trainer, Department of CDC, SRM University AP.



SRM University - AP, Andhra Pradesh

Neerukonda, Mangalagiri Mandal
Guntur District, Mangalagiri, Andhra Pradesh 522240

Name of the Course- Foreign Language Japanese

Course Code	MBA 208	Course Category		L-T-P-C	2	0	1	3
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	IR	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

Objective 1: Can master basic grammar; can internalize principles and produce correct patterns.

Objective 2: Can be comfortable with using conjunctions, fillers, and aizuchi (signals indicating listening stance) to engage in active communication. Can build on old grammar, students should be able to construct increasingly long clauses.

Objective 3: Can get used to reading longer texts. Can develop skimming and scanning technique.

Objective 4: Can write small paragraphs.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Speak basic Japanese words and sentences	2	80%	90%
Outcome 2	Examine by listening to Japanese conversations	2	80%	90%
Outcome 3	Read simple Japanese text	2	80%	90%
Outcome 4	Write small paragraphs in Japanese	3	80%	75%

Course Articulation Matrix (CLO) to (PLO)

CLOs	Program Learning Outcomes (PLO)													
	Functional knowledge	Data Analysis	Usage of technology enabled business models	Scan environment for entrepreneurial opportunities	Leadership skills	Empathy	People Skills	Individual & Teamwork Skills	Negotiation skills	Critical thinking	Sustainability	PSO1 Emotional quotient & ethical behavior	PSO2 classroom learnings to real life	PSO3 Successful Manager
Outcome 1	2	-	-	-	-	-	2	-	-	-	1	-	3	1
Outcome 2	2	-	-	-	-	-	2	-	-	-	1	-	3	1
Outcome 3	2	-	-	-	-	-	2	-	-	-	1	-	3	1
Outcome 4	2	-	-	-	-	-	2	-	-	-	1	-	3	1
Course Average	2	-	-	-	-	-	2	-	-	-	1	-	3	1

Course Unitization Plan - Theory

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Hiragana Alphabets	9	1,3,4	1
	Greetings, self intro, numbers, days, months; ordinal numbers counter, family; colours, time, weather, seasons			
	Writing words, conversations; Writing words, parts of the body, pains; Vegetables, fruits, animals, conversations			
	Sentence construction – Verb groups; Ichidan, godan verbs, verb groups and conjugation; Desu/ Motsu - positive and negative			
Unit 2	Parts of Speech	9	2,3,4	1
	Verbs: Masu/ masen/ mashita/ masen deshita, Basics written test; Particles - adjectives/ sore - kore, are - dore – conversations; Verbs and structures - conversations. Basics revision; Verbs and structures – conversations.			
	Prepositions, adjectives, conversations, Basics Revision; Question words, and adjectives, conversations, vocabulary			
	Adjectives, adverbs, particles, vocabulary			
Unit 3	Writing Japanese	5	4	1,2,4
	Writing words – dictation, Vocabulary; Translation of romaji to Hiragana, vocabulary conversations			
	Writing words, vocabulary – Conversations; Verbs revision; writing sentences - reading Japanese script. Writing and listening to Japanese conversations Structures written test			
Unit 4	Overall Understanding	3	2,4	1
	Japanese sentence structures, reading, listening			

	Writing small paragraphs, reading, and listening			
	Introduction of JLPT. N5 conversations			
Total Contact Hours		26		

Course Unitization Plan - Lab

Exp No.	Experiment Name	Required Contact Hours	CLOs Addressed	References Used
	Vocabulary and verbs test – Structure revision	1	1,2	1
	Test on prepositions and sentence structures; Test on Conversations, Basics revision; Test on reading and writing. Structures revision	2	2,3,4	1
	Students' presentations	1	1,2,3,4	1
Total Contact Hours		4		

Recommended Resources

Learning Assessment (Theory) – 80% of final grade

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 (10%)	Mid-1 (15%)	CLA-2 (10%)	Mid-2 (15%)	
Level 1	Remember	90%	90%	30%	30%	25%
	Understand					
Level 2	Apply	10%	10%	70%	70%	75%
	Analyse					
Level 3	Evaluate	-	-	-	-	-
	Create					
Total		100%	100%	100%	100%	100%

Learning Assessment (Lab) – 20% of final grade

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)			End Semester Exam (50%)
		Experiments (20%)	Record / Observation Note (10%)	Viva + Model (20%)	
Level 1	Remember	40%	80%	50%	20%
	Understand				
Level 2	Apply	60%	20%	50%	80%
	Analyse				
Level 3	Evaluate	-	-	-	-
	Create				
Total		100%	100%	100%	100%