

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

Table of Contents

- I. About the Department**
- II. Introduction to NEP 2020 PG Curriculum Framework (PGCF)**
 - Scope**
 - Definition**
 - Programme Objectives (POs)**
 - Programme Specific Outcomes (PSOs)**
- III. Master's Programme Details**
 - Eligibility for Admissions**
 - Assessment of Students' Performance and Scheme of Examination**
 - Pass Percentage & Promotion Criteria**
 - Semester to Semester Progression**
 - Conversion of Marks into Grades**
 - Grade Points**
 - CGPA Calculation**
 - Division of Degree into Classes**
 - Attendance Requirement**
 - Guidelines for the Award of Internal Assessment Marks**
 - Master's Programme (Semester Wise)**
- IV. Registration/Admission of Foreign Nationals:**
- V. Course-Wise Content Details for M.A. in East Asian Studies Programme**

I. About the Department

The Department of East Asian Studies began as the *Centre for Chinese Studies* in 1964. Japanese Studies was introduced in 1969 and the department was renamed the *Department of Chinese and Japanese Studies*. After introducing Korean Studies in 2001, the department was rechristened as the Department of East Asian Studies. The department is part of the Faculty of Social Sciences, University of Delhi.

The department offers four postgraduate courses: M.A. in East Asian Studies, Japanese, Chinese and Korean Language. It provides an interdisciplinary PhD in East Asian Studies, offering opportunities in diverse areas such as history, culture, language, literature, society, economics, politics, security studies, and international relations.

In M.A. and Ph.D. in East Asian Studies, language is a compulsory component, and students must learn one of the three East Asian languages: Chinese, Japanese and Korean. The department also offers full-time postgraduate diplomas in Chinese, Japanese, and Korean languages, besides part-time certificate, diploma, and advanced diploma courses in Chinese, Japanese and Korean languages in various colleges of the University of Delhi.

II. Introduction to NEP 2020 PG Curriculum Framework (PGCF)

The National Education Policy (NEP) 2020's PG Curriculum Framework (PGCF) promotes student flexibility by allowing them to choose courses from various categories, including core, discipline-specific, generic, and skill-based. The PGCF also implements a grading system for course evaluation, which is considered more uniform than the traditional marks system, facilitating the calculation of CGPA and enabling seamless academic mobility among institutions. This uniformity also benefits potential employers in assessing candidate performance.

2.1 Definition

- A. 'Academic Programme' means an entire course of study comprising its programme structure, course details, evaluation schemes, etc., designed to be taught and evaluated in a teaching Department/Centre or jointly under more than one such Department/ Centre.
- B. 'Course' means a segment of a subject that is part of an Academic Programme.
- C. 'Programme Structure' means a list of courses (Core, Elective, General Elective) that makes up an Academic Programme, specifying the syllabus, Credits, hours of teaching, evaluation and examination schemes, minimum number of credits required for successful completion of the programme etc. prepared in conformity to University Rules, eligibility criteria for admission.
- D. 'Department Specific Core' (DSC) means a course that a student admitted to a particular programme must complete to receive the degree, which cannot be substituted by any other course.
- E. 'Department Specific Elective Course' (DSE) is an optional course to be selected by a student from courses offered in the same Department/Centre.
- F. 'Generic Elective'(GE) is an elective course available for students of the MA programmes in other departments. Students of other departments will opt for

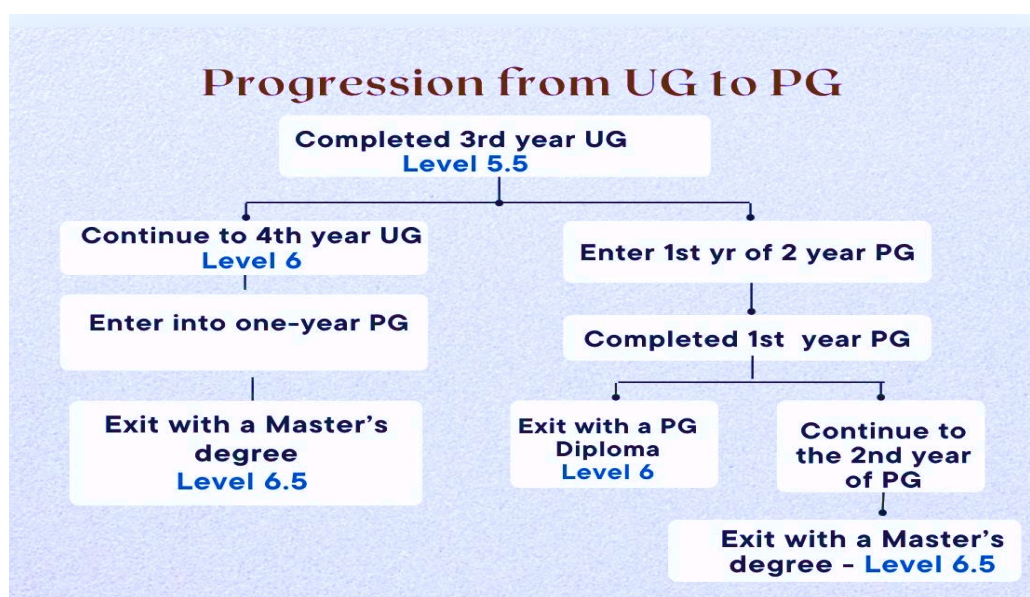
these courses, subject to fulfilling the eligibility criteria as laid down by the Department offering the course.

- G. 'Skill-Based Course' (SBC) refers to courses that include a strong component of imparting skills to students. These skills may consist of understanding based on hands-on exercises, language training, methodological skills, policy analysis, and relevant areas of study.
- H. 'Credit' means the value assigned to a course, which indicates the level of instruction.

One hour lecture per week equals 1 Credit, and 2 hours tutorial class per week equals 1 credit. Credit for a practical could be proposed as part of a course or as a separate practical course.

- I. 'SGPA' means Semester Grade Point Average calculated for the individual semester.

2.2 Progression from UG to PG:



2.3 Programme of Study and the corresponding qualification levels

First year UG Programme – Level 4.5

Second Year UG Programme – Level 5

Third Year UG Programme – Level 5.5

Fourth Year UG Programme – Level 6

First year of Two-Year PG Programme – Level 6

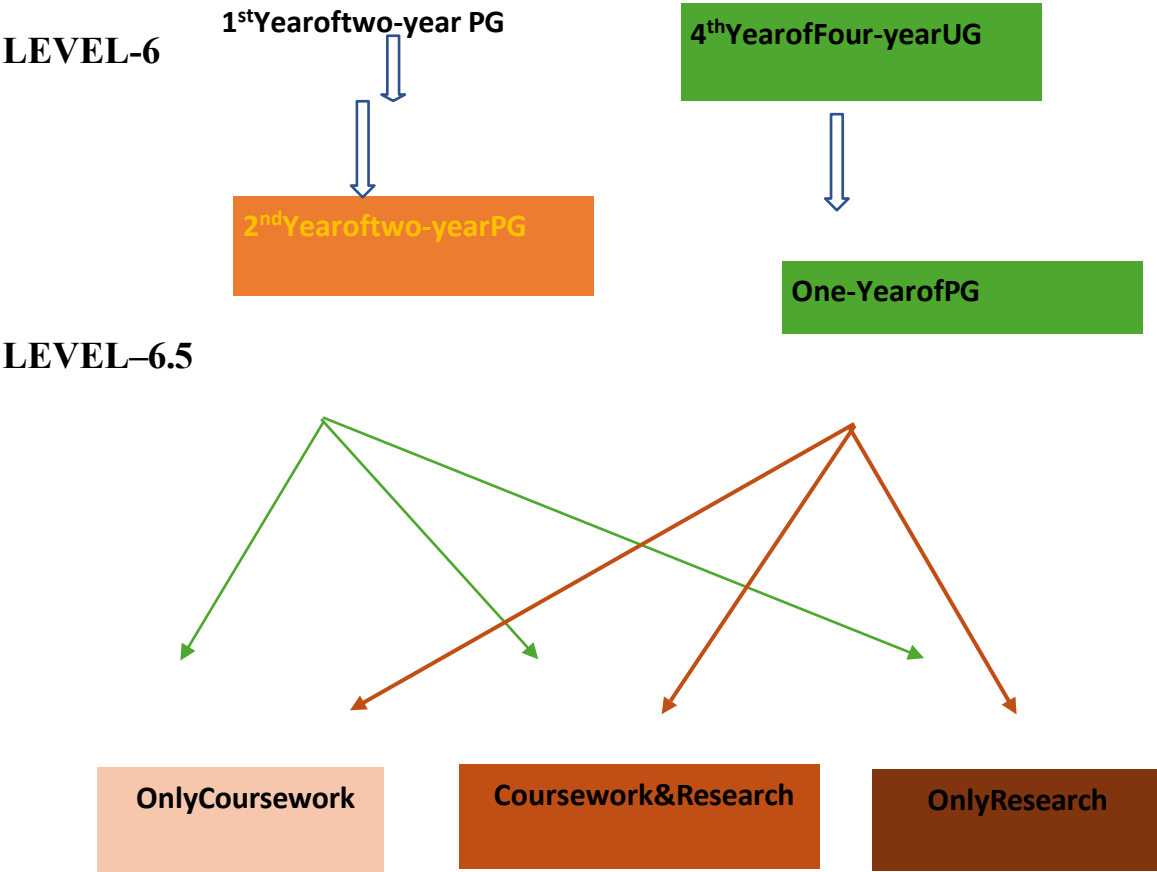
Second Year of Two-Year PG Programme – Level 6.5

One year of PG Programme after 4-year UG – Level 6.5

First year of Two Year PG Programme after 4 Year UG – Level 6.5

Second year of Two-Year PG Programme after 4-Year UG – Level 7

a. Postgraduate Curricular Framework 2024 (based on NEP 2020)



1st Year of PG curricular structure for 2 year PG Programmes (3+2)

Semester	DSC	DSE	2Creditcourse	Dissertation/ AcademicProject/ Entrepreneurship	Total Credits
Semester-I	DSC-1 DSC-2 DSC-3 (12 credits)	TwoDSEs OR OneDSE&One GE (8credits)	Skill-based course/ workshop/Specialised laboratory/ Hands on Learning (2credits)	Nil	22
Semester-II	DSC-4 DSC-5 DSC-6 (12 credits)	TwoDSEs OR OneDSE& One GE (8credits)	Skill-based course/ workshop/Specialised laboratory/ Hands on Learning (2credits)	Nil	22

Curricular Structures of 2nd Year of PG for 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	DSC	DSE	2 Credit course	Dissertation/ Academic Project/ Entrepreneurship	Total Credits
Semester-III	DSC-7 DSC-8 (8 credits)	Three DSEs OR Two DSEs & One GE (12 credits)	Skill-based course/ workshop/ Specialised laboratory/ Internship/ Apprenticeship/ Hands on Learning (2 credits)	Nil	22
Semester-IV	DSC-9 DSC-10 (8 credits)	Three DSEs OR Two DSEs & One GE (12 credits)	Skill-based course/ workshop/ Specialised laboratory/ Internship/ Apprenticeship/ Hands on Learning (2 credits)	Nil	22

Structure2(Level6.5):PGCurricularStructurewithCoursework+Research

Semester	DSC	DSE	2Credit course	Dissertation/ AcademicProject/ Entrepreneurship	Total Credits
Semester-III	DSC-7 DSC-8 (8 credits)	TwoDSEs OR OneDSE& One GE* (8 credits)	Nil	Seedetailedoutcomes below (6 credits)	22
Semester-IV	DSC-9 DSC-10 (8 credits)	TwoDSEs OR OneDSE& One GE* (8 credits)	Nil	Seedetailedoutcomes below (6 credits)	22

* For those opting for the ‘Entrepreneurship’ track, one GE related to Entrepreneurship should be studied in each of the III and IV Semesters. For those who opt for writing a Dissertation or Academic Projects, they may opt for any GE of their choice or study only the DSEs.

NOTE: *The Dissertation/Academic Project/Entrepreneurship chosen should be an original work and **nota repetition of work done in the 4th Year of the UG programme**. It may be an extension though of the work done in the 4th Year of UG programme.*

A. Outcomes expected of the Dissertation writing track in the 2nd Year of PG Programmes

Semester III

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

- 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 IV Semester:

- 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 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 2nd Year of PG Programmes

Semester III

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

- 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

IV Semester:

i. Completion of the experimentation, fieldwork or similar task

ii. Submission of project report

iii. Research output in the form of **any one** of the following

- Prototype or product development or patent
- Any other scholastic work as recommended by the BRS and approved by the Research Council
- Publication in 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

Structure3(Level6.5): Research

Semester	DSC	DSE (related to identified research field)	Research Methods/ Tools/ Writing (2 courses)	One intensive problem-based research	Total Credits
Semester-III	1 DSC (course related to the area identified for research) (4 Credits)	1 DSE (course related or allied to the area identified for research) (4 Credits)	(a) Advanced Research Methodology of the core discipline + (b) Tools for Research (2x2=4 credits)	Outcomes are listed below the table (10 credits)	22

Semester IV	-	<p>1 DSE</p> <p>oraDSE of an allied subject related to the area identified for research</p> <p>(4 Credits)</p>	<p>Techniques of research writing</p> <p>(2 credits)</p>	<p>(16 credits)</p>	<p>22</p>
-------------	---	--	--	----------------------------	------------------

Learning outcomes of semester III of the PG Course Structure 3 focussed on “Research”

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

- 1) Research Problem identification
- 2) Review of literature
- 3) Research design formulation
- 4) **Phase I** of research (for e.g. Initial phase of research experimentation, completion of pilot project etc.)

Learning outcomes of Semester IV of the PG Course Structure 3 focussed on “Research”

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

- 1) **Phase II** of research-Final phase of experimentation/fieldwork
- 2) Dissertation/project report submission
- 3) Attain **at least one** of the following outcomes:
 - a. Publication in Scopus indexed journals #
 - b. Patent
 - c. Any other scholastic work as recommended by the BRS and approved by the Research Council
 - d. Publication of a book by a reputed publisher (National/International) as recommended by the BRS and approved by the Research Council.

Publication must be in Scopus indexed journals and the authors have to be the student concerned and his/her supervisor(s). Addition of any author [other than the student and supervisor(s)] in the publication has to be with the permission of the

Chairperson, Research Council. This permission must be mandatorily taken prior to commencement of Phase-II of the research.

2.5 Programme Objectives (POs)

M.A. in Chinese

- To create experts in the field of area studies
- To obtain a holistic perspective of the area through emphasis on linguistic training of the area, as well as a multidisciplinary social science approach.

2.6 Programme Specific Outcomes (PSOs)

At the end of the programme, students will have comprehensive knowledge about China.

- Focus on aspects of history, culture, society, politics, economy, international relations, etc. of China region
- Option to join Ph.D. Programme in East Asian Studies after the successful completion of this course.
- Aimed to create experts in Chinese language for research projects in think tanks, NGOs, government agencies, international organisations, newspaper agencies, etc.

III. Master's Programme Details

Teaching: The faculty of the Department is primarily responsible for organising lecture work for the M.A. Chinese. The instructions related to tutorials are provided by the Department of East Asian Studies.

Eligibility for Admissions

Refer to the Bulletin of Information as published by the University of Delhi.

Assessment of Students' Performance and Scheme of Examination

- Chinese shall be the medium of instruction and examination for the Core courses and English/Hindi/or any other language as specified by the course instructor for the elective courses.
- Assessment of students' performance shall consist of the following components
 - Internal Assessment-30 (Attendance-5, Mid Semester-25)
 - End-Semester Examinations-70 marks

Pass Percentage & Promotion Criteria

A student has to score a minimum of 40% in each course, separately in the end-semester examination (28 out of 70 marks), and in the total (40 to 100 marks) to pass the course. No separate pass is required in the internal assessment component. Students failing in an individual course are allowed to repeat only the end-semester examinations in the next appropriate session,

but within the span period of four years. There is no provision for repeating, resubmitting, or resubmitting any of the components of internal assessments (assignment and mid-semester examination).

Students of the department selecting generic elective courses from other departments will be governed by their rules, while students of other departments selecting generic elective courses from this department will be governed by this department’s rules.

Semester to Semester Progression

As per the University Examination rule.

Conversion of Marks into Grades

Conversion of Marks into Grades as per the University rule.

Grade Points

Grade point table as per the University Examination rule

CGPA Calculation

As per the University Examination rule.

Grand SGPA Calculation

As per the University Examination rule.

Conversion of Grand CGPA into Marks

As per the University Examination rule.

Division of Degree into Classes

As per the University Examination rule.

Attendance Requirement

As per the University Examination rule.

Guidelines for the Award of Internal Assessment Marks

As per the University Examination rule.

1st Year of PG curricular structure for 2-year PG Programmes (3+2)

Semester I (22 Credits)

3(DSC) x 4 (credit) =12 credits;

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

1 (Skill-based course/workshop/Internship/Hands-on training)x2= 2

DSC	CL101	Advanced Chinese Language
-----	-------	---------------------------

DSC	CL102	China Past and Present- I (up to 1840)
DSC	CL103	Modern Chinese Literature (1919-1949)
DSE	CH101	Modern China
DSE	CH102	Chinese Society and Culture
GE	GE	From any other department

Semester II (22 Credits)

3(DSC) x 4 (credit) =12 credits;

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

1 (Skill-based course/workshop/Internship/Hands-on training)x2= 2

DSC	CL201	Chinese Linguistics
DSC	CL202	China Past and Present- II (1840-1949)
DSC	CL203	Brief Introduction to India-China Relations
DSE	CH 201	Intellectual Debates in Modern China
DSE	CH 202	Government and Politics of China
GE	GE	From any other department

DSC courses:-**DSC1- CL101 ADVANCED CHINESE LANGUAGE****Course Description:**

This course aims at strengthening the student's overall language skills (listening, speaking, reading and writing), especially more specialized vocabulary, and complex sentence structures. The course content is designed to combine advanced language learning with exploration of various facets of contemporary China. This combination will not only sharpen the student's language skills and increase general knowledge of China, but will also provide the background knowledge needed to develop translation and interpretation skills.

Course Objective:

The course will primarily develop the student's fluency and accuracy for practical communication in Chinese language. The emphasis is on the transformation of linguistic knowledge into active skills through oral and written activities. Thus, the course is aimed towards absorbing and also analytically looking at the dynamic socio-cultural aspect of life in China which constantly shapes the interaction among people.

Course Outcome:

The students will be able to benefit from both classroom lectures and audio-visual lessons which will be conducted in the language laboratory and classrooms simultaneously. Appealing modes of learning such as quiz, debate, performing small skits on related themes, etc. will be encouraged in the class. Different assignment methods (written, oral, project, etc.) will be used to maximize learning experience.

Course Outline:

Unit I: Audio-Visual Exercises will be conducted in the language laboratory to enhance the oral skills in Chinese language. This will enable the student to enhance their listening ability, specialized vocabulary, refine grammar rules etc.

Unit II: Selected Reading from prescribed textbooks will enhance proficiency in reading and writing of Chinese language, they will be able to articulate thoughts in Chinese language with clarity, and broaden their knowledge base on China through study of contemporary issues.

Unit III: Reading of theme based Chinese language texts related to society, culture, economy, politics, environment, science and technology, business, tourism, recreation, lifestyle, military, etc. of China.

Reading list:

1. 岑玉珍 (编著), 《发展汉语·高级综合(1)》(第二版) 北京: 北京语言大学出版社, 2011. [Cen, Yuzhen (compiled by), Developing Chinese: Advanced Comprehensive Course, Vol. 1 (2nd ed.). Beijing: Beijing Language and Culture University Press.]
2. 高增霞、游舒 (编著), 《发展汉语高级综合(II)》(第二版) 北京: 北京语言大学出版社, 2011. [Gao, Zengxia and You Shu (compiled by), Developing Chinese: Advanced Comprehensive Course, Vol. 2 (2nd ed.). Beijing: Beijing Language and Culture University Press.]
3. 刘元满、任雪梅、金舒年 (编著), 《高级汉语口语(第三版)》(上)、(下) 北京: 北京大学出版社, 2014 & 2015 [Liu, Yuan man, Ren Xue mei and Jin Shu nian (eds.) Advanced Spoken Chinese Vol. 1 & 2 (3rd ed.). Beijing: Peking University Press.]
4. 邱军 (主编), 《成功之路·成功篇》(1、2) 北京: 北京语言大学出版社, 2008. Qiu, Jun (chief ed.), Road to Success (Advanced) Vol. 1 & 2. Beijing: Beijing Language and Culture University Press.]
5. Teaching material prepared by the Department.

Facilitating the Achievement of Course Learning Outcomes: Thorough classroom teaching, presentations and assignments for internal assessment.

Course Description:

The history of China spans several millennia, and the pattern of past events, customs, and traditions have shaped contemporary Chinese culture, language, and politics. Therefore, knowledge about the history and civilization of China is imperative to understand China's contemporary situation. This course introduces a general history of China from prehistory up to 1840. The course also touches upon the major events through various dynastic regimes that shaped the political, economic, social, political, and intellectual and folk culture of the country.

Course Objective:

This course will help students understand the current socio-political-cultural-economic issues of China through its history. The course will also serve as a backdrop for the study of continuity and change of these issues in detail.

Course Outcome:

On completion of this course, the student will be able to obtain a general idea of the dynastic and imperial history of China, learn characteristic features of the imperial state and society of pre-1840 China, know about the evolution and shaping of the civilizational identity and appreciate the traditions and legacies of the history and culture of China.

Course Outline:

1. The Prehistoric period —The Pre-Qin Period-
2. The Period of Great Feudal Unity — The Qin and Han Dynasties
3. The Division of China Once More and the Intermingling of Ethnic Groups —The Three Kingdoms, the Two Jin Dynasties and the Southern and Northern Dynasties
4. The Heyday of Feudal Society — The Sui and Tang Dynasties
5. The Continued Development of Feudal Society and the Co-existence of Ethnic Regimes — The Five Dynasties, and the Liao, Song, Xia, Jin and Yuan Dynasties
6. Further Development of the Unitary Multi-ethnic Country and Decline of the Feudal Society — The Ming and Qing Dynasties(Before the Opium War of 1840)

Reading List:

In Chinese:

1. 翦伯赞, 《中国史纲要》(上). 北京: 北京大学出版社, 2007. [Jian, Bozan, The Outline History Chinese (Vol.1). Beijing: Peking University Press.]
2. 吕思勉, 《中国简史》, 西安: 三秦出版社, 2020. [Li, Simian, A Brief History of China. Xian: Sanqin Publishing House.]
3. 钱穆, 《国史大纲》(上、下). 上海: 商务印书馆出版, 1996. [Qian, Mu, Outline of National History (Vol. 1 & 2). Shanghai: The Commercial Press.]

4. 张帆, 《中国古代简史》. 北京: 北京大学出版社, 2001. [Zhang, Fan, A Brief History of Ancient China. Beijing: Peking University Press.]
 5. 张帆、李帆 (主编), 《中外历史纲要》(上). 北京: 人民教育出版社: 1990. [Zhang, Fan and Li Fan (chief eds.), Compendium of Chinese and Foreign History (Vol. 1). Beijing: People's Education Press.]
 6. 张岂之 (主编), 《中国历史十五讲 (典藏版)》. 北京: 北京大学出版社, 2003. [Zhang, Qizhi (ed.), Fifteen Lectures on Chinese History. Beijing: Peking University Press.]
- In English:
7. Bozan, Jian, Shao Xunzheng and Hu Hua, A Concise History of China. Beijing: Foreign Languages Press, 1986.
 8. Fairbank, John K. and Merle Goldman, China: A New History. Cambridge: Harvard University Press, 1998.
 9. Goodrich, Luther C., A Short History of the Chinese People. New York: Harper, 1951.
 10. Ropp, Paul S. (ed.), Heritage of China: Contemporary Perspectives on Chinese Civilization. California: University of California Press, 1990.
 11. Shouyi, Bai (ed.), An Outline History of China. Beijing: Foreign Languages Press, 1982.
 12. Tanner, Harold M., China: A History (Vol. 1): From Neolithic Cultures through the Great Qing Empire. Indianapolis: Hackett Publishing Company, 2010.
 13. Teaching material prepared by the Department.

Facilitating the Achievement of Course Learning Outcomes: Thorough classroom teaching, presentations and assignments for internal assessment.

DSC3- CL 103 MODERN CHINESE LITERATURE (1919-1949)

Course Description:

The literature from the early twentieth century to the establishment of the People's Republic of China mirrored the fast changing dynamics of Chinese society when it moved from being an imperial dynasty to a Republican state, further changing to a socialist country. Such a tumultuous period proved to be a fertile ground for fostering various kinds of ideas and sentiments and brought forth the underlying social-political dimensions through various genres of literature.

This course exposes the student to the major literary movements and trends, and major litterateurs and their representative works of this period. It pays special attention to enhancing the student's awareness of, and interest in the development of modern Chinese literature in their relevant literary, socio-political and cultural contexts, as well as Western Influence on Chinese literature.

Course Objective:

This course aims at broadening the knowledge base and humanistic horizon of the student, with special focus on how Chinese writers reconstructed modern literature in relation to the nation-building process, which contributed significantly to shaping Chinese culture.

Course Outcome:

On completion of this course, the student will be able to gain an understanding of Chinese literary and political history from the early twentieth century until 1949. Contextualise major literary works within their historical, social and political backgrounds. Critically engage with representative literary texts and movements of the period and demonstrate the ability to formulate and present independent arguments with analytical depth and clarity.

Course Outline:

1. Literary movements and rise of modern Chinese literature:

Brief background on Chinese literary reforms in the early 1900s. Rise of modern Chinese literature in response to national crisis and intellectual transformation. Impact of Literary revolutions such as the New Culture Movement and May Fourth Movement.

2. Factors shaping a new literature:

Western influence on language and literature and vernacularization. Emergence of literary societies, journals and revolutionary literature.

3. Study of major literary genres :

Exploration of major May Fourth literary genres such as essay, short story, novella, drama, poetry

4. Study of prominent litterateurs and their representative works such as Lu Xun, Mao Dun, Ba Jin, Ding Ling

Reading List:

1. Anderson, Marston, *The Limits of Realism: Chinese Fiction in the Revolutionary Period*. Berkeley: University of California Press, 1990.
2. Denton, Kirk A. (ed.), *The Columbia Companion to Modern Chinese Literature*. New York: Columbia University Press, 2016.
3. Feng, Jin, *The New Woman in Early Twentieth-Century Chinese Fiction*. West Lafayette, Indiana: Purdue University Press, 2004.
4. Goldman, Merle (ed.), *Modern Chinese Literature in the May Fourth Era*. Cambridge: Harvard University Press, 1977.

5. Idema, Wilt L. and Lloyd Haft, *A Guide to Chinese Literature*. Ann Arbor: University of Michigan Press, 1997.
6. Larson, Wendy, *Women and Writing in Modern China*. Stanford: Stanford University Press, 1998.
7. Leung, Laifong, *Contemporary Chinese Fiction Writers: Biography, Bibliography and Critical Assessment*. London and New York: Routledge, 2017.
8. Lu, Jie, (ed.), *China's Literary and Cultural Scenes at the Turn of the 21st Century*. London: Routledge, 2008.
9. Lu, Tonglin, (ed.), *Gender and Sexuality in Twentieth-Century Chinese Literature and Society*. Albany: State University of New York Press, 1993.
10. McDougall, Bonnie S. (ed.), *Popular Chinese Literature and Performing Arts in the People's Republic of China, 1949-1979*. Berkeley: University of California Press, 1984.
11. McDougall, Bonnie S., *Fictional Authors, Imaginary Audiences: Modern Chinese Literature in the Twentieth Century*. Hong Kong: The Chinese University Press, 2003.
12. McDougall, Bonnie S., *Mao Zedong's "Talks at the Yan'an Conference on Literature and Art": A Translation of the 1943 Text with Commentary*. Ann Arbor: University of Michigan Press, 2020.
13. Palandri, Angela J. (ed.), *Women Writers of 20th-Century China*. Eugene: Asian Studies Publications, University of Oregon, 1982.
14. Rojas, Carlos, and Andrea Bachner (eds.), *The Oxford Handbook of Modern Chinese Literatures*. New York: Oxford University Press, 2016.
15. Wagner, Rudolph G., *The Contemporary Chinese Historical Drama: Four Studies*. Berkeley: University of California Press, 1990.
16. Wang, David Der-wei, *Fictional Realism in Twentieth-Century China: Mao Dun, Lao She, Shen Congwen*. New York: Columbia University Press, 1992.
17. Wang, David Der-wei, *Why Fiction Matters in Contemporary China*. Waltham, Massachusetts: Brandeis University Press, 2020.
18. Wong, Wang-chi, *Politics and Literature in Shanghai: The Chinese League of Left-Wing Writers, 1930-1936*. Manchester and New York: Manchester University Press, 1991.
19. Yan, Haiping, *Chinese Women Writers and the Feminist Imagination, 1905-1948*. London: Routledge, 2006.
20. Zhang, Longxi, *A History of Chinese Literature*. London and New York: Routledge, 2023.
21. Zhang, Yingjin (ed.), *A Companion to Modern Chinese Literature*. West Sussex: Wiley Blackwell, 2016.
22. 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

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.

DSC4- CL201 CHINESE LINGUISTICS

Course Description:

Chinese being a non-alphabetic language having more than four thousand years of civilization, it is imperative to study the Chinese language structure and language issues in China from a linguistic perspective to understand important historical and sociolinguistic issues. This course provides a survey of social and historical development of the Chinese language, the writing systems, sound system, and grammar system. As a foundation for exploring these topics, students will be introduced to the core concepts and basic terminology of modern linguistics.

Course Objective:

This course aims at training students to observe and analyze Chinese language in the light of modern linguistics concepts, and help them acquire a deep understanding of Chinese language beyond simple practical applications. The course will also prepare students for future research and teaching of Chinese language.

Course Learning Outcome:

On completion of this course, the student will be able to comprehend the core concepts of linguistics and general properties of Chinese language, be familiar with the historical development of Chinese language and script, learn fine points of Chinese grammar and attain the skills necessary to prepare written and oral presentations on linguistic topics.

Course Outline:

1. Definition of language and linguistics, and their relationship

Definition and features of language and language families; a general survey of linguistics and its branches; relations between language and linguistics; introduction to the language system (phonetics, phonology, morphology, syntax, semantics and pragmatics, etc.)

2. Development and evolutionary phases of Chinese language and script

Evolution and historical development of Chinese language; origin and evolutionary phases of Chinese script; classification of Chinese characters

3. Modern Standard Chinese (Mandarin) and its dialects

Modern Standard Chinese; major dialects; language reform and simplification of Chinese characters

4. Nature and structure of Mandarin Chinese language

Chinese Nature and structure of Chinese language (speech organs and production; syllable structure and rules; word stress and intonation; structural properties of sentences and different sentence types; foreign loan words and figure of speech in Chinese)

5. Important functions of language

Sociology of language; language and communication; psychology of language and cultural cognition: the role of language in reflecting and constructing social identities.

Reading List:

In Chinese:

1. 胡范铸、甘莅豪 (编) , 《中国修辞 (2 0 1 7) 》 . 上海: 学林出版社, 2 0 1 8 . [H u , F a n z h u a n g G a n L i h a o (eds.), Chinese Figure of Speech 2017. Shanghai: Academia Press.]
2. 李乐毅, 《汉字演变五百例》 . 北京: 北京语言学院出版社, 1 9 9 2 . [Li , L e y i , Tracing the Roots of Chinese Characters: 500 Cases. Beijing: Beijing Language Institute Press.]
3. 邵敬敏, 《汉语语法趣说》 . 广州: 暨南大学出版社, 2 0 1 1 . [S h a o , J i n g m i n , Interesting Stories about Chinese Grammar. Guangzhou: Jinan University Press.]
4. 郑懿德 [等] , 《汉语语法难点释疑》 . 北京: 华语教学出版社, 1 9 9 2 . [Zheng , Y i d e e t ' a l . , Difficult Points in Chinese Grammar Explained. Beijing: Sinolingua.]

In English:

5. Arcodia, Giorgio Francesco and Bianca Basciano, Chinese Linguistics: An introduction. Oxford: Oxford University Press, 2021.
6. Benyi, Ge, Modern Chinese Lexicology. London: Routledge, 2018.
7. Chaofen, Sun, Chinese: A Linguistic Introduction. Cambridge: Cambridge University Press, 2006.
8. Huang, C.-T. James, Y.-H Audrey Li and Andrew Simpson (eds.), The Handbook of Chinese Linguistics. West Sussex: Wiley Blackwell: 2018.
9. Huang, Chu-Ren, Yen-Hwei Lin, I-Hsuan Chen and Yu-Yin Hsu (eds.), The Cambridge Handbook of Chinese Linguistics. Cambridge: Cambridge University Press, 2022.
10. Jiao, Liwei, Cornelius C. Kubler and Weiguo Zhang, 500 Common Chinese Idioms: An Annotated Frequency Dictionary. London: Routledge, 2011.
11. McGregor, William B., Linguistics: An Introduction. London: Bloomsbury, 2015.
12. Norman, Jerry, Chinese. Cambridge: Cambridge University Press, 1988.
13. Peverelli, Peter J., The History of Modern Chinese Grammar Studies. Berlin: Springer, 2015.
14. Shei, Chris, Understanding the Chinese Language: A comprehensive Linguistics Introduction. London and New York: Routledge, 2014.
15. Youwei, Shi, Loanwords in the Chinese Language. London and New York: Routledge, 2021.
16. Yule, George, The Study of Language (4'h ed.). Cambridge and New York: Cambridge University Press, 2010.
17. Zhang, Hang, and Lan Zhang, Introducing Chinese Linguistics: A Handbook for Chinese Language Teachers and Learners. Amsterdam: John Benjamins, 2022.
18. Teaching material prepared by the Department.

Facilitating the Achievement of Course Learning Outcomes: Thorough classroom teaching, presentations and assignments for internal assessment.

DSC5- CL202 CHINA PAST AND PRESENT-II (1840-1949)

Course Description:

This course acquaints the student with the major events in the course of the shaping of modern Chinese state in a chronological order, and engages the student to investigate key issues including international relations, political and government structures, an intellectual programs, and explores the social, political, and economic changes and transformations in China following the Opium War of 1840 up to the establishment of the People's Republic of China in 1949.

Course Objective:

The objective of this course is to present an overview of how China faced the internal and external challenges of the nineteenth century, and how the revolutions of the twentieth century led to the establishment of the People's Republic of China, covering approximately one hundred years from the mid-nineteenth century to the mid twentieth century.

Course Learning Outcome:

On completion of this course, the student will be able to understand the key struggles and structural transformations of China since 1840, identify fundamental challenges faced by the imperial state in the 18th and 19th centuries, comprehend various responses to those challenges and understand the conditions that led to the establishment of the modern Chinese state.

Course Outline:

1. Brief background of China before 1840: fundamental socio political and economic conditions.
2. External intervention: The Opium War and the changing Chinese society.
3. Internal crisis and domestic revolts: Taiping Rebellion.
4. The First Sino Japanese War
5. Reforms & Revolutions: 1898 Hundred Days' Reform, Boxer Rebellion, Revolution of 1911
6. May Fourth movement and intellectual programs
7. Communist Movement in China & the Founding of Communist Party
8. The Nanjing Decade and the War of Resistance against Japan
9. Civil Wars and the establishment of the People's Republic of China.

Reading List:

In Chinese:

1. 翦伯赞, 《中国史纲要》(上). 北京: 北京大学出版社, 2007. [Jian Bozan, The Outline History Chinese (Vol.1). Beijing: Peking University Press.]

2. 钱穆, 《国史大纲》(上、下). 上海: 商务印书馆出版, 1996. [Qian Mu, Outline of National History (Vol. 1 & 2). Shanghai: The Commercial Press.]
3. 张帆, 《中国古代简史》. 北京: 北京大学出版社, 2001. [Fan Zhang, A Brief History of Ancient China. Beijing: Peking University Press.]
4. 张帆、李帆(主编), 《中外历史纲要》(上). 北京: 人民教育出版社, 1990. Zhang Fan and Li Fan (chief eds.), Compendium of Chinese and Foreign History (Vol.1). Beijing: People's Education Press.]
5. 张岂之(主编), 《中国历史十五讲(典藏版)》. 北京: 北京大学出版社, 2003. [Zhang Qizhi (chief ed.), Fifteen Lectures on Chinese History. Beijing: Peking University Press.]

In English:

6. Atwill, David G. and Yurong Y. Atwill, Sources in Chinese History: Diverse Perspectives from 1644 to the Present. New York: Routledge (2nd ed.), 2021.
7. Bianco, L., Origins of the Chinese Revolution 1915-1949. Stanford, California: Stanford University Press, 1967.
8. Bozan, Jian, Shao Xunzheng and Hu Hua, A Concise History of China. Beijing: Foreign Languages Press, 1986.
9. Chesneaux, Jean, Francoise Le Barbier and Marie-Claire Bergere, China from the 1911 Revolution to Liberation. New York: Pantheon Books, 1977.
10. Chesneaux, Jean, Marianne Bastid, and Bergere, Marie-Claire, China from the Opium Wars to the 1911 Revolution. New York: Pantheon, 1976.
11. Fairbank, John K. and Merle Goldman, China: A New History. Cambridge: Harvard University Press, 1998.
12. Goodrich, Luther Carrington, A Short History of the Chinese People. New York: Harper, 1951.
13. Mitter, Rana, Modern China: A Very Short Introduction. Oxford: Oxford University Press, 2008.
14. Peter Zarrow, China in War and Revolution, 1895-1949. London and New York: Routledge, 2005.
15. Ropp, Paul S. (ed.), Heritage of China: Contemporary Perspectives on Chinese Civilization. California: University of California Press, 1990.
16. Shouyi, Bai (ed.), An Outline History of China. Beijing: Foreign Languages Press, 1982.
17. Studwell, Joe, The China Dream: The Quest for the Last Great Untapped Market in Earth. New York: Grove Press, 2002.
18. Tanner, Harold M., China: A History (Vol. 2): From the Great Qing Empire through the People's Republic of China. Indianapolis: Hackett Publishing Company, 2010.

19. Teaching material prepared by the Department.

Facilitating the Achievement of Course Learning Outcomes: Thorough classroom teaching, presentations and assignments for internal assessment.

DSC 6- CL203 Brief Introduction to India-China Relations

Course Description:

This course acquaints the student with the major events in the course of India-China relations from ancient times to the modern. This course will discuss the trajectory of these two nations in terms of civilisational contact through political, economic, cultural and military bilateral engagements with each other. The main idea of this course is to make students understand the symmetry of India-China relations from an Indian perspective based on factual information and accuracy of events.

Course Objective:

The aim of the course is to stimulate discussions on various facets of India-China relations from ancient till the contemporary times. The students will be exposed to political relations, trade interactions, foreign policy approaches, responses to each-others security and strategic priorities as well as build up images in each other's media.

Course Learning Outcome:

On completion of this course, the student will be able to understand ancient contacts between India and China, civilizational contacts in modern times, political bilateral relations of the two countries, economic contemporary relations of the two countries and security and military issues of the two countries.

Course Outline:

1. Cross-Communication between India and China through Buddhism: Bodhidharma, Ashvaghosh, Kumarajiva, Yi Jing, Xuan Zang, Fa Xian as well as ancient contacts beyond Buddhism
2. Pre-Independent India-China Relations and the establishment of diplomatic relations between India and China
3. India-China political Relations and transition of India-China from brotherhood to animosities.
4. India-China military conflict and Normalisation of Relations
5. Economic Reforms and Trade between both the countries
6. Indian images in Chinese media and future scenario of India-China relation
7. Emerging Trends in India China Relations in Twenty-first Century

Reading List:

1. India's New Diplomacy Theory of the 21st century, Wu Yongnian, Zhao Gancheng, Ma Ying, Shanghai: Shanghai Translation Publishing House, 2004
2. His Pure White Heart – Rereading Sakyamuni, Chen Bingfang, Sichuan People's Publishing House, August 1998.
3. The Changing Chinese and Indian Societies, edited by Chen Guangjin, Beijing: Chronicles Press, 2010.
4. Contemporary India, Gao Hailin, Zhao Yongfa, Zhang Xishun complied, Zhengzhou: Henan University Press, 2002.
5. Review of Contemporary Sino-Indian Relations, Wang Hongwei, Beijing: China Tibetology Publishing House, 2009
6. The Oriental Awakening: Chinese and Indian National Movements in Modern Times, Zhang Kaiyuan and Tang Wenquan (ed.), Hunan Publishing House, January 1991
7. India: An Incredible Country, Jiang Yaping, Shenzhen: Shenzhen Press Group Publishing House, 2009
8. A Decision-making of India's Foreign Policy- Process and Pattern, Song Haixiao, Beijing: World Affairs Press, 2011.
9. B.R. Deepak, India and China 1904-2004: A Century of Peace and Conflict, Manak Publications, 2005.
10. C.V. Ranganathan and Vinod C. Khanna, India and China: The Way ahead after "Mao's India War", Har-Anand Publications, 2000.
11. K.P.S. Menon, China: Past and Present, 1968.
12. Kavalam Madhava Panikkar, India and China: A Study of the Cultural Relation, Asia Publishing House, 1957.
13. Tan Chung, In the footsteps of Xuanzang: Tan Yun Shan and India, Gyan Publishing House, 1998.
14. Kanti Bajpai (ed.), Peacock and the Dragon: India China in the 21st Century, Har-Anand Publications, 2000. 46.
15. G.P. Deshpande and Alka Acharya (ed.), Crossing a Bridge of Dreams: 50 years of India – China, Tulika Books, 2001
16. 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

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/ enrol 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.