

UNIVERSITY OF DELHI

MASTER OF ARTS IN CHINESE
NEP-2020 based PGCF (First-Year)

(Effective from Academic Year
2025-26) PROGRAMME BROCHURE
(DRAFT)



Revised Syllabus as approved by Academic Council on XXXX, 2025 and the Executive Council on
XXXX, 2025

Curricular Structures of the 2nd Year of PG for the Two-year PG Programme (3+2)

OR

One Year PG Programme after completion of Four Year UG Programme (4+1)

Structure 1 (Level 6.5): PG Curricular Structure with **only coursework**

Semester III (22 Credits)

2 (DSC) x 4 (credit) = 8 credits

3 (DSE) or 2 (DSE) + 1 GE x 4 credit = 12 credits

1 (Skill-based course/workshop/Internship/Hands-on training) x 2 = 2 credits

DSC	CL-301	Introduction to Classical Chinese
DSC	CL-302	Chinese Language Pedagogy
DSE	EAS-304	Rise of Asia and the New World Order
DSE	CH-301	Chinese Foreign Policy
DSE	TW-301	Taiwan Political System
GE	GE	From any other department
SBC		Internships/Workshops

Semester IV (22 Credits)

2 (DSC) x 4 (credit) = 8 credits

3 (DSE) or 2 (DSE)+ 1 GE x 4 credit = 12 credits

1 (Skill-based course/workshop/Internship/Hands-on training) x 2 = 2 credits

DSC	CL-401	Cultural History of China
DSC	CL-402	Literary Criticisms
DSE	CH-401	China's Economic Statecraft
DSE	CH-402	India China Relations
DSE	TW-401	Taiwan's Foreign Policy
GE	GE	From any other department
SBC		Internships/Workshops

Structure 2 (Level 6.5): PG Curricular Structure with **Coursework + Research**

Semester III (22 Credits)

2 (DSC) x 4 (credit) = 8 credits

2 (DSE) or 1 (DSE) + 1 GE x 4 credit = 8 credits

Dissertation/Academic Project= 6 credits

DSC	CL-301	Introduction to Classical Chinese
DSC	CL-302	Chinese Language Pedagogy
DSE	EAS-304	Rise of Asia and the New World Order
DSE	CH-301	Chinese Foreign Policy
DSE	TW-301	Taiwan Political System
GE	GE	From any other department

Semester IV (22 Credits)

2 (DSC) x 4 (credit) = 8 credits

2 (DSE) or 1 (DSE) + 1 GE x 4 credit = 8 credits

Dissertation/Academic Project= 6 credits

DSC	CL-401	Cultural History of China
DSC	CL-402	Literary Criticisms
DSE	CH-401	China's Economic Statecraft
DSE	CH-402	India China Relations
DSE	TW-401	Taiwan's Foreign Policy
GE	GE	From any other department

NOTE: The Dissertation/Academic Project/Entrepreneurship chosen should be an original work and not a repetition of work done in the 4 Year of the UG programme. It may be an extension though of the work done in the 4 Year of UG programme.

A. Outcomes expected of Dissertation writing track in the Second Year of PG Programmes

Semester III

The following four outcomes must be achieved by the end of Semester III:

- i. Research problem identification
- ii. Review of literature
- iii. Research design formulation
- iv. Commencement of experimentation, fieldwork, or similar tasks

Semester IV

The following three outcomes must be achieved by the end of Semester IV:

- i. Completion of experimentation/ fieldwork
- ii. Submission of dissertation
- iii. Research output in the form of any one of the following -
 - Prototype or product development/ patent
 - Any other scholastic work as recommended by the BRS and approved by the Research Council
 - Publication in a reputed journals such as Scopus indexed journals or other similar quality journals
 - Book or book chapter in a publication by a reputed publisher

B. Expected outcomes of Academic Projects in the Second Year of PG Programmes

(Academic Project should be an application based research (not an exploratory or descriptive research) or a real-life problem solving research or a book translation or projects leading to creation of a new product such as those of Bachelor of Fine Arts)

Semester III

The following four outcomes must be achieved by the end of Semester III:

- i. Problem identification
- ii. Review of literature
- iii. Design formulation
- iv. Commencement of experimentation, fieldwork, or similar tasks

Semester IV

The following three outcomes must be achieved by the end of Semester IV:

- i. Completion of the experimentation, fieldwork or similar task.
- ii. Submission of project report
- iii. Project output in the form of any one of the following -
 - Prototype or product development or patent
 - Any other scholastic work as recommended by the DRC & BRS and approved by the Research Council
 - Publication in a reputed journals such as Scopus indexed journals or other similar quality journals
 - Draft policy formulation and submission to the concerned Ministry
 - Book or book chapter in a publication by a reputed publisher
 - Book translation (for Language departments)

DSC CL-301 INTRODUCTION TO CLASSICAL CHINESE

	Credits	Credit Distribution of the Course		
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Course Title & Code		Lecture	Tutorial	Practical/ Practice	Eligibility Criteria	Prerequisite of the Course
Introduction to Classical Chinese	04	03	01	0	Graduation	Graduation

Course Description:

Classical/Literary Chinese is the language of the bulk of the Chinese textual tradition, from early historical and philosophical writings down to the early twentieth century. It was widely read and written by educated people, and has been a bearer of Chinese traditional thoughts, philosophy, literature, arts, and culture in general. It continues to influence present-day language through idiomatic phrases, and professional and academic writing. Therefore, study of Chinese language is never complete without studying Classical/Literary Chinese. This course introduces the basic grammatical structure, vocabulary and rhetoric expressions of Classical/Literary Chinese through reading representative literature of various genres of literary Chinese.

Course Objective:

The course aims at introducing the fundamental grammar of classical Chinese and to read short, original texts from different periods and genres. It also makes students aware of the history of classical Chinese literature.

Course Learning Outcome:

On completion of this course, the student will have gained knowledge of the essential vocabulary and grammatical structure of classical Chinese. They will learn the history of classical literature and the stylistic conventions of literary Chinese. Gain familiarity with prominent authors of classical China. Understand the intellectual and cultural world of classical China through selected readings. Appreciate Chinese cultural heritage, and understand its role in the contemporary China's social and cultural milieu.

Course Outline:**Unit I**

Hours: 12

Salient features of classical Chinese language (Grammatical Structure)

- Absence of modern verbal tenses
- High reliance on context
- Nominal sentence structures
- Function words
- Grammatical particles that determine sentence meaning and tense

Reading List:

1. Fuller, Michael Anthony. *An Introduction to Literary Chinese*. United Kingdom: Harvard University Asia Center, 1999.
2. Kroll, Paul W., et al., comp. *A Student's Dictionary of Classical and Medieval Chinese*. Leiden: Brill, 2017 (revised ed.).
3. Norden, Bryan William Van, *Classical Chinese for Everyone: A Guide for Absolute Beginners*. Indianapolis: Hackett Publishing Company, 2019.
4. Pulleyblank, Edwin G., *Outline of Classical Chinese Grammar*. Vancouver: University of British Columbia Press, 1996.
5. Rouzer, Paul. F., *A New Practical Primer of Literary Chinese*. Netherlands: Harvard University Asia Center, 2007.
6. Shadick, Harold, and Ch'iao Chien, *A First Course in Literary Chinese (文言文入门)*. Vols. 1, 2 & 3 Ithaca, New York: Cornell University Press, 1968.
7. Xu Zongcai and Li Wen, *Gudai Hanyu. 《古代汉语》 (Classical Chinese Textbook) (revised ed.)*, Grade 3, Vol. 1 & 2, Beijing: Beijing Language and Culture University Press, 2010.
8. Yuan, Naiying, Hai-tao Tang, and James Geiss. *Classical Chinese: A Basic Reader in Three Volumes*. Princeton, NJ: Princeton University Press, 2004.
9. Teaching material prepared by the Department.

Unit II

Hours: 11

Historical development of classical Chinese literature and its forms

- Forms of poetry (shi and ci)
- Parallel prose (pianwen)
- Historical narratives
- Historical fables and stories
- Myths and folklore

Reading List:

1. Lin, Shuen-fu, and Stephen Owen (eds.), *The Vitality of the Lyric Voice: Shih Poetry from the Late Han to the Tang*. Princeton: Princeton University Press, 1986.
2. Liu, James J. Y., *The Art of Chinese Poetry*. Chicago: University of Chicago Press, 1962.
3. Mair, Victor H. (ed.), *The Columbia History of Chinese Literature*. New York: Columbia UP, 2002.
4. Yuan, Xingpei (Tr. Paul White), *An Outline of Chinese Literature (Vol. I & II)*. New York: Routledge, 2018.
5. 陈小亮 (译者), 《中国传统诗歌与诗学: 世界的征象》。北京: 中国社会科学出版社, 2013。Chen Xiaoliang (tr.), *Traditional Chinese Poetry and Poetics: Omen of the World*. Beijing: China Social Sciences Press. [English version: Owen, Stephen, *Traditional Chinese Poetry and Poetics: Omen of the World*. Madison: University of Wisconsin Press, 1985.]
6. 涂慧, 《如何译介怎样研究: 中国古典词在英语世界》。北京: 中国社会科学出版社, 2014。[Tu, Hui, *How to Translate and Study: Chinese Classic Tz'u Poetry in the English-speaking World*. Beijing: China Social Sciences Press.]
7. Teaching material prepared by the Department.

Unit III

Hours: 11

Selected readings of classical texts

- Core philosophical works, focusing on The Four Books & Five Classics
- Pre-Han literature
- Han fu poetry and post-Han literature
- Tang-Song shi and ci poetry
- Selected readings from classical Chinese novels
- Classical Chinese stories (fables, idioms and sayings)

Reading List:

1. Owen, Stephen (ed. & tr.), *An Anthology of Chinese Literature: Beginnings to 1911*. New York and London: W. W. Norton, 1996.
2. 衡塘退士（编），《唐诗三百首：华英对照》。台北：联益书店，1975。 [Three Hundred Poems of the Tang Dynasty. Taipei: Lianyi Bookstore Publishers.]
3. 柳无忌和罗郁正（编者），《葵晔集：历代诗词曲选集》。台北：成文出版社，1977。 (Liu Wuji and Luo Yuzheng (eds.), *Kui Ye Collection: An Anthology of Poems, Lyrics and Music from Past Dynasties*. Taipei: Chengwen Publishers.) [English version: Liu, Wu-Chi, and Irving Yucheng Lo (eds.), *Sunflower Splendor: Three Thousand Years of Chinese Poetry*. Bloomington: Indiana University Press, 1976.]
4. Minford, John and Joseph S. M. Lau (eds.), *Classical Chinese Literature: An Anthology of Translations, Vol. 1: From Antiquity to the Tang Dynasty (revised ed.)*. New York: Columbia University Press, 2002.
5. Mair, Victor H. (ed.), *The Shorter Columbia Anthology of Traditional Chinese Literature*. New York: Columbia UP, 2000.
6. Legge, James, *The Chinese Classics (volume 1-5)* [various publications]
7. Teaching material prepared by the Department.

Unit IV

Hours: 11

Role of classical language and literature in Chinese way of life

- Cultural Context: the impact of deep integration with ancient Chinese philosophy, history, and the Confucian tradition on the Chinese way of life.
- Calligraphy and Formal Styles: the aesthetics of different script styles (e.g., Regular, Running) and the importance of writing as a formal, disciplined skill.
- Idioms: classical idioms (chengyu) which are frequently used to enhance concise, expressive
- Writing.

Reading List:

1. Li Xiaoxiang, *Gateway to Classical Chinese Literature: Pre-Qin to Qing Dynasty*. Singapore, Asiapac, 2004.
2. Hsia, C. T., "Classical Chinese Literature: Its Reception Today as a Product of Traditional Culture," *Chinese Literature: Essays, Articles, Reviews (CLEAR)*, Jul., 1988, Vol. 10, No. 1/2 (July, 1988), pp. 133-152.

3. Zhao, Bi, “Exploring the Role of Chinese Language and Literature in the Transmission of Traditional Culture by Combining the Method of Internet Text Analysis,” *Applied Mathematics and Nonlinear Sciences*, 2023, Vol. 9, <https://www.researchgate.net/publication/376368689>.
4. Zhang, Xiping (ed.), [Bin, Yao, et al. (tr.)], *A Study on the Influence of Ancient Chinese Cultural Classics Abroad in the Twentieth Century*, Singapore: Springer, 2022.
5. Wang, Tianjin, “The Traditional Chinese Culture and Lifestyle in Modern China,” *Journal of Strategic Innovation and Sustainability*, Vol. 19, No. 4, 2004, <https://doi.org/10.33423/jsis.v19i4.7453>
6. Teaching material prepared by the Department.

Facilitating the Achievement of Course Learning Outcome:

Thorough classroom teaching, presentations and assignments for internal assessment.

DSC CL-302 CHINESE LANGUAGE PEDAGOGY

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Chinese Language Pedagogy	04	03	01	0	Graduation	Graduation

Course Description:

Learning/teaching of an East Asian language, particularly Chinese language, is a worthwhile option for an Indian student, as the requirement for more individuals with the knowledge and skill of the language and to teach the language to others in the world has been growing. The course covers a multidisciplinary range of knowledge, drawing from the disciplines of applied linguistics, literature, education, psychology, politics and other disciplines that have a possible impact on language teaching and learning.

Chinese language skills developed through this course are valued for teaching positions, translation work or work in a larger sector such as business, government and public administration. Thus, this course is useful both for students who study to become teachers, and for students who plan a career outside of academics.

Course Objective:

This course primarily aims to provide students with the theoretical knowledge and professional competencies required to teach a second/foreign language effectively to speakers of other languages. The course will address the difficulties in second/foreign language teaching, and techniques of second/foreign language teaching, focusing on merits and demerits of various teaching methods as well as most accepted methods of teaching Chinese as a foreign language.

Course Learning Outcome:

On completion of this course, the student will be able to:

1. Know past thinking in second/foreign language acquisition in theory and in application and current language teaching approaches
2. Use a variety of assessment strategies to evaluate student learning in foreign language.
3. Generate ready-to-use materials and ideas in the field of innovative language teaching
4. Comprehend the issues involved in the teaching of the linguistic system and the structures of Chinese (pronunciation, tone, lexis, grammar, writing, etc.)
5. Enhance linguistic proficiency and enrich communication skills in Chinese

Course Outline:

Unit I

Hours: 12

Major language teaching approaches and methods

Introduces key techniques and methods for teaching a second or foreign language, focusing on:

- Audio-lingual method of language teaching (ALM)
- Communicative Language Teaching (CLT)
- The silent way (SW) approach
- The direct method (DM)
- Content and language integrated learning (CLIL) method
- Grammar-translation method (GTM)
- Task based learning (TBL)
- Content-based instruction (CBI)

Reading List:

1. Kumaravadivelu, B. *Beyond Methods: Macrostrategies for Language Teaching*. New York: Yale University Press, 2003.
2. Larsen-Freeman, Diane and Marti Anderson. *Techniques and Principles in Language Teaching* (3rd ed.). Oxford: Oxford University Press, 2011.
3. Lu, Yang (ed.). *Teaching and Learning Chinese in Higher Education: Theoretical and Practical Issues*. London: Routledge, 2017.
4. McGrath, Ian, *Materials Evaluation and Design for Language Teaching*. Edinburgh: Edinburgh University Press, 2002.
5. Nunan, David. *Language Teaching Methodology: A Textbook for Teachers*. Boston: Prentice Hall, 1991.
6. Richards, Jack C. and Theodore Rodgers. *Approaches and Methods in Language Teaching* (2nd ed.). Cambridge: Cambridge University Press, 2010.
7. Brown, H. Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy* (4th ed.). White Plains, NY: Pearson Education, 2015.
8. Teaching material prepared by the Department.

Unit II

Hours: 11

Creating and maintaining learning environment

Focuses on reviewing current research on the challenges teachers face in cross-cultural Chinese language teaching, their classroom management experiences and pedagogical adjustments to create a conducive teaching and learning environment. It reviews instructional practices and classroom management styles in China, and propositions for future research directions.

Reading List:

1. Dominique Smith, Douglas Fisher, and Nancy Frey, *Better Than Carrots or Sticks: Restorative Practices for Positive Classroom Management*. Alexandria, VA: ASCD, 2015.
2. Everson, M. E., and Shen, H. H. "Research among learners of Chinese as a foreign language" *The Modern Language Journal*, 94, no. 1 (2010): 159–176.
3. Kohn, Alfie. *Beyond Discipline: From Compliance to Community*. Alexandria, Va.: ASCD, 1996.
4. Pariser, Serena, and Lentfer, Victoria. *Answers to Your Biggest Questions about Creating a Dynamic Classroom*. SAGE, 2022.
5. Wang, Xiaomei 王小梅. *Duiwai Hanyu Jiaoxue Tixian Fazhan Yanjiu* 对外汉语教学体现发展研究 [Research on the Development of Teaching Chinese as a Foreign Language]. Beijing: Beijing Daxue Chubanshe, 2019.
6. Wang, Xiaoming 王晓明. "Guoji Hanyu jiaoxue zhong de ketang guanli" 国际汉语教学中的课堂管理 [Classroom management in international Chinese language education]. *Hanyu Xuexi* 汉语学习 15, no. 2 (2023): 45–52.
7. Zhan, F., and Aw, G. P. *Innovative Pedagogy in Chinese Language Education: Perspectives from Singapore's Multicultural Context*. Singapore: Springer, 2024.
8. Zhang, Li 张丽. "Duiwai Hanyu Jiaoxue zhong de Ke Tang Guanli" 对外汉语教学中的课堂管理 [Classroom Management in Teaching Chinese as a Foreign Language]. *Hanyu Xuexi* 汉语学习 [Chinese Language Learning], no. 3 (2021): 45–52.
9. Teaching material prepared by the Department.

Unit III

Hours: 11

Techniques of Chinese language teaching

Introduces key techniques and methods for teaching Chinese as a second or foreign language, with a focus on tones, characters, and grammar. It examines how major language teaching approaches can be applied in Chinese language classrooms. Emphasis is placed on culture-integrated pedagogy and learner-centered instructional strategies.

Reading List:

1. Lu, Yang (ed.). *Teaching and Learning Chinese in Higher Education: Theoretical and Practical Issues*. London: Routledge, 2017.
2. Moloney, Robyn and Hui Ling Xu (eds.). *Exploring Innovative Pedagogy in the Second Language*. London: Routledge, 2018.
3. Orton, Jane and Andrew Scrimgeour. *Teaching Chinese as a Second Language: The Way of the Learner*. London: Routledge, 2019.
4. *Teaching and Learning of Chinese as a Foreign Language*. Singapore: Springer, 2016.

5. Teng, S. H., Li, J., and Yu, L. (eds.). *Handbook of Chinese Language Learning and Technology*. Singapore: Springer, 2024.
6. Wen, Xiaohong and Xin Jiang (eds.). *Studies on Learning and Teaching Chinese as a*
7. 杨惠元, 《汉语听力说话教学法》(第3版), 北京语言学院出版社 (Yang Huiyuan, *Pedagogy of Listening and Speaking for Teaching Chinese as a Second Language* (3rd ed.), Beijing: Beijing Language & Culture University Press, 2021.
8. Teaching material prepared by the Department.

Unit IV

Hours: 11

Curriculum development for Chinese as a Foreign Language (CFL)

Discusses methods of effective curriculum development for CFL, focusing on communicative competence, incorporating task-based learning, thematic units, and cultural integration, thematic units and spiraling content.

Reading List:

1. Cohen, Alvin P. *Introduction to Research in Chinese Source Materials*. New Haven, CT:
2. Dubin, F., and Olshtain, E. *Course Design: Developing Programs and Materials for Language Learning*. Cambridge: Cambridge UP, 1986.
3. Hughes, Arthur. *Testing for Language Teachers* (2nd ed.). Cambridge: Cambridge UP, 2020.
4. Liu, M., and Y. Chen. "International Chinese language learners' cultural vocabulary scale development." *International Journal of Educational Technology in Higher Education* (2025). <https://link.springer.com/article/10.1186/s40468-025-00401-9>.
5. To, Y. H., Y. Y. Chan, Y. Yeung, and H. Yang. "Chinese Language and Culture for Foreign Students—Courses Design Framework in the University of Hong Kong as a Model." *International Journal of Education, Culture and Society* 4, no. 2 (2019): 42-47. <https://doi.org/10.11648/j.ijecs.20190402.13>.
6. Wang, X. "On Chinese Culture Curriculum Planning." ERIC (2009). <https://files.eric.ed.gov/fulltext/EJ854312.pdf>.
7. Yale University Press, Far Eastern Publications, 2000.
8. Zhu, J., and L. Wu. "Curriculum design in teaching Chinese characters to American learners." *Chinese as a Second Language* (2024). <https://www.degruyterbrill.com/document/doi/10.1515/caslar-2024-0002/html>.
9. Teaching material prepared by the Department.

Facilitating the Achievement of Course Learning Outcomes:

Thorough classroom teaching, presentations and assignments for internal assessment.

Skill Based Two Credit Course:

Internship/Workshop

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Internship/ Workshop	Tutorial	Practical/ Practice		
Internship/ Workshop	02	15		15	Graduation	Graduation

Course Description:

This course introduces the students to practical applications of knowledge gained in the classrooms. They will be expected to work in association with an academic/research/corporate organisation and utilise the language-based skills learnt during the course. They will also learn to participate and organise language skill based workshops and work as interns/volunteers in available online/offline opportunities related to demonstration of their acquired language skills.

Course Objective:

This course will enable the students to develop hands-on learning skills and learn to utilize the Chinese language in a practical working environment, thus verifying the validity and applicability of various theoretical paradigms through implementation in real situations.

Course Learning Outcome:

On completion of this course, the student will be able develop key skills in practical aspects of the working environment. Recognize challenges of language learnt and evaluate alternatives to deal with it, build up area-specific vocabulary and expression and be aware of the role of socio-political-cultural components in translation and interpretation.

Course Outline:**Unit: I**

Hours: 15

Internship/Workshop III:

The students will be expected to work in association with academic/ research institutes/ enroll with corporate organisations for internship/ workshops and utilise the language-based skills developed in their theory courses. The internship/ workshop participation may be in online or offline format. The students are expected to complete the requisite hours of the skilled based course beyond the class hours, as leave will not be granted for the same.

Unit: II

Hours: 15

Internship/ Workshop IV:

The students will be expected to work in association with academic/ research institutes/ enroll with corporate organisations for internship/ workshops and utilise the language-based skills developed in their theory courses. The internship/ workshop participation may be in online or offline format. The students are expected to complete the requisite hours of the skilled based course beyond the class hours, as leave will not be granted for the same.

DLC CL-401 CULTURAL HISTORY OF CHINA

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Cultural History of China	04	03	01	0	Graduation	Graduation

Course Description:

This course equips students with a deepened intellectual and cultural understanding of China. The course covers a multidisciplinary range of knowledge about Chinese culture from the humanities perspective, touching upon the disciplines of history, literature, religion, philosophy, anthropology and linguistics. Culture is defined differently across disciplines. This course adopts its basic meaning of ‘a whole way of life’, which will serve as the guiding principle for selecting course materials and structuring the course outline.

Course Objective:

This course aims at introducing fundamental aspects of Chinese culture, focusing on the components that shaped the Chinese national identity and still influence life. The course touches upon aspects of material culture, institutional culture and intellectual culture.

Course Learning Outcome:

On completion of this course, the student will be able to understand the social, intellectual, and artistic facets of China and its inhabitants. Recognize the dynamics of formation of Chinese identity and Chinese way of life. They will understand the cultural context that shaped Chinese understanding of the world and gain knowledge of representative works and practices of intellectual and artistic activity, allowing them to comprehend cultural change and continuity in China.

Course Outline:**Unit I**

Hours: 12

Land and people

- Land and geography
- ethnicity and ethnic identity
- Chinese characters and Chinese Language

Reading List:

1. 读图时代项目组（编著），《符号中国：中国传统文化精要图鉴（第一版）》。长沙：湖南美术出版社，2012。[Du tu Shi di Xiang mu zu (compiled), Signs of China: China Traditional Culture Concise Illustrated Handbook. Changsha: Hunan Fine Arts Publishing House.]

2. 段宝林, 《中国民间文学概要》. 北京: 北京大学出版社, 1981. [Duan, Bao lin, A General Outline of Chinese Folk Literature. Beijing: Peking University Press.] 冯天瑜、杨华, 《中国文化发展轨迹》·上海: 上海人民出版社, 2000.
3. Feng, Tianyu and Yang Hua, The Development Trajectory of Chinese Culture. Shanghai: Shanghai People's Publishing House.]
4. 冯友兰, 《中国哲学简史》. 北京: 北京大学出版社, 1996. [Feng, Youlan, A Brief History of Chinese Philosophy. Beijing: Peking University Press.]
5. Chan, Sin-Wai (ed.), The Routledge Encyclopedia of Traditional Chinese Culture. London and New York: Routledge, 2020.
6. Davis, Edward L. (ed.), Encyclopedia of Contemporary Chinese Culture. London and New York: Routledge, 2005.
7. Teaching material prepared by the Department

Unit II

Hours: 11

Intellectual and literary tradition

- Major literary genres
- Major philosophical schools of thought

Reading List

1. 胡双宝, 《汉语·汉字·汉文化》. 北京: 北京大学出版社, 1998. [Hu, Shuangbao, The Language, Script and Culture of the Hans. Beijing: Peking University Press.]
2. 刘永佶, 《中国文化现代化》. 保定: 河北大学出版社, 1997. [Liu Yongji, Modernization of Chinese Culture. Baoding: Hebei University Press.]
3. 潘维、廉思(主编), 《中国社会价值观变迁30年: 1978-2008》. 北京: 中国社会科学出版社, 2008. [Pan, Wei, and Lian Si (chief eds.) The Thirty Years Changes of Social Value in China. Beijing: China Social Sciences Press.]
4. 钱穆, 《中国文化史导论(修订本)》. 北京: 商务印书馆, 1996. [Qian, Mu, Introduction to the History of Chinese Culture (revised ed.), Beijing: Commercial Press.]
5. Dillon, Michael (ed.), China: A Historical and Cultural Dictionary. Richmond: Curzon Press, 1998.
6. Ebrey, Patricia Buckley, Cambridge Illustrated History of China (2nd ed.). Cambridge: Cambridge University Press, 2010.
7. Teaching material prepared by the Department

Unit III

Hours: 11

Socio-political institutions

- Social institutions (formal): education system; religious belief, etc.
- Social institutions (informal): family and kinship; marriage, etc. Political institutions: royalty and governance; authority and power, etc.
- Visual and performing arts

Reading List

1. 孙家正, 《文化如水》. 北京: 外文出版社, 2006. [Sun, Jiazheng, Culture is Like Water. Beijing: Foreign Languages Press.]
2. 陶立璠, 《民俗学概论》. 北京: 中央民族学院出版社, 1987. [Tao, Lifan, An Introduction to the Study of Folklore. Beijing: Central Nationalities Institute Press.]
3. 邢莉, 《中国少数民族节日》. 北京: 中信出版社, 2006. [Xing, Li, Festivals of Chinese Minorities. Beijing: CITIC Press.]
4. 许倬云, 《万古江河: 中国历史文化的转折与开展》. 上海: 上海文艺出版社, 2006. [Xu, Zhuoyun, Eternal Rivers: The Turning and Development of Chinese History and Culture. Shanghai: Shanghai Literature and Art Publishing House, 2006. [English version: Cho-Yun, Hsu (tr. Timothy D. Baker Jr. and Michael S. Duke), China: A New Cultural History. New York: Columbia University Press, 2006.]
5. Freedman, Maurice (ed.), Family and Kinship in Chinese Society. Stanford: Stanford University Press, 1970.
6. Gu, Sharron, A Cultural History of the Chinese Language. Jefferson: McFarland, 2012.
7. Teaching material prepared by the Department

Unit IV

Hours: 11

Social ethos and cultural symbols

- China's inventions and discoveries; science and technology
- Chinese calendar and Chinese zodiac.
- Cultural symbols, social customs and values.
- Contemporary culture and cultural worldview; cultural change and continuity

Reading List

1. 袁珂, 《中国神话传说(简明版)》. 北京: 北京联合出版公司, 2015. [Yuan, Ke, Myths and Legends of China (concise ed.). Beijing: Beijing United Publishing.]
2. 钟敬文(主编), 《民间文学概论(第二版)》. 北京: 高等教育出版社, 2010. [Zhong, Jingwen (chief ed.), An Introduction to Folk Literature (2nd ed.) Beijing: Higher Education Press.]
3. Liu, Kang, Globalization and Cultural Trends in China. Honolulu: University of Hawaii Press, 2003.
4. Lufkin, Felicity, Folk Art and Modern Culture in Republican China. Lanham: Lexington Books, 2016.
5. Teaching material prepared by the Department

Facilitating the Achievement of Course Learning Outcome:

Thorough classroom teaching, presentations and assignments for internal assessment.

DLC CL-402 LITERARY CRITICISM

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Literary Criticism	04	03	01	0	Graduation	Graduation

Course Description:

Critical theory contributes to literary studies by offering principles upon which systematic study of the nature of literature is done, and literary appreciation, criticism and commentary of a text is responsibly conducted. This course focuses on critical theory as it applies to literature and culture, and aims at teaching the student how to analyze a text using various methods of theoretical interpretation. The course also focuses on application of theoretical approaches and theoretical dimensions to reading and analyzing Chinese literary texts from major genres such as short and long prose, poetry, and drama, as well as writing critical responses to those works. The course promotes an awareness of the relation of literary studies to broader interdisciplinary knowledge elsewhere in the humanities and social sciences. The content of the course will cover a series of traditional concepts in criticism of lyric poetry such as ethical or aesthetical function of poetry, vision or dynamic process as nature of poetry, use of correlative thinking in lyric aesthetics, and taste and flavour in connoisseurship.

Course Objective:

This course encourages the student to study eastern and western literary criticism theories, and engage critically with texts, particularly how to apply the theoretical premises and techniques to selected literary texts. It aims at transforming the simple reader in the student into a critic by making her/him think and write creatively and critically.

Course Learning Outcome:

On completion of this course, the student will become familiar with different literary and cultural theoretical approaches. Evaluate and analyze strengths and limitations of critical/theoretical arguments. Apply specific theoretical concepts to interpretation and analysis of literary and cultural texts. Gain competence in literary research and strengthen and deepen critical reading, writing, and interpretive practices

Course Outline:**Unit I**

Hours: 06

Foundation of literary theory & Criticism

This unit establishes the conceptual groundwork of literary studies by distinguishing between literary theory and literary criticism. It introduces students to the scope, function, and methodological significance of both domains, emphasising their interdependence in analysing, interpreting, and evaluating literary texts.

Reading List:

1. Abrams, M. H. and Geoffrey Galt Harpham, A Glossary of Literary Terms. Noida: Cengage India Private Limited (11th ed.), 2015.
2. Culler, Jonathan, Literary Theory: A Very Short Introduction. Oxford: Oxford University Press, (2nd ed.), 2011.
3. Eagleton, Terry, Literary Theory: An Introduction. Oxford: Blackwell, 2008.
4. Guerin, Wilfred L., Earle Labor, Lee Morgan, Jeanne C. Reesman, and John R. Willingham, A Handbook of Critical Approaches to Literature. Oxford: Oxford University Press (6th ed.), 2010.
5. Teaching material prepared by the Department.

Unit II

Hours: 04

Conceptual Frameworks and Binary Structures in Literary Theory

This unit examines key conceptual distinctions and binary oppositions that structure literary discourse, such as theory vs criticism, objectivity vs subjectivity, singular vs multiple interpretations. It critically engages with how these binaries shape aesthetic judgement and interpretive frameworks, while also introducing structuralist and post structuralist critiques that challenge fixed meanings and hierarchical oppositions.

Reading List:

1. Bennett, Andrew and Nicholas Royle, Introduction to Literary Criticism and Theory. New York: Routledge (6th ed.), 2023.
2. Waugh, Patricia (ed.), Literary Theory and Criticism: An Oxford Guide. Oxford: Oxford University Press, 2006.
3. Culler, Jonathan, Literary Theory: A Very Short Introduction. Oxford: Oxford University Press, (2nd ed.), 2011.
4. Nayar, Pramod K., Literary Theory Today. New Delhi: Asia Book Club, 2002.
5. Teaching material prepared by the Department.

Unit III

Hours: 15

Study of various literary movements & literary criticism in China

The unit examines major literary movements and critical traditions with a dual focus on global theoretical frameworks and their adaptations within the Chinese context. It introduces key schools such as formalism, structuralism, post-structuralism, Marxism, etc., analysing their core principles, methodological approaches, and limitations. The unit further traces the historical development of literary criticism in China, from classical poetics to modern critical discourse, with particular attention to the interactions between

indigenous traditions and Western theoretical imports during the 20th century. Emphasis is placed on how socio-political and cultural contexts shape literary production and critical interpretation.

Reading List:

1. Eagleton, Terry, *Literary Theory: An Introduction*. Oxford: Blackwell, 2008.
2. Eagleton, Mary (ed.), *Feminist Literary Theory: A Reader*. Oxford: Wiley-Blackwell (3rd ed.), 2010.
3. Guerin, Wilfred L., Earle Labor, Lee Morgan, Jeanne C. Reesman, and John R. Willingham, *A Handbook of Critical Approaches to Literature*. Oxford: Oxford University Press (6th ed.), 2010.
4. Pickowicz, Paul G., *Marxist Literary Thought in China: A Conceptual Framework*. Berkeley: University of California Press, 1980.
5. Liu, Kang, and Xiaobing Tang (eds.), *Politics, Ideology, and Literary Discourse in Modern China: Theoretical Interventions and Cultural Critique*. Durham: Duke University Press, 1993.
6. Liu, James J. Y., *Chinese Theories of Literature*. Chicago: University of Chicago Press, 1975.
7. McDougall, Bonnie S., *The Introduction of Western Literary Theories into Modern China, 1919-1925*. Tokyo: Centre for East Asian Cultural Studies, 1971.
8. Denton, Kirk A. (ed.), *Modern Chinese Literary Thought: Writings on Literature, 1893-1945*. Stanford: Stanford University Press, 1996.
9. Galik, Marian, *The Genesis of Modern Chinese Literary Criticism (1917-1930)*. London: Curzon Press, 1980.
10. Teaching material prepared by the Department.

Unit IV

Hours: 20

Applying theory to Chinese Literature

This unit emphasises the practical application of literary theory to the analysis of the Chinese literary texts across genres such as fiction, poetry, and drama. It trains the students to employ diverse theoretical frameworks in interpreting texts, while also considering historical, cultural, and ideological contexts. The unit further develops critical writing skills and encourages interdisciplinary approaches to literary analysis.

Reading List:

1. Anderson, Marston, *The Limits of Realism: Chinese Fiction in the Revolutionary Period*. Berkeley: University of California Press, 1990.
2. Rolston, David L. (ed.), *How to Read the Chinese Novel*. Princeton: Princeton University Press, 1990.
3. Duke, Michael S., *Blooming and Contending: Chinese Literature in the Post-Mao Era*. Bloomington: Indiana University Press, 1985.
4. Eagleton, Terry, *How to Read Literature*. New Haven and London: Yale University Press, 2013.
5. Dobie, Ann B. (ed.), *Theory into Practice: An Introduction to Literary Criticism*. Wadsworth Cengage Learning (3rd ed.), 2011.

6. Preminger, Alex, et. al., (eds.), Classical Literary Criticism: Translations and Interpretations. New York: Ungar, 1984.
7. Books, research papers and articles on literary criticism, Modern Chinese Literature and Culture Resource Center, The Ohio State University database (<https://u.osu.edu/mclc/bibliographies/lit/genre/#R:>)
8. Teaching material prepared by the Department.

Facilitating the Achievement of Course Learning Outcome:

Thorough classroom teaching, presentations and assignments for internal assessment.

DSE CH-402 INDIA CHINA RELATIONS

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
India China Relations	04	03	01	0	Graduation	Graduation

Course Description:

The course is designed to understand the broad patterns of India-China relations from a comparative perspective. The patterns and variables—such as strategic culture, soft power, state systems and nation building, economic engagement, the role of leaders, competing regionalism, domestic factors and external drivers—are considered to understand the nature of relations between the two Asian giants. Through a comparative approach this course aims to evaluate the prospects of competition and cooperation in India-China relations. The objective is also to explore how the two countries define the Asian power balance and play a role in crafting a security architecture.

Course Objective:

1. To understand the broad patterns of India-China relations from a comparative perspective.
2. To understand the patterns and variables, such as strategic culture, soft power, state systems, nation-building, economic engagement, the role of leaders, competing regionalism, domestic factors, and external drivers.

Course Outcome:

1. Employ a comparative approach to explore the nature of India-China relations.
2. Evaluate the prospects of competition and cooperation in India-China relations.
3. Explore how the two countries impact the global power balance.

Course Outline:**UNIT I**

12 Hours

Comparing Polity and Economy

- historical and geopolitical overview of India-China relations.
- comparative study of India and China on four aspects
 - strategic culture
 - nation-building and state formation
 - economic development and engagement
 - soft power strategies

Reading List:

1. Tansen Sen, *India, China, and the World* (New Delhi: Oxford University Press, 2018).
2. Liu Xinru, *Ancient India and ancient China: trade and religious exchanges, AD 1-600.* (Delhi: Oxford University Press, 1988).
3. George Tanham, "Indian Strategic Culture," Rand Publications, (1992).
4. Ranbir Vohra, *The Making of India: A Historical Survey* (London: M.E. Sharpe, 1997).
5. Jonathan, Holslag, *China and India: Prospects for Peace* (Columbia University Press, 2009).
6. Patryk Kugiel, *India's Soft Power*, (London: Routledge, 2016)
7. Mingjiang Li, *Soft Power: China's Emerging Strategy in International Relations* (New York: Rowman & Littlefield Publishers, INC., 2009).
8. Teaching material prepared by the Department.

UNIT II

12 Hours

Leadership Factor and Core Issues

- role of the leaders and their implications with a particular focus on
 - Nehru and India's China policy
 - Mao and China's India policy
- core issues defining the bilateral relations. In particular, it will explore the
 - Tibet factor in India-China relations
 - the border issue and the 1962 War

Reading List:

1. Andrew Bingham Kennedy, *The International Ambitions of Mao and Nehru: National Efficacy Beliefs and the Making of Foreign Policy* (Cambridge: Cambridge University Press, 2012).
2. Deepak Lal, "India's Foreign Policy 1947-64," *Economic and Political Weekly*, vol. 2, no. 19, May 1967.
3. Harold C. Hinton, *Communist China in World politics* (London: Macmillan, 1966).
4. John Garver, *Protracted Contest: Sino-Indian Rivalry in the Twentieth Century* (Seattle: University of Washington Press, 2001).
5. Madhu Bhalla, "India's Approach to the Tibetan Issue," in Prabhat P. Shukla, ed., *Tibet: Perspectives and Prospects* (New Delhi: Aryan Books International, 2013), pp. 142-173.
6. Ramachandra Guha, "Jawaharlal Nehru and China: A Study in Failure," *Harvard-Yenching Working Paper Series*, 2011.

7. Steven Hoffmann, "Rethinking the linkage between Tibet and the China-India Border Conflict," *Journal of Cold War Studies*, vol. 8, No. 3 (Summer 2006), pp. 165-194.
8. Sujit Dutta, "China's Approach to the Tibetan issue," in Prabhat P. Shukla, ed., *Tibet: Perspectives and Prospects* (New Delhi: Aryan Books International, 2013), pp. 204-211.
9. Teaching material prepared by the Department.

UNIT III

10 Hours

External Variables and Competing Regionalism

- external variables defining the bilateral relations, focusing on
 - China-Pakistan nexus and its implications for India
 - India-US relations and their impact on China
- competing regionalism, particularly from two perspectives
 - India and the Look East/Act East policy
 - India-China in the BRICS

Reading List:

1. Amit Gupta, "US-India-China: assessing tripolarity," *China Report*, vol. 42, no. 1 (2006): 69-83.
2. Andrew Small, *The China Pakistan Axis* (London: C. Hurst & Co., 2015).
3. Dawa Norbu, "Tibet in Sino-Indian Relations: The centrality of marginality," *Asian Survey*, vol. 37, no. 11 (Nov, 1997), 1078-1095.
4. S. D. Muni, "India's 'Look East' Policy: The Strategic Dimension," ISAS Working Paper, No. 121 (February 2011).
5. Sujit Dutta, "Revisiting China's Territorial Claims on Arunachal," *Strategic Analysis*, vol. 32, Issue 4 (2008): 549-581.
6. Zhao Gancheng, "China-US-India: Is a New Triangle Taking Shape," *China Quarterly of International Strategic Studies*, vol. 2, no. 1 (2018).
7. Teaching material prepared by the Department.

UNIT IV

11 Hours

Competing Neighbourhood and Maritime Spaces, India-China Nuclear Forces

- India and China's power-competition in Nepal and Myanmar
- Role of India and China in the Indian Ocean Region
- Critical comparison of the naval strategies of India and China
- Comparative study of evolution of nuclear forces of India and China, and its bilateral and global significance

Reading List:

1. James R. Holmes, Andrew C. Winner and Toshi Yoshihara, *Indian Naval Strategy in the Twenty-first Century* (London: Routledge, 2009).
2. Manjeet S. Pardesi, "China's Nuclear Forces and their Significance to India," *The Nonproliferation Review*, vol. 21, Issue 3-4 (2014): 337-354.
3. Sujit Dutta's debate and responses, *Strategic Analysis*, vol. 35, no. 3 (May 2011): 493-522.

4. Zhao Hong, "India and China: Rivals or Partners in South East Asia?" Contemporary Southeast Asia, vol. 29, no. 1(April 2007), pp. 121-142.
5. Teaching material prepared by the Department.

Facilitating the Achievement of Course Learning Outcomes:

Thorough classroom teaching, presentations and assignments for internal assessment.

Skill Based Two Credit Course:

Internship/Workshop

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Internship/ Workshop	Tutorial	Practical/ Practice		
Internship/ Workshop	02	15		15	Graduation	Graduation

Course Description:

This course introduces the students to practical applications of knowledge gained in the classrooms. They will be expected to work in association with an academic/research/corporate organisation and utilise the language-based skills learnt during the course. They will also learn to participate and organise language skill-based workshops and work as interns/volunteers in available online/offline opportunities related to demonstration of their acquired language skills.

Course Objective:

This course will enable the students to develop hands-on learning skills and learn to utilize the Chinese language in a practical working environment, thus verifying the validity and applicability of various theoretical paradigms through implementation in real situations.

Course Learning Outcome:

On completion of this course, the student will be able develop key skills in practical aspects of the working environment. Recognize challenges of language learnt and evaluate alternatives to deal with it, build up area-specific vocabulary and expression and be aware of the role of socio-political-cultural components in translation and interpretation.

Course Outline:

The students will be expected to work in association with academic/ research institutes/ enroll with corporate organisations for internship/ workshops and utilise the language-based skills developed in their theory courses. The internship/ workshop participation may be in online or offline format.